Two Things to Know for Inclusion to Work

WHY? HOW?

Once upon a time...
Commitment Defined
Encarta Dictionary

1. Devotion or dedication to a cause, person, or relationship
2. An act of legally confining someone to a prison or a mental health facility

Institutional Mindset
• “Us” vs. “Them”
• Normal vs. “Special”
• Institutionalization happens both in reality and in our minds

Teacher Role
• Lower the affective filter—ensure that basic needs are met
• Create a community of learners where everyone belongs
“Belonging”
Norman Kunc

“Belonging -- having a social context -- is requisite for the development of self-esteem and self-confidence. This is why Maslow posited self-esteem above belonging in his hierarchy. Without a social context in which to validate a person’s perceived worth, self-worth is not internalized.”

Rediscovering Maslow’s Hierarchy of Needs
http://www.normma.com/articles/armaslow.htm

Peyton Goddard

“Esteeming each person as vastly valuable seeds their peaceful self. Treating a person as worthless seeds an irritated, errored SELF.”

“To merely strive for acceptance is unacceptable. It is complete and unconditional appreciation that we desire.”

Foundations for Ability Awareness
Diana Pastora Carson
Teacher Role
Paula Kluth, "You're Going to Love This Kid!" Teaching Students with Autism in the Inclusive Classroom

- Recognize differences.
- Interrogate the use of labels.
- Reconfigure expertise.
- Preserve student dignity.
- Look for complexity in learners.
- Serve as an advocate and teach advocacy.
- Act as teacher and learner.
- Listen.

“We are not looking past disability. We acknowledge it and embrace it as a normal and natural part of the human experience and a valuable part of diversity.”
Diana Pastora Carson

Strategies—Building Community

- Beginning of School Year
- Class Rules/Constitution
- The Log Race
- Cooperative Musical Chairs (Sapon-Shevin)
- Hula Hoop Circle (Sapon-Shevin)
- Pass the compliment (Kluth)
- Paper Bag Interviews (Kluth)
- Books & Discussions That Honor Diversity
- Throughout year, incorporate community building activities into curriculum
Strategies - Lesson Design

1. Model
   "I do"

2. Guided Practice
   "We do"

3. Independent Practice
   "You do"

This sequence is important, however, we often forget that HOW we model, HOW we guide, and HOW we measure independent achievement are often using a one-size-fits-all approach. Students with significant disabilities can reach personal levels of mastery given thoughtful planning. But we must KNOW our students!

Strategies - Timing & Movement

- Teach concepts in smaller chunks of time.
- Give students opportunities to process information taught before moving on to other important information.
- Don’t expect students to sit still for more than 10 minutes without movement or interaction. (10:2 GLAD Strategy)
- Don’t expect everyone to be able to sit still.
- Expect and honor movement differences among students.
- Allow students to move as an accommodation.
- Plan movement and interaction into lessons and activities.
Strategies-
Multiple Intelligences
-Howard Gardner
- Verbal/Linguistic – word smart
- Logical/Mathematical – math smart
- Interpersonal – people smart (community building)
- Intrapersonal – self smart (reflecting)
- Musical/Rhythmic – music smart
- Kinesthetic – body smart
- Naturalist – nature smart
- Visual/Spatial – picture smart

To reach the child, teach in ways that address the strengths of the child.

Music, Movement, & Curricula

The Globe Song
Hello.
My name is Globe.
And I spin on an axis all day.
One day an explorer said to me, “Are you busy, Globe?”
I said, “No.”
“Good,” he said. Then...
Place Value Chant

Lift up your hands
And look down your nose.
We’re going to look at numbers
In their place value rows.
The ONES are on the right.
The TENS are next in line.
Look once more to the left for the HUNDREDS
every time.
ONES, TENS, HUNDREDS, THOUSANDS! (3x)

Interactive Visual Displays/
Graphic Organizers

- K-W-L Charts
- Pictorial Input Charts
- Personal Interactive Graphic
  Organizers (“Foldables” Dinah Zike)
- Songs & Chants
- Students write on, color, highlight,
sing with, cut/paste, and revisit
these over time.
Use student interests as a springboard for instruction.

Strategies—Universal Design

• Make community, belonging, and friendship accessible to all students.
• Make the environment and materials accessible to all students.
• Make the curriculum accessible to all students.
• Think: What do I need to do to make inclusive education accessible to ALL of my students?
Practices That Work for Inclusive Classrooms

• Developing & Maintaining Community/Belonging
• Flexible Groupings According to Current Needs
• Cooperative Learning
• Project-Based Learning (research, interviews, expert groups, students as teachers, etc.)
• Service Learning (community involvement, hands-on experience, research, not just learning “about”)
• Alternative Product Formats (power point, audio, video, music, art, photography, etc.)
• Peer Support/Coaches, Pairs, Groups, FRIENDS!

More Practices That Work for Inclusive Classrooms

• "Worksheetless” Classrooms (individual whiteboards, student created graphic organizers/personal interactive graphic organizers, interactive walls, technology, etc.)
• Games
• Drama/Skits/Reader’s Theater
• Music & Movement throughout the Day
• Personalized Supports
• Creating Intrinsic Motivation among Students
• Teacher Reflection of Own Behavior

Flexibility & Creativity (Accommodations)

Accommodation

• Not a one time adjustment
• A way of thinking
• A belief system
• All children belong here. It is my job to have this work. As the more flexible person in the relationship, I will modify my ways in order to ensure that my students succeed.
• It necessarily includes KNOWING the student deeply and honoring him/her.
Commitment

- REALLY know and honor each child.
- Presume competence.
- Seek out & be open to alternatives.
- Plan around student strengths and interests.
- Be committed to inclusive education & each child’s sense of belonging.
- Be committed to each child’s future life quality.

No more fences of separation:
in reality, or in our minds.

What Next?
Within my classroom walls, what are 3 concrete steps I can take to make belonging and inclusive learning accessible to my students who have disabilities?