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

8:45 – 10:15  Presuming Competence/Inclusive Schooling
10:15 – 10:30  Break
10:30 – 12:00  Differentiated Instruction
12:00 – 1:00  Lunch
1:00 – 2:15  Strategies to Support Academic Participation
2:15 – 2:30  Break
2:30 – 3:45  Scenarios and Problem Solving
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
Presuming Competence Foldable

**Presuming Competence**

- Define
- Examples
- Inspirations
- Drawing
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
STOP! YOU CAN’T SWIM SO YOU ARE NOT ALLOWED IN THE POOL!

LONG AGO

WE’LL THROW YOU IN. YOU’LL EITHER SINK OR SWIM.

NOT SO LONG AGO

WE’LL START YOUR SWIMMING LESSONS WITH SOME FUN ACTIVITIES AND SUPPORTS THAT WE’LL FADE OUT LATER.

TODAY

The evolution of swimming lessons: surprisingly similar to the evolution of including students with disabilities in general education.
You’re Going to Love this Kid

Ideas of Successful Inclusion

What supports were in place?

What attitudes helped?
Doodle Notes

Ideas of Successful Inclusion

What supports were in place?

What attitudes helped?

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

Increased social competence

Greater academic engagement

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
CLEAR 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
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>Compare/Contrast</td>
<td>Written Document Analysis</td>
<td>Read a Picture</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>----------------</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>
Strategies to Support Communication

• What Communication Needs do Students with Significant Support Needs Have?
• What can you put in place to support communication
Communication Ideas

1/2
Give me half

I have 1/2

Pass the glue

Let's cut together.
Example of Scaffolding Communication Opportunities

Tell me about your favorite character in Charlotte’s Web...
Name your favorite character in Charlotte’s Web...
Point to your favorite character in Charlotte’s Web...

<table>
<thead>
<tr>
<th>Templeton</th>
<th>Charlotte</th>
<th>Wilbur</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Templeton" /></td>
<td><img src="image2.png" alt="Charlotte" /></td>
<td><img src="image3.png" alt="Wilbur" /></td>
</tr>
</tbody>
</table>
Strategies to Support Academics
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 identifies goals
Big Ideas from Charlottes Web

• Objective for students without disabilities:
  – Students will identify 5 character attributes for each of the following characters, Wilbur, Charlotte, and Templeton.

• Objective for Jeremy
  – Jeremy will identify 2 character attributes for Wilbur and 2 character attributes for Charlotte.
Big Ideas from Charlotte's Web

- Writer
- Quiet
- Friendly
- Pink
Animal Cells
Adapting the Read Aloud

Think of a student with disabilities who has a hard time participating in a teacher read aloud (can’t sit on the rug, vocalizes during story, doesn’t have a way to communicate or participate)

Create some adaptations for that student
Integrate AAC

• The Very Hungry Caterpillar
Question Cubes
Use pictures for comprehension, communication, vocabulary, and sequencing.
while walking in the rain, the narrator of this poem finds ruins of a house. As she looks at pieces left behind, she imagines scenes of the family’s life there.

She explores with her family and thinks about the African-American family that once lived there.
STUDENT CREATED POWERPOINT 
BOOKS

• Scan pages from a picture book (no need to scan every pic)
• In a new PP file, create an adapted version of the book (fewer words, less complex vocabulary)
• Insert appropriate images from the book
• Add sounds/voice by using the “record narration” function
Maniac Magee wasn’t always Maniac Magee.
He was called Jeffrey when he was born.
Then his parents died.
They died in a crash.
THEN Government

King

Slavery

Taxes

Laws

President

Equality

Governor

Judge(s)

Supreme Court

Representatives

Senators
Providing Supports to Participate

Dear Alyson,

I really like you. Your a good friend.

Love
Sophia
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
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Strategies to Adapt Content

• Use the steps from the Big Idea Teaching steps
• Choose a general education content area and create objectives and an activity for a student you know.
In my opinion, a dog would make a good pet.
FOUR CORNERS

SAY SOMETHING...

HOW CAN WE USE STUDENT FACINATIONS TO SUPPORT COMMUNICATION, BEHAVIOR, AND ACCESS TO ACADEMICS
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 Engagement, Attention, and Behavior
### Ryan's Daily Schedule:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put Backpack</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Away</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Morning Work</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Whole Group</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Reading</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>Small Group</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Reading</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>Saxon</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>Music</td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td>Lunch</td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td>Recess</td>
<td><img src="image11.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Sample Task Schedule
Five Fingers

Write the name of a student you know in the palm of the hand

Brainstorm five strategies that would help support this students attention and behavior in class
I will show I am listening to my teacher by looking at her and doing my work...

If I do all 2 I get a bat! I need 3 bats to get a prize! And no yelling!!
I will show good lunchroom behaviors by:
- eating nicely
- cleaning up after myself
- sitting properly
- not leaving the lunchroom until 11:10

Don't be late!

If I do all 4 of these I 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, brainstorms, 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.