

Applying the Supports Paradigm and SIS-C Results to an Educational Setting

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The Supports Intensity Scale –
Children's Version

Grand Hotel Reykjavik

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Seeing Students with Disabilities

What does this actually mean for students with disabilities?

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Words, Words, Words

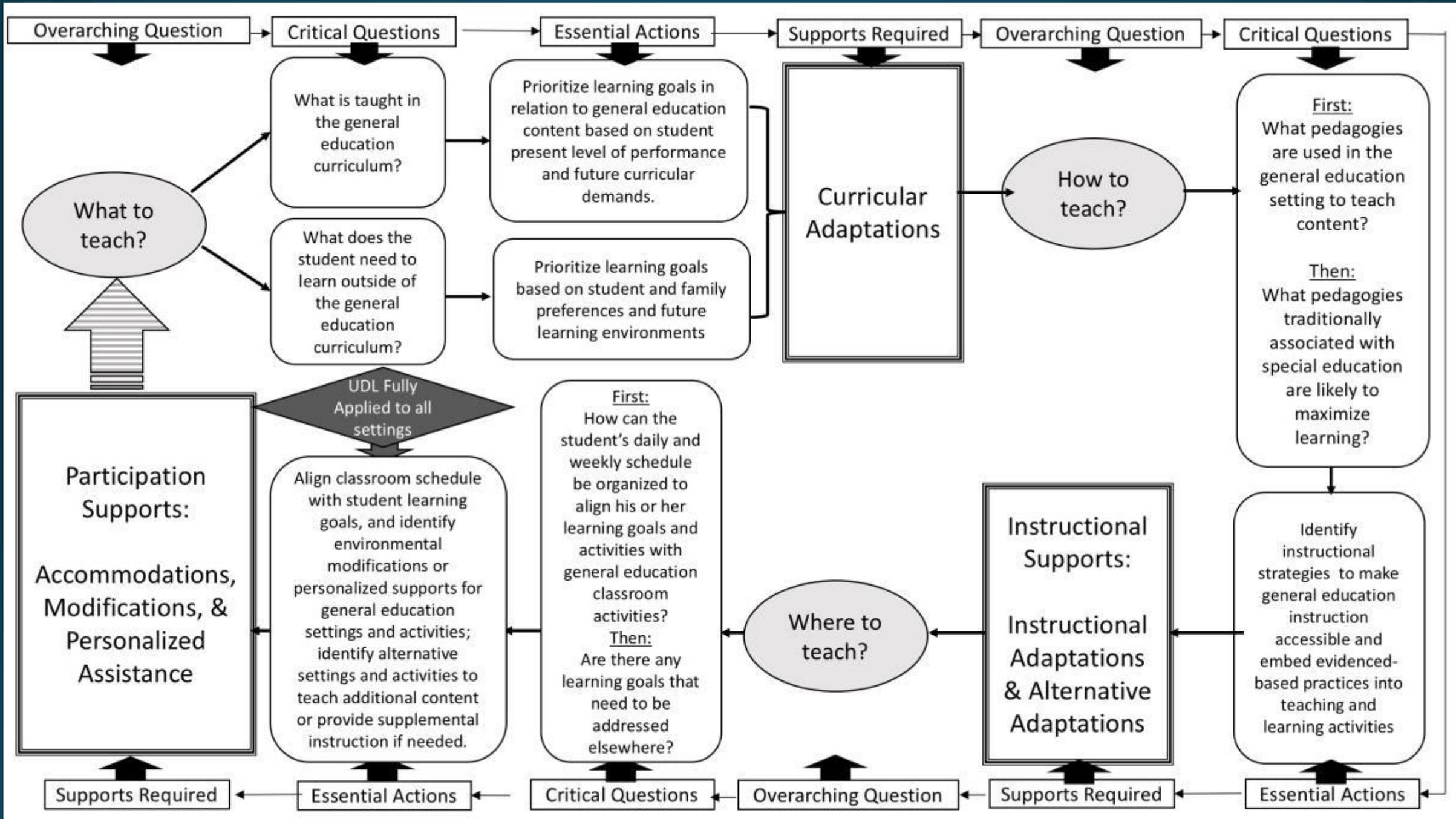
- What is inclusive education? (General Agreement)
 - All students are educated in general education settings – the same schools attended by general education peers of the same age
 - The general education systems has the capacity to include a diverse population of students
- What is special education? (Lots of Disagreement)
 - Some say it is a separate place for those whom general educator cannot teach
 - Others say it is “services and supports” that enable schools to successfully educate children with disabilities in general education settings
 - Others would say it is a continuum of placements and an array of services



Students are supported to learn and actively participate in the general education setting. They are not confined to a setting, but they are included.

In my view, special education is services and supports that increase the capacity of classrooms and schools to educate a diverse population of students.

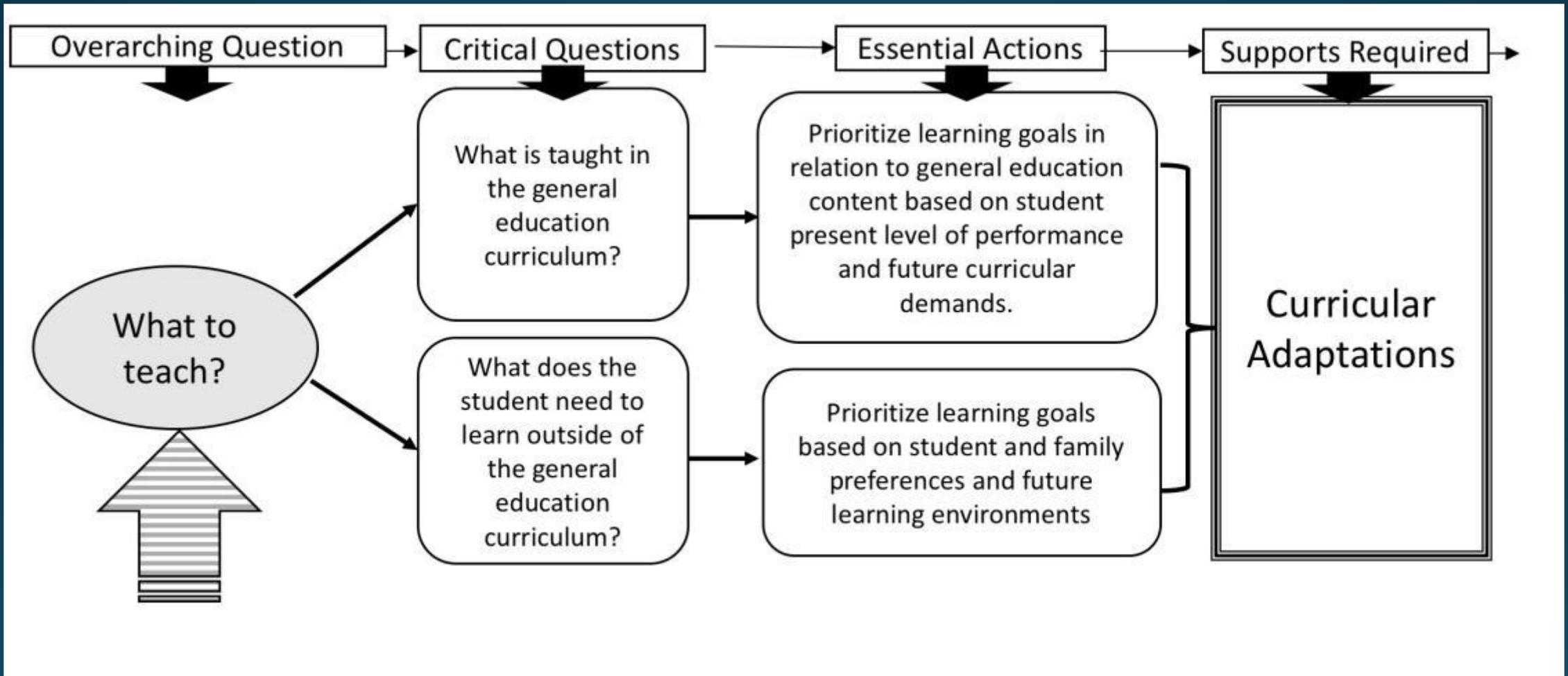
Special educators are great problem solvers who can provide leadership in helping teachers and schools figure out how to provide students with unique learning challenges an excellent education in the context of the general education classroom and school.





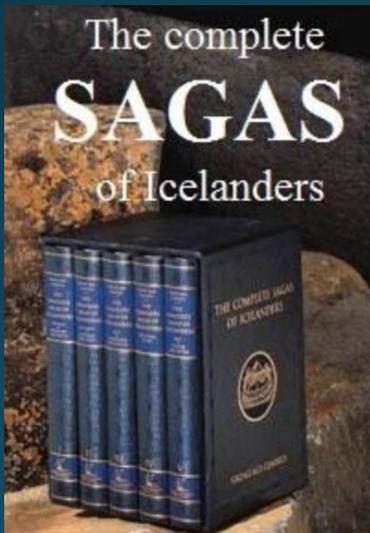
What is taught?

curricular adaptations alter the content of what is taught through supplementary, simplified, and alternative adaptations (Janney & Snell, 2013)



What to teach typically developing students?

- Details of the different stories
- Relationship of Old Norse language to contemporary Icelandic
- Separating historical truth from fantasy
- Politics and culture of the time influenced the sagas



What to teach the child with the disability?

- It could be the exact same content taught to all of the other children with the exact same learning expectations.
- Or, it could be adapted to the individual child's learning needs.



Egil's Saga

Great Warrior
(Temper)

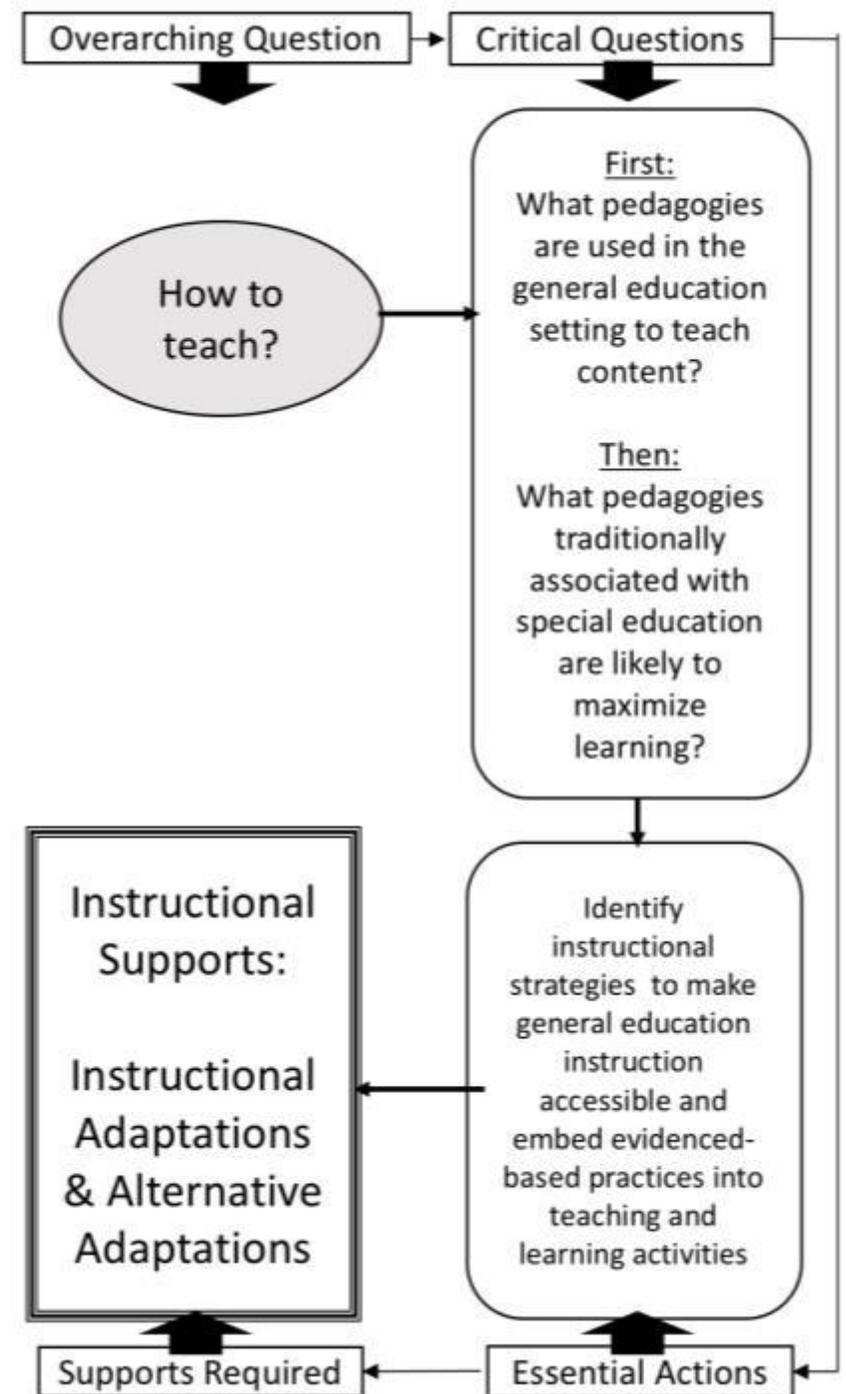
Great Poet

How to teach



Instructional adaptations alter how content is taught and/or how learning is demonstrated, and thus involve changing “one or more aspects of the input (the instructional stimuli or process) and/or one or more aspects of the output (the student response or product)”

Alternative adaptations alter the goal, the instruction, and the activity and include alternative/parallel activities.



How to teach – Good teaching goes beyond drill and practice – instructional adaptations

A

P

C



Tip of the Iceberg

Buoyancy

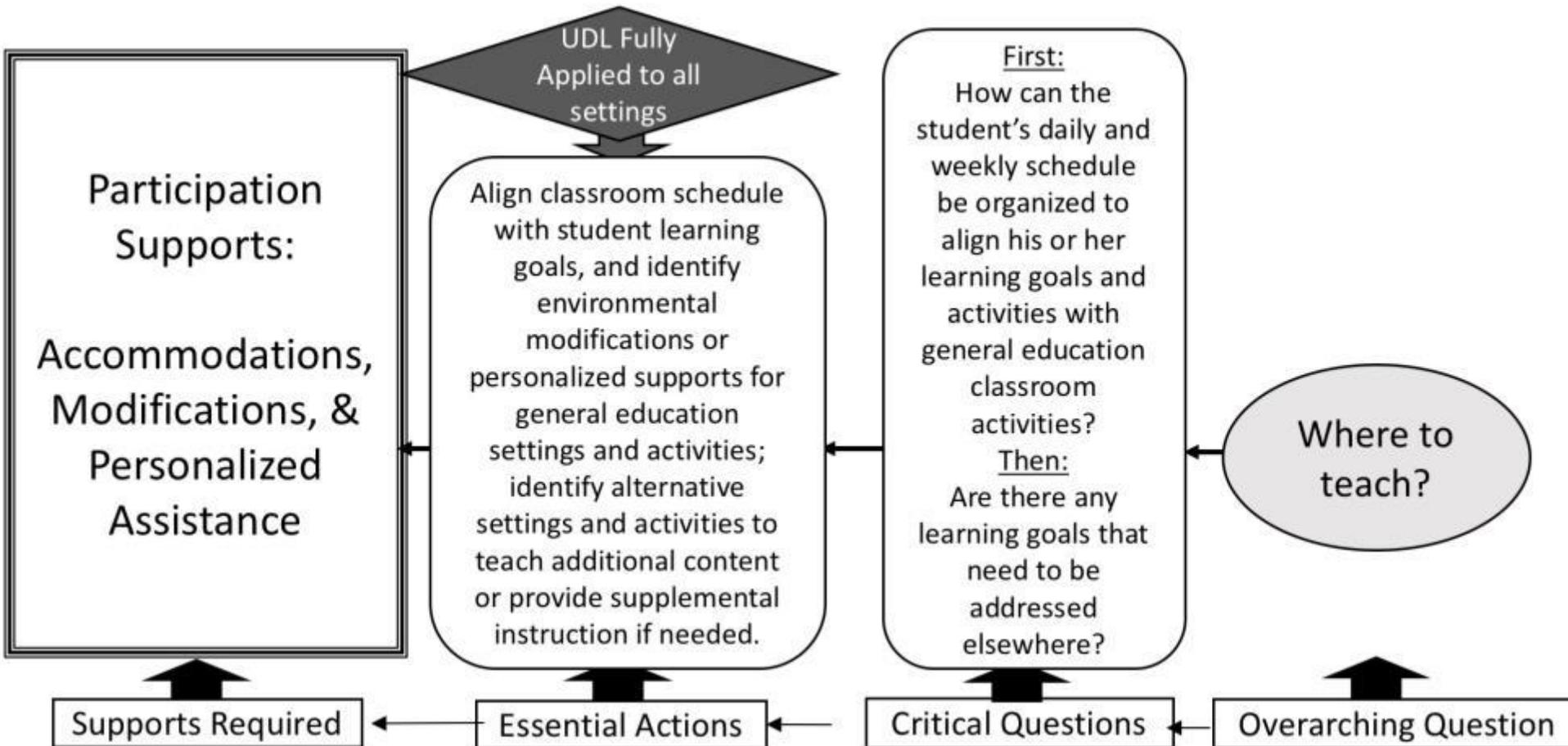
Alternative adaptations – you can putt the golf ball while sitting down



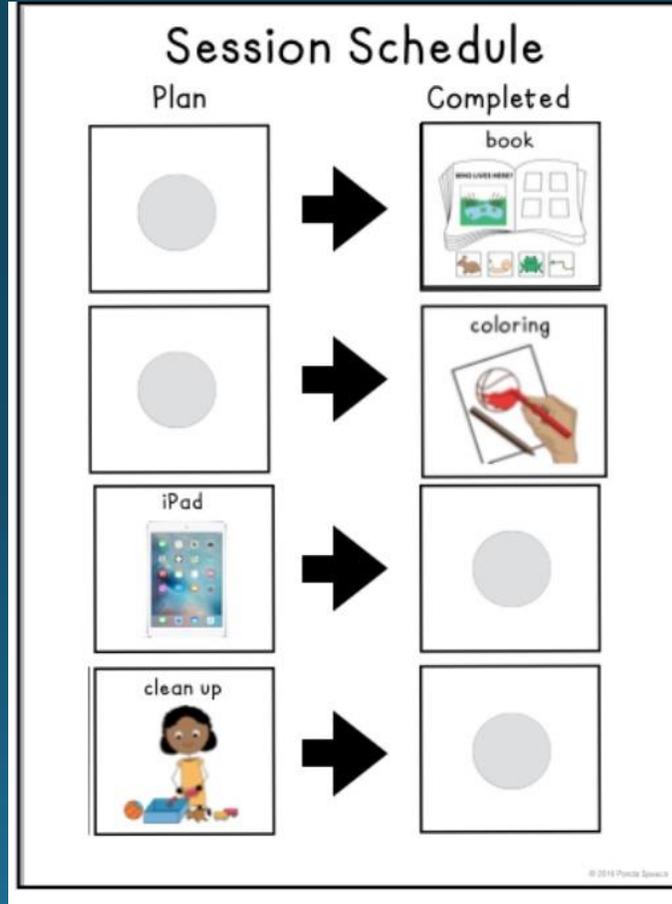
Where to teach? Problem solving to maximize participation



Participation Supports include: **Accommodations** refer to supports that provide students with access to content taught in the curriculum, but do not change the difficulty level or the performance expectations. **Modifications** involve changing what is being expected of a student during or following a classroom activity or lesson. **Personalized assistance** promotes student engagement and participation to benefit from instruction.



Accommodations (life hacks)



Modifications (adapting expectations)



Partial
Participation
in Art
Activity

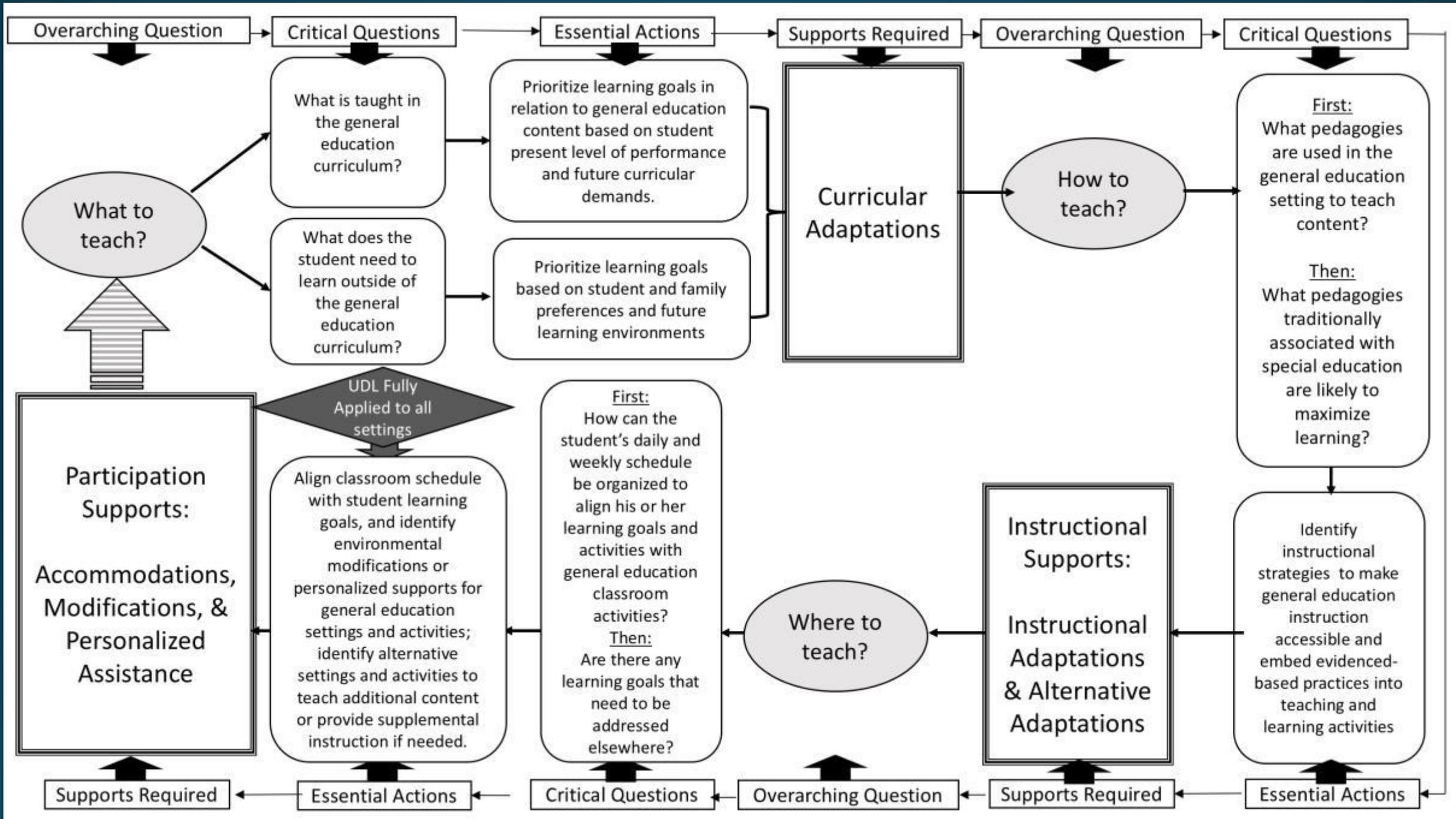
Personal Assistance (extra help)



Adult

Peer





Types and Functions of Support and Their Relationship to Supplementary Aids and Services. (Thompson, 2018)

Categories of Support	Subcategories of Support	Forms of Supplementary Aids and Services
<p>Curricular Adaptations function to change the gen ed. curriculum so that it is relevant to the student's learning goals</p>	<p>Supplementary goal adaptations function to provide additional content that is related to and complements the gen ed. curriculum</p>	<p>Educators (i.e., general and special education teachers, related service professional) plan changes in the way curriculum is presented, as well as to the ways in which students respond to the curriculum.</p>
	<p>Modified goal adaptations function to change gen ed. curricular content so that the difficulty level is aligned with a student's present level of achievement</p>	
	<p>Alternative goal adaptations function to provide additional content that is unrelated to what is taught in the gen ed. curriculum, but can be taught alongside gen ed. curricular content</p>	
<p>Instructional Supports function to align gen ed. teaching and learning activities with the student's learning needs</p>	<p>Instructional adaptations function to individualize how the teacher teaches and/or how the student demonstrates learning</p>	<p>Educators (i.e., general and special education teachers, related service professional) plan for how instruction will be delivered as well as to the how student learning will be assessed and monitored.</p>
	<p>Alternative adaptations function to coordinate classroom teaching and learning activities with individualized teaching and learning activities related to individualized learning outcomes</p>	
<p>Participation Supports function to provides access to personalized supports to assure full participation in educational settings and activities</p>	<p>Accommodations function to provide alternative ways to access gen ed. instruction but do not change the difficulty level</p>	<p>Changes are made in terms of time or task requirements during learning activities, but not to performance criteria (e.g., extended time, scribe, note taker)</p>
	<p>Modifications function to provide alternative ways to access gen ed. instruction but change the difficulty level</p>	<p>Changes are made in terms of time or task requirements during learning activities and include different performance criteria (e.g., requiring an oral presentation versus a written paper)</p>
	<p>Personalized supports function to enable a student to more fully participate in learning activities by providing support from another person or through use of technologies</p>	<p>Introduction of supports that provide assistance for engagement in learning activities (e.g., peer buddy, paraprofessional, communication device)</p>

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