IEP annual goal: Jill will improve her communication skills in receptive and expressive language in all environments.

Short-term objective: Jill will select from among three choices (e.g., toys, edible reinforcers, and leisure-time activities).

Sample activities

The occupational therapist will offer Jill a choice of *juice, sandwich,* or *cookie* during lunchtime or snack.

Jill will make a choice of a leisure-time activity from three choices, including playing at a rice table, listening to country music, or fingerpainting.

Jill will use eye gaze to choose from among three photos of playground equipment that she would like to use during recess—the swings, the slide, or the merry-go-round.

When prompted by the speech-language pathologist, Jill will point to the Boardmaker symbol that matches common household objects such as appliances ("Which one do we cook with?"), pieces of furniture ("Where do we sleep at night?"), or articles of clothing ("What would you wear on a cold and snowy day?")

Supports and accommodations

Augmentative and alternative communication displays will be made so that their backgrounds are without clutter and use primary colors.

The speech-language pathologist and occupational therapist will ensure proper positioning for Jill to use her augmentative and alternative communication device.

Jill will be given a time delay before being expected to answer.

The paraprofessional will offer Jill choices whenever possible.

Figure 6.1. Traditional individualized education program (IEP) goal and objective for Jill.

that despite the students' perceived developmental levels, they ought to be engaged in age-appropriate functional activities across many domains during their school day. A student's IEP was written to reflect learning goals in the areas of domestic and self-help skills, community, leisure and recreation, and vocational skills. Related-services goals regarding communication, social skills, movement, and behavior were embedded within each of the major domain areas (Rainforth & York-Barr, 1997).

Today, however, this educational model is outdated because of its lack of attention to the academic content of the general education curriculum. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004, PL 108-446) and research findings in the areas of literacy and AAC both point to the need for all students to work toward the achievement of academic content goals that reflect general education learning standards. Consequently, the manner in which IEPs are written must change dramatically. High-quality IEPs contain learning goals from the general education cur-

riculum, core skills (i.e., reading, writing, computer, mathematics), career skills, and functional life skills. These IEPs specify the individualized supports and accommodations necessary for students to achieve their IEP goals within a typical, age-appropriate general education classroom, other school environments, at home, and in typical community settings.

Many excellent resources are available to help inclusion facilitators and teams develop IEPs and supports related to functional and core academic skills (e.g., Giangreco, Cloninger, & Iverson, 1998), but this chapter focuses on the part of the IEP that relates to the broader general education curriculum.

Standards Terminology

Several terms are used in writing a high-quality standards-based IEP. In educational parlance, a *standard* is an acknowledged measure of comparison for quantitative or qualitative value or a degree or level of requirement, excellence, or attainment. Some students with significant disabilities can learn general educational curriculum standards "as is," demonstrating their learning in the same way as students without disabilities. Some students with significant disabilities pursue the standard "as is" but demonstrate their learning through alternate means. A good example of this situation is a student who does not use his voice to communicate but can give a presentation in social studies using an augmentative communication device.

When general education standards are not achievable by students with significant disabilities, even with assistive technology or other accommodations, the students might pursue the *critical function* of the standards. The critical function of the standards maintains the intent of the standards but expresses it in more generic terms that allow greater flexibility in how the standards are measured. For example, a language arts standard from the New Hampshire Curriculum Frameworks states, "Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation," whereas the critical function states, "Students will use words, pictures, objects, gestures, or symbols to read for the purposes of learning new information, getting instructions, and enjoyment" (New Hampshire Department of Education, 2001). To meet the assessment and accountability requirements of IDEA 2004 and the No Child Left Behind Act of 2001 (PL 107-110), most states have developed curriculum standards and their critical functions for core academic areas such as language arts, mathematics, social studies, science, fine arts, and career development.

Individualized Education Programs Terminology

Annual goals are broad general statements that help focus on the general areas in which individualized services will be provided (Giangreco et al., 1998). Short-term objectives focus on the specific things that a student will learn during the time the IEP is in effect and indicate a behavior that will be learned, the condition under which the behavior will occur, and a criterion that will be used to judge success. Instructional activities provide the context in which students will be taught the skills specified on their IEP. Figure 6.2 illustrates the relationship among educational standards, instructional activities, and IEP skills.

Model for Writing Standards-Based Individualized Education Programs

Kleinert and Kearns (2001) provided a model for writing standards-based IEPs that begins with identifying a skill that a student needs to acquire and then linking it to general education curriculum standards. It includes the following steps:

1. Identify a skill that a student needs to master. This becomes the IEP objective.

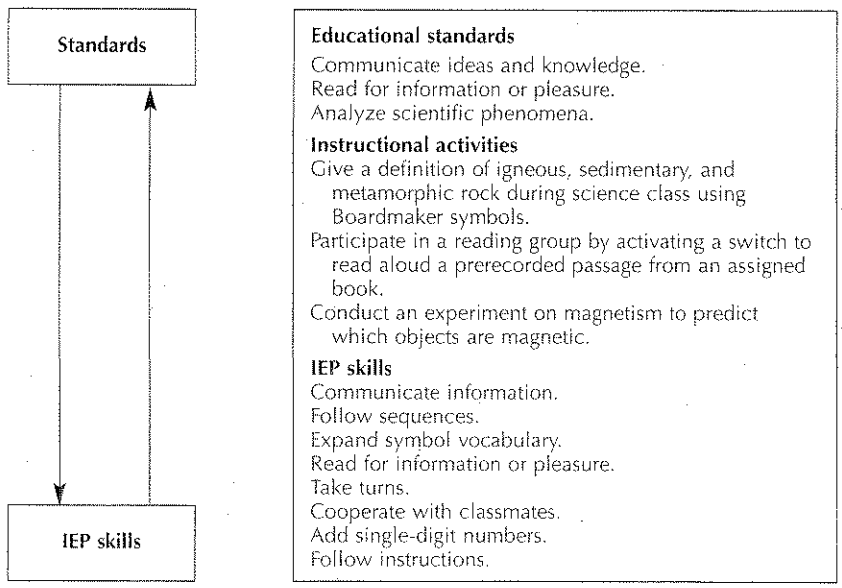

Figure 6.2. Examples that depict the links among educational standards, instructional activities, and individualized education program (IEP) skills. *Source:* Kleinert and Kearns (2001).

2. Identify typical activities and settings (reading in a small group, baking cookies in the culinary arts class, recycling cans as part of a service learning project, using a computer at a job site) in which this skill will be taught. These become the conditions in which the skill will be learned.

3. Identify the general education standards (or critical function) that relate to the IEP skill in these settings and activities. These standards become the student's IEP annual goals.

4. Determine the supports the student will need to achieve the standard. These supports are reflected both in the short-term objectives as part of the condition under which learning will take place and on the IEP's accommodations or modifications page.

5. Specify the criterion-based evidence that will be used to judge whether the student has learned the standard. This becomes the standard against which student progress (and instructional effectiveness) is measured throughout the year.

Another method for writing standards-based IEPs is to start the process by identifying a few standards from each core curriculum area (annual goals) and specifying what skills the student will learn in each area (short-term objectives) and the conditions or context (instructional activities).

Both methods have advantages and disadvantages. With the first method—beginning the process with skills—a shorter, more manageable IEP might be written that describes only the priority learning objectives that the student needs to learn this academic year. The risk in using this method is that the student's IEP might then be viewed as his or her whole educational program, and the student's learning across all of the other general education content areas would not be addressed. If no skill is identified in a particular general education content area, the team might be tempted to pull the student out of the general education class because the team is not targeting a priority IEP objective in that environment.

With the second method—beginning the process with the general education curriculum standards—students' educational programs are more likely to represent the breadth of the general education curriculum, and teams then identify important skills to teach in a greater variety of classes and instructional activities. The downside of using this method is that a student's IEP can be very long, and the team might be unsure about what are the most important learning goals for the student to achieve in the current year.

Examples of the Goals, Objectives, and Supports of Standards-Based Individualized Education Programs

The characteristics of high-quality IEPs are presented in Table 6.2, and the example of Jill's IEP is presented in Figure 6.3, which illustrates how curriculum standards, annual goals, short-term objectives, classroom activities, and supports and accommodations are linked. Four examples (for Arthur, Jill, Ryan, and Crystal) that illustrate the relationship between general education standards, critical function of the standards, and classroom activities in which the standards will be addressed are available on-line at http://www.brookespublishing.com/inclusionfacilitator.

Arthur is representative of students who are able to master some but not all of the standards in the state curriculum frameworks. He is 2 years older than most of the other students in the class because he attended readiness class and was retained early in his school career. He comes from an impoverished background and has experienced much family instability throughout his life. He loves cars—looking at pictures of cars, playing with cars, talking about cars, going to car racing events, and so forth. His knowledge of the world beyond his school and home is very limited. He is unable to grasp complex concepts in science, social studies, math, or language arts. He has emerging literacy and math skills and is a

Table 6.2. Characteristics of high-quality standards-based individualized education programs (IEPs)

Goals reflect high expectations for learning.
Family input is considered.
Activities and environments in which skills will be taught are inclusive.
Age-appropriate goals, skills, and learning activities are taught.
Communication, movement, and behavior skills are embedded within typical instructional activities.
Activities represent opportunities for interactions with classmates without disabilities.
Objectives are measurable.
Students have the opportunity to make choices and learn self-determination skills.
Objectives represent real-life skills.
Targeted skills can be addressed in multiple settings.
Natural supports are used before specialized supports.
Assistive technology, including augmentative communication, and other supports and accommodations are provided to enable students to gain access to instruction and demonstrate learning.

General education standard: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.

Critical function of the standard: Communicate effectively.

IEP annual goal: Jill will improve her communication skills in the receptive and expressive language areas in all environments.

Short-term objective: When involved in the following activities and given a choice between three objects, symbols, activities, or people, Jill will communicate information by using Speaking Dynamically programmed on her laptop computer.

Classroom activities

During reading group, Jill will read a prerecorded passage from a book, sequencing the first part of the story, the second part, and the conclusion.

Jill will give her part of a group book report on the contrasting styles of Flannery O'Connor and Emily Dickinson by making selections that are programmed with each author's story.

Jill will choose which elective physical education class she wants to register for during the spring semester when offered a choice of aerobics, yoga, or swimming.

Jill will choose which store she wants to visit to pick out a dress for the semiformal dance.

Supports and accommodations

Jill will always be given access to her augmentative and alternative communication device, with the premade symbols with print corresponding to the messages she needs to communicate in a variety of environments, classes, and situations (Speaking Dynamically via Boardmaker symbols on a laptop computer).

Jill will be given physical support by her classmates, teaching assistant, or occupational therapist to improve her accuracy in pointing.

Jill will be given emotional support by being a full-time member of her class and any cooperative group activities.

Augmentative and alternative communication displays will be made so that their backgrounds are without clutter and use primary colors.

The speech-language pathologist and occupational therapist will ensure proper positioning for Jill to use her augmentative and alternative communication device.

Jill will be given a time delay before being expected to answer.

Figure 6.3. Standards-based (from New Hampshire Curriculum Frameworks) individualized education program (IEP) goal and objective for Jill.

candidate for his state's alternate assessment per the new requirements of IDEA 2004.

Ryan is a student who needs a great deal of support and assistive technology in order to be a full participant in the general education classroom. His classmates or a teaching assistant push him in his wheelchair. He communicates using the EZKeys software on a portable computer activated by a head switch. It takes Ryan much longer than other students to do his schoolwork because of the time

it takes for his technology to work. In addition, the curriculum has to be adapted somewhat because Ryan has missed large portions of learning throughout his educational career due to illness, problems with the communication technology, and a general lack of coordination. Ryan also is a candidate for his state's alternate assessment per the IDEA 2004 requirements.

Crystal is representative of students who have many splinter skills and bits and pieces of knowledge in the various academic subject areas. Because of the vast differences in her present skills across subject areas and her need for significant supports for communication and movement, she will be a candidate for her state's alternate assessment test. Crystal has excellent decoding skills but poor abstract reasoning skills. She does best when she is given visual supports along with the written vocabulary during class lectures and as a part of any assessment of her learning. The greatest challenge for Crystal is to understand those academic areas in which the performance expectations can be close to or at grade level and those areas in which significant modifications must be made in order to support her performance.

INSTRUCTIONAL PLANNING AND EVALUATION OF LEARNING

A student's IEP is a roadmap that specifies the most important things for the student to learn during the year and the evidence that will inform evaluation of instructional effectiveness. Without a way to plan day-to-day instruction and supports, however, the IEP is a lifeless document that resides in a manila folder in the school's central office. The team must meet on a regular basis to plan instruction, supports, and assessment. This section describes strategies and tools for answering the following questions:

- How is the student currently participating in the general education class and other school and community routines? What are the discrepancies between his or her participation and performance and that of typical students?
- What are the demands of the general education classroom? What is expected in terms of student performance? What are the behavioral norms of the classroom?
- What supports does the student need in order to participate fully, learn some of the general education curriculum, and achieve his or her IEP goals?

- What evaluation methods will be used to measure student learning?
- How will the quality of instruction and supports be measured?

Activity and Participation Assessment

The first step in designing student supports is to assess the demands of a specific activity within a typical classroom, school, or community environment. Table 6.3 shows a classroom assessment for Ashton. The first column is the time of day, the second column depicts the steps of the lesson or activity, the third column depicts how Ashton is participating, the fourth column depicts how Ashton is demonstrating his learning, and the fifth column depicts the support that Ashton is receiving.

Discrepancy Analysis

With this information, the inclusion facilitator can then guide the team to ask the following questions that analyze the discrepancy between the demands of the classroom and the student's current level of participation:

1. In what activities can the student participate just like students without disabilities without any individualized supports?
2. What activities can the student participate in with natural supports?
3 What activities require specialized supports?

The activity observation in Table 6.3 demonstrates that Ashton is not currently participating in the classroom activities but rather in parallel activities with the exclusive support of his paraprofessional. After reviewing the activity observation, Ashton's team answered the three questions, which will ultimately evolve into a lesson support plan.

Student Support Plans

A support plan should consider a student's needs in the learning, movement, communication, behavior, and sensory areas. A catalog of possible supports, found in Appendix B, is grouped into the following four categories: 1) physical, emotional, and sensory supports; 2) modified materials and/or technology; 3) individualized demonstration of learning; and 4) personalized instruction (Jorgensen & McSheehan,

Table 6.3. Classroom activity observation for 8-year-old Ashton

Time	Activity	Student participation	Demonstration of learning	Support
7:30 A.M.	Students arrive. Students receive class folders. The teacher reviews the agenda on the board.	Ashton's wheelchair is pushed into the room by his paraprofessional, and they go to his desk in the back of the room. Other students greet Ashton, and he smiles at each one.	Maintaining eye contact and smiling at his classmates	Paraprofessional
7:45	The teacher reviews last week's quiz.	Ashton sits quietly and waits.	Sitting quietly and waiting during quiz review	Paraprofessional
8:00	The teacher introduces the theme of habitat.	Ashton listens.	Sitting quietly and looking at the teacher	Paraprofessional
8:30	Students get into small groups and begin to assemble their frog habitats.	Ashton joins a group and is supported to reach for various materials that will go into the habitat.	Reaching and grasping	Paraprofessional
8:45	The teacher reviews new vocabulary for the habitat unit.	Ashton's paraprofessional directs his attention to his schedule board, and Ashton places the science icon in his folder and takes out the math icon.	Identifying symbols on the schedule board Reaching, grasping, and placing the icon in folder pocket	Paraprofessional

2005). The support plan for Ashton's science lesson is available online at http://www. brookespublishing.com/inclusionfacilitator.

Chapter and Unit Plans

Curriculum—defined by coherent lessons or other learning experiences based on a set of learning standards—is typically organized

into blocks by chapters or by unit themes. Inclusion facilitators can help teams plan ahead by developing chapter or unit support plans if the basic skeleton of the teacher's instructional plan is available. The information necessary for developing a chapter or unit support plan includes

- General education learning standards (e.g., knowledge, skills, dispositions) that will be addressed in the chapter or unit
- Student's IEP objectives that will be targeted during the chapter or unit
- Instructional materials that will be used by the teacher
- Core vocabulary of the chapter or unit
- Kinds of assessments that will be given

Even if a classroom teacher does not have all of this information far ahead of time (which is usually the case), newer textbooks are a rich resource for this information as a typical chapter in both the students' and teacher's copies outlines learning standards, key vocabulary, suggested activities, and assessment options. The unit plan template can be started with the information that is known and then fleshed out as the time draws closer to when the unit will be taught. A sample unit plan for a high school student (Alicia) is available online at http://www.brookespublishing.com/inclusionfacilitator.

Evaluating Student Learning

There are a variety of assessment methods and sources of evidence to evaluate student learning, including

- Observations of students in structured and unstructured settings
- Surveys of parents or teachers regarding their assessment of whether skills are generalized at home
- Collections of student work, including written models, audiotapes, videotapes, performance events, and tasks
- Self-evaluations or peer-evaluations performed by classmates
- Review of written records
- Report cards or progress reports

Strategies for designing individualized grading plans might include

- Developing a grading contract with points assigned for various academic tasks such as homework, classwork, projects, and tests
- Writing a rubric that specifies levels of performance from novice to mastery and linking the rubric score to the grade
- Counting participation, behavior, and effort as part of a grade
- Grading based on improvement over time
- Including performance on IEP objectives as part of a course grade

A sample rubric for evaluation of attendance, class participation, and readings from a high school can be found on-line at http://www.brookespublishing.com/inclusionfacilitator.

Evaluating the Quality of Instruction and Supports

Teams should refrain from making judgments about a student's performance without carefully evaluating the quality of the instruction and support provided to that student (McSheehan et al., 2001). If teams can say that they are confident that quality instruction and support were provided, then their judgments about student performance are on more solid ground. But if a student fails a vocabulary test when necessary and planned supports were not provided, then that *F* is probably not valid and should not be counted. If the student earns a *B* or a *C* (average performance) and the supports delivered were accurate and reliable, then the team can be fairly confident that the student's performance is a true representation of his or her learning.

The team faces a dilemma, however, when the student performs poorly when supports were delivered just as planned. A team that is committed to the least dangerous assumption (discussed in Chapter 2) would conclude that it just has not found the right constellation of supports that work for that student in that type of assessment situation. Team members might make a commitment to try other supports, assess again, and then come back to the table for another conversation about student performance and team accountability.

FUNCTIONAL BEHAVIOR ASSESSMENT AND POSITIVE BEHAVIORAL SUPPORT PLANS

Historically, behavioral interventions have had a narrow focus on identifying a person's challenging behaviors and then using rewards or punishment to make those behaviors stop. There is a growing body of

research, however, that shows that the use of positive behavior approaches is more likely to result in students learning new skills, generalizing those skills to novel situations, and maintaining a good relationship with their teachers (Koegel, Koegel, & Dunlap, 1996). This approach is based on a number of values and beliefs about people with disabilities, including the following: 1) All individuals have the right to a self-determined life free of coercive control by others; 2) all individuals have the right to be fully included in their schools and communities; 3) from every person's perspective, all behavior serves a function and has meaning; and 4) one can change certain elements in a person's environment and teach the person new skills so that his or her behavior becomes more effective and typical (TASH, 2000).

Functional Behavior Assessment

Planning positive behavioral approaches begins with a functional behavior assessment. This assessment process identifies learner-related and environmental factors that contribute to and/or influence a student's behavior (Koegel et al., 1996). All behavior occurs within a context that includes a person's biological state, health status, relationships with others, past experiences, current life situation, emotions, and skills, so a functional behavior assessment must identify the relationships between the person and all of these factors and the occurrence or nonoccurrence of identified behaviors. It is not a one-time event that can be conducted effectively by an outside expert. A good functional behavior assessment leads to hypotheses about a student's behavior. Based on these hypotheses, the team then develops a support plan that helps the student get his or her needs met in more effective and efficient ways.

The following sources of information are used during a functional behavior assessment.

- Review of medical and school records
- Student interview and time spent with the student
- Family interview and time spent with the family
- School staff interviews
- "Who is this student?" description that includes likes and dislikes, interests, communication and learning style, talents, and challenges
- Classroom, school, home, and community observations and data collection

Cathy Pratt, director of the Indiana Resource Center for Autism, suggested that school teams (that include the parent or guardian) rather than clinical experts are qualified to conduct high-quality functional behavior assessments. These teams must be committed to work collaboratively over time. Team members must be knowledgeable about the principles and methods of behavior analysis, know the student well and be familiar with the school environment, and be experienced in using a variety of social, communication, sensory, movement, and instructional strategies to support the student (Pratt, 2004). Furthermore, team members must acknowledge that their behavior or program might need to change in order to affect the student's behavior problems.

The steps of a functional behavior assessment include the following: 1) Spend time with the student in a variety of situations and become familiar with the student's communication system; 2) evaluate the student's current quality of life to determine if he or she is a valued member of a general education classroom, has fulfilling social relationships, and has choice and control in his or her life; 3) conduct formal observations in a variety of situations that result in a clear description of the problem behavior and its frequency, duration, intensity, and overall impact; 4) identify the antecedents and consequences of the behavior; and 5) develop a single hypothesis (or several hypotheses) for why the student is exhibiting the behavior. An example of a functional behavior assessment for Jake, a 16-year-old high school student, is depicted in Appendix E.

Positive Behavioral Support Plans

A high-quality behavioral support plan 1) addresses the foundations of the student's inclusion and social relationships; 2) is socially acceptable, as judged by whether it would be appropriate if the student did not have a disability; 3) is feasible and supported by enough resources and team expertise; and 4) includes a plan to monitor its effectiveness over time (Koegel et al., 1996). The greatest emphasis in a respectful behavioral support plan is on enhancing the person's overall quality of life, expanding social relationships, increasing choice and control, and providing the person with the means to communicate (Lovett, 1996). Because all of us respond positively to various types of reinforcement in our lives (e.g., our paychecks, being taken out to dinner as a reward for a job well done, praise from people we respect and care about), creatively providing these kinds of reinforcement to people with disabilities is appropriate and much

more effective in the long run than artificial reinforcers. Jake's behavioral support/intervention plan is depicted in Appendix F.

PLANNING FOR GRADUATION AND LEAVING SCHOOL

IDEA 2004 requires that older students with disabilities have a formal plan within their IEPs to support their transitions from school to adult life. An inclusion facilitator can help teams develop plans that go beyond simply shifting the responsibility for the student's life from one agency (the school) to another (the developmental service agency).

Planning for graduation and adult life ought not to be dependent on a service system based on labels, segregated options, dead-end employment, and long waiting lists. A quality high school graduation plan is characterized by 1) the same options and choices as for students without disabilities, 2) a plan based on the least dangerous assumption of competence, 3) use of a person-centered planning approach that respects student and family preferences, 4) involvement of young adults in choosing who provides supports to them, 5) utilization of both generic community and specialized resources and funds, and 6) built-in accountability for the accomplishment of tasks (Cotton & Sowers, 1996).

There are two complementary approaches that inclusion facilitators can use to support a student to plan for graduation and adult life. The first is to work with faculty or guidance departments to embed graduation planning into the general high school curriculum or guidance program for all students. This approach provides a naturally occurring opportunity for students with disabilities to focus on their future plans alongside their classmates who do not have disabilities. The second strategy is for inclusion facilitators to use a focused futures planning process to help students develop an individualized graduation plan.

Graduation Planning for All Students

Most high schools have a variety of life, career, and college planning services for students. These services include course planning, internships or community service, courses in consumer and family studies, guidance with planning for college, tutoring for college entrance exams, assessments to help students identify their interests and talents, and a variety of clubs and activities geared to adult roles, such as the National FFA Organization, Future Teacher's Association, and

Mock Trial. When these activities are open to all students and students with disabilities have the supports necessary to fully participate, specialized planning for individual students can be targeted to fill in the gaps. Malloy, Frejie, Tashie, and Nisbet (1996) designed a curriculum for career and life planning that is meant to be used in high school advisory groups, guidance programs, or a for-credit class that focuses on planning for adult life. Table 6.4 depicts the topics addressed in each of the curriculum's chapters.

Focused Planning for Students with Disabilities

The second strategy for planning enviable futures for students with disabilities is to use a specialized planning process (Merritt, n.d.; Mount, 2000). Cotton and Sowers (1996), for example, described an eight-stage process of consumer and family-directed planning (see Table 6.5) based on the principles of quality graduation planning. The inclusion facilitator's role in the specialized planning process can be as the leader of the plan's development or as a participant who is led by someone designated by the family as the resource broker or futures planning facilitator. It is often useful to have someone outside the school system collaborate closely with the inclusion facilitator because most students experience several years

Table 6.4. Planning for the future: themes, topics, and activities contained in a career- and life-planning curriculum

Themes	Topics/activities
Getting to know you	Survival game
	Learning styles
	My bag of skills
	My work, play, and learning history
	My typical day in my dreams
	My strengths and weaknesses
The world around me	Where people work
	Interviewing a worker
	Profiling a job
	Choosing a job
	Applying for a job
Career and educational planning	Developing a personal template
	Dreams: my job, home, community
	Turning dreams into plans
	Linking school to my dreams
	Developing job or internship goals

Source: Malloy, Frejie, Tashie, and Nisbet (1996).

Table 6.5. The eight stages of futures planning

1. Deciding to take control
2. Building understanding of the person's values, preferences, and beliefs
3. Making goals, identifying support roles, and clarifying expectations
4. Considering different options for support
5. Deciding how to spend support funds
6. Trying choices on for fit
7. Figuring out ways to stay on course
8. Growing and refining the plan

From Cotton, P., & Sowers, J. (1996). *Choice through knowledge. Knowledge = power.* Durham: Institute on Disability at the University of New Hampshire; reprinted by permission.

between the ages of 18 and 21 when they are still connected to the school system but are in the process of making the transition to adult life.

CONCLUSION

Comprehensive assessments of students, their educational teams, their classrooms, and the broader school environment are necessary for the development of appropriate IEPs. Educators should be careful not to draw conclusions about a student's current skills or potential based on outdated evaluations. All students need to work toward learning goals from the general education curriculum, core skills, career skills, and functional life skills. Therefore, team members should meet on a regular basis to plan relevant instruction, supports, and assessment.

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Identifying Nontraditional Supports

The Inclusion Facilitator's Role as an Information and Resource Broker

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The average personnel preparation experiences afforded to most special educators provide only limited opportunities to prepare for their new role as inclusion facilitators. According to Ryndak, Clark, Conroy, and Stuart (2001), the research base offers little guidance when considering the expertise required to serve students with significant disabilities. A course in special education law, an elective in the social work department, and student teaching in a self-contained classroom do not offer a special education teacher the background, knowledge, and skills necessary to tackle the ongoing challenges of being an inclusion facilitator. Most special educators were trained to be teachers, not grant writers, case managers, legal advisors, or experts in the multitude of systems involved in the lives of the students and families whom they serve. Yet inclusion facilitators must take on a myriad of responsibilities many never have imagined. This chapter presents the inclusion facilitator's responsibilities as an information and resource broker who provides students with disabilities with the supports necessary to succeed in the community within and beyond the school walls.

The inclusion facilitator's role as collaborative team leader includes assessing; writing individualized education programs (IEPs); planning, implementing, and evaluating student supports; evaluating student learning; conducting functional assessments and developing positive behavior support plans; facilitating social relationships; and planning for students' graduations and transitions to

adult life. Yet, there are other activities that are equally important in order to successfully achieve positive outcomes for students with significant disabilities, including

- Knowing the first steps to take when planning for students' inclusion
- Scheduling related-services providers and outside consultants
- Participating in wrap-around services and comprehensive systems of care with agencies and systems outside of the school system and educational community
- Budgeting for support needs and communicating about expenses in a manner that is respectful and promotes greater understanding of overall student and community benefit
- Grant writing to secure additional resources
- Knowing the law in order to advocate for supports and appropriate placement

AN INCLUSIVE EDUCATION SCENARIO

Jackson, a 12-year-old boy with a love for computer games, science, and movies, recently entered middle school. Until now, he was successfully included in the bulk of elementary school life. A one-to-one assistant accompanied him everywhere and was familiar with the myriad of strategies to address his ever-present behavioral support needs. His previous school team attended many workshops on autism (Jackson's primary label) and appreciated the support from an expert in autism who consulted with the team. His mother drove him to and from school and supported him and a friend during the late afternoons. Jackson enjoyed his academic classes—particularly when his teachers were familiar with his communication style, which included pointing to choices and using body language and some sign language. He was a master at computer games and particularly enjoyed reading magazines about electronics and video games.

As Jackson entered middle school, many things in his life changed. His mother began a job that made her unable to drive him to school. The one-to-one assistant who had been with Jackson for 5 years chose to stay at the elementary school. Jackson's behavior escalated to a point of hospitalization over the summer, and new communication, behavioral, nutritional, and medical interventions needed to be explored.

In the beginning of August, the middle school hired a new inclusion facilitator, Samantha (Sam), for Jackson and other students with significant disabilities in the school. Sam had not met any of the students on her caseload and was hired because of her unwavering belief and commitment to educating all students in the typical school community. This scenario is the reality for many new inclusion facilitators. The organizational and administrative skills needed to successfully include students are vast but manageable if an inclusion facilitator believes in the values of inclusive education.

Sam held these beliefs and was determined to use them to guide the process of developing inclusive educational experiences for all five of the students assigned to her caseload. She quickly learned that the reality and challenges of the educational system required her to develop new skills. Moreover, she learned that her beliefs and attitudes about the capacity of all students to learn and grow in a general education setting would not magically result in supports and services or a widespread understanding of why Jackson and the other students with disabilities were in general education classes.

To achieve success in her role as an inclusion facilitator, Sam needed skills that allowed her to perform positive outcomes activities. These skills included coordination and facilitation skills, such as the ability to schedule and organize meetings with people who have limited availability; a knowledge of budgeting, grant writing, and law; and IEP development and monitoring. Each of these skills required expertise in creative problem solving and group facilitation, as discussed elsewhere in this book.

Sam's Early Strategies

Sam's first task was to identify the teams associated with each of her five students and schedule meetings to identify the long- and short-term goals of enrolling and supporting the students in general education. She visited each of the students in their homes and learned from their families their expectations for the school year. Three of the families were expecting their sons or daughters to enter a self-contained classroom while the remaining two (including Jackson's parents) expected that their children would be fully included in the mainstream of general education. In short, three families preferred to move slowly, or not at all, toward full inclusion, whereas the other two families were impatient for a typical school year to begin. One of the parents explicitly stated, "I don't want my son to step foot in any special education environment because of the

potential for stigma and lower expectations among peers and teachers." Sam's efforts were split between educating families about the natural benefits of an inclusive experience and trying to move quickly enough so that Jackson and the other student would enter middle school as fully included middle school students. Creating the balance between these efforts was a continual challenge for Sam.

Sam determined that the natural solution was for all students to be placed in homerooms and classes, and she made sure that her students were assigned to appropriate teachers. She secured lockers and regular transportation schedules and arranged for the students to tour the school with their families prior to orientation. In addition to playing the role of team leader for her students, Sam needed to attend to various administrative responsibilities that were not covered in her teacher-preparation experiences.

Sam scheduled a team meeting for the second week of school, and the team members decided to meet on a weekly basis for the first 2 months of school during the teachers' common planning period. Team members always included Sam, the paraprofessional supporting Jackson, and a minimum of two of Jackson's general education teachers. Additional members—who were always welcome and often specifically invited—included Jackson himself and his mother, occupational and physical therapists, school administrators, the behavior consultant, classmates, and general education classroom teachers. Once the school schedule was underway, weekly meetings moved to every other week.

Coordinating Related Services

For Sam, the most challenging aspect of including Jackson in general education was the issue of behavior. A predictable schedule was a known way to decrease Jackson's anxiety and challenging behaviors, but the middle school appeared to offer little in the way of consistency. Sam knew that relying on Jackson's behavior consultant was going to be critical for success. She secured his participation prior to and during the beginning of the school year to observe Jackson, revise the positive behavior support plan to be appropriate for a middle school student, and offer professional development and technical assistance to Jackson's IEP team.

Educational teams typically rely on the inclusion facilitator to coordinate services and supports. Once necessary services and supports are identified through the team meeting process, it is usually up to the inclusion facilitator to locate the most appropriate supports and schedule the most appropriate time for these supports to

be available. Supports can include occupational, speech-language, and physical therapy; literacy services; medical services; positive behavior support intervention; and futures planning services. Giangreco, Prelock, Reid, Dennis, and Edelman (2000) found that educators most appreciate specialist or related-services providers who 1) function as collaborative team members rather than in isolation as experts, 2) help teachers and parents work on the child's education goals, 3) provide assistance at times and in ways that consider the classroom's structure in order to avoid disruption, and 4) use approaches that are not overly technical and specialized so that students may avoid being unnecessarily stigmatized.

Creative Use of Supports For many students with disabilities, the provision of supports is concomitant with reduced time in the general education classroom. More often than not, supports and services are delivered in isolated, separate settings (e.g., resource rooms, speech therapist cubbies, nurse's office), and generalization of the skills learned is impossible or difficult at best. Although isolated related-services delivery may be the norm in many schools, these services can be delivered in a direct or collaborative consultation model. Before deciding on a method of service delivery, it is important to first decide on the optimal outcomes for students.

Collaborative Consultation For many students and teachers, a *collaborative consultation model* is an ideal approach to achieve desired outcomes. In this model, service delivery personnel work directly in the general education environment (i.e., classroom, gym class, cafeteria, school bus) and support the transfer of skills and knowledge to the natural supports in the environment. For example, the positive behavior support consultant for Jackson has mentored the bus driver, classroom teachers, cafeteria personnel, and others to understand Jackson's emotions and how to support him to relax (e.g., through the use of headphones and music) in order to prevent a behavioral outburst. The behavior consultant's time may be more intensely needed during certain times of the school year, such as the beginning of the year and after holidays. Collaboration is dynamic, and the possibilities for improving and expanding positive outcomes are identified as an ongoing process in the collaborative consultation model (Thousand, Villa, Paolucci-Whitcomb, & Nevin, 1992).

Bank of Services A *bank of services model* should be encouraged by the inclusion facilitator. In this model, a team estimates the

amount of services that may be needed over the course of the year and creates a "bank account" of hours to draw from. This model moves away from the traditional weekly or half-hour block scheduling of services toward a model of service delivery that uses outside supports as needed in the most natural location possible.

Direct Service Delivery *Direct service delivery* may be the optimal strategy to achieve favorable outcomes, and this service delivery should occur during the natural routines of a student's day. These routines should include both the traditional hours within a school day as well as before school and during extracurricular activities. Examples include a speech therapist who delivers services during drama club to support communication goals, an occupational therapist who provides services during art or writing class to improve fine motor skills, and a physical therapist who delivers range-of-motion exercises during the stretching portion of physical education classes.

Providing direct services during creative times such as after school, before school, weekends, and summers is also possible by promoting a flexible view of the scheduling issues of related-services providers. For example, related-services providers often work on a contractual basis and can negotiate their schedules to provide support during times that make sense for the student's schedule. Students who learn skills during natural experiences while involved in typical routines are more likely to retain and generalize these skills than students who are taught in isolated settings. An inclusion facilitator can work with school administrators on the contracting and hiring process to encourage developing contracts that provide services based on needs rather than on the traditional school schedule.

For example, Jackson is working on improving his fine motor skills to be able to get himself dressed on his own before school. The occupational therapist provides services in Jackson's home two mornings per week. In addition, the therapist provides collaborative consultation to the natural supports in Jackson's life (i.e., mother, teacher, paraprofessional) on strategies to encourage Jackson to become more independent in dressing.

Participating in Wrap-Around Comprehensive Systems of Care

The *wrap-around process* is a collaborative approach to help children and youth with complex needs and their families meet their needs and improve their lives (Goldman, 1999). In 1982, Jane Knitzer wrote

her groundbreaking monograph, *Unclaimed Children*, based on a study conducted for the Children's Defense Fund. Knitzer's report described the lack of positive outcomes for children and youth with emotional and/or behavioral disabilities. These poor outcomes have been directly tied to the quality and fragmentation of the services delivered by public agencies charged with the care and support of these young people, including education, mental health, child protective services, juvenile justice, public health and welfare, and substance abuse agencies. Knitzer described gaps in the service delivery systems for children and youth—particularly for those with labels of emotional and/or behavioral disabilities.

Since Knitzer's report was released in 1982, major changes have taken place in both federal and state service delivery systems. These changes promote a comprehensive system of care and a wrap-around planning approach centered around children and families. This means that the needs of the child and family dictate the types and mix of services provided and also that these services are community based and culturally competent because the agencies, programs, and services are responsive to the cultural, racial, and ethnic differences of the populations they serve. Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA) Reorganization Act (PL 102-321) authorized the new Child Mental Health Services Initiative, which is a program that provides grants to develop a broad array of community-based services for children with a range of emotional and behavioral disabilities (Stroul, 1996). Since this initiative took effect, the majority of states have adopted the *comprehensive systems of care* approach that brings together the primary community-based agencies to meet the needs of children and families. Essential philosophical elements of the wrap-around process are listed in Table 7.1.

Because schools are important partners in the wrap-around approach, it is necessary for inclusion facilitators to be knowledgeable about the variety of agencies that affect the lives of a student and his or her family. A primary value of the wrap-around approach is that of unconditional care (Stroul, 1996). This value results in policies that seek to create an inclusive entrance into services and prevent discharge or exclusion. Although the wrap-around process and comprehensive systems of care approach were initiated to respond to the needs of children and youth with emotional and behavioral disabilities, there is widespread agreement that this process benefits children and their families with complex needs regardless of the disability label. Participation in a wrap-around system of care approach involves the acknowledgment that there

Table 7.1. Essential philosophical elements of the wrap-around process

Philosophical element	Description
Voice and choice	Children, youth, and their families must be active partners at every level of the wrap-around process.
Children, youth, and family teams	The approach must be a team-driven process involving families, children, youth, and agencies as well as natural supports and community services working together to develop, implement, and evaluate the individualized plan.
Community-based services	Services must be based in the community with all efforts toward supporting children and their families in their homes and local school communities.
Cultural competence	The process must be culturally competent, building on the unique values, preferences, and strengths of children and families and their communities.
Individualized and strengths-based services	Services and supports must be individualized and build on strengths, meeting the needs of children and families across life domains to promote success, safety, and permanence in home, school, and the community.
Natural supports	Plans must include a balance of formal services and informal community and family supports.
Continuation of care	There must be an unconditional commitment to serve children, youth, and their families.
Collaboration	Plans of care should be developed and implemented based on interagency, community-based collaborative processes.
Flexible resources	Teams must have flexible approaches and adequate and flexible funding.
Outcome-based services	Outcomes must be determined and measured for the child or youth, family, program, and system.

Adapted from a wrap-around meeting at Duke University in 1998, as discussed in Burns and Goldman (1999).

are many service providers in the lives of some families; therefore, all service providers need to work collaboratively to address the family's needs at home, at the neighborhood school, and in the local community. Some of the inclusion facilitator's responsibilities on a wrap-around team may be to

- Coordinate the delivery of counseling services outside of classroom instruction periods
- Participate in creative problem solving around earning course credits for experiential-based learning
- Coordinate behavior consultation services in a student's home with family members

- Contact other community-based agencies to procure services such as transportation for a student and family
- Develop a transition plan for a student returning from a court-ordered out-of-district placement
- Coordinate community health care services with in-school health services to create a broad understanding and appropriate medical supports for students with complex medical issues
- Represent the school in efforts to contribute pooled financial resources to solve complex problems, such as a need for an alternative family placement or improved physical accessibility in a family's home
- Coordinate training for family members and after-school programs on topics such as positive behavior intervention and supports and/or the use of augmentative and alternative communication
- Collaborate with other agencies in grant writing to secure additional resources for students and families
- Research agencies that might also provide support to students and families, such as after-school and mentoring programs

The summer after he entered middle school, Jackson experienced a medical and behavioral crisis that resulted in law enforcement involvement with the family and a brief hospitalization in a psychiatric unit of the local hospital. Following this incident, Jackson's mother became concerned that she would no longer be able to care for her son at home. Sam contacted the local mental health center, and a therapist was assigned to develop a wrap-around team to coordinate a comprehensive system of care for the family. Members of the wrap-around team included Sam, Jackson's mother, Jackson's therapist, Jackson's behavior consultant, the district's special education administrator, and a family support worker from the local developmental services agency. The team's primary goal was to provide the family with supports and services to enable Jackson to be safe and to thrive in his own home. In addition to supporting Jackson in a neighborhood after-school program, the team increased the respite hours available to the family and provided training in communication and positive behavior support to all staff. The team meets monthly and shares in the decision-making process as well as the financial responsibilities that affect positive outcomes in Jackson's life. The school covers expenses that occur during the typical school day, and the developmental service agency

covers expenses related to the student's social activities that occur before or after school and on weekends.

Budgeting

An inclusion facilitator must have an understanding of the school's policies and practices related to special education funding. This knowledge can often change the course of events during dialogues about the merits of educating students with and without disabilities in general education classrooms. Although data on the fiscal consequences of inclusive education over time are limited, most school districts report that the overall cost of inclusive education is no greater than that of educating students in two separate systems and may even produce cost savings as the program is implemented over time (Lipsky & Gartner, 1997).

The National Council on Disability summarized the costs issue as follows, "The costs associated with integration can be modest, with possible savings because of fewer due process hearings, fewer mediations, fewer referrals to special education, fewer non-public school placements, and lower transportation costs" (1995, p. 80). The pattern reported most frequently by school districts that are implementing inclusive education programs is that they support the restructuring by using the same financial resources previously used in separate special education, but they use them in a manner to support all students in general education classes and school communities (Lipsky & Gartner, 1997; Roach, 1995). Savings gained by eliminating dual administrative and physical systems of special education are put back into personnel and programming in the general education community. Resources can be used for additional paraprofessionals to support all students and professional development to increase competence in areas such as positive behavior support, cooperative learning, or multiple intelligences.

It is also important for inclusion facilitators to know about federal and state funding practices. Medicaid reimbursement funds can be recouped for some instructional and related services. Federal funds from the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (PL 108-446) should be utilized to support students in their neighborhood school, supplemented with state funds for catastrophic costs.

When Sam first began meeting with educators in the middle school, there were many misconceptions about the costs of educating Jackson in his home school that created early barriers to includ-

ing Jackson. Some team members and administrators focused on the high costs of special education and were unwilling to engage in a discussion of Jackson's supports. With her knowledge of special education funding research and federal and state resources, Sam dispelled the myth that it would be more expensive for Jackson to attend his neighborhood school than it would be for him to be educated outside of the district. The team was then able to focus on how to include Jackson rather than why.

Grant Writing

During times of shrinking resources and rising educational expenses, school districts with great wealth, as well as those with limited resources, can benefit from discretionary grants to bring in new sources of funding. Grant funding can be used to procure new technology to benefit all students, to enhance professional development opportunities beyond those funded by the school district, and to hire outside professionals to augment the skills of in-district professionals. School districts in New Hampshire, for example, have applied for state, federal, and private grants for a variety of innovative projects, including 1) providing specialized training to school teams on the topic of strategies to welcome and include students with autism, 2) purchasing state-of-the-art assistive listening devices for students with hearing disabilities attending their neighborhood high schools, 3) hiring an inspirational speaker to present to students and faculty on the topic of social justice and students with disabilities, and 4) creating a community study circle of parents, educators, and general community members to discuss issues of diversity, inclusion, and social justice.

Sam had never written a grant proposal and was reluctant to consider such an endeavor until she heard about the availability of minigrants from the state's education department. These minigrants were made available through the federally funded School Improvement Grant. Although the purpose of the minigrants was to improve transition practices for youth with disabilities, Sam knew that planning for transition should begin as early as middle school. She assembled a grant-writing team that included the assistant principal, financial management personnel, and a parent with grant-writing experience. The team completed the application and was awarded funding to hire a paraprofessional who worked after school during extracurricular activities. Now, students with disabilities are able to fully explore career options in

the same way as students without disabilities through participation in the drama club, Future Business Leaders of America, sports, and other opportunities available to encourage the exploration of knowledge and interests.

Knowing the Law

The Civil Rights movement and Supreme Court's landmark decision in *Brown v. Board of Education* (1954), which led to the Civil Rights Acts of 1964 (PL 88-352) and 1968 (PL 90-284), are the underpinnings of the legal and constitutional rights held by children with disabilities (Yell, Drasgow, Bradley, & Justeen, 2004). Litigation and legislative efforts from 1964 to 1974 produced strong legal and federal support to educate children with disabilities. Significant cases included *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania,* (1971), *Mills v. Board of Education of the District of Columbia,* (1972), and more recently *Sacramento City Unified School District v. Rachel H.,* (1994) (Villa, 2000). Prior to 1975, education for children with disabilities was seen as a privilege, not a right, and access to supports and services through typical school systems was unthinkable. Many students were completely excluded from public education, and the only options available to families were programs in church basements or segregated facilities far from many families' homes.

In 1975, Congress enacted the Education for All Handicapped Children Act (PL 94-142) as the most expansive piece of legislation related to educating children with disabilities. This act was reauthorized several times and is divided into four parts.

- Part A contains the general provisions that include the purpose and definitions.
- Part B is particularly important to an inclusion facilitator because it outlines the services that states are required to provide to children with disabilities ages 3–21, along with procedural safeguards.
- Part C authorizes federal grants to states to provide early intervention services to infants and toddlers from birth to 3 years.
- Part D outlines the national activities in which states can partake to improve the education of children with disabilities in areas such as research, teacher training, technical assistance, technology, information dissemination, parent training, and evaluation.

Since IDEA 2004, inclusive education, individually and systemically, has been taken to new levels. It is critical for inclusion facilitators to understand the ramifications of this law in order to best support the placement of students with disabilities in general education. Inclusion facilitators should be familiar with all aspects of IDEA 2004 so that they can understand and articulate the legal underpinnings of inclusive education as well as seek out resources that are available through the law. Specifically, subsection 5 of IDEA 2004 states

> Over 30 years of research and experience have demonstrated that the education of children with disabilities can be made more effective by—
>
> (a) having high expectations for such children and ensuring their assessment in the general curriculum to the maximum extent possible;
> (b) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;
> (c) coordinating this Act with other local educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965, in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where they are sent;
> (d) providing appropriate special education and related services and aids and supports in the regular classroom to such children whenever appropriate;
> (e) supporting high-quality, intensive preservice preparation and professional development of all personnel who work with such children with disabilities in order to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible;
> (f) providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children;
> (g) focusing resources on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results.
> (h) supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.

In summary, the law requires that students with disabilities be educated in general education classrooms to the maximum extent appropriate with supports necessary to be successful, that students with disabilities be held to the same high expectations as students without disabilities, and that all student learning be measured. With this knowledge about the law, an inclusion facilitator may be able to prevent unnecessary due process challenges. When school districts are reluctant to follow the intention of the law, parents and guardians may need to be referred to their state's protection and advocacy agency to gain support for the high-quality inclusive educational practices required under the law. The protection and advocacy agencies that exist in every state are mandated to provide information, referral, and legal advocacy services to individuals with disabilities and their family members. In addition, parent advocacy organizations exist locally and nationally to support parents who disagree with school districts regarding legal issues.

When Jackson's mother initially requested that Jackson register for general education classes in his neighborhood middle school, the school administrators were reluctant to support this placement. Their response was that they had never had a student with such significant needs before, and their teachers were not trained. They recommended that Jackson would be better off enrolled in a functional skills special education classroom. Jackson's mother contacted the local protection and advocacy agency and requested legal advice and representation to support her request. Sam supported the parent's request by educating others about the law and investigating resources available to the school district through Part D. Because of Sam's successful intervention, costly mediation and due process proceedings were avoided, and members of Jackson's team were able to focus on identifying and supporting his needs in middle school instead of reasons and strategies for exclusion.

CONCLUSION

Some people wonder if being a good inclusion facilitator is more a matter of possessing a set of skills related to promising practices or whether it is more important to possess an attitude and set of philosophical values. It is both. The skill set is easy to learn once one has the philosophy that all students can learn in general education classes when high academic expectations and the right supports are in place. Inclusion facilitators who work in separate classrooms where students with disabilities spend more than 50% of the day

may possess 80% of the skills outlined in this book, but without a belief in the value of inclusive education, students will still be in that self-contained classroom years from now.

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Restructuring to Support Inclusive Education

Organizational Structures that Enable Inclusion Facilitators to Succeed

Cheryl M. Jorgensen

When people say, "Inclusion doesn't work," a major contributing factor is almost always the lack of supportive school policies and structures rather than a student's particular challenge or characteristic. Many organizational changes must be made to support a school that is moving from including one or two students with significant disabilities in general education classes toward having a capacity to include all students. This chapter discusses the need for changing a variety of organizational structures or policies with respect to teachers' roles and responsibilities, instructional planning time, accessible technology, configuration of services for students age 18–21, and professional development for staff. Examples are shared from elementary, middle, and high schools, and suggestions are offered for what an inclusion facilitator can do to manage the change process.

CHANGING ROLES

In a school where students with significant disabilities are educated in separate classes, the roles of general and special education staff perpetuate segregation, not inclusion. For example, special education teachers are responsible for assessment, instructional planning, teaching, and grading for students with disabilities who are in their

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classes. All of their energies are devoted to those tasks, and they have little time left over to work toward inclusion. Likewise, general education teachers in such a school are responsible only for students without disabilities. Their knowledge of students with significant disabilities is limited to occasional contact in the hallways or playground, and there is no incentive for general educators to initiate discussions with special educators about inclusion. Related-services professionals deliver services within the special education classroom and rarely have the opportunity to seek out opportunities for students to learn communication or movement skills within the general education environment. The special education administrator oversees policies and procedures that govern students with disabilities and their staff, whereas principals are responsible for general education policies, procedures, and staff.

When the first student with a disability in a traditional school is included in general education classes, a tension is created between teachers' primary roles and teachers' new responsibility of supporting that one student to be successful in general education. The special education teacher usually finds that he or she does not have time to consult with the general education teacher who has the student with significant disabilities because the special education teacher is in the self-contained classroom teaching other students. Likewise, the general education teacher may have one planning period every day and may not want to give up that time to plan for just one student with disabilities.

Related-services providers are accustomed to providing direct services to students in the special education classroom and often have difficulty finding time to go to the general education classes and support the one student with significant disabilities. They are used to providing more medically based therapies that may not be linked to the curriculum and may be unsure how to meet a student's needs within the context of a math, biology, or history class.

When schools shift to including all students, it is essential to reconfigure staff roles. In Chapters 4–6, new roles are described for each team member, emphasizing collaborative responsibility for many aspects of educational planning, instruction, and evaluation. Additional detail is provided in the remainder of this section regarding these necessary role changes.

Role of the Special Education Teacher

When some students with significant disabilities are included and others are still being taught partially or fully within a self-contained

classroom, a special education teacher is not positioned to do the inclusion facilitator's job well. Perhaps the greatest challenge for the special education teacher is managing the diverse educational programs and placements of a large group of students.

Carol's Story

Carol Maneros is a high school special education teacher. For years, she taught a self-contained class of 12 students with moderate and significant disabilities while the other special education teachers in her building provided resource room support to students with mild disabilities. Some of Carol's students attended one general education class in physical education or the arts, but most were with her all day. Two years ago, the school examined the outcomes for these students. The administrators discovered that there was little contact between these students and their classmates without disabilities, most of these students were not participating in any extracurricular activities other than Special Olympics, none graduated with a high school diploma, most were unemployed after high school because they were on waiting lists for the state's developmental services, and all lived at home.

A decision was made to begin to include students with significant disabilities in more general education classes, making Carol's job nearly impossible to do well. Carol is now the case manager for eight students, but the students' programs are so diverse that she must continue to provide direct instruction to students throughout the day as well as support those who are in general education classes. Three of her students are in general education classes for most of the school day, two have a half-and-half schedule, two are in her room for three of four blocks during the day, and one 20-year-old spends the whole day learning in the community in preparation for transition to adult life. The building's special education coordinator has worked hard to give Carol two planning blocks every day, but this time is not nearly enough to do the job of an inclusion facilitator well. Carol is constantly faced with the challenges of preparing lessons for the students in her classroom and trying to find time to meet with general education teachers or other team members, and she almost never finds time to go out into the community with the older student who is supported by a skilled paraprofessional.

A better solution would be for the school to restructure all of the special educator roles and for Carol to be the school's inclusion facilitator, responsible just for students with significant disabilities who are included in general education classes. In this model, teachers

who work with students with less significant disabilities might be assigned to grade levels or departments (and support the students placed there), and Carol would be the case manager for students with significant disabilities in ninth through twelfth grades. A learning center would provide the services previously offered in a resource room, and students with and without disabilities could receive academic support and tutoring there. Students provided with special education services between the ages of 18 and 21 might be served by a transition coordinator whose expertise is employment, housing, community inclusion, creative budgeting, guardianship, and post-secondary education.

Carol would then have the whole day free to perform the tasks needed to support inclusion well, including 1) meeting with general education teachers to find out about upcoming lessons, materials, assessments, and instructional routines; 2) meeting with each student's core instructional planning team to develop supports for the student's participation and learning; 3) observing, modeling for, and supervising paraprofessionals; 4) working within the general education classroom to provide occasional direct instruction to students; 5) meeting with other special education staff who work in the school's learning center (i.e., resource room); and 6) maintaining contact with students' families.

In reality, schools do not usually move from a self-contained model of education to a fully inclusive one overnight, and they usually continue to do pull-out instruction for some students some of the time. In Carol's school, they might manage this intermediate step by having students attend a learning center for direct instruction that is provided by a teacher whose expertise is with students with less significant disabilities, supported by consultation from Carol.

Table 8.1 illustrates how an inclusion facilitator's school day is significantly different from that of an elementary school special educator in a self-contained classroom. It is critically important that principals and special education administrators understand that the inclusion facilitator's role requires an expert level of skills in facilitation, observation, problem solving, instructional planning and evaluation, and mentoring, and that even when an inclusion facilitator is not spending time teaching individual students, he or she is supporting all members of students' teams to provide quality inclusive education. Even when it appears that an inclusion facilitator is just standing in the back of the general education classroom, he or she is not daydreaming but rather thinking about a myriad of questions concerning a student's inclusion that will become the focus for discussion, planning, and action at an upcoming team meeting.

Table 8.1. Comparison between the schedules of an elementary school special educator in a self-contained classroom and an inclusion facilitator

Time	Elementary school special educator's schedule	Inclusion facilitator's schedule
7:30 A.M.	Assist students in exiting the special education bus	Meet with the first-grade team to plan a Halloween play
8:00	Lead a circle time activity	Teach a reading group in a third-grade classroom to determine how one student's augmentative and alternative communication system is working
8:45	Teach language arts	Meet with the third-grade team to discuss the student's alternate assessment portfolio
9:30	Supervise toileting	Meet with two paraprofessionals to teach them how to use Boardmaker and Writing with Symbols
10:00	Observe the occupational therapist working with students during an art activity	Meet with the sixth-grade team to discuss an upcoming trip to an environmental camp
10:45	Observe and participate in physical therapy sessions	Review the state curriculum frameworks in preparation for developing students' individualized education programs
11:30	Teach students to make sandwiches for lunch	Eat lunch in a teacher's room
12:00 P.M.	Eat lunch with students and paraprofessionals in the classroom	Meet with a sixth-grade teacher to preview an upcoming unit on Native Americans
12:30	Supervise teeth brushing and toileting	Observe the playground to assess accessibility to all equipment and to support students' social relationships
1:00	Teach math	Meet with the preschool team and parents to discuss the transition of a 5-year-old child into kindergarten
1:30	Teach science	Use individual planning time to adapt worksheets for fourth-grade social studies
2:00	Escort students to the special education bus	Perform hall duty as school dismisses

Role of the General Education Teacher

As a student's primary teacher, the general educator becomes a part of a team of professionals who assess, instruct, and evaluate all students, including those with significant disabilities. The student with significant disabilities is not a visitor to the classroom but rather one of the general educator's students. Lesson plans (i.e., what to teach, how to teach it, the materials and assessments to use) now include consideration of a student with significant disabilities. The teacher devotes a regular preparation period to meet-

ing with the inclusion facilitator or other members of the student's team to discuss upcoming lessons, review student progress, and design supports and accommodations that promote student learning.

Role of the Related-Services Provider

The related-services provider's role also changes significantly when students with disabilities are enrolled in general education classes (Rainforth & York-Barr, 1997). When students with significant disabilities are educated in self-contained classes, their related-services goals tend to focus on discrete skills in the areas of communication, movement, or behavior. Hunt and Farron-Davis (1992) found that IEP goals of self-contained students focused on isolated skills (e.g., maintaining eye contact, making choices, reaching and grasping objects), but when the students were included in general education activities and classes, their IEP goals emphasized the use of skills in functional contexts (e.g., maintaining eye contact in order to get information from the blackboard, making choices from among several books in the library, using fine motor skills to gain access to a keyboard).

Related-services providers also must change where they deliver supports and services. Communication skills can be supported within reading groups or on the playground. Gross motor skills can be supported as students move from class to class or participate in physical education. Fine motor skills can be supported as students use computers, participate in art activities, or complete vocational tasks. The question that focuses the activities of related-services professionals in an inclusive school is "What support does the student need in order to fully participate in the general education class and other inclusive environments?"

In a self-contained model, the speech-language pathologist might be accustomed to seeing a student three times per week for 30 minutes per session. In an inclusive model, communication supports and services might be better provided through longer blocks of time, for example, 45 minutes of support with the student in his science lab group and 45 minutes meeting with the student's core instructional planning team discussing needed messages for the student's communication device.

PLANNING TIME

All teams supporting students with significant disabilities need regular, uninterrupted, and effectively used planning time. Although

the amount of time and its frequency vary greatly from school to school, many teams report that a core instructional planning group needs to meet at least once a week at the beginning and end of the school year and once every other week if things are going smoothly. Scheduling regular instructional planning meetings depends largely on how the whole school schedule is organized, but there are archetypal models in elementary, middle, and high schools. In most elementary schools, general education teachers identify themselves as members of grade-level teams. They usually meet once a month or so to talk about curriculum, standards, assessment, and grade-level instructional themes. Within this grade-level team model, an inclusion facilitator might meet with individual teachers once a week during a planning period to talk about specific students and attend the monthly grade-level meetings to participate in discussion of broader grade-level issues. For example, an inclusion facilitator might meet with first-grade teachers on Mondays, second-grade teachers on Tuesdays, and so forth.

In most middle schools, general education teachers also identify themselves as members of grade-level teams or clusters, but they meet nearly every day during a common planning period to plan instructional themes, discuss social issues of adolescence, and meet with other school staff such as guidance counselors or social workers. Just as in the typical elementary school, an inclusion facilitator can meet with individual teachers once a week during a planning period and meet with the whole grade-level team on a regular basis.

High schools present a host of challenges for an inclusion facilitator who wants to collaborate with general education teachers. A student who is fully included might be enrolled in five or six general education classes. Maximizing student participation and learning requires that comprehensive support plans be developed for all subject areas.

Gail Larson is a high school inclusion facilitator who is the case manager for the educational programs of several students with significant disabilities in Grades 10–12. She has developed a schedule to meet with each general education teacher (for 30 minutes) and each student's core instructional planning team (for 1 hour) every other week to find out about upcoming units and lessons and to plan student supports for those classes. Her weekly routine consists of general education teacher meetings on Tuesdays, core instructional planning team meetings on Wednesdays, meetings with related-services providers on Fridays, and meetings with students' paraprofessionals on Mondays and Thursdays. She reserves one block

each day for making adapted materials or doing case management paperwork, two blocks for meetings, and one block for classroom observations and supervision of paraprofessionals.

ACCESSIBLE TECHNOLOGY

Although it is not strictly an organizational or policy change per se, ensuring that the school's technology is accessible is an essential component of ensuring full student participation and learning. There are two areas in which technology must be adapted for students with significant disabilities. First, computers and other information technology must be physically accessible for students. Computer desks must accommodate wheelchairs or other seating adaptations. All students must have physical access to the computer with adaptive keyboards, switches, or screen readers. Students who do not write with pencils need to have access to computers or AlphaSmart keyboards (AlphaSmart) in every class so they can take notes or do in-class writing.

Second, all print resources in a school must be available in digitized format to facilitate accessibility and personalized adaptations (Rose & Meyer, 2002). During the 2003 school year, Carol Maneros' students were enrolled in classes in which they had to have access to texts as diverse as *Romeo and Juliet*, soldiers' first-hand accounts of the Vietnam War, math worksheets, cookbook recipes, the student handbook, and the Internet! None of her students were fluent readers or writers, so they needed access to a variety of learning technologies, including text-to-speech and speech-to-text software, adaptive keyboards, Co-Writer (Don Johnston), Writing with Symbols (Widgit Software), and Boardmaker (Mayer-Johnson). Carol and the other team members also needed to have access to the digitized text to manipulate font size and style, color, background, and white space and to create adapted versions of readings, worksheets, and tests. Until all educational materials are available in accessible formats, inclusion facilitators will need to work with the school's technology staff and other outside resources to customize both software and hardware for students.

EDUCATION FOR STUDENTS AGES 18–21

When students with significant disabilities are included in general education classes and their teams determine that they need special education services after their senior year, a new component to the

school program must be created that is not based within the high school building. This component is educational services that help a student make the transition from high school to adult life.

The core principle in inclusive education is that the educational programs of students with significant disabilities should parallel the educational opportunities of students without disabilities of the same age. Thus, from the ages of 18 to 21, students with significant disabilities should be pursuing some combination of postsecondary education, community living, and employment outside of the high school building. The natural environments for these students' educational programs would include 2- and 4-year colleges or technical schools; adult education programs; home or apartment; integrated workplaces; and the broader community, including restaurants, libraries, and fitness facilities (Shapiro-Barnard et al., 1996).

Supporting this new educational program component requires restructuring job roles, schedules, transportation services, and financing. Many larger schools designate a teacher to work exclusively with students in this age group. This transition coordinator—a community-based inclusion facilitator of sorts—is responsible for working with each student and family to develop a futures plan and then to establish relationships with supports in the community that will help the student make progress toward his or her life goals. Rather than creating a transition program in which all students are automatically enrolled, creating individualized learning opportunities is essential. For example, Nate may want to enroll in several community college courses and still live at home. Alicia may want to sample several jobs and move from living at home to living in an apartment with roommates. Julia may want to gain experience volunteering. Each of these students' transition programs would be different and require different levels of support from friends, co-workers, or paid staff from the community. A transition coordinator's job must be structured to give him or her the same level of flexibility as an inclusion facilitator as he or she no longer has a classroom of students to teach but rather a group of students to connect to the community.

PROFESSIONAL DEVELOPMENT

In an inclusive school, general and special educators participate in professional development activities related to the promising practices described in Chapter 2. In the past, professional development has consisted primarily of 1-day workshops or the occasional grad-

uate course. Since the mid-1990s, however, the definition of high-quality professional development for all teachers has changed dramatically. Today, there is a greater emphasis on job-embedded professional development grounded in the principles of reflective practice (Hole & McEntee, 1999).

Reflective practice is defined as "a cognitive process and open perspective that involves a deliberate pause to examine beliefs, goals, or practices in order to gain new or deeper understanding that leads to actions improving the lives of students" (Montie, York-Barr, Kronberg, Stevenson, Vallejo, & Lunders, n.d., p. 2). Reflective practice is being used across the United States in teacher education programs (Weir, Jorgensen, & Dowd, 2002a). It is a cornerstone of national school reform organizations such as the Coalition of Essential Schools and the Annenberg Institute for School Reform (McEntee et al., 2003). The principles of reflective practice inform national standards for professional development such as those of the National Staff Development Council (Sparks & Hirsh, 1997).

Reflective practice is characterized by teachers' participation in small learning communities that meet on a regular basis to talk about school culture, teaching, and student learning. Although the names of these groups vary from school to school (e.g., study groups, action research groups, critical friends groups, lesson study groups, reflective practice groups), they all have in common a focus on collaborative, nonjudgmental conversations about improving student performance.

Reflective practice groups can be a powerful tool for teams trying to solve challenges relating to inclusive education, such as

- Reorganizing staff assignments and caseloads so that all students are well supported
- Solving problems related to a student's challenging behavior
- Determining why a student is having difficulty using an augmentative and alternative communication (AAC) device
- Gaining insight into what supports best facilitate a student's learning of the general education curriculum
- Developing strategies for promoting acceptance of diversity within a school
- Finding ways to improve a student's social connections and friendships

Reflective practice groups often use structured protocols in their group meetings rather than simply having open discussions that sel-

dom result in consensus around a plan of action. The term *protocol* has taken on a specific meaning in education in recent years. In the context of educators working to improve their practice, a protocol is a structured set of process guidelines to promote meaningful and efficient communication and learning (Hole & McEntee, 1999).

There are many different types of reflective practice protocols, but all have common elements, including

- One or a few people presenting problems, ideas, syllabi, lesson plans, support ideas, communication boards, positive behavior support plans, descriptions of a critical incident (Tripp, 1993), or samples of student work for reflection by their colleagues
- Small group of colleagues who will serve as consultants to the presenter/s
- Structure for engaging in conversation, reflection, or problem solving
- Facilitator of the process who guides group norms, protocol steps, roles, and time

An inclusion facilitator is in a good position to lead a reflective practice protocol. His or her role would be

- Providing logistical support for the group and arranging locations and times for meetings
- Supporting and monitoring the group's use of protocols and other reflective practice tools to constantly move its work forward
- Supporting the group to establish and maintain group norms
- Keeping the group focused on the problem identified by the presenters in a protocol
- Bringing problems in communication to the surface and providing support to group members to improve their skills
- Teaching the group about new problem-solving protocols and strategies
- Monitoring the group's adherence to time guidelines during protocols
- Assisting in resolving conflicts

The Consultancy Protocol, depicted in Figure 8.1, is an example of job-embedded professional development that is focused on improving student learning results.

Description
A consultancy is a structured process for helping an individual (or a small group of people) think more expansively about a particular concrete problem or dilemma. Outside perspective is critical to this protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter's specific problem at that time.

Sample introduction
"During our session, we will engage in a small group process called a *consultancy*. So, as you prepare for our work together, please do some thinking and writing ahead of time about a dilemma or problem related to our student. Please bring copies of a 1-page description of your dilemma ending with a specific question or issue with which you would like our help. Dilemmas deal with issues with which you are struggling, a nagging hunch that you should be doing things differently, a recently hatched plan for what to do next, or something that is problematic or not as effective as you would like it to be—anything related to our work with the student that you would like to examine with two to three other participants in our Reflective Practice group. If our past experience offers any indication, you will be able to rely on the people in your consultancy to provide respectful, thoughtful experience."

Time
45–55 minutes

Process

1. Presentation of issue (5–10 minutes)

   The presenter gives an overview of the dilemma or problem, highlighting the major issues with which he or she is struggling, and names a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. At some point in Step 1, the group reads or listens to the dilemma.

2. Clarifying questions (5 minutes)

   The consultancy group asks clarifying questions of the presenter. These questions have brief, factual answers.

3. Probing questions (10 minutes)

   The group then asks probing questions of the presenter. The goal here is for the presenter to learn more about the question he or she framed or to analyze the dilemma being presented. The presenter responds to the group members' questions, but there is no discussion by the group about the presenter's responses.

4. Discussion (15 minutes)

   The group members then talk with one another about the dilemma presented (e.g., "What did you hear?" "What didn't you hear that might be relevant?" "What do you think about the problem?"). Members of the group occasionally suggest solutions to the dilemma; most often, however, the group works to define the issues more thoroughly and objectively. The presenters are not allowed to speak during the discussion but instead listen and take notes.

5. Presenter response (5–10 minutes)

   The presenter then responds to the discussion (if there is more than one presenter and if the presenters prefer to proceed that way, a small group of participants can gather in the middle of the room [i.e., the fishbowl] while the others observe), followed by a whole-group discussion.

6. Debriefing (5 minutes)

   The facilitator leads a conversation about the group's observations of the process (e.g., "What worked?" "What didn't work?" "What was learned?").

Figure 8.1. Consultancy protocol. (From Weir, C., Jorgensen, C., & Dowd, J. [2002b]. The consultancy protocol. In C. Weir, C. Jorgensen, & J. Dowd, *Promoting excellence in college teaching: A reflective practice toolkit for coaches* [pp. 63–65]. Durham: Institute on Disability at the University of New Hampshire; adapted by permission.)

CONCLUSION

The organizational changes described in this chapter all serve to advance inclusion from an experimental program with one or a few students to a broad-based school reform effort that affects the entire school's culture, curriculum, professional practice, and relationships.

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9

Preservice Education of Inclusion Facilitators

One University's Program

Cheryl M. Jorgensen

Rebecca (Becka) Kaas grew up in southern New Hampshire with her brother, Ben, who experiences significant disabilities, including Tourette syndrome. Becka is a few years older than Ben and has been an active part of his educational team since he entered high school, advocating for Ben's inclusion in a regular schedule of courses and extracurricular activities. Due in large part to Becka's experiences as Ben's advocate, she decided that becoming an inclusion facilitator was one way she could make a positive difference in the lives of other students with significant disabilities and their families.

I have always wanted to be a teacher but didn't really think about special education until I began attending Ben's IEP [individualized education program] meetings while I was still in high school. Although Ben had a few really great teachers throughout his schooling, there were many times when I felt that his special education teachers were not very well prepared with the necessary advocacy skills or the knowledge about the technical aspects of inclusion. So when I looked around at graduate schools, I was immediately attracted to the UNH [University of New Hampshire] Inclusion Facilitator Option. It had the mix of philosophy

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and skills that I was looking for. I know that I will face lots of struggles when I try to promote inclusion out in the "real world," but I think that the UNH program has given me a great foundation for that challenge.

This chapter begins with a brief description of the national context that underlies UNH's Inclusion Facilitator Option that prepares teachers for students with significant disabilities. It then describes the program's philosophical and pedagogical foundations, program competencies, required courses, and other learning experiences. Although the UNH program was designed specifically to fit within the broader teacher education program at UNH and to be responsive to New Hampshire's teacher certification system, many of its features can be generalized to other states and institutions of higher education.

NATIONAL CONTEXT

Many universities face a major dilemma. They believe that one of the best ways to promote the inclusion of students with disabilities is to prepare all teachers to teach all students (TASH, 2002). Thus, many teacher education programs have been restructured to infuse relevant special education content into general education courses or to combine relevant special education content with general education content in a unified program (Blanton, Griffin, Winn, & Pugach, 1998; Keefe, Rossi, De Valenzuela, & Howarth, 2000). Others believe that some professionals on a student's team need specialized knowledge and skills related to the complex needs of students with significant disabilities. This belief has led to the maintenance of specialized teacher education programs in severe disabilities at the undergraduate and graduate level (Eichinger & Downing, 2000). Programs designed to prepare teachers for this population of students are varied, however, due to several factors, such as 1) differing philosophies regarding what constitutes promising practices for students with significant disabilities; 2) the lack of a universally accepted set of beliefs, knowledge, and skills necessary to teach students with significant disabilities; 3) the great variety of state certification standards governing teacher education programs; and 4) the lack of a clear description of the experiences required to acquire competence (e.g., the combination of courses, field experiences, research experiences, and experiences with families or individuals with disabilities).

For example, the Council for Exceptional Children (CEC; 2004) has defined two different competency sets for teachers of students with significant disabilities. One set is for teachers of students who are pursuing the general education curriculum content, and another set is for teachers of students who are pursuing an individualized independence curriculum. In other words, the CEC believes that some students with significant disabilities will not be pursuing the general education curriculum content.

Jackson, Ryndak, and Billingsley (2000) conducted a study to collect information on the configuration of nationally recognized master's programs and the areas of expertise that they considered essential for teachers of students with significant disabilities. Twenty university programs across the country were asked to provide information about the types of graduate students enrolled, the population of students for whom teachers were being prepared, the program's structure, and the specific competencies being taught. Although there were some differences across programs, all required students to have field experiences with students with significant disabilities of different ages. Most considered that an inclusive school was the ideal setting for students' internships, although not all required such a placement. There was strong agreement across all programs regarding the areas of expertise needed by teachers, including collaboration and technical assistance, inclusion, advocacy and self-determination, knowledge of the curriculum content, effective instruction, functional behavioral assessment, transition to adulthood, physical and sensory disabilities, and research methods.

NEW HAMPSHIRE CONTEXT

Against this backdrop of an emerging consensus regarding what constitutes an appropriate education for teachers of students with significant disabilities (if not consensus regarding the job title), the Inclusion Facilitator Option at UNH was born.

Teacher Certification and the Teacher Education System in New Hampshire

The special education teacher certification system in New Hampshire includes a beginning teacher's license, called *General Special Education*, and endorsements in the areas of learning disabilities, emotional disabilities, sensory disabilities, and mental retardation (which serves as the state's severe disabilities or intensive special

needs certification). For many years, one of New Hampshire's state colleges had a master's level program leading to certification in mental retardation. But beginning in 1990, it gradually decreased the number of students admitted into the program, and by the mid-1990s, few teachers were being prepared in this category at all. Thus, there was a significant shortage of teachers certified in mental retardation and no higher education capacity to remedy the shortage.

To respond to this need, the Institute on Disability (IOD) at the UNH received funding from the U.S. Department of Education, Office of Special Education Programs, to create a series of courses and other learning experiences leading to state certification in mental retardation. The program operated from 1998 through 2001 and was designed for two primary trainee groups: teachers already working full time in schools but not certified in mental retardation and graduate students at UNH who would work toward their General Special Education and mental retardation certifications concurrently. The program was highly successful, graduating 19 of 22 students who enrolled, and as the grant-funding period approached its conclusion, plans were developed to make the program a permanent part of UNH's special education teacher education program. In the spring of 2002, faculty approved the new coursework associated with the Inclusion Facilitator Option.

THE INCLUSION FACILITATOR OPTION

There are many dimensions of the Inclusion Facilitator Option that are exemplary, including the program's philosophical and pedagogical foundations and underlying competencies. Coursework, participation of individuals with disabilities and their families, evaluation of student work, and other learning experiences are also provided to enrolled students.

Philosophical Foundations

The philosophical foundations of the Option are based on a number of beliefs, including 1) disability is primarily a social construct; 2) students with disabilities have gifts and talents that make a positive contribution to our schools and communities; 3) all people are competent, given the right supports; 4) in the absence of definitive information about an individual's abilities, an assumption of competence should apply; and 5) inclusive education provides the best learning model for all students, including those with the most sig-

nificant disabilities. Several resolutions adopted by TASH (formerly known as The Association for Persons with Severe Handicaps) were particularly instrumental in providing direction to the development of the Option's competency statements that relate to philosophy, including the TASH Resolutions on Inclusive Quality Education and Teacher Education (TASH, 2000, 2002).

Pedagogical Foundations

Quality teacher education consists of more than book learning in the college classroom. It must include opportunities to explore values, develop professional dispositions, learn about promising practices, practice the skills required of future job roles, and develop the habits associated with being a reflective practitioner. The Inclusion Facilitator Option was designed to reflect these elements of high-quality teacher education.

A variety of learning experiences and teaching strategies are used in every course that is part of the Option, including

- Listening to the personal stories of and having conversations with people who experience a label of developmental disability and/or their family members who represent diverse cultures and backgrounds
- Listening to experts discuss current promising practices from the professional literature and practice
- Reading professional literature in the field
- Viewing videotapes that depict critical issues or promising practices
- Visiting schools and classrooms where students with significant disabilities are included
- Working with families and school teams to complete assignments
- Participating in facilitated whole-class discussions
- Participating in small classroom groups that use systematic problem solving and reflective practice groups
- Engaging in personal reflection about topics, learning experiences, and related writing assignments

Although some states have established certification-only options to quickly respond to teacher shortages, UNH is committed to a

5-year teacher education program, built on the foundation of a strong undergraduate major in liberal arts. All students in the Inclusion Facilitator Option who do not already have a master's degree must be enrolled at least part time in UNH's master of education program, although individual courses in the Option may be taken for professional development hours by any practicing teacher. The Inclusion Facilitator Option was designed based on the belief that students must demonstrate their growing knowledge and skills by learning and doing the same kinds of things that are done by teachers in the field. Therefore, within every course, students go out into schools to perform the work typically done by inclusion facilitators with support from their course instructors, cooperating teachers, and teams.

Competencies

The competencies associated with the Inclusion Facilitator Option, depicted in Appendix A, are derived from many sources, including TASH, CEC, the American Association on Mental Retardation, and the New Hampshire Teacher Certification Standards in Mental Retardation. The competencies are written to reflect four teacher attributes (i.e., values, dispositions, knowledge, skills) across seven broad skill/role areas. Although the competencies are written to reflect attributes that teachers need to support students who are already in inclusive educational programs, the competencies also reflect the skills needed to advocate for and develop a quality inclusive program for students who are not currently educated in a general education classroom in their neighborhood school.

All of the competency standards discussed next imply collaboration even if collaboration is not stated explicitly.

Cultural Competence Culture comprises all aspects of children's familial and community backgrounds and often has significant impact on their educational experience (Webb-Johnson, Artiles, Trent, Jackson, & Velox, 1998). Although New Hampshire is not one of the most heterogeneous states in the United States, it does have strong Franco-American, Lao, and Hispanic neighborhoods in several small and large communities. Students in the Inclusion Facilitator Option are taught to consider the influence of their own culture and background on the ways they view disability and to learn about the educational community in which they work, including the role of families in their children's education. They are also taught to consider the role of their students' cultures and fam-

ily backgrounds with respect to the determination of disability, behavioral expectations in school, language development, and how families view issues such as self-determination and going to college. Coursework contains specific readings and assignments designed to teach these awarenesses and related skills.

Performance-Based Evaluation Assignments within four of the program's courses are rated by both the student and instructor using a 5-point rubric evaluation system: *0* = did not hand in/attempt the assignment, *1* = novice, *2* = basic, *3* = proficient, and *4* = advanced mastery. If a student is not satisfied with an instructor's evaluation of an assignment, the assignment may be done over and the better grade counted toward the final course grade. At the end of the course, the student's self-evaluation scores and the instructor's scores are computed. If the instructor's grade is lower than the student's self-evaluation, the instructor and student try to resolve the discrepancy through discussion. In the event that complete agreement cannot be reached, the instructor's grade stands. UNH still uses a traditional letter grading system, and Table 9.1 shows how the rubric scores are converted to a grade at the end of the course.

Students at UNH are not allowed to apply toward degree courses in which they earned a grade of C or lower. Furthermore, in order to be recommended for state certification, students in the Inclusion Facilitator Option must earn a 3.0 average on all assignments (although they will pass any individual assignment with a score of greater than 2.0). All courses have expectations regarding attendance, class participation, and completion of assigned readings; this information can be found on-line at http://www.brookespublishing.com/inclusionfacilitator.

Individuals with Disabilities and Their Families as Course Instructors A cornerstone of the Inclusion Facilitator Option is to involve individuals with disabilities and family members as guest

Table 9.1. Conversion of rubric scores to grades

Rubric score	Grade
0.0 up to but not including 1.0	F
1.0 up to but not including 2.0	D
2.0 up to but not including 2.5	C
2.5 up to but not including 3.0	B
3.0 up to but not including 3.5	A–
3.5 up to 4.0	A

lecturers and instructors. The introductory course—Contemporary Issues in Developmental Disabilities—is co-taught by a full-time faculty member and Jocelyn Curtin, who experiences Rett syndrome and was included in general education classes during her public school career. Other individuals with disabilities of various ages and life experiences provide guest presentations in various courses on topics such as deinstitutionalization, self-determination, inclusive education, augmentative and alternative communication, and social relationships. Family members also present their experiences to students in several of the Option's courses. Class sessions that are taught by individuals with disabilities or family members are among the most highly rated of the semester.

Inclusive Settings for Preinternship and Internship Experiences

All preinternship and internship opportunities are located in inclusive classrooms at the preschool, elementary, middle school, and high school levels. Because the Inclusion Facilitator Option is an integral part of UNH's master's program in special education, students in the Option must fulfill two different certification requirements during their internship—those associated with General Special Education certification and those associated with the Inclusion Facilitator Option. Although every student's internship is slightly different, the usual arrangement is that interns work 3 days per week serving in the role of a general special educator, supporting students with a variety of mild disabilities in numerous classrooms. The other 2 weekdays the intern works with a few students with significant disabilities who are also included in general education classes. Although this arrangement makes the internship experience very intense and rigorous, interns remark that they benefit from working in both roles and with a diverse array of students.

Mentoring from Institute on Disability Faculty and Staff

Every student who enrolls in the Inclusion Facilitator Option has other learning experiences besides coursework and internships. Mentorships with IOD faculty and staff also provide valuable learning opportunities. Some students receive graduate assistantships to work on funded research or model demonstration projects. Some attend professional conferences to co-present workshops or the results of student research projects. Others assist IOD staff with workshops in New Hampshire schools or conferences. Students report that one of their most valuable experiences is their participation in the IOD's New Hampshire Leadership Series. Two days per

month, individuals with disabilities, their family members, and graduate students come together to learn from national experts and self-advocates about promising practices, how to articulate and plan for current and future hopes and dreams, and community organizing and advocacy skills. These outside-of-the-classroom experiences provide practice-based opportunities for students to apply the lessons they are learning in coursework.

Course Sequence and Faculty The courses in the Inclusion Facilitator Option are designed to be taken over a 2-year period, usually one course per academic semester.

Fall, Year 1:	Contemporary Issues in Developmental Disabilities (4 credits)
Spring, Year 1:	Positive Behavior Approaches (4 credits)
Summer, Year 1:	Augmentative and Alternative Communication (3 credits)
Fall, Year 2:	Inclusive Assessment, Curriculum, Instruction, and Communication Supports (4 credits); Facilitating Social Relationships, Part I (1 credit)
Spring, Year 2:	Facilitating Social Relationships, Part II (1 credit); Teaching Reading to Students with Disabilities (4 credits)
Summer, Year 2:	Leadership and Systems Change in Inclusive Education (2 credits)
Total:	23 credits

Course Descriptions Five courses in the Inclusion Facilitator Option were designed specifically for this Option, and two are existing Education and Communication Sciences and Disorders departmental offerings. Descriptions of each course, course requirements and assignments, and examples of readings or other source materials are available on-line at http://www.brookespublishing.com/inclusionfacilitator.

CONCLUSION

Establishing the Inclusion Facilitator Option has taught the authors of this book many lessons. First, the program must have a strong philosophical base and provide intensive learning opportunities for

students to debate, articulate, and defend the philosophy of inclusion in both supportive and challenging situations. Second, it is better to have a mix of students in the class that represent those who have never taught in schools as well as new and veteran teachers. Each group brings valuable perspectives to class discussions. Third, it is essential to involve people with disabilities and family members in teaching. Although they may not be able to cite chapter and verse from the latest professional journal articles, their experiences are essential and keep the Option's focus on making a difference in the lives of real people.

Fourth, faculty must be prepared for students being disillusioned with the reality of day-to-day public school life that they experience during their preinternship or internship assignments. Within the college classroom they are exposed to ideals and ideal situations. Coursework must include time to share in-school experiences and use problem-solving and reflective practice techniques to help students reconcile the discrepancy between the ideal and the real. Time should also be allowed for students to work through practical strategies as well as acquire noble philosophies.

Fifth, it would be difficult for an Option such as this to be financially self-sustaining, particularly in small population areas. Teacher educators must be creative in leveraging a variety of funding resources to support a program focused on the preparation of teachers for students with low-incidence disabilities. Personnel preparation grants, student-initiated research grants, model demonstration grants, and other external funding sources will likely be required to supplement university contributions to faculty salaries.

Sixth, students need a faculty or internship mentor who can support them to negotiate the Option's requirements and deadlines and who can provide a sounding board when their emerging ideals are challenged from outside the university. Finally, although distance- and technology-based instruction have their place in a teacher education option, there is no effective substitute for face-to-face interactions among students, individuals with disabilities, family members, faculty, and school staff.

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A

Competencies that Form the Foundation of the University of New Hampshire's Inclusion Facilitator Teacher Education Option

Philosophy and values

Demonstrates through language and practice a belief in the inherent value of students with disabilities and the philosophy that disability is a natural part of the human experience

Presumes competence in students with disabilities by having high expectations for their learning and the development of their literacy skills

Demonstrates a belief in the value of diversity by including students in age-appropriate, typical classrooms in local schools

Promotes the development of students' self-determination and their graduation to typical adult lives in inclusive community settings

Assessment of the student and the learning environment

Identifies opportunities for learning and communication in a variety of inclusive environments, including general education classrooms, typical school routines and activities, extracurricular activities, the community, and the home

Assesses students' learning and communication styles, strengths, and needs using a variety of authentic assessment strategies such

as criterion-based assessments, ecological inventories, futures planning assessments, and other classroom or typical activity-based strategies

Assesses factors that affect learning and communication, such as the physical and sensory environments, the curriculum, instructional methods, and classmates' and teachers' attitudes

Design of educational programs and supports

Collaborates with others to develop students' educational programs that reflect individualized goals based on the content of the general education curriculum, including 1) subject matter knowledge, 2) literacy, 3) social skills, 4) career skills, 5) community service learning, 6) skills for independent living, and 7) general learning habits and behaviors

Designs and coordinates individualized natural and specialized supports in the classroom, school, and community in the areas of curriculum, instruction, communication, assistive technology, and medical and related services

Supports graduation planning that leads to students' participation in a variety of typical adult roles and inclusive environments such as postsecondary education, work, and community living

Promotes the use of a variety of augmentative communication symbols, modes, aids, and techniques (e.g., letters, words, graphic language symbols, sign/gesture symbols, posture and gaze, communication boards and books, electronic and nonelectronic communication devices) that support students' active participation, learning, and communication in the general education curriculum, during typical school routines, and in the community

Understands the unique nature of communication by students who use augmentative and alternative communication and uses advanced assessment and problem-solving skills to enhance their interactions with others

Demonstrates awareness of appropriate seating, positioning, personal care, eating, and mobility principles, strategies, and equipment and collaborates with others to provide these supports to students

Collaborates with others to secure funding for augmentative communication and other learning aids and assures their optimum functioning through regular maintenance and service

Social relationships

Identifies barriers (e.g., attitudes, educational practices, communication supports, transportation) to the development of students' social relationships and develops strategies for avoiding and/or overcoming them

Facilitates interactions between students with disabilities and their age-appropriate classmates in order to develop, maintain, and enhance social and communicative relationships

Identifies opportunities and facilitates support for students' participation in typical extra- and co-curricular activities, based on students' interest and desires

Positive approaches to behavioral support

Understands the complex interrelationships among behavior, communication, and sensory and movement differences

Conducts comprehensive functional behavior assessments

Designs positive approaches to challenging behavior and supports teams in their implementation of individualized student support plans

Evaluation of learning and communication outcomes

Develops meaningful documentation procedures to evaluate students' learning and communication skills and provides this information for general education and alternate assessment purposes

Evaluates educational programs in order to improve team collaboration, enhance the effectiveness of supports, and maximize student achievement

Leadership and systems change

Uses leadership skills to promote quality inclusive education, students' access to augmentative and alternative communication and assistive technology, and general school reform and systems change

Provides intensive and sustained support to teams as they make decisions regarding students' educational programs

Coordinates and provides professional development for professionals, administrators, paraprofessionals, family members, and the general community in the areas of inclusive education and communication supports for students with disabilities

Promotes the development of students' self-determination and the leadership skills of their families by connecting them with self-advocacy and community resources

B

Supports for Students with Significant Disabilities

PHYSICAL, EMOTIONAL, AND SENSORY SUPPORTS

For many students with significant disabilities, assistance with moving, managing their emotions, and perceiving their world is a prerequisite to learning. Thus, the provision of physical, emotional, and sensory supports facilitates access required for participation. Some examples include

1. Provide physical supports.
   - Ensure access to all learning environments.
   - Push the student's wheelchair.
   - Provide support to the student's arm as he or she types.
   - Take notes for the student.
2. Provide emotional supports.
   - Express confidence in the student's capabilities.
   - Acknowledge the student's feelings.
   - Teach stress or anger management strategies.
3. Provide sensory supports.
   - Turn down the lights.
   - Provide soothing music through headphones.
   - Provide a different type of seat.
   - Adjust the student's schedule to provide for activity breaks.

MODIFICATION OF MATERIALS OR PROVISION OF TECHNOLOGY

In order for students to learn, they must have access to the same information and ideas as their classmates. Because of their unique learning styles and needs, instructional materials may need to be modified in some way to ensure that access. Some examples include

1. Change the format of materials.
   - Convert an assignment from essay to short answer format.
2. Supplement the classroom materials.
   - Add audiovisual media, models, or manipulatives.
3. Substitute different materials.
   - Create a synopsis of a book.
   - Provide content-related material at a different reading level.
4. Provide technology.
   - Use an augmentative communication device.
   - Use a computer for notetaking.
   - Use a switch to turn on a blender.
5. Enhance materials.
   - Digitize text to change size, color, and spacing.
   - Add graphics.
   - Add scaffolding.

COMMUNICATION MATERIALS AND SUPPORTS

Students with significant disabilities may not communicate—through speech or writing—all of the things their classmates without disabilities communicate. This situation may not be due to students' disabilities but rather to the design of and support for students' communication systems (e.g., communication boards, voice output communication aids). Communication materials and supports are provided to enhance the engagement of students with disabilities in the academic and social interactions of the classroom. Some examples include

1. Enhance materials for understanding.
   - Incorporate the student's symbol set (DynaSyms, Picture Communication Symbols) into the teacher's presentations.
   - Use vocabulary and messages that are already programmed into the student's communication device during the teacher's presentations.
   - Add pictures to the teacher's visual aids to convey key concepts.
   - Enhance directions on worksheets with symbols.
2. Enhance materials for expression/demonstration of participation and learning.
   - Use communication displays that have preprogrammed messages with academic answers.
   - Teach the student to use a communication device for spoken, written, and physical communication tasks (e.g., program the device with vocabulary for brainstorming activities).
3. Support the use of communication materials.
   - Model and value multiple means of expression within the classroom.
   - Use the student's communication displays during classroom instruction.
   - Give classmates copies of the student's communication displays at their desks, and use the displays during large- and small-group instruction and during partner activities.
   - Provide pause time to give the student (extra) time to generate responses.
   - Select and program vocabulary on communication displays to enhance participation, not to show that the student "knows" the right answer (e.g., for a brainstorming activity, an array of acceptable answers are available—not two choices of one correct answer and one incorrect answer).

PERSONALIZED INSTRUCTION

Like their classmates without disabilities, students with significant disabilities need to have teaching personalized for their learning style, level of knowledge, interests, and goals. Personalized instruction can take many forms. Some examples include

1. Ask different questions based on Bloom's taxonomy or multiple intelligences.
2. Provide instructional scaffolding.
   - Provide background information.
   - Use graphic organizers.
   - Teach metacognitive strategies.
3. Provide systematic instruction.
4. Define vocabulary.
   - Place a speech-language pathologist in a small cooperative group to help with vocabulary definitions.
5. Break down tasks into manageable units.
   - Have the student do problems 1, 2, and 3 first, check the answers, and then do problems 4, 5, and 6.

POSITIVE APPROACHES AND POSITIVE BEHAVIORAL SUPPORTS

Challenging behavior is one of the biggest reasons students with disabilities are excluded from the general education classroom. The best way to deal with challenging behavior is to prevent it from happening in the first place. Positive approaches to behavior focus on this as well as on teaching alternative behaviors and creating supportive learning environments. Some examples include

1. Conduct a comprehensive functional behavior assessment, and examine possible quality-of-life changes.
   - Collect information about the student, the problem behavior, and the environment in order to make hypotheses about potential reasons for the behavior.
   - Consider enhancing supports for inclusive education.
2. Develop a prevention plan for setting events and triggers/antecedents.

- If the student is more likely to have challenging behavior following a poor night's sleep, then provide supports around sleep.
- If challenging behavior occurs when the student is given paper and pencil tasks, then enhance instructional materials or change the task demand in another way.
- If the challenging behavior is a result of communication breakdowns, improve the communication supports and learn new ways of interacting with the student.

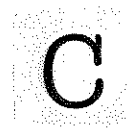
3. Develop an intervention plan for teaching new skills to the student.
   - Teach the student a new routine around preparing for and waking up from sleep.
   - Teach the student how to use a computer for writing.
   - Teach the student how to use augmentative communication to ask for assistance.
4. Develop a postintervention plan for the student's individualized education program (IEP) team.
   - Following an occurrence of significantly challenging behavior, convene with other IEP team members to debrief the event—looking for things they could have done differently to prevent it and to make a plan for supporting the student, team members, classmates, and others in the building.
5. Develop a crisis management plan (if needed for *crisis* situations).
   - Design the crisis plan to interrupt or diffuse a situation.
   - Focus the crisis plan on short-term intervention with safety and protection as the goals.
   - Along with other team members, learn to recognize the crisis and how to intervene.

PERSONALIZED LEARNING STANDARDS, DEMONSTRATION, AND ASSESSMENT

Personalized standards, demonstration of learning, and assessment go together. Some students may be working on lower than grade-level standards or the "critical function" (essential element) of a standard. Furthermore, the ways that most students in a class demonstrate learning—by speaking or writing—may not accurately

assess what a student with disabilities knows or can do. Finally, assessment and grading must be based on the unique expectations identified for each student. Some examples include

1. Allow the student to do less work to demonstrate the same standard.
   - Assign fewer math problems.
   - Assign a shorter essay.
2. Allow the student to create a different product to demonstrate the same standard.
   - Have the student produce a hands-on demonstration instead of a written essay if writing is not the primary learning objective.
3. Adjust the standard within the same content area.
   - Within a science unit focusing on deoxyribonucleic acid, use a synonym for the vocabulary word *heredity*.
   - Adjust the expectations in physical education so that the student is expected to run 50 yards in 2 minutes instead of 30 seconds.
4. Develop a personalized grading rubric or contract.
   - Evaluate effort and progress.
   - Evaluate achievement of IEP objectives.



Agenda Template for a Team Meeting

Facilitator _____ Date _____

Timekeeper _____ Notetaker _____

_____ Set agenda, times, and roles.

_____ Share personal updates.

_____ Make school announcements.

_____ Report on past to-do tasks.

_____ Cover any instructional planning issues:

1. Report on past lessons.
2. Discuss upcoming lessons.
3. Discuss student supports needed.

_____ Discuss behavior supports.

_____ Discuss social relationship issues.

_____ Discuss collaborative teaming issues.

_____ Cover any other agenda items.

_____ Confirm to-do assignments and due dates with those responsible:

Task	Person responsible	Date to be completed
1.		
2.		
3.		

_____ Schedule next meeting date and note items on the coming agenda.

Next meeting date: _____

Agenda items:

1. _____
2. _____
3. _____

_____ Evaluate meeting.

1. What worked?
2. What did not work?
3. What should we do differently next time?
4. Were there any "ah-ha" moments?

D

Guidelines for a "Day in the Life" Observation

This observation involves accompanying a student with significant disabilities through his or her day strictly as an observer. The purpose of the task is to experience the school day from the perspective of the student, to increase your understanding of the factors that influence the student's educational experiences, and to provide some information about how the student's program aligns with promising educational practices.

ETIQUETTE

Make arrangements to observe when it is convenient for the teacher and other staff. If you are told that the student is experiencing a particularly difficult day and your presence might interfere, reschedule the observation. If classmates ask why you are there, explain the purpose of the observation.

Introduce yourself to the teacher you are observing. Tell the teacher that you are doing a "day in the life" observation as part of the planning process for supporting the student to be a successful member of the classroom. Reconfirm that it is still a good day and time to observe.

FOCUS QUESTIONS

Use the following questions to focus the observation. (The *you* in the following questions refers to the student you are shadowing.)

How do you get to school?

How similar or dissimilar is your day to that of students without disabilities?

Is your schedule just like other students who are your age or in your grade?

In class, are you treated the same as or different from other students?

Do you receive pull-out instruction outside of the general education classroom?

What is this instruction like?

What do you miss by being out of the general education classroom?

Is your seat with the other students in the general education classroom?

Do you have the same materials?

Do you have the same access to the classroom, the learning materials, and the teacher's instruction as the other students do?

Does the teacher call on you?

Are you assigned to groups like the other students?

How are the class expectations personalized for your learning needs?

How are your relationships with other students? Adults?

How do people communicate with you?

What kinds of conversations are you involved in? Academic? Social?

Do you have a way to communicate every minute of the day?

How do people talk about you?

Do they speak directly to you?

When people are talking about you, do they include you in the conversation, or do they talk about you as if you aren't there (or aren't listening or understanding)?

Do people treat you as if you are smart and valuable?

How is support provided to you?

Do you have opportunities to be helpful to other students?

If you didn't have a disability, would you be happy at this school?

CONCLUSION

After your observation is complete, write a summary about whether this student's educational program aligns with promising educational practices that you have studied. The following four-column chart may assist you in taking notes during the observation.

Time	Activity	Student's participation and support	Comments about promising practices

E

Sample Functional Behavior Assessment

WHO IS THIS STUDENT?

Strengths, Interests, and Learning Style

Jake is a 16-year-old young man who lives in a group home due to his having been removed from his home by the Department of Human Services. He moved to Seaport in September 2000 and began school at the Middle School of Seaport in November 2000. Jake experiences a variety of typical adolescent feelings and behaviors as well as some serious emotional and behavioral challenges that have been associated with his difficult childhood. Jake wishes that he could live with his father and his family and looks forward to visits with them. He visits his father on regularly scheduled weekends and participates in family counseling sessions. Jake can be quite thoughtful, considerate, and giving. He expresses certain feelings and wants quite clearly, such as when he is ill, is tired, or is just not interested in working.

Jake is very interested in and is developing more knowledge of automotive mechanics. He enjoys working on the computer, and in his spare time, he hangs out at his uncle's garage and watches wrestling on television.

When Jake is frustrated and starts to show his anger verbally or physically, he does not demonstrate the ability to interrupt his escalating reaction by thinking about the consequences of his behavior,

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Note that a positive behavior support/intervention plan for Jake is provided in Appendix F.

generating possible alternatives, and avoiding a confrontation. Jake does not hold grudges and can be seen interacting peacefully with a peer shortly after an angry outburst. Jake desperately wants to fit in and be liked by both adults and peers. He desperately tries to fit in with both boys and girls at the high school and appears to be most comfortable working with male adults at school. At home, Jake works well with both male and female staff.

Jake responds well to empathy, engagement, attention, being given choices, and engaging in activities that match his interests. He does not appreciate being compared with more competent students and does not deal well with failure or losing in competitive situations. He can be easily swayed by peers into behavior that gets him in trouble. He does not respond well to authoritative commands (e.g.,"You must do this," "You need to do this," "Stop doing that immediately") and meets this kind of show of power with his own. Jake enjoys humor and bantering with adults and peers.

Jake appears to experience sensory and/or emotional overstimulation (sources and situations not yet entirely clear) and copes by putting his head down on the table, refusing to continue with schoolwork, pulling his jacket over his head, turning or walking away, or striking out verbally.

Jake is a visual and hands-on learner. He likes to draw and has some artistic skill, particularly in mechanical/architectural drawing. His reading skills are improving and are at about the third-grade level. In relative terms, his academic interests are in the areas of science (especially the physical sciences relating to how things work) and math.

Description of Challenging Behaviors

Verbal threats, such as "I'm going to punch you"

Physical aggression, such as pushing

Use of profane language

Leaving assigned area and school building

Refusal to participate in instruction or to complete tasks

Inability to identify and follow through on alternatives to aggression in frustrating situations

Poor social skills and social understanding

Settings in Which Challenging Behaviors Occur

Jake's problem behaviors occur across all settings at home and at school.

Intensity

When Jake becomes verbally assaultive, he is disruptive to all individuals in the area. Concerns have been expressed regarding the safety of Jake and others.

Duration

Incidents generally last 10–30 minutes. After a moderately disruptive incident, Jake returns to his classwork. After a seriously disruptive incident, he is taken home.

Procedure Followed During Previous Interventions

Jake is taken to a safe room for a break (deescalation). Staff members attempt to calm Jake by not talking to him during the outburst and then talking to him in soft, calming tones. If staff members are unable to calm Jake and the physical safety of staff or students (including Jake) is a concern, the group home is called, and they take Jake there for 30–45 minutes. If he calms in that time, he returns to school. If not, he stays home for the rest of the day. There does not appear to be a plan in place to intervene when Jake's behavior starts to escalate, only when he has become out of control.

Educational Impact

Jakes's challenging behaviors reduce the time he is able to be academically engaged, disrupt the learning of others, and limit his socialization and his development of both peer and adult relationships. There are also concerns regarding the safety of Jake and others.

FUNCTION OF BEHAVIOR

Affective Regulation/Emotional Reactivity

Jake has suffered serious developmental traumas in his life unrelated to his educational disability per se. These experiences have

left an indelible mark on his personality, neurology, and behavior. He has longstanding difficulties with mood and emotional regulation. Once his emotional response has reached the anger stage, he has difficulty listening to verbal input that asks him to consider consequences, plan, and follow through with more adaptive and socially acceptable behaviors. If he is exposed, made vulnerable, or embarrassed in any way, he is likely to shut down emotionally or escalate to an unacceptable behavior as a way of coping with the emotional or sensory stress that he feels. Jake is unable at this time to screen out some internal and extraneous stimuli (his own feelings, environmental noise, the influence of nearby peers) in such a way that he can divert his attention to problem-solving alternative responses to frustrating situations. He does not yet recognize his own bodily responses to stress and frustration. Jake does show the ability to empathize with others' feelings and misfortunes.

Cognitive Distortion

Even when Jake is calm, he has not yet internalized the connection among events, his emotional response to them, and his subsequent behavior. He needs to be taught these understandings. At this time, Jake tends to perceive some consequences as capricious, unfair, or making little sense to him. While not experiencing distortion, per se, Jake does not have good social perception skills. He may not recognize when he is acting in a way that makes peers feel uncomfortable or not want to be around him.

Triggers

A *trigger* can be any event that occurs directly before difficult behavior and influences the likelihood that the behavior will occur.

Authoritative requests or demands from adults

Use of directives such as *no, don't, stop,* or *you need to*

Being asked to complete work that is too difficult or uninteresting

Requests to do something that Jake does not want to do

Confusing, noisy, overstimulating environments

Being in loosely structured environments with other students who are misbehaving

Losing in a competitive activity or feeling incompetent after a particular performance

Perceiving that adults are disappointed or frustrated with him

Activities or environments that provide little structure or boundaries

MOTIVATING FACTORS AND REINFORCEMENTS

Jake is eager to fit into school and community settings, to experience genuine affection from adults and peers, and to feel as if he is competent. This will not happen if he is separated from the mainstream of school life with other students who are marginalized and also experience similar difficulties. Jake's motivations seem to arise not so much from the promise or receipt of tangible rewards but out of a desire to socialize successfully, feel accepted, and focus on what interests him. In this respect, Jake is just like every other typical high school student.

Jake's motivation to do academic work is tied to whether he is interested in the subject matter. Jake responds well to attention, empathy, understanding, and situations that he views are fair to him. He responds negatively to reinforcement or punishment in the form of criticism, lack of choices, teasing, and comments about his own poor performance in comparison to other students. Jake understands that being disruptive occasionally earns him a ticket out of an unwanted situation and judges the consequence as worth the price he has to pay for that ticket.

Modeling

Jake can model other peers' appropriate and inappropriate behaviors.

Family Issues

Jake enjoys family visits, and having planned visits cancelled or rescheduled serves as a setting event for problem behavior.

Setting Events

Setting events are conditions that occur concurrently with problem behaviors or at some point distant in time.

Returning from a visit home over the weekend

Being tired

During the last half of an academic period

After lunch

Being told that he will not be going home for a visit

Physiological-Constitutional

Jake may be experiencing sensory and emotional stimuli in a different way than students who do not exhibit challenging behaviors. This difference probably reflects a long-standing and complex interplay between his neurological functioning—including the characteristics that go along with the attention-deficit/hyperactivity disorder (ADHD) label—his past experiences, learning style, past emotional traumas, and current environment. Staff members need to remember that most of Jake's emotional and behavioral difficulties are not the result of his willful intention to be difficult but reflect this more complex interplay of past and current factors. Jake's apparent fatigue may also be caused by other factors rather than the simple explanations of not getting enough sleep, avoiding a task, or laziness.

Communicative Function of Behavior

Disruptive behavior is often the only way a student knows how to communicate. Based on the information gleaned from a review of records and the functional behavior assessment observations, the following first-person statements may reflect what Jake is trying to communicate through his problematic behaviors.

"I want to have friends—to have people like me—and it makes me sad, angry, and frustrated when it seems like I'm not a part of the school or when adults and other students don't want to be around me."

"I feel stupid and incompetent, and that makes me feel sad and frustrated. Sometimes I just want to give up."

"I want my family and my friends to genuinely like me. I feel an emptiness inside when they don't. This makes me feel sad."

"People don't seem to understand that my life is very hard. They criticize me, tease me, and make me feel even worse."

"Most everything I do at school makes me feel dumb. I'm not as smart and athletic as other kids, and I feel embarrassed by that."

"It's really frustrating not to have the words to communicate my feelings. When I swear, yell, and run away, this makes me feel better temporarily because it reduces my frustration and stress. Getting away from confusing and noisy situations makes me feel calmer."

"Sometimes I have no idea what my schoolwork has to do with my life, so it seems pointless for me to do some of the work. It makes much more sense for me not to do things that seem so stupid."

"When people criticize me, tell me 'no,' or tell me that I only have one or two choices, I feel all boxed in and start to get anxious. The only thing that seems to help in this situation is for me to get out of that situation as fast as I can."

"Sometimes when things get too hard in school or when I am feeling frustrated, I act out because then people will make me leave the school. That makes me feel better for the moment and is easier than staying."

"When I joke around with other students, even if it gets me in trouble, it's great to be one of the guys and feel like I fit in with them."

"Sometimes when the work is so hard or I am feeling frustrated, burying my head in the desk or pulling my coat over my head blocks out all the noise and makes me feel calmer."

Curriculum and Instruction

Jake exhibits problem behavior when 1) he thinks the work he is being asked to do is pointless or does not interest him, 2) the concepts being taught are way too difficult for him, 3) he has not been given a choice of tasks to do that are within his ability and interest range, and/or 4) when the instruction or the instructional environment make him feel different from the other kids and not a part of the school. When the number of modalities that Jake is being asked to use is too great, he refuses to do the work. For example, when he is asked to listen to instructions, read difficult or uninteresting text, pay attention in a noisy environment, and write longhand, he finds this combination of tasks to be too taxing on his neurological and emotional systems, and he shuts down.

HYPOTHESES

On the basis of the functional behavior assessment, the following hypotheses have been generated that should serve as the foundation of Jake's positive behavior support plan.

1. Some of Jake's problem behaviors are related to the typical struggles of adolescence.
2. Some of Jake's problem behaviors are related to past and current emotional and physical traumas.
3. Some of Jake's problem behaviors are related to how his sensory system reacts to the environment.
4. Some of Jake's problem behaviors represent the only way that he can effectively communicate difficult feelings.
5. Some of Jake's problem behaviors are related to his schoolwork being too hard, not interesting, or stigmatizing as compared with the work of typical students.

F

Sample Positive Behavior Support/Intervention Plan

SUPPORTS AND ACCOMMODATIONS TO BE PROVIDED TO JAKE

As Jake is learning more appropriate responses to challenging internal and external stimuli, the team will need to arrange his learning environment and provide supports that minimize the factors that lead up to his problem behaviors and maximize Jake's chances for using appropriate behaviors, including

1. Plan and share with Jake what his day will look like so that there are as few surprises as possible. Consider using a visual aid that represents his schedule.
2. Make sure that Jake knows what is expected of him within a particular activity.
3. Within an instructional activity or period of time, let Jake know when his break is scheduled, and what he should do if he needs another one. When Jake needs to be redirected, use nonverbal gestures or cues whenever possible, which tend to be less confrontational and negative, and avoid verbal sparring or arguing.
4. Interact with Jake when he is doing well—ask questions, stand nearby, elicit his opinion, and ask for his help.
5. Include Jake in a group with positive role models during class activities.

Note that a functional behavior assessment for Jake is provided in Appendix E.

6. Within an instructional activity, reduce the number of modalities or demands on Jake's neurological system by providing a laptop computer with such programs as AlphaSmart, speech-to-text software, and word prediction software for written work.
7. Analyze Jake's day for the proportion of time spent on favored versus nonfavored activities, and use creative instructional ideas to engage Jake in academic work around topics of interest to him.
8. Reduce the focus on competition, and measure progress by how far Jake has come from previous assessments.
9. Give Jake classroom responsibilities, including helping other students.
10. Minimize Jake's contact with other students who act out or misbehave.
11. Do not get into a verbal power struggle with Jake.
12. Schedule regular breaks in Jake's routine so that he can do acceptable alternative activities such as working on a computer or a favorite project, listening to calming music, drawing, making a delivery, shooting baskets, checking out a book or video, or chatting with a teacher or a friend.
13. Use humor to diffuse tense situations with Jake.
14. Empathize with Jake when he is doing a tough assignment or having a bad day.
15. Use low-level frustrating situations as opportunities to teach Jake and/or have him practice different coping or problem solving strategies.
16. Assess at several points throughout the day whether the triggers or setting events are present for Jake. If they are, be prepared to help Jake recognize them. Rehearse "what if" plans.
17. Don't use phrases such as "No, you can't do that"; "Don't do that"; "You must do this"; or "You have no choice here." Instead, use phrases such as "Here's another way to do that, Jake." "Take a deep breath, Jake, and tell me what you are feeling right now." "You've been at this for about 20 minutes, Jake. After you take a break, you'll be raring to go again."

SKILLS TO TEACH JAKE

Jake needs to learn to recognize the situations that are potentially difficult for him to deal with. He needs to learn alternate behaviors for dealing with both internal stressors (e.g., anxiety, frustration, sadness, anger) and external demands (e.g., being asked to do a task that is too difficult or uninteresting, being asked by other kids to do something dangerous or inappropriate). He needs to learn new words/scripts to express challenging feelings or to problem-solve challenging situations *and* new motor responses to deal with stressors (e.g., exercising, relaxation techniques, painting, hammering out a dented car body).

Jake would probably learn these new responses best through writing social stories (e.g., through dictation into the computer) and being a part of a peer group that utilizes cooperative learning strategies and in which Jake has a valued and meaningful role. Jake will need immediate feedback and support to use these skills in natural contexts with peers and adults.

RESPONSES TO POSITIVE BEHAVIORS

It is important for everyone in Jake's life to remember that he is motivated by most of the same things that motivate everyone: attention, affection, money, leisure time, smiles, empathy, understanding, having choices, enjoying the sense of satisfaction about a job well done, and feeling good about being of service to others. For a change in Jake's behavior to occur, the number of positive reinforcers such as these must be much greater than the negative ones in his life over an extended period of time. When Jake exhibits a positive behavior, he needs someone to direct his attention to it, in an age-appropriate and typical way. For example, if Jake allows someone to go through a door before he does, a teacher could say, "You are a real gentleman, Jake. Thanks." If Jake does a good job on an assignment, a teacher could tell him, "This stuff isn't easy for you, and it took a lot of concentration for you to finish this. Nice going."

Jake needs to be involved in more than one activity or situation in which he contributes to the lives of others or the school community. Putting Jake in counseling or a social skills class to build his self-esteem will not work. Getting Jake involved in Habitat for Humanity or recycling old cars for the Lung Association are opportunities for him to contribute and receive legitimate accolades for his service.

RESPONSES TO CHALLENGING BEHAVIORS

The team needs to remember that it will take Jake a long time to learn more effective strategies to deal with his anger, anxiety, frustration, sadness, and feelings of incompetence and that he will be dependent on peers and adults for support. Jake will make many, many mistakes as he is learning new ways of coping with his frustrations and feelings.

The following plan will be used by all staff to help Jake choose appropriate behaviors and avoid problematic ones and to support him and others when his behavior escalates to the point of being dangerous.

Plan A: Disruptive Behavior But Not Dangerous to Self or Others

Apply coaching and teaching strategies, but do not remove Jake from the situation if the behavior has not escalated beyond the point of Jake's being able to redirect it. Talk to Jake calmly and quietly while monitoring his behavior.

Plan B: Dangerous Behavior Where There Is a Concern for the Safety of Jake or Others But His Behaviors Are Not in Violation of the School District's Violence Policy

Isolate Jake to a safe, quiet place. Minimize stimuli. Talk to him calmly and quietly about matters unrelated to the incident while monitoring his behavior. When Jake is able to return to the classroom and is calm enough to talk, be sure to listen and do the following:

- Empathize with Jake's loss of control and his feelings of embarrassment about the incident. Emphasize that staff members are not disappointed with him.
- Help Jake analyze the situation and think of alternatives for the next time a similar situation occurs.
- Encourage him to make amends and apologize to any people he may have offended or hurt.
- Call a meeting of the team to review the behavioral support plan, and determine where the breakdown occurred.
- Revise the plan as necessary.

Plan C: Dangerous Behavior in Violation of the School District's Violence Policy

Isolate Jake in a safe, quiet place. Minimize stimuli. Talk to him calmly and quietly about matters unrelated to the incident while monitoring his behavior. Send him home, with his return to school pending an investigation and review by team and school authorities. When Jake returns to school and is calm enough to talk and listen, do the following:

- Empathize with Jake about his loss of control and his feelings of embarrassment about the incident.
- Emphasize that staff members are not disappointed with him.
- Help him analyze the situation and think of alternatives for the next time a similar situation occurs.
- Encourage him to make amends and apologize to any people he may have offended or hurt.
- Call a meeting of the team to review the positive behavior support plan, and determine where the breakdown occurred.
- Revise the plan as necessary.

TEAM FUNCTIONING AND PROFESSIONAL DEVELOPMENT

The success of this support plan is contingent on several factors related to how well the team implements it. The following recommendations are related to team functioning and professional development.

1. All team members need training in a problem behavior deescalation strategy. Provide this training to Jake and selected peers as well. Team members must know what to do to support Jake at every point along the continuum of escalation and not just when he is past the point of no return.
2. Team members need to discuss and understand why the behavioral expectations for Jake are different from those for other students in the district. This is especially true for classroom teachers. This might include reading parts of the Individuals with Disabilities Education Improvement Act of 2004 (PL 108-446, 20 U.S.C. §§ 1400 *et seq.*), or hearing from the district special education director.

3. Team members who have difficulty managing their own anger and/or stress when dealing with Jake should have access to a resource to help them develop more effective ways of handling their own responses.
4. Team members should read articles or chapters dealing with students with challenging behavior and effective support strategies, such as Herbert Lovett's book, *Learning to Listen: Positive Approaches and People with Difficult Behavior* (available from Paul H. Brookes Publishing Co., http://www.brookespublishing.com), which is a great resource that is written in nontechnical language.
5. Jake's educational team, including his classroom teachers and paraprofessionals, should meet at least every other week to discuss how well this support plan is being implemented. A checklist should be developed to monitor the various supports and strategies listed, and the team should monitor its own accuracy and consistency.
6. When the team identifies a need to learn more information, the school district should provide it with professional development, a consultant, and/or the necessary release time so that they can build their own capacity to better support Jake.

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