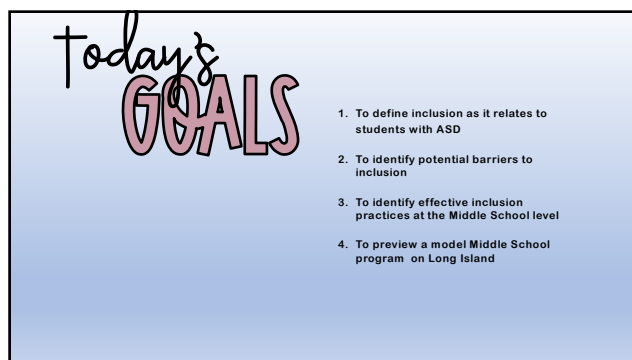
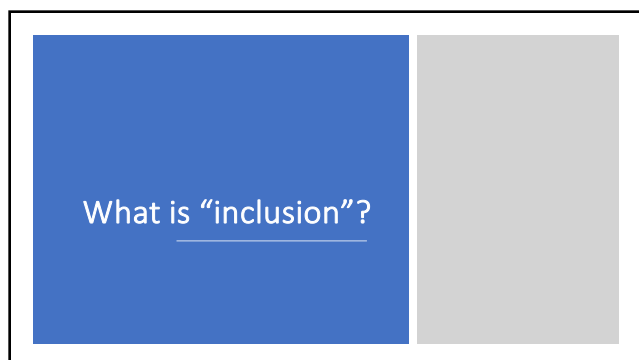


1



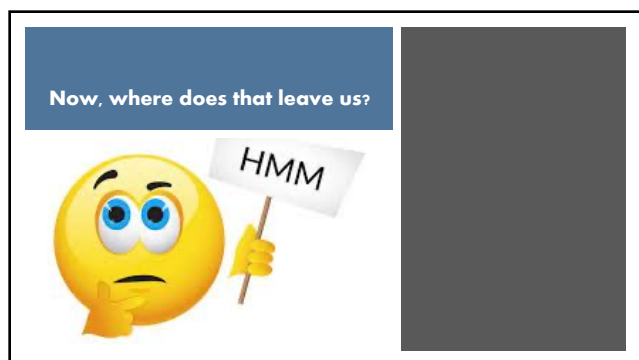
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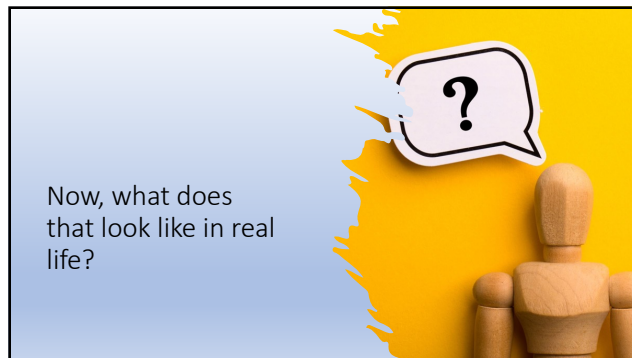
6

What do “high-quality inclusive programs” look like at the Middle School level?

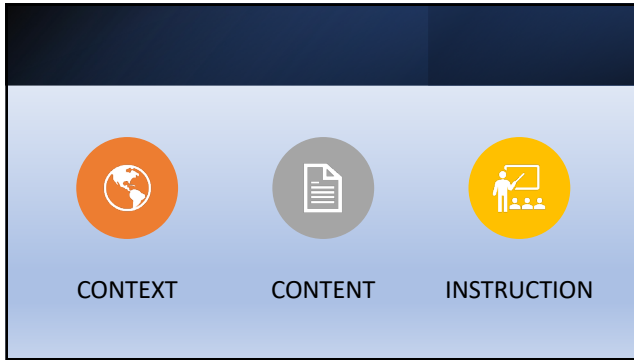
- Educators must use the full continuum of services to ensure LRE
- The needs of the students are the “primary” consideration when configuring special education programs
- District/ school leaders allocate human and financial resources to support scheduling/ planning time
- SWD in inclusive settings are provided accommodations & explicit & specially designed instruction

NYSED (2023) Blueprint for Improved Results for Students with Disabilities

7



8



9

I. CONTEXT

10

A day in the life of an 8th grade student with ASD

PERIOD	
Zero	READING AIS
MAP	MS ADVISORY
1	
2	SUPPORT
3	SPANISH
4	LUNCH
5	ENGLISH
6	PHYS ED
7	SCIENCE
8	MATH
9	EXTRA HELP- M T R

11

POB MS Sample Education Program

Grades 5 & 6:
Example:
 • Math/ Science- 1 General Education Teacher
 • SS/ ELA- 1 General Education Teacher

SAME SPECIAL EDUCATION TEACHER IN ALL CORE CLASSES

Grades 7 & 8:
Example:
 • Math/ Science- 2 General Education Teachers
 • SS/ ELA- 2 General Education Teachers

SAME SPECIAL EDUCATION TEACHER IN ALL CORE CLASSES PLUS SKILLS CLASS

12

WHAT IS A "SKILLS" CLASS AT POB?

- 2 special education teachers, up to 24 students

To address:

- Pre-teach
- Reteach
- Executive functioning
- Assessment
- IEP goals

13

Contextual Considerations: Setting the Stage for what Works

- Flow of day visually represented
- Objectives clearly identified
- Seating plan
- Workspace
 - Desks
- Designated break areas/ "recharge station"
- Visuals! Visuals! Visuals!

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2. CONTENT

Cognitive characteristics of students with ASDs that may affect learning:

- difficulty with integration of material
- Difficulty with attending
- tendency toward visual thinking
- memorization of irrelevant details
- problem solving strategies

15

16

Common Discrimination Errors

- **Overselectivity:** the student pays too much attention to a detail of the item being presented
- **Overgeneralization:** the student uses a skill in situations or with materials to which it does not apply (e.g., a student highlights every detail in a book instead of focusing on the relevant details)
- **Habitual responding:** the student consistently chooses stimuli depending on its location (e.g., always chooses the last answer in multiple choice questions)
- **Impulsivity:** the student ignores the teacher's instruction due to eagerness to answer and randomly responds
- **Attention to non-significant cues:** the student pay attention to irrelevant or non-intentional cues (prompts) of the instructor (e.g., voice tone/ eye gaze of the instructor).

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Consider the following:

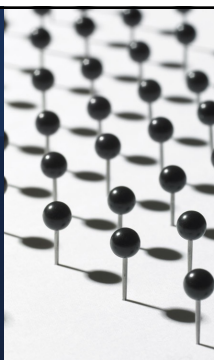
Teach

Adapt

Support

18

Differentiation is the
rule, not the
exception!



19

Collaboration &
Planning



20

3. INSTRUCTION

21

Informed Decision Making

Curriculum planning

Instructional design

- What to teach?
- How to teach?
- Where to teach?
- Who else is involved?

22

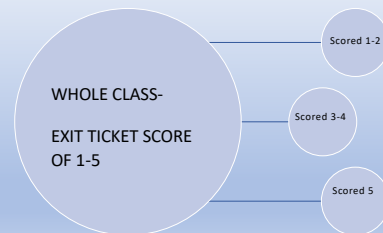
ASSESSMENT FIRST!



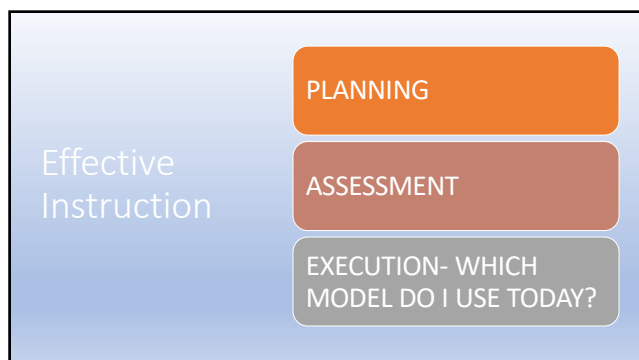
- Identify academic content standards from the general education curriculum that align with the skills.
- Assess areas relevant to both learning and quality of life (independence)
- Create groups based on assessments

23

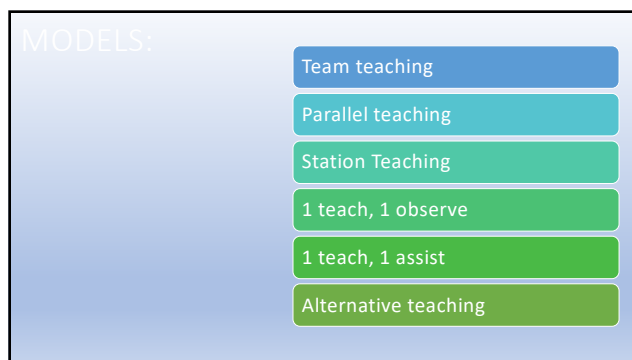
Using Your Exit Ticket Data to Create Groups



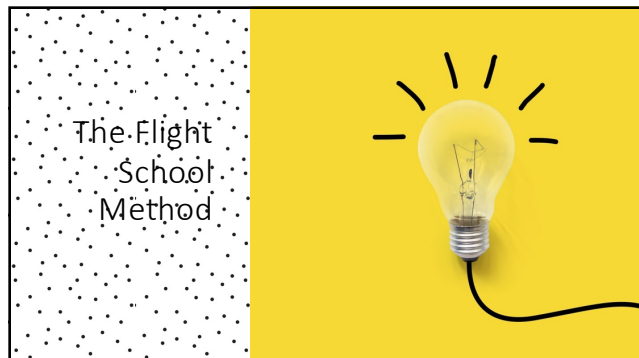
24



25



26



27



28

4. ADDITIONAL CONSIDERATIONS

29

Thinking
Beyond
Academics

Social

Behavioral

Barriers?

30

Identify the Barriers...
...then the SOLUTIONS

- Time?
- Resources?
- Curriculum?
- Training?
- Staff?
- Educator preparation?
- Family participation?
- Physical Barriers?
- Organization of School System?
- Leadership?
- Culture?

<https://inclusiveschools.org/wp-content/uploads/2022/10/ISN-Self-Assessment-2022.pdf>

31

Remember
the
“Blueprint!”

<http://www.nysed.gov/common/nysed/files/pr-grams/special-education/blueprint-students-disabilities-special-education.pdf>



32

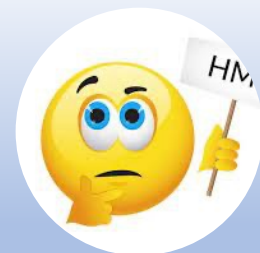
Flex your flexibility!



33

Now, where does
that leave us?

ALWAYS
REMEMBER THE
ENDGAME



34

Resources:

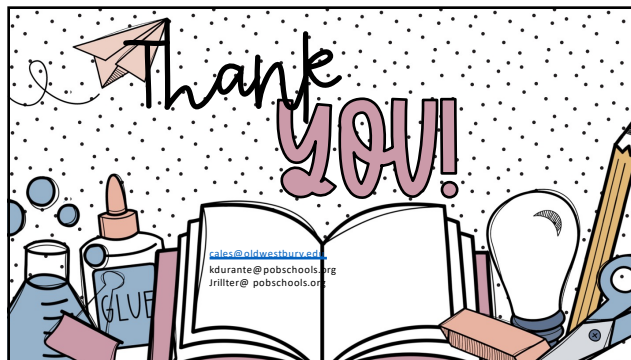
Autism Focused Intervention Resources & Modules (AFIRM):
<https://afirm.fpg.unc.edu/afirm-modules>

Autism Internet Modules (AIM):
<https://autisminternetmodules.org>

National Professional Development Center on ASD- Evidence-Based Practices Inventory
https://autismcdc.fpg.unc.edu/sites/autismcdc.fpg.unc.edu/files/5_EBP%20Inventory_5-4-10_0.pdf

Organization for Autism Research: An Educators Guide to ASD
<https://researchautism.org/resources/reading/index.asp>

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