



Las amistades y las redes sociales son importantes para todos los niños. Las relaciones sociales agregan una calidad sustancial a nuestras vidas, sin embargo, las oportunidades sociales de los estudiantes con discapacidades son a menudo más limitadas que las de sus compañeros típicos. Comprender cómo un niño está socialmente conectado y recopilar información sobre los atributos del estudiante en las áreas de interacción social y relaciones y participación puede ayudar al maestro a desarrollar estrategias para aprovechar las fortalezas y abordar las debilidades en esta área. Los beneficios son tremendos. Los déficits en habilidades sociales son altamente predictivos de dificultades en el empleo y la adaptación a la vida en la comunidad (Gaylord-Ross, 1979). Los estudiantes que están socialmente aislados pueden exhibir un comportamiento antisocial o agresivo, intereses inapropiados para la edad, dificultades de aseo personal, dificultades de comunicación, pocas habilidades aprendidas y poca retención y generalización de habilidades.

Creación de una relación social / perfil de red

- Los Padres _____
- Profesional _____
- Otro _____

Nombre del niño / estudiante _____ Fecha _____

PARTE 1: ¿Cómo saber si su hijo / estudiante está socialmente conectado con sus compañeros y su familia?

El niño/estudiante tiene una variedad de amigos.

¿Quiénes son?	¿Qué tipo de experiencias sociales comparten?	¿Con qué frecuencia? ¿Cuánto tiempo?	Identifica a uno mismo como amigo	Niño/estudiante lo identifica como amigo

¿Estos amigos se conocen?

¿Hasta qué punto?

¿Por favor describa?

El niño/estudiante participa en actividades escolares que involucran interacción social con compañeros.

Tipo de actividad	Extensión de la participación	¿Con qué frecuencia? ¿Cuánto tiempo?	Pares con discapacidades	Compañeros sin discapacidad

Análisis de resumen:

El niño/estudiante participa en actividades fuera de la escuela que involucran interacción social con sus compañeros.

Tipo de actividad	Extensión de la participación	¿Con qué frecuencia? ¿Cuánto tiempo?	Pares con discapacidades	Compañeros sin discapacidad

Análisis de resumen:

El niño/estudiante participa en actividades familiares que implican interacción social.

Tipo de actividad	Extensión de la participación	¿Con qué frecuencia? ¿Cuánto tiempo?	¿Con quién?

Análisis de resumen:

PARTE 11: ¿Cuáles son los atributos del niño/estudiantes con respecto a las habilidades de interacción social y relaciones?

El niño/estudiante busca y mantiene la interacción con los demás.

Describir

El niño/estudiante tiene una variedad de intereses, talentos y habilidades para compartir con otros.

Describir

El niño/estudiante es capaz de lograr una línea de respeto con los demás. Una línea de consideración conjunta se define como una capacidad para lograr un intercambio compartido sobre un tema, tema o tema específico. Describir

El niño/estudiante exhibe mejoras sociales y/o Comportamientos. Describir

La interacción social y las relaciones entre el niño y el estudiante están influenciadas por los atributos culturales y la identidad. Describir:

El niño/estudiante' demuestra expresiones apropiadas para su edad de afecto y sexualidad. Describir:

Tipo de soporte/oportunidad (compruebe))	Describir
<p><input type="checkbox"/> Assistive Technology:</p> <p><input type="checkbox"/> Augmentative/Alternative Communication:</p> <p><input type="checkbox"/> Circle of Friends:</p> <p><input type="checkbox"/> Computer (Internet Access):</p> <p><input type="checkbox"/> Inclusion Facilitation:</p> <p><input type="checkbox"/> Medical Intervention (e.g. SRI Medication):</p> <p><input type="checkbox"/> Peer Mentoring/Problem Solving:</p> <p><input type="checkbox"/> Social Stories/Behavior Rehearsal:</p> <p><input type="checkbox"/> Transportation:</p> <p><input type="checkbox"/> Other(s):</p>	



Las transiciones son difíciles para todos nosotros, pero para los estudiantes con discapacidades y sus familias a menudo son más difíciles y más frecuentes que para sus compañeros. Las investigaciones han demostrado que las transiciones para los niños con discapacidades son con frecuencia momentos caóticos y dolorosos en los que los niños y sus familias sufren y luchan y con demasiada frecuencia terminan con resultados que sólo pueden considerarse infructuosos.

En las páginas siguientes se describen cinco declaraciones que ejemplifican las mejores prácticas en los procesos de transición y dieciocho actividades críticas que operacionan cada una de las instrucciones de prácticas recomendadas.

Cuando se implementan, estas prácticas y actividades críticas permiten transiciones fluidas y exitosas, ya sea de preescolar a jardín de infantes, escuela media a escuela secundaria, de una colocación segregada a una colocación incluida o de la escuela al trabajo.

Mejores prácticas y actividades críticas para planificar transiciones

El estudiante y los miembros de su familia deben recibir la información, el apoyo y las oportunidades necesarias para permitirles participar como socios iguales en la planificación de todas las transiciones.

1. Todos los involucrados deben recibir información sobre las políticas y procedimientos de transición de la escuela.
2. Los objetivos de la persona y la familia para la transición, los tipos de información y apoyo necesarios y el nivel deseado de participación deben determinarse como parte del proceso de transición
3. Las familias y las personas deben recibir asistencia para obtener la información, el apoyo y las oportunidades deseadas para participar en la planificación de la transición.
4. El estudiante, su familia y el personal de la escuela deben identificar los métodos que utilizarán para compartir información una vez que se lleve a cabo la transición.

La planificación de todas las transiciones debe realizarse de manera sistemática, individualizada, oportuna y colaborativa.

5. Todo el personal involucrado en la transición debe ser informado con bastante antelación sobre los estudiantes que entrarán en el salón de clases o la colocación.
6. El personal que colaborará con el estudiante y su familia para iniciar y coordinar el proceso de planificación de la transición debe ser identificado al principio del proceso de transición.
7. La colocación potencial del estudiante debe ser identificada al principio del proceso de transición.
8. Se debe establecer un equipo de planificación de transición para cada estudiante.
9. La información sobre el estudiante y los programas educativos importantes para el proceso de transición debe ser identificada e intercambiada entre los miembros del equipo de transición.
10. El plan de transición individual del estudiante debe desarrollarse mucho antes de su transición real.

El programa de educación del estudiante debe proporcionar oportunidades para que el estudiante aprenda habilidades apropiadas para el desarrollo, que promuevan su participación exitosa en el programa al que está siendo en transición.

11. Las habilidades para mejorar la participación exitosa del estudiante en el salón de clases/colocación deben identificarse al principio del proceso de transición.
12. Deberían identificarse las prácticas y rutinas de enseñanza y gestión utilizadas en el aula/colocación que se ingresa..
13. Si es apropiado, se debe proporcionar al estudiante oportunidades para aprender habilidades apropiadas para el desarrollo, y las rutinas y prácticas de enseñanza del programa al que el estudiante pasará deben integrarse en el programa del estudiante.

The receiving classroom/placement should prepare to successfully integrate and educate the student in the new setting.

14. Prior to the student's entry to the new setting, school staff should obtain necessary training and technical assistance.
15. Prior to the transition, the school should obtain necessary resources including personnel, instructional materials and adaptive equipment and should complete building improvements.
16. Prior to the transition, the transition planning team should determine strategies for promoting the student's successful participation in each school activity.

The staff should provide necessary services to promote and support the student's placement, integration, and education in the new placement.

17. Staff should monitor the student's participation in all aspects of the new setting.
18. Staff from the previous placement should provide the student, family and new placement staff with follow-up support.

Adapted from TEEM, A Manual to Support the Transition of Young Children with Special Needs and Their Families from Preschool into Kindergarten and Other Regular Education Environments, Center for Developmental Disabilities, The University of Affiliated Program of Vermont, University of Vermont.



Developed by a parent who has worked tirelessly for the full inclusion of her child with disabilities in the general education setting, this collection of simple, yet effective ideas have proven to be very successful. The collaboration of all involved in the process, including the student, his or her family, the classroom teachers and the other students are key in ensuring the most effective and positive experience.

Tips for General Education Teachers

There are many ways to ease the transition of a student into the classroom that will help everyone be more comfortable based on the special needs of the child. If you will be working with a child with a significant disability, consider the following helpful hints:

1. Visit the child in his/her present placement, if possible. Bring any questions you might have and a notebook to write down your observations and concerns. Schedule time to speak with the teacher afterwards. It can be very helpful to know if there are key words or phrases that catch the child's attention. Also, it's equally important to know if there are any particular words or phrases that can result in an unfavorable response or behavior.

Two examples follow:

a. One student always became agitated when told he had to do a particular task later, especially if it was something that he wasn't too fond of (homework, cleaning up after himself, etc.). Even though he knew the task was inevitable and a part of his daily routine, he almost always became upset if the teacher (or anyone else) wouldn't agree to say he had to do something 'maybe later' instead of just later. Perhaps this was the student's way of asserting himself and having some control over certain situations. The point being that he almost always complied with whatever he needed to do without protest when whoever was in charge (including his parents) agreed to rephrase all requests using maybe later. So simple, yet so effective.

b. Another student disliked reading and always resisted when asked to read a short story aloud. After reading only a few sentences, he refused to continue and just repeatedly said, "no more reading". Eventually, he would begin every reading lesson with the same phrase, even if the lesson didn't include any reading on his part. Obviously, he found reading difficult and was doing his best to communicate this. His speech therapist finally came up with a simple solution that worked beautifully all the time. They took turns reading, so that he read every other sentence. Before long, they were reading two and three short stories together at one sitting and he was able to answer questions about the tales correctly. We passed this information on to all his teachers and it made reading time much less stressful. More importantly, this strategy gave the child a chance to be successful and feel good about reading.

2. Make several home visits. Depending on the child's needs, it can be extremely helpful to spend time with the child in different home settings. Many kids receive services in their home. If possible:

a. Observe a tutoring or speech session. Therapists who have an established relationship with a child can be invaluable resources.

b. Join the child for lunch or snack time. It's important to see the child in a non-stressful, undemanding situation. For many kids, this is a good time.

c. Visit with the parent when the child is not scheduled for a work session. Observing a child during free time can be very informative.

3. Make a small photo album for the child. Have some pictures of yourself taken during the school day. Include a picture of the principal, gym teacher, school nurse, etc. Write the name and job title of everyone at the bottom of each photo. Be sure to take a picture of the school building, cafeteria, gymnasium, main office and the nurse's office. If this can't be done before the new school year begins, have it ready on the first day of school.

4. If you know that you will have a child with special needs in the new school year, request that a meeting be

held at your school **before** the current year is over. Invite several of the child's teachers to meet with you and other staff members. The purpose of this meeting is threefold. First, a knowledgeable person would present an overview of the child's disability and some characteristics that are generally associated with it. Second, the child's teachers would share their own personal insights and experiences, effective teaching methods and the unique characteristics of the **individual** child. Third, all staff would have an opportunity for a question and answer session. Parents should be invited to brainstorm with the teachers. However, it's important to have a forum for all teachers to speak freely. Therefore, some teachers may feel more comfortable if the parents participate in the meeting at a specific time.

5. Arrange for the child to visit the new school while it's in session. If possible, have a friend or sibling accompany the child on a tour of the building.

6. Additional opportunities for the child to visit the new school when it is **not** in session are really important. This is a good way to familiarize the child with the school's layout. Processing information can be very difficult with bells ringing, strange voices speaking over the PA system and hallways full of children changing classes. Meeting informally with the principal a couple of times during the summer can be very helpful. Seeing a familiar face on the first day of school can really help to lessen first day anxieties.

7. Request a list of helpful hints from the child's current teachers that have been used successfully in the classroom. Some hints might be:

- a. The best way to get the child's attention. (a tap on the shoulder, bending down to eye level and speaking, using a key word, etc.)
- b. Motivators that will help the child to focus. If the child loves animals, use animal stickers and other visuals in the classroom that relate to animals and their habitats. Invest in some new books about animals for the classroom. Incorporate animal themes in a lesson whenever possible and have the librarian do a lesson about a category of animals.
- c. Repeat directions and instructions two or three times. This will probably be helpful for the whole class.
- d. Get the child up and moving if sitting for long periods is difficult. Find out what errands or jobs that the child has had success with. Ask former teachers what has worked for them.
- e. Use some materials that are familiar to the child. A notepad that is the same size and color as one previously used could be helpful. Think of using a visual schedule that follows a particular format that the child has used.
- f. What are the child's favorite/least favorite activity or subject? Get ideas from other teachers who have worked with the child. Don't forget to ask for parental input. They are experts, too!
- g. Teach a lesson using a format that a current teacher may be utilizing. Are spelling words spelled aloud on Monday and then copied on paper? Is dictation a weekly activity? Try modifying your teaching style to accommodate the student at least in one subject area.

8. Think of beginning a Lunch Club if the child has difficulty with social skills. The idea for this is to give the child with special needs an opportunity to learn and practice appropriate social skills in a small group setting. This is also beneficial to the other students in the class. They are helping a peer and in turn learning to be more empathetic. Typical kids also learn to be comfortable around kids who have disabilities, thereby enhancing their sensitivity and awareness of diverse populations. There are many variations of the Lunch Club idea. It can be adapted according to the age level of the students. An actual sample letter that was used in one school is included on the next page. A general letter was sent home to all parents asking if they were interested in having

their child participate in the club. It never singled out the child with special needs as the reason for the club. The lunch club met every Wednesday and Friday and was a big hit with everyone. Variations of the lunch club continued throughout this particular student's 4 years in elementary school.

9. A behavioral checklist, if appropriate, can be very helpful. See example.

10. Don't forget Positive Behavior Supports (PBS). There is a wealth of information and resources available about PBS.



Connecticut Farms School Lunch Club - Room 101

We are initiating a lunch club. It will give the students a chance to eat lunch in a small group setting and have a different kind of learning experience. Four children will participate on a rotating basis twice a week. During this time the goal will be to help the children develop positive peer interactions and also to have some time for fun with educational games. Your child may bring his or her own lunch or order from the cafeteria, as usual. Once the club is set up, we will let you know what days your child is participating.

If you are interested in having your child join the Lunch Club, please fill out the bottom part of this form and send it back to Mrs. O' Grady as soon as possible.

Thanks,
Mrs. O' Grady
Mrs. Nemezio
Mrs. Hrevnack
Mr. Lopes

LUNCH CLUB - Please return to Mrs. O'Grady.

_____ I would like my child to participate its the Lunch Club program.

Child's Name: _____

Parent's Signature

Anthony's Behavior List and Helpful Suggestions

1. When Anthony is excited and happy or frustrated, he probably will:
 - a. Jump up and down in place - Tell him to relax, calm down and/or that jumping at this time is not appropriate.
 - b. Press his groin area (he is seeking deep pressure) - Tell him to relax, press down on his thighs instead, or quietly tell him that is inappropriate touching. (you don't want to bring attention to the behavior)*
 - c. Press down and grind his teeth - Remind him to relax, use his words to say what's bothering him, offer him something to bite down on. Anthony has a plastic shoebox of sensory items including gum, red licorice, hard pretzels and rubber tubing very similar to a straw that he can use. He's allowed to chew four pieces of Trident at once to obtain the input he is seeking. It also contains a flexible ball and hand grip for squeezing when necessary. Anthony has learned to ask for these items as needed.
 - d. Bite down on the front of his shirt. - He can use some of the sensory items listed above.
2. When Anthony knows he is wrong or if he is uncooperative, he will repeat "Mom happy" or "Mrs. _____ is happy." He can perseverate (constantly repeat) this. Remind him that repeating is not appropriate, or that you are happy when he listens, cooperates, etc. Sometimes I just say, "no repeating" once or twice and then ignore him if he continues.
3. Inappropriate use of "sorry." He will repeatedly say sorry when he really should be responding with "OK." Remind him of this and he will correct himself:
4. Volume of voice sometimes gets very loud. Model the proper tone of voice for him. Also, just ask him to speak lower.
5. Anthony responds quicker if you say "listen, Anthony" or just "listen" instead of calling him by name. He processes this instantly.
6. Hugs are allowed only at home with family. Hugs are comforting and calming. He has a weighted vest in class that he wears when needed.

It's really important to remember that every behavior is a form of communication, more so for children with limited verbal ability, It's their way of saying that they are frustrated, need some sensory input, excited or stressed out. It's very important to *replace*, not stop, the inappropriate behavior with some activity or means that will result in more appropriate responses.

* Anthony wears spandex bike shorts under his clothes. This has been very successful in providing him with deep pressure and reducing the inappropriate touching by 50%.