

INTRODUCTION TO INCLUSIVE EDUCATION

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INCLUSION

SOCIAL INCLUSION



INCLUSIVE EDUCATION



INCLUSIVE SCHOOL ?

Diversity & Inclusion



INCLUSION AS COLLABORATION

- Collaboration
 - How people work together, not what they do
 - Style of professional choose to use in order to accomplish a goal they share



COLLABORATION AND ITS CHARACTERISTICS

- Collaboration is voluntary
 - Teachers need to take a decision to collaborate by themselves
- Collaboration is based on parity
 - Teachers need to believe, that all individuals' contributions are valued equally
- Collaboration requires a shared goal
 - Jointly creat and plan instructions
- Collaboration includes shared responsibility for key decision
 - Shared responsibility reinforces the sense of parity
- Collaboration includes shared accountability for outcomes
 - If teachers share key decisions, they must also share accountability for the results of the decision



COLLABORATION AND ITS CHARACTERISTICS

- **Collaboration is based on shared resources**
 - Each teacher participation in a collaborative effort contributes some type of resource
 - Resources may include time, expertise, space, equipment or other assets
- **Collaboration is emergent**
 - Collaboration is based on belief in the values of shared decision making, trust, and respect among participants
 - The teachers' relationships will be characterized by the trust and respect with grow successful collaborative relationships



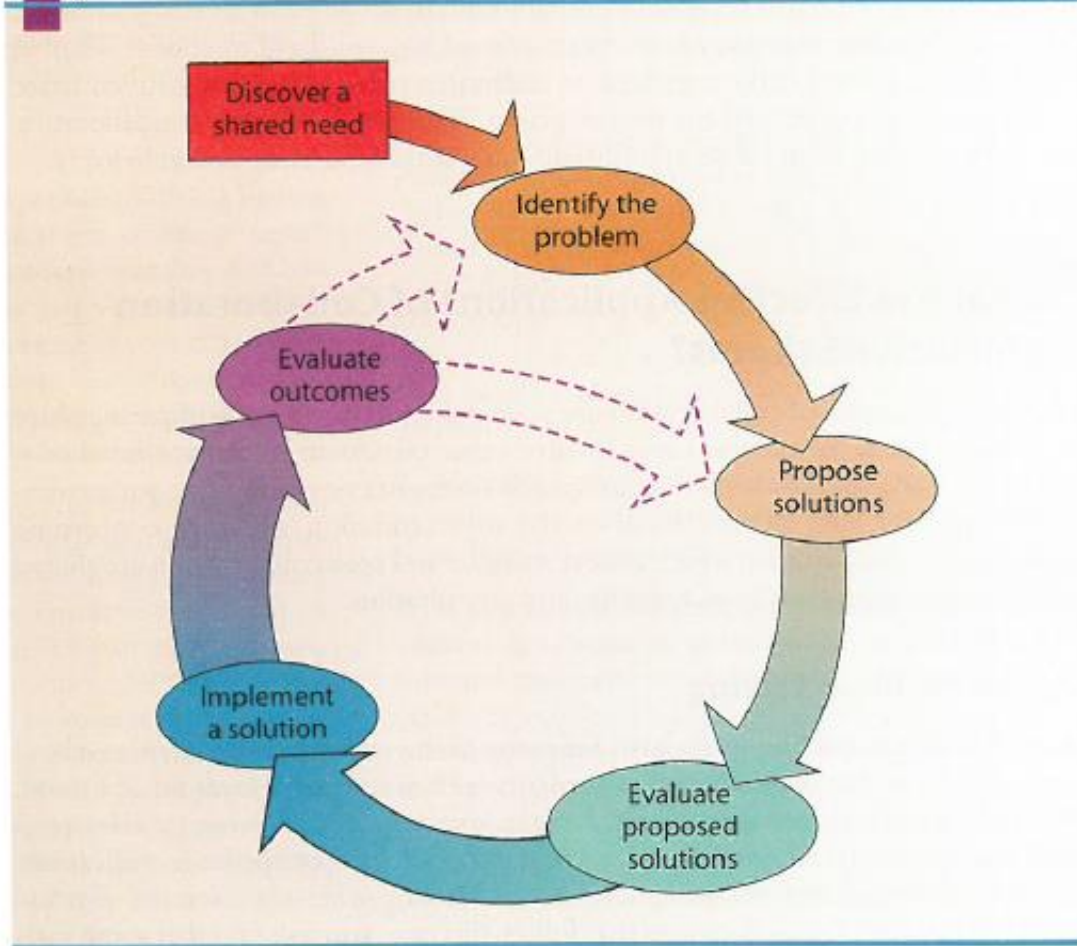
PREREQUISITES FOR COLLABORATION

- It's hard to collaborate but worth every minute of the effort
- Reflecting on your personal belief system
 - What are your personal beliefs? ...
 - Collaboration vs. „Rather do myself“
 - Need for respect for others' belief systems
- Refining your interaction skills
 - Collaboration is based on interaction skills
 - Communication skills – listening, nonverbal signs, tone of voice ...
 - Steps for productive interaction – discussions, problem solving
- Contributing to a supportive environment
 - Teachers contribute to school atmosphere by personal belief
 - Availability of time for collaboration – preparation period



SHARED PROBLEM SOLVING

Figure 3.2 A Model for Shared Problem Solving



SHARED PROBLEM SOLVING

FIGURE 3.1 A Sample Decision-Making Sheet for Problem Solving

Problem Statement: How can we encourage Angela to work independently on assigned classroom tasks?

Ideas:

Digitally record instructions	Don't give independent work
Have an assigned "study buddy"	Let her choose the assignment
Make the work easier	Make her stay in from recess to complete work
Use pictures for directions	Give her frequent breaks
Ask a parent volunteer to help	

Decision Making: (3 = high, 2 = medium, 1 = low)

Idea	Criteria			Total	Rank
	Time commitment is reasonable for teacher	Idea does not disrupt class routine	Angela will work for at least 5 minutes		
1. Recorded instructions	3	1	2	6	
2. Study buddy	3	3	3	9	1
3. Easier work	2	2	2	6	
4. Picture directions	3	2	3	8	2
5. Parent volunteer1	3	2	6		
6. Choose assignment	1	2	1	4	
7. Frequent breaks	2	2	2	6	



COLLABORATIVE SERVICES IN SCHOOL FOSTER INCLUSION

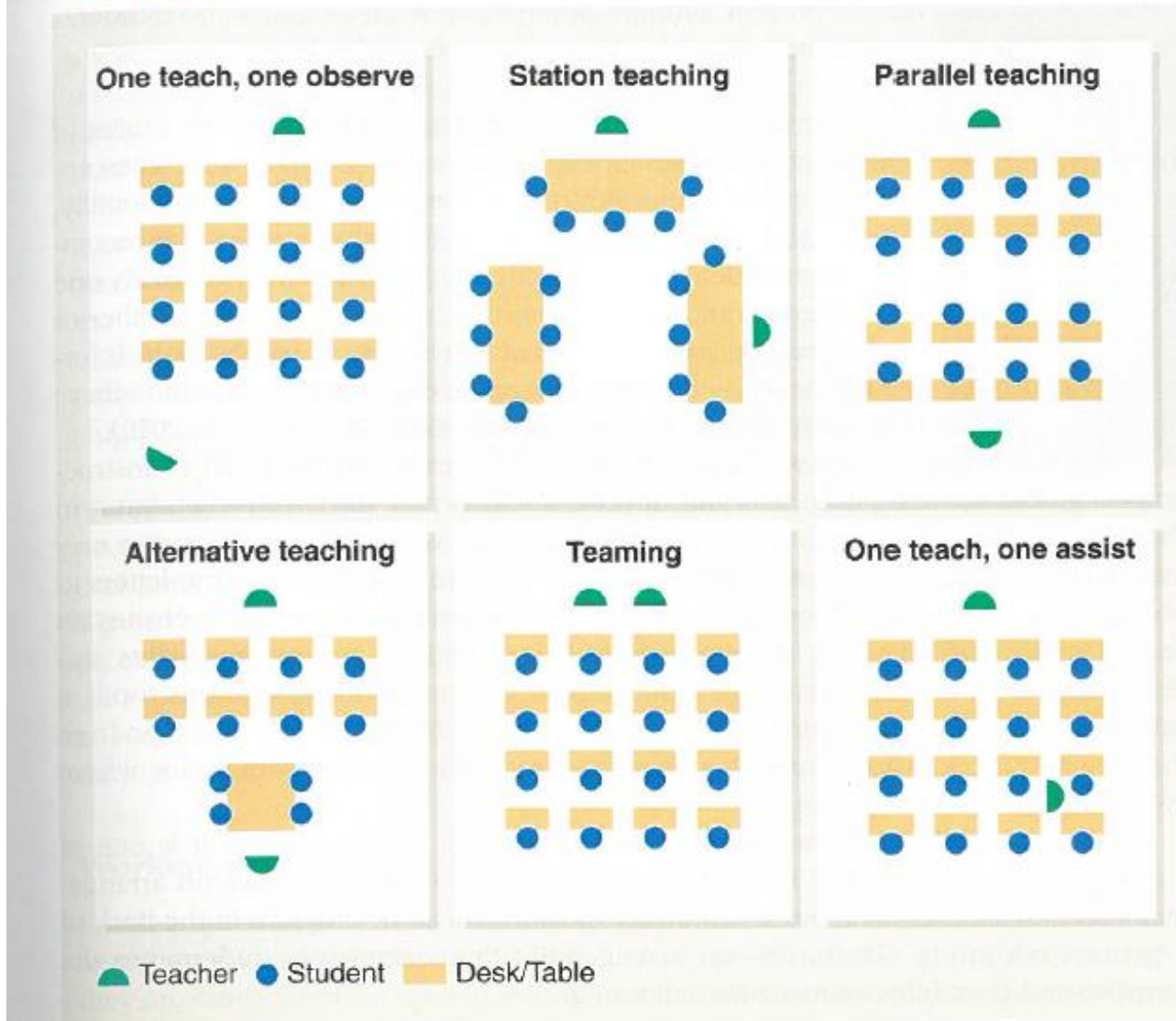
■ **Co-Teaching**

- Two or more educators (general education teacher/special educator/other specialist) share the instruction for a single group of students
- Popular service for delivery option in inclusive education
 - In heterogeneous classroom with several students with disability combining strengths of special educator and general classroom teacher create options for all students
- Although, it's not an answer for all students with disability and every classroom in an inclusive school



CO-TEACHING

FIGURE 3.2 Co-Teaching Approaches



CO-TEACHING

- One teach, One observe
 - One teacher leads the lesson, the other gather data on students to understand them better and make general instruction
- Station teaching
 - Three groups of students where two of them include teacher-facilitated instruction
 - In the third station students work alone or with a partner (can be eliminated)
- Parallel Teaching
 - Class division into two groups
 - Instructions may be provided in different ways (auditive/visual/etc.)



CO-TEACHING

- **Alternative teaching**
 - One of the teachers works with most of class while the other focuses attention on a small group
 - Remediation/Exceptional students
- **Teaming**
 - Teachers share leadership in the classroom – both are equally engaged in the instructional activities
 - F.E. One of the teacher introducing vocabulary while the other provides examples as a way to place the words in the context
- **One Teach, One Assist**
 - One teacher is appropriately leading the lesson while the other is quietly assisting individual students
 - Successful implementation lays in sparring use of the model



CO-TEACHING

■ **Co-teaching Pragmatics**

- In co-teaching students are often grouped = student with SEN are integrated with their peers without disabilities
 - In station teaching students with SEN are likely to be in each of three groups
- Both teachers take on teaching and supportive role
 - Otherwise, special educator will be seen as a helper without teacher status
- The best approaches to use depend on student needs, the subject being taught, the teachers' experience and practical considerations such as space and time for planning
 - Novice-teachers may prefer station teaching or parallel teaching over teaming
- The type of curriculum sometimes dictates the approach



EFFECTIVE COLLABORATION WITH PARENTS

What are you considered important for effective collaboration with parents?



EFFECTIVE COLLABORATION WITH PARENTS

- The quality of interaction with parents is vital for education of students with SEN
- Understanding the Perspective of Family members
 - We don't understand what is like to be the parent of a child with a disability unless we are the parents of one
 - Parent reactions to their Child's Disability
 - Grief – educators should respect it
 - Ambivalence – decisions concerning child with SEN which parents have to do are often difficult
 - Optimism – The child's needs are just part of configuration of needs that the child has. The emphasis is given on personality.
 - Parents' approach is based on many factors (complexity and intensity of disability, information, resources, family configuration, etc.)



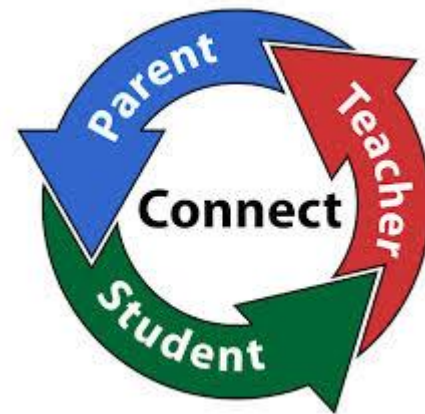
COLLABORATING WITH PARENTS

- Relationship with parents will depend on student's needs, the parent's desire to be actively involved in child's education and teacher's effort to make parents feel as your partnership is important
- One of the most important factors for creating strong relationship with parents – YOUR sensitivity to the parents' point of view
- Involvement affected by pragmatic barriers - parent's job
- Involvement may be a matter of economics (depends on resources)
- In general
 - Your attitude towards parents and their perceptions of their children will greatly affect the interaction



HOME-SCHOOL COMMUNICATION

- Using informal and formal home-school communication to build a positive working relationship
- Meeting with parents at the beginning of year
- Afterwards weekly updates or progress reports (regularly)
- Electronic communication



INCLUSIVE CLASSROOM



INCLUSIVE CLASSROOM

- **INCLUDE Strategy**
 - Systematic approach for helping students with SEN (USA)
 - Combine universal design and differentiated instruction
 - Universal design = instructional materials, methods and assessments designed with build-in supports (print alternatives such as graphics, video and digital text which allow students with reading difficulties to easily access the subject)
 - Differentiated instruction = variety of teaching and learning strategies which are necessary (includes materials and tasks at varied levels of difficulty)
- **INCLUDE Strategy**
 - *Step 1* **I**dentify classroom demands
 - *Step 2* **N**ote student learning strengths and needs
 - *Step 3* **C**heck for potential problem areas
 - *Step 4* **L**ook for potential problem areas
 - *Step 5* **U**se information to brainstorm ways to differentiate instruction
 - *Step 6* **D**ifferentiate instruction
 - *Step 7* **E**valuate student progress



STEP 1: IDENTIFY CLASSROOM DEMANDS

- Classroom environment significantly influences what students learn
- Classroom management
 - Physical organization
 - Classroom routines
 - Classroom climate
 - Behaviour management
 - The use of time for instructional and non-instructional activities
- Classroom Grouping
- Instructional Materials
- Instructional Methods



STEP 1: IDENTIFY CLASSROOM DEMANDS



STEP 2: NOTE STUDENTS LEARNING STRENGTHS AND NEEDS

- A disability label cannot communicate a student's complete learning profile
- **Academics**
 - Basic skills including reading, math, oral and written language
 - Cognitive and learning strategies
 - Memorization, textbook reading, note taking, test taking and general problem solving
 - Survival skills
 - Skills practiced by successful students such as attending school regularly, being organized, completing tasks, etc.
- **Social-Emotional Development**
 - Classroom conduct, interpersonal skills, personal-psychological adjustment
- **Physical Development**
 - Vision and hearing level, motor skills and neurological functions



INCLUDE STRATEGY – STEP 3 / STEP 4

- Step 3: Check for Potential Areas of student success
 - Analyzing student strengths
- Step 4: Look for Potential Problem Areas
 - Student learning needs are reviewed within a potential mismatches
 - Secondary effects of SEN (side effects of dyslexia, etc.)



STEP 5: USE INFORMATION TO BRAINSTORM WAYS TO DIFFERENTIATE INSTRUCTION

- Once the mismatches are identified the ways to eliminate or minimize their effect are planned
- Bypass or compensatory strategies
 - To overcome the difficulties (ICT support, grammar lists, etc.)
- Instructional methods, materials, grouping and classroom management
 - Student with attention problems might be seated near the front of the room
- Intensive instruction on basic skills and learning strategies
 - For students who need greater degree of instruction



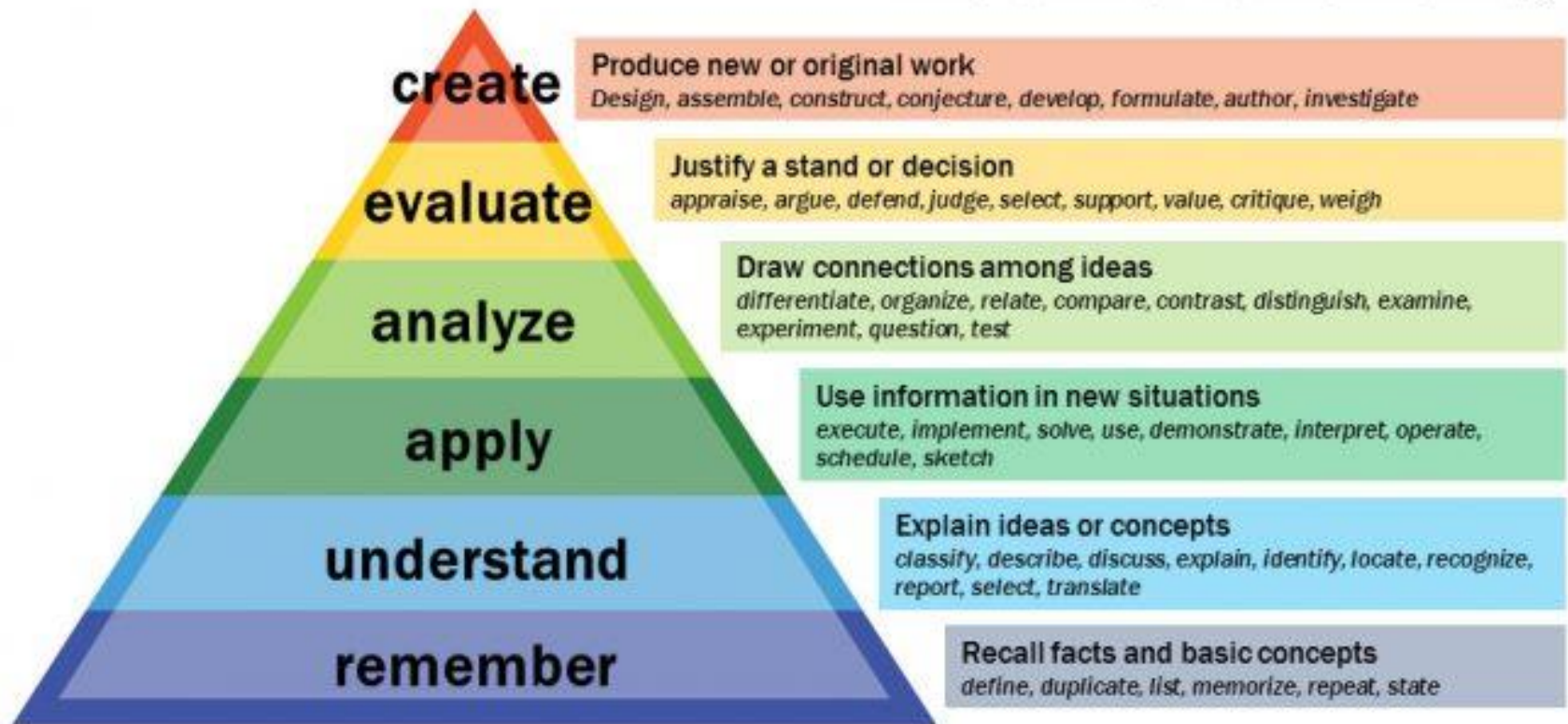
STEP 6: DIFFERENTIATE INSTRUCTION

- Select age-appropriate strategies
 - Select strategy which matches the student's age
- Select the easiest approach first
 - Accommodation needs to be feasible for general education teachers
 - Time effectivity
- Select accommodations and modifications you agree with
 - It's easier to implement approach you believe in
- Determine whether you are dealing with a „can't“ or a „won't“ problem
 - Can't means student cannot despite his/her effort
 - Won't means lack of motivation
- Give students choices
 - Adding the element of choice – encourage students to be responsible for their learning
- Select strategies with demonstrated effectiveness
 - Use contemporary approaches approved by researches



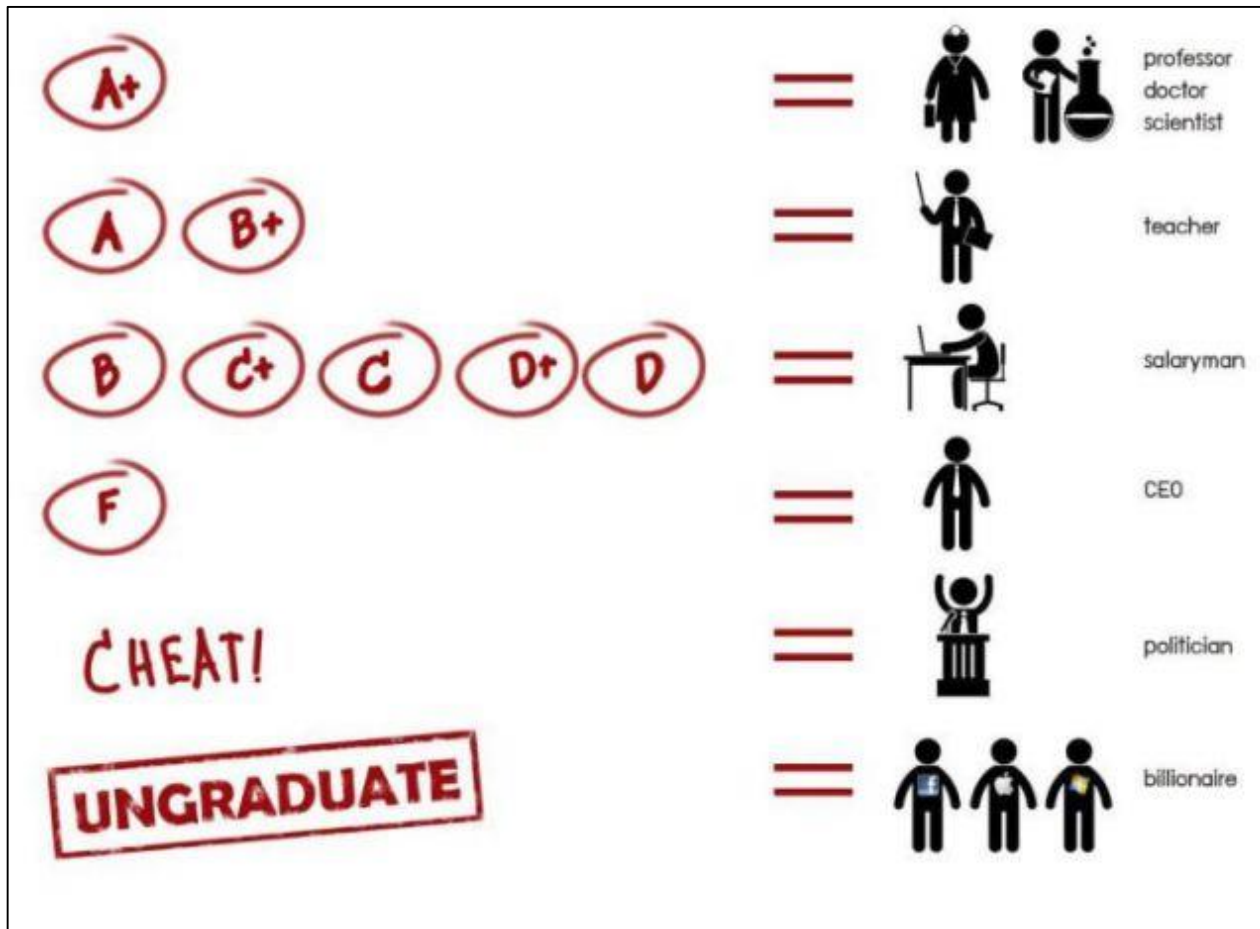
BLOOM'S TAXONOMY

Bloom's Taxonomy



STEP 7: EVALUATE STUDENT PROGRESS

- Use effective evaluation strategies



HOLLYWOOD REFLECTING INCLUSION



THANK YOU FOR YOUR ATTENTION

