

Mission Possible: Highlights of Successful Inclusion

Lisa Dieker, Ph.D.
University of Central Florida
Orlando, Florida
ldieker@mail.ucf.edu

Keynote
Virginia CASE May 2009

Current Successes

- Student Outcomes
- Equity
- Alignment of standards
- A more giving generation
- A new generation with new ways of learning

What do educators need to know

- What is inclusion
- Universal design concepts
- Integrated-interdisciplinary content
- Roles and content for collaboration
- How to communicate
- Brain research
- Difference in assessment and grading
- How to respect families as experts
- How to teach self-advocacy
- Advances in technology

7 Strategies that Work

- 1) **Creating a School-Wide Culture**
- 2) **Celebrating the Success of All Students**
- 3) **Developing Interdisciplinary Collaboration**
- 4) **Implementing Effective Co-Teaching**
- 5) **Establishing Active Learning Environments**
- 6) **Implementing Successful Evidence-Based Instruction**
- 7) **Improving Grading and Assessment**

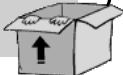
Jot down goals and ideas as I present each idea

1. Creating a School-Wide Culture

2. Celebrating the Success of All Students

Universal Desires for All Children

- **Autonomy**
- **Relationship with others**
 - Interdependence
 - Safety and Trust
- **Self-esteem and belonging**
 - Self-Regulation
- **Accomplishment and Purpose**
- **The opportunity to be generous**
- **To give and not always receive**
 - Communication
- **Pleasure and joy**



3. Developing Interdisciplinary Collaboration

- **Do we expect all students to be able to choose advanced careers or are those choices made by the curriculum and opportunities provided?**
- **Are students limited or are we limiting them?**

What do we teach?

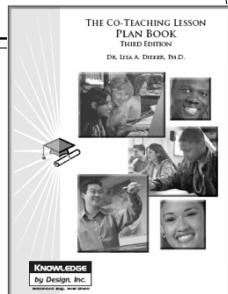
- **Resource Services**
IEP Snapshots – p. 27
Behavioral and Academic Expectations
- **Small Group Instruction**
Behavioral and Academic Expectations



4. Implementing Effective Co-Teaching

The Plan

- When do we plan?
- How do we plan?
- What do we plan?



3 Critical Components

- **Co-Planning**
- **Co-Instructing**
- **Co-Assessing**

Quick and Dirty Planning

5 min Review/Preparation	Sp Ed
15 min New content	Gen Ed
10 min Guided Practice	Sp Ed
20 min Independent Practice	Both
5 min Closure/Feedback	Either

• Hines, 2006

Thumbs Up: Communicating on the Fly!

Mandy?			<p>OK, Let's talk about Zobe. Trouble with classwork, or behavior? I'll jot the anecdotal notes this time...</p>
DonShay?			
Carlos?			
Zobe?			
Rita?			
LeTecia?			
Chelsea?			

Types of Co-Teaching

Page 36

- One Teacher lead, One teacher support
 - Station Teaching
 - Parallel Teaching
 - Alternative Teaching
 - Team Teaching

Common Characteristics of an entire lesson

- Both teachers have presence in their role
- A climate of success for all students is created - with both teachers focusing on ALL
- Progress is monitored and learning assessed daily
- Academic and social skills are taught
- Objectives are clear
- Engaged learning time is maximized
- Differentiation is expected by both teachers

6. Implementing Successful Evidence-Based Instruction

Universal Design

- <http://starchild.gsfc.nasa.gov/docs/StarChild/>
- <http://www.cast.org>
- www.pbis.org
- **Plan Lessons**
 - See
 - Walk
 - Talk
 - Hear
 - Behave - teach behavior is language
- <http://www.windows.ucar.edu/>



Assume

- You have a student who cannot talk
- Who cannot walk
- Who cannot write
- Who cannot read
- Who cannot behave

This is universal design

Technology potential

- **NIMAS**
- **Websites**
 - Social skills
 - Content
 - Assessment
 - Access
- **Virtual Environment**
 - Secondlife
 - Club Penguin, Whyville, etc.
 - Mixed reality worlds



Where we currently struggle

- Embracing equity from our hearts
- Ensuring the success of a range of learners
- Maintaining global competitiveness
- Creating a new generation with morals to use new tools
- Closing the digital divide
- Retraining a teaching force that stays and is ready for this new generation
- Ensuring educators are lifelong learners


Are we preparing students for the past or the future?

What do students need to know for the future

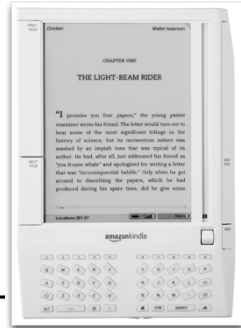
- How to work together.
 - How to communicate through reading, writing, listening, speaking, & viewing.
 - How to solve problems.
 - How to do research.
 - How to create new knowledge.
 - How to be ethical in the process.
- Hmm... Think differently

Current Technology

- ### Technology for working with Generation M
- Word - Track Changes and Autosummarize
 - I-chat
 - WebCT or Blackboard
 - Endnote
 - Google docs
 - Wiki
 - Skype, tweeter
- <http://www>

- ### Comprehension Strategies
- www.bookshare.org
 - Spirit Reading
 - Literature Circles
 - Auto Summarize - Word
- 

KINDLE



7. Improving Grading and Student Assessment

Assessment vs. Grading

- What is the difference in assessment and grading?
- How are those confused in your school?
- How might you use the different types in co-teaching?
- Why might co-teaching and inclusion impact the need and ease for using a wide range of assessment tools

My Reponse to grading in co-teaching

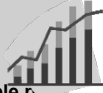
- Remove letter grades
- Replace with daily assessments (clipboard) and competency based report cards
- If you are stuck with letter grades, talk about the differences in grading and assessment
- Be certain to review
 - How grades communicate learning
 - How assessments (daily and state level) support all learners

Grading

Pages 95

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

- IEP/Contract Grading (see example p. 96)
- **Checklist**
- Shared grading
- **Multiple grading/rubrics (see example p. 101)**
- Portfolio grading (student led conferences with Power Point)



Page 96



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

Grading & Assessing in Inclusive Settings

- Remove letter grades
- Replace with daily assessments (clipboard) and competency based report cards
- If you are stuck with letter grades, talk about the differences in grading and assessment
- Tap back
- Be certain to review
 - How grades communicate learning
 - How assessments (daily and state level) support all learners

Failure is Not An Option

- Why are students failing?
- What is each teacher's role to support all learners?
- What are three things that could be implemented to promote this student passing?
- Why is failure not an option?

Students with disabilities who are ready for mission possible

- Know their strengths and weaknesses
- Understand how to advocate
- Know college admission standards
- Understand that school is temporary