

## Inclusion: Implementing Strategies

The ultimate goal of inclusion is to eliminate segregation and isolation, according to Richard Villa and Jacqueline Thousand, authors of *Creating an Inclusive School, 2nd Edition* (2005). By providing inclusive services to special education students, schools comply with federal laws and serve as models of a culture of acceptance and tolerance. Schools and teachers need strategies for how to implement the laws.

This course provides valuable strategies for creating and working in an inclusive school environment. With this course, you'll discover strategies for handling the logistics of the classroom environment, aids and supports, and curriculum modification. You'll also learn the difference between accommodation and adaptation, and consider learning and teaching styles while developing differentiated activities that meet the array of student needs in your classroom. Finally, you'll become informed about your state's laws and mandates affecting how to monitor progress and measure achievement of all students in your inclusive classroom.

### Course Objectives

By the end of this course, you will be able to

#### Module 1

- Analyze the roles of key personnel at the district, administrative, and school levels.
- Determine physical accommodations for students with special needs.
- Evaluate the classroom and surrounding environment for supportive inclusion.

#### Module 2

- Challenge traditional assumptions about teaching students with special needs in order to create a positive classroom culture for all students.
- Implement strategies to create an inclusive classroom culture.

### **Module 3**

- Determine adaptations to curriculum that are best suited to students' needs.
- Implement effective strategies that foster compatibility between learning styles and teaching style.

### **Module 4**

- Examine instructional strategies that support inclusion.
- Implement strategies for differentiation into your instructional plans.

### **Module 5**

- Determine performance goals using data from the Individualized Education Program.
- Develop adaptations for grading that support inclusion.

### **Module 6**

- Explain ways to adapt state and national standardized tests for students with special needs that are acceptable within the laws.
- Determine effective alternative assessments for students with disabilities.

## Course Syllabus

<b>Module 1</b>	<b>Logistics of Implementation</b> Module Welcome <ul style="list-style-type: none"><li>• Reading: <i>Education Leadership</i> – Clearing the Hurdles of Inclusion</li><li>• Reading: The Logistics of Implementation</li><li>• Reading: <i>Education Leadership</i> – Enhancing What Students Can Do</li><li>• Video: People with Disabilities and Computer Technology</li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: Accommodating Students with Disabilities</li><li>• Module Review</li></ul> Module Journal
<b>Module 2</b>	<b>Adapting Classroom Culture</b> Module Welcome <ul style="list-style-type: none"><li>• Reading: Adapting Classroom Culture</li><li>• Video: Inclusion: Strategies for the Classroom</li><li>• Video: Inclusion: Strategies for the Classroom</li><li>• Reading: <i>Education Leadership</i> – Promoting Adolescents’ Prosocial Behavior</li><li>• Reading: <i>Education Leadership</i> – Faces of Autism</li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: Challenging Assumptions About Inclusion</li><li>• Module Review</li></ul> Module Journal

<b>Module 3</b>	<b>Adapting the Curriculum</b> Module Welcome <ul style="list-style-type: none"><li>• Video: Inclusion: Strategies for the Classroom</li><li>• Reading: Adapting the Curriculum</li><li>• Reading: Supports, Modifications, and Accommodations</li><li>• Video: The Lesson Collection: Understanding Symbolism (High School)</li><li>• Reading: Academic Accommodations for Students with Learning Disabilities</li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: Make Curriculum Modifications</li><li>• Module Review</li></ul> Module Journal
<b>Module 4</b>	<b>Differentiated Instruction</b> Module Welcome <ul style="list-style-type: none"><li>• Video: Challenged</li><li>• Reading: Differentiating Instruction</li><li>• Video: RAFT Assignments</li><li>• Reading: <i>Education Leadership – Come to the Fair!</i></li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: Differentiating Instruction</li><li>• Module Review</li></ul> Module Journal

<b>Module 5</b>	<b>Measuring Student Progress</b> Module Welcome <ul style="list-style-type: none"><li>• Reading: Measuring Student Progress</li><li>• Video: Creating Measurable Goals in the IEP</li><li>• Reading: <i>Education Leadership</i> – Grading Students with Disabilities</li><li>• Video: Inclusion: Educating All Students</li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: Measurement Adaptations</li><li>• Module Review</li></ul> Module Journal
<b>Module 6</b>	<b>Formal Assessment and Standardized Tests</b> Module Welcome <ul style="list-style-type: none"><li>• Video: How to Prepare Secondary Students for High-Stakes Tests</li><li>• Reading: Formal Assessment and Standardized Tests</li><li>• Reading: Assessment and Accommodations</li><li>• Reading: State Alternate Assessment Policies</li></ul> Check for Understanding <ul style="list-style-type: none"><li>• Application: State-Specific Alternatives</li><li>• Module Review</li></ul> Module Journal

## Resources

- Baker, P., Murray, M., Murray-Slutsky, C., & Paris, B. (2010). Faces of autism. *Educational Leadership*, (68)2, 40–45.
- Bursuck, W. & Munk, D. (2003). Grading students with disabilities. *Educational Leadership*, (61)2, 38–43.
- Curry, C. (2003). Universal design: Accessibility for all learners. *Educational Leadership*, (61)2, 55–60.
- Danaher, S., Kluth, P., & Price, J. (2009). Come to the fair! *Educational Leadership*, (66)5, 70–72.
- Davis, B. (1993). Academic accommodations for students with disabilities. In *Tools for Teaching*. San Francisco, CA: Jossey-Bass. Retrieved from <http://teaching.berkeley.edu/bgd/disabilities.html> .
- Fleischman, S. & Kidron, Y. (2006). Promoting adolescents' prosocial behavior. *Educational Leadership*, (63)7, 90–91.
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- Hehir, T. (2007). Confronting ableism. *Educational Leadership*, (64)5, 9–14.
- Luke, S. & Schwartz, A. (2007). Assessment and accommodations. *Evidence for Education* (2)1. Retrieved from: <http://nichcy.org/research/ee/assessment-accommodations>.
- McLeskey, J. & Waldron, N. (2000). *Inclusive schools in action: Making differences ordinary*. Alexandria, VA: ASCD.
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- National Center on Educational Outcomes. (2011). State alternate assessment. Retrieved from <http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/StatesAltAssess.htm>.
- National Dissemination Center for Children with Disabilities. (2010). Supports, modifications, and accommodations for students. Retrieved from <http://nichcy.org/schoolage/accommodations>.
- Poel, E. W. (2007). Enhancing what students can do. *Educational Leadership*, (64)5, 64–66.
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

University of Washington. (2009). Academic accommodations for students with learning disabilities. Retrieved from [http://www.washington.edu/doit/Brochures/Academics/accomm\\_id.html](http://www.washington.edu/doit/Brochures/Academics/accomm_id.html)

Willis, J. (2007). *Brain-friendly strategies for the inclusion classroom*. Alexandria, VA: ASCD.

## Multimedia

Arizona Advocates (Producer). (2010). *Creating measurable goals in the IEP* [video]. Available from <http://www.youtube.com/watch?v=EewTUmeYiHc&feature=related>.

[DO-IT Center](#) (Producer). (2009). *Working together: People with disabilities and computer technology* [video]. Available from <http://www.youtube.com/watch?v=X92Cd6jicko>.

ASCD (Producer). (2007). *Differentiated instruction in action: Elementary school* [video]. Alexandria, VA: ASCD.

ASCD (Producer). (2001). *How to prepare students for standardized tests* [video]. Alexandria, VA: ASCD.

ASCD (Producer). (2004). *Instructional strategies for the differentiated classroom* [video]. Alexandria, VA: ASCD.

ASCD (Producer). (2001). *The lesson collection: Understanding symbolism* [video]. Alexandria, VA: ASCD.