

Creating Inclusive Early Learning Groups: Supporting Early Learners with Special Needs

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Agenda

- Social Supports for Inclusion
- Visual Supports
- Communication Supports
- Physical Structure of Environment
- Making Instruction Meaningful



**connecting
PEERS!**

Peer Supports


Video example of how to include learners with ASD and related disabilities into activities- What supports did you see? Why were they successful? What accommodations could you use to make these interventions successful in your environment?


Alaska Social Skills Cards



Alaska Social Skills Kit


Alaska Social Skills Cards

Ask nicely.



Ignore

Alaska Social Skills Cards

See Center on the Social and Emotional Foundations for Early Learning (CSEFEL) website for lesson ideas and video examples
<http://csefel.vanderbilt.edu/index.html>
Additional information and supports can be found at
<http://sesa.org/content/guiding-and-investing-new-special-educators>

Use your words.


Social Stories

Sometimes individuals on the autism spectrum can be particularly challenged in everyday situations. Social stories are an easy way to help the individual work through these challenges. Social stories were originally created by Carol Gray, but have been used by a variety of professionals. They can be used for a variety of situations, including preparing individuals for new experiences, explaining complex social situations, or coaching individuals through difficult skills.

Social stories often begin with factual statements of what the individual may encounter or experience in given situations. The story then often progresses with information about why the situation might occur, how it might be difficult and choices for how the individual might respond to the situation when it does occur.

Social stories can be suited to a variety of reading and interest levels by varying the amount and complexity of information presented on each page. They generally include simple text and are written in first-person (from the individual's point of view). When appropriate, pictures can be used to supplement the text. They are most useful with individuals who can sit and attend to a story. Social stories are not appropriate for everyone.

Social Stories

To Make:

1. Choose the situation of focus and the reading level of the individual.
2. Make a title page with a simple title (e.g., I Can Stand in a Line).
3. Using first-person text, describe the context of the situation in a few sentences (e.g., Sometimes people have to wait in lines. People wait in lines at stores, in restaurants, and even at school).
4. Describe the emotions/common responses of the individual during the situation in 2-3 sentences (e.g., Waiting in lines can be hard. Sometimes I want to skip to the front of the line or I want to yell and cry about having to stand in a line.)
5. Describe the appropriate response to the situation and various options the individual has (e.g., I will try my best to wait my turn and stand in the line. I will try to remember not to yell and cry about the line. If it is really hard for me to wait in line, I can tell my parents or my teachers and they will try to help me.)
6. Give 1-2 finishing sentences (e.g., Waiting in lines is something I will have to do sometimes. It can be hard to wait in line, but I will try my best to wait).
7. Re-read it to ensure it make sense!

Sometimes I Get Angry

Sometimes I get angry.

When I get angry, I have different choices I can make.

One of my choices is to tell mom I am angry.

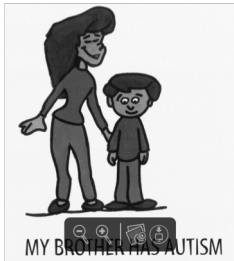
Another choice is to go to my safe place.

Telling mom when I am angry or going to my safe place are good choices!

Everyone is proud of me when I make good choices!

Social Story Example

Read About It



Video Modeling

Learner is shown a videotape of a model performing a target behavior or completing a desired task.

- Model may be teacher, peer, parent, actor, or even the learner
- Learner is shown the **entire** videotape prior to each teaching session
- After viewing **entire** videotape, learner provided opportunity to perform the behavior or task

Video Prompting

Learner is shown a videotape of a model performing a target behavior or completing a desired task.

- Model may be teacher, peer, parent, actor, or even the learner
- Breaks the **videotape into segments or clips**
- Learner is **shown one step (clip) at a time**
- After each clip, the learner performs that one step

Videotaped Self Modeling (VSM)

- Learner is videotaped while being taught a sequence of task
- Edit tape to remove all prompts and mistakes by learner
- Positive self-review
- Fast feed-forward



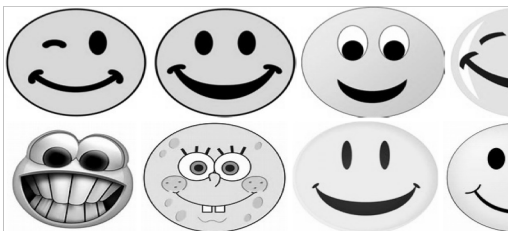
www.iidc.indiana.edu/IRCA/SocialLeisure/socialskillstraining.html

Tips for Video Modeling

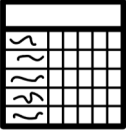
- Select Target Behavior
- Getting the Right Equipment
- Writing a Script or Developing a Task Analysis
- Obtaining Baseline
- Making the Instructional video
- Arranging Teaching Environment
- Presenting Video Models or Video Prompts
- Monitor Progress & Troubleshoot
- Fade

Visual Supports

Lets get Visual!!! Schedules, Cue Cards, Power Cards





Schedules

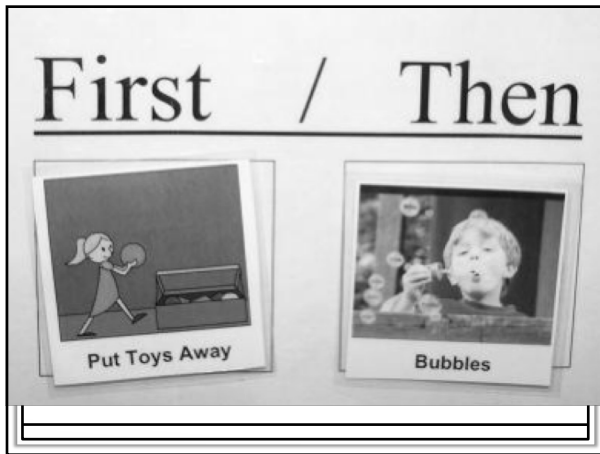


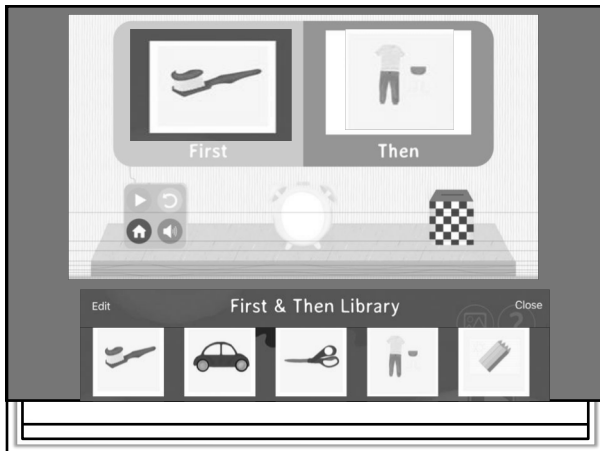
What is happening
and when.

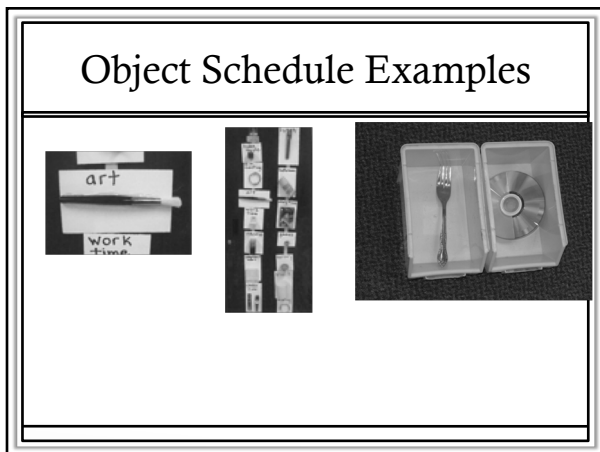
Schedules

- Communicate classroom and individual activities in a way that is meaningful to the student.
- Many students are able to transition through the different activities of their day more successfully if they know what is happening and what is coming next.
- Increase student independence.
- Are designed for each individual student.
- Types of schedules include:
 - object schedules
 - picture schedules
 - line drawing schedules
 - picture & word schedules
 - written schedules

FIRST	THEN
	







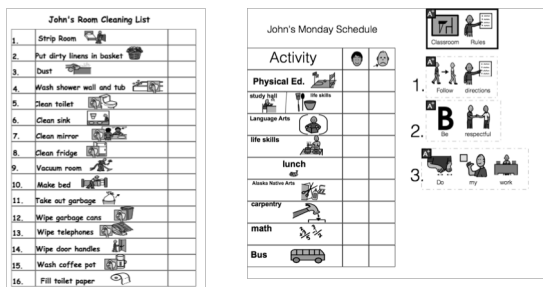
Picture Schedule Examples



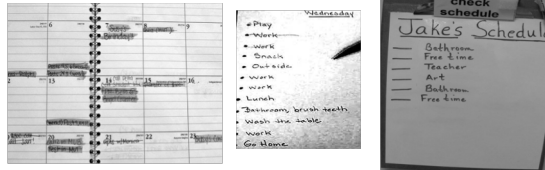
Line Drawing Schedule Examples



Picture & Word Schedule Examples



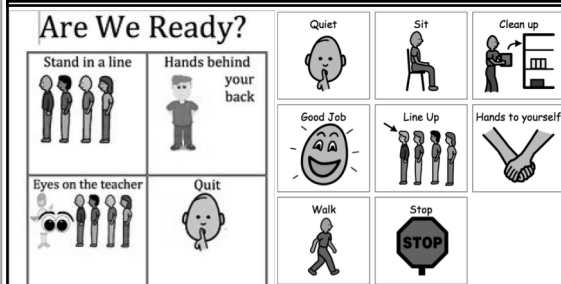
Written Schedule Examples

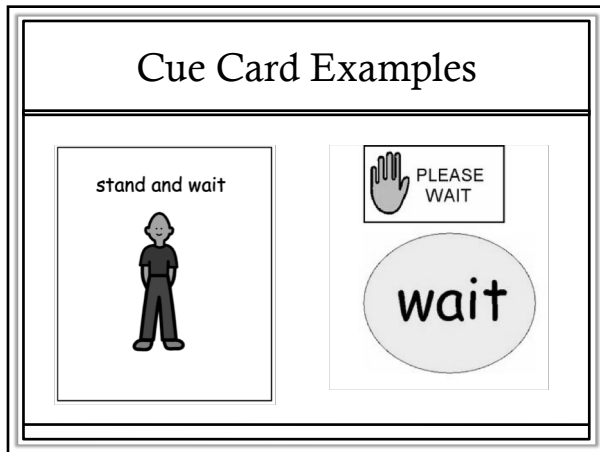


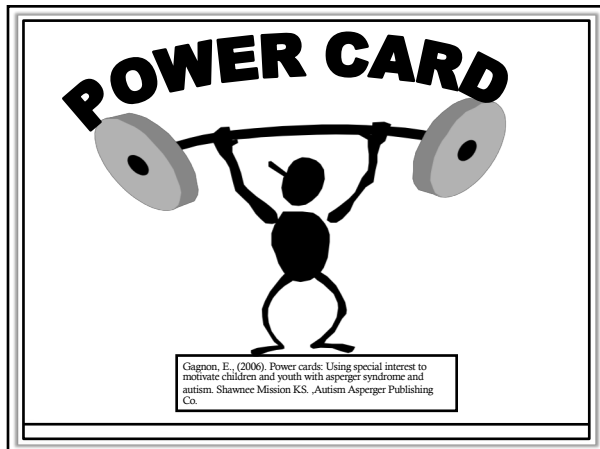
Cue Cards

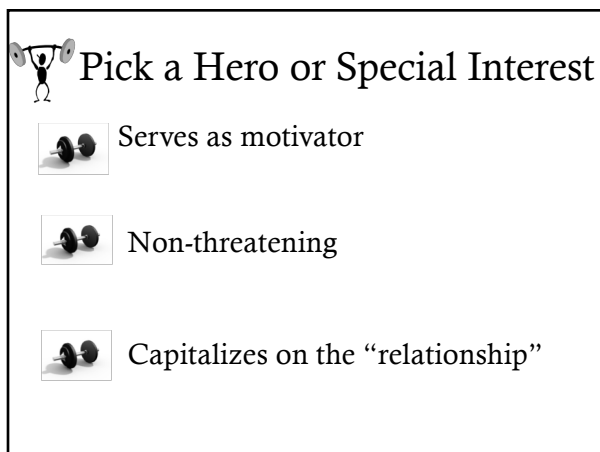
- Support appropriate behavior in different environments and activities
- Show individual what behavior is expected
- Provide strategies to demonstrate appropriate behavior

Cue Card Examples








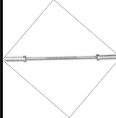


Components of a P.C.



Brief Scenario:


- Hero successfully attempts solution
- Encourage student to try (3-5)



Power Card

- small picture, solutions to problem (3-5 steps)


power Card Steps



- Identify behavior/situation
- Identify child's special interest
- Determine reason/trigger of behavior
- Collect baseline data
- Write scenario & Power Card
- Introduce Power Card
- Collect data & modify if needed
- Student needs determines length of use

Zorro and the Bathroom

During his many adventures to help people in need, Zorro has found it necessary to stop and use the bathroom once in a while. He knows it is important to go when he needs to, and he doesn't wait for someone to ask him if he has to go. He knows that it is important for everyone to take care of their bathroom needs on their own.



Scenario

Zorro would like for you to consider three facts:

1. When you are at home, don't wait for someone to ask if you need to go to the bathroom. Just go when you need to go.
2. When you are at school, tell your teacher that you need to go to the bathroom. Try and go every time there is a scheduled break, even if you don't feel you need to.
3. If you are away from home, tell an adult you are with that you need to use the bathroom and have them show you where it is located.

Zorro is proud of young men who can take care of their own bathroom needs.

POWER CARD



Support Communication Needs

Functional Communication is the Key

What makes communication functional?

- Is it socially acceptable?
- Is it effective?

Communication Board

Print in landscape mode on letter size paper.

orange juice 	milk 	sprite 	apple juice
meat 	vegetables 	bread 	dessert
mom 	dad 	how 	what
don't like that 	i like that 	more 	finished

Made with Boardmaker and the Picture Communication Symbols™ 1991-2001
 Mayer-Johnson, Inc. P.O. Box 170, Sausalito, CA 94965-0170 Phone 415 655-0044
 www.boardmaker.com

Vocabulary Relevant To The Situation

ACELL 16
 10000 Canyon Boulevard School District
 10000 Canyon Blvd
 Denver, CO 80234
 (303) 447-0012

hi 	goodbye 	mad
bathroom 	hungry 	help
yes 	no 	more

This board was created with Boardmaker, a communication board creation software program.
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(LASARD, 2008)

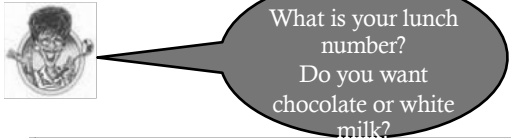
For the last time, what is your lunch number?
 And do you want chocolate or white milk???

Those kids should just eat in their classroom. They don't even know what they want to drink?







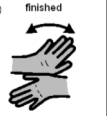

hi 	goodbye 	mad
bathroom 	hungry 	help
yes 	no 	more

SOCIAL

(LASARD, 2008)




What is your lunch number?
Do you want chocolate or white milk?

<input type="radio"/> chocolate milk 	<input type="radio"/> white milk 	<input type="radio"/> lunch number  5312	<input type="radio"/> more 
<input type="radio"/> yummy 	<input type="radio"/> yulk 	<input type="radio"/> finished 	<input type="radio"/> hi dude 

(LASARD, 2008)

PECS Book



Communication Devices



Visual Structure of the Environment

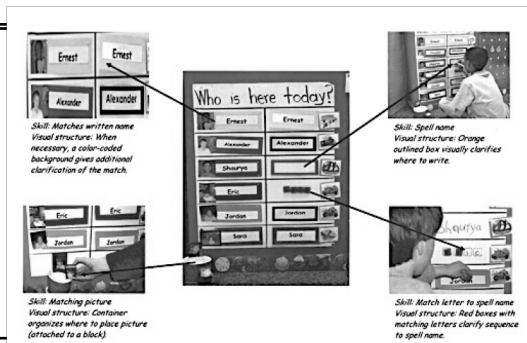


What does it look like in the classroom?

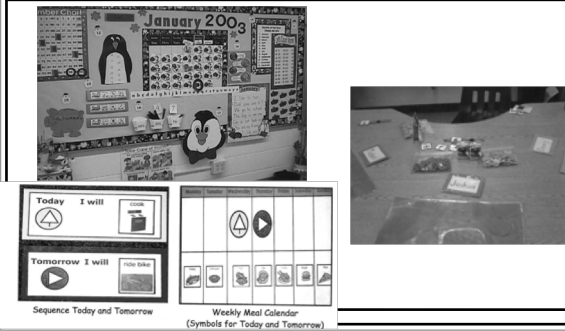
Visual Structure

- Visual structure is a way of setting up tasks and activities in a visually explicit manner.
- All activities, tasks, and routines can be visually structured to facilitate student understanding, engagement, independence, and learning.
- Common classroom activities that should be visually structured include:
 - group activities
 - independent work tasks
 - functional skill activities

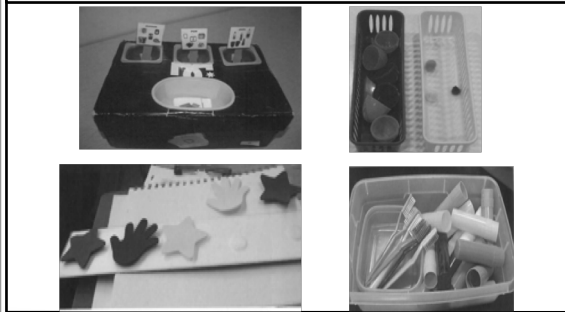
Visual Structure: Group Activities



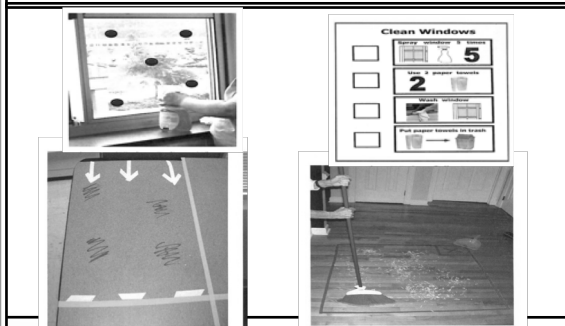
Visual Structure: Group Activities



Visual Structure: Independent Work



Visual Structure: Functional Skills



Make Activities Accessible



Support Needs

- Adapted Materials
- Adapted Instruction
- Different Levels of Participation
- Parallel Activity
- Personal Assistance



June Downing: Accessing the Core Curriculum for
Students with Significant Disabilities 9/22/06

Analyzing an Activity for Including Everyone

- What is the purpose of the activity for the majority of the students?
- What part/aspect of the activity has meaning for the student?
- Can materials/instruction be adapted to highlight the activity?
- Can all students engage in the same activity, but for different purposes?

June Downing: Accessing the Core Curriculum for
Students with Significant Disabilities 9/22/06

What is the purpose of the activity for the majority of the students?

- Activity: Tracing the letters of the alphabet
- Purpose: 1. To learn the letters of the alphabet or 2. To improve handwriting
- Adaptation/Accommodation: Depends on the purpose
 - Purpose #1 – Type letters or put magnetic letters in order
 - Purpose #2 – Reduce the amount of letters to trace and/or provide breaks

What part/aspect of the activity has meaning for the student?

- Activity: Tracing the letters of the alphabet
- Purpose: 1. To learn the letters of the alphabet or 2. To improve handwriting
- Adaptation/Accommodation: Depends on the purpose
 - Purpose #1 – I am working for...
 - Purpose #2 – Trace the letters in their name beside their picture

Can materials/instruction be adapted to highlight the activity?

- Activity: Story Time
- Purpose: 1. To listen to a story being read and answer comprehension question
- Adaptation/Accommodation:
 - Adaptation #1 – Provide communication board
 - Adaptation #2 – Use manipulatives and/or adapted books to keep the student engaged

Can all students engage in the same activity, but for different purposes?

- Activity: Story Time
- Purpose: 1. To listen to a story being read and answer comprehension question
- Alternate purpose:
 - Purpose #1 – Respond to questions using a communication board
 - Purpose #2 – Sit in a designated space for 2 minutes

In Summary

- All students are capable learning!
- Use peers to teach communication and appropriate behaviors.
- Use visuals to support behavior, communication, and participation!
- Have Fun!!!

Questions??????