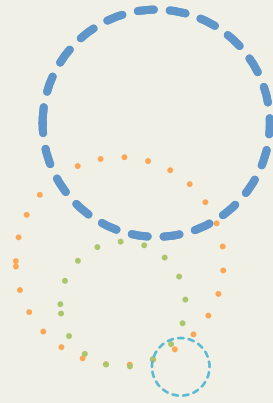


Handout 1.1

Examples of Environmental Modifications

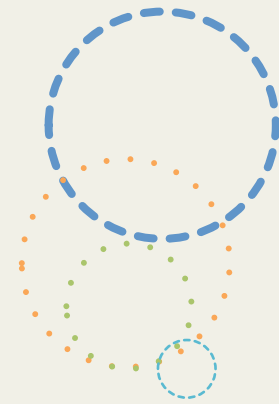


Environmental Modification Examples

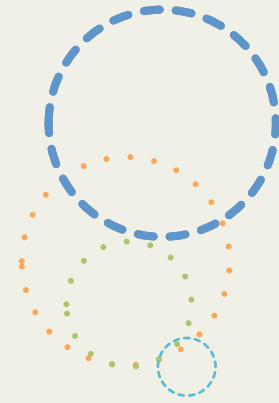


Adults can make environmental modifications to implement embedded interventions. Families and practitioners can change the setup of a room, modify materials or equipment, simplify a task in terms of duration or difficulty, and provide special equipment. View examples of these types of embedded interventions.

Change the Setup of a Room



Placemats taped to the table with reminders of proper plate and cup location as well as a picture of the child helps with mealtime routines.



Railings have been attached to a step stool to support the child in reaching the sink. Orange pliers were attached to the handle so she can independently turn the water on and off. A hose was secured to the faucet to direct the water closer to her.

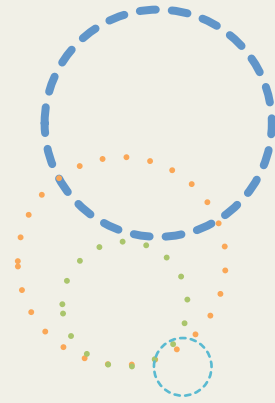


This daily schedule secured with Velcro can be easily changed and used to prepare children for transitions.

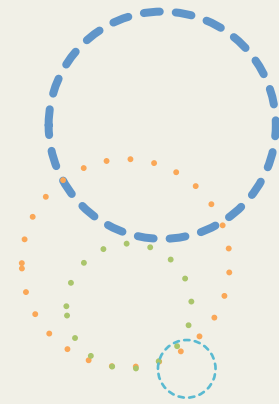


Pictures of the toys have been taped to these low, open shelves to assist children in clean up.

Modify Materials



This big book has been adapted by creating corresponding picture cards of the animals for a child to participate in the reading of the story. Picture cards are laminated or covered in clear contact paper to add durability.

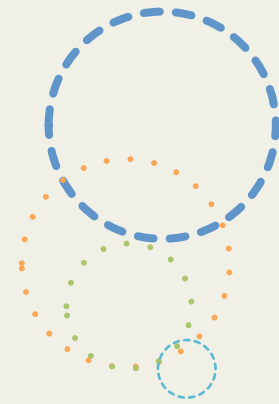


An ordinary paper cup is used as a paint brush to allow a child to easily grasp it, as well as create a different design than he would normally be able to make.

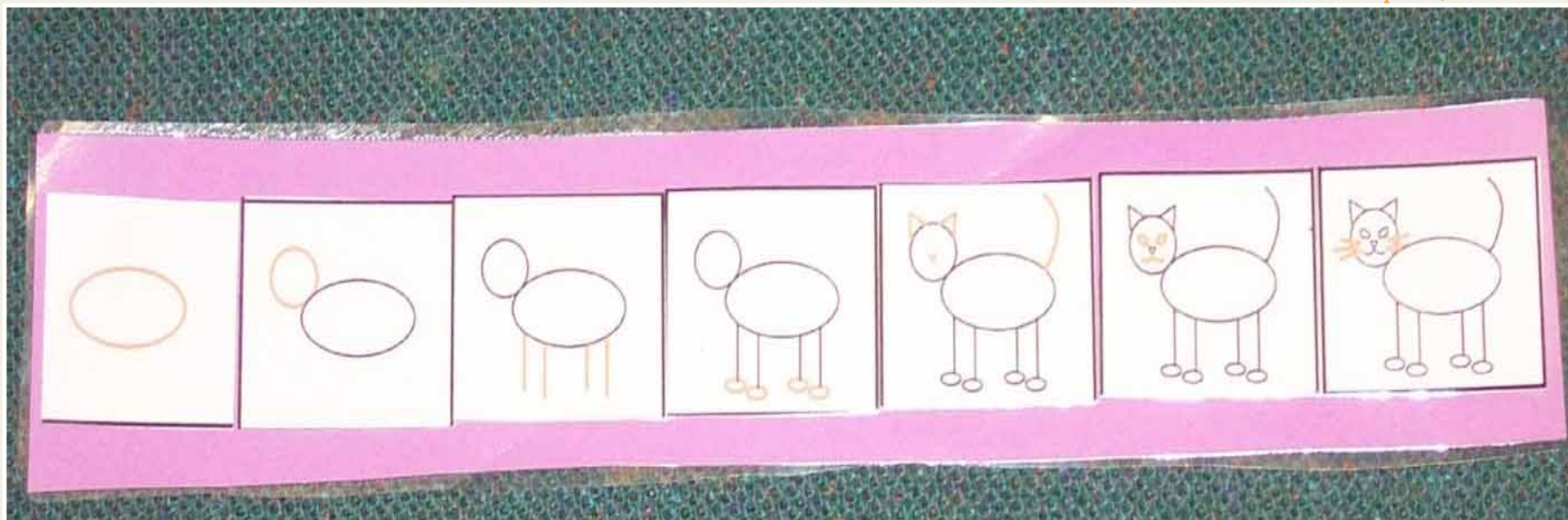
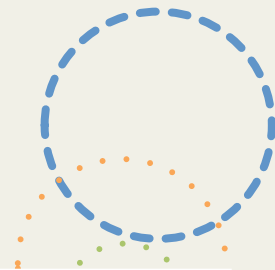


An easel has been created using cardboard, Velcro and duct tape and secured to a work table appropriate to the size of his special chair. In addition, a hand activated device/switch has been connected to allow the child to rotate the gears.

Simplify the Action



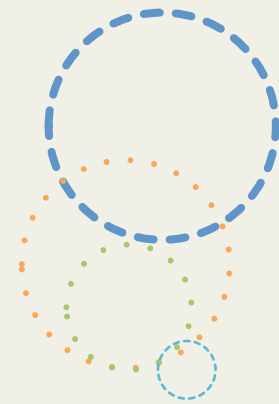
A therapist has broken down a baking activity into more manageable steps allowing the children to do all parts of the cooking.



All children can benefit from picture aids that can help break down the steps, like the one shown above of drawing a cat.

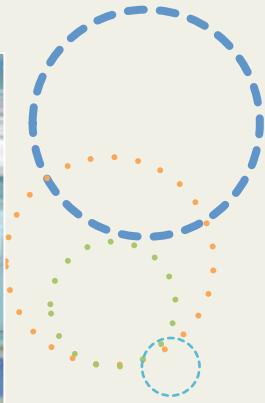


A flip book was made to show the steps of building a train out of Legos[®]. This activity was designed to encourage peer interaction by requiring at least 2 people to be involved in the construction.



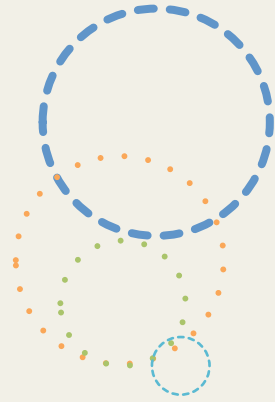


Similar colored materials have been provided, so that a small group of children can produce a classroom art collage on the color brown. A piece of clear contact paper is taped down with the sticky side up so the children can easily attach the objects without having to use glue.

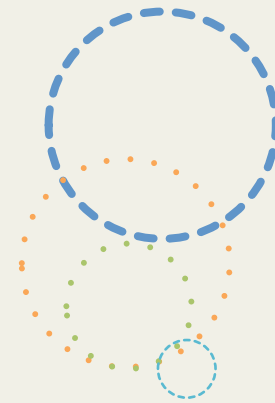


Teachers simplified a cooking activity allowing all the students to participate in helping to make vegetable soup. Classmates are seen here stirring the soup and later they get to enjoy eating it.

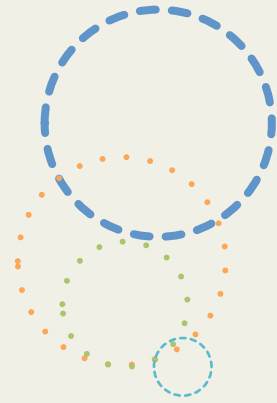
Provide Special Equipment



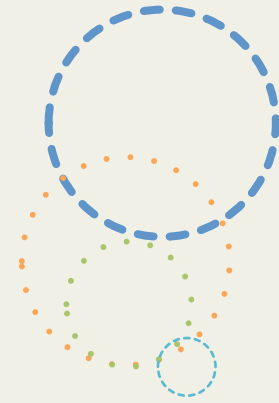
This child uses a special chair with a voice output device attached to say “Trick or Treat” and participate in his school’s Halloween activities.



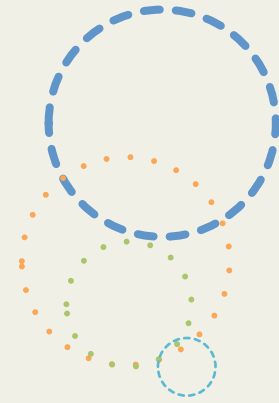
A special chair is used to position a child with low muscle control, on the floor with his peers during circle time.



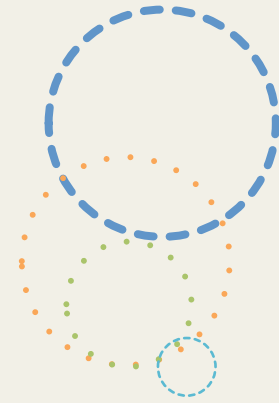
A speech therapist working with this child placed a special chair in a wagon and is using a voice output device placed on his lap for a simple communication exchange.



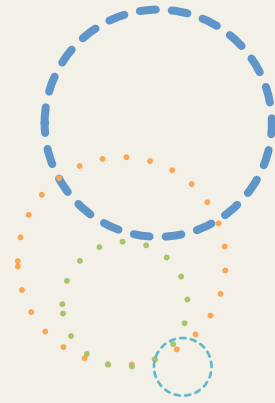
Two types of special equipment are being used here. The wheelchair is an obvious one, but notice the red button the teacher is holding. It is a switch that has been hooked up to the radio/tape player allowing the child to turn it on and off.



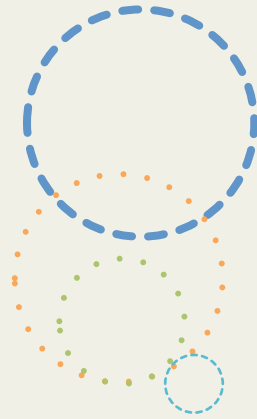
This child uses a walker to move around independently on the playground and wears a helmet to protect her from a possible fall.



Here a child is using a voice output device that allows him to request a toy by pushing on the picture which then says, the name of the toy.



A cube chair is used as a positioning tool to help this child participate in circle time.



Handout 1.2

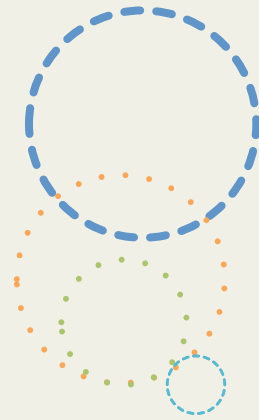
Examples of Peer Support



Handout 1.2
Page 1

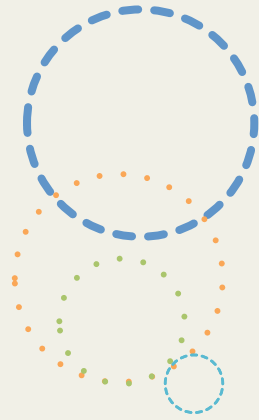
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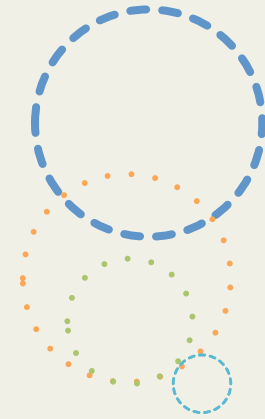
Peer Support Examples

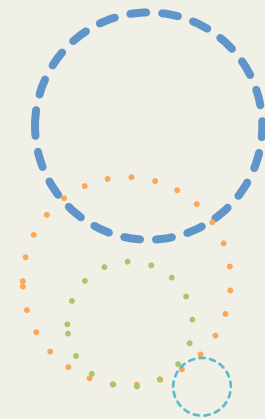


Adults can enlist peers to help children reach goals and fully participate in the classroom, home or community. Families and practitioners can encourage peers to invite the child to join an activity, help the child complete a task, show the child a new skill, and respond to the child appropriately. View examples of these types of embedded interventions.

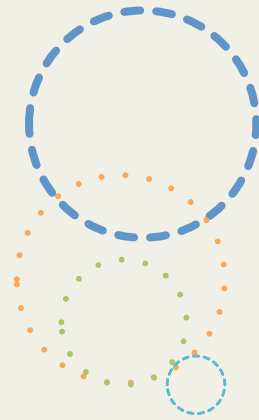
Encourage Peers to Initiate and Respond to the Child Appropriately

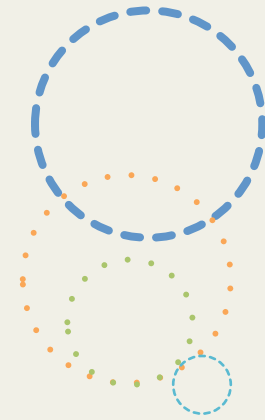


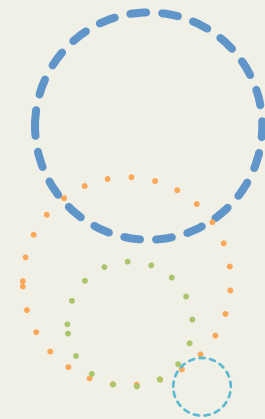




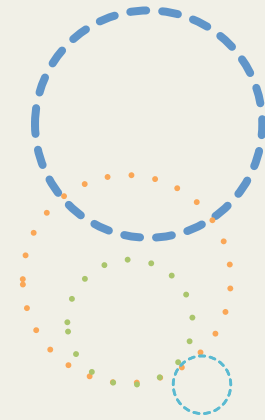
Enlist a Peer to Show the Child a New Skill

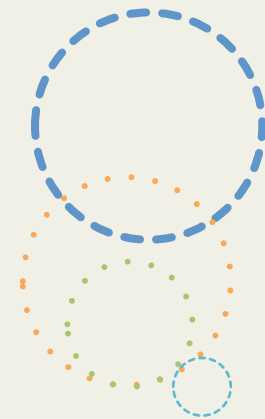


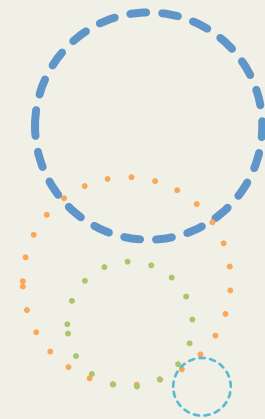




Pair the Child with Another Child Who Can Help Him or Her Complete a Task









Research Summary on Embedded Interventions

RESEARCHERS associated with an Institute of Education Sciences funded project¹ analyzed 38 research studies on embedded intervention. They wanted to find out the following:

- how the practice was defined across different studies,
- who implemented the practice and in what type of settings,
- what the characteristics of the children were and
- whether the practice was beneficial for young children.

Here is what the researchers learned.

How was the practice of embedding intervention defined?

Embedded intervention includes the use of intentional teaching strategies to address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community.

Who implemented embedded intervention and in what type of settings?

Almost half of the people implementing embedded intervention were pre-school teachers. Others were assistant teachers and graduate students. Interventions were implemented in a variety of early childhood settings including preschool classrooms, early childhood special education classrooms, community-based child care programs, and Head Start.

What were the characteristics of the children who participated in the research?

About two-thirds of the children were boys. The children ranged in age from 2-7 years. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, autism, or Down syndrome.

Was the practice of embedding intervention beneficial for children?

Almost every study showed that children acquired targeted skills or made progress across a number of areas including language and communication, motor and adaptive skills, cognitive development, pre-academic skills, and social-emotional development. Slightly less than half

Handout 1.3

of the studies also reported that many children maintained these skills or used them in new ways, once the intervention had ended.

Bottomline on the effectiveness of embedded intervention

Embedded intervention that involve intentional teaching on targeted skills appears to be an effective practice to help early childhood teachers address the learning goals of children with disabilities who are 2-7 years old within everyday activities, routines, and transitions. The research suggests that there are a variety of ways of implementing this practice that include making changes to the curriculum or learning environment, taking advantage of natural learning opportunities throughout the day, using systematic instructional procedures, and enlisting support from children's peers. Embedded intervention can be used effectively to help children learn across many domains including social-emotional development, communication, and school readiness.

¹Snyder, P., Hemmeter, M.L., Sandall, S., & McLean, M. (2007). *Impact of professional development on preschool teachers' use of embedded instruction practices*. Grant awarded by the Institute of Education Sciences to the University of Florida (Project No. R324A070008). The information presented in this brief was adapted from work completed by project investigators and staff and does not represent an official position or policy of the Institute of Education Sciences.



Policy Advisory

The Law on Inclusive Education

INCLUSION

is the principle that supports the education of children with disabilities alongside their non-disabled peers rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since *Brown v. Board of Education* held that separate was not equal, inclusion has been part of this requirement to provide equal educational opportunities. But the primary source for the inclusion requirement is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the “least restrictive environment” (§1412(a)(5) and §1413(a)(1)). For infants and toddlers (ages 0-3) with disabilities, IDEA promotes the use of “natural environments” for early intervention services (§1432(4)(G)).

Considerations for compliance with inclusion requirements

IDEA can be complicated and the rules for inclusion are no exception. This advisory only discusses the general rules. But if you want an easy way to ensure compliance without having to learn all of the ins and outs of the inclusion mandate in federal law, simply do the following:

- (1) Think of children with disabilities as children first and foremost, wanting and needing all the same developmental and educational opportunities as children who are developing typically.
- (2) Do whatever you can—provide any aids and services—to prevent separating children with disabilities from their peers in placement, in what they are taught, or in any other activities.

Why does federal law support inclusion in schools and services?

While inclusion is justified as part of equal educational opportunities, in enacting IDEA (and in each subsequent revision of the law) Congress has also recognized the benefits of inclusion. Section §1400(5) of IDEA states:

“Almost 30 years of research and experience has demonstrated that the

education of children with disabilities can be made more effective by . . . ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.”

In addition to the academic benefits of inclusion, courts have long recognized that there are non-educational benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (*Daniel R.R. v. State Bd. of Educ.*, 1989; *Sacramento City Sch. Dist. v.*

Rachel H., 1994). Federal law thus recognizes and supports inclusion because of the developmental, educational, and social benefits that inclusion provides to children with disabilities.

How does federal law define inclusion and what does it involve?

Inclusion is not specifically defined in the law, but is supported through the equal opportunity, least restrictive and natural environment mandates. Together these requirements support inclusion in three areas: placement of the child with children who do not have disabilities, access to the standard educational or developmental curriculum, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit <http://community.fpg.unc.edu>

Policy differences for different age groups— early intervention (ages 0-3) vs. special education (ages 3-21)

These general principles of intervention underlying inclusion apply to children of all ages (0-21 years): a placement in regular classrooms and settings, access to the general development or educational curriculum, and participation in typical activities. The specific requirements for services in a natural environment (ages 0-3) and education in the least restrictive environment (ages 3-21) differ in two important ways.

First, for children 0-3 years of age, natural environments include homes and other community locations where children without disabilities participate (§1432(4)(G)). Even though the home is an arguably separate environment, it is considered an inclusive environment for an infant or toddler

because most children without disabilities at this age are cared for in the home. In other words, the home is inclusive for infants and toddlers because it is a typical setting for infants and toddlers who don't have disabilities. For children age 3-21, the home is not considered an inclusive environment.

Second, for children 3-21 years of age, the least restrictive environment includes a continuum of placements (§ 1412(a)(5)) from fully inclusive (the general education classroom) to fully separate (special school) with a lot of different options in between, such as the use of a part-time resource room. Natural environments do not have a spectrum of inclusion—they either are natural environments or they are not. The home is considered just as much of a natural environment as a child care setting that children without disabilities attend. When trying to decide between natural environments (i.e., the home or inclusive child care setting), either of which would qualify as “full inclusion” for an infant or toddler, the natural environment that is likely to provide the most benefit to the child should be selected (§1435(16)(B)).

How to choose an inclusive placement

Choosing an inclusive placement is the responsibility of a team working on the Individualized Education Program (IEP) for children ages 3-21; or the Individualized Family Service Plan (IFSP) for children ages 0-3. But how does the team select a placement and design a program to ensure they meet IDEA's requirements for inclusion in the least restrictive environment for preschool and school-age children, or services in a natural environment for infants and toddlers?

Step 1– Begin by considering full inclusion

The first step in selecting an inclusive placement and program is to start by considering full inclusion. Full inclusion is a term used by professionals to refer to the most inclusive environment possible: placement in a general education classroom and/or natural environment/ early childhood setting, access to the typical curriculum and/or developmental opportunities, and participation in typical activities.

While not all children with disabilities may be able to succeed with this level of inclusion, every step away from this ideal is going to be less inclusive and thus must be specifically justified in the child's IEP or IFSP (§1414(d)(1)(A)(i) and §1436(d)(5)).

Step 2– Consider supplementary aids and services

Before moving toward a less inclusive placement, IDEA requires an IEP team to consider use of supplementary aids and services (§1412(a)(5)). Supplementary aids and services are defined by IDEA as “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate” (§1401(33)).

IFSP teams are not explicitly required to consider supplementary aids and services (the term is not used in early intervention 0-3 years of age). However the requirements in the ADA and Sec. 504 to maximize placement in natural environments and to provide reasonable accommodations create a similar mandate. Put simply, if the child could succeed in a more inclusive environment through the use of assistive technology, additional classroom supports, or other means, these aids and services should be provided and the child should be placed in the more inclusive program.

Step 3– Reduce inclusion only to ensure benefit

If, even after considering possible supplementary aids and services, the child cannot succeed in a more inclusive setting because of his or her disability, it is appropriate to start considering a less inclusive program. The key is to reduce inclusion only to the extent necessary to ensure the child will benefit from the placement and program.

Selecting the least restrictive environment means that you move along the continuum toward a more segregated setting one step at a time or modify the curriculum only to the extent necessary. Even if a child cannot be included in the general education classroom all the time, he or she might be able to participate part of the time and also be included in nonacademic activities and extracurricular activities. Remember these areas of inclusion: placement, access to educational opportunities, and activities—reducing inclusion in one area does not mean inclusion should be reduced in others.

To comply with the natural environment requirement, selecting a service setting that is not a natural environment should be specific to the particular service and the need it addresses. Even if the IFSP team finds that some services cannot be successfully provided in a natural environment, it does not mean that all services must be provided in non-natural environments.

Step 4– Record the decision in the IEP or IFSP

Virtually all aspects of the process for selecting the final choice of an inclusive program must be recorded on the IEP or IFSP (§1414(d)(1)(A) and §1436(d)). The written plan must record how the child's disability affects his or her inclusion in the curriculum or learning activities. Any exclusion from an inclusive environment or natural environment must be justified based on the child's disability, including exclusion related to nonacademic and extra-curricular activities. Aids, services, program modifications, and other supports that will be provided to increase inclusion must be specifically identified.

References

Americans with Disabilities Act of 1990 (ADA), Pub. L. No. 101-336. For complete source of information, go to <http://www.ada.gov>

Daniel R.R. v. State Board of Educ., 874F.2d 1036 (5th Cir. 1989). For complete source of information, go to <http://cases.justia.com>

Individuals with Disabilities Education Act of 2004 (IDEA), Pub. L. No. 108-446. For complete source of information, go to <http://idea.ed.gov/>

Early Intervention Program for Infants and Toddlers with Disabilities. 76 Fed. Reg. 60140 (2011). For complete source of information, go to <http://www.gpo.gov/fdsys/pkg/FR-2011-09-28/pdf/2011-22783.pdf>

Rehabilitation Act of 1973, Pub. L. No. 93-112. For complete source of information, go to <http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Sacramento City School Dist. v. Rachel H., 14 F.3d 1398 (9th Cir. 1994). For complete source of information, go to <http://cases.justia.com>

Suggested Citation

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Parents Speak Out Views on Embedded Interventions

Family leaders from across the nation share their experiences with embedded interventions.

Peer Support

“Jon learned best from his peers and the providers were often the guiding tools. He loved to watch his peers and to do as they did. Early on it was his peers that taught him how to use the monkey bars in the playground – something his therapist had not been able to do.” —*Lourdes Rivera-Putz*

“When Pete was in preschool into first grade, I chronicled our efforts to include him. I named the series "Educating My Peter Too" because I was so inspired when the HBO documentary on Peter Gwadalukas and his year of inclusion (“Educating Peter”). The series is posted here—<http://www.peatc.org/>. See part 3 for his experiences with peers.

“I don't think we should call interactions between children ‘peer support.’ We should call it friendships or reciprocal support. People need to understand and celebrate the mutual benefits of interacting with all types of children.”
—*Cherie Takemoto*

“Peer support as tutors in child care settings is always difficult, as you note. First, some peers who are given the status of tutors can become overly doting and possibly smothering Luke's self-esteem. I would recommend selection and initial monitoring, to ensure good peer support, become part of the IEP, if it is not occurring naturally. Luke's teacher would have to identify the kids who interact with Luke the most naturally. Those who appear to be overly ambitious or doting might not be the best match.

“My daughter had several good friends in elementary school. One Saturday, they were all invited to our home. My daughter lost one friend that day when she realized her friend liked her because she could treat her like a doll. It was difficult to watch the sad expression in my daughter's eyes that day. She never wanted to interact with her again. It was a hard lesson for us all to learn.

“It is extremely important, though, for teachers and parents to intervene when this type of activity occurs. We need to monitor and teach appropriate interactions and discourage inappropriate ones. Good peer supporters are often evident from their natural, age-appropriate interactions. They should show respect and genuine care/friendship toward Luke. They should also give Luke assistance when he seems to need it and allow Luke his independence when he doesn't. These are the kids from my experience who might be asked to take on a more structured responsibility of peer supporting Luke.”
—*Kathy Brill*

“Peers help my daughter so much. It was my daughter's preschool program and her friends that helped us with potty training, communicating, sharing, growing confidence.” —*Samtra Devard*

Environmental Modifications

“Jackie might do well by teaming FIRST with Luke's mom. Together they can voice their mutual concerns and see if there might be ways to help Luke and others in the classroom enjoy a successful year. Who will program the communication device? How might its use and Luke's sign language enrich other learners in the classroom? For Christine, I would say that, although I have continued to take my now 21 year old son, Pete, to a private speech therapist, it is what has happened in the classroom that has made all the difference in his communication and his friendships with teachers and students (with and without disabilities).”
—*Cherie Takemoto*

“You bring up a great point about interacting with Luke's communication device. I have a friend whose son uses one, and in order to facilitate greater inclusion with his peers and teachers, she has his device programmed with phrases and words he uses regularly, including kids' names, etc. Since he has a great sense of humor, she has his device programmed with his favorite jokes and riddles, which he can then readily use at any time to interact with peers, which helps to facilitate stronger friendships. It seems as if Pete had similar positive experiences in the classroom!” —*Kathy Brill*

“The inclusive day care experience very soon melded into our home and community. When we would go to restaurants in the community, there would often times be kids from day care there with their families. The kids would always excitedly interact, and our families would begin to chat and get to know each other. One of my most prized memories of the success which an inclusive day care brings to a child and family was the day I got a phone call from a dad of a boy in my daughter's day care. My daughter and his son had become very good friends. They were inseparable in school. This dad told me that when he asked his son what he wanted for his birthday, he was told his son didn't want anything other than to take my daughter out to lunch. Well, his dad asked if they could come to our home, toting Happy Meal lunches from McDonald's, since my daughter's power wheelchair wouldn't fit in his car! They had a wonderful time at our house over lunch. On Monday morning, my daughter's friend said to her, ‘You can now visit me, too, whenever you want! My daddy and I went to Lowe's after we left your house to buy some boards to make a ramp so you can get into our house!’”

—*Kathy Brill*

Implementing Embedded Intervention Requires Support for Teachers, Families, and All Team Members

“I encouraged teachers to explore new ways to implement their lessons and if necessary to use the help of an aide. At times his teachers would create small groups of 3-4 children and in this way it would be easier for her to divide her time. I would also suggest that Jon be placed in the group that needed the least amount of assistance so that it would give his peers an opportunity to share and learn from each other (including Jon). His peers were always amazingly patient and loved to celebrate Jon's successes.”
—*Lourdes Rivera-Putz*

“If I were in Jackie's place, I would seek information, guidance and mentoring so I can serve Luke's needs too, since I committed to being a teacher for all children.”
—*Sophie Arao-Nguyen*

Handout 1.5

“My experiences with general education students and teachers too are similar to Jackie’s. I find that many students are so very willing to try to make inclusion work. I also have found many general education teachers who just get it and think about so many creative ways to make inclusion work for a child with significant disabilities. Early childhood teachers are the most creative individuals I know. When they are willing to go the extra mile because it is the right thing to do it is an awesome thing to watch. It is also a win-win situation for children and their families. I sometimes worry about the support these enthusiastic willing teachers receive from peers and administration. Each district is so very different in their culture related to inclusion. I hate to see a strong enthusiastic teacher with creative ideas left without support. With support Jackie would realize that she did not have to work with Luke one on one every day. She would need someone to help her with strategies (peer mentoring, adaptations, modifications, etc.). I also like a co-teaching model in early childhood where the strengths of the EC and SPED teacher are utilized together to benefit all of the students in the class. This is especially important in states without a blended or duo teacher early childhood special education licensure.”

—Mary Murray

“Jon’s teachers and other providers always recognized that I was his first teacher so that my input was necessary and very significant when it came to developing strategies for the classroom. Even when we developed plans for addressing behavioral concerns around transitions, I was a part of all the discussions. This experience serves as my foundation for moving on as the years passed and Jon’s needs changed as he got older. My involvement was always an absolute necessity. We all recognized early on each year that there were things that we would not know the answers to, but that whatever they were we would work at finding the answers together. We stayed on top of all the resources that might be out there and never limited our opportunities to use them. Materials for modifying curricula, books, and videos on best practices and most importantly always giving Jon and his peers every opportunity to work together. The important thing is always to be creative and prepared to think outside the box—to improvise whenever necessary and always set high expectations.”

—Lourdes Rivera-Putz

Credits

Parents Speak Out was developed by CONNECT’s National Family Expert Panel. Members include Sophie Aro-Nguyen, Sharman Davis Barrett, Kathy Brill, Theresa Cooper, Samtra Devard, Nancy DiVenere, Christine Lindauer, Tricia Luker, Mary Murray, Nancy Peeler, Lourdes Rivera-Putz, Rich Robison, Lisa Stein, Cherie Takemoto, Aracelly Valverde, and Conni Wells. These family experts are leaders of national family organizations, faculty in universities, and key personnel in state educational agencies. They represent over 300 years of parenting expertise.

Acknowledgment: The *Parents Speak Out* series was developed by Ann Turnbull, Ed.D., and originated from The Beach Center on Disability, University of Kansas



Parents Speak Out Partnering with Families on Embedded Interventions

In a conversation with Christine, a mother of a child with developmental delays, family leaders from across the nation provide their views on embedded interventions and building partnerships.

Perceptions of Teachers That Some Parents Are Extremely Demanding

“Most of the [community college] students that I work with share the feeling of the teacher [Jackie] in this module. They have limited experience and education with working with children with special needs. They come to [my community college] class with many questions. They describe some of the parents to be extremely demanding with concerns for their children.”

—Lisa Stein, parent & community college faculty

Families' Perceptions About How to Get Their Idea Across

“After reading Lisa Stein's comments on her [community college] students talking about the ‘extremely demanding’ parents, it brought back concerns I had initially after my son was enrolled in his program. I immediately felt push-back from his teachers when I encouraged certain embedded interventions to be used in the classroom, or trying to explain that my son was ready to be challenged in new ways. I didn't want to be perceived as the demanding parent, and I wanted to develop a good relationship with his teachers.

“But it seemed like the expectations that I had for Luke and what the teachers had just didn't line up. They talked about things like what is ‘developmentally appropriate,’ while I talked about what Luke was actually doing and showing an interest in at home.

“I must confess that I haven't done anything to change the situation. If I get push back on ideas now, I generally nod my head, and then work on that skill with my son at home. For example, most recently, I shared that my son was expressing interest in the alphabet. I thought that encouraging letter recognition could help engage my son in a variety of activities, like reading, making verbal sounds, etc. I was told that it was too early to introduce letters, and that they'll do that next semester. So I worked on it at home. One month later my son knew all his letters. Daily we engage in verbal play attempting to make letter sounds. I can introduce new books easily (which was always a challenge before) by pointing out the letters and sounding out words.”

—Christine Lindauer

“I believe that even the National Association for the Education of Young Children (leading professional association for early childhood educators). NAEYC is rethinking ‘developmentally appropriate.’ The most disabling aspect of a disability is people's perceptions of what is not possible. In just one month, Luke has cast a new light on what he can learn. Bravo!”

—Cherie Takemoto

Handout 1.6

“It is something I really need to remind myself of everyday. As a mother on day one, we are supposed to do everything for our child. It's letting go of that little hand and realizing the potential of a child. It's difficult with some children when they don't give you the clues of a typically developing child, who will put up a fuss to do it themselves or struggle to find a way.”
—Christine Lindauer

“I must say that I have had the same experiences, which is why my husband and I started early on videotaping our home activities with our son. We realized that the only way that we could get the professionals to understand our goals and expectations had to be by showing them what we were doing. I have to say that more often than not the teachers and therapist were impressed by what we had been able to accomplish with our son, Jonathan. I was often referred to as the neurotic mom. My husband would often respond to this by saying, call it what you want, but for us it means hope and goal setting with meaningful expectations. So, Christine, at times we will pick and choose our battles, but most often go with your gut and try to get them to hear you out and understand. Only after you feel that you have exhausted all possibility give in. You will find that once they understand your ultimate goal they will collaborate.”
—Lourdes Rivera-Putz

“Your advice is timely. Recently, we've been taking more videos of Luke at home, filming some of these types of embedded learning activities. Others have asked if his teachers have seen any footage like this before and agreed that they could learn a lot from it. I'm thinking that a format like this would not only be clear for the teachers to understand, but also be a more friendly approach. In the sense of ‘Check out these videos to see what works for me at home’ instead of ‘I think you should be doing x,y,z in the classroom.’ When I just try to explain what I do at home, I feel like the teachers aren't really listening, perhaps thinking that what works at home isn't relevant. If they saw it in video format, perhaps would think otherwise.”
—Christine Lindauer

“I agree that the video or writing a vision or mission statement is a great way to keep your hopes and dreams alive. I have kept my two-sentence vision statement for my daughter on the mirror for years and have had to go back to it time and time again as others told me that I had unrealistic hopes and dreams. A video would be another way to keep remembering and have your thoughts and dreams nearby no matter what.”
—Mary Murray

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Luke's Individualized Education Program (IEP)

Note: This is only a sample section of Luke's IEP. His actual IEP contains more goals, and other forms such as Anticipated Frequency and Location of Related Services, Nonacademic Services & Activities, as well as other consent and signature forms.

Check Purpose:

- Initial
- Annual Review
- Reevaluation
- Addendum
- Transition Part C to B

Duration of Special Education and Related Services: From 1/4/2009 To 1/3/2010

Student: Luke **DOB:** 1/4/2006 **School:** _____ **Grade:** PreK

Primary Area of Eligibility – Developmental Delay

Student Profile

Student's overall strengths: Luke is very personable. He enjoys being around others and has a good temperament.

Parents' concerns, if any, for enhancing the student's education: Lack of verbal communication, level of assistance needed to participate in play and daily routines.

Parents'/Student's vision for student's future: They would like to see him have more words and continue to expand communication to a more natural level instead of only requesting. They would like to see him initiating a variety of play.

1. Does the student have behavior(s) that impede his/her learning or that of others? No
2. Does the student have limited English proficiency? No
3. If the student is blind or partially sighted, will the instruction in or use of Braille be needed? N/A
4. Does the student have any special communication needs? Yes
 - The child's language and communication needs;
 - Opportunities for direct communication with peers and professional personnel in the child's language and communication mode;
 - Academic level;
 - Full range of needs, including opportunities for direct instruction in the child's language; and
 - Communication mode.
6. Does the student require specially designed physical education? No

Handout 1.7

Present Level(s) of Academic and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Luke currently uses a SpringBoard communication device, sign language, gestures and eye contact to communicate. His pragmatic use includes requesting, sharing information with support, acknowledging communication from others and seeking attention. Luke is typically quiet in his play in the classroom. He initiates interaction primarily through eye contact during play, but does use the SpringBoard to make requests and a few comments when engaged in interaction and he is oriented to use it. In interaction with adults, he can manipulate the SpringBoard quite well, navigating through several levels to find pages and words to express his needs and share information for his familiar topics and settings. With encouragement he can link words together for short sentences. This is most successful when in a setting or routine in which he knows he has adult attention.

Annual Goal

Academic Goal Functional Goal

Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging).

Does the student require assistive technology devices and/or services? Yes

If yes, describe needs: voice output device, currently using SpringBoard

Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: speech therapy, education, OT & PT

Short Term Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard (at least 3 times in each of 5 daily routines).
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).
6. Luke will use any communicative means to request information (3 times in each of 5 daily routines).

Describe how progress towards annual goals will be measured

Periodic (at least once a term) language and pragmatic communication sampling, teachers, therapists, and parent reports.

Handout 1.7

Present Level(s) of Academic and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Luke is interested in his peers. He watches them and sometimes joins in to do the same thing that they are doing. One of his current favorite games (hammering on the big wooden blocks) resulted from joining some of the other boys in the class. He can identify all of his classmates on his SpringBoard. He does not yet interact reciprocally with the other children. When supported by an adult, he can sometimes wait his turn with a toy which other children are engaged with. Frequently, Luke plays near other children but at his own activity. When other children interfere in his play, he typically protests by whining or fussing. At times, he moves to another area if other children are interfering too much. Luke needs to develop reciprocal play with peers, through attention and notice, toy exchange, simple joint games and activities.

Annual Goal



Academic Goal



Functional Goal

Luke will engage in simple peer interactions using communication and play actions to join activities, play early games, share materials and negotiate typical conflicts.

If yes, describe needs: voice output device, currently using SpringBoard

Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: speech therapy, education, OT & PT

Short Term Objectives

1. Given verbal and physical prompts, Luke will watch a peer and imitate their actions 5 times in each of 3 daily routines.
2. Luke will do the same thing as a peer in order to join peers in play with adult prompting 3 times during each of 3 daily routines.
3. Luke will successfully initiate and sustain familiar play routines (e.g., rolling a ball, playing ring around the rosie, etc.) with several different peers for 5 minutes at least 2 times in each of 3 daily routines.
4. Luke will initiate simple and concrete play interactions with peers, given adult prompting for simple initiation behaviors (e.g., giving, receiving, showing) 3 times in each of 4 daily routines.

Describe how progress towards annual goals will be measured

Periodic classroom observation (at least once a term) for sampling, and teachers, therapists, and parent reports.

Handout 1.7

In the space provided, list the general education classes, nonacademic services, and activities (e.g., lunch, recess, assemblies, media center, field trips, etc.) in which the student will participate and the supplemental aids, supports, modifications, and/or accommodations required (if applicable) to access the general curriculum and make progress toward meeting annual goals. Discussion and documentation must include any test accommodation required for state and/or district-wide assessment. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in special education classes include in the table below.

General Education/Special Education Nonacademic Services & Activities (If Applicable)	Supplemental Aids/Services Modifications/Accommodations/ Assistive Technology (If Applicable)	Implementation Specifications (Example: Who? What? When? Where?)
Block play, Manipulative play, Pretend play – kitchen, dolls	Place activity boards in play areas with various pictures of play schemes to give Luke tools to initiate interaction and comment.	Speech therapist creates boards, teachers post throughout classroom, all staff model and encourage Luke and other classmates to use.
Block play, Manipulative play, Pretend play – kitchen, dolls	Use standard play sequences with Luke so he can become familiar with typical requests and comments. He will also be more likely to initiate familiar routines.	Teachers and therapists will work together with input from parents to use Luke’s preferences in play sequences.
Small & Large Group Activities	Make Luke’s voice output device (SpringBoard) available to him during small & large group activities. Model appropriate ways to use the device and encourage Luke to use it by asking familiar questions.	Teachers and therapists will encourage use and speech therapist will assist parents in programming the device to create pages with relevant vocabulary.
Small Group Activities (free play time)	Luke will be paired with his classmate, Ava (who is verbally advanced and Luke is fond of her). She will be directed to encourage Luke to imitate her.	Teachers and therapists will enlist Ava as a helper and facilitate these interactions.
Small Group Activities (center time)	Provide turn-taking opportunities with peers (2 children, 1 toy or crayon, etc.)	Teachers and therapists will facilitate.
Large Group Activities (circle time)	Use familiar circle time games/songs/ books and comment/praise when Luke successfully participates with peers.	Teachers utilize Luke’s preferences for books/songs during circle time and continue to use his preferences in planning.

Home Assessment Worksheet

Daily Schedule	Expectations	Child's Level of Performance	Notes
Morning	Greet parents, assist in dressing and brushing teeth	Average	Luke doesn't use his words to greet parents, though he is very affectionate. He can minimally assist with dressing & brushing teeth.
Free Play	Use toys in a variety of play and engage parents (and peers during play dates) through communication with voice output device (SpringBoard). Understand concept of turn-taking and request a turn using SpringBoard or signs	Concern	Luke <u>perseverates</u> on some toys & activities (e.g., repeatedly spinning bowls or flipping toy cars). He doesn't engage in any natural communication, only requesting.
Clean up	Put toys away with minimal verbal cues	Strength	
Mealtimes	Sit at table, try a variety of foods, request foods politely, engage in conversation with parent, clean up and wash hands independently	Concern	Luke refuses to try most new foods, and doesn't eat crunchy food. However, during mealtimes he communicates the most. He not only requests but also comments on food.
Family Outings	Explore playground or museum play areas safely, attempt to engage others using SpringBoard or signs	Average	Luke is generally not excited for family outings and doesn't last too long, but he does have a good time. He doesn't attempt to engage other children.
Transitions	Understand and listen to parents when told it is time to go, communicate wants using signs and SpringBoard, walk to next activity independently, get in car seat on own, etc.	Average	Luke's first reaction is to have a tantrum, and needs to be reminded to use his SpringBoard or signs. Once he remembers, the tantrum usually subsides.

Adapted from: Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Program Assessment Worksheet

Child: Luke Teacher: Jackie Date:

Daily Schedule	Expectations	Child's Level of Performance	Notes
Free Play and Center Time	Try activities in different areas, play with minimal teacher support, and engage in cooperative play	Concern	Luke tends to avoid manipulative and art activities. He communicates very little with teachers and peers.
Clean up	Put toys away in proper place with verbal cues	Average	Luke needs significant verbal cues.
Mealtimes	Sit at table, try a variety of foods, request food items from teacher, ask to be excused, clean up and wash hands independently	Average	Luke still doesn't eat crunchy or hard foods, but he eats a lot and uses his SpringBoard to request and say please.
Outside	Explore playground equipment and areas. engage in cooperative play	Strength	Luke loves the music hut, slide, and tricycle. However, he does not engage his peers.
Circle	Sit with peers, attend to teacher and book, listen and imitate songs, respond to questions	Concern	Luke struggles to remain interested in what his teacher is saying and does not comment or answer questions.
Nap	Take off shoes and go to cot when directed, rest quietly until teacher directs children to get up, put on shoes with minimal assistance.	Strength	Luke is a good sleeper. He needs a lot of assistance to put his shoes on.
Transitions	Follow teacher's directions to move to next activity	Concern	It is difficult for Luke to divert his attention to the teacher and join the group in a transition. Once the teacher has his attention, he complies easily.

Adapted from: Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Assessment Worksheet

Child: _____ Teacher: _____ Date: _____

Daily Schedule	Expectations	Child's Level of Performance	Notes

Adapted from: Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Home Child Activity Matrix

Child: Luke Date: _____

Learning Goals

1. Luke will communicate using gestures, signs, visual cues, vocalizations or his SpringBoard (voice output device) to comment and express his wants and needs
2. Luke will participate in learning activities with peers.

(EM=Environmental Modifications PS=Peer Support)

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2
Morning	Use SpringBoard (voice output device) to encourage “put on” or “take off” + clothing item sentence pattern (EM)	Encourage Luke to use his words to greet parents “Hiee” “MaMa” “DaDa”
Free Play	Use SpringBoard to model conversation during pretend play, particularly building structures with blocks (EM) Use SpringBoard to teach concept of “how many” when playing with marble run and bowling (EM)	Set up play dates with Aidan to provide opportunities for peer interaction (PS) Use Wheels on Bus and If You’re Happy song boards to help Luke initiate “singing” with peer (EM) Use play dates as opportunity to practice turn-taking (use Springboard “my turn” “your turn”) (PS)
Mealtimes	Use SpringBoard to encourage 3+ word sentences “I want eat (more)” + food item “please” (EM) Use SpringBoard to teach “don’t” – Luke often likes his food cold so encourage him to say “Don’t microwave” + food item “please”(EM)	Add pictures of all of Luke’s peers to Springboard. Use mealtime as a good opportunity to talk about friends at school, neighbors, etc. (EM)
Family Outings	Encourage he/she pronoun + verb when Luke observes others (EM)	Encourage Luke to say “Hiee” and “Buh Buh”(bye) Add common greetings on SpringBoard like “What’s your name?” and “My name is Luke.”(EM)
Transitions	Encourage Luke to use SpringBoard to express his frustrations during tough transitions. “I (don’t) want ____” or “I feel ____” (EM)	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Child Activity Matrix

Child: _____ Teacher: _____ Date: _____

Learning Goals

- 1.
- 2.

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Home Child Activity Matrix with Assessment Notes

Child: Luke Date: _____

Learning Goals

1. Luke will communicate using gestures, signs, visual cues, vocalizations or his SpringBoard (voice output device) to comment and express his wants and needs
2. Luke will participate in learning activities with peers.

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2
Morning	<p>Use SpringBoard to encourage “put on” or “take off” + clothing item sentence pattern</p> <p>Notes: <i>I always forget to take the device to his bedroom in the morning, so this usually doesn't happen.</i></p>	<p>Encourage Luke to use his words to greet parents “Hiiee” “MaMa” “DaDa”</p> <p>Notes: <i>Yes, we do this several times throughout the day.</i></p>
Free Play	<p>Use SpringBoard to model conversation during pretend play, particularly building structures with blocks</p> <p>Notes: <i>We do this once a day for 5 to 30 minutes.</i></p> <p>Use SpringBoard to teach concept of “how many” when playing with marble run and bowling</p> <p>Notes: <i>We do this once a week for 5 to 30 minutes. Luke gets frustrated easily on this one.</i></p>	<p>Set up play dates with Aidan to provide opportunities for peer interaction</p> <p>Use Wheels on Bus and If You're Happy song boards to help Luke initiate “singing” with peer</p> <p>Use play dates as opportunity to practice turn-taking (use Springboard “my turn” “your turn”)</p> <p>Notes: <i>I haven't done much of this. I usually end up hanging out with the other mom more than focusing on Luke.</i></p>
Mealtimes	<p>Use SpringBoard to encourage 3+ word sentences “I want eat (more)” + food item “please”</p> <p>Use SpringBoard to teach “don't” – Luke often likes his food cold so encourage him to say “Don't microwave” + food item “please”</p> <p>Notes: <i>We do these sentence patterns at least 3 times a day.</i></p>	<p>Add pictures of all of Luke peers to Springboard. Use mealtime as a good opportunity to talk about friends at school, neighbors, etc.</p> <p>Notes: <i>We talk about friends and people at least once a day at a mealtime. This is a great time to encourage conversations.</i></p>

Handout 1.13

Family Outings	Encourage he/she pronoun + verb when Luke observes others Notes: <i>This happens rarely. I need to make more of an effort and stop during our outings and focus on Luke and using the SpringBoard.</i>	Encourage Luke to say “Hiee” and “Buh Buh”(bye bye) Add common greetings on SpringBoard like “What’s your name?” and “My name is Luke.” Notes: <i>We encourage the hi & bye frequently, but the what’s your name is rare.</i>
Transitions	Encourage Luke to use SpringBoard to express his frustrations during tough transitions. “I (don’t) want ____” or “I feel ____” Notes: <i>I rarely encourage the “I feel” sentence pattern, but he uses the “I want” 5 to 10 times a day, though normally with sign language instead of the SpringBoard.</i>	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Observation Form

Child: Luke **Date:** _____

Goal

Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

Objective	1 initiate	2 acknowledge	3 reciprocate	4 2 words	5 comment
Mealtime	I	III		II	II
Free Play					
Circle		III			
Playground					
Notes Today I observed and tallied during Breakfast and Circle Time. Luke was in his usual good mood.	Luke is still getting used to the classroom environment and the new adults and struggles to initiate.	Luke will generally acknowledge adult interaction but rarely with a peer.	Luke did use two reciprocal turns during breakfast several times.	Luke was able to request milk on his device "I want more milk please."	Luke struggled to remain engaged in Circle Time today. I will observe another day.