Successful Inclusion for All students

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Back to Back

- Stand back to back
- Find 3 things in common
- When you get one- give a high 5
- Finish- celebratory dance!
Agenda

9:00 – 10:30  Presuming Competence
10:30 – 10:45  Break
10:45 – 12:00  Inclusive Schooling
12:00 – 12:30  Lunch
12:30 – 2:00  Differentiated Instruction
2:00 – 2:15  Break
2:15 – 4:00  Differentiated Instruction
Today’s Climate

• Interactive
  – Please share and participate
  – Watch for my cues to come back together

• Strategy demonstration

• Examples through film

• Lots of useful ideas to implement right away

• Safe and respectful
Who are you?

- General Education Teachers
- Special Education Teachers
- Parents
- Administrators
- Service Providers
- Others?
Who am I

Christi

• General and Special Education Teacher
• Inclusion Facilitator
• College Professor at UCCS, teach classes on inclusive schooling and supporting students with significant disabilities
• Inclusion Consultant for schools and families
• Researcher
  – Communication for students with autism
  – Successful inclusive classrooms
Successful Inclusion
Developing a Vision for Inclusive Schooling

• Read Norm Kunc
• Highlight, underline, or circle specific areas where you think Norm, , HIT THE NAIL ON THE HEAD
• Then:
  1. Write your top ideas and/or reactions on a post-it and place it on the board up front
  2. Turn and Talk
     – Discuss your reaction
The evolution of swimming lessons: surprisingly similar to the evolution of including students with disabilities in general education.
High School Inclusion

- Advantages
  - Peer interaction
  - Flexible sched
  - Clubs
  - Socialization
  - Understanding of acceptance/ gen ed
  - Peer learning
  - More HS students available
  - Other benefit from strat
  - More class options
  - Access to age appropriate
  - Experts on topics
  - Meaningful classes

- Challenges
  - Stigma
  - Content is larger
  - Modifying can be a challenge
  - Bigger gap
  - HS teachers have a lot of kids
  - Hard to get materials in advance
  - Transition needs hard to meet
  - Social acceptance is difficult
  - Time constraints
  - Collaboration time
  - Attitudes
  - Pace and speed of curriculum
  - Less supervision
Nick Harmon & High School Inclusive Education
The Ease of High School Inclusion

• Ease of schedule
  – Study hall as break time for sensory
  – Time for individual skills/IEP goals...
• Big idea teaching
  – Key topics from curriculum
• Peer tutors
• Infused Life Skills
  – Home economics
  – School store
• Classes geared to particular interest and skills (computers, science, drama)

• Curriculum/social action
  – Problem solving
  – Students are learning about historical events
  – Reading literature about marginalization
  – Engaged and energetic about their school and how they can effect the social climate

• Extra Curricular
  – Clubs
  – Sports
  – Dances
You’re Going to Love this Kid

Ideas of Successful Inclusion

What supports were in place?

What attitudes helped?
Doodle Notes

Draw write or brainstorm ideas while you watch the video
Hold Ups

• Cut out TRUE & NOT TRUE cards
• Respond to the questions by holding up your answer
Why Inclusive Schooling?
What does the research say?

- Greater academic gains
- Greater academic engagement
- Increased social competence
- Higher level of engagement with standards
- Greater developmental gains
Differentiating Instruction
Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
Differentiating Instruction

At its most basic level differentiation means shaking up what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words the differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products.

Carol Anne Tomlinson 1995
Memories of Schooling
What was the instructional goal?

Let’s think for a moment how else could he have designed this lesson?

What were the important pieces of this instructional design?

Why were his decisions important?
We Remember What is Memorable
FUN THEORY
4 Step Differentiation Process

1. Design Broad Differentiation

1. Create Specific Accommodations and Modifications

1. Implement Individual Strategies

1. Present Multiple Materials to Support Access
Differentiated Instruction Foldable

- Broad Differentiation
- Accommodations and Modifications
- Strategies
- Materials
Read and Reflect

Take moment to read Science Think Tac Toe to yourself. Underline the definition of Differentiated Instruction, ideas of multiple intelligences, and any interesting activities that are included in the Think Tac Toe.
Think Tac Toe

Organize by...
• Multiple Intelligences
• Learning Components
• Degree of Difficulty

Students make choices...
• Based on their own preferences and interests
• Through playing tic tac toe
• That represents one strength and one skill they would most like to work on
<table>
<thead>
<tr>
<th>Logical/Mathematical</th>
<th>Verbal/Linguistic</th>
<th>Bodily/Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct a graph or design a chart that explains how a lever works.</td>
<td>Create a bumper sticker about levers. It should be clever and catchy and summarize today’s lesson.</td>
<td>There are at least five levers in your body; demonstrate them and explain why they are levers.</td>
</tr>
<tr>
<td>Visual/Spatial</td>
<td>Interpersonal</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>Create a flipbook that demonstrates the action of a lever.</td>
<td>Find a partner. Together, create a quiz to test other’s knowledge of levers. Include at least three examples of levers in the quiz.</td>
<td>Read about the historical use of levers. Are they a new invention or have they been used for a long time?</td>
</tr>
<tr>
<td>Musical</td>
<td>Bodily/Kinesthetic</td>
<td>Naturalistic</td>
</tr>
<tr>
<td>Demonstrate with sound what happens to load and the effort when the length of the lever arm doubles.</td>
<td>Given a tongue depressor and a small piece of dowel rod, design a lever that can lift the most weight.</td>
<td>Create a photo essay of levers in use in everyday life. Label the parts of the levers and explain why they are levers.</td>
</tr>
<tr>
<td>Activity</td>
<td>Task Description</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Written Document Analysis</td>
<td>Read a Picture</td>
</tr>
<tr>
<td>Timeline</td>
<td>Walk a Mile</td>
<td>Brochure</td>
</tr>
<tr>
<td>Foldable</td>
<td>Act it Out</td>
<td>Convince Me</td>
</tr>
</tbody>
</table>
BIG IDEA Teaching = Multi-Level Teaching

- **Step #1** Identify the curricular standard
- **Step #2** What are the goals for students without disabilities?
- **Step #3** Brainstorm some BIG IDEAS or key concepts that are a part of this unit
- **Step #4** Identify the student’s strengths
- **Step #5** Identify student specific goals for the unit or lesson and clearly communicate them
- **Step #6** Assess based on the identified goals
A Debate About
WHAT TO TEACH

Work with a partner to come up with a list of functional or life skill goals.
Can we teach Functional Skill and General Education Curriculum?
Strategies to Support Communication

• What Communication Needs do Students with Significant Support Needs Have?
• What can you put in place to support communication?
How can a dry erase board and sticky notes be used for communication?
Question #3

Question #8
Example of Scaffolding Communication Opportunities

1. Tell me about a meaningful event in the Life of Pi...
2. Name one meaningful event in the Life of Pi...
3. Point to the event you think was the most meaningful in the Life of Pi...

<table>
<thead>
<tr>
<th>Pi</th>
<th>Bengal Tiger</th>
<th>Stranded on a Lifeboat</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of Pi and Tiger" /></td>
<td><img src="image2.png" alt="Image of Tiger and Boy" /></td>
<td><img src="image3.png" alt="Image of Tiger and Dolphin" /></td>
</tr>
</tbody>
</table>
Strategies to Support Academics

Factors of 18

Common Factors of 18 & 24

Factors of 24

Greatest Common Factor of 18 and 24
You’re Going to Love this Kid

- What strategies were useful?
- What supports were in place?
- What materials were essential?
- What attitudes helped?
Brainstorming Buddies

Get with a few members of your table and work to brainstorm ideas about what you saw in *You’re Going to Love this Kid*

1. Strategies
2. Support
3. Materials
4. Attitudes
DOL - Graphic Organizer

King Arthur
Write the name of a student you know in the palm of the hand.

Brainstorm five strategies that would help provide access to academics.
Animal Cells
High School Anatomy

Cat Dissection
Of a pregnant cat
Dissecting...
Tristan and Isolde

Isolde was a princess in Ireland, and a great healer, the best doctor in the land. One day, a guy named Tristan shows up. He's been sent by his uncle, King Mark, to get Isolde. Isolde's father, King Mar, wants to marry. At first Isolde doesn't want to go, but she convinces Isolde that he's cool, and she agrees to sail to England with him.

Isolde doesn't know that she's got a magic love potion hidden in her stuff that her maid is supposed to give King Mark when she gets there, to make sure King Mark falls in love with Isolde. But on the boat, Isolde accidentally finds the love potion, and she and Tristan mistakenly drink it - and so they fall in love with each other, instead.

When Tristan and Isolde arrive in England, she marries King Mark anyway, but the potion forces her to keep seeing Tristan on the side. Eventually, people begin to suspect, and King Mark catches them and is very angry. In one version, he sneaks up on Tristan and pierces him with a poisoned spear while Tristan is playing the harp for Isolde. Isolde begs Tristan to crush her to death in his arms so they can die together, and he does.

In the other ending of the story, King Mark keeps Isolde and exiles Tristan across the English Channel to Brittany (in France), where he marries another girl just because her name is also Isolde. Many years later, Tristan tries to rescue a young woman from six knights who are attacking her, and he gets pierced by a poisoned spear. Only Isolde's great healing skills can save him, so he sends for her, and she comes, but his jealous wife Isolde tells him that his lover, Isolde, refuses to come, and Tristan dies in despair.
Tristan and Isolde
Sword Fight From Trista & Isolde
LAKE
Water filters into a lake
Groundwater

CLouds
Water vapor goes into the sky

RIVER
Water flows out of the lake

STAY
Water stays underground

WATER
Water is critical to life

CLEAN
Water is clean when it's clear
THEN

King

Slavery

Taxes

Laws

THEN Government

NOW

President

Equality

Governor

Democracy

Legislators

NOW Government
**Locusts**
- Only migrate when they need food.
- Live on land.
- Makes roads slick.
- Can kill people.
- Lay eggs.
- Appearance changes to migrate.

**Whales**
- Both migrate in water.
- Mammals.
- Swim.
- Eat crail.
- Tails live births.
- Always migrate.
- Appearance does not change.

**Both**
- Both have babies.
- Both mate babies.
- Alive travel in groups.
- 6,000 miles.
In my opinion, a dog would make a good pet.
Strategies to Support Engagement, Attention, and Behavior
<table>
<thead>
<tr>
<th>Activity</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put Backpack Away</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Morning Work</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Whole Group Reading</td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Small Group Reading</td>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Saxon</td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Music</td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Lunch</td>
<td><img src="image7.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Recess</td>
<td><img src="image8.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>
Sample Task
Schedule

TASK: Mitosis Group Work
I will show I am listening to my teacher by looking at her and doing my work.

If I do all this I get a bat! I need 3 bats to get a prize and no yelling!!
I will show good lunchroom behaviors by:
- eating nicely
- clean up after myself
- sitting properly
- don’t leave the lunchroom until 11:10
I will not run

If I do all 4 of these I get a bar; I need 3 bars to get a prize!
This is how I walk in the hall!

- Bubble in
- Head looking forward
- Hands to side

If I do all 3 I get a bat! I need 3 bats to get a prize!
To line up Ms. Brooks will say...

1. Stand up...
2. Push in your chair...
3. Line up w/bubbles in...

I will get 1 bat for going all 3. I'll need 1 bat for a prize.
I will show I am listening to my teacher by looking at her and doing my work.

If I do all 12 I get a bat! I need 3 bats to get a prize! And no yelling!!
Wednesday
February 22, 2012
More ideas for success...

- Use graphic organizers, brainstorm, word banks, sentence starters
- Technology- Co-writer, kidspiration
- Support students to point to answers and show their understandings in new ways
- Visual cues
- Pre teaching
- Hand over hand
- Model
- Peer coaching
- Break it down
- Use clear steps
Classroom Scenarios

Read one student at a time, whole group debrief after each student

Don’t read ahead—NO CHEATING