

Successful Inclusion for All students



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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!



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?

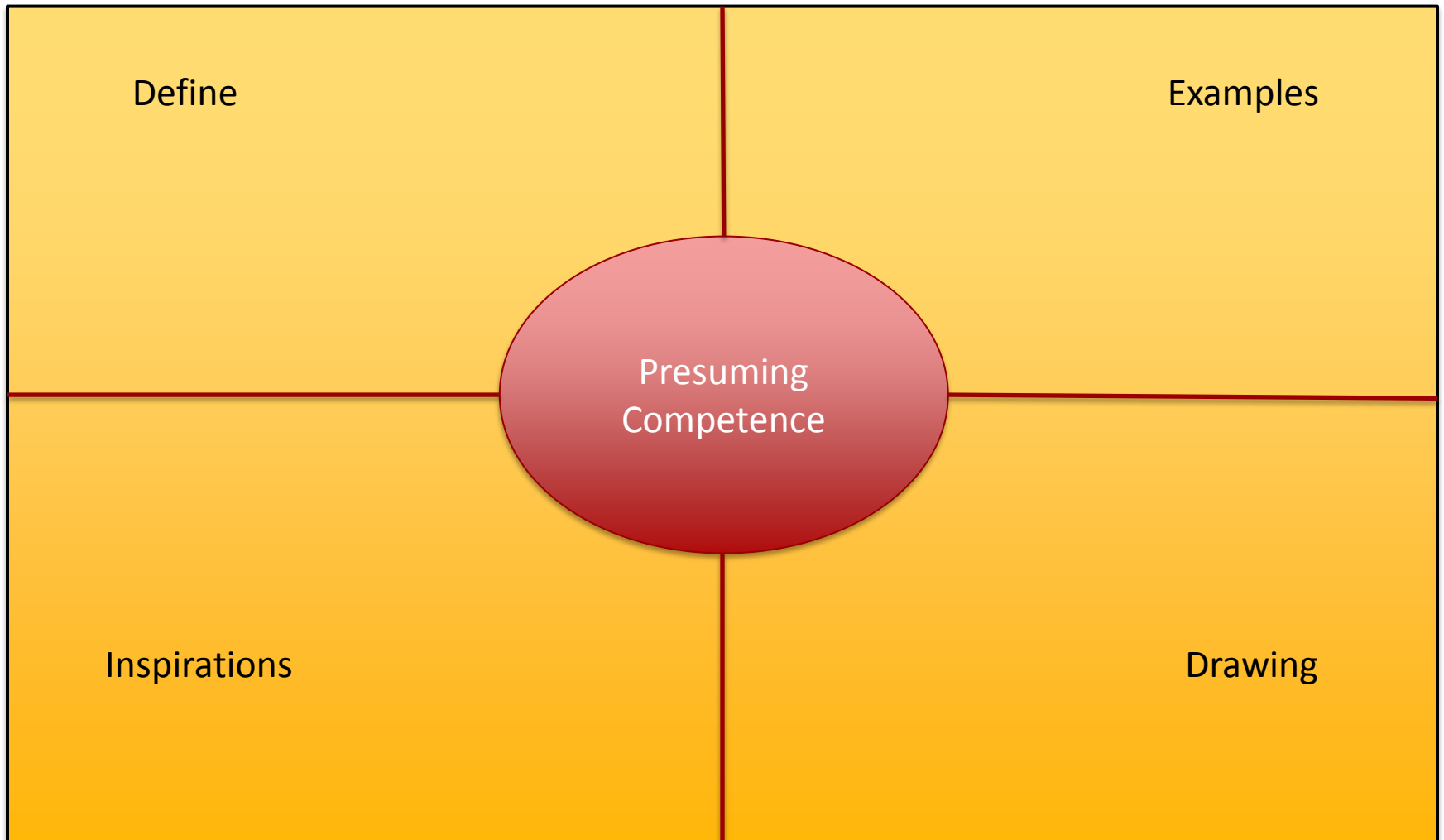
- General Education Teachers
- Special Education Teachers
- Parents
- Administrators
- Service Providers
- Others?

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



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





INSPIRED BY BEVERLY RAINFORTH

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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?



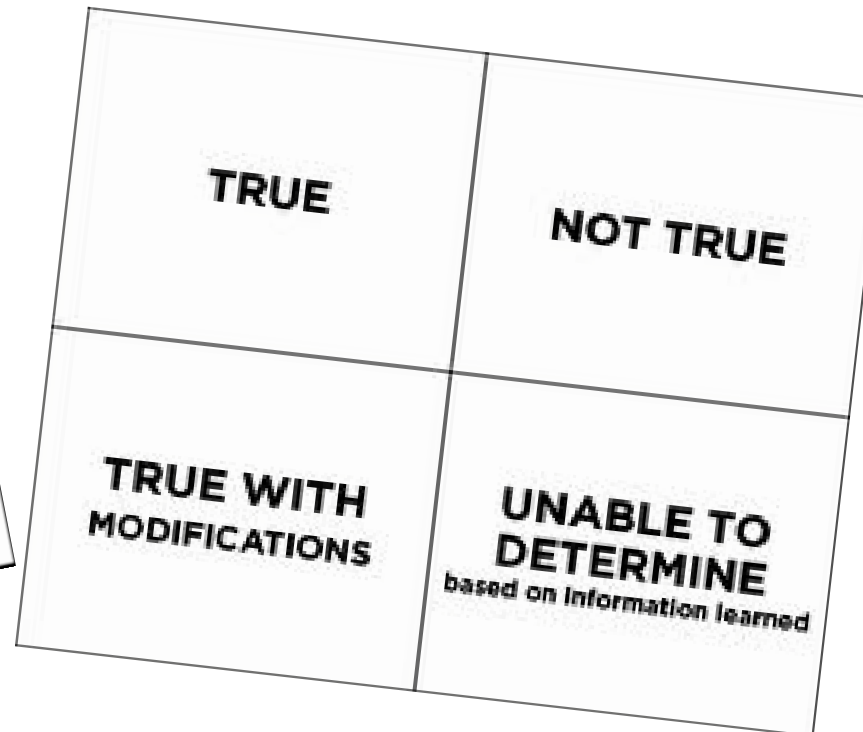
What attitudes
helped?



Draw write or brainstorm ideas
while you watch the video

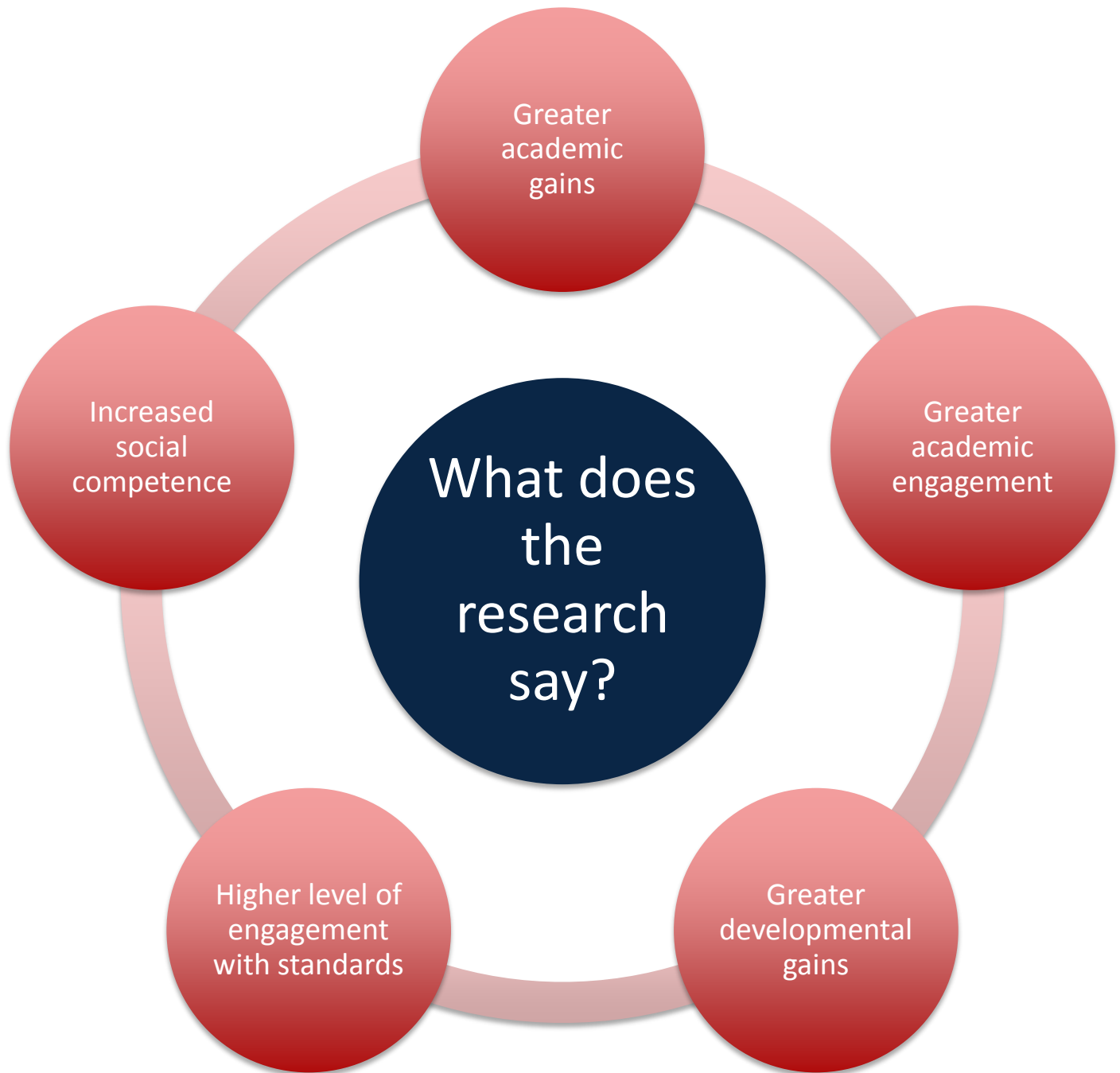
Hold Ups

- Cut out TRUE & NOT TRUE cards
- Respond to the questions by holding up your answer



Why Inclusive Schooling?





Differentiating Instruction



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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!

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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.***

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

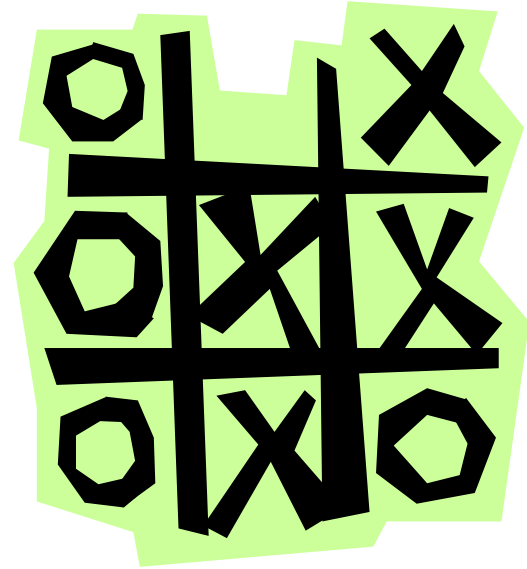
Read and Reflect

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

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

Compare/Contrast

**Written Document
Analysis**

Read a Picture

Timeline

Walk a Mile

Brochure

Foldable

Act it Out

Convince Me

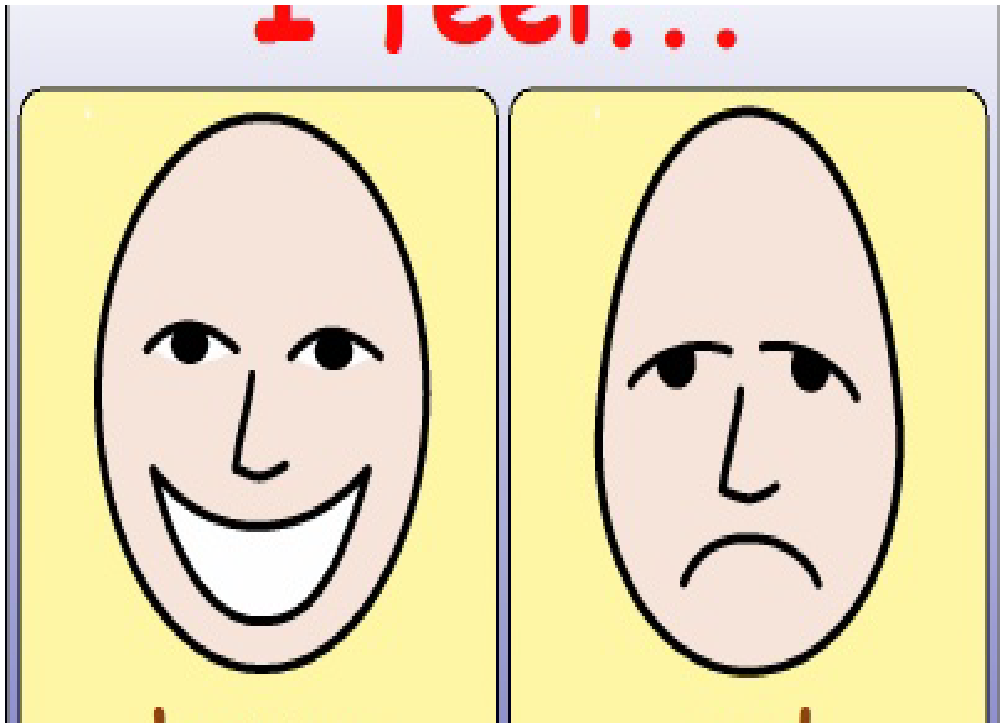
Strategies to Support Communication

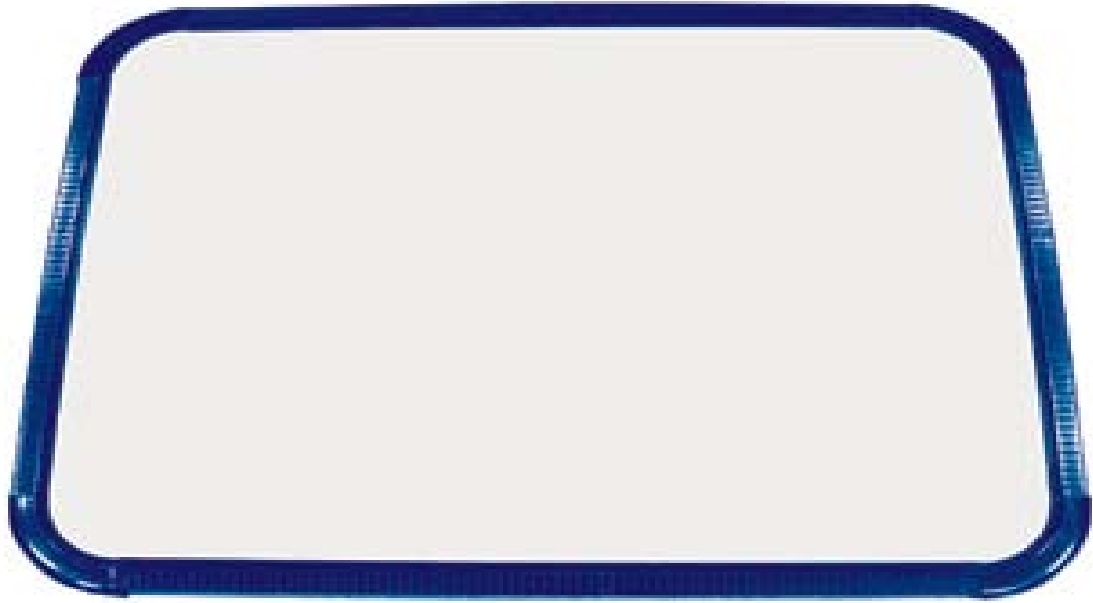
- What Communication Needs to Students with Significant Support Needs Have?
- What can you put in place to support communication



Communication Ideas









Question
#3

Question
#8

Example of Scaffolding Communication Opportunities

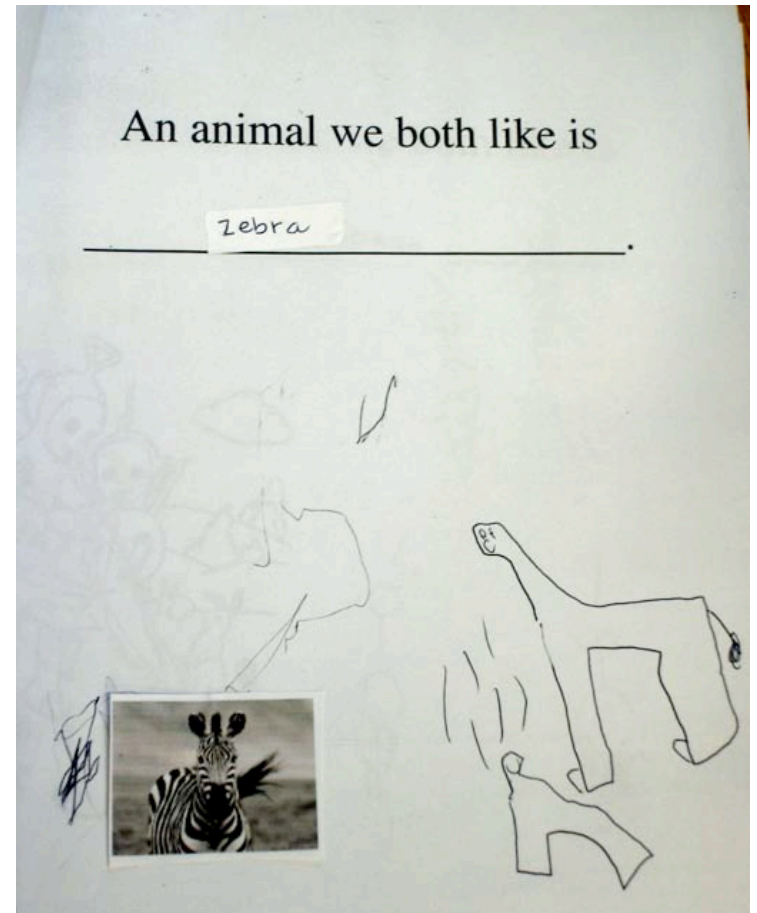
Tell me about your favorite character in Charlotte's Web...

Name your favorite character in Charlotte's Web...

Point to your favorite character in Charlotte's Web...

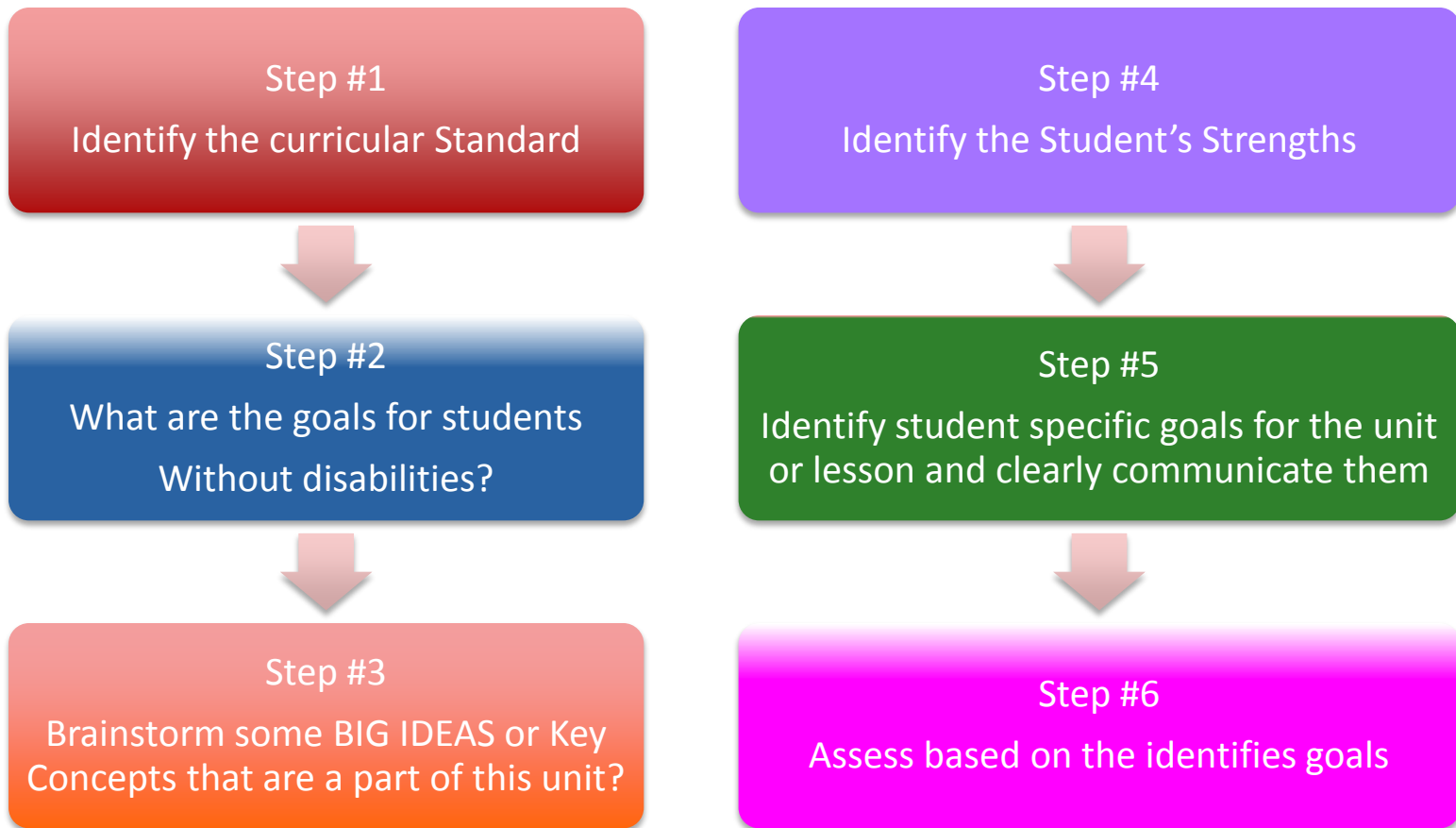
Templeton	Charlotte	Wilbur
	 <small>© Copyright Paramount Pictures</small>	

Strategies to Support Academics



BIG IDEA Teaching=

Multi-Level Teaching



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 Charlottes 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

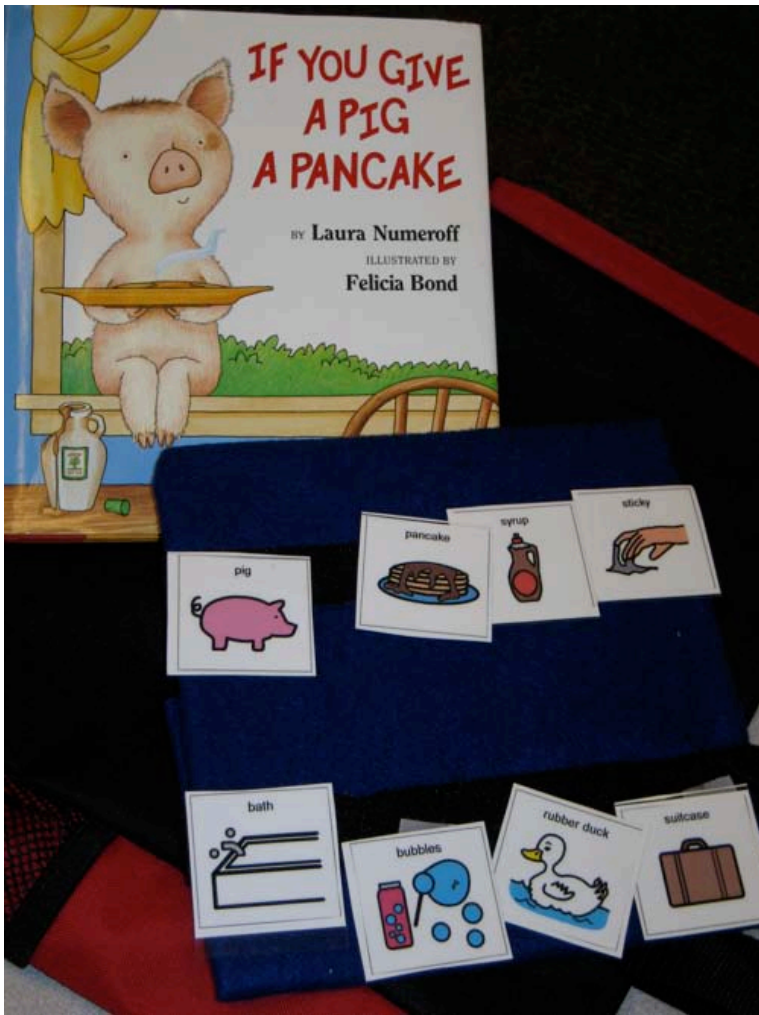
Integrate AAC

- The Very Hungry Caterpillar





Question Cubes



Use pictures for
comprehension,
communication,
vocabulary, and
sequencing



ADAPT THE TEXT

less complex text with icons/pictures added

While walking in the ruins, 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

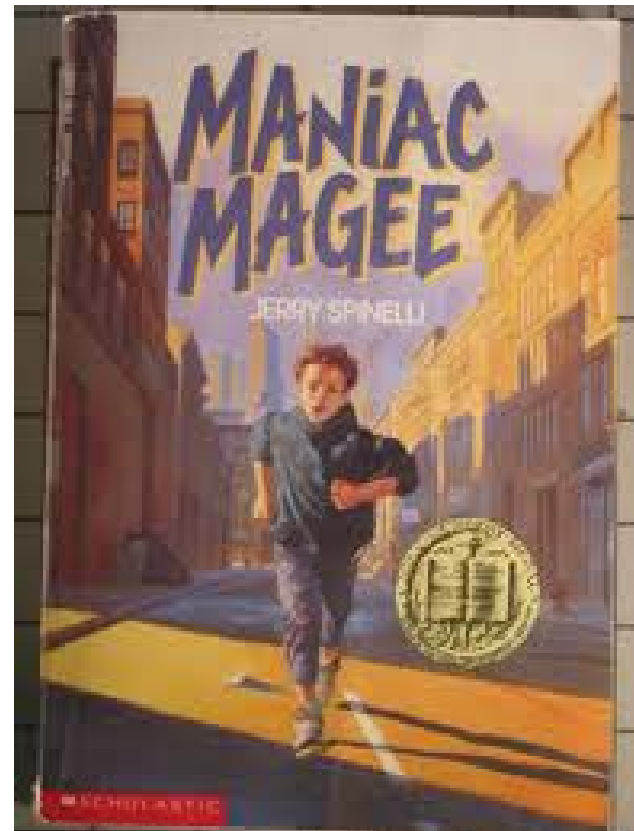


African-American family that once lived there.

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

NOW

King

Slavery

taxes

LAWS

Governor

Judges

President

Equality

Constitution

Legislators

Declaration of Independence

JUSTICE

Providing Supports to Participate

Hand-drawn figures of two people, each holding a large cookie. The names 'Johnny Johnny' are written above them. Below the figures is a checklist on orange paper:

I ate	I ate
<input type="checkbox"/> of a pizza	<input checked="" type="checkbox"/> of a pizza ✓
<input type="checkbox"/> of a juice	<input checked="" type="checkbox"/> of a juice ✓
<input type="checkbox"/> of the cupcakes	<input checked="" type="checkbox"/> of the cupcakes ✓
<input type="checkbox"/> of the cookies	<input checked="" type="checkbox"/> of the cookies ✓

A Polaroid photo of children playing on a field with the text "WHERE MY FRIENDS ARE". Below it is a letter on handwriting paper:

Dear Alyson
I really like you. Your a
good friend.
Love Sophia

Handwritten letters 'S', 'A', 'O', 'O', 'E' are placed on the lines. A name tag 'Sophia' is also visible.



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

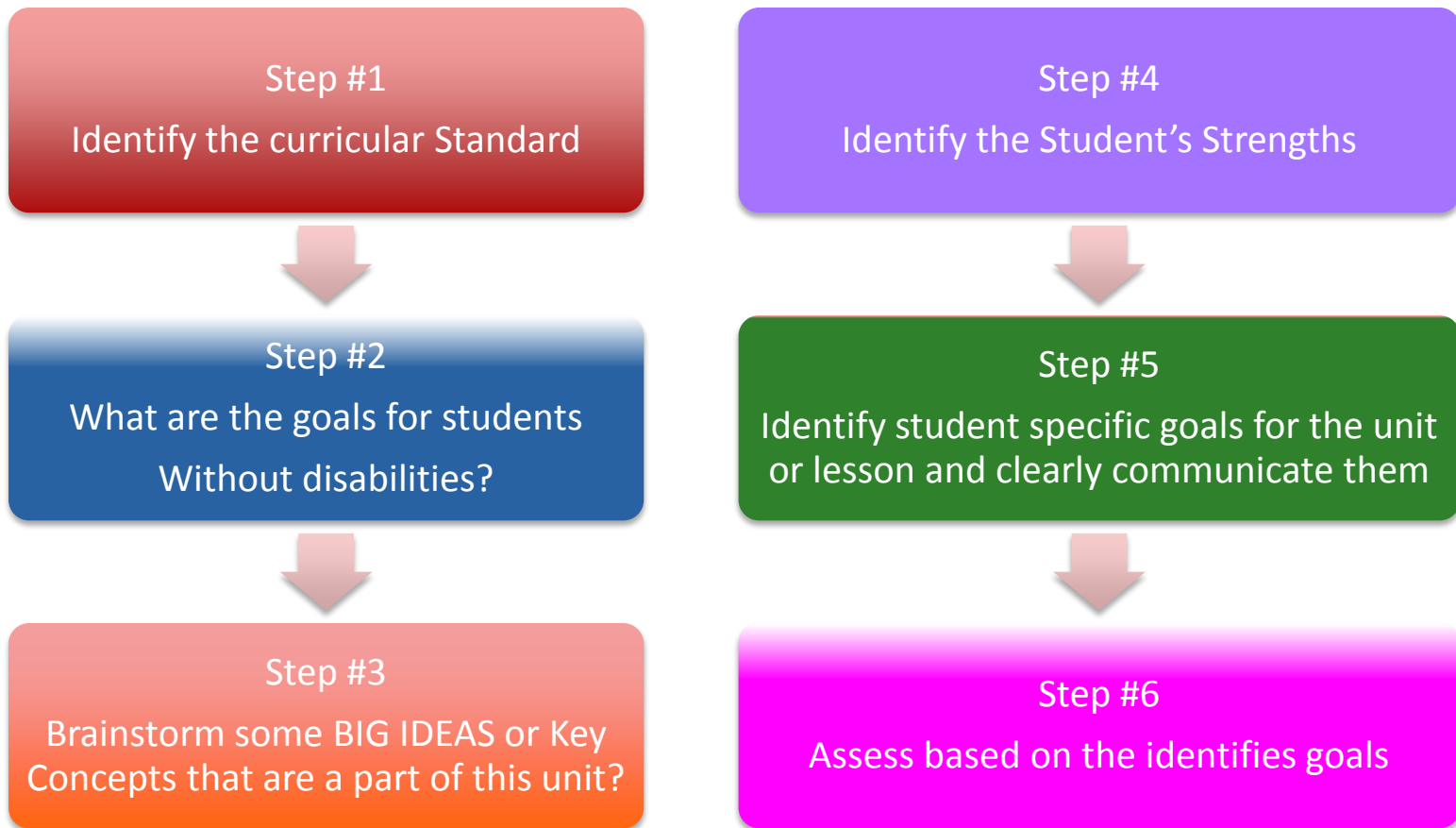


Get with a few members of your table and work to brainstorm ideas about what you saw in *You're Going to Love this Kid*

1. Strategies
2. Support
3. Materials
4. Attitudes

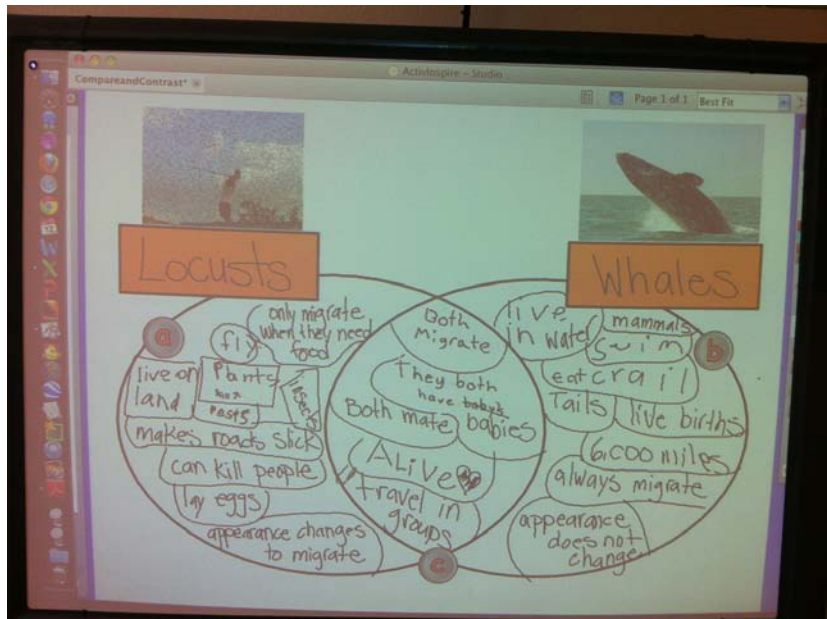
BIG IDEA Teaching=

Multi-Level Teaching



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.



Alphabet banner with letters Aa through Zz and colorful geometric shapes. The name "Cristian Laris" is written in the center.

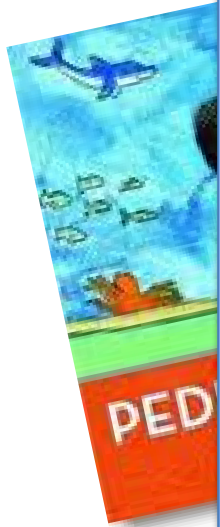
Handwriting practice sheet on a blue background with multiple rows of lines for writing.

In my opinion,
a dog would
make a good
pet.

FOUR CORNERS

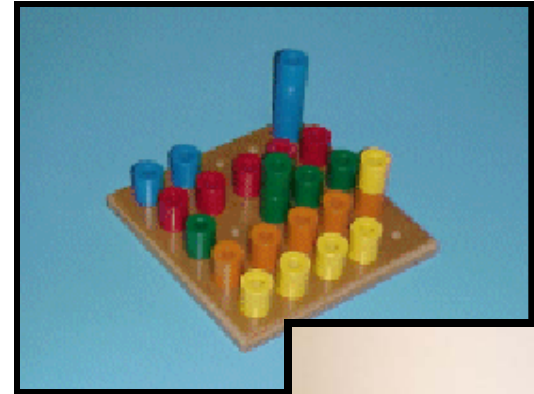
SAY SOMETHING...

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?

School Name

Infused Skills Grid

Student Name:

Age:

Grade:

Parent/Guardian:

Phone:

Classroom Teacher:

Phone:

Inclusion Support Teacher:

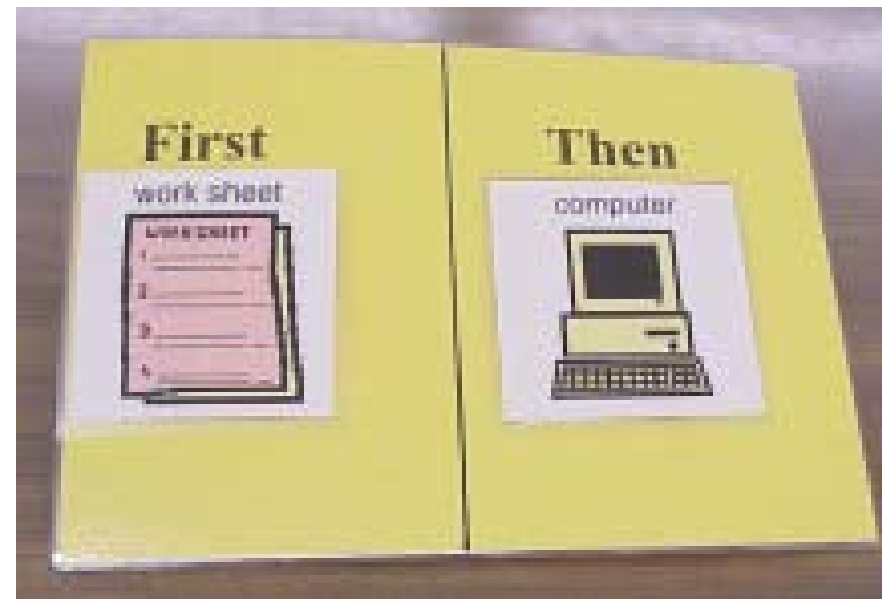
Infused Skills

Activities/Subjects/Environments

Check here if the infused skill
has been identified by:

Family
Student
Peers
School

Strategies to Support Engagement, Attention, and Behavior



Ryan's Daily Schedule:

Sample Visual Schedule

Put Backpack Away			
Morning Work			
Whole Group Reading			
Small Group Reading			
Saxon			
Music			
Lunch			
Recess			

TASK: Mitosis Group Work

Sample Task Schedule







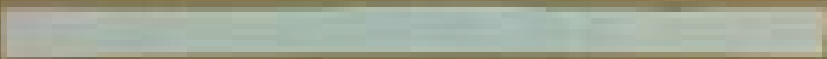
Work to do



Stepping Stones



Learning



Five Fingers

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

Brainstorm five strategies that would help support this student's 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 A112 I get a bat!
I need 3 bats to get a prize!
and No yelling!!



I Will Show good lunch room behaviors by..

Caring nicely!

clean up after myself.

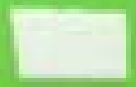
sitting properly

Don't leave the

lunch room until 11:10 I will not run out.



IF I do ALL 4 of these I
get a bat. I need 3 bats
to get a prize..!

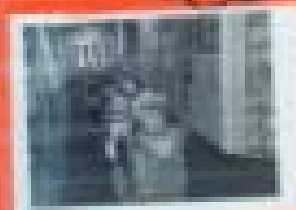
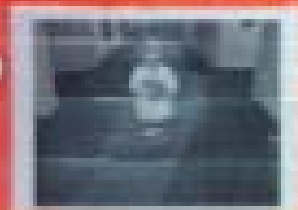


This is how I
Walk in the hall!

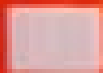
Bubble
in

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 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 2 I get a bat!
I need 3 bats to get a prize!
And No yelling!!





3:00-3:30 3:30/8:30

2:30-
3:00



2:15-
2:30



8:30-
8:45

2:00-
2:15



Wednesday



8:45-
10:00

on
Features

1:30-
2:00



February 22,



10:00-
10:15

ody
tion

1:00-
1:30



2012



10:15-
11:30

Measurement,
Probability



12:30-
1:00

Read
to
Self



11:30-
12:15

12:15-
12:30

More ideas for success...

- Use graphic organizers, brainstorming, word banks, sentence starters
- Technology- Co-writer, kidspriation
- 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**