Inclusion
How to make it Effective?

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Who am I?

Why are you here?
Roles and Responsibilities

Classroom Teacher
- Provide information to SPED teacher about student progress
- Main Parent Contact
- Delivery of instruction, modifications, accommodations
- Plan with SPED Support

SPED Teacher
- Tracking and collecting data
- Collaborate with teachers/IA for needed adjustments
- Inform all staff of mods/accom
- Collaborate with teacher re: concepts, approach, modifications

Instructional Assistant
- Data Collection
- Collaborate with teachers
- Assist students in increasing independence
- Hands on during instruction time
- Follow Classroom Procedures
What does it look like?
One Teaching, One Observing
One Teach – One Observe

One of the advantages of inclusion is that more detailed observation of students engaged in the learning process can occur. With this approach teachers should decide in advance what types of information are to be gathered during the observation and should agree on a system for gathering data. Afterward, teachers should analyze the data together.

*When to use:* - when questions arise about students
  * - in new teaching situations
  * - when teachers want to check student progress
  * - when teachers want to compare target students to others in class

*Amount of planning:* LOW
2. Station Teaching
Station Teaching

In this approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate a third station could require that students work independently.

*When to use:* - when content is complex but not heirarchal
  - when part of planned instruction is review
  - when teachers want to check student progress
  - when several topics are part of the instruction

*Amount of planning:* MEDIUM
3. Parallel Teaching
Parallel Teaching

On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.

When to use:  -when lower adult-student ratio is needed
   -for activities such as drill and practice,
     reteaching, and test review

Amount of planning:  MEDIUM
4. Alternative Teaching
Alternative Teaching

In most class groups, several students fail to master a concept as it is presented. This approach is designed to allow re-teaching to such groups of students. In it, one teacher works with a small group needing re-teaching while the other provides alternative activities for the rest of the class. However, to be most effective this approach is also used to provide enrichment, teach social skills, pre-teach academic content, and so on.

When to use:
- when the range of student mastery is great
- when high levels of mastery are expected for all students
- when enrichment is desired

Amount of planning: MEDIUM
5. Teaming
Team Teaching

In team teaching, both teachers are delivering instruction together. One may model while the other speaks, one may demonstrate while the other explains, the teachers may role play, or they may take turns delivering the instruction.

When to use:
- when two heads are better than one
- when multisensory instruction is needed
- when a goal of instruction is to demonstrate some type of interaction to students
- when there is more than one approach to be modeled

Amount of planning: HIGH
6. One Teaching, One Assisting
One Teach – One Assist

In some cases, the most effective use of two adults in one classroom is to have one person keep primary responsibility for teaching while the other circulates through the room providing unobtrusive assistance to students as needed. Be careful not to overuse this approach.

When to use:
- when the lesson lends itself to be delivered by one teacher
- when one teacher has expertise for the particular lesson while the other does not

Amount of planning: LOW
What do I teach?
Functional vs. Academic

**Functional Skills**
- Sit in class without prompting
- Keep hands, feet, etc. to self
- Manage materials
- Follow instructions
- Work independently

**Academic Skills**
- Learn new skills in all subject areas
- Complete classroom assignments
- Work toward IEP academic goals
19 Ways to Step Back

From Classroom Collaboration by Laurel J. Hudson, Ph.D.

Pick 3 you can do tomorrow
1) **You’re stepping back so your students can step forward and become independent.**

Keep this in mind.
2) **Time how long it takes for students to start zippers, pick up dropped papers or find page numbers. What’s a few more seconds in the grander scheme?**
3) Sit on your hands for a whole task. Verbal vs. Touch Cues
4) IF you need touch cues, try hand under hand instead of hand over hand.
5) Let your students make mistakes and get into trouble. It’s human!
6) Acknowledge your own needs. There's a reason you chose the helping profession.
7) Sit further away.
8) You are a giver of information for the student...not the thinker.
9) Don’t give too much assistance. Less is more, less is better.
10) Catch yourself before correcting your students’ work. Don’t cover for them. It’s their skills, not yours.
11) Commit to no intervention for a whole activity. Take data instead.
12) have students ask classmates instead of you.
13) ASSIGN LEARNING PARTNERS
14) Teach students to decline assistance.
15) Whenever you add prompts, plan to fade them out.
16) Let the classroom teacher know you are stepping back, you are not shirking your responsibilities.
17) Collaborate with other adults to break your habits of helping too much.
18) Try helping only when classroom teachers give you a signal.
19) Post a sign, “Are there any other ways I could step back?”
QUESTIONS?