Supporting Behavior in the Inclusive Class
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Strategies and Solutions for Teaching Children in the Inclusive Class

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Webinar Drawing

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Have a question for Dr. Rapp?
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Supporting Behavior in the Inclusive Class
Foundational Ideas

• Everyone needs support for behavior.

• Behavior is communication.

• Punishment doesn’t work.

• Respond to the root of the behavior, not the surface.
Positive Behavioral Interventions & Support

- Intensive Supports
- Moderate supports
- Proactive supports
Proactive Supports

• For all students all of the time
• Building Community
• Universal Design for Learning
• Culturally Responsive Teaching
• The Responsive Classroom

https://www.responsiveclassroom.org/
Toolkit for Proactive Supports

• Class meetings

– Belonging, empowerment, and capability
– Everyone participates!

Toolkit for Proactive Supports

- Fidget Toys

  - Enhances learning experiences
  - Provides sensory stimulation
  - Focuses attention
Toolkit for Proactive Supports

- **Cue signals**
  - Individualized or whole-class
  - Visual or auditory
  - Supports all students in remembering classroom routines
Toolkit for Proactive Supports

• Nooks

  – Alternative place to read or work
  – A place to decompress or think things through
  – Stock with paper, clipboards, books, seating, and fidget toys
• Syn-naps
  – Periodic rests to replenish neurotransmitters and allow for more information processing
  – One to two minutes every 15 minutes
  – Stretch, dance, chat, sing, get a new fidget, etc.
  – Reconnect and keep going
Toolkit for Proactive Supports

• CHOICE!
  – Benefits are prevalent in research
  – Offer options with common set of criteria

– Examples:
  • Draw it, Write it, Say it, Move it
  • Homework Menus
Moderate Supports

- Additional needs for some students
- May be short-term or long-term
- Classroom teacher (usually)
• Response scales

– A concrete way to directly teach social skills
– Increase self-management and emotional regulation

Toolkit for Moderate Supports

• Pre-questions

– Provides extra time to answer discussion questions
– Relieves anxiety
– Builds confidence and self-efficacy
Toolkit for Moderate Supports

• Social skill slam book

– Provides peer-to-peer social advice and guidance
– Use photos and speech bubbles to add support

Toolkit for Moderate Supports

• Social stories

  – Direct instruction of meaningful social skills
  – For one-time events or long-term routines and situations

Intensive Supports

- Significant needs for few students
- Usually long-term
- Collaboration with related service professionals
Toolkit for Intensive Supports

• Alternatives to restraint and seclusion

Life Space Crisis Intervention

http://www.lsci.org/

– Interactive therapeutic strategy for turning crisis situations into learning opportunities
– Non-physical intervention for behavior management and problem solving
Toolkit for Intensive Supports

• Collaboration with Occupational Therapist

The American Occupational Therapy Association, Inc. (AOTA)
http://www.aota.org/

– Interventions to support full participation in the classroom environment and social situations
– Therapies to develop motor skills, sensory processing, social coping, functional life skills
• Augmentative and alternative communication

American Speech-Language-Hearing Association (ASHA)

http://www.asha.org/

– Symbol sets and systems
– Eye gaze systems
– Text-to-speech
– Voice output aids
Additional Resources


Additional Resources


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Contact Dr. Whitney Rapp

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Join us for the next webinar!

Julie Causton, Ph.D.

The Role of the Paraprofessional in the Inclusive Class
- Thursday, October 9, 3:00 p.m. EST

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Thank you for joining us today!