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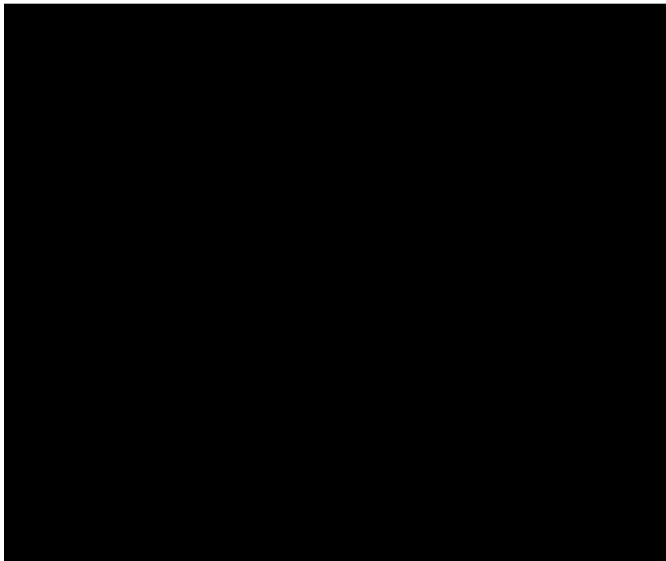
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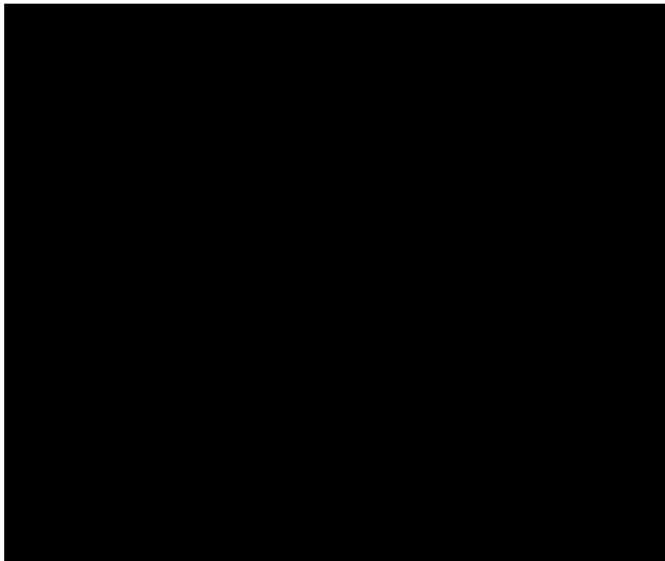
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**ABSTRACT**

The third of six volumes in the series on the Making Special Friends Project (designed to increase interactions between handicapped students and their peers), describes an inservice training program to help implement the model. Suggested steps in organizing and preparing to implement the model are outlined, and a plan for inservice training is presented. An 11-module system covers such topics as ecological analysis, community resource and accessibility guides, transition plans, and facilitating social interaction skills. Each of the modules is outlined in terms of goals, activities, assignments, and required readings. (CL)

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## 1.0 PURPOSE OF THE MANUAL

is the third in a series of manuals produced by Burlington's Making Special Friends Project. The initial volume in the series, Burlington's Making Special Friends Project: A Review of the Literature, overviews current literature regarding social interactions between severely handicapped and nonhandicapped persons. Volume II, Burlington's Making Special Friends Project: Model Overview describes the components of a service delivery model for increasing and maintaining social interactions between severely handicapped learners and nonhandicapped persons in school and community settings. The purpose of this Volume is designed to be a companion to Volume II. The recommendation that Volume II be read prior to this manual to facilitate comprehension of the procedures described herein.

The purpose of this Volume is to describe an inservice training program which can be employed to facilitate implementation of Burlington's Making Special Friends Model. Guidelines for implementing the model and materials to be used in inservice training are provided. These guidelines and materials are not intended to be used as a

It is expected that they will be modified and adapted to meet the specific needs of local communities. Volumes IV and V in this monograph series are intended for use in inservice training. Volume IV: Strategies for Implementing Model describes procedures and forms for implementing each component of the model: Community Integration, In-School Social Interaction, and Parent Involvement.

## Developing Community Resource and Accessibility Guides:

Volume V provides instructions for developing community resource and accessibility guides, and Sample Forms; Volume VI contains blank copies of the forms referred to throughout all of the manuals.

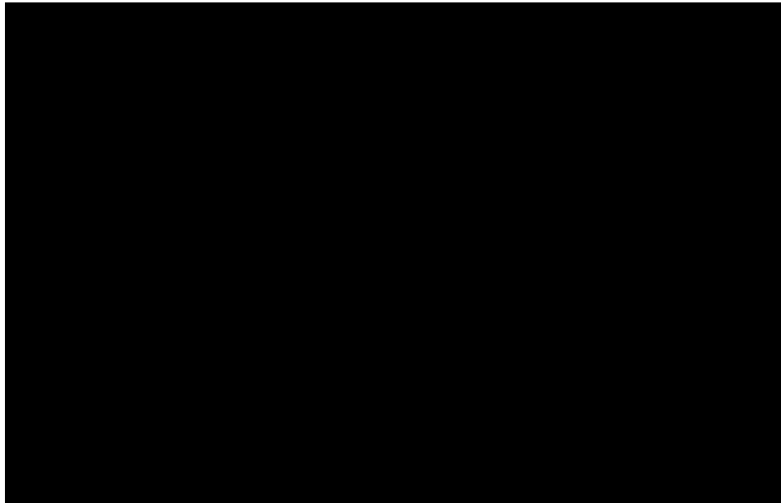
### 1.1 Appropriate Service Delivery System

In order to implement Burlington's Making Special Friends Model, severely handicapped learners must already be physically integrated into chronologically age-appropriate public school placements. Another prerequisite of the model requires that a district's special education teachers be skilled in behavior analysis procedures and proficient in developing, implementing and evaluating instructional programs for learners with severe handicaps.

### 1.2 Basic Assumptions of the Model

The eight basic assumptions of Burlington's Making Special Friends Model are listed below: Volume II of this monograph series presents a rationale for these assumptions and discusses each at greater length.

1. Severely Handicapped Learners Should Attend Integrated Public Schools. Social interactions between severely handicapped and nonhandicapped learners are enhanced in settings which provide ongoing opportunities for social interactions. Integrated public school settings increase opportunities for longitudinal social interactions between severely handicapped and nonhandicapped learners.
2. Severely Handicapped Learners Should Attend Chronologically Age-Appropriate Public Schools. To facilitate the development of chronological



st before teachers are required to complete such a

this general schedule for model implementation and training has been established, a decision regarding how the model components into the classrooms must be made.

nce suggests that it is better to systematically phase into the model, rather than to expect a teacher to the entire model for several severely handicapped a short period of time. For example, in Burlington, of severely handicapped learners selected one student

to pilot implementation of the model. Inservice and technical assistance were provided to these teachers the semester as they implemented components of the the pilot learner. After implementing the model with ts and making modifications to fit the characteristics ce delivery system, each teacher formulated a plan for remaining students into the model over a six-month

ernative strategy for implementing the model would be all students simultaneously over an extended period of ver, implementing the model with only one learner has ge of allowing teachers and task force members to adapt o the characteristics of the service delivery system ll implementation with all learners.

ne format for phasing students into the model has been n, a more definite agenda for implementing the model can be devised. Section 3.0 provides sample inservice dules which reflect an agenda for implementing the

model over the course of a semester.

## 2.2 Assign Staff Responsibility for the Project

An important consideration in implementing Burlington's Making Special Friends Model is assigning someone primary responsibility for the project. The staff member given the responsibility should be someone who has authority to make changes. Depending on the available resources and the administrative structure of the district, this person could be the director of special education, an assistant director of special education, a head teacher or a support staff member. In Burlington, the Director and the Assistant Director of Special Education assumed this responsibility.

## 2.3 Develop a Task Force System

The development and implementation of strategies to improve social interactions between severely handicapped students and other persons is a complex, multifaceted process. The ultimate success of specific strategies rests with a broad base of support. A task force system can be an effective method for securing support for the project and for receiving input into the development, implementation and evaluation of model components. The most effective task force would be composed of individuals with varying interests relating to the project, such as administrators, parents, regular educators, teachers of severely handicapped students, support service providers and interested community members.

at least three ways in which the task force system is utilized. First, a single task force can be convened to fit into the entire model. A second method is to have three separate task forces, each addressing one of the components: 1) Community Integration, 2) In-School Social Interaction; and 3) Parent Involvement. A third option is to have a task force to consider the entire model while a second task force, composed primarily of parents, specifically focusing on parental input and support. It is extremely valuable to have a task force that concentrates on parental concerns and provides a support base for the project. The first task force meeting should be conducted prior to the start of the project in order to review goals and to invite parents into model development. This is extremely important in the task force with a sense of responsibility and ownership of the model. Additionally, the authors recommend that all meetings always have an agenda reflecting specific tasks to be accomplished. Following initial task force meetings focused on the development of specific strategies, task forces should reconvene periodically to review the implementation of the model. Care should be taken to only convene a task force when there is work to be performed. Overscheduling task force meetings is a sure way to cause lack of interest and low

#### 2.4 Determine Which Components of the Model are in Place

An initial step in the implementation of Burlington's Making Special Friends Model is to determine which model components are already in place in the school district's existing service delivery system. The basic components of the model are illustrated in a checklist format in Table 1. Implementation of the model consists of refining the existing components and adding the components which are not already in place. A component is considered to be fully in place until it is an institutionalized part of the service delivery system and is applied to every severely handicapped learner in the school district. Only when the components are institutionalized will they endure through changes in personnel.

TABLE 1  
Model Component Checklist

IN-SCHOOL SOCIAL INTERACTION	COMMUNITY-BASED TRAINING	PARENT SERVICES
<ul style="list-style-type: none"> <li>— IEP objectives which address social interactions for all learners</li> </ul>	<ul style="list-style-type: none"> <li>— Community-referenced and community-based training objectives in IEP's of all learners</li> </ul>	<ul style="list-style-type: none"> <li>— System to identify and address parent information and training needs</li> </ul>
<ul style="list-style-type: none"> <li>— Regularly scheduled times and activities for social interactions</li> </ul>	<ul style="list-style-type: none"> <li>— System for identifying high priority community-based training needs</li> </ul>	<ul style="list-style-type: none"> <li>— System for assessing parent's priorities and expectations for their children</li> </ul>
<ul style="list-style-type: none"> <li>— System for principals and regular teachers in the schools to provide input and feedback on social integration activities</li> </ul>	<ul style="list-style-type: none"> <li>— Procedures for facilitating transition from classroom to classroom and from school to post-school services</li> </ul>	<ul style="list-style-type: none"> <li>— System for regular on-going contacts between parents and educators</li> </ul>
<ul style="list-style-type: none"> <li>— System for training non-handicapped learners to socially interact with handicapped learners</li> </ul>	<ul style="list-style-type: none"> <li>— System for coordination of teacher and support staff roles in community-referenced and community-based training</li> </ul>	<ul style="list-style-type: none"> <li>— System for home/school visits</li> </ul>
	<ul style="list-style-type: none"> <li>— System for parent involvement in identifying high priority community-based training needs</li> </ul>	<ul style="list-style-type: none"> <li>— Existence of a community resource guide and an accessibility guide and a system for updating them</li> </ul>
	<ul style="list-style-type: none"> <li>— Administrative policies or guidelines which facilitate community-based training</li> </ul>	<ul style="list-style-type: none"> <li>— System for coordinating school and home activities</li> </ul>
		<ul style="list-style-type: none"> <li>— Administrative policies or guidelines which facilitates working closely with parents</li> </ul>

## 2.5 Plan for Inservice Training

Inservice training should be offered to teachers of severely disabled learners to provide them with the following information and skills:

the rationale, goals, objectives and assumptions of Burlington's Making Special Friends Model;

how to conduct parent interviews and develop parent involvement strategies;

how to conduct ecological analyses and discrepancy assessments;

how to develop and implement transition plans; and

how to translate information gained during the above activities into functional community-referenced and community-based IEPs.

In addition, teachers may need information and training on working with parents, providing community-based training and social interaction skills. The amount and type of training the teachers will need to successfully implement the model depends upon their current knowledge and

The last section of this manual contains modules, information and materials that can be used as guidelines for planning inservice training. Possible methods for providing this training include the provision of special education courses by a local university, inservice workshops designed specifically for a school district and offered by a local university or special education faculty, and/or training sessions provided by the public school special education staff.

The amount of time allocated to inservice training and

scheduled for delivering the training are important considerations. Training can be provided over several full-day sessions or divided into weekly two-hour sessions. Our experience has shown that weekly two-hour sessions over the course of a semester provides an excellent format as it allows for constant follow-up and feedback. Using this format, teachers can be given assignments such as completing a Parent Inventory, and can receive weekly technical assistance on the completion of these assignments from the workshop instructor. A sample syllabus for a semester-long inservice training course is outlined in Table 2.

TABLE 2

Inservice Training Syllabus for a Semester Workshop

CLASS	TOPIC	ASSIGNMENT	DUE DATE
1 & 2	Module 1 Overview of the Social Interaction/Integration Model	Select pilot learner(s)	Class 3
3	Module 2 Overview of the Parent Involvement Component	Complete Parent Inventory	Class 6
4	Module 3 Overview of the In-School Social Integration Component	Form and meet with Social Integration Subtask Forces	Class 7
5	Module 4 Overview of the Community Integration Component		
6	Module 5 Ecological Analysis	Complete Ecological Analysis	Class 8
	Module 6 Community Resources and Accessibility		
7	Module 7 Transition Plans	Complete Transition Plan	Class 11
8	Module 8 Working with Parents	Complete Parent Services Plan Revise IEP's	Class 11 Class 12
9	Module 9 Facilitating Social Integration	Complete In-School Social Integration Plan	Class 12
10	Module 10 Teaching Social Interaction Skills		
11	Module 11 Community-Referenced and Community-Based Training		
12	Reports on model implementation	Full model implementation	Class 13
13	Follow-up as needed		







between school and home/neighborhood environments. Various methods of maintaining ongoing, systematic communication are discussed in Volume IV, along with other strategies for promoting parent involvement in the education program.

### Transition Plans

Individualized transition plans should be developed for all students upon entering an educational program in order to best prepare the student for movement to the next environment. In the case of transitions from one classroom to another (subsequent transitions), the learner's current teacher, parents, and the future teacher should work together to develop strategies for facilitating the move. The process for developing a subsequent transition plan should include the following activities: a visit to the new classroom by the current teacher, the parents, and the learner; visits to the current placement by the future teacher to observe the learner; delineation of skills which will be necessary for success in the new placement; inclusion of relevant objectives in the learner's IEP; and identification of strategies which will ensure continuity of the learner's educational program.

Transition plans for learners who will be moving from public school to adult services are referred to as post-school transition plans. Post-school transition plans should include identification of potential school options; identification of personnel who should be involved in the transition; visits to the potential placements by the future teacher, the parents, and the learner; inclusion of relevant objectives in the learner's IEP; and the

development of a method to ensure continuity of the learner's program. Volume IV contains detailed procedures and sample forms for developing subsequent classroom and post-school transition plans.

### 3.3.3 In-School Social Integration Plans.

An in-school social integration plan should delineate the members of the task force involved in developing and implementing the plan, articulate environments in which social interaction activities presently occur or are expected to occur, provide a general description of the non-disabled learners who will participate in the activities (e.g., 1st graders, 7th grade boys, etc.), and describe the nature of the social interaction activities. Strategies selected for facilitating social integration should be briefly described (see Volume IV).

### 3.3.4 IEP Revision.

Based upon the parent inventory, the ecological analyses and the transition plan, the learner's IEP should be revised to include community-referenced and community-based training objectives which emphasize social interactions. Whenever appropriate, conditions and criteria of IEP objectives should be written to indicate the community environments in which skill performance will be assessed and evaluated. The assessment portion of the IEP should indicate that parent inventories and ecological analyses were among the tools used to select IEP goals and objectives.





## MODULE 1

### Review of Burlington's Making Special Friends Model

Participants will obtain knowledge of course objectives, outputs and timelines.

Participants will obtain knowledge of the rationale and basic assumptions of the Burlington model.

### Objectives

Discuss the three components of the Burlington model: 1) Community Integration, 2) In-School Social Integration, and 3) Parent Involvement.

Review course requirements and outputs including Parent Involvement Strategies, In-School Social Integration Plans, and Transition Plans.

Discuss rationale for the social integration model:

Need for longitudinal social integration and interactions between severely handicapped and nonhandicapped learners throughout their school years

Need to train nonhandicapped peers to socially interact with severely handicapped learners

Need to teach severely handicapped learners to socially interact with nonhandicapped peers

Discuss factors which inhibit or limit social interaction training.

Segregated schools

Segregation or isolation within an integrated setting

Minimization in public schools of social interaction opportunities for nonhandicapped learners

Limiting social interaction training to recreation/leisure activities

Equating social interactions to conversation

Equating social interaction training to language training

Provision of social interaction training to handicapped

learners without reciprocal emphasis on teaching nonhandicapped peers how to interact with severely handicapped learners

5. Discuss why social interaction training should be an integral component of instruction on tasks of daily life and why it should not be a separate curriculum domain.

6. Discuss how social interaction skills (including the ability to initiate, receive, sustain and terminate social interactions) can be incorporated into recreation/leisure activities and activities of daily living.

7. Discuss various means which low functioning, nonverbal students can use to initiate, receive, sustain and terminate social interactions.

8. Discuss the need to generalize social interaction skills to activities of daily living which occur in home and other community environments.

9. Discuss the following approaches:

-ecological analysis

-developmental and cumulative skill building

-curriculum guideline

-combining these three approaches to facilitate teaching social interaction skills through functional activities of daily living

-Using the principle of participation to prevent the exclusion of severely handicapped learners from social interaction activities

### Assignment:

1. Select learner(s) with whom to implement the model.

### Required Readings

Schutz, R., Williams, W., Iverson, G.S. and Duncan, D. Burlington's Making Special Friends Project: A Review of the Literature-Volume I. Center for Developmental Disabilities, University of Vermont, 1983, pp. 1-54.

Williams, W., Iverson, G.S., Schutz, R., Duncan, D., Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 1-39.

## MODULE 2

Overview of the Parent Involvement Component

Participants will obtain knowledge of the goals and objectives of the Parent Involvement Component.

Participants will obtain knowledge of strategies to increase, enhance and maintain social interactions in home and community settings through development of close working relationships with parents.

Participants will obtain knowledge of how to conduct parent inventories, determine parent information and support needs, and develop parent/teacher communication systems.

Objectives

Discuss the goals of the Parent Involvement Component.

Discuss how a parent task force can be convened to provide input into the project and what the role of the task force should be.

Review the procedures and forms for conducting a parent interview and developing a parent/teacher communication system.

Discuss how teachers could use a Community Resource Guide in directing parents to agencies and services which meet their informational and support needs.

Discuss strategies for maintaining/institutionalizing the Parent Involvement Component.

Complete the parent inventory with parents of targeted students.

Assigned Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 77-81.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 1-32; 56-70; Appendix A.

Pine, L., Rissler, N., Williams, W., Iverson, G.S., Schutz, R. and Duncan, D. Burlington's Making Special Friends Project: Developing Community Resource and Accessibility Guides-Volume V. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983.

## MODULE 3

Review of the In-School Social Integration Component

Participants will obtain knowledge of the goals and objectives of the In-School Social Integration Component.

Participants will obtain knowledge of strategies to increase, enhance and maintain social integration and interactions in the school setting.

Participants will obtain knowledge of how to develop and implement an in-school social integration plan.

Activities

Discuss the goals of the In-school Social Integration Component.

Review the procedures and forms for convening a social integration task force and developing and implementing a social integration plan.

Review strategies to increase social interaction opportunities in school:

Soliciting support

Identifying and creating social interaction opportunities

Recruiting nonhandicapped peers

Discuss how the strategies can be adapted to meet individual needs of teachers and schools.

Review and discuss strategies to enhance social interactions:

Provision of social interaction training to nonhandicapped peers

Provision of social interaction training to regular classroom teachers and interested others

Arranging environments to facilitate social interactions

Review and discuss strategies to maintain/institutionalize social interaction opportunities in school:

-task forces

-development of guidelines for in-school social interactions.

Outputs

1. Inclusion of objectives which reflect social interactions in learners' IEP's.
2. Regularly scheduled in-school social interaction activities.
3. Development and implementation of an in-school social integration plan.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 45-61.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 32-40.



## MODULE 4

Overview of the Community Integration Component

Participants will obtain knowledge of the goals and objectives of the Community Integration Component.

Participants will obtain knowledge of the relationship between community-referenced and community-based training.

Participants will obtain knowledge of strategies for increasing, enhancing and maintaining community-referenced and community-based training.

Objectives

Discuss the goals of the Community Integration Component.

Discuss how community-referenced and community-based training can be employed as vehicles for generalizing social interaction skills to nonschool environments.

Discuss how the emphasis of community-referenced and community-based training can differ for younger and older severely handicapped learners.

Review and discuss strategies for increasing integration and interaction opportunities in the community through community-based training:

Ecological analysis

Parent inventories - working closely with parents

Developing a working relationship with the community

Reallocation of resources within the school district

Discuss strategies for enhancing social interactions in the community:

Provision of training in the community

Trainer advocacy

Discuss strategies for maintaining community integration and interaction opportunities:

Development of community-based training guidelines

Outputs

1. Inclusion of community-referenced and community-based training objectives in learners' IEPs.
2. Classroom instructional schedules which reflect regularly scheduled community-based training.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp.62-75.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp.44-56.

## MODULE 5

Ecological Analysis

Participants will obtain the knowledge and skills to complete an ecological analysis.

Objectives

Review and discuss the procedures and format for conducting an ecological analysis.

Conduct ecological analyses of priority environments identified by the parent inventories and Social Integration Task Force.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Olbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp.30-33; 67.

Williams, W., Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp.9-15; 25-29; 51-56.

## MODULE 6

Community Resource and Accessibility GuidesGoals

1. Participants will obtain knowledge of the uses for community resource and accessibility guides.
2. Participants will obtain knowledge of how to develop community resource and accessibility guides.

Activities

1. If available, obtain community resource and accessibility guides for the community of concern prior to class.
2. Discuss how community resource guides and accessibility guide could be used by teachers in planning community-based training and in referring parents to appropriate services when designing the Parent Involvement Component.
3. Discuss how to develop community resource and accessibility guides and the need to develop them for the community of concern.
4. Have representatives of various community service agencies (e.g., mental health, vocational rehabilitation, ARC) visit the class to explain the services they provide.

Outputs

1. Development of community resource and accessibility guides if needed.

Required Readings

Pine, L., Rissler, N., Duncan, D., Williams, W., Iverson, G.S., & Schutz, R. Burlington's Making Special Friends Project: Developing Community Resource and Accessibility Guides. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp.1-26; Appendix A; Appendix B; and Appendix C.

## MODULE 7

Transition Plans

Participants will obtain the knowledge and skills to develop a subsequent classroom transition plan.

Participants will obtain the knowledge and skills to develop a post-school transition plan.

Objectives

Review and discuss procedures and formats for developing subsequent classroom transition plan.

Review and develop procedures and formats for developing post-school transition plan.

Develop transition plans for targeted learners.

Include objectives which will facilitate transitions in learner's IEP's.

Required Readings

L., Pumpian, I., Baumgart, D., VanDeventer, P., Ford, A., Nisbet, J., Schroeder, J., and Gruenewald, L. Longitudinal transition plans in programs for severely handicapped students. In L. Brown, M. Falvey, I. Pumpian, D. Baumgart, J. Nisbet, A. Ford, J. Schroeder, Loomis (Eds.), Curricular strategies for teaching severely handicapped students functional skills in school and nonschool environments, Volume X, Madison Metropolitan School District, December, 1980.

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 15-19; Appendix B.

## MODULE 8

Working With ParentsGoals

1. Participants will obtain knowledge of strategies for involving parents in educational planning, enhancing social interactions at home and in the community, assisting parents in meeting their information and support needs, and developing on-going communication with parents.

Activities

1. Review and discuss with parents procedures and forms for developing and utilizing parent inventories, surveys of parent information and support needs and parent-teacher communication systems.
2. Discuss with the parents what types of special education activities may promote social interactions in home and community settings.
3. Discuss with the parents strategies which could promote the parent/teacher partnership.

Outputs

1. Revise the parent inventory to reflect changes suggested by parents.
2. Develop a system for assisting parents in meeting their information and support needs.
3. Develop an on-going communication system with parents of each handicapped student.

Required Readings

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1982, pp. 56-70.

## MODULE 9

Facilitating Social Integration

Participants will obtain knowledge of strategies for increasing, enhancing, and maintaining social integration and interactions.

Participants will gain knowledge of conceptual issues related to educational integration.

Participants will gain knowledge of definitions of social interaction skill definition.

Activities

Review the distinction between physical and social integration.

Discuss the need for educational programming beyond the classroom.

Review definitions of social interaction skills and activities as related to:

communication/language training

recreation/leisure skills training

Classification of interactions as proximal, social, helping, instructional, service and reciprocal.

Five components of social interaction which can be incorporated into activities of daily living: recognizing, initiating, relieving, sustaining, and maintaining

Discuss fundamental approaches to promoting social interactions including:

integration

reverse integration

classroom location

organization of the school day

peer buddy and tutor systems

5. If students have completed their In-School Social Integration Plans (assigned in Module 3), have them present and discuss their plans in light of activities 1-4 above.

Required Readings

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1982, pps. 32-44.

## Teaching Social Interaction Skills

Participants will gain knowledge of procedures for teaching social interaction skills to severely handicapped learners.

Participants will gain knowledge of procedures for teaching social interaction skills to nonhandicapped peers and regular school staff.

### Activities

Select activities of daily living and have students delineate and discuss how the five-component model of social interactions (i.e., recognizing, initiating, relieving, sustaining and terminating) can be assessed and taught through the activities.

Discuss how social integration groups can be structured to promote interactions. Review the following structural procedures:

-small heterogeneous groups

-competitive individual and cooperative goal structuring

Discuss how nonhandicapped peer prompting and modeling can be used to promote social interactions.

Discuss the function of sensitization training in promoting interactions.

Discuss how modeling and feedback can be used to facilitate social interactions between regular staff and severely handicapped learners.

### Required Readings

Iverson, G.S., Williams, W., Schutz, R. and Fox, G. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 49-51.

## Community-Referenced and Community-Based Training

### Goals

1. Participants will gain knowledge of community-based and community-referenced training techniques.
2. Participants will gain knowledge of the use of ecological analysis, the use of parent inventories, utilization of community resources and educating the local community regarding community-based and community-referenced training.
3. Participants will gain knowledge of factors which enhance and inhibit community-based and community-referenced training.

### Activities

1. Review use of the ecological analysis approach, reallocation of resources, trainer advocacy, and working closely with parents as strategies for developing and implementing community-based and community-reference training.

2. Invite an administrator (e.g., the Director of Special Education) to discuss strategies for overcoming the following potential inhibitors of community-based training.

-liability when in the community

-allocating staff to community-based training

-scheduling community-based training on a regular basis

-transportation to community sites

-selection of appropriate community-based training site

### Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 66-82.

Iverson, G.S., Williams, W., Schutz, R. and Fox, G. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for

Developmental Disabilities, University of Vermont,  
Burlington, Vermont, 1983, pp. 44-51.