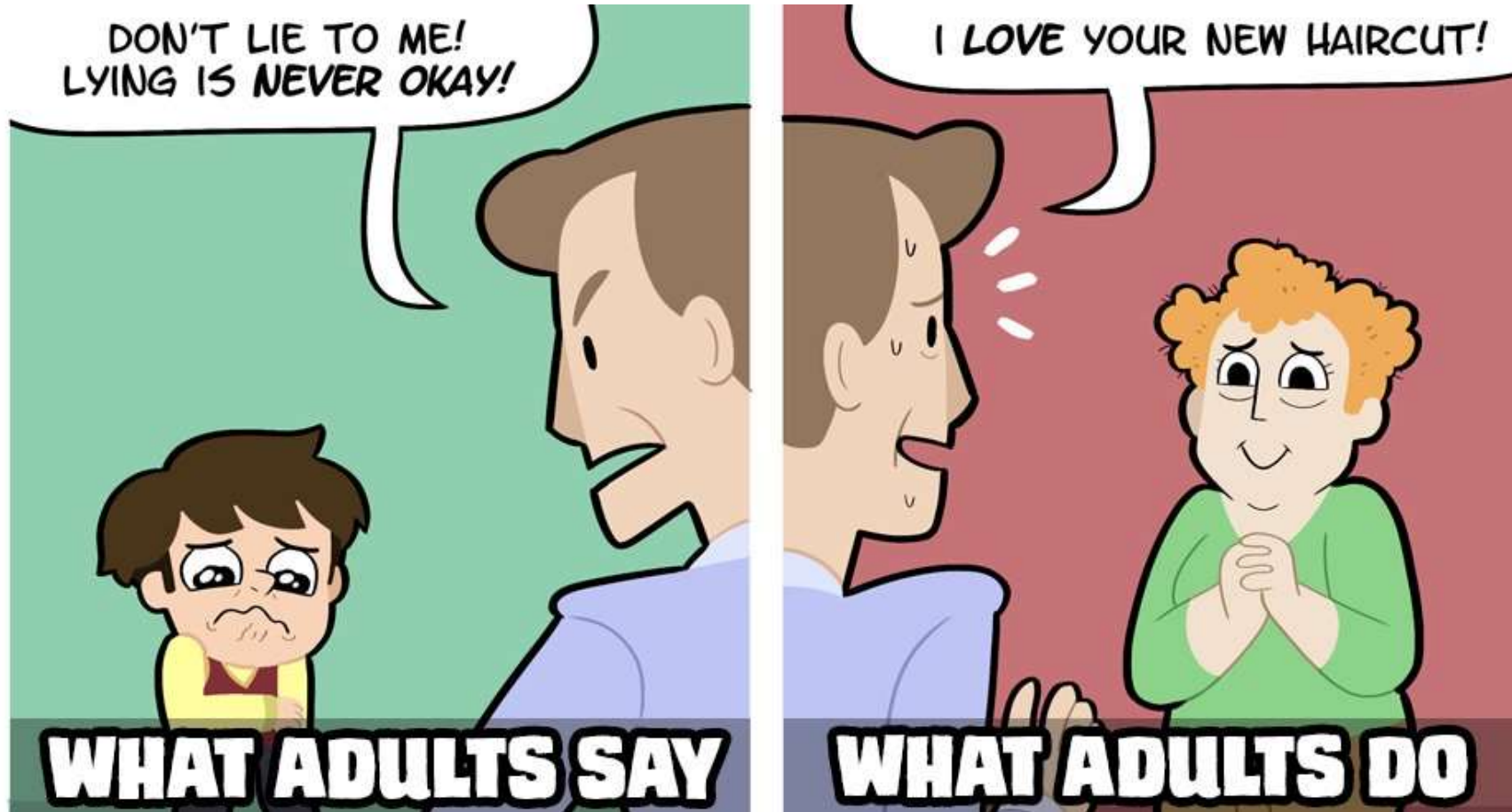


Practical Strategies for Making Inclusion Successful

Dr. Barry D. Morgenstern

Institute of Professional Practice

Everyone says they support inclusion until it gets difficult

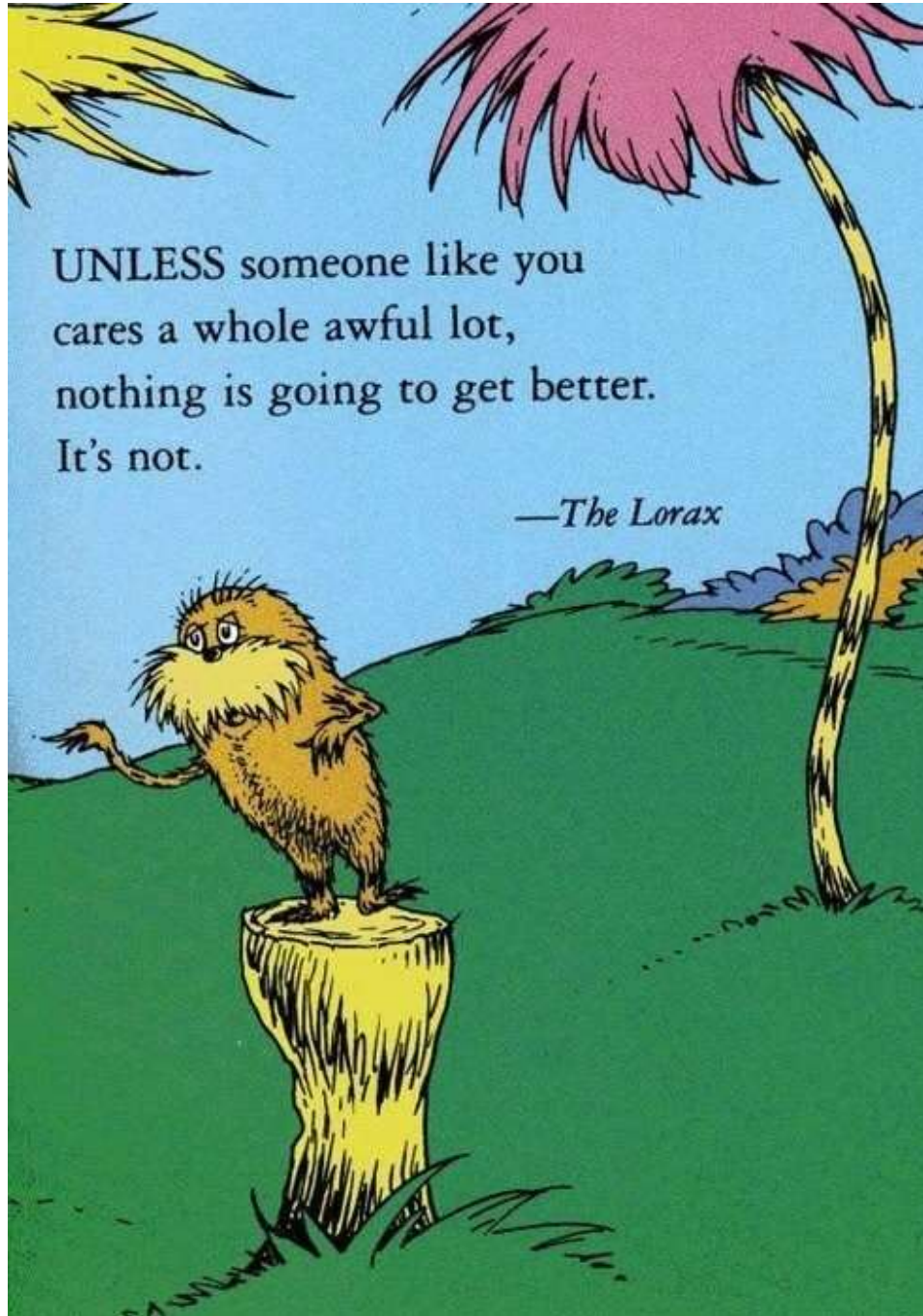




It is hard...

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



By AcronymsAndSlang.com

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?

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 snocked. Who's with me?!"

Common Problem #4: Classrooms spend a lot of time doing peer related group work



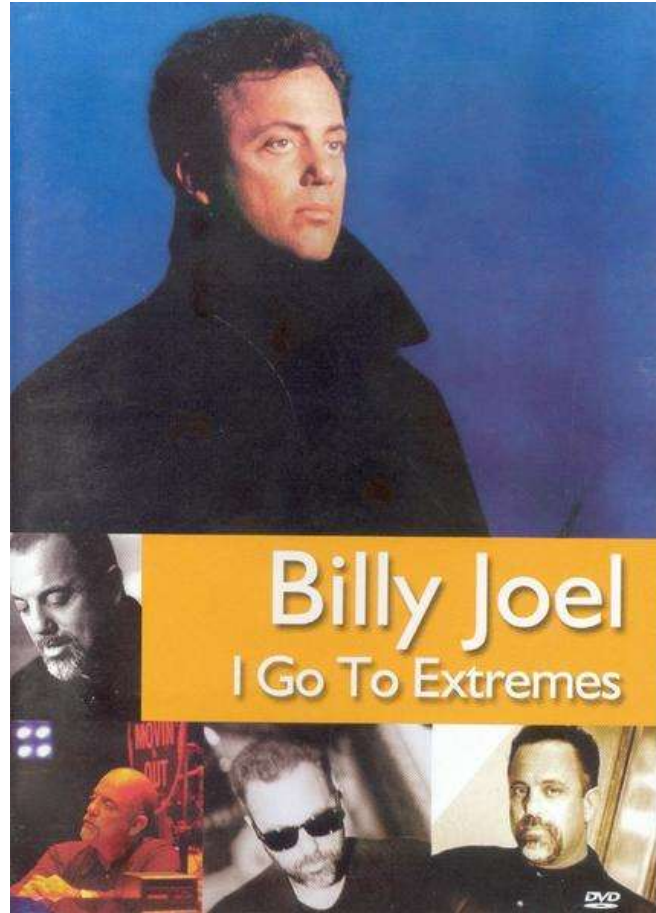
Common Problem #5: Paras often have poor training



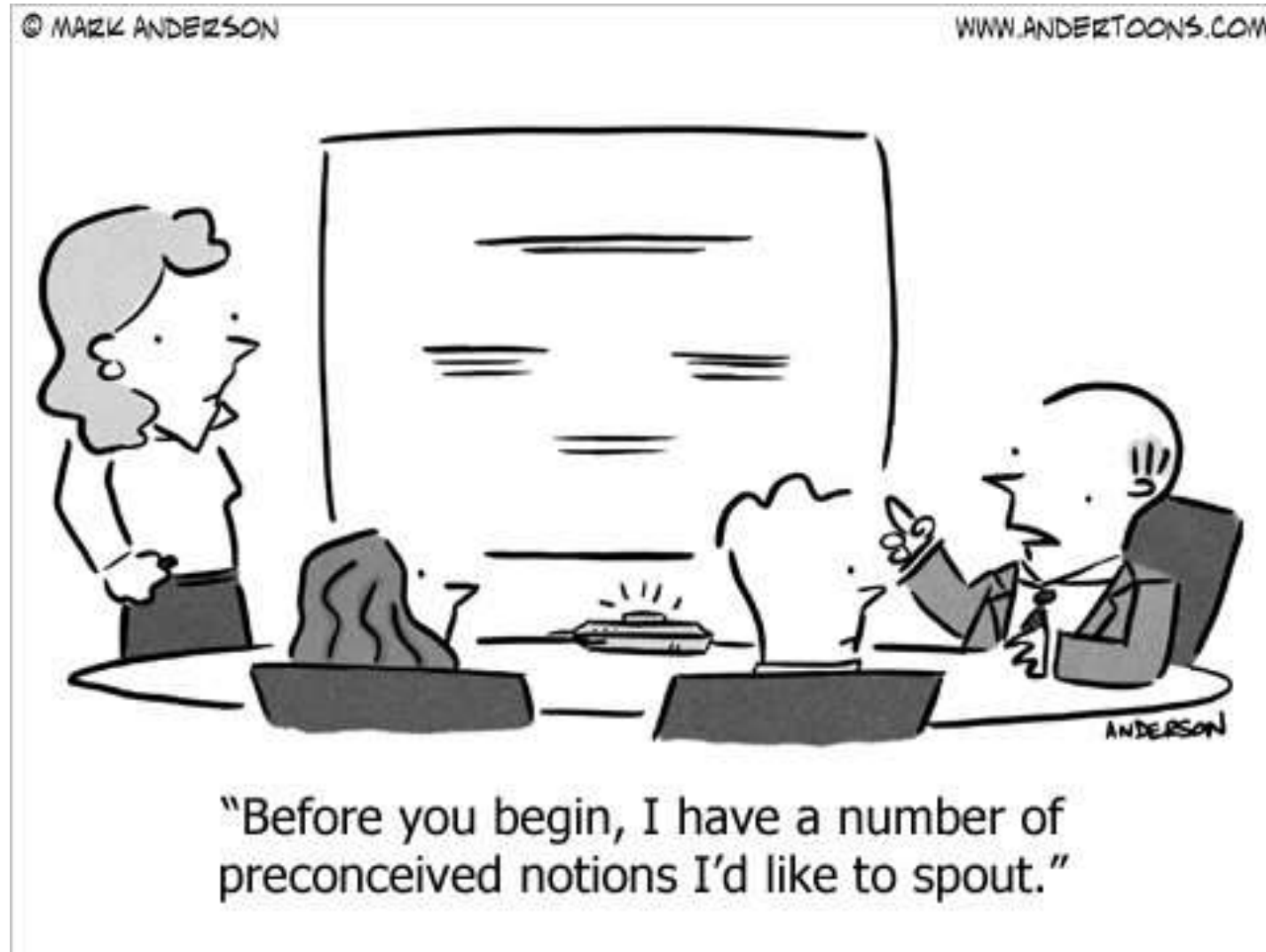
Common Problem #6: The child is dependent on the classroom paraprofessional



Common Problem #7: Student Can Never Leave the Classroom



Common Problem #8: Lack of Support from School Teams



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?



YES

NO

MAYBE



**NEVER
SAY
NO.**



Is the intervention planned or are you unaware that is happening?





IT WON'T

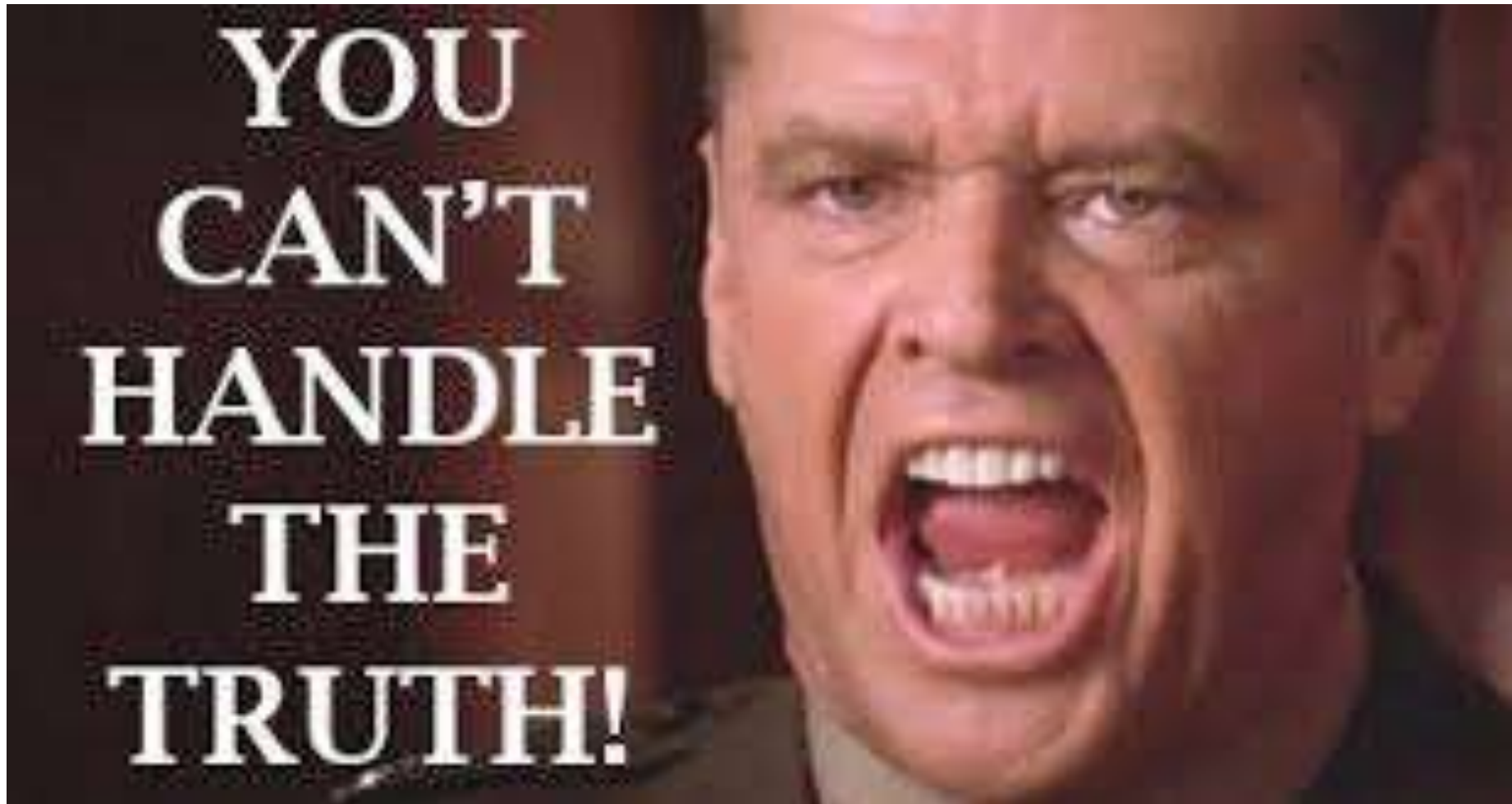
Happen
To Me



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



Novel Person Test



Novel Person Test Step #1: Train an experienced person to work with the student with no opportunity to observe



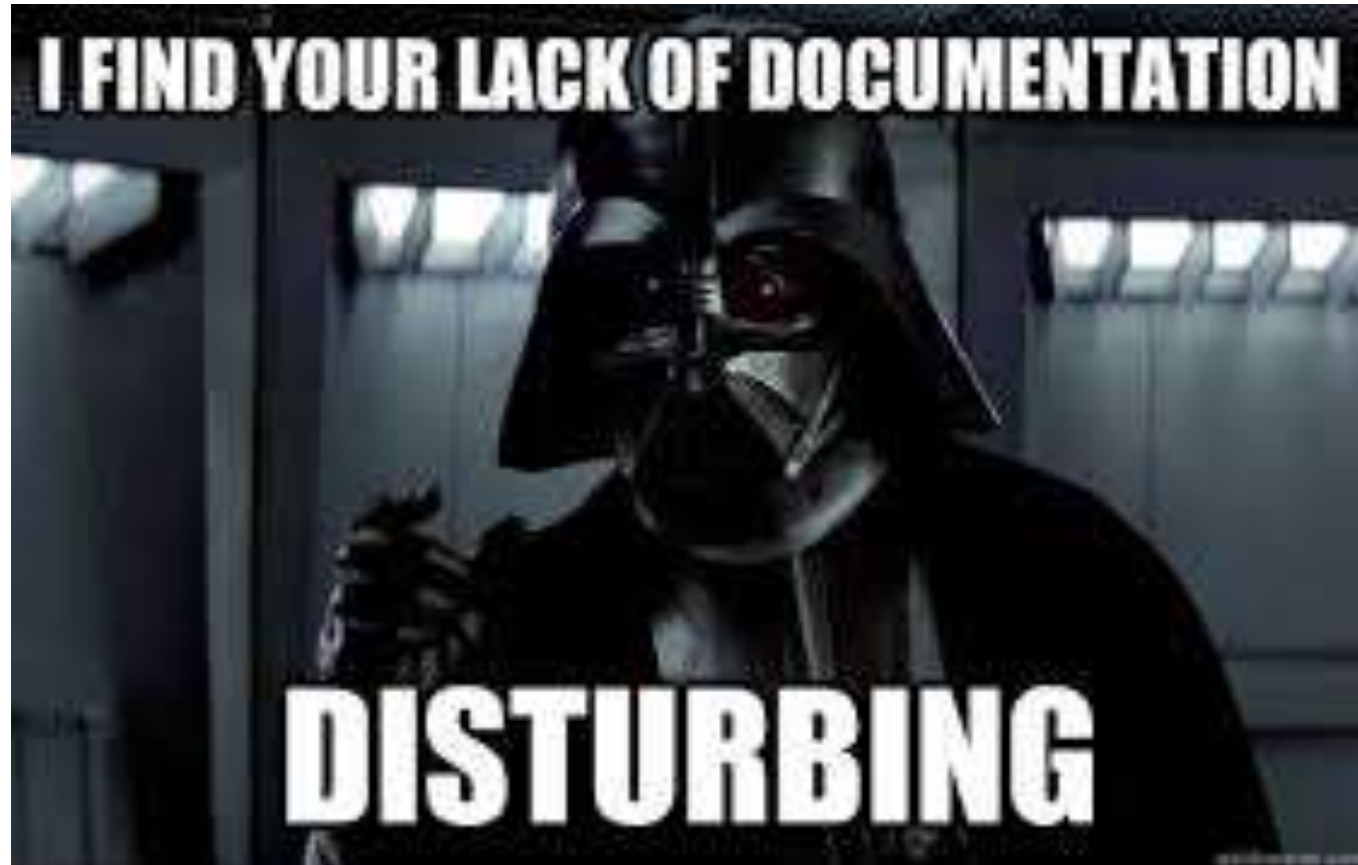
Novel Person Test Step #2: Compare the data from the familiar staff to the unfamiliar staff



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

b. 3.2 or 3.02

c. 4.83 or 4.8

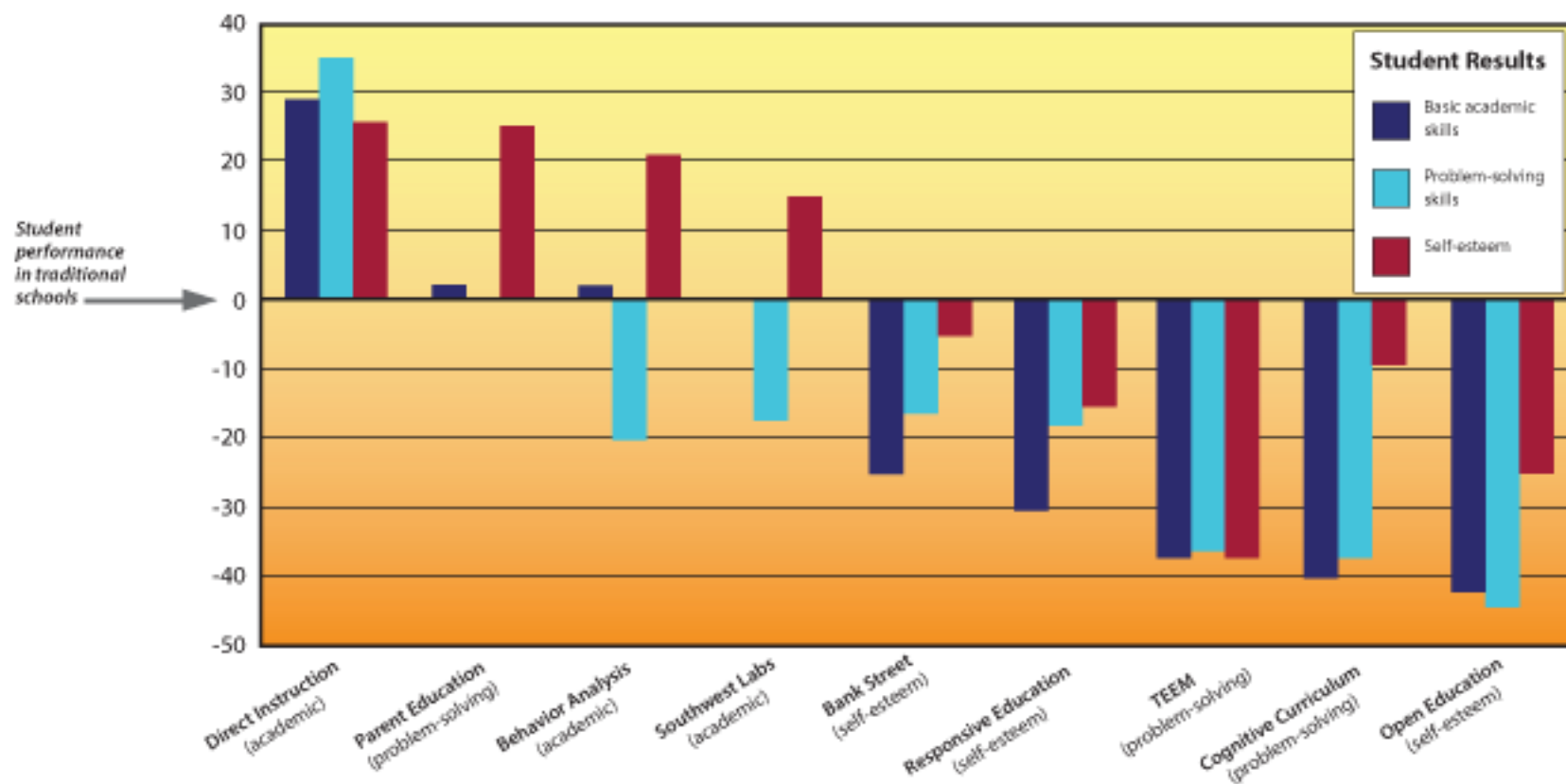
d. 6.25 or 6.4

e. 0.7 or 0.07

2.

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



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 _____. It helps ensure students are active when the teacher is _____.

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!

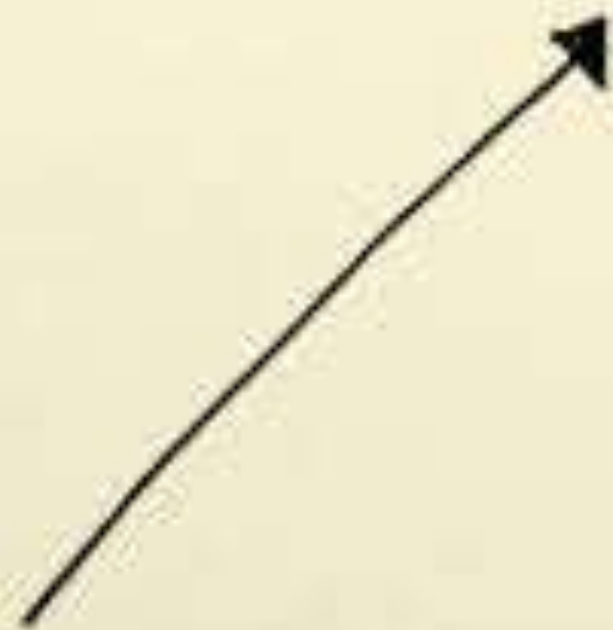
Effective Data Collection in General Education Classrooms



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



"Crap, that's due
tomorrow?"

Thomas Jefferson,
July 3, 1776.



somee cards
user card

Classroom Learning Measure Step #1: Teacher Collaboration to determine key objectives in upcoming unit



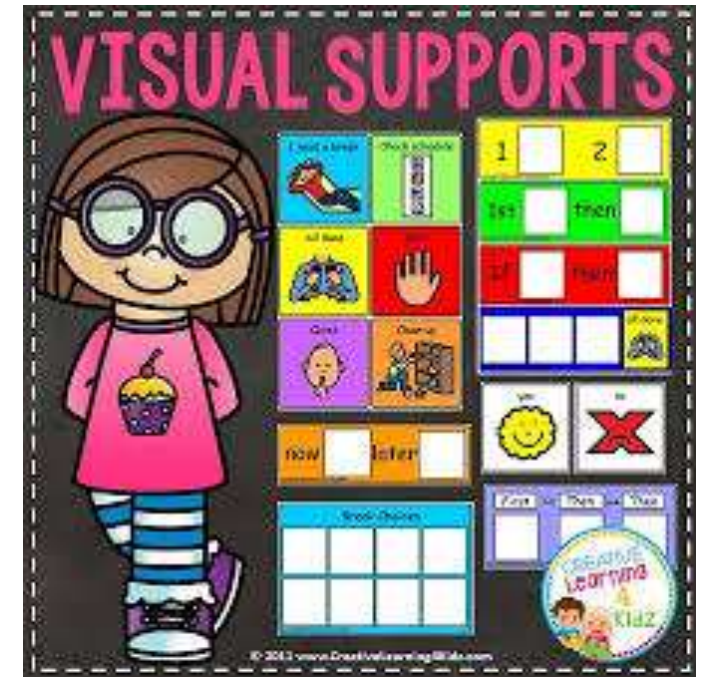
Classroom Learning Measure Step #2: Conduct a pre-test to determine what skills the child currently has with regards to the unit. It is ideal if general education students take pre-test too!



Classroom Learning Measure Step #3: Child attends class with all the relevant services and supports identified in his or her IEP



EXTRA
TIME



Teacher-Centered Instruction
Independent Learning Format
Suitable for All Class Sizes

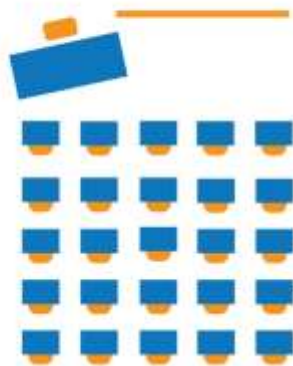
Pros

- Encourages individual work and productivity
- Minimizes disruptions and cheating
- Effective for demonstrations, test taking, and presentations
- Easier to supervise

Cons

- Discourages student-centered discussion and group work
- Easier to students to lose focus
- Uneven distribution of interaction amongst class
- Difficult for teachers to move away from student to student

Rows/Columns



Classroom Learning Measure Step #4: Conduct a post-test



posttest

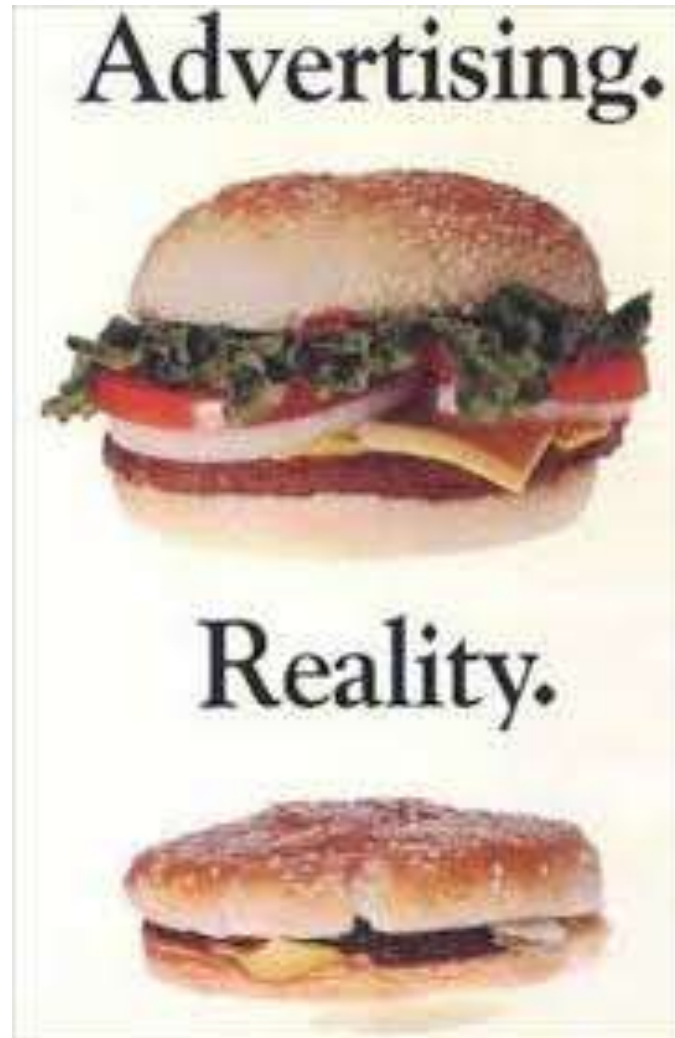
Classroom Learning Measure Step #5: Evaluate the data

- 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?



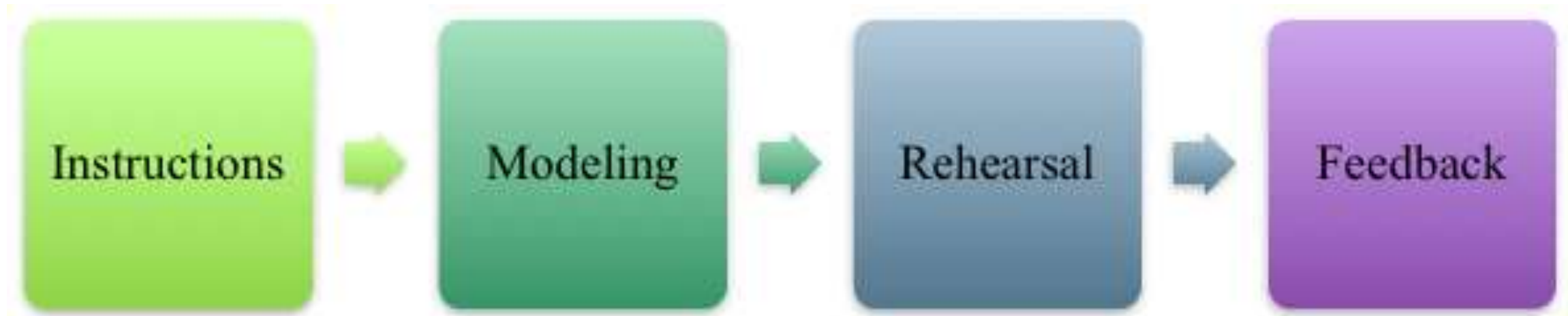
Standard types of data on social skills are necessary, but not sufficient

BUT IT ISN'T ENOUGH!

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' 
3. Stay calm. 

On-Task vs. Productivity



What if there isn't a 1-1?

**UNREALISTIC
EXPECTATIONS**

Teaching Children to Participate in Collaborative Peer Groups



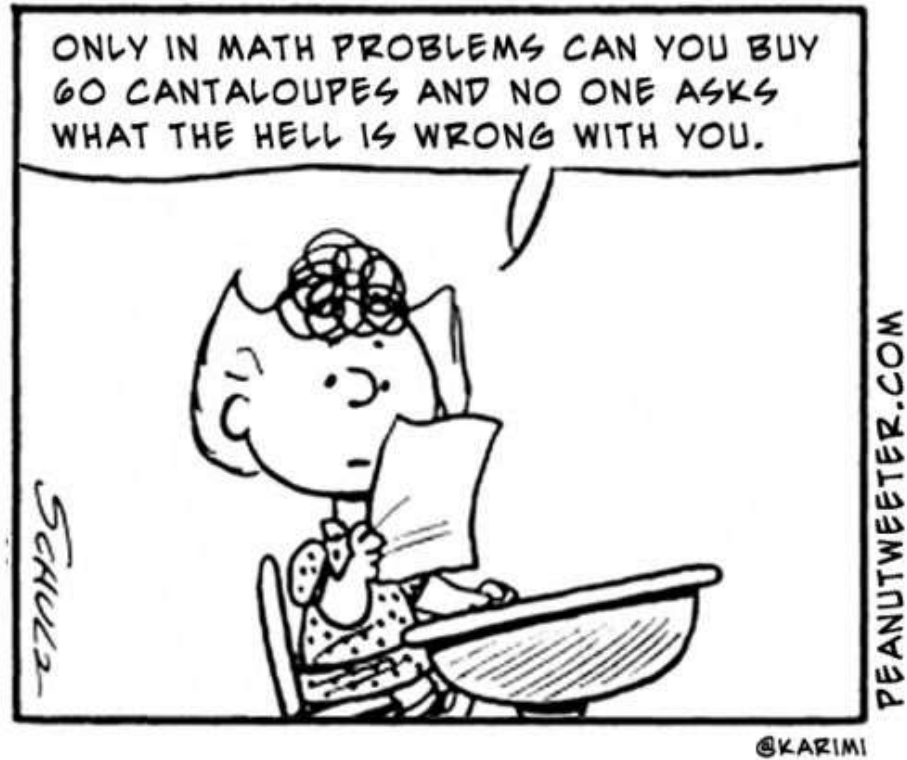
In the Moment Teaching is Often Ineffective



Break the Skill Down



Talk Aloud Problem Solving (TAPS)



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**



Classroom based Training Usually Fails



Training Requires Hands On Time from an Experienced Professional

Hands On

T r a i n i n g

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?



Functional Skills

Opportunity Cost

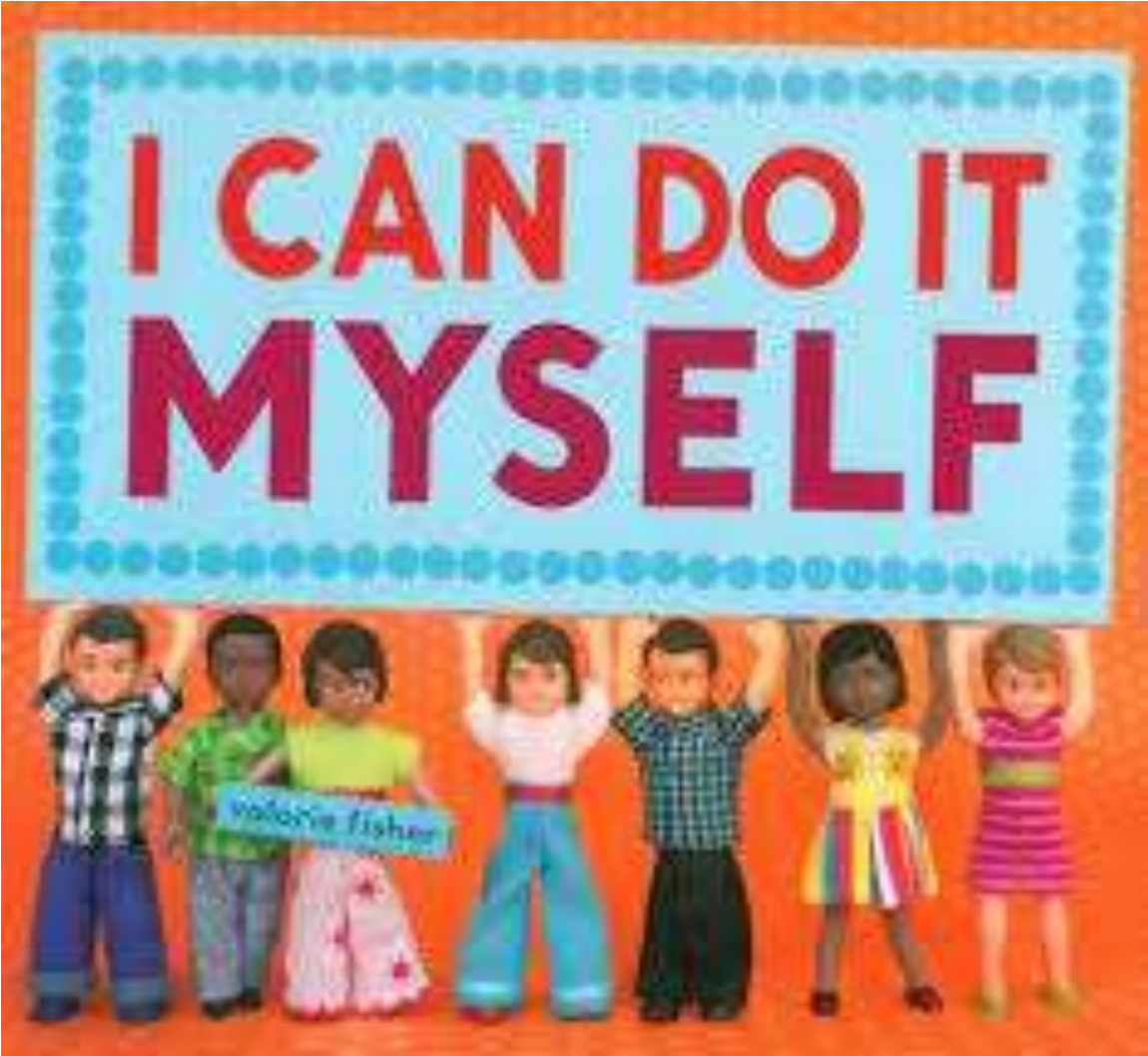


Some skills can be difficult to teach in the General Education Classroom

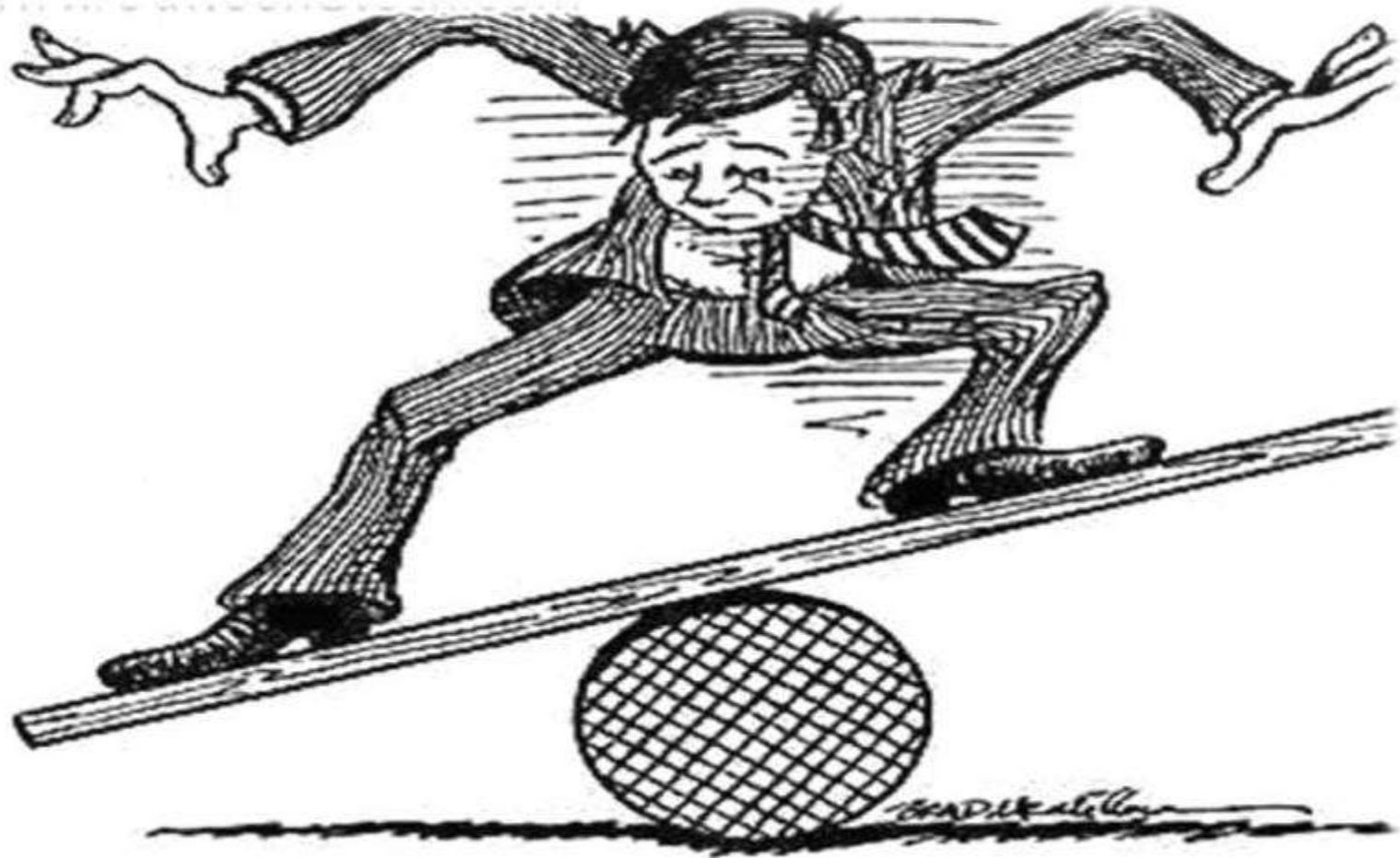
For some students a place to work is essential.



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



YES

NO

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



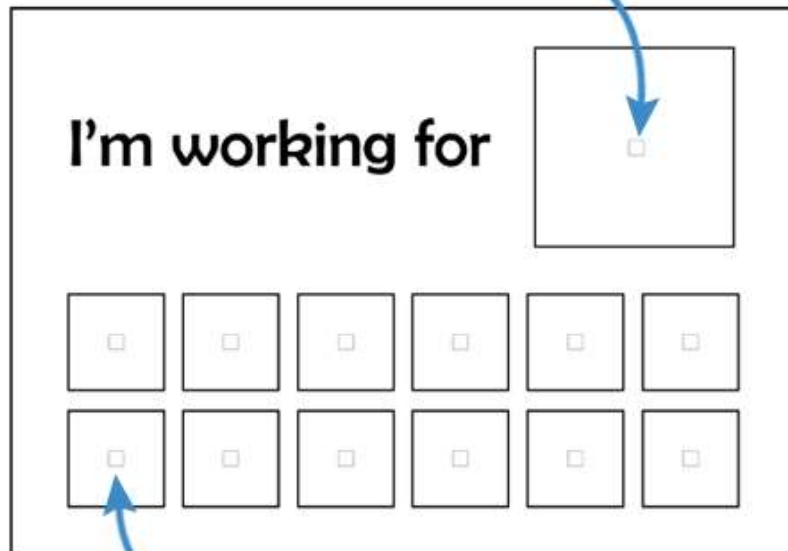
Fade the Presence of the Adult



Reward Systems- Contrived vs Natural

One Example of a Token Economy

A chosen reinforcer is placed here



Earned tokens are placed into these spaces

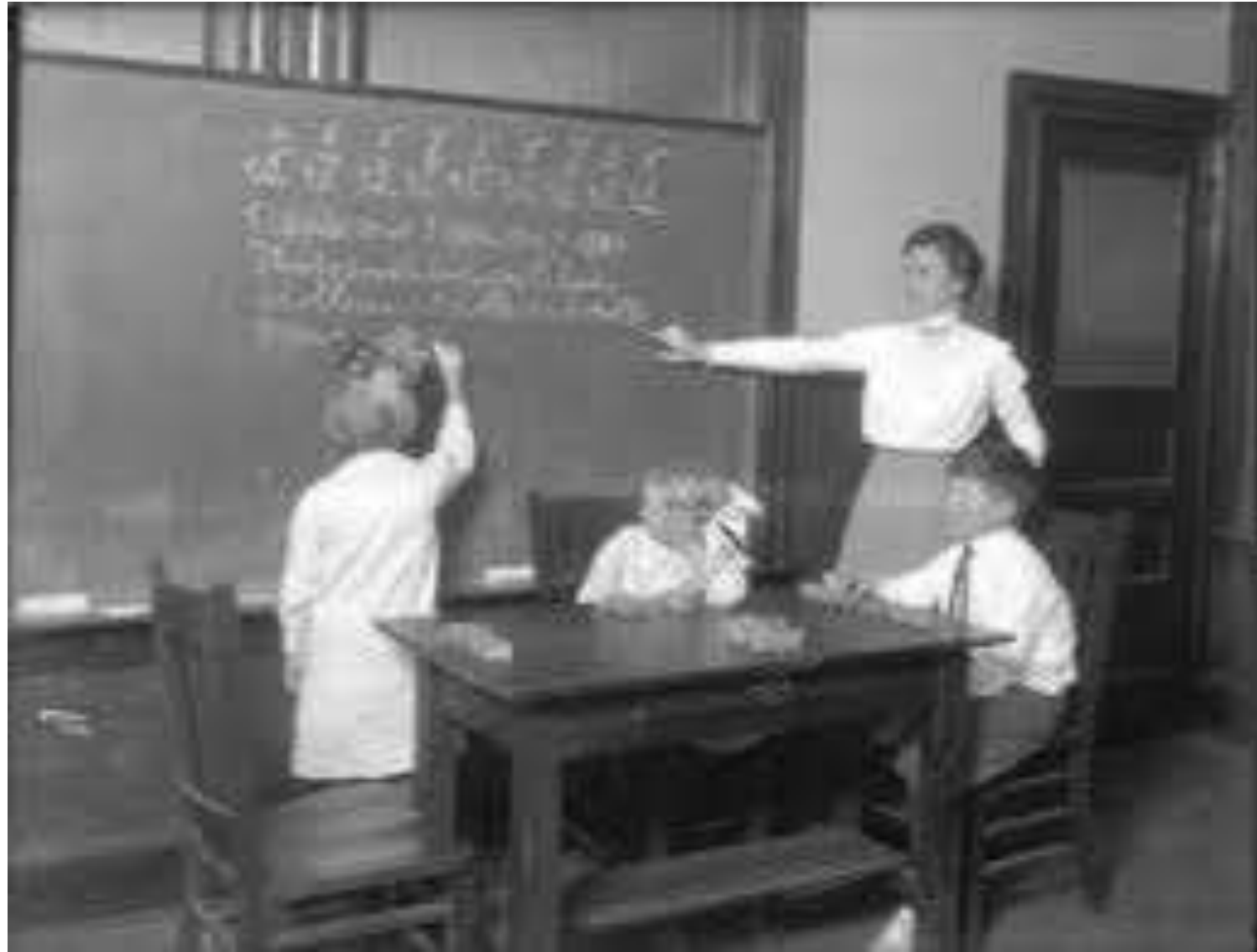


Teaching Children to Recruit Positive Attention

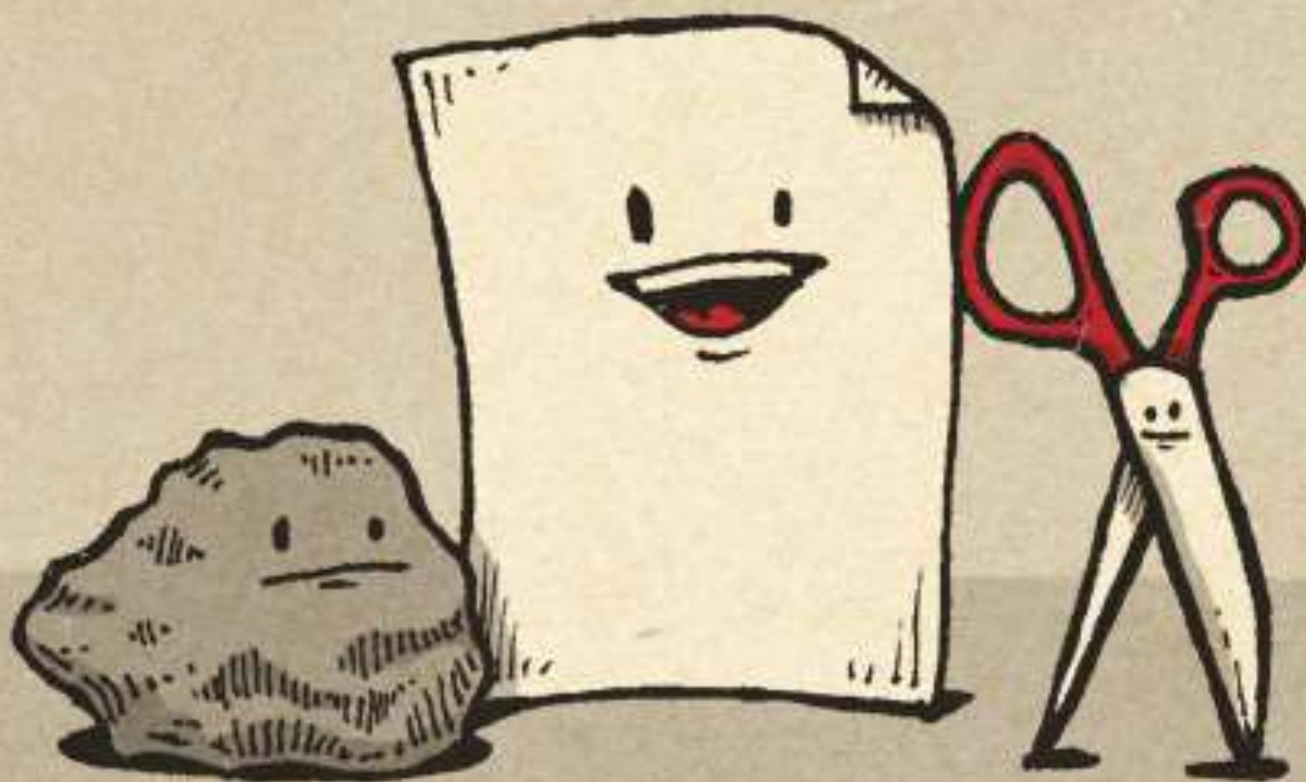


Winning the Support of the School Team





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

A graphic featuring the text "Hey! There is Nothing to lose" written in a black, cursive, handwritten style. The text is centered and arranged in four lines: "Hey!", "There is", "Nothing to", and "lose". The background is a light, textured grey with faint, scattered dots and lines, suggesting a chalkboard or a piece of paper with light markings.

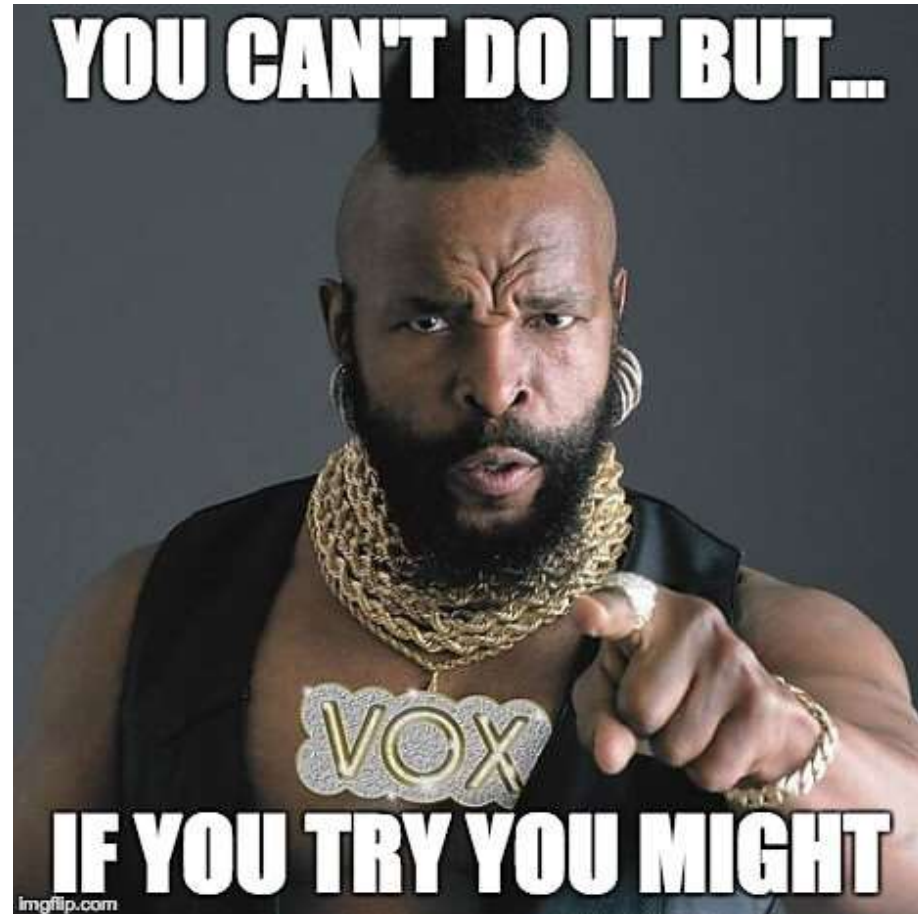
Hey!
There is
Nothing to
lose

YOU MAY BE RIGHT



I MAY BE CRAZY

I can't do that where I work



Barry from the Bronx



Barry from Bethel



Do you know what **POOGI** means?

Process of Ongoing
Improvement



By AcronymsAndSlang.com



5

Years

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!”

barrymorgenstern@gmail.com