Increasing Independence for Students with Disabilities

Trumansburg Central School District
October 4, 2012

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TST BOCES
AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

Figure 2. Cartoon by Michael Giangreco (1998), *Ants in His Pants: Absurdities and Realities of Special Education*. Reprinted with permission.
Session Objectives:

Participants will:

• Gain an emerging understanding of the history of special education and its impact on education today.

• Be able to describe the “Gradual Release of Responsibility” model and apply this model in their work with students with disabilities.

• Examine and share examples of strategies that increase student independence and provide more natural supports within the classroom environment.
Anticipation Guide
Brief History of Special Education

- Mid-Century → Parent Advocacy Groups

- 1961 President John F. Kennedy forms the President’s Panel on Mental Retardation.
Changes Are Coming…

• 1965: Congress add Title VI to the ESEA Act of 1965
• Creates a Bureau of Education for the Handicapped
• 1972: PARC v. Pennsylvania and Mills v. D.C. Board of Education
• 1973: Section 504 of the Rehabilitation Act of 1973
• 1974: FERPA Act
The Education for All Handicapped Children Act
P.L. 94-142 (1974)

• Mandated school districts to educate students with disabilities.

• Free appropriate public education (FAPE)

• Least Restrictive Environment (LRE)

• Individualized Education Plans (IEPs)
ADA: Americans with Disabilities Act (1990)

- ADA adopts Section 504 regulations and “504 Plans” for students become more common in schools.
Individuals with Disabilities Act (IDEA)

- EAHCA is amended (1990)
- Access to general education services for children with disabilities
- Support and related services be provided to children in their general education settings as much as possible.
- Addition of transition services for SWD from high school to post-secondary life.
Reauthorization of IDEA (1997)

- SWD are to be included in state and district-wide assessments
- Regular Education teachers are now required to be a member of an IEP team.
No Child Left Behind (2001)

- All students, including students with disabilities, to be proficient in math and reading by 2014
- All teachers *highly qualified*
IDEIA: Individuals with Disabilities Improvement Act (2004)

- Accountability at state and local levels

- Districts required to provide adequate instruction and intervention prior to special education referral
10:2 Theory

• Provide short processing pauses at regularly scheduled intervals to accommodate mental lapses.

  ❖ Short term memory overload
  ❖ Make sense of the information
  ❖ Sort for similarities, differences, patterns
  ❖ Mental detours

Mary Rowe (1983)
Anticipation Guide
Stretch Break!
Gradual Release of Responsibility

A Structure for Instruction that Works
(c) Fisher & Frey, 2006
LEARNING TO RIDE A BIKE: A LITERACY METAPHOR
The Optimal Learning Model

Routman, 2008
“Independence doesn’t happen overnight. But the little things we do every day can have a profound effect on whether our students develop that inner character of independence, or the opposite character of learned helplessness.”

-Robin Hurd, parent support liaison for the AAC Institute
Think of one student you work with closely.

• How does this model apply to his/her instruction?

• Where along this model might this student “get stuck”?

• How can you scaffold support to move the student along the continuum towards independence?
<table>
<thead>
<tr>
<th>The Roles of Paraeducators in Classroom Settings:</th>
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<tbody>
<tr>
<td>One to One instruction</td>
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<tr>
<td>Large group instruction</td>
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<tr>
<td>Preparation/ Planning</td>
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<td>Playground/Hall/Lunch Supervision</td>
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<td>Data collection/observation</td>
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<td>Storytelling/Reading Aloud</td>
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<tr>
<td>Attending meetings/Inservice</td>
</tr>
<tr>
<td>Reproducing/Typing Instructional materials</td>
</tr>
</tbody>
</table>

(Carnahan, Williamson, Clake, and Sorensen, 2009)
“Our research suggests that paraprofessionals play the role of a gatekeeper, either opening or closing the gate that provides access to the art curriculum, and ultimately, to authentic art production for students with disabilities.”

(Causton-Theoharis & Burdick, 2008)
Opening the Gate:

• Ensuring success
  - Physical access
  - Positioning the student for success

• Inclusive Pedagogical Access
  - Providing opportunities for all
  - Supporting all students

• Supporting Authenticity
  - Modify materials
  - Fading support

• Honoring (Art) Curriculum
  - Parallel production

Causton-Theoharis & Burdick, 2008

http://photos.crossmarkdesign.com/2007/06/gate_06.html
How do you open the gate for students with disabilities?
Levels of Independence

- Adult support
- Peer support
- Aid or Device used independently
- No support

Low - High
Alternatives to Side-by-Side Support:

1. Modify the materials so that the student can do the work independently.

Causton-Theoharis, J. (2009)
Alternatives to Side-by-Side Support:

2. Modify the expectations so that the student can complete the task without support.

Causton-Theoharis, J. (2009)
Les Sports

En anglais?
1. j'ai fait du vélo
2. j'ai joué au foot

Lisez les textes et trouvez les bonnes réponses:


Pierre


Hélène

C'est qui?
1. Je joue pour une équipe de college
2. J'ai participé dans un concours de sport
3. J'ai passé du temps avec mon frère
4. J'ai joué avec mes copains
Les Sports

En anglais?
1. j'ai fait du vélo
2. j'ai joué au foot
3. je suis allé au gymnase
4. j'ai joué au basket
5. j'ai fait de la natation

Lisez les textes et trouvez les bonnes réponses:


Pierre


Luc


Hélène

C'est qui?
1. Je joue pour une équipe de collège
2. J'ai participé dans un concours de sport
3. J'ai passé du temps avec mon frère
4. J'ai joué avec mes copains
5. Je suis membre d'un gymnase

Velo = bike
Gymnase = gym
Basket = basketball
Natation= swimming
Alternatives to Side-by-Side Support:

3. Pair everyone in the class with a partner.

http://www.d88a.org/

Causton-Theoharis, J. (2009)
Alternatives to Side-by-Side Support:


Causton-Theoharis, J. (2009)
Alternatives to Side-by-Side Support:

5. Check in on students periodically - walk around the room and support all students.

Causton-Theoharis, J. (2009)
Alternatives to Side-by-Side Support:

6. Stand in the front of the room and write main ideas on the chalkboard for all students.


Causton-Theoharis, J. (2009)
Alternatives to Side-by-Side Support:

7. Sit at a side-table to create modifications for an upcoming lesson while keeping an eye on a particular student.

Causton-Theoharis, J. (2009)

http://therandomandthebeautiful.wordpress.com/2010/09/10/sideways-glances/
Alternatives to Side-by-Side Support:

8. Arrange for peer support.

Causton-Theoharis, J. (2009)

http://indianapublicmedia.org/arts/tag-part-public-art-project/
Alternatives to Side-by-Side Support:

9. Go to the library to find visual materials to support an upcoming lesson.
Alternatives to Side-by-Side Support:

10. Create a to-do list on the student’s desk instead of providing verbal reminders.

Causton-Theoharis, J. (2009)
#1) 12 = 5b + 2

#2) 3c - 5 = 2c + 25

#3) 12a - 6 = 18a
SOCIAL SUPPORTS
Promoting Peer Interactions

• Ensure the student is in rich social environments.

• Highlight similarities between the student and peers.

• Re-direct student conversation to the student with a disability.

• Directly teach and practice interaction skills in natural settings.

• Use instructional strategies that promote interaction.

Promoting Peer Interactions

• Teach others how to interact with the student with a disability.

• Make rewards for behavior that is social in nature.

• Give the student responsibilities that allow for interaction with peers.

• Systematically fade direct support.

• Make interdependence a goal for the student.

“A learning strategy is any approach to completing a task that an individual uses independently. Specifically, it is a way to organize and use a set of skills to accomplish a task more effectively and efficiently in academic and nonacademic settings.”

Keller, Bucholz, & Brady (2007)
Sound it out.
Open your eyes, and look at the pictures.
Use context clues.
Now chunk the word.
Don’t give up.

Keller, Bucholz, & Brady (2007)
Learning Strategies

M aintain quiet.
A ble to work.
N ever touch your friend’s supplies.
N eed to pay attention.
E njoy your class activities.
R aise your hand.
S it properly.

Keller, Bucholz, & Brady (2007)
Keller, Bucholz, & Brady (2007)
Stay in your seat, and raise your hand.

Obey the adults, and follow directions.

Use your inside voice.

Pick up after yourself.

Keller, Bucholz, & Brady (2007)
Learning Strategies

Be sure to keep your head up.
Always lean back.
Lasp your hands together on your desk.
Keep your feet on the floor.
Use good posture.
Raise yourself for sitting up straight.

Keller, Bucholz, & Brady (2007)
Choose a learning outcome or goal. Remember to task analyze. Eagerly put the steps in sequential order. Always make it simple and easy to remember. Try to choose action words that match your title by using synonyms. Extend learning by making a cue card for students to use independently.

Keller, Bucholz, & Brady (2007)
Teach the Learning Strategy!

**Step One:** Review the skills needed to perform the strategy and ensure the students know how to perform them.

**Step Two:** Tell the students they are going to learn a new strategy that will help them with a new skill.

**Step Three:** Tell the students why the strategy is important to use, and tell them when to use it.

Keller, Bucholz, & Brady (2007)
Teach the Learning Strategy!

**Step Four:** Present the strategy to the students and practice each step.

**Step Five:** Model how to use the strategy by using “thinkalouds”.

**Step Six:** Ask students to practice using the strategy several times, and provide feedback.

Keller, Bucholz, & Brady (2007)