

Individualized Supports Planning in Special Education: Applications to Students with Intellectual Disability

A webinar



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Agenda

- Welcome
- Introduction to support needs
 - Cases: Dave and Carla
 - Social thinking and interactions: Potential strengths and challenges
- Process for assessing, planning, & monitoring supports
- Application of process to case individuals
- Questions and answers

Dave



Dave, Age 20

- Dave is a physically strong and outgoing young man. A good job as a grocery bagger near his home came available and he agreed to try it.
- Dave was hired at Whole Foods, a store that emphasizes friendly personal service.
- Dave is a very friendly man and sometimes found it difficult to recognize the rules for being friendly in different settings.
 - For instance, he loved to play with young cousins and rough-house and pick them up. Several times he was too playful with the children of customers. This led to concerns about his ability to remain employed in that setting.

Carla, Age 16



Carla, Age 16

- Carla loves high school. She walks through the halls high-fiving everyone she passes and calling them by name. Everybody knows Carla.
- Beyond greeting, her interactions are immature and repetitive. Typical peers tend to find her annoying and make an effort to distance themselves during social gatherings such as lunch or pep rallies.

Characteristics that May be Potential Strengths in Social Interactions

- Honest
- Forthright
- Responsible
- Friendly
- Caring



Characteristics that may Contribute to Challenges in Social Judgment & Interactions

- Denial of disability or a necessity for “passing”
- Desire to please others
- Gullibility
- Naïveté or suggestibility

Linked to underlying cognitive challenges of having limited intelligence





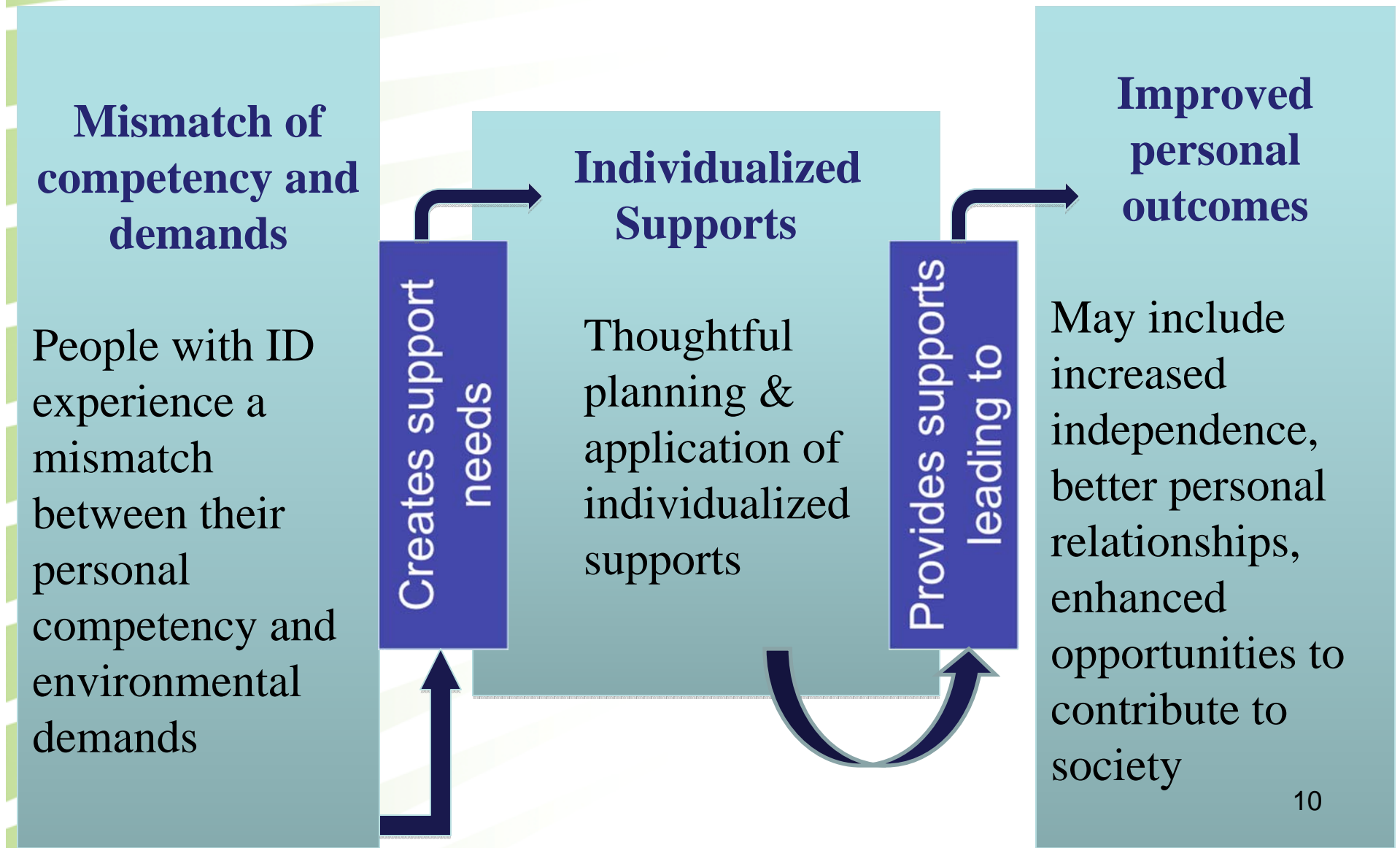
Intellectual Disability: Definition, Classification, and Systems of Supports

11th Edition

Schalock et al. (2010)

www.aaid.org/intellectualdisabilitybook

Supports Model



Component 1:
Identify desired life
experiences & goals

Component 2:
Determine
the Intensity of
Support Needs

Component 3: Develop the
Individualized Support Plan

Component 4: Monitor Progress

Component 5: Evaluation

The Support Needs Profile



Supports Intensity Scale
(Thompson et al., 2004)

www.aaid.org
www.siswebsite.org

Student Involvement in Planning



PETER PONDERES OVER APPAREL TO WEAR TO HIS NEXT IEP MEETING.

Component 3: Developing the Individualized Support Plan for Dave

Support need	Support type	Specific support
Awareness of social boundaries on the job	Instructional/ review	Using the Red-Yellow-Green scale
	Student-directed materials	Self monitoring using color reminder cards
	Peers & environment	Video modeling by exemplary peers

Check in	What are you doing?	How do the people around you feel or act?	What might happen?
3	-Picking up or hugging customer's kid.	-Upset -Call my boss -Frightened -Use angry voice	-Suspended or fired -Clock out and go home
2	Talking about personal things like phone #, girlfriends	Uncomfortable Walk away Frown Look down	Boss gets upset Talk in office Requests new bagger Bad evaluation
1	-Bagging -Smile at customers -Bagging talk	-Comfortable -Happy with my good service -Smile	-Boss will notice my good work -More hours -I feel good

Bagging Talk

Note: Use for pre-work review or as a guide for role play at school

Things to Say:

- “Good Morning” “Hi”
- “Paper or plastic?”
- “Do you want your potatoes/milk/_____ in a bag?”
- “Have a great day” “Bye now” “Stay dry”
- “Do you want help taking this to your car?”

Answering Questions:

- **Use a few friendly words...**
 - If the customer says “Are you ready for Christmas/Easter/Summer?”
 - You can say “ I sure am” or “Yes ma’m, are you?”

Things that are too personal to talk about with customers*

- Are you married?
- Do you have a boyfriend?
- I work again on Thursday, will you come back and see me?
- What is that medicine for?
- I love babies, can I hold yours?
- I am tired.
- I am sick.
- I need to use the bathroom
- I love kids but I am not supposed to hug them/pick them up here at work.
- I think your little girl is crying because she wants a candy bar.

* Write the list to fit the environmental demands and the individual's personal competency

Resources

The Incredible 5-Point Scale – Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses
(Kari Dunn Buron & Mitzi Curtis)

Preparing for Life - The Complete Guide for Transitioning to Adulthood for those with Autism/Asperger's Syndrome (Jed Baker)

Social Skills Picture Book for High School and Beyond (Jed Baker)

Social Story/ Social Narrative:

Working at Whole Foods

- I am a grocery bagger at Whole Foods. They hired me because I am very good at bagging. I ask “Paper or plastic?” if the customer did not bring their own bags. I bag carefully so that the food is crushed and the bags are not too heavy.
- Whole Foods is a friendly store with good customer service. They hired me because I am good at bagging and because I am a friendly worker with a good attitude.
- I love meeting new people so bagging is a great job for me! I get to meet new people all the time. I always greet the customer with a smile and make sure that I bag their groceries the way they want. That is good customer service.

- Sometimes when people are checking out at the grocery store, they might be tired or in a hurry. I can be helpful and get their groceries bagged quickly. I don't need to ask the customers questions or tell them about myself to be friendly. I can smile and do my job quickly and well. I can make their day a little better just by giving good customer service.
- Lots of moms and dads come in with their kids. I love babies and little kids. I have cousins who are little and I love to play with them and help out. At Whole Foods there are rules about kids. I can be friendly and say "Hi there" or smile but I need to keep working. I am a stranger and it might scare the kids or their parents if I pick them up or hug them. Little kids need to learn about "stranger danger".
- I know my job and I am part of the customer service team at Whole Foods.

Other possible supports... for Dave

- Video modeling by co-worker...could do a supported review with red/yellow/green scale
- Supported review of red/yellow/green scale with job coach acting as the bagger in a role play (this can a fun activity and can be structured for small group instruction)
- Self-monitoring with periodic reliability “data” provided by cashier/supervisor or job coach check-in visit
- Discreetly placed reminder card...co-worker could quietly point to card if Dave began to engage in “yellow” behaviors

Component 3: Developing the Individualized Support Plan for Carla

Support need	Support type	Specific support
Social interactions in high school setting	Instructional/ review	Teaching awareness of types of friendship. Social stories and scripts. Telephone skills. Increase vocabulary related to sports assistant role.
	Student-directed materials	Review social story Use friend definition cards to plan social activities
	Peers & environment	Sibs, family friends, trained peers

Different Kinds of Friends

People I see once In a while

- The soda delivery man
- The receptionist at my dentists office
- Visitors at my school

- Smile
- Say “Hi”
- Wave
- Answer questions with a few words
- Keep walking

School Friends

- People I know by name
- People I usually see every day
- People who know my name

- Say “Hi _____”
- Give them a gentle five or first bump
- Make a comment or a joke... not the same thing everyday.
- Keep walking unless someone calls me over.
- Stay a few minutes and listen. Answer questions in a few words.
- Make one or two comments on what is happening and then keep going.

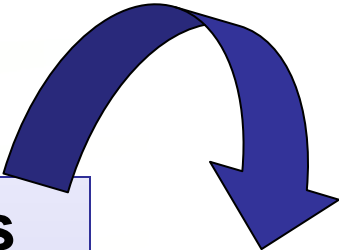
Really Close Friends

- People who play on my team
- People who call me on the phone
- People I get together with on the weekend or after school

- Ask about the things you usually talk about tv shows, movies, music, boyfriend /girlfriends, sports etc.
- Tell your news
- Talk about plans...at school, at home or on the weekend
- Walk together to lunch, the break area etc. You can wait if they have to stop.
- Sit together at lunch, pep rallies, or break.

School Friends

- **People I know by name**
- **People I usually see every day**
- **People who know my name**

- 
- Say “Hi _____”
 - Give them a gentle five or first bump
 - Make a comment or a joke... not the same thing everyday.
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Possible Uses for Friend Definition Cards

Note: The cards could be mainly picture symbols and photos if that was a better format for Carla

- Serve as the basis for a photo sort of familiar people
- Serve as the basis for a role playing game during group social skills instruction
- Make and update personalized list for each section
- Modify and laminate for pocket reminders

Take Home Points

- The main purpose of support is to enable the individual *to achieve desired life experiences and goals.*
- Supports need to be individualized throughout the person's life.
 - The need for supports does not disappear, but may vary in intensity over time
 - It is important to re-assess support need over time
- ***Supports are the bridge between what is and what can be.***



Questions and Answers

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Contact information–AAIDD

- Questions you did not get to ask? Send an email to books@aaidd.org.
- To purchase *Intellectual Disability: Definition, Classification, and Systems of Supports*, visit <http://bookstore.aaidd.org>
- To learn about the book, *Intellectual Disability*, visit www.aaidd.org/intellectualdisabilitybook
- Download slides from this webinar at www.aaidd.org/intellectualdisabilitybook. Look under “Resources” tab.