The Student Programming Grid

While this presentation is deeply rooted in academic research, it is essential to integrate this learning with an understanding of each student's full intersectional identity to ensure our approach is both inclusive and effective.
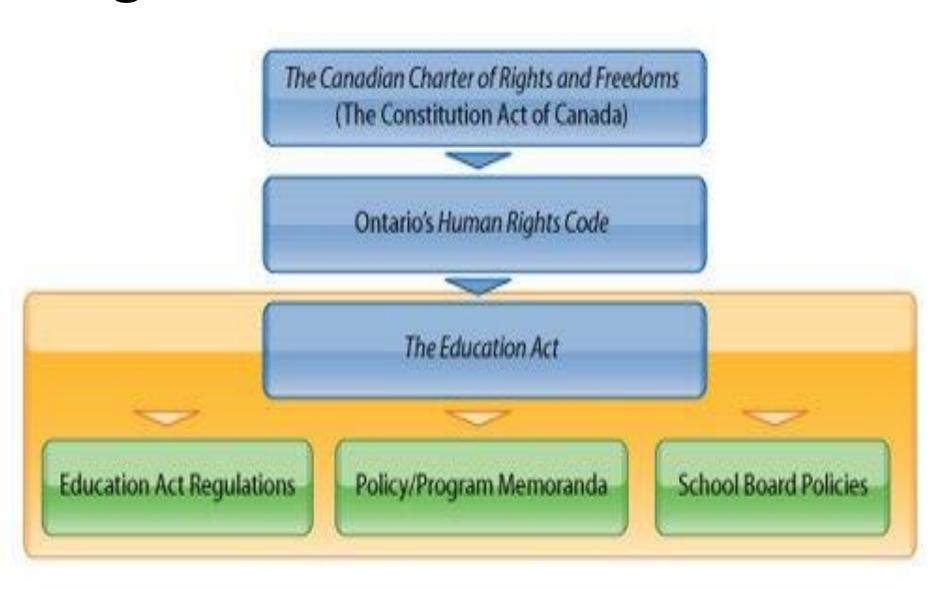
Outcomes

➢ use the **Student Programming Grid** to help you make choices throughout the student's day

➢ understand the difference between the 4 quadrants on the 'Grid', and the importance of objective, strength-based language

➢ use the **Preference Profile** to learn what is contributing to regulation/dysregulation (trick: send it home!)

Special Education is...

"an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meets the needs of the exceptional pupil."　　　　　　　　　*(Education Act)*

Legislation

Policy on accessible education for students with disabilities

❖ The Code guarantees the right to equal treatment in education, without discrimination on the ground of disability, as part of the protection for equal treatment in services.
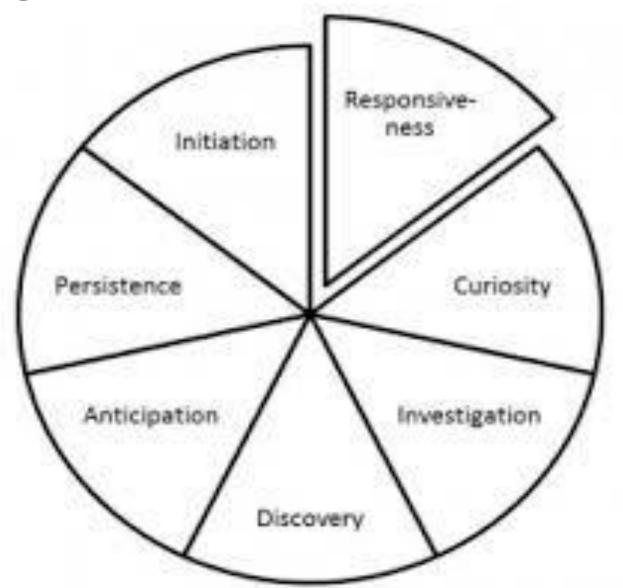

❖ This protection applies to elementary and secondary schools, and colleges and universities, both public and private.

Ontario Human Rights Commission p4

Student Programming Grid

A tool for understanding student and staff choreography

1:1	GROUP
INDEPENDENT	LEISURE/REGULATION

Engagement Indicators Carpenter, et al., 2016

Strategies for Engaging a Student

➢ Observe what the student is doing

➢ Follow the student's lead/find a role for yourself

➢ Follow their agenda (not ours)

➢ Provide an action the student might be able to imitate

➢ Wait and give the student a chance to   react/respond/initiate

➢ Attribute meaning to their actions

➢ Model what the student could say in that moment – the words are from their perspective

PREFERENCE PROFILE

LIKES	MUST HAVE	DISLIKES	NO WAY	CALMS
soccer	candy	losing	math	music

Interaction precedes communication...

...communication precedes symbol development...

...symbol development precedes language development

Filip Loncke (2022)

What is Communication?

According to Google communication is the

- imparting or exchanging of information or news
- conveying *or sharing of ideas and feelings*

SLPs (historically) would tell us that:

- Communication involves **Language, Pragmatics** and **Speech**
- Communication can be **spoken**, **gestural** or through the use of **visuals**

Communication is the transmission of a message from one person to another

Expressive
Sending the message

Receptive
Receiving the message

Communication involves the
MEANINGFUL
exchange of information

Erna Alant

Communication

3-4 years:

Expressively:
➤ request and comment using complete sentences (subject-verb-object), and adjectives
➤ tell stories that include beginning, middle, and end
➤ be understood by unfamiliar adults/peers

Receptively
➤ follow three or more step instructions, and demonstrates an understanding of relative location concepts (e.g., in front/behind, high/low)
➤ understand the features and categories of items

Strategies for Developing Communication Skills

Focus on modelling language that is about:

➢ connecting (not just requesting)

➢ commenting (like, that's cold, that's funny)

➢ sharing information – often paired with a point or triadic eye gaze (look, big, wow)

➢ continuation of a desired activity (more) or cessation (all done)

*We are **not** going to insist the student says a word or phrase after us.*

Presume Competence!

➢ students are relaying a message with their actions

➢ they are trying to engage with us

➢ even if the action appears to be negative, the student is relaying a message

➢ attribute meaning to what they are doing

It is our job to figure out what the message is that they are relaying

Student Programming Grid

A tool for using observational assessment
to inform programming

1:1	GROUP
INDEPENDENT	LEISURE/REGULATION

1:1

❖ a learning environment in which the student works on new learning with staff

Group

❖ a learning environment in which the focus is to teach the student how to participate and interact in a group settings, such as: keeping their hands and feet to themselves within a specific space or time

❖a group can be anything more than 1

Independent

❖ a learning environment in which the student does things they already know how to do

❖ these activities should require no (direct) instruction

❖ most of a student's day should involve doing things they already know how to do (think 80/20!)

Regulation/Leisure

❖ a learning environment in which a student participates in preferred activities which serve the purpose of calming or alerting

Putting it All Together

➢ Use the **Student Programming Grid** to help you make choices throughout the student's day, knowing that students are relaying messages with their actions and non-actions i.e., they are telling you through their behaviour what is working for them or not working for them

➢ Use the **Preference Profile** to know what is contributing to regulation/dysregulation and inform what might be helping/hindering learning

I am committed to applying this learning by adapting my practice to better address the diverse needs of my students, ensuring that my approach is both informed and responsive to their
unique contexts by.......

The Kangaroo is the one who instead of persevering gives up and becomes that discouraged child.