

Discovering Inclusion Level 2 Beyond Awareness



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What is The Advocacy Network on Disabilities?

Mission

"The Advocacy Network on Disabilities champions the rights of individuals with intellectual, developmental, and other disabilities by promoting inclusion, providing services, and advancing systems change."



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Our Services

- **Family Support:** Experienced, family-friendly staff help people with disabilities and their families identify and access services.
- **All Children Together(ACT):** An initiative of The Children's Trust, project staff work with the organizations it funds to increase their capacity to provide quality, inclusive programs.
- **Systems Advocacy:** Seeking change that can help many people at once, staff works to change policies, rules or laws that determine how services are provided.



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At this end of this workshop, you will be able to:

- Demonstrate an understanding of adaptations for struggling learners
- Adapt routines and instruction for struggling learners
- Identify strategies for community building for children/youth with and without disabilities



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To successfully complete this training and receive a certificate, you must answer a minimum of **8 out of 10 questions** correctly on the **Learning Assessment** at the end of today's session.

To receive your certificate, please visit:
<http://collaboration.net/login/advocacynetwork>

We welcome you to ask as many questions as you want, and to fully participate in today's activities.



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Corners Activity



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How are you “putting the pieces together” in your understanding of inclusion of youth with disabilities?



Awareness - I am starting to put a few pieces together



Aware and seeking knowledge - More pieces are falling into place



Have knowledge and a plan - I am almost there!



On-going skill building and problem solving - I am a master!



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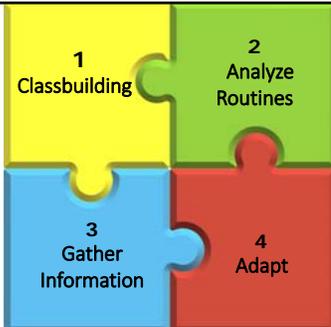
In your corner group, discuss the following statements and be ready to share out your responses as a group:

1. What are some challenges about having children/youth with disabilities in your program?
2. What are the benefits of having children/youth with disabilities in your program?



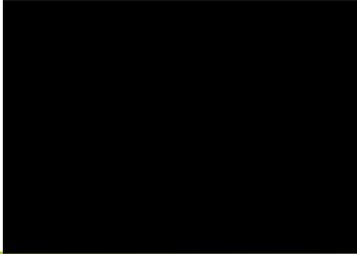
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4 Piece Process



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If She Only Knew Me



By: Jeff Gray
and Heather
Thomas



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Your Response

How
would
you
respond
to Justin?



How does
this relate to
the students
in your
program?

Quick-Write your response to one of these questions
...you have two minutes!



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“No significant learning occurs
without a significant
relationship.”

James Comer (1995)



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Strategies for Building a Caring and Cooperative Classroom



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1 Classbuilding

Classbuilding is the process by which a room full of individuals with different backgrounds and experiences becomes a caring community of active learners.

Laurie Kagan
Dynamic Trainer, 2007



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Goals of Classbuilding

- Meet and greet others in the room
- Provide an interactive, non-threatening environment
- Create mutual respect
- Promote positive self-esteem
- Keep participants active and energized
- Have Fun!



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Pass the Chips!



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Now let's practice!

1. Pick up a chip from the center of the table
2. Stand up
3. When the music begins, walk about the room
4. Trade your chip with each person that you pass
5. Keep moving and passing until the music stops
6. When the music stops, partner up with someone around you
7. Take turns and respond to the statement or question on the chip
8. When the music begins again, repeat the process



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7 Reasons to do Classbuilding

1. Build positive student relations
2. Enhance classroom climate and have FUN
3. Reduce discipline problems
4. Increase motivation and learning
5. Promote diversity
6. Boost self esteem
7. Allow children/youth with disabilities to leave their "label" behind



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Analyze Routines



- What are the routines in your classroom?
- Is the child/youth with disabilities (or any struggling learner) able to follow the routines/structures of the classroom?
- If not, what needs to be done to support him/her?



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The more a child/youth struggles with learning and behaving, the greater the need for consistent routines and structures.



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What are Routines?

After School Routines

- Afterschool classroom or activity routines are those that take place everyday, and are **not** content specific
- These are 'structures' or rules that the teacher or group leader has in place



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Routines	
<p>Arrival Routine: What are the students expected to do when they enter your classroom? Do they put their bags away, take materials out, sit down?)</p>	<p>Materials Routine: What materials are the students expected to have? What happens if they do not have their materials?</p>
<p>Snack Routine: Who gets the snacks? Are they expected to clean up? How do you signal snack is over?</p>	<p>Directions Routine: How do the students receive directions? Orally (One time? Repeatedly?)</p> <p>Bathroom Routine: Does a student go alone? Need permission?</p>
<p>Homework Routine: How do the students ask for help? What do the students do with their completed homework?</p>	<p>Transition Routine: How do you transition from activity to activity? Is there a consistent signal, or phrase that you use?</p>
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Routines	
<p>Computer Routine: Who uses which computer? Do they use it individually? How do they know when time is up? How do they know what to do while on the computer? Are there rules?</p> <p>Learning environment: Is the classroom quiet, noisy, active, etc.?</p>	<p>Management System (Rules and Plans): Are there rules in place? How do the students know the rules? Is there a behavior management plan in place for the students in the classroom? A reinforcement system?</p>
<p>Instructional Routines (Literacy, Fitness, etc.): How do the students know what to do? Do they need specific materials? Is there a plan to get ready for the instruction? What happens if they finish work early? How do they ask for help?</p>	<p>Dismissal Routines: How are the students dismissed? Is there a structure to follow?</p>
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First I'll do it,
then We'll do it,
then You'll do it

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Analyze Routines			
Routines	Can the student(s) participate as is?		
Arrival <i>Enter class, get snack, take seat</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Transitions <i>Put materials away, line up with class, change to</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No		

Analyze Routines			
Routines	Can the student(s) participate as is? <small>Circle Yes or No</small>	If "No", how will the student participate?	Materials to be developed or adapted
Arrival	<input type="radio"/> Yes <input type="radio"/> No		
Transitions	<input type="radio"/> Yes <input type="radio"/> No		

Now you do it...

- Using your routines worksheet, think about the routines in your program
- Write down the specifics for the routines that occur on regular basis
- Think of the students in your program
- Answer the question in the 2nd column for each routine by circling **Yes** or **No**
- Be ready to share out your examples



Are there students who struggle with following the routines?

- If students are unable to follow the routines, it is the teacher/leader's responsibility to provide the adaptations necessary to help the students.



It is not the child's fault, but the teacher's responsibility!



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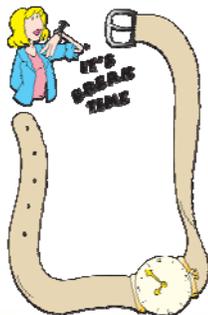
Are there students who struggle with following the routines?



- How can we support the students who are unable to follow routines?
- What information do we need to help us help the child/youth?



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People Hunt



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Let's Go Hunting!

- Fill out the Self column of the People Hunt form
- At the sound of the chimes, stand up, put a hand up and pair up
- With each partner, attempt to find one matching characteristic.
- If you find a match, write your partner's name on your form in the colleague column
- After finding one match, partners break up, put a hand up and pair up with another partner
- Repeat process until your form is complete
- A partner's name may only appear once on your form



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Gather Information



Gathering information about a specific student allows us to identify high need areas in which the student may need support and adaptations



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Dear Teacher



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Gather Information



How do we gather information about the child/youth with disabilities?

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Centerpiece



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Topic: How would you gather information about children/youth with disabilities in your program?

1. Respond individually to the topic, writing as many items on post-its as you can. Write only one item on each post-it. Place the post-its in the center of the table
2. At the sound of the chimes, Group member #1 announces one item he/she has written
3. The group discusses the item
4. The process is repeated until all responses have been read aloud by each group member and consensus decided
5. If the item is duplicated by someone else, only read it one time.



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More Strategies for Gathering Information

- Parent/guardian interview
- 'Getting to Know Me' Form
- Student interview
- Student observation
- Assessments (ORF, Sparks, etc.)
- Report Cards
- Medical Information
- Individualized Education Plan (IEP)
- Student work samples



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Why do we gather information about a student?



- Identify a student's strengths and struggles
- Identify how best a student learns
- Identify areas of needed personal support
- Identify areas of needed learning adaptations



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Profile of a child/youth with disabilities

- At the signal, take the cards out of the large envelope on your table
- The cards have information from the following sources: Parent, Getting to Know Me Form, Report Card, Student Observation, Student Interview, Individualized Education Plan (IEP)
- Divide the cards amongst your group



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Cont'd... Profile of a child/youth with disabilities

- You will have 5 minutes for each member to read his/her cards and using an Expo marker, circle information on the card which is relevant to his/her learning needs
- Round Robin your findings with the group
- Using your group's 'prACTical Accommodation Chart', check off the areas in which the student has difficulties
- Be ready to share your profile with the whole group



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prACTical Accommodation Chart



Difficulty with following a schedule, managing time

Provide visual schedule and/or visual timer
Provide auditory, visual, or gestural warnings in schedule
Allow activity breaks
Allow free time after task completion
Break work into smaller chunks
Provide activity breaks to move about
Provide a checklist of tasks to complete or routines to follow
Provide a specific routine to follow for completion of work
Use time management tools (daily calendar, assignment sheet, etc.)
Change order of schedule to reduce fatigue



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2 Truths and a Fib



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2 Truths and a Fib!

- In your table group, each person write down three statements about him/herself: **two true and one false**
- One participant of each group stands, then reads his or her statements to the group
- Without consulting the group, each participant writes down his or her own best guess as to which statement is false
- Each member of the group announces their guesses
- The standing participant announces the false statement
- Celebrate correct guesses
- Repeat the process for all members of the group



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Adapt routines and learning activities



- Now you know with which routines a child/youth struggles
- Next step is to support the child/youth by accommodating the routines
- First, let's learn about accommodations



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What are Accommodations?



Accommodations are changes to How a child/youth accesses routines, materials, activities, and/or learning



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A few points to remember...

- The more you talk, the less the child/youth will listen
- Children/youth become dependent on verbal cues
- Use visual, unique auditory or gestural cues instead of verbal



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First I'll do it,
then **We'll** do it,
then **You'll** do it



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Analyze Routines			
Routines	Can the student(s) participate as is? Circle Yes or No	If "No", how will the student participate?	Materials to be developed or adapted
Arrival Enter class, get snack, take seat	Yes No		
Transitions Put materials away, line up with class, change to next activity	Yes No	1. Provide an auditory and visual warning 5 minutes, 3 minutes and 1 minute before transition time. 2. Gesture prompt to look at visual schedule at the	1. Chimes 2. visual schedule 3. Reinforcement

Analyze Routines			
Routines	Can the student(s) participate as is? Circle Yes or No	If "No", how will the student participate?	Materials to be developed or adapted
Arrival	Yes No		
Transitions	Yes No		

Now you do it...

- Using your routines worksheet that you have already started, think again about the child/youth in your program
- Review the areas of need that you checked previously in the prACTical Accommodation Chart
- For any "no" that you circled, decide how the child/youth will participate

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Now you do it...

- Use the 'prACTical Accommodation Chart' to assist you
- Write the accommodations in the 'How will the student participate column'
- In the last column, write down what materials or activities you will need to get, make or adapt
- Remember, this is specific to the routines in your program

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Accommodations



Each person in the group, share out 1 or 2 of your accommodations. The person with the longest hair begins...then the next is the person to his/her left, and so on.

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Putting It All Together



- Take the puzzle out of the envelope.
- As a group, each person take at least one piece
- Read aloud your piece to the group and match the questions/statements with its corresponding answer.
- Complete the puzzle as a group.

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Assessment, Evaluation, and Implementation

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THANK YOU FOR *INCLUDING* US!



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