

Making Inclusion Meaningful for students with significant support needs



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Agenda

- 8:45-10:15 Presuming Competence
- 10:15-10:30 Break
- 10:30-12:00 Successful Inclusion
- 12:00-1:00 Lunch
- 1:00-2:15 Differentiating Instruction
- 2:15-2:30 Break
- 2:30-3:45 Designing Individual Strategies and Materials

UCCS Credit

- Registration forms are due to the Extended Studies office no later than December 10
- To submit the registration form, you may:
 1. Fax it to 719-255-3915 (if paying with CC)
 2. Scan and e-mail it to [:crupprecc@ucce.edu](mailto:crupprecc@ucce.edu) (send first, then call me with CC information)
 3. Call and register over the phone at 719-255-4134.
 4. If you would like to pay by check, please mail the registration to
 UCCS, College of Education Extended Studies
 Attn: Carla Rupprecht
 1420 Austin Bluffs Parkway
 Colorado Springs, CO 80918

Back to Back

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

Who am I

Christi

- General and Special Education Teacher
- Inclusion Facilitator
- College Professor at University of Colorado, teach classes on inclusive schooling, collaboration, and supporting students with significant disabilities
- Inclusion Consultant for schools and families
- Researcher
 - Communication for students with autism
 - Successful inclusive classrooms

Person First Language

- Take a moment to read the Person First Handout

Turn & Talk:

Turn to the people sitting around you and discuss your thoughts and reactions to the suggestion that we should use person first language

Presume competence

Presuming Competence is...

An Educational Approach

A Lens in which others see a person with a disability

A Philosophy to Guide Practice

A Set of Strategies to Use

A History of Being Wrong





PRESUMING COMPETENCE

Lessons from Sue Rubin

Presuming Competence

Many people with significant disabilities are unable to perform in a way that demonstrates understanding or intellectual complexity. They require us to **presume their competence** and then work to look for unique evidence of understanding.

Presuming Competence

Presuming competence requires us to focus on the strengths and attributes of the person with a disability.

To presume competence means to:

- Assume the person is intellectually complex—even when there is little or no evidence
- Assume that the person desires to have meaningful interactions and opportunities
- Assume that the person has the right to learn rigorous academic content **DESPITE** not being able to communicate or communicating differently.

Strategies for Presuming Competence

1. Attitude: Practice saying, “How can this student be successful?”
2. See Common Humanity in feelings, needs, desires
3. Question your stereotypes: How someone looks, talks, or walks does not tell you about how they think and feel
4. Speak to the person in an age appropriate tone and about age appropriate topics

Strategies for Presuming Competence

5. Learn to communicate using the person's preferred method of communication
6. Listen openly while working to shed judgments
7. Teach peers and others to learn how to interpret potentially confusing behavior
8. Do not speak in front of someone as if they were not there

Strategies for Presuming Competence

9. Assume benefit from learning academic curriculum
10. Look for evidence of understanding
11. Support students to use their strengths
12. Acknowledge the person with a disability's presence in the same way you would interact with anyone else

A Look at Intelligence

John McGough: A young man with Down syndrome in a small California town

"John will not progress past the age of a five year old. John will harm your other children, stunting them."



Despite the labeling and expectations of John as uneducable

“By the end of John’s first year in Mendocino he was holding Down two part time jobs; taking weekly voice, art, and guitar lessons; attending aerobics classes five mornings a week; Occasionally reading stories to kids at the local preschool...He had numerous friends and was daily becoming more verbal and assertive.”

Seeing Intelligence in New Ways



Lee: What's happening John?

John: It's too hard for me there.

Lee: Is the work too hard?

John: No, the work's not too hard.

Lee: Are the people giving you a hard time?

John: No, people aren't giving me a hard time.

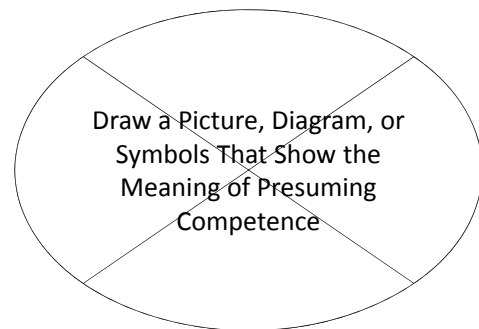
Lee: John, what does it feel like for you to be there?

John: I feel more retarded there.

Lee: What does it feel like to be "retarded"?

John: Retarded is when your love-flow is not working. When you don't like who you are. And when you can't communicate. So you're blocked in what you can do.

Reaction Diagram

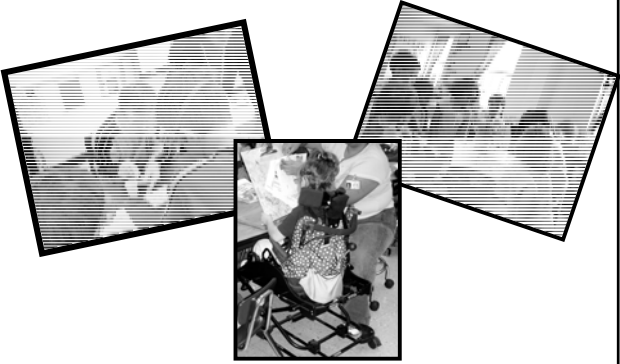


Presuming Competence is...

Optimistic


Not Unrealistic

Successful Inclusion




Developing a Vision for Inclusive
Schooling

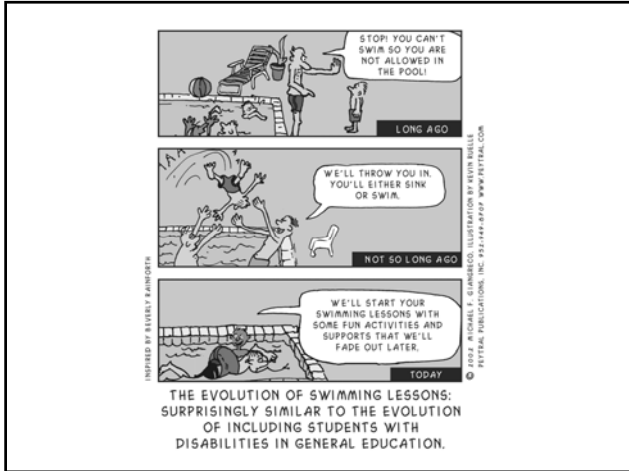
- Read Norm Kunc
- Highlight, underline, or circle specific areas where you think Norm, , *HIT THE NAIL ON THE HEAD*
- Then:
 1. Write your top ideas and/or reactions on a post-it and place it on the board up front
 2. Turn and Talk
 - Discuss your reaction



Evolution of Inclusion

- No Schooling
- Separate Schools
- Separate Classrooms
- Mainstreaming
- Partial Inclusion
- Inclusion





Including Samuel

What supports were in place to create successful inclusion?

What strategies were useful?

What materials?

What attitudes helped?

Human Billboard

Create a Billboard with your reactions and lessons learned from the film Including Samuel

IDEA

- Prior to 1997, the law did not specifically address general curriculum involvement of disabled students. The 1997 Amendments shifted the focus of the IDEA to one of improving teaching and learning, with a specific focus on the Individualized Education Program (IEP) as the primary tool for enhancing the child's involvement and progress in the general curriculum.

IDEA

- The Committee wishes to emphasize that, once a child has been identified as being eligible for special education services that the child's opportunity to experience and benefit from special general education **should be strengthened.**
- This provision is intended to ensure that children's special education and related services **are in addition to** and are affected by the general education curriculum, not separate from it.

IDEA – LRE

- Further, federal courts routinely support inclusive over segregated placements and establish the notion that special education services are portable.
- A relatively early court case (*Roncker v. Walter, 1983*) determined, "The court should determine whether the services ... could be feasibly provided in a nonsegregated setting (i.e., regular class).

Belonging

- Think of a time when you truly connected to someone, like you belonged or were a part of something
 - How did you feel?
 - How did you act?
- Think of a time when you felt disconnected from something, like you did not belong or were left out of something?
 - How did you feel?
 - How did you act?



Results of Belonging



OUR KIDS

Inclusion Kids

Resource Kids

SLIC Kids
Kids

SLIC Kids

Center Based

Getting off to a Great Start

Equal
Roles

Practice
that says,
"Our
Students"

Language
that says,
"Our
Students"

Both
Teachers
Lead



**WHAT IS
HAPPENING TO
CREATE A SENSE OF
BELONGING?**

Song of Our Children

Note interactions among students?
How are those created?

Differentiating Instruction






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

Universal Design: Differentiating Instruction

- To Learn anything it helps to: Hear it, See it, Ask questions about it, Discuss it with others, Do it, Teach it and then...Reflect on it.

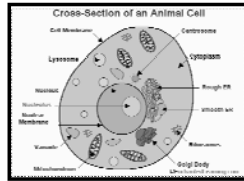


Let's Discuss Fairness...



Multiple Means of Input

- ☀ Use active visual models/technology
 - ☀ <http://www.cellsalive.com/mitosis.htm>
- ☀ Use color coded visuals
- ☀ Demonstration
- ☀ Interactive Discovery
- ☀ Role Play
- ☀ Inquiry Based Learning



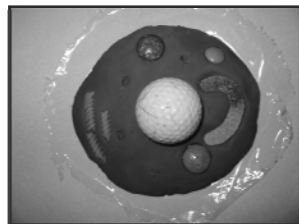
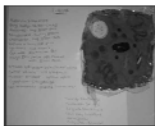
Multiple Means of Engagement

- ☀ Station or centers
- ☀ Cooperative learning groups
- ☀ Partners
- ☀ Labs and experiments
- ☀ Act it out



Multiple Means of Expression

- ☀ Let students create a power point
- ☀ Make a visual web on kidspiration
- ☀ Create a 3D model
- ☀ Write a play
- ☀ Create a diagram



Strategies for Differentiating Instruction

1. DI Menu
2. Think Tac Toe



Step 1

Design Broad Differentiation

Providing
Choice
To Address
Multiple
Learning
Objectives

Let's try it out

- 1. Get into Groups of three**
- 2. Brainstorm a lesson you could teach. What activities could you design to allow for differentiation?**

The Photosynthesis Menu

Accommodations

Appetizer:

- Use a computer to write the formula
- Dictate the formula
- Select the formula from a selection of three choices

Step 2

Design Specific Accommodations and Modifications

$$6\text{CO}_2 \text{ (carbon dioxide)} + 6\text{H}_2\text{O} \text{ (water)} + \text{light energy} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 \text{ (glucose)} + 6\text{O}_2 \text{ (oxygen)}$$

The Photosynthesis Menu

Modifications

Appetizer:

- Identify the common elements of photosynthesis: Sunlight, water, oxygen
- Identify the parts of the plant that are used
- Identify CO₂ as Carbon Dioxide & H₂O as Water

The Photosynthesis Menu

Take a look at the Entrees on the Menu.
Work in pairs to come up with several accommodations and modifications for a student you know.

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

Logical/Mathematical Construct a graph or design a chart that explains how a lever works.	Verbal/Linguistic Create a bumper sticker about levers. It should be clever and catchy and summarize today's lesson.	Bodily/Kinesthetic There are at least five levers in your body; demonstrate them and explain why they are levers.
Visual/Spatial Create a flipbook that demonstrates the action of a lever.	Interpersonal Find a partner. Together, create a quiz to test other's knowledge of levers. Include at least three examples of levers in the quiz.	Intrapersonal Read about the historical use of levers. Are they a new invention or have they been used for a long time?
Musical Demonstrate with sound what happens to load and the effort when the length of the lever arm doubles.	Bodily/Kinesthetic Given a tongue depressor and a small piece of dowel rod, design a lever that can lift the most weight.	Naturalistic Create a photo essay of levers in use in everyday life. Label the parts of the levers and explain why they are levers.

Compare/Contrast	Written Document Analysis	Read a Picture
Timeline	Walk a Mile	Brochure
Foldable	Act it Out	Convince Me

Multi-Level Teaching

- Specific grade level unit of study.
- What are the goal for most of the students?
- What are some BIG IDEAS that are a part of this unit?
- Specific student you work with.
- What are their strengths?
- What BIG IDEAS would they focus on within the unit of study?

BIG IDEAS!!

Top 5 ways to Celebrate Successful Differentiation...

- Have a class parade after a successful lesson!
- Every time a student says they are having fun give a whole class cheer!
- Dress up as a teacher in your school who ROCKS at differentiation!
- Ask to have the next staff meeting in your classroom so you can show off your success!
- Make a banner across your door that says, "Queen/King of Differentiation!"



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AFTER HAVING SUCCESSFULLY TAUGHT STUDENTS WITH A WIDE RANGE OF CHARACTERISTICS, MS. MILLER DECIDED TO ADJUST HER WARDROBE TO MATCH HER TEACHING CONFIDENCE.

Strategies & Materials



Mr. Holland's Opus

- Write down all of the strategies that you see used



Strategies

Step 3 Design Specific Strategies that would Help the Student to Access the Curriculum

- Adjust the sequence of instruction
- Pacing
- Repetition of key points
- Checking for understanding
- Visual strategies
- Physical prompt of cue
- Clear language

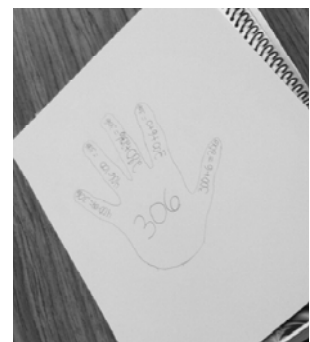
Can the student's learning be enhanced if the teacher adjusts specific teaching strategies?

- | | |
|--|--|
| <ul style="list-style-type: none"> • Adjust the sequence of instruction • Pacing • Repetition of key points • Checking for understanding • Visual strategies • Physical prompt of cue • Clear language • Paraphrasing • Pictorial models • Reflection time • Student choice • Physical demonstration | <ul style="list-style-type: none"> • Tell the student exactly what should be learned. • Simplify instruction & demonstrate. • Use concrete materials. • Divide task. • Provide repeated opportunities to practice. • Provide regular feedback. • Model & encourage self-advocacy skills. • Do not rely only on "talking at." • Multiple intelligences influence |
|--|--|

Five Fingers

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

Brainstorm five strategies that would help provide access to academics



Creative Materials

- What quick and easy materials can help students show their understanding, engage in the curriculum, and participate?

Step 4

Design Specific Materials that would Help the Student to Access the Curriculum



Materials Graffiti



Kasa-Hendrickson 2008

Tools for Science

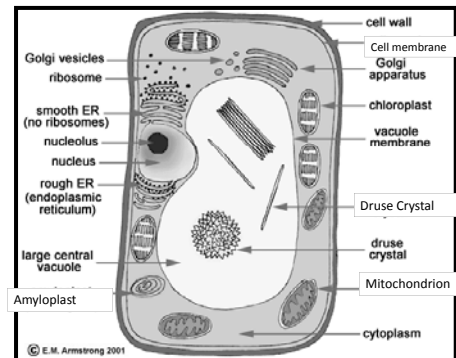


What are the Big Ideas?
How Can I use materials to make these come alive for students with disabilities?

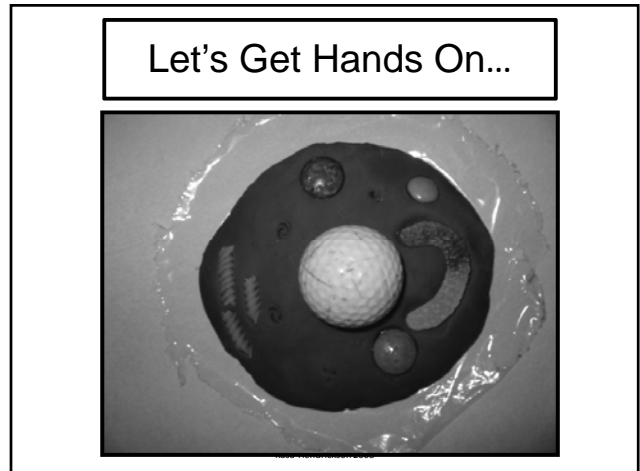
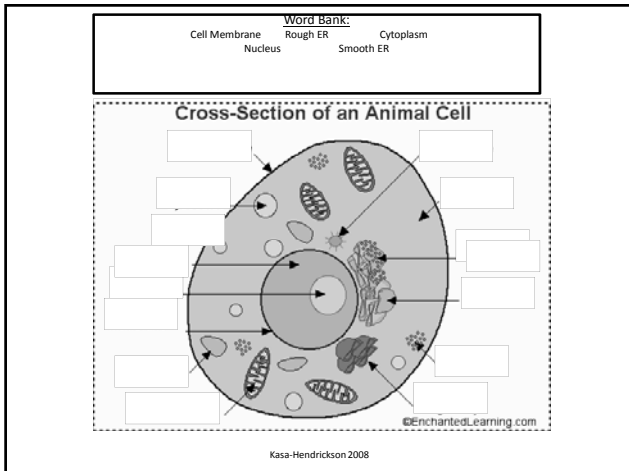
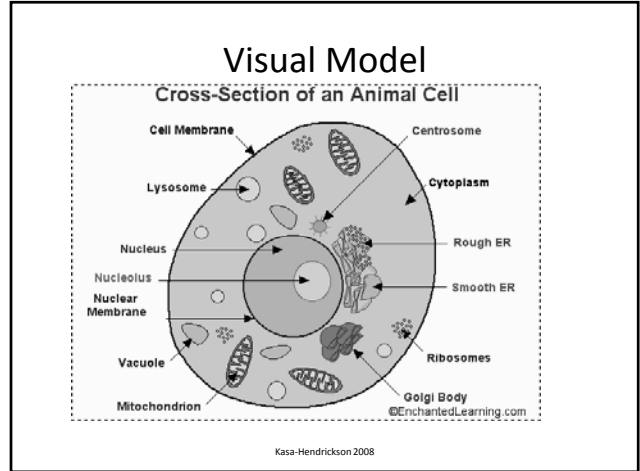
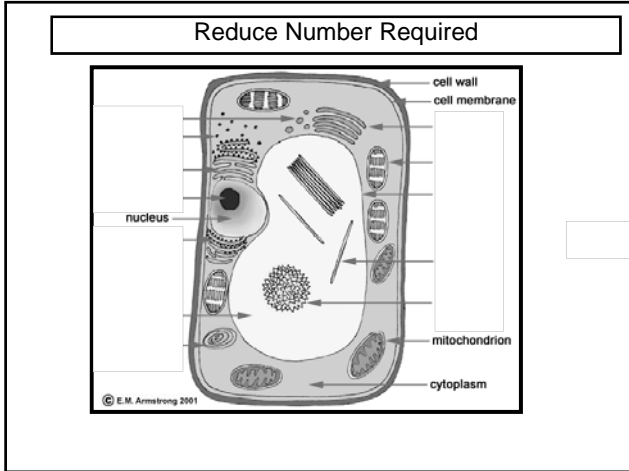
We remember what is memorable

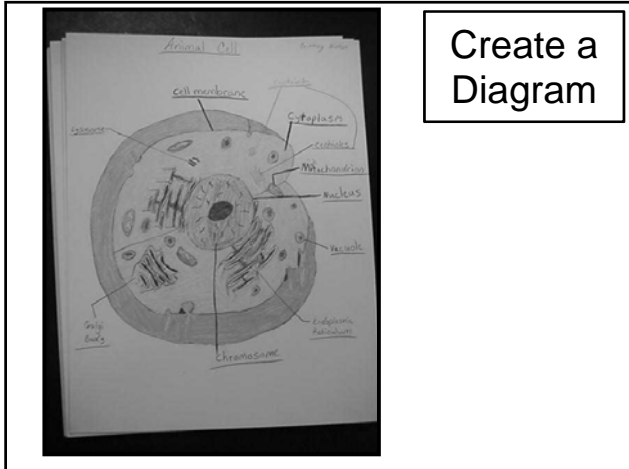
Use Visuals

- Highlight
- Key
- Words



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Create a Diagram

Materials

<ul style="list-style-type: none"> • Visuals of content subjects • Calculators • Co-Writer • Pencil grips • Grips • Dry erase board • Number lines • Raised paper • Buddy notes 	<ul style="list-style-type: none"> • Visual Schedules • Fidget Balls • Highlighter Tape • Adapted Books • Reading strips • Finger spacer • Sit disk • laptop
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10 Sticky Note Adaptations

- How can a sticky note be used as a material for access to academics?
- With the people around you, brainstorm 10 ways to use a sticky note to provide support for students with disabilities.

1. open program
2. make info
3. save file
4. change cut
to China Soap

中文
Noble to gift
Do Chinese
homework!

Stand and Deliver

- Everyone Stand Up!
- I will call on you to answer the question: *how you can use the sticky note to provide support*
- When you hear your answer given you can sit
- Stay standing until you hear your answer



Sharing Information and Problem Solving



Tackle Challenges with Creativity and Optimism

- Families and Teachers must problem solve together
- Brainstorm a list of possible strategies--Choose the top three to implement and then revisit
- Bring in people who know the child well to help with brainstorming
- Examine the schedule and find times of the day when the child is successful. Take a close look at what happens during times of success
- Be calm and optimistic

IEP at a Glance	
Student Name: Sherif Jackson	Date:
Key Information about supporting Sherif	
Very friendly	
Likes to work in groups	
For any writing assignments use a laptop with co-writer; have her read/stories on a screen or magazine first	
Use calculator for math	
Give her one step at a time written on a sticky note	
Focus on help lines for subjects, use high glare tape for the text book to highlight the key points to learn	
IEP Annual Objectives:	Support Objectives:
When Sherif is in a grade level test to write will be able to complete the test independently given her use of calculator, writing, and math cards.	Use content clues and picture clues to support social answers. Use "What's new in the world" with "Eye for eye" or "Kiss for kiss" to recall characters.
IEP Short-Term Objectives:	Support Objectives:
When writing in Algebra 1 will be able to complete the assignment with the use of calculator and math cards.	When reading social studies, use content clues to support social answers.
IEP Short-Term Objectives:	Support Objectives:
When in 8th grade science will be able to complete the assignment with the use of calculator and math cards.	When in 8th grade science will be able to complete the assignment with the use of calculator and math cards.
IEP Short-Term Objectives:	Support Objectives:
When in 8th grade science will be able to complete the assignment with the use of calculator and math cards.	When in 8th grade science will be able to complete the assignment with the use of calculator and math cards.

Making Mottos






With your group create a motto that captures the message shared by people with disabilities about support



Final Thoughts from Jamie Burke

- “Teachers must be willing to not just give me a desk and then leave me to fill the chair. I need to be asked questions, and given time for my thoughtful answers. Teachers need to become as a conductor, and guide me through the many places I may get lost.”



Hanson Kneal-Hendrickson 2008

Resources on Making Adaptations and Accommodations

- Udvari-Solner, A., & Kluth, P. (2008). *Joyful learning: Active and collaborative learning in the inclusive classroom*. Thousand Oaks, CA: Corwin Press.
- Schwarz, P. & Kluth, P. (2007). *You're Welcome: 30 Innovative Ideas for the Inclusive Classroom*. Portsmouth, NH: Heinemann Publishing.
- Thousand, J., Villa R., & Nevin, I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press, Inc..
- Villa, R., Thousand, J., & Nevin, A. (2004). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press, Inc.
- Thousand, J., Villa, R., & Nevin, A. (2002). *Creativity and collaborative learning: A practical guide to empowering students, teachers, and families*. (2nd ed.), Baltimore: Paul H. Brookes.

Resources on Making Adaptations and Accommodations

- www.k8accesscenter.org
- www.caroltomlinson.com
- www.cast.org/pd/index.html
- www.teachersfirst.com
- www.paulakluth.com

