



Incorporating Participation Opportunities

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Tip 1: Know the Student You Are Working With

- What are their strengths and weaknesses?
- Are they positioned comfortably?
- How is their vision?
- Do they have access to materials?
- Any special notes (allergies, noise/smell sensitivities, etc.)

Schedule ways to build in participation opportunities			
Time of Day	How will the student participate	What will be recorded/what 2 choices will be given Who will set up participation assist.?	Comments
Arrival	Greet others with a step by step	Good morning, how are you, let's have a fun day (para)	
Reading	Pre-reading activities	State the title of the book (SPED teacher)	
Math	Use an All-Turn Spin it to play Bingo, or graph (few, Class color)	Connect switch to spinner (SPED teacher)	
Science	Start a You-Tube video to introduce concept for the class	"Watch This" is recorded on Step by Step (Classroom Teacher)	
Lunch	Step by step	"What did you do last night?" (para)	
P.E.	Step by step	"Ready, Set, Go" (Para)	
Break/leisure time	Power Link 4, and a switch, plug something in	Popcorn popper, lava lamp, radio, fan, blow dryer to dry dishes or knock down bowling pins. (Para)	

Severely Multiply Impaired

Students qualify under this MN disability category if they meet eligibility in 2 or more of the disability categories below:

- Autism Spectrum Disorder
- Emotional/Behavioral Disorder
- Deaf/Hard of Hearing
- Developmental Cognitively Delayed-Severe/Profound
- Physical/Health Disabilities
- Vision Impairment

Tip 2: Know the Expectation of the Setting

- What is the purpose/intent for participation throughout the day?
 - A. An opportunity to communicate (ask a question, answer a question, comment)
 - B. An opportunity to move (stretch, be an active participant in an activity)
 - C. An opportunity to listen/observe
 - D. An opportunity to socialize
 - E. An opportunity to complete a work task
 - F. ...

Step 3: Use Prompt Hierarchy and Fade Prompts

Decreasing Prompt Hierarchy
(*Most-to-Least* Prompting)

FULL PHYSICAL ASSIST: Hand-over hand assistance to complete the targeted response. This is usually used when the target response is motor in nature. For example, a full physical assist might entail putting your hand on the student's hand and moving the student's hand through the action of writing his or her name.

PARTIAL PHYSICAL ASSIST: Less intense or intrusive than a full physical assist. If full physical assist is hand-over-hand, the partial physical assist can be visualized as providing external supportive guidance...touching the wrist to stabilize handwriting.


MODELING: Modeling is simply showing the student what you want him or her to do. You do not physically touch the student. In order for modeling to work, the student must know how to imitate another person's actions.

GESTURE: Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

DIRECT VERBAL: This is a direct statement of what we expect the student to do or say. Example: "Come here." "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction. If the indirect verbal assist didn't work, move to this level.

INDIRECT VERBAL: An indirect verbal prompt tells the student that something is expected but not exactly what. Example: "What next?" "Now what?" Start here when using the increasing hierarchy.

INDEPENDENT: The student knows how to do this task without any help from you.
THIS IS OUR GOAL!!!
<http://members.stped.com/~Mwason/prompthierarchy.htm>



Tip 4: Try and Try Again!!!!

- Endurance---students with motor challenges need an opportunity to make a motor movement so that they can build up that motor pattern.
- Automaticity-- students need to practice 200+ times a day in order for their movement to become automatic.

Big or Small – There’s a Switch for All!



Finding Switch Access

- Hands- vertical or horizontal
- Head- blink, eyebrow
- Mouth-tongue
- Feet- sides, above, below
- Lower Extremities- knees, ankle
- Upper Extremities- elbow, middle of arm, shoulder

Reading Opportunities

- **Before reading:** Touch, smell, taste, look at something relating to the book.
- **During Reading:**
 - A. Say a repetitive line (verbally or on a device)
 - B. Turn the page of a book using a switch which is connected to a smartboard or turn pages of a book that is adapted using page fluffers
 - C. Using a full physical assist help them move the way a character is moving in a story
- **After Reading:** Ask questions, state a comment, thank the person for reading (verbally or using a device).

Reading Ideas

Charlotte's Web

More Reading Ideas

Here are two goats that climbed up the ramp. Looks like a pretty good spot for a nap.

cat sheep

High Tech Assistive Technology

Ask a question:
 "How many liked the story?"
 Who was the main character?
 Where did the story take place?

Share a comment:
 "I liked that!"
 "Great story."
 "Turn the page."



Math Opportunities

- Record a message about a math definition, math process (basic- "let me hear you count to 10!")
- Measure beans, cereal, rice (may need full or partial physical assistance)
- All-Turn Spin It—stick numbers, colors, people's faces, food items, clothing, animals, other categories and graph the spins.



Writing Opportunities

- Adapted writing aids can assist with writing and typing.
- At least let them scribble!
 Ex. dabbers/fat crayons
- Stamps come in numbers, shapes, and colors!



Using a ruler/pointer: help divide up material, sort by concept, or match objects.

Use a dabber to count objects on a page.

Using a tray-count, sort, label

There's An App for That

- Have student verbally state what they want to write, and staff scribes for them.
- Hold up two choices of word/sentence strips/pictures and let student pick what they want to write about.
- Use a mat from a picture frame or binder to select a choice.



Socializing/ Relaxing

- Have a peer read to another student.
- Use Assistive technologies for turn taking, access to computer games, Art Projects.



Resources

- Listen to music or watch a video together
- Engage in movement activities together: chair stretches, back and forth (rocking chair/swing), spinning (if student can tolerate...not all can so ask first!)



- <http://www.lburkhart.com/links.htm> Linda Burkhart resources will blow you away!
- <https://everydayspeech.com/adaptive-games-kids-disabilities/>
- www.ablenetinc.com At the top click on "Resources," then "remarkable ideas" or the recorded/archived webinars to learn more about working with kids with disabilities.
- Handouts: "101+Ways to use a single switch," "101+Ways to use a multi level switch," "Switch Access, Vision Challenges, Complex Communication Needs and Literacy Learning Linda Burkhart, ATIA 2019 www.Lburkhart.com

Challenge!

- Every week share how the student you are working with was included in the classroom setting with a co-worker or their case manager.
- You are the reason students with disabilities can be included more with their peers! Now step up your game and try something new with the kiddo you are working with!

You Are Awesome!

- Teamwork=Dreamwork!
- You make a difference in the lives of others!

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