

Contemporary Practices in Early Intervention and School-based Settings: Third Annual Institute

Desmond Hotel and Conference Center, Malvern, PA

Session J: Determining Intervention Priorities **Beverly Rainforth, PT, Ph.D.**

School of Education and Human Development,
State University of New York at Binghamton
bevrain@binghamton.edu

In order to implement effective interventions, therapists need to consider expectations for a child's participation, priority motor skills, and opportunities for the child to develop those priority motor skills. This session presents a framework that can be used to examine activities in current and future inclusive school and community environments, for the purpose of determining these necessary ingredients for effective intervention plans. This is a "learn by doing" session in which slides and videotapes of children with physical disabilities will offer participants opportunities to conduct analyses and to discuss intervention priorities and strategies. Illustrations of what the needed therapy services might look like and how the plan may be communicated to other team members and documented in the IFSP/IEP are also included.

Objectives:

1. to identify opportunities to learn motor skills within everyday school and community activities
2. to determine intervention priorities to prepare children and youth for participation in inclusive settings
3. to develop service recommendations that respond to opportunities and priorities for learning motor skills

Agenda:

1. Rationale for teaching motor skills within everyday school and community activities
 - a. IDEA of 2004
 - b. Visions for positive futures (e.g., MAPs)
 - c. Working as a team
2. Family daily routine
3. Community based instruction for adolescents
4. Inclusive education
 - a. Characteristics of classroom routines
 - b. Recognizing/creating opportunities for motor instruction
 - c. Selecting intervention priorities: Working as a team
5. Questions

Individuals with Disabilities
Education Improvement Act of 2004
Public Law 108-446

The term ‘*special education*’ means *pecially designed instruction*, at no cost to parents, to meet the unique needs of a child with a disability....

The term ‘*transition services*’ means a *coordinated set of activities* for a child with a disability that--

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

(C) *includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.*

Least restrictive environment.

To the maximum extent appropriate, *children with disabilities*, including children in public or private institutions or other care facilities, *are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

The term ‘*related services*’ means transportation, and *such developmental, corrective, and other supportive services* (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) *as may be required to assist a child with a disability to benefit from special education*, and includes the early identification and assessment of disabling conditions in children.

In conducting the evaluation, the local educational agency shall--

(A) use a variety of assessment tools and strategies to gather *relevant functional, developmental, and academic information*, including information provided by the parent, that may assist in determining—

- i. whether the child is a child with a disability; and
- ii. the content of the child's individualized education program, including *information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities*;

(B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and

(C) use technically sound instruments that may assess the *relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors*.

The term ‘*individualized education program*’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes--

(I) a statement of the child's *present levels of academic achievement and functional performance*, including--

- a. *how the child's disability affects the child's involvement and progress in the general education curriculum*;
- b. for preschool children, as appropriate, *how the disability affects the child's participation in appropriate activities*; and
- c. for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(II) *a statement of measurable annual goals*, including academic and functional goals, designed to--

- a. *meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum*; and
- b. *meet each of the child's other educational needs that result from the child's disability*;

(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(IV) *a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--*

- a. to advance appropriately toward attaining the annual goals;
- b. *to be involved in and make progress in the general education curriculum* in accordance with subclause (I) and *to participate in extracurricular and other nonacademic activities*; and
- c. *to be educated and participate with other children with disabilities and nondisabled children in the activities* described in this subparagraph;

MAPS: Making Action Plans

Bring together a circle of friends for your student with a disability. By discussing each of the following questions, develop a plan to ensure a better future for the student. MAPS is especially helpful when a student transitions to a new school or an inclusive classroom, when the student's planning team needs a boost, or when a crisis arises.

1. What is _____'s history?

Ask the student or family to highlight the student's history of programs and services, whatever is important to them. Professionals may add information later.

2. Who is _____? What are his/her capacities, strengths, gifts, abilities? What is the first word you think of when you think of _____? Who are his/her friends?

3. What is the dream for _____?

Think in terms of the lifestyle you think (or know) the student would like to have (a) in the near future and (b) as an adult. Where would he/she like to go to school, live, and work? How would he/she like to participate in the community and use leisure time? With whom would he/she like to spend time? Ask the student, family members, and friends. For a real check, ask friends what their dreams are for themselves.

3. What is the nightmare for _____?

Start by asking the student's parents or older siblings; they often have the strongest feelings about this.

4. What do we need to do to meet _____'s needs? What does he/she need to learn to make the dream a reality? What are the priorities for his/her education? What do we need to do to ensure that _____'s priority needs will be met, dreams will be fulfilled, and nightmares will be avoided?

Make an Action Plan specifying:

WHAT action will occur,

WHO is responsible, and

WHEN tasks will be initiated and/or completed.

Adapted from: Pearpoint, J., Forest, M., & O'Brien, J. (1996). MAPs, Circles of Friends, and PATH: Powerful tools to help build caring communities. In S.B. Stainback & W.C. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 67-86). Baltimore: Paul H. Brookes Publishing Co.

Toward a Transdisciplinary Stance

Professional Development ↓ ↓ ↓ ↓ ↓	Unidisciplinary	I possess sound preparation and competence in my own discipline
	Intradisciplinary	I believe that, even alone, my discipline can make an important contribution to the habilitation and education of children with disabilities
	Multidisciplinary	I recognize that other disciplines also have important contributions to make to the habilitation and education of children with disabilities
	Interdisciplinary	I am willing and able to work with other disciplines to develop jointly planned programs for children with disabilities, and to assume responsibility for providing needed services, as part of a total program
	Transdisciplinary	I am committing myself to teaching, learning, and working together with others, across traditional disciplinary boundaries, in order to fully meet the interrelated needs of children with disabilities and their families

Role Release

1. defining characteristic of transdisciplinary teamwork
2. requires both teaching and learning
3. ongoing accountability for what you teach and what you learn

Adapted from: Hutchison, D.H. (1978). The transdisciplinary approach. In J.B. Curry & K.K. Peppe (Eds.), *Mental retardation: Nursing approaches to care* (pp.65-74). St. Louis: The C.V. Mosby Company.

Family Daily Routine for Matthew (weekdays)

Time	Activity	Who Else Participates	Assistance Needed	Opportunity?
AM 6:30	get up, dressed	Mom	complete	bad time
7:00	breakfast	Mom, Laura (7), Dad, Kristen (4)	complete	bad time
7:30	free time	Mom, Kristen	supervision	bad time
	Mom getting ready for work, Dad taking Laura to school			
8:00	leave for school (M-F 8:30-11:30)	Mom, Kristen	complete	varies
	bus takes Matthew from EI program to sitter for afternoon			
PM 5:15	pick up from sitter, ride home	Mom, Kristen	complete	good time to talk
5:30	TV, relax	Dad, Kristen	supervision	OK
	Mom and Laura make supper; Dad watches TV, reads paper			
6:15	supper	everyone	complete	bad time
7:00	bath (M-W-F) other nights - free	Mom or Dad, Kristen	complete	good time
8:00	bedtime	Mom or Dad	complete	good time

Matthew is a two-year-old boy with multiple disabilities. His goals include:

1. Increase range of motion in hips and shoulders
2. Develop symmetry, hip stability/mobility, and head stability/mobility in sitting
3. With support at hip, trunk, and shoulder, reach without shoulder retraction
4. Increase phasic flexion, extension, and rotation for segmental rolling
5. Indicate choices by gazing at desired objects

Adapted from: Rainforth, B., & Salisbury, C.L. (1988). Functional home programs: A model for therapists. *Topics in Early Childhood Special Education*, 7(4), 33-45.

Analysis of General Education Routines: Morning Activities

What Fourth Graders Are Expected To Do	What Tara Does Now or Easily Could Do	What Tara Could Do With Instruction or Adaptations
Arrive and wait outside until 7:40AM, or go to cafeteria for breakfast	Arrives and is taken to classroom; if she says she is hungry, she has breakfast in classroom (due to commotion in café)	Create personal schedule for day (identify named activity from choice of 2 printed on index cards)
Attendance & lunch count: find clothespin with name and put on folder for lunch choice	Indicates lunch choice by yes/no response to questions; adult records choice	State lunch choice on Dynavox; find name from choice of two clothespins; reach, grasp, place clothespin on lunch choice
Opening: take turns leading Pledge of Allegiance; review schedule for day (any special activities); put homework on desk	Leaves group for special education services	Press switch on Dynamite to lead Pledge; point to named activities on personal schedule; take homework from bag
8:30-10:00 Language Arts: listen to new story read aloud; listen to same story on tape in small groups; independent reading; spelling words from reading; worksheets; write in journals; do homework	Leaves group or room for special education, speech therapy, occupational therapy, and physical therapy services; 9:15 drives wheelchair to bathroom	Position change (preferably in stander) Answer pre-determined questions on Communicator; activate switch to play book on tape; use spelling words for sight vocabulary; use word prediction program to write on computer; homework Check timer to see how much longer to work, cross activities off on schedule

From: Rainforth, B. (2004). Using activity routines to design inclusive education for students with severe disabilities. In B. Rainforth, & J. Kugelmass (Eds.), *Curriculum and instruction for all learners: Blending systematic and constructivist approaches in inclusive elementary schools*. Baltimore: Paul H. Brookes Publishing Co.

Expanded Analysis of General Education Routines: Fourth Grade Math

What Fourth Graders Are Expected To Do	What Tara Does Now	What Tara Could Do With Instruction, Adaptations, or Higher Expectations
Initiation Preparation		
When directed by teacher, clear desk except for pencil When teacher distributes other materials, put on desk	Passive participant: - chair is pushed up to desk - materials are placed on desk - materials are arranged on desk	Drive chair to desk Hold hands to take materials from teacher Choose whether she or aide will arrange materials on desk
Core		
Count beans Put beans in groups of equal size Solve division problems - answer questions presented to class - write answers to written problems Work independently	Point to blocks with assistance Count blocks with verbal model	Point to blocks in order when arranged in rows of five Pick up blocks with assistance, release onto designated plate (vs. paper) Put one block on each plate (1:1 correspondence) Count 3 objects without verbal model Answer questions using Dynavox
Termination		
Finish when teacher announces time Put beans in envelope Give envelope in bin Put math paper in teacher's math folder Line up at door when called	Passive participant: - materials are put in envelope - chair is pushed into hallway	Drop blocks in bag (aide holds open) Ask for assistance cleaning up (with Dynavox) Drive wheelchair from desk to door

Expanded Analysis (continued)

What Fourth Graders Are Expected To Do	What Tara Does Now	What Tara Could Do with Instruction, Adaptations, or Higher Expectations
Movement		
Use pincer grasp to group beans Point at beans to count Print numbers in designated spaces	Point with full physical assistance	Point at, grasp and release objects with prompt at wrist Press keys on Dynavox Drive power wheelchair in classroom
Preferences		
How to arrange materials on desk Whether or not to volunteer answers Whether to solve problems using beans or on paper	None	Whether to speak or use Dynavox Whether to do tasks or ask for help Who will help (peer or aide) Where helper will sit (right or left side)
Communication		
Listen to directions Answer questions Talk quietly to neighbors	Listen to discussion Answer yes/no questions orally	Use Dynavox to answer questions (social, content), request help, comment, ask questions

Expanded Analysis (continued)

What Fourth Graders Are Expected To Do	What Tara Does Now	What Tara Could Do with Instruction, Adaptations or Higher Expectations
Social Interactions		
Help pick up materials dropped on floor Share materials Offer to help peer if finish paper Offer to distribute or collect materials Fool around without annoying teacher	Seating prevents interactions	With change in seating, share materials Fool around with friends Choose peer to accompany in hallway
Problem Solving		
Regrouping for division Not enough beans Break pencil Can't solve written problem	Refuses to participate if task too hard or not interesting	Dynavox out of reach Can't see examples or hear explanation Ask for help rather than refuse to do task
Monitor Quality and Tempo		
Finish paper in allocated time Check work for accuracy Follow teacher directives fast enough to avoid discipline	Monitored by adults	Complete work in allocated time Self-correct counting errors Drive wheelchair to next class

From: Rainforth, B. (2004). Using activity routines to design inclusive education for students with severe disabilities. In B. Rainforth, & J. Kugelmass (Eds.), *Curriculum and instruction for all learners: Blending systematic and constructivist approaches in inclusive elementary schools*. Baltimore: Paul H. Brookes Publishing Co.

Steps in Analyzing Class Routines and Student Participation: Working as a Team

Step 1: The classroom teacher completes the first and second columns.

What Teacher Plans for All Students to Do	What Student with Severe Disabilities Does Now	
---	--	--

Step 2: Each team member records his or her ideas in the third column. Ideas from all team members are pasted together into one large chart, which is distributed to all team members.

What Teacher Plans for All to Do	What Student with Severe Disabilities Does Now	Ideas for Participation and Learning for Student with Severe Disabilities (with instruction, adaptations, or higher expectations)				
		Parent	Special Education Teacher	Aide	Related Services	Related Services

Step 3: The team meets and decides which ideas to implement during this routine. Other ideas may be priorities during other routines in the day.

What Teacher Plans for All Students to Do	What Student with Severe Disabilities Does Now	What Team Agrees Are Priorities in This Routine for this Student
---	--	--

Step 4: Team members share information and skills needed to implement their plan.

Rainforth, B. (2004). Using activity routines to design inclusive education for students with severe disabilities. In B. Rainforth, & J. Kugelmass (Eds.), *Curriculum and instruction for all learners: Blending systematic and constructivist approaches in inclusive elementary schools*. Baltimore: Paul H. Brookes Publishing Co.

References

- Hutchison, D.H. (1978). The transdisciplinary approach. In J.B. Curry & K.K. Peppe (Eds.), *Mental retardation: Nursing approaches to care* (pp.65-74). St. Louis: The C.V. Mosby Company.
- Pearpoint, J., Forest, M., & O'Brien, J. (1996). MAPs, Circles of Friends, and PATH: Powerful tools to help build caring communities. In S.B. Stainback & W.C. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 67-86). Baltimore: Paul H. Brookes Publishing Co.
- Rainforth, B. (1997). Analysis of Physical Therapy Practice Acts: Implications for role release in educational settings. *Pediatric Physical Therapy*, 9(2), 54-61.
- Rainforth, B. (2002). The primary therapist model: Addressing challenges to practice in special education. *Physical and Occupational Therapy in Pediatrics*, 22(2), 29-51.
- Rainforth, B. (2004). Using activity routines to design inclusive education for students with severe disabilities. In B. Rainforth, & J. Kugelmass (Eds.), *Curriculum and instruction for all learners: Blending systematic and constructivist approaches in inclusive elementary schools*. Baltimore: Paul H. Brookes Publishing Co.
- Rainforth, B., & Salisbury, C.L. (1988). Functional home programs: A model for therapists. *Topics in Early Childhood Special Education*, 7(4), 33-45.
- Rainforth, B. & York, J. (1987). The role of related services personnel in community-based instruction. *Journal of The Association for Persons with Severe Handicaps*, 12(3), 190-198.
- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services*. Baltimore: Paul H. Brookes Publishing Co.

A school-based study focused on increasing social acceptance of young children with disabilities demonstrated that a cooperative-learning program where a non-anxiety provoking teaching aid for practice in social skills. Noting the common impairment in cognitive. This is a very readable overview of early intervention and developments over the past two decades, focusing on two current themes underlying practice: development-in-context and systems-of-service. Oser C, Ayankoya B. The early interventionist. Purpose: the systematization of modern strategies for regulating the motor activity of preschool and school-age children. The criteria for assessing motor activity taking into account the individual characteristics of children and sociocultural conditions are considered. The adaptive strategy of regulation of the motor activity of a growing person in modern educational space is substantiated. Material: 10 theses and more than 80 papers published in specialized journals of Russia, Ukraine, Kazakhstan, Belarus were analyzed. In the article is used quantitative approach, which has research and de In contemporary society, teachers should not only be independent, but must also learn from their best peers. For example, the results of the TALIS Study demonstrate that the more teachers collaborate with each other, the more effectively they can work. In China, for example, collaboration between teachers is an obligatory part of their educational system.