

LEARNING EXPERIENCES, AN ALTERNATIVE PROGRAM

Strategies for Integrating Students

Max Striplin and Kate Barker

Presenters

Kate Barker, Principal



Max Striplin, Preschool
Teacher



Who Are We?

- Cherry Park Elementary School in SE Portland
- David Douglas School District
- 560 PK-5th grade
- 75% Below Poverty Line
- 25 Different Languages
- 13% Special Education
- Started Preschool three years ago
- 4 classrooms- AM/PM

Learning Targets

- ⦿ What is LEAP
- ⦿ Why we adopted this structure
- ⦿ Share practical strategies
- ⦿ How we are expanding into school age
- ⦿ Barriers and Celebrations
- ⦿ Share Results

Our Challenge...

- ⦿ Students were not coming to school academically or socially ready
- ⦿ Highest level of behavioral referrals at kindergarten and first grade
- ⦿ Students not making enough positive connections with students and adults
- ⦿ Too many students being placed in self contained classrooms
- ⦿ Staff comfort level

Cherry Park's Goals

- ◎ Find a framework that . . .
 - Had a primary focus on social and emotional
 - Encouraged positive connections
- ◎ Replicable throughout the grades
- ◎ Strategies that could be applied to any curriculum

Adoption of LEAP Framework

- Partnered with Multnomah Education Early Childhood Program (MECP) and University of Colorado
- Adopted the LEAP program- received formal training and coaching
- Year One- Preschool
- Year Two- Kindergarten
- Year Three- First Grade

What is LEAP?

- ① LEAP is an inclusive and developmentally integrated framework for typically developing children and children with disabilities
- ② Designed for preschool . . . but we have moved up to school age

LEAP Philosophy

- All Children Benefit
- Most beneficial when interventions are integrated across environments
- Zoning vs. One on One
- Children can learn skills from their peers regardless of ability or disability.

LEAP Philosophy

- ① Intervention is planned, systematic and individualized
- ① Inclusion replaces barriers with bonds
- ① Children don't arrive with misconceptions or bias

LEAP Classroom Ratios for PK

- 3 adults- one teacher and two assistants
- Shared responsibilities
- Related service staff as needed to serve IFSP goals
- 10-12 students who are typically developing
- 5 students identified with special needs

LEAP Classroom Ratios

Kindergarten:

- One teacher and one assistant for 25

First Grade:

- One teacher for 25-30

LEAP Classroom Components for ALL STUDENTS

- Peers are the interventionist
- Rearranging the classroom so students won't be isolated
- Embedding strategies into existing curriculum
- Positive Behavioral Support
- Teaching Functional Social and Communication Skills
- Monitor Progress/Data Collection

Outcomes for Children and their Families

- Children with disabilities make 1-2 months developmental gain for each month in the program.
- LEAP Parents are far less likely to develop symptoms of depression 3 to 4 years away from active intervention.
- LEAP children's social interactions with peers are far more frequent and positive.

Transforming our classroom to LEAP classrooms

- ◎ Benefits for Children:
 - Attitudes toward people with differences
 - Persistence with social and friendship skills
 - Equal or greater developmental progress (Academic and Social)
 - Socially appropriate behavior for ALL. . . great for ELL!

Two Key Components

1. Social Skills
2. Planning within a plan within a plan



BIG IDEA

How do I make this activity

MORE SOCIAL?



Key Components: Social Skills

Embedded social skills

- Gaining attention
- Sharing a item
- Requesting an item
- Giving a compliment
- Giving a play idea



Social Skills- is the driver

Model: Adult to Adult

Lead: Adult to Child

Practice: Child to Child

Reinforce: Various settings (carpet time, centers, recess, lunch, etc.)



Social Skills



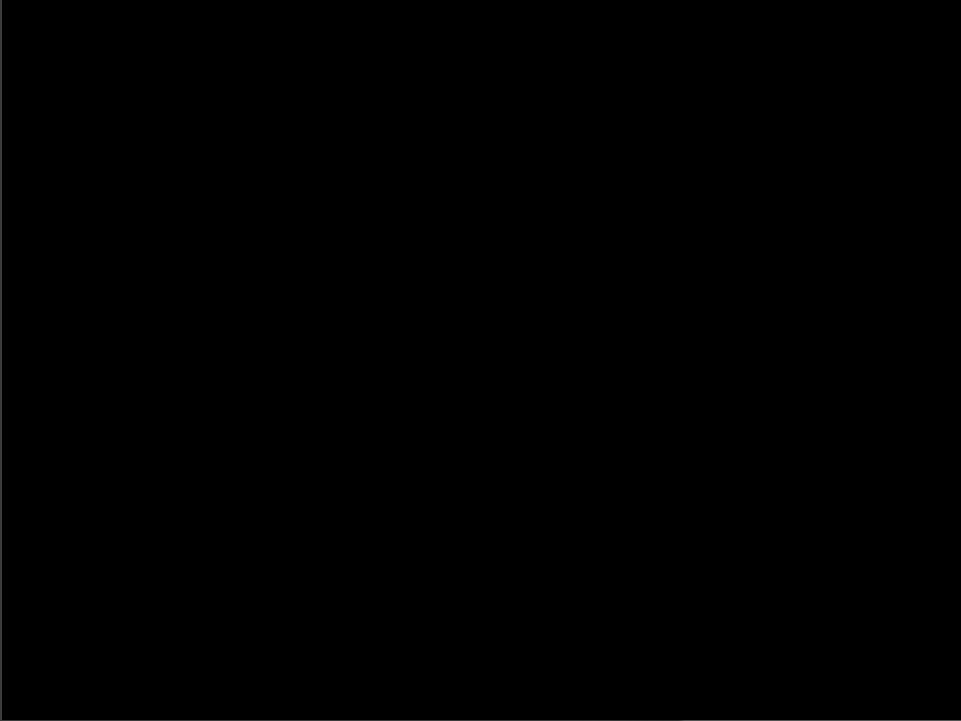
Gaining Attention

Social Skills



Sharing an item

Social Skills



Giving a Compliment

Social Skills



Giving a play idea

Turn and Talk

- How could you integrate social skills into your instructional setting.
- What do you think would be the benefit?

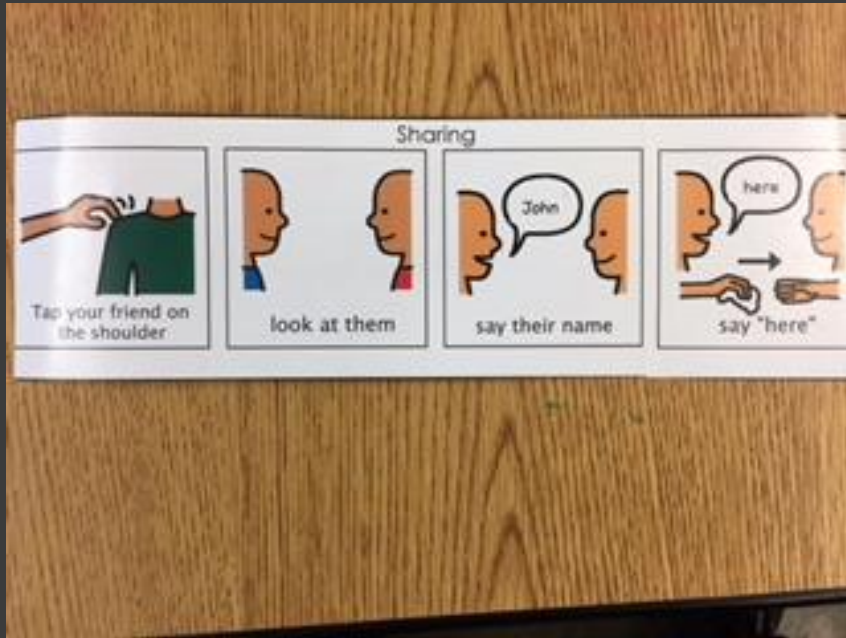


8 Essential Social Strategies

- Peer Buddies/Coaches
- Four Exchanges
- Captains
- Conversation Starters
- Circle Time Helpers
- Buddy Play
- Task Breakdown
- Circle Time Easel



Visuals to go with social skills



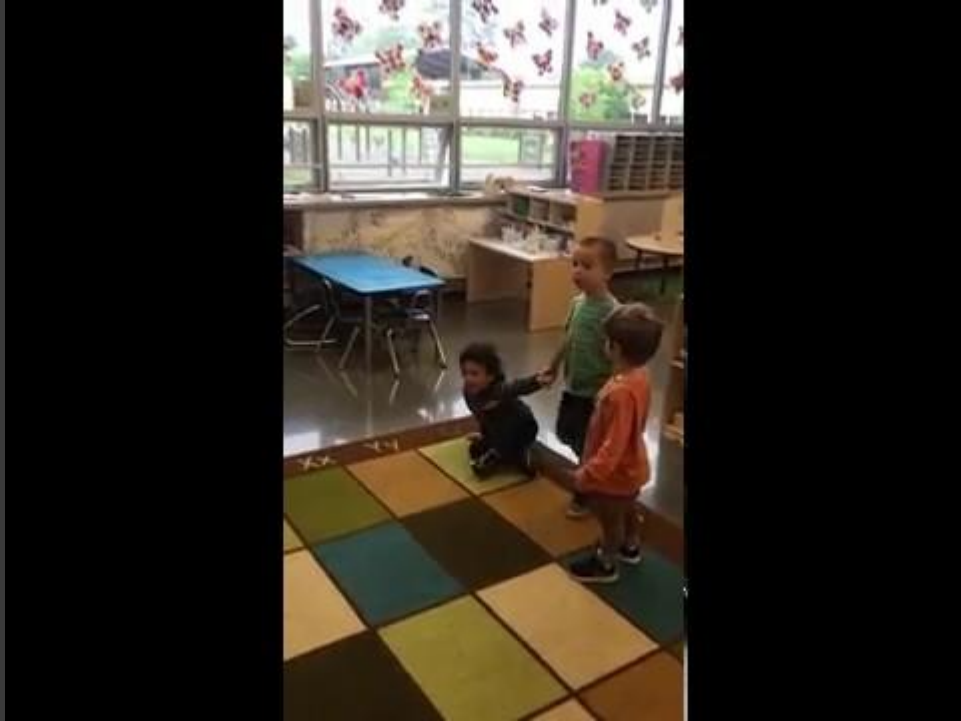
Strategy One: Peer Coaches

Why: Peer mediated instruction is more effective and can move up the grade levels

How:

- ⦿ Teachers coach the peers
- ⦿ Peers deliver the intervention
- ⦿ Teachers are the active agent (prompt)

Strategy One



Peers as Coaches

Strategy Two: Four Exchanges

- ◎ Why: Deeper Social Connection
- ◎ How:
 - Explicitly teach four exchanges
 - Provide and reinforce opportunities to practice



Strategy Two



Four Exchanges

Strategy Three: Peer Captains

Why: Promotes social connection, respect, empathy, and language skills

How:

- ⦿ Easily replicable (just need a crown!)
- ⦿ Captain has the desired item
- ⦿ Uses four exchanges
- ⦿ Video



Strategy Three



Peer Captains

Strategy Four: Conversation Starters

- ⦿ Why: This strategy promotes language building, social connection, positive behaviors
- ⦿ How:
 - Sentence frames (words or visuals) that relate to the theme or activity
 - Model, practice at circle time and replicate across the day

Strategy Four: Conversation Starters



Strategy Four



Conversation Starters

Strategy Five: Circle Time Helpers

- ⦿ Why: Promotes engagement, language building, social connection, routine
- ⦿ How:
 - Strategically select the student helper
 - The student leads the activity
 - Embed the four exchanges
 - Consistent routines paired with visuals

Strategy Five



Circle Time Helpers

Strategy Six

Buddy Play



- ◎ This strategy promotes inclusive play, social connections, empathy, and persistence
- ◎ Replication- Name tags, reinforcer

Strategy Six



Buddy Play

Strategy 7

Visual and Physical Task Breakdown

- ⦿ This strategy promotes task completion, focus, desired behaviors, routine, and answers the 4 questions
- ⦿ Replication- visuals, velcro and board
- ⦿ Replication- box lid or cookie sheet , physical task, small containers

Strategy Seven

- Task is broken down visually
- Task components are broken down physically



Task Breakdown

Strategy Seven



Task Breakdown

Task Break Down/Peer Buddy



Task Break Down -Work Bins

- Child identifies the incentive
- Child works to complete bins sequentially.
- After each drawer/ task is complete it is closed and number is placed on the velcro slip.
- Steps are clear and concrete to help focus the child



Strategy Eight

Circle Time Easel



- ⦿ This strategy promotes focus by reducing visual stimulation, consistent visual structure for all routines within the large group routines
- ⦿ Replication- Easel, Consistent routines paired with visuals

Strategy Eight



Circle Time Easel

Turn and Talk

Application: Take one of the strategies and share how you can apply it to your setting.



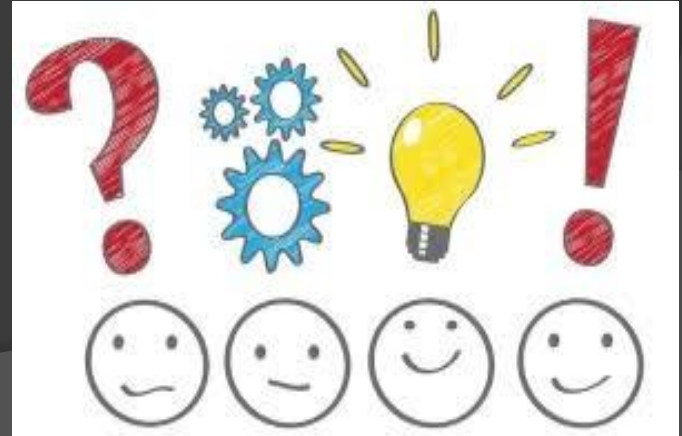
Planning

- ◎ Planning for:
 - Embedded social learning
 - Peer mediated instruction opportunities
 - Maximum number of social exchanges
 - Academic learning
 - Multi-level participation activities
 - Leveled grouping for small group instruction
 - Individualized intervention strategies
 - Accommodations and modifications (voice output device, high and low tech communication systems)



Key Component: Planning

- ◎ Four Questions:
 - Where should I be?
 - What should I be doing?
 - How do I know when I am done?
 - What happens next?



Lesson Plan Example

Lesson plans for Cherry Park Pre-k

4/5 to 5/3

Gardening

Activities And Learning Targets	Specific Interventions	Routine Specifics
<p>Morning tables (3 Tables)</p> <p>1. Week 1&2 Play dough- with Rosemary *Play dough "carrots for rabbit math mats"</p> <p>Week 3&4 Play dough with worms math mats</p> <p>Learning Target- Fine Motor Practice, work together, creativity and exploration</p> <p>2. Seed sorting, Bean sorting Nature walks with found objects</p> <p>Week 3&4 Seed mosaic art</p>	<p>Modifications</p> <ul style="list-style-type: none"> • Choose a table with the visual strip RL, RNF, KC, AR, DB • Request table items with visuals RL, RNF, KC, AR, DB • Core board- AR • Peers work to include and ensure communal work • Compete sign in routines with peer buddy • Visual scripts for each table/ activity 	<p>Social Learning</p> <ol style="list-style-type: none"> 1. Table Captains – Children practice requesting and sharing 2. Each activity has a defined area for communal work 3. Each activity to be be set up for communal work (children work together to create something/ sort/ or draw on one large drawing) 4. Children will bring the sign in picture to a friend, get their attention, and ask them to sign in. <p>Fine Motor</p> <ol style="list-style-type: none"> 1. Students will pick out small seeds for pincer grasp strength

Lesson Plan Example

Lesson plans for Cherry Park Pre-k

4/5 to 5/3

Gardening

<p>Seed gardens with glue</p> <p>Learning Target- Sequencing, Fine Motor, Cooperative work</p> <p>3. Weeks 1&2 Make flowers with paper shapes</p> <p>Weeks 2&3 Draw vegetables and flower gardens with coloring sheets</p> <p>Learning Target- Shapes, creativity, colors, fine motor</p> <p>4. Copy or trace your name at the sign in table</p> <p>Learning Target- Respond to request to sign in, follow sign in routine, Letter knowledge, writing practice</p>	<p>Extensions</p> <ul style="list-style-type: none">• Peers use hierarchy of prompting to assist sign in for AR, DB• Peers physically prompt for participation AR, DB• Peers prompt social interactions (sharing, share request, or other social skill) for extra practice KC, RNF, RL• Peers engage in PECS with AR, DB	<p>2. Students will practice "planting" rosemary in <u>playdough</u></p> <p>3. Students will work on controlling a writing utensil with a three finger grasp</p> <p>4. Children will arrange and glue paper to make flowers</p> <p>5. Students will practice writing/copying/ tracing</p> <p>Literacy and Math Practice</p> <p>1. Children will count the seeds after they are sorted</p> <p>2. Children will sign their names on their artwork</p> <p>3. Students will learn about shapes while making their "shape flowers"</p> <p>4. Students will practice color names and art concepts</p>
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Implementation

- ① You may not need the most expensive intervention delivered by the most highly degreed individuals to yield powerful outcomes
- ① However, you need a wide array of evidence-based practices delivered to fidelity and this needs to be done in an engaging, fun environment.

Transforming our classroom to LEAP classrooms

Curriculum and Materials

- No set curriculum, LEAP can be used within a variety of curricula
- Support for embedded learning
- . . . and lots of velcro!

Other cool replicable strategies...



Adding Visual Transitions

Mrs. Martinez's Class-Kinder



Using Visual Task Breakdown

Mrs. Martinez's Class-Kinder

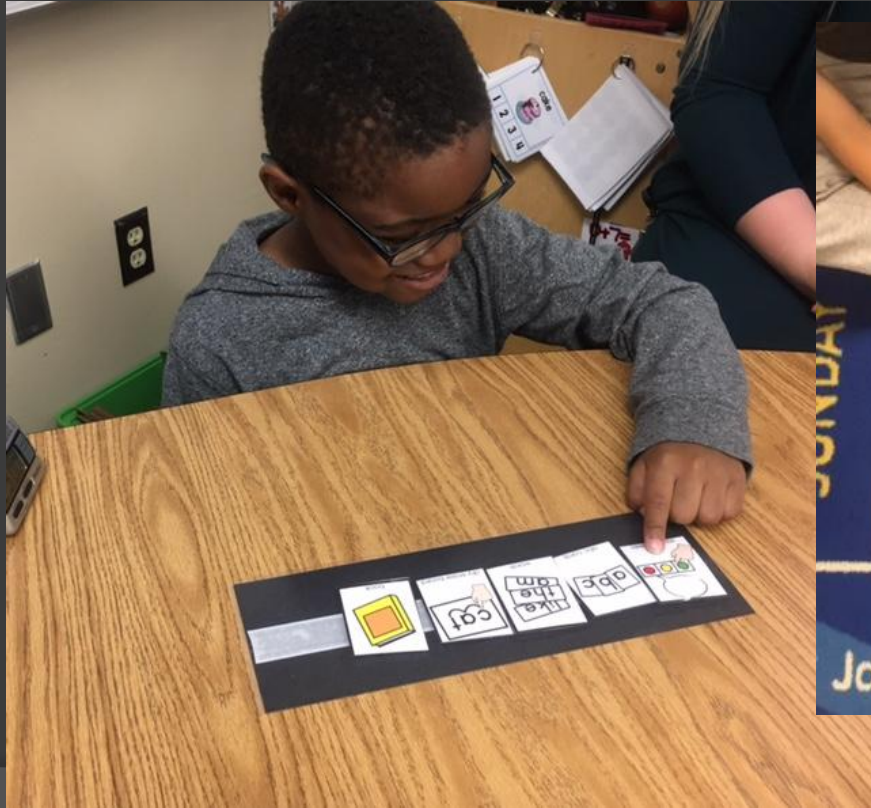


Adding Visual Schedules

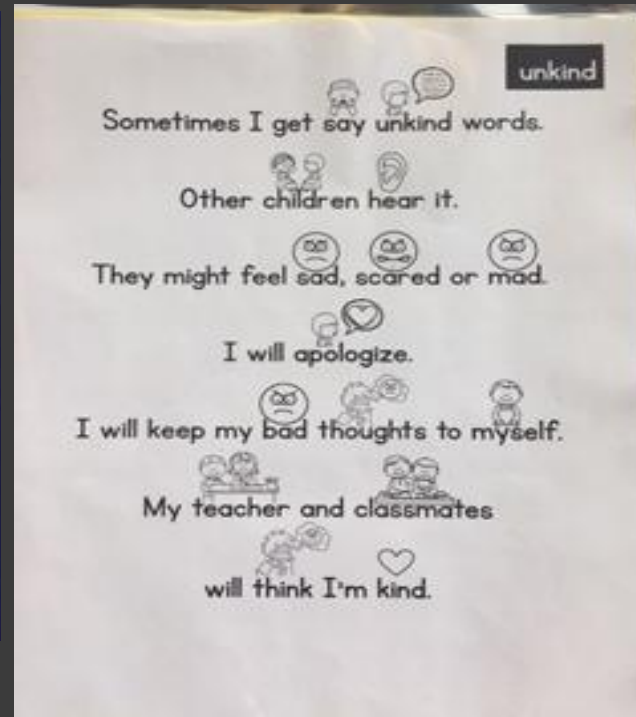
Mrs. Reed's class schedule:



When class visuals aren't enough...



Proactively teach Social Stories



Barriers and Struggles

- ◎ “Those Kids are in MY Class?”
- ◎ Time:
 - Learn from others
 - Planning
 - Prep materials
- ◎ Just keep swimming!



Celebrations

Celebrations:

- Student Outcomes
 - All but one of our kinders (who attended PK) were at benchmark as measured by DIBELS in January!
- Collaboration and Growth as Teachers
- Vertical Teaming
- More Inclusion less exclusion



Did We Meet Our Targets?

- ⦿ What is LEAP
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- ⦿ How we are expanding into school age
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How Can We Help?

Questions?

Come Visit!

Email?

Kate_Barker@ddsd40.org

Max_Striplin@ddsd40.org

(503) 256-6501