Practical Strategies for Making Inclusion Successful

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Everyone says they support inclusion until it gets difficult
UNLESS someone like you cares a whole awful lot,
nothing is going to get better.
It's not.

—The Lorax
Do you know what POOGI means?

Process of Ongoing Improvement
How to Use the Word POOGI

POOGI can be used in many ways:

NOUN- Are you on a POOGI?

VERB- We have to POOGI that some more.

Adjective- You have done a great job POOGI-ing that skill!
Do you like your job?

- [x] YES
- [ ] NO
They say we learn from our mistakes...
That's why I'm making as many as possible.
I'll soon be a genius!
Common Problems
Common Problem #1: Problem Behaviors interfere with successful inclusion
Common Problem #2: Child has the academic skills to participate, but isn’t learning due to the teacher’s style of teaching
Common Problem #3: It often isn’t clear what data will help in making important decisions.

"After careful consideration of all 437 charts, graphs, and metrics, I've decided to throw up my hands, hit the liquor store, and get snockered. Who's with me?!"
Common Problem #4: Classrooms spend a lot of time doing peer related group work
Common Problem #5: Paras often have poor training

*NOT SURE IF I SUCK AT MY JOB*

*OR MY COMPANY SUCKS AT COMMUNICATION AND TRAINING.*
Common Problem #6: The child is dependent on the classroom paraprofessional
Common Problem #7: Student Can Never Leave the Classroom
Common Problem #8: Lack of Support from School Teams

“Before you begin, I have a number of preconceived notions I’d like to spout.”
Effective Intervention Strategies
Analysis and Treatment of Problem Behaviors is Different in General Education Classrooms
Problem Behaviors is the most common reason that inclusion programs fail
Child Effects
Isn’t Prevention of Problem Behavior a Positive?
Is the intervention planned or are you unaware that it is happening?
IT WON’T
Happen
To Me
What you don’t know can hurt you
It is not enough to know if the behavior changed, you must know why
THERE ARE MOMENTS WHEN EVERYTHING GOES WELL, DON'T BE FRIGHTENED... IT WON'T LAST.
Standard Problem Behavior Data is Necessary But Not Sufficient

The data says we need more data.
Novel Person Test
Novel Person Test Step #1: Train an experienced person to work with the student with no opportunity to observe
Novel Person Test Step #2: Compare the data from the familiar staff to the unfamiliar staff
Novel Person Test Step #3: Identify the hidden variables that are effective
Novel Person Test Step #4: Make sure **everything** is documented in the treatment integrity.
Novel Person Test Step #5: Keep revising the treatment integrity until a novel people can reliably work with the student.
Novel Person Step #6: Teach Alternative Behaviors that will reduce the need for the hidden interventions

"Wouldn't it be easier just to tell me what I can do?"
Even that isn’t Enough!

- Teacher Variables
Conducting Functional Assessment is Difficult in General Education Classrooms

1. Lack of control over the antecedents and consequences
2. Frequent unusual events that don’t occur on a regular basis
3. Activities frequently change in difficulty level from day to day
What Starts the Behavior?

• Get a strong list of what antecedents start the behavior.
What Stops the Behavior is the Function
Homework Review
Look for Going for a Walk!
General Education Teaching Strategies That will Help Everyone
5-1 Positive to Correction Ratio
Clear Communication
1. Write < or >.

a. 0.5 or 1.0
   or

b. 3.2 or 3.02
   or

c. 4.83 or 4.8
   or

d. 6.25 or 6.4
   or

e. 0.7 or 0.07
Project Follow Through, 1967 - 1977

Nine models of teaching K-3 compared in history’s largest educational experiment

Findings:
- Nine models grouped into 3 broad teaching approaches: Academic focus, problem solving focus, or self-esteem focus.
- Three categories of results were measured: Basic academic skills, problem-solving skills, and changes in self-esteem.
- Direct Instruction produced the best results in all areas: Basic skills, problem solving, & self-esteem.
- Most other models were less effective than traditional schooling, yet many remain in use today!
Minimize Downtime

IN MY DEFENSE
I WAS LEFT
UNSUPERVISED
Active Student Responding (ASR)

High rates of ASR increase student engagement, on-task, learning, and reduce problem behaviors.
Response Cards
Guided Notes

Guided notes are an example of a research based strategy where key information is left (Blank). It helps ensure students are active when the teacher is (Presenting).
Choral Responding
Fast Pace

Making sure there are many opportunities to respond by keeping the pace of instruction fast.
High Tech ASR
WHEN A PROBLEM COMES ALONG
YOU MUST ZIP IT... ZIP IT GOOD!
Effective Data Collection in General Education Classrooms

Should you avoid using misleading data visualisation just to support your argument?

**YES**

50%

Answers Other than “Yes”

50%
AS A CAPTAIN

I'D LIKE THE "LOG" FUNCTION TO AUTOMATICALLY USE TODAY'S STAR DATE TO KEEP THE DATE IN ORDER
Expectations

Reality
Data collection is essential

“In god we trust. All others must bring data.”

– W. Edwards Deming
Why Data Collection is Different?

You have much less control of the antecedents, structure, organization, and consequences than in most other settings where behavior analysis is practiced.
Often it is difficult to measure how much the child is learning from the instruction in the general education classroom.
Why is it difficult to determine if the child is learning from the classroom instruction?

Instruction takes place over multiple days
Why is it difficult to determine if the child is learning from the classroom instruction?

Teachers are frequently providing prompts or other assistance.
Why is it difficult to determine if the child is learning from the classroom instruction?

Activities from day to day may vary greatly and don’t easily go on a data sheet or a graph.
Standard Procedures don’t seem to fit this problem

IT DOESN'T WORK THAT WAY
"Crap, that's due tomorrow?"
Thomas Jefferson,
July 3, 1776.
Classroom Learning Measure Step #1: Teacher Collaboration to determine key objectives in upcoming unit
Classroom Learning Measure Step #2: Conduct a pre-test to determine what skills the child currently has with regards to the unit. It is ideal if general education students take pre-test too!
Classroom Learning Measure Step #3: Child attends class with all the relevant services and supports identified in his or her IEP.
Classroom Learning Measure Step #4: Conduct a post-test
Classroom Learning Measure Step #5: Evaluate the data

• Did the child learn the critical things that were expected from the lesson?
• How did the child’s data compare to the children in the classroom without special needs?
Collecting Data on Social Skills
Social Skills Data are Often Misleading
Why are social skills data often misleading

Generalization
Interventions that Involve Training Peers
Who did the Changing?
Standard types of data on social skills are necessary, but not sufficient.
Peer Interaction Data- Must test with untrained peers to know if it is meaningful
Overlooked Social Skills Procedure-Behavior Skills Training
Sample Social Skills Lesson

FREE Social Skill Lesson Plan for Elementary Students

Accepting a Consequence

1. Look at the person.

2. Say ‘Okay’

On-Task vs. Productivity

Quick the boss is coming, we need to look busy
What if there isn’t a 1-1?
Teaching Children to Participate in Collaborative Peer Groups
In the Moment Teaching is Often Ineffective
Break the Skill Down
Talk Aloud Problem Solving (TAPS)

ONLY IN MATH PROBLEMS CAN YOU BUY GO CANTALOUPES AND NO ONE ASKS WHAT THE HELL IS WRONG WITH YOU.
Using TAPS to Teach Working in a Peer Group

**Problem Solver**
1. Have a positive attitude
2. Be Careful
3. Break the problem into parts
4. Avoid guessing the answer
5. Be active with the problem

**Active Listener**
1. Check for accuracy
2. Stay with the problem solver
3. Catch Mistakes
4. Don’t give away the correct answer.
5. Use encouraging words
What Does Effective Training Look Like?
Registered Behavior Technician (RBT)

YOU CAN
TAKE COMFORT
IN THE FACT
THAT MY
EXPECTATIONS
FOR YOU ARE
VERY LOW
Telling Ain't Training
Classroom based Training Usually Fails
Training Requires Hands On Time from an Experienced Professional
Use Student Time Well
What is really critical for the learners life, sometimes can’t be taught in the general education classroom
One Inclusion Consideration: Can Functional Skills be acquired in the Regular Education Classroom?
Opportunity Cost

1 hr. of studying

2 TV episodes
Some skills can be difficult to teach in the General Education Classroom

For some students a place to work is essential.
Teaching Children to be Independent
Self Management
THE MOON OR A SLICE OF HAM?
WTF?! SERIOUSLY...

PEOPLE ON FB STILL CAN'T TELL THE DIFFERENCE BETWEEN THEIR, THERE AND THEY'RE?
There is a difference between doing a behavior and being aware that you are doing the behavior.
Common Ways to Teach Self Awareness
Important to Remember to Praise Accurate Recording!
THERE ARE 3 KIND OF PEOPLE

THOSE WHO CAN COUNT
AND THOSE WHO CAN'T
Fade Prompts Until the Child Does the Skill and the Self-Recording Independently
Fade the Presence of the Adult
Reward Systems - Contrived vs Natural

One Example of a Token Economy

A chosen reinforcer is placed here

I'm working for

Earned tokens are placed into these spaces
Teaching Children to Recruit Positive Attention
Winning the Support of the School Team
Can't we all just get along?
When to Fight
YOU CAN TALK THE TALK BUT CAN YOU WALK THE WALK?
If successful, friends in the end
If not, it is your fault anyway
Make sure the student gets what he or she needs up front- there is nothing to lose
YOU MAY BE RIGHT
I MAY BE CRAZY
I can’t do that where I work

YOU CAN’T DO IT BUT...

IF YOU TRY YOU MIGHT
Barry from the Bronx
Barry from Bethel
Do you know what POOGI means?

Process of Ongoing Improvement
Please Help Me POOGI

Please feel free to contact me by email if you would like to help me POOGI, get additional information, ask questions, get suggestions for resources, or just to say “hi!”

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