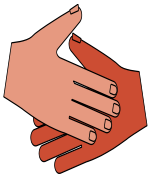
Inclusion, Do's, Don'ts & Do Betters-
Building on the Strengths of Students of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom

OUR *COLLABORATIVE* AGENDA

Establish ways to increase and support:

1. student-staff strengths
2. responsive learner engagement
3. data-accountability-skills
4. communications-collaboration
5. evidence-based strategies and inclusive practices



Consensus

	Pre	Post
A. I understand how to promote a culture of data based inquiry, continuous learning, and shared accountability to increase skills		
B. I understand ways to differentiate instruction to promote meaningful learner engagements		
C. I understand ways to tap into staff and students' strengths.		
D. I understand how to effectively communicate and collaborate with staff, students, and families		
E. I have an understanding of the evidence-based strategies and resources that will strengthen staff/student performance.		

"Inclusion does not begin and end in the classroom, but it is a philosophy that continues throughout life." (Karten, T. 2015)

Toby J. Karten
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Web: www.inclusionworkshops.com
Facebook: Inclusion Education Services

Follow on Twitter: @TJK2INCLUDE
pinterest.com/tkarten/inclusive-education

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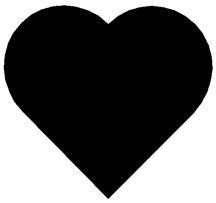
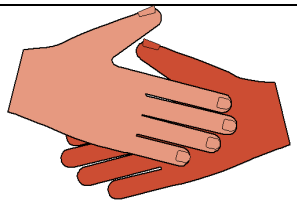
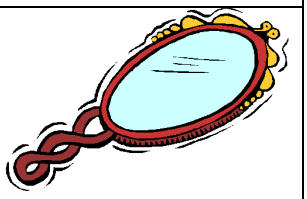
Figure 5.5a

Inclusion Rules

Please reflect on how you and your colleagues will continually apply these rules in your inclusive classrooms.				
Structure	*Awareness*	 *Compassion*	 *Professional Collaboration*	 *Reflection*

Retrieved from the companion website for *Inclusion Coaching for Collaborative Schools* by Toby J. Karten. Thousand Oaks, CA: Corwin. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

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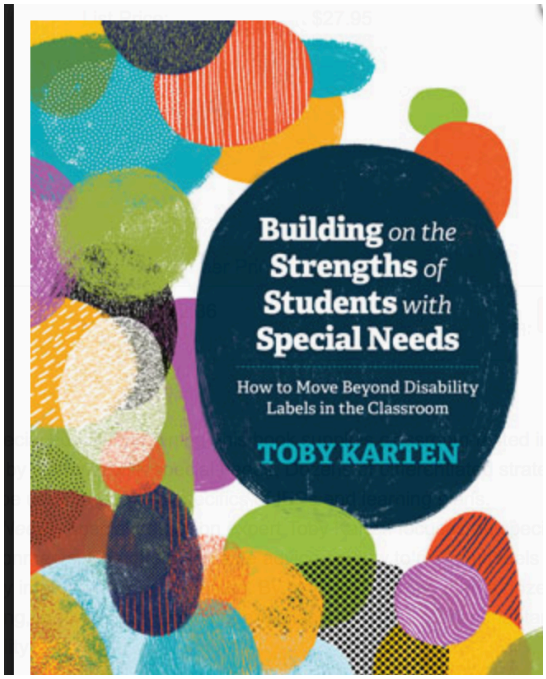
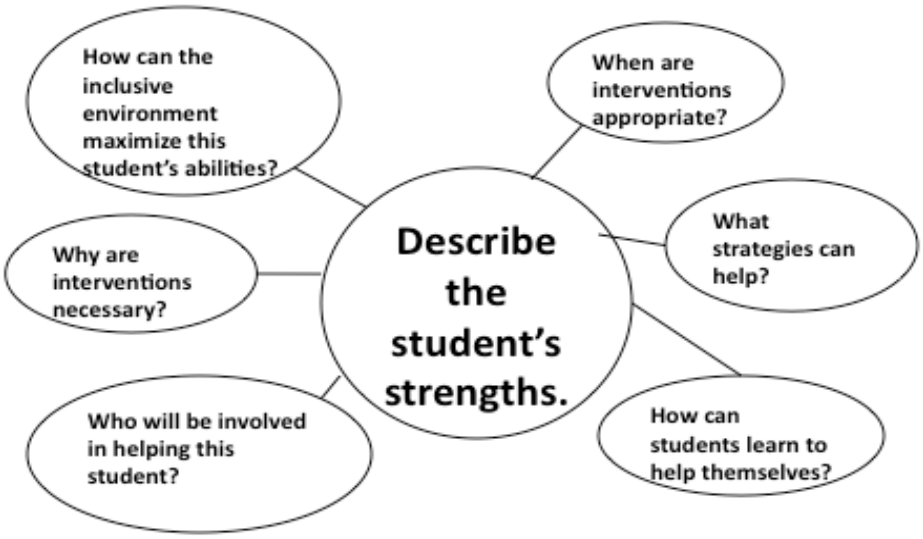


Why?	It's a way of life, preparing for adulthood.
When?	First option of service, if it is appropriate to meet student's needs
Who?	All teachers and staff, GE and SE, students, parents, teams, administrators, community, legislators
Where?	LRE-Least Restrictive Environment

Untangling the *Inclusive* Web



https://www.understood.org/en

Understood

for learning & attention issues

Learning & Attention Issues | School & Learning | Friends & Feelings

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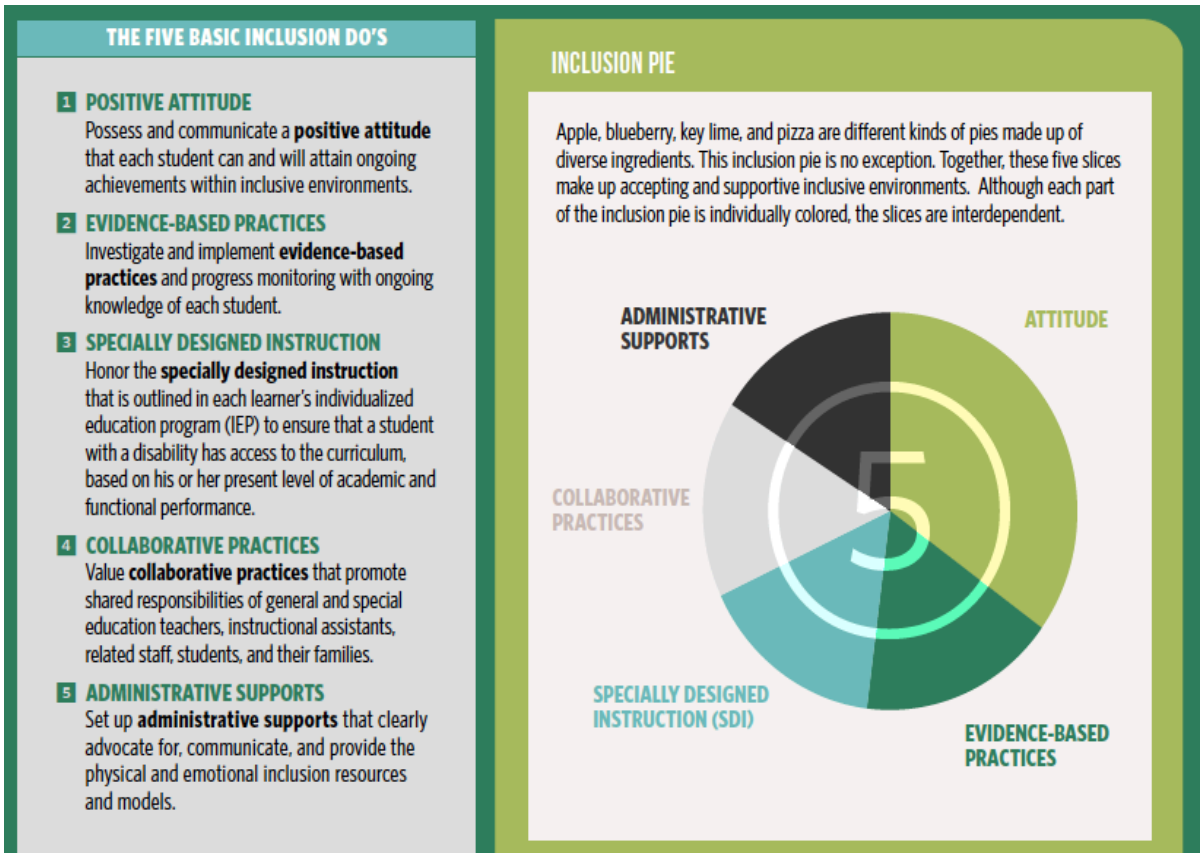

Source: ASCD Laminated Guide: Karten, (2016). *Inclusion Do's, Don'ts, & Do Betters*

Do Betters

Investigate evidence-based resources that offer educational research with scholarly reviews of experimental and qualitative evidence of cross-curricular and learner-specific applications.

- Institute of Education Sciences, What Works Clearinghouse, http://ies.ed.gov/ncee/wwc
- National Center on Universal Design for Learning, www.udlcenter.org/research/researchevidence
- The Iris Center Peabody College at Vanderbilt University, http://iris.peabody.vanderbilt.edu/ebp_summaries/
- Power Up What Works, http://powerupwhatworks.org
- Kretlow, A. G., & Blatz, S. L. (2011). The ABCs of evidence-based practice for teachers. *Teaching Exceptional Children*, 43(5), 8–19.

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Ideal vs. Pseudo Inclusion

Use the following table to keep on track with inclusion do's and don'ts. Space is provided at the end to add your own ideas of ideal and pseudo inclusions.

Ideal Inclusion	Pseudo Inclusion
Teachers honor students' instructional levels by giving them academic work that is within their zone of proximal development.	Assignments are standardized, despite students' prior knowledge or differing instructional, independent, and frustration levels.
Instructional goals, methods, and materials vary to match students' strengths and the data that reveal academic levels.	Identical instructional goals, methods, and materials are given to the entire class, regardless of data.
Students are inconspicuously part of the class, without being singled out as being different or less competent than their peers.	It is obvious who the included kids are by where they are seated and how they are treated by the teachers.
All students are integral parts of the classroom, both socially and academically.	There are limited times when students with disabilities socially or academically participate in the age-appropriate activities with their peers without disabilities.
Teachers share responsibilities with planning, instruction, and assessments.	The general education teacher is the main teacher, while the special educator has minimal input with the lessons.
Ongoing collaboration exists between administrators, school staff, families, and students.	Administrators, school staff, families, and students rarely share philosophies and objectives.

Inclusion Strategies and Interventions © 2011 Solution Tree Press • solution-tree.com
Visit **go.solution-tree.com/specialneeds** to download this page.

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CLASSROOM/SCHOOL REALITIES

Describe a classroom/school scenario and then think about the instructional supports and perspectives. Consider students' academic, emotional, behavioral, social, physical, and/or communication skills. Share the BIG IDEAS of the lesson. Think about GTP (good teaching practices) and18 inclusion principles.

Our Scenario

Discipline(s): _____Grade(s):_____

Staff Needs_____ Subject/Concepts (BIG IDEAS)_____

MY/OUR CONCERNS

Questions to Consider:

- ✓ What is the best intervention for this student?
- ✓ How is the student best able to obtain information?
- ✓ How will the student participate in the lessons?
- ✓ Who can assist in the learning process?
- ✓ How can staff differentiate the lesson and raise the learning?
- ✓ How can staff be supported?

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Observe, Analyze, Respond
Valuable & Applicable Things to Do in Classrooms on a Daily Basis
You are invited to relate these 18 principles to your students/staff.

1. Establishing prior knowledge	
2. Pre-inter-post planning	
3. Subdividing tasks	
4. Offering practice & repetition	
5. Showing concrete examples	
6. Providing accommodations & modifications for students	
7. Infusing (VAKT) visual, auditory/kinesthetic tactile sensory elements	
8. Tapping student/staff strengths	
9. Concentrating on children, not syndromes	
10. Increasing student/staff self-esteem	
11. Offering positives before negatives	
12. Modeling	
13. Varying instruction & assessments-with whole class-small groups-1:1	
14. Relating to students'/staff lives	
15. Teaching basics & 3Rs across curricula	
16. Setting up a pleasant class/school atmosphere with active learning and PD	
17. Increasing student/staff self-awareness	
18. Communicating & collaborating	

Adapted from Karten, T. (2015) *Inclusion strategies that work! Research-based methods for the classroom.* (3rd ed.) Thousand Oaks, CA: Corwin Press **PDF at http://inclusionworkshops.com/**

Multiple Intelligences-Technology Connections

- **Research Station-WebQuest- Zunal.com**
- **Performance Station-GoAnimate, Flocabulary, Digital Storytelling**
- **Word Station-VisuWords, Discovery Education, Wordle, Tagxedo, MindMaps**
- **Picture This Station-Glogster, Popplet, Pics4Learning, Scribblitt, Inspiration, Comic Creator, Online Visual Dictionary, Pinterest**
- **Teacher Station-Quizlet, ShowMe, Kahoot**

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Lesson Review

Both general education (GE) and special education (SE) teachers can use this sheet to reflect on the success of specific lessons. Check off those items that pertain to this lesson, and provide comments to elaborate.

Lesson Date:

Topic:

Overall rating for the lesson (using a scale of 1 to 5, with 5 as the highest rating):

	GE	SE	Comments
Objective was achieved.			
Ideal support was provided.			
Too much support was provided.			
Majority understood the lesson.			
Co-teaching was effective.			
Student knowledge varied.			
Tasks were too complex.			
Additional help, materials, or support were needed.			
Whole class needs to revisit this topic.			
Some students need to revisit this topic.			
Enrichment activities are required for some students.			

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Written Expression Chart

If a student needs help with written expression, offer the following strategies.	
Metacognitive Strategies	**Comments and Dates**
Offer guided step-by-step instruction.	
Emphasize the process, not the product.	
Provide models.	
Provide writing rubrics.	
Give interim feedback.	
Scaffold as needed using pictures, content-related word lists, writing prompts, frames with transitional words, open-ended planners, and graphic organizers, to compartmentalize thoughts.	
Collaborate with gentle writing editors who offer constructive writing reviews (for example, self, peer, teacher, family).	
Conference with students on a regular basis, pointing out progress and improvements with specific and realistic feedback (for example, introduction, word choice, variation of sentence beginnings, details included, sequence of thoughts, conclusion).	
Empower students with a choice of topics that honor both the content and student interests to increase writing competency and confidence.	
Ensure students realize that written expression is a form of communication, to talk on paper and then edit those expressions.	

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Hierarchy of Inclusion Classroom Participation

Teachers _____

Directions: Check off appropriate columns to keep track of inclusion participation progress for one student over time, or for 8 different students in the class. Duplicate as needed.

Student (name/ initial) and/or Dates	Able to fully participate in the same lesson as peers	Needs modified expectations and/or extra materials to accomplish lesson's objective	Can independently participate in a different, but related assignment in the room	Requires supervision/ assistance to complete or attend to assignments	Cannot proficiently complete task in classroom even with support	Brief comments, observations, needs, interventions, modifications, notes, V/A/K/T concerns, future plans

Adapted from: Karten, T. (2010). *Inclusion strategies that work! Research-based methods for the classroom* (2nd ed.), Thousand Oaks, CA: Corwin Press.

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Lesson Plan

Subject(s)_____Unit(s)_____Theme_____

Topic(s)/Concepts _____ Skills_____ CCSS_____

Outcome(s)_____

Whole Class Small Groups/Student(s) (input all that apply) _____

Reading Skills (check/highlight all that apply)

__print concepts (reading left to right, top to bottom, text features, fiction, nonfiction)

__phonemic awareness (working with individual sounds in words)

__phonics (learning to read and write sounds in words) __fluency (accuracy, speed, expression)

__vocabulary (academic, discipline-specific, school/life-related word meaning)

__word decoding (sounding out unfamiliar words with phonics, patterns, structural analysis…)

__sight word recognition __syllable instruction (closed, open, v-c-e, vowel team, consonant-le, r-controlled)

__morphology (word parts-prefixes, suffixes, base words) __spelling (encoding skills)

__written expression (meaningful phrases, grammar, sentence formation, organization, paragraphs, essays, poems…)

__comprehension skills (author's purpose, main idea, supporting details, sequencing, cause/effect, context clues, characterization, setting, plot, compare/contrast, drawing conclusions, literary elements, fact/opinion, point of view, summarizing, making connections, inferential skills)

Student Personalization: Levels, Strengths, Challenges, Interests (visual, auditory, kinesthetic/tactile)

Student Connection of UDL Principles for Reading Instruction and Assessment

a. Multiple Means of Representation Reading/Attention Options
(prior knowledge, transfer, generalization, vocabulary, multiple media…)

b. Multiple Means of Action/Expression Reading/Attention Options
(planning, strategy development, goal-setting, response, technologies…)

c. Multiple Means of Engagement Reading /Attention Options
(motivation, reflection, feedback, choice, empowerment, relevance…)

Collaborative Reading/Attention Partners
(students, families, administration, co-teachers, paras, related staff-SLP. OT, PT, IST…)

Progress/Attention Monitoring Notes

Reading/Attention Reflections/Moving Forward

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Lesson-Planning Template: Lessons Across the Disciplines

Class Background (provide information about the class):	
Learning Goal	Students will (state the learning goal):
Resources	Students will need (list the resources):
Cross-Curricular Connections	(List the subjects—reading, language, history, mathematics, science, physical education, music, art, theater, dance, and so on—being studied.)
Multitiered System of Supports	The following occurs at Tiers 1, 2, and 3 (state what occurs at each tier). • **Tier 1:** • **Tier 2:** • **Tier 3:**
Social-Emotional-Behavioral Connections	
Student Personalization	
Family Collaboration	

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Figure 5.8: Self-Regulation Tally Form

Had Eyes on Teacher	Listened to Directions	Waited My Turn	Finished My Work

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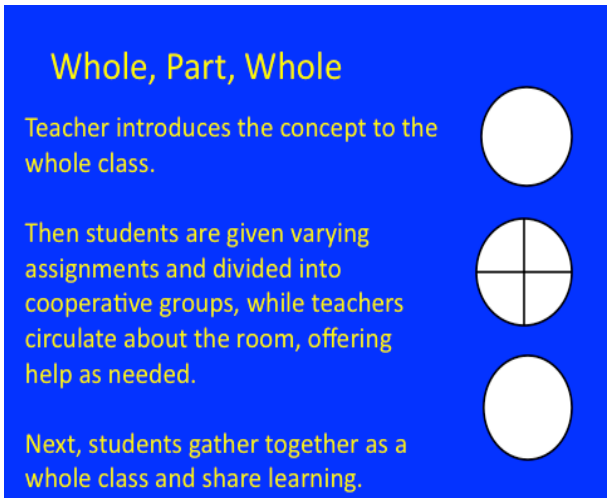
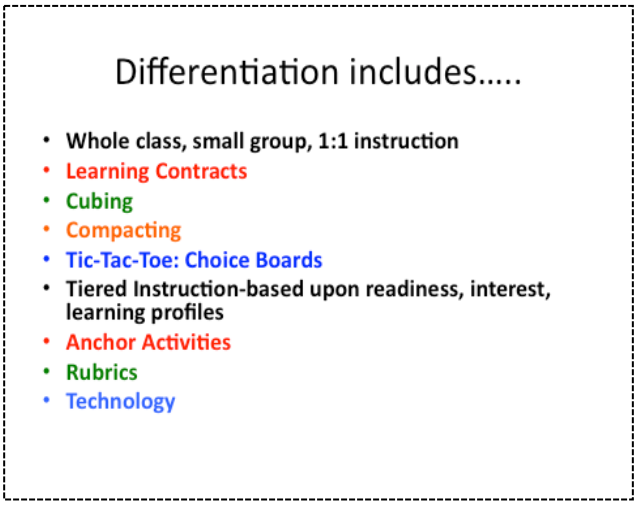
SUCCESSFUL CLASSROOMS

A	accommodations, assessments
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	zero-reject

Inclusion Strategies That Work! Research-Based Methods for the Classroom, Third Edition by Toby J. Karten-Corwin..





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INCLUSIVE INGREDIENTS

- Planning
- Establishing Prior Knowledge
- Learning About Abilities
- Understanding Home Components
- Awareness of Cultural Factors
- Constructive Student Empowerment
- Structured Classrooms
- Repetition
- Sensory Elements
- Concrete Learning
- Appropriate Accommodations and Modifications
- Same Content but Less Complex
- Size
- Amount
- Student-Friendly Format
- Authentic Assessments
- UbD, Understanding by Design
- UDL, Universal Design for Learning
- Working With Parents, Guardians, and Families
- Measuring Learning Ingredients
- Cooperative Learning
- Multiple Intelligences
- Creating Self-Regulated Learners
- Increasing Self-Awareness
- Emphasizing the Three Rs
- Using Technology
- Interdisciplinary Approach
- Step-by-Step Learning
- Repetition
- Positive Attitude!

Inclusive Environments

_____

_____

_____

_____

Bottom Line: Successful Outcomes!

_____

Retrieved from the companion website for *Inclusion Strategies That Work! Research-Based Methods for the Classroom,* Third Edition by Toby J. Karten. Thousand Oaks, CA: Corwin.

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EL Takeaways

8 Takes on Honoring Differences

For too long special education has been weighted down by a history emphasizing deficit, disorder, and dysfunction.

—*Thomas Armstrong, p. 10*

Creativity for teachers means resourcefulness, a drive to see in students' qualities the possibilities for their further development.

—*Carrie C. Snow, p. 30*

We work with the understanding that children don't change but grow—sometimes slowly, rarely in leaps—in our supportive and appropriately challenging classrooms.

—*Jeffrey Benson, p. 24*

For many students, technology has diminished the impact of their disabilities to the point where they are no longer "disabled" in certain situations.

—*Thomas Hehir, p. 36*

How do we balance the neutrality of difference with the practical reality of disability?

—*Barbara Boroson, p. 18*

IEP meetings are often a mix of too much jargon and report reading, and not enough listening, goal setting, and dreaming.

—*Janice Fialka and Emma Fialka-Feldman, p. 46*

The lens through which we see an individual with intellectual disability has an impact on everything that follows.

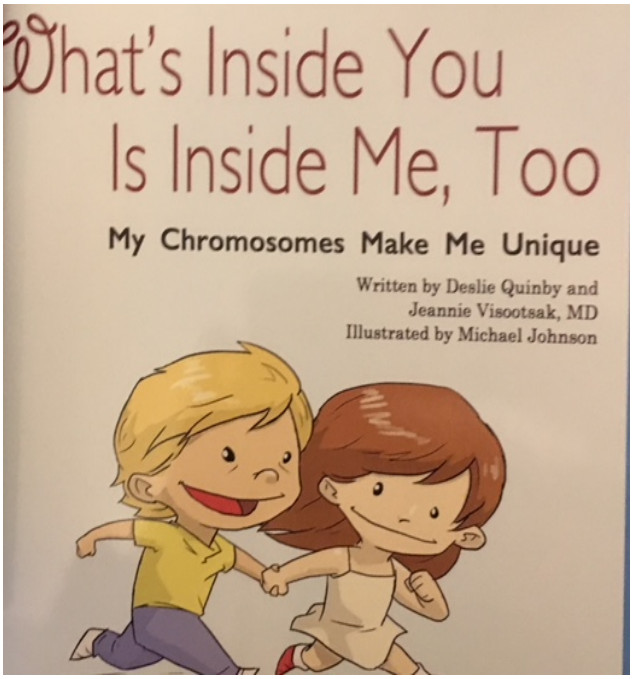
—*Michael F. Giangreco, p. 52*

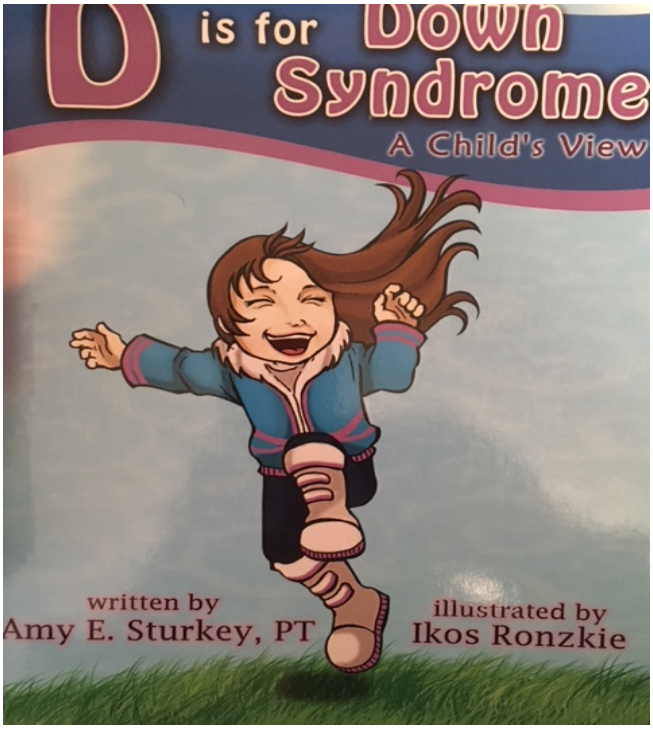
When we move to viewing deaf students as learners with differences, we gain insight into strategies that benefit all students.

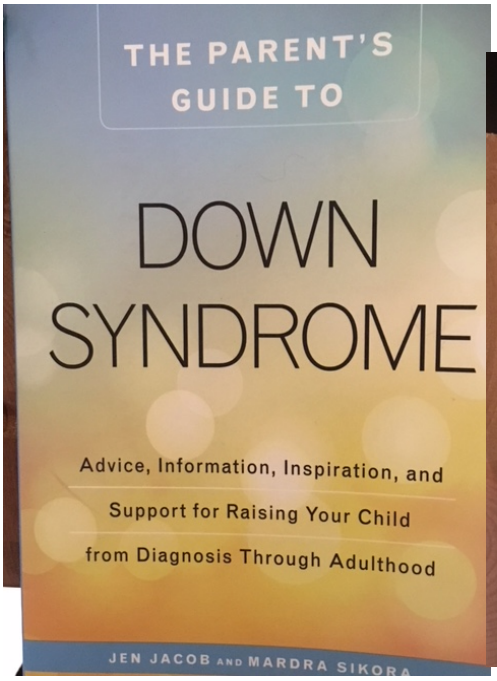
—*Christina Yuknis, Joseph Santini, and Thangi Appanah, p. 68*

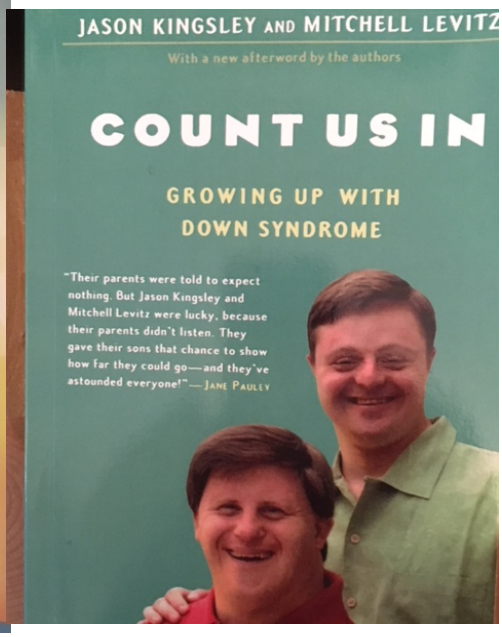
Source: The collective wisdom of authors published in the April 2017 issue of *Educational Leadership*, "Differences, Not Disabilities" (Volume 74, Issue 7).

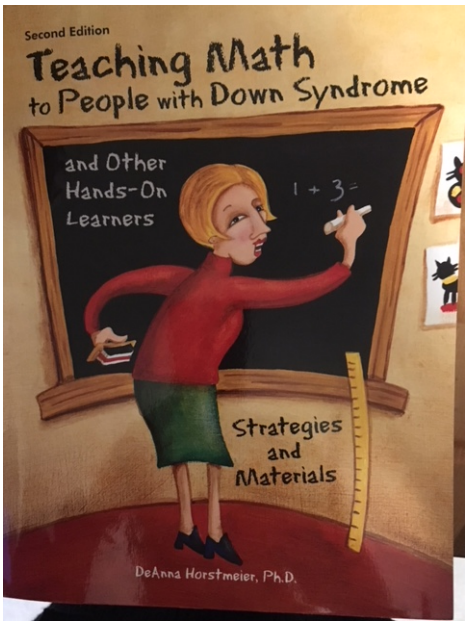
Teacher /Student/Family Resources











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Literacy Resources

Dyslexia and Other Reading Differences
http://www.nj.gov/education/specialed/dyslexia/njidapres.pdf
What Works Clearing House-Foundational Skills to Support Reading K-3
http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_foundationalreading_070516.pdf
Improving Reading Comprehension-Grades K-3http://ies.ed.gov/ncee/wwc/PracticeGuide/14
Adolescents & Adults-IDA Fact Sheet-
https://dyslexiaida.org/adolescents-and-adults-with-dyslexia-fact-sheet/
National Council for Teachers of English http://www.ncte.org
Read Write Think http://www.readwritethink.org
Comic Creator http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html
CAST Book Builder http://bookbuilder.cast.org
Alphabet Match http://www.abcya.com/alphabet_matching_game.htm
Bookemon http://www.bookemon.com
Creative Writing Prompts http://www.creativewritingprompts.com
GoNoodle https://app.gonoodle.com/channels/blazer-fresh/clap-it-out?source=search
Grammar Bytes http://www.chompchomp.com/menu.htm
Online Graphic Dictionary http://www.visuwords.com/
Online Visual Dictionary http://www.snappywords.com/
Story Starter for Kids, http://www.thestorystarter.com/jr.htm
Scribblit http://scribblit.livejournal.com/ Storyline http://www.storylineonline.net
Smithsonian Tween Tribune http://tweentribune.com
Newsela https://newsela.com
Front Row https://www.frontrowed.com/
Bookemon http://www.bookemon.com
Scribblit http://scribblit.livejournal.com/
Purdue Online Writing Lab-OWL http://owl.english.purdue.edu
Poetry 180 http://www.loc.gov/poetry/180/
SAT Vocabulary: VocabAhead.com, https://www.khanacademy.org/

Mathematics

National Council of Teachers of Mathematics -NCTM http://www.nctm.org,
http://illuminations.nctm.org
Purple Math http://www.purplemath.com
WolframAlpha http://www.wolframalpha.com/examples/Math.html
Math Forum Drexel University www.mathforum.org
Cool Math http://www.coolmath.com
AplusMath http://www.aplusmath.com
Math Visual Dictionary http://www.mathsisfun.com/definitions/index.html
Math Manipulatives http://www.mathplayground.com/math_manipulatives.html
National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/vlibrary.html

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Social Studies/History

iCivics https://www.icivics.org
Library of Congress https://www.loc.gov
Historical Thinking Matters http://historicalthinkingmatters.org
Teaching History http://teachinghistory.org
Social Studies for Kids http://www.socialstudiesforkids.com
Hippocampus http://www.hippocampus.org
We the Jury http://www.icivics.org/
Independence Hall Association in Philadelphia http://www.ushistory.org/
Presidential Campaign Commercials (1952-2012) http://www.livingroomcandidate.org/
National Geographic for Kids http://kids.nationalgeographic.com/kids/
News2You http://news2you.n2y.com/Sample.aspx
Teaching Tolerance http://www.tolerance.org
Facing History www.facinghistory.org
National Constitution Center https://constitutioncenter.org
EdTech History http://besthistorysites.net

Science & Technology

Interactives-http://interactivesites.weebly.com/science.html
https://middleschoolscience.com/teachers/'
Next Generation http://www.nextgenscience.org/next-generation-science-standards
Science News for Kids http://www.sciencenewsforkids.org
Science Kids http://www.sciencekids.co.nz Chemistry for Kids http://www.chem4kids.com
Interactive Science Simulations http://phet.colorado.edu
Khan Academy https://www.khanacademy.org/science/biology,
https://www.khanacademy.org/science/chemistry
https://www.khanacademy.org/science/physics
Science News for Kids http://www.sciencenewsforkids.org
Science Kids http://www.sciencekids.co.nz
How Stuff Works http://science.howstuffworks.com
Center for Applied & Special Technology-UDL Principles: http://www.cast.org/udl/
Go Animate http://goanimate.com
WebQuests http://zunal.com
Edmodo https://www.edmodo.com
Super Teacher Tools https://www.superteachertools.us

Art & Music

National Visual Arts Standards http://www.arteducators.org/research/national-standards
National Association for Music Education http://broaderminded.com/index.html
Songs for Teaching http://www.songsforteaching.com/
Flocabulary https://www.flocabulary.com
Boost Memory & Learning http://www.pbs.org/parents/education/music-arts/boost-memory-and-learning-with-music/
Kidzmusic http://www.kidzmusic.com
Young Audiences Arts for Learning: www.arts4learning.org

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Pics4Learning http://www.pics4learning.com

Organization-Study Skills

Study Skills Activities http://www.education.com/activity/study-skills/
Teaching Study Skills-Ideas That Work!
http://www.educationworld.com/a_curr/profdev064.shtml
How to Study http://www.how-to-study.com
Study Skills- http://www.scholastic.com/teachers/lesson-plan/everyday-study-skills
Teachnology http://www.teach-nology.com/themes/lang_arts/studyskills/
Top 10 Study Skills http://www.lynchburg.edu/academics/tutoring-academic-support/top-10-study-skills/
Popplet http://popplet.com
Freeology http://freeology.com/graphicorgs/
Study Skills Packet www.legacyprep.org/userfiles/141/.../Study%20Skills%20Packet.doc
Inspiration Software http://www.inspiration.com

Movement, Differentiated Learning Connections

Human Kinetics-Stimulating Games
http://www.humankinetics.com/excerpts/excerpts/stimulating-games-improve-students-study-skills
Brainbreaks http://www.gonoodle.com
Therapy FunZone: http://therapyfunzone.com/blog/ot/fine-motor-skills/
Fun Brain. http://www.funbrain.com
Educational Games, http://www.edupup.com
Visual Processing Skills, http://www.eyecanlearn.com/
Pics4Learning, http://www.pics4learning.com/
Sensational Brain https://www.sensationalbrain.com

Social/Emotional/Behavioral Sites

Class Dojo https://www.classdojo.com
Zones of Regulation-Stop sign-red-yellow-green signals http://www.zonesofregulation.com
ADHD Pinterest https://www.pinterest.com/tkarten/adhd-inclusion-strategies/
Whole Brain Basics-Chris Biffle https://www.youtube.com/user/ChrisBiffle
Child Development Tracker
http://www.pbs.org/parents/childdevelopmenttracker/one/socialandemotionalgrowth.html
Do2Learn http://do2learn.com/activities/SocialSkills/index.html

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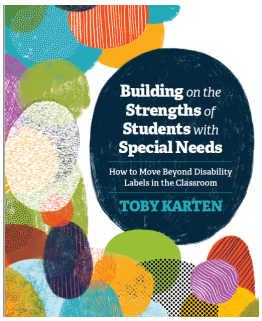


Inclusion Resources by T. Karten

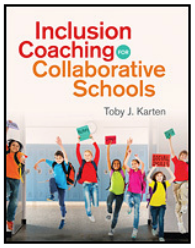
ASCD

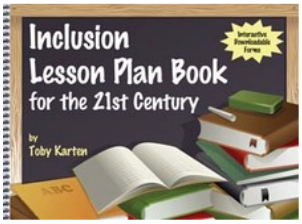
- Inclusion Do's, Don'ts, & Do Betters
- *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom,*
- Study guide accessed at-

http://www.ascd.org/publications/books/117023/chapters/An-ASCD-Study-Guide-for-Building-on-the-Strengths-of-Students-with-Special-Needs@-How-to-Move-Beyond-Disability-Labels-in-the-Classroom.aspx

Corwin Press

- *Inclusion strategies that work! Research-based methods for the classroom.*
- *Inclusion coaching for collaborative schools.*
- *Workbooks: Inclusion activities that work! Grades K-2, 3-5, 6-8.*
- *Embracing disABILITIES in the classroom*
- *Inclusion strategies that work for adolescent learners*





National Professional Resources

Inclusion lesson plan book for the 21st Century (2010)

Online Link http://www.nprinc.com/inclusion-lesson-plan-book-teacher-training-forms/

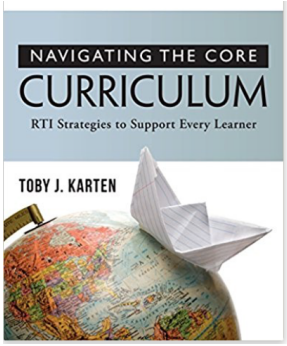
Solution Tree

Navigating the Core Curriculum: RTI Strategies to Support Every Learner

Developing Effective Learners RTI Strategies for Student Success

Inclusion Strategies and Interventions

Online Link-http://www.solution-tree.com/free-resources/specialneeds/isi



Learning Sciences

Inclusion and CCSS Supports for Students & Staff

https://www.learningsciences.com/authors/toby-j-karten/inclusion-ccss-supports-for-students-staff

Let's continue the collaboration: toby@inclusionworkshops.com

http://www.inclusionworkshops.com

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Reflections to "*Figure It In*"

Hmm…. inclusion strategies to investigate and apply…

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