An Array of Supports for Including Students with Disabilities in General Education Programs

New Jersey Department of Education

Office of Special Education Programs

2008

LRE Targets and State Data

Targets - School Age

Year	<21%	>60%	Separate Settings
☐ 2005-2006	41.9%	17.8%	10.3%
☐ 2006-2007	42.1%	18.0%	10.0%
☐ 2008-2009	43.0%	19%	9.0%
☐ 2009-2010	43.5%	19%	8.5%
☐ 2010-2011	44.0%	19%	8.0%

State Performance Data

Year	<21%	>60%	Separate Settings
☐ 2005-2006	42.0%	17.8%	10.0%
☐ 2006-2007	43.3%	17.7%	10.2%
☐ 2007-2008	45.0%	16.2%	10.1%

Workshop Objectives

- To present an **array of supports** for including students with disabilities in general education programs

- To describe the **IEP decision making process** that informs the consideration and identification of needed supports

- To provide an opportunity for you to **reflect on current practice and the need to develop and/or expand** your supports in general education programs

- To highlight **implementation considerations** and **strategies** for **building capacity**

Format for Discussion

Review Reference Materials

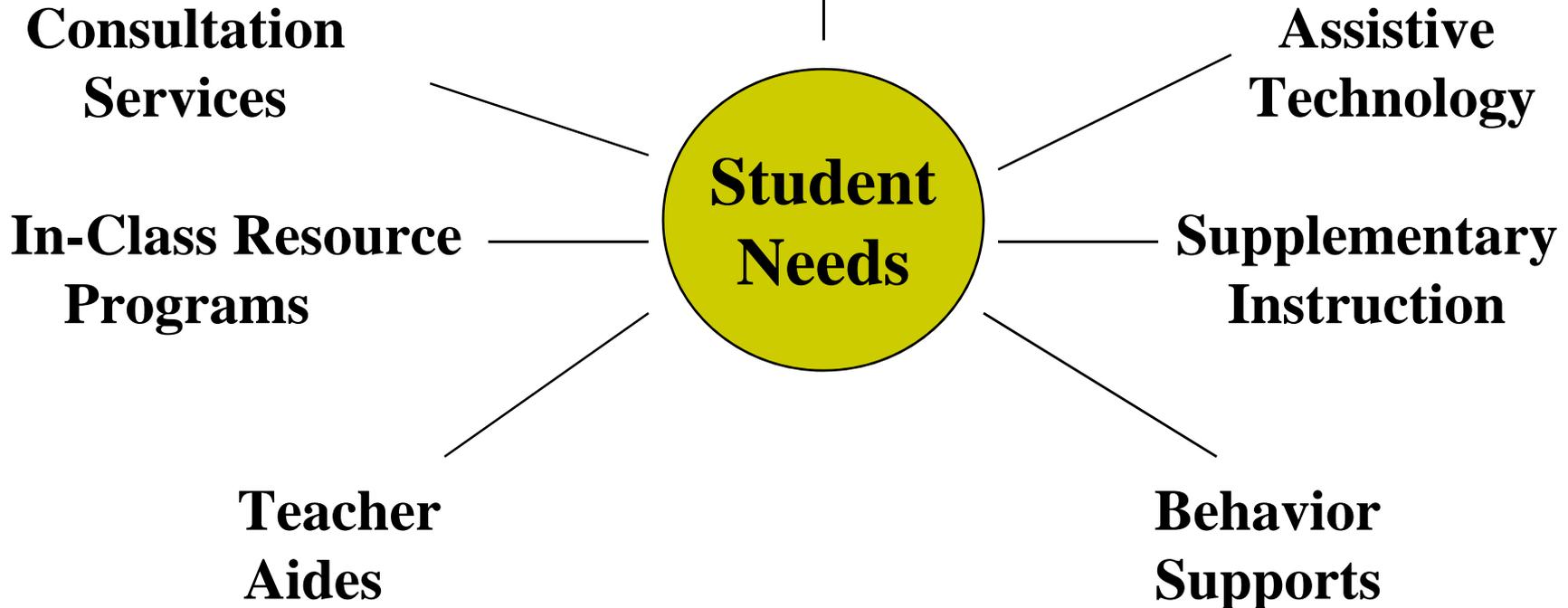Discuss Implementation Considerations

Identify Areas for Building Capacity

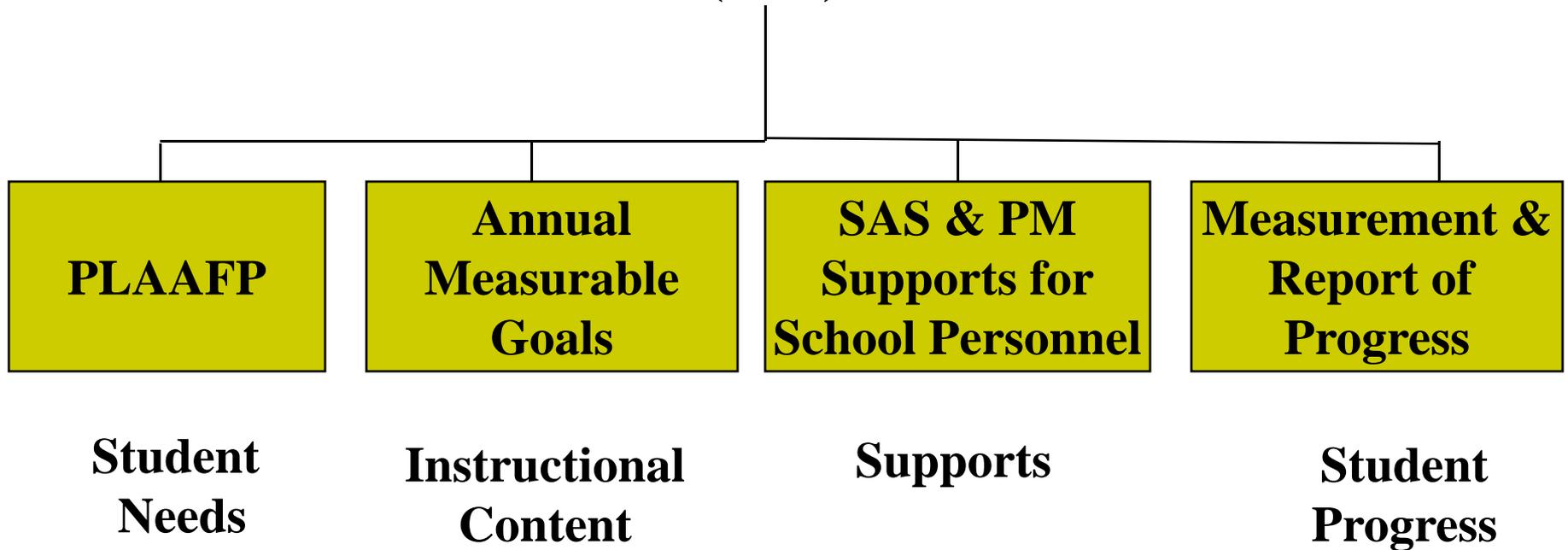Reflect on Current Practices

Describe Support

Array of Student Supports

**Curricular/Instructional Modifications
or Specialized Instructional Strategies**

**Consultation
Services**

**Assistive
Technology**

**In-Class Resource
Programs**

**Student
Needs**

**Supplementary
Instruction**

**Teacher
Aides**

**Behavior
Supports**

IEP Decision Making Process

**Individualized Education Program
(IEP)**

PLAAFP	Annual Measurable Goals	SAS & PM Supports for School Personnel	Measurement & Report of Progress

**Student
Needs** | **Instructional
Content** | **Supports** | **Student
Progress**

Key Questions
for the Decision Making Process

- ☐ What are the student's **learning needs** relative to the **general education curriculum**?
- ☐ What are the student's **other educational needs**?
- ☐ Can the student learn the **same content** as chronological age peers, or are **modifications** needed?
- ☐ **In what ways** can we **support the student**'s learning needs and goals/objectives within the general education classroom/program?
- ☐ **In what ways** can we **support the staff** to address the student's needs within the general education classroom/program?

Reflection for Building Capacity
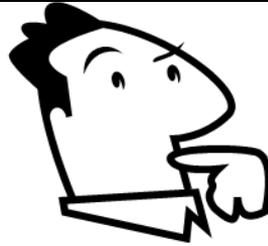
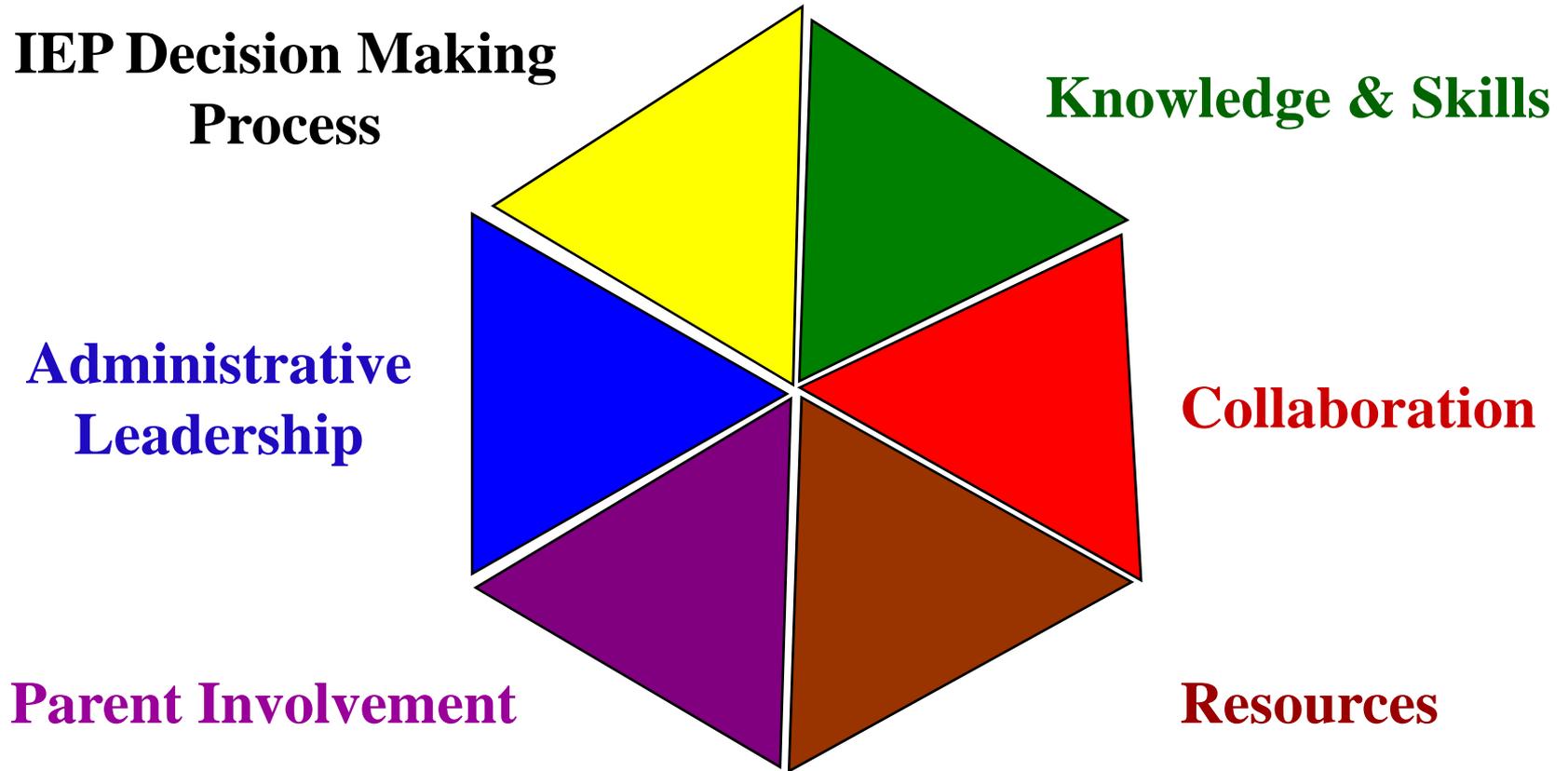**What is currently in place?**

-District-wide
-Individual schools

→

Where do we need to develop or expand this support?

→

What are considerations for implementation?

Tool to Facilitate Listening/Reflection

Support	What is currently in place? District-wide? Individual schools?	Where do we need to develop/ expand?	What are implementation considerations for building capacity?
Cur/Instr Mods or Spec Instr Strategies			
Behavior Supports			
Assistive Technology			
Consultation Services			

Implementation Considerations

IEP Decision Making Process

Knowledge & Skills

Administrative Leadership

Collaboration

Parent Involvement

Resources

Foundational Concepts

Foundational Concepts

- **Supports vary** depending upon the classroom activity/routine and the individual student's strengths and challenges

- Supports can be provided by **people working directly** with students in the general education classroom

- Supports can also be provided on behalf of a student through **consultation services** to general education teachers and teacher aides

Foundational Concepts

The type and intensity of supports **should be evaluated** on a regular basis

- The type and/or intensity of supports **may change** over time based on:
  - **Student's skill level**
  - **Curricular/instructional demands**
  - **Environmental factors**

- **Criteria** for selecting and evaluating the effectiveness of supports **should be identified**

Support

Curricular/Instructional Modifications or Specialized Instructional Strategies

Regulations

- *N.J.A.C. 6A:14-1.3 defines **special education** as **specially designed instruction**, at no cost to the parents to meet the unique needs of a child with a disability.*

- *IDEA 300.39(b)(3) defines specially designed instruction as **adapting the content, methodology, or delivery of instruction** to address the unique needs of the child and to ensure access to the general education curriculum ....*

REGARDLESS OF PLACEMENT

# Modifications to the General Education Curriculum

- Modifications to the general education curriculum to address the unique needs of a child and ensure access to the general education curriculum [IDEA 300.39(b)(3)] can include:

  - Modifications to **content** (goals and objectives)

  - Modifications to **methodology or delivery of instruction** (modifications and supplementary aids and services)

  - Modifications to meet the student's **other educational needs** (goals and objectives and/or modifications and supplementary aids and services)

Modifications to the General Education Curriculum

- *A student with a disability **is not removed** from the age appropriate general education classroom **solely based on needed modifications** to the general education curriculum [N.J.A.C.6A:14-4.2(a)9]*

LEAST RESTRICTIVE ENVIRONMENT

Curricular/Instructional Modifications or Specialized Instructional Strategies
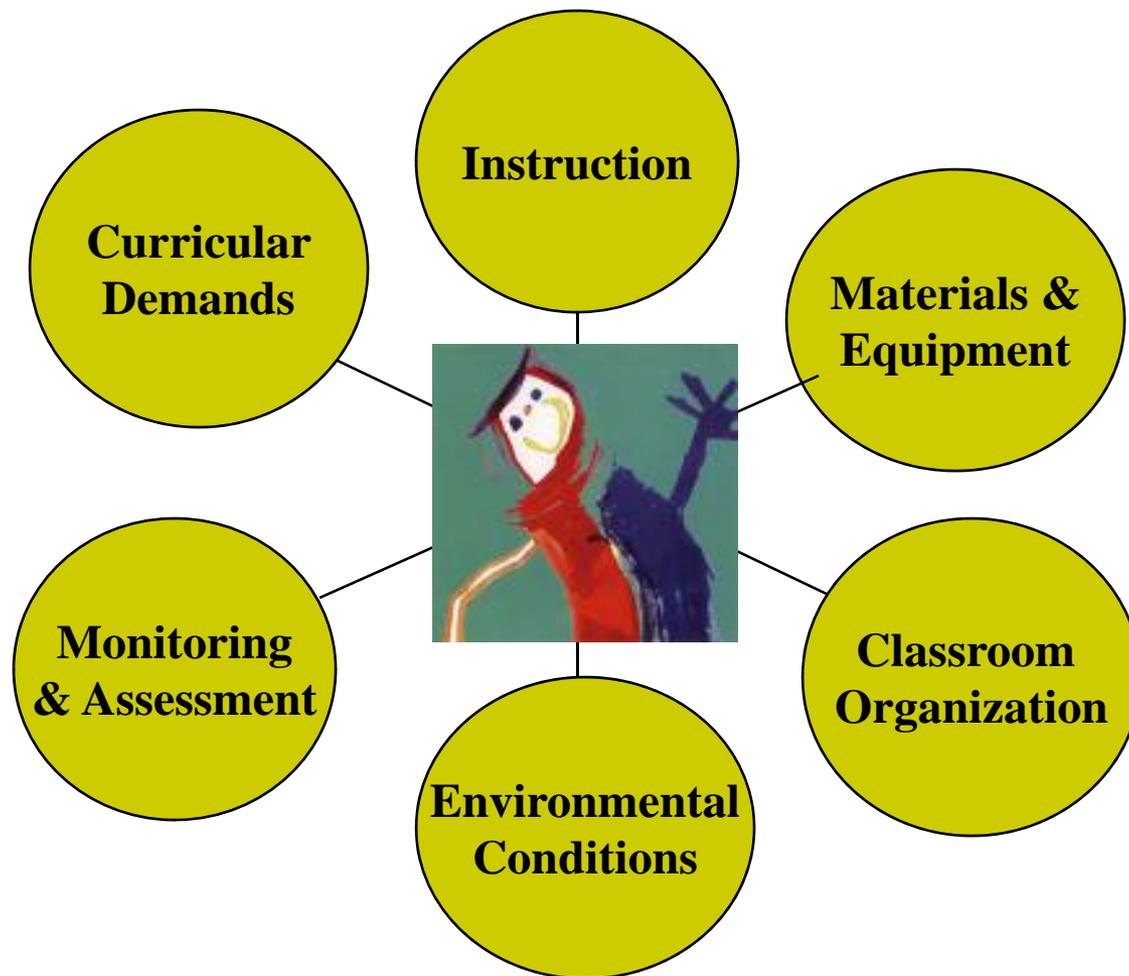
Curricular/Instructional Modifications or Specialized Instructional Strategies

Curricular Demands

- ☐ Modify learning expectations through IEP goals and objectives
- ☐ Modify the nature/complexity of assignments or tests

Instruction

- ☐ Preparation – previewing information and materials; advanced organizers; KWL strategies; preteaching
- ☐ Prompts – mnemonics, graphic organizers, color coding, cue cards, pictures
- ☐ Applications – hands-on activities, prompts, manipulatives, dramatization, illustrations

Curricular/Instructional Modifications or Specialized Instructional Strategies

Classroom Organization

- Instructional Groups (e.g., peer partners, buddy systems)
- Classroom Routines (e.g., individual class schedule, daily planner)
- Transition Prompts

Materials & Equipment

- Materials for a range of readability levels
- Computers and software
- E-books
- Audio books
- Adjusted formats
- FM system

Curricular/Instructional Modifications or Specialized Instructional Strategies

Environmental Conditions

- Privacy workspaces
- Variety of seating arrangements
- Organizational tools (bins/cabinets)
- Classical background music to enhance concentration
- Temperature adjustments
- Safety rules and procedures and safe use of equipment
- Modeling/demonstrating
- Labeling

Curricular/Instructional Modifications or Specialized Instructional Strategies

Monitoring & Assessment

- Response Format and Procedures
  - Use of preferred mode (e.g., dictation to a peer/adult/PC, use of illustrations, posters, diagram)
  - Adjusted format
  - Extended time
  - Fewer items
- Teacher Instruction of Student Self-management
  - Goal setting
  - Self-monitoring strategies
  - Strategies for organizing time, tasks and materials
  - Visual representations of progress (e.g., graphs)
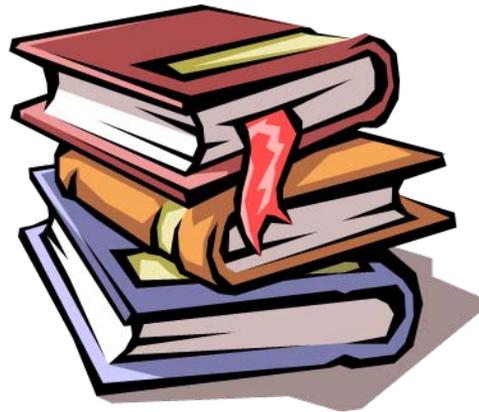
Reflection for Capacity Building

What is currently in place? **-District-wide** **-Individual schools**	→ **Where do we need to develop or expand this support?**	→ **What are considerations for implementation?**

Implementation Considerations

IEP Decision Making Process

Knowledge & Skills

Administrative Leadership

Collaboration

Parent Involvement

Resources

Reference Materials

Support

Behavior Supports

Behavior Supports

IEP Considerations

☐ In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior.

[N.J.A.C. 6A:14-3.7(c)4]

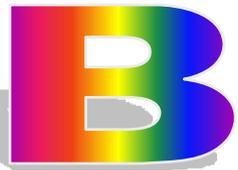# Behavior Supports

Behavior serves a function…

- All behavior serves a purpose for the individual
- Most behaviors serve one of two functions
  - To **get something** (obtain)
    - Attention, objects, sensory regulation
  - To **get out/ away from something** (escape)
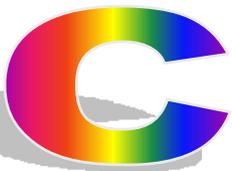   - Tasks, embarrassment, people

Behavior Supports

The ABCs of Problem Behavior

A Antecedents are events that occur prior to the behavior

B Behavior must be observable, measurable, and describe what the student says or does

C What is said and done in response to the occurrence of the behavior

Positive Behavior Supports (PBS)

☐ Positive Behavior Supports (PBS) are **proactive** and focus on:

- Understanding the reason for challenging behavior

- Student strengths and needs

- Teaching alternative skills

- Improvement in the student's quality of life

Positive Behavior Supports (PBS)

- PBS supports a collaborative team approach

- PBS can range from a simple assessment of behavior and intervention to a multifaceted assessment and intervention planning for students with significant behavioral needs

Behavior Intervention Strategies

Examples of Antecedent/Setting Events

- ☐ Change sequence of daily routine
- ☐ Provide choice
- ☐ Increase access to preferred activities
- ☐ Modify task
- ☐ Modify/adapt materials
- ☐ Change interactions
- ☐ Visual supports
- ☐ Sensory strategies
- ☐ Advanced preparation/rehearsal for difficult/unusual events (discussion, role play, social story)

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Behavior Intervention Strategies

Examples of Replacement Behaviors/Skills Training

- ☐ Teach a replacement skill to meet student's needs (e.g., asking for a break, asking for help, asking for attention)

- ☐ Teach skills to increase general competence (e.g., communication, social skills, self-management, play skills)

- ☐ Teach coping skills for times of stress
  - ▪ Trigger identification
  - ▪ Anger management
  - ▪ Relaxation/calming strategies
  - ▪ Conflict resolution

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Behavior Intervention Strategies

Examples of Consequence Strategies

- **Use positive consequences**
  - Reinforce use of alternative skills
  - Redirect to new activity
  - Provide feedback regarding challenging behavior
- **Use corrective feedback strategically**
  - (5 positives to 1 correction)
- **Design a crisis management plan** to protect the student and others that all personnel implement consistently
  - Be alert to triggers and phases of escalating behavior
  - Try to redirect proactively
  - Stay calm and follow the plan

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Behavior Intervention Strategies

Examples of Long Term Prevention Strategies

- ☐ Teach self management skills

- ☐ Provide students with appropriate academic supports, as needed

- ☐ Provide direct social skills training and facilitate opportunities to develop friendships with peers
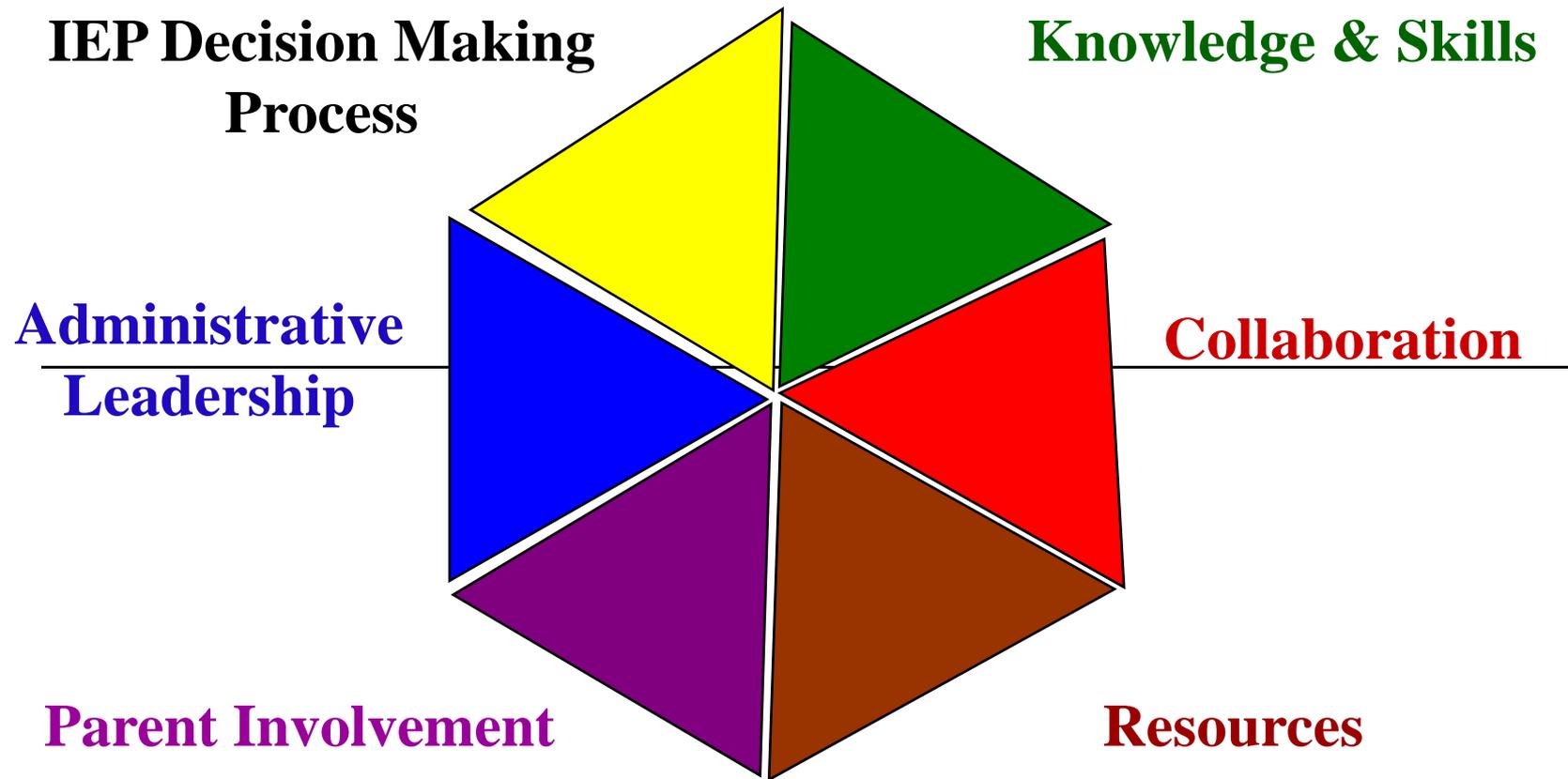
Reflection for Capacity Building

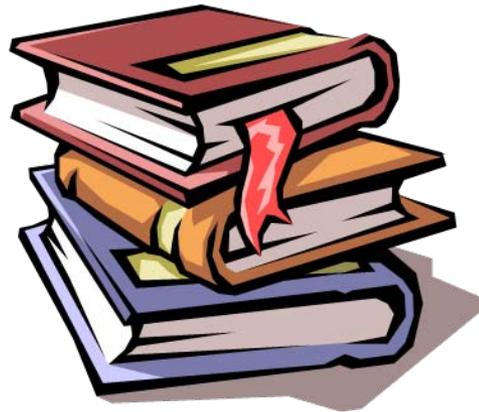| What is currently in place? -District-wide -Individual schools	→	Where do we need to develop or expand this support?	→	What are considerations for implementation?

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Support

Assistive Technology

Assistive Technology Device

- **Assistive technology device** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. [N.J.A.C. 6A:14-1.3, Appendix F]

Assistive Technology Services

- **Assistive technology service means** any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

  - The evaluation of the needs of a student with a disability, including a functional evaluation of the student in his or her customary environment;

  - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;

Assistive Technology Services

- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

- Training or technical assistance for a student with a disability or, if appropriate, that student's family; and

Assistive Technology Services

■ Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such students with disabilities.

[N.J.A.C. 6A:14-1.3, Appendix G]

Assistive Technology

Categories

Communication

Mobility

Access to Learning

Manipulation & Control

Sensory Functions

Example of
Communication Technologies

Low Tech

High Tech

Examples of Mobility Technologies

Mid Tech

High Tech

Examples of
Manipulation & Control Technologies

Low Tech

High Tech

Examples of
Sensory Technologies

Low Tech

High Tech

Examples of
Access to Learning Technologies

Low Tech

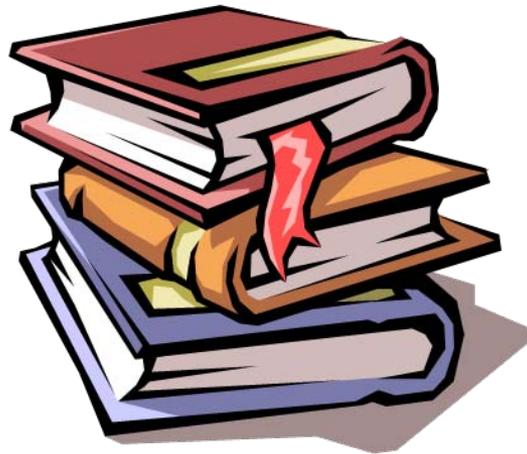Mid Tech

Reflection for Capacity Building

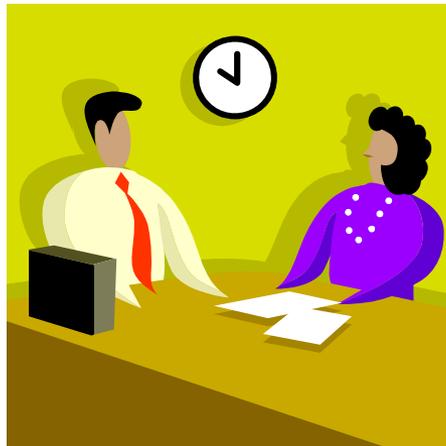| What is currently in place? -District-wide -Individual schools	→	Where do we need to develop or expand this support?	→	What are considerations for implementation?

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Consultation Services

Consultation Services

- **Consultation as a service…**
  - Is provided **on behalf of** a student with disabilities or a group of students with disabilities
  - May be **provided** by a related services provider, a teacher of students with disabilities or a child study team member **to the general education teacher and/or the teacher aide**
  - Shall be **specified** in each student's IEP, including **frequency** and **duration**

[N.J.A.C. 6A:14-4.5(e)]

Consultation Services

□ **Consultation may include**, but is not limited to the following:

-The **development and demonstration** of techniques and strategies

-**Data collection** on the effectiveness of the techniques and strategies

-Development of **positive behavior supports**

[N.J.A.C. 6A:14-4.5.(e)]

Consultation Services

Development and Demonstration of Techniques and Strategies

- ☐ Examining lesson plans to identify where modifications are needed

- ☐ Adapting instruction and materials

- ☐ Increasing student participation in whole group/small group activities

- ☐ Infusing learning strategy instruction into content instruction

Consultation Services

Data Collection

- Methods and formats for collecting data on the effectiveness of instructional strategies and techniques

- Methods and formats for collecting data on the effectiveness of behavior interventions

Consultation Services

Positive Behavior Supports

- ☐ Identifying and defining behavioral expectations
- ☐ Developing the plan for directly teaching the behavioral expectations
- ☐ Designing an incentives/recognition system
- ☐ Evaluating the effectiveness of behavior interventions and recommending modifications, as needed
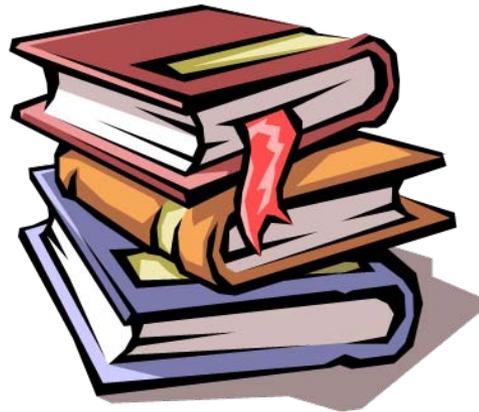
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Support

Teacher Aides

Teacher Aides

☐ A **teacher aide** may provide **supplementary support** to a student or students in the general education classroom

☐ The teacher aide **works under the guidance and support** of the general education teacher

Teacher Aides

□ The **general education teacher** is responsible for curriculum and instruction of *all* students:

- **Managing** the overall classroom
- **Preparing** lesson plans
- **Designing** whole group, small group, and individual student activities and
- **Providing** initial instruction
- **Monitoring**, **assessing**, and **reporting** student progress and performance
- **Collaborating** in the **planning, implementation**, and **evaluation** of supports for IEP students
- **Guiding** and **supporting the work** of the teacher aide within the classroom on a daily basis

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Teacher Aides

- The **teacher aide** may provide supplementary support in areas including, but not limited to:
  - **Prompting**, **cueing**, **redirecting** student participation
  - **Reinforcement** of personal, social, behavioral, and academic learning goals
  - **Organizing** and **managing** materials and activities
  - **Implementing teacher-directed** follow-up and practice activities   [N.J.A.C. 6A:14-4.5(b)]

Teacher Aides

- The district board of education shall provide the teacher aide and the appropriate general or special education teaching staff **time for consultation on a regular basis**, which shall be set forth in policies adopted by the district BOE

[N.J.A.C. 6A:14-4.5(d)]

Teacher Aides

- **Best practice** suggests that supplementary support is most effectively implemented when **both the teacher aide and the general education teacher receive consultative services** from a special educator (i.e. child study team member, inclusion facilitator, behavior specialist, special education teacher, related service provider) on a regular basis

Teacher Aides

- Potential **consultative services** from the **special educator** may include, but are not limited to:
  - Planning
  - Problem solving
  - Modeling
  - Guiding, coaching, and providing feedback
  - Monitoring and assessing effectiveness of supports and accommodations
  - Reporting on student progress
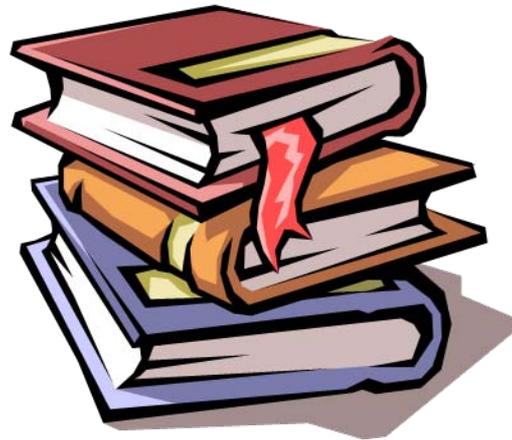
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In-class Resource Programs

In-class Resource Programs

- Provided by an appropriately certified **teacher of students with disabilities**

- **Specified in** the student's **IEP**

- Provided in the general education class **at the same time** as the rest of the class

- In-class resource teachers **may provide support and replacement** instruction **at the same time**

- **General education teacher** has **primary instructional responsibility**, unless otherwise specified in the IEP

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[N.J.A.C. 6A:14-4.6(d),(e),(i)]

In-class Resource Programs
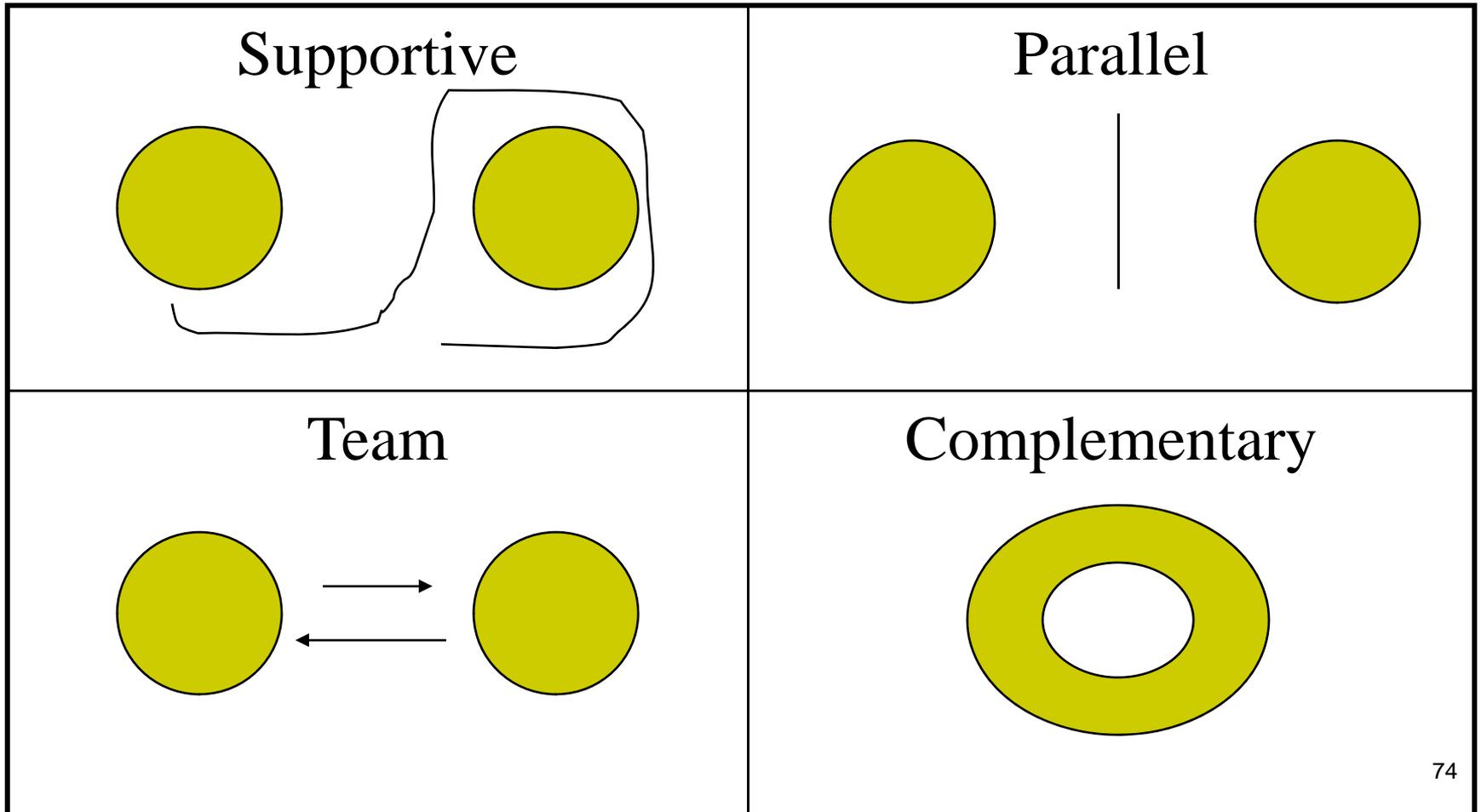
In-class Resource Programs

- The resource program teacher shall be provided **time on a regular basis for consultation** with appropriate general education teaching staff [N.J.A.C. 6A:14-4.6(g)]
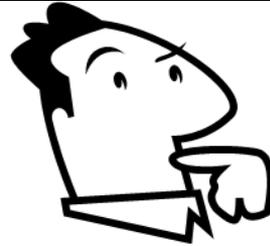
Support

Supplementary Instruction

Supplementary Instruction

- Provided by a **teacher** who is appropriately certified either for the subject or level in which instruction is given

- Provided **in addition to** the primary instruction for the subject being taught

- **Specified in** the student's **IEP**

- May be provided **individually** or in **groups**

- May be provided in the general education class **or** in a pull-out classroom   [N.J.A.C. 6A:14-4.6(a), (b), (c)]

Supplementary Instruction

- ☐ A teacher of supplementary instruction shall be provided **time on a regular basis for consultation** with appropriate general education teaching staff   [N.J.A.C. 6A:14-4.6(g)]
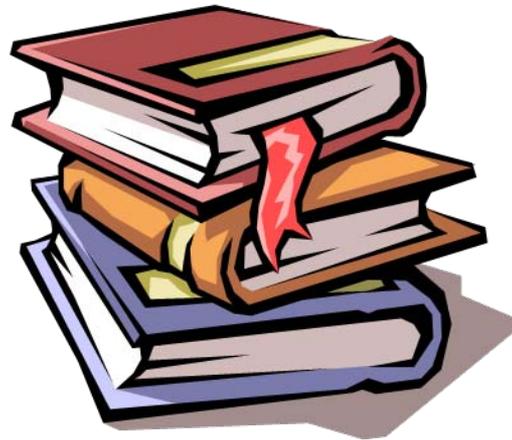
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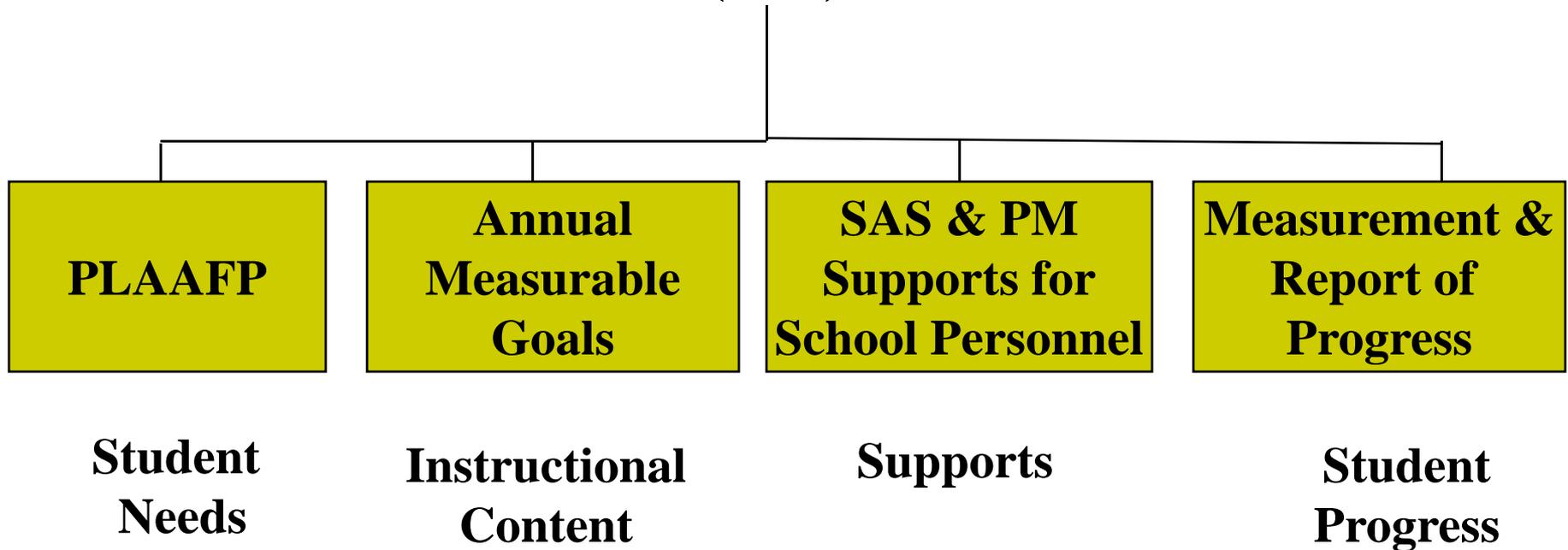
IEP Decision Making Process

- Selection of supports is made on an **individual student** basis through **the IEP process**
  - To address the student's needs
  - To implement the student's annual goals
- Identification of needed supports is determined on a **subject by subject basis**

IEP Decision Making Process

For <u>each subject</u> area consider:

- ☐ Student strengths and areas of difficulty (academic and/or behavioral)

- ☐ Curricular/instructional/environmental demands

  - ■ Format of instruction

  - ■ Task/activity demands

  - ■ Evaluation of student progress

  - ■ Materials and equipment

  - ■ Other physical elements

IEP Decision Making Process

Then…

- ☐ Identify the **need** for individual supports (academic and/or behavioral)

- ☐ Identify the **type and intensity** of needed supports (supplementary aids and services)

- ☐ Consider **how** to provide these supports **within the existing structure and routine** of the general education classroom

IEP Decision Making Process

- ☐ Consider providing **consultation services** to the classroom teacher before considering other direct adult in-class supports

- ☐ Consider **least intrusive** supports

- ☐ **Monitor effectiveness** of supports

- ☐ Plan to **fade intensity** of supports over time, whenever possible

Web Access to the LRC Library System

You are able to search the LRC collections from your office or home computer.

- ☐ Go to the LRC website at www.nj.gov/education/lrc/

- ☐ Select General Information

- ☐ Click on the "Search/Browse the Library" key at the LRC of your choice

- ☐ You will be directed to the simple search screen -- no need to "log in" for searching

- ☐ Enter a title, author, keyword, or subject and click on the appropriate box

LRC Workshop Information on the Web

Visit the LRC Project website to learn about our upcoming workshops.

www.nj.gov/education/lrc/