

Analyzing the Inclusive Classroom

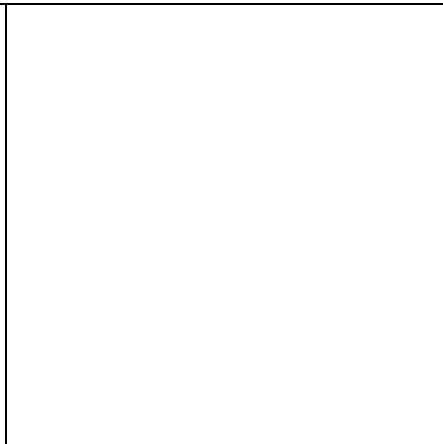
Teacher Panel

Mary Capone
Casey Heitman
Pleasant Valley School
Harrison Township Schools

Heather Rittman
Cyndy Wiggins
Bowe School
Glassboro Schools

Facilitator: Lisa Vernon-Dotson, PI LRC-South

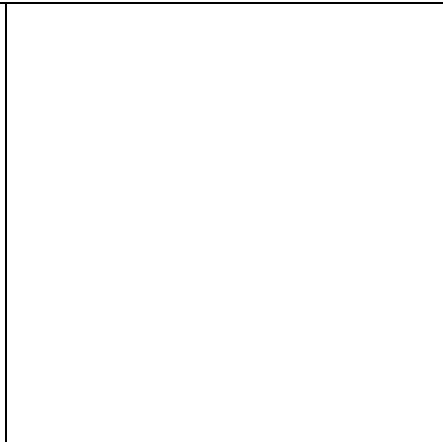




Who are you? Write the following on your name tent

A funny fact about you	Fantasy travel destination
NAME	
One thing you are wondering about inclusive education	This winter, I am excited for...

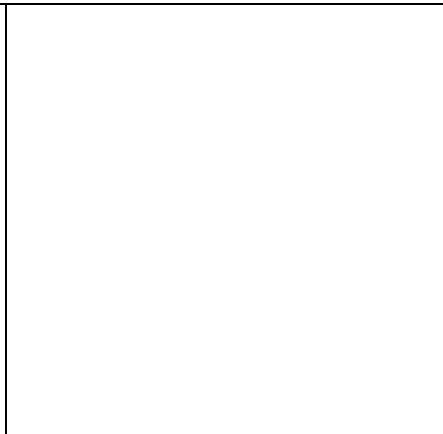




Agenda

- Introductions
- Definitions of inclusion, disability studies in education (DSE)
- Guiding questions
- Analyzing the Inclusive Classroom
- Legal Foundation for Inclusion
- Inclusive Practices



Facilitator: *Lisa Vernon-Dotson*

- Mother of 3 children with various labels
- PhD in Policy, Planning, & Leadership with specialization in Special Education administration
- Former Middle School teacher (General Science & Inclusion Teacher for All Academic Areas)
- Professor
- Research Interest
 - Teacher Leadership
 - Special Education Teacher Educator retention
 - Accreditation







Panelist

- Mary Capone
- Casey Heitman
- Heather Rittman
- Cyndy Wiggins



Inclusive Education



   	
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<h3>"T-Chart"</h3> <table border="1"> <tr> <td data-bbox="248 804 483 856">Inclusion IS</td> <td data-bbox="483 804 719 856">Inclusion is NOT</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> 	Inclusion IS	Inclusion is NOT			
Inclusion IS	Inclusion is NOT				

<h2>Analyzing the Inclusive Classroom</h2> <p>Panel Guiding Questions and Conversation Starters</p> <ol style="list-style-type: none"> 1. Panel Selection 2. Guidelines <ol style="list-style-type: none"> a. This is a conversation b. Ask Questions c. There are no "Rules" (and the points don't matter) 3. Not all questions need to be addressed <ol style="list-style-type: none"> a. skip around b. add questions c. plead the 5th 	
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Guiding Questions/Conversation Starters

- o Why is inclusion important to you?
- o What types of supports do you have for meeting all of you students' needs?
- o What do you do that makes inclusion work in your classroom?
- o How do you group your students?
- o What are examples of accommodations that you make for students?
Are those accommodations able to be used with any student who needs support?
- o Was teaching in an inclusive classroom your choice?



Definition of Disability Studies in Education (DSE)

- Privilege the interests, agendas of people labeled with disability/disabled people
- Promote social justice, equitable and inclusive educational opportunities, and full meaningful access to all aspects of society for people labeled with disability/disabled people; and
- Assume competence and reject deficit models of disability

• (Connor, Gabel, Gallagher, & Morton, 2008, pp. 447-48)



Legal foundation for inclusive education

- 1975- Education for All Handicapped Children Act (Public Law 94-142)
- Reauthorization in 1990 & 1997- Individuals with Disabilities Education Act;
- Reauthorization in 2004 - Individuals with Disabilities Education Improvement Act



Major Assurances of IDEA

- Zero Reject
- Non-Discriminatory Evaluation
- Free and Appropriate Public Education
- Least Restrictive Environment
- Parental Participation
- Program Development (IEP)
- Procedural Due Process



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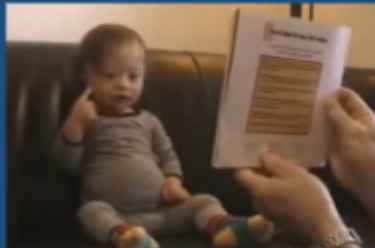
What does this mean?


- Special education is not a place
- It is a service that follows the student
- Neighborhood schools
- Students don't have to all have the same goals and outcomes to get benefit
- Supplemental supports, aids, and services
- *Can we? vs. HOW can we?*

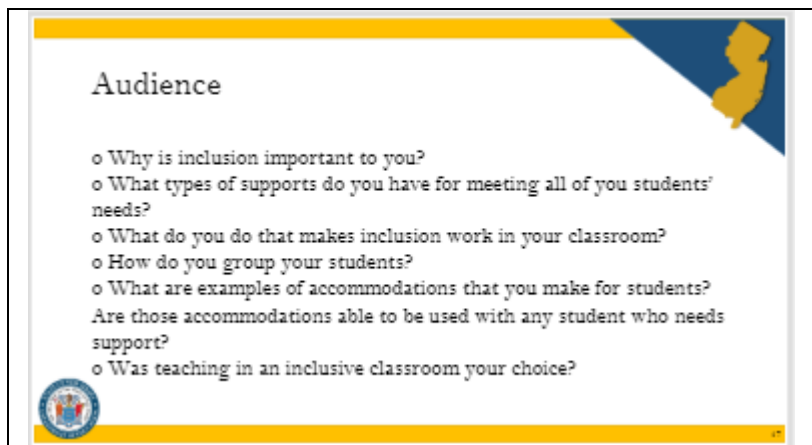


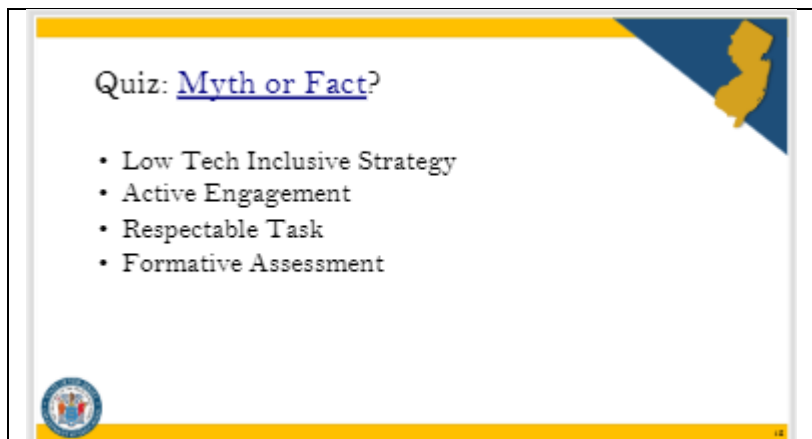
LDA Video Example

What are the implications for us as educators?



 <p>Presume Competence</p> <p>A principle of believing in "intellectual ability, provid[ing] opportunities to be exposed to learning, assum[ing] the child wants to learn and assert him or herself in the world" (Baker, 2000)</p> <p>↓</p> <p>Construct opportunities for competence</p> <p>"School personnel need to actively construct competence and create contexts wherein students who do not speak can engage meaningfully in instruction, demonstrate their understanding, and make that understanding available to others" (Ashby & Kosa, 2013)</p>	
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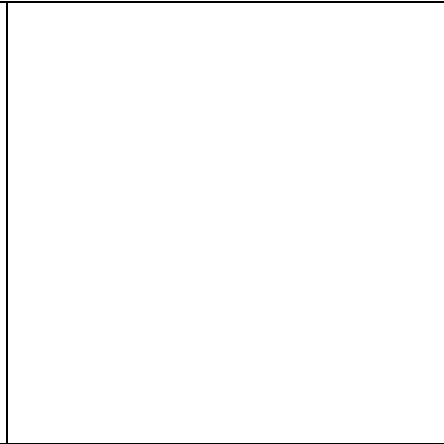
 <p>Audience</p> <ul style="list-style-type: none">o Why is inclusion important to you?o What types of supports do you have for meeting all of you students' needs?o What do you do that makes inclusion work in your classroom?o How do you group your students?o What are examples of accommodations that you make for students? Are those accommodations able to be used with any student who needs support?o Was teaching in an inclusive classroom your choice?	
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 <p>Quiz: <u>Myth or Fact?</u></p> <ul style="list-style-type: none">• Low Tech Inclusive Strategy• Active Engagement• Respectable Task• Formative Assessment	
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Putting it together

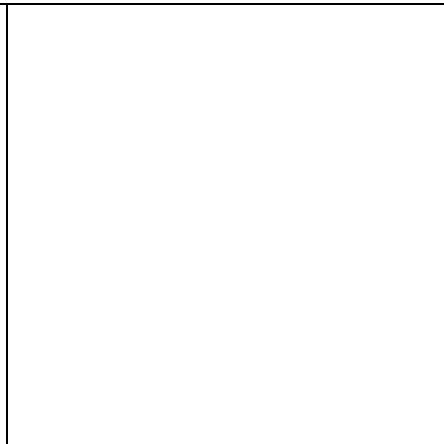
- Flip over name tent:
 - Jot down key ideas in the format suits you as you watch.
 - Focus on
 - Participation
 - Underlying assumptions
 - Strategies or actions



Ticket out the door



Thank You!

New Jersey Department of Education Website
<http://www.state.nj.us/education/>
 and
 LRC-South:
<https://go.rowan.edu/lrcsouth>

The LRC-South at Rowan University is a partnership with the New Jersey Department of Education Office of Special Education and 100% funded by federal Individuals with Disabilities Education Act (IDEA) Part B funds (CFDA#84.027A).

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