

Integrated Therapy & Special Ed

SEGREGATED

- Therapy room or setting away from rest of class
- Peers are absent
- Often, segregated classrooms have many age groups, hard to adjust curriculum to fit all ages (example of story in K-5)
- Therapist initiated activity
- Activity unrelated to what class is doing
- Goals are developmental or prerequisite (typically not social)
- Therapist works directly with child

INTEGRATED/INCLUSION

- Classroom or setting in which rest of class occupies
- Peers are present more often than adult (Example of peers leading Alyssa through transitions and out to car)
- Child initiates activity whenever possible
- Activity is related to what everyone else is involved in
- Goals are functional, useful, and social & embedded into curriculum
- Therapist uses peers to teach skills and consults with the classroom teacher/models

STEPS TO INCLUSION and The Fully Integrated Classroom

- Examine attitudes and beliefs of administrators, boards, and other families
- Why we want this to happen
- Philosophy of the program's goals, objectives and definition of inclusion
- Philosophy is supported by all staff
- Staff demonstrate knowledge of child development and strategies
- Collaboration and team teaching allow for embedded instruction
- Administration coordinates training to facilitate specific strategies and plans
- Create successful tracking devices to see gains
- Create communication between teacher/parent through daily logs

How to write an effective IEP

Writing an effective IEP can be a challenge for a couple of reasons

1. Team includes the family. I have been in situations where the school team didn't include us in the development of the IEP, causing a great deal of stress come meeting time
 2. Writing goals that are attainable. This is very important, so the entire team, incl family, teacher, aides and student can all feel successful
 3. Base information in the IEP on current curriculum. Identify goals that will help the student work within the classroom goals that year (scissor example)
- Include peer group in the goals
 - Measurement needs to be successful, even at demonstration level (example from our IEP)
 - Include social piece for ESY planning
 - Limit the number of goals, to be sure goals are effective and important, but not so many to where the staff and child are pulled in too many directions
 - Choose goals by looking at curriculum and expected outcomes
 - Look at child's strengths, incorporating tools to accentuate the strengths, i.e. IPAD or typing device to be used instead of pencil