Provincial Integration Support Program

...helping to make inclusion meaningful.
... building your expertise.

Who are We?

We are an outreach team consisting of teachers, speech/language, occupational and physio therapists. We are funded by the Ministry of Education to support schools throughout B.C. Our vision is to empower schools and families to include students with severe multiple disabilities as life-long learners.

What do we do?

We help develop educational strategies, therapy based skills and modified curriculums for students with severe/profound multiple physical & cognitive disabilities (K-12), in regular classrooms, schools and communities. We are committed to developing their potential as learners and active participants through purposeful and meaningful inclusion.

Services	Referral	Address
• Initial Visit: (2-3 days) Strategies for home & school based on long range planning • Subsequent Visits: (2-3 days) Additional Support • Assessments: Switch Access & Mealtime • Inservice to schools, classrooms & districts	Terry Wendorf Program Coordinator Phone: 250-595-2088 to discuss student & receive referral pkg. • Referral form & video required for screening • Wait list varies from 6 mo. to 1 yr.	Provincial Integration Support Program 1525 Rowan Street Victoria, B.C. V8P 1X4 E-mail: twendorf@sd61.bc.ca FAX: 1-250-592-5976 Website: www.pisp.ca

What Can The Student Practice In Cooking Class?

How Can He Be An Active Participant?

1. Practice His Communication Skills….

• Make choices about what goes into the recipe next, if the order doesn't matter

• Make choices about who gets to do which jobs next in his pod/group

• Test his comprehension for numbers by asking him to identify the amount that goes into the recipe next (e.g., 1 or 2 cups; place 3 or 4 numbers on his Etran and ask him to gaze at the correct number)

2. Practice Using His Switch & Powerlink ….

• use a switch with the blender to mix moist or dry ingredients

• use a switch and mixer to blend ingredients instead of stirring

• run an electric nut chopper or use a coffee bean grinder to grind seasoning, nuts or seeds to add to a recipe

• use a switch to operate a can opener for a can of something that needs to be added to the recipe. The student could act as a can opening station and all pods have to go to him to have their cans opened.

• use a switch to run a fan to cool cookies on the rack after they come out of the oven

• use a switch and the hair dryer to dry the dishes

3. Practice Using His BIGmack or Step-by-Step Communicator….

• give the recipe instructions to the kids in his pod (no sheets provided)

• ask peers questions about the recipe that they need to answer

• visit each pod and deliver a message or reminder from the teacher throughout the class or at the end of the class

The Student's Participation – Tips For Community

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Here are some of the ways that you can assist the student to participate.

I can help the student participate by...

1. The student will communicate with others using her picture board, gestures, vocalizations and BIGmack.

I can respond to a question on the BIGmack from the student.
I can ask her a question that she can answer by pointing to her activity picture board.

2. The student will consistently greet others (using eye contact, vocalizations, gestures, the BIGmack or her communication board).

I can greet the student and wait for her to respond to me using any of the methods listed above. I can explain how the student is saying "hello" to someone who may not know her.

3. The student will make choices by pointing to objects or pictures.

I can hold up two objects and ask the student which one she wants to use.

4. The student will move purposefully with decreased levels of assistance, in a variety of ways within her daily routines (including assisted and independent walking, the tricycle, getting in and out of chairs, etc.)

I can ask the student to come and help me get something I need.

5. The student will use her hands to pick up, hold, carry and place objects in functional routines with decreased hand-over-hand assistance.

Instead of getting and handing something to the student, I can ask her to reach out and take it. If it is something that absolutely cannot be thrown, I will hold my hand around her hand until she sets it down.

I also can....
- reinforce and interpret her communication from the personal dictionary
- look for opportunities for her to use her hands
- work alongside her to help model the activity for her

CHOICE MAKING DATA SHEET

Name: _____

NOTE: List object/activity in the student's first and second choice in the appropriate column and circle whichever item the student selects. Comments can be made in the appropriate column.

DATE	FIRST CHOICE	SECOND CHOICE	COMMENTS

SWITCH DATA COLLECTION SHEET

Date	Position of Student - include details of position of head, arms, tray height, and feet	Type of Switch	Position of Switch	Activity	No. of times student activated switch upon request	Ability to activate the switch	Ability to release the switch	Comments

Data Collection Sheet For Comprehension Questions

• Use abbreviations for denote the items you are asking.
• Circle the student's selection.
• Indicate with a check mark, /, or an X above the item the student selected.
• If the student gets the wrong answer, tell them what it is, show them, then move onto the next question.
• Tally up the total number of correct responses out of total possible responses at the end of each line.
• Note below, any observations (e.g., student select items to the right; student does not understand certain type of questions; student does not recognize a word; needs more work on a particular concept; tired today; etc.)

Guidelines for Reporting Progress

Progress can be noted even when the student's skills may remain somewhat similar from year to year. The following are some areas where we can measure progress.

• Degree Of Active Participation From The Student.
How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

• Frequency Of The Behaviour
How often does the student perform the activity as desired? (e.g., how many times does the student request "more" for an interrupted favorite activity?)

• Accuracy Of The Behaviour
How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred? Did the student point/gaze accurately at the picture choice?)

• Appropriateness Of The Behaviour
Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom.)

• Duration Of The Behaviour
How long does the student engage appropriately in the desired behaviour? (e.g., does the student hold onto the spoon during mealtime for the desired length of time?)

In short, the following are some areas where the student may experience growth and change:

• through increasing levels of partial participation in activities
• through less prompting or facilitation required over time
• through generalization of the same skills to new people
• through generalization of the same skills to new activities
• through fewer false hits for some responses such as switch work
• the amount of time it takes the student to accomplish the task, may decrease (e.g., moving his head to mid-line to look at someone)
• the amount of time the student engages in the activity may increase (e.g., holding up his head)

SAMPLE REPORT CARD

Name: School: Grade:
Date: Term: Teacher:

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The Student's Long Range Goals:

1. The student will continue to have and develop friendships with his peers.
2. The student will further develop his interactive communication skills.
3. The student will become more independent in his activities and controlling his environment.
4. The student will continue to develop his voluntary physical control, alertness, and relaxation in activities of daily life.

The Student's Skills:

1. The student will hit and release a switch with his hand(s) to have more control over his environment and provide service to himself and others.
2. The student will use his gaze and position his head to indicate that he is attending, interact with others and improve the volitional use of his eyes.
3. The student will look at objects and his hands, when feeling them before and during activities.
4. The student will indicate a desire to continue a motivating activity when stopped periodically, with the use of the Big Mack or gestures.

The Student's Objectives:

<u>This term the student has learned to ...</u>

• access the BIGmack on command with verbal prompting and hand over hand physical prompting when requested by his E.A.
• use his gaze (for at least 2 seconds) and position his head to look at a motivating activity placed 12" at eye level.
• access the Leaf Switch with verbal and physical prompting at the elbow when requested by the E.A.

<u>Next term the student will be working on...</u>

• accessing a BIGmack with verbal only when requested by his E.A.
• use his gaze (for at least 5 seconds) and position his head to look at a motivating activity placed 12" at eye level.
• access the Leaf Switch with verbal and physical prompting at the elbow when requested by a peer.
• use his arms (rotated inward) to gesture "more" with verbal prompting when his favorite music is stopped.

Additional Comments:

The student's favorite subject continues to be music class where he is most attentive. The class has enjoyed guessing some of his "brown bag" clues. The student has been learning about sea animals and working with related concepts this term. He will continue to explore using his switch in a variety of classroom activities this term.

Sample Instructional Plan For Modified Program

Name:	School:	Grade:
Date:	Term:	Teacher:

LA/Resource Teacher Signature _____

Parent/Guardian Signature: _____Principal's Signature_____

Current Level of Performance:

Goals

1. The student will continue to develop her social skills and expand her experiences and relationships.
2. The student will continue to develop her communication skills.
3. The student will reach her cognitive potential to participate meaningfully in life.
4. The student will increase her participation in functional independent skills at home, school and in the community.
5. The student will increase her mobility to participate in activities of daily living.

Objectives/Learning Outcomes

1. The student will touch a switch with her hand to participate in activities.
2. The student will use gaze and/or touch to make choices with objects or pictures.
3. The student will look at objects and touch them with her hands before and during activities.
4. The student will indicate a desire for "more" of a motivating activity when stopped periodically, with the use of the BIGmack, gestures, facial expressions or vocalizations.
5. The student will use her BIGmack or Step-by-Step Communicator to participate with a voice.
6. The student will walk to routine activities, with picture cues, and less verbal and physical prompting.

Resource/Materials

- regular planning meetings between teachers & assistants to create learning centre activities
- involve peers in brainstorming opportunities for the student to use her BIGmack, switch and Step-by-Step
- utilize other motivating classrooms and the school at large for meaningful activities
- consult with SLP to slowly build picture cue vocabulary and pocket charts

Criteria For Success

This term the student has learned to ...

- The student touches a switch with her hand without physical or verbal prompting for a familiar and motivating story.
- The student uses her gaze to choose appropriately between two pictures for favorite routines.
- The student touches the vibrating switch without prompting for longer periods of time.
- The student uses the BIGmack to indicate she wants "more" during snack time.
- The student uses her Step-by-Step in a centre activity with peers throughout the week.
- The student walks to the office to collect and deliver the attendance form to the secretary with her picture cue and no physical prompting.

Review Date _____

Notes…
Guidelines for Reporting Progress

1. Introduction – When reporting progress, we need the support of the entire team.
Activity: watch clip with Michael and note which people would be involved in the reporting progress process.

2. Identifying Skills That Reflect Active Participation
• Review sample skills (sheet)
• Activity: Review video clip for Todd and list the skills that reflect his active participation.

3. Data Collection
- The therapists and resource teacher work with the teaching assistants to collect data and observations on these areas. Classroom teachers can provide valuable input on the student's participation in the classroom at large.
• Choice Making Data Collection
• Switch Data Collection
• Comprehension Data Collection
Activity: watch video of Justin and indicate any areas that you might take some data collection.

4. Noting Progress When Skills Remain Similar Over Time
• Degree Of Active Participation From The Student.
- Increasing levels of partial participation in activities
- Through less prompting or facilitation required over time
- How much assistance or prompting (physical and/or verbal) does the student require overall?
- Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

• Frequency Of The Behaviour
- How often does the student perform the activity as desired?
(e.g., How many times does the student request "more" for an interrupted favorite activity?)

• Accuracy Of The Behaviour
- How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred?
Did the student point/gaze accurately at the picture choice?)
- Through fewer false hits for some responses such as switch work

• Appropriateness Of The Behaviour
- Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom.)

• Duration Of The Behaviour
- The amount of time the student engages in the activity may increase
- The amount of time it takes the student to accomplish the task, may decrease
- How long does the student engage appropriately in the desired behaviour? (e.g., does the student hold onto the spoon during mealtime for the desired length of time?)

5. Progress Through Generalization Of Existing Skills
- Often our students become too accustomed to working with one person
- Part of their learning must include their ability to generalize their learned skills to new people, activities, environments, and tools
- Give examples
Activity: watch video clip of Joy and note in which ways she has learned to generalize some of her skills.

6. How Is Progress Noted?
• Videos
- Are excellent visual reports to share particularly during times of transition
• IEPs
- Need to have measurable objectives that reflect active participation (see sample)
• Report Cards
- Can focus on specific increments of change as noted above (see sample)
• Anecdotal Feedback on Participation / Peer Connections / Satisfaction (see sample on report card)