# SPIN Conference 2018 Inclusion: Game On!

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Asao, 5th Gr. General Education
Inclusion Teacher at Wheeler Elem;
Salena Lee, Parent

Follow along on your own device at <a href="https://goo.gl/RQpBKx">https://goo.gl/RQpBKx</a>

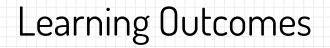




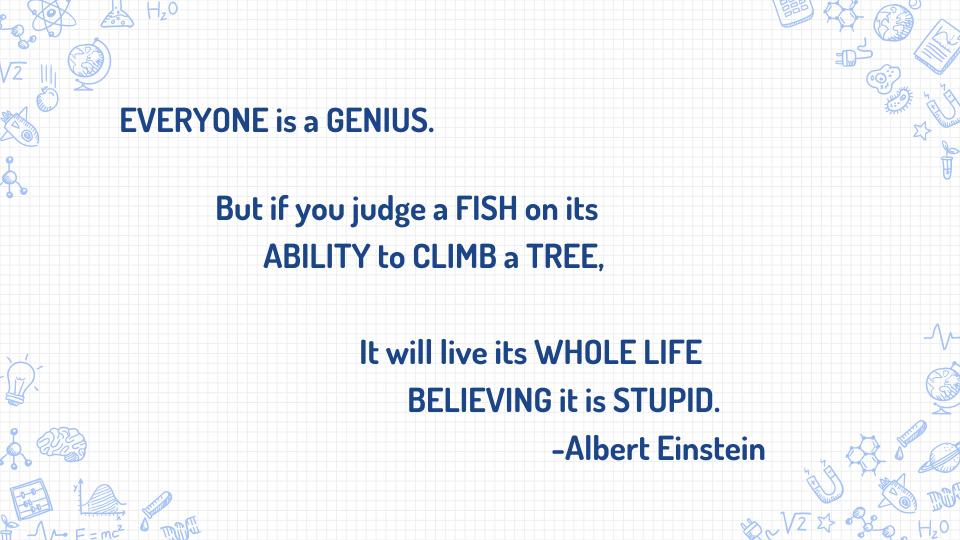
The opinions and beliefs expressed in this presentation do not represent the values of **Hawaii**Dept. of Education or Wheeler Elementary School.

The student names used throughout the presentation are not the real names of any current or former students.

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- Clarify what Inclusion is and what it is not
- To foster a glimpse into what an innovative Inclusion Classroom looks like & the philosophy that supports it
- To impart knowledge of what IDEA law says about Least Restrictive Environments that assists with Inclusion
- To offer tips on how to implement the supports available to support a child in an Inclusive environment
- To encourage parents/educators to work together & know that Inclusion for a child is possible with communication, collaboration, & knowledge



# Parking Lot



Please feel free to use the Post-It Notes provided and place them in the "Parking Lot". We will do our best to get to them at the end.

Write your name on it, or let us think it's from a secret admirer.



# What is Inclusion & What it is Not...

#### What Is Inclusion???? What Inclusion Is... What Inclusion Is Not..... · Sacrificing needs of · A philosophy, a general education foundation A process students · Placing students in Shared decision general education team-making settings that don't meet their needs · Watering down the curriculum OFFICE OF CURRICULUM, INSTRUCTION and ST



# Least Restrictive Environment (2/17/17)

#### Hawaii LRE Data

- Percent of students with Individualized Education Programs in general education classes for 80% or more of the school day:
  - ✓ National LRE average = 61.2%.
  - ✓ Hawaii = 36.83%

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## What can Inclusion look like?

#### Inclusion is:

- ✗ Belonging (Universal meaning)
- Not a Place
- Not a measured amount of time spent with others.

## Ruby's Story

https://www.youtube.com/watch?v=sXgRoWNQnOY



# IDEA/Ch. 60 on Least Restrictive Environment (LRE)

### **✗** The department shall ensure that:

- (1) To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled; and
- (2) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [Eff 11/23/09] (Auth: 20 U.S.C. 1412(a)(5); HRS §302A-1112) (Imp: 34 C.F.R. §300.114)

Chapter 60, 8-60-15



## Least Restrictive Environments (LRE)

- ✗ General Education/Inclusion Classrooms
- \* Recess, lunch, field trips, etc.
- Special Groups: Social groups, Lunch Bunch/Buddies,
  Speech/Language Social Groups, Counseling Social Groups
- ✗ Elective Classes: Art, PE, Adaptive PE, Music, Painting & Drawing,
  Cultural classes
- Extra Curricular Activities: Sports, after school classes, choir, music, after school programs



# Related Services

Related services can be incorporated in the Inclusion or General Education Settings. (ie. Speech, OT, PT, etc.)



# Supplementary Aids & Supports

Differentiated Instruction specific to child's learning and needs.

Differentiated Instruction - is when a teacher uses a variety of methods to teach. This can include teaching students in small groups or in one on one sessions.

Visual aids, visual schedule, manipulatives (cubes, colored chips, etc)

Handouts child can highlight if writing is difficult.

Having child type out written work if writing is a challenge.

Utilizing a augmentative device for educational purposes and/or to assist with communication.

Interactive whiteboard (kids can use their fingers to write, erase, & move images around or use fidgets,etc.)

Academics/Curriculum - Academic standards can be incorporated so child has access to the same curriculum as his/her peers.



# Is Inclusion for all students?

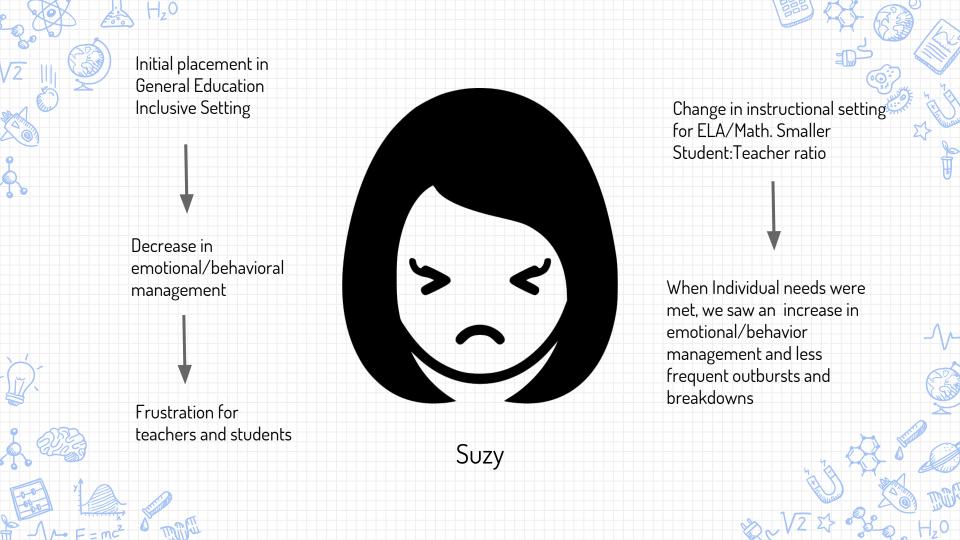
- ✗ I want students to THRIVE in the Least Restrictive Environment
- From my experience, this does not always mean that the General Education setting is the best setting for every child.
- Almost all teachers want their students to thrive, be happy, feel confident, and achieve success.



# Student w/ High Levels of Need

- Services are being carried out by school staff members appropriately as written in the child's IEP
  - The child has not made gains or even regressed in both behavior/emotional management and academic progress due to a higher need for individualized attention or instruction
    - Consideration should be taken for a smaller setting where the child won't be easily distracted and who's individual needs can be met





#### Continuum of alternative placements

a) The department shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.

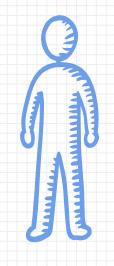
(b) The continuum required in subsection (a) shall:

(1) Include the alternative placements listed in the definition of special education under section 8-60-2 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. [Eff 11/23/09] (Auth: 20 U.S.C. 1412(a)(5); HRS §302A-1112) (Imp: 34 C.F.R. §300.115)

Ch. 60 8-60-16

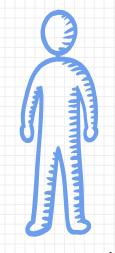
# P4: Meet the Co-Teachers



Special Education



Education Assistant



General Education

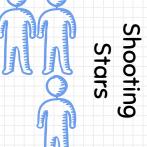
Teachers are not identified to students as General Education or Special Education

Responsibilities are mostly shared; All teachers work with all students



# Student Groupings

Spartans





Rainbow Skittles





Emoji Power

21 Students Total 7 w/IEP

No students identified to peers as SPED

All students benefit (more attention for high achieving; low achieving students w/o IEP also receive modified instruction

Modify only when student needs it

If capable, push student to achieve w/o modification



### Inclusive Classroom

- I try to let all students feel included by allowing them to work as teams
  - X Teams earn points and lose points
  - This allows all students to feel like they can contribute to the classroom community
    - All students have a VOICE
  - X Students learn that we all have strengths and weaknesses
- \* Teams are focused less on academics and more on teamwork
  - Students are rewarded for positive behaviors and for helping each other



### Common Strategies to Help Students

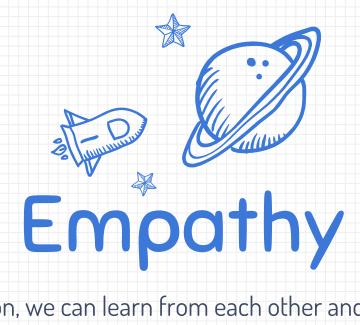
- **X** Checklists
- Chunking Assignments
- ✗ Small Group Instruction
- Strategic Peer
  Tutoring/Feedback
- Checks for Understanding
- Instructions: Step by Step
- AccessibleResources/Tools

- **X** Extended Time
- Multiple
  - Opportunities/Ways to
  - Show Understanding
    Visual and Auditory Cues
- ✗ Use of Manipulatives
- ✗ Use of Assistive Technology

### Communication

- Communication is key when it comes to your child's learning
- ✗ Both teacher and parent want the child to be successful
- Communicate concerns and work TOGETHER as a team
- Don't be afraid to communicate the GOOD things too!





Through inclusion, we can learn from each other and our differences. We come to the realization that life isn't always a competition. We learn that if we all show a little bit of compassion and understanding, we can help to break down barriers and agree that we all want to be good people who can make a difference in the world.

#### Parent Testimony, Salena Lee



- Parent of three daughters; two w/ SLD's
- 2 daughters have been in Mr. Asao's Inclusive Classroom: 1 w/SLD, 1 General Ed
- Daughters are happy & have thrived in the Inclusive Environment
- Her third daughter is also in an Inclusion Class

### **Resources**

Hawaii Administrative Rules, Chapter 60 Title 8 Entitled "Provisions of a Free Appropriate Public Education for a student with a disability"

Reauthorization of the Individuals with Disabilities Education Act of 2004

Hawaii Department of Education

Presentation Template created by Slides Carnival <a href="https://www.slidescarnival.com/">https://www.slidescarnival.com/</a>

Contact: Leadership in Disabilities & Achievement of Hawaii for assistance with these resources. Ph: 808-536-9684 or 1-800-533-9684 <a href="https://www.ldahawaii.org">www.ldahawaii.org</a>