

SPAN

Statewide Parent Advocacy Network, Inc.



Strategies for Inclusion

History of Education



Schools were originally set up to divide people:

- *“We need a new system of education, professionally managed and centrally controlled, and that will identify and select those young men of proper family background and high intelligence to prepare them for higher education...”*
- **Report of the Committee of Ten, 1893**



**“It is the habit of exclusion
that grows strong;**

**The identity of those being
excluded is not the major
obstacle.”**

Gussin Paley, You Can't Say You
Can't Play



Why Are We Addicted to Exclusion?

“Exclusion gives us the illusion of power –it’s how we feel power in the face of our impotence. We change our anxiety over things we can’t do anything about and turn it into fear, then we use scapegoats to create the illusion of power...the teacher says “Just get this kid out of my class!” But when you take that kid out, another scapegoat pops right up!”

Norman Kunc



How Do We Exclude/Sort/Segregate?

- By Race
- By Language & Country of Origin
- By Economic Status
- By Disability
- By Sex
- By “Intelligence”
- By Religion
- By Sexual orientation
- By Position/employment



Inclusion: Why do it?

- Law requires it (Section 504, ADA, IDEA)
- Research shows that it's better for children with and without special needs, and beneficial for families too!
- The children of today will be the adults of tomorrow
- It's not okay to discriminate against children with special needs – to keep them apart from their peers
- Every child is a part of a family, neighborhood, community
- Kids are more alike than different. All kids need love acceptance, recreation, education and a chance to belong



Change Requires...

- A DEMAND
 - *For the Vision*
- A PLAN
 - *For the Vision*
- ACCOUNTABILITY
 - *For the Vision!*



Change Requires...

- **Vision** *of where we want to go*
- **Support** *from others sharing our vision*
- **Understanding** *of where we are and why*
- **Strategic Plan** *to reach the vision:*
 - *What do we have?*
 - *What do we need to develop?*
 - *What are the barriers?*
 - *Short & long-term actions*
 - *Evaluation: How will we know it's working?*

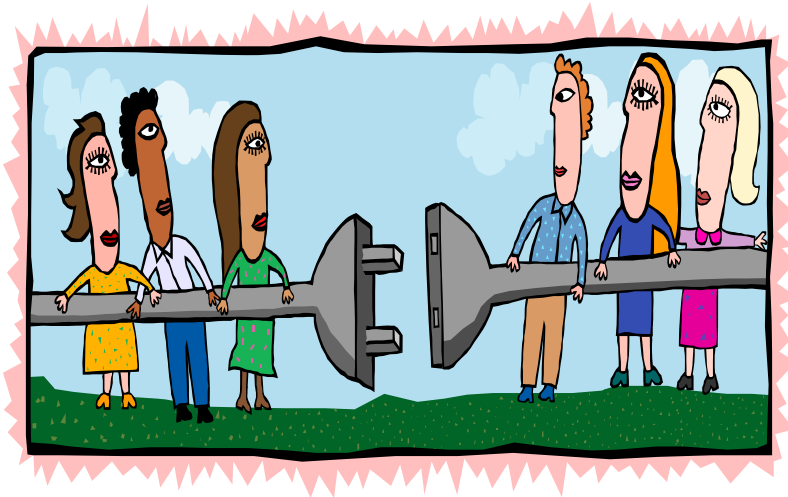


Strengthening Partnership

Inclusion is increasing but is not inevitable. It will become a reality when we strengthen partnerships for children in schools and districts, and

- *Families and professionals share knowledge and ideas*
- *Special and general educators cooperate and collaborate*
- *Administrators share leadership and vision with their staff*
- *Each partner seeks first to understand, then to be understood*
- *We truly believe that ALL CHILDREN BELONG AND CAN LEARN*

Inclusion Requirements



- High standards & new forms of accountability
- Leadership
- Array of services
- Flexible environments
- Research-based strategies
- Cooperation & Collaboration
- Changing roles & responsibilities
- Continuous staff development

Inclusion Tips



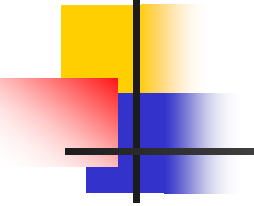
- Don't feel threatened by things you don't know – ask questions!
- Use all of the available resources – people, books, internet, colleges, other teachers, parents
- Make your time with each child count

Inclusive Models at the Building Level

- Consultant model
- Teaming model
- Collaborative co-teaching model
 - One teacher, one support
 - Parallel teaching design
 - Station teaching
 - Alternative teaching design
 - Team teaching



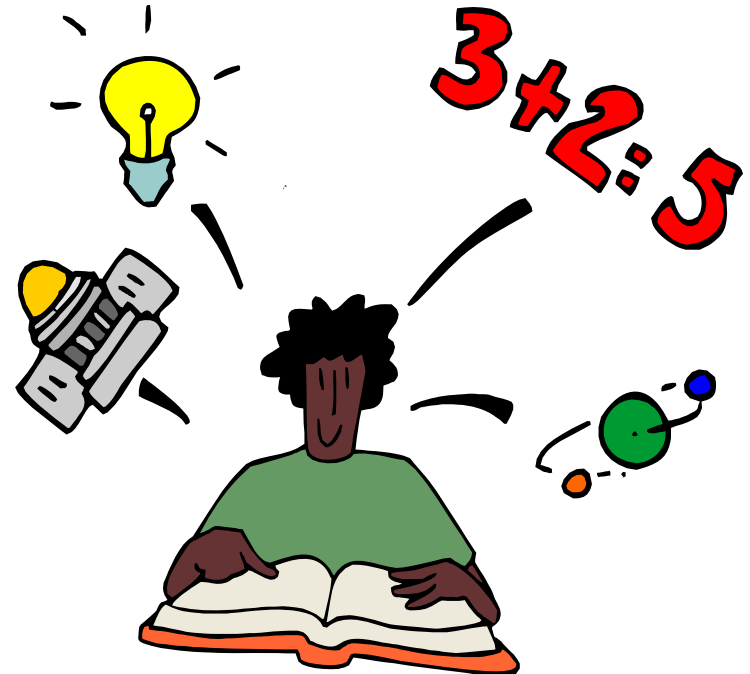
What Does an Inclusive Classroom look like?



- Different all the time
- Created by teacher & student interaction
- Students actively engaged
- Students spend lots of time in learning centers making many choices
- Learning happens in small groups with peer support
- Time for social interaction
- Students have responsibility for creating community, structuring rules & following them

Teacher Competencies for Inclusion

- Problem solve
- Informally assess skills a student needs
- Take advantage of children's individual interests & motivation to develop needed skills
- Set high but alternative expectations that are suitable for the students, including developing alternative assessments as needed
- Make appropriate expectations for EACH student, regardless of capabilities



Teacher Competencies for Inclusion

- Determine how to modify assignments for students
- Design classroom activities with many levels
- Activity-based teaching
- Value all kinds of skills that students bring
- Provide daily access for all students
- Work to counteract message students get when certain students are taken out of class for “special work”



Teacher Competencies for Inclusion

- Realize that every child in the class is your responsibility
- Know a variety of instructional strategies and how to use them
- Adapt materials, rewrite objectives
- Work as a team to learn what skills a child needs & to provide the best teaching approach
- View each child as an opportunity become a better teacher
- Flexibility & high tolerance for ambiguity



Team Plan



- Team gets input from teachers & staff
- Team gets input from parents
- Team gets input from students and peers
- Team plans a strategy to modify the environment

Program Planning Steps

- Identify necessary team members
- Identify student's strengths & needs
- Identify existing & required resources
- Describe the student's current education program
- Identify & describe potential classrooms
- Select the classroom
- Develop the activity schedule



Program Planning Steps

- Develop transition activities
- Provide for additional resources to the student's program as needed
- Provide for technical assistance as needed
- Train school staff and students without disabilities
- Provide for student involvement
- Monitor student's progress and modify plan as needed

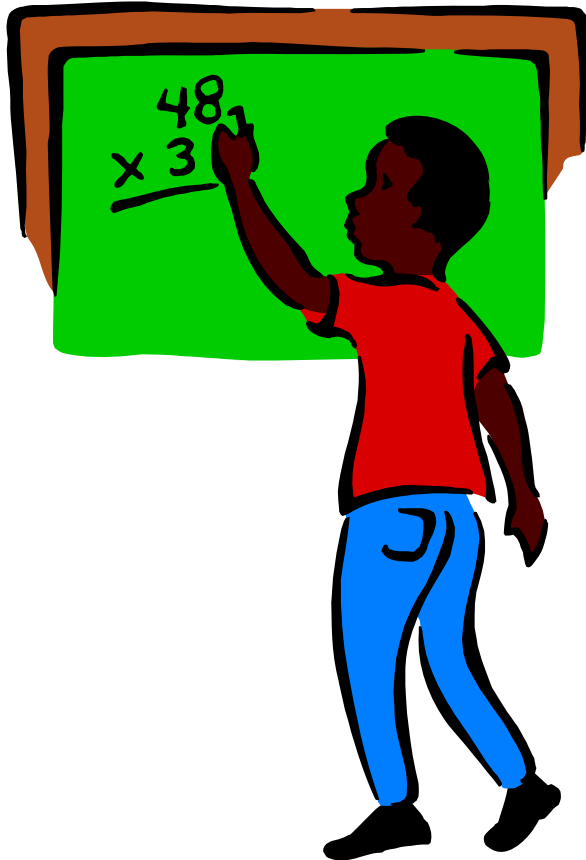


Curricular Adaptation & Decision Making Process

- Identify student's goals & objectives
- Articulate expectations for student
- Determine what to teach (activity, theme, unit)
- Determine how to teach
- Select/design appropriate adaptations
- Evaluate effectiveness



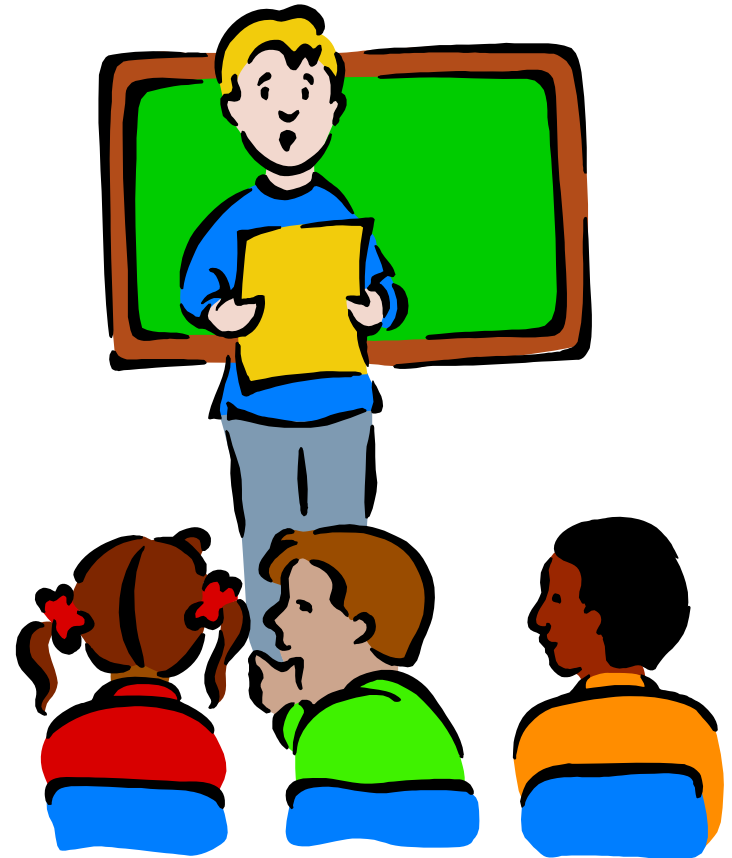
Instruction Environment



- Is the work too hard?
- Is the work too easy?
- Is the pace too fast?
- Is the pace too slow?
- Is the teacher too loud?
- Is the teacher too quiet?

Student Participation Options

- ***Same*** activities, same objectives
- ***Multi-Level:*** Different objectives, same curriculum area, same activity or lesson
- ***Curriculum Overlapping:*** Same lesson, different goals/objectives from different curricular areas
- ***Alternative***



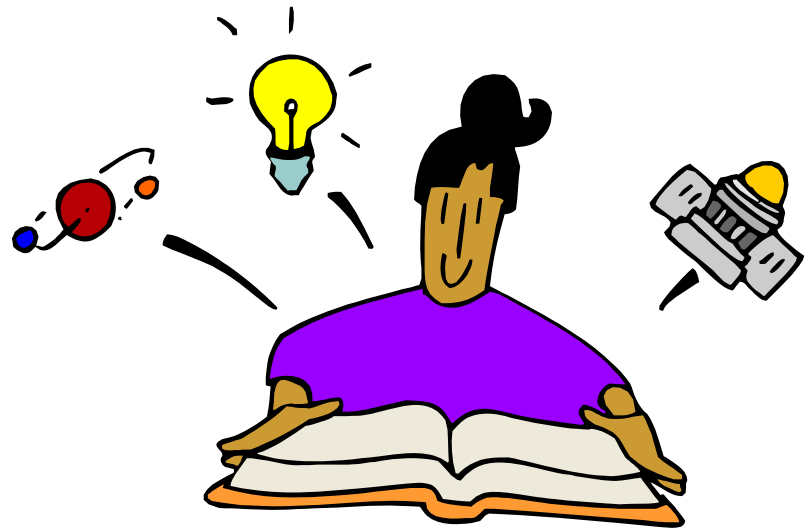
Physical Environment



- Too many people in the room?
- What about the physical arrangement of the class?
- What about the lighting in the room?

Adaptations

- **Size:** Adapt the number of items learner is expected to learn or complete
- **Example:** Reduce the number of social studies terms a learner must learn at any one time



Adaptations

- ***Time:*** adapt the time allowed for individual learning, task completion, or testing
- ***Example:*** individualize a timeline for completing a task; pace learning differently



Adaptations

- ***Level of support:***
Increase the amount of personal assistance
- ***Example:*** Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors



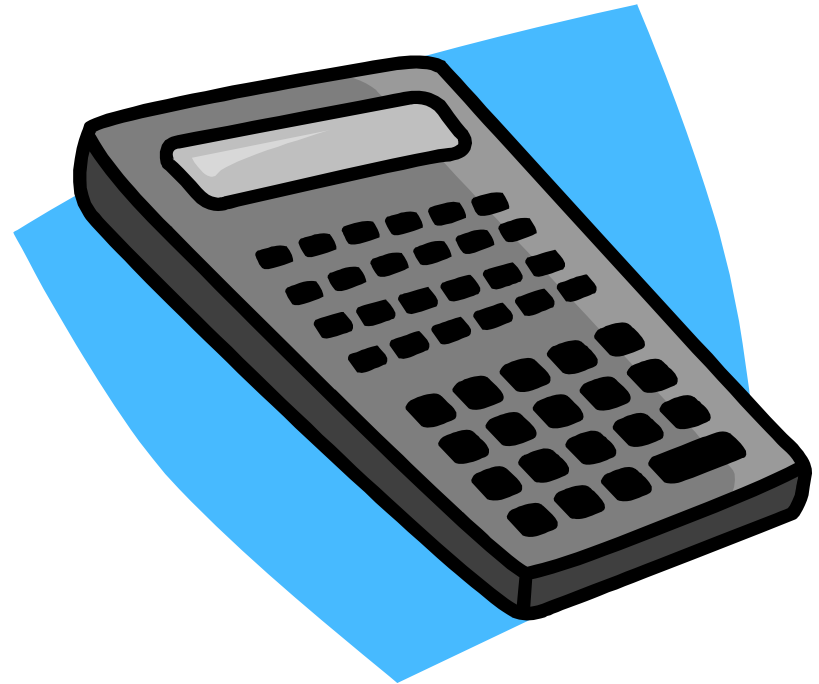
Adaptations

- ***Input:*** Adapt the way instruction is delivered to the learner
- ***Example:*** Design different visual aids, plan more concrete activities, provide hands-on activities, place students in cooperative groups



Adaptations

- ***Difficulty:*** Adapt the skill level, or the rules on how the learner may approach the work
- ***Example:*** Allow the use of a calculator; simplify task directions; change rules to accommodate learners needs



Adaptations

- ***Participation:*** Adapt the extent to which the learner is actively involved in the task
- ***Example:*** In geography, have a student hold the globe while others point out locations



Adaptations

- ***Alternate:*** Adapt the goals or outcome expectations while using the same materials
- ***Example:*** In social studies, expect a student to locate states while others must locate capitals



Adaptations

- ***Output:*** Adapt how the student can respond to instruction
- ***Example:*** Answer questions verbally rather than writing, use a communication book, allow students to show knowledge with hands-on materials



Adaptations

- ***Substitute curriculum:***
Provide different instruction & different materials to meet a student's individual goals
- ***Example:*** During a language test, one student is learning computer skills in the computer lab



Teaching Strategies

- Identify the sub-skill that is difficult for the student
- Based on direct observations, speculate why the student is having difficulty
- Identify competing stimuli or alternative choices that are confusing the student and interfering with correct response



Teaching Strategies

- Generate viable supports to help the student provide the correct response
- Gradually fade out the supports so the student no longer depends on them to guide and direct her/his response



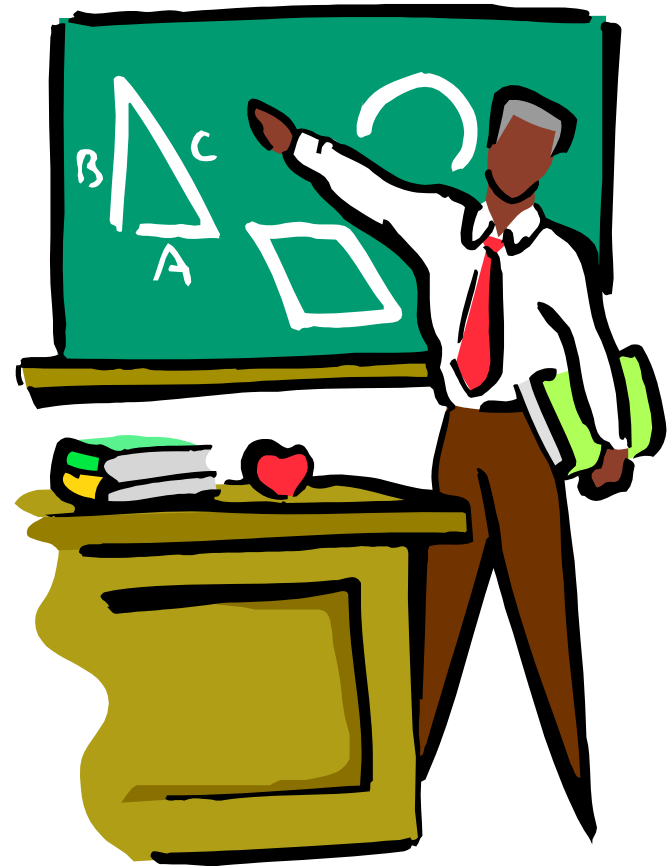
Teaching Strategies

- Can the student do the activity:
 - Independently?
 - With a model?
 - With a verbal cue?
 - With physical assistance?



Accommodations of Methods & Materials

- Provide support & cueing
- Use mnemonic devices
- Use visual & graphic representations
- Provide written notices & outlines
- Highlight important ideas and concepts
- Repeat key material
- Increase hands-on concrete learning experiences
- Use alternative methods of providing information
- Break lesson into smaller segments
- Allow use of tape recorders & other devices



Accommodations to Learning Environment

- Modify physical setting
- Use study carrels or proximity seating
- Provide guidance & assistance on tasks
- Use small group instruction
- Provide peer tutoring
- Modify classroom management procedures
- Implement daily or weekly reporting to parents
- Use checklists or notebooks
- Use time specific assignments



Accommodations of Assignments & Assessments

- Provide assistance & support in advance
- Allow alternate formats & response modes
- Provide on-going coaching & feedback
- Allow recorder or word processor
- Allow oral responses
- Divide folders into segments
- Use folders for storing assignments
- Use color coding



Accommodations of Assignments & Assessments

- Use assistive technology
- Use alternatives for written assignments
- Increase or decrease the amount of practice
- Modify homework assignments
- Provide extra time to complete assignments or tests
- Break up test administration to shorter sessions
- Test orally
- Allow writing on test

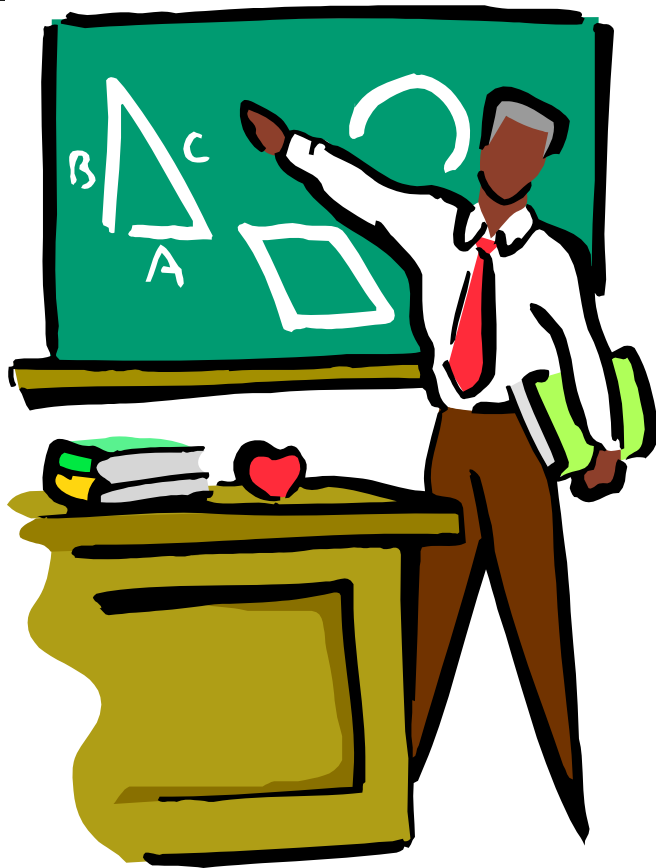


Managing Transitions



- Make going over the daily schedule a daily routine
- Use visuals such as picture cards to represent daily activities
- Give five and one minute reminders to the whole class before transitions
- Provide the child with a transitional activity
- Have your assistant or peers provide guidance

Directions/Instructions



- Give directions in a mode not solely auditorily
- Rewrite directions at a more appropriate reading level
- Tape record directions
- Have peers deliver directions
- Provide sample of finished product before beginning an activity

Functional Behavioral Assessment



- Team process asking questions about the physical environment, social interactions, instructional environment, and non-school factors, to identify the purposes served by behavior



Ideas for Behavior Strategies



- Teachers need excellent observation skills
- The teacher is not always in control, but one of a team of problem solvers
- Peer tutoring
- Cooperative learning

Ideas for Behavior Strategies



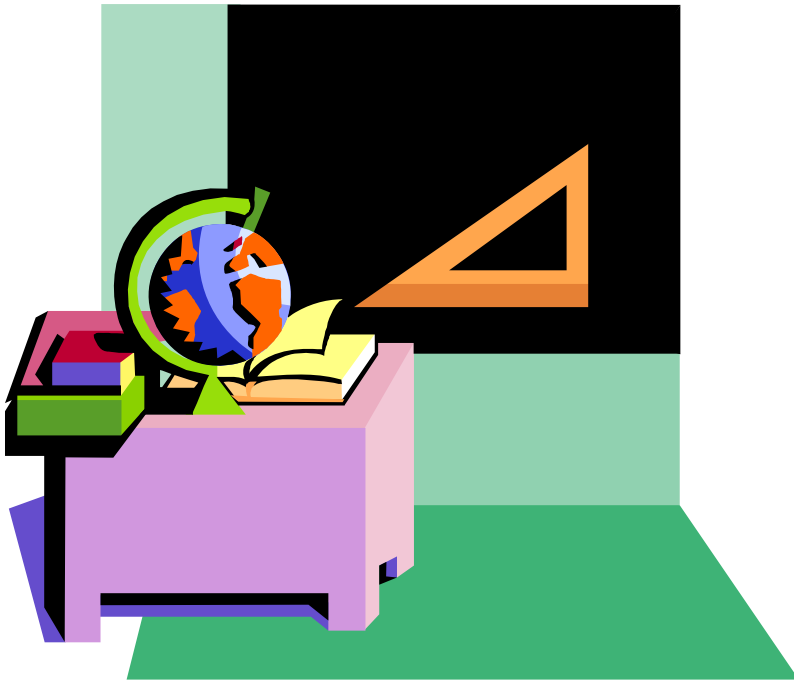
- One main rule – respect one another
- If students & teachers create interesting curriculum with materials that matter in student's lives, students will be interested, involved, focused on what they've designed
- Structure the environment so students are actively engaged and motivated

Social & Non-school Factors



- Has the student had enough sleep?
- Has the student had enough to eat?
- Is the student involved in gang activities? Criminal activities?

Sample Factors & Questions/Physical Dimension



- Factor: Mobility
 - Question: Could the classroom be made more accessible to the student?
- Factor: Room Arrangement
 - Question: Could a round table be placed in the classroom for small group work?
- Factor: Seating
 - Does the student's desk need to be placed close to the blackboard or teacher?

Sample Factors & Questions/Instructional Dimension



- Factor: Lesson Presentation
 - Question: Does the student need visual aids, large print, alternative media?
- Factor: Skill acquisition
 - Question: Could the student be provided highlighted or taped texts?
- Factor: Assignments/worksheets
 - Could the student be allowed extra time to complete assignments, have alternative assignments, or use a calculator or work processor?

Sample Factors & Questions/Instructional Dimension



- Factor: Test taking
 - Question: Could the student have take-home, oral, or alternative test? Use a study guide? Divide tests into parts?
- Factor: Evaluation
 - Question: Could the student be graded pass/fail? Could portfolio evaluation be used?
- Factor: Learning Structures
 - Could cooperative teaching be incorporated? Could the student be assigned a partner?

Sample Factors & Questions/Instructional Dimension



- Factor: Organization
 - Question: Does the student need an assignment notebook or home copies of texts?
- Factor: Parallel activities
 - Question: Could the student work on related activities (illustrating)?
- Factor: Parallel curriculum
 - Could the student work on alternate, functional skills (coin recognition)?
- Factor: Assistive Technology
 - Could student have computer-assisted instruction, software? Electronic aids or services?

Sample Factors & Questions/Behavioral Dimension



- Factor: Skill training
 - Question: Could the student be involved in social skill instruction?
Does the student need counseling?
- Factor: Positive Behavior Supports
 - Question: Does the student need a PBS with reinforcement, supportive signals, corrective options?
- Factor: Self-management
 - Could the student use self-monitoring of target behaviors?

Sample Factors & Questions/Behavioral Dimension



- Factor: Peer Support
 - Question: Could peers be used to monitor&/or redirect behavior? Take notes, prepare for exams?
- Factor: Class-wide systems
 - Question: Could teacher implement an interdependent group contingency for the class? Could “circle of friends” be initiated?

Sample Factors & Questions/Collaborative Dimension



- Factor: Aide
 - Question: Does the student need an aide to assist her/him?
- Factor: Co-teaching
 - Question: Could the general & special educator team-teach? Do they need additional time for planning and problem solving?
- Factor: Resource Room
 - Does the student need additional strategy or study skill instruction?

Sample Factors & Questions/Collaborative Dimension



- Factor: Teacher
 - Question: Could the teacher receive assistance from a curriculum consultant, strategies, or behavioral specialist?
- Factor: Teacher training
 - Question: Could a relevant workshop or in-service be provided?

Is the Adaptation Effective?

- It helps the student compensate for intellectual, physical, sensory or behavioral challenges.
- It allows student to use current skills while promoting ways to learn new ones
- It prevents mismatch between student's skills and general education lesson content
- It reduces level of abstract information to make content relevant to student's life
- It creates match between student's learning & teacher's teaching style

