



Purpose

To form a partnership between the schools, staff, and parents to best support the needs of all students and our Special Education Programs in Pompton Lakes.



What is Inclusion?

Inclusion is an instructional approach that affords students with disabilities the opportunity to learn alongside their peers in general education classrooms.

Unity is strength.....
when there is teamwork
and collaboration,
wonderful things
can be achieved.”

- Mattie J.T. Stepanek



Least Restrictive Environment

To the maximum extent possible, children with disabilities, are educated with children who are not disabled. The removal of children with disabilities from the general education environment occurs only when the nature of the disability of the child is such that education in the general class with the use of supplementary aids and services cannot be achieved satisfactorily (NJ 6A:14-4.2).



Why Inclusion?

- **All children belong-** Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. It's about building friendships, membership and having opportunities alongside peers.
- **All children learn in different ways-** Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help.
- **It is every child's right to be included-** Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.



Benefits of Inclusion

- Quality instruction
- Respect for diversity creates a welcoming environment for all students
- Embracing academic challenges
- Celebrating academic achievements
- Promoting self-esteem
- Academic supports help each student access the full curriculum
- Differentiated instruction increases student engagement
- Instruction delivered through multiple modalities/intelligences



Strengths of Inclusion

- General Education Teachers, Special Education Teachers, Learning Disability Teacher-Consultants, and Instructional Aides work together to meet the needs of students.
- Gives special education students the support they need and allows them to stay in the least restrictive environment.
- All students can benefit from the additional resources and supportive techniques used in an inclusion classroom.



What is Co-Teaching?

- Co-teaching is the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students.
- Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for student learning.



Co-Teaching Models

- One Teach, One Assist
- One Teach, One Observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching



One Teach, One Assist

- New material or concept is being introduced by one teacher
- Occurs when one teacher has a high level of expertise on the concepts being taught
- To ensure students are engaged in the lesson
- Utilized to monitor students' work and understanding of concepts being taught
- Utilized when clarification is needed on a concept
- Behavior management for a small number of students is needed



One Teach, One Observe

- Utilized during formal observation of a particular student
- Utilized to collect data of instructional strategies
- Utilized during assessments
- Utilized to obtain data for IEP development
- Utilized when a skill is being reviewed
- Utilized when students are working independently



Station Teaching

- Utilized to practice and review concepts
- Remediation or re-teaching for a small group or enrichment activities for our higher achievers
- Checking for formative understanding
- Exploratory learning on a concept without explicit instruction
- Extension and expansion of knowledge for those learners who have mastered basic concepts
- Application of learning that has been taught
- Differentiated instruction



Parallel Teaching

- Both teachers are teaching the same content; class is divided into two groups
- Initial instruction
- Differentiated instruction
- Two strategies of concepts being taught
- Both teachers have adequate knowledge of material and pedagogy
- When the majority of students have mastered prerequisite skills
- When a smaller student to teacher ratio for whole group instruction would be beneficial



Alternative Teaching

- One teacher is responsible for instructing a large group
- Utilized when small group teaching is applicable
- Intervention and re-teaching of concepts
- Pre-teaching
- Extension, enrichment, or reinforcement activities
- Student projects or small group presentation work
- Utilized to challenge students
- Utilized to give small group assessments



Team Teaching

- Co-teachers are both teaching the same material at the same time
- Both teachers are knowledgeable of the curriculum
- Both teachers are aware of the instructional strategy or process in which the curriculum will be taught
- Both teachers collaborate prior to instruction
- Teachers are able to deliver instruction in a clear and concise manner
- Teaching teams develop relationships and embrace teaching styles of the other



Instructional Aides

- Supplementary aids and services are provided in the general education classroom to enable students with disabilities to be educated to the maximum extent appropriate with nondisabled peers (NJ 6A:14-4.5).
- Prompting, cueing, and redirecting student participation
- Reinforcing of personal, social, behavioral, and academic learning goals
- Organizing and managing materials and activities
- Implementation of teacher-designed follow-up and practice activities
- Data collection



Accommodations vs. Modifications

- Supports and services provided to help a student **access** the general education curriculum and validly demonstrate learning:
 - Pacing/Extra Time
 - Use of a Calculator
 - Preferential Seating
 - Directions Repeated and Clarified
 - Directions Bolded
 - Highlighted Text
 - Enlarged Font
 - Enlarged Spacing
- Individualized changes made to the content and performance expectations for students (Promotes **Success**):
 - Specialized Instruction
 - Modify Content of Assessments
 - Modify Length of Assessments
 - Modify Content and Length of Homework
 - Modify Content and Length of Classwork
 - Modify Grading
 - Read Aloud Software



Differentiated Instruction

- The process of identifying students' individual learning strengths, needs, and interests and adapting lessons to match them
- Promotes equitable learning opportunities
- Varied delivery of instruction, materials, and assessments
- Meeting students where they are & promoting higher level learning opportunities
- A platform for students to engage in authentic and enriching learning experiences
- Tailoring lessons and instruction to meet the needs of all learners



Differentiated Instruction Strategies

- Learning Menus
- Flexible Groupings
- Project-Based Learning
- Interest Centers
- Interest Groups
- Sentence Frames
- Differentiated Rubrics
- Tiered Learning Targets
- Flipped Classroom
- Jigsaws
- Voice & Choice
- Tiered Assessments
- Learning Contracts
- Choice Boards
- Cubing
- Learning Blends
- Individual Response Boards
- Genius Hour
- Learning Stations
- Game-Based Learning
- Team Building
- Write-Around



Research Based Support

“Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.” - Individuals With Disabilities Education Act



Research Based Support Continued...

- “Data from the U.S. Department of Education (2010) shows that over the past two decades the number of students with learning disabilities who are educated in the general education environment most of their school day has increased considerably.”
- “Data from the U.S. Department of Education (2010) further reported that the percentage of students with learning disabilities being educated in the general education classroom for at least 80 percent of their school day went from 22 percent to 62 percent; specifically in ELA and Math instruction.”



Research Based Support Continued...

- Students with disabilities in inclusive classrooms show academic gains in a number of areas, including improved performance on standardized tests, mastery of IEP goals, grades, on-task behavior and motivation to learn (National Center for Education Restructuring and Inclusion, 1995).
- Moreover, placement in inclusive classrooms does not interfere with the academic performance of students without disabilities with respect to the amount of allocated time and engaged instructional time, the rate of interruption to planned activities and students' achievement on test scores and report card grades (York, Vandercook, MacDonald, Heise-Neff, and Caughey, 1992).



Takeaway

- There is a strong research base to support the education of children with disabilities alongside their non-disabled peers. Although separate classes, with lower student to teacher ratios, controlled environments, and specially trained staff would seem to offer benefits to a child with a disability, research fails to demonstrate the effectiveness of such programs (Lipsky, 1997; Sailor, 2003).
- There is mounting evidence that, other than a smaller class size, "there is little that is special about the special education system," and that the negative effects of separating children with disabilities from their peers far outweigh any benefit to smaller classes (Audette & Algozzine, 1997).
- The types of instructional strategies found in inclusive classrooms, including peer tutoring, cooperative learning groups, and differentiated instruction, have been shown to be beneficial to all learners. Math scores for students with and without disabilities increased by nearly half a grade level as a result of working in cooperative learning groups (Sailor, 2003).



District-Wide Initiative

- Phase 1 & 2: PD & Training: June 11th for GE/SE teachers, instructional aides, LDT-Cs, and ELA/Math Educational Specialists
- Phase 3 & 4: Modeling in the Classroom: Communication, collaboration, PLC, planning time
- Phase 5: Assessment & Reflection

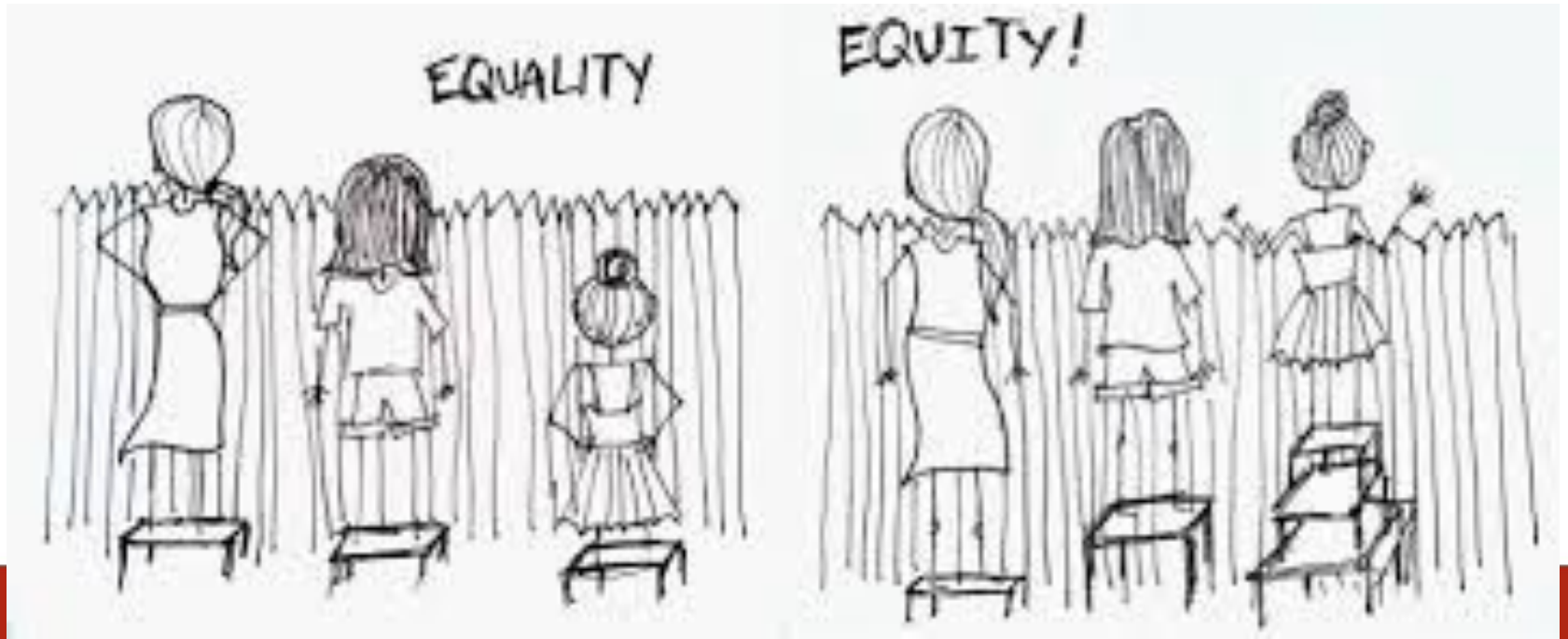


Supporting and Reflecting

- Special Education Teachers provide specialized instruction.
- Teachers meet everyone's needs by presenting lessons in different ways.
- In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress.
- Inclusive classrooms are filled with diverse learners.
- Differentiated instruction and co-teaching in a general education classroom make it easier for students with standards-based IEPs to access the same material as their classmates.



Questions and Answers





References

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