

GREAT EXPECTATIONS

**Tools for Facilitating Meaningful Participation in
General Education Settings**

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IDEA (2004)

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities (Sect. 601 (c)(1)).

Congress found:

Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and *ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible* [IDEIA (2004) sect. 601(c)(1)].

LRE in a Nutshell!



That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [34 CFR.550(b)]

And...

A child with a disability is not removed from education in age-appropriate regular education classrooms **solely** because of needed modifications in the general curriculum (34 CFR Sec. 300.552)

- All students, whatever the nature or degree of their disability, are to have access to core academic areas in general education:
 - Reading
 - Writing
 - Math
 - Science
 - Social Studies
 - Art

**Special Education is a SERVICE
not a PLACE**

Farrah

- Early on in my childhood I did not feel any different from any other child. Now that I look back on it, I believe I did not think too much about my disability at this time was because I was just a little girl and I was more concerned with combing my baby doll's hair...My family had treated me as though there was not a difference between my brothers and I. I think that is why I was so unprepared for what I was to experience later on when I started school.

I really find it hard to explain what it was like for me during those early years of school. I think that is when I was really forced to realize that no matter how I wanted to be or thought I was like everyone else, I really was going to be looked at as different...I just remember coming home and telling my parents "I do not belong in there that work is too easy"...we did not even get to eat our lunch in the cafeteria it had to be brought to us.

What bothers me the most about having been in a setting like this is that numerous teachers and other adults think this is good for us. I, still to this day, cannot understand why keeping a small group of students separated away from their non-disabled peers is supposed to be good for them. I believe it makes it difficult for people in special ed.

I have also come to realize that I can be successful in the outside world, where there is no different place set aside for people with disabilities. After all, there is no special ed McDonalds. I know I will have to overcome a lot of obstacles in the future but my only wish is to impact as many lives as possible to let the people who are considered "normal" know that there is no difference between you and me...except that I get to drive in a speedy wheelchair. All you have to do is open your eyes and see who I really am.
(Hernton, 2006)

Essential Tools for Collaboration

- Program at a Glance

- Infused Skills Grid

- Modifications

Program at a Glance



• Purposes

- To enhance collaboration between general and special educators
- To facilitate meaningful participation in general education classrooms
- To provide documentation of collaboration

PROGRAM-AT-A-GLANCE

Karen's Objectives



- Academic:**
- ✓ Match words to pictures
 - ✓ Identify sight words
 - ✓ Count 1-20
 - ✓ Addition/subtraction
 - ✓ Write name
- Social/Communication**
- ✓ Use assistive tech to communicate with peers and adults
 - ✓ Initiate social interactions
 - ✓ Respond to peers/adults
 - ✓ Spend more time with peers
- Self-help**
- ✓ Help prepare meals
 - ✓ Help clean up
 - ✓ Choose food/drinks
 - ✓ Help with grooming
- Motor**
- ✓ Use arms and legs
 - ✓ Improve fine motor
 - ✓ Use stander/treadmill

Karen's Strengths



- ✦ Friendly
- ✦ Works hard
- ✦ Patient
- ✦ Great smile
- ✦ Understands a lot more than people think!
- ✦ Cooperative
- ✦ Very responsive
- ✦ Great potential to learn

MANAGEMENT ISSUES

- EA will toilet at approx.
- EA will tube feed AT approx.
- Peers can help in class/at lunch and transitioning between classes

Objectives in a Few Words

- During class transition, Joshua will ambulate bilaterally for 100 feet 50% over baseline as documented by teacher made checklists three out of five attempts.

AVOID SPECIAL EDUCATION JARGON!

- Joshua will walk 100 feet!



Just write the what we hope the student will be able to do in plain language and a few words

Include Strengths and Interests

- Students with disabilities often viewed just in terms of deficits – “disability spread”
- All students have strengths and interests
 - None of us would want to just be known by what we struggle to do and none of us would want to work on our deficits all day!
- For non-verbal student this allows teacher to get to know the student beyond their disability
 - E.g. Danny – dog, chocolate and pizza, Disneyland



Address Management Needs

- Often students with more significant disabilities have management needs beyond traditional academic subjects, for e.g.
 - Personal care
 - Physical positioning
 - Assistive devices
 - Visual schedules
 - Behavior intervention plans
 - Health management plans




Do Not Include Confidential Information!

- The Program at a Glance needs to be readily accessible
 - Do not include IQ, diagnosis, medication, or other confidential information
 - Is OK to note in management area that there is a health or behavior plan. Can include general statements such as “give choices when assigning tasks”




Logistics



- I recommend stapling the Program at a Glance in a brightly colored file folder – one “support folder” for each student.
- Many schools develop their own template electronically.
- Once the system is in place it is easy to maintain, each year the teacher can update the Program at a Glance.
- The first year, schools may need to acknowledge the time it will take to develop Programs at a Glance for all students with IEPs.
- These work for any exceptionality from the most significant to “gifted”.

PROGRAM-AT-A-GLANCE

Karen's Objectives



Academic:

- ✓ Match words to pictures
- ✓ Identify sight words
- ✓ Count 1-20
- ✓ Addition/subtraction
- ✓ Write name

Social/Communication

- ✓ Use assistive tech to communicate with peers and adults
- ✓ Initiate social interactions
- ✓ Respond to peers/adults
- ✓ Spend more time with peers


Self-help

- ✓ Help prepare meals
- ✓ Help clean up
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- ✓ Use arms and legs
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MANAGEMENT ISSUES

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Student: _____		Date: _____	
ID# _____		Teacher: _____	
Program-At-A-Glance			
Strengths		Concerns	
Academic:			
Social/Communication:			
Management Issues:			
Other:			
Student Information		Class Schedule	
Age:		Class:	
Gender:		Period:	
Phone Number:		Class Number:	
Cell Number:		Room:	
Address:		Level:	
City:		Level A or B:	
State:		Other:	

Next Step

- The Program at a Glance is one of the most effective ways to enhance communication between general and special educators
- The next tool builds on the Program at a Glance by taking the objectives and assessing whether or not these can be addressed in a general education classroom or other setting



Infused Skills Grid



Purposes

- To facilitate proactive planning
- To match IEP goals to curriculum and provide access to the curriculum
- To design opportunities for active and meaningful participation
- No "Potato goals"
- To enhance communication between team members

School Name		School Year	
Infused Skills Grid			
Student Name:		Course:	
Age:	Advocate/Teacher:	Parent/Guardian:	

Activities/Subjects/Environments	Infused Skills			

Check here if the infused skill was identified by:	Family
	Student
	Peers
	School

Carrington, E., Fisher, D., Bradley, K., & Sun, C. (1996). *Developing alternative and low-tech PEAK: Connecting students through curriculum and instruction*. Columbia Springs, PEAK Parent Center, Inc.

Elementary Classroom Example

- List typical daily classroom activities in matrix
- Consider which IEP objectives could be addressed during each activity
- Further planning will identify which modifications and supports are needed
- If some objectives cannot be met
 - Reconsider if objective is needed, discuss changes to the classroom
 - If goal cannot be met, decide best time to pull out student for intervention

Infused Skills Grid (Adapted from Castagnera et al., 1998)

Student name: John L. Age: 10 Class: 3 rd grade		Infused Skills Grid									
		Skills									
Activities	Stay awake > 75%/day	Track with eyes	Turn head toward sound	Grasp items	Smile	Reduce crying	Maintain range of motion	Use head switch	Swallow solid food		
Arrival	X	X	X		X	X					
Reading	X	X	X	X	X	X		X			
Writing	X	X	X	X	X	X		X			
Recess	X	X	X		X	X	X				
Math	X	X	X	X	X	X	X	X		X	
Read aloud	X	X	X		X	X					
Lunch	X	X	X	X	X	X	X	X			X
Physical education	X	X	X	X	X	X	X	X			
Science	X	X	X	X	X	X	X	X	X		
Music	X	X	X	X	X	X	X	X			

Secondary Example

- Infused skills grid can be developed for each content area
- List typical activities that occur in that content area in matrix
- Consider which IEP objectives could be addressed during each activity
- Further planning will identify which modifications and supports are needed
- If some objectives cannot be met
 - Reconsider if objective is needed, discuss changes to the classroom
 - If goal cannot be met, decide best time to pull out student for intervention

Infused Skills Grid (Adapted from Castagnera et. al., 1998)

Infused Skills Grid

Student name: Joshua Green
 Age: 12
 Class: 7th grade: Social Studies

Teacher: Ms. Brown
 Other team members: Special Teacher, SLP, OT, PT
 Parent/Guardian: Jeff and Lesley Green

Activities	Skills								
	Follow directions	Initiate communication with peers and adults	Use sign and other means to communicate	Sign words from pictures and sign spell	Write short sentences legibly	Match number of objects in group to number	Increase range of motion for right arm/hand	Increase fitness and particip. w/peers in PE	Spend more time with peers
Lecture/ Discussion	X	X	X						X
Reading text	X		X	X					X
Writing papers	X		X		X		X		X
Group projects	X	X	X	X	X	X	X		X
Answer questions	X		X					X	X
Weekly tests	X				X				X

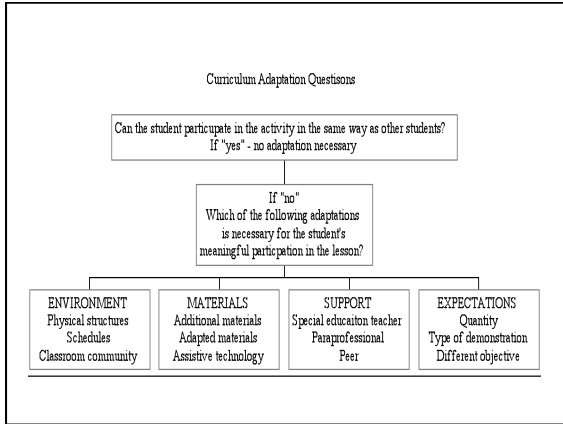
Logistics

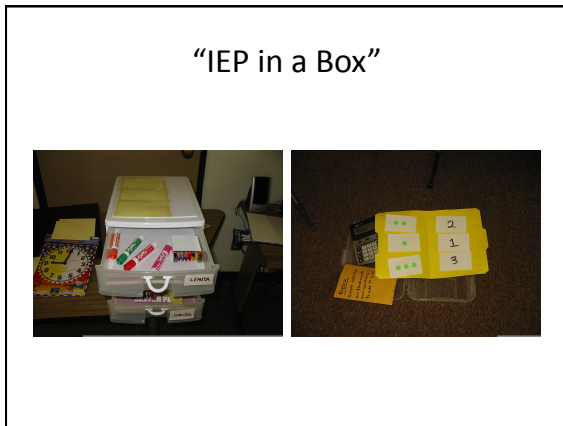


- Infused Skills Grid most effective if it can be completed collaboratively between special and general educators
- If whole school implements then Infused Skills Grids can be modified from class to class and year to year
- Staple the Infused Skills Grid in the same file folder or “support folder” as the Program at a Glance

Next Steps

- Once the Program at a Glance and Infused Skills Grid have been developed, then the ongoing work of developing modifications and supports is critical
- The final tools will address modifications
 - A framework for making decisions about modifications and supports
 - An example of documentation for the “support file”





IDEAS FOR MODIFICATIONS FOR KAREN

General:

Assign a regular place in the classroom that is accessible and near peers who would like to work with her or socialize with her. If there is group work, assign to a group.

Encourage peers who enjoy working with Karen or being with Karen to help with ideas for how to increase Karen's participation in class.

Karen learns a lot by being around her peers and is capable of participating partially in more ways than you might expect.

Curriculum modification:

The ideas below are very general - more specific modifications can be made by the special education teacher, general education teacher, therapists, EA, and peers. Much will depend on the content and nature of the classes and your willingness to be open to new ideas. Try not to think about what Karen CANNOT do, instead focus on what she CAN do! For example...

During lecture/discussion Karen can:

- ✓ Listen to lecture with peers
- ✓ Look at the worksheet/text that goes with the lecture
- ✓ Answer a question using "yes"/"no" answers or her assistive technology
- ✓ Be a teacher's aide by holding materials that may be used to demonstrate points on her wheelchair table e.g. cooking utensils, books and so forth
- ✓ Practice writing her name, letters, shapes

During small group activities, Karen can:

- ✓ Hold materials for the group
- ✓ Use her assistive technology to help present information
- ✓ Listen and participate in discussion (Karen understands much more than she is able to express)
- ✓ Respond to social and communicative cues
- ✓ Practice reading/sign word/drawing math when appropriate

During independent seat work, Karen can:

- ✓ Work 1-1 with EA or peer on academic/social/communicative/motor objectives
- ✓ Work independently matching words to colors, words to pictures, objects to numbers, independently reading or looking at magazines or other reading material

**What is the answer?
But what about....?**

Belief and disposition and flexibility

Together with...



Tools and teamwork

Leads to responses and solutions

Resources

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer Support Strategies for Improving All Students' Social Lives and Learning*. Baltimore: Paul H. Brookes.

Copeland, S., & Keefe, E. B. (2007). *Effective literacy instruction for students with moderate or severe disabilities*. Baltimore: Paul H. Brookes.

Giangreco, M. F. & Doyle, M. B. (2007). *Quick guides to inclusion: Ideas for educating students with disabilities*. Baltimore: Paul H. Brookes.

Keefe, E. B., Moore, V. M., & Duff, F. R. (2006). *Listening to the experts: Students with disabilities speak out*. Baltimore: Paul H. Brookes.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press

Questions???

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