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Appendix 1: Consultative-Collaborative Model



The development of the consultative-collaborative model coincided with the move to include students with exceptional needs in their home schools and the resulting need for school, school division, and other support personnel to build knowledge about students with exceptional needs.

Variations of Collaborative Consultation*

Variations of collaborative consultation include, but are not limited to, the following.

Adaptive Learning Environments Model (ALEM)

This is one of the earliest of the more recent variations of collaborative consultation. The goal of ALEM is to eliminate the need for pullout programs by providing classroom alternatives that address the learning needs of all students. Extensive collaboration among parents, teachers, administrators, and other professionals is critical for the success of ALEM.

Class-Within-a-Class (CWC)

This delivery model strives to reduce dependence on pullout programs by serving students with exceptional learning needs full-time in general classes. Resource teachers go into the classroom during instruction to collaborate and consult with the teacher and provide additional support to students with exceptional learning needs in the classroom.

Success-for-All (SFA)

This is a comprehensive program aimed at preschool and primary levels. Its main purpose is to prevent failure by assuring reading success during the early school years. Individual tutoring, cross-age grouping, and extensive collaboration are important features of this program.

* Source: DETTMER, PEGGY; THURSTON, LINDA P.; DYCK, NORMA J., CONSULTATION, COLLABORATION, AND TEAMWORK FOR STUDENTS WITH SPECIAL NEEDS, 5th, ©2005. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey. Adapted with permission.

Mainstream Training Project (MTP)

This model uses in-service training for preparing classroom teachers at the secondary level to serve students who have learning difficulties. When classroom teachers have been trained in using effective teaching methods for students with learning and behaviour problems, the resource teachers work closely with them to monitor student progress and assist in the implementation of newly learned teaching techniques.

Schoolwide Enrichment Model (SEM)

This model is designed to provide more challenging learning experiences for gifted and talented students in the regular classroom. Classroom teachers and resource teachers collaborate in providing gifted and talented students with curriculum options and alternatives such as flexible pacing, enrichment, personalized instruction, and challenging group experiences.

Special Education Consultant Teacher Model

In this model, linking relationships are established among the consulting teacher, other professionals, parents, and teachers. These linking relationships allow for delivery of direct and indirect services, with the consulting teacher affecting a spectrum of educational services. Certain conditions must be in place within the system if the model is to be effective, including mutual expertise, access to collaborative interactions, fluency with a shared professional vocabulary, time control, and administrator support.

Appendix 2: Approaches in Co-teaching



Co-teaching is an inclusive service delivery model that helps teachers meet the diverse learning needs of students in their classrooms. Many approaches are available to educators who choose to co-teach. Marilyn Friend and William D. Bursuck discuss the following co-teaching approaches in their book *Including Students with Special Needs: A Practical Guide for Classroom Teachers*.*

One Teach, One Observe

In this approach, one teacher leads the lesson and the other gathers data on students to understand them better and make instructional decisions. . . . Teachers can observe students' ability to pay attention, work independently, participate during instruction, and seek assistance when they have questions. However this approach is used, it is essential that each educator sometimes take the primary teaching role in the class while the other observes. In this way, both teachers have the opportunity to watch the class in action, and both have credibility with students as a result of leading instruction.

Station Teaching

In *station teaching*, three groups of students are arranged. Two stations include teacher-facilitated instruction; in the third station, students, alone or with a partner, complete a review activity or a project. If students cannot work independently, the last group can be eliminated. During the lesson, students move to each station. In an elementary school, an entire lesson based on stations may be completed in a single day; in a secondary school, a single station may take an entire class period or more. For example, in a ninth-grade math class, some of the students are working with the general education teacher to learn one method for solving quadratic equations. A second group is meeting with the special education teacher to learn an alternative method. A third group of students is working in pairs on an assignment. Each station lasts an entire class period.

* Source: FRIEND, MARILYN; BURSUCK, WILLIAM D., INCLUDING STUDENTS WITH SPECIAL NEEDS: A PRACTICAL GUIDE FOR CLASSROOM TEACHERS, 6th, ©2012. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Parallel Teaching

Sometimes when two teachers are present, they find it advantageous simply to divide a heterogeneous class group and have each teacher instruct half the class. In this format, called *parallel teaching*, every student has twice as many opportunities to participate in a discussion or respond to teacher questions. A teacher particularly skilled in presenting information through pictures can use this approach while the other teacher emphasizes learning through listening. Students who prefer one method to the other can be placed with the appropriate teacher. In an elementary classroom, this approach may be used to enable students to read different books based on their interests or skill levels. In a secondary classroom, this approach may give students more opportunities to respond during a discussion of a current events topic or enable teachers to present different points of view on a topic, which students then present to each other when the large group comes back together.

Alternative Teaching

In many classrooms, having one teacher work with most of the class while the other teacher focuses attention on a small group is sometimes appropriate. This co-teaching option is referred to as *alternative teaching*. Traditionally, the small group has been used for remediation, but many other options are recommended. For example, some students may benefit from *preteaching*, in which one teacher works with a small group of students who may struggle to learn (whether or not they have IEPs), who are shy, or who are just learning to speak English. Information to be presented the next day or later in the same day or class is taught to these students to give them a jump start on learning (Munk, Gibb, and Caldarella, 2010).

Enrichment also works well in small groups. For example, as a unit of instruction on global warming is concluding, several students may have a strong interest in the topic. As the other students review and complete assigned tasks, this group may meet to discuss career opportunities related to environmental issues, write letters to obtain more information about research on global warming, or explore websites on related topics. The members in this group could include high-achieving students, students who have average academic achievement but strong interest in this topic, a student with a behaviour disorder who would benefit more from this activity than from the assigned work, and a student with a moderate intellectual disability for whom the written task is not appropriate.

Grouping students for remediation is appropriate, but only when it is one of many grouping options and is used only occasionally. Otherwise, such an arrangement becomes the equivalent of running a special education program in the back of a general education classroom—an arrangement that completely undermines the purpose and principles of inclusive schooling.

Teaming

In the co-teaching option of *teaming*, the teachers share leadership in the classroom; both are equally engaged in the instructional activities. For example, one teacher may begin a lesson by introducing vocabulary while the other provides examples as a way to place the words in context. Two teachers may role-play an important event from history or demonstrate how to complete a lab activity. Two teachers may model how to address conflict by staging a debate about a current event. You reach the limits of teaming only when you run out of exciting ideas for creating instruction with two teachers instead of one. Co-teachers who use this approach find it the most energizing of all the co-teaching options, but you should also be aware that you and a co-teacher might not be compatible enough in terms of teaching style to use it. If that is the case, using several of the other approaches might be more effective.

One Teach, One Assist

Occasionally during instruction, one teacher is appropriately leading the lesson while the other is quietly assisting individual students. For example, while the special education teacher leads a lesson on a test review, the general education teacher helps students individually as they have questions about the vocabulary. Alternatively, while the general education teacher leads a lesson on the causes of World War II, the special education teacher helps keep students on task and responds quietly to student questions. The key to implementing this approach successfully is to use it sparingly. With overuse, one of the teachers, often the special educator, may perceive that she [or he] has no legitimate role in the class and is mostly like a teaching assistant (Scruggs, Mastropieri, and McDuffie, 2007). In addition, if this approach to co-teaching is used too frequently, students may become overly dependent on the extra help that always seems to be available.

References

- Munk, J., G. Gibb, and P. Caldarella. "Collaborative Preteaching of Students at Risk for Academic Failure." *Intervention in School and Clinic* 45 (2010): 177–185.
- Scruggs, T., M. Mastropieri, and K. McDuffie. "Co-teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research." *Exceptional Children* 73 (2007): 392–416.

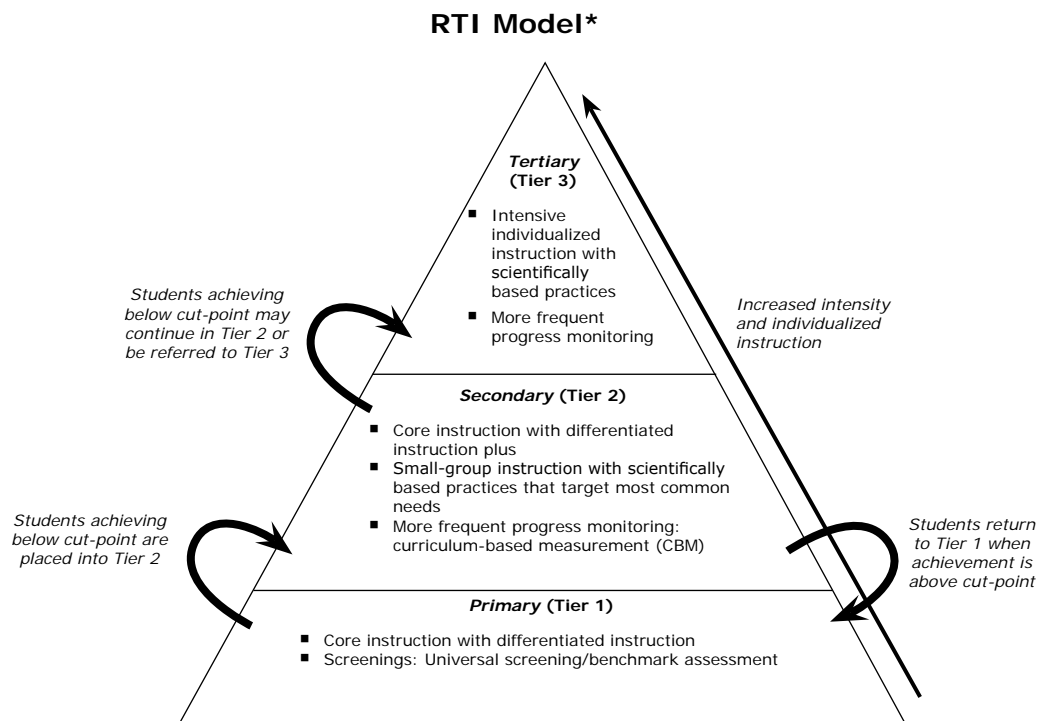
Appendix 3: Response to Intervention (RTI)



The RTI model uses a three-tier service delivery model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students in both academics and social and emotional learning:

- **Tier 1:** The instruction in Tier 1 involves effective implementation of the provincial curriculum for all students in the classroom. Teachers assess students regularly to determine whether they are meeting curricular outcomes. Students performing below level are placed into Tier 2.
- **Tier 2:** In Tier 2, students receive small-group instruction in addition to core instruction. Student grouping organization reflects common needs. Students are assessed regularly, and are returned to Tier 1 if they achieve expectations. Students below expectations remain in Tier 2 or may be referred to Tier 3.
- **Tier 3:** The instruction in Tier 3 is personalized and is usually provided by the resource teacher.

The intent of the RTI model is to remediate academic difficulties as soon as they are identified and to move students back to a lower tier when they are responding to the intensive instruction.



* Source: *Using RTI for School Improvement: Raising Every Student's Achievement Scores* by SHORES, CARA F., and KIM CHESTER. Reproduced with permission of SAGE PUBLICATIONS INC in the format Republish in a book via Copyright Clearance Center.

Appendix 4: The Principles of Universal Design



Principles*	Examples*	Classroom Examples**
<p>1. Equitable Use</p> <p>The design is useful and marketable to people with diverse abilities.</p>	<ul style="list-style-type: none"> ■ Power doors with sensors at entrances that are convenient for all users ■ Integrated, dispersed, and adaptable seating in assembly areas such as sports arenas and theatres 	<ul style="list-style-type: none"> ■ Allow all students to use a study carrel if they feel they need it.
<p>2. Flexibility in Use</p> <p>The design accommodates a wide range of individual preferences and abilities.</p>	<ul style="list-style-type: none"> ■ Scissors designed for right- or left-handed users ■ An automated teller machine (ATM) that has visual, tactile, and audible feedback, a tapered card opening, and a palm rest 	<ul style="list-style-type: none"> ■ Allow students to complete an assignment in a variety of formats (e.g., written, oral, graphic/picture).
<p>3. Simple and Intuitive Use</p> <p>Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.</p>	<ul style="list-style-type: none"> ■ A moving sidewalk or escalator in a public space ■ An instruction manual with drawings and no text 	<ul style="list-style-type: none"> ■ Provide instruction on how to use a textbook effectively by using the table of contents, glossary, and index, reading and interpreting headings, subheadings, graphics, charts, and so on.
<p>4. Perceptible Information</p> <p>The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.</p>	<ul style="list-style-type: none"> ■ Tactile, visual, and audible cues and instructions on a thermostat ■ Redundant cueing (e.g., voice communications and signage) in airports, train stations, and subway cars 	<ul style="list-style-type: none"> ■ Provide instructions on the board in written and picture form and show the class a completed example of the assignment.
<p>5. Tolerance for Error</p> <p>The design minimizes hazards and the adverse consequences of accidental or unintended actions.</p>	<ul style="list-style-type: none"> ■ A double-cut car key easily inserted into a recessed keyhole in either of two ways ■ An "undo" feature in computer software that allows the user to correct mistakes without penalty 	<ul style="list-style-type: none"> ■ Provide any student who wants to rewrite a test an opportunity to do so.
<p>6. Low Physical Effort</p> <p>The design can be used efficiently and comfortably and with a minimum of fatigue.</p>	<ul style="list-style-type: none"> ■ Lever or loop handles on doors and faucets ■ Touch lamps operated without a switch 	<ul style="list-style-type: none"> ■ Read instructions aloud to students who have difficulty reading (to minimize the effort to participate in the learning activity).
<p>7. Size and Space for Approach and Use</p> <p>Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.</p>	<ul style="list-style-type: none"> ■ Controls on the front and clear floor space around appliances, mailboxes, dumpsters, and other elements ■ Wide gates at subway stations that accommodate all users 	<ul style="list-style-type: none"> ■ Organize the classroom so that materials are "handy" and accessible to those who need them.

* Source: Copyright © 1997 NC State University, The Center for Universal Design (1997). *The Principles of Universal Design, Version 2.0*. Raleigh, NC: North Carolina State University. Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden.

** Use or application of the Principles in any form by an individual or organization is separate and distinct from the Principles and does not constitute or imply acceptance or endorsement by The Center for Universal Design of the use or application.

Appendix 5: The Three-Block Model of Universal Design for Learning



Jennifer Katz has developed The Three-Block Model of Universal Design for Learning as an effective approach to classroom management, planning, instruction, and assessment that creates a compassionate learning community from Kindergarten to Grade 12:*

- **Block One: Social and Emotional Learning** details ways to build compassionate learning communities (Kindergarten to Grade 12) in which all students feel safe and valued, and develop a positive self-concept, a sense of belonging, and respect for diverse others.
- **Block Two: Inclusive Instructional Practice** includes a framework for planning units from Kindergarten to Grade 12, and explains instructional and management practices for teaching, assessing, grading, and reporting in universal design for learning classrooms.
- **Block Three: Systems and Structures** suggests strategies for creating inclusive learning communities, and explores ways in which resource teachers, student services personnel, and school administrators can support and create socially and academically inclusive schools and classrooms.

Some Manitoba schools are using or exploring this approach to meet the needs of diverse learners.

* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg, MB: Portage & Main Press, 2012. Adapted with permission.

Universal Design for Learning: The Three-Block Model*

Block Three	Block Two
<p>Systems and Structures</p> <ul style="list-style-type: none"> ■ Inclusive policy—no “except” ■ Hiring administrators with expertise and vision; learning community ■ Distributed leadership ■ Professional development (PLCs [professional learning communities]) ■ Staffing to support collaborative practice: <ul style="list-style-type: none"> ■ collaborative decision making ■ team planning time; scheduling in cohorts and teams ■ resource allocations (e.g., of EAs) to classrooms and cohorts, not individuals ■ co-planning, co-teaching, co-assessing ■ consistent, authentic assessment across classes and with co-developed rubrics ■ Budgeting <ul style="list-style-type: none"> ■ change from segregated practices and allocations of funding resources ■ assistive technology ■ multi-levelled resources 	<p>Inclusive Instructional Practice</p> <ul style="list-style-type: none"> ■ Integrated curriculum ■ Student choice ■ Flexible groupings and cooperative learning ■ Differentiated instruction ■ Differentiated assessment ■ Assessment for learning; class profiles; strategic teaching ■ Technology ■ Discipline-based inquiry ■ Metacognition, assessment as learning ■ Understanding by design; essential understandings ■ Social and academic inclusion of students with exceptionalities
Block One	
<p>Social and Emotional Learning: Developing Compassionate Learning Communities</p> <ul style="list-style-type: none"> ■ Respecting Diversity (RD) Program ■ Developing self-concept <ul style="list-style-type: none"> ■ awareness of, and pride in, strengths and challenges ■ sense of belonging ■ goal-setting and -planning; building a vision for the future; self-efficacy; hope ■ leadership skills; opportunities to lead ■ Valuing diversity <ul style="list-style-type: none"> ■ awareness of the strengths and challenges of others ■ valuing of diverse contributions to community ■ sense of collective responsibility for well-being, achievement of all ■ empathy, perspective-taking, compassion ■ Democratic classroom management <ul style="list-style-type: none"> ■ collective problem solving; recognition of rights and responsibilities ■ promotion of independent learning; student choice and empowerment; leadership ■ increase in student engagement and ownership 	

* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg, MB: Portage & Main Press, 2012. 25. Reproduced with permission.

Appendix 6: Multiple Intelligences



The theory of multiple intelligences is a cognitive model developed by Harvard psychologist Howard Gardner in the 1980s. Gardner's theory is that all human beings possess more than one intelligence. In fact, all human beings access eight or nine intelligences, and nobody has exactly the same profile of intelligences as another.

In her book *Teaching to Diversity*, Jennifer Katz describes the nine intelligences from Gardner's theory as follows.

Multiple Intelligences*

Verbal-Linguistic

Verbal-linguistic intelligence is the capacity to develop verbal skills and sensitivity to the sounds, meanings, and rhythms of words. People with this capacity demonstrate strength in the language arts—listening, speaking, reading, and writing. In traditional classrooms, students who demonstrate verbal-linguistic abilities have always been successful because traditional teaching has used methods and materials focused on these abilities.

Visual-Spatial

Visual-spatial intelligence is the ability to visualize in detail, the capacity to think in images and pictures, accurately and abstractly. People who demonstrate visual-spatial intelligence learn best visually and by organizing things spatially. They like to see what they are asked to deal with in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes—anything eye-catching.

Logical-Mathematical

Logical-mathematical intelligence is the ability to think conceptually and abstractly, and the capacity to discern logical or numerical patterns. People who display an aptitude for numbers, reasoning, and problem solving are deemed to have logical-mathematical intelligence. In traditional classrooms, children with this ability typically do well where teaching is logically sequenced and students are asked to conform to very convergent, repetitive types of tasks such as math drills or spelling tests.

Bodily-Kinesthetic

Bodily-kinesthetic intelligence is the ability to control one's body movements and to handle objects skillfully. Bodily-kinesthetic students experience learning best through activity: games, movement, hands-on tasks, and building.

* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg, MB: Portage & Main Press, 2012. 20–21. Reproduced with permission.

Musical-Rhythmic

Musical-rhythmic intelligence is applied to the ability to produce and appreciate rhythm, pitch, and timbre. Many people learn well through songs, patterns, rhythms, instruments, and musical expression. People who can remember the words to a song better than a poem know what this kind of learning is like.

Interpersonal

Interpersonal intelligence is the capacity to detect and respond appropriately to the moods, motivations, and desires of others. Learners with this capacity are noticeably people-oriented and outgoing, and they do their learning best cooperatively in groups or with a partner.

Intrapersonal

Intrapersonal intelligence is the capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes. People with highly developed intrapersonal intelligence are reflective, metacognitive learners who are especially in touch with their own feelings, values, and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to them.

Naturalistic

Naturalistic intelligence is the ability to recognize and categorize plants, animals, and other objects in nature. Naturalists love the outdoors, animals, and field trips. They notice details such as characteristics and behaviours in the natural world. More than this, though, these students' detailed minds love to pick up on subtle differences in meanings across the curriculum.

The following ninth intelligence has been proposed.

Existential

Existential intelligence describes the sensitivity and capacity of a person to probe the deep questions about human existence such as how we got here, why we die, and the meaning of life. These people ask "Why are we here?" and "What is our role in the world?" They want to know why what they are studying is important in the bigger picture, and what the philosophy is behind ideas and expectations.

Appendix 7: Social and Emotional Learning (SEL)



The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes social and emotional learning (SEL) as follows:

SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.*

In classrooms, teachers enhance students' social and emotional competencies through instruction and structured learning experiences throughout the day.

Social and Emotional Learning Core Competencies**

CASEL has identified five interrelated sets of cognitive, affective, and behavioural competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

* Source: CASEL. "Frequently Asked Questions about SEL." *What Is Social and Emotional Learning?* <www.casel.org/social-and-emotional-learning/frequently-asked-questions>.

** Source: CASEL. "Social and Emotional Learning Core Competencies." *What Is Social and Emotional Learning?* <www.casel.org/social-and-emotional-learning/core-competencies>.

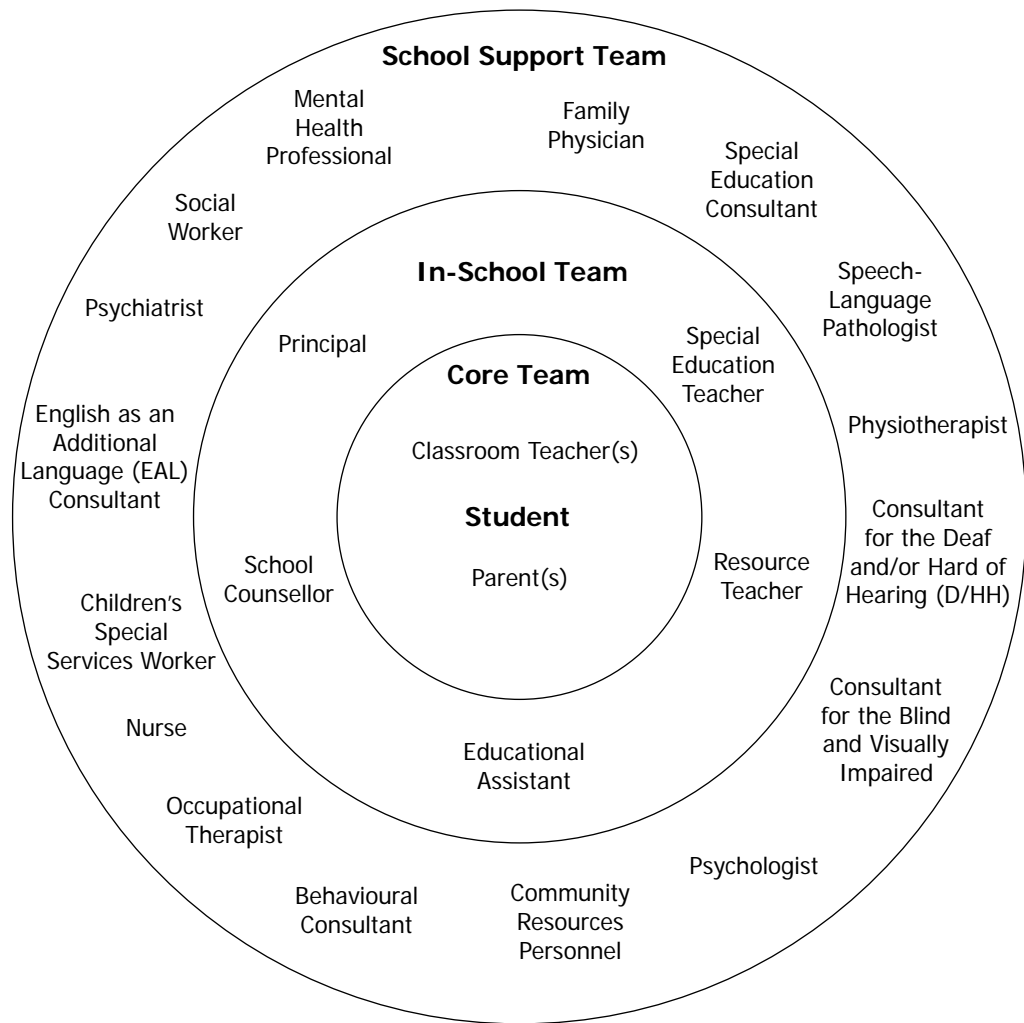
Appendix 8: Student Support Team and Roles*



Membership of a student support team will vary according to the needs of the student. The team should reflect the student's individual needs and the resources available to the school.

The following diagram identifies some personnel who may be part of the student support team. A discussion of the roles of the student support team follows.

Personnel on a Student Support Team (Sample)



* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. 33. Available online at www.edu.gov.mb.ca/k12/specedu/iep/.

Roles of Student Support Team Members

Case Managers

One of the first tasks of the student support team is to identify the case manager. Case management is a collaborative process of assessment, planning, facilitation, and advocacy for options and services to meet an individual student's needs. During the student-specific planning process and the development of the student's individual education plan (IEP), the case manager oversees the work of the team.

Roles of case managers generally include the following:

- coordinate the development and ongoing revision of the student's IEP
- facilitate group decision making
- maintain communication among team members, including parents
- ensure that a process to monitor student progress and achievement is established
- organize and chair student-specific planning meetings
- distribute a written and timed agenda prior to meetings
- ensure meeting minutes are kept and distributed
- document and distribute revisions of the IEP
- initiate and maintain contact with external agencies, as required (IEP document)

Roles of other student support team members include the following:*

School Principals

- assume a leadership role in the planning process
- support the right of parents to be involved
- chair, or designate a person to chair, the planning team
- designate the case manager
- ensure that a written record of proceedings is kept
- remain aware of communication regarding programming and services for students
- ensure that the plan developed through the planning process is implemented, tracked, and monitored

* Source: Nova Scotia Education. *Program Planning: A Team Approach*. Halifax, NS: Nova Scotia Education, n.d. Available online at <http://studentservices.ednet.ns.ca/sites/default/files/program_planning.pdf>. Adapted with permission.

Resource Teachers/Teachers/Clinicians/School Counsellors

- participate in the planning process for students for whom they have responsibility
- implement plans, as required
- track, monitor, and report on student progress
- review student records to support transitions and programming
- plan for transition to adulthood
- develop the student profile by providing additional assessment data
- develop strategies for incorporating therapy into the classroom routine
- train staff to implement strategies
- provide technical assistance and advice about materials and resources
- access community-based resources and supports, as required

Parents

- advocate for their child
- are actively involved in the planning process
- share information about their child's strengths, needs, aspirations, and learning styles
- ensure that information to support the most effective transition of their child is shared (e.g., home-to-school, grade-to-grade, school-to-school, school-to-community)
- share information about events, family circumstances, and educational history that could have an impact on programming and services
- share information about other professionals or agencies that have been involved and about ideas that have been effective
- carry out the specific parts of the plan that are their responsibility as agreed within the team

Students

- speak up for themselves by sharing their interests, strengths, needs, and aspirations
- are involved in the development of appropriate programming and services
- carry out those specific parts of the plan that are their responsibility, as agreed upon by the planning team

Appendix 9: Ecological Inventory



An ecological inventory is one method to determine the instructional needs of students with significant special learning needs. An ecological inventory can be used at any time during a student's school career, but is particularly important at the point where students are preparing for transition to post-school endeavours. The process includes observations and conversations with caregivers regarding the student's current functioning in a given environment (e.g., work site, family home, school cafeteria) to identify skills the student is able to perform. The skills that the student is not able to perform are then prioritized and become part of the student's IEP.

Steps of an Ecological Inventory

An ecological inventory involves the following five steps:

The first step of the ecological inventory is to identify the major curricular domains. Brown et al. divided these into the four major life areas of (a) domestic, (b) community, (c) recreation/leisure, and (d) educational or vocational (depending on the age of the student).

The second step is to identify the current environment and future environments of the student in each domain. For example, a student's current domestic environment may be the family home (e.g., house, apartment, mobile home). The future environment may be the home of a relative, a supported apartment, a group home, or an institution.

Once each environment has been identified, the third step is to divide environments into subenvironments. For example, a student's home may have a living area, a kitchen, two bedrooms, a bathroom, and a patio.

The fourth step is to determine the activities that take place in each subenvironment. This yields information about the student's lifestyle. For example, some students may eat meals around a table in a dining room, some may eat on stools at a counter in the kitchen, and some may eat from a tray in a living area in front of the television set.

After the activities in each subenvironment have been identified, the fifth step is to identify the skills needed to perform each activity. These may include skills from the more traditional curricular domains of academics, communication, motor, self-care, and social. (Collins 100)*

The ecological inventory could result in a large IEP document. To keep the IEP manageable and useful, it may be helpful to focus on domains and activities that develop the student's autonomy at home and that support his or her transition into adult life. These domains would be identified by the school support team in collaboration with the family and would be included in the student's IEP.

Reference

Brown, L., M. B. Branston, S. Hamre-Nietupski, I. Pumpian, N. Certo, and L. Gruenwald. "A Strategy for Developing Chronological-Age-Appropriate and Functional Curricular Content for Severely Handicapped Adolescents and Young Adults." *The Journal of Special Education* 13 (1979): 81–90.

* Source: COLLINS, BELVA C., *MODERATE AND SEVERE DISABILITIES: A FOUNDATIONAL APPROACH*, 1st, ©2007. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey. Adapted with permission.

Example of an Ecological Inventory

The following example of an ecological inventory was conducted in a student's home (i.e., domestic) environment in consultation with one of the student's parents.

Domain: Domestic*
Current Environment: Ranch-style house in rural area
Subenvironment 1: Kitchen
<p>Activity 1: Preparing meals on electric stove, in oven, and in microwave Skills: cognitive (following recipe, measuring, setting time), motor (opening packages, stirring, working appliances)</p> <p>Activity 2: Eating meals "family style" at round table Skills: motor (passing dishes), self-care (eating/drinking), communication (indicating desires)</p> <p>Activity 3: Cleaning up after meals using electric dishwasher Skills: motor (carrying dishes from table to counter, rinsing, loading dishwasher), cognitive (setting dial)</p>
Subenvironment 2: Living Room
<p>Activity 1: Watching television programs and movies on DVD player Skills: motor (working switches, inserting DVD), cognitive (locating channel, reading switch labels)</p> <p>Activity 2: Playing games on computer using joystick and keyboard Skills: motor (using joystick and keyboard), cognitive (following directions)</p>
Subenvironment 3: Bedroom
<p>Activity 1: Dressing and undressing (e.g., jeans, T-shirts, socks, lace-up tennis shoes) Skills: motor (manipulating fasteners, including zipper, snaps, and laces), self-care (putting on/taking off), communication (indicating choice)</p> <p>Activity 2: Playing with and putting away toys (e.g., DVD player, picture books, miniature cars) Skills: motor (manipulating objects and switches), cognitive (following along in book as DVD reads, sorting objects)</p> <p>Activity 3: Sleeping in twin-size bed with sheet, quilt, and spread Skills: motor (making bed)</p>
Subenvironment 4: Bathroom
<p>Activity 1: Bathing in tub Skills: motor (manipulating knobs and stopper), self-care (washing self with bar of soap and washcloth, drying with towel)</p> <p>Activity 2: Taking care of personal toileting needs Skills: motor (manipulating fasteners, flushing), self-care (cleaning self)</p> <p>Activity 3: Brushing teeth using toothpaste in tube Skills: motor (squeezing toothpaste, turning knobs), self-care (brushing teeth, rinsing)</p>

* Source: COLLINS, BELVA C., MODERATE AND SEVERE DISABILITIES: A FOUNDATIONAL APPROACH, 1st, ©2007. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey. Adapted with permission.

Example of a Student's Daily Plan

The following table contains examples of student specific outcomes (from an IEP of a 16-year-old Grade 11 student) that were identified through an ecological inventory. These outcomes have become part of the student's daily plan in an inclusive school environment.

Student Specific Outcomes	Cosmetology	Computer Lab	Work Experience	Skills for Independent Living	Physical Education
Shelley will read and follow three-step pictorial/ written directions with 100% accuracy by _____.	Reads pictorial/ written steps related to cosmetology tasks	Reads pictorial/ written steps to log on to computer	Reads pictorial/ written steps of work task	Reads pictorial/ written steps for brushing her teeth after lunch each day	Reads pictorial/ written steps of exercise routines
Shelley will clean up and put away materials 80% of the time without prompting once she has finished using them by _____.	Returns materials to designated areas; sweeps floor in her work area before leaving class		Returns materials to designated areas before leaving work site	Works with peers to return materials to designated areas; washes dishes and puts them away; wipes table, stovetop, and countertop; sweeps floor	Returns materials to designated areas before leaving gymnasium
Shelley will brush her teeth independently after lunch each day following pictorial/ written steps by _____.	Strengthens fine motor skills through grasping and manipulating materials in cosmetology room	Strengthens fine motor skills by using computer keyboard and mouse	Strengthens fine motor skills through grasping and manipulating work materials	Takes out supplies, opens toothpaste tube, applies toothpaste to brush, brushes teeth, puts away supplies, and cleans up	

Appendix 10: Functional Behavioural Assessment (FBA)*



Functional behavioural assessment (FBA) is a systematic process of gathering data by various methods (reviewing records, interviewing, observing, etc.), examining the student's environment, and determining relationships. This information helps educators to determine specific events that can predict and maintain both inappropriate and appropriate behaviours, and to understand possible reasons why a particular student behaves a certain way.

The FBA process includes

- identifying the student's strengths/preferences (e.g., likes, abilities, friends)
- identifying the student's background/history (current level of academic performance, influences, challenges, disabilities)
- defining the inappropriate behaviour (what it looks like/sounds like) and how often it happens (frequency) and/or how long it lasts (duration)
- identifying the antecedents and setting events that are related to the inappropriate behaviour (IB)
- identifying the consequences that maintain the IB
- identifying the function of the IB—to get something/someone or to escape/avoid something/someone

FBA helps educators consider many of the factors that can affect the student and his or her behaviour. It can address inappropriate behaviour that ranges from aggression, tantrums, or property destruction, to withdrawing or repetitive behaviours, to name a few. It can be very helpful if educators conduct an FBA for the student who has a moderate or severe/chronic behavioural concern so they can identify effective ways to address their student's needs according to the function of the inappropriate behaviour.

Through a structured gathering of information, educators try to identify what occurs prior to (setting events and antecedents) and what occurs after (consequences) inappropriate behaviour. These events in the environment may trigger and maintain this behaviour.

* Source: Adapted from *A Guide for Conducting the FBA and Developing the BIP* by Dawn Reithaug. Used with permission.

Examples of factors that might influence a student's behaviour include the

- physical conditions in the classroom (e.g., temperature, noise levels, seating arrangements)
- presence of certain peers or staff and their behaviours
- type and level of instruction
- content of the curriculum—complex or simple
- lack of structure, predictability, and consistency (classroom expectations, routines, and transitions)
- presence or absence of positive reinforcement for appropriate or replacement behaviours

Examination of the relationship between the student's behaviour and these factors helps educators to develop hypotheses about why particular behaviour may occur—the purpose or the function the behaviour serves for the student.

Educators use certain methods to help them identify likely contributors (setting events, antecedents, and consequences) associated with an inappropriate behaviour, and to help them hypothesize about the underlying causes of that behaviour. These methods can be indirect (e.g., interviews, rating scales or checklists, reviews of school files) and direct (e.g., observations of behaviour in the natural environment—classrooms, playgrounds, hallways, at home).

The goal of the FBA, regardless of which methods are used, is to answer these questions:

- Under what circumstances is the behaviour most/least likely to occur (e.g., when, where, with whom)?
- What outcome does the behaviour produce (e.g., what does the student get or escape/avoid through his or her behaviour)?

Once enough information is collected, educators can get together for an FBA meeting to analyze and summarize these data and to develop a specific written, purposeful, and organized behaviour intervention plan (BIP).

Suggested Resources



For more information about the FBA and developing the BIP, including various forms and templates, see:

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Section 7, page 7.11. Available online at www.edu.gov.mb.ca/k12/specedu/beh/index.html.

Reithaug, Dawn. *A Guide for Conducting the FBA and Developing the BIP*. West Vancouver, BC: Stirling Head Enterprises Inc., 2012.

Appendix 11: Conducting a Variety of Meetings*



The resource teacher's role often includes planning and organizing meetings for a variety of purposes, as outlined below.*

Pre-scheduled Team Meetings

Pre-scheduled meetings at the beginning of a semester or term create a reliable format for considering the student-specific planning process and the amount of time required for preparation. Having three meetings per school year is typically not onerous for teaching staff, and individual follow-up conversations may confirm plans as needed. Typically, the scheduled meetings coincide with reporting periods and parent-teacher conferences.

The advantage of pre-scheduled meetings is that parents and staff, including clinicians and other support personnel, reserve the time in their very busy calendars to ensure that the meetings occur.

Regular Meetings

Regularly scheduled meetings allow for specific planning, provide flexibility, and open conversations about unique needs that were previously unknown.

The advantage of regular meetings is the continuous sharing of student information that has an impact on teaching and learning.

Ad Hoc/Informal Meetings

Together, the resource teacher(s) and classroom teacher(s) plan which outcomes will be addressed jointly, the amount of time devoted to the outcomes, and the expected date of instruction. These meetings may be conducted in person or through email or telephone conversations.

The advantage of ad hoc planning meetings is the increased flexibility and openness they offer.

The disadvantage of ad hoc meetings is that during particularly busy times in schools, these meetings or conversations may be forgotten and the resource teacher's availability on short notice may be limited.

Focus of the Planning Meetings

Planning meetings should be highly efficient and focused, as staff members and parents have very busy schedules. The meeting should have an agenda that specifies what the participants will be meeting about.

* Source: Manitoba Education, Citizenship and Youth. *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Chapter 6, pages 74–75. Available online at www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html.

Appendix 12: Conducting a Student-Specific Planning Meeting*



The following suggestions are intended to help case managers conduct effective student-specific planning meetings.*

Initiate the Meeting

- invite participants
- indicate the time and place of the meeting
- identify agenda items for discussion
 - team members will determine agenda items
 - team members may be helpful in guiding agenda development
- distribute the agenda prior to the meeting

Open the Meeting

- welcome participants
- introduce everyone present, as necessary
- state the purpose of the meeting and its timelines
- review the agenda and make changes, as required
- choose a recorder
- encourage participants to contribute openly and respectfully

Move through the Agenda

- discuss each agenda item
- encourage collaboration and consensus
- facilitate problem solving when necessary
- record the discussion of and follow-up required for each agenda item (What is to be done? Who will do it? By when?)

* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. Appendix E, page 68. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Close the Meeting

- summarize the decisions the team has made and the follow-up actions required
- identify and record items for the agenda of the next meeting
- set the date, time, and location for the next meeting
- thank the meeting participants for their time and contributions

Follow up the Meeting

- distribute a copy of the minutes of the meeting, including the agenda for the next meeting
- discuss the minutes of the meeting with any team members who were not present