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A TOOLKIT FOR INCLUDING STUDENTS WITH AUTISM INTO THE GENERAL
EDUCATION CLASSROOM

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree Master of Education

Master Teacher

by

Annika Winter Bibby

May 2012

ABSTRACT

INTEGRATING STUDENTS WITH AUTISM INTO THE ELEMENTARY CLASSROOM: A TOOLKIT FOR TEACHERS

by

Annika Winter Bibby

May 2012

This project will benefit many teachers in the elementary setting, especially those working in a school classroom with students with autism. This toolkit is designed to inform teachers about autism, introduce resources about autism and effective teaching strategies and to provide tools to accommodate and support students with autism in the general education setting. Teachers need extra training and instruction in the area of inclusion. They often feel unprepared and under supported when dealing with students with autism in their classroom. In this toolkit, teachers will find resources, learning strategies and will acquire tools for successful integration in their classroom. All information in this toolkit is research based and proven successful for some inclusive classrooms that work with students with autism.

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CHAPTER 1

BACKGROUND OF THE PROJECT

Autism is the fastest growing developmental disability in today's school-aged children (www.autism-society.org). This fast growing group of students with autism demands an increase in special education services. The Individuals with Disabilities Education Act (IDEA) of 2004 emphasized the importance of including children with disabilities in regular classes. "Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access in the general curriculum to the maximum extent possible" (Spring, 2012, p. 120). As stated by Fein and Dunn in their book, *Autism In Your Classroom*, "children with ASD who are educated in inclusive classrooms, compared to those in self contained special education classes, often engage in more social interactions and have more friends. In addition, their IEP goals tend to be more ambitious" (Fein & Dunn, 2007, p. xiii).

People with autism spectrum disorders (ASD) highly differ from case to case and are complex individuals. ASDs fall under the American Psychiatric Association (APA) umbrella of pervasive developmental disorders (PDD). Children who are diagnosed with a PDD exhibit "severe and pervasive impairments in the developmental areas of reciprocal social interaction skills, communication skills, and/or the presence of stereotyped behavior, interests, and activities" (De Boer, 2009, p. 9). Each person diagnosed with a disorder within the ASD will not always behave in the same way as another person diagnosed under the same label. Within the ASD the labels range from

those who typically display the largest number of characteristics and have the most severe impairments (Autism) to those who have the least number of characteristics (Asperger's Syndrome), (De Boer, 2009). As De Boer states, "Each person diagnosed with an autism spectrum disorder is unique and displays a combination of characteristics that no other person diagnosed with the same disability displays" (De Boer, 2009, p. 10).

According to the IDEA, students with ASD exhibit characteristics with some degree of emotional and behavioral disorder, attention deficit disorder, hearing impairments, learning impairments, developmental impairments, visual impairments, etc. Many IDEA defined disabilities could also apply to a person with ASD (De Boer, 2009). Although there are no two students with autism who are exactly alike, there are some common characteristics shared among these students. Movement, sensory, communication, socialization and interaction, learning, interests or fascination differences are all common areas of deficits among these students.

Students with ASD also have many abilities that stem from their disorder. Students with ASD can often perform well on spatial, perceptual, and matching tasks. However, auditory processing and abstract reasoning tend to be challenging skills for some students with ASD (De Boer, 2009).

As a result of the increasing number of students with ASD and the laws of IDEA and Least Restrictive Environment (LRE), many students are now being placed in a general education setting. Research has exhibited the need for general education teachers to receive specific information on the student's disability and how it impacts her learning,

training and materials on placement and evaluation, and in-class support for the student and instructional personnel (De Boer, 2009).

Statement of the Problem

Inclusion has been rejected by some general education teachers for multiple reasons, most of which are based on teachers who under trained and ill-equipped to teach students with disabilities or teach in an inclusive classroom (Malloy, 1994). Teachers experience frustration with their own lack of basic knowledge of qualifying disabilities and strategies for working with students with disabilities. Inadequate support for general education teachers retards the process of placing students in the most successful environment in public education. Teachers without training and support could potentially cause catastrophic damage to the students in their classroom (Malloy, 1994).

One major opponent to inclusion is the American Federation of Teachers (AFT), one of the major teachers' unions. The AFT complains that inclusion places an extra burden on classroom teachers. A survey found that over seventy percent of practicing teachers object to including students with disabilities into their classrooms. Survey results exhibit that "inclusion detracts from their ability to fully serve the needs of the general student population" (Spring, 2012, p. 123).

Teachers in School District A have had similar struggles to teachers around the United States regarding inclusion of students with autism into the general education elementary classroom. School District A is located in Central Washington. It has a large number of migrant/bilingual students. There are approximately 120 students receiving special education services, eight of those students fall under the eligibility category of

Autism. According to an informal questionnaire, conducted by the author in first and second grade classrooms in School District A, there is a lack of information, support (mostly personnel), tools, and strategies given to the general education teacher before incorporating a student with autism into their classroom (questionnaire included in Appendix A).

Purpose of the Project

Building a toolkit for general education teachers in the first and second grades for including students with autism into their classrooms ensures teachers have resources and tools to use in an inclusive setting with the specific student. Many teachers feel as though they have too little training and support when dealing with students with autism. This toolkit will support the general education teacher through the process of inclusion by offering:

- History and laws and regulations regarding students with disabilities. This will include a brief description of the Least Restrictive Environment and how it relates to IDEA and the general education classroom.
- A source for information on autism for teachers to understand the history and educational impacts of the disorder.
- Personal information on the student. Including the student's IEP, interest assessment, and behavior plan.
- Resources for further information on topics involved with inclusion of students with ASD.

- Objects and manipulatives that have been proven successful with the particular student with autism.

This toolkit will be provided to all first and second grade teachers in School District A who have students with ASD in their classroom. This toolkit will help to integrate students with autism into general education settings through the support, training, and information the toolkit provides.

Significance of the Project

The state and federal government have recognized the importance of inclusion in public education. This toolkit will support first and second grade general education teachers who have a student with autism in their classroom. This toolkit will provide information about special education and autism as well as provide specific information on the teacher's individual student. This toolkit was built in specific response to information gathered by the author through research and through a self written and administered questionnaire.

Limitations of the Project

This is a toolkit created for first and second grade general education teachers who have a student with ASD in their classroom. It is best utilized when students with autism are in the general education setting and the teacher has the support of the special education teacher for planning, professional questioning and collaboration. This toolkit is not designed for parents, students, or paraprofessionals, however, they could benefit from its contents. This toolkit is not a diagnosing tool or tool for determining special education needs for any non-qualified special education students.

Definition of Terms

The following are definitions that will help the reader to understand many educational terms used throughout the project.

Autism Spectrum Disorder (ASD): Autism is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause of autism (www.autism-society.org).

Composition Index (CI): CI compares the representation of a given ethnic group in special education. This rate is then compared with the proportion that group represents in the population or in school enrollment (Perez, Skiba, & Chung, 2008, p. 1).

Disproportionality: This exists when a specific group is over or under represented in a specific category or area. The IDEA entitles all individuals with disabilities to a free and appropriate public education and mandates nondiscriminatory assessment, identification and placement of children with disabilities (Perez, Skiba, & Chung, 2008, p. 1).

Full Inclusion: Educating students with disabilities fully, regardless of disability or severity of disability, in general education classrooms. (De Boer, 2009, p. 280).

Functional Behavior Assessment (FBA): A formal system of evaluating and analyzing problem behavior that is often used with children on the autism spectrum. This assessment seeks to identify the function served by the behavior (Fein & Dunn, 2007, p. 243).

Generalization: The knowledge gained about one thing being applied to other environments and stimuli (De Boer, 2009, p. 280).

Hyperlexia: Calling words by sight with little or no comprehension of their meaning (Vergason, 1990, p. 82).

Inclusion: Children with special needs attend school, child care and recreational programs with typically-developing peers (Allen & Cowdery, 2005, p. 442).

Individualized Education Plan (IEP): An educational plan that is mandated for every student with a disability (ages 3-21). The IEP is a blueprint for the services the child receives and must be developed every year. It describes the child's current level of functioning and includes short and long term goals (Allen & Cowdery, 2005, p. 442).

Individuals with disabilities Educational Act (IDEA): IDEA is a federal law that determines the types of educational services that must be provided to students from birth through age 21 who have disabilities (Allen & Cowdery, 2005, p. 442).

Least Restrictive Environment (LRE): To the fullest extent possible, the school environment for children with disabilities must be the same as, or similar to, the environment for typically developing children (Allen & Cowdery, 2005, p. 3)

Mainstreaming: The concept of serving students with handicaps within the regular school programs, with support services and personnel, rather than placing children in self-contained special classes. This practice relates to the concept of LRE. It has been successful when using appropriate personnel such as resource teachers and with students who have mild handicaps (Vergason, 1990, p. 104).

Neurotypical (NT): is a term that was coined in the autistic community as a label for people who are not on the autism spectrum: specifically neurotypical people have neurological development and states that are consistent with what most people would perceive as normal, particularly with respect to their ability to process linguistic information and social cues ("Neurotypical definition," 2012).

Relative Risk Ratio (RRR): compares the rate of special education for different service groups in order to generate a ratio describing the extent of disparity. Ratio of 1.0 indicates proportionality, numbers greater than 1.0 indicate overrepresentation, while numbers below 1.0 indicate under-representation (Perez, Skiba, & Chung, 2008, p. 1).

Self-contained Class: One in which pupils with similar needs and skills are taught by the same teacher throughout the school day (Vergason, 1990, p. 149).

Splinter Skills: Selected activities or abilities that develop in a child with handicaps at an excessive level, while other skills develop at much lower level (Vergason, 1990, p. 157).

Visual Stimuli: The information that is presented to a person through materials that can be seen (De Boer, 2009, p. 280).

Project Overview

Chapter one describes autism spectrum disorder and the characteristics of the disability. Students with ASD can be quite different; the spectrum of autism can range from highly to minimally impacting. Students with ASD are often categorized as having social, cognitive and sensory deficits. According to IDEA and the least restrictive environment, students with disabilities should be educated, to the fullest extent possible,

in the same setting as their typically developing peers. Research has shown that students with autism, who have received instruction in an integrated classroom, have shown higher rates of success socially as well as academically. However, there is much reluctance from general education teachers to include students with ASD into their classrooms. This reluctance stems from lack of information, resources, tools and support about autism.

Chapter two provides a brief history on special education and the practice of inclusion in the United States. It reviews the literature describing the importance of inclusion with students with ASD. This chapter also discusses opponents of inclusion, information on autism and multicultural issues in special education.

Chapter three describes the procedure, development and implementation of the toolkit for including students with autism into the general education setting. Chapter four contains a description of the toolkit and chapter five provides a summary, conclusion, implications and recommendations of the toolkit.

CHAPTER II

HISTORY OF SPECIAL EDUCATION AND INCLUSION

Prior to the early 1800s, the United States did not have any educational options for persons with disabilities. In 1817 the American Asylum for the Education and Instruction of the Deaf and Dumb in Connecticut was established as one of the first special programs of education (Stainback & Stainback, 1996). From this point other schools were formed, however, persons with disabilities were continually rejected from any public schooling. Students with disabilities were often placed in asylums, with militaristic structure to control them, rather than in mainstream schools (Stainback & Stainback, 1996). In the late 1800s and early 1900s, public schools received massive amounts of funding to support the growth occurring at that time, yet persons with disabilities were still excluded from the mainstream public schools. At that time, people with disabilities were viewed as having criminal tendencies. Because of that perception, people with disabilities were segregated and sometimes sterilized (Stainback & Stainback, 1996).

It was not until 1965 that congress added Title VI to the Elementary and Secondary Education Act. The Elementary and Secondary Education Act created a Bureau of Education for the Handicapped. Today this bureau is called the Office of Special Education Programs. This act was considered a “war on poverty” and was put in place to create equal educational opportunities for all (State of Washington Office of Superintendent of Public Instruction, n.d.). This still did not mandate educating students

with disabilities but it did allocate federal funds to special needs students, signifying a change was on its way.

In two significant 1972 Supreme Court decisions, the courts ruled that children with disabilities had as much of a right to access education as their non-disabled peers. In 1975, the first United States law mandating equal education for children with disabilities was passed -- the Education for All Handicapped Children Act (EAHCA), also referred to as Public Law 94-142 (Peterson, 2007). Today it is known as the Individuals with Disabilities Act. It stated that every child in America, no matter his or her abilities or disabilities, deserves a free and appropriate education. This law put emphasis on the need for special education and related services to meet the needs of even the most highly disabled child (Zettel, 1977).

In 1986 the EAHCA was amended to include the Handicapped Children's Protection Act. This addition allowed parents to be involved in their child's Individualized Education Plan (IEP). Based on this newer law, parents now had rights and were entitled to a hearing by the state if they found the IEP to be inappropriate. They could also file suit in a federal district court if they were dissatisfied with the hearing decision ("Handicapped Children's Protection Act Becomes Law," 1986).

In 1990, the Americans with Disabilities Act (ADA) was enacted. This act gave civil rights protections to individuals with disabilities. It guaranteed equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services (education), and telecommunications (U.S. Department of Education, n.d.). Also in 1990, the EAHCA was amended and was renamed Individuals

with Disabilities Education Act (IDEA). Under this amendment, school districts were required to support transition services, assisting students with disabilities from high school to postsecondary life (Peterson, 2007). In 1997, IDEA was reauthorized. This amendment called for students with disabilities to be included on state and district-wide assessments and all regular education teachers were now required to be members of an IEP team (Peterson, 2007). This change began the push for inclusion of students with disabilities into the general education setting. Due to the requirement that students be tested, school districts had an interest in improving disabled-student test scores.

No Child Left Behind was enacted in 2001. This law called for all students, including those with disabilities, to be proficient in math and reading by the year 2014. Section 1001, the Statement of Purpose, ensures that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments (U.S. Department of Education, n.d.).

IDEA was reauthorized again in 2004. IDEA 2004 "...guaranteed (for the first time in our country's history) all children and youth—regardless of the severity of their disability—the right to a free and appropriate public education" (Allen & Cowdery, 2005, p. 32). The guiding principal of IDEA 2004 was to provide free and appropriate education at no cost to the parent. This individualized education should be unique to the specific needs of the child and the child should be placed in the least restrictive environment (LRE). Children with disabilities should be educated with their nondisabled peers to the maximum extent appropriate (Lipsitt, n.d.).

Inclusion

Inclusion, as explained by Nathan L. Essex in *School Law and the Public Schools*, “is a mere extension of the traditional concept of mainstreaming. Its intent is to ensure, as much as possible and when appropriate, that children with disabilities be placed in regular classrooms” (Essex, 2002, p. 106). The decision to include a child is made when determining the student’s LRE. The LRE is based on the student’s evaluation results, which are used to create his or her IEP (Essex, 2002). The LRE for a student receiving special education services can change over time, depending on the needs of the student. As stated on the cover of the *Rules for the Provision of Special Education*, put out by the Office of the Superintendent of Public Instruction, “Special education... is a service, not a place” (Rules for the Provision of Special Education, 2007). According to section four of the WAC 392-172A-02060 Placements, “A student shall not be removed from education in age-appropriate general classrooms solely because of needed modifications in the general education curriculum” (Rules for the Provision of Special Education, 2007).

Philosophy of Inclusion

As stated by Stainback and Stainback, “exclusion in schools sows the seeds of social discontent and discrimination” (Stainback & Stainback, 1996, p. 3). Schools need to modify their environments to be accepting to the entire school aged public, including students with disabilities. As supported by Lev Vygotsky’s theory on social constructivism, “learning and development is a social, collaborative activity” (“Lev Vygotsky: Social Constructivism,” 2000). Vygotsky believed classroom activity should be reality-based and applicable to the real world. Outside the school walls, all people

must learn to live together. Students with disabilities and typical people all belong to the same world and will co-exist regardless of educational placement. Supporting inclusion in educational systems is a more real representation for life outside of school (Stainback & Stainback, 1996). As stated by Stainback and Stainback in their book *Inclusion, A Guide for Educators*,

By educating all students together, persons with disabilities have the opportunity to prepare for life in the community, teachers improve their professional skills, and society makes the conscious decision to operate according to the social value of equality for all people with the consequent results of enhanced social peace. To achieve inclusive schooling, general and special educators and resources must come together in a unified, consistent effort (Stainback & Stainback, 1996, p. 3).

Within American history, segregation has proven to be unsuccessful. The segregationist philosophy has had damaging effects on persons with disabilities, racial minorities, women, schools, and society in general. The move away from segregation can provide all students with an equal opportunity to have their educational needs met within public schooling (Stainback & Stainback, 1996). As stated by Fitch, "Disability has historically played a central role in signifying otherness and justifying discrimination and segregation among other subordinate groups" (Fitch, 2009, p. 167).

Proponents of Inclusion

Reports found that parents of students with severe disabilities in integrated programs support their child's placement and expressed satisfaction with the educational outcomes and social benefits (Leyser & Kirk, 2011). Parents reported that inclusion is a

civil rights issue and that their children had the right to attend the same school as their peers without disabilities. Of those involved in the survey, conducted by Leyser and Kirk, the majority of parents supported some form of inclusion of their child with a disability. “Almost all parents responded that they would like to see their child have contact in school with peers without disabilities” (Leyser & Kirk, 2011, p. 82).

General education teachers need support and collaboration with special education teachers and support staff to be effective. The most effective areas of support were information sharing with the special education staff and ongoing educational planning according to Bang and Lamb in their research titled, *The Impact of Students with Challenging Needs* (Bang & Lamb, 1996).

Opponents of Inclusion

Controversies around inclusion exist in many forms. Conservationists support the notion that a complete range of support services needed to educate many disabled children can only be found in separate settings. A major problem of the inclusive classroom is the stress placed on the teacher. While this can be true, in effective inclusive classrooms, all staff are responsible for the child’s learning and collaboration is necessary for success (Malloy, 1994).

Research has found three underlying issues facing inclusion: organizational, attitudinal and knowledge barriers. Organizational barriers are related to the differences in ways schools and classes are taught, staffed and managed. The National Education Association recommends that inclusive class size be no higher than twenty eight, and that students with learning disabilities make up no more than 25% of the class (Hines, 2001).

Much collaboration time is needed between IEP team members when implementing an inclusion plan. In many primary findings, teachers agree to the principles and goals of inclusion, but many do not feel prepared to work in an inclusive setting (Hines, 2001).

A research article for the *International Journal of Special Education* found that parents who opposed inclusion voiced concerns based primarily on safety, attitudes of other students, staff and program quality, transportation, district commitment and the potential for failure (Leyser & Kirk, 2011). It is important to note these concerns were given prior to the start of inclusion with the parent's children.

One of the parent's primary concerns in the study by Leyser and Kirk was their unhappiness with the relationship, communication and partnership between the school and home life.

Autism

Autism, as defined by Glenn A. Vergason in *Dictionary of Special Education and Rehabilitation Third Edition*, is a

...severe disorder of communication and behavior that begins in early childhood, usually prior to 30 months but up to 42 months. The children lack meaningful speech (in almost half the group) and are described as withdrawn into themselves, uninterested in others, and/or affectionless. They sometimes have an interest in or attachment to animals or inanimate objects (Vergason, 1990, p. 18).

As stated previously, autism has increased dramatically in recent years. However, research by Moores-Abdool in *Included Students with Autism and Access to General Curriculum: What is being Provided?*, states that students who were previously identified

as persons with mental retardation, other health impairments, or specific learning disabilities are now categorized under autism (Moore-Abdool, 2010). Regardless of the qualifying disability title, people with autism need specialized services.

People with autism spectrum disorder (ASD) can be very different; however, “they must have delayed or abnormal functioning in at least one of the following areas: social interaction, communication, or patterns of behavior, interests, and activities” (Kluth, 2003, p. 5). An abnormal social interaction may include a person’s inability to make eye contact or understand gestures. They may struggle with peer relationships, be impaired in emotional interactions, or appear absent (Fein & Dunn, 2007).

Communication and language deficits for people with ASD may include an inability to speak, a delay in learning to speak, and/or an inability to hold a conversation. Patterns of behaviors or restricted behaviors could be described as obsessions with certain topics, objects or activities. A person with ASD is often routine driven and resistant to change and may have repetitive motor behaviors (rocking, hand flapping, walking on tiptoe, etc.) (Fein & Dunn, 2007). ASD can occur in many different ways and with a wide range of severity. While there are many challenges for a person with ASD, there are many benefits as well. Some students with ASD will have splinter skills. “Splinter skills are areas of ability that are above what a child can do in other areas...the skill should be in the normal or even unusually superior range compared to other children”(Fein & Dunn, 2007, p. 45). Hyperlexia—the ability to decode written language at a young age, may be a splinter skill for some students with ASD.

Autism in the Classroom

Based on the very nature of autism, the disorder could look very different from one child to another in the classroom. As stated previously, the location a child receives special education services is determined by the IEP team based on evaluation results and specific needs of the student. The team decides where the student will receive instruction after determining the LRE. According to NCLB, "...general education teachers are required to adapt their instructional strategies in the general education classroom to accommodate students with disabilities" (Moores-Abdool, 2010, p. 154). Due to the spectrum of a child's disability, students with autism need curriculum modifications and instructional accommodations to access the general education content (Moores-Abdool, 2010). It is the responsibility of the general education teacher to assist in providing these accommodations and modifications to the student.

Curriculum modifications require the teacher to make adjustments to their teaching and expectations in the general education classroom (Moores-Abdool, 2010). Some modifications may include shortened assignments or a simplified homework packet. Instructional accommodations are changes in the methods used for student responses or curricular participation (Moores-Abdool, 2010). An example of instructional accommodations could include a child giving oral answers to problems or having material on a test read aloud to him or her.

Through accommodations and modifications teachers are leveling the playing field between neurotypical students and students with disabilities. The accommodations and modifications are not meant to change the curricular content; they are designed to

allow equal access to the general education curriculum. The child should receive all accommodations and modifications from the IEP when being assessed (Moore-Abdool, 2010).

Multicultural Issues in Special Education

Students of ethnic minority have been disproportionately represented in special education for several decades. Overrepresentation of ethnic minority students in special education raises concerns especially because special education has often been marked by school failure and low academic attainment (Perez, Skiba, & Chung, 2008).

“Overrepresentation in more restrictive environments such as separate classroom settings has also raised concerns, since it limits contact of students with disabilities with the mainstream curriculum and non-disabled peers” (Perez et al., 2008, p. 1). Based on the IDEA, students with disabilities are intended to be serviced in their LRE. Students from different cultural backgrounds have been found to have different learning styles (Deninger, 2008). Students with differing learning styles often end up unsuccessful in general education classrooms and are referred to special education, evaluated and found to have some form of disability that would qualify them for special education services. However, many schools do not use an inclusion model and service students in a separate setting once they qualify for special education services. Special education services are often provided in a more restrictive setting, instructed at a slower pace, and subjected to lower expectations. Rarely are students who qualify for special education services ever exited from services (Deninger, 2008).

As defined by Perez, Skiba and Chung in *Latino Students and Disproportionality in Special Education*,

Disproportionality exists when a specific group is over or under represented in a specific category or area. The Individuals with Disabilities Education Improvement Act entitles all individuals with disabilities to a free and appropriate public education and mandates nondiscriminatory assessment, identification, and placement of children with disabilities (Perez et al., 2008, p. 1).

Disproportionality is measured through a Composition Index (CI) and a Relative Risk Ratio (RRR). These tools are used to determine how many students of what race or ethnic background are being serviced in special education and what representation the school as a whole has of the differing races (Perez et al., 2008). For example, if a school was to have an African American population of 50% and a White population of 50% and if 25% of the African American population was qualified for special education services and 10% of the White population was qualified for special education services there would be a disproportionate amount of African Americans represented. This would then be an overrepresentation of African American's in special education.

While disproportionality is a big concern among minority students in special education, students with ASD have been identified as a group of students with disabilities that shows a much higher representation among White students. "Caucasian children were found to have ASD eligibility approximately 54 times more than children from other ethnic backgrounds" (Morrier, Hess, & Heflin, 2008, p. 35).

Assessing Student Progress

Student progress is monitored throughout and at the end of each year based on IEP goals and the reporting intervals. The IEP team deciphers the academic and social goals of the special education student. A student's IEP will determine what assessments the student will participate in and what accommodations or modifications the child has access to. Because inclusive programs vary so much depending on the student's needs, the evaluation and monitoring process needs to be both multilayered and ongoing (De Boer, 2009).

NCLB requires state mandated assessments of all students in math, reading, writing and science (Moores-Abdool, 2010). Due to the demand for all children to participate in state mandated assessments, it is to the benefit of the IEP team to provide the best education available to all students. However, state mandated assessments are not the only way of assessing a student who receives special education services. All students who receive specially designed instruction based on their IEP have yearly goals that correspond to their academic needs. The student on an IEP is assessed on their mastery of their individual goals. The data collection and progress monitor is usually the special education teacher (Moores-Abdool, 2010).

Parent Involvement

Parent involvement is required by the Individuals with Disabilities Education Act P.L. 108-446 (Leyser & Kirk, 2011). Parents have a major role in the development of successful educational plans. A parent is not only important in the IEP planning phase of a child's education; they also need to be involved and supportive of their child's public

education. According to a study conducted by Myong-Ye and Lamb, “It is important to create a shared vision among students with disabilities, their families, educators, service providers and significant community members... a positive, trusting partnership is essential for effective collaboration” (Bang & Lamb, 1996, p. 3).

It is reported that parents desire for educators to view their child as more than their disability defines. They ask educators to not underestimate their children, and recognize they are capable of learning (Leyser & Kirk, 2011). Parents who were less aware of the changes in their child’s setting were more reluctant to be supportive of the schools educational placement decisions (Leyser & Kirk, 2011).

According to DeBoer in *Successful Inclusion for Students with Autism*, it is the role of the special educator to establish a relationship with the parents and request their involvement in the students educational planning (De Boer, 2009). Involving the parent can make a significant difference in the student’s progress socially, academically and behaviorally. It can help the parents to trust the special educator and general education teacher’s ability to teach and include their child in his or her classroom (De Boer, 2009).

Summary

Chapter two discussed the history of special education and inclusion. It provided a brief overview of special education legal implications with specific emphasis on the LRE. The chapter discussed and defined autism as a spectrum disorder that varies widely among individuals affected by it. This chapter defined inclusion, proponents of inclusion and opponents of inclusion as well as the philosophy of inclusion. It discussed what autism looks like in the classroom, how a student is assessed and parent involvement.

This chapter also discussed multicultural implications in special education and the importance of a disproportionality survey.

CHAPTER III

Background of the Toolkit

The toolkit was initiated by a need within School District A for some form of support for general education teachers who have students with autism spectrum disorder (ASD) in their classroom. Research was done through the internet, library, education journals, organizations, conferences and presentations. The author created and administered an informal questionnaire to first and second grade teachers at School District A (See appendix A). Information was then collected and organized per question. Names were removed from the questionnaire to preserve privacy. The information gathered from the questionnaire stated a need for some form of support for the first and second grade general education teachers. This toolkit is an attempt to meet the needs of the teachers. The needs stated in the questionnaire were in regards to more information about autism, special education, the student and support in the classroom. Teachers also mentioned their unease with behaviors that some students with ASD demonstrate.

Project Procedure

From information gathered, the toolkit was compiled incorporating information that would benefit general education teachers. Research found teachers struggled with lack of knowledge of ASD, specific student information, behavior plan information, student's schedule, student's accommodations, and tools (weighted vest, chewy toy, timer, etc.) that may come in handy with the specific child in the classroom. There will be a separate toolkit for each student with autism and each inclusion toolkit will vary depending on the student. However, all toolkits will have the same outline. Every toolkit

will include a history of special education and the laws regarding IDEA and LRE, information on Autism, a form regarding the students interests, the student's behavior plan (if applicable), the student's IEP, the student's weekly schedule, and student specific manipulatives, sensory items and resources.

The toolkit will be organized in a hanging file folder Rubbermaid bin. It will include:

History of special education in America: within this folder will be a brief history of special education. It is meant to inform the teacher of the way special education was addressed in the past as well as explain applicable laws related to special education and the students' setting.

Definition of ASD: this folder will define autism spectrum disorder and identify strengths and weaknesses common with the disorder; as well as how it is diagnosed and statistics related to it.

Student profile: the student profile will contain the student's IEP, with special emphasis on services, accommodations, modifications. It will include a student interest assessment and a behavior plan (if applicable).

Schedule: the schedule section will have a detailed weekly schedule marked with special education service times. It will also include a copy of the student's daily visual schedule.

Tools: the tools section will include any manipulatives or sensory items required by the specific student for success throughout the day as described in the student's IEP.

Resources: the resource folder will contain a list of books, internet sites, local ASD support, and organizations specific to ASD and education.

Project Development

This toolkit was originated when first and second grade general education teachers demonstrated frustration when including students with ASD into their classrooms. The teachers were given a questionnaire to explain their needs and frustrations. The toolkit was created to provide support for these teachers. Providing support and information to teachers will help to promote better communication amongst members of a student's IEP team. Special education and general education teachers previously communicated regarding students in special education through a quick meeting at the beginning of the year. At these meetings the special education teacher presented the general education teacher with a copy of the student's IEP and had a brief conversation about the student. This toolkit will provide specific information to the teacher and allow for more resources and focused intentional communication between all IEP team members.

Project Implementation

Because the toolkit will contain information that is confidential, the teacher will need to keep the toolkit in an area that is able to be locked. All toolkits for including students with autism into the general education classroom will be given to the general education teacher prior to the beginning of the school year. Upon receiving the toolkit the general education teacher will meet with the student's IEP team and discuss the student and how to best use the toolkit throughout the school day/year. The toolkit will offer

resources, research and information regarding autism and special education as well as specific information about the student with autism. The toolkit will change over time as information about the student changes and becomes more current. Upon each change to the toolkit the IEP team will meet to discuss the updates.

CHAPTER IV

Description of the Project

Because autism is the fastest growing developmental disability in today's school aged children (www.autism-society.org) and inclusion is often part of a student's IEP in regard to their LRE, there is a need for a tool to support teachers in the inclusion process. The need for building a toolkit for including students with autism in the general education classroom was established based on the research defining inclusion as the least restrictive environment for students with disabilities. Also, it was based on the findings from a questionnaire sent out to first and second grade teachers in School District A. The questionnaire was used as a tool to decipher what would be most important to include in a toolkit for inclusion of students with ASD. This questionnaire asked teachers about their general knowledge of autism and inclusion and support they felt they needed to successfully include students with autism into their classrooms.

Upon gathering the questionnaires and synthesizing the information, it was found that teachers struggled with inclusion in three different areas: time for collaboration, information about inclusion and autism, and tools and strategies for including students into their classrooms. While the toolkit will not add more hours to the school day, it will include resources, information and tools for the general education teacher that are applicable to their individual student with ASD.

The first folder of the toolkit includes information on the history of special education and laws pertaining to inclusion as a form of least restrictive environment for some individuals. In the second folder there is information about autism spectrum

disorder, most specifically defining the disorder and explaining important information having to do with its impact on students in a school setting. The third folder in the toolkit will include the specific student's IEP, the student's interest assessment and behavior plan. The IEP portion will encompass the student's service minutes, accommodations, modifications and paraprofessional needs. The fourth folder will have a copy of the student's daily and weekly schedule including service times and pull out sessions. This folder will also have the student's visual schedule or a photo copy of the schedule the child uses on a daily basis. The last folder of this toolkit will contain any manipulatives or sensory integration tools the student may need to be successful in a classroom (ie. timer, weighted vest, fidget, bite, etc.).

The toolkit will be given to teachers at the beginning of the year prior to having the student with autism in their classroom. The toolkit will be presented and discussed in depth in a meeting between the special education teacher and general education teacher. At the meeting it would benefit the general education teacher and special education teacher if a plan for communication was put in place regarding the child.

CHAPTER V

Summary

This toolkit was built as a working file to accommodate the needs of general education teachers who have a student with autism in their classroom. This toolkit provides basic information on autism spectrum disorders (ASD) as well as discusses the history and laws of special education and inclusion. Perhaps the most practical information for the teacher is the student's interest assessment and broken down information from the IEP.

This toolkit will benefit many teachers in School District A. This school district has relied only on IEP meetings and brief conferences as well as in the moment training for teachers who have students with ASD in their classrooms. The toolkit will provide information about special education as well as information on ASD and most importantly specific information and explanations about the student with ASD.

This toolkit will be provided to each teacher in School District A prior to the school year. It will allow the teacher to become familiar with his or her new student with ASD.

Conclusion

At the conclusion of this toolkit, general education teachers will have a better understanding of their student with autism. The teachers will know specific interests of the child. They will know the history of special education and inclusion as well as a brief understanding of autism. The teachers should feel comfortable and knowledgeable of the student's accommodation and modification needs in the classroom. They will know the

student's schedule and have tools and manipulatives to help their student be successful in their general education class.

All members of the IEP team should be aware of the toolkit and be informed on how to update and find information and tools in the toolkit. The goal of the toolkit is to provide information about autism to teachers and how to better service specific students with autism in their classroom. This will inevitably benefit the student due to the research supporting successful inclusion of students with autism in the general education setting.

Implications

This toolkit requires the buy-in from general education teachers and their willingness to welcome students with autism into their classroom. Not all teachers are receptive to students with autism in their classroom and often look to the paraprofessional to handle any and all behavioral, educational and social instruction with their student. This toolkit could be meaningless if the general education teachers are not receptive to learning about their student. It is also possible the paraprofessional who is assigned the student with autism doesn't allow the teacher the opportunity to get to know the student and provide education to the student. In both cases, open communication between all IEP team members would help the toolkit become a more successful instrument for instruction.

Other difficulties that may arise are scheduling conflicts between academic areas and special services (occupational therapy, physical therapy and speech). It is important to remember the child's natural setting should be the general education classroom. All

services should be provided during unstructured non academic times, or times not generally appropriate for the student to participate.

Positive implications of the toolkit could include an overall acceptance atmosphere in the school providing inclusion. Students both neuro-typical and those with ASD could benefit from increased social interaction. Establishing a collaborative team around one child could also spur more beneficial conversations between educational staff.

Recommendations

Recommendations for this toolkit include open communication between all members of the IEP team. All team members should be aware of the toolkit and provide related information about special services provided by the student's occupational therapist, speech therapist and physical therapist. It is also recommended the toolkit be updated after every IEP to keep the most current information about the student.

Recommendations should also include ongoing training and professional development. Both the special education teacher and general education teacher would benefit from special education, autism and inclusion training. A school wide introduction to the toolkit and description of its contents would benefit all general education teachers as well as inform specialists and school staff.

It is recommended that any specialist (music teacher, physical education teacher, and librarian) receive information from the toolkit. It is also recommended all specialists attend any IEP meeting involving students with a toolkit. Finally, recommendations for any further toolkit revision or extension would include specialized toolkits for music

teachers, librarians, physical education teachers, recess teachers, lunch supervisors, administrators, office staff, nurses and paraprofessionals.

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APPENDIX A

Inclusion Toolkit Questionnaire

1. Describe your basic knowledge of inclusion.

2. List benefits you are aware of regarding inclusion.

3. List how inclusion is resisted by you or other teachers you work with.

4. What do you need as an elementary teacher to make inclusion successful in your classroom?

5. What tools would be most useful in your classroom regarding including students with autism?

6. On a scale of 1-10 (1-not comfortable 10-most comfortable) how comfortable do you feel right now with inclusion?

APPENDIX B

A TOOLKIT FOR INTEGRATING STUDENTS WITH AUTISM INTO THE GENERAL EDUCATION CLASSROOM

This toolkit along with collaboration between members of a student's individualized education plan team will assist in supporting a student with autism into the general education setting. The toolkit is designed to inform first and second grade teachers about their specific student with autism in their classroom. The toolkit contains a brief history on special education and inclusion, information on autism, the student's IEP, the student's behavior plan, the student's interests, a description of tools specific to the success of the student in the general education setting and a list of helpful online and print resources pertaining to inclusion and autism.

HISTORY OF SPECIAL EDUCATION AND INCLUSION

Prior to the early 1800s, the United States did not have any educational options for persons with disabilities. In 1817 the American Asylum for the Education and Instruction of the Deaf and Dumb in Connecticut was established as one of the first special programs of education (Stainback & Stainback, 1996). From this point other schools were formed, however, persons with disabilities were continually rejected from any public schooling. Students with disabilities were often placed in asylums, with militaristic structure to control them, rather than in mainstream schools (Stainback & Stainback, 1996). In the late 1800s and early 1900s, public schools received massive amounts of funding to support the growth occurring at that time, yet persons with disabilities were still excluded from the mainstream public schools. At that time, people with disabilities were viewed as having criminal tendencies. Because of that perception, people with disabilities were segregated and sometimes sterilized (Stainback & Stainback, 1996).

It was not until 1965 that congress added Title VI to the Elementary and Secondary Education Act. The Elementary and Secondary Education Act created a Bureau of Education for the Handicapped. Today this bureau is called the Office of Special Education Programs. This act was considered a “war on poverty” and was put in place to create equal educational opportunities for all (State of Washington Office of Superintendent of Public Instruction, n.d.). This still did not mandate educating students with disabilities but it did allocate federal funds to special needs students, signifying a change was on its way.

In two significant 1972 Supreme Court decisions, the courts ruled that children with disabilities had as much of a right to access education as their non-disabled peers. In 1975, the first United States law mandating equal education for children with disabilities was passed -- the Education for All Handicapped Children Act (EAHCA), also referred to as Public Law 94-142 (Peterson, 2007). Today it is known as the Individuals with Disabilities Act. It stated that every child in America, no matter his or her abilities or disabilities, deserves a free and appropriate education. This law put emphasis on the need for special education and related services to meet the needs of even the most highly disabled child (Zettel, 1977).

In 1986 the EAHCA was amended to include the Handicapped Children's Protection Act. This addition allowed parents to be involved in their child's Individualized Education Plan (IEP). Based on this newer law, parents now had rights and were entitled to a hearing by the state if they found the IEP to be inappropriate. They could also file suit in a federal district court if they were dissatisfied with the hearing decision ("Handicapped Children's Protection Act Becomes Law," 1986).

In 1990, the Americans with Disabilities Act (ADA) was enacted. This act gave civil rights protections to individuals with disabilities. It guaranteed equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services (education), and telecommunications (U.S. Department of Education, n.d.). Also in 1990, the EAHCA was amended and was renamed Individuals with Disabilities Education Act (IDEA). Under this amendment, school districts were required to support transition services, assisting students with disabilities from high

school to postsecondary life (Peterson, 2007). In 1997, IDEA was reauthorized. This amendment called for students with disabilities to be included on state and district-wide assessments and all regular education teachers were now required to be members of an IEP team (Peterson, 2007). This change began the push for inclusion of students with disabilities into the general education setting. Due to the requirement that students be tested, school districts had an interest in improving disabled-student test scores.

No Child Left Behind was enacted in 2001. This law called for all students, including those with disabilities, to be proficient in math and reading by the year 2014. Section 1001, the Statement of Purpose, ensures that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments (U.S. Department of Education, n.d.).

IDEA was reauthorized again in 2004. IDEA 2004 "...guaranteed (for the first time in our country's history) all children and youth—regardless of the severity of their disability—the right to a free and appropriate public education" (Allen & Cowdery, 2005, p. 32). The guiding principal of IDEA 2004 was to provide free and appropriate education at no cost to the parent. This individualized education should be unique to the specific needs of the child and the child should be placed in the least restrictive environment (LRE). Children with disabilities should be educated with their nondisabled peers to the maximum extent appropriate (Lipsitt, n.d.).

AUTISM SPECTRUM DISORDER

Autism is the fastest growing developmental disability in today's school aged children (www.autism-society.org). With this fast growing number of students with autism comes the demand for special education services. The Individuals with Disabilities Education Act (IDEA) of 2004 emphasized the importance of including children with disabilities in regular classes. "Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access in the general curriculum to the maximum extent possible" (Spring, 2012, p. 120). As stated by Fein and Dunn in their book, *Autism In Your Classroom*, "children with ASD who are educated in inclusive classrooms, compared to those in self contained special education classes, often engage in more social interactions and have more friends. In addition, their IEP goals tend to be more ambitious" (Fein & Dunn, 2007, p. xiii).

People with autism spectrum disorders (ASD) highly differ and are complex individuals. ASDs fall under the American Psychiatric Association (APA) umbrella of pervasive developmental disorders (PDD). Children who are diagnosed with a PDD exhibit "severe and pervasive impairments in the developmental areas of reciprocal social interaction skills, communication skills, and/or the presence of stereotyped behavior, interests, and activities" (De Boer, 2009, p. 9). Each person diagnosed with a disorder within the ASD does not always behave in the same way as another diagnosed with the same label. Within the ASD the labels range from those who typically display the largest number of characteristics and have the most severe impairments, Autism to those who

have the least number of characteristics, Asperger's syndrome (De Boer, 2009). As De Boer states, "Each person diagnosed with an autism spectrum disorder is unique and displays a combination of characteristics that no other person diagnosed with the same disability displays" (De Boer, 2009, p. 10).

According to the IDEA, students with ASD exhibit characteristics with some degree of emotional and behavioral disorder, attention deficit disorder, hearing impairments, learning impairments, developmental impairments, visual impairments, and more. Many IDEA defined disabilities could also apply to a person with ASD (De Boer, 2009). Although there are no two students with autism who are exactly alike, there are some common characteristics shared among these students. Movement, sensory, communication, socialization and interaction, learning, interests or fascination differences are all common areas of deficits among these students. Students with ASD have many disabilities and abilities. It is important to mention students with ASD can often perform well on spatial, perceptual, and matching tasks. However, auditory processing and abstract reasoning tend to be challenging skills for some students with ASD (De Boer, 2009).

Autism, as defined by Glenn A. Vergason in *Dictionary of Special Education and Rehabilitation Third Edition*, is a

...severe disorder of communication and behavior that begins in early childhood, usually prior to 30 months but up to 42 months. The children lack meaningful speech (in almost half the group) and are described as withdrawn into themselves,

uninterested in others, and/or affectionless. They sometimes have an interest in or attachment to animals or inanimate objects (Vergason, 1990, p. 18).

As stated previously, autism has increased dramatically in recent years. However, research by Moores-Abdool in *Included Students with Autism and Access to General Curriculum: What is being Provided?*, states that students who were previously identified as persons with mental retardation, other health impairments, or specific learning disabilities are now categorized under autism (Moores-Abdool, 2010). Regardless of the qualifying disability title, people with autism need specialized services.

People with autism spectrum disorder (ASD) can be very different; however, “they must have delayed or abnormal functioning in at least one of the following areas: social interaction, communication, or patterns of behavior, interests, and activities” (Kluth, 2003, p. 5). An abnormal social interaction may include a person’s inability to make eye contact or understand gestures. They may struggle with peer relationships, be impaired in emotional interactions, or appear absent (Fein & Dunn, 2007). Communication and language deficits for people with ASD may include an inability to speak, a delay in learning to speak, and/or an inability to hold a conversation. Patterns of behaviors or restricted behaviors could be described as obsessions with certain topics, objects or activities. A person with ASD is often routine driven and resistant to change and may have repetitive motor behaviors (rocking, hand flapping, walking on tiptoe, etc.) (Fein & Dunn, 2007). ASD can occur in many different ways and with a wide range of severity. While there are many challenges for a person with ASD, there are many benefits as well. Some students with ASD will have splinter skills. “Splinter skills are areas of

ability that are above what a child can do in other areas...the skill should be in the normal or even unusually superior range compared to other children”(Fein & Dunn, 2007, p. 45). Hyperlexia—the ability to decode written language at a young age, may be a splinter skill for some students with ASD.

Student Information

Student Name:

Student Photo Here

Receives:

Reading:

Math:

Cognitive:

Social/emotional/adaptive:

Speech:

Occupational Therapy:

Physical therapy:

Strengths:

- Enjoys school
- Etc.

Weaknesses:

- Does not do well with change
- Etc.

Responds well to:

- Positive reinforcement
- Etc.

Student Interest Assessment

Name: _____ School: _____

Age: _____ Birthday: _____ Grade: _____

Special Educator: _____ Teacher: _____

My favorite thing to do is _____

because _____

I do not like to _____

because _____

My favorite toy or possession is _____

My favorite subject at school is _____

because _____

My least favorite subject at school is _____

because _____

The things I like best about my friends are _____

because _____

The things I like best about my teacher are _____

because _____

The things I like best about my family are _____

because _____

I do not like it when _____

I really like it when _____

Student IEP

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

[REDACTED]

Individualized Education Program (IEP) Cover Page

Student's Name: _____ IEP Date: 04/19/2012

Grade: 02 Age*: 8 Disability (if identified): _____

Parent/Guardian/Adult Student: [REDACTED] Primary language at home: English

Parent interpreter needed? Yes No Surrogate parent: Yes No If yes, name: _____

Home Address: [REDACTED]

Phone # (H): [REDACTED] Phone # (W): [REDACTED]

Attending School: [REDACTED] Is this student's neighborhood school? Yes No

Most recent evaluation date 04/29/2010 Plan start date 04/19/2012

Next re-evaluation must occur before this date 04/29/2013 Plan end date 04/18/2013

Date of Plan meeting 04/17/2012

Date parent notified of Plan meeting 04/09/2012 Date student notified of Plan meeting _____
(if transition will be discussed)

Primary Staff Contact: [REDACTED]

Phone Number: [REDACTED]

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent.

Excused	Name of Participant	Title
<input type="checkbox"/>	[REDACTED]	General Education Teacher
<input type="checkbox"/>	[REDACTED]	Occupational Therapist
<input type="checkbox"/>	[REDACTED]	Parent
<input type="checkbox"/>	[REDACTED]	Physical Therapist
<input type="checkbox"/>	[REDACTED]	Principal/Designee
<input type="checkbox"/>	[REDACTED]	Special Education Teacher
<input type="checkbox"/>	[REDACTED]	Speech Language Pathologist
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.

Date informed: _____

Projected Graduation/Exit Date: _____

Comments:

If the parent did not attend, what method was used to ensure their participation:

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Team Considerations

Meeting Date: 04/17/2012

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.
[REDACTED] family is pleased with his success in school thus far. They are concerned with his transition to third grade.
- The results of the student's performance on any general state or district-wide assessments.
[REDACTED] has not been able to be successful with any school wide testing due to his behavior.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
[REDACTED] is not deaf or hard of hearing.
- The student's assistive technology devices and services needs.
[REDACTED] does not require the use of any assistive technology services or devices.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
[REDACTED] has a behavior plan to help with his success in the school setting.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
[REDACTED] primary language is English.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
[REDACTED] is not blind or visually impaired.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Present Level of Educational Performance

Meeting Date: 04/17/2012

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

Medical-Physical

[REDACTED] was seen by [REDACTED] 11/16/2009. [REDACTED] was diagnosed with Autism at that time. [REDACTED] has had a history of developmental delays in speech and language, fine motor and gross motor development.

General Education

1. Please describe this student's progress compared to the progress of his/her peers. What is keeping this student from progressing in the general education curriculum without continued special education instruction (e.g., reading deficit)? [REDACTED] is academically capable for the most part. His resistance/avoidance behaviors are often loud and uncontrolled. Sometimes unsafe.

2. Student's Classroom Behavior—Please check all that apply
- | | |
|--|--|
| <input type="checkbox"/> On time to class | <input checked="" type="checkbox"/> Understands instruction |
| <input checked="" type="checkbox"/> Numerous tardies | <input type="checkbox"/> Follows classroom rules |
| <input checked="" type="checkbox"/> Brings materials to class | <input type="checkbox"/> Maintains attendance |
| <input type="checkbox"/> Generally completes work on time | <input checked="" type="checkbox"/> Poor attendance |
| <input type="checkbox"/> Fails to turn in homework | <input type="checkbox"/> Tries hard |
| <input type="checkbox"/> Positive attitude | <input checked="" type="checkbox"/> Lacks motivation |
| <input checked="" type="checkbox"/> Negative attitude | <input type="checkbox"/> Eager to learn |
| <input type="checkbox"/> Participates in classroom discussions | <input checked="" type="checkbox"/> Poor quality of work |
| <input checked="" type="checkbox"/> Withdrawn | <input type="checkbox"/> Work level too difficult |
| <input checked="" type="checkbox"/> Interacts well with peers | <input checked="" type="checkbox"/> Capable of better work |
| <input type="checkbox"/> Too social | <input type="checkbox"/> Appears tired/bored |
| <input checked="" type="checkbox"/> Argumentative | <input checked="" type="checkbox"/> Difficulty working independently |

3. Other Information:

Please describe this student's strengths, what is that this student does really well?
[REDACTED] very social and wants to participate in class and with friends.

Please describe this student's weaknesses, what does this student really struggle with?
Feeling included, fully invested in class. He complains that work is too hard.

4. What accommodations, if any, does this student use in your classroom?

- Paraprofessional
- Preferential seating
- Shortened assignments

Social/Emotional

[REDACTED] has continued to make progress both on his IEP goals and the second grade standards. He spends most of his day in the general education classroom with the exception of sensory and social breaks. [REDACTED] requires the support of a paraprofessional in the classroom to ensure his success and to allow for break supervision and behavior plan implementation.

In social/emotional/adaptive [REDACTED] has continued to make progress. His behavior plan has proven to be successful about 75% of the time. [REDACTED] struggles with following directions when they involve non-preferred tasks (mostly writing, partner reading, timed exercises, and any teacher paced assignment). He is currently following 5/10 directions

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Present Level of Educational Performance

Meeting Date: 04/17/2012

throughout his day. [REDACTED] has moved from a 5 penny star chart to monitor his behavior to a daily progress report (DPR) where he is earning 3's and 4's for demonstrating appropriate behavior and 2's for negative behavior. He only receives a 1 if he is aggressive to the point where safety is compromised, at that point he will receive a suspension for the rest of the day due to his unsafe behavior at school. Due to [REDACTED] behavior needs he will continue to benefit from specially designed instruction in the area of social/emotional/adaptive as well as use the support of a para-professional throughout his school day.

Extended School Year is not recommended at this time.

Cognitive

[REDACTED] has made many improvements in patterning and sequencing over the past year. He is now able to complete more complex visual patterns and sequence pictures. [REDACTED] has become quite successful with objects or pictures he can manipulate but continues to struggle with word sequence and abstract patterning. Such as finding rhymes and recognizing patterns in language or words. [REDACTED] scored a 0/5 on the rhyming portion of the TPRI. [REDACTED] peers are scoring 4+/5 on this same portion of the test. [REDACTED] could benefit from specially designed instruction in the area of cognition to improve his abstract patterning abilities.

Extended School Year is not recommended for [REDACTED] at this time.

Academic

[REDACTED] has continued to make progress both on his IEP goals and the second grade standards. He spends most of his day in the general education classroom with the exception of sensory and social breaks. [REDACTED] requires the support of a paraprofessional in the classroom to ensure his success and to allow for break supervision.

In word reading, [REDACTED] has progressed and is now able to read 24 correct words per minute on a second grade oral reading fluency monitor. The expectation for second graders at this time is 89. Based on this score, [REDACTED] will continue to benefit from specially designed instruction in the area of word reading.

In reading comprehension, [REDACTED] has made progress. He is now reading passages, making predictions and answering detail questions about the passage. However, [REDACTED] is working out of beginning of the year second grade curriculum.

He is currently scoring 4/5 questions correct at the beginning second grade level. He would benefit from specially designed instruction in the area of reading comprehension to improve his performance in grade level curriculum.

In math reasoning, [REDACTED] can name coins and their value. He is only adding coins with 50% accuracy. [REDACTED] can tell time to the quarter hour about 75% correct. He is answering 5/10 second grade math reasoning questions correctly.

[REDACTED] is below grade level in these areas. He would continue to benefit from specially designed instruction in the area of math reasoning to build skills in measurement, money, time, and story problems at the grade level of his peers.

In numerical reasoning, [REDACTED] can add and subtract double digit numbers without regrouping or renaming. He has not yet mastered the concept of borrowing and regrouping and is scoring 0/10 correct on these skills. [REDACTED] would benefit from specially designed instruction in the area of numerical operations to build skills in multi-digit addition and subtraction and single digit multiplication facts.

Extended School Year is not recommended for [REDACTED] at this time.

Communication

[REDACTED] language skills continue to progress in general, and he appears to be able to express his thoughts and needs fairly effectively. However [REDACTED] does have difficulty in understanding the social conventions and expectations regarding communication. He sometimes shares personal information at inappropriate times, or with inappropriate people. He does not always filter saying his thoughts when they might be hurtful or rude to another person. He is not yet flexible in talking about topics that are not of his choosing so that he would be able to maintain a conversation appropriately.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

[REDACTED]

Present Level of Educational Performance

Meeting Date: 04/17/2012

[REDACTED] difficulties with social language interfere with his successful interaction with others in his educational environment, and make it difficult for him to successfully participate in class discussions. He should continue receiving support in the development of language skills.

One of the difficulties that impacts [REDACTED] at this time involves making transitions between activities and environments, and between staff members. It has been very difficult for him to transition out of his class to attend speech/language therapy with the SLP. In view of this difficulty it is recommended that his speech and language intervention take place within his classroom setting (general or resource class), and implemented by his usual classroom paraprofessionals under the guidance and monitoring of the Speech Language Pathologist.

Extended School Year is not recommended for [REDACTED] at this time.

Fine Motor

4/17/2012 [REDACTED] has been receiving Occupational Therapy 15 min per week in order to increase his ability to be successful following classroom routine, transition successfully between activities, self-regulate and complete writing activities. [REDACTED] does much better when he has a daily routine and more difficulty when things are out of that daily routine. He has had difficulty making the transition to OT most of the year due to the infrequency and responded negatively interrupting the class when OT was present in his classroom. Until recently [REDACTED] was unwilling to participate most sensory diet activities but has come to the OT room to participate in a motor obstacle course which he enjoyed and felt successful completing.

OT has participated with the SPed team and teacher in planning and trying sensory strategies for self-regulation. [REDACTED] most often chooses quiet time out of his classroom and in the resource room or walking as his preferred self-regulation strategies. Activities with a higher level of movement involving core and upper body strengthening would be more beneficial for him. [REDACTED] was resistive to adult directives especially with a new adult and out of his routine. When an activity was presented first to a classmate [REDACTED] sometimes became interested and participated willingly.

In the classroom [REDACTED] participation is highly variable. With Para pro assistance his compliance can be none or 100%. [REDACTED] has improved his letter writing size and speed but still performs at a level below his peers.

It is recommended that [REDACTED] continue to receive 15mins/week or 30mins/ every other week of occupational therapy to work on improving self regulation, improving letter size and speed to peer level and develop a sensory diet for him that helps him be more successful throughout the day. Due to his reluctance to transition to OT, [REDACTED] will receive OT services from his paraprofessional. All OT services will be monitored and recorded by the occupational therapist.

Extended School Year is not recommended for [REDACTED] at this time.

Gross Motor

04/17/2012 [REDACTED] has met 0 of 2 motor objectives (skipping remains difficult) and 1 of 4 ball objectives identified last year. [REDACTED] can bounce and catch a tennis ball (tb) by trapping. He can bounce and catch a basketball 10x and dribbles a few times (height of ball not well maintained). On the playground [REDACTED] is kicking a rolling playground ball with good force with the right foot and dribbles a soccer ball with his feet. Ball skills which similar age peers can do include bouncing and catching a tb with 2-hands and dribbling a BB. Same age peers are skipping with ease.

This past year PT sessions have occurred on the playground with success. [REDACTED] prefers not to interact with me directly, however, when I request a peer to invite [REDACTED] to climb the ladder, climb the rock-climbing-wall or to go down the slide he is usually willing. Once engaged, he will often play for 15 -20 minutes with peers. Overall this year, he is much more engaged outside and spends less down-time (standing with an adult, walking by himself or sitting on the bench) [REDACTED] is also demonstrating improved social interaction and peer skills during recess. He is observed to ask for a turn, to ask for help (a peer helps [REDACTED] stand-up after a fall), to check if a peer needs help ("Are you okay?"), to encourage peers by giving them a high five, and to join peers. He is also now able to stay calm when somebody else finishes first or if the activity doesn't go exactly as he planned.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Present Level of Educational Performance

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Motorically, [REDACTED] is observed to run in the grassy-field, play a keep-away ball game with peers, run laps on the blacktop, climb playground equipment, go up/down the stairs, kick a playground ball at the wall, play a modified 4-square game, and bottom slide down a snowy hill. [REDACTED] stamina and endurance for movement has improved. He takes fewer breaks and complains less of being tired. He will challenge his abilities when it is his choice (i.e. not imposed by an adult or peer).

PE – His teacher reports that [REDACTED] is participating within his abilities in PE now during the warm-ups and recently worked up a "sweat" balancing and jumping on a hop-along-ball.

I plan to continue with his PT sessions on the playground. Because [REDACTED] is demonstrating greatly improved engagement with peers on the playground and improved stamina and endurance (better overall participation and fairly active) on the playground and has begun participating in PE, I am recommending that his PT sessions be decreased from 30 mins/week to 15 mins/week. Sessions will continue to foster functional motor skill acquisition and participation and engagement with his peers on the playground and in PE.

Whole body movements, (running/ jumping), heavy work activities (push/pull), and activities that encourage his muscles to work against gravity (climbing) are all very beneficial for [REDACTED]. These activities help him with self-regulation and should be embedded throughout his school day. At home and over the summer, it would be VERY beneficial for [REDACTED] to visit playgrounds, take walks/hikes, walk up/down small hills, ride a bicycle and participate in recreational activities in the community (swim lessons, Doane's Dribblers, youth soccer, tennis, badminton, etc).

Extended School Year for PT, as a related service is not recommended at this time

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

[REDACTED]

Measurable Annual Goals

Meeting Date: 04/17/2012

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Annual Goal: Cognition

By 04/18/2013, when given prompt to identify an oral pattern (rhyming) [REDACTED] will correctly identify the pattern and create an appropriate extension of the pattern improving cognition from 0/5 extended oral patterns to 4/5 extended oral patterns as measured by teacher collected data.

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Math Reasoning

By 04/18/2013, when given beginning 3rd grade level questions involving adding money and telling time to the minute [REDACTED] will correctly answer the questions improving math reasoning from 1+/10 questions correct to 8/10 questions correct as measured by teacher collected data

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Numerical Operations

By 04/18/2013, when given single digit multiplication problems [REDACTED] will correctly answer the questions improving Numerical Operations from +0/10 attempts to +7/10 attempts as measured by teacher data collection

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Numerical Operations

By 04/18/2013, when given multi-digit addition and subtraction problems with renaming and regrouping [REDACTED] will correctly solve the problems improving numerical operations from 0/10 correct to 8/10 correct as measured by teacher collected data.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]

[redacted]

Measurable Annual Goals

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Occupational Therapy - Self Regulation

By 04/18/2013, when given Sensory Diet activities (e.g. swings, push, pull, carry) [redacted] will engage in handwriting tasks without resistance improving self regulation, compliance, postural control, and hand strength from resisting more than 50% of the time to complying 80% of the time as measured by OT data

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Physical Therapy - Ball Skills

By 04/18/2013, when given a tennis ball (tb) and basketball (BB) [redacted] will bounce and catch a tb and dribble a BB improving ball skills from bounces and catches a tb by trapping and dribbles a BB 1-3x to bounces and catches a tb with 2-hands 10x and dribbles a BB 10x as measured by PT Data Collection and Progress Notes

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Physical Therapy - Gross Motor

By 04/18/2013, when given a range of motor opportunities [redacted] will skip improving gross motor skills and stamina for movement from skips with 1-hand held to skips the length of the gym independently during warm-ups as measured by PT Data Collection, Progress Notes and PE teacher report

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Measurable Annual Goals

Annual Goal: Reading Comprehension

By 04/18/2013, when given a beginning 3rd grade level story to read and comprehension questions to answer [REDACTED] will answer the questions improving reading comprehension from 0/5 answers correct to 4/5 answers correct as measured by teacher collected data

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Social/Emotional/Adaptive-Following Directions

By 04/18/2013, when given a class schedule and teacher directions [REDACTED] will repeat back instructions and do as teacher or schedule states improving direction following from 5/10 directions followed independantly to 9/10 directions followed independantly as measured by teacher data collection

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Speech and Language - Figurative Language

By 04/18/2013, when given activities that include figurative language (such as similes and idioms) [REDACTED] will demonstrate understanding of those language conventions improving figurative language skills from inconsistent (<40%) to at least 80% success in figurative language tasks in structured activities as measured by Paraprofessional and SLP data and observation

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Speech and Language - topic maintenance

By 04/18/2013, when given opportunities to talk about a topic chosen by another person [REDACTED] will show ability to participate in short (2 minute) conversations maintaining that topic, using questions and comments improving topic maintenance from inconsistent (1 out of 4 opportunities for nonpreferred topics) to at least 4 out of 5 opportunities as measured by Paraprofessional and SLP observation and data

How will progress toward this goal be reported? (check all that apply)

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Measurable Annual Goals

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Speech and Language- Social conventions

By 04/18/2013, when given activities that involve making decisions about sharing personal information or opinions [REDACTED] will be able to state where, how, and with whom the specific information should be shared improving socially appropriate communication practices from inconsistent (<30%) to at least 75% accuracy in these tasks in structured activities as measured by Paraprofessional and SLP observation and data

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Word Reading

By 04/18/2013, when given a third grade level oral reading fluency monitor [REDACTED] will read the fluency monitor improving word reading from 24 words correct per minute on second grade fluency monitor to 100 words correct per minute on third grade fluency monitor as measured by teacher data collection

How will progress toward this goal be reported? (check all that apply)

- Copy of Goal Page Teacher Data Sheet Written in Report Card
 Written Progress Report Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]

Program Accommodations/ Modifications and Support for School Personnel

Meeting Date: 04/17/2012

PURPOSE:The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications
 with the following accommodations/modifications

Accommodation(s)/Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
Access/Use of the following:Token Economy	time interval/ as needed	general education setting	04/19/2012 to 04/18/2013
Behaviorally Related:reinforcement	as needed	general education setting	04/19/2012 to 04/18/2013
Behaviorally Related:Visual Schedule	daily	classroom	04/19/2012 to 04/18/2013
Behaviorally Related:management system	daily	classroom	04/19/2012 to 04/18/2013
Behaviorally Related:isolated area	daily/as needed	"take a break area"	04/19/2012 to 04/18/2013
Behaviorally Related:Social Stories	daily/as needed	classroom	04/19/2012 to 04/18/2013
Behaviorally Related:sensory breaks	as needed	school setting	04/19/2012 to 04/18/2013
Content Area:break material into manageable parts	as needed	classroom	04/19/2012 to 04/18/2013
Content Area:repeat directions as needed	daily/as needed	classroom	04/19/2012 to 04/18/2013
Content Area:give short, concise directions	daily/as needed	classroom	04/19/2012 to 04/18/2013
Content Area:allow extra time to respond	as needed	classroom	04/19/2012 to 04/18/2013
Supplementary Aids and Services:paraprofessional	1900 minutes per week	classroom	04/19/2012 to 04/18/2013

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Program Accommodations/ Modifications and Support for School Personnel

Accommodation(s)/Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
Testing Accommodation: Testing done in a small group setting	as needed	school setting	04/19/2012 to 04/18/2013
Testing Accommodation: Read test to student when appropriate	as needed	school setting	04/19/2012 to 04/18/2013

Supports for School Personnel (training, professional, development etc):

Any paraprofessional working with [REDACTED] will receive Right Response training to ensure safety in the school setting.

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



State or Districtwide Assessments of Student Achievement

Meeting Date: 04/17/2012

PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what administrative modification and individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), or Washington Alternate Assessment (WAAS) see Guidelines for Inclusion and Accommodations for Special Populations on State-Level Assessments.

Assessment	Participation		Accommodations Modifications		If YES, List Accommodation(s) and/or Modification(s) by Assessment
	Yes	No	Yes	No	
District Wide					
Brigance (Preschool Screening Tool)		X			
Common Assessment in Reading (Grades 1-4)	X		X		Testing done in a small group setting
Common Assessments in Writing (Grades 2-4)	X		X		Testing done in a small group setting, Read test to student when Appropriate
MAPS (Grades 2-9) (Grades 10-12 if not met standard)	X		X		Testing done in a small group setting, Read test to student when Appropriate
Reading Fluency Monitor (Grades 1-4)	X		X		Testing done in a small group setting
TPRI (Texas Primary Reading Inventory) (Grades K-2)	X		X		Testing done in a small group setting
State Measurement of Student Progress (MSP)					
Math (Grades 3-8)	X		X		Testing done in a small group setting, Read test to student when Appropriate
Reading (Grades 3-8)	X		X		Testing done in a small group setting
Science (Grades 5 & 8)		X			
Writing (Grades 4 & 7)		X			

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]

[REDACTED]

Special Education and Related Services

Meeting Date: 04/17/2012

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 04/19/2012 - 04/18/2013

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	Math Operations	Paraprofessional/Special Education Teacher	Special Education Teacher	15 Minutes / 1 Times Daily	General Education	04/19/2012	04/18/2013
No	Math Reasoning	Paraprofessional/Special Education Teacher	Special Education Teacher	15 Minutes / 1 Times Daily	General Education	04/19/2012	04/18/2013
No	Reading Comprehension	Paraprofessional/Special Education Teacher	Special Education Teacher	15 Minutes / 1 Times Daily	General Education	04/19/2012	04/18/2013
No	Word Reading	Paraprofessional/Special Education Teacher	Special Education Teacher	15 Minutes / 1 Times Daily	General Education	04/19/2012	04/18/2013
No	Social/Emotional/Adaptive	Paraprofessional/Special Education Teacher	Special Education Teacher	306 Minutes / 1 Times Daily	General Education	04/19/2012	04/18/2013
Related							
No	Physical Therapy	PT	PT	15 Minutes / 1 Times Weekly	Special Education	04/19/2012	04/18/2013
No	Occupational Therapy	Paraprofessional	OT	15 Minutes / 1 Times Weekly	Special Education	04/19/2012	04/18/2013
No	Speech Therapy	Paraprofessional	SLP	20 Minutes / 2 Times Weekly	Special Education	04/19/2012	04/18/2013

Total minutes per week student spends in school: 1900 minutes per week
 Total minutes per week student is served in a special education setting: 70 minutes per week
 Percent of time in general education setting: 96.32% in General Education Setting

Supplementary Aids and Services:

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Yes	Para-Educator Support	Paraprofessional	Special Education Teacher	1900 Minutes / 1 Times Weekly	General Education	04/19/2012	04/18/2013

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 04/19/2012 - 04/18/2013

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	X			
40%-79% in Regular Class					
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents					
Homebound/Hospital					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

[REDACTED] will receive special services in the general education setting and special education setting. If there are any time conflicts with fun school wide or classroom activities, [REDACTED] will participate with his peers. [REDACTED] will also have a paraprofessional available to him as he needs through out the day to implement his behavior plan and provide specially designed instruction in academic, cognitive, and social emotional areas.

Other Considerations:

1. **Transportation:** Regular Special
2. **Extended School Year:** Yes No If Yes, must complete ESY form.
3. **General PE:** Yes No

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Behavioral Intervention Plan

Meeting Date: 04/17/2012

PURPOSE: The purpose of a Behavioral Intervention Plan (BIP) is to address behaviors that are interfering with the student's education. The goal of a BIP is to teach the student positive behavioral strategies to replace the problem behavior(s). A BIP is required to be developed and implemented if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability, or if the IEP team determines it is appropriate.

School: [REDACTED] Case Manager: [REDACTED]

Participants In Developing Plan

- [REDACTED] General Education Teacher
- [REDACTED] Occupational Therapist
- [REDACTED]
- [REDACTED] Physical Therapist
- [REDACTED] Principal/Designee
- [REDACTED] Special Education Teacher
- [REDACTED] Speech Language Pathologist

Student Strengths (include a description of the student's behavioral strengths, such as positive interactions with staff, ignoring the inappropriate behavior of peers, accepts responsibility, etc.):

[REDACTED] is a caring student who is easily loved by staff. He typically has a positive attitude towards school and enjoys being with his peers. [REDACTED] is a student with strong emotions. When in the right frame of mind, [REDACTED] is compliant, eager to learn, and a caring student.

Description of current behavior (include a description of the frequency, duration, and intensity of the behavior(s)):

[REDACTED] as extreme behavior switches from a really good mood to very upset. [REDACTED] at this time unpredictable with his behavior. [REDACTED] can appear to be in a very good mood and be set off by various items such as, having a demand placed on him, or change in transition. When [REDACTED] becomes angry or sad to the point of inconsolable, [REDACTED] will become noncompliant, uses negative language and may degress to hitting or pushing adults or other students.

Hypothesis of Behavioral Function (description of the team's hypothesis of the relationship between the behavior and the environment in which it occurs - what function is this behavior serving for the student? What is the student trying to get? What is he/she trying to avoid?):

[REDACTED] appears to be avoiding work of teacher directions.

Intervention / Response Plan

Target Behavior (behavior to be increased / decreased):

The team would like to decrease [REDACTED] avoidance, acting out behaviors.

Intervention Strategies (describe in detail how all adults involved should respond and interact with the student when the behavior occurs):

Alternative / Replacement Behaviors to be Taught/Reinforced:
using his words to request a break

Setting Change:

[REDACTED] will be prepped for what is expected of him in the classroom.

Reinforcers:

Recess times, based on a token economy of coins.

Student ID: [REDACTED]

WASSID: [REDACTED]

Date of Birth: [REDACTED]

[REDACTED]

Behavioral Intervention Plan

Consequences for Target Behavior:
Positive rewards, recess time

Person(s) Responsible:
Teacher/Para-educator

Data Collection Procedures:
Teacher data sheet, indicating how many tokens he earns each day.

Behavior Plan

Student Plan

Start student on DPR forms- begin to track behavioral data

If student remains in the classroom and follows instructions he earns a 4 on his DPR

If student completes his work but has to leave the room he earns a 3 on his DPR

If student refuses to work and owes time he earns a 2 on his DPR

If student is physical towards others or property he earns a 1 on his DPR

- If student earns a 4 after each section he can pick from his rewards list.
- If student earns all 3's and 4's for the week, he can pick a big reward on Friday.

Ignore non-safety related behaviors.

If student is in class and refuses to complete work give him the direction ensure his understanding and walk away, allow him five minutes to make the correct decision to get to work. Offer to student the option of completing his work in class or completing his work in special education teacher's room (give direction and walk away).

This may sound like: "(student's name) the direction is _____ (provide visual)"

Then after 5 minutes, if he has still chosen to not get to work begin script:

Precision Commands: * Mild *Brief *Calm *Consistent *Short time

Verbal/Visual Reminder: (Allow 20 to 30 sec. to comply after you give a direction. Then proceed to redirect.)

Step 1 – name, description, praise

"(student name) please get started on your reading, thank you."

After three minutes:

Step 2 – name, need, description, praise

“(student name) I need you to please start on your reading thank you.”

After four minutes:

Step 3 – name, need, description, consequence =

“(student name) I need you to start on your reading or you will owe me time.”

(If student follows directions at any point in this series verbally reward him)

*If student fails to make a choice (going to a different room) or get to work after five minutes say to student:

“(student name), you are not following directions, until you can begin working you will be owing me time.” (Start the timer).

*If student gets to work stop the timer and verbally praise him for getting to work. Then at an appropriate break (recess, lunch, and lunch recess) he will stay and not be able to participate until after his minutes are owed.

- Minutes owed are completed in quiet room

-The time may go over to the next morning. If student refuses to go to the bus or get ready for the day use the same directions and begin minutes owed. He will then owe the minutes in the “quiet room” the next morning.

- Minutes owed can carry over to parent’s house when appropriate.

RELATED SERVICES PLAN:

If student refuses to come to service, follow the script if he owes times it will be completed at home. And nothing is recorded on his DPR.

** If student displays any safety related behaviors he will be suspended and start his following day in the quiet room, until he completes an assignment and is compliant.

** If student at any point becomes verbally threatening staff are to call special education teacher or principal.

Choice Board

Monday	Tuesday	Wednesday	Thursday	Friday
Word List				
Tidy Pod				
Run Errand				
File Folders				
Music Games				
5 Min Walk				
5 Min Recess				
Xtra Math				
Fluency Time				
Snack A.M.				
Missed Work				
Phone Call				
Game				
Snack P.M.				
5 Min Choice				

Daily Progress Report

Student Tools

Timer: use timer to implement behavior plan and to offer a countdown for preparation of a transition

White board and marker: use as an accommodation to writing assignments or as a reward for positive behavior

BittyBottoms: use as a tool to keep student in his/her seat. BittyBottoms is a round plastic sit-upon with small beads inside, designed to offer sensory integration

Stress ball: use when student is becoming irritable and frustrated with task. Offer a “break” for student to squeeze the ball and have time alone

Magnetic numbers and letters: these should only be used for reinforcement. They are highly reinforcing but can be obsessed over.

Cardboard clock with marker: this math manipulative is a helpful tool to engage in math related activities, it can be used as a reinforcer

Books: books can be used as a break activity when the classroom environment becomes over stimulating

Gogurt (yogurt to go): is the students most preferred snack and will often do challenging tasks if one is offered for a reward.