

The Heart of Inclusion is Differentiation

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Introductions



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Partner

A lifelong special education practitioner, Sandi has served as a teacher, vice-principal, and principal. As an administrator, she established special education centers, and as the Assistant Superintendent of Catholic Schools in the [Diocese of Fall River](#), she oversaw the creation and implementation of a first-of-its-kind diocesan-wide special education program. Sandi holds a bachelor's degree from [Suffolk University](#), a master's degree from [Boston College](#), and a doctoral degree from [Boston College](#).

Agenda

- Introduction
- Opening Prayer
- Inclusion, in general: what it is & what it is not
- Heart of Inclusion is Differentiation
- Who ADAC is & how we can help with inclusion (and the rest)
- Q & A

Opening Prayer

Come, Holy Spirit

Come, Holy Spirit, fill the hearts of Your faithful, and kindle in them the fire of Your love.

Send forth Your Spirit, and they shall be created; and You will renew the face of the earth.

O God, You taught the hearts of Your faithful by the light of the Holy Spirit, grant that by the gift of the same Spirit, we may be truly wise and always rejoice in His consolation.

We ask this through Christ our Lord. Amen

Answering God's Call



“Catholics with disabilities, like all Catholics, are incorporated in the Body of Christ as integral members. They, like any other members, belong to the faith community.”

– National Catholic Partnership on Disability, 2015

“Inclusion” is a Catholic Word”

It's Latin root *include* means to enclose, surround or envelop as in closing the door after someone has come into the house. This implies welcoming and sustaining the person within the house. The guest gets to stay and becomes part of the family, the community.

SOURCE: Inclusive Catholic Schools: A Matter of Possibilities, 2010

Jesus, the Master Teacher

All were welcomed in Jesus' school without walls, whether Jewish, Gentile, Samaritan, Roman, Greek, free or slave. His message was delivered using the Scriptures in the temple, stories and parables on the hillsides, walking along dusty roads and while fishing on the Sea of Galilee.

He used visuals abound and adapted his teaching to care for individual needs whether hunger with loaves and fish or a celebration with more wine.

He assessed understanding over and over, adapting instructional strategies as necessary and when needed, included a miracle!

SOURCE: Catholic Schools: A Matter of Possibilities

Catholic Social Teaching

“A consistent ethic of life, with a commitment to love each person (made in the image and likeness of God), at each stage of life, according to her/his human dignity.”

SOURCE: United States Conference of Catholic Bishops (USCCB, 2014)

Three Central Concepts From CST That Apply to Catholic Schools

1. Human Dignity-The church considers each individual endowed with dignity because they are formed in the image and likeness of God.
2. Common Good- A balance between individual rights and the good of the wider society. No one should be excluded from the benefits of social development.
3. Preferential Option for the Marginalized-The Church is obligated to first serve, in the words of the World Synod of Catholic Bishops (1971), "those who suffer violence and are oppressed by unjust systems and structures."

Source: (Storz & Nestor, 2007)

Reimagining Classrooms for Inclusion: 4 Benefits

- 1. Tailors teaching for all learners:** All students learn differently. Teachers weave a specially designed instruction and support that can help students make progress.
- 2. Makes differences less “different”:** This can go a long way in helping students know that differences are just a normal part of life.
- 3. Provides support for all learners:** An inclusive class often brings service providers into the classroom. These providers can help all students.
- 4. Creates high expectations for all:** All students benefit from the resources available in an inclusive classroom.

Source: Linda Tilton, *Inclusion: A Fresh Look* (1996)

Is it inclusion?

YES	NO
Child spends the majority of the day in the general education classroom.	Child spends the majority of the day in a special education classroom and goes to a general education classroom for one or two periods.
Child's desk is included with the other groups of desks in the classroom.	Child's desk is away from the other desks in the classroom.
Child has access to and is included in classroom lessons and activities that are adapted or modified to meet his/her special needs.	Child works on his/her own curriculum.
Child is an independent, valued, and respected classroom member.	Child is looked upon as helpless, needy, and/or dependent.
Child receives specialist support (therapy, speech, and language) with minimal disruption to the class routine and program.	Child is pulled from the classroom lessons and activities for specialist support without consideration for what the child will miss.

SOURCE: Nicole Eredics, "Is it Inclusion?" (2014) Cf. www.readingrockets.org





What Is Inclusion ?



Watch later



Share

ARE YOU
READY TO
REALLY INCLUDE ME?



Watch on  YouTube

“If a child can’t learn the way we teach,
maybe we should teach the way they learn.”

–Ignacio Estrada





**Differentiation is
responsive teaching
rather than one size
fits all teaching.**

—Carol Ann Tomlinson
(*Differentiation Central*, 2016)

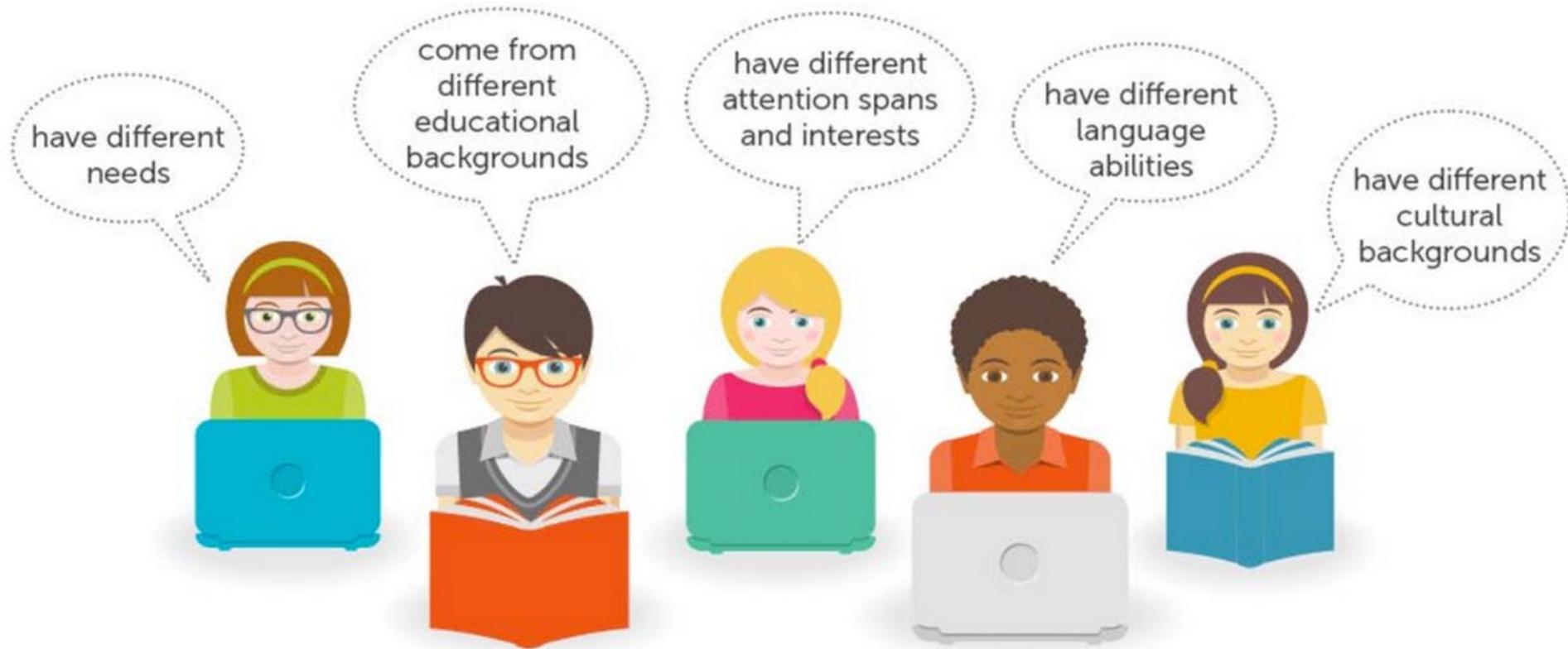
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Same Goal-Different Paths

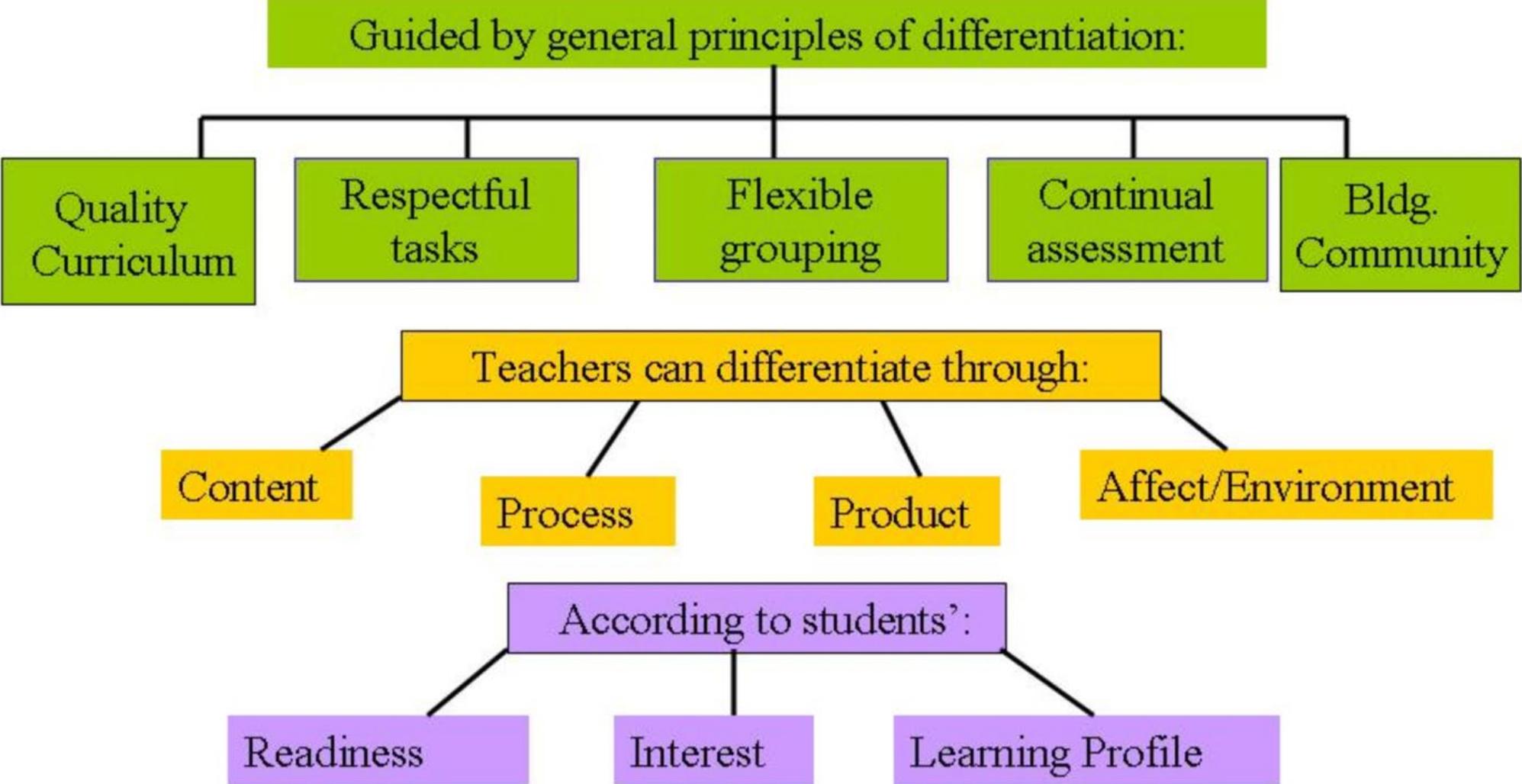


WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



Differentiation is a teacher's response to learners' needs



Teachers Can Differentiate at Least Four Classroom Elements

- **Content** – What the student needs to learn and how the student will get access to the information.
- **Process** – Activities in which the student engages in order to make sense of or master the content. It's how students learn;
- **Products** – Culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning Environment** – The way the learning environment works and feels

Examples of Differentiating Content by Using Multiple Pathways to Teach

- Use reading materials at varying readability levels
- Put text materials on tape
- Provide supplemental guided notes
- Use spelling or vocabulary lists at readiness levels of students
- Present ideas through auditory and visual means
- Meet with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners
- Provide videos in addition to text based materials

Examples of Differentiating Process

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge or complexity;
- Providing interest centers that encourage students to explore subsets of the class topic of particular interest in them;
- Developing a personal agenda (containing both in common work for the whole class and work that addresses individual needs of learners); and/or
- Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic of greater depth.

Examples of Differentiating Products

- Give students options of how to express required learning (e.g., create a puppet show, develop a poster with labels);
- Use rubrics that match and extend students' varied skills levels;
- Allow students to work alone or in small groups on their projects; and/or
- Encourage students to create their own product assignments.

Examples of Differentiating the Learning Environment

- Provide materials that reflect a variety of cultures and home settings;
- Establish clear guidelines for independent work that matches individual needs; and/or
- Help students understand that some learners need to work independently or in very small groups.

Sample Choice Boards

TIC-TAC-TOE Choice Board For a Book Report

Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.



Mrs.
Mecher
6th
Grade

This

 or **THAT**
Choice Board

Audio instructions go here

Explore

Read

Connect

Create

This or That

<p>Determine your family's carbon footprint here.</p>	<p>On Epic, Read the text titled Renewable Energy by Ellen Labercque.</p> 	<p>On Flipgrid, record your own connection you made between what you explored and what you read.</p>	<p>Create an infographic that helps your family understand the importance of using renewable energy.</p> <p>App Suggestion: Pages</p>
..... OR			
<p>Explore this website about renewable energy sources.</p>	<p>Read this Newsela article about the importance of renewable energy.</p>	<p>On Flipgrid, listen and respond to at least 3 other people's connections. You must give at least 1 thing to connect to and 1 thing to challenge them to think about.</p>	<p>Create a video that encourages the Elkhart Community Schools school board to switch to renewable energy.</p> <p>App Suggestion: Clips</p>

10 Differentiation Strategies

1. Curriculum Mapping
2. Meaningful Student Voice and Choice
3. Assessment Design
4. Goal-Setting & Learning Contracts
5. Learning Tier Targets
6. Project-Based Learning
7. Choice Boards
8. Self-Directed Learning
9. Individualized Student Folders
10. Rubrics

Know your Students

Prepare an index card for each student that includes:

- His/her interests
- Proficiency levels
- Any needed accommodations
- Assessment data
- Learning preferences (visual/auditory)
- Ongoing formative assessments (formal & informal)

Plan “for all” – Plan “for some”

Plan “for all”

- What is the learning goal?
- How will this learning be accomplished (instructional strategies, materials, resources)?
- How will this learning be demonstrated?

Plan “for some”

- What adaptations and accommodations can be put in place to support learning?
- What must be added, enhanced, scaffolded or altered to support students in their learning process?

Sample Differentiated English Language Arts Lesson Plan

Curriculum Standard: *RL.1 – Key Ideas and Details*

Objective: *Students will answer questions about key details in a text*

Content – Read Frog and Toad are Friends by Arnold Lobel

Differentiation:

1. Read book independently
2. Listen to book auditorily
3. Read book with the teacher (direct instruction)

Process – Explain Key Ideas and Details

Differentiation:

1. Identify the key ideas and details
2. Summarize the book in your own words
3. Explain how the story is like the friends in your own life

Product – Present Findings

Differentiation:

1. Write a summary of the book
2. Use a Key Ideas and Details graphic organizer
3. Draw a picture explaining the story

How Effective is Differentiated Instruction?

Research shows differentiated instruction is effective for high-ability students as well as students with mild to moderate disabilities. When students are given options on how they can learn material, they take on more responsibility for their own learning.



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Q & A

Thank you for your presence and participating!

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