



LAUGH.
SHARE.
LEARN.
GROW.

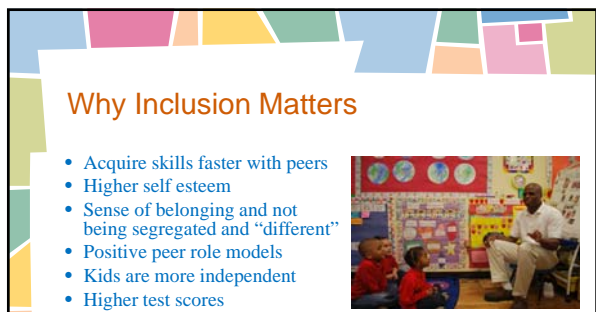
Roadmap to including children of all abilities in your school





Inclusive education is an attitude

- Schools are open to every child
- Children have opportunity to be included with non-disabled peers
- The focus is giving every child the help she/he needs to learn.
- ALL CHILDREN benefit



Why Inclusion Matters

- Acquire skills faster with peers
- Higher self esteem
- Sense of belonging and not being segregated and "different"
- Positive peer role models
- Kids are more independent
- Higher test scores
- Creative problem solving

Why inclusion matters

- Exposure from early age
- Growing up side by side
- Greater acceptance and tolerance
- Compassion/empathy develops
- Go out into world together after graduation
- Identify strengths and challenges of all learners



Educational rationale for inclusion

- Opportunities for play/social interaction
- Role models
- Higher expectations
- Developmental gains
- Students with disabilities make equal or greater gains in all areas of development (Worley, 1995)
- Students show improvement in cognitive, communication, social and emotional areas (Power-deFur, Bricker, & Orelove, 1997)
- Quality of work from students without disabilities unaffected; may improve slightly over time in inclusive classrooms (Salisbury, Brookfield, & Odom: DEC presentation, 2004)

What does inclusion mean?

- A value to support all
- Collaboration
- Supporting teachers
- Policies in place
- Sharing responsibility for all
- Facilitating friendships
- Teaching within the routine
- Natural proportions



Setting the stage for success

- Flexible use of staff in classrooms
- Provide accommodations and modifications as needed
- Don't overthink it
- Build a high level of trust
- Presume competence
- Provide key information to the team



Setting the stage for success

- Jobs around the house
- Responds to authority
- Processing time
- Fewer prompts
- Visual cues with verbal prompts
- Potty training
- Self care skills
- Wait time



Setting the stage for success

- Well defined staff roles
- Family-school collaboration
- Efficient classroom environment
- Consistent discipline practices
- Creative instructional practices
- Co-teaching and planning
- Differentiated materials



Can our school meet the child's needs?

- Accessibility
- Equipment needed
- Certification of teachers
- Curriculum and materials
- Staffing patterns
- Student numbers/disabilities
- Past experience
- Willingness to learn



Focus is on working placement

- Child likes going to school
- Child contributes to the class
- Child has friends
- Child learns to the best of his/her ability
- Child follows directions
- Child stays on task
- Child's disability is accommodated




Setting up the classroom

- Clear physical and visual boundaries
- Minimal visual and auditory distractions
- Established teaching areas
- Defined spaces that make sense



Setting up the classroom

- Assess need for physical structure
- Begin with more structure, fade as appropriate
- Establish clear physical and visual boundaries
- Design specific areas which help keep the child on task
- Help child understand function of different environments (centers/circle time/resource room/break area/timeout corner)
- Minimize visual and auditory distractions



Classroom considerations

- Natural flow of activities
- Adaptive equipment
- Student:teacher ratio
- Areas invite the children to explore, discover and talk about their play
- Defined space (carpet squares, chairs with blocks for feet, desk near wall)
- Conducive walkways



Materials for your classroom


- Books should vary in length, complexity and genre
- Puzzles should have different sizes and number of pieces
- Realistic play materials, such as pots, pans, clipboards, pens, flashlights, etc.
- All materials should be developmentally, functionally and age-appropriate



Organization counts

Materials should be:

- Easily accessible (low shelves)
- Clearly visible (clear containers)
- Clearly labeled
- Tactile cues
- Labeled
- Storage
- Out of sight, out of mind!
- Visual supports/schedules for centers




Daily schedule

- Keep waiting times to a minimum
- Plan for transitions and wait times
- Provide adequate time for each activity
- Labeled visual schedule promotes literacy and understanding of sequence
- Schedules posted at eye level or on desk
- Photos of children in class doing each activity as part of the visual schedule



Daily schedule

- Schedule more challenging activities in the morning when children are most alert and motivated.
- Plan at least 60 minutes a day for each choice time, allowing children to be more deeply involved in their play.
- Allow 45-60 minutes for each outdoor period.
- Schedule nap time after lunch. Children tend to be sleepy after they eat.
- Plan for transitions and wait times (use a song to move from one center to another, give card with picture of next center)
- Include a play activity in the afternoon and morning. Getting up from a nap and going home immediately is hard for most kids.




Starting the day off right

- Warm, loving and enthusiastic greeting
- Peer/adult assistance to help transition
- Disengage from parents quickly
- Transfer of authority
- Child understands it's time to work
- Late arrivers
- Mother hens
- Helicopter Moms



Circle time

- 5-15 minute duration
- Carpet squares/defined space
- Sets the tone for the day
- Encourage/enhance language and social emotional skills
- Developmentally appropriate for all children
- Accommodate activities as needed
- Availability of technology



Centers and choice time

- Child vs. teacher directed
- Duration
- Purpose
- Accessibility
- Availability of technology
- Manipulatives



Snack or lunch time

- Embed language and daily living skills, objectives or benchmarks
- Promote independence
- Provide options for seating or positioning
- Adapt utensils as necessary and allow extra time as needed
- Be aware of nutrition and oral sensory motor issues
- Never use food to punish or reward behavior. This develops unhealthy attitudes towards food. Instead, deal with the inappropriate behavior.



Recess or outdoor play

- Child vs. teacher directed
- Duration
- Purpose
- Embed social skills/practice (turn taking, request "play with me")




An ounce of preparation

- Emergency response plan in place
- Behavioral procedures consistent
- Regular communication with parents
- Peer education
- Commitment to avoid learned helplessness
- High expectations
- Materials, curriculum and behavior programs modified as needed




Home to school communication

- Positive
- Two way street
- Informative
- Academic outcomes/goals
- Behavioral concerns
- Context clues for parents as to what happened during the day
- Research and integrate disability specific materials (Down's ED, Edmark, PECS, Social stories)



Behavioral considerations

- Teach letters, numbers, colors, name and TEACH BEHAVIOR
- Don't do this, do that
- First this, then that
- 15-20 times before catching on
- Difficulty generalizing concepts across different settings
- Non-preferred activities
- Make an activity make sense
- Timers
- Classroom management system only modified



Thank you for serving all children!




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