Exceptional Student Education

Henry County Schools

PROGRAM GUIDANCE: INTELLECTUAL DISABILITIES

BETTER TOGETHER

Definition and Overview

Overview

Students with intellectual disabilities (ID) are those who have typically been found before the age of 18 to have below-average intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance. When considering students for ID programs, one must first consider intellectual functioning. Below average intellectual functioning is defined as approximately 70 IQ or below, however one must be mindful that children with IQ scores 70 or below may not always need special education services. This is why intellectual functioning should be based on multiples sources of information and shall include more than one formal measure of intelligence administered by a qualified psychological examiner.

The Intellectual Disabilities program includes four areas of eligibility and placement. When discussing eligibility and placement both intellectual functioning and adaptive behavior must be equally considered. In cases where there are discrepancies between test scores results from intellectual functioning, adaptive behavior, and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. Furthermore, the eligibility team must establish any limits in performance are not primarily due to the exclusionary factors.

Eligibility and Placement

Mild intellectual disability (MID)
  - o *Intellectual functioning ranging between the upper limit of approximately 70 to a lower limit of approximately 55*

Moderate intellectual disability (MOID)
  - o *Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of 40*

Severe intellectual disability (SID)
  - o *Intellectual functioning ranging from the upper limit of approximately 40 to a lower limit of approximately 25*

Profound intellectual disability (PID)
  - o *Intellectual functioning below approximately 25*

Note: Each eligibility area must *equally* consider deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence, or social responsibility. The child demonstrates significantly below average behaviors in school, home, and, if appropriate, community environment. The eligibility team must especially consider school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

For a more detailed review of intellectual disabilities, eligibility, and placement please access the information from the Georgia Department of Education, Intellectual Disabilities.

Instructional Expectations

To address the deficits in intellectual functioning and adaptive behavior teachers need to provide direct instruction in several skill areas outside of the curriculum. Oftentimes these skills are more functional, but essential in establishing some sort of independence in the future. Additional skill areas include money concepts, time concepts, independent living skills, self-care and hygiene, community access, leisure activities, and vocational training. Students with disabilities learn these skills in the classroom and in settings in which they will be able to apply these skills with the intent to add additional environments to work toward generalization.

Program Guidance: Intellectual Disabilities

ID Adapted Curriculum

Cognitive Functioning	Students with intellectual disabilities (ID) are those who have typically been found before the age of 18 to have below-average intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance.
Instructional Expectations	• Classroom Schedule Posted • Clear Expectations Posted • Visual Supports for Tasks and Procedures (unpacking, behavior, lunch choice, bathroom steps) • Quiet Space/ Sensory Break • Stations (technology, writing, math, reading, science, social studies, independent learning) • Behavior System (a token economy) • Instruction using one of the standards-based curriculum platforms (Unique Learning, Teachtown, etc.) • Use of individual communications systems • Progress monitoring of IEP goals and behavior goals (BIP)
Instructional Resources	• Unique Learning • Start to Finish (select classrooms) • Failure Free Reading (MID) • Touchmath • First Author (select classrooms) • Boardmaker • HCS HMH common resources • HCS Alternate Learning Extensions and Progressions
Instructional Strategies	• Chaining- a process of Introducing each learning task as a series of short, individual actions in a sequential manner. • Create teaching opportunities that can provide a more kinesthetic approach for students. Physical and interactive activities • Modify teaching approach by adapting abstract skills to concrete observable tasks. • Small group learning to teach skills • Use visual aids, including lists, charts, and images • Provide immediate and consistent feedback and positive reinforcement • Use a chart or feedback book to create a record that allows a student to look back and see their development. • Increase engagement through visual and audio stimulus • Incorporate the use of low tech and high tech assistive technology

Common Accommodations

Presentation	• Listen to text instead of reading text • Work with fewer items per page or line • Hear instructions spoken aloud	• Record the lesson instead of taking notes • Use visual presentation of verbal material, such as word webs
Response	• Give responses in a spoken or written form • Dictate answers with a scribe • Capture responses on an audio recorder	• Use a digital spell-checker • Use a calculator or table of "math facts"
Setting	• Work or take a test in a different setting, such as a quiet room with few distractions • Use special lighting or acoustics • Take a test in a small group setting • Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out	
Timing and Scheduling	• Take more time to complete a project • Take a test in several timed sessions or over several days • Take sections of a test in a different order • Take a test at a specific time of day	
Organization Skills	• Use an alarm to help with time management • Mark texts with a highlighter • Use a planner or organizer to help coordinate assignments • Receive study skills instructions	

Behavioral Supports and Resources

Social, emotional, and behavioral challenges are often characteristics of students with intellectual disabilities. Students often struggle with following rules, lack social skills, and lack tolerance for others. Some students are motivated by attention and rely on negative attention-seeking behaviors to gain the attention of an adult or peer. Behavior management techniques can be used in the home, school, and community settings to support behavioral concerns. Social stories and visuals are also useful to increase the student's understanding of a situation and provide appropriate responses to the situation. For more extreme behaviors, Functional Behavior Assessments/ Behavior Intervention Plans can be created by examining a student's specific problem behavior, identifying the antecedents, understanding consequences that maintain the behavior, and developing strategies to reduce the inappropriate behavior and increase the desired behavior.

Ten Behavior Strategies for Self-Contained Classrooms

1. **Define the Behavior:** What does it look like? (Use Action Verbs)
2. **Determine the Function (antecedent):** Events that happen before the behavior occurs. Determine if the function of the behavior is to gain or avoid something. Customize function-based interventions.
3. **Try a Variety of Interventions:** Token Economy, 3 Step-Prompt, First/Then. If one intervention doesn't work, try something new.
4. **Have a Highly Structured and Consistent Classroom:** Set clear rules and expectations. Use "DO" statements instead of "DON'T" Statements. Provide and follow schedule. Student-centered planning. Remember to limit the downtime.
5. **Reinforce Appropriate Behavior:** Reward good behavior, ignore inappropriate behavior, follow Mindset training, and the student's Behavior Intervention Plan (BIP).
6. **Plan Ahead:** Transitions should be smooth and procedural. Develop and use lesson plans, prepare student for change in routine.
7. **Planned Ignoring:** Ignore behaviors that are motivated by attention. Never ignore dangerous behaviors.
8. **Shared Ownership:** Encourage parent involvement. Identify positive behavior support strategies to use at home.
9. **Academics can Increase Appropriate Behavior:** Plan to have minimal downtime. Provide activities on the student's level. Provide an appropriate level of support. Provide different formats or modalities to provide instruction.
10. **Frequent Progress Monitoring:** Use progress monitoring to guide intervention.

Classroom Procedure Checklist
Make sure you have clear procedure and rules in place for the following:

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Procedures	• Attendance/ Lunch Count/ Morning Routine • Packing up/End of Day Routine • Attention Signals • Transition between activities • Lining up/Walking in Line • Classroom Management/Rewards • Circle/Floor time- seating and behavior • Fire Drill/Lockdown/Tornado • Using the Bathroom during class time • Fast Finishers – What to do when finished early	• Daily Schedule/Class and Individual • Weekly Schedule • Classroom Jobs • Brain Breaks • Lunch Behavior • Health Plans • Asking the teacher question during work times • Noise Levels • Inappropriate behaviors/ individual behavior plans
	Behavior Management Techniques	**Behavior Management Techniques**
Interventions	• Model desired behaviors, and identify what behaviors are expected in the classroom. • Ensure consistency of rules and procedures • Ensure consistency of expectations among staff • Allow students opportunities to move during instruction.	• Create visual pictures • Create a structured environment with predictable routines • Create a calming or sensory area • Explicitly teach and practice coping, calming strategies.

Interventions and Functions of Behavior

	Attention Seeking	**Gain Access to Preferred Activity**
Procedures	• Planned ignoring • Positive reinforcement of other students • Proximity control with limited eye contact • Remain indifferent and emotionless • Positive reinforcement of non-compliant student when they begin to work or be on task • Task list of what needs to be done (given to student). Includes a checklist on desk • Given directions an walk away	• First/Then chart • Token economy • Schedule • Behavior chart • Frequent reinforcement of preferred activity • Remove preferred activity/item/person of vision • Schedule activities during the day • Provide activity right away to decrease desire for activity/person/item (situation)
	Escape	**Sensory Stimulation**
Interventions	• Lesson demand • Break card/scheduled breaks • Timer watch • Positive reinforcement • Do not remove the task • If classroom escape, change set up of room so they are not close to exits.	• Sensory Breaks • Ball Chair • Seat Cushion • Lap pad/weighted vest • Decreased lightning • Background music • Fidget toys • Earphones • Dividers • Quiet area to work

IEP Team Guidance

This information should be used as a guide for team planning. The IEP team makes the final decision regarding placement.

Mild Intellectual Disabilities- Adapted Curriculum

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MID AC

Adapted Curriculum:
Self-contained class model requiring ongoing interventions and supports for the majority of the school day.

Cognitive Functioning	▪ Mild intellectual functioning IQ range between 55 -70 (other factors may be considered)
Academic Performance	▪ HTLS are adapted based on the demonstrated skill level of students (varying abilities, usually 2-4 years behind non-disabled peers). ▪ Basic level skills: students can count and handle money, reading, writing, and math skills at a basic level. Difficulty with working memory tasks (math facts and spelling) ▪ Difficulty using academic strategies (note-taking, memorizing definitions). ▪ Difficulty generalizing of information and material. ▪ Basic understanding of hygiene and personal safety. ▪ May operate concrete rather than an abstract level of thinking. ▪ Completes a known/mastered task independently for 10-15 minutes ▪ Can sit in the whole group for at least 15-20 minutes minimal prompts.
Independence/Adaptive Skills	▪ Requires scaffolded levels of supervision for activities ▪ Completes simple tasks/worksheets with minimal support. ▪ Needs repetition and practice to learn new skills (various formats and materials) ▪ May have a weak vocabulary (knowledge of words) ▪ Minimal redirection and prompting to complete the task and avoid external distractions
Communication	▪ Language may be slow to develop. Speech may be delayed. ▪ Can request wants and needs verbally. ▪ May have challenges when communicating and socializing with adults and peers.
Transitions	▪ Students can independently participate in most activities within the classroom, school, and community. ▪ Close supervision and proximity during transitions throughout the school building. ▪ Students may require minimal prompting to follow a daily schedule or task analysis.
Social Skills	▪ Social skills may be poor (difficulty making and keeping friends). ▪ May display problem behaviors and some immaturity. ▪ Difficulty following rules and routines. ▪ May having trouble linking actions to consequences
Sensory	▪ Students may have sensory needs. (Consult with OT and/or IEP to accommodate each student's unique sensory needs.)
Visuals	Visual supports should be present in ALL classrooms. Visuals should include: ▪ Student Schedules ▪ Classroom Schedule ▪ Classroom Rules ▪ Behavioral Supports ▪ Academic Strategies ▪ Core Vocabulary/ Spelling/Math Facts
Equipment	Assistive Technology devices as needed and appropriate for individuals, which can include: ▪ iPads ▪ Access to technology as appropriate (keyboards, word processors)
Testing	▪ Georgia Inventory of Developing Skills (GKIDS): Kindergarten only ▪ Georgia Alternate Assessment (GAA): Grades 3-5, 6-8, 11

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