

Lesson 12 Transcript
Engaging the General Education Curricula
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Yesterday we covered some basic principles about how we're making decisions and what the basis is of how we're designing our instruction. That was that ABA approach and the match to sample and the discrete trial. I really don't like the term discrete trial because for a lot of people that means a specific type of instruction so I like to think of it as the basic instructional unit or learning unit because really it's fundamental to all the instruction. Whether it be in general education or anywhere. They're just always an opportunity, the kids are responding, and then they're reacting either reinforcing or correcting. So the discrete trial sometimes is seen as negative so I'm not as fond of that term but it is pretty popular. Then Judi talked about how to look at the classroom and go through and analyze the activity. She was going, where are the kids going to fit in? The schedule. Develop a matrix on what they're going to do where they're going to be, what they're going to be working on as well as she talked a little bit about looking at embedding instruction, using that pivotal response and also looking at routines and breaking them down and so forth. Now a lot of the stuff we've talked about so far or a lot of the curriculum and a lot of the things throughout. A lot of the interest has been generated based on working on with young children one to one. It's that low volume intensive intervention 30, 40 hours a week of one to one instruction for young children trying to increase that trajectory in a way that they remediate or get rid of the gaps. But for you guys, your kids are 10, 11, 12, and then they get into middle school and so forth. That starts to not fit as well.

So we actually have to figure out how we're going to go to school now. Because now we've got to share our attention. We don't have a one to one. We can't get the great big smarty in class. That ain't going to happen. So we're looking at a 1 to 30, 1 to 20, whatever your ratios are. 1 to 100 I don't know. Way too big probably. So you're sharing attention. Any time you want a break or get away from whatever you're doing, you can't just do it because we're on a schedule now. When you're working 1 to one with a kid and the kid starts to want to take a break you go, "Ok take a break." Now you can't do that. Recess doesn't come until 2:15. Do they have recess anymore? They've been eliminating recess. So breaks are all scheduled for you. You've got more problems to deal with, plus you've got all these activities you have to fit into. So what I want to talk about in this section is how to engage that general education curriculum and general education activities a little bit. I repeat a little bit of what Judi was talking about.

Remember our pivotal skills are getting the kid responsive to adults, and being under instructional control. If we don't have that, we're nowhere. A lot of times we're just beginning there with kids, getting them to where they're following instructions. We went through that yesterday. Getting them a communication system and getting them using it and initiating it whether it be verbal, pictures, symbols, whatever. We need to get the kid communicating right away. Then we want to build those matching skills because that's going to be the basis for all the rest of our curriculum is some kind of match to sample. The next thing we got to do now that we're going to get into that general education classroom or that school. We have to have some kind of sustained engagement.

We can't just have somebody one to one presenting an instruction, waiting for the kid to respond, and then you correct it. We have to get the kid to actively engage.

It's hard. You take these kids who are having troubles with their environments. They are in messy situations. Here's a preschool. There's a lot of stuff to pay attention to. There's a lot of stuff to take you up. There's a lot of stuff to screw you up. So we got a problem with schools that are messy. Look at that classroom. All that stuff to look at, all that stuff going on, all that confusion. Even in the hallway, he can't get away from the chaos of school. School is a messy business.

We have got to figure out some way for these kids to fit in. One thing that I wanted to mention too, just to dovetail onto what Judi was saying, remember their weaknesses are also their strengths. You have kids that are good imitators, good matchers, that's going to be a strength for us. You have kids who like routines. That's going to be strength if you can build those functional routines like Judi was talking about. If that's a strength of the kid, and you can build those routines consistently. The task analysis may be as good for the staff as it is for the kid because it teaches the staff to be consistent and have that cycle on constancy which is helpful for the kid because that's his strength. He or she is going to like that routine.

We can go onto the school. We run into activities and we can teach them directly. So we can teach those skills directly as teachable moments like Judi was talking about. Something will come up and we'll just teach it when it happens. We can pre-teach and rehearse skills. We use that a lot. We'll have an opening for a kid where maybe they're doing some kind of a story time. The teacher's going to have a little story. Maybe we send the book home and mom or dad reads the story in advance to the kids. That rehearses it or familiarizes with them. Or maybe they review some of the material that's going to happen so the next day, they don't necessarily teach it but it's not a surprise. So we can rehearse some activities or pre-teach and familiarize them with it.

And we can use task analysis. And Judi talked about arriving in class as an activity. So we might end up with a task analysis that looks like this. This is a data sheet we use and she talked about it. I know you can't read it. When he walks into the room, walks to the coat hook, removes his coat, hangs up his coat, walks to his desk, grabs a chair, sets the chair on the floor, sits down at his desk. We use this little routine and we're real consistent with it and we tried to fade the aid out. Rather than just hope it happened. We actually made him go through this little sequence. Once he was good at the sequence we could introduce variation. But he had to get the basic sequence first. And then like Judy said we would slash a step if he made a mistake and then we circle the total number that weren't slashed and then we get a little graph. The beauty of that is hopefully he makes fewer and fewer mistakes so pretty soon you're not taking any data.

Managing your stuff in the locker in the hall. This is a kid where we had to teach him the routine of doing that. So what we do is he gets his stuff he walks to his locker. And then color coded the numbers because you can match. So he would turn it to red, turn it past the blue, turn it back again to the green, and then his locker would open. So he didn't have to memorize his numbers or anything. What was nice about that, that little magic marker as he rubbed it and used it, it faded away. And it was a prompt that naturally went away. So we had this little routine for him to put away his stuff and use his locker.

We didn't just let an assistant kind of motor him through it and do it haphazardly, everyday. We tried to get the aid to step back from that.

The reason I bring this up is I want you to watch out for the all or nothing approach or the do as I do. In this business we've always had this notion that if you can't do it like I do it, you can't do it. If you can't do the whole thing, you can't participate. One of the most famous ones was in teaching kids to make purchases. The notion is to make a purchase you got to be able to count to a hundred. You got to recognize all your coins and all the money. You got to know the values. On and on and on. Well, most kids we work with, they'd be locked out of that for a long time. So what they did is they took dollar bills and they put them in their left pocket. And then the kid went up to whatever the price was and it was a dollar twenty five. He'd take one dollar out and put it in his pocket. If there was anything on that right side of that decimal, he takes another dollar, and puts it in his right pocket. Then he goes up to the cashier, gives him the item, takes out his two dollars, get's his change, puts it in his pocket and leaves. So he didn't have to know hardly anything. I mean it would tough to get your weekly groceries that way, but at least it got him out there participating. So sometimes we got look at these routines that you're task analyzing and say, "Is there another way to do it?" Can we do it differently? Can we color code it? Can we do it in a different way that helps the kids be more independent and not require all those prerequisite skills?

So we substitute that with the notion of partial participation. There are a few real powerful strategies we're talking about here. One is working easy too hard, beginning where the kid is at. That's a real powerful strategy. Intermixing easy stuff with difficult stuff. That's a real powerful strategy. And another one that will have a big impact on kids is using partial participation. If you think, "How can I get him to partially participate?" Just those words are really powerful. So he can do a portion of the activity. He can use a different method, meet a different expectation, have some help built in or have different materials or some way we can accommodate or adapt this so he can participate.

This is an example of an activity with share time. When this kids first started with us, and I showed it to you earlier. He was completely tantrumous. He was about four and a half when we first met him. He was nonverbal, talked kind of in gibberish, and the mother ran a program. It is called an attending program, where he had to sit quietly and then she had a correction procedure if he didn't. She was just a slight little woman who got this guy under control and got instructional control to the point where he got very good and very independent in a lot of skills because she was able to work with him and get a lot of control of him. She did a pretty fabulous job. Anyway in this activity for partial participation, he wouldn't talk. So what we did is we had him bring an item and then one of his friends who knew him told the story about whatever the item was. So we didn't say he couldn't participate. He stood up, held the item, because that's what he could do and then the friend told the story about it. Mom had kind of worked that out. Eventually he got more comfortable and then pretty soon he was more open about it.

Here's an example of just having different materials. Where they're working on coins over on the overhead there. Here they put the coins on the table there. So it makes it a little easier and more real for him to do that activity. Here's an example where they were using oral reading where they're taking turns. That's the teacher and she just sat next to him and prompted him to follow along with his finger as they were reading.

And then when it was his turn to read, she would prompt him. So a simple little activity where she just sat right next to him. This is the aid where she was brought in and then she would direct his attention to the teacher. And then sometime you can get friends to participate and help as well.

Ok so when you're looking at those activities, off of what Judi was talking about, think about it not just in terms of task analyzing it that way it is and what the peers are doing. That's what the peers are doing but is there some way that I can modify this activity so that our kid can participate in some way.

Here comes the hard part. How do we build some academic responses? One of the things we know about schools is, when they study schools, they find that there are about six hours of available instruction. About four and a half hours are sort of allotted to instruction. And then the actual instruction time is even less than that. Time on task is less than that. Opportunity is down to about an hour a day for the kids to actually respond. When they actually watch kids, they are only actively responding probably twenty minutes a day. Now what does that mean? I'm talking about that discrete trial or that learning unit. The kids aren't actively responding and we know a learner is best if they're responding. Like right now, this is a non-discrete trial. I yack and you kind of think about other stuff. You fade out. So I'm yacking up here, talking and stuff and you're not responding much. I give you little opportunities to respond but this would be an example of non-discrete instruction. You see that in schools where the kids don't really have an opportunity to respond. Now it seems to be OK for the typical kids but for the kids that we have, they need to respond. They need feedback to know of they're right or wrong.

So somehow we have to develop an active response in the kids. So we try to think of something brief, something that's easy to do, that could occur frequently and repeatedly. So whenever you come to an academic task or a situation where ok how's he going to fit into this activity? How can we get him to respond with a short response that we can give feedback to? First of all, we can have him select the correct answer. He can show something, point to it. He can circle it. He can underline it. He can cross it out. He can draw a line to it. He can put it together. He can copy. This is all going to be kind of a match to sample format. You'll see in a second. But the first and easiest level is he just selects something. So he just chooses the correct answer. For instance here, you look at the number in the middle and put an x on the group that has that many things. Count the things in the box and put a circle around the right number. So he's just selecting the correct answers, a kind of multiple choice. There's an example worksheet that was built that way. She counts the things on the left and then circles the correct number. Count the things in the box and draw a line to the correct number. You can't see the lines but there are lines on there because of the lighting. He draws the lines to the items that match. Remember how we did match to sample with things. Remember we had things on the table or we had cards and stuff. Well here we're doing match to sample only now it's just draw a line to it. So it looks more like an academic response. It's the same thing. We could cut those into pieces and have them put the cards on top of each other, but this way we have the cards on a piece of paper and he just draws a line to them. That happens to be an identical match but we could have the word house up there and a picture of a house down there. He draws a line to the correct one. There's an example of where he had to draw a line to the correct match. So seven goes to...he got kind of screwed up there on the seven.

Three goes to the three. X goes to the X. Five to the five. See how he draws a line to the correct one? It's kind of a messy worksheet but you get the idea. So this is a class in medieval history, and so on this one, the kids had to take an essay test. So we used match to sample, and what he does is he draws a line to the correct definition. So apprentice - a person training in a job. And he draws a line to it. Crusades, he drew a line to holy wars. Venice - an Italian city. So the other kids had essay tests. He had a match to sample, draw a line. We took away the writing response. Most of the kids I work with, their writing is as bad as mine. They can't get the answer out of the end of their pencil of their life depended on it and if they did nobody could figure out what their answer was. It's just messy. Most of the kids we work with have just terrible, terrible handwriting. So lots of the time we get rid of that written response. Then we can even get even more sophisticated where on this one you can see 'adaptation' and that's letter C. So 'a structure or behavior that helps a living thing live to its surroundings'. Now it's not a draw a line to it. It's more typical. It's multiple choice. He finds the correct answer and puts the letter with the correct item. But it is still match to sample. It still looks just like that very basic unit of learning. And we have a short response that we can correct and give feedback to. Does that make sense? The problem in general education, typically the formats are all changing. If you have responses, sometimes you write the answers, sometimes you write a little sentence, sometimes you circle it, sometimes you do this. There are cute pictures. There's all this stuff and they think they're trying to entertain you and keep you engaged what happens for our kids, it's like, "whoa" because everything's always changing. You go from true/false to multiple choice to whatever to writing out a sentence and the kids can't keep up with all the format changes.

The other thing we use is sequencing as another strategy. So if we want to teach a kid to write his name, we can do that by just match to sample using sequence. And we use a backward sequence where he matches A L E X. Next time we put out A L E and leave X blank. Ne matches it. Next time it's A L. He puts out the whole thing. Until finally he can put out the whole name. He can't write with his pencil, but we can teach him to spell with movable letters. This shows you how homemade they get. Nothing real professional here. So he had to put his name in there and what we did was he would take the little cards and slip them in and then the last one was left off. He puts it in. More are left off. Until finally he can just complete his whole name. See how that works. We can do spelling words that way. We can do all kinds of things that way. Anything that requires a sequence. If you're studying the phases of the butterfly which everybody seems to do in first or second grade, you could put those into that sequencing format. If you're studying the events of history, you could put that into that sequence. If you're studying anything that comes in a particular order you can use that format. It doesn't have to be just spelling. It can be number. It could be anything. It could be a story. What event was first, second, third, and fourth, beginning, end, and middle.

Another example we use is sorting. This will all come together when I show you how to put it into the classroom. This is another format. This is the simplest format where you have the correct answer which would be a two and then everything else that's not a two goes over here. The ghostbuster sign. Or the universal no sign I guess. Ghostbusters, that dates me, doesn't it? Ok so what he does is he would sort like this. So he was learning his name to his cubby. So there's his name, Aubrey. We want him to recognize his name so what he would do is put his name in that one and put all the other names into the not his name envelope.

What he's learning is in a match to sample format, has a quick simple response and he can't write very well but he has a way to actively respond and demonstrate what he knows. Just match to sample. And it looks like that. You can do that with coins, matching coins. And again, remember how I told you how matching...you could have this be the number 25 on here and they put quarters in there. You can do any kind of level of difficulty you want. We did letters and there he is using them in class. By using sorting, he has multiple responses so he can respond like ten, twenty times and you can keep him plenty busy while the other kids are all over the map with their scissors and glue and paste doing all this cute stuff, he's busy, on task, doing this stuff. (confusion with a slide)

Here we have a multiple choice stuffing worksheet. So we build these things so they get more complicated on a match to sample. Now he puts 'a car' the phrase with that one. He puts 'the care' with that one. He puts 'I see a boy' phrase with the boy. The airplane goes with 'airplane' and so forth. Now he multiple responses that are quick and easy to do and then he can demonstrate his comprehension and reading. When he's done it looks like that. OK? So that's just selecting and matching and putting together.

This is another way. We don't use this a whole lot because a lot of the kids can't do it. That's where you have to produce the answer. You have to tell it to the person. I have to tell you something. I have to come up with the answer, or I have to write or fill in a blank. I don't get to choose, no multiple choice here. I have to come up with it and recall it. That's tough stuff for the kids we work with. It would look like this. Draw that many 'X's. That's a lot harder than the ones I showed you before. Count the things in the box and write in the correct numeral.

This is one of my favorite worksheets because it incorporates almost everything. Up here we have a spelling list. They were taking a spelling test and the word was 'wonder'. So what we use is he would just circle the word the teacher said. The word is 'wonder'. I wonder what the word is. Wonder. So then he had to circle it. The choice he had to choose was 'toad'. That was the distracter. Now we could have made that hard by having the word 'wander'. That would have been hard, because they look a lot alike and that would have been more difficult. Or we could have made it easier by just having an 'X' there. So we control for the level of difficulty. We leveled it to his level and he was participating in the regular class spelling. So he did that on 2, 3, and then when he came to 4 and 5, he only had to trace it. So he could completely space out and he didn't have to know anything he just had to trace it. So that was intermixing something that was fairly easy. These are kind of medium hard. These are real easy. And then on 6, 7, 8, and 9; 'funny', 'us', 'run', and 'up', and ten, 'fun'. He actually had to learn them and had to write it. So those were blank, and the teacher said, "the word is funny," and he had to go, "oh my god, funny," and he had to recall it and write it. Those five in there. Then we went back to this level, medium hard, where he just had to choose it, and then the last one where he had to trace it. So we intermixed easy and hard. He partially participated in five of the thirteen words and then we intermixed the easy and hard words. So he wasn't locked out of the spelling. He wasn't locked out of that experience. He wasn't locked out of that activity, by adapting this material. I'm just going to show you a whole bunch of adaptations because it's hard to explain how to do it, but maybe you see them and it will kind of click for you.

I apologize for this one. You can't read it. It's just more complicated in the sense that it's fill in the blank. Each had to adapt to get or keep what, and then he writes in the word 'water'. So this kid, that's his writing.

That to me is like the best writing skills we've ever seen out of the kids we work with. That kid had the writing skills where we could actually have a fill in the blank worksheet.

So this works at all levels. Matching to sample: word to word, parts of a molecule to a name, capitol of a state. If you look at most of all that curriculum, content curriculum, or any of that curriculum, you can use that format to really expand these kids' participation and inclusion and skills. So how do we do that? We want to get engaged in that classroom curricula. We look at what's going on in the class, the lesson. We assess our student. We identify a goal for our student and then we arrange the student's participation in the context of that class lesson. Then we see if he learned it. It's back to that sheet that Judi was showing you, when you do that ecological inventory. You look at what's that kid doing. And then we just take off from there. We have to look at all these pieces. This is the fun part for me, the part I enjoy the most, because there's no curriculum for it. You just have to dream it up. You have got to think about how's he getting it? Is the teacher across the room? Is it something at his desk? Where's this information coming from. Is it from a worksheet? Is it oral? Is it visual? What is it? What's actually being taught? How is he going to respond? How are we going to help him? Is he going to have his own curriculum or are we going to dovetail off the existing curriculum. Those are kind of our choices. You have to get all these pieces together.

First we look at what's the objective. What's the point? We look at what the other kids are doing and then figure out what's a level appropriate skill we can build on. We can use the same skill but different materials. We can actually teach the same skill the other kids are learning but maybe we'll modify and use completely different materials. There's an example where the kids were learning shape discrimination, counting, and following written instructions in class. Well they were doing it on a worksheet that required a lot on pencil paper activity that our kid couldn't do, so we went to manipulatives and he did it with his own specially designed material. They were doing counting and again that was a lot of paper pencil, through the those basic series and they're just hard to get into because the formats change and you don't get enough practice. You get one trial of this and you're off to something else. You don't really get to learn what to do. And you're always shifting around from writing an answer to selecting an answer. There are a lot of cute distractions, the pictures and so forth. So we just made manipulative and he did it that way. This is again a match to sample. He just takes the five and puts it in the 5. That's 1. He puts the 1 in the 1 and so forth. This is an example of adding. He couldn't do the adding on the worksheet. He couldn't organize himself so we made a little booklet and what he would do is add it. He'd put 4 plus 2 and you see he's got the little sticks down there. So 4 plus, and he puts 2 sticks, 4, 5, 6, and he writes six over there. He goes to the next page. He just turns it. So we built consistent routines. The kids like routines remember. So we build routines in our materials so they aren't changing up all the time. We have a kid who can't jump around in the way that the other curriculum does. We just use the same skill but we give him consistent formats. What's kind of neat about this is if you find some formats that work, they'll work all the way though high school. Once you get the kid on some formats, then those will go on forever. You don't have to reinvent the wheel every fall. That's just an example of a worksheet where they were doing a single digit addition without carrying and so she had her own worksheet. And that one I showed you earlier where it was the same skill but it was his own material and his own test.

We can teach a different skill but dovetail off the same material. So the kids have a worksheet or an activity but we're going to use it to teach something different. We're going to use the same stuff the regular kids are using. So this is an example of a worksheet where they had to calculate the volume. This worksheet was adapted to where we put on the words here and he had to identify the name. So that's a sphere. Circle the correct name. So it's the same material, same worksheet, just a different skill. The other kids were off doing something that he knew nothing about. Does that make sense? Here's an example of something more elaborate where they had to identify pronouns and whether they were masculine or feminine. What we did is put masculine over there and listed all of them there. Feminine, circled it and listed all of them underneath that, give him an extra cue or prompt, put an M over the pronoun, put the two pronouns here, he and she. He would have to then see, this is a masculine, that's there, find it over here, finds 'he', circles 'he'. So it's a match to sample. You follow that little routine. Now the beauty of that was, he was learning a skill that will last him a lifetime because what he's learning to do is follow directions, and follow along. I don't know what he learned about pronouns, but he's working at his desk 10 or 15 minutes to struggle through this torturous worksheet that schools seem to design for you and he did it just like all the other kids. He could hardly wait to get out of this task and do something else. So there it is. There's an example of taking the same worksheet and modifying it in a way and working on a different skill. And this was just following directions and following along.

This is an example of where the kids were working on beginning sounds. They would have to look at this and figure out what the beginning sounds was. So you look at 'frog' and then you have to circle 'fruit' because it doesn't sound like 'fan' or 'food'. For the kid we were working with, it was just matching, recognizing the name of the item and then he'd have known that was a frog and then he'd have to circle and match the 'FR' and the 'FR'. So it's just a matching task again. So he had train. He knew that was a train and he matched the 'TR's. So it's just matching the letters.

This is another one where the kids had to write in what the category was. So here you have a fireman, policeman, and a doctor. So they had to go up to this box, find 'community helper', write 'community helper', and then they had to come up to this box again and find another community helper in there and add one to it. So they're working on categorizing. The kid we had, all he had to do was know this was a fireman and match and circle. That's a fireman. Then he'd type it on a sticky label thing and then he stuck it on there. So he was just recognizing the names of the helpers. This is a house so he circled the word 'house'. The word up here for the other kids was buildings so they had to find up here another building and write it in there. He just circled the word 'house' and then types house on his little labelmaker and then taped it in. So he was plenty busy for a good 10 or 15 minutes trying to struggle through that thing. He gets to suffer like all of them.

This is an example of a worksheet where it was a spelling test and the teacher would say, "the word is lend," and all she had to write in was the first sound she heard. She had to listen for the initial sound. And so this was 'blaze' and so she would write in a 'B'. And this would be 'brave' and she would write in a 'B'. So she was just doing the initial sound.

So we can take the existing material and activity and just do a different skill. We can have a completely different skill and different materials but same subject. So they kids are doing reading but we're going to do a different reading level with different materials.

Lots of times we'll use manipulatives and we just used a match to sample here. Here it's just a little task where he takes the ball and then he puts it on top of the yellow ball. Thank God for Velcro. Velcro has saved many people with disabilities. He just takes it and moves it over there. We can put anything we want in here, but they were doing reading so he'd work on his little reading task and use manipulatives.

This is another example where we made pockets and he would say, "A little green chicken and a horse." So what he would have to do...there it is, you see. He put a green chicken and a horse. You have to find the items and put them in the same order. A box, a fish, and a little boy. So you have to put the picture on that order. OK?

Another example of the same idea. We built a worksheet that looks like this. You can't see them but underneath here are clear pockets. This is a ball and a box. He finds the phrase there and sticks it in there and puts a phrase in there. So he's doing reading. But he's doing it at his own program. We use Ed Mark reading quite a bit because it's sequences real well and it's a real easy to use reading program, and it's a sight reading program. It was built for nonverbal kids originally. So it's a pretty good curriculum we work though. A lot of this comes from that.

Here's another example of a spelling test where this is the teacher saying, "The word is procrastination," and then she says, "But your word is girl. Bob, your word is girl." So what Bob does is he crosses out the girl. He has a short little response. He just circles or crosses out the two girls. He then turns the page and she says, "the word is" whatever, and then she then turns to Bob and says, "Bob your word is this." So she asks him a different word. Now you have to get planning and cooperation like Judi was talking about. There's the hard part. Then his word was yellow. The next word he had was yellow.

Let me just go through and show you some parallel curriculum, or some more curriculum adaptations. This may seem like a lot but I just want to show you different strategies to give you different ideas to think about. We want to look at the response. The first thing you want to do is figure out how is our student going to respond? Are we going to expect a response? Because that tool skill of responding is going to get in the way of them participating if they can't write.

Here's an example of a response where the worksheet here has a little sticky labels, so he reads the story, and this is coded pink. He reads this. It's pink and he finds the one up here that matches and then sticks it on there. It looks like that. There's the green one there. So he has these sticky labels. He can't respond but he can read and get around the worksheet with color coding and then sticks the label on.

This is an example where we took away. This is just multiple choice. The other kids had to write a long answer. He just did a multiple choice. We put in some choices for him. Another example where he reads the question. Where was MaryAnne at the beginning of the story? And then he looks up here and finds the answer and just marks it. So it's just getting rid of that response. That's really huge just to get rid of that writing response. And I showed you that one.

The other thing we do, once we figure out how the kid's going to respond, we can simplify it by adding prompts or helps or breaking it into smaller steps. We can exaggerate differences or get rid of cute, irrelevant things, make the information easier for him.

Here's another example. Today he is Batman by the way. Down here he's got colored parts are 1. The other kids had a worksheet that one half was colored that other half was not. OK we wrote up here 'colored parts' and then we put an 'X' on the parts.

Total number of parts. So the number of 'X's is 2. So it's 1 over 2 equals and he circled that. The other kids just had this circle with this color here and none of this here. So they would go 1 fourth. What we did was put 'X's on there so we put 1 for the colored, four 'X's and then he'd get 1 fourth and he put that 1 fourth there. So he's learning a little bit about his fractions. He's being exposed to fractions and he's participating in it and getting around that pretty well.

This is an example of direction following. This is what the other kids got. What we did is we actually simplified it completely and did it to whatever he was doing. He lived in Jerome, and so we drew a little map like this and then it says, "How far is it from Alex's house to Jerome?" And then he had to figure it out. Here's his house and then he had to write in the 7. Here's the 7. So they all were simple. So he was doing the same skill with a little different adaptation.

This is another example where the bottom half the kids were using a TV guide and had to answer questions. We just took the bottom part off and made simpler questions for him. Another example where the other kids were identifying the continents and the bodies of water. All we did was we had to change it to identify land and water. He had to discriminate the difference between land and water. Those were actually little labels he put on. You can't see them. You can see it over here. We use a lot of little labels.

Here's an example of a worksheet where we eliminated some of the responses. It's mixed problems so we circled the ones that were subtraction. So we could help him see the differences and then he knew what to do. Because the mixed problems were a problem. He didn't know whether to add or subtract so we highlighted the sign so he knew what to do. Another example of a worksheet where we took 3 plus 2. We added those for him, so then he just did the 5, 6, 7, 8, 9, and 10 using the stick system. So we did the first two columns for him and then let him do the rest.

An example where the other kids had to write in the name, sound it out and write the name label. All we did was put the first initial sound. Or the last sound. One of the sounds. First or last of those and gave him the other parts of those, so we simplified it. Are you kind of getting the idea for that?

An example where we added this was doing 're' means again, 'un' means not. So we put up the little key for him. And then we circled the key thing down here. So 'the rules were unfair', we circled the 'un' for him and then he would go down here and find 'not' and it's 'not fair' down here. We circled the 're' for him here so then he would go here and find again, so 'do it again'. So we added this part that the other kids didn't have and then circled the relevant features.

And that's that same idea where there's a spelling list where your circling gets a little more complicated, a little more advanced. I showed you that earlier. Here's another one. Today, he's Zorro. So it changes from day to day. This is an example of taking a crossword and we eliminated all of the clues and we actually just put in the words. So four-across should be organs. So he just wrote in the word. We actually gave him the word. So we took out the guessing part of it and just put the words in. Then down here, we had four of them he had to learn. So we just made a little multiple choice for joint, marrow, skeleton, and cell. He just did those four. The other kids had to learn all of them.

This is an example of a word search and what we did was, we just put in the words across here and wrote the word out to the side and they're only on this horizontal line.

He had to find them. There's Zorro! That worked out good. Batman, Spiderman, actually we changed the letters so it fed into his interests and his obsessions as well. He was really into superheroes. He-Man was where he really started. That was a big thing.

This is a little more advanced but here what we did is, there was all these words and choices up here the kid had to select from so what we did is we grouped them. We colored them. So we'd minimize the number he had to look at. So there's six in that group, and then we'd pink the ones that were in that group. So if it was pink it came from this column. If it was yellow it came from this column and so forth.

This is another one. It was a worksheet where the kids had to look up words and write definitions. So this was what Alex's worksheet looked like over here. It said page 715. The word is undulate and he had to find out what it meant, circled it, and then he had to type in on his little sticky label thing and stick it on. He would then turn to his glossary on page 715. These were boxed out like that. He would look in here for the word, undulate, to move in waves. He would circle the correct answer. Then he would type it. So he would turn to page 715 or 713, find the boxed area, and find the word he's looking for. So it gets pretty complicated. And it keeps him pretty busy and he's actually participating and engaging in that class.

Another worksheet where what we did is, we color coded. The word is, what is the outside covering called. It's yellow and it says covering. These two match. It says shell right above it so he comes down here and marks shell. So by using color coding and minimizing the distractions and keeping it simple to multiple choice, he can participate quite a bit.

I showed you this one yesterday where we did the same thing like on the glossary where he turns to page 45, finds the pink area on that page and then fills in the correct answer. Make sense?

So what we want to use is that easy to hard sequencing and I showed you on that on the spelling list where lots of times with these worksheets we don't keep them all on the same level. We intermix easy stuff with hard stuff. Otherwise the kid shuts down, if it's constantly the same level of difficulty. So we're always mixing up easy and hard stuff.

Now it's your turn. In your book, you have a worksheet. Let's just use that worksheet. Think about a kid you might know or work with and think about some ways you might adapt this worksheet. Let's just take ten minutes and do that if we could. Just look at that worksheet. Just from what we've been talking about. Think about how might we adapt that. Remember the first thing about how's the kid going to respond, how are we going to help him to get to the correct answer, and then what strategies can we use to use match to sample to get him to adapt that worksheet and be successful in working independently. Just think of a kid you're working with or make one up and try to think of a way you might adapt that this math worksheet. And then we'll just talk about it a little bit.

(Pause video and adapt math worksheet.)

There's a lot of ways you could do this. You could eliminate this one and he would just have to draw a line to the one that was 2. Make it into find the correct set. So you could change the level, change the response. You could do all kinds of changes of format, all kinds of ways you can goof with that. A lot of this stuff we do either just on the fly or once we have the materials in advance. The worst problem is when we can't plan and we don't have the materials in advance.

But if we get the material in advance we can kind of monkey with it and find something that works. We can find formats that works and just kind of roll along with them. Do you get the idea on that?

The next thing I want to talk about is we can get the kids responding individually to worksheets and materials in the curriculum and so forth. A big problem is we have formats like group instruction. Oh my god, what are we going to do with group instruction. We've been one to one giving out the smarties, saying do this, do that. We've been on top of him, hovering over him. How are we going to get him responding during group instructions? All these things we just have to build over time, slowly, but we do. We intersperse attending questions (there's a red one) into the activity. So we get together with the teacher and we say, "You're going to run this little group. I want you to ask five questions, four questions, three questions." And they go, "Well I'll only do one." I go, "Ok, I'll take one question." Whatever it is that you can get out of that teacher. They can do three, four, five questions to the kid that are at his level. We might preteach and preplan those activities and get together with the teacher and have taught those to the kid already. They're at his level. They're based on that basic discrete trial or learning unit. We intersperse them frequently and we get an overt response. He has to respond. Let's look at that.

We might have a small group. This is a group where they're reading a story and she's asking questions. This is our little guy right here. She's asking questions like, "Why do you think this happened?" "What do you think will happen next?" And our guy's like, "Whatever, I'm not here." So we're asking maybe, "What's the boy's name? What color is the picture on here? Tell me something about this." So we're asking very concrete questions to our guy but more abstract questions to these guys. So the questions are leveled down. We just tell the teacher, "Just ask him three questions during this whole session. That's all we ask." We don't say, "Just try to pull him in." We give her specific direction: Give him three questions and tell us how he did. Mark it down how he did on those three questions.

We might use peer modeling prompts. We might present the information to the whole group, "Kevin get ready I'm going to ask you next. You're next, so get ready." And then we say to the whole class or to an individual say, "who knows," or "who can tell me..." and the other students raise their hand or in a choral way give the answer. And then we go back to Kevin and we immediately say, "Kevin, tell me..." and we give him the exact same question. So tell him to get ready. We ask the whole class. They model it. Remember if we can get him to imitate, and they're good little imitators. They can imitate it. We come back to him and we ask the exact same question. We say, "Just do that three times, four times through your little activity there." We might want, depending on the kid, we might need to preplan them or pre-teach them, or rehearse them.

Sometimes we can use interspersed questions like on a story. If she's reading a story we might use response cards, so we'll have set of cards on his desk and these are the questions. Who is the story about? And then come down here and find 'a boy'. What is the boy's name? Jerry. And so maybe he'll just point to the answers. Maybe we'll have a little Velcro thing and he can just Velcro them in the order that they're asked. So he'll have them over here. He'll have the response cards. Have little Velcro strip over here and he'll just answer them and put them in as he goes. So he's responding during that activity without having to talk.

Another one we use is a follow along sheet where he might actually write it in. Here's 'a boy' and she says, "What's the story about?" A boy. And he has a little 'a' and 'b' and he just writes the 'oy'. Here he has a choice, Jerry and Frank. Here he has a choice. Here we're intermixing easy because he's just tracing. But we have this little frame. Each little frame is separate like a worksheet and it guides him how to answer. Kind of a graphic organizer. You can get some really complicated graphic organizers and that's pretty simple.

Another example of getting him to respond. We might preteach. This is reading out loud. This part has been highlighted. That's the part they read. And see these little colored tabs over here? That's the parts they read on. And these have been pre-practiced at home or something. So when it comes to them, they do that one. Then we might put a peer right next to him. Kind of to give him one of those (elbow jab) "your turn." A little prompt to the kidney.

And then the whole group instruction. We might add additional materials like there and have targeted questions. We might already have those specific questions and we might have special materials. Or we might have the aid come in and provide prompts. I talked about that earlier.

We can add these visual supports using response cards, guided notes, and graphic organizers. This gets a little higher level, but if we have a whole group like this, these are really hard to fit into. You know it's like my god what are we going to do there? So there's the assistant over there. Notice he doesn't have a chair. And there's the teacher. And we use a follow along sheet that might look like this. So the teacher has on her overhead, the sources of water from earth. And this is what the overhead is, and he fills in the answers here. On his guided notes he actually could select the answer, he could write the answer, he could choose the answer. You could do it however you wanted to do it in terms of the response requirements. But we have a teacher outline, and then we have parallel guided notes that he has during the lecture.

Or we might use sticky labels. So he takes the label here that he sees on the visual organizer and sticks it on there. This was on the overhead or on the board and they were filling in about Northwest Coastal people, location, climate, and categorizing information about them. Then he would have labels here and would just stick them on and follow along with the kids. And we used Velcro.

So we have the follow along sheet. I'll give you some examples of it. Here is an assignment up here. You can't really read it but it tells them what they're supposed to do. So down here we use this sheet. The first one was pick a partner and over here he responds, Gary. Down here he says study guide lesson and he got that. This is what we wrote down here. This is the Sd or the cue and then he looked up on top of the board there and found it and wrote in the answer and it tells him what to do. The activity, number four. The page, 470. The questions, 1 through 3. Or whatever. Make sense? So we use the guided follow along. This was the Sd or the cue. This was his response over here. Notice that all these are based on matching? He looks up there, finds the answer down here and circles it. And then we got him at the point where he can look at something that is text and he can do an action. We've actually taught him to read. That make sense?

So we deal with adapting materials. We try to figure out groups because groups are hardest and then we want to get him to respond independently. We're trying to get him to be engaged in a more sustained kind of way.

So we create this little work cycle where they initiate something to do. They select the job to do. They remove the materials. They get their little job out, remove them. Complete the materials. Return the materials. Place it in the done bin. And then get the next one. It goes round and round.

So here's a little idea. We put a little box down here. In the front are envelopes, and in the envelopes are a bunch of these little strips that are velcroed with words. So all these other kids are in total disarray. The teacher's up here watching this group. This group is gluing each other and poking each other. Our little guy is busy working away on his little reading task. He has like ten of those little strips in an envelope. He completes them. There they are. Puts them in the envelope. And then they go to the back or to the done section. So he takes it out, completes it, and then puts it in the back which is done. So all these other kids have pencils, papers, and glue and all kinds of ways to create trouble.

That's another example of a second task he did where it was stuffing envelopes. So he had like four or five of those envelopes in there in this big envelope. He pulls them out, does this, and puts them back into the envelope.

This is another strategy. We use a folder. So they'll get out their folder. They will find the work on the left. This is one if they have worksheets. They get out the worksheet and complete it, put it in the pocket on the right, get out the next worksheet, complete it, put it in the pocket on the right, and when their all done, they folder it and put in up onto the right side of their desk. So they work left to right. And they complete those worksheets.

We actually teach that sequence using that task analysis routine. You get the folder. You open the folder. You remove the sheet on the left. You close the folder. You return the folder. You get your pencil. Complete the worksheet and so forth and so on. We actually teach that in a very systematic way.

We try to build those independent routines. We use in/out baskets. You can put an envelope on one side and an envelope on the other side of the desk. You get something out of this side, do it, and put it in this side. You can use folders. You can use all kinds of baskets. However you want to do it. You can use a box with envelopes. You can do all kinds of ways to create those routines. We can also use checklists or self-monitoring checklists where they check off what they need to do. He had to get his pencil out, his book out, book at his desk and then his notebook open. We always are working on that principle of easy to hard.

Let me show you how we do that. To get the sustained responding we do it systematically. We start by using maybe an analogue to a worksheet because worksheets are harder, paper and pencil. I showed you this one where we actually will build six responses. We might have started out with one or two and then built up until we got to six. This is easier than an actual paper pencil task because it's manipulative. So we build the worksheets by starting with manipulatives. And then he puts in the correct answers. It's just like a worksheet only it's using manipulatives.

Here's another example of it where we use a response booklet where he has to put a chicken with a little car. That's number one. He puts them together and they go up on the slot number one. Again you can have any content you want in that. It could be a science class, history class, whatever. You can use this sort of format. And then he completes them. He turns a page to help him organize himself.

We might start out by teaching one item, 4 plus 3. And then put he puts the 3 and writes the 7. Then we put it into a worksheet booklet. So that he's doing 4 plus 2 and turning pages. I showed you that. And finally then we might transfer that to an actually worksheet. So we try to be systematic about our approach, asking for one response, two responses, three, and four, and then going from manipulatives to actual paper and pencil tasks. That's the same thing.

We also teach instructions, like match to same which for him meant draw a line to it. Color the same. These are worksheet words. Circle the same. And then we put them all on one worksheet so that he has to discriminate circle, put an X on, or color or match whatever it is. So he's starting to follow worksheet instructions. The other thing we use a lot of is tape recorders. This thing is really good, these language masters. You can find those in some closet and dust them off. They're really cool because sometimes you have teacher presenting a verbal cut to the kid. Well you don't want to have the adult there. You take these cards and you put that on there. So it might be the word house and he runs it through there and then he has to go find the picture of the house and Velcro it on there. So he can work independently without having the teacher to deliver the instruction. These are really good. For schedule following, you can have a schedule tell them what to do, or for delivering the instruction in the absence of a teacher.

We use tape recorders as well. For instance this story was on a tape. He listened to it. It would tell him to stop. It would ask him the question and then he would circle the correct answer and then when he was done with that, it would tell him to start again and then he would go one through all the questions. So the story was read to him, it stopped at that point, asked the question, then it read some more of the story, then it asked the next one, and so forth and so on. Make sense?

The last thing I want to share with you: assistants or paraprofessionals don't quit, they just fade away. We always tell them they want to work themselves out of a job. Your job is to work yourself out of a job. Their job is to be a shadow aid, is to prompt, reinforce, and maybe prepare materials. They are just a prompt to the classroom teacher and direct them to the classroom teacher. They're not there to interpret, not to go...the teacher says, "everybody get their book out," and then the assistant goes, "now get your book out." Like it was Greek up here and something else down here. We tell them, "Get ready, listen, the teacher's going to say something." And then we say, "What did the teacher tell you to do?" That might be the prompt. So we're always directing that kid back to the teacher. And then we transfer to the classroom by having that aid there prompting and giving direction. We ask them to fade away. No chairs for the helpers we say. No chairs for your helpers, because if you give a chair to the helper, the helper sits right next to their student and they become best buddies. So it's a classroom helper, not the child's assistant. Try to get the aids to view themselves as helping all the kids. What happens sometimes is you get two types of general education teachers, ones that will take on the program and run with it like in that class where I was showing that girl where the general ed teacher did it all. Otherwise you get the other teachers. If you let them, they just abdicate and say, "Well not my deal. Hope it works out, but not my deal. You can have that desk and chair, but you're not there as far as I can tell." They sort of abdicate all responsibility to the assistant or to whomever. So we try to get the regular education teacher brought into it by asking them to do some simple things.

Judi talked about how you have embedded skills in the classroom in routines. This is an example of Alex's where when he was in the classroom, these were his goals: Attends to the classroom discussion. And then the aid would rate him that day. Listens. Looks. Follows along. He responds to all directives or follows instructions. She rated him. Does he answer simple questions? And we have two per class, two per unit. He raises his hand and answers a question that was prepared in advance. He presents a special report, if that was required. He masters four concepts from each unit. He completes the work independently. He manages materials appropriately and requests assistance from the teacher and so on. So he had a little check list at the end of every week or every day. She would fill it out relative to his goals. We kept the data simple.

So anyway, all the pieces come together when you have to look at all those parts and that helps you engage the general education classroom. So we've talked about getting responsive to the adults, following directions, initiating and matching, and sustaining engagements. The next thing we want to talk about later on is motivation and problem behaviors and how to deal with those and get the kid motivated. We've talked about their discrimination problems and their motivation problems and that's what we want to cover next time.