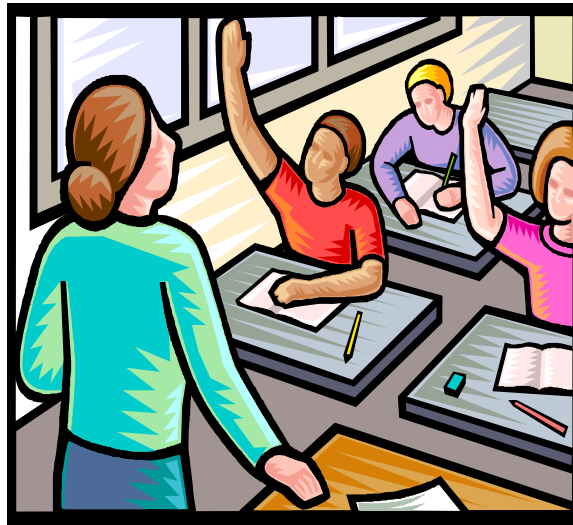


INCLUSION TODAY

“Inclusion” describes the efforts to keep students with diverse learning and behavior needs in the classrooms and schools they would normally attend with their **AGE-LEVEL PEERS**.

An inclusive classroom means that all students have the right to feel safe, supported and included at school. All students own this right in the regular classroom as much as possible.



Inclusive Education

Inclusive Education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community.

The federal Individuals with Disabilities Education Act (IDEA) and its 1997 and 2004 reauthorizations make it clear that schools have a duty to educate children with exceptionalities in general education classrooms as much as possible.



FAPE

Free Appropriate Public Education

IDEA guarantees a child's right to participate fully in the comprehensive curriculum in the least restrictive environment.

Least Restrictive Environment is most often the regular classroom with age-appropriate, non-disabled peers.



Goals of Inclusion



Exceptionalities

Autism

Deaf-Blindness

Developmental Delay

Emotional Disturbance

Gifted

Hearing Impairment

Mental Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech and Language Impaired

Talented

Traumatic Brain Injury

Visual Impairment

The Multidisciplinary Team

- Adaptive Physical Education Teacher
 - Evaluation Representative
 - Regular Education Teacher
 - Interpreter
 - Nurse
- Occupational Therapist (OT)
 - ODR
 - Parent
 - Physical Therapist (PT)
 - Principal
 - Special Education Teacher
- Speech and Language Therapist

LEGISLATIVE ALPHABET SOUP

In discussing inclusion, acronyms and terms need clarification to avoid confusion. Several common acronyms are spelled out below.

- AD/HD-** Attention deficit Hyperactivity Disorder
- EBD -** Emotional/Behavioral Disorder
- FAPE-** Free and Appropriate Public Education
- FERPA-** Family Educational Rights Privacy Act
- IDEA -** The Individuals with Disabilities Education Act (formerly called Public Law 94-142)
- LD-** Learning Disability
- LRE-** Least Restrictive Environment
- OCR-** Office of Civil Rights
- OSEP-** Office of Special Education Programs
- SWD-** Student with Disabilities

What Does An Inclusive Classroom Look Like?

Remember the inclusion model is meant to benefit all children, not just special education students

Inclusive classrooms look different all the time because the environment is created by interactions the teacher and students have as a group.

Students need to be active - not passive learners

You might say the classroom is a beehive of activity.

Students might be doing different things with people helping them.

Students may be moving from one environment to another.

The students are actively engaged, and the teacher is delighted to be there.

It may sound like pandemonium and looks messy, but a lot of learning is happening.

Students should be engaged in problem solving activities

Students spend a lot of time in learning centers where they make choices about their work.

The teacher is the facilitator of the learning that is occurring during center time.

Students are encouraged to make choices as often as possible; a good teacher will allow students some time to flounder as some of the most powerful learning stems from taking risks and learning from mistakes

Parental involvement is encouraged

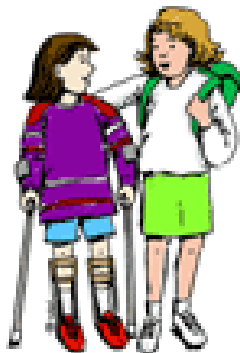
Students with disabilities must be free to learn at their own pace and have accommodations as well as be taught with learning strategies in place to meet their unique needs

Students need to experience success, learning goals need to be specific, attainable and measurable and have some challenge to them.

This is a classroom where learning often happens in small groups with peers helping and supporting each other.

This is a classroom with time for social interaction that is meaningful for curriculum expectations.

This classroom is student centered!



Special Education Services



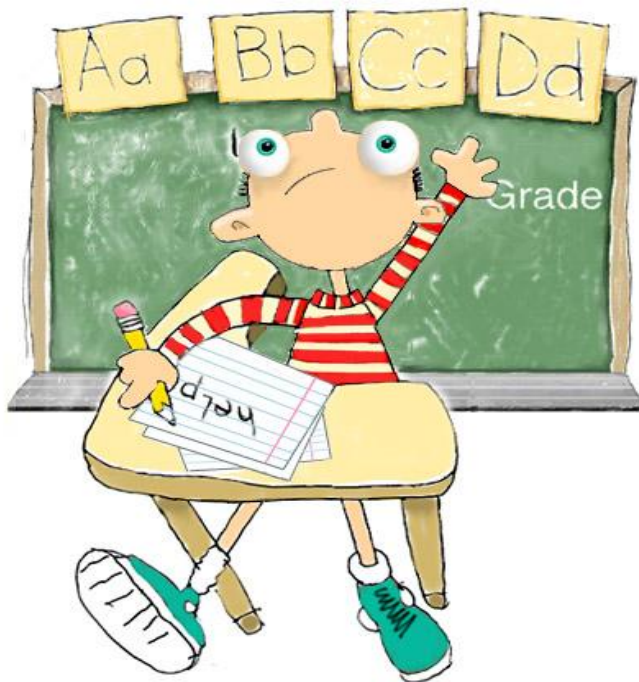
Lincoln Parish Special Education Department recognizes a wide range of available options for special education students. Each student, as appropriate, is placed within a regular education classroom. A program of appropriate accommodations and supports are structured to allow the student maximum participation in the regular education classroom.

Support is provided through accommodations and services in the regular classroom to ensure the student's individual educational needs are being successfully addressed.

Remember the Purpose of Instruction for students with disabilities may NOT be the same as for a

student without disabilities- that is, it is NOT always to come up to or maintain grade level.

It IS to meet individualized goals within the context of regular education settings and activities. These goals and activities will help the student close the gap in grade level expectations.



Special Education Service Models

Full Inclusion Model-The student is placed in a regular education classroom 100 % of the day. The special education staff provides support to the regular education teacher by team-teaching and collaboration. Support in discovering the comprehensive curriculum is also provided to students through accommodations and assistive technology.

Pull-Out (Resource) Model- Although law requires that students with disabilities be placed in the least restrictive environment, it is not mandated that students be in a full inclusion setting. For example, a full inclusion model may be restrictive for a student that requires intense remediation in reading. It is for this reason that a variety of service options must be made available to a disabled student. The special education staff may provide instruction and support to the student on a one-to-one/small group basis outside the regular education classroom for no more than 40% of the instructional day. This small group would be directed toward the minutes on the students IEP; regular students may not be included during this time. This model is supported by the inclusion teachers to close the academic gaps presented by the students on her/his class roll. The primary goal is to address the comprehensive curriculum. The parent's must be involved in this decision. It is the school systems responsibility to provide Inclusion opportunities for students with disabilities.

Social Mainstreaming Model-The student is included during regular education classroom instruction to provide him or her with appropriate interaction with non-disabled peers. This student may have shortened assignments. Materials may be adapted for this student. Alternate assessment students are the students that benefit the most from this model.

Non-academic Model-The student participates only in non-academic class activities such as art, music, physical education, and other electives. This model may be more appropriate for our lower functioning, alternate assessment students.

Self-contained Model-The student stays in the special education classroom for more than 60% of the instructional day. These classrooms are now addressing the comprehensive curriculum through the extended standards.

Home-bound program- A student with a medically diagnosed physical condition that restricts him/her to the home for a significant amount of time and has receive a medical referral form signed by a physician qualifies for a homebound teacher to come to their home and provide instruction.

Community-based program- As a student reaches the age for moving from school to the work force, the transition facilitators for Lincoln Parish Schools will assist with community-based vocational instruction. Upon receiving a written agreement between the community business and the school system, students may begin working at selected businesses in the community. Some work experiences may be unpaid for training purposes.



COMPREHENSIVE CURRICULUM

The Comprehensive Curriculum adopted by a Local Education Agency (LEA) applies to ALL Children. The Comprehensive Curriculum is applicable for students with disabilities as well as non-disabled children. This relates to the content of the curriculum and not to the setting in which it is used. It is the basis of planning instruction for all students.



STAFF ROLES AND RESPONSIBILITIES

School Administrator

Role: The principal will lead the school in a focused effort to develop and implement an inclusive education program.

Responsibilities may include, but are not limited to, the following:

- 1. Place a high priority on inclusion. His/Her unwavering belief in the value of inclusive schooling and considerable knowledge and skills will assist in moving the concept to practice.**
- 2. Solicit and encourage input from the regular education teachers and support special education teachers when scheduling students within the inclusion program.**
- 3. Make every attempt possible to schedule inclusion students in regular classes using the natural proportion concepts. Find the total population of school; find total population special education students. That is the percent of special education students vs. regular education students within an inclusion education class.**
- 4. Provide teachers time in their schedule for collaboration and planning on a weekly basis.**
- 5. Ensure that all school policies promote the inclusion of all students in regular education settings to the maximum extent appropriate.**

Regular Education Teacher

Role: The regular educator will assume the primary responsibility for determining the direction of the instruction according to the comprehensive curriculum.

Responsibilities may include, but are not limited to the following:

- 1. Collaborate on lesson plans with the special education teacher in order to provide appropriate accommodations for each special needs student. The resulting document provides evidence of collaboration between regular and special education teachers.**
- 2. Participate in the development of IEP's to the extent appropriate. Plan to be at the meetings and give educated input concerning the student.**
- 3. Collaborate with special education team members on a regular basis.**
- 4. Maintain confidentiality about all students.**
- 5. Ensure that accommodations are provided for students when a member of the special education team is not available to do so.**
- 6. Seek out professional development opportunities that can provide knowledge and/or skills in the daily use of effective instructional research-based strategies.**
- 7. Seek out professional development opportunities that can provide knowledge and/or skills in the daily use of effective instructional research-based strategies.**

8. Remember that a special needs student has a disability. Many families and teachers have the common misperception that students with disabilities cannot receive an inclusive education because their skills are not "close" enough to those of students without disabilities. Students with disabilities, however, do not need to keep up with students without disabilities to be educated in inclusive classrooms. They do not need to engage in the curriculum in the same way the students without disabilities do and they do not need to practice the same skills that students without disabilities practice. Learners need not fulfill any prerequisites to participate in inclusive education. We must present the comprehensive curriculum to ALL students regardless of their learning level.

9. Remember the special education teacher is not a student teacher or an aide. If you want her/him to team-teach, then it is a team! It would be inappropriate for you to grade papers, sit in the back of the room and watch, or work on lesson plans, or take a break, etc., while he/she is teaching. If the special education teacher is teaching, then it is your responsibility to take on the role of the special education teacher by walking around, helping with accommodations, and reading material aloud to the students or redirecting students, whatever it takes to meet the accommodations for your classroom.



Special Education Teacher

Role: The special education teacher will assume the primary responsibility for determining strategies to address the comprehensive curriculum to help special needs students function independently! He/she will provide accommodations as stated in students' IEP and implement the strategies and accommodations so students can find success within the regular classroom.

Responsibilities may include, but are not limited to the following:

- 1. Develop, monitor, and write assigned students' Individualized Education Programs. (These must be on time!)**
- 2. Give Parents a copy of IEP.**
- 3. Provide a copy to special education office within 5 days.**
- 4. Provide a copy of IEP, at least the accommodation page, to regular education teachers and paraprofessional.**
- 5. Develop and implement strategies and accommodations in compliance with the IEP. (Be flexible. The IEP may be changed if accommodations are not appropriate.)**
- 6. Coordinate weekly scheduled collaboration meetings with the regular education teachers to identify necessary accommodations. Please, keep conferences brief and to the point.**
- 7. Assist regular education teacher with tests and materials, providing accommodations, classroom interventions or whatever may be necessary to promote student success.**

8. Develop, in collaboration with the regular education teacher, a plan for supervising the paraprofessional's duties.
9. Monitor and evaluate assigned students' progress in regular education curriculum.
10. Provide regular education teachers and paraprofessionals with information on disabilities, medical concerns, and equipment operations.
11. Provide classrooms with disability awareness information, as requested.
12. Suggest and/or coordinate peer mediators, peer tutors, or peer buddies, etc.
13. Send home IEP progress notes each grading period with the report cards.
14. Document if a student is not making progress (Fs) on the report card for two grading periods. Reconvene the IEP team to discuss lack of progress report. This meeting may include the Inclusion Strategist (251-9082).
15. Collaborate with regular education teachers and all related service personnel.
16. Collaborate with all members of the instructional team in designing and implementing any needed behavioral plan. These meetings may include the behavior strategist to reach these personnel call (255-8451)
17. Maintain confidentiality about all students.

18. Know each student's disability/Classification it is the special education teacher's responsibility to know which of her/his students are mild, ED, OHI, SLD, Autistic or other classification in order to determine the accommodations each student needs to be successful. If you are serving all of your students alike within the inclusion classroom, please go back and look at your IEPs. Something is wrong.

19. Know type of assessment for each student. The special education teacher needs to know if the students are alternate assessment. This will determine the type and amount of accommodations you will need to provide to that student to keep him/her successful. We have come a long way in including students. Students should no longer be receiving Fs on a regular basis without a documented meeting with the IEP team to help solve the problem.



Speech Therapist

Role: The speech therapist will assume the primary responsibility for determining treatment strategies to address those students on speech therapy caseload in addition to helping those students designated for speech early intervening in the areas of fluency, articulation, and voice. Voice can only be treated with a physician's order. Language is to be addressed in the regular education classroom by the regular education teacher unless a designated impairment is rendered. The speech therapist, in conjunction with the IEP team, should determine if a child would benefit from inclusion services, pullout, or combination treatment. Examples of inclusion services provided by speech therapist in conjunction with the regular education teacher can include, but not be limited to, phonemic awareness and language development. An example of non-inclusion services could be in the area of fluency, therapy where a private setting would be considered more appropriate. The speech therapist will implement treatment strategies and accommodations if applicable so students can find success within regular classroom.

Responsibilities may include, but are not limited to the following:

- 1. Develop, monitor, and write assigned students' speech therapy Individualized Education Programs. Conduct IEP within designated time lines.**
- 2. Provide copy of IEP to special education office within 5 days.**
- 3. Provide a copy of the IEP accommodation page to regular education teacher.**
- 4. Develop and implement strategies and accommodations in compliance with the IEP.**

5. Collaborate/consult with parents, general educators, special educators and other service providers.
6. Monitor ongoing performances of students and assess progress of assigned students at regular intervals and report progress at designated times.
7. Implement, assist with, and/or ensure application of the components of the Louisiana Comprehensive Curriculum.
8. Participate in School Building Level committee when designated.
9. Maintain confidentiality about all students
10. Maintain state licensure in accordance with Louisiana speech therapy practice acts



Paraprofessional

Role: To assist and enhance the educational process of all students in both instructional and non-instructional activities.

Responsibilities may include, but are not limited to, the following:

1. Perform duties under the direct supervision of the assigned special and/or regular education teacher. Duties may include, but shall not be limited to, hygiene, feeding, toileting activities, transferring and lifting students, monitoring behavior difficulties/emotional needs, implementing tutorial programs, recording data and keeping medical records.
2. The Individualized Education Plan (IEP) provides the framework of your job. Please be aware of the accommodation page for each of the students you work with. Each accommodation page is different.
3. The special education teacher will provide assistance and guidance for meeting the needs of the student within the classroom setting. The general education teacher is responsible for the direct instruction.

Be Flexible:

- ✚ Your role is determined by the student's unique needs. You will be working in a classroom environment with several students.
- ✚ Follow each student's accommodations. Accommodations can lead to success and success leads to more success
- ✚ Encourage all students.

- ✚ Talk to the special education teacher about ways you can help the student learn.
- ✚ Students may be in an education setting for reasons other than mastery of every element of the general curriculum. You will need access to the goals and/or objectives for this student to be most effective. This student may not be expected to "do what everyone else is doing."
- ✚ Students cannot be forced to learn and achieve. Just because a student "should" learn does not mean he or she will. Whatever happens, do not engage in a "power struggle."
- ✚ TRY THINKING OF A NEW ACCOMMODATION THAT MAY HELP THAT STUDENT BECOME "UNSTUCK" AND ACHIEVE SUCCESS.

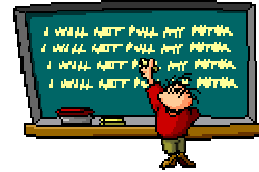
4. **Maintain confidentiality regarding students.**

NOTE:

Paraprofessionals should not be responsible for administering consequences for misbehavior which occurs within the classroom setting. Log all misbehavior and report this behavior to a member of the instructional team in a timely manner. The regular education/special education support teacher should administer necessary consequences and/or rewards.



DISCIPLINE



Communication is the most important tool for effective discipline in an inclusive classroom for all students. Discipline should be a joint effort between the regular education teacher and the special education teacher in accordance with the classroom policies established by the regular education teacher. The regular education teacher will design necessary consequences and follow behavior plans developed in conjunction with the special education teacher or behavior interventionist. (Call 251-9082 to learn more)

Each team member should be provided with the respect and authority given to any teacher. It is best for the instructional team to redirect and encourage all students toward the most appropriate behavior.

If a problem persistent, the behavior should be documented and discussed at the scheduled collaboration meeting, involving the parents if necessary, and the behavior interventionists.

Paraprofessionals should not be responsible for administering consequences for misbehavior which occurs within the classroom setting. Log all misbehavior and report this behavior to a member of the instructional team in a timely manner.

The best Strategies for establishing acceptable behaviors are those strategies that are pro-active and preventative.

- ✚ Describe the acceptable behaviors with words and actions; be specific.
- ✚ Provide opportunities for children to practice expected behaviors.
- ✚ Provide honest and ongoing feedback. Always let your students know if they are behaving appropriately or if there is something they could be doing to improve their behavior. Be specific.
- ✚ What about the student that breaks the rules?

This student should not be embarrassed. Always treat students with respect.

- ✚ Although you won't be able to predict absolutely every behavior problem that you may encounter, it will be possible to identify many of them. Once you are prepared for the most common behavior problems. You will be able to cope and be able to change many of them.
- ✚ Please do not become frustrated; the special education department does have two behavior interventionist You may contact these personnel by calling (255-8451)



Today in America the number of children living in poverty is astonishing.

According to Rudy K. Payne, Ph.D.

This is the relationship between race and poverty?

Characteristic	Number	Percentage
Total Number in Poverty in U.S.	38,757,253	13.3 of total population
Whites in Poverty	22,657,417	10.5 of total whites in U.S.
Blacks in Poverty	8,968,940	25.3 of total blacks in U.S.
American Indian or Alaskan Native	606,730	26.6
Asian	1,381,226	10.7
Native Hawaiian and Other Pacific Islander	66,773	16.1
Some Other Race	4,083,703	22.0
Two or More Race	992,464	16.8
Hispanic	9,293,416	21.5

These children are sitting in our inclusion classrooms. Not only do they have some type of a Disability but many of them are living in Poverty. How do we reach them?

1. Poverty is relative (in comparison to others) and is experienced first on a very personal level.
2. Generational and situational poverty are different.
3. This is a cognitive approach to class and is based on patterns of thinking. All patterns have exceptions. Stereotyping occurs when the patterns of a group are applied to each individual in the group. To do so with this work would be a misuse of the work.
4. Most schools and businesses operate from middle-class norms and values.
5. Individuals bring with them the hidden rules of the class in which they were raised.
6. Hidden rules about time and money:

Poverty	Middle Class
<ul style="list-style-type: none"> ➤ Survival ➤ Relationships ➤ Entertainment 	<ul style="list-style-type: none"> ➤ Work ➤ Achievement ➤ Material security

7. We can neither excuse nor scold students for watching TV all night. That is the only form of entertainment they may find. This is a valued resource for many of our students. Are we angry because spelling words were not written out three times each? As members of the middle class we value achievement but our students may be just trying to survive . We must teach our students during the hours they are at school what they must value to move out of poverty. Teaching them to value work, achievement, and material security are the reasons for completing homework and much more important than giving them an F for not doing it..

8. We must teach students that there are two sets of rules.
9. To move from poverty to middle class, one must give up (for a period of time) relationships (gangs;etc.), and entertainment, we are asking these students to replace these values with achievements (do your homework), work (what kind of job do you want someday?) and material security. Always remember to emphasize this is how we receive a high school diploma and how we get a job and make money.
10. Two things that help a student move out of poverty are:
 - Education
 - Achievement
11. Four reasons one leaves poverty are:
 - Too painful to stay
 - Vision or goal
 - Key relationship
 - Special talent/skill
12. What is the motivation for learning?
13. Mutual respect is:
 - High expectations
 - Insistence
 - Support

QUALITY VS. QUANTITY

Quality refers to an acceptable level of work.
Quantity refers to amount of work completed.

- It is NOT realistic to expect both from all special education students.
- However, it does not mean that a student is not ready for this grade! It is appropriate for the student to be in an age appropriate class. As teachers, we may need to expect different outcomes at certain times. In the future, the student may be able to increase the levels of Quality and Quantity.

**If children can't
Learn the way we
Teach perhaps we
Should teach the
Way they learn.**



Multiple Intelligence the Theory in Practice

A Reader

Howard Gardner

Basic Books

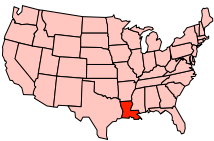
A Division of Harper Collins/Publishers



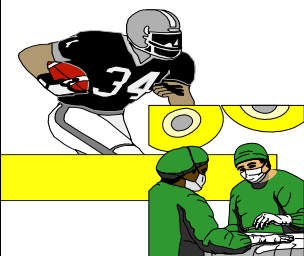
VERBAL/LINGUISTIC learner will enjoy using language in all forms—both spoken and written. Given a choice this child will read or write. Words are tools to be used in learning. This child becomes frustrated without verbal stimulation and challenging concepts.



LOGICAL/MATHEMATICAL learner loves abstract thinking, is logical and precise, and enjoys figuring out solutions to problems. Given a choice this child will use a calculator or computer. Rational thinking is a tool to be used in learning. This child finds it difficult to function in arenas of confusion or chaos, too much repetition, and unspecified goals.



VISUAL/SPATIAL learner sees information in terms of colors and pictures. Given a choice this child will draw or map out a concept for clarity. Given a choice this child will find pictures, maps, and illustrations to “see” the concept. Pictures are tools to enhance learning. Too much printed material and too much writing will frustrate and discourage learning.



BODY/KINESTHETIC learner acquires information through movement and manipulating objects. Given a choice this child will walk through a concept and find physical objects to identify with. Opportunities to move and objects to manipulate provide this child with a successful learning experience. Too much sitting and inactivity for too long will cause this child to tune out.



MUSICAL/RHYTHMIC learner loves to tap out a beat when thinking. They learn best when surrounded by sound and will enjoy playing with rhythms. Given a choice this child chooses music in any form for the best learning. Beat and rhythm are learning tools. This child is bored with long reading or writing assignments. Long lectures and large amounts of seatwork cause stress.



INTERPERSONAL learner functions best on a team. Motivation and learning stem from cooperative learning tasks and bouncing ideas off others. Given a choice this child will work with others on a project or shared study. Cooperative or paired learning is how this child flourishes. Introspection and long periods of silent study stifle this child.



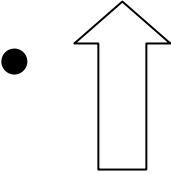

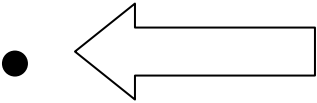
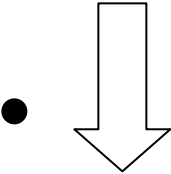
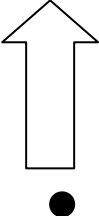
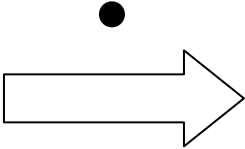
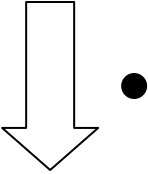
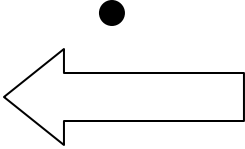
INTRAPERSONAL learner loves private time to think and evaluate information. Given a choice this child selects journaling and introspection. Reflection and self-determined learning paths are motivating. This child is uncomfortable with teacher-directed activities that appear without reason, direct instruction, and generalities.

Mental Models

- + Mental models are how the mind holds abstract information, i.e., information that has no sensory representation.
- + All subject areas or disciplines have their own blueprints or mental models.
- + Mental models tell us what is and is not important in the discipline. They help the mind sort.
- + Mental models often explain “the why” of things working the way they do.
- + Mental models tell the structure, purpose, process, or pattern.
- + Mental models are held in the mind as stories, analogies, or two-dimensional drawings.
- + Mental models “collapse” the amount of time it takes to teach and learn something.
- + Mental models of a discipline are contained within the units of the curriculum.
- + There are generic mental models.
- + Sketching is a technique that can be used in the classroom to identify each student’s mental models.

Mental Model For Space

On which side of the tip of the arrow is the dot?

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Source: Kim D. Ellis, *Putting the Pieces Together*

What Are Mental Models?

Beginning
Learner

MENTAL MODEL

Skilled
Learner

Sensory-based, situated learning

What: Vocabulary/content

Abstract

5-7 things

Why: The purpose of the information

Representational world-

Formal

Tied to what is already known

How: Process/steps

Expertise

When a great discrepancy exists between the way the learner creates understanding and the way the expert communicates understanding, failure results.

Does a discrepancy exist with our students with disabilities living in poverty, sitting in inclusion classrooms, taught by middle class teachers?

Yes, according to a lecture presented by Dr. Rita Pierson at a staff development day given for Lincoln Parish Schools. Research done by Ruby K. Payne, Ph.D. indicates that there is a strong relationship between the amount of vocabulary an individual has and the register of language they fall in.

REGISTERS OF LANGUAGE

FROZEN	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
FORMAL	If you understand frozen language you will also work well with formal language. This is the standard sentence syntax and word choice of work and school. A student will speak in complete sentences and specific word choice.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends and is characterized by a 400 to 800 word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

The research indicates that there is a strong relationship between the amount of vocabulary an individual has and social class. In generational poverty, it is not unusual for individuals to know only casual register. An individual who has only casual register does not have many abstract words. The abstract words are in formal register.

Language is the tool we use to create and acknowledge those abstract systems. Abstract systems are learned. If a student comes from an environment where there is a heavy reliance on casual register often the student has few abstract representational systems. To survive in poverty, one must be very sensory-based and non-verbal. To survive in school, one must be very verbal and abstract.

How do we teach these students? We must ask them as they enter the classroom to set aside the casual register/the slang that they are using. Explain, with respect, that you will be correcting them, on verb tense, sentence syntax and word choice as well each student will be asked to speak in complete sentences. Not that you are asking all students to speak "white" you are asking them to speak "green". By speaking and writing in the Formal register they will discover the world of high school diplomas and jobs that pay money "green".

ACCOMMODATIONS

THIS IS A TECHNIQUE OR SUPPORT THAT ALTERS THE ACADEMIC SETTING OR ENVIRONMENT TO HELP A STUDENT ACCESS THE CURRICULUM. IT CHANGES HOW STUDENTS LEARN, AND THE WAY STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED. THE STUDENTS ARE WORKING ON THE SAME INSTRUCTIONAL OBJECTIVES WITHIN THE COMPREHENSIVE CURRICULUM BUT THEY ARE DEMONSTRATING WHAT THEY KNOW DIFFERENTLY.

It Is Our Goal That All Students learn to make their own accommodations and become independent learners.

Using accommodations in INCLUSION is changing the rules of the game so that everyone can play and everyone can win.



Ideas for Accommodations within the Classroom

Special education teachers and Paraprofessionals may work with any student in the room as long as the needs of the identified student/students are addressed and directions from the classroom teacher are given.

READING:

- Use books on tape or text-to speech software
- Repeat/Model the directions
- Provide larger print materials
- Provide study guides
- Highlight key words/points
- Use highlighting tape
- Provide bulleted information
- Use audible reading software (text-to-speech)
- Transferred answers- When an assignment or a test is presented in a way that a student cannot clarify his/her knowledge on a test or assignment then a student may use a computer or other assistive technology devices to answer these questions. The teacher or paraprofessional will then copy the student's answers to a paper to be turned in to the teacher.
- Provide graphic organizers
- Use color filters
- Use Flashcards to study vocabulary. Ensure flashcards are ACCURATE and LEGIBLE
- Use direct teacher and strategy instruction
- Consider using Post-its. Ask students to read the reading comprehension questions first and then read the story adding the post-its to pages where they think the answers are.
- Use paired and echo reading
- Use magnifying bars, rulers, "pointy" fingers to visually track text
- Use word frames
- Present new vocabulary visually
- Use study aids/manipulatives

- Extend time needed for work to be completed
- Provide copy of materials that need to be copied from board
- Shorten assignments; reduce the amount of homework problems, or questions. The number of paragraphs required in a paper may be reduced for a certain task. The student may give an oral report rather than a written paper. This accommodation is perfect for those LAA2 students who are working so hard to keep up with their classmates.
- Read test aloud (except for reading comprehension) or allow student to read test aloud to self

Math:

- Use manipulatives to move from concrete to abstract ideas (touch math)
- Use larger print materials
- Repeat/Model the directions
- Provide definition or vocabulary cards- Flashcards are a great way to learn your facts. Just remember if your student has difficulty with storage or retention they may need to use flashcards with the answer side showing
- Provide fact tables and charts for visual references
- Use calculator
- Use graph paper to organize and align numbers
- Use songs, rhythms, chants to increase memory recall
- Use mnemonic devices (Please Excuse My Dear Aunt Sally)
- Use peer partners
- Test read aloud for story problems
- Break story problems into smaller steps
- Use graphics or illustrations
- Allow extra time to complete assignments
- Display models or examples on board
- Consider using Post-its to assist in multi-step problems
- Extend time needed for work
- **Timed math test - must be finished within the given time but are never to be graded.**

Science/Social Studies:

- Provide chapter outlines, study guides, overhead copies
- Repeat/Model the directions
- Highlight instructions
- Use verbal and written task lists
- Use flexible scheduling/assignments
- Provide materials with larger print
- The page may have more white space than typical worksheets
- Use content vocabulary cards with graphics
- Flashcards-you can make flashcards for anything and at any grade level. Ensure flashcards are ACCURATE and LEGIBLE
- Use recorded text or books on tape
- Use lab partner
- Use instructional aids on assessments
- Use video to support text
- Have access to a computer/graphic calculator
- Substitute projects for written work
- Use a note taker
- Read test aloud

Writing/Written Expression

- Use a keyboard (word processor, alpha smart or text-to-speech)
- Transferred answers- When an assignment or a test is presented in a way that a student cannot clarify his/her knowledge on a test or assignment then a student may use a computer or other assistive technology devices to answer these questions. The teacher or paraprofessional will then copy the student's answers to a paper to be turned in to the teacher.
- Utilize content outline with major points in bold or highlighted
- Provide hard copy of class notes
- Use Cloze or guided notes
- Provide additional time to complete tasks
- Do not count off for spelling or handwriting
- Allow to use spell check on word processor or text to speech
- Use graphic organizers to plan composition

- Provide a variety of kinds and colors of paper
- Use visual aids/checklists
- Use activity sheets that require minimal writing
- Use personal dictionary and thesaurus
- Allow extra time
- Read papers aloud allowing student to correct mistakes as he/she hears the mistakes
- Reward student for using an assignment notebook



- ✓ Some students will just have to get up out of their seats and move. A nice idea is to provide 2 desks in his/her class for this reason.

NOTE: Remember: A student may not receive a failing grade if accommodations are not provided. Read IEPs carefully.

* If a student is able to learn like the rest of the class, keep up with all the materials, and perform on grade level, then he/she would not be a special education student



Use the following ways to identify whether an accommodation is effective:

- It helps the individual compensate for intellectual changes, physical changes, sensory changes, or behavioral changes.
- It allows the student to use current skills while promoting ways to learn new ones.
- It prevents a mismatch between the student's skills and the comprehensive curriculum.
- It reduces the level of abstract information to make content relevant for the student's current and future life.
- It creates a match between the student's learning style and the teacher's teaching style.

Accommodations have always been called crutches by people who acquire and retain knowledge easily.

At what point do we stop making all accommodations and expect students to make it on their own?

- NEVER
- A Disability is for life.
- The difficulties that students face during the school years do not disappear when they reach 22 years of age or when they leave school. A disability will still exist at age 35 or 75. There is only one real world and these individuals are living in it now.
- To not provide reasonable accommodations as needed or asked for by the student is illegal and would prevent many people from becoming productive citizens. In the classroom, accommodations may be viewed as training for life.

Our job is to never stop providing accommodations but always to be teaching students to become independent and make their own accommodations as they move into adulthood.

If students are not allowed accommodations, then teachers should not be allowed accommodation. Examples, glasses, chalk/makers, paper/pencil, chairs, study notes, Post-its as memory aids.

WIIFM

WIIFM is an acronym for:
What's In It For Me?

Everyone needs to feel that each
task is valuable and relevant.



ADAPTATIONS

For students with mild/moderate cognitive disabilities, you will find that you will need to adapt instructional materials. Instructional materials from the comprehensive curriculum present a barrier for these students. Most adaptations should be a bridge to skill development, not a substitute for intensive instruction. The skills and strategies that students must master will guide them to become independent learners. In other words, adaptations should be approached as a short-term solution to increase access to the curriculum and to increase the probability that the students will be able to complete an academic task.

How do you make sure you are providing adaptations as a short-term solution or providing adaptations as a crutch?

Here are nine steps for planning and implementing materials adaptations as presented by the Council for Exceptional Children.

1. Create a Plan for Adapting Materials

Effective adaptations require sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. You will need your administrator and a strong curriculum. From there you will need to identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. Involve students, parents, paraprofessionals, and others. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

2. Identify and Evaluate the Demands that Students Are Not Meeting

The purpose of this step is to define the problem to be addressed by the adaptation. Observe students' performance when they use typical instructional materials. They may have difficulty acquiring or getting the important information from written materials (level 1), storing or remembering the information presented in materials (level 2), or expressing the information or demonstrating competence on written tests (level 3). If students have difficulty with a given task, different solutions may be required depending on the level of difficulty.

3. Develop Goals for Teaching Strategies and Making Adaptations.

Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Within the inclusion classroom short term adaptations can be made to promote the student's independence as a learner. Intensive instruction in skills or strategies will need to take place in a resource room or self-contained room.

4. Determine Whether Content or Format Adaptations Are Needed

All students must address the Comprehensive Curriculum. The State Department of Education in Louisiana has developed the Extended Standards that align with the Comprehensive Curriculum. Lincoln Parish has self-contained classrooms that are addressing the Extended Standards. The educational day for these students also involves inclusion classes where teachers have created adaptations to the curriculum.

<http://sda.doe.louisiana.gov/accessguide>

This web page is just the beginning. Look on the left hand side of the page and find the green box. Look for Significant Disabilities and Instruction Material. There you will be able to find grade appropriate adapted material that may be used in the inclusion classroom with support of a peer.

5. Inform Students and Parents About the Adaptation

Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation. As students progress, they should be taught how to recognize the need for and request materials adaptations. While content adaptation decisions are made at IEP meetings, decisions about format adaptations may be made informally, and parents may need assurance that content is not being altered and that standards are being met.

6. Implement, Evaluate, and Adjust the Adaptation

As the adaptation is implemented, the teacher should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the student in its use. Adaptations should significantly reduce failure and learning difficulties.

7. Fade the Adaptation When Possible

Adaptations usually are short-term solutions to allow classroom learning and participation until the needed skills and strategies can be taught. Once the adaptation is in place, the teacher should begin to plan with other teachers how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaptation should be faded. The adaptation should not be removed until the student possesses the skills and strategies to learn and complete tasks independently. For some students, an adaptation may be required for several months, while for others; it may be maintained for years.

Resources,

Deshler, Schumaker, and McKnight, (1997) the survey routine. Lawrence: University of Kansas Press. Guidelines for identifying features of materials that may be inconsiderate of the learner

Knackendorff, E.A., Robinson, S. Schumaker, J.B., & Deshler, D.D. (1992). Collaborative problem solving. Lawrence, KS: Edge Enterprises.

Lenz, K. & Schumaker, J. (1999). Adapting language arts, social studies, and science materials for the inclusive classroom. Reston, VA: The Council for Exceptional Children

Preparing Students for the Inclusion Classroom

This checklist may be useful when transitioning students from the self-contained service model to inclusion.

- No surprises please! The student needs to know what to expect. This means making sure they fully understand the rules and routines expected. The student should be well prepared and fully understand what consequences are when the rules are broken.
- Are rules/routine, discipline steps posted clearly and stated positively?
- There are assortments of rewards/consequences that are well known by your students.
- The regular classroom teacher has been fully informed of the child's strengths, weakness and how to maximize success for the child. The teacher needs to know how long the child can focus and what is the preferred learning style. The regular teacher needs to know how to use any specialized equipment the student may have. Everyone needs to be committed to maximizing success for the student.
- Are students able to cope with the assigned tasks?
- The regular classroom students need to be prepared for the incoming student. It helps to have a few peers support the child and become the child's special friend. The teacher will need to make sure the rest of the class understand why it is important to fully include the child.
- Will the regular classroom teacher give instructions/directions at the student's level of need?
- The student's parents need to be involved in the process.

- An IEP meeting should be called with all players involved everyone must understand the needs and strengths of student to maximize the student's learning opportunities.
- Is everyone considering the student's learning style?
- The classroom environment must be maximized to support the student which will vary depending upon the nature of the special needs. The special education teacher will work with the regular classroom teacher to ensure that the classroom environment supports the student.
- Everyone needs to be on the same page and committed to success on behalf of the student.
- Is there a smooth transition from one subject to another and from recess/lunch?
- Does everyone promote self-esteem and confidence?
- Are all students respected?
- Is inclusion a fun class?

CHANGE TAKES TIME, THERE WILL BE A PERIOD OF ADJUSTMENT DURING THIS PERIOD, PATIENCE AND ONGOING COMMITMENT WILL BE REQUIRED.

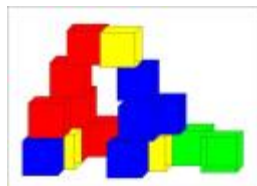


COLLABORATION

**IF YOU START BY THINKING
“INCULSION IS A SERVICE NOT A
PLACE...”**

**You will begin to understand collaboration
between regular teachers and special
education teachers is necessary.**

**In fact, collaboration provides the building
blocks of the student’s success!**



Collaboration is a process.....not an event.

The Department of Education, Division of Special Population, requires that collaboration is ongoing on a regular basis and that we show proof of this collaboration.

Special Education Teachers must also show that they are individually accommodating each special education inclusion student's work.

For this reason, each special education teacher is required to show accommodations needed to access the comprehensive curriculum. One way to accomplish collaboration and individualization is for the regular education teacher and the special education teacher to use a common lesson plan. The regular education teacher could be responsible for content and pacing. The special education teacher could indicate individualized accommodation and strategies for each student to show progress and/or accomplish goals from the IEP.

At the end of each month, the following plans are sent to the Inclusion Strategist.

COLLABORATION TEMPLATE

Special Ed Teacher

School

Date

Regular Ed Teacher

Grade / Subject

Student's Name	Accommodations	Accommodations	Goals	Measurement
1.				
2.				
3.				
GLE	Unit #			
Monday	Tuesday	Wednesday	Thursday	Friday
List activity (team teaching) and/or strategy	List activity (team teaching) and/or strategy	List activity (team teaching) and/or strategy	List activity (team teaching) and/or strategy	List activity (team teaching) and/or strategy

Collaborative Teaching – Special Education in Collaborative Classrooms

By Ann Logsdon. About.com Guide

Collaborative Teaching- Collaborative Teaching in Special Education Programs:

Collaboration means providing special education in regular education classrooms. Today, more special education students are taught in regular classrooms, and collaboration is increasing. Collaboration helps to ensure children with (SLD) specific learning disabilities receive (FAPE) free appropriate public education, including specialized instruction, in a regular classroom.

There are several ways to ensure students get the instructional support they need. Collaboration provides options to allow students to be educated in the (LRE) least restrictive environment. More and more parents are taking school system to court to find the right placement for their child. If the parents want inclusion the courts are going to rule for an inclusive placement.

Collaborative Teaching- Collaboration Models – The Lead Teacher Model:

Collaborative teaching – In classrooms with a lead teacher, often the regular classroom teacher delivers the instruction in the subject area. The special education teacher is an observer who works with children after instruction to provide specially designed instruction or accommodations, to ensure understanding.

Collaborative Teaching – Collaboration Models – Stations or Centers:

Collaborative Teaching – Each teacher is responsible for instruction in a specific area of the room. Students are assembled into groups that rotate through the centers for instruction. Special education teachers may deliver instruction in areas of their certifications and may also serve as support to other teachers without special education background.

Collaborative Teaching – Resource Services/ Pull Out Time:

Collaborative Teaching – This involves placing special education minutes on the IEP, pulling students with disabilities aside from the group or into a classroom for no more than 40% of the day where they work one-on-one or in a small groups (no more than 8 special education students) Regular education students may not be included in this time. The inclusion teacher is responsible for this model.

Collaborative Teaching – Collaboration Models –Team Teaching:

Collaborative Teaching – this involves both teachers simultaneously working together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed. Special education teachers provide specially designed instruction to students with IEPs (Individual Education Plans) and regular education teachers will need to assist with this as well.

(UDL) Universal Design Learning - Teaching Strategies that work for ALL students:

<http://bit.ly/tesbook>

<http://www.math-drills.com>

<http://www1.center.k12.mo.us/edtECH/SB/templates.htm>

<http://www.timetoast.com>

<http://www.mindomo.com>

<http://www.onionmountaintech.com>

<http://www.bubbl.us>

<http://bit.ly/depuz>

<http://bit.ly/abcorg>

<http://www.crayola.com/creative-fun>

<http://www.senteacher.org>

<http://www.vickiblackwell.com/teachertemplates.html>

<http://www.worldmapper.org>

<http://bit.ly/schgo>

<http://bit.ly/civilwarwomen>

<http://bit.ly/wdyditwg>

http://www.writingfix.com/right_brain/Great_sentence_Creator_Toad1.htm

INCLUSIVE EDUCATION – RESOURCES

The following video resources are recommended for use by families, PTC meetings or for a quick first look at inclusion. They may be checked out from the special education office. You will also find the resources we used to back up the work done on this handbook

A Reason to Look Up (25 min.)

This video premier features family members, friends and individuals with disabilities sharing their experiences in inclusion in Louisiana. The family focus provides unique insights into such issues as building a vision for your child and planning and implementing an inclusive education program.

Wonderful video, every teacher needs to see this. Questions and concerns often raised by parents are discussed. Great peer interaction.

Adapting Curriculum and Instruction in Inclusive Classroom (45 min.)

This video tape and an accompanying manual provides a conceptual model and actual teacher practices and sample adaptations that recognize the need for student variation in learning and instruction

Disability is Natural (7 min.)

A green apple is more like red apples than different. A person with a disability is more like people without disabilities than different. There have always been people with disabilities in the world and there always will be! Like gender and ethnicity, disability is simply one of many characteristics of being human. One in five Americans is a person with a disability. So how can disability not be natural? In this provocative and inspirational video created by Kathie Snow, viewers are exposed to new ways of thinking about people with disabilities.

When we think differently, we'll act differently; we'll focus on enduring children and adults with disabilities live natural lives as citizens in their communities, instead of as clients within the service system. Kathie Snow is the parent of two teenagers, one of whom has a disability. She's the author of *Disability is Natural*: and her People First Language article has been widely disseminated. The best 7 min. you will ever spend. Great way to end a faculty meeting!

Educating Peter (30 min.) This is the story of a child with Down syndrome's journey through a school year in a regular third grade class. It chronicles the trials and joys of having such a child included in the regular education classroom

How Are Kids Smart? By Howard Gardner (31 min.)

A new and informative video for classroom teachers on Multiple Intelligences featuring Dr. Howard Gardner, Learn about the seven intelligences; explore some of the associated myths about M.I. and observe first hand how teachers in the Fuller program have incorporated M.I. theory into their teaching, classrooms and community.

High School Inclusion (32 min)

An informative, uplifting video that will inspire teachers and administrators with new insights about including the more severely disabled student in an inclusive setting. This video provides an inside view of a student with disabilities during his senior year as he fully participates in his high school.

**Inclusion A Fresh Look Practical Strategies to Help All Students Succeed
By Linda Tilton**

Highly effective classroom ideas to help students participate and progress in the regular educational curriculum

Inclusion of Children and Youth with Attention Deficit Disorder (ADD)

This tape focuses on causes, diagnosis, and treatments for Attention Deficits Hyperactivity Disorder (ADHD), as well as home-based and school intervention program.

Let the children Show You the Way (20 min)

Louisiana superintendents, special education directors, principals, family members and a school board member discuss their views on inclusive education. School restructuring efforts, which embrace inclusion, are highlighted. Planning, implementation, and evaluation strategies are noted.

Payne, Ruby K. A Framework for Understanding Poverty Modules 1-7

This workbook is the perfect complement to the Framework workshop. If you're on elementary or secondary teacher or administrator, you'll find the practical, real-world tools you need to improve your effectiveness in working with children from all socioeconomic backgrounds.

Payne, Ruby K. Research-Based Strategies

Lack of personal, social, and material resources can create specific challenges for students, as well as for their schools and communities. Educators are key: Teachers are integral to the lives of so many young people who can and will achieve success if we understand them and understand how to guide and teach them. Research-based strategies, and exciting revision of the Learning Structures Workbook, help us do all that and more

We Learn from Each Other (20 min)

Filmed in five Louisiana school systems, this video addresses planning, teaming, grading and other issues related to implementing inclusion. Teachers and family members share a rich tapestry of experiences.

“.....with everybody else” (20 min.)

Chronicles integration of inclusion of students with severe disabilities across three Louisiana school systems. Presents an elementary and secondary perspective.

A special thank you goes out to all of the inclusion teachers that gave their time to work on this handbook:

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Becky Brown

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