Inclusion

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Gail Hamilton

Effective
Strategies
for
Inclusion

PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

NOREP:

Notice
of
Recommended
Educational
Placement

A Brief History- IDEA

Least Restrictive Environment

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

IDEA sec. 612 (5)(A)

Least
Restrictive
Environment

* pull out - miss On's
* push in - ~~the~~ help
   in gen ed.
   classroom

Why Educate Students with Disabilities In General Education Environments?

1. Because it is the law;
2. Students benefit from access to the general education curriculum.
3. Experiences such as exposure to the vocabulary used in general ed settings; opportunities to have interaction with peers of the same age, benefits from modeling expected behaviors are just some of the benefits to educating all students together

We're all in this together

Gaskin

Gaskin Law

Goal of Settlement Agreement

- The goal of the proposed settlement is to ensure that IEP teams consider the regular classroom with supplementary aids and services before considering a more restrictive placement.

Gaskin Law

agree on LRE

Special Education

Is a SERVICE...

...Not a PLACE

☆ service

13 recognized (PA) exceptionalities:

① speech/ lang.
② traumatic brain injury
③ orthopedic imp
④ specific ld (LD's)
⑤ visual imp.
⑥ emot. disturb. (dev. chall.)
⑦ mental retardation
⑧ mult. disabilities
⑨ autism
⑩ deaf-blindness
⑪ deaf
⑫ hearing impaired
⑬ other (ex: ADHD)

2

Steps for SP. ED.
① document
② R+I   Tier 1 - ok
③ testing Tier 2 - reteach ⟩ Tier 2 not
           Tier 3 - sp. ed.   helping... = ③

- It is possible to bring the service to the child in the general education classroom or environment

The presumption is that IEP teams **begin** placement discussions with the consideration of the regular education classroom with the supplementary aids and services needed to benefit from educational services

push in ⟩ services
+
pull out ⟩

Supports in the General Education Classroom

Classroom Supports

- Differentiating supports when working with a group
- Adaptations/Accommodations

- Take time to think how students learn.

- Student's interest

- Student's abilities

The Instructional Process

- Assisting with accommodations and modifications of instructional materials
  - **Accommodations** - supports that help a student access the curriculum, does not alter the curriculum
  - **Modifications** - adaptations that allow students to reach different goals, alters the curriculum

SDI: Specially Designed Instruction

ex: read test to student; not needing to know all continents/

ex: teaching at their rdg. level

spelling words (5/7 or 10/20)

Supports in the Regular Education Classroom

Matching Supports to Student Needs Some Samples

- C. Wait Time
- A. Reinforcers (+)
- B. Modeling
- B. Shaping
- Fading
- Chaining
- Cues
- Prompts

~~onomatopoeia~~

explanations follow (ones w/ letters)

Examples of Strategies (A)

- **Reinforcement** specific feedback that increases the likelihood that a behavior will occur again
- **Scaffolding** an adult guides & supports the student's learning by building on what the student is able to do, a kind of sequencing of information, building on simpler skills, such as facts, into more complex, like rule relationships

4

Examples of Strategies (B)

- **Modeling** teaching a student to do something by watching an example, you can model what something looks or sounds like
- **Shaping** accepting closer and closer approximations of a behavior until you get the correct response

Examples of Strategies (C)

- **Wait time** providing sufficient time between when the question is asked or the request made and the response, some students have longer processing time and can be independent thinkers if given extra time
- **KWL Charts** What do you **know**, activates prior knowledge and interest, What do you **want** to know, use thinking skills, What have you **learned**, a brief assessment and gives teacher self assessment of what to reteach or where to go next

Examples of Strategies (D)

- **Graphic Organizers** are pictorial organizers, webs, concept maps, that visual ways to represent information
  - Use boxes, circles, ovals, and other shapes with connecting lines. Students show information according to level (main ideas, subtopics, details) or compare two ideas (Venn Diagram, Comparison-Contrast Chart). They show how characters in a story, or officeholders in government, work with & relate to one another.
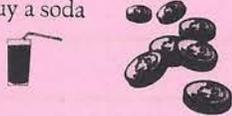
Examples of Strategies

- Skill Generalization planned instruction of teaching a student to use a skill in more than one setting/environment and with different people, such as, counting coins in math class and counting out correct amount of money to buy a soda

If a child cannot learn in the way we teach, we must teach in a way the child can learn.

O. Ivar Lovaas

Why Build Independence?
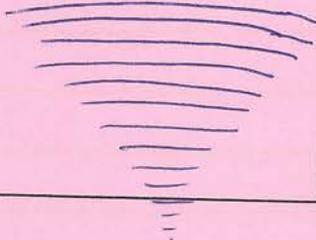
The student can:

- Make progress and achieve
- Have membership in the school community
- Be a lifelong learner

How do we build independence?

- Less intrusive supports
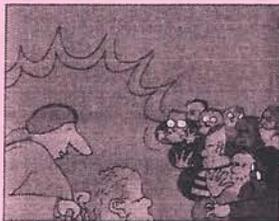- Less audible supports
- Facilitating peer to peer interactions

Less Intrusive

What do we mean by intrusiveness?

JOEY NOTICED A MYSTERIOUS FORCE FIELD AROUND HIS ASSISTANT THAT CHILDREN COULD NOT BREAK THROUGH.

Less Audible

What do we mean by less audible?
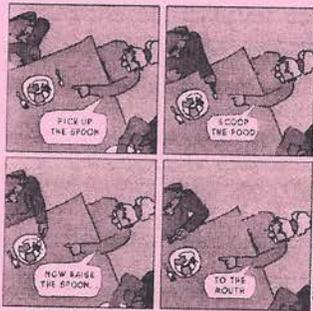
RODNEY LEARNS NOT TO MAKE A MOVE UNTIL HE IS TOLD.

LET ME HELP YOU WITH THAT!

BUT WHEN DO I GET A TURN?

AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

too
helpful..

Remember

If the students with disabilities are always the ones receiving help, it impacts negatively on the social relationships that may have developed.

25

Treat all children in the classroom as capable learners.

Don't FORGET!

Model acceptance of, and delight in, every child.

Structure seating arrangements, playground and extracurricular activities

Provide factual information if teasing occurs

keep runners away from the door

Whether student's needs have been met is reflected not only by whether they have attained certain objectives, but by the impact the educational experiences have had on their lives.
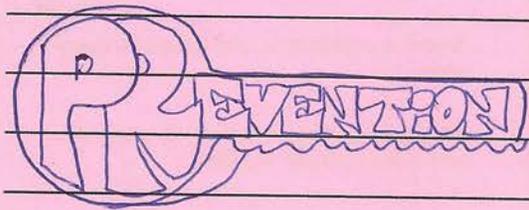
Michael Giangreco, 1994

Classroom Management

BEHAVIOR MANTRA

"It is easier to prevent a behavior from occurring, than to deal with it after it has happened."

Prevention is the key to management!

Four Crucial Components of Effective Classroom Discipline

① Positive Student Relations
② Monitoring
③ Parameters
④ Consequences
↳ not always BAD

#1 Strategies:
① survey students
② notice personal aspects
　　(ex: haircut, events, etc.)
③ ask for HELP
　　from students
　　(shows respect
　　and trust)
④ communication
　　(point out positives)

The ABC's of Behavior

(A) • **A**ntecedent – events that occur just prior to problematic behavior

(B) • **B**ehavior – what the person does

(C) • **C**onsequence – what the person gets from the behavior (reinforcement)

-not always negative

(A) ## Antecedent*

Pay close attention to:
- The activity
- The adult(s)
- The peer(s)
- The location/environment
- The demand or request

Nothing is not an option!!!

every behavior has a function or reason

(B) ## **Behavior** -an observable and measurable act of an individual

facts/ actions

Behavior:
- running out into the hallway
- hitting desk with fist
- completing schoolwork early
- yelling expletives in class
- writing and passing notes to classmates

Not:
- bad attitude
- lazy
- low self-esteem
- frustrated
- control, power
- angry
- lack of motivation
- disrespectful

opinions

Consequences

- Children look different, learn differently. That's why they are not treated the same.

  This means giving some students the extra

  attention, support, or modified assignments

  that other students might not need.

Types of Reinforcement

1. Tangible (food, drink, toys, etc.)

2. Social reinforcement for appropriate behavior (powerful, but seldom used systematically)

3. Activity (free time, personal music time, classroom jobs, social time, etc.)

★ you do _____
then you
get _____

Consequence*

- "I'll Treat Everyone Fairly but not the Same"

Functions of Behavior

What does the student get or avoid
when they misbehave?

To get:	To escape:
-attention	-attention
-activities	-activities
-objects	-objects
-sensory stimulus	-sensory stimulus

Behavioral Strategies

- Reinforcement
  - Positive reinforcement will increase desired behavior

  - Primary reinforcement – Rewards such as food, water, candy, cracker, drink box, etc.

  - Secondary reinforcement – Rewards such as social praise, privileges, activities, games, tokens, smile, verbal praise ("Nice job, I like the way you are sitting"), stickers, beep the horn, high five.

Behavioral Strategies

- Reinforce desired behaviors
- Ignore behavior if child is trying to gain your attention
- Ignore behaviors that are satisfying a sensory need (unless child is harming themselves or others)
- Give the students a chance to respond when given a direction
- Be gentle, patient, and confident. AVOID ANGER!!!

ignore behavior

unless they are harming others or themselves

Some more thoughts…

- Are you talking too much?
- Are you noticing more positives than negatives?
- Are you using a quiet firm voice?
- Are you giving threats?
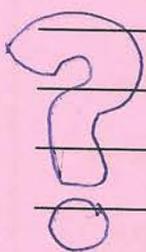- Can you see all students in the classroom?
- Are you still reviewing the rules?

Some more thoughts…

- Are you still reviewing the rules?
- Have you stopped enforcing one rule?
- Is good behavior rewarded?
- Do you demonstrate an interest in the students and their activities?
- Would a behavior occur in the same way if no one was around?

One Final Thought

- It's important to remember that the child who is hardest to love, is the child who needs our love the most"