

All Inclusive

NEWS INFORMATION and BEST PRACTICES FOR INCLUSION IN MARYLAND

A Collaborative Effort Between the **MARYLAND STATE DEPARTMENT OF EDUCATION**, Division of Special Education and Early Intervention Services *and* the **MARYLAND COALITION FOR INCLUSIVE EDUCATION**

Individual Student Planning



Planning
the
Transition
from
Special
Education
Classes
to General
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Transition Planning



Before a student moves *from* a self-contained special education class *to* a general education setting in his or her neighborhood school for the first time,

the school system support staff will need to initiate a planning process to ensure that the supports and services are in place when the student starts school. The planning process initially involves the family, the “sending” staff (current teachers of the student), and the “receiving” staff (the teachers who will instruct the student in the inclusive setting).

Once information is gathered, the Individualized Education Program (IEP) is developed, upon which the placement decision is made. The receiving staff participates in an additional phase of planning to identify where and how the student’s IEP will be implemented and what supports will need to be provided.

This edition of “All Inclusive” may be used as a guide for including students with significant needs for the first time in their neighborhood school.

Parent/Family Communications

The family's involvement is critical when planning to include a child for the first time. For some families with a child who has significant disabilities, having their child educated with typical students of the same age may be a new idea. A school or school system representative will need to personally contact the family to discuss the benefits of inclusion and encourage the family's participation in the planning process.

- * Initial contact should be made by phone or in person in order to explain the planning process and the school's desire to provide special education services to the child in the general education setting, invite the family to participate, and answer initial questions. It should provide an opportunity for open communication.
- * If the family does not want their child to be included, the school contact person should encourage the family to at least participate in an initial planning meeting so they can meet the school personnel and get an idea of the kind of planning and supports that would be provided. They should be assured that if they still do not want to continue after the first planning meeting, the child's current placement will be maintained.



- * The school and/or the family may want to invite other young people who are friends or neighbors of the student. The family's permission for this should be obtained, as well as the permission of the parents of the invited young people. Their input is often very valuable.
- * A friendly meeting confirmation letter should be sent with a brief written outline of the meeting. The sending and receiving staff who will be participating in the meeting should also be provided a copy of this letter.

Student Planning Meeting: MAPS

The **MAPS** process is ideal for planning to meet the needs of a student. MAPS stands for McGill Action Planning System or Making Action Plans (Forest & Pearpoint, 1992; Vandercook, York, & Forest, 1989). Participants are the family, the sending faculty, the receiving faculty, and possibly other students who know the student for whom an inclusive program is being planned. **It is critical that:**

- * the meeting be held at the school the child is expected to attend, and at a time convenient for the family—**the family’s presence is essential;**
- * explanations of the process are provided to the participants prior to the meeting;
- * two facilitators are present (one to lead, the other to record); and
- * no reports are given; rather chart paper is used to record participants’ input and the information on the chart paper is summarized later for all.

MAPS Assumptions

Inclusion: Planning is for the successful participation in a regular class in the home school.

Flexibility: It is expected that initial plans will be modified along the way as the student adjusts to the school and the faculty, and as peers become knowledgeable about the unique gifts and needs of the student.

Individualization: Consideration is given to the unique gifts and support needs of the child across the whole school environment and across all student activities.

Teamwork and Collaboration: This begins or extends the process of group teamwork and creative problem solving.

MAPS 1: The First MAPS Meeting

It is recommended that the MAPS process occurs over two sessions. The purpose of the first session is to gather information that will be useful in planning both the IEP supports and the administrative or organizational strategies to promote successful participation as a member of the class and school. After the IEP is developed, the MAPS 1 information, the IEP, and contributions from the classroom teacher to whom the child will be assigned (schedule, etc.) will form the basis for the action planning meeting or MAPS 2.

No one needs any paper or pencils; in fact recording by participants during the meeting is discouraged. Two facilitators stand in front of the group, and several pages of chart paper containing key questions are posted. One facilitator leads the discussion while the other facilitator records responses. The MAPS 1 meeting usually takes about 1½ hours.

Who Attends the Meeting?

The family: Parents, siblings, grandparents, and whomever the family wants to bring.

Teachers, Paraeducators, Administrators, etc. from the student's current setting.

Receiving faculty: The administrator, classroom educators, special educators, and other support personnel who may be involved in delivery of instruction and supports.

The student: This is a family option; sometimes the family chooses to have the child present only for certain questions.

Friends of the student: Other students often have the most valuable input; often they are present for the final part of the MAPS 1 meeting when the strengths of the student and supports that are needed are discussed.

Questions to Ask at the Meeting

The facilitators pose the questions first to the family and then encourage all who know the student to contribute. The receiving faculty are often listeners, but as they become comfortable with the process and as they become familiar with the picture of the child that is emerging, they may also have contributions to make. It is the facilitator's job to keep the group focused on the questions and to minimize notetaking and other discussion. It is not a time for debate or problem solving; rather it is a time for discovery. The recorded responses on the chart paper will be summarized for distribution to all participants.

1. What is _____'s history?
2. What are your hopes and dreams for _____ over the next year/in the future?
3. What are your fears or nightmares for _____'s inclusion and future?
4. Who is _____? (*personality, characteristics, likes, dislikes*)
5. What are _____'s unique gifts and talents?
6. What are _____'s support needs for successful participation?
7. What would an ideal day look like?

MAPS 2: Developing the Action Plan

Part 2 involves planning specific ways to implement the student's IEP and provide supports across the school day and in various school activities. Prior to this second planning meeting, the facilitators review the following documents with members of the planning team: MAPS 1 summary, IEP, and class/grade schedule.

The Outcomes



The team will develop a matrix that matches the student's IEP goals with his/her daily schedule. The team will also develop an action plan that identifies specific actions to be taken, the person responsible for the actions, and the date by which the actions will be implemented. Possible areas that might be covered in an action plan are:

- ◆ Instructional accommodations and modifications
- ◆ Communication methods and any needed assistive technology
- ◆ Methods to enhance physical mobility and independence in the school routine
- ◆ Social supports and positive peer relationships
- ◆ Equipment or materials that need to be transferred, purchased, or installed prior to participation
- ◆ Transportation modifications to the schedule, location of pick-up, etc.
- ◆ Personal supports such as assistance with appearance, hygiene, etc. that the school and family will work on together
- ◆ Collaborative teaming (who, when, where) for ongoing planning for meaningful participation in general education lessons
- ◆ Roles and responsibilities in supporting and supervising paraeducators

Format for the MAPS 2 Meeting

1. Before the meeting:

- Identify what the student's schedule will be and who will be the classroom teacher(s) with the administrator.
- Observe, if possible, instruction in the class(es), or obtain a schedule from the classroom teacher (e.g., in elementary school), or review the format of instruction with the teacher.
- Conduct, if necessary, a discussion with future classmates about how the student could be supported by peers.
- Draft an IEP implementation matrix, noting where and when IEP objectives might be addressed.

2. Have available the MAPS summary and IEP with current goals.

Have a list of supports drafted from these documents and from observations/discussions in the school. (Have overhead transparencies made of IEP matrix and schedule if needed).
Have a blank or draft form for the action plan.

3. Review and finalize the IEP matrix.

Designate where IEP objectives will be met (i.e., what classes, types of instruction, settings). Discuss any issues related to implementation and evaluation (e.g., who will adapt, who will instruct, who will evaluate, how will progress be evaluated).

Format for the MAPS 2 Meeting (continued)

4. Review plans for disability awareness/social participation.

If activities for the student's class(es) and for the school in general are needed, plan what will be done and by whom. Will the student be present? Who will lead the discussion? What will be the focus of discussion? Review any specific plans for facilitating social participation and friendships for the student.

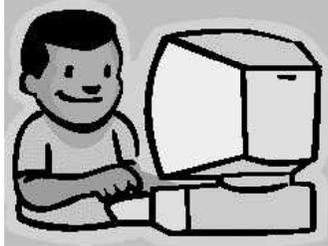
5. Review any additional specific needs.

Sometimes there are actions that need to be taken to support the student's participation in school, that may not be listed on the IEP (e.g., replacing the locker lock, arranging for support for transitioning from class to class, arranging for a special bus stop, etc.).

6. Identify the instructional team.

Decide who will be members, when they will meet, how accountability will be determined, how communications with the family should occur, and how to involve the family as contributing members of the team.

Individual Student Teams



The individual student team needs to be formed at the beginning of the student's participation in an inclusive setting.

Once a student is included in general classes, strategies for **ongoing planning** need to be designed. This involves **TEAM** participation and requires classroom teachers and special educators to have the opportunity to collaborate on instruction.

For the administrator, the challenge is identifying the **TIME** for faculty to meet. For the educators, the challenge is developing new **ROLES** and learning how to engage in constructive problem-solving and decision-making strategies.

Initially, teams need to meet weekly and will often include the parent, at least for some of the meetings. This need is particularly present in the beginning of the school year, but for many students, these meetings may occur on a biweekly basis.

Teams are usually composed of: the classroom teacher(s), the special educator, and support staff (education specialist for inclusion, related services personnel and/or other support staff). The purpose of the team is to:

1. plan instruction and supports;
2. establish and review roles and responsibilities;
3. adapt instructional strategies;
4. modify materials;
5. design positive behavior support strategies;
6. collect and review data; and
7. monitor student progress.

Grade-to-Grade Transition



Once the student has been included and is nearing the end of the first year in his or her neighborhood school, the team needs to plan the student's transition to the next grade.

This means that the “sending” or current teachers need to have some time with the “receiving” or next grade teachers.

This can be done by:

- ◆ **Classroom observations.** The receiving teachers observe the student for an hour on two different occasions in different subjects and/or time of day.
- ◆ **Collaborative planning.** The teachers spend a few hours with each other describing effective instructional methods and supports. Receiving teachers need to plan how they will work together in the coming year.

SAMPLE FORMATS

IEP/Curriculum/Environment Matrix

Matrix Sample #1: *Elementary School Student*

Matrix Sample #2: *Middle School Student*

Matrix Sample #3: *High School Student*

Sample Action Plan Format

Sample Plan: *Middle School Student*

IEP/Curriculum Matrix

Sample #1 - Elementary School Student

Student: ANGELA MORAN		First Grade, Pleasant View Elementary School									
IEP goals	Morning Meeting	Breakfast	Language Arts	Small groups	Lunch/Recess	Transition Time	Math	Health	Social Studies	Science	Therapy: OT/PT
1. Manipulate/explore objects that are placed in her hand.	X	X	X	X	X	X	X	X	X	X	X
2. Pick up and release objects.	X	X	X	X	X	X	X	X	X	X	X
3. Scribble on paper/chalkboard.	X		X	X		X	X	X	X	X	X
4. Active toys, recorders to play various sounds.					X	X					X
5. Color on paper.	X		X	X		X	X	X	X	X	X
6. Respond to various textures, sounds, scents.	X	X			X			X		X	X
7. Draw lines up and down with hand-over-hand guidance.			X	X			X	X	X	X	X
8. Turn her head in the direction of a voice.	X	X	X	X	X	X	X	X	X	X	X
9. Show more interest in toys/objects.					X	X	X				X
10. Respond to her name more often.	X	X	X	X	X	X	X	X	X	X	X
11. Interact with her peers for 5-10 minutes.	X	X			X	X					X
12. Attend to task for 2-5 minutes.	X	X	X	X	X	X	X	X	X	X	X
13. Transition into and out of seat.	X	X	X	X	X	X	X	X	X	X	
14. Properly sit with head in neutral position for 30 seconds.	X	X	X	X	X	X	X	X	X	X	
15. Manipulate an object placed in her right hand while lying on her left side.	X		X			X					X

IEP/Curriculum Matrix

Sample #2 - Middle School Student

Student: RAYMOND VITELLI Monument Middle School, 7 th Grade															
IEP goals	Arrival	Homeroom	Language	Reading	Math	Lunch	Social Studies	Science	Spanish	Physical Education	Art	Music	Hallway	Dismissal	Assemblies
1. Add and subtract three digit numbers (column problems).					X			X							
2. Recall and memorize multiplication facts up to ten.					X										
3. Add and subtract numbers using proper regrouping procedures.					X			X							
4. Solve simple addition and subtraction word problems.					X										
5. Divide with remainders.					X			X							
6. Calculate time.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Compute, using money values.					X	X									
8. Write regular-order sentence (subject-predicate) that are consistent with directions.			X	X			X	X	X						
9. Identify subject and predicate in sentences.			X	X			X	X	X						
10. Identify nouns and pronouns and other important parts of speech.			X	X			X	X	X						
11. Use subject/verb agreement correctly.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12. Identify and correct compound sentences.			X	X			X	X	X						
13. Write clear directions to complete a task.			X	X	X		X	X	X			X			
14. Spell words with multiple syllables.			X	X	X		X	X	X	X	X	X			
15. Write sentences using spelling words.			X	X	X		X	X	X	X	X	X			
16. When presented with a list of regular/irregular words, the student will read it without error.			X	X	X		X	X	X	X	X	X			
17. Read silently to comprehend.			X	X	X		X	X	X	X	X	X			
18. Use vocabulary related to reading correctly.			X	X	X		X	X	X	X	X	X			

IEP/Curriculum Matrix

Sample #3 - High School Student

Student: JAMES BARNES		Silver Spoon High School, 10 th grade										
<u>IEP goals</u>	Per. 1: Keyboard	Per. 2: Biology	Per. 3: Office Job	Per. 4: Chorus	LUNCH	Per. 5: U.S. History	Per. 6: PE/Health	Per. 7: Nutrition	Per. 8: Ceramics	Halls/Locker	After School Sports	School Store
1. Count out correct number of bills to the dollar over the amount of purchase.					X							X
2. Follow a schedule using pictures and words, independently go to each class/location on time throughout the school day.	X	X	X	X	X	X	X	X	X			
3. Upon arriving in each class, move to correct seat and have correct books/materials for that class ready.	X	X	X	X	X	X	X	X	X			
4. Manipulate copy machine and complete copy work requested on adapted job order form, correctly responding to each of 5 types of job requests.			X									
5. Sign in and out of job station; sign name on class work, printing name with correct letters.			X									
6. Locate 5 items from printed list of school supplies and replenish supplies in school store.			X									
7. Identify 3 concepts and demonstrate understanding of those concepts through a combination of verbal expression and adapted written test.	X	X		X		X		X	X			
8. Identify the definitions of 10 new vocabulary words related to class content in each class.	X	X		X		X		X	X			
9. Participate in classes using appropriate social interactions: raise hand for questions, ask questions related to topic, respond to questions by acknowledging the speaker and giving an answer, request assistance when needed.	X	X		X		X		X	X			
10. Follow 2-step oral directions re: class/activity routines.	X	X		X		X		X	X		X	
11. Engage in conversation with peers with no more than one adult prompt.	X	X		X		X		X	X		X	
12. Identify the main idea of a non-fiction passage and relate it to prior knowledge.		X				X						

Sample Student Action Plan Format

Student:	School & Grade:		Team Facilitator:	
Areas of Focus:	To do:	By whom:	By when:	
Team collaboration				
Peer awareness and positive interactions				
Home-school communication				
Assistive Technology				
Physical Arrangements				

Student Action Plan

Sample - Middle School Student

Student: LAUREN GREEN Monument Middle School, 6 th Grade Team Facilitator: Mrs. Manion, Assist Principal			
Area of Focus	To do:	By whom:	By when:
Team collaboration	Establish regular CORE Team meetings (special ed, 4 academic teachers, AP).	Mrs. Manion	Monthly: Sept., Oct., Nov., (re-evaluate & continue)
	Periodic EXTENDED Team meetings (CORE plus special area teachers).	Mrs. Manion	Fall and Spring, more if needed
Accommodations for everyday class assignments	Submit class assignments to the special educator a week in advance.	Core teachers	Weekly
	Identify assignment/lesson accommodations. Identify materials as needed.	Mrs. Robinson (Special Educator)	Weekly
Orientation for student	Attend open house with family. Work through the school with an administrator and meet teachers.	Mr. & Mrs. Green Mrs. Manion	August 2002 1 st week teachers are back
Peer Awareness & positive interactions	Present information to Lauren's homeroom class; use open discussion format.	Ms. Chamberlain (homeroom teacher)	2 nd day of school
	Present information to the whole school on diversity/disability awareness; talk about why all students with different abilities are included; discuss expectations for positive social interactions.	Mrs. Manion & Mr. Maynard (Speech)	Early Fall assembly
Peer Supports in Class	Family and current teachers to give a list of friends to homeroom teacher	Mr. & Mrs. Green (Classroom Teachers)	By August, share at first team meeting
	Identify students as peer supports in classes.		By end of first quarter
Home-School Communication	Design communication log to be designed for daily recording by family and school.	Mrs. Robinson (Special Education Teacher)	By first day of school

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