

LAUGH.
SHARE.
LEARN.
GROW.

Roadmap to Including Students of All Abilities



Inclusive education is an attitude

- Inclusion is belonging
- Schools are open to every child
- Give every student the help they need to learn.
- ALL STUDENTS benefit
- Not one size fits all



Why Inclusion Matters

- Acquire skills faster with peers
- Higher self esteem
- Positive peer role models
- Students are more independent
- Higher test scores
- Creative problem solving
- One world waiting



Why inclusion matters to all of us

- Exposure from early age
- Growing up side by side
- Greater acceptance and tolerance
- Compassion/empathy develops
- Go out into world together as adults
- Teaching in isolation doesn't work



Educational rationale for inclusion

- 40 years of research support inclusion
- Opportunities for play/social interaction
- Role models=Developmental gains
- Higher expectations
- 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)

The Typical Classroom



- Will have students of varied skill levels
- May have students with disabilities
- May have students who are gifted
- May have students who speak little English
- May have students with health issues
- May have students with family problems

Will not be very typical at all.

Embracing Inclusion

- Access for all
- Collaboration
- Natural supports
- Teaching in context
- Sharing responsibility
- Facilitating friendships
- Natural proportions




Setting the stage for school success

- Consult with other schools
- Visit successful classrooms
- Have clear expectations
- Be flexible
- Build a high level of trust
- Presume competence
- Think of the future



Setting the stage for student success

- High expectations
- Build rapport
- Processing time
- Fewer prompts
- Visual cues with verbal prompts
- Self regulation
- Avoid the readiness myth
- Skill vs Will



A black and white photograph of a child's face, partially obscured by a hand. Overlaid on the image is the text: "IF YOU WANT TO CHANGE A CHILD'S BEHAVIOR YOU MUST CONNECT BEFORE YOU CAN CORRECT." The text is in a mix of white and black fonts, with "CONNECT BEFORE" in a larger, bold font.

Setting the stage for success

- Well defined staff roles
- Family-school collaboration
- Efficient classroom environment
- Discipline practices
- Creative thinking and planning
- Differentiated materials
- Peer education
- Accommodations/Modifications



A color portrait of a young boy with a joyful expression, wearing a grey and red sports jersey with the number 36.

Can we meet the child's needs?

- Accessibility
- Equipment needed
- Certification of teachers
- Therapists available
- Curriculum and materials
- Staffing patterns
- 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 boundaries
- Minimal distractions
- Established teaching areas
- Defined work spaces
- Student:Teacher ratio



Classroom considerations

- Natural flow of activities
- Adaptive equipment is accessible
- Areas invite the children to work together or individually
- Defined space (carpet squares, chairs with arms, desk near wall)
- Conducive walkways
- Preferential seating



Daily schedule

- Keep waiting times to a minimum
- Plan for transitions and wait times
- Provide adequate time for each activity
- Visual schedules
- Reduce volume of transitions
- More difficult topics earlier in the day



An ounce of preparation

- Emergency response plan in place
- Behavioral procedures consistent
- Regular communication with parents
- Peer education
- Avoiding learned helplessness
- Materials, curriculum and behavior programs modified as needed
- Save modified assignment samples in



Home to school communication

- Reciprocal
- Regular
- Academic information
- Behavioral concerns
- Medical issues
- Clear expectations
- NOT A RAP SHEET!
- Guide for future teachers



Behavioral considerations

- TEACH BEHAVIOR
- Don't do this, do that
- First this, then that
- Self regulation
- I am here if you need help
- 15-20 trials on one task in one setting
- Difficulty generalizing
- Non-preferred activities
- Timers



Thank you for
serving all children!



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