



PROGRAM COMPONENTS TO SUPPORT STUDENTS WITH INTELLECTUAL DISABILITIES

Mental retardation is a disability characterized by significant limitations, both in intellectual functioning and in adaptive skills (American Association on Mental Retardation, 2002b). In accordance with Rosa's Law (Pub. L. 111-256), the Los Angeles Unified School District has updated all data systems to reflect the new eligibility terminology for "intellectual disabilities" (ID), which replaces the former eligibility of "mental retardation" (REF-5905.0).

Students with Intellectual Disabilities (ID), placed in an alternate curriculum program would benefit from a highly structured program embedded with a multi-modal communication system, differentiated instruction, and a consistent social skills program that address the academic and social-emotional challenges of the students. Students with ID need consistent and effective instructional support in order to learn new concepts and tasks that many of their general education peers may learn incidentally.

The Individuals With Disabilities Education Act (IDEA), signed into law in 1990, specifies that schools must provide early intervention, special education, and any respective related service to students with disabilities, including students with mental retardation (intellectual disabilities).

The following *Program Components to Support Students with Intellectual Disabilities* was developed to enable teachers to reflect on their respective instructional pedagogy and to review the recommended components necessary to establish a successful program.



School: _____ Date: _____ Time: _____

Teacher: _____ Room No. _____

Grade Level: Pre, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Type of Program: Alternate Curriculum

Number of Students: _____ Number of Adults: _____ (including teacher)

Completed by: _____

QUALITY INDICATORS:

Assessment: *Quality assessment, which drives all programming decisions, for students with intellectual disabilities must take into account communication, social, and behavioral needs that impact a student's ability to receive educational benefit. Assessment occurs for curriculum and program development as well as for student evaluation of progress. When using a progress monitoring assessment, data-driven decisions are made to continue or modify any instruction to support goal achievement.*

√ if
present

DATA AND ASSESSMENT

Description:

√ if present	DATA AND ASSESSMENT	Description:
	Intervention data is collected and evaluated systematically on an on-going and frequent basis.	
	Data is analyzed to determine progress. If progress deemed inadequate, subsequent program modification or additional assessment occurs.	
	Data collection procedures, design and graphic display align to measurement criteria as specified in IEP goals.	
	Evidence of instructional planning that ties the daily lessons to each academic content area.	
	Utilizes the District approved instructional curriculum and its respective assessments to measure student progress.	
	Utilizes a variety of summative and formative assessment tools (e.g., Brigance, SANDI, Unique Learning System, Oxford Picture Dictionary).	
	Assessment findings utilized for goal development and instructional planning in areas of communication, social, and behavioral needs.	
	Ongoing assessment and evaluation occurs to measure student progress and modify instruction as necessary.	

Instructional Planning: *Instructional planning provides the necessary framework and components to support a systematic instructional process. These indicators allow for assessment, development of objectives, implementation of instruction, and evaluation to occur in a learning environment conducive to educating students with intellectual disabilities.*

√ if

present

PHYSICAL STRUCTURE:

Description:

	<i>Clear physical and visual boundaries help students to understand where each area begins and ends and minimizes visual and auditory distractions. Physical structure also helps students understand what is expected of them (e.g., area dictates independent work).</i>	
	Teacher Directed Work Areas (individual & small group)	
	Independent Work Areas for students to work without adult assistance	
	Choice/Play Area in the primary grades	
	Table-Top Activity Area (board games, puzzles, etc.) for students to practice social skills and stay engaged when work is completed	
	Sensory Area (Bean bag chair, rocking chair, large balls, etc.) for students to be able to calm and self-regulate behavior	Appearance and materials will be different depending upon age level of students
	“Whole Group” Instructional Area	

Visual Support: *Visual schedules are meant to help children understand and manage the daily events in their lives. Visual schedules may be created using physical objects, photographs, pictures, line drawings, and/or written words. They communicate clear expectations for the student and decrease the need for constant adult involvement in the activity.*

√ if

present

SCHEDULING:

Description:

	Object/Picture/Written schedule for class routine	
	Object/Picture/Written schedule for individual students	
	Older students are being taught to make their own schedules	
	Transitions times are clearly indicated and students receive warnings and signals that facilitate with transition.	
	Task Analysis Schedules for class routine	
	DIS/Inclusion Schedule	

Delivery of Instruction: *Instructional groupings are carefully designed to consider age of student, level of student understanding/ competence of the skill or concept being taught, attention span, and readiness for generalization.*

	Delivery of Instruction:	Description:
	Individual, small, or whole group direct instruction occurs, as well as opportunities for independent work	
	Instruction takes into account phases of learning from acquisition and fluency to maintenance	
	Systematic instruction is rigorous and provides high level of engagement	
	A variety of settings, people, objects, and other materials are used during instruction to promote generalization of concepts and skills	

√ if present

	CURRICULUM:	Description:
	<p>Elementary Level - Please circle if present</p> <p>Unique Learning System OPD ELSB Touch Math</p> <p>Social Skills Curriculum</p>	Other:
	<p>Secondary Alternate - Please circle if present</p> <p>Unique Learning System OPD</p> <p>Attainment Science Attainment Math Attainment Social Skills</p>	Other:
	Lessons emphasize learning of concepts, not just rote learning of skills	
	Activities and lessons are functional and reflect individual needs	
	Lessons, activities, and materials are age-appropriate	
	Teaching of functional communication and positive social behaviors is part of the curriculum and occurs throughout the day by all staff	

√ if
present

POSITIVE BEHAVIOR SUPPORT:

Description:

	Behavior expectations are stated positively	
	Behavioral expectations defined, taught, and reinforced by all staff throughout the school year	
	Positive classroom management system in place & consistently implemented by all Ratio of Positive Interaction to Negative Interaction	_____: _____
	How well do students make transition from activity to activity Circle One Proficient Approaching Proficient Need Improvement How well do students make transition from area to area Circle One Proficient Approaching Proficient Need Improvement	
	Reinforcers are age-appropriate, accessible to all staff and used consistently	
	Schedules of reinforcement and actual reinforcers are continually evaluated based upon efficacy	
	Replacement and general positive behaviors are actively taught, reinforced and checked for understanding	
	Opportunities exist for students to exercise choice, negotiate conflict, and problem solve	
	Emotional regulation strategies are taught	
	Students engage in self-management of general positive behavior	

INSTRUCTIONAL STRATEGIES: *Instruction that is rigorous and engaging is paramount to quality programming for students with autism. Implementing structured, direct teaching and capturing teachable moments should be maximized when targeting the core needs of students with autism. Evidence-based interventions matched to the student's needs and learning style exist within an educational model.*

√ if

present

LANGUAGE/COMMUNICATION:

Description

	All staff directly teach, encourage and assist students' development of receptive and expressive language skills throughout the day	
	For nonverbal or limited verbal students, alternate communication system taught, utilized, and available throughout the day	
	Pragmatic language that enhances communication between peers and with adults is taught, modeled, and reinforced	
	LAS, when provided as a related service, trains and collaborates with classroom staff in proper techniques/strategies	

√ if

present

SENSORY NEEDS:

Description:

	Staff are sensitive to, and address, sensory differences of students	
	Sensory diets are posted and implemented for appropriate students	
	O.T., when provided as a related service, trains and collaborates with classroom staff in proper techniques	

OTHER:

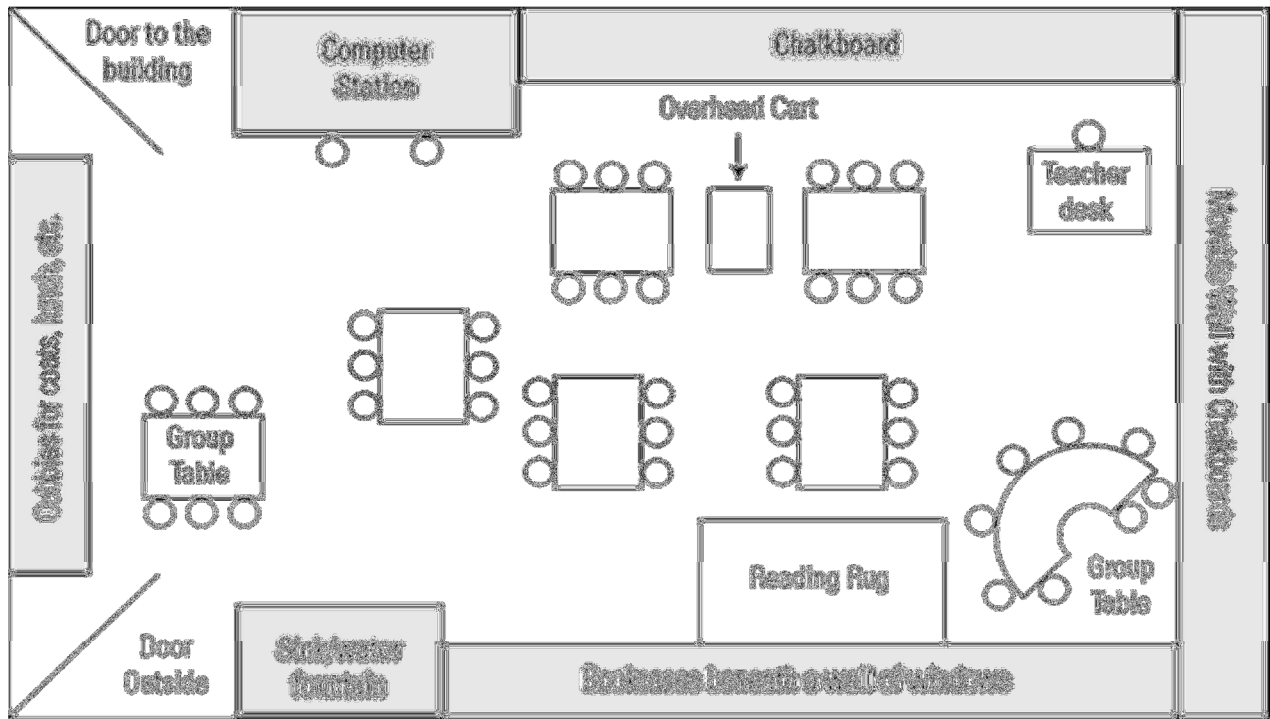
√ if

present

	Staff to student ratio appropriate to the needs of the students and the learning process	
	Assistants included in all aspects of program development and implementation	
	Evidence of ongoing home to school communication	

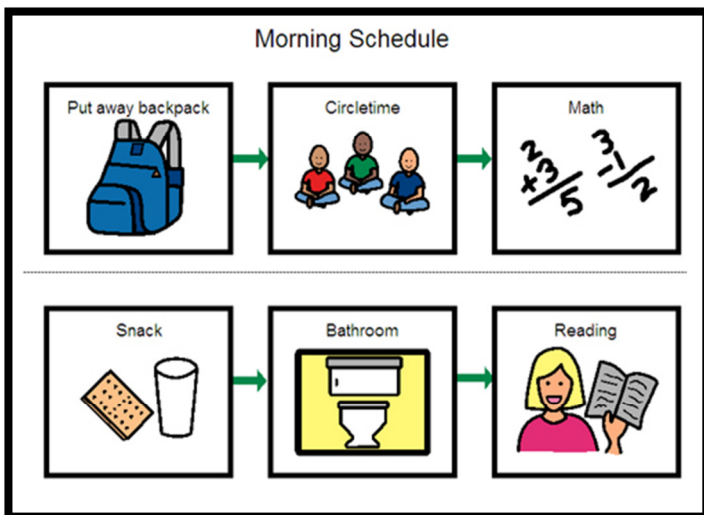
RESOURCES

Sample of Classroom Physical Structure

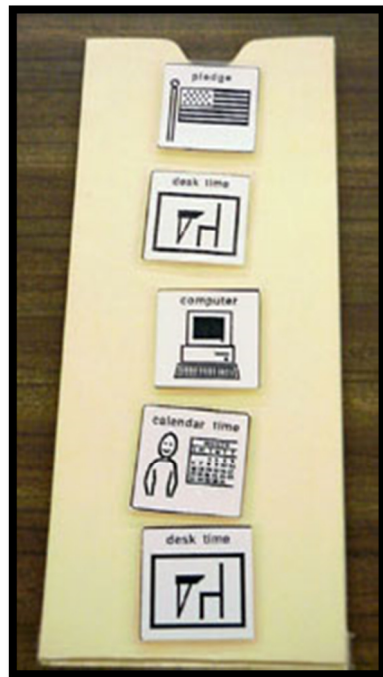


(Adapted from the work of James H. Stronge, Pamela D. Tucker and Jennifer L. Hindman; **Handbook for Qualities of Effective Teachers**)

Samples of Visual Schedules



8:45	Reading
9:45	Math
10:45	Recess
11:00	Art
11:30	Lunch
12:15	Science
1:15	Computer
1:30	Music
2:00	Writing
2:30	Storytime
3:00	Home



Jessica's Daily Schedule

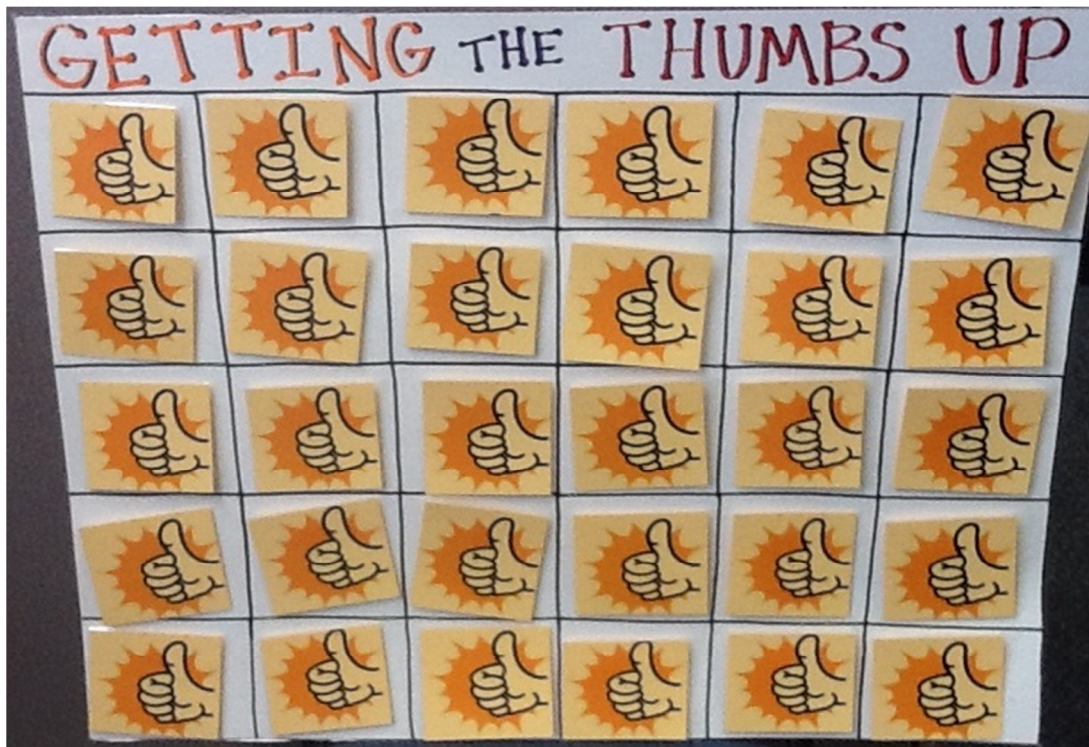
9:30-10:05 Reading	1st	12:31-1:19 Social Studies	4th
10:05-10:13 Free Time/Book or Puzzle		1:23-2:00 Math	5th
10:17-11:00 Science	2nd	2:00-2:11 Free Time	
11:00-11:05 Free time with animals		2:15-2:55 DIBELS	6th
11:09-11:40 Vocabulary	3rd	2:55-3:03 Free Time/Computer	
11:40-11:45 Free Time		3:07-3:45 P.E.	7th
11:50-12:27 Lunch		3:50 Dismissal	

Daily Schedule

1	arrive at school	7	Journal
2	check in	8	P.E.
3	reading	9	lunch
4	writing	10	art
5	math	11	shared reading
6	recess	12	bus



Samples of Positive Behavior Resources (Whole Class/Individual)



Name: _____

Today is: Monday Tuesday Wednesday Thursday Friday

I worked on: My behavior was:

	<input type="checkbox"/>	Notes/Comments: _____ _____ _____ _____
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Great (Green)
 Good (Blue)
 2 Warnings (Yellow)
 3+ Warnings (Red)

Student Incentive Chart

To: _____

For: _____