

Whitney Rapp, Ph.D.



## Supporting Behavior in the Inclusive Class

# the **INCLUSIVE EDUCATION** **WEBINAR SERIES**

- Explore the hottest topics in K-12 inclusive education •
- Get invaluable insights from today's inclusion rock stars •
- Learn practical tips and strategies you can use right away •
  - Save on featured inclusion books •

*presented by*

**BROOKES**  
PUBLISHING CO.®



*The Inclusive Class*

*presented by*

**BROOKES**  
PUBLISHING CO.®

*Quality resources for all learners*

[www.brookespublishing.com](http://www.brookespublishing.com)

*presented by*



*The Inclusive Class*

*Strategies and Solutions for Teaching  
Children in the Inclusive Class*

[www.theinclusiveclass.com](http://www.theinclusiveclass.com)



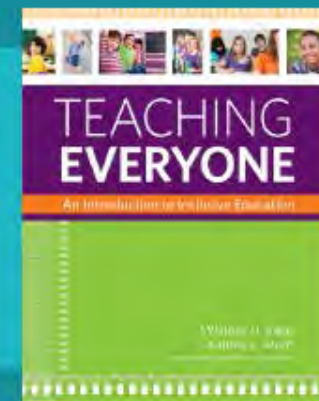
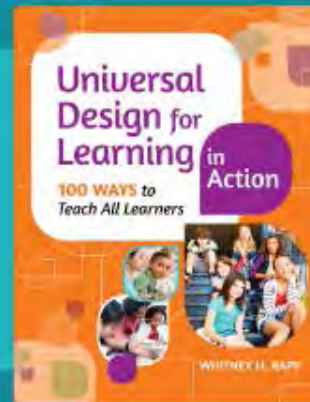
**Webinar Recording**

[www.brookespublishing.com/inclusive-ed-webinars](http://www.brookespublishing.com/inclusive-ed-webinars)

## Webinar Recording

[www.brookespublishing.com/inclusive-ed-webinars](http://www.brookespublishing.com/inclusive-ed-webinars)

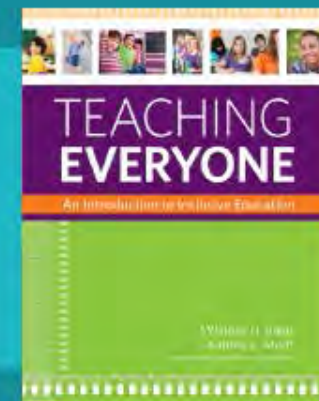
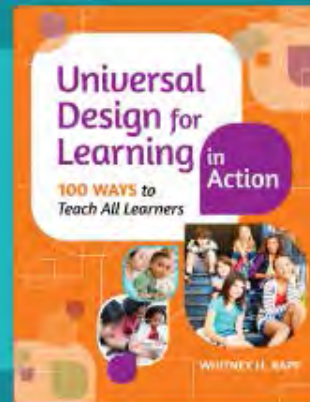
## Webinar Drawing



## Webinar Recording

[www.brookespublishing.com/inclusive-ed-webinars](http://www.brookespublishing.com/inclusive-ed-webinars)

## Webinar Drawing



## Special Discount & Free Content

20% discount on Whitney Rapp's Books & exclusive free content



**Have a question for Dr. Rapp?**  
Just type it into the question box  
in your webinar control panel.



Whitney Rapp, Ph.D.

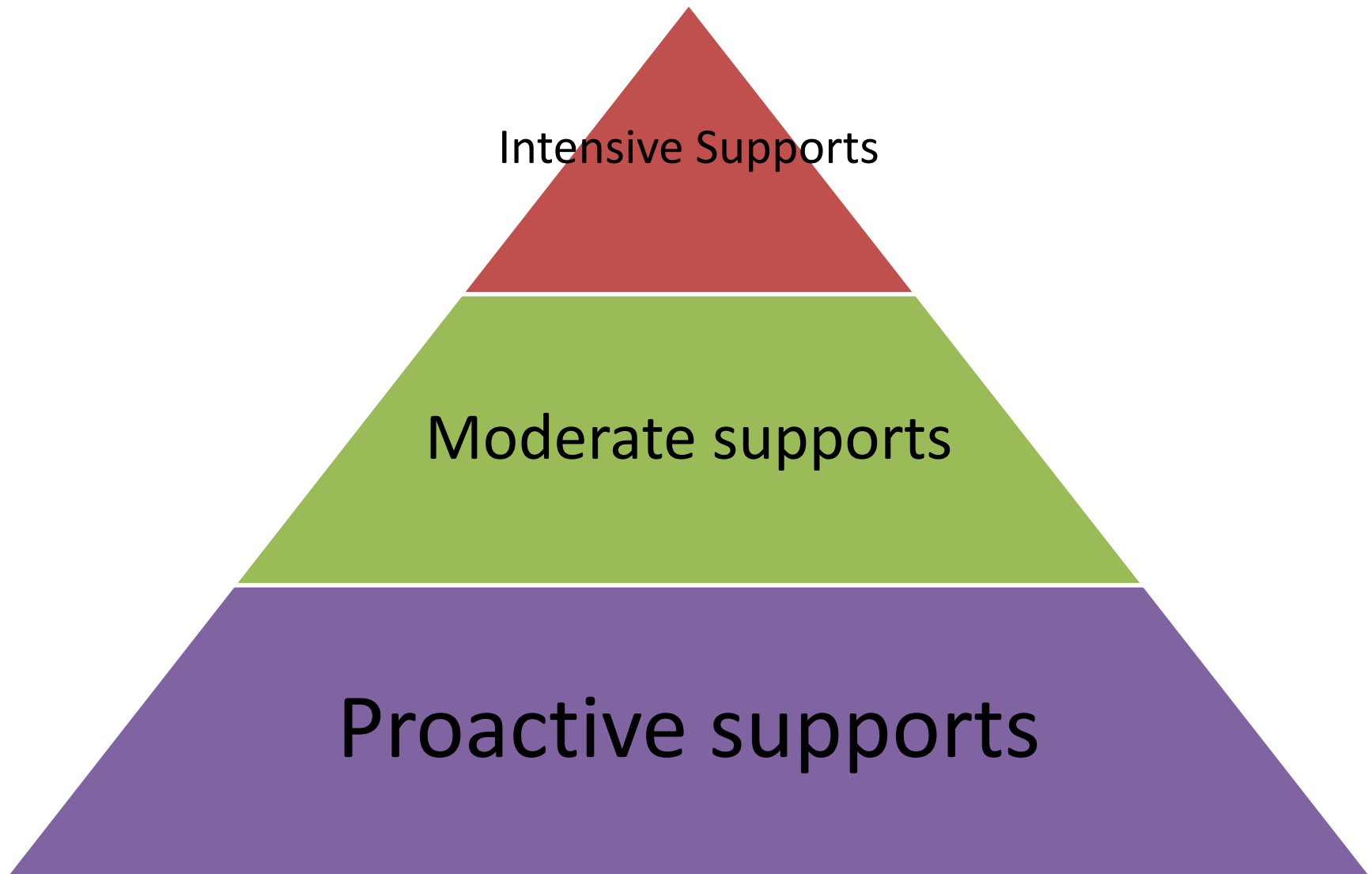


## Supporting Behavior in the Inclusive Class

# Foundational Ideas

- Everyone needs support for behavior.
- Behavior is communication.
- Punishment doesn't work.
- Respond to the root of the behavior, not the surface.

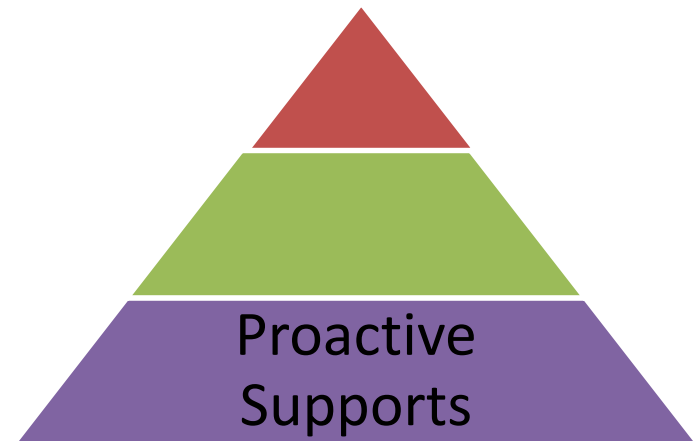
# Positive Behavioral Interventions & Support



# Proactive Supports

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

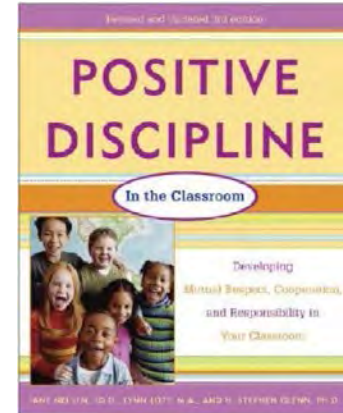
<https://www.responsiveclassroom.org/>





# Toolkit for Proactive Supports

- Class meetings



- Belonging, empowerment, and capability
- Everyone participates!

- Kriete, R. (2002). *The morning meeting book*. Turner Falls, MA: Northeast Foundation for Children, Inc.
- Nelson, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom: Developing mutual respect, cooperation, and responsibility in your classroom (3<sup>rd</sup> ed.)*. New York: Three Rivers Press.

# 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

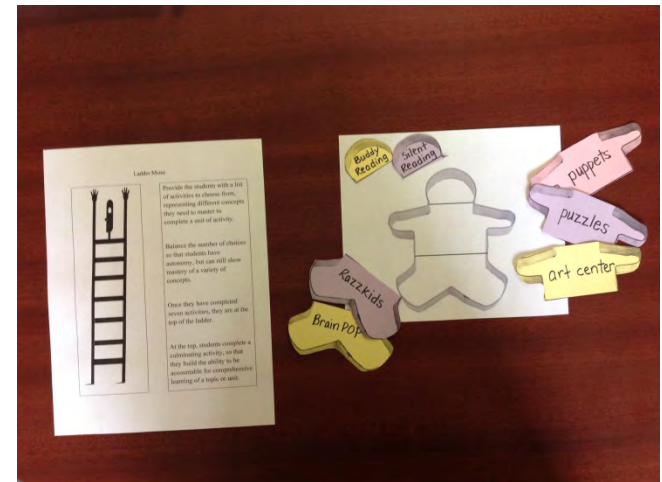


# Toolkit for Proactive Supports

- 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

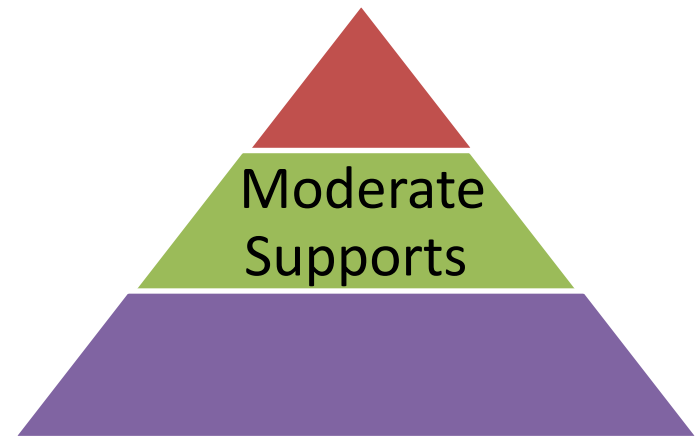
# Toolkit for Proactive Supports

- 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)



# Toolkit for Moderate Supports

- Response scales

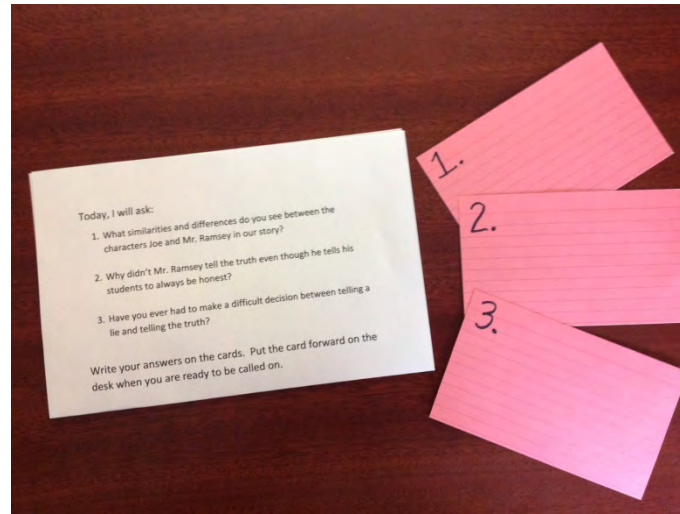


- A concrete way to directly teach social skills
- Increase self-management and emotional regulation
- Buron, K. D., & Curtis, M. (2012). *The incredible 5-point scale (2<sup>nd</sup> ed.)*. Shawnee Mission, KS: Autism Asperger Publishing Co.



# Toolkit for Moderate Supports

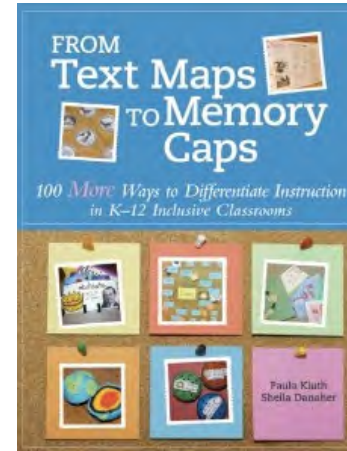
- Pre-questions



- Provides extra time to answer discussion questions
- Relieves anxiety
- Builds confidence and self-efficacy

# Toolkit for Moderate Supports

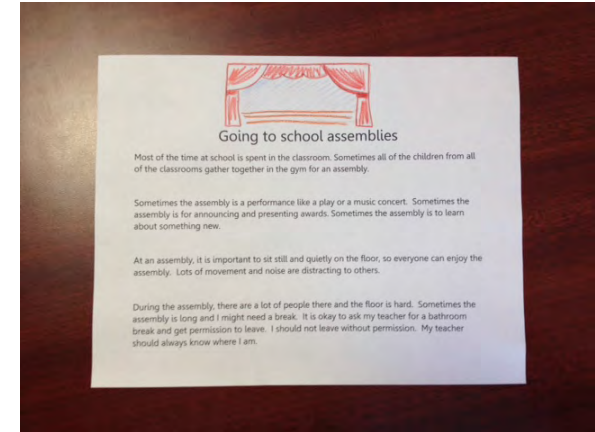
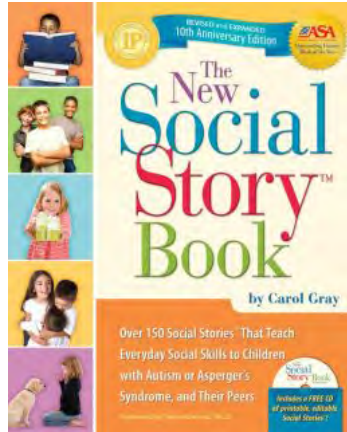
- Social skill slam book



- Provides peer-to-peer social advice and guidance
- Use photos and speech bubbles to add support
- Kluth, P., & Danaher, S. (2014). *From text maps to memory caps: 100 more ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co.

# Toolkit for Moderate Supports

- Social stories

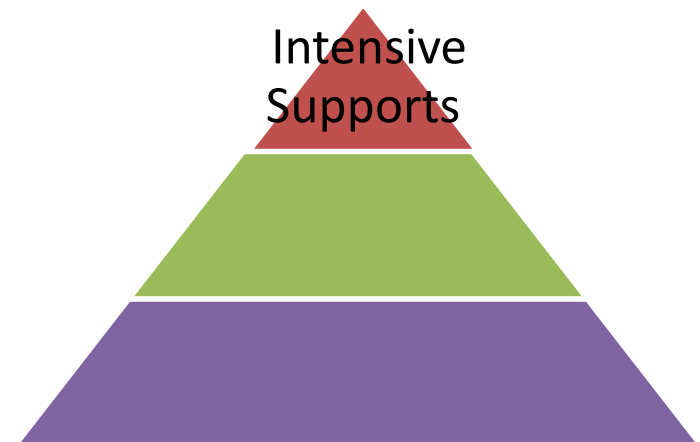


- Direct instruction of meaningful social skills
- For one-time events or long-term routines and situations

- Gray, C. (2010). *The new social story book*. Arlington, TX: Future Horizons.

# 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

# Toolkit for Intensive Supports

- 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

- Kluth, P., & Danaher, S. (2010). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Kohn, A. (2006). *Beyond discipline: From compliance to community (2<sup>nd</sup> ed.)*. Alexandria, VA: ASCD.
- OSEP Technical Assistance Center. (2014). *Positive Behavioral Interventions and Support*. Retrieved at <http://www.pbis.org>

# Additional Resources

- Myles, B. S., Trautman, M. L., & Schelvan, R. L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Sapon-Shevin, M. (2010). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Corwin Press.
- Willis, J. (2006). *Research-based strategies to ignite student learning*. Alexandria, VA: ASCD.

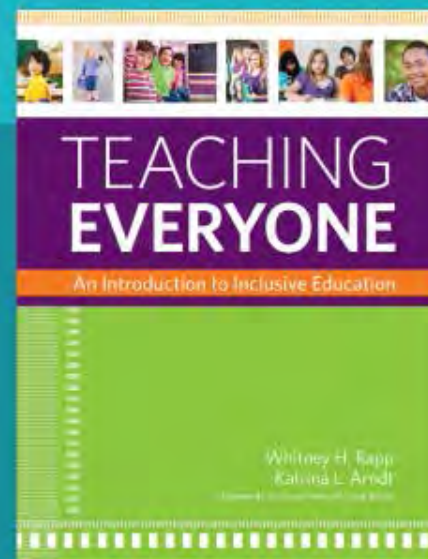
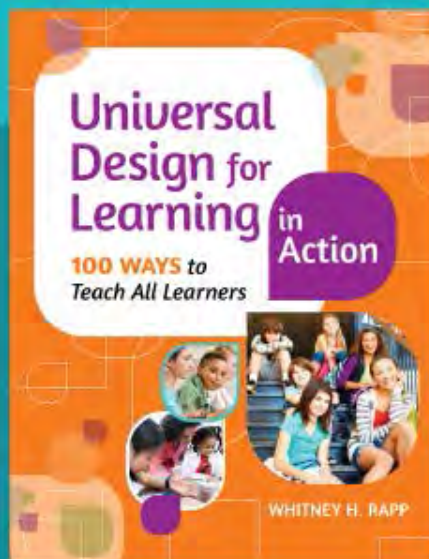


**Have a question for Dr. Rapp?**  
Just type it into the question box  
in your webinar control panel.

Contact Dr. Whitney Rapp



email: [whitneyrapp5@gmail.com](mailto:whitneyrapp5@gmail.com)



[www.brookespublishing.com](http://www.brookespublishing.com)

# 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 •

[www.brookespublishing.com/inclusive-ed-webinars](http://www.brookespublishing.com/inclusive-ed-webinars)



Thank you for joining us today!