

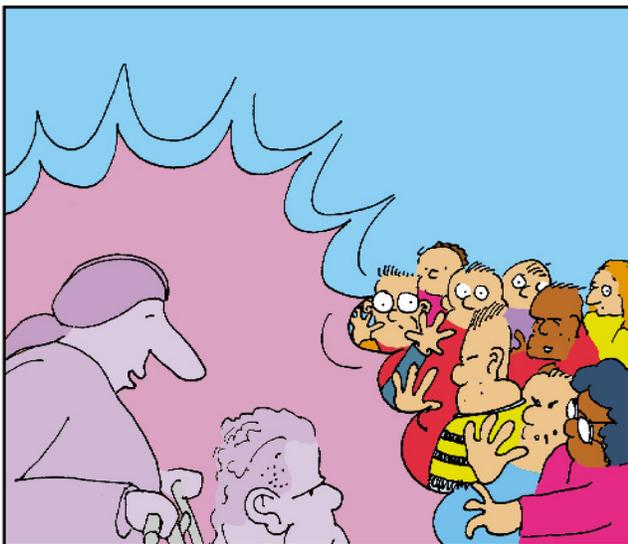
Supporting Students in General Education Classes

Promote Participation

- Provide opportunities for the student to have an **active, valued role** in the class (e.g., *pass out or collect materials, keep time for an activity, “click” the slides, etc.*) Pair the student with a **peer partner** to do the job when possible.
- Working with the general ed and special ed teachers, adapt tasks to help students be as **independent** as possible (e.g., *using adaptive scissors instead of an adult providing hand-over-hand assistance, listening to a book on tape instead of being read to, etc.*)
- Keep the student’s work and activities as **similar as possible** to that of the whole class – doing part of a task or project or doing something slightly different with the same materials is more effective than doing something completely different.

Promote Peer Relationships

- Seat or group each student with peers who are interested in interacting with him or her and are models of appropriate engagement and behavior.
- Structure situations so the student with disabilities needs to interact with general education classmates (even if the student is reluctant at first).
- Make sure the student has a general education peer partner/group for any cooperative activities.
- Model age-appropriate, respectful ways to talk to and interact with the student (e.g., avoiding baby talk, responding to non-verbal communication, discussing topics of interest to the student and adults). If the student uses Augmentative Communication, demonstrate good strategies like allowing enough wait time. Kids will take their cues from the adults.
- Give peers suggestions about how to engage with and support the student and thank them (discretely – some kids are embarrassed by too much adult attention in front of others) when they do a good job.
- Give students as much “space” as possible while providing the support they need. Try standing off to the side, stepping in to prompt or assist as needed, instead of sitting next to the student. Peers will often interact more if an adult is not right there.

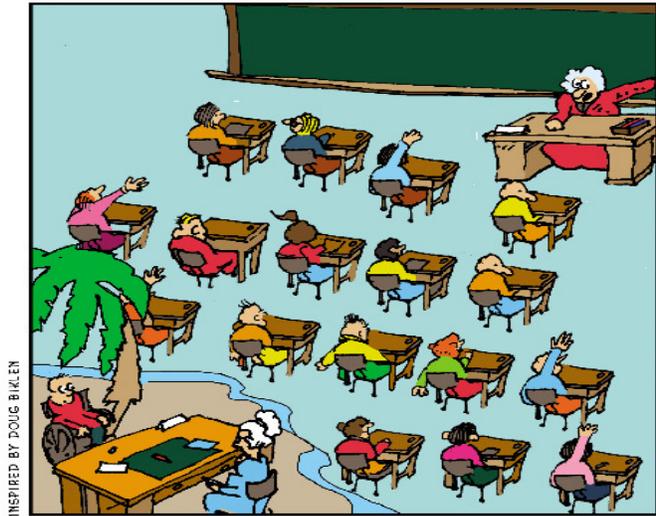


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JOEY NOTICED A MYSTERIOUS FORCE FIELD AROUND HIS ASSISTANT THAT CHILDREN COULD NOT BREAK THROUGH.

Promote Learning And Engagement

- Give **choices** as often as possible. Even simple options like what color pen to use or which task to do first empower students and improve participation.
- **Mix new or difficult tasks** with ones the student can do well so he or she experiences a lot of **success** and also **feels challenged**. Work with the teacher(s) to create a good balance.
- Give **frequent, positive feedback** to the target student(s) and others in the class as well. Let students know when they are doing the right thing, both behaviorally and academically.



ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

Try To Avoid:

- Seating **all the students with IEPs together**, separated from the rest of the class.
- **“Hovering” over students** when they don't need direct assistance. **Assist other students** in the class or **ask the teacher** for things to help with (like preparing materials) while monitoring the student and being ready to step in as needed.
- **Holding students' hands** or other physical contact you wouldn't have with other students of the same age.
- **Talking about students' disability** or support needs in front of them or others. Handle physical/medical needs discretely and respect students' privacy at all times.
- Peers or adults **talking to the assistant, instead of the student** – help them address their questions/comments directly to the student.
- **Talking while the teacher is talking.** Use gestures, visuals, and other supports to help the student attend and understand what the teacher is saying. When you do need to talk to students, **speak as quietly as possible** to minimize distractions.
- **Accidentally encouraging inappropriate behavior** by giving it attention or making it work for the student. Discuss with the special ed. and general ed. teachers **in advance** how to respond to disruptive or problem behavior without escalating it.