



**2018 - 2019**

**Noecker School**

**SEPAC**

# **All About Inclusion**

**November 14, 2018**



# Purpose

To form a partnership between the school, staff, and parents to best support the needs of all students and the Special Education Program at Noecker.



# Schedule for 2018 - 2019

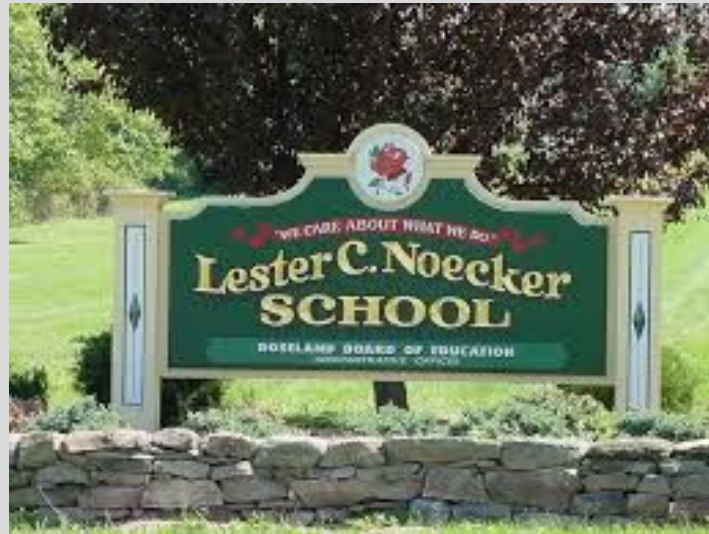


- Wednesday, January 9th
- Wednesday, March 6th
- Wednesday, May 8th

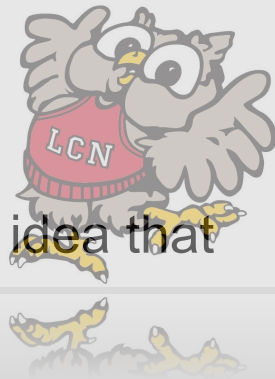
## Notable Events

- January Meeting - Parent Input on Topics for May
- May Meeting - Selection of Parent Reps for 2019 - 2020

# What is Inclusion?



# Why Inclusion?



- **All children belong-** Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. It's about building friendships, membership and having opportunities alongside peers.
- **All children learn in different ways-** Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help.
- **It is every child's right to be included-** Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

# Goals of Inclusion



- Quality Instruction
- More time on task
- Fewer interruptions
- Closer monitoring
- Higher self-esteem
- Sense of belonging
- More risk taking
- Fewer labels
- Teacher teamwork
- Ownership by all
  - Collaboration
- Shared experiences

# Strengths of Inclusion



**Students with disabilities have the opportunity for:**

- ✓ Experiencing full citizenship in school and the community
- ✓ Forming a wider circle of friends
- ✓ Experiencing academic challenges
- ✓ Enjoying the satisfaction of achievements
- ✓ Learning to rely more on friends than teachers
- ✓ Taking new risks
- ✓ Finding they can master activities










# Strengths of Inclusion



**Students without disabilities have the opportunity for:**

- ✓ Realizing that each person has gifts, talents and challenges
- ✓ Developing a better understanding of citizenship for all people
- ✓ Appreciating the similarities and differences among all people
- ✓ Serving as role models
- ✓ Instruction delivered through multiple modalities
- ✓ Instruction delivered through multiple intelligences

## Learning Styles

<p><b>Visual</b></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><b>Musical/Auditory</b></p>  <p>* You prefer using sound and music.</p>	<p><b>Verbal</b></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><b>Physical/Kinesthetic</b></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><b>Logical/Mathematical</b></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><b>Social</b></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><b>Solitary</b></p>  <p>* You prefer to work alone and use self-study.</p>	<p><b>What is your learning style?</b></p>



# What is Co-Teaching?

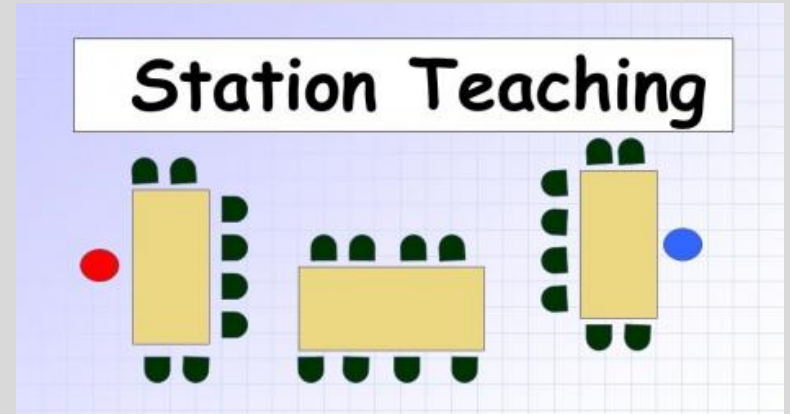
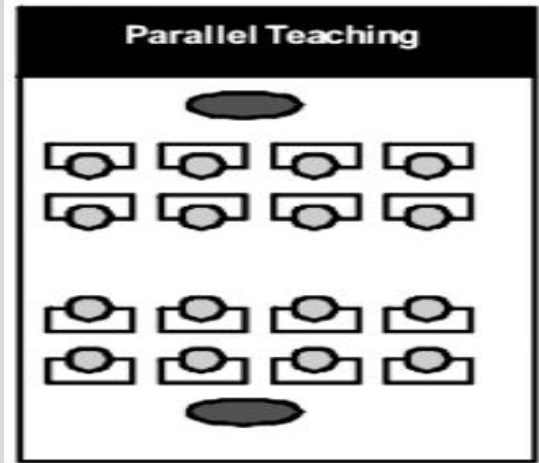
Co-teaching is when a general education teacher and a special education teacher share the responsibilities of planning, delivering instruction, and assessing skills.

## What does it look like?

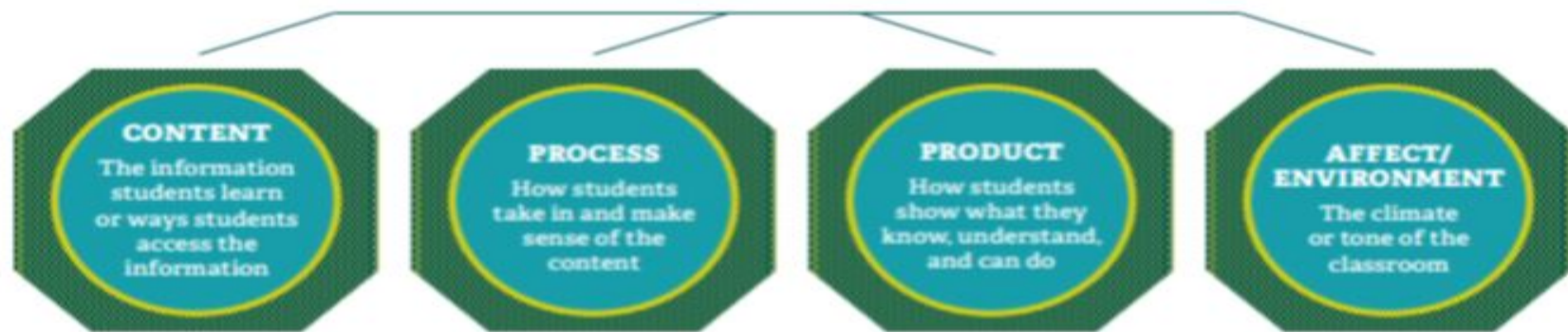
One Teach, One Observe	One teacher leads the instruction while the other observes and gathers data to be reviewed after the lesson.
One Teach, One Assist	One teacher leads instruction while the other circulates the room and provides assistance to students as needed.
Parallel Teaching	Both teachers teach the same content, but to a divided class. This allows for differentiation. The teachers should alternate the group they work with.
Team Teaching	Both teachers share the delivery of the same content at the same time to the whole group. This is the most complex co-teaching style and requires the most planning.
Station Teaching	Both teachers divide content and students. Students spend time with each teacher. A third station can be added for independent work.
Alternative Teaching	One teacher delivers instruction to the whole class while the other works in small groups to provide preteaching and reteaching, as needed.



# Commonly Used at Noecker



## TEACHERS CAN DIFFERENTIATE THROUGH...



## TEACHERS CAN DIFFERENTIATE ACCORDING TO THE STUDENT'S...



**Standard:** RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action...



1. Given an appropriately leveled text, students read and independently identify the beginning, middle and end using text evidence (“How do you know?”).
2. Students work with in a small group with their teacher to study introductions/beginnings.
3. The teacher utilizes a read aloud, pausing to ask questions about the structure of the story, students utilize a graphic organizer to record observations.

## Example

All students are working towards the same standard. The only difference is how each student accesses it.



# Benefits of Inclusion



## Major Benefits At A Glance

- General education teachers and special education teachers work together to meet the needs of students.
- Gives special education students the support they need and allows them to stay in the least restrictive environment.
- All students can benefit from the additional resources and supportive techniques used in an inclusion classroom.



## ● Differentiated Instruction

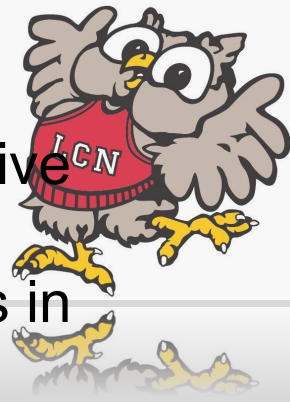
- All students learn differently. This is a principal of inclusive education.
- Teachers meet everyone's needs by presenting lessons in different ways.

## ● Supportive Teaching Strategies

- In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress.
- These strategies are helpful for all students.

## ● Reduced Stigma

- Inclusive classrooms are filled with diverse learners.
- It can also help kids build and maintain friendships.





- **Effective Use of Resources**

- Professionals can provide information and suggestions to help all students.
- All students can be provided with some informal support based on the resources made available in the room.

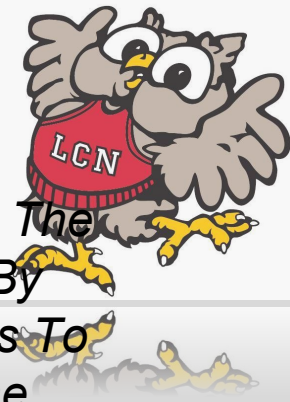
- **High Expectation for All**

- Differentiated instruction and co-teaching in a general education classroom make it easier for students with standards-based IEPs to access the same material as their classmates.





# Research Based Support



*“Almost 30 Years Of Research And Experience Has Demonstrated That The Education Of Children With Disabilities Can Be Made More Effective By Having High Expectations For Such Children And Ensuring Their Access To The General Education Curriculum In The Regular Classroom, To The Maximum Extent Possible.” - Individuals With Disabilities Education Act*

- Engagement of students with disabilities within general education (1994)
  - They found that there was an increase in the amount of instructional activities for students with disabilities within general education compared to self-contained classrooms, therefore leading to a higher level of engagement
- Comparative study done with a small group of students with disabilities (1998)
  - The study found the general education setting provided more instruction time, a comparable amount of one-on-one time, addressed content curriculum more, and engaged in peer-modeling more.

# Research Based Support Continued



- Quantitative study on instructional time (2000)
  - Found 58% of time spent in a self-contained classroom was classified as “non-instructional” compared to 35% of the time in a general education classroom.
  - The students with disabilities in general education classroom were also 13 times more likely than their peers to receive direct instruction during whole-class time.
  - Students were 23 times more likely to receive one-on-one support.
  - ***This challenges the common argument that students with disabilities cannot receive individualized instruction in a general education setting.***



# Research Based Support Continued



- Academic progress for students with disabilities in general education and self-contained classrooms over two years (2001)
  - 47.1% of students with disabilities in general education made progress in math, compared to 34% in self-contained classes.
  - Interestingly, the study found peers made higher gains in math when students with disabilities were present.
  - Researchers hypothesized that extra help and supports in these classes created gains for all students.

Sources may be found at the end of the presentation.



# Inclusion At Noecker

Teachers in Action

# How Are Classes Formed?



## General Education Students

- Heterogeneous Groupings of General Education Students - Teachers meet at end of year to select classes
- Consideration given to Gen Ed students who would benefit from the extra support
- Consideration given to student pairings - teachers note who works well together

## Students with an IEP

- Mandated if noted as their placement in IEP (In Class Support)
- Replacement (Resource Room) Students may be selected if it is felt they would benefit from the extra support of an aide in SS / Sci or if mandated in their IEP

## Class Expectations

- Cover the same material / curriculum / pacing as non inclusion classes with modifications / accommodations for students as needed



## Noecker Co-Teaching in Action

Please note that videos are being edited to blur out student faces for privacy before being posted on our website. Please check back shortly to view video samples. If you would like to come into the school to view them before that point, please email Mr. Mansour ([mmansour@roselandnjboe.org](mailto:mmansour@roselandnjboe.org)) and we can set up a time for you to come in and watch.



**Q & A**

**Thank you!**

# Sources of Information



- <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/5/benefits-of-inclusion-classrooms>
- <https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1207&context=hpt>
- <http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter1&edition=prelim>
- <https://www.thinkinclusive.us/essential-research-inclusive-education/>
- Helmstetter, Curry, Brennan, & Sampson-Saul, (1998). Comparison of general and special education classrooms of students with severe disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 33, 216-227.
- Hunt, P., Farron-Davis, F., Beckstead, S., Curtis, D., & Goetz, L. (1994). Evaluating the effects of placement of students with severe disabilities in general education versus special education. *Journal of the Association for Persons with Severe Handicaps*, 19 (3), 200-214.
- McDonnell, J., Thorson, N., & McQuivey, C. (2000). Comparison of the instructional contexts of students with severe disabilities and their peers in general education classes. *Journal of the Association for Persons with Severe Handicaps*, 25, 54-58.
- Waldron, N., Cole, C., & Majd, M. (2001). *The academic progress of students across inclusive and traditional settings: a two year study Indiana inclusion study*. Bloomington, IN: Indiana Institute on Disability & Community