

# Successful Inclusion for All students



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# Back to Back

- Back to Back
  - Stand back to back
  - Find 3 things in common
  - When you get one- give a high 5
  - Finish- celebratory dance!



# Agenda

9:00 – 10:30	Presuming Competence
10:30 – 10:45	Break
10:45 – 12:00	Inclusive Schooling
12:00 – 12:30	Lunch
12:30 – 2:00	Differentiated Instruction
2:00 – 2:15	Break
2:15 – 4:00	Differentiated Instruction

# Today's Climate

- Interactive
  - Please share and participate
  - Watch for my cues to come back together
- Strategy demonstration
- Examples through film
- Lots of useful ideas to implement right away
- Safe and respectful

# Who are you?

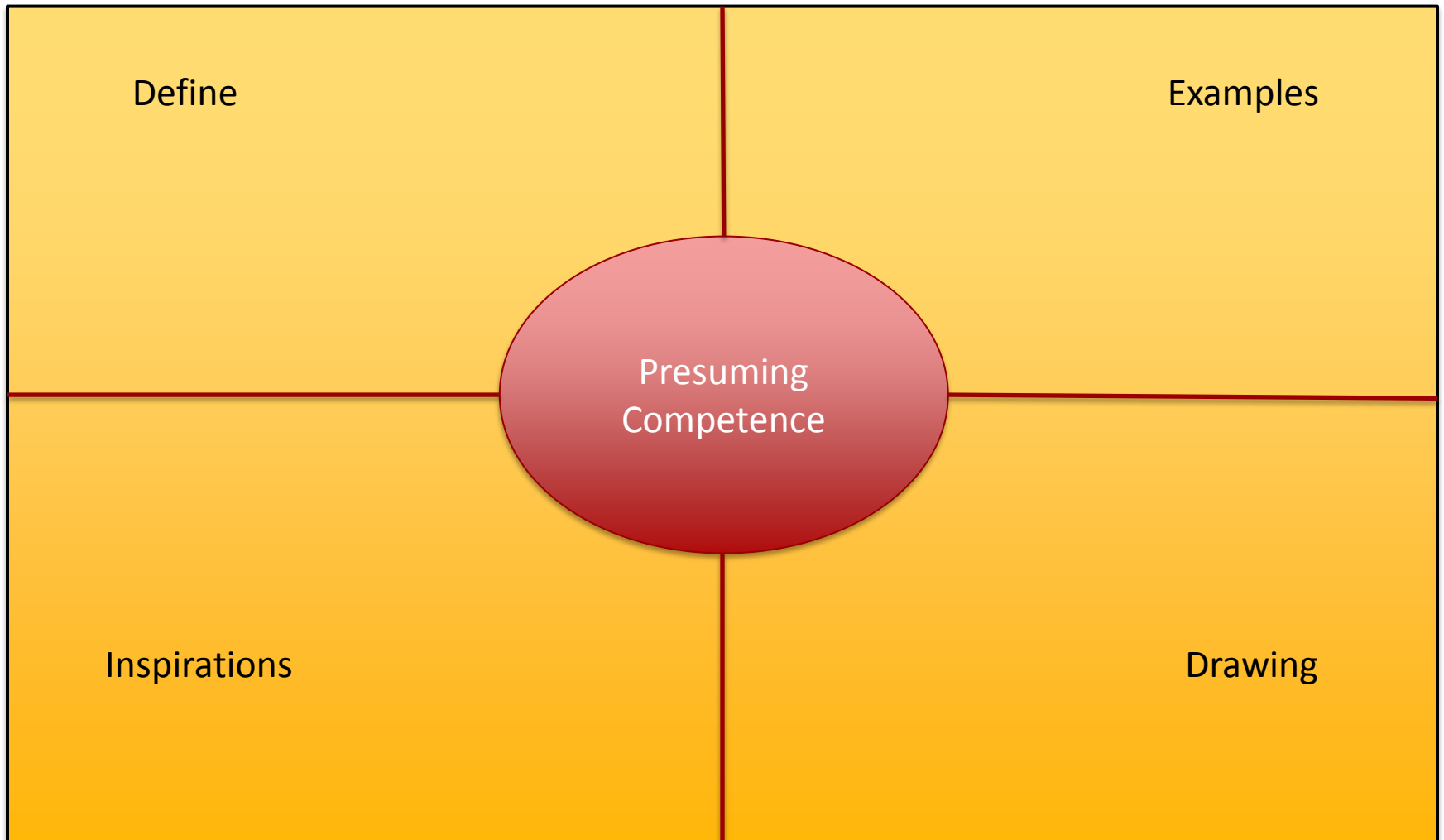
- General Education Teachers
- Special Education Teachers
- Parents
- Administrators
- Service Providers
- Others?

# Who am I

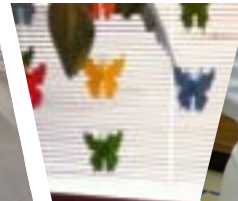
Christi

- General and Special Education Teacher
- Inclusion Facilitator
- College Professor at UCCS, teach classes on inclusive schooling and supporting students with significant disabilities
- Inclusion Consultant for schools and families
- Researcher
  - Communication for students with autism
  - Successful inclusive classrooms

# Presuming Competence Foldable



# Successful Inclusion





# Developing a Vision for Inclusive Schooling

- Read Norm Kunc
- Highlight, underline, or circle specific areas where you think Norm, , *HIT THE NAIL ON THE HEAD*
- Then:
  1. Write your top ideas and/or reactions on a post-it and place it on the board up front
  2. Turn and Talk
    - Discuss your reaction





INSPIRED BY BEVERLY RAINFORTH

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THE EVOLUTION OF SWIMMING LESSONS:  
SURPRISINGLY SIMILAR TO THE EVOLUTION  
OF INCLUDING STUDENTS WITH  
DISABILITIES IN GENERAL EDUCATION.

# High School Inclusion

- Advantages

Peer interaction

Flexible sched

Clubs

Socialization

Understanding of  
acceptance/ gen ed

Peer learning

More HS students available

Other benefit from strat

More class options

Access to age appropriate

Experts on topics

Meaningful classes

- Challenges

- Stigma

- Content is larger

- Modifying can be a challenge

- Bigger gap

- HS teachers have a lot of kids

- Hard to get materials in advance

- Transition needs hard to meet

- Social acceptance is difficult

- Time constraints

- Collaboration time

- Attitudes

- Pace and speed of curriculum

- Less supervision

# Nick Harmon & High School Inclusive Education



# The Ease of High School Inclusion

- Ease of schedule
  - Study hall as break time for sensory
  - Time for individual skills/IEP goals...
- Big idea teaching
  - Key topics from curriculum
- Peer tutors
- Infused Life Skills
  - Home economics
  - School store
- Classes geared to particular interest and skills (computers, science, drama)
- Curriculum/social action
  - Problem solving
  - Students are learning about historical events
  - Reading literature about marginalization
  - Engaged and energetic about their school and how they can effect the social climate
- Extra Curricular
  - Clubs
  - Sports
  - Dances

# You're Going to Love this Kid

Ideas of  
Successful  
Inclusion



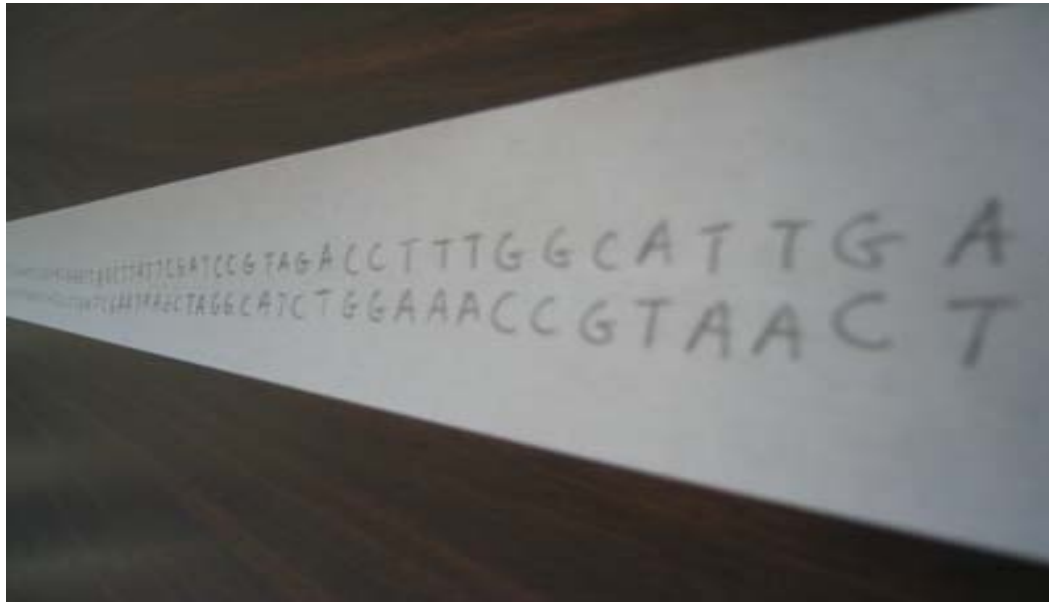
What supports  
were in place?



What attitudes  
helped?



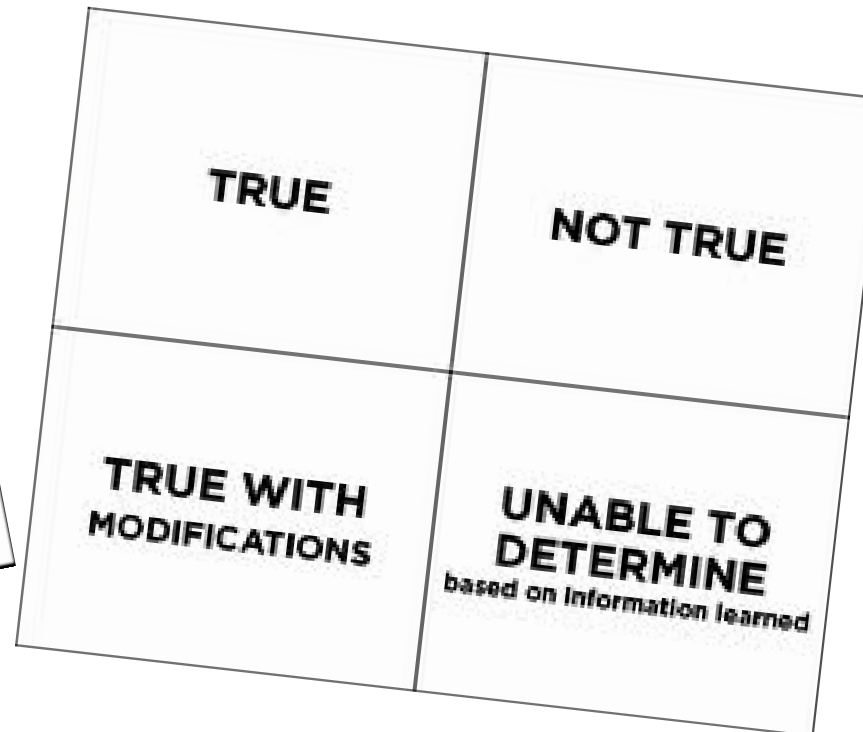
# Doodle Notes



Draw write or brainstorm ideas while  
you watch the video

# Hold Ups

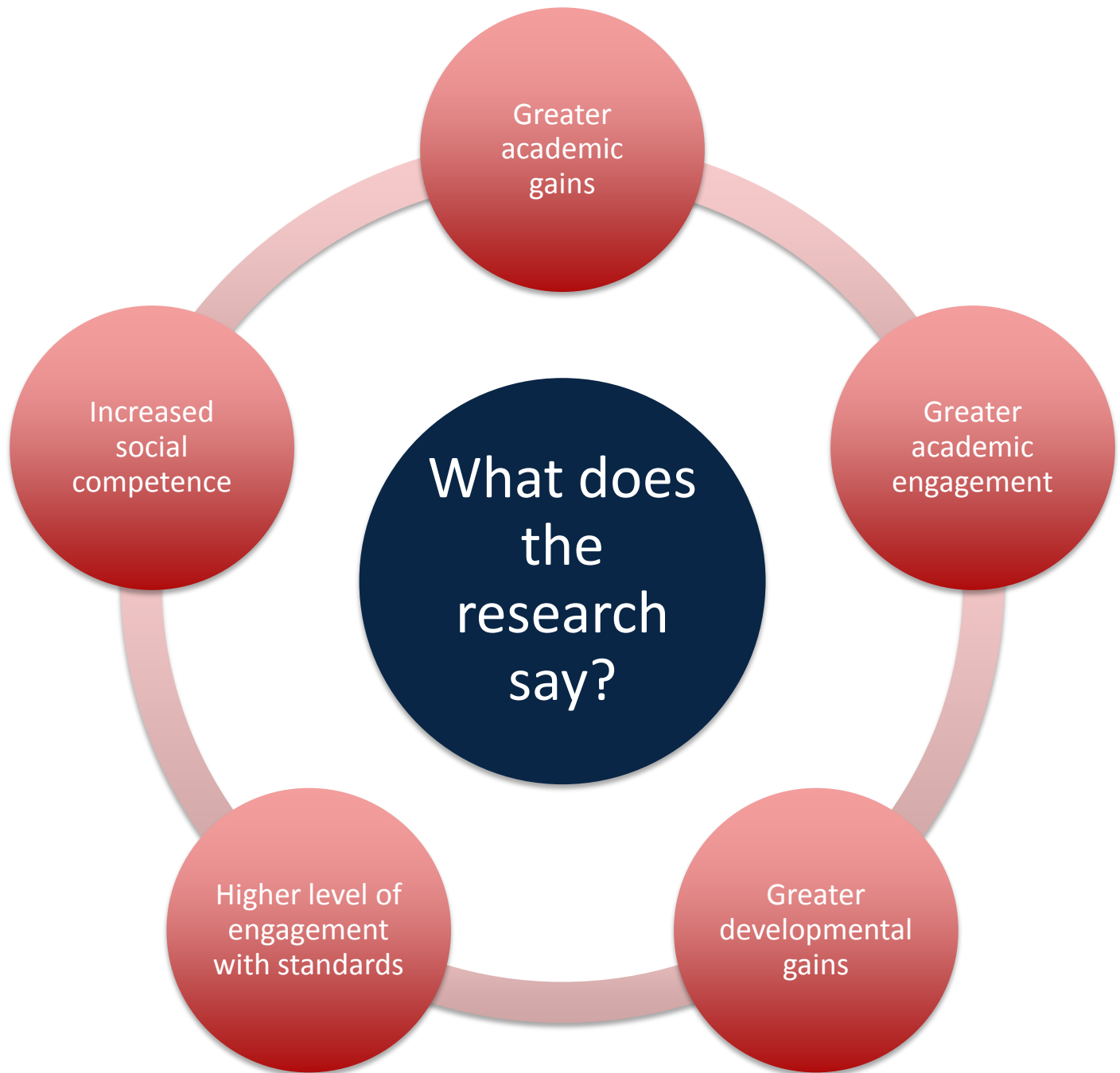
- Cut out TRUE & NOT TRUE cards
- Respond to the questions by holding up your answer





# Why Inclusive Schooling?





# Differentiating Instruction



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

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CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

# Differentiating Instruction

- At its most basic level differentiation means shaking up what goes on in the classroom so that students have multiple options for ***taking in information, making sense of ideas, and expressing what they learn.*** In other words the differentiated classroom provides different avenues to acquiring ***content, processing or making sense of ideas, and developing products.***



# Memories of Schooling



# Mr. Keating

What was the instructional goal?

Let's think for a moment how else could he have designed this lesson?

What were the important pieces of this instructional design?

Why were his decisions important?



We  
Remember  
What is  
Memorable



# FUN THEORY



# 4 Step Differentiation Process

1. Design Broad Differentiation
1. Create Specific Accommodations and Modifications
1. Implement Individual Strategies
1. Present Multiple Materials to Support Access



# Differentiated Instruction Foldable



Broad  
Differentiation



Accommodations  
and Modifications



Strategies



Materials

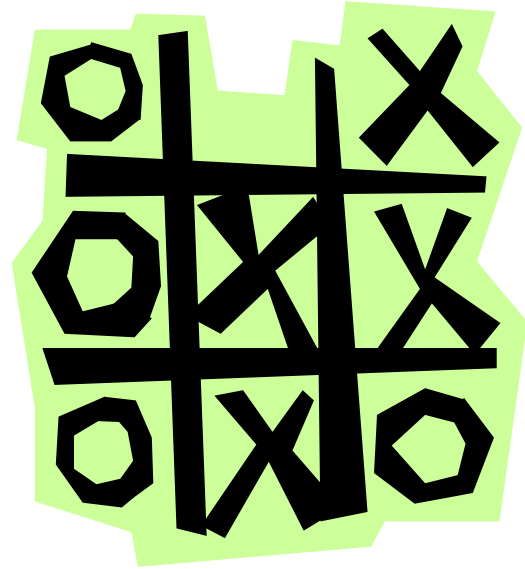
# Read and Reflect

Take moment to read Science Think Tac Toe to yourself. Underline the definition of Differentiated Instruction, ideas of multiple intelligences, and any interesting activities that are included in the Think Tac Toe

# Think Tac Toe

Organize by...

- Multiple Intelligences
- Learning Components
- Degree of Difficulty



Students make choices...

- Based on their own preferences and interests
- Through playing tic tac toe
- That represents one strength and one skill they would most like to work on

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

**Compare/Contrast**

**Written Document  
Analysis**

**Read a Picture**

**Timeline**

**Walk a Mile**

**Brochure**

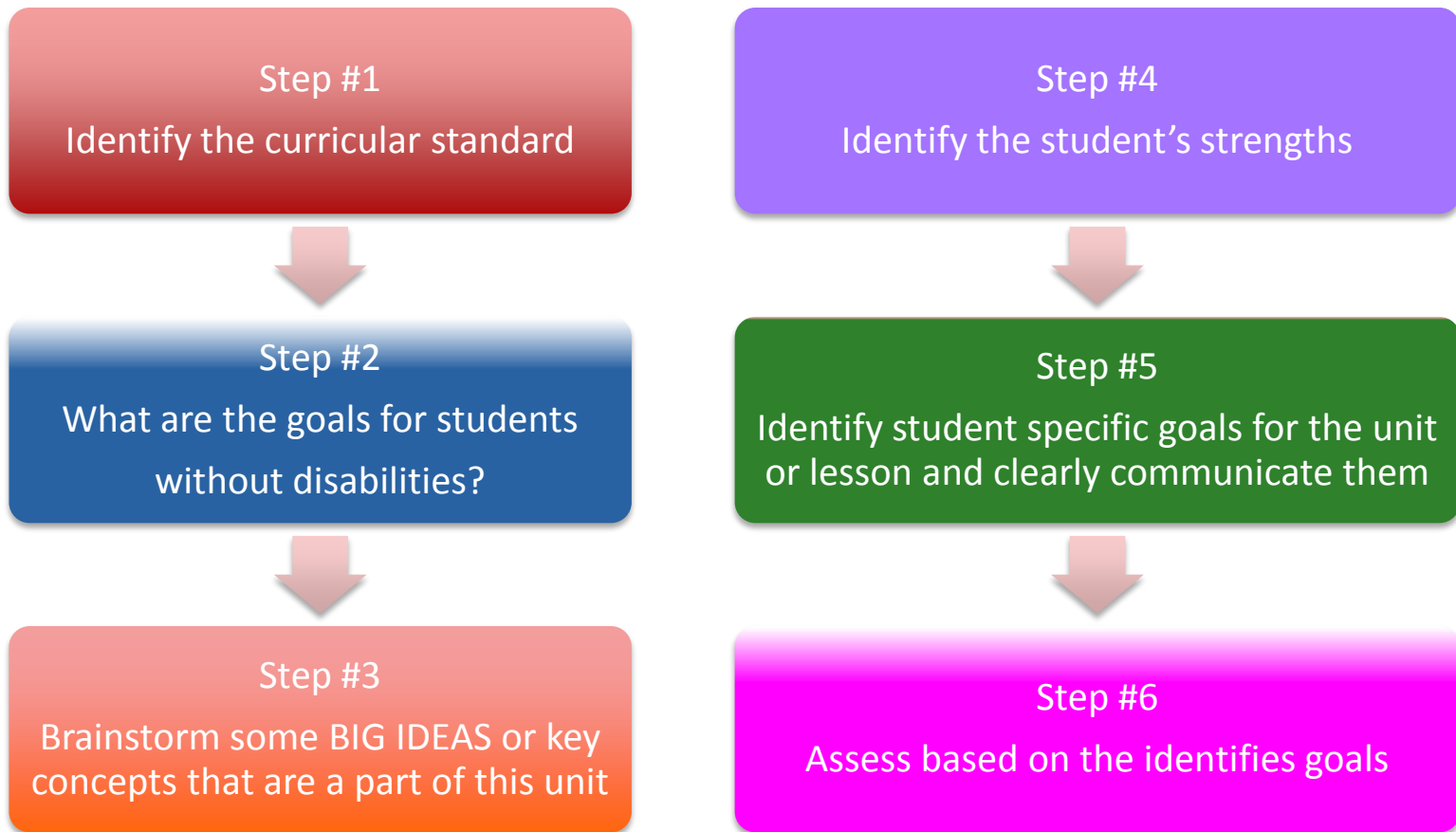
**Foldable**

**Act it Out**

**Convince Me**

# BIG IDEA Teaching=

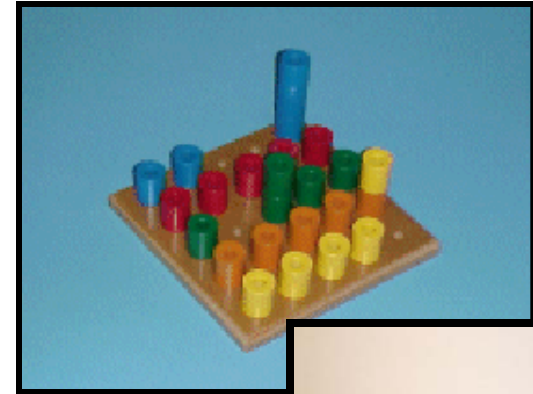
## Multi-Level Teaching





# A Debate About WHAT TO TEACH

Work with a partner to come up with a list of functional or life skill goals.

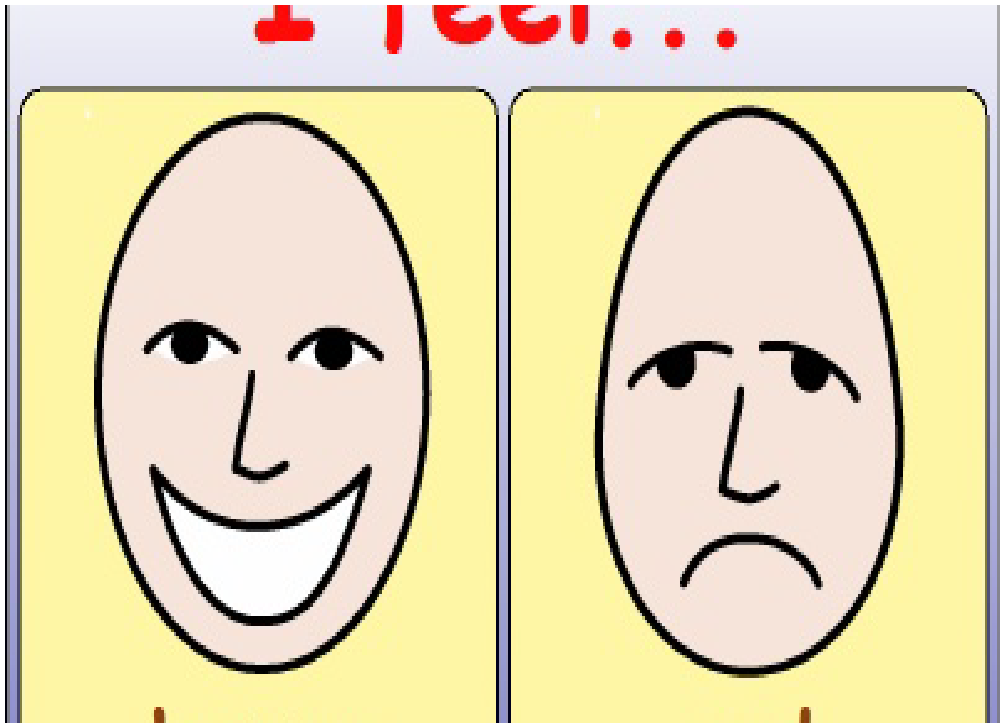




# Strategies to Support Communication

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





How can a dry erase board and sticky notes be used for communication?





Question  
#3

Question  
#8

# Example of Scaffolding Communication Opportunities

1. Tell me about a meaningful event in the Life of Pi...
2. Name one meaningful event in the Life of Pi ...
3. Point to the even you think was the most meaningful in the Life of Pi ...

Pi



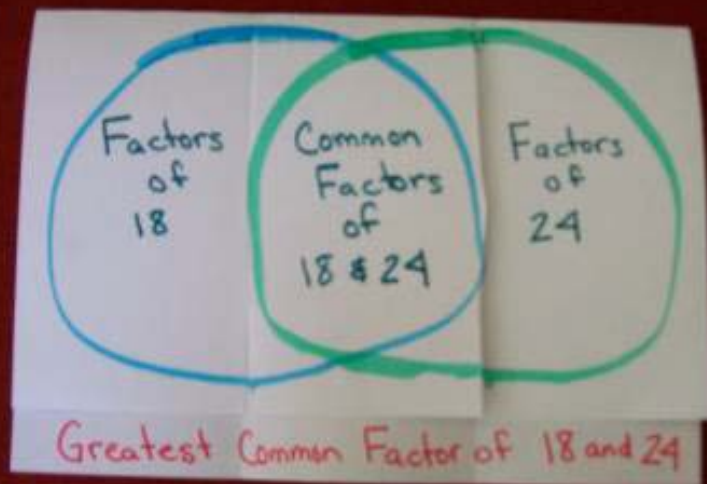
Bengal Tiger



Stranded on a Lifeboat



# Strategies to Support Academics





# You're Going to Love this Kid

What strategies were useful?



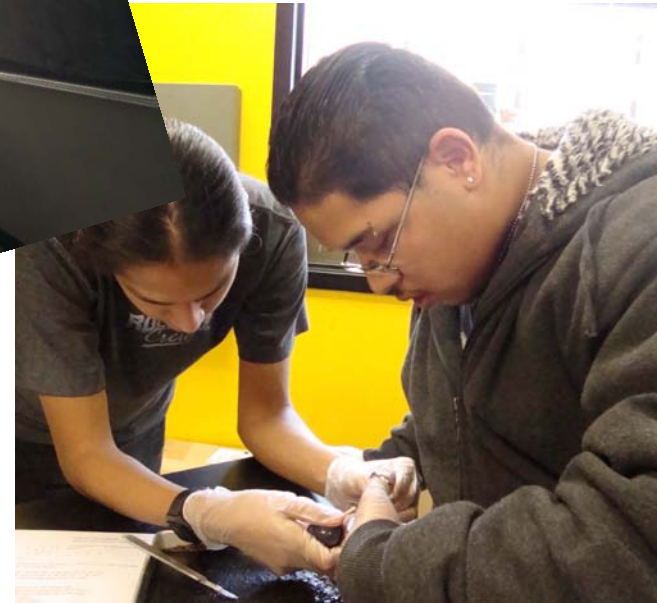
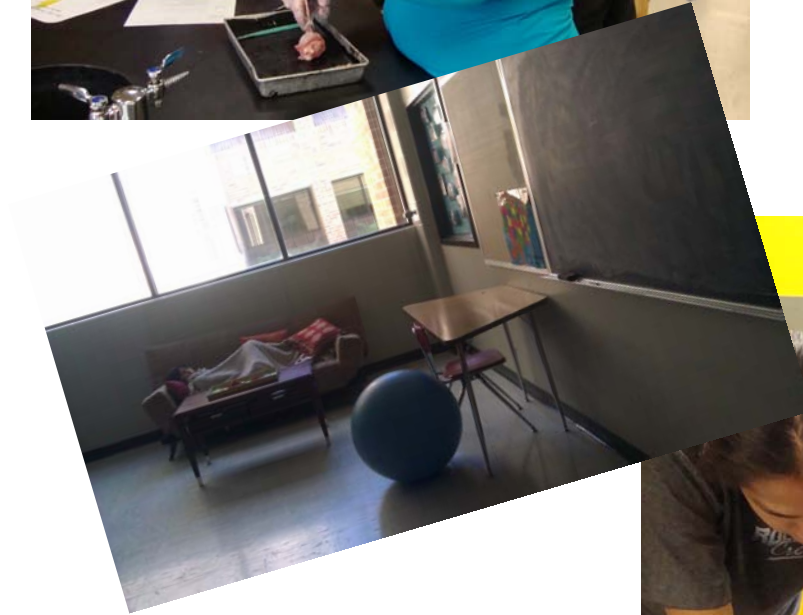
What supports were in place?



What materials were essential?



What attitudes helped?



# Brainstorming Buddies

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

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



# DOL - Graphic Organizer

King  
**Arthur**



# Five Fingers

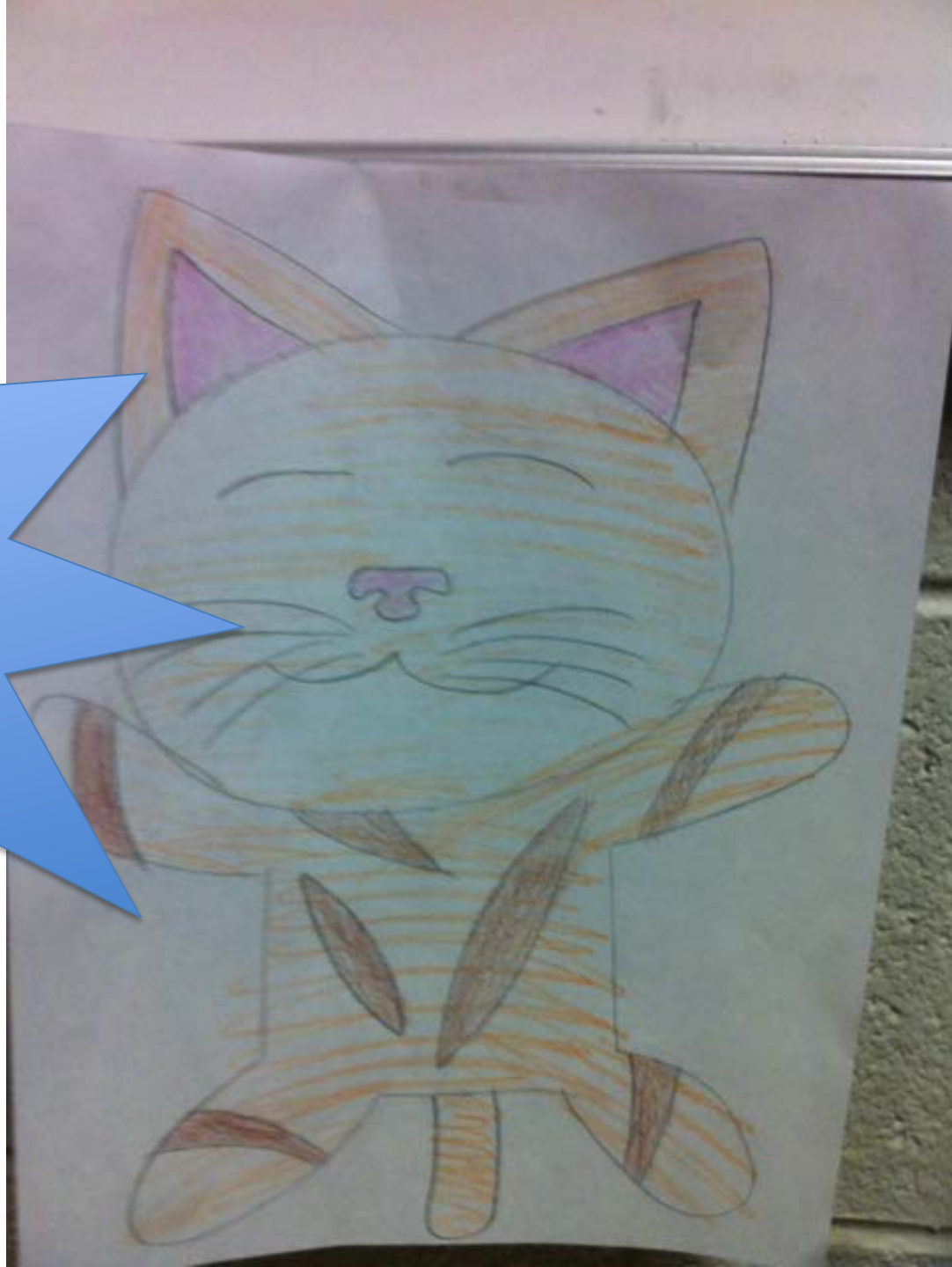
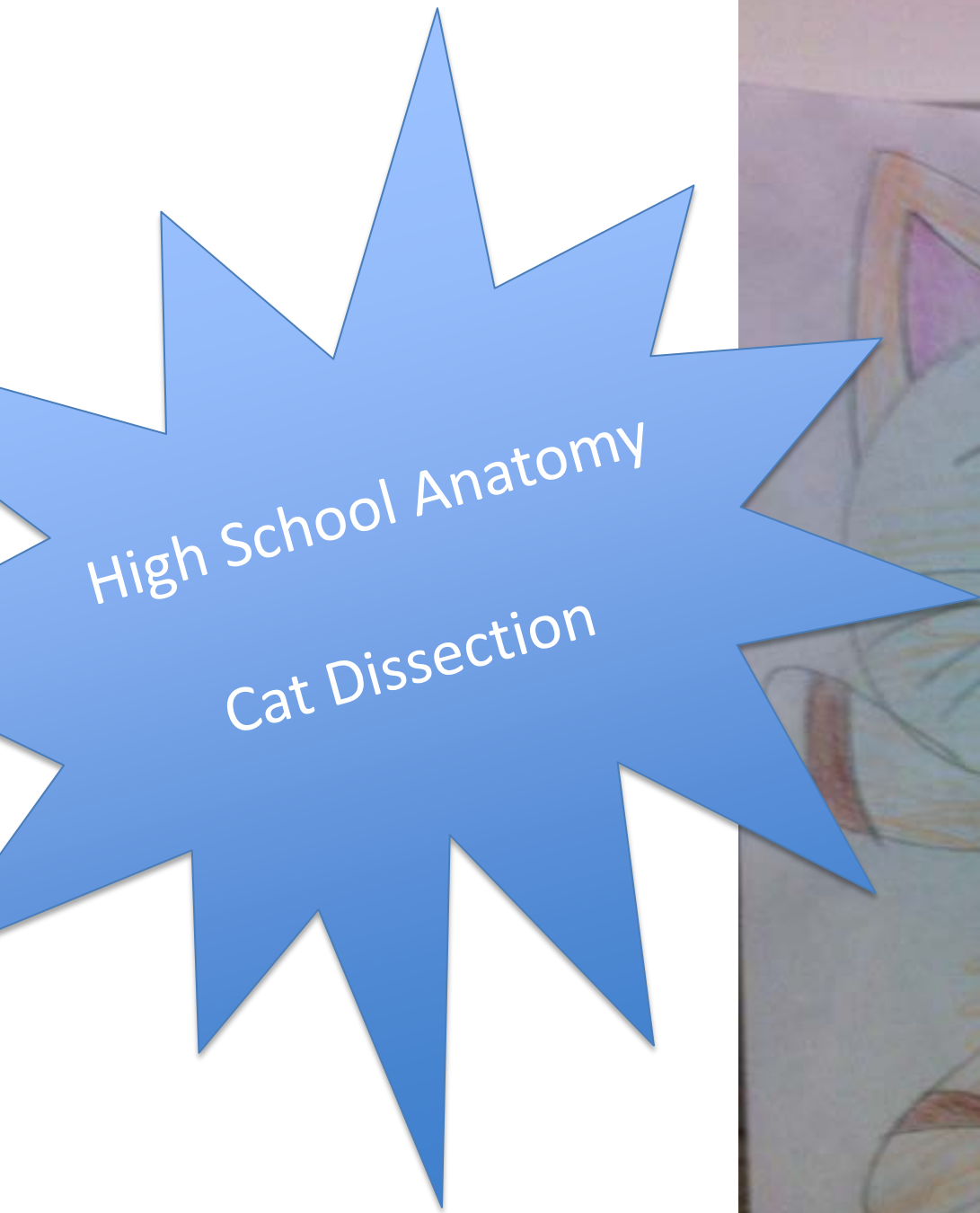
Write the name of a student you know in the palm of the hand

Brainstorm five strategies that would help provide access to academics



# Animal Cells











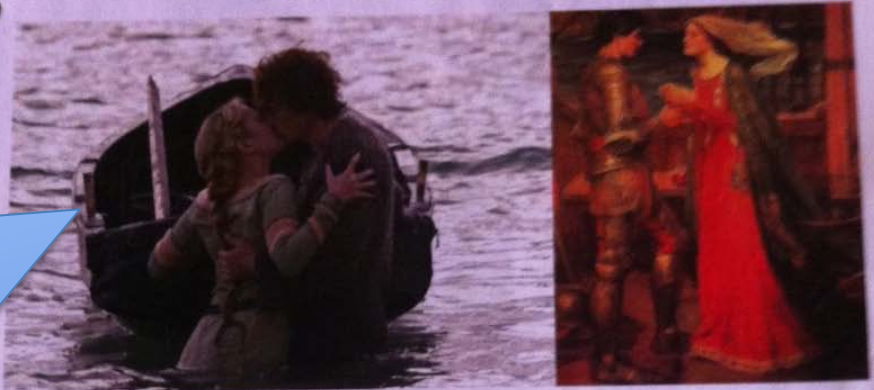
of a Pregnant Cat  
Dissecting



Dissecting

# Adapted Literature

## Jackie Barlow Tristan and Isolde



Isolde was a princess in Ireland, and a great healer, the best doctor in the land. This guy, Tristan, shows up. He's been sent by his uncle King Mark to get Isolde back for King Mark to marry. At first Isolde doesn't want to go, but he convinces Isolde that he's cool, and she agrees to sail to England with him.

Isolde doesn't know that she's got a magic love potion hidden in her stuff that her maid is supposed to give King Mark when she gets there, to make sure King Mark falls in love with Isolde. But on the boat, Isolde accidentally finds the love potion, and she and Tristan mistakenly drink it - and so they fall in love with each other, instead.

When Tristan and Isolde arrive in England, she marries King Mark anyway, but the potion forces her to keep seeing Tristan on the side. Eventually people begin to suspect, and King Mark catches them and is very angry. In one version, he sneaks up on Tristan and pierces him with a poisoned spear while Tristan is playing the harp for Isolde. Isolde begs Tristan to crush her to death in his arms so they can die together, and he does.

In the other ending of the story, King Mark keeps Isolde and exiles Tristan across the English Channel to Brittany (in France), where he marries another girl just because her name is also Isolde. Many years later, Tristan tries to rescue a young woman from six knights who are attacking her, and he gets pierced by a poisoned spear. Only Isolde's great healing skills can save him, so he sends for her, and she comes, but his jealous wife Isolde tells him that his lover, Isolde, refuses to come, and Tristan dies in despair.

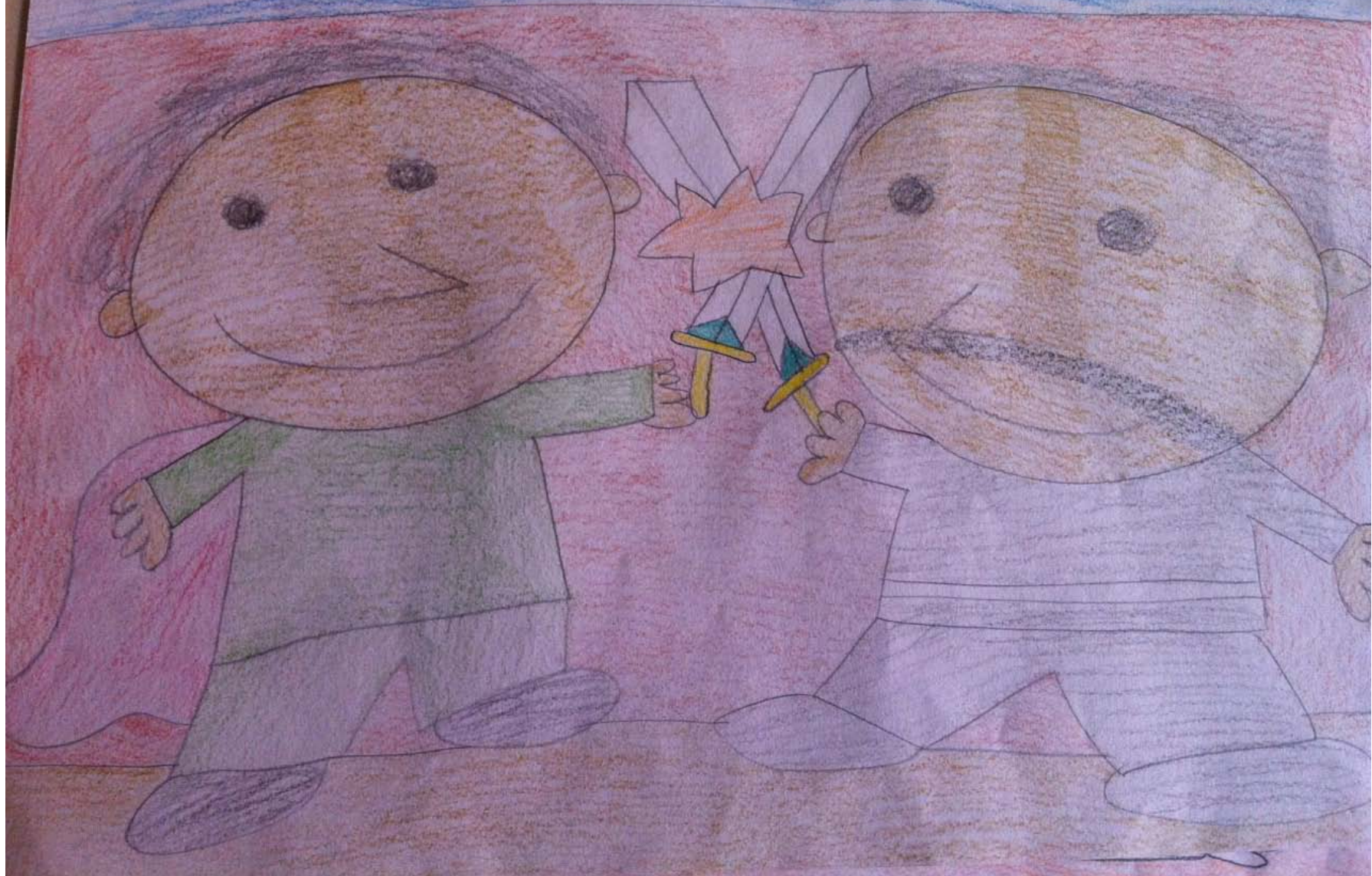
Tristan  
and  
Isolde







# Sword Fight From Trista & Isolde







CLOUDS  
Water is required  
or evaporated  
from the body.

STAY  
Water remains on  
the surface  
(perhaps in a  
puddle or sticking  
to a soil particle).

ICE  
Ice captures  
the cloud  
water  
into a lake  
and water  
into a lake

SOIL  
Water condenses  
and falls on  
soil.

RIVER  
Water filters into  
a river.

RIVER  
The soil is  
saturated, so  
water runs off  
into a river

CLOUDS  
Water is required  
from the body  
or evaporated

STAY  
Water stays  
underground.

CLOUDS  
Water leaves  
the plant through  
transpiration  
the process of  
water vapor  
escaping  
from the  
plant

LAKE  
Water filters  
into a lake  
Groundwater

LAKE  
Water filters  
into a lake  
Groundwater







THEN

Government

NOW

King

Slavery

taxes

Governor

Judges

LAWS

Declaration of Independence

President

Equality

Constitution

Legislators

JUSTICE

United States

Senators

SYNDROMES  
Words with similar meanings

ANTONYMS  
Words with opposite meanings

Advertisement

REED

4  
4  
P.G.  
4



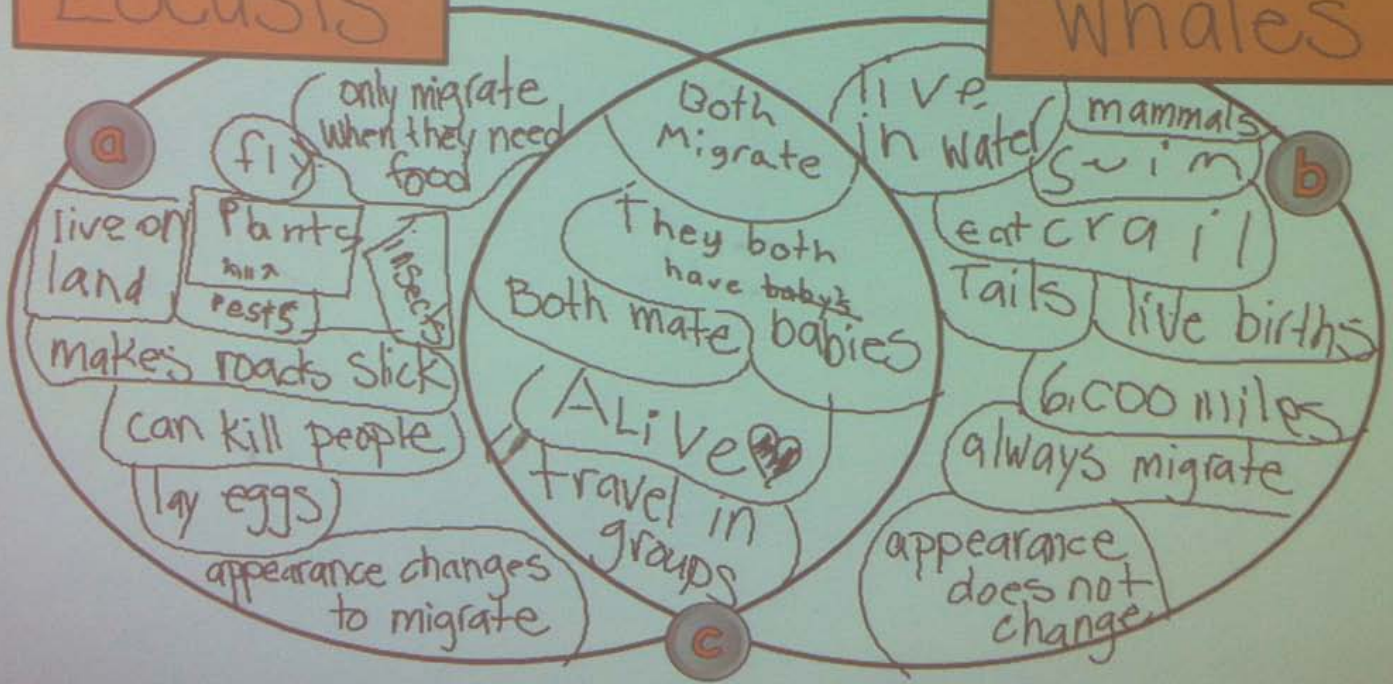
4.3  
BRA  
ce A  
ep(t), then graph it



# Locusts

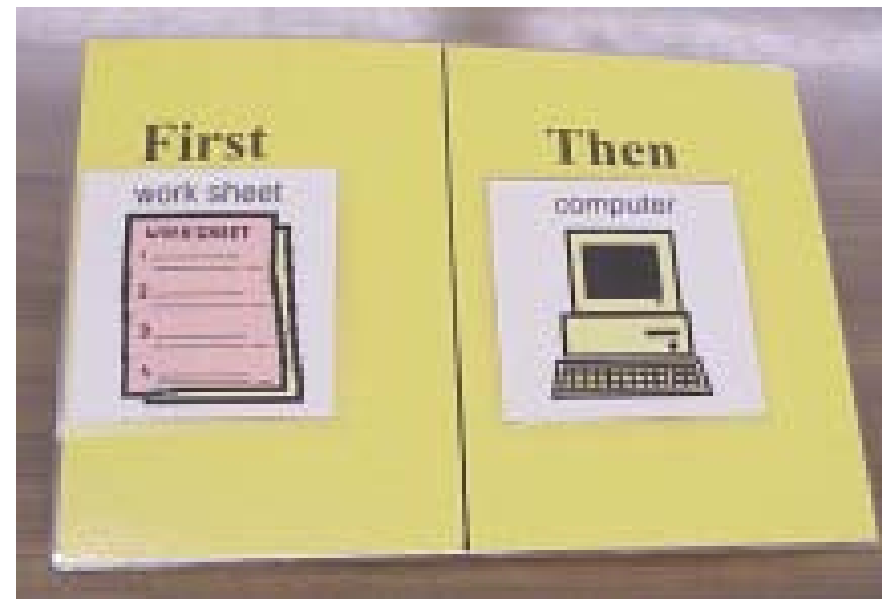


# Whales



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

# Strategies to Support Engagement, Attention, and Behavior



Ryan's Daily Schedule:

# Sample Visual Schedule

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

TASK: Mitosis Group Work

# Sample Task Schedule









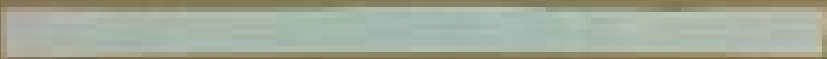
Work to do



Stepping Stones



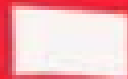
Learning



I Will Show I am listening  
to my teacher.  
by looking at  
her and doing my work...



If I do A112 I get a bat!  
I need 3 bats to get a prize!  
and No yelling!!



I Will Show good lunch room behaviors by..

Being nice!

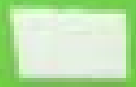
clean up after myself.

sitting properly

Don't leave the lunch room until 11:10 I will not run out.



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

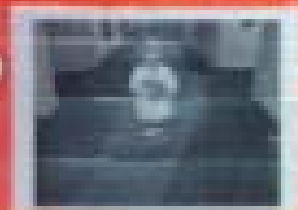


This is how I  
Walk in the hall!

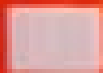
Bubble  
in

Head  
looking  
Forward!

Hands  
to side



IF I do All 3 I get a  
bat! I need 3 bats  
to get a prize!



To line up Ms Brooks  
• Will say...

1. Stand up...

2. Push in your Chair...

3. Line up w/ Bubbles  
IN...

I will get 1 bat for  
going all 3. I need 1 bat  
for a prize.

I Will Show I am listening  
to my teacher..  
by looking at  
her and doing my work...



If I do A112 I get a bat!  
I need 3 bats to get a prize!  
And No yelling!!



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

2:30-  
3:00



2:15-  
2:30



8:30-  
8:45

2:00-  
2:15



Wednesday



8:45-  
10:00

on  
Features

1:30-  
2:00



February 22,



10:00-  
10:15

ody  
tion

1:00-  
1:30



2012



10:15-  
11:30

Measurement,  
Probability



12:30-  
1:00

Read  
to  
Self



11:30-  
12:15

12:15-  
12:30

# More ideas for success...

- Use graphic organizers, brainstorming, word banks, sentence starters
- Technology- Co-writer, kidspriration
- Support students to point to answers and show their understandings in new ways
- Visual cues
- Pre teaching
- Hand over hand
- Model
- Peer coaching
- Break it down
- Use clear steps



# Classroom Scenarios

Read one student at a time, whole group  
debrief after each student

Don't read ahead—**NO CHEATING**