

# Inclusion S.O.S.!

(Success Only Strategies!)



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Twin Rivers USD

## Inclusion S.O.S! (Success Only Strategies)




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## Today's Topics...

- The topics presented today:
  - Autism Spectrum Disorders
  - Interpreting Student Behaviors
  - Sensory Processing Disorder
    - Social Skills
  - Assistive Technology 
  - Building a Rapport
  - Communication with Families

## Welcome...

- Ever wonder, "What am I going to do with this kid?" We will offer some tips and tricks to meet the needs of ALL learners in your classroom.



## Autism Spectrum Disorders

Definition (Merriam-Webster Dictionary)

- au-tism \ˈɑː-ˈti-zəm\ noun
- a variable developmental disorder that appears by age three and is characterized by impairment of the ability to form normal social relationships, by impairment of the ability to communicate with others, and by stereotyped behavior patterns.

## Autism Spectrum Disorders

### What does that mean?

Autism is a neurobiological disorder (the problem is in the brain and nervous system).

There will be social, communication, and behavioral challenges.

### Bottom line...

It is a physical condition...  
**NOT A CHOICE!**

## Autism Spectrum Disorders

### Diagnosis...

• Done by a medical professional using the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV).

• To get a medical diagnosis, must have a total of six or more items from



- (1) qualitative impairment in social interaction,
- (2) qualitative impairments in communication, and
- (3) restricted repetitive and stereotyped patterns of behavior, interests, and activities, at least two from (1) and one each from (2) and (3).

• Still must have an educational diagnosis: done by school psychologist and specialists.

## Autism Spectrum Disorders

### Characteristics...

There are 3 criteria to be met:

1. Impairments in Verbal and Non-verbal communication. 
2. Problems with social interaction.
3. Patterns of repetitive behaviors with narrow, restricted interests. 

## Autism Facts... From Autism Speaks or CDC

- 1.5 million people in U.S. have autism.
- 1 in 88 children are diagnosed in U.S.
- Boys 5x more likely to be diagnosed than girls.
- Parents with one child with ASD have 2-18% chance of having a second child also affected.
- There is no medical cure for autism.

## Autism Spectrum Disorders

Prevalence in U.S....

- In 1980 it was 1 in 10,000 births
- In 2007 it was 1 in 150 births
- In 2010 it was 1 in 110 births

**Now it is 1 in 88!**

Based on statistics from the US Centers for Disease Control (2012)

## ASD vs. Asperger's...

- **Autism**
  - Typically diagnosed in early childhood
  - Around 3 years old
  - Onset prior to 36 months
- **Asperger's Syndrome**
  - Typically diagnosed later in childhood
  - Age 8 to 12 years
  - No delay in spoken language
  - Often not the first diagnosis given

## Autism Spectrum Disorders

### Why the increase in Education?

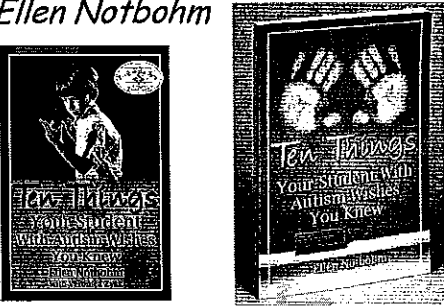
- 1975 Public Law 94-192 Education of All Handicapped Children Act was developed...autism became a disabling category (prior to that...labeled as MR).
- DSM IV (Medical Diagnostic Manual) broadened the disability to include Autism, Asperger's Syndrome, and Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS).
- In 1990, IDEA made autism a qualifying disability category.


## Characteristics that describe ASD children...

From Patty Schetter (Autism and Behavior Training Associates)

- Have Deficits with
  - Language
  - Social responses
  - Participation
  - Eye Contact
  - Ability to ask for what they need
  - Theory of Mind
  - Self Advocacy
  - Flexibility
  - Connecting to others
- But Excesses with
  - Vocalizations
  - Movements
  - Perceverations
  - Stimulatory Behaviors
  - Anxiety/Fear
  - Avoidance
  - Eloping (running away)
  - Checking out
  - Sensory Seeking Behaviors

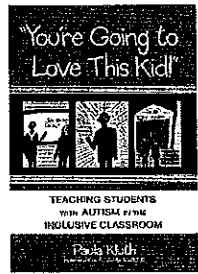
**Our ASD Bibliography**  
**Ten Things Your Student With Autism Wishes You Knew** by *Ellen Notbohm*



**Behavior...** 

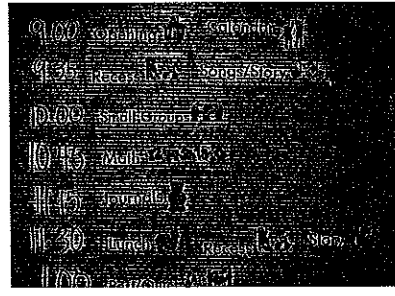
- All behavior is a form of communication!  
 (Analyze what is really being "communicated." Get or Avoid.)
- Be consistent!  
 (But allow for disability or differences.)
- Fair vs. Equal!  
 (Everyone gets what they need.)

**Our ASD Bibliography**  
**You're Going to Love This Kid:**  
**Teaching Students with Autism in the Inclusive Classroom** by *Paula Kluth*



**Behavior...Make it Visual!**

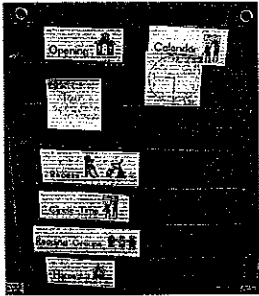
- Schedules (for the whole class)



Clip art from Microsoft clip art and DJ Inkers.

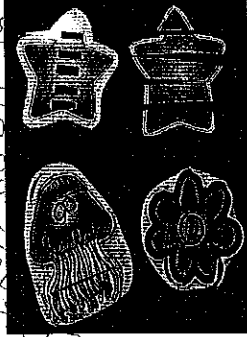
## Behavior...Make it Visual!

- Schedules... (Individual)
- Turn over as finished.
- Note changes on schedule.
- Be careful of listing times.



## Behavior...Make it Visual!


Incentives can't...



- Velcro clip art
- Stars on paper
  - portable, private
- Marble Jar
  - class or individual

## Behavior...Make it Visual!

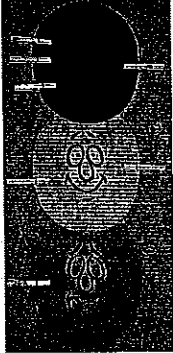
- Incentives
- Know what the student will work for.
- Remind what working toward.
- Keep it positive...no loss of already earned awards.
- Try for at least 6-8 weeks!



## Behavior...Make it Visual!

Incentives can't...

- Card System
- "Faces" System
- Racecar System



## Behavior...Make it Clear!

- "Short and sweet...then repeat". Repeat expectation/rule again..."how do we move in the hallway?...walking feet, voices off." "The schedule says..." "The school rule is..."
- Don't assume they understand ("take a seat" may not mean "sit down.")
- Use the rubric system ("this is a number 4 line...let's make it a 5.")
- Lots of specific praise (hugs, handshakes, high-fives, etc.)



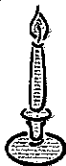
## Behavior...

- During Meltdowns...
- Stay Calm!
- Give them space or "a break"
- Sensory tub or fidgets. (Rock)
- Deep pressure squeezes
- Random questions..."what did you have for lunch?"
- Know what works for that child.



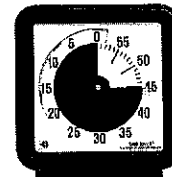
## Behavior...

- Calming Activities...
- Breathing: "smell the flower, blow the candle."  
"in through your nose..."
- "If you can hear me"...
- Counting down: 10...9...8...
- Chants
- Songs and/or movement



## Behavior...

- Transition Activities...
- Give warnings..."Five more minutes."
- Timers (Sand, Water, Time Timers)
- Tell what's coming next.
- "What's the rule?"
- "Walking feet, quiet voices"
- "Voice Off."



## Behavior...

- "Volcano" Prevention...
- Know your students.
- Group together ("volcano table") or separate ("solitary confinement").
- Be firm, but flexible (negotiate).
- Repeat expectation/rule again.
- "You have a choice". (limit)
  - Most importantly....Stay Calm!



## Sensory Processing Disorder (SPD)...

**Tactile:** sense of touch; input from the skin receptors about touch, pressure, temperature, and pain.

**Vestibular:** sense of movement; input from the inner ear about equilibrium and position in space.

**Proprioceptive:** sense of "position"; input from the muscles and joints about body position, weight, pressure.

**Auditory:** relating to sounds; ability to discriminate, process and respond to sounds.

## Sensory Processing Disorder (SPD) Sensory Integration Dysfunction...

- Sensory processing "refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses."

## Sensory Processing Disorder (SPD)...

**Auditory:** relating to sounds; ability to discriminate, process and respond to sounds.

**Oral:** relating to the mouth; ability to discriminate, process & respond to input within the mouth.

**Olfactory:** relating to smell; ability to discriminate, process and respond to odors.

**Visual:** relating to sight; ability to discriminate, process and respond to what one sees.



## Sensory Processing Disorder (SPD) Sensory Integration Dysfunction...

- What is SPD? From the SPD Foundation
- Sensory Processing Disorder (SPD) is a **neurological condition** that results when the brain is unable to integrate sensory information of sight, sound, smell, taste, temperature, pain, body position and movement sensation adequately.



## Sensory Processing Disorder (SPD)...

- Why it matters in the classroom.  
<http://www.sensory-processing-disorder.com/problem-behavior-in-the-classroom.html> (checklists)
- "Children with a sensory processing disorder often "under register" movement. Their bodies just can't seem to get enough or get the right amount at the right time to endure tasks that require focus and concentration."



## Sensory Processing Disorder (SPD)

- Examples:
- Under or over-sensitivity to touch, movement, sights, or sounds
- Responding negatively to loud noises, or often covering ears
- Irritation from shoes, socks, tags, or different textures
- Tendency to be easily distracted
- Has to fidget and "fiddle" with things all the time; pens, pencils, rubber band, *anything* within reach

## Sensory Processing Disorder (SPD)...

Stanley Greenspan, the author of "The Challenging Child" (1995) has an analogy of what people experience when they cannot effectively process, or interpret, sensory input.

**He describes it this way:**

## Sensory Processing Disorder (SPD)...

"Imagine driving a car that isn't working well. When you step on the gas the car sometimes lurches forward and sometimes doesn't respond. When you blow the horn it sounds blaring. The brakes sometimes slow the car, but not always. The blinkers work occasionally, the steering is erratic, and the speedometer is inaccurate. You are engaged in a constant struggle to keep the car on the road, and it is difficult to concentrate on anything else."

## Sensory Integration...

### Input Activities/Ideas ...

- **Oral:** Starburst, Bubblegum, Raisins, Beef Jerky, Carrots, etc.
- **Spatial:** tape on desk/table, dots on floor, carpet square



## Sensory Processing Disorder (SPD)...



- The Out-Of-Sync Child: Recognizing and Coping With Sensory Processing Disorder,  
by Carol Stock Kranowitz

## Sensory Integration...

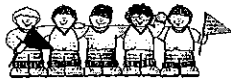
### Input Activities/Ideas ...

#### Whole Body:

- Sensory tub
- Playdough
- Rice/sand/water table
- Chair push-ups
- Palm squeezes
- Stairs
- Trampoline
- Weighted backpack
- Crab walks
- Donkey kicks
- Bean bag chairs
- Under desk items
- Songs/Movement
- Yoga/Stretching



## Social Skills...



What are they?

- Ability to establish and maintain relationships with others.
- Positive interaction with others.
- Turn taking, manners, tone of voice, etc.

Many reasons kids might be lacking.

Must be taught explicitly: role modeling, opportunities for practice.

## Assistive Technology...

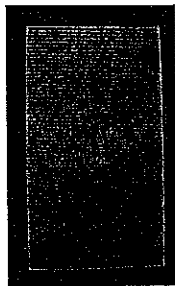
- What is it?
- "Anything that makes it easier for the student to do something that might otherwise be difficult."



## Social Skills Ideas...

- Morning greeting (H-H-H)
- "Hello" songs
- Read class books to friends
- "Whisper to your neighbor"
- Second Step or other social curriculum

Social Errands  
Sharing



## Assistive Technology...

- Three levels of AT:
- No tech
- Low tech
- High tech



## Assistive Technology...

- No tech tools:
  - Pencil Grips
  - Preferential seating
  - Highlighter pens
  - Magnifying glass
  - Phonics tubes
  - Calendars/Planners
  - Small Whiteboards
  - Seat cushion
- Allow for oral exam
- Extra time
- Text outline to copy
- Highlighter tape
- Manipulatives
- Binder to write on



## Assistive Technology...

- High tech tools:
  - Text to Speech Software
    - (can google free sites)
  - Television, DVD/VHS player
  - Digital Projector
  - E-books/Kindle
  - Websites
  - Microphone system
  - Smartboard



## Assistive Technology...

- Low tech tools:
  - Overhead Projector
  - Teacher Fonts
  - Books/CD on tape
  - Timers
  - Calculators
  - Alphasmart
  - IPad
  - Electronic Spell Check




## Assistive Technology Bibliography

- Assistive Technology Checklist from the CA Dept. of Education website.



<http://www.cde.ca.gov/sp/se/sr/atexmpl.asp>

## Building a Rapport...



**Welcome**

- Before school starts:
- Welcome packet when they enroll.
- Welcome to School picnic or visit.
- If known IEP, set up meeting with team.
- CD/pictures to introduce the school.
- <http://regency.twinriversusd.org/kindergarten>

## Building a Rapport...

### Questionnaire

**Dear Parent or Guardian,**

The first few days and weeks are important to your child's school experience. We want to make this time as smooth as possible. We would like to get to know you and your child better. Please take a few minutes to complete this questionnaire. Your responses will help us to better understand your child's needs and interests. Thank you for your help.

**REGENCY TWIN RIVERS**

**CHILD INFORMATION**

Child's Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

**CHILD'S BACKGROUND**

How long has your child lived in this area? \_\_\_\_\_  
 How long has your child lived in this school district? \_\_\_\_\_  
 How long has your child lived in this school? \_\_\_\_\_  
 How long has your child lived in this classroom? \_\_\_\_\_

**CHILD'S INTERESTS**

What are your child's favorite activities? \_\_\_\_\_  
 What are your child's favorite books? \_\_\_\_\_  
 What are your child's favorite TV shows? \_\_\_\_\_  
 What are your child's favorite movies? \_\_\_\_\_

**CHILD'S NEEDS**


Does your child have any special needs? \_\_\_\_\_  
 If so, please describe: \_\_\_\_\_  
 How do you feel about your child's school? \_\_\_\_\_  
 How do you feel about your child's teacher? \_\_\_\_\_  
 How do you feel about your child's classroom? \_\_\_\_\_

**CONTACT INFORMATION**

How can we reach you? \_\_\_\_\_  
 How can we reach your child? \_\_\_\_\_  
 How can we reach your child's teacher? \_\_\_\_\_  
 How can we reach your child's classroom? \_\_\_\_\_

## Building a Rapport...

### Welcome to school letter...



**Dear Parent or Guardian,**

We are excited to have your child in our classroom. We want to make the first few days of school as smooth as possible. We would like to get to know you and your child better. Please take a few minutes to complete this questionnaire. Your responses will help us to better understand your child's needs and interests. Thank you for your help.

- Welcome
- School Hours
- Academic expectations
- Emergency Clothes
- First Day Needs
- Assessment Sign Up

**REGENCY TWIN RIVERS**

**CHILD INFORMATION**

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 How can we reach your child's classroom? \_\_\_\_\_

## Building a Rapport...

### First Day of School



- Parents attend
- For Orientation and help transition
- First/Second Days
- Half Days
- Beg. of Year Assessments (by apt.)

First week phone call (start positive).

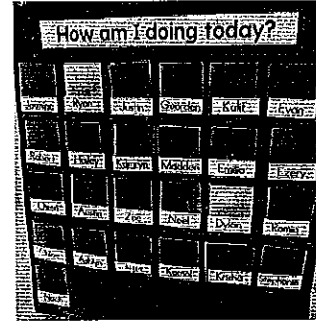
## Communication with Families...



- Email addresses, school websites
- Newsletters
- Highlighted report card info
- Parent-Teacher notebook
- Phone calls (personal and automated)
- Daily notices



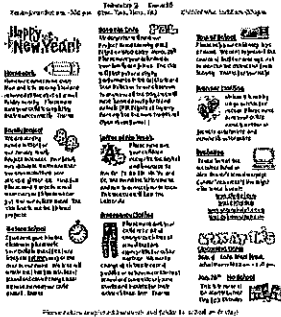
## Communication with Families...



Behavior Chart

## Communication with Families...

### Kindergarten NEWS

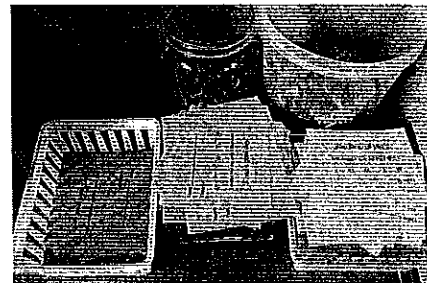


- Content:
- Upcoming Dates
  - Letter of the Week
  - Procedures
  - Reminders

- Format:
- Word Document
  - 3 columns
  - DJ Inkers or Microsoft Clip Art

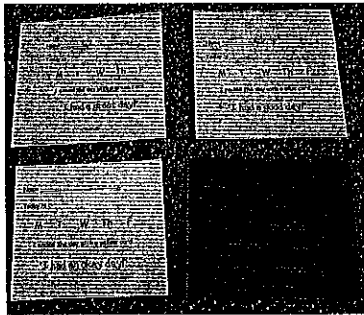
Weekly Newsletter

## Communication with Families...



Behavior Chart Notices

## Communication with Families...



## Communication with Families...

- Daily Notice
- Broken up into daily sections
- Same rubric as the colored cards.

**Matthew's Daily Notice** Date: \_\_\_\_\_  
M-W-F Schedule

Teacher Initial:  No problems  Time Out


Comments:

**Legend:**  
 4 - Super Day!  
 3 - Great Day!  
 2 - Good Day!  
 1 - Tomorrow will be better.

## Communication with Families...



Star Chart for



Individual Incentive Chart

## Assessment Reporting...

Letter ID	Grade	Right Words	Req. Read	Stems	Writes APG	Grade to	Count 1-6	Count 7	Count 8	Write #
02	08	31	8	9	50	55	36	50	35	
02	25	33	9	8	49	35	35	30	28	
03	25	34	6	6	49	35	35	35	35	
02	25	35	8	8	48	35	35	35	35	
02	25	35	8	6	45	35	35	35	33	
02	21	35	8	7	47	35	35	35	34	
05	25	37	8	7	47	35	35	35	33	
02	21	34	9	7	45	35	35	35	30	
01	20	34	8	7	44	35	35	35	23	
01	20	34	8	6	44	35	35	35	23	
01	20	34	8	5	42	35	35	35	21	
00	19	34	8	7	41	35	35	35	15	
00	19	34	8	4	40	35	35	35	15	
06	14	34	7	3	38	35	25	17	12	
00	15	34	7	3	37	35	20	17	11	
48	18	34	7	3	35	35	19	17	11	
27	14	34	7	2	35	35	15	15	10	
40	12	34	6	3	34	31	15	12	10	
35	10	34	5	0	29	28	14	11	5	
04	8	34	2	10	10	29	14	10	7	
25	8	34	2	10	10	28	14	10	7	
22	4	34	2	10	10	11	12	9	2	
11	3	34	3	10	11	14	8	8	3	

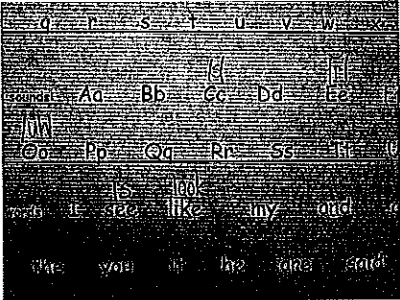
Highlight Scores

Communication with Families...



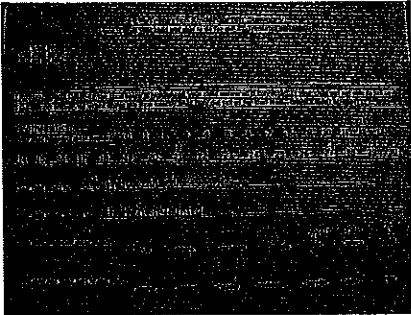
- Highlighted ELA report card info

Communication with Families...



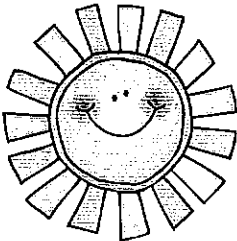
- Highlighted handwriting practice section

Communication with Families...



- Highlighted Math report card info

Questions?...



- Thanks for coming today!