

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

<i>SELF</i>		<i>GROUP</i>
_____	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.	_____

Collaboration & Communication Skills

<i>SELF</i>		<i>GROUP</i>
_____	Share ideas.	_____
_____	Share feelings when appropriate..	_____
_____	Share materials or resources..	_____

- _____ 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
Inclusion MATTERS!

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	2	3
High		Low
Priority		Priority

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

Solution To Be Tried First:

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. 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
<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. Students raise hand to ask questions. Teacher cues a students who ahs 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 you own mess</p> <p>11:15—Student start working independently</p> <p>Students put on aprons, work shirts, safety glasses. Student</p>	<p>Same</p> <p>Same</p> <p>Opportunities for Calvin to learn the dame natural cues.</p> <p>Same</p> <p>Same, perhaps no power tools</p>	<p>Complete Curriculum Matrix to identify where IEP objectives can be taught in the general education classroom.</p> <p>Adapt lessons per IEP objectives:</p> <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 <p>Identify what specific Industrial Arts Objectives Calvin will be responsible for learning</p>

<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>
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<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.

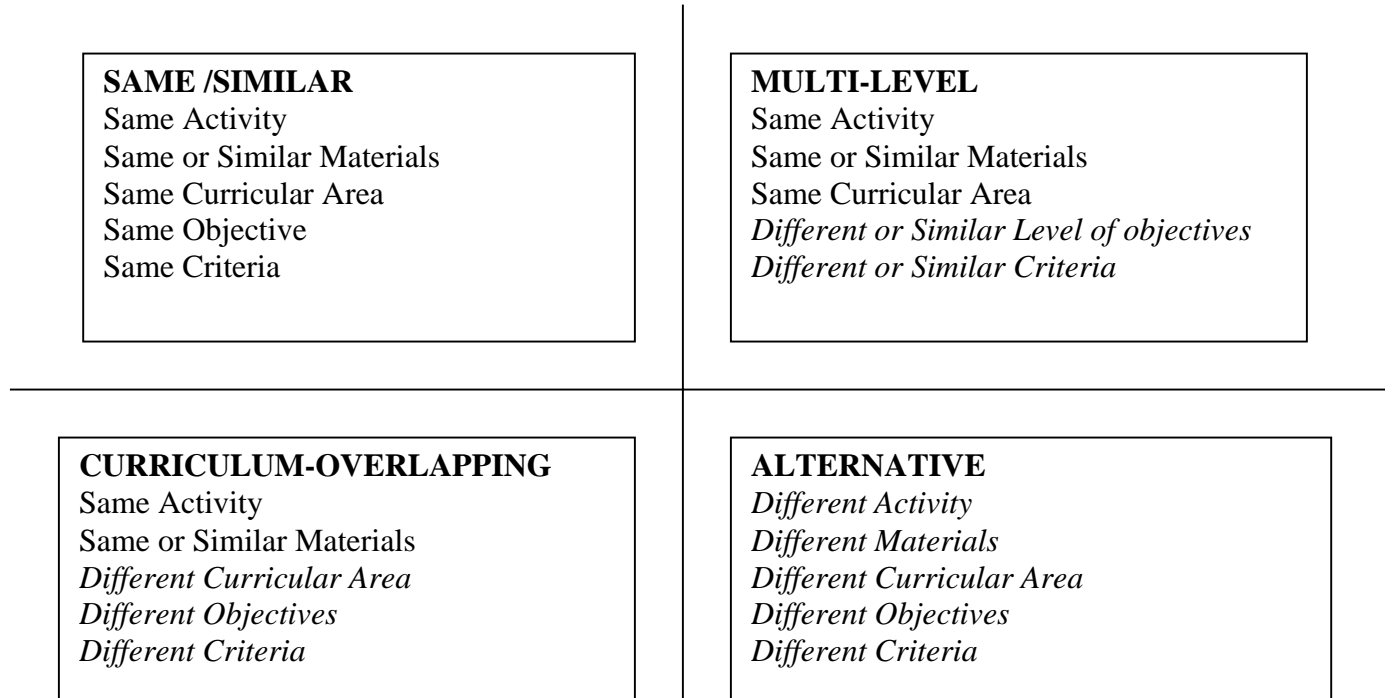
Jake collects attendance during the morning math lesson.

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
Gianguido, 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 tri[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

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.

**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.

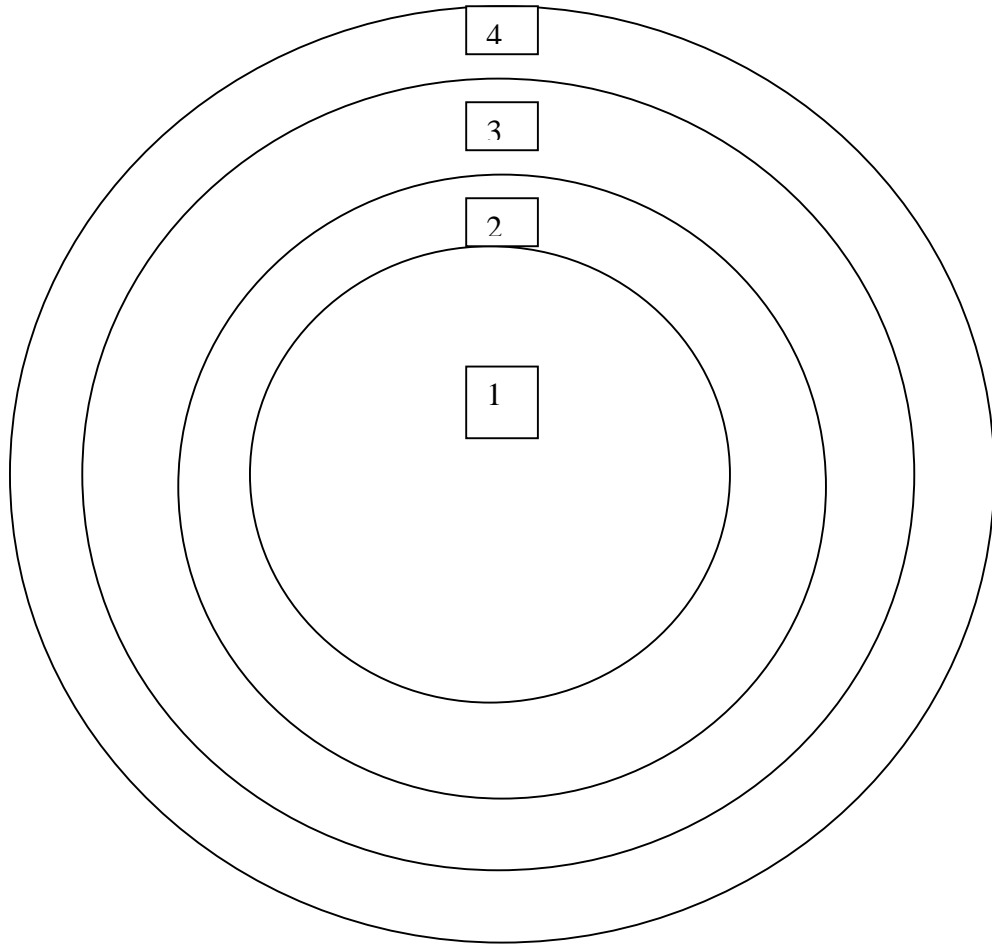
4. In the fourth circle, put people who are paid to be in your life. This would include doctor, dentist, teacher, principal, etc.

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

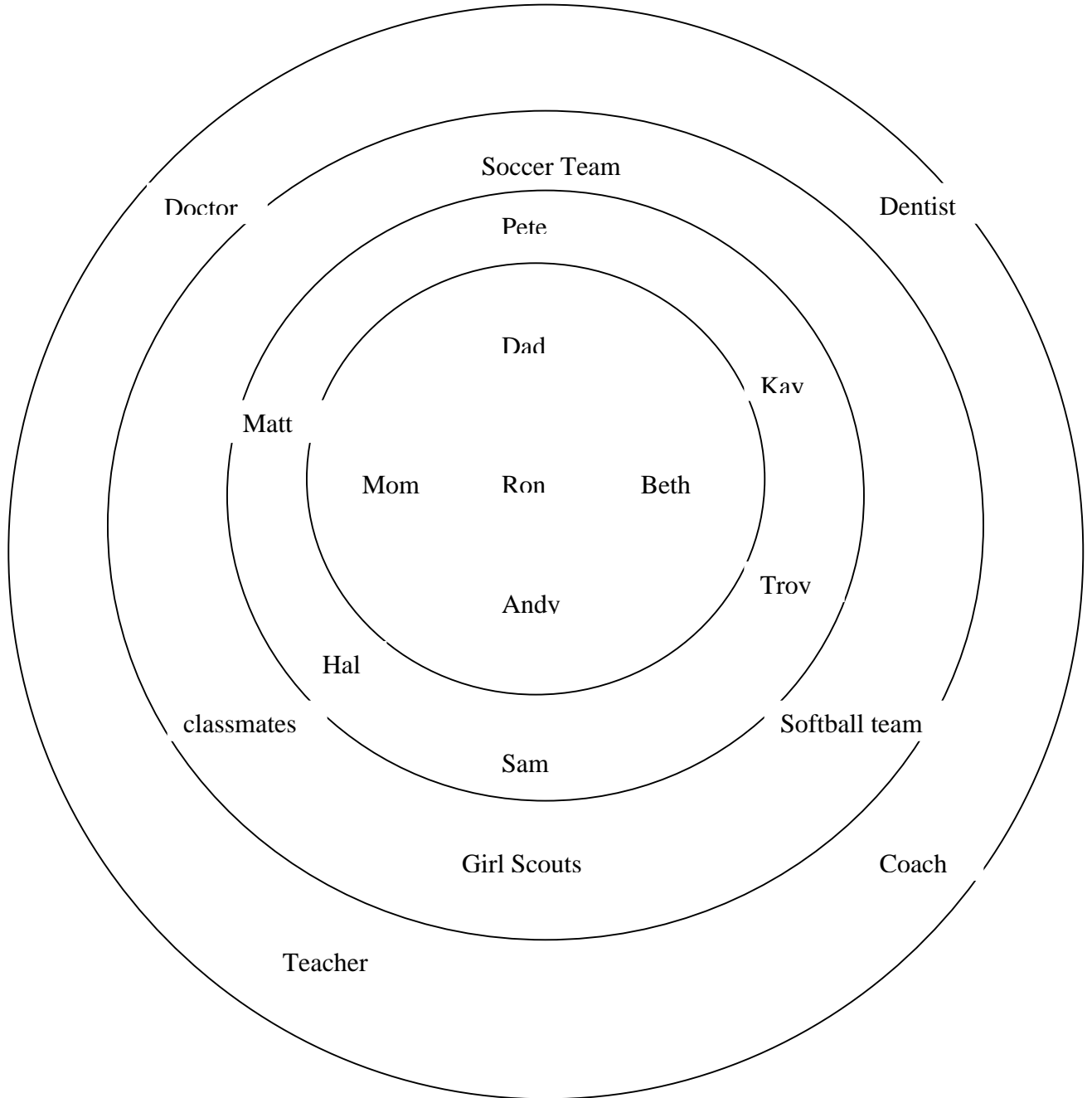
Circle 2: Close Friends

Circle 3: Acquaintances

Circle 4: Paid Relationship

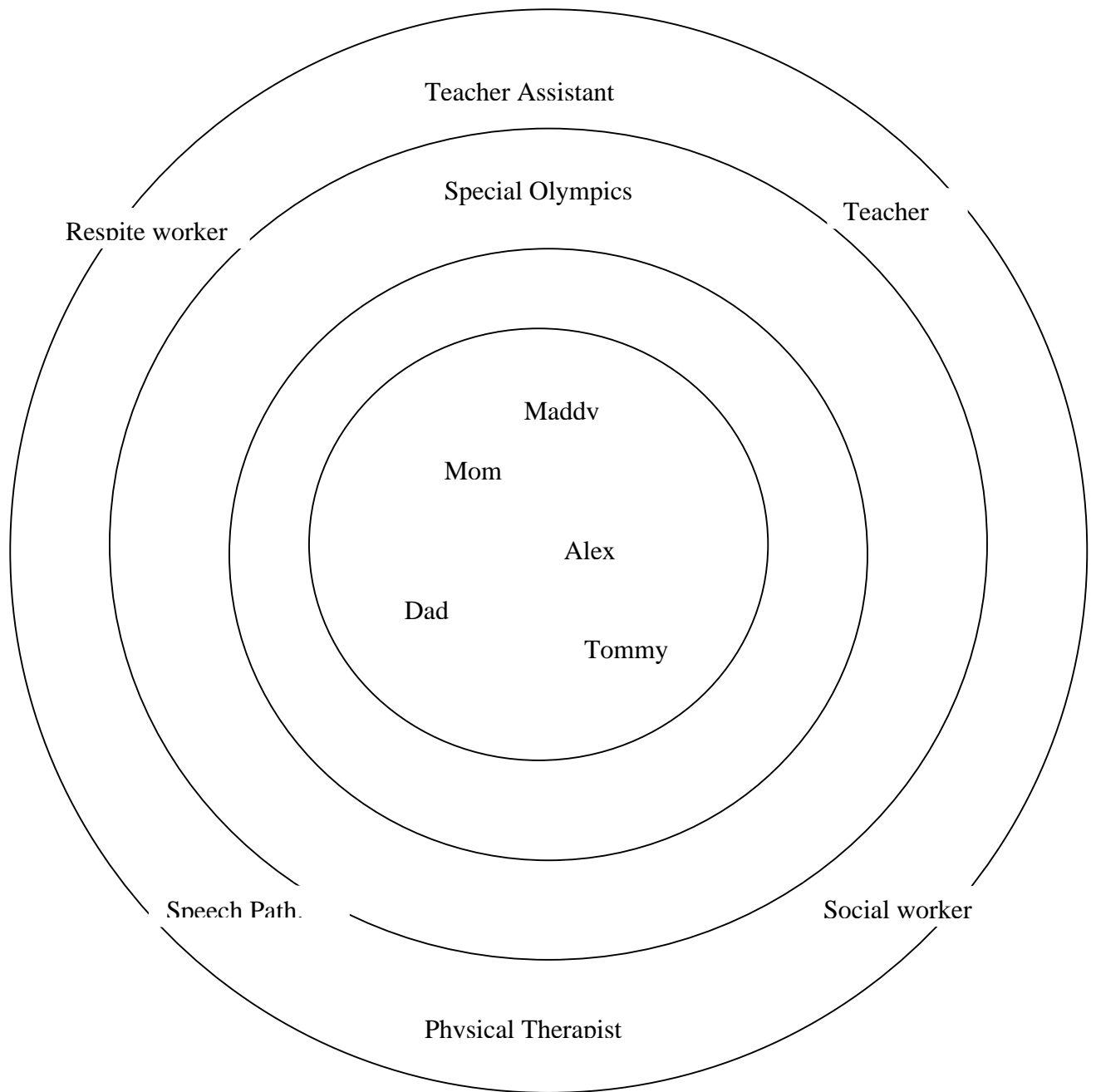
CIRCLE OF FRIENDS: TYPICAL EXAMPLES

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.

