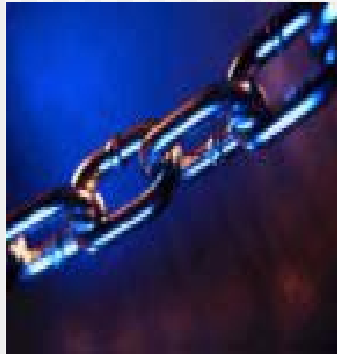


# Inclusion After School and Parents: Teaming for ALL Kids!

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Northern and Southern California  
After School Inclusion Resource  
Coordinators  
866-920-4625  
[www.californiaafterschool.org](http://www.californiaafterschool.org)

# California Department of Education's After School Programs Office

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Funds three programs that provide academic assistance and enrichment programs for at-risk youth before and after the regular school day.

- After School Education and Safety (ASES) Programs that are state funded.
- 21st Century Community Learning Centers (21st CCLC) Programs that are federally funded.
- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Programs that are federally funded.

# The California Department of Education and the After School Programs Office

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- Are committed to the inclusion of students with special needs in the programs it funds.
- and
- Funds the **After School Inclusion Project** to support staff in our programs to acquire the knowledge, skills, abilities, and attitudes to be successful in including students with:
  - Individualized Education Program (IEPs)
  - 504 Plans
  - Students who have needs that do not fit these categories.

# Welcome and Introductions

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- What is the After School Inclusion Project?
- What is one question I want to have answered today?

# This Training Will Address:

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- Students with special needs and/or disabilities in our After School Programs
- Partnering with parents and community agencies for support, information and resources
- Specific strategies to strengthen linkages with parents and community agencies
- Next steps for individual programs

# Students with Special Needs and/or Disabilities

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- Students at-risk for School Failure
- Students with Special Needs and/or Disabilities
- Students who receive Special Education Services



# SUCCESS IS A COLLABORATIVE EFFORT

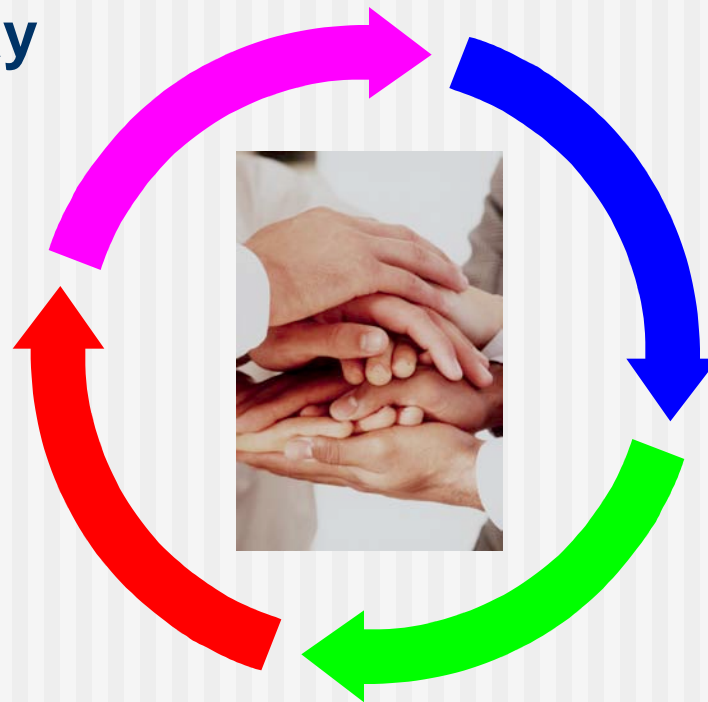
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**Instructional Day Program**

**Student and Family**

**After School Program**

**Community Agencies**



# You Don't Have to Do It Alone

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Work collaboratively with those who know the student: parents, educational community and community organizations

## Basic Strategies

- Collect parent's input during intake.
- Involve parents in your planning, celebrations and as volunteers.
- Communicate regularly on all students' progress.
- Approach community agencies with specific requests.

# What is a family?

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- Families are diverse and may include stepparents, grandparents, aunts, uncles, and cousins.
- For some, the extended family may also comprise neighbors, clergy, or anyone actively involved in the care of the child.

# Additional Challenges

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Families of children with special needs and/or disabilities may face:

- Conflicting emotions at diagnosis
- Greater demands on their time and resources/lack of resources
- Higher levels of poverty
- Higher rates of divorce

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Why might parents not want to share information about their child's disabilities?

# Partnering with Parents

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## Inclusion Bingo

# How to Make Contacts with Parents

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- Update your intake process
  - Forms, interviews, policies, etc.
- Regular reports to parents
  - At pick-up and celebrations
  - In notes and newsletters
- Parent Leadership
  - Planning committees, surveys, volunteering
- Other...

# Let's Review a Case

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1. Read about the student.
2. Determine strengths, interests, information known, challenges, list potential strategies, and plan activity.
3. Who should be at the meeting?
4. Should you have a one-on-one or a team meeting?
5. Let's try a team meeting together.



# Next Steps

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Following this training...

1. What are the next steps I might try at my site to strengthen linkages?
2. Who else might I contact to ensure the student is successful in the after school program?
3. How will I know if I have been successful?



# Welcome

The California After School Resource Center (CASRC, "cas-rac") provides access to a comprehensive set of reviewed materials, resources, tools, and supportive services for after school programs. Browse through the resources and register on-line to borrow materials from the library, with free delivery in California.

CASRC is administered for the [California Department of Education](#).

**REGISTER ONLINE**

To be eligible to borrow after school resources, receive the CASRC print catalog and *In the Loop* newsletter.

**RECEIVE UPDATES**

Select after school topics for which you want to receive E-updates from CASRC.

## What's New

[21st CCLC Readers' Conference](#) March 16–20, 2009  
[Learn More](#) (PDF file) or [Apply](#) (PDF file)

Check out CASRC's Spring 2009 newsletter *In the Loop!* [\(PDF file\)](#)

CDE and After School Network release the [Quality Self-Assessment Tool](#)

[BOOST Conference](#) April 22–25, 2009 in Palm Springs, CA

# Thank You for Participating

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# Inclusion Bingo

The prize is learning more about linking with parents  
and about your friends and colleagues!

Find someone who:

Have a parent complete an intake form for each student in their program.	Has a parent advisory group for their after school program.	Has a “can do” attitude for including students with special needs and/or disabilities in their program.	Asks each parent to list their child’s strengths and interests.
Asks each parent if their child is working with any community agencies that might support the student’s success.	Regularly hosts events where parents and children can play and learn together.	Has a “greeter” at checkout that shares positive information about each child to his or her parent or guardian.	Has a person at each site that can identify which parent goes with which child by sight.
Asks each parent to list their child’s specific needs and needed supports to be successful.	Partners with a community agency that works on special projects or learning experiences.	Sends regular written communication to parents.	Have parents regularly volunteer.
Partners with a community agency that works with children with special needs.	Regularly collects feedback from parents and students about the program – e.g., focus groups, student-led interviews.	Attends meetings where community agencies also attend.	Currently has a child with special needs in their family.

# Student Information and Interests Worksheet – Elementary

**Worksheet Directions:** A supportive staff member or parent explains the purpose of the team meeting and the value of being prepared with good information; then assists the student, as needed, while he or she thinks through his or her responses. For children in K-3 the form can be completed by the parent; for children in fourth grade and up the form may be completed by the student.

## At Home

1. My family (the people who live in my home) are:
2. I get along best with:
3. The person that I like to talk to the most is:
4. The person who helps me learn is:

## At School

1. Activities I really like are:
2. I am really good at:
3. I want to know more about (activities, hobbies):
4. I learn best when:
5. I would like help with:
6. When I do things well, I like to do or get:
7. One of my strengths is:
8. I am worried about:

# Student Information and Interests Worksheet – Secondary

**Worksheet Directions:** A supportive staff member or parent explains the purpose of the team meeting and the value of preparing, then assists the student, as needed, while he or she thinks through his or her responses. The student brings this completed worksheet to the meeting.

## At School

1. I really enjoy:
2. One of my strengths is:
3. I want to know more about (activities, hobbies, jobs):
4. Things I like about school are:
5. My concerns are:
6. Changes I would make at school are:

## Family, Home and Friends

7. The people who live in my home are:
8. Family that do not live in my home, but I feel close to are:
9. I get along best with:
10. The person that I like to talk to the most is:
11. The person who helps me learn is:

## My Goals

12. Two important goals that I have for this year are:

13. To achieve these goals I plan to:

# Parent Sharing Sheet

**Worksheet Directions:** We invite you to complete and bring this form to the After School Team meeting scheduled for \_\_\_\_\_. We look forward to partnering with you and learning more about how to best serve your child, \_\_\_\_\_. If you have any questions before our meeting please call us at \_\_\_\_\_.

1. Strengths my child has – include interests, hobbies, possible career potentials, anything your child does that you appreciate and/or enjoy:
2. Concerns for my child:
  - a. In the instructional day program:
  - b. In the after school program:
  - c. At home:
3. I help my child to be more successful by:
4. Things that motivate my child:
5. Goals or expectations I have for my child:

## Addressing Challenging Behaviors In After School Programs

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The following adaptations are strategies to support positive student behavior and create a learning environment where all students can learn and thrive. The majority of these adaptations are accommodations that do not alter the content of a lesson or activity, but provide the student easier understanding of, or “access” to what they are being asked to do. These adaptations have been grouped in the following categories: environment, materials, lesson adaptations, lesson delivery techniques, classroom systems and reinforcers. However, please note that some strategies fit more than one category.

**Environment:** The following strategies support student learning through the minimization of classroom distractions, and use of aids to support focus on learning tasks. These may be effective with students exhibiting signs of distractibility, noncompliant behavior, visual, auditory or memory challenges.

1. Use room dividers
2. Provide study carrels
3. Provide headsets or earphones to muffle noise
4. Seat student away from doors/windows
5. Seat student near a model (student or teacher)
6. Provide time away area
7. Rearrange student groups (according to instructional needs, role models, etc.)
8. Put student desk close to whiteboard/blackboard
9. Move student away from distracting peers

**Materials:** The following tools support student learning through increased understanding and predictability of the learning task. These may be effective with students exhibiting signs of off-task behavior, lack of attention, difficulty with visual distractions, slow processing of information, or difficulty following directions.

1. Use manipulatives (math counting bears, number lines, Geo board, play money)
2. Vary working surface (floor, vertical surface such as white board or standing work-station)
3. Use picture directions
4. Use timers to show allocated time
5. Provide visual cues (daily agenda, posters, 3-D models)
6. Provide critical vocabulary list for content material
7. Use dotted lines to align math problems
8. Use cardboard, acetate or fingers as markers to keep place while reading
9. Use graph paper for place value or when adding/subtracting two digit numbers
10. Use extra spaces between lines of print
11. Use desk-top or hand-held computer technology, if available, for writing tasks
12. Use raised-line paper
13. Provide calculators
14. Use a large font to create written material
15. Use self-correcting materials

**Lesson Adaptations:** The following strategies support student learning through adaptation of the content and/or visual emphasis. These may be effective with students exhibiting signs of slow processing of information, difficulty understanding written or oral directions, difficulty with memory and sequence or difficulty locating supplies.

1. Simplify or shorten assignments
2. Highlight relevant materials/words/features
3. Enlarge or highlight key words on written directions
4. Provide memory devices such as rhymes and acronyms
5. Block out extraneous stimuli on written material
6. Use graphic organizers (Venn diagrams, story boards, mind maps)
7. Number (order) assignments to be completed
8. Color code materials/directions
9. Circle or highlight the math computation sign
10. Reduce the number of items in a task
11. Do only odd or even numbered items on a task sheet

**Lesson Delivery Techniques:** The following strategies support student learning through adaptations in questioning strategies, lesson pacing, and multi-modal instruction delivery. These may be effective with students exhibiting signs of confusion about assignment, difficulty processing information, difficulty following several step directions, difficulty getting ideas on paper or paying attention.

1. Give both oral and written directions
2. Have student repeat directions and/or lesson objective
3. Ask frequent questions
4. Change response format (from verbal to physical, from saying to pointing)
5. Provide written and verbal sequential directions (label steps as first, second, etc.)
6. Increase allocated time
7. Increase the wait time before requiring answers
8. Provide frequent feedback and review
9. Have student summarize at end of lesson
10. Tape record directions
11. Tape record student responses
12. Provide clear transition directions.
13. Have students repeat multi-step directions orally
14. Segment directions into small parts
15. Repeat directions
16. Use physical cues while speaking (i.e., stand near student, point to instructions)
17. Use verbal cues ("This is important." or "Write this down.")
18. Call the student's name before asking a question
19. Use peer partners to review completed work

**Classroom Systems:** The following strategies support student learning through establishment of clear expectations, systems, and schedules. These may be effective with students exhibiting signs of acting out or noncompliant behavior, as well as difficulty understanding what is expected.

1. Establish predictable routines for daily or weekly activities such as homework, recess, literacy, or clubs
2. Establish rules and review frequently
3. Use contracts designating specific behavior desired/required
4. Develop a peer-tutoring program
5. Use a timer to warn students of changing of activity

**Reinforcers:** Incentives or rewards can be effective in reinforcing positive student behavior. General guidelines for using reinforcers are:

1. Provide both verbal (“good job with your\_\_\_\_\_”) and tangible reinforcers (tickets, marbles, stickers, prizes, activities)
2. Provide specific, rather than general, praise for behavior by identifying what the child actually did (“You listened to all of the directions before starting.” Rather than, “Good job.”)
3. Use individual or whole group point system to reward good behavior
4. Be consistent in implementing your system
5. Change token or activity reinforcers depending on a student’s interests
6. Solicit student input on what type of incentive would help him/her to achieve their behavior goals and help keep them on track
7. Increase reinforcement frequency when working on a new behavior and delay or reduce frequency when the new behavior becomes established