



Inclusive Schooling

Academy 3: Exploring Inclusive Practices in Classrooms

Participant Handouts



Great Urban Schools: Learning Together Builds Strong Communities



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Academy 3: Exploring Inclusive Practices in Classrooms

This Academy defines inclusive schooling practices in classrooms K-12. It offers examples of schools where successful outcomes are achieved for students with disabilities at all levels of intensity of services.

Module Outcomes

As a result of the activities and information shared at this Leadership Academy, participants will:

- Identify features of inclusive curriculum design.
- Identify features of inclusive pedagogy.
- Identify features of inclusive classroom climates.

Agenda

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
20 min	Activity 1: Support Services
25 min	Lecturette 1: Person-Centered Planning
20 min	Activity 2: Facilitating a Student PATH
10 min	Break
25 min	Lecturette 2: Inclusion at the Classroom Level
35 min	Activity 3: Creating an Inclusive Classroom
30 min	Leave-taking and Feedback

Inclusion Support Services

Suzette:

Suzette is a charming 8 year old who was born with Down Syndrome. She is friendly and likes to play outside, especially when it's warm and she can play tag. Suzette enjoys being at school; She likes being around other children and the one-on-one attention she receives from the adults who have helped her in the past.

Suzette just transferred to your school. Unfortunately, her parents didn't bring her records with them and her previous school is dragging its feet about sending them. Another stumbling block is that it seems her parents weren't very involved in Suzette's schooling and don't know much about her progress. What they do know is that Suzette was in a class with other students with various disabilities.

Although you are missing a lot of information, your job as a team is to decide how to support Suzette as you wait for her records or decide to complete a full assessment.

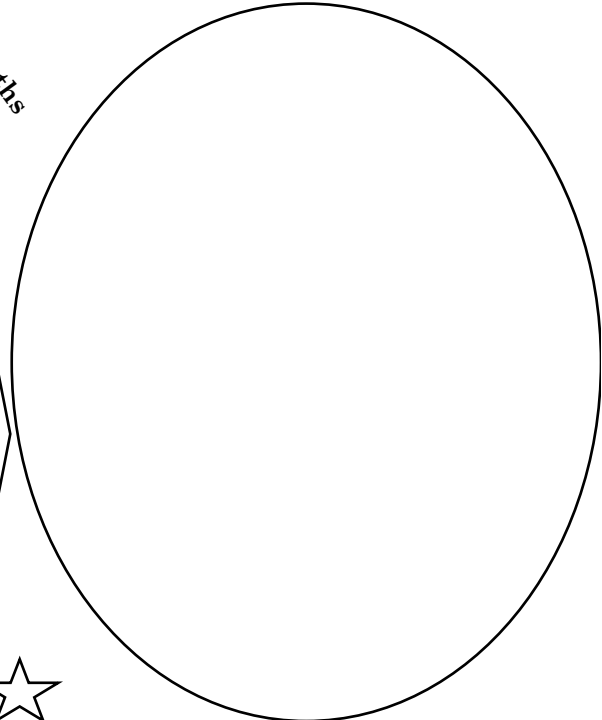
PATH PROCESS

3. What does it look like now? 4. Who do we enlist? 5. What resources do we need? 6. Next few months 7. Next month 8. First step

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6 Months

Dream...



The School's North Star



Academy Evaluation

Academy 3.3 Exploring Inclusive Practices in Classrooms

I am a

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

I am affiliated with a(n):

- Elementary School
- Middle School
- Secondary School

If I were on the next academy planning team, I would ...

Please let us know how useful you found the topics and activities:

Activity 1: Support Services

Poor					Great
1	2	3	4	5	

Activity 2: Choosing a Student's PATH

Poor					Great
1	2	3	4	5	

Activity 3: Creating an Inclusive Classroom

Poor					Great
1	2	3	4	5	

Self Evaluation

Poor					Great
1	2	3	4	5	

Three things I learned that made me go... AH HA!

1. _____

2. _____

3. _____

As a result of my participation in this academy, I am going to ...



Resources

A comprehensive guide to the activities catalog. (1987). Wilcox B. and Bellamy, G. T. Baltimore: Paul Brooks.

All my life's a circle: Using the Tools: Circles, MAPS & PATHS. (1997). Falvey, M., Forest, M., Pearpoint, J, & Rosenberg, R.L. Inclusion Press: Toronto.

Hints for Graphic Facilitators (n.d.). Pearpoint, J. Inclusion Press: Toronto.

With a little help from my friends. (n.d.) Forest, M & Pearpoint, J. Inclusion Press: Toronto.