inclusion matters!

SSD Inclusion Matters! Subcommittee
SSD of Saint Louis County • 12110 Clayton Road • Town and Country, MO 63131
Updated July 18, 2018
Inclusion Matters!

Table of Contents:
Section 1  Introduction ...................................................................................................................... 2
Section 2  Planning .............................................................................................................................. 4
Section 3: Student-Specific Process Checklist ................................................................. 16
Section 4: Ongoing Professional Learning ......................................................................................... 18
Section 5: Creating a Collaborative Culture ...................................................................................... 22
Section 6: Making Action Plans (MAPS) ......................................................................................... 50
Section 7: Individualized Education Program (IEP) .............................................................. 59
Section 8: Develop Curricular Accommodations and Modifications .................................................... 75
Section 9: Plan for Health and Safety Needs .................................................................................... 120
Section 10: Determine Data Collection and Grading Options ......................................................... 133
Section 11: Determine Equipment, Technology and Communication Needs .................................... 142
Section 12: Developing Positive Behavior Support ................................................................................. 152
Section 13: Peer Relationships .................................................................................................... 166
Section 14: Review Classroom Routines and Share Successes ......................................................... 182
Section 15: Moving to the Next Grade ................................................................................................. 187
Section 16: Developing Contingency Plans ......................................................................................... 205
Section 17: Extracurricular Participation (Nonacademic Study) ....................................................... 210
Section 18: Resources: Inclusive Education, Sensory and Universal Design for Learning (UDL) ......220
Section 19: References ......................................................................................................................... 233

ACKNOWLEDGMENTS:
We would like to thank the following people for their help in developing the original guide:

Kathy Conaway  Judy Presberg
Kristine Weingaertner-Hartke  Lila Schmitz
Dr. Joseph (Chip) Jones  Dr. Toni Streiker
Karen Kaufmann  Judy Wollberg
Robert McMullen  Dr. Joan Zavitsky
Joann Noll
Sheri Menscher

And the following people for their help in review and revision of the original Inclusion Matters!

Michelle Levi Perez  Moira Seyle
Malinda Cavallo  Pat VanDeReit
Alyson Diaz-Kleine
Lindsay McCracken
Beth Nesbit
Doug Riggs

PLEASE NOTE! Not all of the information in this manual will be needed to plan for an inclusive education for a particular child. We included a wealth of information so that you would have a fairly comprehensive reference. We recommend that you begin with the surveys and you can then determine which pieces of Inclusion Matters to utilize and/or where to begin. Each topic included in the student-specific planning process has a section to support it so that you can find the information you need. In addition, documents referenced are subject to change.
Introduction

Mainstreaming. Class Within a Class. Integration. Inclusion. Inclusive Education.

It’s been quite a journey of how we approach teaching students with disabilities in general education. The above phrases represent how schools have worked to have students with disabilities in general education. We look forward to a day when we talk about teaching students with disabilities alongside of students without disabilities as simply “education”.

Recently, a group of stakeholders charged with promoting inclusive education, agreed on a definition of inclusion in order to operationalize our next steps:

- Inclusive education is the full acceptance of all students and leads to a sense of belonging within the school community.

- Inclusive education means that students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the individualized instruction delineated by their individualized education programs (IEP’s) within the context of the core curriculum and general education class activities. Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbors while also receiving whatever specially designed instruction and support they need to achieve high standards and succeed as learners.

- Inclusive education is not the same as mainstreaming or integration. Mainstreaming attempts to move students from special education classrooms to general education classrooms only in situations where they are able to keep up with their typically developing peers without specially designed instruction or support. Integration provides only part-time inclusion, which prevents the students from becoming full members of the classroom community.

Adapted from “What is Inclusion” Inclusion White Paper

Funded by the Florida Developmental Disabilities Council

11/26/02 © 2002 Florida State University Center for Prevention & Early Intervention Policy

Inclusion MATTERS! was originally developed over twenty years ago as a working document by the Inclusion Facilitators of Special School District of St. Louis County to serve as a tool to help educators and parents plan and implement inclusive education for students with disabilities. While the core of the first edition is still grounded in effective practices, a group of invested professionals have provided incredible updates to address the changes in schools, policy and district culture. This guide is intended to be a resource for schools to use as the next step in their journey to teaching all students.
The title of this resource represents two important definitions of the word matters:

1. Inclusion Matters because it provides opportunities for peer relationships and friendships, environments for generalization and enrichment of academic skills, models of appropriate social and language skills, and typical routines. Inclusive education “matters” in the children's neighborhood school because it prepares students with and without disabilities to live, work and play together as citizens of their community.

2. Inclusion Matters are those important steps and tools that empower a team of educators and parents to develop a successful educational experience for a student with disabilities and his or her peers. This manual is a collection of those “matters” found to be critical to planning and implementing inclusive education.

We offer Inclusion MATTERS! as a resource to empower your team to attain the positive outcomes that inclusive education provides for individuals with disabilities.
SECTION 2

Planning
Outcomes for ALL students...

Membership

Participation

Learning

General Education Instruction

Social & Other

Academic

Everything Else

I belong

I count

Adapted from Michael McSheehan, Institute on Disability, University of New Hampshire, 2009
### Inclusion Matters!

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Unsure</th>
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</thead>
</table>

1. **Evidence/Comments**

### SSD and Partner District Inclusive Education Best Practices Indicators Assessment - Part One - Membership

**Purpose Statement:** This tool has a dual purpose:
1. It can be a self-reflection that helps schools identify strengths and opportunities for improvement.
2. It may also be used to help identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.

This tool may be best completed as a conversation by school district staff and/or families.

For more information, please contact Kris Weingaertner Hartke, Director of SSD Planning and Development (khartke@ssdmo.org).

#### Membership

<table>
<thead>
<tr>
<th>Evidence/Comments</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Unsure</th>
</tr>
</thead>
</table>

- **M1** High Expectations and Presuming Competence
  - **M1.1** "People First" language is used. (ex. Student with a disability instead of disabled student)
  - **M1.2** Language regarding the student’s functioning or developmental level is not used; rather, descriptions of the student focus on abilities and needs (ex. Student with a variety of needs instead of Low Functioning student)

- **Evidence/Comments**

- **School Climate**
  - **M3.1** The school environment is one that celebrates diversity and staff members work to create an environment where human differences are understood and appreciated.
  - **M3.2** The school environment is one that celebrates diversity and staff members work to create an environment where human differences are understood and appreciated.

### School and District Leadership

<table>
<thead>
<tr>
<th>Evidence/Comments</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Unsure</th>
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</table>

- **M2.1** The values of diversity and inclusion are evident in the school’s mission statement
- **M2.2** General and special education administrators serve on a building leadership team together.
- **M2.3** Administrators involve all stakeholders (families, administration, teacher and student) in two-way communication.

### School Climate

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<tr>
<th>Evidence/Comments</th>
<th>Rarely</th>
<th>Sometimes</th>
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<th>Unsure</th>
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</thead>
</table>

- **M3.1** The school environment is one that celebrates diversity and staff members work to create an atmosphere where human differences are understood and appreciated.
- **M3.2** All students are included in school-wide efforts to build positive relationships across all activities (academic and nonacademic) and all settings.
- **M3.3** All students are included in school-wide efforts to build positive relationships across all activities (academic and nonacademic) and all settings.

---

**Information for School District:**

Name and Contact Information of Person Completing this Form

---

**School District:**

**School:**

**Classroom:**

---

**Purpose Statement:** This tool has a dual purpose:

1. It can be a self-reflection that helps schools identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.
2. It may also be used to help identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.

---

**Instructions:** In part one, you will find the indicators that identify Membership of all students within a school. Part two will provide indicators for Participation and Learning. Please begin by completing Part One: Membership of all students within a school or classroom.
### Section 2 – Planning

<table>
<thead>
<tr>
<th>M4</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>M4.1</td>
<td>The roles and responsibilities of all teachers and staff are clearly outlined to support the success of all students.</td>
</tr>
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</table>

**Evidence/Comments**

<table>
<thead>
<tr>
<th>M5</th>
<th>Family-School Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>M5.1</td>
<td>Family and school partnerships meet the needs of all families</td>
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</table>

**Evidence/Comments**

<table>
<thead>
<tr>
<th>M6</th>
<th>Social Relationships and Natural Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>M6.1</td>
<td>Whenever possible, physical, emotional, and instructional supports are provided by non-special educators -- by classroom teachers, librarians, classmates, office personnel,</td>
</tr>
</tbody>
</table>

**Evidence/Comments**

<table>
<thead>
<tr>
<th>M7</th>
<th>Ongoing Authentic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M7.1</td>
<td>Performance based assessment reports reflect the student’s abilities and needs rather than deficits and weaknesses.</td>
</tr>
</tbody>
</table>

**Reference:**

### School Climate

**School and District Leadership**

- **P2.1** In practice there is a collective responsibility among the entire school staff for the success of all students.
- **P2.2** Decisions are made collaboratively between General and Special Education administrators regarding all school policies and practices, and communicating that all staff are responsible for decisions. Students with disabilities work on the same grade level content standards as typical peers with

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<th>Rarely</th>
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<tr>
<td>Evidence/Comments</td>
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</table>

**Professional Development**

- **P2.3** Professional development includes topics related to practices that facilitate the learning of all children.

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<td>Evidence/Comments</td>
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</table>

**Inclusion Matters!**

- **P1** High Expectations and Presuming Competence
  - Students with disabilities work on the same grade level content standards as typical peers with appropriate supports.

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</thead>
<tbody>
<tr>
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</tbody>
</table>

### Purpose Statement

This tool has a dual purpose:

1. This can be a self-reflection that helps schools identify strengths and opportunities for improvement.
2. It can also be used to help identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.

### Participation and Learning

**Part Two** assesses indicators for Participation and Learning for all students. If you have not yet completed part one, we encourage you to begin there. Identify if you are assessing a classroom or a school and which school district. Please rate the level of implementation that supports Inclusive Education.

<table>
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<th>Rarely</th>
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<tbody>
<tr>
<td>Evidence/Comments</td>
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</tbody>
</table>

**Classroom**________________________

**School**___________________________

**School District**_____________________________________________________

**Name and Contact Information of Person Completing this Form**

**School District**

**School**

**Classroom**

**Supports Inclusive Education**

For more information, please contact Kris Wengehart, Director of SSD Planning and Development (kharke@ssdmo.org).

**Instructions**: Part Two assesses indicators for Participation and Learning for all students. If you have not yet completed part one, we encourage you to begin there. Identify if you are assessing a classroom or a school and which school district. Please rate the level of implementation that supports Inclusive Education.

This tool may be best completed as a conversation, but can also be done independently by staff and/or families.

SSLD and Partner District Inclusive Education Best Practices Indicators Assessment - Part Two - Participation and Learning
### Section 2 – Planning

#### P3.1
Intentional direct instruction, programs and modeling are utilized to strengthen school climate and acceptance of all students.

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#### P3.2
School personal are knowledgeable about the connection between social relationships and behaviors (and include evidence based practices to develop plans, positive (i.e., emphasis preventing problem behaviors and teaching the student alternative behaviors) and include behavior support strategies that are all general education teachers.

<table>
<thead>
<tr>
<th>Rarely</th>
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</thead>
</table>

#### P3.3
Goals and objectives that are addressed throughout the day in academic and nonacademic activities and goals of education that are shared and taught to teacher assistants and curriculum. Instruction and support are defined by a specific student support plan, as well as IEP goals and objectives.

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<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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</table>

#### P3.4
Instruction reflects principles of Universal Design for Learning (CAST) www.cast.org

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<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</table>

#### P3.5
Curriculum, instruction and support are provided within the general education class and other instructional settings.

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<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</table>

### P4
Collaboration

#### P4.1
All teachers have regular opportunities to consult with a special education service provider to promote friendships.

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<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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### P5
Family-School Partnerships

#### P5.1
Families know about resources for building their own leadership and advocacy skills relative to their child’s education.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>

#### P5.2
All families are asked for their input into their school or district’s planning and planning.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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<th>Evidence/Comments</th>
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#### P5.3
All families are asked for their input into their school or district’s planning and planning.

<table>
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<tr>
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<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>

### P6
Curriculum, Instruction and Support

#### P6.1
The student actively participates in a process of their own IEP meetings and planning.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>

#### P6.2
Instruction reflects principles of Universal Design for Learning (CAST) www.cast.org

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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<th>Evidence/Comments</th>
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</table>

#### P6.3
Curriculum, instruction and support are provided within the general education class and other.

<table>
<thead>
<tr>
<th>Rarely</th>
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#### P6.4
Instruction reflects principles of Universal Design for Learning (CAST) www.cast.org

<table>
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<tr>
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<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>

### P7
Social Relationships and Natural Supports

#### P7.1
School personnel are knowledgeable about the connection between social relationships and behaviors (and include evidence based practices to develop plans, positive (i.e., emphasis preventing problem behaviors and teaching the student alternative behaviors) and include behavior support strategies that are all general education teachers.

<table>
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<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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### P8
Self-Determination

#### P8.1
The student actively participates in a process of their own IEP meetings and planning.

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<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>

#### P8.2
Instruction reflects principles of Universal Design for Learning (CAST) www.cast.org

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Evidence/Comments</th>
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</thead>
</table>
### Inclusion Matters!

Staff encourage students to develop their understanding of their strengths, abilities, unique learning and support needs, and limitations through direct instruction.

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<tr>
<td>Evidence/Comments</td>
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</tbody>
</table>

### Assistive Technology

Technology is embedded in both the instruction and student use for learning.

- A primary means of communication is identified at all times, which may include an assistive or augmentative device.

References:

- New Jersey Coalition for Indusry Education (NJICE), Quality Indicators for Effective Indusry Education, January, 2010
- Kentucky Alternate Portfolio Teacher's Guide, 2004
- Perry 4.2.18 MLP 2.23.18

Kentucky Alternate Portfolio Teacher's Guide, Institute on Disability/UCEDD, U. of New Hampshire, Durham, NH 03824,

Inclusive Education Practices
Faculty Survey

This survey is designed to gather information regarding your beliefs toward and comfort with the inclusion of students with disabilities in general education classes. This information will assist us in considering how to shape supports for schools that are working to increase and improve their delivery of special education services in general education settings. THANK YOU.

School: ________________________________      Date: _____________
Position:
   _____ General Educator  _____ Special Educator  _____ Administrator
   _____ Building/Office Support  _____ Instructional Assistant
   _____ Related Services Provider  _____ Other: ______________________________

Check off the box below the most accurately reflects your opinion and belief:

<table>
<thead>
<tr>
<th>My beliefs about educating students with disabilities:</th>
<th>YES, I agree</th>
<th>SOME-TIMES</th>
<th>NO, I don’t agree</th>
<th>I JUST DON’T KNOW!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every student, regardless of disability, should be assigned to and be instructed in general education classes.</td>
<td></td>
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<tr>
<td>2. Students who have disabilities can be positive contributors to general education classes.</td>
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<tr>
<td>3. Any student, and all students, can learn in the general education classroom.</td>
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<tr>
<td>4. Students without disabilities can benefit when a student with a disability and extensive support needs is included in the class.</td>
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<tr>
<td>5. A student with a disability and extensive support needs can benefit from and successfully achieve IEP goals in a general education class.</td>
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</table>

SUB-TOTAL:   /5   /5   /5   /5
<table>
<thead>
<tr>
<th><strong>My beliefs about the role of educators in my school:</strong></th>
<th>YES, I agree</th>
<th>SOME-TIMES</th>
<th>NO, I don’t agree</th>
<th>I JUST DON’T KNOW!</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Our school and staff have discussed and described our vision for including all learners with disabilities.</td>
<td></td>
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<tr>
<td>7. Our school community, including family members of students who do not have disabilities, supports a vision for inclusive education.</td>
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<tr>
<td>8. Our school’s schedule and staff assignments are designed to support school-wide inclusive practices that support academic and social success for all students.</td>
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<tr>
<td>9. Our school’s administration supports teachers working and learning together to include students with disabilities.</td>
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<tr>
<td>10. The role of special educators in the general education classroom is clearly defined.</td>
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<tr>
<td>11. Specialized and general educators know how to use collaborative planning time and collaborative teaching structures.</td>
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<tr>
<td>12. When a special education teacher is assigned to co-teach in a general education class, it benefits the whole class.</td>
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<tr>
<td>13. Special educators are equipped to teach the curriculum alongside general educators.</td>
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<tr>
<td>14. General educators are equipped to provide specialized instruction to students with disabilities.</td>
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<tr>
<td>15. In our building, students who have disabilities feel welcomed and participate in all aspects of school life.</td>
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</tbody>
</table>

**SUB-TOTAL:** /10 /10 /10 /10
### My beliefs about my ability to educate all learners in general education classes:

<table>
<thead>
<tr>
<th></th>
<th>YES, I agree</th>
<th>SOME-TIMES</th>
<th>NO, I don’t agree</th>
<th>I JUST DON’T KNOW!</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I feel comfortable including students with disabilities in the general education classroom.</td>
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<tr>
<td>17. I am adequately prepared to deliver instruction to a wide variety of learners using the general education curriculum as a base for instruction.</td>
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<tr>
<td>18. I am willing to collaborate with other teachers.</td>
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<tr>
<td>19. I feel comfortable and able to supervise and support the staff assigned to my class.</td>
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<tr>
<td>20. I am comfortable using technology (computers or adaptive equipment) to support the instruction of a wide variety of learners.</td>
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<tr>
<td>21. I can adequately assess the progress and performance of most students who have IEPs.</td>
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<tr>
<td>22. I can make instructional and curriculum accommodations for children with IEPs.</td>
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<tr>
<td>23. I have the time to collaborate with other teachers when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I am willing to change and improve my instructional style to be able to reach more students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. I feel that I can make a difference in the life of a student who has a disability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUB-TOTAL:** /10 /10 /10 /10

**TOTAL:** /25 /25 /25 /25


Please share any additional comments that you have:


MARYLAND COALITION FOR INCLUSIVE EDUCATION  Revised 2016
**Membership and Participation Indicators**  
(adapted from the work of Michael McSheehan – University of New Hampshire and Cecil County Public Schools-Maryland)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends the general education classroom</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Follows the same schedule as classmates</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends core content area classes</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends recess</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends lunch</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends specials/fine arts</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends assemblies</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends field trips</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has own desk</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has a communication mode/device</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has a textbook for academic/subject area (as applicable)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the same (adapted) materials/handouts as classmates</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the same (adapted) technology as classmates</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Homework is assigned</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has a homework folder for turning in assignments</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Is on the attendance list; class list</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Has a mailbox, cubby, locker</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Gets a class job</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Is acknowledged by the teacher in the same way as classmates</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Is acknowledged by peers</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*NOTE: The scale will need to be revised if N/A was selected.*

**TOTAL:** _____/60 OR _______%
## PARTICIPATION

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in classroom and school routines (e.g., Pledge of Allegiance, lunch count, jobs, errands, eating lunch) in typical locations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Participates in school plays, field trips, and community service activities</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Transitions between classes with other students, arriving and leaving at the same time</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Completes assignments and other work products (with adaptations and modifications) as students without disabilities do</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Participates in the classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is work toward (check all that apply):</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>• Grade level academic outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Alternate, aligned academic outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Functional outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates in a way that is appropriate for his/her communication level and includes the appropriate content:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole-class discussions: brainstorming, calling out answers, taking notes, engaging in social side talk</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>At the board: writing answers, drawing figures</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>In small groups: commenting to classmates, sharing information, taking notes, socializing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>When called on by the teacher: sharing information</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>In non-academic activities: transitions, lunch, recess, brain-breaks</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*NOTE: The scale will need to be revised if N/A was selected.*

TOTAL: ______/30 OR _______%
Student-Specific Process Checklist
Checklist for Inclusive Education

- Complete Survey(s)

- Conduct Ongoing Training and Professional Learning
  - Ability Awareness for Students, Staff, and Families
  - Initial Professional Learning for Staff
  - Assess Ongoing Needs

- Creating a Collaborative Culture
  - Formation of a Team
  - Team Roles and Responsibilities
  - Collaboration and Problem Solving
  - Develop Team Communication Systems

- MAPS (Making Action Plans) Meeting

- IEP (Individualized Education Program) Meeting

- Develop Curricular Accommodations and Modifications
  (also see Resource Section – Universal Design for Learning)
  - Inventory Instructional Settings
  - Complete Curriculum Matrix
  - Formulate Daily Schedule with Anticipated Accommodations/
    Modifications/Supports Needed

- Plan for Health and Safety Needs

- Determine Data Collection and Grading Options

- Determine Equipment, Technology and Communication Needs

- Develop Positive Behavior Support
  (also see Resource Section – Sensory)

- Develop Peer Relationships:
  - Ability Awareness
  - Developing Peer Connections

- Review Classroom Routines and Share Successes
  - Review Classroom Routine and Social Competence

- Moving to the Next Grade

- Develop Contingency Plans
  - Absences of Key Personnel
  - Emergency Plan/Evacuation Plan/Health Plan
  - Field Trips
  - Equipment Failure
  - Transportation

- Extracurricular Participation
Ongoing Professional Learning
Ongoing Professional Learning

In order for schools and educators to design quality education for all students in the school, information and supports may need to be identified initially.

Where to Begin:
Before beginning to inform the members of a school community about Inclusive Education, it may be necessary to address their attitudes and beliefs about disabilities that are unfamiliar to them. The term “ability awareness” has been used to refer to the process of re-educating people to see persons in respect to their abilities and gifts instead of their disabilities. The emphasis is on the similarities of the human experience in contrast to highlighting differences. In addition, accurate descriptions of particular disabilities are provided to debunk some of the myths and stereotypes that exist in our society. Designing ability awareness may include “role-playing”, presentations by persons with disabilities, films, infusion into existing curriculum, etc. Depending on the needs of the school, ability awareness programs and information may be given to students, parents and educators either separately or as part of a large group.

a. Ability Awareness
On May, 2011, the Missouri legislature passed House Bill 555, which authorizes school boards to require the provision of disability history and awareness instruction in public schools during the month of October of each year. House Bill 555 further requires the month of October to be designated “Disability History and Awareness Month”.

The goals of disability history and awareness instruction in House Bill 555 are:
(1) Instilling in students sensitivity for fellow students with disabilities and encouraging educational cultures that nurture safe and inclusive environments for students with disabilities in which bullying is discouraged and respect and appreciation for students with disabilities is encouraged;

(2) An understanding that disability is a natural part of the human experience; we are all more alike than different; and regardless of disability, every citizen is afforded the same rights and responsibilities as that of any other;

(3) The creation of a more inclusive school community, where students with disabilities are included in every aspect of society, and every student is acknowledged for their unique gifts, talents, and contributions; and

(4) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

As the goal of Disability Awareness Month is to increase awareness and promote independence, integration and inclusion of all people with disabilities it is a vital component of an inclusive school culture and program.

Disability education brings attitudes to the surface, where they can be examined consciously, rather than putting students together and hoping for the best. It’s not surprising that, despite the best of intentions, students with disabilities who participate in inclusion programs may continue to feel left out.

“Disability History and Awareness – A Resource Guide for Missouri”
Ongoing Professional Learning

b. Inclusive Schools Week
Inclusive Schools Week (ISW) is an annual event sponsored by the Inclusive Schools Network. Celebrated during the first week in December, ISW was created to commemorate the progress that schools have made in providing a quality education to an increasingly diverse student population including students who are marginalized due to disability, gender, socio-economic status, cultural heritage, language preference and other factors. ISW also provides an important opportunity for educators, students and parents to discuss what else needs to be done in to ensure that their schools continue to improve their ability to successfully educate all children.

http://inclusiveschools.org/inclusive-schools-week

c. Finding Resources for an Awareness Program

1. Special School District’s Family and Community Resource Center

Located in the central office of Special School District of St. Louis County, the Family and Community Resource Center has a number of books, packets, handouts, DVD’s and posters to help create an Awareness program. In addition, the Center also has lists of online resources and local presenters available to present.

http://www.ssdmo.org/cool_tools/fcrc.html

2. Special School District Staff

Special School District has a wide variety of staff that can support a school’s Awareness program through either support in planning or presenting. They include:

- Teachers
- Social Workers
- Facilitators
- Assistive Technology Facilitators
- Deaf/Hard of Hearing Itinerant Teachers
- Blind/Vision Impaired Itinerant Teachers
- Autism Effective Practice Specialists
- Social/Emotional/Behavioral Effective Practice Specialists
- Special Olympics Facilitator
1. How Does Inclusive Education Fit In?
After helping educators, parents, and students understand the abilities of all people, initial awareness level professional learning in Inclusive Education should be provided. An overview that includes the rationale, definition, and examples of Inclusive Education will give everyone a common knowledge base. Educators and parents who are already involved in Inclusive Education can relate their experiences and answer questions to respond to initial concerns.

2. Where Do I Go To Find Professional Learning and Resources on Inclusive Education?
Special School District has made a commitment through both our Board Policies and through our Comprehensive School Improvement Plan (CSIP) to make Inclusive Education a priority. In order to support both our staff, as well as Partner Districts, Parents and the Community, in a common vision of Inclusive Education, we offer the following professional learning and support:

   a) **Inclusion Matters!** – This document, housed on the SSD website, outlines Special School District’s philosophy, approach and resources to Inclusive Education.

   b) **Inclusive Education Online Course** – Online course available to both General Education and Special Education Administrators and Teachers, parents and community members to help develop understanding and provide tools to successfully provide Inclusive Education.

   c) **SSD Inclusion Video** - Created by SSD Facilitators, this video spotlights how Inclusion has worked for students receiving services through SSD.

   d) **Parent Education and Diversity Awareness Program**

   e) **Facilitators**

3. What are the Next Steps?
   a) **Student-Specific Planning Process Checklist:** Tool for the staff of a school to begin the planning process for Inclusive Education. This tool will assist staff in appreciating the way they will be able to support each other and collaborate as they implement new strategies.

   b) **Assess Ongoing Professional Learning Needs:** Professional learning for staff will continue; however, it will become more focused on the specific needs of the staff and student(s) being included. Moreover, some professional learning may only apply to specific staff members. It may be beneficial to assess the staff at this point to design the ongoing professional learning opportunities and locate additional resources. Finally, although professional learning before Inclusive Education begins is important, specific strategies may not seem relevant and useful to staff until they have “taken the plunge” into this new experience.
Creating a Collaborative Culture
Creating a Collaborative Culture

“Collaboration is a process for setting collective priorities, and incorporating different perspectives. This is reflected in the way people commit to working together to meet their shared goals. Collaboration allows for the blending of perspectives, expertise, resources and shared accountability and responsibility.”

– Alberta Regional Consortia

True collaboration is demonstrated only on the teams where all members feel their contributions are valued and the goal is clear, where they share decision making, and where they sense they are respected (Cook & Friend, 96). Through collaboration, ideas can be shared, strategies may be developed, problems can be solved, progress is better monitored, and outcomes evaluated effectively. Collaboration is not negotiating, nor is it informing each other of individual plans and actions. It is a process that seeks to acknowledge the needs and perspectives of all members towards a common goal and requires continual effort on the part of each partner (Halvorsen & Neary, 01).

Characteristics of Collaboration
(Friend and Cook, 96; Nevin, Thousand, Paolucci-Whitcomb and Villa, 90.)

1. Collaboration is voluntary: Participants decide to collaborate.

2. Collaboration is based on parity: All collaborators must believe that all individuals' contributions are equally valued.

3. Collaboration requires a shared goal: Collaboration is most effective when there is an agreed upon and shared goal. Reciprocity and interdependence are practiced.

4. Collaboration includes shared responsibility for key decisions: Decisions about actions and work is divided with shared decision making. Members practice and increase social interaction and their task through consensus building.

5. Collaboration includes shared accountability for outcomes: Each person shares accountability for the outcomes of the group's efforts and holds its members responsible for their specific commitments.

6. Collaboration is based on shared resources: Each participant in a collaborative effort should contribute and share resources.

7. Collaboration is emergent: True collaboration will emerge with experience.

8. Frequent face-to-face interactions occur.

9. Leadership

Collaborative Teamwork
Collaborative teams are work groups that have clear goals, active and committed members and leaders; they do not let personal issues interfere with the accomplishment of their goals. Collaborative teaming is the most representative strategy to apply inclusive educational practice. The success of the team is based on each member's understanding of mutually agreed upon and shared goals as well as their collaborative efforts to reach the goals.
Creating a Collaborative Culture

Teams typically answer questions such as:

- Why are we here? What are the goals and needs of our students?
- What is working? What do we need to change? What is the best way we can function as a team?
- What do we need to do in terms of organizational structure and curriculum to achieve our goals?
- What is the most effective way to use our time and how often might we need to meet?

In effective and collaborative teams:

- All participants understand, agree to, and determine the primary goals of the team.
- There is open communication that includes ideas, opinions and feelings.
- Team members trust one another.
- Teams meet and work together only when necessary.
- Teams have fundamental team skills, including communication, addressing task goals, and those to maintain effective team functioning.
- Leadership is shared by all team members.

In building a collaborative team to provide student centered support and sustain inclusive education, it is important to begin early and include appropriate members. Team members and their roles may fluctuate over time and vary dependent upon the immediate outcomes required.

When teams become too large and overwhelming, not surprisingly, very little is accomplished except talk, which is all that is possible when you have large groups of people who might not know each other well. On the other end of the spectrum, planning teams that only involve the special educator and the general educator may be more productive, but may not be as creative. Core planning teams should involve those directly impacted by decisions on a daily basis. Others may be invited as their expertise is needed. Keeping groups more manageable facilitates scheduling and allows members the opportunity to focus on the important issues. As long as members are open to new information and can keep others informed and involved, this composition is effective (Halvorsen & Neary, 01).

Team members may include:
- Parents of the student
- General educators
- Special educators/therapists
- General and special education administrators(s)
- Paraeducators
- Student
One of the keys to beginning to work collaboratively is the recognition that different perspectives on each team can be a challenge and a positive contribution. As our roles in relation to the student and our own experiences, values, and belief systems, we all see things differently. Sometimes it’s difficult to understand why other members see a situation the way they do. Meetings may become an avenue for each member trying to get the other members to see things as they do. Unless team members learn to listen to each other and find common ground, meetings might be frustrating with little accomplished. Conversely, differing perspectives open our eyes to others ideas and options we might not have considered on our own; there is a synergy to this type of group discussion (Halvorsen & Neary, 01).

It is clear that this does not happen automatically as people meet. When educators and family members begin this collaborative effort, it must be with the understanding that learning to work together is going to take time and effort on the part of all members (Halvorsen & Neary, 01).

**Communication and Electronic Collaboration***

Planning and implementing the successful inclusion of a student with disabilities involves sharing information effectively and efficiently. This team communication is vital to the success of students in an inclusive setting. Each team member does not need to be involved in every issue; several team members may be needed for specific student outcomes and other times communication may require a meeting with the attendance of the entire team. Communication systems should be developed to keep team members apprised of student progress through an agreed upon system such as an online sharing system, email, and team meeting notes.

Creating a Collaborative Culture

*Please note that if access to technology is a barrier, other systems can be created to support information sharing and communication with the team that can include the creation of a team notebook that houses all ongoing communication or team-specific files with ongoing logs for communication within the student's file.

Sustained Implementation, Evaluation, and Improvement
In order for inclusive education and collaboration to continue to improve, there is a need for collaborative teams to collect outcome data to provide information on achieved results. The process of continuous improvement helps to ensure that the team is results-oriented. Team members need to be able to communicate to multiple audiences what results they are aiming for, how these results will be accomplished and what outcomes are expected.

Co-Teaching*
“Co-Teaching is an educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting.” (Bauwens, Hourcade, & Friend, 1989). Please see the attached document for more information related to co-teaching. In addition, Special School District offers professional learning related to co-teaching. Please contact your SSD Facilitator for more information.

*Please note that in order to achieve the appropriate outcomes, teams may need additional information or Professional Learning. Both are available through Special School District.

“The wisdom of the community always exceeds the knowledge of the experts.”
  – Peter Kenyon
Collaborative Teams Checklist

**TEAMS**

- share common beliefs and work toward common goals
- establish and share roles and responsibilities
- establish mutually agreed upon methods for meetings
- are willing to share personal feelings and insights
- continue to change and grow
- have fun!

**ROLES AND RELATIONSHIPS**

- roles and responsibilities are clear
- lines of communication are clear
- expectations regarding work performance (quality, timeliness, etc.) are similar

**TEAM MEETINGS**

- meet regularly and consistently
- sit facing toward each other at meetings (in a circle)
- have an agenda (agreed upon in advance)
- begin with celebrations, sharing, or other positive note
- have a facilitator (regular or rotating)
- have facilitator(s) who effectively keep the discussion on track
- hold no one solely responsible for success/failure of team actions
- share group tasks, responsibilities and group leadership
- keep to scheduled time limits
TEAM INTERACTIONS

- encourage each other to interact and participate in problem-solving and decisions
- engage in active listening
- give eye contact to the speaker
- wait until others complete speaking before speaking yourself
- when necessary, repeat or paraphrase the speaker to ensure understanding
- make decisions by consensus
- poll each other for understanding of issues/ideas
- criticize ideas but not each other
- share decision making credit (use “we” and “us” vs. “I” and “you”)
- demonstrate value for others’ opinions
- be flexible when necessary
- develop action plans, follow up on decisions, and monitor issues as part of the agenda of following meetings
- openly communicate (and agree to disagree at times)
- set rules for methods to deal with controversial issues or subjects
- criticize ideas and not people
- accept criticism of ideas without being defensive
- generate lots of potential solutions to an identified problem
- review how they are doing and give each other feedback on how they are doing as a team
CONFlict RESOLution METHODS

- remain calm
- look at the speaker
- don’t interrupt the speaker
- don’t adopt a defensive posture
- listen to what is being said
- check the accuracy of the message (don’t assume)
- validate the other person’s feelings
- try to imagine the other person’s point of view
- use a tone of voice which is calming
- avoid tones which suggest impatience, disgust, or sarcasm
- speak clearly and slowly at a moderate volume
- attempt to reach agreement on a mutual goal and next steps
- plan to return to the issue with ground rules or with an agreed-upon agenda
Norms of Collaboration (Annotated)

1. Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing
Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions
Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions
Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.
Plan for Team Growth

*Note: Items on the *Highly Effective Collaborative Team Checklist* (HECTC) might serve as action steps for the Team Growth Indicators below.

<table>
<thead>
<tr>
<th>Team Growth Indicators</th>
<th>What might someone observing us see or hear that would indicate we’re growing in this direction? What actions will we take?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a focus on student outcomes and monitor student progress</td>
<td></td>
</tr>
<tr>
<td>Abide by norms that guide team interactions and behaviors&lt;br&gt;<em>HECTC Team Members 1-6</em></td>
<td></td>
</tr>
<tr>
<td>Share leadership and responsibility&lt;br&gt;<em>HECTC Roles and Relationships 7-9</em></td>
<td></td>
</tr>
<tr>
<td>Meet regularly and on schedule&lt;br&gt;<em>HECTC Team Meetings 10-17</em></td>
<td></td>
</tr>
<tr>
<td>Practice trusting behaviors&lt;br&gt;<em>HECTC Team Interactions 18-29</em></td>
<td></td>
</tr>
<tr>
<td>Use agreed upon methods for resolving conflicts&lt;br&gt;<em>HECTC Conflict Resolution Methods 30-42</em></td>
<td></td>
</tr>
</tbody>
</table>

#Adapted from Jolly, A. (2008). *Team to teach: A facilitator’s guide to professional learning teams.* Oxford, OH: NSDC and aligned to *Highly Effective Collaborative Team Checklist*, Adapted from *Collaborative Team Checklist* and Designing our Team Practices (date unknown) from the Maryland Coalition for Inclusive Education (MCIE), [http://www.mcie.org/index.php](http://www.mcie.org/index.php)
Collaborative Record

<table>
<thead>
<tr>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/starting and ending time:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>If you are unable to attend, please contact:</td>
</tr>
<tr>
<td>Communication Backup:</td>
</tr>
<tr>
<td><strong>Roles:</strong></td>
</tr>
<tr>
<td>Facilitator:</td>
</tr>
<tr>
<td>Recorder:</td>
</tr>
<tr>
<td>Time Keeper:</td>
</tr>
<tr>
<td>Other members:</td>
</tr>
<tr>
<td><strong>Today’s desired outcomes:</strong></td>
</tr>
</tbody>
</table>

Date, Place and Time of Next Meeting:

**Meeting Norms** (Examples)
- Demonstrate Mutual Respect: Respect people and their ideas. Such respect does not represent agreement.
- Employ Skillful Listening: Seek first to understand, then to be understood.
- Sufficient Consensus: Each person has an equal voice, the group works to understand all views, distinguish between dialogue and discussion, strive to reach consensus.
- Maintain a perspective focused on student needs.
- Begin and end on agreed upon times.
## Collaborative Record

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Limit</th>
<th>To Do: Notes/Data To Be Collected/Criteria for Success</th>
<th>Person(s) Responsible</th>
<th>Date To Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>


Roles and Responsibilities Form

The Roles and Responsibilities Form can be utilized after an IEP meeting or after a transition to another building or setting to help the team determine who will be the lead/responsible for a particular component of the student's IEP, staff training, communication, etc.

<table>
<thead>
<tr>
<th>Team Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teacher:</td>
</tr>
<tr>
<td>General Education Teacher:</td>
</tr>
<tr>
<td>Parent:</td>
</tr>
<tr>
<td>Paraprofessional:</td>
</tr>
<tr>
<td>Principal:</td>
</tr>
<tr>
<td>Area Coordinator:</td>
</tr>
<tr>
<td>Speech/Language Pathologist:</td>
</tr>
<tr>
<td>Occupational Therapist:</td>
</tr>
<tr>
<td>Physical Therapist:</td>
</tr>
<tr>
<td>Inclusion Facilitator:</td>
</tr>
<tr>
<td>Related Service:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Who is Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Chairperson</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Develop IEP</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Assign responsibilities for Paraprofessional</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Supervise paraprofessional</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Train paraprofessional</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
</tbody>
</table>

Code: P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking
## Roles and Responsibilities Form

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Who is Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design instruction for all learners</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Individualize curriculum:</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Make adaptations &amp; modifications</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Monitor student progress (data collection/assessment)</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Design behavior modification management plan</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Assign grades</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Communicate/collaborate with parents</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Collaborate &amp; consult with related service personnel</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
</tbody>
</table>

**Code:** P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking
<table>
<thead>
<tr>
<th><strong>Roles and Responsibilities</strong></th>
<th><strong>Who is Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate peer supports &amp; friendships</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Schedule team meetings</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Develop schedule for student</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Participate in extra-curricular activities</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
<tr>
<td>Community instruction</td>
<td>P:</td>
</tr>
<tr>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>I:</td>
</tr>
</tbody>
</table>

**Comments:**

**Code:** P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking

Adapted from the Inclusive Education Project: 1993 Inclusion MATTERS!
Co-Teaching Resources

Co-Teaching is an educational approach in which Two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting.

(Bauwens, Hourcade, & Friend, 1989)

Benefits of Co-teaching

- Expedites transition into the general education setting
- Enables teachers to function on a proactive basis
- Increases job satisfaction
- Reduces stress and burnout
- Increases teaching and learning potential
- Decreases problems with generalization across settings
- Provides students with more cohesive programs
- Provides the expertise of two professionals in planning and problem solving
- Provides students with a model of collaboration
- Allows students to work with teachers with different styles
- Allows student assessment to be classroom-based
- Increases the potential for students who are having difficulty to receive assistance
These two teachers’ classrooms were across the hall from each other. Some days they would team-teach in one room, other days they would split the classes and the content, and other times they would teach a lesson together and then split the students when it came time for independent learning activities.

General educator and special educator shared the same room and the same students for one instructional period.

Barriers to Co-Teaching

Write your thoughts here
## Tips for Successful Co-Teaching

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Special Educator</th>
<th>General Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>support a collaborative philosophy</td>
<td>be flexible</td>
<td>be flexible</td>
</tr>
<tr>
<td>provide funding (if possible)</td>
<td>identify your strengths</td>
<td>identify your strengths</td>
</tr>
<tr>
<td>provide emotional support</td>
<td>respect other's strengths</td>
<td>respect other's strengths</td>
</tr>
<tr>
<td>provide time for the process</td>
<td>take responsibility for all students</td>
<td>take responsibility for all students</td>
</tr>
<tr>
<td>model collaboration</td>
<td>allow your students to become a member of the class</td>
<td>establish an inclusive classroom environment</td>
</tr>
<tr>
<td>praise success</td>
<td>remember you're not a guest but a teacher</td>
<td>remember your class is shared by 2 teachers</td>
</tr>
<tr>
<td>expect problems</td>
<td>focus on success</td>
<td>focus on students not labels</td>
</tr>
<tr>
<td>recognize your contributions</td>
<td>look for success not only in academic gains</td>
<td>look for success not only in academic gains</td>
</tr>
<tr>
<td>BRAG (e.g., other teachers, other administrators)</td>
<td>be willing to expand your skills</td>
<td>be willing to expand your skills</td>
</tr>
<tr>
<td>suggest the process to others</td>
<td>admit your weaknesses</td>
<td>admit your weaknesses</td>
</tr>
<tr>
<td>never force a collaborative relationship</td>
<td>make time to plan (at least 10 minutes a day)</td>
<td>make time to plan (at least 10 minutes a day)</td>
</tr>
<tr>
<td>assist teachers in evaluating the process</td>
<td>discuss problems only with each other</td>
<td>discuss problems only with each other</td>
</tr>
<tr>
<td></td>
<td>Set a timeline to evaluate the process</td>
<td>Set a timeline to evaluate the process</td>
</tr>
</tbody>
</table>

**Great Websites out of University of Kansas**

[www.powerof2.org](http://www.powerof2.org)

[www.specialconnections.ku.edu](http://www.specialconnections.ku.edu)

Dieker © 2013
Create a Lesson

Pick a topic you want to co-teach

<table>
<thead>
<tr>
<th>Role of Teacher 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Role of Teacher 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Role of Other Support Personnel</th>
</tr>
</thead>
</table>


### Co-Teaching versus Facilitative Support

<table>
<thead>
<tr>
<th>Three Activities</th>
<th>Co-Teaching</th>
<th>Facilitative Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Instructing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Assessing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Stages of the Teaming Process

**Storming – Norming – Performing**
Types of Co-Teaching

One teacher, One Support
• lead teacher
• support teacher
• little planning
(some add one teach/one observe)

Station Teaching
• divide content
• share but separate responsibilities

Parallel Teaching
• same content
• deliver instruction to half the class
  • joint planning

Alternative Teaching
• one large group, one small
• small group pre-teaches, reinforces or re-teaches large group
  • joint planning

Team Teaching
• shared instruction
• coordinated activities in one lesson
• mutual trust and commitment
  • co-planning

(Cook & Friend, 1993)
Common Characteristics of an Effective Lesson

- Both teachers have presence in their role.
- A climate of success for all students is created - with both teachers focusing on ALL.
- Progress is monitored and learning is assessed daily.
- Academic and social skills are taught.
- Objectives are clear.
- Engaged learning time is maximized.
- Differentiation is expected by both teachers.

Some Novel New Ideas

- 2 periods of co-teaching and switching roles
- Parallel scheduling
- Social skills/strategies class that is inclusive
- Ppt vocabulary - [http://images.google.com](http://images.google.com)
- Rhymes ‘n times - [http://www.rhymesntimes.com](http://www.rhymesntimes.com)
- Corporate mentors (e-mail and in person)
- Webcams - [http://www.camcentral.com](http://www.camcentral.com)
- Various websites
## Scheduling

### High School
This teacher worked in only the content area of science and was to provide support to all students with disabilities across the 6 science teachers in this high school.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:00</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>9:00-10:30*</td>
<td>Biology/Integrated Science</td>
<td>Integrated Science/Biology</td>
<td>Biology/Integrated Science</td>
<td>Integrated Science/Biology</td>
<td>Biology/Integrated Science</td>
</tr>
<tr>
<td>10:30-1:00</td>
<td>Lunch/Team Planning</td>
<td>Lunch/Team Planning</td>
<td>Lunch/Team Planning</td>
<td>Lunch/Team Planning</td>
<td>Lunch/Team Planning</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Chemistry**</td>
<td>Biology</td>
<td>Chemistry*</td>
<td>Biology</td>
<td>Chemistry*</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Coordinate Peer Tutoring Program Strategy</td>
<td>Coordinate Peer Tutoring Program Strategy</td>
<td>Coordinate Peer Tutoring Program Strategy</td>
<td>Coordinate Peer Tutoring Program Strategy</td>
<td>Coordinate Peer Tutoring Program Strategy</td>
</tr>
</tbody>
</table>

*Each day rotated where he would start, but visited the Biology and Integrated Science classes each day

**He only had 4 students in Chemistry this year so co-teaching was limited

---

### Questions to Consider asking During Planning

(Davis, 2008)

- Were academic needs addressed?
- Were behavioral needs addressed?
- Were IEP goals addressed?
- Did we consider how we will assess *all* students?
- Do we each have clearly defined roles?
- Are we varying our roles in the class?
Scheduling

**Middle or Elementary School** - This special educator worked across four content or grade level teachers and these teachers agreed to give her time away from their classroom one day a week so she could plan with another teacher. In return she was available during their planning time to prepare future lessons with them.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Advisory with heterogeneous group of students.</td>
<td>Advisory with heterogeneous group of students.</td>
<td>Advisory with heterogeneous group of students.</td>
<td>Advisory with heterogeneous group of students.</td>
<td>Advisory with heterogeneous group of students.</td>
</tr>
<tr>
<td>8:15</td>
<td>Strategy Instruction</td>
<td>Strategy Instruction</td>
<td>Strategy Instruction</td>
<td>Strategy Instruction</td>
<td>Strategy Instruction</td>
</tr>
<tr>
<td>9:00</td>
<td>Math Co-Teaching</td>
<td>Planning and mtg. with L.A. co-teacher</td>
<td>Math Co-Teaching</td>
<td>Math Co-Teaching</td>
<td>Math Co-Teaching</td>
</tr>
<tr>
<td>10:30</td>
<td>Planning and mtg. with Social studies co-teacher</td>
<td>Science Co-teaching</td>
<td>Science Co-teaching</td>
<td>Science Co-teaching</td>
<td>Science Co-teaching</td>
</tr>
<tr>
<td>11:40</td>
<td>Resource Study Hall Peer Tutoring</td>
<td>Resource Study Hall Peer Tutoring</td>
<td>Resource Study Hall Peer Tutoring</td>
<td>Resource Study Hall Peer Tutoring</td>
<td>Resource Study Hall Peer Tutoring</td>
</tr>
<tr>
<td>12:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30</td>
<td>Social Studies Co-teaching</td>
<td>Social Studies Co-teaching</td>
<td>Social Studies Co-teaching</td>
<td>Planning and mtg. with Science Co-teacher</td>
<td>Social Studies Co-teaching</td>
</tr>
<tr>
<td>2:15</td>
<td>Reading Co-teaching</td>
<td>Reading Co-teaching</td>
<td>Reading Co-teaching</td>
<td>Reading Co-teaching</td>
<td>Planning assessment program Evaluation</td>
</tr>
<tr>
<td>3:00</td>
<td>Dismissal Meet with parents, students or other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This time was used to service students across the classes and in specials or to talk to students individually as needed. The target for this support time was determined by student specific needs and a schedule was created for this period each Friday based upon students who struggled the prior week.
Creative Methods to Increase the Amount of Planning Time

1. Use a co-planner.

2. If you are a special educator, co-teaching with more than one general educator, make arrangements to leave each class 15 minutes early one day a week to plan with the other teacher(s). *USE WITH CAUTION BECAUSE IF A STUDENT’S IEP SAYS YOU WILL BE THERE – YOU NEED TO BE IN THE ROOM TO PROVIDE SERVICES

3. If possible have a floating planning period that changes each day so that you can plan with several different teachers.

4. Set up your schedule so you are in different classrooms on different days.

5. Have either a support staff member or administrator free you for planning time.

6. Some schools have scheduled regular assemblies that are staffed by administrators, community volunteers, and support staff to allow for additional planning time.

7. Some schools have gone to banking hours that incorporate collaborative planning time.

8. Some schools have increased class size by one or two students to allow for a full-time substitute to cover for planning time.

9. Some teachers have scheduled their lunch and planning periods together so that one day a week they can have a lengthy planning session.

10. Some schools have set up student directed activities such as peer tutoring programs or cooperative learning groups that are monitored by support staff once a day to allow educators to plan.

11. Hire a floating substitute.

“Remember I can’t give you more time - it is critical to use the time you have effectively.”

Read Time Management from the Inside Out by: Julie Morgenstern

Teams that have time often don’t have more than others they just use it very efficiently.
Preparing to Co-Teach

Finding time to plan is the number one issue. Follow these guidelines for assisting in achieving the goal of planning effective lessons in approximately 10 minutes per lesson.

Prior to the start of the semester:

<table>
<thead>
<tr>
<th>Action</th>
<th>General Educator</th>
<th>Special Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During your daily planning, try to focus on these three areas. Remember to use the co-planner and try to stay focused on planning effective lessons that will meet the needs of all students.

<table>
<thead>
<tr>
<th>Action</th>
<th>General Educator</th>
<th>Special Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Method (types of co-teaching you will use)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional methods or strategies….</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academics:

Behavioral/social skills:
Other Ideas to Consider

**Letter to Parents**

Dear Parent or Guardian:

We would like to share with you a new teaching arrangement that we will be using in your son or daughter’s math class this year. In his or her class there will be two teachers working with all the students in the class. Mr. Simms and Mrs. Dieker will both be available during this hour to assist your son or daughter. We would like to encourage you to contact either one of us if you have any questions about this teaching arrangement.

During this class we will be using a model called “co-teaching” to meet the needs of all of the students in the class. We will both be actively planning for the class and sharing in the grading process. We want you to feel comfortable to contact either one of us about your son or daughter’s performance this semester. We look forward to working with you and your son or daughter.

Sincerely,

Mr. R. Simms & Mrs. L. Dieker

---

**Quick and Dirty Planning**

*(Hines, 2008)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Review/Preparation</td>
<td>Sp Ed</td>
</tr>
<tr>
<td>15 min</td>
<td>New content</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>10 min</td>
<td>Guided Practice</td>
<td>Sp Ed</td>
</tr>
<tr>
<td>20 min</td>
<td>Independent Practice</td>
<td>Both</td>
</tr>
<tr>
<td>5 min</td>
<td>Closure/Feedback</td>
<td>Either</td>
</tr>
</tbody>
</table>
Components of an Effective Collaborative Environment

- Lesson content is prepared collaboratively
- Administrators support the collaborative process
- All students see the role of the teachers as equal
- Academic and behavioral expectations are high
- Lessons focus on as much active learning as possible
- Continuum of services are still a viable option for all students
- Cooperative learning is a fundamental element of the classroom
- All students are accepted as members of the classroom environment
- Both teachers are comfortable with each other and their classroom roles
- Clear academic and behavioral expectations are provided throughout each point in the lesson
- Curricular, instructional, and behavioral adaptations are made as needed
- Both teachers see the students and themselves benefiting from this relationship
- Parents are informed and invited to observe this method of instruction
- Common planning time is used to develop and evaluate daily instruction

Utilize your Co-plan Time Wisely
(Davis, 2008)

- White boards
- Thumbs up/down
- Using in and out box
- Stay focused
Making Action Plans (MAPS)
Integrated Education: MAPS to get you there
Terri Vandercook and Jennifer York

MAPS (Making Action Plans) is a positive and affirming process that assists a team of adults and children to creatively dream and plan, producing results that will further the inclusion of individual children with labels into the activities, routines and environments of their same age peers in their school community. The principles underlying and guiding the process include: (1) integration, (2) individualization, (3) teamwork and collaboration, and (4) flexibility.

The MAPS planning typically occurs in one or two sessions. Participants are arranged in a half circle, with the facilitator positioned at the open end of the circle. The information and ideas generated during the process are recorded on large chart paper which serves as a communication check during the session and as a permanent record when the planning is finished. The role of the facilitator is to elicit participation of all team members in the collective design of an integrated school and community life for the individual student. Following are the seven questions which comprise the MAPS process:

1. What is the individual’s history?
Aside from the individual for whom the planning is occurring, family members are the most important members of the circle because they typically know the individual better than anyone else. Because of this, family members, and the individual to the greatest extent possible, are asked to spend a few minutes talking about the individual’s life history, including some of the milestones.

2. What is your dream for individual?
This question is intended to get people to develop a vision for the individual’s future, to consider what they want for that person, and to look beyond the current reality. Those dreams can become reality if there is a common commitment to strive for them. The dream question forces team members to identify the direction they are heading with the individual; only then can specific plans be made for realizing the vision. This is not to say, however, that the vision, plans or expectations are set in concrete; they will be challenged continually as more is learned about how to facilitate inclusion in the school community and as positive outcomes are realized. Depending upon the age of the individual, it may be difficult to dream for them as an adult; if that is a problem, team members can be encouraged to think just a few years ahead.

3. What is your nightmare?
This is a very difficult question to ask the parents of any child, yet an extremely important one. The nightmare presents the situation that the members of the individual’s team and others who care for him or her must work very hard to keep from happening. Parents frequently relate the nightmare as a vision of their child being alone.

4. Who is the individual?
Everyone in the circle participates in responding to this question. The participants are asked to think of words that describe the individual, i.e. what come to mind when they think of the person? There are no right or wrong words. Participants take turns going around the circle until all thoughts have been expressed. Participants can pass if nothing comes to mind when it is their turn to supply a descriptor. When the list is complete, the facilitator asks certain people, usually family and peers, to identify the three words from the list they feel best describe the individual.
5. What are the individual's strengths, gifts and abilities?
So often when educational teams get together, they dwell upon the things that the individual cannot do as opposed to identifying and building upon the strengths and abilities of the individual. The facilitator asks the participants to review the list which described the individual as a way to identify some of his or her strengths and unique gifts. In addition, they are instructed to think about what the individual can do, what he or she likes to do and what he or she does well.

6. What are the individual’s needs?
This question provides an opportunity for all the team members to identify needs from their unique perspectives. When the list of needs is complete, family, friends and educators are asked to prioritize the identified needs. The list of assets and the identified needs are a primary basis for design of the educational program.

7. What would the individual’s ideal day at school look like and what must be done to make it happen?
Because MAPS is a process to assist teams to plan for the full integration of students with high needs into regular age-appropriate classes, frequently attention to this question begins by outlining a school day for same age peers who do not have labels. Next, the team begins to strategize ways that the needs identified in the previous question can be met in the context of the regular education day. Finally, initial planning occurs for the supports needed to achieve successful integration. As the learner reaches middle and high school age, the ideal school day will include instruction in both regular education and a variety of community instruction sites, e.g. home, worksites, stores and recreation places.

The MAPS process provides a common vision and road map for all team members, which enables them to be supportive and effective in furthering the integration of learners with disabilities into regular school and community life.

Maps (Making Action Plans)

Maps is a process that will help a team support a student in an inclusive setting through positive discussion among family members, teachers and other significant individuals in the student’s life.

It provides information to identify goals and objectives for an IEP, plan for a student’s transition to an inclusive setting and help determine what educational supports are needed. Maps is a collaborative process that identifies outcomes, environments and activities that are meaningful for the student and what must be done to make them happen. The information elicited about a student also may be used to develop the present level of performance, goals and objectives, adaptations and other parts of the IEP.

The Maps session is facilitated by someone who is familiar with the process, but may not necessarily know the identified child. The facilitator asks the Maps questions and each participant contributes when appropriate. Participants usually sit in a semi-circle to maximize their interaction. Responses are recorded on chart paper so information can be referenced or appended throughout the planning session and a permanent record of the process is maintained.

The Map Checklist may be helpful in planning for and facilitating a Maps.

The following is an outline of information to support those who use the Maps process:

1. Assumptions underlying and guiding the Maps process
   - Inclusion
   - Individualization
   - Teamwork and collaboration
   - Flexibility

2. Essential elements of a Map
   - Parents and/or family members are the key participants
   - Large chart paper and colorful markers are used
   - Lasts a minimum of 1-2 hours
   - All team members input is valued and important
   - If an action plan is not developed as part of the Map, then a date and time should be set when the core team will meet to create one

3. Preferred elements of a Map as deemed appropriate:
   - Typical peers are included in the group
   - Session occurs after the child has been in the inclusive setting
   - Lasts a maximum of 3 hours
   - Setting is personal and informal
   - Refreshments are provided
   - Friends are invited
   - Participants are arranged in a semi-circle
   - Two people facilitate the process — one person records while the other is the host/facilitator
• The student is a member of the team
• Participants include those outside of the core team who will or do support the student
• The participants are asked to sum up in one word or phrase their experience with the MAP at the end of the session
• The MAP is transposed to a more useable format

4. Use options of a MAP:
• Department/team/school goal setting
• Prior to the IEP
• Show finished product to people entering the student’s life
• Questions can be asked in a different order or some may be omitted
• The facilitator and/or recorder do not have to be familiar with the student, but they should be familiar with the MAPS process
• MAPS should be held when a student is:
  (a) Transition between schools, and/or
  (b) Moving to a more inclusive setting
MAPS Invitation Letter

Date: To: From: Re: ______________’s MAPS Planning Sessions

A MAPS Planning Session has been scheduled for __________ on __________ at ___________School at______a.m./p.m. I will be facilitating this discussion, so I would like to share some information with those of you who will participate that day.

I have enclosed an article on the MAPS process. MAPS stands for Making Action Plans and is a tool often used to plan for a child’s inclusive education. The article presents an ideal example of what the planning session could entail and why.

A worksheet titled “MAPS Questions for ________” is also enclosed so you may write down some of your thoughts and responses to the questions. I encourage all participants to complete this worksheet and bring it to the session. The sheet is for your purposes only and will not be collected.

Thank you in advance for your input and participation in the MAPS process. Please call me at __________ if you have any questions or concerns.

Enclosures

MAPS Questions for ___________A brief history about ________ . . . (What is ________’s story?)

What are your nightmares for ________?

_________is . . . (What are some words that describe ________ best?) (What are some of his/her Strengths, Gifts, and Talents?)

What are some of the things ________ accomplished last year?

What is________ ready to learn?

What are some of ________’s needs?

What would an ideal day look like for ________?

Inclusion MATTERS!
An Example: Tommy’s MAP

What is Tommy’s story?
He was born 7 years ago. Had open-heart surgery soon afterward. At age 3, he entered Special School District Early Childhood program and attended a preschool in his neighborhood. He had friends at the preschool and the opportunity to make a lot of choices. The family went to Disney World last year; Tommy loved it! In kindergarten, he joined a church soccer team. He has two sisters, Sarah and Susan.

Our Dreams for Tommy. . .
He will have lots of friends. He won't be lonely. Productive Independent Live in his own place when he gets older with some support. Live with a roommate that he chooses and who chooses Tommy. He wants to be a fireman. He will have fun – now and in the future. He will be in a safe and welcoming school environment.

Our Nightmares. . .
Lonely Alone Abused He will sit and do something meaningless with his hands all day. He will have limited job opportunities. Other students and the teacher won’t understand Tommy when he is communicating. Tommy won't have any choices and won't be able to make any decisions for himself. People won't understand his needs.

Tommy is . . . (Tommy’s Strengths, Gifts, and Talents. . .)
Loves to laugh with friends Funny Helpful in class Good memory, especially about people, events, songs and rhymes Musical Loves musical songs and videos Nintendo player Computer whiz Physically active and has good physical skills Great energy Organized, e.g. books on shelves

What has Tommy accomplished this year?
He learned how to swim and play Soccer Communication (e.g. headache) Speech is better Match written word with object (emerging) Sharing (art class) “New” vocabulary (typical) Lets people know what he needs.

Tommy is ready to learn. . .
Social skills Transitions To tell his family more about what happens at school (past events) To communicate his wants, needs and choices To play more To read at a level he's ready for (1st words) Write his name Phone # and address (safety issues) Where things are in building School routines and School rules.

Tommy needs. . .
Infuse ability awareness in the routine Inservice staff He needs support in a variety of ways and from a variety of sources Ability awareness in 1st grade classes for his peers (but don't overkill) Positive support plans.

O.T. Speech in classroom; Visit school before he actually starts; Study buddies and Peer support; Support from older classmates more time; More practice; To stay in the classroom as much as possible an efficient school.

An ideal day for Tommy. . .
Member of 1st grade class; Won’t feel “singled-out”; Accomplishing 1st grade stuff; Recess, lunch with friends In classroom as much as possible; Learning everyday academics; Teachers feel comfortable, right amount of support; Communication throughout the day; Schedule is understood; has a schedule; Riding bus with neighborhood kids

For additional information on MAP’s, please visit the Inclusive Education page on the SSD website.
Making Action Plans (MAPS)
Meeting To Do List & Notes

Prior to meeting
- Send MAPS questions and invites to case manager
- Tell teacher to secure room large enough to sit everyone in a semi-circle and place to post 10 pieces of chart tablet

Materials to bring
- 10 pieces of chart tablet
- Written questions with pictures to be posted on each piece of paper (do not do this prior to meeting or the pictures will curl in the tube)
- Copy of questionnaire sent to teacher to guide process
- Name tags
- Markers
- Tape

To begin meeting
- Introduce all team members
- Define MAPS – time to celebrate his accomplishments at (School) and determine what are his/her needs to help with the transition
- State as we go thru these we can move back and forth as we remember information

Question: What is Nick’s story?
- Ask parents - members of family, born, free time at home?
- Question: What are your dreams for Nick?
- Could be lifelong, could be next 3 years

Notes: Wrap up each question before moving on to next, ask clarifying questions
Making Action Plans (MAPS) - Sample

What is (student name) story?
• Bullet comments
• Bullet comments
• Bullet comments

What are your dreams for (student name)?
• Bullet comments
• Bullet comments
• Bullet comments

What are your nightmares for (student name)?
• Bullet comments
• Bullet comments
• Bullet comments

What are some words that describe (student name) best?
• Bullet comments
• Bullet comments
• Bullet comments

What has (student name) accomplished this year?
• Bullet comments
• Bullet comments
• Bullet comments

What is (student name) ready to learn?
• Bullet comments
• Bullet comments

What are some of (student name) needs?
• Bullet comments
• Bullet comments
• Bullet comments

What would an ideal day look like for (student name)?
• Bullet comments
• Bullet comments
• Bullet comments The student’s IEP is the vehicle that pulls together the work of the team into a permanent record of the student’s instructional plan. Procedural guidelines for completion of the IEP are outlined in the Special School District’s IEP manual and should be reviewed prior to conducting the IEP meeting.
Section 7 – Individualized Education Program (IEP)

Individualized Education Program (IEP)
Individualized Education Program (IEP)

The student's IEP is the vehicle that pulls together the work of the team into a permanent record of the student's instructional plan. Procedural guidelines for completion of the IEP are outlined in the Special School District's IEP manual and should be reviewed prior to conducting the IEP meeting.

The purpose of the IEP is to identify the special education and related services needs for an individual student. The following programmatic guidelines should be considered when developing the IEP for all students, in particular students moving to a less restrictive environment:

1. Plan the IEP based on the individual, priority needs of the student.

2. Support parent input by providing the parent with updated data, professional learning and support opportunities, as well as providing them with the IEP Preparation and Participation Form for Families.

3. Develop goals that increase the number of age-appropriate environments (current and future) where the student can actively participate, that enhance the student's image, and that increase the student's ability to make choices and develop meaningful relationships.

4. Consider all environments the student is in throughout the school day. Consider goals that can be generalized too many environments. Identify skills the student needs to learn to be more successful.

5. Write goals that are easy to understand and allow for reliable implementation by anyone who may deliver instruction, including the family. Specify appropriate criterion for mastery in natural environments. Identify a variety of methods to facilitate data collection and document progress.

6. Consider goals that can be taught throughout the student's daily routine. Consider various learning centers, natural school and home routines, and curricular activities of the classroom for implementation.

7. Plan goals that allow for multiple opportunities for practice and guidance. Arrange a variety of materials and activities throughout the natural school and classroom routines through which the student can practice skills.

8. Consider goals that focus on social, motor and communication skills within the context of meaningful activities. Related services objectives are embedded in the goals to facilitate functional skills across integrated environments.

9. Consider additional supports to assist the student following the criteria set forth in the Paraprofessional document – Support Selection Guide.

10. It is important to remember that the IEP is a working document and evaluation of the student's program is ongoing. Revisions in the IEP may be needed during the school year to accommodate progress and/or changes needed as identified by the IEP committee. When a student is first included it is not unusual to reconvene the IEP and rewrite or amend it during the first couple of months.

Please contact the Parent Education and Diversity Awareness Program at (314) 989-8460 for additional information and training or to request a copy of the Parent Handbook. In addition, visit DESE website – Parent's Guide to Special Education http://www.dese.mo.gov/se/compliance/documents/ParentGuide.pdf

60. Inclusion Matters!
### IEP Preparation & Participation Form for Families

This form follows the order of the IEP. It is designed to help you (and when appropriate, your child) participate more effectively in the IEP process and to assist you and your child’s teacher in planning to meet your child’s needs.

Although completion of this form is not required, your input is very important in the development of your child’s IEP. Feel free to complete only the questions you believe apply to your child’s educational needs. You may want to ask your child some of these questions, as well.

#### 1. Present Level of Academic Achievement and Functional Performance (PLAAFP)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some of the best ways your child learns? What are some ways you motivate your child?</td>
<td></td>
</tr>
<tr>
<td>What are some successes your child has had this year (school, home, in the community)?</td>
<td></td>
</tr>
<tr>
<td>What are some of your child’s strengths, gifts and talents?</td>
<td></td>
</tr>
<tr>
<td>Describe the needs of your child at school -- consider academic, communication, behavioral, physical, social and/or emotional needs.</td>
<td></td>
</tr>
<tr>
<td>Describe any concerns you have about your child’s education, safety and/or future.</td>
<td></td>
</tr>
<tr>
<td>Do you feel there is need for additional information to identify/support your child’s learning needs or area(s) of disability? If so, please explain.</td>
<td></td>
</tr>
</tbody>
</table>
2. Special Considerations: Federal and State Requirements

These areas are required to be addressed and discussed during the IEP meeting:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your child blind or visually impaired?</td>
<td></td>
</tr>
<tr>
<td>Is your child deaf or hearing-impaired? Use an assistive hearing device?</td>
<td></td>
</tr>
<tr>
<td>Does your child exhibit behaviors that impede his/her or others’ learning?</td>
<td></td>
</tr>
<tr>
<td>Does your child have limited English proficiency?</td>
<td></td>
</tr>
<tr>
<td>Does your child have communication needs?</td>
<td></td>
</tr>
<tr>
<td>Does your child need assistive technology devices or services?</td>
<td></td>
</tr>
<tr>
<td>Is your child eligible for extended school year (ESY) services?</td>
<td></td>
</tr>
<tr>
<td>Are transition services required (age16 and older)?</td>
<td></td>
</tr>
<tr>
<td>Has there been a transfer of rights (age 18)?</td>
<td></td>
</tr>
<tr>
<td>Are state assessments administered for your child?</td>
<td></td>
</tr>
<tr>
<td>Are district-wide assessments administered for your child?</td>
<td></td>
</tr>
</tbody>
</table>

3 & 4. IEP Goals and Services Summary

Based on the needs identified in Section 1, what would you like to see your child accomplish this year?

What long-range goals do you have for your child?

What do you think your child needs to reach their goal? Where do you think your child should receive these services?

(i.e. general education classroom, resource room, special education classroom, SSD school)

For more information, visit: www.ssdmo.org/cool_tools/fcrc_parent_handbook.html

What, if anything, needs to be different for your child in the classroom? (Ex: extended time for tests, specialized seating).

For more information on accommodations or modifications, visit: www.ssdmo.org/cool_tools/fcrc_parent_handbook.html

(continued, next page)
## IEP Preparation & Participation Form for Families

### 5. Transportation

If transportation is a related service, what accommodations and/or modifications are needed?

### 6. Regular Education Participation/Placement Considerations

Do you feel that your child’s participation with non-disabled peers in the general education setting is sufficient? If not, please explain.
Support Selection Guide

Name of student possibly needing additional support:  
Date:  

Step 1: Needs Assessment

<table>
<thead>
<tr>
<th>In what areas does the student need support (check all that apply and complete corresponding section below.)</th>
<th>What specific skill(s) does the student need to learn or need support with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ A) Academic Skill</td>
<td>□ ___________________________</td>
</tr>
<tr>
<td>□ B) Behavior Performance</td>
<td>□ ___________________________</td>
</tr>
<tr>
<td>□ C) Personal care &amp; safety</td>
<td>□ ___________________________</td>
</tr>
</tbody>
</table>

A) Academic Skill

What specific skill has been taught to the student by a special educator?  
Has the skill(s) been taught in the general education setting?  

B) Behavior Performance

What classroom universals in place?  
What FBA/BIP in place and being implemented with fidelity?  
What are accommodations being utilized with fidelity?  
How frequently does the child have to be re-directed to perform a needed skill?  
Frequency of behavior that are injurious to self or others:  
Frequency of physical restraints:  
Safety in the school environment concerns:
## Support Selection Guide

### C) Personal Care and Safety

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the student’s physical needs?</td>
<td></td>
</tr>
<tr>
<td>What areas does the student need assistance?</td>
<td></td>
</tr>
<tr>
<td>When does the student need assistance?</td>
<td></td>
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</tbody>
</table>

### Other questions for consideration

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the student’s level of independence as compared with peers.</td>
<td></td>
</tr>
<tr>
<td>Describe how adult support might increase or decrease the student’s level of independence.</td>
<td></td>
</tr>
<tr>
<td>If there are behavior concerns, describe how the presence and support of an adult seems to decrease or increase the escalation.</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Complete the schedule mapping process for the student.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Activity</th>
<th>What can the student do without assistance?</th>
<th>What can the student do with accommodations or modifications?</th>
<th>What can the student do with adult assistance?</th>
<th>Identify areas to promote social acceptance and positive interdependence and how peers will be used.</th>
<th>Identify areas to target for independence.</th>
</tr>
</thead>
</table>
Support Selection Guide

Step 3: Determination (choose only one below)
- This student requires additional adult support to obtain the stated skills or implement proficiency in the skill area
- This student's needs can be met through the following solution (i.e. accessing volunteers, utilizing adults presently in the building, etc):

Step 4: Final Considerations

<table>
<thead>
<tr>
<th>Will this adult require specialized training? If so, please describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there other considerations the team might consider when deciding who will provide support; such as gender of the adult support? If so, please describe:</td>
</tr>
<tr>
<td>Describe the criteria that will be considered for fading the adult support:</td>
</tr>
<tr>
<td>Schedule for administrative review – this plan will be reviewed with my supervisor on the following date(s):</td>
</tr>
</tbody>
</table>
### Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

<table>
<thead>
<tr>
<th>Identify need for Adult</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What are the specific Goal/Skills the Adult will be supporting?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Settings will the support be needed?</th>
<th></th>
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<tbody>
<tr>
<td>Specify Class Activity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will the Adult reinforce the skills?</th>
<th></th>
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<tbody>
<tr>
<td>What data will be collected and how often?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Time needed for Adult Support</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Describe the level of service:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full/partial physical</td>
<td></td>
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<tr>
<td>• Modeling</td>
<td></td>
</tr>
<tr>
<td>• Direct/indirect verbal</td>
<td></td>
</tr>
<tr>
<td>• Gestures</td>
<td></td>
</tr>
<tr>
<td>• Natural</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How will independence be encouraged?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will social acceptance and positive interdependence be promoted?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What is the fading plan?</th>
<th></th>
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<tbody>
<tr>
<td>What data will be collected for decision making regarding fading and how often?</td>
<td></td>
</tr>
</tbody>
</table>

| Anticipated total time in reduction of Adult support by review date? |  |

---

SSD Support Selection Guide

The Support Selection Guide was developed by the Effective Use of Paraeducator Committee. The goal of the Support Selection Guide is to promote student success and support the effective and efficient use of paraeducators.

Why Did We Develop the Adult Support Selection Guide?
SSD developed the Adult Support Selection Guide in alignment to its values, mission and vision. This tool is intended to provide guidance related to a) when to provide Paraeducator support, b) how the support will be implemented and c) how to plan for fading support. The Support Selection Guide will provide the guidance and support teams need to successfully implement adult support while keeping true to SSD’s values, mission and vision. The ultimate goal being working towards fading support through Universal Design, remediation and building of skills, and use of appropriate accommodations to create independence.

How to Use the Guide:
The Guide has built in instructions within each step. Each step must be addressed and filled in. It should be done as a team; however, completion of drafts prior to the meeting as a working document is strongly encouraged.

Step 1: Needs Assessment
Step 2: Complete the schedule mapping process for the student
Step 3: Determination
Step 4: Final Considerations
Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

Where to Go for Additional Support?
A sample Guide is provided as a template. If there are additional questions or concerns, please contact:
1) Your Area Coordinator or SSD Principal
2) Your region’s Facilitator
3) Your region’s Social Emotional Behavior or Autism Effective Practice Specialist

When to Use the Support Selection Guide: The Guide should be referenced, utilized anytime/every time adult support considerations are discussed. From initial IEP to a mid-year check in, the purpose of the Guide is to provide a team with a roadmap for consideration while determining how best to support a student.

*If there is a discussion/request for support outside an IEP meeting OR the case manager is aware that support will be discussed during the upcoming meeting:
1) Area Coordinator and AC case manager confer
2) Review relevant data
3) Review student schedule
4) Teacher completes draft forms
5) Present draft at IEP during services discussion
6) Determine support needs and fading plan
7) Determine team meeting and review dates
Submit form

(*from Effective Use of Paraeducators Committee IGOE housed on Committee meeting notes 2012-13)
## Support Selection Guide [SAMPLE]

<table>
<thead>
<tr>
<th>Name of student possibly needing additional support:</th>
<th>Suzie Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>4/11/2013</td>
</tr>
</tbody>
</table>

### Step 1: Needs Assessment

<table>
<thead>
<tr>
<th>In what areas does the student need support (check all that apply and complete corresponding section below.)</th>
<th>What specific skill(s) does the student need to learn or need support with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Academic Skill</td>
<td>Academics- Academics are below grade level in all areas and need to be modified by an adult and require adult support in order to complete</td>
</tr>
<tr>
<td>B) Behavior Performance</td>
<td>Behavior: Suzie requires an adult to keep her on task and engaged in the lessons in the whole group setting (will refuse by screaming, refusing, leaving classroom); Requires adult to implement reinforcement schedule as indicated in BIP;</td>
</tr>
<tr>
<td>C) Personal care &amp; safety</td>
<td>Personal care and safety: Suzie will (and has many times) elope from the classroom in order to seek out a preferred activity or place; Suzie will not consistently indicate when she needs to use the bathroom</td>
</tr>
</tbody>
</table>

#### A) Academic Skill

<table>
<thead>
<tr>
<th>What specific skill has been taught to the student by a special educator?</th>
<th>Special Ed teacher addresses academics both inside and outside of the classroom based upon a combination of general education curriculum and IEP goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the skill(s) been taught in the general education setting?</td>
<td>Yes. When special education teacher is not in the general education classroom, the TA is implementing strategies in order to help Suzie access general education classroom.</td>
</tr>
</tbody>
</table>

#### B) Behavior Performance

<table>
<thead>
<tr>
<th>What classroom universals in place?</th>
<th>*****NEED TO INSERT SOMETHING HERE ******</th>
</tr>
</thead>
<tbody>
<tr>
<td>What FBA/BIP in place and being implemented with fidelity?</td>
<td>*****NEED TO INSERT SOMETHING HERE ******</td>
</tr>
<tr>
<td>What are accommodations being utilized with fidelity?</td>
<td>*****NEED TO INSERT SOMETHING HERE ******</td>
</tr>
<tr>
<td>How frequently does the child have to be re-directed to perform a needed skill?</td>
<td>Daily.</td>
</tr>
</tbody>
</table>
## B) Behavior Performance

<table>
<thead>
<tr>
<th>Frequency of behavior that are injurious to self or others:</th>
<th>Behaviors are not injurious to self or others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of physical restraints:</td>
<td>None</td>
</tr>
<tr>
<td>Safety in the school environment concerns:</td>
<td>Major team concerns are elopement; Suzie has left the classroom and will run down the hall; She is very quick; Also, during the after school program where Suzie did not have 1:1 support, she eloped and was found in an entirely different section of the school.</td>
</tr>
</tbody>
</table>

## C) Personal Care and Safety

<table>
<thead>
<tr>
<th>What are the student's physical needs?</th>
<th>Receives APE; Student is able to walk, move, run, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What areas does the student need assistance?</td>
<td>Bathroom schedule, staying on task in the classroom, exhibiting appropriate behaviors in the classroom, remaining in the learning area (classroom or lunch/recess)</td>
</tr>
<tr>
<td>When does the student need assistance?</td>
<td>Daily</td>
</tr>
</tbody>
</table>

## Other questions for consideration

| Describe the student's level of independence as compared with peers. Describe how adult support might increase or decrease the student's level of independence. | Adult support would increase students level of independence- When Suzie does not have an adult with her, she does not comply with classroom routines and cannot be redirected by the general education teacher, as they are trying to teach the other children as well. Example: When the class goes to the carpet to read a story, Suzie may go to the back of the room and begin to eat her lunch and refuse to attend. If there is an adult to redirect her, she is able to “work for” a snack, etc. The adult can provide the reinforcement as appropriate for the situation. |
| If there are behavior concerns, describe how the presence and support of an adult seems to decrease or increase the escalation. | It depends; Suzie requires an adult to be monitoring her during situations where inappropriate behavior is occurring, yet it is best (in order to decrease escalation) for that adult to ignore Suzie; This often happens in the hallway during transitions |
### Step 2: Complete the schedule mapping process for the student.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Activity</th>
<th>What can the student do without assistance?</th>
<th>What can the student do with accommodations or modifications?</th>
<th>What can the student do with adult assistance?</th>
<th>Identify areas to promote social acceptance and positive interdependence and how peers will be used.</th>
<th>Identify areas to target for independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Routine</strong></td>
<td>Student will put her backpack and coat on hook</td>
<td>Still requires adult redirection otherwise student will wander and participate in a preferred activity</td>
<td>Peers are very helpful to Suzie and they redirect her to her hook</td>
<td>Suzie requires an adult to prompt her to come back to her learning area after she puts her things away; This is an area to target for independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Block</strong></td>
<td>Student can inconsistently sit and listen to whole group lesson without adult redirection</td>
<td>Many of the literacy activities during literacy block are modified for Suzie's needs; Other accommodations include support with writing (using a highlighter to trace, still needs hand over hand)</td>
<td>Requires adult assistance during all academic times of the day in order to make sure the curriculum is at Suzie's level</td>
<td>Peers want to be partners with Suzie and love to help her/partner read with her</td>
<td>Suzie is performing below grade level in academics and requires an adult to support her during this time</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch/Recess</strong></td>
<td>Requires adult assistance to come into the cafeteria and get lunch set up (Suzie can now open containers, ziplock bags, etc.)</td>
<td>Adult will partially open difficult containers and Suzie will finish</td>
<td>Requires adult assistance during this time because of possibility of elopement; Student has eloped during lunch</td>
<td>Suzie sits near peers during this time</td>
<td>Opening of all containers complete by herself (OT); Throwing away trash independently while coming back to the table</td>
<td></td>
</tr>
<tr>
<td><strong>Specials</strong></td>
<td>Can participate in music and PE with minimal redirections; Student will elope and needs to be carefully watched; Art requires adult support because of difficulty with fine motor tasks and art is a non-preferred activity</td>
<td>Accommodations are implemented during class as needed (ex: art- needs assistance cutting, writing, drawing, etc)</td>
<td>Requires adult assistance during this time because of possibility of elopement and for support during art for fine motor tasks</td>
<td>Suzie is partners with typically developing peers for various activities in these specials classes</td>
<td>Sometimes during specials (unstructured activities) Suzie displays unsafe &quot;hands&quot; with peers- Area to target is having safe hands with peers during specials</td>
<td></td>
</tr>
<tr>
<td><strong>Math Block</strong></td>
<td>Inconsistently sit and listen to whole group lesson without additional adult support (sped teacher has been sitting in the back)</td>
<td>Accommodations and modifications are implemented for all math activities</td>
<td>Requires adult assistance during all academic times of the day in order to make sure the curriculum is at Suzie's level</td>
<td>Suzie is with her peers during the whole group math lesson; There is not a ton of interaction with peers during this time as the kids are focused and in more of a lecture-setting</td>
<td>Individual IEP goals: Which number is bigger?</td>
<td></td>
</tr>
</tbody>
</table>
Support Selection Guide [SAMPLE]

Step 3: Determination (choose only one below)
- This student requires additional adult support to obtain the stated skills or implement proficiency in the skill area
- This student’s needs can be met through the following solution (i.e. accessing volunteers, utilizing adults presently in the building, etc):

Step 4: Final Considerations

| Will this adult require specialized training? If so, please describe: | The adult working with Suzie will have to be able to follow through with the behavior interventions put into place; for example, certain behaviors are to be redirected while certain behaviors are to be ignored; Suzie struggles with a change of personnel |
| Are there other considerations the team might consider when deciding who will provide support; such as gender of the adult support? If so, please describe: |
| Describe the criteria that will be considered for fading the adult support: |
| Schedule for administrative review – this plan will be reviewed with my supervisor on the following date(s): |
### Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

| Identify need for Adult What are the specific Goal/Skills the Adult will be supporting? | Safety - Student will elope; Behavior (goal is “safe hands” with peers and adults) Academics |
| What Settings will the support be needed? Specify Class Activity | All general education classes, specials, lunch/recess Math, Reading, Science, Social Studies, Writing |
| How will the Adult reinforce the skills? What data will be collected and how often? | Data is being collected on the frequency and time of elopement and “hands on others” Data is being collected on specific IEP goals related to these academic areas on a bi-weekly basis; Reviewed by data team every 6 weeks |
| Total Time needed for Adult Support | All general education classes Academic support required by an adult for all academic areas in the classroom |
| Describe the level of service: • Full/partial physical • Modeling • Direct/indirect verbal • Gestures • Natural | Modeling, direct/indirect verbal, Natural |
| How will independence be encouraged? How will social acceptance and positive interdependence be promoted? | Adult does not always sit right next to Suzie - but adult is in the room to ensure safety Independence is encouraged in academics as Suzie is partners with typically developing peers and Suzie is challenged in her work with modeling from adult |
| What is the fading plan? What data will be collected for decision making regarding fading and how often? | Fading plan will be revisited by the IEP team when/if student does not require support for safety Fading plan will be revisited by the IEP team when/if student does not require this support for academics in the classroom |
| Anticipated total time in reduction of Adult support by review date? | |

Develop Curricular Accomodations and Modifications

PART 1
Curricular Accomodations and Modifications in the School Setting
Develop Curricular Accommodations and Modifications

The Develop Curricular Accommodations and Modifications section of the checklist is divided into three interdependent steps as follows:

1) Inventory Instructional Settings
2) Formulate a Daily Schedule with Anticipated Accommodations/Modifications/Supports Needed
3) Complete Curriculum Matrix

Completing the CURRICULUM MATRIX is an integral part of the Environmental Inventory. Developing a daily schedule with the anticipated accommodations, modifications, and supports needed is the final step in planning for the student’s individualized program needs. Please see the resources section for a sample of a completed Curriculum Matrix.

Step One: Inventory Instructional Settings

Inventory Instructional Settings, is divided into two settings

1) The school building itself
2) The classroom

1. The School Building - SCHOOL ENVIRONMENTAL INVENTORY

Inventory Instructional Settings — SCHOOL SITE
When designing an individualized program for a child in an inclusive setting, it may be helpful to determine all of the potential learning environments within the school. This information can be gathered by talking with staff and students, reading course descriptions and schedules, reading school newsletters and manuals, and reading extra-curricular/clubs descriptions and schedules. By understanding the school’s procedures and opportunities, an individualized program can be developed.

The SCHOOL ENVIRONMENTAL INVENTORY FORM can facilitate the development of such an inventory. An example of one completed for an elementary school is provided below.
School Environmental Inventory

Date: ______________________________  School: ___________________________
Inventoried by: ______________________________

1. School Demographics
   A. Number of classes at each grade level
   B. Class sizes
   C. Instructional assistants in general education classes?
   D. Additional support staff/volunteers

2. General school schedule (include arrival, recess, class periods, lunch, dismissal, homeroom)

3. Organizational Structure
   A. Administrative Structure (who is primarily responsible for what?)
   B. Department meetings?  When?  What departments?
   C. Faculty meetings?  When?  Who attends?
   D. Staff duties (bus, lunch duty, etc.)
   E. Established school support teams (school governance, PTA student study teams, school improvement plan, school site counsel)

4. Peer support programs (peer tutoring, peer counseling)

5. School information methods (i.e., newsletters, bulletin boards, announcements)

6. Classes offered (secondary – i.e. journalism, photography, etc.) (elementary – i.e. additional class activities offered)

7. Class registration/scheduling (procedure for enrollment, especially at secondary level)

8. Extracurricular opportunities (i.e. clubs, athletics, drama, scouts, etc.)

9. Special events (i.e. graduation, homecoming, assemblies, prom, fund-raisers, class trips)

10. Opportunities for parent involvement (i.e. PTA school improvement team, etc.)

11. Safety issues

12. Special rules, considerations, expectations (student handbook, discipline policy)
School Environmental Inventory [Sample]

Date: ______________________________  School: Elementary School Example

Inventoried by: ______________________________

1. School Demographics
   A. Number of classes at each grade level
      K-6 School; 2 Kindergarten classes, AM & PM only 4 classes at each grade level Fifth and Sixth grades switch classes
   B. Class sizes
      The limit is 32. Classes are presently held at 29.
   C. Instructional assistants in general education classes?
      There are 4 teacher assistants provided by the local school district: 2 for grades 1-3 and 2 for grades 4-6. They are scheduled as needed on a weekly basis
   D. Additional support staff/volunteers
      Volunteers, parents, Future Teachers of Tomorrow from the high school participate. Special School District related support staff currently in the building — physical therapist, occupational therapist, adaptive p.e. teacher, speech language pathologist. There are also 3-1/2 resource teachers, 2 self-contained teachers, and 2 Special School District teacher assistants. There is a half-time L.P.N. and a full-time nurse’s aide. 2 recess aides 1 counselor 1 gifted education program teacher 1 librarian 2 day custodians

2. General school schedule (include arrival, recess, class periods, lunch, dismissal, homeroom)
   1st - 6th grade: 9:00 - 3:15 Kindergarten AM: 9:00 - 11:45 Kindergarten PM: 12:30 - 3:15
   1st and 2nd grade lunch and recess: 11:15 - 11:55 3rd and 4th grade lunch and recess: 12:00 - 12:40 5th and 6th grade lunch and recess: 12:45 - 1:25

3. Organizational Structure
   A. Administrative Structure (who is primarily responsible for what?)
      Principal—budget, staff and students Assistant principal—discipline, building maintenance Counselor—staff training, referrals for special education
   B. Department meetings? When? What departments?
      Third Tuesday of the month — 3:30 -4:00 Grade level Special education Specials (art, music, P.E.)
   C. Faculty meetings? When? Who attends?
      Second Tuesday of the month — 8:15 - 8:55 a.m. All staff and administration, including support staff
   D. Staff duties (bus, lunch duty, etc.)
      Teachers have duty-free lunch. No bus duty in a.m. but duty in the p.m.
   E. Established school support teams (school governance, PTA student study teams, school improvement plan, school site counsel)
      Student Council officers and representatives from each room
School Environmental Inventory [Sample]

4. Peer support programs (peer tutoring, peer counseling)
   Peer tutoring at lunch Peer mediation

5. School information methods (i.e., newsletters, bulletin boards, announcements)
   Administrator announcements in the a.m. Home-school newsletter written by administration, teachers, and students monthly Bulletin board in office & in teacher's lounge large school sign in front of building Buzz Book

6. Classes offered (secondary – i.e. journalism, photography, etc.) (elementary – i.e. additional class activities offered)
   Gifted and Talented Education (GATE): 2nd grade - Tuesday 3rd grade - Wednesday 4th grade - Thursday 5th grade - Friday 6th grade – Monday
   Strings 4th – 6th grade

7. Class registration/scheduling (procedure for enrollment, especially at secondary level)
   Typical forms — birth certificate, shot record, proof of residence

8. Extracurricular opportunities (i.e. clubs, athletics, drama, scouts, etc.)
   Boy and Girl Scouts at the school Latchkey on school grounds Holiday program Science fair

9. Special events (i.e. graduation, homecoming, assemblies, prom, fund-raisers, class trips)
   Awards assembly monthly 6th grade camp PTA fund raiser at the beginning of the year; one field trip per year

10. Opportunities for parent involvement (i.e. PTA school improvement team, etc.)
    Bi-monthly PTA meetings Monthly PTA executive board meetings Volunteering opportunities — in classes, library, fund raising, room parents

11. Safety issues
    Ramps and widened curbs for wheelchairs Traffic flow in the parking lot Bus traffic in the playground before school

12. Special rules, considerations, expectations (student handbook, discipline policy)
    Discipline policy described in handbook Teachers use basic form of assertive discipline
Develop Curricular Accommodations and Modifications

2. The Classroom: CLASSROOM ENVIRONMENTAL INVENTORY
Inventory Instructional Settings — CLASSROOM SITE

Performing an environmental inventory of a classroom will indicate at least three things:

A. What learning opportunities and objectives there are within the classroom and its curriculum
B. What outcomes will be targeted relative to student need and
C. How we can teach toward those outcomes within the identified learning opportunities and objectives; e.g. what accommodations or modifications will need to be made.

The Student Participation - Class Routine/Curricular Format chart provides a framework for performing an environmental inventory by listing: (1) the general education class activities/routines in the first column, (2) the student’s anticipated level of participation in the second column, and (3) the possible accommodations/modifications/supports needed in the third column. It should be noted that the completed chart will be tentative prior to the student being included and may need to be revised after observing the student in the actual classroom.

A description of the process for using this environmental inventory tool, the Student Participation - Class Routine/Curricular Format chart, follows:

A. What learning opportunities and objectives are there within the classroom and its curriculum; list the regular class activities/routines — (Student Participation - Class Routine/Curricular Sequence)

The activities/routines going on in the classroom during lessons and throughout the class daily schedule are written and analyzed. It would also include what materials are being used.

An environmental inventory will look at the following areas:

1) Location of various rooms and the possible paths between the rooms
2) Areas within each room that are used for instruction
3) Differences in distance and ease of mobility along each path between rooms and areas within rooms
4) Location of restrooms to each room
5) Location of equipment, instructional supplies and functional materials within each room
6) Location and method of accessing student storage areas
7) Types of material used during large group, small group, and independent instructional activities per class period
8) Class rules across instructors and rooms
9) Instructional style of each instructor
10) Classroom schedule
11) General education curriculum content
12) General scope and sequence of general education for the target age group
13) Opportunities for interactions
14) Methods of student evaluations
Develop Curricular Accommodations and Modifications

B. Determine what outcomes will be targeted relative to student need; the student's anticipated level of participation (Student Level of Participation)

The student's anticipated level of participation in the activities/routines of the classroom is addressed based on the present level and IEP goals using curriculum matrix and enrichment.

Educators supporting the student should identify the learning goal or objective for the student within the context of the lesson or routine and then determine ways for the student with disabilities to achieve the goals or objective. A process for examining curriculum participation is defined below.

Hierarchy of Curriculum Modification Questions

1. **Can the student participate in this activity just like the typical student or with some minor changes?**
   - Example: Kim participated in the mileage computation activity using the same materials and under the same expectation for performance as her peers.
   - Example: Using her hearing aide, Kim was able to participate in the mileage computation activity using the same materials and under the same expectation for performance as her peers.
   - Example: After she participated in the mileage computation activity using the same materials and under the same expectation for performance as her peers, Kim responded to the teacher-made test in a small group setting in the resource room.
   - Example: Kim participated in the mileage computation activity using the same materials and under the same expectation for performance as her peers. Key words were highlighted in the word problems to direct her attention to important vocabulary.

2. **Can the student participate in this activity, but with materials with accommodations/modifications or expectations?**
   - Example: Kim uses a calculator to compute the addition of mileage. Peers check their work with Kim.
   - Example: Kim is given a large print map so that identification of the distances between cities is easier.
   - Example: Kim uses teacher-constructed maps of Kim's neighborhood as the base set of materials.
   - Example: Kim participates in the mileage computation activity. However, rather than doing 10 problems, she was only required to do five.
   - Example: Kim works on addition of mileage between locations that do not require double-digit addition.
   - Example: Kim identifies mileage numerals between cities/town on a road map.
   - Example: Kim uses a mileage chart on a road atlas to identify mileage between major cities in the country.
3. Can the student participate in this activity, but work on embedded skills in the areas of communication, motor, social?
   Example: Kim selects names of towns/cities from a box to determine the location for distance measurement. (Fine motor objective)
   Example: Kim used a yellow highlighter to trace the bus route from her home to school. (motor objective)
   Example: Kim places magnetic markers on a neighborhood map to identify where important community sites are located: home, school, library, YMCA, friend's house.
   Example: Kim uses her communication skills to ask classmates where they live so she can place the magnetic markers on the neighborhood map.
   Example: Kim participates in the mileage lesson small group work, yet is evaluated on her ability to learn various aspects of the classroom routine — accepting assistance from peers, following class rules, and putting materials away after their use.
   Example: Kim participates in the mileage cooperative lesson work by being assigned the role of the timekeeper.

4. Can the student be with the group, but be working on an activity that fulfills a different purpose?
   Example: One of Kim's physical therapy goals is to have her arms cross the midline of her body. While the teacher reads a Big Book about directions and maps, Kim sits on her teacher's lap and turns the pages. This naturally causes her to cross her midline as the pages are read.
   Example: As the teacher uses the overhead projector to describe to mileage lesson, Kim uses a switch to activate the overhead.
   Example: As the teacher discusses the mileage lesson, Kim uses a switch on a tape recorder to record the lesson. The tape is used for students who need directions repeated and/or for students who are absent.
   Example: Kim partially participates in the mileage lesson by having her group work on her wheelchair tray.

5. Can the student be working in another part of the room on a task that is related to his/her educational priorities?
   Example: While the rest of the class takes a test on the mileage computation lesson, Kim listens to a story on tape.
   Example: After Kim participates in the mileage computation lesson for 15 minutes, she moves to the computer center in the classroom to work on math drill and practice software.
Develop Curricular Accommodations and Modifications

6. Can the student do an out-of-class activity that is relevant to educational priorities and to classroom expectations?

Example: While the class works on the mileage computation activity, Kim works in the library putting books on carts.

Example: While the 6th grade class works on the mileage computation activity, Kim reads to a small group of first graders.

Adapted by the Special School District Inclusion Facilitators from I.N.S.T.E.P.P. Project (1990) and Toni Strieker (1994)

It is important to remember that although a student may never be able to function independently in an environment, instruction and participation are still appropriate. Partially participating in an activity allows a person to be as independent as possible, to make choices, and to enjoy being part of the community.

The principle of partial participation is essentially an affirmation that all students with disabilities can acquire many skills that will allow them to function, at least in part, in a wide variety of least restrictive school and non-school environments and activities. The key is meaningful participation, that is, how can a student participate with the help of accommodations and modifications as in a way that maximizes his/her skills throughout the length of the activity.

C. How we can teach within those opportunities; how we can teach toward those identified student outcomes within the identified learning opportunities and objectives, e.g., what accommodations/modifications will need to be made? (Possible Instructional/Modification Supports).

The accommodations, modifications and supports that will allow the student to participate in and learn from the classroom activities/routines are listed here. Types of supports that may be needed are assistive devices, peer partners, adult prompts and adult assistance.

When appropriate, natural supports should be used to facilitate instruction. Natural supports are defined as “those components of an educational program — philosophy, policies, people, materials and technology, and curricula — that are used to enable all students to be fully participating members of regular classroom, school, and community life.” (Jorgensen, C. (1992) Natural Support in Inclusive Schools. In Jan Nisbet (Ed.), Natural Supports in School, at Work, and in the Community for People with Severe Disabilities (pp. 179-215). Baltimore, MD: Brookes.) Examples of such support may include cooperative learning lessons, peers as instructional supports, cafeteria workers and recess aides providing support, whole language instruction and functional curriculum.


Student Participation - Class Routine/Curricular Format form with the Class Routine, Student Level of Participation, and Possible Instructional Supports sections completed.
3. How To Formulate Daily Schedule With Anticipated Accommodations/ Modifications

The Student Participation, Class Routine/Curricular Format chart is the foundation for developing a daily schedule. Upon examining the completed chart, a team can develop a schedule that will identify the following:

1. The critical learning objectives throughout the day
2. Who will provide the instruction and support
3. Where the learning will occur, and,
4. What, if any, accommodations and modifications there will be.

Often a team will use a schedule form that the school uses for every classroom and every teacher. This is an effective tool if the team can determine the level of support and any accommodations/modifications a student will need throughout the daily schedule.

To supplement the Hierarchy of Curriculum Modification Questions described in the Inventory Instructional Settings section, another approach to understanding the process for creating accommodations/modifications are outlined below

ACCOMMODATING AND MODIFYING CURRICULUM FOR PARTICIPATION IN GENERAL CLASS ACTIVITIES

SAME/SIMILAR Students are involved in the same lesson or activity as other students with the same objectives and criteria and using the same or similar materials.

Goals and objectives from the student’s IEP are able to be addressed within the planned general education activity. Student goals and objectives will be no different than students without disabilities. If the student has a sensory impairment, it is permissible to alter access to the curriculum at this level through the use of sign, Braille or a hearing aid. In addition, at this level many teachers find that minor changes in student grouping or instructional settings may enhance the student’s ability to demonstrate mastery. If the student has mild disability, it is permissible to enhance the curricular materials using highlighting, labeling, underlining or other typical accommodations.

Examples:
Mark takes snapshots on campus to help construct photo pages for the yearbook
Maria shares a toy with her class during circle time by showing it to classmates and answering questions.
Sally works at the reading station with other students, listening to a tape of a book while following along in the book.
Tommy uses a graphic organizer to record and learn from his notes taken during class.
Develop Curricular Accommodations and Modifications

MULTI-LEVEL Students are working in the same lesson or activity, using the same or similar materials, working in the same curricular areas, but similar or different objectives and criteria.

At this level, the student participates in the general education curriculum at a different level relative to his/her peers in the general education classroom. That is, the activity remains the same but the objectives and criteria are different. Response modes may be accommodated/modified (e.g., listen rather than read, speak rather than write). Relative to the previous level, instruction is more individualized (but not necessarily individual).

Examples:
Sam is responsible for locating his classroom, finding his chair and taking out his class materials during physical science class.
Marsha works on her range of motion skills to turn on a tape recorder during math enrichment.
Anna works on her walking skills as she moves to her learning centers.
Joan works on her ability to make choices during silent reading time by selecting a book to be read to her and letting her partner know when to turn the page.

ALTERNATIVE CURRICULUM Students are involved in alternative activities that meet primary instructional needs when the general education curriculum at that time does not. This is determined by the student planning team. Priority is given to involvement with peers in all alternative activities.

This level of participation is not dependent upon the general education curriculum. The student’s IEP goals and objectives are addressed independent of the classroom routine and activities.

Examples:
Stacey works on her computer with reading games while her peers are taking the chapter test in science.
Todd works in the office to meet a critical IEP objective
Jack collects attendance during the morning math lesson.
Using her box of supplies, Kim matches items with picture materials she will need for the next activity.

Curriculum Adaptation for Inclusive Classrooms California Research Institute
## Options For Participation In General Class Activities

A diagram representing the options for participation is shown below:

<table>
<thead>
<tr>
<th>Same/Similar</th>
<th>Multi-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same activity</td>
<td>Same Activity</td>
</tr>
<tr>
<td>Same or Similar Materials</td>
<td>Same or similar materials</td>
</tr>
<tr>
<td>Same Curricular Area</td>
<td>Same Curricular Area</td>
</tr>
<tr>
<td>Same Objectives</td>
<td>Different or similar level of objectives</td>
</tr>
<tr>
<td>Same Criteria</td>
<td>Different or similar Criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum-Overlapping</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same activity</td>
<td>Different Activity</td>
</tr>
<tr>
<td>Same or similar materials</td>
<td>Different Materials</td>
</tr>
<tr>
<td>Different Curricular Area</td>
<td>Different Curricular Area</td>
</tr>
<tr>
<td>Different Objectives</td>
<td>Different Objectives</td>
</tr>
<tr>
<td>Different Criteria</td>
<td>Different Criteria</td>
</tr>
</tbody>
</table>

Adapted from Choosing Options and Accommodations for Children, by Giangrego, Cloninger, & Iverson, 1993
Universal Checklist

Teacher: 

School/District: 

Date: 

Rationale of Use: The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students.

<table>
<thead>
<tr>
<th>Environmental Supports</th>
<th>In Place</th>
<th>Needs Assistance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules, Routines, Schedules (Visual Supports)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Rules are measurable and observable, are positively stated, and include student voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is evidence that rules have been taught and practiced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Adult and student routines exist and include student voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is evidence that routines have been taught and practiced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>There is an effective attention signal, both verbal and visual, used in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Class schedule is posted and referred to often.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>There are opportunities for movement within the room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Accommodations are provided to meet individual student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher/Student Interactions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Positive to negative/corrective teacher to student interaction ratio is at least 4:1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior specific praise and incentives).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Appropriate behaviors are taught to replace inappropriate behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teacher actively supervises students (scan, interact, move).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.</td>
</tr>
<tr>
<td>22</td>
<td>Evidence-based strategies are used to increase student engagement and opportunities to respond.</td>
</tr>
<tr>
<td>23</td>
<td>Student choice is embedded into instruction.</td>
</tr>
<tr>
<td>24</td>
<td>Instruction is skillfully differentiated for a variety of learners.</td>
</tr>
<tr>
<td>25</td>
<td>Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.</td>
</tr>
<tr>
<td>26</td>
<td>There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.</td>
</tr>
<tr>
<td>27</td>
<td>Downtime is minimized or used to improve age-appropriate leisure and social skills.</td>
</tr>
<tr>
<td>28</td>
<td>The pace of instruction is appropriate to promote active student engagement.</td>
</tr>
<tr>
<td>29</td>
<td>There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.</td>
</tr>
<tr>
<td>30</td>
<td>Assistive technology and augmentative communication are utilized based on individual student needs.</td>
</tr>
</tbody>
</table>

**Systems Supports**

**Communication System**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>There is an effective communication system for students, staff and families.</td>
</tr>
<tr>
<td>32</td>
<td>There is evidence of regularly scheduled team meetings with the use of agendas and minutes.</td>
</tr>
<tr>
<td>33</td>
<td>If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.</td>
</tr>
</tbody>
</table>

**Data/Learning Outcomes**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>There is evidence of both formative and summative assessments to guide curriculum planning.</td>
</tr>
<tr>
<td>35</td>
<td>Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.</td>
</tr>
<tr>
<td>36</td>
<td>There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)</td>
</tr>
<tr>
<td>37</td>
<td>Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.</td>
</tr>
</tbody>
</table>

*Online resources (videos, references, documents) will be available to support the researched based practices outlined.  
*During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback, the Universal Checklist will be reviewed and revised annually in the spring.
Individual Student Planning

Tools for Including Students with Intensive Support Needs

When planning the education program for students who have intensive support needs, teachers may need assistance to design instructional supports that will result in the student’s meaningful participation in the classroom and school community. These supports are intended to provide:

- Access to general education curriculum
- Strategies for positive peer interactions and understanding of the student’s abilities
- Instructional adaptations to promote learning within classroom instruction and opportunities to participate in classroom activities with peers
- A guide to deliver specialized instruction on IEP goals across various classes and instructional content areas
- Support for team collaboration and ongoing student planning
- Plans that promote home-school communication and family partnership in the education process

Tools for Including Students with Intensive Support Needs / MCIE April 2015
IEP/Curriculum Planning Matrix

This form allows a student’s team to create a guide for where and when a student’s IEP goals will be addressed across classroom activities and settings during a student’s typical day.

INSTRUCTIONS:

1. List the student’s IEP objectives in the left-hand column.

2. Across the top row of boxes, list the separate activities or periods of the regular school day, including: arrival, lunch, recess or breaks, core and elective classes, academic interventions, or any other parts of the school routine. These periods do not need to be in exact chronological order, as some activities may change from day to day.

3. As a team, look at the first IEP objective. Going across the row, decide in which activity, activities, or period(s) the objective could be addressed. Under those headings, indicate that the student’s IEP objective will be addressed then by putting an \( \times \) in the box or shading the box. Continue for each of the objectives until finished. This will provide you with a picture of all the times throughout the day when the objective could be addressed.

4. OPTION: In the bottom row or in the box where an IEP objective is indicated, the group may decide if the student will need assistance other than what the classroom teacher can provide. In the lower half of the box, one of the following codes may be used:
   
   \[ \text{P – peer} \quad \text{A – second adult} \quad \text{N – no assistance} \]
# IEP/Curriculum Planning Matrix

**Student’s Name:**

**Grade:**

**Date:**

**School:**

<table>
<thead>
<tr>
<th>Schedule and/or Environments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
</tbody>
</table>

Tools for Including Students with Intensive Support Needs / MCIE April 2015
Planning for Individual Student Participation

INSTRUCTIONS:

When a student requires customized supports in order to participate in instruction, the school environments, and social routines in a meaningful way, educators can use these forms to help with planning prior to the beginning of the school year. If the classroom and/or specialized teacher do not yet know the student well, they may complete the first column (what all students are expected to do) and consult with the student's teacher(s) from the previous year.

1. For each of the common daily routines and school settings in which the student may participate, describe the behavior that is expected of all students. For example: when students read aloud, they are expected to hold the book/material, look at the words, turn pages, and speak clearly. During lunch, students are expected to find their lunch or lunch card, walk without running, stand in line, unpack or open lunch items, eat without spilling on the floor, and put garbage in the garbage can.

2. The team describes what the focus student will be expected to do. For example one student may be expected to look at the words and activate a voice output device when it is his or her turn to read aloud. During lunch, that student may be expected to walk with a walker, stand in line, unpack/open lunch items, but not put garbage in the can.

3. The team will specify the communication methods, vocabulary, and/or expectations for the student during that routine. For example, one student may have vocabulary related to core content programmed into her voice output communication device in order to work with peers on a project; another student may be learning social comments to indicate pleasure or frustration during recess games.

4. The team then identifies any supports that will be provided so that the student can participate in a meaningful way in instruction, daily routines, and social interactions. The student may need a book-stand, highlighted words (in a text), or peer support to turn a page and/or point to words. The cafeteria worker may need to provide support in using the lunch card, making lunch selections, or reinforcing social behavior.

When the team has completed the form, they need to discuss responsibilities and how they will communicate to any staff not present when completing the Supports Worksheets.
## Planning for Individual Student Participation

**Planning Worksheet for Classroom Participation**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
<th>Date:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WHEN:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is talking/lecturing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The class is engaged in discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are working in cooperative group or pairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is guiding small groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are working independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are making presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tools for Including Students with Intensive Support Needs / MCIE April 2015*
### Planning Worksheet for Daily Routines

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival &amp; Dismissal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom / Morning routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess / Breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigating hallway and locker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending assembly or whole-school functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using bathrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tools for Including Students with Intensive Support Needs / MCIE April 2015
Planning Worksheet for Promoting Positive Social Interactions

**Student:**  
**Grade:**  
**Date:**  
**School:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students arrive in classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are working in cooperative groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is calling for answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are eating lunch together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students need assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are having social conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are playing games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tools for Including Students with Intensive Support Needs / MCIE April 2015
Educator Action Plan
To Implement Individual Student Services

INSTRUCTIONS:

Once a student’s team has engaged in individual planning for the student, they may need to ensure that responsibilities for implementation are clear, and that there is time built into their schedules to provide the direct services and supports, monitor student progress, collaborate to plan and use data for decision-making. The team may meet once for about 30 to 60 minutes to complete this form. Doing so will facilitate quality team communication and seamless supports and services to the student.

For each SERVICE area, identify what ACTIONS need to take place to ensure quality supports and services to the student. Complete this for all of the areas before assigning responsibilities. If there are any areas for which the student does not need support, simply delete that row from the action plan. If there are any additional areas of support, simply add rows.

Once the ACTIONS are defined, the team will assign primary responsibility to one team member who will be accountable for initiating the actions, gaining team member participation, and communicating progress or need for solution-finding to the rest of the team. There may be different timelines for different actions, or the team may specify a single time frame for an action (such as if conducting disability acceptance activities unless it crosses the whole school year).

Once complete, the Team should revisit the Action Plan in January for any updates/revisions, and then at the end of the school year with the team for the following school year.
## Educator Action Plan

to Implement Individual Student Services

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>ACTIONS</th>
<th>By whom</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative teaming (When and How)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family - school communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specially Designed instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related services (delivery &amp; infusion into routines)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and assistive technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Environmental Arrangements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication device/system and instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tools for Including Students with Intensive Support Needs / MCIE April 2015
<table>
<thead>
<tr>
<th>Category</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Acceptance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development for Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tools for Including Students with Intensive Support Needs / MCIE April 2015
Complete the Curriculum Matrix

Completing the **CURRICULUM MATRIX** may also assist with the first step of completing an environmental inventory. It is often the initial “eye-opening” discussion between general and special educators. Completing the matrix together provides the opportunity for the following:

1) to clarify the desired outcomes for a particular student

2) to ensure that both teachers understand the expectations regarding achievement of core curriculum objectives, and

3) to gain insight about learning opportunities in the classroom routine.

“Each IEP objective is examined across each classroom activity listed to identify potential for being addressed in that activity/routine and to brainstorm creative ways to work on the objective at that time.” (Neary, et al, 1992) Utilizing this process will interface the general education class schedule and the student’s current Individualized Education Program (IEP) goals and objectives.

To complete a curriculum matrix, follow the steps below:

_____ The classroom teacher and the special education teacher complete the matrix by listing the IEP objectives vertically and the classroom activities are listed horizontally.

_____ The team then the marks matrix according to where the student’s skills can be taught during routine classroom activities (see examples).

_____ The team can also determine when specific instruction will occur versus when the student will be given the opportunity to practice.

_____ Furthermore, the team may identify where there is a mismatch between the two curricula, i.e., there may be no opportunity within the classroom activity that will be conducive for direct instruction. The team would then decide how, when and by whom the student will receive direct instruction in the skill.

The graphic representation of the matrix helps the team understand how the student with diverse needs can benefit from, and learn in the general education environment. The completed matrix should be shared with all members of the instructional team. It may also be used as a data collection tool. (See Data Collection/Grading Options).
## Curriculum Matrix For A Student With Developmental Disabilities: Elementary Level

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Math</th>
<th>Art</th>
<th>Reading</th>
<th>Opening &amp; daily edit</th>
<th>Recess</th>
<th>Silent Reading</th>
<th>Music</th>
<th>PE</th>
<th>Social Studies</th>
<th>Computer Lab</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to a story/movie and answer basic questions about it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil / Scissors skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remain on Task</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Single digit addition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ID beginning consonants</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Participate in a variety of daily school activities by incorporating approp. Concepts /vocabulary</td>
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# IEP At-a-Glance & IEP Matrix

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<th>Student _____  Date _____</th>
<th>Enter the child’s daily schedule below:</th>
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## Priority Goals
Enter targeted IEP goals below. Indicate time during the day that goal will be addressed by clicking the checkbox with your mouse, placing an “X” in the box by the schedule.

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<tr>
<td>Goal #11: Initiating Greetings Independently</td>
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<tr>
<td>Goal #12: Spontaneously Ask For Breaks</td>
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<tr>
<td>Goal #13: Appropriately Request Attention and Ask For Help</td>
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<tr>
<td>Goal #14: Answer “Yes” and “No” Questions Accurately</td>
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<tr>
<td>Goal #15: Answer “Why” Questions</td>
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</tbody>
</table>

**Key:**
- Italics: represents time in General Education
- * : represents goal directed towards peers
## Curriculum Matrix

<table>
<thead>
<tr>
<th>Schedule</th>
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<tbody>
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</tr>
<tr>
<td>Goals &amp; Objective</td>
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</tbody>
</table>
## Survey of I.C.E.L.

(Gathered by the teacher or another individual through student, class observation and/or teacher or student interview)

### Instructional Domain…

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Materials are well selected given this child’s needs.</td>
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<tr>
<td>2.</td>
<td>Child is well placed within the instructional materials.</td>
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<tr>
<td>3.</td>
<td>Instruction provided is clear, and well-defined for this student.</td>
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<td>4.</td>
<td>The teacher communicates his/her expectations well with this student.</td>
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<tr>
<td>5.</td>
<td>Direct instruction is paired with explanations well with this student.</td>
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<tr>
<td>6.</td>
<td>Lessons are well sequenced, spaced, or accelerated for this student.</td>
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<tr>
<td>7.</td>
<td>There are ample opportunities for practice and corrective feedback for this student.</td>
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<tr>
<td>8.</td>
<td>The “pace” of new content is right for the student.</td>
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<tr>
<td>9.</td>
<td>The instruction is well-organized, logical, easy to follow for this student.</td>
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<tr>
<td>10.</td>
<td>The instruction is varied, interesting, relevant for this student.</td>
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</tbody>
</table>

### Curriculum Domain…

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Reading level is appropriate for the student.</td>
<td></td>
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<tr>
<td>12.</td>
<td>Materials are well organized.</td>
<td></td>
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<tr>
<td>13.</td>
<td>Visual layout is interesting for the student.</td>
<td></td>
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<tr>
<td>14.</td>
<td>Outcomes/goals of the curriculum are clear for the student.</td>
<td></td>
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</tr>
<tr>
<td>15.</td>
<td>Content is well selected.</td>
<td></td>
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<tr>
<td>16.</td>
<td>The content is logical and linked well.</td>
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<tr>
<td>17.</td>
<td>Steps leading to outcomes are well paced.</td>
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<tr>
<td>18.</td>
<td>Student likes the content, finds it interesting to them.</td>
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<tr>
<td>19.</td>
<td>Curriculum has multiple avenues for exploration, e.g. multimedia.</td>
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<tr>
<td>20.</td>
<td>Opportunities to apply curriculum content, make projects, hands-on are provided.</td>
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</table>

### Environmental Domain…

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<thead>
<tr>
<th></th>
<th>3</th>
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<tbody>
<tr>
<td>21.</td>
<td>The physical arrangement of the room facilitates learning.</td>
<td></td>
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<tr>
<td>22.</td>
<td>Rules of the classroom are clear.</td>
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<td>23.</td>
<td>Routines are well understood.</td>
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<tr>
<td>24.</td>
<td>Peers generally get along and support one another.</td>
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<tr>
<td>25.</td>
<td>A moderate amount of pressure for success is applied.</td>
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<tr>
<td>27.</td>
<td>Equipment, materials, etc. are available for learning.</td>
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<tr>
<td>28.</td>
<td>Parents and families visit and help in the classroom.</td>
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<tr>
<td>29.</td>
<td>Questions by students are well received and attended to.</td>
<td></td>
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<tr>
<td>30.</td>
<td>A nurturing, but well structured environment is provided.</td>
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</tbody>
</table>

### Learner Domains…

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>31.</td>
<td>There is a good match between learner and instructional methods.</td>
<td></td>
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<tr>
<td>32.</td>
<td>Learner strengths are identified and receive positive feedback.</td>
<td></td>
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<tr>
<td>33.</td>
<td>Learner weaknesses receive positive corrective practice.</td>
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<tr>
<td>34.</td>
<td>Learner’s are screened for academic concerns at beginning/end of year.</td>
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<tr>
<td>35.</td>
<td>Learners receive individual attention from their teacher(s).</td>
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<tr>
<td>36.</td>
<td>Lesson’s and/or choices about lessons are individualized.</td>
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<tr>
<td>37.</td>
<td>Student’s are encouraged to do special projects of their choice.</td>
<td></td>
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<tr>
<td>38.</td>
<td>Multiple avenues for success and demonstrating competence are encouraged.</td>
<td></td>
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<tr>
<td>39.</td>
<td>Examples of diversity of child competence can be found in the classroom.</td>
<td></td>
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<tr>
<td>40.</td>
<td>The teacher(s) is/are able to relate to a wide range of student abilities and interests.</td>
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</tbody>
</table>

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Working Together to Determine Student Needs and Appropriate Interventions Through the Use of the Tools: ICEL (Instruction, Curriculum, Environment, Learner) and RIOT (Review, Interview, Observe, Test/Assess)

Robin Carter, M.Ed., Ed.S., Regional Special Education Consultant, & Teresa Stivers Fritsch, Psy.S., NCSP, Meridian SD

https://www.sdc.idaho.gov/site/rit/ritConf.htm

---

Section 8-A – Develop Curricular Accomodations and Modifications, Part 1 105.
## Nine Types of Accomodations/Modifications

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
<td>Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing.</td>
<td>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
<tr>
<td><strong>Level of Support</strong></td>
<td>Increase the amount of personal assistance with a specific learner.</td>
<td>Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Use different visual aids, plan more concrete example, provide hands-on activities, place students in cooperative groups.</td>
</tr>
<tr>
<td><strong>Difficulty</strong></td>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work</td>
<td>Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Adapt how the student can respond to instruction.</td>
<td>Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>In geography, have a student hold the globe, while others point out locations.</td>
</tr>
<tr>
<td><strong>Alternate Goals</strong></td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>In social studies, expect a student to be able to locate just the state while others learn to locate capitals as well.</td>
</tr>
<tr>
<td><strong>Substitute Curriculum</strong></td>
<td>Provide different instruction and materials to meet a student's individual goals.</td>
<td>During a language test one student is learning computer skill in the computer lab.</td>
</tr>
</tbody>
</table>

## Options for Participation in General Education Class Activities

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Same / Similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Same Activity</td>
<td></td>
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<tr>
<td>2. Same or Similar Materials</td>
<td></td>
</tr>
<tr>
<td>3. Same Curricular Area</td>
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<tr>
<td>4. Same Objective</td>
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<tr>
<td>5. Same Criteria</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Multi – Level</th>
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<tbody>
<tr>
<td>1. Same Activity</td>
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<tr>
<td>2. Same or Similar Materials</td>
<td></td>
</tr>
<tr>
<td>3. Same Curricular Area</td>
<td></td>
</tr>
<tr>
<td>4. Different or Similar Level of Objectives</td>
<td></td>
</tr>
<tr>
<td>5. Different or Similar Criteria</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Curriculum – Overlapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Same Activity</td>
<td></td>
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<tr>
<td>2. Same or Similar Materials</td>
<td></td>
</tr>
<tr>
<td>3. Different Curricular Area</td>
<td></td>
</tr>
<tr>
<td>4. Different Objectives</td>
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<tr>
<td>5. Different Criteria</td>
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<table>
<thead>
<tr>
<th>Level 4</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Different Activity</td>
<td></td>
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<tr>
<td>2. Different Materials</td>
<td></td>
</tr>
<tr>
<td>3. Different Curricular Area</td>
<td></td>
</tr>
<tr>
<td>4. Different Objectives</td>
<td></td>
</tr>
<tr>
<td>5. Different Criteria</td>
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</table>
# How Does Your Classroom Work?

**Class:** ___________________  **Block:** ___________  **Teacher:** ________________

## Questions to ask

<table>
<thead>
<tr>
<th>Do you have a</th>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus or course outline?</td>
<td>Obtain a copy of the class syllabus.</td>
</tr>
<tr>
<td>Lesson plan?</td>
<td>Photocopy lesson plan.</td>
</tr>
<tr>
<td>Vocabulary list?</td>
<td>Photocopy vocabulary list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will students participate in</th>
<th></th>
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<tbody>
<tr>
<td>Collaborative groups? Which lessons?</td>
<td></td>
</tr>
<tr>
<td>Fieldtrips?</td>
<td></td>
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<tr>
<td>Presentations?</td>
<td></td>
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<tr>
<td>Research?</td>
<td></td>
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</tbody>
</table>

**What choices will students make?**

## Reading Assignments

<table>
<thead>
<tr>
<th>Do students participate in</th>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent reading? How often?</td>
<td>List all books, poems, novels etc.</td>
</tr>
<tr>
<td>Group reading? How often?</td>
<td>Obtain copies of worksheets.</td>
</tr>
<tr>
<td>Reading aloud? How often?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Will students be reading from</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A textbook?</td>
<td></td>
</tr>
<tr>
<td>Worksheets?</td>
<td></td>
</tr>
<tr>
<td>Novels?</td>
<td></td>
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<tr>
<td>Other? ________________________</td>
<td></td>
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</tbody>
</table>

## Written Work

<table>
<thead>
<tr>
<th>Do students complete</th>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheets? How often?</td>
<td>Obtain copies of all the worksheets.</td>
</tr>
<tr>
<td>Textbook questions? How often?</td>
<td>Obtain copies of textbook questions.</td>
</tr>
<tr>
<td>Homework assignments?</td>
<td></td>
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<tr>
<td>A portfolio?</td>
<td></td>
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<tr>
<td>Artwork?</td>
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</table>

<table>
<thead>
<tr>
<th>Will students write</th>
<th></th>
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<tbody>
<tr>
<td>Essays?</td>
<td></td>
</tr>
<tr>
<td>Poetry?</td>
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<tr>
<td>Research papers?</td>
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</tbody>
</table>

## Assessment

<table>
<thead>
<tr>
<th>Do students take quizzes? How often?</th>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False?</td>
<td>Obtain copies of quizzes.</td>
</tr>
<tr>
<td>Essay?</td>
<td>Obtain copies of tests.</td>
</tr>
<tr>
<td>Multiple choice?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the students take tests? How often?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>True/False?</td>
<td></td>
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<tr>
<td>Essay?</td>
<td></td>
</tr>
<tr>
<td>Multiple choice?</td>
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</tbody>
</table>

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*Project Participate ©2000 JFK Partners K. Lachina & T. Brogdon*
## Participation Plan

Student: ________________________________________________________    Week Of: ______________________________

<table>
<thead>
<tr>
<th>Class</th>
<th>Student</th>
<th>Paraeducator</th>
<th>Classroom Teacher</th>
<th>Learning Specialist</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

*Project Participate ©2000 J FK Partners*
**Directions:** Complete this rating for each academic class. This rating is an assessment of performance and NOT ability. Assistance is defined as a HUMAN intervention, which includes hand over hand assistance or when the task is completed by an individual other than the student. Assistance does NOT refer to the use of computers or other adaptive equipment.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Occasionally with Assistance</th>
<th>Frequently with Assistance</th>
<th>Occasionally without Assistance</th>
<th>Frequently without Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Does the student interact/communicate with peers?</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>2. Does the student pay attention in class?</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3. Does the student answer questions in class?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>4. Does the student ask questions in class?</strong></td>
<td></td>
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<tr>
<td><strong>5. Does the student read aloud in class?</strong></td>
<td></td>
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<tr>
<td><strong>6. Does the student read silently in class?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>7. Does the student complete class projects?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>8. Does the student write in class?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>9. Does the student take quizzes or tests?</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>10. Does the student turn in homework?</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Completed by: ________________________________

Project Participate ©2000 JFK Partners Ver.2

110. Inclusion Matters!
NATURAL SUPPORTS

Natural supports are the relationships that occur in everyday life. Formal supports usually involve some form of payment for services and may include relationships with service providers – such as counselors, therapists, line staff and care managers.

In contrast, natural supports usually involve relationships with family members, friends, co-workers, neighbors and acquaintances, and are of a reciprocal (give-and-take) nature. Such supports helps one to develop a sense of social belonging, dignity and self-esteem.

A solid support system can make a significant difference in a person’s life. Studies have shown that individuals with a greater diversity of relationships and/or involvement in a broad range of social activities have healthier lives and live longer than those who lack such supports. Unfortunately, according to research, people with mental illnesses may have social networks half the size of the networks among the general population.

Benefits of Natural Supports

Natural supports foster empowerment, independence and growth and reduce the need to rely on services.

The support provided by informal community relationships cannot be taken for granted. Research has shown that people with mental illnesses, like each of us, consider these relationships significant sources of support, perhaps even more so than the general public. Work colleagues were also identified as major sources of emotional support. These types of relationships are also important, even though they do not fall into the category of intimate relationships.

How do people develop natural supports?

There is no single method or easy answer for developing a system of natural supports. It will require considerable time and persistence, as well as open and honest communication in relationships.

The best way to meet people is by getting involved. Some ways to build up natural supports are:

- participating in community activities and projects
- joining groups and clubs
- volunteering
- socializing with one’s immediate and extended family and neighbors
- getting a job

For more information, please visit us at: www.upennrrtc.org
How can you help others to strengthen their natural supports?

Working together, you can develop specific strategies that enhance an individual’s natural supports.

For example:

- Help people discover and express their interests. Engage them in discussions about possible choices, using inventories where appropriate.

- Collaborate and partner with a person’s family if he/she is comfortable with this choice.

- Identify community resources that fit the person’s interests.

- Encourage people to participate in social or community activities that are consistent with their interests and cultural, in addition to mental health programs and groups they may already be attending.

- Help people cope with social adversity by recognizing potential discrimination.

Developing natural supports can take significant energy but the benefits are invaluable and can last a lifetime.

Resources

Natural Supports
http://www.unc.edu/depts/recreate/crds/POptions/ns.html

“Natural Supports...They’re All Around You!”
California Department of Developmental Services, Services and Support Section
http://www.dds.ca.gov/publications/PDF/Natural_Supports.pdf

Develop Curricular Accommodations and Modifications

PART 2
Community as Instructional Setting
Job Duties Detailed For Task

As students grow into young adulthood, community-based instruction may be determined by the IEP team to be a relevant part of the instructional day. Because students with disabilities have difficulty generalizing skills to new environments and because it is difficult to simulate the real environments that they will be functioning in as adults, the community may be the appropriate place for direct, systematic, instruction. However, it is important to realize that community-based instruction is not a field trip or an exposure to a variety of experiences. It is an instructional strategy that is characterized by:

1. Learning important skills in community restaurants, stores, worksites and other places that most citizens use regularly.

2. Decision making by the IEP team regarding what, how much and where a student should learn.

3. Well planned and highly structured lessons with an educator and a small group of students that teach and practice functional skills and/or extend skills taught in the classroom.

Other considerations should include examining the instruction. In an ideal situation, the instruction should naturally occur and be unobtrusive. All efforts should be made to focus the instruction on skill development impacted by the environmental cues and reinforcement that occurs naturally in a community setting. In order to prevent large numbers of students in one setting, simulations can be helpful if the simulation closely mirrors the experience occurring in the community and leads to real life experience in the community. These simulations can aid with experiences in which students have limited access to the ‘true’ experience and/or need repeated trials and feedback in order to improve performance. (Victoria McMullen Curriculum and Methods of Teaching Students with Severe Developmental Disabilities)

In addition, inviting nondisabled peers to participate continues the relationship building that was begun in school and offers other students the opportunity to extend their learning in real environments.

Before beginning the inventory of community settings it is important to insure that the settings are relevant. A community setting is an appropriate place for instruction if it is likely to be used by a student now or after graduation. Thus, family input is important to determine places the student has the opportunity to visit now or will be living, working, or playing as an adult.

Once appropriate settings are chosen, the environment(s) should be inventoried by listing what activities/skills any person performs at that place (Task Analysis). These activities/skills should be analyzed to determine which skills the student has already mastered and which ones have to be learned. Using the analysis form, educators should decide which skills should be taught, what accommodations/modifications are necessary, and where assistance may be necessary. (See Community Instruction Example).
**Job Duties Detailed For Task**

**ANALYSIS:**
The following four (4) marks indicate the ability of/the manner in which the student completes the corresponding task:

(I) = Independently completed  
(V) = Verbal Prompt Given  
(X) = Modeling Instructions Provided  
(N/A) = Neither mastered, not performed, or was not observed performing the task

**Inventory Detail for Community Instruction (Example)**
Domain: Community  
Environment: McDonald's

<table>
<thead>
<tr>
<th>Dates:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Enter Restaurant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate door</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate counter area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate end of line</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Move forward in line</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Order food</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait for clerk to look</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ask for order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for ketchup/condiments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Pay for food</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get wallet from pocket</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand money to clerk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait for change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait for food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick up food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Enter eating food</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk into eating area with tray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate empty seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Open food container</td>
<td>Dates:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open hamburger wrapper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unwrap straw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place straw in soda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open condiments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Eat appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick up sandwich and bite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use condiments appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sip from straw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use napkin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converse appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put trash on tray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposit trash in proper container and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leave tray</td>
<td></td>
<td></td>
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</tbody>
</table>

For additional information on CBVI Guidelines for both High School and Middle School, please visit the Inclusive Education page on the SSD website.
Task Analysis Example

STUDENT NAME: 
DEPARTMENT: ENVIRONMENTAL SERVICES (EVS) 
POSITION: Floater 
LEAD: 
MENTOR:

General Job Duties:
• Report to EVS supervisor for daily work area(s) assignment and employee task checklist 
• Perform daily cleaning procedures. Record each task when completed 
• Perform other tasks as assigned by department director and supervisors 
• Carry a pager and respond to housekeeping pages

Essential Functions:
• Know the difference between policing an area and cleaning an area 
• Must be able to handle/interact with all chemicals used (bleach, wax, VIREX, etc) 
• Must have communication skills in English (reading, writing, speaking) 
• Capable of lifting up to 40 pounds 
• Capable of pushing a cart throughout the shift 
• Capable of moving furniture

Prerequisites:
• Ability to discern (while policing) when/if deeper cleaning of carpet is necessary 
• Ability to follow scheduled times as assigned on task checklist 
• Ability to note and manage time, independently

Dress Code:
• Casual dress slacks or Docker type slacks 
• Sports/polo shirt with collar or St. Mary’s logo shirt 
• Socks are required 
• Closed toe casual dress shoes or athletic shoes

Training Plan and Objectives (Measurable Behaviors)

Objective 1. 
Implementation Date: 
Goal Date: 
Accomplishment Date:

Objective 2. 
Implementation Date: 
Goal Date: 
Accomplishment Date:

Program Plan (Outline of supports to be offered)
**JOB DUTIES DETAILED FOR TASK ANALYSIS:**

The following four (4) marks indicate the ability of/the manner in which the student completes the corresponding task:

(I) = Independently completed   (V) = Verbal Prompt Given   (X) = Modeling Instructions Provided

(N/A) = Neither mastered, not performed, or was not observed performing the task

---

**CALCULATION FORMULAS FOR PROFICIENCY AND COACHING**

<table>
<thead>
<tr>
<th>I/TASKS = % PROFICIENCY</th>
<th>COACHING HRS/HRS WORKED = % COACHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONTH/DATES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Report to EVS supervisor for daily work area(s) assignment. Record each task when completed.</td>
<td></td>
</tr>
<tr>
<td>2. Participate in EVS “huddles”</td>
<td></td>
</tr>
<tr>
<td>3. Utilize hand sanitizer regularly</td>
<td></td>
</tr>
<tr>
<td><strong>A POLICE ALL PATIENT ROOMS</strong></td>
<td></td>
</tr>
<tr>
<td>4. Knock on patient’s door and say “Housekeeping” before entering</td>
<td></td>
</tr>
<tr>
<td>5. Greet patient. Let them know you are there to clean the room</td>
<td></td>
</tr>
<tr>
<td>6. Wipe down bathroom sink, toilet, mirror, tub, shower</td>
<td></td>
</tr>
<tr>
<td>7. Empty trash &amp; replace liner</td>
<td></td>
</tr>
<tr>
<td>8. Replace liquid soap</td>
<td></td>
</tr>
<tr>
<td>9. Replenish toilet paper/paper towels</td>
<td></td>
</tr>
<tr>
<td><strong>B POLICE NURSES’ STATIONS/CENTERS</strong></td>
<td></td>
</tr>
<tr>
<td>10. Empty trash/replace liner</td>
<td></td>
</tr>
<tr>
<td>11. Refill soap dispensers</td>
<td></td>
</tr>
<tr>
<td>12. Pick up trash</td>
<td></td>
</tr>
<tr>
<td><strong>C POLICE RESTROOMS/ LOCKERS</strong></td>
<td></td>
</tr>
<tr>
<td>13. Pick up trash</td>
<td></td>
</tr>
<tr>
<td>14. Wipe down mirror, sink, toilet</td>
<td></td>
</tr>
<tr>
<td>15. Damp mop floor</td>
<td></td>
</tr>
<tr>
<td>16. Replace toilet paper/paper towels</td>
<td></td>
</tr>
<tr>
<td>17. Refill soap dispensers</td>
<td></td>
</tr>
<tr>
<td>18. Empty trash/replace liner</td>
<td></td>
</tr>
<tr>
<td><strong>D CLEAN PATIENT DISCHARGED ROOMS</strong></td>
<td></td>
</tr>
<tr>
<td>19. Remove bedding</td>
<td></td>
</tr>
<tr>
<td>20. Wipe down mattress, rails, pillows</td>
<td></td>
</tr>
<tr>
<td>21. Wipe down all furniture</td>
<td></td>
</tr>
<tr>
<td>22. Wipe down IV pole</td>
<td></td>
</tr>
<tr>
<td>23. Clean sink, mirror, toilet, shower</td>
<td></td>
</tr>
<tr>
<td>24. Wipe down walls</td>
<td></td>
</tr>
<tr>
<td>25. Mop floors</td>
<td></td>
</tr>
</tbody>
</table>

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**% PROFICIENT**

**HOURS OF SUPPORT**

**HOURS WORKED**

**% COACHING**
Task Analysis Example

Concerns:

Praises:

Changes:
Plan for Health and Safety Needs
Plan for Health and Safety Needs

All students deserve a secure educational environment which provides supports for any medical, health and safety needs. Traditionally, schools have dealt with students needing assistance with medication, allergies and seizures. Students may also require daily assistance with medical technology including students dependent on tube feeding, respiratory care, intravenous feeding/medication, catheterization, ostomy care and dialysis. A detailed health care plan anticipates and prevents potential problems concerning a student’s health and safety needs.

Teamwork is the most essential aspect of including students with special health care needs in the general education setting. The IEP team in place to address educational issues can also address the special health care needs of the student with the school nurse providing the leadership in coordinating the student’s health care plan.

The planning team’s function is to identify health and safety concerns, determine who is responsible for implementing each aspect of the student’s health care and identify the training needed for responsible personnel. This information can be organized into a health care plan that would vary depending on the needs of the student.

The school nurse, or designated health care coordinator, is responsible for:

- Generating a nursing assessment of the child, based on a home, hospital or school visit.
- Obtaining pertinent medical and psychological information.
- Developing a health care plan for the student in collaboration with the family, student and physician.
- Ensuring that a child-specific emergency plan is in place. This should be developed in collaboration with school administration, community emergency personnel and family, and would include plans for fire, earthquake and tornado emergencies.
- Attending the education planning meetings, reviewing the health care plan, making recommendations for placement, staffing and training, when pertinent, based on the student’s health care needs.
- Coordinating the student’s in-school health care as specified in the health care plan.
- Ensuring that care-givers in the school have received competency-based training in appropriate child-specific techniques and problem management.
- Providing information for other personnel and students in the education setting about the special medical needs of the student, when appropriate.
- Maintaining appropriate documentation.
- Regularly reviewing and updating the health care plan and training of care-givers, based on the student’s medical condition.

Suggested forms for use in emergency planning can be found on SSD Life (staff only). In addition, nurses can access forms addressing specific medical conditions (asthma, seizures, insect sting, and specialized nursing intervention) on the nursing site on SSD Life.

For additional information on Emergency Care Plans, please visit the Inclusive Education page on the SSD website.
# STUDENT INFORMATION EXCHANGE FORM

<table>
<thead>
<tr>
<th>SSD#</th>
<th>Student</th>
<th>Birthdate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent/Guardian or Eligible Student:

Address:

City/State/Zip

Home Business

Telephone: Phone:

I hereby give my permission for the Special School District of St. Louis County to:

- [ ] OBTAIN the following information from:
- [ ] RELEASE the following information to:

- [ ] Written Exchange
- [ ] Verbal Exchange
- [ ] Both

Name:

Attention:

Address: Telephone:

City/State/Zip: Fax:

- [ ] Individual Education Program (IEP)
- [ ] Evaluation Summary
- [ ] Other (Please Specify)
- [ ] Other (Please Specify)

FOR REQUEST TO OBTAIN INFORMATION, please send the above requested information to:

<table>
<thead>
<tr>
<th>Special School District of St. Louis County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Region:</td>
</tr>
<tr>
<td>Address: 12110 Clayton Road</td>
</tr>
<tr>
<td>City/State/Zip: Town &amp; Country, Missouri 63131</td>
</tr>
<tr>
<td>Attention:</td>
</tr>
<tr>
<td>Dept./Region Telephone:</td>
</tr>
<tr>
<td>Dept./Region Fax:</td>
</tr>
</tbody>
</table>

I understand this authorization is specifically for the records above and is for educational purposes. I further understand that Special School District (SSD) will not release information to any unauthorized person/agency without my written consent. Likewise, I understand that I can obtain an explanation and interpretation of any SSD records by scheduling an appointment with the Student Records Department by calling (314) 989-8170. Unless otherwise revoked, this authorization will expire in one(1) year. Copies of this form and signature(s) are to be considered as valid as the original.

Parent/Guardian Signature or Eligible Student

Date

Distribution of copies:

- Original to Releasing Agency
- Pink to SSD Teacher file
- Yellow to SSD Pupil Personnel
- Goldenrod to Parent/Guardian or Eligible Student

05/2003
Emergency Care Plan effective ____________ to ____________

Student name__________________________ School year _________________________

Parent phone __________________________ Parent cell _________________________

Alternate contact (name & relationship) ____________________________ Phone ____________

Primary physician (name) _______________________________________ Phone ____________

<table>
<thead>
<tr>
<th>STUDENT SPECIFIC DATA FOR CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you see this:</td>
</tr>
<tr>
<td>__________________________________</td>
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<tr>
<td>__________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT SPECIFIC DATA FOR COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you see this:</td>
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<tr>
<td>__________________________________</td>
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</table>

Additional comments:
_________________________________________________________________________________
_________________________________________________________________________________
________________________________________________________________________________________________________________________________

_________________________________________________________________________________

__________________________________________ Phone _________________________
School Nurse Rev. 1/28/05
In Case of Emergency

• Stay with the Student

• Call or designate someone to call the nurse
  • State who you are
  • State where you are
  • State problem

• School nurse will assess the child and decide whether the emergency plan will be implemented

• If the nurse is unavailable, the following staff members are trained to initiate the emergency plan:
Basic Seizure First Aid:
- Stay calm & track time
- Keep child safe
- Do not restrain
- Do not put anything in mouth
- Stay with child until fully conscious
- Record seizure in log

For tonic-clonic (grand mal) seizure:
- Protect head
- Keep airway open/watch breathing
- Turn child on side

Basic Seizure First Aid:
- Stay calm & track time
- Keep child safe
- Do not restrain
- Do not put anything in mouth
- Stay with child until fully conscious
- Record seizure in log

For tonic-clonic (grand mal) seizure:
- Protect head
- Keep airway open/watch breathing
- Turn child on side
11. Please describe what constitutes an emergency for your child? (Answer may require consultation with treating physician and school nurse.)

12. Has child ever been hospitalized for continuous seizures? YES  NO
   If YES, please explain:

SEIZURE MEDICATION AND TREATMENT INFORMATION

13. What medication(s) does your child take?

<table>
<thead>
<tr>
<th>Medication</th>
<th>Date Started</th>
<th>Dosage</th>
<th>Frequency and time of day taken</th>
<th>Possible side effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

14. What emergency/rescue medications needed medications are prescribed for your child?

<table>
<thead>
<tr>
<th>Medication</th>
<th>Dosage</th>
<th>Administration Instructions (timing* &amp; method**)</th>
<th>What to do after administration:</th>
</tr>
</thead>
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</table>

* After 2nd or 3rd seizure, for cluster of seizure, etc. ** Orally, under tongue, rectally, etc.

15. What medication(s) will your child need to take during school hours?

16. Should any of these medications be administered in a special way? YES  NO
   If YES, please explain:

17. Should any particular reaction be watched for? YES  NO
   If YES, please explain:

18. What Does your child have a Vagus Nerve Stimulator? YES  NO
   If YES, please describe instructions for appropriate magnet use:

SPECIAL CONSIDERATIONS & PRECAUTIONS

22. Check all that apply and describe any considerations or precautions that should be taken

☐ General health
☐ Physical functioning
☐ Learning:
☐ Behavior:
☐ Mood/coping:
☐ Physical education (gym)/sports:
☐ Recess:
☐ Field trips:
☐ Bus transportation:
☐ Other:

GENERAL COMMUNICATION ISSUES

23. What is the best way for us to communicate with you about your child’s seizure(s)?

24. Can this information be shared with classroom teacher(s) and other appropriate school personnel? YES  NO
   Parent/Guardian Signature: Date: Dates Updated:______,______
TRANSPORTATION PLAN

NAME: ____________________________ SCHOOL: ____________________________
PARENTS: ____________________________ NURSE: ____________________________
DOB: ____________________________ NURSE CONTACT #: ____________________________
Delegation Training is required: _____ yes _____ no

____ Student has a possibility for BREATHING CONCERNS: Keep student upright and call 911 if:
- Student is breathing hard and fast
- Student’s coloring is bluish or very pale
- Student passes out

USEFUL INFORMATION:
- Keep bus windows closed during allergy season
- Turn off engine when idling for more than 2 minutes
- Make sure air conditioning and heaters are in working order

____ Student is ALLERGIC to ____________________________
- Give Epi-Pen and call 911 if any of the following are noted: ____________________________

NO staff or students should have open food on bus.

EPI-PEN PRECAUTIONS
- Must be passed between adults ONLY.
- Keep out of reach of students.
- DO NOT expose to direct sunlight or AC/heat vents.

ADMINISTRATION OF EPI-PEN
- Remove cap (will be gray or blue)
- Hold tip near outer thigh
- Swing & jab firmly into outer thigh thru clothing
- Hold in place & count to 10
- Remove unit & massage area for 10 seconds
- Place student on side

____ Student has a SEIZURE DISORDER.
Student’s seizures typically look like: ____________________________
Call 911 if ____________________________

FIRST AID FOR GENERALIZED SEIZURES
- Stay calm and track time
- Keep student safe
- Do not restrain
- Do not put anything in mouth
- Stay with student until fully conscious
- Record seizure
- **For tonic-clonic seizure:** Protect head; Keep airway open/watch breathing;
  Turn student on side

____ Student has Other Precautions: ____________________________


Section 9 – Plan for Health and Safety Needs 127.
SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
EMERGENCY CONTACT FORM

STUDENT DATA:
Name: ___________________________ Student ID: __________
Date of Birth: ___________ Gender: Male / Female Race: ___________
Student Address: ___________________________ Street Number:
City, State Zip Code:
Home District: ___________________________ Attending School:

MOTHER'S INFORMATION
Name: ___________________________ Spouse: ___________________________
Address: ___________________________
Home Phone: ___________ Cell: ___________
Email: ___________________________
Employer’s Name: ___________________________
Work: ___________ (*Contact Priority____)

FATHER'S INFORMATION
Name: ___________________________ Spouse: ___________________________
Address: ___________________________
Home Phone: ___________ Cell: ___________
Email: ___________________________
Employer’s Name: ___________________________
Work Telephone: ___________ (*Contact Priority____)

*Contact Priority: Please indicate the order we are to use when calling in the case of emergency or illness.

FOR EMERGENCY USE WHEN PARENT CANNOT BE LOCATED: Persons listed below has your authorization to pick up your child.

Name: ___________________________ Relationship: ___________________________
Home Phone: ___________ Cell: ___________
Work: ___________ (*Contact priority____)

Name: ___________________________ Relationship: ___________________________
Home Phone: ___________ Cell: ___________
Work: ___________ (*Contact priority____)

HEALTH CARE PROVIDERS
Family Physician: ___________________________ Telephone: ___________
Hospital: ___________________________
Insurance Plan: ___________________________ Membership Number: ___________
Dentist: ___________________________ Telephone: ___________

EMERGENCY PROCEDURE: In case of injury or illness requiring medical care, you have my permission to obtain such care from the nearest hospital and to release personally identifiable information regarding my child. I agree to pay all expenses incurred in such emergency care.

Signature: ___________________________ Date: ___________

Health Information: To be completed by parent or guardian prior to entry into Special School District

Does pupil have a history of: Asthma Diabetes Heart Condition Convulsive Disorder

Allergies List:

Other Medical Concerns:

Medications: List all medications, give name(s), amounts and time medication is taken:

Hearing Loss? ☐ ☐ Hearing Aid(s)? ☐ ☐ Contact Lenses? ☐ ☐ Eye Glasses? ☐ ☐

Date of last physical exam: ___________ Date of Tetanus Booster: ___________
PARENT/GUARDIAN REQUEST FOR ADMINISTRATION OF 
MEDICATIONS AT SCHOOL

I request and give my permission for Special District Registered Nurses, or their 
designee, to administer the following medication(s) (listed below) to my 
child_____________________ and to consult with my child’s 
physician(s) ____________________ at (phone)____________ regarding any concern 
or questions in reference to the administration of medication during the 
________/_________ school year.

Please list each medication you are requesting your child be given at school

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Dose</th>
<th>Time</th>
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</table>

All medications to be administered at school must be given to the school nurse in a 
current pharmacy container labeled with the following information:

- Child’s name
- Authorized provider’s name
- Pharmacist’s name and phone
- Prescription number
- Date prescription filled
- Specific instructions for administering
- Name of medication

We will not administer any medication unless labeled as above. This may require that 
your child’s authorized provider write two prescriptions(one for home use and one for 
school use) so the pharmacist can separate the medication into two labeled containers. 
Some pharmacies will provide you with a “school bottle”.

Exception: Over the counter medication must be brought in an unopened bottle and be 
accompanied by a written prescription from the physician.

It is the parent’s/guardian’s responsibility to notify the school nurse when 
medication is changed and/or discontinued.

________________________________________                                  _______________
Parent/Guardian signature                                                                    Date

Rev. 4/14/09
INSTRUCTIONS FOR PHYSICIANS

This child attends a Special School District school. It is important that we are aware of any medical or mental conditions and/or changes. This information will be vital in planning an educational and/or health care plan. Your input is appreciated. Thank you.

HISTORY OF ILLNESS

<table>
<thead>
<tr>
<th>DATE</th>
<th>Accidents (types)</th>
<th>Accidents (types)</th>
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<td>Congenital Defects</td>
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<td>Chicken Pox</td>
<td>Chicken Pox</td>
<td>Chicken Pox</td>
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<tr>
<td></td>
<td>Seizures (type)</td>
<td>Seizures (type)</td>
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</table>

RECORD OF IMMUNIZATIONS

<table>
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<tr>
<th>DPT/DTaP*</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
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<td>DT*</td>
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<td>Td*</td>
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<td>OPV*</td>
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<tr>
<td>HIB - ECE*</td>
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<td>HEP B*</td>
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<tr>
<td>VARIVAX*</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

* These are required by state law for school attendance.

<table>
<thead>
<tr>
<th>PPD</th>
<th>Date</th>
<th>Results</th>
<th>Date</th>
<th>Results</th>
</tr>
</thead>
</table>

Lead Screening: Positive [ ] Negative [ ]

PHYSICAL EXAMINATION

Date__________  Height__________  Weight__________

Vision acuity__________  Conjunctivae__________

OD ______  OS ______  OU ______  Pupils__________

Hearing acuity__________  TMs__________

Nose__________  Throat__________

Mouth/teeth__________  Lymph nodes__________

Thyroid__________  Spine__________

Heart__________  Rate/Rhythm__________

Lungs__________  BP__________

Abdomen__________  Hernia__________

Genitalia__________  Extremities__________

Skin__________  CNS__________

Diagnosis__________________________

__________________________________

__________________________________

__________________________________

Current Medications and dosages__________________________

__________________________________

__________________________________
## Physician Recommendations for Eating/Feeding/Nutrition at School

### PART A

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td>Grade Level</td>
</tr>
<tr>
<td>Does the child have a disability? If Yes, describe the major life activities affected by the disability.</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the child have special nutritional or feeding needs? If Yes, complete Part B of this form and have it signed by a licensed physician.</td>
<td>Yes</td>
</tr>
<tr>
<td>If the child does not require special meals, the parent can sign at the bottom and return the form to the school food service.</td>
<td></td>
</tr>
</tbody>
</table>

### PART B

- List any dietary restrictions or special diet.
- List any allergies or food intolerances to avoid.
- List foods to be substituted.
- List foods that need the following change in texture. If all foods need to be prepared in this manner, indicate "All."
  - Cut up or chopped into bite size pieces:
  - Finely ground:
  - Pureed:
- List any special equipment or utensils that are needed.
- Indicate any other comments about the child’s eating or feeding patterns.

<table>
<thead>
<tr>
<th>Parent’s Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician or Medical Authority’s Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Protocol for Specialized Nursing Intervention or Treatment

Students who need specialized health care procedures during the school day must have, in writing, a physician’s order and parent/guardian permission. When necessary, the Specialized Nursing Interventions or Treatment form will be given to the parent/physician for completion.

If applicable, a copy of the nursing intervention planned for the student may be attached to the Physician Order form for review and modification by the physician.

When the parent/guardian and/or physician return the completed forms, they will be filed in the student’s health record.
Determine Data Collection and Grading Options

PART 1
Determine Data Collection
Determine Data Collection

It is important to remember that although data collection is necessary for accountability, the purpose of collecting data is to make decisions. The information collected should help in making decisions about a student's performance and quality of life. It allows the team to look at progress toward an objective and decide if the instruction, environment or adaptations need to be adjusted to accomplish the objective. Collecting information also helps to analyze the quality of life for the student that would include interesting, age-appropriate activities, satisfying peer interactions, and supportive environments.

There are many types of data collection systems, but an effective system will address these questions:

1. Am I clear about why I want to collect this information?
2. Does the method of collecting information tell me what I need to know? Is it accurate? Is it related to the IEP objectives?
3. Does everyone on the team understand the purpose and the method of collecting data? Does it mean the same thing to all of us?
4. Is it easy and efficient to collect and use?
5. Will I be able to use it to make decisions and changes?
6. Have I decided an appropriate schedule for collecting the information? How frequently should data be collected to get the necessary information? Who will be collecting the data in each setting?
7. Have I identified a system to review the data on a regular basis with the team so it can be used to make decisions?

Typical data collection systems can be used in inclusive education, however, the CURRICULUM MATRIX can be adapted to use to collect data.

For a student with severe disabilities, it may not be necessary or practical to collect data weekly on each objective.

For additional resources related to Data Collection, please visit the Inclusive Education page on the SSD website.
# Curriculum Matrix

<table>
<thead>
<tr>
<th>Schedule</th>
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<tbody>
<tr>
<td>Goals &amp; Objective</td>
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</tbody>
</table>

This table is used to organize and track curriculum goals, objectives, and schedules.
At Intervention/Trial Plan

Student: 
Dates: 
To: 

<table>
<thead>
<tr>
<th>Task Outcome</th>
<th>Stud. Level</th>
<th>Data Method</th>
<th>Person Resp</th>
<th>At Solution 1</th>
<th>At Solution 2</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>ACADEMIC/COMPLETION</th>
<th># OF PROBLEMS</th>
<th>% CORRECT</th>
<th>WORKSHEET COMPLETED</th>
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<td>DAY 5</td>
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<td>DAY 6</td>
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Adapted from Reed, P., Bowser, G, & Korsten, J. (2002). How do you know it? How can you show it? Oshkosh, WI: WATI.
# Spell Checker Data Sheet

Name: ________________________________

School: ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Words looked up</th>
<th>Word found on 1st try</th>
<th>Word NOT Found</th>
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Adapted from archived forms located in the QIAT listserv
## Writing Speed and Accuracy

Student: 

Date: 

Data Collected By: 

<table>
<thead>
<tr>
<th>Date</th>
<th># OF ERRORS</th>
<th># OF WORDS TYPED</th>
<th>TIME TO COMPLETION</th>
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## Writing Speed and Accuracy

Student: 

Date: 

Data Collected By: 

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<th>Type</th>
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<th># of Words Generated</th>
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Determine Data Collection and Grading Options

PART 2
Determine Grading Options
Determining Grading Options

Report cards and grading student progress are ongoing issues in education and can be an area of concern for students, teachers and parents.

It is important to remember that a child with a disability has an individualized education program and his/her progress does not need to be measured in comparison to other students if it is not appropriate to do so. Rather, the IEP team in accordance, with the local district's policy, can determine how to measure and report the student's progress according to an individual standard. The goal is to develop a grading system which provides accurate information about what the student has actually learned. Collaboration among teachers, parents, and administrators (and often the students) can generate systems which fall within the district policy and are still effective reports of progress.

One example of a possible system is the personalized grading system developed by Dennis Munk and William Bursuck. Munk and Bursuck make the following recommendations:

- Clarify the purpose for the grades
- Individualize curricular expectations
- Identify grading adaptations, such as
  - Prioritize content and related assignments
  - Base part of grade on the processes the student uses or the effort put forth
  - Incorporate progress on IEP goals
  - Incorporate improvement measures
  - Change the weights of grades
  - Use contracts and rubrics to communicate expectations

Munk, Dennis D and Bursuck, William D. Educational Leadership, Oct 2003, Vol. 61 Issue 2, p38-43, 6p, 2 Color Photographs

A second example of a possible system is offered by Lee Ann Jung and Thomas R Guskey who suggest a five step model:

- For each reporting standard, ask whether the standard is an appropriate expectation without adaptations
- If the standard is not appropriate, determine whether it would be appropriate with learning accommodations.
- If not, determine how the standard needs to be modified or choose an alternative appropriate standard.
- Base grades on the modified standard rather than the grade-level standard
- Communicate the meaning of the grade.


Once again, if an alternative grading method is deemed appropriate and whichever grading option is determined and implemented, collaboration through the IEP team and understanding by all members of the team is essential.
Inclusion Matters!

Determine Equipment, Technology and Communication Needs
Determine Equipment, Technology and Communication Needs

Special School District has departments to review, discuss and address each of the possible needs (Equipment, Technology and Communication). Each student’s unique needs should be considered. The accompanying resources created by the Related Services Department spells out the steps for consideration, review, contact and implementation. Please don’t hesitate to contact your Computer Access Facilitator, your Augmentative Communication Facilitator or your Physical Therapist to discuss further.

**Assistive Technology Overview**

*What is considered Assistive Technology?*

Assistive technology is any tool or device that a student with a disability uses to do a task that he or she could not otherwise do without, or any tool the student uses to do a task more easily, faster, or in a better way. It can be a commercial product or something that someone makes. It can be a simple “low tech” device such as a pencil grip or an expensive “high tech” device such as a computer (Reed, 2001).

The legal definition from the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 is: “Any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.” (Reed & Bowser, 2000)

**Assistive Technology Services** are defined by IDEA 2004 as "any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device."

---

**Services we provide:**
- Supports for to remove curricular/IEP barriers
- Alternate access to computers
- Consultation to determine appropriate AT tools and strategies
- Training and support related to AT tools and strategies

Examples of AT tools: switch and switch interface, enlarged keyboard, trackball, portable word processor, touch screen, software (Co:Writer, PixWriter, Classroom Suite)

**Teachers access our services by:**
1) Documenting our services in the IEP (form is called “How to Request an AT Consultation” explains how to do this)
2) Completing and submitting an Assistive Technology Facilitator Request Form
   * Both forms can be found on the Assistive Technology department’s page on SSD Life.

Once our services have been requested, the Augmentative Communication Facilitator and/or Computer Access Facilitator will contact staff to schedule a SETT (student, environment, tasks, and tools) meeting to guide the staff in selecting the correct AT tool for the child.
A Brief Introduction to the SETT Framework

Joy Smiley Zabala

The SETT Framework is an organizational tool to help collaborative teams create Student-centered, Environmentally useful, and Tasks-focused Tool systems that foster the educational success of students with disabilities. The SETT Framework is built on the premise that in order to develop an appropriate system of assistive technology devices and services, teams must first gather information about the student, the customary environments in which the students spend their time, and the tasks that are required for the students to be active participants in the teaching/learning processes that lead to educational success. It is believed that the elements of the SETT Framework, with minor adjustments, can also be applied to non-educational environments and service plans.

Critical Elements of SETT
- Collaboration
- Communication
- Multiple Perspectives
- Pertinent information
- Shared Knowledge
- Flexibility
- On-going Processes

It must be remembered that SETT is a framework, not a protocol. The questions under each section of the SETT Framework are expected to guide discussion rather than be complete and comprehensive in and of themselves. As each of these questions is explored, it is likely that many other questions will arise. The team continues the exploration until there is consensus that there is enough shared knowledge to make an informed, reasonable decision that can be supported by data.

The Student
- What is the functional area(s) of concern? What does the student need to be able to do that is difficult or impossible to do independently at this time?
- Special needs (related to area of concern)
- Current abilities (related to area of concern)

The Environments
- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environments)
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, others)
A Brief Introduction to the SETT Framework

The Tasks

- What SPECIFIC tasks occur in the student’s natural environments that enable progress toward mastery of IEP goals and objectives?
- What SPECIFIC tasks are required for active involvement in identified environments? (related to communication, instruction, participation, productivity, environmental control)

The Tools

In the SETT Framework, Tools include devices, services and strategies... everything that is needed to help the student succeed.

Analyze the information gather on the Student, the Environments, and the Tasks to address the following questions and activities.

- Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?
- If yes, describe what a useful system of assistive technology devices and services for the student would be like.
- Brainstorm Tools that could be included in a system that addresses student needs.
- Select the most promising Tools for trials in the natural environments.
- Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)
- Collect data on effectiveness.

It is expected that the SETT Framework will be useful during all phases of assistive technology service delivery. With that in mind, it is important to revisit the SETT Framework information periodically to determine if the information that is guiding decision-making and implementation is accurate, up to date, and clearly reflects the shared knowledge of all involved.

Joy Zabala (March, 2002). For permission to use, contact via email at joy@joyzabala.com
Considerations for Assistive Technology

Does the Student Require Assistive Technology Devices and/or Services?

A Framework for Consideration

This form may be used by IEP teams as a framework for discussion to consider the student’s need for assistive technology devices and/or services.

Directions for completing the checklist.

SECTION 1: Skill Areas

• Review the skills in the areas that are relevant to the student.
• Place a check mark next to the statement(s) that describe(s) the IEP team’s concern(s). Provide additional information as needed in the space provided.

SECTION 2: Current Strategies

• In Section 2, list the numbered concern(s) checked in Section 1.
• Next to each listed concern identify the IEP goal number to which this concern relates.
• Identify the non-assistive technology modifications/accommodations currently being used.
• Circle YES if the non-assistive technology modifications/accommodations are successful. Circle NO if not.
• List assistive technology modifications/accommodations currently being used.
• Determine whether the assistive technology modifications/accommodations are successful. If not, identify the barriers continuing to exist.

SECTION 3: Summary of Consideration

• Based on the discussion from Section 1 and 2, the team will use their findings to make a conclusion using the chart in this section.
• Additional information on documenting assistive technology can be located in the IEP manual and on SSDLife>MyWorld>Assistive Technology>General Information https://www.ssdlife.org/share/sites/Public/assistive/General%20Information/Forms/AllItems.aspx

Adapted from: AT Considerations in the IEP, Arizona Department of Education, Southwest Human Development, and the Arizona School Districts, April, 2005
# Considerations for Assistive Technology

<table>
<thead>
<tr>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles with being able to physically manipulate books and print material to independently read</td>
</tr>
<tr>
<td>Reading is a challenge in one or more curricular areas</td>
</tr>
<tr>
<td>There is a discrepancy between decoding and comprehension</td>
</tr>
<tr>
<td>Struggles with the concept of time, money, and measurement</td>
</tr>
<tr>
<td>Struggles with math concepts (ex. addition, subtraction, multiplication, division, fractions, and/or decimals)</td>
</tr>
<tr>
<td>Struggles with word problems</td>
</tr>
<tr>
<td>Has difficulty using a typical word processor or its features (ex. spell check) to complete written tasks</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health/Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is slow, laborious, illegible, or inadequate in one or more curricular areas (specify):</td>
</tr>
<tr>
<td>Has difficulty using traditional school tools (pencil, scissors, books, etc.)</td>
</tr>
<tr>
<td>Has difficulty using the computer with traditional mouse and/or keyboard</td>
</tr>
<tr>
<td>Typing on a keyboard is slow and laborious</td>
</tr>
<tr>
<td>Struggles with navigating through the school environment without specialized equipment</td>
</tr>
<tr>
<td>Is unable to sit in the classroom environments without specialized equipment or positioning</td>
</tr>
<tr>
<td>Has difficulty accomplishing self-care tasks independently</td>
</tr>
<tr>
<td>Carrying necessary materials between locations is difficult</td>
</tr>
<tr>
<td>Participating in recreation/leisure activities in a typical manner is difficult</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hearing/Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences challenges when hearing</td>
</tr>
<tr>
<td>Has difficulty following multi-step directions</td>
</tr>
<tr>
<td>Experiences unusual sensitivity to sound(s)</td>
</tr>
<tr>
<td>Experiences hypersensitivity to loud environments</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

When an IEP is developed for a student this form may be used to guide the IEP team’s discussion and determine if Assistive Technology devices and/or services are required.
<table>
<thead>
<tr>
<th><strong>Intellectual/Cognitive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles with organizing ideas or environment</td>
</tr>
<tr>
<td>Has difficulty understanding and following verbal instructions</td>
</tr>
<tr>
<td>Is unable to follow a schedule</td>
</tr>
<tr>
<td>Has difficulty utilizing study strategies</td>
</tr>
<tr>
<td>Struggles with listening and/or auditory comprehension (ex. listening to stories/lectures, following directions, participating in class discussions)</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social/Emotional/Behavioral</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Being in the class/work setting for the required period of time is difficult</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Speech and Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has difficulty communicating wants/needs</td>
</tr>
<tr>
<td>Unfamiliar communication partners cannot understand out-of-context speech</td>
</tr>
<tr>
<td>Communication method/mode hinders class participation</td>
</tr>
<tr>
<td>Communication does not allow for participation in multiple environments</td>
</tr>
<tr>
<td>Has difficulty understanding cause and effect relationships</td>
</tr>
<tr>
<td>Other: (list concern)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences challenges when seeing</td>
</tr>
<tr>
<td>Seeing and reading typical text formats is difficult</td>
</tr>
<tr>
<td>Experiences challenges when utilizing the computer (ex, keyboard, monitor, voice output, screen navigation, cursor, polarity)</td>
</tr>
<tr>
<td>Other: (list concern)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other</strong></th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Considerations for Assistive Technology

### Section 2: Current Strategies

Complete the table below using information from Section 1.

<table>
<thead>
<tr>
<th>From section 1, list the # (s) of the identified skill area(s)</th>
<th>Identified skill areas impact which IEP goal # (s)</th>
<th>List non-assistive technology modifications/ accommodations currently being used</th>
<th>Are the non-assistive technology modifications/ accommodations successful? Circle YES or NO</th>
<th>List assistive technology modifications/ accommodations currently being used</th>
<th>Are assistive technology modifications/ accommodations successful? If not, what barriers continue to exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>YES NO</td>
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<td></td>
<td></td>
<td>YES NO</td>
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Section 3: Summary of Consideration

After completing Section 2, the team will reach one of the following conclusions to determine if the student requires assistive technology devices and/or services.

Assistive Technology – Checking YES or NO

**YES**

- The student is successfully utilizing assistive technology tools or services.
- The IEP team has concluded that assistive technology tools should be investigated to address identified skill area(s).
- The IEP team has knowledge and access to tools. A trial period will be conducted to determine which tools may be effective.

**NO**

- The student is making progress on all IEP goals and current adaptations and modifications are successful.
- The IEP team does not agree regarding the need for assistive technology.
- The IEP team members need help in selection or acquisition of tools. They request a consultation from an Computer Access and/or Augmentative Communication Facilitator.
- The IEP team requests a Re-eval.

**PLEASE NOTE:**
- A Consultation will result in an assistive technology recommendation.
- A ReEval will yield a “YES” or “NO” regarding the need for assistive technology. If “YES” then you will request a Consultation.
- There is no need to do a Re-eval, when you request a consultation.
- If you have any questions about this process, please contact a Computer Access or Augmentative Communication Facilitator.

Any Questions?? – Contact a Computer Access or Augmentative Communication Facilitator.
Guiding Principles for Assistive Technology

1. The primary goal of assistive technology is the enhancement of capabilities and the removal of barriers to performance.

2. Assistive technology can be a barrier.

3. Assistive technology may be applicable to all disability groups and in all phases of education.

4. Assistive technology is related to function, rather than to a specific disability.

5. The least complex intervention needed to remove barriers to performance should be a first consideration.

6. Assessment and intervention form a continuous, dynamic process.

7. Systematic problem analysis and solving are essential.

8. Assistive technology does not eliminate the need for instruction in social and academic skills.

9. A team approach is required.

Synthesized by Joy Zabala (1992) from:


For copies of the complete document, contact:
Media and Publications Section
Hot Spring Rehabilitation Center
P.O. Box 1358
Hot Springs, AR 71902
Developing Positive Behavior Support
Developing Positive Behavior Support

All behavior serves a function and communicate something. It is important to remember when you see challenging behaviors, students may be using the only way they know, or the only way that works, to get their needs met. If a student consistently displays behaviors that interfere with their learning or someone else’s learning, the team should develop a plan to address the behaviors through proactive measures such as teaching replacement behaviors, sensory supports, direct instruction, etc. so the student can achieve success.

Remember:
- Always maintain the student’s dignity and respect
- Behaviors are learned; therefore they can be taught
- Behaviors are the student’s way to communicate needs and feelings
- When a student displays challenging behaviors, look at the context, provide supports and take it to the team
- Model appropriate behavior
- Take data - talk to the family, talk to the student, collection ABC (Antecedent, Behavior, Consequence) data to determine communicative function

For more information please visit the SSD PBIS Compendium http://pbiscompendium.ssd.k12.mo.us/

Develop Positive Support Plan For Student Success

Multi-Tiered System of Support
SSD supports behavioral and social intervention through multi-tiered Systems of Support. Among the services offered through SSD are Positive Behavioral Interventions and Supports (PBIS). PBIS is a systematic, three tiered, data-driven approach designed to reduce problem behaviors that can impede classroom success for students with and without disabilities. Schools who choose to use School-wide PBIS structure the learning environment to actively teach and recognize appropriate behaviors (including social skills) and discourage inappropriate behaviors across the day. School-wide Universal Supports are present across settings and address academic, behavioral, and social goals. Students who continue to have difficulty despite the Universal Supports can receive more targeted interventions in a second tier of strategies. Still other students require a third tier of interventions which are specially designed, individualized and documented in a Behavior Intervention Plan.

More information regarding School-Wide Positive Behavior Supports can be found through the Missouri School-Wide Positive Support website http://pbismissouri.org/about and the SSD PBIS Compendium http://pbiscompendium.ssd.k12.mo.us/

Behavior Intervention Plan
A Behavior Intervention Plan (also called Positive Behavior Support Plan or Function Based Intervention Plan) is developed with input from a team and provides specific instructions to educational staff as to what supports must be in place for the student to be successful; how to respond to behaviors and teach alternatives consistently; and how to take and analyze data to determine effectiveness of the plan. The BIP procedure begins by conducting a Functional Behavioral Assessment (FBA) focused on specific
targeted behaviors to determine what function, or purpose, the behaviors are serving and under what conditions the behavior is observed. The Functional Behavior Assessment includes:

- Parent permission and involvement
- Specific definition of the problem behavior
- Indirect data gathering including Teacher, student and parent interviews
- Student Records Review
- Direct observations of the student
- Analysis of all data gained to identify environmental conditions (antecedents) which exist both when the behavior occurs and when it does not occur; events which occur after the behavior and impact the likelihood that it will recur (consequences); and a hypothesis as to the function of the behavior.
- Identification of an appropriate replacement behavior serving the same function as the problem behavior to teach the student (Umbreit, 2007)

Information from the FBA is used to write a Behavior Intervention Plan (BIP) which outlines procedures to teach the alternative behavior and addresses any changes needed in the environment (antecedent or consequences) to prevent the behavior. BIPs include:

- Definition of behaviors being monitored
- List of precursory behaviors which might indicate escalation to problem behavior:
- Hypothesis of the function of behavior:
- Progress monitoring goal: (based on baseline data)
- Intervention Strategies, to include
  - Alternative replacement behaviors
  - Strategies to teach replacement behavior:
  - Strategies to prevent problem behavior:
  - Strategies to reduce reinforcement for problem behaviors
  - Strategies to reinforce alternative behaviors
- Crisis Plan, if needed. Crisis procedures will comply with board policy (SSD and Partner District)
- System for monitoring and evaluating the plan
- Data to be collected
- Schedule for regular meetings to review progress
- Schedule for Staff training (All staff will be trained on this plan prior to implementation).

Intervention strategies used in the BIP may include changes such as:

- Modifying the learning environment to prevent behaviors
- Modifying the student’s daily schedule/routine
- Offering the student choices and input over his/her learning
Developing Positive Behavior Support

- Providing supports for difficult or anxiety provoking activities
- Teaching coping skills and emotional regulation
- Using clear and multisensory cues/prompts for transitions
- Allowing for the need for physical movement
- Analyzing physiological needs (hunger, medication, seizures, pain, other health concerns) and making adjustments if possible
- Supporting positive peer relationships
- Teaching social skills
- Use of positive reinforcement strategies based on student preferences
- Incorporating PBIS to support teaching the replacement behaviors

A combination of these approaches is often necessary for an effective support plan, and everyone involved with the student should be involved in the implementation of the plan. Plans are individualized for students and their settings, but all plans are updated regularly based on data indicating whether or not they are effective.

Trained Facilitators are prepared to guide a team in developing the positive support plan for a particular student and have publications documenting its use and effectiveness. These facilitators include PBIS coaches, Effective Practices Specialists, ABA associates, district facilitators, and others. Contact your Area Coordinator for further assistance.

Resources:

Links
SSD PBIS Tertiary Tools:
http://pbiscompendium.ssd.k12.mo.us/tertiary-system-tools

Missouri School-Wide PBIS:
http://pbismissouri.org/about

Glossary of behavioral terms:
Behavior Analysis Association of Michigan
http://www.baam.emich.edu/baammoviepages/BAAMdttmoviesbasics.htm

Research and review of the evolution of Positive Behavioral Supports:

Positive Behavior Support: Evolution of an Applied Science
# Universal Checklist

**Teacher:**

**School/District:**

**Date:**

**Rationale of Use:** The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students.

<table>
<thead>
<tr>
<th>In Place</th>
<th>Needs Assistance</th>
<th>Comments</th>
</tr>
</thead>
</table>

## Environmental Supports

### Rules, Routines, Schedules (Visual Supports)

1. Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.
2. Rules are measurable and observable, are positively stated, and include student voice.
3. There is evidence that rules have been taught and practiced.
4. Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.
5. Adult and student routines exist and include student voice.
6. There is evidence that routines have been taught and practiced.
7. There is an effective attention signal, both verbal and visual, used in the classroom.
8. Class schedule is posted and referred to often.
9. Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.
10. Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.
### Universal Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Environment</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.</td>
</tr>
<tr>
<td>12</td>
<td>The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.</td>
</tr>
<tr>
<td>13</td>
<td>There are opportunities for movement within the room.</td>
</tr>
<tr>
<td>14</td>
<td>Accommodations are provided to meet individual student needs.</td>
</tr>
<tr>
<td><strong>Teacher/Student Interactions</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Positive to negative/corrective teacher to student interaction ratio is at least 4:1.</td>
</tr>
<tr>
<td>16</td>
<td>Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior-specific praise and incentives).</td>
</tr>
<tr>
<td>17</td>
<td>There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.</td>
</tr>
<tr>
<td>18</td>
<td>Appropriate behaviors are taught to replace inappropriate behaviors.</td>
</tr>
<tr>
<td>19</td>
<td>Teacher actively supervises students (scan, interact, move).</td>
</tr>
<tr>
<td>20</td>
<td>Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.</td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.</td>
</tr>
<tr>
<td>22</td>
<td>Evidence-based strategies are used to increase student engagement and opportunities to respond.</td>
</tr>
<tr>
<td>23</td>
<td>Student choice is embedded into instruction.</td>
</tr>
<tr>
<td>24</td>
<td>Instruction is skillfully differentiated for a variety of learners.</td>
</tr>
<tr>
<td></td>
<td>In Place</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25</td>
<td>Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.</td>
</tr>
<tr>
<td>26</td>
<td>There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.</td>
</tr>
<tr>
<td>27</td>
<td>Downtime is minimized or used to improve age-appropriate leisure and social skills.</td>
</tr>
<tr>
<td>28</td>
<td>The pace of instruction is appropriate to promote active student engagement.</td>
</tr>
<tr>
<td>29</td>
<td>There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.</td>
</tr>
<tr>
<td>30</td>
<td>Assistive technology and augmentative communication are utilized based on individual student needs.</td>
</tr>
</tbody>
</table>

### Systems Supports

#### Communication System

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>There is an effective communication system for students, staff and families.</td>
</tr>
<tr>
<td>32</td>
<td>There is evidence of regularly scheduled team meetings with the use of agendas and minutes.</td>
</tr>
<tr>
<td>33</td>
<td>If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.</td>
</tr>
</tbody>
</table>

#### Data/Learning Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>There is evidence of both formative and summative assessments to guide curriculum planning.</td>
</tr>
<tr>
<td>35</td>
<td>Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.</td>
</tr>
<tr>
<td>36</td>
<td>There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)</td>
</tr>
<tr>
<td>37</td>
<td>Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.</td>
</tr>
</tbody>
</table>

* Online resources (videos, references, documents) will be available to support the researched based practices outlined

* During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback, the Universal Checklist, will be reviewed and revised annually in the spring.
Behavior Intervention Plan

Student:
Meeting Date:
Initiation Date:

Summary
Definition of behaviors being monitored for reduction include: (clear, concise, observable, measurable)

List of precursory behavior: (behavior showing likelihood of escalation to problem behavior)

Summary of Functional Assessment: (Summarize results of functional assessment includes date(s), tools used, direct/indirect data)

Hypothesis of the function of behavior: (Identify triggers/antecedents, problem behavior, and maintaining consequences that suggests function: escape, attention, access to tangibles, pain alleviation, sensory, etc.)

Progress monitoring goal: (based on baseline data)

Intervention Strategies
Alternative replacement behaviors: (specific behavior to be increased or taught)

Strategies to teach replacement behavior: (what, when, and how)

Strategies to prevent problem behavior: (Setting event/antecedent events relative to function of behavior; refer to Level I & II CPI crisis prevention & de-escalation techniques)

Strategies to reduce reinforcement for problem behaviors: (Consequence relative to function of behavior)

Strategies to reinforce alternative behaviors: (specify frequency or amount of reinforcement based on student preference to be implemented or monitored by staff)

Crisis Plan (reexamine after seclusion restraint committee is finished)
Strategies to prevent physical harm to self or others when intervention strategies breakdown: (define crisis – any physical danger to self or others; use of seclusion or restraint as last resort)

Crisis procedures will comply with board policy (SSD and Partner District)

Monitoring and Evaluation
Data collection: Data should be collected daily on all behaviors in this plan, physical interventions must be monitored as indicated by Special School District’s Board Policy.

Review meetings: Implementation fidelity data, team consensus plan addresses problem and is effective, and student outcome data should be reviewed twice monthly.

Staff training and fidelity: All staff will be trained on this plan prior to implementation.
Behavior Intervention Plan (BIP) Supplemental Information Guide

The purpose of this form is to supplement the Behavior Intervention Plan (BIP) template provided in EXCEED. Each section contains a definition of the heading and Examples and Non-Examples when appropriate. Recognizing that each student is unique and each situation is different, the examples herein are not meant to be comprehensive of all behaviors one teacher may encounter, rather a guide to help facilitate your understanding of each heading.

SUMMARY

1. Definition of behaviors being monitored for reduction includes:
This section should include a clear, observable, measurable definition of the behavior targeted for reduction. The behavior targeted for reduction is considered observable and measurable if it can be seen, counted, and repeated. A generalized label such as “Non-Compliance” or “Aggression” is only appropriate when followed by a description of what that behavior looks like and when appropriate, non-examples of that behavior.

Examples:
- Hitting - Defined as any attempt or success at using one’s arm or hand to strike another and does not include giving high-fives and handshakes.
- Non-compliance – Defined as verbally stating “no” or putting head down within 30 seconds of a directive and does not include asking clarifying questions.
- Verbal Outburst – Defined as any verbal statement that is shouted loud enough to be heard across a classroom; which may include screaming, obscenities, and words that are generally inappropriate in a school environment. It can be directed toward an adult or peer but may just be a generalized outburst about work. It may include ripping up papers, pounding fist, or pushing work away but does not include any physical contact with any other person.

Non-Examples:
- Aggression – Refusing to complete work. (Feedback: Label does not match definition.)
- Wants control (Feedback: Label is not a measurable or observable behavior, does not include definition.)
- Off-Task – Student does not focus on her work and daydreams often. (Feedback: Label could be appropriate with observable definition. In this case however, definition is not observable or measurable behavior.)

2. List of precursory behaviors:
These are student behaviors that typically occur prior to the problem behavior.

Examples:
- Pacing
- Crying
- Stomping fist on desk/wall. Stomping feet.
- Destroying property such as tearing paper and breaking pencils
- Screaming

Non-Examples:
- Anxious (Feedback: Label not observable and measureable by others.)
- Angry (Feedback: Label not observable and measureable by others.)
- Frustrated (Feedback: Label not observable and measureable by others.)
• Uncomfortable (Feedback: Label not observable and measureable by others.)
• Upset (Feedback: Label not observable and measureable by others.)

3. **Hypothesis of the function of behavior:**
The hypothesis of the function of the behavior is a summary statement that provides information regarding what the student is “getting out” of the problem behavior. It is based on information collected during the Functional Behavior Assessment and consists of:
- an objective description of the problem behavior
- the hypothesized function of the behavior:
  - Attain something (positive reinforcement) such as attention, sensory input, tangible items/activities/environments/person
  - Avoid something (negative reinforcement) such as attention, sensory input, tangible items/activities/environments/person
- may include possible antecedents or setting events that trigger the problem behavior

!Caution! Keep in mind that one behavior may have multiple functions. For example, a student may scream in order to gain access to food (tangible item) but he may also scream to escape teacher demands. Further, a student may exhibit multiple behaviors that serve the same function. For example, she may tap on her desk loudly and scream out both in order to gain attention from her teacher.

**Examples:**
- When [setting events/antecedents], student does [behavior] in order to [function of behavior].
- Functional Behavior Assessment data indicates that behaviors targeted for reduction are maintained by [function].
- Based on the Functional Behavior Assessment, the hypothesis of the function of the [student’s behavior] is that he/she [function].
- Based on data from the Functional Behavior Assessment it is hypothesized that the function of the student’s behavior is/are [function].

**Non-Examples:**
- Attention: The student wants to escape. (Feedback: The problem behavior is not identified, the function is identified however the definition does not match the label.)
- Student wants to communicate. (Feedback: With the assumption that all behavior is communicative, this statement lacks a specific function.)
- Escape, non-social, physical and tangible. (Feedback: This statement is not descriptive enough to guide intervention planning.)

4. **Progress monitoring goal:**
A progress monitoring goal is a specific and measureable goal that is based on baseline data.

**Examples:**
- Student will decrease instances of [problem behavior] by [numerical data] over baseline.
- Student will increase instances of [replacement behavior] by [numerical data] over baseline.

**Non-Examples:**
- Student will communicate his wants and needs. (Feedback: Goal not specific or measureable.)
- Student will use coping strategies to calm down when frustrated. (Feedback: Goal not measureable.)
INTERVENTION STRATEGIES

1. Alternative replacement behaviors:
An alternative replacement behavior is one that can be taught to the student and serves the same function as the problem behavior. It allows the student to communicate the same need in a more acceptable manner. It should positively state a new behavior and be one that a student can perform or learn to perform.

!Caution! An alternative replacement behavior is not simply the absence of the problem behavior! For example, if the student engages in a problem behavior to escape the lunchroom, the alternative replacement behavior is not simply eating in the lunchroom without engaging in the problem behavior. In this example, the alternative replacement behavior would be one that teaches the student a more appropriate method for escaping the lunchroom because it achieves the same outcome (function) of the problem behavior.

Examples:
- Student will indicate his/her need for a break either by exchanging a break card, verbalizing “break”, or pointing to break area.
- Student will increase the amount of time he/she can wait for a preferred item/activity.
- Student will raise his/her hand and wait to be called on during group discussion.

Non-Examples:
- Student will be prompted to use alternative replacement behaviors. *(Feedback: Statement not descriptive and does not provide a specific skill to be taught.)*
- Student will complete assigned tasks. *(Feedback: This is simply the absence of the problem behavior.)*
- Student will not engage in problem behavior. *(Feedback: Statement not descriptive and does not provide a specific skill to be taught.)*

2. Strategies to teach alternative replacement behavior:
Strategies to teach an alternative replacement behavior include defining what will be taught, how it will be taught and may include when it will be taught.

Examples:
- [Student name] will participate in direct social skills instruction focusing on conflict resolution. A strategy [may want to expand/individualize] will be devised, modeled, coached and practiced with the student whereby he practices how to work through frustrating conditions (i.e. a fight with a peer, an assignment he is struggling with, etc.). A visual reminder of the strategy will be placed in his daily folder and will be utilized as necessary during times of escalation.
- [Student name] will be introduced and taught to utilize a picture communication choice board. This choice board will be introduced systematically first in 1:1 sessions then generalized to multiple staff members across multiple settings and activities. Items to be initially targeted will include food and tangible items (toys) that have served as reinforcing and motivating to the student in previous settings. Reinforcement assessments will be conducted frequently to assess the motivating conditions of the items.
- [Student name] will be introduced and taught to use an area in the school designated for her to “cool down”. Staff members will teach [student name] to utilize this area to engage in strategies that have previously been identified to help calm [student name] when she is escalating which in the past, has led to property destruction. [Student name] will be introduced to this area when she is calm and not in a state of escalation. She will be reminded to use this area once she has practiced it with staff support. [Student name] will only need to verbally indicate her need to use this area to “cool down” in order to access it. She will not be prevented from using it based on escalating behaviors.
Non-Examples:
- [Student name] will be taught to use a coping strategy to calm down. *(Feedback: Description should be more detailed and provide more specific information regarding the strategy.)*
- [Student name] will be taught to use a communication system. *(Feedback: Description should be more detailed and provide more specific information regarding the strategy.)*
- [Student name] will be given a chance in the room to take a break. *(Feedback: Description should be more detailed. Does not specify what student will have to do to engage in “break”).*

3. Strategies to prevent problem behavior:
Summarize what specific actions will be taken in the environment or to the academic material to prevent the occurrence of the problem behavior. These antecedent or preventative strategies may include what behaviors staff members will employ as well as specific environmental or academic strategies (i.e. preferential seating, use of sound blocking headphones, timers etc.) that will be used to prevent the problem behavior.

Examples:
- [Student name] will be introduced to a visual schedule. A combination of words and pictures will be utilized. Staff will reference the schedule daily reminding [student name] of what activity comes next and what the expectations are for that activity. An element of choice making will be incorporated for free choice time and/or break times as well as student will be introduced to a
- If [student name] is demonstrating behaviors of escalation, staff members will be supportive and remind student to use their strategy to calm down. If the student becomes non-compliant staff members will offer choices and time to de-escalate and make a choice. Staff will not physically assist student at this time as this has been shown in the past, to escalate student’s behavior. Intermittently, staff will check with [student name] and remind him of his choices. Staff members will use a calm voice, and remind [student name] what he is working for (i.e. rewarding item/activity/etc.) Once student engages in appropriate task, staff members will proceed with normal classroom activities. Staff members will not immediately remind [student name] that he has lost privileges or activities based on his behavior. Staff members will wait until it is determined that [student name] has had sufficient time to cool down and re-engage in curricular activities. It should be noted that this may take a significant amount of time (i.e. 1 hour, all morning, etc.)
- Staff members will remind student often (i.e. several times per day, sometimes more) of the classroom rules and expectations. This will be especially important when [student name] is transitioning to a new environment such as PE, recess, or Music.

Non-Examples:
- Student will be prompted to take a “break” if her behaviors begin to escalate. *(Feedback: Strategy does not involve what environmental or academic strategy will be in place prior to the occurrence of the problem behavior.)*
- If student exhibits [problem behavior], staff member will escort student to a different location in the building. *(Feedback: Strategy does not involve what environmental or academic strategy will be in place prior to the occurrence of the problem behavior.)*

4. Strategies to reduce reinforcement of problem behaviors:
These are the steps that will be taken to reduce the likelihood that the problem behavior will be reinforced. These consequence strategies outline what steps will be taken when the problem behavior occurs.

Caution! It is important to consider the previously identified function of the behavior in this section! For example, if the function of the problem behavior has been identified as escape, then the strategies to reduce reinforcement of the problem behavior cannot allow the student to escape the task/environment/activity once he/she has engaged in the problem behavior. The task/environment/activity must be continued until the alternative replacement behavior has been demonstrated by the student, even if it requires prompting. If the function of the behavior has been identified as attention, then the strategies to reduce reinforcement of the
problem behavior should not include one that will provide attention to the problem behavior such as “talking it out” with the student when he/she has engaged in the problem behavior. It should include strategies to reduce providing attention to the student until he/she has engaged in the alternative replacement behavior, even if it requires prompting.

Examples:
- If student engages in [problem behavior] staff members will ignore the behavior, block as necessary while prompting the previously identified alternative replacement behavior [specify this behavior such as “break” or “strategy”].
- Staff will block access to preferred item if [student] demonstrates [problem behavior]. Student will be prompted to use [alternative replacement behavior] to ask for item.

Non-Examples:
- If student engages in [problem behavior] student will be taken to the break area and asked to take a break. She will be asked if she “ready to come back” after she is calm. If she says, “No” her break will be extended until she says she is ready. (Feedback: Assuming the function of this student’s behavior is escape, this procedure will reinforce the problem behavior because it allows direct access to a break upon the occurrence of the problem behavior.)
- If student engages in [problem behavior] a bucket of previously identified preferred items will be given to him so that he may choose one to calm down. (Feedback: Assuming the function of this student’s behavior is escape, this procedure will reinforce the problem behavior because it allows direct access to a break upon the occurrence of the problem behavior.)

5. Strategies to reinforce alternative replacement behaviors:
Specify what rewards or incentives can be used to reinforce the alternative replacement behavior. These can be both tangible items (e.g. game) or non-tangible (e.g. verbal praise) and should be based on student preference, consider the developmental needs of the student and the social implications of the reward. Specify the frequency or amount as necessary.

Examples:
- A token economy will be utilized with the student. The student will be reinforced for appropriate work behaviors such as verbalizing an answer or writing answers, following the rules posted on his schedule and desk, and keeping his hands to himself. While he will first be reinforced with actual items and activities, he will transition to a token such as school money.
- Student will be acknowledged verbally (a previously identified reinforcer) when he follows classroom and school rules. Approximately once per day then fading to once per week, the student will be publicly acknowledged by favored staff members in the building such as the PE teacher, secretary, custodian, and asst./school principal for following classroom rules. Congratulatory certificates will be sent home at the end of every week acknowledging his efforts so that this may be carried over in the home.
- Student will participate in a points program whereby she earns points for engaging in appropriate behaviors. At the end of each period a review will be conducted noting her appropriate behaviors and documenting the corresponding points earned. At the end of each day she will be able to turn those points in for favored items such as break time, listening to music or playing on the computer. She will also have the opportunity to “bank” those points and save them for a larger item/activity.

Non-Examples:
- Staff will block [problem behavior] and continue presenting demand. (Feedback: Strategy does not explain how alternative replacement behavior will be reinforced.)
- Staff will remind student of what he is working for. (Feedback: Strategy does not explain how alternative replacement behavior will be reinforced.)
**CRISIS PLAN**

1. **Strategies to prevent physical harm to self or others when intervention strategies breakdown:**
   These are the procedures that will be employed by staff in cases in which crisis intervention is needed in order to protect the safety, health and welfare of students, staff and others in the school setting and to maintain a safe and orderly environment for learning. This section should include what crisis behaviors look like as well as a brief description of the crisis strategy.

   !Note! It is appropriate to place an N/A in this section if a crisis strategy is not necessary for a particular student or plan.

   **Example:**
   - [Student] has exhibited behaviors [describe behaviors] which have escalated despite the use of verbal strategies, non-verbal de-escalation techniques, verbal de-escalation techniques, and non-physical strategies. In addition, there have been occasions when [Student’s] behavior has escalated before the non-crisis intervention strategies have had a chance to be effective. In such situations, the use of crisis intervention strategies [have proven/may prove] to be effective, and staff may use the following interventions, as appropriate and in accordance with Board Policy, even before exhausting the interventions contemplated by this plan: (choose only those that apply)
     - Physical strategies: [Provide description]
     - Physical restraint: [Provide description such as children’s control or team control]
     - Isolation: [Provide description]
     - Secure Observation Room: [Provide description]
     - Other: [Provide description]

   The purpose of using such crisis interventions is to protect the safety of [Student] and others. Once [Student’s] behavior has de-escalated to where [Student] no longer poses a risk to himself/herself or others, staff will return to employing the positive behavior supports in this plan.

   **Non-Examples:**
   - [Student] has exhibited out of control behaviors that require staff to physically intervene. *(Feedback: Lacking description of “out of control” behaviors and physical intervention not specific.)*
   - [Student] will be isolated from peers in order to maintain his safety and others. *(Feedback: Lacking description of isolation and lacking description of behaviors.)*

**MONITORING AND EVALUATION**

1. **Data collection:** Data should be collected [time interval such as daily/weekly/etc.] on all behaviors in this plan, physical interventions must be monitored as indicated by Special School District’s Board Policy.

   Specify how often data will be collected on the student’s behavior. Specify what type of data will be taken to monitor student’s behavior.

2. **Review meetings:** Implementation fidelity data, team consensus plan addresses problem and is effective, and student outcome data should be reviewed [time interval such as weekly/monthly/etc.]

   Specify how often staff members will meet to review the data, and make adjustments to the plan as necessary.

3. **Staff training and fidelity:** All staff will be trained on this plan prior to implementation.

   Specify who is responsible for training staff on this plan. As necessary, specify who may be responsible for fidelity checks and related fidelity data.
Peer Relationships
Peer Relationships

Making Relationships a Priority by Paula Kluth (adapted)
This article is from the website by Dr. Paula Kluth. It, along with many others on inclusive schooling, differentiated instruction, and literacy can be found at www.paulakluth.com – Visit now to read her Tip of the Day, read dozens of free articles and learn more about supporting diverse learners in K-12 classroom.

The opportunity to have real friends occurs through participation in family, school, neighborhoods, and other places where people gather. Real friendships are genuine caring relationships where people share common interests, love and respect each other, and want to spend time together. Contrary to the idea that these kinds of friendships can only happen naturally, our experience is that discovering and building real friendships often requires intentional or deliberate action. Friendships are central to this vision of inclusion. The power of friendship for belonging cannot be over-estimated. We know that friends and relationships are vital for self-esteem, dreams, participation, social support, and citizenship.

Facilitating Friendships: Five Ideas
Many students with disabilities—including those with significant disabilities—make friends during the secondary school years and sustain those friendships for years. We know this dream is possible. The goal, then, is to create a context that will make the dream a reality for a wider range of students. Five ways that schools can encourage interactions, build community, and facilitate relationships are offered here.

1) Make It a Priority
It almost seems too simple to be true but when students with disabilities do have a robust network of friends it is often, in part, because they are supported by teachers who value and cultivate student collaboration and interaction. In other words, schools that succeed in bringing students together understand relationships as a priority and engage in practices that are related to that priority. In these schools, for examples, social interactions are prioritized on Individual Education Plans and considered in the development of lesson plans.

2) Build a School Community
The development and sustenance of an inclusive school community involves strategies and practices that purposefully encourage and teach sharing, learning, interdependence, and respect. For example, teachers might encourage community through cooperative learning experiences, conflict resolution opportunities, play and games, class meetings, service learning, social-justice education, cross-age and same-age tutoring and mentoring, and school and classroom celebrations. Teachers can also cultivate community by working for whole-school change. For instance, by lobbying for smaller classes, challenging competitive school structures (e.g., cutting students from sports teams), and developing ways to connect students across classrooms and grade levels (e.g., in-school e-mail pals), teachers can not only strengthen the classroom community but help the school as a whole become more responsive to all learners.

3) Create Spaces for Sharing
Teachers who seek information about students’ experiences, dreams, interests, and needs can use this information to better educate their students and to facilitate relationships between learners. Too often (especially in secondary schools), students are educated in the same classrooms day after day without developing personal relationships. When I was observing one middle school classroom, I asked a young man to tell me the name of one of his classmates. “I don’t know his name” the student replied. “I've
never talked to him”. I later found out that these two students had been in the same classroom for over two months! Students’ voices must be central to work in the classroom and time must be carved out for communication and idea sharing. Teachers interested in incorporating students’ voices might begin by increasing forums for student participation and leadership. For instance, students might be asked to lead weekly class meetings or to mentor one another. Teachers might also consider implementing collaborative learning activities in which students rely on one another to complete a project or task.

4) Look to Peers to Teach and Support
Peer support is an essential part of inclusive schooling for students with and without disabilities. Although the support of peers can occur naturally with no adult facilitation, strategies have also been identified that teach all students how to support one another in academic & social environments. It is important that educators provide appropriate opportunities and facilitation to foster, not impede peer supports in schools. Structured or facilitated peer supports are arrangements, strategies, and activities that involve groups of students with varying abilities working together to provide ongoing social and academic support to one another with facilitation from an adult. In some cases, students succeed when teachers cannot. Often, peers will learn quite naturally how to support a friend with disabilities. They will know how to calm, how to teach, and how to encourage a classmate without any direction or interference from adults. In addition, peers are valuable resources because they tend to understand each other in ways authority figures or adults do not. Even the best teachers lack the same degree of intimacy with students that students share with each other. Students know each other’s secrets and their fears. They often recognize each other’s needs and gifts in ways that adults do not. Peers are often the constants in a child’s education career. While teachers are fluid, often changing from year to year, peers are constant often traveling together through their school careers until graduation. It is important to highlight the support that peers can offer each other, as this is their future community as an adult. This type of help and mutual support is great preparation for adult life for all participants. In any peer support model, however, it is critical that teachers seek opportunities to give all students opportunities to both give and receive help and support. Relationships where some individuals are always helped while others are always helping are neither natural nor particularly useful in building a classroom community. It is a teacher’s job, therefore, to cultivate a classroom culture that allows all students to give assistance and receive assistance and take on leadership roles.

5) Provide Opportunities for Social Connection Beyond Classroom
In order to support the development of relationships in the classroom, teachers may need to help students find social opportunities outside of the classroom. Extracurricular activities with all of the related fun, camaraderie, and socializing can offer some of the richest opportunities for relationship building students are likely to have during their school years. While some schools offer activities to meet the needs of all students, other schools need to develop a wider array of activities so that every learner can find an extra-curricular home. Some schools, for instance, are moving beyond the traditional sports-based and arts-based extra-curricular options and offering clubs and activities related to academic content (e.g., chess club), political issues (e.g., conservation groups), and social support (e.g., anti-drug groups). All schools must be conscientious about offering options that will interest and engage a range of students in the school (Sapon-Shevin & Kluth, 2003). This means questioning whether or not all students can afford certain clubs or sports; whether meeting times are convenient for students who may have after-school responsibilities; and whether students can get the appropriate supports they need to participate in after-school activities. If a student with a disability, for instance, needs personal support to
participate in activities, teachers must brainstorm ways to provide this. Schools may try to provide natural supports by structuring the activities in creative ways or they may ask paraprofessionals or teachers to provide this support or look to student or adult volunteers.

**Conclusions**

When most of us look back on our high school days, our relationships dominate our memories. This memory making is possible for all learners if ideas such as the ones in this article are employed. It may not always be easy to attend to the social needs of learners, but effective teachers will keep in mind that schooling is more than the three “Rs” of “reading, ‘riting, and ‘rithmetic”. The fourth “R”, “relationship building”, is critical too.

**Three Areas Where Friendship Development Can Be Identified in the Classroom**

1. Ability awareness involves recognizing that individuals with disabilities are people first with unique gifts, talents, and abilities. Thus, when a child is being included it is important to present him/her as a person who is more alike classmates than different. This can be accomplished by:
   a. Highlighting common interests — point out the interests/likes the child has that are typical for that age group. A picture book of the child doing things with family and friends may be a helpful introduction.

   b. Infuse specific awareness activities into the curriculum, for example, teach about sensory disabilities as part of science unit or teach about likeness and differences among people in social studies.

2. Developing peer connections/friendships involves bringing students together through structured activities that promote social interaction.

   Using community building activities that enable students to get to know each other. Examples of community building activities could include playing cooperative games, interviewing and introducing a classmate, and completing a group project with one product such as a class mural. Two other activities that teachers have found particularly helpful in building connections are:
   a. What’s in the sack? Each student brings five objects from home that tell something about herself/himself. The students show their objects and explain why they are important to them.

   b. Classroom yellow pages. Each student fills out a yellow sheet listing his/her hobbies and the things they are “experts” at doing. The pages are put into a yellow folder and students can browse through the classroom “yellow pages” and find out similar interests.

   c. Modeling appropriate interaction and communication so that the other students see the child as a member of the class and know how to communicate and interact with their peer.

   d. Involving everyone in the life of the classroom by making sure the student with a disability is involved in all of the activities and routines of the classroom. The student may need a partner or partially participate, but should be included in jobs, student of the week, displaying of best work, etc.

   e. Set up a program, i.e. Circle of Friends, to enlist peers as supports/acquaintances for a student who is not connected.
3. Peer collaboration for learning involves including students as part of instruction through activities such as:
   a. Partner learning through peer tutors, job partners, etc.
   b. Cooperative learning or other group activities.
   c. Peers as part of the instructional team participating in planning transitions, determining adaptations, and problem-solving. For example, some inclusive classrooms have a “lunch bunch” to involve peers in planning adaptations. A small group of students meets at lunch time with the teacher to help plan adaptations for the student with a disability.

**Circle of Friends**

http://www.circleoffriends.org/

Circle of Friends, an inclusion program for all students with disabilities, brings the understanding and acceptance of differences on school campuses and within the community, decreasing bullying and making a significant social impact. During the early childhood and primary years it is usually possible to allow budding relationships to develop on their own with the use of the informal activities listed above. As the teachers in these grades introduce students to each other and the school community, a student with disabilities will usually connect with others with minimal facilitation.

However, as students reach the third and fourth grade relationships are often established and students may have questions about differences. It may be difficult for a new student to join a classroom or school community, and if that student has a disability which is not familiar to others; initial interactions may be difficult. In order to facilitate interaction a formalized circle may be developed.

An adult facilitator is necessary to initiate the process and keep the group organized and focused. An initial meeting is held with the student’s class, homeroom, lunch group, or any other group that the student interacts with on a regular basis. The meeting begins with an awareness lesson about the student’s disability. Often an experiential activity will be incorporated into the lesson so students can have an experience of what the disability might look like or feel like for the student with the disability. The awareness lesson is an important piece to develop empathy with fellow students. The awareness lesson may or may not name the student, depending on the wishes of the student and the family. Sometimes family members lead the awareness lesson, again depending on the desires of the student and family. After the awareness lesson, the peer group is invited to participate in an exercise to look at the circles of friends in their own lives. The facilitator gives each student a sheet of paper with four concentric circles or asks them to draw the circles on a sheet of paper.

Next, the facilitator models and describes the following steps as the peers fill in their own circles:
1. In the inner circle write the names of the people you live with or who are very close to you.
2. In the next circle, write the names of your friends. Think about those people with whom you like to do things, call on the phone, etc.
3. In the next circle, put the groups of people you see regularly who your acquaintances are. This may include classmates, sports teams, clubs, church groups, etc.
4. In the fourth circle, put people who are paid to be in your life. This would include doctor, dentist, teacher, principal, etc.
After circles are completed, the facilitator asks the peers to look at their circles and to notice the different relationships in their lives. Then, the facilitator shows the peers an example of the circles for a student with a disability that often contains few, if any, friends and acquaintances. Again, the student may or may not be named, depending on the wishes of the student and family. The facilitator asks them what they think about this circle and how they might feel if their circles were empty of friends and acquaintances. The circles are a powerful representation of the need to help a person connect with others.

Now, the facilitator asks the peers to problem solve: “How can we help this person connect with others?” “What would you want other people to do for you if you were the ‘new kid’ at a school?” At this time school staff might suggest a lunch group or other group (if it is not mentioned by students), to give the student with a disability the opportunity to meet regularly with peers for friendship activities, such as playing games together. If the group agrees on such a group, volunteers are recruited and a meeting time and place is established. The “Circle of Friends” group meets regularly so that the student can enjoy fun with peers and establish some friendship connections.

The facilitator may suggest that the group reconvene to assess the Circle of Friends group progression. The facilitator may then broaden the group’s mission by saying that others may be having difficulty with relationships among peers and asking how this group could be a support for all. Thus, the group’s focus could move beyond the student with disabilities while still supporting him/her.

Circle 1: Family • Circle 2: Close Friends • Circle 3: Acquaintances • Circle 4: Paid Relationship
CIRCLE OF FRIENDS: TYPICAL EXAMPLES

Example for a student without a disability:

Example for a student with a disability:
Peer Relationships

Friendship Development Tools, Resources, Websites.
Special School District’s Family and Community Resource Center has a large variety of books, DVDs, packets and trainings related to developing Friendship and social skills. For more information, please visit http://www.ssdmo.org/cool_tools/fcrc.html

Information on Friendship Programs:
Best Buddies - http://www.bestbuddies.org/our-programs

*School Based Programs Being Implemented in St. Louis County
CUBS - Celebrating Unique and Bright Kids: Rockwood – Kellison Elementary
Expanding Our Circle: Ladue – Ladue M.S.
Peer Buddies: Hazelwood West H.S. Where students receiving SSD services join with other students to cheer together at school sporting events. They get together before games to socialize, eat pizza and make posters that support their team. During the game, they sit together in the stands to make up a special cheering section among the fans. Although they might not realize it, members of Peer Buddies are forming valuable social skills through their interactions

*Other programs that have been implemented throughout St. Louis County include after school Friendship groups, service groups, before school or lunch groups.

Websites for Social Skills and Friendship:
Carol Gray’s website on social stories and more. Most things are for sale, but many can be borrowed from SSD’s Family & Community Resource Center - http://www.thegraycenter.org/
Michelle Garcia Winner’s website. It has several good articles. Many of her materials can be borrowed from SSD’s Family & Community Resource Center - http://www.socialthinking.com/

Behavior Stories: The Watson Institute, free, appealing, editable and printable stories - http://www.thewatsoninstitute.org/teacher-resources2.jsp?pageld=2161392240601226415747290

Behavior Management: Getting to the Bottom of Social Skills Deficits - http://www.ldonline.org/article/6165

Several articles on social skills by Rick Lavoie - http://www.ricklavoie.com/articles.html
When Your Child Has Trouble (relating to peers)-http://www2.scholastic.com/browse/article.jsp?id=1464

Websites:
http://autismsocialskills.com/
Teaching Social Skills to Kids Who Don’t Yet Have Them - http://www.ldonline.org/article/14545/
Teach Social Skills - http://www.pbisworld.com/tier-1/teach-social-skills/
Social Skills for Middle School Students - http://www.cccoe.net/social/skillslist.htm
Social Skills Activities - http://www.education.com/activity/social-skills/
It’s My Life: http://pbskids.org/itsmylife/friends/index.html
Whiz Kids Games: http://www.whizkidgames.com
Student Activities to Learn Social Skills: http://www.cccoe.net/social/SAdirectory.htm

For additional information on Friendship and Inclusion, please visit the Inclusive Education page on the SSD website.
The Importance of Friendship for School-Age Children

Millie Ferrer-Chancy and Anne Fugate

Friends are vital to school-age children's healthy development. Research has found that children who lack friends can suffer from emotional and mental difficulties later in life. Friendships provide children with more than just fun playmates. Friendships help children develop emotionally and morally. In interacting with friends, children learn many social skills, such as how to communicate, cooperate, and solve problems. They practice controlling their emotions and responding to the emotions of others. They develop the ability to think through and negotiate different situations that arise in their relationships. Having friends even affects children's school performance. Children tend to have better attitudes about school and learning when they have friends there. In short, children benefit greatly from having friends.

What parents can do to help child make friends

Parents play a crucial role in their child's social development. A child is not born with social skills. He needs parents who take an active role in preparing him to interact successfully with his peers. The most important thing parents can do for their child is to develop a loving, accepting, and respectful relationship with him. This warm relationship sets the stage for all future relationships, including friendships. It helps the child develop the basic trust and self-confidence necessary to go out and meet others. It provides a firm foundation on which the child can develop social skills.

Parents also teach their child various social skills by being a good role model. That is, a child learns from how his parents interact with him and other people. He learns how to meet people and talk to them, to tell stories and jokes, and to cooperate with others and ask for favors. He learns how to win or lose well, to apologize and accept apologies. He learns to accept compliments graciously and to show admiration and appreciation. Furthermore, he learns to be patient, respectful, and considerate. Parents help
their child learn how to be a person others like to be around by showing him with their own actions.

You can do a great deal to prepare your child to make friends by maintaining a warm relationship with him and being a good role model. Below are some additional ways you can help prepare your child.

**Provide your child with opportunities to spend time with other children.** You can provide these opportunities in a number of ways. For example, you can invite other children to your house to play or let your child participate in clubs, classes, or teams. Older children may want to talk with their friends on the phone, in chat rooms on the internet, or through instant messaging. Set rules for using these methods of communication with your child and let him talk to his friends.

**Help your child learn games and sports.** Being able to play games and sports tends to be important for school-age children. Children do not have to be a superstar at a game or sport, but it is easier to join in and have fun if they know the rules and have the basic skills. Find out what game or sport your child is interested in and help her learn it. Do not pressure your child to play anything she does not want to. The pressure will only make her feel inferior. Make sure not to let the practice become a drill or drudgery. Be encouraging and focus on the fun of playing together.

**Set clear rules for appropriate behavior.** A child learns social skills in part through family rules about how to treat others. For example, a child might learn to ask before borrowing something or to solve a problem without hitting. Involve your child in setting family rules. If he is involved, he will not only be more likely to follow them, but he will also better understand the reasons for the rules and the standards for appropriate behavior.

When you need to discipline your child, remember that he will imitate your actions. How you treat him when he breaks a rule will influence how he responds to others. Avoid being harsh and punitive. Instead, be firm, kind, and respectful when you express your expectations of him.

**Teach your child how to handle different social situations.** You began this process when your child was a toddler. For example, you began to teach your toddler how to share and how to say please and thank you. Continue coaching your child as she grows older and encounters more social situations. If your child will be encountering a new or difficult situation, talk to her about it beforehand. For example, your child has been invited to a birthday party, but she is not sure if she wants to go. First listen to her concerns. Acknowledge her feelings without judging them. For example, say, "It sounds like you feel scared about being around kids you don't know." Then help your child brainstorm ideas about how to handle the situation. She might want to practice what to say to the birthday child when she arrives or to invite another guest over to get to know her better before the party.

**Talk with your child.** Spend some time every day talking with your child. This time is not for giving instructions or lecturing, but just for talking about the day's events or things that interest both of you. When your child is talking, make sure you are listening. For example, make eye contact, nod, and ask him questions to encourage him to elaborate on what he is saying. Talking with your child will not only help you keep up with him, but it will also let him practice the very important social skill of holding a conversation.

**Help your child learn to see others' points of view.** Around the age of six or seven, children are more able to understand others' feelings and points of view. Help your child develop this ability by talking about different situations. For example, when reading with your child, stop and ask how a character is feeling and why he does certain things. Or when your child tells you about situation at school, ask how she thinks the people felt and why they acted as they did.
Help your child learn to manage negative feelings and solve problems. Being able to manage negative feelings and work out problems are important skills in getting along with others. When your child talks about how he is feeling, listen. Show you are listening by reflecting what he says. For example, say, "It sounds like you're mad at Jamie." Then, gently coach your child in problem solving. First, help your child identify the situation. For example, say, "It sounds like you're upset because Jamie didn't include you in the game." Then help him brainstorm solutions to the situation. Talk about the solutions he comes up with and have him pick one.

If you overhear your child and his friend having a conflict, let them work it out on their own. Only step in if it is really necessary: if, for example, an argument is getting physical.

Do not sweat the small stuff. Fitting in with friends is very important to school-age children (and becomes increasingly important as children near adolescence). Recognize how important it is to your child. She and her friends may do things that seem silly to you. For example, you may not like how children this age like to dress. However, if your child's behavior is not dangerous or offensive, do not sweat the small stuff.

Conclusion

If you are concerned about your child making enough friends, stop to consider whether he just has a different social style than you do. For example, your child may prefer one or two close friends rather than a wide circle of friends. One style is not better than another. What matters is that your child is comfortable and happy with his friends. If it seems that your child has no friends, talk to your child's teacher, school or family counselor, or pediatrician for additional guidance and resources.

As a parent, you play a crucial role in your child's social development. You cannot make friends for your child, but your love, patience, and support make it possible for your child to meet new people and make friends on her own. Friendships are very important to a school-age child. They help a child grow. They help her develop the self-confidence and social skills she will need as an adult.

References


“Friends don’t have to be our age - friends are people who like you.”

Making friends is one of the most intractable problems for children with significant special needs - some do not have a single person who is their friend. Many research studies\(^1\)-\(^4\) have found that friends play a significant role in mental and physical health; however, developing friendships remains a problem for those with Down syndrome and other developmental disabilities. Peer relations are a critical aspect of a child’s life\(^5\). Most importantly, in order for individuals with developmental disabilities to live independent and full lives, friends in the community are critical. The possibility of community friendships has been a major impetus for the full inclusion of individuals with severe disabilities in local public schools. However, according to Myra Madnick, the former Executive Director of the National Down Syndrome Society in New York, “Despite all of the gains individuals with Down syndrome have made, loneliness is a major problem.” Although students who are included have made great strides in language, behavior, social development and academics this is not true for social inclusion\(^6\).

Many schools have established Circle of Friends groups in order to facilitate social acceptance and friendships for children with disabilities; however, in this study of five years of group meetings,
relationships did not continue outside of school. This study followed two students with Down syndrome and one with other developmental disabilities for five years. The students attended a mixture of general and special education classes at their local public schools. Three Circle of Friends groups were established in elementary or middle school to facilitate friendships for each student. Six same-age peers from the general population met with the target student twice a month during the school year. A social worker, guidance counsellor, or school psychologist facilitated the groups. Although acceptance during the school day was excellent, peer relationships did not continue outside of the structured school day. Of the three students studied, only one had a relationship with a peer after four years of facilitated groups. Friendships are especially important during secondary school as they provide support previously given by parents[7,11]; however, the structured friendship groups established for the students in this study had to be discontinued during secondary school. All three groups were disbanded in the upper grades due to difficulties in getting peers to participate.

Once the target student entered secondary school friendship groups could not be scheduled during the school day. Teachers were not willing to release students from their classes so they could attend friendship group sessions and students were also concerned about missing instruction. Although many students reported continued interest in the project and were willing to meet with the target students they were not interested in meeting during lunch. These secondary students do not have free periods during the day and most were active in sports and clubs after school. After several months of attempts to schedule a mutually beneficial time to meet the in-school friendship group meetings had to be abandoned.

Older students may not be interested in structured peer-support programmes for students with developmental disabilities because they are teacher directed[8]. Intervention has been found to be more successful when peer ownership, and problem solving were emphasised over teacher-mediated strategies[9,11,13]. For one of the students in this study, the group facilitator attempted to mediate informal meetings between the target student and peers from the secondary school for after school meetings at a local teashop; however these were also unsuccessful and did not occur.

"Nobody ever wants to hang out with me because I have Down syndrome." Alice, age 17

Alice was a secondary school student with Down syndrome. The efforts to establish a circle of friends in the secondary school failed for her and her mother reported, “I'm worried about Alice. At the dinner table everyone talked about his or her weekend plans. My husband and I are having dinner with another couple on Saturday night, and Brittany is going to the mall with her girl-friends, Scarlett and Ally. I happened to glance over at Alice and her head was practically on the table.”

When asked what was wrong, Alice whispered, “Nobody ever wants to hang out with me because I have Down syndrome.”

Alice had been in general education classes since first grade. Her parents did not want her
Box 2 | Steps to start a Community Circle of Friends

1. Send out invitations or make some phone calls.
2. Two hours is a good amount of time.
3. Have the meeting in a private home, the church basement, or a local pizza parlour.
4. The special education teacher should help the student draw up a list of things they like to do. Parents should add to the list and help the student to practise saying it.
5. The student should practise greetings, hanging up coats and offering refreshments. Begin this in class and ask the parent to practise the same routine at home so the student responds to the doorbell, is comfortable opening the door and hanging up coats and knows how to hand someone food and drink.

The Meetings

1. The student greets everyone, takes their coat and offers refreshments.
2. The facilitator will go around the room and ask everyone to introduce themselves and tell how they know the student.
3. Ask the student to talk about his or her interests. It is critical to allow the student to express their own interests; they must be respected.
4. Ask the circle members to talk about what they have been doing and any interests or hobbies they have. Look for connections between what the circle members like to do and what the student likes to do.
5. If people would like to set up some activities that should happen naturally. No one should feel forced to do something.
6. Always allow the student to agree, delay, or decline an offer to do something. They must be in control.
7. Choose a date for the next meeting usually no more than every other month.
8. The student may want to cook dinner, rent a video, or celebrate birthdays at the following meetings.

were kind and protective, but they did not call to chat on the phone or invite her to hang out at the mall.

When the school bus dropped her off at home, Alice got off the social circuit as well.

During Alice’s intermediate school years, her special education case manager organised a Circle of Friends at school. Student volunteers were released from class to meet with Alice and her social worker. The girls got to know Alice and helped her with her locker and greeted her in the hall. The volunteers were selected so she had a friend in every class. They had in-school parties for her birthday and Alice sat with them at lunch.

When she entered high school a circle of friends was difficult to schedule because students could not miss classes. Student leaders were asked to get involved with Alice informally. They were eager to help during school, but no one called Alice to see a movie or asked for her e-mail address.

When the bus dropped her off at home, Alice got off the social circuit as well.

The inclusion programme worked for Alice within the structure of the school day. She acted like a high school student; she dressed like a typical teen and was liked by the other students. Although Alice had a normal school day she was lonely and unhappy at home.

From the invitation to the community circle:

Alice understands that to live independently she will need the support of people in the community, her friends, her parents, siblings and other relatives. The hope with inclusion is to foster these relationships now so the supports are in place later. Alice also needs to learn how to initiate and maintain friendships.

Since a major goal of the friendship programme had not been met, the in-school friendship groups were reconsidered. Interest in the formal friendship circles declined in secondary school and the target students did not develop sustained friendships with peers. Two students reported feelings of unhappiness and parents reported concerns about depression. One family sought counselling for their daughter. Attempts to nurture a more student directed, less professionally facilitated programme for Alice also failed.

An inclusion specialist from the New Jersey State Department of Education, Peggy Thorpe, suggested moving the Circle of Friends out of the school and into the community. Thorpe suggested that one issue might be the idea that friends must be the same age as the target student. She pointed out that friends don’t have to be our age - friends are people who like you. We also wondered if peer participation would increase with more control of the interventions by the participants instead of a facilitator[8,9]. Although the secondary school
students always indicated that they were interested in friendships with students with Down syndrome, they avoided teacher directed interventions or suggestions from counsellors about what they should do to assist the student with Down syndrome. The intervention team wondered if students would respond to a mixed age group where they would be equal participants in problem solving along with the adults.

Alice’s parents liked the idea and were willing to try. In order to establish a community circle, Alice and her mother compiled a list of the people, young and old, neighbours and relatives, church members and business associates, whom Alice liked (see BOX 1). Alice and her mother decided to have the circle meet at their home instead of at the school. They composed an invitation for the first meeting. This paragraph was in the invitation:

Alice understands that to live independently she will need the support of people in the community, her friends, her parents, siblings and other relatives. The hope with inclusion is to foster these relationships now so the supports are in place later. Alice also needs to learn how to initiate and maintain friendships.

Ten people were present at the first Community Circle meeting. Participants included Alice’s parents, her sister and her two best friends, an aunt, a friend from school, the youth pastor from her church, a family friend from her father’s business, and me. Alice greeted everyone at the door and helped to serve pizza and soft drinks (see BOX 2).

The inclusion specialist had agreed to facilitate the first few meetings. She asked everyone in the circle to introduce themselves and tell how they knew Alice. The group talked about friends and the adults and young adults developed a definition.

A friend is someone who:
- you feel comfortable telling your secrets
- you go places and do things with
- enjoys the same things as you do
- notices when you are not feeling right

The facilitator asked everyone to share things they liked to do. Scott is active at the local firehouse, Scarlett likes to figure skate, watch movies and dance. Alice likes to eat out, watch movies and figure skate.

Alice shared her dreams and how she hopes to accomplish them. She would like to work with children someday and live near her parents. She wants to do more volunteering in the community, perhaps through the church. As the group shared their interests and Alice talked about her goals, connections began to emerge. The youth minister asked Alice to attend a church volunteer project. One of the girls asked Alice to her house to get dressed for the junior prom. Alice’s sister took notes.

Alice wrote about her Community Circle:

There is a Community Circle of Friends that I started with some help from my mother and Dr. D’Haem. We started by deciding on a place to have it. My mother and I decided to have it at my home. I invited friends from church, school and the community. The first thing we do in the circle is to go around the room and tell what we have done in the last month or two. I either make dinner or order the food. The next thing that we do is to think about and make goals for me. I feel that the community circle is good for me. I go out with my friends, go to a movie, or go over to someone’s house and have fun. I feel I have friends that want to get to know me. To tell you the truth, I love having a circle of friends. It is a way for us to get to know and trust each other. To sum it up, if people don’t want to get to know me - that is too bad. They will miss out on knowing a great interesting girl.

The Community Circle of Friends met every other month for almost two years. Alice learned how to send out invitations and cooked dinner for one meeting. She knows how to invite someone over who has shown an interest in her. She knows how to greet friends at the door and make them feel welcome (see BOX 3).

Alice no longer needs a formal Community Circle of Friends. Scarlett e-mails from college at least once a week and they always make plans to do something together when she comes home for a holiday. Alice and her aunt take a yoga class together. She remains active in volunteer projects at her church and spent a week in Maine helping to fix up a house with a church group. Community Circles were suggested to two
other students with developmental disabilities when they entered high school. One student attended Alice’s Circle meeting with her mother. Although her parents were very interested in the concept, the student did not want to participate. At this point she felt content with the activities and relationships offered by her family. The other student’s parents felt that their child would form friendships after high school in the work environment.

Conclusion

The important goal in a Community Circle of Friends is that all parties gain something from the friendship. Secondary students may not be interested in participation in adult led friendship groups. They may however, be active participants in mixed age groups where they are full members with adults. The community-centred group is a good transition to the adult world where friends are not people who are the same age, but people with similar interests. Individuals with Down syndrome and other developmental disabilities have a lot to offer in their own unique way. Community Circles for the other two students in this study might have been successful if a transition programme had been in place from the beginning of the friendship circles, in school groups for primary and intermediate school and a community based group during secondary school.


Received: 27 November 2006; Accepted 14 February 2007; Published online: 28 August 2007. doi: 10.3104/updates.2012

Down Syndrome Research and Practice - Volume 12 - Issue 2 - October 2008
www.down-syndrome.org/research-practice

Section 13 – Peer Relationships 181.

Best Buddies

Below are some quick facts about Best Buddies history, mission, international growth, and developments in the UK.

• Best Buddies® is a nonprofit 501(c)(3) organization dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment.
• Founded in 1989 by Anthony K. Shriver, Best Buddies is a vibrant, international organization that has grown from one original chapter at Georgetown University to more than 1,200 middle school, high school, and college campuses across the country and internationally. We impact the lives of 300,000 people each year.
• The organisation is active in each of the 50 United States, and operates accredited international programs in Australia, Brazil, Canada, Colombia, Cuba, Ecuador, Egypt, Germany, Ghana, Honduras, Hong Kong, Ireland, Israel, Kenya, Mexico, the Netherlands, New Zealand, Panama, the Philippines, Saudi Arabia, Scotland, Singapore, Spain, Sweden, Tanzania, Thailand, and the United Arab Emirates – with additional country programmes in advanced phases of development. By 2010, Best Buddies will continue to build on its successful volunteer base in all 50 States, further expand its accredited international programmes to 50 countries and annually engage more than 500,000 people worldwide.

• We have six programmes: Best Buddies Middle Schools, Best Buddies High Schools, Best Buddies Colleges, Best Buddies Jobs, Citizens, and e-Buddies. Student/Citizen volunteers are matched with ‘Buddies,’ individuals with intellectual disabilities.

UK Developments:

• Best Buddies Scotland enjoys an exciting partnership with Enable Scotland. Two university chapters exist, at The University of Glasgow (1st year programme), and The University of Stirling (3rd year programme). Contact Lena Gillies, lena.gillies@enable.org.uk.
• Best Buddies England is in partnership with Mencap and is in the development stages. School programmes with matched volunteers will launch in Autumn 2007.

For more information on international programmes, or developments in the UK, please contact Valerie Vitale, International Programs Director, at ValerieVitale@bestbuddies.org

Ashley Glesser
SECTION 14
Review Classroom Routines & Share Successes
Review Classroom Routines & Share Successes

Share Success
Being a part of a team that conducts ongoing meetings to achieve success for a student in an inclusive setting can bring about highs and lows in each member's emotional state at different times of the school year. It's very important to focus on the successes of the team itself and to celebrate those successes. Beginning each meeting by reflecting on one of those successes that has occurred since the previous meeting has been beneficial to many teams. Other teams have suggested a meeting just to celebrate and interact with each other on a social basis. Still others have shown their successes by wearing a button or badge to signify their support to the team goals. However your team decides to celebrate — join in and enjoy the successes!

Review Classroom Routines And Social Competence
After a student has become accustomed to the new environment and the classroom and school routines have been consistent for a few weeks, the team should review the student's participation in school routines. They should also observe the student's social exchanges with adults and peers. The student with a disability may need instruction to be able to follow the classroom and school routines and to communicate and interact with his/her peers. The team can collect data to identify strengths and challenges in these areas by using the form on the following page. Data should be collected for three or four days to provide an information base for accurate decision making regarding specific strengths and needs. The team is then able to problem solve specific issues and validate or revise IEP objectives. In addition, the family may be interviewed to ascertain their perspective of the student's level of comfort in the classroom.
# Universal Checklist

**Teacher:**

**School/District:**

**Date:**

**Rationale of Use:** The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students.

## Environmental Supports

### Rules, Routines, Schedules (Visual Supports)

<table>
<thead>
<tr>
<th>In Place</th>
<th>Needs Assistance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.</td>
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<td>2</td>
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<tr>
<td>Rules are measurable and observable, are positively stated, and include student voice.</td>
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<td>3</td>
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<tr>
<td>There is evidence that rules have been taught and practiced.</td>
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<td>4</td>
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<tr>
<td>Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.</td>
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<td>5</td>
<td></td>
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<tr>
<td>Adult and student routines exist and include student voice.</td>
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<tr>
<td>6</td>
<td></td>
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<tr>
<td>There is evidence that routines have been taught and practiced.</td>
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<td>7</td>
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<tr>
<td>There is an effective attention signal, both verbal and visual, used in the classroom.</td>
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<td>8</td>
<td></td>
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<tr>
<td>Class schedule is posted and referred to often.</td>
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<td>9</td>
<td></td>
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<tr>
<td>Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.</td>
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<td>10</td>
<td></td>
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<tr>
<td>Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.</td>
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<td></td>
<td>In Place</td>
<td>Needs Assistance</td>
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<tr>
<td><strong>Physical Environment</strong></td>
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<tr>
<td>11</td>
<td>Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.</td>
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</tr>
<tr>
<td>12</td>
<td>The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.</td>
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<tr>
<td>13</td>
<td>There are opportunities for movement within the room.</td>
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<tr>
<td>14</td>
<td>Accommodations are provided to meet individual student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher/Student Interactions</strong></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Positive to negative/corrective teacher to student interaction ratio is at least 4:1.</td>
<td></td>
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<tr>
<td>16</td>
<td>Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior-specific praise and incentives).</td>
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<tr>
<td>17</td>
<td>There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.</td>
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<tr>
<td>18</td>
<td>Appropriate behaviors are taught to replace inappropriate behaviors.</td>
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<tr>
<td>19</td>
<td>Teacher actively supervises students (scan, interact, move).</td>
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<tr>
<td>20</td>
<td>Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
<td></td>
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<tr>
<td>21</td>
<td>There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.</td>
<td></td>
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<tr>
<td>22</td>
<td>Evidence-based strategies are used to increase student engagement and opportunities to respond.</td>
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<tr>
<td>23</td>
<td>Student choice is embedded into instruction.</td>
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<tr>
<td>24</td>
<td>Instruction is skillfully differentiated for a variety of learners.</td>
<td></td>
</tr>
</tbody>
</table>
# Universal Checklist

<table>
<thead>
<tr>
<th></th>
<th>In Place</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>25</strong></td>
<td>Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27</strong></td>
<td>Downtime is minimized or used to improve age-appropriate leisure and social skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>The pace of instruction is appropriate to promote active student engagement.</td>
<td></td>
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</tr>
<tr>
<td><strong>29</strong></td>
<td>There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.</td>
<td></td>
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</tr>
<tr>
<td><strong>30</strong></td>
<td>Assistive technology and augmentative communication are utilized based on individual student needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Systems Supports

### Communication System

<table>
<thead>
<tr>
<th></th>
<th>In Place</th>
<th>Needs Assistance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>31</strong></td>
<td>There is an effective communication system for students, staff and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>32</strong></td>
<td>There is evidence of regularly scheduled team meetings with the use of agendas and minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>33</strong></td>
<td>If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Data/Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>In Place</th>
<th>Needs Assistance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>34</strong></td>
<td>There is evidence of both formative and summative assessments to guide curriculum planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>35</strong></td>
<td>Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>36</strong></td>
<td>There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>37</strong></td>
<td>Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Online resources (videos, references, documents) will be available to support the researched based practices outlined.
* During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback, the Universal Checklist will be reviewed and revised annually in the spring.
Moving to the Next Grade
Moving to the Next Grade

Transition is a natural part of all educational programs. Students with and without disabilities are expected to adjust to changes in teachers, classmates, schedules, building and routines.

- Preparation for transition might begin early in the spring. Whether a student is moving to a new classroom or to a new building, it is helpful to identify the home room teacher, or general or special educator who will have primary responsibility for the student.

- Once the receiving teacher is identified, involve this person in the annual Individualized Education Program (IEP) process so that they may gain information about the student’s current level of functioning and can provide input into projected goals.

- Written transition plans may facilitate the student’s successful movement. A meeting could be conducted to allow key participants to exchange relevant information. Clearly stated responsibilities and timelines for individuals involved in the transition is helpful.

- Either during the annual IEP or at the transition planning meeting, information might be exchanged about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication. The receiving teacher would benefit from learning about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.

- The receiving teacher may find it helpful to observe the student in his/her current classroom or school setting. This will provide important insight into the student’s learning style and needed supports.

- Early identification of Instructional Assistants who will be involved in the student’s daily education would be helpful to begin to educate and inform them of their role in the student’s education.

- Many teachers may not have previous experience with students with disabilities. Therefore, they might need basic information about disabilities disorders and about how the student’s disability impacts the student with whom they will be working. Student-specific information about learning styles, communication systems, medical issues and behavior supports is also critical. Remember to include cafeteria workers, custodians, bus drivers, the school secretary, and the school nurse in the training. Classmates of the new student also may need information. This should be provided in a respectful manner and without stigmatizing the student with autism spectrum disorders.

- Before entering a new school, work to alleviate any anxieties the student may have about the new setting. Preparation for this move can be facilitated by providing the student with a map of the school, a copy of his/her schedule for the fall, a copy of the student handbook and rules, and a list of clubs/extracurricular activities.

- Develop a video about the new school and provide written information about specific situations so that the student can learn and rehearse for the change at his/her own pace.

- Visitations might be conducted to allow the student and his/her family to meet relevant school staff, to locate the student’s locker, and to become familiar with the school culture.

- Identify key people or a mentor the student can contact if she/he is having a difficult time adjusting or understanding a certain situation. It may also be helpful to find a location where the student can go to relax and to regroup. Provide the student with a visual menu of coping strategies.
• Consider sending families information about bus schedules, parent-teacher organizations, and available resources (e.g., counselors, social workers, nurses) as soon as possible.

• Prior to the new school year, it will be helpful to establish methods and a schedule for communicating between home and school. Suggestions for maintaining ongoing communication include journals, daily progress notes, mid-term grades, scheduled appointments or phone calls, informal meetings, report cards, or parent-teacher conferences.

• Once in the new school, ask for peers who are willing to help the student with the transition and acclimation to the new school. By gaining the support of a friend without a disability, the student with a disability may have greater access to social opportunities during and after school.

The ultimate goal is to promote a successful experience for both the student and the rest of the school community. By systematically addressing the transition process, students can be prepared to participate in their new school experience.


What works for all ages/stages (not a complete list – check with your team if they have additional ideas!):
1. Visiting the new building/site more than once
2. Meeting the new teachers/staff 1:1
3. Video modeling
4. Social Stories
5. Prepping video for receiving staff

Moving on to the Next Grade Within the Same Setting:
To help support success and a fluid transition, here are some strategies/techniques that would support that success:
1. Getting to Know You Form...Student Information. Scheduling end of year meetings with team and receiving team and parent
2. All About Me Books
3. Accommodations breakdown and assignment (team meeting end of school year and again before next year starts)
4. Assistive Technology debriefing – determine training needs before next school year
5. Team meeting to determine if need Awareness Training for next class
Transitions to New Buildings/New Settings

Transitions for families between programs (EI to EC), between buildings (EC to K, Elementary to Middle School, Middle School to High School and High School to Postsecondary) can be extremely intimidating. Success starts with proper and systematic planning and input from sending teams, from families and from the student. Below are some examples of checklists in being used to help support each of these transitions. Please note that each checklist is uploaded if viewing this on the SSD website. If reading this as a print copy, please visit Inclusive Education on the SSD website at www.ssdmo.org for the checklist or references that have not been included:

Moving from EI to ECSE
1. Transition Checklist from Indiana
2. Transition Checklist from DESE and MPACT

Moving from ECSE to K
1. Transition Checklist from Circle of Inclusion

Moving from Elementary to M.S.
1. Cambridge Middle School Transition Process Checklist

Moving from Middle School to High School
From the book Asperger Syndrome and Adolescence by Myles and Adreon) Creating a Successful Middle and High School Experience for Youth with Asperger Syndrome

Moving from High School to Postsecondary Outcomes

For additional information on Transition between grades and sample plans, please visit the Inclusive Education page on the SSD website.
The form can be utilized by Educators as students make transitions to new teachers.

Please fill out this form to facilitate the transition for:

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/School:</td>
</tr>
<tr>
<td>Name of person completing form:</td>
</tr>
<tr>
<td>Date, role or position:</td>
</tr>
</tbody>
</table>

1. What did you enjoy about the student?

2. What are some of the student's strengths, gifts, accomplishments

3. What specific teaching strategies and learning style needs should be addressed for this student?

4. What are the students learning objectives?

5. If relevant, what are some supports that prompt appropriate behavior in the classroom and during transitions between activities?

6. What strategies have not worked in the past?

7. Who are the student's friends? Will at least two of them be in the same classroom?

8. Briefly describe some of the ways the student participates in general education classrooms. Include adaptations, peer supports, assigned roles or jobs, etc.
TRANSITION CHECKLIST
(Use this checklist to help you keep track of what steps have taken place)

Planning ahead:
☐ First Steps discussed with us the federal child find requirement to send the child’s name, date of birth, and family contact information to the school system 18 months prior to our child’s third birthday, during procedural safeguards discussion at Intake and before the child reaches 18 months of age.
☐ First Steps transmitted to the school system, with our written consent, our child’s records, including the most recent IFSP and evaluation information, six months prior to our child’s third birthday.
☐ Transition conference has been scheduled at least 90 days before my child’s 3rd birthday.
☐ Community resources have been located.

Transition Conference:
☐ Parent’s rights in special education were explained.
☐ Options for early childhood special education and other appropriate services were discussed.
☐ A transition time line was developed.
☐ A transition plan with an outcome for transition was written into the IFSP.

Evaluation:
☐ We signed consent for evaluation.
☐ Records from Early Intervention Services were received at school.
☐ Information from our family was considered.
☐ Evaluation by the evaluation team was completed and the case conference committee meeting was convened within 60 instructional days and by the 3rd birthday.

Case Conference Committee meeting:
☐ The CCC meeting was scheduled with adequate notice.
☐ Discussion and decision-making included our family, First Steps, with our permission, and Early Childhood Special Education staff.
☐ Eligibility for special education was decided.
☐ If the child was eligible, the IEP was written and agreement reached. See your “Notice of Parent Rights” for steps to take if there is disagreement.
☐ Consent for placement signed by parents.

Putting the IEP into Action
☐ Our child made the transition from First Steps to Early Childhood Special Education services or to another pre-kindergarten arrangement.
☐ The IEP was in place by our child’s 3rd birthday (unless the child has a summer birthday, see EYS page 7).
☐ We worked together to resolve any issues that arose.
☐ All are continuing to communicate during this time of change.

Names and telephone numbers of people involved in transition conference:

First Steps Service Coordinator: (Name)________________________ (Number) _______________
Early Childhood Special Education: (Name)________________________ (Number) _______________
Other: (Name)_________________________ (Number)  _______________________
Other: (Name) ___________________________ (Number)  ______________________

Public School Evaluation Team:

Name: __________________________ Speciality Area: __________________________ Phone: _______________
_________________________ __________________________ _______________
_________________________ __________________________ _______________
_________________________ __________________________ _______________
_________________________ __________________________ _______________

My Questions and Concerns:
### Transition Checklist

1. My child will soon be 3 years old, and my transition planning meeting is scheduled or has already been held.

2. My child has been referred to the local school district.

3. I have received a copy of the procedural safeguards. I know that if I do not understand them or have questions, I can contact my service coordinator, the local school district or MPACT, the parent training/information center.

4. The following records and information have been given or sent to the local school district:
   - Birth certificate
   - Shot (immunization) record
   - Social Security number
   - Medicaid number (if applicable)
   - Emergency contacts (family members, doctors, special instructions in case of an emergency, etc.)
   - Missouri First Steps records
   - Other preschool program records
   - Regional center records (if applicable)
   - Bureau of Special Health Care Needs records (if applicable)
   - Hospital, clinic or medical records (if applicable).

5. All needed screenings and evaluations have been completed.

6. Eligibility for special education services has been determined.

7. If my child is not eligible for special education services from the school district, other options have been discussed with my service coordinator.

8. I have visited my local school district’s ECSE program (if available in my district) or have visited other area programs.

9. The IEP conference has been held, and the IEP has been developed. Goals and related services (if necessary) have been determined.

10. Placement for my child has been determined.

11. If needed, transportation has been arranged.

12. I have met and talked with my child’s new teacher; he or she knows that my child has an IEP and is familiar with what the plan contains.

---

18 DESE and MPACT
An approach to enhance kindergarten transition

The Kindergarten Transition Project at NCEDL has developed a school-based approach designed to enhance connections among children, families, teachers and peers during the transition to kindergarten. These connections can be important supports to children and families during this period of change and reflect recent attempts to describe what already schools can do to ease transitions (National Education Goals Panel, 1997).

Activities are intended to increase familiarity with school, provide for consistent expectations between home and school, and make children and families more comfortable interacting with school.

In addition, these relationships enable kindergarten teachers to more easily, and earlier, use the resources of families to support children's competence in school.

How we developed program

We collaborated with preschools, elementary schools, a summer pre-kindergarten program, and parents to learn about current transition practices, and then cooperatively designed a set of activities to foster positive transition experiences. These activities affected family-school connections, child-school connections, peer connections and connections between programs.

Regular meetings were held with teachers, family support workers, and principals to discuss factors that enhanced or hindered these kindergarten transition activities. In addition, families were asked about their experiences with their children's transition to kindergarten.

Recommended activities

A package of activities affecting many connections--child-teacher, family-teacher, child-peer, and others--is more likely to support a successful transition, than any one activity alone. For example, children in one school system are enrolled in preschool with peers with whom they will go to elementary school.

(Continued on reverse)

Family/School Connections

- Arrange a time for parents to meet with the preschool and kindergarten teachers to discuss the expectations of kindergarten and their children's specific needs.
- Organize an informal dinner with parents and kindergarten teachers in conjunction with school open houses or back to school nights.
- Place children with kindergarten teachers who taught their older siblings to build upon pre-existing family-teacher bonds.
- Encourage families to engage their children in literacy activities at home, such as reading together.

Child/School Connections

- Provide opportunities for children to interact directly with their anticipated kindergarten teachers by arranging visits to kindergarten classrooms during story time, center time, recess, or a special school function.
- Familiarize children with their kindergarten teachers by reviewing their names, showing their pictures, and discussing what the kindergarten classroom will be like.
- Orient preschool children to the expectations of kindergarten, discuss the rules for learning and behaving, such as walking in a kindergarten line.

For more information, contact Loyd Little at 919-966-0867 or email <loyd_little@unc.edu>. Visit our web site at <WWW.NCEDL.ORG>
(Recommended activities continued from front)

By arranging with elementary school principals and teachers for these children to be in the same kindergarten classroom together, peer relationships developed in preschool can be carried over into kindergarten.

Several preschools promote family-school connections by providing family support services. A family support worker, who is assigned to the preschool and elementary school, meets regularly with families in their homes, connects them to community resources when needed, provides opportunities for involvement in groups to discuss shared interests and address transition issues, and works to engage families in positive relationships with school.

Meetings between parents and kindergarten teachers before the onset of kindergarten, are arranged by the teacher and family support worker to help establish parent-teacher communication.

An additional connection involves linking pre-kindergarten children with their anticipated elementary school through opportunities for rising kindergarten children to visit their classroom in the spring before their kindergarten year.

Familiarizing children with their kindergarten teacher and specific classroom activities prior to school entry, in conjunction with a number of other transition activities, reduces uncertainty for the child.

Finally, perhaps the most important activity to enhance kindergarten transitions has been our collaborative group meetings where key players in the transition process—the teachers, principals, and family workers—all work together.

These meetings allow discussion of problems and solutions and build connections among program staff. For example, preschool and kindergarten staff, with the mutually shared goal of having preschool peers together in kindergarten, are working together to achieve this goal when kindergarten placement decisions are made.

**Collaboration is fundamental**

Collaboration with everyone involved is fundamental to both the development and implementation of the kindergarten transition program.

**If you want to know more:**


NCEDL web site: <ncedl.org>
196. Inclusion Matters!

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>WHAT</th>
<th>BY WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Information from Sending School</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2:</th>
<th>WHAT</th>
<th>BY WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS Class Placement</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3:</th>
<th>WHAT</th>
<th>BY WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving teachers make contacts with sending teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4:</th>
<th>WHAT</th>
<th>BY WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Letter is sent home to inform parents of class assignments and to let them know that a transition planning meeting will follow at a later date. A short parent consultation during computer scheduling for all students. The CMS Principal is contacted about new student assignments for 5th and 6th grades. Considerations for placement include individual needs for support and combinations of students within each classroom. Teachers, and support staff, considerations for placement include individual homerooms, and administrators from the observation team, grade level. At the grade level meeting, new students are assigned to classroom teachers.</td>
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</table>
### Section 15 – Moving to the Next Grade

<table>
<thead>
<tr>
<th>Step 7: Setting dates for IEPs and periodic reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case managers make contacts and set dates (before November 15) for IEPs or periodic reviews.</td>
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</table>

<table>
<thead>
<tr>
<th>Step 6: Grade level team meetings for further planning in spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable for fail</td>
</tr>
<tr>
<td>Decides on whether an IEP meeting or a periodic review would be the most appropriate for fall.</td>
</tr>
<tr>
<td>Transition plan (as possible)</td>
</tr>
<tr>
<td>Rough schedule, curriculum, etc.</td>
</tr>
<tr>
<td>Develops an initial plan for transition (needs assessment, classroom, etc.).</td>
</tr>
<tr>
<td>Reviews transition materials (Student General Information Sheet, Observation and Institutional Assistance when applicable) at the meeting.</td>
</tr>
<tr>
<td>Teacher, special educators, parent, advisor, special teacher, and sending teacher.</td>
</tr>
<tr>
<td>Individual student teams meet by May 15 (some combination of CMS classroom and Section 15).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Student-centered team meetings for transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch monitor seat and take on a welcoming role.</td>
</tr>
</tbody>
</table>
| Group (as possible) Social days in advisory and lunch would be possible visit.

<table>
<thead>
<tr>
<th>Step 4: Students visit future classrooms/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is needed?</td>
</tr>
<tr>
<td>By when?</td>
</tr>
<tr>
<td>Who will do it?</td>
</tr>
</tbody>
</table>

(From developed by the Cambridge Middle School Transition Team in Minnesota. May 1992)
Table 2. Sample student support team activity for planning transitions.

<table>
<thead>
<tr>
<th>ACTIVITY:</th>
<th>Focus: Planning the Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATERIALS:</td>
<td>chart paper, markers, a copy of the general daily schedule for the next year, chairs in a semi-circle</td>
</tr>
<tr>
<td>OBJECTIVE:</td>
<td>To plan for the transition and to identify additional supports that might be needed for specific students.</td>
</tr>
<tr>
<td>SET-UP:</td>
<td>Students seated in semi-circle for easy viewing of one another and of the facilitator. The student(s) with unique needs are part of the group. The facilitator is positioned in front of the students with chart paper poster to record student responses. Co-facilitator with a member of the sending team and the receiving team is best.</td>
</tr>
</tbody>
</table>
| DISCUSSION: | 1) All of you will be going to the middle school next year. What do you know... what have you heard about being a 5th grader at Wiley Middle School?  
   - How is it different from 4th grade here at Beegen Elementary School? How is it the same?  
   - What does it look like? What does it feel like?  
   - What do you think you’ll be expected to do there?  
   - What are some things that you might look forward to participating in, e.g., clubs, activities?  
   - Would a visit be helpful? What would you want to see? Who would you like to talk to?  
   2) How would you describe (student’s name)?  
      - What are his/her strengths, gifts, and abilities?  
      - What are his/her challenge areas?  
   3) You have come up with a lot of good ideas. What do you think are the most important things to do to get ready to go to the Wiley Middle School? |
<table>
<thead>
<tr>
<th>ACTION PLAN:</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
</table>
| 1. Students visit the middle school  
   - go through a typical day | | | |
| 2. Connect with middle school students  
   - assign 'big brother/sisters' for the Fall  
   - spend the day with 'big brother/sister' | | | |
| 3. Meet the teachers for next year | | | |
| 4. Practice lock combinations | | | |
Table 3. Sample form to document student-specific information for transitions.

GETTING TO KNOW YOU...GENERAL STUDENT INFORMATION

In order to facilitate the best transition for an individual student to a new school/grade current team members (at minimum, the classroom teacher and special educator), should fill out this form.

| Student: __________________________ | Date: __________________________ |
| Current | General Educator: __________________________ |
| Special Educator: __________________________ | General Educator: __________________________ |
| Future | General Educator: __________________________ |

| Student: __________________________ |
| Current | Date: __________________________ |
| Special Educator: __________________________ | General Educator: __________________________ |
| Future | General Educator: __________________________ |

1. What do you enjoy about the student?

__________________________________________________________________________

2. What are some of the student’s gifts, can-do behaviors, areas of progress, motivators, and interests?

__________________________________________________________________________

3. What specific teaching strategies and learning style needs stand out for this student?

__________________________________________________________________________

4. What are the student’s top goal areas, needs, and challenges? (If relevant, comment on behavioral strategies, especially consider transitions between activities and environments that have proven useful.)

__________________________________________________________________________

5. What strategies have not worked in the past?

__________________________________________________________________________

6. Who are some of the student’s friends? Will they be able to make the transition together? Will at least two of them be in the same homeroom?

__________________________________________________________________________

7. Briefly describe some of the ways the student participates in the regular classroom.

__________________________________________________________________________

8. Please list relevant PHYSICAL or HEALTH information (medications, vision, hearing, motor abilities, chronic health problems, etc.).

__________________________________________________________________________
Table 4. Sample format for developing an initial individualized schedule.

**DAILY SCHEDULE INCLUSION WORKSHEET**

<table>
<thead>
<tr>
<th>Time</th>
<th>Environment/Activities</th>
<th>Structure</th>
<th>Student Activities</th>
<th>Student Support (adults, classmates, materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARRIVAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AM CLASSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM CLASSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPECIALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5. Sample transition action plan.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO</th>
<th>WHEN</th>
<th>FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regarding open house at the middle school:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Invite all 4th graders and their parents.</td>
<td>homeroom teacher</td>
<td>4/10</td>
<td>none</td>
</tr>
<tr>
<td>2. Check wheelchair accessibility at the middle school.</td>
<td>Mrs. P</td>
<td>4/5</td>
<td>report back</td>
</tr>
<tr>
<td>3. During social studies ask students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What sounds exciting about middle school?</td>
<td>S.S teachers</td>
<td>4/15</td>
<td>discuss @ team meeting</td>
</tr>
<tr>
<td>- What are your biggest fears about middle school?</td>
<td>4th grade team</td>
<td>4/20</td>
<td>discuss @ team meeting</td>
</tr>
<tr>
<td>4. Respond to #2, identify any students with unusually strong fears.</td>
<td>4th grade team</td>
<td>4/25</td>
<td>discuss @ team meeting</td>
</tr>
<tr>
<td>5. Develop a plan of support that includes the student and a friend taking a trip to the middle school and talking with middle school students and teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Identify if additional follow-up is necessary to #5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TRANSITION CHECKLIST**

<table>
<thead>
<tr>
<th>Student’s Name: ____________________</th>
<th>Current School Year: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY:</strong></td>
<td></td>
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<tr>
<td><strong>Meeting</strong></td>
<td></td>
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<tr>
<td>• Initial Transition Team Meeting Agenda</td>
<td></td>
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<tr>
<td>• Establish core/extended teams (sending)</td>
<td></td>
</tr>
<tr>
<td>• Parents informed about transition timelines/process</td>
<td></td>
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<tr>
<td>• Educational options identified</td>
<td></td>
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<tr>
<td>• Identify current available resources</td>
<td></td>
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<tr>
<td>• Accessibility concerns</td>
<td></td>
</tr>
<tr>
<td>• Other items:</td>
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</table>

| **FEBRUARY:**                        |                                          |
| **Actions**                         |                                          |
| • Identification of students strengths/needs |     | Person(s) Responsible | Date Completed |
| • Information gathering about next environments (e.g., classroom arrangement, teaching methods, materials available, schedule) |     |                   |               |
| • Complete Parent Inventory and Transition Skills Assessment |     |                   |               |
| • Discuss 1/2 day/full day options with parents for next year |     |                   |               |
| • Other items: |     |                   |               |

| **MARCH:**                          |                                          |
| **Actions**                         |                                          |
| • Identify next year’s school |     | Person(s) Responsible | Date Completed |
| • Identify receiving team members (core/extended) |     |                   |               |
| • Parent(s) meet next year’s teacher(s) |     |                   |               |
| • Opportunities for potential receiving staff to observe current setting (e.g., teachers, administrators, support staff) |     |                   |               |
| • Begin updating assessment |     |                   |               |
### Transitioning from Inclusive Early Childhood Programs to Kindergarten

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
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</thead>
<tbody>
<tr>
<td>• Sending and receiving teams meet to share information/plan for upcoming transition IEP</td>
<td></td>
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<tr>
<td>• Collect video footage across the day</td>
<td></td>
<td></td>
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<tr>
<td>• MAPS process/suggest IEP goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other items:</td>
<td></td>
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</tr>
</tbody>
</table>

**APRIL:**

**Meeting**

• Sending and receiving teams meet for IEP:
  • Hold staffing to determine eligibility for services
  • Develop IEP
  • Summer program options
  • Resources/materials/adaptations
  • Collect video footage across the day

**Actions**

• Parent(s) observe next year’s school
• Draft visitation schedule for student to visit new classroom/building
• Identify inservice needs (e.g., receiving staff, peer orientation, other building staff)
• Other items:

**MAY:**

**Meeting**

• Sending and receiving teams meet to share information/plan for upcoming school year:
  • Identify resources/support services
  • Draft tentative student schedule
  • Matrix
• Determine how classroom teacher, special education teacher, and facilitator (if needed) will work together
• Transportation
• Other items:  

---

Circle of Inclusion, University of Kansas, Dept. of Special Education, 3001 Dole, Lawrence, KS 66045 (913)864-0685
New Address as of June, 2000: 521 JRPearson, 1122W. Campus Rd. Lawrence, KS 66045-3101 (785)864-0685
### AUGUST: Meeting

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
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- Sending and receiving teams meet to share information/plan for school year:
  - Review and update student’s schedule
  - Establish home-school communication system
  - Determine frequency and dates of meetings
- Develop peer buddy, peer tutor program
- Other items:
  - _____________________________
  - _____________________________
  - _____________________________
  - _____________________________
  - _____________________________
  - _____________________________
  - _____________________________
Developing Contingency Plans
Developing Contingency Plans

As with any plan, sometimes situations occur that will change the way things were meant to happen. This section of the guide will provide you with a list of things the team may want to develop contingency plans for:

Develop contingency plans for the following:

1) Absences of Key Personnel. Written Plans are a way to keep continuity in case any staff are absent or must be away from the class or student for meetings, trainings or illness. These written plans (substitute plans) should be specific for the student and outline any strategies, language, break schedules, etc. currently in place for the student. The plans should be reviewed and updated monthly.

___ Substitute plans for
___ the general education teacher
___ the special education teacher
___ the paraprofessional
___ the speech language pathologist
___ the occupational therapist
___ the physical therapist
___ the nurse
___ peer
___ other_________________

2) Emergency Plans/Evacuation Plans/Health Plans. Emergency plans include information that will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. In addition, creation of an Evacuation Plan cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

___ Emergency/Evacuation plans for
___ fire
___ tornado
___ earthquake
___ unauthorized intruder
___ armed intruder
___ back up Health Plan
3) Field Trips are an important part of all students’ school experience and being adequately prepared is essential. All components of the student's specific needs are reviewed and accounted for during the planning process. Some things to consider include:

- Field trips
  - transportation
  - wheelchair lift
  - planning for accessible routes to buildings
  - adult support
  - medications
  - food (allergies or necessary snacks)
  - sensory breaks
  - sensory equipment
  - visual schedules or social stories
  - emergency contacts

4) Equipment Failure – As technology is a vital component of many students access to education, contingency plans outline the steps in the case of any equipment failure.

- Equipment failure
  - augmentative communication device
  - assistive technology device
  - wheelchair
  - computer
  - iPad
  - hearing aide
  - other ______________________
5) Non-Violent Crisis Intervention and Positive Behavior Intervention – One of the biggest obstacles for our students to successful inclusive experiences is Behavior Regulation. In what ways are we ensuring that the team is trained in both Non-violent Crisis Intervention and in Positive Behavior Support.

_____ Non-violent crisis intervention
    _____ training provided to staff
    _____ staff identified to intervene
    _____ documentation method determined

_____ Positive Behavior Intervention
    _____ training provided to staff
    _____ Positive Behavior Intervention plans developed

Transportation

(Please note, Transportation as a Related Service (TRS) project team is actively creating a process and checklist and will be incorporated upon completion.)

When planning for an inclusive education for students, there are transportation issues the team may need to address.

Transportation should:
    (1) Promote the development of peer relationships
    (2) Provide for functional, age-appropriate learning opportunities within the community
    (3) Contribute to students' participation in extra-curricular activities.

The following is a list of effective transportation practices that will support students with disabilities as they fully participate in general education and extracurricular activities:

_____ Students with and without disabilities wait at school bus stops together and ride to and from school on the same bus.

_____ The student will arrive and depart from school at the same time as the other students.

_____ The student rides the same school bus that neighborhood students ride.

_____ Involve transportation staff in all or part of inclusion planning.

_____ Determine transportation services according to student need, residence, and district transportation practices.

_____ Assess the level of transportation support needed by individual students such as:

_____ wheel chair lift on bus
_____ seat belt
Section 16 – Developing Contingency Plans

___ shoulder harness
___ special arrangements for behavioral or medical management
___ preferential seating
___ Provide individualized support and assistance for students on school buses if required.

___ The Special School District Transportation Department staff is available to provide training to local school district personnel in techniques for transporting students with disabilities, as well as awareness and disability-specific training. For information, call the Director of Transportation at 989-8160.

___ Plan for transportation for community-based instruction.

___ Plan for student participation in and transportation to extra-curricular activities such as: clubs, dances, after school recreation/day care programs, scouts, etc.

___ Plan transportation for student to participate in school field trips.

___ Identify training and/or consultation needs with transportation staff.

___ Develop a safety plan specific for the student’s unique needs related to transportation. Considerations might include additional emergency bus training for the student, how to access the bus, crossing the street, etc.

___ Plan for proactive approaches for possible bullying concerns. Some possible accommodations include preferential seating, socials skills training, and awareness training. Please work with your specific district regarding bullying interventions and practices. In addition, please also consider contacting PBIS - http://pbiscompendium.ssd.k12.mo.us/


For additional information on Emergency Plans, please visit the Inclusive Education page on the SSD website.
Extracurricular Participation (Nonacademic Study)
Extracurricular Participation (Nonacademic Study)

Section Six, Least Restrictive Environment, Part E, Nonacademic Study, of the General Assurance Document of the Missouri State Plan for Individuals with Disabilities Education Act (IDEA) addresses the issue of extra-curricular participation for students with disabilities — “The component school district assures as a matter of joint compliance that each student with a disability participates with students without disabilities in those nonacademic and extra-curricular activities to the maximum extent appropriate to the needs of the student with a disability.”

In addition, the Office of Civil Rights (OCR) published a Dear Colleague letter on January 25, 2013 that Students with disabilities have the right, under Section 504 of the Rehabilitation Act, to an equal opportunity to participate in their schools’ extracurricular activities. A 2010 report by the U.S. Government Accountability Office found that many students with disabilities are not afforded an equal opportunity to participate in athletics, and therefore may not have equitable access to the health and social benefits of athletic participation. “Sports can provide invaluable lessons in discipline, selflessness, passion and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they can learn on the playing field or on the court,” said Education Secretary Arne Duncan.

Finally, the positive effects of Extra-Curricular Participation for the long term outcomes of students include:

- Cultivate and develop life-long vocational and avocational skills;
- Develop students’ competencies in academic, social, vocational, recreational realms;
- Develop a student's sense of self-esteem and self-worth by being accepted as a member of a group;
- Promotes physical and social well-being;
- Develop skills in choice making and self-determination;
- Develop social and leisure skills that can aid the transition to adulthood and community living;
- Develop friendships with peers throughout the school environment who share similar interests;
- Serve as an avenue to counteract the tendency for students in special education to interact predominately with adults during the school day due to use of aides and additional adult presence in the self-contained classroom (staff, therapists, job coaches);
- Foster a sense of belonging and connectedness to the school and community; and
- Increase awareness and sensitivity to disability issues within the greater school community.
Extracurricular Participation (Nonacademic Study)

What should you consider when choosing a focus for an after-school inclusive club?

1) **Age & desirability** – Be sure to offer activities and programs that are viewed as “cool”, “attractive”, “interesting” by adolescents.

2) **Student interests and needs** – Include youth with and without disabilities in discussions about club focus. Discuss their interests and desires for new extracurricular clubs (possible ideas include a video/technology/gaming club, cooking club, gardening club, guitar club, animal care club, arts and crafts club, board game club, community service club).

3) **Ownership and ongoing engagement** – Continue to welcome student and staff comments about the clubs’ ongoing structure, focus, and format. This involvement fosters a sense of ownership and investment among club participants.

4) **Fun & interaction** – Be sure to maintain an atmosphere that is fun and interactive to ensure meaningful participation from all club members.

Options for extra-curricular activities may be identified through an environmental inventory. Steps for planning for successful participation in the identified activities may include some or all of the following:

- Inventory student’s interests
- Determine extracurricular activity
- Determine support required for student participation
- Arrange for transportation to and from activity
- Provide ability awareness and training for other activity participants
- Provide training for the adult sponsor
- Plan for on-going support
- Determine costs involved
- Request support and adaptation ideas, if needed, from other students and staff
Inclusive extracurricular programs: Tips and Resources

Why advocate for inclusive after-school recreation clubs?

Schools are one of the most powerful institutions for socialization within the community and a natural environment for breaking down barriers and increasing acceptance of persons who have previously been viewed within their communities as “different”. (Abery, Schoeller, Simunds, Gaylord & Fahnestock, 1997). Adolescents spend large portions of their day involved in after-school extracurricular activities and/or community-based recreation pursuits (Csikszentmihalyi et al., 1993). All of these activities, ranging from highly structured school- or community-sponsored activities (e.g., competitive sports teams) to relatively unstructured pursuits (e.g., watching television, hanging out at the mall), have a profound effect on the adolescent’s development and adjustment to adulthood (Larson & Kleiber, 1993). Unfortunately for adolescents with developmental disabilities, involvement in extracurricular activities and community-based recreation is limited. Most of the research examining the leisure patterns of youth with developmental disabilities indicated that recreation and leisure involvement typically involves solitary, passive activities that are family rather than peer oriented and segregated (Buttimer & Tierney, 2005, Hodge & Dattilio, 1995). Because of this, it is important for parents and teachers to advocate for inclusive after-school recreation clubs and other activities. Such advocacy increases the chance that students with disabilities will acquire socialization skills and be fully engaged in the school community. Such clubs and activities also create a climate within the school in which individual differences are accepted and supported.

Inclusive afterschool clubs can

- Cultivate and develop life-long vocational and avocational skills;
- Develop students’ competencies in academic, social, vocational, recreational realms;
- Develop a student’s sense of self esteem and self worth by being accepted as a member of a group;
- Promotes physical and social well-being;
- Develop skills in choice making and self determination;
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- Develop friendships with peers throughout the school environment who share similar interests;
- Serve as an avenue to counteract the tendency for students in special education to interact predominately with adults during the school day due to use of aides and additional adult presence in the self-contained classroom (staff, therapists, job coaches);
- Foster a sense of belonging and connectedness to the school and community; and
- Increase awareness and sensitivity to disability issues within the greater school community

"I'm really thankful for video club. I like to see people who you normally don't see and say 'hey'. Everyone is very friendly. You get a different perspective and you get a better chance to understand each other."

-Penn Wood High Student-

Who are the key players/stakeholders that can help you achieve an inclusive after-school club?

- Students with and without disabilities
- Regular and Special Education teachers
- Teachers who are currently sponsoring after-school clubs and team activities
- School Administration (principal, superintendent, school board members)
- Parents
- Recreation therapists
- Representatives from a local university, ideally one that houses a Therapeutic Recreation program - in Eastern Delaware County Temple University has such a program.

What are the mechanisms for funding an inclusive after-school club?

Costs for afterschool inclusion clubs are not extensive. In fact, many schools can achieve inclusive after-school experiences without any additional costs. A careful assessment and action plan to make existing clubs and activities more fully inclusive and welcoming may be all that is needed. If you decide to start a new club, you will incur the most costs for the purchase of equipment, paying of club proctors and, if needed, door-to-door transportation for students requiring such services. Inclusive afterschool activities are a cost-efficient mechanism to assure that all students in your school have an opportunity to meaningfully participate. Some possible strategies for funding such endeavors include:

- Hiring a consultant to assess and develop strategies that facilitate the meaningful participation of all students in after-school activities and club
- Seeking financial support from the School District/Intermediate Unit in the same manner that other after-school clubs are funded
- Seeking external resources/grants (e.g., inclusion-focused grants from non-profit foundations)
- Creating a partnership with local recreation service providers sharing facilities/equipment/or staffing to make the program a reality
- Hosting a donation drive for discarded games/equipment
- Using club activity to fund-raise (i.e., Sell tickets to “The Wii Tournament”)

What should you consider when choosing a focus for an after-school inclusive club?

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- **Student interests and needs** - Include youth with and without disabilities in discussions about club focus. Discuss their interests and desires for new extracurricular clubs (possible ideas include a video/technology/gaming club, cooking club, gardening club, guitar club, animal care club, arts and crafts club, board game club, community service club).
Ownership and ongoing engagement - Continue to welcome student and staff comments about the clubs’ ongoing structure, focus, and format. This involvement fosters a sense of ownership and investment among club participants.

Fun & interaction – Be sure to maintain an atmosphere that is fun and interactive to ensure meaningful participation from all club members.

Usually when I go home, I have nothing to do and just go to sleep. I like coming to Video Club- it’s fun. It’s nice to have something to do. I feel very excited when I know it’s going to be Video Club! I come to Video Club because it’s fun! I love to sit here and play video games. It’s very valuable. What could be better about Video Club? Well, I’m not so sure anything could be better…"

-Penn Wood High Student-

What resources are needed to have an inclusive afterschool club?

Space:

Space considerations are important in the planning of the club. Deciding where the club will be held is a simple but important issue. The size and location of the room needs to be conducive to the population of students. For example, providing a chance for special education students to attend the club in an area of the school that they may not have an opportunity to go to during a regular school day may help to create a more “normalized” environment for them. Access to electrical outlets and storage space for equipment must also be a determining factor in your location decision.

Equipment:

Purchasing club supplies that ensure safety and durability is a prime consideration when planning for any club. For example, when we purchased video game club equipment in our pilot club, we made certain that it would be sturdy and secure. This included acquiring television stands/carts so that the television sets could be mounted and bolted to deter instability of the equipment thereby reducing the risk of student injury and/or damage to video/electronic devices. A bit of planning on the front end facilitates the safety of club participants and the longevity of any equipment you purchase.

Make sure games and equipment you purchase are age and subject matter appropriate. For example, Dora the Explorer is not appropriate for 15 year olds and violence-themed games are not appropriate for school settings. Possible appropriate video games that worked for our pilot high-school clubs include: Guitar Hero: World Tour, Rock Band, Wii Sports Pac, Wii Play, Mario Kart Wii, Super Samsh Brothers, NBA Ballers (Playstations3/Xbox 360).

Maintenance of equipment is very important to ensure the equipments’ longevity. When possible, use rechargeable batteries and make sure they are fully charged prior to the club sessions. Ensure a safe storage space that is large enough to contain all the accumulated equipment.

Security against theft of expensive or popular equipment is important. Make sure the equipment can be locked in a secure location, which is not accessible to others in the building.

Transportation:

How will students return home after the club? This is a barrier that may hinder special needs students’ participation in the club, especially if they receive special transportation through their Individualized Education Plan (IEP).

Obtaining administrative support and working with transportation officials to set up a specific plan for getting students home safely is an essential part of the club development process. Engaging parents in the planning process is also important, as they may be able to help resolve transportation issues via car-pools or designating “walk-home” buddies.

Personnel (School personnel and contracted employees):

School Personnel: Staffing the club should involve school personnel who are familiar with the students, especially the

special education students. Involving regular education teachers is sometimes useful in enticing general education students to join. Ideally, club proctor(s) should have a(n)...

- Willingness to commit to the club and students’ needs;
- Familiarity with students and/or special needs of the population of students;
- Understanding of specific disability areas (ASD, MR, etc.); and,
- Familiarity with ways to adapt activities or equipment to promote independence during the club.

**Contracted Employees (e.g., Recreation Therapists):** Certified Therapeutic Recreation Specialists (CTRS®) are an important addition in the planning and initial implementation phases of an inclusive after-school club, as they are experienced in creating inclusive leisure environments. In addition, they are skilled at structuring game play, facilitating interactions in non-structured environments, encouraging the development of leisure interests/skills, and are knowledgeable about adapted recreation equipment, modifying recreation activities and creating inclusive recreation environments. Consider contracting with recreation therapists on an as-needed basis to assure your inclusive after-school club’s success. The American Therapeutic Recreation Association (www.atra-tr.org) or your local state therapeutic recreation organization can assist you in contacting recreation therapists in your geographic region.

**What is the most important thing to make the club successful?**

One important consideration is to create an environment where all club participants have an equal status relationship. Equal status relationships between students with and without disabilities will be more likely to produce positive outcomes. These equal status relationships should occur under natural and voluntary conditions, foster the view of a person with a disability as an individual rather than a member of a disability group, revolve around shared or common interests/goals, and emphasize cooperation vs. competition. Critical to the success of any after-school club is assuring that students feel welcomed and safe and that they have a sense of club ownership. To accomplish this in an after-school club, be sure to…

- Offer students, especially special education students, a leadership role in the club such as being responsible for marketing the club to their peers, equipment set up/clean up, time keeping, making sure all students are signed in, recruiting new members, club photography, or writing a club newsletter.
- Create an environment where students with and without disabilities have the opportunity for natural interactions and engagements.

I like to play the Wii! I love playing video games. The club is something fun and it’s not sitting at home on the computer or watching TV by myself. It’s nice to be around other people.”

- Penn Wood High Student -

**Other Helpful Hints that promote success:**

1. Hold training sessions as needed for youth with disabilities so that when they join the club they have the pre-requisite skills to participate fully.
2. Focus on students’ similarities, rather than differences (i.e., ‘We are all high school kids and we all like playing video games.’)
3. Emphasize students’ strengths, rather than limitations (i.e., ‘Renee is very caring versus’ versus ‘Renee has inappropriate social behavior.’)
4. Encourage respectful communication and person first language. Avoid labeling people as part of a disability group.
5. Structure the club’s physical space so that it is accessible and allows for freedom of movement and social gathering spots.
6. Make sure any equipment modifications and assistive technology is available in order to best meet the needs of all club participants.
7. Structure the club’s activities so that teamwork and natural interactions and collaborations occur among youth with and without disabilities.

8. In the case of a challenging behavior, ensure that the proper structures are in place and the guidance in managing the behavior.

9. Consider using a recreation therapist. Recreation therapists are particularly helpful in structuring activities to promote inclusion (e.g., team formation strategies, highest points club challenges, tournament play.)

Want to learn more about how to implement effective Inclusion practices?

Visit these great websites for more information:

- http://wwwINCLUDINGAllkids.org/pdfs/GUIDING_PRACTICES_FOR_INCLUSION.pdf
  A helpful resource guide by the Boys and Girls Club of America

- http://www.iidc.indiana.edu/cedir/kidsWeb/booknook/bookvi.html
  An inclusion bibliography project from Center for Disability Information and Referral from Indiana University

- http://www.kidsourcing.com/NIICHCY/Literature.html
  An inclusion bibliography project by Kids Source Online

  Includes links to online resources about promoting an inclusive school/classroom

- https://www.dusd.org/assets/pdfs/department_education/Disability_Awareness.pdf
  A disability awareness activity packet compiled by Bev Adcock and Michael L. Remus

- www.teachingtolerance.org
  An online resource for promoting an inclusive and tolerant school community

  A guide to inclusion for out of school time by Kimberly Miller and Stuart Schleien

- http://ici.umn.edu/yesican/program/default.html
  A resource guide about inclusive recreational and social activities for youth from the University of Minnesota

Remember - Being part of a community is important for any person of any age of any ability!! Wii all need friends!

This publication was developed by Temple University’s Therapeutic Recreation Program and Eastern Delaware County Consortium on Inclusive Recreation – A collaboration supported by Pennsylvania Developmental Disabilities Council grant #410045925. Special thanks to students and teachers from Penn Wood High School, Lansdowne, PA; Springfield High School, Springfield, PA; and Interboro High School, Prospect Park, PA.

Download a written version of this Toolkit with pictures here.
Extracurricular Activities – Environmental Inventory

Options for extra-curricular activities may be identified through an environmental inventory. Steps for planning for successful participation in the identified activities may include some or all of the following:

- Inventory student’s interests
- Determine extracurricular activity
- Determine support required for student participation
- Arrange for transportation to and from activity
- Provide ability awareness and training for other activity participants
- Provide training for the adult sponsor
- Plan for on-going support
- Determine costs involved
- Request support and adaptation ideas, if needed, from other students and staff
The Recreation Council of Greater St. Louis
“Advocating for Recreation/Leisure Choices for Individuals with disABILITIES”

Leisure and Recreation Information for Persons of ALL Abilities!

The Recreation Resource Center offers its visitors a variety of articles, books, program brochures, magazines and videos on various recreation and leisure topics and interests! Let the Recreation Council help you explore your interests and learn about the many opportunities that exist in your community, in your state and other parts of the United States! A few examples of the information you will find in the Center include, but not limited to, the following:

- Camp Programs
- Sports & Recreation Programs
- Horseback Riding
- Adventure Programs
- Fishing
- St. Louis Area Attractions
- Gardening
- Equipment Catalogs
- Accessible Parks and Camp Sites
- Americans with Disabilities Act Guidelines
- Arts
- Travel
- Inclusive Recreation
- Exercise & Fitness

The Center also offers adaptive recreation equipment such as a self-casting fishing rod/reel, a camera mount, a bowling ramp, an all-terrain chair, modified golf clubs, large print playing cards and holders, and more! The Council also has a Cycle & Golf Cart program! Call us to find out where you can use the accessible cycles and golf carts.

All materials and equipment are loaned out on a two-week basis, at no charge! The Recreation Council welcomes you to visit our Resource Center, or call us, and we can make arrangements to get you the information you are seeking!

The Recreation Council’s Resource Center is located at:
200 South Hanley Road, Suite 100
St. Louis, Missouri 63105

For More Information, or to Schedule an Appointment to Visit the Resource Center, Call
(314) 726-6044
www.recreationcouncil.org
Resources: Inclusive Education, Sensory and Universal Design for Learning (UDL)
Resources: Inclusive Education

1. Family and Community Resource Center – Resources on Inclusive Education in the Center: http://www.ssdmo.org/cool_tools/fcrc.html

2. Inclusion Matters! – working document by the staff of Special School District of St. Louis County to serve as a tool to help educators and parents plan and implement inclusive education for students with disabilities: http://www.ssdmo.org/cool_tools/inclusive.html


4. SSD Positive Behavioral Interventions and Supports (PBIS) – http://pbiscompendium.ssd.k12.mo.us/contact
The SSD Positive Behavioral Interventions and Support Team partners with district and school teams in developing, implementing, and sustaining a culturally relevant multi-tiered model of prevention and intervention for the academic, behavioral and social-emotional success of all students and their families

Area Coordinator: Trish Diebold - tadiebold@ssdmo.org

5. SSD Technical Assistance Teams (TATS) – Area Coordinators:
   • Tina Maksche - tmaksche@ssdmo.org
   • Tina Payne - tapayne@ssdmo.org
   • Trish Diebold - tadiebold@ssdmo.org

6. Parent Education and Diversity Awareness: The Parent Education & Diversity Awareness program champions meaningful inclusion & family engagement through supporting and working with everyone who touches the student's life.

Administrators: Michelle Levi Perez – mleviperez@ssdmo.org
Debra Fiasco – dmfiasco@ssdmo.org
Pam Russell – jnoll@ssdmo.org

7. SSD Parent Education workshops
https://www.ssdmo.org/cool_tools/workshops.html
314-989-8108
Resources: Inclusive Education

National Websites on Inclusive Education

CAST: produces educational research and works to promote and expand learning opportunities through Universal Design for Learning. http://www.cast.org/


Inclusive Schools Network: a web-based educational resource for families, schools and communities that promotes inclusive educational practices. http://inclusiveschools.org/

The IRIS Center: works nationally to provide resources for educators and professional development providers about students with disabilities. http://iris.peabody.vanderbilt.edu/


Maryland Coalition for Inclusive Education: a nonprofit organization dedicated to the inclusion of students with disabilities in their neighborhood schools. http://www.mcie.org/

The National Center on Universal Design for Learning: works to cultivate and enhance the field of UDL. http://www.udlcenter.org/


Paula Kluth: works with educators and schools to create and promote inclusive schooling through environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners. http://www.paulakluth.com/

Peak Parent Center: provides services to families and professionals to help all people with disabilities live rich, active lives participating as full members of their schools and communities. http://www.peakparent.org

Swift is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including those with the most extensive needs. http://www.swiftschools.org/

TASH: advocates for the full inclusion of individuals with disabilities through research, professional development, and policy. It provides information and resources for parents, families and self-advocates. http://tash.org/
### Resources: Sensory

#### FOR READING
- Allow child to read all day.
- Allow child to have rest and to take breaks.
- Allow child to read in a quiet room.
- Allow child to read in a comfortable chair.
- Allow child to read in a well-lit room.
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Sensory Diet

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<tr>
<th>Sensory Diet for:</th>
<th>Begin date:</th>
<th>Created by:</th>
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</table>

### Calming Activities:
A. body sock with bean bag chair
B. weighted blanket
C. listen to music
D. ________________
E. ________________
F. ________________

### Focusing Activities:
G. brain gym/ cross crawls
H. carry heavy weight
I. chair push-ups
J. exercise bands
K. rocker board
L. ________________

### Arousing Activities:
M. ________________
N. ________________
O. ________________
P. ________________
Q. ________________
R. ________________

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<thead>
<tr>
<th>Time</th>
<th>Circle current engine speed</th>
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<tbody>
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<td></td>
<td>high=H, low=L just right=JR</td>
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<tr>
<th>Strategies utilized (use letter codes above) Engine Speed After- use an up, To denote higher engine speed and a down, to denote calmer or lower engine speed.</th>
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Adapted from Hardin, J., Smith, M. & Wooster, D. by Pemberton, K. 2007

For additional information on Sensory, please visit the Inclusive Education page on the SSD website.
Resources: Universal Design For Learning (UDL)

Universal Design for Learning (UDL) is a set of principles for curriculum development that allows everyone equal opportunities to learn.

UDL provides multiple means of:

- representation
- action and expression
- engagement

For further information please see the following websites:

http://www.cast.org/udl/
http://www.udlcenter.org/aboutudl/whatisudl
http://lessonbuilder.cast.org/

Everyone Can Learn through Universal Design for Learning (UDL)

Universal Design involves the widest range of people's abilities, to the greatest extent possible.

Universal Design for Learning (UDL) is the design of instruction for all student use, without need for adaptation or specialized design. Teachers designing UDL classrooms should consider products and environments with a variety of characteristics that enhance all students' learning. UDL promotes a strong, yet flexible, foundation to meet a broader range of diverse abilities, disabilities, ethnicities, language skills and learning styles.

The Center for Applied Special Technology (CAST) develops innovative technology based on the principles of UDL. CAST's web site offers a variety of information, products and resources including: Curriculum Self-Check, Lesson Builder and Book Builder. Teachers can access Lesson Builder to create and adapt lesson plans that increase all students' access and participation. To help develop reading skills, CAST offers Book Builder which offers tools to create, read and share digital books. The universally designed digital books engage and support diverse students according to their individual needs, interests and skills. For more information, visit their web site at www.cast.org

See more at: http://www.cedwvu.org/publications/everyonecanlearn/udl.php#sthash.ei9WsO2f.dpuf
WHAT IS UNIVERSAL DESIGN FOR LEARNING?

Universal Design for Learning (UDL) is a set of principles to develop learning environments that give all individuals equal opportunities to learn.

UDL proposes not a single, one-size-fits-all solution but rather a set of flexible scaffolds and supports that can meet individual needs. Individual learners are very different from one another and may require different methods and means to reach a common goal. These differences—both seen and unseen—may be shaped by brain development, learned and innate skills, cultural and social experience, and a host of other factors.

The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

FRAMEWORK AND PRINCIPLES

Affective Networks
The “why” of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

Provide Multiple Means of Engagement

Strategic Networks
The “how” of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways students can express what they know

Provide Multiple Means of Action & Expression

Recognition Networks
The “what” of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

- Present information and content in different ways

Provide Multiple Means of Representation
About UDL

What is Universal Design for Learning?
Universal Design for Learning (UDL) is a framework that provides ALL students equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; students gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed.

What are the benefits of UDL?
Students come to the classroom with a variety of needs, skills, talents, interests and experiences. For many learners, typical curricula are littered with barriers and roadblocks, while offering little support. UDL turns this scenario around by encouraging the design of flexible, supportive curricula that are responsive to individual student variability.

UDL improves educational outcomes for ALL students by ensuring meaningful access to the curriculum within an inclusive learning environment. In addition, UDL complements existing school reform initiatives, such as Response to Intervention (RTI) and Understanding by Design (UbD).

What are the principles of UDL?
- Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.
- Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.
- Provide multiple means of engagement to tap individual learners’ interests, challenge them appropriately, and motivate them to learn.

Using the three principles of UDL, teachers can create goals that promote high expectations for all learners, use flexible methods and materials, and accurately assess student progress.

What is being done to promote the implementation of UDL?
The National UDL Task Force works to incorporate the principles of UDL into federal policy and practice initiatives. Recommendations of the Task Force on teacher and faculty preparation to use UDL strategies were incorporated into the recently passed Higher Education Opportunity Act. Recommendations have been made for the reauthorization of ESEA (NCLB) and will also be made for IDEA. In addition, the Task Force seeks increased dissemination of information about UDL by the U.S. Department of Education and other federal agencies. See the UDL Toolkit at www.osepideasatwork.org/udl/.

The National UDL Task Force is comprised of more than forty education and disability organizations. A complete list can be found at www.udlcenter.org/aboutudlcenter/partnerships/taskforce.
Is UDL included in the common core?

UDL is included in the section of the Common Core Standards called “application to students with disabilities”. In this section the authors referred to the definition laid out in the Higher Education Opportunity Act of 2008 (PL 110-135). The reference to UDL in this section may give the impression that UDL is just for students with disabilities. However, UDL not only applies to students with disabilities, it applies to all other learners as well. All students can benefit from the types of instruction used to reach learners “on the margins,” as the learning needs of all individuals vary a great deal. As such, UDL should be used within inclusive general education classrooms.

Although this is the only specific mention of UDL, there are many concepts embedded throughout the Common Core Standards that are aligned with the UDL framework.

What aligns with UDL?

There are many ways in which the Common Core Standards align to the UDL framework. Curricula (goals, methods, materials, and assessments) designed using UDL put an emphasis on creating effective, flexible goals, and the Common Core Standards provide an important framework for thinking about what goals will be most effective.

UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it. To do this, the standard must not embed the means (the how) with the goal (the what). What do we mean by this? One good example is from the Mathematics standards: “apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.” (Common Core State Standards for Mathematics, Grade 7, The Number System, 7.NS, item 2, p.48) This standard is flexible enough that all learners can meet this goal because it does not specify how it must be done.

What might not align with UDL?

Unfortunately there are also areas of the Common Core Standards that do not align with UDL, or would not be very good goals for a UDL curriculum unless certain terms (e.g. writing, listening, speaking and explaining) are interpreted in their broadest sense to make the standards flexible enough to remove barriers for certain students. Previously we mentioned that the teachers should not confuse the means and the goals. There are certain standards that do just that.

For example: “Tell and write time in hours and half-hours using analog and digital clocks” (Common Core State Standards for Mathematics, Grade 1, Measurement and Data, 1.MD, item 3, p.16). The problem with this standard is that it requires students to write time. This presents some learners with a barrier because the act of writing is difficult for them. In this case, “express” would be more appropriate than “write”, as it allows flexibility and avoids confounding the expectation with tasks that are superfluous to the actual goal. Or, the standard would align with UDL if “write” were interpreted to permit other forms of expression.

Where can I find more information?

Please visit our website at www.udl4allstudents.com or contact Ricki Sabia at rsabia@ndss.org.

The National Center for Universal Design for Learning also contains information about UDL, resources for UDL implementation, and research. It also includes a community section.
Section 18 – Resources: Inclusive Education, Sensory and Universal Design for Learning (UDL)

[Diagram of Universal Design for Learning Guidelines]

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception
   - Offer ways of customizing the display of information
   - Offer alternatives for auditory information
   - Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols
   - Clarify vocabulary and symbols
   - Clarify syntax and structure
   - Support decoding of text, mathematical notation, and symbols
   - Promote understanding across languages
   - Illustrate through multiple media

3. Provide options for self-regulation
   - Promote expectations and beliefs that optimize motivation
   - Facilitate personal coping skills and strategies
   - Develop personal coping skills and strategies
   - Build support systems for monitoring progress
   - Support self-assessment and self-correction

4. Provide options for physical action
   - Vary the methods for response and navigation
   - Optimize access to tools and assistive technologies

5. Provide options for expression and communication
   - Use multiple media for communication
   - Use multiple tools for construction and composition
   - Build fluencies with graduated levels of support for production

6. Provide options for executive functions
   - Guide appropriate goal-setting
   - Support planning and strategy development
   - Facilitate managing information and resources
   - Enhance capacity for monitoring progress

II. Provide Multiple Means of Action and Expression

7. Provide options for recruiting interest
   - Optimize individual choice and autonomy
   - Minimize threats and distractions
   - Optimize access to tools and assistive technologies
   - Optimize access to tools and assistive technologies

8. Provide options for sustaining effort and persistence
   - Heighten the salience of goals and objectives
   - Vary demands and resources to optimize challenge
   - Foster collaboration and community
   - Increase mastery-oriented feedback

III. Provide Multiple Means of Engagement

9. Provide options for engagement
   - Minimize threats and distractions
   - Optimize individual choice and autonomy
   - Optimize access to tools and assistive technologies
   - Optimize access to tools and assistive technologies

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I. Provide Multiple Means of Representation

• Make text available in a variety of formats: e-Text reader, audio, MS PowerPoint
• Offer a variety of media to access information
• Drama productions, creating charts, graphs, and illustrations
• Other examples: audio recording, Toongo, Animoto, Xtranormal, Voki

II. Provide Multiple Means of Action & Expression

• Present learners with choices of tools to demonstrate knowledge. For example, provide a “technology toolkit” on a class wiki with reviews of available tools and resources
• Implement project-based learning to provide opportunities for problem solving and to help guide effective goal-setting
• Other examples: audio recording, dramatic productions, creating charts, graphs, and illustrations
• Additional examples: boards, Pads, examples, manipulatives, smartboards, examples of information using, for example, free websites like Blogmeister, Glogster, Toongo, Animoto, Xtranormal, Voki

III. Provide Multiple Means of Engagement

• Teach students how to use the available formats, work environments, and tools
• Implement project-based learning to provide opportunities to provide options for choice
• Give choices of tools, technology
• Offer a variety of media to access information
• Powerpoints, forms, tools, books, and technology
• Additional examples: standing during a lesson, providing opportunities for independent work, and becoming more autonomous

Examples of addressing learner variability from Learner Variability and UDL (www.udlcenter.org)
As a framework, UDL requires educators to think proactively about the variability of all learners. In consideration of the UDL Critical Elements, educators implementing UDL should use a backwards design instructional process that incorporates the following five steps.

### Step 1: Establish Clear Outcomes
Establish a clear understanding of the goal(s) of the lesson (or unit) and specific learner outcomes relate to:

- The desired outcomes and **essential** student understandings and performance for every learner. (What will learning look like? What will students be able to do or demonstrate?)
- The desired big ideas and their alignment to the established standards within the program of study that learners should understand.
- The potential misunderstandings, misconceptions, and areas where learners may meet barriers to learning.
- How will goals be clearly communicated to the learners, in ways that are understandable to all learners.

### Step 2: Anticipate Learner Variability
Prior to planning the instructional experience teachers should have a clear understanding of the barriers associated with the curriculum as it related to learner variability within their environment. Understandings should minimally include:

- Curriculum barriers (e.g., physical, social, cultural, or ability-level) that could limit the accessibility to instruction and instructional materials.
- Learner strengths and weaknesses specific to lesson/unit goals.
- Learner background knowledge for scaffolding new learning.
- Learner preferences for representation, expression, and engagement.
- Learner language preferences.
- Cultural relevance and understanding.

### Step 3: Measurable Outcomes and Assessment Plan
Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- Previously established lesson goals and learner needs.
- Embedding checkpoints to ensure all learners are successfully meeting their desired outcomes.
- Providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding.
- Supporting higher-order skills and encouraging a deeper connection with the content.
Step 4: Instructional Experience
Establish the instructional sequence of events. At minimal plans should include:

- Intentional and proactive ways to address the established goals, learner variability, and the assessment plan.
- Establish a plan for how instructional materials and strategies will be used to overcome barriers and support learner understanding.
- A plan that ensures high-expectations for all learners and that the needs of the learners in the margins (i.e., struggling and advanced), anticipating that a broader range of learners will benefit.
- Integrate an assessment plan to provide necessary data.

Considerations should be made for how to support multiple means of...

- **Engagement**: A variety of methods are used to engage students (e.g., provide choice, address student interest) and promote their ability to monitor their own learning (e.g., goal setting, self-assessment, and reflection)
- **Representation**: Teacher purposefully uses a variety of strategies, instructional tools, and methods to present information and content to anticipate student needs and preferences
- **Expression & Action**: Student uses a variety of strategies, instructional tools, and methods to demonstrate new understandings.

Step 5: Reflection and New Understandings
Establish checkpoints for teacher reflection and new understandings.
Considerations should include:

- Whether the learners obtained the big ideas and obtained the desired outcomes. (What data support your inference?)
- What instructional strategies worked well? How can instructional strategies be improved?
- What tools worked well? How could the use of tools be improved?
- What strategies and tools provided for multiple means of representation, action/expression, and engagement?
- What additional tools would have been beneficial to have access to and why?
- Overall, how might you improve this lesson?
References

Section 2 – Planning
Maryland Coalition for Inclusive Education (MCIE)
http://www.mcie.org

Section 4 – Professional Learning
Disability History and Awareness: A Resource Guide for Missouri
http://dese.mo.gov/se/documents/se-admin-modishistresguide.pdf

Section 5 – Creating a Collaborative Culture


Section 6 – Making Action Plans (MAPs)

Section 7 – Individualized Education Program (IEP)

References

Section 8 – Develop Curricular Accommodations and Modifications

Nisbet, Jan (Ed.), Natural Supports in School, at Work, and in the Community for People with Severe Disabilities (pp. 179-215).


Colorado Dept. of Special Education Unit. Colorado Effective Education Model (Filbin) 1991

Working Together to Determine Student Needs and Appropriate Interventions Through the Use of the Tools: ICEL (Instruction, Curriculum, Environment, Learner) and RIOT (Review, Interview, Observe, Test/Assess) Robin Carter, M.Ed., Ed.S., Regional Special Education Consultant, & Teresa Stivers Fritsch, Psy.S., NCSP, Meridian SD

Adapted from Sugai, 1997; Platt, Tripp, Ogden, Fraser, 2000

Project Participate ©2000 JFK Partners

Maryland Coalition for Inclusive Education (MCIE)
http://www.mcie.org

Section 9 – Plan for Health and Safety Needs

Section 10 – Determine Data Collection and Grading Options
References

Adapted from Reed, P., Bowser, G, & Korsten, J. (2002). How do you know it? How can you show it? Oshkosh, WI: WATI.

Adapted from archived forms located in the QIAT listserv


Section 11 – Determine Equipment, Technology and Communication Needs


Joy Zabala (March, 2002). For permission to use, contact via email at joy@joyzabala.com (SETT meeting information)

Adapted from: AT Considerations in the IEP, Arizona Department of Education, Southwest Human Development, and the Arizona School Districts, April, 2005

Section 12 – Developing Positive Behavior Support

SSD PBIS Tertiary Tools: http://pbiscompendium.ssd.k12.mo.us/TertiaryTools.html

Missouri School-Wide PBIS: http://pbismissouri.org/about

Glossary of behavioral terms:
Behavior Analysis Association of Michigan http://www.baam.emich.edu/baammoviepages/BAAMdttmoviesbasics.htm


References

Section 13 – Peer Relationships


Ferrer-Chancy, M and Fugate, A. The Importance of Friendship for School-Age Children. University of Florida IFAS Extension. 2007

Hutchison, P, Lord, J. and Lord, K. Friends & Inclusion Five Approaches to Building Relationships. 2010


Section 14 – Review Classroom Routine and Share Successes


Section 15 – Moving to the Next Grade


Excerpts from “Enhancing the Transition to Kindergarten: Connecting Families and Schools” by Marcia Kraft-Sayre and Robert Planta, both at the University of Virginia. The article is in press for Dimensions of Early Childhood.

Calumet County, CESA #7. Transition Checklist - http://www.specialed.us/autism/05/trancheck.htm
References


Circle of Inclusion, University of Kansas, Dept. of Special Education. Transition Checklist. Transitioning from Inclusive Early Childhood Programs to Kindergarten. http://www.projectchoices.org/media/22129/transitiontimeline%20K.pdf

Section 16 – Develop Contingency Plans


Section 17 – Extracurricular Participation (Nonacademic Study)


2011 Inclusive Recreation Consortium 1700 N. Broad St., Suite 304 Philadelphia, PA 19122

Inclusive Recreation Consortium. Inclusive extracurricular programs: Tips and Resources. www.inclusivecreation.org