



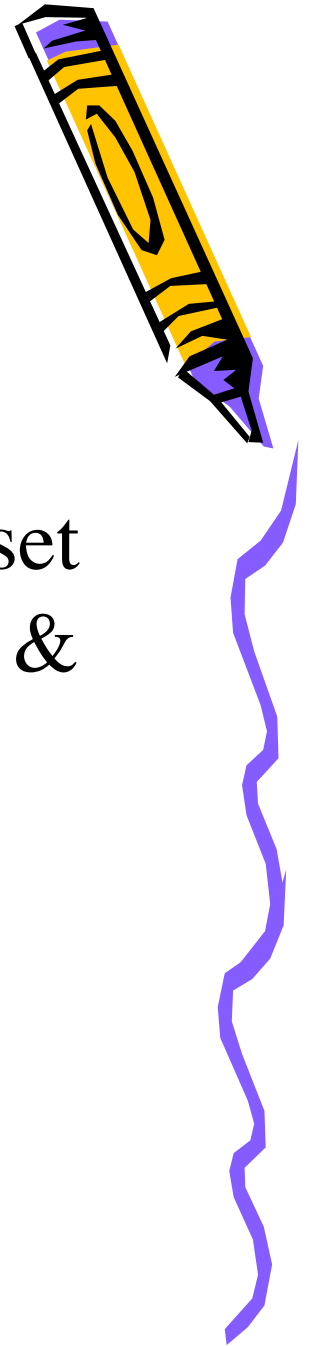
# Inclusion: Making it work

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# What is inclusion?

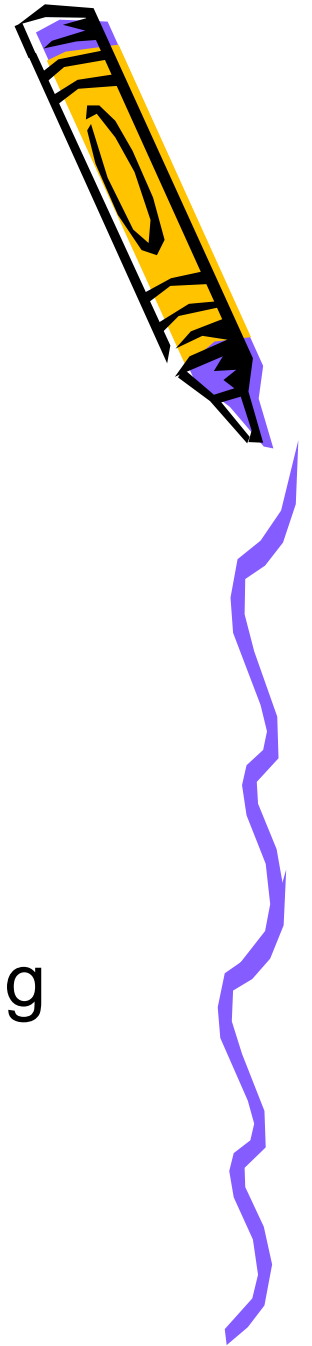
- Falvey and Givner (2005) describe inclusion as “a belief system, not just a set of strategies” (Falvey & Givner in Villa & Thousand, 2005, p. 5).



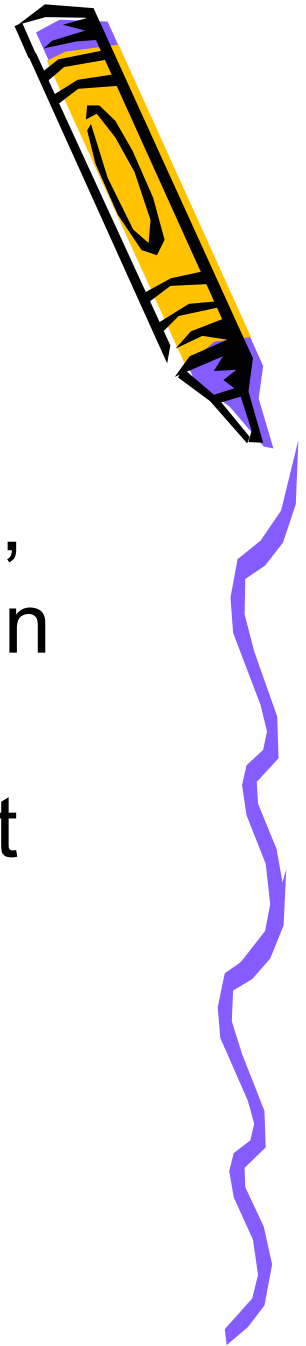
# What is inclusive education?

According to Janney & Snell (2000, p.3):

- Neighborhood schools
- All students based in general education homerooms and classes
- General and special education teacher consultation and collaboration
- Flexible and individualized decision making



# What is the purpose of education?

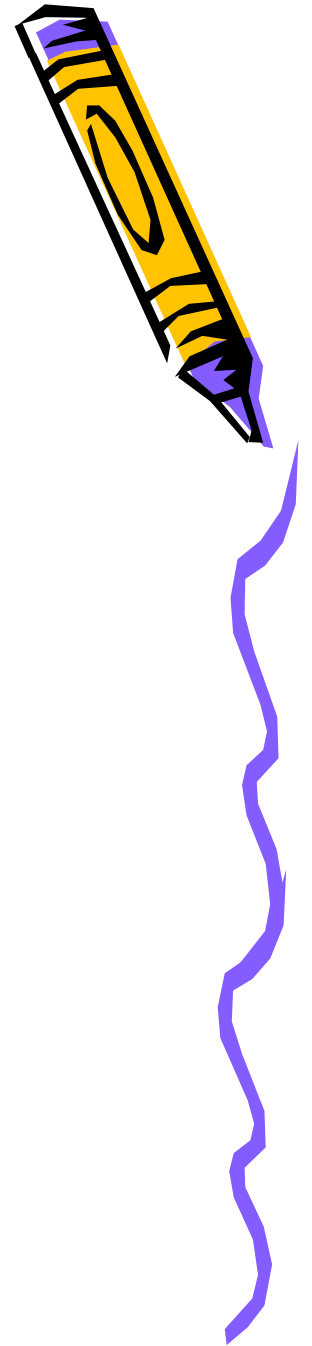


- The “*Circle of Courage*” (Van Bockern, Brendtro, & Brokenleg, 2000 as cited in Villa & Thousand, 2005, p.43) can provide a framework for thinking about education.



# Framework for education

- Villa & Thousand (2005) identify and discuss four areas that make up this circle:
  - Belonging
  - Mastery
  - Independence
  - Generosity



# Belonging

- 1) Social aspect: developing and maintaining friendships, getting along, and group membership (Villa & Thousand, 2005).



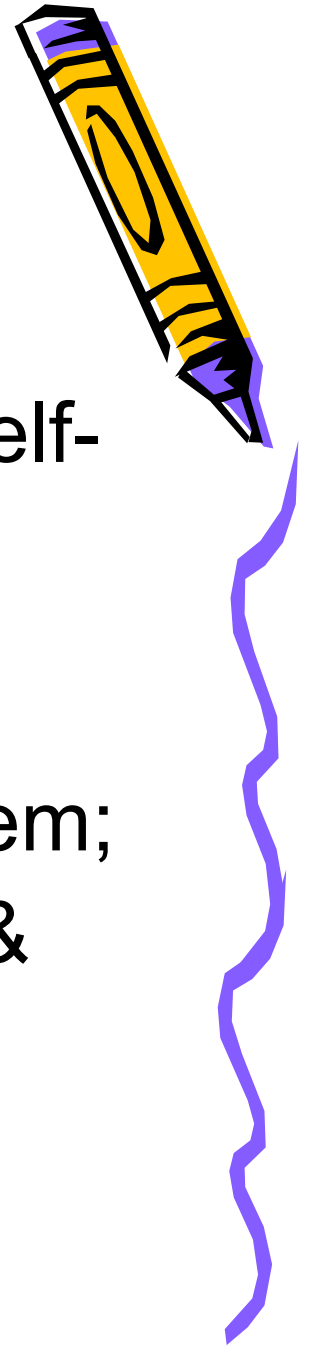
# Mastery

- 1) *Learning process involves*: flexibility, motivation, problem solving;
- 2) *Proficiency means*: achieving to fullest ability (Villa & Thousand, 2005).



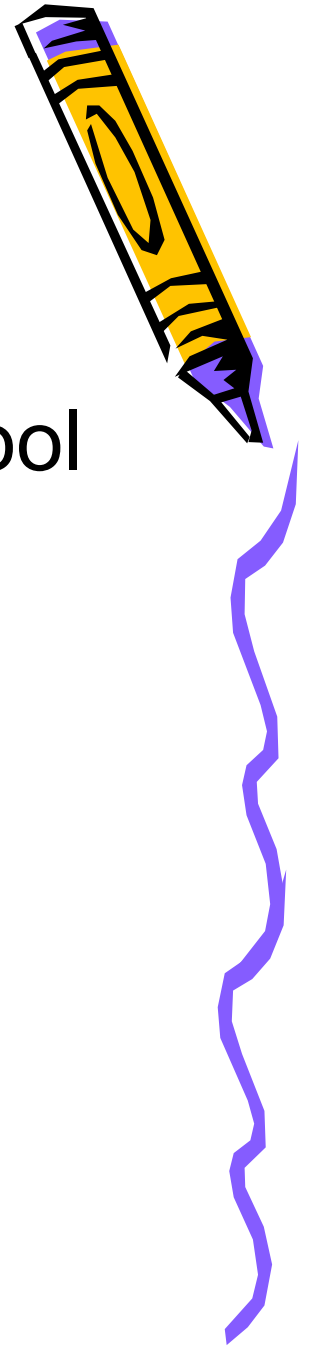
# Independence

- 1) *Skills & needs*: self-advocacy & self-reliance, ability to have and make choices;
- 2) *Responsibility*: ability to make decisions and be accountable for them;
- 3) *Belief*: in ability to succeed (Villa & Thousand, 2005).



# Generosity

- 1) *Giving by*: contributing to the school community and supporting others in that community (Villa & Thousand, 2005).



# Successful inclusive education involves :

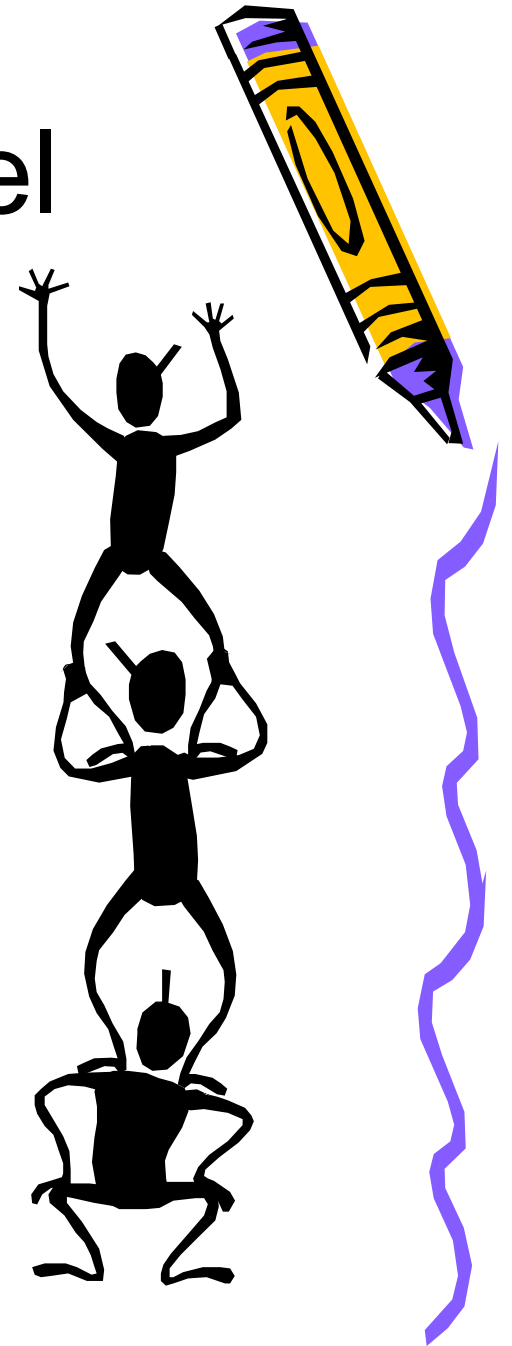
- Inclusive program model
- Collaboration
- Common goals and values
- Peer supports
- Inclusive culture
- Accommodating curricular and instructional practices

– (Janney & Snell, 2000)



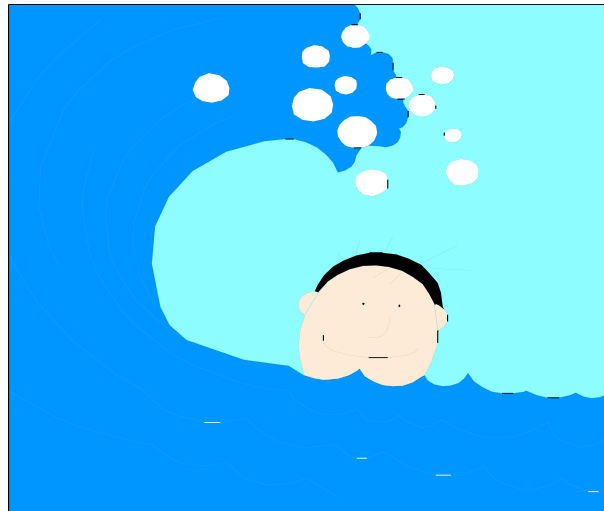
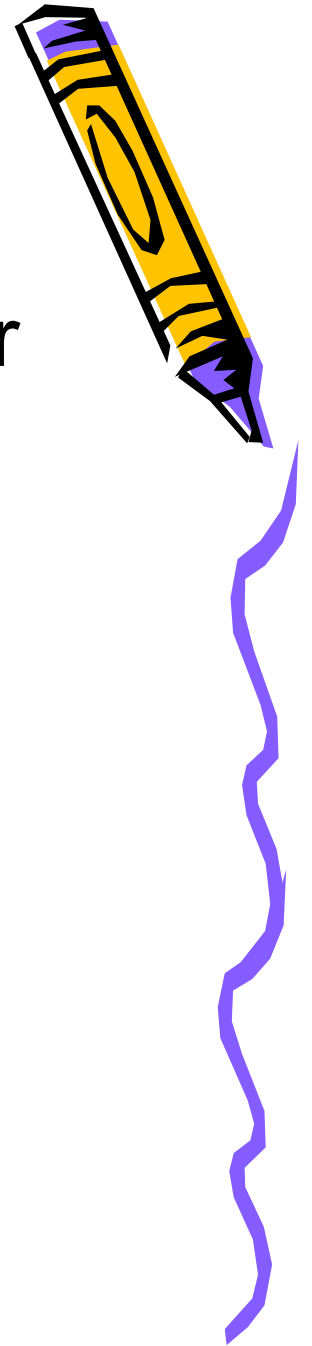
# Inclusive program model

- Supports follow the student
  - Determine what supports
  - Determine *what* skills
  - Determine *where* and *when* to teach
- Individualized instruction
  - Within and sometimes outside general education classroom
    - (Janney & Snell, 2000)



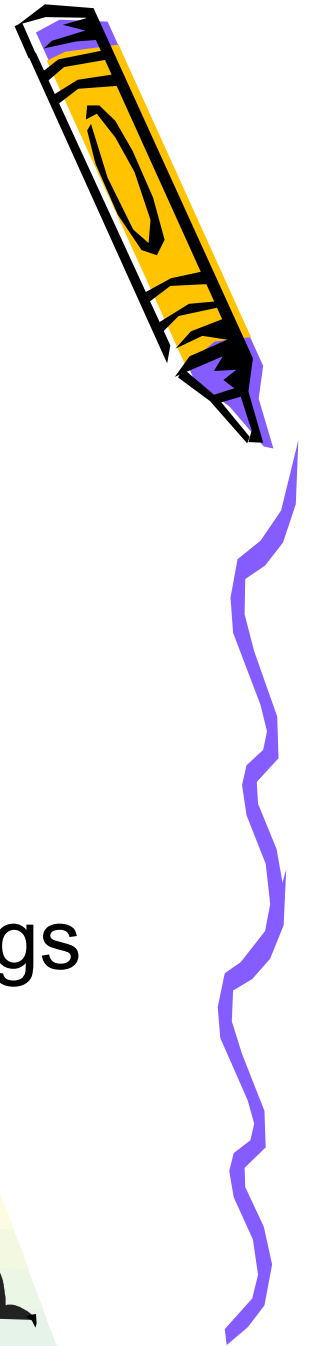
# An inclusive program model

“does *not* mean that students no longer receive specialized instruction and related services or that students are thrown into the mainstream to sink or swim” (Janney & Snell, p.3, 2000).



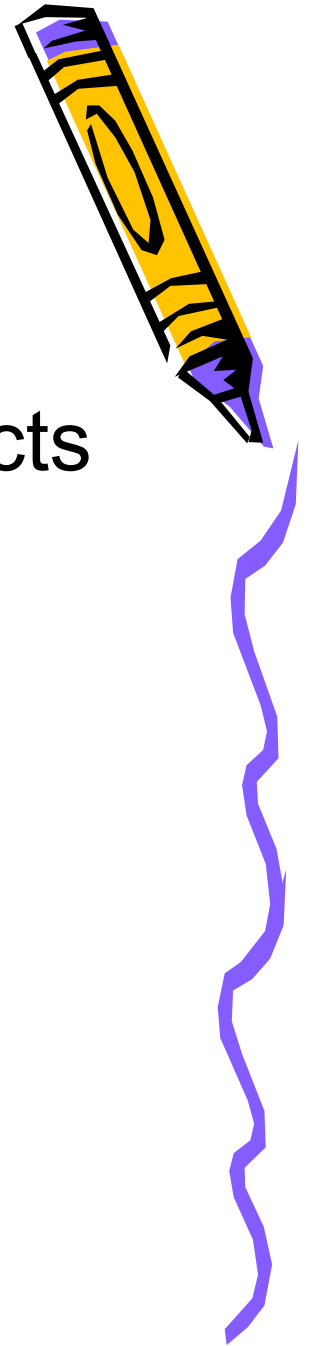
# Collaboration

- An interactive teaming process
  - Use expertise
  - Share knowledge
  - Develop creative solutions
  - Role extension, enrichment, exchange
- Maximizes continuity between settings
- Maximizes learning



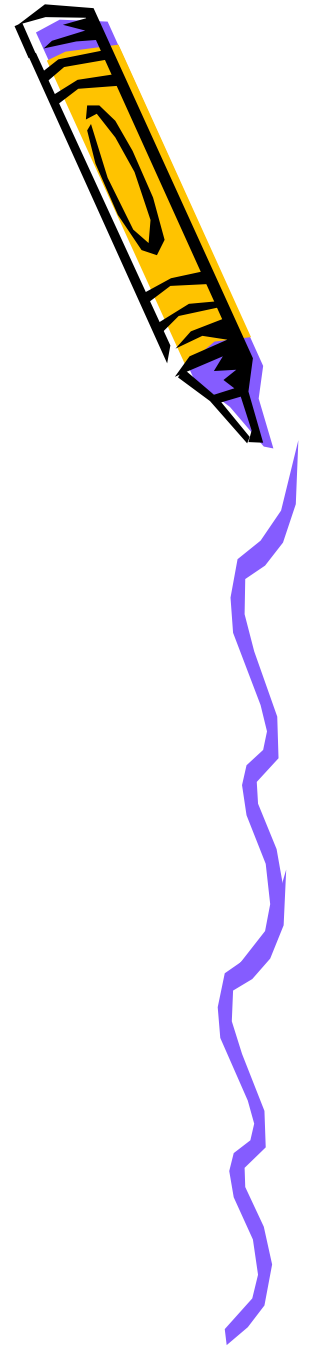
# Common goals & values

- Address the *Circle of Courage* aspects of education
- Address social and instructional participation in classroom
- Adapt as little/much as needed

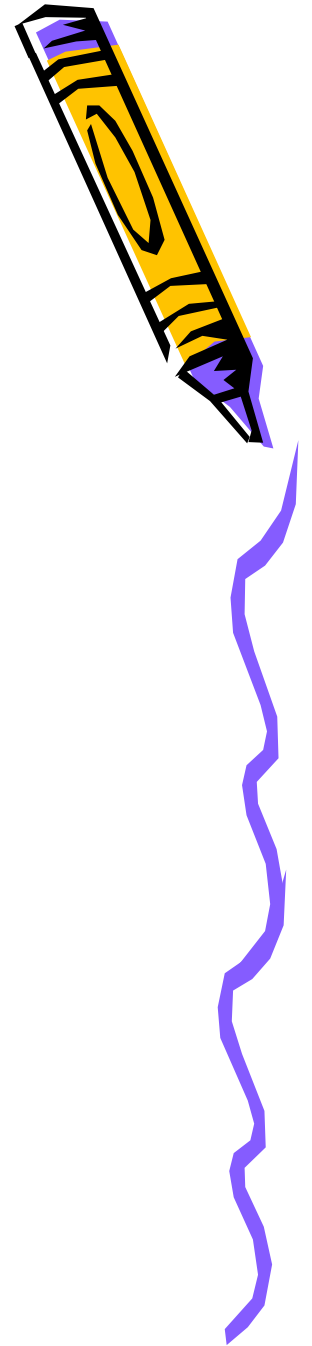


# Peer supports

- Circle of friends
- Peer planning
- Peer problem solving



“We must be careful not to overemphasize the helper-helpee aspect of the relationship. Unless help is reciprocal the inherent inequality between helper and helpee will contaminate the authenticity of the relationship. Friendship is not the same as help” (Van der Klift & Kunc, 1994, p.393).

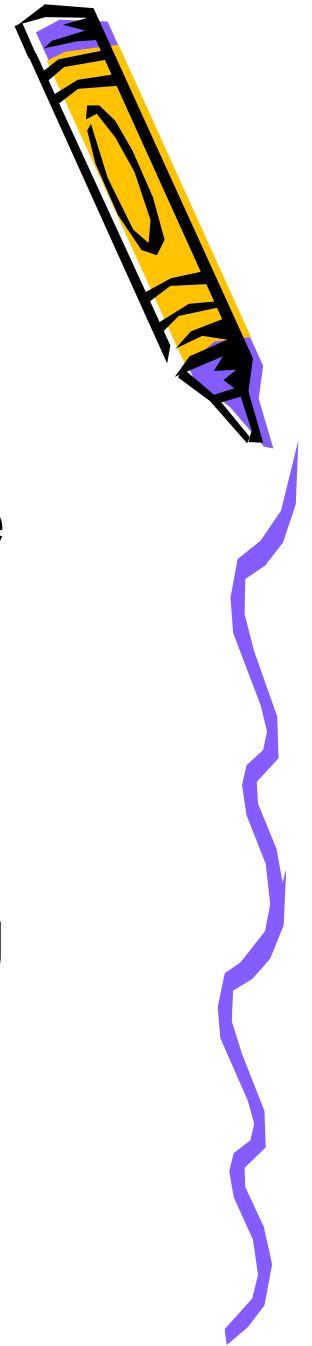


# Inclusive culture

Framework for creating an inclusive school:

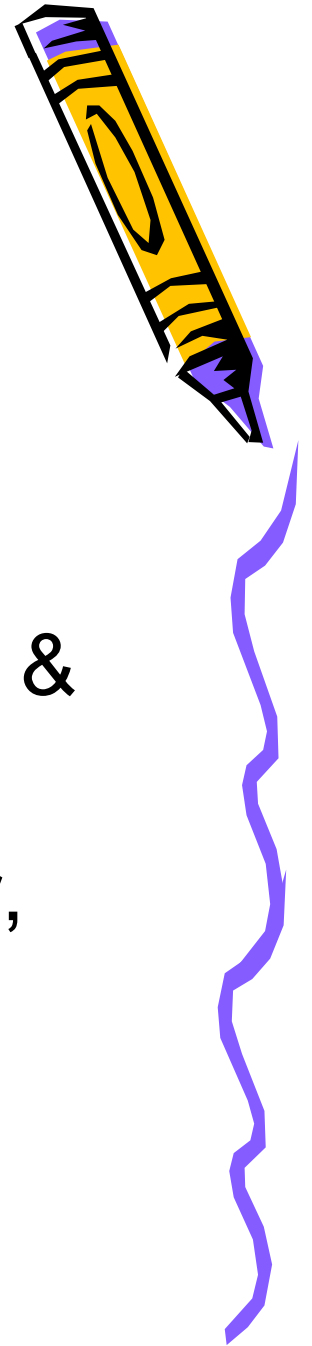
- Developing a vision
- Providing a warm, caring school culture
- Collaboration and partnership among teachers, families, and students
- High expectations for all students
- Ongoing staff development and training

– Janney and Snell (2000)



# Curricular & instructional practices: The basics

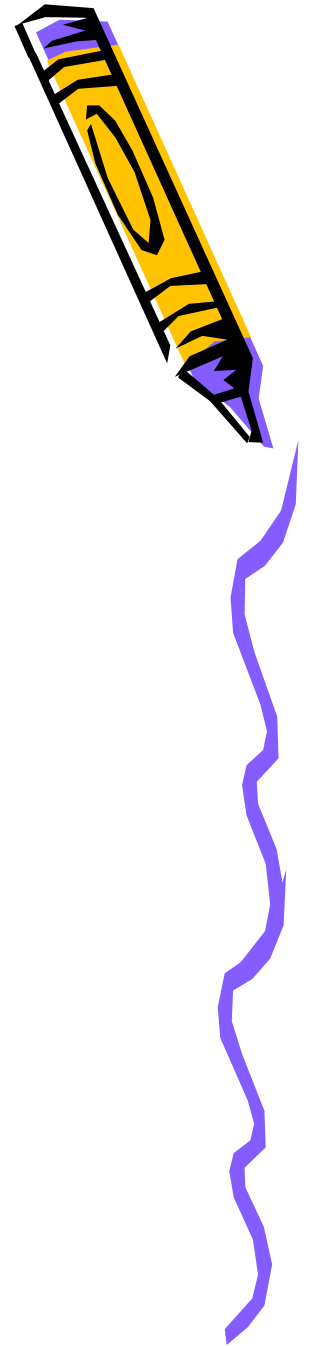
- Backward design (Tomlinson & McTighe, 2006)
- Differentiated instruction (Tomlinson & McTighe, 2006)
- Multiple intelligence theory (Gardner, 1993)



# Backward design

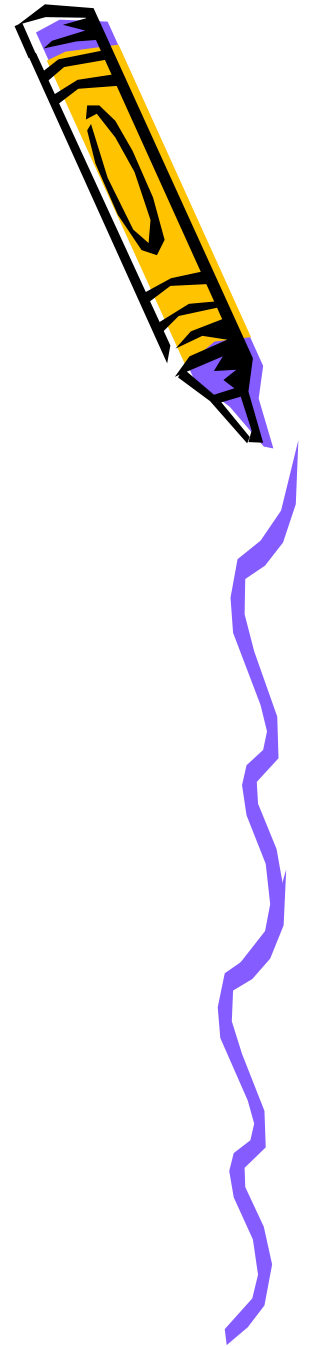
- Start with the end in mind
- Determine what students need to know & how they will show you what they learn
- Provide students with opportunities to “uncover’ the content” (Tomlinson & McTighe, 2006, p.140)

– (Tomlinson & McTighe, 2006)



# Differentiated instruction

- What will the instruction look like?
- What type of grouping?
- Where will instruction take place?
  - (Tomlinson & McTighe, 2006; Villa & Thousand, 2005)



# Multiple intelligence theory

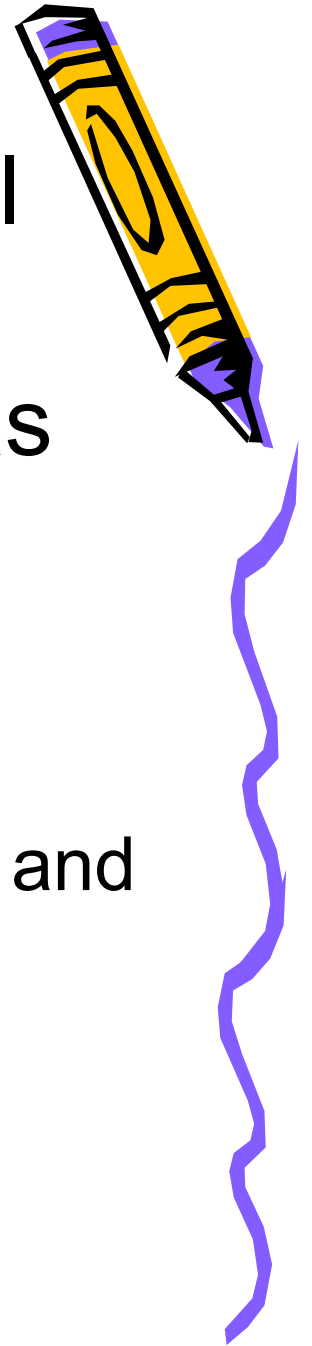
Howard Gardner's (1993) 8 types of intelligence:

- verbal/linguistic
- logical/mathematical
- visual/spatial
- musical
- bodily kinesthetic
- interpersonal
- intrapersonal
- naturalist



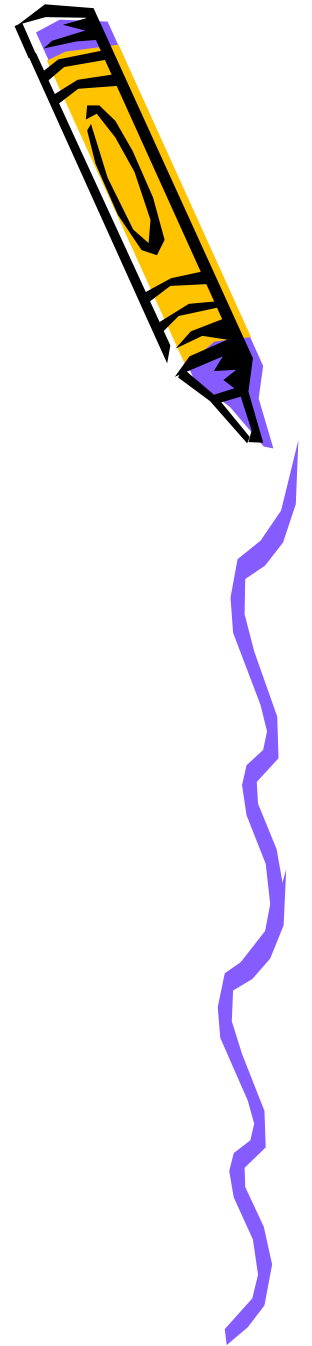
# How can general educators, special educators, specialists, Para educators, parents & student work as a team to provide inclusion?

- Define roles & responsibilities
- Collaborate
- Use tools to aid in information exchange and planning
  - IEP at a glance
  - Scheduling matrix
  - Lesson adaptation plan
  - Pre-teaching plan



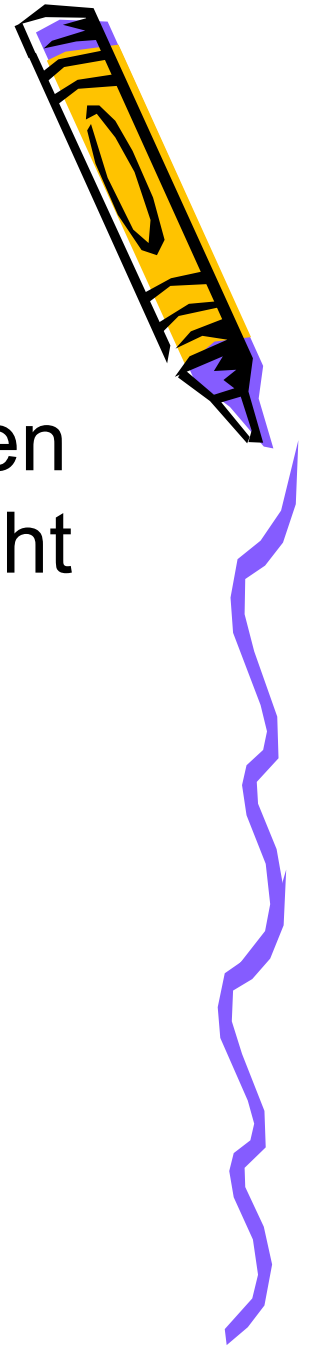
# IEP at a glance

- Quick, efficient way to know the priorities of the student



# Scheduling matrix

- A way to answer the question of when and where IEP objective will be taught and/or monitored



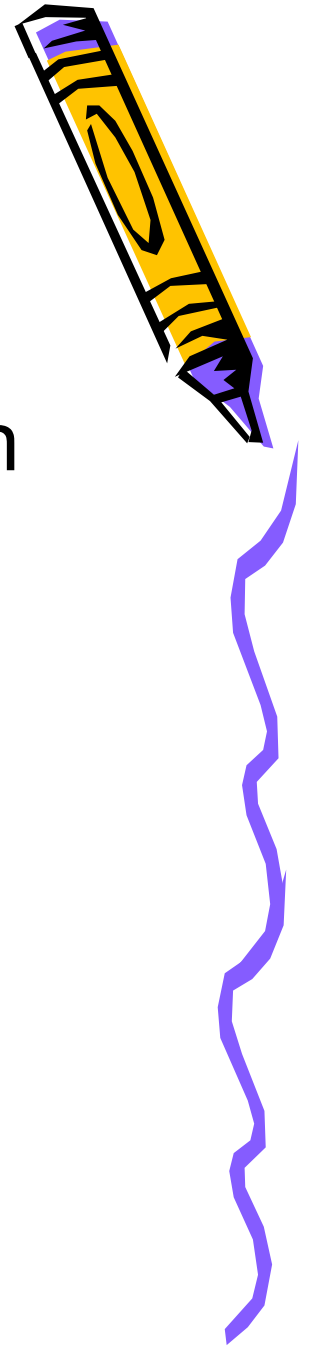
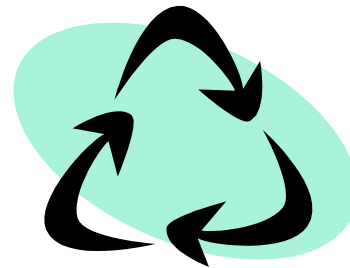
# Lesson adaptation plan

- A way to plan how specific objectives will be addressed in a lesson
- A way to identify any modified learning outcomes
- A way to identify the preparation that is needed



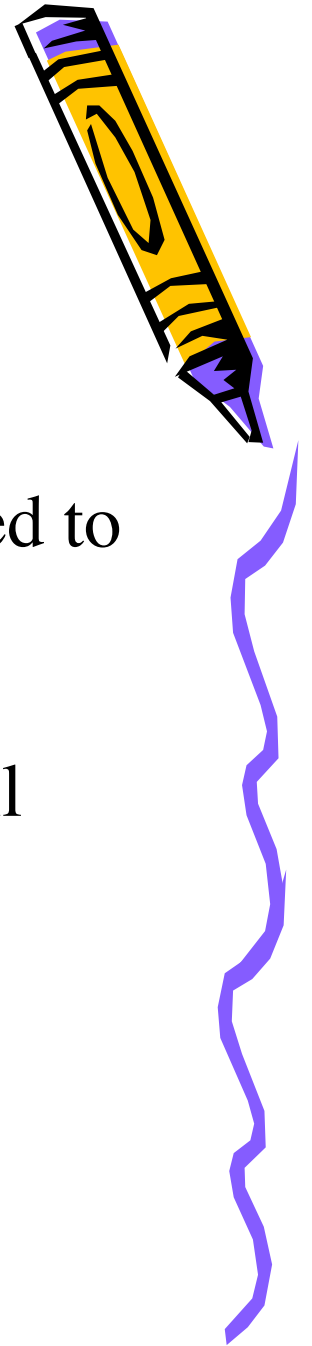
# Pre-teaching plan

- A quick way to exchange information about content, modifications, adaptations
- A way to plan instruction
- A way to provide pre-teaching opportunities



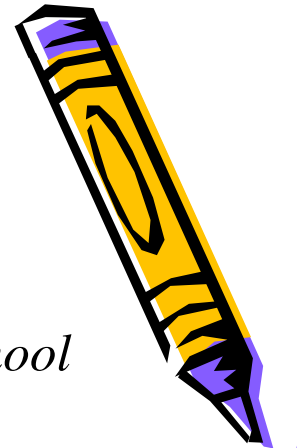
# Conclusion

- Inclusion is about having all children learn together and providing children what they need to learn. It is a way to provide equity by differentiating instruction - implementing a variety of instructional methods – to enable all students to learn and succeed (Tomlinson & McTighe, 2006).



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