

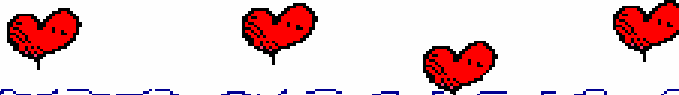
Competency-Based Inclusion: Set 'Em Up for Success!

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Kids Who Are Different

Here's to the kids who are different,
The kids who don't always get A's,
The kids who have ears twice the size of their peers,
And noses that go on for days...
Here's to the kids who are different,
The kids they call crazy or dumb,
The kids who don't fit, with the guts and the grit,
Who dance to a different drum...
Here's to the kids who are different,
The kids with the mischievous streak,
For when they have grown, as history's shown,
It's their difference that makes them unique.



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Major Problem with the Current Inclusion Process

- Too many changes take place without adequate planning, preparation, and training for students and for teachers.
- There is not time allowed or an effective procedure in place for consistent collaboration and communication

between teachers

No magical transformation will occur when an exceptional student steps through the doorway of an inclusive classroom.



- ❑ Inclusion of exceptional students needs involve individualization, careful preplanning, and consistent communication and follow-up
- ❑ Use a competency-based plan to include students in general education classes

Special Education Students May Not Be Well Prepared or Ready to be Successful in the General Classroom Environment

- ❑ Students need to be proficient in specific skills for successful academic achievement social/behavioral adjustment
- ❑ Must be able to function in a larger group
 - Academic skills
 - Behavioral/social skills

Steps for Competency Based Inclusion

- ❑ Special Education Teachers:
 - Observe in the general/inclusion classroom
 - Assess target student's skills
 - Teach necessary skills
 - Then... make placements
- ❑ Collaborate and communicate consistently with the general education teacher

First Step: Observe in the General Education Classroom

- ❑ Interview general education teacher for classroom behavioral and academic expectations
 - Use *Tough Kid Tool Box* form to document information from the teacher
- ❑ Determine skills used by successful students
 - Academic and behavioral/social
- ❑ Make time to discuss and collaborate for preplanning with general education teacher

Second Step: Assess Skills of Target Student to be Included

- ❑ Does target student have required academic and behavioral skills?
 - Compare to skills of successful student in general classroom
 - Make a list of what academic and behavioral skills the student needs to have to be successful in this classroom

Third Step: Teach any Necessary Skills Prior to inclusion

- Teach academic and behavioral competencies needed for success
 - Keep in mind: The student will still receive assistance from the Resource Room
- Teach student to generalize the required skills
 - Practice the required skills in settings outside your classroom
 - Consider where the student is actually going to use the skill
 - Go there and practice
 - The "Train and Hope" method usually does not work

Consider Teaching "Life Skills"

- Be friendly to the teacher, smile, initiate greetings
- Be prepared for class with all necessary material
- Act interested in the class
- Sit up, keep head up, keep chair on the floor
- Look at the teacher, make eye contact
- Voluntarily participate in class discussions
- Learn to read and use nonverbal messages, body language, and gestures
- Ask for help when needed
- Finish homework on time, turn in assignments
- Volunteer for special projects, extra credit
- Compliment the teacher on interesting class stuff

Fourth Step: When Student is Prepared...

- THEN... Place in general /inclusion classroom
- Monitor student's progress and communicate with other teachers consistently
- Use the Tough Kid Tool Box forms for progress tracking & data collection
 - There are a large variety of tracking forms for both behavior and academics
 - They can easily be used as self-monitoring forms

Provide a Quick Student Information Form

- Helps teachers get to know students
- Activity to build positive rapport
- Sometimes the needs of exceptional students can be overwhelming and intimidating
- Information form introduces student as person
- May help general educators feel better prepared to teach students with special needs

SAMPLE QUICK STUDENT INFORMATION FORM

Student Name: _____

D.O.B.

Teachers:

Subjects:

Strengths:

Deficit Skills:

Reinforcers/Likes:

IEP objectives that may be addressed in this class:

Other critical things to know about this student:

Use Surveys or Personal Interviews to Get Information From Students

- Students feel special when others are interested in them
- A survey or interview format may be used early in the year to gain "social" information
- Fun to do /helps establish positive rapport with students

SAMPLE: Student Getting Acquainted Interview

Name:

Birthday:

Birth place:

- Favorite subject at school:
- Characteristics of your favorite teacher:
- Favorite game to play:
- Favorite activity when you have free time:
- Favorite movie and/or TV show:
- What would you like to learn this year at school?
- Interests or hobbies outside of school:
- What three words best describe you?
- If you could met any one in the world who would you be and why?
- What are your favorite school activities?

Be Aware: There may be ongoing problems just because of environmental factors which may cause many students to learn differently

- Attention, memory, time management, organization problems

- Learning styles
- Family/home discord or stress
- Ineffective or inconsistent parenting
- Home responsibilities, chores, jobs
- Drug/alcohol addiction problems
- Physical illness

Classroom Adjustments for Successful Inclusion

- Seat Tough Kids in front by good role models
- Use positive redirection for problems
- Catch them being good and then tell them specifically what they are doing well
- Praise students specifically and often
- Focus on positives /Limit mild punishers
- Promote the use organizational skills and learning strategies

Positive Redirection Strategy

- Analyze why the student is doing the problem behavior
 - What purpose or function does the behavior serve?
 - What factors are causing or triggering the behavior
- Tell student why the behavior is a problem and what he should do instead
- Teach the student to do the new replacement behavior that will help him be more successful
- Provide A LOT of specific verbal praise for doing the good new behavior

Summary of Successful Inclusion Strategies

- Collaboration between general and special education teachers is essential
- Teachers need planning time to collaborate
- Preplanning and preparation is an important component to successful inclusion
- Inclusion must be done on an individualized basis for each student

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❑ www.schwablearning.org

Fun Teacher Activity Break: ☺

Getting to Know You...

1. Choose a partner who you do not know.
2. Interview your partner using the following questions.
3. Then have your partner interview you.
4. Review the information you collected.
5. Plan an introduction of your partner that you can present the rest of the class.

Sample Getting Acquainted Interview for Teachers

Partner's Name:

 Birthday:

 Birthplace:

 Number of Years Teaching School:

1. What is your favorite book?
2. What is your all time favorite restaurant?
3. What are you really good at?
4. What is your favorite activity for a day when you don't have to do any work?
5. What is your all time favorite movie?
6. If you were not a teacher, what job would you like to try?
7. What three words best describe you?
8. What is one thing you would like to be remembered for?

9. If you were CEO of the biggest candy factory in the country, what candy (or other favorite food) would you have an unlimited supply of?

10. If you could travel anyplace in the world, all expenses paid, where would you go?