

Significant Cognitive Disabilities



Inclusion: Elementary, Middle, and High School

PLAN

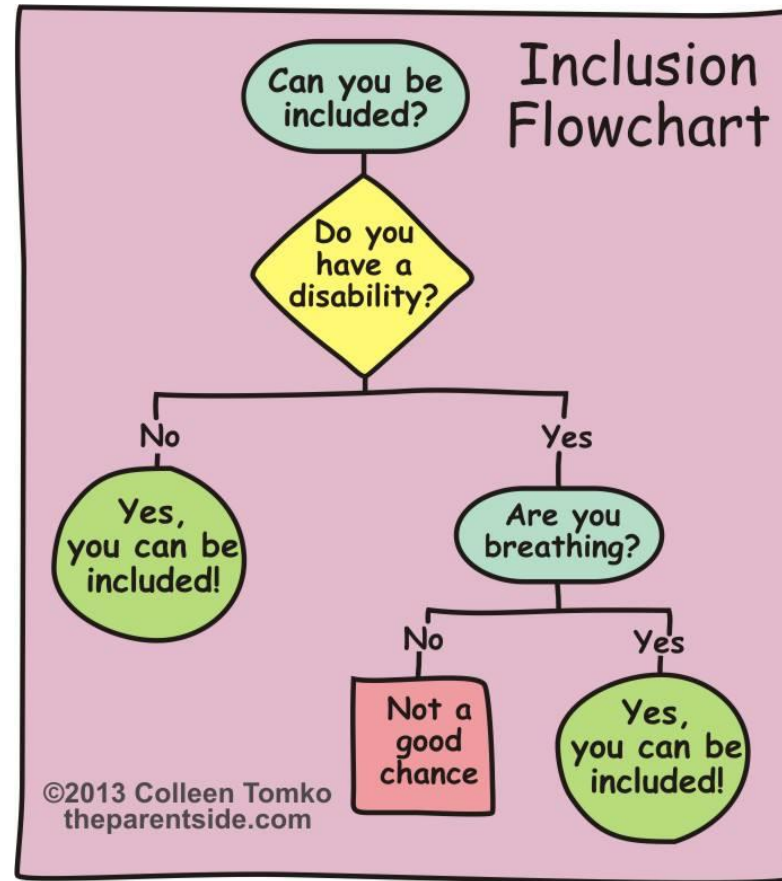
A hand holding a blue marker is shown drawing a horizontal line underneath the word "PLAN". The word "PLAN" is written in large, blue, capital letters. The hand is positioned on the right side of the image, with the marker tip touching the line.

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IDEA: Inclusion

- Individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed to facilitate the student's placement in the regular educational environment before a more restrictive placement is considered.
- DO NOT make placement decisions based on the student's category of disability, severity of disability, configuration of delivery system, availability of educational or related services, availability of space, or administrative convenience

Who Can Be Included?



Team Approach

- Special Education Teacher
- General Education Teacher
- Paraprofessional
- Administration
- Peers
- Student

The ABCs of Inclusive Education

A- All children, regardless of ability or disability, learn together in the same age-appropriate classroom

B- Based on the belief that all children are valued equally and deserve access to the same opportunities

C- Children with disabilities, and those without, often achieve greater academic gains in inclusive classrooms

Benefits of Inclusive Education for ALL Students

- Students without disabilities made significantly greater progress in reading and math when served in inclusive settings. (Cole, Waldron, Majd, 2004)
- Students who provided peer supports for students with disabilities in general education classrooms demonstrated positive academic outcomes, such as increased academic achievement, assignment completion, and classroom participation. (Cushing and Kennedy, 1997)
- Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills compared to students served in special schools. (Dessemontet, Blass, and Morin, 2012)

The Three Ps of Inclusion

- Plan- IEP team, General education teachers, Student
- Practice- Review plan, Practice the route, Explore new classrooms
- Participate- Inclusion

Instructional Strategies

- Keep It Short and Concise! Children with intellectual disabilities & autism learn through small steps. Break every task, skill or activity into ***small concrete steps***. Teach one small step at a time. With practice, student learns to combine steps to learn a bigger concept.
- See It, Touch It, Do It! ***Hands on learning*** is the process of using activities and other hands-on-tasks to teach skills. All children and especially children with intellectual impairments/autism, learn best through this interactive process.

- Anchor New Learning! Tie new concepts to familiar background knowledge and make the link as concrete as possible.
- Teach the Language! Use vocabulary and language strategies to help students understand what is being asked of them in various settings.
Use visual supports!

- Practice Makes Perfect! Give students multiple opportunities to practice before and during their independent work. ***Practice, practice, practice!***
- Chaining! Chaining is the process of breaking the task into its small steps and teaching them in a sequential manner. It is usually used to teach daily living skills and life skills. (***Task Analysis; Forward/Backward Chaining***)

- Teach Independence! Support students in owning and advocating for their own learning by ***fading prompts*** over time, when possible.
- Review Expectations! Keep students from being confused about what you want to see them do, or how they should behave in each setting. Use of ***Classroom Rules, Social Stories, visual supports*** very beneficial.

- Use Rewards to Transform Behavior! Appropriate ***token systems*** can make significant difference in teaching independence, compliance, and other learning behaviors. ***Reinforcement Sampling & Positive Reinforcement*** work!
- Repeat, Apply, and Repeat Again! Repetition and application (generalization) help students connect the dots to learn. ***Keep instruction relevant!***

Purposeful Inclusion vs. Simply Checking the Box

Purposeful Inclusion

- Participation during class (AT devices, picture boards, switch)
- Teacher interaction
- Peer partner/peer “buddy”

Just Checking the Box

- Student is walked to class or activity with no preparation
- Student placed in the back of the room or at a separate table
- Teacher engagement is limited to greetings

Examples of Inclusion

Elementary
School

Circle Time

Special Area

Middle School

All Subject
Areas

School
Assembly

High School

Pep Rallies

School Club
Meetings



let's talk

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