



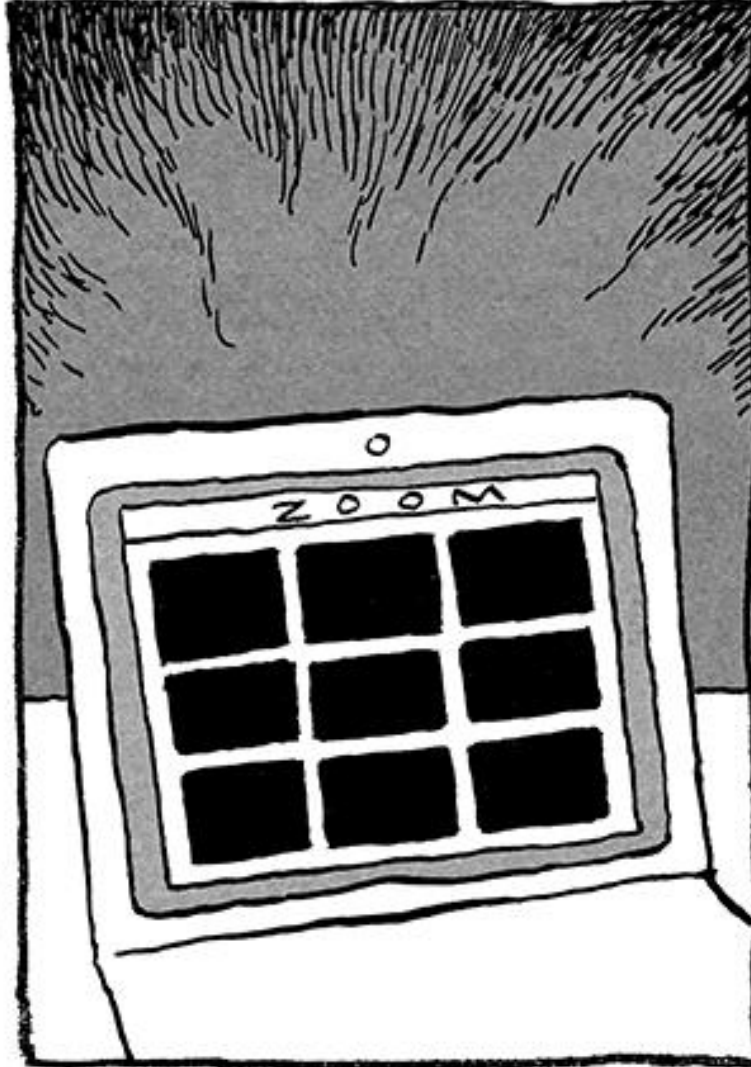
SPECIAL EDUCATION

**INCLUSION & THE LEAST RESTRICTIVE ENVIRONMENT
DIFFERENTIATED INSTRUCTION (THEORY & PRACTICE)**

Agenda

- Define Inclusion & LRE
- Models of Inclusion
- Student Differences
- Discuss Concerns, Benefits and Opportunities
- Break
- Define Differentiation
- Accommodations
- Modifications
- Resources

***PLEASE comment or ask questions at any time. Either through the chat or by unmuting yourself**



Who is in the Audience?

- In the chat, please type:
 - Your position at your school
 - Ages you teach

Inclusion and Least Restrictive Environment (LRE)

LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate.

What Does LRE Look Like?

In the chat, or by unmuting yourself, describe what you think this can look like?

What Does LRE Look Like?

- This means something different for each child because of unique profiles.
- There isn't just one "right" environment for all kids. Sometimes, it may be better or more suitable for a child to learn separately.



EXCLUSION

Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION

Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION

Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.



INCLUSION

Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

Possible Placement Options

General education classroom with support: A child spends the entire day in a general education class and gets supports and services like a tutor or aide, assistive technology, related services, or accommodations.



Possible Placement Options

Partial mainstream/inclusion classroom: A child spends part of the day in a general education class. The child gets some individual or small-group instruction in a special education class or is pulled out of class for some services.



Possible Placement Options

Special education class: This is a program with specialized instruction for kids with similar learning needs.



Possible Placement Options

Specialized program outside of the school district: This includes private schools, residential programs, and hospital programs.



How to Determine what the Right Placement Should be...

- Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

What are some Obstacles?

- Class size
- Staffing
- Training
- Differences between students
- Type in the chat other challenges to inclusion

Concerns that People Raise

- Will the students without disabilities be appropriately challenged?
- Will the students with disabilities bring additional challenges to the classroom regarding behavior, social interactions, and academic challenges?
- Will the teacher need to spend ALL of his/her time with the students with disabilities?

Benefits of Inclusion for Students with Learning Differences

Inclusive education can provide a range of academic and social benefits for students with disabilities

- Higher achievement in language and mathematics
- Improved rates of high school graduation
- More positive relationships with non-disabled students.

An aerial photograph of a beach at sunset. The sun is low on the horizon, casting a warm, golden glow over the scene. Waves are breaking onto the shore, creating white foam. The sand is dark and wet, reflecting the light. There are some rocks scattered along the beach.

**High achievement always
takes place in the framework
of high expectation.**

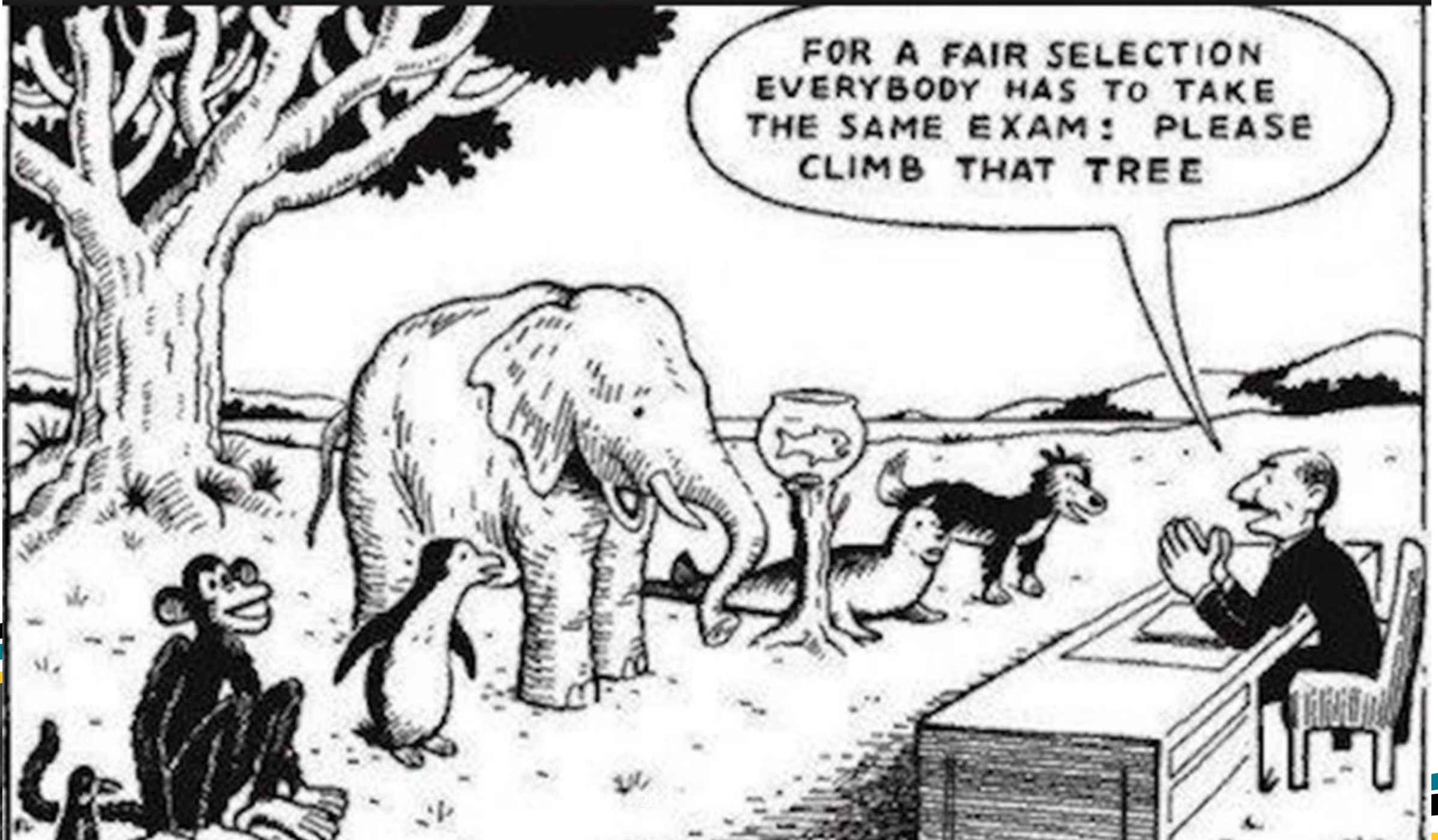
Charles F. Kettering

Benefits of Inclusion for Students without Learning Differences

- Many studies have found that the impacts on non-disabled students of being educated in an inclusive classroom are either neutral or positive.
- What does this mean?

**SOOO... If it isn't detrimental, but it
is actually beneficial, let's do it 😊**

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



HOW TO DELIVER TO ALL STUDENTS IN AN INCLUSION CLASSROOM

Student Differences

- Learning Disabilities
- Autism
- ADHD
- Anxiety
- Language disorders
- Behavioral Challenges

Who our students are

- Auditory Processing Issues
- Happy
- Language disorders
- Misunderstood
- Regulation issues
- Fun
- Lack understanding of non-verbal language cues
- Sensitive
- Kids...Just like everyone else 😊

Differentiated Instruction (Theory & Practice)

Differentiation means the teacher understands the differences in students' readiness, interests and learning profiles and, as a result, plans different learning paths so that students can learn as deeply as they can.

Differentiated instruction:

- Is proactive & student centered
 - Teacher assumes they have different learners in class.
 - Teacher prepares a variety of ways to express learning based on interests and needs of students.

Differentiated instruction:

- Is more qualitative than quantitative
 - Not about giving some student more work and others less.
 - Although this can be one method, but there's so much more.
 - It's about changing the nature of the assignment.
 - Example: Instead of having everyone turn in a book report, for the struggling writer, gave option to present orally, or act out the expectations of what was going to be required for the book report content.

Differentiated instruction:

- Is a blend of whole-class, group, and individual instruction
 - Whole group can establish common understanding.
 - When moving into student work or other instructional times, consider other models.
 - How could you do this? Type in chat

Differentiated instruction:

- Provides multiple approaches to content, process, product, and learning environment
 - Content: What you are teaching the students
 - Process: How they make sense of the ideas and information
 - Product: How students demonstrate what they learned
 - Learning Environment: The way the classroom looks and feels
- Will give examples later in presentation

Differentiated Instruction

A Framework by Carol Ann Tomlinson

CONTENT

What the student needs to learn or how they will acquire new information.



PRODUCTS

Culminating projects that ask students to apply or extend what they have learned in a lesson or a task

PROCESS

Activities in which the students engage in order to make sense of or master the content.

LEARNING ENVIRONMENT

ENVIRONMENT

The way the classroom looks and feels.

Differentiated instruction:

- Is rooted in assessment
- Assessment can mean a variety of things:
 - Formal- Type ways to formally assess students
 - Informal- ?

Most Importantly...Differentiated Instruction:

- Is a way of thinking about teaching and learning.
- It is a model that guides instructional planning in response to student needs.
- Allows for LRE to take place.

And... Implementing Differentiated Instruction Can BE:

- Scary
- Challenging
- More Work
- Overwhelming
- Hard

Does it count as differentiated instruction if I print their worksheets on different colored paper?



som_{ee}cards
user card

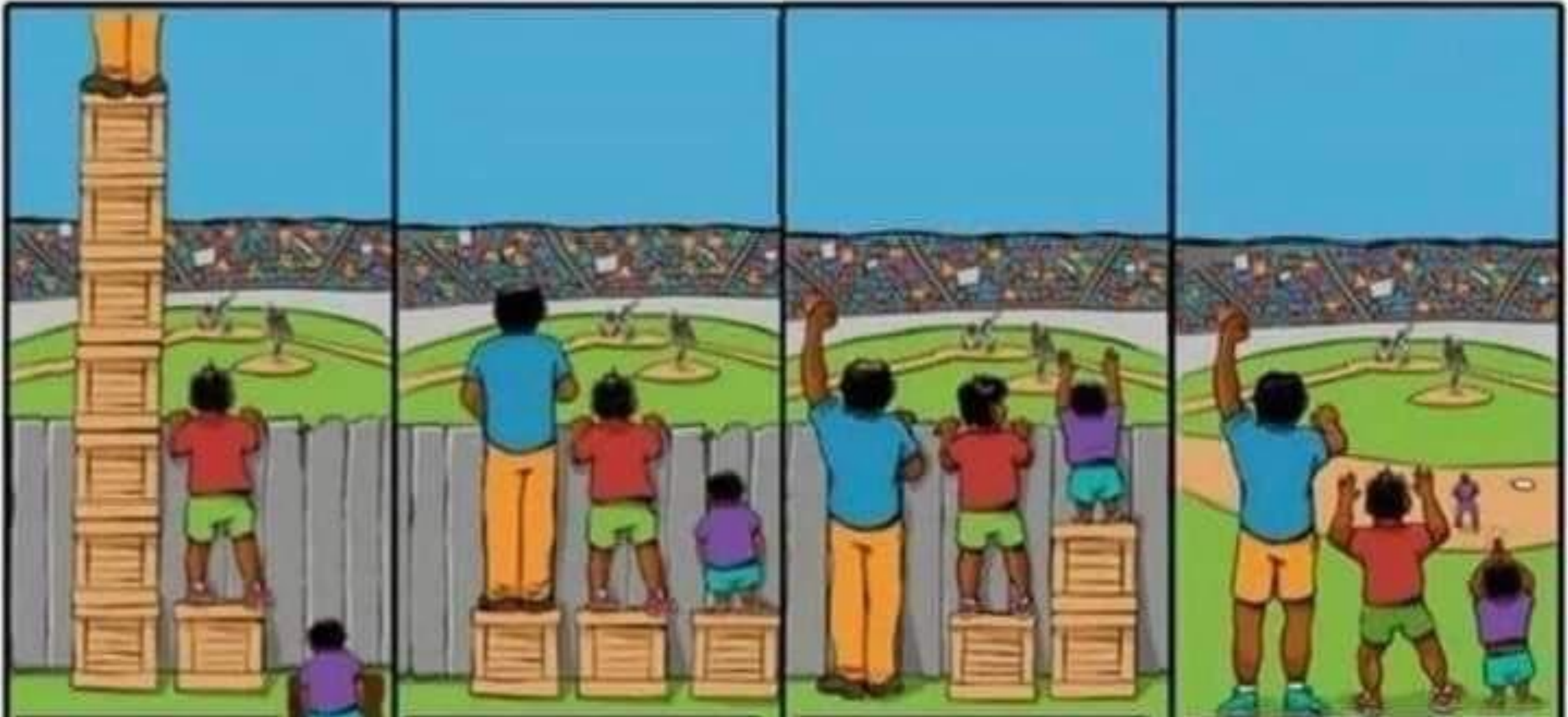
Why Differentiate?

- Consistent high-quality use of differentiation techniques increases student motivation, satisfaction and achievement.
- Students differ as learners in many ways:
 - Type ways that they may differ in the chat box.

Differing Learners

- Background experience
- Culture
- Language (both types)
- Gender
- Interests
- Readiness to learn
- Modes of learning
- Rate of learning
- Support systems for learning
- Self-awareness
- Confidence
- Independence

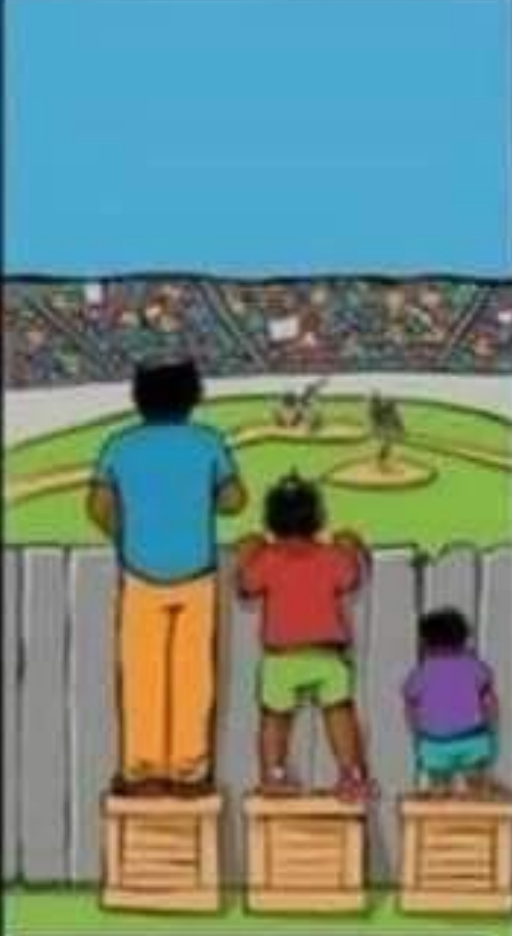
**For the next slide.
When you see it, unmute and share
what it could mean?**





REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.



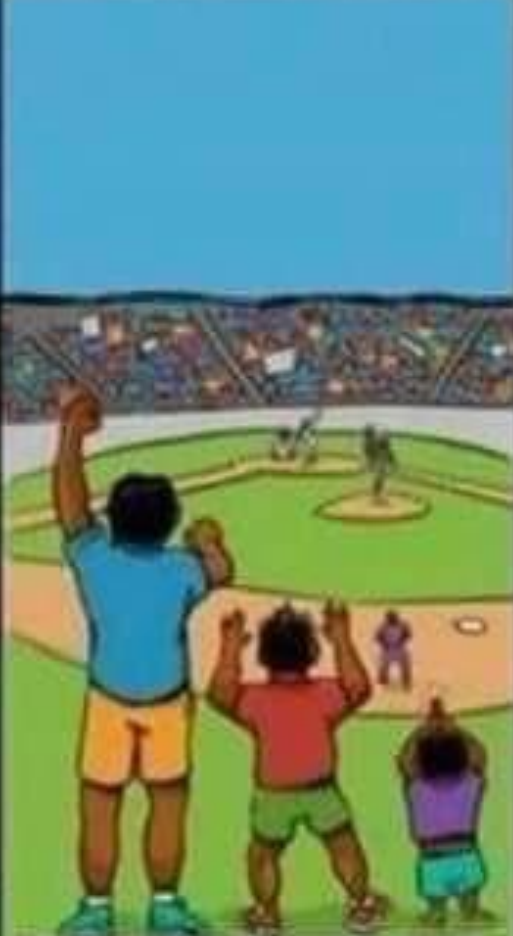
EQUALITY

The assumption is that **everyone benefits from the same supports.** This is considered to be equal treatment.



EQUITY

Everyone gets the support they need, which produces equity.



JUSTICE

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

Who should receive accommodations?

- Students with an identified learning disability.
- Students with an IEP
- Students without an identified disability, but who have difficulty learning
- Students who are at risk of failing

Accommodations

- Accommodations are alterations in the way tasks are presented that allow children with learning difficulties to complete the same assignments as other students.
- Accommodations **do not alter the content of assignments**, give students an unfair advantage or in the case of assessments, change what a test measures. They do make it possible for students with learning difficulties to show what they know without being impeded by their disability.

Accommodations

- Changes in how a student accesses information and demonstrates learning
- Do not substantially change the instructional level, content, or standard
- Changes made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do

(National Center of Learning Disabilities)

Ways to Accommodate:

- Presentation of Content/Material
- Student Response
- Setting
- Timing/Scheduling
- Student Support

Examples of Accommodations- Presentation

Layout

- *Design* – Inviting materials
- Adequate white space so eye can follow material.
- Avoid overcrowding

Directions

- Concise directions with examples
- Terminology – ensure kids understand terms used
 - circle underline
BOLD *italics*

Content

- Everyone needs to feel that each task is valuable and relevant
- Must teach objective or enduring knowledge
- *What's in it for me?*

Examples of Accommodations-Presentation

Provide on audio tape

Reduce number of items per page or line

Present instructions orally

Provide a designated reader

Provide in large print

Audio tape lectures or books

Provide copies of teacher's lecture notes

Supply large print books, Braille, or books on CD (digital text)

Offer manipulatives

Use visual cues – charts, pictures, graphs

Utilize graphic organizers to show how concepts and ideas are related

Examples of Accommodations-Response

Allow for verbal responses

Allow for answers to be dictated to a scribe

Allow the use of a tape recorder to capture responses

Permit responses to be given via computer

Permit answers to be recorded directly into test booklet

Use a word processor for written work

Use sign language, a communication device, Braille, or native language if it is not English

Replace summative assessment with oral reports and projects

Use recognition tests instead of essay tests
example: T/F, multiple choice, matching

Use of narrator etc...

A multiple choice test on individual facts is provided while other students fill in the blank

Knowledge of addition is demonstrated by manipulating blocks instead of through writing

Examples of Accommodations-Setting

Provide preferential seating

Provide special lighting or acoustics

Provide a space with minimal distractions

Administer a test in small group setting

Administer a test in private room or alternative test site

Change the location of instruction or testing

Seat student in front, next to teacher, or study carrel

Reduce fluorescent lighting and increase natural lighting

Seat student away from windows or other students

Instruct or test in small group or individual setting

Examples of Accommodations- Timing/Scheduling

A scribe is provided to take notes for a child

Allow frequent breaks

Extended time

Administer test in several sessions or over several days

Allow subtests to be taken in different order

Examples of Accommodations- Student Support

Support with test preparation (study guides, use of calculator, graphic organizers, open notes...

Provide prompts

Reduce the difficulty of assignments

Reduce the reading level

Use a student/peer tutor

Extra textbooks are provided for home when a child has great organizational difficulties

Simplify multi-step directions

Provide a partially completed outline during lectures

Pre-teach vocabulary

Grading and Accommodations

- Grading should be the same way as other students who did not receive accommodations. The accommodations provided the appropriate scaffolding to each student.

Accommodations example

Tracy is an 8th grade student who has learning disabilities in reading and writing. She is in a general education 8th grade class that is team-taught by a general education teacher and a special education teacher. Accommodations provided for Tracy's daily school routine (and when she takes state or district-wide tests) include the following:

- Tracy will have shorter reading and writing assignments.
- Tracy's textbooks will be based on the 8th grade curriculum, but at her independent reading level (4th grade).
- Tracy will have test questions read/explained to her, when she asks. ***
- Tracy will respond orally, rather than in writing, to essay questions.

Accommodation vs. Modification

Accommodations:

- Don't alter standard or instructional level.
- Changes are made to "level the playing field."
- Grading is the same.

Modifications:

- Do change the standards and instructional level.
- Changes are made to meet the students where they are.
- Grading is different.

More differences....

- Accommodations focus on removing barriers and providing access to the general curriculum.
- Accommodations are designed for students who have barriers that can be removed to help them demonstrate what they know.
- Modifications focus on insuring meaningful participation in the general curriculum.
- Modifications are designed for students who would benefit from participation in the general curriculum even though it is above their ability level.

Accommodations

- A multiple-choice test on identical facts is provided while other students "fill in the blank"
- Student receives 10 math problems instead of 20
- Homework limited to a certain number of minutes/hours instead amount of work to be completed.
- Limit information presented on page, large print, and more space between lines.
- Highlight important text.
- Students respond verbally instead of writing

Examples of Both:

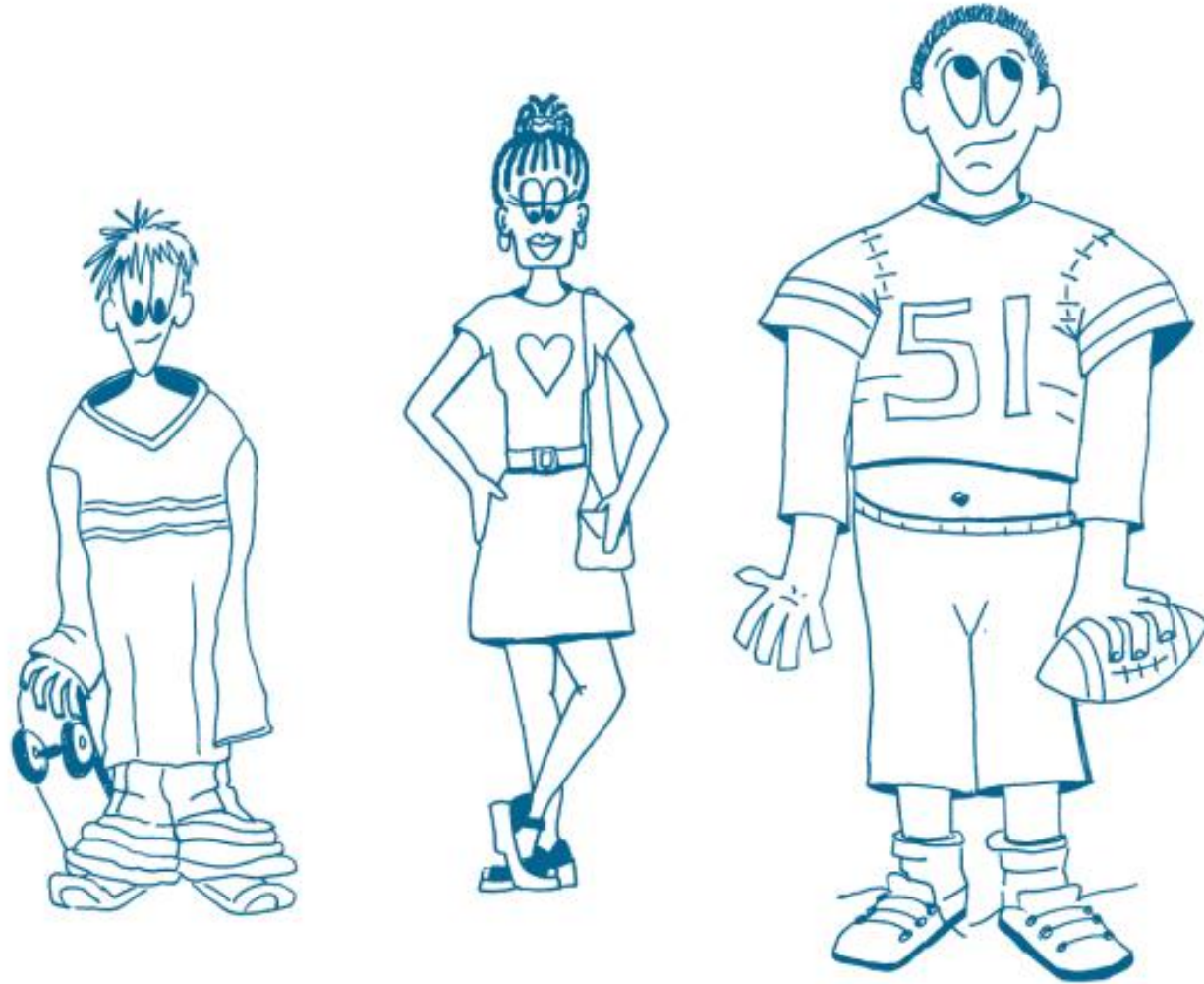
Modifications

- Learning letters and letter sounds while classmates read chapter books.
- Using blocks to build structures while other children do science experiments.
- Testing on continents while classmates are tested on countries of Europe.
- Completing assembly tasks while classmates complete independent work.
- Matching numerals to quantities while classmates put items in sets.
- Extending a 2 part pattern while classmates identify the unit of a 3 part pattern.

More Modification Examples

- **Assignment modifications**
- Complete different homework problems than peers
- Answer different test questions
- Create alternate projects or assignments
- **Curriculum modifications**
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects

As with clothing...one size does not fit all



IF YOU ARE ...

A VISUAL LEARNER

- Draw Diagrams
- Create Graphs
- Draw a Comic Strip
- Make a Poster
- Make a Power Point
- Make a webcast or a video.

A MUSICAL / AUDITORY LEARNER

- Write a Song or Rap
- Create a Dance
- Write a Jingle
- Make a rhyme or poem
- Use an instrument to create / memorise
- Make a Mnemonic

A VERBAL LEARNER

- Teach to your group
- Write a set of instructions
- Create an advert or a video tutorial
- Make a rhyme or poem
- Make a journal / diary
- Re-tell in your own words

A VISUAL / KINAESTHETIC LEARNER

- Create a Game
- Create & do an Experiment
- Make & Build a Model
- Build a Representation
- Create a sport

LEARNING CHOICES

We all learn in different ways. You probably already know the best way for you to discover, think, create and learn. Here are a few ideas of things YOU could do to improve your learning.

A LOGICAL / MATHEMATICAL LEARNER

- Create a Code
- Make a Time Line
- Compare & Contrast Ideas
- Create an Outline
- Make a Map
- Show Patterns & Relationships
- Make a Mind Map

A SOCIAL LEARNER

- Tell stories or poems
- Survey others
- Interview classmates
- Do Role Play
- Hold a Debate or a Discussion
- Teach a Cooperative / Team Game

A SOLITARY LEARNER

- Do In-Depth Research
- Keep a Journal or Diary
- Create Power Points
- Draw and Doodle
- Write a Book Review
- Create a Blog

A COMBINATION LEARNER

- Mix and Match approaches from the other Learning Styles.

8 ways to DIFFERENTIATE MATERIALS for all learners



Incorporate more visuals to present content in different ways: maps, pictures, drawings, objects, or videos.



Use graphic organizers to arrange key points in a way students can easily grasp.



Provide additional models or demonstrations for students who need extra support.



Select concrete materials instead of symbolic representations, or illustrate symbolic representations with concrete examples.



Make the most of whatever technology is available to you, from whiteboards to streaming videos.



Check for understanding frequently, using methods that require active responses from your students.



Provide students with differentiated reading material based on their reading level and/or interests.



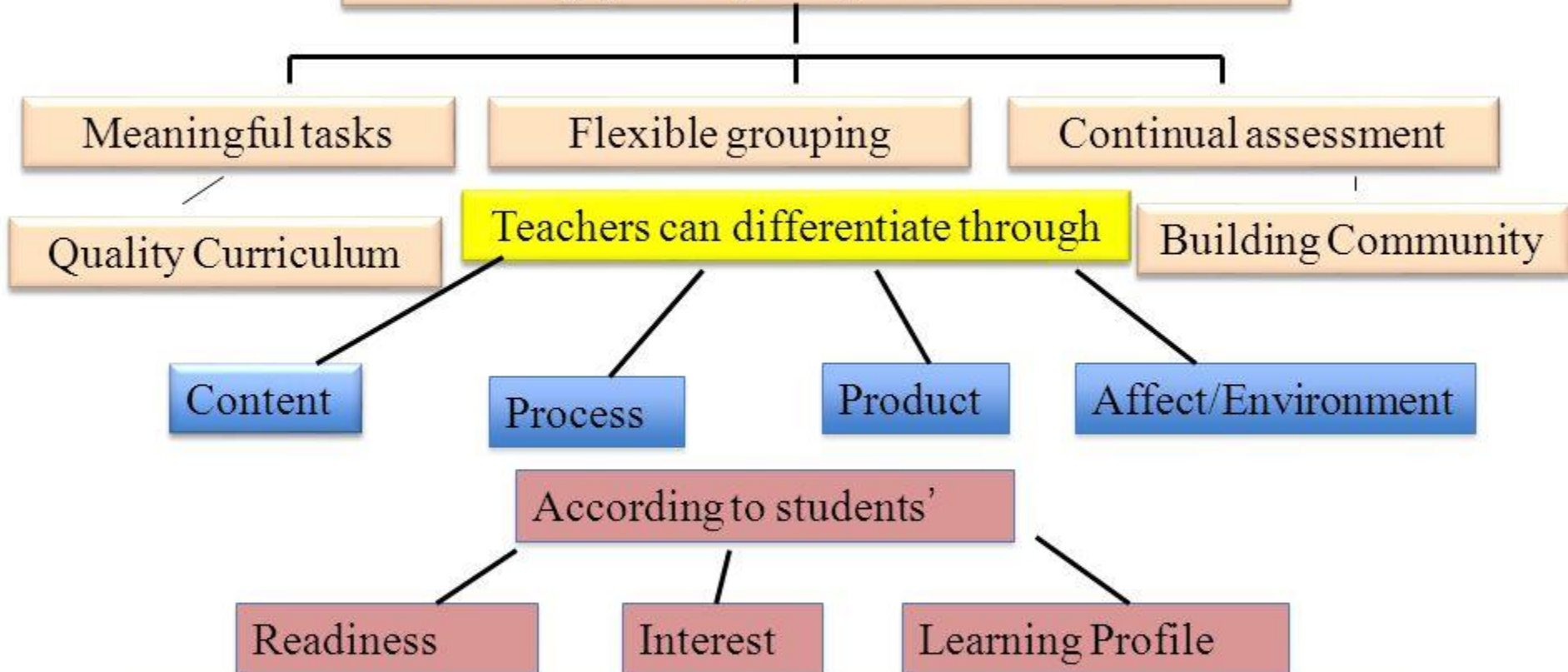
Give students enhanced texts in which key parts are highlighted, pictures are added, and/or text is enlarged.

Read the full post: bit.ly/InstrucAdapt

Differentiation

Is a teacher's response to learner's needs

Guided by general principles of differentiation



Through a variety of instructional strategies such as:

Graphic Organizers...Scaffolding ...Cubing...Tic-Tac-Toe...Diner Menu...Learning Contracts....Tiering... Learning/Interest Centers... Independent Studies...ETC.

Questions:???

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Websites and Social Media Pages

Facebook:

- Special Education Teachers
- Simply Special Ed
- Orton-Gillingham Teachers
- Science of Reading- The Learning Room
- ChatGPT for Teachers & Educators Group

Websites:

- <https://www.weareteachers.com/>
- <https://www.additudemag.com/>
- <https://www.interventioncentral.org/>
- <https://www.understood.org/>

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- Wormeli, R. (2007). *Differentiation*. Stenhouse Publishing.
- Wormeli, R. (2018). *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*. Stenhouse Publishing.