

Why is Robbie in your classroom?

1. To learn to interact with a wider circle of peers.
2. To learn to partially participate.
3. To learn to be engaged.
4. To learn to cope with new settings and new people.
5. To learn to live and function in natural settings of the real world.
6. To learn to make choices in a variety of environments.
7. To learn to use eye gaze in a variety of environments.
8. To learn to access resources and in the school and community.

Suggestions for working with Robbie.

1. *Take time to get to know Robbie.*
 - Talk to Robbie about his weekly trips to Club Phoenix downtown.
 - Talk to Robbie about his swimming trips to the pool 2x each week (Mon. & Thurs.)
 - Talk to Robbie about his very own computer.
2. *Be aware that Robbie's goals are different. Robbie's goals in your class are not the same as those of the typical students in high school. While others may be working to master making a garment, our goal for Robbie may be that he will have opportunity to touch a variety of fabric material.*
3. *Define your roles as a regular education teacher.*
 - It is not your role to design the program or prepare all the materials You will not be asked to fill out a report card mark for Robbie. Although anecdotal comments from elective classroom teachers will be appreciated, Robbie's report card is based on his Individual Education Plan.
 - We need to keep Robbie tuned in, attending as much as possible to what is happening around him, partially participating, listening to directions, to the maximum extent possible. Robbie is responsive to people and he may reach out
4. *Remember Robbie's strength is not verbal.*
 - Robbie does not communicate in a traditional way. He can indicate yes/no using a button. Robbie is aware of classmates and shows he wants to join them when they come into the classroom by gazing in their direction and no longer focusing on the previous activity.
5. *Peers are a great resource.*
 - Peers are perhaps Robbie's greatest teachers and resources. He learns simply by listening and being around them. Use other students to model, prompt, assist, reinforce and sit beside when possible.
 - Sometimes they can get Robbie to do things we can't.
6. *The importance of reinforcement cannot be overemphasized.*
 - Robbie enjoys verbal praise, social greetings and interactions with others.

7. *Keep Robbie engaged.*
- Robbie should be provided with sufficient material to keep him engaged.
 - Regular education teachers can help monitor this and let us know if more material is needed.
 - Robbie should develop meaningful routines and should participate in meaningful work. He should come to class with his work ready to go. Additional activities he could participate in may include: looking at a sewing magazine, taking a picture of a peer with their work for his photo journal, taking attendance using his own attendance sheet, using his BIGmack button to practice social greetings
8. It is okay to not know what to do with Robbie. _____ are the resource teachers who can help develop his program as needed. Robbie's modified program is one where the learning outcomes are substantially different from the prescribed curriculum and is specially selected to meet the student's need. Robbie is not there to fill time, nor is the teaching assistant there to do Robbie's work. The teaching assistant is in the classroom to help Robbie and others as needed. The teaching assistant will follow directives and follow the classroom routines. The teaching assistant can be a direct link to _____.

The regular education teacher ~ what you can do to help.

1. Be outgoing and friendly with the student.
2. Inform us of any concerns or how we can help.
3. Consciously monitor Robbie's participation.
4. Do not be fearful. While conflicts do occasionally occur, they are not difficult to manage and we are here to help the student learn as well as support the classroom teacher.

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