

Inclusive Practices for School-Based Therapists

Presented by
 REGION 13
REGULATORY SERVICES CENTER

Meeting Norms



Today's Objectives

- How to develop and maintain a positive collaborative relationship.
- What the legal and educational mandates say regarding intervention services including inclusive therapy practices in the classroom.
- What the benefits and drawbacks of the collaborative models between therapist and teacher are.
- How the models for inclusive therapy practices will be applied on your campus to decrease LRE and improve student outcomes.

Agenda

WHAT YOU DO
TODAY
 CAN IMPROVE ALL
 YOUR TOMORROWS

9:00	• Welcome & Relationship Dev.
9:30	• Why Inclusive Practices
10:15	• Break
10:30	• Planning – Setting the Stage
11:45	• Lunch
12:45	• Collaborative Models
2:15	• Break
2:30	• Script for Success
3:00	• Making a Plan
4:00	• Dismiss

Your presenters:



- Lisa Rukovena
 - Education Specialist at Region 13
 - Speech Language Pathologist
 - Bilingual Special Education
 - AAC Novice



- Nichole Kertis
 - Education Specialist at Region 13
 - Occupational Therapist
 - AT/Augmentative and Alternative Communication
 - AAC Developing Expertise

Your presenters:



- Lisa Rukovena
 - **Why I got involved with education?** I believe deeply in the potential of education to be a force for equality and opportunity.
 - **What's something interesting about me?** I am bilingual, but Spanish is my second language. Spanish is the primary language in my home.
 - **How long have I been working?** 14 years as a SLP- Speech-Language Pathologist



- Nichole Kertis
 - **Why I got involved with education?** I want to work with kids in their natural context where they are already living and learning.
 - **What's something interesting about me?** I am a peanut butter loving cancer survivor who cohabitates with Dachshunds.
 - **How long have I been working?** 20+ years as an OT- Occupational Therapist

They don't care how much you know until they know how much you care.

Now you try!

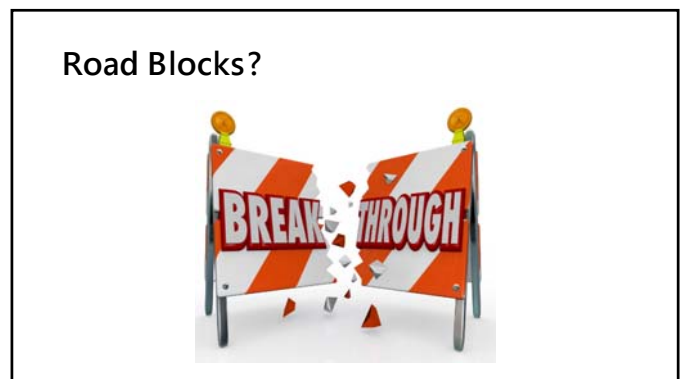
At your table, please introduce yourselves and include personal details such as:

- what you enjoy
- what is important to you
- what you find fulfilling about working in the schools
- what "success" in your work means to you
- what makes you feel "proud" either personally or professionally

TEAMING	Green	Orange
	Blue	Gold
	<ul style="list-style-type: none"> • Must be able to • "Why" • Intellectual • Theoretical • Like People • Philosophical • Very Complex • Professional • Standard Settings • Visionaries, Futurists • Can see the big picture • Cool, Calm and Collected • Works Play - Play to work • Often not in the mainstream • Abstract, Conceptual, Global • Need for Independence and Privacy • Explores all facets before making decisions • Knows how to quell and minimize "big" wars • Approaches interpersonal relationships in a logical manner 	<ul style="list-style-type: none"> • Parties • Energetic • Charming • Risk-Taker • "Just Do It" • Test Limits • Quick Witted • Master Negotiator • Creative, Inventive • "Let's make a deal" • A Natural Entertainer • High need for mobility • Visual and Kinesthetic • Pushes the boundaries • Natural "New Confession" • Thrives on competition • Likes tangible rewards • External locus of control • Skander the economy • Impulsive and Spontaneous • Appreciates immediate feedback • Tends to be left right brain integrated • Most productive in informal environments
	<ul style="list-style-type: none"> • Mediators • Optimistic • Caretakers • Planners • Peacekeepers • True Romantics • Cause Oriented • Need to Feel "Special" • Always Has a Kind Word • Enjoys Symbols of Romance • Strong Sense of Spontaneity • Sensitive to Needs of Others • Prioritize Harmonious Relationships 	<ul style="list-style-type: none"> • "Be Prepared" • Love to Plan • Detail Oriented • Service Oriented • Values Family Traditions • Bright and Energetic • Conservative and Stable • "Shield" and "Shield Star" • Rarely Breaks the Speed Limit • Seeks for a Sense of Security • Punctual, Punctilious, Precise • Value Order and the Status Quo • Duty, Loyalty, Useful, Responsible • Don't Like to Show off Emotions



<p>1 0% - 15%</p>	<p>2 16% - 40%</p>
<p>3 41% - 65%</p>	<p>4 66% - 100%</p>



Tied up with a bow!

- Region 13 Inclusive Practices for School-Based Therapists- Resources
- <https://goo.gl/a0bBw9>
 - Handout in a digital version
 - Inclusive Practices FAQ's
 - Specific Ideas and Examples for Inclusive Practices
 - APTA-ASHA-AOTA Joint Document on Workload Approach
 - Planning Checklists
 - And more

Inclusion at a glance

What does inclusion mean?

“... inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.”

<http://www.specialeducationguide.com/pre-k-12/inclusion/>

Co-teaching applications...?

- Special Education
- English as a Second Language
 - OT, PT, ST
 - Media ed tech
- Literacy or Math Coach
- Gifted talented

**IN THE
GENERAL
EDUCATION
CLASSROOM**

What it could look like for therapy

	Model	Location	Therapy Focus	Peers	Context	Initiator
	Individual Pull-Out	Away from the regular class	Directly on child functioning	Not present	Different from the rest of the class	Specialist
	Small Group Pull-Out	Away from the regular class	Directly on functioning by children with special needs	One to six peers present	Different from the rest of the class	Specialist
	One-on-One in Classroom	In the classroom, but away from the rest of the class	Directly on child functioning	Not involved in therapy	Different from the rest of the class	Specialist
	Group Activity	In the classroom, small or large group	On all children in group an on peer interactions, emphasis on meeting special needs of children	All or some of peers present	Within the context of the class	Specialist
	Individual During Routine	In the classroom, whenever the focal child is	Directly but not exclusively on the focal child	Usually present	Within the context of the class	Child
	Consultation	In or out of the classroom	Teacher, as related to the needs of the child; can vary from expert to collaborative style	Present, if co-occurring in class	May occur within or outside of the context of the class	Teacher or specialist
	<i>Segregated</i>					
	<i>Integrated</i>					

Special Education is a SERVICE

...
not a
PLACE.



Sample Schedule

Sample Time Study

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15 a.m.	Team Meeting	Claire's evaluation—interview with teacher	LaDamien transitioning off bus	Report writing: Claire	Bobby in PE
8:30-8:45 a.m.	Feeding training for classroom staff	Claire's evaluation—observation	Share LaDamien's transition strategies with teacher	Report writing: Claire	Feeding training for classroom staff
8:45-9:00 a.m.	Travel to next site	Claire's evaluation—phone interview with mom	Travel to next site	EIS/RII activities in Mr. Smith's class	Case management
9:00am-9:15 a.m.	Michael in Language Arts	Set-up for preschool motor group	Ellen during preschool snack time	EIS/RII activities in Mr. Smith's class	Data analysis on Bobby's progress
9:15-9:30 a.m.	Ms. T's 1st grade writing group	Preschool motor group	Join campus Problem-solving Committee Meeting	Katie for preschool snack time	Data analysis on Bobby's progress
9:30-9:45 a.m.	Ms. T's 1st grade writing group	Jacob's IEP meeting	Campus Problem-solving Committee Meeting	Katie for preschool snack time	Travel to next site
9:45-10:00 a.m.	Documentation	Jacob's IEP meeting	Travel to next site	Meeting with Katie's mom to discuss feeding issues	Training/supervision of Billy's aide

Why implement inclusive practices?

35 Years of (a good) IDEA



Origin of Inclusive Practices

Legal Mandates

- IDEA 2004
 - LRE
 - PGC
 - Integrated Services
 - Student Centered
- ESSA
 - RtI
 - AYP
 - Research-based interventions
 - UDL
- TEA
 - Commissioner's Rules

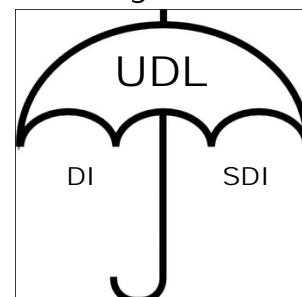
Professional Guidelines

- AOTA/APTA
- TOTA/TPTA
- TSHA/ASHA

Access, Universal Design, UDL

- EHA 1975 Access to *Schools*
- IDEA 1990 Access to *Classrooms*
- IDEA 1997 Access to *General Education Curriculum*
- IDEA 2004 Access to *Instructional Materials*
- ESSA 2015 Access to *Universal Design for Learning*

UDL: It's not A thing, it's THE thing



AOTA, APTA, & ASHA

AOTA, APTA, and ASHA recognize that with the passage of IDEA 2004, the work of school-based therapists has evolved. IDEA mandates that students with disabilities participate in, have access to, and progress in the general curriculum or natural environments.

IDEA §612(a)[5]



Least Restrictive Environment

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

Educational Benefit



Can our services provide meaningful educational benefit if we do not:

- Know what curriculum is being presented and tie into it?
- Know how students achieve with current instruction and what supports are most effective?
- Know how students are relating to their peers?

A new view on pull-out therapy...

Previous thinking about pull-out therapy:

- Small group instruction
- Intensive, direct instruction
- Therapist as expert

Current thinking about pull-out therapy:

- Out of context
- Different content
- Increased transitions
- Decreased access to natural opportunities to generalize
- Adult-dependent
- Isolation from / stigmatization by peers
- Missed instruction
- Therapist as collaborator



Access, Universal Design, UDL

- **EHA 1975** Access to *Schools*
- **IDEA 1990** Access to *Classrooms*
- **IDEA 1997** Access to *General Education Curriculum*
- **IDEA 2004** Access to *Instructional Materials*
- **ESSA 2015** Access to *Universal Design for Learning*



www.CTDInstitute.org



Paradigm Shift

The World Health Organization now defines disability in the following manner:

- For persons with chronic disabilities, a shift from assuming what is disabling lies within *the person*, to
- Assuming what is disabling is just as likely to result from *the activity/task design, the environment* or some combination of all these elements.

Updating Our Language

Old Phrasing

- Qualifies for therapy services
- Therapy goals vs. Teachers goals
- Push-in therapy services
- Pull-out therapy services
- Dismissal from OT/PT/Speech

New Phrasing

- Recommend therapy supports and services
- Student goals, focused outcomes
- In-context or integrated therapy
- Out-of-context; services to support skill acquisition
- No longer requires the skills and expertise of an OT/PT/SLP to meet student's educational needs

The goal is to move to in-context services and supports as soon as possible.

Ten Benefits of Integrated Therapy

1. Students learn the skills they need in the setting in which they will use them.

Ten Benefits of Integrated Therapy

2. Students have increased practice opportunities.

Ten Benefits of Integrated Therapy

3. Students' relationships with peers are fostered.

Ten Benefits of Integrated Therapy

4. Students do not miss out on classroom instruction and activities.

Ten Benefits of Integrated Therapy

5. Teachers learn therapeutic strategies that will be used to support all students even once the therapist has left.

Ten Benefits of Integrated Therapy

6. Therapists gain new context to know whether strategies are effective and/or feasible.

Ten Benefits of Integrated Therapy

7. Therapist/teacher teams are able to focus on skills that are immediately needed.

Ten Benefits of Integrated Therapy

8. Therapist/teacher teams can make quick adjustments and address needs as they arise.

Ten Benefits of Integrated Therapy

9. Therapy assessments are more informed and accurate.

Ten Benefits of Integrated Therapy

10. Parents are more confident in the fidelity of service implementation.

DAY	Michael		David	
		MINUTES		MINUTES
MON			<ul style="list-style-type: none"> During morning story, his teacher cues him to use specific vocabulary During art, his teacher models his speech targets and gives opportunities for him to repeat. In the lunch line, he is supported in requesting items using complete sentences. At recess, his peer imitates the teacher's cues to model accurate productions. During end of day routine, teacher supports him in telling about his day. 	<ul style="list-style-type: none"> 21 MIN 25 MIN 5 MIN 5 MIN 10 MIN
TUES	Speech therapy in the speech room in group of 3. Names picture cards and reads book with the SLP.	30 MIN	<ul style="list-style-type: none"> During morning story, his teacher cues him to use specific vocabulary During art, his teacher models his speech targets and gives opportunities for him to repeat. In the lunch line, he is supported in requesting items using complete sentences. At recess, his peer imitates the teacher's cues to model accurate productions. During end of day routine, teacher supports him in telling about his day. 	<ul style="list-style-type: none"> 21 MIN 25 MIN 5 MIN 5 MIN 10 MIN
WED			<ul style="list-style-type: none"> During morning story, his teacher cues him to use specific vocabulary During art, his teacher models his speech targets and gives opportunities for him to repeat. In the lunch line, he is supported in requesting items using complete sentences. At recess, his peer imitates the teacher's cues to model accurate productions. During end of day routine, teacher supports him in telling about his day. 	<ul style="list-style-type: none"> 21 MIN 25 MIN 5 MIN 5 MIN 10 MIN
THURS	Speech therapy in the speech room in group of 3. Names picture cards and reads book with the SLP.	30 MIN	<ul style="list-style-type: none"> During morning story, his teacher cues him to use specific vocabulary During art, his teacher models his speech targets and gives opportunities for him to repeat. In the lunch line, he is supported in requesting items using complete sentences. At recess, his peer imitates the teacher's cues to model accurate productions. During end of day routine, teacher supports him in telling about his day. 	<ul style="list-style-type: none"> 21 MIN 25 MIN 5 MIN 5 MIN 10 MIN
FRI			<ul style="list-style-type: none"> During morning story, his teacher cues him to use specific vocabulary During art, his teacher models his speech targets and gives opportunities for him to repeat. In the lunch line, he is supported in requesting items using complete sentences. At recess, his peer imitates the teacher's cues to model accurate productions. During end of day routine, teacher supports him in telling about his day. 	<ul style="list-style-type: none"> 21 MIN 25 MIN 5 MIN 5 MIN 10 MIN
TOTAL TIME		1 HOUR		5.5 HOURS

Who practices his speech more?

"Well, yeah,
isn't that the
'O' in OT?"



Strengths based Assessment → SDI

"Ben has below-age-level skills in the areas of bilateral motor coordination and speed of completing fine motor tasks. His task persistence is poor, as he tends to give up on challenging tasks easily. He struggles to maintain focus on tasks that are not of significant interest to him, and teachers report that he is extremely limited in his production of written work."

Strengths based Assessment → SDI

"Ben demonstrates the necessary dexterity to complete a variety of fine motor tasks when they are untimed and he is not feeling rushed. He has a great many interests (history, model cars, biking, cooking, video games, and more), and when academic tasks incorporate these interests, he is able to gather his focus to participate, persist, and complete tasks. Ben is able to produce handwritten work, although he finds this challenging. However, he is able to articulate his knowledge quite well orally. His strong social skills, creative thinking, and ability to generate ideas make Ben a welcome member of any group where children work together to participate in learning activities and are allowed to use individual strengths to produce an assignment or project. In one example, Ben provides ideas, a peer organizes and expands on these ideas, and another is able to write these ideas down on paper. Together these children are able to use individual strengths to learn and demonstrate their knowledge while developing 21st century skills of communication, collaboration, and problem solving."

ARE THESE CHILDREN



HAPPIER THAN
THESE CHILDREN?



1:08 / 10:15

Empirical Evidence for Inclusion



- Provides theoretically sound interventions during daily routines improves participation. (Duns et al., 2004)
- Interventions need to be part of the natural context to support generalization. (Hanft & Pinkington, 2000, Baranek, 2002)
- Interventions using curriculum content and classroom materials are most likely to achieve integration and generalization. (Clark, Polichino, & Jackson, 2004)

Planning considerations?

1. Are there any skills that might not be best taught in the classroom?
2. Is there a level of mastery that might be required before moving into the classroom?
3. Any other considerations when deciding setting of intervention?

"EVERYTHING IN MODERATION, INCLUDING MODERATION."
- OSCAR WILDE

Today's Objectives

- ✓ How to develop and maintain a positive collaborative relationship.
- What the legal and educational mandates say regarding intervention services including inclusive therapy practices in the classroom.
- What the benefits and drawbacks of the collaborative models between therapist and teacher are.
- How the models for inclusive therapy practices will be applied on your campus to decrease LRE and improve student outcomes.

Break



Planning for collaboration

Starting off on the Right Foot

Collaboration and co-planning starts with knowing each other's strengths.

Primary Expertise of the Teacher

- Curriculum and instruction
- Classroom management
- Typical student knowledge
- Appropriate scope and sequence pacing

Primary Expertise of the Therapist

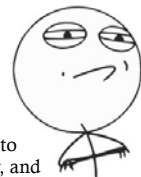
- Knowledge of developmental norms and sequence of acquisition
- Knowledge of learning processes
- Individualization and knowledge of specially designed instruction
- Documentation and other accountability paperwork
- Goal mastery work and progress



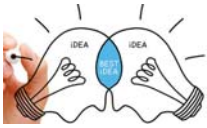
Defining Our New Role

CHALLENGE ACCEPTED

- Write collaborative goals that tie in to the classroom curriculum
- Plan with teachers to design routines-based supports
- Observe the student in the classroom setting to identify communication, movement, sensory, and environmental demands
- In collaboration with the teacher, provide supports within the classroom
- Collaborate with teachers so both professionals develop new skills in the other's area



Principles of Collaboration



Parity
- Partnership is based on equity.

Mutual Respect
- Each person is respected for knowledge and skills he or she brings to the partnership.

Specific Mutual Goals
- The partnership shares common student-focused goals.


Shared Accountability for Outcomes
- Co-teachers share instructional and behavioral accountability for all students.

Shared Resources
- Co-educators openly share ideas, materials, methods, strategies, and approaches.

Do we:
Agree?
Compromise?
Discuss Later?


1. "Helping" students
2. Accommodations/modifications for individual students
3. Electronics
4. Movement in classroom
5. Student Access to materials

At the beginning of the year ...




- Reach out to your partner
- Meet with your administrator to present your plan
- Share one another's non-negotiables and preferred communication styles
- Develop collaborative therapy goals and schedule for ARDC consideration
- Make a plan for how you will both be introduced to the class and parents
- Create a lesson plan for the first day with students
- Plan out the first week of lessons
- Discuss the "what ifs"
- Talk grading, accommodations, modifications, grouping, and report cards/progress reports
- Set regularly scheduled times to meet and plan

During the school year ...



- The teacher will explain upcoming curriculum.
- Both educators will establish minimum level of mastery and identify potentially challenging concepts.
- Both educators will discuss individual student needs and analyze data.
- The therapist will review needed accommodations and modifications.
- Both educators will plan collaborative instruction model approaches for the upcoming lessons.
- Both educators will develop action steps to create necessary materials.

Progress Monitoring Plan

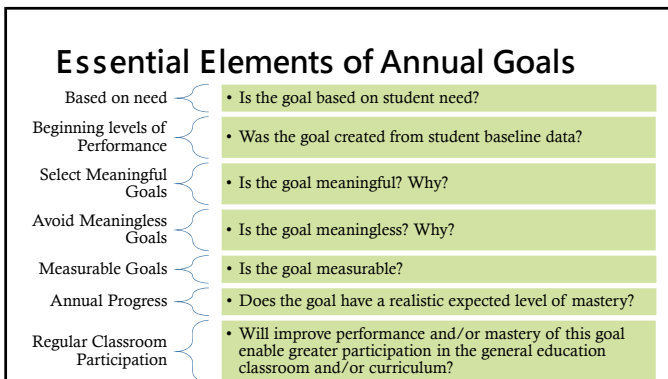
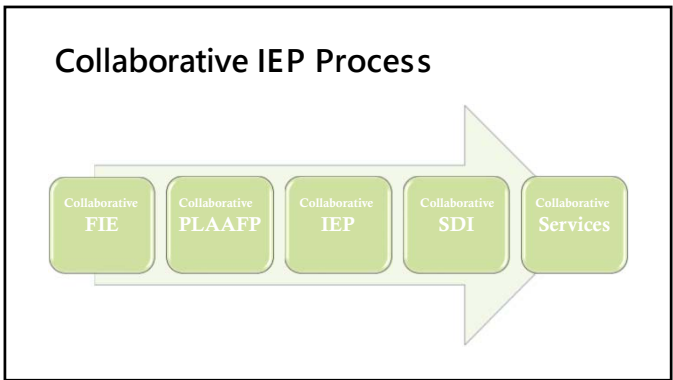
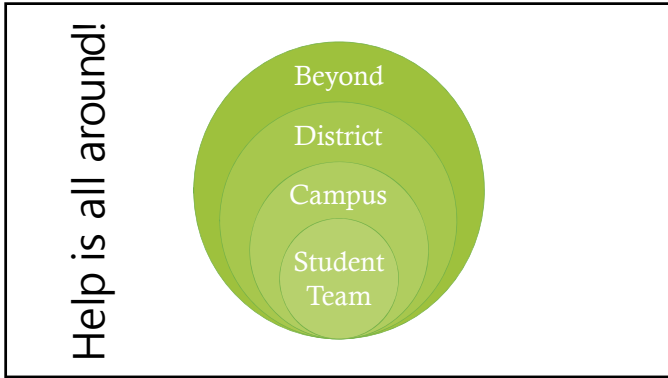


Progress Monitoring Plan:

1. Identify and operationally define the behavioral or functional knowledge, action/skill, or ability that will be measured.
2. Describe the data collection method/tools:
3. Describe how often, what time of day, and where student progress will be assessed.
4. Identify team members responsible for:
 - (i) data collection -
 - (ii) data collection fidelity checks -
 - (iii) interpreting data to determine progress -
 - (iv) writing progress report to parents

Workload Clusters

<p>Direct Services</p> <ul style="list-style-type: none"> • Observations • Evaluations • Implement IEPs • Establish student skills 	<p>Indirect Activities</p> <ul style="list-style-type: none"> • Pre-referral strategies • Adapt task demands • Modify environment • Prevent anticipated problems • Alter context to support students
<p>Indirect Services</p> <ul style="list-style-type: none"> • Contribute to IEP planning • Design intervention plans • Plan and prepare intervention • Provide staff development • Train teachers and staff 	<p>Compliance Activities</p> <ul style="list-style-type: none"> • Collect and analyze data • Compliance paperwork • Contact logs • Parent communication logs • IEP Documentation • Write LMN to request equipment



- ### Benefits of Integrated IEP Goals
- Reduces the overall # of goals to be measured
 - Reduces the complexity of data to be collected to monitor progress
 - Establishes the teacher as the primary service provider with the support of the related service provider
 - Provide clarity to how the related service will actually support the student to progress in the instructional program

Benefits of Collaborative Goal Writing

- Encourages team ownership of goals
- Underscores the connection between skills (i.e. language, motor, sensory) and academics
- Increases accountability for all service providers
- Increases interpretability of the student's progress/benefit from the services provided

Approaches to Collaborative Goal Writing Might Include:

- Real-time collaboration while developing goals
- Aligning related services to previously developed instructional goals (ex: It's not a shopping trip for goals ☺ consider saying "I had in mind a similar goal, I'd really like to provide support on this goal... what do you think about adding _____ as a condition?")
- Designating instructional services as co-implementors/progress monitors
- Identifying the support of the related service as a condition to the implementation of the instructional goal

True or False?

- All IEP goals supported by related services must be integrated.
- False
- A student's IEP goal should be focused on the student's function, not the OT, PT or SLP.
- Sometimes an integrated goal is best, sometimes a traditional goal is best, sometimes both!

True or False?

- At the IEP meeting, SLP, OT, PT staff should review goals developed by other team members and select which goals to integrate into.
- False
- This is not a shopping opportunity. If you think an integrated goal will work, all collaborators should discuss (via email, phone or meeting) what the goal, data collection and progress reporting may look like and present a draft to the team.

True or False?

- IEP goals should be student-centered, not discipline specific.
- True
- IEP goals are based on student need, are meaningful, and are educationally relevant.
- Sometimes an integrated goal is best, sometimes a traditional goal is best, sometimes both!

Curriculum Alignment

1. [TEKS](#)
2. [STAAR Alt 2 Vertical Alignment](#)
3. [Pre-K Guidelines](#)
4. [TX Early Pathways](#)

Do's and Don'ts of Goal Development

DO!

Involve students, caregivers, and teachers in identifying goals and priorities.

DON'T!

Attempt to identify or prioritize student goals without collaboration.



Do's and Don'ts of Goal Development

DO!

Design goals and schedules that actively engage students in the learning that has been identified as important by the student, their caregivers, and the teachers.

DON'T!

Design goals and schedule that only engage students in activities that are important to the therapy alone.



Do's and Don'ts of Goal Development

DO!

Facilitate collaboration of the student, teacher, and therapist to establish appropriate supports and strategies.

DON'T!

Develop supports and strategies in isolation from students and teachers.



Do's and Don'ts of Goal Development

DO!

Maintain regular communication between students, teachers, and therapist to discuss progress and make needed adjustments.

DON'T!

Provide a progress report at the end of the grading period that reflects only therapist data without other sources of input.



By the end of the 17-18 school year, Dean will *write an expository essay* using a **keyboard** with **spell check** and a **graphic organizer** by including all of the necessary elements in 80% of opportunities.

Sample

Paulo (Continued)	
Enriched Grade Level Standard	
19 IAC 5112.34 (02/20) Scientific processes. The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to: communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphs, organizers, journals, summaries, oral reports, and technology-based reports.	
Annual Goal	
By Paulo's 2012 annual ARD, given a bulleted list of the steps to follow in the lab investigation with icon supports, deletion of extraneous vocabulary, simplified sentence structure, a lab report template in close format with word bank, and specific questions related to the lab investigation with three answer choices Paulo will communicate an understanding of the investigation concepts as evidenced by responses to questions in lab journals as evidenced by scoring an average of 75% correct across investigation journal responses.	
Short-Term Objectives/Benchmarks	
1st SLO/B	By the end of Paulo's 1st reporting period, given a bulleted list of the steps to follow in the lab investigation with icon supports, deletion of extraneous vocabulary, simplified sentence structure, a lab report template in close format with word bank, and specific questions related to the lab investigation with three answer choices Paulo will communicate an understanding of the investigation concepts as evidenced by responses to questions in lab journals as evidenced by scoring an average of 50% correct across investigation journal responses.
2nd SLO/B	By the end of Paulo's 2nd reporting period, given a bulleted list of the steps to follow in the lab investigation with icon supports, deletion of extraneous vocabulary, simplified sentence structure, a lab report template in close format with word bank, and specific questions related to the lab investigation with three answer choices Paulo will communicate an understanding of the investigation concepts as evidenced by responses to questions in lab journals as evidenced by scoring an average of 60% correct across investigation journal responses.
3rd SLO/B	By the end of Paulo's 3rd reporting period, given a bulleted list of the steps to follow in the lab investigation with icon supports, deletion of extraneous vocabulary, simplified sentence structure, a lab report template in close format with word bank, and specific questions related to the lab investigation with three answer choices Paulo will communicate an understanding of the investigation concepts as evidenced by responses to questions in lab journals as evidenced by scoring an average of 50% correct across investigation journal responses.

GOAL

Sample Goal - 1

Using his strategies of self advocacy and time management, Jason will move from his homeroom to science class using his power wheelchair within the allotted 3 minutes before the bell rings at least 3 days each week.

GOAL

Sample Goal - 2

In 36 weeks, given a structured small group learning activity, visual cue card for "I need a break", and a deep pressure preparatory activity, Nancy will engage in the activity with minimal verbal cues for at least 10 minutes without aggressive/disruptive behaviors on four consecutive data collection dates.

GOAL

Sample Goal-3 ("speech only" + OT/PT)

- If articulation, and area of OT need is around FM/handwriting OT could add an objective to the "SLP's" goal:
 - Nikki will demonstrate automatic letter formation when writing words that she has difficulty articulating...
- If area of additional need is around self-regulation, executive functioning or motor planning, one could add the support of the related service as a condition to the implementation of the instructional goal:
 - Given steps provided and demonstrated one at a time, student will ___
 - Given a sensorimotor warm up routine, student will ___
 - Given picture + verbal supports of necessary components for an obstacle course (jump, crawl, over, under, etc) student will plan out the obstacle course, execute the routine in order and retell the steps of the routine.

GOAL



Specially Designed Instruction: SDI

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction

- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

IDEA Part 300(A)300.39.

Specially Designed *Content*

Substance of knowledge, skills, abilities, and dispositions (KSAD) taught is different than general education, for example:

- Personal care instruction
- Written language remediation
- Social skills training

May directly link to standards, or

- May be an underlying/prerequisite KSAD needed to meet standards but not specifically articulated in them

Specially Designed *Methodology*

Instructional strategies used with SWD are different than strategies typically used in general education, for example:

- Pre-teaching social expectations for assemblies
- Breaking down sequence/steps of a restroom transfer
- Repeated/guided practice of spatial organization for long division calculation
- Modeling self-advocacy at work site
- Applying multisensory approach to teach number and letter formation

Specially Designed *Delivery*

Instructional context used with SWD is different than contexts used in general education, for example:

- Co-teaching written language lesson
- Small group joint movement instruction in general education science classroom
- Small group study skills instruction in resource setting
- Whole class mealtime instruction in separate setting
- One-on-one engagement training in home

What are students supposed to be doing? How can I embed?

Content



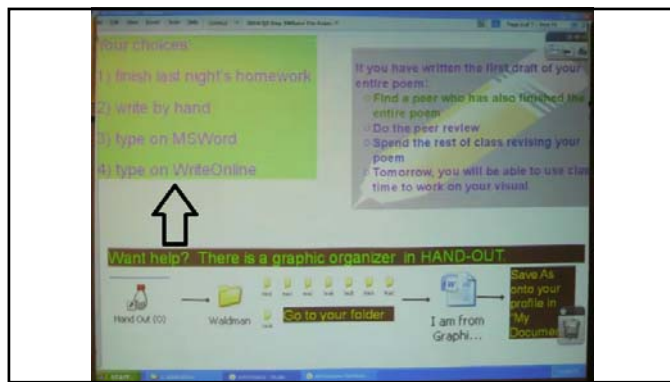
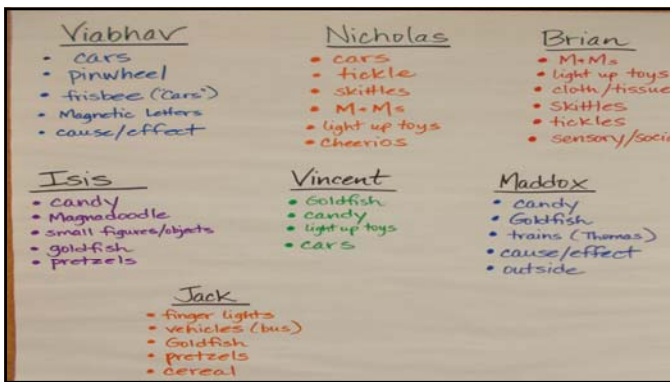
Content

Student:	Jane Doe	Date:	Sept. 15, 2007
Teacher:	Mr. Johnson	Environment:	School snack bar
Activity Inventory	Skill Inventory	Discrepancies	Instructional Strategies/Adaptations
Planned Activity: Purchasing snack			
Steps:			
1. Gather items (\$, wallet, purse)	-	Got purse, but not wallet	Teach skill
2. Go from class to snack bar	-	Turned down wrong hall	Use electric wheelchair with adapted switch, teach school layout
3. Wait in line appropriately	+		
4. Scan snack items	-	Needed prompting to scan shelves	Preselect items in class, teach locating skills
5. Request desired item	-	Needed point prompt	Voice output device with pictures
6. Hand money to student worker	-	Needed physical prompt	Use precounted \$ placed in envelope
7. Wait/receive change	-	Needed physical prompt	Teach skill
8. Wait/receive item	+		
9. Say "thanks"	-	Needed point prompt	Voice output device with pictures
10. Go back to class	-	Turned down wrong hall	Use electric wheelchair with adapted switch

Methodology

Four Step Plan for Inclusion

1. What am I expected to do?
Ex: go to inclusion class
Begin the animal research project
2. How much am I expected to do?
Ex: Find 3 facts from resource books and write 3 sentences
3. I know I am finished when
Ex: A teacher signs my paper
4. What I do next is...
Ex: select a website to explore on the animal



Want/Need	What Student Does	Desired Response
Hungry		
Thirsty		
Hot		
Cold		
Diaper change		
Position change		
Social attention		
Tired		
Sleepy		
Happy		
Frustrated		
Sad		
Pain		
Other:		
Other:		



How Can I Improve?

Name: _____
Date: _____

Currently I can _____

I need to improve _____

My goal is to _____


List ways to reach your goal:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

I will achieve the goal on this date: _____



Inclusive Supports



Modeling self-regulation

Start Here: Disability Awareness

Physical Disabilities

What a Physical Disability Might Be

GETTING STARTED:
The purpose of this activity is to help students understand the physical disabilities of others and to help them become more aware of the needs of people with physical disabilities. This activity is designed to be used as a supplement to the Social Studies curriculum.

People living with physical disabilities use a variety of adaptive tools and strategies to help them live independently. These tools and strategies are often invisible to others. It is important for all of us to understand the needs of people with physical disabilities and to help them live independently.

ADAPTIVE TOOLS AND STRATEGIES:
1. BRIDGE
2. RAMP
3. WALKER
4. WHEELCHAIR
5. CANE
6. PROSTHESIS
7. HEARING AID
8. SPEECH DEVICE

Physical Disabilities

What a Physical Disability Might Be - Page 2

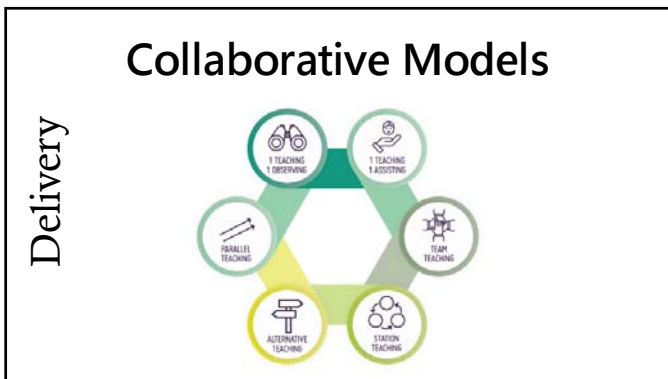
POINT OUT that wheelchair users are important members of our community. They have many talents and skills. They are also people who need to be treated with respect and dignity. All students should be encouraged to be respectful and helpful to people with physical disabilities.

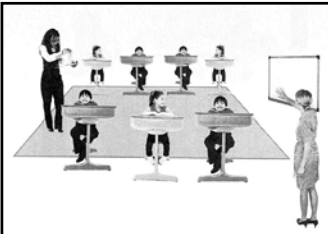
DISCUSS students' feelings together and use if your students offer suggestions for how to make your school more accessible.


FRIGGING UP!
Divide the Activities Survey. Distribute the Survey. Talk with students about what they learned about people living with physical disabilities. Remind students that there is one additional survey people with disabilities have - the attitudes of people who don't know how to include people with disabilities. Encourage students to share what they've learned with others who might not know, so they can truly be FRIENDS WHO CARE.

Today's Objectives

- ✓ How to develop and maintain a positive collaborative relationship.
- ✓ What the legal and educational mandates say regarding intervention services including inclusive therapy practices in the classroom.
- What the benefits and drawbacks of the collaborative models between therapist and teacher are.
- How the models for inclusive therapy practices will be applied on your campus to decrease LRE and improve student outcomes.







1 TEACHING
1 OBSERVING

1 Teaching, 1 Observing




1 TEACHING
1 ASSISTING

1 Teaching, 1 Assisting




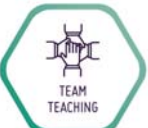

ALTERNATIVE
TEACHING

Alternative Teaching




PARALLEL
TEACHING

Parallel Teaching

TEAM
TEACHING


Team Teaching




STATION
TEACHING

Station Teaching

Co-Teaching Examples




One teach, one assist

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It's Time For A Break 

Script for success

Recruiting a Partner




Establishing Support from Administrators



Bringing Parents on Board

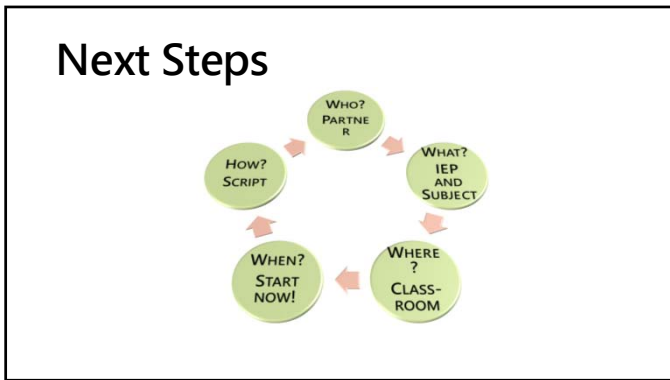


From those who know ...



Teacher Testimonials

Making a Plan



Planning

Describe the Challenge	Challenge Analysis and Leadership Plan to Create Change (Carroll & Jackson-Pena, 2013)	Leadership Strategies	Sources of Support
<p>100% of OT services are "pull-out" with little to no coordination of collaboration with teachers. Teachers report OT to pull students from class because it does them a "favor" and time to have an other students. OT's schedule is packed full of direct sessions with little time to meet with teachers. 100% of IEP goals are discipline specific.</p>	<p>Teachers prefer "pull-out"</p> <p>Assess teacher work in 1 classroom</p> <p>Reduce to classroom OT to 1 student this year</p> <p>No time in OT schedule for coordination with teachers</p> <p>Use ADFA content/vertical assessment</p> <p>Complete this study</p> <p>Meet with supervisor to discuss viable exit</p> <p>Teachers/admins are not aware that goals can be shared</p> <p>Meet with case manager to discuss shared goals</p> <p>Write an shared or collaborative and the on</p> <p>Logistical issues with sharing goals - electronic IEP software</p>	<p>Effective communication skills</p> <p>Establish a shared vision</p> <p>Time management</p> <p>Self-Confidence</p>	<p>1st grade teacher - interested in collaborating</p> <p>ADFA resources and community</p> <p>Speech language pathologist - also wants to reevaluate scheduling</p>
	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

Your turn!

Using specific names, places, and dates develop a plan of action.

- Conversation with a teacher-identified
- Joint conversation with your administrator
- Identify a student or students who will be placed in your teacher's class next school year
- Date on which ARD(s) will be held for the student(s) to indicate inclusive practices on their 17-18 schedule
- What else?

Action Item!

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Care to share?



Don't Forget Us!



Thank you!



Resources

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