Successful Strategies for Middle and High School Inclusion

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University of Central Florida
• Changing to an inclusive school/district
• Importance of planning, evaluation and time
• Using various types of co-teaching to ensure student success
• Structures to address a diverse learning population
• Instructional ideas for inclusive environments
  – Climate, grading, testing
The Performance Gap

Years in School

Demands/Skills

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Please select the category that best represents your site

1. What level do you represent?
   - Elementary
   - Middle School
   - Junior High School
   - High School

2. How many educators are at your site?
   - 1-2
   - 3-5
   - 6-10
   - more than 10

3. What areas are present on your team
   - administrators
   - support faculty (guidance, psychologist, social worker, speech therapist)
   - general education teachers
   - special education teachers
   - Paraprofessionals
   - Parents
Universal Desires for All Children

• Self-esteem and belonging
• Give and not always receive
• Pleasure and joy
School-wide Discipline

- Make-up policy
- 10 positives to 3 negatives
- 3-second rule
- [www.pbis.org](http://www.pbis.org)
• *Please type in what you see as the biggest issue related to behavior in your school?*
Make-Up Board

Make-up Policy – Any assignment that is late will be reduced by 10% for each week it is late. You may not turn in any missing assignment 1 week prior to the end of the quarter.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia</td>
</tr>
<tr>
<td>Zoobee</td>
</tr>
<tr>
<td>Gwenetta</td>
</tr>
<tr>
<td>Joshua</td>
</tr>
<tr>
<td>Samuel</td>
</tr>
</tbody>
</table>
Circle of Influence

School-Wide
Inclusion Principles – How these principles are perceived impacts the level of co-teaching that can be developed

Team – How your team feels about all learners can impact the level of support for co-teaching in your classrooms

Classroom – What you and your co-teaching partner(s) believe related to the following will impact your co-teaching relationship
- Importance of time to plan together
- Willingness to use a wide range of instructional models
- Value of teaching academic, behavioral and social skills
Philosophies about inclusion, co-Teaching and co-Planning
Inclusion Process - Where does your school function?

Mainstreaming vs. Inclusion
Rate your school 1 low to 5 high

1. All children belong
2. A sense of community
3. Diversity is valued
4. Natural proportions
5. Services based on needs rather than labels
Inclusive Schools (cont’d)

6. Support provided in general education classrooms
7. Interdependence and support networks
8. Support facilitators or collaborating teachers
9. Resources are combined
10. Curriculum adapted when needed
How to Interpret Your Ratings

- 10-20: Beginning structure for successful co-teaching but several roadblocks still exist
- 21-30: A good beginning but issues still exist that can hinder the co-teaching process
- 31-40: On your way to creating a school climate that ensures greater success for co-teaching
- 41-50: Co-teaching should be easily implemented
Would all of your staff give the same ratings as you did?
If Pullout Programs
- Same Behavioral and Academic Expectations
IEP snapshots
Curriculum snapshots
Circle of Influence
1. Which rating best represents your school?
   • 10-20
   • 21-30
   • 31-40
   • 41-50

2. Which of the 10 items for inclusive schools do you see as the greatest barrier (see handout page 2)?
   1 6
   2 7
   3 8
   4 9
   5 10
Classroom Roles for Special Educators

• Families
• Co-Teaching
• Support Teaching Period
• Itinerant Teacher
Family Structure of Co-Teaching

Monday Math  Tuesday Science  Wednesday Soc. Studies  Thursday Lang. Arts

Friday was left open for trouble shooting, planning and IEP meetings.

Special Educator’s Classroom

Behavior Area  Academic Area
"Another rough day?"
Tips for Successful Co-Teaching

Administrators

• Expect Problems
• Praise Success
• Never Force a Relationship
Tips for Successful Co-Teaching (cont’d)

Special and General Educator

• Share responsibility for class and students
• Make planning a priority (10 minutes)
• Look for success not only in academic gains. Take data:
  • Behavioral
  • Social
  • Work habits
Two Excellent Websites

www.powerof2.org
www.specialconnections.ku.edu
Administrators and Teachers

• Evaluate the process (regular schedule)
• Make changes when it is not working
• Ask 2 simple questions
  – Is what we are doing good for all students?
  – Is what we are doing good for both of us?
Types of Co-Teaching

Consider using Co-Planner

- One Teacher Lead, One Teacher Support
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching
Co-Teaching Lesson Plan Book

Basic Concept

• Lesson Plan book that belongs to both general and special educator
• Written documentation of accommodations attempted for each student
• Way for general educators to identify students of concern
• Every 4 weeks a check-up or evaluation activity
• Additional ideas and resources for co-teaching
• A strategy to consider each week in planning

http://www.knowledge-by-design.com/ or
http://www.nprinc.com

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### Co-Planning Template

**Page 1: General Educator**

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Big Idea/Goal</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Type of Co-Teaching** | **Academic or Behavioral Modifications** | **Notes – Either teacher can write comments in this section**
--- | --- | ---


One Teacher Lead, One Support

• Lead teacher
• Support teacher
• Little planning

(Cook & Friend, 1993)
Station Teaching

- Divide content
- Share but separate responsibilities
Parallel Teaching

- Same content
- Deliver instruction to half the class
- Joint planning
Alternative Teaching

• One large group, one small
• Small group preteaches, reinforces or reteaches large group
• Joint planning
Team Teaching

- Shared instruction
- Coordinated activities in one lesson
- Mutual trust and commitment
- Co-planning
Poll

• Which of these types of co-teaching does your team use most often (choose all that apply)
  – One Lead, One Support
  – Station Teaching
  – Parallel Teaching
  – Alternative Teaching
  – Team Teaching
  – None of these types at this time
Planning Time

- Use co-planner
- Have a floating planning period
- Leave one class early to plan with another teacher (*use with caution*)
- Plan lunch and prep together
- Use banking time
- Use peer tutoring/review schedule weekly in the class
When you have planning time: What do you do?

- Use 7 structure format
- Prior to the start of the semester finalize how you will deal with grading, behavior, parents and assessments (Send letter to parents).
- Spend 10 minutes for each lesson on
  - Goal or “Big Idea”
  - Co-Teaching Type
  - Instructional Methods
  - Do not focus on child-specific issues
1. What is the biggest barrier to planning in your school?

2. Type one suggestion/solution related to more or more effective planning time that has been used in your school.
Inclusive Climate

- Practice Social skills (Skillstreaming by Goldstein, 1998)
- Partner with assigned role
- Base groups (numbers, letters and shapes)
Inclusive Climate (cont.)

• Prescription
• Excuse book
• Peer mentoring
• Clear the Air
• Brain Breaks
• Modifications chart - Handout page 13
Please print clearly so your parent/guardian can read your excuse.

<table>
<thead>
<tr>
<th>Name</th>
<th>Excuse</th>
<th>What you plan to do about the missing assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Dieker</td>
<td>Forgot my assignment</td>
<td>I will bring it to you 3rd hour.</td>
</tr>
<tr>
<td>Zobee J.</td>
<td>Didn’t do it</td>
<td>Nothing</td>
</tr>
</tbody>
</table>
## Four Modes of Instruction

<table>
<thead>
<tr>
<th>Telling</th>
<th>Asking</th>
<th>Showing</th>
<th>Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____%</td>
<td>_____%</td>
<td>_____%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expository</th>
<th>Inquiry</th>
<th>Demonstration</th>
<th>Activity</th>
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</thead>
</table>

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

- IEP/Contract Grading (see example p 15)
- Checklist
- Shared Grading
- Multiple Grading/rubrics
- Portfolio Grading (student-led conferences with PowerPoint)
<table>
<thead>
<tr>
<th></th>
<th>Tom</th>
<th>Jim</th>
<th>Bobby</th>
<th>Sally</th>
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<tbody>
<tr>
<td>Respects Others</td>
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<tr>
<td>and Property</td>
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<tr>
<td>Positive Attitude</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>Completes Tasks</td>
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</tbody>
</table>
Testing

- Check Anxiety Level
- Give Immediate Feedback
- Complete One Problem/Question from Each Section
After the Test

• Retake
• Make Corrections
• Alternative Grading
  – 30 questions – Test is worth 25
  – 30 questions – Teachers grade only those 20 identified as important for mastery of topic
  – 30 questions – Student attempts 22 misses 3, and grade is based on 19 out of 22
  – Multiple Grades – One grade for content, one for mechanics
  – Give Partial Credit
Overcoming Barriers

- Schedule students with special needs first
- Consistent school-wide discipline policy
- Consistent school-wide make-up policy
- Find ways to acknowledge students - to the office or on a roll
• Type in any additional ideas you have in your school for including students with disabilities in your school at the secondary level.
**Additional Resources**

- New book and Video - Secondary Inclusion
- [http://www.nprinc.com](http://www.nprinc.com)
- 8 weeks science lessons grades 6-12 with built in academic and behavioral accommodations
  - [www.uwm.edu/~caberg/access](http://www.uwm.edu/~caberg/access)
- Universal Design for Learning
  - [www.cast.org/teachingeverystudent/ideas/](http://www.cast.org/teachingeverystudent/ideas/)
EACH AND EVERY DAY
EACH AND EVERY CHILD
YOU have the
power
the passion
and the knowledge
to make a difference
EACH AND EVERY DAY
EACH AND EVERY CHILD
Thank you for participating in today’s Web Seminar!