DOCUMENT RESUME

ED 338 638 TM 015 675

AUTHOR York, Jennifer, Ed.; And Others
TITLE Strategies for Full Inclusion. Project Report Number 89-4.
INSTITUTION Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY Minnesota State Dept. of Education, St. Paul.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Sep 89
CONTRACT 37010-57613; ED-G008630347-88
NOTE 133p.
AVAILABLE FROM Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455.
PUB TYPE Collected Works - General (020) -- Reports - Evaluative/Feasibility (142)

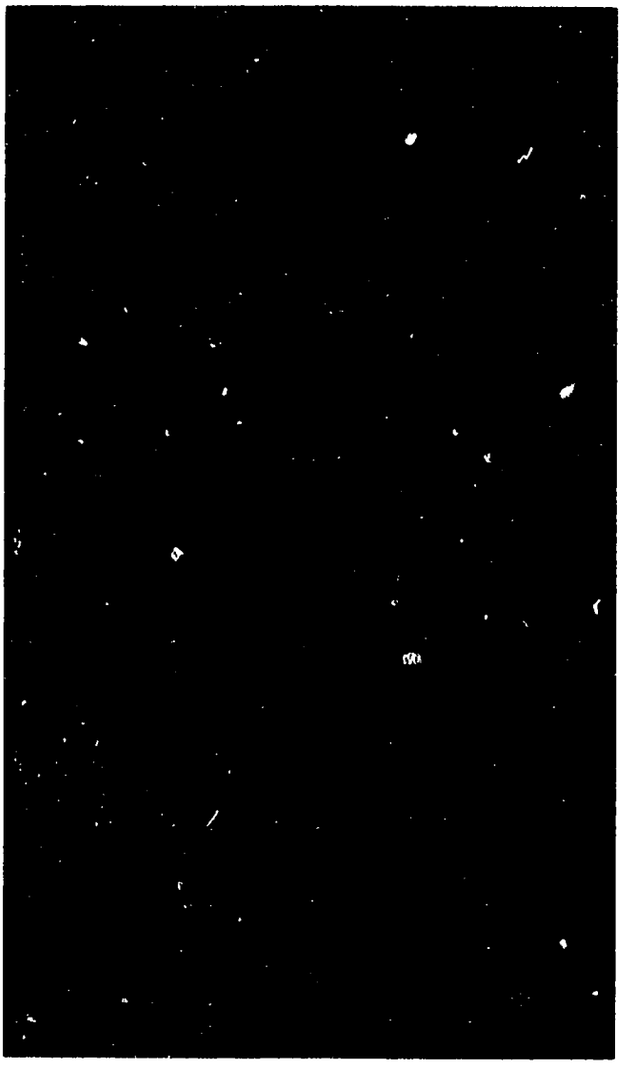
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Instructional Systems; Learning Disabilities; *Mainstreaming; Middle Schools; Program Design; *Program Development; Program Implementation; *Public Schools; Regular and Special Education Relationship; Rehabilitation Programs; Severe Mental Retardation; Social Integration; *Special Education; *State Programs
IDENTIFIERS *Inclusive Educational Programs; *Minnesota

ABSTRACT

Seven papers discussing practical strategies and examples for designing and implementing inclusive educational programs for Minnesota public schools are presented. The papers include: (1) "Strategies for Achieving an Integrated Education for Middle School Learners with Severe Disabilities" (Jennifer York and Terri Vandercook); (2) "A Team Approach to Program Development and Support" (Terri Vandercook and Jennifer York); (3) "MAPS: A Strategy for Building the Vision" (Terri Vandercook and others); (4) "Designing an Integrated Education for Learners with Severe Disabilities through the IEP Process" (Jennifer York and Terri Vandercook); (5) "Instruction in Regular Education Classes for Students with Severe Disabilities: Assessment, Objectives, and Instructional Programs" (Cathy Macdonald and Jennifer York); (6) "Regular Class Integration: Beyond Socialization" (Jennifer York and others); and (7) "Does an "Integration Facilitator" Facilitate Integration?" (Jennifer York and others). (TJH)

Strategies for

Full Inclusion



Edited by:
Jennifer York, Terri Vandercook, Cathy Macdonald, and Sue Wolff
Institute on Community Integration
University of Minnesota

Strategies for Full Inclusion

Edited by:

**Jennifer York, Terri Vandercook,
Cathy Macdonald, and Sue Wolff**

September 1989

**University of Minnesota
Institute on Community Integration
109 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512**

The citation for this monograph is: York, J., Vandercook, T., Macdonald, C., & Wolff, S. (Eds.). (1989). Strategies for full inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.

Project Report Number 89-4

Additional copies of this publication may be obtained from:

Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

PREFACE

Over the past few years, numerous school districts in Minnesota and elsewhere have developed a vision of all children, regardless of ability, learning and growing up together in the same schools and classes as their friends and neighbors. Many educators, advocates, and families have accepted the challenge of building inclusive school communities where each belongs. They work hard. . .they solve problems. . .they celebrate success. . .they learn from failures. . .they continue to work together to achieve their goal.

Contained in this monograph are seven papers, each of which presents practical strategies and examples for designing and implementing inclusive educational programs. The content is based largely on the efforts and experiences of many Minnesotans who believe and have demonstrated that full inclusion is possible.

The first paper presents general principles for change related to integration and specific building based change strategies. The second paper introduces and provides examples of teamwork specific to regular class integration. The third paper presents a specific strategy, MAPS, for developing a vision of inclusive education and for designing a school day to achieve the vision. Emphasized in this strategy is the critical role of classmates in the planning process. The fourth paper describes an IEP process that expands an environmentally-referenced curricular strategy to include instruction in regular classes. The fifth paper describes and provides examples of an assessment process for identifying objectives and developing instructional programs specific to individual regular classes. The sixth paper presents a simple construct which broadens the scope of learning opportunities in regular classes beyond social benefits. The final paper is a brief discussion of the advantages and disadvantages of an additional support person being present in regular classes.

The authors sincerely hope that readers find the information useful in their integration pursuits. Comments, constructive feedback, and reciprocal sharing of strategies found successful elsewhere are welcome!

Jennifer York, Ph.D.
Terri Vandercook, Ph.D.
Cathy Macdonald, M.A.
Sue Wolff, M.Ed.

September 19, 1989

ACKNOWLEDGEMENTS

Special appreciation is extended to the Minnesota students, families, and team members at the Roseville Area Middle School, John Glenn Middle School, Battlecreek Elementary School, Sherburn Elementary School, Lincoln Elementary School, and East Chain Elementary School. Through the efforts of these dedicated and creative individuals, many of us have had an opportunity to learn together about ways to develop inclusive school communities, where students with even the most severe disabilities belong and are included in regular school life.

This monograph was developed with support by Grant No. G008630347-88 from the Office of Special Education and Rehabilitative Services, U. S. Department of Education; and the Minnesota Integrated Education Technical Assistance Project Grant No. 37010-57613 from the Minnesota Department of Education. Points of view or opinions stated in this report do not necessarily represent the official position of the U. S. or Minnesota Departments of Education and no official endorsement should be inferred.

TABLE OF CONTENTS

STRATEGIES FOR ACHIEVING AN INTEGRATED EDUCATION FOR MIDDLE SCHOOL LEARNERS WITH SEVERE DISABILITIES

January, 1989

Jennifer York and Terri Vandercook
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612 624-4512

This paper was developed with support by Grant No. G008630347-88 from the Office of Special Education and Rehabilitative Services, U.S. Department of Education; and the Minnesota Integrated Education Technical Assistance Project, a collaborative project between the Minnesota Department of Education and the University of Minnesota. Points of view or opinions stated in this report do not necessarily represent the official position of the U.S. or Minnesota Departments of Education and no official endorsement should be inferred.

ABSTRACT

There is much discussion about and emerging demonstrations of children with severe disabilities being included to greater degrees in the mainstream of regular school life, including regular classes and extracurricular activities. Educational service providers are struggling with how to generate the momentum for change from a self contained special education classroom model of service delivery, to a more integrated education approach where special education is a service and support provided in regular education environments. Presented in this paper are general and specific change strategies that have been useful in facilitating such a change. Specific examples relate to middle and secondary aged students but general principles apply to younger children also.

STRATEGIES FOR ACHIEVING AN INTEGRATED EDUCATION FOR MIDDLE SCHOOL LEARNERS WITH SEVERE DISABILITIES

For over a decade, both federal and state education laws have called for the education of students with disabilities in the least restrictive educational environment with the presumption being that primary placement in regular classrooms in proximity to peers without disabilities with appropriate supports is preferable to removal from the regular classroom (Danielson & Bellamy, 1988). The Education of All Handicapped Children Act of 1975 asserts that students with disabilities must be educated together with peers without disabilities to the maximum extent appropriate; and that students are to be educated in the school they would attend if they did not have a disability unless the goals and objectives in the Individualized Education Plan (IEP) require some other environment for implementation (Federal Regulations, 1977). Numerous advocacy and professional organizations have also supported the development of integrated school communities. Their support for all children, labeled or not, to be educated together in the same environments is evidenced in specific policies and resolutions. The Council for Exceptional Children (Greer, 1988) has a policy which states that "*special education should be carried on as an integral part of the total educational enterprise, not separately.*" In its Resolution on the Redefinition of the Continuum of Services, The Association for Persons with Severe Handicaps (TASH) (1986) calls for the "*provision of specialized staff, resources, and services to meet individual needs without removal from the regular classroom.*" By promoting the involvement of all children in their respective home schools and in the regular life within the school, a greater sense of community within each school can be achieved as relationships among children and staff are developed. Such integration in school is essential if integration into the community at large is to be achieved.

Stainback and Stainback (1984) have articulated a rationale for the merger of regular and special education maintaining that there are not two distinct sets or types, regular and special, of students and instructional methods. They discuss the potential benefits of a unified as opposed to a dual system (as currently exists) of education. Benefits include less time and money spent on classifying students to determine placement, less duplication in curriculum and services, more curricular and support options for all children, a greater variety of instructional methods for all students, and more cooperation among staff. A merger of systems would require considerable restructuring of educational administration, services, supports, and monies. These difficulties, however, are not a defensible reason to delay the change to a more unified system designed to better meet the needs of all learners.

Increasingly, examples of successful integrated education and merging of systems are being established in the United States and Canada. Some school districts have fully integrated special education services. Learners attend the school they would attend if not disabled and they are based in age-appropriate classes. Programming responsibility is shared by regular and special educators, regardless of the nature and severity of an individual's disability. In Vermont, several school districts have operationalized their commitment to integrated services in home school districts as part of what has been labeled the "*Homecoming Model*" (Thousand, et al., 1986). One district has redesigned the way in which all educational services are provided based on the concept that responsibility for the education of all children is shared among regular and special educators, parents, and administrators. Planning teams for each individual student with high needs which include consultants with specialized areas of expertise (e.g., special educators, therapists) is the primary support employed. Members of the planning team are identified based upon individual learner needs and include at least the regular class teacher, a special education teacher to provide mainstreamed support, parents, related services staff, and an integration specialist if necessary. At the end of the first year of full integration for all students, data were obtained from written interviews,

test results, and anecdotal reports from parents and professionals (Schaatman, 1986). These data combined with the outcomes of Homecoming efforts in other areas of Vermont indicate the following benefits (Reid, 1987): (1) thoughtfully planned individualized programs; (2) effective utilization of all personnel resources; (3) efficient utilization of time and money; (4) exposure to a broad range of educational opportunities resulting in increased growth; (5) the development of friendships; (6) greater school and community involvement of parents; (7) higher level of independent functioning within the local community; (8) additional resources for all students; (9) personal growth of all students; and (10) intense pride of local community and school staff. In Louisville, Kentucky (Brost & Johnson, 1986; Ford et al., 1984) several different models for integrated education have been implemented, including use of itinerant teachers, team teaching, and building based support teams.

Numerous school districts throughout Canada are engaged in the practice of integrating students with intellectual disabilities into home schools and regular classes also. New Brunswick has adopted a policy for establishing full integration as the starting point for program planning for all students with special needs (Henderson, 1987). The roles of the special education teacher are to provide direct assistance to the classroom teacher in planning individual programs for students with special needs, and to provide instruction outside the classroom in the few instances where it may be required. In Ontario, the Hamilton-Wentworth school district educational philosophy for all children is captured in two words, "*Each Belongs.*" All students attend their neighborhood school, are placed in chronologically age-appropriate regular classes, and are provided with the individually designed supports necessary to help them learn. Jim Hansen, Superintendent of Operations, clarifies the issue of integration by stating simply that (Hansen, 1987):

> Integration does not mean all children learn the same thing at the same time, in the same way. Integration does not mean, we 'cure' the child. Integration does not mean we group ten year olds with six and seven year olds. Integration is not an undue burden on the school and the teacher. Integration means we all have models. Integration means learning from each other. Integration means having our academic needs met according to our achievement level of the moment and having our socialization needs met with our age group (p. 98).

These demonstrations have served as a great impetus for professionals and families throughout the country to work toward achieving more integrated educational programs. Common to all of these demonstrations are (1) a top-down, administrative commitment to change, (2) a practical and flexible merger of special education and regular education responsibilities and resources, and (3) an individualized student planning process.

Although policy, precedents, demonstrations, and research exist in support of providing special education services in the most integrated, regular environments, implementation has not been fully realized. A large gap exists between policy and practice. Home school and regular class placement with appropriate supports is not the standard practice for many learners with disabilities (Danielson & Bellamy, 1988). Biklen (1988) asserts that the location and type of educational services provided to an individual learner is largely dependent upon where a learner lives. Learners with moderate and severe disabilities in one community may receive the majority of their educational services in a special class located in a special school, while learners ascribed the same labels but who live in another community might receive educational services in mainstreamed regular classes. Instead of reflecting individual learners abilities and needs, therefore, placement and programming recommendations are more likely based on the history of local precedents in service delivery.

Opportunities for integrated placements have eluded the overwhelming majority of learners with labels of moderate, severe, or profound mental retardation or multiple disabilities. The typical service delivery options assumed to be the least restrictive for individuals ascribed these labels are

placement in a self-contained classroom within a regular school, or still in many districts, a homogeneously grouped, self-contained classroom within a special school. Rarely is a regular class placement with appropriate and individually designed supports considered or implemented. For well intentioned reasons (e.g., wanting to assure the provision of specialized services and expertise), a history of separate regular and special education services has been established. Changing the service design to achieve an integrated education for learners with moderate and severe disabilities presents a significant challenge to school communities.

GENERAL CHANGE STRATEGIES

Like all changes, the change to a more unified system of education can create anxiety for professionals and parents who have become comfortable with current service norms, expectations, and responsibilities. Critical to the success of a transition, therefore, are strategies that allow the individuals involved in the change to be supported in meeting the new challenge. Further, change cannot be achieved or maintained through the efforts of single individuals. No one person knows enough or has the capacity to be personally and solely responsible for change. To achieve maintenance of new roles, activities, and expectations, groups of people must be involved to create and sustain the momentum, and to solve the inevitable problems that arise during the change process. Described here are two principles of change specific to integrated education, natural proportion and natural supports, and several generic change strategies.

Adhere to Natural Proportions

Natural proportion in the public schools refers to a distribution of individuals in the school that reflects the diversity and proportion of individuals in the larger community. The principle of natural proportions related to students with severe disabilities applies to placement into school buildings as well as involvement in regular classes. Unfortunately, a system design based on natural proportions is in direct contrast to the nature of current placement decisions in many districts. Placement decisions are often made so as to homogeneously group students based on categorical labels. This frequently results in learners with labels being bussed out of their local communities, and sometimes out of their own districts, to a "*clustered*" school site (Brown et al., 1988). This practice of clustering children with presumed homogeneous needs results in high proportions of learners with labels in some schools and no such labeled students in others. High numbers of students who present significant challenges to educational service providers overwhelm the resources of one regular school, both in terms of the percentage of regular classroom teachers and the general school community who must be involved and the high level of special education presence and supports. For example, in a middle school of 500 students, one would expect approximately five students to have moderate to severe disabilities when adhering to natural proportions (Brown, et. al., 1979). When using a clustering model, five to ten times as many students with moderate to severe disabilities might attend one regular middle school. To plan and support an individualized integrated education for five students is much less overwhelming than planning for 20 to 50 students. Approaching natural proportions in individual schools requires planning at the district level and frequently, multi-district level given the prevalence of cooperative and intermediate district programs established to serve learners with moderate to severe disabilities.

Approximating natural proportions in regular environments within a school building is important also. In small numbers (e.g., one student with severe disabilities in a regular class), accommodations by teachers and peers can be made more easily. For example, during a visit to a kindergarten class with a member labeled moderately handicapped, the regular teacher could easily and unobtrusively assist the child follow along in the workbook during a whole class exercise. As greater numbers of learners with disabilities are present in the same environment, accommodations become more difficult. Further, in greater numbers "*they*," i.e., children with disabilities, become

perceived increasingly as a group instead of as individuals. More than one student defines a group and *"we-they"* lines begin to be drawn. Groups have boundaries and rules for membership. Membership and full inclusion with same age peers who do not have disabilities is a goal of integrated education.

Identify and Recruit Natural Supports

Natural supports usually refer to people that are typically available in a given environment and that can provide assistance to an individual with disabilities. For example, in a regular classroom, classmates and the regular education classroom teacher can be natural supports to a student with disabilities. Increasingly, such pre-existing, natural supports must be identified and their involvement recruited for at least two reasons. First, classmates and the regular education teacher know about the demands, expectations, and opportunities in a regular class. They are in the best position to make these known to the student with disabilities and to reinforce behavior changes and accommodations made by the student. Second, education and human service systems do not have and will not have the capacity to provide a paid service provider to every individual who needs support in every integrated school, community, and work environment. To some extent, all people are dependent on others around them. Such interdependence must be facilitated and reinforced for individuals with disabilities as well. When a special education teacher or paraprofessional accompanies a learner with disabilities in a regular class, a great deal of caution must be exercised to prevent conveying the message that if the learner needs help, the special education support person will always provide the assistance. This prevents interactions, builds dependence, and prevents skill acquisition by the classmates and regular teacher. The support person should be viewed as an adaptation to the environment and like all adaptations, should be faded if and when it is appropriate. This is not to say that special support is not needed but that natural supports exist and should be utilized to the greatest extent appropriate.

Use a Participation Approach

Achieving change requires bringing people together -- collaborative teamwork. Maintaining change requires including in the planning the people responsible for implementation so that ownership is instilled and a base of support is built. Kruger (1988) has conceptualized this orientation as a Participation Approach to change that *"assumes that the most ethical and efficacious manner in which to carry out a change program is to involve a group of people who can collaborate as a team in order to systematically plan and evaluate programmatic solutions"* (p. 500). A participation approach to change has the advantages of ownership, group problem solving, division of labor, and greater connections facilitative of building constituencies. One major implication of this approach is active involvement and leadership by individuals within the specific school building. Use of outside consultants should be exercised cautiously so that building based personnel do not consider themselves lacking the competence to implement change or lacking control over the change process.

Kruger (1988) also promotes programmatic change at the building level given the rationale that if a problem exists for one student, it is likely to exist for more students. Initial change efforts may be focussed on one student; however, information should be shared and plans made to expand successful educational designs and interventions to include more students within each school building.

Employ Group Problem-Solving

A group has been defined as *"a collection of individuals who join together to achieve a goal... individuals are not a group unless they are trying to achieve a mutual goal"* (Johnson & Johnson,

1987, p. 6). Use of group problem-solving as opposed to individual efforts can yield many benefits. Kruger (1988) puts forth several hypotheses in support of group efforts to address complex issues: (1) greater interest in the problem stimulated by group membership, (2) a summative effort of individual contributions, (3) the capacity to recognize and reject poorly conceived solutions, and (4) the availability of greater information. Not only do group efforts frequently yield better and more sustained outcomes, but many people find that the group interaction itself is reinforcing and feel supported within a group construct as opposed to when working in isolation. Groups can provide the supportive environment conducive to the new learning involved in change.

Demonstrate Success Locally

Change entails learning to behave in new ways. Demonstrations, sometimes called pilot projects, are mechanisms by which small scale change efforts can be achieved. Because systems change cannot be implemented as readily as building based change, implementing demonstrations allows focused energy on a manageable target for change. Part of the frustration experienced during change results from inefficiency that is by definition a part of the acquisition stage of learning. As learning occurs and performance in new roles becomes more efficient, expanding change efforts to a larger scale becomes manageable.

Successful building level demonstrations are a subtle and effective means of making the change a real part of everyday life for members of the specific school community. As such, the change seems less threatening and positive attitude shifts can occur. Watching a videotape of people in another community successfully integrating children with disabilities does not provide the same sense of personal experience facilitative of attitude change that demonstrations within one's own school community can instill. Videotapes of other successes are extremely useful for providing a vision, but local demonstrations serve to involve at least remotely all school community members. Successful building level changes can provide the initial shift in momentum toward district wide adoption of integrated education.

BUILDING LEVEL STRATEGIES

To achieve an integrated education, a sense of community and cooperation at the school building level must be developed. An integrated education refers specifically to the inclusion of students with high needs into regular classes and other typical school and community settings. A self-contained classroom in a regular school building does not meet this definition. Increasingly, separate classrooms are not considered necessary or even conducive to providing a quality educational program for students with severe disabilities. The current reality of service delivery to students with severe disabilities, however, is often a self-contained class within a typical school. The strategies presented here are put forth in recognition of this reality and with the intent to assist with the move from segregated classrooms in a regular building to placement in age-appropriate regular classes with the individually designed supports necessary to meet individual needs.

That an individual school is a place where all children belong and learn together is a shared orientation upon which plans and decisions are made. To a large extent, the amount of integration among students is a reflection of the leadership by the principal and the degree of integration of special education staff within the regular education mainstream. Described in this section are strategies directed at building level teams of regular and special educators that focus on achieving an integrated education for students with severe disabilities and on developing a greater sense of community throughout the school building. The four strategies are: (1) identify and recruit collaborators, (2) communicate with all members of the school community, (3) conduct an inventory of regular school life, and (4) use regular, generic space.

Identify and Recruit Collaborators

To overcome the inevitable problems and barriers that will be encountered in the change to integrated education requires teamwork among people who share a common vision or who are willing to develop new approaches, and who can help to solve problems. A major hurdle to overcome is the precedent set in many schools that most teachers work in relative isolation. Most educators, including special educators, have not experienced and learned the value of collaborative teamwork. When initiating the change, therefore, individuals who are positive and can solve problems must be recruited to work together. These collaborators must be respected among their peers and be representative of various factions within the school, e.g., regular educators, special educators, administrators, parents, and support staff. Representation facilitates communication with and feedback from all members of the school community. Also, when it comes time to expand initial integration efforts for implementation on a wider scale, the most credible people to recruit involvement are those people considered to have the same investments, interests, and backgrounds as the target group. For example, a regular educator is the person to recruit the support and involvement of other regular educators.

The principal is an especially critical team member as staff look to her for direction. Unclear and contradictory messages from the leader of the school provide no incentive for involvement or change. The activities, practices, and even the atmosphere within a school are ultimately a reflection of the leadership in the building. The principal frequently is in the best position to assist with problem solving because of his knowledge of all school operations. Especially important for integration efforts, the principal can identify collaborators from amongst the building staff. If a merger between regular and special education is to evolve, leaders from both special and regular education must be involved in all aspects of planning and implementation. The principal knows teachers who are both talented and influential among their peers.

Parents have an essential role in shaping the school community. A major concern of parents, both of regular and special education students, is methods of service delivery which benefit their children. They are intimately aware of how school effects their children and should be recruited and involved in the integration efforts. Initially, the parents targeted should be in favor of or at least open to the proposed changes. It is important that the parents selected are effective communicators also. Parents are the most credible people to talk with other parents. There are usually as many, if not more, parents against change as there are in favor of change. Proposed changes create uncertainty and fear of the unknown. Frequently, a greater level of trust exists between parents than between parents and school personnel. Another reason to include parents is that they provide a unique source of feedback as they receive first hand information from their children about school happenings. Further, they are an important political force for promoting change at upper levels within the district, as well as within the general community. School board members are usually very interested in and responsive to issues raised by parents. The support and involvement of parents is essential in the move toward integrated education.

One sometimes overlooked group of collaborators instrumental in the change to integrated education are the students without disabilities. They are the individuals most knowledgeable about regular school life. More often than not, they are the ones who are the most helpful in coming up with ways to include their peers who on some level may be regarded initially as different, but with whom they actually share many similarities. Peers without disabilities are the individuals who as children and adults are available to provide some of the natural support necessary for enabling their peers with disabilities to be participating and contributing members in their school communities and the community at large.

Once identified, the way in which key players (educators, parents, peers) are to be involved in planning for and enacting change is delineated. Formalized involvement may occur as members of three types of working groups that may be operative within a school building: an administrative planning team, task forces or work groups, and IEP planning teams.

Administrative Planning Team. In some school buildings, an administrative planning team that provides direction and leadership already exists. In these situations, it is most efficient to infuse integration as an agenda item for this pre-existing team instead of creating a new structure. For integration purposes, the administrative planning team consists of at least the principal, one key regular educator, and a key special educator. A key parent, such as the president of the Parent-Teacher Association, might be involved also. This small group is responsible for identifying initial goals and outlining general approaches for the movement toward a more integrated school community, for assuming a leadership role in solving problems, for recruiting the active involvement of collaborators to assist in the change efforts, for maintaining an affirmative style of interaction, and for identifying communication networks (e.g., faculty meetings, school newsletters, curriculum lead meetings) that can be used to provide information to and receive feedback from all members of the school community. Goals and related objectives for the initial change toward an integrated school community could be a variation of the following:

Goal 1: To demonstrate that all children can learn and participate together in all aspects of regular school life, including being educated in regular classrooms with support, and participating in formal and informal extracurricular activities.

- Objective 1: Assign all learners to regular homerooms.
- Objective 2: Integrate learners with disabilities as members (not visitors) in a variety of regular classes.
- Objective 3: Integrate learners with disabilities as active participants in a variety of extracurricular activities.

Goal 2: To include all members of the school community (e.g., faculty, students, parents) in integrated education change efforts.

- Objective 1: Provide information to faculty, students, and parents at the beginning of the school year, or during the spring preceding the school year of implementation.
- Objective 2: Establish regular networks of communication during the school year to provide updated information and to share positive experiences and outcomes of integration efforts.
- Objective 3: Recruit and support the involvement of teachers who will be directly involved in the design and implementation of regular class integration for individual learners.
- Objective 4: Recruit and support the involvement of representatives from the faculty, students, and parents in organized groups such as the task forces and student planning teams.

Task Forces/Work Groups. Task forces or work groups are the second type of formally designated group operative at the school building level in the quest for integrated education. There

may be more than one task force depending upon the number of people involved and the priority tasks identified. The purpose of each task force is to bring together a group of individuals who will responsibly and in a supportive and creative manner address specific priority issues related to the change toward integrated education. There are two types of outcomes for task force efforts. The first is to develop "*esprit de corps*" among group members. This serves as an important source of support during change efforts. A sense of ownership for the change efforts is accomplished also. The second outcome is the development of specific products and recommendations for dissemination among school community members.

As a general rule, task forces meet on a monthly basis. They provide feedback to the school community at large on a regular basis (e.g., through faculty meetings), at least twice each school year. In addition, if there is more than one task force in operation, information should be shared among task forces on a regular basis. Since task forces are support and product oriented groups, their composition should be relatively small, e.g., four to eight persons. Specific individuals are selected as appropriate members related to specified tasks. At a minimum, both regular and special educators, are represented on all task forces. Possible task force topics include:

Task 1: To develop a position paper on integrated education, including a mission statement, a philosophy statement, a rationale, and guiding principles (general strategies). Specific activities might include reviewing existing position papers, research, and demonstrations of integrated education.

Task 2: To conduct and document an inventory of regular school life. (Described later in the paper.)

Task 3: To share and document integrated education experiences occurring within the school, including information about strategies that worked and did not work, curriculum adaptations, and other supports. Documentation can take written and audio-visual form.

Task 4: To brainstorm ways to include peers as supports for learners with disabilities in regular classes and extracurricular activities within the school.

Task 5: To plan and implement a strategy for obtaining feedback about integrated education efforts from faculty, students, and staff.

Student task forces or work groups might be enlisted also. One formalized mechanism is to involve the student council. For example, the student council can be charged with the responsibility for coming up with ways to include students with disabilities in extra-curricular activities without having so many teachers around. Another somewhat less formalized mechanism is to implement a "*Circles of Friends*" strategy (Forest & Flynn, 1988; Perske & Perske, 1988; Snow & Forest 1987). Use of this strategy involves recruiting a group of classmate volunteers to provide support to a peer with disabilities. At the heart of this strategy is the reality that people with disabilities have fewer people in their lives who choose to be with them and a phenomenally high percentage of people who are paid to be with them. This is graphically illustrated by having classmates write names of individuals on concentric circles, with the innermost circles identifying people close to the individual and the outermost circles identifying people who are also important sources of support but may include people who are paid to be with the individual (e.g., teachers, doctors). These diagrams are discussed by contrast to individuals who have disabilities. Classmates volunteer to be friends with the peer who has a disability and together with the peer and an adult facilitator, they identify needs and how they can be addressed. For example, one circle of friends identified that a peer with disabilities needed to be with friends more during after school, evening, and weekend hours. They

proceeded to brainstorm ways to address this need: each day of the week a different friend would call; and on Saturdays the peer would accompany several friends on various community outings, e.g., eating at McDonalds and shopping at the mall. Initially, circles of friends may require considerable adult facilitation. Over time, as friendships develop and greater inclusion in regular life is achieved, adult involvement may be reduced.

IEP Planning Teams. A third type of team, IEP planning teams, is involved specifically in the design and implementation of successful integrated education plans for individual learners. The team of people involved for each individual being integrated consists of the student, the parents, siblings as appropriate, regular education peers, special educator, regular education teacher, and necessary support personnel (e.g., therapists, paraprofessionals). The team is responsible for (1) identifying current and future integrated school and community environments in which student participation is desired, (2) generating specific goals and objectives which target behaviors for instructional emphasis within each environment, and (3) designing individualized supports and adaptations to ensure success therein. Essential for effective teamwork is recognition that ensuring quality integration requires ongoing team problem-solving. Teams must meet, therefore, on a regular basis. No one individual is solely responsible, the team shares in solving problems as well as celebrating success. (Readers interested in a detailed description of IEP team strategies for developing objectives related to integration in regular classes are referred to York and Vandercook, 1988).

Communicate with All Members of the School Community

Communicating with all the members of the school community is essential. Deciding specific information to be shared and timing the delivery is difficult. To err on the side of not providing enough information is to risk accusations of concealment and resentment for lack of inclusion. To err on the side of providing too much information, especially in the early stages where planning is tentative and progress fragile, is to risk creating high levels of anxiety and a forum for debate at a time when plans have not had time to be implemented successfully. The administrative planning team for each school building is in a position to make the best decision about the information to be shared and the timing of delivery.

Information should be shared in the initial stages of the change process, e.g., during inservices to staff and students at the beginning of a school year or at the end of the school year prior to implementation. The direction of change must be clear. That is, the question is not whether integrated education, i.e., all children learning and belonging together, is a goal. It is. The question is how school community members can work together to accomplish the goal. In general, information shared about the change toward more integrated education includes: the goal, the rationale, the expected outcomes, the problems that are likely to be encountered, the supports that will be provided, expectations for involvement, and tentative plans and timelines. The information should be presented enthusiastically, honestly, and in a nonthreatening way. Displaying a good sense of humor frequently puts people at ease also. A strong message must come across that we, as a school community, are embarking on this move toward integrated education together, that problems are inevitable, and that responsibility for addressing problems is shared.

During all communications about the students being integrated, language is used that recognizes the person first and foremost, and the disability or areas of high need second. A child is not a "*TMR*" or a "*severe*" but rather a child with severe disabilities or high needs. Use of labels is dangerous in that children are stigmatized and unique and positive qualities are de-emphasized.

Faculty Communications. During initial meetings with faculty members a rationale for integrated education is provided. Faculty must know why integration is so important as to warrant such

seemingly drastic changes in service delivery. Points to emphasize are benefits realized by students with disabilities, students without disabilities, and regular and special educators. Short articles (e.g., Forest, 1988; Meyer, 1987; Reid, 1987; Stainback & Stainback, 1986; and Strully & Strully, 1985) that communicate the rationale can be distributed prior to or at the end of the initial meeting.

When communicating with the faculty, it should be acknowledged that we are all handicapped by our experiences and lack thereof, so it is hard to be supportive of such a large change in service delivery when the successful inclusion and education of learners with severe disabilities in regular class settings has not been observed. Providing a vision of integrated education is extremely helpful. This can be done in several ways. Site visits to schools where successful integration attempts are underway is a viable option for some faculty members. Relating examples of success, specifying supports which were provided and outcomes realized for those involved (students, faculty, families, and communities) would be a second and more feasible means of providing a vision of a fully integrated school community. The effectiveness of this second strategy might be enhanced by inviting a team (e.g., administrator, regular educator, special educator, parent, students) from an integrated school to talk with the faculty and relate the successes, struggles, and outcomes firsthand. A third strategy that has proven enormously successful is to show one of several excellent videotapes that provide a vision of children learning together and that relate administrator, teacher, parent, and student perspectives. Three such videotapes are "*Regular Lives,*" (Godwin & Wurzburg, 1988), "*Jenny's Story,*" (Dobbins, 1987), and "*With a Little Help From My Friends,*" (Forest & Flynn, 1988). (An overview of these videotapes and information on how to obtain them is provided in Vandercook, York, and Matuszak, 1988.)

In addition to discussing the rationale and providing a vision of an integrated school community, the tentative process, including initial goals and objectives, is shared. When possible, the principal and key regular educator should lead or at least be part of the discussion along with a special educator. The discussion might be similar to the following:

> *"For the past five years, six of our students who are labeled severely disabled have spent most of their time at school in a separate, special education classroom. We used to think this was the best way to provide their educational services. In fact, what has happened is that they were inadvertently isolated from their peers who do not have disabilities and from the rest of us. As you know, we have been planning for the last half of this school year ways for Ann Marie, Brian, Leno, Dave, George, and Marsha to be more involved in the mainstream of our school community. Specifically, all the students will start their day in regular homerooms with same-age peers and we will begin including them on an individual basis in regular classes.*
>
> *Next fall, George will be in Mr. Vick's tenth grade homeroom. . . (etc.).*
>
> *The students will also be members of regular classes and after school activities with no more than two of the students present in any one class at the same time. So far, Mrs. Roma, Mr. Bachman. . . (etc.), are the teachers interested in including students in their classes. If anyone else is interested please let one of us know.*
>
> *Because we will all be learning a lot along the way, we will also have a task force of regular and special educators from our building who meet on a monthly basis to update each other and to document successful and not so successful strategies. Every other month at our faculty meetings, we will hear back from the task force. If anyone is interested in participating please let us know."*

Student Communications. Initial meetings with students who are not labeled should cover the rationale for integrated education also. Given the history of segregation, typical peers must be told why their peers with disabilities are to be welcomed into regular school life. Many peers understand this intuitively. Most importantly their involvement must be recruited. Posing a question elicits actual involvement of peers. Questions such as "*What is the purpose of education - what is it supposed to be preparing you for?*" will often provide a good start to a discussion aimed at communicating the message that the purpose of education for their peers with labels is no different. A second question which helps to emphasize similarities is to ask the students to share some of the dreams they have for their own futures. What do they hope to do when they graduate? Where will they work and what will they do? Where will they live and with whom? What will they do for fun, where, and with whom? Those same questions can be addressed for one of their peers with disabilities in an effort to point out similarities and also to reemphasize the importance of all students gaining the attitudes, values, and skills necessary to include and support all individuals in the larger community.

Specific information regarding how the students who are not labeled can be involved in supporting a peer with disabilities should be provided also. Often just giving permission to provide assistance and to include peers in ways that make sense to them will result in the provision of natural and effective supports. Tell the students how important it is that the students with disabilities spend most of their time around peers who are not disabled instead of in separate places with teachers all the time. Emphasize the need for their participation. Specific problem-solving situations might be posed. For example, "*If John is in your social studies class right before lunch and he doesn't know how to get to the lunch room, how could you guys help out? What if John seems a little confused about how to get through the lunch line?*" Repeatedly, we are learning that peers without disabilities are a tremendous, untapped resource for problem-solving, and providing assistance, as well as being friends.

Parent Communications. Sharing information with parents may take several forms to meet specific purposes. All parents might be sent a flyer or a general invitation might be extended through the school newsletter to attend an evening information session about plans for supporting the involvement of students with disabilities in more typical school activities, e.g., classes and after school clubs. Parent-Teacher Associations are recognized leadership groups for school wide issues involving parents. Discussion of integration efforts at PTA meetings is a pre-existing forum for interactions. In the informational meetings, assurances are made about maintaining the quality of educational services for all students. Be specific as to plans and supports so that parents have confidence in the thoughtfulness of the change. A discussion of the benefit for all members of the school community, not just for students with disabilities, is included.

For parents of children with disabilities, discussion about the change in the location of services is addressed on an individual basis and relates specifically to Individualized Education Plan (IEP) goals and objectives. It is reasonable to expect that parents will have concerns about changes in their children's education. The team is responsible for planning with the parents ways to address these concerns and minimize difficulties in the transition process. Parents also should be involved in selecting the regular classes in which their son or daughter will be members.

Equally important to sharing information with faculty, parents, and students at the initial stages of transition is ongoing communication. The administrative planning team, task forces, and IEP teams of children being integrated are the primary sources of information about integration processes and outcomes for the school building. Existing communication networks (e.g., faculty meetings, school newsletters, bulletin board projects, meetings of student councils and clubs, PTA meetings) can be used to share ongoing information. Members of the school community need continual information through formal and informal networks about successes, strategies, beneficial outcomes for students, staff, and families, and plans for the future.

One final consideration that bears emphasis is that fear of the unknown and concerns about how individuals of the school community will be affected personally by the change can be very powerful and shut down attempts to *"try a new way"* before change efforts are initiated or at any point along the way. Frequently it is necessary and useful to provide those individuals directly involved in integration efforts the opportunity to express openly their concerns. Failing to acknowledge and responsibly address concerns will result in lack of participation at least, and active efforts to undermine or sabotage at most. A skilled facilitator can meet with groups of individuals to assist in the clear delineation of concerns and to lead the group in developing strategies to address the concerns. An affirmative problem solving approach and open communication networks are assumed throughout. All school community members share responsibility for the success of integrated education.

Conduct an Inventory of Regular School Life

The development of specific plans for building an integrated school community will be facilitated by first describing life within the school building. One strategy is to conduct an ecological inventory of school life by delineating places, activities, demands, and opportunities related to different members of the school community.

Regular Student Life. In order to plan for the integration of learners with severe disabilities into regular school life, those individuals doing the planning need to know about school life for students without labels, both curricular and extracurricular demands and opportunities. Curricular options available to all students are identified easily at most middle and high schools by obtaining the course catalogs. The catalogs usually reveal many diverse regular class offerings thereby allowing selection of appropriate content areas (functional life long skill areas or possible interest areas) for individual learners. Even though learners with severe disabilities may not participate in the same way with the same curricular expectations as their peers without disabilities, they can work on individually appropriate goals and objectives in the class. At the secondary level these are frequently curricular opportunities in designated off campus locations also. This may provide a typical, normalized structure for incorporating community-based instruction with peers without disabilities into the school day.

Each school has its own array of extracurricular options available, including those which are formally arranged as well as the more informal activities which are usually more social in nature. Formally arranged extracurricular activities include plays, concerts, field trips, theme days, book fairs, track 'n field days, and after school activities. Some after school activities are sponsored and supervised by the school (e.g., clubs, interscholastic sports). Some are organized and supervised by community agencies (e.g., Boy Scouts, 4-H) but take place at school. In many schools, there is a staff person who has responsibility for obtaining, organizing, and communicating information about formalized extracurricular opportunities.

To identify the informal extracurricular life of a school requires keen observation of and discussion with students. The typical students know the hang-outs, the groups or cliques, preferred topics of conversation, after school and community social happenings, etc. Learning about and successfully involving learners with severe disabilities into the informal life of the school presents a significant challenge. This is the least easily defined area and social agendas frequently dominate the interactions. Hanging out and talking with friends were identified by middle school students as the most preferred and enjoyable activities at school (York, Stave, & Vandercook, 1988). It is critical, therefore, to develop strategies to facilitate such involvement by all members of the student community. Particularly at the secondary level, there is a wide variety of both formal and informal extracurricular options.

Regular Faculty Life. In addition to student life within the school community, the faculty and staff of the school have formal and informal demands and opportunities related to the school community. The need for both regular and special educators to take part in regular faculty life cannot be overemphasized. Not only is it critical for each to learn more about the other's domain for instructional purposes, but interactions among regular and special educators provide a model for the students. The formal aspect of faculty school life includes attending faculty meetings, responsibility for bulletin boards, hall monitor, recess duty, serving on curriculum committees, and attending inservices. Informal faculty life may include serving as an advisor for a club, arranging parties, being in the Sunshine Club, venturing into the teacher hang out during free periods (e.g., lounges, department offices), and knowing the latest school district or building politics. Since building a sense of community and becoming an integrated faculty member requires developing relationships, another aspect of faculty life that may reveal commonalities upon which relationships can be established is getting to know a bit more about the nonschool interests of fellow faculty such as information about their children (e.g., ages, colleges), hobbies, and home communities and neighborhood happenings. Special educators who have become integrated faculty members feel much more a part of the school community (York, Vandercook, Heise-Neff, & Caughey, 1988). Those who have worked collaboratively with regular educators to integrate learners with severe disabilities in regular classes have experienced professional as well as personal growth and satisfaction (Reid, 1987).

Other Life within the School Community. Beyond specific student and faculty aspects of life within the school, there is another aspect of the school community which includes parent/family and general community involvement. At a minimum, most schools have Parent Teacher Associations (PTAs) that serve as a means of communication and planning related to school events and priorities. PTAs are the parent organization for all parents of children attending a particular school. Many schools also have a volunteer network of parents and other community members. Becoming actively involved in these general school networks is one way to share information, influence, and keep apprised of the parent priorities within the school.

Use Regular Space

Shared space is one important guiding principle for achieving an integrated school community. Sharing common space is one essential enabler for developing relationships. The question must be asked "*does (an individual student with a label) need special, separate space shared only with others who are ascribed similar labels to meet his or her educational needs?*" In most cases, the answer is "*no.*" In fact, being around only peers with similar difficulties is likely to make addressing educational needs more challenging, if not impossible, because the only person available in the special class to assist them and to provide models is the teacher. A related concept to shared space is membership. Students with disabilities are to be perceived as members instead of visitors in regular classes. Membership carries privileges and opportunities not possible for visitors, e.g., stability and consistency of interactions facilitative of developing relationships. A general rule for designing an integrated education therefore is that students with disabilities should attend the regular class whenever it meets, not just on days when labs, for example, and other more cooperative learning structures are in place.

The challenge is, therefore, to determine the appropriate integrated environments in which to provide instruction and the supports necessary for addressing individualized goals and objectives therein. For elementary aged children, the direction of change is to provide most, if not all instruction in the regular age appropriate classroom of which the learner with disabilities is a member. For middle and high school students, the primary instructional environments will be regular classes and off campus, community environments. There are, however, additional places within the school that are available and appropriate for instructional use by all students that may be

appropriate for learners with disabilities, also. When small group or individual instruction is necessary, resource rooms, libraries, and study halls are but a few examples of typical (nonspecial) places where instruction might occur. Again, the question to keep in mind is: *"Does attention to the specific goals and objectives for an individual learner require segregation in a special classroom not used by regular education peers?"* Specific regular places or environments in which learners with severe disabilities should be integrated include at least regular homerooms and regular classes. Age appropriate assignment to classes is essential if learners with disabilities are to be considered members of a given grade or class and to provide the consistency of a peer group so that relationships can develop and be maintained throughout one's school years.

Integrate Regular Homerooms. All students should be assigned to regular homerooms. Supports necessary for facilitating involvement in homeroom activities and relationships among peers are arranged individually. Homeroom period is a relatively nonthreatening context for initial integration efforts, especially for regular education teachers. The social nature of homerooms provides many opportunities to promote successful interactions among students and teachers.

As with other faculty responsibilities in the school, special education teachers can assume homeroom duties, especially at the middle and high school levels. This is one way in which special education teachers can become more integrated *"regular"* faculty members. It also provides them with regular involvement with typical students thereby keeping them apprised of student school life happenings and age appropriate norms.

Integrate Regular Classes. Opportunities provided in the context of regular classes can be categorized as follows: (1) Learning to interact with peers, (2) learning to participate in common components across typical routines, (3) learning life long curricular subject area skills, and (4) learning about subject areas that might not be afforded given strict adherence to a life space domain curricular orientation.

First, learning to interact with classmates who do not have disabilities is the opportunity most readily identified. It is only through membership in a community, such as a regular classroom, that age appropriate rules, expectations, and norms can be learned. Relationships can only be developed and maintained as peers have longitudinal opportunities to share the same places and activities. Further, students with disabilities have the opportunity to learn a generalized problem solving skill -- to look around and watch what other people are doing as a means for gaging how they should behave. All of us behave differently in different environments given expected norms therein and take our cues from others in the environment. For learners with disabilities to learn to model the behavior of others in their environments will be a tremendous asset for enhancing integration and participation in typical places throughout their lives.

Second, learning to participate in the typical routines in a classroom also relates to the point of problem solving based on cues and consequences naturally available in the regular class. The work of Brown, Evans, Weed, & Owen (1987) has been very useful in providing a framework by which to target skills for instructional emphasis in regular classes that are required in other environments as well. For example, initiating, preparing, socializing, communicating, and terminating are among the components required across many daily routines that Brown and her colleagues identified. Instruction in these areas will better prepare learners to meet the demands of the natural environment. Regardless of the curricular subject area in a particular class, there exist a number of related skills required for participation. Targeting these components across a variety of current instructional environments, therefore, can increase the probability of generalization to new environments and activities.

Third, learning life long skills that are environmentally-referenced to domestic, leisure, vocational and community pursuits is certainly another important target for regular class involvement. For example, an educational team identified microwave cooking as a life long domestic skill relevant to one ninth grade student with severe disabilities. A typical and integrated place in which to learn to use a microwave was considered to be a regular home economics class. The team found out, however, that microwave cooking was not part of the 9th grade home economics classes on cooking. A creative solution to this dilemma was to have as consistent part of each home economics lab routine the making of hot drinks or snacks using the microwave oven. Another example is an educational team who conceptualized reading class more broadly as a class on communication. The class was considered an appropriate place for a learner who uses pictures to communicate to learn to develop a picture grocery list and daily schedule. Home economics class is an appropriate environment to learn cooking skills. In some instances, a class might be appropriate because the content is an area of interest and presents a lifelong leisure opportunity, for example, art or music.

Fourth, learning about subject areas not typically addressed when adhering to a life space domain orientation (e.g., Domestic, Community, Vocational, Leisure) is provided to students without labels. Is it not reasonable, and therefore only equitable, to provide some of these same opportunities to students with labels? For example an 8th grader with severe disabilities was a member of an 8th grade science class. Initially, science class was selected because the teacher was an enthusiastic individual who was very interested in involving learners with disabilities in his class. The team struggled with how science related to a functional, life space domain curriculum but went ahead with the plans to include the learner in the science class anyway. After several weeks in the class, it became apparent that this student enjoyed the science subject area. His spoken vocabulary increased dramatically to include science jargon including e.g., "*rocks,*" "*rivers,*" "*stars.*" Because of his involvement, the team learned of a new interest for this student -- an interest that would have gone unidentified otherwise. The newly discovered interest in science may be pursued related to leisure and/or vocational activities. Incidentally, this student had been known for verbalizing on topics which seemed to be totally unrelated to the task at hand. Since his inclusion in science class he has consistently demonstrated comprehension of the topic "*science class*" and verbalizes appropriately when the conversation revolves around his science class.

Given the potential for four types of instructional opportunities that might be provided in regular classes, do all four need to be available in every class? Does a student need to learn to interact with peers, and participate in routine components consistent across daily activities, and learn life long skills, and develop new interests? The answer, we believe, is "*No.*" Determinations of appropriate regular class involvement must be made related to individual learners taking into account the learners entire educational career and school day. To spend seven periods a day in classes that have no life long functional basis would undoubtedly be inappropriate. Similarly, spending an entire school day in the community when same age peers without labels are in school would be inappropriate. How then is an appropriate balance achieved? It is only through the careful and ongoing consideration by a team of family members, peers, and service providers that these decisions can be made and adapted so that an individual student with disabilities is best prepared for integrated home, work, and community life.

Feedback from regular and special educators indicates that when initiating regular class integration, regular education teachers who are interested in including a student with disabilities in their classes are the best individuals to identify and recruit for involvement (York, Vandercook, Heise-Neff, & Caughey, 1988). While integration should not be instituted as a voluntary option, ease of initial change is facilitated by selecting carefully the individuals directly involved. Once identified, the regular education teacher is asked to describe his or her class, including the curricular content, instructional formats (e.g., lecture, discussion, small group work, movies, slides), and student

responsibilities and expectations. This information is then used as a basis for the IEP team to decide which students with disabilities might be most appropriately involved. The support necessary for involvement in regular classes will vary for individual learners and will change over time. Initial supports might include people supports (e.g., special education teacher, paraprofessional, peers), curricular and instruction supports (e.g., modified content and goals, groups of three instead of two students, adapted materials), or a combination.

CONCLUSION

Presented in this paper were general principles of change related to integration and practical ways for special and regular educators to collaborate in moving from a self contained special education classroom model to life within the regular education mainstream. Several concluding statements seem appropriate. First, in the transition to more involvement of learners with severe disabilities in the regular education community, a pendulum shift away from a functional and environmentally referenced curricular orientation should be avoided. We should apply what we have learned about individualized and systematic instruction and the benefits derived from teaching in natural environments to students learning and belonging in regular education environments and activities, alongside peers without disabilities. In fact, special educators may be able to contribute in a very important way to the regular education instructional practices. Individualized and functional curricula and instruction in off campus, real world environments may turn out to be an excellent complement to current regular education curricular and instructional practices. Second, integrated school communities should result in greater belonging and enhanced learning for all teachers and students. Critical to the success are change strategies that promote ownership, allow participation, and support those individuals committed to improving educational services.

REFERENCES

The Association for Persons with Severe Handicaps (1986). Resolution on the Redefinition of the Continuum of Services. Seattle: The Association of Persons with Severe Handicaps.

Biklen, D. (1988). The myth of clinical judgement. Journal of Social Issues, 44(1), 127-140.

Brost, M., & Johnson, T. (1986). Special education does not mean special classes: Two parents' observations about Louisville, Kentucky's experiences in integrating special and regular education systems and students. Madison, WI: Wisconsin Coalition for Advocacy.

Brown, L., Long, E., Udvari-Solner, A., Davis, L., Van Deventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). The Home School: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. Journal of the Association for Persons with Severe Handicaps, 14(1), 1-7.

Brown, F., Evans, I., Weed, K., & Owen V. (1987) . Delineating functional competencies. Journal of the Association for Persons with Severe Handicaps, 12(2), 117-124.

Danielson, L. C., & Bellamy, G. T. (1988). State variation in placement of children with handicaps in segregated environments. Washington, DC: Office of Special Education Programs.

Dobbins, J. (Producer/Director). (1987). Jenny's Story [videotape]. Islington, Ontario: Integration Action Group.

Federal Regulations, (1977). Sections 300.550 and 300.552, 34 C.F.R.

Ford, A., Foster, S. B., Searl, S. J., & Taylor, S. J. (1984). The Brown school model project: A description. Syracuse, New York: Syracuse University, The Center on Human Policy.

Forest, M. (1988). Full inclusion is possible. In York, J., & Vandercook, T. (Eds.), IMPACT (feature issue on integrated education). Minneapolis, MN: Minnesota University Affiliated Program on Developmental Disabilities. p. 3.

Forest, M., & Flynn, G. (Producers) (1988). With a little help from my friends [videotape]. Toronto, Ontario: Frontier College, Center on Integrated Education.

Godwin, T., & Wurzburg, G. (Producers). (1988). Regular Lives [videotape]. Washington, DC: State of the Art Productions.

Greer, J. V. (1988). No more noses to the glass. Exceptional Children, 54(4), 294-296.

Hansen, J. (1987). Each belongs. In M. Forest (Ed.), More education/integration. Downsview, Ontario: G. Allan Roeher Institute, p. 95-100.

Henderson, M. (1987). Integration in School District #21. Education New Brunswick, 9(1), 4.

Johnson, & Johnson, (1987). Joining together. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Kruger, L. (1988). Programmatic change strategies at the building level. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students. Washington, DC: Natural Association of School Psychologists, p. 491-512.

Meyer, L. H. (1987). Why integration? Syracuse, New York: Syracuse University.

Perske, R., & Perske, M. (1988). Circles of friends. Nashville, TN: Abingdon Press.

Reid, R. (1987, Fall). Homecoming: The benefits of educating learning impaired students in their local schools with their nondisabled peers. The Decision Maker, p. 5.

Schaatman, R. (1986). Integration of rural Verrnont handicapped learners. Rural Link, 5(3), 8.

Snow, J., & Forest, M. (1987). Circles. In M. Forest (Ed.). More education/integration. Downsview, Ontario: G. Allan Roeher Institute, p. 169-176.

Stainback, S., & Stainback, W. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51, 102-111.

Stainback, S., & Stainback, W (1986). One system, one purpose: The integration of special and regular education. entourage, 3(1), 12-16.

Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10, 224-227.

Thousand, J. S., Fox, T. J., Reid, R., Godek, J., Williams, W., & Fox, W. L. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments. Burlington: University of Vermont, Center for Developmental Disabilities.

Vandercook, T., York, J., & Matuszak, P. (1988). Integrated education for learners with severe disabilities: Print and media resources. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

York, J., Stave, K., & Vandercook, T., (1988). Facilitate recreation/leisure activities of middle school students (Brief report #88-5). Minneapolis: Minnesota University Affiliated Program on Developmental Disabilities.

York, J., & Vandercook, T. (1988). What's an IEP? Writing objectives for an integrated education. In J. York, & T. Vandercook (Eds.), IMPACT (feature issue on integrated education), 1(2), 16.

York, J., Vandercook, T., Heise-Neff, C., & Caughey, E. (1988, Winter). Feedback from teachers and students about regular class integration. In J. York, & T. Vandercook (Eds.), IMPACT (feature issue on integrated education), 1(2), 13, 15.

A TEAM APPROACH TO PROGRAM DEVELOPMENT AND SUPPORT

June, 1989

Terri Vanderccok and Jennifer York
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

TO B.: PUBLISHED IN W. STAINBACK & S. STAINBACK (EDS.) (IN PROCESS) SUPPORT SYSTEMS FOR EDUCATING ALL STUDENTS IN THE MAINSTREAM. BALTIMORE, MD: PAUL H. BROOKES

We wish to acknowledge Mary and the circle of caring people associated with Lincoln Elementary School in Fairmont, Minnesota who participated in her MAPS planning session. They fill us with hope! Also we thank our colleagues, Sue Wolff, Jan Menke, and Cathy Macdonald for their assistance in developing the "*Regular Classroom Integration Checklist.*"

Development of this paper was supported in part by the Minnesota Integrated Education Technical Assistance Project (Grant No. 37010-57613) and the Least Restrictive Environment Project (Grant No. G008630347-88). The opinions expressed herein do not necessarily reflect the position or policy of the Minnesota Department of Education or the United States Department of Education and no official endorsement should be inferred.

A TEAM APPROACH TO PROGRAM DEVELOPMENT AND SUPPORT

What is the purpose of education? What are the available learning opportunities and desired outcomes of participation in the public schools? How is an educational system deemed effective? There are many responses to these questions which can be found in almost any text on education and in school district mission statements and handbooks specifying learner outcomes. In the growing literature on effective schools, one of the identified difficulties in determining whether or not a school is effective lies in the widely differing expectations that parents, researchers, teachers, and numerous other constituents have for schools or at least the different degrees of emphasis placed on various expectations. Despite a lack of uniform agreement, Raiche (1983) has identified the following areas of achievement as ones that most people would promote to some degree for all students: basic skills, higher order thinking and reasoning, psychological development, development of social skills, and vocational preparation. In many states, these major areas of achievement are reflected in legislation. In Minnesota, for example, the legislatively declared purpose of public education reads as follows:

> ...the purpose of public education in Minnesota is to help all individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society. (Minnesota Statutes Section 120.011).

This statement applies to all individuals receiving a public education. The curriculum for each individual will be tailored to a certain extent dependent upon his or her needs, interests, and future plans upon graduation. The supports required by individual students to meet identified needs will vary also. Students who are identified as having high needs compared to the needs of a typical same age peer will require more extensive tailoring and individualized supports in order to achieve the educational outcome of community membership and participation. Given the varied and complex needs of some children, educational programs must be carefully designed and implemented by a team of individuals, adults, and children. The purpose of this chapter is to provide practical teamwork strategies for including children with unique needs in regular school life. Specific emphasis will be placed on the invaluable role of same age peers in program design and implementation and on the appropriate use of support personnel in regular classes. First, general team functions and roles will be delineated. Second, a specific team planning process will be described and an example provided. Third, strategies for facilitating inclusion in regular classes will be discussed.

COLLABORATIVE TEAMWORK

The development of an individualized program for a child with intensive, multiple needs requires the collaboration of a variety of people, including adults and children. Each team member contributes unique perspectives and expertise. Together, these contributions provide the information to identify strengths and needs, to analyze performance difficulties, and to design and implement effective curricular and instructional strategies. Collaboration among team members is the key to the successful inclusion of all students in regular classes. Collaboration involves a nonhierarchical relationship in which all team members are seen as equal contributors, each adding his or her own expertise or experience to the problem-solving process (Mittler, Mittler, & McConachie, 1987; Sileo, Rude, & Luckner, 1988; Zins, Curtis, Graden, & Ponti, 1988).

In addition to the benefits of collaboration due to the varied perspectives and contributions of individual team members, effective teams yield the benefits of belonging, support, and power. All adults and children have a basic need to belong and to feel that they have some power (Brandt, 1988). In an interview with Glasser conducted by Brandt (1988), Glasser asserts that the need for belonging is supported by the fact that when children are asked what the best part of school is, they invariably respond, "*my friends.*" Glasser feels that children and teachers need to understand that we all have a built-in need for friendship and belonging and opportunities for satisfying that need should occur as a planned part of learning. Glasser defines the need for power as a continuing sense that "*I have some power; I'm somebody; people pay attention to me*" (p. 39). At a minimum this means that somebody listens to you. At the next level, an increased sense of power and satisfaction occurs when an individual listens and acknowledges you are right. The ultimate satisfaction and sense of power occurs when a person listens and sometimes concludes that your way is better than his or hers and it should be done your way. Children are not the only ones in many of today's schools who are lacking a sense of belonging and power. Teachers also report a loss of control and a sense that their participation in developing effective schools is not highly valued (Maloy & Fischett, 1985; Van Meter & Scollay, 1984; Walter & Glenn, 1986). Two organizational structures of the traditional American school which may lead to teachers feeling lonely and powerless are the implicit expectation that teachers work alone and that administrators exercise virtual autonomy in making decisions (Villa & Thousand, 1988).

Glasser (1986) suggests the use of learning teams as a strategy for meeting the need for belonging and power. In a good team, the need for belonging is satisfied as a sense of caring is developed; the need for power is satisfied when individuals have opportunities to be listened to and affirmed, and when the effect of what he or she could do alone is multiplied. The learning teams which Glasser refers to are his term for the concept of cooperative learning espoused and supported as an effective instructional strategy by the research of Johnson and Johnson (1981); Johnson and Johnson (1987a); Johnson, Johnson, and Maruyama (1983); and Slavin (1977, 1987b). The use of collaborative teaming in the development of educational programs can also lead to a sense of support and empowerment for all team members (Johnson & Johnson, 1987b; Slavin, 1987a).

A final benefit of collaborative teamwork is that of group problem solving. A group has been defined as "*a collection of individuals who join together to achieve a goal. . .individuals are not a group unless they are trying to achieve a mutual goal*" (Johnson & Johnson, 1987, p. 6). Use of group problem-solving as opposed to individual efforts can yield many benefits. Kruger (1988) puts forth several hypotheses in support of group efforts to address complex issues: (1) greater interest in the problem stimulated by group membership, (2) a summative effort of individual contributions, (3) the capacity to recognize and reject poorly conceived solutions, and (4) the availability of greater information. Not only do group efforts frequently yield better and more sustained outcomes, but many people find that the group interaction itself is reinforcing and feel supported within a group construct as opposed to when working in isolation. Groups can provide the supportive environment conducive to the new learning involved in change. In sum, collaborative teamwork can yield many benefits for adults and children by providing a rich forum of varied perspectives and expertise, by fulfilling the need for belonging and power, and by employing group problem-solving strategies.

Team Members and Roles

The expansion of the planning team beyond the traditional partnership of the classroom teacher and the child's parents is usually necessary because no one or two people have the knowledge or skill to meet the varied and complex needs of some children. The composition of the team will depend on the child's needs but typically would include the child, parents or guardians, an administrator or their designee, classroom teacher, support teacher with specialized training in

curricular and instructional adaptations, and personnel from any related services that are required by the individual student. The inclusion of same-age peers on individual student planning teams is a fairly new practice whose benefits are supported by preliminary data (DiFerdinando, 1987; Scagliotti, 1987; Vandercook, York, & Forest, in press; Villa & Thousand, 1988). Many adult team members have come to recognize the invaluable contributions that can be made by classmates in terms of identifying age appropriate needs and providing support throughout the school day. Discussed below are the primary contributions of each team member in developing and supporting an educational program that includes children with high needs in typical school and community environments.

Team Member Contributions

Individual Student. In developing an educational program in which an individual student is invested and one based on his or her interests, strengths, and needs, the active participation of each individual student should be encouraged and supported. Sometimes just the presence of the child at meetings assists other team members to remain focussed upon the child's needs and sensitive to the importance of the task at hand. The presence of the student serves as a constant reminder that the ability and willingness of the team to creatively problem-solve and collaborate will impact the quality of a person's life and that the meeting of a team is not simply an academic exercise or bureaucratic requirement. The extent and manner of the student's participation will vary. Some children can communicate their educational interests and challenges and will be able to make suggestions for addressing social and curricular needs at school. Other children may not be able to directly communicate ideas in the format of a group meeting but do communicate in indirect ways by their behavior in different situations. Team members who know the child well and observe the child in different activities and environments can communicate behaviors displayed which may be indicative of educational strengths, challenges, and needs. The peers of the student will be particularly helpful in this regard.

Parents and Family Members. Parents and other close family members are key members of the team. They communicate not only a picture of the life of the child thus far, but also a vision of their hopes for the child's future. The involvement of family members in addition to parents will be unique for each child. For some children, grandparents may be very involved in their lives; for others, perhaps a sibling. Professionals will come and go in a child's life, but family members are a constant and have a long term investment in the quality of life the child is experiencing. Integral involvement of family members can assist in achieving continuity of programming over time. Educational priorities identified by family members, therefore, should receive primary consideration.

Classroom Teacher. The classroom teacher has several primary functions, including: (a) to view the child as a member of the class rather than as a visitor, (b) to contribute information about the classroom curriculum, instructional strategies, management techniques, routines, and rules, (c) to work collaboratively with support personnel, family members, and peers in developing the educational program and in including the child with his or her peers in typical classroom activities and routines, and (d) to provide a model of appropriate interaction and communication with the student, including recognition and acknowledgement of the positive attributes and contributions of the individual. The classroom teacher sets the expectation for acceptance and inclusion by focusing on what the student can do instead of on areas of difficulty. This mindset leads to building upon an individual's strengths, a proactive and effective educational strategy. Biklen, Corrigan, and Quick (1989) provide some excellent examples of teachers modeling techniques for (a) bringing recognition to a child whose educational goals are unique, (b) effectively communicating with a child who is nonverbal, and (c) engaging in problem-solving/conflict resolution strategies with a child who is acting out in the classroom.

Support Personnel. The support teacher with training in curricular and instructional adaptations and related services personnel with training in specific functioning areas (e.g., motor, vision, hearing) assume primary responsibility for adapting curriculum, materials, equipment, or instructional strategies such that the educational needs of the student can be met in the context of typical school and community environments. Support from personnel with specialized training could range from primarily consultation with the classroom teacher to a combination of consultation and direct intervention with the student. If the team decides that direct instruction by a professional support person is necessary, in most situations that instruction should occur in regular class settings and other typical school and community environments. In order to develop a new educational system in which all students are assisted to learn in regular class settings (Sapon-Shevin, 1988), the physical and conceptual isolation in which many professionals with specialized training have operated must end (Spodek, 1982). This requires personnel to assist in identifying needs based on student performance in instructional environments and activities (e.g., regular classes) and strategies for implementation in those settings (Giangreco, York, & Rainforth, in press; York, Rainforth, & Dunn, in press; York, Rainforth, & Wiemann, 1988).

Another potential team member is a paraprofessional support person. Some children with high needs require, at least initially, a support person to be present in the regular class. The role of the in class support person is discussed in greater detail in the last section of this chapter. If it is decided that a support person is required to facilitate inclusion, this person must collaborate as a member of the team.

Building Principal. As was true of the classroom teacher, one of the most important roles of the principal is to model an accepting and welcoming attitude toward all children in the school, conveying the message that each adult and child is valued for his or her unique contribution to the school community. Another critical role of the building principal is to demonstrate support of collaborative teaming by setting an expectation that teachers will collaborate, providing incentives for collaboration, promoting training on efficient team planning, and arranging for the time necessary to plan (Villa & Thousand, 1988; Zins, Curtis, Graden, & Ponti, 1988). "*The ultimate use of power should be to empower others*" (Brandt, 1988, p. 45). This is operationalized when administrators support team recommendations by working with the team to provide the identified resource support.

Classmates. Classmates are proving to be very valuable members of individual educational planning teams. This should not come as a surprise given that a major function of the team is to design strategies to support children with high needs in regular classes and other school environments. Classmates are the experts on the formal and the informal demands and opportunities of regular school life. They provide a fresh perspective on the needs of their classmate related to involvement in typical school environments and activities. Classmates also play a key role in supporting one another throughout their years in public school.

As contributing members of individual educational planning teams, classmates provide the evidence that children with high needs can be accepted, valued, and contributing members of the school community. Many adults grew up in schools and communities that separated individuals who had learning needs or styles different from the norm. This history of separation prevented many from acquiring the attitudes, values, and skills necessary to openly accept and support all individuals into the mainstream of school and community life or the capacity to envision that possibility. This phenomenon is illustrated by the fact that the most frequently heard comment by adults who have either observed an inclusive school community or are involved in creating one is some variation of: "*I can't believe the kids, they are great, so accepting and so natural in providing support*" (Hanline & Halvorsen, 1989). They go on to marvel at how positively the child responds to classmates, oftentimes more quickly and more agreeably than to adults.

There are many examples of the power of peers in the education of students with high needs (Forest, 1986, 1987; Perske & Perske, 1988; Ruttiman, 1988; Strully & Strully, 1985; Vandercook, Fleetham, Sinclair, & Rice Tetlie, 1988). The positive contributions of classmates are acclaimed also in teacher's lounges and living rooms throughout the United States and Canada as more school communities welcome and include all children. By way of illustration, we share just a few stories about Mary and her classmates. Mary is a third grader who had been educated in a special education classroom for children with the label of severe disabilities until this past school year. Mary began the school year moving very slowly. As a result she was always a good ten feet behind her classmates as they moved to other settings in the building. With a little coaching from her friends, she has now learned to keep up. Recently, Mary attempted to make her way to the head of the line before the class headed out for recess. One of her classmates caught her in the act and very matter-of-factly explained to her that she could not "*cut*" and would have to go the end of the line. He pointed to the correct place and she amicably moved to that spot. Mary also has learned the generalized problem-solving skill of watching others around her as a strategy for figuring out what she needs to do. Watching others to determine expected behavior is an important adaptive skill for everyone (Snyder, Apolloni, & Cooke, 1977). Towards the beginning of the school year when Mary did not know what to do, she would sit and do nothing and wait for someone to direct her. Now she watches others and if she needs help, she will ask for it. The acquisition of these skills alone will have a large impact on Mary's adaptive functioning in current and future environments.

A final benefit of the involvement of classmates on planning teams is that classmates potentially provide consistency across school years. Many classmates remain in the same class as the individual or at least the same school. The maintenance of these relationships across the years is not only beneficial for the children, but for the adults on the team also. The adult team members, many of whom vary from year to year, profit by having people (i.e., classmates) on the team who know the individual well. In a research study conducted by Turnbull and Bronicki (1989), Turnbull discusses how some adults say they cannot handle Kevin (a 15 year old boy with severe mental retardation who requires dialysis five time a day). Based on the results of her study, she concludes "*They probably could if someone would help them, because the results of my science project show that children can learn what to do and be comfortable. I think everyone can be Kevin's friend. It just takes a little time*" (p. 65). Classmates are in a position to provide assistance to new adults on the team, helping them "*learn what to do and be comfortable.*"

Assumptions of Collaborative Educational Teamwork

In recent years there have been two major innovations introduced into the individualized planning process for individuals with significant educational challenges. The first innovation is the inclusion and contribution of family and friends in educational planning as evidenced earlier when family members and friends were identified as essential team members. Second, planning sessions are increasingly focussed on a vision or image of the individual as a valued, contributing member of the community. From the vision of full inclusion, plans are made on how to realize that vision. This positive and inclusive orientation is in direct contrast to models of planning based in a deficit orientation (Hammill & Bartel, 1975; Kirk, 1972; Salvia & Ysseldyke, 1985).

Several formalized planning processes have been developed that require the participation of family members and friends and base planning upon an assumption that all individuals can be assisted and supported to be fully included in regular school and community life. The "*Life-Style Planning*" process (O'Brien & Lyle, 1987; O'Brien, 1987) and the "*Personal Futures Planning*" process (Mount, 1987; Mount & Zwernik, 1988) have been most frequently used with adults. A third process entitled the McGill Action Planning System (MAPS), (Forest & Lusthaus, 1987) has been used primarily with school-age children and focuses on their inclusion, participation, and learning in regular education classes and other typical school settings. MAPS provides a planning framework

for operationalizing the assertion that each child belongs (Hanson, 1987; Flynn & Kowalczyk-McPhee, in press). Common to each of these new approaches to individual planning are five assumptions.

Inclusion or Integration. The first assumption asserts that all individuals should be educated in typical school and community environments, including regular classes, and should be provided with the supports necessary to learn and function there successfully. The majority of instruction for elementary aged students would occur in regular classes whereas secondary aged students would receive instruction in both regular education and general community environments (Ford & Davern, 1989; York & Vandercook, in press). Inclusion is important for two fundamental reasons: (1) each person has a basic need to belong (Brandt, 1988), and (2) it is to everyone's benefit to create schools that welcome and support all individuals as valued members. Diversity enriches "*the experience of learning for the children and for those who teach them*" (Safford, 1989, p. 11).

Individualization. The assumption of individualization recognizes that each student has unique needs, interests, and abilities and that the educational plan developed for each person should reflect these attributes. The supports required (e.g., adaptations of curricular goals or materials or personal assistance) are individualized also.

Teamwork and Collaboration. Considerable attention was given to the importance of collaborative teamwork in the first section of this chapter and throughout the book. The MAPS process (described in the next section) is an example of a planning strategy which capitalizes on the creativity, perspectives, and experiences of both children and adults who know and care about the individual for whom the planning is to occur.

Flexibility. Flexibility underlies all successful planning efforts and acknowledges that people and environments are not static but continually change and grow. On-going problem-solving and planning will be necessary as the individual acquires new skills and as members of the school community learn how to better include, teach, and support all children in the school. For example, prior to full inclusion in regular school life, the team can only project needs and adaptations. It is only after the child is actually included in regular school life that performance based programming decisions can be made.

Natural supports. A final and unifying assumption of individualized planning is the use of natural supports. Natural supports in the classroom are considered to be the classroom teacher and classmates in that they are the people typically present. Their involvement must be recruited for at least two reasons (York & Vandercook, 1989). First, classmates and the regular education teacher know about the demands, expectations, and opportunities in a regular class. They are in the best position to make these known to another student and to reinforce behavior changes and accommodations made by a student. Second, education and human service systems do not have and will not have the capacity to provide a paid service provider for every individual who needs support in every integrated school, community, and work environment. To some extent, all people are dependent on others around them. As Lynch (1989) states, "*it is a mistake to have independence as a goal because we can not survive without others. We thrive on interdependence, this is community*" (p. 1). By promoting the involvement of classmates as natural supports, students with high needs will have a greater probability of inclusion in future community environments also.

MAPS . . . A COLLABORATIVE TEAMWORK STRATEGY

Team members involved in MAPS planning were delineated previously (see Team Member Roles section). An additional person may be identified to serve as the facilitator. As a point that bears emphasis, the involvement of classmates who know and care about the individual is a unique

and essential feature of the MAPS process. Because many children have a history of education in segregated classes, MAPS should not be conducted until the individual has been a member of the class long enough to get to know some of the classmates and for the classmates to get to know the individual. The classmates who participate in the MAPS planning are typically identified by the classroom teacher based upon interest as demonstrated by the amount of interaction the students have with one another. At least two, and preferably three to five classmates participate in the planning. For kindergarten and first grade age children, participation may be limited to select questions and planning sessions may be broken down to three one hour sessions versus two one and a half hour time blocks. Planning usually occurs in one or two sessions and approximately three hours should be designated for working through the process. The following overview is reprinted by permission from Vandercook, York, and Forest (in press).

Participants are arranged in a half-circle with the facilitator positioned at the open end of the circle. The information and ideas generated during the process are recorded on large chart paper which serves as a communication check during the session and as a permanent record when the planning is finished. The facilitator can also serve the role of recorder or an additional person can serve in that capacity. The facilitator needs to be a person who is committed to building an integrated school community in which the individual is valued and provided the support necessary to be a member of a class with same age peers. The facilitator needs good listening skills and an ability to facilitate interaction among team members in such a way that they challenge one another to broaden their visions of community and also make practical suggestions regarding the support and adaptations necessary to meet the needs of the individual in regular class settings and other typical school and nonschool environments. The facilitator must be comfortable interacting with both the adults and the children and able to solicit input from all participants. The best planning will occur for the individual when input is gathered from all participants and conversation is not dominated by a select few. The importance of each person's contribution should be clearly communicated by the facilitator before the planning begins. Following are the seven key questions and a final reflection which comprise the MAPS process.

The MAPS Process

What is the Individual's History? Aside from the individual for whom the planning is occurring, family members are the most important members of the circle because they typically know the individual better than anyone else. Because of this, family members, and the individual to the greatest extent possible are asked to spend a few minutes talking about the individual's history, including some of the key milestones in the person's life.

What is Your Dream for the Individual? This question is intended to get people to think about their vision for the individual's future. They are encouraged to think about what they want and what they think the person would want for his or her future. This vision should not be based solely on current realities. Dreams can become reality if there is a shared vision and commitment to strive for that vision. In the realm of dreams, the only certainty is that if we can't dream it, we won't achieve it. The dream question forces the team to think about the direction in which the individual is heading. This allows concrete plans to be made for realizing the vision. This is not to say, however, that the vision or the plans for achieving the dream are set in concrete. The visions and resulting expectations will be challenged continually as more is learned about how to facilitate inclusion in the school community and as positive outcomes are realized. Depending upon the age of the individual, it may be difficult to think about the dream for the individual as an adult. If that is a problem, team members can be encouraged to think about the person five years from the present time or perhaps when the individual is high school age. The important factor is not how far into the future the vision projects, but simply that a dream exists for an integrated future thereby providing direction and goals to strive toward.

What is Your Nightmare? This is a very difficult question to ask the parents of any child, yet an extremely important one. Parents frequently relate the nightmare as a vision of their child being alone. The nightmare presents the situation that the members of the individual's team and others who care for him or her must work very hard to keep from happening.

Who is the Individual? Everyone in the circle participates in responding to this question. The participants are asked to think of words that describe the individual, i.e., what comes to mind when they think of the person? There are no right or wrong words. Participants take turns going around the circle until all thoughts have been expressed. Participants can pass if nothing comes to mind when it is their turn to supply a descriptor. When the list is complete, the facilitator asks certain people to identify the three words from the list that they feel best describe the individual. Frequently, family members and classmates are asked to identify key descriptors.

What are the Individual's Strengths, Gifts, and Abilities? So often when educational teams get together, they dwell upon the things that the individual cannot do as opposed to identifying and building upon the strengths and abilities of the individual. The facilitator asks the participants to review the list which described the individual as a way to identify some of his or her strengths and unique gifts. In addition, they are instructed to think about what the individual can do, what he or she likes to do, and what he or she does well.

What are the Individual's Needs? This question provides an opportunity for all the team members to identify needs from each of their unique perspectives. When the list of needs is complete, family, friends, and educators are asked to prioritize the identified needs.

What Would the Individual's Ideal Day at School Look Like and What Must be Done to Make it Happen? MAPS is a process which is intended to assist teams to plan for the full inclusion of students who have typically been excluded from regular age-appropriate classes. The framework used in addressing this question will depend upon what the individual's current day at school looks like. If the schedule of activities for the individual is discrepant from that of their peers, initial planning would begin by delineating the schedule of each and as a team, reviewing the rationale for those differences. For instance, if a child is being sent to a special education classroom for a certain subject such as math, the team should consider whether the individual's needs in math could be addressed in the regular class or in another typical school setting such as the school office or library. The bottom-line question to be asked is "*Does the individual need special, separate space shared only with others who are ascribed similar labels to meet his or her educational needs?*" (York & Vandercook, 1989, p. 24). For some children there may not be large discrepancies between their schedule and that of their peers. However, the quality of their involvement may not be adequately meeting their unique needs. This presents a second area for team brainstorming; how is the individual participating in various activities, what educational goals are being addressed, and is the individual's participation in the activity of benefit to them? Planning for the supports needed to achieve successful inclusion must be an overriding question which team members frequently address. One final question for the team to consider in contemplating the ideal day is; "*Are the priority needs of the individual able to be addressed in the school community?*" As an example, as individuals reach secondary age, some needs may be best addressed via instruction in general community environments and vocational settings outside of the school.

MAPS. . .in a Word. The last request by the facilitator provides an opportunity for feedback specifically related to the process itself and as such, should always be included. The facilitator asks each person to describe, in one word, the MAPS process. The adjectives supplied by team members are usually very positive and affirming of the process and the time they have spent planning together. However, this is an opportunity to share impressions or feelings that may not be completely positive also. A classroom teacher once put forth the word "*pressure*" when asked to

describe MAPS in a word and then went on to explain that she considered herself a Type A personality and as a result, was feeling that all of the wonderful ideas generated during the process should be implemented right away. This provided the opportunity for other team members to assure the teacher that it was not their intention for everything to be in place by the end of the week. Together the team immediately prioritized actions to be initiated, identified persons responsible, and established reasonable timelines for implementation.

Mary's MAPS

An example of the MAPS planning process is provided to clarify and enrich the previous description of the process. A more detailed discussion of the MAPS process including modifications that have been used for secondary age students can be found in Vandercook, York, and Forest (in press). Mary is an eight year old child who attends the regular elementary school in her home town. Prior to this past school year, Mary was served in a self-contained special education class in a neighboring community. As part of a school district effectiveness project designed to increase the inclusion of students into their school community, Mary was enrolled in the third grade in her home school this year. Toward the middle of the school year, Mary's educational team participated in the MAPS process in an effort to collaborate more effectively in addressing Mary's needs in typical school activities and environments.

For Mary's MAPS, the team included Mary, her mom (Linda), dad (Mike), three third grade friends (Nick, Sara, Alisha), third grade classroom teacher (Ellie), music teacher (Ray), special education teacher and integration facilitator (Cheryl), speech and language therapist (Bill), teaching assistant (Vonnie), certified occupational therapy assistant (Karen), exercise consultant (Marilyn), and building principal (Gary). The facilitator and the team met after school and into the evening (with a pizza break halfway through) and worked their way through the questions which comprise the MAPS process. The planning session began by having each person in attendance introduce themselves and state their relationship with Mary. Following is a summary of the discussion and information generated related to Mary for each specific question in the MAPS process.

What is Mary's History? Mary's dad, Mike, identified the members of Mary's family and then continued by sharing some major events in Mary's history. Mary was thought to be progressing normally until age two. Following a couple of examinations at medical centers, it was communicated to Mary's parents that she had limited intellectual capabilities. Mary began attending a special preschool when she was three years old. This school year Mike said the family had really seen Mary "*opening up*" and acting much more cheerful. He attributed that to Mary's classmates and the modeling they provided. In contrast, Mary's models in the self-contained classroom had been very limited and consisted primarily of adults. Mike also related how nice it was for Mary to be in her home school.

What is Your Dream for Mary as an Adult? Mike and Linda's dreams for Mary were that she be as self-sufficient as possible, learn how to speak better and be able to communicate with more people, be happy, and be more active both in and outside of school. Other team members also shared dreams such as friends calling Mary and asking her to go to a movie with them or out for a burger. They also envisioned Mary initiating inclusion with her friends and participating in community education offerings such as recreational swimming or T-ball, with natural community supports. Increased communication between Mary and her friends and greater participation in general community activities was a consistent theme throughout the dream discussion.

What is Your Nightmare? Mike and Linda's nightmare was Mary returning to a separate program, apart from her peers; an event they thought would lead to her being alone. Other members of the team also shared some of their nightmares regarding Mary's future; being called a

name, retreating into a shell, not developing her full potential, being ignored, and ending up in an institution.

Who is Mary? Mary's team generated an extensive list of descriptors: neat person, does what she's told, easy going, helpful, third grader, animal lover, warm smile, loves her friends, enjoys her classroom, loving, enjoys the bus, excited, screamer, enjoys Mrs. Anderson, bossy, fun, cute, headstrong, likes babies, follower, shy, stubborn, manipulator, book lover, hearty giggle, easily frightened of things she can't see, likes to eat, and a friend.

What are Mary's Strengths, Gifts, and Abilities? Mary's planning team identified the following strengths, gifts, and abilities: likes to be read to, likes to eat, likes gym, likes fishing with dad, likes her brother - talks about him a lot, learned to use the public library, likes to play outside (chase boys), likes to laugh, likes to listen to audiotapes, loves outdoors, likes to draw, has a way with animals and with friends, likes to look at pictures, likes to swing, likes art, likes to watch other kids, likes music class, likes to use scissors, likes to have fun, likes to hug, likes her friends, likes to help and is good at following directions, likes being in her reading group, likes to walk, and likes to go home at the end of the day. Reviewing the responses to this and the previous question underscores one of MAPS most valuable features; a focus upon the person's capabilities and an appreciation of his or her unique characteristics. Such a positive orientation assists in designing a hopeful future.

What are Mary's Needs? The discussion was first opened up for general responding from all of those present. Family, friends, and educators were then asked to identify the needs from the list which they considered priorities. Priority needs identified by family members, friends, and educators are listed in Table 1.

What Would Mary's Ideal Day at School Look Like and What Must be Done to Make it Happen? Mary's team briefly reviewed and discussed her schedule of activities and that of her third grade classmates. Based upon that discussion, the following recommendations were made.

The first recommendation was for the team to identify alternative goals and activities for Mary to engage in while her classmates did independent, quiet seatwork (e.g., taking spelling tests, completing worksheets). The primary concern was that Mary be as productive and learn as much as possible during the school day. The two key questions addressed by the team were: (1) during which activities could Mary work on alternative goals while maintaining the same format (e.g., individual seatwork) as her classmates?; and (2) during which activities should Mary engage in an alternative activity in the classroom or elsewhere in the school?

The second recommendation was to determine appropriate speech therapy consultative and direct intervention strategies related to Mary's communication needs in her regular class. Much of the discussion centered around communication needs because Mary only uses a few words and has no augmentative system in place to expand her repertoire. The team decided that use of a picture communication system would be explored for Mary. Reading time was identified as a good time for the speech therapist to observe Mary and her interactions with both the teacher and her classmates. During reading, Mary functions in a group (her assigned reading group), with a partner (looks and listens to story tapes with a classmate), and independently (looks at a book or magazine at her desk and practices writing her name). Additional communication development ideas included selecting a *"word of the week"* which would be communicated to members of Mary's class and others in the school with whom she had frequent contact. The principal suggested that words such as please and thank you might be good words because there is a strong emphasis on using good manners in the school and because they are expressions which engender positive feelings toward the person using them. Mary would not necessarily learn how to verbalize those words, but could

Table 1
Mary's Priority Needs Identified by Family, Friends, and Educators

Family	Friends	Educators
Needs directions from classmates as well	Responsibility	Responsibility
More friends	Needs directions from classmates as well	Love
Love	More friends	More independence - getting dressed - taking bath - more communication - running
Learn more appropriate ways of initiating communication	Fun things	Learn how to say more words
Positive reinforcement (to cheer her on when she does something right)	Teachers to help her	To respond physically to the music - keep the beat and use instruments
Learn that money has value	Love	Needs discipline - consistent expectations
Learn how to say more words	A lot of attention	
Be in a regular 3rd grade class	Learn more appropriate ways of initiating communication	
Learn how to write name, address	Goals and guidelines	
Needs homework	Positive reinforcement (to cheer her on when she does something right)	
	More independence - getting dressed - taking bath - more communication - running	
	Learn that money has value	
	Learn how to say more words	
	Stay steady when walking	
	To respond physically to the music - keep the beat and use instruments	
	Be in a regular 3rd grade class	
	Learn how to write name, address	
	Needs homework	
	Needs discipline - consistent expectations	

be taught to point to a card with the words written on them or learn the sign language expression for certain words. The team also thought Mary should be assisted to contribute during class sharing time on Monday and Friday.

Lastly, the team recommended that efforts to connect Mary with her peers outside of the regular classroom be continued. Arrangements had recently been made to get Mary on the regular bus schedule and the team suggested that joining a Girl Scout troop should now be explored.

MAPS . . . in a Word. The last request of the facilitator was to ask everyone to describe in a word what they thought of the MAPS process. The following list of descriptors was generated: creativity, thought-provoking, programmability, helpful, informative, sharing, challenging, collaboration, caring, and encouraging. In closing Mary's MAPS session, the facilitator wrote the following words at the bottom of the last sheet of paper: "*NO MAN IS AN ISLAND.*" These were the words of the title of a song sung by the third grade class as part of their end of the school day routine. The last stanza of the song written by John Donne is as follows:

We need one another,
So I will defend
Each man as my brother,
Each man as my friend.

It is the collaboration of those on Mary's team and the connections she is making with those in her home school community that will work to ensure that she not become a person stranded upon an isolated island.

Concluding Thoughts on the MAPS Process

The MAPS process provides a common vision and road map for all team members. Following the MAPS planning, parents have reported a sense of renewed hope in hearing team members share dreams and visions of a life of inclusion for their child. One parent was thrilled to hear the principal describe his child as 1 of 356 very important and special children in the school! The fear and hurt expressed by parents in relating their nightmare is very poignant and seems to deepen the commitment of all team members to work diligently to avoid its realization. The adults on the team often communicate a sense of relief at having the opportunity to openly communicate their nightmares, their perspective on the student's needs, and their ideas on priorities for creating the "*ideal*" school day. There is reassurance in acknowledging openly that the "*ideal*" day will never live up to its name, but rather will always be in a state of evolution as different priorities are targeted over time.

The inclusion of classmates in MAPS sessions consistently receives the largest amount of positive comment. In addition to ideas and offers of support to better connect the student in school activities, numerous opportunities for connecting with classmates outside of school have been suggested and implemented by classmates. Reports of reciprocal home visits, party invitations, and telephone calls are increasing in frequency and graphically illustrating the importance of relationships. When outlining the needs of the individual during the MAPS process it has been peers and siblings who have identified the following needs not typically heard in traditional individual planning meetings: the need for love, more friends, teachers' acceptance, others to know the individual is not helpless, and a good life!

FACILITATING INCLUSION IN REGULAR CLASSES

To the greatest extent possible, supports that are typically available in regular classes, e.g., classmates, should be used if students require individualized adaptations. However, in order for some children to be included in a regular classroom and to have their needs met in that setting, additional adult support may be necessary. When an adult provides physical support to a student in the classroom, a great deal of caution must be exercised to prevent conveying the message that if the student needs help, the support person always will provide the assistance. This can prevent interactions with natural support persons, build dependence, and prevent skill acquisition by the classmates and classroom teacher. The support person should be viewed as an adaptation to the environment and like all adaptations, should be faded if and when it is appropriate. This is not to say that additional support is not needed but that natural supports exist and should be utilized to the greatest extent appropriate. If needed, the responsibility of the adult who provides additional support is to facilitate the membership, participation, and learning of students with high needs in regular classes and other integrated school settings. To serve effectively in this role, several guidelines are offered below.

Guidelines for Facilitating Inclusion

Know why the student is in the regular classroom and be able to communicate why to students and fellow professionals. This is important for two reasons. First, in order to effectively support the learning and participation of an individual in a regular class, one must be cognizant of both the overall and the student specific educational goals. Second the majority of adults and children will have a history of separation from children with significant needs and will not automatically understand the rationale for the movement from education in separate environments to education in regular classes. Students are included in regular classes because by growing up and learning together children with disabilities and their peers without disabilities have the opportunity to learn the skills, values, and attitudes necessary for positive interdependence. Through participation in integrated schools and communities, students with and without disabilities can experience the richness of a society that values and includes all its citizens.

Know why the additional support person is in the regular classroom and be able to communicate why to students and fellow professionals. This applies to any person who provides additional support to the classroom above that typically available. The reason for their presence is to facilitate inclusion and learning in the class. The ultimate goal is to recruit natural supports so that the additional support person can be faded, at least intermittently.

Empower the student to be an active participant in all classroom and other school activities. Being included in the regular class does not mean that all students in the class have the exact same goals for each learning activity. As an example, when playing a math facts game in the classroom, the questions asked of students could be individualized and might be number recognition for some, addition facts for others, and multiplication facts for still others . The important point is that each child is actively involved in a way that is educationally beneficial for him or her.

When the student needs assistance, do things with instead of for him or her. This is a difficult practice with any child, but especially with a student who has high needs. The tendency is to do the activity or skill for the student rather than to modify the activity and assist the child to participate as independently as possible. Doing for instead of doing with the student may be more expedient in the short run but does not provide the student with an opportunity to acquire skills and become proficient. Team decisions are made regarding how to provide assistance so that active participation is achieved. This practice not only benefits the individual student, but provides a model of interaction for the child's peers to follow. Sometimes classmates lend too much assistance also.

Include the student in conversations. Never talk about a student in front of him or her. This is not to say that it is unacceptable to talk about a student when he or she is present, but just not in a manner that discounts his or her presence and treats the student as if he or she were invisible and incapable of contributing to the conversation. Many students understand to a greater degree than they are able to communicate.

Consider the age appropriate expectations of classmates and treat the student similarly. This item does not refer to academic expectations. The fact that most third graders learn cursive writing does not mean that expectation must be met by each child in order to be considered a member of the third grade. Rather, this guideline refers to the social mores and ways of interacting with a student which are consistent with those used with the same-age peers of a student. Social mores include adhering to the same school and classroom rules, as well as the way that adults interact with children. If the school rules say no running in the hallway and a student who uses a wheelchair is caught racing down the hallway, the consequence should be the same (e.g., go back and try it again, slowly this time). If high school age students are typically referred to as Joe, Sam, and Sue, as opposed to Joey, Sammy, and Susie, then that same practice should be followed with all students.

Provide ways for classmates and teachers to interact with the student. Be a model. This item is directed to the additional support person who may spend time in the classroom working directly or indirectly with a student with high needs. When a student first becomes a member of a regular class, the support person may know the child better than the classroom teacher or the child's classmates. Demonstrating ways to communicate with the student and setting up situations which require interaction between children can help to facilitate interactions so that the student is participating actively.

Know school and classroom rules. Abide by and enforce them as any staff person would. Again, this item is directed to support personnel operating in the school community. The importance of all children being expected to follow the school and classroom rules was discussed previously. This item refers specifically to the importance of support personnel knowing, following, and enforcing school and classroom rules which are in place for both students and staff. Following and enforcing a common set of rules promotes membership in the school community.

Be a part of the class. Work with all students. This item is also directed at additional support personnel in the classroom. Although support personnel (professional and paraprofessional) are in the classroom because the unique needs of an individual student require consultation and additional support, it is not necessary for that service to be provided only in a one-on-one fashion. In fact, a group lesson is a much more effective structure in which to teach certain skills. By working with other students, the paraprofessional may make it easier for the classroom teacher to work directly with the student as well. As an example, a teaching assistant might give a spelling test to a large group of students in the classroom, thereby freeing the classroom teacher to work with a small group of students (including a student with high needs) on a new computer program.

When you feel a student may be disruptive to others, watch classmate and teacher reactions. Respond accordingly and problem-solve on the spot. In facilitating the inclusion and learning of an individual in the regular class, the support person must be very sensitive to any behaviors displayed by the student which might disrupt the teaching or the learning taking place in the classroom. If a student engages in behavior discrepant from that of classmates, (e.g., whining or verbally protesting when he or she must physically move from one place to another), the reason for this behavior should be explained to the classmates (e.g., Tim protests when he has to move from his desk to the reading table because it is hard work for him to walk and it is also scary because he has to count on people to do a good job of helping him so that he doesn't fall). Once classmates understand

why the discrepant behavior occurs, frequently they can ignore it. In fact, when several classmates were asked whether the noise of their classmate was disruptive, they responded, "*Oh Tim makes those noises because walking is hard for him and kind of scary but he's getting better at walking so someday it won't be so scary.*" There are times when a student's behavior may be disrupting others and depending upon the situation, the classroom teacher, classmates, or a support person would deal with that behavior in a manner instructive for the individual while at the same time stopping the disruption. In responding to discrepant behaviors, the support person should be cognizant of others reactions. In many situations, the behavior may be disconcerting to the support person but of seemingly little interest to classmates.

Regular Classroom Integration Checklist

In an effort to operationalize, in an easy to access format, the guidelines for facilitating inclusion in regular classes, the authors and their colleagues developed a checklist (Figure 1) which delineates components reflective of regular class membership. The checklist has been used by adults on planning teams to assist in identifying ways to include classmates with high needs in regular class activities and routines. The checklist is divided into four sections, each of which questions a different aspect of inclusion. The questions in the first section, "*Go With The Flow,*" are intended to examine whether the student is following the regular sequence of events and routines, i.e., is the student in step with his or her classmates? The items which ask whether the student enters and exits the classroom at the same time as his or her peers are particularly critical for older students who switch classes regularly. Classes are disrupted when someone always arrives late. Further, if always arriving late, the student is deprived of the opportunity to engage in the all important socializing that takes place right before the bell rings. If it takes a student longer to transition between classes arrangements should be made to leave class a few minutes early or to get some help from a friend in moving more quickly between classes.

The second section is entitled, "*Acting Cool*" and refers to how the student participates in classroom activities. Is he or she actively involved? When necessary, how is assistance provided? An important aspect of every child's social learning is the opportunity to "*deal appropriately with helping, being helped, or indicating that no help is needed*" (Safford, 1989, p. 312). The point to be emphasized is the need for each child to not only receive assistance, but also to provide it to others. A necessary condition for the successful inclusion of any child in an educational program is that he or she is able to contribute to the program and the program is able to contribute to the child (Meisels, 1977).

"*Talking Straight*" designates the third section which focuses on the communication between a student and his or her classmates and teachers. Interpersonal communication is essential for emotional development (Dupont, 1989) as well as general functioning and participation in the school and general community. For students who communicate in ways other than verbal language, classmates and teachers may need assistance in learning how to communicate using a different system (e.g., communication board, sign language, or facial expressions and gestures).

The last section is titled "*Looking Good*" and is an acknowledgement of the importance that an individual's appearance plays in the acceptance by classmates (Hallinan, 1983) and adults in the school. Appearance is judged by good personal grooming habits as well as wearing clothes and using accessories which are in style.

The primary use of the checklist is as a tool for facilitating team discussion about inclusion in regular classes. A 'y' for yes and an 'n' for no are placed in the blank preceding each question. The blank lines following the item are to be used to record examples of compliance or lack of compliance for each item. These brief notes are helpful to the team when they complete the

checklist and reexamine the results to determine if there are priority items to address. When using the checklist related to specific students and classes, team decisions are made as to the applicability of individual items on the checklist.

FINAL REMARKS

". . .To develop maximum potential for leading productive, fulfilling lives in a complex and changing society" (Minnesota Statutes Section 120.011). The Minnesota legislators were quite astute in recognizing that "developing maximum potential" was not only a matter of acquiring knowledge and skills, but also developing a positive attitude toward self and others. This is a key concept precisely because our society is so complex and ever changing. Interdependence is a fact of life. We all need one another, each with our different abilities and needs, in order to function in the community and feel a sense of belonging and power. The development of positive attitudes and the recognition of the strengths and value of each individual can only occur when children have the opportunity to grow up together with the expectation and modeling of acceptance and support for each member of the school community.

As school communities become more inclusive, a greater degree of collaboration will necessarily develop. Expanding traditional team planning approaches to include classmates of children with high needs marks an important point in the evolution of program development and implementation. Presented in this chapter were several strategies intended to capitalize on the involvement of classmates as team members. The classmates and friends of today, are the community members, coworkers, and friends of tomorrow. By promoting interdependence among peers in schools today, there is greater hope for more inclusive communities tomorrow.

REGULAR CLASSROOM INTEGRATION CHECKLIST

Directions: Record a 'y' for yes and an 'n' for no on the blank preceding each item. If the answer to any of the items is 'no' your team may wish to consider whether any changes should be made and what those changes might be.

GO WITH THE FLOW:

____ Does the student enter the classroom at the same time as classmates? _____

____ Is the student positioned so that she or he can see and participate in what is going on? _____

____ Is the student positioned so that classmates and teachers may easily interact with him or her (e.g., without teacher between the student and his or her classmates, not isolated from classmates)? _____

____ Does the student engage in classroom activities at the same time as classmates? _____

____ Does the student make transitions in the classroom at the same time as classmates? _____

____ Is the student involved in the same activities as his or her classmates? _____

____ Does the student exit the classroom at the same time as classmates? _____

ACTING COOL:

____ Is the student actively involved in class activities (e.g., asks or responds to questions, plays a role in group activities)?

____ Is the student encouraged to follow the same classroom and social rules as classmates (e.g., hugs others only when appropriate, stays in seat during instruction)? _____

____ Is the student given assistance only as necessary (assistance should be faded as soon as possible)? _____

____ Is assistance provided for the student by classmates (e.g., transitions to other classrooms, within the classroom)?

____ Are classmates encouraged to provide assistance to the student?

____ Are classmates encouraged to ask for assistance from the student?

____ Is assistance provided for the student by classroom teachers?

____ Does the student use the same or similar materials during classroom activities as his or her classmates (e.g., Tom Cruise notebooks, school mascot folders)? _____

Figure 1. Regular Classroom Integration Checklist

(continued)

TALKING STRAIGHT:

____ Does the student have a way to communicate with classmates?

____ Do classmates know how to communicate with the student?

____ Does the student greet others in a manner similar to that of his or her classmates?

____ Does the student socialize with classmates?

____ Is this facilitated?

____ Does the student interact with teachers?

____ Is this facilitated?

____ Do teachers (e.g., classroom teachers, special education support staff) provide the same type of feedback (e.g., praise, discipline) for the student as for his or her classmates?

____ If the student uses an alternative communication system do classmates know how to use it?

____ If the student uses an alternative communication system do teachers know how to use it?

____ Is the system always available to the student?

LOOKING GOOD:

____ Is the student given the opportunity to attend to his or her appearance as classmates do (e.g., check appearance in mirror between classes)?

____ Does the student have accessories which are similar to his or her classmates (e.g., oversize tote bags, friendship bracelets, hair jewelry)?

____ Is the student dressed similarly to classmates?

____ Is clothing that's needed for activities age appropriate (e.g., napkins instead of bibs, 'cool' paint shirts)?

____ Are personal supplies or belongings carried or transported discreetly?

____ Is the student's equipment (e.g., wheelchair) kept clean?

Given the opportunity (and assistance as needed):

____ Is the student's hair combed?

____ Are the student's hands clean and dry?

____ Does the student change clothing to maintain a neat appearance?

____ Does the student use chewing gum, breath mints, breath spray?

(Figure 1 continued)

REFERENCES

Biklen, D., Corrigan, C., & Quick, D. (1989). Beyond obligation: Students' relations with each other in integrated classes. In D. K. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all (pp. 207-221). Baltimore: Paul H. Brookes Publishing Co.

Brandt, R. (1988). On students' needs and team learning: A conversation with William Glasser. Educational Leadership, 45(6), 38-45.

DiFerdinando, R. (1987, October). An administrator's perspective on the value of peer support networks. Paper presented at Vermont's Least Restrictive Environment Conference, Burlington.

Dupont, H. (1989). The emotional development of exceptional students. Focus on Exceptional Children, 21(9), 1-10.

Flynn, G., & Kowalczyk-McPhee, B. (in press). A school system in transition. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education. Baltimore, MD: Paul H. Brookes Publishing Co.

Ford, A., & Davern, L. (1989). Moving forward with school integration: Strategies for involving students with severe handicaps in the life of the school. In R. Gaylord-Ross (Ed.), Integration strategies for students with handicaps (pp. 11-31). Baltimore: Paul H. Brookes Publishing Co.

Forest, M. (1986). Sabrina and Adrian. entourage, 1, 111-115.

Forest, M. (1987). Just one of the kids. In D. Schwartz, J. McKnight, & M. Kendrick (Eds.), A story that I heard (pp. 55-58). Harrisburg, PA: Pennsylvania Developmental Disabilities Planning Council.

Forest, M., & Lusthaus, E. (1987). The kaleidoscope: Challenge to the cascade. In M. Forest (Ed.), More Education/Integration (pp. 1-16). Downsview, Ontario: G. Allan Roeher Institute.

Giangreco, M. F., York, J., & Rainforth, B. (in press). Providing related services to learners with severe handicaps in least restrictive educational settings. Pediatric Physical Therapy.

Glasser, W. (1986). Control theory in the classroom. New York: Harper & Row.

Hallinan, M. T. (1983). Commentary: New directions for research on peer influence. In J. L. Epstein & N. Karweit (Eds.), Friends in school: Patterns of selection and influence in secondary schools (pp. 219-231). New York: Academic Press.

Hammill, D. D., & Bartel, N. R. (Eds.). (1975). Teaching children with learning and behavior problems. Boston: Allyn and Bacon, Inc.

Hanline, M. F., & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. Exceptional Children, 55, 487-492.

Hanson, J. (1987). Each belongs. In M. Forest (Ed.), More education/integration. Downsview, Ontario: G. Allan Roeher Institute, p. 95-100.

Johnson, & Johnson, (1987). Joining together. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Johnson, D. W., & Johnson, R. (1987a). Joining together: Group theory and group skills (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D. W., & Johnson, R. (1987b). Research shows the benefit of adult cooperation. Educational Leadership, 45(3), 27-30.

Johnson, D. W., Johnson, R., & Maruyama, G. (1983). Interdependence and interpersonal attraction among heterogeneous and homogeneous individuals: A theoretical formulation and a meta-analysis of the research. Review of Educational Research, 53, 5-54.

Johnson, R. T., & Johnson, D. W. (1981). Building friendships between handicapped and nonhandicapped students: Effects of cooperative and individualistic instruction. American Educational Research Journal, 18, 415-423.

Kirk, S. A. (1972). Educating exceptional children. Boston: Houghton Mifflin Company.

Kruger, L. (1988). Programmatic change strategies at the building level. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students. Washington, DC: National Association of School Psychologists, p. 491-512.

Lynch, B. (1989, March). Barriers to community. ARC News for Colorado, p. 1.

Maloy, R. W., & Fischetti, J. C. (1985). School improvement teams: A qualitative perspective. Educational Horizons, 63, 164-168.

Meisels, S. J. (1977). Programming for atypical infants and their families: Guidelines for program evaluation. Monograph No. 5 of the Nationally Organized Collaborative Project to Provide Comprehensive Services for Atypical Infants and Their Families. New York: United Cerebral Palsy Association.

Minnesota Statutes Section (1985). 120.011.

Mittler, P., Mittler, H., & McConachie, H. (1987). Family supports in England. In D. K. Lipsky (Ed.), Family supports for families with a disabled member (pp. 15-36). New York: World Rehabilitation Fund.

Mount, B. (1987). Personal futures planning: Finding directions for change (Doctoral dissertation, University of Georgia). Ann Arbor, MI: UMI Dissertation Information Service.

Mount B., & Zwernik, K. (1988). It's never too early, it's never too late. St. Paul, MN: Metropolitan Council, Publication No. 421-88-109.

O'Brien, J. (1987). A guide to life-style planning. In B. Wilcox & G. T. Bellamy (Eds.), A comprehensive guide to the activities catalog. Baltimore: Paul H. Brookes Publishing Co.

O'Brien, J., & Lyle, C. (1987). Framework for accomplishment. Decatur, GA: Responsive Systems Associates.

Perske, R. (1988). Circles of friends: People with disabilities and their friends enrich the lives of one another. Nashville: Abingdon Press.

Raiche, J. J. (Ed.). (1983). School improvement: Research-based components and processes for effective schools. Minneapolis: Educational Cooperative Service Unit of the Metropolitan Twin Cities Area.

Ruttiman, A. (1988, May). She's right where she belongs. ARCHtype Newsletter, pp. 12-13.

Safford, P. L. (1989). Integrated teaching in early childhood. White Plains, NY: Longman Inc.

Salvia, J., & Ysseldyke, J. E. (1985). Assessment in special and remedial education. Boston: Houghton Mifflin Company.

Sapon-Shevin, M. (1988). Working towards merger together: Seeing beyond distrust and fear. Teacher Education and Special Education, 11, 103-110.

Scagliotti, L. (1987, December 20). Helping hands: School works to overcome student's handicap. Burlington Free Press. Section B, pp. 1, 10.

Sileo, T. W., Rude, H. A., Luckner, J. L. (1988). Collaborative consultation: A model for transition planning for handicapped youth. Education and Training in Mental Retardation, 23, 333-339.

Slavin, R. E. (1977). Student team approach to teaching adolescents with special emotional and behavioral needs. Psychology in the Schools, 14, 76-84.

Slavin, R. E. (1987a). Ability grouping and student achievement in elementary school: A best-evidence synthesis. Review of Educational Research, 57, 293-336.

Slavin, R. E. (1987b). Cooperative learning and the cooperative school. Educational Leadership, 45, 7-13.

Snyder, L., Apolloni, T., & Cooke, T. P. (1977). Integrated settings at the early childhood level: The role of nonretarded peers. Exceptional Children, 43, 262-266.

Spodek, B. (1982). What special educators need to know about regular classrooms. Educational Forum, 46, 295-307.

Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10, 224-227.

Turnbull, K., & Bronicki, G. J. (1989). Children can teach other children. Teaching Exceptional Children, 21, 64-65.

Van Meter, E. J., Scollay, S. J. (1984). Excellence and accountability through school site management. Educational Horizons, 63, 19-21.

Vandercook, T., Fleetham, D., Sinclair, S., & Rice Tetlie, R. (1988, Winter). Cath, Jess, Jules, and Ames. . .A story of friendship. IMPACT Newsletter, Minneapolis: University of Minnesota, Institute on Community Integration, 1(2), 17.

Vandercook, T., York, J., & Forest, M. (in press). MAPS: A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps.

Villa, R. A., & Thousand, J. S. (1988). Enhancing success in heterogeneous classrooms and schools. Teacher Education and Special Education, 11, 144-154.

Walter, L. J., & Glenn, C. L. (1986). Centralized decision making threatens teacher autonomy. Educational Horizons, 64, 101-103.

York, J., Rainforth, B., & Dunn, W. (in press). Training needs for physical and occupational therapists who work with school aged students with severe handicaps. In A. Kaiser & C. McWhorter (Eds.), Critical issues in preparing personnel to work with persons who are severely handicapped. Baltimore: Paul H. Brookes.

York, J., Rainforth, B., & Wiemann, G. (1988). An integrated approach to therapy for school-aged learners with developmental disabilities. Totline, 14(3), 36-40.

York, J., & Vandercook, T. (1989). Strategies for achieving an integrated education for middle school aged learners with severe disabilities. Minneapolis: Institute on Community Integration.

Zins, J. E., Curtis, M. J., Graden, J. L., & Ponti, C. R. (1988). Helping students succeed in the regular classroom. San Francisco: Jossey-Bass Publishers.

MAPS:

A STRATEGY FOR BUILDING THE VISION

June, 1989

Terri Vandercook and Jennifer York
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

and

Marsha Forest
Centre for Integrated Education
Frontier College
35 Jackes Avenue
Toronto, Ontario M4T 1E2
(416) 923-3591

ACCEPTED FOR PUBLICATION IN JOURNAL OF THE ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS.

We wish to acknowledge Catherine Fleetham and the circle of caring people who participated in her MAPS planning sessions. Also we thank the students and staff at the Roseville Area Middle School for their contributions of including secondary age students with severe handicaps into their school community. They fill us with hope!

Development of this paper was supported in part by the Minnesota Integrated Education Technical Assistance Project (Grant No. 37010-57613) and the Least Restrictive Environment Project (Grant No. G008630347-88). The opinions expressed herein do not necessarily reflect the position or policy of the Minnesota Department of Education or the United States Department of Education and no official endorsement should be inferred.

ABSTRACT

The McGill Action Planning System (MAPS) is a planning process that places primary emphasis on the integral involvement of learners with disabilities in the school community (i.e., regular classes and other typical school environments and activities). The seven key questions that comprise the MAPS process provide a structure which assists teams of adults and children to creatively dream, scheme, plan, and produce results which will further the inclusion of individual children with labels into the activities, routines, and environments of their same age peers in their school community. This paper provides a detailed description of the MAPS process, including the structure used, content covered, and the underlying assumptions of the process. An example of MAPS planning for an elementary age child with severe disabilities is provided. Suggested modifications that have been used for secondary age students are included also. The final discussion addresses practical considerations for using MAPS, including how it complements an ecological approach to curriculum development, and areas requiring further development and evaluation.

MAPS: A STRATEGY FOR BUILDING THE VISION

The growing number of interpersonal relationships between people with disabilities and their peers who are not labeled, and increasing demonstrations of normalized life in the community have led to two major innovations in education and human services individualized planning processes for children, youth, and adults with disabilities. First, planning sessions are evolving to focus on creating visions of an integrated life and determining ways to realize the visions (Mount, 1987; O'Brien & Lyle, 1987). This is in direct contrast to old models of planning that were based in a deficit orientation (Hammill & Bartel, 1975; Kirk, 1972; Salvia & Ysseldyke, 1985). Second, friends, neighbors, and family members are assuming key roles in the planning processes (Forest & Lusthaus, 1987; Mount & Zwernik, 1988; O'Brien, 1987). These are the individuals who can provide both continuity and support throughout an individual's life. Three formalized planning processes have emerged that embrace a futures and vision orientation and the integral involvement of friends, family members, and others who care about and are involved in the life of an individual with disabilities.

The "*Life-Style Planning*" process was developed by O'Brien and Lyle (O'Brien & Lyle, 1987; O'Brien, 1987). Life-style planning moves service providers, family members, and friends of the individual for whom the planning is occurring through three planning activities: (1) describing a desirable future for the individual, (2) delineating a schedule of activities and supports necessary to move toward that desired outcome, and (3) accepting responsibility for using available resources and dealing with the reality of those resources and supports which are not available. The basic questions addressed by life-style planning center around five outcomes identified as essential for achieving an acceptable quality of life. These outcomes are referred to as accomplishments (O'Brien, 1987; Mount & Zwernik, 1988) and include: community presence, choice, competence, respect, and community participation. Thus, the basic questions addressed with the life-style planning process are: "*How can we identify constructive actions that will improve the quality of life experiences for a particular individual? How can we increase that individual's community presence, choice, competence, respect, and community participation?*" (O'Brien, 1987, p. 178).

The "*Personal Futures Planning*" model (Mount, 1987; Mount & Zwernik, 1988) is a second futures oriented process and is drawn directly from the "*Life-Style Planning*" framework. Life-style planning and personal futures planning have been used most often for adults with disabilities and focused on their presence and participation at home, at work, and in the general community.

A third process, the McGill Action Planning System (MAPS)[1], (Forest & Lusthaus, 1987) is a planning process that places primary emphasis on the inclusion, participation, and learning of students with disabilities in regular education classes and other integrated school settings. MAPS is a way to operationalize the assertion that all children belong in a school community and to promote the establishment of relationships with others in the school community. Communities are built upon relationships. Relationships develop through longitudinal interactions that occur when sharing common places and experiences over time. Relationships are not only one of the most valid markers for measuring a person's quality of life, they are also viewed as serving a function in social and cognitive development (Lewis, 1982). According to Hartup (1985) they are the context in which basic competencies emerge. Second, they are resources Relationships are used to protect an individual from stress, as well as assist in problem-solving (Erickson, 1976; Goodnow, 1984). Supportive and interdependent relationships are essential for the community involvement of persons with disabilities (Edgerton, 1967; McCord, 1983; Morreau, Novak, & Sigelman, 1983). Many persons with severe disabilities will never be able to function independently in the wide range of typical home, school, and community environments experienced daily. They will be dependent upon the

willingness and skill of those who surround them to provide the support necessary for their maximum participation in much the same way that each of us is dependent on others in our home, work, and community endeavors (Strully & Strully, 1985). By having the opportunity to learn and grow up together, peers who do not have identified disabilities will establish the willingness and competencies for facilitating the participation of peers with disabilities (Johnson & Meyer, 1985; Meyer, McQuarter, & Kishi, 1985).

This paper provides a detailed description of the MAPS process, including the underlying assumptions of the process, and a description of the process itself. An example of MAPS planning for an elementary age child with severe disabilities is provided. Suggested modifications that have been used for secondary age students are included also. The final discussion addresses practical considerations for using MAPS, including how it complements an ecological approach to curriculum development, and areas requiring further development and evaluation.

Assumptions of the MAPS Process

The assumptions underlying and guiding the MAPS process include: (1) integration, (2) individualization, (3) teamwork and collaboration, and (4) flexibility. The first assumption asserts that all individuals, including those with identified disabilities, should be educated in typical school and community environments including regular classes, and should be provided with the necessary adaptations and supports to do so. Ongoing interactions with and proximity to peers who do not have labels is essential and preparatory for both those students who are labeled and those who are not. Use of segregated places for instruction must be minimized. Instead, special supports should be provided in regular education environments used by all students. Second, the assumption of individualization recognizes that each learner has unique abilities, interests, and needs. The ultimate goal of the MAPS process is to develop a plan that will meet an individual student's needs in regular education settings. Strategies and adaptations for successful integration are individualized also. Third, teamwork is essential to plan and implement the inclusion of learners with high needs (i.e., those with labels of moderate to profound disabilities) in regular education environments. MAPS capitalizes on the creative problem-solving abilities of adults and children who know and care about the individual for whom the planning is to occur. Through collaborative teamwork, the benefits of group problem solving can be realized. Flexibility, the final assumption in the MAPS process, is necessary as even the most thoughtfully designed strategies and plans sometimes are not successful and need revision. False starts should be anticipated and a commitment made to ongoing problem-solving and change as needed. Initial objectives for student involvement in regular classes and the supports necessary to achieve individualized objectives may need to be modified after the students actually participate in regular classes. As team members acquire more expertise in the area of regular class integration changes may need to be made also. The saying that "*What is can be better and what is best is fluid*" (Association for Retarded Citizens Suburban, 1988, p. 1), captures nicely the essence of flexibility.

The MAPS Process

The team includes the individual, family members, friends, and both regular and special education personnel. Given the current reality of learners with high needs being based in special education classrooms, the special education professionals are likely to know the child better than regular education personnel. The regular educators, however, are the experts on the goals, activities, and routines that occur in regular classes. Both are important participants. The inclusion of typical peers in the planning process is an essential and unique feature of MAPS. The children provide a necessary and fresh perspective on the needs of their peer with a disability related to involvement in regular classes. They serve a key role in supporting their peer with high needs in regular activities and settings also. Typical peers help other team members to realize that the vision

and dream of being an accepted and valued member of the school community and the larger community can be a reality if children have the opportunity to grow and learn together.

Because the involvement of peers who know and care about the individual is an essential feature of the MAPS process, the planning should not occur until the student with disabilities has been a member of the regular education community so that friends without disabilities can be identified and their involvement recruited. Peers are typically identified by the classroom teacher based upon interest as demonstrated by the amount of interaction and time spent with the student. At least two, and preferably three to five classmates have been involved in the planning. In a MAPS session in which only one friend was involved, the friend was uncomfortable participating given the size of the group and the disproportionate number of adults. For very young children (kindergarten and first grade) classmate involvement might be limited to certain questions or the planning broken down into smaller segments (e.g., three one hour sessions versus one three hour time block). The MAPS planning typically occurs in one or two sessions. A minimum of three hours should be allotted to work through the process. Addressing the questions that comprise the MAPS process, however, will be an ongoing activity for the educational team. The seven key questions are not carved in stone and the facilitator may choose to address the questions in a different order or eliminate a question if the information generated seems redundant.

The participants are arranged in a half circle, with the facilitator positioned at the open end of the circle. The information and ideas generated during the process are recorded on large chart paper which serves as a communication check during the session and as a permanent record when the planning is finished. The facilitator can also serve the role of recorder or an additional person can serve in that capacity. The facilitator needs to be a person who is committed to building an integrated school community in which the individual is valued and provided the support necessary to be a member of the class with same age peers. The facilitator needs good listening skills and an ability to facilitate interaction among team members in such a way that they challenge one another to broaden their visions of community and also make practical suggestions regarding the support and adaptations necessary to meet the needs of the individual in regular class settings and other typical school and nonschool environments. The facilitator must be comfortable interacting with both the adults and the children and able to solicit input from all participants. The best planning will occur for the individual with disabilities when input is gathered from all participants and conversation is not dominated by a select few. The importance of <u>each</u> person's contribution should be clearly communicated by the facilitator before the planning begins. The seven key questions and a final reflection which comprise the MAPS process are delineated and discussed below.

<u>What is the individual's history?</u> Aside from the individual for whom the planning is occurring, family members are the most important members of the circle because they typically know the individual better than anyone else. Because of this, family members, and the individual to the greatest extent possible are asked to spend a few minutes talking about the individual's history, including some of the key milestones in the person's life.

<u>What is your dream for the individual?</u> This question is intended to get people to think about their vision for the individual's future. They are encouraged to think about what they want and what they think the person would want for his or her future. This vision should not be based solely on current realities. Dreams can become reality if there is a shared vision and commitment to strive for that vision. In the realm of dreams, the only certainty is that if we can't dream it, we won't achieve it. The dream question forces the team to think about the direction in which the individual is heading. This allows concrete plans to be made for realizing the vision. This is not to say, however, that the vision or the plans for achieving the dream are set in concrete. The visions and resulting expectations will be challenged continually as more is learned about how to facilitate inclusion in the school community and as positive outcomes are realized. Depending upon the age

of the individual, it may be difficult to think about the dream for the individual as an adult. If that is a problem, team members can be encouraged to think about the person five years from the present time or perhaps when the individual is high school age. The important factor is not how far into the future the vision projects, but simply that a dream exists for an integrated future thereby providing direction and goals to strive toward.

What is your nightmare? This is a very difficult question to ask the parents of any child, yet an extremely important one. Parents frequently relate the nightmare as a vision of their child being alone. The nightmare presents the situation that the members of the individual's team and others who care for him or her must work very hard to keep from happening.

Who is the individual? Everyone in the circle participates in responding to this question. The participants are asked to think of words that describe the individual, i.e., what comes to mind when they think of the person? There are no right or wrong words. Participants take turns going around the circle until all thoughts have been expressed. Participants can pass if nothing comes to mind when it is their turn to supply a descriptor. When the list is complete, the facilitator asks certain people to identify the three words from the list that they feel best describe the individual. Frequently, family members and peers are asked to identify key descriptors.

What are the individual's strengths, gifts, and abilities? So often when educational teams get together, they dwell upon the things that the individual cannot do as opposed to identifying and building upon the strengths and abilities of the individual. The facilitator asks the participants to review the list which described the individual as a way to identify some of his or her strengths and unique gifts. In addition, they are instructed to think about what the individual can do, what he or she likes to do, and what he or she does well.

What are the individual's needs? This question provides an opportunity for all the team members to identify needs from each of their unique perspectives. When the list of needs is complete, family, friends, and educators are asked to prioritize the identified needs.

What would the individual's ideal day at school look like and what must be done to make it happen? MAPS is a process which is intended to assist teams to plan for the full integration of students with high needs into regular age appropriate classes. Frequently attention to this question begins by outlining a school day for same age peers who do not have labels. Next, the team begins to strategize ways that the needs identified in the previous question can be met in the context of the regular education day. Finally, initial planning occurs for the supports needed to achieve successful integration. As learners reach middle and high school age, the ideal school day will include instruction in both regular education and a variety of community instruction sites, e.g., home, worksites, stores, and recreational settings.

MAPS. . .in a word. The last request by the facilitator provides an opportunity for feedback specifically related to the process itself and as such, should always be included. The facilitator asks each person to describe, in one word, the MAPS process. The adjectives supplied by team members are usually very positive and affirming of the process and the time they have spent planning together. However, this is an opportunity to share impressions or feelings that may not be completely positive also. A regular class teacher once put forth the word *"pressure"* when asked to describe MAPS in a word and then went on to explain that she considered herself a Type A personality and as a result, was feeling that all of the wonderful ideas generated during the process should be implemented right away. This provided the opportunity for other team members to assure the teacher that it was not their intention for everything to be in place by the end of the week. Together the team immediately prioritized actions to be initiated, identified persons responsible, and established reasonable timelines for implementation.

Catherine's MAPS

An example of the MAPS planning process is provided here in an attempt to clarify and enrich the previous description of the process. Catherine is a nine year old child who attends a regular elementary school in a metropolitan school district. Catherine has received the majority of her educational program in a self-contained special education class. As part of a school district mini-grant project designed to increase the integration of students with severe disabilities into their school community, Catherine increased the time she spent with her third grade same age peers in typical school settings. For the most part, this was the result of what Biklen (1987) describes as the *"teacher deals approach"* to integration. This approach typically involves a special education teacher establishing informal relationships with regular educators as a basis for increasing the inclusion of students with disabilities in regular class settings. Toward the end of the school year, Catherine's educational team committed to participation in the MAPS process in an effort to more systematically plan for furthering the integration of Catherine with her third grade peers. The process described here represents the team's initial formal attention to include Catherine in regular third grade life. Since this initial planning and subsequent implementation, much more has been done as the team learned together and saw positive outcomes for Catherine and her peers. Specifically, the conclusion reached by the majority of Catherine's team was that her needs were not being met most appropriately with a model of *"partial"* membership in the regular classroom. As a result, Catherine's team is now in the process of planning for her full membership in the regular classroom with individually designed special education support services provided in regular education environments. The MAPS process has generally been used with children who are established and full time members of a regular class and that certainly is the most desirable circumstance.

For Catherine's MAPS, the team included Catherine, her mom (Diane), ten year old brother (John), three third grade friends (Jessica, Julie, Amy), third grade classroom teacher (Metta), special education teacher (Mary), speech and language teacher (Rebecca), teaching assistant (Carol), and occupational therapist (Sharon). The third grade teacher and peers already knew Catherine because of her involvement in some of their class activities throughout the school year. The facilitator and the team met after school on each of two days and worked their way through the questions which comprise the MAPS process. The first planning session began by having each person in attendance introduce themselves and state their relationship with Catherine. Name tags were used to help the facilitator and team members remember names. Following is a summary of the discussion and information generated related to Catherine for each specific question in the MAPS process.

What is Catherine's history? Catherine's mom, Diane, identified the members of Catherine's family and then continued by sharing major events in Catherine's history. Catherine experienced a normal delivery and birth. At approximately fifteen months she began losing some skills and was later diagnosed as having Rett Syndrome. Catherine went to a developmental achievement center when she was eighteen months old and Diane recalled how strange it seemed to be sending someone so young off to *"school."* When the time came for Catherine to transition to the public school system, Diane was advised by a number of people to send Catherine to the special school for students with severe disabilities so that she could receive the services necessary to meet her intensive needs. From Diane's perspective, the problem with that option was that the school served only students with disabilities. Diane wanted Catherine to be around regular education students so that she could learn from them and have the opportunity to get to know them. As a result of her convictions, Diane pursued alternative settings and as a result, Catherine was placed in a self-contained special education class within a regular elementary school in her local school district.

What is your dream for Catherine as an adult? Diane's dream for Catherine as an adult was to see her live with friends that she cared about and who cared about her. Catherine's friend Julie

saw her doing math in sixth grade and another friend Jessica was hoping that maybe they could be the friends that live with Catherine when she grows up. Rebecca, the speech teacher envisioned Catherine in high school having the opportunity to go out after school for pizza with friends, selecting a song on the jukebox and placing her own order. John's dream for Catherine included a cure for Rett Syndrome and the two of them going to concerts and movies together. A consistent theme throughout the dream discussion was Catherine's involvement with family and peers who do not have disabilities.

What is your nightmare? Diane's nightmare was that Catherine would be alone.

Who is Catherine? Catherine's team generated an extensive list of descriptors: giggly, funny, endearing, charming, wiggly, drools, loved, sister, enjoyable, book lover, likes people, likes outdoors, chair tipper, likes to touch things, likes vegetables, salad, McDLT's, baked potatoes, bran, and applesauce, smiles, nice, shining eyes, Anne Murray fan, messy, excited, likes to be held, loving, beautiful, likes to look at faces, likes bright colors, likes to be read to, likes new clothes, and a friend.

What are Catherine's strengths, gifts, and abilities? Catherine's planning team identified the following strengths, gifts, and abilities: touches faces in books, plays bongo drums, can walk, very social which endears her to others, cooperative attitude, great personality, lets you know what she wants and likes, likes to tease, recognizes and remembers people, love of music, "*holds*" the guitar (will place her hand on the neck when assisted), has good friends, really tries, interested in a lot of things around her, spending quality time with third grade. One of the most valuable aspects of the MAPS process is evident in reviewing the responses to this and the previous questions which reveal a positive view of the person and highly valued unique characteristics. Such a positive orientation assists in designing a hopeful future.

What are Catherine's needs? Because this was the last question which could be covered during the first MAPS session, the discussion was opened up for general responding from all of those present instead of going person by person. The list generated was then rewritten on a large sheet of paper and served as the starting point for the second meeting. At the next meeting, family, friends, and educators were asked to identify the needs from the list which they considered priorities and to add any needs they thought were missing. By beginning the second session in this fashion, the group was assisted to focus upon Catherine's needs and have them clearly in mind before addressing the next and final question about what Catherine's ideal day would look like. Priority needs identified by family members, friends, and educators are listed in Table 1. Other needs which were identified, but not listed as priorities by any group included: (a) help with basic needs such as dressing and eating, (b) an advocate, (c) to do "*Mousercize*" (the friends explained that Mousercize was an activity in P.E. class that would be good for Catherine because of the movement and that she would like it because of the music), and (d) a strong support system outside the family.

What would Catherine's ideal day at school look like and what must be done to make it happen? Because the MAPS sessions for Catherine occurred in late March and early April, the planning was viewed as merely an initial opportunity to begin creatively planning to meet Catherine's needs in regular education settings with her third grade peers. As was noted earlier, the initial planning resulted in only partial inclusion into the third grade. After one year of partial integration, however, the team consensus was that partial integration was not meeting Catherine's needs. Plans for full inclusion are now underway.

The initial planning which resulted in only partial inclusion of Catherine with her third grade peers was facilitated by delineating the activities engaged in by the third graders and those engaged in by Catherine during her school day. The two schedules of activities and the list of

priority needs identified previously were displayed side by side. By doing so, brainstorming about how Catherine could have more of her needs met in the same settings as her third grade peers was facilitated. Table 2 presents a format for organizing the two schedules and developing a list of possible changes. Please note that time ran out for the second MAPS session before the entire school day could be addressed. With the activities of the third grade students during each time period delineated, the team began to discuss ways for Catherine to participate in each activity and initial goals and objectives were identified. After Catherine had a chance to participate in the third grade activities, the team was able to finalize priorities for instruction and develop instructional strategies. The instructional programs developed for Catherine in regular classes specified skills to be learned, antecedent instructional procedures, reinforcement and error correction procedures, and criteria for change in procedures. Data probes were carried out by the special education personnel on Catherine's team including the speech and language teacher, occupational therapist, special education teacher, and teaching assistant. Adaptations in the form of personal assistance, materials adaptations, and changes in curricular goals for regular class activities were necessary for Catherine and are likely to be necessary to some extent for the inclusion and learning of each student with high needs in regular class settings.

The sheet of paper which depicted the priority needs for Catherine identified by her family, friends, and teachers was kept in view throughout the planning sessions. This provided a way for the group to validate suggested activities and to remember identified needs. In developing the day of possibilities for more inclusion with peers, the following identified needs were addressed:

- for others to know that Catherine is not helpless
- to be with people
- for affection
- to change environments and surroundings often
- for more friends
- for support to get more places and learn things there
- to walk and use her hands
- for teachers to accept her
- to learn to hang onto a book when a friend is reading with her
- to let people know what she wants and a way to communicate that with more people
- to increase the opportunity and skill to make more choices
- for others to learn how to deal with her seizures, help her stand up, and accept and deal with her drooling

The largest change made in Catherine's Tuesday morning schedule was a switch from physical education in an adaptive physical education class to attending a regular third grade physical education class in which the activity is movement to music. The third grade P.E. period is twenty minutes long and occurs each day of the week. This class was considered a particularly good match for Catherine because she thoroughly enjoys music and needs to have a lot of opportunities

Table 1
Catherine's Priority Needs Identified by Family, Friends, and Educators

Family	Friends	Educators
For others to know she is not helpless	More friends	More friends
Music and time to listen to it	Support to get more places and learn things there	Support to get more places and learn things there
Affection	A lot of opportunity to walk and use her hands	A lot of opportunity to walk and use her hands
To be with people	As an adult, to live in a small home with friends in a community where she is accepted	Opportunity to let people know what she wants and a way to communicate that with more people
To change environments and surroundings often	Teachers to accept her	To increase the opportunity and skill to make more choices
Healthy foods	To learn to hang onto the book when a friend is reading with her	Affection
		People to know how to: Deal with her seizures
		Help her stand up
		Accept and deal with her drooling

Table 2
Tuesday Morning Schedule for Catherine, Moving Toward the Ideal School Day

TIME	CATHERINE'S DAY (current)	3RD GRADE DAY (current)	POSSIBILITIES FOR CHANGE (proposed)
9:00-9:30	Take off coat Use restroom ADAPTIVE P.E.	Pledge of Allegiance Seatwork directions SPELLING	BREAKFAST (could eat with nondisabled peers if school arrival coincided)
9:30-10:00	BREAKFAST Work on lip closure, holding the spoon, choosing objects she wants.	READING GROUP I Others do seatwork, write stories, read silently	SWITCH CENTER (in 3rd grade reading) Transition to center, reaching, touching picture, activating tape player
10:00-10:45	SWITCH CENTER Transition to center, reaching, touching picture, activating tape player using microswitch (leisure activity)	PHYSICAL EDUCATION (10:00-10:20) Mousercize, Exercise Express Use restroom READING GROUP II (10:25-10:45)	PHYSICAL EDUCATION (with 3rd grade) Skills related to maintaining ambulation and mobility (weight shifting, balance reactions, strength exercises). Cooperation with peer partner. Rest time.
10:45-11:10	READING GROUP III (with 3rd grade) Transitions to floor, responds to greeting from peer, reaches for peers hand, holds onto book, looks at book, closes book, transition to stand	READING GROUP III	Maintain current activity with 3rd grade
11:10-11:30	LIBRARY (with 3rd grade) Return book, choose book, look at it, check it out, return to class	LIBRARY	Maintain current activity with 3rd grade

to move. The occupational therapist agreed to make time in her schedule to go to P.E. with Catherine three times each week to assist in the development of an exercise routine for Catherine that would meet her physical needs. It was also decided that a classroom assistant would learn the routine from the occupational therapist and be available to provide support on the other two days. The third grade teacher added P.E. Assistant to the list of classroom honors so that there would be a peer partner for Catherine during P.E. who would act as a mentor for her during that time.

For reading class, the speech therapist agreed to assess the possibility of utilizing a switch to activate music or a storybook tape in the third grade classroom while the first reading group is in session and the other children are doing seatwork, silent reading, or writing. Catherine and a peer could use headphones to listen to the tapes and the peer could help Catherine to activate the switch to maintain the activity. In addition to the needs addressed by the activity of learning to activate a switch (music and time to listen to it, use of her hands, opportunity to let people know what she wants, opportunity and skill to make more choices), instruction on this activity in the third grade would address additional needs, i.e., the opportunity for Catherine to be with more people, to gain more friends, for others to learn that Catherine is not helpless, to learn how to deal with her seizures, help her stand up, and accept and deal with her drooling.

MAPS . . . in a Word. The last request of the facilitator was to ask everyone to describe in a word what they thought of the MAPS process. The following list of descriptors was generated: fun, creative, exciting, radical, awesome, overwhelming, fantastic, joyful, great, helpful, enthusiastic, cooperative, enlightening, and hopeful. Use of the words radical and overwhelming in this context need clarification. Radical was the word supplied by Catherine's ten-year-old brother John. It was not intended to convey "*revolutionary*" or "*extreme*" as defined in the dictionary, but rather, "*excellent,*" "*terrific,*" "*great.*" Overwhelming was the word supplied by Catherine's mom. Her intention was not to convey a sense of the dream being too large and unrealistic, but rather, a sense of overpowering understanding, love, and commitment by all members of the team to Catherine and her right and ability to be an important member of her school community.

MAPS Modifications for a Secondary Age Student

There are both programmatic and logistical differences between elementary and secondary schooling which result in several modifications of the MAPS process. Programmatically, students with disabilities begin spending part of their school day in off-campus community instructional sites (e.g., stores, work sites). Further, increasing emphasis is placed on transition to adulthood. Logistical changes result from the regular education departmentalization by curricular areas instead of by grades. Students change classes and teachers every period of the day instead of remaining largely in one class with one teacher and a constant set of classmates. Two practical implications of these changes from elementary to secondary programs for MAPS are: (1) determining which regular education teachers and classmates should be involved in the MAPS process; and (2) planning for participation in both regular classes and community instructional sites with an increasing focus on transition to adulthood.

The time of year during which MAPS occurs and the ways in which specific regular educators have been involved with the student will influence who participates. If MAPS planning occurs in the spring of the year, planning will focus in part on the next school year's educational program, as well as on developing a vision for transition to adulthood. To participate in the discussion regarding the student's gifts, strengths, talents, and needs, regular educators must have some history of interaction with the student. Teachers who have had the student in their classes, therefore, would be invited. To assist in selecting and planning for involvement in future regular classes, knowledge of regular education course offerings is required. The student's grade level dean, counselor, or assistant principal might be involved for this purpose. It is often difficult to schedule MAPS so all

the regular educators involved with the student can participate. Scheduling must allow those who have taken a special interest in the student to be included.

For students with disabilities who have grown up and attended regular classes with classmates who do not have disabilities throughout their elementary years, determining which of the peers should be involved in MAPS is easy. By the time they reach secondary school, friendships already have been established. For students whose inclusion in regular classes and school life is just beginning at the secondary level, identifying peers to be involved is more difficult. The relationships established among elementary students that frequently are sustained through secondary years do not exist for students with disabilities who were not integrated during elementary years. Particularly in these situations, the MAPS process should be scheduled only after the student with disabilities has been a regular class member at least for several weeks. This will allow peers who take an interest in the student to be identified. Another consideration in determining peers for involvement, at both elementary and secondary levels, is to identify neighborhood peers.

Given the increased emphasis on community based instruction at the secondary level and on transition planning to adulthood, the following question modifications based on the Personal Future's Planning model have been used (Mount, 1987; Mount & Zwernik, 1988). In responding to the "*dreams*" question, part of the discussion can be directed at developing a vision of life in early adulthood by asking "*At age 21, where will the individual live and work? What will these places be like? What will he or she do there? What community places will he or she use? Who will he or she spend time with?*" As students near age 18, the final question of the MAPS process can be modified to ask "*What would the individual's ideal day look like?*" MAPS participants can outline a day in the life of the person after graduation. The purpose of these modifications is to structure the discussion to create a vision of an integrated life in adulthood which can serve as the basis for identifying priorities to address in the remaining years of public school education. The resulting plan for a secondary age student is a school day which includes instruction in both regular class and community environments. This is in contrast to planning for elementary students where the result is typically a school day of full inclusion in regular classes with classmates without disabilities. The longitudinal proximity to a relatively constant group of classmates during the elementary years should facilitate the development of stable relationships in secondary years.

Portions of a MAPS session for Ed, a secondary age student, using the modifications described above are provided in Table 3. Only the modified sections are included. Table 4 presents a projected day for Ed post graduation. There were several interesting outcomes of this process. First, the initial discussion related to "*Where will Ed live?*" focused on remaining at home with his family. As the discussion progressed, the vision changed to focus on living in a supported apartment complex that has a variety of leisure facilities. Second, in brainstorming employment possibilities, the initial discussion centered on service industry options that were considered current realities then shifted to a focus on work that capitalized on Ed's interests and strengths. The result being consideration of jobs involving caring for animals or delivering mail in a large office building which matched Ed's love of animals and his pleasant and social nature. Finally, after outlining a day in Ed's life post graduation, team members remarked that priority instructional environments and activities could be identified easily from the outlined day and from other information generated during the MAPS session. They also felt hopeful and inspired about the "*nice life*" that Ed could continue to lead.

Table 3
The Dream for Ed as an Adult

WHERE WILL ED LIVE? . . . WHAT WILL IT BE LIKE?	WHAT COMMUNITY ENVIRONMENTS WILL ED USE?
• Living at home with his family • Thinking about alternative living arrangements • Spend weekends, summers away from family • Living at home - possibly having his own area within parents' home, maybe with a roommate (apartment in basement, for example) • Living close to his family • Friends will visit, he will visit others • More independence • Close to shopping area • On a bus line • Close to recreation/leisure areas • Has a pet • Apartment with complete facilities swimming, food service hobbies, recreation, etc.	• "Y" recreation areas • Health club • Community education. . .after work activities • Church social groups • Public transportation • Pizza place • Dances • Cattle company • Kellogg club • Fast food restaurants • Shopping areas • Laundromat • Sporting events - Twins games • State fair
WHERE WILL ED WORK? . . .WHAT WILL IT BE LIKE?	WHO WILL ED BE AROUND?
• Washing dishes - loading/unloading dishwasher • Zoo - take care of animals • Cleaning business (motels, apartments) • Lots of people around - lots of action, activity going on • Co-workers to assist. . .work as a member of a team • Close to bus line • Car pool member • Action job. Somewhere he can move around possibly outside, i.e., deliver newspapers or deliver mail in office building • Day care center • A job with routine • Large company	• Co-workers • Friends the same age • Family • Neighbors • Opportunities for dating • Support staff • Salespeople - waitress - waiters • Club members/staff • Roommate • Sports team - co-ed league • Strangers • Supervisor

Table 4
An Ideal Day in the Life of Ed at age 21

WHAT WILL ED'S WEEK DAYS LOOK LIKE?

Ed lives in a high rise apartment building with a roommate and a pet bird. He has a job as a courier in a company. He has an overseer.

MONDAY

6:30-7:00	Gets up to first alarm Showers/grooms - "mousse" his hair Dresses in the clothes he chose the night before - takes his medication
7:00	Prepares breakfast for himself Eats, listens to radio (music) Cleans up kitchen, loads dishwasher Feeds the pet Brushes his teeth Gets ready for work Gets his money
7:30	Takes the elevator to lobby Goes to bus stop Meets a friend to ride with
7:40	Boards bus
8:00	Starts work Makes rounds as courier (delivering mail) with co-worker Greets people
10:00-10:15	Break "Talks" to people in break room Gets refreshments Uses bathroom
10:15-12:00	Back at work - same routine
12:00-12:30	Lunch break Goes to restroom (cleans up for lunch) Goes to cafeteria to purchase his lunch Eats with a group of people (not the same everyday) Goes for a walk Makes plans for evenings with friends Stops in restroom
12:30-2:00	Back to work
2:00-2:15	Break Stops in restroom Joins co-workers Looks at magazine, newspapers (sports page)
2:15-4:00	Back to work
4:00-4:30	Gets ready to go home Goes to the restroom Goes to the bus stop
5:00-6:00	Arrives at home Prepares supper with roommate Does chores - vacuum, make bed, etc.
6:00-6:30	Eats supper
6:30	Cleans kitchen Watches TV - listen to radio
7:00-9:00	Plays in softball game with people from work Dad is the coach Family is there to watch and cheer
9:00-9:30	Partakes of refreshments with team members (no coach)
9:30-10:30	Rides home with a friend Calls mom ("checks in") Chooses clothes for next day Grooms Says his prayers Covers the bird cage Watches the news - listens for weather report
10:30	Goes to bed Sets alarm

"WHAT A NICE LIFE"

MAPS and IEPs

When considering use of the MAPS process, teams frequently ask *"How does MAPS relate to an environmentally-referenced approach to IEP development?"* The MAPS process complements IEP development in at least two ways. First, in most instances, engaging in the process results in a clearer sense of mission and a greater sense of teamwork. Collaborative teamwork facilitates well designed and implemented IEPs. Second, the MAPS process is particularly useful in assisting teams to identify priority environments and activities and to identify student needs which can be addressed in those settings. An environmentally referenced curricular approach (Brown et al., 1979; Falvey, 1986; Nietupski & Hamre-Nietupski, 1987) is merely expanded to include referencing regular education environments and activities, in addition to domestic, recreation/leisure, community, and vocational environments. Traditionally, the community domain has been defined in terms of general community functioning, such as participation in stores, restaurants, banks, post offices, and other service environments. If an individual is of school-age, however, the primary community environment is the school. The community domain, therefore, might be better conceptualized as consisting of two principle divisions, the general community and the school community. Learner participation in both the general and school communities must receive attention in the IEP development and implementation process. Part of the MAPS process delineates regular school environments and activities. Specific IEP goals and objectives are derived from assessing the abilities of the student in regular classes and other typical school and community environments. See York and Vandercook (in press) for a strategy which can be used in designing an integrated education through the IEP process. Included are specific examples of skills targeted for instruction in regular classes and related IEP goals and objectives.

Another frequent inquiry is *"How often do we do MAPS, especially since it takes so long?"* A logical time to use the MAPS process is as part of required three-year re-evaluations or at the very least, at crucial transition points in each learner's educational career (e.g., preschool to elementary school, middle to high school, high school to adulthood).

Future Directions

The MAPS process has been used by the authors and their associates with well over 200 school age children with moderate to profound disabilities in 50 school communities. While the MAPS process has resulted in many positive outcomes for children with disabilities, their friends, families, and educational team members, numerous questions have been raised related to the pragmatics of implementation. Additionally, the outcomes delineated with regard to MAPS planning have been anecdotal in nature. An empirical basis for the social and educational validity of the MAPS process has yet to be established. Factors which warrant study include: (1) the utility of the process from the perspective of various team members (i.e., parents, administrators, classroom teachers, special education teachers, related services personnel, and classmates), (2) short term impact in the school and general community, and (3) long term impact such as longitudinal relationships with peers and participation in typical school and community activities.

Summary

For integrated education to be successful, several aspects of current educational services will necessarily change. Special education personnel and resources will change the focus of their service from one of educating children in separate environments to one of providing support and instruction in regular classrooms and other typical school environments. Regular educators will begin to include all children in their classes. Administrators will provide leadership and support building personnel to build integrated school communities in which collaborative teamwork develops among all educators.

MAPS is an affirmative process which capitalizes on the resources of classmates without disabilities and on family members and educational service providers to plan for the inclusion of children and youth with disabilities into regular school life. The process can assist regular and special educators to merge resources in the quest to build integrated school communities of benefit to all. MAPS is not intended to be beneficial only for those students with high needs. All children benefit by learning together. Learning to accept and value diversity is a lesson that all members of the school community must learn if we truly want our communities to be places where each individual is valued and belongs. We believe preliminary implementation of the process has yielded many positive outcomes. Continued use, refinement, and study of the process will yield valuable information regarding the pragmatics of implementation in educational systems and long term outcomes for individuals with disabilities.

REFERENCES

Association for Retarded Citizens Suburban. (1988). Strategic plan for ARC Suburban. Burnsville, MN.

Biklen, D. (1987). In pursuit of integration. In M. S. Berres & P. Knoblock (Eds.), Program models for mainstreaming: Integrating students with moderate to severe disabilities (pp. 19-39). Rockville, MD: Aspen Publishers.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Grunewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13(1), 81-90.

Edgerton, R. B. (1967). The cloak of competence: Stigmas in the lives of the mentally retarded. Berkeley: University of California Press.

Erickson, K. T. (1976). Everything in its path: Destruction of community in the Buffalo Creek flood. New York: Simon & Schuster.

Falvey, M. (1986). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore: Paul H. Brookes.

Forest, M. (Ed.). (1987). More education/integration. Downsview, Ontario: G. Allan Roeher Institute.

Forest, M., & Lusthaus, E. (1987). The kaleidoscope: Challenge to the cascade. In M. forest (Ed.), More Education/Integration (pp. 1-16). Downsview, Ontario: G. Allan Roeher Institute.

Goodnow, J. J. (1984). Some lifelong everyday forms of intelligent behavior: Organizing and reorganizing. In R. Sternberg & R. Wagner (Eds.), Practical intelligence: Origins of competence in the everyday world (pp. 143-162). Cambridge, MA: Cambridge University Press.

Hammill, D. D., & Bartel, N. R. (Eds.). (1975). Teaching children with learning and behavior problems. Boston: Allyn and Bacon, Inc.

Hartup, W. W. (1985). Relationships and their significance in cognitive development. In R. A. Hinde, J. Stevenson-Hinde, & A. N. Perret-Clermont (Eds.), Social relationships and cognitive development (pp. 66-82). New York: Oxford University Press.

Johnson, R. F., & Meyer, L. (1985). Program design and research to normalize peer interactions. In M. P. Brady & P. L. Gunter (Eds.), Integrating moderately and severely handicapped learners (pp. 79-101). Springfield, IL: Charles C. Thomas.

Lewis, M. (1982). The social network system model: Toward a theory of social development. In T. M. Fields, A. Huston, H. C. Quay, L. Trowl, & E. Finely (Eds.), Review of human development (pp. 180-214). New York: Wiley Interscience.

McCord, W. T. (1983). The outcome of normalization: Strengthened bonds between handicapped persons and their communities. Education and Training of the Mentally Retarded, 18, 153-157.

Meyer, L. H., McQuarter, R. J., & Kishi, G. S. (1985). Assessing and teaching social interaction skills. In S. Stainback & W. Stainback (Eds.), Integration of students with severe handicaps into regular schools (pp. 66-86). Reston, VA: The Council for Exceptional Children.

Morreau, F. A., Novak, A. R., & Sigelman, C. K. (1980). Physical and social integration of developmentally disabled individuals into the community. In A. R. Novak & L. W. Heal (Eds.), Integration of developmentally disabled individuals into the community (pp. 91-103). Baltimore: Paul H. Brookes.

Mount, B. (1987). Personal futures planning: Finding directions for change (Doctoral dissertation, University of Georgia). Ann Arbor, MI: UMI Dissertation Information Service.

Mount B., & Zwernik, K. (1988). It's never too early, it's never too late. St. Paul, MN: Metropolitan Council, Publication No. 421-88-109.

Nietupski, J. A., & Hamre-Nietupski, S. M. (1987). An ecological approach to curriculum development. In L. Goetz, D. Guess, & K. Stremel-Campbell (Eds.), Innovative program design for individuals with dual sensory impairments (pp. 225-253). Baltimore: Paul H. Brookes.

O'Brien, J. (1987). A guide to life-style planning. In B. Wilcox & G. T. Bellamy (Eds.), A comprehensive guide to the activities catalog. Baltimore: Paul H. Brookes.

O'Brien, J., & Lyle, C. (1987). Framework for accomplishment. Decatur, GA: Responsive Systems Associates.

Salvia, J., & Ysseldyke, J. E. (1985). Assessment in special and remedial education. Boston: Houghton Mifflin Company.

Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10, 224-227.

York, J., & Vandercook, T. (in press). Designing an integrated education learners with severe disabilities through the IEP process. Teaching Exceptional Children.

Footnote

A video depicting the MAPS process, entitled "*With a little help from my friends*" is available for teams interested in learning more about the process. Write to the Centre for Integrated Education, Frontier College, 35 Jackes Avenue, Toronto, Ontario M4T1E2, or Expectations Unlimited, P.O. Box 655, Niwot, Colorado 80544.

DESIGNING AN INTEGRATED EDUCATION FOR LEARNERS WITH SEVERE DISABILITIES THROUGH THE IEP PROCESS

May, 1989

Jennifer York and Terri Vandercook
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

ACCEPTED FOR PUBLICATION IN TEACHING EXCEPTIONAL CHILDREN.

This paper was developed with support by Grant No. G008630347-88 and 07DD0282/04 from the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, and the Minnesota Integrated Education Technical Assistance Grant. Points of view or opinions stated in this report do not necessarily represent the official position of the U.S. Department of Education or the Minnesota Department of Education and no official endorsement should be inferred.

ABSTRACT

Increasingly, learners with even the most severe disabilities are becoming members of regular education classes and participants in other aspects of regular school life Educational team members are beginning to modify existing curricular approaches to address instructional needs and opportunities presented when children with severe disabilities are included in regular education classes. This paper identifies several assumptions underlying the development of integrated educational programs, presents a process for developing IEP goals and objectives which relate to integration in regular classes, and delineates common questions that arise when teams initiate the process and strategies for addressing each.

DESIGNING AN INTEGRATED EDUCATION FOR LEARNERS WITH SEVERE DISABILITIES THROUGH THE IEP PROCESS

An environmentally-referenced approach to curriculum development has been advocated widely as the basis for designing and implementing Individualized Education Programs (IEPs) for students with severe disabilities (Brown et al., 1979; Falvey, 1986; Thousand, Nevin-Parta, & Fox, 1987). The primary rationale for this approach is that children with severe disabilities learn best when skills under instruction are useful in daily environments and activities. In addition, IEP team members can identify more accurately objectives that are most relevant to individual children through observation and assessment in typical daily environments and activities. For these reasons, four environmentally-referenced life space curricular domains have been promoted as the basis for organizing curricular content (Brown et al., 1979; Falvey, 1986). The Community Domain addresses competencies required for functioning in a variety of service environments and activities, such as using public transportation, grocery stores, post offices, banks, and shopping centers. The Domestic Domain focuses attention on participation in and around the home. The Recreation/Leisure Domain addresses skills required for independent and cooperative use of free time at home and in the community. The Vocational Domain identifies competencies related to participation in community work environments. These particular domain areas were selected because most of the daily routines in which people participate fall within at least one of the four life space domain areas. More traditional skill areas, such as communication, motor, and academics, are considered embedded skills (Ford et al., in press) and are addressed as related to functioning in one or more of the life space domains.

In some instances, a life space domain curricular organization has led educators and parents to focus predominantly on instruction in off-campus, community environments. Some of the most important age appropriate daily environments for children with disabilities, however, are regular education environments within the school building. It is in the context of regular classes, extracurricular activities, and other age appropriate environments that peers without disabilities learn age appropriate social and interaction expectations and competencies, in addition to curricular content. Children with disabilities cannot learn age appropriate social and communication skills if they are educated in places separate from their peers without disabilities. Successful participation and acceptance in typical home, community and work environments depends not only on performing the steps delineated in a task analysis, but also on the demonstration of appropriate social, communication, and related skills (Bruininks, 1982; Gold, 1973; Gollay, Freedman, Wyngaarten & Kurtz, 1978; Holman & Bruininks, 1985; McCarver & Craig, 1974; Wehman, 1975). Peer relationships between students with disabilities and classmates without are also important now and in the future, and are essential to a successful and fulfilling life in the community. Students with severe disabilities will always require extra support in order to be contributing and integrated members of their community. An attitude of acceptance and a set of values which recognize the importance of supporting and including all citizens in community life will be greatly enhanced by the opportunity to develop relationships with peers who will be future co-workers and neighbors as they reach adulthood. By attending school together, both learners with and without disabilities can gain the attitudes, values, and skills necessary to get along with one another as interdependent members of society.

One way to incorporate the school community into a life space domain curricular approach is to simply expand the Community Domain to include both a school community and general community section. This provides a way for IEP teams who are used to working within a life space domains curricular orientation to expand their strategies to address instruction in school environments without needing to adopt new models of curricular design.

Presented in this paper is a strategy for developing IEPs based on the assumption of age appropriate membership of students with severe disabilities in regular education classes with special education and related services provided as needed in regular school environments. The school community is a major focus of the curricular design. This represents a considerable shift in thinking for most regular and special educators, related services personnel, and parents. Currently, there is considerable debate about such an integrated approach to educational services (e.g., Gartner & Lipsky, 1987; Lieberman, 1985; Mesinger, 1985; Sapon-Shevin, 1988; Snell, 1988; Stainback & Stainback, 1984; 1985; Will, 1986). At issue in relation to students with severe disabilities, however, is not whether their curricular needs are the same as their peers. Admittedly, for most of this population the curricular content will be quite different from that of classmates. Instead, the issue is, can the educational needs of children with severe disabilities be met in regular, integrated environments; or, is removal to separate places necessary? Leaders in the school integration movement contend that most, if not all, of the educational needs of children with severe disabilities can be addressed in regular school and community environments alongside classmates who do not have disabilities (Biklen, Lehr, Searl, & Taylor, 1987; Elias, 1986; Ford & Davern, 1989; Forest, 1987; Giangreco & Meyer, 1988; Hansen, 1987; Henderson, 1987; Strully & Strully, 1985; Thousand et al., 1986). Further, they contend that isolation of students within the school building is not only unnecessary, but also detrimental to learning critical competencies required for functioning in integrated environments and activities.

The strategies presented in this paper reflect the work of the authors in collaboration with personnel in several school districts who are in the process of moving from a self-contained special education classroom model of service delivery to a model in which children are assigned to age appropriate regular education homerooms and other regular classes. The strategies are intended to assist educational teams in identifying individualized goals and objectives related to integration in regular education classes and other aspects of regular school life. The curricular approach expands the life space domain curricular orientation that has been promoted in relation to off-campus community instruction to include functioning in regular education classes and other typical school environments as well. These in school places are addressed as part of a school community curricular domain. The expanded application of an environmentally referenced approach to include in school, regular class environments is emphasized as applications to community environments have been presented elsewhere (see for example, Falvey, 1986).

IEP TEAM STRATEGIES

Teamwork among regular educators, special education teachers, support personnel, parents, and peers is critical to the successful realization of quality integrated educational programs. As IEP teams strive to make objectives relevant and functional, a clear picture of the outcomes desired for an individual student is needed -- a vision of the student participating in typical school, home, community, and work environments. Following are some assumptions and a process for IEP development intended to guide teams through a positive and affirming process that builds on learner strengths and that assists in planning for integrated current and future outcomes for individual learners with severe disabilities.

Assumptions for an Integrated IEP Process

Integration. The first basic assumption of an integrated IEP process is that students with severe disabilities must be integrated members of their school communities. This includes regular class membership and participation in extracurricular activities and other aspects of school life. By law, children with disabilities are to be educated in the same environments as peers without disabilities to the greatest extent possible. The assumption is made here that special education is a support and service (instead of a place) and should be provided in regular education and other

typical environments as much as possible. Although the merits of an integrated approach for children with severe disabilities is an issue being debated by some, an increasing number of IEP teams are planning for elementary aged learners to receive most of their instruction in regular education classes and for secondary aged learners to receive instruction in both regular education and general community environments. In effect, many IEP teams are attempting to design and implement IEPs that minimize isolation from peers and maximize the learning opportunities available to all children by growing up and learning together in regular school environments.

Individualization. The second assumption is that educational needs and priorities are determined individually for each student. Given the overwhelming number of regular class, extracurricular, and community environments and activities in which individual students could learn to participate and the enormous number of skills that would enhance participation, educational team members who know the student best must collaborate in making decisions about program priorities. Educational priorities vary among children given individual, family, school, and community characteristics. Individualizing educational priorities attempts to assure the most appropriate and relevant use of instructional time.

Teamwork. The third assumption, teamwork, cannot be overemphasized. The essential need for teamwork is becoming increasingly evident as teams plan for children with even the most severe disabilities to be included in regular school and community environments. How does a student with severe disabilities actively participate in regular classroom activities and routines? What are the educational priorities? How are interactions with classmates facilitated? What curricular, environmental, and instructional adaptations need to be made? How can all children benefit from full inclusion? All of these are questions that require more than one person to answer. Children with severe disabilities have many varied assets and needs. Pooling the expertise, perspectives, and resources of a variety of individuals is necessary to design and implement quality educational programs in integrated settings. Each learner's team should include at least the learner, parents, friends of the learner, a special educator, a regular educator, and as needed assigned paraprofessionals, therapists, and others with specialized areas of expertise. The involvement of the principal or an administrative designee on the team will be critical to success also. The administrator may not attend all planning meetings but his or her leadership and support in drawing together resources and assisting in solving logistical and programmatic issues will be essential. Through teamwork, the benefits of group problem solving are realized: (1) greater interest in the problem stimulated by group membership; (2) a summative effort of individual contributions; (3) the capacity to recognize and reject poorly conceived solutions; and (4) the availability of greater information (Kruger, 1988). All team members share responsibility for program development and student success and should feel supported by other team members in their efforts.

Flexibility. Flexibility is the fourth assumption for integrated IEP planning and is particularly important to keep in mind given that designing integrated educational programs is a new process for most team members. Flexibility can be allowed without diminishing accountability. An IEP is a working document that should reflect a student's current program. It should be updated and modified as student needs and abilities change and as team members learn more about student abilities in integrated environments and activities. Prior to a student being integrated in regular class environments, it is difficult to predict with certainty the instructional priorities related to each class. All people modify their behavior to some extent based on the environment. Children with disabilities are no different. This is why objectives identified prior to integration may necessarily change after a student begins to participate in the actual class. Modifications in IEP objectives are not restricted to annual reviews. Instead, parents and school personnel should remain in contact throughout the school year and collaborate in decisions regarding appropriate modifications in the IEP as integrated experiences progress.

Environmental-Referencing. The final assumption relates to referencing targeted skills to performance demands in actual environments. Skills learned are useful only if demonstrated in typical daily environments and activities (e.g., on the playground at recess, during reading group, at home, and in the community). Therefore, goals and objectives must communicate not only targeted skills, but also the contexts in which performance outcomes are desired. By conducting an inventory of the demands and opportunities in regular classes and after observing the student function in specific regular classes, both priority skills and regular class contexts for demonstration are readily identified and verified.

An Integrated IEP Process

In presenting the following process, the authors have assumed that teams are beginning to plan a more integrated education for students with severe disabilities who currently are based in a self contained special education classroom located in a regular school. That is, students who do not have a history of integration in regular classes and team members, therefore, who have had no or very few opportunities to observe the students in regular education classes. As students begin to receive more of their instruction in regular education classes, IEP teams will obtain data about learner performance in these actual environments. This information will increase the accuracy of identified IEP goals and objectives thereby decreasing the need for revisions.

Step 1: Get the big picture. Before a team can collaborate in planning an integrated education program for an individual learner, a common vision, or "*big picture*" about the learner's educational outcomes should be developed. First, the assumptions for IEP development are shared and discussed acknowledging that they may present a deviation from the usual basis of IEP design. It is important that team members have the opportunity to express questions and concerns, as well as insights, during this process. Accepting a new way of thinking and of providing services upon which there is no personal experience base, is difficult for most people. Initial efforts are to some extent engaged in with good faith as to the purported positive outcomes and with the knowledge that other teams (e.g., in other school districts, states) have been successful with such integration pursuits. Greater commitment and confidence develop as the process is implemented successfully and pieces of the vision fall into place.

Second, the team identifies places or environments in which learner participation is desired currently and in the future. This list of potential instructional environments is derived from several sources. One source is the regular educators. For elementary aged students, the regular education classroom teacher can outline the periods and activities in which same age peers spend their school day. For middle and high school students where classes change every period and students are taught by multiple teachers, the grade level counselor can outline a typical school day. The school course catalog and extracurricular activities schedule can be used to identify specific integrated opportunities. Peers are another rich source of information about informal school happenings as well as preferred curricular offerings. Parents are a third source of information. They assist by identifying home and community environments used by the family and activities engaged in by neighborhood peers. Finally, all team members contribute to generating a list of potential future school, home, community, and work environments. By identifying actual places, a collective vision of the student leading an integrated life is developed and shared by all members of the team.

The format presented in Figure 1 can be used to organize the lists of school, home, and community environments and activities generated by the team. The format is intentionally labeled a "*worksheet*" because each team member receives a worksheet and is free to write and revise his or her own thoughts about priority places and targets for instruction as the team discussion takes place. Notice that the Community Domain has been divided into two parts: the school community and the general community. This is done in recognition of the fact that the school is a primary

Life Span Domains: Specify Places

School	Community	General	Recreation/Leisure	Domestic	Vocational
Opening (making choices) Reading (use microswitch for taped story) Language (match objects/photos) Math (1:1 correspondence, getting and passing out juice) Restroom (ROM) Social Studies Storytime Science (turn-taking)	Handwriting (use name stamp, fine motor leisure skills) Art (make requests) Lunch (self-feeding and lunch clean-up) PE (turn-taking, weight bearing) Health Recess (Recreation with peers) Music (use microswitch)	Bus stop (waving hi and bye to family/peers)	Girl Scouts	Kitchen (eat and drink independently) Family room and bedroom (transitional movement and weight bearing)	

Embedded Skills: List Priorities

Motor	Communication	Academic	Other
Transitional movement sequences from floor to chair, from chair to stand) Weight bearing in kneeling and standing positions Using power wheelchair (moving forward, stopping on verbal command, stopping when hits objects) Range of motion (ROM)	Making choices Matching objects and photos Making requests Waving hi and bye and giving a peer a "high five"	Using a picture schedule Using a microswitch Using a name stamp Holding a book	Quieting vocalizations which occur during transitional movement sequences Using a spoon to feed self Drinking without spilling Turn-taking

a) Example for elementary student

Figure 1: IEP Developm ' Worksheet (Note: some of the items could be written in more than one column. The domains are not mutually exclusive)

Life Span Domains: Specify Places

School	Community General	Recreation/Leisure	Domestic	Vocational
Homeroom Home Ec Class (meal prep and clean up) Art Class (independent leisure) Computer Lab (recreatio . with peer) Newspaper Club	Bus stop (greeting neighbor kids) Transportation in car (transfers in/out, wheelchair storage) Cub Foods (going shopping) Hardees (eating out)	Rosedale Mall (wheeling with "mall-walkers")	Kitchen (use microwave) Bedroom (transfer from wheelchair to bed)	Hardware store (stocking shelves)

Embedded Skills: List Priorities

Motor	Communication	Academic	Other
Standing pivot transfers in/out of wheelchair Walking short distances with physical assistance Wheeling (consecutive pushes)	Making choices Answering yes/no questions Greeting (making eye contact and saying "Hi") Using message cards to communicate with school and community personnel	Developing picture sequence of daily schedule Using picture shopping list	Keeping mouth area and hands dry and clean

b) Example for secondary student

(Figure 1 continued)

community environment for school aged learners. In addition to conducting an inventory of the general community then, it is equally important to conduct an inventory of the regular education curricular and extracurricular opportunities at school.

In the top set of boxes, actual places (e.g., environments, activities, regular classes) are specified. In the bottom set of boxes, priority skills to be addressed across environments and activities are delineated. These are referred to as embedded skills (Ford et al., in press). For example, making choices, transferring in and out of a wheelchair, reaching, following a schedule, and writing all are skills that may be required in one or more environments throughout the day. The term embedded skills is intended to reinforce a functional approach to instruction in which skills are addressed instructionally in the contexts in which they are useful, instead of in isolation where generalization to relevant situations can be only assumed.

Step 2: Identify initial IEP priorities. From the list of places identified on the IEP worksheet the team selects priority environments and activities for instructional attention for the current IEP. For elementary aged students, most of the instructional environments will be located in and around the school building in regular classes and other places used by same age peers who do not have disabilities. For secondary aged students, an increasing number of instructional environments will be off campus, in the community, thereby making the school day of a secondary aged student a combination of regular class and community based instruction. In Figure 1, the priorities for an elementary (1a) and a secondary (1b) student have been provided. The elementary student (age 7) spends all of her day in typical school environments, regular classes and other general areas of the school. The secondary student spends homeroom plus three periods a day in regular education classes. During the remainder of the day, instruction is provided in off campus, community environments. The student goes to two of the community environments (e.g., vocational site and mall for exercise) two or three times a week; and the store and restaurant twice a week during the school day. His mom provides regular opportunities for him to engage in the identified domestic activities at home.

With the priority environments identified, the team projects initial goals and objectives based on their best current understanding of the demands and opportunities in the regular class and the student's current abilities and future referenced activities. It is not until after the student's abilities are assessed in the actual environments, however, that IEP goals and objectives can be finalized. Consistent with an environmentally-referenced approach to curriculum development, IEP goals and objectives can be organized in the following way. The annual goal identifies participation in the priority environment (e.g., Mr. Lackhan's 8th grade science class). Objectives related to each annual goal identify the priority skills targeted for instruction in the environment. Following are two examples related to participation in regular classes which specify goal and objective content areas.

Goal: Karen will participate in 7th grade art class.

Objective: When assisted to the correct hallway, will locate and enter the art room independently.

Objective: At the beginning of the class, will initiate saying "*Hi*" to an adjacent peer at the table.

Objective: When presented with a choice of paints and a gestural cue to each option, will choose the color paints she wishes to use.

Objective: At the end of the class before clean up, will tap the arm of a peer at the table and will point to her own artwork so the peer looks at her artwork.

Goal: Brian will participate in 8th grade Home Economics class.

Objective: Arrive at class and get seated on time.

Objective: Correctly "*read*" the steps of an adapted picture recipe with three or fewer cues from a peer.

Objective: Given a picture recipe, will obtain the correct size container and measure the correct amounts of solids without spilling.

Objective: Independently obey all safety rules for the kitchen.

Goal: Vicki will participate in 2nd grade reading class.

Objective: Will maintain a supported sitting position on the carpeted floor in the reading area.

Objective: Will look at and turn the pages of the book as a peer reads out loud.

Objective: Will select from among two audiotapes with picture cues.

Objective: Will depress a microswitch to turn on her walkman to listen to the tapes.

Objective: Will maintain her body weight in a standing position when being assisted to transfer back into her wheelchair.

Organizing goals and objectives in this manner makes it easy for the team to locate the IEP objectives for each period of the day. This facilitates communication of the instructional priorities for each regular class and off campus instructional environment to all team members, including the regular educator.

Step 3: Integrate the learner in regular class and other priority environments. The team then implements a plan for the learner to begin participation in the designated priority environments. Frequently, the support of a special education teacher, related services person, or paraprofessional is provided initially in the regular class. Some regular education classroom teachers, however, prefer that the student with disabilities begin in the class without a support person so that the classroom teacher, classmates, and new student have the opportunity to learn about each other without someone else serving as intermediary. A team decision is made about initial supports that are appropriate given the specific student, class, and teacher variables. If the team decides that a support person is necessary, the role of that person must be delineated clearly. Of utmost importance is that the support person facilitate inclusion of the student in the class and not serve as a barrier to interactions.

Identifying precise and environmentally referenced IEP goals and objectives is accomplished by carefully assessing learner abilities based on a delineation of the activities and skills required of a peer without disabilities within each environment, including regular classes. This process is referred to as an ecological inventory (Brown, et. al., 1979), and can be used in regular education as well as home, community, and work environments. In some classes, this assessment may focus primarily on skills required to participate in the regular activities and routines (e.g., following class rules, sharing materials with peers, working cooperatively with peers, coping with criticism/correction, bringing needed materials to class, performing transitional activities in class in response to situational cues), and on social and communication skills (e.g., interaction with peers at appropriate

times, making choices, asking questions, following directions, giving feedback, using age-appropriate language/vocabulary). Skills related to the actual curricular content area (e.g., earth science) may be emphasized to a lesser degree or individual curricular adaptations may be made. Examples of adaptations include: work on modified, simplified worksheets on the same topic as the other students (e.g., calculator skills); a selected part of an assignment that is most relevant to the student (e.g., make a map of Minnesota, but skip the questions at the end of the chapter); do only one version of a duplicate assignment (e.g., produce one type of block print in art when the others do three versions); use of picture instructions for activity based tasks; and spending extra time on an especially important task in the class that others do also (e.g., learning safety rules for science lab).

In some classes, students may work on separate, individualized curricular activities. For example, in a painting class, a middle school student with severe disabilities was learning to use a hand held wood engraver. Working with wood was identified as a potential life long leisure interest based on previous involvement in a wood shop class. In a home economics class, another student's priorities included making drinks and snacks in the microwave even though use of the microwave was not part of the regular curriculum. An elementary student in a regular reading class was working on depressing a microswitch to turn on a tape of a storybook which she and a peer listened to with headphones. Another student in a different regular reading class, used his reading class time to develop a daily schedule and shopping list from pictures. These parallel activities which can be conducted alongside classmates are identified by the team and are referenced to functional demands in current and future domestic, leisure, community, and vocational environments and activities.

Step 4: Revise and implement IEP priorities. It is not until learners have an opportunity to participate in regular classes and other instructional environments that actual needs and specific supports can be assessed and identified accurately. This is the main reason that the initial delineation of priority IEP objectives (Step 2) is tentative. As regular class integration becomes the rule instead of the exception, IEP teams will be able to more accurately delineate objectives because they will be based on a history of performance in regular classes. Through the learner's actual involvement in the designated environments the team can revise the IEP to reflect the clarified needs, priorities, and supports in regular classes and other instructional environments. Objectives related to each regular class may identify skills related to following the class routine, age appropriate social and interaction competencies, and regular or individualized curricular content areas. Results of the assessment are the basis for team verification of objectives for instructional emphasis. With objectives delineated, instructional programs and data collection methods are developed.

COMMON QUESTIONS WITH POSSIBLE SOLUTIONS

Developing an integrated IEP, not just the written document but the educational program itself, is a new process for most team members requiring acquisition of new skills. The acquisition stage of learning by definition is inefficient and false starts should be expected. Initially team members may be at varying levels of agreement with and understanding of the integrated IEP assumptions and process. During initial change efforts, team members should be selected who are, at a minimum, interested in and willing to try a new way of service delivery. This is not meant to suggest that integration should be voluntary. But realistically speaking, innovations are achieved more readily if those involved do not oppose the change efforts. Over time, as team members interact and become more efficient in their new roles, and as positive demonstrations of integrated education are realized, the operating assumptions and the vision of an integrated education will become more similar among team members. Change efforts are then more easily extended to include greater numbers of educators and students. Following are some of the common questions that arise when beginning to implement the integrated IEP process and strategies that have been useful to numerous educational teams for addressing each.

Where do we start?

Because of the new learning involved for the team members and because systems of service delivery cannot be changed overnight, a team might start by selecting one student and initiating an integrated IEP process for him or her to demonstrate the process in action. In school districts where parents are advocating for more integrated programs, the logical student(s) of choice is the son or daughter of those parents. In other districts where integration pursuits are initiated by teachers, teams might start by approaching parents who they believe would be in favor of their child being included to a greater degree in regular education activities with same age peers.

Because one of the goals of integration, is membership and full inclusion in regular school community life (Forest, 1988), consistent presence and participation in regular classes, instead of periodic visits in an important guiding principle for implementation. In elementary schools, regular education students spend most of their school day with the same classmates and teacher. Students with disabilities, therefore, should begin by spending their school day based in the regular class. This provides team members with the opportunity to observe the student in the class and to problem-solve ways to increase participation. Although some educational needs may require use of environments outside the regular class (e.g., self care skills addressed in restrooms, mobility skills addressed in hallways and on the playground, leisure reading or listening to music skills addressed in the library), the primary base of the elementary student is the regular class where he or she is identified as a member.

In secondary programs, regular education students usually rotate classes every period and have numerous teachers. For middle and high school students with disabilities, therefore, a place to start is to assign a student to an age appropriate regular homeroom and to select two regular classes. This is not to say that students can be integrated in only one or two classes initially, just that the degree of inclusion and the quality of the interactions and programming in the classes may not be optimal from the start.

Perhaps the greatest difficulty for educational teams is to prioritize. This requires acknowledging that all the pieces for assuring high quality integration cannot be in place tomorrow, that all the problems will not be solved immediately. Focusing on facilitating inclusion, quality interactions, and quality programming in one or two classes at a time is a reasonable start. On a bit more optimistic note, there are students for whom very little adaptation and problem solving is required by the team. In some classes, students fit in, follow the regular class routine, and even participate in similar curricular activities with very few special arrangements. In some situations, classmates quite naturally take on a support role and little intervention is needed. Frequently peer support must be facilitated, however.

Who does what?

A wide degree of variability is possible in response to this question as the answer depends largely upon the resources available in the district and building, and the experience of the individuals involved. For example, a rural special education cooperative hired a half time special education teacher to provide curricular and technical expertise related to three elementary aged students with severe disabilities, each of whom attended a different regular class in a different school building in a different school district. In this situation, daily instruction was provided by the classroom teacher and a paraprofessional. The educational program was designed, however, with the special educator. In more urban districts where a greater number of students with severe disabilities attend the same home/neighborhood school, a special education teacher might be assigned to one school and provide curricular and instructional support, as well as some direct instruction on a regular basis. To address the question of "*who does what,*" therefore, requires careful analysis and creative solutions related to each situation.

In order to determine "*who does what,*" input that is required from each team member is identified. The regular educator knows about the curricular and social expectations, the instructional formats, and the types of students in his or her class. He or she is also an important person to assist with problem-solving required when curricular or logistical adaptations are required. The expertise of the special educator is in the area of individualized and functional curricular and instructional design. Therapists and other support services personnel are responsible for seeing that motor, communication, and other needs are addressed as related to functioning in educational activities. Generally speaking, then, roles might be outlined as follows (Kjerland, Neiss, Franke, Verden, & Westman, 1988): (1) regular educators include the child as a member in the class, participate in developing the vision for the child's future, and assist in problem-solving related to inclusion; (2) special educators contribute individualized curricular and instructional expertise and usually assume leadership in this area; and (3) therapists share methods for maximizing motoric, communication, and other related skill functioning so that learner success is maximized throughout the school day in all integrated educational activities.

Where do we find the time?

Again, this will depend on each situation. In elementary classes, planning frequently involves only one primary regular educator, the students' classroom teacher. In secondary programs where more than one regular educator is involved, participation in frequent team meetings is more difficult given their responsibility to sometimes hundreds of children each day. To decide how and when to include regular educators, it has been helpful to view large scale annual planning and ongoing programmatic planning separately.

At annual IEP planning meetings, a regular educator who knows the student must be present. As mentioned previously, for elementary students this is the classroom teacher. For secondary students, the regular education participant could be the grade level counselor or dean, a homeroom teacher, or a subject area teacher. In some districts, administrators have been able to support regular education involvement in these planning meetings by having a substitute for part of a day or even teaching the class himself. Ongoing meetings to discuss programming issues are more informal and may include only the special education teacher and regular educator. Smaller amounts of time are needed for these purposes and frequently occur before school, after school, or during planning periods.

Programmatic problem-solving and planning activities may occur during the regular classes also. When the special educator or therapists are consulting in the class itself, frequently information is exchanged with the regular educator during that time. Blocking scheduling and consultant time is a strategy that was developed for therapists implementing an integrated therapy model (Rainforth & York, 1987; York, Rainforth, & Wiemann, 1988). This can be applied to special educators serving in a consultative and support role to regular educators. Consulting schedules are devised which allocate larger blocks of time with individual students to allow the special educators and therapists to observe the child functioning in a variety of situations and to determine integration of appropriate curricular and instructional methods (including therapy methods) that will increase student participation.

Almost without exception, regular and special education team members have commented that during the initial stages of implementing the new process considerable time is required for planning and meeting. Over time, however, the need for such intensive collaboration decreases substantially as successful interventions are designed and implemented. Also, team members frequently remark that the classmates have proven to be a tremendous resource both in helping to solve problems and in some cases, providing support.

In addressing the issue of how regular educators and other team members can have the time to be involved in planning related to students with disabilities, two broad issues are directly relevant. First, the importance of adhering to natural proportions of students with disabilities to peers without disabilities is critically important. This means that approximately one out of every 100 children of the same age would have severe disabilities. Being involved in intensive planning related to one child is entirely more manageable than being involved for three or five or ten children who have intensive needs. Unfortunately, special education systems have been designed to cluster children with similar labels resulting in disproportionate numbers which results in greatly straining the regular education resources. When approaching integration from a systems design standpoint, therefore, adherence to natural proportions should be a guiding principle.

Second, integration of students with severe disabilities is not just a one-way giving of time and resources. Many regular educators who have been involved in regular class integration efforts have remarked that they and the regular education students have benefitted (York, Vandercook, Heise-Neff, & Caughey, 1988). Regular educators have commented that they feel more supported in their work and have learned new instructional strategies that benefit typical children as well. Some classroom teachers have noted improved self esteem and in some cases improved grades by classmates without disabilities who become involved with a peer who has disabilities. Although such positive benefits may not be realized in all situations, that they occur in some situations is noteworthy.

How can peers be involved?

It is the peers without disabilities who are the most knowledgeable about life within the school. Time and again, the peers have emerged as some of the best problem-solvers and supporters for achieving the successful integration of students with disabilities. Peers can be involved both formally and informally in the integrated education process. Increasingly, classmates are involved in the IEP process by identifying important age appropriate, socially valid activities in which their peers with disabilities should participate (see for example, Forest & Lusthaus, 1987; and Vandercook, York, & Forest, in press). Classmates have also been involved in "*Circles of Friends*" activities in which social support networks for peers with disabilities have been created (Mackan, & Cormier, 1987; Perske, & Perske, 1988; Snow, & Forest, 1988). After students with disabilities have become members of regular classes, classmates and neighborhood peers who get to know and even become friends with the students are asked to participate in these formal planning strategies. Some of the planning sessions for elementary students might occur during the school day. For secondary students, planning is more likely to occur after school. On a more informal basis, classmates are encouraged to provide assistance as needed for students with disabilities to participate in regular class activities and routines. For example, peers might assist a student locate the class, find his seat, obtain appropriate materials, and partially participate in small group and lab activities.

CONCLUSION

In summary, when developing IEP goals and objectives, teams must think about the places and activities in which learner participation is desired, currently and in the future. Inclusion in regular school life, including regular classes and extracurricular activities, is a primary emphasis when designing IEPs. Families, friends, and educational service providers work together to identify priority school and community environments and activities for each student. Both assessment and instruction occur in a variety of real environments, including regular classes, so that children learn skills required for participation and have regular opportunities to use them. IEP goals and objectives then reflect this functional, environmentally referenced approach. By providing instruction in regular education environments along side peers without disabilities, children with severe disabilities have the opportunity to be more valued and participating members of the regular school community. Only when children learn and grow up together can the barriers to community integration be overcome.

REFERENCES

Biklen, D., Lehr, S., Searl, S. J., & Taylor, S. J. (1987). Purposeful integration . . . inherently equal. Syracuse, New York: Syracuse University, The Center on Human Policy.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13(1), 81-90.

Bruininks, R. H. (1982). Deinstitutionalization of the handicapped. In H. Mitzel, J. Best, W. Rabinowitz, & A. Landy (Eds.), Encyclopedia of educational research (5th ed.). Washington, DC: American Educational Research Association.

Elias, L. (1980). Jason and the neighborhood kids: Mainstreaming on the home front. The Exceptional Parent, 10(6), 9-12.

Falvey, M. (1986). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore: Paul H. Brookes.

Ford, A., & Davern, L. (1989). Moving forward with school integration: Strategies for involving students with severe handicaps in the life of the school. In R. Gaylord-Ross (Ed.), Integration strategies for persons with handicaps. Baltimore: Paul H. Brookes.

Ford, A., Dempsey, P., Black, J., Davern, L., Schnorr, R., & Meyer, L. (1986). The Syracuse community-referenced curriculum guide for students with moderate and severe handicaps. Syracuse: The Syracuse City School District.

Forest, M. (Ed.). (1987). More education/integration. Downsview, Ontario: G. Allan Roeher Institute.

Forest, M., & Lusthaus, E. (1987). The kaleidoscope: A challenge to the cascade. In M. Forest (Ed.), More education/integration: A further collection of readings on the integration of children with mental handicaps in regular school systems. Downsview, Ontario: G. Allan Roeher Institute.

Gartner, A., & Lipsky, D. K. (1987). Beyond special education: Toward a quality system for all students. Harvard Educational Review, 57(4), 367-375.

Giangreco, M. F., & Meyer, L. H. (1988). Expanding service delivery options in regular schools and classrooms for students with severe disabilities. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students (pp. 241-268). Washington, DC: National Association of School Psychologists.

Gold, M. W. (1973). Vocational habilitation for the mentally retarded. In N. R. Ellis (Ed.), International review of research in mental retardation, 6, 97-147.

Gollay, E., Freedman, R., Wyngaarden, M., & Kurtz, N. R. (1978). Coming back: The community experiences of deinstitutionalized mentally retarded people. Cambridge, Ma: Abt Books.

Hanson, J. (1987). Each belongs. In M. Forest (Ed.), More education/integration. Downsview, Ontario: G. Allan Roeher Institute, p. 95-100.

Henderson, M. (1987). Integration in School District #21. Education in New Brunswick, 9(1), 4.

Holman, J. E, & Bruininks, R. H. (1985). Assessing and training adaptive behaviors. In K. C. Lakin & R. H. Bruininks (Eds.), Strategies for achieving community integration of developmentally disabled citizens. (pp. 73-104). Baltimore, MD: Paul H. Brookes.

Kjerland, L., Neiss, J., Franke, B. Verdon, C., & Westman, E. (1988). Team membership: Who's on first? In J. York, & T. Vandercook (Eds.), IMPACT: Feature issue on integrated education. Minneapolis: University of Minnesota, Institute on Community Integration.

Kruger, L. (1988). Programmatic change strategies at the building level. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students. Washington, DC: National Association of School Psychologists, p. 491-512.

Lieberman, L. (1985). Special education and regular education: A merger made in heaven? Exceptional Children, 51, 513-516.

Mackan, P., & Cormier, L. (1987) The dynamics of support circles. Toronto: Frontier College, Center for Integrated Education.

McCarver, R., & Craig, E. (1974). Placement of the retarded in the community: Prognosis and outcome. In N. R. Ellis (Ed.), International review of research in mental retardation (Vol. 7). New York: Academic Press.

Mesinger, J. (1985). Commentary on "A rationale for the merger of special and regular education" or is it now time for the lamb to lie down with the lion? Exceptional Children, 51, 510-512.

Perske, R., Perske, M. (1988). Circles of friends. Nashville: Abingdon Press.

Rainforth, B., & York, J. (1987). Related services on community-based instruction. Journal of the Association for Persons with Severe Handicaps, 12(3), 190-198.

Sapon-Shevin, M. (1988). Working towards merger together: Seeing beyond distrust and fear. Teacher Education and Special Education, 11(3), 103-110.

Snell, M. (1988). Invited editorial, Gartner and Lipsky's beyond special educaiton: Toward a quality system for all students, messages for TASH. Journal of the Association for Persons with Severe Handicaps, 13(3), 137-140.

Snow, J., & Forest, M. (1988). Support circles: Building a vision. Toronto: Frontier College, Center for Integrated Education.

Stainback, S., & Stainback, W. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51, 102-111.

Stainback, S., & Stainback, W. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 54, 144-152.

Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10, 224-227.

Thousand, J. S., Fox, T. J., Reid, R., Godek, J., Williams, W., & Fox, W. L. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments. Burlington: University of Vermont, Center for Developmental Disabilities.

Thousand, J., Nevin-Parta, A., & Fox, W. (1987). Inservice training to support the education of learners with severe handicaps in their local public schools. Teacher Education and Special Education, 10(1), 4-13.

Vandercook, T., York, J., & Forest, M. (in press). Integrated education: A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps.

Wehman, P. (1975). Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 11, 342-348.

Will, M. C. (1986). Educating children with problems: A shared responsibility. Exceptional Children, 52, 411-415.

York, J., Rainforth, B., & Wiemann, G. (1988). An integrated approach to therapy for learners with developmental disabilities. Totline, 14(3), 36-40.

York, J., Vandercook, T., Heise-Neff, C., & Caughey, E. (1988). Feedback from teachers and classmates about regular class integration. Minneapolis: Institute on Community Integration.

INSTRUCTION IN REGULAR EDUCATION CLASSES FOR STUDENTS WITH SEVERE DISABILITIES: ASSESSMENT, OBJECTIVES, AND INSTRUCTIONAL PROGRAMS

August, 1989

Cathy Macdonald and Jennifer York
Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This paper was developed with support by Grant No. G00863034788 from the U.S. Department of Education and the Least Restrictive Environment Grant. Points of view or opinions stated in this report do not necessarily represent the official position of the U.S. Department of Education and no official endorsement should be inferred.

INSTRUCTION IN REGULAR EDUCATION CLASSES FOR STUDENTS WITH SEVERE DISABILITIES: ASSESSMENT, OBJECTIVES, AND INSTRUCTIONAL PROGRAMS

Increasingly, learners with severe disabilities are becoming valued and participating members of regular education classes and other aspects of regular life within public schools. In many schools, team members are over the hurdle of "getting in the door" of regular classes and are moving on to issues that lie at the quality of integrated education. Questions are being asked about how to best provide support to learners in regular classes, how to arrange team meetings and other collaboration opportunities such that special and regular educators can both participate in program design, how to recruit and allow natural supports (e.g., regular education classmates) to be more involved, and how to write IEP objectives that reference demands and opportunities in regular education classes.

Many team members may have difficulty identifying specific learning opportunities and objectives in regular classes for students with severe disabilities (York, Vandercook, Macdonald, Heise-Neff, Caughey, 1989). Team members need to feel confident responding to the following questions, "Besides socializing, why are the students with severe disabilities in regular classes?. . .What are they learning?. . .What are we able to teach them?. . .How can we assess students' abilities to participate in regular class activities?. . .What types of objectives should be selected for regular classes?. . .How can we write effective instructional programs for students with severe disabilities in regular classes? Regular educators are at a disadvantage in that they have not had the same history with students who have severe disabilities as many special educators have. It is difficult, therefore, for them to note and appreciate many of the dramatic, positive changes that special educators often observe when students with severe disabilities become members of regular classes. In addition, the most valued and emphasized outcomes in many regular education classes are related directly to the subject area curricular content. Nonsubject area outcomes that might be important for a student with disabilities, such as initiating involvement in class activities, communicating with classmates, and participating partially in regular class routines currently are not means by which many educators evaluate the effectiveness of their teaching.

Many teams have struggled with how to best identify specific learner outcomes to target in the Individualized Education Program (IEP). The need to write behavioral, measurable IEP objectives for all aspects of a student's educational experience has forced team members to develop logical ways to conceptualize objectives related to regular class participation. Objectives in the IEP must address the needs of students to acquire, maintain, and generalize skills that are useful now and will continue to be in the future. Just as in other instructional environments, instruction in regular classes for students with disabilities should adhere to the demands of the IEP process for systematic individualized programming, ongoing collaborative team efforts, and built-in flexibility for changing needs and priorities.

The purpose of this paper is to present practical information about instructional programming in regular education classes for students with severe disabilities. First, specific types of learning opportunities that are present in many regular classes are delineated and discussed. Second, a process for designing instructional programs related to regular education classes is presented. This includes information about how to use an assessment tool to identify specific demands and learning opportunities in regular classes, to determine priority IEP objectives, and to develop corresponding instructional programs. Case examples of middle school students with severe disabilities learning in different regular classes will be used to illustrate the process.

Learning Opportunities in Regular Education Classes

In recent years, educators and families have questioned the considered best practice of placing children with severe disabilities in self contained special education classes. Many now believe it is both unnecessary and undesirable for students to be segregated in separate classes. Instead, some educational teams are designing and implementing innovative ways for all students to have their needs met in regular, integrated school and community environments. These proponents for inclusion suggest that at the elementary level, students with disabilities simply be included in an age appropriate regular class following the same daily schedule as classmates, although the curricular outcomes may be different than for classmates. At the secondary level, a balance of instruction needs to be maintained between time spent in regular classes and in community instruction sites as priorities shift to competencies required in community and adult life. Regardless of grade level, learning opportunities available in regular classes include, but extend beyond the subject area curricular content. For example, if a major goal of education for students with severe disabilities is community membership and participation, these students must learn how to interact with fellow community members, e.g., classmates, now and in the future. Four different types of learning opportunities in regular classes have been identified for team members to recognize and take advantage of when designing instructional programs (York, Vandercook, Caughey, Heise-Neff, 1986):

1. Learning social competencies including communication and interaction skills as well as age and environment appropriate norms, rules, and expectations;

2. Participating in common components of routines required in many environments and activities encountered daily, for example, learning to enter and leave class according to natural cues (e.g., bell ringing, classmates transitioning), to prepare for and terminate activities, and to solve problems (Brown, Evans, Weed, & Owen, 1986);

3. Learning life-long curricular subject area skills such as fitness in physical education, calculator skills in math, cooking skills in home economics, and leisure skills in art class; and

4. Developing special interests that would go unidentified unless students with disabilities are afforded some of the same varied learning experiences as their classmates without disabilities. For example, a student might develop the leisure interest of collecting news clippings for a space exploration scrapbook as a result of participation in a science class unit.

The first two types of learning opportunities relate to skills which are key to the successful inclusion of students with disabilities not only in current classroom and other age appropriate integrated environments, but in future school and nonschool integrated environments as well. These skills that can be addressed instructionally in many regular classes and are not particularly influenced by the curricular content of classes. The remainder of this paper focuses on a systematic way to address instructionally the social competencies and common components of daily routines available in many regular classes.

A Process for Instructional Programming in Regular Classes

To aid team members in identifying social/communicative and routine component instructional targets in regular education classes, the Assessment of Student Participation in Regular Education Classes was developed (Figure 1). There are two content sections in this assessment tool. The first section consists of items related to classroom routines and activities. The second section contains items related to social and communication skills. Items in each section delineate opportunities and demands that exist in most regular education classes, regardless of curricular

ASSESSMENT OF STUDENT PARTICIPATION IN REGULAR EDUCATION CLASSES

Student: _____ Grade, Subject, and Class Period: _____

Classroom Teacher: _____ Prep Periods: _____ Room Number: _____ Number of Students in class: _____

Screening Completed by: _____ Date: _____

I. PRIORITY OBJECTIVES FOR THE REGULAR EDUCATION CLASS

Projected:		Final:	
	1.		1.
	2.		2.
	3.		3.
	4.		4.

II. CLASSROOM ROUTINES AND ACTIVITIES

1. Gets to class on time.	
2. Gets seated in class on time	
3. Performs transitional activities during class in response to situational cues (e.g., changes in seating, activity, etc.).	
4. Begins tasks.	
5. Stays on task.	
6. Participates in some regular class activities without adaptations.	
7. Terminates tasks.	
8. Tolerates out of the ordinary changes in classroom routine.	
9. Follows class rules.	
10. Locates/brings materials to class as needed.	

11. Shares materials with peers when appropriate.	
12. Uses materials for their intended purpose.	
13. Puts materials away after use.	
14. Uses classroom materials and equipment safely.	
15. Works cooperatively with a partner.	
16. Works cooperatively with a small group.	
17. Performs competitive learning tasks.	
18. Readily accepts assistance.	
19. Evaluates quality of own work (given a model).	
20. Copes with criticism/correction without incident and tries an alternative behavior.	

Figure 1: Assessment Tool

(continued)

III. SOCIAL AND COMMUNICATION SKILLS

21. Interacts with peers:
    a. responds to others
    b. initiates

22. Interacts with the classroom teacher:
    a. responds to the teacher
    b. initiates

23. Uses social greetings:
    a. responds to others
    b. initiates

24. Uses farewells:
    a. responds to others
    b. initiates

25. Uses expressions of politeness (e.g., please, thank you, excuse me):
    a. responds to others
    b. initiates

26. Participates in joking or teasing:
    a. responds to others
    b. initiates

27. Makes choices and indicates preferences:
    a. responds to cues or questions
    b. initiates

28. Asks questions:
    a. asks for help
    b. asks for information (e.g., clarification, feedback)

29. Follows directions:
    a. for curricular tasks
    b. for helping/errand tasks
    c. given to the student individually
    d. given to students as a group

30. States or indicates:
    a. don't know/don't understand
    b. when finished with an activity (if appropriate)

31. Orients toward the speaker or other source of input

32. Secures listener attention before communicating

33. Maintains eye contact with the listener when speaking

34. Takes turns communicating in conversations with others

35. Gives feedback:
    a. gives positive feedback
    b. gives negative feedback

36. Uses appropriate gestures and body movements when interacting with others

37. Uses appropriate language/vocabulary/topic of conversation

38. Uses intelligible speech (volume, rate, articulation, etc.)

Comments:

(Figure 1 continued)

subject area. That is, the assessment tool is not designed to be used to identify instructional targets in specific curricular subject areas (e.g., home economics, science). The actual subject area curricular content for each student in each class is individualized. In most classes, the team decides curricular expectations for the student with disabilities and what, if any, adaptations or alternative activities might be developed. Teams must decide priority subject area and nonsubject area instructional targets for individual classes by analyzing the entire instructional day keeping a balanced perspective of individual student needs. The assessment tool also offers a common vocabulary related to expected learner outcomes that can be utilized for dialogue between team members involved in regular class integration. Team members have used the tool as a guide for projecting initial objectives, for assessing learner performance, and for finalizing objectives for regular education classes.

The steps involved in the process for designing instructional programs include: (1) project initial objectives, (2) assess the student in the regular education class, (3) finalize objectives, (4) design the instructional program, and (5) implement and evaluate the instructional program. Each of these steps is described briefly below. A student example which illustrates the process is provided in the last section of this paper. Additional examples are provided in the appendix.

Project initial objectives. Objectives to be addressed instructionally in regular education classes are based on the opportunities and demands in each specific class, the student's present abilities related to class participation, and team projections regarding important competencies for inclusion in future environments and activities. The IEP process requires that team members must project initial objectives to the best of their ability prior to the students' inclusion in a regular class. One way that teams have projected initial objectives is by circling items on the assessment tool that they believe will be priority instructional targets in a specific regular class. Using circled assessment items as a starting point, items are expanded to specify the behaviors, conditions for performance, and criteria necessary for individualizing the priority objectives. Objectives cannot be finalized, however, until student performance in the class is assessed. Following an in-class assessment, team decisions are made as to the appropriateness of the projected objectives and whether alternative or additional objectives are necessary.

Assess the student in the regular class. After the student begins to attend the selected regular class, the next task is to assess his or her performance in the actual regular class setting. The learner's participation is observed in order to clarify and validate instructional needs, priorities, and necessary supports. The assessment serves to affirm the team's projected initial objectives as high priority for instruction in that regular class environment or to identify alternative priorities for instruction.

The in-class observational assessment is a collaborative team effort in which several team members may participate. For example, the regular education classroom teacher may have valuable input regarding the student's interactions with typical peers. For students with severe communication difficulties, it may be appropriate for the communication specialist to take responsibility for most of the assessment. Due to the logistics required to allow numerous team members to participate in the assessment process, a period of a couple weeks may be necessary to complete the initial in-class observations. In most situations, direct observation by all team members is unnecessary. Instead, an indirect, team consultation mode of service provision may suffice.

Information derived from the in-class observational assessment does more than simply affirm or negate initial objectives chosen for a regular class. The observational assessment can be very useful in prioritizing the activities that the student will be involved in during the class. For example, prior to an in-class assessment, a dishwashing objective may have been considered a low priority but after observing that the student thoroughly enjoyed the activity and that his favorite peer could be his partner for the task, the team may decide that washing dishes (a life long functional skill) is a priority.

An in-class observational assessment also helps to determine the conditions and criterion for each objective as well as the specific details of instructional procedures. For example, natural cues available in the environment are identified. Or if one instructional target involves learning to follow natural (situational) cues for initiating, terminating, and transitioning between activities, observation might reveal the cues that appear regularly in the environment and which provide the best learning opportunities. For example, the student who already has a dressing objective, learns to follow classmates to go put on a protective apron in science. Observational assessment provides logistical information that helps the team make specific programming decisions, such as when is the best time in the class period to work on an objective or how could a classmate rather than the teacher assist with transitions? Finally, learning opportunities that occur at least daily might be identified as potential instructional targets, such as being part of the team of students that passes out materials daily.

Finalize objectives. Once the student's performance in the selected regular class has been assessed, final decisions are made about the content and form of objectives to be addressed in that setting. Decisions are made by team members involved most directly in program implementation, e.g., regular educator, special educator, related services personnel providing consultation, and any support persons who will be present in the classroom.

Design the instructional program. After objectives are finalized, team members involved most directly in instruction design the instructional program. Frequently, this is accomplished during the same meeting in which objectives are finalized. Team members meeting to finalize objectives and to design the instructional program share information and differing perspectives with one another so that methods from various disciplines can be integrated into the instructional program. Those involved in the in-class observational assessment propose final objectives and instructional procedures. The regular classroom teacher offers information about the class curriculum sequence, ideas for adaptations and modifications, logistics of implementation, and insights into peer behavior and support. The meeting also can provide a discussion forum for other issues related to instruction. Topics might include information to be shared with classmates about the student with disabilities, team teaching possibilities with special and regular educators, ongoing communication strategies between participating staff, and cooperative learning strategies for student activities.

Instructional procedures are designed to ensure that instruction is delivered in a systematic, step-like manner with careful fading of prompts and other assistance. Instructional procedures for use in regular classes should be written without "special education lingo" making it easier for the teacher and classmates to become familiar with desirable outcomes for the students with disabilities and to share in their accomplishments. Instructional procedures designed to highlight small successes will emphasize what the student can do in a regular class. Peer attitudes can be influenced this way by putting a student with disabilities in a positive light rather than confirming his or her dependency upon others.

Students with disabilities in regular classes often will participate in the same curricular tasks as other students, but with different outcomes in mind. Written instructional procedures help to keep staff in the classroom focused on IEP objectives as outcomes, rather than yielding to the tendency to validate the importance of inclusion in terms of keeping up with peers and producing the same amount or quality of work. For example, a student may be learning to follow directions in science lab, but it is not important for her to complete the lab assignment on the same day as the other students. The process of using the lab assignment to learn to follow directions may be what is important instead of a chemical mixture end product.

One format for writing instructional procedures for specific objectives in regular classes is presented in Figure 2. Initially, a full series of instructional procedures which include a statement of the finalized objective and the instructional phases or progression are developed for each objective. A hierarchy of antecedent prompts or cues is present within each set of instructional procedures,

Student Dan Environment 7th Grade Art, Mr. L., 7:50, Rm 100

OBJECTIVE

Dan will initiate saying "hi" to peers who seat themselves nearby at the beginning of the class period 2 of 3 trials (3 peers) for 4 of 5 consecutive class periods.

INSTRUCTIONAL PROCEDURES

Introduction

Recruit 3 peers from the class and tell them that students are needed for Dan to practice saying "hi." Give peers more specific instructions as you begin each phase.

Phase A

Peer	-	Arrives at his or her seat (a natural cue for Dan)
Support	-	"There's [peer's name]."
Peer	-	"Hi, Dan."
Dan	-	Dan says "hi" after a verbal cue to notice a peer and after the peer has greeted him.
Support	-	If Dan does not say hi within 5 seconds, give extra cues like "What do you say, Dan?", or "Say hi, Dan." But this phase must be performed without such additional cues to meet criterion. Repeat the same procedures with 2 more peers.
Criterion	-	2 of 3 trials (3 peers) for 4 of 5 consecutive class periods to advance to Phase B.

Phase B

Peer	-	Arrives at his or her seat.
Support	-	"There's [peer's name]."
Peer	-	Look at Dan and wait for him to say "hi." When he does, say "hi" back.
Dan	-	Dan says "hi" after a verbal cue to notice a peer and when the peer makes eye contact.
Support	-	If Dan does not say hi within 5 seconds, give the extra cue "What do you say, Dan?" But this level must be performed without such additional cues to meet criterion. Repeat the same procedures with 2 more peers
Criterion	-	2 of 3 trials (3 peers) for 4 of 5 consecutive class periods to advance to Phase C.

Phase C

Peer	-	Arrives at his or her seat (natural cue only)
Dan	-	Initiates "hi" to a peer. Repeats with 2 more peers.
Criterion	-	2 of 3 trials (3 peers) for 4 of 5 consecutive class periods.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Figure 2. Instructional Procedures Sheet

faded in successive phases until the target behavior stated in the objective is mastered in the presence of natural cues only in the last step of instruction. The prompts or cues and the order of presentation chosen for the procedures for each objective are based on the requirements of the task and the student's individual learning characteristics. The initial selection of prompts and anticipated instructional phases for each objective are only a guide for the teaching process and can be modified as more is learned in the context of actual instruction.

As mentioned previously, information derived from the in-class observational assessment provides a basis for the selection of a cue(s) naturally present in the environment for the targeted behavior in each objective. The teaching procedures are designed to direct the learner's attention to a natural cue at each phase of instruction so that eventually artificial prompts or cues can be faded and natural cues alone will trigger the targeted behavior.

Since peers are such an integral part of inclusion for students with disabilities in regular classes, every instructional sequence should be written with facilitation of peer interaction in mind. For students with limited social and communicative repertoires this is particularly important, and, whenever possible, some form of peer interaction should be incorporated into each set of instructional procedures regardless of the targeted behavior involved. In regular classes, objectives and associated procedures can provide a structure for initial interactions between students with disabilities and their classmates and pave the way for more incidental interactions and development of friendships later. To illustrate, procedures for an objective to learn to make a snack independently can include directions for sharing the snack with a friend. Instructional procedures can be written to encourage students with disabilities to make comments to peers about activities in class, to involve peers in cooperative tasks, to assist peers, or to be assisted by peers.

The phases of instruction for each objective are organized like a script for a play with behaviors of persons involved listed in sequential order. A behavior and criterion are stated at the end of each phase describing what the learner must do to advance to the next phase. If a student appears unable to accomplish the targeted behavior for a phase with the prompts and cues described, alternate procedures can be added (and recorded) to obtain success. Use of prompts and cues from the previous phase will often suffice for error correction. However, the student advances to the next phase only if the criterion for that phase has been reached as stated in the instructional procedures. A student may be unable to advance to the ultimate objective of performance in response to natural cues only, regardless of modifications done to instructional procedures. In this case, progress may still be stated in terms of the targeted behavior, cues or prompts, and criterion for the highest phase of instruction performed. Additional or alternative instruction may follow at a later date. Stating intermediate behaviors for each phase that lead to accomplishment of a final objective ensures that team members have a systematic plan for instruction so that student progress is recognized. By documenting the instructional phases a record is kept of effective as well as ineffective instructional strategies for future use.

Implement and evaluate the instructional program. The final instructional programming component involves implementation of programs, including management of appropriate data collection procedures, and evaluation of student progress. A data sheet parallels the instructional procedures and functions as a guide for implementation and evaluation related to each objective (see Figure 3). The data sheet keeps all current information pertaining to the student's objectives for the class on one piece of paper for easy reference. It is divided into three columns. The first (left) column delineates abbreviated versions of all the priority objectives to be addressed in the class. In the middle column, abbreviated instructional procedures are written for the current phase of instruction to cue the instructor. In the final column, space is provided for recording data on the student's performance for each objective. Further discussion of an actual student's data sheet is given in the student example in the final section of this paper.

Student Dan Environment 7th Grade Art, Mr. L., 7:50, Rm 100

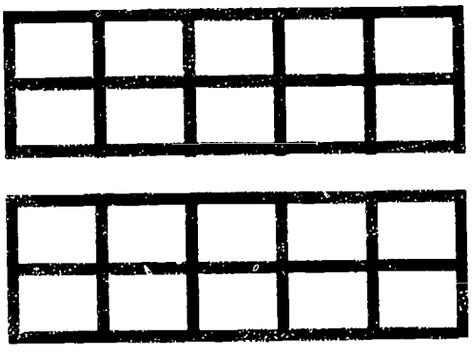
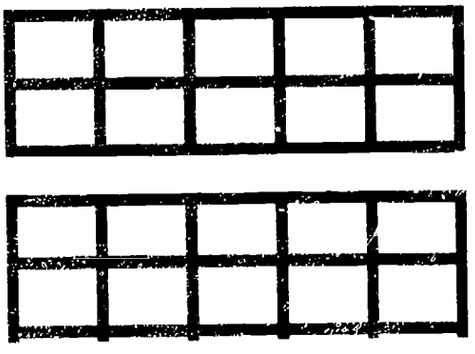
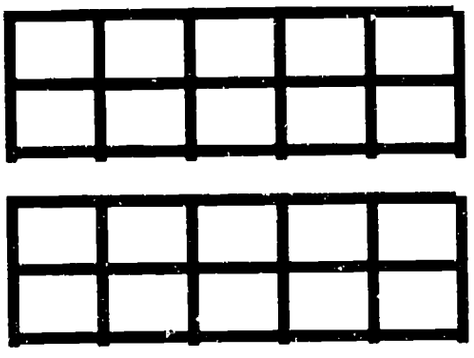
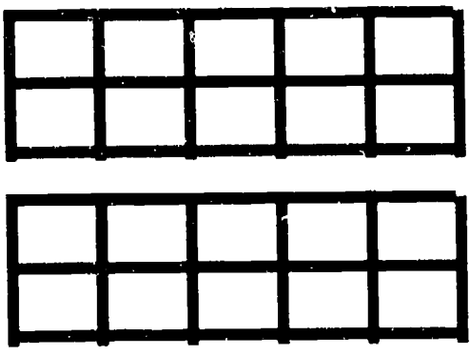
Objective/Targeted Behavior	Instructional Procedures	Dates/Data
(1) Initiates "hi" to a peer. Final phase (C) Initiation date 9/22	(A) • *Peer takes seat* • *Support "There's ____"* • *Peer says hi* • *Dan says hi* • *2 of 3 trials, 4 of 5 days*	
(2) Chooses art material with peer model. Final phase (D) Initiation date 9/15	(B) • *Support "Let's go ____"* *Point to choices* • *Dan chooses* • *4 of 5 days*	
(3) Initiate a gesture request to look at his art work. Final phase (D) Initiation date 9/15	(B) • *Support "Mr. L says ____"* *Let's show ____. . ."* • *Light touch guidance for tap + point* • *Dan makes request* • *4 of 5 days*	
(4) Initiate a gesture request for a peer to assist. Final phase (C) Initiation date 9/15	(C) • *Peer "Dan, let's go put away our folders"* • *Support observe, don't follow* • *Dan arrives at shelf and makes request* • *Peer acknowledges + assists* • *4 of 5 days*	

Figure 3: Data Sheet

The objectives and instructional phases in the Figure 3 data sheet were written to parallel the more complete instructional procedures for each objective as given in the example in Figure 2. While the instructional procedure sheets can be kept in the student's program file, the data sheet is designed for classroom use. It was developed as a guide for ongoing implementation of objectives and for data collection. As Figure 3 displays, the abbreviated final objectives are typed in column one and used throughout the implementation of the objectives for the class. The abbreviated procedures are listed in the second column. The procedures are changed as the student passes criterion for each phase. The data sheet shown here is intended to be used for a period of approximately two weeks depending upon the frequency of data collection and anticipated rate of student learning. The data sheet is revised or replaced to include the next phase of instructional procedures as the phases of instruction in column two are performed to criterion by the student. One advantage to using this data sheet format is that it must be revised as students reach criterion or if data columns are full. Periodic revisions increase the familiarity of the instructor with procedures and ensure more precise instruction.

The third column of the data sheet provides a space for systematic measurement of student performance. Data recorded consists of the date and a simple notation of the most advanced phase worked on that day along with a (+) or (-) sign indicating whether the phase was performed by the student in response to the assistance as stated in the procedures. When criterion is reached for a phase, the next phase of instruction is initiated.

Student Example of the Instructional Programming Process

In order to better illustrate the instructional programming process, an example is provided here of the process for an actual student. The following narrative describes components of instructional methods, rationale for the content of methods, and specific examples of actual instructional procedures. The student is Dan. He is a middle school student with a great interest in people and events but with few communication skills and little speech (consisting of a few intelligible words). He has an almost uncanny ability to act on situational cues in his environment and amazes those around him with his observational skills. Dan is a pleasant young man with a sense of humor enjoyed by classmates.

Dan's severe communication deficit was viewed by the team as a possible barrier to social interaction with peers in regular classes. Assessment information specific to his communication status was provided by a communication specialist. Assessment results indicated that Dan used a variety of forms (e.g., gestures, touch, vocalizations, words) and functions (e.g., requests, comments on events, and feelings) in his communications. Data also suggested that Dan was highly motivated to interact with peers and wanted to be acknowledged by them.

The team selected a specific 7th grade art class as one instructional environment for Dan. Reasons for selecting the specific class were that the class did not impose a rigid structure for participation, learning opportunities included physical activities for constructing artwork (i.e., minimal lecture), and there were low demands for quiet and remaining seated for long periods. Because expanding Dan's communication competencies was deemed a high priority by all of the team members, objectives tentatively chosen for Dan in art class were all directed toward increasing communication skills.

The team utilized the items in the social and communication skills section of the assessment tool as the basis for identifying initial priority objectives (see Figure 4). Three items were targeted for generating the content of initial objectives. In addition, the team decided that the item "uses social greetings" should be specified further to become an objective to say "hi" to peers at the beginning of class. The item "makes choices and indicates preferences" was used to generate an

ASSESSMENT OF STUDENT PARTICIPATION IN REGULAR EDUCATION CLASSES

Student: *Dan* Grade, Subject, and Class Period: *7th Grade Art, 1st period (7:50)*

Classroom Teacher: *Mr. L.* Prep Periods: *3rd* Room Number: *100* Number of Students in class: *22*

Screening Completed by: *Ms. M., Communication Specialist* Date: *2/14/89*

I. PRIORITY OBJECTIVES FOR THE REGULAR EDUCATION CLASS

Projected:	Final:
1. *Say hi to peers at the beginning of class*	1. *Initiates hi to peers nearby at beginning of class 2/3x, 4/5 days*
2. *When choice presented, chooses art materials*	2. *When choice and peer model presented, chooses art material 4/5 days*
3. *Initiate gesture request for peer to look at his work*	3. *Initiate a gesture request for a peer to look at his work 4/5 days*
4. *Initiate gesture request for peer assistance*	4. *Initiate a gesture request for peer assistance in placing his folder on the shelf 4/5 days*

II. CLASSROOM ROUTINES AND ACTIVITIES

1. Gets to class on time. *almost independent, trailed by support*	
2. Gets seated in-class on time	
3. Performs transitional activities during class in response to situational cues (e.g., changes in seating, activity, etc.). *very skilled*	
4. Begins tasks. *sporadic, often needs additional directions*	
5. Stays on task.	
6. Participates in some regular class activities without adaptations. *mostly hand over hand assistance used*	
7. Terminates tasks.	
8. Tolerates out of the ordinary changes in classroom routine.	
9. Follows class rules.	
10. Locates/brings materials to class as needed.	
11. Shares materials with peers when appropriate.	
12. Uses materials for their intended purpose.	
13. Puts materials away after use. *gets to shelf, but cannot reach*	
14. Uses classroom materials and equipment safely. *check with teacher for needs*	
15. Works cooperatively with a partner.	
16. Works cooperatively with a small group.	
17. Performs competitive learning tasks.	
18. Readily accepts assistance. *yes, but hand over hand assistance decreases his involvement in tasks*	
19. Evaluates quality of own work (given a model).	
20. Copes with criticism/correction without incident and tries an alternative behavior. *follows directions to calm down*	

Figure 4: Dan's Assessment Form (Results of assessment for Dan appear in italics.)

(continued)

III. SOCIAL AND COMMUNICATION SKILLS

21. Interacts with peers: *Watches peers, able to respond to some simple requests. Responds best if close by. Little functional means to communicate - nonspecific gestures and touching observed*	
a. responds to others	
b. initiates	
22. Interacts with the classroom teacher:	
a. responds to the teacher	
b. initiates	
23. Uses social greetings:	
a. responds to others *says hi sometimes in response*	
b. initiates *seldom initiates hi*	
24. Uses farewells:	
a. responds to others	
b. initiates	
25. Uses expressions of politeness (e.g., please, thank you, excuse me):	
a. responds to others	
b. initiates	
26. Participates in joking or teasing:	
a. responds to others	
b. initiates	
27. Makes choices and indicates preferences: *others choose for him in art*	
a. responds to cues or questions *can make choices with gestural cues*	
b. initiates *no*	
28. Asks questions: *does not do*	
a. asks for help	
b. asks for information (e.g., clarification, feedback)	

29. Follows directions:	
a. for curricular tasks *does not do,depends on hand over hand assistance*	
b. for helping/errand tasks *if understood and given in close proximity*	
c. given to the student individually *some, if understood and close by*	
d. given to students as a group *does not do, proximity a factor*	
30. States or indicates:	
a. don't know/don't understand *no*	
b. when finished with an activity (if appropriate) *no*	
31. Orients toward the speaker or other source of input	
32. Secures listener attention before communicating	
33. Maintains eye contact with the listener when speaking	
34. Takes turns communicating in conversations with others	
35. Gives feedback:	
a. gives positive feedback	
b. gives negative feedback	
36. Uses appropriate gestures and body movements when interacting with others *sometimes pulls on others to get attention*	
37. Uses appropriate language/vocabulary/topic of conversation *speech consists of a few intelligible words - needs alternative ways to interact*	
38. Uses intelligible speech (volume, rate, articulation, etc.)	
Comments: *Additional communication assessment data indicate Dan has a strong desire for peer attention and interaction.*	

(Figure 4 continued)

initial objective to choose art materials. A third item, "asks questions" was utilized to formulate two objectives, one to initiate a gesture to request that a friend look at his artwork and the other to initiate a gesture to request that a friend provide assistance in putting his artwork up on a shelf. In formulating the specific contents for each objective, the classroom teacher contributed much information about how class time was structured, how the class was physically arranged, and how peers might most reasonably be involved.

After allowing Dan a period of initial adjustment once he began attending art class, the next step was to observe and assess Dan's participation in art class. The communication specialist completed the assessment because of her expertise in observing communication behaviors. During the assessment she used the circled screening items related to the projected initial objectives as a focus for her observations and other screening items as a guide for additional observations that could be helpful in finalizing objectives and developing instructional programs.

The completed assessment tool describing Dan's participation in art class activities before implementation of objectives appears in Figure 4. This assessment information along with a number of other observations made by the communication specialist contributed to the team's formulation of final objectives for Dan in art class. A discussion of how Dan's actual participation in activities in art class influenced the final form of each objective follows.

1. Projected Objective: Dan will say "hi" to peers at the beginning of class.

   Observations and team discussion:

   At the time of the classroom observation, it was noted that Dan was always in class before the bell to say "hi" and socialize, but the team needed to decide which peers Dan would greet. The observation and screening revealed that Dan communicated best with those in close proximity. The same three boys sat at a large table with Dan each day so the team decided it made sense to recruit those peers for Dan to say "hi" to, at least as a starting point.

   Final objective: Dan will initiate saying "hi" to peers who seat themselves nearby at the beginning of the class period two of three trials (three peers) for four of five consecutive class periods.

2. Projected Objective: When presented with a choice of objects, Dan will choose the material for art that he prefers.

   Observations and team discussion:

   A choice-making objective was considered important for Dan because the resulting communication skills would give him more control over decisions that affect his life. The original plan was for a support person to give Dan instruction that would encourage him to choose his own materials. When the classroom setting was observed, it was noted that the teacher usually directed all students in class to get their materials at the same time. Since Dan was so adept at following situational cues, the team decided to include peer models for instruction instead of a support person to take advantage of this opportunity for interaction.

   Final objective: When presented with a choice of objects and a peer model, Dan will choose the material for art that he prefers four of five consecutive class periods.

3. Projected Objective: Dan will initiate a gesture request (tap on a peer's shoulder and then point to his art work) for a peer to look at his art work.

   The communication specialist observed both in art class and other learning environments that Dan often tried to communicate with body movements that were too nonspecific and unconventional to be understood. For example, if he wanted someone to see his new shoes, he may tug on their sleeve without gesturing toward his shoes, giving no clues about what message he wanted to convey. This indicated that he could benefit from instruction to use more universal gestures such as tapping on somebody's shoulder to get their attention and to be more specific with his gesture use as in pointing to an object.

   The objective for requesting that a peer look at his art work was designed with Dan's desire to interact and the need to use a means of communication that others understood in mind. Through observation a natural cue was identified that could signal to Dan that it was time to initiate the request, eventually allowing for prompts and cues to be faded and for Dan to make the request independently. It was determined that the classroom teacher's daily announcement for "clean up time" could serve as a natural cue for Dan to show off his art work. The teacher felt that after Dan's activity there would still be plenty of time for students to clean up and it was planned that he would make the announcement near Dan's work table to increase the likelihood that he would respond.

   Final objective: Dan will initiate a gesture request (tap on a peer's shoulder and then point to his art work) for a peer to look at his art work at the end of class four of five consecutive class periods.

4. Projected Objective: Dan will initiate a gesture request (tap on a peer's shoulder and *[to be specified after assessment]*) for a peer to assist him in *[to be specified after assessment]*.

   Observations and team discussion:

   The rationale for the fourth objective was similar to the third, both objectives were intended to facilitate initiation of interaction with a peer using gestures as a form of informal communication. The initial objective indicated that Dan would make a request for assistance by tapping on a peer's shoulder. The communication specialist used her classroom observations to find a situation in which it made sense for Dan to ask for help daily. She noted that Dan could gather his materials together and put them in his folder without much assistance at clean up time and carry them to the storage shelf but that he could not reach the shelf to put his materials away. Dan could go the shelf with peers from his work table and arrival with peers at the shelf could serve as the natural cue for Dan to ask for help. With that natural cue present, prompts could eventually be faded and Dan could initiate his request.

   Final Objective: Dan will initiate a gesture request (tap on a peer's shoulder and then hand his folder to a peer) for a peer to assist him in placing his folder on the shelf four of five consecutive class periods.

Following the discussion for finalizing objectives, the team went on to develop instructional programs for Dan in art class. An example of the complete instructional procedures for one of Dan's four objectives appears in Figure 2. The first phase of the instructional methods for initiating

"hi" to peers highlights the natural cues (i.e., peers in close proximity and socializing) along with verbal cues, the second phase includes a natural cue and only one verbal cue with a subtle gestural cue, and the third and final phase fades all cues and leaves only a natural cue. Natural cues should be identified and included in teaching procedures for every targeted behavior enabling students with disabilities to learn to participate more independently in regular class activities. Additional examples of instructional sequences for Dan and other students in regular classes appear in the appendix.

The data sheet for Dan's four objectives for art class appears in Figure 3. The data sheet displays recorded daily data for a period of one week. Daily data consists of the date and a simple notation of the most advanced phase worked on that day along with a (+) or (-) sign indicating whether the phase was performed by the student in response to the assistance described in the current phase of the procedures.

For example, Dan's Data Sheet shows the results of instruction for the week of 9/29 to 10/3. For objective (1), he reached criterion (two of three trials for four of five days) for phase (A) on the fifth day of the week and phase (B) would be initiated the following week. For objectives (2) and (3), the data sheet shows that phases labelled as (B) for both objectives were implemented that week with mixed results and would be continued the next week. Data for objective (4) shows that the behavior stated for the final phase (C) was performed four of five days to reach criterion completing instruction for the objective.

Conclusion

The purpose of this paper was to provide some practical information about assessment, selection of objectives, and development of instructional programs for students with severe disabilities who are members of regular education classes. Four categories of learning opportunities in regular classes were identified to help teams recognize the expanded array of opportunities beyond subject area content. A process was proposed for instructional programming for students with severe disabilities in regular classes and a student example was given illustrating this process. An assessment tool focusing on learning opportunities and demands related to classroom routines and activities and social and communication skills (two of the four categories previously mentioned) was presented. The assessment tool can be used as a guide for projecting initial objectives, for assessing learner performance, and for finalizing objectives.

Methods presented here provide only a framework for assessment and programming in regular classes to be used by the team in a dynamic, individualized IEP process. The assessment tool provides a simple way to select priorities for objectives for regular classes. Other assessment data collected may dictate different priorities than those outlined by the assessment. Also, it is important to remember that realization of goals for participation in a regular class is not accomplished solely through instruction for objectives set. Systematic instruction related to priority objectives typically occurs for only a small percentage of the time spent in a regular class. The team must plan beyond instruction for objectives and consider the student's participation in class activities during the remainder of class time. Regular class integration also requires planning for such concerns as staff communications, parent communications, information dissemination to classmates, and training and supervision of paraprofessionals.

The authors hope to have provided practical information here which can be utilized by educators in developing quality integration experiences for students participating in regular classes as they become more a part of their school communities.

REFERENCES

York, J., Vandercook, T., Macdonald, C., Heise-Neff, C., & Caughey, E. (1989). Regular class integration of middle school students with severe disabilities: Feedback from teachers and classmates. Minneapolis: University of Minnesota, Institute on Community Integration.

York, J., Vandercook, T., Caughey, E., Heise-Neff, C. (1988). Regular class integration: Beyond socialization. Minneapolis: University of Minnesota, Institute on Community Integration.

Appendix

Sample Instructional Procedures

Sample Instructional Procedures:

Dan in 7th Grade Art

Student Dan _____ Environment 7th Grade Art, Mr. L., 7:50, Rm 100

OBJECTIVE

When presented with a choice of objects and a peer model, Dan will choose the material for art that he prefers 4 of 5 consecutive class periods.

INSTRUCTIONAL PROCEDURES

Phase A

Support	-	When the other students go to select materials from a number of choices (e.g., paint color, brushes) say to Dan, "Let's go get [name material]." When you reach the art materials, hold 2 choices out to Dan.
Dan	-	Dan chooses an art material when 2 choices are held out in front of him.
Support	-	If Dan does not choose within 5 seconds, give extra cues by saying "Choose one," or by giving his arm or hand a light push toward a choice. But this phase must be performed without such additional cues to meet criterion.
Criterion	-	4 of 5 consecutive class periods to advance to Phase B.

Phase B

Support	-	When the other students go to select materials say, "Let's go get [name material]." When you reach the art materials, point to the array of choices for Dan.
Dan	-	Dan chooses an art material with a pointing cue from a support person.
Support	-	If Dan does not choose within 5 seconds, give extra cues as in Phase A, but this phase must be performed without additional cues to meet criterion.
Criterion	-	4 of 5 consecutive class periods to advance to Phase C.

Phase C

Support	-	Recruit a peer(s) to implement Phases C and D. Give the peer more specific instructions at the beginning of each phase.
Peer	-	When it is time for students to go select materials say, "Let's go get [name material]." When you reach the art materials, get your own (natural cue) and point to the materials to cue Dan to get his own.
Dan	-	Dan chooses an art material with a model and a pointing cue from a peer.
Criterion	-	4 of 5 consecutive class periods to advance to Phase D.

Phase D

Peer	-	When it is time for students to go select materials say, "Let's go get [name material]." When you reach the art materials, get your own (natural cue only).
Dan	-	Dan chooses an art material with a peer model as a natural cue.
Criterion	-	4 of 5 consecutive class periods.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Student Dan Environment 7th Grade Art, Mr. L., 7:50, Rm 100

OBJECTIVE

Dan will initiate a gesture request (tap on a peer's shoulder and then point to his artwork) for a peer to look at his artwork at the end of class 4 of 5 consecutive class periods.

INSTRUCTIONAL PROCEDURES

Introduction

Recruit a few peers and tell them that Dan will be learning how to show his work to others at the end of each class period. Explain that Dan will tap on a classmate's shoulder and point to his work. Encourage peers to acknowledge Dan, comment on his work, and show their work to Dan. Give peers more specific instruction as you begin each phase.

Phase A

Support	-	The classroom teacher will stand near Dan when he makes the announcement to clean up at the end of class each day. This will be a natural cue. When the announcement is made, say "Mr. L. just said it is time to clean up. Let's show your [name artwork] to a friend first." Physically guide Dan alongside a peer, helping him to tap the peer on the shoulder and point to his artwork. Explain the purpose of these actions to Dan as you perform them (i.e., "We'll go show this to a friend." "Tap on his shoulder to get his attention." "Point to your [name artwork] so he'll look at it.")
Dan	-	Makes a gesture request for a peer to look at his artwork with physical guidance.
Peer	-	Acknowledges Dan, comments, shows his or her work, etc.
Criterion	-	4 of 5 consecutive class periods to advance to Phase B.

Phase B

Support	-	Same as Phase A, but change physical guidance to light touch cues as needed.
Criterion	-	4 of 5 consecutive class periods to advance to Phase C.

Phase C

Support	-	When the cleanup announcement is made say, "Mr. L. just said it is time to clean up. Why don't you go show your [name artwork] to a friend first."
Dan	-	Makes a gesture request for a peer to look at his artwork after a verbal cue.
Peer	-	Peer responds.
Criterion	-	4 of 5 consecutive class periods to advance to Phase D.

Phase D

Teacher	-	Gives announcement to clean up (natural cue only).
Dan	-	Initiates a gesture request for a peer to look at his artwork.
Peer	-	Peer responds.
Criterion	-	4 of 5 consecutive class periods.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Student Dan Environment 7th Grade Art, Mr. L., 7:50, Rm 100

OBJECTIVE

Dan will initiate a gesture request (tap on a peer's shoulder and then hand the peer his folder) for a peer to assist him in placing his folder on the shelf 4 of 5 consecutive class periods.

Variation: Adapt to putting pottery work on the damp room shelf for the unit spent in pottery class.

INSTRUCTIONAL PROCEDURES

Introduction

Recruit a few peers and tell them that Dan will be learning how to ask for assistance in putting his art materials away at the end of each class period. Explain that Dan will tap on a peer's shoulder and then hand over his folder to ask for assistance. Encourage peers to acknowledge Dan when he taps on their shoulders and verbalize Dan's request for him. Give peers more specific instructions as you begin each phase.

Phase A

Peer - Say, "Dan, let's go put away our folders."
Take Dan's hand and guide him to the shelf.

Support - Trail Dan and his friend to the shelf.
(Arrival at the shelf will be used as a natural cue.)
Say, "Dan, let's ask [peer's name] for some help."
Guide Dan's hand to tap on his friend's shoulder and then hand the folder to his peer.

Dan - Makes a gesture request for peer assistance with physical guidance.

Peer - Say, "Oh, you want some help putting your folder away, etc." Help Dan put his folder on the shelf.

Criterion - 4 of 5 consecutive class periods to advance to Phase B.

Phase B

Peer - Say, "Dan, let's go put away our folders."
If Dan does not get up to come along, physically prompt him to get up and nudge him in the direction of the shelf.

Support - Trail Dan and his friend to the shelf. Say, "Dan, let's ask [peer's name] for some help." Use light touch cues instead of physical guidance to prompt Dan to tap his friend's shoulder and then hand the folder to the peer.

Dan - Makes a gesture request for peer assistance with light touch cues.

Peer - Say, "Oh, you want some help putting your folder away, etc." Help Dan put his folder on the shelf.

Criterion - 4 of 5 consecutive class periods to advance to Phase C.

Phase C

Peer - Say, "Dan, let's go put away our folders."

Support - Do not follow Dan and his peer to the shelf. Observe from a distance.

Dan - Arrives at shelf with his friend (natural cue). Initiates a gesture request for peer assistance.

Peer - Say, "Oh, you want some help putting your folder away, etc." Help Dan put his folder on the shelf.

Criterion - 4 of 5 consecutive class periods.

Criterion for Modification: 115

Projected Date of Completion: _____ Date of Completion: _____

Sample Instructional Procedures:

Dawn in 8th Grade Math

Student Dawn Environment 8th Grade Math, Ms. D., 5th hour, Rm 103

OBJECTIVE

Dawn will independently place a group of 5 or 6 schedule cards on a schedule board that has numbered spaces for the cards, completing the task before the teacher finishes her lecture for 4 of 5 consecutive class days.

INSTRUCTIONAL PROCEDURES

Introduction

It has been noted in the past that Dawn has motor planning problems and that breaking down a task into a sequence of smaller tasks is a helpful teaching strategy for her. The picture sequences associated with this objective were introduced with the intent that Dawn may be able to use picture sequences as self-cueing systems for task completion in the future.

Materials

The picture sequences represent tasks that are a part of Dawn's daily routine. Each sequence includes a set of 5 or 6 laminated pictures that describes the steps of a daily task (e.g., getting ready to go walking at the mall, see attached). The pictures are to be placed on a laminated schedule board that has a numbered rectangular space for each card. Initially, the cards will also be numbered. Since the numbers on the cards will be faded, they should be removable (use stickers or tape with numbers).

Phase A

Support - Explain to Dawn that she'll be working on a new activity at the beginning of each class period. Show her the schedule board and the schedule cards. Help Dawn identify each picture as a part of her day. Practice labeling the pictures until Dawn can name each one independently.

Dawn - Names each picture card independently.

Criterion - 4 of 5 consecutive class days.

Phase B

Support - Show Dawn how the numbers on the cards can be matched to the numbers on the schedule board placing each card on the correct space. Tell Dawn that she will be putting the cards in order on the schedule board each class period while Ms. D. is talking to her classmates. Let her know that she should try to put all the cards on the board before Ms. D. signals the end of her lecture by turning off the overhead projector.

Tell Dawn that after Ms. D. turns off the overhead projector, she can tell a friend about her cards if she has them all on the board. If she's not done, she must finish (with or without assistance) in order to talk to a friend. Let Dawn know that if she needs help while Ms. D. is still talking, she should ask the support person.

Student Dawn Environment Math, Ms. D., 5th hour, Rm 103

INSTRUCTIONAL PROCEDURES (continued)

Give Dawn the schedule board and cards and tell her to place the cards on the matching numbered spaces on the board. Sit next to Dawn.If Dawn requests help, assist as needed, talking about her schedule and its order while assisting.

If she finishes the task with time to spare, reinforce verbally and tell her to take a little break. Encourage Dawn to tell a story with the pictures.

If she does not complete the task on time, assist as needed until completed and remind Dawn she can ask you for help during Ms. D.'s lecture. However, she must complete the task on time to reach criterion for Phase B.

Dawn - Places the numbered cards on the board before Ms. D. finishes her lecture with assistance as requested.

Criterion - 4 of 5 consecutive class days to advance to Phase C.

Phase C

Support - Explain to Dawn that you'll be removing the numbers on the first 2 cards in the sequence and that she'll have to remember what pictures come first so she can place them on the correct spaces. Now follow the same procedures as in Phase B.

Dawn - Places 2 unnumbered and 4 numbered cards on the board before Ms. D. finishes her lecture with assistance as requested.

Criterion - 4 of 5 consecutive class days to advance to Phase D.

Phase D

Support - Tell Dawn you'll be removing the numbers on cards #3 and #4. Do not sit next to Dawn, but close enough that she can request assistance. Now follow the same procedures as in Phase B again, but this time Dawn must complete the task without help to reach criterion for Phase D.

Dawn - Places 4 unnumbered and 2 numbered cards on the board without assistance before Ms. D. finishes her lecture.

Criterion - 4 of 5 consecutive class days to advance to Phase E.

Phase E

Support - Tell Dawn that you'll be removing all the numbers on the six cards. Now follow the same procedures as in Phase D.

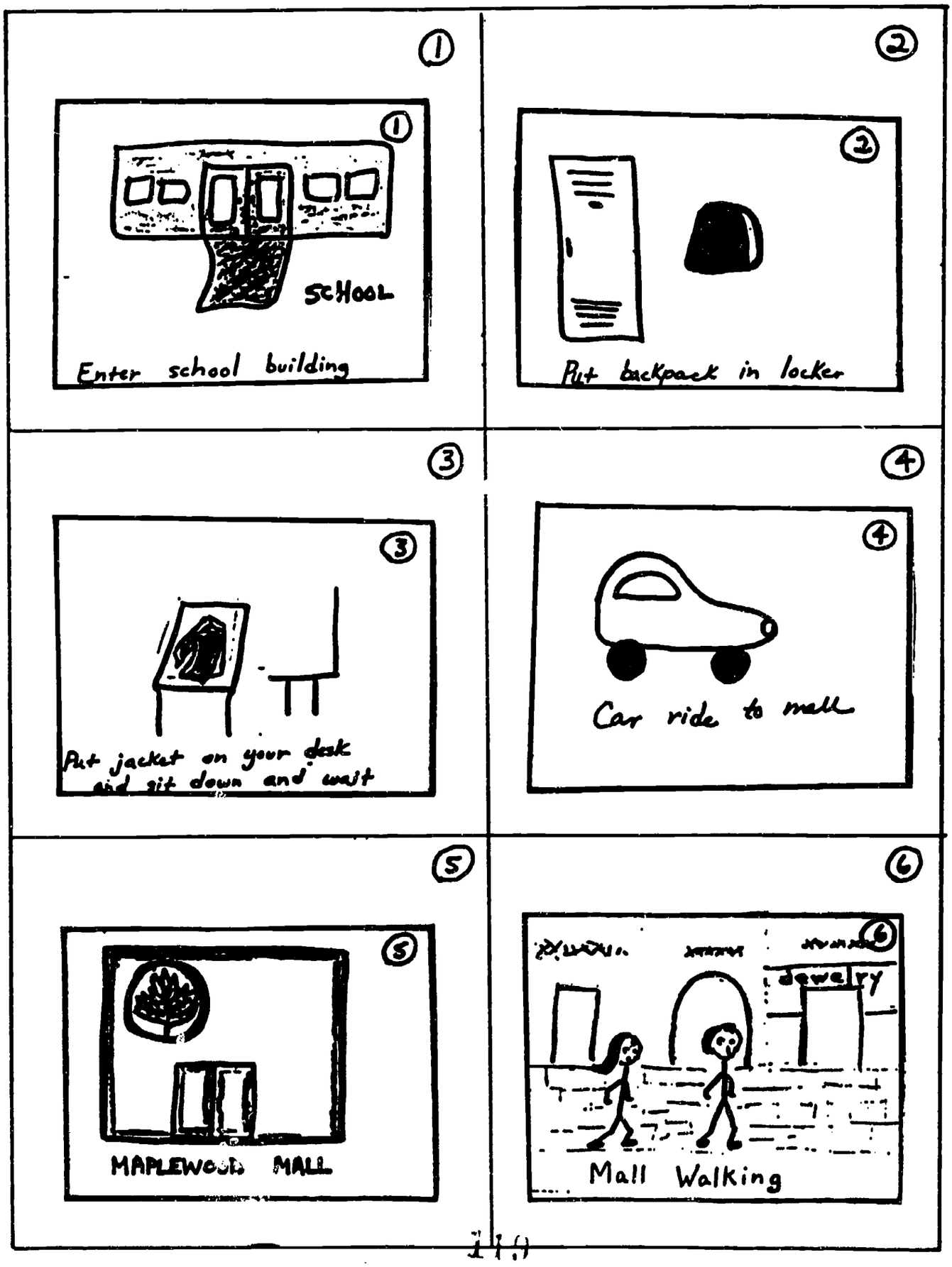
Dawn - Independently places 6 unnumbered cards on the board before Ms. D. finishes her lecture.

Criterion - 4 of 5 consecutive class days.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Dawn's Schedule Cards



Student Dawn Environment 8th Grade Math, Ms. D., 5th hour, Rm 103

OBJECTIVE

Dawn will independently stamp her name with a name stamp on a designated line (within 1/2") 4 of 5 trials in one class period for 4 of 5 consecutive class days.

INSTRUCTIONAL PROCEDURES

Introduction

Explain to Dawn that she'll be learning to use a name stamp because it will give her a way to sign her name when she needs to. Give examples. Tell her that you'll be practicing using the name stamp so that she can learn to stamp her name on a line because lots of forms ask you to sign your name on a line. Show Dawn how the stamp works and allow her to use it on a piece of paper. The procedures below can be implemented by a support person or a peer.

Materials

A self-stamping name stamp with Dawn's full name.
A piece of cardboard with a large rectangular cut out about 4" x 6".
A piece of cardboard with a small rectangular cut out made to be 1" longer and wider than the stamp's dimensions.
A ruler and masking tape.
Several blank pieces of paper.

Phase A

Support/Peer - Place the large cardboard cut out over a piece of paper and model stamping within the boundaries of the cut out. Give Dawn the stamp and place the cut out over a piece of paper. Tell Dawn to stamp on the paper within the cut out. Give light touch guidance as needed.

Dawn - Stamps in the large cut out with a model and light touch guidance as needed.

Criterion - 4 of 5 trials in one class period to advance to Phase B.

Phase B Repeat Phase A with the small cardboard cut out.

Criterion - 4 of 5 trials in one class period to advance to Phase C.

Phase C

Support/Peer - Direct Dawn to stamp in the small cut out without modeling or giving any other assistance.

Dawn - Independently stamps in the small cut out.

Criterion - 4 of 5 trials in one class period to advance to Phase D.

Phase D

Support/Peer - Place the ruler on a piece of paper and model stamping by placing the stamp at the upper edge of the ruler as a guide. Give Dawn the stamp, paper, and ruler. Tell her to use the ruler as a guide to stamp on the paper like you did. (If Dawn has difficulty holding the ruler while stamping, tape each end of the ruler to her desk and slip the paper underneath in the center.) Give light touch guidance as needed.

Dawn - Stamps her name on the paper at the edge of the ruler with a model and light touch guidance as needed.

Criterion - 4 of 5 trials in one class period to advance to Phase E.

Student Dawn Environment 8th Grade Math, Ms. D., 5th hour, Rm 103

INSTRUCTIONAL PROCEDURES (continued)

Phase E

Support/Peer - Direct Dawn to stamp at the edge of the ruler without modeling or giving any other assistance.

Dawn - Independently stamps at the edge of the ruler.

Criterion - 4 of 5 trials in one class period to advance to Phase F.

Phase F

Support/Peer - Introduce a worksheet with 6 horizontal lines drawn on it. The lines should be bold and 1/2" longer than the stamp. Model using the stamp on one of the lines. Give Dawn the stamp and tell her you'll help her stamp on another line. Sit facing Dawn so your body does not get in her way. Place your index fingers at each end of one of the blank lines and tell her to stamp between your fingers. Shape her accuracy to within 1/2" of the line.

Dawn - Stamps her name on a line with a model and the instructor's fingers as guides.

Criterion - 4 of 5 trials in one class period for 2 consecutive days to advance to Phase G.

Phase G

Support/Peer - Using a worksheet with horizontal lines drawn on it, direct Dawn to stamp on the designated lines without modeling or giving any other assistance.

Dawn - Independently stamps her name within 1/2" of designated lines.

Criterion - 4 of 5 trials in one class period for 4 of 5 consecutive class days.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Sample Instructional Procedures:

Teri in 8th Grade Science

Student Teri Environment 8th Grade Science, Mr. B., Rm 113, 9:36

OBJECTIVE

Teri will independently ask a classmate to help her put her science notebook in her wheelchair pocket (early enough so that she can arrive at science class on time) 4 of 5 consecutive class days.

Variations: Use the same instructional procedures to teach Teri to ask for help to get her notebook out in science class and put it back in the wheelchair pocket at the end of science class.

INSTRUCTIONAL PROCEDURES

Phase A

Support
- Recruit a peer to help Teri with her notebook each day.
- Tell the students it's time to get ready for the next class. Wait a minute and see if Teri will start to get help with her notebook on her own.
- If not, ask Teri, "Do you have everything you need?" Give additional verbal cues to prompt Teri to get close enough to her classmate to ask for help.
- If needed, give additional verbal cues to help Teri with her request (i.e., "[Classmate's name], would you please get my notebook and put it in my wheelchair pocket?").

Teri - Asks for help with verbal cues to find a helper and to ask for help.

Criterion - 3 of 4 consecutive class days to advance to Phase B.

Phase B

Support
- Tell the students it's time to get ready for the next class. Pause before giving any cues to see if Teri will act on her own.
- If not, ask Teri, "What do you need to do?" while pointing at her classmate (gestural cue).

Teri - Asks her classmate for help with one verbal and one gestural cue.

Criterion - 3 of 4 consecutive class days to advance to Phase C.

Phase C

Support - Tell the students it's time to get ready for the next class. Pause before giving any cues to see if Teri will act on her own. If not, get Teri's attention and point to her classmate.

Teri - Asks her classmate for help with gestural cues.

Criterion - 3 of 4 consecutive class days to advance to Phase D.

Phase D

Support - Tell the students it's time to get ready for the next class (natural cue).

Teri - Independently asks for help.

Criterion - 4 of 5 consecutive class days.

Criterion for Modification: 123

Projected Date of Completion: _____ Date of Completion: _____

Sample Instructional Procedures:

Greg in 8th Grade Home Economics

Student Greg Environment 8th grade Home Ec., Ms. M., 11:45, Rm 116

OBJECTIVE

Greg will find the correct color-coded utensils and fill them appropriately for each step of a recipe as read to him by a peer with 2 errors or less per class period for 4 of 5 consecutive days that Greg is assigned to measure.

INSTRUCTIONAL PROCEDURES

Introduction

Since Greg does not read words or understand fractions, adaptations will have to be made to measuring utensils so that Greg can select the appropriate utensil. Small stickers, colored tape, or paint could be used to mark utensils for color-coding cues. Cups and spoons of the same measure should be marked with the same color (e.g., red for 1/2 cup and 1/2 teaspoon). A set of cue cards for each quantity could also be made. For example, a small card with a red dot and the fraction 1/2 could be held up by a peer when he or she requests, "Get 1/2 cup of flour." Greg would look for the cup with the red mark on it and fill it with flour.

Phase A

Support - Tell Greg that sometimes his job in cooking class will be to listen to a classmate read a recipe and then find the right utensils and ingredients and fill the utensils with the right amount of ingredients. Show Greg the cue cards and the color coded spoons and cups. Draw his attention to the colored marks on the cards, spoons, and cups. Place the cue cards in a row on the table and help Greg place the corresponding cups and spoons on each card matching the colors (measures of 1/4, 1/3, 1/2, 2/3, 3/4, 1).

Greg - Matches the utensils to the correct cue cards with a model.

Criterion - With 1 error or less in one class period to advance to Phase B.

Phase B

Support - Recruit a peer(s) to use the cue cards in requesting recipe ingredients from Greg. Give the peer specific instructions as you reach each new phase of instruction.

Peer - Begin to read the recipe assigned. When you read the first ingredient, hold up the appropriate cue card and say, "Ok, Greg, we need 1/4 cup of sugar. Let's go find it together." Hand Greg the card and go with him to the cups. Tell Greg to find the cup that matches the card. When Greg finds the correct cup, praise him and go to the sugar container together. Help him fill the cup and demonstrate how to fill it properly.

Greg - Finds the correct utensils and fills them appropriately with verbal cues and physical assistance from a peer.

Criterion - With 2 errors or less in one class period to advance to Phase C.

Phase C

Peer - Begin to read the recipe assigned. When you read the first ingredient, hold up the appropriate cue card and say, "Ok, Greg, go get 1/4 cup of flour. First go get a cup with this color." Point to the color mark on the cue card. Then point to cups he is to choose from.

Greg - Finds the correct utensils and fills them appropriately with verbal and pointing cues.

Criterion - With 2 errors or less in one class period to advance to Phase D.

Student Greg Environment 8th grade Home Ec., Ms. M., 11:45, Rm 116

INSTRUCTIONAL PROCEDURES (continued)

Phase D

Peer - Begin to read the recipe assigned. Each time you read an ingredient hold up a cue card for Greg. Wait for Greg to get the correct amount of the ingredient by himself.

Greg - Finds the correct color-coded utensils and fills them appropriately.

Criterion - With 2 errors or less per class period for 4 of 5 consecutive days that Greg is assigned to measure.

Criterion for Modification: _____

Projected Date of Completion: _____ Date of Completion: _____

Student Greg Environment 7th grade Home Ec., Ms. M., 11:45, Rm 116

OBJECTIVE

When presented with a written worksheet he cannot do without help, Greg will raise his hand independently to get adult (teacher or support person) attention 3 of 4 consecutive times such worksheets are used.

INSTRUCTIONAL PROCEDURES

Introduction

Explain to Greg that he is doing a good job in Home Ec. and that he no longer needs a support person sitting next to him in class. Tell him that one of the things he will learn next in Home Ec. will be to ask for help when he needs it. Let him know that if he receives a worksheet that he can't do without help, he should raise his hand until somebody comes to help him. Tell Greg that, at first, he'll get some reminders to ask for help with worksheets. Describe the stick figure picture cue and how it will work to Greg (explained below).

Phase A

Support - Prior to the time worksheets are handed out in class, arrange with the teacher to put picture cues in the upper right hand corner of worksheets Greg will need help with. The picture cue would be a stick figure with a raised hand drawn in red ink (see drawing).

Actual size

Teacher - Pass out the worksheets or have a peer pass them out, making sure Greg gets the one with the picture cue. Give Greg a minute to look at the worksheet. If he doesn't raise his hand, point to the picture cue and give him physical assistance to raise his hand as needed.

Greg - Raises his hand to get adult attention with a picture cue and added pointing cues and physical assistance as needed.

Criterion - 3 of 4 consecutive times worksheets are used to advance to Phase B.

Phase B

Teacher - Pass out the worksheets or have a peer pass them out, making sure Greg gets the one with the picture cue. Give Greg a minute to look at the worksheet.

Greg - Raises his hand to get adult attention with a picture cue.

Criterion - 3 of 4 consecutive times worksheets are used to advance to Phase C.

Phase C

Teacher/ Support - Tell Greg that the picture cue won't be on worksheets anymore. Explain that he will have to remember to ask for help with worksheets without any cues or reminders.

Teacher - Pass out the worksheets or have a peer pass them out. Natural cues only - Greg gets a worksheet he can't do and peers have started working.

Greg - Looks over the worksheet and raises his hand to get adult attention.

Criterion - 3 of 4 consecutive times such worksheets are used.

Criterion for Modification: _____

Projected Date of Completion: 1.27 Date of Completion: _____

REGULAR CLASS INTEGRATION: BEYOND SOCIALIZATION

December, 1988

Jennifer York and Terri Vandercook
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

Ellen Caughey and Cheri Heise-Neff
Roseville Area and John Glenn Middle Schools
Intermediate District 916
3300 Century Avenue North
White Bear Lake, Minnesota 55110
(612) 770-2354

REGULAR CLASS INTEGRATION: BEYOND SOCIALIZATION

Increasingly, learners with severe disabilities are becoming valued and participating members of regular education classes and other aspects of regular life within the public schools. In many schools, team members are over the hurdle of "getting in the door" of regular classes and are moving on to issues that lie at the quality of integrated education. Questions are being asked about how to best provide support to learners in regular classes, how to arrange team meetings and other collaboration opportunities such that special and regular educators can both participate in program design, how to recruit and allow natural supports (e.g., regular education classmates) to be more involved, and how to write IEP objectives that reference demands and opportunities in regular education classes.

Perhaps the greatest single piece of feedback we are hearing from regular educators is "Besides socializing, why are the students with severe disabilities in the regular classes?...What are they learning?...What are we able to teach them?" Regular educators are at a disadvantage in that they have not had the same history with students who have severe disabilities as many special educators have. It is difficult, therefore, for them to note and appreciate many of the dramatic, positive changes that special educators often observe when students with severe disabilities become members of regular classes. Second, the most valued and emphasized outcomes in most regular education classes are directly related to the curricular content. Nonsubject area outcomes that might be appropriate for a student with disabilities, such as initiating involvement in class activities, communicating with classmates, and participating partially in regular class routines are not a current part of the way in which regular educators evaluate the effectiveness of their teaching.

Regular educators, however, are not the only ones struggling with identifying specific learner outcomes to target in the IEP. The need to write behavioral and measurable IEP objectives for all aspects of a student's educational experience has forced special educators to develop ways to conceptualize objectives related to regular class integration in a logical way given the needs of students to acquire, maintain, and generalize skills that are useful now and will continue to be in the future. Initially, many students with severe disabilities were involved in regular classes with the primary rationale being socialization. Presented here is a simple construct that has been helpful in framing the pursuit of IEP objectives related to regular class integration.

Opportunities provided in the context of regular classes can be categorized as follows:

(1) Learning to interact with peers.
(2) Learning to participate in common components across typical routines.
(3) Learning life long curricular subject area skills, and
(4) Learning about subject areas that might not be afforded given strict adherence to a life space domain curricular orientation.

First, learning to interact with classmates who do not have disabilities is the opportunity most readily identified. It is only through membership in a community, such as a regular classroom, that age appropriate rules, expectations, and norms can be learned. Relationships can only be developed and maintained as peers have longitudinal opportunities to share the same places and activities. Further, students with disabilities have the opportunity to learn a generalized problem solving skill - to look around and watch what other people are doing as a means for gaging how they should behave. Learning this problem solving skill will serve the children well in all environments and activities in which they participate throughout their lives. All people gage their behavior to some degree based on how those around them are behaving.

Second, learning to participate in the typical routines in a classroom also relates to the point of problem solving based on cues and consequences naturally available in the regular class. The work of Brown, Evans, Weed, & Owen (1987) has been very useful in providing a framework by which to target skills for instructional emphasis in regular classes that are required in other environments as well. For example, initiating, preparing, socializing, communicating, and terminating are among the common components across many daily routines that Brown and her colleagues identified. Regardless of the curricular subject area in a particular class there exist a number of related skills required for participation. Targeting these common components across a variety of current instructional environments, therefore, can increase the probability of generalization to new environments and activities.

Third, learning life long skills that are environmentally-referenced to domestic, leisure, vocational and community pursuits is certainly another important target for regular class involvement. For example, an educational team identified microwave cooking as a life long domestic skill relevant to one ninth grade student with severe disabilities. A typical and integrated place in which to learn to use a microwave was considered to be a regular home economics class. The team found out, however, that microwave cooking was not part of the 9th grade home economics classes on cooking. A creative solution to this dilemma was to have as consistent part of each home economics lab routine the making of hot drinks or snacks using the microwave oven.

Fourth, learning about subject areas not typically addressed when adhering to a life space domain orientation (e.g., Domestic, Community, Vocational, Leisure) is an opportunity provided to students without labels. Is it not reasonable, and therefore only equitable, to provide some of these same opportunities to students with labels? For example an 8th grader with severe disabilities was a member of an 8th grade science class. The team struggled with how science related to a functional, life space domain curriculum but went ahead with the plans to include the learner in the science class anyway. After several weeks in the class, it became apparent that this student enjoyed the science subject area. Because of his involvement, the team learned of a new interest for this student - an interest that would have gone unidentified otherwise. The newly discovered interest in science may be pursued related to leisure and/or vocational activities. Incidentally, this student is known for verbalizing on topics which seem to be totally unrelated to the task at hand. Since his initiation in science class he has consistently demonstrated comprehension of the topic "science class" and verbalizes appropriately when the conversation revolves around his science class.

Given the potential for four types of instructional opportunities that might be provided in regular classes, do all four need to be available in every class? Does a student need to learn to interact with peers, and participate in routine components consistent across daily activities, and learn life long skills, and develop new interests? The answer, we believe is "NO." Determinations of appropriate regular class involvement must be made related to individual learners taking into account the learners entire educational career and school day. To spend seven periods a day in classes that have no life long functional basis would undoubtedly be inappropriate. Similarly, spending an entire school day in the community when same age peers without labels are in school would be inappropriate. How then is an appropriate balance achieved? It is only through careful and ongoing consideration by a team of family members, peers, and service providers that these decisions can be made and adapted so that an individual student with disabilities is best prepared for integrated home, work, and community life.

REFERENCE

Brown, F., Evans, I. M., Weed, K. A., & Owen, V. (1987). Delineating functional competencies: A component model. JASH, 12(2), 117-124.

DOES AN "INTEGRATION FACILITATOR" FACILITATE INTEGRATION?

December, 1988

Jennifer York and Terri Vandercook
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
(612) 624-4512

Cheri Heise-Neff and Ellen Caughey
John Glenn and Roseville Area Middle Schools
Intermediate District 916
3300 Century Avenue North
White Bear Lake, Minnesota 55110
(612) 770-2354

DOES AN "INTEGRATION FACILITATOR" FACILITATE INTEGRATION?

During a recent discussion with some teachers involved in regular class integration of students with severe disabilities, this question arose "Does an integration facilitator facilitate integration?" The obvious response was "Yes, of course. Otherwise, he or she would not be so labeled." The discussion that proceeded was very thought provoking and forced us to examine carefully the subtle issues linked to an adult being present to some degree in a regular class for the purpose of providing support to a child with high needs. Following is a summary of the main points of our discussion that may be of interest to others involved in regular class integration pursuits.

We discussed why we had used adults (usually special education teachers or paraprofessionals) to accompany students with severe disabilities in regular classes. The main reason was because to initiate such new integration efforts, assuring the presence of another adult was a way to get in the door. Further, most team members believed that another adult was a necessary support for the students with disabilities to a participate in regular class activities.

We articulated why the label "integration facilitator" was chosen. This was done to emphasize that the reason for having an adult accompany a student was to facilitate integration, meaning interacting as with classmates and the regular education teacher, and participation in the routine and curricular activities of the class. In trying to prepare people for this new support role, we tried to provide examples and give a rationale for recruiting the involvement of "natural supports" in the classroom, meaning peers and the regular education teacher; and for fading presence. In a sense, we wanted the integration facilitator to consider him or herself as an adaptation to be faded as quickly and appropriately as possible. This rationale represented our best thoughts at the time we were getting started with regular class integration pursuits. Through our experiences in attempting to facilitate integration by use of another adult, we have learned some things that have raised several concerns about the concept of an "integration facilitator."

We identified potential advantages and risks for the use of an "integration facilitator." Potential advantages were that there would be a person (1) to support the student with severe disabilities in a regular class, (2) to acquire first hand knowledge of demands and opportunities in the regular class thereby enabling on-the-spot problem-solving and interventions for curricular and instructional adaptations, (3) to model and facilitate classmate and regular education teacher interaction with the student, (4) to establish a positive and supportive relationship with the classroom teacher, (5) to be used in a broader role to enable shared teaching and support roles related to all the children in the class, and (6) to have an opportunity to get to know regular education students thereby learning a little more about regular student life within the school. Some of the potential risks were that the person could (1) be a physical barrier to interactions and interchanges with classmates and the regular education teacher, (2) send the message that if a problem arises or assistance is needed, the facilitator rather than the natural supports would help, (3) hinder ownership of the student by the regular education teacher, and (4) make the regular education teacher uncomfortable having another adult at times observing.

With potential advantages and risks identified, we asked "So, now what? Does this mean we should never have another adult present in a regular class? Does this mean we should always have another adult present?" The answer to both questions we decided was an irrefutable "NO." Like every other strategy or intervention, the appropriateness of an adult providing support in regular classes must be determined individually related to the students in the class, those with labels and those not labeled, and the teachers in each specific class. Use of an integration facilitator must be designed carefully and its effectiveness evaluated related to the desired outcome. . .membership and participation in the class and other aspects of regular school life.