



# Inclusive Education:

teaching and learning without limits







# The Value of Perspective....

*At Every moment,  
something sacred is at risk.*

-ROBI





**The mind is like a  
parachute,  
It must be open to  
work.**

-Charlie Chan









**Could you still teach?**





**What are the critical elements of the teaching and learning process that have to be present?**



# TODAY, we will:

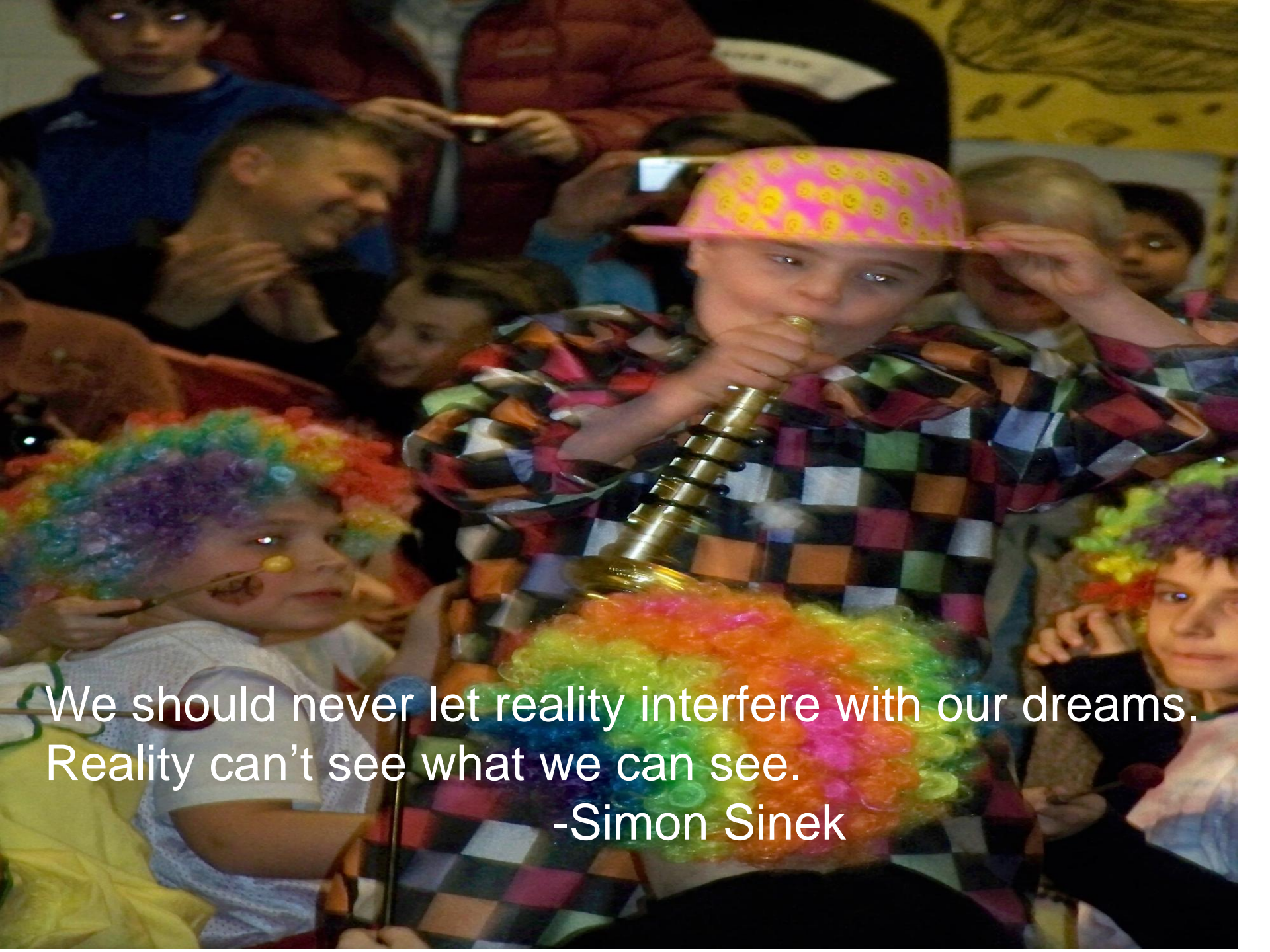
- **Emerge** with clarity regarding the components of inclusive education and the benefits for all within the learning community.
- **Understand** the critical elements essential to achieving inclusive teaching and learning.
- **Be Compelled to Take Action** within such aspects as establishing the physical environment, making adjustments to our teaching plans, encouraging peer relationships, developing a team, and ongoing support structures.











We should never let reality interfere with our dreams.  
Reality can't see what we can see.

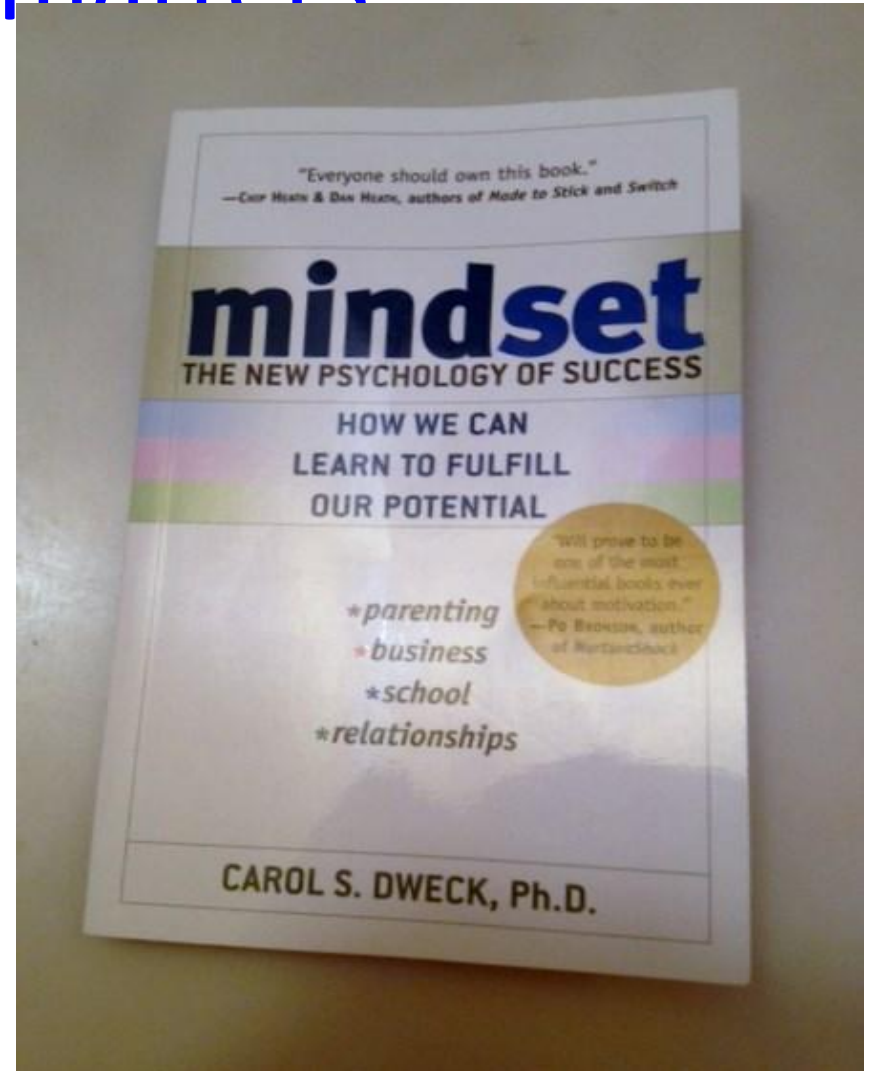
-Simon Sinek



# WHY matters?

“Becoming is better than being.”

-Carol Dweck, Ph.D





- ✧ Sense of belonging
- ✧ Gain skills
- ✧ Respect for human dignity
- ✧ Greater motivation
- ✧ Teaching and learning without limits





## ◆ Bridges vs Walls

- MAPS
- ABILITY AWARENESS
- COMMUNICATION
- TEAMS
- COLLABORATION





**Working  
together.....**

**Listening...**

**Take  
risks...**





If the brain is not buying, it is not changing.

(Eric Jensen, 2013)

# Learning is an **OPPORTUNITY**...



- Meaningful instruction
- Connection and relationships
- Increase active participation- mind and body
- Purposeful - Make knowledge/skill relevant to student's current & future life
- Meet outcomes - IEP, curriculum, standards
- Reduce level of abstraction of information
- Directly and indirectly



# **Access** is the **opportunity** to...

- Have the general education curriculum/environment available as a means for learning in the same way as peers
- Following a sequence of skills that progress across grade levels
- Demonstrate that students can learn academic content as the evidence has shown us

# AND.....

- Use the curriculum, classroom environment, teacher and peers to teach and reinforce the goals and objectives from student's IEP
  - Direct Teaching
  - Indirect Teaching
  - IEP Goals
  - Team stated goals based on student being successful



# The goal = *to be inclusive in our practices!*

- Honoring the human
- Begin and end with the student – include all in all
- Changing practices and thinking about teaching and learning
- Teachers, building, paraeducators, materials – just a means to an end





**School is the home of the mind.**

-Arthur Costa



# NETWORK SESSION



# Peck's Top 10

10. The team

9. Communication system

8. Student centered decision making

7. Open minds – be authentic and creative

6. Access what's already in place

5. Look for opportunities to expand

4. Plan it out – tools for success

3. Environment is conducive to learning

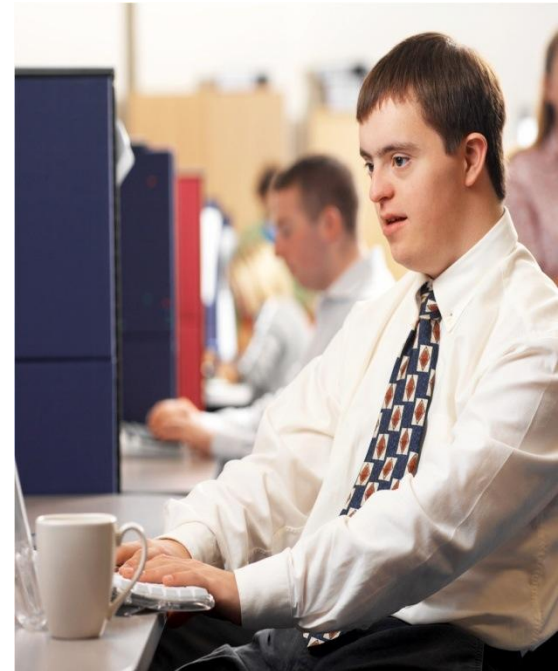
2. Be resourceful – use what you have

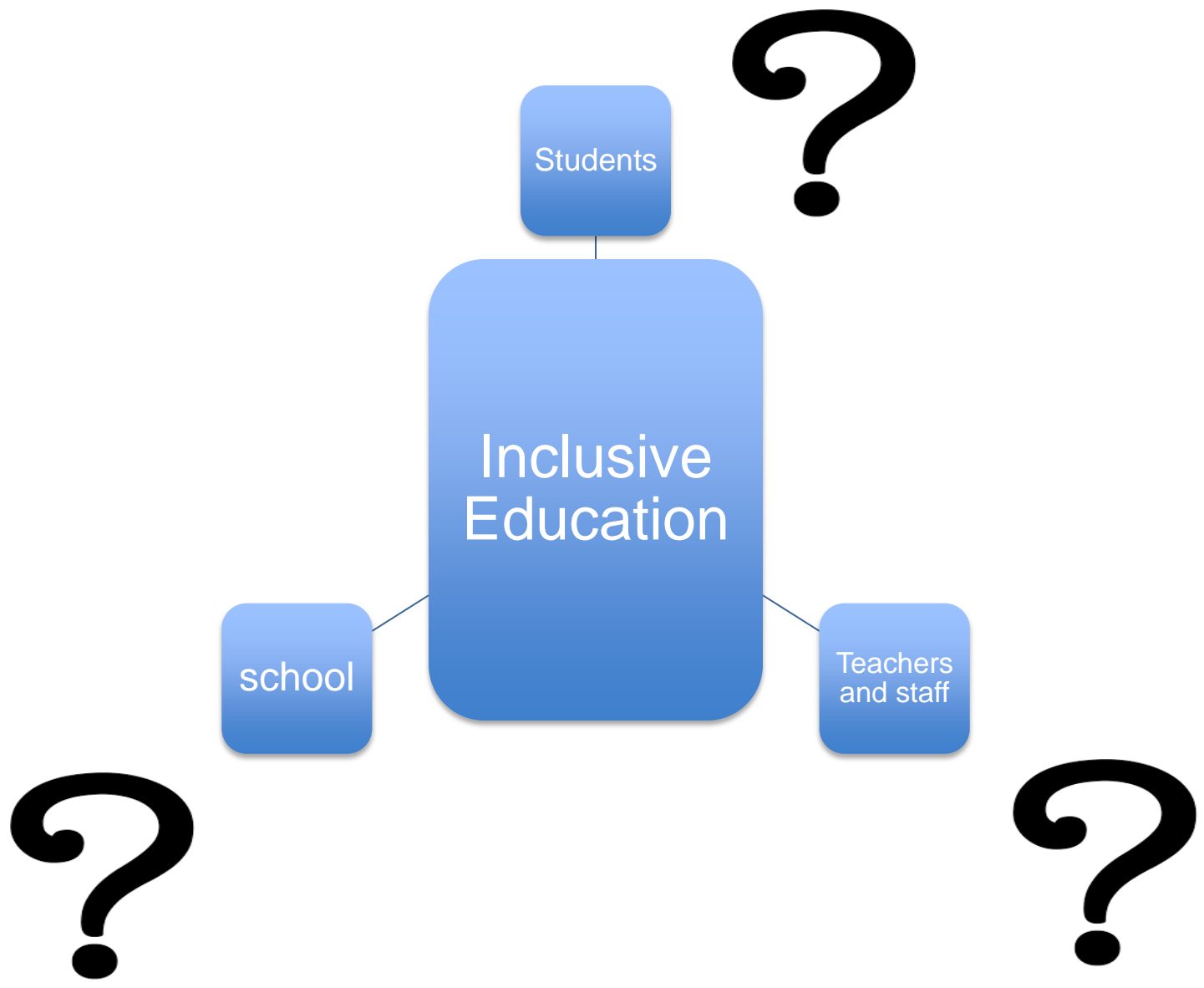
1. Monitor progress broadly



Quality is never an accident; it is always the result of high **intention**, sincere **effort**, intelligent **direction** and **skillful** execution; it represents the wise choice of many alternatives.

New York Times Ad, 1939







# Social contract



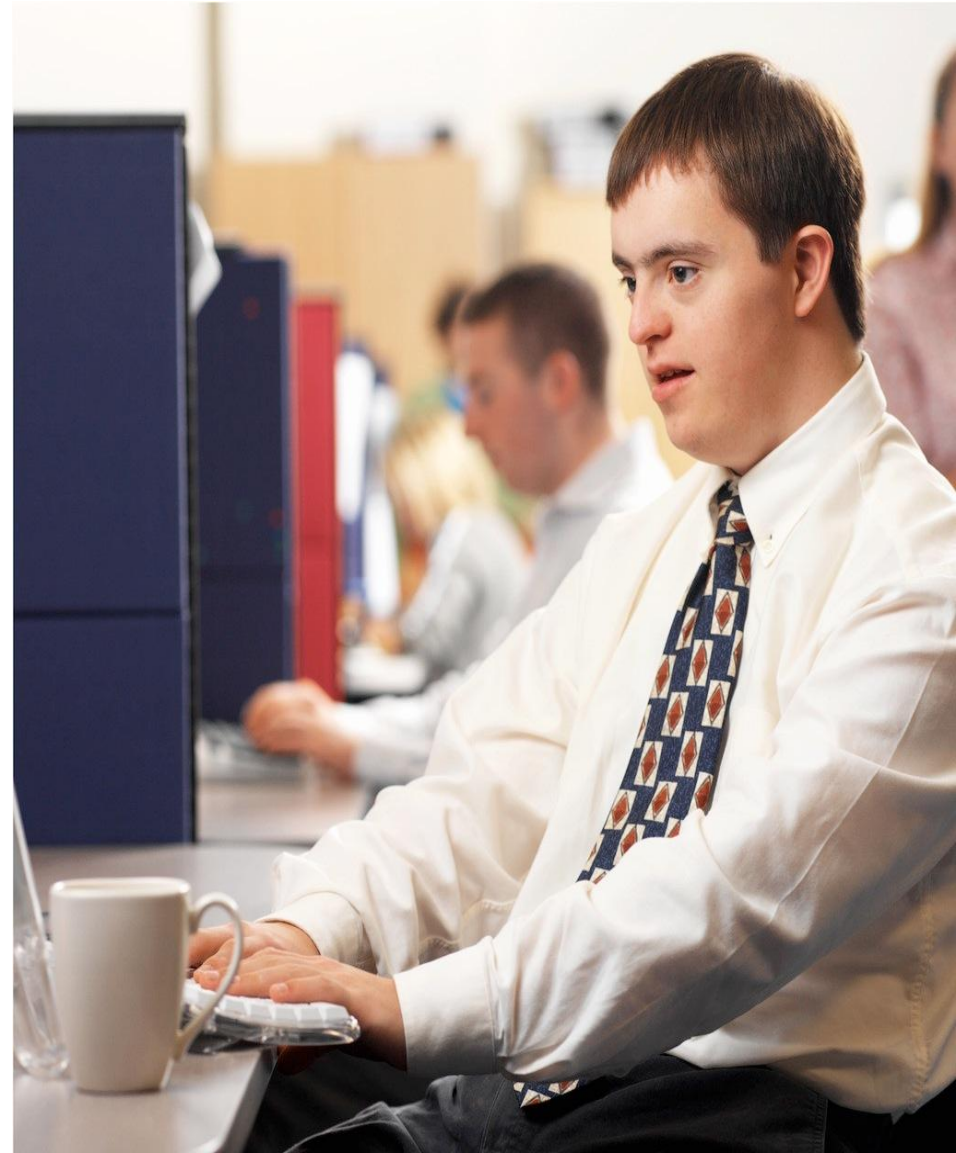


# **INDEPENDENCE & COMMUNICATION**



# SOCIAL LEARNING:

- Following directions
- Greeting others
- Asking for help
- Asking for materials
- Use of manners
- Phone skills
- Computer skills
- Getting attention
- Safety challenges
- Answering questions/telling a story
- Sustaining a conversation
- Recalling/remembering



8:00am		Acts of Service	
8:30am		Bible Time	
9:00am		School Time	
9:30am		Snack Time	
10:30am		Special Activity	
11:00am		Story Time	
12:00pm		Table Time	
12:30pm		Lunch	



- Wednesday
- Play
  - Work
  - Work
  - Snack
  - Outside
  - Work
  - Work
  - Lunch
  - Bathroom, brush teeth
  - Wash the table
  - Work
  - Go Home



# Raising your hand and waiting to be called on.



**EXAMPLE**



**NON-EXAMPLE**



## Taking a Test

- Everything on floor
- Pencil/Pen in hand



# WHEN I GET LOST OR SEPARATED:

LOOK - DON'T SEE MOM OR DAD



STOP



STAY WHERE YOU ARE AND HOLD ON



When someone is hurting or annoying me I will:



1. Look at them.



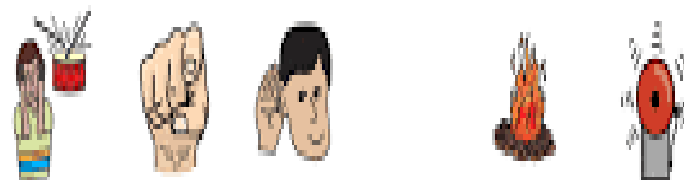
2. Put my hand up in a 'stop' sign.



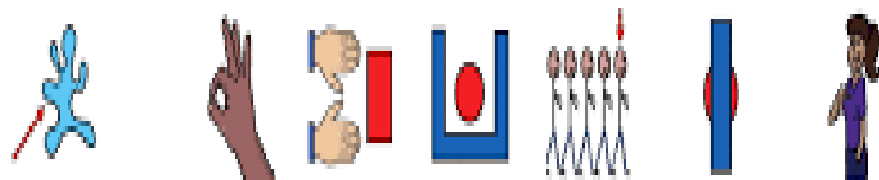
3. Say to the person, "Stop it, I don't like it."



4. If it doesn't work I will get help from a teacher.



The noise you hear is a fire alarm.



It is OK. Get in line behind me.

### Asking Someone to Play



Then I say, "Can I play with you?" or "Will you play with me?"



If the person says "yes", then I get to play with that person.



If the person says "no", it's Ok, I can find another person to ask.



It makes me feel happy that I know how to ask someone to play with me.



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1. Monitor progress broadly

# Types of adjustments

## Curricular:

*Add* social-behavioral, communication, study, and/or self-management skills to the general curriculum

*Change* the level of difficulty (lower grade level or complexity) or include fewer goals (not require the entire scope of unit of study)

## Instructional:

*Alter* the teacher input phase or student response phase of learning





# Types of adjustments

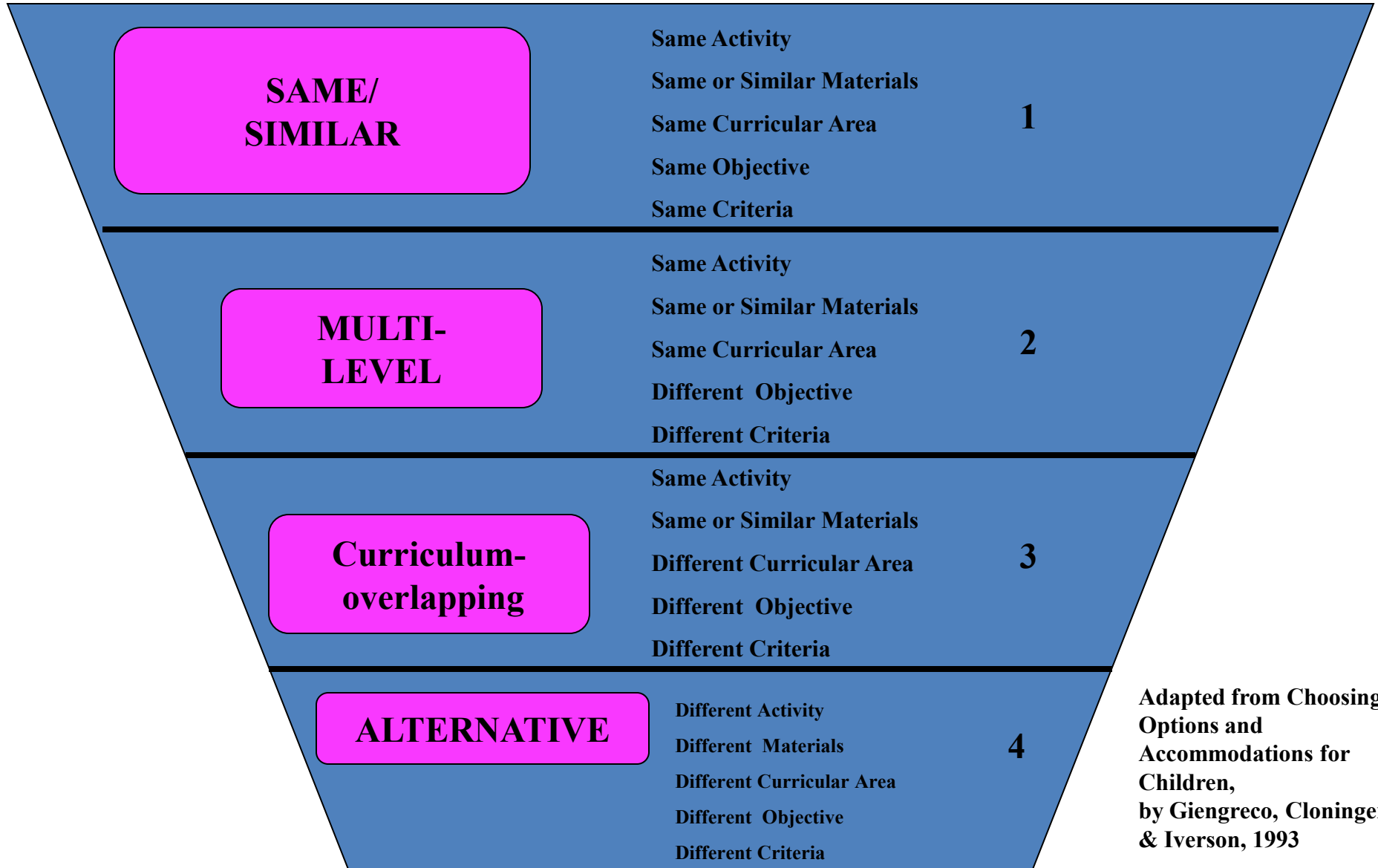
## Alternative:

Change the goal, instruction, and activity (individualize)

- Parallel activities
- Individualized/direct instruction
- Instruction in functional skill routines



# 4 Level of Support for Participation in Class Activities



Adapted from *Choosing Options and Accommodations for Children*, by Giengreco, Cloninger, & Iverson, 1993

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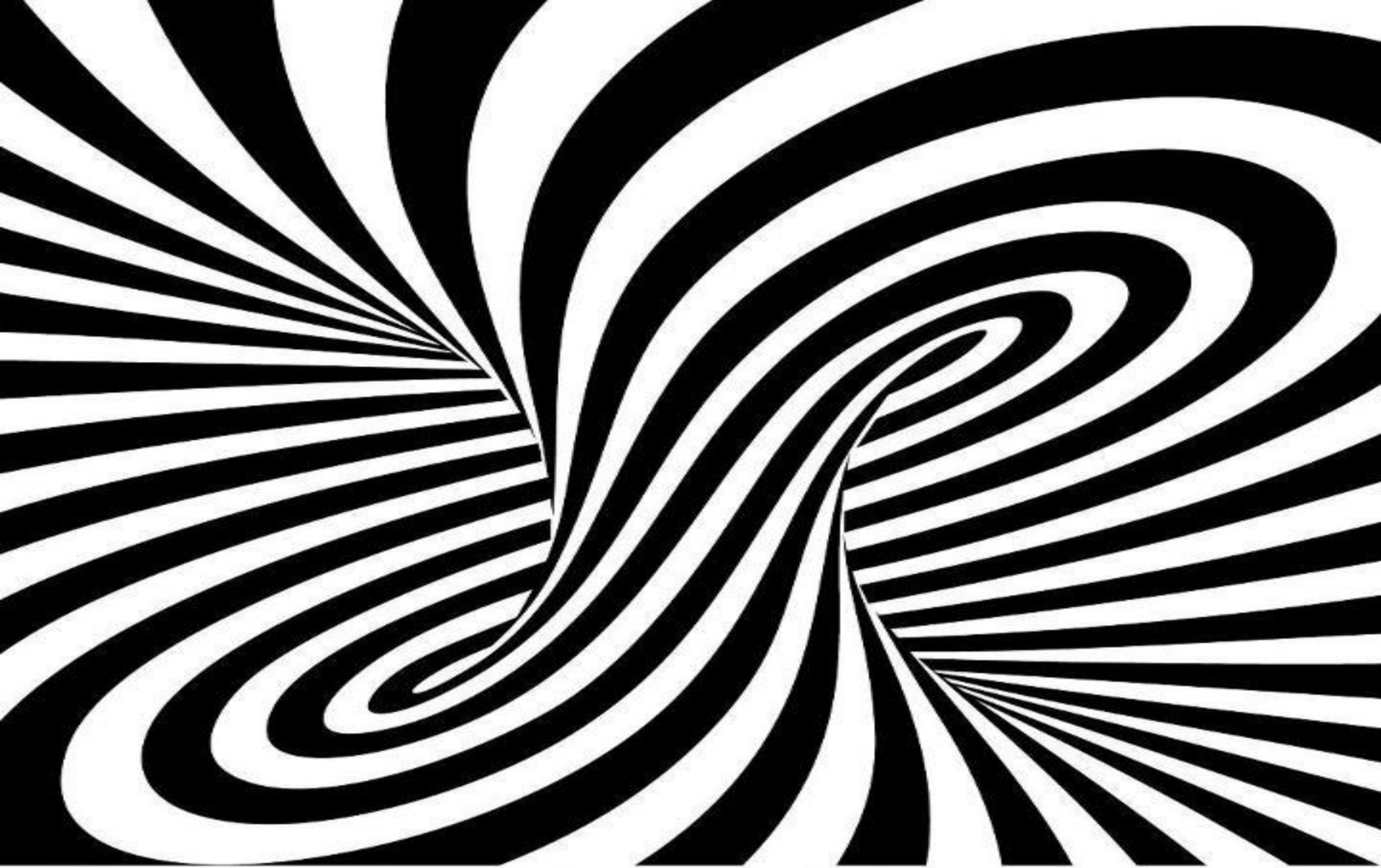
= growth



What are you leveraging?







*The question is not what you look at, but what you see.*

H. D. THOREAU

The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes. -Marcel Proust





# REFLECTING – refocus, reframe, revise



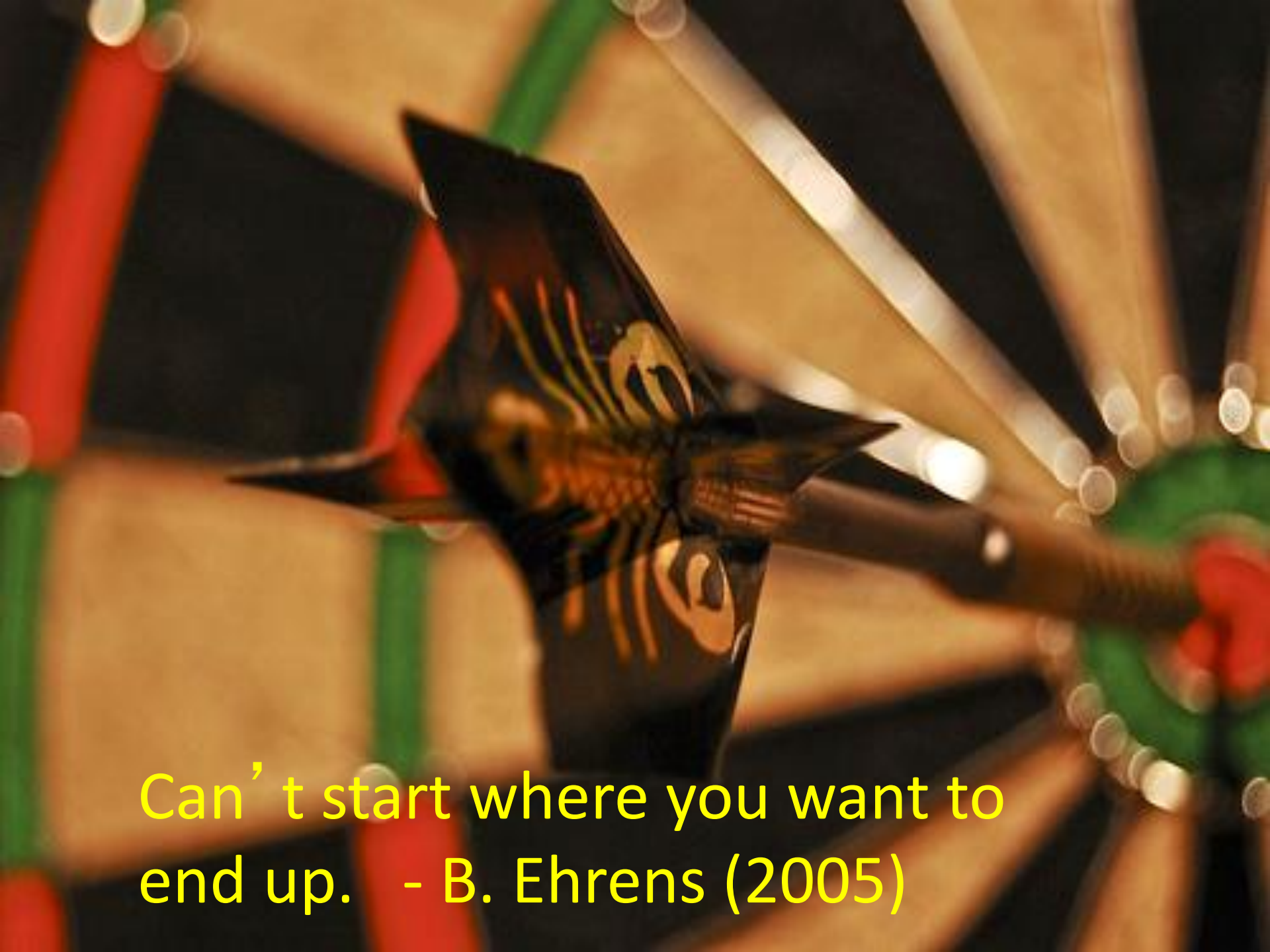
**What are you celebrating? What are you making better?  
What are you getting rid of?**



# U + ME = US



- Say – What can we agree upon?
- Say – How can we both get what we want?
- Say – What is the next step?
- Say – What can we all live with for this year?



Can't start where you want to  
end up. - B. Ehrens (2005)

Can't start where you want to end up.  
– B. Ehrens (2005)

We are.....

We would like to be.....



I have never failed...



I have discovered a thousand ways  
that don't work.

-Einstein

There are no right or wrong  
“educational” decisions, only  
ones with different potential  
outcomes.



Dr. Wayne Dyer