Teaching in the inclusion classroom

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Purpose

• To provide specific tactics and strategies that can be used within the general education and inclusion classroom.
Who’s this for?

- Teachers of any grade or subject.
- Teachers of any discipline.
- Teachers in General Education and Special Education.
Scenario
You are the general education teacher of a 5th grade inclusion classroom. 3 of the students in your classroom have been identified as learning disabilities, and 1 has been identified as having Asperger’s Syndrome (AS). Tony, the student with AS is having a bad day today. He has been very disruptive in whole group to the extent of yelling out, flipping chairs when he didn’t get to play on the computer, and disregarding all attempts for you to calm him down. Learning has reached a standpoint because of his disruptive behavior.
What do you do?
Scenario Answers

• No Correct or Incorrect Answer – Just better solutions

• The actual teacher did the following:
  – When she saw the student become upset,
    • She immediately threatened to call his mom.
    • Then she hit the panic button to call for a principal
    • The principal and SPED teacher came to the room and physically removed the student from the classroom for the rest of the day.
Research Study

• 2 studies completed within 6 month of each other.
  – 1st study interviewed 15 inclusion and Special Education teachers who taught grades 3 – 5.
  – 2nd study interviewed 45 inclusion and Special Education teachers who taught grades K – College.
  – Results yielded similar results.
Results

• All teachers used small group instruction as an accommodation for students with disabilities within the classroom.

• Small group instruction along with behavior interventions were perceived as the most effective accommodations for students with most disabilities.

• Disruptive behavior was perceived as a problem in all classrooms and teachers used some sort of behavior intervention within their classrooms.

• Teachers perceived students with most disabilities as having the ability to understand skills, complete work and assignments, and function within a general education classroom except for their disruptive behavior.
Most beneficial accommodations

- Small group instruction
- Routines and Procedures
- Consistency
- Organization
- Reduction of curriculum amount
- Covering unnecessary material on worksheets
- Study guides
- Modified test
- Errorless teaching
- Review
- Daily home communication
- Focus folder
- Quiet area with familiar staff
- Peer Assistance
- Rapport
- Comfort and security
Small Group Instruction

• Homogeneous grouping based on the students ability.

• Allows students the ability to interact more one-on-one with their intellectual peers and the gain more of the teachers attention.

• Key in Reading and Math instruction.
Routines, Procedures, and Consistency

• Have routines in place.
• Have procedures in place for everything that you do.
• Tell students when their routines will change due to assemblies, fire drills, and other known occurrences.
• Have a procedure in place for when routines change.
• Be consistent in everything.
Organization

- Student’s desk
- Student’s book bag, planner, binder
- Classroom
- Instructional time
Reduction of Curriculum amount

• Break the curriculum up into small parts and allow students small frequent breaks of manageable free time.
Cover Unnecessary Material for work samples and test.

- Allowing students to take test or complete work in portions will allow students to be more successful in completion of work.
- Chunking.
Study Guides

• Allow students to have extra time to cover upcoming material.

• Provide an organized method of material that students need to study for upcoming assessments.

Solar System Study Guide

The planets in order from the sun are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

The four inner planets (Mercury, Venus, Earth, and Mars) are known as the rocky planets.
The four outer planets (Jupiter, Saturn, Uranus, and Neptune) are known as the gas giants.

Planets revolve around a star.

Gravitational force or gravity holds planets and moons in orbit.

Objects with more mass have more gravity.

Asteroids are mostly rocky, irregular shaped bodies that orbit the sun.

To best see the rings on Saturn, you would need a telescope.

The Hubble Telescope and other space probes are able to get better images of planets than telescopes on earth because they are located outside of the earth’s atmosphere.

To find research about how the use of technology has increased our understanding of the solar system, you could do an internet search for Hubble Telescope.

If you want a job studying space and the universe, you will need to keep up with the latest technology.

Technology is very important in our understanding of the solar system. We need computers to collect and analyze data quickly.

The Solar System!

Study and memorize the above facts with someone in your family. You and a parent sign below. Cut the bottom of the note off on the line above and bring the note back to school. You will get bonus points for returning this note on the day of the test.

Student ___________________________  Period ______

Parent signature ____________________________  Date ______________
Errorless Teaching

• Strategy that ensures that students always respond correctly.
• Children are provided prompts for immediate response.
Errorless Teaching

are

This word is are. Are is spelled a-r-e. Say this word with me, are. What is this word? Are. This word is are, what is this word?
Review

- Prior to test or assessment
- Small group or quick one–on–one
- Allows students to refocus thinking to test material
Daily Home Communication

• Behavior Chart/ Agreement
• Agenda/ Homework Folder
• Email
• Text
• Positive phone calls to buffer the negative ones that may happen.
Focus Folder

- Allows the students to focus attention within the folders.
- Some folders may have test taking tips such as “remove the 2 incorrect answers” or “read the questions first”.

Peer Assistance

• Sometimes other students are able to break walls with students that teachers cannot.
• Responsible students can help run stations, small groups, and serve as monitors without seeming authoritative.
Rapport, Comfort, and Security

- Sometimes the students need to know it’s okay to be upset.
- Students need to have a rapport with their teachers so that teachers can see when the student is confused, does not understand, or is about to have a meltdown.
- Teachers need to provide a sense of comfort and security within the classroom to help students.
Small Group and Behavior Interventions

- Sometimes students with disabilities have behavior issues that arise for a variety of reasons.
- Some teachers allowed the students with disabilities to stay for one or more of the small group instruction periods.
- Teachers acknowledged that students with disabilities were calmer and more apt to participate during small group instruction.
Behavior Interventions

• Disruptive behavior was a problem in all classrooms that included students with disabilities.

• Some related to classwork and expectations while others were related to personality conflicts within the classroom.
Behavior Interventions

• Focus folders: Folders (like testing folders) were set up around the students at their desk or station to help the students focus on their work.

• Can’t Miss box: De-stressing activity that allows the student to place items in a cup to calm down.
Behavior interventions

• Writing down feelings: Good way for students to reflect on their feelings and actions. Allows the students to de-stress through writing and provides documentation from the students point of view.
Behavioral Interventions

• Wait training: Waiting to cool down, Time out.
Behavioral Interventions

• Positive instead of negative reinforcements.
  – Doesn’t mean never to provide negative consequences.
  – Provide more positives than negatives.
    • Skittles, smarties, small candies
    • Sticker chart
    • Caught being good jar
    • Treasure Box
    • Pencils, markers, ink pens
Familiar Staff / Peer Mediation

Cool Down

• Set up a plan with a familiar staff to the student for the student to “time out” with.
  – Student will go to the familiar staff to cool down with.
  – Familiar Staff can provide quiet time or task within their classroom to allow students to concentrate on other task.

• Peer Mediation
  – Allows students a chance to talk out problems with a TRAINED peer. This peer serves as a listener and friend to talk to.
Back to Scenario

• What would you do now?
• Did your answer change?
Thanks for your attention.

Questions?
Ticket Out the Door

• What did you like about the presentation?
• What did you learn?
• What will you try in your classroom?
• What would you change about the presentation?
Contact Information

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