April 27, 1989

Dear Members of the Huested Foundation:

We are writing to thank you for the generous grant you gave to the Saint Paul Public Schools through Sharon Cox, Assistant Director of Special Education. Because of your support we were able to form a committee of parents and school personnel to plan for the integration of children with severe and multiple disabilities into Homecroft Elementary School.

It has been a wonderful and exciting year. Enclosed you will find samples of our efforts in the area of providing integrated options and opportunities for these children. A written report, a brochure, a sample of the daily log, as well as a sample of our video-taping, is included.

Come visit us and see first hand the program you have so generously enriched.

Gratefully,

The Children and Staff
at Homecroft School
OPTIONS AND OPPORTUNITIES
Rationale, Process, Services and
Curriculum for the Integration of Severely
Multiply Handicapped into the Regular Education Setting

RATIONALE

"Education is not just academics -- it is also about learning to be a full
human being about kindness, creativity, helping each other and accepting of
others". (Belisle, Metta, 1988)

In 1986 a small group of concerned parents met to discuss the existing options
for the education of their severely handicapped children available in the Saint
Paul Public Schools. The single option, a segregated school setting, was discussed
and found to be unacceptable. As a result, the need to increase options, and
create new models for the delivery of services was determined.

It was the parents conviction that their children would benefit from daily
contact with typical peers, rather than receiving their education in a setting
where they would be exposed only to children with severe and multiple handicaps.

The committee was formed to outline concerns, needs, and ideas for models for
the delivery of service and curriculum. This committee consisted of parents,
preschool educators, a school principal, the Assistant Director of Special
Education, a consultant from the University of Minnesota, and a number of other
special and regular educators. An integrated classroom was considered, and
Homecroft School was selected for the site. The need to develop the rationale,
process, curriculum and service delivery model was identified, and a core planning
group was named to complete this task.

The planning group consisted of a parent, the principal, an occupational
therapist, regular and special educators, an integration consultant, a district
integration advisor and a facilitator. The project was funded through a grant
provided by the Huested Foundation, under the supervision of Sharon Cox, Assistant
Director of Curriculum and Instruction for Special Education for the Saint Paul
Public Schools.

As the basis for the development of an integrated program at Homecroft School,
the committee formulated and adopted these assumptions:

1. All children have a legal right to attend a neighborhood school
   or program of choice.

2. It is right and proper that all children have equal opportunities
to learn in the same environment.
3. All children can learn what they need to know in the same settings as their peers.

4. All children learn from other children.

5. All children learn typical skills best in typical settings.

6. All children develop social skills, ways to communicate, and friendships from within their daily environments.

7. All children learn best in a multifaceted, stimulating environment.

8. All parents have the same hopes and dreams for the future of their children: happiness, acceptance, friendships and productivity.

9. Daily contact fosters increased understanding and acceptance of all children with differences.

The aforementioned assumptions reflect the tenants of the mission statement formulated by the Homecroft School staff in 1988. It is stated: "Students at Homecroft School should enjoy learning and attending school. The school staff and parents will set the goal to educate students so as to reach their full potential as productive and knowledgable members of our society". (Effective School Plan, 1986, p. 2)

Statements from committee members provide additional perspectives to advocate for the integration of severely multiply handicapped children:

PERSPECTIVES ON INTEGRATION

Rita Saumweber
Parent

As the parent of a severely handicapped child I feel Integration is important for many reasons. First, I believe that my child should have the opportunity to be with children who are not as handicapped as he is. This will allow him many opportunities for learning and interaction that he would not be able to have in a classroom of similarly handicapped children. There is no doubt in my mind that he is happier with children around him that are able to touch, play, talk to and interact with him.

Another reason for Integration is the fact that education is an opportunity not only to learn academics but to learn how to be a whole person. This can happen as handicapped and non-handicapped children interact and learn to accept each other for the people they are.
Another compelling reason for Integration is that the children that my child will be in class with now are the future nurses, doctors, social workers, politicians, etc.... who will make decisions about and provide care for my child. I will feel much better knowing that they have had experiences with handicapped persons that will enable them to make more informed, compassionate decisions.

Finally, I feel that the earlier the exposure to handicapped children the better it is for all concerned. When children are young, their opinions are just being formed and little eyes and hearts are wide open and very accepting of others around them.

Dale Srigley
Principal

Integrating severely handicapped students is important as well as a federal law which stipulates the Least Restrictive Environment (LRE). This is set up to provide children with an equal education. It is also right and proper to do so. It has been said by many educators and lay people that education is multifaceted with levels of achievement and learner outcomes which vary from one human being to another. It is a human world, and people have to go out and work with humanity after they leave school -- they must participate in society wherever they go and whatever they do. Therefore, it is necessary for all students to have the same opportunity for education.

Beth Hadley
Kindergarten Teacher

As a regular kindergarten teacher, when the concept of handicapped children was presented to me, I was feeling very threatened -- how could I teach them anything when they didn't understand at the five year old level? I thought, "I'm not trained to work with handicapped children -- let someone else do it."

During this time a lot of support was coming my way. We visited a school and watched a handicapped child in a regular education setting. We visited two of "our" special children in their daytime activity center. New friends helped too. The first new friend was Sharon Sinclair, an occupational therapist in our district. She assured me that I wasn't running the Lone Ranger Program -- that many people would help these children with tasks as our lessons went on. Then Barb Schweiger arrived on the scene full of enthusiasm and eager to start this new classroom with me. These people helped me realize that I wasn't to be held accountable for the handicapped children's learning patterns. My role was to accept them as part of the group and mainstream them in whenever the activity warranted it.
When people ask me why integrate, I always say because the Legislature gave their parents the option of putting them in a regular education setting and they took it. When they ask, "How will you cope?" -- I say, "Well, I'm going to run my day as always -- and these new students will come in where appropriate." And most often asked, "What do the parents expect their special children to get out of this experience?" I say, "I think they want their children surrounded by regular education children to see that life goes on around them, and as they continue to grow and get out into the community, they'll know about 'regular' people and the 'regular' people will be more accepting of the handicapped ones."

Barb Schweiger
Special Education Teacher

As a special educator I see my role as one of support for what the regular education kindergarten teacher is teaching. I truly feel that it is within the regular education setting, the integrated setting that a more comprehensive curriculum can be offered to all kindergarten children.

Special educators in segregated settings sometimes get so far removed from what is normal that they lose perspective as to what expectations for their students should be. Being in the integrated classroom promises to be more exciting and more challenging to me and my students as a professional.

If I were to write myself a dream job description it would be to be in a classroom where children with handicaps interact freely and are a part of that typical child kindergarten class.

Sharon Sinclair
Occupational Therapist

As an occupational therapist I am committed to assisting a child to function to the best of her/his ability in the daily world. Since I work for a school system, my emphasis is on the educational environment. I have discovered that providing therapy within the classroom setting and further within the regular education setting has proved to be extremely beneficial for the child and for the typical children. By therapy I am referring to appropriate handling to work on gross and fine motor movement needs and adaptations to allow this child to be in this classroom environment.

However as a therapist, I am concerned about more than the motor needs of the child; I am also concerned about the functioning of the total child. I have seen awareness, social skills, motivation and happiness increase as the result of integration of the child with special needs into a typical classroom. I have seen all the children involved, special and typical, blossom in their humanity. Kindness, awareness, acceptance of others and the development of new friends were some of the outcomes that benefited all.
Rebecca Rice Tetlie
Speech Therapist

As a speech and language therapist, I have found that learning to communicate effectively takes a lot of practice. It also takes a responsive environment. Children with severe handicaps need more opportunities to interact with peers to learn to communicate. By being in regular classes, they will be in close contact with peers that can initiate and respond to them.

For children with severe disabilities, learning to communicate also takes individualized programming. I have found that they need to learn in the settings with the people they will be interacting with daily. Learning together with non-handicapped children will provide the maximum benefit for increasing and maintaining relationships during and after school.

As a result of integration experiences, I have seen all children involved benefit and become better communicators. They learn to understand each other's smiles, facial expressions, signs, and symbols. They learn how each communicates, what they like to do, what they are good at and what they need help with. They learn how to accept, understand, and develop friendships with children different from themselves.

Ellen Pinnell
Facilitator

As a special education teacher, I believe that integrating severely handicapped children into the neighborhood school will alleviate the isolation that is experienced in the segregated school setting, forcing a more natural interaction with all people -- both peers and adults.

I feel that more natural or more frequent interaction will eventually become the basis for community understanding and support for the handicapped child and family unit, helping to lessen the degree of family dysfunction often a part of the lives of the handicapped. Additionally, integration into the neighborhood school would demonstrate the more normal distribution of low-incidence handicaps in the community. The school will deal with a few individual children, not large groups.

PROCESS

Planning and Implementing the Program

In order to make certain that the assumptions and mission statements are an ongoing consideration of the integration effort at Homecroft School, the committee recommends a process that is also to be ongoing. This process includes the establishment of an integration committee, the assurance of inservice opportunities for staff, the provision for inservice and information-sharing opportunities for parents and the community as well, and an ongoing evaluation procedure.
An Integration Committee of 4-8 people will be composed of volunteer school staff members and a parent. The Integration Committee will become a part of staff development correlate of the Homecroft School Plan. This Committee will meet as often as necessary initially, and then at least once monthly thereafter. Its responsibility will be to make the plans to provide for staff inservice in the following areas of information:

1. Communication alternatives
2. Information about equipment, diagnosis, medical problems and other pertinent issues, and a definition-of-terms handbook.
3. Slide/video programs about integration alternatives at local/state/national sites.
4. Dynamics, (i.e. social aspects for improved intra staff communications) of integration process to be moderated/facilitated by an outside person.
5. Promotion of friendships in both age peers and other groups of children in the school setting to be conducted by school social worker.
6. Regular updates at staff meetings to insure that all staff members keep in touch with ongoing planning and resources in the building.

Another aspect of the process to promote integration of all students at Homecroft School is by providing all-Special Education Workshop during Opening Week each year. This workshop, to be coordinated by the building special education facilitator, will simply outline the full range of services and personnel present that year at Homecroft School, placing emphasis on referral, the special education process, resources, and individual special educator program goals and information.

As a part of the all staff workshop, the Special Ed Integration teacher will include these items to begin the orientation process each year at Homecroft School:

1. The orientation will be held in the designated classroom area for all to see the area's resource room.
2. A definition of the role of the Special Ed teacher (i.e., as a non-threatening provider and support person) as well as a definition of terms used in conjunction with the high needs population. (See Appendix A)
3. That the emphasis will be on the human aspects (i.e., parent/child aspirations for growth and community participation).
4. The Special Ed teacher will demonstrate ways to meet or adapt goals.
5. The Special Ed teacher will invite another regular ed teacher to give a "boost" to the positive aspects of his/her similar experience.
6. The distribution of a draft of the rationale for the integration process.

7. The provision of an agenda and "Open House" for the resource room for all classrooms.

Information will be provided to all Homecroft parents and to the community in a variety of ways, these include:

I. A brochure designed to explain the rationale for integration, and the program for children with high needs at Homecroft School. (See Appendix B)

II. An informational piece to be included in the first regular newsletter sent by the school principal, outlining the school mission statement as well as the rationale for the education of all children.

III. An introduction of the program at Homecroft on the Kindergarten Parent Night in early September with the optional inclusion of the Parent Attitude Survey.

IV. An Open-Room/Information-Sharing session to be a part of the initial PTO meeting in late September, with the inclusion of videos, slides and other media presentation.

Additionally, a Bulletin Board will be placed in an easy access area of the building to display a variety of written information about the integration process, opportunities for workshops, etc. This Bulletin Board will feature information to meet the needs of both educators and parents of all children.

The Evaluation Process will measure three anticipated project outcomes: the social integration of children with special needs and their peers, the achievement of educational goals, and the development of a positive attitude in the Homecroft staff toward the integration of the children with special needs. This process will include the following components:

I. **Social Integration of the Children**
   - Baseline and monitor initiations and responses between children
   - Describe interactions among children weekly (e.g. quotes by children, anecdotes)
   - Describe successful lessons and activities
   - On-going daily written logs

II. **Attainment of Learner Outcomes, I.E.P. Goals**
   - Develop educational goals and objectives
   - Baseline and monitor progress on objectives
   - How?

III. **Development of Positive Attitudes Among Staff**
   - Administer attitude survey to entire staff
   - First day of workshop week and end of the year
   - Collect quotes by staff throughout the year
The following are examples of the Teachers Attitude and Parent Attitude Surveys:

_Homecroft Teachers Attitude Survey_

1. I think I understand what integration of severely handicapped students means.

   [ ] Yes    [ ] No

2. I believe it is right and proper that all children have equal opportunities to learn in the same environment.

   [ ] Yes    [ ] No

3. I believe all children can learn what they need to know in the same setting as their peers.

   [ ] Yes    [ ] No

Additionally, a survey of parent attitudes will include these statements:

_Homecroft Parents Attitude Survey_

1. I think I understand what integration of severely handicapped students means.

   [ ] Yes    [ ] No

2. I believe it is right and proper that all children have equal opportunities to learn in the same environment.

   [ ] Yes    [ ] No

3. I believe all children can learn what they need to know in the same setting as their peers.

   [ ] Yes    [ ] No

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4. I believe all children should have the option of attending their neighborhood school.

|   | Yes |   | No |

5. I believe my students would benefit for having a student with disabilities in the classroom.

|   | Yes |   | No |

6. I believe having a handicapped child in my classroom will teach the other children to be more aware and accepting of others with differences.

|   | Yes |   | No |

7. I believe all parents have the same hopes and dreams for the future of their children: happiness, acceptance, friendships, and productivity.

|   | Yes |   | No |

8. I believe all children learn typical skills best in typical settings.

|   | Yes |   | No |

9. I would feel comfortable having one of these students mainstreamed into my classroom.

|   | Yes |   | No |

10. I believe this new program at Homecroft will be a success.

|   | Yes |   | No |

Additional comments and concerns welcome!

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IV. Video Recordings

1) Spontaneous taping; documentation of
   - baseline first few weeks of school
   - observe play time, opening, music
     time and these parts of the curriculum;
     math, art,

2) Show video at Open House
   show videos at conference time in main hallway
   show video at kindergarten round-up
   video free time,

3) Documentation as measure of learner outcome progress; monthly
   math
   art
   opening

4) Documentation of spontaneous interactions
   play time, playground four times during the school year

V. Feedback

Parent Progress Reports and updates and attitude survey at
conference times; September, November and March

VI. Written evaluation by participating staff and parents

Beth Hadley, regular education
Barb Schweiger, special education
Parents of students with disabilities
The task of developing curriculum for children with special needs at Homecroft School like the process itself must be ongoing and a result of constant evaluation.

As the brochure states; "The regular education classroom will be the main school setting for all children... The special education component of this program is not designed to be a segregated place but rather a support and service provided by special education personnel."

With this foremost in mind, the committee agrees that the development of curriculum will include the following:

I. Schedule for daily use of school time is to be based on the age-peer schedule. That is, each special need child will be a part of a regular classroom, and maintain the time schedule of that classroom. For example, the following Kindergarten Day Schedule is the basis for any child who is of kindergarten age.

Tentative Kindergarten Day

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>Opening - including:</td>
<td></td>
</tr>
<tr>
<td>12:15 - 12:45</td>
<td>good morning (afternoon) song</td>
<td></td>
</tr>
</tbody>
</table>
<pre><code>               | attendance              |                                                                 |
               | flag salute             |                                                                 |
               | show and tell            |                                                                 |
               | calendar activities      |                                                                 |
</code></pre>
<p>| 9:00 - 9:20 | Math - See District LO's |                                                                 |
| 12:45 - 1:05 | 3 days -- group teaching  | 2 days -- tubbing                                                   |
| 9:20 - 9:50 | Unit - including:       |                                                                 |
| 1:05 - 1:35 | language arts - See District LO's  | art activities                                                    |
| 9:50 - 10:10 | Free Choice Activities  |                                                                 |
| 1:35 - 1:55  |                                                                  |                                                                 |</p>
II. Specific Objectives will be dependent on each child's need, and are dependent on the schedule as well as the development of the IEP. The following are examples of how individual objectives are to be incorporated into the regular kindergarten schedule.

Example - A.M. Kindergarten Schedule - Thomas

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>Opening</td>
<td>Greeting (vocalization)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attending recognizing, showing, maintaining optimal position</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Switch activation</td>
</tr>
<tr>
<td>9:00 - 9:20</td>
<td>Math</td>
<td>Choice making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sensory Input</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partner activity</td>
</tr>
<tr>
<td>9:20 - 9:50</td>
<td>Units</td>
<td>Maintaining optimal position</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partial participation</td>
</tr>
<tr>
<td>9:50 - 10:10</td>
<td>Free Choice</td>
<td>Choice making/turn taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening corner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Request more</td>
</tr>
<tr>
<td>10:10 - 10:25</td>
<td>SQUIRT Reading</td>
<td>Eating</td>
</tr>
<tr>
<td></td>
<td>1 Day Library</td>
<td>Independent leisure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Switch activation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintaining position</td>
</tr>
</tbody>
</table>
10:25 - 10:45  Ready Steps  Maintaining position
(Pre-Reading)  Therapy-range of motion

10:45 - 10:55  Music (singing, Localizing sound/listening
rhythms, movement)  Making Requests
      Switch activation

10:55 - 11:05  Story  Listening

Other needs: Eating
              Changing

11:15 - 1:00  Eating

Group Stations (Resource Center)

1:00 - 1:30  Music

1:30 - 2:00  Computer

2:00 - 2:30  Multi Cultural Lessons - many kinds

Example - P.M. Kindergarten Schedule - Tony

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15 - 12:45</td>
<td>Opening</td>
<td>Greeting (vocalization, looking, smiling)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracking, attending, recognizing showing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintaining optimal position - side setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Switch activation - sound localization</td>
</tr>
<tr>
<td>12:45 - 1:05</td>
<td>Math</td>
<td>Choice making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sensory Input</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Prone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Trunk Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Bench</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain optimal position</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partial participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening and hand use</td>
</tr>
</tbody>
</table>
| Time   | Activity        | Details                                                                 
|--------|----------------|--------------------------------------------------------------------------
| 1:35 - 1:55 | Free choice | Choice making/turn taking  
|         |                | Listening corner  
|         |                | Making request  
|         |                | Listening center - head phones  
| 1:55 - 2:05 | SQUIRT | Headphone  
|         |                | Variety of positions  
|         |                | Film strip cassettes  
|         |                | Partner activity - turn page/hold book  
| 2:05 - 2:25 | Ready Steps | Pair with movement over ball  
|         |                | Range of Motion  
|         |                | Variety of therapy activities  
| 12:25 - 2:35 | Music | Localizing sound/listening  
|         |                | Making request - noted by smile  
|         |                | Switch activation  
|         |                | Tolerate movements  
|         |                | Wide variety of hand over hand participation - activate instrument  
| 2:35 - 2:45 | Story | Maintaining positioning  
|         |                | Eyetracking  
|         |                | Localizing sound of reader - emphasize looking  
|         |                | (possible p.m. tube feeding)  

Other needs:  
Prone stander  
Changing  
Eating

III. The IEP will be developed with the inclusion of the parents, the regular educators, and the special educator as a team, and according to the specification of the law. (See Appendix C)  

IV. The MAPS Process (Forest, Lusthaus, Snow, 1986) will be incorporated in the first school year to add a more complete dimension of understanding for all involved. (See Appendix C, for example)  

V. The Resource Room concept, utilizing a variety of interest centers for all children at Homecroft School, will be developed during the first school year.  

At this time, Integration Options and Opportunities for Severely Handicapped Children at Homecroft School is ready to begin. Further development of this project needs to be undertaken after implementation, experience, and feedback.
SUMMARY

As the first year of the Homecroft Options and Opportunities Project draws to a close, those who have participated reflect with obvious pride on the effort and successes that have evolved. The task is on-going, and we need now to focus on next year, then the next. The following statements represent, in a small way, some of the activity and energy generated in this year. Brief glimpses of the Attitude Surveys, the Teachers' Daily Log, and the Integration Committee Activity will support and evidence a healthy project, prepared to face the future and grow soundly to demonstrate the assumptions on which it is based.

1. Attitude Surveys - As part of our integration project, we handed out an attitude survey to our school staff and the parents of the regular education kindergarten students. We wanted to get some initial reactions to the concept of integrating severely handicapped students into the regular education setting. Most of the respondents felt that all children should have equal opportunities to learn in the same environment but almost half disagreed with the statement "All children can learn what they need to know in the same setting as their peers". Some teachers would be willing to mainstream disabled students if they had adequate support. Most felt that our venture would be a success and a few were not altogether sure what "integration of severely handicapped students means". As a group we felt we may need to redefine "same setting", expand it to cover more than just one classroom as many people raised questions about a severely handicapped child's total day taking place in the regular education classrooms. Concerns about feeding, diapering and toileting and some therapy activities were raised. Could these things be carried on in the regular education setting? It was decided that further planning would be needed.

2. Teacher's Daily Log - In my role as a special education teacher turned integrationist I have kept a daily log of the interaction that has taken place between my special needs children and their typical peers in the regular education kindergarten setting. There are literally hundreds of examples of spontaneous interactions amongst the special needs students and their typical peers. Here are a few samples: Tomas has cerebral palsy, cannot walk, speak or feed himself and goes into the kindergarten in a wheelchair. His peers see beyond that, however, and one day during play time several "typical" children were having a tea party. Tomas was with them and with no directive from any adults, one of the children "poured" tea for him and put some of the pretend food on his lap tray. During this whole scene Tomas was all smiles - smiling being one of his primary means of communication.

On another occasion Justin, a typical kindergartner chose to "cook pancakes" for Tony, a little boy with severe disabilities. Lisa, a beautiful little girl who was helping Tony color a picture one afternoon said, "I like Tony more than anyone else". Recently she brought a friendship bracelet to school for Tony.

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During morning kindergarten session Nelson asked Gilbert a question. Gilbert is totally non-verbal with communication skills limited to crying when he's hungry and smiling when he hears music. For some reason he began nodding his head. Little Nelson was so impressed that he exclaimed, "Wow, he said yes!"

These are just a few of the anecdotes that I offer as testimony to the success that our integrated kindergarten here at Homecroft has achieved.

3. **Integration Committee Activity** - Throughout the year, the Integration Committee has provided a variety of experiences to make Homecroft School come closer to the goals of meeting the special needs of all children in an integrated neighborhood school setting. The following represent activities that have taken place throughout the year:

   a. Staff in-services during opening week, including an introduction to the new staff and resource room, and the video *Paradigms* as well as an outline of the program.

   b. Staff inservice in January including a video, *The Same Inside*, a parent panel, and in-depth introductions to service providers, their roles, and demonstrations of a variety of pieces of adaptive equipment.

   c. An introduction for the entire school population to wheelchairs/disabilities presented by Toby Broaderick of Courage Center.

   d. A variety of in-school, in-resource room opportunities offered to the entire school population, such as third grade reading time, movies, multi-cultural activities, play time, Special Friends, friends for lunch, and more!

Next year the Integration Committee will be prepared to implement additional workshops, in-school opportunities, and in-services for both staff and students. The group meets monthly and has invested time and energy to maintain and further the Homecroft Options and Opportunities Project.
TERM AND EQUIPMENT USED BY SPECIAL EDUCATION STAFF

Feeding Equipment:

Scoop Dish - Designed for the child who is just learning to scoop food with a spoon.

Mother Care Spoon: Molded, non-metallic spoon used to feed children who may be sensitive (orally) or who may bite down hard on a spoon (tonic bite reflex).

Gastrostomy Tube: Tube that has been surgically inserted into a person's stomach for direct feedings due to inability to take food/liquid orally.

Dicem: Sticky, non-slip material used under a child's plate to keep it from sliding or used for a child to sit on to keep him from sliding out of a good sitting position.

Therapy Equipment:

Side-lyer: Physically handicapped child can be positioned on his/her side comfortably in their piece of equipment - a child using this equipment is not capable of independent movement; he/she must be moved in and out of positions by his/her teacher or therapist.

Prone Stander: Device that enables a child who otherwise cannot stand independently to be placed in a standing position with appropriate support; good for stretching out muscles, facilitating digestion.

Tumble Form Chair: Molded seat with straps that provides a child supported sitting when he/she is not sitting in his/her wheelchair.

A.F.O.'s: Ankle braces that provide stability for a child's foot to 1) prevent deformity, and 2) stabilize feet for the child who is walking.

Muscle Tone:

Low Muscle Tone - Floppy muscle tone, loose.
High Muscle Tone - Tight, rigid muscle tone.
These are conditions which indicate deviations from what is considered normal muscle tone and both conditions tend to keep a child from performing a variety of motor activities.

Therapies:

Relaxation Therapy: Techniques employed by a therapist to reduce spasticity or high tone, thus enabling a child ease of movement with arms and legs.

Oral Facilitation: Providing stimulation to cheek and facial muscles to help a child get ready to eat, using a toothbrush or flavors inside the mouth to increase upper lip movement (for removal of food from spoon).

Manual Guidance: Teacher uses her hand to guide a child through a specific activity.

Bilateral: Using two hands to perform an activity.
MAPS

McGill Action Planning System-developed in 1986 by Forest, Lusthaus and Snow at McGill University. MAPS is a systems approach to help team members plan for the integration of students with challenging needs into regular age-appropriate classrooms.

A unique feature of the MAPS planning team is the inclusion of children in the planning process. The circle of significant people in the student's life includes family, friends (classmates) regular educators, special educators and therapists. The members of this team work their way through the questions which comprise the MAPS process:

1. What is history?
2. What is your dream for ________ as an adult?
3. What is your nightmare?
4. Who is ________?
5. What are ________'s strengths, gifts and abilities?
6. What are ________'s needs?
7. What would ________'s ideal day at school look like and what must be done to make it happen?

The ultimate goal of the MAPS process is to develop a plan which will meet the individual student's needs in regular class settings and environments.

From: 1) More Education/Integration:
Edited By M. Forest, Ed.D.
1987

2) Increasing Catherine's Integration in Her School Community: T. Vandercook
1988
MANDATE

As required by state law, the district shall provide special instruction and services for students handicapped physically, emotionally, or perceptually, as well as for students limited academically by retardation.

LEGAL REFS.: M.S. 120.03 and 120.17

PARTICIPATION OF HANDICAPPED STUDENTS IN SCHOOL PROGRAMS (MAINSTREAMING)

Identification, assessment and placement of handicapped students shall be performed in accordance with procedures set forth in state and federal laws. To the maximum extent appropriate handicapped students of the district will be educated with students who are not handicapped.

Each handicapped student will be placed in the least restrictive instructional environment which will provide an appropriate program to meet that student's education need.

No otherwise qualified handicapped student shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity of the Saint Paul Public Schools. All handicapped students shall receive such services as are prescribed in their individual educational plans.

LEGAL REFS.: M.S. 120.17; P.L. 94-142; P.L. 93-112, Sec. 504

Adopted: 5/1/79