

# Creating Meaningful Inclusion Opportunities National Autism Conference August 7, 2014

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&

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# IDEA

- The Individuals with Disabilities Act (IDEA) supports inclusive practices by requiring that *"to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children that are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity is such that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily."* (IDEA, 1997)

# Least Restrictive Environment

- Educating students with disabilities in general education classes with supplementary aids and services
  - Modifications and accommodations
- The general education class must be the starting place for any decision-making about the placement of any special education student
- Needs of students vary therefore, IDEA also requires that a continuum of placements be available

# Today's Focus

- Students who entered a support program from Pre-School without a plan for inclusion in general education.
- Students who displayed significant problem behavior, and the IEP team decided that the general education setting was not appropriate at this time.
- Students who have shown an inability to acquire academic content with accommodations and modifications in the general education classroom; and the IEP team decided that the general education setting was not appropriate at this time.

# Effective Practices

- School Placement
- Student's Meaningful Participation
- Use of effective teaching procedures
- Adapted materials and curriculum
- Team Based Approach
- Structures to support belonging

# School Placement

- It is preferable that students are members of diverse, age-appropriate general education classes in their neighborhood school with supplementary aids and services provided to support **learning and participation**.
- Based on student's needs additional support may be needed
  - Itinerant (special education services provides 20% or less)
  - Supplemental (special education services provides 20% to 80%)
  - Full Time (special education services provides 80% or more)

# Student's Participation

- Students participate as independently as possible, with appropriate supports, in all school activities and routines
- Meaningful participation can be significantly impacted for students with autism based on each individual student's skill set and needs
- Level of participation is based on results of assessment:
  - Academic
  - Behavior
  - Social
  - Life Skills

# VB-MAPP

## (Verbal Behavior Milestones Assessment Placement Program)

Behavioral language assessment that addresses sixteen critical milestone areas which include critical language, learning and social skills:

- Mand
- Tact
- Intraverbal
- Echoic
- Motor imitation
- Transcription and copying-a-text (writing)
- Listener responding, listener responding by function, feature and class (LRFFC)
- Textual (reading)
- Visual perceptual skills and matching-to-sample
- Independent play
- Social behavior and social play
- Spontaneous vocal behavior
- Classroom routines and group skills
- Linguistic structure
- Math.



# VB-MAPP

- Some questions that need to be considered to determine if the student has specific skills to meaningfully participate and, in the case of students with an IEP, meet their goals in a specific placement:
  - Can they follow directions?
  - Can they label items?
  - Can they request items from adults and peer?
  - Can they imitate peers?
  - Can they answer questions?
  - Can they participate in a group?
  - Can they complete activities independently?

# VB-MAPP Barriers Assessment

Allows identification of possible barriers to language and other skill acquisition that might impeded a child's progress

- Negative behaviors
- Instruction control (escape and avoidance behaviors)
- Absent, weak, or impaired mand
- Absent, weak, or impaired tact
- Absent, weak, or impaired motor imitation
- Absent, weak, or impaired echoic
- Absent, weak, or impaired matching-to-sample
- Absent, weak, or impaired listener repertoires
- Absent, weak, or impaired intraverbal
- Absent, weak, or impaired social behavior
- Prompt dependent
- Scrolling responses
- Impaired scanning skills
- Failure to make conditional discriminations
- Failure to generalize
- Weak or atypical motivators
- Response requirement weakens motivation
- Reinforcement dependent
- Self-stimulation
- Articulation problems
- Obsessive-compulsive behavior
- Hyperactivity
- Failure to make eye contact, or attend to people
- Sensory defensiveness

# VB-MAPP Barriers Assessment

- Questions that need to be asked which are based on whether the student has barriers that impede learning and/or absence of skills needed to succeed:
  - Do they have strong and persistent negative behaviors?
  - Do they have absent, weak, or some impaired for the verbal operants or related skills?
  - Are they prompt and/or reinforcer dependent?
  - Can they generalize skills?
  - Do they have any specific behaviors that compete with learning? (self-stimulation, hyperactive)

# VB-MAPP Transition Assessment

This assessment is designed to provide an objective evaluation of a child's overall skills and existing learning capabilities to help provide quantifiable information relevant to the educational placement of the student. There are 18 measurable areas identified on this assessment.

- Overall VB-MAPP Milestones score
- Overall VB-MAPP Barriers score
- VB-MAPP Barriers score on negative behaviors and instruction control
- VB-MAPP scores on classroom routines and group skills
- VB-MAPP scores on social behavior and social play
- Independent work on academic tasks
- Generalization
- Variation of reinforcers
- Rate of skill acquisition
- Retention of new skills
- Natural environment learning
- Transfer to new verbal operants
- Adaptability to change
- Spontaneous behaviors
- Independent play skills
- General self-help skills
- Toileting skills
- Eating skills

# VB-MAPP Transition Assessment

- Questions that need to be asked which are based on whether the student has specific skills for a placement:
  - Do they work independently on academic tasks?
  - Do they generalize skills?
  - Do they acquire and retain new skills on an average rate?
  - Do they learn in the natural environment?
  - Do they transfer skills between verbal operants without training?
  - Do they have independent toilet skills?

# Academic Assessments

- Aligned with PA State Standards
- Subject and grade level specific
- Help to determine where a student's academic strengths and needs are.

Examples:

District Curriculum Based Assessments

Reading Inventories (DRI, QRI)

Direct Instruction Placement Tests (Reading Mastery,  
Language for Learning, Connecting Math Concepts)

Computer Benchmark Testing (Study Island)

# Preference Assessments

- Help to determine items, activities and events that are valuable to the student and may serve as potential reinforcers.
- May be helpful to begin inclusion in preferred settings where motivation is high.
- Can also help to determine possible reinforcing items to use in general education environment.

# Student Participation

- Participation is based on completed assessments.
  - Assessments show that a student is ready for instruction in the general education environment
- or
- Assessments show what areas need to be targeted with systematic instruction prior to inclusion.



# Readiness Skills:

- Student has the component skills to allow meaningful participation (active responding and learning) in the general education setting .
- Some critical considerations:
  - social skill development
  - academic skills with some supplemental aids and services
  - academic skills with support for social, behavior and life skills
  - academic skills with no additional special education supports

# Preparing for Inclusion

- For student who requires systematic instruction in specific skill areas in order to have meaningful participation in the general education setting
  - Social skills
  - Academic skills
  - Behavior skills
  - Life skills

# Using Effective Teaching Procedures

- Effective teaching procedures are explicit, data-based, systematic instruction for learning new skills.
- Effective teaching procedures will be specifically designed depending on
  - Type of placement for integration and/or inclusion
    - Ready for inclusion
      - Itinerant, Supplemental, Full Time
    - Preparing for inclusion
      - ITT to NET generalization of skills
      - Use of inclusion materials/ adaptive concepts
      - Adaptive classes
      - Reverse Inclusion
      - Peer-to-peer manding
  - Purpose of the integration and/inclusion

# Effective Teaching Procedures Ready for Inclusion

- Determine level of support needed in general education setting.
- Decided what if any accommodations or modifications are necessary.
- Determine specific goals for participation and learning in the general education setting.
- Develop method of communication with general education teachers.
- Use evidence based teaching procedures (Direct Instruction, errorless teaching, fast paced instruction etc. ) to pre-teach any subject specific material and routines for the general education classroom.
- Develop data collection tools (frequency of responding, grades, probe data collection, task analysis etc.)

# Effective Teaching Procedures

## Preparing for Inclusion:

Using materials that are similar to those used in the general education setting

- For students who have skills in academic areas but need to improve related skills for participating in large groups
- Some common targeted areas:
  - Group skills
  - Social skills
  - Independent tasks
  - Instructional control
  - Problem behavior
  - Reinforcer dependency
  - Learning/responding in the natural environment

# Effective Teaching Procedures

## Preparing for Inclusion:

## Using Inclusion materials/concepts

- **Purpose:**
  - Provide student with a similar grade specific group experience as a general education classroom to learn new concepts in a controlled and flexible environment that will allow adaptation of instruction/materials/reinforcement to student's specific needs
- **Effective Teaching Procedures used:**
  - Teaching procedures from Direct instruction:
    - Model-Lead-Test ("I do," "We do," and "You do")
  - Errorless teaching and fading prompts quickly
  - Signals to respond
  - Immediate positive reinforcement
  - Fast pace instruction
  - Intersperse easy and hard skills (80% easy-20% hard)
  - Use known skills and strengths within instruction for examples and successful responding that allows opportunities to contact reinforcement
  - Use explicit wording/language and tools used within Direct Instruction programs that students are familiar with
    - "Sound it out" and "Say it fast" (Reading Mastery), "Say the whole thing" (Language for Learning), Use a number line (Connecting Math)
  - Adapt materials for individual students
  - Collect and analyze data to determine possible instructional adjustments

# Effective Teaching Procedures

Preparing for Inclusion:

Using Inclusion materials/concepts

- Insert Video

# Effective Teaching Procedures

## Preparing for Inclusion: Adaptive Class

- Have a general education teacher teach a small class with students with an adaptive curriculum.
  - For students that are ready to generalize mastered skills to different environments but still require the small group settings that are flexible and accommodating to the student's specific skills areas of need



# Effective Teaching Procedures

## Preparing for Inclusion: Adaptive Class

- **Purpose:**
  - Provide student with similar grade specific group experience with a general education teacher by having a small group setting with adaptive materials/instruction with high levels of support to learn new concepts within the general education curriculum
- **Effective Teaching Procedures used:**
  - Model skills being taught
  - Immediate positive reinforcement
  - Fast paced instruction
  - Repetitive practice to maintain skills learned
  - Explicit and direct instruction given (may use signs or hand signals)
  - Intersperse easy and hard tasks (80% easy, 20% hard)
  - Adaptive materials/instruction for individuals

# Effective Teaching Procedures

Preparing for Inclusion:

Adaptive Class

- Insert Video

# Effective Teaching Procedures

## Preparing for Inclusion:

### Reverse Inclusion

- Having a small group of students that are mixed of general education students and Autism Support students that is run by the Special education teacher to teach new concepts.
  - For students that have a variety of known skills and are ready to generalize skills with typical students on a variety of different skills during a session but still require support and flexibility of instruction

# Effective Teaching Procedures

## Preparing for Inclusion: Reverse Inclusion

- **Purpose:**

- Provide student with a natural environment experience with typical peers by having a small group with adaptive materials/instruction to learn new concepts within the general education curriculum and/or related grade specific skills

- **Effective Teaching Procedures used:**

- Teaching procedures from Direct instruction:
  - Model-Lead-Test (“I do,” “We do,” and “You do”)
- Immediate positive reinforcement
- Use peer models within instruction
- Intersperse easy and hard skills (80% easy-20% hard)
- Use strengths and areas of interest within instruction for purposes of maintaining motivation to respond and making instruction relevant to student
- Use explicit and direct instructions
- Adapt materials for individual students
- Collect and analyze data to determine possible instructional adjustments

# Effective Teaching Procedures

Preparing for Inclusion:

Reverse Inclusion

- Insert video

# Adaptive Materials/Curriculum & Data Collection

- Adaptive Materials & Curriculum is carefully planned as a collaboration of team members based on the students individual needs, as described in the IEP
- Data Collection is taken to track the progress of the student and determine effectiveness of the adaptive materials & curriculum and guide instructional decisions
- Adaptive Materials & Curriculum as well as data collection will be specifically designed depending on
  - Type of placement for integration and/or inclusion
  - Purpose of the integration and/inclusion
  - Individual student's needs

# Adaptive Materials & Curriculum


## Ready for Inclusion

- Provide adaptations/modifications based on specially designed instructions listed in student's IEP
- Adapt/modify assignments to focus on specific goals for general education setting (goals for social, life, or academic skills)
  - Ex. An assignment is given in music class to research and compare song meanings from two different time periods. Academically this is a project far above the current level of the student. Assignment modified to focus on life skills (using computer to find information, using mouse to select, cut, and paste information into document, using scissors and glue to design poster, and working independently), social skills (requesting items from peers, working on individual project at a group table, using the computer in close proximity to peers, following directions given to a group), and student's academic level (reading short passages, writing short sentences).

# Adaptive Materials & Curriculum

## Ready for Inclusion

### My Girl




**Sang by:** The Temptations

**Created in:** 1964


**Written by:**

**Smokey Robinson**  
&  
**Ronald White**

**Main message:**  
Being inlove and happy

**Emotions:**   
Happiness, joy, love

### Daylight




**Sang by:** Maroon 5

**Created in:** 2012

**Written by:**

**Adam Levine**  
**Mason Levy**  
**Max Martin**  
**Sam Martin**

**Main message:**  
Moving on from an old relationship

**Emotions:** Sadness, confusion, pain 

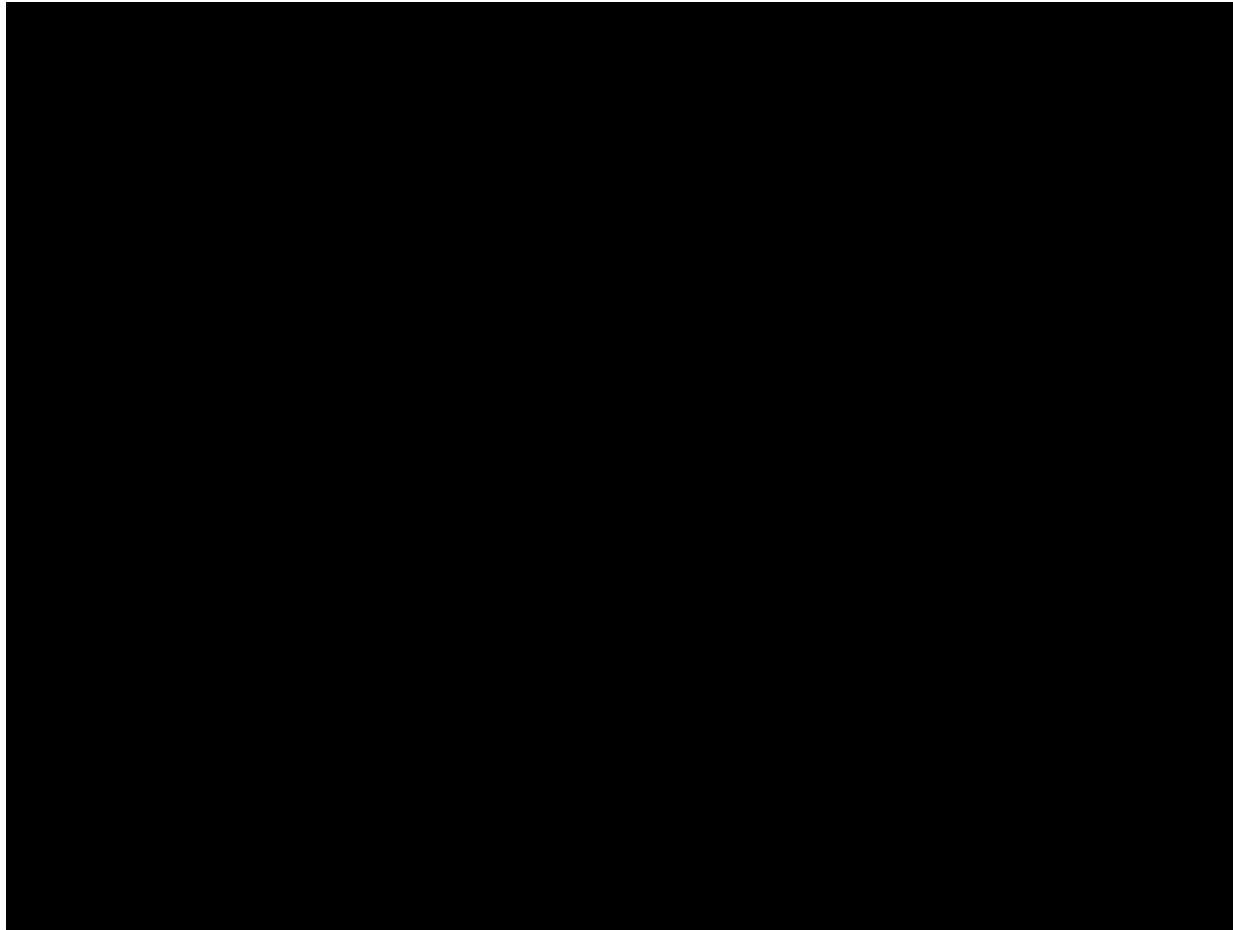


# Adaptive Materials & Curriculum

## Ready for Inclusion

- This video shows a student from the Autistic Support classroom presenting his music presentation to an 8<sup>th</sup> grade music class. The assignment was to research current music artists and their influences. While the original assignment was to do a PowerPoint with at least 3 facts about each artists; the general education teacher, support person with the students, and I modified the assignment. The student used a search engine to find pictures of preferred current artists, typed their names, and glued it on to a poster. Then the student used the search engine again to find the influences. He then added pictures and names to the other side of the poster. Then he was able to present the project to his peers in music class.











# Music Presentation



# Data Collection

## Ready for Inclusion

- Collaborate with general educators and paraprofessionals providing support to determine best method of data collection for inclusive environments.
  - Data should be based on student specific goals.
  - Data should not distract the student and interrupt instruction.
  - Data should be used to drive instruction and ensure learning is occurring.
  - If possible include student in data collection (Ex. self monitoring behavior sheets)

| Subject: Math  |   | Week Of:  |                |
|--|---|---|----------------|
|  | My Score  |   | Mrs. G's Score |
| 1. Arrived to class and got seated.                          | <br>I Did it!  | <br>I forgot.  | Yes      No    |
| 2. Got out agenda and pencil.                                | <br>I Did it!  | <br>I forgot.  | Yes      No    |
| 3. Wrote down tonight's homework.                            | <br>I Did it!  | <br>I forgot.  | Yes      No    |
| 4. Took out last night's homework and put it on desk corner. | <br>I Did it!  | <br>I forgot.  | Yes      No    |
| 5. Started today's warm-up question.                         | <br>I Did it! | <br>I forgot. | Yes      No    |

**Self monitoring behavior sheet doubles as a data collection tool.**

# Adaptive Materials & Curriculum

## Using Inclusion Materials/Concepts

- Adapt Materials
  - Simplify materials used in general education classroom
    - Less examples/problems, simplify directions, make sure there is examples and non-examples of concept
  - Use materials/tools that students have mastered within Direct Instruction Programs
  - Individualize materials based off of student's needs
    - Pencil grips, highlight/color lines on writing paper, read directions or stories to student
- Adapt Curriculum
  - Teach 1 subject specific concept at a time until mastery
  - Pre-teach component skills used within a subject specific concept
    - Teaching telling time: tact/label clock & its parts, tact/label numbers to 12, count by 5's
  - Build upon mastered concepts
  - Repetitive practice with new concepts & mastered concepts

# Data Collection

## Using Inclusion Materials/Concepts

- Data collection is based off of what the purpose of lesson was
  - Social skills, group responding, individual responding, mastery of new academic concepts (tests or independent work), generalizing of concept
- Step to collecting data
  - Collect raw measurable data
  - Convert data and/or track data
  - Graph data



# Adaptive Materials & Curriculum

## Adaptive Class

- Adapt Materials
  - Use same material until concept mastered then incorporate new materials/exemplars to generalize concept
  - Individualize materials based on student's needs
  - Simplify materials if needed
- Adapt Curriculum
  - Teach 1-2 concepts during 1 class
  - Pre-teach component skills before class
  - Repetitive practice with new concepts until mastered
  - Repetitive practice with mastered concepts to maintain skills



# Data Collection

## Adaptive Class

- Data collection is based off of measurable goals/objectives
  - Social skills, group skills, following directions, motor imitation skills, generalization of skills, mastery of new skills
- Collaborate with general education teacher to determine what data should be collected to help provide support to the adaptive materials and curriculum

# Adaptive Materials & Curriculum

## Reverse Inclusion

- Adapt Materials
  - Create and chose materials that can be used with all students in group that provide a common group and peer imitation
  - Create and chose materials that provide opportunities for peer interaction and cooperation
  - Individualize materials based on student's needs
- Adapt Curriculum
  - Contriving and creating situations for peers to interact and cooperate with one another
  - Pre-teach component skills before lesson
  - Repetitive practice with new concepts until mastered
  - Repetitive practice with mastered concepts to maintain skills

# Data Collection

## Reverse Inclusion

- Data collection is based off of measurable goals/objectives
  - Social skills, group skills, academic concepts
- Step to collecting data
  - Collect raw measurable data
  - Convert data and/or track data
  - Graph data

## Cooperative Group Data Sheet

Date:

| Follow Peer's Directions |          | Give Directions to Peers |          | Respond to Peer's Question |          | Ask Peer a Question |          | Respond to Conversation w/ appropriate comment |          |
|--------------------------|----------|--------------------------|----------|----------------------------|----------|---------------------|----------|--|----------|
| Prompt                   | Unprompt | Prompt                   | Unprompt | Prompt                     | Unprompt | Prompt              | Unprompt | Prompt   | Unprompt |
|                          |          |                          |          |                            |          |                     |          |  |          |
| Activity:                |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |

Date:

| Follow Peer's Directions |          | Give Directions to Peers |          | Respond to Peer's Question |          | Ask Peer a Question |          | Respond to Conversation w/ appropriate comment |          |
|--------------------------|----------|--------------------------|----------|----------------------------|----------|---------------------|----------|--|----------|
| Prompt                   | Unprompt | Prompt                   | Unprompt | Prompt                     | Unprompt | Prompt              | Unprompt | Prompt   | Unprompt |
|                          |          |                          |          |                            |          |                     |          |  |          |
| Activity:                |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |
|                          |          |                          |          |                            |          |                     |          |  |          |

| Student: | Reverse Inclusion Cooperative Group (3rd Marking Period) |         |              |                         |         |              |                             |         |              | Student: |                     |         |           | Respond to Converation w/<br>appropriate comment |         |           | Situation |
|----------|--|---------|--------------|-------------------------|---------|--------------|-----------------------------|---------|--------------|----------|---------------------|---------|-----------|--|---------|-----------|-----------|
|          | Follow Peer's Directions                                 |         |              | Give Directions to Peer |         |              | Respond to Peer's Questions |         |              |          | Ask Peer a Question |         |           |  |         |           |           |
| Date     | # of<br>Correct  | Total # | %<br>Correct | # of<br>Correct         | Total # | %<br>Correct | # of<br>Correct             | Total # | %<br>Correct | Date     | # of<br>Correct     | Total # | % Correct | # of<br>Correct                                  | Total # | % Correct |           |
| 1/22/13  |  |         |              |                         |         |              |                             |         |              | 1/22/13  |                     |         |           |  |         |           |           |
| 1/23/13  |  |         |              |                         |         |              |                             |         |              | 1/23/13  |                     |         |           |  |         |           |           |
| 1/24/13  |  |         |              |                         |         |              |                             |         |              | 1/24/13  |                     |         |           |  |         |           |           |
| 1/25/13  |  |         |              |                         |         |              |                             |         |              | 1/25/13  |                     |         |           |  |         |           |           |
| 1/28/13  |  |         |              |                         |         |              |                             |         |              | 1/28/13  |                     |         |           |  |         |           |           |
| 1/29/13  |  |         |              |                         |         |              |                             |         |              | 1/29/13  |                     |         |           |  |         |           |           |
| 1/30/13  |  |         |              |                         |         |              |                             |         |              | 1/30/13  |                     |         |           |  |         |           |           |
| 1/31/13  |  |         |              |                         |         |              |                             |         |              | 1/31/13  |                     |         |           |  |         |           |           |
| 2/1/13   |  |         |              |                         |         |              |                             |         |              | 2/1/13   |                     |         |           |  |         |           |           |
| 2/4/13   |  |         |              |                         |         |              |                             |         |              | 2/4/13   |                     |         |           |  |         |           |           |
| 2/5/13   |  |         |              |                         |         |              |                             |         |              | 2/5/13   |                     |         |           |  |         |           |           |
| 2/6/13   |  |         |              |                         |         |              |                             |         |              | 2/6/13   |                     |         |           |  |         |           |           |
| 2/7/13   |  |         |              |                         |         |              |                             |         |              | 2/7/13   |                     |         |           |  |         |           |           |
| 2/8/13   |  |         |              |                         |         |              |                             |         |              | 2/8/13   |                     |         |           |  |         |           |           |
| 2/11/13  |  |         |              |                         |         |              |                             |         |              | 2/11/13  |                     |         |           |  |         |           |           |
| 2/12/13  |  |         |              |                         |         |              |                             |         |              | 2/12/13  |                     |         |           |  |         |           |           |
| 2/13/13  |  |         |              |                         |         |              |                             |         |              | 2/13/13  |                     |         |           |  |         |           |           |
| 2/14/13  |  |         |              |                         |         |              |                             |         |              | 2/14/13  |                     |         |           |  |         |           |           |
| 2/19/13  |  |         |              |                         |         |              |                             |         |              | 2/19/13  |                     |         |           |  |         |           |           |
| 2/20/13  |  |         |              |                         |         |              |                             |         |              | 2/20/13  |                     |         |           |  |         |           |           |
| 2/21/13  |  |         |              |                         |         |              |                             |         |              | 2/21/13  |                     |         |           |  |         |           |           |
| 2/22/13  |  |         |              |                         |         |              |                             |         |              | 2/22/13  |                     |         |           |  |         |           |           |
| 2/25/13  |  |         |              |                         |         |              |                             |         |              | 2/25/13  |                     |         |           |  |         |           |           |
| 2/26/13  |  |         |              |                         |         |              |                             |         |              | 2/26/13  |                     |         |           |  |         |           |           |
| 2/27/13  |  |         |              |                         |         |              |                             |         |              | 2/27/13  |                     |         |           |  |         |           |           |
| 2/28/13  |  |         |              |                         |         |              |                             |         |              | 2/28/13  |                     |         |           |  |         |           |           |
| 3/1/13   |  |         |              |                         |         |              |                             |         |              | 3/1/13   |                     |         |           |  |         |           |           |
| 3/4/13   |  |         |              |                         |         |              |                             |         |              | 3/4/13   |                     |         |           |  |         |           |           |
| 3/5/13   |  |         |              |                         |         |              |                             |         |              | 3/5/13   |                     |         |           |  |         |           |           |
| 3/6/13   |  |         |              |                         |         |              |                             |         |              | 3/6/13   |                     |         |           |  |         |           |           |
| 3/11/13  |  |         |              |                         |         |              |                             |         |              | 3/11/13  |                     |         |           |  |         |           |           |
| 3/12/13  |  |         |              |                         |         |              |                             |         |              | 3/12/13  |                     |         |           |  |         |           |           |
| 3/13/13  |  |         |              |                         |         |              |                             |         |              | 3/13/13  |                     |         |           |  |         |           |           |
| 3/14/13  |  |         |              |                         |         |              |                             |         |              | 3/14/13  |                     |         |           |  |         |           |           |
| 3/15/13  |  |         |              |                         |         |              |                             |         |              | 3/15/13  |                     |         |           |  |         |           |           |
| 3/18/13  |  |         |              |                         |         |              |                             |         |              | 3/18/13  |                     |         |           |  |         |           |           |
| 3/19/13  |  |         |              |                         |         |              |                             |         |              | 3/19/13  |                     |         |           |  |         |           |           |
| 3/20/13  |  |         |              |                         |         |              |                             |         |              | 3/20/13  |                     |         |           |  |         |           |           |
| 3/21/13  |  |         |              |                         |         |              |                             |         |              | 3/21/13  |                     |         |           |  |         |           |           |
| 3/22/13  |  |         |              |                         |         |              |                             |         |              | 3/22/13  |                     |         |           |  |         |           |           |
| 3/25/13  |  |         |              |                         |         |              |                             |         |              | 3/25/13  |                     |         |           |  |         |           |           |
| 3/26/13  |  |         |              |                         |         |              |                             |         |              | 3/26/13  |                     |         |           |  |         |           |           |
| TOTAL:   |  |         |              |                         |         |              |                             |         |              | TOTAL:   |                     |         |           |  |         |           |           |

Situation Codes: S=Snack A=Art C=Cooking G=Game M=Music O=Other

# Team Based Approach

- Collaboration with all team members is a key for successful integration/inclusion
- School Team includes:
  - General education teacher, special education teacher, paraprofessionals, parent, and any related services that could offer specialized support
- School teams have regularly scheduled planning and problem solving meetings include topics of:
  - Student's progress based on data (positive progress and regression)
  - Academic concerns
  - Behavior concerns
  - Additional support needed
  - Changes needed to be made for
    - Effective teaching procedures
    - Adaptive materials or curriculum
    - Placement or level of placement
- Ongoing communication exists between all team members
  - Pre-Inclusion Questionnaire
  - Inclusion Team Meeting Report Sheet

# Team Based Approach

One example of a method to share information with paraprofessionals.

## Support Staff Responsibilities to Facilitate Inclusion

Classroom Teacher Name:

Subject:

|   |
|---|
| Where should the support staff sit in your classroom?   |
| What are items not allowed in your classroom?   |
| How many times would you like to address a situation or problem before the support staff intervenes?                  |
| Are there times when the support staff should not be talking to the student?  |
| Who would you prefer the student's questions are addressed to, the teacher or support staff?                          |
| If the support staff has a question would you prefer them to come to the classroom teacher or to the support teacher? |
| What are other expectations of the support staff while in your classroom? (please be as specific as possible)         |

# Structure to Support Belonging

- Structure inclusion so that the student is part of the school community and class.
  - Special education teachers and Para-educators provide assistance to all students in the classroom to help ensure students are not singled out or embarrassed by additional support.
  - All students and staff should be informed about differing abilities in a sensitive, realistic and positive manner to allow all staff working in the classroom to have appropriate expectations of students.
  - Using whatever skills they have students should speak for themselves and be spoken to.
  - Students should be included in all aspects of school life. (assemblies, lunch, recess, hallway transitions, etc. )



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