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The "How" of Inclusive Schools: 7 Ways to Create Better Classrooms for All



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2015

countdown

- 5 - shake hands with 5 people
- 4 - touch all 4 walls
- 3 - take 3 giant steps in any direction
- 2 - walk completely around 2 tables
- 1 - find 1 person standing near you

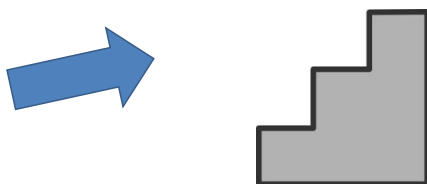
What are some inclusive practices you have already adopted/used/embraced?



In inclusive classrooms, it is critical to consider both "types" of adaptations:

entry points

stair steps

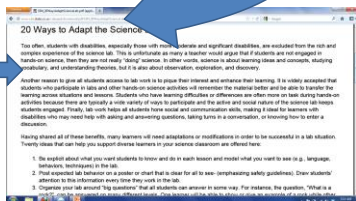


1. see inclusion as a process

- over, under, around or through
- find a way—or make a way



Teachers can use these lists as communication tools or educators/departments can craft their own lists.



2. presume competence

- expect more, get more
- talk to those who get results
- share stories of competence



- “They learned to calculate algebraic expressions, step by step, following the same path as their typical classmates, but at a slower rate, with some more steps and with individual teaching.”
- “The girl was able to do some mental arithmetic. Often she was more consistent and careful than her typical classmates.”

- Martinez, E. (2004). *Teenagers with Down syndrome study algebra in high school*. Down Syndrome Information Network



Two years later...

Math Achievement of River View Students (Theoharis & Theoharis, 2010)

| Students' Current Grade Level | Percent Scoring at or Above Grade Level | |
|-------------------------------|---|------------------------|
| | Before inclusive reform | Two years after reform |
| All 5th graders | 55 | 66 |
| 5th graders with disabilities | 18 | 43 |
| All 6th graders | 54 | 72 |
| 6th graders with disabilities | 18 | 53 |
| All 7th graders | 56 | 78 |
| 7th graders with disabilities | 29 | 70 |
| All 8th graders | 48 | 62 |
| 8th graders with disabilities | 8 | 40 |

Note: These data follow the same student cohorts over three years. Data listed in the “Before inclusive reform” column reflect each student cohort’s scores two years before its current grade level (for example, data from 3rd grade for students listed as currently in 5th grade). River View also made gains at each grade level from year to year (for example, comparing one 5th grade class to the next 5th grade class).

Kurth & Mastergeorge (2010)

ACADEMIC AND COGNITIVE PROFILES OF STUDENTS WITH AUTISM:
IMPLICATIONS FOR CLASSROOM PRACTICE AND PLACEMENT
International Journal of Special Education, 25 (2)

- examined academic profiles of adolescents with autism educated in two different settings: inclusive and self-contained
- compared using three measures-- cognitive assessments, adaptive behavior, and academic achievement
- found significant between group differences in academic achievement measures
- Students included in general education obtained significantly higher scores on tests of achievement, including subtests measuring abstract and inferential skills



3. collaborate

- co-teaching & co-planning can occur even if you do not have the time & resources for full-time support
- role-sharing is key--every teacher is responsible for every student



“In my school, you can’t tell which students have disabilities and which ones don’t!”

Is this a goal we should target?
Is there a better one?



volunteer
position:
adaptation
assistants



of hours:

2-5/week; preferably on Friday mornings but work at home is also possible

skills needed:

no specific skills necessary- interest in teaching/learning a plus

description:

help teachers create materials to support diverse learners in the classrooms including graphic organizers, bulletin boards, visual supports, interactive learning tools, and teacher-created games

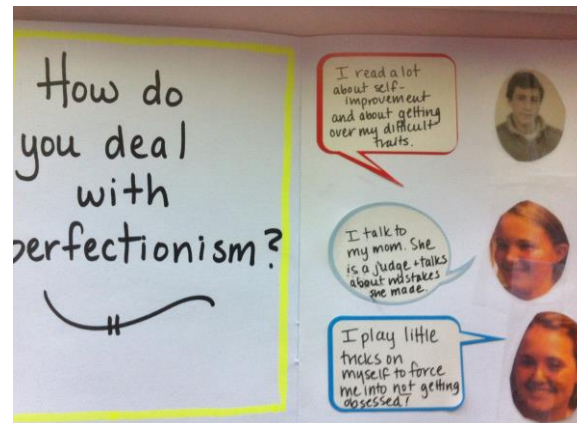
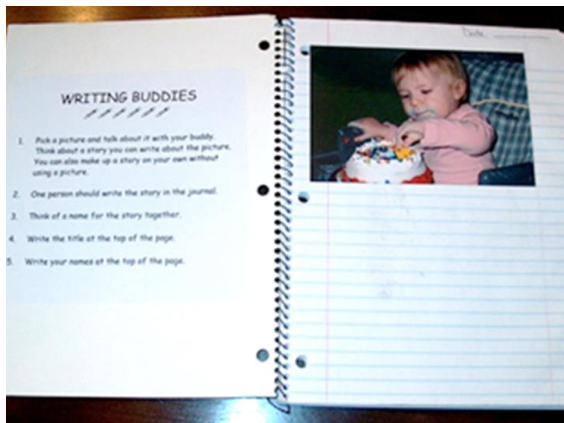
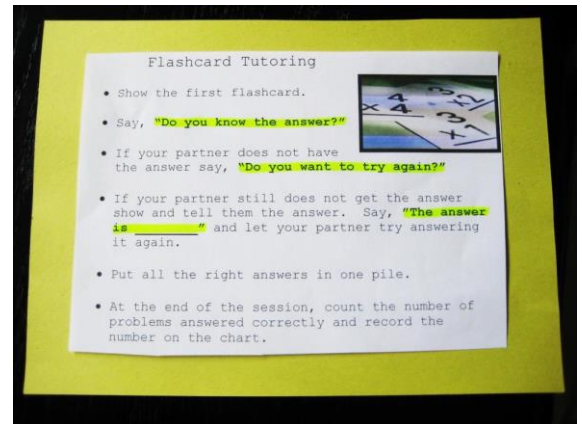
posted by:

Ms. James

with peers too...



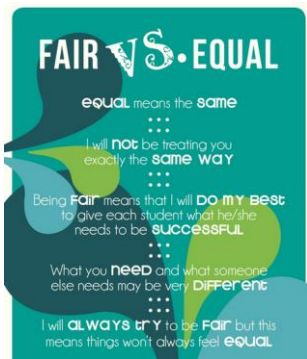
- support students to support each other
- encourage reciprocity
- create structures and activities that bring learners together



4. create community

- teachers set the tone for the classroom
- needs to happen all year long...not just in the first weeks
- build community through activities, literature and conversations with learners





<http://www.teacherspayteachers.com/Store/Emily-Baird-8214>
Emily Baird: Teacher Pay Teachers

community-building ideas

Kluth, P. (2010). *Love This Kid*. Baltimore, MD: Paul Brookes.



- explicit conversations (fair vs. equal, how we talk to each other)
- games/activities
- “sophisticated” show & tell
- literature
- celebration (new & good)

5. differentiate products

6. differentiate process

7. differentiate content

- consider not only strategies used within a lesson, but those used across the day, week & month
- keep adding ideas



Differentiation in a middle school science classroom:

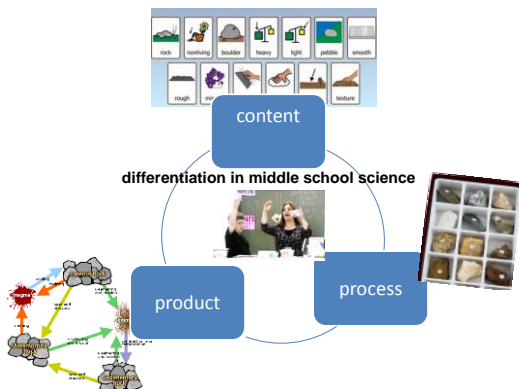
Gage

(from Kluth, P. [2012]. You're going to love this kid: Professional development package. Paul H. Brookes)



- content [addressing the same concepts but adjusting the degree of complexity based on the student's needs]
- process [changing the “how” of learning]
- product [allowing students to show what they know in different ways]

Tomlinson, C. & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.




content

tic-tac-toe: Korean War

Figure 18.2: Fractions Lesson: Three Different Learning Plans

| Kasi | Madeline | Abe |
|---|--|--|
| <ul style="list-style-type: none"> Complete the first 2 pages in our workbook. Complete a lesson with Ms. Sanchez. Watch the "fraction shuffle" rap video again. Play the Fraction Flags game 3x for 10-15 minutes each: http://www.maths-games.org/fraction-games.html. | <ul style="list-style-type: none"> Complete all 3 pages in our workbook. Complete a lesson with Ms. Merris. Grab a recipe from our box. Write a new version where you triple the recipe. Play the Fraction Flags game if you have time: http://www.maths-games.org/fraction-games.html. | <ul style="list-style-type: none"> Complete all 3 pages in our workbook. Complete a lesson with Ms. Merris. Create a 5-10 minute video tutorial (ala www.learnzillion.com) teaching your classmates how to reduce fractions to their simplest form. |

| | | |
|---|---|--|
| read a biography from approved list  | create a timeline-virtual or otherwise using any 10 events related to the Korean conflict  | create your own board game about the Cold War and/or Korean War  |
| conduct a 15-minute interview with someone who served in the Korea War; choose format for sharing what you have learned  | Create a Museum Box  http://museumbbox.org/index.php of the Cold War; include one artifact related to each cause of the war we studied | create Cold War scrapbook (see the samples in file cabinet for ideas)  |
| Research the Veterans History Project & be ready to share 3 learnings from the site: http://www.loc.gov/vets/  | Create a PowerPoint presentation or Animoto film of women in the Korean War  | watch 1-2 episodes of MASH and identify themes we covered in class give specific examples  |

planted questions

- add humor
- emphasize key points
- provide a role for students who would not otherwise have a way to participate ("plant" a question on a student's or communication board)
- key questions can repeat; hit those standards



tea party

Kathleen F. Jonson, 2006- *60 strategies for improving reading comprehension in grades K-8*. Corwin Press.



- Students receive a passage from a popular book. When they get it, they read it and jot down a quick response (e.g., What does it mean? Who might be speaking in the dialogue?) to it.
- When you give a cue, students stand up and find a partner. They share their passage and listen as their partner shares his/her passage. Then, they discuss their quotes.
- When they finish, instruct them to find new partners and repeat the process.
- They should keep working in this way (sharing with several partners) until you call them back to their desks.

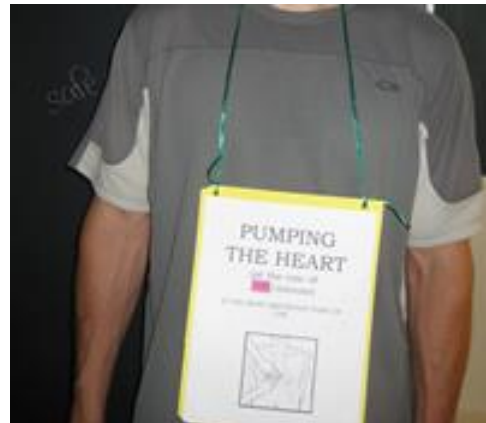
Have students who will struggle with decoding? Have the passages color-coded so each student can find other students with the same card and practice reading together before they actually begin the sharing part of the activity.

process

let the dogs out (Kluth, 2015)

- Distribute 3-5 toys to students in the classroom.
- Put some music on and instruct students to toss the toys to classmates while the song plays.
- When the music stops, the students holding toys have to share an answer to a question or prompt.
- Add one slightly different toy (different color) to the mix. The student who catches that one has a different task (e.g., adding onto a comment already shared vs. sharing a new comment).





popcorn

Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.



- Get "knee to knee, face to face" with one person.
- One person is STATIONARY (or the kernel). The other person is ACTIVE (or the popcorn).
- When the teacher gives the first prompt (e.g., Tell everything you know about Egypt), the KERNEL students will answer and keep talking until the teacher says "switch". When the teacher says "switch" the POPCORN students begin talking, answering the same question until the teacher says "POPCORN".
- When the teacher says "POPCORN" the POPCORN students get up and scramble to find an empty chair across from another KERNEL.
- The process begins again. When the teacher gives the next prompt, the KERNEL students answer first (again). The KERNEL students will always answer first.
- It is very important to reinforce that students who are listening should NOT TALK- they should be silent while their partner shares.
- Keep switching partners every time you ask a new question.

product/learning artifacts



http://superherosquad.marvel.com/create_your_own_comic



A screenshot of a Facebook profile page for a user named 'Peggy Skiff'. The page is viewed in a web browser window. The profile picture shows a group of people. The cover photo shows a group of people outdoors. The bio section is visible, followed by a list of friends and a list of posts. The interface is in English.



The screenshot shows a web browser displaying the 'Differentiation Daily' website. The page has a clean, modern design with a white background. At the top, there's a navigation bar with links like 'Home', 'About', 'Contact', and 'Sign up'. The main heading 'DIFFERENTIATION DAILY' is prominently displayed in large, multi-colored capital letters. Below this, a subtitle reads 'A daily email story to help teachers meet all kinds of learners in the classroom.' and there's a 'Sign up for the newsletter' button. The main content area is titled 'MATHS IN THE MIDDLE' and features a large, high-quality photograph of a person's face, which is partially obscured by a blue rectangular overlay. To the right of this image, there's a sidebar with a 'Sign up for the newsletter' button and a list of 'Featured posts' with small thumbnail images and titles.