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Using Visual Supports with Students Accessing an Adapted Curriculum

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EDCI 589 Applied Research

University of Mary Washington

Summer 2013

I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work. *Courtney Dettinger*

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Introduction

Problem Statement

Research shows that visual support strategies are important adaptations and accommodations for students accessing an adapted curriculum (Cohen & Sloan, 2007). Such adaptations and accommodations are vital to the success of most children accessing an adapted curriculum. In my classroom experience, many teachers in general education and adapted curriculum classrooms stopped using the visual support strategies prematurely, leading these students to revert back to problem behaviors, such as difficulty transitioning between preferred and non-preferred activities and difficulty transitioning between two activities. These problem behaviors may be an indication that the issues at the root of the behavior are not being addressed or accommodated. Unless these issues are addressed, students accessing an adapted curriculum may struggle with maintaining appropriate behavior throughout the day. This may lead to problems for the students having access to a free and appropriate public education in the least restrictive environment.

Rationale

I have worked in a variety of support positions educating children with disabilities for 13 years. Those roles include Assistant Teacher, Vocational Assistant/DLS, Education for Employment Manager, Autism Paraprofessional, Behavior Support Assistant, Behavior Paraprofessional and Substitute Teacher. I was actively involved in many different classrooms and learned many strategies through observation and direct instruction from these teachers and related services providers. I worked for Phillips Programs for Children and Families (Phillips) for seven years. This program serves children with a variety of disabilities who were unable to remain in their school district due to co-occurring emotional or behavioral disabilities. The

administration at Phillips believes in thorough and ongoing training for all staff interacting with the students during their school day. This background gives me a unique perspective when looking at ways for best supporting students with behavioral challenges.

Research Questions

1. What are the indicators of students who need an adapted curriculum?
2. What are the benefits of using visual supports with students accessing an adapted curriculum?
3. What training are teachers receiving regarding the use of visual strategies and why they are effective?

Literature Review

Indicators of Students who Need an Adapted Curriculum

Addressing the issue of the indicators and behaviors of students who need an adapted curriculum requires an understanding of what an adapted curriculum is and how it is different from the general curriculum. All children are educated with their peers unless certain criteria are met. The criteria are that first a child must be identified as a student with a disability who requires special education services and then the Individualized Education Program (IEP) team determines that an environment away from the child's non-disabled peers is the least restrictive environment (United States Department of Education (USDOE), 2004; Virginia Department of Education Division of Special Education and Student Services (VDOE Dept. of Spec. Ed. Ser.), 2010). The recognized disability categories in Virginia are "autism, deafness, deaf-blindness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment, including blindness" (VDOE Dept. of Spec. Ed. Ser., 2010, p. 19).

Special Education is specifically designed to meet the individual needs of the child with a disability (USDOE, 2004). This means that the instruction can include adaptations, accommodations and modifications to the general curriculum. Adaptations can be as simple as changing the seat of a child who is distractible, adapting a lesson to benefit all learners in the classroom, or using visual support strategies such as a written schedule or a graphic organizer. Accommodations are changes that allow a student to overcome or work around his disability, while a modification is a change in what is taught or what output is expected from the student (National Dissemination Center for Children with Disabilities (NICHCY), 2010). Frequently, a student can be successfully included in the general education classroom if the appropriate adaptations, accommodations and modifications are provided. The curriculum does not always require modification, especially if a teacher in a general education classroom provides differentiation of instruction to reach the majority of students (Statewide Parent Advocacy Network, Inc: Parent Training and Information Center (SPAN: PIT), 2012). If a student can actively participate in the instruction or activity and have the same outcomes as his non-disabled peers, modification is unnecessary. If that is not the case, the IEP team should follow a decision making process. This process should include selecting the instructional arrangement, selecting the lesson format, employing student-specific teaching strategies and selecting curricular goals specific to the lesson (SPAN: PIT, 2012). Additional considerations are engineering the physical and social classroom environment, designing modified materials, selecting natural supports and supervision arrangements, and assessing the effectiveness of the adaptations and, if they are ineffective, designing an alternate activity (SPAN: PIT, 2012).

The general curriculum is defined by the VDOE Dept. of Spec. Ed. Ser. (2010) as "...the same curriculum used with children without disabilities adopted by the school for all children

from preschool through high school. The term relates to the content of the curriculum and not to the place where the curriculum is taught” (p. 29). Therefore, a child with a disability can access an adapted curriculum regardless of his educational placement. Educational placements can include “... general education classes, special education classes, special education schools, home based instruction, home bound instruction and instruction in hospital and institutions” (USDOE, 2004, Sec. 300.39(a)(1)(i); VDOE Dept. of Spec. Ed. Ser., 2010, p. 33). Ideally a child with a disability will receive his education in general education classes, but if he is unsuccessful in general education classes even with access to appropriate aids and services, he can access a combination of general education and special education classes. The concept of full inclusion, although laudable, is still a controversial topic that exceeds the scope of this paper.

Benefits of Using Visual Supports with Students Accessing an Adapted Curriculum

Reasons for using visual supports with children with disabilities. Most people use visual supports every day as tools to maintain organization. Some examples of visual supports are the family calendar hanging on the refrigerator, grocery lists and highlighting textbooks to remember important concepts. Most children with autism spectrum disorders and other developmental disabilities have communication difficulties. They also have much stronger visual skills that make visual tools beneficial in educational activities and other areas of communication (Brill, 2011). Visual supports can be helpful with language development, memory, sequencing, attending, motivation, and social skills (Cohen & Sloan, 2007). A variety of visual supports can be created quickly and easily with the use of specialized software or pictures from the internet for students with significant cognitive limitations (Breitfelder, 2008; Brill, 2011). Visual supports help students with disabilities to be more independent because they

explicitly communicate rules and expectations. The visual supports allow students to participate in the classroom with less assistance from others.

Examples of visual supports. Commonly used visual supports include activity schedules, calendars, checklists, color coding, comic strip conversations, graphic organizers, manipulatives, mnemonics, picture exchange communication system, pictures and photos, sign language, social stories and video modeling (Cohen & Sloan, 2007). Other visual supports are pictures or nametags to communicate where students should sit, tape on a floor to indicate where a student should stay, tape on the floor to indicate where students should wait for their turn at an activity, and labeling shelves and cabinets to indicate where items should go when a student is finished using the item (Kabot & Reeve, 2010). Educators should have an understanding of what many of the visual supports listed entail, but some of the more specialized supports require a description to aid in understanding.

Comic strip conversations are used as a positive behavior support because the focus is on the desired behavior rather than the consequences for engaging in the undesired behavior (Cohen & Sloan, 2007). If a child struggles with taking turns with peers, a comic strip conversation can be created to support the student. The comic strip can show one frame with child one being asked to share a swing, followed by another panel showing child one allowing child two to swing and a third panel showing child one using the swing again. This support can help children build stronger social relationships and problem-solve challenging social interactions (Moody, 2012).

The Picture Exchange Communication System (PECS) is an augmentative communication system for non-verbal or limited verbal students that is taught in a systematic way by educators or related service providers who have been trained in the implementation of the program (Cohen & Sloan, 2007). PECS teaches individuals to initiate communication, gain

the attention of the person the request is being made to and hand the picture or sentence strip to that person (Cohen & Sloan, 2007). The PECS book should contain pictures of items the student might need or want to request (Breitfelder, 2008). When a child is able to communicate basic wants and needs, behavior tends to improve. A PECS book can be made from an inexpensive polypropylene binder that can be cut to allow access to the sentence strip from any page in the binder (Breitfelder, 2007). PECS books are available for purchase from Pyramid Educational Consultants (www.PECS-USA.com) and are more durable than one made from inexpensive materials.

Social Stories are stories in picture/word format describing the appropriate use of a target social skill or rule (Cohen & Sloan, 2007). They use a combination of visual and auditory input to explicitly communicate the who, what, when, where and why of specific social situations (Moody, 2012). Social Stories can be written to explain upcoming changes in routine or new and anxiety producing activities such as going to the dentist or going somewhere that might cause sensory overload or other challenges.

Video modeling involves one or more people modeling a target behavior that has been recorded for later viewing and is most successful when the model is similar in age to the target audience (Cohen & Sloan, 2007). This is similar to Social Stories but the scenarios are being watched rather than read (Buggey, 2009). The ability of the child to attend is vital to the success of this strategy, which should increase due to the enticing nature of videos (Buggey, 2009).

Another important visual support is an outline of the material to be covered, displayed for all students to see (Vaughn, Bos & Shumm, 2011). This can be displayed using an ELMO or SmartBoard. This method is further supported by Spellings, Justesen, Knudsen & Wolf (2008) when they recommend using a variety of audio visual materials when presenting academic

lessons. An additional visual support that can be paired with the outline is an adaptation of Cloze notes where a worksheet is distributed to the class with some words missing, indicated by a blank line. During a lecture, the teacher will display the complete notes, allowing students to fill in the blanks from the version that is displayed.

Visual supports as behavior modification tools. A variety of programs are available to help children with emotional or behavioral disabilities, but such programs require the ability to engage in higher level thinking (Jaime & Knowlton, 2007). Children with intellectual disabilities with co-morbid emotional or behavioral disabilities tend to be served in programs with other students with intellectual disabilities. Such placements can create challenges for the teachers who may be unprepared for assisting students with emotional or behavioral disabilities in modifying their behavior (Jaime & Knowlton, 2007). These students struggle with having the motivation to remain on task due to the difficulty they face when trying to acquire a new skill (Cohen & Sloan, 2007). These situations can lead to placements in more restrictive environments such as special education schools if the student's needs cannot be met effectively.

Children with behavioral difficulties benefit the most from the use of visual supports because they gain an understanding of the expectations and schedule for the day (Jaime & Knowlton, 2007). These children learn that math is followed by language arts and they will not have to work on math for the entire day. The use of a visual schedule tells them what the day will look like, which helps reduce anxiety and reduces the need for verbal prompting. Positive reinforcement is an effective motivator for increasing desired behavior (Cohen & Sloan, 2007). Visual supports can also be used when creating a behavior intervention plan by having a chart that shows what the student has earned if he is earning check marks or tokens. This visual reminder can serve to motivate the student to continue producing the behavior that allows him to

earn more check marks or tokens. Token boards or charts with check marks are usually paired with a more reinforcing item that can be purchased with the specified number of tokens or checks (Jaime & Knowlton, 2007).

Visual cues can help students line up appropriately and keep their hands to themselves (Kabot & Reeve, 2010). When appropriate space is maintained between students in a line, they are less likely to become frustrated with the proximity of others thereby reducing the need to push the other students away. The specific needs of the child should be considered when developing visual supports, but portability of the visual supports will increase their accessibility, which helps to reduce problem behaviors (Cohen & Sloan, 2007).

Benefits of visual supports in the general education classroom. Any student who has difficulty with auditory processing, impulse control, waiting for things, knowing what will happen next, anxiety, any of the executive functions, memory, or students who are visual learners will benefit from the use of visual support strategies. A child who does not have any of these difficulties will also benefit from the use of visual support strategies because information presented both orally and visually is more likely to be recalled later, especially with the addition of kinesthetic input (Cohen & Sloan, 2007). Concepts such as Universal Design for Learning are becoming more prevalent, requiring general education teachers to provide a wider variety of supports to make the general education class accessible to more students than in the past (Hallahan, Kaufman & Pullen, 2009). Universal Design for Learning (UDL) is an idea that developed from the architectural principles of universal design, which dictates that the design of new buildings and tools make them usable by the widest possible population of potential users (Hallahan, Kaufman & Pullen, 2009). Therefore, UDL is a concept that makes learning accessible to more students in inclusive programs by modifying the curriculum to meet the needs

of the widest variety of students possible (Hallahan, Kaufman & Pullen, 2009). Visual supports can help with Universal Design for Learning and will make the children with disabilities less obvious to their peers because the visual supports are there for everyone, regardless of ability or disability.

The decision to fade out visual supports. The next consideration is whether or not to fade out the use of visual supports and how to do so. The ultimate goal is to decrease dependence on visual cues to develop more independence (Kabot & Reeve, 2010). The fact that most people use visual supports to help with organization and memory illustrates that it is not always necessary to fade out their use. The questions that should be addressed when making the decision are “What are the student’s peers using for visual supports? Will the student maintain the same level of independence without the visual support? What supports are more readily responded to by community members, serving as reinforcement for the use of the support” (Cohen & Sloan, 2007, p. 133)? Some things to consider before removing a support are whether using the support is typical for the student’s peers, if the removal will lead to less independence or reduce the student’s ability to be understood. In these cases the supports should not be removed. Sometimes a visual support can be faded out in one environment but cannot be faded out in another. For example, a student no longer requires the visual support in the self-contained classroom but continues to need it in the general education classroom to maintain independence (Kabot & Reeve, 2010).

How to fade out visual supports. Fading visual supports can be challenging and there are a variety of methods to use, but one needs to be careful not to fade them out too quickly (Cohen & Sloan, 2007; Kabot & Reeve, 2010). Fading supports by size involves reducing the dimensions of the support with either a photocopier or the software used to create the visual

(Cohen & Sloan, 2007). Fading supports by form can be accomplished by changing solid lines into dotted lines, making the dotted lines lighter until the visual is not visible or by putting one layer of wax paper at a time over the visual until it is no longer visible (Cohen & Sloan, 2007). One idea is to remove sections of tape from the visual on the floor (Kabat & Reeve, 2010).

Other options for fading out visual supports include removing individual components of the support, moving from least to most relevant of the components, and fading the support by trial such as presenting the support for the first nine trials and withholding the support on the tenth trial (Cohen & Sloan, 2007). Additional options are reducing the number of trials where the support is presented with each successive trial and using time delays and fading to more natural supports and schedules of reinforcement (Cohen & Sloan, 2007). If the visual support relates to a task analysis, the visuals relating to the first or last steps can be removed one at a time until the visual support is no longer needed (Kabat & Reeve, 2010). When a student has become dependent on a support, providing heavy reinforcement for independent behavior will solve this problem (Cohen & Sloan, 2007).

Training Teacher's Receive Regarding the Use and Benefits of Visual Supports

Research in special education teacher preparation is limited. This is an area of concern that is important to the issue of the use of visual supports to support students accessing an adapted curriculum. Jaime & Knowlton (2007) mention that some students with intellectual disabilities have co-morbid emotional or behavioral disabilities, which can challenge teachers who lack the skills for helping such students, despite being fully licensed, qualified and experienced to teach students with intellectual disabilities.

This is because these students require supports and assistance beyond the scope of the typically trained teacher or service provider (Jaime & Knowlton, 2007). Carefully selected field

experiences during teacher preparation can help with this issue. This solution requires the mentor teacher to have the knowledge of research based behavioral interventions for children with intellectual disabilities and co-morbid emotional or behavioral disabilities. Brownell, et al (2005) point out that special education teacher preparation programs that include carefully designed field experiences, allowing pre-service teachers to incorporate information acquired in coursework could facilitate better knowledge and skill development for beginning teachers.

As the push for inclusive education is becoming stronger, more effort needs to be placed on enabling all pre-service teachers to adapt materials and diversify education to meet the needs of a majority of learners rather than teaching to the middle. A majority of teacher preparation programs have separate curriculums for preparing teachers for general education classrooms and special education classrooms, but the number of students with disabilities in general education classrooms is rising at a steady pace (Fullerton, Ruben, McBride & Vert, 2011). Secondary teachers and secondary special educators report feeling insufficiently prepared by their teacher preparation programs to face the responsibilities placed on them, a third reporting receiving guidance on collaboration and less than half in adaptations (Fullerton, et al, 2011). Roughly one third of undergraduate special education licensure programs and less than 25% of master's degree programs require assistive technology (AT) coursework despite the federal mandate in the Individuals with Disabilities Improvement Act that every student with an IEP be considered for AT (Judge & Simms, 2009). AT is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve functional capabilities of a child with a disability (USDOE, 2004, Sec. 602(1)(A)). Given this definition, visual supports are considered AT. The majority of novice

teachers are woefully unprepared for meeting the needs of students with intellectual disabilities and co-morbid emotional or behavioral disabilities and students with ASD's.

Current teacher preparation models can be categorized as discrete, integrated and merged (Fullerton, et. al., 2011). The discrete model has separate general and special education programs, the integrated model also separates general and special education but faculty work to provide experiences that allow general and special educators to learn about the other program, and merged programs use a single curriculum to educate general and special education students (Fullerton, et.al., 2011). The evaluation of a merged secondary and special education program concluded that graduates developed competencies in differentiated planning, assessment and instruction in content area classrooms that had accommodations embedded into the planning process (Fulerton, et. al., 2011). Further findings include active engagement in collaboration with colleagues, success in teaching in diverse inclusive classrooms, and principal descriptions of being able to differentiate for both high and low achievers. Graduates of this program who had taken traditional positions as special educators or content area teachers did not identify with either role, viewing themselves as a bridge between special education and general education and noting the importance of collaboration skills. Additional research brings up the issue of teacher training.

Children with autism spectrum disorders (ASD) are not categorized as children with emotional or behavioral disorders but they do require specialized behavior management plans due to their challenges in social interaction, language, communication and behavioral flexibility (Probst & Leppert, 2008). Probst & Leppert (2008) designed a study to assess the outcomes of a training program for 10 teachers working with children with ASD. The key goals of the training program are for the teachers to acquire knowledge of the characteristics of individuals with ASD

and learn evidence-based methods and skills for effective teaching and management of children with ASD in the classroom. The focus of the methods of instruction is antecedent interventions, structured teaching and visual supports. The results of the study indicated improvement in behavioral symptoms of the children with ASD. This study illustrates the effect of in-service training in the use of visual supports and other methods on the behavior of children who require support and assistance beyond the scope of typically trained teachers. The reliance on in-service teacher education to ameliorate the affects of pre-service curriculum weaknesses is inefficient and less likely to lead to long term change in practice (Kaplan & Lewis, 2013). When training occurs during pre-service teacher preparation, it is less likely to be met with resistance as it becomes part of a teacher's resources before she begins her practice.

Conclusion

General curriculum is used with children without disabilities adopted by the school from preschool through high school. Adapted curriculum is the general curriculum with adaptations, accommodations and modifications to make the general curriculum accessible for all students. Visual supports are one method of adapting, accommodating and modifying the general curriculum for students with disabilities.

The effective use of visual support strategies to support students accessing an adapted curriculum is a vital component to success for students with cognitive disabilities and co-morbid emotional or behavioral disabilities and students with ASD's. Students who are participating in the general education classroom and accessing an adapted curriculum benefit from, and may only be successful with the use of visual support strategies. Visual support strategies help special needs students but are also beneficial for all students, especially students who are visual learners.

A variety of visual supports are available in order to adapt, accommodate or modify the general curriculum. The goal of using visual supports is increased independence for the student using them. Sometimes it is preferable to leave the visual support in place because removal of the support can cause more problems.

Children with intellectual disabilities and co-morbid emotional or behavioral disabilities and children with ASD's require teachers with training beyond what most typically trained teachers receive. Most teachers feel unprepared to manage the responsibilities placed on them with increasing numbers of children with disabilities being placed in general education classrooms. Even special education teachers feel unprepared for the challenges they face in self-contained classrooms. Teacher preparation programs need to make changes and provide detailed instruction in the use of visual support strategies in all classrooms so teachers will not feel unprepared for the positions they are hired to fulfill.

Introduction to Application

The application is a training module that will list resources for further information and examples of visual supports. It will also list ways of modifying the examples to meet the individual needs of students. This will help teachers who do not feel adequately trained in the use of visual supports.

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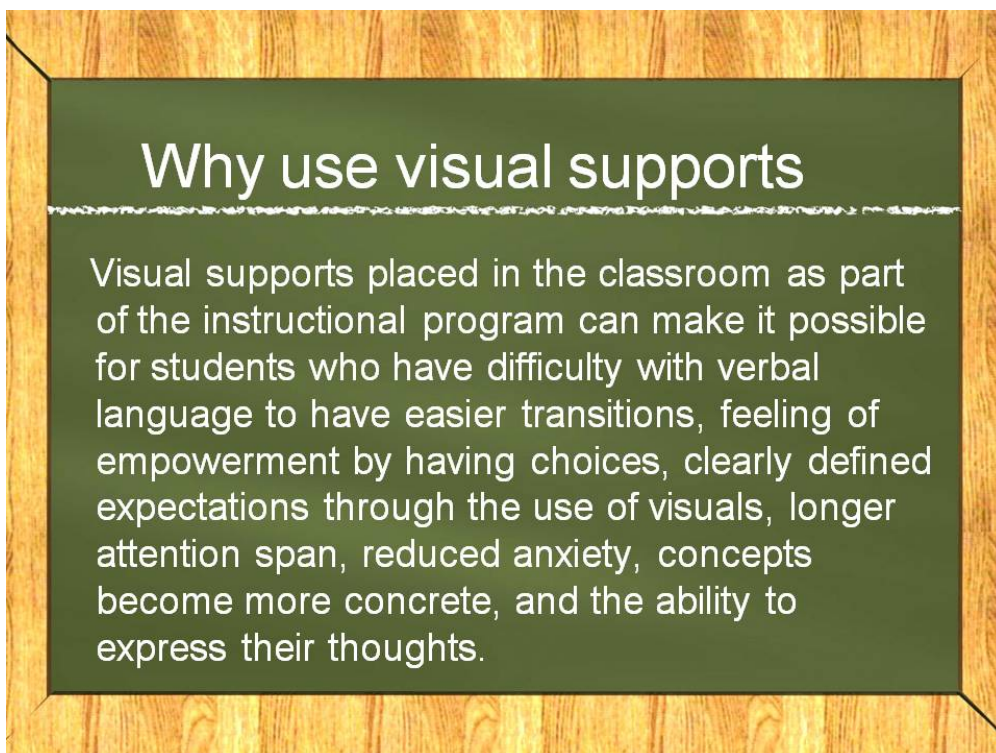
Appendix

Application



Visual Supports Training

- Why use visual supports
- What are the types of visual supports
- Examples
- Resources



Why use visual supports

Visual supports placed in the classroom as part of the instructional program can make it possible for students who have difficulty with verbal language to have easier transitions, feeling of empowerment by having choices, clearly defined expectations through the use of visuals, longer attention span, reduced anxiety, concepts become more concrete, and the ability to express their thoughts.

Why use visual supports

- Most people use visual supports every day as tools to maintain organization.
- Visual supports can be helpful with language development, memory, sequencing, attending, motivation, and social skills
- They benefit students needing extra assistance with organization, academic and life skills, communication, social interaction and behavior management.

Why use visual supports

- Children with a diagnosis of autism, ADHD, developmental disabilities, learning disabilities and behavioral disabilities can have difficulty with verbal language.
- One of the most effective ways to get students to process language is through the use of visual supports.
- Some children with disabilities exhibit behavioral problems because they have a hard time processing and understanding verbal language.

Why use visual supports

- Visuals can help structure a student's environment.
- Visual tools assist students in processing language, organizing their thinking, remembering information, and many other skills necessary to participate effectively.
- They help students with disabilities to be more independent because they explicitly communicate rules and expectations.

Why use visual supports

- The visual supports allow students to participate in the classroom with less assistance from others.
- Differentiating instruction by teaching with multi sensory methods, helps all children retain instruction more effectively.

What are the types of visuals

- Activity Schedules
- Calendars
- Checklists
- Color Coding
- Graphic Organizers
- Manipulatives
- Mnemonics
- Sign Language
- Comic Strip Conversations
- Social Stories
- Video Modeling
- Pictures Or Nametags
- Tape On the Floor
- Labeling Shelves And Cabinets
- Picture Exchange Communication System (PECS)
- Token Boards
- First Then Cards

Activity Schedules

Activity schedules let students know what is happening that day. A schedule can be a large picture with smaller words to help with literacy, small pictures with larger words or words only for students who can read well, even when stressed.



<http://eex4763fall.wikispaces.com/Communication+Board>



<http://journals.cec.sped.org/teplus/vol4/iss5/art2/>

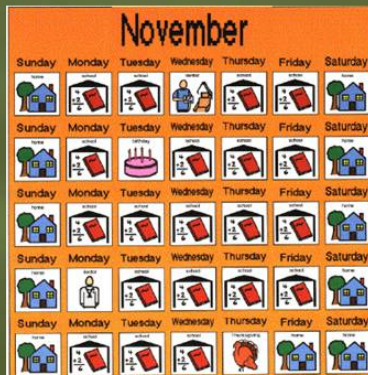
Activity Schedules

Annie Lamb's Schedule 2012-2013	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Attendance/Lunch/Calendar	Attendance/Lunch/Calendar	Attendance/Lunch/Calendar	Attendance/Lunch/Calendar	Attendance/Lunch/Calendar
8:00-9:00	Phonemic Awareness Being a Reader Handwriting Reading Instruction	Phonemic Awareness Being a Reader Handwriting Reading Instruction	Phonemic Awareness Being a Writer Handwriting Reading Instruction	Phonemic Awareness Being a Writer Handwriting Reading Instruction	Phonemic Awareness Being a Writer Handwriting Reading Instruction
9:00-9:20	Recess	Recess	Recess	Recess	Recess
9:30-10:00	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.
10:00-10:50	Math	Math	Math	Math	Math
10:50-11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	P.E.	P.E.	P.E.	P.E.	P.E.
12:00-12:40	Art	Spanish Lab	Computer	Music	Library
12:40-2:00	Literacy Centers Intervention	Literacy Centers Intervention	Guidance 12:40-1:10 Literacy Centers	Literacy Centers Intervention	Literacy Centers Intervention
2:00-2:30	Snack/Pack/Rest	Snack/Pack/Rest	Snack/Pack/Rest	Snack/Pack/Rest	Snack/Pack/Rest
2:30-2:40	Review/Dismissal	Review/Dismissal	Review/Dismissal	Review/Dismissal	Review/Dismissal

<http://alamb.wiki.hoover.k12.al.us/Class+Schedule>

Calendars

Calendars communicate the anticipated schedule and let's everyone know if something important is going to occur in the near future.



<http://card.ufl.edu/content/supports/calendars.html>

Sign Language

Sign Language can be a communication tool and can be a method of communicating something to one student without drawing unnecessary attention to the student.



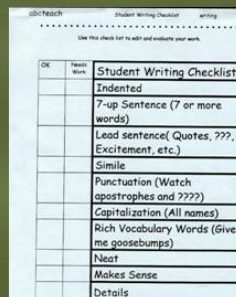
<http://wdict.net/img/baby+sign+language.2.jpg>

Checklists

Checklists are a memory aid and helps students complete steps in the correct sequence if that is an important element of the assignment.



<http://teacherstrong.wordpress.com/2013/03/14/writing-checklists-and-proud-writers/>



<http://kj009.k12.sd.us/writingchecklist.JPG>



<http://themomnyteacher.com/wp-content/uploads/2012/08/grocery-checklist-for-kids.jpg>

Behavior Checklists

Name: Alex
Date: _____
My Self-Monitoring Form

Today in class ...

Was I paying attention to my assigned work?	Y	N
Was I following the classroom rules?	Y	N
Was I paying attention to my assigned work?	Y	N
Was I following the classroom rules?	Y	N
Was I paying attention to my assigned work?	Y	N
Was I following the classroom rules?	Y	N
Was I paying attention to my assigned work?	Y	N
Was I following the classroom rules?	Y	N
Was I paying attention to my assigned work?	Y	N
Was I following the classroom rules?	Y	N

Total number of Y (yes) = ____ My Goal = ____

Signed: _____
Student Teacher Parent

Behavior checklists help students self-monitor their behavior and communicates behavioral expectations.

Figure 4. Kenny's Home-School Behavior Checklist

I'm On Target

Name: Kenny Class: 2nd Grade Date: _____

Week of: 04/04/07

When	Where				
	Home	Class	Store	Library	Other
Listen to directions, get started on my job	X	X	X	X	X
Do my work and hand it in	X	X	X	X	X
Work on my own	X	X	X	X	X
Have a job?	X	X	X	X	X

Monday - Good day at school *Tuesday - Kenny really "on target"* *Wednesday - Kenny really "on target"* *Thursday - Kenny really "on target"* *Friday - You did it!*
Weekend - Kenny really "on target" *On target at school* *On target, looking to go* *On target, looking to go*

<http://www.pedstaff.com/blog/wp-content/uploads/2011/07/myselfmonitoringform.jpg>

<https://people.creighton.edu/~ekw49122/Co-Teaching/Steph%20Paper%20One.htm>

Color Coding



<http://www.asmartstart.com/wp-content/uploads/2010/08/CTMG2443.jpg>

Color coding helps with organization and allows students to locate the correct items quickly.

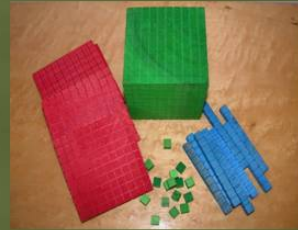


<http://outofourmindstoyours.files.wordpress.com/2011/08/p8148613.jpg>

Manipulatives



Manipulatives provide a visual reference for abstract concepts such as numbers.



<http://www.hand2mind.com/catalog/product?deptId=FRACTIONKITS&d0=78383&prodId=78383>

<http://www.stmichaelschool.us/images/Math-Man-Base-Ten.jpg>



http://en.wikipedia.org/wiki/File:Multilink_cubes.JPG

Mnemonics



<http://coe.jmu.edu/LearningToolbox/images/homes.gif>

<http://xkcdsw.com/3510>

Mnemonics are memory aids.

Comic Strip Conversations

Comic strip conversations explain common social situations and the behavior expectations.



http://www.classinc.net/img/comic_strip_conversations.jpg

Social Stories

General statement of what the child SHOULD do. I keep my hands to myself at school.

General statement of what the child SHOULDNT do. I do not touch other people or things that belong to other people.

Specific statement of what the child SHOULD do. I keep my hands to myself in my classroom, at recess, at lunch and throughout my school.

Validate the child's reasons for the negative behavior. Sometimes, when I feel angry or excited, I want to grab or hit people.

General explanation of why it's not okay. (You can talk about more detail with them outside of the story.) This is a mean thing to do and I will get in trouble.

Give the child some appropriate replacement behaviors. When I feel angry or excited, I will put my hands in my pockets.

IF I do not have pockets, I will squeeze my hands on my wrist until I feel calm again.

www.saywhatyall.wordpress.com

http://saywhatyall.files.wordpress.com/2012/07/social-story-format_thumb1.jpg?w=900&h=608

My Hands

I keep my hands to myself at school.

I do not touch other people or things that belong to other people.

I keep my hands to myself in my classroom, at recess, at lunch and throughout my school.

Sometimes, when I feel angry or excited, I want to grab or hit people.

This is a mean thing to do and I will get in trouble.

When I feel angry, I will put my hands in my pockets.

IF I do not have pockets, I will squeeze my hands on my wrist until I feel calm again.

www.saywhatyall.wordpress.com

http://saywhatyall.files.wordpress.com/2012/07/scan0001_thumb1.jpg?w=663&h=635

Social Stories

Social Stories
Saying Hello and Goodbye

When I come to group and see my friends I let them know I am here by saying hello. I look at their faces and say "Hi." I can also wave my hand while I am saying hi. It is another way to show my friends I am here.




Visiting new places is so much fun! Sometimes when you visit new places you get to meet new people. When you meet someone new it is nice to say "Hi, my name is _____." Saying hi helps us make new friends.

Hi, my name is Sarah!




I love going to school to see all of my friends. When I first get to school I let my friends know I am excited to see them by saying "Hello." It is nice to smile when you are saying hello, it lets people know you are happy.





After playing with my friends and having so much fun it is time to say goodbye. I look at my friends faces and say "Goodbye _____." This lets my friends know that it is time to go home. I can also say "See you soon." So they know I will be back next time.

Bye!!



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http://www.classinc.net/img/social_stories.jpg

<p>Sometimes I feel frustrated or upset.</p> 	<p>It's OK to feel frustrated but I need to stop and calm down.</p> 
<p>My work doesn't need to be perfect. I just need to try my best.</p> 	<p>When I am frustrated or upset I can tell Mrs. Ashley or Mrs. Holbrook and they can</p> 

<http://www.autism-community.com/wp-content/uploads/2011/09/social-story-low-tech.jpg>

Video Modeling

Two children watch a video of students modeling positive behaviors as a method to learn expectations for social and communication skills and work-related activities.



<http://www.ftacnews.vcu.edu/files/mt/boysstv.jpg>

Pictures and Nametags



<http://www.amazingclassroom.com/newsletters/>

<http://www.gekkodots.com/tips-classroom-nametags.html>



Everyone knows where to sit. This also helps students who have a hard time remembering names.

http://www.orientaltrading.com/award-ribbon-name-tag-fents-a2-9_1235.fltr

Tape on the Floor



Everyone knows where to stand and what areas are off limits.



http://catchingreaders.files.wordpress.com/2010/08/img_6830.jpg



<http://1.bp.blogspot.com/-qv-d4lQx5JwI/UDvuf1iYC2I/AAAAAAAAACEM/bxB67YxkXHE/s1600/DSCF4780.JPG>

http://4.bp.blogspot.com/-YDcUEnuy3dY/UC8eAA_3W_I_AAAAAA_AAAAoo/tuMoiXVo8kh8/s1600/IMG_2545.JPG

Labeling Shelves and Cabinets



http://1.bp.blogspot.com/-WjPvTRS8Qx0/Ts5ejTC5W7I/AAAAAAAAALE/RuRh_vkYPU6/s1600/011.JPG

Labeling tells everyone where things belong and helps to reduce clutter. For visual students, less clutter is good.



<http://4.bp.blogspot.com/-sivYxuH2cE8/Ts5fNL8ZajI/AAAAAAAAALU/NZODunDym8/s1600/002.JPG>

Picture Exchange Communication System (PECS)



<http://journals.cec.sped.org/t/ecplus/vol4/iss5/art2/>



<http://www.pecsproducts.com/catalog/images/sm/all-book-blue-detail.gif>

PECS provides children with a reliable communication method. Children who are non-verbal, difficult to understand or who lose verbal abilities when stressed, benefit from the reduction of frustration

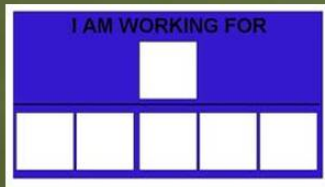


<http://journals.cec.sped.org/t/ecplus/vol4/iss5/art2/>



<http://2.bp.blogspot.com/-M3x3OlxzspM/UDpffldnV3I/AAAAAAdI1XnMmVzn-c/s200/behavior+tools+.png>

Token Boards

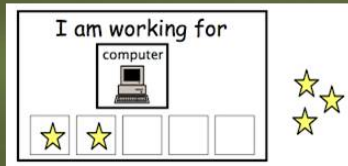


http://abahomebase.wikispaces.com/file/view/token_board_2.jpg/316459878/token_board_2.jpg

Token boards show progress towards the goal reinforcement. This can help motivate reluctant students



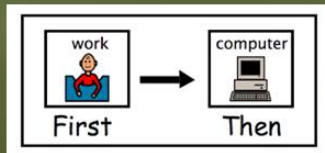
http://123apps4me.com/wp-content/uploads/2012/08/TOS_AppIcon_v2_Token_512-150x150.png



<http://1.bp.blogspot.com/-RR123rFbon0/UDpfjCDkCHI/AAAAAAAAAAQ/7UUFhbh059c/s320/behavior+tools+3.png>

First Then Cards

This is a good strategy for children who have difficulty with transitions or task completion. A non-preferred item usually precedes a preferred item. Using a timer for the preferred activity can help reduce problems with transitioning away from the preferred activity. Having the child chose the next preferred activity helps with transitions as well.



http://3.bp.blogspot.com/-EoqQ_LQliWE/UDpfegxbFBI/AAAAAAAAAAQ/0br8kSyPvNU/s320/behavior+tools+6.png



<http://myausomeson.blogspot.com/2012/08/n-o-vs-first-then.html>

Resources for Free Pictures

- <http://trainland.tripod.com/pecs.htm>
- <http://www.enchantedlearning.com/Dictionary.html>
- <http://www.autismfamilyonline.com/public/department40.cfm>
- <http://www.usevisualstrategies.com/visual-strategies/printable-picture-cards/>
- <http://www.dotolearn.com/picturecards/overview.htm>
- <http://card.ufl.edu/content/visual.html>
- <http://pinterest.com/renar/autsm/>

Training and Other Resources

- <http://www.iris.peabody.vanderbilt.edu/resources.html>
- http://ttaonline.org/staff/s_training/s_training.asp?ini=true
- <http://www.lcps.org/at>
- <http://tarheelreader.org/>
- <http://assistivetech.net/>
- <http://fdlrs.net/docs/ent2010web.pdf>
- <http://www.gatfl.org/LearningDisabilitiesGuide.aspx>

Resources for More Information

- <http://autismtank.blogspot.com>
- <http://card.ufl.edu/content/visual.html>
- <http://abahomebase.wikispaces.com/>
- <http://www.autism.org.uk/living-with-autism/strategies-and-approaches/visual-supports.aspx>
- <http://www.autismspeaks.org/family-services/resource-library/visual-tools>
- <http://mits.cenmi.org/Resources.aspx>

Resources for More Information

- Breitfelder, L. M. (2008). Quick and easy adaptations and accommodations for early childhood students. *TEACHING Exceptional Children Plus*, 4(5) 1 - 15. Retrieved from <http://journals.cec.sped.org/tecplus/vol4/iss5/art2/>
- Buggie, T. (2009). *Seeing is believing: Video self-modeling for people with autism and other developmental delays*. Bethesda, MD: Woodbine House, Inc.
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- Fittipaldi-Wert, J. & Mowling, C. M. (2009, February) Using visual supports for students with autism in physical education. *JOPERD: The Journal of Physical Education, Recreation & Dance*. 80(2), 39-43. Retrieved from <http://www.aahperd.org/publications/journals/joperd/index.cfm>
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Resources for More Information

- Jorgenson, C. M. & Lambert, L. (2012). Inclusion means more than just being "in." Planning full participation of students with intellectual and other developmental disabilities in the general education classroom. *International Journals of Whole Schooling* 8(2), 21 – 35. Retrieved from http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWS_Index.html
- Kabot, S. & Reeve, C. (2010). *Setting up classroom spaces that support students with autism spectrum disorders*. Shawnee Mission, KS: Autism Asperger Pub. Co.

Resources for More Information

- National Dissemination Center for Children with Disabilities. (2010, September). *Supports, modifications, and accommodations for students*. Retrieved from <http://nichcy.org/schoolage/accommodations>
- Spellings, M., Justesen, T.R., Knudsen, W.W., & Wolf, B. (2008). *Teaching children with attention deficit Hyperactivity disorder: Instructional strategies and practices*. Retrieved from <http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html>
- Statewide Parent Advocacy Network, Inc; Parent Training and Information Center (2010-2012). *Curriculum modifications and adaptations*. Retrieved from [http://www.spanj.org/pti/Curriculum Modifications and Adaptations .pdf](http://www.spanj.org/pti/Curriculum%20Modifications%20and%20Adaptations.pdf)