

# Inclusive Teaching Support Portfolio



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Class: SED5600

Collaboration and Support for Inclusion of Special  
students in General Education

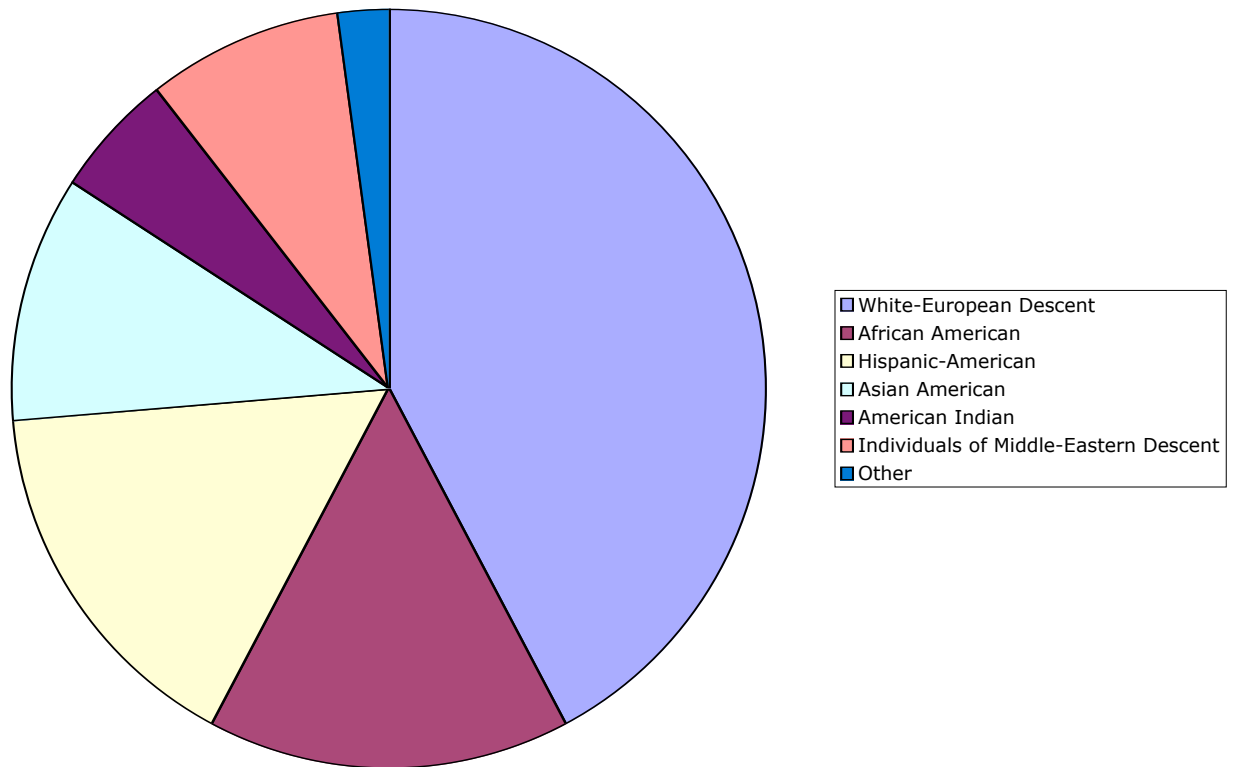
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## INCLUSIVE TEACHING SUPPORT PORTFOLIO

### A. INTRODUCTION:

The school I am developing this support portfolio for is an elementary school containing students from pre-school through 5<sup>th</sup> grade. The school contains approximately 550 students. The classrooms each contain 20-25 students and are set up as multi-age centers of learning. The district itself is comprised of low to upper-middle income families with 25% of them on free or reduced lunch. There is a mix of ethnicities as well as differing learning needs and learning styles of students. There is great diversity of culture and those differences are celebrated both in the school community and the curriculum. Students are encouraged to share their cultural experiences and traditions with their communities.



Within the school, there is approximately 16% of the student population labeled eligible for some form of special education. Those students are fully included into the general education setting, and as with cultural differences, their learning differences are appreciated.

## **Support Teams.**

Support teams take shape in many different ways, and come from many different areas. They can consist of the usual supports, special educators, Occupational Therapists, Speech Language Pathologists, School Psychologists, School Social Workers, Administration, and teaching consultants. They may also include individuals that have the ability to impact on student lives.

### **Possible Members of a Support Team (but not limited to):**

Parents

Principal

Gen Ed. Teacher

Special Ed. Teacher

Specials Teachers

OT, PT, Psychologist

Social worker

Lunch staff

Janitorial staff

Students

Anyone that has any interaction with the student including step-parents or any other family members.

When and for what purpose the support team meets:

Need dependant, if for any reason any one of the support staff see a need of child or member of the support team to meet, a support team may be brought together, this can be in part or whole.

How teachers schedule collaborative consultation with the support team:

Depending on the need, from there the staff determines who needs to be contacted it can take the form of written request, phone, e-mail, or any means of communication necessary to meet that need. If it a behavior issue, it can take the form of a conversation between the person witnessing it and the consultant and may be nothing more than a brief conversation in the hallway, if it is a goal oriented IEP, it may take the form of a written request and the necessity of the whole team.

How the support team works to coordinate services to general education teachers across multiple staff:

The support team facilitates all of the support within the classroom. There are certain students that require more staff to provide the basic services in the classroom. For those students extra planning is needed in order to make sure service is delivered. If for example a student has fragile health and requires more staff for basic movement and or

toileting, that planning is imperative to the success of that student's day. Other students may require far less planned support time and may be able to exist without as much structured planning.

Role of the support in main dealing with community building and behavioral challenges in the school:

The first role of support team in regards to community building and behavioral problems is fully understanding the student. This means not only what the student wants and needs, but how we can advocate those supports for that student. The support team will help formulate a community plan. Educate staff. Determine how peers of the student could be educated. Help model interactions and communication with the student to demonstrate to peers and staff types of interactions.

Another role for support may take the form of community liaison in finding activities outside of school in which the student may be involved, to facilitate a more active role in the community.

Role of the support team in dealing with issues of assistive technology:

Identification of need. Locating the equipment necessary. Identification of necessity of additional funding. Research of resources for additional funding, Grants, scholarships, endowments, trust, community donations.

Educating student, and support staff how to use assistive technology.

A Team meeting:

Each morning the special education teacher and paraprofessionals meet to go over schedule of the day as to who will be where and in what capacity (will they assist, supervise or support the general education teacher or auxiliary personnel?), impact on student, needs of the student, potential supplies or materials needed for the student throughout the day, medical concerns, feeding concerns, transportation concerns. These decisions are met collaboratively with the general welfare of the child in mind. Ultimately the final decisions rest on the lead teacher, but the full input of the support team considered.

**Roles of support staff:**

Occupational Therapist: Begins day in a meeting with lead Special Education teacher and Para-educators getting an update on various students she will be working with that day. Health concerns, emotional concerns, new changes within their environment etc. Proceeds to second grade classroom and assists student with functional needs within the classroom such as handwriting skills, adaptations, assistance to either the student, or educating support staff and peers in different ways to accommodate the needs of the student. At lunchtime assists in lunchroom with different feeding issues and improving functional skills, manipulation of containers etc. Performs push-in services in third and fourth grade multi-age classroom. During specials, such as art, assistive adaptive

technology is used in order to facilitate the greatest range of the curriculum possible. Example: Larger handled paintbrushes, so that the student may join in the same activities.

### Role Of Support Teachers

(Peterson, 2001)

**Directions:** Consider the role description for a support teacher provided in chapter 5 for a special education, Title I, or other support teacher. Develop a specific role description for the teacher in your school.

Role of Support Teacher	Role of Support Teacher in Your School
<p><b>1. Plan with the principal and teachers for new approaches to providing learning supports.</b></p> <ul style="list-style-type: none"> <li>- in-service training</li> <li>- work with consultants</li> <li>- inclusive education planning committee</li> </ul>	<p>Perform an interest survey within the school to find out what kind of training teachers feel they need to feel comfortable having students they may have never taught before in their classroom.</p>
<p><b>2. Plan for individual students:</b></p> <ul style="list-style-type: none"> <li>- facilitate person-centered planning/IEPs</li> <li>- consult with individual families and parent meetings</li> <li>- advocate on the behalf of individual students and families</li> </ul>	<p>Bring in a network of support from other schools where students are being supported on many levels. Begin a club for students who want to strengthen their own communities, or feel they need support in any way. This can later become a circle of support for some or all of the students.</p>
<p><b>3. Assist in multi-level instruction and adaptations for students.</b></p> <ul style="list-style-type: none"> <li>- take leadership in promoting collaborative teaching and cooperative learning</li> <li>- work with teachers to identify strategies for accommodating students</li> <li>- develop or acquire needed materials</li> <li>- help general education teachers coordinate with related services in the classroom</li> <li>- provide direct support and instruction with the general teacher</li> </ul>	

**4. Facilitate community connections and family involvement**

- facilitate involvement of students in school sponsored extra-curricular activities
- contact boy scouts/girl scouts, community recreation
- connect families to one another to provide support

Begin looking at the people in your life and how they got there.

Plan for greater community involvement through uncommon community ties.... Think about who we see and bring into our communities for various reasons.

Understand that knowing a person in a leadership position gives you a community bond that others do not have. Use those bonds wisely. Contact friends and ask them to be involved in activities they may never have been involved in before. (They don't even have to necessarily have a lot to do with the organization you are contacting.)

Begin a database of community members and their strengths.

### **Collaborative Teaching : Roles of Special education teachers:**

During math instruction, the students are situated on the floor with buckets of manipulatives within their reach. There is one student who uses a wheelchair in a bean bag in a heterogeneous grouping with peers who support her in reaching for the manipulatives when necessary. The Special education teacher is teaching the lesson and demonstrating different manipulations, calling on various students to demonstrate they understand the lesson. The General education teacher is observing the peer interactions, supporting students who need clarification, and reinforcing the lesson being taught by demonstrating or directing one on one or in small groups. Both teachers are able to evaluate students, both on performance and future adaptations. Both teachers are also able to address behavioral challenges.

Support Strategy	Brief Description
<p><b>Students helping students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer buddies X</li> <li><input type="checkbox"/> Peer tutoring. X</li> <li><input type="checkbox"/> Mentors.</li> <li><input type="checkbox"/> Circles of support. X</li> </ul>	<p>Peer Buddies can be used to help students who have issues getting to and from school activities, get there in a timely manner with peer support. Peer buddies can help each other stay on task. Circles of support can be enacted for any child in need of a little extra attention. This can be because of a disability, a loss or just a student that is in need of additional social support. There are times in all of our lives where we all need a circle of support.</p>
<p><b>Teaming.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building child-study teams. X</li> <li><input type="checkbox"/> Teacher and support staff teams. X</li> <li><input type="checkbox"/> Coordination of student services.</li> <li><input type="checkbox"/> Collaborative consultation</li> <li><input type="checkbox"/> Consultation and collaboration with community agencies.</li> </ul>	<p>A child study team can be enacted for any student that appears to be struggling, whether academically or socially. Teacher and support staff teams are integral to not only servicing the student academically, but also for making sure all of the additional supports are in place. A good place to bring all the individuals into a dialogue concerning the needs of the student. Possible members include, gen ed teacher, special ed teacher, speech, OT, PT, para-educators, parent volunteers, media specialists, adaptive physical educator, social worker, school psychiatrist.</p>
<p><b>School support programs.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning support centers. X</li> <li><input type="checkbox"/> Counseling. X</li> </ul>	<p>Learning support centers for teachers who need additional support and ideas for teaching on a multi-level basis. Counseling: Emotional support for students and staff.</p>
<p><b>Collaborative teaching.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General education team teaching. X</li> <li><input type="checkbox"/> In-class collaborative teaching by support teachers and specialists</li> <li><input type="checkbox"/> In-class team instruction.</li> <li><input type="checkbox"/> In-class support by paraprofessional.</li> <li><input type="checkbox"/> Community volunteers. X</li> </ul>	<p>Working together with a general educator and a special educator to address all the learning levels in the classroom. This can be assisted by the help of additional support staff as mentioned above.</p> <p>Community volunteers can provide additional support for large lessons that require extra hands to run smoothly. This also provides the students with additional support that is not cost prohibitive on the part of the school.</p>
<p><b>Professional development and growth.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional development inquiry and dialogue groups.</li> <li><input type="checkbox"/> Teacher support network X gatherings and online.</li> <li><input type="checkbox"/> Critical friends.</li> </ul>	<p>A network of support is helpful to all staff. Having a place to go when they need support or information lessens the level of helplessness, inadequacy and frustration, common complaints of educators who are in the flux of change.</p>

<b>Support Staff</b>	<b>#</b>	<b>Present Roles</b>	<b>Improved Roles</b>
<b>Support teacher</b> (Special education, gifted, Title I).	<b>3</b>	<b>Work one on one with special ed students only.</b>	<b>Work with all the students in the classroom with primary role being to model good interactions between students. Emphasis is made to work hard at not being perceived as an assistant to the special needs students, but a support person for the whole class.</b>
<b>Related service specialists</b> (Speech therapist, occupational therapist, physical therapist, rehabilitation teacher, sign language interpreter)	<b>1</b>	<b>Pull out services</b>	<b>Can be used by all students as resources for developing adaptive equipment for peers. Can be used by students to help answer questions they have about certain disabilities and how to best communicate their needs.</b>
<b>Counselor.</b>	<b>1</b>	<b>Go to "crisis" person</b>	<b>Support the staff developing peer counseling groups. Assist in emotional support of students. Help staff develop a preventative crisis program as opposed to a crisis program</b>
<b>Psychologist.</b>	<b>1</b>	<b>Administer psych. Testing</b>	<b>Support staff with behavior plans and interventions. Support students with counseling issues.</b>

Social worker.	I	Refer for special ed.	These individuals become the home school connection piece. They can team with the school counselor and school psychiatrist in developing a preventative crisis intervention team. A plan in which students that are having difficulties are identified before a larger problem exists.
Media Specialist.	I	Librarian	Assistive technology resource and expert.
School nurse.	I	Medical issues and accidents in schools	A health and medical resource person for students inside as well as outside of school
Paraprofessionals.	IO	Work one on one with special needs students	Support the entire class by helping the community of learners as a whole. Working with the teachers to empower the students to work together and stay on task.
General support staff: secretary, janitor, bus driver, noon aides, etc.	IO	Clean school, drive students, help at lunch	The eyes and ears of the school. These individuals are capable of making connections for teachers when they are not present. The bus driver picks them up first and usually has a pretty good idea as to what kind of morning a particular student is having. Each of the support staff interact in a different way with the students and are capable of garnering information that might otherwise be missed. They are a

			valuable resource for observation and troubleshooting when the teacher is not around.
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### Strategies for Planning Meetings

(Peterson, 2001)

**Directions:** Describe how you would like to see your team meet. How often and for what purpose – as a support staff, with general education teachers for collaborative consultation. Then circle strategies for developing planning time you would like to see used in your school. Briefly describe how this might work. Identify an issues or problems.

Purpose / agenda	Participants	Time to meet
Child Study Team- Address needs of any student that appears to be struggling either academically or socially. Meet as needed- at least every two weeks	Teachers (General and Special), school social worker, school psychiatrist, counselor, speech teacher, OT, PT, parents, guardians, students themselves.	During combined prep time. An hour before school, immediately after school Intermittent early dismissal Volunteer/support staff cover class.
Teacher and support staff team: Weekly meeting to ensure that all supports are in place, discuss and issues or difficulties, bring up possible students fro referral for child study team.	Any staff member, volunteer or parent	Intermittent early dismissal Wednesdays early dismissal at 1:00
Special Education teacher and paraprofessionals. Each day before school touch base and make sure everyone is on the same page for goal and schedules	Special Education Teacher Paraprofessionals, Volunteers	Half hour before school
Collaboration Meeting: Lesson planning meeting to ensure all the learning levels are addressed.	Special Education Teacher, General Education Teacher (Anyone that may be helpful in adapting for the lesson plans)	3X an week for a half hour after school

Time finding strategies	Description / issues to work out
Floating substitute	
Additional planning hour each week	

Educational aides cover class	covering the classes have materials and instruction to make the time worthwhile. Intermittent early dismissal is a good idea, but some parents may have difficulty accommodating the varying schedule of their children. Common lunch periods are a n option if all of the students being serviced are in the same lunch period, if they are not this may pose a difficulty. Volunteers are a wonderful resource for time finding. Using an organized group of volunteers on a regular basis to prepare and implement a story hour or drama hour can pull in community resources that may not be present in the school. Students doing independent projects still need supervision as well as coaching and encouragement to stay on task. Some students do not thrive working independently especially those students who are more severely involved. These students need to work collaboratively. Interns and student teachers are there for limited periods of time. Along with them comes giving up the class for periods of time that may or may not be beneficial to the class.
Interns and student teachers	
Intermittent early dismissal.	
Common lunch periods	
Volunteers	
Students do independent projects during planning.	
Scheduling rotating common times for specials to allow teams to meet.	
Other:	
Other:	

**Partnering with and Supporting Parents:**

All families need to feel that they are valued members of the school community. The first step towards this is the language we use to communicate to parents. The student’s abilities and gifts should always be at the forefront of any conversations with a family. This can be reflected in the goals and objectives of the IEP as well as any correspondence or communication with the family. For families that have included their child for the first time in a general education setting, it can be very worrisome that their son or daughter is truly included. Sending home a daily log of activities their son or daughter was involved in that day as well as projects they were part of may help to ease that concern. Open communication is key to the success of the student. It is equally valuable that an open collaborative relationship be created to facilitate the best possible support for students of any kind. This can be helpful in discovering tasks that are a normal part of the students own routine at home, as well as communicating to home what their son or daughter does in his or her school day. When both are using authentic tasks the student is likely to be more engaged.

The MAPS process is a wonderful tool for educators to use to bring together a means of support that a student may not encounter in a normal school setting. This means bringing together a group of people who care about the student for who they are and want to see that student on a journey towards their dream. It is a tool that can bring

together not only peer interaction and family support, but individual from the community that may not have otherwise know how to support the student.

As a teacher we have the ability to connect families with the resources of the community we live in. We are able to use our school resources to find things like financial support, emotional support, transportation, adaptive equipment, advocacy agencies, other therapies, recreation and respite care. Because we as educators seem to find ourselves in the center of this large community of services and support, we may find after a period of time that we have become community guides to parents and in some cases an invaluable resource for their child.

Any one on the support team may find themselves communicating with home. Setting up a communication protocol is helpful. Knowing the best way to get a hold of a family, whether it is through written communication, e-mail, or phone conversations reduces the frustration level on both sides as well as increase the positive communication exchange.

### **Inclusive Instruction for students of diverse abilities:**

#### **Strategies for designing instruction:**

Multi-level instruction is the key to the success of all students learning together. Understanding that each and every student in the classroom is unique and in need of authentic, multi-level instruction that incorporates all of the multiple intelligences promotes success on all levels in the classroom. For example if a student finds success exploring his or her environment with their body, they will find kinesthetic instruction a natural fit and be more likely to find success in that form of instruction.

Best Practice Teaching Strategies	Specific subject strategies
<p>1. <b>Integrative, thematic units.</b> Instruction is centered around issues, problems, concerns real in the lives of students and the community.</p>	<p>KWL/Develop a Web of what we know about our environment, what we want to know, and how we can improve the environment we live in. Begin a Learning Log</p>
<p>2. <b>Classroom workshop.</b> Classrooms function as laboratories, studios, workshops where students explore and create understanding and products of learning.</p>	<p>Hands-on experiment on how man-made items break down in our environment versus items found in nature through experimentation using items found around the school. Find out if there are times when one is necessary over the other.</p>
<p>3. <b>Authentic learning experiences.</b> Learning is connected to reality – in lives of students, families and the community</p>	<p>Pick a practice within the school or community that could be improved through different recycling procedures or use of different products. Is the different product/ procedure cost-effective? Chart the effectiveness of this recycling incentive.</p>
<p>4. <b>Small group activities.</b> Students work in small groups to engage in learning.</p>	<p>The majority of this project will be carried out in teams of 4 or 5 heterogeneous groupings. Each group will chart different issues within the school and a decision will be made as a class to determine which will benefit the school the most.</p>

<p><b>5. Representing to learn.</b> Students use expression and representation through a variety of media to crystallize learning – arts, language, drama, physical movement.</p>	<p>Create a computer simulation, drawing, art project that represents the ideal or not the ideal breakdown of materials to add to the school board presentation. Make flyers for the rest of the school so that they can become away of the issues at hand.</p>
<p><b>6. Reflective assessment.</b> Students and teachers assess learning and growth as an integral part of instruction using authentic methods where students apply skills and demonstrate learning in real contexts.</p>	<p>Students reflect in learning log to determine the effectiveness of their incentive. Chart alternate methods that would be more fruitful for next time. How could this incentive have been better?</p>

The following multi level learning activity allows students to choose a medium that they are comfortable with. They may choose to draw, paint, orally present, use technology, or write a report. It is able to address all the learning levels in the classroom and work on individual goals.

**Multi-Level Learning Activity**

**Field Trip to the Detroit Zoo.** Students are to pick their favorite animal and choose one way to discuss that animal. Details of the animal should include, what kind of animal it is. (mammal, amphibian, reptile, bird etc.), what it likes to eat, where it likes to live, and what it looks like. Students may choose any means necessary to convey these things to the class.

**Student: High Abilities:**

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**Problems in participating in class learning activities:**  
Finishes work quickly and without enough detail when not challenged.

**Adaptations**

Student will compare and contrast one animal from each of the following categories and create a semantic feature analysis of his or her findings. Student will present their findings to the class.

Mammal, Reptile, Amphibian, and a Bird.

**Student: Low Abilities**

**Problems in participating in class learning activities**

Student is non-verbal and has very little fine motor skill. Student uses a wheelchair and is unable to move on her own. Special transportation. May be needed.

**Adaptations**

Student has a confirmed yes/no communication. A buddy or a support team member will hold of a picture at each attraction at the zoo. Student will be asked if that animal is the one featured in the picture. Goal in IEP of receptive and expressive language work met. Buddy or support staff will be a "pusher".

Name of lesson

Making a difference in our School environment.

Learning Goals	Level 1 ( <i>Highest</i> )	Level 2	Level 3 ( <i>Lowest</i> )
Understand limited resources and preservation of our environment. Also understanding the power we each have to change our environment and make a difference.	Understand how materials break down chemically and which products are long term more effective to use. Evaluation of cost both monetarily and environmentally.	Student will evaluate how change occurs and understand that we can all make a difference in our own environment through a few simple practices in recycling.	The student will participate in all group activities in whatever capacity meets his learning level. (Taking ideas up to the board, picking colors for poster, choosing items, following basic direction)

Learning Activities	Multiple intelligences, scaffolding, & learning styles	Multi-level
<p>KWL / interest inventory pertaining to what we know about our environment and what we can do to improve the environment we live in.</p> <p>Collect Various material commonly found around the school, cover some with dirt and water, and some in 2 liter sealed bottles of water and determine /predict how quickly (if ever) the materials will break down.</p>	<p>LM-Chart probability</p> <p>Nat:</p> <p>INT/INTRA:group work</p> <p>Physical:moving about the building</p> <p>Sociological: being with people while learning.</p> <p>Emotional</p> <p>Illustration/ poems music-rap</p>	<p>Heterogeneous groupings contribute team thoughts.</p> <p>Low can bring the group ideas to the board that have been written on a dry erase magnet and place them on the Web.</p> <p>High can encourage higher level thinking to brainstorm and improve their own environment and research the information needed to implement a fix.</p>
<p>Break students into groups and have them pick an area of recycling concern within the school and brainstorm an idea for improving the practice.</p>	<p>Bodily/kinesthetic: movement around the building./ Mobility.</p> <p>Tactile/natural: natural world concern.</p> <p>Spatial: use materials to make found art as means of recycling</p> <p>Linguistic: brainstorming and recording :log/math</p>	<p>Low- Students pick various items around the school.</p> <p>High- students research data on breakdown of certain materials and their chemical composition that determines those factors. Identify possible ways to speed up or slow down those reactions.</p>
<p>Each group presents their idea to the class in a debate style presentation.</p>	<p>Lingusitic: through verbal or illustrated persuasion.</p> <p>Bod:Kin -act out or put on a skit to compare and contrast environmental recycling changes. Musical- rap a debate</p> <p>Log/Math: Charting the illustration</p>	<p>Low: draw or point to pictures of recycled products in school.</p> <p>High: Present to the class a video or computer presentation and show how to begin the incentive and what the goals and objectives of the class are.</p>
<p>The class votes on the problem they would like to help solve and presents the idea to the school board for approval.</p>	<p>INT/INTRA: voting swayed by presentations and how they are interpreted.</p> <p>Nat: responsive to the natural world.</p> <p>SOC: working in a group with people and having a voice within that group.</p>	<p>Low- Vote for a problem. Color the problem they wish to address. (Or just interests them)</p> <p>High- Provide additional information to the class as to what the potential problem solving strategies would or could be.</p>

Students implement the improvement, chart the results and reflect upon future improvements.	Nat: responsive to natural world. Logical Math: charting results INT/Intra: Working with the whole school to make sure procedure is implemented.	Low- Students can choose what pictures of recycled items will be used to full up the graph (Collage form) High: computer simulation or detailed drawing of how much material was recycled by school.
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Assessment and evaluation	Multi-level
<p>Did the students Pick a recycling issue within the school? Were they able to implement a practice that would help to preserve the environment long term? Is there data to back up findings? Students will put together a portfolio of their best ideas to pass on to the next class to keep the momentum going. (This will include any materials used to present ideas, advertise etc.)</p>	Assess each student on the effort they made based upon the ability within their level to contribute.
<p>Reflection: Could the implementation of this problem solving strategy be improved? Any Suggestions for future groups and their efforts.</p>	This is self assessment of instructor for the following year's project.

### Community in the classroom:

Community in the classroom begins with the teacher. Students with special needs must be seen as full members of the classroom community. Sometimes communication methods have to be modeled for other students to understand how to “talk” to some students. Allowing the students to be an active part of the rule/decision making process in the classroom empowers students to follow their own rules. Having all the students complete an interest inventory on a regular basis helps them see their similarities and differences. The classroom itself should be inviting for all including visitors. Group work and heterogeneous group efforts should be visible when entering the classroom.

Developing a sense of community can sometimes be exploring an authentic activity that allows students to work together on a project that has all of their best interests in mind. Maybe it is a returnable can drive that allows them to go on a field trip or buy something for their classroom they can all use.

Peer buddies grouped by interest and support help foster a feeling of belonging and knowing there is someone caring for you. Classroom meetings empower the students understand that they have a voice and the power of change is in their grasp.

Great effort is made to acknowledge our similarities and our differences and attention to helping students realize what each person needs or likes.

Conflicts require strategies to resolve. The use of peer mediation is one strategy that empowers students to resolve their own conflicts.

The following chart depicts some of the choices in the classroom that help to create a sense of community.

<p><b>Academic learning for all.</b> <i>Authentic multi-level teaching.</i>  <b>Integrated Thematic units:</b> Use interest level inventory to determine the nature of thematic units.  <b>Re-enactment strategies</b> that utilize acting, miming, speech, set design, wardrobe, research, writing, and reflection.  <b>Allows students use of various intelligences.</b></p>	<p>___ Connected to student's lives, community, and social issues.</p> <p>___ Instruction at multiple levels.</p> <p>___ Multiple intelligences</p>
<p><b>Social – emotional.</b> <i>Building community &amp; dealing with behavioral challenges.</i>  <b>Ignore small-unwanted behaviors.</b>  <b>Develop a peer group for support</b>  <b>Develop a Behavior plan and encourage (model) to not draw attention to unwanted behavior.</b>  <b>Positive Reinforcement of peers who show a supportive nature modeling positive interactions and expectations.</b>  <b>Allow plenty of choices in the lesson to make sure students are engaged in a meaningful manner for themselves.</b>  <b>Engage in a dialog if when possible to help determine the nature of the behavior and how it can be understood as communication.</b>  <b>Understand that all behavior is communication and needs to be heard.</b></p>	<p>___ Learning styles</p> <p>___ Heterogeneous grouping</p> <p>___ Student choices</p> <p>___ Student reflection on learning.</p> <p>___ Building a caring community.</p>

<p><b>Learning environment. <i>Sensory and physical needs.</i></b>  <b>Balance balls, Bean Bags, Supported Auditory system, Clay or play dough, standers, swings, water-bottles, finger-paint,</b>  <b>Plenty of varying level books, music and videos.</b>  <b>A place where students can “cave” or have privacy.</b>  <b>Computers</b>  <b>Non-fluorescent lighting. Areas that are more brightly lit as well as an area that is not .</b>  <b>Sandbox</b>  <b>Water-table</b>  <b>Student work displayed.</b>  <b>Plants</b>  <b>Music</b></p>	<p>— Learning environment for people with diverse abilities and styles.</p> <p>— Use in-class supports – peers, co-teachers, volunteers, related services personnel</p>
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**Behavioral Challenges:**

Positive Behavior Support or PBS will be used when dealing with issues of behavior in the classroom and school. Every effort to identify the contributing factors to the behavior will be implemented. We understand that the behavior is a means of communication from the student and it is our job to listen to what it is saying and support the needs of that student..

Some behaviors are externalized while others are internalized. They all meet certain needs and can be supported through PBS. Functional analysis is used to help the support team determine the reasons for the behavior. When the support staff feels they understand what the student is trying to communicate, they set about helping the student learn a better way of communicating their need. If for example a student begins disrupting the class during individual reading, and it is determined that the student is frustrated because the book is too difficult, the support staff would help the student communicate that the book was too difficult for him in a more effective manner, either through words or possibly a signal.

The students must feel a sense of trust that the support staff is not going to embarrass them or punish them for their behavior or the student will not effectively learn to communicate their needs.

Keeping in mind that when each of the students basic needs of love, belonging, power, survival and freedom are met behaviors are generally not an issue.

<p><b>Classroom strategies</b> for building community and <i>preventing</i> behavioral problems</p>	<p><b>Needs</b> met by these approaches.</p>
<p>Refer to classroom as our school “family”</p>	<p>Belonging, love</p>
<p>Help students communicate their needs, and accept those needs. Begin dialogues</p>	<p>All needs met by effective communication.</p>

with students including proactive I statements that allow for understanding and change. Model words and feelings in place of behavior.	
Work in larger and smaller groups that allow students both close bonds and team building in efforts to get to know peers.	Freedom, belonging, power, survival
Students make choices in their assignments from a group of multi-level, multi-interest categories.	Power, Freedom, Survival
Introduce mentoring programs to the class, either from upper grades, college or local community connection.	Love, Belonging, Survival
Peer mediation, conflict resolution	Freedom, Love, Belonging, Survival, Power
Evaluating student interests by using authentic mapping and inventories created by the class.	Power, Freedom, Survival
Allow healthy snacks ad drinks as needed	Survival, Power, Freedom
Create different spaces in the classroom to meet varying sensory needs	Survival, Power, Belonging
<b>Classroom strategies</b> for responding to behavioral problems	<b>Needs</b> met by these approaches.
Create circle time sharing time for students to get to know each others interests and communication methods	Love, belonging, power
Create classroom duties for students that they can find success in accomplishing.	Power, Freedom, Belonging
Allow students to teach the lesson or present the material.	Power, Freedom
Incorporate all of the intelligences into the lessons when designing them.	All
Incorporate social skills into lessons to help those students who are having difficulty connecting on their own.	All
Make every attempt to figure out what all behaviors are communicating and then work to meet those needs using PBS	All
Student created decorations and classroom design.	All

**Support Structures And Personnel  
To Implement School-Wide Practices**

At times the use of school social worker or administration may be helpful in brainstorming, observing, or collaboration. In fact an effective community of educators will work together, however most of these strategies can be easily implemented with a simple change in frame of mind. For some of the multi-level/ intelligence lessons, a collaboration, with a fellow educator would be helpful, but not necessarily imperative.

### Behavioral Challenges

**John** is a 4th grader. He is very distractible and hyperactive, constantly out of his seat and disturbing other students. Sometimes John just seems out of control, particularly when he is asked to do things he does not want to do. Yesterday on the playground he got in a fight with another student and punched him several times. Two weeks ago, he became frustrated with problems with completing his work. He first started crying but when another student came over to help him he started hitting and throwing things. You literally had to hold him down. The counselor happened by the room just in time and you both took him down to the office.

#### John: an elementary student

John lives with a foster family. The social worker discovered that three years ago John was removed from his family when his mother was charged with neglect and abuse. He was living in an apartment with no plumbing or electricity. He had been locked in a closet for several days when a neighbor working on the yard outside heard his frantic screaming. When people opened the door to get him he cried, screamed, and attacked them over and over.

He was placed with a foster family who could not handle him. Since then he has been with three foster families. Fortunately, his present foster placement seems to be working better. The couple, Joel and Melinda, have three of their own children and are very supportive and loving. John, however, cries a lot. Melinda says he has no friends even in the neighborhood and is very worried about him.

#### Student: Functional Assessment of Behavior.

John lives with a foster home and has a history of abuse and neglect. The abuse was in the form of confinement and withholding of basic needs. He has been placed in several homes over the past few years who report not being able to handle him.

List and describe problematic behaviors demonstrated.	Why is this student acting this way? Which needs (See above) are not being met that may impact on behavior? What is the student saying through his / her behaviors?
Fighting	Power, Freedom: A test: "how much can I do to you before you go away just like

	everyone else?"
Frustration with work	Survival: student may not be at the appropriate level. The student has had a lot of other things going on in their life and may not have picked up the necessary tools to complete the work at hand.
Hitting peer when they try to help	Student is possibly saying "I don't feel worthy of help", or "The other people who cared for me hurt me so stay away."
Does not follow direction, is out of control when you ask him.	In his experience, people who were in authority abused their power and no longer garner his attention. Those that have taken him in in the past have all left him ...he could be testing you to see when he will push you away. He has a history of not getting any of his needs met particularly power and freedom, he may be exercising that need of power.

**Behavior plan.** Identify strategies that will help the student meet needs in more positive ways? Be sure and address all needs listed above? How will this be implemented and by whom?

Strategy	Persons responsible	Evaluation
<p>Let him choose something (a task in the classroom community) to be responsible for.</p> <p>Have him walk a younger student to the bus after school (with supervision) (power)</p>	<p>Classroom Teacher Playground/ school attendants.</p>	<p>Does he follow through with his choice? Does he seem in “control” during?</p>
<p>Find out what John is interested in and pair him up with another student that has that interest.- possibly find a mentor in the community for both of them to engage in said activity together with supervision.</p>	<p>Teacher/ Mentor</p>	<p>Start out in the classroom, with supervision, when it is apparent that John is communicating with words over fists, introduce the possibility of a Mentor (or parent as they are reported to be supportive) in an off school grounds activity.</p>
<p>Work on Identifying and communicating feelings. Modeling that it is ok to talk about how you feel. Use of Peer mediation to help him understand how others feel when his behavior is poor towards them.</p>	<p>Teacher / School social worker/ Psychologist</p>	<p>Track behavior...is student able to communicate or identify feelings?</p>
<p>Spend some time one on one with John to assess where he is academically and what he need to know success.</p>	<p>Teacher</p>	<p>Individual authentic assessment of learning needs.</p>
<p>Work on discovering what John does like to do around the classroom and engage him in those activities first, to gain trust and success.</p>	<p>Teacher</p>	<p>Individual authentic interest inventory</p>

### Designing the classroom and assistive Technology:

Teachers are encouraged to set up their classroom in a manner that is reflective of his or her students. Students are not all alike and a classroom should reflect this by setting up several different areas where instruction can take place. Areas with different types of lighting and color help students who are distracted by different sensory issues. Different seating options such as balance balls or bubble cushions should be made available. Sound reinforcement and access to music either through headphone or speaker is helpful for those students who may need to block out noise or have some type of auditory stimulation to work. Computers should be available to students. Certain technological adaptations can be made for students who require voice modulation or adaptive keyboards for those students who may not be able to utilize a traditional keyboard. Assistive technology is most useful when both the student, and the support team utilize it. If a student is meeting with success in using assistive technology, further investigation is helpful to see where else it can be useful.

### Case Studies:

**Jena is in the first grade. She lives with her single mother who works nights. She has three brothers who are in grades 3, 6, and 7. Two of them are in special education classrooms. When her mother works they stay with their aunt across the street. She has shown some language delays and is very active in the classroom. She is frequently disruptive in the classroom getting into fights and running around the class a lot, so much so that the aide in the special education room last year spent a lot of time with her. Jena likes to draw and paint, sing very loud, and run around in the class and playground.**

**You will be working with 6 teachers in lower elementary to provide support for inclusive education including Mrs. Ramon, Jena's general education teacher. What ideas can you suggest for making her learning successful in the general education class so that all benefit?**

## Student Profile

**Directions:** Think about a student with special needs you know. Complete this profile individually or in a group. What does this tell you about how to help this student grow and achieve?

What are dreams (for this child)	Needs For Support & Assistance
That Jena is more fully included in the classroom community. Jena will use her energy and use her many talents in the arts to expand her community through similar interests.	Jenna needs support to re-direct her energies. Possible support in home for mother through community connections. Peer modeling to facilitate better interactions. Speech/ language acquisition support. Jena could possibly benefit from peer mediation,

Strengths of the student?	Successes?
A strong love of the arts with an emphasis in drawing painting and a love for singing loudly. A dynamic personality, with endless energy.	Artistic abilities in drawing and painting. Excellent voice modulation. Great gross motor skills. An aunt that lives across the street.

Likes? Dislikes?	Greatest challenges?
Likes drawing and painting. Enjoys singing loudly. Enjoys kinesthetic movement on the playground. Dislikes being “cooped up”	Social isolation due to her peer interactions. Sometimes her boundless energy becomes a barrier to her learning.

Reading	Writing	Math
Use of student interest inventory to assess likes and dislikes in regards to reading. Will be integral to success in receptive and expressive language enhancement.	Use Jena’s interest in drawing to begin illustrating her ideas on paper.	Hands on and kinesthetic methods of instruction will help Jena understand more concretely mathematical concepts.

Work Habits	Communication	Social
Has a great deal of energy that she sometimes has difficulty directing towards the necessary goal.	Has shown some language delays.	Jena frequently fights with peers. Spends a lot of time one on one with the aid and not with her peers.

Behavior	Motor	Other
Jena is frequently disruptive in the classroom and runs around the class a lot.	Jena’s gross motor appears to be excellent. Jena likes to run around a lot. Jena continues to work on her fine motor skills through drawing and painting.	To help Jena be more a part of her classroom community an effort must be made to determine what Jena needs out of her environment to be more engaged in it. Her current behavior suggest that certain environmental needs are not being addressed or met.

**Collaborative Consultation Action Planning**  
(Peterson, 2001)

<b>Student Name:</b> Jena		<b>Birthdate:</b> 3/24/97		<b>Date:</b> 5/05/03			
<b>School:</b> Anderson Elementary		<b>Teacher:</b> Mrs . Ramon		<b>Grade:</b> 1			
<b>Team members:</b> Mrs. Ramon, Amy Devin, Music Teacher, Art Teacher, Speech Teacher, School Social Worker, School Psychologist							
<b>Strengths/ Resources</b>			<b>Barriers / Problems / Needs</b>				
Supportive extended family (aunt) . An interest/talent in drawing, painting and singing. A big sister program in the community to heighten any one on one time with Jena.			Low SES. Poor peer interactions and coping skills . Some language delays. Unfocused energy Disruptive behavior				
<b>Target Goal (s)</b>							
Select one or more barriers from above to identify a Target Goal and devise a Plan of Action that builds on strengths and resources of the student.							
<b>Jena will use her energy and talents to improve her academic skills.</b>							
<b>Plan Of Action</b>							
<b>What</b>		<b>Who</b>		<b>When</b>			
<b>Assessment</b>							
<ol style="list-style-type: none"> <li>1. Jena will complete an interest inventory to help define her likes and dislikes in the classroom</li> <li>2. Jena will engage in kinesthetic activities at the beginning of each class period to help her focus.</li> <li>3. Jena will be taught using as many hands on activities as possible .</li> </ol>		<ol style="list-style-type: none"> <li>1. Mrs. Ramon</li> <li>2. Team member facilitating activity</li> <li>3. Team member facilitating the lesson..</li> </ol>		<ol style="list-style-type: none"> <li>1. At beginning of academic year and as needed throughout the school year.</li> <li>2. At the start of each lesson or whenever Jena appears to need a kinesthetic activity break to maintain her focus.</li> <li>3. At every opportunity.</li> </ol>		<ol style="list-style-type: none"> <li>1. Is Jena's level of engagement higher when high interest activities are being used?</li> <li>2. Is Jena able to stay on task after engaging in kinesthetic activities?</li> <li>3. Is Jena on task more when using hands on lesson activities? Is she less disruptive in the classroom?</li> </ol>	



**Student Daily Schedule**  
**With Accommodations & Supports**  
(Peterson, 2001)

Student. Jena                      School. Anderson Elementary    Grade. 1

Time	Class/ subject/ activity	Supports, teaching approach, or adaptations
8:45	School Begins	Begin day with Yoga for kids. Kinesthetic exercises.
9:15	Circle Time	Encourage students to stand when they share. Incorporate movement into calendar, morning message and share time.
10:15- 10:30	Bathroom Break	
10:30- 11:30	Math	Use hands on manipulatives or students to represent numbers or concepts.
11:30- 12:30	Lunch/ Recess	Pair Jena up with a lunch buddy who has similar interests in drawing and painting. During recess make sure Jena is allowed to run and play.
12:30- 1:15	Reading (DEAR Time- drop everything and read)	Allow Jena to act out passages or illustrate them. While Jena is listening to story being read, make sure she has drawing supplies to illustrate what is being read.
1:15-2:15	Music/ ART (alternating specials)	Allow Jena to lead the class in song.
2:15- 3:00	Science	Hands on group activities. Jena will work on interpersonal skills in group dynamics. She will be supported by giving her materials that will help her realize success in a group.
3:00- 3:15	Dismissal	

## ELEMENTARY

David is this year in the 3<sup>rd</sup> grade and has moderate mental retardation, epilepsy (he has around one grand mal seizure each week), and mild cerebral palsy (he can walk haltingly and speak slowly but intelligibly). David has been a pretty withdrawn little boy and has not made friends in his special education classroom. He likes to play on the computer and look at books though he can only recognize a few words and letters. His mother is very

poor; his father was just sent to jail for drug related charges. Last year David was in a special education class which he disliked because people made fun of him for being in the “dummy room”. He got in many fights and began hanging out in the halls whenever he could get away with it. The special education teacher considered him a major behavior problem. This year he is part of the effort to include students with disabilities in regular classes.

You will be working with 6 teachers to provide support for inclusive education including Mr. Howard, David’s general education teacher. What ideas can you suggest for making his learning successful in the general education class so that all benefit?

### Student Profile

What are dreams (for this child)	Needs For Support & Assistance
The dream for David is that he will be included into the regular classes and develop meaningful friendships within that setting.	<ul style="list-style-type: none"> <li>Personal care assistance</li> <li>Adapted equipment for some tasks</li> <li>Medication administered for seizure activity</li> <li>Persons trained to look for seizure activity</li> </ul>

Strengths of the student?	Successes?
<ul style="list-style-type: none"> <li>Great potential to be understood and make friends.</li> <li>Interest and skills in computer.</li> <li>Interest in books</li> <li>He can walk on his own</li> </ul>	<ul style="list-style-type: none"> <li>David is able to walk on his own and be understood. He has shown some progress in emergent reading skills with the recognition of certain words and letters.</li> <li>He is able to play on the computer and enjoys looking at books.</li> </ul>

Likes? Dislikes?	Greatest challenges?
<ul style="list-style-type: none"> <li>David likes computers and books.</li> <li>David dislikes being in a segregated classroom because other students have labeled it the “dummy room”</li> <li>David likes spending time outside of the segregated setting.</li> </ul>	<ul style="list-style-type: none"> <li>David’s greatest challenges in developing a circle of support lie in his ability to maintain positive social interactions with peers and staff.</li> <li>Low SES</li> <li>Father is in prison.</li> <li>Low self-esteem/worth in the social context.</li> <li>David is very withdrawn socially.</li> </ul>

Reading	Writing	Math
Is interested in looking at books and is able to recognize some words and letters/	<ul style="list-style-type: none"> <li>Adaptive implements and or keyboard may be used.</li> <li>Explore David’s ability to illustrate ideas in lieu of written words. Use his ability to recognize certain words</li> </ul>	<ul style="list-style-type: none"> <li>Use of hands on activities and manipulatives to help David understand basic mathematical concepts that will further his functional skills. Use of money and</li> </ul>

	and letters to begin matching up meaning and or composing actual sentences.	other meaningful manipulatives will aid in his interest and learning.
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Work Habits	Communication	Social
Has been seen as a behavior problem in the past. Is able to adapt his wvn environment to suit his needs. (Spends a great deal of time in the hall to avoid being in the room)	David is able to communicate intelligibly. Extra time may be needed for replies. Extra work on interpersonal communication is needed to foster better social relationships and better communication of wants and needs on David's part.	Peer modeling may help David understand some better social interactions. At this point David is a lone and may need help making certain peer connections in a manner that is comfortable for him.

Behavior	Motor	Other
David has developed certain behaviors that help him deal with his current situation of being in a segregated setting. It is hopeful that his behavior will improve ina anew setting where his social needs are met and supported, and he is no longer made to feel like a "dummy" in the special education class.	. David has mild cerebral palsy and needs support in both his fine and gross motor skills. David is ambulatory, but walks haltingly. Extra time should be arranged when dealing with motor skill expectations.	David has great potential for success if the right supports are in place. It may be helpful to find out from family how they can be better supported and partnered with.

### Collaborative Consultation Action Planning

(Peterson, 2001)

**Directions.** With a small group, consider a student you know or work with a case study. Use this form to help you walk through key questions to identify strengths, needs, goals, and strategies to assist a student. Focus on only 1-2 key issues that will make the most impact.

<b>Student Name:</b> David	<b>Birthdate</b> 4/24/93	<b>Date:</b> 5/29/03
<b>School:</b> Anderson Elementary	<b>Teacher:</b> Mr. Howard	<b>Grade:</b> 3
<b>Team members:</b> Mr. Howard, Amy Devin (Special Educator), Medial teacher(Computer technologies coordinator), PT, OT, School Social Worker, Community Liason (additional person to investigate possible support for home)		
Strengths / Resources		Barriers / Problems / Needs
Is able to walk on his own.		Has been a fairly withdrawn student

<p>Is able to communicate his likes, dislikes, wants and needs. (Some of this is in verbal form, some takes the form of behaviors David has exhibited in the past)</p>	<p>Needs a circle of support Needs peer modeling and other opportunities for communication with peers and staff. May need some community support in the home. David enjoys working with computers, it may be possible to obtain one through a grant for him.</p>
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**Target Goal (s)**  
Select one or more barriers from above to identify a Target Goal and devise a Plan of Action that builds on strengths and resources of the student.

**David will take part in a MAPS meeting and will develop a circle of support.**

**Plan Of Action**

What	Who	When	Assessment
<ol style="list-style-type: none"> <li>1. Contact his family and introduce the concept of MAPS.</li> <li>2. Administer an interest inventory to David to see what he enjoys and is interested in.</li> <li>3. Approach individuals that have the potential to support David in some way. This can be school social worker, or a Boy Scout Leader...people who may have the potential to support David. Look at peer interactions and interests and approach students about the possibility of supporting David.</li> <li>4. Set a date for a MAPS meeting.</li> <li>5. Have the MAPS meeting and follow up meetings as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Special Education Teacher or MAPS facilitator ( anyone who can describe the process.)</li> <li>2. Any part of the Team.</li> <li>3. ""</li> <li>4. ""</li> <li>5. ""</li> </ol>	<ol style="list-style-type: none"> <li>1. At the very beginning of school.</li> <li>2. At the beginning of school.</li> <li>3. Within one month of school starting</li> <li>4. Within one month of school starting.</li> <li>5. At the onset the meetings may have to be more often. As less support is needed they can be tapered off.</li> </ol>	<p>The assessment will be whether or not a circle of support is helpful in fostering social bonds with David and helping him meet his needs of support. This can take the form of behavior reviews. Observation of peer interactions and involvement in the classroom. (Does David appear to be less withdrawn than he was previously?)</p>

**Curriculum Matrix**  
**IEP at a Glance**  
(Peterson, 2001)

Student. David School. Anderson Elementary

IEP GOALS/Objective	SCHOOL DAY				
	Circle Share Time	Math	Gym	Reading	Computers
Goal 1: David will work on interpersonal skills and connections. Objectives: David will share one 3 or more word sentence in share time. David will participate in the group activities of the classroom. David will pick a partner to work with on the computer.	X	X	X	X	X
	X				
	X	X	X	X	X
					X
Goal: David will improve his communication skills in expressive language:  Objectives: David will respond verbally when asked a question  David will use his computer to facilitate communication with peers	X	X	X	X	X
	X	X	X	X	X
	X	X	X	X	X
Goal: David will improve his ability to engage other students in conversation Objective: David will learn to ask for help if he needs it. Objective: David will ask one student a question each morning during circle time.	X	X	X	X	X
	X	X	X	X	X
	X				



**Student Daily Schedule**

**With Accommodations & Supports**

(Peterson, 2001)

Student. David School. Anderson Elementary Grade. 3

Time	Class/ subject/ activity	Supports, teaching approach, or adaptations
8:15-9:00	Advisory/ Share time	Teacher in room will facilitate communication between David and his peers.
9:00-10:00	Reading	Support David in his enjoyment of looking at books. Work on recognition of words and letters. Develop limited choices for content comprehension. Identify interest level in material being covered.
10:00-11:00	Math	David will take part in heterogeneous group participation with hands on activities. Support may be necessary at first in the area of group involvement.
11:00-12:00	Gym	Adaptations or Accommodations may be necessary to make sure David feels he is part of the group. His limited mobility may at times frustrate him. Support in the form of OT, PT in a push in program during this time.
12:00-1:00	Lunch	David may need encouragement to interact socially at this time .
1:00-2:00	Computers/ music/ Art Specials****	David will pick a partner and work on computer projects, art or music.
2:00-3:00	Social Studies/ Science (every-other day)	David will work in groups and participate at his level.
3:00-3:15	Dismissal	

**ELEMENTARY**

Laurie has very severe cerebral palsy and is in the 5<sup>th</sup> grade. She uses a small wheelchair and pushes herself along with her feet slowly. She has a cheerful personality and is very interested in learning. She has mild mental retardation and is very interested in reading and writing. She is very difficult to understand in her speech. Often people have to ask her to repeat what she has said. Her parents are caring and supportive people though their resources are limited. Her father works as an auto mechanic at the local garage and her

mother works as a waitress. They have provided a lot of support to Laurie and she is very close to them. She has developed a couple of friends in the last two years but often seems alone in the class.

You will be working with 5 teachers to provide support for inclusive education including Ms. Czerlinski, Laurie’s general education teacher. What ideas can you suggest for making her learning successful in the general education class so that all benefit?

### Student Profile

**Directions:** Think about a student with special needs you know. Complete this profile individually or in a group. What does this tell you about how to help this student grow and achieve?

What are dreams (for this child)	Needs For Support & Assistance
That Laurie will be included in the student body. That she will find fellow students with similar interest to begin creating her own circle of support. That her love of reading and writing will expand to help her in other areas such as illustration or storytelling.	Laurie may need a “push buddy” for the times in the day when she needs to get around a bit quicker. A dyna-box to help her be understood by those around her. A possible “Note-buddy” to make sure that Laurie has taken all the necessary notes.

Strengths of the student?	Successes?
Cheerful easy to be around personality. Very supportive and caring parents. Has a genuine interest in learning. Has great potential to make friends.	Laurie is able to mover herself around in a wheelchair. She has an interest in reading and writing. She is in 5 <sup>th</sup> grade. Has developed friendships in the past.

Likes? Dislikes?	Greatest challenges?
Likes reading and writing.  Dislikes being lonely.	Laurie’s greatest challenge in developing a circle of support is her ability to be able to communicate and be clearly understood. She also has some mobility issues that may keep her from being involved in some of her peer activities.

Reading	Writing	Math
Is very interested in reading and enjoys being read to.	Is very interested in writing. The use of an adapted keyboard may help her in this endeavor.	Use of manipulatives in a more concrete manner to aid in understanding as well as answer giving.

Work Habits	Communication	Social
Has a cheerful personality and a genuine interest in school and friends	Sometimes has difficulty making herself understood.	Has made friends in the past...appears lonely much of the time now. Begin working on circle of support.

Behavior	Motor	Other
Laurie appears to follow direction well and has no documented behaviors.	. Severe Cerebral Palsy. Uses a small wheelchair to push herself along with her feet slowly.	To help Laurie be involved as much as possible, always be aware of student placement. If peers are working on the floor, assist Laurie into a beanbag to get her as close to the action as possible. **Pay close attention to what her peers are doing and constantly evaluate how it can be adapted for Laurie.

### Collaborative Consultation Action Planning

(Peterson, 2001)

<b>Student Name:</b> <u>Laurie</u> <b>Birthdate:</b> <u>01/01/94</u> <b>Date:</b> <u>5/19/03</u> <b>Wayne State University</b> <b>Ms. Czerlinski</b> <b>5th</b> <b>School:</b> _____ <b>Teacher:</b> _____ <b>Grade:</b> _____	
<b>Team members:</b> Amy Devin, Ms. Cxerlinski, Speech Teacher, Ot, 6 <sup>th</sup> Grade teacher, social worker.	
Strengths / Resources	Barriers / Problems / Needs
Supportive Parents, Genuine interest in reading and writing. Ability to move independently. A grant for adaptive equipment to aid in communication. A personal laptop that has been adapted for Laurie. A cheerful personality and a couple of friends she made previously.	Communication issues: difficulty being understood at times. Low SES. Has poor motor skills. Has problems moving quickly from one place to another.



Read 3 Books she enjoys over the course of the semester	X	X	X		
Student will improve expressive and receptive language skills. Student will improve clarity of speech. Student will use dyna-box to facilitate communication in areas of both expressive and receptive speech.	X	X	X	X	X
Increase interaction with Peers Student will be involved in heterogeneous group work.	X	X	X	X	X
Increase of mobility in hallways between classes with use of a buddy.	Between all classes	Between all classes	Between all classes	Between all classes	Between all classes

**Student Daily Schedule**  
**With Accommodations & Supports**  
(Peterson, 2001)

**Direction.** Consider a student for whom you are planning. Develop a step by step plan for the day, indicating typical activities and need supports and adaptations.

**Student.** Laurie \_\_\_\_\_ **School.** \_\_\_\_\_ **Grade** \_\_\_\_\_

Time	Class/ subject/ activity	Supports, teaching approach, or adaptations
7:30	School Begins	Bus peer helps get Laurie off of bus and to advisory. Lindsey or Rachel
8:00	Language Arts	Peer reading group. Interactively read to each other and respond to the readings
9:00	Social Studies	Hands on projects with peer group. Use of laptop to record assignments. Peer designated to make sure assignments are entered in a clear and concise manner for for parent involvement.
10:00	Gym	Laurie has a push buddy in all team sport is given individual exercises to help build strength and stamina for pushing herself more efficiently.
11:00	Computer Technology	Laurie uses several programs to help not only with her communication but her reading and writing skills.
12:00	Lunch	Either Barbara or Cindy go through the lunch line with Laurie and help her get her tray safely to the table as well as be understood in line.
1:00	Science	Hands on group activities: Laurie will do what she is able to do in her group.
2:00	Math	Hands on Manipulatives will be used to help Laurie understand the mathematical concepts/
3:00	Dismissal	Buddy will make sure she gets on the bus on time

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