

Successful Strategies for Middle and High School Inclusion

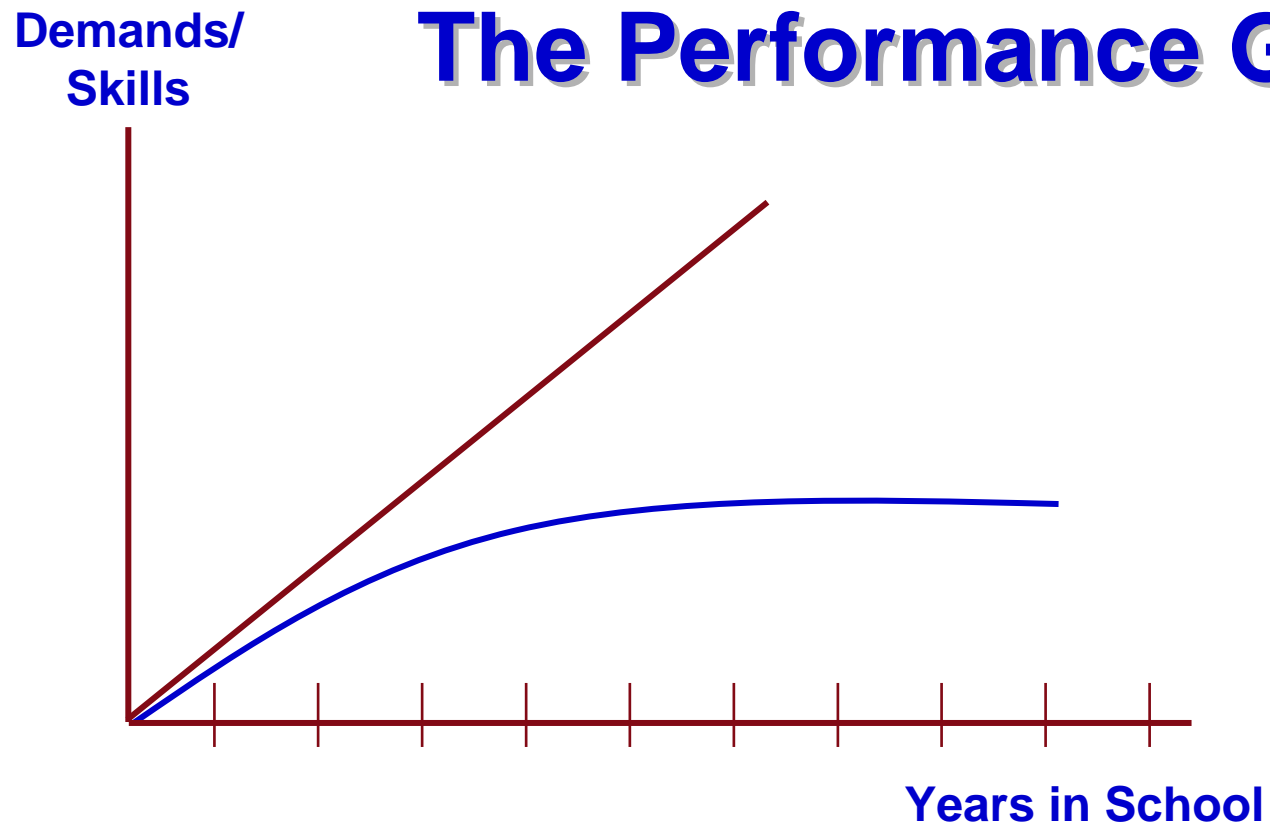


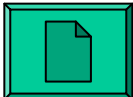
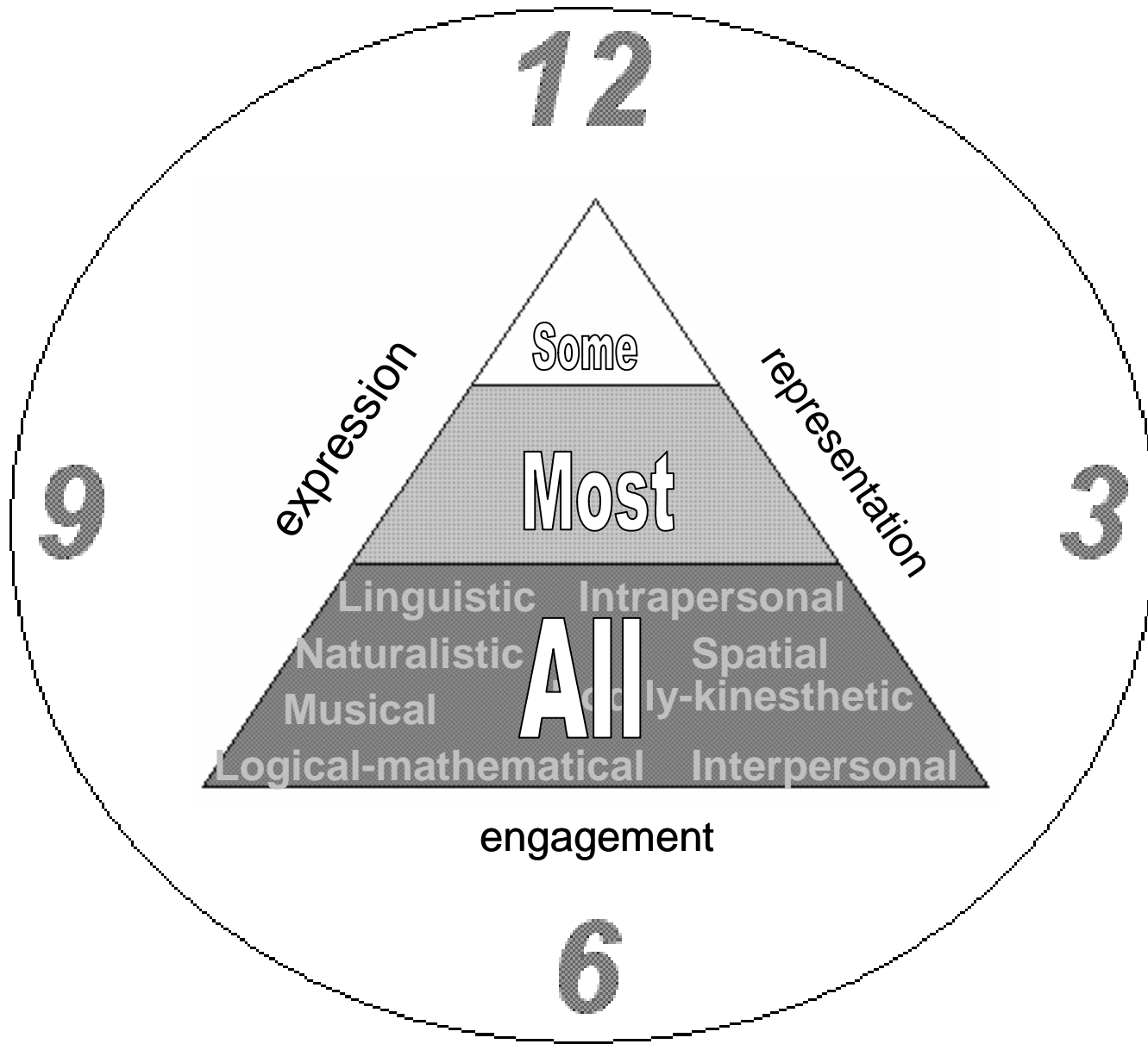
Dr. Lisa A. Dieker
University of Central Florida

Agenda

- **Changing to an inclusive school/district**
- **Importance of planning, evaluation and time**
- **Using various types of co-teaching to ensure student success**
- **Structures to address a diverse learning population**
- **Instructional ideas for inclusive environments**
 - **Climate, grading, testing**

The Performance Gap





Poll

Please select the category that best represents your site

1. What level do you represent?

- Elementary
- Middle School
- Junior High School
- High School

2. How many educators are at your site?

1-2

3-5

6-10

more than 10

3. What areas are present on your team

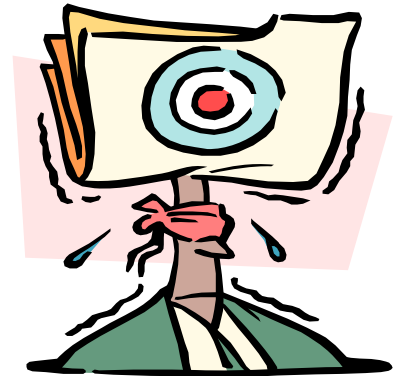
- administrators
- support faculty (guidance, psychologist, social worker, speech therapist)
- general education teachers
- special education teachers
- Paraprofessionals
- Parents

Universal Desires for All Children

- ***Self-esteem and belonging***
- ***Give and not always receive***
- ***Pleasure and joy***

School-wide Discipline

- **Make-up policy**
- **10 positives to 3 negatives**
- **3-second rule**
- **www.pbis.org**



Type in Response

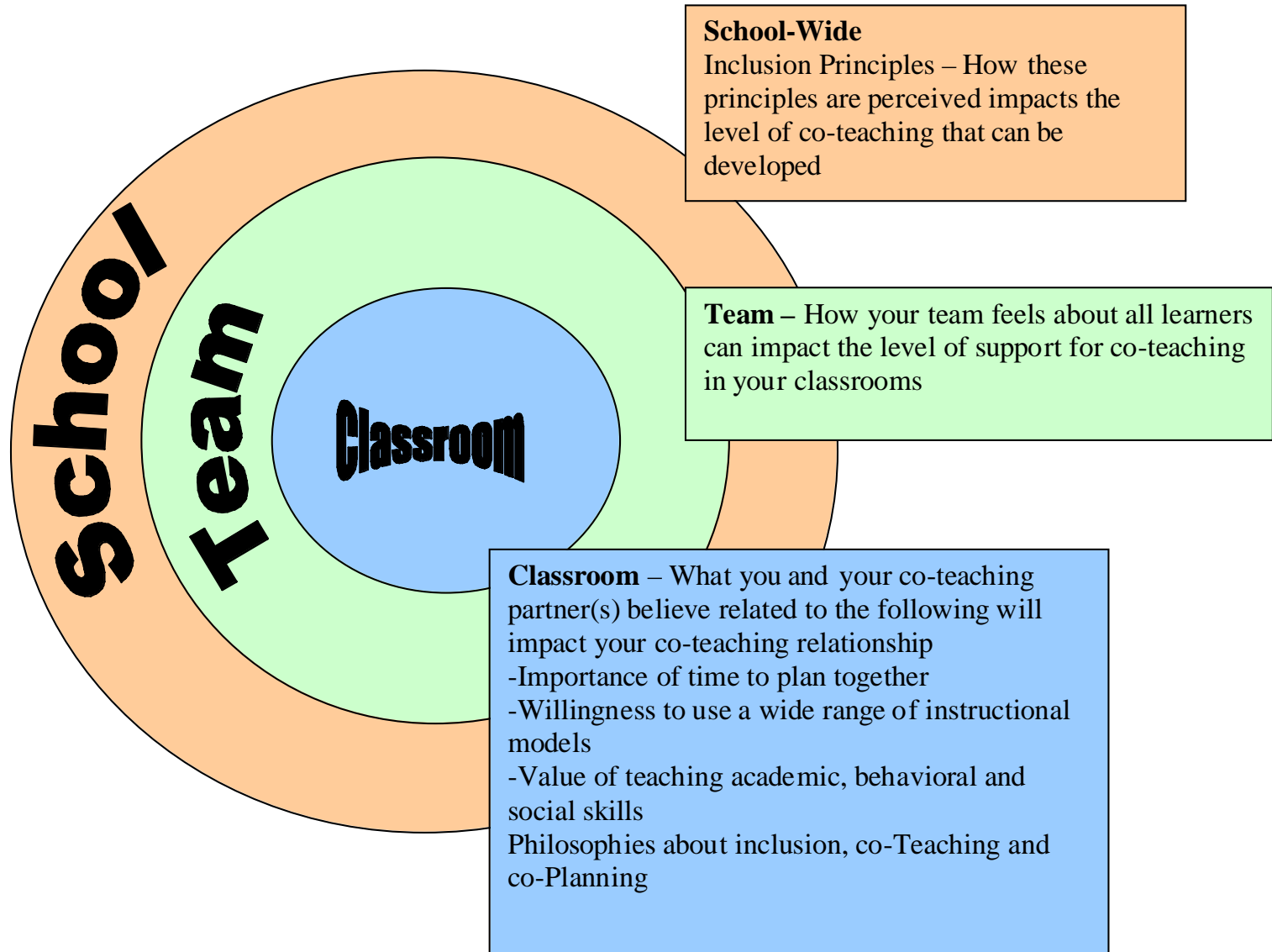
- ***Please type in what you see as the biggest issue related to behavior in your school?***

Make-Up Board

Make-up Policy – Any assignment that is late will be reduced by 10% for each week it is late. You may not turn in any missing assignment 1 week prior to the end of the quarter.

Cynthia	
Zoobee	
Gwenetta	
Joshua	
Samuel	

Circle of Influence



***Inclusion Process - Where does your
school function?***

**Mainstreaming
vs.
Inclusion**

Inclusive Schools

Rate your school 1 low to 5 high

- 1. All children belong**
- 2. A sense of community**
- 3. Diversity is valued**
- 4. Natural proportions**
- 5. Services based on needs rather than labels**



Inclusive Schools (cont'd)

- 6. Support provided in general education classrooms**
- 7. Interdependence and support networks**
- 8. Support facilitators or collaborating teachers**
- 9. Resources are combined**
- 10. Curriculum adapted when needed**



How to Interpret Your Ratings

- **10-20: Beginning structure for successful co-teaching but several roadblocks still exist**
- **21-30: A good beginning but issues still exist that can hinder the co-teaching process**
- **31-40: On your way to creating a school climate that ensures greater success for co-teaching**
- **41-50: Co-teaching should be easily implemented**

Question?

**Would all of your staff
give the same ratings
as you did?**

Creating Inclusive Structures

- **If Pullout Programs**
 - **Same Behavioral and Academic Expectations**
- **IEP snapshots**
- **Curriculum snapshots**
- **Circle of Influence**



Poll

1. Which rating best represents your school?

- 10-20
- 21-30
- 31-40
- 41-50

2. Which of the 10 items for inclusive schools do you see as the greatest barrier (see handout page 2)?

- | | |
|----------|-----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Cooperative Teaching



Classroom Roles for Special Educators

- **Families**
- **Co-Teaching**
- **Support Teaching Period**
- **Itinerant Teacher**



Family Structure of Co-Teaching

**Monday
Math**

**Tuesday
Science**

**Wednesday
Soc. Studies**

**Thursday
Lang. Arts**

**Friday was left open for trouble shooting,
planning and IEP meetings.**

Special Educator's Classroom

Behavior Area

Academic Area



"Another rough day?"

Tips for Successful Co-Teaching

Administrators

- **Expect Problems**
- **Praise Success**
- **Never Force a Relationship**



Tips for Successful Co-Teaching (cont'd)

Special and General Educator

- **Share responsibility for class and students**
- **Make planning a priority (10 minutes)**
- **Look for success not only in academic gains. Take data:**
 - **Behavioral**
 - **Social**
 - **Work habits**

Two Excellent Websites

www.powerof2.org

www.specialconnections.ku.edu

Administrators and Teachers

- **Evaluate the process (regular schedule)**
- **Make changes when it is not working**
- **Ask 2 simple questions**
 - **Is what we are doing good for all students?**
 - **Is what we are doing good for both of us?**



Types of Co-Teaching

Consider using Co-Planner

- **One Teacher Lead, One Teacher Support**
- **Station Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Team Teaching**



Co-Teaching Lesson Plan Book

Basic Concept

- Lesson Plan book that belongs to both general and special educator
- Written documentation of accommodations attempted for each student
- Way for general educators to identify students of concern
- Every 4 weeks a check-up or evaluation activity
- Additional ideas and resources for co-teaching
- A strategy to consider each week in planning

<http://www.knowledge-by-design.com/> or

<http://www.nprinc.com>

Co-Planning Template

Page 1: General Educator

Day	Lesson Big Idea/Goal	Activities	Assessment

Co-Planning Template

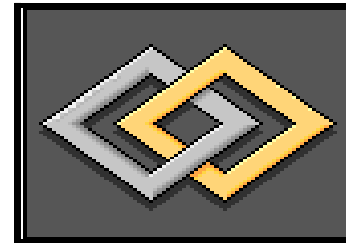
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Page 2: Special Educator

Type of Co-Teaching	Academic or Behavioral Modifications	Notes – Either teacher can write comments in this section

One Teacher Lead, One Support

- **Lead teacher**
 - **Support teacher**
 - **Little planning**
- (Cook & Friend, 1993)



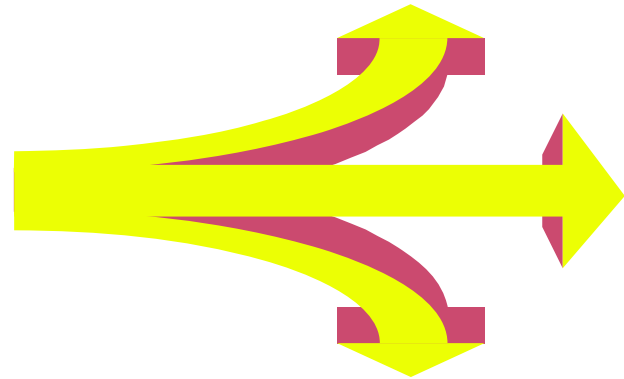
Station Teaching

- **Divide content**
- **Share but separate responsibilities**



Parallel Teaching

- **Same content**
- **Deliver instruction to half the class**
- **Joint planning**



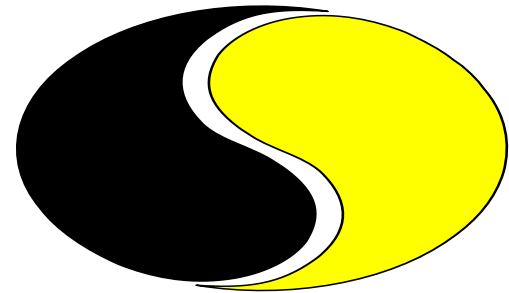
Alternative Teaching

- **One large group, one small**
- **Small group preteaches, reinforces or reteaches large group**
- **Joint planning**



Team Teaching

- **Shared instruction**
- **Coordinated activities in one lesson**
- **Mutual trust and commitment**
- **Co-planning**



Poll

- **Which of these types of co-teaching does your team use most often (choose all that apply)**
 - **One Lead, One Support**
 - **Station Teaching**
 - **Parallel Teaching**
 - **Alternative Teaching**
 - **Team Teaching**
 - **None of these types at this time**

Planning Time

- **Use co-planner**
- **Have a floating planning period**
- **Leave one class early to plan with another teacher (*use with caution*)**
- **Plan lunch and prep together**
- **Use banking time**
- **Use peer tutoring/review schedule weekly in the class**

When you have planning time: What do you do?

- **Use 7 structure format**
- **Prior to the start of the semester finalize how you will deal with grading, behavior, parents and assessments (Send letter to parents).**
- **Spend 10 minutes for each lesson on**
 - **Goal or “Big Idea”**
 - **Co-Teaching Type**
 - **Instructional Methods**
 - ***Do not focus on child-specific issues***



Type a Response

- 1. What is the biggest barrier to planning in your school?**
- 2. Type one suggestion/solution related to more or more effective planning time that has been used in your school.**

Inclusive Climate

- **Practice Social skills
(Skillstreaming by Goldstein, 1998)**
- **Partner with assigned role**
- **Base groups (numbers, letters and shapes)**

Inclusive Climate (cont.)

- **Prescription**
- **Excuse book**
- **Peer mentoring**
- **Clear the Air**
- **Brain Breaks**
- **Modifications chart - Handout page 13**

Excuse Book

Please print clearly so your parent/guardian can read your excuse.

<i>Name</i>	<i>Excuse</i>	<i>What you plan to do about the missing assignment.</i>
Lisa Dieker	Forgot my assignment	I will bring it to you 3rd hour.
Zobee J.	Didn't do it	Nothing

Four Modes of Instruction

Telling	Asking	Showing	Doing
_____%	_____%	_____%	_____%
Expository	Inquiry	Demonstration	Activity

Grading

Strong schools are finding ways to move away from a letter system, Marzano, 2001

- **IEP/Contract Grading (see example p 15)**
- **Checklist**
- **Shared Grading**
- **Multiple Grading/rubrics**
- **Portfolio Grading (student-led conferences with PowerPoint)**

IEP Grading Matrix

	Tom	Jim	Bobby	Sally
Respects Others and Property				
Positive Attitude/ Behavior				
Completes Tasks				

Testing

- **Check Anxiety Level**
- **Give Immediate Feedback**
- **Complete One Problem/Question from Each Section**



After the Test

- **Retake**
- **Make Corrections**
- **Alternative Grading**
 - 30 questions – Test is worth 25
 - 30 questions – Teachers grade only those 20 identified as important for mastery of topic
 - 30 questions – Student attempts 22 misses 3, and grade is based on 19 out of 22
 - Multiple Grades – One grade for content, one for mechanics
 - Give Partial Credit



Overcoming Barriers

- **Schedule students with special needs first**
- **Consistent school-wide discipline policy**
- **Consistent school-wide make-up policy**
- **Find ways to acknowledge students - to the office or on a roll**



Type a Response

- **Type in any additional ideas you have in your school for including students with disabilities in your school at the secondary level.**

Additional Resources

- **New book and Video - Secondary Inclusion**
- **<http://www.nprinc.com>**
- **8 weeks science lessons grades 6-12 with built in academic and behavioral accommodations**
www.uwm.edu/~caberg/access
- **Universal Design for Learning**
www.cast.org/teachingeverystudent/ideas/



**EACH AND EVERY DAY
EACH AND EVERY CHILD**

YOU have the

power

the passion

and the knowledge

to make a difference

**EACH AND EVERY DAY
EACH AND EVERY CHILD**

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**Thank you for participating in today's
Web Seminar!**