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ABSTRACT

This final report describes a pilot 3-year project in Alaska to include children with deaf-blindness in regular classrooms. The project established and supported two pilot sites for inclusion of students with deaf-blindness, one urban and one rural. As a result of the project, three out of four pilot site students moved from self-contained special education classrooms to full inclusion in regular classrooms where they received education to meet their individualized needs. At the sites, strategies for supporting inclusive education were documented to be effective. Training was provided to staff responsible for the education of 13 of the 16 school-aged Alaskan students with deaf-blindness. A three-credit university course, offered through distance education, was taught and supported by the project. Additional course work on inclusive education was provided by the project through summer institutes and other short courses. Technical assistance and inservice training were provided for teachers, administrators, parents, and students. Project staff became involved in statewide planning and in a state initiative to support further training and assistance to improve inclusive education. Sections of the report describe the project's rationale, conceptual framework, goals and objectives, participants and components of the training model, problems and their resolution, findings, evaluation, and impact. Extensive appendices provide project materials, including training outlines, course descriptions, a course syllabus, the cooperative agreement, a technical assistance agreement, a teacher survey form, satisfaction evaluations, and a listing of library resources on inclusive education. (Contains 23 references.) (DB)

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Pilot for Alaska Students with Deaf-Blindness: Inclusion in Regular Classrooms (PALS)

Final Performance Report
October 1, 1992 to September 30, 1995

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ABSTRACT

The Pilot for Alaska Students with Deaf-Blindness: Inclusion in Regular Classrooms (PALS) was carried out by the Special Education Service Agency (SESA) in collaboration with Alaska's Center for Human Development: University Affiliated Program (CHD:UAP) through a subcontract from the Alaska State Department of Education (AK DOE). The three-year project began October 1, 1992 and ended September 30, 1995.

PALS was staffed by one full-time Project Director, a part-time secretary (.20 FTE), and in-kind administrative services by SESA and the CHD:UAP. The project contracted with the CHD:UAP for services provided by CHD:UAP staff and university students. PALS was a pilot project of Alaska Services for Children and Youth with Dual Sensory Impairments (AK DSI), Alaska's Section 307.11 program providing technical assistance, training and information dissemination to educators and families of children and youth with deaf-blindness.

PALS increased the number of Alaskan children with deaf-blindness receiving quality education in regular classrooms in rural and urban Alaska and increased the capacity of Alaskan educators to teach children with deaf-blindness appropriately in regular classrooms. The project established and supported two pilot sites for inclusion of students with deaf-blindness, one urban and one rural. As a result of the project, three out of four pilot site students moved from self-contained special education classrooms to fully included regular classrooms in which they received education to meet their individualized needs. At the pilot sites, strategies for supporting inclusive education were documented to be effective for students with deaf-blindness in Alaska. Training was provided by the project to staff directly responsible for education for 13 of the 16 school-aged Alaskan students with deaf-blindness. Educators from throughout Alaska and outside of the state received training and consultation related to inclusive education for students with deaf-blindness.

A three-credit university course, through distance education, was taught and supported by PALS so Alaskan teachers would have access to relevant coursework from their home communities as one component of training. The course included live broadcast, individual or small group viewing of pre-recorded videotapes, small and large group telephone conferences, and assignments requiring implementation of skills with students with deaf-blindness. Additional coursework on inclusive education was supported by the project through summer institutes and other short courses. Technical assistance and inservice training occurred throughout the project for teachers, administrators, parents and students.

Project staff became actively involved in statewide planning to assure that training related to inclusion for students, including those with deaf-blindness, continues in the state. Project staff continue to be actively involved in a new state initiative to support further training and assistance to improve inclusive education.

I. Rationale

Since the 1970's, special education for Alaska's students with deaf-blindness has been provided by local school districts, with technical assistance provided through state and local resources. Alaska Services for Children and Youth with Dual Sensory Impairments (AK DSI) has provided support since 1975. Consultants provide technical assistance and training in supporting appropriate education in the language, culture, values and setting of home communities. Although students with deaf-blindness were educated in local schools, most were placed in self-contained special education classrooms with part-time integration into one or two typical activities--most commonly lunch, music, or art. A needs survey by the AK DSI in 1988 indicated that approximately one-third of the students with deaf-blindness perhaps had no opportunity to interact daily in school with peers without disabilities. AK DSI program staff reported that 3 out the 20 students were in regular education classrooms as their primary placement before PALS was initiated.

University coursework specifically aimed at education for students with deaf-blindness does not regularly exist in Alaska. Teachers responsible for students with deaf-blindness in their schools did not have opportunities to receive training in strategies for inclusive education for students with deaf-blindness.

There were three major purposes for the pilot project in Alaska: (1) to increase the number of students with deaf-blindness receiving quality education in regular classrooms, (2) to provide training and technical assistance in Alaska for including students with deaf-blindness in regular classrooms, and (3) to work collaboratively with other entities in Alaska to increase the capacity of Alaska educators to provide quality inclusive education for students with deaf-blindness and those with other disabilities.

The pilot project brought an educator with expertise in deaf-blindness and inclusive practices directly to local sites in Alaska responsible for educating students with deaf-blindness. The educator provided training, technical assistance, and consultation to students, parents, and educators throughout the state to improve capacity for inclusive education in Alaska. A three-credit distance education class was designed and taught on strategies for educating students with deaf-blindness and other multiple disabilities in regular classes. Finally, project staff collaborated with local, state, and federal resources and worked directly with local and statewide efforts to support ongoing quality education in regular classes.

II. Conceptual Framework

Inclusive education for students with severe disabilities is widely supported (Stainback, Stainback & Jackson 1992; Forest & Pearpoint, 1991) and has emerged as a promising educational practice for all children (National Association of State Boards of Education 1992; Baker, Wang & Walberg, 1994/1995; Staub & Peck, 1994/1995) with benefits for both students with disabilities and those without (York, Vandercook, MacDonald, Heise-Neff & Caughey, 1992; Peck, Donaldson & Pezzoli, 1990).

A variety of techniques for facilitating inclusive education previously demonstrated to be successful were replicated by PALS. Facilitating change from within (Giangreco, 1989; O'Brien, Forest, Snow, Pearpoint, & Hasbury, 1989; Fox & Williams, 1991; Roach, Ashcroft, Stamp & Kysilko, 1995), establishing collaborative teams (Thousand & Villa, 1992), planning student participation options (Giangreco, Cloninger & Iverson, 1990; Graham & Goetz, 1994), individualized personal planning through MAPS (Vandercook & York, 1989; Falvey, Forest, Pearpoint & Rosenberg, 1994) and support through Circles of Friends (Forest & Lusthaus, 1989; Falvey, Forest, Pearpoint & Rosenberg, 1994) provided the general framework for facilitating inclusion through the project. Specific instructional methods for teaching students with deaf-blindness in natural environments (Downing & Eichinger, 1990; Goetz & Gee, 1987; Bailey & Head, in press; Rowland & Schweigert, 1989; Gee, Alwell, Graham & Goetz, 1994) were also incorporated by the project to implement quality education for students with deaf-blindness in inclusive settings. The Skills/Activities Matrix (Mulligan & Guess, 1984; Fox & Williams, 1991) was used to plan how individualized learning needs would be met in regular class activities and instruction and data recording followed the general framework of individualized curriculum sequencing (Holvoet, Guess, Mulligan & Brown, 1980).

III. Goals And Objectives Of The Project

Goal 1. To increase the proportion of Alaskan students with deaf-blindness who receive quality education in heterogeneous age-appropriate classrooms in the schools they would attend if not disabled.

Objective 1.1: To establish two pilot classrooms in which students with deaf-blindness receive quality education in the age-appropriate classrooms they would attend if they did not have disabilities.

Activity 1.1.1 - To identify two pilot classrooms, one urban and one rural, for inclusion of two students with deaf-blindness in regular classrooms.

Status: Completed

Activity 1.1.2 - To identify support teams at each of the two pilot sites identified.

Status: Completed

Objective 1.2: To provide on-site training and facilitation to regular educators, special educators, family members and others at pilot sites to assure that educational programs reflect best practices and procedures for students with deaf-blindness in regular classrooms.

Activity 1.2.1 - To design initial training to be provided at pilot sites.

Status: Completed

Activity 1.2.2 - To provide two days of initial training to personnel at pilot sites on best practices and procedures for providing inclusive education.

Status: Completed

Activity 1.2.3 - To provide direct on-site facilitation for the inclusion of students with deaf-blindness in regular classrooms at pilot sites.

Status: Completed

Objective 1.3: To increase proportion of time spent in quality education in age-appropriate regular classrooms for Alaskan students with deaf-blindness.

Activity 1.3.1 - To collect baseline and follow-up data on time spent in age-appropriate regular classrooms by Alaskan students with deaf-blindness.

Status: Completed

Activity 1.3.2 - To provide consultation to regular educators, special educators, families and others to assist with providing quality education for students with deaf-blindness in age appropriate regular classrooms.

Status: Completed

Objective 1.4: To identify and disseminate components of successful inclusion of students with deaf-blindness in urban and rural areas.

Activity 1.4.1 - To investigate information from previous research and other programs on facilitating inclusion of students with deaf-blindness in regular classrooms.

Status: Completed

Activity 1.4.2 - To identify components of successful inclusion of students with deaf-blindness through implementation in urban and rural pilot sites.

Status: Completed

Activity 1.4.3 - To summarize and record components of successful inclusion of students with deaf-blindness at the two pilot sites.

Status: Completed

Activity 1.4.4 - To disseminate components of successful inclusion of students with deaf-blindness in urban and rural Alaska in written form.

Status: Modified--Plans for completion of training program as follow-up to the project.

Activity 1.4.5 - To disseminate components of successful inclusion of students with deaf-blindness in urban and rural Alaska through presentation.

Status: Completed

GOAL 2. To improve personnel preparation in the state of Alaska for educators serving students with deaf-blindness.

Objective 2.1: To establish a university course to teach best practices and procedures for providing quality education to students with deaf-blindness in regular classrooms to regular education teachers, special education teachers, and others.

Activity 2.1.1 To design a university course to teach techniques of providing education for students with deaf-blindness in regular classrooms.

Status: Completed

Activity 2.1.2 To provide 30 hours of direct instruction to teach best practices and procedures for inclusion of students who are deaf-blind.

Status: Completed

Activity 2.1.3 - To design competency based training for practicum at pilot sites.

Status: Not completed

Activity 2.1.4 - To provide competency based experience in pilot classrooms for regular educators, special educators, and others to learn skills and techniques for inclusive education.

Status: Modified

Activity 2.1.5 - To provide tuition waivers for the university course for regular educators, special educators, parents, and others who teach students who are deaf-blind.

Status: Completed

Activity 2.1.6 - To evaluate and revise the university course based on evaluation.

Status: Completed

Goal 3. To assure collaboration among families and local, state, and federal resources providing educational services to children and youth who are deaf-blind.

Objective 3.1: To involve project participants with disabilities and families in the development, implementation, and review of project outcomes.

Activity 3.1.1 - To meet at least three times per year with the Section 307.11 Advisory Board.

Status: Completed

Activity 3.1.2 - To follow recommendations made by the Section 307.11 Advisory Board

Status: Completed

Objective 3.2: To assure effective collaboration among regular educators, special educators, related service personnel, families, students, and others.

Activity 3.2.1 - To provide instruction in effective collaboration to those providing education for students with deaf-blindness.

Status: Completed

Activity 3.2.2 - To provide on-site facilitation of collaboration in pilot sites serving students with deaf-blindness.

Status: Completed

Activity 3.2.3 - To identify techniques for providing effective collaboration in urban and rural Alaskan sites.

Status: Completed

Goal 4: To assure that Alaskan students with dual sensory impairment continue to receive quality education in regular classes with age-appropriate peers in home schools after the pilot project period.

Objective 4.1: To assure that Alaska maintains coursework on educating students with severe disabilities including sensory impairment in typical classes with age-appropriate peers in home schools.

Activity 4.1.1 - To coordinate with the University of Alaska Anchorage to maintain coursework on educating students with severe disabilities including deaf-blindness.

Status: Completed

Objective 4.2: To maintain appropriate education for Alaskan students with deaf-blindness in regular classrooms at home schools.

Activity 4.2.1 - To provide joint technical assistance with SESA staff to provide on-site follow up to educators on providing education for students who are deaf-blind in regular classrooms at home schools.

Status: Completed

Activity 4.2.2 - To coordinate with Local Education Agencies, SESA, federal Technical Assistance Projects, and other local, state and federal resources to assure on-going technical assistance to maintain quality education for students in regular classrooms in home schools.

Status: Completed

IV. Participants and Components of the Training Model

Alaska Services to Children and Youth with Dual Sensory Impairments

Alaska Services to Children and Youth with Dual Sensory Impairments (AK DSI) had 16 children and youth with dual sensory impairments on its registry in FY 93 when PALS began. Thirteen of the children were school age, including four who would change schools or be out of school before PALS would be completed. Toward the completion of PALS in FY 95, there were 20 children and youth with DSI. Seventeen of the children were school age, three of whom were in preschool.

Pilot Site Students and Sites

Students receiving support in pilot classrooms were all attending elementary schools in Alaska. PALS supported four students directly in pilot classrooms--three were on the deaf-blind registry for Alaska and the fourth was severely visually impaired and had fluctuating hearing impairment due to chronic otitis media. The fourth student was not on the AK DSI registry. Brief descriptions of the students when they became involved in the project are provided. All names used are pseudonyms.

Jessica was six years old. She had received public education since age three in self-contained classrooms with other students with disabilities. Visual functioning was characterized by ptosis, and unmeasured degree of hyperopia and astigmatism. Glasses would be difficult to wear due to atresia and her parents chose not to purchase them. Jessica displayed atresia with accompanying moderate conductive hearing loss. She wore one bone conduction hearing aide on the top of her head, therefore, experiencing deficits in localizing sound. The aid functioned sporadically and it was difficult to keep in place. She was diagnosed with Goldenhar Syndrome. Jessica liked the color purple, expressing her likes through smiles and looking. She was medically fragile, fed through a gastrostomy tube, and frequently required suctioning. She had little

purposeful movement, used a wheelchair for mobility, with others pushing her. She had no formal means of communication. Others understood her likes and dislikes, good moods and not so good, by her wonderful smiles and demonstrative frowns.

Jason was eight years old. He had received public education since age three, mostly in self-contained classrooms with other students with disabilities and in his home. Much of his instruction was provided 1:1 with a school district deaf-blind specialist. He was diagnosed with visual impairment characterized by perception of light only and optic nerve hypoplasia and a moderate sensorineural hearing loss, with a 20-30dB fluctuating conductive loss. His etiology is unknown. He was very small for his age and had become independently ambulatory during the previous two years. At home he would walk or scoot independently around his house. At school he mostly waited to be cued verbally and tactually about what to do. Perhaps the main challenge at school was for him to initiate movement. He would wait for a cue for even basic activities such as taking a bite of food or taking a step to walk down the hall. He had no formal means of communication, although staff and family used basic tactile signs with him. Others understood his likes and dislikes by reading facial and body gestures. He was involved in learning to use a few basic signs but waited for others to initiate them and then would imitate.

Lisa was 5 years old. She had received public education since age three in self-contained classrooms with other students with disabilities. She displayed severe myopia and often did not wear her glasses as she would take them off and throw them, lose them, or break them frequently. She had chronic otitis media with fluctuating hearing loss, she was fed through a gastrostomy tube, and would take some strained food fed to her by mouth with much prompting. She was considered medically fragile due to chronic sickness, frequent hospitalizations, and eating difficulties throughout her early years. As the project began, her health was improving and sicknesses had become less frequent, although lack of weight gain remained a major health issue. She was ambulatory, tending to run from place to place more than walk. Adults described her as enjoying to cause trouble and she would throw things, run out of the room, and frequently not do what was requested or expected. She understood simple language and could repeat some initial sounds for

words such as "ba" for ball, which she typically did in a whisper. She was labeled severely retarded.

Sam was five years old. He had received public education since age three, mostly through a special education teacher coming to his home an hour a day three times a week. He had just begun attending school when he became involved in PALS in September of 1993. He was taught in the special education resource room 1:1 with the special education teacher or speech therapist. Sam demonstrated severe ptosis, with observation of retinal changes suggestive of retinopathy prematurity and was observed to like brightly lit areas and high contrast toys. Further testing in 1994 indicated a refractive error of approximately -8.00 +2.00. In 1993 glasses had not been prescribed. Auditory testing accomplished through observation was inconclusive, with little or no indication of hearing. He is Yup'ik Eskimo, as are the majority of residents of his village. He did not walk but went from place-to-place independently by crawling. He liked to crawl up on pieces of furniture and hang upside down. He was very self-directed in his movements and explored and moved around independently. He often pulled away when someone else attempted to direct his activity.

Pilot Sites

The urban pilot site was an elementary school in Anchorage, Alaska that served approximately 600 students. It was located in a predominately upper middle class area of Anchorage. Pilot site classrooms in the school ranged from kindergarten to third grade during the project years.

The rural/remote pilot site was an elementary school in Akiachak, Alaska that served approximately 110 students. It was located in a predominately Yup'ik Eskimo village of approximately 500 residents on the Kuskokwim River, approximately 13 miles from Bethel, a town with a population of approximately 4500. Bethel and Akiachak are accessible by plane from urban and other areas of Alaska. Only local roads exist. Travel is by boat, snow machine, foot, and for a while in winter, by car or truck between Bethel and Akiachak on the frozen river. The majority of

residents of Akiachak live a combined subsistence and purchase lifestyle, depending on subsistence fishing and hunting for much of their food source.

Staff at neither of the two schools were considering including the students in regular classes before interactions with PALS' staff. They were devoting their energy to new challenges presented by, in the urban case, a new classroom with seven students with multiple disabilities in a typical school, and in the rural/remote case, the challenge of educating a student with more intensive needs than they had experienced before in their school. PALS' activities provided the opportunity to consider new ways of educating and encouragement to consider possible benefits of inclusive education. Lisa's mother had been thinking about inclusion for her daughter and when PALS became involved in the school, specifically requested support to include her in kindergarten. The other parents had not considered inclusive education.

Educators

Educators receiving benefit from training provided by PALS varied widely. Each student in the pilot sites had a support team identified for them at the school. Each of the support teams were composed of individuals in roles important to the individual child's education. The first year, the support team for Jessica consisted of: her mother, special education teacher, first grade teacher, teaching assistant, physical therapist, and principal. Secondary members of the team were: speech/language therapist, nurse, and occupational therapist. For Jason, the team consisted of his parents, special education teacher, second grade teacher, teaching assistant, deaf-blind specialist and principal. A nurse, speech/language therapist, physical therapist and occupational therapist made up secondary members of the team. The team for Lisa included: a parent, special education teacher, kindergarten teacher, teaching assistant, speech/language therapist, and principal. Secondary members were the nurse, physical therapist and occupational therapist. The support team for Sam included the kindergarten teacher, special education teacher, parents, and speech/language therapist. The teaching assistant, special education administrator, and principal were secondary members. A physical therapist and occupational therapist were itinerant, coming to the village twice a year for one day. They were not regular members of the team but were consultants to the education

program, helping staff design and carry out learning activities, identify equipment needs, and providing other support to the program.

A variety of individuals benefited from training provided by the project in addition to the pilot site team members, i.e.: parents, classroom teachers, principals, students with and without disabilities, special education teachers, vision teachers, teachers of the deaf, speech therapists, physical therapists, occupational therapists, school nurses, PE teachers, art teachers, music teachers, teaching assistants, school district administrators, university students, school board members, and other community members. Through local, state, and national training activities, individuals from urban, rural and remote Alaska and Arizona and national audiences benefited from PALS' activities.

Components of the Training Model

Pilot Site Initial Training Outlines (Appendix A), describe the main components of initial training at pilot sites:

- rationale for including students with deaf-blindness in typical educational activities,
- what inclusion is and is not,
- curriculum to meet the needs of all learners,
- planning an activities/skills matrix,
- team identification of support team members, roles of team members,
- teaming and creative problem solving process,
- activity based assessment and instruction, and
- facilitating friendships.

Initial training in schools making the transition to inclusive education provided the opportunity for team members to meet face-to-face, consider positive characteristics of the student(s) they were targeting, and planning together to provide quality education to the students in regular classrooms before the students transitioned to the regular classrooms.

Miscellaneous Training documents (Appendix B) describe a variety of training activities provided by the project. As the project continued, training components that were most useful or

most frequently requested were: collaborative teaming, circle of friends, group problem solving and curriculum adaptations and modifications.

University Coursework

To provide a variety of learning opportunities for educators of students with deaf-blindness to receive training on inclusion, PALS supported a variety of university coursework as part of the training component of this project. The Project Coordinator taught three courses directly, one three-credit course through distance education and two one-credit courses. PALS collaborated with others to offer three additional courses supporting inclusion. Course outlines and announcements are provided to describe components of coursework presented through support from PALS (Appendix C).

PALS' Goal 3 created a university course taught through distance education. A three credit, graduate level university course was designed and taught by the project director, with funding through PALS. The course titled, "Supporting Intensive Needs in Regular Classes," was offered through distance education from the University of Alaska Anchorage during Fall 1994. The course was a combination of LIVENET live interactive broadcast, independent or small group viewing of pre-recorded videotapes, telephone conferencing for class discussions, and individual and small group assignments implementing strategies learned in class. Assignments for the course required implementation with students with deaf-blindness or other disabilities and directly improved education for the students. The syllabus for "Supporting Intensive Needs in Regular Classes" describes objectives, components and structure for the course (Appendix D). Main topics included in the course were:

- heterogeneous instruction
- rationale for inclusion
- person-centered planning
- student assessment
- collaborative teaming
- broad definition of curriculum

- inclusive curriculum for all learners
- individualized instruction
- adaptations and modifications

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V. Problems And How They Were Resolved

Rural Pilot Site Identification

The grant proposed facilitation of inclusive education at two pilot sites during FY 93, one urban and one rural. Efforts to identify a rural pilot site during the first year were unsuccessful. A pilot site was chosen, but became unavailable due to the death of the child who lived there. During that first year of the project, there was only one other student in Alaska from a predominately Native Alaskan village in rural/remote Alaska as described in the proposal. The school district that child attended chose not to participate as a pilot site due to staffing shortages and difficulties in hiring needed staff on-site. The urban pilot site was established December 1992 (Cooperative Agreement SESA-Anchorage School District, Appendix E), during Year One as proposed. Project staff provided additional support to the urban pilot site in Anchorage and directly supported three students in three different classes at the pilot school instead of one as originally planned. During the second project year, when a five year old student entered school in Akiachak and was identified as deaf-blind, the rural pilot site was established (Akiachak-SESA Technical Assistance Agreement, Appendix F). Modified timelines were established for other activities as needed.

Enrollment In Neighborhood Schools

PALS began October 1, 1992. Students had been attending school for approximately one month when project funding was approved and PALS' activities began. Initiating the change to inclusive education in neighborhood schools after the school year had just begun was difficult. The three students in what later became the Anchorage pilot site had just begun school in an elementary school not far from their homes, but not their neighborhood. The school was a typical elementary school, but a new self-contained classroom had been created in the school for students with intensive needs. Since the students were already enrolled in school when the project began, parents and staff were unwilling to make the change to their neighborhood school. One student had a

sibling in their neighborhood school and their parents were unhappy with that school. They and a second set of parents arranged for their children without disabilities to attend the school their sibling with disabilities attended since it was perceived as a better school. The third child's parents were interested in their child attending her neighborhood school but were not willing to give up the new school where things were going well (in contrast to the previous year) mid-way through the school year. Parents and staff decided the children would receive inclusive education in the school they were attending. They did not enroll in their neighborhood school. Two of them were in the school attended by their siblings for at least part of the project time. All three of the students lived within approximately two miles of the school they attended, but it was not officially their neighborhood school. PALS decided to support them in the school they were attending and work toward returning them to the neighborhood schools.

Funding

The original grant proposal described three separate budget requests for the three years of the project. Detailed in the budget request was funding to support a distance delivered university class. The class required additional financial support only in FY 94. The FY 94 budget was funded at the same level as FY 93, with no additional funding to support the distance education class. Since distance education was a major component of training for those in rural Alaska, project staff located an additional funding source for the course. The Alaska Department of Education provided funds to meet proposed project activities all three years of the project and specifically funded the distance education class during FY 94.

Competency Based Training at Pilot Sites

Competency-based training was not established at pilot sites during the project. Although inclusive education practices were established at pilot sites, staff and administration were involved in problem solving related to the broader process of system change in their district throughout the project time period. Staff changes including a temporary principal at the urban site for the second and third year of the project and late implementation of pilot site activities at the rural site coupled with medical issues for the rural student resulting in approximately 50% absence from school made

planned competency-based training for other educators at the pilot sites unmanageable. PALS arranged informal visits to the pilot site classrooms for other teachers and parents to observe and talk with pilot site educators to improve others' capacity for inclusive education. Pilot site staff and parents also participated in PALS presentations at statewide conferences and the summer Restructuring Institute to share their expertise and experiences with others.

EASI and Engaged Time Scales

It was the original goal of the project to complete EASI (Beckstead & Goetz, 1990) social interaction and engaged time measures of pilot site students before and after implementation of inclusive practices. Relying on a university student with no previous experience with students with deaf-blindness to complete observations, reliability scores were very low and the project quickly lost the chance to gather data on-site in the special education classrooms as students moved to inclusive classrooms. Students were videotaped at the same periods of day in the special education classrooms before inclusive education and again in their regular classrooms after implementation of inclusive education. It was anticipated that measurements could be gathered from the videotapes. It was difficult to make accurate observations from the videotape and this was not completed. It is anticipated that measurements will be taken from videotapes in the future to verify quantitatively changes qualitatively observed in social interaction and engaged time.

VI. Findings

Proportion of Students with Deaf-Blindness in Regular Classes

Primary educators serving AK DSI students completed a PALS Survey (Appendix G) three times during the PALS project--January 1993, May 1994, and May 1995. Data indicate how much time students were educated in regular classrooms each day of the week, what other settings they were educated in, and what types of objectives were taught in each setting. Surveys indicated that there was an overall increase in education for students with deaf-blindness in regular classrooms as the project progressed. Data are incomplete as surveys were not consistently returned. Seven of the 16 school-aged students served by the AK DSI program during 1992 completed surveys and also completed them the following two years. Results of the survey analyzed for students for whom the project has data for all three years indicate that in Fall 1992, before the project began supporting students in regular classes and providing training for inclusive education, Alaskan school aged students with deaf-blindness spent 26% of their school time in regular classes. In 1994, that number increased to 45%, and in 1995, it was 49%. Investigating these data further, indicates that major changes in time spent in regular education classrooms occurred for two of the AK DSI students who received direct facilitation in their pilot site classrooms. The third AK DSI pilot site student reflected increased time in regular classes in 1994 and decreased time again in 1995, as a result of parent choice for return to placement in a special education class. During the third year, AK DSI students, other than the third pilot site student, were spending increased time in regular classes and the overall percentage was 49% in spite of the one pilot site student returning to a special education classroom. Data were not included for the fourth pilot site student as she was not in the AK DSI program. She went from 1.5 hours per week in regular classrooms to 27.5 hours/weeks in regular classrooms. Educational objectives reported to be taught in the regular class

include the entire range of possibilities presented in the survey: academic, communication, socialization, appropriate behavior, mobility, auditory training, vision training gross motor, fine motor recreation/leisure, vocational and domestic.

Quality Education in Regular Classes

Additional findings indicate that quality education existed in inclusive classrooms for students with deaf-blindness in both urban and rural Alaska as measured by the Student Activity Analysis (adapted from Hunt, Goetz & Anderson, 1986). Education in the regular classes was characterized by: activities performed in the natural sequence, materials and activities that are age-appropriate, instruction that is targeted on the IEP, includes choice and reflects active learning, data, students with and without disabilities learning together, interacting with each other, and interacting as friends and activities teaching toward generalization in natural settings. Significant increases in age-appropriate materials and activities, students with and without disabilities learning together, interacting with each other and interacting as friends and activities teaching toward generalization in natural settings were observed from the special education placements to the inclusive placements. These characteristics are related to quality of educational programs for students with severe disabilities (Hunt, Goetz & Anderson, 1986)

Videotape observations taken of two of the students in the special education classroom and again in their inclusive classrooms demonstrate many differences between the special education setting and the regular classroom setting. Although taped observations have not been formally analyzed, informal observation of the same time period of the day in special education and in general education demonstrate a richer learning environment in the regular classroom. Spoken language in the special education classroom is predominately adult-to-adult dealing with adult topics, while regular classrooms are characterized by one adult speaking to the children and a variety of children's voices, often with happy intonation. One hears singing and laughing frequently in the non-special education classroom tapes. In the special education setting, children are often sitting alone with little or no interaction or engagement. Expectations seem minimal. The intensive needs of seven children in one room result in substantial time when each of the children is

without stimulation or instruction. In the regular classroom, students have individualized adult instruction and assistance and frequent interaction with and assistance from other children when an adult is not interacting with them. There is greater individualized learning time, and there seems to be more of a balance among teacher directed learning, peer interaction, unstructured learning, alone time, and group learning.

The richness of learning environments is demonstrated by two examples from qualitative observations of videotapes taken during the same time period of the day in both the regular setting and the special setting--one of physical therapy (PT) for Jason and one of calendar time with Jessica.

Videotape Observation 1 (Jason): PT in the special education classroom is characterized by walking back and forth in the classroom with the PT cueing him, rolling prone over a large therapy ball, and going up and down a step created by placing a block and balance beam on the classroom floor near the coat rack.

In the regular classroom, the therapist scheduled PT one time a week outside on the playground at lunch recess. Observations of PT in this setting demonstrate Jason running with assistance and support from the PT and peers, following the sighted guide of his peers with PT instruction and supervision, going up the steps of the slide with PT intervention and down the slide with his peers, swinging on a tire swing with friends and practicing mobility by walking over the uneven surface of the playground. When it is time to go inside, he receives PT cueing to walk up the 10 or more steps it takes to get from the playground.

Videotape Observation 2 (Jessica): During Calendar time in the morning in the special education classroom, Jessica is observed to sit in her Rifton chair pushed near a group table. Two other children are at the table, one other is in a Rifton chair, and a fifth is at the calendar with a teaching assistant. None of the children at the table talk nor do they seem to be participating in the calendar routine for most of the activity. The special education teacher is sitting next to one of the students at the table, signing with him

using tactile sign. Jessica sits through the activity, seeming to pay attention to some of what is going on around. Twice during the approximately 10 minute activity, the teacher and nurse make a comment to her. There is no interaction with other students. Jessica does not respond.

In the first grade classroom, a peer helps set up the "Speak Easy" for Jessica and smiles at her. Jessica works hard to turn her head to look at her friend as her friend works on plugging in the "Speak Easy." When it is time for calendar, Jessica uses a switch to begin singing the song that indicates to the children that it is time for calendar. They all sing the song as they make their way to the calendar center on one side of the room. A friend pushes Jessica's wheelchair. Twice during the calendar activity, Jessica pushes her switch to sing a song or recite days of the week with the class. Her friend sits next to her throughout the activity. They are observed to smile at each other. Jessica holds her head up and seems to be paying attention to the activity and children around her.

Student Progress

Student progress reflects learning occurring in the regular class environment. In the special education classroom, Lisa had an IEP objective to sit in group for two minutes and was frequently unsuccessful, choosing instead to get up from her chair and run to other parts of the room. From the first day in kindergarten, she sat in group with the other children for 10 or more minutes (consistently with little or no support from staff). She seemed to model the other children's behavior and follow increased expectations for her behavior. Objectives quickly changed from focusing on time in group to active participation and Lisa began sharing with the group by bringing objects and pictures from home and verbalizing words independently or in imitation of the teacher. Lisa now walks in line with her classmates, presents to the class by voicing words for what is in pictures, writes her first name independently, colors within a shape, knows colors, shapes, and some letters. In two years in the regular class, Lisa has progressed from speaking single word sounds in almost a whisper to speaking in 4-6 word phrases with voice (not whispered), answering questions

by initiating the answering words, offering comments about her day, counting to 10, saying her alphabet and singing songs she has learned. She was retested in 1994 and is no longer characterized by the label of severe mental retardation.

What's Working for Students?

When seven educators were asked after the first semester of inclusion for the Anchorage pilot site students to reflect on what's working and what's not, educators had common responses to the open-ended question. The same responses related to different students as indicated in Appendix H.

"What's working for _____?

Answers given multiple times and for more than one student were:

- interactions with other students
- team support
- everything
- individualized program
- increased student motivation
- increased opportunity for movement
- increased expectations

It seems these characteristics were common to the move from special education placement to inclusive education. In response to the open-ended question, educators said the same things and about more than one child. Staff were surprised by how quickly they noticed increased student motivation, affects of increased expectations, and the increased opportunity for movement in the regular class. Before the move to the regular class, it was thought that perhaps the regular class would limit movement, encouraging children to sit in desks longer. In fact, there were many more opportunities for movement as the children went to different parts of the room, went out of the classroom for PE, recess, music, art, computer, and lunch. They had greater opportunity for support to move from place-to-place with the children as sighted guides and support for reaching, holding head up and other movements. The increased opportunity for movement was mentioned for Jason,

who is ambulatory and needs mobility training due to blindness, and for Jessica, who uses a wheelchair and has very limited purposeful movement. She was positioned on the floor, sidelying, sitting and other positions in the regular classroom and was pushed by a peer to special subject classes, recess and lunch.

Working for individual children and, in most cases, described only by one educator about one child were the following:

- centers
- repetition
- parent involvement
- special education teacher's organization skills
- MAPS planning
- principal's support
- classroom teacher's attitude
- having the necessary staff
- using hands-on activities.

The list provides a summary of what is working in inclusive classrooms for the students with deaf-blindness. Most of these are characteristics of effective classrooms that have been previously recognized. Perhaps these, or at least some of these, would generalize to other children and other sites implementing inclusion for students with deaf-blindness.

Supporting Inclusion in Rural vs. Urban

The process for supporting inclusion in rural and urban settings was similar with minor adaptations to meet the needs of location, cultural, and staffing differences. Differences between rural/remote and urban support needs were not investigated thoroughly. Throughout the project, local school special education staff remained fairly consistent in both sites, perhaps not a true reflection of frequent staff changes that often occur in rural Alaska schools. Training occurred in a similar format in both settings, with rural/remote training being less formal and involving more participation by the student's parents. Although parents were invited to participate at the same level

in urban training, two out the three were unable to be involved in the full training. Variable parent involvement could be an individual difference or may reflect certain characteristics of the setting. One or more parents of each of the pilot site students with deaf-blindness participated in at least part of the initial training at pilot sites. Parents continued as active members of collaborative teams in varying degrees depending on their schedules and other factors. All relationships between school staff and parents remained positive throughout the project, with frequent two-way communication in writing, by phone, and in person.

Facilitation in the urban sites was accomplished through frequent direct facilitation by PALS staff--approximately 15 hours/week for approximately eight consecutive weeks, while facilitation in the rural/remote site was completed in 4-5 day visits 4-5 times a year over two school years. Informal evaluation of actual time spent in classrooms and with educators in both rural/remote and urban sites indicate time spent to be approximately the same. Project staff were required to be flexible in scheduling time at the urban site in order to be available during regularly scheduled group meetings at the school, while in the rural/remote site, when project staff was in Akiachak, meeting time was scheduled to take advantage of the opportunities to meet while PALS staff was on-site.

In each of the two settings, specific staff members created training challenges. In urban sites, students had special classes with a variety of teachers, i.e., music, art, PE, and computer. It was very difficult to include the teachers of the special subjects in training and collaborative teaming. They are very busy, being responsible for all children in the school each week and employment contract negotiations have created teacher planning time during the time children are with special subject teachers, making it very difficult for the classroom teacher and special education teacher to meet together with the special subject teachers. In the rural/remote site, related service personnel, particularly the physical therapist and occupational therapist, created a training/collaborative teaming challenge. Itinerant PT and OT staff visited the village two times a year both years PALS worked in the village. While they were there, they were very busy with many

support tasks, making it difficult to truly have collaborative team meetings. Consequently, training for rural/remote staff did not include the PT and OT.

What do Educators Say?

Interviews with pilot site teachers, teaching assistants, and related service specialists in 1995 at the completion of project activities indicated common themes related to the students with deaf-blindness as sorted from open-ended interview transcripts. Themes are reported by order of frequency of responses. Educators reported:

1. They favor inclusive education in general and for this specific child. Inclusive education made the children happier and benefited them.
2. The child with disabilities became a classmate and was not viewed as a visitor. Disabled kids emotionally became a part of the class and were fully accepted by their peers.
3. Increased interaction between disabled student and non-disabled student was observed.
4. The non-disabled students benefit from and enjoy inclusive education.
5. There were improvements in social learning and modeling is important. This child followed the cues of others and learned new behaviors.
6. Inclusion broadens the perspective of non-disabled students by helping them adapt to a more diverse array of people on a daily basis.
7. Non-disabled students learned more effective ways to communicate with disabled kids.
8. Inclusive philosophy should be school and district-wide because it results in greater administrative support for teachers and it will ensure that all kids who could benefit will be included.
9. Inclusive education should be implemented consistently with a specific child.
10. Increased utilization of aides created more time for the teacher to be with the kids.

What do Parents Say?

Parent interviews reflected very individual responses. Themes did not sort out of the results of the two interviews completed. Two sets of parents, Lisa's and Jason's, completed full interviews due to difficulty in scheduling interviews with the other two families. In each of the two interviews completed, the mother and father were interviewed together. Interviews were open ended, asking about differences between self-contained and inclusive education and outcomes of inclusive education. Comments varied greatly between the two since each family had very different feelings about inclusion for their child. Lisa's parents had initiated inclusion for their daughter and were very pleased with the inclusive education their daughter was receiving. Jason's parents had chosen after only a short time in an inclusive second grade classroom to place their son full-time in the special education classroom. The following year they requested he be educated half-time in a kindergarten classroom and the district agreed. He was 9 years old the year he was in kindergarten and the following year the district would not place him in kindergarten again and his parents would not agree to an upper class placement.

Lisa's mom commented most frequently about how her daughter is less likely to be socially inappropriate when around peers without disabilities. "...you know adults are for manipulation. You really can't manipulate your friends, not in the same way. And [Lisa] has a very deep sense of this." She also spoke of how important social interaction is for Lisa and how she learns from that. "And so she has always had that social interaction and that seems to be what is her big catalyst for learning, for understanding her world around her. She pays attention to the people and when the people are her size they make a lot bigger difference to her... I was real concerned when they first put her in that encapsulated program [special education]; there were seven kids altogether [with severe, multiple disabilities] and she was the high functioning. I know that [Lisa] learns from other people and if she doesn't have anybody to look up to, she is not going to progress."

Jason's parents were clear about their choice against inclusion. "So bottom line is, I don't like inclusion, or partial inclusion, it is not suited for him, for his particular disabilities. ...I'm not concerned with whether he's involved in some type of inclusion project or not. To me it doesn't

make sense, it doesn't fit. All I want is whatever he is doing to be pertinent to the overall goal. The overall goal in life is to function in life outside of school." Jason's parents were concerned about matching his functioning age and physical size to classroom peers as closely as possible and not his chronological age.

The issue of matching functioning level to grade came up with both sets of parents interviewed. Parents had difficulty accepting how the children could "fit" into age appropriate classrooms and not have the same skills as the other students in the class. Jason's mom said, "There are few things that are pertinent to him in those higher grades anyway. And if there is, it is something that they are not going to do on a regular basis anyway." Lisa's dad also commented, "...she doesn't want to do straight lines, just scribbles or anything and it makes me worried that they want to put her in first grade next year. I don't see how they can do it."..."She can communicate on her own level but not a first grade level. So that makes me nervous."

Relationships with Students Without Disabilities

Social interactions in the inclusive classrooms among peers were extremely positive for all pilot site students. Children helped each other and close friendships were made between students with and without disabilities. It was commonly known that when a substitute teaching assistant was working for special education in the urban school, that she should be sent into the inclusive classrooms because "the kids can show her what to do." All of the parents mentioned the positive effect of interactions with children without disabilities.

Lisa's mom: "And her little friends are so special. You know, she has gotten to go to four parties in the afternoon. Apparently the afternoon is the social club...She shows up at their party, 'Oh, [Lisa] is here!' and everybody is all excited and they all want to say 'Hi' to Lisa and they drag her around here and there and show her this and that. So they know her and are familiar with her and she is comfortable with them."

Sam's mom, "It is good for him to be with the other kids. He's paying attention more now."

Jason's dad, ..they are just real nice, they want to help him, and they all love him and want to help him. ...They're nice, all kind of the same in that way. ...The kids have responded real well, they all just really responded. I don't know if it is something in him that draws a response or what but..."

The children took their positive feelings about disabilities even farther. One second grade girl remarked, "It would be nice to have a brother who is blind. You could help him and he wouldn't be such a pain. My brother's a pest. Sometimes he won't go out of my room."

Another second grade girl approached her mother who was eight months pregnant and said, "Mom do you think we could have a handicapped baby?" The mother, unsure of how to answer, faltered for a moment and then said, "We don't have a choice; we'll take whatever we get." The girl went on to explain, "If we had a handicapped baby, it would be so fun! We could help him and learn Braille and sign language!"

In many cases, children who were shy, experiencing a major disruption in their home (e.g. one girl with a parent sick with lupus), experiencing emotional or learning difficulties of their own, or affected by other difficulties, became the strongest supporters of the children with deaf-blindness. The interactions seemed beneficial to both children, raising self-esteem, providing focus and motivation for success for both. In one situation a girl who was very non-assertive, quiet, and not very successful in her own school, work proved to be an excellent helper for Jessica. While other, more assertive children would wait a short time and then help Jessica reach her switch, this girl stood back, waiting a longer time. She and Jessica demonstrated appropriate wait-time for Jessica to independently use her switch and Jessica was successful for the first time when being "helped" by this girl. Others than followed her lead and Jessica became an independent switch user.

One final story is perhaps a description of the broader benefits of interacting with a student with deaf-blindness for a student without disabilities in the class. As part of one third grade student's bulletin board display about herself, she included a sentence "[Jessica] is my best friend." Jessica is the girl in the class described above who has vision and hearing impairments,

medical fragility, uses a wheelchair, and has no formal language. The statement itself was not unusual. In fact, two other children in the class talked about Jessica as being their best friend. What made this example so unusual is that the girl has a half-brother who is in his 20's and deaf-blind. Growing up, she has had no contact with him, even though he lives in the same town as she. He has lived in a state institution or group home since he was nine years old (before she was born). She had told the PALS Project Director one day, "I have a brother who is deaf, dumb, and retarded." She doesn't know her brother as she knows Jessica. She never referred to Jessica as "deaf, dumb, and retarded," only as her "best friend."

VII. Evaluation

Satisfaction evaluation summaries demonstrate positive evaluation of training activities provided by the project. Formal satisfaction evaluations are not available for all training activities.

Akiachak Initial Pilot Site Training

Akiachak pilot site parents and educators rated initial training at the pilot site very positively. Items were rated on a scale of 1-7. With 1 indicating poor or inadequate and 7 indicating excellent or very interesting/adequate as described below. The following summary applies:

The objectives were:	Clearly Evident	6.8
The work of the consultant was:	Excellent	7.0
The ideas and activities were:	Very Interesting	6.6
The scope was:	Very Adequate	6.8
Overall I consider this consultation/workshop	Excellent	7.0

Comments:

I liked this consultation/workshop because: the instructor was objective; meetings were relaxed and focused on the student; learned practical skills; enjoyed learning from team approach; everyone worked together well; involved everyone; I understand how inclusion works in the classroom

I wish that: our district had a shared focus/philosophy; [Sam] would get well and we wouldn't need all this; other schools had the cooperation our teachers enjoy

Pilot Site Support

Evaluations completed by educators at both the urban and rural pilot sites at the end of the project express very positive satisfaction, with direct PALS support for inclusion in their school as described below. Ratings are on a scale of 1-4, with 1 indicating strongly disagree and 4 indicating strongly agree. A summary of evaluations received indicate:

Support provided was helpful in meeting identified needs	4.0
Support activities were designed in collaboration with local teams	3.8
Follow-up activities were timely and useful	3.6
PALS activities have:	
created a lasting positive change toward inclusion	3.6
been in the best interest of children and families	3.8
provided needed training and TA to school staff	3.4
The project staff:	
was sensitive to student, family and district needs	3.8
was knowledgeable and informative	3.8
was well-prepared for visits	3.8
maintained useful contact between on-site visits	3.8
was available for contact between visits	3.8
was an effective resource	3.8
Workshops, inservices and university courses:	
increased awareness of inclusion	3.8
increased skills in inclusion	3.8
resulted in positive changes toward inclusion in the class/school	3.8
addressed the needs of staff, students, family and/or student w/DB	3.8

When asked about what they need related to future training and technical assistance on inclusion of students with deaf-blindness, educators from urban pilot sites indicated a strong need for networking and for district-wide training and inservices. The rural educator indicated a strong need for on-site visits from specialists.

Inservice Training

A summary from the Inclusion workshop presented as part of a course for the Matanuska-Susitna Borough School District reflected similar evaluative comments. See Appendix I for complete evaluation summary. A summary follows:

Objectives clear?	yes 32	no 1
Objectives met?	yes 31	no 0
Ideas practical?	yes 30	no 1
Handouts relevant and useful?	yes 32	no 1
Presentation effective?	yes 30	no 1
Activity appropriate?	yes 21	no 1

Comments: *(See Appendix I for complete list of comments.)*

The strongest feature of the session?

Covered all the issues of concern for inclusion; allowed staff to voice the pro's and con's; encouraged at all times to ask questions; hands, on, practical; good presentation and information; collaboration was helpful; enjoyed the problem solving; made clear what inclusion really is; give and take among educators was wonderful; lots of handouts and practical ideas; brainstorming; allowed us practice in using the collaborative model; small group activities were good...

The weakest feature of the session?

Did not get into the mechanics of inclusion; didn't see much weakness; would have been nice to have actual examples from here; not enough time, maybe a two or three day session; problem solving area was weak; the room, time and space; not showing examples of where it wasn't working and what was done to make it work; too slow moving; needed more practical and reality driven information; please don't use bush examples; need more (local) administrators involved...

Thank you letters for inservice training provided to the U.S. Department of the Interior Fish and Wildlife Service Educational Unit and from a teacher from a school in Palmer, Alaska are included in Appendix I.

University Distance Class

Comments from students taking the university class designed and taught by PALS describe the value of the course to them during their final class meeting by telephone conference. Formal evaluations of the course were gathered by and are available through the University of Alaska Anchorage Distance Education Department.

"I enjoyed the course. It is full of strategies and processes that we can apply."

"This course has been really nice...really enjoyable, taught well. The use of Discrepancy Analysis was good."

"I enjoyed the videos and appreciated the opportunity to practice Discrepancy Analysis. I learned a lot"

"I gained knowledge in this course."

"The readings and videos were excellent. This course was very exciting. It brought my skills out of the dark ages."

"This course was great. I particularly liked the videos we could watch at our leisure and having access to new readings. It *(the course)* helped me to keep up on new technology and validate old strategies."

"I really enjoyed the class. The most useful to me was the collaborative team effort *(a time during the course when they met in small groups with one another)*. We shared information and now I feel that I know these people (other teachers) and we will see each other again and we helped each other."

Arizona Training and Consultation

A summary of evaluations from consultation and training in Arizona for an educational team from Kayenta, a Navajo reservation in northern Arizona, is included in Appendix I. The Arizona team also gave PALS staff high ratings and valued the collaborative aspects of the training. They spontaneously sent personal thank-you notes about how the training affected them. The personal notes are also included in Appendix I.

VIII. Project Impact

Pilot Sites

Four students received direct facilitation of quality inclusive education in pilot site classrooms. Three of those students went from almost full-time placement in exclusively special education classrooms to full-time inclusion in regular education classrooms with their peers without disabilities. The fourth student returned after a short time to a special education setting at the request of his parents.

In addition to the four students with deaf-blindness impacted at pilot sites, 152 students without disabilities, nine classroom teachers, two special education teachers, three principals, 10 related service specialists, seven parents, and five teaching assistants received direct on-site facilitation, training and technical assistance to support inclusive education. Many other teachers, students and parents received incidental benefit through short presentations at staff meetings, conversation in the halls, and interactions with the students with deaf-blindness and their teachers.

University Coursework

Date	Course	Credit	Instructor
6/9-11/93	ED 528D, Collaboration	1 graduate credit	Fran Maiuri, instructor. 1993 Restructuring Institute.
Spring 1994	Inclusion: From Rhetoric to Reality	1 graduate credit	George Flynn, instructor. Sponsored collaboratively with Alaska TASH. 1994 Statewide Special Education Conference
Fall 1994	ED 694B, Supporting Students with Intensive Needs in Regular Classes	3 graduate credits	Fran Maiuri, instructor. University of Alaska Anchorage. PALS designed and supported with stipends for educators working with students with deaf-blindness.

Date	Course	Credit	Instructor
Spring 1995	ED 593, Making Inclusion Work in Your School	3 graduate credits	Rich Villa, instructor. PALS provided stipends for educators teaching students with DSI. AK Staff Development Network.
Spring 1996	ED 593 509, Collaborative Teaming and Creative Problem Solving: Powerful Processes for Creating Inclusive Schools	3 graduate credits	Rich Villa, instructor. Fran Maiuri, PALS Project Director, participated in planning, providing video and advertising. Course will be held after the grant period. AK Staff Development Network.

An unexpected outcome of coursework offered through distance education was improvements in staff and students' ability to use the distance format for effective instruction. Small and large group audio conferences provided effective networking opportunities. Assignments requiring relevant implementation of skills with students in classrooms provided additional benefit to the students. PALS' staff have increased technological skills in designing presentation materials that are more "viewer friendly" and in computer/telecommunications to support instructor-student interactions through electronic mail. Formats for audio conferences have improved and in response to positive outcomes of audio conferences, PALS co-sponsored with Alaska TASH two very successful training audio conferences on inclusion during the project.

Distance education classes designed and taught by PALS' staff and supported through stipends, impacted nine educators, including elementary and secondary special education teachers, a classroom teacher, administrator, occupational therapist and speech therapists. Forty-nine other students received university coursework through one-credit courses taught by the project or stipends directly provided by the project for educators to participate in a distance course sponsored by the Alaska Staff Development Network. University coursework co-sponsored by PALS provided instruction to an additional 77 Alaskan educators.

Technical Assistance and Training

Technical assistance was provided directly to educators responsible for five students with deaf-blindness at their local schools in addition to the four pilot site students.

Through a variety of training activities, educators responsible for 13 of the 16 school aged Alaskan students with deaf-blindness received direct training through PALS. In addition, the AK DSI Education Specialist received the benefit of coursework supported through PALS and joint technical assistance with PALS' staff on inclusive education. The Education Specialist provides consultation to students with deaf-blindness throughout Alaska. Through formal training and presentations (one hour to one day) other than through university courses or at pilot sites, PALS impacted approximately 183 school-aged children and approximately 616 educators, parents, administrators.

A partial listing of presentations describes the variety of training provided by the project. Descriptions are included in Appendix B.

Date	Presentation	Presenter/Facilitator
September 3, 1993	*Modifications and Adaptations in regular classrooms for Students with Dual Sensory Impairment or other Severe Disabilities*	Presented by June Downing, from the University of Arizona at the University of Alaska Anchorage.
November 1, 1993	*MAPS and Futures Planning*	Fran Maiuri, PALS Project Director. Guest lecture ED 674, University of Alaska Anchorage.
February 16, 1994	*Parents' Experiences with Inclusion*	Facilitated by Fran Maiuri, PALS Project Director, with presentation by a parent of a PALS urban pilot site student. Alaska Statewide Special Education Conference
February 18, 1994	*Building Inclusion in Alaska: Success Stories and an Open Forum*	Facilitated by Fran Maiuri, PALS Project Director, with presentation by a physical therapist and an occupational therapist from the PALS urban pilot site.
February 24, 1994	*But my child has severe disabilities, how can she be in regular classes?*	Presented by Fran Maiuri, PALS Project Director, PATHWAYS Conference, Anchorage, AK.

Date	Presentation	Presenter/Facilitator
October 21, 1994	*Strategies to Support Diverse Needs in Educational Activities*	Co-presented by Fran Maiuri, PALS Project Director, and Laurie Andrea, SESA Education Specialist. U.S. Department of the Interior Fish and Wildlife Education Unit, Anchorage, AK.
November 5, 1994	*But he's deaf-blind, how can he be in regular classes?*	Presented by Fran Maiuri, PALS Project Director, TASH Conference, Chicago Illinois
February 21, 1995	*Circle of Friends in Inclusive School Communities*	Presented by Fran Maiuri, PALS Project Director, Alaska Statewide Special Education Conference, Anchorage, AK
March 2, 1995	*From Alaska to Arizona: Supporting Students with Intensive Needs in Regular Classes*	Presented by Fran Maiuri, PALS Project Director. "Building Bridges," 12th Annual Arizona Integration Conference, Phoenix, AZ
April 6, 1995	*Questions and Answers on Inclusion*	Audio conference facilitated by Fran Maiuri, PALS Project Director, and featuring Carol Tashie and Susan Shapiro-Barnard, University of New Hampshire
May 30, 1995	*Questions and Answers on Inclusive Related Services*	Audio conference facilitated by Fran Maiuri, PALS Project Director, and featuring Beverly Rainforth.
October 13, 1995	*Getting Through Roadblocks to Inclusion: Creative Problem Solving*	Presented by Fran Maiuri, PALS Project Director. PATHWAYS Conference Anchorage, AK.

University Students

University students other than those signed up for PALS supported coursework received impact from the project. Three university students working through the CHD:UAP provided direct assistance to PALS. The students were psychology or interdisciplinary studies majors and none had previous experience with inclusion. The students report changed attitudes about inclusion and about children labeled with severe disabilities as a result of their involvement with the project. They

learned a variety of skills working for the project that they have taken with them to new positions. These skills include, but are not limited to: collaborative teaming, respecting and listening to families, videotaping, interviewing, computer skills, observation skills, curriculum modification and adaptation, facilitating interactions between children with and without disabilities and recognizing components of inclusive education. They and other CHD:UAP students received the benefit through project participation in CHD:UAP activities of exposure to information and training opportunities related to improving inclusive practices.

Other university students benefited from guest lectures provided by PALS to University of Alaska Anchorage education courses, including twice to the undergraduate Language Arts block for Elementary educators and once to a Families course and a Mainstreaming course, both of which are special education classes.

PALS participation in planning and implementation of Alaska Staff Development Summer Academies and Summer Restructuring Institutes resulted in additional offerings of coursework and presentations on inclusive education at these regular Alaska training opportunities.

Resources

PALS improved resources to support inclusive education available in Alaska by providing up-to-date resources in inclusive education to the SESA library. At the request of AK DSI Advisory Board members, a guide titled, Library Resources on Inclusive Education, was printed by the Special Education Service Agency and distributed to teachers and parents of children and youth with DSI. The guide, included in Appendix J, includes information on books, videos, and games related to inclusion that are available for loan through the SESA library.

Newsletters

PALS' staff had numerous articles published in local newsletters describing PALS' activities and their outcomes and other topics to support inclusive education. Selected titles of articles printed in the SESA Newsletter are:

Mainstreaming....Integration....Inclusion, Fall 1993

Inclusion: Legal Perspective, Fall 1993

He's moving more on his own..., Keeping in Touch, Winter 1993

"But Mrs. M, there are 20 in our class now! Keeping in Touch, Spring 1993

Just Another Freedom Fight, Spring 1994

Portfolios for Diverse Learners, Spring 1994

Inclusion Considerations for Students with Deaf-Blindness, Spring 1994

In-School Transitions: Meeting the Challenge Keeping in Touch, Winter 1995 (reprinted with permission in the Nevada Dual Sensory Impairment Project Newsletter, June 1995)

Videotapes and Photographs

PALS' staff gathered videotapes and photographs from PALS pilot sites demonstrating the change from self-contained special education and specifics of inclusive education for students with DSI in Alaska. Video clips and photos have been used in numerous training sessions, as part of distance education and for analysis of outcomes at pilot sites. A videotape titled, *TOGETHER: The Spirit of Belonging,* was produced and distributed in cooperation with the Regular Education Full Inclusion Project. The Special Education Service Agency plans to use segments of PALS' videotapes and photographs in a video or computer based training format that will be available to educators to improve skills related to inclusive education. Some photographs from PALS' classrooms will be included in a book published by Paul H. Brookes Publishing Co., anticipated to be available in April 1996. The book is titled, *Including Students with Severe and Multiple Disabilities in Typical Classrooms* and is authored by J. Downing, J. Eichinger & M.A. Demchak.

On-going Support for Inclusion in Alaska

Throughout the project, staff collaborated with other professional staff at SESA, The Regular Education Full Inclusion Project, which is a federally supported project to provide teachers with skills needed to support inclusion, Anchorage School District, mini-grants through the Comprehensive System of Personnel Development, summer institutes and summer academy classes, pilot site staff and resources, local school districts, parents, students, community members, national inclusion experts, the Alaska Statewide Special Education Conference, and the Alaska

Department of Education training initiative known as Inclusion 2000. Through collaborative efforts, networks supporting inclusion in Alaska are strengthening.

The PALS' Project Director continues to be actively involved in Alaska Department of Education Inclusion 2000 planning and activities, continuing collaborative efforts in Alaska to support inclusive education. Inclusion 2000 is designing and supporting distance coursework on inclusion, summer institutes to support inclusive education, and follow-up support to districts implementing inclusive practices. What has been learned from PALS' activities is being incorporated into future coursework, training and technical assistance on inclusive education in Alaska. The needs of students with deaf-blindness in inclusive settings is now a part of the broader picture of supporting inclusive education in Alaska.

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X. Additional Information

Additional information about this project may be received by contacting Alaska Services for Children and Youth with Dual Sensory Impairments at the Special Education Service Agency (SESA), 2217 East Tudor Road, Suite 1, Anchorage, AK 99507, (907) 562-7273. Inquiries may be directed to Fran Maiuri.

This is to assure that a copy of the final report was sent to:

ERIC Clearinghouse
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 328-0272 V
(703) 620-3660 V/TTY

Appendix A

Pilot Site Initial Training Outlines

ANNOUNCING

O'Malley Elementary School
Inclusion Inservice and Work Group

Monday, February 1, 1993
8:30 a.m. - 4:00 p.m.
and
Friday, February 5, 1993
8:30 a.m. - 4:00 p.m.

Location: The Special Education Service Agency Conference Room
2217 East Tudor Road - Suite 1, Anchorage, Alaska 99507
(on the northwest corner of the Tudor and Lake Otis intersection, west side of the mall, next to Weight Watchers)
Phone number: 562-SESA or 562-7372

What to bring:

- IEP for target students with special needs (SPECIAL EDUCATORS)
- Schedule of critical special activities such as special feedings (SPECIAL EDUCATORS)
- Classroom schedules for at least one day of the week for general education classes the students will be included into (CLASSROOM TEACHERS)
- Description of 3 educational activities planned for the general education class (CLASSROOM TEACHERS)
- Creativity (ALL)

Facilitated by: Fran Maiuri
Pilot for Alaskan Students with Deaf-Blindness (PALS)
Special Education Service Agency (SESA)
2217 E. Tudor Rd. Suite 1
Anchorage, AK 99507

If you have questions, call Fran Maiuri at 562-7372

A Special Opportunity to Learn and Work Together!

Inservice/Work Group Agenda
O'Malley Elementary Inclusion Teams
February 1, 1993

8:30-8:45	**Coffee**
8:45-9:15	**Introductions**
9:15-10:00	**Videotape & Reaction**
10:00 10:30	**Why Inclusion?** The Classroom as Community The Importance of Belonging
10:30-10:45	**Break**
10:45-12:00	**Inclusion Is...** **Strategies to Facilitate Inclusion**
12:00-1:00	**Lunch**
1:00-2:00	**Assessment** Broad Definition of Curriculum MAPS Discrepancy Analysis
2:00-2:15	**Break**
2:15-2:45	**Creating an Educational Program** Functional Skills Planning for Adaptations and Modifications Creating Opportunities for Learning
2:45-3:30	**Planning a Student's Day** Matrix Team Planning Activity
3:30-4:00	**Team Meeting**

Inservice/Work Group Session 1
O'Malley Elementary Inclusion Teams
February 1, 1993

Objectives:

1. To build team relationships through additional opportunities for team members to share.

2. To learn the rationale for inclusion of students with severe disabilities including visual and hearing impairment.

3. To describe what inclusion is and what inclusion is not.

4. To describe an assessment process that leads to functional skills instruction in regular classroom environments.

5. To describe expectations, adaptations, and supports for a student with severe disabilities including visual and hearing impairment in one regular class activity.

6. To complete an activities/goals matrix for one student.

7. To begin planning for inclusion of one student with severe disabilities including visual and hearing impairment.

SPECIAL EDUCATION SERVICE AGENCY

2217 EAST TUDOR ROAD, SUITE 1 / ANCHORAGE, ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

New Staff Inclusion Inservice
O'Malley Elementary School
September 22, 1993

12:30-12:45 - Introduction
What is PALS? Why?
Expectations for this Inservice
Mainstreaming/Integration/Inclusion
The Classroom as Community
The Importance of Belonging

12:45-1:15 - Video and Discussion

1:15-1:30 - What Inclusion Is and Is Not.

1:30-2:00 - Components of Successful Inclusion

2:00-2:15 - Break

2:15-4:00 - Focus on Activity Based Instruction
Assessment
Matrix
Educational activity planning for individual student

ANNOUNCING

Akiachak Elementary School
Inclusion Inservice and Work Group

Monday, January 17, 1994
12:00pm-4:00pm
and
Thursday, January 20, 1994
12:00pm-4:00pm

Lunch: Lunch will be provided on Monday. Please bring drinks that you may want to have with lunch. We'll decide together what we want to do for Thursday.

What to bring:

- IEP objectives for Jonathan (SPECIAL EDUCATORS)
- Schedule of critical special activities such as special feedings, toileting (SPECIAL EDUCATORS)
- Classroom schedules for at least one day of the week for class Jonathan will be included into (CLASSROOM TEACHERS)
- Description of 3 educational activities planned for the general education class (CLASSROOM TEACHERS)
- Creativity (ALL)

Facilitated by: Fran Maiuri
Pilot for Alaskan Students with Deaf-Blindness (PALS)
Special Education Service Agency (SESA)
2217 E. Tudor Rd. Suite 1
Anchorage, AK 99508

A Special Opportunity to Learn and Work Together!

Inservice/Work Group Agenda
Akiachak Elementary Inclusion Teams
January 17, 1994

12:00-12:30 LUNCH

12:30-1:00 The Classroom as Community

The Importance of Belonging

Functional skills

1:00-2:30 Components of Successful Inclusion

What inclusion is and is not.

Focus on Strengths

Developmentally appropriate practices

Cooperative learning

Collaborative teaming

Adaptations for sensory impairments

Individualized instruction

2:30-3:00 Focus on Activity Based Instruction

Broad definition of curriculum

MAPS

Discrepancy Analysis

Matrix

Activity Planning

3:30-4:00 Team Meeting - Objectives for the week

Inservice/Work Group Agenda
Akiachak Elementary Inclusion Teams
January 20, 1994

12:00-12:15	**Lunch** **Objectives for the day/review individual goals** **Additions to agenda**
12:15-1:00	**Teaming** What is a collaborative team? Why group problem solving? Solving problems collaboratively. Who is on Jonathan's team? Team meeting format Teaming schedule
1:00-2:00	**Teacher's Role as Facilitator** Facilitating Jonathan's involvement in classroom activities Facilitating Jonathan's interaction with the class environment Facilitating Jonathan's interaction with the children
2:00-3:00	**Problem Solving Groups** Small group work sessions Modifying classroom environment Designing and adapting two kindergarten lessons Encouraging student interactions Planning to meet medical support needs
3:00-4:00	**Action Plans** Group planning on the following: How much time in school? What grade next year? Meeting medical and classroom support needs What needs to be done for next week?
4:00-4:15	**Evaluation**

Inservice/Work Group
Akiachak Inclusion Team
January 17, 1993

Objectives:

1. To describe an assessment process that leads to functional skills instruction in regular classroom environments.

2. To complete or revise an activities/goals matrix for one student.

3. To describe components of the collaborative teaming process.

4. To learn efficient techniques for problem solving through collaboration.

5. To design an initial plan for collaborative teaming for one student with severe disabilities including visual and hearing impairment.

6. To design a plan for facilitating friendships for a student with severe disabilities including deaf-blindness.

Appendix B

Miscellaneous Training

PROJECT PALS

Presents:

Modifications & Adaptations in Regular Classrooms for Students with Dual Sensory Impairment or Other Severe Disabilities

June Downing, Ph.D.
Professor, Division of Special Education and Rehabilitation
University of Arizona, Tucson

Friday, September 3rd

Located at the University of Alaska Anchorage

Building K, Room 166

3:00-5:00 PM

For further information, contact Fran Maiuri or Sandy Stanek (SESA) 562-7372

INSERVICE ON INCLUSIVE EDUCATION

September 3, 1993

Adaptations & Instructional Strategies to Support Students with Severe Disabilities in Typical Classrooms

Presenter: June Downing, Ph.D.
University of Arizona

What Does Inclusion Mean?

- -- Characteristics of Inclusion
- -- Why It Is So Important
  - -- Benefits for All Participants

Planning For Success

- -- Identifying the Learning Needs of All Students
- -- Assuming That All Students Can Learn
- -- Writing IEPs to Support Inclusion
- -- Working as Collaborative Teams (Supporting Each Other)

Implementing a Supported Education Program

- -- Recognizing the Unique Learning Styles of All Students
- -- Adapting the Curriculum to Meet Individual Needs
  - -- Recognizing Diverse Levels of Learning
- -- Cooperative Learning Techniques
- -- Adapting Materials to Meet Individual Needs
- -- Determining Support Needs
  - -- People
  - -- Materials
  - -- Physical Accommodations
  - -- Time

Fading Special Education Support

- -- Staggering Implementation
- -- Teaching Peers to Become Natural Supports
- -- Monitoring the Program to Ensure Maximal Learning

MAPS and Futures Planning
Monday, November 1, 1993
Families: Building Parent-Professional Partnerships (Ed 674)

Agenda

5:00-5:15 Introductions
The roles of families in schools.
Why should families be involved in assessment and ongoing problem solving?

5:15-5:30 Group Problem Solving
MAPS

5:30 - 6:15 Video and discussion - Miller's MAP

6:15-6:30 Comparison of assessment results from traditional and from MAPS

But my child has severe disabilities, how can s/he be in regular classes?

PATHWAYS Conference
Egan Convention Center
Anchorage, Alaska
February 24, 1994

Presented by: Fran Maiuri
Special Education Service Agency (SESA)
2217 East Tudor Road - Suite 1
Anchorage, Alaska 99507
Phone: 907-562-7372

Agenda

1:30 - 1:40 **Introductions**
Who's here and what do we want to accomplish in this session?

1:40 - 2:30 **What Does it Look Like When a Child with Severe Disabilities is in a Regular Class?**
Inclusion is....
Inclusion is not....
Video examples from local classrooms and discussion.

2:30 - 2:50 **Individualized Assessment and Planning**
Identifying Functional Skills and Adaptations
Activities Matrix

2:50 - 3:00 **Wrap-up**
Discussion
Evaluations

Collaboration to Meet Diverse Needs

Third Annual Elementary Restructuring Institute

Eagle River, Alaska

Presented by:

Fran Maiuri & Debbie Mullin

August 4, 1994

AGENDA

8:30-8:45	Agenda and Objectives Introductions Who's here? What do we want to get out of this session?
8:45-9:30	What is collaboration? What do we mean by diversity in the classroom? Why collaboration?
9:30-10:00	An Example from a Second Grade Classroom Video Discussion and Questions Team Meetings
10:00-10:15	Break
10:15-11:40	Creative Problem Solving Components Problem Solving Activity: Improving collaboration Sharing
11:40-11:45	Video

Strategies to Support Diverse Needs in Educational Activities

Alaska Department of Fish and Wildlife

Educational Unit

October 21, 1994

Presented by:

Fran Maiuri, PALS Coordinator, SESA

&

Laurie Andrea, Educational Specialist, SESA

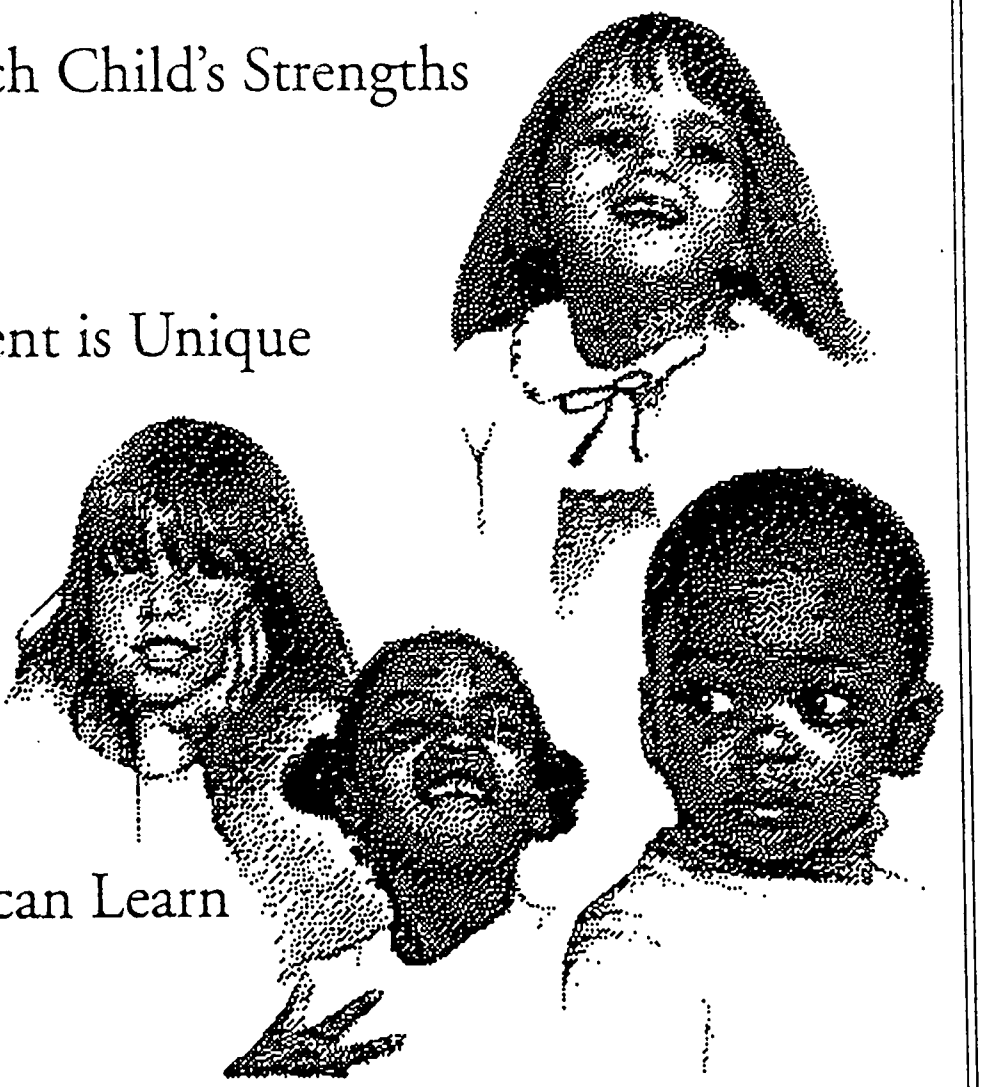
Our Schools Today

Diversity is Celebrated

Interdependence and Independence

Focus on Each Child's Strengths

Each Student is Unique



Every Student can Learn

General Strategies to Support Diverse Needs in Educational Activities

☞ October 21, 1994 ☜

Topic	Your Notes Here
Communicate Before You Go	
Use Partners	
Cooperative Learning Groups	
Flexible Learning Objectives	

Collaborate with Others	
Leave Follow-up Materials / Activities	
Other	

...But he's deaf-blind, how can he be in second grade?

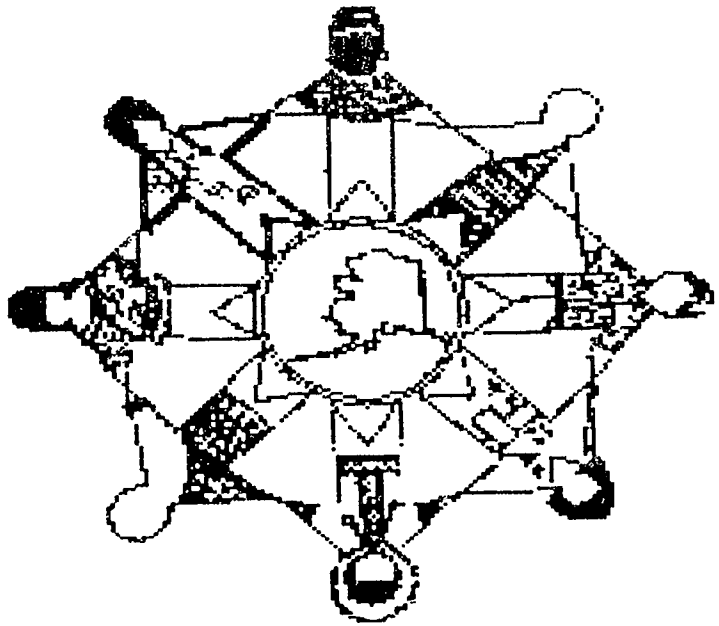
Fran Maiuri, Project Director
Pilot for Alaska Students (PALS) with Deaf-Blindness: Inclusion in Regular Classrooms

TASH Conference
November 5, 1994

Agenda

11:30-11:45	Opening - Introductions - Brief description of PALS
11:45-12:15	Inclusion for students with deaf-blindness - Comparison through video and discussion
12:15-12:30	Some things we have learned/What we still need to know - Data - Educators' Comments - Students' comments

Circles of Friends in Inclusive School Communities



Alaska Statewide Special Education Conference
February 21, 1995
Fran Maiuri
Coordinator, PALS
Special Education Service Agency

Circles of Friends in Inclusive School Communities

Fran Maiun
AK Statewide
Special Education Conference
Anchorage Alaska
February 21, 1995

What is a Circle of Friends?

- A network of support of family and friends
- Facilitating a network for someone who doesn't have one
- Enlisting the involvement and commitment of peers

There's No Single Right Way!

- Create for your situation
  - Circle of close friends
  - Circle of peer volunteers
  - Randomly chosen from volunteers
  - The full class

Circle #1 - The Circle of Intimacy

- People you can't imagine living without

Circle #2 - The Circle of Friendship

- Good Friends. Those you almost put in the first circle

Circle #3 - The Circle of Acquaintances/ Participation

- People you do things with, i.e. work colleagues, choir, ball teams, scouts,

Circle # 4 - The Circle of Exchange

- People you pay to provide services, i.e. doctors, therapists, barbers, mechanics

Some things to think about

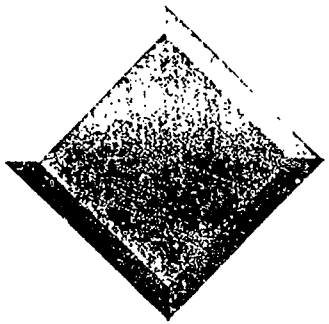
- Enlist a good facilitator
- Use a recorder
- Include those close to the student
- A way to start
- And then.....

Enlist a Good Facilitator

- Recognizes value in the person, peers and process
- Someone the children are comfortable with
- Facilitation skills
- Knows the right questions, not the right answers

Use a Recorder

- Can be combination of pictures and words
- Focuses group attention
- Makes it easier to summarize
- Gets people's words down accurately
- Good first step in facilitating



From Alaska to Arizona:

Supporting Students with Intensive Needs in Regular Classes

Twelfth Annual Arizona Integration Conference
"Building Bridges"
Phoenix, Arizona
March 2, 1995

From Alaska to Arizona:

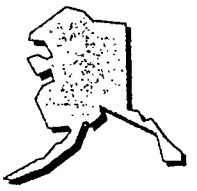
Supporting Students with Intensive Needs in Regular Classes

[illegible]

Presented by:
Fran Maiuri
Coordinator, PALS

Special Education Service Agency
2217 East Tudor Road - Suite [illegible]
Anchorage, Alaska 99507
907-562-7372

Alaska



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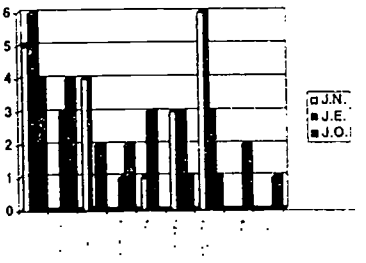
Objectives

- To learn strategies to support students with intensive needs in regular classes
- To see examples of students with intensive needs in regular classes
- To use group problem solving to answer individual questions about supporting students with intensive needs in regular classes

What do you feel is working for _____?



Curriculum Strategies

- Seven Intelligences
- Multilevel learning
- Curriculum over appline
- [illegible]

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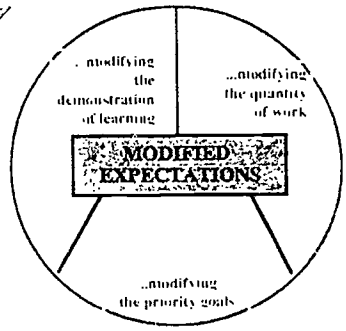
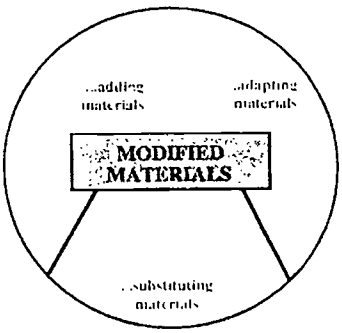
Curriculum Modification and Student Supports

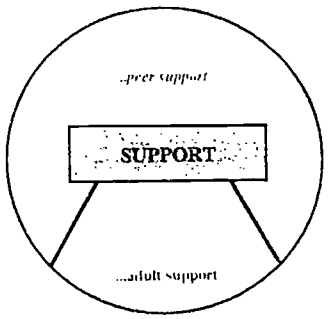
1. Can the student participate in this lesson in the same way as all other students?

   If YES __ stop here. If NO __ go on to question 2

2. Which of the following supports and modifications, one or more, are necessary for the student's full participation in this lesson:







Some Questions to Answer

- [illegible] necessary supports [illegible]
- [illegible] communicate all day long?
- [illegible] age-appropriate
- [illegible] of comparable challenge
- [illegible] give as well as receive support?
- [illegible] highest expectations
- [illegible] core skills [illegible]

Focus on Ways to Support

- Individualized Adaptations
- Activity Based Individualized Instruction
- Learning Peers

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Announcement

April 6, 1995
3:30 - 5:00

Questions and Answers on Inclusion

An audioconference with

Carol Tashie

&

Susan Shapiro-Barnard

University of New Hampshire
Institute on Disability

Follow-up to ED 592 Educating All Students in Regular Education. Share your successes and challenges and have an opportunity for input from Carol and Susan.

RSVP by April 4
Fran or Kristin
(907) 562-7372 Voice
(907) 562-0545 Fax

Co-sponsored by: The Pilot for Alaska Students (PALS) with Deaf Blindness Inclusion in Regular Classrooms (U.S. DOE Grant #025A20009P) and the Alaska Chapter of TASH

Getting Through "Roadblocks" to Inclusion: Creative Problem Solving

by Fran Maiuri

Changes in Teams

Traditional	Inclusive
Multidisciplinary - refer, test, place	Problem-solving team - pre-referral intervention
Deficit Model - child has problems	"Interaction" - student/curriculum/instruct.
Categorical Services - depend on label	Intervention based on need

"Now I actively participate."
"They listen to what I say."

Problem Solving Steps

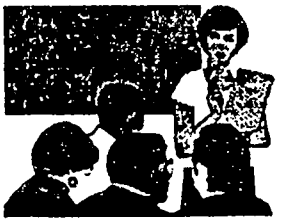
- Defining the problem
  - Recognize there is a problem
  - Fact Finding
  - Define the problem
- Think of many solutions
  - brainstorming
  - without judgment
  - everyone participates

Problem Solving Steps

- Decide what to try
  - Prioritize
  - Decision by consensus
- Try a solution and evaluate
  - Good - continue
  - Problems - modify, try another solution, begin again

Now let's try.....

- **The steps**
  - **Define the problem**
    - **fact finding**
    - **problem defined**
  - **Think of many solutions**
    - **How might we....**
  - **Decide what to try**
    - **prioritize**
    - **decision by consensus**



An Example

- "The problem is: Teaming won't work for us. We're all too busy. People don't show up for team meetings. There are 8 people on my son's team. We have weekly meetings and people don't come."

An Example

- Fact Finding
  - Who are the eight people?
  - What do you hope to accomplish?
  - When do you meet?
  - Where do you meet?
  - Why are you meeting?
  - How are the meetings run?

An Example

- The Problem Defined:
  - How can we improve our meetings so team members come who have the information needed to plan for teaching Sam..

An Example - Brainstormed Solutions

- In what ways might we improve our meetings to encourage participation?
  - Start a contest to reward people
  - Change the meeting schedule
  - Get more release time
  - Make the meetings fun
  - Have food
  - Don't expect everyone --smaller groups
  - Share information other ways
  - Alternate school time and evening

An Example

- Decision
  - We'll meet once a week with teacher, parent, teaching assistant and rotate in PT, OT, Speech, Vision, Deafness so each comes once a month. Rotate times between evening and afternoon. Each quarter we'll have a potluck dinner in which all are invited.

An Example

- Evaluation after trying it - a month later
  - Meetings are not spent waiting for others
  - Specialists are there when scheduled
  - Sometimes specialist information is needed
  - Parents are involved twice per month
  - I'm happy, things are better (parent)
  - We're getting along better

(PALS) With Deaf-Blindness: Inclusion in Regular Classrooms

Outcomes

Increase in quality education

Increased capacity to teach students with deaf-blindness

Improved collaboration

On-going support

Major Activities

On-site facilitation at pilot sites

Distance education

Collaboration

Training and Technical Assistance

Quantitative and Qualitative Data

Urban Pilot Site

Anchorage

- 2 out of 3 students
- 118 students
- 5 class teachers
- 1 spec ed teacher
- 1 principals
- 6 related service
- 5 parents

Rural Pilot Site

Akiachak

- 1 student
- 1 spec ed teacher
- 1 principal
- 4 parents
- 4 students

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What's working?

Interactions with other students

Team support

Everything

Individualized program

What's working?

Increased student motivation

Increased opportunity for movement

Increased expectations

Reflections of Quality Education

learning in the natural sequence

age appropriate materials/activities

active participation

data

Reflections of Quality Education

activity/skills in activity targeted in IEP

interaction with non-disabled peers

teaching toward generalization

teaching in natural settings

Distance Education

Heterogeneous instruction

Person-centered planning

Student assessment

Collaborative teaming

Distance Education

Broad definition of curriculum

Inclusive classroom strategies

Individualized instruction

Adaptations and modifications

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Increased Capacity

University Distance Education

- [illegible] students

Other University Courses

- [illegible]

Increased Capacity

Technical Assistance

- [illegible]
- [illegible]

Training Presentations

- [illegible]
- [illegible] educators/parents/administrators

Collaboration

Collaboration and On-going Support

Special Education Service Agency

Regular Education Full Inclusion Project

Anchorage SD Inclusion Training

Mini-grants

Collaboration and Ongoing Support

Institutes and classes

Pilot Site resources

AK Statewide Special Ed Conference

AK DOE Inclusion 2000

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Appendix C

Course Descriptions and Announcements

ANNOUNCING.....COURSEWORK

EDUCATION OF INDIVIDUALS WITH SEVERE HANDICAPS and/or DEAF-BLINDNESS

One Credit

What: Winners All: Providing Services to Students with Dual Sensory Impairments and Other Severe Disabilities. This course will provide an overview of current practices and effective strategies for working with individuals with dual sensory impairments.

When: June 7-9, 1993

Where: Anchorage, AK - Southcentral Alaska Instructional Improvement Academy.

Presenters: Terri Rafalowski Welch, American Foundation for the Blind, Rich Mulholland, TRACES (Teaching Research Assistance for Children Experiencing Sensory Impairments)

ALSO

One Credit

What: Collaboration The focus of this course is collaboration between general education and special education to provide quality education for students with dual sensory impairments and other severe disabilities.

When: June 9-11, 1993

Where: Anchorage, Ak - Southcentral Alaska Instructional Improvement Academy

Presenter: Fran Maiuri, Project PALS - SESA

Participants may qualify for financial assistance for registration or travel. Prior approval and pre-registration iis required.

For more Information contact Brenda Jager or Fran Maiuri, SESA
V: 907-562-7372 TT: 907-563-8284

Collaboration

ED 528D

1993 Alaska Staff Development Network Summer Academies

June 9-11, 1993

COURSE AGENDA

June 9, 1993

12:30-12:50	Introductions Review Agenda Goals for the Class
12:50-1:15	Getting to Know Each Other Trust--The First Ingredient
1:15-1:45	Videotape & Reactions
1:45-2:15	The Merger Between Regular Ed and Special Ed Exclusion vs. Inclusion--Jigsaw Activity
2:15-2:30	Break
2:30-3:30	Collaborative Role of Educators for Students with DSI and Other Severe Disabilities Group Project Planning

June 10, 1993

8:30-10:30	Creative Problem Solving
10:30-10:45	Break
10:45-11:30	Collaboration for Student Assessment MAPS
11:30-12:30	Lunch
12:30-1:30	Collaboration for Student Assessment Continued Ecological Assessment and Discrepancy Analysis
1:30-2:00	Infusing Objectives into Regular Class Activities Individual Assignment
2:00-2:15	Break
2:15-3:30	Group Project

Collaboration

ED 528D

1993 Alaska Staff Development Network Summer Academies

June 9-11, 1993

COURSE AGENDA CONTINUED

June 11, 1993

8:30-10:30	Collaboration to meet Instructional Needs - Who's on the Team? - Integrated Therapy
10:30-11:30	Videotape and Reactions
11:30-12:30	Lunch
12:30-2:00	Team Meetings
2:00-3:15	Group Project Completion and Presentations
3:15-3:30	Wrap Up Evaluations

Collaboration

ED 528D

1993 Alaska Staff Development Network Summer Academies

June 9-11, 1993

COURSE GOALS

1. To study possibilities for and benefits of merger between general education and special education through readings and discussion.

2. To understand what collaboration is and how it applies to educational programs for students with dual sensory impairments and other severe disabilities.

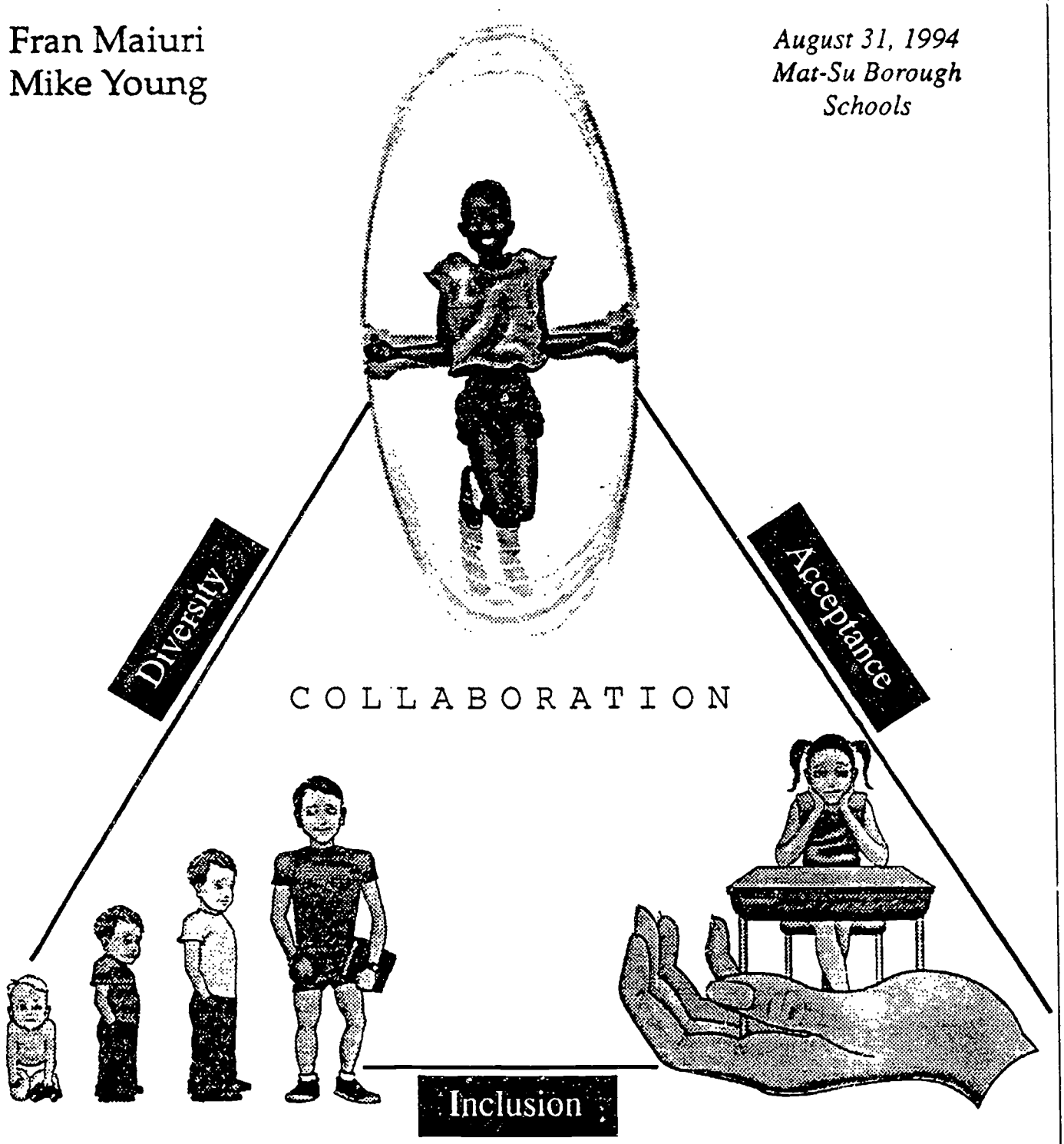
3. To demonstrate techniques for successful collaboration for student assessment.

4. To demonstrate understanding of successful techniques for collaboration for instruction.

5. To develop a plan for effective collaboration in a classroom represented by a diverse population of students including a student with dual sensory impairment or other severe disabilities.

Fran Maiuri
Mike Young

August 31, 1994
Mat-Su Borough Schools



Inclusion: Curriculum and Collaborative Teaching Strategies for Heterogeneous Classes

Inclusion: Curriculum and Collaborative Teaching Strategies for Heterogeneous Classes

Matanuska-Susitna Borough Schools
Wasilla High School

August 31, 1994

Presented by:
Fran Maiuri and Michael Young

AGENDA

8:30 - 9:15	Introductions/Agenda What's Working?/What Questions Do You Have?
9:15 - 10:00	What is Inclusion? What isn't inclusion? Why inclusion?
10:00 - 10:15	*BREAK*
10:15 - 11:15	Curriculum to Support Diverse Needs § Goals of Education § Broad Curriculum § Multi-level curriculum § Overlapping curriculum
11:15 - 12:00	Making It All Come Together § Objectives/Activity Matrix
12:00 - 1:00	*LUNCH*
1:00 - 1:30	Collaboration § What is it? § Why do it? § How do we start?
1:30 - 3:00	Collaboration Continued § Choosing Up Sides § Rules of the Game § Playing the Game

Alaska TASH
presents

"Educating All Students in Regular Education: Supports, Strategies, and Successes"

a workshop by

Susan Shapiro-Barnard and Carol Tashie
Institute on Disability/UAP
University of New Hampshire

Dates and Times: February 23-24, 1995, 8:00 a.m. to 4:30 p.m.

Location of training: The training will be held at the Anchorage Hilton Hotel, 500 West Third Avenue, Anchorage, Alaska. It is in conjunction with the fourth annual Alaska Statewide Special Education Conference.

Description: This comprehensive course reviews the benefits of inclusive education and examines thoroughly issues related to making inclusion work in the classroom. Topics to be covered include: learning opportunities for students, curriculum modification strategies, ways of teaching "IEP goals" in the regular classroom, and innovative best educational practices for all students. The vital relationship between the school restructuring movement and inclusion will also be discussed. The two-days will include small group and large group activities.

Presenters: Susan Shapiro-Barnard and Carol Tashie provide educational consultation throughout New Hampshire and the United States to support inclusion for all students. Carol was the first inclusion facilitator in New Hampshire and Susan was one of the first classroom teachers to have a student with intensive needs in a regular class. They have been involved in inclusion in New Hampshire since 1986.

University Credit: One university credit may be earned for full participation in the workshop.

Registration: Contact Fran Maiuri, Special Education Service Agency, 562-7372, or Larry Michael, Statewide Special Education Conference, 263-9275, for registration materials.

TWO-DAY WORKSHOP
$40.00 ($20.00 PER DAY)

Registration Fee
Special 2 for 1

When a general educator signs up with a special educator, the two pay only one $40.00 registration fee.*

**University fees will also apply for those registering for credit.*

January 28, 1995
Live Broadcast

Ed 593 Section 508:
"Making Inclusion Work in Your School".

Thank you for your interest in our innovative, new live, interactive distance education course. We are confident that you will find the lessons and activities thought-provoking and informative. In addition, we hope that it meets your needs to develop skills to more effectively collaborate and creatively respond to the individual needs of all children in your classroom/school.

We are confident that the live broadcasts accompanied by project activities will be a very rewarding experience for you. A small group of course participants from Juneau will participate in the studio audience.

Receiving the Live Broadcast and Interacting With the Class: You will be able to view the course during two broadcasts from Juneau's public broadcasting television station, KTOO-TV. To view the course, line up your satellite dish to:

Aurora II Satellite
Transponder #18
Audio 5.8 mHz
Link Frequency 4060 mHz
Horizontal Polarization

Any problems receiving the broadcast, contact Alascom at 1-800-478-8862.

There will be opportunities for you to call in your questions and comments to participate in the course with the instructor, Dr. Villa, during the broadcast. You may call the station locally at **586-1670** or 1-800-478-3636 outside of Juneau. You may also fax your questions/comments in during the broadcast (fax# 907-586-3612).

If you are unable to receive the live broadcasts at your site, or if you miss one, taped copies of the broadcast will be available on VHS video tape approximately two weeks after the broadcast at a cost of (approximately $10 per program). If you live in a city with cable and would like to receive the broadcast at home, contact Bre Weyhe (465-8747) for channel information.

Course Materials and Fees: Course materials consist of a Participant Guide and a text, "*Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.*" The $60 materials fee on the registration form covers the cost of all materials and mailings. Also available to participants unable to receive the live broadcasts is a VHS video taped copies of the two broadcasts for the price of reproduction (approximately $10 per program).

Your Ideas And Suggestions Are Important To Us. You are among the first Alaskan educators to take this course. We are interested in your ideas for additional materials or content that you feel would be of benefit to other educators. Please fax your comments and suggestions to: Alaska Staff Development Network • 1108 F Street • Juneau, Ak 99801 • Phone# (907) 465-8747 • Fax# (907) 465-2166.

Once again, thank you for joining us for this powerful course on Inclusion. We look forward to working with you. Please feel free to call us if you have any questions (907) 465-8747.

Collaborative Teaming and Creative Problem Solving: Powerful Processes for Creating Inclusive Schools

Spring 1996

ED 593 509 3 Credits Pass/No Pass

Last year's distance course, "Making Inclusion Work in Your School" taught by Dr. Rich Villa was so successful, that we've decided to offer another course this year. Participants will connect via interactive video broadcasts to complete this live distance delivery course. The course, taught by one of the nation's leading experts, will have opportunities for participants to work in teams, employing a practical hands-on approach. Alaskan educators will become skilled in the utilization of collaborative teaming and creative problem solving strategies to overcome the barriers to inclusive schooling. These two processes have been consistently employed in the United States, Canada, and Latin America by teams of educators, parents, students and others committed to creating inclusive schools and classrooms. Participants will be required to take the course as members of teams. There must be a minimum of two members on a team. The course will feature two 6-1/2 hour broadcasts that will include lecture, team facilitation, modeling, role plays, videos, and footage of teams of Alaska educators employing collaborative and creativity processes. Participants will complete lecture guides during the broadcast, answer discussion questions from their readings, maintain a journal in which to reflect upon their progress, develop agendas for and action plans at meetings, and maintain minutes of team meetings that occur between and after the broadcasts. All registrants will receive Dr. Villa's hot new book, "*Creating An Inclusive School*," published this Fall by the Association for Supervision and Curriculum Development (ASCD).

Broadcast dates are set for **Saturday, January 27, 1996 and Saturday, March 23, 1996.** In order to get materials to participants in time for for the first broadcast, we urge participants to register by January 5th! All registrations received after January 5th will be charged a $50 late fee.

(Telephone registration is accepted with a major credit card: Visa, Master Card, Discover.)

Instructor: Dr. Rich Villa

COST: Fees $175 / Materials $40 Total: $215

$265 after January 5th

University of Alaska Southeast
is an AA-EEO Employer
and Educational Institution

Alaska Staff Development Network
1108 F Street
Juneau, AK 99801
(907) 465-8750
FAX (907) 465-2166

Alaska Staff Development Network

co-sponsored by the Alaska Department of Education - Special Education Programs

Appendix D

Syllabus for Supporting Intensive Needs in Regular Classes

Course Syllabus

Supporting Intensive Needs

Education 694B
Credits - 3
Fall 1994
University of Alaska
Anchorage

Course Syllabus

Supporting Intensive Needs

Education 694B
Credits: 3
Fall 1994
University of Alaska Anchorage

I. Course Content

Overview: An overview of the process of educating students with dual sensory impairment or other intensive needs in classes with typical peers is presented. The course teaches specific techniques for educating students with intensive needs in heterogeneous classes. Main topics are rationale for heterogeneous instruction including students with intensive needs, assessment, curriculum, collaborative teaming and adaptations and modifications

Class Hours: The course includes twelve hours of live broadcast presentation through LiveNet, six hours of videotape to be viewed by participants, a minimum of fifteen hours of audioconferencing in large or small groups and a minimum of fifteen hours of hands-on activities. Students are required to tune in to live broadcast at required times and to watch videotapes as assigned. Students are required to participate in audioconferences as scheduled. Six hours of videotape are provided in the course packet. The following schedule describes required activities for the course.

II. Course Goals and Objectives

Goal 1.1 Course participants will know what heterogeneous instruction is and characteristics of heterogeneous classes including a student with intensive needs or dual sensory impairment.

1.1.1 Course participants will describe what heterogeneous classrooms including students with intensive needs are and are not.

1.1.2 Course participants will describe trends in education that support heterogeneous classes of students rather than homogenous special education classes.

Goal 1.2. Course participants will understand rationale for the inclusion of students with intensive needs in heterogeneous general education classrooms.

1.2.1 Course participants will describe the history of and rationale for inclusion of students with intensive needs in heterogeneous general education classrooms to a minimum of one other person.

1.2.2 Course participants will reflect on and share experiences describing the history and rationale for inclusion of students with intensive needs in heterogeneous classes.

Goal **2.1 Course participants will understand individualized person centered planning as a way to plan for the educational needs of students.**

2.1.1 Course participants will compare and contrast traditional assessment and individualized person centered planning in class discussion.

Goal **2.2 Course participants will understand MAPS and Future's Planning and how they apply to heterogeneous instruction.**

2.2.1 Course participants will learn what MAPS and Future's Planning are and how they are used to assess students' needs and plan activities in the classroom.

2.2.2 Course participants will gather input from family member(s) and others close to a student they are assessing.

Goal **2.3 Course participants will understand how to use environmental inventories and discrepancy analysis to assess a student's needs in the classroom.**

2.3.1 Course participants will complete a discrepancy analysis of two activities for a student with intensive needs.

Goal **3.1 Course participants will know characteristics of collaborative teams and how individualized teams function to support students with intensive needs in the classroom.**

3.1.1 Course participants will identify who should be on the support team for a student they know who has intensive needs.

3.1.2 Course participants will provide a written description of activities of the support team they have identified that reflect collaboration.

3.1.3 Course participants will participate with a collaborative team in creative problem solving related to students with and without intensive needs in heterogeneous classes.

Goal **4.1 Course participants will use a broad definition of curriculum in planning for activities in a heterogeneous classroom.**

4.1.1 Course participants will describe components of a broad curriculum for heterogeneous classes.

Goal **4.2 Course participants will use individualized instruction within activities in heterogeneous classes.**

4.2.1 Course participants will individualize instruction for a student with intensive needs for one typical school day in a heterogeneous classroom.

Goal 4.3 Course participants will use cooperative learning and other strategies to plan activities in a heterogeneous classroom.

4.3.1 Course participants will complete lesson plans for two learning activities in a classroom, demonstrating cooperative learning and individualized participation by a student with intensive needs.

Goal 5.1 Course participants will learn about a variety of adaptations and modifications for students with dual sensory impairment and other intensive needs in heterogeneous classrooms.

5.1.1 Course participants and instructors will share examples of modifications and adaptations for students with intensive needs and dual sensory impairment.

5.1.2 Course participants will modify a lesson plan for one classroom activity to include adaptations and modifications for a student with dual sensory impairment or other intensive needs.

Goal 6.0 Course participants will apply skills related to educating students in heterogeneous classrooms in their local community.

6.0.1 Course participants will investigate, plan for and/or implement at least one component of heterogeneous education as it relates to a student, classroom, or staff they are involved with.

III. Non-Instructional Goal and Objectives

The following non-instructional goal and defined outcomes apply:

Course participants will network with other Alaskans who are educating children and youth with dual sensory impairment and other intensive needs.

A. Course participants will meet others in the class who are interested in education for children and youth with dual sensory impairment and other intensive needs.

B. Course participants will share examples from their experiences with class members through projects and discussion.

C. Course participants will work collaboratively with at least one other course participant on written assignments and a course project.

IV Schedule of Classes and Assignments.

Week #1

Videotapes: "Kids Belong Together" and "Hello My Friends."

Read: Two articles of your choice from Section I of the bibliography.

Activity #1: Journal Entry — Reflect on and make notes about your reaction to the two videos you watched and the two articles you read.

- What did you like about them?
- What do you have questions about or dislike about you saw?
- What are some strategies used to support students with disabilities in heterogeneous groupings?
- How does what you saw and read relate to the classroom/student/school you are presently concerned about.
- Comment on one change you personally would like to make at your local school and how you will begin making that change.

Assignment 1: Respond to questions presented in Activity #1 in writing.

✉ **Mail**: Assignment #1

Week #2

❖ **LiveNet Class: Tuesday, September 13 - 4:00-6:00 p.m.**

What does heterogeneous instruction mean; what are characteristics of heterogeneous classrooms? Why heterogeneous classrooms? Legislation supporting education for students with intensive needs in regular classrooms.

Audioconference: Thursday, September 8 - 4:00-5:30 - Share reflections on the videos and your readings with others.

🕮 *Read*: A third and fourth article of your choice from Section I of the bibliography.

Activity #2: Take the position that you are supporting heterogeneous instruction including students with intensive needs. Describe for at least one other person in your community, what heterogeneous classrooms including students with severe disabilities or deaf-blindness are and political and educational trends that support it. Respond to their questions about heterogeneous instruction. Audiotape or videotape your presentation/conversation and critique your part. Reflect on your presentation/conversation.

Week #3

❖ **LiveNet Class: Tuesday, September 20 - 4:00-6:00 p.m.**

Strategies in education that support heterogeneous classes including students with deaf-blindness or other severe disabilities.

🕮 Read Tashie, C. et al. (1993)

Assignment 2: Journal Entry — Write a summary of your presentation/conversation describing heterogeneous classrooms including students with intensive needs or send the tape you made. If you are sending the tape include written permission from those on the tape for me to see it. The tape will be returned to you.
Include the following information in your written response, in the tape or in some combination of written and video/audio tape:

- a brief description of who the person(s) is (are) who you presented to including what their interest is in heterogeneous education,
- main characteristics and trends you discussed,
- at least three questions they asked and how you responded to them
- resources you used that supported your presentation, including articles you read.
- your personal evaluation of the effectiveness of your input
- were there unanswered questions? Where would you look for the answers?
- changes you would make next time you present this information

✉ **Mail:** Assignment #2

Week #4

❖ **LiveNet Class: Tuesday, October 4 - 4:00-6:00 p.m.**

Individualized person centered planning--MAPS and Personal Futures Planning.

🕮 *Read*: Forest & Lusthaus (1989) and Moore, C. (1992)

◑ Audioconference, Thursday, October 6. 4:00-5:00.

Activity #3: Explain the MAPS process to a parent or teacher (if you are an educator explain it to a parent; if you are a parent explain it to an educator) of a child with special needs. Discuss with this person, application of the process to a target student. Is the process something that would be useful at this time with the student? Who do you both feel should be included in the team that participates in MAPS or Futures Planning? Why? If you have decided not to do a MAPS, how will you get input of family and close friends necessary to begin planning?

Week #5

Videotape: "Miller's MAP"

Assignment 3: Journal Entry — Describe your reaction to viewing the MAPS process. What do you like about it? What don't you like? What are your questions? Would MAPS be useful for the target student at this time? Why? Who did you and the person you met with decide should be on the team? Why? What are some of the problems you would face in getting these folks together? What are some solutions to the problems? Share

anything else you would like to add in writing and/or at the audioconference.

Audioconference: Tuesday, October 11 - 4:00-5:30. Share your reaction to the MAPS process with others in the class. Perhaps you have had personal experience with a MAPS. Tell about it.

Mail: Assignment 3

Week #6

❖ **LiveNet Class, Tuesday, October 18 - 4:00-6:00 p.m.**

Environmental Inventories and Discrepancy Analysis

Read: Rainforth, York and Macdonald (1992) Chapter 4

Think About: Environments in which your target student with disabilities participates or will participate in the near future. Identify two environments in which further assessment would be beneficial.

Week #7

Audioconference: Tuesday, October 25 - 4:00-5:30. Share your comments and questions on environmental inventories and discrepancy analysis. Choose a group to collaborate with on Assignment 5.

Assignment 4: Complete a discrepancy analysis for a specific student of two activities that occur frequently within typical school activities. Observe the student three times in each activity. Identify the areas of discrepancy.

Week #8

❖ **LiveNet Class, Tuesday, November 1 - 4:00-6:00**

Collaboration and Creative Problem Solving

Read: Thousand, J.S. & Villa, R. (1992) and Gersten, R. (1990)

Audioconference: One and one half hours scheduled by your group. Get to know each other, then use creative problem solving to determine a problem your group will generate solutions for. Solutions will be generated during your next team meeting.

Assignment 5a: Write down your reaction to the team meeting. What worked, what didn't, what would you change next time? Evaluate your own participation in the team meeting. What goals do you have for yourself to improve participation next time?

Week #9

✆ Special Audioconference One and one half hour scheduled by your group. Meet with your small group problem solving team to participate in Activity #6

Activity #6: Participate with a collaborative team in creative problem solving related to students with and without intensive needs in heterogeneous classes. Use creative problem solving techniques to generate possible solutions to the problem identified last week.

Assignment 5b: What was your reaction to the second team meeting? What worked, what didn't, what would you change next time? Evaluate your own participation in the team meeting. What goals do you have to improve your participation in future team meetings?

Assignment 5c: Submit one sheet from your group that describes what problem your group worked on, ideas generated, criteria for possible solutions and 1-3 solutions your group prioritized to implement and evaluate.

Assignment 6: Complete your proposal describing your final project.

✉ **Mail:** Assignment 5 and 6. Include 5a, 5b and 5c. **NOTE:** 5a and 5b are individual submissions; 5c is a group submission.

Week #10

❖ **LiveNet Class, Tuesday, November 15 - 4:00-6:00**

Cooperative Learning and Group Problem Solving for Students

📖 *Read*: Putnam, J. (1993). The Process of Cooperative Learning

Week #11

Videotape: "Facing Inclusion Together Through Collaboration and Co-teaching"

Activity #7: In a team which includes at least a classroom teacher, a special education teacher and one other person, e.g., parent, specialist, administrator, student, complete a goals/activity matrix.

✆ ~~Audioconference:~~ LiveNet Video Tuesday, November 22 - 4:00-5:30 p.m. Share with others ideas generated in your group to solve the problem you are working on. Report on what your group decided would be the first solution that will be tried.

Assignment 7: Send in a copy of the goals/activity matrix you completed. Include on the matrix or in a separate description how each of the goals indicated is related to the activity it is associated with. This does not need to be detailed. For example, for a particular student you may decide that reach and grasp will be taught during math. You might indicate on the matrix

form that the student will reach and grasp brightly colored manipulatives during counting activities.

Week #12

❖ **LiveNet Class: Tuesday, November 29 - 4:00-6:00 p.m.**

Individualizing Instruction, guest lecture by Dr. June Downing with a focus on broad curriculum, multi-level instruction and teaching toward individualized objectives within group activities.

🕮 Read: Downing & Eichinger, 1990

Week #13

Activity #8: Complete Lesson plan

🕮 Read: Read: Knight & Wadsworth (1993), Gordon, (1990) and Tashie, et al. (1993) Appendix #3

🕭 Audioconference: Tuesday, December 1 - 4:00-5:30 Questions and comments related to cooperative learning and multi-level teaching. .

Assignment 8: Design a lesson plan for one activity. List objectives for the majority of students, objectives for one or two target students in the class. Be sure to include how the child who is deaf-blind will give and receive information throughout the activity.

Week #14

❖ **LiveNet Class: Tuesday, December 6 - 4:00-6:00 p.m.**

Course Wrap-up ☺ Questions and answers panel on issues related to inclusion and 'Lend a Hand'."

🕭 Audioconference: Thursday, December 8 - 4:00-5:30 p.m. Whole class participates. If your last name begins with M-Z, share about your project. Share with others successes and difficulties related to inclusion in your school. Plan for on-going networking.

Week #15:

🕭 Audioconference: Tuesday, December 13 - 4:00-5:30 All course participants included. If your last name begins with A-L, share about your project. Share with others successes and difficulties related to inclusion in your school. Plan for on-going networking.

V. Evaluation

A. The course participant's ability to apply what is learned through discussion, hands-on activities, written assignments and the final project determines the grade received in this course. The following details evaluation for the course:

Course participants may earn up to three points per session for participation in audioconference discussion. **Total Points Possible: 30**

Eight written assignments, worth ten points each will be required throughout the course. These assignments are one to two-page written responses to course activities and outcomes of assignments reflecting application of knowledge gained in the course. **Total Points Possible: 80**

Course participants are required to complete a final project based on techniques learned in class. The final project provides an opportunity for participants to study in-depth one aspect of their choice of heterogeneous classes including students with intensive needs. It is strongly encouraged that participants work with at least one other course participant on the project so that the final outcome is a collaborative effort. There is no required length for the written component of the final project. It is anticipated that most projects would be approximately 10 pages in length. The project could more heavily focus on direct application with a three to five-page narrative evaluation of the outcome and other supporting evidence of their work. Some examples of appropriate final projects are: description and evaluation of direct application of techniques applied to a student or school, further investigation of and detailed plan for application of a technique, evaluation of present status of inclusion in a local school and detailed plan for changes, training others and the outcomes of that training, making a related videotape, display, book, or game for classroom activities or completing a small research project. **Total Points Possible: 50**

B. Grading policy:

Written assignments ..... 80 points
Final Project ..... 50 points
Class participation ..... 30 points
Grade assignments are based on total number of points earned as follows:

A = 160-145
B = 144-130
C = 130-115
D = 115-100
F = 99 or below

This course is supported in part by:
Pilot for Alaska Students (PALS) with Deaf-Blindness: Inclusion in Regular Classrooms, US Department of Education Grant #H025A20009P

Appendix E

Cooperative Agreement between SESA and Anchorage School District

RECEIVED DEC 17 1992

SPECIAL EDUCATION SERVICE AGENCY

2217 EAST TUDOR ROAD. SUITE 1 / ANCHORAGE. ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

Cooperative Agreement
to establish
A Pilot Site for Inclusion of Students with Deaf-Blindness
between
Project PALS of the SPECIAL EDUCATION SERVICE AGENCY (SESA)
and
O'Malley Elementary School, ANCHORAGE SCHOOL DISTRICT (ASD)

The purpose of this cooperative agreement is to include a student(s) with deaf-blindness in age-appropriate general education classroom(s) with support and services for the student(s) to receive quality education integrated with peers without disabilities. Strategies for inclusion identified at the pilot site will be shared with other Alaskan educators responsible for students with deaf-blindness.

The SPECIAL EDUCATION SERVICE AGENCY agrees to:

1. Facilitate effective functioning of school-based support teams to support inclusion of student(s) with deaf-blindness.

2. Provide direct technical assistance and training (approximately 200 hours) related to providing best educational services for students with deaf-blindness in regular education classrooms to ASD staff, parents, and students during the 1992-1993 school year.

3. Provide ongoing technical assistance and training to ASD staff, parents, and students during the 1994 and 1995 school years. Specific services and amounts will be determined on an annual basis.

4. Be responsive to requests for assistance related to educational programs made by the staff, students, and parents in the pilot site.

5. Maintain current resources on educational strategies for students with deaf-blindness and share resources with ASD staff and parents through technical assistance, loaning materials, newsletters, mailings, etc.

6. Collect data at the pilot site to evaluate change including staff skill acquisition, student gains, staff and parent satisfaction, and strategies used.

7. Be responsive to Individualized Education Plan (IEP) team decisions for students receiving education at the pilot sites.

ANCHORAGE SCHOOL DISTRICT agrees to:

1. Provide student(s), classroom(s), and educators to facilitate the inclusion of students with deaf-blindness at a pilot site.

2. Establish school based support teams to include: administrator, general educator, special educator, parent, and students to facilitate inclusion for student(s) with deaf-blindness.

3. Provide release time for training as necessary to facilitate inclusion at the pilot site. Release time required for the project would be approximately 20 staff days during the 1992-1993 school year. Release time needed during successive years of the project will be determined annually.

4. Provide Project PALS staff access to pilot site classrooms to provide technical assistance and to collect data related to change at the pilot site.

5. Provide other educators of students who are deaf-blind access to the pilot site during the second and third year of the project to learn from pilot site support teams and through classroom observation. Specific schedules and amounts of time with visiting teachers will be determined annually.

Cooperative Agreement

Special Education Service Agency/Anchorage School District

This agreement is entered into for three years (November 1992 to December 1995).

Both parties agree to review this agreement on an annual basis and make changes as needed.

This cooperative agreement is entered into by:

Dated: 12-1-92

Christopher L. Robinson
Executive Director
Special Education Service Agency

Dated: 12-1-92

Fran Maiuri
Coordinator, PALS
Special Education Service Agency

Dated: 12-3-92

Dan Hope
Director of Special Education
Anchorage School District

Dated: 12-2-92

Ed Sherer
Director of Elementary Special Education
Anchorage School District

Dated: 12-2-92

Robyn Rehmann
Principal, O'Malley Elementary School
Anchorage School District

Appendix F

Technical Assistance Agreement between Akiachak and SESA

SESA Technical Assistance Agreement

Student/Number _____ Effective Dates 1/94 (from) – 10/94 (to)

District/Site Yupiit School District / District Case Mgr. Kay Holbrook

SESA Specialist/Program Fran Mauri / FAS Other _____

SESA Specialist/Program Sara Gaar / DSI _____

SESA Specialist/Program _____ / _____

Assistance Plan

In order to provide the assistance necessary to ensure an appropriate educational program, SESA AGREES TO:

- Schedule and provide the following technical assistance options as agreed
  - ✓ Provide regional training on 1/17-20/94 (date) Akiachak (place) Inclusion of Student w/ DualSensory Impairment in Kindergarten (topic)
  - ✓ Assist in developing instructional strategies
  - ✓ Recommend/provide resources
  - ✓ Assist with transition planning
  - ✓ Facilitate networking and other trainings
- Be available for phone consultation as needed
- Other Facilitate inclusion in Kindergarten

Fran Mauri
SESA Education Specialist

Recognizing that the final responsibility to ensure that appropriate services are provided to special needs students lies with the school district, THE DISTRICT AGREES TO:

- Provide updated copies of diagnostic, programming and other on-going information/documentation pertinent to the student's educational program as requested by the SESA specialist;
- Include SESA specialist in the IEP process as a member of the MDT/CST;
- Provide adequate time and necessary coverage to allow appropriate school staff to work with the SESA specialist during on-site visits;
- Implement recommendations and/or programs developed in conjunction with the SESA specialist;
- Facilitate parent contact with SESA specialist.
- Other _____

Principal/Site Administrator	*Special Education Director*	Allie Oman-Devine *Classroom Teacher*
Fran Mauri *Special Education Teacher*	*Other*	*Other*

Failure on the part of either the SESA specialist or School District personnel to comply with any part of the agreement will result in a re-negotiation of the agreement to include the next level of School District Administration/Supervision and SESA Program Administrator.

Rev. 11/93

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SPECIAL EDUCATION SERVICE AGENCY

ALASKA SERVICES FOR CHILDREN WITH DUAL SENSORY IMPAIRMENTS

TAA Objectives

These objectives are meant to be used as a guideline. They can be added to or subtracted from as need be. This process can be done by the school district or ancillary service agency and SESA jointly identifying new areas of need which they would like addressed.

✦ School/Agency/District-wide Training and Assistance ✦

☑ fm Initial — 801 Provide inservice/workshop on:

- ✓ Functional assessment
- ___ Communication techniques
- ✓ Selecting and implementing appropriate curriculum
- ___ Nonaversive behavior management
- ___ Individual Education Plan (IEP) development
- ___ Community based instruction
- ___ Career, vocation, and transition planning
- ✓ Social skills instruction
- ___ Leisure/recreation
- ✓ Integration/inclusion
- ___ Disability awareness
- ___ Utilization of adaptive equipment
- ___ Other

☑ Initial — 802 Facilitate and disseminate professional materials and specialized equipment/ materials.

☑ fm Initial — 803 Coordinate with specialists within the district regarding program.

☐ ___ Initial — Other _____

_____ _____

✦ Staff Training and/or Assistance ✦

The objectives in this section are not child specific and focus on general information.

☑ Initial — 830 Facilitate staff/parent participation in inservices and workshops.

☑ fm Initial — 831 Assist or participate in Child Study Team (CST) meetings.

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☑ ___ Initial 832 Provide assistance and training in content.

- ✓ Functional assessment
- ✓ Communication techniques
- ✓ Selecting and impelementing appropriate curriculum
- ___ Nonaversive behavior management
- ___ Individual Education Plan (IEP) development
- ___ Community based instruction
- ___ Career, vocation, and transition planning
- ✓ Social skills instruction
- ___ Leisure/recreation
- ✓ Integration/inclusion
- ✓ Disability awareness
- ✓ Utilization of adaptive equipment
- ___ Lifting and transferring technique
- ___ Positioning
- ___ Feeding
- ___ Other

☐ ___ Initial Other _____

_____

✦ **Ancillary Assistance** ✦

☐ ___ Initial 850 Assist in securing medical documentation of vision and hearing.

☒ ___ Initial 851 Interpret specialist report for family school, and/or agency staff. (vision + hearing)

☐ ___ Initial 852 Assist with coordination of services by local, state, national, and federal agencies.

☐ ___ Initial Other _____

_____

✦ **Educational Program Development and Implementation** ✦

☑ ___ Initial 870 Assist in assessing student's current level of functioning.

☐ fm Initial 871 Assist in the development of the Individual Education Plan (IEP).

List specific areas: in-context instructional objs. objectives in inclusive settings

☑ fm Initial 872 Assist in the implementation of IEP goals and objectives.

List specific areas: Communication Social interactions

☐ _____ Initial 873 Assist in the development of an Individual Transition Plan (ITP).

☐ _____ Initial 874 Assist in the implementation of the Individual Transition Plan (ITP).

☑ fm Initial 875 Consult with staff on age-appropriate activities and materials.

☐ fm Initial 876 Consult with staff on integration/inclusion strategies.

☐ _____ Initial 877 Provide training to staff on child specific compensatory skills.

List specific skills: _____

☐ _____ Initial Other _____

COMMENTS:

Appendix G

PALS Survey

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SPECIAL EDUCATION SERVICE AGENCY

2217 E. Tudor Road, Suite 1 / Anchorage, Alaska 99507 / Phone (907) 562-SESA

MEMORANDUM

TO: Teachers working with students with dual sensory impairments

FROM: Brenda Jager

DATE: Dec. 21, 1992

RE: Data Collection

* *

As initial activities of the Pilot for Alaska Students with Deaf-Blindness (PALS) we are gathering data from all sites serving children with dual sensory impairments. Enclosed you will find a description of PALS and a survey. Please complete the survey and return before Jan. 15. We appreciate your input. . Please remove the yellow sticky note before returning the survey. Data obtained for this study is kept confidential.

Look for exciting news about PALS in KEEPING IN TOUCH, our statewide newsletter! Thank you for your assistance in this project.

PALS Survey Questions

Please complete the following information on the student(s) you teach who are labeled dual sensory impaired.

Student's Age: _____

Location: _____

Position of Person Completing Form: _____

Date: _____

1. **How much time is the student scheduled to spend in school each day?**

(Please circle the closest number of hours for each day)

Days of the Week	Hours							
Monday	1	2	3	4	5	6	7	8
Tuesday	1	2	3	4	5	6	7	8
Wednesday	1	2	3	4	5	6	7	8
Thursday	1	2	3	4	5	6	7	8
Friday	1	2	3	4	5	6	7	8

2 **How much time does the student spend in these three environments:**

a. **regular classroom** (not in a special education setting; time spent in the cafeteria, playground, gym, etc. should be counted as long they included with peers without disabilities; it should not be counted if the student is in a special group with other special education students)

b. **special education classroom** (with others who are considered special education)

c. **other settings** (such as physical or occupational therapy room, community, speech room, etc.)

In a regular classroom?

Days of the Week	Hours							
Monday	1	2	3	4	5	6	7	8
Tuesday	1	2	3	4	5	6	7	8
Wednesday	1	2	3	4	5	6	7	8
Thursday	1	2	3	4	5	6	7	8
Friday	1	2	3	4	5	6	7	8

In a special education classroom?

Days of the Week	Hours							
Monday	1	2	3	4	5	6	7	8
Tuesday	1	2	3	4	5	6	7	8
Wednesday	1	2	3	4	5	6	7	8
Thursday	1	2	3	4	5	6	7	8
Friday	1	2	3	4	5	6	7	8

In a setting other than a regular or special classroom. Please identify the settings.

Days of the Week	Hours								Settings
Monday	1	2	3	4	5	6	7	8	_____
Tuesday	1	2	3	4	5	6	7	8	_____
Wednesday	1	2	3	4	5	6	7	8	_____
Thursday	1	2	3	4	5	6	7	8	_____
Friday	1	2	3	4	5	6	7	8	_____

3. **What percentage of the time in the regular classroom per day is the child working on IEP goals or objectives?**

Days of the Week	Percent									
Monday	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Tuesday	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Wednesday	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Thursday	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Friday	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

4. **What IEP objectives are taught in the regular classroom?**

(Please check all that apply to IEP objectives taught in the special education classroom.)

- ☐ Academic
- ☐ Communication
- ☐ Socialization
- ☐ Appropriate Behavior
- ☐ Vocational
- ☐ Domestic
- ☐ Other _____
- ☐ Mobility
- ☐ Auditory Training
- ☐ Vision Training
- ☐ Gross
- ☐ Fine
- ☐ Recreation/Leisure

5. **What IEP objectives are taught in the special education classroom?**

(Please check all that apply to IEP objectives taught in the regular classroom.)

- ☐ Academic
- ☐ Communication
- ☐ Mobility
- ☐ Auditory Training

- ☐ Socialization
- ☐ Appropriate Behavior
- ☐ Vocational
- ☐ Domestic
- ☐ Other _____
- ☐ Vision Training
- ☐ Gross
- ☐ Fine
- ☐ Recreation/Leisure

6. **What IEP objectives are taught in a place other than the special education classroom or regular classroom? Indicate where they are taught**

(Please check all that apply to IEP objectives taught in special settings.)

- ☐ Academic
- ☐ Communication
- ☐ Socialization
- ☐ Appropriate Behavior
- ☐ Vocational
- ☐ Domestic
- ☐ Other _____
- ☐ Mobility
- ☐ Auditory Training
- ☐ Vision Training
- ☐ Gross
- ☐ Fine
- ☐ Recreation/Leisure

Where are the objectives checked in #6 taught?

_____

_____

_____

_____

_____

_____

Comments or other information that might better describe this student's program:

_____

_____

_____

_____

_____

_____

Appendix H

What's Working

J.N.
J.E.
L.O.
What do you feel is working for ——?
Centers
Repetition
Team Support
Individualized
Motivation
Expectations
Movement
Everything
Interactions
6
5
4
3
2
1
0

Appendix I

Satisfaction Evaluations

MATANUSKA SUSITNA BOROUGH SCHOOL DISTRICT-ACADEMY OF INSTRUCTION
AUGUST 31, 1994 INSERVICE EVALUATION
INCLUSION - FRAN MAUIRI & MIKE YOUNG

DEPT.	NO.	SEC.
ED.	593	605
Enrollment:		45
Attendance:		63
Registered for Credit:		18

Objectives were clear? 32 Yes 1 No
Comments: Very clear.

Objectives were met? 31 Yes 0 No
Comments: Partly.

Ideas were of practical value? 30 Yes 1 No
Comments: Yes, very much. Very useful / direct application. Practical at primary level.

Handouts were relevant and will be useful? 32 Yes 1 No
Comments:

Presentation was effective? 30 Yes 1 No
Comments: Took into account varied levels of prior knowledge among participants.

Activity was appropriate? 29 Yes 1 No
Comments: Yes , very appropriate. For the most part.

What was the strongest feature of the session?
This session covered all the issues of concern for inclusion. It allowed staff to voice the pro's and con's. We were encouraged at all times to ask questions. Hands on. practical activities. Good presentation and good information. Collaboration was very helpful. I really enjoyed problem solving. Made clear what inclusion really is all about. Fulfilled agenda. Entire session was very helpful. Nature of subject - people need this information. Give and take among educators was wonderful. Lots of Handouts and practical ideas. Handouts and brainstorming was the best. Activities which allowed us practice in using the collaborative model. Small group activities were good. Good ideas to use in resource collaboration. Involvement of various personnel was also good. Trying to see Mat-Su involved in the inclusion process. The in depth knowledge of inclusion from the instructor. Creative problem solving activity and completing inclusion / Reg. Ed. matrix. Lectures on why this is important to use and recent court cases. Great ideas on how to hold shorter more efficient school planning meetings. Positive attitude was everything. The presenters commitment to inclusion and her understanding of the problems we face.

What was the weakest feature of the session?
They did not really get into the mechanics of inclusion. I really did not see much weakness in the discussion. It would have been nice to have actual cases here at Mat-Su. Not enough time. Needed more time to fully cover topic and maybe a two (2) or three (3) day session. Problem area solving was weak. The room. Time and space - not showing examples of where it wasn't working and what was done to make it work. Too slow moving. Needed more practical and reality driven information. Please don't use bush examples - use relevant examples to the schools these teachers operate in. Need more administrators involved at this level. Beginning was slow. Answers to questions were sometimes unrealistic. I question the appropriateness of severely handicapped students at the high school level in regular classes. No administrators, even SPED admin. were not there. Too general. It seemed mainly geared toward more severely involved students - what about a moderate handicapped person?

How will you use the information you have received?
Review with teacher, administration and district office on what procedures to follow and how to implement. In the class I work in this year we are doing inclusion, it was nice to hear different, positive approaches. Information will be used immediately, with a student. Both as a regular Ed. teacher and as a parent of a child who is being included. To help incorporate special needs children in my classroom. In intervention from parent meetings. Will share with my building. Use in team meetings and planning or goal setting for individual students. Have already been using this type of information and will continue. Increase inclusion activities, teaming, and collaboration. Advocate at my site for full inclusion. Will use meeting strategies. Will develop a collaborative model to implement inclusion. Collaboration will be used greatly. Session information will help in focusing meetings. I can use the problem solving process. Begin to talk to teachers, parents, and all children about their rights. Immediately to help develop inclusion programs for several students. Better team meeting will help. I have begun to look at my regular class and see how inclusion will work in the school.

Additional comments: One of the best inservices the district has offered. All classroom teachers should be given this inservice if inclusion really is happening. I would like to meet with Special Education Department. Great inservice - Need another one like this with more time. Thanks great job! Nice job with limited time. Even though I don't completely agree that inclusion is the way to go, I do feel more open about the concept. Video was ideally positive and a good model. This inservice should be mandatory for regular educational administration and regular educational teacher.

United States Department of the Interior

FISH AND WILDLIFE SERVICE
1011 E. Tudor Rd.
Anchorage, Alaska 99503-6199

IN REPLY REFER TO

Fran Maiuri
Special Education Service Agency
2217 E. Tudor Rd. Suite 1
Anchorage, Alaska 99507

Dear Fran:

I would like to thank you for speaking at our Environmental Education Training on such short notice. Your session received many favorable comments and several people thought we should have allowed much more time. Should we decide to expand on your session next year I promise I'll call months in advance!

Your handout on geese was wonderful. Enclosed is one I found that you may enjoy. Thanks again for your time.

Sincerely,

Cathy Rezabeck
Education Specialist

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To whom it may concern, 11/14/94

I am writing in support of the Project Pals program through the Special Education Service Agency (SESA) in Anchorage. It has provided continued support and assistance in setting up an individualized program for a very challenging student of mine with dual-sensory disabilities. It has also provided me with on-site and phone based technical assistance in problem solving various routine and non-routine dilemmas. Finding a least restrictive environment(s) for such a student is quite difficult and as a teacher, I appreciate the assistance this program offers!

Sincerely,

Erin Weage

Erin Weage
Special Education Teacher
Pioneer Peak Elementary
Palmer, Alaska

ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND

Arizona Deaf-Blind Project

EVALUATION FORM

Name of Participant: _____

City, State: _____

Dates of Technical Assistance(TA): March 2-3, 1995

TA Provider(s): Fran Maifui

The following will provide information on your satisfaction with the technical assistance provided to your team.

Results of TA Evaluation (9 people involed)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A. The TA objective was met and the outcome achieved.				6	3
B. The TA Provider was prepared to deliver the TA.				3	5
C. The TA Provider possessed the necessary expertise to deliver the TA.				3	6
D. The TA Provider kept the focus of the TA on the intended objective.				1	8
E. The TA was delivered at a desirable time during the project year.		2		2	5
F. I was satisfied with my involvement in the technical assistance.			1	2	6
G. I was satisfied with the changes that occurred in the classroom/program.				5	4

Evaluation Form Results

1. If you marked 2 (disagree) or 1 (strongly disagree) to one or more of the previous items, please explain why you disagree with the statement(s).

* There was no part that I disagree with. I agree with every part of this meeting
* I agree with all
* I agree on all topics
* The team should have become a more cohesive entity earlier in Sully's situation
* Long overdue for a student in our district with multi/special needs especially when our team is so young

2. What sections of the technical assistance did you find most beneficial?

* Working as a team. Priorities of Sully, getting to know each other.
* Set the meeting.
* Good to have a team meeting facilitated by someone who has previous experience building teams and barriers might face.
* Teaming - environment.
* To know who is Sullivan Holiday.
* "Who is Sully"
* Helping the group open up to each other. Partnerships have been too stiff.
* The poster writing--getting ideas in VISUAL prospective--being productive!
* Strengths of child (brainstorm), long term goals, goal matrix, setting up team meetings

3. As a result of the technical assistance received, have you identified additional technical assistance needs? Yes __ No __ Describe below.

* Keep working as a team
* Yes --I get to know more about Sullivan & the people who work with him & his parents
* No
* No
* No

* No - Mainly I was more focused on how to help Sully live a better life.

* No

● Yes - Teamwork--communication among the adults

* No, not at this time

4. Would you recommend this technical assistance training to another staff member with the same designated objective? (Circle one choice)

Definitely	Probably	With Reservation	No
6	2	1	0

5. Is there anything that you wish had been done differently in providing this technical assistance? Yes __ No __ Describe below:

* No

* I wish there was more time to decide more things

* No

* No

● Yes - Needed people to know about how disabled kids need our help- not different

* Yes - more of what needs to be done for Sully

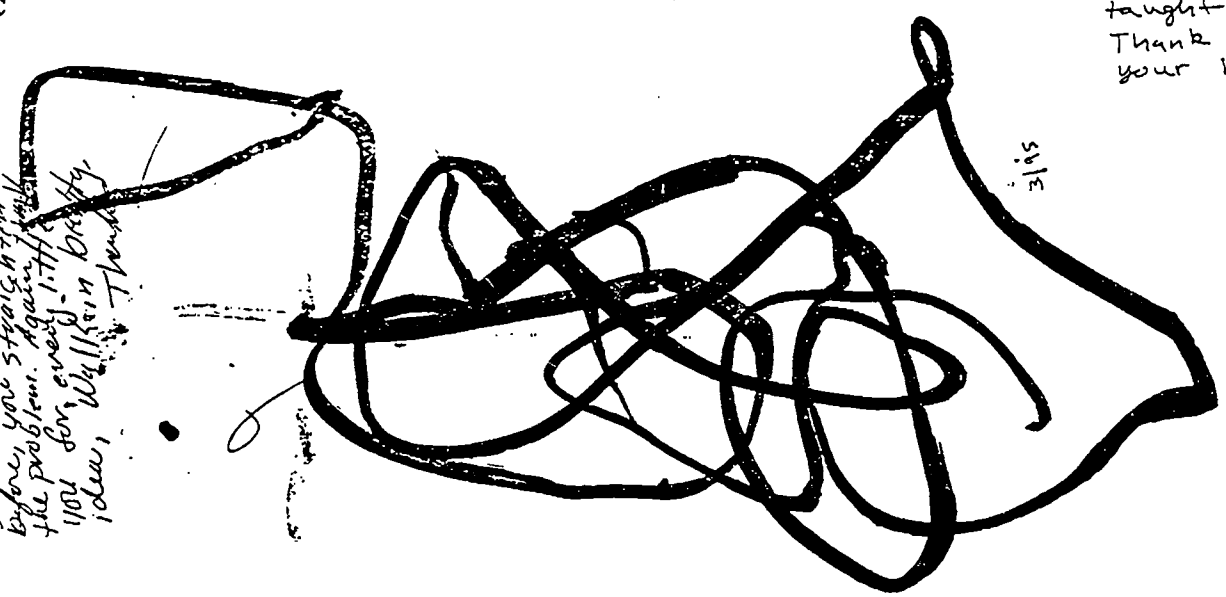
* Yes - Make this a 1/2 day event for two days

* Yes - inservice or "collaboration" --team, our needs!

* No

●

Fran,
your workshop was
informative., I fee
I learned a lot
am applying wh
taught us on Fr
Thank you for
your help!
Sincerely,



Fran,
I appreciate
your sharing your ideas
to the team staff. I
sound like a recorder
before, you straight
the problem. Again, I
you for every little
idea, Wallkin Bentley
Thanks

Fran
Thanks for sharing your
expertise and time in
helping us develop our
team for [illegible]. It was
a wonderful experience and
them laid a good groundwork
for us to build on [illegible]!

Fran
Thank for all
your ideas about
S

Fran,
The team meeting
was great. Now we are
more productive
Thank you - You are
an eye opening

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Appendix J

Library Resources on Inclusive Education

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Special Education Service Agency

Library Resources on Inclusive Education

Compiled by:

Fran Maiuri
Kristin Ryan
Pilot for Alaska Students (PALS)
with Deaf-Blindness

Special Education Service Agency
2217 E. Tudor Road - Suite 1
Anchorage, Alaska 99507
(907) 562-7372 • (907) 562-0545 FAX • (907) 563-8284 TTY

May 1995

This product was supported by U.S. Department of Education Grant #025A20009P, Alaska State Department of Education Grant #FS9511603 and the Special Education Service Agency

Introduction

Library Resources on Inclusive Education was compiled to assist educators, parents and others to access books, videos and other publications available through the Special Education Service Agency (SESA) library. Publications listed support inclusive education for students with deaf-blindness or other low incidence disabilities. As educators in the 1990's it is the responsibility of each of us to improve our ability to educate children with special needs in regular education settings. Resources from the SESA library can be one support to help educators and families meet the inclusion challenge.

The resource guide is divided into six sections:

- General Inclusion
- Inclusion of Students Who are Deaf-Blind
- Inclusion of Students Who are Blind/Visually Impaired
- Inclusion of Students Who are Deaf/Hard of Hearing
- Collaborative Teaching and Cooperative Learning
- Social Skills and Behavioral Supports

A title index beginning on page 40 is included to assist with locating specific publications.

Publications included provide information on successful strategies for inclusive education, adaptations for sensory impairments, examples of teachers sharing their experiences, examples of students in inclusive education, strategies and examples of cooperative learning and adult collaboration, revised assessment techniques, strategies to facilitate social skill development and provide positive supports to reduce inappropriate behaviors and other related topics.

To borrow a selection, contact the SESA librarian by phone, fax, letter or in person. It is best if you make your request using the title and call number for the publication. If the selection does not list a call number, title alone or title and author is sufficient.

New materials are frequently added to the SESA library and the librarian can provide you with up-to-date information about publications available. If the SESA library does not have the title that you are looking for, the librarian may be able to suggest other locations where it might be found. For additional information, consult Using the SESA Library on page one and SESA Library Policy, Appendix A.

Please note: Contact the SESA librarian for additional titles related to educating students with disabilities. This guide lists only those materials related to educating students with disabilities in general education settings.

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Appendix A - SESA Library Policy

Using The SESA Library

The SESA Library was established for the use of SESA staff and clients. Materials are loaned out so that clients can review them and decide if they are appropriate to order for themselves. The SESA Library also lends out materials purchased under an Assistive Technology grant, which are available to anyone in the state. In addition, the Library manages the loans of some long term loan items purchased under another grant.

The Library has books, videos, software, assessments, sound recordings and equipment available. The equipment covers a variety of special needs. It includes magnifiers, sensory stimulation materials, switches, computer peripherals, braille and low vision materials, battery operated toys, games, instructional materials, tape recorder/players, braille writers and other items. Due to the large number of items, a complete catalog isn't practical. However, if you call with a specific question (for example, sign language videos), a list can be generated and sent out to you.

The library has a variety of information sources. Call if you have questions. Sometimes you will be referred to your local library or another source.

TERMS OF LOAN

With the exception of the long term loan grant and APH items, all materials are loaned for a period of thirty days. If no one has requested the item, the loan may be renewed. However, once another person has requested an item, you must return it. You have no guarantee of more than thirty days. Usually, this is adequate time to evaluate the item's usefulness.

HOW TO CHECK THINGS OUT

You can borrow things by mail or phone request, or you can come by the library. Since library hours vary, call before coming by.

You will need to leave your name, address, phone number and an alternate phone number, so that we can reach you if necessary. Starting in 1994/95, library users will need to sign a Memorandum of Agreement. This says that you are willing to take responsibility for the materials, and will return them when they are due. For school districts, this form must be signed by the principal at each site. For other programs, the form must be signed by the director. For individuals, the individual signs.

You will be given or sent a transmittal form along with the materials. If the materials were mailed to you, you will receive a second copy of the transmittal form, folded and with SESA's address stamped on it. You must sign that copy, put a stamp on it, and drop it in the mail. This is so we know the materials were received. It gives us some peace of mind that materials aren't lost in the mail. Take a minute to read the transmittal form. The library policy is on the back. You will be held to all terms of use. Keep this form so you have a list of what is checked out to you and when they are due to be returned.

HOW TO RETURN ITEMS

You may bring the items by Monday through Friday, eight a.m. to 4:30 p.m., or you may mail items back. Be sure that all parts of each items are returned. If mailing materials, pack them carefully. If there is a note on the transmittal form about insuring the item when it is returned, be sure to do that.

IF YOU DON'T RETURN ITEMS

Overdue notices are mailed out monthly. If you haven't called to renew, you will receive one. If you get an overdue notice, do not ignore it. Call or write to see if you can extend the loan, or else return the item(s) immediately. If there is a note on the notice indicating that someone else is waiting for the item, have the courtesy to return the item promptly. Remember, the loan was made so that you could evaluate the item(s) for possible purchase, NOT for long term use. Should you persistently ignore overdue notices, you will be billed for the item. We are discussing the possibility of turning names over to a collection agency or reporting to a credit agency. This could affect your credit rating. No kidding. The library can only make many items available to many people if they all come back. We save schools and families thousands of dollars in purchases each year. It isn't unreasonable to expect that users will respond to notices, return materials promptly, and otherwise behave responsibly.

REMEMBER:

- Length of loan is thirty (30) days. We will be as flexible as we can IF you call to discuss the matter.
- Do not ignore overdue notices. Call or write for permission to renew, or else return the item promptly. Non-responsiveness will result in a bill for the item(s).
- Keep all packing materials for returning the item.
- Keep all manuals, cables, parts, etc., with the item. The item will remain checked out to you until all parts are returned. You may be billed for missing parts.
- Treat the item with care. Damage may result in a bill.

Question? Concerns? Please call: Special Education Service Agency (907) 562-7372
2217 E. Tudor Road, Suite 1 (907) 562-0545 (FAX)
Anchorage, AK 99507 (907) 563-8284 (TT)

General Inclusion

Books

Titl Main	**A special educator's perspective on interfacing special and general education**
Subt	a review for administrators
Type	Book
CNCall	371.9/046/Greenb
Auth	Greenburg, David Eugene
Date	1987
Series Title	An ERIC exceptional child education report
Topics	School management and organization--United States

Titl Main	**A teacher's guide to including students with disabilities in regular physical education**
Type	Book
CNCall	371.9/04486/Block
Main Name	Block, Martin E.,
Date	1958-
Date	c1994
Topics	Physical education for handicapped persons

Titl Main	**Accepting individual differences, AID**
Subt	overview
Type	Book
CNCall	371.9/Accept
Date	1982, c1977
Topics	Prejudices in children Attitude change in children Social learning

Titl Main	**Accepting individual differences, AID**
Subt	Mental retardation and learning disabilities
Type	Book
CNCall	371.92/Accept
Date	1982, c1977
Topics	Prejudices in children Attitude change in children Social learning

Titl Main	**Accepting individual differences, AID**
Subt	Motor impairment
Type	Book
CNCall	371.916/Accept
Date	1982, c1977
Topics	Children with physically disabilities in Education Attitude change, Prejudices and Social learning in children

Titl Main	**Action for inclusion**
Subt	How to improve schools by welcoming children with special needs into regular classrooms
Type	Book
CNCall	371.9/046/OBrie
Auth	John O'Brien & Marsha Forest with Judith Snow, Jack Pearpoint & David Hasbury
Date	c1989

Titl Main	**Behavior management and community integration for individuals with developmental disabilities and severe behavior problems**
Type	Book
CNCall	153.85/Behavi
Auth	sponsored by the Office of Special Education and Rehabilitative Services and Research and Training Center on Community-Referenced Behavior Management
Date	1988
Topics	Behavior modification Developmentally disabled--Rehabilitation Behavior disorders Behavior Management

Titl Main	**Beyond separate education**
Subt	Quality education for all
Type	Book
CNCall	371.904/Beyond
Date	1989

Titl Main	**Celebrating diversity**
Subt	Building self-esteem in today's multicultural classrooms
Type	Book
CNCall	370.19/0973/Siccon
Auth	Frank Siccone
Date	c1995

Titl Main	**Chances and choices**
Subt	Making integration work
Type	Book
CNCall	371.9/Fullwo
Auth	Fullwood, Deborah
Date	c1990
Topics	Rehabilitation

Titl Main	**Changes in latitudes, changes in attitudes**
Subt	The role of the inclusion facilitator
Type	Book
CNCall	371.904/Change
Auth	written by Carol Tashie ... [et al.] ; photographs by Gary Samson
Date	1993

Titl Main	**Choosing options and accommodations for children (COACH)**
Subt	A guide to planning inclusive education
Type	Book
CNCall	371.9/0460973/Giangr
Auth	by Michael F. Giangrieco, Chigee J. Cloninger, and Virginia Salce Iverson
Date	c1993
Topics	Home and school Quality of life

Titl Main	**Communication curriculum**
Subt	Teaching research integration project for children and youth with severe handicaps
Type	Book
CNCall	616.855/Commun
Auth	Kathleen Stremel-Campbell ... [et al.]
Date	1984
Topics	Blind-deaf Means of communication Communication Teaching research integration project for children and youth with severe handicaps

Titl Main	**Communication placement assessment manual**
Type	Book
CNCall	616.855/Commun
Auth	Kathleen Stremel-Campbell, Judy Clark Guida ; Communication curriculum : teaching research integration project for children and youth with severe handicaps / Kathleen Stremel Campbell ... [et al.]
Date	1984
Topics	Blind-deaf Means of communication Chrn Testing Communication Testing Communication curriculum : teaching research integration Project for children and youth with severe disabilities

Titl Main	**Community recreation and persons with disabilities**
Subt	Strategies for integration
Type	Book
CNCall	790.196/Schleie
Auth	Schleien, Stuart J
Date	1988
Topics	Children with disabilities--Recreation Children with disabilities--Services for

Titl Main	**Community-based curriculum**
Subt	Instructional strategies for students with severe handicaps
Type	Book
CNCall	371.91/Falvey
Auth	Falvey, Mary A
Date	c1989
Topics	Children with disabilities--Life skills guides Study and teaching

Titl Main	**Connecting students**
Subt	A guide to thoughtful friendship facilitation for educators & families
Type	Book
CNCall	371.9/046/Schaff
Auth	written by C. Beth Schaffner, Barbara E. Buswell
Date	c1992
Topics	Social interaction in children Social skills Interpersonal relationships Prejudices in children Attitude change in children

Titl Main	**Cross-age/peer tutoring**
Type	Book
CNCall	371.394/Cross
Date	1978
Topics	Peer-group tutoring of students

Titl Main	**Curriculum considerations in inclusive classrooms**
Subt	Facilitating learning for all students
Type	Book
CNCall	371.9/046/0973/Curricu
Auth	edited by Susan Stainback, William Stainback
Date	c1992
Topics	Education Curricula

Titl Main	**Educating all students in the mainstream of regular education**
Type	Book
CNCall	371.904/Educati
Auth	edited by Susan Stainback, William Stainback, Marsha Forest
Date	1989

Title	**Education**
Type	Book
Author	Graham, Rebecca E
Date	[199-?]
Notes	Reprinted from "The legal rights of Alaskans with disabilities".
Topics	Disabilities Legal status, laws, etc. Civil rights Legal rights of Alaskans with disabilities.

Titl Main	**Effective schools for all**
Type	Book
CNCall	371.9/046/Effect
Auth	edited by Mel Ainscow
Date	1991
Topics	Handicapped children
Topics	Mainstreaming in education

Titl Main	**Exceptions**
Subt	A handbook for teachers of mainstreamed students
Type	Book
CNCall	371.904/Except
Auth	authored by Deborah A. Murphy ... [et al.]
Date	c1988
Topics	Mainstreaming in education
Topics	Handicapped children--Education
Topics	Teachers of handicapped children

Titl Main	**How to integrate autistic and other severely handicapped children into a classroom**
Type	Book
CNCall	371.94/Koegel
Auth	Koegel, Robert L
Date	c1982
Topics	Autistic children Education
	Developmentally disabled children Education
	Child development deviations
	Autism

Titl Main	**I make a difference!**
Subt	A curriculum guide building self-esteem and sensitivity in the inclusive classroom
Type	Book
CNCall	371.914/Tamare
Auth	Tamaren, Michele C
Date	c1992
Topics	Learning disabilities
	Learning disabled children

Title Main	**Ideas for Inclusion**
Subt	The classroom teacher's guide to integrating studets with severe disabilities
Type	Book
CNCall	371.904/Bening
Auth	Beninghof, Anne M.
Date	c1993
Topics	Mainstreaming in education
	Classroom management
	Classroom teacher's guide to integrating students with severe disabilities

Titl Main	**Implementing best practices for all students in their local school**
Subt	inclusion of all students through family and community involvement, collaboration, and the use of school planning teams and individual student planning teams
Type	Book
CNCall	371.904/Fox
Auth	Timothy J. Fox, Wes Williams
Date	[1991]

Titl Main	**Inclusion: moving beyond our fears**
Type	Book
CNCall	371.904/Inclus
Auth	editied by Joy Rogers
Date	1994
Topics	Effects of inclusin on nondisabled classmates Staff organization and inservice training Effective teaching methods Using assisstive technology Inclusion from parents point of view

Titl Main	**[Inclusive Education Articles]**
Subt	New Hampshire on Disability
Type	Book
CNCall	371.904/Integr
Date	1990
Topics	Education (course materials) Student Inclusion Checklist

Titl Main	**Information packet level #3**
Type	Book
CNCall	305.9/0816/Inform
Date	[198-]
Topics	Community integration resource group -- PREP : preparing regular education personnel to support best practices -- The Indiana least restrictive environment initiative -- Elements of interaction -- Terms and issues related to "LRE" -- Community integration resource group bibliography -- Readings for parents : least restrictive environment -- Students with severe disabilities: where do they go to school? -- Community integration resource group : quality indicators of exemplary programs -- Students with severe disabilities : a look at the present with an eye toward the future -- What parents want for their children's future : dreaming a new dream -- Guidelines for reporting and writing about people with disabilities -- Least restrictive environment : a place in the community

Titl Main	**Integrated programming**
Subt	Strategies, methods and monitoring of services for students with severe and multiple handicaps
Type	Book
CNCall	371.904/Integra
Date	[1992?]
Description	Strategies for identifying and selecting instructional priorities / Philippa H. Campbell ... [et al.] -- Monitoring student progress / Karen Clegg, Philippa H. Campbell, Robert Wetherbee.
Topics	Teaching

Titl Main	**Integrated therapies**
Subt	Speech and language, physical, occupational
Type	Book
CNCall	371.9/Craig
Auth	Susan Craig, Ann G. Haggart
Date	c1984

Titl Main	**Integrating adolescents with severe handicaps into the public school system**
Subt	A case study
Type	Book
CNCall	371.9/046/Integr
Auth	Barbara Wilcox ... [et al.]
Date	[199-?]

Titl Main	**Integration strategies for students with handicaps**
Type	Book
CNCall	371.9/Inter
Date	1989

Titl Main	**It's never too early, it's never too late a booklet about personal futures planning**
Subt	For persons with developmental disabilities, their families and friends, case managers, service providers and advocates
Type	Book
CNCall	362.41/084/Mount
Date	1989
Topics	Services for, Employment planning, education, and life skills guides for the developmentally disabled. Vocation education and Transition

Titl Main	**Lessons for inclusion**
Subt	Including everyone, liking myself, making & keeping friends, cooperating with others
Type	Book
CNCall	371.9/046/Lesson
Auth	Terri Vandercook ... [et al.]
Date	1993

Titl Main	**Mainstreaming in early childhood programs**
Subt	An in-service training manual for accommodating all children
Type	Book
CNCall	371.9/0472/Wehren
Auth	by Aileen Wehren, Helen Coker Reid, Sharon Pasalich McDaniel
Date	1982
Topics	Early childhood education

Titl Main	**Mainstreaming preschoolers**
Subt	Children with speech and language impairments : a guide for teachers, parents, and others who work with speech and language impaired preschoolers
Type	Book
CNCall	371.9/142/Mainst
Auth	by Jacqueline Liebergott ... [et al.]
Date	1978
Topics	Speech disorders in children Children--Language Language acquisition Language disorders in children

Titl Main	**Mainstreaming preschoolers**
Subt	Children with emotional disturbance : a guide for teachers, parents, and others who work emotionally disturbed preschoolers
Type	Book
CNCall	371.94/Mainst
Auth	by Miriam G. Lasher ... [et al.]
Date	[1978?]
Topics	Mentally ill children--Education (Preschool)

Titl Main	**Mainstreaming preschoolers**
Subt	Children with learning disabilities : a guide for teachers, parents, and others who work learning disabled preschoolers
Type	Book
CNCall	371.914/Mainst
Auth	by Alice H. Hayden ... [et al.]
Date	[1978?]
Topics	Children with Learning disabilities--Education (Preschool)

Titl Main	**Mainstreaming preschoolers**
Subt	Children with orthopedic handicaps : a guide for teachers, parents, and others who work orthopedically handicapped preschoolers.
Type	Book
CNCall	371.916/Mainst
Auth	by Shari Stokes Kieran ... [et al.]
Date	[1978?]
Topics	Physically handicapped children--Education (Preschool) United States. Dept. of Health, Education and Welfare. Office of Human Development Services. Administration for Children, Youth and Families. Start Bureau Project Start

Titl Main	**Mainstreaming preschoolers**
Subt	Children with mental retardation : a guide for teachers, parents, and others who work with mentally retarded preschoolers
Type	Book
CNCall	371.92/Mainst
Auth	by Eleanor Whiteside Lynch ... [et al.]
Date	[1978?]
Topics	Children with Mental Illnesses--Education (Preschool) Lynch, Eleanor Whiteside United States. Dept. of Health, Education and Welfare. Office of Human Development Services. Administration for Children, Youth and Families. Start Bureau Project Start

Titl Main	**Mainstreaming preschoolers**
Subt	Children with health impairments : a guide for teachers, parents, and others who work with health impaired preschoolers
Type	Book
CNCall	371.9/Mainst
Auth	by Alfred Healy ... [et al.]
Date	[1978?]
Topics	Chronically ill children--Education (Preschool) Lynch, Eleanor Whiteside United States. Dept. of Health, Education and Welfare. Office of Human Development Services. Administration for Children, Youth and Families. Start Bureau Project Start

Titl Main	**Natural supports in inclusive schools**
Subt	Curricular and teaching strategies
Type	Book
CNCall	371.904/Jorgen
Auth	Jorgensen, Cheryl M
Date	[199-?]
Topics	Education Curriculum

Titl Main	**Preparing to integrate students with behavioral disorders**
Type	Book
CNCall	371.93/Prepar
Auth	Robert A. Gable ... [et al.]
Date	1991
Series Title	CEC mini-library : working with behavioral disorders
Topics	Problem children Education

Titl Main	**Resources for teaching young children with special needs**
Type	Book
CNCall	372.21/Deiner
Auth	Deiner, Penny Low
Date	c1983
Topics	Education, Preschool Individualized instruction

Titl Main	**Restructuring for caring and effective education**
Subt	An administrative guide to creating heterogeneous schools
Type	Book
CNCall	371.9/0460973/Restru
Auth	edited by Richard A. Villa ... [et al.]
Date	c1992
Topics	Educational change

Titl Main	**Right from the start**
Subt	Instructional manual
Type	Book
CNCall	371.904/Sheriff
Auth	by Georgia Sheriff and Susan Shuster
Date	c1989
Topics	Education, Preschool

Titl Main	**Strategies for making inclusion successful**
Type	Book
CNCall	371.904/Strate
Date	[199-?]
Topics	Education

Titl Main	**Support networks for inclusive schooling**
Subt	Interdependent integrated education
Type	Book
CNCall	371.904/Support
Auth	edited by William Stainback and Susan Stainback
Date	c1990

Titl Main	**Supporting children in the classroom**
Subt	An integrating aide's handbook ; Inclusion : a teacher's guide
Type	Book
CNCall	371.9/046/Suppor
Date	c1993
Topics	Special education

Titl Main	**The Comprehensive local school**
Subt	Regular education for all students with disabilities
Type	Book
CNCall	371.904/Compre
Auth	Wayne Sailor ... [et al.]
Date	1989
Topics	Disability--Services for--United States

Titl Main	**The inclusion papers**
Subt	Strategies to make inclusion work : a collection of articles from the Centre
Type	Book
CNCall	371.9/046/Pearpo
Auth	by Jack Pearpoint, Marsha Forest and Judith Snow
Date	1993
Topics	Special education

Titl Main	**The Least restrictive alternative**
Subt	Principles and practices
Type	Book
CNCall	344.73/0791/Least
Auth	by H. Rutherford Turnbull, editor
Date	c1981

Titl Main	**The Nonrestrictive environment**
Subt	On community integration for people with the most severe disabilities
Type	Book
CNCall	362.4/048/Nonres
Auth	by Steve J. Taylor ....[et. al.]
Date	1987
Topics	Chrn Social networks On community integration for people with the most sever disabilities

Titl Main	**Toward inclusive classrooms**
Type	Book
CNCall	371.904/60973/Toward
Date	c1994
Seri Titl	Teacher to teacher series
Topic	Case studies

Titl Main	**Trainer's guide for use with Mainstreaming in early Childhool programs**
Subt	An in-service training manual for accommodating all children
Type	Book
CNCall	371.9/0472/Wehren
Auth	By ASileen Wehren, Helen Coker Reid, Sharon Pasalich McDaniel
Date	1982
Topics	Children with disabilities in Education (Preschool) Early childhood education

Titl Main	**Traumatic brain injury in children and adolescents**
Subt	A sourcebook for teachers and other school personnel
Type	Book
CNCall	617.48/1044083/Mira
Auth	Mary P. Mira, Bonnie Foster Tucker, Janet Siantz Tyler
Date	c1992
Topics	traumatic brain injury, closed injury Brain-damaged children Rehabilitation Brain Wounds and injuries Chrn Patients, Rehabilitation Brain damage Complications and sequelae Brain-damaged children Education

Titl Main **Treasures**
Subt A celebration of inclusion
Type Book
CNCall 371.904/Treasu
Auth Created and edited by Ann Donoghue Dillon ... [et al.] ; photographs by Gary Samson
Date 1993

Titl Main **Unlocking doors to friendship**
Type Book
CNCall 371.9/046/Fox
Auth C. Lynn Fox and Francine Lavin Weaver
Date c1983
Topics Prejudices in children
Attitude change in children
Social learning
Empathy

Titl Main **What people need to believe and know to include students with severe disabilities in regular classes**
Subt Consensus of New Hampshire's Personnel Preparation Task Force
Type Book
CNCall 371.904/What
Date [199-?]
Topics Education Curriculum

Titl Main **What to look for when observing classroom lessons or typical school routines in order to identify participation opportunities for students with severe disabilities**
Type Book
CNCall 371.904/What
Date [199-?]
Topics Education Curriculum

Titl Main **Winners all**
Subt A call for inclusive schools
Type Book
CNCall 371.904/Winner
Date 1992
Topics The report of the NASBE Study Group on Special Education

Titl Main **You can't say you can't play**
Type Book
CNCall 372.11/023/Paley
Auth Vivian Gussin Paley
Date c1992
Topics Kindergarten Case studies
Rejection (Psychology) in children Case studies
Social interaction in children Case studies
Play Case studies
Teacher-student relationships Case studies

Videos

Titl Main	**Andreas**
Subt	Outcomes of inclusion
Type	Visual Material
CNCall	371.904/Andrea
Auth	produced by UVM Video, University of Vermont
Date	c1991
Topics	Yuan, Andreas

Titl Main	**Assistive technology**
Subt	We can do it
Type	Visual Material
CNCall	371.9/Techno
Auth	developed by the American Speech-Language-Hearing Association ; authors, Sarah W. Blackstone ... [et al.]
Date	c1992
Series Title	Technology in the classroom
Description	Demonstrates assistive technology and augmentative communication in classroom situations; for use with four books: Education module, Positioning, access and mobility module, Listening and hearing and Communication module.
Topics	Self-help devices for the disabled Communication

Titl Main	**Dream catchers**
Subt	Circles of support for persons with disabilities
Type	Visual Material
CNCall	362.404/Dream
Auth	Producer, scriptwriter, Samantha Goodall ; director, Gary Samson ; produced by Instructional Services for Institute on Disability, University of New Hampshire
Date	c1992
Nar	Narrator, Merrill Black.
Topics	Looks at ways of supporting individuals with disabilities. Handicapped Social skills Friendship Helping behavior

Titl Main	**Equal access for all**
Type	Visual Material
CNCall	371.904/Equal
Auth	produced by Mitch Schuldman
Date	[199-?]
Topics	Shows inclusion in the schools. Mainstreaming in education

Titl Main	**Going to school with facilitated communication**
Type	Visual Material
CNCall	616.855/Going
Auth	Produced by Facilitated Communication Research Team of Syracuse University; executive produced, Douglas Biklen; producers and directores, Shoswati Nina Saha, Janet Duncan, Missy Morton; writers, Janet Duncan, Missy Morton, Shoswati Nini Saha
Date	c1991
Topics	Communication Language acquistion Children Language

Titl Main	**Hello my friends**
Type	Visual Material
CNCall	371.904/Hello
Auth	Writer and director, Jon Stoddart ; produced for the BC Association for Community Living (BCACL) ; Jon Stoddart Productions
Date	c1990
Topics	Discusses the mainstreaming of preschool children.

Titl Main	**Inclusion of children and youth with attention deficit disorders**
Type	Visual Material
CNCall	618.92/8589/Inclus
Auth	Executive producer, Robert M. Hanson ; National Professional Resources, Inc.
Date	c1993
Topics	For teachers and parents; suitable for staff development and teacher training programs; focuses on causes, diagnosis and treatments for Attention Deficit Hyperactivity Disorder (ADHD), as well as home-based and school intervention programs. Attention deficit disorder Hyperactive children Behavior modification

Titl Main	**Integration can work**
Subt	A case study of a learning environment : a slide presentation
Type	Visual Materal
CNCall	371.904/Barnes
Auth	by Ellen B. Barnes, Peter Knoblock
Date	[198-?]

Titl Main	**Learning functional academics in regular classes [videorecording]**
Type	Visual Material
CNCall	371.9/046/Learni
Auth	Alison Ford
Date	c1990

Titl Main	**Miller's MAP**
Type	Visual Material
CNCall	371.904/Miller
Auth	With Marsha Forest, Jack Pearpoint, Bob Reagstor. ; executive producers, Expectations Unlimited, Inclusion Press ; director, Joe Magiera ; producer, Timothy L. Cairns
Date	c1992

Titl Main	**Plain talk**
Subt	Teacher to teacher
Type	Visual Material
CNCall	371.904/Plain
Auth	AGH Associates, Inc. ; producer and director, Ann G. Haggart ; videographer and editor, Mark Weissberg
Date	c1993

Titl Main	**Regular lives**
Type	Visual Material
CNCall	362.1/Regula
Auth	A production of State of the Art, Inc. ; produced and directed by Tom Goodwin, Gerardine Wurzburg ; writer, Tom Goodwin
Date	c1987
Topics	Developmentally disabled Children with Disabilties--Rehabilitation, Education & future Employment

Titl Main	**Right from the start**
Type	Visual Material
CNCall	371.904/Right
Auth	a product of Indiana University Television
Date	c1989
Topics	Education, Preschool

Titl Main	**The Concept and the practice**
Type	Visual Material
CNCall	371.904/Concept
Auth	Indiana University Production ; executive producer, Leonard C. Burrello ; producers, Leonard C. Burello, John Burrello, John Winninger.
Date	c1993
Series title	Inclusion series : The two faces of inclusion : The concept and the practice & Facing inclusion together through

Titl Main	**With a little help from my friends**
Type	Visual Material
CNCall	371.904/With
Auth	directed by Marsha Forest & Valdemar de Sousa ; produced by Waterloo Region Roman Catholic Separate School Board, Ontario Association for Community Living, Centre for Integrated Education, Vison Videomagic Concepts and Production Ltd.
Date	c1988
Topics	Looks at inclusior in a school.

Inclusion of Students Who are Deaf-Blind

Books

Titl Main	**Building effective transition strategies for individuals with deaf-blindess**
Type	Book
Cn Call	371.911/Buildi
Auth	Cathy Mouchka [et al.]
Date	1994
Topics	Blind-deaf-services for, education life skills guides Vocational education and transition

Titl Main	**Inclusive instructional design**
Subt	Inclusion of all students through family and community involvement, collaboration, and the use of school planning teams and individual student planning teams
Type	Book
CNCall	371.911/Inclus
Auth	Katheleen Gee ... [et al.]
Date	1994
Topics	Blind-deaf children Education Facilitating informed and active learning for individuals who are deaf-blind in inclusive schools

Titl Main	**Supporting young adults who are deaf-blind in their communities**
Type	Book
CNCall	362.41/0835/Suppor
Topics	A transition planning guide for service providers, families and friends
Date	c1995
	Services for Blind-deaf
	Care Blind-deaf
	Rehabilitation Blind-deaf

Titl Main	**Transition services for youths who are deaf-blind**
Subt	A "best practices" guide for educators
Type	Book
CN Call	371.911/Transi
Auth	Jane M. Everson, editor
Date	1995
Topics	Blind-deaf-services for, education, life skills guides Vocational education and transition

Titl Main	**Welcoming students who are deaf-blind into typical classrooms**
Subt	Facilitating School Participation, Learning, and Friendship
Type	Book
CNCall	371.10973/Welcom
Auth	Norris Haring and Lyle Romer
Date	1995
Topics	Blind-Deaf Children and education

Videos

Titl Main	**Collaborative teaming for inclusion oriented schools**
Type	Visual Material
CNCall	371.904/Collab
Auth	Kansas State Dept. of Education, Special Education Outcomes Team ; Facilitating The Least Restrictive Environment for Students with Deaf-Blindness in School and Community Project
Date	1991
Topics	The education of special needs children using the team approach. Inclusive education.

Titl Main	**MAPS**
Subt	A plan for including all children in schools
Type	Visual Material
CNCall	371.904/MAPS
Auth	Presented by the Kansas State Dept. of Education, Services for Deaf-Blind Children and Youth Project ; produced by Innovative Communications Corporation
Date	1990
Topics	The planning process for the education of special needs children.

Titl Main	**You and me**
Subt	A Five Part Video Series About Educating Children Who are Deaf-Blind
Type	Visual Material
Auth	Teaching Research Division Western ORegon State College
Date	1994
Topics	Interpreter-Tutor Communication Mobility Social Networks

Inclusion of Students Who are Blind/Visually Impaired

Books

Titl Main	**--And as you can see-- a manual for teachers with a partially sighted pupil in a regular classroom**
Type	Book
CNCall	371.911/McKenz
Auth	D. Ross McKenzie
Date	1990
Topics	Children, Blind Education Visually impaired children Education

Titl Main	**A blind child in my classroom**
Subt	A handbook for primary teachers
Type	Book
CNCall	371.911/Gale
Auth	Gillian Gale & Peter Cronin
Date	1990
Series Title	Burwood Educational Series ; no. 2
Note	Previously published as: What's this blind child doing in my class.
Topics	Blind Education

Titl Main	**Integrating the visually impaired student into physical education**
Subt	A teacher's resource manual
Type	Book
CNCall	613.7/042/Integr
Date	c1988
Note	"A component of the Canadian Blind Sports Association activity integration program"
Topics	Children, Blind--Recreation Visually handicapped children--Recreation Physical education for handicapped children

Titl Main	**Mainstreaming preschoolers**
Subt	Children with visual handicaps : a guide for teachers, parents, and others who work with visually handicapped preschoolers
Type	Book
CNCall	371.911/Mainst
Auth	by Lou Alonso ... [et al.]
Date	[1978]
Topics	Visually impaired children--Education (Preschool)

Titl Main	**Mainstreaming the visually impaired child**
Type	Book
CNCall	371.911/Mainst
Auth	edited by Gloria Calovini
Date	[198-?]
Topics	Visually impaired children Education Children, Blind Education

Titl Main	**Residential school or mainstreaming?**
Subt	A guide for parents of the visually impaired child
Type	Book
CNCall	371.911/Webste
Auth	Webster, Richard
Date	c1989
Topics	Visually impaired children--Education Children, Blind--Education

Titl Main	**Visually impaired students in the regular classroom**
Subt	A resource book
Type	Book
CNCall	371.911/Visual
Date	[1981]
Topics	Visually impaired children Education

Videos

Titl Main	**A Special start**
Type	Visual Material
CNCall	371.911/Specia
Auth	presented by The Lighthouse National Center for Vision and Child Development ; producer, Mary Ann Lang ; associate producer, Norman Katz ; producer/directory, Lucinda Constable
Date	c1991
Topics	Visually handicapped children Education (Preschool)

Titl Main	**Accepting individual differences, AID**
Subt	Visual impairment
Type	Visual Material
CNCall	371.911/Accept
Date	1982, c1977
Topics	Prejudices in children, Attitude change in children & Social learning

Titl Main	**Bright beginnings**
Type	Visual Material
CNCall	649.1/511/Bright
Auth	executive producer, Phillip L. Whiteman ; Braille Institute ; RCA Columbia
Date	c1991
Series title	Insight series
Topics	Helps to enrich the lives of blind and visually impaired children by mainstreaming, playtime, and building on the child's interest. Children, Blind Visually impaired children Parent and child Children, Blind Family relationships

Titl Main	**Integrating our preschoolers**
Type	Visual Material
CNCall	371.911/Integr
Auth	Marge Mochak
Date	[1990]
Topics	Children, Blind & Visually impaired--Education

Titl Main	**Social skill acquisition for children with visual impairments**
Type	Visual Material
CNCall	371.911/Social/Pt. 1
Auth	Dr. Sharon Zell Sacks
Date	1992
Topics	Social Skills Children, Blind & Visually impaired--Education

Titl Main	**Social skill acquisition for children with visual impairments Pt. 2**
Type	Visual Material
CNCall	371.911/Social/Pt. 2
Auth	Dr. Sharon Zell Sacks
Date	1992
Topics	Social skills Children, Blind & Visually impaired--Education

Titl Main	**The Vision video**
Subt	Integration of students with visual impairment
Type	Visual Material
CNCall	371.911/Vision
Auth	Metropolitan Toronto School Board ; produced by the Production Partners
Date	c1993
Topics	Provides in-service training for classroom teachers and administrators who have visually impaired student integrated into their school settings. Covers degrees of visual impairment, adaptive methods and materials, teaching methods for braille-using and visually limited students technology, partnerships between itinerant vision teachers, regular classroom teachers, parents and students. Integration of students with visual impairment's in the 90's

Inclusion of Students Who are Deaf/Hard of Hearing

Books

Titl Main	**A school handbook on classroom amplification equipment**
Type	Book
CNCall	617.89/Allen
Auth	Laurie Allen
Date	[199-?]
Topics	Hearing aids
	Hearing impaired children
	Hearing

Titl Main	**Effectively educating students with hearing impairments**
Type	Book
CNCall	371.912/Luetke
Auth	Barabar Luetke-Stahlman
Date	1990
Topics	Deaf children in education
	Hearing impaired children in education

Titl Main	**Let's learn about deafness**
Subt	Classroom activities
Type	Book
CNCall	305.908/162/Stone
Auth	Developed by Rachel Stone-Harris ; instructional design by Jim Kearney
Date	c1988
Series Title	Into the mainstream
	Deafness--Social aspects

Titl Main	**Mainstreaming preschoolers**
Subt	Children with hearing impairment : a guide for teachers, parents, and others who work with hearing impaired preschoolers
Type	Book
CNCall	371.912/Mainst
Auth	by Rita Ann LaPorta ... [et al.]
Date	[1978?]
Topics	Hearing impaired & Deaf children--Education (Preschool)

Titl Main	**Manager's guide for the tutor/notetaker**
Subt	Providing academic support to mainstreamed deaf students
Type	Book
CNCall	371.9/127/Manage
Auth	Russell T. Osguthorpe ... [et al.]
Date	c1980
Topics	Hearing impaired and Deaf Education
	Teacher-student relationships

Titl Main	**Our forgotten children**
Subt	Hard of hearing pupils in the schools
Type	Book
CNCall	371.912/Our
Auth	Editor, Julia Davis
Date	1990
Topics	Hearing impaired children Education
	Children, Deaf Education

Titl Main	**Teacher's resource kit for hearing teachers of deaf adults**
Type	Book
CNCall	371.9/127/Teache
Auth	Prepared by Gallaudet College Division of Public Services
Date	[197-?]
Topics	Hearing impaired--Education
	Teacher-student relationships

Titl Main	**There's a hearing impaired child in my class**
Subt	A learning packet about hearing loss for public school teachers
Type	Book
CNCall	371.912/Nussba
Auth	Nussbaum, Debra
Date	c1988
Series Title	Into the mainstream
Topics	Hearing impaired & Deaf children--Education
	Teacher-student relationships

Titl Main	**There's a hearing impaired student in my classroom**
Type	Book
CNCall	371.912/Mead
Auth	Mead, Rebecca A
Date	[1992]
Topics	Hearing impaired children Education
	Children, Deaf Education

Audio/Visual

Titl Main	**Access for all**
Subt	Integrating deaf, hard of hearing and hearing preschoolers
Type	Visual Material
CNCall	371.912/Access
Auth	Producers, Gail Solit, Maral Taylor, Angela Bednarczyk ; production director, Ron Reed ; scriptwriter, Debra Nussbaum
Date	c1992
Description	Shows the integration of deaf, hard of hearing and hearing children into one preschool setting.
Topics	Children, Deaf Education (Preschool) Hearing impaired children Education (Preschool)

Titl Main	**Accepting individual differences, AID**
Subt	Hearing impairment
Type	Sound recording
CNCall	371.912/Accept
Date	1982, c1977
Topics	Hearing impaired children Education Prejudices in children Attitude change in children Social learning

Collaborative Teaching and Cooperative Learning

Books

Titl Main	**A teacher's guide to cooperative discipline**
Subt	How to manage your classroom and promote self-esteem
Type	Book
CNCall	371.5/Albert
Auth	Albert, Linda
Date	c1989
Topics	School discipline--Handbooks, manuals, etc
	Classroom management--Handbooks, manuals, etc

Titl Main	**Collaborative teams for students with severe disabilities**
Subt	Integrating therapy and educational services
Type	Book
CNCall	371.9/Rainfo
Auth	Rainforth, Beverly,
Date	c1992
Topics	Children with disabilities--Education & Rehabilitation
	Teaching teams

Titl Main	**Cooperative learning**
Type	Book
CNCall	371.102/Kagan
Auth	Kagan, Spencer
Date	c1992
Topics	Teaching
	Cooperativeness in children

Titl Main	**Cooperative learning and language arts**
Type	Book
CNCall	371.102/Stone
Auth	Jeanne M. Stone ; in consulation with Dr. Spencer Kagan
Date	c1994
Topics	Teaching
	Language arts
	Cooperativeness in children

Titl Main	**Cooperative learning and strategies for inclusion**
Subt	Celebrating diversity in the classroom
Type	Book
CNCall	371.9/0460973/Cooper
Date	c1993
Series Title	Children, youth & change : sociocultural perspectives
Topics	Special education
	Intercultural education

Titl Main	**Creativity and collaborative learning**
Subt	A practical guide to empowering students and teachers
Type	Book
CNCall	371.395/Creati
Date	c1994
Topics	Group work in education
	Peer-group tutoring of students

Titl Main	**Facilitator's manual for collaborative consultation**
Subt	Principles and techniques
Type	Book
CNCall	371.9/Idol
Auth	Idol, Lorna
Date	1984
Topics	Teachers of children with disabilities
	Teaching teams
	Parent-teacher relationships
	Behavior modification

Titl Main	**Increasing the success of your ESL students through cooperative learning and sheltered English**
Subt	Resource handbook
Type	Book
CNCall	428.24/Segal
Auth	Segal, Bertha E
Date	[1988]
Topics	English language--Study and teaching--Foreign speakers
	Reading & Writing

Titl Main	**Lessons for little ones**
Subt	Language arts & cooperative learning
Type	Book
CNCall	371.102/Curran
Auth	Lorna Curran ; in consultation with Dr. Spencer Kagan
Date	c1994
Topics	Teaching
	Language arts
	Cooperativeness in children

Titl Main	**Play for play's sake**
Subt	Cooperative games as a strategy for integration
Type	Book
CNCall	790.196/McGill
Auth	McGill, Judith
Date	1984
Topics	Children with mental disabilities--Recreation
	Play
	Games

Titl Main	**Play together, grow together**
Subt	A cooperative curriculum for teachers of young children
Type	Book
Auth	Adcock, Don
Date	1983
Topics	Play
	Education, Preschool

Titl Main	**Program review of the Bethel Cooperative Summer Youth Employment and Training Program**
Type	Book
CNCall	331.34/Castle
Auth	Castle, Kathleen L
Date	[1987?]
Topics	Youth--Employment
	Bethel Cooperative Summer Youth Employment and Training Program

Titl Main	**The cooperative classroom**
Subt	Social and academic activities
Type	Book
CNCall	371.102/Rhoade
Auth	Jacqueline Rhoades and Margaret E. McCabe
Date	c1992
Topics	Classroom management
	Social interaction in children
	Social skills
	Academic achievement

Audio/Visual

Titl Main	**Cooperative discipline**
Subt	Classroom management that promotes self-esteem
Type	Visual Material
CNCall	371.102/Cooper
Date	c1990
Description	On cover: Videocassette one, session 1 (overview). Part 1, the basics of behavior -- Part 2, the building blocks of self-esteem -- Part 3, the school action plan. Presented by Jon Schumacher.
Topics	Classroom management School discipline

Titl Main	**Cooperative switch games**
Type	Software
CNCall	PUBLIC DOMAIN SOFTWARE BOX
Description	1 floppy disk
Requirements	System requirements: IBM or compatible computer.
Note	Send in a blank disk and we will duplicate the program for you. Public domain.
Description	A collection of shoot-em-up arcade games. The ideas is that one person can use the keyboard to move the ship around while the switch user's switch takes the place of the fire key (via the PC-Pedal). Disk includes clones of Asteroids, Space Invaders and some other games. Also includes Slowdown to adjust the speed on any program.
Topics	Computer games Switches

Titl Main	**Facing inclusion together through collaboration and co teaching**
Type	Visual Material
CNCall	371.904/Facing
Auth	Indiana University Production ; executive producer, Leonard C. Burrello ; producers, Leonard C. Burello, John Burrello, John Winninger.
Date	c1993
Series title	Inclusion series : The two faces of inclusion : The concept and the practice & Facing inclusion together through

Titl Main	**Numbered heads together**
Type	Visual Material
CNCall	371.102/Number
Auth	A production of Resources for Teachers ; director, Spencer Kagan ; produced by Robin Tanner
Date	c1990
Topics	Demonstrates cooperative learning. Teaching Cooperativeness in children

Titl Main	**Pairs check : math manipulatives**
Type	Visual Material
CNCall	371.102/Pairs
Auth	A production of Resources for Teachers ; produced by Robin Tanner
Date	c1992
Topics	Demonstrates cooperative learning. Teaching Cooperativeness in children

Titl Main	**Pairs check**
Type	Visual Material
CNCall	371.102/Pairs
Auth	A production of Resources for Teachers ; directed by Spencer Kagan ; produced by Robin Tanner
Date	c1991
Topics	Demonstrates cooperative learning. Teaching Cooperativeness in chiildren

Titl Main	**We can talk!**
Type	Visual Material
CNCall	371.102/We
Date	c1988
Description	Contents: Part 1 : Cooperative learning & linguisting minority students -- Part 2 : Theory in practice. With Spencer Kagan. Demonstrates cooperative learning, where children work on activities in small groups to build teams within the classroom.
Topics	Cooperativeness in children Teaching Children Language

Social Skills and Behavioral Supports

Books

Title	**Applause!**
SubTitle	Activities for building confidence through dramatic arts
Type	Book
Author	Salmon, Linda Suzanne
Date	c1992
Topics	Drama in education Social skills

Title	**Beyond gentle teaching**
Subt	A nonaversive approach to helping those in need
Type	Book
Author	McGee, John J
Date	c1991
Topic	Social work with diabilities

Title	**Communication-based intervention for problem behavior**
Subt	A user's guide for producing positive change
Type	Book
Date	c1994
Topics	Developmentally-disabled Rehabilitation Mental Disabilities Behavior modification

Title	**Conflict resolution and mediation for peer helpers**
Type	Book
Author	Sorenson, Don L.
Date	c1992
Topics	Mediations Peer counseling of students Leadership Listening Conflict management

Titl Main	**How to teach self-management to people with severe disabilities**
Subt	A training manual
Type	Book
CNCall	155.418/Koegel
Auth	Lynn Kern Koegel, Robert L. Koegel, Deborah Rumore Parks
Date	[1993?]
Topics	Self-management (Psychology) Behavior modification

Title	**Leadership skills for peer group facilitators**
Type	Book
Auth	Sturkie, Joan
Date	c1992
Topics	Peer group counseling of students Student counselors Training of Leadership

Title	**Learning to care**
Subt	Classroom activities for social and affective development
Type	Book
Date	c1983
Topics	Affective education Socialization Social skills Classroom management Creative activities and seatwork Classroom activities for social and affective development

Titl Main	**Self-monitoring procedures for high school students with severe handicaps**
Type	Book
CNCall	155.418/Self
Auth	Jeffrey Sprague ... [et al.]
Date	[199-?]
Topics	Self-management (Psychology) Behavior modification

Title	**Signing for kids**
Type	Book
Author	Flodin, Mickey
Date	c1991
Topics	An introduction to the expressive language of the deaf, organized by Topics areas, including Pets, People, Numbers, Sports, Travel, Science, etc. Sign language Juvenile literature

Title	**Skillstreaming in early childhood**
Subt	Teaching prosocial skills to the preschool and kindergarten child
Type	Book
Author	McGinnis, Ellen
Date	1990
Topics	Social skills Behavior modification

Title	**Skillstreaming the adolescent**
Subt	A structured learning approach to teaching prosocial skills
Type	Book
Auth	Goldstein, Arnold P
Date	1980
Topics	Social skills--Curricula
	Behavior modification

Title	**Skillstreaming the elementary school child**
Subt	A guide for teaching prosocial skills
Type	Book
Auth	McGinnis, Ellen
Date	1984
Topics	Social skills--Curricula
	Behavior modification

Title	**Skillstreaming the elementary school child :**
Subt	A guide to teaching prosocial skills: Program forms
Type	Book
Auth	McGinnis, Ellen
Date	1984
Topics	Social skills--Curricula
	Behavior modification

Title	**Social acceptance : key to mainstreaming**
Subt	Key to mainstreaming
Type	Book
Auth	Fox, C. Lynn
Date	c1983
Topics	Social skills--Study and teaching
	Mainstreaming in education
	Social learning
	Empathy

Title	**Social decision-making skills**
Subt	A curriculum guide for the elementary grades
Type	Book
Auth	Elias, Maurice J
Date	1989
Topics	Decision-making--Study and teaching (Elementary)
	Social skills--Study and teaching (Elementary)
	Social adjustment--Study and teaching (Elementary)
	Problem solving--Study and teaching (Elementary)

Title	**Teaching social skills to youth**
Subt	a curriculum for child-care providers
Type	Book
Auth	Dowd, Tom
Date	c1992
Topics	Social skills-Curricula
	Social skills-Adolescents
	Interpersonal relations
	Behavior modification

Title	**The prepare curriculum**
Subt	Teaching prosocial competencies
Type	Book
Auth	Goldstein, Arnold P
Date	c1988
Topics	Social skills--Curricula
	Behavior modification

Title	**The tough kid book**
Subt	practical classroom management strategies
Type	Book
Auth	Rhode, Ginger
Date	c1993
Topics	Classroom management
	Behavior modification
	Social skills

Title	**Think aloud**
Subt	Increasing social and cognitive skills, a problem solving program for children : classroom program grades 1-2
Type	Book
Auth	Camp, Bonnie W
Date	c1985
Topics	Problem solving in children--Programmed instruction
	Verbal ability in children--Programmed instruction
	Social interaction in children
	Cognition in children
	Agressiveness in children

Title	**Think aloud**
Subt	increasing social and cognitive skills, a problem solving program for children : classroom program grades 3-4
Type	Book
Auth	Bash, Mary Ann S
Date	c1985
Topics	Problem solving in children--Programmed instruction
	Verbal ability in children--Programmed instruction
	Social interaction in children--Programmed instruction
	Cognition in children--Programmed instruction
	Agressiveness in children--Treatment--Programmed instruction

Title	**Think aloud**
Subt	Increasing social and cognitive skills, a problem solving program for children, classroom program grades 5-6
Type	Book
Auth	Bash, Mary Ann S
Date	c1985
Topics	Problem solving in children--Programmed instruction Verbal ability in children--Programmed instruction Social interaction in children--Programmed instruction Cognition in children--Programmed instruction Agressiveness in children--Treatment--Programmed instruction

Games

Title	**Communicate**
Subt	An educational activity to reinforce social communication skills during adolescence
Type	Reality
Date	c1986
Notes	Parts list: 1 game board -- 3 sets of cards -- 1 die -- 6 game pieces -- 1 rule book. Includes bibliographical references. For grades six to twelve ; for two to six players purpose is to reinforce appropriate social communication skills.
Topics	Interpersonal relations

Title	**Communicate junior**
Subt	An educational activity to reinforce social skills in elementary-age children
Type	Reality
Date	c1991
Notes	Parts list: 1 game board -- 1 set of cards -- 1 spinner -- 4 game pieces -- 1 barrier (plastic stand and cardboard insert) -- 4 chips. Includes bibliographical references. For ages five to ten ; for two to four players ;
Topics	Social skills Communication skills

Title	**Take a deep breath**
SubTitle	The kids' play-away stress book
Type	Reality
Date	c1992
Series	Play and read book
	Kit to help children deal with stress. Includes activities for coping, advice for parents, and a checklist for determining if and when a child needs professional help with stress-related problems.
Topics	Games; Anger ; Social skills in children Behavior modification

Title	**The Anger control game**
Subt	A program to develop anger control skills
Type	Reality
Auth	Berthold Berg
Date	c1988
Extent	1 gameboard + 1 manual + 5 game markers + chips + 1 die
Notes	Title from box.|Game is designed to teach anger control in aggressive children and adolescents
Topics	Games Anger Social skills in children Behavior modification

Title	**The Self-control game**
Subt	A program to teach attention and activity control skills
Type	Reality
Auth	Berthold Berg
Date	c1991
Extent	1 gameboard + 1 manual + 5 game markers + chips +1 die
Notes	Title from box.|Game is designed to teach self control in academic and social situations, concentrating on impulsivity, inattention, and hyperactivity
Topics	Games Self-control in children Behavior modification Attention deficit disorder Hyperactive children

Title	**The Social skills game**
SubTitle	A social skills training program
Type	Reality
Date	c1991
Notes	Title from box.|Game is designed to teach children attitudes and behaviors that enhance positive and rewarding interactions with their peers
Topics	Games Social skills in children Behavior modification

Title	**The Ungame**
Type	Reality
Date	c1989
Extent	1 board + 2 sets of cards + 6 markers + 1 die
Topics	Games Communication Social skills

Title	**The Ungame : kids version**
Type	Reality
Date	c1989
Extent	2 sets of cards + 1 instruction sheet
Topics	Games Communication Social skills in children

Title	**The Ungame : teen version**
Edition	Teen version
Type	Reality
Date	c1989
Topics	Games Communication Social skills in children

Audio/Visual

Title	**Circles**
Type	Visual Material
Auth	Marklyn P. Champagne, Leslie Walker-Hirsch
Date	c1983
Extent	2 videocassettes (VHS) + 2 sound cassettes + 2 boxes of slides + 1 packet of pictures + 1 book (72 p. : ill. ; 28 cm) + 1 floor graph
Topics	Social skills--Curricula Social interaction Assertiveness (Psychology) Self-esteem Friendship Handicapped

Title	**The American sign language dictionary on CD-ROM [computer file]**
Type	Software
Date	c1994
Extent	1 CD-ROM disk 1 manual + 1 troubleshooting guide
Notes	System requirements: Macintosh computer with 25 MHz 68030 processor or better, System 7, 4MB RAM (8MB or more recommended), 13" or large 256 color monitor, Macintosh-compatible CD-ROM drive with appropriate drivers, Keyboard and mouse. Interactive CD-ROM has video clips of signs, learning games, animations, and fingerspelling.
Topics	Sign language Dictionaries

Title	**The Skillstreaming video : how to teach students prosocial skills**
Subt	How to teach students prosocial skills
Type	videorecording
Auth	produced by Norman Baxley and Associates
Date	[198-?]
Extent	1 videocassette (VHS) (29 min.) : col. ; 1/2 in
Topics	Social skills--Curricula
	Behavior modification

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SPECIAL EDUCATION SERVICE AGENCY

LIBRARY POLICY

(Revised February 1995- Almost-Finalized Draft)

Purpose: The SESA library was established for the use of SESA staff and clients. Materials are loaned out so that clients can review them and decide if they are appropriate to order for themselves. This is also true of Assistive Technology materials, although in some cases, the loan will be for a longer period to allow extended use of the item.

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