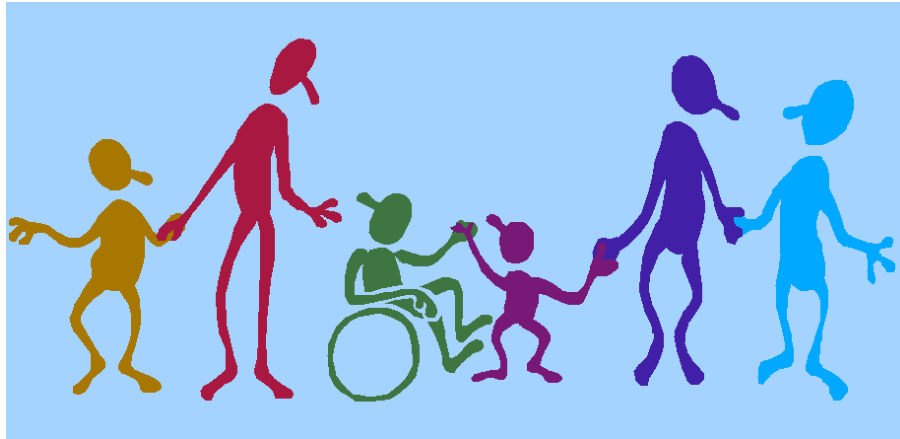


Meaningful Inclusion for Students with Significant Support Needs Middle/High School Level



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Language shapes and reinforces our attitudes toward others. Therefore, the words that many people use to describe individuals with disabilities must change before these citizens are viewed as equal members of our society.

Disability labels focus on what the individual cannot do rather than the person's abilities. People First Language looks at the individual before the disability. A disability is something that an individual has, not what an individual is.

Here are some examples of People First Language:

- Adam is a young boy who has cerebral palsy.
- Jason is a thirteen-year-old with a learning disability.
- Alex is a kindergartner and has autism.
- A family has a son with Down syndrome.
- Lucy uses a wheelchair.

Notice how much more positive People First Language sounds than saying a CP boy, a learning disabled teen, an autistic kindergartner, a Downs son, or a wheelchair bound girl.

As our language changes, perceptions and attitudes also change. People First Language helps in the movement toward the acceptance, respect, and inclusion of individuals with disabilities.

If you do not know what to say, ask the person who has the disability to help put you at ease. Just ask what term makes them feel comfortable. Respect their language and remember, they are the experts.

Consider the following introduction of a friend who does not have a disability. "This is my good friend, Molly Stone. She grew up in Maine and has always loved art. Now she works as a landscape painter. She also is taking an Italian cooking class." Molly sounds like an interesting person. We are now able to talk about Maine, painting or Italian food. Molly's introduction was positive and it did not say what she cannot do or include negative information.

Why should the introduction of a friend who just happens to have a disability be any different? How would it sound if we introduced a friend with a disability as, "Her name is Kelly. She is retarded, but she can talk though. And, she is an epileptic too." What a show-stopper. How can anyone build on this? No one wants to be identified by something they cannot do or control.

All individuals are made up of several characteristics. An individual's disability is just one part of them. People First Language takes the focus off of the disability and places it back on the individual.



Strategies for Presuming Competence

- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication.**
- **Listen openly**—work to shed judgments.
- **Teach peers and others** how to interpret potentially confusing behavior.
- **Do not speak in front of someone** as if they were not there.
- In conversation, refer to the person in a way that **includes them in the conversation.**
- **Ask permission** to share information with others.
- **Be humble.**
- If possible, always let the person explain for himself or herself and **do not speak for them.**
- Assume that **every student will benefit** from learning age appropriate academic curriculum.
- Look for **evidence of understanding.**
- Support students to **show understanding using their strengths.**
- Design adaptations and accommodations to **support access to academics.**
- Be sure to **acknowledge the presence of a person with a disability in the same way** you would acknowledge others.



**“If you want to see competence,
it helps if you look for it.”**

—Douglas Biklen

Inclusive Education

In Principle, inclusive education means:

...the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute in the world...We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging (pp. 38-39).

In Practice, inclusive education means:

A Classroom Model in which students with and without disabilities are based in a general education classroom and benefit from shared ownership of general and special educators.

A Student-Centered Approach Beginning with Profiles that help educators appreciate the strengths and challenges of learners with and without disabilities and the individualized accomplishments that can be attained.

A Schedule that accounts for the full range of needs in the class—where no student engages in “pull out” or alternative activities to the extent that disruptions in the daily schedule and in peer relationships do not occur.

A Curriculum that is rich and accommodating for all students—and when further individualized to meet the needs of a particular learner.

A Teaming Process in which support staff work in flexible, coordinated ways to strengthen the collaborative relationships among special and regular educators, parents, and the community.

A Classroom Climate that embraces diversity, fosters a sense of social responsibility, and supports positive peer relationships.

Norman Kunc

Kunc, N.(1992). The need to belong. Rediscovering Maslow's Hierarchy of Needs

High School Inclusion is Easier!

Introduction

“Inclusion is too hard in High School”, “We can include him now, but it will be come too difficult in High School.” Many involved in inclusive education share ideas such as these when thinking about how inclusion will proceed as students with disabilities enter high school. As a high school inclusion facilitator, researcher, and educational consultant I have found that in my work designing successful inclusion for students with disabilities it is easier to implement inclusive practices at the high school level.

The following is a list of practices that make high school inclusion easier. The following does not include all of the elements necessary for successful inclusion, but highlights the key aspects that make inclusion easier at the High School level.

Ease of schedule

- When students are included at the elementary pull out services and breaks from the general education classroom should be avoided so the students with a disability does not miss content and also avoids the social stigma of being taken out of the classroom community. At the high school level it is much easier to accommodate for needed breaks throughout the day with the use of a study hall period. Not all students with disabilities will need this break, but for some study hall can be used for:
 - Sensory break
 - Catching up on homework
 - Pre-teaching or reviewing content
 - Literacy instruction at the students instructional level
- High school also provides the opportunity to focus on student’s individual interests and strengths. Students can take classes such as computers, science, drama, or business.

Big idea teaching

- Teachers can choose key concepts from content area units within each subject (see the graphic below on key steps to Big Idea Teaching)
- Teachers have the opportunity to focus on one subject and choose the core areas to focus on for the semester or year

Peer tutors

- Many high schools are adopting peer tutoring programs where high school students are trained to support students with disabilities in academic classes. Using these types of support provides students with disabilities the supports they need to succeed while interacting with peers

Life Skills or Functional Skills

- In the field of special education there is often a debate one what to teach. IDEA guarantees that students with disabilities have the right to access the general education curriculum. Students with disabilities have IEP goals that also need to be met. High school is a perfect environment for students with disabilities to work on their IEP goals in the naturally occurring routines of the general education classroom.
- For Example:
 - Communication skills can be practiced in a theater class, clubs, or any class that utilizes cooperative learning
 - Money skills can be practiced while working in the school store, selling prom tickets or valentine grams.
 - Dressing skills can be practiced while dressing out for physical education
 - Problem solving can be imbedded into any general education class

Curriculum/social action

- In high school students often learn of historical events such as the holocaust, the civil rights movement, and the women's movement. These events teach students how US citizens have experienced discrimination and fought for their tights as Americans. The study of these events provides the opportunity for high school students to learn about the history of Americans with disabilities, political action that has been taken to ensure their rights, and current events related to the contributions of Americans with disabilities. This is a history that is often left out of high school students education.

Extra Curricular

- At the high school level there is often a wide array of clubs, sports, and events that students can choose from based on interests, talents, and strengths. Students with disabilities struggle at times to find friends. Joining a club or sport based on their strengths and talents provides them the opportunity to participate alongside others who have similar interests and provides the opportunity for students without disabilities to get to know the student with a disability in a new way.

Ideas for Engaged Learning Instead of Raise and Respond, Try...

Instead of...	Try...	Accommodations and Modifications for students with significant support needs
Asking questions to the whole group	<ul style="list-style-type: none"> • Turn and talk with a neighbor (give just 1 minute depending on topic and then share) • Draw a graphic or diagram and share with a neighbor • One minute share about the question • Write and Post—students write their answer on a post it, hand it to a neighbor and have the neighbor add to it, place it on the board • Toss a Question—Students come up with questions based on readings or a movie shown, write it on a paper, crumple it up and toss it to a neighbor for them to answer • Students create a diagram, a bumper sticker, brochure, foldable, poster, etc... • Use a Koosh ball and toss it to random people and have them share, the student then throws it to another student to answer 	
Popcorn reading	<ul style="list-style-type: none"> • Partner read • Silent read • Whole group listen to an audio recording, use book 	

	marks to follow along	
Power point	<ul style="list-style-type: none"> • Have the students research questions in groups of three, create a poster using chart paper, and share it with the group. Each group could take a different aspect that would have been shared in the power point • Read and make a foldable based on the content that would have been addressed in the power point 	
Bellwork individually	<ul style="list-style-type: none"> • Have them do bellwork in pairs and discuss the changes • Share & Compare with neighbor 	
Fill in the blank or multiple choice worksheets	<ul style="list-style-type: none"> • Have them create a foldable, timeline, or graphic organizer 	

More Engaged Learning Ideas

Strategy	Explanation	Accommodations and Modifications for students with significant support needs
Two minute Pause	Every 10-15 minutes, pause to identify key points. Have student turn and share to summarize with a neighbor	
Think-write-draw	Ask student to summarize graphically on an index card and teach to others	
Reaction Diagram	Have students use large chart paper or an overhead to create a visual representation of reactions	
Say Something	After the students have watched a video clip or have listened to some new information have them go around in a small group of 3 or 4 and say something about what they have learned. Each person speaks, no one can interrupt and no discussion can take place until each person has spoken	
5 fingers	Have the students trace their hands, write a topic in the middle of their palm and then 5 attributes or responses on the fingers. For example, if reading a novel students would write a character in the palm and five attributes on the fingers, if studying history students could write the event in the palm and five events that led up to it on the fingers, in math students could write a number in the palm and 5 ways to create equations that would equal that number on the fingers.	

Where Can I Work?

Four Options for Doing Worksheets or Seatwork



Clip Board Your Work:

You may grab a clipboard and work anywhere in the room



Graffiti Your Work:

Take your paper and tape or staple it to the wall and stand and complete your work.



Partner Work:

Find a partner and put your heads together at a desk or table to complete your work.



Michelangelo Your Work:

Tape your paper to the underside of your desk and lay on your back to complete your work.

HOLD UPS

TRUE	NOT TRUE
TRUE WITH MODIFICATIONS	UNABLE TO DETERMINE based on information learned

HOLD UPS

A

B

C

D



L

E

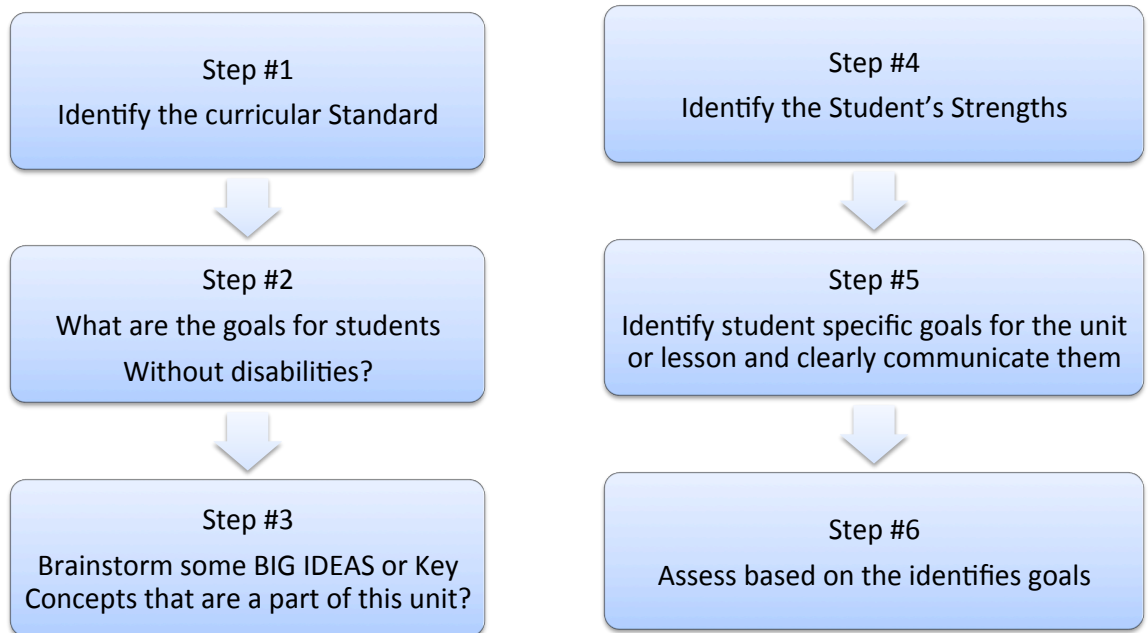
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HOLD UPS

1	2	3
4	5	6
7	8	9
	0	

BIG IDEA TEACHING=

Multi-Level Teaching



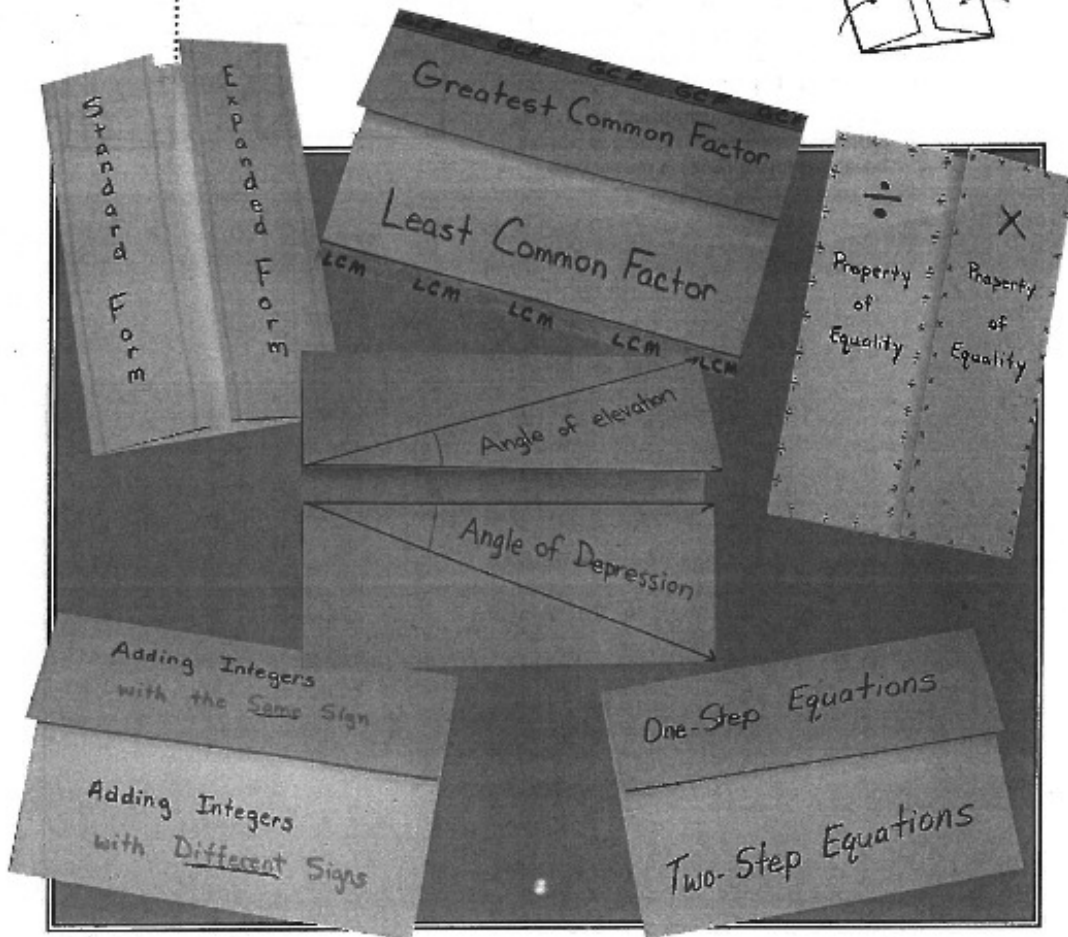
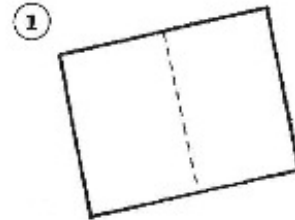
Foldables

FOLDING INSTRUCTIONS: 2-PART FOLDS

Shutter Fold

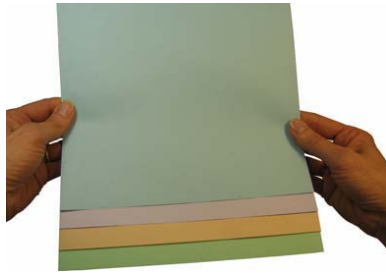
1. Begin as if you were going to make a *hamburger* but instead of creasing the paper, pinch it to show the midpoint.
2. Fold the outer edges of the paper to meet at the pinch, or mid-point, forming a *shutter fold*.

Use this book for data occurring in twos. Or, make this fold using 11" × 17" paper and smaller books—such as the half book, journal, and two-tab book—that can be glued inside to create a large project full of student work.

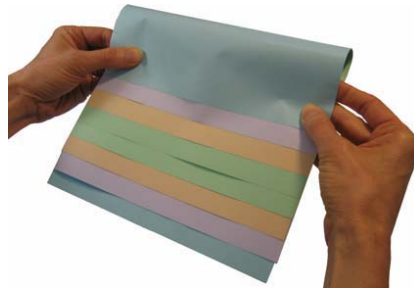


How to make a Layered Look Book Foldable®*

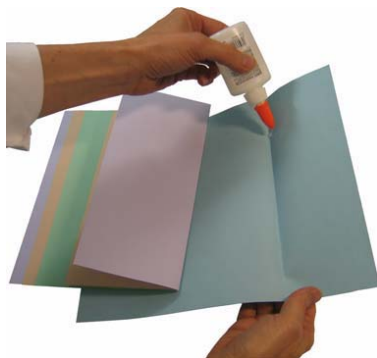
1. Stack four sheets of paper (8 ½" x 11") together, placing each consecutive sheet around ¼ of an inch higher than the sheet in front of it.



2. Bring the bottom of both sheets upwards and align the edges so that all of the layers or tabs are the same distance apart.



3. When all of the tabs are equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the valley/center fold.



*Foldables are 3D Graphic Organizers created by Dinah Zike.
The Foldable® in this activity is used with permission from Dinah-Might Adventures, LP
www.dinah.com