RESOURCE PACKET: Selected slides to print, share, and laminate

Reference: Hussman, J.P. & Holman, K.C., 2018, Supporting Students with Special Needs: Online Training Modules for School-Based Professionals who Support Students with Special Needs, Hussman Institute for Autism & Towson University

Online: www.scaffolds.org/learn/special-educator-training-modules

Inclusion is a verb

Inclusion is a verb

In an inclusive classroom, *students with disabilities still receive special education services*, with supplementary supports, modifications, and accommodations to meet their individual needs.

These students are primarily educated alongside typical peers in the general education classroom, participating in the general education curriculum. They should not simply be "included" in the corner.

Adapted from: Kluth, Villa & Thousand (2001), Our School Doesn't Offer Inclusion, and Other Legal Blunders, Association for Supervision & Curriculum (59).
Causton-Theoharis (2009), The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms, Brookes Publishing

Special education is a service

Remember: Special education services are provided to students with special needs, but they are provided within the general education classroom. The student also participates in the general education curriculum, but *does not* need to participate in the same way as other students. *Inclusion has no prerequisites*.

Educating students with disabilities alongside their non-disabled peers is the appropriate "least restrictive environment" unless the nature and severity of the disability prevents the student from benefiting from education in that setting, *even with* the needed supplementary aids and services.

Special Ed is not a room

Special education is a service, defined by IDEA as "specially designed instruction, at no cost to the child's parents, to meet the needs of a student with a disability."

Inclusion is not a room

Successful inclusion requires more than placing students with disabilities in the general education classroom. It involves scaffolding, support, and intentional day-to-day actions that help students with disabilities to be true, engaged classmates.

Hussman, J.P. & Holman, K.C., 2018, Supporting Students with Special Needs: Online Training Modules for School-Based Professionals who Support Students with Special Needs, Hussman Institute for Autism & Towson University. Online: https://www.scaffolds.org/learn/special-educator-training-modules

Key concepts in special education

FAPE — Free and Appropriate Public Education

- Every student with a disability has the right to a free and appropriate public education.

- The guiding principle is that *all* students can learn.

- "Appropriate" means that education and related services should be designed to meet the student's unique needs, to prepare for future education, employment, and independent living.

LRE — Least Restrictive Environment

- Students with disability should be placed with non-disabled students to the *maximum extent possible*.

- Supports and services should be designed to enable access to the general education curriculum.

- Special or separate placement occurs only if the nature/severity of the disability prevents satisfactory education, *even with* supplemental aids and services in place.

IEP — Individualized Education Plan

- The IEP is a written plan that provides specific and individualized goals for each student with a disability, outlining the "who, what, where, when, why, and how?" of special education.

- The IEP details the student's present level of achievement, goals, strategies, supports, special considerations, and accommodations.

- Reading the IEP can offer ideas about how the student learns best.

BIP — Behavior Intervention Plan

- Some students may have a Behavior Intervention Plan when they have behaviors that interfere with their learning, or that of others.

- The BIP offers day-to-day strategies and provides replacement behaviors, designed to meet the needs of the student in ways that make problem behavior less likely.

- The BIP also includes strategies to help respond to behaviors if they occur.

# Universal Design: Provide multiple means of ...
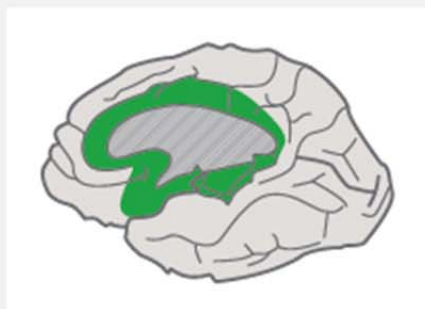
Engagement

- ✓ Offer choices
- ✓ Include special interests
- ✓ Provide immediate, informative feedback
- ✓ Alternate new content with less difficult tasks
- ✓ Link content to prior knowledge
- ✓ Provide options for self-regulation
- ✓ Offer sensory support & minimize distractions
- ✓ Allow self-assessment and reflection
- ✓ Encourage inclusion and community
- ✓ Encourage collaboration with other students

Representation

- ✓ Provide materials that allow visualization and manipulation
- ✓ Illustrate through multiple media
- ✓ Offer background knowledge
- ✓ Clarify vocabulary
- ✓ Highlight big ideas
- ✓ Customize the display of information
- ✓ Offer alternatives for auditory or visual information
- ✓ Promote understanding across languages
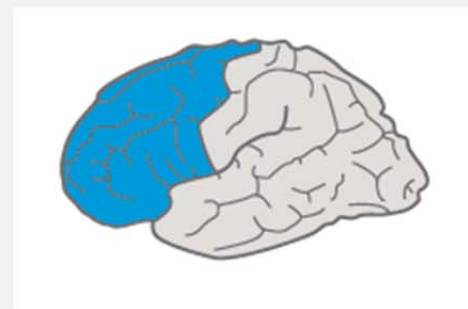
Action & Expression

- ✓ Provide multiple ways for students to show what they know
- ✓ Engage learners in activities that encourage expression (written, verbal, artistic, media, performance)
- ✓ Ensure access to communication devices and assistive technology.
- ✓ Help students to set goals, follow checklists, and monitor progress

Adapted from Wakefield, M.A. (2104), CAST Universal design for learning guidelines 2.1

Learning Matrix

Student: Dan   Grade: 5   Date: September

IEP Objectives — **General Education Class Schedule**

IEP Objectives	Arrival	Open Activity	Lang Arts	Math	Phy Ed	Lunch/ Recess	Break	Science	Indep Study	Dis-missal
Take out and put away materials with fewer prompts.		X	X	X		X		X		X
Begin conversations with peers.	X	X	X	X	X	X		X	X	X
Use more details when describing an event.		X	X			X		X	X	
Remain on topic while participating in classroom discussions.		X	X	X	X			X	X	
Write two sentences without assistance using the word processor.		X	X					X	X	
Comprehend and orally read material adapted to second grade reading level.			X	X				X	X	
Calculate two and three digit addition with regrouping.				X					X	
Calculate two and three digit subtraction without regrouping.				X					X	
Independently drive his electric wheelchair safely in school.	X				X	X	X	X		X
Use good judgement about his safety when on the playground (i.e., speed, curbs, inclines, around students).					X	X				
Greater active participation when transferring to and from his wheelchair.					X		X		X	

Format based on Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), Creating an inclusive school (p. 115). Alexandria, VA: Association for Supervision and Curriculum Development.

Include IEP goals across the day

The goals and objectives in a student's individualized education plan are intended to address specific needs.

IEP goals can typically be pursued in the course of regular classes, but are not intended to *replace* all other learning goals.

Learning Matrix

A learning matrix like this one can be used to plan which IEP goals should be pursued in which class. It can provide a visual reminder of which goals to pursue with your student at various times during the day.

Strategies to meet specific student needs

Initiation

- ✓ Provide verbal and visual directions
- ✓ Break the work into smaller chunks
- ✓ Fold paper in half and start there

Planning

- ✓ Organizers (visual, calendar, clock)
- ✓ Outlines or checklists of steps
- ✓ Daily schedules & familiar routines
- ✓ Study buddies

Attention & Motivation

- ✓ Preferential seating
- ✓ Activities around interests & strengths
- ✓ Alternating the mode of response
- ✓ Interspersing less difficult tasks
- ✓ Increasing immediate feedback
- ✓ Using group activities after content has been presented in lecture form

Sensorimotor

- ✓ Provide opportunities for movement
- ✓ Allow "regulating" behaviors that don't strongly interfere with learning
- ✓ Use tactile materials and manipulatives
- ✓ Provide a range of sensory supports
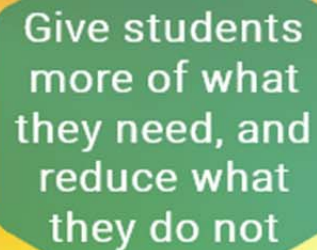- ✓ Offer deep pressure (consult with OT)

Memory and Structured Thought

- ✓ Link content to prior knowledge
- ✓ List and define new vocabulary
- ✓ Prime (pre-teach) upcoming content
- ✓ Highlight big ideas and key features
- ✓ Model thought by *thinking out loud*
- ✓ Simple games to practice content

Behavior and Transitions

- ✓ Say what you *want* the student to do
- ✓ Gently restate the rules
- ✓ Develop transition cues and routines

Adapted from Report on ADHD, Connecticut ADHD Task Force, 2005

Give students more of what they need, and reduce what they do not

Sensory needs are often communicated through behaviors

Sensory Processing Differences

Over-responsive Passive reaction	Over-responsive Active reaction	Under-responsive Passive reaction	Under-responsive Active reaction
Student may have high sensitivity to sensory inputs that others tolerate, yet stay helplessly in the situation, becoming increasingly upset, anxious, or irritable.	Student may actively avoid overwhelming sensory input. May cover ears, avoid foods, pull away from others, or elope from loud, crowded places.	Student may not notice their name being called, miss safety cues, and may not respond to inputs in the environment that others notice.	Student may seek out sensory input: touching things, making sounds, spinning, flapping hands, jumping, crashing into objects, and other strategies to obtain what they don't get from their body.

Dunn, 2007, Supporting children to participate successfully in everyday life using sensory processing knowledge, Infants & Young Children.

How to use a dry-erase board as assistive technology

Supporting presentation

A humble little dry-erase board can be one of the most effective ways to offer quick, relevant, extra information to your student.

✓ Define a vocabulary word
✓ Draw a quick first-then picture for a student with difficulty transitioning. This can work wonders, even when verbal directions don't help. Trust us!
✓ Write a quick checklist to support independence and predictability
✓ Use it to quickly capture key ideas during a lecture

Supporting response

✓ Write possible answers to a question, and ask the student to circle one
✓ Draw quick pictures of preferred activities so the student can point to one
✓ Create a matching game
✓ Write words or phrases as models when the student is practicing writing
✓ Write down the menu choices in the lunch line
✓ Pose a question to ask a peer, like "Sit with me?"
✓ Create a game of tic-tac-toe, hangman, or connect-the-dots to support peer interactions on the spot

Positive Behavior Support: Step-by-Step

Step 1
Understand the Behavior

- Describe the behavior in a specific, observable, measurable way.
- Learn the triggers ("antecedents") of the behavior.
- Observe the consequences that may reward, maintain, or escalate the behavior

Step 2
Identify the Function of the Behavior

- Why is it rewarding?
- What need does it meet?

Escape?
Tangible Items/Activities?
Social Attention?
Sensory Input?
Predictability?
Compulsion/Completion?
Communicating Physical Discomfort?

Step 3
Provide an Alternative

- Offer reassurance, if possible, that the need will be honored.
- Enrich the environment with opportunities to meet the underlying need without resorting to behavior, and without having to "earn" that opportunity
- Teach a replacement behavior or communicative alternative.

Step 4
Reinforce the Alternative

- Consistently reinforce the alternative behavior.
- Remove or minimize rewards for the undesirable behavior to the greatest extent possible ("extinction").
- Avoid punishing the problem behavior, aside from possibly interrupting it in a neutral way.
- Reduce the reinforcement of the alternative behavior only after sustained success

2. Identify the function of the behavior

Generally speaking, challenging behaviors are directed toward one or more of the following functions:

1 **Escape**

Escape involves attempts to exit or refuse some undesirable activity or environment.

2 **Tangible Items/Activities**

These can include food, toys or other objects, as well as access to desirable activities or play.

3 **Social Attention**

Behaviors seeking social attention may actually be *rewarded* by "negative" reprimands.

4 **Sensory Reinforcement**

These behaviors provide their own "automatic" reinforcement, such as sensory stimulation, spinning, etc.

5 **Predictability/Compulsion**

These behaviors occur as a result of transitions, changes in routine, or the desire to complete certain actions or rituals.

6 **Communicating Discomfort**

These behaviors occur as a result of physical discomfort or illness, particularly in students lacking reliable communication.

Proactive versus reactive

In general, **proactive strategies** involve altering a situation *before* problems escalate. These include enriching the classroom environment with ways for students to meet their needs without resorting to behavior, establishing clear rules and expectations in advance, and praising appropriate behavior frequently.

In contrast, **reactive strategies** occur *following* a student's inappropriate behavior. These include reprimands and consequences that are remedial in nature. They typically respond negatively to students' inappropriate behaviors rather than responding positively to appropriate ones.

Proactive strategies such as praise and enhancing the classroom environment increase student learning and on-task behavior. Consistent use of these strategies can eliminate most problem behaviors and maximize student attention to curriculum and productive activities.

The use of reactive strategies is strongly related to elevated teacher stress, workload, and difficulties in time management, with a reduction in on-task engagement by students.

Clunies-Ross, Little & Kleinhuis (2008), Self-reported and actual use of proactive and reactive classroom management strategies, Educational Psychology 28 (6).

Building patience

01 **Token cards** can be used to offer predictable "contingent" reinforcement. Desired objects or activities are delivered when the student earns a certain number of velcro tokens.

You can start with a small number of tokens, then gradually increase the number of tokens needed to earn the desired object or activity.

02 Another useful strategy is to create a **Red Light/Green Light** card, which is a visual way to offer predictability and build patience.

When the green light side of the card faces up, requests for breaks or desired activities are honored immediately. When the red light faces up, the request has to wait.

Start by showing the red light only for a *very small amount of time*, with the green light showing most of the time. Then gradually increase the frequency of the red light to an appropriate amount of time.

Tips for De-Escalation

Be Proactive. Avoid Polarity. Reassure. Offer Choices.

Be proactive. Look for early signs of distress. The seeds of a crisis often involve some violation of expectations. It might be a change in schedule, or the denial of an expected item or activity. Inform the student in advance of any changes, and respond to distress quickly.

Avoid polarity. If you have created a power struggle, you have already failed. *Polarity* happens when people take opposing sides. It almost always takes the form of *authority versus subordinate*. Power struggles do not teach responsibility. They teach coercion and external control. Avoid ultimatums. Protect, but avoid restraint or coercion.

Reassure the student that you are trying to help. Look for ways to help your student to meet their underlying need in a more appropriate way. This doesn't mean giving in to inappropriate demands, but even saying "Yes, I know you're upset" can be helpful.

Offer choices. Say what you *want* the student to do, not what you *don't want* them to do. Giving choices can allow you to say yes instead of no. They also allow the student to save face. Provide an appropriate reinforcement for an appropriate behavior.
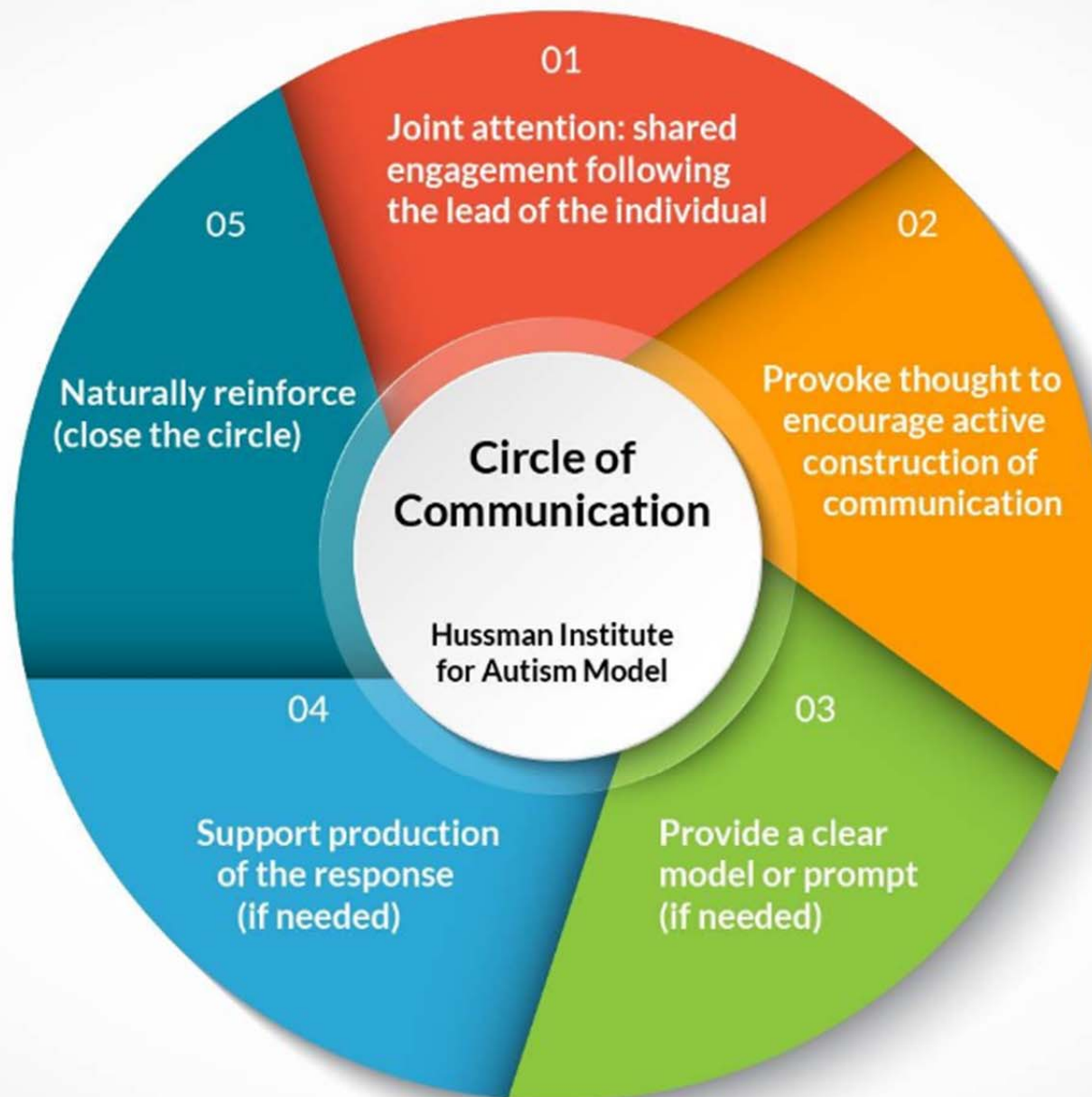
How we learn language

From the very beginning of life, all of us are wired to learn by engaging with others. A skilled adult encourages us to actively participate in a back-and-forth dialogue, first with very basic sounds and movements, and gradually with words, focused around objects and activities that hold great interest for us. This produces relevant language models, that we gradually learn, internalize, and use on our own.

At its core, language development relies on:

❑ **Following the lead**: encouraging back-and-forth engagement around topics that are very motivating to the child.

❑ **Thought provocation**: producing back-and-forth dialogue by encouraging the child to think and respond.

❑ **Modeling language**: teaching examples of words and sentences that the child will actually want to use.

❑ **Supporting and reinforcing the response**: helping the child to produce language, and to internalize it as his or her own.

Circle of Communication

01 Joint attention: shared engagement following the lead of the individual

02 Provoke thought to encourage active construction of communication

03 Provide a clear model or prompt (if needed)

04 Support production of the response (if needed)

05 Naturally reinforce (close the circle)

Hussman Institute for Autism Model

Hussman, John P (2014), Presume competence: a guide to successful, evidence-based principles for supporting and engaging individuals with autism. www.hussmanautism.org

Hussman, J.P. & Holman, K.C., 2018, Supporting Students with Special Needs: Online Training Modules for School-Based Professionals who Support Students with Special Needs, Hussman Institute for Autism & Towson University. Online: https://www.scaffolds.org/learn/special-educator-training-modules

Joint Engagement & Attention

Joint engagement refers to behaviors used to *engage and coordinate the attention of two individuals* to the same event or object, in order to share an interest in the event or object.

Establishing joint engagement:

After *observing* what holds the student's attention, use this attention and interest as an opportunity to create back-and-forth social *interactions*.

Many evidence-based interventions for students with disabilities use lead-following and child-choice as "active ingredients." These include Pivotal Response Training (Koegel & Koegel), DIR Floortime (Greenspan), Enhanced Milieu Teaching (Kaiser), and others.

"Follow the child's lead, regardless of where his interest lies... The child may not seem to be doing much; she may just be playing with her own fingers. But that is something. A child is always doing something. Ask yourself how you can build on it."

- Stanley Greenspan

Prompting

Expectant Look

An expectant look combined with a pause a very "light" amount of prompting, and is appropriate when you know the student is able to do something independently. This type of prompt is sometimes called "simple delay."

Gestural Prompt

Gestural prompts include nodding your head, pointing, tapping on the table, rolling your hands (like "wheels on the bus") and similar gestures to encourage a student to initiate, continue, or stop a given activity. A gestural prompt is slightly "heavier" than a simple expectant look.

Verbal Prompt

Verbal prompts include giving verbal directions, saying "keep going," "all done," and other statements to support a student's actions. Verbal prompts are usually seen as heavier than gestural prompts, but lighter than physical ones.
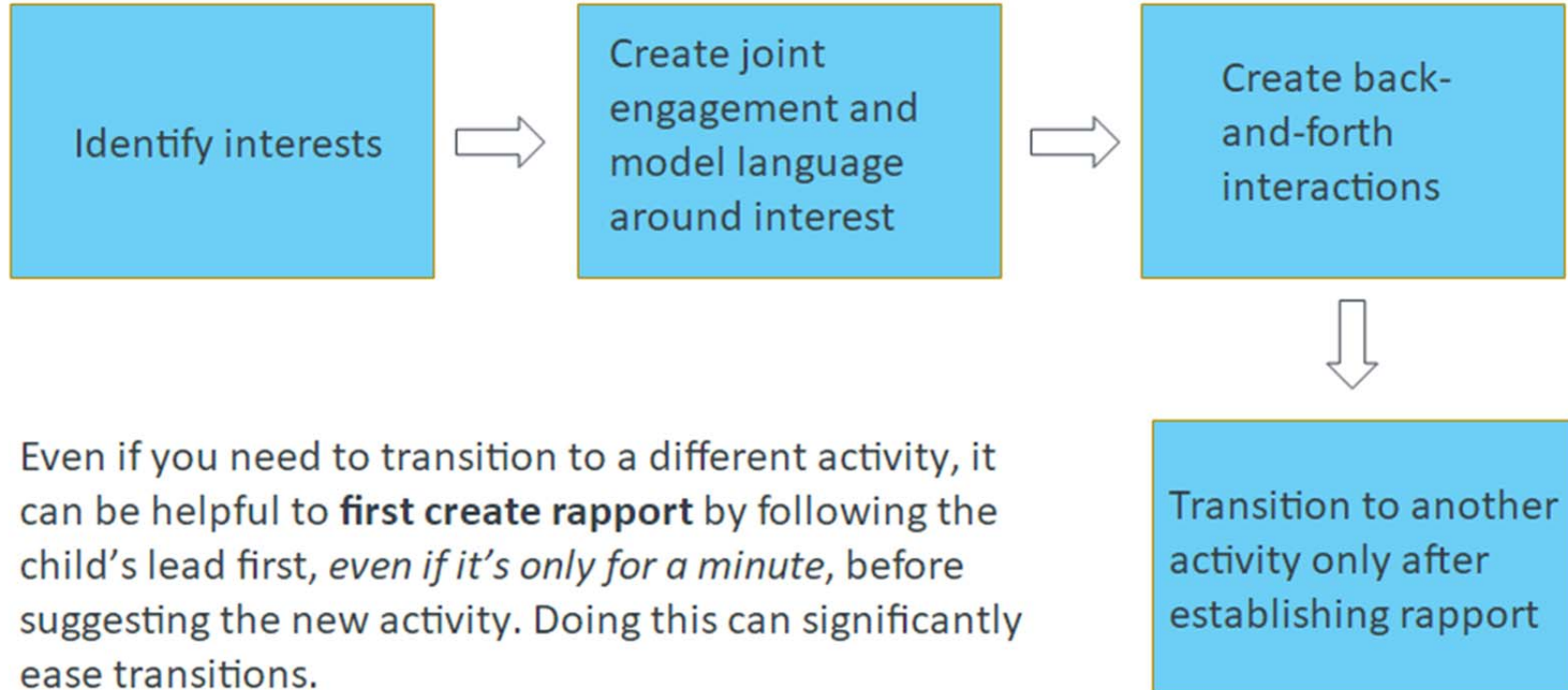
Physical Prompt

Physical prompts include some form of physical contact, from simply touching the arm or shoulder, all the way to hand-over-hand support in completing an activity. Physical prompts are viewed as the heaviest type of prompt, and the goal is usually to fade toward lower levels of prompting.

Following the Lead

Following the person's lead and focusing on what is important to him or her is the first step of restoring **positive back and forth exchanges**. These exchanges are the basis of learning. A valuable goal is to create as many of these engaging exchanges as possible throughout the day.

Identify interests ⇨ Create joint engagement and model language around interest ⇨ Create back-and-forth interactions

⇩

Transition to another activity only after establishing rapport

Even if you need to transition to a different activity, it can be helpful to **first create rapport** by following the child's lead first, *even if it's only for a minute*, before suggesting the new activity. Doing this can significantly ease transitions.

Teach language by following the lead"

- ✓ Following the lead starts with expressing interest in *whatever* the student is interested in, then joining in and engaging around that interest

- ✓ Following the student's lead values the interests of the student as the basis for interaction

- ✓ It is important to ask yourself: what is the student doing at this very moment? What is he/she interested in?

- ✓ In the immediate moment, it is not important whether the student's interest is "on topic". You can transition to other topics once rapport is created.
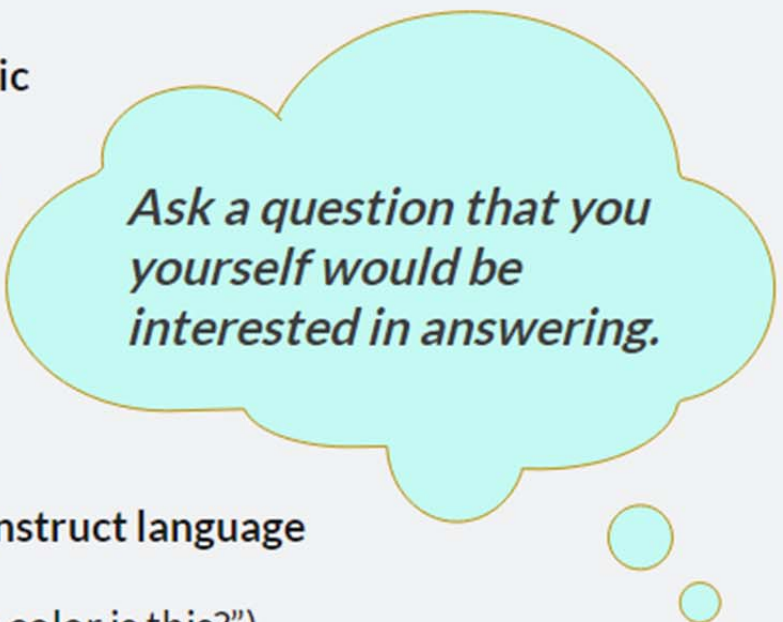
Like presuming competence, lead-following and shared engagement are more than "nice" ideas. They result in greater development, because they increase motivation, build on what is interesting and important to the student, and capture key features of the social-interactive way humans learn.

Hussman, J.P. & Holman, K.C., 2018, Supporting Students with Special Needs: Online Training Modules for School-Based Professionals who Support Students with Special Needs, Hussman Institute for Autism & Towson University. Online: https://www.scaffolds.org/learn/special-educator-training-modules

Provoke thought

We communicate to express thoughts. When teaching communication, it is important to encourage the student to think, and to actively participate in constructing a response. Thought provocation involves three parts:

1) Statement: This establishes joint attention to the topic

- ❑ Reinforces a prior response ("That's right!" "I agree")
- ❑ Expands on a prior comment
- ❑ Offers an observation
- ❑ Acknowledges the student's interests
- ❑ Expresses your best guess about what the student is interested in, or may want to share

Ask a question that you yourself would be interested in answering.

2) Question: This encourages the student to actively construct language

- ❑ Asks for information (try to avoid quizzing, like "what color is this?")
- ❑ Asks about an opinion or belief
- ❑ Prompts the student to actively construct a possible response ("How would you ask for that?")

3) Pause: This gives the student a turn in the conversation

- ❑ Allows time (at least several seconds) for the student to initiate a response

More ways to scaffold success

Scaffolds include all the supports you provide to your student - not too much, and not too little - that help to ensure their success, but also encourage them to use as much of their own abilities as possible.

1 Prompts

Verbal, visual, and physical prompts that help to encourage initiating, continuing, and stopping activities.

2 Added Structure

Extra support so the student with a disability needs to take fewer steps or decisions to get from start to finish.

3 Visual Supports

First-then cards, token systems, and other supports that give the student more predictability about what's coming next.

4 Modeling

Modeling words, sentences, and activities (particularly interesting ones), that give the student an example to follow.

5 Social Support

Giving starter help with friendships and interactions with other students during group and recreational activities.

6 Personal Care

Helping the student to become gradually independent with personal care needs.

Presuming Competence

"What is essential is invisible to the eye"

The external behavior we observe is not always an accurate reflection of internal thoughts, intentions, or competence.

Just because a student may not be able to speak, it doesn't mean he has nothing to say.

Just because a student may be overwhelmed by social situations, it doesn't mean that she doesn't long for friendship.

Just because a student has difficulty initiating movement, it doesn't mean he doesn't want to participate.

"And now here is my secret. A very simple secret: It is only with the heart that one can see rightly. What is essential is invisible to the eye.

- Antoine de Saint Exupery
The Little Prince

Ways to Presume Competence

01 Remember that there may be a difference between what students can *understand* and what they can *demonstrate.*

02 Tests are sometimes necessary, but *don't limit the information* you offer to students solely on their ability to pass a test.

03 Assume that non-speaking students still have *a rich set of thoughts, feelings, and ideas* they may not be able to express.

04 *Hold up your side of the conversation* (news, observations, sports, and other age-appropriate topics) even if the student is unable to hold up theirs.

05 *Respect the student as you would a typical student.* Avoid speaking about him in his presence as if he were not there.

06 Expose students to age-appropriate content in a variety of subjects. *Try not to assume that knowledge must be "useful" to be interesting.*

07 *Include your student in the "circle" of conversations,* rather than outside. Direct comments to her, even if she can only respond with yes/no or gestures.

08 *Speak to your student as you would to typical students of the same age.* Slower or clearer language may be helpful. Silence is not.

Presuming Competence is more than a "feel-good" idea

Beliefs drive *actions*

Presuming Competence is more than a "feel good" idea. *It changes our behavior.*

When we believe that our students are able to learn and understand – even if they can't always accurately demonstrate it; that they hear our words; that they have needs they can't express; and that they long for friendship; *those beliefs affect what we do*.

Our beliefs affect:

➢ How actively we engage with our students.

➢ The level and breadth of the information and materials we offer them.

➢ How often we talk to our students, and the *way* that we talk to them.

➢ How we speak about our students to others.

➢ How much patience we use to resolve challenges.

"Constructing" Competence

Creating opportunities for success

Constructing competence means intentionally creating opportunities that give the student the ability to succeed.

You can construct competence by:

✓ Being aware of particular interests or skills that your student may have, and creating opportunities for the student to use those skills.

✓ Changing the "rules of the game" to provide an opportunity for the person with a disability to participate in a slightly different way.

✓ Building social opportunities and special roles or responsibilities that engage your student in interactions with others.

Examples of constructing competence

Sam loves to pitch the baseball, but has difficulty running, catching and hitting with a bat. Sam could participate by pitching several balls each inning, for both teams.

Marsha loves maps. When new events are taught in American History, Marsha could be given the special job of marking the location of the event on a map of the U.S. at the front of the classroom.

Jason enjoys his classmates, but has a difficult time initiating social interactions. Jason could be put in charge of passing out or collecting papers or other class materials.

Molly's art class is painting water colors. She keeps taking other people's water cups and pouring them in the sink. Because she loves running water, she could be put in charge of replacing classmates used water and replacing them with clean water.

Circle of Friends

YOU

Write the names of your family and close friends in the first and innermost circle

Write the names of your good friends - people you like and do things with regularly

Write the names of people you enjoy and meet with occasionally, like groups and clubs

Write the names of people who are paid to interact with you, like doctors and instructors
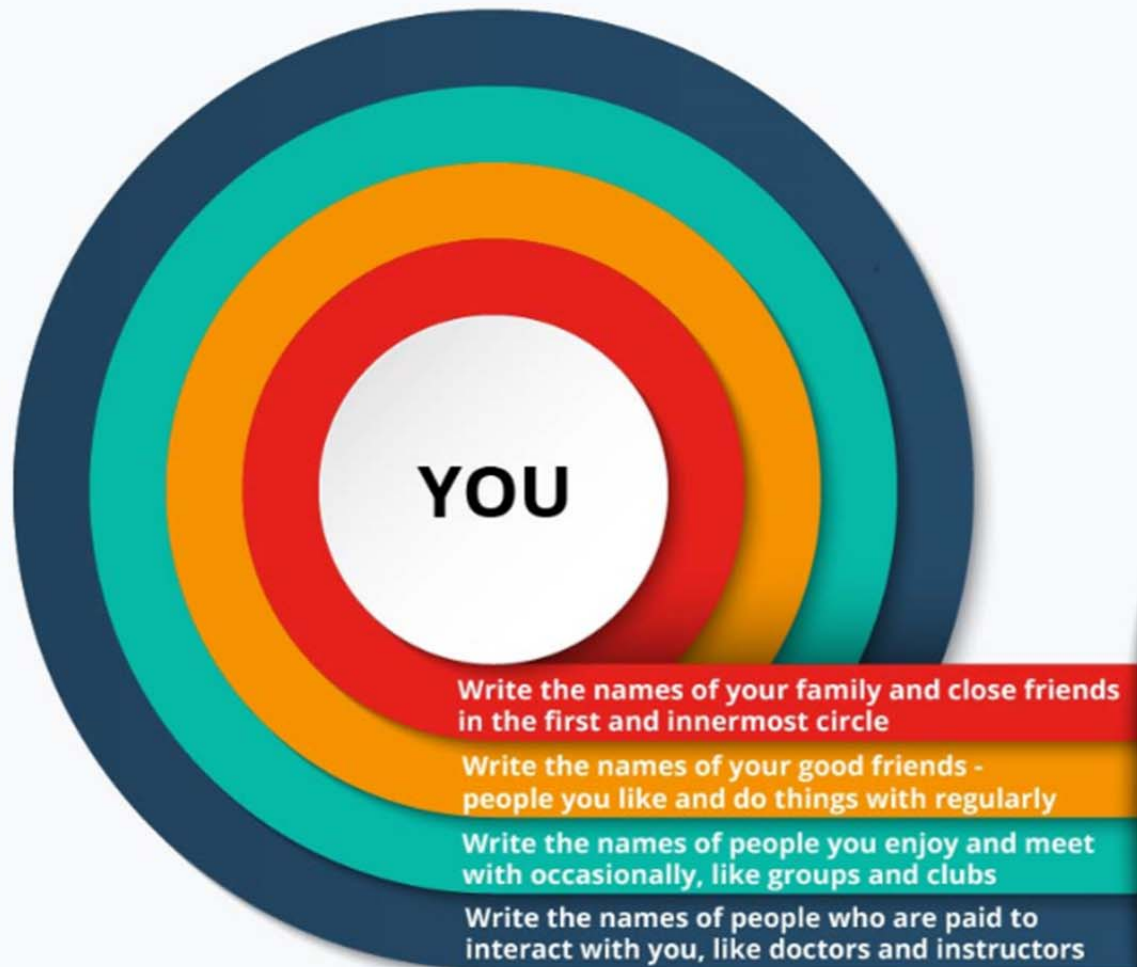
In the lives of many students with disabilities, the two middle circles are nearly empty.

Those are the areas where support is needed most: establishing a circle of good friends who spend time with the student regularly, and membership in groups, clubs, teams, and similar circles that bring interaction, friendship and meaning to daily life.

Try this activity with non-disabled students in your classroom. It can help to bring attention to the fact that all of us need friends.

Adapted from Adapted from Forest, Pearpoint & O'Brien (1996), MAPs, Circles of Friends, and PATH, Inclusion guide for Educators, Brookes, and Ghere, York-Barr and Sommerness, Supporting students with disabilities in inclusive schools, University of Pennsylvania.

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Tips for non-disabled peers

You can support friendships not only by teaching social and interaction skills to students with special needs, but also by informing typical students about ways to engage and interact.

Hold up your side of the conversation, even if your friend isn't able to hold up his or her own. Include your friend in the circle. Share information, news, stories about last weekend, and the same things that you would share with other friends without disabilities.

If your friend has limited speech, notice to what they look at, or show interest in. Ask a question that helps your friend to think, and offer a choice or a model of your best guess of what your friend might want to say. Respond and follow up on things your friend does say.

Assume that your friend's ability to think, feel and understand may be much deeper than he or she can demonstrate. Even if speaking is hard, or social situations are overwhelming, it doesn't mean the person doesn't have complex thoughts or want friends.

Treat your friend with a disability as an equal, because he or she *is* an equal. Be kind, show respect, and keep coming back, even if your interactions are very short. Look for creative ways to support him or her in participating and being successful.

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