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Celebrating Our Differences:
Elementary Teachers and Students Learning
to Fully Include All Abilities

by

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Submitted in Partial Fulfillment of the
Requirements for the
Masters of Arts Degree in Education
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College of Education, Health and Human Services

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# Table of Contents

Dedication........................................................................................................................................ 3  
Abstract............................................................................................................................................... 4  
Chapter I............................................................................................................................................. 5  
Chapter II.......................................................................................................................................... 8  
Chapter III......................................................................................................................................... 15  
Chapter IV......................................................................................................................................... 18  
Chapter V.......................................................................................................................................... 21  
References.......................................................................................................................................... 23  
Appendix A: Including Students with Disabilities Orientation PowerPoint ......................... 25  
Appendix B: Teaching Strategies Handbook.................................................................................. 81  
Appendix C: PowerPoint Introduction to Lessons on Inclusion..................................................... 99  
Appendix D: Lessons Plans for “Including all Abilities Unit”......................................................... 110  
References.......................................................................................................................................... 110
I would like to dedicate this project first and foremost in memory of my beloved dad, Terry Dykes, who passed away too soon one year ago on November 25, 2014. It was difficult to sit, research, and write when my world had been turned upside down so unexpectedly. He pushed me from above. Furthermore, the tremendous amount of support, encouragement, and sacrifice from my amazing husband, Marc, and my loving children, Micah and Mia made this accomplishment possible. Those who cheered, lent a listening ear, and loved me from afar are truly cherished: my mom, sister, aunt and cousin, family and friends.

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CELEBRATING OUR DIFFERENCES
Abstract

The road to educating students with disabilities has been a long, uphill road with many twists, turns, and bumps along the way. One positive turn this road has taken is the movement of an including students with disabilities in the general education classroom to benefit from learning with their non-disabled peers, known as inclusion. Successful inclusion requires an inclusive school environment, supportive administration, collaboration among staff, and training of both general and special education teachers. This research project is to provide a brief history behind inclusion, and to create a professional development strand to train general education teachers on different types of disabilities, strategies and best practices for including students with disabilities in the general education classroom as well as provide lesson plans for grades Kindergarten through fifth grade to teach students awareness about people with disabilities. These trainings and lesson plans are a guide to eliminate the roadblocks to inclusion and make including all abilities as easy and successful as possible.

Keywords: collaboration for inclusive education, inclusive education, students with disabilities, non-disabled peers, special education, teacher professional development
Chapter One

Introduction

A public education is a basic U.S. right. But not all members of our country have always received equitable access to education. At one time in our history, education has been totally denied to certain groups of people such as females, people of color and certain religious beliefs, children whose parents did not own property, and children with disabilities. Some families of children with more significant disabilities were give advice to and did institutionalize their children.

In the later part of the 1900s, U.S. Congress promulgated federal law guaranteeing children with disabilities the right to a free public education. The legislation included the Education for All Handicapped Children Act (EHA), enacted in 1975 and its subsequent reauthorizations, the Individuals with Disabilities Education Act (IDEA) and its most recent reauthorization in 2004, the Individuals with Disabilities Education Improvement Act (IDEIA). The general education equivalent legislation, the Elementary and Secondary Education Act, also more recently, in 2001 coined the No Child Left Behind Act ensure that all teachers are highly qualified and each subgroup of students within a school are tracked in terms of their progress in the general education curriculum. Until the EHA was passed, four million children with disabilities had been denied appropriate access to education. Many were denied entry into a public school altogether, while others were placed in segregated classrooms, or in general education classrooms without adequate support for their special learning needs (IDEIA, 2004).

Starting with the EHA in 1975, law and practice have moved education of students with disabilities toward inclusion socially and academically in general education classroom schools of their local schools. Simply placing students with special needs with typical peers in a general education classroom is not enough to comply with these laws. The law requires that the
education comply with IDEIA’s free appropriate public education (FAPE) and least restrictive environment (LRE) principles, which require that the public education provided not only be free, but appropriate and within the LRE, which increasingly is the general education classroom of a child’s local school. Therefore, teachers and students need to be prepared for the inclusion of students of all disabilities in their local school communities and classrooms. This is a responsibility that both the general education teacher and special education teacher should share.

**Purpose and Significance of Project**

This project comes at a crucial time in education when many school districts are moving toward the transition to educating students with disabilities in the general education classroom. At my school and in my school district, students have returned from segregated special education placements away from their home schools to their local home school to be educated with their non-disabled neighborhood peers. Teachers have vocalized their need for support, training, and strategies regarding behavior, modifications of work, and peer relations.

The goal of this project is to prepare a professional development for teachers and lessons for students to increase ways in which they can successfully include and educate students with disabilities in the elementary school setting. The researcher (heretofore referred to in the first person, as I or myself) will examine research-based strategies and share these with teachers as well as prepare sample lessons to help students in grades Kindergarten through fifth grade to successfully interact with and support students with disabilities in their classrooms. This inservice and lessons that comprise this project are aimed at answering teacher’s questions such as the following:

Why are we including these students in the general education classroom?

How do I teach these students when they are not at grade level?
CELEBRATING OUR DIFFERENCES

What do I do to prevent classmates from teasing or bullying peers who are different? Giving teachers and students tools and strategies for including students with disabilities in the general education classroom will make including students with disabilities easier and more successful. My hope is that this project will change the outdated beliefs and practices regarding special education, and educational settings.

Summary

Inclusive education has made steady progress since legislation guaranteeing FAPE and LRE was promulgated with the EHA promulgated in 1975. The fight to have students attend their neighborhood schools with their typical peers, and be given the supports needed to access the general education curriculum and experience higher quality education continues. In compliance with federal law, districts are including students with disabilities at their neighborhood school in the general education classroom with their non-disabled peers as well as engaging them in the general education curriculum. Teachers and students would benefit from a series of trainings and lessons that celebrate differences, and increase awareness and understanding of strategies for promoting interaction, acceptance, and learning. The education and experiences students with disabilities gain at their school can be positive or negative depending upon the teachers and students in their class. The more teachers and students are prepared for interacting and teaching students with disabilities the more successful an inclusive education can truly be in connecting and valuing all students in the school community.
Chapter Two

Literature Review

The idea of school inclusion can be a lousy or lovely happiness. It’s really all in the hands of the teachers along with the permission of the big boss, the superintendent. Teachers must be willing to not just give me a desk and then leave me to fill the chair. I need to be asked questions, and given time for my thoughtful answers. Teachers need to become as a conductor, and then guide me through the many places I may get lost.

Jamie Burke, as cited in Kluth (2010).

Jamie Burke, a self-advocate and former student who also experiences autism, captures my motivation for developing this project. Researching the literature on inclusive education, I discovered that IDEA, the federal law that ensures students with disabilities educational rights, is implemented unevenly across the U.S., even though the intent and components of the law are clear. School districts that have embraced both the letter and spirit of the law (i.e., the education of students with disabilities in the least restrictive environment of general education) have found ways to prepare their schools to move to inclusive education options. Three areas were examined in my review of the literature on inclusive education: 1) the history of inclusion, 2) teacher preparation for inclusion, and 3) obstacles to successful implementation of inclusion in schools. A review of these three areas follow.

Movement Toward Inclusive Education

The original U.S. federal law guaranteeing the education of students with disabilities was named the Education for all Handicapped Children Act (EHA) and is often referred to as Public Law 94-142 (i.e., the 142nd law passed by the 94th U.S. Congress). This initial law was promulgated in 1975 and fully implemented in 1978. According to the U.S. Department of
Education (2010) there were and still are four overarching purposes of the law. Namely, the law is designed to 1) provide students with disabilities a free and appropriate education which emphasizes special education and related services designed to meet their unique needs, 2) assure the rights of children and their parents are protected, 3) assist (financially and legally) state and localities to provide for the education of children with any type of disability, and 4) assess the effectiveness of efforts to educate all children with disabilities.

Prior to the EHA, two systems of education had emerged in U.S. public schools, one known as *regular* or *general* education and the other known as *special* education. Special education programs sometimes were located on the same campus of students’ neighborhood schools, but often not. And, these programs were often classrooms separated from general education classrooms. Over time, a great number of students were serviced in what were often called *resource rooms*, while only being mainstreamed in general education for such activities as recess, physical education, art, and other non-academic periods of the day.

This law has been regularly revised to reflect emerging best practice, increase the population of students being served (e.g., adding infant service), add and define new disability categories (e.g., autism, traumatic brain injury) focus upon students’ desired post-school outcomes, and strengthen student and family rights. A name change occurred with the 1990 reauthorization, renaming the law the Individuals with Disabilities Act (IDEA). In 1997, IDEA was significantly revised and improved. Changes were made in the way in which evaluations were conducted in order to increase parent and student authority in education and placement decisions. Students with disabilities were now required to participate in district and statewide assessments, from which they had formerly been excluded in many districts across the country. Emphasized was increased student participation in the general education classroom and
curriculum. Discipline safeguards were strengthened, so students could not be automatically removed from school for behaviors that may be a manifestation of a child’s disability (Hammeken, 2000).

U.S. Department of Education (2010) statistics reveal that, nationwide, more than 6.6 million children and youth receive special education and related services designed to meet their individual needs. Of school-aged students with disabilities, 57% are educated in general education classrooms for 80% or more of their school day. Additionally, nearly 350,000 infants and toddlers with disabilities and their families receive early intervention services. Special education is not a place, but a set of supports and services to ensure that children with disabilities have a free and appropriate education in the least restrictive environment, which is the general education classroom of a child’s local school. Further special education is a set of supports and services designed to ensure that students have access to and progress in the general education curriculum.

U.S. federal law, IDEA, is clear in its intent that individuals with disabilities are to be seen and treated as full members of society who are supported to fully engage and contribute to that society. Public schools are at the forefront of this endeavor. Therefore, educators who work in these school communities need to be prepared on how to successfully include students with disabilities both socially and academically. Likewise, students who are peers and classmates of students with disabilities need education and support to welcome and value and support their classmates with identified learning needs.
Obstacles to Inclusive Education

As previously mentioned, complying with federal disability law is more than just placing students with disabilities in general education classrooms with their non-disabled peers. There is a history associated with the arrival at the concept and practice of inclusive education. In the 1960s and 1970s, students had to “earn” their way into general education. They had to meet a particular bar of walking, talking, speaking, and behavior close to their non-disabled peers to spend some time in the general education environment. This practice was known as and remains “mainstreaming” – streaming a person into the main society, which for school-aged children is school, for part of the day, while maintaining their primary placement as a segregated special education instructional setting. Stated otherwise, mainstreaming is when students with disabilities get pulled out of their special education classroom to join their general education peers for a set amount of time, then ultimately returning to their separate and segregated special education classroom. Historically, there are those who argue that mainstreaming is better for students with special needs because they get the best of both worlds. Namely, the students are exposed to the general education curriculum and socially integrated with their typical peers, but they still get the individualized instruction that they need.

Inclusive education is the practice of providing specially designed instruction as part of the general education practice of differentiating instruction for all students – English learners, students who benefit from accelerated instruction, and students who are eligible for special education. Students eligible for special education are deemed full members of the general education classroom. Instruction is differentiated through collaboration with special educators and other specialists who may be needed to provide accommodations and modifications (e.g., Occupational and Physical therapists, psychologists, English acquisition specialist) so that a student can have full-time or majority-time (80% or more) access to social and academic
CELEBRATING OUR DIFFERENCES

learning experiences with supports and services being brought to the student, instead of the student being brought to the services in a convenient-for-professionals centralized location (e.g., special class, special school). Kluth, Villa, and Thousand (2002) in the Association for Supervision and Curriculum Development journal article, *Our School Doesn't Offer Inclusion and Other Legal Blunders*, describe legal blunders that schools can make with regard to implementing IDEA and inclusive practices. The fundamental blunder is for school staff to think and then act upon the assumption that they do NOT need to offer the least restrictive environment of general education as the placement of first choice (aka, inclusion), particularly for students with more severe disabilities.

In summary, there remain obstacles to the implementation of inclusive education in schools across the country, with a fundamental obstacle being the dispositions, knowledge and skills of teachers and peers to differentiate instruction for all students, including those with identified disabilities.

**Training for Teachers and Students on Including Students with Disabilities**

The proportion of students with disabilities who are educated in the general education classroom and participating in statewide assessments have increased. With these increases has come general educator concern in how best to include these students socially and academically. In Paula Kluth’s preface to her book, *You’re Going to Love This Kid*, she describes what it was like when she first found out she would be teaching a student with autism in her general education classroom.

I was given dozens of files to review. I marveled at the stacks of reports, evaluations, observations, clinical assessments, work samples, and standardized test results. I couldn’t believe a child so small could have so many “credentials”.
As I reviewed my files my feelings changed from stunned to overwhelmed to terrified. (Kluth, p. xiii).

To assist in quelling this fear, we can arm teachers with knowledge and strategies for educating and including students with disabilities socially and academically in general education. Leblanc, Richardson, and Burns (2009) report on finding regarding teachers who participated in training on evidence-based practices for students with autism. Results indicate that such professional development significantly increases participants’ perceptions and knowledge of both autism and evidenced-based practices as well as “reduce overall stress and anxiety levels at least where integration was concerned” (p. 166).

Just as there are benefits to teacher of receiving professional development to increase their knowledge and skills in educating diverse learners, there also are benefits to providing students with instruction that will increase their dispositions and skills at providing natural peer support to their classmates and peers with disabilities. As Villa, Thousand, and Nevin (2010) point out in their text, Collaborating with Students in Instruction and Decision Making: The Untapped Resource, children need to be explicitly taught social skills to more effectively interact with and support one another in academic and social situations. The authors also point out that a great resource for teaching students with disabilities can be found right in the classroom by using student peer-assisted learning approaches such as differentiated cooperative group learning experiences and peer tutoring or partner learning structures. In other works, teachers can invite their students to join them as co-teachers of one another, enhancing their own and others’ learning. Students who have had the opportunity to participate in co-teaching relationships in their schools boast of benefits such as those illustrated in the following quotes. “I am learning so much from being able to teach the material that I have already learned;”, “It is a great way to
help students because some students are scared about talking to teachers,” “It has been a wonderful experience” (p. 95).

Research-based strategies and interventions benefit more than students with disabilities. As Hammeken (2000), the author of *Inclusion: 450 Strategies for Success* points out “these accommodations also benefit students who receive services under Title One, Section 504, and those students who have no label but simply need additional support for success,” (p. 11). These strategies are strategies that are important strategies to include as part of the professional development for educating an increasing diverse student body that includes English learners as well as students with identified disabilities and gifts. Teachers feel more confident and are more capable teaching all students, including students with disabilities, when they understand best-practice teaching methods that benefit all students.
Chapter 3

Methodology

My motivation to create this professional development series comes from positive changes occurring in my school district; namely, the return of many students with disabilities to their home school and general education classrooms. These students had been placed in special education classrooms separated from general education classes, often at a different school site then their neighborhood home schools. This shift is to educate students with disabilities with their non-disabled peers in general education has come to be termed as inclusion or inclusive education. It was to be a transition process occurring over three years. However, it happened in one year.

As a consequence of this accelerated timeline, many district general and special educators felt overwhelmed and unprepared, with minimal training for teachers and support for the students, except for a single orientation training on co-teaching as a vehicle for general and special educators to collaborate to service students with special needs in general education classrooms. The goal of this project is to provide much needed additional training for general education teachers and students to effectively and successfully include students with disabilities in the general education classroom at the elementary school where I teach.

Design

This project is designed to be a professional development series for elementary school staff, in particular, the staff embarking on the inclusion of more students with identified special education needs in the general education classrooms. The professional development is intended to be an initial orientation to inclusive education and inclusive practices. Since it will likely be offered at a professional training day, it is designed to be approximately 90-minutes in length. It will provide teachers not only with orientation information, but five model lessons they can use.
CELEBRATING OUR DIFFERENCES

with their students. All materials and resources for each professional development are included (e.g., PowerPoint, teacher handbook, lessons and materials needed to conduct the lessons). An initial 90-minute teacher orientation is intended to address the philosophy of inclusive education and introduce teachers to universal design and differentiation strategies that can be used with all students and which will allow for more effective inclusion of students with disabilities.

A 30-minute training session will be provided to train teachers how to implement five lessons and build inclusion of all abilities in their classroom. Since this training will most likely be presented at a professional learning community (PLC) meeting it is designed to be short. These five lessons for teachers to deliver to their students without disabilities are intended to help students develop dispositions of empathy and valuing of learning differences. Lessons and books will be available for check out in the learning center.

Setting and Audience

The school district for which this project is intended is the district in which this researcher is employed as a special educator. The district is one of the largest elementary and secondary districts in southern California, with 29 schools serving over 22,000 students. The student population is diverse along all dimensions (e.g., language, country and culture of origin, socioeconomic status), with 58% of students qualifying for free and reduced lunch, 24% being classified as English language learners, 10% considered homeless. Race and ethnic backgrounds represented in the population Hispanic (60%), Caucasian (28%), African-American (4%), Asian (3%), mixed race (3%), Pacific Islander (1%), and Filipino (1%). The district services 3,000 students eligible for special education and 6,000 English language learners. The school at which the researcher is employed is one of 15 district elementary schools serving Kindergarten through fifth grades students. The researcher’s school educates 407 students. Of these students 86% are
of Hispanic origin and 91% are considered socioeconomically disadvantaged, and 11.2% (46) receive special education services.

The audience for this professional development includes general educators, para-educators, and administrators of the researcher’s school described above. The professional development is also appropriate and intended for the staff of any of the elementary schools within the district.
Chapter Four

Results

In her literature review, Hatchell (2009) looked at numerous studies (Biddel, 2006; Downing, 1996; Hammond and Ingalls, 2003; Layser & Tappendorf, 2001) that show that teacher attitudes and beliefs toward inclusion can significantly influence the learning environment of students with and without disabilities” (p. 16). There are many benefits to including students with disabilities in the general education classroom. However, the key to successful inclusion is how well teachers and students are prepared to including students with disabilities. Teachers and students benefit from learning strategies to help students with disabilities, to the fullest extent possible, access the general education curriculum, develop relationships with their peers, and experience valued membership in the least restrictive environment of the general education classroom.

The goal of this project is to develop a professional development series for teachers and lessons for students that positively influence their dispositions and skills to teach and naturally support students with disabilities in the general education classroom. The trainings offer educators effective teaching strategies for all learners and lessons they can use in the classroom for building an inclusive classroom environment for all students.

Professional Development Description

The professional development training includes three parts. The first part is a 90 minute Orientation introducing including students with disabilities in the general education classroom to general education teachers. The orientation introduces teachers to the history of special education. It defines the Individuals with Disabilities Education Act (IDEA), and inclusion. Lastly, it provides research based teaching strategies for most qualifying disabilities. This 90 minute presentation will come with a handbook of the qualifying disabilities for an individual
education program (IEP) and some recommended teaching strategies. The third part of the professional development is a 30 minute training on five lesson plans to teach general education students on how to include students with disabilities.

**Session One Training**

The PowerPoint presentation has two parts. The first part is an orientation for general education teachers introducing the history of special education and the road to inclusion, Defining IDEA and inclusion as well as teaching strategies for students with disabilities who qualify for an IEP under the qualifying categories. The PowerPoint slides and talking points are presented in Appendix A. Session one will orient general education teachers on the 13 qualifying disabilities and teaching strategies to utilize in the classroom.

The teaching strategies will be culminated into a convenient handbook for teachers to utilize with easy access in their classroom. The handbook will outline the 13 qualifying disabilities, definitions, and teaching strategies. When teachers walk away from the orientation, the handbook will serve as a quick reference for them to refer to as needed in their classroom. The handbook is presented in Appendix B. General education teachers will be given a useful handbook of the disabilities and strategies discussed during the training.

**Session Two Training**

In the second training session various books and accompanying lessons will be introduced to the general education teachers through a second PowerPoint presentation lasting 30 minutes. This second session PowerPoint training will be delivered to general education teachers who have students with IEPs in their general education classroom. These lessons are designed to teach non-disabled students on how to include students with disabilities in the general education classroom. With these lessons, non-disabled students will learn that everyone is different, has
CELEBRATING OUR DIFFERENCES

different needs, but that we are each special and deserve to be treated with respect and dignity.

The PowerPoint slides and five lesson plans are presented in Appendix C.
Chapter Five

Discussion

Greater numbers of students with disabilities are being educated primarily in general education classrooms. Yet there are teachers and students who are unaware or unprepared on how to support and include these students as learners and valued classroom community members. The road to educating students with disabilities has been a long and uphill road with many twists, turns, and bumps along the way. One positive turn the road has taken is the movement to include students with disabilities in the general education classroom, where they benefit from learning with their non-disabled peers. This movement, known as inclusive education or inclusion does not just occur. It requires a welcoming and inclusive school and classroom culture, supportive administration, collaboration among staff, and training of both general and special education teachers. This professional development that is one of the products of this project offers teachers a brief history behind inclusion, information on the types of disabilities, strategies and best practices for including students with disabilities, as well as lesson plans for providing Kindergarten through fifth grader understanding and appreciation of their classmates with disabilities. This professional development and these lesson plans are intended to be a guide to eliminate roadblocks to inclusion, make including students of all abilities as easy and successful as possible.

Limitations and Next Steps

This project is limited in that the professional development and lessons have yet to be implemented to determine their effectiveness in providing teachers and students with useful information and providing them with dispositions and skills to support the social and academic participation and success of students with disabilities. If I had additional time I would solicit
teacher feedback to determine how well it addresses their concerns, questions, and needs for strategies to including students with disabilities in the general education classroom.

**Potential Impact**

There is considerable research regarding the need for and impact of professional development of general education teachers to promote the successful inclusion of students with disabilities in general education. Teachers without such training may be unaware of research-validated practices and strategies to improve the quality of education for all students. The quality of an inclusive education can significantly increases when teachers have the tools to differentiate and scaffold instruction for students with disabilities. The impact of this project is the increased knowledge and skills about how to meet each student’s needs acquired by teachers and paraeducators through the inservice training sessions.

**Conclusion**

Teachers and students are traveling an educational road of keeping students with disabilities in general education classrooms, where they can best access the general education curriculum and prepare to be fully contributing and participants of society when schooling is completed. We are moving beyond simple mainstreaming of students with disabilities for small parts of the day and week to fully including them in the general education classroom. At the start of Chapter 2, Jamie Burke reminds us that this inclusive journey can be lousy or lovely, depending upon teacher and administrator willingness and ability to be conductors and guides when a student might get lost. We have to do more than just provide students a seat in the general education classroom. The general education teachers and students need to be prepared to truly welcome, value, and presume competence of all students always. This professional development is intended to helps make the inclusive education journey lovely rather than lousy!
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CELEBRATING OUR DIFFERENCES


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Appendix A

Including Students with Disabilities Orientation PowerPoint
Hello and welcome to the road to inclusion. If you are here, chances are you have students with disabilities in your general education classroom. The fact that you are sitting here is a sign that you are interested in finding ways to include students with disabilities in your classroom. I’m glad you are here.
Let’s begin. Our agenda today will be as follows. Children with disabilities have traveled a long, difficult road to have the same rights as everyone else. We will learn some historical moments for people with disabilities and their education. Some of which include federal laws to ensure and protect their rights. The Individual Education Program (IEP) is the center for ensuring and protecting students’ educational rights. However, keep in mind that not all students with a disability qualify for an IEP.
Prior to 1950’s- People with disabilities were segregated from society. It was thought they were incapable of learning.

1950’s- Parents started to question if institutionalization was the best or only option to care for and educate their children. They started to keep their children home, and educate them at local schools.

1954- Brown vs. Board of Education: a landmark court case for education which ended legal segregation in public schools.

Civil Rights movement began.

Parent advocacy groups form and gain momentum.

1960’s- President Johnson Passes Elementary and Secondary Education Act which provides more funding for schools for special education.
CELEBRATING OUR DIFFERENCES

**Slide 3 talking points continued**

1970’s- The real change for special education is the adoption of the Education Act for All Handicap Children Act (EAH). EHA establishes

1) the right to free and appropriate public education for all children including those with a disability

2) Rights of parents and their children are protected

3) Help states provide education to students with disabilities

4) Assess and ensure effectiveness of educational programs for students with disabilities

1980’-1990’s- In 1986 EHA is amended to add services and education for children with disabilities from birth.

1990- EHA was changed to Individuals with Disabilities Act (IDEA).

1997- IDEA was amended to add services and support for transitioning high school students to adulthood.

2000-Present- in 2004 IDEA underwent another name change becoming Individuals with Disabilities Education Improvement Act (IDEIA) that brought about additional changes in education.

- IDEAs definition of terms
- The evaluation process
- The IEP process
- Discipline and suspension of students with disabilities

Advocacy, parent/student rights, and implementation of the law is growing. This movement sees an increase in including students with disabilities into their general education classroom.
Then:

Think back to when you were in elementary. What was your classroom like?

Query: Were the seats in rows, in groups or in pairs?

Query: Were students with disabilities included in your classroom or were the educated in a separate class?

Now:

Query: How is it different now?
The federal Individual with Disabilities Education Act (IDEA) requires that students with disabilities have access to education in the general education classroom with their nondisabled peers whenever possible.
Further IDEA requires that students qualify for special education under one of the federal eligibility categories. When a student qualifies, that student has a right to a free and appropriate public education in the least restrictive environment and an array of services that students needs in order to access and progress in the general education curriculum. Note that not every student with a disability may qualify as eligible for special education. A student’s disability must have an adverse effect on their learning and meet the qualifications for one or more of the disability categories.
Inclusive education can be defined as “students with disabilities being supported and educated in age-appropriate general education classes in their home schools and receiving specialized academic instruction as delineated by each student’s Individual education Program within the context of the core curriculum and general class activities.”
Inclusion is not...

- Providing a seat in the general education classroom without supports.
- Segregating students with disabilities and paraprofessional to the back of the classroom.
- Letting a paraprofessional provide sole instruction to students with disabilities.
- Making the paraprofessional prepare, adapt, and be responsible for visual schedules, behavior charts, and instructional materials.

Inclusive education is NOT

- Providing a seat in a general education classroom, but not providing needed supports
- Segregating students with disabilities and paraprofessionals supporting them at the back of the classroom
- Having a paraeducator be the sole instructor of a student, preparing materials and instruction without professional guidance and direction
Inclusive education will be unique for every student based upon a student’s

- Individual Education Program (IEP) and needed supports and services
- Strengths and weaknesses
- Disability
- Grade-level, subject area, and lesson
Inclusion includes everyone – administrators, teachers, paraeducators, other school staff, and, of course, the students!
Think more about what your students can do, and less about what they cannot do. We all have abilities as well as disabilities, the key is learning how to use our abilities to overcome our disability.
As you will learn through this presentation, there are many strategies that benefit all students, especially students with disabilities. However, there are some strategies that are specific and unique to certain disabilities.
A student with disability have one or more qualifying disability that interferes with learning so much so that the child requires Specialized Academic Instruction (SIA).

How does a student qualify for an IEP? A student must meet all three of the following criteria:

1. Have one or more disabilities (which we’ll discuss later along with teaching strategies).

2. The disability affects the student’s ability to learn.

3. The student’s needs are unable to be met in the general education curriculum alone, which requires the student to receive Specialized Academic Instruction (SAI).
Additional responsibilities include everyone delivering the needed specialized academic instruction and ensuring that all components of a students’ Individual Education Program are actually delivered in every setting in which they are needed.
A student with a disability requires his or her educators to think about ways to differentiate instruction in the classroom. Let’s talk about these categories and some recommended strategies for supporting students with each of the above disabilities in the general education classroom.

In 2013, there are a total 686,352 students with disabilities in the state of California. That is a large proportion of our student population. Our district alone services 3,000 students with disabilities.
Other health impairment refers to more than a hundred types of impairments. Under this umbrella term the three leading classifiers are epilepsy, asthma, and diabetes. However the one that impacts schools the most is attention deficit (hyperactivity) disorder (ADD/ADHD). About 62,000 of students in California qualify under other health impairment (Legislative Analyst’s Office, 2013). 5.9% have ADD/ADHD (Center for Disease Control and Prevention, 2014).
Here are some strategies for students that are highly distractible.

- Divide longer amounts of work into smaller chunks.
- Seat a student away from distracting locations such as windows, doors, or busy traffic areas in the classroom.
- Alternate seated activities with activities involving movement.
Additional strategies for supporting a student with ADD/ADHD include:

- Providing simple, on-step directions
- Turn long directions into a written list
- Calmly redirect student when the student gets off track
Even more strategies for supporting a student with ADD/ADHD include:

- Giving the student a classroom job
- Provide fidgets
- Move!
Additional strategies for supporting a student with ADD/ADHD include:

- Providing simple, on-step directions
- Turning long directions into a written list
- Calmly redirecting a student when the student gets off track
- Teaching students to use a planner to keep track of assignments and homework
Autism Spectrum Disorder (ASD) is an umbrella term that encompasses multiple impairments with varying levels of severity in areas of social, communication, and behavioral skills. Students that are mildly impaired by their autism can function more closely to their typical peers, while those that are more significantly impacted are severely disabled. In 2013, the number of students with ASD in California was about 72,000 (Legislative Analyst’s Office, 2013).
Strategies for supporting students with ASD include the following:

- Provide a visual schedule
- Prepare students for changes
- Keep work sessions short
- Teach social skills
- Provide extra time
  - Provide a quiet area in the classroom
An emotional disturbance disability is a chronic condition that lasts for long periods of time experiencing characteristics such as an being unable to learn which cannot be explained by intellectual, sensory, or health factors, an inability to build or maintain relationships with peers and teachers; engaging in inappropriate behaviors and feelings under normal situations; and/or a tendency to develop physical symptoms or fears associated with personal or school problems that negatively impacts their education.

In 2013, the number of students with an emotional disturbance disability in the state of California was 25,984 (Legislative Analyst’s Office, 2013).
Strategies for supporting students with emotional needs include the following:

- Keep calm and stay positive
- Chunk work
- Include movement and sensory activities
- Use a self-monitoring chart for the student to track his or her own behavior
Additional strategies for supporting students identified as having emotional needs include the following:

- Provide structure and predictability
- Anticipate antecedent events that might set the student off
- Be calm; be a model

Explicitly state expectations
Oppositional Defiance Disorder can be defined as a chronic problem with defiance, seeking revenge with their peers, confrontation with peers/adults, and irritability. It is different from conduct disorder which has more severe, delinquent behaviors (i.e. aggression, destruction, breaking rules, etc.).
Strategies for supporting students who displays ODD include the following:

- Resist engaging in a power struggle
- Provide lots of choice
- Be positive and avoid anything that might be interpreted as intimidation, a put-down or sarcasm
- Learn about and appreciate publically a student’s strengths
A Specific Learning Disability is a disorder in one or more of the psychological processes involved in understanding or using language, spoken or written, which may affect the ability to listen, think, speak, read, write, spell, and do math including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and aphasia. In California, this is the number one qualifying disability with a total number of 278,698 students (Legislative Analyst’s Office, 2013).

An Auditory Processing Disorder is a hearing problem where a child cannot process information they hear the same way others process the same information.

Dyscalculia is having problems working with numbers and learning math skills such as counting, writing and lining up numbers, and remembering math facts or rules.
Dysgraphia is having problems with writing including pencil grip, writing words, lining words up on the paper, and spelling of words.

Dyslexia is having problems with learning to reading. It is more than just mixing up or reversing the letters, it is a problem with phonemic awareness, and recognizing words. Sometimes words are spaced funny, completely squished together, or students spell words the way they hear them.

Non-verbal learning disability is having problems with nonverbal communication such as facial expressions, body language.

A visual perceptual/visual motor deficit is having problems with processing what is being seen, and the ability to draw or copy that information.
Strategies for supporting students with speech and/or language impairments include the following:

- Use direct and explicit instruction
- Break learning into smaller steps
- Use visuals
- Check for understanding regularly
Students with deaf-blindness have unique educational needs. A student may have mild hearing loss, and complete blindness. They might have a mild visual impairment, but severe hearing loss. They could also be completely blind and deaf. In California, in 2013, the number of students who are deaf and blind is 160, while those who are visually impaired was 4,327 (Legislative Analyst’s Office, 2013).

For students with visual impairments or deaf-blindness, accessing information in any environment is very difficult without the proper supports. Keep in mind that a student with deaf-blindness may have less knowledge of the environment than atypical peer because they cannot see what is in their environment. Therefore, teachers must bring in common examples to link new information to something the student can understand. For example, telling students that one gallon is equivalent to one milk jug without providing an actual gallon container may have little meaning. Provide opportunities and additional time to learn related information.
Last minute modifications to lessons may need to happen. For example, you may find a ‘cool’ educational video that does a better job at explaining oxidation than you ever can. So, on a whim you put it on. Everyone enjoys it, and they finally get what you’ve been covering the last two weeks! This situation is not so beneficial for the deaf-blind student, who needs materials prepared in advance. Similarly, printing out your end of the unit exam the night before the test should be avoided when you have a student who is deaf-blind.

Additionally, do not leave it to a paraprofessional to clarify information, while you and the class move on. Meeting as a team can help streamline the information that is important for the student to master as well as eliminate information overload that the paraprofessional has to modify/adapt on your behalf.
Modification of the general education curriculum may be necessary for a student who is deaf-blind. As mentioned, they may have less knowledge of their environment based on what they are unable to see/hear, and to have explained to them. Pick what is truly important from the standard for them to grasp.

Explanations need to be detailed, descriptive, and specific. For example, if teaching how to subtract three digit numbers with regrouping avoid pointing to the board and saying, “borrow from here, bring the number over there, and then subtract the two numbers.” Instead use the terms for place value. It will not only benefit the student who is visually impaired, but also helps increase academic vocabulary in general education students.
Accessible text makes materials in the classroom accessible to students with disabilities by converting different types of text into an electronic format so they can be used with assistive technology. Here are few websites that may require a subscription or student IEP to use. You can also scan texts into a PDF file, which can read by most devices.
In California, in 2013, the total number of students who have a hearing impairment or who have a complete hearing loss was 13,937 (Legislative Analyst’s Office, 2013).
There is a difference between a developmental delay and a developmental disabilities. A developmental delay is defined as when developing children do not meet the developmental milestones children their age are meeting (e.g., crawling, walking, and talking). A developmental disability involves pervasive difficulty with daily functioning, living, and practical skills. A developmental disability may also be referred to as an intellectual or cognitive disability.
Some strategies to help include a student with an intellectual disability include:

- Providing visuals and hands-on experiences
- Giving immediate feedback
- Using peer buddies
- Labeling items in the classroom
An Intellectual Disability was once referred to as Mental Retardation (a very harsh, and outdated term). It was legally changed at the federal level just a few years ago, because of its negative connotations. An Intellectual Disability is characterized by low functioning in both areas of cognitive abilities and adaptive behavior. In California, the number of students with an intellectual disability is 43,303 (Legislative Analyst’s Office, 2013).

Some strategies to help include a student with an intellectual disability include:

- using simple sentences and instructions
- breaking tasks into steps
- mixing difficult and easy tasks
- providing concrete examples

Some strategies to help include a student with an intellectual disability include:

- using simple sentences and instructions
- breaking tasks into steps
- mixing difficult and easy tasks
- providing concrete examples
An Orthopedic Impairment is a physical disability that affects some or all of a child’s academic progress. In 2013, in California the number of students with an orthopedic impairment was 14,261.

A couple examples of Orthopedic Impairments caused by a birth defect include clubfoot or absence of a limbs/body part. Some examples of Orthopedic Impairments caused by disease would be Polio, or Scarlet Fever. Other causes of Orthopedic Impairments include Cerebral Palsy and amputations.
Strategies for supporting a student with an orthopedic impairment include:

- Attending to the classroom layout
- Encouraging alternative responses such as typing versus oral responses
- Using peer buddies
- Using kinesthetic activities in lessons
Multiple Disabilities refers to a variety of disabilities, all of which affect a student’s ability to learn and be successful. In California the number of students who have multiple disabilities is 5,643. While a student can have multiple disabilities the five most commonly affected areas of learning are:

1. Intellectual functioning
2. Adaptive skills
3. Motor skills
4. Sensory functioning
5. Communication skills
Multiple Disabilities Strategies

- Use a multi-modal approach with these students.
- Know their strengths and interests.
- Pre-plan a variety of modifications for lessons.
- Aim for participation in learning (which is better than excluding them from the activity altogether).

A multi-modal approach uses a combination of learning approaches with visuals, movement, speaking, and writing.

Including students through participation (i.e. even if the student is not reading, writing, or speaking at grade level) is more beneficial than excluding a child. The key is to work with your education specialist to make that time valuable, and manageable. Incidental learning occurs all of the time. We never know what a student already knows or will pick up through participation!
Watch your student using their assistive technology device. Learn something you can say on the device. Use the device to communicate with the student is a great way to include the student!
A Speech and Language Impairment (SLI) is defined as a “communication disorder that adversely effects a student’s ability to talk, listen, read, and write,” (Project Ideal, 2013). The number of students with a speech and language impairment in California is 164,600. It is the second most prevalent disability. 24% of students with SLI are receiving speech and language services.

Articulation has to do with how the child forms sounds or words. Typical articulation errors include:

Omission means leaving out sounds (i.e. leaving off beginning or ending sounds)

Substitution means substituting sounds (i.e. b for v, w for r, etc.)
Slide 42 talking points continued

**Distortion** involves using non-typical sounds for typical sounds in language (saying shun for sun).

**Fluency** has to do with difficulty with speaking (i.e. repeating words, hesitating to speak, and/or drawing out sounds, words, or phrases. There are two types of fluency disorders:

1. Stuttering—getting stuck on sounds, words, and/or phrases.
2. Cluttering—fast and jerky speech

**Voice disorders** are disorders with the quality of voice (i.e. too soft, too loud, quality, or pitch).
A phonological disorder is having difficulty with saying sounds correctly. A morphological disorder is having difficulty with inflections in words that distinguish them from similar words (i.e. bow and bow). A semantic disorder is having difficulty with the use of specific terms or vocabulary, multiple word meanings, and an inability to comprehend word meanings. A syntactical disorder is having difficulty with putting words in the correct order to form a grammatically correct sentence forming shorter, simpler sentences. A pragmatic disorder is having difficulty using and applying rules of language (verbal and non-verbal) in social situations (i.e. understanding personal space when speaking, making eye contact, etc.).
Strategies for supporting students with a Speech and or Language Impairment include

- Being a model of complete sentences
- Repeating words and phrases so a student can hear it stated the correct way
- Allow extra “wait time” for processing information and producing speech
- Allow the student access to a “high frequency word” dictionary
While early intervention is a best practice when suspecting a child having a disability, referring students for speech and language services when they are right on target for typically developing speech sounds is unnecessary. This chart provides, by age, typically developing speech sounds. Please refer to it when suspecting a student has an articulation disorder, or consult with your speech pathologist if you are unsure.
A *Traumatic Brain Injury* (TBI) under federal law means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more of the following areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, speech (*Project Ideal*, 2013). The number of students in California with a traumatic brain injury is 1,771.
Careful planning, and consideration needs to take place for students coming back to school after incurring a Traumatic Brain Injury.

In most cases, the child may remember what they were like before their accident, and will have difficulty adjusting to expectations, goals, and discrepancies with previous knowledge.

For a distraction free area, mini-partitions work well.

Students with TBI may have reduced stamina for focusing/working, and easily fatigue. In this case it is good to provide small rest breaks (i.e., brain breaks).
### References


References


References


Autism

Strategies for Inclusion

Definition: Autism spectrum disorder – is an umbrella term that encompasses multiple impairments with varying levels of severity in areas of social, communication, and behavioral skills. Students that are mildly impaired by their autism can function more closely to their typical peers, while those that are more significantly impacted are severely disabled.

Classroom Strategies

Reading:
Small reading groups
Cloze reading
Model think aloud
Act out important parts
Use reading graphic organizers to support comprehension
Teach Idioms (have idiom of the week)
Use e-texts when possible

Writing:
Allow alternate responses
Allow access to speech-to-text (Google Doc has built in speech-to-text)
Provide visual prompts to support writing topics
Let student talk out ideas as you write them with organization

Math:
Use manipulatives when possible
Limit number of problems (modify worksheets that are visually over stimulating)
Break up multiple step problems, and work into smaller chunks.
Link math to real world, functional skills examples

Classroom Strategies

Environment:
Keep class organized and clutter free
Consider lighting
Provide separate work area for times of over stimulation
Post visual schedule, prep for changes in schedule
Allow students to use a corral (tri-fold) for distraction free work space

Sensory:
Break work into small chunks
CELEBRATING OUR DIFFERENCES

Allow access to fidgets, movement, sensory outlets (spelling words with play dough)
Allow access to headphones, music during over stimulating activities

**Behavior:**

Use “First, then” strategy
Build in natural breaks
State expectation clearly, avoid lectures
Alternate preferred tasks with non-preferred tasks

**Social Skills**

Teach “hidden curriculum” (i.e. talking with adults is different than talking with peers, etc.).
Practice, practice, practice! Provide numerous opportunities for students to interact.
Bring in social skills lessons, stories, and scripts. Everyone can benefit from learning to interact with each other more positively.
Use video modeling to teach acceptable behavior (general education students will enjoy playing the starring role)!
Deaf-Blindness

Strategies for Inclusion

**Definition:** Students with a deaf-blindness disability have unique educational needs. A student may have mild hearing loss, and complete blindness. They might have a mild visual impairment, but severe hearing loss. They could also be completely blind and deaf.

**Classroom Strategies**

Prepare materials in advance for Braille print
Allow additional time for reading, processing, and responding (especially Braille writing)
First hand experiences will be the key to all their learning
Provide concrete objects when possible
Provide object schedule (i.e. plastic spoon for lunch).
Allow alternate responses
Allow access to speech-to-text (Google Doc has built in speech-to-text)
Use manipulatives when possible
Limit number of problems
Break up multiple step problems, and work into smaller chunks.

**Visual Impairment**

Keep class organized and clutter free
Prep student for changes in environment (i.e. new seating arrangement)
Allow additional time to navigate
Post object schedule, prep for changes in schedule
Be patient, and flexible with tactile learning, as some students may be hesitant to touch a new object
They will learn primarily through doing, hands-on lessons are best.
Make text accessible

**Hearing Impairment**

Wear FM system if student has some hearing
Provide visuals for audio information
Use peer buddy system to help with auditory information (taking notes, planners, etc.).
Avoid talking when they are not looking
CELEBRATING OUR DIFFERENCES

Learn sign language (at least common signs)

**General Considerations**

Plan lessons in advance
Build positive, and supportive rapport
Give warning, and extra time for transitions (students who are deaf-blind are not always aware of time frames since they cannot see the clock).
Intellectual Disability
Strategies for Inclusion

Definition: An intellectual disability was once referred to mental retardation (a very harsh, and outdated term). It is characterized by low functioning in both areas of cognitive abilities and adaptive behavior.

Classroom Strategies

Reading:
Small reading groups
Use audio books
Repeated readings
Act out important parts
Use reading graphic organizers to support comprehension
Teach finding answers in the text
Teach vocabulary and key terms
Label classroom items to support reading/writing skills

Writing:
Allow alternate responses
Allow access to speech-to-text (Google Doc has built in speech-to-text)
Provide visual prompts to support writing topics
Let student talk out ideas as you write them with organization
Use cloze sentences/paragraphs.
Provide graphic organizer

Math:
Use manipulatives when possible
Limit number of problems (modify worksheets that are visually over stimulating)
Break up multiple step problems, and work into smaller chunks.
Link math to real world, functional skills examples (i.e. how many friends in the classroom, adding/subtracting high interest item, etc.).

Environment:
Have an area for student resources (i.e. high frequency words dictionary, number charts, alphabet, etc.
Provide separate work area for times of over stimulation
CELEBRATING OUR DIFFERENCES

Post visual paired with text schedule, prep for changes in schedule
Allow students to use a corral (tri-fold) for distraction free work space when needed
Use peer buddy system for daily routines, living skills, etc.

**Behavior:**
Use simple statements and directions
Learn what motivates them
Use positive behavior system
State directions in a positive way (Avoid using no, don’t, that’s not okay, etc.).
Break work into small chunks
Alternate preferred tasks with non-preferred tasks
Think about function of behavior, usually they have no ill will for misbehaving.
Provide frequent immediate feedback

**General Considerations**
Provide frequent practice, repetition, and review of skills
Provide frequent use of modeling
They might be slower at processing, responding, and acting on directions, but they are not dumb
Do not talk about them in front of them thinking they cannot understand you
Speak softly and slowly.
CELEBRATING OUR DIFFERENCES

Emotional Disturbance
Strategies for Inclusion

Emotional Disturbance Disorder
Definition: An emotional disturbance disability is a chronic condition that lasts for long periods of time experiencing such characteristics such as being unable to learn which cannot be explained by intellectual, sensory, or health factors, an inability to build or keep friendships with peers and teachers; engaging in inappropriate behaviors and feelings in normal situations; and/or a tendency to develop physical symptoms or fears associated with personal or school problems that negatively impacts their education.

Classroom Strategies
Modify classroom activities while maintaining lesson objective.
Provide structured classroom, schedule, procedures, and rules.
Anticipate situations that might set off the student.
Keep calm, be a model, and do not engage with an audience.
State expectations especially in unstructured activities.

Oppositional Defiance Disorder
Definition: Oppositional defiant disorder is a chronic problem with defiance, seeking revenge with their peers, confrontation with peers/adults, and irritability. It is different from a conduct disorder, which has more severe, delinquent behaviors (i.e. aggression, destruction, breaking rules, etc.).

Classroom Strategies
Use a positive reward system.
Offer plenty of positive praise. Be specific.
State requests in a positive way.
Use short explanations for discipline. Avoid long lectures.
Provide a “cool down” zone for de-escalation.
Speak calm and clearly.
Focus on solutions not the problem
Do not engage in a power struggle.
Give them control by offering choices.
Avoid confronting them in front of their peers.
Stay away from sarcasm, intimidation, and put-downs.
CELEBRATING OUR DIFFERENCES

See the whole student and their strengths.
Provide student control by giving them choices
Provide 5 positive comments to 1 warning
Multiple Disabilities

Strategies for Inclusion

**Definition:** Multiple disabilities refers to a variety of disabilities, all of which effect a student’s ability to learn and be successful. While a student can have multiple disabilities the 5 most affected areas of learning would be:

- Intellectual functioning
- Adaptive skills
- Motor skills
- Sensory functioning
- Communication skills

**Classroom Strategies**

- Use a multi-modal approach with these students.
- Integrate technology into learning
- Know their strengths and interests
- Pre-plan a variety of modifications for lessons.
- Aim for participation in learning (which is better than excluding them from the activity altogether).
- Peer buddy supports
- Seek training on assistive technology for your students who use AT.
- Become familiar with Accessible Educational Materials (AEM). Learn more at [http://aem.cast.org/](http://aem.cast.org/)

**Writing:**

- Student may need pencil grips or adaptive pencils
- Allow access to word processor
- Provide visual prompts to support writing topics
- Modeling
- Small group
- Use personal experience stories
- Use graphic organizers

**Reading:**

- Interactive reading (Choral reading, buddy reading)
- Access to e-text
CELEBRATING OUR DIFFERENCES

- Story frames
- Student written books

Math:
- Play fun math games
- Use sorting trays for counting/adding
- Use daily events to teach time
- Use mock store to teach money
Orthopedic Impairment

Strategies for Inclusion

**Definition:** An orthopedic impairment is a physical disability that affect some or all of a child’s academic progress. A couple examples of orthopedic impairments caused by birth defects include clubfoot or absence of limbs/body part. Some examples of orthopedic impairments caused by disease would be Polio, or Scarlet Fever. Some other causes of orthopedic impairments include Cerebral Palsy, and amputations.

**Classroom Strategies**

- Most important is layout of classroom. Make room for mobility devices.
- Allow extra time to maneuver class/school.
- Consider alternate responses, typing vs. pencil and paper, oral vs. typing, etc.
- Assign multiple peer-buddies to build awareness and alleviate weight of responsibilities from one particular student.
- Use peer-tutors (make sure they are willing and trained for tutoring).
- Create kinesthetic activities so they can practice manipulating and motor skills.
- Have student scribes to support writing tasks
- Use adaptive materials
- Allow alternate responses
- Use reading buddies to help turn pages
- Use audio books/e-text
- Students might use switches, Augmentative communication device (AAC)

**General Considerations**

- AAC devices are fragile, and for communication. General education students should be taught about adaptive equipment and personal space.
- Always wait for student to finish talking on an AAC device to truly get an accurate idea of their needs and wants.
Other Health Impairment

Strategies for Inclusion

Definition: Other health impairment refers to more than a hundred types of impairments. Under this umbrella term the three leading classifiers are epilepsy, asthma, and diabetes. However the one that impacts schools the most is attention deficit (hyperactivity) disorder (ADD/ADHD).

Types of disabilities:
- Epilepsy
- Asthma
- Diabetes
- Attention Deficit (Hyperactivity) Disorder

Classroom Strategies
ADD/ADHD

Distractibility:
- Divide longer amounts of work into smaller chunks.
- Seat away from windows, doors, or busy areas.
- Alternate seated activities with movement activities.

Impulsivity:
- Have a clear behavior plan.
- Provide immediate praise/consequence.
- Provide specific feedback.
- Provide a visual schedule for the day and have them check off each activity.

Fidgety and Hyperactivity:
- Have them run errands, or do classroom jobs.
- Allow them to play with fidget quietly, stand at their desk, or sit on yoga ball (small amount of time).
- Encourage lots of movement, especially PE

Trouble following directions:
- Give simple one step directions.
- Write long directions in a list on the board that they can reference.
- Redirect calmly if they get side-tracked.
CELEBRATING OUR DIFFERENCES

• Use a planner to keep track of assignments/homework.

**Epilepsy, diabetes, asthma:**

• Have valid and current CPR/first aid training to recognize and treat symptoms of seizure, asthma attack, and hypo/hyperglycemia.
Specific Learning Disability

Strategies for Inclusion

**Definition:** Specific Learning Disability is a disorder in one or more of the psychological processes involved in understanding or using language, spoken or written, which may affect the ability to listen, think, speak, read, write, spell, and do math including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and aphasia.

**What falls under this category?**
- Auditory processing disorder
- Dyscalculia
- Dysgraphia
- Dyslexia
- Processing disorder
- Non-verbal learning disabilities
- Visual perceptual/visual motor deficit

**Classroom Strategies**
- Start with direct, explicit instruction of a skill, slowly letting students acquire the skill.
- Break learning into smaller steps.
- Explicitly teach and model learning strategies.
- Use pictures, diagrams, and organizers to aid with auditory information.
- Constantly check-in for understanding.

**Reading:**
- Provide distraction free, quiet reading area
- Use audio books/e-text
- Small reading groups
- Teach sounding out words, using context clues to find out unfamiliar meanings, and comprehensions strategies to make meaning of text.
- State the purpose of reading/reading activity (i.e. today we are reading to make predictions)
- Teach how books are organized
- Use graphic organizers to support comprehension

**Writing:**
- Use graphic organizers to support writing
- Provide notes, or outline before hand
- Allow verbal responses
- Allow typed responses
CELEBRATING OUR DIFFERENCES

• Let student make a video as an assessment tool
• Break up writing process into small chunks
• Give extra time for writing

Math:
• Use graph paper to line up numbers, and algorithms
• Have manipulatives available
• Use highlighter to limit number of problems
• Encourage multiple problem solving strategies
  (i.e. drawing pictures, tally marks, etc.)
• Use graphic organizers for solving word problems
• Use computer games to practice math facts
Speech and Language Impairment

Strategies for Inclusion

**Definition:** A speech language impairment is a “communication disorder that adversely effects a student’s ability to talk, listen, read, and write,” (“Project Ideal,” 2013).

What is a speech and language impairment?

There are speech impairments and language impairments.

Three types of speech impairments:
1. Articulation
2. Fluency
3. Voice

There are 5 types of language impairments:
1. Phonological—is difficulty with saying sounds correctly.
2. Morphological- is difficulty with inflections in words which distinguish them from similar words (i.e. bow and bow).
3. Semantic– is difficulty with use of specific terms or vocabulary, multiple word meanings, and an inability to comprehend word meanings.
4. Syntactical– is a difficulty with putting words in the correct order to form a grammatically correct sentence forming shorter, simpler sentences.
5. Pragmatic– is having difficulty using and applying rules of language (verbal and non-verbal) in social situations (i.e. understanding personal space when speaking, making eye contact, etc.).

Classroom Strategies

- Be a model for complete sentences (do not talk down), correct speech sounds, and behavior in social situations.
- Repeat their words/phrases so they hear it the correct way (but do not single them out by making them say it over and over).
- Allow extra time for processing and producing speech.
- Allow access to high frequency word dictionary.
Traumatic Brain Injury

Strategies for Inclusion

**Definition:** “Traumatic brain injury (TBI) under federal law means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more of the following areas: Cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, speech (“Project Ideal”, 2013).

**Classroom Strategies**

- Students with TBI benefit from repetition and consistency.
- Provide a distraction free work area.
- Provide rest (brain) breaks.
- Teach memory skills (mnemonic strategies, songs, rhymes, etc.).
- Provide clear, simple directions.
- Provide repeated practice of skills.
- Preferential seating in low traffic area
- Small group instruction
- Limit unstructured times
- Provide consistent, routine, schedule
- Break up long, difficult task into small simple chunks
- Teach to their learning style, strengths, and interests
- Check for understanding
- Support auditory information with visual supports
- Reduce work load, or break up work into parts
- Use graphic organizers
- Provide more frequent assessments than one final comprehensive test (mini-quizzes)
- Provide outlined notes or pre-written notes (depending on severity)
- Teach organization
- Provide repeated practice on fundamental skills
Appendix C

Introductory PowerPoint to

Lessons for General Education Students on Inclusion
Celebrating Our Differences – Students Learning to Fully Include All Abilities
The road to educating students with disabilities has been a long, uphill road with many twists, turns, and bumps along the way. One positive turn this road has taken is the movement of an including students with disabilities in the general education classroom to benefit from learning with their non-disabled peers, known as inclusion. Successful inclusion requires an inclusive school environment, supportive administration, collaboration among staff, and training of both general and special education teachers. This research project is to provide a brief history behind inclusion, and to create a professional development strand to train general education teachers on different types of disabilities, strategies and best practices for including students with disabilities in the general education classroom as well as provide lesson plans for grades Kindergarten through fifth grade to teach students awareness about people with disabilities. These trainings and lesson plans are a guide to eliminate the roadblocks to inclusion and make including all abilities as easy and successful as possible.
Is your class ready for fully including students with all abilities? Do you have students with disabilities being targeted for bullying, conversations about why and how are they different, and wondering what to do about it? These lesson plans may help address your concerns.
Lesson 1 for both primary and upper grades is an introduction to different types of disabilities the people might have. Through both versions of lessons, students learn more about the disability, that we might be different as well as things that make us the same, and ways to help students with disabilities in the classroom if they need it.
This primary grade lesson presents a book or video on different disabilities each day for 5 days. Students then have the opportunity to make a book with illustrations about what they have learned. The lessons take about 30 minutes.

For the upper grades, the lessons are designed to let them be the experts on a disability, which they will present to the class. They will work in groups to research the meaning of their disability, its effect on learning, and strategies for helping a student with this disability in the classroom. It is important to note that it is illegal to point out someone in your class with a disability unless you have written permission to do so. Keep the lessons general to protect the identity of someone with a disability.
This is a powerful lesson that shows students how our words and actions can hurt/break our hearts. We can apologize and try to mend the damage, but students see that our hearts are not the same. It is better to always act and speak with kindness to keep from breaking someone’s heart.

This lesson is broken up into 2 parts lasting 30 minutes each. Broken hearts can be displayed as a reminder to speak and act with kindness. This activity can be done anytime throughout the year, but would help build class rapport and unity if taught at the beginning of the school year.
Lesson 3 is a 30 to 45 minute lesson. Each student has one piece of chocolate. In groups, students have to make a guess of what kind of filling their chocolate has, just by looking at it. Then groups write down if that student had a correct guess or incorrect guess.

Next, students will work in groups to make a poster of assumptions or judgments they have made about someone’s skin color, gender, religion, clothes, activities they like, friends they hang out with etc.

Next, students will draw a big red circle with a slash through it.

After, students tape their poster board around the room.

Have groups do a gallery walk to see other assumptions or judgments other people have made.
Lesson 4 is a 30 to 45 minute lesson learning to say nice comments to friends, and how to make friends through the book *Sticks and Stones*. 
This last lesson helps students look at a peer to see how they are alike and different. They will see that although there are ways they are different from each other, there are things they have in common. The lesson has two 30-minute sessions examining the book, *Don’t Call Me Special*. Then, each student decorates paper dolls with words describing their own traits, likes, and dislikes. Finally, in pairs, students then fill out a Venn diagram about what makes them and their partner alike and different.
Teachers and students are traveling an educational road of keeping students with disabilities in general education classrooms, where they can best access the general education curriculum and prepare to be fully contributing and participants of society when schooling is completed. We are moving beyond simple mainstreaming of students with disabilities for small parts of the day and week to fully including them in the general education classroom. We have to do more than just provide students a seat in the general education classroom. Teachers and students need to be prepared to truly welcome, value, and presume competence of all students always. This professional development is intended to help make the inclusive education journey more inclusive!
Appendix D

Lesson Plans for “Including All Abilities” Unit

Lesson 1A: What is a Disability? (For Kindergarten through 2nd grade)

Lesson 1B: What is a Disability? (For 3rd through 5th grade)

Lesson 2: Breaking Hearts (For Grades K – 5th grade)

Lesson 3: Life is Like a Box of Chocolates (For Grades K – 5th grade)

Lesson 4: Sticks and Stones (For Grades K – 5th grade)

Lesson 5: Don’t Call Me Special (For Grades K – 5th grade)
References
Lesson 1A (Primary Grades)

Grade Level: Kindergarten-2nd grade

Unit - Introduction: Including All Abilities

Lesson Title: What is a Disability?

Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 5 consecutive days. 30 minutes each day.


Day 1:

Objectives: Students learn about a variety of disabilities, and tell that even though we are all different, we have things that make us similar.

1) Anticipatory Set (focus) – Teacher introduces the word disability, and a KWL chart. Together the class will fill in “what they know” or K section of chart, and “what they want to know” W section of the chart. Teacher brings up in the discussion that there are some disabilities that you can see, and some that you cannot see. Teacher reads My Brother has Autism.

2) Purpose (objectives) – Students make a book about the different disabilities they learned during the week as well as facts about the disability. They will list a way they are different, but what makes them the same for each disability.

3) Input – Teacher projects first page of book, “We are all Different, but we are all the Same” up on Doc cam. Using big post-it notes teacher helps students develop a word bank to complete the sentence on pages 1 and 2. Michael is a boy with autism, but he loves drawing, tickles, and eating pizza. What else did we learn about Michael?

4) Modeling (show) – Teacher models completing the sentence by filling in the blank.

5) Check for Understanding – Teacher encourages students to come up with their own response to fill in the blank. Teacher walks around to support students who are struggling coming up with their own response, and refers them to the word bank on the post-it note.
6) **Independent Practice** - Students complete their own sentence. Then they draw a picture to go with their sentence.

7) **Closure** – Today we learned about a boy named Michael who has Autism. Let’s add what we learned to our KWL chart.

**Seatwork:** Students finish pictures.
Day 2:

Objectives: Students learn about a variety of disabilities, and tell that even though we are all different, we have things that make us similar.

1) Anticipatory Set (focus) – Teacher reviews “what they want to know” W section of the KWL chart. Teacher continues the discussion about different disabilities. Class will watch the video *Katie’s Disability.* Class review concepts they learned.

2) Purpose (objectives) – Students make a book about the different disabilities they learned during the week as well as facts about the disability. They will list a way they are different, but what makes them the same for each disability.

3) Input – Teacher projects pages 3 and 4 of book, “We are all Different, but we are all the Same” up on Doc cam. Using big post-it notes helps children develop a word bank to complete the sentence on the pages 3 and 4. The video talks about some things we should not do when we meet someone with a disability. What are some things we should not do? Teacher list these on big post-it notes. What are somethings we should do? Teacher list these on a different big post-it note for students to reference as they complete the sentences independently.

4) Modeling (show) – Teacher models completing the sentence by filling in the blank.

5) Check for Understanding – Teacher encourages students to come up with their own response to fill in the blank. Teacher walks around to support students who are struggling coming up with their own response, and refers them to the word bank on the post-it note.

6) Independent Practice - Students complete their own sentence. Then the draw a picture to go with their sentence.

7) Closure – Today we learned about a girl named Katie who used a device to talk, and a wheelchair to move around. Let’s add what we learned to our KWL chart.

Seatwork: Students finish pictures.
CELEBRATING OUR DIFFERENCES

Day 3:

Objectives: Students learn about a variety of disabilities, and tell that even though we are all different, we have things that make us similar.

1) Anticipatory Set (focus) – Teacher reviews “what they want to know” W section of the KWL chart. Teacher continues the discussion about different disabilities. The discussion should lead to today’s story about ADHD. Teacher will read Cory Stories: A Kid’s Book about Living with ADHD. Class review concepts they learned.

2) Purpose (objectives) – Students make a book about the different disabilities they learned during the week as well as facts about the disability. They will list a way they are different, but what makes them the same for each disability.

3) Input – Teacher projects pages 5 and 6 of book, “We are all Different, but we are all the Same” up on Doc cam. Using big post-it notes helps children develop a word bank to complete the sentence on the pages 5 and 6. Who is this book about? What did we learn about Cory?

4) Modeling (show) – Teacher models completing the sentence by filling in the blank.

5) Check for Understanding – Teacher encourages students to come up with their own response to fill in the blank. Teacher walks around to support students who are struggling coming up with their own response, and refers them to the word bank on the post-it note.

6) Independent Practice - Students complete their own sentence. Then the draw a picture to go with their sentence.

7) Closure – Today we learned about a boy named Cory who has ADHD. Let’s add what we learned to our KWL chart.

Seatwork: Students finish pictures.
Day 4:

**Objectives:** Students learn about a variety of disabilities, and tell that even though we are all different, we have things that make us similar.

1) **Anticipatory Set (focus)** – Teacher reviews “what they want to know” W section of the KWL chart. Teacher continues the discussion about different disabilities. Class will watch “Overcoming Obstacles” a video about using your ability to overcome obstacles. Class review concepts they learned.

2) **Purpose (objectives)** – Students make a book about the different disabilities they learned during the week as well as facts about the disability. They will list a way they are different, but what makes them the same for each disability.

3) **Input** – Teacher projects pages 7 and 8 of book, “We are all Different, but we are all the Same” up on Doc cam. Using big post-it notes helps children develop a word bank to complete the sentence on the pages 7 and 8. What is an obstacle? What obstacle did the boy in the story have? What was his ability?

4) **Modeling (show)** – Teacher models completing the sentence by filling in the blank.

5) **Check for Understanding** – Teacher encourages students to come up with their own response to fill in the blank. Teacher walks around to support students who are struggling coming up with their own response, and refers them to the word bank on the post-it note.

6) **Independent Practice** - Students complete their own sentence. Then the draw a picture to go with their sentence.

7) **Closure** – Today we learned about using our abilities to overcome obstacles, and not letting our disabilities to become obstacles. Let’s add what we learned to our KWL chart.

**Seatwork:** Students finish pictures.
Day 5:

Objectives: Students learn about a variety of disabilities, and tell that even though we are all different, we have things that make us similar.

1) Anticipatory Set (focus) – Teacher reviews “what they want to know” W section of the KWL chart. Teacher continues the discussion about different disabilities. Teacher will read Daniel’s New Friend. Class review concepts they learned.

2) Purpose (objectives) – Students make a book about the different disabilities they learned during the week as well as facts about the disability. They will list a way they are different, but what makes them the same for each disability.

3) Input – Teacher projects pages 9 and 10 of book, “We are all Different, but we are all the Same” up on Doc cam. Using big post-it notes helps children develop a word bank to complete the sentence on the pages 9 and 10. What is Daniel’s New Friend about? What do Daniel and Chrissie have in common? What does Daniel notice about Chrissie?

4) Modeling (show) – Teacher models completing the sentence by filling in the blank.

5) Check for Understanding – Teacher encourages students to come up with their own response to fill in the blank. Teacher walks around to support students who are struggling coming up with their own response, and refers them to the word bank on the post-it note.

6) Independent Practice - Students complete their own sentence. Then the draw a picture to go with their sentence.

7) Closure – Today we learned about a girl named Chrissie who needs braces to walk. Daniel finds that they both like the color red, and playing pretend. Let’s add what we learned to our KWL chart.

Seatwork: Students finish pictures.

Extension: Arrange for students to go to upper grade classrooms to read their books to an older buddy.
We Are All Different, but We Are All the Same

By: ________________________________
_________________________ is a disability that makes it hard for Michael to say what he is thinking in his head. He gets upset and breaks things sometimes, but he can also be really happy.
Michael can ____________________, but I can ____________________. Michael likes ____________________ and so do I. He can do many things like me even though he is a boy with Autism.
In the video, *Katie’s Disability*, we learn three things you should not do when you meet someone with a disability is _______________, ________________, and ________________. 
Three things you can do when you meet someone with a disability is _______________, ________________, and ________________.
Cory is a boy with ___________________. He says it like he __________________ beans inside his body. He says he feels ___________ and __________________ all the time.
Cory tries to be a tough guy, but it ___________ his feeling when kids make fun of him. It hurts my feelings when kids ________________ ________________ to me.

We should include all abilities.
In the video, *Overcoming Obstacles*, the boy was born with no ________________ and a short _________________. He focused on what he ________________ and not he _________________. 
In this video we learn that if we face an obstacle, then we have to _________________ harder. Everyone has obstacles, but everyone has ________________________________.
Daniel’s New Friend is a book about Daniel meeting Chrissie. Chrissie wears ________ on legs to help her _________________. She and Daniel both like ________________, and _________________.

9
I learned so much about people with disabilities.
I learned they are ________________________.
I can help someone feel welcome by __________
__________________________________________
__________________________________________.

10
Lesson 1B
Grade Level: Upper Elementary Grades (3rd - 5th grade)
Unit- Introduction: Including All Abilities
Lesson Title: What is a Disability?
Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.
Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 5 consecutive days. 30-45 minutes each day.

Day 1:
Objectives: Students work in collaborative groups to find out facts and details about their assigned disability (blindness, deaf/hearing impaired, autism, attention deficit/hyperactivity disorder ADD/ADHD, learning disability), and present their group information in either a tri-fold pamphlet, PowerPoint, or poster board.

1) Anticipatory Set (focus) – Teacher introduces the word disability, and a KWL chart. Together the class will fill in “what they know” or K section of the chart, and “what they want to know” W section of the chart. Teacher brings up in the discussion that there are some disabilities that you can see, and some that you cannot see.

2) Purpose (objectives) – Using questions from the KWL chart students make a group presentation to teach the class about the disability they researched.

3) Input – Teacher reviews reliable websites to research information on people with disabilities: http://www.smartkidswithld.org/
http://www.cdc.gov/ncbddd/kids/index.html
http://kidshealth.org/kid/
https://www.autismspeaks.org/what-autism

Teacher presents 3 options for groups to display their information on their disability: tri-fold, PowerPoint, or poster board. Teacher reviews rubric for presentations (attached). Teacher divides class into groups of 5 or 6.

4) Check for Understanding – Teacher checks if students understand research process, making presentation, and presenting.
5) Independent Practice – Days 2-4 groups will work together researching their disability, and putting together their presentation. Day 5 groups present, while class takes notes on graphic organizer.

6) Closure – Today we learned from your group presentations about blindness, deaf/hearing impaired, autism, attention deficit/hyperactivity disorder ADD/ADHD, and learning disabilities. Students write down on their post-it note one disability (other than the one they presented on), and a fact that they learned from the class presentations.

Extension: Invite younger students to presentations so they increase their knowledge of other disabilities.
<table>
<thead>
<tr>
<th>Disability</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Facts how this disability makes learning difficult:</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td></td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Strategies to help someone with this disability if they need it:</td>
<td>1.</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
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<td>3.</td>
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<tr>
<td></td>
<td>4.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>
### Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating a 4</th>
<th>Rating a 3</th>
<th>Rating a 2</th>
<th>Rating a 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines disability</td>
<td>Provides a clear definition of what the disability is.</td>
<td>Provides a sufficient definition of what the disability is.</td>
<td>Provides a simple definition of what the disability is.</td>
<td>Definition of disability is not clear.</td>
</tr>
<tr>
<td>Effects on Learning</td>
<td>Lists 5 ways the disability makes learning difficult.</td>
<td>Lists 4 ways the disability makes learning difficult.</td>
<td>Lists 2-3 ways the disability makes learning difficult.</td>
<td>Lists 1 way the disability makes learning difficult.</td>
</tr>
<tr>
<td>Strategies for Learning</td>
<td>Lists 5 strategies to help someone with this disability if they need it.</td>
<td>Lists 4 strategies to help someone with this disability if they need it.</td>
<td>Lists 2-3 strategies to help someone with this disability if they need it.</td>
<td>Lists 1 strategies to help someone with this disability if they need it.</td>
</tr>
<tr>
<td>Presentation quality</td>
<td>Presentation has organization, correct spelling, and graphics that support topic.</td>
<td>Presentation has some organization, some spelling errors, and graphics that support topic.</td>
<td>Presentation lacks organization, correct spelling, and graphics that support topic.</td>
<td>Presentation is incomplete.</td>
</tr>
<tr>
<td>Group participation</td>
<td>All group members participated by contributing to defining the disability, and finding one fact and one strategy to put in presentation.</td>
<td>Most group members participated by contributing to defining the disability, and finding one fact and one strategy to put in presentation.</td>
<td>A couple of group members participated by contributing to defining the disability, and finding one fact and one strategy to put in presentation.</td>
<td>One group member participated by contributing to defining the disability, and finding one fact and one strategy to put in presentation, or group did not work together well.</td>
</tr>
<tr>
<td>Total /20</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Lesson 2

Grade Level: Kindergarten-5th grade
Unit: Feelings/Building Classroom Rapport
Lesson Title: Breaking Hearts

Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 2 part lesson at 30 minutes each lesson

Materials: Class set of pre-cut heart on red construction paper for each student (attached). Class set of 8.5x11 construction paper. Lined chart paper. 2nd-5th grade Lined paper – one for each group.

Objectives: Students will experience how words can hurt or heal.

PART 1

1) Anticipatory Set (focus) – Have students sit in a circle with their hearts. Set up the scene: You just woke up in the morning. It is a brand new day. You are feeling good. You brush your teeth, and hair. You get dressed. You are happy. You are proud that you got up and ready without anyone telling you to do so. Your heart is whole.

2) Purpose (objectives) – Today we are going to learn how words and actions hurt and break our hearts. We may be able to repair our hearts, but they will not be the same.

3) Input – Teacher continues describing the morning, and rest of the day. When you get to the kitchen your mom starts yelling at you that you’re late. There’s no time to eat breakfast. She says she is fed up with you taking so long and making her late. Then your sister joins in and says she is going to be late for running club, and it’s all your fault. She wishes she had a better brother than you. If you had a rough morning rip your heart in half.

4) Modeling (show) - Teacher models ripping hearts in half. Teacher continues describing the day. You still have not eaten, your stomach is grumbling. Your morning is going that well. Since you are running late you missed breakfast in the cafeteria. You are sad, and bummed. The secretary tells you that you 1 minute to get to class. You better hurry. You take your slip and run. You trip and fall, your jeans tear. 2 of your classmates stand there laughing at you instead of helping you up, or asking if you are okay. Have everyone rip their hearts again. Now the boy who always picks on you, Johnny Apple, is already making fun of you when he sees your jeans. Rip your heart again. Finally, you make it to recess. You get a second chance at breakfast. They still have your favorite – pancakes! Plus you still have 5 minutes to play four square. When you get there, Johnny Apple says you suck, and cannot play with the “pros”! Everyone rips their heart again. You are starting to feel like everyone hates you. No one is nice, and you don’t have any friends. Everyone rips their heart again.

5) Check for Understanding – Teacher opens up discussion to students who want to share an experience they had. Each story shared, everyone rips their heart. When everyone is done sharing everyone teacher tells students to look at their hearts. All the unkind words and actions you experienced today have broken your hearts.
PART 2
5) Check for Understanding continued – Explain to students that we have to mend our broken hearts (put our hearts back together). Students will be put into groups of four. Each group will have to write a list to “right the wrongs”. Teacher models reviewing the morning events. When you get to the kitchen your mom starts yelling at you that you’re late. There’s no time to eat breakfast. You can apologize to your mom, you did not mean to take a long time, and you will try to get ready faster next time. Ask if there is something quick to eat to take with you and eat at school. Give her a hug, maybe she needs one! Teacher models gluing pieces of the heart back together. Teacher models writing down how to “right the wrong”. Then your sister joins in and says she is going to be late for running club, and it’s all your fault. She wishes she had a better brother than you. Tell your sister it hurts your feelings when she is mean to you. Tell her you love her, and you are glad that she is your sister. You both apologize to each other. Teacher glues another piece of the heart together, and writing down “righting the wrong”. Teacher reviews task:

**Kinder-1st grade:**
- Work in groups
- Talk about how to “right the wrongs”, one for each piece of the heart.
- Glue each piece of heart back together onto construction paper.
- Students help teacher complete chart paper “right the wrongs” based on group discussions.

**2nd-5th grade:**
- Work in groups
- Write a list to “right the wrongs”, one for each piece of the heart.
- Glue each piece of heart back together onto construction paper.

7) Independent Practice - Students continue working independently in groups. Teacher walks around room guiding, monitoring, and checking for understanding. When classroom is finished, bring class back together. Show one group of hearts. Discuss:
- What do you notice about our hearts?
- Are they the same hearts? Why/why not?
- What do we learn from this lesson?
- What do these hearts remind us to do?

8) Closure – Explain that even though we “righted the wrongs” our hearts are still damaged. Even though you are not hurting from your experiences anymore, you still remember a time when someone was mean, called you names, made fun of you, blamed you for something, etc. Our hearts are mended, but they are scarred. We should remember to use kind words and actions so we do not break someone’s heart.

**Seatwork:** Students hang their hearts on the wall in the classroom to remember to always use kind words and actions.
CELEBRATING OUR DIFFERENCES

1. Print 1 heart out on cardstock.
2. Use cut out heart as a stencil to trace class set of hearts on red/pink construction paper.
3. Cut out class set of hearts.
Lesson 3
Grade Level: Kindergarten - 5th grade
Unit - Building Classroom Rapport
Lesson Title: “Life is Like a Box of Chocolates”
Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 30 to 45 minutes
Materials: Class set of chocolates with different fillings. Scratch paper and pencil (one per group). One large poster board. One red marker for each group. Tape. Chart paper with list of possible chocolate fillings.

Objectives: Students will guess what kind of filling their chocolate has. They will know they cannot make a guess about what the chocolate has inside just by looking at it. They will know they cannot guess who a person is without knowing them. They will define the terms judgement and assumption.

1) Anticipatory Set (focus) – Divide students up into groups of 4 or 5. Let groups decide who will be the recorder for their group. Give the group a sheet of paper and a pencil. The recorder folds the paper in half, and writes “correct guess” on one side, and “incorrect guess” on the other side. Pass out chocolates, but tell students not to eat them. They can look at it, and smell it. Looking at the poster with fillings on it, students will guess what kind of filling their chocolate has. The recorder asks each person what their guess is, then they bite into their chocolate. The recorder checks the column whether their partner guessed correct or incorrect.

2) Purpose (objectives) – Teacher brings class back together. What we just did with our chocolates is called making an assumption or judgement. Post both words on the board, and review their definitions (attached). Today we learned that we cannot make a guess about what the chocolate has inside just by looking at it. They will know they cannot an assumption or judgement about a person without knowing them. They will define the terms judgement and assumption.

3) Input – Teacher describes the next activity:
   - In groups, students will make a poster of assumptions/judgements they have made about someone’s skin color, gender religion, clothes, activities the like, friends they hang out with etc.
   - Next, students will draw a big red circle with a slash through it.
   - After, students tape their poster board around the room.
   - Have groups do a gallery walk to see other assumptions/judgements other people have made.

4) Modeling (show) - Teacher models:
   - Making a poster of assumptions/judgements made about someone’s skin color, gender religion, clothes, activities the like, friends they hang out with etc. Point out not to mention any particular names of people we know. Only write the assumption/judgement.
• Drawing a big red circle with a slash through it.
• Taping the poster board on the wall.

5) **Check for Understanding** – Teacher Picks random students to retell steps of the activity.

**Kinder-1st grade:**
• Teacher and students fill out chart together

**2nd-5th grade:**
• In groups, students make a poster of assumptions/judgements made about someone’s skin color, gender religion, clothes, activities the like, friends they hang out with etc. Only write the assumption/judgement.
• Students draw a big red circle with a slash through it.
• Students tape their poster board on the wall.

6) **Independent Practice** - Students continue working independently in groups. Teacher walks around room guiding, monitoring, and checking for understanding. When classroom is finished, bring class back together. Discuss:

• What does it mean to make an assumption/judgement?
• What did you learn from this activity?
• Do you have a talent, hobby, or skill that people may not know just by looking at you?
• How do you feel when people assume or judge you but what they think is not true?
• How does this activity improve our relationships with other people?

7) **Closure** – Today we learned that we cannot make a guess about what a chocolate has inside just by looking at it. They will know they cannot an assumption or judgement about a person without knowing them. They will define the terms judgement and assumption.

**Seatwork:** Students write down the two definitions in their own words. Then write 2-5 (depending on grade level) assumptions/judgements they learned from today’s activity.

**Extension:**
Math – Graph students’ favorite type of chocolate.
Science – Research how chocolate is made, or who invented chocolate.
Social Studies – Compare and contrast two cultures.
Language Arts – Write about a group/person was treated poorly because of assumptions people made about them. What assumptions did they make?
## Definitions:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Assumption:</td>
<td>The belief that something is true.</td>
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| Judgement:    | **A**: the process of forming an opinion by examining and comparing  
|               | **B**: an opinion so formed.                                               |

Lesson 4
CELEBRATING OUR DIFFERENCES

Grade Level: Kindergarten - 5th grade
Unit: Building Classroom Rapport
Lesson Title: “Sticks and Stones”
Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 30-45 minutes
Materials: Copy of “Sticks and Stones” nursery rhyme (attached) enlarged on chart paper. Story Sticks and Stones by Carol Cummings (ISBN: 0-9614574-8-1). Chart paper to write down class contributions of put-ups. Class list of names on slips of paper (print/write one student name per slip). Class set of themed die-cuts x 2 (i.e. pumpkins for Thanksgiving, Christmas tree for Christmas, hearts for Valentine’s Day, etc.) for writing put-ups. Class “Put Up” tree (optional) to hang put-ups.

Objectives: Students can tell what a “put-up” is, and how to make friends.

1) Anticipatory Set (focus) – Show students a clear jar with sticks and stones inside. Hang up “Sticks and Stones” rhyme on the whiteboard. Read it aloud to students. Connect what students have learned from previous 2 lessons. Is this poem true? Why or why not? Do you believe that names will never hurt you? What about mean words? Can they hurt you? Show them the book Sticks and Stones. Talk about the cover. Make predictions. Read the story. Ask the questions provided in the front of the book to drive discussion, and making connections. What is a put-up? What were some put-ups that Ribit used?

2) Purpose (objectives) – Teacher makes the connection that a put-up is the opposite of an assumption/judgement. An assumption/judgement is a put-down, it is not something nice to say. A put-up is when we take what we know about someone and say something nice. The other day we made a poster about assumptions/judgements, but today we are going to make put-ups. Have children turn to a partner and share a put-up. Have everyone get out of their desks and share a put-up with someone they do not always play with. Have everyone return to their seats. Have students share out the put-ups they received. Teacher records them on the chart paper.

3) Input – Teacher describes the next activity:
   - You will pick a name from the jar.
   - You will get a cut-out to write your put-up on.
   - You will share our put-ups out loud.
   - I will put them on the “put-up” tree.

4) Modeling (show) - Teacher models:
   - Picking a name from the jar.
   - Writing a put-up statement: Jasmine is a kind and helpful student when she comes in at lunch to help me shred papers or sharpen pencils. Remind students to write so others can read their put-up. Allow those that struggle writing to type their response, or have someone write their response for them.
   - Reads Jasmine’s put-up aloud for class to celebrate.
   - Teacher hangs it on the “put-up” tree.
5) **Check for Understanding** – Teacher Picks random students to retell steps of the activity.  
6) **Independent Practice** - Students work independently. Teacher walks around room guiding, monitoring, and checking for understanding. When classroom is finished, bring class back together. Discuss:  

**Kinder-1st grade:**  
- Kindergartners can write the name of their friend and one kind word on their cut-out instead of a statement.  

**2nd-5th grade:**  
- Students pick a name from the jar.  
- Students get a cut-out to write your put-up on (older grades can write more than one).  
- Students share our put-ups out loud.  
- Teacher hangs them on the “put-up” tree (or somewhere in the classroom).  

7) **Closure** – Today we learned how Ribit made friends. We have a lot of nice comments we can say to our friends instead of putting them down. What should we always remember to do? “Remember to always use kind words and actions.”

**Seatwork:** Put-Ups Worksheet (attached, optional)

**Homework:** Try smiling at people/kids around your neighborhood. If they don’t notice your smile, try a wave. What difference do you think it will make?
CELEBRATING OUR DIFFERENCES

Sticks and Stones Nursery Rhyme:

Sticks and stones
Will break my bones,
But names will never hurt me.

When I'm dead
And in my grave,
You'll be sorry for what you called me!
Put-up Friends

Three put-ups are:
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

Three ways I can make friends like Ribit:
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

Pick one problem below: What would you do if:

1. You saw someone playing on the playground by themselves?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. You saw someone being picked on?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Lesson 5
Grade Level: Kindergarten - 5th grade
Unit - Including All Abilities
Lesson Title: “Don’t Call Me Special”
Relevant Standards/Health Expectation: Kindergarten – 5th grade Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.
Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Duration: 2 x 30 minute lessons

PART 1:

Objectives: Students will list ways we are all different, but that we are alike (similar).
1) Anticipatory Set (focus) – Teacher reviews previous lessons. Who knows what an assumption is? Why are assumptions bad? What happens if you use unkind words and actions? Will our hearts be okay? Introduce the book Don’t Call Me Special, A First Look at Disability by Pat Thomas. Discuss: What do you see on the cover? What do you think this book is going to be about? Do any of you know someone who cannot walk, hear, see, or talk? If you do not, what do you think when you see someone who is different from you? Read the story. Use these questions to help your students think critically about the story:
p. 6 and 7: What do we call it when someone guesses that they girl in the wheel chair doesn’t like sports because she is in a wheelchair? Is this true? Can people with special equipment still do things like other people? Who is really the one that does not like sports? Did that surprise you?
p. 10 and 11: Who remembers why it is a problem when we make assumptions about people that are not true? Could you decide you did not like the chocolate before you knew what filling it had in the middle?
p. 14 and 15: What kind of equipment help the children?
p. 16 and 17: What are some disabilities? Can you catch a disability (like a cold)? Why/why not?
p. 18 and 19: Do people with disabilities like being called special? Why/why not?
p. 20 and 21: How do you feel when someone makes fun of you, or hurts your feelings?
p. 22 and 23: Why do some people with disabilities have helpers?
p. 24 and 25: Do we all learn in the same way?
p. 26 and 27: Why is it important to get along with everyone?
2) Purpose (objectives) – Teacher points out that we all have qualities (traits) that make us unique (one of a kind). There are also qualities that we have in common. Share some examples. Today we will be able to tell what makes us different, but similar.

3) Input – Teacher shows students paper doll (attached). Teacher explains that we will be using the dolls to write down all our qualities. What are some of your traits or qualities? Teacher uses
chart paper to write down traits that students share. “Next time we will use this chart to describe our own traits/qualities. We will get to work with a partner to see how we are alike or different.

PART 2:
4) Modeling (show) – Review traits/qualities chart. Pass out paper dolls to each student. Students will follow with the teacher. Teacher models picking traits off the chart paper that best describes him/her. Students pick their own traits to write around the paper doll.
   • Teacher and students decorate their doll. Color in clothes, hair, face, etc. to make the doll look like them.
   • Teacher describes and models what to do next. “You will be given a partner.
   • Pick a student to come up. Ask them to read what they wrote on their paper. You’re your partner you are going to fill out a Venn diagram.” Model filling out a Venn diagram on how we are similar and different. “I fill out the left circle, you fill out the right circle. Model language support. “You have black hair, but I have brown hair.” Help student write your (teacher) traits in the circle on the right.
   • 5) Check for Understanding – Teacher pairs up students for this activity.

Kinder-1st grade:
   • In pairs, students talk about their similarities and differences as they write them down.
   • Students will write 2 differences, and 2 similarities.
   • Students practice sharing what they learned about each other to present to the class.

2nd-5th grade:
   • In pairs, students talk about their similarities and differences as they write them down.
   • Students will write 5-10 (depending on grade level) similarities and differences.
   • Students practice sharing what they learned about each other to present to the class.

6) Independent Practice - Students start working in pairs. Teacher walks around room guiding, monitoring, and checking for understanding. When classroom is finished, bring class back together.
Kinder-1st grade:
   • Students will write 2 differences, and 2 similarities.
   • Students practice sharing what they learned about each other to present to the class.

2nd-5th grade:
   • In pairs, students talk about their similarities and differences as they write them down.
   • Students practice sharing what they learned about each other to present to the class.

Share: Bring class back together so they can share how their partners are alike and different.

7) Closure – Today we used our dolls to see how we are alike and different. Even though there are reasons why we are different, we can see how we are alike. People with disabilities want to be accepted for who they are, and treated no different than how we all want to be treated – with respect.
Paper Doll
CELEBRATING OUR DIFFERENCES

Venn Diagram

Different

Different
References


