

Supporting Inclusion in the Co-Taught Classroom

How Special Education Can Support
General Education

Download Tools & Resources:

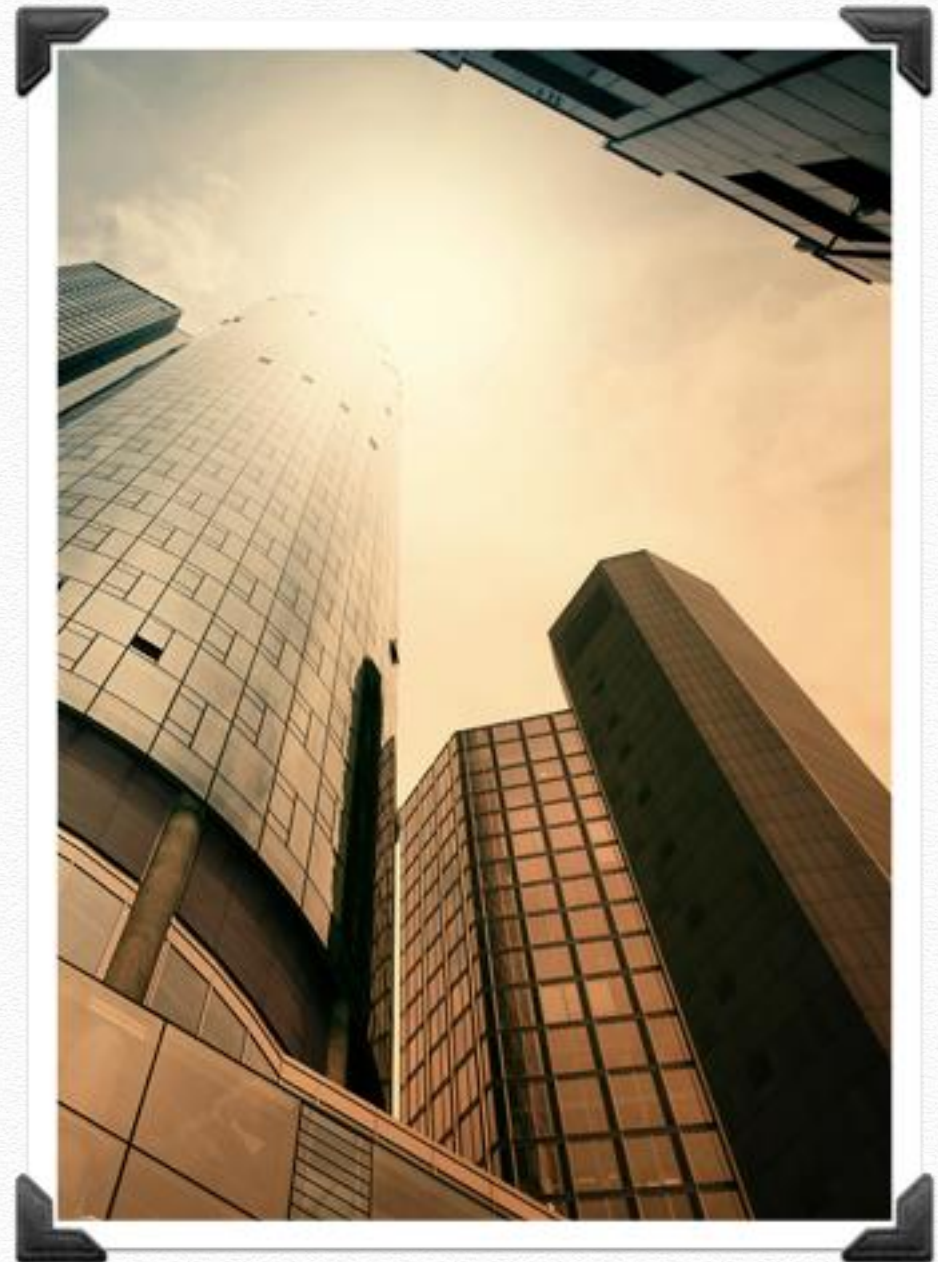
<http://tinyurl.com/jqp5nhq>



and ALL
Students

Strengthening Inclusive Practices

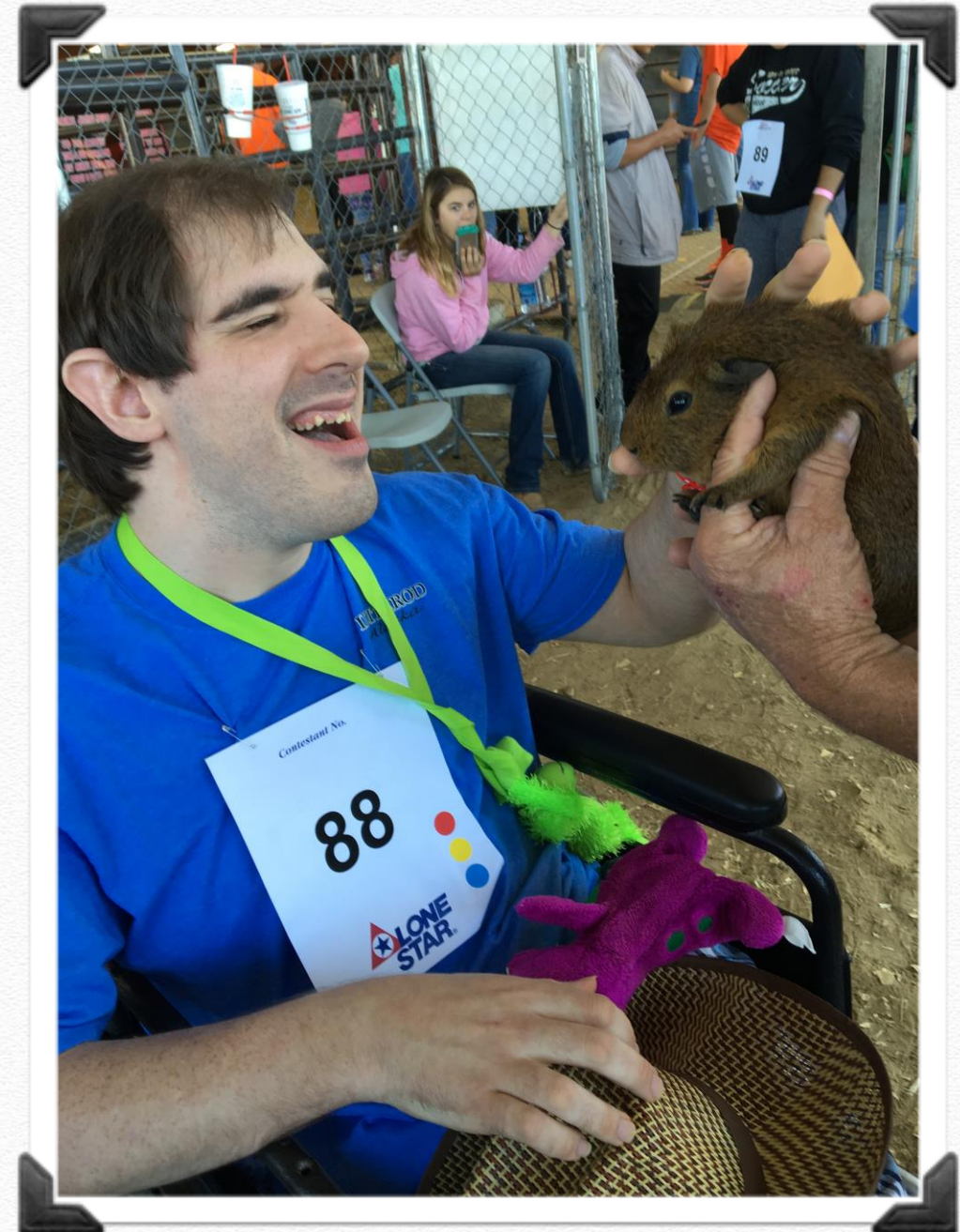
- ❖ increasing Capacity to include Students with Moderate to Severe Disabilities



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Increasing the Comfort Zone

- ❖ Are you comfortable integrating students with the following characteristics in our general education classroom?
- ❖ Students who are non-readers?
- ❖ Students who have previously been considered for traditional LIFE Skills services?



Students with
Intellectual Challenges

Students with
Behavioral Challenges

What are the possibilities?

A Process that Begins for All Students...



So why is this process
important?

Parents and educators who believe it is important..

- ❖ Equal opportunity and equal access to the general education classroom
- ❖ Access to the general education classroom
- ❖ Looks at what the student CAN DO, not what they can't do
- ❖ Puts our expectations and preconceived notions to the side

Meet Maricor



Last Kiss: In 1998, Pearl Jam recorded "[Last Kiss](#)", a cover of a 1960s ballad made famous by [J. Frank Wilson and the Cavaliers](#). It was released on the band's 1998 fan club Christmas single; however, by popular demand, the cover was released to the public as a single in 1999. "Last Kiss" peaked at number two on the *Billboard* charts and became the band's highest-charting single.

You met Maricor (and Eddie Vedder!)

1. What are her interests?
2. What are the possibilities?
3. What can she do (versus what can't she do?)
4. How can we support her and TEACH HER
IN THE WAY SHE LEARNS in the general
education classroom?



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Maricor's Interview

BSNN

My amazing husband, Guy (singer) and awesome son , Guy V (drummer)





Guy Morris V

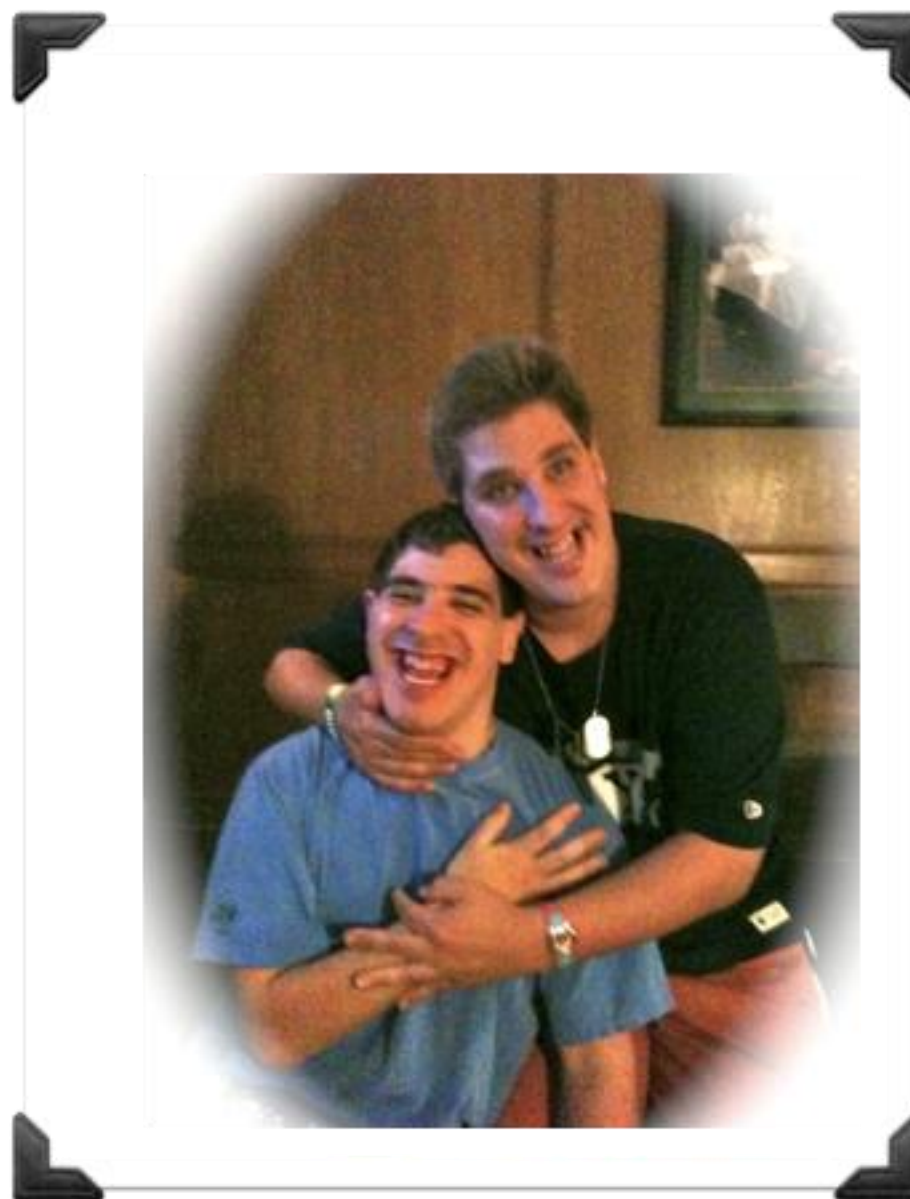


Guy V, Sarah, James, and baby Mathew





Kirk and Drew Morris





Every child can learn..

- ★ Just not on the same day..
- ★ Or the same way...
- George Evans



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Success does
not look the
same for
everyone



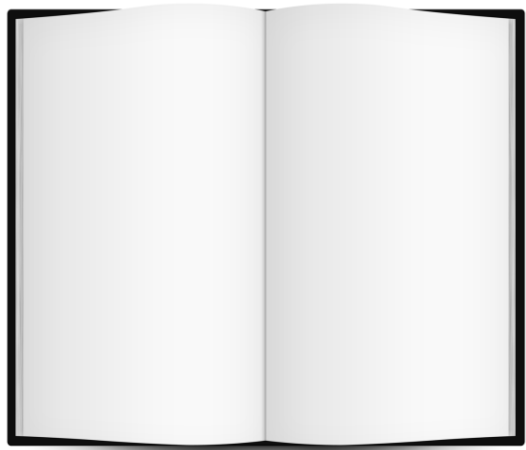
It is about getting
what you need to
succeed.

- All students are educated in the general education classroom to the greatest extent appropriate.
- Expectations are high.
- Curriculum is standards based and is the general education curriculum.
- Individualized supports are available as needed.
- Decisions are made on the basis of student needs and not labels or places.

INCLUSIVE EDUCATION MEANS:

The learning standards are the same for all students, even those with moderate to severe disabilities.

Today's Continuum of Support



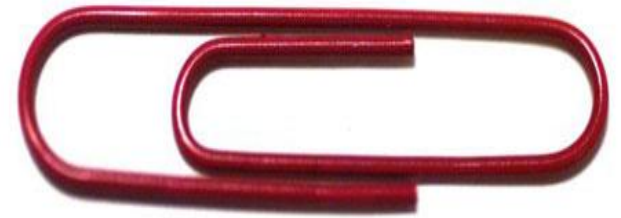
EXTERNAL SUPPORT

- Supports provided prior to instruction



IN-CLASS SUPPORT

- Peer Tutor
- Support Facilitator
- Co-Teacher



SPECIALIZED SUPPORT

- Resource
- Self-Contained
- Off Campus

GENERAL EDUCATION SETTING

SPECIALIZED
SETTING

Form 1: A Format to Guide Instructional Planning

FORM 1: FORMAT TO GUIDE INSTRUCTIONAL PLANNING

WHERE ARE THE OPPORTUNITIES TO ADDRESS THIS STUDENT'S INSTRUCTIONAL GOALS IN THE GENERAL EDUCATION CLASSROOM?

Student: _____

Teacher: _____

Date: _____

GOALS	SEQUENCE OF INSTRUCTION						
	Goal 1						
	Goal 2						
	Goal 3						
	Goal 4						
	Goal 5						

Directions: Place a ✓ where your team believes an opportunity to address each IEP goal exists within the day's schedule.

WHO?

Collaborative team of general and special education teachers, student and parent

HOW?

List IEP goals (left side).

List general education class schedule or course (top). Place a ✓ where team believes an opportunity to address each IEP goal at one or more times throughout the school day/schedule

If you have many ✓s across the row, circle the one or two times it would be best to address that objective.

WHY?

A communication tool to guide both general and special educators

A visual of the student's IEP goals and schedule and their interface

Expands notion of the options that are available for the individual students

Focuses on opportunities rather than limitations

Documentation of beginning with the general education classroom as the reference point

Increases student involvement in goal selection and achievement

Communication tool for involving parents in decision-making

Form 2: Classroom Activity Analysis Form

FORM 2: CLASSROOM ACTIVITY ANALYSIS WORKSHEET

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School: _____ Receiving School: _____ Student: _____
Case Manager (if applicable): _____ Grade (upcoming school year): _____ ID #: _____

CLASSROOM/SUBJECT	INSTRUCTIONAL SUPPORT <i>Attach Accommodations Sheet or BIP</i>								PERSONAL SUPPORT				
	As Directed		With Accommodations		With Curricular Modification		Behavior Intervention	External Support	In-Class Support			Specialized Support Outside the GEN.ED. Classroom	
	YES	NO	YES	NO	YES	NO		Support's Prior to Instruction	Peer Support Facilitation X1	Support Facilitation X2	Co-Teacher		
1. Complete the schedule								from					
READING													
Course Name:													
ELA/WRITING													
Course Name:													
MATH													
Course Name:													
SCIENCE													
Course Name:													
SOCIAL STUDIES													
Course Name:													

- A clear format for making student-based decisions
- A visual of the student's instructional day and the roles that general and special educators, related service personnel and others are responsible for each day
- Documentation of planning that is objective and is not label or place-based
- Increases student involvement in goal achievement and future planning
- Communication tool for involving parents in decision-making

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Adapted from: Thousand, J.S. Project Director. The Homecoming Model: Educating Students Who Present Intensive Educational Challenges Within Regular Education Environments, September 1986 -- and -- Grand Prairie ISD

WHO?

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HOW?

1. Complete three sections:
 - Section 1: Transfer decisions from Form 1 to Form 2 (using chronological order of schedule)
 - Section 2: For each learner goal to be addressed within each timeframe, indicate the type of instructional supports the student will require to be successful
 - Section 3: Moving across the form, indicate the type of personal support (if any) that the student will require to be successful, beginning with the least intrusive yet effective model.
2. Work across the form rather than completing sections 2 and 3 separately. This saves time and makes your planning decisions more cohesive.

WHY?

- A clear format for making student-based decisions
- A visual of the student's instructional day and the roles that general and special educators, related service personnel and others are responsible for each day
- Documentation of planning that is objective and is not label or place-based
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When considering removal from general education...

What will be provided the student outside of general education that is very different than is being offered to peers?

Could this support be provided within the general education classroom with personal assistance?

Some additional questions to guide our thinking:



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- Now, turn to a neighbor:
- List 5 accommodations that you have seen provided to students in your district or campus.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Do these accommodations agree with the definition provided?

First, a Definition:

An accommodation is a change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

- Make decisions based on individual student need
- Select accommodations that allow the student to access instruction without reducing learner expectations
- Relate accommodations to specific needs in a content area
- Provide training and practice for student with use of accommodations
- Use accommodations routinely, fade as no longer needed
- Understand that some accommodations may not be appropriate for state assessments
- Talk with students, teachers and parent when selecting accommodations
- Document use of both instructional and assessment accommodations
- Review accommodations periodically to determine if they are useful for student success

ACCOMMODATIONS RUBRIC

Accommodation Rubric

The following steps reflect quality standards for determining the need for and selection of accommodations, and assisting each student and his or her teachers in using the selected accommodations correctly and consistently. With these steps in place, the use of these selected accommodations should be reviewed at regular intervals.

	0	1	2	3	Next Steps
Student Uses Accommodation	Does not use.	Uses only when reminded.	Uses sporadically.	Uses regularly.	<ol style="list-style-type: none"> 1. Conduct unobtrusive observation of student use of accommodation to identify any environmental or societal barriers. 2. Discuss with student to determine his or her opinions re: use of accommodations. 3. Adjust the accommodation to encourage student use if feasible. 4. Consider the option of making the accommodation (if appropriate) available for all students.
Accommodation Supports Achievement	Not effective in meeting learning objectives	Minimally effective in meeting learning objectives	Effective in meeting learning objectives but improved effectiveness desired	Effective in supporting learner objectives	<ol style="list-style-type: none"> 1. Review student instructional support needs. 2. Review reasons why accommodation is not effective with teacher, student, others as relevant. 3. Eliminate student training or teacher training issues or inappropriate use of accommodation. 4. Review the four different types of accommodations and design an alternative.
Non-Stigmatizing Accommodation	Calls unnecessary and potentially negative attention to the student.	Calls attention to the student.	Is embedded in the natural instructional activity but could be less intrusive.	Is embedded in the instructional activity and has either a neutral or a positive impact on peers.	<ol style="list-style-type: none"> 1. Examine the accommodation from the perspective of student, peers, and community. 2. Consider multiple alternatives if feasible. 3. Allow for student choice among alternatives. 4. Provide information to classmates in factual terms re: the accommodation, its use, benefits, and allow for peer use of accommodation in positive, supervised setting.
Monitored: The continued need for appropriate use of accommodation	Is not monitored.	Occurs only with reminding of staff.	Occurs sporadically.	Occurs on a regularly scheduled basis.	<ol style="list-style-type: none"> 1. Determine reasons for lack of monitoring. Is it due to lack of knowledge about the importance of monitoring? Need for additional training? Need for a reminder? 2. Address the reason and set a date to check compliance with regularly scheduled monitoring.

TIME FOR MODIFICATIONS!

DEFINITION

- A modification is a change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

THOUGHTS

- The term has been used interchangeably with accommodations for many years.
- Students requiring a modified curriculum may still be expected to take the regular state assessment.

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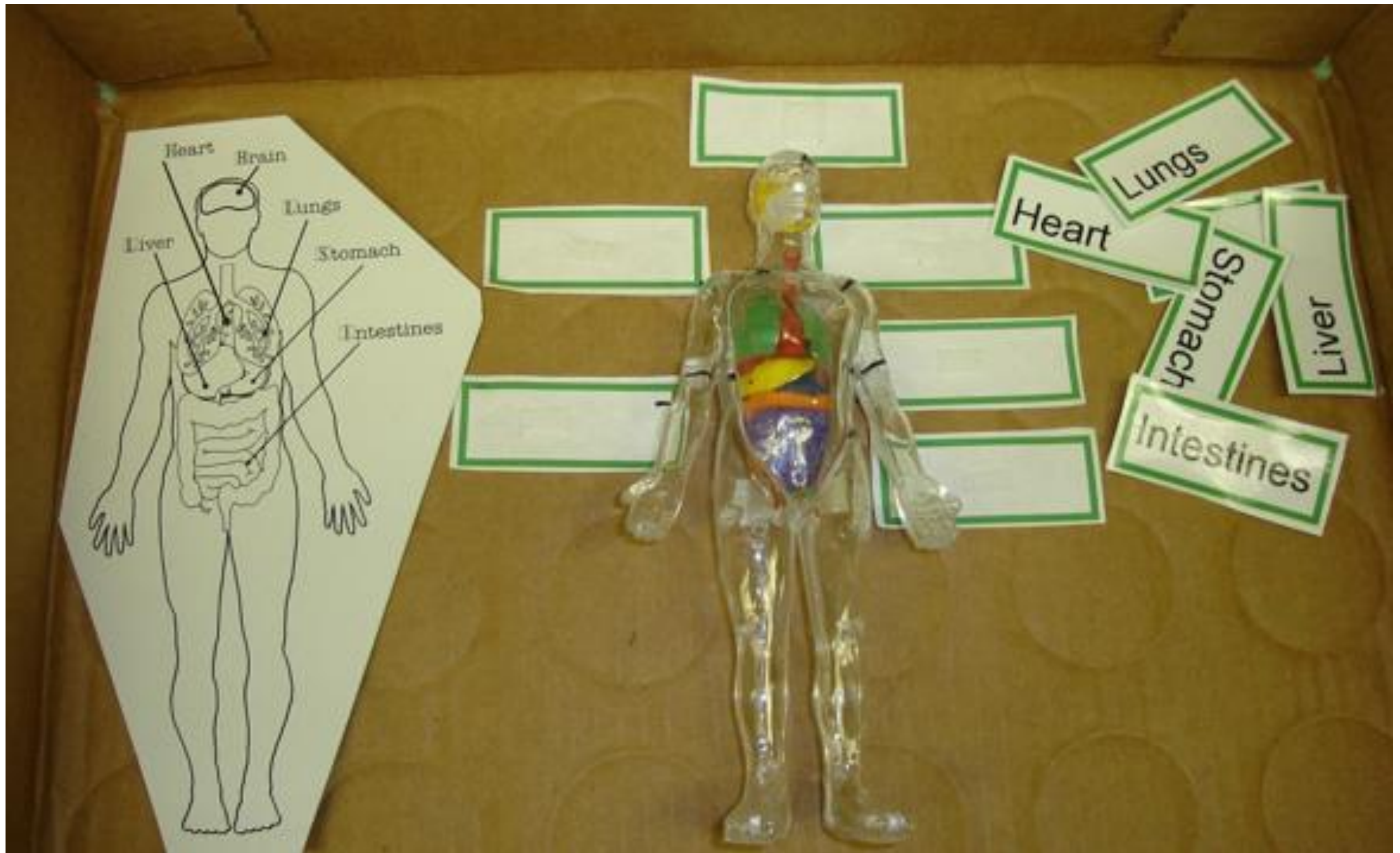
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WORLD WAR II

- The learner will chronologically depict the events that led to the United States' involvement in WWII
- List the names of the countries that made up the “allied forces” during WWII
- Create a topographic map showing the boundaries of postwar Europe



MODIFIED TEST- LIST INTERNAL ORGANS

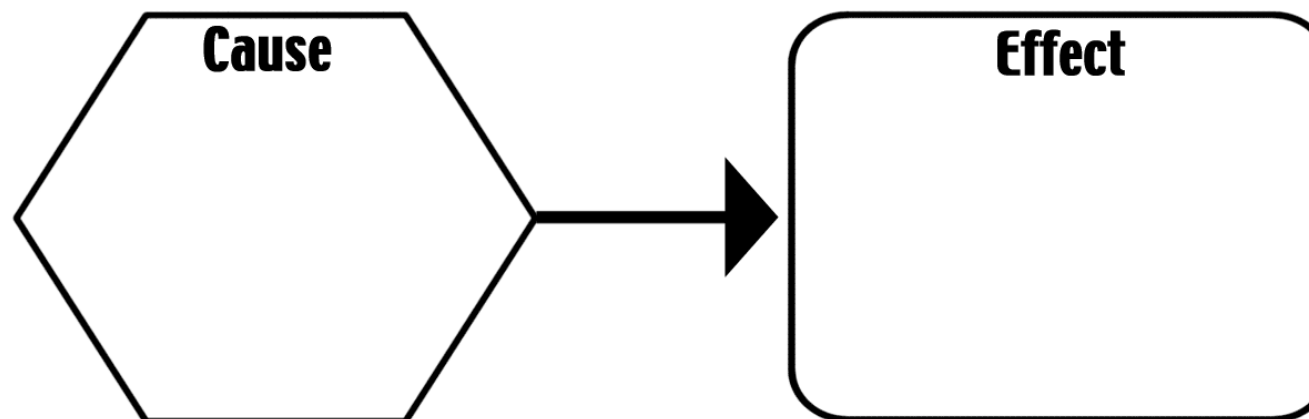
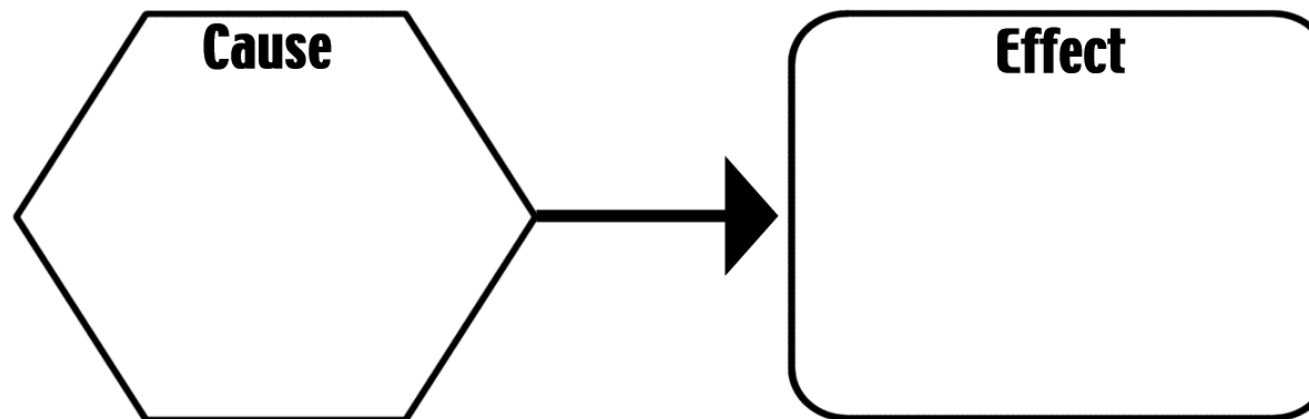
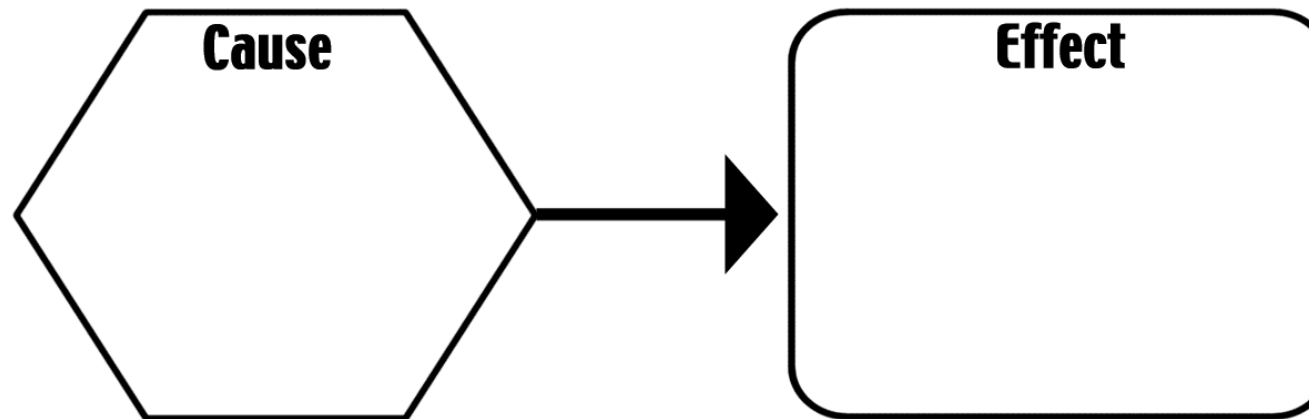


Use graphic organizers to assess knowledge

Name _____



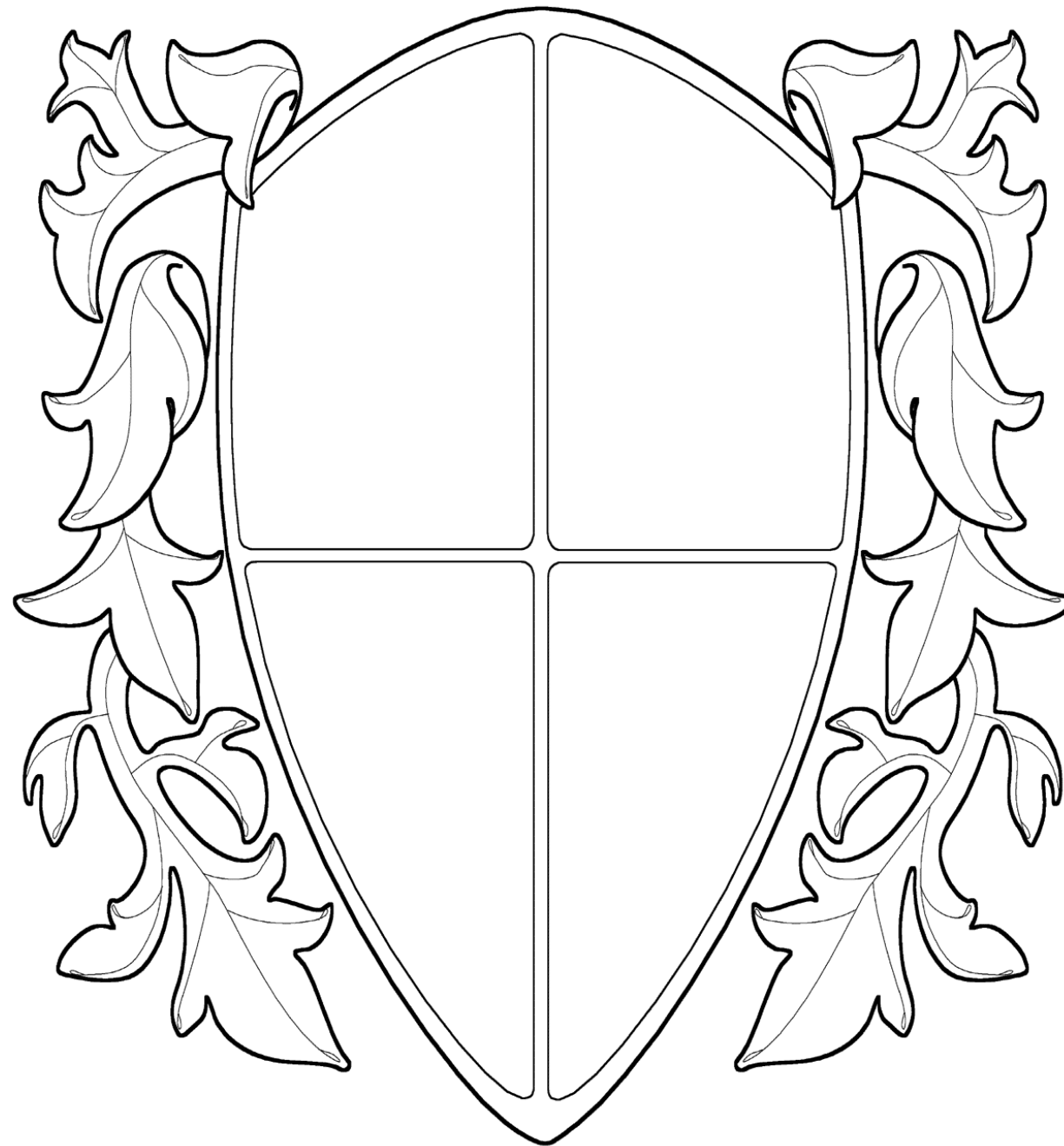
Date _____



Use graphic organizers to assess knowledge

Name _____ Date _____

Design a coat of arms, put one important topic or idea in each section.

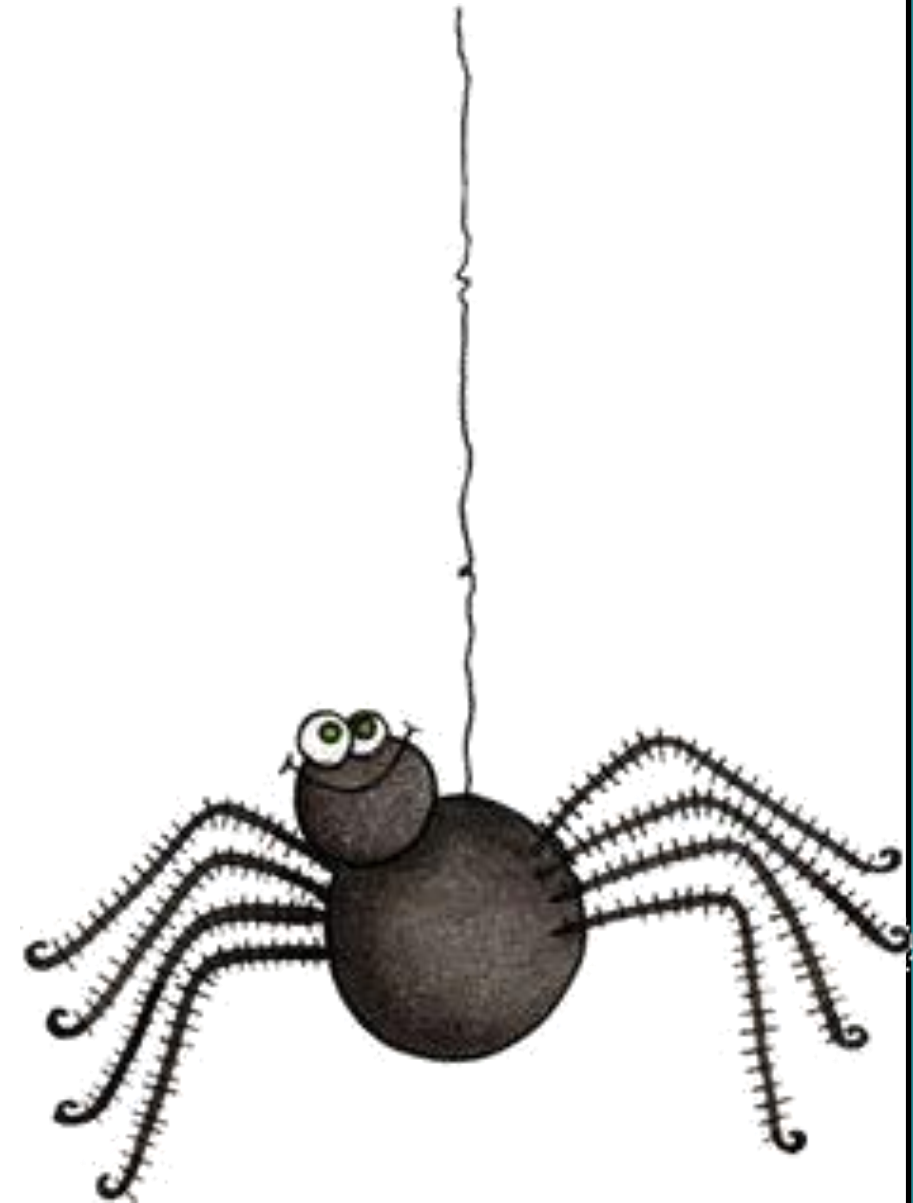


Creating tasks based on state standards:

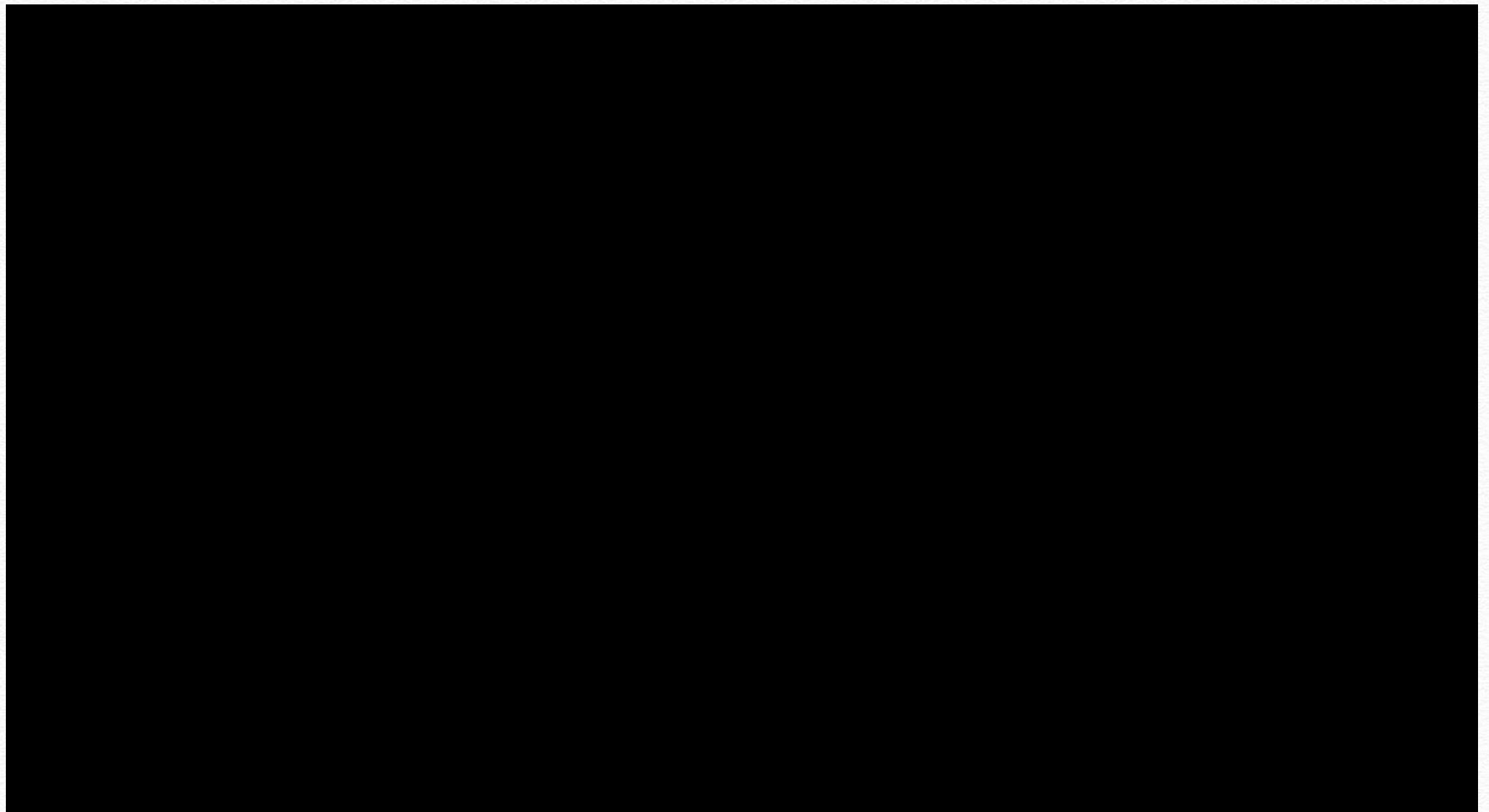
- *Ensures high standards*
- *Creates a link with non-disabled students*
- *Incorporates meaningful instruction*
- *Prevents repetition of same activities*

CHARLOTTE'S WEB

- Students will read chapters 1-3 and summarize the events in sequential order
- Students will read Chapter 1 using audio-digital text and sequence five sentence strips
- Students will listen to Chapter 1 using audio-digital text and sequence five picture cards



Differentiated Grouping



Modified Curriculum Expectations

TEMPERATURE

- Students will be able to describe how the geography of a region impacted the economic activities that developed within the region

AMERICA'S GEOGRAPHY

- Students will be able to explain how molecules change when heat is introduced

ACCOMMODATIONS: NOW LET'S ADD TO YOUR TOOLBOX

SELECTIVE
HIGHLIGHTING

ONE-SENTENCE
SUMMARIES

WORD BANKS

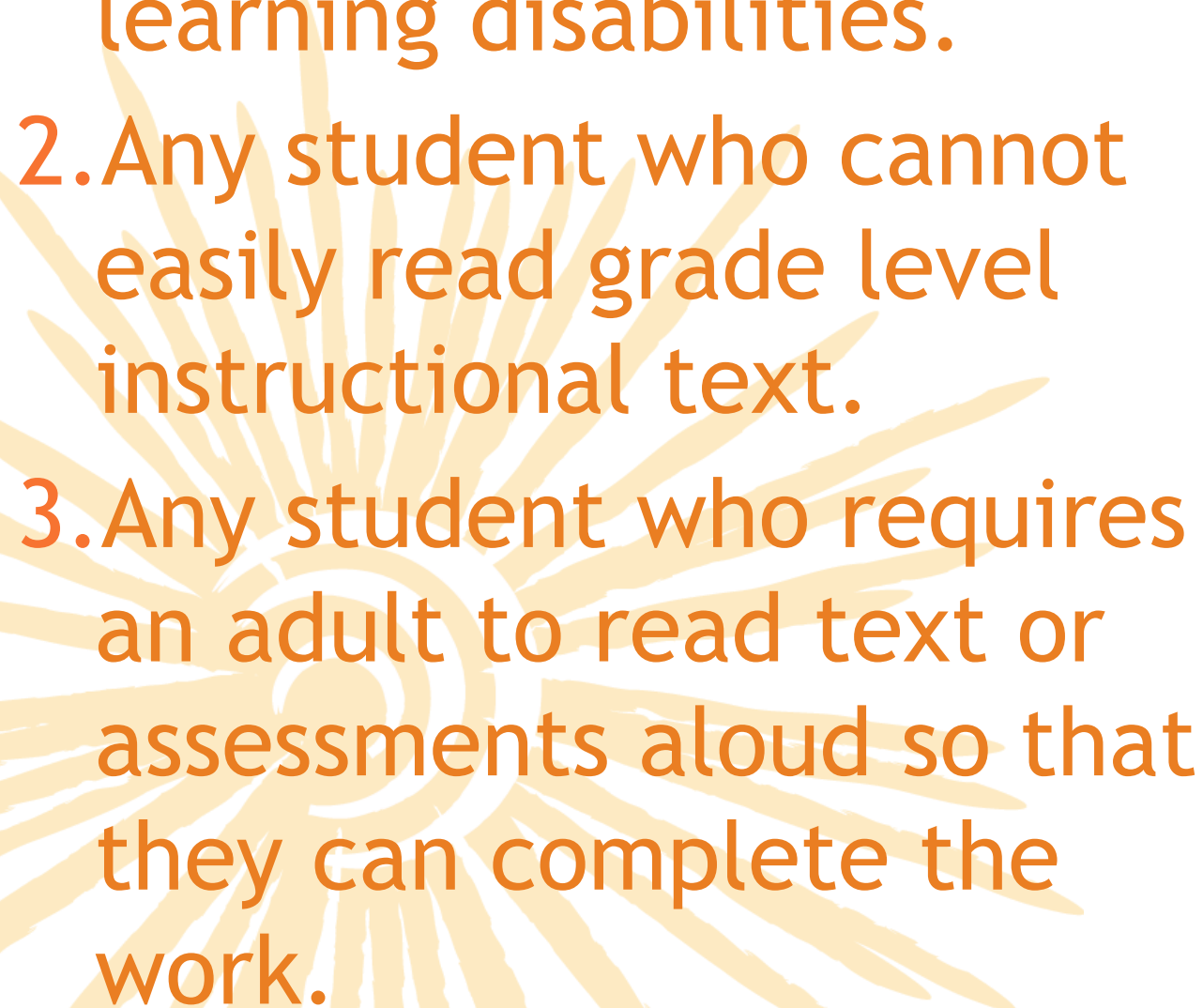
WINDOWPANE

PRE-TEACHING
VOCABULARY

EXAMPLES OF ACCESSIBLE EDUCATIONAL MATERIALS

- Audio recordings of text being read by class
- Audio-digital versions of text, assignments or assessments

- Student using audio-digital text with ear buds to read materials, complete assignments or take tests
- Student having access to audio digital text at school and at home.

- 
1. Students with disabilities that prevent them from using “typical” instructional materials such as print effectively, i.e. students with learning disabilities.
 2. Any student who cannot easily read grade level instructional text.
 3. Any student who requires an adult to read text or assessments aloud so that they can complete the work.

WHO NEEDS
ACCESSIBLE
EDUCATION
AL
MATERIALS?



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WHERE CAN WE FIND AIM MATERIALS?

YOUR DISTRICT MAY ALREADY HAVE...

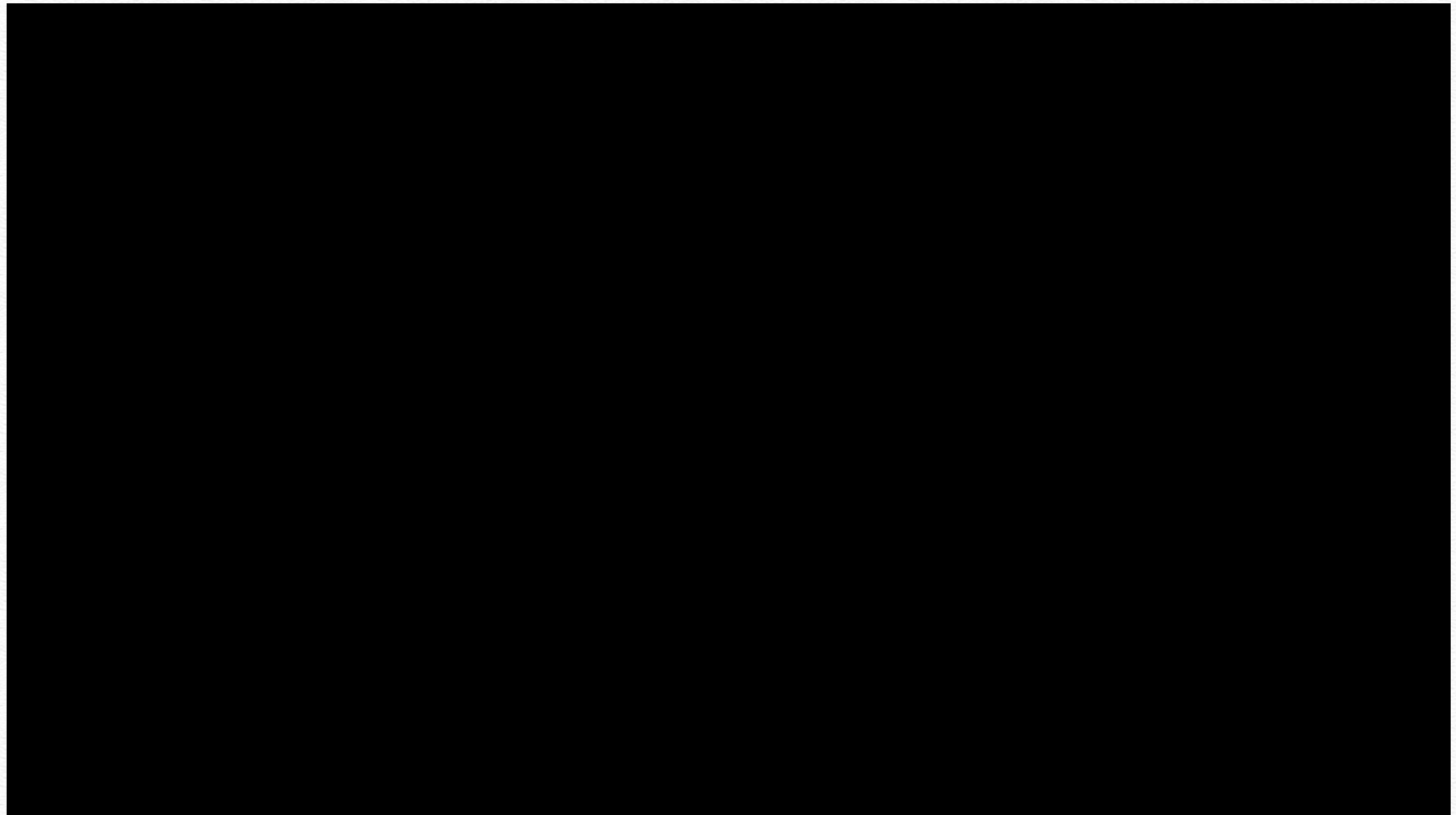
- Kurzweil
- Read & Write Gold
- Wynn Software

THESE RESOURCES ARE

- Natural Reader
- Bookshare



Bailey's Story





Truly Remarkable
Teacher