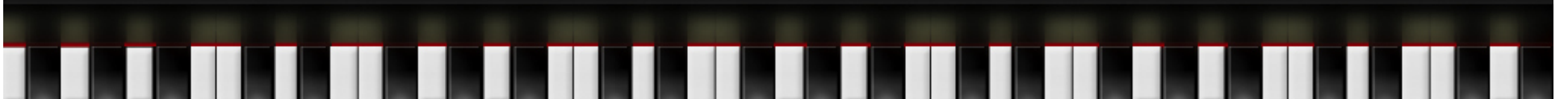


Special Education

April 8, 2014
Concordia University



PL 94-142

- # Passed in 1975-originally named Education of all Handicapped Children Act
- # Now called IDEA (Individuals with Disabilities Education Act)
- # Under IDEA, schools must offer FAPE (Free and Appropriate Education) to all children with disabilities in the Least Restrictive Environment (LRE)

13 Disabilities Under IDEA

**Other Health Impaired (OHI)*

**Speech/Language Impairment (SLI)*

**Developmental Delay (DD)*

**Emotional and Behavior Disorder (EBD)*

**Specific Learning Disability (SLD)*

**Autism*

**Visual Impairment (VI)*

**Hearing Impaired (HI)*

**Deaf-Blind*

**Traumatic Brain Injury (TBI)*

**Mental Handicap (MH)*

**Multiple Handicaps (MH)*

**Orthopedic Impairment (OI)*



Challenges

- # A different teacher
- # A different set of expectations
- # Changing expectations
- # Noise
- # Anxiety of something different
- # Different activity-possibly not preferred
- # Lack of engagement
- # Rigid responses from teachers
- # Lack of relationship with a teacher
- # Little or no motivation to go to or stay in class
- # Punitive responses to behavior

Implications for Inclusion

- # All children have the right to come to specials and should be viewed as learners
- # All students, regardless of disability, could potentially be in your class
- # Ethical and legal requirements to make appropriate accommodations for students with disabilities
 - # Fair vs. Equal
 - # Accommodations for a variety of disabilities

What can you expect?

- # A diverse group of students
 - # Think about cultural proficiency
- # A variety of behaviors
- # The need to individualize some activities to make some student successful
- # ADHD, Autism, Behavior Disorders, Depression, Anxiety (and many more)-prevalent in schools across ages
- # De-escalation: a way to calm kids down and not make them more upset
 - # Humor, distraction, time, choices, breaks, physical break, drink, errand, change the context

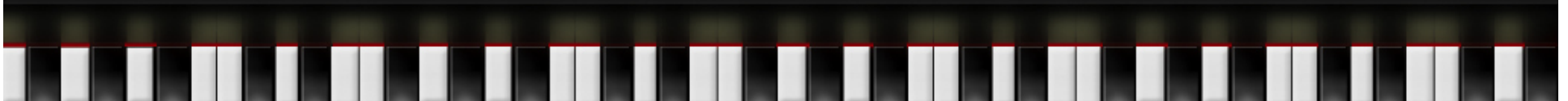


What can you do?

- # Build positive relationships with students
- # Create opportunities for ALL students to be engaged
- # Be preventative when thinking about potential behavior problems
- # Set explicit, positive expectations (PBIS)
 - # Hold all kids accountable to your set expectations
 - # Requires established trust and respect
- # Reinforce appropriate behavior (avoid punishment)

Building Positive Relationships

- # Effective strategy for all students
- # Good relationships make positive class climate
- # Kids put forth more effort when there is a relationship
- # Allow kids to share their experiences
- # Attempt to understand what makes each student unique
- # Work to develop connections with students
- # Have a positive attitude



Relationships (Cont.)

- # Be genuine/authentic with kids
 - # Demonstrate care, compassion, empathy
- # Constructively correct/redirect students
- # Relationships provide safety and security for students
- # Treat students with respect (and you will then get respect)
- # Reduce/prevent frustrations/stress

Engagement

Benefits

- # Increases attention and focus
- # Decrease behavior problems
- # Increased student learning



Strategies

- # Use inclusive teaching strategies and activities
- # Active learning
- # Technology
- # Teach to all modes of learning
- # Empower students to take control of their learning
- # Make content relevant
- # Have FUN 😊

Preventative Strategies

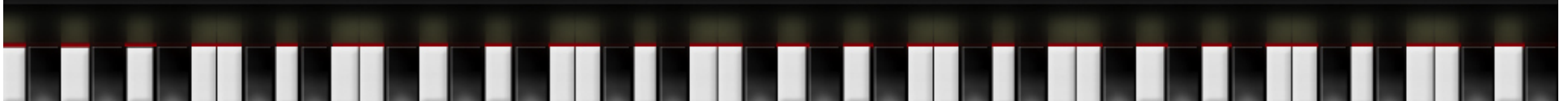
- # Be Prepared
- # Use Positive Approaches
- # Anticipate Problem Behavior
- # Catch Problems Early
- # Correct Problem Behavior Appropriately
- # See Handout
 - # Effective Interventions from the Adult and Adult Behaviors that Can Escalate a Crisis

PBIS

- # Positive Behavior Intervention Support
- # Research based practice for increasing positive behavior
- # School wide program
 - # Elements can easily be implemented in a classroom
- # Preventative vs. Reactive
- # Teach and reinforce appropriate behaviors

Bad Social Skills Are
Not An Opportunity
To Punish But An
Opportunity To
Teach

Maag 2012



Expectations

- # NECESSITY

- # Be reasonable

- # Keep them short, explicit and positive

 - # “Raise hand to talk” rather than “Don’ t blurt out”

- # Reward appropriate behavior and those students following the expectations

- # Must teach and reinforce



Classroom Routines

NECESSITY

If you want them to do it, teach it!

Higher structure=higher success

Front end work pays off all year!

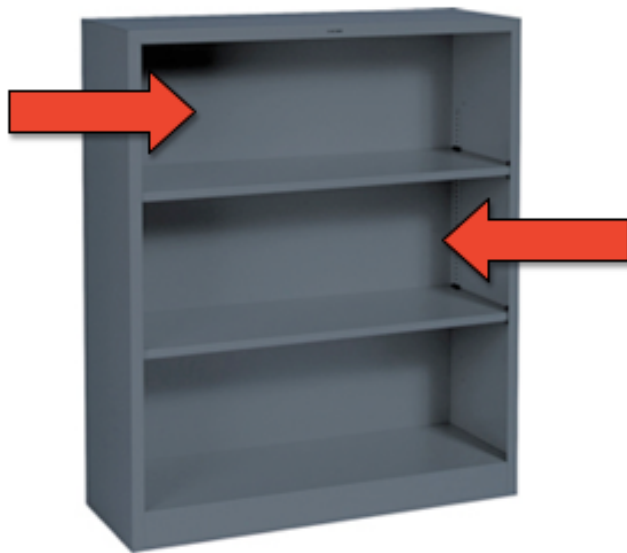
Continue to review, re-teach, and reinforce all year

Use visuals

Example Visuals









Choice Time or Calm Down Break

*All items on the top two shelves
*Anything but Legos, games, iPod or computer







Example Visuals

I Can Calm Down By:

<p>Listen to Music</p> 	<p>Take a Breath</p> 
<p>Write or Draw</p> 	<p>Put Things Away</p> 
<p>Squeeze a Ball</p> 	<p>Use Your Blocks</p> 
<p>Put in Puzzles</p> 	<p>Take a Walk</p> 

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When the goes off...

- ✓ Put work/materials away 
- ✓ Put up sticker, if job is done or you worked the entire time 
- ✓ Look at the schedule-find next job 
- ✓ Move to next job immediately 

4:1 Positive/ Negative Ratio and Behavior Specific Praise

“Good job” vs. “Sally, I like how you are sitting quietly.”

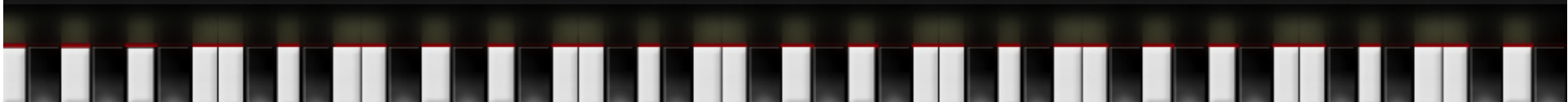
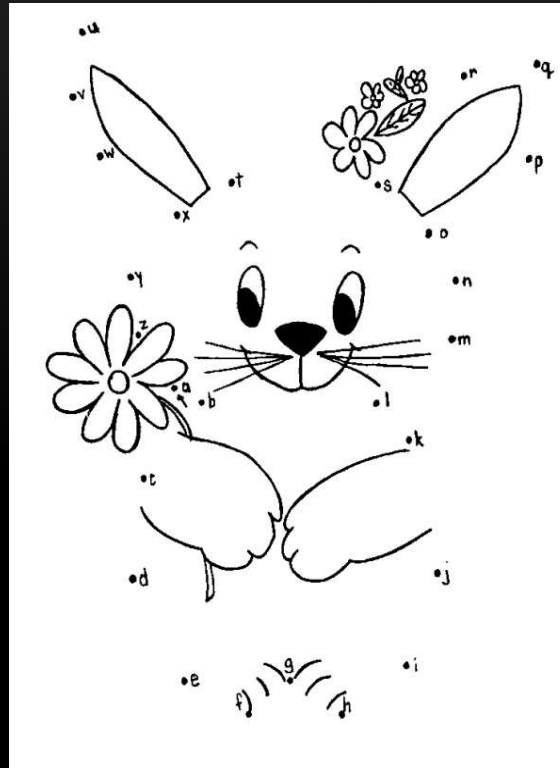


Reinforcement Ideas

- # Point systems
- # Sticker charts
- # Chart moves (connect the dots)
- # Games (ex. Bingo)
- # Items in a jar/container
- # Tickets



Reinforcement Examples



Questions

- # Please feel free to email me at anytime with any questions.
- # smcmaha@lps.org

