ABSTRACT

The third of six volumes in the series on the Making Special Friends Project (designed to increase interactions between handicapped students and their peers), describes an inservice training program to help implement the model. Suggested steps in organizing and preparing to implement the model are outlined, and a plan for inservice training is presented. An 11-module system covers such topics as ecological analysis, community resource and accessibility guides, transition plans, and facilitating social interaction skills. Each of the modules is outlined in terms of goals, activities, assignments, and required readings. (CL)
1.0 PURPOSE OF THE MANUAL

is the third in a series of manuals produced by \textit{\textsuperscript{1}} Burlington’s Making Special Friends Project. The initial volume series, \textit{Burlington’s Making Special Friends Project: A review of the Literature}, overviews current literature regarding interactions between severely handicapped and sped persons. Volume II, \textit{Burlington’s Making Special Friends Project: Model Overview}, describes the components of a delivery model for increasing and maintaining social interactions between severely handicapped learners and sped persons in school and community settings. The manual is designed to be a companion to Volume II. The reader is recommended that Volume II be read prior to this manual to ensure comprehension of the procedures described herein.

The purpose of this Volume is to describe an inservice program which can be employed to facilitate implementation of Burlington’s Making Special Friends Model. Guidelines for implementing the model and materials to be used in inservice training are provided. These and materials are not intended to be used as a curriculum. It is expected that they will be modified and adapted to meet the specific needs of local communities. Volumes IV and V in this monograph series are intended for use in inservice training. Volume IV, \textit{Strategies for Implementing Model}, describes procedures and forms for implementing each component of the model: Community Integration, In-School Socialization, and Parent Involvement.

Developing Community Resource and Accessibility Guides: Volume V provides instructions for developing community resource and accessibility guides, and \textit{Sample Forms: Volume VI} contains blank copies of the forms referred to throughout all of the manuals.

1.1 Appropriate Service Delivery System

In order to implement Burlington’s Making Special Friends Model, severely handicapped learners must already be physically integrated into chronologically age-appropriate public school placements. Another prerequisite of the model requires that a district’s special education teachers be skilled in behavior analysis procedures and proficient in developing, implementing, and evaluating instructional programs for learners with severe handicaps.

1.2 Basic Assumptions of the Model

The eight basic assumptions of Burlington’s Making Special Friends Model are listed below: Volume II of this monograph series presents a rationale for these assumptions and discusses each in greater length.

1. Severely Handicapped Learners Should Attend Integrated Public Schools. Social interactions between severely handicapped and nonhandicapped learners are enhanced in settings which provide ongoing opportunities for social interactions. Integrated public school settings increase opportunities for longitudinal social interactions between severely handicapped and nonhandicapped learners.

2. Severely Handicapped Learners Should Attend Chronologically Age-Appropriate Public Schools. To facilitate the development of chronological
Before teachers are required to complete such a general schedule for model implementation and training has been established, a decision regarding how to systematically phase components into the classrooms must be made. Once the need for several severely handicapped students is established, it is better to systematically phase the entire model instead of expecting a teacher to implement the entire model for a short period of time. For example, in Burlington, one severely handicapped learner was selected to pilot implementation of the model. Inservice technical assistance was provided to these teachers and resources were sought to implement components of the model phase by phase with each student. After implementing the model with one student and making modifications to fit the characteristics of the delivery system, each teacher formulated a plan for remaining students into the model over a six-month period. A more definitive agenda for implementing the model over the course of a semester.

2.2 Assign Staff Responsibility for the Project

An important consideration in implementing Burlington's Making Special Friends Model is assigning someone primary responsibility for the project. The staff member given the responsibility should be someone who has authority to make changes. Depending on the available resources and the administrative structure of the district, this person could be the director of special education, an assistant director of special education, a head teacher, or support staff member. In Burlington, the Director and the Assistant Director of Special Education assumed this responsibility.

2.3 Develop a Task Force System

The development and implementation of strategies to improve social interactions between severely handicapped students and other persons is a complex, multifaceted process. The ultimate success of specific strategies rests with a broad base of support. A task force system can be an effective method for securing support for the project and for receiving input into the development, implementation, and evaluation of model components. The most effective task force would be composed of individuals with varying interests relating to the project, such as administrators, parents, regular educators, teachers of severely handicapped students, support service providers, and interested community members.
There are at least three ways in which the task force system can be utilized. First, a single task force can be convened to address the entire model. A second method is to form separate task forces, each addressing one of the components: 1) Community Integration; 2) In-School Social; and 3) Parent Involvement. A third option is to convene the entire model while a second task force, composed primarily of parents, specifically focusing on parental concerns and support base for the project.

First task force meeting should be conducted prior to the start of the project in order to review goals and to invite model development. This meeting is extremely important in the task force with the task of responsibility and of the model. Additionally, the authors recommend that meetings always have an agenda reflecting specific accomplishments. Following initial task force meetings focused on the development of specific strategies, task forces may reconvene periodically to review the implementation model. Care should be taken to only convene a task force when there is work to be performed. Overscheduling tasks is a sure way to cause lack of interest and low attendance.

2.4 Determine Which Components of the Model are in Place

An initial step in the implementation of Burlington's Making Special Friends Model is to determine which model components are already in place in the school district's existing service delivery system. The basic components of the model are illustrated in a checklist format in Table 1. Implementation of the model consists of refining the existing components and adding the components which are not already in place. A component is considered to be fully in place until it is an institutionalized part of the service delivery system and is applied to every severely handicapped learner in the school district. Only then are the components, institutionalized will they endure through changes in personnel.

<table>
<thead>
<tr>
<th>TABLE 1 Model Component Checklist</th>
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<tbody>
<tr>
<td><strong>SCHOOL SOCIAL INTERACTION</strong></td>
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<tr>
<td>- IEP objectives which address social interactions for all learners</td>
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<tr>
<td>- Regularly scheduled times and activities for social interactions</td>
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<tr>
<td>- System for identifying high priority learners and regular teachers in the school to provide input and feedback on social integration activities</td>
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<td>- System for training non-handicapped learners to interact with handicapped learners</td>
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<td>- System for training non-handicapped learners to interact with handicapped learners</td>
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<tr>
<td>- System for training non-handicapped learners to socially interact with handicapped learners</td>
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<tr>
<td>- System for facilitating transition from classroom to classroom and from school to post-school services</td>
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<tr>
<td><strong>COMMUNITY-BASED TRAINING</strong></td>
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<tr>
<td>- Community-refereed and community-based training objectives in IEP's of all learners</td>
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<tr>
<td>- System for identifying high priority community-based training needs</td>
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<tr>
<td>- Procedures for facilitating transition from classroom to classroom</td>
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<tr>
<td>- System for coordinating teacher and support staff roles in community-refereed and community-based training</td>
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<tr>
<td>- System for parent involvement in identifying high priority community-based training needs</td>
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<tr>
<td>- System for parent involvement in facilitating community-based training</td>
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<tr>
<td><strong>PARENT SERVICES</strong></td>
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<tr>
<td>- System for identifying and addressing parents' needs and priorities</td>
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<tr>
<td>- System for assessing parents' priorities and expectations for their children</td>
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<tr>
<td>- System for regular ongoing contacts between parents and educators</td>
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<td>- System for home/school visits</td>
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<td>- System for coordinating school and home activities</td>
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<td>- System for coordinating school and home activities</td>
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<td>- System for coordinating school and home activities</td>
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<td>- Administrative policies or guidelines which facilitate community-based training</td>
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2.5 Plan for Inservice Training

Training should be offered to teachers of severely limited learners to provide them with the following information and skills:

- The rationale, goals, objectives and assumptions of Burlington's Making Special Friends Model;
- How to conduct parent interviews and develop parent involvement strategies;
- How to conduct ecological analyses and discrepancy assessments;
- How to develop and implement transition plans; and
- How to translate information gained during the above activities into functional community-referenced and community-based IEPs.

In addition, teachers may need information and training on how to conduct parent interviews and develop parent involvement strategies. The amount and type of training the teachers will need to successfully implement the model depends upon their current knowledge and last section of this manual contains modules, information materials that can be used as guidelines for planning training. Possible methods for providing this training include the provision of special education courses by a local university, inservice workshops designed specifically for the school district and offered by a local university or special education faculty, and/or training sessions by the public school special education staff.

The amount of time allocated to inservice training and scheduled for delivering the training are important considerations. Training can be provided over several full-day sessions or divided into weekly two-hour sessions. Our experience has shown that weekly two-hour sessions over the course of a semester provides an excellent format as it allows for constant follow-up and feedback. Using this format, teachers can be given assignments such as completing a Parent Inventory, and can receive weekly technical assistance on the completion of these assignments from the workshop instructor. A sample syllabus for a semester-long inservice training course is outlined in Table 2.

### Table 2

**Inservice Training Syllabus for a Semester Workshop**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Module 1</td>
<td>Select pilot learner(s)</td>
<td>Class 3</td>
</tr>
<tr>
<td>3</td>
<td>Module 2</td>
<td>Complete Parent Inventory</td>
<td>Class 4</td>
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<tr>
<td>4</td>
<td>Module 3</td>
<td>Form and maintain Social Integration Student File</td>
<td>Class 5</td>
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<tr>
<td>5</td>
<td>Module 4</td>
<td>Complete Ecological Analysis</td>
<td>Class 6</td>
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<tr>
<td>6</td>
<td>Module 5</td>
<td>Complete Transition Plan</td>
<td>Class 7</td>
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<tr>
<td>7</td>
<td>Module 6</td>
<td>Complete Parent Services Plan</td>
<td>Class 8</td>
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<tr>
<td>8</td>
<td>Module 7</td>
<td>Complete Social Integration Plan</td>
<td>Class 9</td>
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<tr>
<td>9</td>
<td>Module 8</td>
<td>Complete Social Interaction Skills</td>
<td>Class 10</td>
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<tr>
<td>10</td>
<td>Module 9</td>
<td>Complete Community-Referenced Training</td>
<td>Class 11</td>
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<tr>
<td>11</td>
<td>Module 10</td>
<td>Complete Community-Based Training</td>
<td>Class 12</td>
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<tr>
<td>12</td>
<td>Module 11</td>
<td>Complete Model Implementation</td>
<td>Class 13</td>
</tr>
<tr>
<td>13</td>
<td>Follow-up as needed</td>
<td>Full model implementation</td>
<td>Class 14</td>
</tr>
</tbody>
</table>
between school and home/neighborhood environments. Various strategies for maintaining ongoing, systematic communication are described in Volume IV, along with other strategies for promoting involvement in the education program.

**Transition Plans**

Individualized transition plans should be developed for all students entering an educational program in order to best maintain ongoing, systematic communication for the student for movement to the next environment. For transitions from one classroom to another (subsequent transitions), the learner's current teacher, parents, and future teacher should work together to develop strategies for managing the move. The process for developing a subsequent transition plan should include the following activities: the new classroom by the current teacher, the parents, and the learner; visits to the current placement by the future teacher to observe the learner; delineation of skills which will be important to success in the new placement; inclusion of relevant objectives in the learner's IEP; and identification of who will ensure continuity of the learner's educational options. Transition plans for learners who will be moving from public school to adult services are referred to as post-school transition plans. These plans should include identification of school options; identification of personnel who should be involved in the transition; visits to the placement by the learner, the parents, and the learner; inclusion of related objectives in the learner's IEP; and the development of a method to ensure continuity of the learner's program. Volume IV contains detailed procedures and sample forms for developing subsequent classroom and post-school transition plans.

3.3.3 In-School Social Integration Plans.

An in-school social integration plan should delineate the members of the task force involved in developing and implementing the plan, articulate environments in which social interaction activities presently occur or are expected to occur, provide a general description of the non-handicapped learners who will participate in the activities (e.g., 1st graders, 7th grade boys, etc.), and describe the nature of the social interaction activities. Strategies selected for facilitating social integration should be briefly described (see Volume IV).

3.3.4 IEP Revision.

Based upon the parent inventory, the ecological analyses and the transition plan, the learner's IEP should be revised to include community-referenced and community-based training objectives which emphasize social interactions. Whenever appropriate, conditions and criteria of IEP objectives should be written to indicate the community environments in which skill performance will be assessed and evaluated. The assessment portion of the IEP should indicate that parent inventories and ecological analyses were used to select IEP goals and objectives.
Overview of Burlington's Making Special Friends Model

1. Participants will obtain knowledge of course objectives, outputs and timelines.

2. Participants will obtain knowledge of the rationale and basic assumptions of the Burlington model.

Activities

3. Discuss the three components of the Burlington model: 1) Community Integration, 2) In-School Social Integration, and 3) Parent Involvement.

4. Review course requirements and outputs including Parent Involvement Strategies, In-School Social Integration plans, and Transition Plans.

5. Discuss rationale for the social integration model:
   - need for longitudinal social integration and interactions between severely handicapped and nonhandicapped learners throughout their school years
   - need to train nonhandicapped peers to socially interact with severely handicapped learners
   - need to teach severely handicapped learners to socially interact with nonhandicapped peers

6. Discuss factors which inhibit or limit social interaction training:
   - segregated schools
   - segregation or isolation within an integrated setting
   - minimizing or isolation in public schools of special interaction opportunities for nonhandicapped learners
   - limiting social interaction training to recreation/leisure activities
   - expecting social interactions to conversation
   - expecting social interaction training to language training
   - provision of social interaction training to handicapped learners without reciprocal emphasis on teaching nonhandicapped peers how to interact with severely handicapped learners

7. Discuss why social interaction training should be an integral component of instruction on tasks of daily life and why it should not be a separate curriculum domain.

8. Discuss how social interaction skills (including the ability to initiate, receive, sustain and terminate social interactions) can be incorporated into recreation/leisure activities and activities of daily living.

9. Discuss the need to generalize social interaction skills to activities of daily living which occur in home and other community environments.

10. Discuss various means by which low functioning, nonverbal students can use to initiate, receive, sustain, and terminate social interactions.

11. Discuss the need to generalize social interactions skills to activities of daily living which occur in home and other community environments.

Assignment:

1. Select learner(s) with whom to implement the model.

Required Readings


Module 2
Overview of the Parent Involvement Component

Participants will obtain knowledge of the goals and objectives of the Parent Involvement Component.

Participants will obtain knowledge of strategies to increase, enhance and maintain social interactions in home and community settings through development of close working relationships with parents.

Participants will obtain knowledge of how to conduct parent inventories, determine parent information and support needs, and develop parent/teacher communication systems.

Issues
Discuss the goals of the Parent Involvement Component.
Discuss how a parent task force can be convened to provide input into the project and what the role of the task force should be.
Review the procedures and forms for conducting a parent interview and developing a parent/teacher communication system.
Discuss how teachers could use a Community Resource Guide in directing parents to agencies and services that meet their informational and support needs.
Discuss strategies for maintaining/institutionalizing the Parent Involvement Component.

Readings


MODULE 3

Overview of the In-School Social Integration Component

Participants will obtain knowledge of the goals and objectives of the In-School Social Integration Component.

Participants will obtain knowledge of strategies to increase, enhance and maintain social integration and interactions in the school setting.

Participants will obtain knowledge of how to develop and implement an in-school social integration plan.

Activities

Discuss the goals of the In-school Social Integration Component.

Review the procedures and forms for convening a social integration task force and developing and implementing a social integration plan.

Review strategies to increase social interaction opportunities in schools.

Identify support for social interaction opportunities.

Recruit nonhandicapped peers.

Discuss how the strategies can be adapted to meet individual needs of teachers and schools.

View and discuss strategies to enhance social interactions:

- Provision of social interaction training to nonhandicapped peers.

- Provision of social interaction training to regular classroom teachers and interested others.

- Arrange environments to facilitate social interactions.

View and discuss strategies to maintain/institutionalize social interaction opportunities in schools.

Outputs

1. Inclusion of objectives which reflect social interactions in learners' IEP's.

2. Regularly scheduled in-school social interaction activities.

3. Development and implementation of an in-school social integration plan.

Required Readings


Overview of the Community Integration Component

Participants will obtain knowledge of the goals and objectives of the Community Integration Component.

Participants will obtain knowledge of the relationship between community-referenced and community-based training.

Participants will obtain knowledge of strategies for increasing, enhancing, and maintaining community-referenced and community-based training.

Participants will discuss the goals of the Community Integration Component.

Participants will discuss how community-referenced and community-based training can be employed as vehicles for generalizing social interaction skills to nonschool environments.

Participants will discuss how the emphasis of community-referenced and community-based training can differ for younger and older severely handicapped learners.

Participants will review and discuss strategies for increasing integration and interaction opportunities in the community through community-based training:

- Ecological analysis
- Parent inventories - working closely with parents
- Developing a working relationship with the community
- Reallocation of resources within the school district
- Discuss strategies for enhancing social interactions in the community
- Provision of training in the community
- Trainer advocacy
- Discuss strategies for maintaining community integration and interaction opportunities
- Development of community-based training guidelines

Outputs

1. Inclusion of community-referenced and community-based training objectives in learners' IEPs.

2. Classroom instructional schedules which reflect regularly scheduled community-based training.

Required Readings


NODULE'S Ecological Analysis

Participants will obtain the knowledge and skills to complete an ecological analysis.

Activities

1. Review and discuss the procedures and format for conducting an ecological analysis.
2. Conduct ecological analyses of priority environments identified by the parent inventories and Social Integration Task Force.

Required Readings

MODULE 7
Transition Plans

Participants will obtain the knowledge and skills to develop a subsequent classroom transition plan.
Participants will obtain the knowledge and skills to develop a post-school transition plan.

Activities
1. Review and discuss procedures and formats for developing subsequent classroom transition plan.
2. Review and develop procedures and formats for developing post-school transition plan.
3. Develop transition plans for targeted learners.
4. Include objectives which will facilitate transitions in learner's IEP's.

Required Readings
Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 15-19; Appendix B.

MODULE 8
Working With Parents

Goals
1. Participants will obtain knowledge of strategies for involving parents in educational planning, enhancing social interactions at home and in the community, assisting parents in meeting their information and support needs, and developing on-going communication with parents.

Activities
1. Review and discuss with parents procedures and forms for developing and utilizing parent inventories, surveys of parent information and support needs and parent-teacher communication systems.
2. Discuss with the parents what types of social interactions may promote social interactions in home and community settings.
3. Discuss with the parents strategies which could promote the parent/teacher partnership.

Outputs
1. Revise the parent inventory to reflect changes suggested by parents.
2. Develop a system for assisting parents in meeting their information and support needs.
3. Develop an on-going communication system with parents of each handicapped student.

Required Readings
MODULE 9

Facilitating Social Integration

Participants will obtain knowledge of strategies for increasing, enhancing, and maintaining social integration and interactions.

Participants will gain knowledge of conceptual issues related to educational integration.

Participants will gain knowledge of definitions of social interaction skill definition.

Activities
- Review the distinction between physical and social integration.
- Discuss the need for educational programming beyond the classroom.
- Review definitions of social interaction skills and activities as related to:
  - Communication/language training
  - Recreation/leisure skills training
  - Classification of interactions as proximal, social, helping, instructional, service and reciprocal
- Five components of social interaction which can be incorporated into activities of daily living: recognizing, initiating, receiving, sustaining, and maintaining
- Discuss fundamental approaches to promoting social interactions including:
  - Integration
  - Reverse integration
  - Classroom location
  - Organization of the school day
  - Peer buddy and tutor systems

5. If students have completed their In-School Social Integration Plans (assigned in Module 3), have them present and discuss their plans in light of activities 1-4 above.

Required Readings

Teaching Social Interaction Skills

Participants will gain knowledge of procedures for teaching social interaction skills to severely handicapped learners.

Participants will gain knowledge of procedures for teaching social interaction skills to nonhandicapped peers and regular school staff.

Activities

Select activities of daily living and have students delineate and discuss how the five-component model of social interactions (i.e., recognizing, initiating, receiving, sustaining and terminating) can be assessed and taught through the activities.

Discuss how social interaction groups can be structured to promote interactions. Review the following structural procedures:

- small heterogeneous groups
- competitive individual and cooperative goal structuring

Discuss how nonhandicapped peer prompting and modeling can be used to promote social interactions.

Discuss the function of sensitization training in promoting interactions.

Discuss how modeling and feedback can be used to facilitate social interactions between regular staff and severely handicapped learners.

Required Readings


Community-Referenced and Community-Based Training

Goals

1. Participants will gain knowledge of community-based and community-referenced training techniques.

2. Participants will gain knowledge of the use of ecological analysis, the use of parent inventories, and the utilization of community resources and educating the local community regarding community-based and community-referenced training.

3. Participants will gain knowledge of factors which enhance and inhibit community-based and community-referenced training.

Activities

1. Review use of the ecological analysis approach to reallocation of resources, trainer advocacy, and working closely with parents as strategies for developing and implementing community-based and community-reference training.

2. Invite an administrator (e.g., the Director of Special Education) to discuss strategies for overcoming the following potential inhibitors of community-based training:

- liability when in the community
- allocating staff to community-based training
- scheduling community-based training on a regular basis
- transportation to community sites
- selection of appropriate community-based training sites

Required Readings