

*From  
Vision  
to  
Practice*

*Ideas for  
Implementing  
Inclusive Education*

*Authored by  
Laurie Hennen, Maria Hirschy, Kitty Opatz,  
Eve Perlman, and Karen Read  
Roseville Area School District  
Roseville, Minnesota*

*Edited by  
Robi Kronberg*

*Institute on Community Integration  
University of Minnesota*

## Acknowledgments

We extend our appreciation to the following people who contributed ideas and support to this endeavor: Cheri Lunders, Sue Wolff, Glennie Braun, and Clarissa Hirsch.

The development of this resource manual was supported in part by Grant #HO86R40012, *Creating Capacities Within Inclusive Schools*, awarded to the Institute on Community Integration at the University of Minnesota by the U.S. Department of Education, Office of Special Education and Rehabilitative services. This manual does not necessarily reflect the position of the U.S. Department of Education and no official endorsement should be inferred.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

## Table of Contents

Guidelines.....	i
How This Resource Book Came About.....	1
What Is Inclusive Education?.....	2
How Are the Needs of All Students Met in Inclusive Settings?.....	3
<i>Friends Club</i> .....	5
<i>Kids Helping Kids</i> .....	9
Within Inclusive Settings, What Are the Roles of Special Educators, General Educators, and Teaching Assistants?.....	15
<i>Co-teaching in Second Grade</i> .....	17
<i>Sharing the Expertise of the Speech/Language Clinician</i> .....	25
How Can Collaborative Teams Find Time to Plan?.....	28
<i>Collaboration Days</i> .....	29
<i>Connections: A School-Wide Program</i> .....	41
How Do Special Educators Schedule Time to Provide Inclusive Services?.....	43
<i>The Team Format at the Middle School</i> .....	45
<i>Cross-Categorical Service Delivery</i> .....	48
What Accommodations Can Be Used to Meet Individual Student Needs?.....	50
<i>Classroom Activity Analysis</i> .....	52
<i>IEP/Classroom Schedule Matrix</i> .....	58
How Are Students with Challenging Behaviors Supported in Inclusive Settings?.....	61
<i>Maximizing the Expertise of a Special Educator</i> .....	63
<i>A School-Wide Approach to Positive Behavior</i> .....	65
What Can Be Done at the Building Level to Create a Climate Facilitative of Inclusion?.....	67

## Guidelines:

### *Inclusive Teaching Practices in the Roseville Area Schools*

#### **Beliefs:**

The district seeks to educate all students through one system in which teaching staff work together as partners to ...

- *create conditions* which promote successful learning for children and youth as described in the district's values, mission and vision; and
- *balance learning needs* so that educational environments are safe and conducive to successful learning for all adults and students.

Furthermore, the district supports the idea of inclusion as a philosophy about how all children should be educated.

Inclusion describes a learning climate which recognizes and welcomes the diverse learning of children and youth and supports those learning needs in a variety of ways.

Inclusive teaching practices incorporate the individual instructional needs of the child/youth into the general learning environment. Mainstreaming, on the other hand, places children/youth in the general learning environment only when they are "ready" to learn as other do.

#### **Practices:**

In order to create inclusive learning climates and implement inclusive teaching practices, collaborative, interdisciplinary teaching teams will:

- design curriculum which is relevant to students' current and future environments; and
- deliver instruction in a variety of ways, including individual, small, or large group learning in and out of the general education classroom.

#### **Special Education:**

For those students who receive special education services, these services will be individually designed and delivered in the "least restrictive" learning environment appropriate for each student.

A team of parents, the student, and general and special educators will jointly develop the individualized educational plan. The responsibility for implementing and evaluating the educational plan will be collaboratively shared by each student's instructional team, including both general and special educators.

#### **Implementation:**

To support the successful implementation of these Guidelines, the district commits to hiring personnel who demonstrate belief in the district's values, mission, vision, and system outcomes for all children. In addition, the district promotes professional development efforts which increase adult capacity to effectively instruct diverse groups of children and youth.

## *How This Resource Book Came About*

Situated near Minneapolis and St. Paul, Roseville Area School District is a first ring suburban district serving approximately 6,700 students kindergarten through twelfth grade. The district is comprised of seven elementary schools, one middle school, and one high school. Similar to other suburban school districts, Roseville is experiencing an increase in the heterogeneity of its student population. Guided by a district level mission, vision, and value statement, Roseville Area School District continually seeks to provide effective and inclusive educational services for learners having a variety of diverse needs and abilities.

In order to further articulate Roseville Area School District's position on inclusive education, a working draft titled *Guidelines: Inclusive Teaching Practices in Roseville Area Schools* was developed in the fall of 1994. The working draft was shared with principals and staff. Based on the collective feedback, revisions were made and the *Guidelines* were redistributed. While the re-drafted *Guidelines* provided clarity about the district's philosophical position on inclusive education, much of the feedback suggested that information on *how* to operationalize the vision set forth in the *Guidelines* statement was needed.

This resource book is intended to provide information as to how to operationalize the mission, vision, and values that are set forth in the *Guidelines* statement. In moving from vision to implementation, the content of this guide describes the variety of ways in which schools in Roseville Area School District are currently implementing inclusive education. A working group of five educators from five schools are co-authors of this resource book. Their guiding purpose was to provide helpful information to a variety of interested readers. Topical areas were selected based on the authors' desire to provide helpful strategies to address common challenges of implementing inclusive education.

This resource book highlights that while aspects of the district's vision are relatively consistent across schools, unique school characteristics have shaped *how* the vision is being operationalized. The ideas and examples are not meant to be exhaustive. Many other educators in Roseville Area schools are designing and implementing successful inclusive practices that are not described in this book.

We hope that the contents provide the reader with new ideas and a more complete understanding of how the mission, vision, and values set forth by this district can be operationalized to include all students.

## *What is Inclusive Education?*

As articulated in the *Guidelines* statement, inclusion is a "philosophy about how all children should be educated." Inclusion is further described as a "learning climate which recognizes and welcomes the diverse learning needs of all children, and supports those learning needs in a variety of ways." Inclusive education parallels other innovations in Roseville Area School District that seek to align beliefs and practices with the stated mission of creating a "community of learners whose knowledge, competence, compassion and initiative will build quality lives."

The operationalization of inclusive education IS:

- working collaboratively within one system of education,
- engaging in ongoing problem solving,
- providing support to staff as they implement redesigned roles,
- sharing responsibility and ownership for the learning of all students, and
- capitalizing on the richness of staff expertise and experiences.

The operationalization of inclusive education IS NOT:

- mandating that inclusion be implemented the same way for every student,
- dumping students in classrooms without providing support,
- doing things in one set way,
- making assumptions that everyone is at the same stage in an evolving process of change, or
- expecting the same outcomes for all students.

When inclusive education is implemented successfully, the benefits to both students and adults can be enormous. Some of the many benefits to students include greater understanding and appreciation of differences, the opportunity for appropriate role modeling, the acquisition of skills relevant for the future, increased ability to transfer skills and knowledge, and an increased sense of value and belonging. Some of the many benefits to adults include a greater appreciation of other professional roles, increased communication between professionals, opportunities to teach and learn from each other, shared accountability for student outcomes, and opportunities to enhance instructional effectiveness with a variety of diverse learners.

The benefits and the challenges of supporting the diverse learning needs of all children are great. By working together, all students in Roseville Area School District can feel a sense of belonging to an inclusive school community and can successfully learn and grow in an increasingly diverse and complex world.

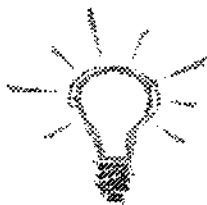
•1•

## *How Are The Needs Of All Students Met In Inclusive Settings?*

In providing inclusive educational practices, it is important to address how the needs of all students, both with and without disabilities, will be met. Instructional practices designed to support the goal of meeting the needs of all students include:

- Utilizing the general/ special education team to make instructional decisions that support the learning needs of all learners.
- Providing an integrated curriculum.
- Organizing lessons and activities around monthly whole school themes (e.g. respect, compassion, diversity) in order to provide a broad-based context for inclusive education.
- Designing centers or stations to create flexible opportunities to meet an array of individualized learning goals.
- Utilizing a variety of staff to teach/reinforce/ monitor the same skills in different contexts throughout the school day in order to assist students with generalizing skills across people and settings.
- Establishing high expectations for effort and work completion based upon each student's ability.
- Encouraging students to choose different assignments according to interests, needs, and strengths.
- Offering a continuum of services, including student access to different instructional environments such as one-to-one, small-group (pull-out and in-class), and whole class instruction.
- + Incorporating modified and adapted expectations when students use the same curricular materials.
- Utilizing replacement curriculum and/ or modified and adapted materials.
- + Focusing on an orientation to process rather than product.

- Using a variety of flexible student groupings such as homogeneous groups, heterogeneous groups, cooperative group structures, and individualized contracts.
- Teaching students how to develop and sustain peer-to-peer supports.
- Incorporating a wide variety of instructional methods including lectures, hands-on learning, multi-modal presentations, lessons which focus on multiple intelligences, and skill-specific instruction.
- Evaluating student performance using a variety of process and product methods and measures.
- Utilizing team review meetings to discuss such issues as student needs, student strengths or appropriateness of the curriculum.
- Incorporating technology-assisted modifications such as CD-ROM, laser disk, and film/ video to assist students in gathering information; computer read text and audio books to assist students in obtaining information from printed material; and writing and spell-check software programs to assist students with grammar and spelling.
- Utilizing portfolio and student-led conferences as an alternative to traditional forms of assessment. All students participate and although products look different for each child, the process is the same for all students (if needed, support for the student-led conference can be provided).
- Developing theme-oriented instruction to create opportunities for students to use diverse levels of reading materials and complete individualized assignments.



#### An Example...

How a first grade class started a Friend's Club for any interested child.

Kids Helping Kids: A program designed to facilitate cross-age peer support



## FRIENDS CLUB

### An Opportunity for a First Grade Class to Learn about Friendship

---

William and Susan Stainback emphasize that, "We must focus on promoting more caring schools and classrooms where students learn to care about, assist, support, respect, and take responsibility for the welfare of their peers." Skills such as listening, sharing, interacting, and communicating are essential for all children to know. Oftentimes, these skills can be best taught by peers in natural settings.

One successful method used in a first grade classroom to teach the art of making friends to all students was the development of a "Friends Club".

#### *Getting the Friends Club Started*

In order to introduce the Friends Club as a club for all of the first graders, all students were involved in a large group activity lasting approximately thirty minutes. This activity was facilitated by two teachers who briefly explained that friendships are often made up of friends who each have things they can do well and each have things they need help doing.

The two adult facilitators modeled this concept by describing to the students that one of the adults had neat handwriting so she would take notes on the flip chart while the other adult, who knew the children better, would ask the questions and call on students for responses. The students were then asked to think about one thing they did well at school and one thing they needed help with at school. Each student responded and all answers were recorded on the flip chart. For example, one student said she was good at spelling while another student responded that he needed help keeping his desk clean.

The facilitators then explained that the Friends Club was going to be a club that would provide a chance for small groups of students to share their talents and learn from their peers. The facilitator stated that one student had already expressed an interest in joining the club. (This was a student with disabilities who had several learning objectives for social skills and communication.) The facilitators stressed that it was okay if any student did not want to participate in the Friends Club. The first graders were then asked if anyone wanted to volunteer to be in the club. All of the students eagerly raised their hands to volunteer.

#### *Friends Club 1: The Frog and Toad Club*

Since some of the students had listed that they needed help with and

wanted to learn sign language (and since one of the students identified as needing social and communication skills knew some sign language) this topic became the focus for the first group of students in the newly formed Friends Club. The group of six to eight students met twice a week for thirty minutes during Activity Center Time. (The number of students varied during the meeting times. Students who missed a session were assigned a peer friend who shared what the group had learned.) Following the established class routine, cards were placed in the pocket chart to show that Friends Club was the center activity for these students. Friends Club was facilitated by the special educator and met in the first grade classroom.

At the time the first Friends Club was formed, the class was studying frogs and toads so the group became known as the *Frog and Toad Club*. The first activity was to brainstorm what good teachers and good students look like and sound like. The resulting T-Chart provided a helpful reference as to how the students and the teacher should act in future activities. Throughout the activities, the student with disabilities who knew sign was often the teacher and performed this new role by first teaching the students to sign the alphabet and later introducing the new vocabulary for some of the words. (The special educator supported the student by pre-teaching the new sign vocabulary.)

During the eight club meetings, the students did the following activities:



Learned how to say frog and toad in sign language. This became their "code" and helped the student feel a part of the club.



Helped each other choose a name sign using the first initial of each child's name and something that each child enjoyed doing. For example, one student's signed name was the initial N and the sign for dancing.



Read a book about frogs by signing all of the words in the story and then at a later time, took turns signing the book to the entire class.






Played games using the new signing vocabulary that they had learned.

#### *Friends Club 2: The Art Club*

Art was the focus of the second Friend's Club. This group consisted of seven to eight children, two of whom had disabilities. Because all of the new club members also wanted to learn sign language and choose a name sign this became part of the activities. This club also attracted students from other centers who wanted to watch the activities. Students who had not yet been in a Friends Club wanted reassurance that there would time for their club.




During the seven club meetings, this group of students participated in the following activities:

-  Helped each other choose a name sign.
-  Learned the signs for different art media.
-  Used signs to tell each other what to draw (colors, shapes, and objects).

### *Friends Club 3: The Friends Club*

This club included all of the students who had not yet been in a Friends Club group and included the same two students with disabilities who had been in the other group. Each student knew that they would be able to choose a name sign and learn sign language. They also wanted to do some of the art projects and play some games. Because this group did not have a single theme and because one of the students in the group needed to learn how to appropriately use language for social purposes (e.g. saying "please" and "thank-you", asking questions) social skills became the focus. All of the activities were designed to help the children learn how to sign and use appropriate social vocabulary.

During the five club meetings, the students did the following activities:

-  Helped club members choose a name sign.
-  Learned signs for social greetings and social interactions.
-  Used signs in social interactions with each other.

### *Outcomes from the Friends Club*

As a result of the first graders being involved in the Friends Club, staff observed that in the small structured setting of the club, even with relatively challenging material, all the students improved with taking turns and sharing. Carry-over of friendship skills taught in club activities also occurred throughout a variety of times during the school day. A teaching assistant noted that one student with disabilities who had been asked by an adult "How are you?" almost every morning responded appropriately for the first time after having been in the Friends Club. Her response, which previously had been limited to "fine", became one in which she asked the teaching assistant in both sign and speech, "Fine, how are you?"

Within several weeks of the first Friends Club meeting, several club members were teaching one of their fellow club members how to jump rope at recess. Their excitement was contagious! The club members also took ownership for some very inappropriate teasing that was occurring on the playground and a potential problem was stopped thanks to a few new friendships that had been formed.

At the end of the year, all of the students were awarded a Friends Club award which was printed in the American Sign Language font. These first graders had risen to the challenge not only of learning new information, but also by being friends to each other.

*For more information on the use of Friends Club to promote the development of friendships and social relationships, contact Maria Hirschy at Emmet D. Williams Elementary School: (622) 484-8624.*

## KIDS HELPING KIDS

### A Program Designed to Facilitate Cross-Age Peer Support

---

*Kids Helping Kids* is a program designed to teach students how to provide support to other students. Support is often provided in cross-age situations and involves students with and without disabilities. Students in the program are known as "Kid Helpers" and receive training in such interpersonal skills as: supportive and caring listening, reflective questioning techniques, supportive feedback, and focusing on another person's thoughts, ideas, and feelings. The goals of the program include teaching students ways to help others, building self-esteem, and instilling a spirit of volunteerism.

#### *Kid Helpers Offer a Variety of Assistance*

Trained Kid Helpers offer a variety of types of support to students and teachers. Kid Helpers have provided assistance with hands-on science lessons in the third grade, assisted with multi-step art projects in third grade, offered ongoing support to several first grade students who were mastering math concepts, co-facilitated first and second grade social skills groups, organized the school's lost and found, helped collect the food from various classrooms for the Food Share Drive, read stories to first graders, provided instruction in computer skills to kindergartners, and were practice partners for students practicing for their upcoming student-led conferences.

#### *Organizational Aspects of Kids Helping Kids*

The program has the support of both administration and staff. In developing the program, the biggest obstacle was time. Staff were concerned with how the program would fit into an already full curriculum and when the Kid Helpers would have time to go into other classrooms to provide support. Initially, the time obstacle was overcome by incorporating *Kids Helping Kids* into a sixth grade language arts class.

This language arts class is taught by a special educator and involves a core group of students with special education needs in the area of language and a rotating group of students without identified needs who have chosen to receive their language arts instruction in this class (this group rotates every quarter). The language arts class meets four days a week for two hours each day and one day a week for one hour. Depending in the quarter, group size ranges from eight to sixteen students. Training for *Kids Helping Kids* occurs for thirty minutes twice a week. The number of Kids Helping Kids training sessions varies depending on the configuration of each group and the number of group members.

In addition to providing training to students with identified language needs who remained in the language arts class all year, a new group of students without identified needs received the training each quarter. Following the training, Kid Helpers were assigned to field projects that had been requested by the general education teachers. As general educators requested assistance from Kid Helpers, a match was made between the project and the Kid Helper and assignments were posted on a master schedule. The Kid Helpers checked the schedule often to see if they had an assignment. Each Kid Helper was also informed about their field project via an assignment reminder that was sent out one week prior to the date of the assignment. A sample of the assignment reminder is on page 12. After each project, staff and students discussed what went well, what could have been done better, and how the students felt about their experience.

Plans are underway to expand the program and provide more intensive training for the Kid Helpers. Future plans include starting with students in the fourth grade and working with students throughout their time in elementary school.

#### *Content of the Kids Helping Kids Training*

The goal of the project is to train students to be helpers and problem-solvers. The training focuses on each student learning the skills necessary to help another person focus on her or his thoughts and ideas, a problem situation, and/ or her or his feelings. Specific objectives include:

- 1) Students will learn about the qualities of a helping person — caring, acceptance, understanding, and trustworthiness.
- 2) Students will learn the skills needed to be a careful listener — look at the person talking, pay attention to the person's words, be aware of the person's feelings, and say something that shows you are listening.
- 3) Students will learn the skills needed to ask open ended questions, to gain more information and help the other person focus on her or his thoughts and ideas.
- 4) Students will learn the skills needed to make comments about how the other person appears to be feeling.
- 5) Students will learn the skills needed to ask clarifying questions about the information that has been shared.

To assist students in accomplishing the above objectives, the training focuses on five topical areas, with a variety of activities designed for each topic. Three activities from Topic 1 are included on pages 13-14.

*Positive Outcomes From the Kids Helping Kids Program*

Not only have the younger students benefited from the positive role models that the Kid Helpers provide, but both students and adults have benefited from the extra assistance provided by the Helpers. The Kid Helpers have gained self-esteem and confidence. They have learned valuable skills working with others and have experienced the rewards of volunteering. An unexpected outcome was the awareness, on the part of the Kid Helpers, of the needs of the school community and the Helpers' corresponding desire to make a positive difference. Feedback from teachers, involved with the program, has been positive and encouraging.

*For more information on the use of the Kids Helping Kids program, contact Glenie Braun at Emmet D. Williams Elementary School: (612) 482-8624.*



KIDS HELPING KIDS

NAME:

TIME:

DATE:

PLACE:

JOB:



KIDS HELPING KIDS

NAME:

TIME:

DATE:

PLfACE:

JOB:



KIDS HELPING KIDS

NAME:

TIME:

DATE:

PLACE:

JOB:



KIDS HELPING KIDS

NAME:

TIME:

DATE:

PLACE:

JOB:



## **Activity: Interview**

I have 4 interview questions, (read the questions)

If you could have a round-trip ride in a time machine and travel any distance into the past or future, where would you want to go?

If you were alone and had only a few minutes to hide from crooks who were about to break into your house, where would you hide? What is the best hiding place in your house?

Do you sometimes find yourself sitting in front of some awful-tasting food you have been told you have to eat? If so what is your best trick for getting rid of it without getting caught?

If you could be invisible for a day what would you do?

Directions: With a partner, you will interview each other. You will ask each other one of the questions. (You can pick your own question if you want to.) Listen carefully to what is said and then you will be asked to introduce each other and share the answer to the question. Model this procedure. Ask for a volunteer if there isn't another adult available to help model the introduction. Pick the question, listen to the answer, then say to the class, "I would like you to meet\_\_\_\_\_." Summarize the answer to the question." (The idea of the program is to focus on the other person, so there should be no general sharing of similar experiences. After everyone has had a chance to share, you may want to open it up for comments.)

## **Activity: Go Around**

(If possible, this activity works best with the group sitting in a circle.) Have a volunteer record the responses. (I like to have a large chart or blackboard so all can see and a copy to save.)

The task is to share qualities of a friend. What is a friend? What makes a good friend? What do you look for in a friend? Encourage the students to tell how a quality would look; nice = wait for me if I'm having trouble keeping up with everyone, kind = asks about how I'm feeling, etc.

## **Activity: Story**

(Show that you don't have to be an adult to be helpful.)

Read the following story:

There was a very small boy that the kids teased and called him Stubby Toes and Carrot Head. He was called Stubby Toes because he would

trip over every little thing, a leaf on the path or a pin on the floor. He was called Carrot Head because he had red hair.

One day, on the playground, some big boys started yelling at him, "Tommy is a carrot head -- Tommy is a carrot head." Then the boys ran off to one side of the playground. Tommy ran or tried to but Stubbed his toe and fell down. Then the boys started yelling "Stubby toes, carrot head can't even run and hide." Tommy was afraid and mad. He wasn't sure what to do. After all, it wasn't his idea to have red hair and big feet. His father had red hair and big feet but no one teased him. Tommy secretly wished he were big and strong so he could "beat up" those boys. He'd teach them not to call him names.

But today Tommy felt small and weak. Sadness and worry showed on his face. He tried to hide from the boys behind the water fountain. What was he to do? He had already complained to the teacher, and she told the boys to leave him alone. But that didn't seem to matter. "Look out for rabbits, Carrot Head", shouted one of the boys, as the others laughed. The water fountain wasn't big enough to hide him.

Nearby, Ann and her sixth grade friends were talking about their plans for Saturday afternoon. They could hear the boys teasing Tommy. One girls told the boys to go play somewhere else, because they were bothering her. Ann, however, could see that Tommy was very sad. He looked lonely and hurt.

Ann walked over to Tommy and said, "Hi, you sure look sad right now." Tommy looked at her and hung his head. "Nobody likes me," he finally said.

Ann asked him about school, about what he liked to do, and about his plans for Saturday. As she talked with him, Tommy became a little more relaxed. He forgot about the other boys for awhile. He liked talking with Ann.

Then the bell rang and both Tommy and Ann said good-bye. They both started back to their classrooms. As Tommy walked through the doorway, he turned around one more time and gave Ann a little wave and a smile.

### **Discussion:**

How was Ann able to help Tommy feel better? How was Ann feeling as she went back to class? How was Tommy feeling before Ann started to talk with him? How was Tommy feeling as he went back to class? How old do you have to be to be helpful to someone else?

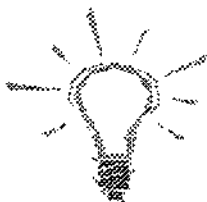
•2•

***Within inclusive Settings, What Are The Roles Of Special Educators, General Educators, And Teaching Assistants?***

In context of inclusive settings, it is important to clarify the roles and responsibilities of the staff who are involved in providing inclusive educational services. Based on areas of expertise present among interdisciplinary team members, roles can be creatively designed to maximize the potential to reach and teach all students. Some examples of how school teams have clarified roles for individual members include:

- All team members meeting to jointly plan and assess instruction.
- + General and special educators modeling instruction and learning from each other
- + Each team member teaching small groups with the same curriculum but using different methods and materials depending on the needs of the students in each group.
- Each team member teaching small groups using different curricular foci when warranted by individualized student needs.
- Special educator providing one-to-one or small group instruction (either time-limited or on-going) for specific students.
- + General educator teaching the lesson while the special educator supports specific students and provides specialized, short term pull-out instruction on an as-needed basis.
- Special educator modifying and adapting materials and grades for students on IEPs and for other students who need modifications.
- + Both the special and general educators creating learning centers incorporating a variety of individualized skill levels — the learning centers are then taught by either educator.
- + When appropriate, the special educator designing the behavior management plans or parent communication plans which are then implemented by all team members.

- ◆ All team members collecting data (e.g. curriculum-based measurements) for all students at a grade level.
- ◆ Both special educator and general educator conducting whole group or small group instruction which focuses on such topical areas as social skills, study skills, and communication skills.
- ◆ Special educator or teaching assistant providing in-class support to assist targeted students in learning how to attend to the teacher, behave according to classroom expectations, and follow class routines.
- ◆ The social worker, psychologist, or nurse providing in-class support related to such needs as health, social skills, wellness activities, and peer relationships.
- ◆ General and special educators working together to provide instruction related to conflict resolution skills. At some grades, small groups are used to maximize learning for targeted students. At other grades the special educator teaches skills to the entire class.
- ◆ During a two-hour block each day, the special educator and a teaching assistant teaching a whole language group which includes sixteen students (eight students with identified special education needs in the areas of reading and language and eight students without disabilities) from one grade level. Instruction is theme-focused, emphasizes process writing, and is geared to students with widely differing learning styles and reading levels.
- ◆ Team teaching by the special educator with selected teachers four times per week and utilizing the fifth day to flexibly meet the needs of other students and teachers.



*Two Examples...*

**\* Co-teaching in a second grade classroom**

- **Sharing the expertise of a speech/language clinician to teach communication skills to seventh graders**

## ONE WEEK IN A SECOND GRADE CLASSROOM

### Sharing Roles in a Co-Teaching Partnership

---

Franklin Delano Roosevelt said, "People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about." This quote exemplifies what co-teaching is all about — working together to meet the needs of all students in a classroom. One option for accomplishing this goal is for teachers to *team teach*. In team teaching teachers share responsibility for the content of the lesson.

Another option is for teachers to plan *complementary instruction*. In implementing complementary instruction one teacher, typically the general educator, does the primary teaching while the other teacher provides instruction in specific strategies and skills to all students. The third option for teachers working together to meet the needs of all students is to implement *supportive learning activities*. In this option, one teacher does the primary teaching while the second teacher provides supportive learning activities which reinforce and enrich the content that is being taught.

#### *One Option for Co-Teaching: Team Teaching in Literature Group*

The second grade classroom which serves as the illustration of adult co-teaching roles had twenty-five students. Of this total, several students were on IEPs and five other students had specific needs such as difficulties with maintaining attention and staying on task, difficulties with work completion, or emotional and learning challenges which had not yet been formally assessed.

In this classroom, thirty minute Literature Groups were held on Mondays, Wednesdays, and Fridays. For this activity, the class was divided into three to four groups of approximately six to eight students each. Each group met in a different room. The second grade teacher and the special educator each had instructional responsibility for one group. The third group was taught by the teaching assistant. When possible, the librarian was included as the fourth teacher. During the thirty minute block each Literature Group read books with a common theme. The use of a weekly common theme created periodic opportunities for all of the groups to engage in shared lessons and large group projects.

Planning for this team-taught activity was done by the two educators during blocks of time set aside for this purpose and was scheduled before each new book was introduced. In the delineation of responsibilities, the general educator agreed to make the schedule and form the groups while the special educator agreed to prioritize her time so that she was consistently available for the Literature Group.

Each teacher was responsible for developing her own lesson plans. The teaching assistant worked with the second grade teacher in order to best implement the planned instruction for the third group.

Utilizing the expertise of three to four adults created a positive team-teaching experience in which all students received high levels of individualized instruction during Literature Group. Including the teaching assistant and the librarian was certainly an advantage in reducing the size of each group. An example of an organizing tool for co-taught classes is provided on pages 20-21.

*A Second Option for Co-Teaching:  
Supportive Learning Activities During Writer's Workshop*

On Tuesday and Thursday, the same thirty-minute block of time was set aside for Writer's Workshop. For this instructional activity, the second grade teacher and the special educator decided that Writer's Workshop would best meet the needs of the class if the general educator took primary responsibility for the content while the special educator provided supportive learning activities for those students needing extra instructional attention.

Planning was often done quickly before, during, or after class. Because students engaged activities in addition to writing during this time, flexibility became very important for the special educator. Flexible support of the projects planned by the general educator was best accomplished by the special educator bringing a library cart to the second grade classroom. The cart contained a variety of supplemental materials such as desk supplies, teaching aids, and games. During each thirty minute Writer's Workshop, the special educator checked the progress of all students on IEPs and also worked with any individual student or small group that needed assistance with editing or any other task. Pages 22-23 provide specific examples of how to design and implement supportive learning activities. Page 24 lists a variety of ways in which a special educator can "be supportive."

*A Third Option for Co-Teaching: Complementary Instruction in Math*

Three afternoons a week, the two co-teachers used all three co-teaching methods to meet the math needs in the second grade classroom. Using complementary instruction, the two educators shared responsibility for related but sometimes separate sets of educational goals.

When the students worked on a money unit, the general educator provided the initial instruction and both teachers taught the follow-up activities. For example, the special educator incorporated a game with real money to teach the prerequisite skills for making change. All of the second graders received both sets of instruction in varying group sizes depending upon the instructional needs. The students with IEPs

cycled through the game group several times in order to meet their objectives.

The planning to make the co-taught math class work successfully was important. However, both flexibility and communication between the educators were essential. There simply was never "enough" time to plan everything adequately. Both educators were prepared but were also willing to change their preparations when necessary. The teachers also learned to grab the minutes and plan on the run as they became more experienced at co-teaching.

After two years of co-teaching and the anticipation of a third year, both educators realize that co-teaching is not easy — it takes communication, planning, and flexibility. They also realize that over time they have learned to trust and respect each others talents. Both agree that the students made more progress when educated by a co-teaching team and that they, as adults, have more fun.

*For more information on co-teaching partnerships between general and special educators, contact Maria Hirschy or Sue Bates at Emmet D. Williams Elementary School: (612) 482-8624.*

*This is a sample sheet from the special educator's loose-leaf plan book. The note section is a particularly helpful way to communicate plans and expectations to a substitute.*

**CLASS:** Reading - 2nd grade

**TEACHERS:** Sue Bates and Maria Hirschy

**STUDENTS:**

- (Names of the identified students)
- 
- 
- 
- 

**TIME AND LOCATION:** 11:00 -11:30 Monday through Friday  
Room 132 or Room 137 if Literature Group

**NOTES:**

Take the cart to this class. Materials are in the clear pink pan. Plans will indicate who is doing the instruction and what the class is doing. I typically work with a wide variety of students. In general, there is Writer's Workshop on Tuesday and Thursday and Literature Groups on Monday, Wednesday, and Friday. I teach a literature group in room 137. Plans and materials are in the dark blue crate on the low bookshelf.



**CLASS:**

**TEACHERS:**

**STUDENTS:**

- 
- 
- 
- 
- 
- 

**TIME AND LOCATION:**

**NOTES:**

**CLASS:**  
**ROOM #:**  
**DAY & TIME:**

**TEACHER:**

Objectives	Date	Lesson Plans	Students
<p><i>Individual IEP objectives are listed here for each identified student in this class. This information does not change unless objectives are mastered</i></p>		<p><i>Lesson plans are written here, typically during the consultation with the general educator. Additions are then made with the IEP objectives in mind. It is helpful to handwrite these in pencil!</i></p>	<p><i>Use this area for ongoing evaluation of students' learning or for comments. Typically, I use a simple rubric system to identify progress:</i></p> <ul style="list-style-type: none"> <li><i>1 = did not try</i></li> <li><i>2 = did not understand, re-teach</i></li> <li><i>3 = in progress, student needs practice</i></li> <li><i>4 = 75-80% accuracy or active participation in group lesson</i></li> <li><i>5 = 90% or better or objective achieved</i></li> </ul> <p><i>Depending on the number of identified students, I subdivide this section so each student has a column.</i></p>
<p><b>EXAMPLE:</b></p> <p>Sue will read the first grade list with 90% accuracy, will retell stories in sequence 80%, and will answer 5 questions at 85%.</p>	<p><b>3/18</b></p>	<p>Introduce <i>Make Way for Ducklings</i> and pre-teach vocabulary.</p>	<p>Sue 3 - review vocabulary before next time</p>

**Comments:**

CLASS:  
ROOM #:  
DAY & TIME:

TEACHER:

Objectives	Date	Lesson Plans		Students	

Comments:

# BE SUPPORTIVE

- S stations (centers), structure — add it!
- U utilize manipulatives and/or aids
- P precision teaching, paraphrase, PAUSE  
(Partners gather, Ask yourself; Use your brain, notes, book; See if you are on track; Eagerly ask teacher if unsure)
- P projects, pinwheel, predictions in reading, post-it note directions
- O organized games, options (for outcomes, learning styles, process, setting)
- R role playing, reminders about rules
- T timings, tutoring, teamwork
- 1 illustrations, involve students, individualize instruction
- V visualizing, valuing, validate individual responsibility
- E evaluate, encourage, everyone responds, edit, experiment

## SEVENTH GRADE COMMUNICATION LAB

### Sharing the Expertise of the Speech/Language Clinician

---

Speech and language services need to be practical in order to best align with the middle school curriculum and the seven-period day. Language is at the core of every subject and appropriate communication is crucial if students are to engage in successful social and academic interactions. The Communication Lab is a ten-week program focusing on such communication skills as: body language, listening, speaking respectfully, voice tone, turn taking, and self-monitoring communication. The *Communication Lab* was created by Ellen Pritchard Dodge and is commercially available through LinguSystems.

#### *The Role of the Speech/Language Clinician*

At the Middle School, the speech/language clinician has taken primary responsibility for planning and implementing this program. The Communication Lab is offered to any teacher who is interested. The format consists of the speech/language clinician assuming responsibility for the entire class once a week and presenting the Communication Lab content for the majority of the class period.

Prior to beginning the ten week program, the speech/language clinician sends a letter of explanation to each student's parents. A subsequent weekly letter is also sent home to explain the week's communication focus. This is done to assist students with generalizing the learned skills across a variety of environments. An example of the first letter is on page 27.

#### *How the Lessons are Structured*

Each lesson begins with a springboard activity to capture the students' attention. Following the springboard activity, a warm-up activity is done to introduce the targeted communication skill. Role playing is a major focus of learning how appropriate communication should look, sound, and feel like. All students are encouraged to participate in the role playing, as is the classroom teacher. Specific instances relevant to the students' school and home experiences provide the material for the role playing. Both inappropriate and appropriate ways of communicating are acted out. Following the role-plays, a communication wrap-up is done to provide the students an opportunity to review what they have learned and to discuss how they might apply the skills.

A *Communication Lab* vocabulary consisting of ten key concepts is incorporated and reviewed throughout the ten-week session. The ten concepts consist of observation, body language, mixed messages, listening, talking about talking, turn-taking, self-correction, thinking time, the way, and self-talk.

#### *How the Communication Lab Benefits All Students*

The power of this program is watching students become totally engaged in observing and interacting with their peers in meaningful and relevant situations. Since the speech/language clinician teaches the content, the language used in the program has already been designed to meet the receptive and expressive needs of the students with identified language needs on their IEPs. Through this collaborative endeavor, every seventh grader is exposed to common vocabulary and concepts essential for successful communication and social interactions.

#### *Outcomes of the Communication Lab*

After two years of presenting the Communication Lab in the classrooms that have requested it, teachers have reported that their students generalize appropriate communication strategies. It is also gratifying for the speech/language clinician to hear the students describe how they have implemented communication strategies at home and with their friends. The next plan is for the speech/language clinician to team with the seventh grade counselor and combine the communication content with conflict resolution training. The content will be condensed to five weeks and will be taught in all seventh grade health classes.

*For more information about the Communication Lab or maximizing the expertise of the speech/language clinician, contact Eve Perlman at Roseville Area Middle School: (612) 482-5280.*

Dear Parents:

Communication is at the core of learning and developing self-esteem; therefore, we are pleased to inform you that our class will be participating in a ten-week program to improve students' communication skills. The program is called The Communication Lab and will be taught by me, the school's speech/language clinician, and by your child's classroom teacher. The Lab will meet once a week to cover the following topics:

- What do good communicators do?
- Observation
- Body language
- Listening
- Turn-taking
- The way we communicate
- Praise
- Criticism
- Success and failure

To increase the effectiveness of this program, we would like to coordinate our efforts with yours at home. Each week, you will receive a communication letter that describes that week's communication skill. These weekly letters will provide useful tips on how you can encourage your child's improved communication. They are also good conversation starters for you and your child.

In addition, we are providing you with the vocabulary of The Communication Lab since we find that when the home and school "speak the same language", children are more successful at acquiring these new skills. We encourage you to share your concerns and insights about communication with us, so we can provide a meaningful communication experience for your child.

We look forward to working with you to help your child develop one of life's most important skills — **COMMUNICATION!**

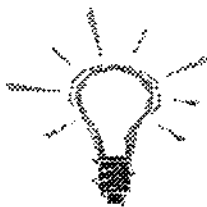
Sincerely,

### •3-

## *How Can Collaborative Teams Find Time To plan?*

Implementing successful inclusive practices requires that team members have regularly scheduled opportunities to plan and communicate. Given the variability in school schedules and staff preferences, it is important that each school develop workable structures that recognize the necessity of time for team members to proactively plan, problem-solve, and provide mutual support to one another. Some ideas of how school teams have created time to plan include:

- Scheduling on a building-wide basis in order to schedule common prep time for all members of a grade level team.
- Setting aside a regularly scheduled time for planning, problem-solving and dialogue that is convenient for all team members.
- Having special educators attend grade level team meetings to discuss instructional and curricular issues.
- Having teaching assistants utilize flex time in order to attend team meetings.
- Assigning teaching assistants to specific grade levels so that they may attend team meetings.
- Using staff development money to fund planning time.



Two *Examples...*

\* Collaboration Pays

\* Connections: A School-wide Program for Staff and Students



## COLLABORATION DAYS

### Team Time to Plan and Problem Solve

---

The concept of *Collaboration Days* originated from the need to consolidate and simplify communication between general and special educators who were implementing inclusive educational programming. There simply was not enough time to discuss student needs, plan and problem-solve. An effective and efficient allocation of time was needed to best meet the challenges posed by inclusive programming.

#### *Initial Planning of Collaboration Days*

Initially, a team of special educators attempted to identify a common day of the week that all special education staff could be together to collaboratively plan and communicate. This involved a variety of personnel, including the occupational therapist, physical therapist, adaptive physical education teacher, nurse, psychologist, social worker, speech/language clinician, and special educators serving students with disabilities in the areas of emotional/behavioral, physical and other health impaired, significant learning disabilities, and cognitive impairments. Since the school was using a two week rotation schedule, Thursdays during Week 2 were chosen as the team collaboration day.

The next step was to present the idea to the staff. This proved to be challenging since it involved asking teachers (who were already two-thirds of the way through the school year) if they would be willing to fit a collaboration session into their schedules. To promote the concept, the planning team of special educators developed the idea of a *prescription* for the challenges present when trying to implement inclusive education into an already busy job. The planning team chose to make and send out a "Collab Tab" invitation and sign-up sheet. The team did not do much promotion prior to putting the invitation and sign-up sheets in all of the teachers' boxes. It was mentioned at a faculty meeting so teachers would know who was initiating the concept. A copy of the invitation and sign up sheet is on pages 33-34.

#### *Scheduling the Collaboration Days*

After the sign-up sheets were returned, the planning team mapped out a schedule using each classroom teacher's three preferred times. The length of time for each teacher's collaborative session was then determined based upon the number of students with disabilities and the intensity of student needs. Collaboration sessions ranged from twenty to thirty-five minutes in duration.

Initially, the four primary special educators pooled some of their prep days to cover the cost of a substitute teacher. The substitute would be used on a rotational basis and would provide coverage where needed, either for the general educator or special educator involved in the collaboration session. Not all special educators were involved in each collaboration session so total substitute coverage was not always needed. Likewise, not all general educators needed a substitute to cover their class since coverage was sometimes provided by a teaching assistant or the collaborative session was scheduled during non-student time. To simplify the rotation schedule, the substitute was provided with a summary of times and locations for his/ her day's assignment. A sample schedule is shown on page 35.

### *Collaboration Days — Year 2*

The use of a substitute teacher became too costly during year two. With the consent of the principal, the planning team attempted to schedule collaboration sessions when members of the special education team could meet without needing substitute coverage and when teaching assistants could provide coverage for general educators. Some students' instructional time (with certain special educators) had to be canceled due to scheduling conflicts with the collaboration sessions. When this happened, teachers were notified and the majority were understanding.

During the second week of school, a pink collaboration notice was sent to all teachers. This notice confirmed their collaboration time and indicated whether a substitute teacher would be provided. A sample notice can be found on page 36. A common meeting place was used and a copy of the collaboration schedule was posted on the door. The use of a common meeting place provided consistency and reduced the amount of wasted time in locating the collaboration session.

For the benefit of the special education staff, a master list was created. This list identified each classroom, the students receiving special education services in each classroom, and the IEP team members for each listed student. This master list provided a helpful reference when taking notes during a collaboration session in which some team members were unable to attend. A sample master list is on page 37.

For some collaboration sessions, it was possible to include teaching assistants who worked one-to-one with students. When collaboration sessions were held beyond a teaching assistant's work day, the assistant was timecarded and paid according to the time spent at the session or flex-time was arranged. (For example, if the teaching assistant came in twenty minutes early to attend the collaboration session, the teaching assistant could use that time in the future to leave twenty minutes early or come in twenty minutes later.) Food was provided and proved to be a welcome treat that teachers enjoyed. Responsibility for bringing food was rotated among the special education staff.

### *What Occurs at the Collaboration Sessions*

Each collaboration session began by designating a special educator to lead the discussion and another person to take meeting minutes. A team meeting form was very useful since it summarized what occurred at the meeting, identified persons responsible for implementing identified tasks, and listed all team members (whether or not they were in attendance). This form also provided an ongoing record of issues and solutions. It often was referred to in following collaboration sessions to identify whether identified concerns had been resolved or were in need of further problem-solving. A sample of the meeting minutes form is on pages 38-39.

It was important to rotate the topics for each session, since an entire session could be spent discussing one student. This rotation encouraged the team members to discuss all of the identified students.

### *Outcomes of the Collaboration Days*

Prior to the last collaboration session (held towards the end of May) a questionnaire was distributed to classroom teachers to gather their feedback about the collaboration project. Teachers were given the option of completing and returning the sheet to the special educators' mailboxes or completing it at the last collaboration session. This option resulted in a 100% return rate. The results indicated that the majority of teachers liked the collaboration sessions and found them useful. Only two teachers rated them low-to-average. A copy of the feedback form is on page 40.

Collaboration sessions did not solve all of our problems. We did not always agree on how issues were defined or how best to resolve issues. There were times when people did not consistently follow-up on their assigned responsibility. Sometimes teachers forgot or chose not to attend their session. In some instances, it became necessary to meet on a weekly basis (rather than the pre-arranged bi-monthly sessions) to discuss students with more comprehensive needs. Additionally, coverage for the general educator sometimes fell through. Initially, the music and physical education specialists were not included and the planning team learned that these specialists needed just as much support as classroom teachers and were subsequently added to the collaboration session minutes when applicable.

Despite the glitches, the collaboration sessions resulted in less additional meeting time (allocated for periodic reviews) since teams were able to hold student reviews during collaboration sessions. It was also easier to problem-solve when the majority of team members were present at the same planning session. Special education staff and general educators felt more connected and developed

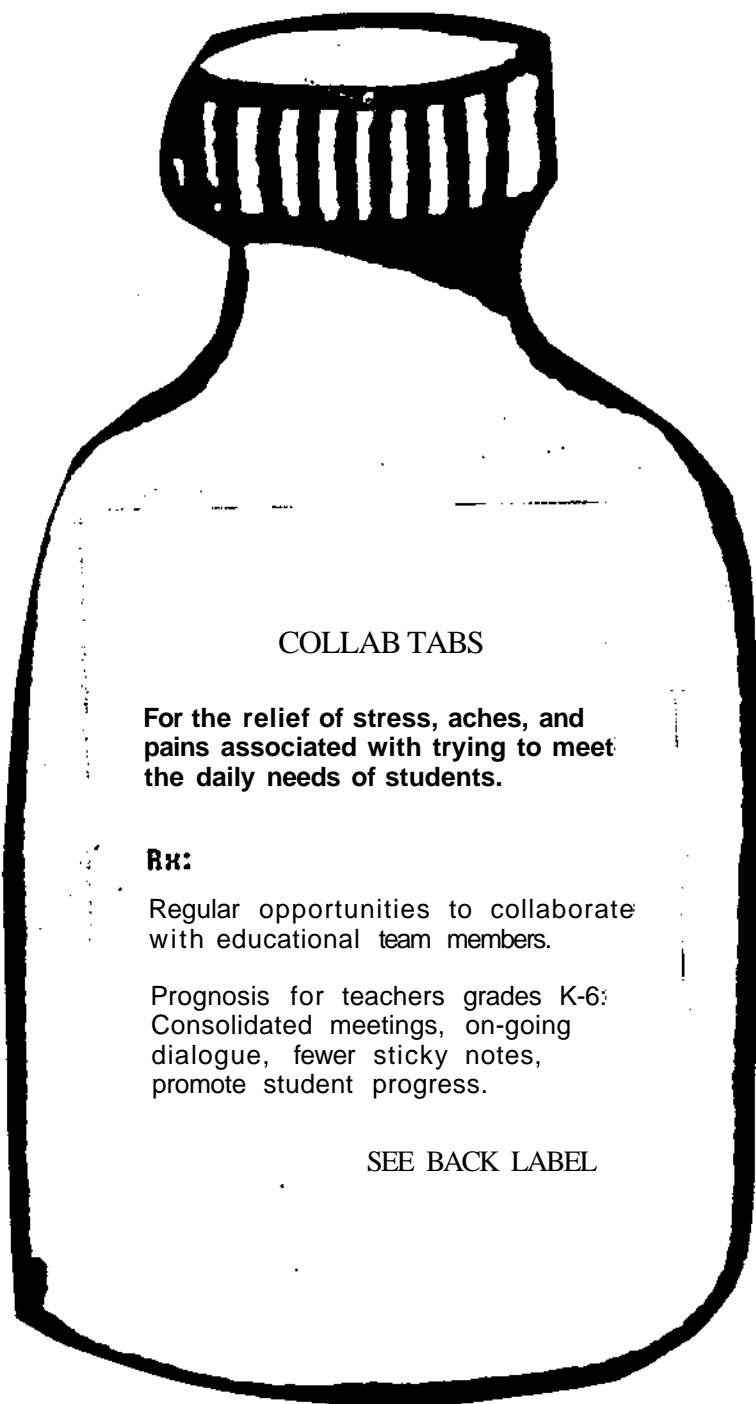
ideas that would not have been possible if team members had not had opportunities to meet together.

Overall, collaboration sessions have worked positively for our elementary school. Perhaps collaboration days won't always be a part of our inclusion process, but for now, it has given us the opportunity to make better use of our time and focus on the most important goal - our students.

*For more information about Collaboration Days, contact Kitty Opatz at Falcon Heights Elementary School: (612) 646-0021.*

## Collab Tab Invitation

*(A small bag of pink candy, resembling tablets, was attached to each invitation.)*



### COLLAB TABS

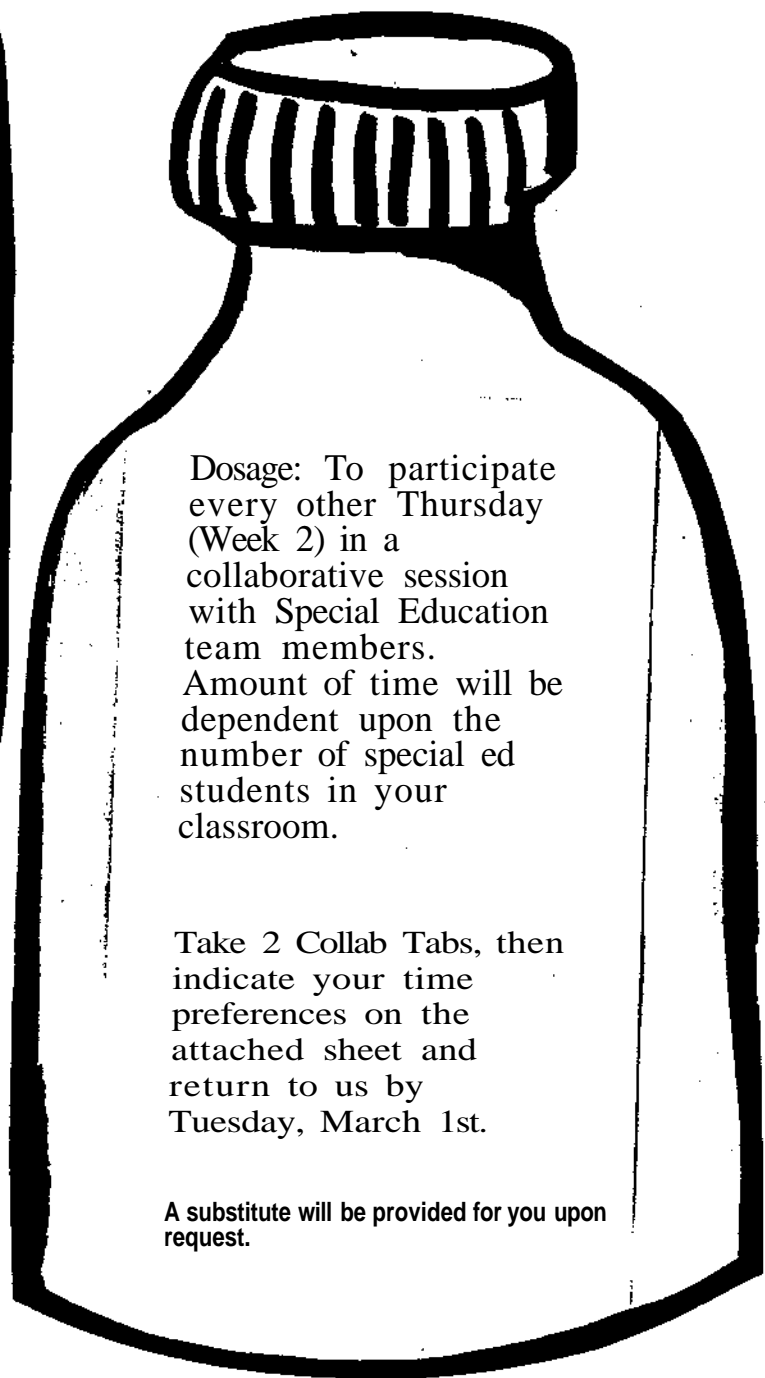
For the relief of stress, aches, and pains associated with trying to meet the daily needs of students.

#### **Rx:**

Regular opportunities to collaborate with educational team members.

Prognosis for teachers grades K-6:  
Consolidated meetings, on-going dialogue, fewer sticky notes, promote student progress.

SEE BACK LABEL



Dosage: To participate every other Thursday (Week 2) in a collaborative session with Special Education team members. Amount of time will be dependent upon the number of special ed students in your classroom.

Take 2 Collab Tabs, then indicate your time preferences on the attached sheet and return to us by Tuesday, March 1st.

A substitute will be provided for you upon request.

TO:

FROM: Special Education Team

Rx: Ongoing, prescheduled opportunity to collaborate with team members about your special education students

This is an attempt to reduce the number of "visits" you have from us and create an opportunity to "put our heads together" to build student success.

Collaboration days for the remainder of the school year will be: 3/3, 3/17, 4/21, 5/5, and 5/19. Given your special education students, we are suggesting a visit that lasts:

---

Teacher:

YES! I am interested in less stress and more invigorating planning for students.

Please indicate your time preference and also if you will need a sub for each choice.

Preferred times: (7:30am - 2:20pm)

- 1.
- 2.
- 3.

Times to avoid:

Please return to Marilyn by 3:00pm on Tuesday, March 1st. Thank you for your involvement in this pilot process!

PS: Treats will be provided

**COLLABORATION DAY**  
*SUBSTITUTE TEACHER'S SCHEDULE FOR 3/3/95*

---

**Before school:** Check in with classroom teachers about instructions for the day.

**Special instructions:** The times listed for classroom coverage are the teachers' collaboration sessions. When possible, try to arrive at the classroom a few minutes ahead of time.

9:00 - 9:25	B. & B. (Room 105)  (Pick them up and follow Mrs. Howard's lesson plans)
9:30-10:00	Cover Mrs. Rickard's class (Room 105)
10:00-10:20	Cover Ms. Teborg's class (Room 115)
10:35-11:10	Cover Ms. Dvorak's P. E. class (North Gym)
11:10-11:50	Cover Mrs. Durham's class (Room 102)
11:50-12:10	K. (Room 145)  (Go with her to lunch, assist her with carrying her tray and opening her milk carton.)
12:15-12:45	P. & M. (Room 107)  (Pick them up and go to Room 110. Follow Mrs. Smeby's lesson plans.)
12:45-1:10	Your lunch
1:10-1:20	Cover Ms. Kaufenberg's class (Room 112) then take the students to music
1:50-2:20	T. & S. (Room 106)  (Join them for writing and follow Mrs. Opatz's lesson plans.)
2:20-2:50	A. & N. (Room 108)  (Join them and follow Mrs. Smeby's lesson plans.)



**COLLABORATION SESSION**

*Thursday, March 3rd*

Your scheduled time is

\_\_\_\_\_

At this time, please arrive at the speech room.

A substitute teacher

will            will not

be covering your class for this time.

Future Collaborative Sessions: March 17, April 21, May 5, May 19. You will have the same time each session.



COLLABORATION DAYS  
&  
PERIODIC REVIEW DAY

Teacher	Student	Scott	Kitty	Kay	Marilyn	Other - H.I, T.A., O.T., P.T., A.P.E., S.W., Psych., Nurse, P/O.H.I.
Schulz	S.	X				
Schulz	K.		X		X	Dave, Sue, Jean, Julie B.
Geier	E.				X	
Rickard	D.	X	X		X	Maria
	J.		X		X	Carrie, Maria
Olson	P.	X				
	J.		X		X	Jean, Sue, Dave, T.A.'s
	B.				X	
Warren	J.	X			X	Charry, Dave, Sue, Bob
Dvorak	C.		X		X	Christine
	P.	X	X			Dave, Christine
	J.	X			X	Carrie
Durham	L.	X	X			Dave, Sandv
	A.	X	X			
	B.				X	
	H.		X		X	Sue, Patty, Elaine, Angie, Dave, Jean
Kaufenberg	J.	X	X		X	Bob, Dave, Charry, Jean, Carrie
	Z.	X		X		
Bailer	B.-	X			X	Dave, Joann
	C.				X	

Team meeting for: Anderson

Date: 3/30/95

Start time: 8:15 Finish time: 8:45

Participants: Sharon, Kathryn, Marilyn, Kitty, Scott

Facilitator: Kitty

Recorder: Marilyn

c.c.: Jan. Kathy, Kay, Dave, Patty C., Patty E.

Priority Sequence	Agenda Items and Key Points	Follow-up Needed:		
		Who?	What?	When?
T.	<p>① Circle of Friends will begin next Tuesday (11:30-12:00). Start as a whole class activity.</p> <p>J. needs to work on social skills, so peers need guidance on how to support him.</p> <p>② Good Touch / Bad Touch is an issue. What is his level of awareness?</p> <p>③ J. is doing more appropriate + independent work in computer lab.</p>	<p>① Kathryn + Kitty will lead this group.</p> <p>② Kitty will talk with Kathryn about possible curriculum as well as 1:1 discussion (informal) w/J.</p>		
J.	<p>① Homework completion outside of school w/it consistent. In-school break time is being used to catch-up on unfinished work.</p>	<p>① Scott will touch-base w/parent + J.</p>		

Next meeting: 4-20-95

## Team Meeting Minutes

Team meeting for: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Participants: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Recorder \_\_\_\_\_

Priority Sequence	Agenda Items and Key Points	Follow-up Needed		
		Who?	What?	When?

Next Meetings:

## COLLABORATION DAY FEEDBACK

Please help us evaluate the Collaboration Day pilot program. You may take notes on this sheet or we can take a few minutes for discussion during your collab session on Thursday...whatever suits you. Thank you for your active participation in this teaming process!!

	No			Yes
	1	2	3	4
1. Has the Collaboration Day process improved communication?	1	2	3	4
2. Has the Collaboration Day process helped in planning and problem solving for students?	1	2	3	4
3. Would you like some version of Collaboration Day to be an ongoing, full-year process?	Yes			No

4. What changes would help improve Collaboration Day for you?

— \*

\*

5. What did you like about the Collaboration Day process?

\*

\*

**Additional Comments welcome:**

\_\_\_\_\_ (Name)

## THE CONNECTIONS PROGRAM: Using Volunteers and Staff to Create Team Time

---

A school-wide *Connections* program was developed for two purposes. The first purpose was to provide alternative instructional opportunities for students. The second purpose was to provide planning time for collaborative teams. The Connections program has been in operation for three years and has undergone revisions and refinement each year.

### *Structure of the Connections program*

The Connections program consists of six sessions of mini-courses offered to all students during the year. Mini-courses are built around the broad Connections themes of awareness of self, others, and the world and have involved such topics as peace-making, clowns, Cambodia, foreign languages, dance, pottery, musical instruments, gases, and balloons. The instruction in each mini-course emphasizes a hands-on, multi-modal approach.

Each of the six sessions consists of three week-long mini-courses comprised of ten to twelve students each. Forty-five different mini-courses are offered during each three week session. A total of 450 students, from seven grades are included in each three-week session. Connections meet weekly (during the three week session) for a duration of two hours. The intermediate grades meet in the morning and the primary grades meet in the afternoon. To insure consistency, Connections always meets on Wednesdays. Depending on the format of the class selected, students sign up for one two-hour class or for two one-hour classes.

The mini-courses are taught by parents, community volunteers, district-wide staff, teaching assistants, general educators, and special educators. Two staff members have part-time responsibility for the overall coordination of the Connections program. This responsibility includes the recruitment and orientation of volunteers who assist with the program.

### *Student Participation in Connections*

In order to encourage students to select a session of interest, topical choices are explained to the students one week prior to the start of the three week session. Students register for their top four choices and are assigned classes by the Connections coordinators. Those students requiring individualized assistance in the session are provided with support ranging from a teaching assistant, team teaching with support staff, or peer buddies. At the end of the class session,

students return to their homeroom to write in their journals about the experience and how their experience relates to the theme of connections.

### *Staff Participation in Connections*

Licensed staff members are expected to teach every other Connections session. Each staff member assumes responsibility for planning the content of the three week mini-course. Typically, half the staff are involved in teaching during each session. The remaining licensed staff who do not have teaching responsibilities for the mini-courses receive a two hour block of time for three consecutive weeks to be used for collaborative planning with team members. Over the school year, each teaching team receives nine two-hour blocks of planning time.

*For more information on Connections, contact Karen Read or Jo Behm at Edgerton Elementary School: (612) 772-2565.*

•4•

## *How Do Special Educators Schedule Time To Provide Inclusive Services?*

As services have become increasingly more inclusive, it is essential to revisit scheduling practices. Generally, it is helpful to examine existing building-wide schedules and structures to determine how special educators can best be of support to both students and other adults. From the starting point of current structures, teams of service providers can engage in shared dialogue and decision-making about how best to utilize existing structures for scheduling or design new structures and scheduling practices. Some examples of how school teams have designed efficient and effective scheduling practices include:

- Making scheduling decisions based on professional strengths and preferences whenever possible.
- Utilizing block scheduling by alternating pull-out services for a two to three week period then providing support in the classroom for a block of time.
- Adhering to a "hold sacred" time for consulting with team members.
- Attempting to schedule due process meetings concurrently with regular conferences.
- Scheduling periodic reviews once or twice a year with all support staff (e.g. physical education teacher, music teacher) included.
- Knowing about classroom expectations and content to better assist students with what they need to be successful.
- Providing services within a specific content area to all students in the classroom during that period.
- Providing support and training to staff to enhance everyone's skills in being able to share roles.
- Using "tag team" services (i.e. instead of two special service providers taking the student on the same day, take turns spending time with the student as needs arise).

- Holding IEP meetings during collaboration time.
- Scheduling a weekly special education team meeting.
- Scheduling assessment team meetings during student contact time and providing classroom coverage with a special education teaching assistant. The meetings are scheduled when all assessors can be present and often occur the same day as Child Study.
- Scheduling special educator co-teaching time in a classroom for three to four days per week and using the time during the remaining days to assess, observe, or teach IEP skills to individuals or small groups from different classes.
- Arranging time to meet in the spring with all teachers at a specific grade level to discuss placement of identified students. This allows for negotiation with a general educator who might be willing to take a larger number of identified students if he or she is given priority scheduling and/or larger blocks of time with special educator. This often allows for a more efficient delivery of services.



#### **Two Examples...**

- **The Team Format at the Middle School**
- **Utilizing Flexible Cross-Categorical Service Delivery**



## SCHEDULING AT THE MIDDLE SCHOOL

### Staff and Students Follow a Team Format

---

At the middle school, seventh and eighth grade students are assigned to a team of teachers. This team consists of teachers from the content areas of social studies, science, english, personal family life science, health, and math. Typically, 150 to 165 students belong to each team and rotate among the team of teachers for their content area classes. Students receiving special education services are distributed among these teams. Effort is taken to distribute disability areas evenly so that no one team has a high proportion of one particular disability. A special educator is also a member of each team.

Special educators are assigned to a grade level based on the number of transitioning students and the needs of those students. Special education delivery takes on a different focus at the middle school in that there is less focus on remediation and a greater focus on assisting students to be successful in meeting classroom expectations such as completing assignments, being organized, and learning general school survival skills.

The team concept has proven to be effective in that all students and teachers have a core group. Teachers, within a given team, meet several times per week to discuss student issues, conduct student staffings, conference with students, plan curriculum, and plan team activities. This team time is held during the periods in which the students attend music and physical education therefore the music and physical education teachers are not assigned to specific teams.

In addition to being a team member, a special educator may provide services to students on other teams based upon the needs of a student and the expertise of a special educator. For example, the speech clinician is the only service provider who provides services relative to such needs as articulation and stuttering. These direct services would be provided by the speech clinician regardless of the team to which the students requiring these services were assigned. Cross-categorical service delivery is also an option when specificity of service delivery is not an issue. For example, the special educator may provide services to students who are assigned to her or his team irrespective of the students' types of disability. The special educator who works with students assigned to a specific team is responsible for communicating curriculum requirements and student progress to each student's respective IEP case manager.

Currently, the special education delivery system includes both special education support in general education classes as well as grouping students with similar needs to receive services in a pull-out setting. The services provided in the pull-out setting are designed to either supplement or supplant

individualized needs. The special educator most qualified to provide these services is assigned to a small group of students for a specific class at a specific period of the day.

When supporting students in general education classes, the special educator typically works in classrooms that have a higher number of students who require special education services. The support provided by the special educator may be daily or several days per week. Because of how students are scheduled the decisions as to which classes need support from the special educator are most often made in the fall. Occasionally, co-op teaching is arranged in the spring. This arrangement is dependent upon the number of students, the intensity of their needs, and the ability to coordinate scheduling between a general educator and a special educator.

In order to provide assistance in addition to that which is provided in mainstream classes, two other supports are provided: supervised study hall and daily student check-ins. Students needing additional special education support can register for a study hall which is supervised by a special educator (the study hall takes the place of an elective). Students needing more consistent monitoring utilize a daily check-in. This assistance typically occurs during the first or last few minutes of the school day during which time a special educator or the student's BEP case manager checks the student's assignment book and reviews assignment completion and progress for each class.

*Note:*

The team format does not exist at the ninth grade. At this grade level, special educators serve as resources to specific subject areas. This minimizes the need for one special educator to be an expert in all content areas. A progress note format is used for core subjects. This progress note lists on a period-by-period basis, the students who are on IEPs in each respective class. The notes are distributed to teachers on a weekly or bi-monthly basis. The information obtained from the progress notes provides each IEP manager with current information about assignments in need of completion as well as progress in several identified areas. General educators also have the option to attach assignments in need of modifications. This progress note format is useful for communication between general and special educators. A copy of the progress note is on page 47.

*For more information about the Team Format, contact Eve Perlman at Roseville Area Middle School: (612) 482-5281.*



## USING A CROSS-CATEGORICAL SERVICE DELIVERY MODEL Special Educators as Members of Grade Level Teams

---

Delivering cross-categorical special education services has worked well in a school which utilizes a multi-grade format. In this service delivery model, a special educator is assigned to a specific multi-grade level. In order to make decisions about grade level placement of special educators, the needs of students at each grade level are examined. In this model, the role of the special educator is driven by the needs of the students with disabilities and the general educators who work with the identified students. The role of the special educator could include team teaching, supporting individual students in general education classes, teaching small groups of students in a variety of instructional settings, consulting with staff, and assisting the general education teacher by providing modified materials such as books, books-on-tape, tests, and worksheets or modifying the general education curriculum.

Based on the numbers of students on IEPs and the intensity of needs of those students as well as the number of full-time and part-time special education staff, numerous scheduling scenarios are examined. Possible scheduling options include assigning one part-time special educator to one multi-grade level; assigning one full-time and one part-time special educator to one multi-grade level; or in addition to a grade level assignment, having a special educator assume case management responsibility for a student at another grade level. (This is sometimes done for a special educator who has expertise in the area of severe disabilities and/ or for a special educator who has a small caseload at her assigned grade level.)

By using flexible scheduling options, some or all of the multi-grade level assignment may change from year to year depending on the needs of the students. Also included as part of the decision making process is the input of general educators, some of whom find it helpful to teach with the same special educator each year or who prefer to have only one special education teacher with whom to communicate.

### *Utilization of a Variety of Instructional Resources*

It is important to keep in mind that the social worker and psychologist can be actively involved in this model, particularly at the consultation level. For example, the psychologist can act as a consultant on pre-referral strategies for students with behavioral needs or even act as the case manager for particular students. Both the social worker and psychologist can be involved in co-teaching with general education staff in areas such as social skills.

Teaming with other service providers should also be considered when planning service delivery options for individual students or groups of students. The incorporation of teaching assistants providing Title 1 services has also been a helpful strategy. Teaching assistants providing support to students on IEPs are also crucial in this type of service delivery. Teaching assistants are assigned to multi-grade levels based upon their skills and comfort level with various grade groups or types of students. Possible scheduling options might include a teaching assistant following a multi-grade level group or remaining at a particular grade level where the curriculum and teachers' styles are familiar. A third option includes maintaining year-to-year consistency of an effective partnership between a special educator and a teaching assistant.

#### *Flexibility of the Cross-Categorical Model*

The cross-categorical model for providing services to students with special education needs has many possible scenarios and will most likely look different from school to school and from year to year. Looking at student needs at each grade level and then considering all resources available to meet those needs is the first step toward developing the best scenario to meet the needs of students as effectively and efficiently as possible. The possible options are limited only by a school's creativity. Essential to the quality of this type of service delivery is the availability of time for communication and planning.

*For more information on the use of cross-categorical service delivery, contact Laurie Hennen at Parkview Center School: (612) 487-4360.*

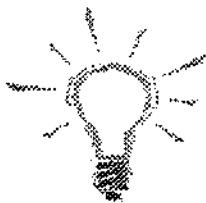
•5•

***What Accommodations Can Be Used To Meet Individualized Student Needs?***

Paramount to the effectiveness of inclusive education is the ability to design and implement instructional programs that meet the individualized needs of students. Given the frequent array of student needs present in classrooms, it is important to have a process for determining an array of accommodations. Effective student-focused accommodations are most effectively developed in context of the demands and expectations of general education classes. Some ideas for how school teams design and implement accommodations include:

- Emphasizing process rather than product.
- Engaging in clear and ongoing communication with parents and other caregivers.
- + Utilizing relevant, interesting, and developmentally appropriate curriculum with all students.
- Allowing some students extra time to respond to questions or a discussion.
- Providing alternatives to textbooks such as audio-taped books, high interest-low vocabulary materials on the same topic, supplementary resources and materials, and peer-assisted reading.
- Enhancing written expression by encouraging students to utilize a word processor or writing-assisted computer software programs.
- Encouraging peer-to-peer supports for activities such as one student sharing class notes taken on NCR paper with a classmate, comparing homework assignments and discussing answers, partnered completion of in-class assignments, or same-age or cross-age peer tutoring.
- Building in the use of materials such as manipulatives, calculators, math facts on tables, or tape recorders to allow some students to tape record responses instead of writing responses.
- Incorporating individualized independent work folders.
- Simplifying or shortening assignments.

- Implementing individualized grading procedures.
- Teaching students how to use organizational systems.
- Explicitly teaching and reinforcing study skills, appropriate behavior, and social skills.
- ◆ Conducting teacher-led study sessions to assist students in test preparation.
- ◆ Reading tests to students rather than requiring all students to read tests themselves.
- ◆ Pre-teaching content, vocabulary, concepts, and/ or *skills needed for a particular lesson* or unit.
- ◆ Making environmental accommodations such as alternative seating arrangements or using individual study carrels.
- Implementing reward systems for homework completion.
- Developing "special" tasks to help certain children feel important.
- Designing individualized behavior management programs.
- Utilizing cooperative groups in which all group members complete one group project.
- ◆ Varying tasks based on achievement level but keeping expectations high for all students.
- ◆ Designing a variety of ways in which students can demonstrate mastery of the material.



#### **Two Examples...**

**\* Using a Classroom Activity Analysis**

**\* Implementing an JEP/Classroom Schedule Matrix Process**

## CLASSROOM ACTIVITY ANALYSIS

### A Process for Analyzing Classroom Activities to Plan for Students

---

Inclusion, unlike mainstreaming, means that some students with challenges will be in general education classrooms where they cannot work at the same academic level as their peers. There are also many times when the special educator cannot be in the classroom to work with the students who have learning challenges. One way special and general educators can work together to provide meaningful instruction for all students is to do a *Classroom Activity Analysis*.

The *Classroom Activity Analysis* looks at what the teacher and typical students are doing, what the targeted student with learning challenges *can* do, what adaptations are needed, and what skills or IEP objectives can be taught simultaneously. (If it is helpful, skip ahead to look at the examples on pages 54-55 then read the explanation for each example. The *Classroom Activity Analysis* is a proactive, "plan-ahead" approach that takes time initially but has proven to be well worth the time as it can be a very effective way to meet individualized student *and* teacher needs.

#### *Example 1: A Fourth Grade Student with Challenges in Reading and Working Independently*

In the first example, Jimmy is in a fourth grade classroom during reading instruction with twenty-five other students and one teacher. The special educator is unable to make it into his classroom during reading every day. Jimmy's reading level is approximately two years below that of his peers and he is not very proficient at working independently.

The first step was for the classroom teacher and the special educator to get together and look at what the majority of the class was doing during reading and what Jimmy, given some assistance, could do. They decided to provide copies of all overheads to Jimmy. Additionally in order to keep Jimmy actively engaged, they also provided him with a highlighter to mark words or phrases (on the paper copies of the overheads) that he missed during the oral presentation or did not understand. The teachers also agreed to train several classmates to read with Jimmy to help him learn new vocabulary at his reading level. To do this, a classmate sits next to Jimmy and the two of them read together with the classmate often reading slightly ahead of Jimmy. This oral reading occurs at a near normal rate of speed and the students point to the words as they read.

Once the strategies described above were implemented, the classroom teacher did not have to provide direct instruction to Jimmy, all students were able



to cover the same material, and Jimmy became an active participant during reading. Additionally, Jimmy could improve his own reading level even using reading materials that were "too hard" for him. The *Classroom Activity Analysis* was simply a tool to assist the classroom teacher and the special educator in working together by providing a visual tool of how a particular lesson could be individualized.

#### *Example 2: A Second Grade Student with Moderate to Severe Challenges*

In the second example, the *Classroom Activity Analysis* was used for a second grade student with moderate to severe challenges. This student has a teaching assistant who works with her and who was able to assist in implementing some of the individualized modifications. In this analysis, the classroom schedule was used to determine when and what Sue would be doing. In addition to support provided by the teaching assistant, classmates were also used on a rotating basis. The rotation was helpful to insure that no one child would consistently miss reading instruction.

Working as a problem-solving team, the classroom teacher, special educator, and teaching assistant found times when Sue could, with modification, do what the class was doing (e.g. saying the Pledge of Allegiance using her computer, using rhythm instruments or body movements during music); when she needed to meet different objectives using the same activity as her classmates (e.g. working on physical therapy goals when going to the library, working with a peer to meet fine motor and social objectives); and when she needed to do an alternative activity like working independently or with the teaching assistant (e.g. to develop cognitive and communication skills).

Throughout the entire morning, Sue is an active participant in her classroom. When the schedule changes, she is right there able to hear a student share, listen to a story, or be with her friends during free time. Not only is Sue with her peers but she is learning right along with them.

#### *Some Suggestions for Using the Classroom Activity Analysis Process*

In addition to the two examples, a blank copy of the analysis form is provided on page 56. A step by step process for completing the forms on your computer is also included and can be found on page 57. For Jimmy, it was easiest to just sit down and write what needed to happen on a blank form. For Sue, many of the objectives remained the same but schedules and needs changed throughout the year so her *Activity Analysis* was put on the computer to save time when it became necessary to make revisions.

*For more information about the Classroom Activity Analysis, contact Maria Hirschy at Emmet D. Williams Elementary School: (612) 482-8624.*

# Classroom Activity Analysis Worksheet

Name: Jimmy

Class: Reading

Dates: April, 1995

Classroom Activity Steps	Student Performance	Adaptations	Skills in need of instruction
1. Teacher introduces novel using overhead.	Jimmy follows along - uses highlighter to mark questions on overhead.	Provide Jimmy with copy of overhead.	Jimmy will improve his skills as a self-advocate; he will ask questions when he does not understand material presented.
2. Class is assigned first chapter to read, marking character traits of main character with post-it notes	Jimmy shows his questions to teacher and/or peer. Peer takes turns reading with and to Jimmy. Together they identify character traits.	Provide a peer to read with Jimmy - may need to go to back of room or hall to decrease distractions. * teach peer how to "read along" with Jimmy (neurological impress method)	Jimmy will improve his reading level from 2.5 to 3.0. Jimmy will be able to answer 5w questions with 80% acc
3. Class discussion	Jimmy will contribute one character trait.	Jimmy will practice with peer what he wants to share.	Jimmy will participate in class discussions 3 out of 5 opportunities.

**Comments or Recommendations:**

Jimmy has been identified as a student with learning disabilities in reading. He is in the fourth grade.

# Classroom Activity Analysis Worksheet

Name: **Sue** (has physical and mental challenges)

Class: **AM Reading**

Dates: **December & January**

Classroom Activity Steps	Student Performance	Adaptations	Skills in need of instruction
<p>9:15 - 9:20 Opening</p> <p>9:20 - 10:20 Total Communications</p> <p style="text-align: center;"><b>9:30 - 10:00, Th. Library exchange</b></p> <p><b>Tues 9:50 - 10:15 Sue with PT</b></p>	<p>9:15 Sue leads class in pledge on computer.</p> <p><b>9:20-10:00 MWF, 9:00 - 9:50 Tue, 9:00-9:30 Th</b> during housekeeping, DOL and beginning communications Sue and her peer partner for the day will converse on the computer and then do fun programs.</p> <p>Sue will walk or ride wheelchair, on days she walks she will carry one book; initially 5 - 10 feet.</p> <p><b>10:00 - 10:20 M, W, Th, F</b> Sue will work with TA on her computer lesson plans.</p>	<p>Peer and Sue will first use the simple conversation board and the script provided. She will also use Keyboard and fun programs. Peer and Sue can play with objects she requests on the floor. To include a walk or ride at 9:50. Standby assistance by TA.</p> <p>Standby assistance; peer will push wheelchair on days Sue rides.</p> <p><b>See indiv. lesson plans. To include Keyboard, Conversation boards.</b></p>	<p>S will spend an average of two time periods each day actively engaged with a peer; Sue will be able to choose one of two activities or games in the classroom, go to where she can take part, and access the materials or ask for help.</p> <p>S will get in and out of her wheelchair independently, including using the brakes and/or she will move independently from one place in the building to another with standby assist. Sue will carry an object without dropping it a distance of 10 feet (20-25 feet is IEP goal)</p> <p>Sue will id the first twenty letters of the alphabet using the mouse. She will choose the correct word using the prediction keys. Using the computer Sue will chain two to three icons to make an appropriate statement, initially with prompts.</p>
<p>10:20 - 10:50 Recess and Snack</p>	<p><b>10:20 - 10:50 Speech with speech teacher</b> to include peer interaction during recess.</p>	<p>Choices of puzzles, ABC cards, # cards, unifix cubes, sorting, matching; TA will help with choices.</p>	<p>S will spend an average of two time periods each day actively engaged with a peer. Sue will be able to choose one of two activities or games in the classroom, go to where she can take part, and access the materials or ask for help</p>
<p>10:50 - 11:30 Reading</p>	<p>10:50 - 11:30 Sue will work independently on the computer 10 min and then with a peer on fine motor tasks.</p>	<p>Use rhythm emphasis</p>	<p>See walking and wheelchair obj. for transition.</p>
<p><b>11:30-12:00 Tu &amp; Th Music</b></p>	<p>Full participation in music</p>	<p>Use rhythm emphasis</p>	<p>See walking and wheelchair obj. for transition.</p>

Comments and Recommendations:

This is an example of a student with moderate to severe limitations who has a TA assigned to her for most of the day.

# Classroom Activity Analysis Worksheet

Name:




Class:

Dates:

Classroom Activity Steps	Student Performance	Adaptations	Skills in need of instruction

Comments or Recommendations:

# COMPUTER SMART CARD CLASSROOM ANALYSIS

1. Open Claris Works and choose Word Processing.
2. Click on "View" and drag down to choose "Show Tools".
3. Click on "File" and drag down to choose "Page Set Up". Click on second Orientation choice. This will allow you to type across the length.
4. Click on the Centered icon and type your title. Type name of student, dates, and other information you choose across the top.
5. Using the Tools, click on the rectangle. You will use this tool to click and drag to make your outside rectangle. Click and drag one of the corners to enlarge your rectangle. 
6. Click on the diagonal line tool, place the cross hairs where you want to begin and then click and drag your lines to where you want them. Clicking on the whole line chooses it and you can drag the line. Hold down the shift key to keep the lines straight. 
7. Inside your boxes you will need to make boxes to type in. I always use separate boxes so I can change one category at a time. To do this hold down the Option key on your keyboard with one hand and with the other click and drag a box inside one of your other boxes. This will give you a light gray (or whatever color you have set on your monitor) box; you can change your font size and type inside. You will always need to click your cursor inside the box until you see the light gray lines in order to type. Your type will wrap at the gray lines. (The gray lines disappear when you place your cursor and click somewhere else.) 
8. Remember to use Edit. You can copy, cut and paste inside the gray boxes just as you would any Claris Works word processing document.

**Option:** If one of your headings is "Objectives" you can highlight everything under that heading, choose "Copy", and then paste the "Objectives" onto another document. This can save a lot of time if you want to use the same objectives for data collection. Just remember to use the Option key to make your gray box. That is the only way (I know of) that you can type print inside your form.

## IEP/CLASSROOM SCHEDULE MATRIX

### A Process for Decision Making and Communicating About IEP Objectives

---

The *IEP/Classroom Schedule Matrix* is designed to communicate and track student objectives between the adults who work with a student. A blank matrix is used to fill in the student's IEP objectives by hand or on the computer.

Consultation with the classroom teacher is needed to obtain the classroom schedule. Once the classroom schedule is obtained, the educational team can target when the student will work on IEP objectives. Such times may occur naturally within the mainstream environment, as replacement activities within the mainstream classroom, or in an alternative setting with the program support assistant of another service provider. An example of a completed matrix is on page 59. A blank matrix is on page 60.

The *IEP/Classroom Schedule Matrix* has proven to be an effective tool for organizing the number of adults who often work with students with multiple disabilities. It also assists in facilitating communication between program support assistants and the classroom teacher. In such instances, it has been productive to target one or two goals or concepts that will be worked on for the week, rather than trying to cover too much content with a student whose learning style is best met by repetition and practice.

*For more information on the use of the IEP/Classroom Schedule Matrix, contact Kitty Opatz at Falcon Heights Elementary School: (612) 646-0021.*

# TEP/CLASSROOM SCHEDULE MATRIX

V = Opportunity to work on student's IEP objectives

F. \_\_\_\_\_ Classroom Schedule \_\_\_\_\_

IEP Objectives:	Opening	Reading	Snack/ Choice Time	Writing	P.E.	Lunch	Recess	Math	MUSIC/ SCIENCE	Wrap-up
Relax speech (with model) for: words, phrases, sentences, short talks	X	X	X	X	X			X	<del>X</del> / <del>X</del>	X
Tie shoes with verbal cues	X				X		X			X
Write first and/or last name		X		X				X		
Add up to 13 features to incomplete drawing of person			X	X						
Sort manipulatives : big/little, short/tall			X					X	<del>X</del>	
Name basic colors			X					X		
Name basic shapes								X		
Name letters: a) uppercase b) lowercase		X		X						
Name numbers up to 10								X		
1:1 correspondence of numbers up to 10								X		
Cut out lines/shapes within 1/4" of line			X					X	<del>X</del> / <del>X</del>	
Appropriately greet people	X		X		X	X	X		<del>X</del> / <del>X</del>	X
Improve understanding of words during play activities			X		X		X		X	
Knowledge of spacial concept words during classroom activities		X		X				X	<del>X</del> / <del>X</del>	
Answer who?, what do?, where? questions	X	X		X	X			X	<del>X</del> / <del>X</del>	X





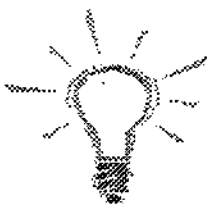
•6•

*How Are Students With Challenging Behaviors Supported In Inclusive Settings?*

Students with behavior challenges can pose particular issues to team members. The task is oftentimes one of balancing how to provide a safe learning environment for all students while teaching appropriate behaviors and providing appropriate role models to some students. It is essential to include proactive strategies that assist students in learning and generalizing positive behavioral and social skills. Some ideas for supporting students with challenging behaviors include:

- Analyzing the behavior in context of the environment to determine what the student is attempting to communicate through the behavior.
- Teaching appropriate methods of communication to replace the challenging behavior (e.g. encouraging the student to communicate with a choice board using words, pictures, objects, or symbols instead of grabbing).
- Modifying curricular expectations and instructional strategies to reduce challenging behaviors (e.g. provide adequate wait time for the student to process a verbal direction, break a multi-step direction into a single step at a time, provide an example of a finished product at an acceptable level of quality).
- Direct teaching of social skills and social strategies, applicable to a variety of situations (e.g. teaching the student what to do when assistance is not immediately available, teaching the student how to give and receive feedback).
- Alternating high demand tasks and low demand tasks.
- Teaching classmates positive strategies for interacting with students who display challenging behaviors.
- Teaching the student with challenging behavior appropriate ways to escape/avoid stressful situations (e.g. break pass, "do-later" folder).

- ◆ Providing a safe and calming place for a student to go when it becomes too difficult for the student to remain in the classroom.
- ◆ When giving positive reinforcement, tell the student specifically what he or she has done.
- ◆ Teach students to reinforce their own behavior using stickers, point sheets, verbalizing or journaling what went well in a given situation.
- ◆ Allowing students to make choices from a range of acceptable alternatives.
- ◆ Teaching students how to manage their daily schedule.
- ◆ Alternating quiet activities with more active tasks.
- ◆ Giving students tokens for desirable behaviors and after so many tokens allowing the student to earn time to work on the computer, play with a peer, or engage in a preferred activity.
- ◆ Accentuating students' strengths instead of highlighting weaknesses.
- ◆ Breaking a complex assignments into manageable steps. If necessary provide the student with frequent feedback after completion of each step.
- ◆ Using a timer to assist a student in remaining on task.
- ◆ Providing additional structure during transition times between activities or classes.
- ◆ Giving specific examples of class rules/ expectations.
- ◆ Providing students with time during the class period to get up and move around.



### **Two Examples...**

- **Maximizing the Expertise of a Special Educator**
- **A School-wide Approach to Proactivity**

## MAXIMIZING THE EXPERTISE OF A SPECIAL EDUCATOR

### Creative Scheduling to Provide Staff Flexibility

---

After implementing cross-categorical services that involved all special educators in a K-8 school (for a further explanation see pages 48-49) the staff determined that when all special education teachers were assigned to grade levels, much of their time was used for instructional tasks (e.g. small reading and math groups, team teaching) which required their daily presence. This type of scheduling presented difficulties for the students with high needs in the area of behavior. The needs of these students varied from hour to hour and day to day. Many of the needs required one-to-one support from a trained educator and could not be predictably scheduled.

#### *Generating a Workable Solution to the Scheduling Dilemma*

The team decided to change the role of the special educator certified to teach students with emotional and/or behavioral disabilities. Her redefined role no longer involved being assigned to one grade level. This freed her to deal with any student with a behavioral need. Her new caseload consisted of all students with emotional and behavioral disabilities, regardless of their grade level.

#### *Designing a Proactive Role*

It was important for all members of the team to recognize that students benefit from the expertise of this special educator in proactive approaches as well as the occasions that necessitate a more reactive response. The agreement among staff to focus on proactive approaches created opportunities for the special educator to involve herself in such activities as checking on students throughout the day and being available to students during times of the day or during certain activities known to be potentially difficult for certain students.

Also targeted was the need to work with all students on appropriate playground behavior. To promote better behavior on the playground, the special educator observed lunch times and recess and made suggestions for change. She worked with teaching assistants who served as playground monitors and provided them with strategies in the areas of concern. Special playground equipment was purchased by the special education department and made available to students to check out at recess. The availability of equipment was done to encourage positive peer interaction on the playground.

Because of her flexible schedule, the special educator was also able to do more testing (especially with WJ-R), consulting with staff, and assisting classroom teachers in the development of pre-referral strategies. She was also able to work

with students on a one-to-one in academic areas. This provided several teaching assistants, whose assignments consisted of providing primarily one-on-one support with a specific student with behavioral needs, an opportunity to work with other students. As an additional support to teaching assistants, the special educator was able to provide assistance and training on an ongoing basis. Since her schedule varied so much from day-to-day, she wore a beeper so that staff members who needed her assistance could easily locate her.

*For more information on how to utilize a special educator to meet the needs of students with behavioral challenges, contact Laurie Hennen at Parkview Center School:  
(612) 487-4360.*

## A SCHOOL-WIDE APPROACH TO PROACTIVITY

### Implementing a Variety of Programs to Increase Positive Behavior

---

Schools can provide a wide variety of proactive measures to support students who exhibit challenging behaviors or who may be "at risk". One elementary school has a coordinated array of supportive services for any student who demonstrates a need, regardless of whether or not the student has an IEP. With this array of services, the number of special education referrals, particularly those dealing with students experiencing behavioral challenges, have decreased. The emphasis on teaching social skills in the classroom setting is helpful for transfer and reinforcement of skills. The array of services are provided by a variety of staff including the school social worker, school psychologist, special and general education teachers, and support staff. In addition to traditional pre-referral interventions, services include:

*Kindergarten Friendship Group* — A small pull-out group offered to all kindergarten students (with parent permission). Students learn basic friendship skills used in classrooms such as listening, lining up, sharing and taking turns, dealing with feelings, and resolving conflict.

*Social Skills/Play Groups* — Small, pull-out groups offered to student who are referred by parents and teachers.

*KA.R.E. (Kindness and Respect for Everyone)* — Whole-class instruction of social skills.

*Class Meetings* — Whole class meetings designed to teach pro-social skills (e.g. giving compliments) and to resolve class issues.

*Support Groups (Family Change, Children Are People)* — Small, pull-out groups offered to students with specific needs and who are referred by parents and teachers or self-referred by the student.

*Phy Ed for Everybody* — Whole class instruction of social skills taught monthly and reinforced daily in the physical education setting.

*Peer Mediation* — Whole school program in which students are trained to help their peers solve conflicts without adult intervention.

*Conflict Resolution* — Whole class instruction of five weekly mini-courses taught to first through sixth grade students.

*Mentoring* — Each staff member is encouraged to serve as a mentor for a student who is referred by parent or teacher. This involves four to six organized events each year for all mentors and mentees as well as individually scheduled one-to-one time.

*Student Council* — The Student Council is a whole school program with representatives from each class (student elected leaders) and an adult volunteer advisor. The Student Council organizes school-wide activities and community service opportunities.

*School Patrol* — All fifth and sixth grade students can apply for a variety of responsibilities including playground and hallway monitoring, helping with kindergarten students, and bus supervision.

*Book Buddies* — Volunteers take all primary students on a rotating basis for one-to-one reading time.

*D.A.R.E. (Drug Awareness Resistance Education)* — Whole class instruction by police officers teaching specific skills of resisting peer pressure.

*New Kids' Group* — New students attend three thirty-minute sessions to acquaint them with the building layout, staff, school policies, and school procedures.

*For more information on the development and implementation of proactive programs and services, contact Karen Read at Edgerton Elementary School: (612) 772-2565.*

## *What Can Be Done At The Building Level To Create A Climate Facilitative Of Inclusion?*

Implementing and sustaining quality inclusive educational practices for all students is greatly enhanced when a supportive climate exists among staff and students. There are multiple contributors to a positive building level climate however all of them involve positive relationships— those between staff, between students, and between beliefs and practices. Some ideas for creating a climate that facilitates inclusion include:

- Conducting team activities during the year to promote identity and build staff morale.
- ◆ Developing interdisciplinary curriculum to coordinate learning concepts.
- ◆ Building co-teaching partnerships between general and special educators.
- ◆ Implementing a school-wide program of *Climate for Learning* to promote themes of respect.
- ◆ Accepting that individuals have different comfort levels, experiences, and beliefs about inclusion— treat people as professionals and provide time to learn, experiment, and feel comfortable with new philosophies and methods.
- ◆ Encouraging an open dialogue about the benefits and obstacles surrounding the implementation of inclusive education.
- ◆ Developing and sharing a common definition of inclusive education— invite all members of a school community to participate in creating the definition.
- ◆ Celebrating small successes (success breeds success!).
- ◆ Supporting risk-taking and viewing failures as learning experiences and opportunities for growth.
- ◆ Encouraging small steps toward inclusive education.

- Providing examples of inclusive practices that are working in other schools and districts.
- Developing a responsiveness to the changing needs of teachers and students involved in the implementation of inclusive education.
- + Providing ongoing consultation to general educators as they include students with disabilities in their classrooms.
- + Involving all stakeholders in reaching mutually agreeable decisions.
- Using a round robin technique at meetings so that all voices are heard.
- + Recognizing the support looks different for different classroom teachers—develop a menu of support options to offer teachers.
- Attending workshops on inclusion together as a team.
- Inviting the district level inclusion specialist (Sue Wolff) to observe a child who is included in general education and then meet with the whole team to problem-solve.
- + Being flexible and supportive of one another.
- Listening. Sometimes staff members don't want or need a "problem fixed". Instead, they want someone to listen and empathize.
- Encouraging staff to share resources that have been helpful.
- Bringing new staff along by explaining the building philosophy and describing successful building level implementation efforts.
- Encouraging teachers to read this manual and implement one new idea.
- Plan informative sessions for staff development days that will encourage staff to continually refine practices.
- + Recording and sharing stories about student successes.