

Facilitator's Notes

Time: 1 & 1/2 hours

You will need to view the video: "Integration - Meeting The Challenge", which can be purchased through the Provincial Integration Support Program (250-595-2088) or borrowed from your local school district, if they have a purchased copy, or you can download it from the PISP website.

1. Classroom teachers need to provide **Inservice** to classmates through formal lessons and informal explanations. We need to teach peers how to interact meaningfully with the student on his/her skills and through the use and modeling of the student's Personal Dictionary. (10 min.)

- **Skills** sheet - walk the group through the sample and talk about how peers could be involved in each of the sample skills
- Video Question: What kinds of inservice (formal or informal) are occurring for Michael in his classroom? (Show only the first section of the video, which features Michael in primary grade placement) Ask the group at large to share where they saw some inservicing or teaching of peers occurring.

2. Classroom teachers need to **provide opportunities** for the student to work on his/her skills with peers in either small group workstations (which reinforce opportunities to work on concrete activities and dialogue) or in the class at large. (10 min.)

- What does participation in the regular classroom look like for students with severe multiple disabilities? How can teachers include students who are working on different skills? Review the **Parallel Activities** handout
- Peers as **motivators** - peers are one of the most powerful motivators for our students. Working in small groups with peers will help motivate the student to work on their own skills. Teachers can create these small working groups as follow through on all of the core academic activities. (Give examples of centres, research projects, interviews, etc.)
- Ask which kinds of activities, sensory experiences, people, or places motivate your student? We need to ask ourselves, what is it

about these things that make them motivating to the student? Are there any common themes? Refer to sample **Motivator Sheet**.

- Video Question: What are some of Todd's motivators? (View the video segment for intermediate grades featuring Todd). Ask each group to share at least one motivator with the group at large, after viewing this segment.

3. Classroom teachers can also **model** interactions with the student for peers (e.g., providing choice making; facilitating switch use and hand use; interpreting the student's vocalizing and gestures using scripted routines from the Personal Dictionary in front of the class.)
10 min.

- **Personal Dictionary** Sheet – review the concept of verbalizing the student's non-verbal communication through a script for feedback to the student as well as to peers; teacher interactions with the student provide a very powerful tool to classmates!

- Video Question: How do the EA and classroom teacher model interactions with Justin for his peers? (View the segment for secondary students featuring Todd) Ask the group at large to share ways in which they saw the EA or classroom teacher model interactions with the student in the video clip. E.g., demonstrating the choice making routine to a peer and having the peer hold up the choices.

4. Classroom teachers need to help **plan modifications** for activities with the EA and resource/LA teacher, particularly using theme related stations and centre activities with small group work. (15 min.)

- **Environmental Scan** of routine activities – refer to the list in the handout package and talk about how it is useful for the school team to brainstorm a list of potential routine activities that may occur within the classroom, school at large, community and home. This needs to be built into the student's schedule as they often offer real and functional opportunities to practice skills within social contexts.

- **Sample Time Tables for Primary, Intermediate and Secondary** students – refer the next set of schedules in the handout package. Comment on the differences between primary, intermediate and high school or middle school schedules (more emphasis on classroom and school jobs at the intermediate level when some activities become less meaningful for the student; e.g., more

emphasis on involvement in electives, jobs within the school and community and community leisure activities to help prepare students for the transition to adulthood). Activities are modified and sometimes students may act as a station within a class (e.g., during a cooking class, the student uses the switch and Powerlink to run an electric can opener, so that students from various cooking groups can come to have their cans for the recipe opened)

- Video Question: Identify a modified activity that has been created for Joy within the classroom, the school at large, a community outing, and the home environment. (View the last video segment of Joy and give the groups 2-3 minutes to brainstorm after watching the video. Then they share with the group at large their responses to your question for each of the areas noted.)

5. Help **assess and report** on the student's progress with input from therapists, resource/LA teacher and EA (15 min.) Classroom teachers can provide anecdotal information on how the student interacts with peers within the class at large. If the classroom teacher has had an opportunity to interact one to one with the student, this provides more input as well around skills.

- **Sample IEP** – refer the group to the sample IEPs with special attention to the objectives that reflect the student's active participation.
- **Reporting Progress Guidelines** – talk about how some students' skills may remain similar from year to year, but how we can identify progress in a variety of areas. Walk through these as listed on the handout.

6. Closing: review the **role of the classroom teacher and resource teacher** and refer to the handouts.