



Inclusion is More Than Just Being "In:"

A Team Planning Process for Full Participation and Learning
of General Education Academics in the General Education
Classroom

Heart of Illinois Down Syndrome Association
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September 23, 2016

Presuming Competence

I
communicate

I learn

Membership in General Education Class &
Reciprocal Social Relationships

I count

I belong

I have friends

Participation in General
Education Instruction

Academics

Learning

Social & Other

Gen Ed Curriculum

Life Skills

Everything Else

Collaborative Teaming & Administrative Support

Once we presume competence, the first steps toward
CONSTRUCTING COMPETENCE is to support full
participation in general education instruction based on Common
Core State Standards in the general education classroom.

Participation means:

- *access* to knowledge and information in formats that match students' learning strengths, needs, and their current reading and comprehension skills
- a way to *communicate* (speak) about both academic and social topics
- technology or other supports that enable them to *write* about the same topics as their peers without disabilities

A Participation, Learning, and Supports Planning Process & Format

Part I: Weekly Learning Plan

Student: _____ Subject: _____ Unit: _____ Week of: _____

Part A: Learning Objectives, Homework, and Assessment

Learning Objectives from General Education Standards	Learning Objectives for the Focus Student	Homework & Assessments for Typical Students	Homework & Assessments for Focus Student
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Big ideas:

Knowledge:

Vocabulary:

Skills:

Part B: Daily Instructional Routines

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Whole class instruction				
<input type="checkbox"/> Whole class discussion				
<input type="checkbox"/> Small group discussion/problem solving				
<input type="checkbox"/> Individual seatwork				
<input type="checkbox"/> Presentation				
<input type="checkbox"/> Lab experiment				
<input type="checkbox"/> Reading				
<input type="checkbox"/> Writing				
<input type="checkbox"/> Math problem-solving				

Other Information about Daily Lessons

Figure 9.7. Selma's learning and participation plan

Part I: Weekly Learning Plan

Student: Selma Subject: Biology Unit: Conducting exercise and the heart lab experiment Week of: September 15

Part A: Learning Objectives, Homework, and Assessment

Learning Objectives from General Education Standards	Learning Objectives for the Focus Student	Homework & Assessments for Typical Students	Homework & Assessments for Focus Student
Vocabulary:	Vocabulary:	Read chapter 10 in biology text	Read Atainment Company modified text on structure and function of the heart
Feedback	Organ	Watch Kahn Academy lesson on homeostasis	
Organ systems	Heart	Written lab report	Watch Brain Pop video on how the heart and lungs work
Homeostasis	Blood vessels	Oral lab report presentation	
	Heart rate	End of week test	Oral and video lab report presentation using Explain
	Blood pressure		
	Homeostasis		

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Part D: Accessible Instructional Materials

	Text	Worksheets	Tools/Equipment Technology/Software	Graphic Organizers
Class/Typical Students	Chapter 10 in Biology text	Study guide for text	Lab equipment Kahn Academy video	Lab report template
Focus Student	Attainment company text on structure and function of the heart	Adapted study guide with picture and graphic supports	Same lab equipment Brain-Pop video	Explain Everything for lab report with pictures and video

Figure 9.8. Selma's support plan for Biology lab

Student: Selma

Subject: Biology

What are Typical Students Doing to Participate in this Routine?	Communication Supports	Peer Supports	Assistive Technology
Sit in seats	Encourage Selma to speak slowly and clearly	Peers provide verbal encouragement	iPad to take photos and video during lab
Listen to teacher during whole class instruction		Peer reads lab experiment instructions to Selma and other members of group	Explain Everything for lab report
Write on paper or type using			

Tip



- Complete the first part of the form (what are gen. ed. unit/lesson learning objectives, how will lessons be taught, what assessments will be used, what materials will be used) during 1 hour of common planning time when gen. ed. teachers are present
- Complete the rest of the form outside of the meeting – sped. teacher or Inclusion Facilitator takes the lead and related service providers add their information. Then share with whole team.

Finding Time for Planning

- Put in master schedule before the beginning of the school year
- Put on IEP as “indirect” service or “consultation”
- Use student teachers
- Use arrival time and share bus coverage duties
- Hire a roving sub to cover classroom teachers
- Group 2 classes together 1 period per week and release 1 teacher

Conclusion

- General education teachers: Ask “How can this student participate in my instruction?”
- Special education teachers: Google is your friend! Search for adapted materials to find what others have created before creating your own. Just Google “Name of Book or Topic + adapted materials.”
- SLPs and OTs: Come into the classroom and provide support for communication, sensory, and movement.
- Parents: Ask for the syllabus ahead of time so that you can preview the unit.
- Administrators: Provide at least 1 hour of common planning time for instructional planning *each week*.

ДО СВИДАНИЯ

Goodbye!

Bonjour!

Hasta pronto

إلى اللقاء


