PDXPERT™ COLLECTION

Understanding the Role of Inclusion in Today's Classrooms

Category: Meeting All Learner Needs

PDX 113605

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Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:
Participants will…

- Describe the history and development of inclusive education.
- Explain the philosophy of inclusive education.
- Appreciate the effect of inclusive education on students formerly excluded from general education classrooms.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Attendee Handouts:
  - Activity Sheet: Teamwork!
  - Workshop Agenda
  - Attendee Notes
  - Certificate of Completion
- "Think About It" Exercise
- Ready, Set, Go Planning Activity

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Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. Inclusion History
2. The Goals of Inclusion
3. Teaching Strategies
4. Inclusion Philosophy

Subtopics:

1. Inclusion History
- a. Legal Basis

2. The Goals of Inclusion
- a. The General Classroom
- b. Collaboration and Involvement
- c. Quality and Accessibility
- d. Everyone Can Learn
- e. Innovation
- f. Resource Management
- g. Meeting Individual Needs

3. Teaching Strategies
- a. 9 Ways to Adapt Classroom Instruction

4. Inclusion Philosophy
- a. A Shift in Emphasis
- b. Difference between Mainstreaming and Inclusion
- c. Inclusion

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Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started Introduce self, co-teacher, participants Explain materials issued to participants Cover objectives (from Workshop Overview)	1-2 2	 **30**
Activity – Bagful o' Heart	3-4	(25)
Topic 1 – Inclusion History	5-9	**25**
Topic 2 – The Goals of Inclusion	10-17	**35**
Break		
Topic 3 – Teaching Strategies	18-22	**45**
Activity – Teamwork	21-22	(35)
Topic 4 – Inclusion Philosophy	23-27	**20**
Activity – Food for Thought	27	(10)
Closing Remarks	28	**5**
Total of 2 hours and 40 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

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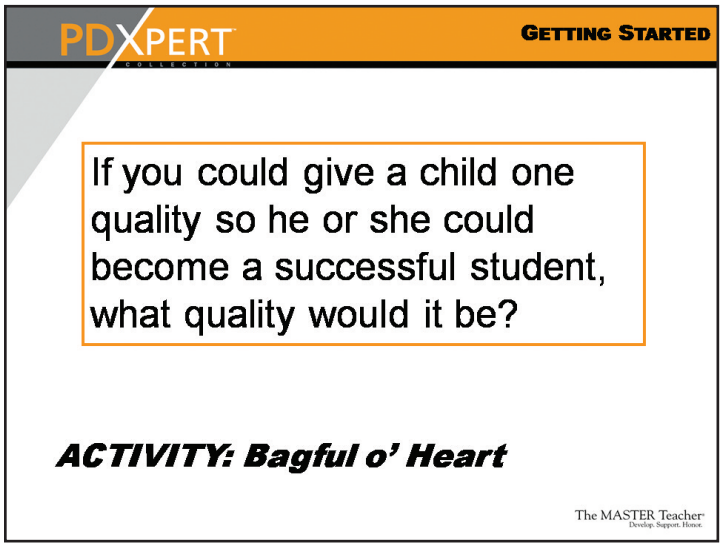
Slide 3



Activity: Bagful o' Heart
Allow 15 minutes for this activity.

Preparation: You need a small brown paper bag for this activity. You can decorate it or even draw a face on it if you want. This paper bag will be the "Bagful o' Heart." It symbolizes the bag of qualities that teachers would want to give to a child to make him or her the ideal or best student he or she can be. Provide participants with a small piece of paper to write on.

Instructions: Ask participants: *What qualities do you look for in a student? What one quality do you think a student should have to learn from you to be successful in class and in life? Think of that one quality that you would want to give to a student. Write that quality on your piece of paper.* Allow 1-2 minutes for participants to think and write.

When they are done writing, show them the paper bag. *This is the "Bagful o' Heart." It is the bag of qualities that we would want to give to a child to make him or her a successful student in our school.*

Have participants stand up or even form a circle. Pass the bag around and have each participant name the quality on his or her paper and then place it in the bag.

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Slide 4

Lead a five- to ten-minute discussion.

Those are excellent qualities. But let's ask ourselves some further questions:

What if this student has special needs? Does that change our outlook? Will these qualities be enough to ensure success?

How might a student with special needs display good qualities differently?

How can we help to cultivate these qualities in a student with special needs?

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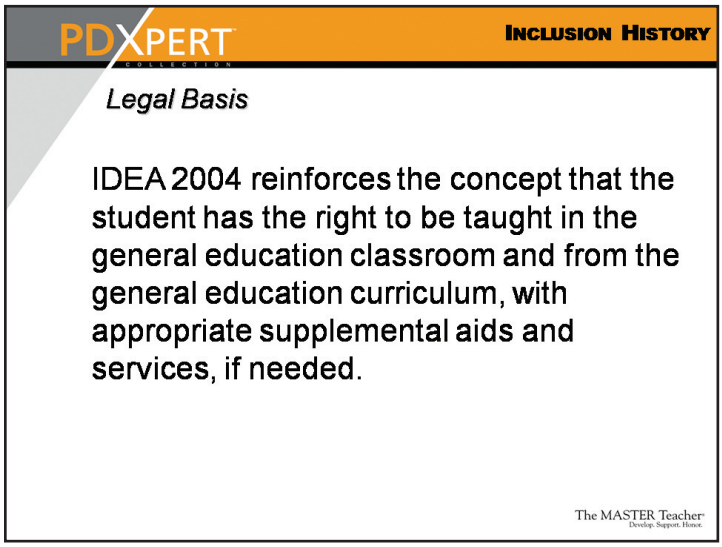
Slide 9



The special education law was reauthorized in 1990, 1997, and again in 2004. It's now known as the Individuals with Disabilities Education Act of 2004. IDEA 2004 continues to support the least restrictive environment—that is, just where special education students should be taught. The law reinforces the idea that the student has the right to be taught in the general education classroom or from the general education curriculum even if he or she needs supplemental aids and services.

Many different inclusion approaches are tried before a school team considers options outside the general education classroom environment.

Inclusion does not mean a student can never leave the general classroom for instruction or support. Rather, it means trying to do more for the student in the general classroom to improve skills.

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"Think About It" Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. How do you think inclusion has affected education?

2. Are there any aspects of inclusion that the workshop did not cover? What are they and how do you propose to handle these aspects?

3. What are the effects of inclusion in a general education classroom both for students with special needs and students without disabilities? How does inclusion encourage learning for students with special needs?

4. List some instructional strategies that you believe would best apply in the inclusive classroom.

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