Enhancing Social Learning and Inclusive Education
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Welcome!
I am so glad you are here. Thank you for sharing this time of learning with me! I hope I can empower you to ask questions and reflect on your current practice. Your child/student is worth it!!

Kristi

Strategies to enhance social learning:

Making it work:

Social Skills Autopsy:
Prompting Hierarchy

Source: Author Unknown

1. **Natural:**

   Without prompting during the class period and in the presence of the materials for the class, the student uses the materials and completes assignment and/or participates in activity.

2. **Gestural:**

   Adult uses a nonverbal cue (EX - pointing) toward the materials and the student initiates using the materials to begin work.

3. **Indirect Verbal:**

   Adult offers a verbal cue (EX – why don’t you write a word, why don’t you paint a picture, what could you draw, what book are you going to read) and the student begins to work.

4. **Direct Verbal:**

   Adult offers a specific verbal direction regarding initiating the task. (EX – get a pencil and write the word, use your pen and trace the word, what crayon will you use to draw a tree)

5. **Model:**

   Adult does a small bit of the task to show the student. The adult hands the student the materials for the student to begin work.

6. **Minimal Physical:**

   Adult points to the materials needed for the task and lightly guides the student’s hand toward the materials. Student grabs materials and begins work.

7. **Partial Physical:**

   Adult positions student’s hand on the materials (a gentle guiding as hand holding), yet allows the student to begin the task on own.

8. **Full Physical:**

   Adult motors the student through the task – hand over hand until completion.
<table>
<thead>
<tr>
<th>Level of support</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much support was needed to complete the task.</td>
<td>Some support was needed.</td>
<td>Little support was needed to complete the task.</td>
<td></td>
</tr>
<tr>
<td>More than 5 nonverbal/verbal prompts were given.</td>
<td>2-4 nonverbal/verbal prompts were given.</td>
<td>Less than 1 nonverbal/verbal prompt was given.</td>
<td></td>
</tr>
<tr>
<td>Teacher/para dictated students verbal/nonverbal response.</td>
<td>Student needed a break in order to complete the task.</td>
<td>Student completed task in the given time frame.</td>
<td></td>
</tr>
<tr>
<td>Teacher/para helped student respond and complete the task. (Might be hand over hand, step by step approach to completion, etc.)</td>
<td>Teacher/para offered acknowledgement and positive feedback as student completed task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created by K. Peck, 2013

**Inclusive Education** –

**Access** –

**Opportunity** –
INCLUSION

➢ True inclusion is the attitude that all students belong everywhere, with everyone else, in the school community. (Patrick Schwarz, 2006)

➢ It is possibilities and opportunities.

➢ The strategy behind inclusion is to design supports – innovative approaches to learning, differentiated instruction, curricular adaptations– for every student in the classroom, to include the entire spectrum of learners. (Patrick Schwarz, 2006)

➢ Components: (Patrick Schwarz, 2006)
  o Attend neighborhood schools
  o Make them a part of general education homeroom
  o Never segregate them
  o Plan the course and progress of their education
  o Solve problems as they arise
  o Introduce innovative, diverse learning strategies
  o Create an educational team – all members are equal
  o Cut down on unnecessary supervision and assistance
  o See behavior as a form of communication
  o Use everything in education’s bag of tricks
  o Make it possible for students to join after-school clubs and take part in extra-curricular activities
  o Be committed to making it work
Inclusive Schools.......A benefit for ALL

<table>
<thead>
<tr>
<th>The student:</th>
<th>The teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Sense of belonging</td>
<td>✓ Appreciates diversity</td>
</tr>
<tr>
<td>✓ In a stimulated environment</td>
<td>✓ Recognize all students have strengths</td>
</tr>
<tr>
<td>✓ Member of a community</td>
<td>✓ Use of effective instructional methods</td>
</tr>
<tr>
<td>✓ Self-respect</td>
<td>✓ Creative means for challenges</td>
</tr>
<tr>
<td>✓ Acquire skills needed for future benefit</td>
<td>✓ Collaboration and teamwork skills</td>
</tr>
<tr>
<td>✓</td>
<td>✓ Accountability</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school:</th>
<th>The other students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Experience diversity of society</td>
<td>✓ Respect for all</td>
</tr>
<tr>
<td>✓ Appreciation that all people are unique</td>
<td>✓ Sensitivity</td>
</tr>
<tr>
<td>✓ Respect for humans</td>
<td>✓ Appreciation for diversity</td>
</tr>
<tr>
<td>✓ Sensitivity</td>
<td>✓ Skills for interacting with diverse population</td>
</tr>
<tr>
<td>✓ Feelings of empowerment</td>
<td>✓ Social peace</td>
</tr>
<tr>
<td>✓ Social peace</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Be Reflective.....

**HOW?**

- Know their students...
- Have outcomes in mind..
• Expect students to reach them...
• Support the learning of outcomes along the way...
• Use feedback to guide them...
• Focus on quality rather than quantity...

IS ENVIRONMENT CONDUCIVE TO DIVERSITY?

• Community?
• Expectations/rules?
• Routines?
• How do peers interact? Teachers?
• Learning and growing the focus?

ASKING THE QUESTIONS?

• What are our life outcomes for _____?
• Will the skills, activities, and interactions lead to acquiring the life outcomes?
• Does the student have meaningful participation?
• Are there natural opportunities to learn?

• How are we doing as a team?

• How are learning adjustments made to ensure the student is actively engaged?

• In what ways does the student have a variety of positive relationships with peers?

• How is the student making progress?

HAVING A PLAN....

• Identify the outcomes.

• Identify the goals – academic and nonacademic.

• Identify the skills – academic and non-academic.

• Agree upon the “quality” teaching procedures.

• Where will teaching take place?

• How will we monitor and adjust?
<table>
<thead>
<tr>
<th>Thinking about:</th>
<th>Questions to ask:</th>
<th>Ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### IEP Notes for

**Goals for SY:**

Needs (for daily success):

Learns best when...

Strengths are:

Parent concerns:

**Academic Goals for SY:**

Transition Needs for:

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### Curriculum Matrix

<table>
<thead>
<tr>
<th>Schedule</th>
<th>IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Student Learning and Information Profile

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

| Student Description: |      |

| Get the student’s attention by: |      |

<table>
<thead>
<tr>
<th>What works:</th>
<th>What doesn’t work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has learned:</td>
<td>The student is working on:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support looks like:

<table>
<thead>
<tr>
<th>When I am:</th>
<th>What it looks like:</th>
<th>You should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mad/angry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Frustrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Embarrassed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nervous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adapted by K. Peck, 2008

Social Learning Skills

- Responds to greetings/closings
- Initiates greetings/closings
- Initiates communication with adults
- Responds to communication with adults
- Initiates communication with peers
- Responds to communication with peers
- Gains a person’s attention – calling name
- Asks questions to get an answer
- Ask question to seek help
- Ask question to start a conversation
- Maintain conversation with adult (more than 2 exchanges)
- Maintain conversation with peer (more than 2 exchanges)
- Comments (verbal language) is related to topic
- Establishes eye contact with adult
- Establishes eye contact with peer
- Uses facial expressions when communicating
- Has appropriate posture (head facing person and upright)
- Has natural proximity to another
- Discriminates appropriate and inappropriate touching during communication exchanges
- Has volume control for location
- Responds appropriately to nonverbal signals from another before continuing
- Has variety of topics to use
- Uses turn taking skills in conversation
- Can shift topic during conversation

Basic Skills Needed from Across the Curriculum

☐ Attending to the teacher
☐ Following directions
☐ Getting out materials
☐ Putting materials away
☐ Using materials appropriately
☐ Requesting attention
☐ Responding to direct questions/comments
☐ Socially interacting with classmates
☐ Attending to a task
☐ Decision making
☐ Problem solving
☐ Reading
☐ Writing
☐ Mathematics or using numbers

SSD, 2003
Resources


