IMPACT OF DISABILITY

What does impact of disability mean?
LET’S REVIEW

- Identifies, in part, why the student needs special education services.
- Addresses the student’s “unique” needs.
- Addresses the student’s difficulties.
- Provides basis for determining goals and accommodations.
Must include, “How the child’s disability affects his/her involvement and progress in the general curriculum…” For preschool children, “. . . How the disability affects participation in appropriate activities.”
For each area of need, you will develop an impact of disability statement.

In other words…
If a child is age appropriate and working on the Sunshine State Standards at grade level, you do **NOT** need to write an impact of disability statement for that domain or transition area.
ASSESSMENT

How to determine the unique needs of the student?
Assessments could include:

- Information from child study (CPS)
- Original psychological evaluation report(s)
- Reevaluations
- FBA
- Annual assessments for PLP
Autism Spectrum Disorder
ASD
Autism Spectrum Disorder (ASD)

• One who has a disability reflected in severe disorders of communication, behavior, socialization, and academic skills, and whose disability was evident in the early developmental stages of childhood. The autistic child appears to suffer primarily from a pervasive impairment of cognitive and perceptual functioning, the consequences of which are manifested by a limited ability to understand, communicate, learn and participate in social relationships.
Autism Spectrum Disorder
Overview

• A neurological disorder
• Cognitive abilities range from gifted to mentally handicapped
• Uneven profile/splinter skills
• Usually identified in the first three years of life
• 4:1 male to female ratio
IMPACT OF ASD ON CURRICULUM AND INSTRUCTION

- May perseverate on a topic
- May appear not to be paying attention
- May call out answers
- May have difficulty attending
- May have very limited interests
- May have interfering behaviors
IMPACT OF ASD ON SOCIAL/EMOTIONAL BEHAVIOR

• May have difficulty sharing items
• May be distracted by background noise, or visual details
• May not understand the “big picture”
• May have difficulty with transitions
IMPACT OF ASD ON SOCIAL/EMOTIONAL BEHAVIOR CONT.

• May have difficulty filtering noises
• May focus on wrong piece of information/instruction
• May hear selectively
• May fidget, bounce, rock, flap
• May run away from a stressful situation
IMPACT OF ASD ON INDEPENDENT FUNCTIONING

• May be unusually resistant to change
• Routines may develop quickly
• May not understand importance of the abstract (money, eating a well balanced meal)
• May have limited special interests that are highly developed
IMPACT OF ASD ON INDEPENDENT FUNCTIONING (Sensory)

• May not like light touch, certain clothing
• May seek deep pressure
• May have difficulty changing clothing for the weather
• May be fascinated with touching certain textures
IMPACT OF ASD ON COMMUNICATION

• May lack communicative reciprocity
• May have difficulty perceiving, understanding or using non-verbal cues
• May use jargon or gibberish when speaking
• May be very concrete or literal
• May not understand abstract language
IMPACT OF ASD ON COMMUNICATION CONT.

• May not understand the use of language
• May have difficulty in volume control, cadence, intonation
• May use echolalia or rote phrases, scripts
• May have large vocabulary but not know what they’ve said
• May be non-verbal
IMPACT OF ASD ON EMPLOYMENT

- Inability to filter input/instructions
- Difficulty deciphering what is relevant
- May not be able to generalize between supervisors
- May be compulsive (often overdo a task or job)
- May have difficulty taking breaks
IMPACT OF ASD ON EMPLOYMENT CONT.

• May have difficulty organizing work space
• May not be able to make judgment decisions
• May not understand the social rules of the workplace
• May not ask for assistance
DEAF OR HARD OF HEARING (DHH)
ELIGIBILITY CRITERIA
DEAF OR HARD OF HEARING

Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas:
Developmental skills or academic performance, social-emotional development or linguistic and communicative skills.
Educational: The student needs special education.
IMPACT OF DHH ON CURRICULUM AND LEARNING

• May develop vocabulary slowly
• May have difficulty with multiple meaning words
• May have difficulty understanding and writing complex sentences
• May have difficulty decoding
• May have difficulty with phonemic awareness
• May lack background knowledge
IMPACT OF DHH ON CURRICULUM AND LEARNING

• May have difficulty with reading comprehension
• May have difficulty with fluency in reading
• May need more time to process information
• May have difficulty with word problems in math
IMPACT OF DHH SOCIAL/EMOTIONAL BEHAVIOR

• May have delayed development of social skills
• May appear to have “selective” hearing
• May appear to be inattentive
• May be overly blunt in remarks to teachers and peers
• May be “caught” demonstrating misbehaviors more than hearing peers
• May be fatigued
IMPACT OF DHH
SOCIAL/EMOTIONAL BEHAVIOR CONT.

• May feel isolated or misunderstood and display inappropriate behaviors
• May feel uncomfortable around hearing peers
• May reject hearing aids or FM devices
• May not accept hearing loss
IMPACT OF DHH ON INDEPENDENT FUNCTIONING

• May appear to understand, but is actually having difficulty
• May miss information during class activities and conversations
• May misunderstand information presented
• May have difficulty identifying who is speaking
• May have difficulty in noisy environments
IMPACT OF DHH ON COMMUNICATION

- May have language delays which affect understanding of new concepts
- May be difficult to understand when speaking.
- May miss information during class activities and conversations
- May misunderstand information presented
- May be uncomfortable communicating with peers or in class
IMPACT OF DHH ON COMMUNICATION

• May have difficulty hearing word endings ("s" or "ed")
• May misunderstand or misuse verb tense, plurals, subject-verb agreement, and possessives
• May have significant articulation errors
• May sound "flat"
IMPACT OF DHH ON EMPLOYMENT

• May have difficulty with social skills
• May have difficulty following directions
• May have difficulty asking for help
• May have difficulty managing hearing aids or cochlear implant
• May have difficulty using self advocacy skills to manage hearing loss
EMOTIONAL/BEHAVIORAL DISABILITY (EBD)
A student with an Emotional/Behavioral Disability (E/BD) demonstrates an inability to maintain adequate educational performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health factors.

In addition, a student with an E/BD demonstrates one or more of the following internal or external characteristics (and meets all other requirements of the E/BD rule):
Internal factors characterized by:

1. Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends and/or school work, or mood swings, or erratic behavior; or

2. The presence of symptoms such as fears, phobias, or excessive worrying or anxiety regarding personal or school problems; or

3. Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
External factors characterized by:

1. An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or

2. Behaviors that are chronic and disruptive such as noncompliance, verbal and/or physical aggression, and/or poorly developed social skills that are manifestations of internal factors (described in 1-3 on the previous slide).
IMPACT OF E/BD ON CURRICULUM AND LEARNING

- May appear anxious and/or worried and unable to concentrate
- May have difficulty attending
- May be obsessive about a task
- May appear sad and show no interest in activities
- May elope, (run or walk away) from a stressful situation
- May display noncompliant behaviors
- May display verbal and/or physical aggression
- May display many other behaviors that are an impact of their disability and interfere with learning
IMPACT OF E/BD ON SOCIAL/EMOTIONAL BEHAVIOR

• May withdraw or isolate from others; not interact with peers and adults
• May appear sad and/or cry easily
• May display social skills that are immature; not age-appropriate
• May often over or under react to situations
• May avoid interaction with others due to fears or phobia’s
• May elope; run or walk away from an ‘uncomfortable’ social situation
• May display verbal and/or physical aggression
IMPACT OF E/BD ON INDEPENDENT FUNCTIONING

- May be disorganized
- May not complete or turn in assignments
- May become overwhelmed by a task
- May appear fearful
- May have phobia’s
- May ‘shut down’
- May elope; run or walk away
- May display self-injurious behaviors
- May display verbal and/or physical aggression
IMPACT OF E/BD ON COMMUNICATION

Students with E/BD often have difficulty communicating and expressing themselves ‘appropriately’. They often display the behaviors that are an impact of their disability rather than communicating ‘appropriately’.

(cont.)
IMPACT OF E/BD ON COMMUNICATION (cont.)

- May withdraw, cry, ‘shut down’, elope
- May appear anxious, worried, fearful
- May perseverate on or ‘not let go of’ an issue (particularly issues related to fairness, may seem paranoid)
- May process information based on thoughts and feelings that are inconsistent with actual events or circumstances
- May display verbal and/or physical aggression toward others
- May display self-injurious behaviors
IMPACT OF E/BD ON EMPLOYMENT

• May not understand and/or apply the social rules of the workplace
• May be disorganized
• May become overwhelmed by a task
• May over react to situations
• May be compulsive
• May not ask for assistance
• May not generalize between supervisors
• May lack self advocacy skills
INTELLECTUAL DISABILITY
ELIGIBILITY CRITERIA
Intellectual Disabilities (InD)

“Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student’s educational performance” (IDEA).
IMPACT OF InD ON CURRICULUM AND LEARNING

Individuals with an Intellectual Disability:

• Develop at below-average rate
• Experience difficulty in learning and social adjustment
• Vary in their ability to learn and in their ability to be independent and socially responsible
IMPACT OF InD ON CURRICULUM AND LEARNING

• Short attention span
• Difficulty retaining information
• Need frequent feedback and reinforcement
• Benefit from verbal cues, prompts, modeling
IMPACT OF InD ON SOCIAL/EMOTIONAL BEHAVIOR

• May display temper tantrums, self-injurious behaviors, self-stimulations
• May have difficulty demonstrating age-appropriate social interactions with peers
• Difficulty following rules
IMPACT OF InD ON INDEPENDENT FUNCTIONING

• May need assistance with organizing and completing tasks
• May require assistance with daily living skills
• May be medically involved
• May require assistive technology for ambulation and self-care
IMPACT OF InD ON COMMUNICATION

- Difficulty expressing needs and wants
- Very limited communication (participatory level)
- May require assistive technology and communication training (participatory level)
IMPACT OF InD ON EMPLOYMENT

• Difficulty with following directions
• Short attention span
• May benefit from supported employment and preparation for vocation and community living
LANGUAGE IMPAIRED
ELIGIBILITY CRITERIA
Language Impaired (LI)

An impairment in the language system is an abnormal processing or production of:

- **Form** including
  - Phonology (system of sounds),
  - Syntax (grammar), and
  - Morphology (forms of words)
- **Content** including semantics (word meaning), or
- **Function** including pragmatics (use of language in context)
IMPACT OF LI ON CURRICULUM AND LEARNING

• May impact comprehension of written and spoken language.
• The student may have difficulty summarizing information.
• May have difficulty retaining previously learned material.
• May have difficulty understanding new curriculum material due to delays in grammatical understanding and use and/or word meaning.
IMPACT OF LI ON SOCIAL/EMOTIONAL BEHAVIOR

• The student may have difficulty developing and maintaining peer relationships.
• The student may have difficulty joining in activities.
• The student may have difficulty interpreting and responding to body language of others.
• The student may have difficulty accepting the opinion of others and offering his own opinion in a socially acceptable manner.
• May use simple language and current social phrases to cover inability to express ideas and participate in social situations.
IMPACT OF LI ON INDEPENDENT FUNCTIONING

• May have difficulty requesting information.
• May have difficulty understanding the cause of problems and offering possible solutions.
• May have difficulty filtering out unnecessary information.
• May have difficulty formulating questions impacting ability to ask for assistance or clarification when needed.
IMPACT OF LI ON COMMUNICATION

• May impact ability to comment, request, or reject.
• Difficulty using different communication styles for different situations.
• Difficulty understanding and expressing ideas using complex sentences when speaking or writing.
• May have difficulty understanding new curriculum concepts and vocabulary
• May have difficulty understanding and using idioms, metaphors, and/or humor.
• Difficulty predicting outcomes or future events.
IMPACT OF LI ON COMMUNICATION CONT.

• May have difficulty following directions involving prepositions.
• May have difficulty using nouns, verbs, and modifiers, pronouns, articles, irregular nouns and verbs, future tense, past tense to describe curriculum related vocabulary.
• May have difficulty understanding and using verbal analogies.
• May have difficulty answering comprehension questions.
• May have difficulty with abstract concepts.
IMPACT OF LI ON EMPLOYMENT

- May have difficulty understanding tasks, procedures, and/or sequencing events.
- May have difficulty understanding the cause of problems and offering possible solutions.
- May have difficulty predicting outcomes or future events.
- May have difficulty following directions involving prepositions.
PHYSICALLY IMPAIRED WITH OTHER HEALTH IMPAIRMENT
(PI with OHI)
ELIGIBILITY CRITERIA
Physically Impaired with Other Health Impairment (PI with OHI)

Other health impaired means having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a child’s educational performance.
IMPACT OF PI with OHI ON CURRICULUM AND LEARNING

• May have difficulty paying attention to details.
• May have difficulty staying focused.
• May have difficulty locating school work and books.
• May have difficulty participating in group learning activities due to fatigue.
• Comprehension may be affected due to distractibility.
• May have difficulty remembering what has been read or heard.
• May have difficulty sorting out important information from the surrounding environment.
IMPACT OF PI with OHI ON SOCIAL/EMOTIONAL

• May feel isolated from peers when not able to participate fully in activities.
• May fidget or chew while thinking.
• May feel nervous or anxious.
• May touch and feel everything including friends and teachers.
• Social interactions and reciprocity may be affected.
IMPACT OF PI with OHI ON INDEPENDENT FUNCTIONING

- May have difficulty processing and following directions.
- May have difficulty breaking tasks into small steps.
- Work area and materials may be disorganized.
- May have difficulty sitting during some learning activities.
- May be distracted by noise.
- May have difficulty arranging things on a page or aligning numbers.
IMPACT OF PI with OHI ON COMMUNICATION

- May have difficulty with word retrieval.
- May have difficulty understanding intended meaning.
- May make inappropriate comments.
- May have difficulty staying on topic.
- May have difficulty communicating wants and needs effectively.
- May not advocate for personal needs.
IMPACT OF PI with OHI ON EMPLOYMENT

• May have difficulty paying attention to details.
• May have difficulty staying focused.
• May have difficulty sorting out relevant information.
• Development of peer relations in work environment may be affected.
• May have difficulty remembering and following directions.
• May become tired and unable to complete tasks.
• Excessive absences may impact job performance.
• Energy levels may fluctuate.
PHYSICALLY IMPAIRED WITH ORTHOPEDIC IMPAIRMENT (PI with OI)
ELIGIBILITY CRITERIA
Physically Impaired with Orthopedic Impairment (PI with OI)

Orthopedically Impaired means a severe skeletal, muscular, or neuromuscular impairment which adversely affects a child’s educational performance, and includes impairments resulting from congenital anomaly, disease and other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures.
IMPACT OF PI with OI ON CURRICULUM AND LEARNING

- May impact ability to participate in group activities in various classroom settings.
- May impact student’s ability to produce written work.
- May impact ability to manipulate materials to respond.
- May be unable to independently access needed materials.
- May have difficulty holding books and turning pages.
- May have difficulty accessing curriculum materials, textbooks, workbooks, art materials, writing tools.
IMPACT OF PI with OI ON SOCIAL/EMOTIONAL

- Student may be self conscious about the disability which may interfere with peer relationships and interpersonal interactions.
- Student may be unable to raise hand to indicate a desire or need resulting in frustration and reduced involvement in activities.
- Student may not advocate for needs and accommodations necessary to manipulate materials.
- Student may shy away from participation in sports and other physical activities.
IMPACT OF PI with OI ON INDEPENDENT FUNCTIONING

- May impact the ability to move from one setting to another (indoors and outdoors).
- May impact ability to manipulate materials.
- Student may have difficulty producing written work.
- May impact ability to participate in sports, physical education, and playground activities.
- May impact ability to dress, eat, or toilet independently.
- May have difficulty accessing core instructional materials.
IMPACT OF PI with OI ON COMMUNICATION

• May impact student’s ability to communicate orally.
• May have difficulty asking questions or making comments.
• May need extra time to initiate and respond.
• May need an alternative format to initiate and respond.
• May impact student’s development of independent and effective
• May miss opportunity to respond when not given enough time.
• May need add time to process and formulate responses
IMPACT OF PI with OI ON EMPLOYMENT

• May impact the student’s ability to move about the work environment, sit or manipulate materials as required to execute a job or employment skill.
• May have difficulty with speech and/or vision.
• May have difficulty taking care of personal needs.
• May impact ability to secure materials.
• Student may need to learn to advocate for assistance.
• May have difficulty moving from one location to another.
SPECIFIC LEARNING DISABILITY (SLD)
ELIGIBILITY CRITERIA
SPECIFIC LEARNING DISABILITY

• Documented evidence which indicates that general education interventions have been attempted and found to be ineffective in meeting the student’s educational needs.

• Evidence of a disorder in one or more of the basic psychological processes required for learning. Evidence of academic achievement which is significantly below the student’s level of intellectual functioning. Evidence that learning problems are not due primarily to other handicapping conditions.
IMPACT OF SLD ON CURRICULUM AND LEARNING

• May interfere with oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving

• May interfere with both short and long term memory
IMPACT OF SLD ON SOCIAL/EMOTIONAL BEHAVIOR

• May have difficulty forming friendships
• May have difficulty with social development
• May appear less mature than their same age peers
IMPACT OF SLD INDEPENDENT FUNCTIONING

• May have difficulty completing tasks
• May have organizational weaknesses
• May show signs of impulsivity across a variety of settings
• May have coordination problems that make them appear clumsy or disoriented in space
• May have difficulty with eye-hand coordination
IMPACT OF SLD ON COMMUNICATION

- May impact the ability to follow directions
- May appear to not be paying attention
- May have difficulty communicating thoughts
- May have difficulty understanding what others say
- May not follow the social rules of conversation
IMPACT OF SLD ON EMPLOYMENT

• May have difficulty following multi-step directions given orally or written
• May have difficulty completing tasks in a given time frame
• May have difficulty prioritizing tasks
• May have difficulty with self-advocacy skills
SPEECH IMPAIRED
ELIGIBILITY CRITERIA
Speech Impaired (SI)

An impairment in articulation is substitutions, distortions, or omissions of speech sounds which are of a non-maturational nature.

An impairment in fluency is abnormal flow of speech which impairs rate and rhythm and may be accompanied by struggle behavior.

An impairment in voice is absence or abnormal production of voice quality, pitch, loudness, resonance, or duration.
IMPACT OF SI ON CURRICULUM AND LEARNING

- Multiple articulation errors and/or phonological disorder may impact phonological awareness and reading.
- May have difficulty decoding.
IMPACT OF SI ON SOCIAL/EMOTIONAL BEHAVIOR

• The student may be hesitant to speak in front of a group or class of peers.
• The student may feel isolated or shy away from participating in social interactions.
IMPACT OF SI ON INDEPENDENT FUNCTIONING

• Significant speech problems may cause the student to refrain from asking for assistance when needed.
IMPACT OF SI ON COMMUNICATION

- May reduce intelligibility of speech.
- The listener may not understand the message.
- The voice may be too loud or too soft for effective communication.
- Pitch breaks and/or loss of voice impacts the ability to effectively communicate with others.
- The interruptions in flow of speech and sound repetitions may be distracting to the listener.
- The errors may distract the listener from the intended message.
IMPACT OF SI ON EMPLOYMENT

• May be hesitant to ask questions or speak with supervisors and/or co-workers
• May feel isolated or shy away from participating in work related interactions.
• May impact ability to perform certain duties that involve speaking to the public.
• May avoid saying certain words due to anticipated misarticulation or stuttering.
• May not be able to speak loud enough for others to hear.
ELIGIBILITY CRITERIA
Physically Impaired with Traumatic Brain Injury (PI with TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas specified in Rule 6A-6.03015(4)(a)2., FAC, but does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.
IMPACT OF PI with TBI ON CURRICULUM AND LEARNING

• May have difficulty remembering facts and names.
• May have difficulty with reasoning skills.
• May have difficulty with abstract thinking.
• May need extra time for processing.
• May need extra time for responding.
• May have difficulty finding specific information in text or auditorily.
• May have difficulty remembering previously learned information and retaining new information.
IMPACT OF PI with TBI ON SOCIAL/EMOTIONAL

- May become depressed or anxious when unable to perform previously known skills after the injury.
- Social judgment may be impaired.
- Social interactions may be difficult due to changes in behavior.
- May have difficulty with problem solving and critical thinking skills.
- May have behavioral outbursts.
IMPACT OF PI with TBI ON INDEPENDENT FUNCTIONING

- May have difficulty adapting to routine environments.
- May have short attention span.
- Perceptual/motor skills may be affected.
- May have difficulty participating in activities due to fatigue.
- May be disorganized and have trouble locating materials and books.
- May have poor balance and coordination.
- May have difficulty with time management.
IMPACT OF PI with TBI ON COMMUNICATION

- May have difficulty retrieving vocabulary.
- Speech intelligibility may be affected.
- May have pragmatic and social language delays.
- May have difficulty perceiving, understanding or using non-verbal cues.
- May be very concrete or literal.
- May have difficulty with concepts and abstract language.
- May have difficulty answering questions.
IMPACT OF PI with TBI ON EMPLOYMENT

• May need extra time for processing and responding.
• May become depressed or anxious when unable to perform previously known skills.
• May have difficulty with problem solving and critical thinking skills.
• May have behavioral outbursts.
• May have vocabulary deficits and difficulty with comprehension.
• May be disorganized and have difficulty with time management.
VISUALLY IMPAIRED
ELIGIBILITY CRITERIA VISUALLY IMPAIRED

1. A medical eye report documenting a visual acuity of 20/70 or less in the better eye after best correction; a peripheral field so constricted that it impacts function in the educational setting, or a known progressive loss of vision.

2. A functional vision evaluation performed by a qualified teacher of the visually impaired or an Orientation & Mobility specialist.
IMPACT OF VI ON CURRICULUM AND LEARNING

- Limitations in accessing printed materials
- Difficulty accessing board work
- May require assistance/modification to access general education curriculum
- May need assistance/training to maneuver school
IMPACT OF VI ON SOCIAL/EMOTIONAL BEHAVIOR

• Students may not have skills to interact with their sighted peers
• Concepts of personal space and social norms may be missing or under developed
• Feelings of isolation, low self-esteem or self image may occur
IMPACT OF VI ON INDEPENDENT FUNCTIONING

• May require alternative modes for reading and writing, such as Braille or magnification of print
• Assistive technology may be needed for student to produce written materials
• Specialized training, such as Orientation & Mobility may be required to foster independence
IMPACT OF VI ON EMPLOYMENT

- Limitations in accessing printed materials, including computers.
- Specialized training, such as Orientation & Mobility may be required to foster independence
- Degree of vision loss may impact what types of visual tasks an individual can perform.
STRATEGIES
STRATEGIES FOR CURRICULUM AND LEARNING

• Make learning concrete.
• Create alternatives to large group instruction.
• Provide more time to learn and practice targeted skills
• Explain directions clearly and simply
STRATEGIES
CURRICULUM AND LEARNING

- Focus on one topic for several days rather than moving from topic to topic.
- Involve all parts of the brain.
- Keep visual and auditory distractions to a minimum.
- Give frequent opportunities for students to move.
STRATEGIES
CURRICULUM AND LEARNING

• Structure the classroom
• Use visuals during instruction (maps, charts, graphs, color coded systems, schedules, etc.)
• Teach to students’ strengths and interests
• Make flashcards for studying
STRATEGIES
CURRICULUM AND LEARNING

• Use guided imagery
• Assign one step of an assignment at a time or one worksheet/page at a time
• Show videotapes specific to content
• Use movement, rhythm, and rhyme to memorize new material
• Provide hands on activities
• Use mnemonics
STRATEGIES FOR SOCIAL/EMOTIONAL

• Teach, reteach and prompt social skills and replacement behaviors
• Immediately reinforce positive behaviors
• Use a signal that will indicate to a student when he or she is engaging in inappropriate social behavior
• Ignore some inappropriate behaviors that do not effect anyone’s safety
STRATEGIES FOR SOCIAL/EMOTIONAL

• Establish and use predictable routines in class activities and transitions
• Use principles of Applied Behavioral Analysis (ABA)
• Motivate and reinforce students on an individual basis
STRATEGIES FOR SOCIAL/EMOTIONAL

• Provide frequent feedback and reinforcement
• Include activities on self-determination skills and interpersonal skills in lessons
STRATEGIES FOR INDEPENDENT FUNCTIONING

• Write daily schedules.
• Provide students with a daily task list.
• Give succinct directions.
• Model and demonstrate what students will be required to do.
• Create line and place markers for students to use when reading.
STRATEGIES FOR INDEPENDENT FUNCTIONING

• Assign preferential seating.
• Get student’s attention before addressing him/her.
• Use visual supports such as writing assignments on board.
• Provide opportunities for skill to be generalized into natural settings
STRATEGIES FOR INDEPENDENT FUNCTIONING

- Check frequently for understanding.
- Repeat directions.
- Provide verbal cues, prompts, and modeling.
- Provide supervision to ensure safety.
- Teach independence.
- Create organizational systems.
STRATEGIES FOR INDEPENDENT FUNCTIONING

- Outline items to be completed
- Sequence steps on flashcards
- Allow time for practice
STRATEGIES FOR COMMUNICATION

• Use visuals to help students answer questions
• Have student repeat paraphrase directions to assist with comprehension
• Paraphrase what student has said providing language model
• Ask student to retell activities and predict future events
• Teach, reteach and prompt effective communication
STRATEGIES FOR COMMUNICATION

- Identify who is speaking during group discussion
- Restate when student has difficulty understanding
- Provide opportunities for students to practice skills
- Use gestures when instructing
STRATEGIES FOR COMMUNICATION

• Reduce background noise
• Create a quiet workspace