

TAKING THE IEP INTO THE CLASSROOM

Strategies and Considerations For Including Students With Severe Multiple Disabilities Into Regular Classrooms



BACKGROUND...

- ▶ Certified B.C. Teacher
- ▶ Outreach Consultant
- ▶ Program Coordinator (students with severe multiple disabilities)

- ▶ Online University Instructor
- ▶ Board Member/Volunteer with Victoria Therapeutic Riding
- ▶ Educational Consultant



WHAT ARE SOME OF THE CHALLENGES?

- Cognitive content is different in some areas
- Physical ability to participate varies in tasks
- Non-academic participation in an academic activity
- Different educational outcomes
- Other challenges?



KEEP ACTIVITIES MOTIVATING BUT AGE APPROPRIATE



Themes....

How do we look
at the classroom
curriculum
differently?



DIFFERENT WAYS TO CONTRIBUTE

Large Group (Entire Class)

Small Groups
(Gifted or Special
Needs)

Quick Short
Segments

SOCIALS THEMES...

- ▶ Ken will use his switch with either hand within 10 seconds, with only 1 verbal prompt, 80% of the time on 3 consecutive days.
- ▶ Large Group
- ▶ Small Group
- ▶ Quick Short Contribution



SCIENCE THEMES...



- ▶ Logan will independently make choices between 2 pictures, within 10 secs., with 80% accuracy on 3 consecutive days.
- ▶ Large Group
- ▶ Small Group
- ▶ Quick Short Contribution

LANGUAGE ARTS THEMES...

- ▶ Emily will sustain a conversation for at least 4 comments/questions, with only 1 verbal prompt, 80% of the time.
- ▶ Large Group
- ▶ Small Group
- ▶ Quick Short Contribution



MATH THEMES....



Kathleen will independently identify number sets from 0-3, with 80% accuracy, on 3 consecutive days.

- ▶ Large Group
- ▶ Small Group
- ▶ Quick Short Contribution

Interpreting non-verbal communication for student & class

Modeling interactions (offering choices, greetings, etc.)

Incorporating Voice Output & Switch Work Into Classroom Activities (Reading a story)

Setting up parallel stations of learning for non-academic students to participate with academic students

Input into assessment of student's progress

KEY ELEMENTS OF THE CLASSROOM TEACHER'S ROLE

INTERPRETING NON-VERBAL COMMUNICATION



- ▶ Acknowledging the student is a communicator
- ▶ Demonstrating a Personal Dictionary
 - ▶ a) Name the behaviour
 - ▶ b) Interpret the behaviour
 - ▶ c) Respond to the behaviour
- ▶ Incorporating the student's communication system into learning opportunities (e.g., everyone learns some signs)

MODELING INTERACTIONS



INCORPORATING VOICE OUTPUT & SWITCH WORK INTO CLASSROOM ACTIVITIES



SETTING UP PARALLEL STATIONS OF LEARNING FOR NON-ACADEMIC STUDENTS TO PARTICIPATE WITH ACADEMIC STUDENTS



Input Into Assessment Of Student's Progress

What are we measuring?

How will we collect data?

Who will help collect the data?

Who will evaluate the progress from the team?

How often will we review data?

Who will determine the next benchmark once success has been achieved?

Who designs the data collection sheet?



SAMPLE MONTHLY DATA COLLECTION

Objectives (yes - √ No - X) (Record # of prompts: G-Gesture, V-Verbal, P-Physical, S-Seconds if needed) i.e: 1v/2p/5s	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1. Responds with yes/no accurately (√ or x)	x	x	√																		
2. <u>make</u> choice in 10 sec (S)	15	17	12																		
3. <u>glance</u> or turn and smile in 5 sec (g,t,s / S)	s/5	t/8	g/7																		
4. <u>follow</u> directions w/ 1 verbal in 5 sec																					
• Get your lunch kit (# / S)						2/9	3/9	1/7													
• Open the door (# / S)						3/8	2/7	1/5													
• <u>sit</u> in your chair (# / S)						2/9	2/8	1/7													
• Put your feet on the floor (# / S)						1/8	1/7	1/5													
5. <u>hit</u> switch w/ 1 gesture / verbal prompt/ in 10 sec (# / S)						3/15	2/15	2/10													
6. <u>wait</u> to hit switch w/ 1 verbal prompt to wait (#/times)						3/8	3/6	4/6													
7. <u>use</u> hands to reach, etc w/ 3 verbal prompts (#)						5	6	3													
8. <u>push</u> /pull feet w/ 1 verbal prompt (#)											4	4	2								
8. <u>insert</u> remove arms w/ 1 verbal prompt (#)											4	2	2								
9. <u>pull</u> pants up/down w/ 2 verbal prompts (#)											6	5	5								
10. <u>lather</u> /rinse hands w/ 2 verbal & 1 physical (#)											5	5	4								
11. <u>climb</u> wall w/ 4 verbal prompts (#)																7	6	6			
12. <u>sit</u> on sled w/ 2 verbal prompts (#)																5	4	4			
13. <u>sit</u> on tricycle w/ 4 verbal prompts (#)																8	7	6			
14. <u>ride</u> tricycle 1 meter w/ 4 verbal 2 physical																8	9	7			

ENVIRONMENTAL SCAN FOR JOBS

School At Large & Community



Classroom & Home



Learning Through Jobs

Environmental Scan...

Classroom (Routines In Getting Out & Putting Away equipment, etc.)

School at Large (Interview School Secretary For Possible Routines)

Community (Within walking distance of school)

Home (Routines to help out self & family)



WHAT SHOULD MODIFIED SCHEDULES INCLUDE?



- ▶ Student participation in each activity (Direct or Parallel)
- ▶ Student's skills listed for each activity (recess & lunch too)
- ▶ Club or structured social activity at least once a week
- ▶ Motivators listed for specific activities
- ▶ Jobs scheduled for class & school
- ▶ Community activity at least once a week

SAMPLE ELEMENTARY SCHEDULE

Sample Schedule 2

Skills: *articulation, breath control, **DynaVox** accuracy, communication boards, hand and arm strength, **core** strength

Motivators (M): Music, peers, card games, **DynaVox** games, reading aloud, giving answers, being part of conversations, outside; chase games, hockey, drawing, praise.

Time table	Monday	Tuesday	Wednesday	Thursday
8:25 - 8:45 (M) sitting next to peers; books Teacher/EA Debrief	Quiet Reading *page turning *books *sitting	Quiet Reading *page turning *books *sitting	Quiet Reading *page turning *books *sitting	Theme Back Riding *use motor - grooming *books *sitting *articulation
8:45 - 9:10 (M) peer/small group card games; DynaVox	Language Practice with peer and SLP *Articulation *books *Turn taking * DynaVox	Language Practice with peer and EA *Articulation *books *Turn taking * DynaVox	Language Practice with peer and EA *Articulation *books *Turn taking * DynaVox	... continued
9:15 - 9:40 (M) sharing DynaVox ; drawing	Journal * DynaVox *drawing *Sharing	Journal * DynaVox *drawing *Sharing	Journal * DynaVox *drawing *Sharing	... continued
9:40 - 9:50 (M) Eating; giving directions	Nutrition Break * DynaVox *board skills	Nutrition Break * DynaVox *board skills	Nutrition Break * DynaVox *board skills	... continued
9:50 - 10:05 (M) peer/small group games; outside	Recess * DynaVox *sitting; in	Recess * DynaVox *sitting; in	Recess * DynaVox *sitting; in	Recess * DynaVox *sitting; in
Teacher inputs 10:05 - 10:45 (M) peer ; sharing; drawing; book on tape; Music while drawing; reading	Reading Group *listening; pages *turn taking *speaking *listening	Art *use; hand drawing *speaking *listen *posting *gluing	Reading Group *listening; pages *turn taking *speaking *listening	Library *listening *turn taking *speaking *books
10:45 - 11:20 (M) Spelling DynaVox sharing; peers; giving answers; water play	Spelling *pencil *articulation *board; control *turn taking	Spelling *pencil *articulation *board; control *turn taking	Swimming *communication Board *board; control *core strength *listening	Spelling *pencil *articulation *board; control *turn taking
11:20 - 11:30	Bathroom *toilets	Bathroom *toilets	Bathroom *toilet toys	Bathroom *toilets

Time table	Monday	Tuesday	Wednesday	Thursday
11:30 - 12:15 (M) sitting wheelchair; outside; chase games; hockey	Outside/lunch * DynaVox ; motor wheelchair * DynaVox *listening *listening; partici- pation	Outside/Lunch * DynaVox ; motor wheelchair * DynaVox *listening *listening; partici- pation	Outside/lunch * DynaVox ; motor wheelchair * DynaVox *listening *listening; partici- pation	Outside/lunch * DynaVox ; motor wheelchair * DynaVox *listening *listening; partici- pation
12:15 - 12:40 (M) listening ; to stories	Lunch & Story *listening *listening	Lunch & Story *listening *listening	Lunch & Story *listening *listening	Lunch & Story *listening *listening
Teacher input 12:40 - 1:20 (M) peer groups; outside time; sharing; conversation	Science: _____ * DynaVox *listening directions *posting *listening	Garden Job *listening; articulation *listen *listening; carrying *posting *listening	Science: _____ * DynaVox *listening directions *posting *listening	Garden Job *listening *listening; kneel *listening; carry *posting *listening
1:20 - 1:40 (M) peer/small group small groups; card games; winning	Centers *turn taking *listening *listening *listening; board	Centers *turn taking *listening *listening *listening; board	Centers *turn taking *listening *listening *listening; board	Centers *turn taking *listening *listening *listening; board
1:40 - 1:55 (M) outside ; hockey; chase games	Recess *listening *listening *listening; partici- pation	Recess *listening *listening *listening; partici- pation	Recess *listening *listening *listening; partici- pation	Recess *listening *listening *listening; partici- pation
Teacher input 1:55 - 2:30 (M) chess games; peers; hockey	P.E.: _____ *listening; walking *turn taking *listening; catching	P.E.: _____ *listening; walking *turn taking *listening; catching	P.E.: _____ *listening; walking *turn taking *listening; catching	P.E.: _____ *listening; walking *turn taking *listening; catching
2:30 - 3:05 (M) small group giving answers; card games; DynaVox	Math * DynaVox *turn taking *listening; dice *listening; cards *listening *listening	Math * DynaVox *turn taking *listening; dice *listening; cards *listening *listening	Big Buddies Club *turn taking *listening *listening *use; hand drawing * DynaVox	Math * DynaVox *turn taking *listening; dice *listening; cards *listening *listening
3:05 - 3:20 (M) sitting of a job well done; peers; small group	Clean-up *listening *listening *listening *listening; in tight spaces	Clean-up *listening *listening *listening *listening; in tight spaces	Clean-up *listening *listening *listening *listening; in tight spaces	Clean-up *listening *listening *listening *listening; in tight spaces

SAMPLE HIGHSCHOOL SCHEDULE

Student:		Sample Term Three, Semester Two SD62 High School Resource Room		Date:	
<p>Some of The student's dreams: to have her own business, make and handle her own money, live as independently as possible, have lots of friends, a boyfriend and travel.</p> <p>Skills/Objectives we try to work on daily:</p> <ul style="list-style-type: none"> Asking and answering questions of familiar people. Practicing conversation skills with comments back and forth 3 times. Asking questions of less familiar people. Using social pleasantries. Using manners. Indicating her preferences (making choices) using mouth pointer and communication device/or by saying yes/no or nodding towards preference. Recognize and read new cooking words. Recognize and verbalize local community signs. Recognize, count and give value of coins and bills adding up to \$100. Use her feet and/or mouth at least ten times a day to a functional activity and hold her trunk forward to engage in activities (when she feels well enough to do so). <p>Note: All Names have been changed for confidentiality</p>					
Monday	Tuesday Mtg. 8:20-9:00 (alt. wks)	Wednesday	Thursday	Friday order: 1, 2,3,4 or 2,1,4,3	
<p>9:00-10:20 Block 1 LSK room 100 Cooking-Making dog biscuits or baked items for sharing/sales *ask questions of less familiar people i.e., "do you have dogs? Would you like a cookie?" *identify cooking words and reading recipe (less preferred) *use of hands/feet in preparation of food Motivators: cooking, social interactions, money from possible sales EA prep: gather necessary materials for baking, put biscuits in freezer afterwards, record question on voice output with the student</p>	<p>9:00-10:20 Block 2 Art room 115 Ms. Smith (See block 2 Monday) Ms. Smith notes:</p>	<p>9:00-10:20 Block 1 LSK room 120 Community Activity Shopping—For cooking day ingredients *ask questions of less familiar people *identify cooking words and write list (less preferred) *recognition of local signs *counting money pre/post shopping trip EA Prep: petty cash from teacher and show to H, write amounts on large paper, (i.e. \$5 + \$5+ \$2 = ..), also use large paper, clipboard, black felt pen to create list Motivators: going to the mall, social interactions, possible tea/coffee shop stop</p>	<p>9:00-10:20 Block 2 Art room 115 Ms. Smith (See block 2 Monday) Ms. Smith notes:</p>	<p>9-10:05 Block 1/2 Art room 115 (2) (See block 2 Monday) Ms. Smith notes:</p>	
<p>10:30-11:40 Block 2 Art room 115 Ms Smith Chooses art projects Skills: asking and answering</p>	<p>10:30-11:40 Block 1 LSK room 120 Group check-in (30 min) *peer/teacher: asking and</p>	<p>10:30-11:40 Block 2 Art room 115 (see Monday for details) Ms. Smith notes:</p>	<p>10:30-11:40 Block 1 LSK room 120 Peer buddies (30 min) Activity: Arts and Crafts (new</p>	<p>10:10-11:15 Block 2/1 LSK room 120 (1) Business Start Up/Job Skills Activity: Take stock of supplies</p>	

TAKING THE STUDENT'S IEP OBJECTIVES INTO THE CLASSROOM... EXCITING & FUN!



Many Thanks to AbleNet

Interested In Additional Topics?

Follow up Contact:

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