

Supporting You Supporting Them: How Adult Support can be Most Effective in the Inclusive Classroom



Dr. Julie Causton-Theoharis
Syracuse University

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; and whether or not we do it must finally depend on how we feel about the fact that we haven't so far." R. Edmonds

Reflection on Belonging



Think of a time you felt you truly connected to something, like you belonged or were a part of something.

How did you feel?

How did you act?

Think of a time when you felt disconnected from something, like you did not belong or were left out of something?

How did you feel?

How did you act?

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 to 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 regular structure and benefit from the 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 educators, and educators and the community.

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



*Kunc, N. (1992). The need to belong. Rediscovering Maslow's hierarchy of needs.

Checklist of Sample Supplemental Supports, Aids, and Services

Directions: When considering the need for personalized supports, aids, or services for a student, use this checklist to help identify which supports will be the least intrusive, only as special as necessary, and the most natural to the context of the classroom.

Environmental

- Preferential seating
- Planned seating
- ___ Bus ___ Classroom ___ Lunchroom ___ Auditorium ___ Other ___
- Alter physical room arrangement (Specify: _____)
- Use study carrels or quiet areas
- Define area concretely (e.g., carpet squares, tape on floor, rug area)
- Reduce/minimize distractions
- ___ Visual ___ Spatial ___ Auditory ___ Movement
- Teach positive rules for use of space

Pacing of Instruction

- Extended time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situations
- Send additional copy of the text home for summer preview
- Provide home set of materials for preview or review

Presentation of Subject Matter

- Teach to the student's learning style/strength intelligences
 - ___ Verbal/Linguistic ___ Logical/Mathematical ___ Visual/Spatial ___ Naturalist
 - ___ Bodily/Kinesthetic ___ Musical ___ Interpersonal ___ Intrapersonal
- Use active, experiential learning
- Use specialized curriculum
- Record class lectures and discussions to replay later
- Use American Sign Language and/or total communication
- Provide prewritten notes, an outline, or an organizer (e.g., mind map)
- Provide a copy of classmate's notes (e.g., use NCR paper, photocopy)
- Use functional and meaningful application of academic skills
- Present demonstrations and models
- Use manipulatives and real objects in mathematics
- Highlight critical information or main ideas
- Preteach vocabulary
- Make and use vocabulary files, or provide vocabulary lists
- Reduce the language level of the reading assignment
- Use facilitated communication
- Use visual organizers/sequences
- Use paired reading/writing
- Reduce seat time in class or activities

- Use diaries or learning logs
- Reword/rephrase instructions and questions
- Preview and review major concepts in primary language

Materials

- Limit amount of material on page
- Record texts and other class materials
- Use study guides and advanced organizers
- Use supplementary materials
- Provide note-taking assistance
- Copy class notes
- Scan tests and class notes into computer
- Use large print
- Use Braille material
- Use communication book or board
- Provide assistive technology and software (e.g., Intelli-Talk)

Specialized equipment or Procedure

- | | |
|--|--|
| <input type="checkbox"/> Wheelchair | <input type="checkbox"/> Walker |
| <input type="checkbox"/> Standing Board | <input type="checkbox"/> Positioning |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Computer software |
| <input type="checkbox"/> Electronic typewriter | <input type="checkbox"/> Video |
| <input type="checkbox"/> Modified keyboard | <input type="checkbox"/> Voice Synthesizer |
| <input type="checkbox"/> Switches | <input type="checkbox"/> Augmentative communication device |
| <input type="checkbox"/> Catheterization | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Braces | <input type="checkbox"/> Restroom equipment |
| <input type="checkbox"/> Customized mealtime utensils, plates, cups, and other materials | |

Assignment modification

- Give directions in small, distinct steps (written/picture/verbal)
- Use written backup for oral directions
- Use pictures as supplement to oral directions
- Lower difficulty level Raise difficulty level
- Shorten assignments Reduce paper-and-pencil tasks
- Read or record directions to the student(s)
- Give extra cues or prompts
- Allow student to record or type assignments
- Adapt worksheets and packets
- Use compensatory procedures by providing alternate assignments, when demands of class conflict with student capabilities
- Ignore spelling errors/sloppy work Ignore penmanship

Self-Management/Follow-Through

- Provide pictorial or written daily or weekly schedule
- Provide student calendars
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use binders to organize material
- Design/write/use long-term assignments timelines
- Review and practice real situations
- Plan for generalization by teaching skill in several environments

Testing Adaptations

- Provide oral instructions and/or read test questions
- Use pictorial instructions/questions
- Read test to student
- Preview language of test questions
- Ask questions that have applications in real setting
- Administer test individually
- Use short answer ___ Use multiple choice ___ Shorten length
- Extend time frame ___ Use open-note/open-book tests
- Modify format to reduce visual complexity or confusion

Social Interaction Support

- Use natural peer supports and multiple, rotating peers
- Use peer advocacy
- Use cooperative learning group
- Institute peer tutoring
- Structure opportunities for social interaction (e.g., Circle of Friends)
- Focus on social process rather than end product
- Structure shared experiences in school and extracurricular activities
- Teach friendship, sharing, and negotiation skills to classmates
- Teach social communication skills
- ___ Greetings ___ Conversation ___ Turn Taking ___ Sharing ___ Negotiation ___ Other

Level of Staff Support (Consider *after* considering previous categories)

- Consultation
- Stop-in support
- Team teaching (parallel, supportive, complementary, or co-teaching)
- Daily in-class staff support
- Total staff support (staff are in close proximity)
- One-on-one assistance
- Specialized personnel support (If indicated, identify time needed)

Support

Time Needed

- _____ Instructional Support Assistant
- _____ Health care assistant
- _____ Behavior assistant
- _____ Signing assistant
- _____ Nursing
- _____ Occupational therapy
- _____ Physical therapy
- _____ Speech and language therapist
- _____ Augmentative communication specialist
- _____ Transportation
- _____ Counseling
- _____ Adaptive physical education
- _____ Transition planning
- _____ Orientation/mobility
- _____ Career counseling

Strategies for Presuming Competence

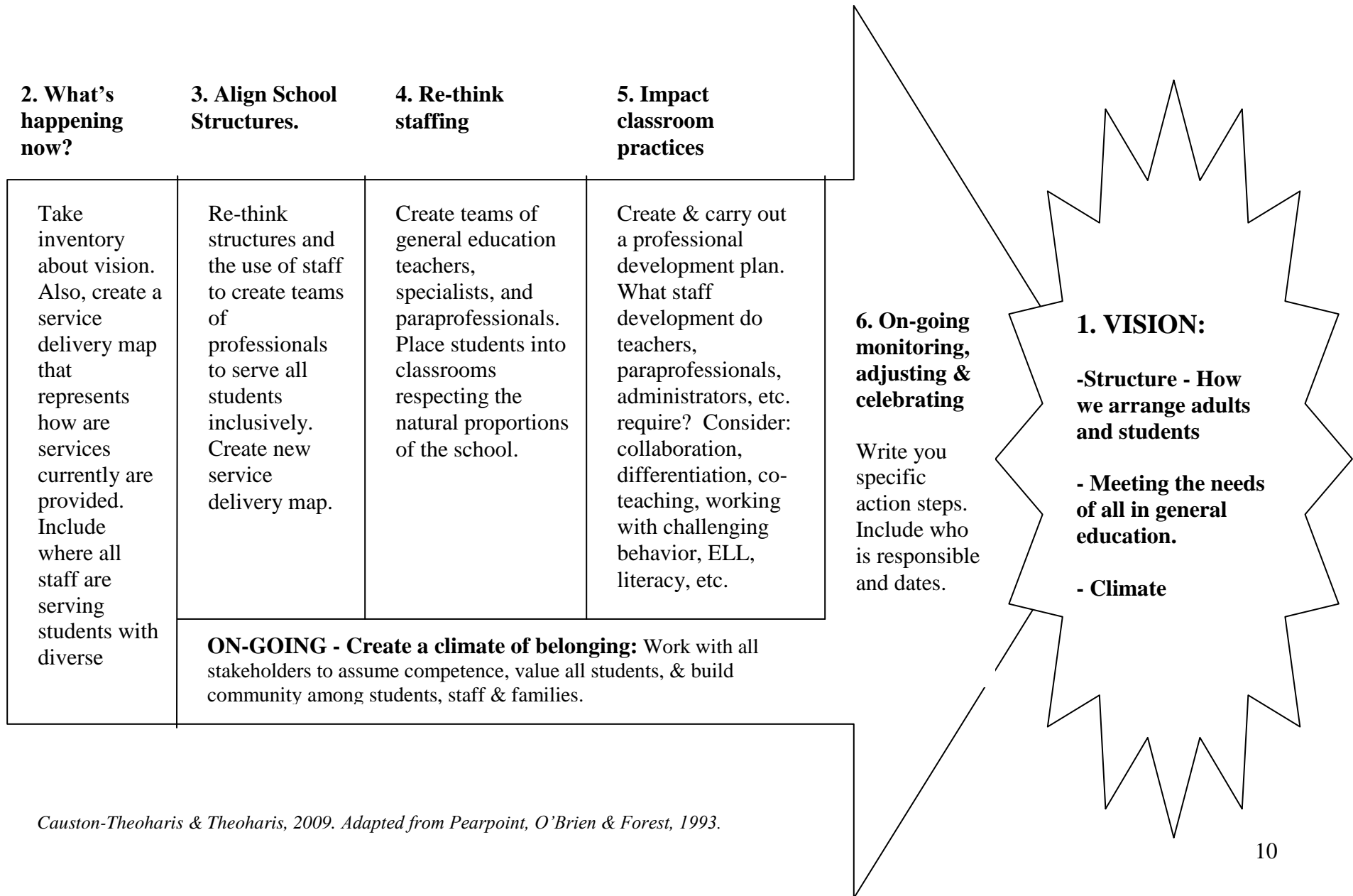
- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication.**
- **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 School Reform – PATH Plan



FAIR

You are a nurse in the emergency room and 12 people come in at the same time with various emergencies. You need to place the people in an order where the first person (1) to be taken care of is the most critical and the last person (12) is not critical at all.

With your partner, number these emergencies in the order you think they should be taken care of 1-12.

_____ A woman in labor

_____ A person having a stroke

_____ A child with a broken leg

_____ A teen with a cut off finger

_____ A person in a coma

_____ A man with a collapsed lung

_____ A man with a severe cut on the head

_____ A baby with a temp of 104

_____ A boy with a bad nose bleed

_____ A man having a heart attack

_____ A girl with a pole through the leg

_____ A boy with a pencil stuck in arm

FAIR

You are a nurse in the emergency room and 12 people come in at the same time with various emergencies. You need to place the people in an order where the first person (1) to be taken care of is the most critical and the last person (12) is not critical at all.

With your partner, number these emergencies in the order you think they should be taken care of 1-12.

_____ A woman in labor

_____ A person having a stroke

_____ A child with a broken leg

_____ A teen with a cut off finger

_____ A person in a coma

_____ A man with a collapsed lung

_____ A man with a severe cut on the head

_____ A baby with a temp of 104

_____ A boy with a bad nose bleed

_____ A man having a heart attack

_____ A girl with a pole through the leg

_____ A boy with a pencil stuck in his arm

Gardner's Eight Intelligences



Visual/Spatial

Images, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind's eye, imagination, visualization, dreams, nightmares, films, and videos.



Logical/Mathematical

Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments.



Verbal/Linguistic

Words, wordsmiths, speaking, writing, listening, reading, papers, essays, poems, plays, narratives, lyrics, spelling, grammar, foreign languages, memos, bulletins, newsletters, newspapers, E-mail, FAXes, speeches, talks, dialogues, and debates.



Musical/Rhythmic

Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, opera, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm, and blues, jazz, classical, folk, ads and jingles.



Bodily/Kinesthetic

Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, re-form, manipulate, touch, feel, immerse, and participate.



Interpersonal/Social

Interact, communicate, converse, share, understand, emphasize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, greet, lead, follow, gangs, clubs, charisma, crowds, gatherings, and twosomes.



Intrapersonal/Introspective

Self, solitude, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, non-fiction, poetry, affirmations, lyrics, songs, screenplays, commentaries, introspection, and inspection.



Naturalist

Nature, naturalism, environment, listen, watch, observe, classify, categorize, discern patterns, appreciate, hike, climb, fish, hunt, snorkel, dive, photograph, trees, leaves, animals, living things, flora, fauna, ecosystem, sky, grass, mountains, lakes, and rivers.

Name

<h2>Multiple Intelligence Think-Tac-Toe</h2>
--

Topic:

How can I bring in numbers, calculations, logic, classifications, or critical thinking skills? melodic framework?

Logical Mathematical

How can I use visualization, visual aids, color, art, or metaphor?

Visual-Spatial

How can I bring in music, environmental sounds, or set key Points in rhythmic or

Musical

How can I incorporate living things, natural phenomena, or ecological awareness?

Naturalistic

How can I involve the whole body or use hands-on experiences?

Body/Kinesthetic

How can I evoke personal feelings or memories, or give students choices?

Intrapersonal

How can I use spoken or written word?

Verbal-linguistic

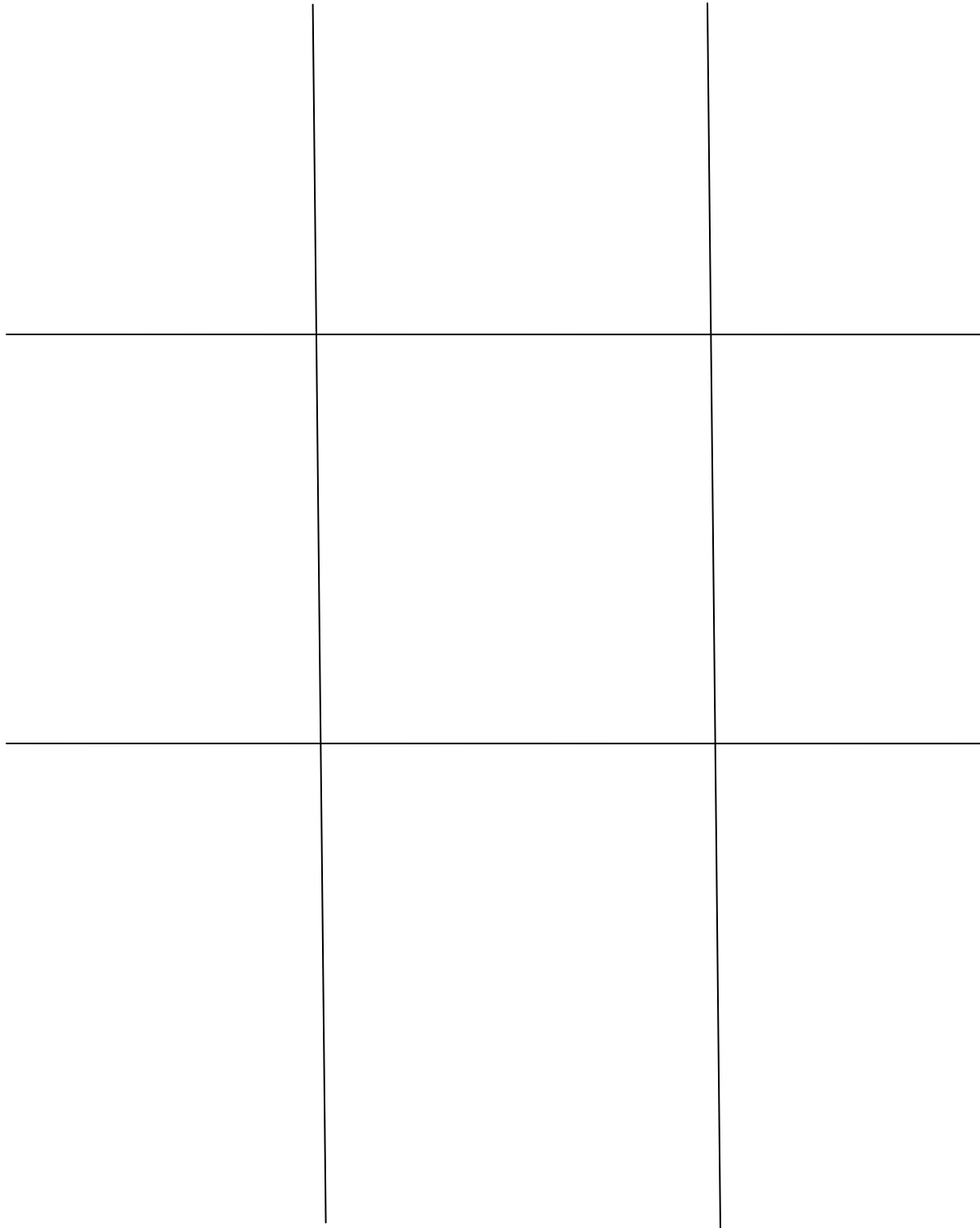
How can I engage Students in peer Sharing, cooperative learning, or large group simulation?

Interpersonal

Name

Multiple Intelligence Think-Tac-Toe

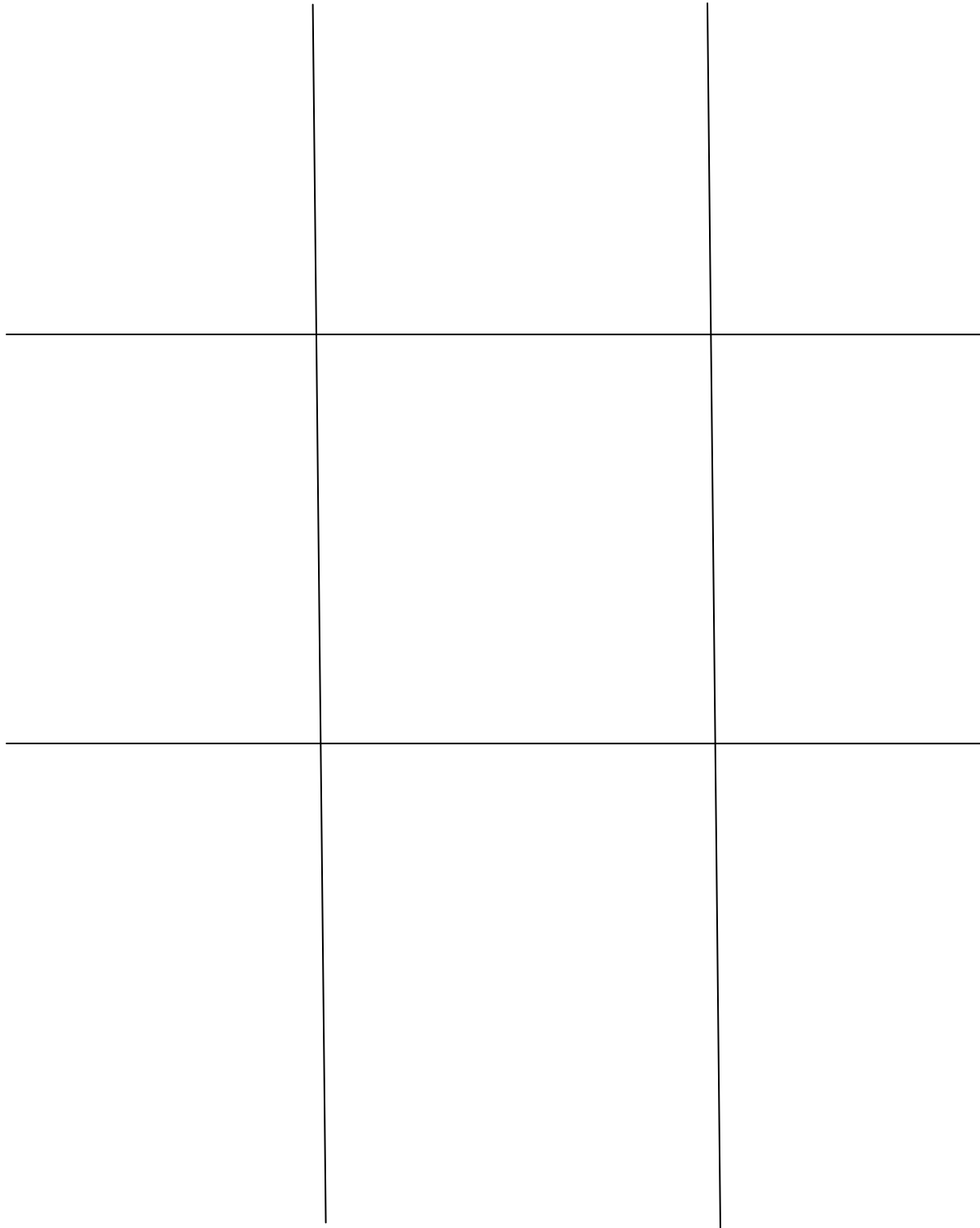
Topic:



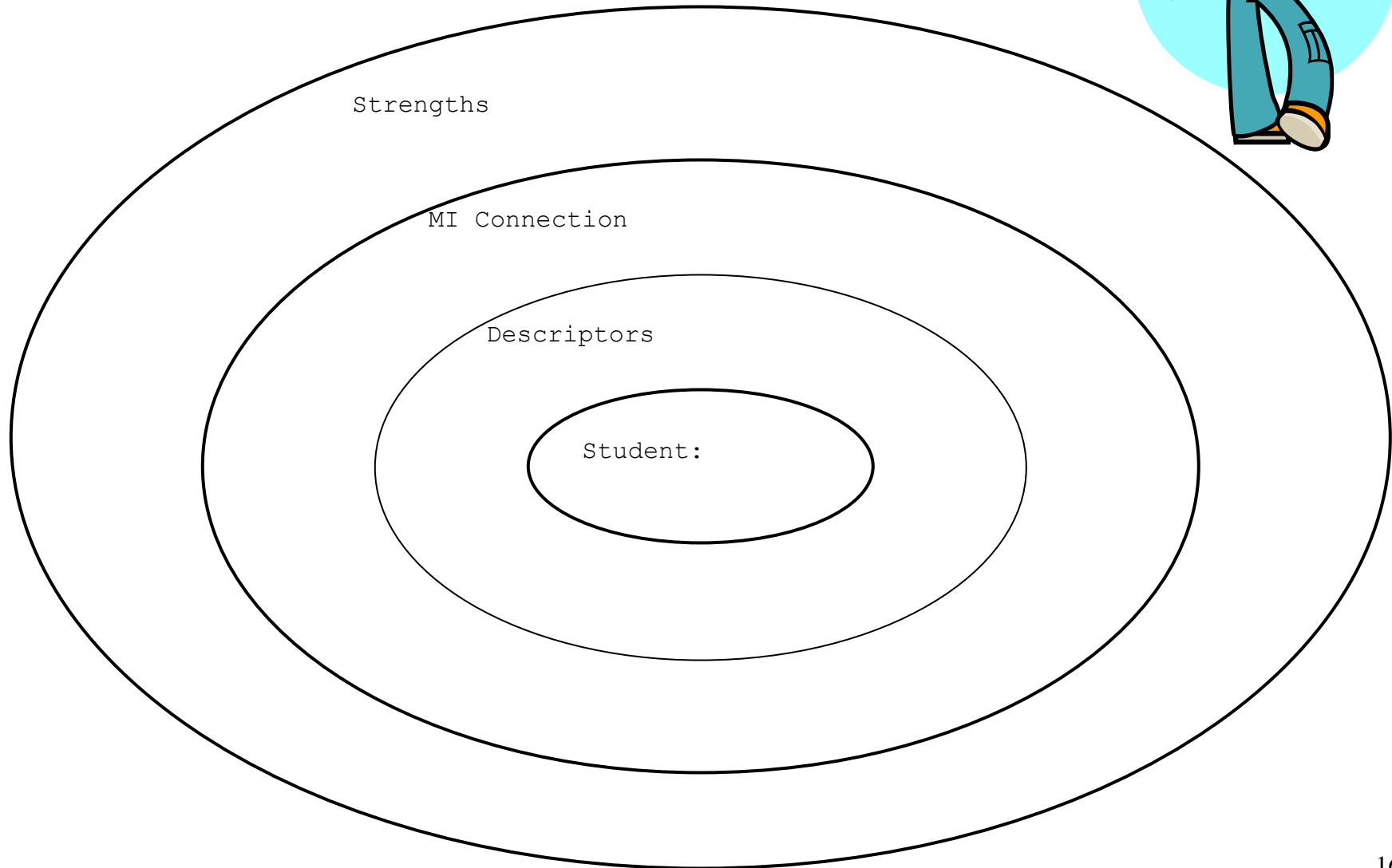
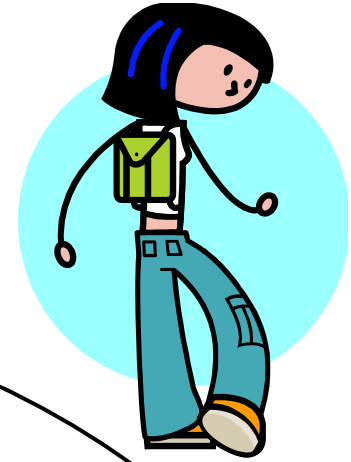
Name

Multiple Intelligence Think-Tac-Toe

Topic:



Viewing Student Behavior Through Widening Lenses





Turning Lead into Gold

A Child who is judged to be:

Learning disabled
Hyperactive
Dyslexic
Aggressive
Plodding
Lazy
Immature
Phobic
Scattered
Daydreaming
Irritable
Perseverative

Can also be considered:

Learning differently
Kinesthetic
A spatial learner
Assertive
Thorough
Relaxed
Late blooming
Cautious
Divergent
Imaginative
Sensitive
Persistent

Source: Thomas Armstrong, 1987 "In their own way"

Remember that all behavior is part of the continuum of human experience that changes over time and varies at any given point in time for every individual based upon a multitude of influences (People, environment, sense of safety and personal well-being, etc.)

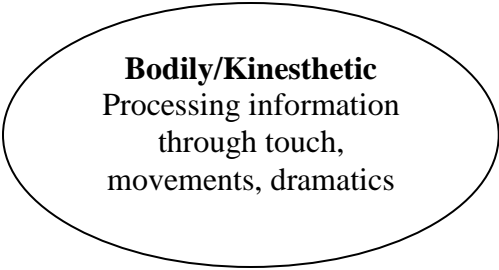
When students have strengths in these areas, what does their behavior look like?

Verbal/Linguistic
Processing information through reading, writing, speaking, listening

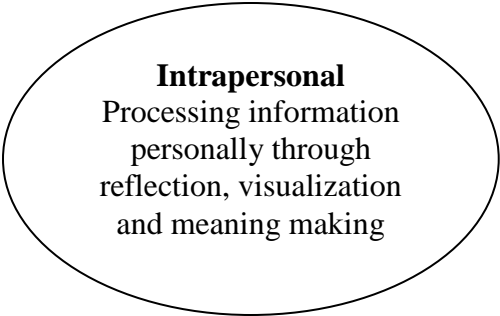
Logical/Mathematical
Processing information through working with numbers and patterns

Musical/Rhythmic
Processing information through working with rhythm, melodies, moods, patterned sounds

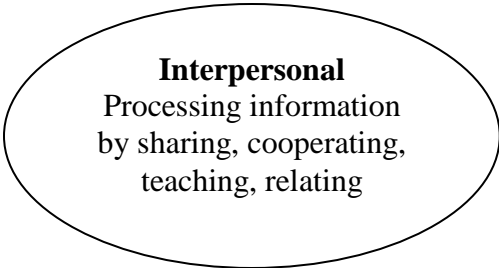
Visual/Spatial
Processing information through images, visualizing & drawing



Bodily/Kinesthetic
Processing information
through touch,
movements, dramatics



Intrapersonal
Processing information
personally through
reflection, visualization
and meaning making



Interpersonal
Processing information
by sharing, cooperating,
teaching, relating

DISTRICT/SCHOOL GUIDELINES FOR INCLUSIVE STUDENT PLACEMENT

The following guidelines are for administrators to use when making student placement decisions and policies. While not exhaustive, they represent a range of key decisions that can foster inclusion, belonging and learning.

These guidelines can be used to avoid common administrative pitfalls that set up structures impeding achievement and creating seclusion. They are not meant to be a recipe, but are intended to help put structures and policies in place to create truly inclusive schools.

Home District: All students are educated within their school district.

No students (including students with significant disabilities, students with challenging behaviors, students with autism, etc.) are sent to other districts or cooperative programs outside of the home school district.

Home School: All students attend the schools and classrooms they would attend regardless of ability/disability or native language.

There are no schools within the district set aside for students with disabilities.

General Education Member: All students are placed in chronologically age-appropriate *general education classrooms*.

This is a legal entitlement, not based on staff preference or comfort level. Each classroom represents a heterogeneous group of students. Special education is a service, not a place. No programs, schools-within-a-school or classrooms are set aside for students with disabilities. Students with disabilities are not slotted into predetermined programs, schools, or classrooms. Particular classrooms are not designated, as inclusive classrooms while others are not.

Density Check: Strive for classroom sections that represent *natural proportions* of the school building.

Natural proportions refer to the percentage of students with disabilities as compared to the entire student body. If you have 10 students with disabilities and 100 students in the school, that natural proportion is 10 percent. The national average of students with disabilities is 12 percent.

Special Education Teacher’s Caseloads: Assignment of students with disabilities balances the intensity of student need and case-management responsibility.

This moves away from certain special educators being the “inclusive,” “resource,” “self-contained” or “emotionally disturbed” to all special educators having similar roles and case loads. Students with disabilities with similar labels are not clustered together.

Team Arrangements: All teachers (general education, special education, ELL, reading, etc.) are assigned to instructional teams on the basis of shared students.

Special education teachers are assigned to collaborate with 2-3 classroom sections or teachers to promote collaboration, communication and co-planning. Creating effective teams of adults who work with the same students is essential; consider grouping compatible adult team members as well as building capacity in all staff members to work with all students. Professional development is needed for adults to embrace these new roles, collaborate well and effectively use meeting time.

Related Services: Related services are portable services that come to the student.

Therefore, related service teachers consult with classroom teams, demonstrate skills and techniques and provide instruction/support within the context of general education. Related service providers need to be a part of the placement of students into general education classrooms process and the daily general education planning and program.

Daily Schedule: Use the schedule to support instructional blocks, time for collaborative planning and problem solving and daily direction and training for paraprofessionals.

The master schedule is used as a tool to leverage the vision of collaborative inclusion. Creating sacred planning time for teams of general educators and special educators is essential.

Service Delivery Teams: District and school-level teams meet regularly to reconfigure resources and to revise service delivery on an annual basis.

Schools engage in an ongoing process to plan for the specific needs of their students. This involves re-examining the current way staff are used, how teams are created, the class placement process and the master schedule.

George Theoharis and Julie Causton-Theoharis, 2009
Do not reproduce without permission from authors.

ACTION STEPS

1. What can I do to articulate an inclusive vision?

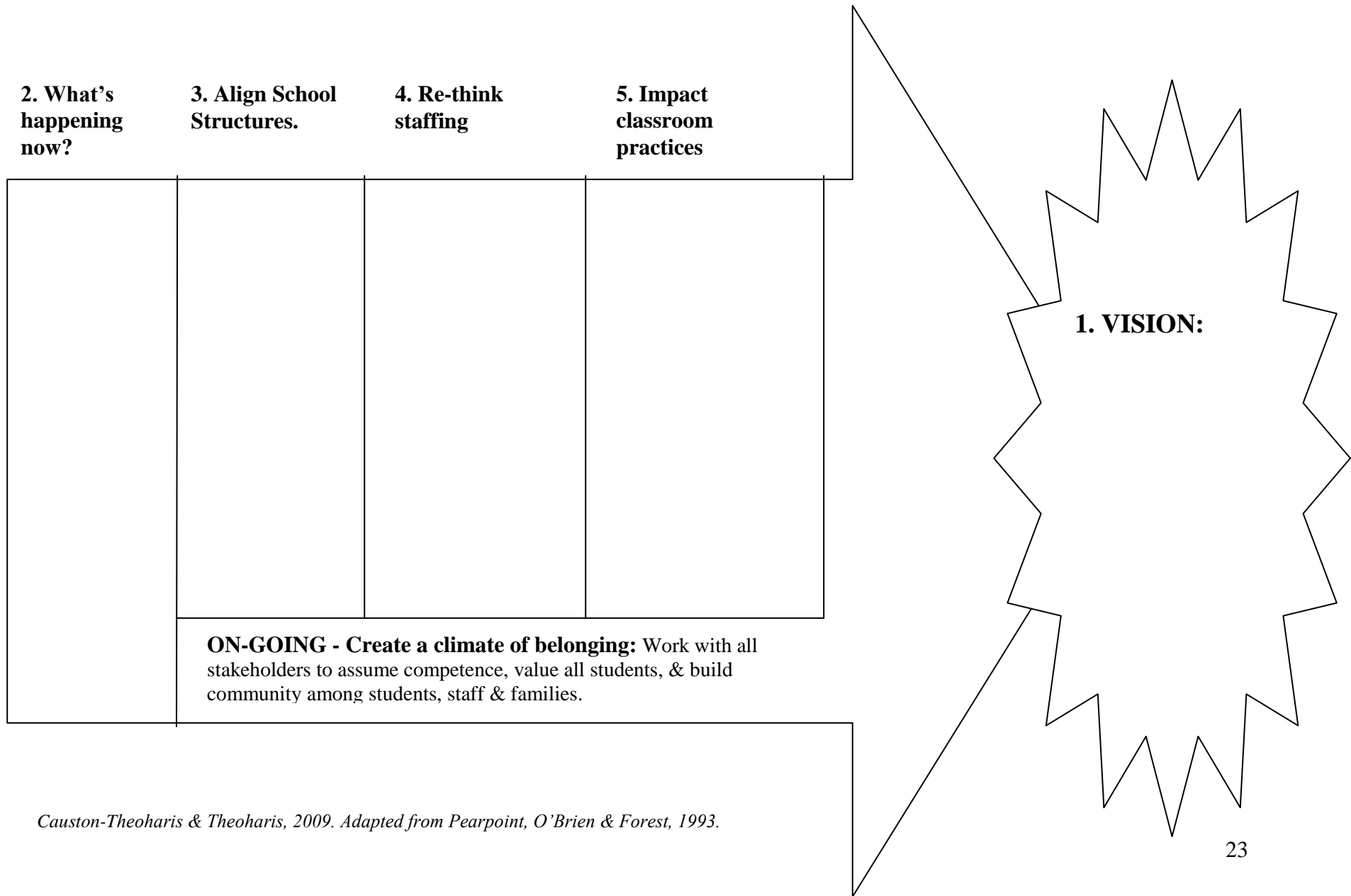
2. What can I do to communicate competence?

3. What can I do to align school structures?

4. What can I do to differentiate?

5. What can I do to support students humanistically?

PATH Plan



Causton-Theoharis & Theoharis, 2009. Adapted from Pearpoint, O'Brien & Forest, 1993.

A Recipe For Life

The ABC's of school... Acceptance, Belonging, Community
School is a building with 4 walls, with tomorrow inside.
The first step is always the hardest.
Person first-disability second.
All the resources we need are in the mind.
A mind stretched by a new idea never retracts to the same place.
Instead of putting others in their place, put yourself in their place.
Be brave enough to accept the help of others.
You will never win if you never begin.
All glory comes from daring to begin.
Don't wait for your ship to come in, swim out to it.
We don't make mistakes, we make learning.
Don't make judgment, where you have no compassion.
Don't be afraid to go out on a limb- that's where the fruit is.
Don't quit 5 minutes before the miracle happens.
Always look for the good in people.
When your work speaks for itself, don't interrupt.
What isn't tried - won't work.
The harder to work, the luckier you get.
Your work is a portrait of yourself.
We cannot direct the winds- but we can adjust the sails.
What we see depends mainly on what we look for.
Change comes slowly.
It does not matter how slowly you go, as long as you do not stop.
If you get up one more time than you fall, you will make it through.
The time is always right to do what is right.
To disagree, one does not have to be disagreeable.
Not being able to speak is not the same as not having anything to say.
Well done is better than well said.
Troubles are like babies- they grow bigger if you nurse them.
Laughter translate into any language.
A friend is someone who makes you feel totally acceptable.
The greatest thing is to feel needed.
Optimism is a necessary ingredient for success.
To handle yourself use your head, to handle others use your heart.
In the race for quality, there is no finish line.
There are no shortcuts to any place worth going.
Choose your thoughts with care; and let your words be kind.
To teach is to learn twice.
Tell me - I forget, teach me - I remember, involve me I learn.
Love is a gentle courtesy.
To err is human, but try to not over do it.
Do what you can with what you have, right where you are.
Anger is a cry from within to belong.
It takes an entire village to raise a child.
Celebrate diversity.
Together we are better.
Build an inclusive community. Embrace inclusive education.
Written and Produced by Patty Waletzko





Writing Space



Writing Space