



# **YOU'RE WELCOME: Tools and Supports for ALL Learners**

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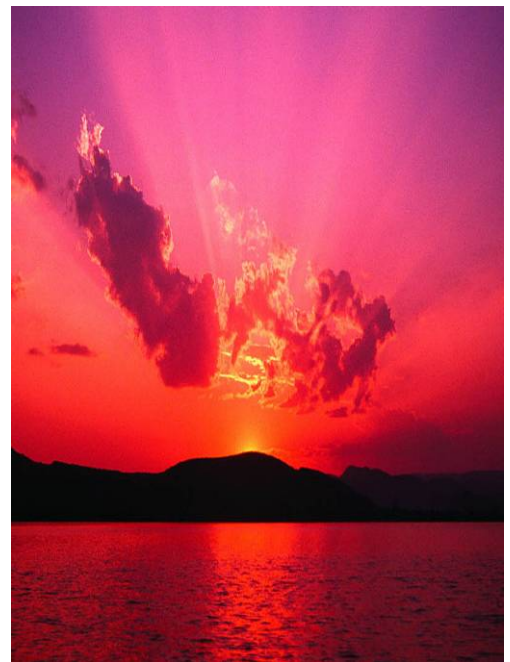
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To meet the needs  
of all learners, you  
need:

Collaboration

Tools

Processes





***“We cannot find  
our growth alone.  
Isolation  
is a blind alley...  
nothing on the  
planet grows  
except by  
convergence.”***



# Ways to Successfully Include ALL in Our School & Community

- Understand Teaming Stages & Collaborative Consultation
- Use Student Passions
- Understand Research on Schools
- Teambuild
- Use IEP at a Glance
- Ask the Right Planning Questions & Use a Format
- Find Time to Plan



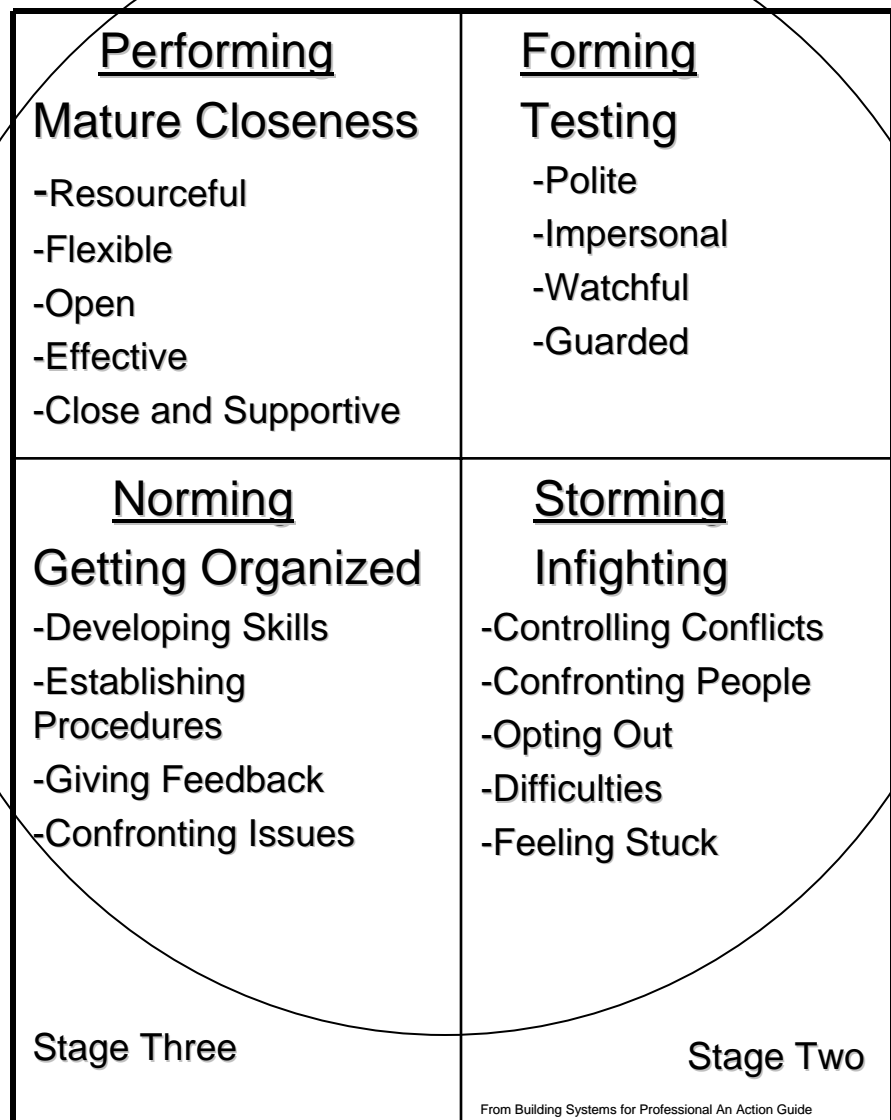
# Ways to Successfully Include ALL in Our School & Community

- Go Beyond Circle of Friends
- Use MAPS to Plan for the IEP and Future
- Actively Listen
- Solve Problems
- Use Thematic Planning
- Use Cooperative Learning
- Families and Teachers Hand out Life Chances

# TEAM DEVELOPMENT WHEEL

Stage Four

Stage One



From Building Systems for Professional An Action Guide



## Common Recommendations of National Curriculum Reports

- **LESS** whole-class, teacher-directed instruction, e.g. lecturing
- **LESS** student passivity: sitting, listening, receiving, and absorbing information
- **LESS** prizing and rewarding of silence in the classroom
- **LESS** classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- **LESS** attempt by teachers to thinly "cover" large amounts of material in every subject area
- **LESS** rote memorization of facts and details
- **LESS** stress on the competition and grades in school
- **LESS** tracking or leveling students into "ability groups"
- **LESS** use of pull-out special programs
- **LESS** use of and reliance on standardized tests
- **MORE** experiential, inductive, hands-on learning
- **MORE** active learning in the classroom, with all the attendant noise and movement of students doing, talking and collaborating
- **MORE** emphasis on higher-order thinking; learning a field's key concepts and principles
- **MORE** deep study of a smaller number of topics, so that students internalize the field's way of inquiry
- **MORE** time devoted to reading whole, original, real books and nonfiction materials
- **MORE** responsibility transferred to students for their work: goal-setting, record-keeping, monitoring, evaluation
- **MORE** choice for students: e.g. picking their own books, writing topics, team partners, research projects
- **MORE** enacting and modeling of the principles of democracy in school
- **MORE** attention to affective needs and the varying cognitive styles of individual students
- **MORE** cooperative, collaborative activity; developing the classroom as an interdependent community
- **MORE** heterogeneously grouped classroom where individual needs are met through inherently individualized activities, not segregation of bodies
- **MORE** delivery of special help to students in regular classrooms
- **MORE** varied and cooperative roles for teachers, parents and administrators
- **MORE** reliance upon teachers' descriptive evaluation of students growth, including qualitative/anecdotal observations

## A Place to Begin.....

"By letting you know me, I allow you to like me. By disclosing myself to you, I create the potential for trust, caring, commitment, growth and self-understanding. How can you care for me if you do not know me? How can you trust me if I do not demonstrate my trust in you by disclosing myself to you? How can you be committed to me if you know little or nothing about me? How can I know and understand myself if I do not disclose myself to friends? To like me, to trust me, to be committed to our relationship, to facilitate my personal growth and self-understanding, and to be my friend you must know me."

—David W. Johnson



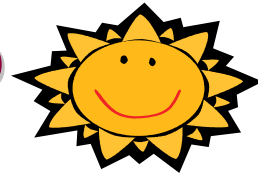
Getting started with cooperative learning means helping students to interact in ways that will foster appreciation and acceptance, respect and trust, care and commitment. Team-building activities can accomplish this purpose by enabling meaningful self-disclosure and active, interested listening among partners. In short, that means giving students opportunities to talk with one another about “things that really matter”: personal interests, unique talents, memorable experiences, present concerns, and future aspirations.

The following pages describe sample teambuilding activities designed to enable safe, yet meaningful, personal sharing among students. Some of the activities are brief and can be integrated into cooperative lessons, while other activities constitute entire lessons. Regardless, when teambuilding activities are implemented consistently, team cohesiveness will more likely evolve.

As you consider the following teambuilding activities, discuss these questions with a colleague:

- Which activities are suitable for your teaching situation?
- Which activities could you adapt for use in your classroom? What adaptations would you make?
- What additional activities would be effective for teambuilding in your situation?

# Warming-Up








Complete this chart for yourself, then interview your partners. How are you all alike?

	Self	Partner	Partner
1. Your birthplace			
2. Country you would like to visit			
3. Favorite holiday spot			
4. Favorite ice cream flavor			
5. Best school memory			
6. Favorite time of day			
7. Favorite season of the year			
8. Favorite recreational activity			
9. Your hero/heroine			
10. Favorite subject			
11. A special friend			
12. Favorite book			
13. Most respected world leader			
14. Favorite food			
15. Most important world issue			
16. Favorite local place to visit			
17.			
18.			



**\*\* [5<sup>th</sup> grade student]**  
**Katie – IEP at a Glance**

Date \_\_\_\_\_

Subject	IEP Objectives	Data
Arrival / Locker 	K will take off and put on all appropriate clothing by herself, w min. cues to complete the task.  W/ the zipper in the start position, K will zip coat and snowpants.	K removes all items in _____ out of 5 days.  K will zip coat in ____ out of 5 days. K will zip pants in ____ out of 5 days.
Attendance 	Given a v. c., K will have eye contact w/ the person addressing her.	Teacher observations and building /office staff comments:
Music 	K will locate her music room by herself.	K requires _____ assistance to get to music.
Reading 	K will identify the letters in the alphabet. w/o assistance.  K will develop sign language vocab. for 50 new foods, toys, colors, animals, names of people, and verbs.  K will develop reading vocab. for same words (prev. obj.)	K can identify the following letters consistently:  K consistently signs the following words:  K has mastered the following vocab. words:
Math 	K will i.d. #'s 1–10  K will show # values for #'s 1–5 w/ minimal help (manip. use + ok)  K will print her full name in legible letters 2' tall.  Kate will sequence #'s 1–10.  K will rational count 1–5 objects and match to numeral.  K will print #'s 1-10 when indicated.	K can i.d. the following #'s.  K consistently shows the correct values for the following #'s.  See weekly entries in math notebook.  K sequences ____ out of 10 #'s correctly. K performs this task w/ ____% accuracy.  See work samples. <span style="float: right;">10</span>





**\*ANALYZE AND IDENTIFY  
CURRICULAR AREAS & ACTIVITIES  
IN NEED OF DIFFERENTIATION &  
ACCOMODATIONS**

**DIFFERENTIATION: SOMETHING YOU DO  
FOR THE CLASSROOM**

**ACCOMMODATION: SOMETHING YOU  
DO FOR A LEARNER**

**\*CAN ALL IN THE CLASSROOM ACTIVELY PARTICIPATE WITH  
THE LESSON AS IS?**

**\*CAN PARTICIPATION OF MEMBERS IN THE CLASSROOM BE  
INCREASED BY AN ALTERNATE PRESENTATION OF THE  
LESSON?**

**\*WILL STUDENTS BENEFIT FROM ANY ADAPTED  
MATERIALS?**

**\*WHAT IS THE RANGE OF CURRICULAR GOALS WE WILL  
HAVE TO MEET THE NEEDS OF ALL?**

**\*WILL THE SEQUENCE OF THE ACTIVITY NEED TO BE  
CHANGED? MORE COMPLEX? MORE BASIC?**

**\*WILL ANY STUDENT NEED PERSONAL ASSISTANCE?**

## PLANNING CHECKLIST FOR MULTIPLE ACTIVITIES

GENERAL EDUCATION ACTIVITIES	CURRICULAR ANALYSIS	SUGGESTED DIFFERENTIATION & ACCOMMODATIONS
Date: _____ Activity:  Instructional Arrangement:  Instructor/Staff:	<input type="checkbox"/> No changes <input type="checkbox"/> Instructional Arrangement <input type="checkbox"/> Lesson Format <input type="checkbox"/> Teaching Style-Delivery of Instruction <input type="checkbox"/> Environmental Conditions or Location <input type="checkbox"/> Curricular Goals <input type="checkbox"/> Personal Assistance	
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# FINDING TIME TO PLAN

Read through the list and check (X) three options that you would like to pursue. Add other ideas in the spaces provided.

- A floating, trained\* substitute teacher.
- Additional planning hour per week.
- A clerical assistant.
- Compensatory time.
- Common planning periods.
- Teacher assistants.
- Release from some duties.
- Staff development days.
- Interns and student teachers.
- Extended instructional day.
- Restructure school day/week
- Common lunch periods.
- Administrators cover classes.
- Deans and counselors cover classes.
- Support staff cover classes by traveling in teams.
- Other teachers cover classes (as in days of yore).
- Volunteers cover classes (retired teachers, grandparents).
- Release from homeroom responsibilities.
- Scheduled large group activities (plays, speakers, exhibits).
- Students engaged in independent practice activities.
- Early dismissal intermittently.
- Secure grant money to finance necessary resources.
- Expend time primarily on A-level tasks. Complete C-level tasks later.
- Examine current responsibilities. Can some be dropped?
- Examine current responsibilities. Can some be done more efficiently?

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\*Trained means that a substitute teacher has been trained in a specialty area such as, social skills, self monitoring strategies, or memory strategies



## Collaborative Consultation

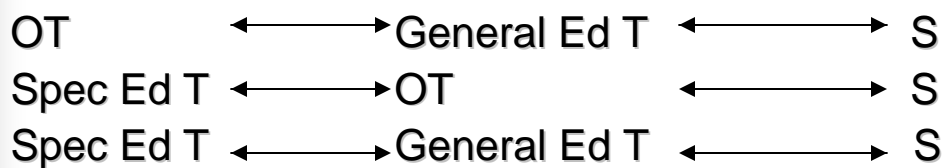


Support  
service  
staff

Person  
providing  
Direct  
Service

Provides  
information  
back to  
consultant  
through  
mediator

### Examples:



- Consultant and mediator are constantly changing
- Consultation occurs between consultant and mediator at a specified time
- Collaboration occurs between all members of the team on an ongoing basis

## CIRCLES OF FRIENDS

- A process that uses the natural caring and problem solving skills of a group of individuals who join forces for the purpose of supporting a person in need who has been isolated.

### **DESIRED RESULTS:**

**Friendship**  
**Support**  
**Belonging**

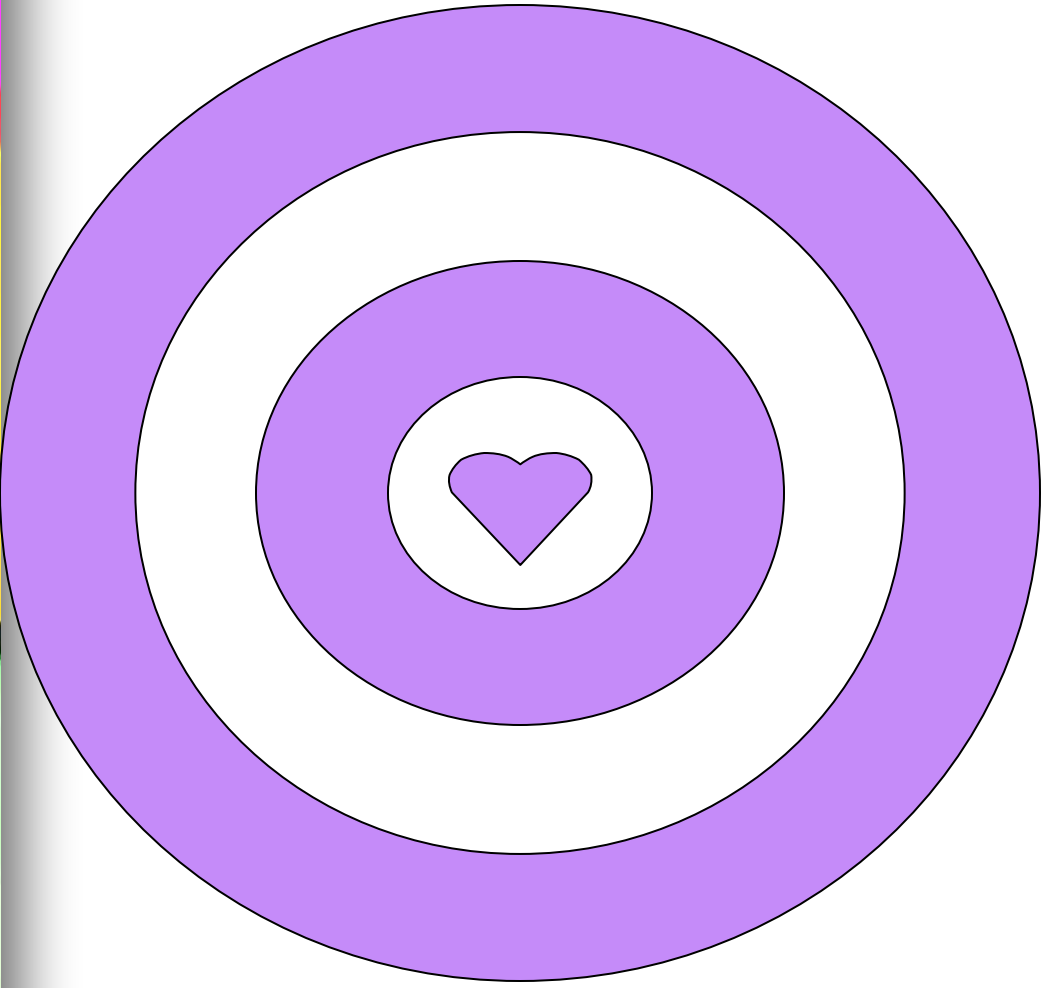
1. Teacher leads a focused discussion on friendships and personal relationships:
  - what are they
  - why they are important



2. Each student takes out a piece of paper and draws four circles and center.
  - Center = Student name
  - First Circle = Very important people (family)
  - Second Circle = People they are friends with
  - Third Circle = People they have fun with do specific activities with
  - Fourth Circle = People who are paid to be in their lives
3. For individuals who have few friends on second and third circles, the teacher asks for volunteers to be in a “circle of friends”. Membership is open at anytime. A variety of relationships are acceptable.

**CONSIDER:**

- Tends to work best with young students
- Watch out for groups that are too large
- Create “Opportunities”



## Student Profile / Maps

1. The purpose of developing a student profile or MAPS (Forest and Lusthaus, 1987), is to generate visions of what a desirable future might look like for a particular student and his/her family and friends. This information assists the educational team with a long range and short term priorities to make sure meaningful curricular decisions have been addressed for the student.
2. A Student Profile or MAP looks at individual student interests, strengths, assets, challenges and needs which are reported to a facilitator by a variety of people including peers, who are familiar with the student. Students Profiles/MAPS build on individual strengths, capacities and interests rather than addressing test scores, deficits and formal assessments.
3. The Student Profile/MAP session is scheduled at a time which coordinates best with the students family and friends since their input is extremely important to this process, which takes approximately 1-2 hours to complete.
4. Responses to each question are recorded in bright markers on chart paper which has been taped to the walls of the conference room or written on a flip chart then displayed for review. The team may select one or multiple recorders. Responses are also recorded on blank Student Profile/MAP form for students files and team review.
5. Suggested questions include but are not limited to:
  - Who is the student?
  - What are the student's interests and strengths?
  - What are the student's greatest challenges?
  - What is a desirable future...the dream for this student?
  - What is the nightmare...the future to be avoided?
  - What are the student's greatest needs?
6. Questions are asked to the group by a facilitator identified by the team, however; other members may ask questions to the group or specific individuals as appropriate.
7. Information gathered during a Student Profile/MAPS session is then used by the educational team to assist with curricular decision making and program planning.
8. A Student Profile or MAP should be conducted minimally every 3 years and updated/reviewed annually.

## STUDENT PROFILE / MAP

Who is Kristen ?

- our little girl
- Julie's younger sister (Julie is 7 years old)
- She's 5 years old, about to go to kindergarten
- cute, but stubborn
- happy and sad
- a little bit slow
- an important member of our family

What are Kristen 's interests and strengths?

- loves her dad; she likes him to tickle her
- likes her dog, Duke
- follows some short, simple directions, especially those associated with routine activities
- has a wonderful smile that attracts people
- sometimes initiates social play routines
- can maintain play with an adult for several minutes
- likes "The Little Mermaid" video
- says a few words (e.g., Mom, Dad, Doo-wee/Julie, pop, ba/ball)
- favorite toy is a soccer ball
- favorite food is pizza
- she has a good appetite and eats by herself pretty well
- usually well-behaved (except when frustrated, upset)
- even though she's a little clumsy, she learned to walk, and we weren't sure she could do that

What are Kristen 's greatest challenges?

- cerebral palsy – it's hard for her to walk, she trips a lot, she has trouble using her hands
- she can't tell us what she is thinking, so she gets really frustrated
- tantrums when she gets really upset
- she just sits with nothing to do unless someone is right there playing with her
- really frightened at the doctor, dentist
- she needs help with a lot of things that Julie could do for herself at this age – dressing herself, helping a little with chores
- she is more interested in adults than in kids her own age

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What is desirable future...The dream for Kristen ?

- she would go to the same school as her sister, and go on the same bus
- she would have friends who would invite her over to play and invite her to birthday parties; they would look out for her and teach her things; they'll know how sweet she is
- she could run and swing and laugh and play like other kids
- she would participate in some of the things that are really important parts of our family – reading, or just listening to stories; helping make Christmas cookies, learning to cook
- when she grows up, I don't know if she could live by herself, but I don't think Julie should have to take care of her. I hope she'll be able to take care of herself.
- she'll be able to talk and tell us everything she is thinking
- she'll be able to go everywhere with us (church, museums)
- she'll have her own interests

What is the nightmare?...The future to be avoided?

- she'll end up in an institution
- her tantrums will get worse and she'll become an uncontrollable adult
- when her parents are gone, nobody will watch over her
- she'll remain highly dependent on others for her self-care needs
- she won't have any friends
- she'll never learn to talk to express herself

What are Kristen's greatest needs?

- learn to communicate to express herself (vs. tantrum)
- be toilet trained
- have friends; be more interested in and enjoy kids her own age
- get around better (walking)
- learn to take care of herself
- learn to play with other kids
- cooperate at the doctor
- be part of the kindergarten, do what the other children do

Note: Kristen's profile was compiled by Kristen's parents, her older sister, and teachers and therapists from the elementary school program she will enter in the fall<sub>20</sub>. It is expected that Kristen will make friends in kindergarten, and the friends will help expand Kristen's profile next spring.

## STUDENT PROFILE / MAP

Who is \_\_\_\_\_?

What are \_\_\_\_\_'s interests and strengths?

What are \_\_\_\_\_'s greatest challenges?



What is a desirable future...  
The dream for \_\_\_\_\_?

What is the nightmare?...  
The future to be avoided?

What are \_\_\_\_\_'s greatest needs?

# ACTIVE LISTENING

Listener tries to:



-understand how it would make sense to say, feel, or act as the other person

-build a safe climate for sharing without fear of attack or "put-downs"

Weiss, L.  
Conflict Resolution Skills

**-Empathy**

**-Paraphrasing**

# Solving Problems

Situation

Options

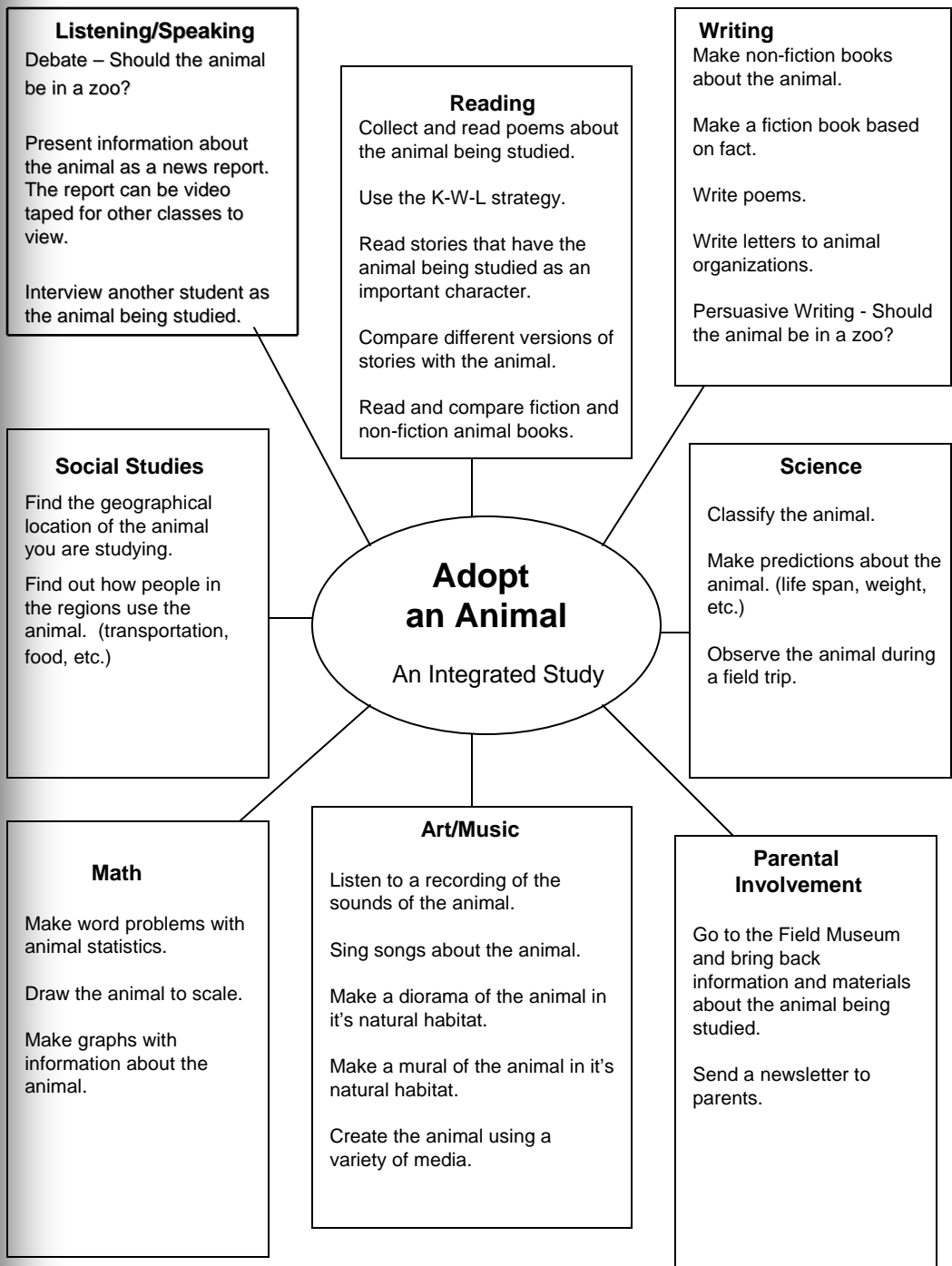
Decision

Assess

## Stages of Problem Solving

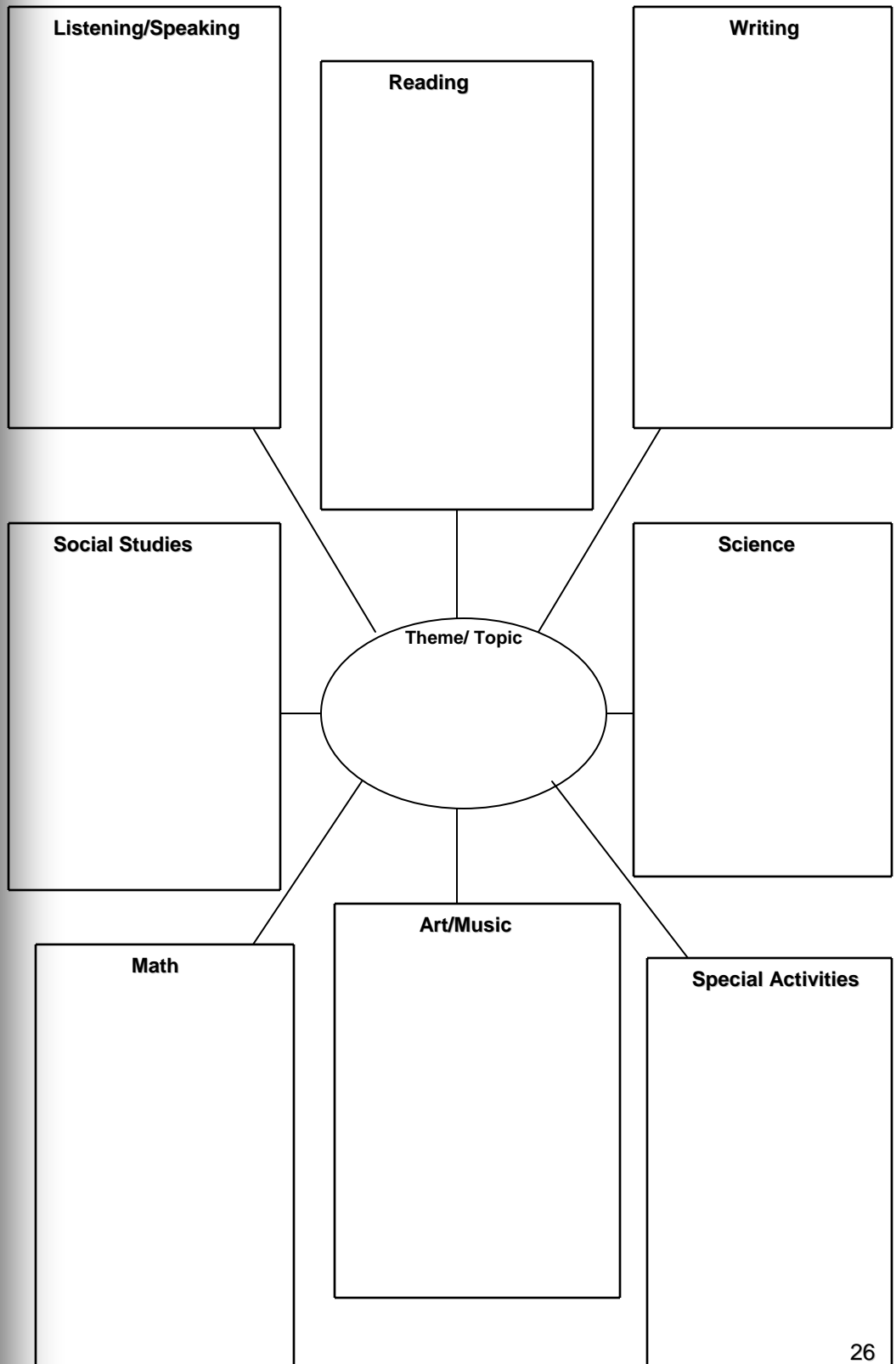
- **Identify the problem**  
(What is my Situation)
- **Brainstorm**  
(What are my Options)
- **Prioritize**  
(What do I do first/ Decisions)
- **Give time to see if it works**  
(Assess)

# Theme Planning Sheet



Thank you to **McCall School** for creating this month's web.

# Theme Planning Sheet



# Cooperative Learning What it Really is!

- 3-7 Students in a Group
  - Face to Face Interaction
  - Each Student has a specific role
    - responsible for each other
    - (eg)
      - facilitator
      - note taker
      - encourager
      - time keeper
- Good for diverse groups
- Teacher acts as a Facilitator of Learning
    - clear objectives
    - heterogeneous groups
    - explain activities
    - monitor & intervene
    - evaluation
- Self evaluation and teacher feedback
- Students are evaluated on group process and how everyone is involved
  - A sharing process takes place to the entire group
  - Positive Interdependence – Prosocial format works well for problem solving



**AND MOST  
IMPORTANTLY:**

- **FAMILIES AND  
TEACHERS  
ARE IN THE  
BUSINESS OF  
HANDING OUT  
LIFE CHANCES.**
- **WHO WAS THE  
1<sup>ST</sup> TEACHER?**