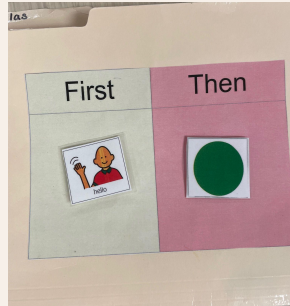
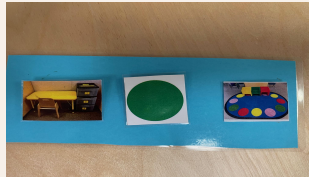
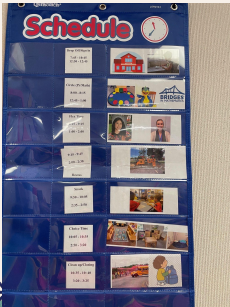
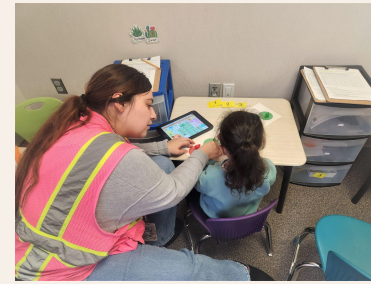


## Visual schedules to support transitions throughout the day



## Discrete trials, data, data, and more data



### Workbasket time:

- Opportunities for independence
- Opportunities to practice previously learned skills
- Chance to work on specific social communication skills—joint engagement and play skills in a 1:1 setting

## Individualized and scaffolded instruction



### Dialogic Reading

- Individualized seating
- Access to communication system
- Use of realistic props related to the story
- Pages of book are fluffed so student can turn the page
- Access to sensory tools (fidgets, vibrating cushion for seating, weighted blanket, oral support if needed)

## Individualized and scaffolded instruction



- Group sensory task to increase awareness of peers and work toward engaging with and sharing of materials
- Adapted / different literacy materials to increase engagement



## Individualized and scaffolded instruction



Materials look and feel different for each individual student.



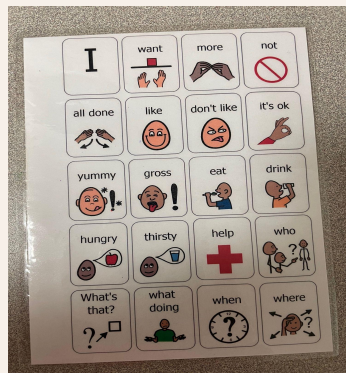
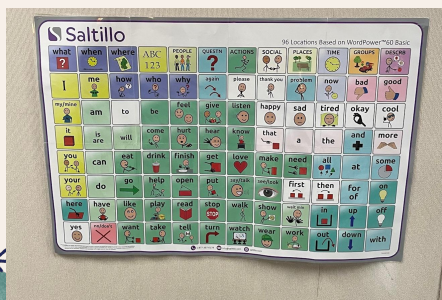
## Meaningful Wraparound Supports

Everyone trained and expected to implement foundational social-communication and sensory strategies to increase academic and social engagement throughout the whole day

- Variety of communication systems modeled and used throughout the day (aided language stimulation)
- Visual behavioral expectations
- Embedded sensory supports and access to structured seating supports
- Options for seating and adapted materials within the classroom
- Visual schedules (all day, mini schedules, first/then)
- Intensive and structured reinforcement (general work/break systems and student-specific)



## Communication available throughout all parts of the day



## Sensory Options

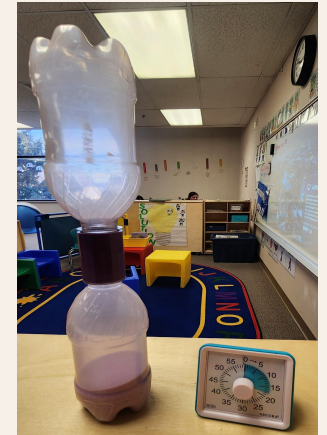
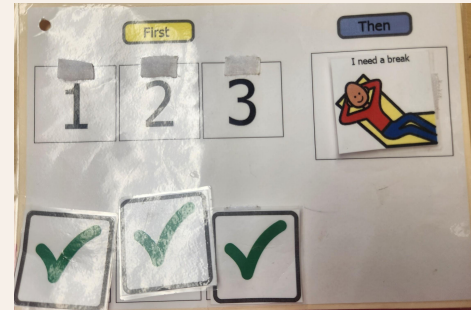
- Heavy work
- Vestibular
- Compression
- Oral input
- Visual support



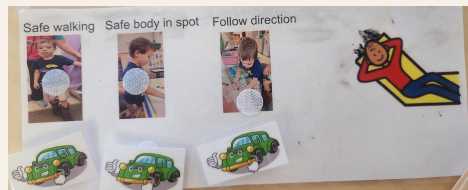
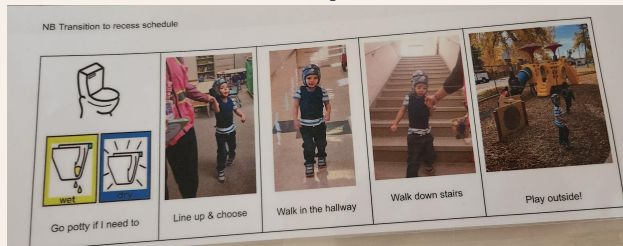
## Individualized and specialized communication systems



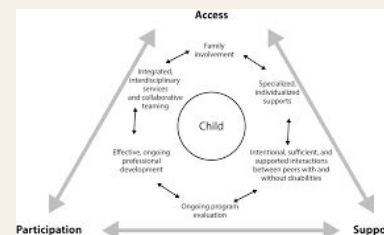
## Structured access to reinforcement



## Defined visual behavior expectations



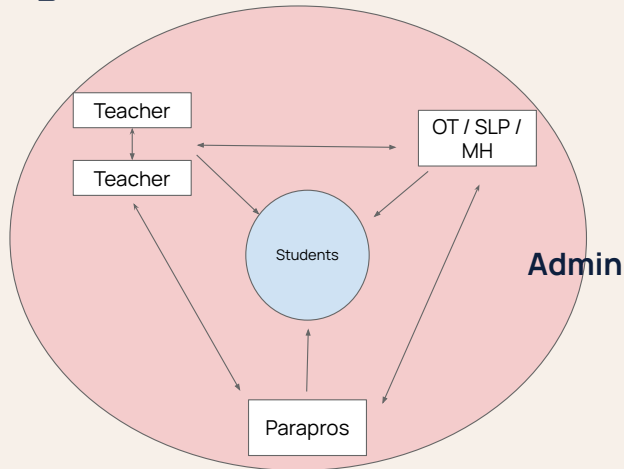
## Evidence-based practices that aide adults supporting inclusion



- Integrated interdisciplinary services
- Collaborative training
- Effective, ongoing professional development
- Specialized, individualized supports
- Intentional, sufficient, and supported interactions between peers with and without disabilities
- Family Involvement
- Ongoing program evaluation



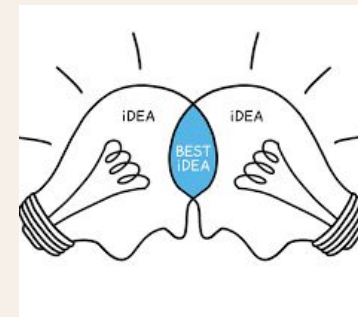
## Layers of active collaboration



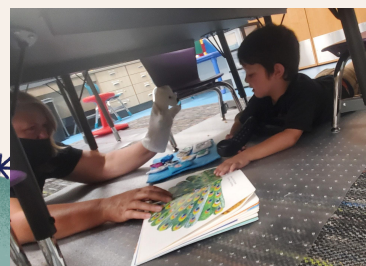
## Layers of active collaboration

Structured problem-solving meetings

- ◆ Problem-solving model
- ◆ Strengths-based approach
- ◆ Collaboration with all stakeholders
  - ECSE
  - ECSE
  - MH
  - OT
  - SLP
  - Admin



Greene, Ross. Reframing Behavior (Infographic)



Oops... try again!



## Layers of active collaboration



Structured PD for all classified staff led by RSPs & Admin

→ Increasing background knowledge and explicit skills of the adults

- ◆ General training
- ◆ Communication

## Effective PD practices for inclusion - supporting the adults

Training about inclusion & inclusive practices



Live or video demonstrations & opportunities to practice skills



Ongoing coaching to practice/hone skills in the classroom



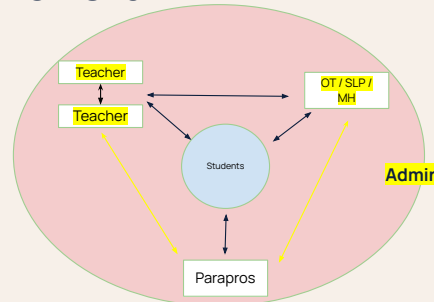
Feedback

Barton, E. & Smith, B (2015). *Preschool Inclusion Toolbox*. Brookes Publishing.

## Embedding strategies through empowerment of staff

RSPs in every classroom

- In-class coaching/modeling
- Being in the classroom proactively to help support, coach, and problem-solve in the moment
- Working side by side with classroom staff
- "Give away" knowledge, leave your ego at the door
- Focus on empowerment and encouragement of staff to utilize strategies independently



## Layers of active collaboration

→ Instructional collaboration

- ◆ Teachers with Related Service Providers (IF/ SSP meeting)
- ◆ Focus on explicit instructional differentiation to meet both RSP & ECSE goals



## Layers of active collaboration

→ Team collaboration meetings

- ◆ **Teachers supporting Teachers**  
(instructional & engagement support, sharing materials & ideas on differentiation of instruction)
- ◆ **Teachers with Classified staff** (sharing strategies, lesson planning, training, etc.)
- ◆ **Teams with RSPs as needed** (ex: new behavioral or sensory programming)



## Outcome - Student Growth

- **Individual student growth and progress monitoring**
  - IEP goals
  - Family feedback
- **Continually monitor for growth and readiness to increase integration**
  - Increase student flex time as they show readiness
  - Exit 1-2 students to integrated preschool each semester
- **Transitions to kindergarten**
  - Strength based evaluation
  - Every student has an appropriate communication system
    - **Range of outcomes, but always seeking least restrictive placement for the individual student**

## Student Outcomes: Case Study

- **Started remotely during Covid**
  - Non-verbal
  - Aggressive toward parents
  - Unable to leave the house as a family
- **After 1 year of remote and 1 year in person**
  - Verbal communication
  - Regulation strategies
  - Social engagement
  - Transitioned to mild/mod programming
  - Family is able to engage in meaningful community activities
  - Yearly updates from family



## Outcome - System Changes

- Sophistication of the structures evolved to support intensive programming as well as influence other practices across the preschool department
- Strive for a better version of the program each year
- Metro district observations to inform their programming-reputation
- University interest
- Quality-higher level of training of classroom staff resulting in higher quality educational experience
- Cost effectiveness - intentionally group students and to build staff capacity
  - Currently-60 kids-16 paraprofessionals vs. 27-30 for 1:1 support for safety and supervision.

## Outcome - Staff Quality, Training & Retention

- Distinguished reputation based on first hand observations-see the work
- Potential for long-term impacts on K-5 programs
- Staff retention-certified & classified
  - Empowering staff with skills and strategies
  - Climate and culture
- Comparison of program against EBPs and QIs for ASD programs and inclusive practices



## Contact information

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