

INCLUSION MATTERS!

Inclusive Schools.....
Good for Kids, Families,
& Communities

ACKNOWLEDGMENTS

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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. Therefore, we recommend that you read the introduction and turn to the student specific planning process as an initial reference point. Each topic on this list has a section to support it so that you can find the information you need.

INTRODUCTION

INCLUSION MATTERS!

Inclusion MATTERS! was developed 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. The title represents two important definitions of the word matters:

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 and rituals common to growing up in American communities. Inclusion in the neighborhood school prepares students with and without disabilities to live, work and play together as citizens of their community.

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 in many communities throughout our country. In the words of educator Lou Brown (1989):

“It is now time to engender a society that allows all people regardless of disability, race, creed, language, gender, or sexual preference, reasonable opportunities to live, work and play in integrated environments and activities. One of the best ways to approximate such a society is to have children grow up together in schools with their brothers, sisters, friends and neighbors. . . .”

ORGANIZATION & USE

This technical assistance guide is intended to support staff, parents, and students by providing an array of information that is summarized in a Student Specific Process Checklist. The checklist is a synopsis of best practice strategies to plan and support a student in the general education classroom. Ideally, the planning process should begin three-to-six months prior to the student entering the classroom. This process also is appropriate when a student is changing classes, teachers, grades or schools.

This checklist is presented in a hierarchy; i.e., ideally, a team would start planning from the top and work down. It should be *noted*, however, that *some strategies may be implemented before others* once the team *prioritizes the specific needs of the student*. It is also *possible that every strategy* is not necessary *or* may need to be adapted for a particular student. For example, “Develop Positive Support Plan for Challenging Behaviors” may not be relevant for an identified student when there are no behavior concerns.

A reminder. . .

Each child is as unique as the team organized to plan for the child’s education. Therefore, the checklist and the strategies presented in this guide may be modified to meet each of their needs.

For inclusion to work successfully it requires the commitment, support and leadership of the general and special education administrators.

The following is a suggested process for using this guide:

ONE:

Complete the Student Specific Planning Process Checklist. In the space provided, document the following:

1. *who* is responsible for implementing the strategy, and,
2. what is the *date* it is expected to be completed?

A completed document should serve as the student’s specific action plan.

TWO:

Refer to each strategy’s corresponding section in the guide as a support in completing the Student Specific Planning Checklist. Each section will provide forms and guidelines for a designated team member to plan for the strategy.

THREE:

The planning team should meet at *regular* intervals to discuss issues and progress on implementing the plan and to make required modifications. The team may also meet to evaluate the following:

1. student progress toward goals and objectives;
2. impact of teaching methods on valued life outcomes;

3. the quality of lesson plans with respect to learning outcomes for all students being taught;
4. member's progress toward completing team designated tasks; and,
5. the impact of the education plan on team members.

STUDENT SPECIFIC PROCESS CHECKLIST

STUDENT-SPECIFIC PLANNING PROCESS: CHECKLIST FOR INCLUSIVE EDUCATION

- _____ Conduct Ongoing Training
 - _____ Ability Awareness for Students, Staff & Parents
 - _____ Initial Training for Staff
 - _____ Assess Ongoing Training Needs
 - _____ Teaming
 - _____ Formation of a Team
 - _____ Team Roles & Responsibilities
 - _____ Collaboration & Problem Solving
 - _____ Develop Team Communication System
 - _____ Conduct MAPS (Making Action Plans) Meeting
 - _____ Conduct IEP Meeting
 - _____ Develop Curricular Adaptations
 - _____ Inventory Instructional Settings
 - _____ Complete Curriculum Matrix
 - _____ Formulate Daily Schedule with Anticipated Adaptations/Modifications/Supports Needed
 - _____ Plan for Complex Health/Safety Needs
 - _____ Determine Data Collection/Grading Options
 - _____ Determine Equipment/Technology/Communication Needs
 - _____ Develop Positive Support Plan for Challenging Behaviors
 - _____ Identify and Implement Activities to Develop Peer Relationships:
 - _____ Ability Awareness
 - _____ Developing Peer Connections/Circle of Friends
 - _____ Peer Collaboration for Learning
 - _____ Share Successes
 - _____ Review Classroom Routines & Social Competence
 - _____ Moving on to Next Grade
 - _____ Develop Contingency Plans
 - _____ Other
 - _____ Transportation
 - _____ Plan for Extra-curricular Opportunities
-

ONGOING TRAINING

ONGOING TRAINING

In many settings inclusion is in marked contrast to the experience, training, and belief system of those who are being asked to make it successful. Therefore, in order for schools and educators to design quality education for all students in the school, adequate information and support needs to be provided.

Ability Awareness

Before beginning to inform the members of a school community about inclusion it may be necessary to address their attitudes and ideas 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”, puppets, 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.

The Family and Community Resource Center located in the central office of Special School District of St. Louis County has numerous resources and examples from local schools on ability awareness.

Initial Training

After helping educators, parents, and students understand the abilities of all people, initial awareness level training 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.

Next, the staff of a school should receive information about the planning process for inclusive education. At this time key areas on the Student Specific Planning Process Checklist for Inclusive Education should be highlighted and described. This will assist staff in appreciating the way they will be able to support each other and collaborate as they implement new strategies.

Assess Ongoing Training Needs

Training for staff will continue; however, it will become more focused on the specific needs of the staff and student(s) being included. Moreover, some training may only apply to specific staff members. It may be beneficial to assess the staff at this point to design the ongoing training

opportunities and locate additional resources. Finally, although training 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.

TEAMING

TEAMING

A teaming approach to develop appropriate strategies is necessary and beneficial to all who are involved with a student. Teams may take on different groupings at various times depending on the needs of the student, the issues at hand and the support that is needed to make the team efficient and effective. Each team member may not need to be a part of each meeting, as the agendas for meetings will vary according to the issues addressed.

FORMATION OF A TEAM

A team has been defined as a collection of at least two people working together to achieve a common goal. To achieve an integrated education as the shared goal, a sense of community and cooperation at the school building level must be developed. Not only do group efforts frequently yield better and more sustained outcomes; many people find the interaction itself to be reinforcing and feel more supported than when working in isolation. Teams provide the supportive environment that is conducive to the new learning involved in change.

At the beginning stages of planning, it is mandatory to involve the appropriate administrators from the general and special education areas. It is extremely important that these administrators be present at the same meetings to begin the development of a successful team. After the team has had a chance to become cohesive, and each member becomes responsible for a part of the implementation plan, the meetings should become smaller and occur less frequently.

A team developed to support a student may include:

- general educators (classroom teachers, reading specialists etc.)
- special educators/therapists/speech pathologist
- school administrator(s)
- area coordinator(s)
- paraprofessional
- student
- student's parents
- student's classmates
- other school staff
- support staff (nurse/counselor)
- inclusion facilitator
- community resource representative

As a team develops, it is important to keep in mind the following critical elements necessary for it to be effective:

- trust among members
- shared goals
- respect/support for individual differences
- shared workload/challenges
- positive perspectives

flexibility
frequent face-to-face interaction
positive interdependence among professionals
individual and group accountability
interpersonal skills

The TEAM QUESTIONNAIRE may assist the team and individual team members in assessing effectiveness and areas for improvement.

TEAM QUESTIONNAIRE

Name: _____

Team Name: _____

Directions for Individual Assessment

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Place a star next to the 2-to-4 skills that you wish to improve.

Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2-to-4 skills upon which to improve. Place an arrow next to the skills your team has selected.

Developing Trust Skills

SELF

- _____ Arrive at meetings on time.
- _____ Stay for the duration of the meeting.
- _____ Participate in the establishment of the group's goal.
- _____ Share individual personal goals.
- _____ Encourage everyone to participate.
- _____ Use members' names.
- _____ Look at the speaker.
- _____ Do not use "put-downs".
- _____ Use an appropriate volume and voice tone.

GROUP

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Collaboration & Communication Skills

SELF

- _____ Share ideas.
- _____ Share feelings when appropriate..
- _____ Share materials or resources..

GROUP

- _____
- _____
- _____

_____	Volunteer for roles that help the group accomplish the task (e.g., timekeeper).	_____
_____	Volunteer for roles that help maintain a harmonious working group (e.g., encourage everyone to participate).	_____
_____	Clarify the purpose of the meeting.	_____
_____	Set or call attention to time limits.	_____
_____	Offer suggestions as to how to effectively accomplish the task.	_____
_____	Ask for help, clarification, or technical assistance when needed.	_____
_____	Praise team members' contributions.	_____
_____	Ask team members' opinions.	_____
_____	Use head nods, smiles, and other facial expressions to show interest/approval.	_____
_____	Offer to explain or clarify.	_____
_____	Paraphrase other team members' contribution.	_____
_____	Energize the group with humor, ideas, or enthusiasm when motivation is low.	_____
_____	Relieve tension with humor.	_____
_____	Check for others' understanding of the concepts discussed.	_____
_____	Summarize outcomes before moving to the next agenda item.	_____

Problem Solving & Decision-Making Skills

SELF		GROUP
_____	Seek accuracy of information by adding to or questioning summaries.	_____
_____	Seek elaboration by relating to familiar events or asking how material is understood by others.	_____
_____	Ask for additional information or rationale.	_____
_____	Seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, mnemonic devices, public agendas).	_____
_____	Ask other members why and how they are reasoning.	_____
_____	Encourage assignment of specific roles to facilitate better group functioning (e.g., process observer).	_____

_____	Ask for feedback in a nonconfrontational way.	_____
_____	Help to decide the next steps for the group.	_____
_____	Diagnose group difficulties regarding tasks.	_____
_____	Diagnose group difficulties regarding interpersonal problems.	_____
_____	Encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies.	_____

Conflict Management Skills

SELF		GROUP
_____	Communicate the rationale for ideas or conclusions.	_____
_____	Ask for justification of others' conclusions or ideas.	_____
_____	Extend or build on other members' ideas or conclusions.	_____
_____	Generate additional solutions or strategies.	_____
_____	Test the "reality" of solutions by planning and assessing the feasibility of their implementation.	_____
_____	See ideas from other persons perspectives.	_____
_____	Criticize ideas without criticizing people.	_____
_____	Differentiate differences of opinions when there is a disagreement.	_____

TEAM MEMBER'S ROLES & RESPONSIBILITIES

The role played by a team member may differ from that role he or she plays as a professional or parent on a day-to-day basis. On an individual level, team members may think of themselves primarily as representing expertise in a specific area. As part of a team, the members may share roles and responsibilities to ensure the success of the student in an inclusive environment. All team members must be treated as equal and integral parts of the student's educational program.

Role definition is vital to any successful team effort. With the new and altered roles that accompany the development of an integrated team, it is especially important to thoughtfully delineate and negotiate each member's contribution. The following is an overview of what some team roles and responsibilities might be:

Parents

- present family values and priorities for the child
- provide insight into the child's abilities in a variety of areas
- provide a vision for the child's future

General Education Teachers

- see and include the student as a member of the class, not a visitor
- seek and use others to adapt learning activities to include the student in meaningful ways
- incorporate I.E.P. goals in typical activities and interactions according to the team's instructional plan

Special Education Teachers

- provide consultation and collaboration
- adapt the curriculum, materials, and equipment
- incorporate I.E.P. goals in typical activities and interactions

Paraprofessionals

- facilitate the child's direct participation with other children and adults
- incorporate I.E.P. goals in activities and interactions as directed

Support Staff (i.e. OT/PT, Speech Language, etc.)

- insure functional approaches to addressing therapy needs in typical activities and interactions

Administrators

- pull together the regular and special education resources
- insure staff training and team consultative support
- assist in problem solving logistical and programmatic issues

The ROLES AND RESPONSIBILITIES FORM may be helpful in determining (as a team) who is responsible for the various strategies/activities that will be implemented for a student in an

inclusive environment. Team members feel more comfortable when roles and responsibilities are defined rather than just assumed and possibly misunderstood by some of the members. When roles and responsibilities are determined at the beginning of the teaming process, future team meetings will be more efficient and effective.

ROLES AND RESPONSIBILITIES FORM

Name: _____

Team Name: _____

Team Members:

Special Education Teacher	
General Education Teacher	
Parent	
Paraprofessional	
Principal	
Area Coordinator	
Speech/Language Pathologist	
Occupational Therapist	
Physical Therapist	
Inclusion Facilitator	
Related Service	
Other	

Roles and Responsibilities	Who is Responsible/P.S.E.I
IEP Chairperson	
Develop IEP	
Assign responsibilities for paraprofessional	
Supervise paraprofessional	
Train paraprofessional	
Individualize curriculum: make adaptations & modifications	
Monitor student progress (data collection/assessment)	
Design behavior modification management plan	
Implement instruction	
Assign grades	

Communicate/collaborate with parents	
Collaborate & consult with related service personnel	
Facilitate peer supports & friendships	
Schedule team meetings	
Develop schedule for student	
Participate in extra-curricular activities	
Community instruction	

Code:

P = Primary
Responsibility

S = Secondary
Responsibility

E = Equal
Responsibility

I = Input in Decision-
making

Comments:

Adapted from the Inclusive Education Project: 1993
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TEAM COMMUNICATION SYSTEM

(with parents, staff, and support staff)

Planning and implementing the successful inclusion of a student with disabilities involves sharing information effectively and efficiently. It is virtually impossible to share all the information known about a student. For this reason, making wise decisions about what information to share is critical. In addition, all members of the team need to feel as though their time is being spent productively and wisely.

Communication about the student's successes and needs may be shared with team members through a variety of ways:

- telephone contact
- binders, clipboards, folders or teacher planning books accessible to team members
- daily home-school notebooks
- classroom visits
- student self-monitoring checklist or oral/written input from student
- weekly newsletter about the classroom
- parent-teacher conferences
- team meeting agenda form distributed to all team members before each scheduled meeting
- completed meeting agenda form distributed to all team members after each scheduled meeting

*Although team communication is vital to the success of a student in an inclusive setting, the entire team does not need to be involved in every issue that demands attention. At various times throughout the school year different team members may be needed for specific meetings and at other times meetings may require the attendance of the entire team. It is important that a sound team communication system be built to share important information on the successes and needs of the student.

*The MEETING form can be used to facilitate communication among team members. The use of a prepared agenda, role assignments and time limitations organizes meetings so the team members involved will feel the time spent was worthwhile and productive. Team members leave such meetings knowing what actions are to be taken and who is responsible for each action. A time is scheduled for a follow-up meeting when needed.

MEETING

Date: _____

Members Present:

_____	_____
_____	_____
_____	_____

Team Members Absent:

_____	_____
_____	_____

Group Roles Assigned:

Facilitator:	_____	Time Keeper:	_____
Recorder:	_____	Devil's Advocate:	_____

Agenda for This Meeting

Time Limit

1.) _____	_____
2.) _____	_____
3.) _____	_____
4.) _____	_____
5.) _____	_____
6.) _____	_____
7.) _____	_____
8.) _____	_____

Actions:

Person(s) Responsible:

Timeline:

1.) _____	_____	_____
2.) _____	_____	_____
3.) _____	_____	_____
4.) _____	_____	_____

5.) _____

6.) _____

Next Meeting _____

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COLLABORATION & PROBLEM SOLVING

Once the appropriate team(s) has been developed for a student, the effectiveness of that team will be determined by its ability to implement the plans that are decided through the collaborative process.

This collaborative teaming should be viewed as an ongoing forum by which the team can develop modifications for the student. Ongoing teaming empowers teachers and students by actively recruiting them to participate in the decision-making process. For this process to take hold in the school setting, the following guidelines are helpful for the long term success of a team:

- team meetings need to be held on a regular and reasonable basis (meetings may need to be set on a weekly time frame to begin with and phased to monthly as the school year progresses)
- meetings need set and mutually agreed upon agendas
- meetings need to be conducted at times team members can participate
- clear procedures for record-keeping and follow-up need to be determined
- meetings have at a minimum a “facilitator” and “recorder” (roles rotate)
- team needs to evaluate its own effectiveness and to make necessary changes

As the team discusses specific issues related to the student, the team may need to problem solve and prioritize the solutions suggested. The following problem- solving steps may be helpful when dealing with specific issues on the agenda:

1. define the problem
2. gather specific information about the problem
3. explain the problem-solving process and state its usefulness
4. identify alternative solutions
5. summarize the solutions mentioned
6. analyze the possible consequences of each solution
7. rate each solution
8. select the best solution
9. determine the consultee’s satisfaction with the choice
10. if the person is satisfied with the choice, state your support
11. develop a plan of action
12. agree on task assignments; determine the criteria for success and how to monitor
13. schedule the next appointment

Issue Clarification Worksheet

Team Members

Role

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student: _____ **Date of Meeting:** _____

Define Issue:

Prior Strategies: _____

Alternative Solutions:

Ratings

		1 High Priority	2	3 Low Priority
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Solution To Be Tried First:

Action Plan

Implementation Steps - Task Analysis, Multiple People	When	Who

How Will the Plan be Monitored?

What is the Criteria for Success?

Date, Place and Time of Next

Appointment:_____

Adapted from Knackendoffel, Schumaker, Deshler, 1986
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CONDUCT 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:

- **Typical peers are included in the group**
- **Session occurs after the child has been in the inclusive setting**
- **Lasts a maximum of 3 hours**
- **Takes place in someone's home**
- **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) transitioning between schools,**
- (b) moving to a more inclusive setting, and/or**
- © at his or her three-year evaluation.**

Memo

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 **M**aking **A**ction **P**lans 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

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MAPS Questions for _____

A brief history about _____ . . . (What is _____'s story?)

What are your dreams for _____?

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 _____?

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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

CONDUCT IEP

PLAN FOR AND CONDUCT AN IEP (Individual Educational Program)

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 a student moving to a less restrictive environment:

Plan the IEP based on the individual, priority needs of the student. **The MAPS process can be utilized to identify the unique needs and abilities of the student that will be incorporated into the IEP.** (EXAMPLE OF MAPS & IEP PROCESS USING TOMMY'S MAP)

Develop goals and objectives 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.

Consider all environments the student functions in throughout the school day. Consider goals and objectives that can be generalized to many environments. Identify skills the student needs to function more successfully.

Write goals and objectives 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.

Consider goals and objectives that can be implemented throughout the student's daily routine by all key persons. Consider various learning centers, natural school and home routines, and curriculum activities of the classroom for implementation.

Plan goals and objectives 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.

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

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.

For a copy of the IEP Guide Book for Parents please contact the Family & Community Resource Center at (314)989-8460.

Example Of MAPS & IEP Process Using Tommy's MAP

The following is an example of how information gathered during a MAPs can be incorporated into various sections of an IEP. (Consult Tommy's MAP)

IEP Area: PRESENT LEVEL OF PERFORMANCE

Learning Profile

1. How the student learns best
2. Factors which motivate and reinforce learning behavior
3. Learning style
4. Psychological processing
5. Relative strengths

MAPS Response: Tommy is . . . (Tommy's Strengths, Gifts & 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

IEP Notation Regarding: Learning Profile

Tom has a good memory is persevering, curious and a good problem solver. He is motivated with positive praise and he likes songs and videos.

IEP Area: PRESENT LEVEL OF PERFORMANCE

Performance Level & Growth

1. Grades
2. Progress reports
3. Positive areas in the student's life
4. Participation in extracurricular activities, community activities, hobbies, interests or participation in other organizations
5. Specific skills the student has developed

MAPS Response: What has Tommy accomplished this year?

He learned how to swim and plays 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

IEP Notation Regarding: Performance Level & Growth

Tommy plays on a community soccer team. He also learned how to swim last summer. Academically, some of his recent achievements are: letting people know what he needs, an emerging ability to match the written word to the object it represents, identifying colors and counting. Tommy’s speech is continuing to improve as well.

IEP Area: PRESENT LEVEL OF PERFORMANCE

Current Interventions

1. Methods, techniques, strategies or teaching styles that have proven successful
2. Methods, techniques, strategies or teaching styles that have proven to inhibit learning or achievement
3. Cueing from an adult in social situations
4. Transition techniques, such as fading or reinforcers
5. Extended School Year Program (ESYP) eligibility

MAPS Response: 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
Peer support
Support from older classmates
More time; more practice
To stay in the classroom as much as possible
An efficient school

IEP Notation Regarding: Current Interventions

Currently, Tommy receives speech language and occupational therapy services. Teaching strategies successfully used with him allow Tommy more time to complete assignments and the opportunity for repeated practice. He also has a positive behavior support plan in place and receives extra assistance from older classmates.

IEP Area: PRESENT LEVEL OF PERFORMANCE

Areas of Concern

1. Current academic areas
2. Behavioral
3. Developmental
4. Medical

MAPS Response: What is Tommy 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

Learn 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

School rules

IEP Notation Regarding: Areas of Concern

A current academic concern for Tommy is that he learn to read at a level that is developmentally appropriate for him. It would be beneficial for him to learn how to make choices and be able to communicate his wants and needs. He continues to need to work on his fine motor skills and increase his motor planning skills by specifically learning how to swing.

IEP Area: GOALS AND OBJECTIVES

Develop goals and objectives that increase the number of age-appropriate current and future environments in which the student can actively participate, that enhance the students image, and that increase the students ability to make choices and develop meaningful relationships. Consider goals and objectives that can be implemented throughout the student's daily routine by all key persons. Consider goals and objectives that focus on social, motor and communication skills within the context of meaningful activities.

MAPS Response: What would an ideal day look like 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

IEP Notation Regarding: GOALS AND OBJECTIVES

Tommy will be able to predict and follow a schedule for his daily routine. During recess, Tommy will participate in group activities by taking turns with his nondisabled peers.

IEP Area: ADAPTATIONS & MODIFICATIONS

Curriculum

1. Modifications in the length of assignments
2. Having materials read to student
3. Availability of taped or highlighted texts
4. Study guides
5. Curriculum designed/modified through the IEP process
6. Functional curriculum
7. Totally modified academic curriculum

MAPS Response: What would an ideal day look like 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

IEP Notation Regarding: Curriculum

Adaptations that Tommy will benefit from will be the modifications of the first grade curriculum to match Tommy's learning style. It would also be beneficial for him to receive support from trained peer buddies.

IEP Area: ADAPTATIONS & MODIFICATIONS

Discipline

Modifications based on those needs that exist as a result of the student's disability. Those modifications are to be based on a review of the school district and building discipline policies and the identification of changes needed to accommodate the student's unique needs.

1. Use of interventions such as time-out and in-school suspension
2. Consequences specified in district and building codes
3. Notification to parents of specific types of incidents

IEP Area: ADAPTATIONS & MODIFICATIONS

Environmental

1. Use of study carrels
2. Preferential seating
3. Considerations of lighting and noise
4. Scheduling considerations
5. Special passing times
6. Supervised lunch period
7. Providing supervision throughout the school day

IEP Area: ADAPTATIONS & MODIFICATIONS

Supplementary Aides & Services

1. Examples of supplementary services:
 - a. An interpreter
 - b. Bathroom assistance
 - c. A note taker
 - d. A peer tutor
 - e. A social skills group
 - f. Consultation with a social worker, psychologist or other specialists
2. Examples of assistive devices:
 - a. Mobility devices
 - b. Computers and adaptations (alternative

keyboards, switches, speech synthesizers, screen enlargers, screen readers and spell & grammar check programs)
c. Calculators
d. Communication devices (language boards, eye-gaze boards, vocal output devices)
e. Environmental controls (light controls, voice activated systems)
f. Adapted toys
g. Adapted self-help equipment
h. Sensory aids (FM system, captioned films, light boxes, Braille, magnifier)

MAPS Response: What does Tommy need?

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

IEP Notation Regarding: Discipline

Currently, Tommy is demonstrating success with a positive support plan. For continued success, one will be developed to support him in the first grade classroom.

IEP Notation Regarding: Environmental

Staff throughout the school, including secretarial, cafeteria and recess staff, should be trained in strategies and techniques that are helpful when working with and teaching Tommy.

IEP Notation Regarding: Supplemental Aides

Tommy would benefit from working with trained peer tutors.

IEP Area: ADAPTATIONS & MODIFICATIONS

Transportation

1. Lift bus
2. Needs seat belt
3. Needs shoulder harness
4. Needs special arrangements for behavioral or medical management
5. Preferential seating

MAPS Response: What would an ideal day look like 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

IEP Notation Regarding: Transportation

Tommy will ride the local school district school bus.

DEVELOP CURRICULAR ADAPTATIONS

DEVELOP CURRICULAR ADAPTATIONS

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

- Inventory Instructional Settings
- Complete Curriculum Matrix
- Formulate a Daily Schedule with Anticipated Adaptations/ Modifications/Supports Needed

Completing the CURRICULUM MATRIX is an integral part of the Environmental Inventory. Developing a daily schedule with the anticipated adaptations, modifications and supports needed is the final step in planning for the student's individualized program needs.

Inventory Instructional Settings

Inventory Instructional Settings, is divided into two settings:

- (1) the school building itself, and
- (2) the classroom

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 (SCHOOL ENVIRONMENTAL INVENTORY FORM - ELEMENTARY SCHOOL EXAMPLE) is also provided.

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

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

Recess:
1st grade: 1:30 - 1:50
2nd grade: 1:55 - 2:15
3rd grade: 2:20 - 2:35

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

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

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 adaptations 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 regular class activities/routines in the first column, (2) the student's anticipated level of participation in the second column, and (3) the possible adaptations/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:

- Location of various rooms and the possible paths between those rooms
- Areas within each room that are used for instruction
- Differences in distance and ease of mobility along each path between rooms and areas within rooms
- Location of restrooms to each room
- Location of equipment, instructional supplies and functional materials within each room
- Location and method of accessing student storage areas
- Types of materials used during large group, small group, and independent instructional activities per class period
- Class rules across instructors and rooms
- Instructional styles of each instructor
- Classroom schedule
- General education curriculum content
- General scope and sequence of general education for the target age group
- Opportunities for interactions
- Methods of student evaluation

Student Participation - Class Routine/Curricular Format Chart

Student Participation - Class Routine/Curricular Format
CLASSROOM ENVIRONMENTAL INVENTORY EXAMPLE

**Student Participation
Class Routine/Curricular Format**

Student: _____

Class: _____

Teacher: _____

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CLASSROOM ENVIRONMENTAL INVENTORY EXAMPLE

Student Participation

Class Routine/Curricular Format

Student: Calvin

Class: Industrial Arts

Teacher: Mr. Hobbes

Class Routine/Curricular Sequence	Student Level of Participation	Possible Instructional Adaptive Supports
<p>(Observation)</p> <p>11:08—Students enter-sit at tables</p> <p>11:11—Teacher discusses what to do today and for the rest of the year</p> <p>Students raise hand to ask questions</p> <p>Teacher cues a student who has started sanding by snapping his fingers; student stops.</p> <p>Directions on board:</p> <p><u>Continue in Lab:</u></p> <p>Procedures</p> <p>Sanding</p> <p>Staining</p> <p>Oiling</p> <p>Use lots of pressure</p> <p>Remove excess oil</p> <p>Clear up your own mess</p>		

<p>11:15—Students start working independently</p> <p>Students put on aprons, work shirts, safety glasses.</p> <p>Student get out projects</p> <p>11:20:11:50—Teacher walks among students assisting and cueing.</p> <p>Students oiling and sanding manually.</p> <p>12:00—Teacher states that it is time to clean up.</p> <p>Students to the assigned jobs.</p> <p>(Safety glasses are different colors.)</p> <p>Blue—Sweep off machines</p> <p>Green: Stools up and close vises</p> <p>Yellow: Put away tools and sweep</p> <p>White—Clean sink and put away glasses. Help pick up.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Be on time. 2. Be prepared for class 3. Stay on task. 4. Conduct yourself respectfully. 5. Talk when appropriate; no side comments. 		
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<p>(Teacher Interview)</p> <p>Typical lesson/Unit format:</p> <p>Safety test that each student must make 100%. Lecture for 1-2 days. Video that demonstrates technique. Start projects and work with partners for 1-2 weeks. Oral reports every other Friday on a Home maintenance tip. Final is open book.</p> <p>Unit Topics:</p> <p>Measurement</p> <p>Emergency Repairs</p> <p>Fasteners</p> <p>Hand Tools</p> <p>House wiring</p> <p>Plumbing</p> <p>Book used: Reader's Digest New Complete Do-It-Yourself Manual</p>		
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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 present level of performance, IEP objectives 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 adapted materials 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 location 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.

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 adaptations 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 adaptations will need to be made? (Possible Instructional/Adaptive Supports).

The adaptations, 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.

EXAMPLE

Student Participation

Class Routine /Curricular Format

Student: Calvin

Class: Industrial Arts

Teacher: Mr. P.

Class Routine/ Curricular Sequence	Student Level of Participation	Possible Instructional Adaptive Supports
11:08—Students enter, sit at tables	Same	Complete Curriculum Matrix to identify where IEP objectives can be taught in the general education classroom.
11:11—Teacher discusses what to do today and for the rest of the year. Students raise hand to ask questions. Teacher cues a students who ahs started sanding by snapping his fingers, student stops.	Same	
Directions on board:	Opportunities for Calvin to learn the dame natural cues.	Adapt lessons per IEP objectives: <ol style="list-style-type: none"> 1. count change 2. tell time 3. read and follow directions 4. spell vocabulary words 5. interact age-appropriately with peers and adults 6. identify career interests 7. Preview extra-curricular activities
<u>Continue in lab:</u>	Same	
Procedures		Identify what specific Industrial Arts Objectives Calvin will be responsible for learning
Sanding		
Staining		
Oiling		
Use lots of pressure		
Remove excess oil		
Clear up you own mess		
11:15—Student start working independently	Same, perhaps no power tools	
Students put on aprons, work shirts, safety glasses. Student		

<p>get out projects.</p> <p>11:20-11:50—Teacher walks among student assisting and cueing.</p> <p>Students oiling and sanding manually.</p> <p>12:00—Teacher states that it is time to clean up.</p> <p>Students to the assigned jobs: (Safety glasses are different colors)</p> <p>Blue: Sweep off machines</p> <p>Green: Stools up and closes vises</p> <p>Yellow: Put away tools and check all are there</p> <p>Red: Help with tools and sweep</p> <p>White: Clean skink and put away glasses. Help pick up.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Be on time to class 2. Be prepared for class 3. Stay on task. 4. Conduct yourself respectfully 5. Talk when appropriate; no side comments. <p>(Teacher Interview)</p> <p>Typical lesson/ Unit Format</p>	<p>Same</p> <p>Same</p>	<p>Teach safety issues directly from the test</p>
---	-------------------------	---

<p>Safety test that each student must make 100%. Lecture for 1-2 days. Video that demonstrates technique. Start projects and work with partners for 1-2 weeks. Oral reports every other Friday on a Home maintenance tip. Open book tests. Final is open book</p> <p>Unit Topics:</p> <p>Measurement</p> <p>Emergency repairs</p> <p>Fasteners</p> <p>Hand tools</p> <p>House Wiring</p> <p>Plumbing</p> <p>Book Used: Reader's Digest Do-It –Yourself Manual</p>	<p>Modified Test</p>	<p>Have Calvin take the test in 2 sections(10 questions each)</p> <p>Direct instruction of the classroom rules to Calvin; Rule rehearsal everyday before he enters the class</p>
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COMPLETE THE CURRICULUM MATRIX

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 Educational 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).

Schedule									
Goals & Objectives									

**CURRICULUM MATRIX FOR A STUDENT WITH DEVELOPMENTAL
DISABILITIES: ELEMENTARY LEVEL**

Schedule	Opening And daily edit	Math	Art	Reading	Lunch	Recess	Silent Reading	Music	PE	Social Sciences	Computer lab	Close
Goals & Objectives												
Listen to a story/movie and answer basic questions about it				X			X			X		
Pencil / Scissors skills	X	X	X							X		
Remain on Task	X	X	X	X			X	X	X	X	X	X
Single digit addition		X									X	
ID beginning consonants	X			X						X	X	
Good hand strength& grasping patterns with various classroom tools	X	X	X	X						X		

Balance Activities						X		X				
Patterned Jumping, hopping skipping						X		X				
Use age-approp. Targeted sounds/targeted phonological patterns	X	X	X	X	X	X	X	X	X	X	X	X
Indicate needs/wants through a variety of communication needs	X	X	X	X	X	X	X	X	X	X	X	X
Participate in a variety of daily school activities by incorporating approp. Concepts /vocabulary	X	X	X	X	X	X	X	X	X	X	X	X

**CURRICULUM MATRIX EXAMPLE FOR A STUDENT WITH SEVERE
DISABILITIES: SECONDARY LEVEL EXAMPLE**

SCHEDULE									
GOALS & OBJECTIVES	Homeroom	PE	Library	Lunch	Science	Resource Room	Hallways in Between Classes	English	Dance Club After School
Participate in music/movement exercises utilizing upper & lower trunk		X							X
Choose and participate in an activity when presented with at least 2 choices	X	X	X			X			X
Requests attention or assistance	X	X	X	X	X	X	X	X	X
Assist in scheduling the structure of his school day	X								
Practice current feeding skills				X					
After listening to a story/lecture will provide simple facts relating to the story			X		X	X		X	
Respond with approp. Greeting in a naturally occurring situation	X	X	X	X	X	X	X	X	X
Operate a switch on a variety of devices	X		X			X			

Attend quietly and communicate approp.	X	X	X		X	X		X	X
Take turns using a switch with peers playing computer games	X					X			
Answer yes/no questions	X	X	X	X	X	X	X	X	X

HOW TO FORMULATE DAILY SCHEDULE WITH ANTICIPATED ADAPTATIONS/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 instruction and/or support,
- (3) where the learning will occur, and
- (4) what, if any, adaptations 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 adaptations 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 adaptations is outlined below:

ADAPTING 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 aide. 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.

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 adapted (e.g., listen rather than read, speak rather than write). Relative to the previous level, instruction is more individualized (but not necessarily individual).

Examples:

Brian organizes pictures instead of printed words into categories in the animal habitat lesson.

Ned dictates his journal comments to peers who print them lightly in his journal for him to trace over.

Tracy types the title and author on a card and draws a picture about the story when other students are writing book reports.

CURRICULUM OVERLAPPING

Students are involved in the same activity with other students using the same or similar materials, but may have different goals and objectives from a different curriculum area.

The student participates in activities drawn from the general education curriculum that are thematically linked to what his/her peers in general education are doing. The focus for the student with disabilities is on the development of core IEP goals and objectives that are implicit, or embedded, in the classroom/school activities. Thus, the curriculum is embedded such that within each subject area, the teachers target multiple functional skills including social, fine motor, language, cognitive and self-help. Shared planning and teaching occur between teachers and therapists.

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.

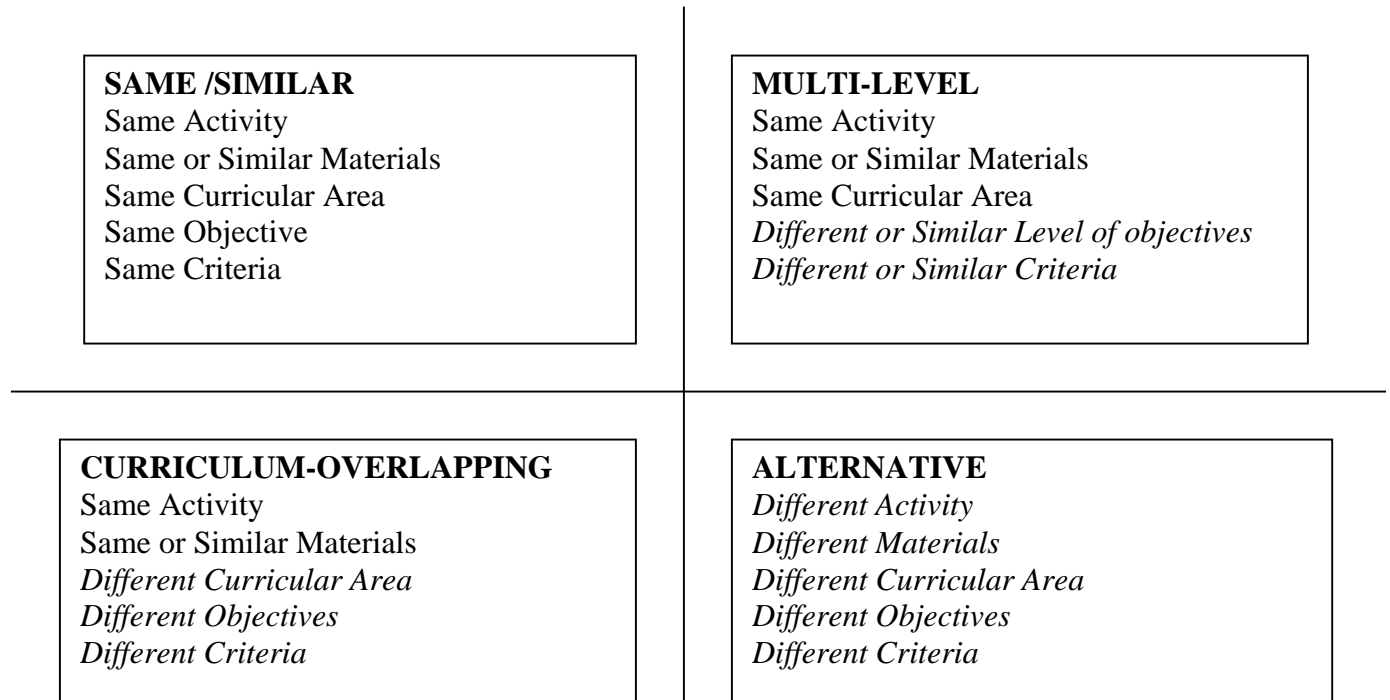
Jake collects attendance during the morning math lesson.

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

A diagram representing the options for participation is shown below:

OPTIONS FOR PARTICIPATION IN GENERAL CLASS ACTIVITIES



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

Evaluating & Revising Curricular & Instructional Modifications

After implementing the modifications, observe the student and ask....

Is the student :

If not, how can you revise
the activity structure?

Involved throughout the activity? (Y) (N)	
Working on the identified IEP objectives? (Y) (N)	
Interacting socially as appropriate to the setting? (Y) (N)	
Presented in a valued social role? (Y) (N)	
Engaged in actions that have “congruence” with the class/subject/activity taking place in the classroom? (Y) (N)	

Inclusion MATTERS!

COMMUNITY AS INSTRUCTIONAL SETTING

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.

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 for the environment(s) should be inventoried by listing what activities/skills any person performs at that place (Inventory Detail Form). These activities / skills should be analyzed to determine which skills the student has already mastered and which ones have to be learned. This is called a discrepancy analysis (Discrepancy Analysis Form). Using the analysis form, educators should decide which skills should be taught, what adaptations are necessary, and where assistance may be necessary. (See Community Instruction Example).

Inventory Detail for Community Instruction

Domain_____

Environment_____

Subenvironment 1_____

Activity 1_____

Skill Cluster 1_____

Skill Cluster 2_____

Skill Cluster 3_____

Skill Cluster 4_____

Skill Cluster 5_____

Activity 2_____

Skill Cluster 1_____

Skill Cluster 2_____

Skill Cluster 3_____

Skill Cluster 4_____

Skill Cluster 5_____

Activity 3_____

Skill Cluster 1_____

Skill Cluster 2_____

Skill Cluster 3_____

Skill Cluster 4_____

Skill Cluster 5 _____

Subenvironment 2 _____

Activity 1 _____

Skill Cluster 1 _____

Skill Cluster 2 _____

Skill Cluster 3 _____

Skill Cluster 4 _____

Activity 2 _____

Skill Cluster 1 _____

Skill Cluster 2 _____

Skill Cluster 3 _____

Skill Cluster 4 _____

Activity 3 _____

Skill Cluster 1 _____

Skill Cluster 2 _____

Skill Cluster 3 _____

Skill Cluster 4 _____

Inventory Detail for Community Instruction

(Example)

Domain: Community

Environment: McDonald's

Subenvironment 1: Entrance/ Counter Area

Activity 1: Enter Restaurant

Skill Cluster 1: Locate door

Skill Cluster 2: Enter

Skill Cluster 3: Locate Counter Area

Skill Cluster 4: Locate end of line

Skill Cluster 5: Move Forward in Line

Activity 2: Order food

Skill Cluster 1: Wait for clerk to look/ask for order

Skill Cluster 2: Order Food

Skill Cluster 3: Ask for ketchup/condiments

Activity 3: Pay for food

Skill Cluster 1: Get wallet from pocket

Skill Cluster 2: Select Money

Skill Cluster 3: Hand money to clerk

Skill Cluster 4: Wait for change

Skill Cluster 5: Wait for food

Subenvironment 2: Eating Area

Activity 1: Enter Eating Area

Skill Cluster 1: Walk to eating area with tray

Skill Cluster 2: Locate Empty seat

Skill Cluster 3: Sit down

Activity 2_: Open Food packages

Skill Cluster 1: Open hamburger wrapping

Skill Cluster 2: Unwrap straw

Skill Cluster 3: Place straw in soda

Activity 3: Eat appropriately

Skill Cluster 1: pick up sandwich and bite

Skill Cluster 2: Use condiments appropriately

Skill Cluster 3: Sip from straw

Skill Cluster 4: Use napkin

Skill Cluster: Converse appropriately

Skill Cluster: Put trash on tray

Skill Cluster: Deposit trash in proper container and leave tray

DISCREPANCY ANALYSIS

Domain: _____

Environment:_____

[illegible]

Performance Key: + consistently performs

e emerging - rarely/never

5. independent

Anecdotal Notes:

PLAN FOR HEALTH & SAFETY NEEDS

PLAN FOR HEALTH & SAFETY NEEDS

As we begin to include students with greater diversity in the general education setting, the likelihood of those needing special health care considerations increases. Traditionally, schools have dealt with students needing assistance with medication, allergies and seizures. Students who may be entering the general education setting requiring daily assistance with medical technology include 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.

The following forms were adapted from the Project School Care developed by The Children's Hospital of Boston.

To order the complete manual, write or call:

The Children's Hospital of Boston
300 Longwood Avenue
Boston, MA 02115
(617)735-6715
(617)735-7940 (fax)

Name_____ Date_____

Background Information

Brief Medical History:

Special Health Care Needs of the Child:

Medication:

Diet:

Transportation Needs:

Emergency Plan

Name _____

Date _____

Student-Specific Emergencies:

If You See This	Do This

If an emergency occurs:

1. Stay with child.
2. Call or designate someone to call the nurse.

State who you are:

State where you are:

State problem:

3. The school nurse will assess the child and decide whether the emergency plan should be implemented.

4. If the school nurse is unavailable, the following staff members are trained to initiate the emergency plan:

_____	_____
_____	_____

DETERMINE DATA COLLECTION & GRADING OPTIONS

DETERMINE DATA COLLECTION & GRADING OPTIONS

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 should 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.

CURRICULUM MATRIX EXAMPLE - for a student with severe disabilities. It may not be necessary or practical to collect data on each objective each week, so certain objectives may be highlighted to indicate that data is being collected that week.

GRADING

Report cards and grading student progress are ongoing issues in education and can be an area of concern for a student who is being included. It is important for the student to receive a report card so he/she doesn't feel left out when peers are experiencing and discussing this routine. However, if the student is working on a different level than his/her peers or other skills rather than the typical curriculum, teachers may feel uncomfortable using the same grading scale. Some options to address this concern are:

1. Use the same report card and grading scale, but indicate on the report card that the curriculum was adapted/modified per the IEP.
2. Use the same report card and grading scale, but replace subject area names with learning objectives so the student is graded against his/her own standard.
3. Use the same report card outside, but on the inside write narratives to describe student progress.

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. Rather, the IEP team in accordance with the local district's policy should be able to determine how to measure and report the student's progress according to an individual standard, yet maintain the dignity of the student by designing an instrument that is as similar to the typical report card as possible.

**DETERMINE EQUIPMENT,
TECHNOLOGY
&
COMMUNICATION NEEDS**

DETERMINE EQUIPMENT, TECHNOLOGY & COMMUNICATION NEEDS

EQUIPMENT AND TECHNOLOGY

It is important to consider what equipment and technology will assist the student to participate in the general education setting. Often, the physical environment will need no special attention. However, for some students, slight adjustments in the classroom environment will make it easier for the student to be successful.

The following is a list of some equipment and technology options that the team should consider:

_____ Uses the same equipment and materials

_____ Assess the need for adaptations to equipment:

- _____ chair
- _____ desk
- _____ physical education equipment
- _____ playground equipment
- _____ drinking fountain
- _____ bathroom sinks and toilets

_____ Assess the need for adaptive and instructional technology*:

- _____ computer
- _____ tape recorder
- _____ language master
- _____ Franklin Speller
- _____ overhead projector

Chris Reinhard	(314)989-8232
Kathy Lalk	(314)989-8120

_____ Assess the need to adapt classroom supplies:

- _____ textbooks
- _____ organizing system
- _____ notebooks
- _____ pencils
- _____ scissors
- _____ crayons
- _____ glue

_____ Assess the need to modify the room environment:

_____ lighting
_____ temperature
_____ room layout

_____ Is it conducive to the specific child as well as the group?
_____ Does it facilitate physical integration of all students?
_____ Does it allow easy access between the teacher and the student?
_____ Is the room accessible and safe for the student?
_____ Does the room allow space for adaptive
_____ equipment required for positioning, e.g. prone stander.

COMMUNICATION

A student's ability to communicate in an inclusive environment will help determine his/her success and should be considered a top priority when planning a student's educational plan.

About 1 percent of the population has severe communication disorders in which hearing impairment is not the primary cause. For these students, adaptive assistance is required for speaking and/or writing.

Augmentative and alternative communication (AAC) includes all of the ways to communicate which supplement or take the place of speech, writing or gesture. Some people have a limited amount of speech, but it is inadequate to meet their varied communication needs.

An AAC system is individually developed for each student. It is necessary to use multiple modes to accommodate the varying situational communication needs. For each student, symbols, aids and techniques must be identified.

The AUGMENTATIVE COMMUNICATION CONSULT form is completed by the student's speech/language pathologist (SLP) and is shared with the augmentative communication consultant. After this consultation, a summary is completed and recommendations are made. When a student's team determines that an augmentative communication evaluation would be beneficial for the student, the department of speech/language for Special School District should be contacted.

Speech-Language Services

AUGMENTATIVE COMMUNICATION CONSULT

LP _____ SCHOOL _____ PHONE _____ DATE _____
STUDENT _____ D.O.B. _____ DX _____ TYPE _____
CLASS _____

Description of concern (equipment or student) :

Area Coordinator Signature

Date sent

To be completed by

RESULT

Description of findings:

Recommendations:

SLP Consultant

Referring SLP

Date

**DEVELOP POSITIVE
SUPPORT PLAN FOR
CHALLENGING BEHAVIORS**

DEVELOP POSITIVE SUPPORT PLAN FOR CHALLENGING BEHAVIORS

A Positive Support Plan is designed to provide positive approaches to challenging behaviors so a successful learning environment can be created for the student. It is not a behavioral program that simply spells out rules and consequences. Rather, it involves a functional assessment of specific behaviors that includes:

- Identifying and defining the target behaviors
- Identifying the events/circumstances associated with the problem behaviors
- Determining the potential function/purpose of the problem behaviors
- Developing hypothesis statements about the events in the environment and the occurrence of a student's challenging behavior

The underlying assumption of functional assessment is that an individual's behavior serves a purpose or function, and that any behavior is often a means of communication. Thus, the hypothesis statements are informed guesses about the relationship between the behaviors and the circumstances under which they occur. Clear hypothesis statements allow us to look at the communicative intent of problem behaviors and then design positive approaches such as:

- Modifying the learning environment
- Modifying the student's daily schedule/routine
- Recognizing the student's learning style and preference.
- Offering the student choices and some control over his/her learning
- Anticipating difficult or anxiety provoking activities
- 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
- Developing positive peer relationships
- Teaching alternative skills/behaviors
- Using positive reinforcement strategies

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 program.

The materials needed to complete a functional assessment of behavior and determine the elements of a positive support plan are available from one of the inclusion facilitators. They are prepared to guide a team in developing the positive support plan for a particular student and have publications documenting its use and effectiveness.

**IDENTIFY & IMPLEMENT
ACTIVITIES TO DEVELOP
PEER RELATIONSHIPS**

IDENTIFY & IMPLEMENT ACTIVITIES TO DEVELOP PEER RELATIONSHIPS

DEVELOPING PEER RELATIONSHIPS

In developing peer relationships, three areas may be identified:

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:

- a. 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:

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.

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 who has similar interests.

- b. 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.

- c. 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.

d. Setting up a circle of friends to enlist peers as supports/acquaintances for a student who is not connected (see Circle of Friends activity that follows).

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

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 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 are your acquaintances. This may include classmates, sports teams, clubs, church groups, etc.

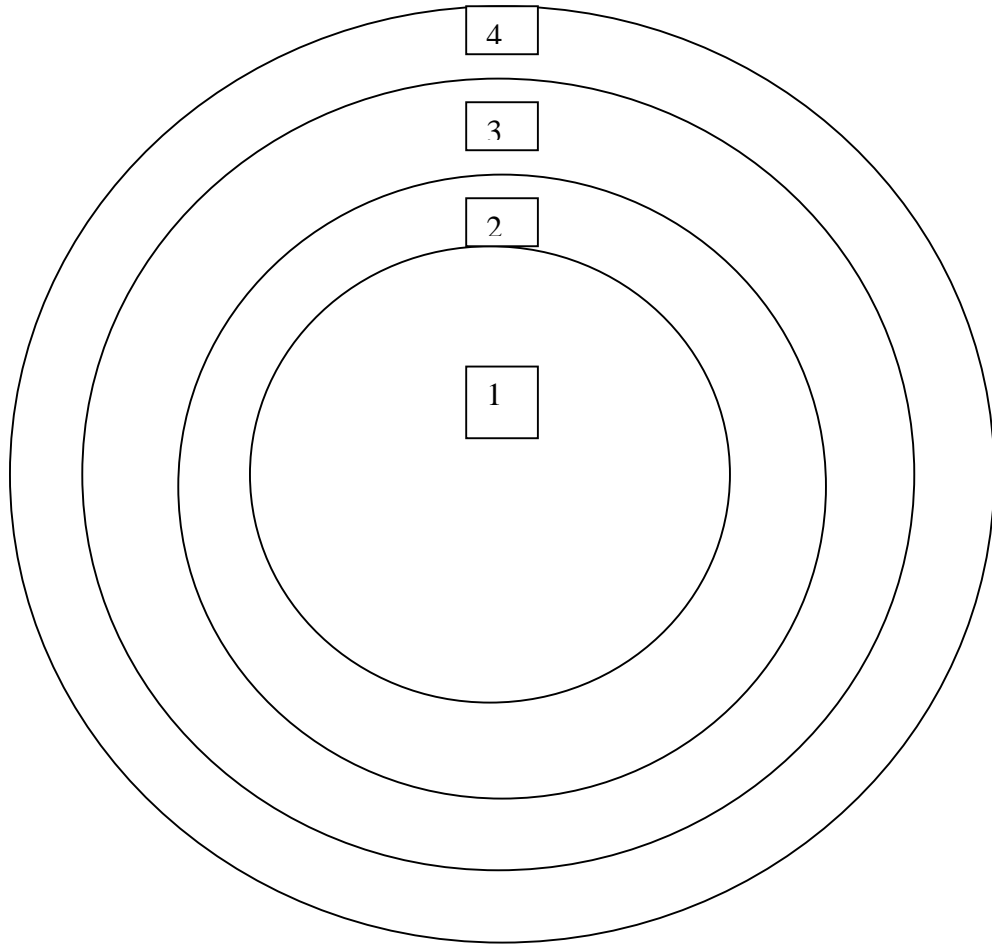
4. In the fourth circle, put people who are paid to be in your life. This would include doctor, dentist, teacher, principal, etc.

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. 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 the end of this first meeting the facilitator suggests that the group meet again to see how some of the things they suggested are working and/or to work on their ideas together. 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 OF FRIENDS



Circle 1: Family

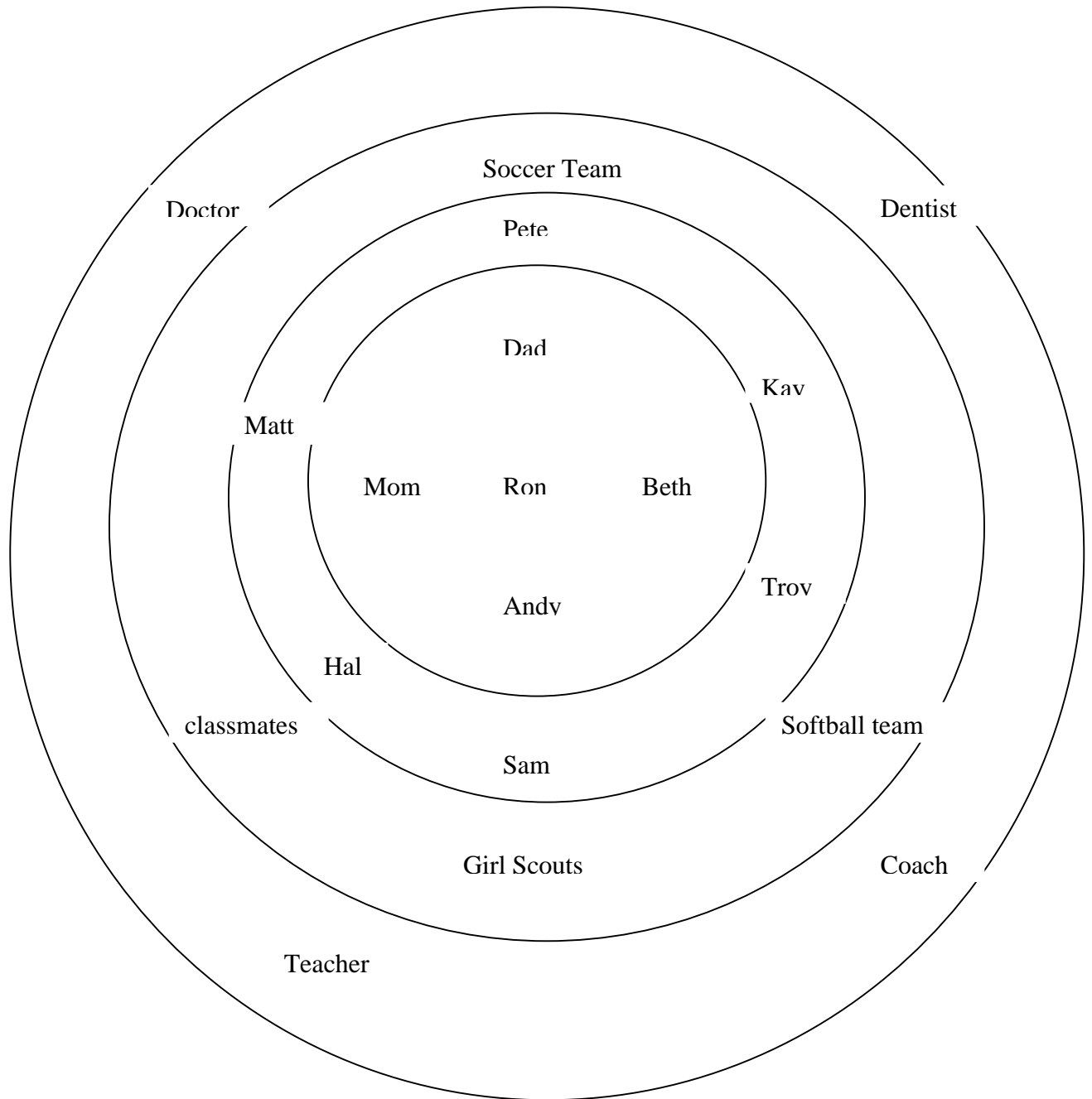
Circle 2: Close Friends

Circle 3: Acquaintances

Circle 4: Paid Relationship

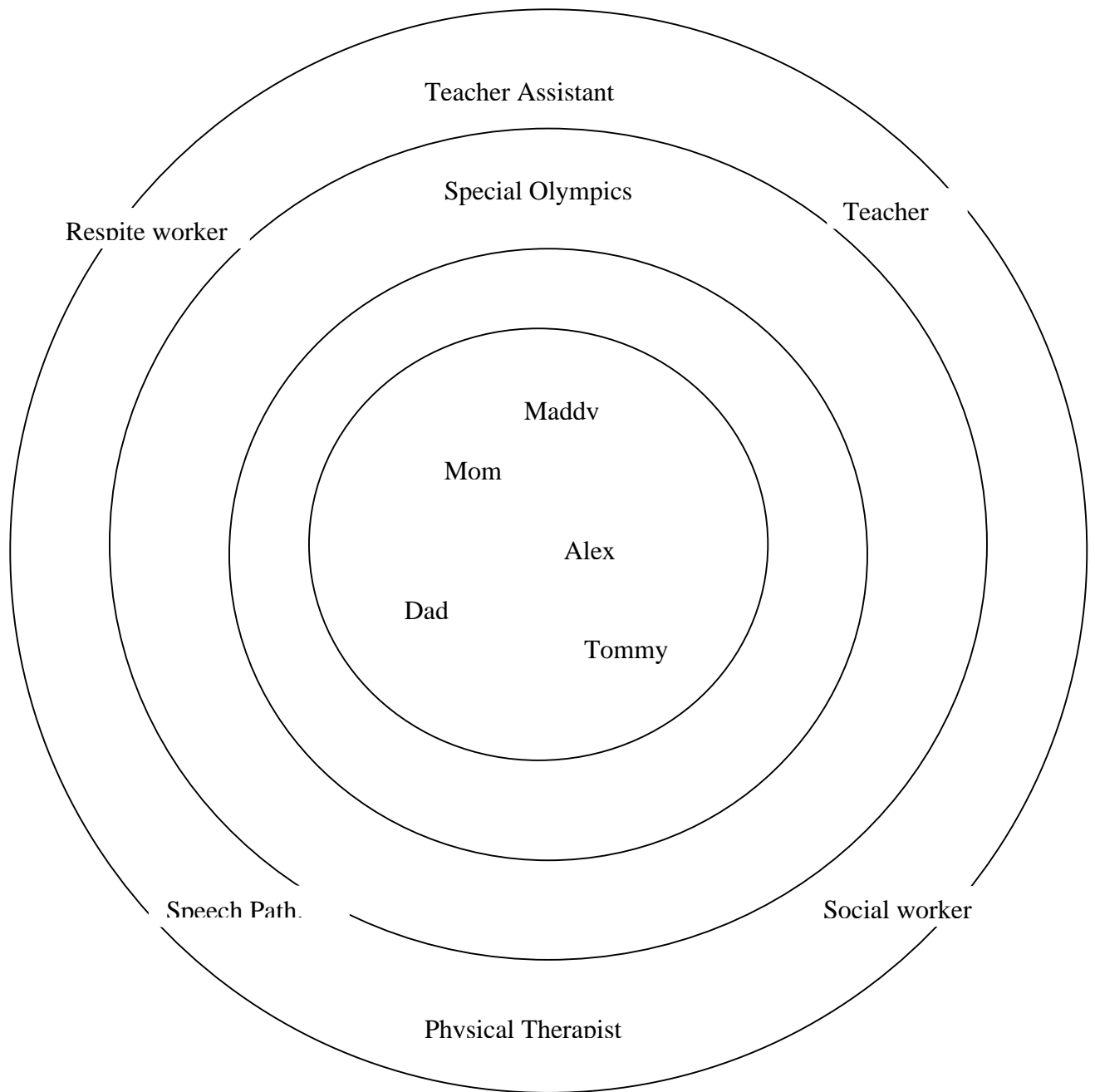
CIRCLE OF FRIENDS: TYPICAL EXAMPLES

Example for a student without a disability:



CIRCLE OF FRIENDS

Example for a student with a disability:



**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.

CLASSROOM ROUTINES OBSERVATION TOOL
SOCIAL COMPETENCE OBSERVATION TOOL

CLASSROOM ROUTINES OBSERVATION TOOL

Student _____

Class _____

Classroom Routines

Review Date				
1. Arrives to class on time				
2. Stays in seat/area				
3. Comes to class prepared				
4. Begins task				
5. Stays on task				
6. Ends task appropriately				
7. Participates in class activities				
8. Tolerates changes in classroom routine				
9. Follows class rules				
10. Uses materials appropriately				
11. Shares materials when appropriate				
12. Uses classroom equipment safely				
13. Puts materials away				
14. Works cooperatively with partner				
15. Works cooperatively in a small group				
16. Accepts assistance from peers				
17. Accepts assistance from adults				
18. Evaluates quality of own work				
19. Copes with criticism/correction				

KEY: + consistently performs
 e emerging/some of time
 - never or rarely

Suggestions or Comments:

Adapted from J. York., R. Kronberg, and M.B. Doyle. (1993). Creating Inclusive School Communities, Pilot Draft. Minneapolis: Institute on Community

SOCIAL COMPETENCE OBSERVATION TOOL

Student _____

Class _____

Social Competence

Review Date				
1. Responds to peer interaction				
2. Initiates peer interactions				
3. Responds to adult interaction				
4. Initiates adult interaction				
5. Uses social greetings				
6. Uses farewells				
7. Uses expressions of politeness				
8. Participates in joking or teasing				
9. Indicates preferences/choices				
10. Requests help				
11. Asks questions				
12. States or indicates feelings				
13. Follows directions for curricular task				
14. Follows directions for class jobs				
15. Follows individual directions				
16. Follows group directions				
17. Orients toward speaker				
18. Takes conversational turns				
19. Gives positive feedback				
20. Indicates disagreement appropriately				
21. Stays on conversation topic				
22. Is understood by others				

KEY: + consistently performs
 e emerging/some of time
 - never or rarely

Suggestions or comments:

Adapted from J. York., R. Kronberg, and M.B. Doyle. (1993). Creating Inclusive School Communities, Pilot Draft. Minneapolis: Institute on Community Integration.
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MOVING ON TO THE NEXT GRADE

MOVING ON TO THE NEXT GRADE

The Student Specific Process Checklist and the supporting materials in this manual should be helpful not only for planning a student's transition to a less restrictive environment, but also for preparing a student's move to the next grade or school.

It is recommended that the topics on the checklist be reviewed again so that information and strategies are efficiently communicated to new team members in the next grade. Therefore, it is important to begin planning the transition in March or April of the current school year. In addition, there are two forms that may be helpful in relating student specific information to the new educators.

The first form, titled "Getting to Know You," is especially useful in communicating student information in the elementary grades when a student has one teacher for most of the day. The student's current teacher(s) would complete the form and give it to the next year's teacher(s).

The second form, called "Student Information Form," is designed to relate student information to teachers in secondary settings, or whenever a student has a separate teacher for each class and may be working on different objectives in each class. The student's special education teacher would fill out this form and distribute it to his/her new teachers.

GETTING TO KNOW YOU....STUDENT INFORMATION

Please fill out this form to facilitate the _____
transition for: _____ to _____.
(Name of Student) (Grade/School)

Name of person completing form _____ Date _____

Role or position _____

1. What do 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 student's learning objectives?

5. If relevant, what are the supports and strategies 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 the general education classroom. Include adaptations, peer supports, assigned roles or jobs, etc.

DEVELOP CONTINGENCY PLANS

DEVELOP 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.

TRANSPORTATION

EXTRA-CURRICULAR PARTICIPATION

Develop contingency plans for the following:

_____ 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 _____

_____ Emergency plans for

- _____ fire
- _____ tornado
- _____ earthquake

_____ Field trips

- _____ transportation
- _____ wheelchair lift
- _____ planning for accessible routes to buildings

_____ Equipment failure

- _____ augmentative communication device

_____ wheelchair
_____ computer
_____ hearing aide
_____ other _____

_____ Non-violent crisis intervention

_____ training provided to staff
_____ staff identified to intervene
_____ documentation method determined

_____ Health care/emergency plan has a back-up

TRANSPORTATION

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.¹

_____ 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
- _____ 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. 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.

Simon, M., Karasoff, P, & Smith, A. (1992) Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide. San Francisco State University; California Research Institute on the Integration of Students with Severe Disabilities

¹ Freagon, S., et al. (1992) Individual school district profile for planning and implementing the inclusion of students with disabilities in general education and their transition to adult living and continuing education. Springfield, IL; Illinois State Board of Education, Project CHOICES/Early CHOICES, S.A.S.E.D.

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Extra-Curricular 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."

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
-

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REFERENCES

WHERE TO FIND RESOURCE MATERIALS

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WHERE TO FIND RESOURCE MATERIALS

Human Policy Press, P.O. Box 127, University Station, Syracuse, NY 13210.
The center on human policy offers books, slide shows, video-tapes and novelties as well as posters.

Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. For further information call Publications Office at (612) 624-4512.

Institute on Disability, A University Affiliated Program, University of New Hampshire, Durham, NH 03824, (603) 862-4320. A variety of materials offered on issues pertaining to quality education for all children including the I.N.S.T.E.P.P. Project Student Inclusion Checklist.

Inclusion Press, 24 Thome Cresc., Toronto, Ont. M6H 2S5, Voice: (416) 658-5067, Fax: (416) 658-5067, E-Mail: CompuServe: 74640,1124
Publishers: Jack Pearpoint & Marsha Forest

Peak Parent Center, 6055 Lehman Drive, Ste.101, Colorado Springs, CO 80918; (719) 531-9400.

Special Projects Materials, Special Education Programs, 805 Crouse Avenue, Syracuse University, Syracuse, NY 13224-2280. Attn. Luanna H. Meyer, Ph.D.


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Implementing Inclusion



In a growing number of schools across the United States, it is now possible to walk into elementary, middle and secondary classrooms and observe students with Down syndrome and other cognitive and physical disabilities learning with their nondisabled peers. This practice of welcoming, valuing, empowering and supporting diverse academic and social learning among students of all abilities is called Inclusive education.

What Is Inclusion?

Inclusive education is more than mainstreaming. Mainstreaming implies that a student from a separate special education class visits the regular classroom for specific, usually non-academic, subjects. Inclusion is an educational process by which all students, including those with disabilities, are educated together for all, or at least most, of the school day. Generally 80% or more of the day is what is considered inclusion by proponents—a majority could be anything more than 50%. With sufficient support, students participate in age-appropriate, general education classes in their neighborhood schools.

Inclusion is a philosophy of education based on the belief in every person's inherent right to fully participate in society. Inclusion implies acceptance of differences. It makes room for the person who would otherwise be excluded from the educational experiences that are fundamental to every student's development.

When inclusion is effectively implemented, research has demonstrated academic and social benefits for all students: both those who have special needs as well as typical students. Friendships develop, nondisabled students are more appreciative of differences and students with disabilities are more motivated. True acceptance of diversity ultimately develops within the school environment and is then carried into the home, workplace and community.

BENEFITS OF INCLUSION

A number of studies over the years have reported the various benefits of inclusive education. In 1996, the National Down Syndrome Society published a research report on the inclusion of children with Down syndrome in general education classes. After analyzing and comparing extensive parent and teacher questionnaires, this study found that with

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proper support and adequate communication between parents, teachers and professionals, inclusion is a favorable educational placement for children with Down syndrome. The study also found that the learning characteristics of students with special needs were more similar to their nondisabled peers than they were different. Moreover, teachers reported positive experiences with students with Down syndrome. They described their students as eager to learn, especially when encouraged, and reported personal satisfaction in terms of their professional achievements.

Literature documenting successful inclusion practices is significant and growing. An analysis by Baker, Wang and Walberg in 1994 concluded that "special-needs students educated in regular classes do better academically and socially than comparable students in non-inclusive settings." Research also found inclusion was not detrimental to students without disabilities 3. In fact, a national study of inclusive education conducted in 1995 by the National Center on Educational Restructuring and Inclusion (NCERI) reported academic, behavioral and social benefits for students with and without disabilities. The study also concluded that students within each of IDEA's 13 categories of disability, at all levels of severity, have been effectively integrated into general education classrooms. NCERI also reported positive outcomes and high levels of professional fulfillment for teachers. A number of other studies confirming the educational and social benefits of inclusion for students with and without disabilities can be found in the reference list at the end of this publication.

In May 2000, the Indiana Inclusion Study investigated the academic benefits of inclusive education for students without disabilities. This study concluded that students without disabilities who were educated in inclusive settings made significantly greater progress in math than their peers. Although their progress in reading was not significantly greater than their peers, there was a "consistent pattern" in their scores that favored educating students without disabilities in inclusive settings.

This and other research has highlighted improved academic skills, social skills, communication skills and peer relationships as four of the most important benefits of inclusion. Nondisabled students can serve as positive speech and behavior role models for those with disabilities and students with disabilities offer their nondisabled peers acceptance, tolerance, patience and friendship. As allies and friends, peers can offer support both in and out of the classroom. These findings show that everyone involved in inclusive schooling can benefit from the experience.

The introduction to the Individuals with Disabilities Education Act acknowledges that education in inclusive settings works when the mandates of the law are followed. It states:

"Almost thirty years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to--meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and be prepared to lead productive and independent adult lives, to the maximum extent possible; strengthening the role and responsibility of parents and



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ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home; coordinating this title with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965, in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent; providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate; supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities in order to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible; providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children; focusing resources on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results; and supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities."

Inclusive education has also been shown to have a positive impact on employment outcomes. A 1988 study by Affleck et al., spanning fifteen years, found that students with disabilities educated in inclusive settings had an employment rate of 73 percent while those in segregated programs had an employment rate of 53 percent. Ferguson and Asch (1989) found that the more time students with disabilities spent in regular classes, the more they achieved as adults in employment and continuing education. In its 1997 annual report to Congress, the US Department of Education noted: "across a number of analyses of post-school results, the message was the same: those who spent more time in regular education experienced better results after high school." As nearly all employment settings are themselves inclusive, involving people with and without disabilities, it is easy to imagine why inclusive education has a positive impact on employment outcomes.

Overcoming Barriers

Many children with disabilities continue to be educated in separate classrooms or schools for all or most of the day, even when their parents believe an inclusive setting would be more appropriate.

WHY DOES THIS HAPPEN?

Researchers have identified a variety of perceptual, cultural and emotional barriers that cause people to resist the idea of students with and without disabilities sharing the same classroom. In some cases the barrier is simply a matter of prejudice. But there are also many more complex views, including the belief that only those students with disabilities

who are closer to "normal" can or should be included and the belief that the needs of students with disabilities are unique and beyond the reach of general educators.

Others may be concerned about the need for special expertise to support the student's academic and social learning or the potential for students with disabilities to disrupt the classroom. Concerns may also include the costs associated with special services and the idea that functional life skills cannot be addressed in general classroom settings.

Successful inclusion models allay these concerns. In fact, models of inclusive education can be models for the education of all students, especially when Universal Design for Learning (UDL) is implemented, as they overcome barriers and offer a variety of approaches which reach a broader range of students and improve learning. These successful inclusion programs demonstrate how certain changes in the structure of school systems, classroom operations and the roles of teachers, students, parents and community members can enable equal access to general education curricula and related services for all students.

Unfortunately, effective models for inclusion do not yet exist in many parts of this country. Often, parents must convince reluctant IEP teams that inclusion is right for their child. Following are steps parents can take in this situation.

INDEPENDENT EDUCATIONAL EVALUATION (IEE)

If parents or caregivers disagree with the educational evaluation provided by the school district, reimbursement may be available from the school district for the cost of an independent evaluation. If parents do not want school personnel to evaluate their child, an IEE can be obtained at their own expense. The IEP team must consider an IEE as long as the type of assessment used and the credentials of the person who gave the test comply with school district standards. To get health insurance reimbursement, it is easier to go through the genetics department at a hospital covered under the student's insurance plan or use a developmental pediatrician if the student's plan covers those services.

- Long-Term Goals: Parents should tell the IEP team that they want to prepare their child to live and work as independently as possible. This means being able to function and behave appropriately in a world of typical peers. The goals on the IEP should reflect the skills necessary to achieve this – both academic and non-academic. Parents acknowledge their high but reasonable expectations and inform the team that they will support them in any way possible. It is critical that the IEP team sees the student's future through both the parents' and the student's eyes.
- Drafting IEP Goals for Inclusive Settings: The goals drive placement decisions at IEP meetings. As long as the student can make progress toward the goals in an inclusive environment, the team should not consider a more restrictive placement. It is important that these goals be appropriate for the general education classroom. For example, if the student's IEP includes a goal that specifically requires trips into the community, it cannot be met in an inclusive environment. If the student's goal is to learn to handle money in real-life situations, the goal can be written in a way that uses the cafeteria or the school store, rather than the mall or McDonald's. It also helps to have social goals that involve interactions with typical peers, which cannot be worked on in segregated settings. The goal should not be restricted to "small-group settings." Even though small groups can be arranged in the general education classroom, the term "small-group setting" is often considered to be synonymous with a special education class.
- Planning Matrix: A chart should be used to show how the goals can be worked on in

the different parts of a typical school day. For example, the schedule may indicate that the student will work on money at lunchtime, communication and reading skills throughout the day, and one-to-one correspondence during math – by handing out dittos to each classmate. By demonstrating to IEP and school personnel that it just takes a little creativity and flexibility, the concept of inclusion becomes less threatening.

- **Supplementary Aids and Services and Related Services:** All the supports and services the student and teacher will need should be reflected in the IEP. Examples include curriculum modifications, assistive technology, augmentative communication, paraprofessional support, a behavior plan, staff training, staff collaboration time, psychological support and occupational, speech and physical therapy. The student's need for these supports is not grounds for a more restrictive placement unless they cannot be provided at the school. It is not enough for the school to say it does not have these services; efforts must be made to bring the services to the school, through traveling staff or some other means.

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Does inclusion benefit children *without* disabilities?

Nov 12, 2013 8:00 AM by [Maureen Wallace](#)

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A column in the Wall Street Journal sought to stir the debate about whether educating children with disabilities alongside their non-disabled peers actually deprives the kids without disabilities.

MORE THAN ACADEMICS VS. COMPASSION

One educator summed up my opinion of the article nicely, calling it "a lot of bunk!"

While parents and educators point out that the author stands to gain from stirring the pot, since she's an education attorney, I believe the author's perspectives must be addressed and critiqued as loudly as possible, just in case someone actually thought they made sense.

The [author](#) says parents of typically-developing children don't speak up, don't complain, don't share their thoughts — and so, she surmises, they are harboring resentment and unhappiness with the system.

She urges these parents to speak up, to shed light on the lack of equality.

I'm speaking up

I have a typically-developing child. I also have a child with Down syndrome. Both are mere toddlers, but already they have taught each other (and their parents) so much, and I hope for the day when they can share a classroom, for however long.

Books, reports and white papers have been written on the benefits of inclusion, but it's worth noting

perspective from another parent of a child with Down syndrome before we dive too deep.

Mike participates in a Facebook page called [Inclusion for Children with Down syndrome](#). The group has more than 2,300 members, from parents to educators, and provides a tremendous resource on all questions related to inclusion.

When I queried the group about the *Wall Street Journal* column, Mike pointed out that the author has a clear agenda to sell more copies of her book and a vested interest in an ongoing — never resolved — debate about the benefits of inclusion because she is, after all, an education attorney.

"I've read her articles and she doesn't seem to quote any meaningful scientific studies on inclusion," Mike says. "If she really was interested in 'fixing' anything, she'd be advocating for scientific studies in which we could have meaningful analysis of the issues. Instead, she appears to want to fuel the debate by pitting parents against one another."

With that context in mind, let's dive in.

Silence equals disdain?

The author's major assertion is that parents of typically-developing children stay mum on whether they believe their children are being deprived academically by being in a classroom with children with disabilities.

"She [the author] seems to not realize that maybe one reason parents of typical kids are 'staying silent' about this supposed injustice is a little thing called siblings," says Vicki Villa, who has a son with Down syndrome and blogs at [Thoroughly Modern Messy](#). "Parents of kids with special learning needs are not an alien species. They are often also raising typical kids as well, surprise, surprise. Therefore, there is nothing to complain about because they get it."

To assume that silence is veiled — or worse, timid — disappointment is irresponsible and based on *no data*. Which also describes the number of citations the author references in her piece — zero. No studies. No surveys. No polls. She doesn't quote a single member of her imaginary silent majority.

Inclusion vs. mainstreaming

The author also refers to "inclusion" and "mainstreaming" as interchangeable terms. They're not. The website [Bright Hub Education](#) explains:

"The concept of inclusion is based on the idea that students with disabilities should not be segregated, but should be included in

"The concept of mainstreaming is based on the fact that a student with disabilities may benefit from being in a general education classroom, both academically and socially. A mainstreamed student may have slight adjustments in how she is assessed, but she learns mostly the same material and must show that she is gaining from her classroom placement.

"The concept of inclusion is based on the idea that students with disabilities should not be segregated, but should be included in a classroom with their

a classroom with their typically developing peers."

typically-developing peers. A student in an inclusion classroom usually needs only to show that she is not losing out from being included in the classroom, even if she is not necessarily making any significant gains. Proponents of inclusion tend to put more of an emphasis on life preparation and

social skills than on the acquisition of level-appropriate academic skills."

Benefits of inclusion

"Effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish," reports [Inclusive Schools Network](#), citing five reasons why inclusive education benefits all students, from differentiated instruction to efficient use of resources.

Diversity double standard?

The author writes, "Many parents remain silent. Some quietly remove their kids from public schools. Can this be anything but very bad for America? Our schools thrive only with a diverse student population and engaged parents — not with the departure of those who choose to leave."

This double standard perplexes me. Is the author really saying that efforts toward achieving diversity suffer if a typically-developing child *goes elsewhere* to avoid an inclusive environment? Not for one moment do I worry that our planet will suddenly become deficient in typically-developing children to ensure sufficient diversity in an inclusion class of children with disabilities.

Participate fully or not at all

If a parent feels so strongly that his or her typically-developing child will receive less of an education or in some way be harmed academically by learning alongside my son with Down syndrome, I beg of that parent to remove the child immediately — because it's a doomed relationship otherwise.

Children absorb every ounce of discrimination that seeps from a parent's bones. At first, that discrimination nestles in the child as bits of a mirror, reflecting thoughts and ideas the child doesn't yet understand. But one day, after years of discriminatory mimicry, a parent's philosophy of superiority will seep through the reflective glass and morph into the child's original ideas and actions of superiority — both unlikely to embrace my son and his different abilities.

Inclusive School Reform

The truth is, *properly executed inclusion* helps everyone — and parents, teachers, administrators and advocates need to push for that level of commitment.

Julie Causton-Theoharis is an assistant professor in the department of teaching and leadership at Syracuse University. George Theoharis is an assistant professor in the same department.

They [co-wrote an article](#) diving into a way of thinking called

Online resources for inclusion:

*Inclusion for Children with
Down syndrome
ASCD*

Inclusive School Reform that speaks honestly to the commitments required and the mindset changes necessary to apply inclusion philosophy and practice effectively.

Including Samuel

Delivering on three promises

In 2010, the pair published [a case study](#) of two schools in which they described effective Inclusive School Reform where "all students — including the approximately 23 percent of the student body at both schools formally identified as disabled — now have full access to the general education curriculum. Special education teachers and general education teachers co-plan and co-teach lessons."

Causton-Theoharis and Theoharis describe Inclusive School Reform as delivering on three promises — a promise to include everyone, a promise to help staff and students feel that they belong and a promise that everyone will learn.

An IDEAL perspective

Audra Zuckerman is co-founder of [The IDEAL School of Manhattan](#), New York. She's often asked how inclusion benefits all students.

"Inclusion allows us to offer additional enhancements to our program, such as having two head teachers — a general and special educator working together as a team — in each classroom, and an individualized curriculum for every single student, which benefits all learners.

"Our method of instruction, differentiated instruction, was actually created to meet the needs of gifted students and is thus perfect for meeting the needs of a diverse range of learners.

"Additionally, all students benefit from being in a truly diverse community, our social justice curriculum, and the strong identity work that is incorporated into our curriculum, and students with this unique educational background are more prepared to succeed in a global and diverse workplace."

[Read more about The IDEAL School of Manhattan >>](#)

Angie Bergeson is head of [The IDEAL School](#) and addresses the *Wall Street Journal* column directly. "[The author] seems more concerned about money than people... . This country needs to prioritize education, rather than create divisive conversations like this one about how much of a drain students with special needs are on our education system."

The author's piece has one benefit — it renewed any waning passion among parents who know we need to keep speaking up about the benefits of inclusion for *everyone*, lest anyone be tempted to forget or ignore the issue.

Image credit: [The IDEAL School](#)

Disability Solutions

A resource for families and others interested in Down syndrome and related disabilities.

May/June, 1998

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Paraprofessionals in Education

Paraprofessionals in the Classroom: What Role Do They Play?

by Patti McVay

Students with disabilities are successfully included in general education classrooms across the country. Success is a result of scheduled planning, regular meetings, discussions, and openness to new ideas, and taking time to see children as children. In these meetings and discussions the foundation for success is built. For instance, when thinking about including a student with a disability in a general education classroom, the most common first response is to envision all the fears, barriers, and problems that may arise. However, when the team, including parents, takes time to discuss what they know about the student, the picture begins to change. Each member provides a new piece to the puzzle about that student, allowing the

group to see how much is already known and how to make this experience a success. Some of the following ideas may assist parents and professionals to build a team that puts children first through communication, planning together, and finding ways to support each other no matter what difficulties arise.

Role of the Paraprofessional

As the team plans, they may decide that a student needs a paraprofessional to support the classroom teacher and the student. Paraprofessionals, or educational assistants, are important members of the education team. When a paraprofessional is assigned to a teacher

Continued on page 3

It's I.E.P. Season...

Growing up, I thought there were four seasons in a year: fall, winter, spring, and summer.. I've decided, however, that for families of kids with special needs there are not four, but five seasons in a year: fall, winter, spring, IEP, and summer. During the late spring, parents and professionals share stories of the myriad of IEP meetings across the nation. Some go pleasantly and others sound like the beginnings of war.

This year, along with the usual mix, I experienced a new twist to IEP season (no, not El Nino). The authors who contributed articles to this issue of Disability Solutions shared with me their knowledge regarding paraprofessionals, as well as their dreams of what an inclusive classroom and community look like. They spoke of paraprofessionals working with every student and serving as the "extra set of hands" all teachers need. They described situations where students willingly participate in supporting their classmate with special needs by adapting activities or providing prompts to guide their friend. "But," I thought, "if the students take on those tasks, won't the classroom lose the paraprofessional?" Maybe, but probably not. If classmates begin to provide "natural prompts," it allows the paraprofessional to focus on other tasks such as creating the materials needed for an upcoming lesson the teacher has designed. One success (reducing the prompt needed from adults) leads to another (more time for creative planning).

Most importantly, both Mary Beth Doyle and Patti McVay feel clear communication and brainstorming by the team is essential to the success of students in inclusive settings—and any other setting. Regular team meetings, clear expectations of each other, and mutual respect promote creative planning and success for all students. As schools implement IDEA 97, parents will become a more frequent addition to the planning team. We will, however, be among the newest to this experience. It is imperative that we foster open communication and avoid confrontational situations when meeting to plan and brainstorm for our children. To prepare yourself and the rest of the team for this, I challenge you to complete the Create-A-Team! and Dream Your Team Meeting exercises provided by Mary Beth Doyle. I think you will find it an enlightening process. One that will dissolve any barriers that exist between members of the team.

Now that I think about it, there are six seasons: fall, winter, spring, IEP, summer, and implementing the IEP, which never ends. Parents have asked to be a part of the team for a long time. Now that the opportunity is built into IDEA 97 for us, will we live up to the responsibility? I hope so!

Warmest regards,



Paraprofessionals in the Classroom: What Role Do They Play?

↪ Continued from page 1

or classroom to assist students with special needs, it is crucial that they are viewed as a support for all students. This encourages and allows the teacher to take ownership for every student in the class. It also provides the teacher and all students an opportunity for extra instruction and support. Paraprofessionals commonly assist with tasks such as:

- ✓ leading small group instruction designed by the teacher,
- ✓ gathering materials,
- ✓ providing assistance for personal care and other physical needs,
- ✓ assisting students to complete directions given by the teacher,
- ✓ facilitating interactions between students,
- ✓ adapting lessons under the teacher's guidance, and
- ✓ executing other, often unseen, but very important tasks for the classroom community.

As the complexity of classrooms change, the role of the paraprofessional also changes. With increased information and research, we can draw from established best practices for paraprofessionals to ensure quality instruction for students. These best practices include all the activities listed above as well as an increasing role in the student-centered team.

Paraprofessionals are a great asset to the educational team, but there are some constraints on the responsibilities they can and should have. By law, a paraprofessional or education assistant cannot:

- ✓ write programs without supervision of certified personnel,
- ✓ create new, alternative instruction without direction from the teacher or other certified personnel,
- ✓ implement "behavior" ideas without direction of the teacher or other certified personnel, or
- ✓ take complete responsibility for any students.

Sometimes when the role of the paraprofessional is unclear, they may actually be a barrier to student learning (see *My Child Has A New Shadow... And It Doesn't Resemble Her!* page 5). It is helpful if the paraprofessional continually asks the following question while assisting a student: "Is this something a classmate, buddy, or peer tutor could be doing rather than me? Can this student be successful with less assistance overall?"

Often parents will advocate for the presence of a full-time paraprofessional out of concern for their child's success. It is important to discuss the role of the paraprofessional several times each year. If a student can be successful in the classroom once peer supports are developed, the role of the paraprofessional changes. For some students the paraprofessional will continue to be a necessity. However, their direct interaction with the student should lessen over time as natural supports and accommodations are developed and the student learns the classroom routines.

Teacher-Paraprofessional Relationship

The relationship between the classroom teacher and the paraprofessional, along with their interaction with the rest of the team, is the key to success for students in any learning environment. It is working together that builds success. Here are some characteristics of a successful, growing team, particularly the teacher and paraprofessional relationship within that team:

- ✓ Time together in planned regular meetings. Initially these meetings will focus on learning to work together with the student(s). Later, the discussions will focus on problem-solving, brainstorming, and, most of all, celebrating the successes. When building the student's success is the focus of the team, there is a lot to celebrate.

Paraprofessionals in the Classroom: What Role Do They Play?

➤ Continued from page 3

- ✓ Teachers take ownership for all the students in their classroom by interacting, teaching, talking, and having fun with every student.
- ✓ Teachers and assistants share the different responsibilities for supporting all the students in the class. For instance, the teacher and paraprofessional may occasionally switch small groups providing a chance to implement new strategies and measure student growth.
- ✓ Paraprofessionals are careful not to take too much ownership of a student or activity. Sometimes this means waiting for the teacher to see a student has a concern instead of stepping in to meet the student's need immediately.
- ✓ Paraprofessionals and teachers constantly ask, "Could a friend be doing this? Am I a barrier or preventing friends from interacting with this student by being too close or available?"
- ✓ Paraprofessionals look for opportunities to encourage and coach classmates or others on how to say something and when to say it rather than playing "interpreter."
- ✓ Paraprofessionals move throughout the classroom to help all the students rather than hover over the student with an IEP.
- ✓ Teachers, paraprofessionals, support staff, and other school staff make an effort to provide a high ratio of reinforcement to directive. Studies suggest that a ratio of four-to-one (four reinforcing comments to every one directive) is ideal. This isn't easy. "Catching" specific students and classmates being good can make a big difference in classroom management.
- ✓ Teams consider other kids as team members too. Students often come up with ideas and solutions adults wouldn't even consider.
- ✓ Teachers and paraprofessionals look for ways to facilitate and encourage independence. This often means stepping back to prevent over helping or hovering.
- ✓ Staff help kids understand what is expected and

how to do something correctly rather than tell them what not to do. For instance, saying "Please walk in the hall" instead of "don't run!" Or saying, "use your words (or communication device) to tell him how you feel when your mad" instead of, "Don't hit!"

These are some ideal characteristics found in teams working together to build successful and positive classrooms for everyone. What is important is to be committed to working things out together.

Conclusion

Building and maintaining a team is not easy. It helps to clarify the roles and responsibilities of each team member at the beginning of the year (see Create-A-Team! on page 10). When there is confusion about who is to do something, it is important for the team to discuss the answer together. For this process to be effective, however, it requires commitment by each team member to on-going problem solving rather than giving up when things get tough. This commitment is what helps the team get through difficult times as well. It works in life outside the school, and in building teams for successful students as well.

Patti McVay is the team leader for the Multnomah Education Service District Supported Education Team and Director of the Outreach Center for Inclusive Education in Portland Oregon. Through the combined efforts of the Outreach Center and Supported Education Team, Patti, her team consultants and paraprofessionals assist school teams including students with disabilities in general education classes. Through the Outreach Center, over 40 teams are supported in Oregon, Washington, California, Kansas, Florida, and Massachusetts. Patti is also an adjunct professor at Portland State University and is a nationally recognized educator, working with teams

My Child Has a New Shadow... And It Doesn't Resemble Her!

by Mary Beth Doyle, Ph.D.


It is February. You realize the classroom assistant, whom you requested, has become your child's new shadow. You've received school projects that you suspect the paraprofessional had more fun creating than your child. The paraprofessional has been invited to team meetings, but the classroom teacher has not. You've even received phone calls requesting your child and the assistant go over to play at a classmate's house!

Are you aware that paraprofessionals make up one of the fastest growing, yet least understood positions in public schools today? In fact, in the early 1960's there were approximately 10,000 paraprofessionals working in public schools, while current estimates range from 300,000 to 500,000. Along with this significant increase in numbers of paraprofessionals in schools, their roles and responsibilities have expanded markedly. Instead of performing tasks that are primarily non-instructional in nature, such as clerical work or housekeeping, paraprofessionals are now involved in activities that are more instructional, such as implementing instruction designed by a certified teacher or carrying through with therapy activities designed by certified therapists. One reason for these changes is the increasing numbers of children with disabilities receiving part or all of their education in general education classrooms.¹

As more students with disabilities are welcomed into the same schools and classrooms as their siblings and neighbors, schools are responding by hiring paraprofessionals to assist classroom teachers in meeting the needs of this new mix of students. Generally, paraprofessionals do not have

a teaching certificate. Although some have college degrees, they are not certified as a teacher. Until recently, little attention has been directed toward clarifying the roles and responsibilities of paraprofessionals who are working in general education classrooms. School personnel are beginning to focus on identifying roles and responsibilities of paraprofessionals and distinguishing the different responsibilities of noncertified (paraprofessionals) and certified personnel (teachers and therapists). Clearly these are important conversations within the educational arena. It is critical that parents of children with and without disabilities join into the conversations that will shape the ways adults work together to support the learning and growth of all children.

Parents can influence and support the development of the roles and responsibilities of paraprofessionals in several ways. First, and perhaps most importantly, parents must establish a primary relationship with the classroom teacher, not with the paraprofessional. Second, parents should ask two questions that are simple, yet often overlooked: "What are the responsibilities of the paraprofessional on our team?" and "How are they different from other team members?" Third, parents must establish clear lines of communication with the classroom teacher. While these are simple acts, discussing all of them will have a significant impact on the manner in which the paraprofessional interacts with all the children in the classroom. Each of these areas is discussed in further detail in the remainder of the article.

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My Child Has a New Shadow...

➤ Continued from page 5

Establish a Positive Home-to-School Relationship with the Classroom Teacher

It is important for every parent to meet and develop a relationship with their child's classroom teacher. As a parent of a child with a disability, this holds true for you as well. One of your primary goals is to become just another parent. Sign up to participate in classroom activities such as fundraisers, being a reading partner, or snack rotation. Attend class plays and performances. Sign up for parent conferences with the classroom teacher without an entourage of other related professionals. You need to know the classroom teacher's thoughts, perspectives, and insights about your child. Your actions will communicate to the classroom teacher that she is the teacher for all the children in the classroom and your child is one of those children. Be as involved with the class as other parents of children in the classroom. Try not to overdo it or under do it—strike the right balance.

While you are in the classroom for parent meetings or as a volunteer, look and listen carefully. Watch to see if the classroom teacher and the paraprofessional interact directly with your child in a manner similar to children without disabilities. If they do not, this may be important information about their perceptions of their roles and responsibilities to your child. Look to see if your child's work is displayed in the room and hanging on the bulletin board as often as his classmates. Listen for language that might communicate who is responsible for your child. For example, "That's Sarah's aide" or "She helps Sarah" instead of "Mrs. Smith is our classroom assistant" or "Mrs. Smith helps us to do our work." The language chosen by the teacher and paraprofessional communicates assumptions they, and others, hold regarding who is primarily responsible for all of the children in the class, including your child.

If it appears that the paraprofessional is primarily responsible for your child, you need to speak

directly with the classroom teacher. Explain your observations and your interpretations in a clear and calm manner. This may be an opportunity to begin a discussion about roles and responsibilities. On the other hand, when you see and hear things that increase your comfort level regarding your child's participation in classroom activities, tell the teacher. Use descriptive language such as, "When I see you touching Sarah's shoulder, it tells me that you care about her" or "Although my child's work is at a very different level than the other children, seeing it displayed with everyone else's tells me her contributions are valued and respected." Be specific and descriptive.

Remember to thank and encourage the teacher throughout the year. Teachers need to know that parents and other members of the community appreciate their hard work. Building a strong foundation to the relationship between you and your child's classroom teacher is critical. It should be your primary relationship in the school.

Role Clarification

When paraprofessionals work in general education classrooms, it is not uncommon for classroom teachers to be unclear about the specific responsibilities of the paraprofessional who is working in their own classroom. In many cases, the responsibilities of the paraprofessional are not understood by any member of the educational team. This is often because no one has taken the time to discuss what he is supposed to do. Often there is a general sense that the paraprofessional is simply supposed to "know" what to do and how to do it.² In order to maximize the instructional benefits associated with having a paraprofessional in the classroom, parents must address the issue of role clarification with classroom teams. Every member of the team will benefit from these discussions.



And It Doesn't Resemble Her!

The first step is to suggest that your child's core team — general education teacher, paraprofessional, special educator, and parent — come together to clarify the role and responsibilities of the paraprofessional. This can be done at any time during the school year. In fact, this conversation would be helpful to have two or three times during the year as dynamics within every classroom change throughout the school year. Keep in mind that as the team begins to clarify the role and responsibilities of the paraprofessional, an interesting and exciting phenomena will occur: other members of the team will begin to understand their respective roles and responsibilities more clearly. Why? Because classroom personnel are interdependent. As one person's roles and responsibilities shift there is a ripple effect on others.

Begin the examination of the role and responsibilities of the paraprofessional by reviewing a widely accepted definition of paraprofessionals:

Paraprofessionals are those:

1. whose positions are either instructive in nature or who deliver other direct services to students and/or their parents; and
2. who work under the supervision of teachers or other professional staff who have the ultimate responsibility of the design, implementation, and evaluation of instructional programs and students' progress.³

Using this definition, paraprofessionals generally provide assistance to individual students and small or large groups of students under the supervision of a classroom teacher who has designed the instructional tools and strategies.


Ask your team if this is the definition they use for the paraprofessional who works in the classroom where your child is a member. If the response is "yes," examine the definition more carefully by

breaking it apart and discussing each section as it specifically relates to your child. For example, if your team agrees that the paraprofessional is a school employee "whose position is either instructive in nature or who delivers other direct services to students or their parents," then what are those specific instructional responsibilities? What are the other direct services, if any? As a team, generate a descriptive list and write the responses on chart paper so everyone can follow the discussion easily.

Next, discuss the second portion of the definition: "paraprofessionals work under the supervision of teachers or other professional staff who have the ultimate responsibility of the design, implementation, and evaluation of instructional programs and students' progress." As the parent-member of the team, ask the group, "Who is responsible to supervise the paraprofessional?" Followed by, "How often does this occur?" Additionally, ask the team to clarify which certified team member is ultimately responsible for the design, implementation, and evaluation of your child's instructional program.

In the next phase, the team clarifies the responsibilities of the paraprofessional more specifically. As a group, decide how you will deal with the following questions:

1. Who manages daily preparation and feedback tasks for the paraprofessional?
2. Who plans the weekly instruction for children without disabilities? Who plans the weekly instruction for children with disabilities?
3. Who creates the necessary adaptations for children without disabilities? Who creates the necessary adaptations for children with disabilities?
4. Who ensures instructional integrity and how is that monitored for children without disabilities? Who ensures instructional integrity and how is that monitored for children with disabilities?
5. Who is responsible to provide ongoing training

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My Child Has a New Shadow... And It Doesn't Resemble Her!

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and feedback to the paraprofessional?

It is important to be aware that in most cases, the paraprofessional should not have the primary responsibility for any of the above areas. As a rule of thumb, the paraprofessional should function as an “extra pair of hands” to assist in the classroom. Generally, these hands are not trained in curriculum and instruction and should not be given the primary responsibility for the development of your child’s educational program.

As a parent, if your team is relying on the paraprofessional to take the lead in these areas of curriculum and instruction, you need to communicate your concern by raising the issue in a very direct manner. Pose the question: “Why is it that a certified person, the general education teacher, is planning, implementing, and evaluating the curriculum for children without disabilities, while a noncertified person, the paraprofessional, is doing that work for my child who has a disability?” Your goal in asking this question is to help your team problem-solve other ways to meet the instructional needs of your child. The paraprofessional can assist with the implementation of instruction developed by the teacher, but he should not design the instruction. For example, the classroom teacher designs a lesson for a small reading group where your child is a member. On certain days of the week, the paraprofessional may implement the instruction the teacher developed, while on other days of the week, the classroom teacher will implement the instruction. This approach ensures that the original instruction is developed by a certified teacher who understands the scope and sequence of instruction. It also ensures the certified teacher is taking responsibility for working directly with your child in the context of a reading group. This is critical because it ensures that the classroom teacher or special educator maintains

the responsibility for your child, as well as for the direction of the paraprofessional’s work.

Communication

Establish and maintain direct communication with the classroom teacher. Avoid sole communication with the paraprofessional or the special education teacher. While they may augment the communication, it is important for you, as the parent, to communicate directly with the classroom teacher. After all, if your child is in an inclusive classroom, he spends more time with the classroom teacher than any other team member. If the paraprofessional is the primary person to maintain communication with parents, misunderstandings about who is really the teacher can arise. While the special educator might maintain primary communication with parents, she can only offer a part-time perspective as she probably does not spend the entire day in the general education classroom. If your child divides his day between a regular education and special education classroom or resource center, it is still important to maintain a direct line of communication with the regular classroom teacher.

The specific communication system may be written or verbal and the frequency may vary. Develop a reasonable system with the classroom teacher. For example, it is unrealistic to expect the classroom teacher to maintain daily narrative communication as she has approximately 25 or more students in the classroom. Daily written communication with all 25 families is a challenge to say the least! Work directly with the teacher to decide the type of communication and frequency that would work the best in your own situation.



My Child Has a New Shadow...

Conclusion

As increasing numbers of paraprofessionals are working in public schools to support the inclusion of students with disabilities, parents need to provide support and direction in defining the variety of ways in which paraprofessionals can be helpful. In doing so, it is important to remember paraprofessionals are not substitutes for certified personnel. Rather, paraprofessionals provide an extra pair of hands in classrooms where the combination of needs necessitates two adults to coordinate and meet the needs of all the children in the classroom.

So, on the next sunny afternoon, take a moment to walk outside with your child and look closely at his shadow.



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Mary Beth Doyle, Ph. D. is an Assistant Professor of Education at Trinity College of Vermont. Her main professional interests lie in the area of building communities where all adults and children feel valued and respected. She resides with her family in Vermont.

Resources

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Mary Beth Doyle. Published by Paul H. Brookes Publishing Co., 1997. ISBN: 1-55766-312-2. 800/815-9417.

A nicely organized book that is actually a workbook for special education teams. Dr. Doyle has done a superb job of breaking down the plethora of concerns paraprofessionals face as they attempt to be the "extra set of hands" for each member of the multidisciplinary team. The author outlines activities that help each team member express their ideas, visions, and thoughts about the mechanics of working together and the role of the paraprofessional. Additionally, Dr. Doyle suggests that the entire workbook will take approximately 5 hours to complete. Those five, well-spent hours could save triple the time needed to "fix" the problems that can result from unclear expectations.

The Inclusion Notebook: Problem Solving in the Classroom and Community. Kathleen Whitbread, Editor. Published quarterly by Pennycorner Press. PO Box 8L, Gilman, CT 06336. 860/873-1311. E-mail: tin@pennycorner.com. ISSN: 1089-4691. \$14.95.

The Inclusion Notebook is published four times during the school year. Each edition has ten pages of brief articles, book reviews, conference reports, checklists, lesson plans, resource guides, and management tips that are easy-to-read and useful for teachers and support staff. Each issue contains the "TIN Pull-out Page" containing ready-to-use tips or suggestions for the classroom.



Inclusion: An Essential Guide for the Paraprofessional. Peggy A. Hammeken. Published by Peytral Publications, 1996. ISBN: 0-9644271-6-8. \$19.95. Peytral Publications, P.O. Box 1162, Minnetonka, MN 55345. 612/949-8707.

Inclusion: An Essential Guide for the Paraprofessional provides tangible suggestions and tricks-of-the-trade that are helpful to the paraprofessional and the certified teacher.



Create-A-Team!

Advocating for your child with Down syndrome or related disability is often complicated. Emotions, politics, past experiences, and dreams all begin to collide as you sit at the table with the multidisciplinary team to discuss the student, your son or daughter. It is easy to forget that each person on the team has a unique set of responsibilities to your child and the team. It may be helpful to define what qualities you value and see as essential to work successfully with your child. It is helpful to include your child with a

The following activities are adapted with permission from *The Paraprofessional's Guide to the Inclusive Classroom* by Mary Beth Doyle. Published by Brookes Publishing, 1997.



Activity One: Create-Your-Paraprofessional

As a family, list the qualities each of you associates with an "ideal" paraprofessional. Be sure to include training, personality, talents, skills, and other abilities that would be helpful for the paraprofessional to have.



Discussion:

What do you do or what can you do as a family to support the paraprofessional in moving toward becoming the "ideal" paraprofessional for your child? How will you share information and provide feedback?

Activity Two: Create-Your-General Education Teacher

As a family, list the qualities that each of you associates with an "ideal" general educator. Be sure to include training, personality, talents, skills, and other abilities that would be helpful for the general educator to have.



Discussion:

What do you do or what can you do as a family to support the general educator in moving toward becoming the "ideal" general educator for your child? How will you share information and provide feedback?

Activity Three: Create-Your-Special Education Teacher

As a family, list the qualities that each of you associates with an "ideal" special educator. Be sure to include training, personality, talents, skills, and other abilities that would be helpful for the special educator to have.



Discussion:

What do you do or what can you do as a family to support the special educator in moving toward becoming the "ideal" special educator for your child? How will you share information and provide feedback?

Continued on page 14

- Activity Four: Create-Your-Principal/Supervisor
- As a family, list the qualities that each of you associate with an “ideal” principal or supervisor to the Multidisciplinary Team. Be sure to include training, personality, talents, skills, and other abilities that would be helpful for the principal or supervisor to have.



- Discussion:
- What do you do or what can you do as a family to support the principal or supervisor in moving toward becoming the “ideal” principal or supervisor for your child’s team? How will you share information and provide feedback?

- Activity Five: Create-Your-Specialists
- As a family, list the qualities that each of you associate with the various support services your child needs (speech therapist, occupational therapist, physical therapist, adapted PE teacher, and so on). Be sure to include training, personality, talents, skills, and other abilities that would be helpful for these specialists to have.



- Discussion:
- What do you do or what can you do as a family to support the support specialists in moving toward becoming the “ideal” support specialist for your child? How will you share information and provide feedback?



Create-A-Team, continued

- Activity Six: Create Yourself!
- As a family, list the qualities that each of you associate with your own role as parents, the student, or the sibling involved in this process. Be sure to include training, personality, talents, skills, and other abilities that would be



- Discussion:
- What do you do or what can you do as a family to support each other in moving toward becoming the “ideal” advocate for your child? How will you share information and provide feedback



Activity Seven: What Do They Have in Common?

Look at the lists for each member of the team and ask:

- ♦ What are the similarities and differences among the creations? Highlight comments that are included in every list.
- ♦ What do you understand more as a result of creating these lists?
- ♦ What kind of training, support, and qualities are essential for all members to have?



Design Your Team Meeting

by Mary Beth Doyle

As a parent, your days are filled with things to do: carpooling kids with neighborhood families, playing with the kids, helping with homework, doing laundry, and so on. As a parent of a child with a disability, you also juggle an unusual number of meetings related to your child in order to ensure she receives an appropriate education. It is important that these meetings are friendly, efficient, and productive. Take a moment to daydream: What would the ideal team meeting look like? Who would be there? What would they bring to the meeting? Where is the meeting held? Are there refreshments available? How would everyone work together? How would each person feel before, during, and after the meeting? List some of those thoughts here.



Discussion:

Answer the question: "What would it take to help bring this dream to reality in my situation?" Consider sharing your thoughts with one other person on your team, such as the general education teacher, and ask if they will join you in making it a reality.

Research Opportunity

Healthy Lifestyles in Down Syndrome: What Do We Know?

by Mia Peterson

Everyone wants to be healthy. It's not fun to be sick. We can make choices that help our bodies be as healthy as possible. Adults with Down syndrome want to be healthy too. I am working on a research project to gather information about what adults (ages 16 & up) with Down syndrome know about being healthy. Knowing this will help parents and professionals support and encourage adults with Down syndrome to be as healthy as they can be.

Let me tell you more about this project. My name is Mia Peterson. I work at Capabilities Unlimited, Inc. in Cincinnati, Ohio as a self-advocate intern, co-editor of The Community Advocacy Press, and am a co-researcher on the project, Healthy Lifestyles for Adults with Down Syndrome: What Do We Know? I am working with Joan Medlen, a registered dietitian, to research and investigate eating and exercise habits of self-advocates using a survey. Do self-advocates know how to be healthy? If they do, are they doing it? What makes it easy or hard to do? We are asking only adults with Down syndrome to do this survey because the extra chromosome we have makes our bodies work differently. We will also ask parents of teenagers and adults with Down syndrome what they think is important about eating and exercise for their children.

Why is this project important to me? This is important to me because I believe in exercising regularly and eating right so I can be healthy. There are many things we can do to be healthy. I am learning how to have a healthy lifestyle while living on my own too. A lot of people have health problems that can affect them and make them sick. Some of these health problems can be avoided by making good choices like getting plenty of rest, drinking lots of water every day, making good choices about what we eat, and exercising often. One of the things I have learned by doing this project is that people

with Down syndrome burn calories slower than a person who does not have Down syndrome. If I have a cookie and Joan has a cookie, my body will burn the calories from the cookie slower than Joan's body.

This project has just been funded. We have written a survey with questions about how we all can eat right and be healthy at the same time. If you are interested in helping us out by filling out a survey, supporting someone who wants to fill out a survey, or want more information about this project, please write, call, fax, or e-mail us. We will be happy to answer your questions. Thank you for your help.

Want to Help? Here's How!

Write!

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Portland, OR 97219

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E-mail!

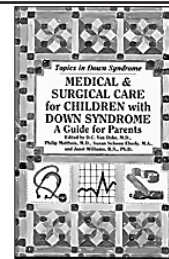
Joan: jmedlen@teleport.com
Mia: miawrites2@aol.com

Please be sure to tell us which survey you are interested in completing: self-advocate or parent.

Note: All information is confidential. The results from data collected in this research survey will be presented through articles and presentations. Most importantly, it will be used to help determine the direction of future nutrition & lifestyle education projects for people with Down syndrome to promote healthy, self-determined lifestyles -- J. Medlen

Review

Medical & Surgical Care for Children with Down Syndrome: A Guide for Parents



Reviewed by Mary Wilt, R.N.

Medical and Surgical Care for Children with Down Syndrome edited by D.C. Van Dyke, M.D., Philip Mattheis, M.D., Susan Schoon Eberly, M.A., and Janet Williams, R.N., Ph.D. Published by Woodbine House, Inc., 1995. ISBN: 0-933149-54-9. (800)843-7323. \$14.95.

If you have a child with Down syndrome, I have three words of advice: buy this book! You won't be disappointed.

Of course, children with Down syndrome are first of all children. They have the same needs for quality health care as any other child. However, some medical conditions occur more frequently in Down syndrome, and require special treatment. Those unique concerns along with preventative health care are covered in detail in this comprehensive yet very readable book.

In the first chapters, the authors provide a good overview of how far we have come in the medical treatment of children with Down syndrome. Not too long ago, our children were not routinely given quality preventative medical care. They were assumed to be sickly, and often institutionalized without adequate medical treatment. Parents raising their children at home had a difficult time finding decent medical care from a knowledgeable doctor in their community. While there is still a need to improve medical treatment for children with disabilities, parents today have better options. Pediatricians and family practice physicians have more resources to turn to when questions arise and many communities have access to specialists in the field of developmental disabilities.

Many of those specialists who also have an interest in Down syndrome have contributed to this book. The depth and breadth of the knowledge represented is impressive.

The editors of Medical and Surgical Care include all of the specific medical concerns related to Down syndrome. Comprehensive anatomical descriptions are written clearly and in parent-friendly language accompanied by easily understood diagrams, graphs, and tables.

Each chapter is written by a specialist and devoted to a separate part of the body, such as the heart, the eye, and the ear. The authors carefully explain the importance of a body part and how it operates, before discussing

any of the potential problems or differences related to Down syndrome. Each author discusses the medical and surgical treatments, if any, indicated for the associated problems of that system. For example, in a separate chapter on surgery and anesthesia, the author describes special concerns of anesthesia for children with Down syndrome, describes common anesthetics, post operative pain relief, and precautions related to atlanto-axial instability. This chapter contains invaluable advice and should be required reading for parents.

In addition to describing major medical and surgical concerns, there is good advice about parenting a child with a disability. The authors of this section discuss decision making, parent-to-parent support, advocacy, and finding a balance between acceptance and therapeutic interventions. They also offer good advice on how to find a medical ally: a "reliable alliance" parents will need for support and guidance.

Although alternative health treatments are covered briefly, parents looking for in-depth information about alternative treatments will not find it here. Additionally, because this book is designed to address the health concerns of children, there is little information regarding adult problems beyond a chapter devoted to planning for health care in adulthood.

In short, this book belongs on your bookshelf. No matter the age of your child, or how much you have learned while parenting him, you will still find yourself looking here for information. Medical and Surgical Care for Children with Down Syndrome is an excellent book for parent groups to keep in their libraries. While much of this information is available elsewhere, I know of no other book that collects information as thoroughly about basic health care needs for children with Down syndrome and presents it in one, easy-to-understand book. Last, even though it is called "A Guide for Parents", I know several doctors and medical professionals who could benefit from having this book in their office as well. If you don't buy it for yourself, buy it for them!



Mary Wilt is the mother of three girls, one of whom has Down syndrome. She is an early intervention services specialist, registered nurse, and freelance writer. She and her family reside in Virginia Beach, VA.

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Disability Solutions

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