

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



Embedding Related Services Into Special Classrooms: Pathways for Effective Instruction

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Acknowledgments

The presents wish to thank all of partner teachers, related service providers, and administrators in Anson County for taking this journey with us.



Session Orientation

In this interactive session, the audience will be (re)-introduced to the principle contexts that frame the delivery of integrated related services into special classrooms. This is not meant to be a lecture, but rather a jumping off point to raise awareness, share experiences, and plan as a community of professionals how to best support student achievement in today's ever-changing school-based world.



Session Agenda (Times Approximate)

- 8:35-8:50: Why Integrated Services in Special Classrooms are a Best Practice?
- 8:50-9:15: Successes
- 9:15-9:25: Challenges
- 9:25-9:55: Logistics and Problem Solving
- 9:55-10:00: Wrap-Up



Why Integrated Services?

1. Legal Underpinnings

Related Services

Section 300.34 from the Federal Register (2006) states that *related services include other supportive services that are required to assist a child with a disability to benefit from special education.*



Why Integrated Services?

1. Legal Underpinnings (continued)

Free Appropriate Public Education

FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. An appropriate education will include:

- education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met.
- the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability.



Why Integrated Services?

1. Legal Underpinnings (continued)

Least Restrictive Environment

LRE refers to students with disabilities having the opportunity to spend as much time as possible during the school day with general education (non-disabled peers).

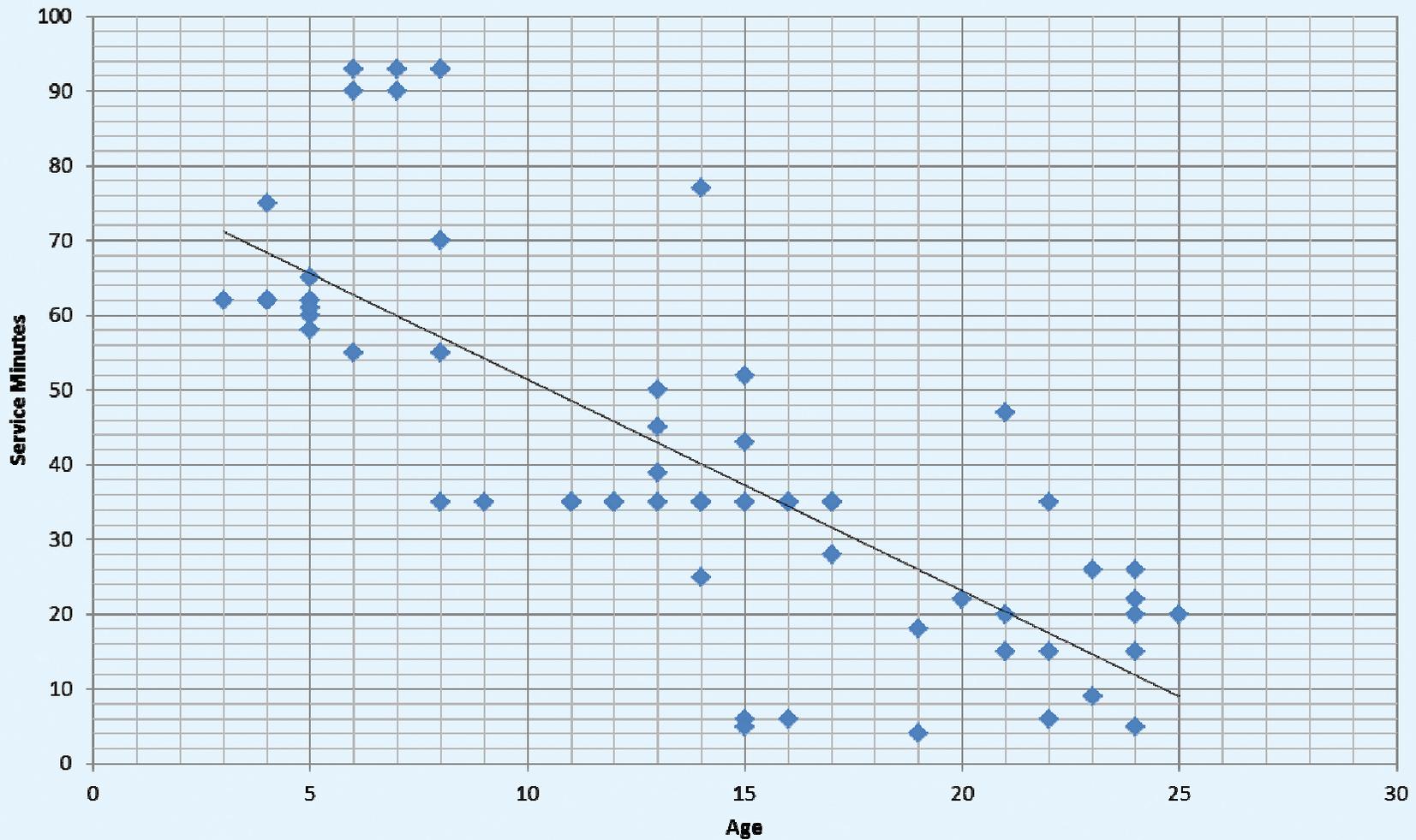


Why Integrated Services?

2. The Move to Common Core Standards/ Expectations for Students in Self-Contained Classrooms.
3. Generalization of Learned Skills
4. Promotion of Student Independence



Why Integrated Services?





Why Integrated Services?

Reiteration of Key Principals

- The classroom teacher is to be involved as “a prime player.” The educational staff is the primary provider Intervention is provided
- Related Service Providers perform ongoing consultation, problem solving, modifications/adaptations, and/or provide equipment/alternative materials as necessary in the child’s natural environment.



Why Integrated Services?

Reiteration of Key Principals

- Therapy is not intended to take the place of outside medical/clinical services.
- Skills are practiced in natural context allowing frequent daily opportunities.
- Pullout is done on limited basis to explore strategies, introduce new skills, or recheck progress, especially if a “foundation skill” requires particular attention



Why Integrated Services?

Reiteration of Key Principals

Due to more collaborative IEP's and working together on goals, documentation is shared and not placed solely on teaching staff.

(Cited from the North Carolina Department of Public Instruction, July 2009)

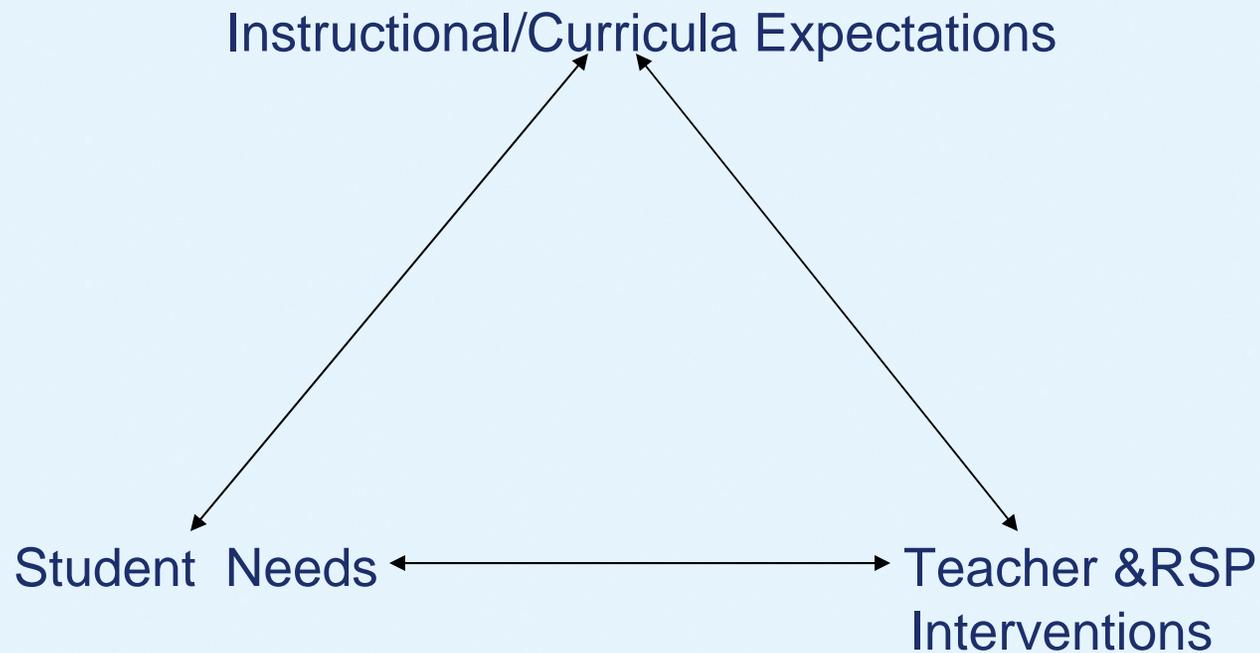


Reflection Question

1. As we (re)-introduce the concept of integration of services within special classrooms what are your initial thoughts?



Framework





Success Stories from Anson County

1. Monthly push-in speech-language services to a high school program emphasizing life skills. With reference to the framework:

- *Curricular Expectations-improving work readiness skills*
- *Student Need Areas-interview skills with preview and reinforcement of work words*
- *Teacher/RSP Intervention-monthly push in services to address role playing, pragmatic behaviors, and targeted word games.*



Success Stories from Anson County

2. Integrated OT/PT/S-L session in Primary School special classroom.

- *Curricular Expectations-improve understanding of locative concepts*
- *Student Need Areas-in addition to difficulty with left/right, fine motor and with some students gross motor skills*
- *Teacher/RSP Intervention-an hour-long whole class group that integrated location, fine motor, and gross motor with a flight simulation activity.*



Success Stories from Anson County

Integrating OT/Speech in a Primary School Program (this will align with the video).

- *Curricular Expectations-To connect to the story The Three Little Pigs in order to answer comprehension questions. And in Science to indicate the movement of objects in the environment to demonstrate movement and identify what causes a stationary object to move.*
- *Student Need Areas- Oral motor skills(1/2 are nonverbal), fine motor skills, attention deficits, and comprehension delays, etc..*
- *Teacher/RSP Intervention- The teacher and RSP are working together to help the students line up/stack milk cartons to attempt to blow them over. This will help with oral motor skills and fine motor skills.*



Reflection Question

What have been your positive experiences employing an integrated model?



Traditional Challenges

1. “It’s not the way we’re used to”
2. Parents, LEAs, educational advocates, surrogates, etc. see the medical/clinical model as preferable. “More is better”
3. Time Constraints (lack of planning time)
4. Confusion of Responsibilities



Reflection Question

For the teachers in the audience what gives you the most trepidation about an integrated model?

For the related service providers in the audience what gives you the most trepidation about an integrated model?



Reflection Question

How have you overcome these challenges?

Are there others you have encountered we did not mention and, if so, how do you continue to work through them?



Logistics and Problem Solving

1. Changing the Hearts and Minds of IEP Stakeholders through Education formal (e.g., newsletters, @ IEPs, district website, program descriptions) and any and all “teachable moments”



Reflection Question

How have you, or will you, persuade those parents or advocates who are unsure that this is a viable model?



Logistics and Problem Solving

2. Increasing Planning Time

- *Set a schedule to talk*
- *Re-think RSP workloads*
- *Write your progress notes together*



Reflection Question

For those of you in the audience who are already using an integrated model, how have you found the time to meet, plan, and organize an integrated activity?



Logistics and Problem Solving

3. The creation of an integrated IEP is essential to ensure success of the integrated model because it:

- Provides a legal basis for the model
- Ensures stakeholder ownership
- Signals the finite duration of related services to parents and other stakeholders.



Logistics and Problem Solving

Examples of integrated IEP goals:

1. Literacy-Written Language: shared by EC, S-LP (language), and OT (handwriting)

- While maintaining an upright sitting posture at his desk, [the student] will write a short paragraph (2 to 3, 4-word sentences) with regard to letter formation, spacing, and line orientation with minimal cues during 3 of 5 trials.
- [The student] will copy a short sentence from both near and far point with minimal prompting during 3 of 5 trials.
- [The student] will copy a short paragraph (2 to 3 sentences) from near and far point with minimal prompting, using appropriate letter formation, spacing, sizing and line orientation with minimal cues.



Logistics and Problem Solving

2. Functional Communication (shared with EC, paraprofessional, S-LP, OT and PT)

- [The student] will demonstrate an appropriate, reciprocal gestural interaction with a staff member (e.g., "high five") indicating a greeting or farewell for 10 consecutive trials
- [The student] will maintain eye contact with a staff member for at least 5 seconds when engaged in a verbal or nonverbal exchange of information for 10 consecutive trials
- With minimal staff cueing and no distractor items, [the student] will present a corresponding picture to reliably represent his need to use the bathroom for 20 consecutive trials



Logistics and Problem Solving

3. Math/ELA goals:

- (The Student) will choose which of 4 pictures does not belong when the term "not" is embedded in the instruction (e.g. point to the picture that is not a food) with 80% accuracy.
- (The student) will be able to verbally identify the position of objects (under/over, right/left, on/off, etc.) for 3 out of 5 trials.
- (The Student) will use different multi-sensory activities to write letters legibly 80% of the time.



Reflection Questions and Group Share

Can you think of a communication goal that is now written in isolation as an S-LP goal and how we could shape that into an integrated goal?



Reflection Questions and Group Share

Can you think of a fine motor or ADL goal that is now written in isolation as an OT goal and how we could shape that into an integrated goal?



Reflection Questions and Group Share

Can you think of a gross motor goal that is now written in isolation as a PT goal and how we could shape that into an integrated goal?



Discussion and Final Thoughts