



Pearson New International Edition

*Instruction of Students
with Severe Disabilities
Martha E. Snell Fredda Brown
Seventh Edition*

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FIGURE 6–5
Program-at-a-Glance for Jacob

Program-at-a-Glance	
Student: Jacob	Date: September 2009
<p style="text-align: center;">IEP Goals (see IEP for measurable goal statements and objectives/benchmarks)</p> <p><i>Social/communication</i></p> <ul style="list-style-type: none"> • Use simple sentences to express needs, feelings, ask/answer questions, make choices, relate recent events • Respond to and initiate interactions (e.g., greetings, requests) with peers • Use self-control strategies with cues and support <p><i>Functional skills and class participation</i></p> <ul style="list-style-type: none"> • Follow class procedures from classroom teachers' cues (organization, materials, transitions, etc.) • School arrival, departure, lunch routines • School/classroom jobs • Participate in individual work to 10 minutes, small and large groups (including specialties) to 20 minutes <p><i>Math</i></p> <ul style="list-style-type: none"> • Write numbers 0–100 • Compare (<, =, >) whole numbers to 100 • + and – to 50, concrete objects • Time to 15 minutes (analog, digital) • Counting out combinations of coins to match prices • Measurement: pounds, inches and feet, cups and quarts • Basic geometric figures • Basic bar and line graphs <p><i>Language arts</i></p> <ul style="list-style-type: none"> • Comprehension questions, fiction and nonfiction (purpose, setting, characters, event sequences) • Read/write/spell high-frequency and functional words (increase by 100 words) • Write three-sentence paragraph • Collect information from print, media, online <p><i>Science/Social studies</i></p> <ul style="list-style-type: none"> • 3–4 key vocabulary/concepts for each unit • Conduct investigations (predict, observe, conclude; cause and effect; measurements) 	<p style="text-align: center;">IEP Accommodations and Modifications</p> <ul style="list-style-type: none"> • Receive special education support/instruction for academics, daily routines, transitions, social-communication • Modified curriculum goals • Weekly curricular and instructional adaptations by special education and general education teachers • Science and social studies texts read aloud or with computer text reader, and/or summaries provided • Math, science/social studies test read aloud • Additional scheduled movement breaks • Daily home/school homework planner and communication log • Educational team familiar with and uses PBS plan • Visual daily schedule • Visual organizer/checklists for task steps of multistep activities, investigations <p style="text-align: center;">Behavior/Social management needs</p> <ul style="list-style-type: none"> • Peer planning at beginning of year and as needed • Visual schedule • Clear time limits and beginnings/endings to activities and assignments • See PBS plan; share key strategies with all relevant teachers and staff. <p style="text-align: center;">Comments/Special needs</p> <ul style="list-style-type: none"> • Anecdotal records for IEP progress • Core team meetings biweekly; whole team monthly

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IEP accommodations, which include the use of a daily home/school homework planner and communication log, and visual organizers or checklists for multistep activities and investigations, and his behavior/social management needs, which include the need for clear time limits and clear beginnings and endings to activities. Figure 6–6 shares crucial information about Jacob's learning and behavioral strengths (general knowledge, math, and sense of humor), learning and behavioral liabilities (hyperactivity, difficulty sustaining attention, and anxiety), likes and interests (anything on wheels, video

games, animals), dislikes (writing, loud noises, crowds), and how he learns best (a multisensory approach).

Information About the Classroom

Knowing when to adapt and what kind of adaptations will be needed require familiarity with the academic, social, physical, and behavioral demands of the classroom. In order for a student with significant disabilities to be meaningfully included, all team members need to understand the classroom's structure and culture. The team needs to assess how the classroom operates,

FIGURE 6–6

Student Information Form for Jacob

Student Information Form		
Student: Jacob (9 years)	Grade: 4	School Year: 2009–2010
Disability: Mental retardation (requires limited to extensive support in most skill areas; academic and social-behavioral needs are more significant than functional skill needs)		
Current Teachers: Bowers (fourth grade) Fuentes (special ed.)	Last Year's Teachers: Kohn (third grade) Carhart (special ed.)	
Special Education and Related Services <input checked="" type="checkbox"/> Academics: <i>All areas</i> <input checked="" type="checkbox"/> Speech/Language: <i>20 minutes x 2 days</i> <input checked="" type="checkbox"/> Occupational Therapy: <i>Consult</i> <input type="checkbox"/> Physical Therapy: <input checked="" type="checkbox"/> Aide Support: <i>4.5 hours x 5 days for math, content areas, transitions, school/classroom routines, self-help</i> <input checked="" type="checkbox"/> Special Ed. Instruction: <i>45 minutes x 5 days for language arts and social skills</i> <input type="checkbox"/> Special Ed. Consultation: <i>15 minutes x 5 days</i>	Learning and behavioral strengths/high skill areas: General knowledge Math Sense of humor (likes to joke, laugh) Learning and behavioral liabilities/areas of concern: Hyperactive, difficulty sustaining attention to an activity not of his choosing for more than 8–10 minutes. When bored or afraid of making mistakes, becomes anxious, cries, lies on floor. When dislikes assigned task, makes disruptive noises, uses materials for “play.” (See PBS plan for details.)	
Special health, physical, or self-help needs: Uses restroom with minimal supervision; needs help with zippers, buttons, and flushing toilet (it scares him). Very picky eater; usually packs lunch. Eats with minimal assistance opening packages and cleaning up self and table/area.	See guidance counselor/principal for other relevant confidential information? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Behavior Support Plan? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Testing: State/District Accommodations <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Alternate Assessment <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Learns best by <input type="checkbox"/> Seeing (picture/video/graphic organizer) <input type="checkbox"/> Teacher or peer modeling <input type="checkbox"/> Hands on, labs, projects <input checked="" type="checkbox"/> Multisensory approach (all of the above)	Likes/Interests Anything on wheels: cars, trucks, bikes Video games Animals Dislikes Writing of almost any kind or amount Loud noises, loud music Crowded areas	

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including organizational routines and procedures, types of instructional activities, behavior expectations and contingencies, and homework and testing practices. Early in the school year or semester, the special education teacher gathers this information through observation and interviews. In middle and high schools, information must be gathered for each class in which a targeted student participates; in elementary school, the main classroom, as well as specialties such as music, art, and physical education, need to be assessed. Procedures for using the cafeteria and other common areas of the school, as well as behavior expectations for various school environments, also should be considered.

There are no rules for how detailed this information should be, or even how much of it must be written down. If teams of classroom teachers and special education teachers have collaborated in the past, much of this information will be known without doing a formal assessment. But if the team is newly formed, the special education teacher and other support personnel should become familiar with these classroom variables and record any information that needs to be analyzed by the team. Although the task of gathering this information for the first time may sound daunting, remember that, in all likelihood, the special educator will be using the information about the classroom context to

develop adaptations for *other* students with IEPs as well, not only for the student with extensive support needs, such as those addressed in this book.

In-depth Information About Class Activities and Participation

When a student has extensive support needs and a significant portion of his or her classroom participation is embedded social, motor, and communication skills (as for Marc and Christine), the assessment process will include more detailed descriptions of class activities and the student's level of participation in them. The special educator or other trained staff member conducts an *Ecological Assessment of Classroom Activities*, which is a detailed observation of the targeted student's performance on each step of lessons and routines during which the extent of the student's participation and/or instructional benefit is in question. These observations yield valuable information that the team uses to identify the skills needed by the student and adaptations that could be provided to increase the student's participation.

Figure 6-7 shows an Ecological Assessment of Classroom Activities for Christine. The observation was conducted and recorded by a teaching assistant who had been taught to use the assessment procedure by Christine's IEP manager. The assessment was recorded during the second meeting of the drama club when club routines and procedures were already in place (e.g., sign in near the stage; socialize during refreshments and before call to order; when faculty advisor or club leader starts talking, get quiet and come to order; review club business; decide on acting activities; participate in activities; socialize; and depart). Christine's core team examined and discussed the findings at their next meeting. The observation provided useful ideas for the team on ways to improve Christine's participation through additional skills and adaptations.

After implementing skill instruction and adaptations for a period of time, a repeated observation of the same activity can be conducted to determine whether the student's level of participation has increased.

Step 2. Determine When Adaptations Are Needed

The purpose of adaptations is to enable the targeted student to participate as much as possible in all class activities while also pursuing individual learning priorities. In Step 2 of the planning process, the team looks at all of the activities throughout the school day that must

be adapted. The team decides when to teach functional skills or other individualized learning priorities.

The *Program Planning Matrix* is a form used to plot a student's IEP goals against the class's daily schedule. It is especially valuable for students whose learning priorities include functional skills, social-communication skills, and other skills that should be used throughout the day. The matrix is useful for identifying when and where a student's individualized learning priorities will be taught and for determining the times for the student to receive special supports and services such as health care, movement breaks, therapies, or mobility training.

As shown on Jacob's Program Planning Matrix in Figure 6-8, the student's IEP goals are listed in the left-hand column and the daily schedule of subjects and activities is listed across the top row (for a middle school or high school student, the daily schedule of classes is listed). Cells are marked with an "x" or other symbol to indicate the IEP goals that will be addressed during corresponding class activities. Jacob's goals include simplified academic goals, as well as goals for functional skills and social-communication skills. Obviously, Jacob's adapted language arts, math, science, and social studies goals are addressed when the class is scheduled to work on the same subject matter, although at a different level of difficulty. Jacob's functional skill goals that are related to his participation in school and classroom routines are also relatively easy to enter on the matrix because they are addressed at naturally occurring times throughout the day. He engages in arrival, departure, and classroom job routines when those activities are scheduled for the entire class, although he receives instruction and support not provided for most of his classmates.

Jacob also has social and communication goals (e.g., to initiate and respond to greetings from peers and adults) that neatly correspond with typical fourth-grade instructional activities and which should be addressed at multiple times throughout the day instead of in the context of just one subject or activity. The matrix assists Jacob's team to identify the most *appropriate* opportunities for providing Jacob with direct or embedded instruction in social-communication skills, as well as helping to ensure that the team provides *adequate* instructional opportunities in these goals throughout the day.

The Program Planning Matrix also can be used to schedule the delivery of program supports (in contrast to the learning goals) that are delivered during the day.

FIGURE 6–7

An Ecological Assessment of Christine in Drama Club

Ecological Assessment of Classroom Activities		
Class: Drama Club	Student: Christine	
Day/Time: Alternate Thursdays 4:00–6:00	Instructional Assistant: Ms. Washington	
Club President: Paul	Date: 9/16/09 (second meeting)	
Faculty Adviser: Mr. Fullen	Time: 4:00–6:00	
Key to Participation: + social and instructional participation; +/- missing either social or instructional participation; missing both social and instructional participation		
Typical Sequence of Steps/Procedures	Target Student Participation	Participation: +, +/-, –
<ol style="list-style-type: none">1. Students file in several at a time, most socializing from prior acquaintance.2. Students sign in on the club attendance notebook located on the stage.3. Students get a drink and chips from the meeting refreshment area and then mingle and socialize.4. Club president calls the group to order and reviews club business, seeks discussion and membership vote on several fund-raising issues.5. Mr. Fullen takes ideas for drama activities and group decides to focus first on some warm-up exercises (voice and movement) and then on improvisation exercises.6. Group is divided into five stations for different improvisations; groups rotate after about 10 minutes.7. Paul gives club announcements and ends meeting.8. Students talk and socialize, leaving in small groups or individually.	<ol style="list-style-type: none">1. Christine is wheeled to a location away from other students.2. Ms. Washington goes to the attendance book and signs Christine in.3. Ms. Washington wheels Christine to the refreshment area and pours a drink for Christine into her sport cup on her tray. Several students talk to Christine but do not understand how to pause for her to respond.4. Christine is quiet and looks at Paul but does not participate in voting.5. Christine is quiet and looks in Mr. Fullen’s direction. She laughs with others when he shows some improvisations.6. Ms. Washington wheels Christine to one group, close enough so that she can hear and see the larger movements of the students. Christine is attentive to students who act, laughs at the right times, but does not participate.7. Christine is attentive to Paul.8. Several students go to Christine after the meeting and make conversation. Christine listens but is not successful in communicating with her AAC device.	<ol style="list-style-type: none">1. –2. –3. +/-4. –5. +/-6. +/-7. +8. +/-
Skills Needed to Increase Participation	Adaptations Needed to Increase Participation	
<ol style="list-style-type: none">1. Teach peers how to interact with Christine.2. Raise hand to signal teacher for response or turn and to vote.3. Able to access and use DynaVox categories programmed.4. Practice and adapt improvisations to suit Christine; teacher involves class in obtaining suggestions.	<ol style="list-style-type: none">1. Position Christine by peers before meeting starts.2. Adapt sign-in procedure; maybe have peer sign in for her.3. Assistant provides some translation of Christine’s remarks or intent as needed; direct others to talk to Christine or prompt Christine to respond.4. Program DynaVox with vocabulary suited to club activities.5. Position Christine close to demonstrations and use extra lighting to improve her perception.	

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Supports such as movement breaks, toileting, and physical therapy can be listed in the left-hand column, below the student's IEP goals, and a symbol or color code can be added to the cells that correspond to the time during the daily activity schedule when those supports should be provided.

An additional use for the matrix is described in the following section, which details Step 3 of the adaptations process. The cells on the matrix can be coded (using color or symbols) to indicate whether the corresponding activity requires planning and preparation of adapted methods and/or materials.

FIGURE 6–8
Program Planning Matrix for Jacob

Program Planning Matrix												
Student: Jacob			Class: Bowers/Fourth					Date: September 2009				
IEP GOALS	Class Schedule											
	Arrival	Morning Work	Language Skills	Guided	Specialty*	Recess	Math	Lunch	Science/Social Studies	Writers' Workshop	Shared Reading	Departure
Communication, Social, Behavior												
Use simple sentences to express needs, feelings, ask/answer questions, make choices, relate recent events	x	o	x	x	o	x	o	x	x	x	x	x
Respond to and initiate interactions with peers	x	x	x	x	x	x	o	x	x	o	x	x
Use self-control strategies with cues and support	x	o	o	o	x	x	o	x	o	x	o	o
Functional Skills and School Participation												
Follow class procedures from classroom teacher's cues	x	x	x	x	x	x	x	x	x	x	x	x
Arrival/departure, lunch routines, classroom jobs	x							x				x
Participate in individual work to 10 minutes, small and large groups to 20 minutes		x	o	x	x		x		x	o	x	
Math												
Write numbers 0–100 (S)							x		o			
Compare (=, <, >) whole numbers to 100 (S)							x		o			
Add and subtract to 50, concrete objects (S)							x					
Time to 15 minutes (analog, digital) (S)	x				x		x		x			x
Measurement: pounds, inches and feet, cups and quarts (S)							x		x			
Basic bar and line graphs (across curriculum) (S)		x					x		x			
Language Arts												
Readable handwriting for name, date, high-frequency words, and phrases (S)	x	x	x	o				x	o	x		
Comprehension questions, fiction and nonfiction (fact/fantasy, purpose, setting, characters, events) (S)			x	x						x	x	
Write 3-sentence paragraph (S)		x		x						x		
Read/write/spell high-frequency and functional words (S)		x		x					x	x		
Collect information from print, media, online (S)		x		x	x				x			
Science and Social Studies												
Conduct investigations (predict, observe, conclude; cause and effect; measurements; graphs) (S)									x			
Key concepts and vocabulary from each unit (S)			x						x			
*Monday: Music; Tuesday and Thursday: P.E.; Wednesday: Library; Friday: Computer KEY: x = Instruction provided, o = Opportunistic teaching; (S) Specific adaptations to class activities and materials may be needed												

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Step 3. Plan and Implement Adaptations: First General, Then Specific

Using the assessment information gathered in Step 1 and the Program Planning Matrix developed in Step 2, the team now plans the adaptations that should be used throughout the day for the student. The team creates an *Individualized Adaptations Plan*, which summarizes the curricular, instructional, and any alternative adaptations that will be implemented. One way to make the process of creating effective adaptations more efficient is to divide it into two stages. First, focus on general adaptations that enable the student to participate in typical classroom routines and instructional activities. Then, focus on more specific adaptations that apply to particular content and intermittently occurring activities. These two stages are not strictly sequential; however, general adaptations are broader, more global supports than specific adaptations, which tend to be narrower and more time limited. (See Table 6–4.)

General Adaptations

General adaptations are those that apply to predictable aspects of classroom activities, including daily routines (e.g., arrival, bathroom use), organizational procedures

(e.g., handling paperwork, sharpening pencils, seeking help, making transitions), and regularly used instructional formats (e.g., guided reading groups, interactive science notebooks, math journals). General adaptations, by necessity, include the alternate and augmentative ways that students communicate with others and others communicate with students.

General adaptations are, in essence, routine ways of scaffolding the focus student's social and instructional participation in the class. General adaptations capitalize on the fact that classroom teachers have a set of routines and learning rituals that they use regularly. General adaptations are patterns or formats for adapting those organizational practices and learning rituals. They are designed and then applied for a period of time—for a marking period, semester, or until the student no longer needs the adaptation; the instructional team does not need to re-invent them from week to week.

Marc has an activity communication board for each activity in which he participates. The communication boards have picture symbols for the steps of the activity and/or any needed vocabulary. Whenever Ms. Kwan, Marc's kindergarten teacher, interacts with Marc, she touches his picture symbols on his daily schedule and on his activity communication boards while she

TABLE 6–4
Components of a Model for Making Adaptations That Are Only as Specialized as Necessary

Prerequisites to the model	The classroom is truly inclusive (i.e., age-appropriate general education class, collaborative between general and special education, welcoming culture). Accommodating, evidence-based teaching practices are in place (e.g., active learning, multiple modalities, small groups, systematic lesson structure, graphic organizers, data-based decision making).
Three types of adaptations	<p>Curricular adaptations: Alter the learning goals for the student. Include the student's IEP goals in initial, class-wide planning:</p> <ul style="list-style-type: none"> • Simplified goals from the general curriculum and/or alternate/aligned learning standards, and • Functional and developmental skill goals. <p>Instructional adaptations: Alter the methods or materials:</p> <ul style="list-style-type: none"> • Consider changing the instructional arrangement (e.g., smaller group, particular peers, cooperative learning). • Consider changing the teaching methods and/or materials. • Consider changing the task required of the student. • Consider providing additional personal support from peers and from adults. <p>Alternative adaptations: Change to an alternative activity that is coordinated with classroom instruction. The activity is often conducted before or after part of a related class activity and includes peers if possible and appropriate.</p> <ul style="list-style-type: none"> • Alternative or supplementary activity (often used temporarily) • Remedial or compensatory instruction in basic skills or other individualized learning priorities • Instruction in age-appropriate functional skills (other than typical school and class routines) at school or in the community
Two stages for creating adaptations	<p>General adaptations: Formats for adapting predictable types of activities and routines. These are usually adaptations to goals, methods, materials, and personal support.</p> <p>Specific adaptations: Time-limited adaptations for a specific lesson, activity, or unit; matches class lesson content.</p>

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