DAMIAN JR. IN 1ST GRADE

General Education Classroom
DAMIAN JR. IN 8TH GRADE

General Education Chorus
KEY OBJECTIVES

~Define strengths-based learning
~Identify family & school champion-advocates in one’s own context
~Discover strategies for strengths-based learning, communication, and collaboration for effective inclusive educational models
KEY TERMS

STRENGTHS-BASED LEARNING
LRE: LEAST RESTRICTIVE ENVIRONMENT
STRENGTHS BASED LEARNING

Identification and development of a student’s natural talents in order to educate the whole child.

i.e. MAPS planning process
ALL CHILDREN BRING UNIQUE STRENGTHS TO SCHOOL, BUT THEY LEARN TO THINK ABOUT THEMSELVES IN WAYS THAT ALIGN WITH HOW ADULTS TALK ABOUT THEM. IF CHILDREN IN SPECIAL EDUCATION BECOME ACCUSTOMED TO THINKING OF THEMSELVES IN TERMS OF THEIR LEARNING DISABILITIES THEY BECOME固定 ON THE IDEA THAT THEY WILL FOREVER BE PERCEIVED AS “DEFICIENT.” IF THIS IS THE CASE, THEN THE BEST THAT CHILD WILL EVER DO, EVEN GIVEN ALL OF THE AVAILABLE SPECIAL EDUCATION INTERVENTIONS, IS REACH THE MINIMUM EXPECTATIONS.

- Kathryn deBros

Special Educator in an alternative program for students with challenging behaviors.
LRE

In the U.S. Individuals with Disabilities Education Act (IDEA), least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.
CLASSROOM TYPES

MOID = Moderate Intellectual Disability
SID = Severe Intellectual Disability
PID = Profound Intellectual Disability
PERSONAL INTERESTS
EARLY START

Miracle at Birth (Global Brain Injury) – “We hope & pray...”

Started Pre-K at Age 3 – Special Education Classroom, Home School

Kindergarten at SID/PID Classroom, Cluster School

1st Grade Opportunity
GA DOE INCLUSION PROJECT

Steps
Video
4TH GRADE FOLLOW-UP

Tim Villegas, Special Education Teacher conducted a follow-up study to the Inclusion Project (Independent Study).
Citizenship Award Receipt

Damian Jr. was given the Citizenship Award for his impact on the entire school during his 5th Grade Award Ceremony and received a standing ovation.
MIDDLE SCHOOL MOVE

Did not repeat a grade in Elementary School

5th Grade Evaluation to determine MOID Classification

Remained in SID/PID Classroom with time in General Education Classroom (Advanced Science, Social Studies, Art) for 6th Grade

Remained in SID/PID Classroom with time in General Education Classroom (Advanced Science, Chorus, Art) for 7th Grade; Social Studies themes in SID/PID
NEW SCHOOL MOVE FOR 8TH

Classroom opened up at Home Middle School
Decided to move him to the MOID Classroom
Game Changer: Cortical Vision Impairment Assessment
1on1 Paraprofessional Hired
STRATEGIES
WHAT DID YOU CAPTURE?
STRATEGY

Create environments for the students to find and communicate their voice.
STRATEGY

Invest time to understand and connect with the life story and strengths of the students.
STRATEGY

Engage in the long-view about the student (i.e. learn the student over time)
STRATEGY

Involve team members who have an openness for inclusion.
STRATEGY

Create opportunities for open and ongoing dialogue among the team to share concerns and ideas.
STRATEGY

Build in time and space for exchange of knowledge and transfer of knowledge within an interdisciplinary team across grade levels (i.e. school, private)
STRATEGY

Learn and use assistive technologies, AAC devices and learning tools to enhance the learning environment
Determine ways for multisensory learning
STRATEGY

Integrate the arts in the learning experience
Encourage a social learning approach (social networks)
i.e. Circle of Friends
Maintain positive outlook in midst of limitations, challenges and setbacks
Hope against all odds
RESOURCES
RESOURCES

https://www.thinkinclusive.us/steps-to-general-education-developing-lre-for-students-with-the-most-significant-cognitive-disabilities/

http://tinyurl.com/stepstogeneraled

1st Grade Inclusion Video -
https://www.youtube.com/watch?v=4o__NMJullM&feature=youtu.be

4th Grade Inclusion Video -
https://www.youtube.com/watch?v=i3Pem2ky-XY&feature=youtu.be