

Flexibility to adapt to the changing needs of students is an important feature of an inclusive school community. Specific delivery models for individualized programs may vary from classroom to classroom and may at times require a higher level of support that extends beyond the home and school.

This learning guide is designed for use by instructional leaders and learning communities, or as a self-paced study to explore school-wide behavioural supports.



This learning guide is intended to be used after viewing the video clip [Utilizing Transitional Supports - Carlito's Story](#).

Big idea: Anne Fitzgerald School, like many schools in Alberta, has a high number of children diagnosed with Autism Spectrum Disorder (ASD). Many of these children benefit from working with a highly skilled team. Edmonton Catholic Schools supports schools with a specialized, transitional program for children with autism.

Key understandings:

- Inclusive education requires flexible and responsive learning environments that can adapt to the changing needs of all students.
- It is important to recognize that Behavioural Skills Training (BST) of all classroom staff is essential for the correct implementation of recommended intervention procedures in the inclusive setting.
- Careful attention must be given to the selection of functional, socially significant, and developmentally appropriate goals and objectives for each student in the inclusive setting.
- Students' progress must be evaluated on a regular basis to ensure measurable progress toward goals is being made.
- This model follows best practice early intervention guidelines for supporting students with Autism Spectrum Disorder (ASD).
- Building capacity with the classroom team is essential for successful inclusion in a regular classroom.

Questions for discussion:

- How might the backgrounds and experiences of students influence their motivation, engagement and learning in the classroom?
- How can materials, activities and assignments be modified to be more accessible to all students in the classroom?
- Are the students actively engaged in learning throughout the large majority of the day? If not, how can you ensure that this occurs?

For more information:

- Leach, D. (2010). *Bringing ABA into your Inclusive Classroom: A Guide to Improving Outcomes for Students with Autism Spectrum Disorders*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Edmonton Catholic Schools. Ecsd.net (GIST video, Inclusive Education).
- Smith, T. (2011). *Making Inclusion Work for Students with Autism Spectrum Disorders: An Evidence Based Guide*. New York, NY: Guilford Press.
- Alberto, P.A., & A.C. Troutman (2012). *Applied Behavior Analysis for Teachers (9th ed.)*. Upper Saddle River, NJ: Pearson Education Inc.

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