NATIONAL INSTITUTE FOR
**URBAN SCHOOL
IMPROVEMENT**

Inclusive Schools

Academy 3 v.1: Exploring Inclusive Practices in Classrooms

Facilitator Manual

Great Urban Schools: Learning Together Builds Strong Communities

NATIONAL INSTITUTE FOR
**URBAN SCHOOL
IMPROVEMENT**

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IDEAs
that
Work
Office of Special
Education Programs

Module 3: Inclusive Schooling

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Module 3: Inclusive Schooling

National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and we also synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- Address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals.

- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.

- Rely upon content and processes that are research-based and proven in practice.

- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Leadership Academy Model

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. The approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.

- Expand students' life opportunities, available choices and community contributions.

- Construct education for social justice, access and equity.

- Build on the extraordinary resources that urban communities provide for life-long learning.

- Need individuals, family organizations and communities to work together to create future generations of possibility.

- Practice scholarship by creating partnerships for action-based research and inquiry.

- Shape their practice based on evidence of what results in successful learning of each student.

- Foster relationships based on care, respect and responsibility.

- Produce high achieving students.

- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

Professional Development Modules

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is

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one of ten developed by NIUSI to assess networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed with three academies that build knowledge, skills, and practices clustered around particular aspects of school wide improvement. The intent is simple: Build a common vision, vocabulary, and skill set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another, and create a practice community that can support innovation. The academies should be offered in sequence from academies 1 – 3. Space the academies about four weeks apart, so that some application can occur between sessions. Make sure that there is a plan for coaching on site between modules.

Module 3: Inclusive Schooling

Leadership Academies

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and/or districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

Academy 1: Understanding Inclusive Schooling

This Academy defines inclusive schooling practices for all students, including those with the most intensive special education needs.

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

- Define inclusive schooling.

- Distinguish between exemplars of inclusive and non-inclusive practices.

- Place their own schools on a continuum of growth from "on the radar screen" to "distinguished practice."

- Use appreciative inquiry to explore the capacities of schools to do such work.

Academy 2: Exploring Inclusive Practices in Schools

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

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

- Articulate features of school climates and structures that facilitate inclusive education.

- Discover how to work with teams (vertical, grade level, content area) to identify staffing and curriculum approaches for inclusive schooling.

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.

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.

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Inclusive Schooling

Academy 3: Exploring Inclusive Practices in Classrooms

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.

Activities and Lecturettes

These activities and lecturettes support the Leadership Academy's purpose and outcomes:

Activity #1: Support Services
In this activity, participants identify disabilities at all levels of intensity and the services offered for those students.

Lecturette #1: Person-Centered Planning
Use this presentation to explain that person-centered planning is a way to bring in a variety of people to make the best decision for a student's education.

Activity #2: Facilitating a Student PATH
In this activity, participants determine a student's support opportunities within a school.

Lecturette #2: Inclusion at the Classroom Level
This lecturette provides tips on how to provide inclusive curricula, pedagogy and classroom climate.

Activity #3: Creating an Inclusive Classroom
In this activity, participants use strategies to create an ideal inclusive classroom based on inclusive curricula, climate and pedagogy.

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

Module 3: Inclusive Schooling – Academy 3: Exploring Inclusive Practices in Classrooms

Introductions and Greetings

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

To facilitate this introduction, use the Academy Overview PowerPoint; it provides the background, Academy purpose and objectives, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

Facilitator Materials

    Academy Overview

Time Limit

    15 minutes

Module 3: Inclusive Schooling - Academy 3: Exploring Inclusive Practices in Classrooms
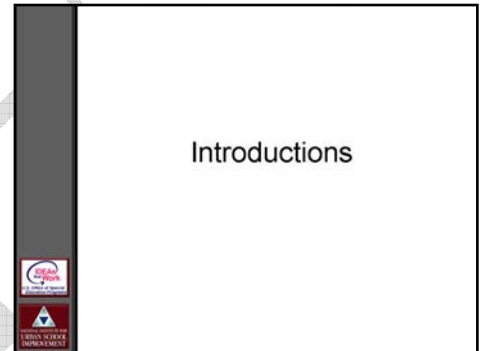
Activity 1: Support Services - Background

In this activity, participants identify disabilities at all levels of intensity and the services offered for those students.

Activity Sections

- Part 1: Support Services

- Part 2: Inclusion Support

Complete Activity Takes 20 Minutes

Module 3: Inclusive Schooling - Academy 3: Exploring Inclusive Practices in Classrooms

Activity 1: Support Services

Activity 1, Part 1: Support Services

Facilitator Materials

Chart paper, overhead or presentation slide

Participant Materials

None

Activity Purpose

The purpose of this activity is to identify current services available for students with disabilities at all levels of intensity.

Activity

Ask the whole group for volunteers. Recruit two scribes, posting one at each chart stand. This activity has two parts. First, discuss the various disabilities that students may present in schools. Then talk about the support services available for students with these disabilities. Scribes alternately write down the items. The discussion should also include the aspect that some disabilities need more intense services than others.

Facilitator Note

None

Activity Time Limit

10 minutes

Activity 1, Part 2: Inclusion Support

Facilitator Materials

None

Participant Materials

Inclusion Support Services

Activity Purpose

This gives participants an opportunity to apply their knowledge of school services to a student with a disability.

Activity

Break into small groups. Ask groups to complete the *Inclusion Support Services* handout that asks them to identify services for a student with Down Syndrome.

Facilitator Note

Refer participants to the list of support services identified in Part 1.

The teams may want more information for this activity. Stress that they do not have additional information for this student and must complete the task with what they have been given.

Activity Time Limit

10 minutes

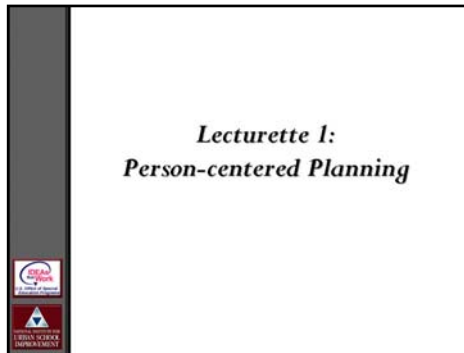# Lecturette 1: Person-Centered Planning

Use this presentation to explain that person-centered planning is a way to bring in a variety of people to make the best decision for a student's education.

Facilitator Materials

> *Lecturette 1 PowerPoint*
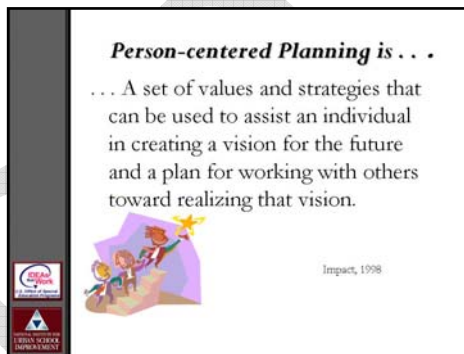
Complete Lecturette Takes 25 Minutes

Slide 1	*Lecturette 1: Person-centered Planning*	**Lecturette 1: Person-centered Planning:** This lecturette provides information on two ways to implement person-centered planning: MAPS and PATH. Finally, it introduces the concept of "Circle of Friends".

Slide 2	*Person-centered Planning is . . .* . . . A set of values and strategies that can be used to assist an individual in creating a vision for the future and a plan for working with others toward realizing that vision. Impact, 1998	**Person-centered planning is:** The term person- centered planning refers to a family of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends. Person centered planning approaches include: Individual Service Design, Lifestyle planning, Personal Futures Planning, MAPS, PATH, and Essential Lifestyle Planning. Each approach to

person centered planning has distinctive practices, but all share a common foundation of beliefs:

The person at the focus of planning, and those who love the person, are the primary authorities on the person's life direction.
The essential questions are: "Who is this person?" and "What community opportunities will enable this person to pursue his or her interests in a positive way?"
The purpose of person- centered planning is learning through shared action.
Person centered planning aims to change common patterns of community life. Person centered planning stimulates community hospitality and enlists community members

in assisting focus people to define and work toward a desirable future.

Person-centered planning requires collaborative action and challenges practices that separate people and perpetuate con- trolling relationships.

Honest person-centered planning can only come from respect for the dignity and completeness of the focus person.

Assisting people to define and pursue a desirable future tests one's clarity, commitment and courage.

Person-centered planning engages powerful emotional and ethical issues and calls for sustained search for effective ways to deal with difficult barriers and conflicting demands. Those who treat person centered planning simply as a technique and those who fail to provide for their own development and support will offer little benefit to the people they plan with.

Person-centered planning provides a systematic way to learn from sustained action over the months and years necessary for development. If the process is successful, people's sense of a desirable future will evolve. One of the most common misunderstandings of person centered planning is that it is a short series of meetings whose purpose is to produce a static plan. This misunderstanding leads people *to* underestimate the time, effort, uncertainty, anxiety and surprise necessary to accurately support people's lives overtime.

Person-centered planning is not a "quick fix" for people's difficulties. And, when things do work well, the lessons don't necessarily generalize widely. What seems to be one person's dream could easily be another's nightmare. In this sense person centered planning accurately reflects ordinary life.

Person-centered planning can invite, align, and direct shared efforts to create positive community roles for people with disabilities. It allows people to exercise their practical wisdom to work for more inclusive more just communities.

To support their work and its improvement, people involved in person centered planning need to extend their network of relationships across the different approaches to person-centered planning, community development and service reform. The future of person-centered planning depends on their willingness and ability to improve their practice through critical reflection on the effects of their work in the lives of people with disabilities and their families.

Slide 3

Person-centered Planning is . . .

. . . A use of planning strategies that focus on people rather than on services or programs, driven by individual's unique visions, preferences, likes, and dislikes.

Impact, 1998

Person-centered planning is:

Focus on people, not services. Who is this person?

community presence: *the sharing of the ordinary places that define community life.* - What community settings does the person use regularly (daily, weekly occasionally)? - To which of these places does the person go alone? as part of a group of two or three? as part of a larger group? - Does the person have any significant problem using any of these places?

What other community settings would it be in the person's best interest to use, or to use more independently? What would it take to increase the number of community settings the person uses completely? (Consider changes in the person's skills, changes in available assistance, negotiating changes in the setting or changes in service patterns.)

choice: *the experience of autonomy both in small, everyday matters (e.g., what to eat or what to wear) and in large, life-defining matters (e.g., with whom to live or what sort of work to do).* - What decisions are regularly made by the person? - What decisions are made for the person by others? For which of these could decision making be transferred to the person himself or herself? - What are the person's strongest interests and preferences that make him or her unique? - What would it take to increase the number, variety, and importance of the decisions the person makes? What would it take to increase other's knowledge of the person's interests and preferences?

competence: *the opportunity to perform functional and meaningful activities with whatever level or type of assistance is required.* - What skills could the person develop that would offer the most opportunity for increased presence, choice, respect, and participation? - What strategies for instruction and assistance have been most effective for the person? - Are there more efficient strategies than instruction, such as environmental modification or provision of additional personal assistance? Are there any health-related threats to the person's continuing development? How can these be managed effectively with minimal disruption of good quality life experiences? - What would it take to increase the person's competence in more valued activities?
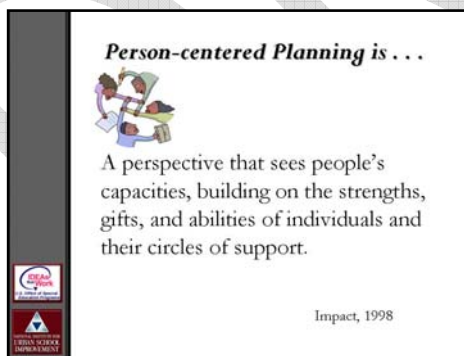
respect: *having a valued place among a network of people and valued roles in community life.* - What are the valued community roles the person occupies and what percentage of

time is spent in each? - Which community roles offer the person the best opportunity to express individual gifts and talents? -- What would it take to increase the amount of time the person spends in a valued community role? What images and ideas about a desirable future are available to the person? Does the person display any characteristics that reinforce stereotyped perceptions of people with severe handicaps? - Are there any characteristics of the person's environment that reinforce stereotyped perceptions of people with severe handicaps? (Consider the images projected by activities, schedules, expectations, and the way the person is spoken to and about.) What would it take to decrease the stigma the person experiences?

community participation: the experience of being part of a growing network of personal relationships that include close friends. - With whom does the person spend the most time on a daily and weekly basis? How many of these people are other clients/students in the same program? How many are program staff? How many are people with apparent handicaps? - Are there other important people in the person's social network with whom the person spends time occasionally? - Who are the person's friends and allies? Who knows the person intimately? Who will act as an advocate for his or her interests? What would it take to provide better support for the person's present network of relationships? What would it take to develop more friends or allies? - What would it take to increase the number of nonhandicapped people, including age-peers, who know and spend time with the person as an individual?

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

Slide 4

> **Person-centered Planning is . . .**
>
> A perspective that sees people's capacities, building on the strengths, gifts, and abilities of individuals and their circles of support.
>
> Impact, 1998

Person-centered planning is:
When you commit to person-centered planning, you:

- Make a commitment to know and seek to understand
- Make a conscious resolve to be of genuine service
- Have an openness to being guided by the person
- Have a willingness to struggle for difficult goals
- Have flexibility, creativity, and openness to trying what *might* be possible
- Have a willingness to enhance the humanity and dignity of the person

look for the good in people and help to bring it out

Slide 5

Person-centered Planning

Collaborative Effort

Commitment

Support

Action

Impact, 1998

Person-centered Planning:

Person-centered planning is a collaborative effort among educators, student, parents and other people involved in the student's life. It takes a strong commitment from all who are involved. Support is needed from administration. Actions must have follow-up.

Slide 6

Person-centered planning . . .

An ongoing journey

Slide 7

Person-centered Planning . . .

A Process

Person-centered planning:

Understanding MAPS and PATH
Jack Pearpoint, Marsha Forest & John O'Brien
We made the path by walking
       -Antonio Machado
MAPS and PATH first and foremost are tools to help restore dreams and ignite hope by drawing people together to envision and plan and enact constructive futures. For us, MAPS and PATH are not just another way of doing a service plan, they represent a different way of thinking. We are sad and angry when bureaucratic routines turn them into more of the same old thing.

MAPS and PATH are healing tools for people and for organizations. They are in fact more spiritual than technical, which is one of the reasons they cannot be bureaucratized. They must be used with skill and heart, by practitioners rooted in an ethic of doing no harm.

Effective use of MAPS and PATH is not simply a matter of technique, it is an art. There are technical competencies to master, but this is not the difficult part. As an art, person-centered planning requires facilitators to be able to truly listen to people's

dreams and nightmares. Next, hopes and visions must be shaped into vivid images and stories of possibility that will mobilize and sustain action. Finally, there is a translation into practical daily steps that move people courageously and safely in the direction of their vision.

Slide 8

Making Action Plans

• What is a MAP?
 – helps you get from one place to another;
 – a guide;
 – a way to go from here to there.

Making Action Plans:
MAPS is a planning process for people and organizations that begins with a story - the history. Maps has a series of empty container questions that ask a person/organization to tell us some of the milestones on their journey, so we can get to know them, dream with them, and begin to build a plan to move in the direction of their dreams.

MAPS means Maps. Abandon the acronyms. Maps is about listening to a person's dreams, acknowledging their nightmares, then building a rich portrait of their gifts and talents so we are able to focus on simple daily actions that move them in constructive directions.

MAPS is a wonderful way to 'get to know someone, in schools, in communities, in life. It is powerful and requires skilled facilitation by two facilitators - in order to make it safe for the MAP finder. A simple guideline: do no harm. The books and videos listed in the resource section introduce the idea, and demonstrate how it can be utilized with safely and integrity to move people toward a full life. Although MAPS originated in the 'disability' sector, its applications cover the full spectrum of life situations.

Slide 9

Planning Process

• Planning team
• Planning time
• Planning environment
• Planning goal

Making Action Plans:
MAPS is a seven question process for planning individual programming in an inclusive schooling environment. Usually all seven questions are the basis of the planning framework, although there may be some flexibility in the order of the questions or whether a question is used or not. The format will depend on the individual student being discussed.

•Team: The team consists of the student, parents, family members, classmates and

educational personnel.

•Time: The planning time is minimal 3 hours and typically occurs in one or two sessions.

•Environment: The participants sit in a semi circle. The facilitator sits at the open end of the circle.

•Goal: Information and ideas generated are recorded on chart paper by the facilitator or a recorder.

Slide 10

The 7 Questions

History
Dream
Nightmare
Who is the student
Strengths
Needs
Ideal day
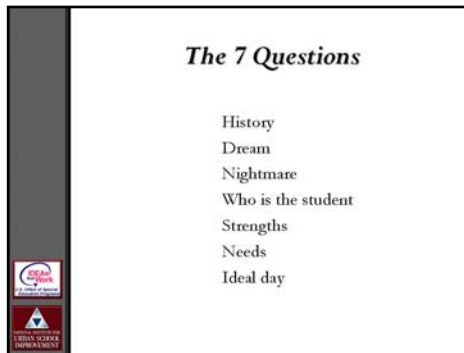
THE 7 QUESTIONS:

Two people, a group process facilitator and a record facilitator always facilitate the PATH process. The record facilitator often uses graphics in order to create a visually appealing record of the process. Whether graphics are used or not, PATH is always recorded in a format that allows all of the participants to see and/or be a part of what is happening. The facilitators need to remember to focus their facilitation in a way that the individual with whom the planning is conducted is central to the process while creating a safe and open environment that includes the other team members. Trust and confidentiality are two key issues that must be addressed and reinforced throughout the process. The focus person approves of all of the content for the record to insure accuracy, meaning and relevance.

MAPS seven questions for planning individual programming in an inclusive schooling environment.

1. What is the individual's history?

Family members' input on this question is vital. They are asked to speak and include key milestones.

2. What is your dream for the individual?

The vision of the student's future, maybe five years from now, in order to see the direction and the goals to be strived for.

3. What is your nightmare?

It is important for the team to understand this in order to work against it happening.

4. Who is the individual?

Participants are asked to think of words to describe the individual. Family members and peers are asked to identify three key descriptors.

5. What are the individual's strengths, gifts and abilities?

What the individual can do, what he/she likes to do and what he/she does well.

6. What are the individual's needs?

7. What would the individual's ideal day at school look like and what must be done to make it happen?

Resource: Video of MAPS and Circle of Friends processes:
from 'Inclusion Press'
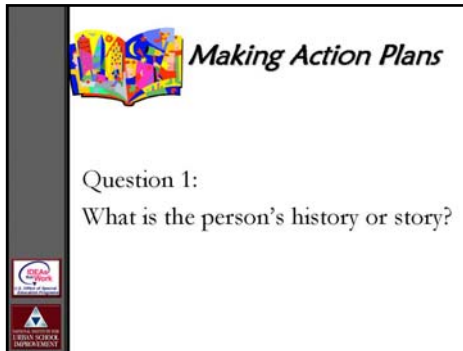"With a Little Help From My Friends"
Marsha Forest and Jack Pearpoint
Centre for Integrated Education
24 Thorne CrescentPh. (416) 658-5363
TORONTO, ON M6H 2S5Fx. (416) 658-5067

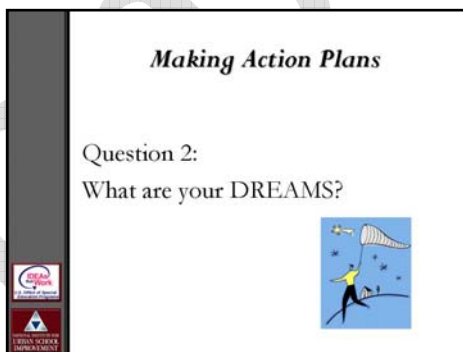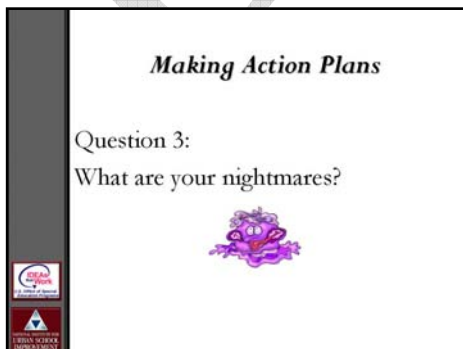| Slide 11 | | **Making Action Plans:**
Question 1 – What is the person's history or story:
In order to get the entire cast of characters into the act, telling the family or individual's story is requested.
The graphics facilitator draws the story, and the facilitator checks to be sure the emerging picture represents what is really said and if there is |

anything to add.

| Slide 12 | | **Making Action Plans:**
Question 2 – What are your dreams?
The dream question is the heart and soul of the MAPs process, so the facilitator must get out the real dream and be totally non-judgmental.
In the seed of all dreams is the essence of a person's real desire and what might eventually be feasible. |

| Slide 13 | | **Making Action Plans:**
Question 3 – What are your nightmares?
The nightmare allows people the dignity to let their monsters and demons out of the closet in an atmosphere where it is heard, recorded, respected, planned for avoiding, and then we move on. |

Slide 14	**Making Action Plans** Question 4: Who is the person?	**Making Action Plans:** Question 4 – Who is the person? Everyone is asked to throw words into the air and the facilitator records them as a portrait of the person. Not just good words or bad words – just words that pop into the participants heads as to who the person really is. Ask for positive words such as hyperactive,

energetic, etc.

Slide 15	**Making Action Plans** Question 5: What are the person's strengths, gifts, and talents?	**Making Action Plans:** Question 5 – What are the person's strengths, gifts and talents? As the participants identify descriptions that identify the person's gifts, strengths, and talents they are written down and stated <u>very positively.</u>

Slide 16	**Making Action Plans** Question 6: What does the person need?	**Making Action Plans:** Question 6 – What does the person need? What does the person need to achieve the dream and avoid the nightmare? Participants must think about what it will take, people and resources to make the dream come true.

Slide 17	**Making Action Plans** Question 7: What is the plan of action?	**Making Action Plans:** Question 7 – What is the plan of action? In order to prevent the nightmares from happening and to facilitate the dreams becoming true, the participants are asked to, in a very specific way, identify the plans. These plans should include "who will do what, and when will they do it."

Slide 18

Planning Alternative Tomorrows with Hope

PATH is a creative planning tool that starts with the end in mind. The work begins with a visioning process that focuses the person with whom planning is being done on identifying his or her dreams. These ideas and thoughts ultimately become known as the "North Star." During this initial step of the process the person is asked to speak about the ideals, values, passions, hopes and dreams that they hope to realize or provide some direction in their life. The remainder of the planning process moves from the North Star backwards to an outcome of first (beginning) steps that are possible and positive. The process relies on the support of others who are concerned about and committed to assisting the focus person move toward his or her desirable future. http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html

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Step #1:

Some of the questions that can assist a person identify their Dream may be:
What ideals do you most want to realize?
What values do you want to guide you?
What gives directions to your life?
What drives you?

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Step #2:

The second step is to choose a time in the future that is just beyond the comfortable reach of predictability, such as a year or two from now, or maybe six months from now. The facilitators then help the group to engage in a backward thinking process by coaching them to talk about the outcomes related to the vision that will have already occurred when one looks back to the projected time frame. This articulation of what has happened creates the GOALS for the focus person.
Remember events from a POSITIVE and POSSIBLE future.

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http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html

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Planning Alternative Tomorrows with Hope

• Step #3 - Grounding in the NOW
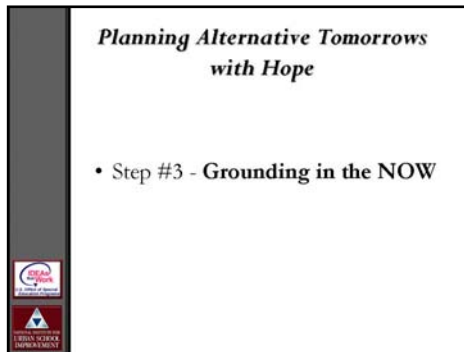
Step #3:

Step three focuses the group in the current reality. A snap shot of the current picture of the person's PRESENT is the purpose of this step. As indicated in the graphic below, the picture of the "now," (on the far left of the diagram) is as far away from the picture of the North Star, (on the far right of the diagram) as it could possibly be. This space creates a dynamic tension between the two. This tension is useful in helping the group figure out what it will take to move from the Now toward the North Star. The remaining five steps will culminate in the development of the action plan.
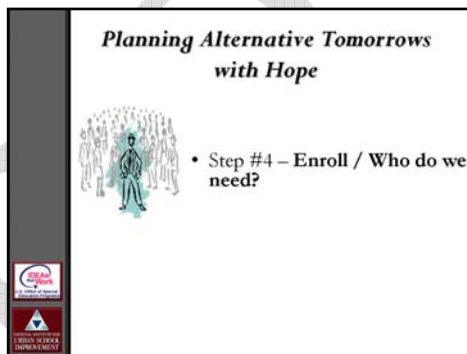
Bringing everyone back to the Present reality.

"What is it like now? Not good words or bad words – just a snap-shot of what life looks like now."

The objective is to get from NOW to the GOAL.

http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html

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Planning Alternative Tomorrows with Hope

• Step #4 – Enroll / Who do we need?

Step #4:

Step four surfaces an assumption that is deeply embedded in the core of the PATH planning process: no one can do this work alone. Consequently, thinking about who needs to be included is an important step of the PATH. People and/or entities that will be helpful in moving the process forward need to be identified by name and strategies for inviting these people into the process must be part of the overall plan of action.

Who do you need to enroll to achieve your goal?"

Striving for everyone to be interdependent, not independent.

Looking for specific persons or contact persons; participants should be encouraged to enroll themselves.

Sharing and making a commitment in the person's life.

http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html

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Planning Alternative Tomorrows with Hope

- Step #5 - **Recognizing Ways to Build Strength**

Step #5:

The fifth step is about what the group will need or to have or to do that will keep them strong and allow them to do the hard work that it will take move forward as a team. Additionally, the needs of each individual member must be identified so that a network of support can be cultivated and contributions at a personal level can me made and sustained. This is an important discussion and one that is often overlooked in traditional planning forums.

"What do we need to do as a group, team, and/or family, in order to be strong enough to reach the goal and keep this team moving forward? Similarly, what does each person have to do to be strong enough to be able to make their contribution at the personal level?"

http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html

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Planning Alternative Tomorrows with Hope

- Step #6 - **Let's Do It! / Charting Action for the Next Few Months**

Step #6:

Step six looks at the strategies that can be used to move the work forward. The facilitators will again focus the group through backward thinking. This time the "future" is much closer, such as 6 months from today if the group has been working within a timeline of one year.

Slide 25

Planning Alternative Tomorrows with Hope

- Step #7 - **Planning the Next Month's Work**

Step #7:

Step seven is a repeat of the sixth step except that the time is closer yet, such as 3 months or one month from today. Crucial to the seventh step is increasing the degree of specificity of the strategies to including who will do what, how, when and where.
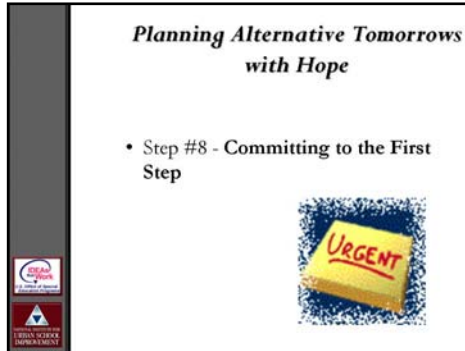
Pushing everyone for very precise specific steps:

Who will do what?
When will they do it?
Where?
This step is also used to identify specifics for the more immediate future and can be

used to measure people's true commitment.

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Planning Alternative Tomorrows with Hope

- Step #8 - Committing to the First Step

Step #8:
The final step, step eight, is the first step. This is an action that can be taken right now. It may be as simple as making a phone call that will start the ball rolling. Whatever it is, the step must be identified and someone must be willing to make the first move. A helpful strategy is to assign a support coach to whoever is responsible for making the first move to be available to the person within the first day or two following the planning process to support the person as he or she takes the critical first step.

The FIRST STEP includes actions that can be taken almost immediately – i.e. by tomorrow or next week. It does not need to be gigantic – but if the process is going to begin, it's essential that it begin NOW.

Slide 27

Circle of Friends (Support)

What is a Circle of Friends?
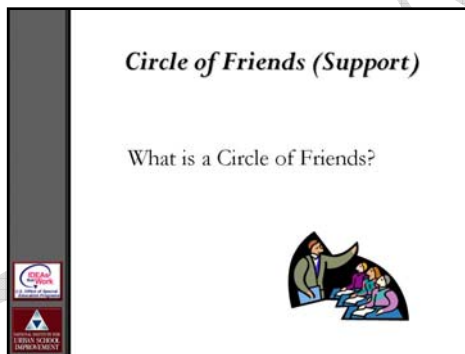
Circle of Friends:
"A circle of friends involves gathering together a group of students for the purpose of discovering their own networks and then reflecting on each others circles."
(Sherwood, 1990)

During early elementary school, it is usually possible to allow "nature to take its course" in terms of budding relationships between children. Students in Kindergarten, 1st, 2nd and 3rd Grades are in the process of "building a model" of school expectations and friendships are an important part of the model. The presence of a student with special needs is typically just another piece. Some level of 1-to-1 discussion and facilitation concerning relationships with students with physical or other needs may often be the best way to address issues at this time. Involving students in activities dealing with the value of diversity and sensory/impairment awareness can also provide a base for further discussion, presentation and knowledge.

However, as students reach 3rd and 4th grade, or higher, relationships often become somewhat more "cemented" and difficult to initiate and maintain if there is not a strong base, especially when a "new kid" joins the program. And especially when the

"new kid" also has special needs. When working with a learner with special needs (or as some kids have taught us to say, a "handicapable" learner), often a more formalized, "official" Circle of Friends must be created. In this way the learner becomes more able to become party of a "fabric" of the school and community.

Because of differences, people often do not know how to interact with individuals with special needs. A formalized Circle can be established to provide a forum for listening and facilitating interaction. In this way barriers to full participation are broken down. The Circle works both to teach others about how to respect and value the individual and to teach the learner with special needs how to be a kind and caring friend.

Usually, an adult facilitator is necessary to provide the level of support to get the Circle organized, focused and maintained. An adult can help students to gather the resources needed to learn and meet each challenge that arises. The adult will also gain insight into the age-appropriate thinking of the Circle, which may then help with the types of activities, responsibilities, and challenges that the Circle will be involved in. The adult's task is to facilitate, not to direct, the efforts of the Circle.

An initial meeting is typically held with a group of students who volunteer to get information about the Circle and who have expressed some level of desire to get better acquainted with the person for whom the Circle is established. During this meeting students are presented with general information about the "new kid's" background and experiences. Most of the content of the meeting is kept to a general level with the conversation being casual and focusing on the feelings involved.

Students get an opportunity to participate in an exercise wherein they look at the Circles of an adult (perhaps the classroom teacher) and then fill in Circles for themselves. When a "fantasy circle" for someone with "special needs" is compared to the others, the typically graphic similarities and differences can provide a powerful catalyst. This is where problem-solving begins.

Students will usually discuss how they might feel with "empty" Circles and will begin to brainstorm ideas for assisting with filling in those of the person involved. Although their ideas may initially go in the direction of a great deal of commitment of time and money, the new Circle will normally settle on a few key beginning steps to get the ball rolling.

Since roles are shared and rotated in Circle meetings (just as in Team meetings), each participant has the opportunity to practice distributed leadership skills. Cooperative

group skill building is a natural outcome of this process. Interestingly, some of the best leaders in this type of situation are the students who have the hardest time with traditional school rules, time schedules, etc. This gives them a chance to "shine."

Meeting times very in length and frequency depending upon the group and general schedule issues. Some Circles meet once a week or more at the beginning, and fade to no more than once a month or less depending upon what happens. Students may need the assistance of a written "contract" to be sure that responsibilities are clear and that plans are carried through.
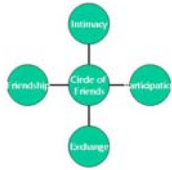
Students are also reminded that though the specific meetings and Circle is initially set up for the learner with disabilities, the Circle should strive to be a part of everyone's life and could be a portion of the problem-solving format for anyone in the Circle. The less the individual with a special needs is the focus, the more chance he/she is in the Circle and is, truly, part of the "fabric."
Elyakin/Sebu/Woodhams 11/92

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Circle of Friends (Support)
- 4 Circles completed from the outside-in.
- Circle 1: The Circle of **Intimacy**
- Circle 2: The Circle of **Friendship**
- Circle 3: The Circle of **Participation**
- Circle 4: The Circle of **Exchange**

Module 3: Inclusive Schooling – Academy 3: Exploring Inclusive Practices in Classrooms

Activity 2: Facilitating a Student PATH - Background

In this activity, participants determine a student's support opportunities within a school.

Activity Sections

- Part 1: PATH Process

- Part 2: Debrief

Complete Activity Takes 20 Minutes

Activity 2: Facilitating a Student PATH

Activity 2, Part 1: PATH Process

Facilitator Materials

None
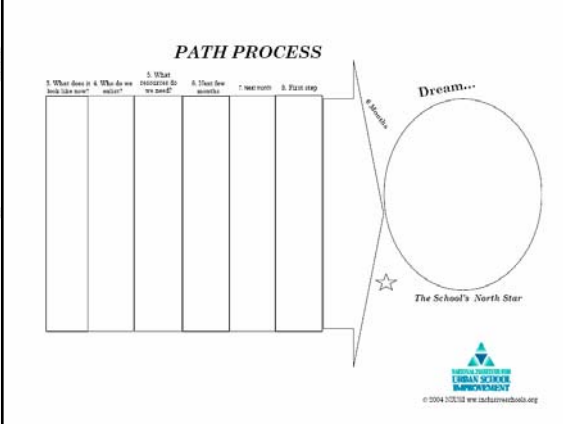
Participant Materials

PATH Process

Activity Purpose

This activity gives participants an opportunity to feel what it is like to be a part of a team that decides on a student's support services.

Activity

Building on Suzette's profile, have participants break into groups again and fill out the path process for the student. Ask participants to complete the activity as if they were particular people on a person-centered planning team. The roles for the path process that the group participants should play are: (1) Mom; (2) babysitter; (3) 3rd grader; (4) special education teacher; (5) general education teacher; (5) swim coach; (6) gym teacher.

Facilitator Note

In this case, the 3rd grader is Suzette.

Activity Time Limit

15 minutes

Activity 2, Part 2: Debrief

Facilitator Materials

None

Participant Materials

None

Activity Purpose

This activity gives groups the chance to share their path process results with the whole group.

Activity

Debrief. Have small groups report their results with the larger group.

Facilitator Note

None
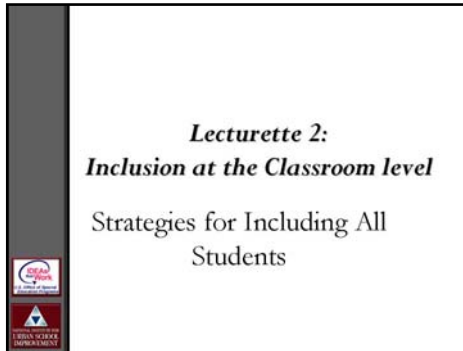
Activity Time Limit

5 minutes

Lecturette 2: Inclusion at the Classroom Level

Facilitator Materials

Lecturette 2 PowerPoint

Complete Lecturette Takes 20 Minutes

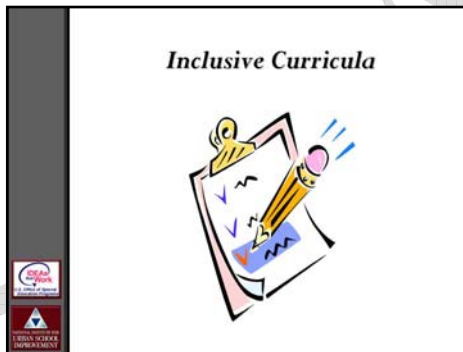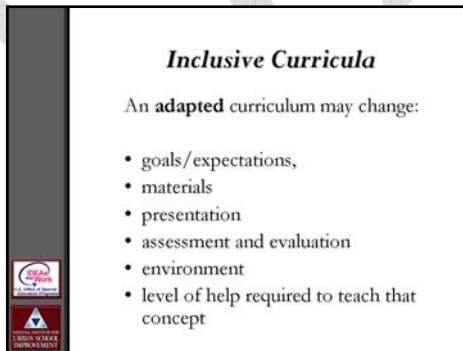|		
Slide 1	*Lecturette 2: Inclusion at the Classroom level* Strategies for Including All Students	**Lecturette 2:** This lecturette provides tips on how to provide inclusive curricula, pedagogy and classroom climate.

Slide 2

Inclusive Curricula

Inclusive Curricula:
Curriculum that includes best teaching practices greatly reduces student frustration and minimizes student diversity. The curriculum should be designed to reach all students and challenge advanced students to higher order thinking. The adaptive dimension allows a teacher to plan for all the students in their classes.

Slide 3

Inclusive Curricula

An **adapted** curriculum may change:

• goals/expectations,
• materials
• presentation
• assessment and evaluation
• environment
• level of help required to teach that concept

Inclusive Curricula:

Goals, expectations

- number of learning outcomes in a specific content may be reduced, but the foundational objectives remain the same, still based on state standards.

Materials

- adaptations will be made to the actual material or content area of the curriculum. (i.e enhanced or simplified using resource based materials).
- includes the use of supplemental materials and activities where the content may be similar or related to the curriculum.

- high interest, low vocabulary texts may be used.

Presentation
- previewing, preteaching or reteaching of assignments may be necessary.
- supplemental aids such as study guides, outlines, and audiocassettes of the materials may be provided to the student.
- student may need extra time to complete the required assignments.
- monitor use of familiar/new vocabulary during presentation of new material
- assignments may be shortened.
- provide a carbon copy of the notes.
- parallel activity may need to be developed.
- activities created will be similar or related to the curricular content.
- activities may be more activity based.

Assessment and evaluation
- assessment criteria may be adapted for the individual student.
- take written tests with the special education teacher or with an instructional assistant.
- demonstrate knowledge in an alternate form.
- oral presentation or final project would be appropriate.

Environment
- instructional groupings may vary.
- use cooperative groups during class.
- change a student's position in the classroom.
- provide assistance in organization of student materials.

Level of help required to teach that concept
- students usually receive their direct instruction from the classroom teacher. The instructional assistant is able to support these students since direct instruction is provided by the classroom teacher.
- small group or one-to-one instruction is often provided by the special education teacher.
- the students are provided sufficient support to allow them to experience success with the classroom curriculum. This support will enable the student to complete the classroom assignments and to fulfill the class requirements.
- work with partner on written assignments.
- partner with a peer during note taking activities.

http://www.saskschools.ca/curr_content/adapthandbook/curric/curric.html

Slide 4	**Steps in Developing Curriculum Variations:** • 1. Note student strengths • 2. Determine goals • 3. Brainstorm ideas • 4. Choose ideas • 5. Decide who will be responsible • 6. Make evaluations	**Steps in Developing Curriculum Variations:** There are as many ways to plan curriculum adaptations as there are teachers. 1. Note strengths of student. 2. Determine goals for subject area. 3. Brainstorm ideas and strategies to assist student to attain the goals. 4. Choose ideas which suit your teaching style. 5. Decide who will be responsible for creating,

adapting, and implementing the idea.
6. Make evaluation suit adaptation.

Slide 5	**Steps in Developing Curriculum Variations:** 1. Decide what is appropriate 2. Evaluate the instructional materials 3. Check for prior knowledge. 4. Preteach 5. Teach the concept 6. Provide postlearning	**Steps in Developing Curriculum Variations:** 1. Decide what concepts and related learning objectives and vocabulary is appropriate to the student. 2. Evaluate the instructional materials to be used to attain these concepts for this student. 3. Check for prior knowledge. 4. Preteach vocabulary and some preskills

to facilitate and support learning.
5. Teach the concept including the adaptations for the student.
6. Provide postlearning opportunities to reinforce and enhance the concepts and information learned.

http://www.saskschools.ca/curr_content/adapthandbook/curric/variat.html

Slide 6	**How Can Students with Disabilities Participate in Standards-Based Lessons?** • Personal supports • Accommodations and modifications to curriculum • Instructional and assistive technology	**How Can Students With Disabilities Participate?** 1. Personnel supports: special ed. teachers, paraprofessionals, peers, related services, staff. 2. Accommodations: shortened assignment. Instructional and assistive technology: computers, software programs, pencil grips,

ramps, speech output devices.

Slide 7

> *How Can the Curriculum Be Modified to Meet Individual Students' Needs?*
>
> • **Modifications:**
> • Same – only less
> • Streamline the curriculum
> • Same activity with infused objectives
> • Curriculum overlapping
> • Module – Accommodations and Adaptations

How Can the Curriculum Be Modified?:

1. Assignment remains the same except # of items are reduced. Items should still be representative of areas in the curriculum. Ex. Reducing # of available answer choices for a multiple choice exam.
2. Assignment is reduced in size, breath or focus to emphasize key points.
3. Assignment remains the same but additional components such as IEP objectives are incorporated. Often done in conjunction with other accommodations/modifications to ensure all IEP objectives are addressed.
4. Assignment for one class is completed in another class – ex. Typing assignments for English class, which counts also for word processing/typing class.
5. A "*modification* is a change in what a student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class."

Slide 8

> *Inclusive Instruction*
> *(pedagogy)*

Inclusive Instruction:
Different instructional practices (pedagogy) include:
whole class through direct instruction
work groups
small groups
individual through one-to-one instruction
cooperative teaching
cooperative learning
peer tutoring
cross-age tutoring
pacing
timing

BACKGROUND INFORMATION:
Instruction is a teacher's major responsibility. Good instruction requires planning, organization and ongoing reflection on the part of the teacher. Teachers need to be aware that adapting instruction to meet the needs of all children, especially students with mild disabilities, is part of the planning process which they must include. As teachers start to include adaptations as part of their planning process, they will find

that lessons go much more smoothly, evaluation flows from the instruction and they will feel that they have reached all of their students. Adapting instruction to meet the needs of children with mild disabilities benefits not only those children but all of the children in the classroom.

When adapting instruction, teachers have a multitude of strategies, methods and skills from which to choose. *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991) offers more detailed information about specific strategies, methods and skills that teachers may use in the delivery of curriculum to their diverse students.

This does not imply that a teacher must instruct every student in the class differently. A teacher plans instructional practice with every student in mind so that every student has an opportunity to learn.

Slide 9

Why is it Essential that All Educators Vary Teaching Methods?

- Learning should be active, not passive.
- Varying instructional; methods is good for all students
- Critical thinking skills are essential for all students in the future.
- Learning involves more than just hearing and remembering.

Why is it Essential?
Classes which include students with diverse needs make it necessary for teachers to choose instructional methods that make it possible for all students to learn.

Slide 10

Inclusive Classroom Climates

- Establishing a positive classroom climate enhances academic achievement and helps to promote appropriate classroom behavior.

Inclusive Classroom Climates:
An important variable for teachers to consider in adapting instruction for students is the learning environment. The design of the learning environment can complement the teacher's teaching style and accommodate the students' unique learning, behavioral and social needs.

Included in the learning environment are elements such as:
classroom climate
physical setting
grouping students for instruction
technical supports and support personnel

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Slide 11

Provide a Positive Classroom Atmosphere

Classroom Atmosphere:

Foster a classroom atmosphere of trust, cooperation, empathy and risk taking.

Model positive attitudes, respectful behavior, helpful conversation and constructive actions.

Do not permit ridicule, sarcasm, or superiority to exit in your classroom.

Promote healthy relationships and value all students.

Give students opportunities to share their experiences and learning with each other.

Help others to view your students positively and to treat them well.

Use humor.

Use a variety of instructional strategies and activities to maintain student interest in learning and to accommodate student differences.

Teach problem solving, conflict resolution and/or social skills.

Show students how to build on strengths and compensate for weaknesses.

Model and teach students to accept and learn from mistakes.

Emphasize improvement rather than perfection.

Slide 12

Establish a Classroom Discipline Plan

Establish a Classroom Discipline Plan:

Involve students in creating and establishing guidelines for acceptable behavior.

Student input promotes a sense of ownership, increasing the likelihood of following the rules.

Student participation draws attention to personal inner values and control that promotes self regulation of behavior.

Encouragement of student opinion regards students as moral thinkers and problem solvers who value and respect others.

Slide 13

Steps in Developing a Discipline Plan

- Compose a list of expectations.
- Encourage contributions to the list.
- Brainstorm logical consequences.
- Post the list in a prominent place.
- Revisit and revise the plan as needed.
- Acknowledge students who demonstrate positive behaviors.

Steps in Developing a Discipline Plan:

Compose a collective list of no more than five or six expectations, stated positively. (E.g. "Be on time." is more effective than "Don't be late."

Encourage clear, concise and sensible contributions to the list. (E.g. "Bring your things to class." is more specific than "Be prepared."

Brainstorm and compile student's views about reasonable and logical consequences for the

purpose of maintaining firmness with fairness and not solely for punishment.

Post the list in a prominent place. Commitment to the plan may be enhanced by inviting the students to sign an individual copy of the plan.

Revisit and revise the plan as needed.

Acknowledge students.

Slide 14

Disruptive behaviors:

When students consistently speak out of turn, use inappropriate language or otherwise disturb classroom activities:

Speak to the student privately to reinforce expectations and consequences.

Use proximity or eye contact to engage the student when in a large group.

Use "timeouts" as a time for self-reflection.

Slide 15

Defying Authority, Arguing:

Avoid confrontations.

Reinforce positive behavior.

Provide the student with leadership opportunities such as tutoring or coaching younger students.

Apply consequences consistently.

Slide 16

Compulsive behavior:

Work with the student to develop a method for self monitoring.

Set up a private signal between you and the student where they are to stop and think before acting.

Provide positive reinforcement for appropriate behavior.

Teach the student to use self talk to slow down impulsive reactions to situations.

Slide 17

Physically aggressive behavior

– Speak to the student in private
– Discuss
– reinforce
– determine the cause
– Provide opportunities
– Be firm

Physically aggressive behavior:

Speak to the student in private to decrease peer attention which may escalate the behavior.

Discuss the reason and limits of tolerance of aggression with the student.

Reinforce the idea of the right to personal space.

Try to determine the cause of the aggressiveness.

Provide opportunities for positive ways for the student to get attention and status in the school setting.

Be firm and unemotional when meting out consequences.

Slide 18

Defensiveness

– Draw attention to the positive aspects
– Use problem solving
– Avoid overreacting
– Provide the student with choices

Defensiveness:

Draw attention to the positive aspects the student's behavior or work first.

Use a problem solving approach rather than a blaming approach.

Avoid overreacting to the student's behavior.

Provide the student with choices so that they accept some responsibility for the solution to the problem.

Slide 19

Attentiveness

– Minimize distractions
– Seat student near good role models
– Develop a private cueing system
– Develop an awareness of the student's preferred learning style
– Break time periods into smaller blocks of time
– Provide a student evaluation sheet
– Pair the student with a peer.
– Teach active listening strategies.

Attentiveness:

Place student in an area of the classroom where there is a minimum of distractions.

Seat student near good role models which may have a positive effect on the student.

Develop a private cueing system which reminds the student to attend to the task.

Develop an awareness of the student's preferred learning style and plan adaptations to accommodate the student's needs.

Break time periods into smaller blocks of time or vary the activities to increase attention span.

Provide a student evaluation sheet at the beginning of the assignment or tasks so the student can see how he is evaluated and can check off components for an assignment as they are completed.

Pair the student with a peer.

Teach active listening strategies.

Slide 20

Organizing materials

- Provide direct instruction
- Encourage the use of color coded folders
- Designate specific storage areas
- Develop lists
- Encourage the use of a pencil case or box

Organizing materials:

Provide direct instruction to the student on skills required to manage instructional materials.

Encourage the use of color coded folders or notebooks or one main binder to organize notes for classes.

At the elementary level designate specific storage areas where student materials are put for safe keeping between classes.

Encourage older students to develop a list of materials needed for each class and post it in their lockers.

Encourage the use of a pencil case or box that is large enough to hold required materials.

Slide 21

Completing assignments

- Break longer tasks into smaller steps
- Have clear expectations
- Display visual aids
- Use personal planners or homework books
- Monitor progress frequently
- Maintain a classroom calendar of assignments

Completing assignments:

Break longer tasks into smaller steps with due dates for the various stages of the task or assignment.

Make sure the students understand the expectations of the assignment.

Display visual aids around the room that show end examples of products and processes for students to model.

Use personal planners or homework books.

Monitor progress frequently and keep parents informed about assignment expectations and ways they can help their child at home.

Maintain a classroom calendar of assignments and due dates in a prominent place in the classroom that the student can refer to when needed.

Slide 22

Working independently

- Establish clear time lines
- Talk through steps
- Break the task down
- Provide models
- Take advantage productive time
- Praise successful experiences
- Use contracts

Working independently:

Establish clear time lines.

Talk through steps necessary to complete the task.

Break the task down into manageable parts.

Provide models of the completed task so the student has an idea of what the completed project might look like.

Take advantage of the student's personal productive time during the day.

Praise successful experiences to build confidence and self-esteem.

Use contracts.

Slide 23

Grouping

- A. **Analyze** each student's strengths.
- B. **Cluster** four or five students per classroom.
- C. **Consider** when grouping students into classrooms:
  - Academic needs
  - Reading levels
  - Learning styles
  - Math placement
  - Problem solving skills
  - Work habits
  - Organizational skills
  - Behavioral goals and objectives
  - Content or subject area

Grouping:

If there is a specific student for whom adaptations will be required in several subject areas, it is much easier to plan adaptations if the student has as few teachers as possible. Otherwise, there may be insufficient time to communicate with teachers or to provide sufficient adaptations for the various classrooms on a regular basis.

Sometimes there is a distinct group within a grade level for whom adaptations will be required. You will need to consider the needs of that grade level group as you decide the grouping that best suits your situation and will be manageable.

A. Analyze each student's strengths. This will assist you with the grouping of students.

B. Cluster four or five students per classroom. With this grouping, the communication time will increase as will the amount of direct service you will be able to provide to the individual. Planning for a group is more likely to occur than planning for an individual.

C. Consider when grouping students into classrooms.

Academic needs.

Reading levels.

Learning styles.

Math placement.

Problem solving skills.

Work habits.

Organizational skills.

Behavioral goals and objectives.

Content or subject area.

**Slide
24**

What Is Assistive Technology?

- Any item, piece of equipment or system that helps people bypass, work around or compensate for learning difficulties

- The purpose of assistive technology is to work around specific deficits, rather than fixing them.

- Assistive technology is not designed to improve particular skills or teach particular subjects.

What is Assistive Technology?

Assistive technology can be defined as any item, piece of equipment or system that helps people bypass, work around or compensate for learning difficulties.

The purpose of assistive technology is to work around specific deficits, rather than fixing them. It helps people with learning differences reach their full potential and live satisfying, rewarding lives.

Assistive technology is not designed to improve particular skills or teach particular subjects. Instead, it provides a means for the user to work around the learning differences.

Examples of Assistive Technology

Low -Tech
Pencil grips.
Speciality paper (eg. Raised line, highlighted line.
Highlighting pens and tape.
Word cards, word books, word walls.
Large print or talking books.
Books adapted for page turning (e.g. page fluffers, 3-ring binder).
Writing templates.
Aids to find materials (e.g. index tabs, color coded folders).
Key guard.
Arm support.
Planners.
Tape recorders.
Phone amplifier.
Talking calculators, watches or clocks.
Portable scanner.
Portable keyboards or alternative keyboards that allow the user to change the layout and appearance of the keys.
Electronic spell checkers, dictionaries, and grammar checkers.
Multimedia software.
Adaptive sporting equipment (e.g. lighted or beeping ball).
Light switch extension.
Adaptive eating, drinking and dressing devices.

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High Tech

Reading systems that use a computer, scanner and software to read scanned book pages aloud.

Speech recognition software that allows a computer to operate by speaking to it.

Voice output devices.

Screen magnification software.

Mind mapping/outlining software.

Word prediction programs.

Speech synthesizers.

Electronic organizers, pagers, palm computers.

Guidelines For Selecting The Best Technology For Your Students

Determine the child's specific difficulty.

Identify the child's strengths.

Include the child in the selection process.

Narrow down the types of technology that might be helpful, based on the child's strengths and weaknesses.

Examine the specific settings where the technology might be used.

Think about portability when selecting assistive technology.

Select technologies that work together. Eg. A word prediction program that is compatible with the word processing program being used.

Choose technologies that are easy to learn and operate.

Select products that offer on-line and toll -free technical support.

Consider your school or division based technical support network.

Assistive technology cannot fix or eliminate learning difficulties. However, by learning to capitalize on students' strengths and bypass their weaknesses, individuals with learning differences can experience success in the school setting.

http://www.saskschools.ca/curr_content/adapthandbook/envir/technical.html

Slide 25

Collaborative Teamwork in the Classroom Community

- Team Teaching
- Paraprofessional Support Personnel
- Professional Support Staff
- Peer Tutoring

Collaborative Teamwork in the Classroom Community

When using assistance provided by another person as an adaptation, consider both the short and long term effects of such adaptations:

student becomes dependent upon one service provider and does not follow instructions given by other instructors;

peers are reluctant to invite a student to hang out or play a game because an adult is always close by;

teacher gives instructions to the assistant rather than directly to the student;

additional intense instruction can be provided by the assistant, enabling the student to learn the skill or concept in a shorter period of time;

direct observation or instruction by an assistant facilitates more effective problem-solving with the classroom or resource teacher.

teaching students to assist each other creates a sense of community and cooperation.

Consider also the learner's preference for personal assistance; the ability to accept assistance from different people; how the assistance affects others' perceptions of the learner and the ability of the assistant to fade artificial supports to more natural supports as well as the availability of identified assistance.

provide opportunities for the student to choose who he/she wants to work with in a cooperative group:

classmates alternate who will help the student;

assign the assistant to the whole class at times rather than to a specific student;

classroom teacher models effective ways for peers to provide assistance;

planning team meets weekly and identifies critical times for personal assistance throughout the week and matches with resource availability;

Communicating and collaboration are key elements to effective teamwork. For collaboration to be constructive, it must be collaborative in nature and in practice. Meaning working jointly with others; willingly cooperating with others; sharing goal setting, problem solving, and the achievement of the goals.

Teams built on trust offer a sense of emotional safety and an ability to be openly honest with each other. They are more willing to take risks and try new things.

Models of Teams

1. Team Teaching

This model involves two or more teachers who plan and deliver instruction to a group of students. The team plans and delivers instruction as an unit.

This model could work in a variety of ways:

Teach and Monitor. One teacher could be responsible for teaching while the other monitors students' work. This approach capitalizes on each teacher's strengths and interests. The monitor can provide students who are not succeeding with individualized instruction, while the other teacher is working with a the larger group.

Parallel teaching. This method involves planning by both teachers, but each one teaches the lesson to a small group of students at the same time. It allows for a smaller student-to-teacher ratio, which increases attention and participation. It also allows for

opportunity to work with homogeneous groups of students so that concepts and pace of lessons can be modified.

Learning Centres. These can be set up so that students rotate from one station to another, meeting and working with the teachers, or the teachers may move from centre to centre working with small groups of students. Centers can provide activities at varying levels of knowledge and skills. The activities can be adapted to meet the students' learning styles.

2. Paraprofessional Support Personnel

Support personnel (instructional assistants or parent volunteers) can competently implement basic educational and functional goals under the direction and supervision of a teacher. Paraprofessional are valued members of the team and provide much needed assistance in the classroom.

Roles and Responsibilities of the Teacher

The teacher's responsibilities are to plan, direct, manage, evaluate and monitor the activities of the paraprofessional, which does not include any duties for which the teacher is professionally responsible.

Management tasks for which the teacher is responsible could include:

Setting classroom standards for assistants to follow

Explaining classroom expectations

Modelling classroom standards

Supervising assistants

Reviewing and reinforcing classroom standards

Planning on a daily basis for the assistants.

Providing precise, accurate information to the assistant as needed.

Informing assistant of long term or short term goals for student.

Ensuring instructional assistant understands the particular learning style or problem area of the student(s) assigned to them.

Planning (daily, short- and long- term) for students (i.e. setting objectives, developing lesson plans and developing materials).(See Planning for the Instructional Assistant)

Identifying specific job functions based on student needs

Evaluating the instructional assistant.

Modeling confidentiality of the student-school relationship.

Allowing opportunities for instructional assistants to have input into program planning and adaptations based on their working knowledge of the student.

Resolving conflicts between student(s) and instructional assistants.

Roles and Responsibilities of the Resource Room/Special Education Teacher

Co-develop the instructional assistant's(s) schedules.

Co-write the instructional assistant's(s) job functions.

Identify inservice needs of instructional assistants.

Evaluate of the instructional assistant's implementation of programming.

Facilitate and provide inservice training.

Provide the classroom teacher with appropriate material, or guide them in the process of obtaining appropriate material.

Adapt the materials and lessons with the classroom teacher.

Roles and Responsibilities of the Paraprofessional

The roles and responsibilities of paraprofessionals in the classrooms of today are complex, interrelated and variable. The paraprofessional is an essential and valuable resource and support in the everyday functioning of the classroom. The involvement and commitment of the paraprofessional to the delivery of quality assistance are required for the success of learners. The role is different at every school.

As a part of a team, they should exhibit the following characteristics:

Works effectively under the direction of qualified teachers.

Accepts direction and feedback constructively.

Requires minimal direction from the classroom teacher.

Adapts quickly to unforeseen situations as they arise.

Participates cooperatively as an active member of the team.

Demonstrates effective communication skills with students, staff, and parents.

Assists in the preparation and sharing of relevant information when required by the teacher.

Contributes positively to classroom and school routines and activities.

Demonstrates responsible use of time and resources.

Helps to create a positive learning environment for all students to do personal best.

Some of the general responsibilities that might be expected of the paraprofessional in today's classrooms might include:

Extend effective learning strategies to reinforce students' learning in individual or small groups.

Support individual program plans for students with special needs.

Assist teachers to fulfill the instructional, social, behavioral goals and objectives as planned.

Provide a positive role model for learners.

Observe record and report student progress to the teacher.

Help students manage their behavior and time for optimal productivity.

Prepare, modify and use appropriate instructional materials, resources and equipment.

Support efforts at building a school and classroom climate of respect, trust and encouragement.

The diversity of student needs, impact of technology, innovative programming and complexities of modern life will need a network of trained support personnel.

3. Professional Support Staff

A team approach to intervention for children with learning difficulties is essential to achieving long-term benefits. Examples of professionals who may provide support to classroom teachers are:

Speech-Language Pathologist

Audiologists

Educational Psychologists

Special Education Consultants

Counselors

Health Care Workers i.e. Physical Therapists, Occupational Therapists, Physicians, Psychiatrists.

Social Workers

4. Peer Tutoring

Peer tutoring is the instruction of one student by another student for the purposes of instructional and social support. One student can often explain concepts and skills to another student in ways only the other can understand. Peer tutoring frees the teacher to act as a consultant to the peer group. Teachers have to monitor the students' level of independence to ascertain that both students are accountable for their own work.

Slide 26

Physical Setting

- Small group instructional area
- Large group instructional area
- Learning centers
- Independent work stations
- Computer work station
- Time -out area
- Storage area

Physical Setting:

Designate a specific spot n the classroom to leave notes, post schedules or changes in schedules, morning announcements and other pertinent information.

Establish systems for recording and checking assignments and grades (eg. Assignment sheets, homework books, student calendars/planners.

Keep a basket of necessary supplies in each area.

Have a cart with wheels. It's a great way to keep supplemental materials you need close at hand.

A filing cabinet will help to keep materials and student files close at hand. Keep a central file of modified materials and ideas.
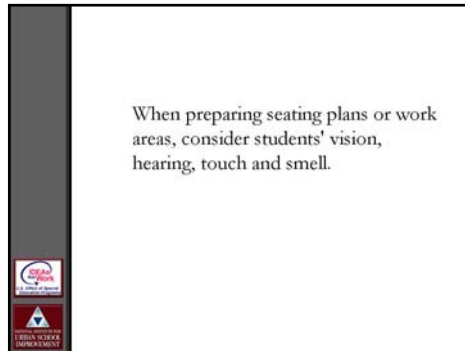
Designate one location to hand in daily assignments.

Color code folders for each subject. If possible coordinate folders with the colors of the

textbooks used.

When using the computer, place a document holder near the computer to prevent pages from falling on the floor.

Slide 27

When preparing seating plans or work areas, consider students' vision, hearing, touch and smell.

Eg. Seat student close to the board, away from the glare of the window,
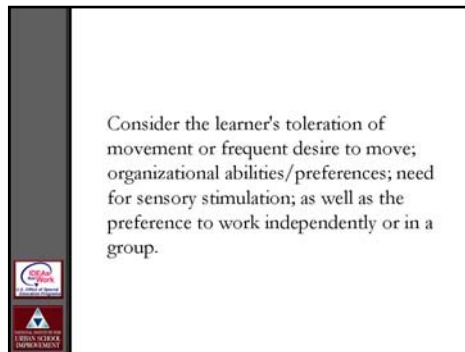
Provide a slant board for placement of books or papers,

Differentiate parts of the working area using textured materials,

Use scented stickers to designate important activities on the classroom schedule.

Seat students requiring adaptations in an area that will allow easy access to the students without disturbing the rest of the class.

Slide 28

Consider the learner's toleration of movement or frequent desire to move; organizational abilities/preferences; need for sensory stimulation; as well as the preference to work independently or in a group.

Consider the learner's toleration of movement or frequent desire to move; organizational abilities/preferences; need for sensory stimulation; as well as the preference to work independently or in a group.

Check to see if lighting and temperature conditions in the classroom are suitable for the learner.

A study carrel is useful. This will benefit the student who is easily distracted.

Depending on the level of distraction, determine whether the student might be better seated at the front or back of room, near the teacher, away from noise or traffic flow areas.

Find additional storage space away from the student's desk.

Place work space in middle of classroom activity.

Attach learning materials to desk.

Laminate a schedule and attach it to the desk. With younger students you could also include pictures of materials needed for each time or activity period.

Use different colored chalk when recording information on board.

A table placed outside the classroom may also be useful. Some students may prefer to work alone or in a small group outside the classroom because it may be less distracting.

A backpack could be attached to the back of the desk to hold learning materials.

Place necessary but distracting items such as pencils sharpeners, lunchbags, garbage

containers etc. away from centers of learning.

Activity 3: Creating an Inclusive Classroom - Background

In this activity, participants use strategies to create an ideal inclusive classroom based on inclusive curricula, climate and pedagogy.

Outcomes Met In Activity

- Identify features of inclusive curriculum design

- Identify features of inclusive pedagogy

- Identify features of inclusive classroom climates

Activity Sections

- Part 1: Planning Inclusion

- Part 2: Ideal Classrooms

- Part 3: Debrief

Complete Activity Takes 35 Minutes

Activity 3: Creating an Inclusive Classroom

Activity 3, Part 1: Planning Inclusion

Facilitator Materials

None

Participant Materials

None

Activity Purpose

Participants get hands-on experience developing plans for inclusion.

Activity

Break participants into small groups of six. Have each group divide into pairs. Assign each pair one element of inclusion from the lecturette (pedagogy/climate/curricula).

Identify a student with a severe disability (visual impairment, multiple sclerosis, etc.) and tell each pair that they must come up with a plan on how to include them into their element of inclusion.

Facilitator Note

None

Activity Time Limit

10 minutes

Activity 3, Part 2: Ideal Classrooms

Facilitator Materials

None

Participant Materials

Chart paper

Activity Purpose

This activity is meant for participants to get a visual picture of how a classroom may be set up for a student with a severe disability.

Activity

Bring the pairs back into their small groups. Now have the small groups design an ideal inclusive classroom. Ask them to discuss their approaches of inclusion for the student and let them "build" this ideal classroom on chart paper that can then be displayed around the room for other groups to view.

Facilitator Note

It may be easy for the pair with "climate" to take over this activity. Remind groups that pedagogy and curricula play a role in the design of a classroom as well.

Activity Time Limit

15 minutes

Activity 3, Part 3: Debrief

Facilitator Materials

None

Participant Materials

None

Activity Purpose

Participants will get hands-on experience developing plans for inclusion.

Activity

Ask participants to take some time looking at the classroom designs. Ask them to consider how other designs might work better than their own, and how they could include some of the aspects they see in the schools they work in.

Facilitator Note

Get people up and moving!

Activity Time Limit

10 minutes

Leave Taking

Leave Taking, Part 1: Self Assessment

Participant Materials

Self Assessment

Activity Purpose

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

Activity

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

Activity Time Limit

10 minutes

Leave Taking, Part 2: Debrief

Participant Materials

Chart paper, overhead, or presentation slide

Participant Materials

Self Assessment

Activity Purpose

This activity gives participants a chance to compare their evaluation answers.

Activity

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

Activity Time Limit

10 minutes

Leave Taking, Part 3: Academy Evaluation

Participant Materials

Academy Evaluation

Activity Purpose

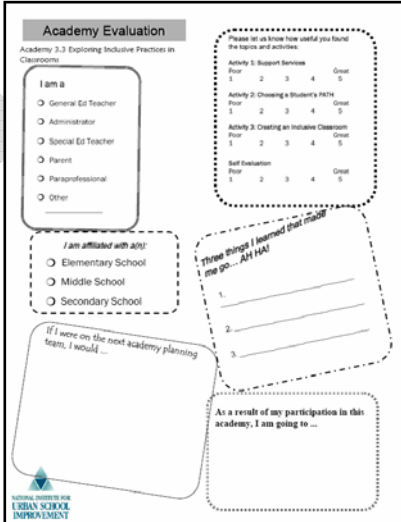This activity provides feedback for module developers from module participants.

Activity

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

Facilitator Note

Collect the *Academy Evaluations* and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.

Activity Time Limit

10 minutes

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.

Glossary

Building Leadership Team

A Building Leadership Team is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement.

National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.

Systemic Change Framework

The *Systemic Change Framework* visually represents the varying levels of effort that combine to affect student achievement and learning. The four levels of the framework are interconnected, as represented by the permeable lines that delineate levels and efforts. What occurs at the district level affects the school level, which in turn affects student learning. Of course all these local levels are constantly affected by the agendas, policies, and practices that emerge from state educational organizations and national governmental activities.

www.urbanschools.org

Inclusive Schooling

Appendix A: Activity Handouts