

Supporting ALL Students in Inclusive Settings

Creating an Infrastructure to Ensure Students With Significant Cognitive Disabilities are Included in General Education



Building Sustainable Systems of Support For ALL Students in Inclusive Settings

What:

- Focus on positive outcomes for:
 - Students, Staff and Parents

Why:

- Research guides us:
 - Effective practices for students
 - Effective staff development

How:

- Empower school districts:
 1. Multilevel systems of supports for students
 2. Practical, easy access professional development for general education staff
 3. Effective teacher tools!



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Building Sustainable Systems of Support For ALL Students in Inclusive Settings

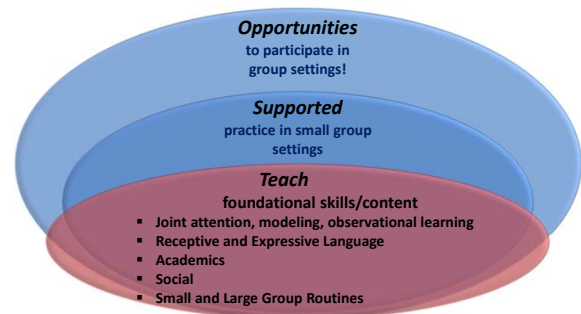
How:

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Recipe for Success



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Curricula for EI/ECSE and Elementary Level Children

- STAR Program (Strategies for Teaching based-on Autism Research, Arick, Loos, Falco and Krug, 2004) for teaching:
 - ◊ Receptive & Expressive Language
 - ◊ Pre-academic Skills
 - ◊ Play/Social Skills
 - ◊ Functional Routines
- Parent training component (Teaching Social Communication to Children with Autism; Ingersoll and Dvortsck, Guilford Press, 2009)
- Inclusion and mainstreaming
- Peer tutoring and peer buddies
- PECS (Pyramid Educational Consultants, 2005)
- Additional Augmentative Communication Systems
- Structured Teaching
- Incidental Teaching
- Commercial academic programs

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Evidence-based Strategies: Video Examples of Teaching Foundational Skills/Content Using the STAR Program



Pivotal Response Training (PRT): Expressive Language



Discrete Trial Training (DTT): Receptive Language



Self-Management : Functional Routines



Progress: Two Years Later

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Middle and High School Students



Themes:

- Independence and Self-Determination
- Functional and Generalized Skills
- Strength-Based Curriculum
- Post-Secondary Transition and Employability

Content:

- Expressive/Receptive Language
- Academics in the Context of Daily Life Routines
- Social Communication
- Complex Vocational Tasks
- Functional Daily Routines

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Teaching Skills Needed for Independence Using the Links Curriculum: Video Example



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Movie Simulation Example Using the Links Curriculum



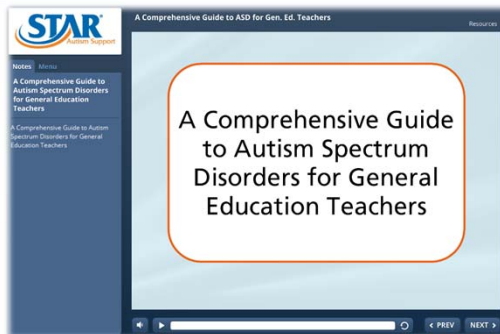
Building Sustainable Systems of Support For ALL Students in Inclusive Settings

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Professional Development for General Education Teachers



Learning Objectives

By the end of this course, you will be able to:

- List the strengths of a student with autism
- Identify the common characteristics of autism
- Briefly describe the referral and evaluation process
- Describe the impact of the characteristics on a student's learning, language, social development, and behavior
- Discuss how to choose the best interventions for students with autism



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Teachers Need Tools Everyone Working Together

- **Special Education Professionals:**
 - Core Curricula
 - Data Driven Instructional Resources
 - Working Together with General Education Staff



TEACHER TOOLS
General Education Tools for Students with Autism Spectrum Disorder

- **General Education Professionals:**
 - Awareness/knowledge of learning characteristics
 - Practical-classroom ready tools/supports
 - Data Driven Instructional Resources

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Planning Tools: Special Education/General Education Staff Working Together

John's Schedule [Language](#) [Portrait](#) [Download PDF](#)

Time	Activity/Event	Details	Staff
8:00 am - 8:30 am	ARRIVAL	Homework, schedule and morning meeting	Peer Support Assign peer to assist with arrival routine
8:30 am - 8:45 am	RESTROOM		Instructional Assistant Support Grooming, restroom use
8:45 am - 9:30 am	LITERACY		Instructional Assistant Support Assign with modified assignments during group Supervise independent work during class discussion
9:30 am - 10:00 am	RESOURCE ROOM	STAR Lessons	Instructional Assistant Focus on independent transition to resource room
10:00 am - 10:15 am	RECESS	Play tables Visual reminder of recess rules	Peer Support
10:15 am - 10:45 am	MUSIC	John attends Music class five days week, joins other 3rd grade classmates, John enjoys music and can participate independently.	
10:45 am - 11:30 am	MATH	Touch Math Behavior support visuals	Instructional Assistant Support Use data reinforcement system to encourage participation in group math activity After 10 minutes of group participation, John goes to complete "school job" in cafeteria, John counts trays/dishes and fills in graph working on functional math skills
11:30 am - 12:00 pm	LUNCH		

Star Autism Support E-Scheduler

Five Tips Successful Group Instruction for Students with Significant Cognitive Disabilities

1. **Pre-plan** activities and instructional materials
2. Engage learners with **active participation**
3. Focus on teaching skills for **"group learning"** such as waiting, turn taking, peer interaction, attending to teacher instructions
4. **Differentiate task requirements** based on student developmental levels
5. Provide **visual and environmental supports** to promote independence

Supported Small Group

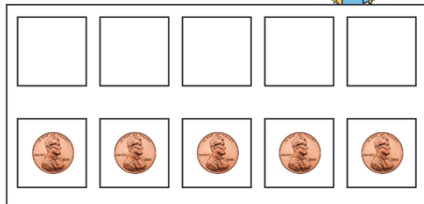


Supported Small Group



Add Reinforcement Strategies When Initially Teaching Group Interaction Skills

Hello Game!



Support Auditory Information with Pictures



Use Visuals

Provides the student a visual representation of how to do each step of the activity



Whose Turn Is It Sequence Strip

Turn taking made easy.....place photos of students in boxes to indicated whose turn it is.



Routine Essentials: Turn Taking

Place activity photos/icon here

Whose turn is it?



- 1
- 2
- 3
- 4

Place student's name here

Place student's name here

Place student's name here

Place student's name here

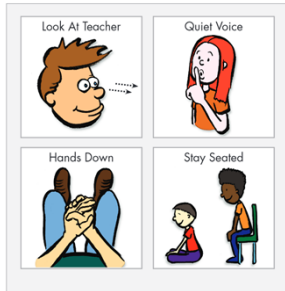
Use Visuals to Teach Group Expectations

Game Rules



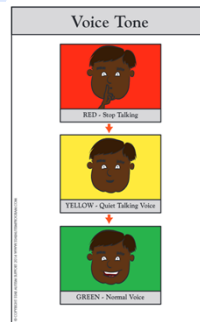
Use Visuals to Teach Group Expectations

Circle Rules



Use Visuals to Teach Group Expectations

Voice Tone



More Visual Supports for Group Instruction



Same Activity: Different Levels for Active Participation



Peer Power

PEER POWER
TIPS FOR A SUCCESSFUL YEAR WITH YOUR PEER BUDDY

Student's Name: _____ communicates by _____

Teacher: Click the communication mode	Gestures (sign language, waving, eye contact) Repeating words	Pointing to pictures Words And Sentences	Augmentative Communication System
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Example: _____

- Get your buddy's attention before talking to him or her. You can:
 - Say his or her name
 - Tap his or her shoulder
 - Ask him or her to look at you
 - Try again if he or she doesn't listen to you the first time.
- Give compliments/praise to your buddy such as "Take your picture," "Nice taking turns," or give a high five. Your teacher may give you a token board or stickers to give your buddy. Tokens and stickers are a way to tell your buddy they are doing a good job at the activity.
- Provide help to your buddy if needed... but not too much help! Give the least amount of assistance so your buddy can participate or complete the game or activity independently.
- Sit close to your buddy. If your buddy moves away from the group, follow and encourage him or her to rejoin the group. If your buddy doesn't rejoin the group, ask for help from an adult.
- If your buddy gets frustrated or has problems participating, ask for help from an adult.

Now that you have had some time with your buddy, here are some more ideas to have fun and help your buddy learn new things!

Always greet your buddy with a "Hi" and say "Goodbye" when leaving. Remember to get his or her attention and wait for a response (a, goodbye or wave) from your buddy.	Show your buddy "what to do" by modeling it first. Examples: <ul style="list-style-type: none"> If you want your buddy to match a card to an identical card, demonstrate by matching that card first (remember to get their attention) and then wait for his/her response. If you want your buddy to copy you while jumping, model jumping and then wait for your buddy to jump. You may need to model jumping 2 or 3 times.
If you have difficulty understanding when your buddy has to speak, give your buddy two choices to select from, using his or her talking. The teacher may give you pictures to use so your buddy can point to what they want.	Tell your buddy about what you are doing using _____

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Resources Teacher Tools/STAR Media Center

E-Scheduler™
Create new staffing schedules! Get new ideas for daily activities and access visual environmental supports for those activities!

Media Center Training Videos
Video Examples of all STAR Lesson Plans and strategies!

Circle Rules

Media Center Tool Kit
Access environmental supports, visual supports and other resources! Ideas for Circle Time, Transitions, Snack and more!

Current Theme Unit: CAMPING
Our lessons theme unit is Camping! Camping, Sleep, Friendship, Fall Fun, Winter Fun, Dinosaurs and more!

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The STAR Program: Version 2



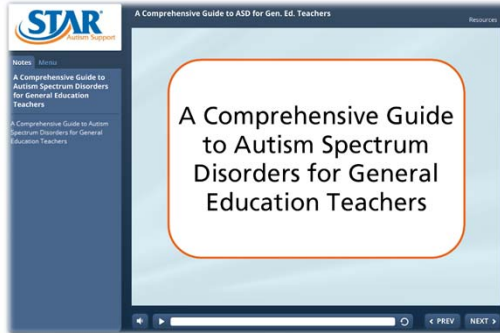
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Assessment and Instruction for Secondary Students



E-Learning Modules Coming Soon



STAR Autism Support

www.starautismsupport.com

503-297-2864



The STAR Autism Support Media Center

STAR On-Demand Training Video Library

Classroom Toolkit Visual Supports and Activities Library

Daily E-Scheduler

A Must Have in ALL STAR Classrooms!

The Media Center was designed to be your one-stop shop for supporting a complete daily curriculum.

Downloadable Resources Include:

Visual Supports Library

Monthly Updated Themed Units:

- Activity ideas (small group, individual, and classroom activities)
- Printable worksheets
- Visual and environmental supports

Training Videos Include:

- 154 (and counting) STAR Program Video Lessons
- Hundreds of Example Videos
- STAR Program Recorded Webinars
(Getting Started, Discrete Trial, Pivotal Response and more!)

Schedule Assistant Includes:

- STAR Schedule Templates
- Customizable Scheduling App for Personalized Class Schedules

