

# **Enhancing Social Learning and Inclusive Education**

Kristi Peck

Education Consultant/Coach/Mentor

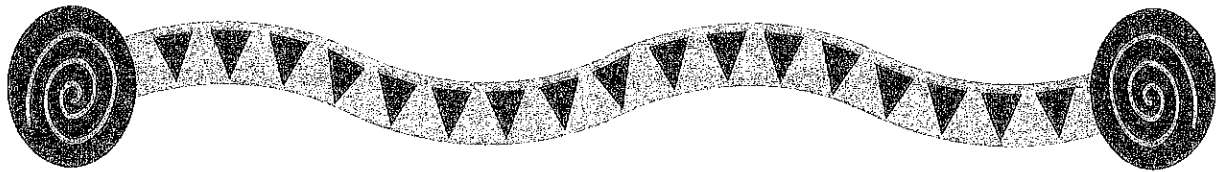
(314) 517-0320

kpeck\_consultant@yahoo.com

Welcome!

I am so glad you are here. Thank you for sharing this time of learning with me! I hope I can empower you to ask questions and reflect on your current practice. Your child/student is worth it!!

Kristi



Strategies to enhance social learning:

Making it work:

Social Skills Autopsy:

## Prompting Hierarchy

Source: Author Unknown

### 1. **Natural:**

Without prompting during the class period and in the presence of the materials for the class, the student uses the materials and completes assignment and/or participates in activity.

### 2. **Gestural:**

Adult uses a nonverbal cue (EX - pointing) toward the materials and the student initiates using the materials to begin work.

### 3. **Indirect Verbal:**

Adult offers a verbal cue (EX – why don't you write a word, why don't you paint a picture, what could you draw, what book are you going to read) and the student begins to work.

### 4. **Direct Verbal:**

Adult offers a specific verbal direction regarding initiating the task. (EX – get a pencil and write the word, use your pen and trace the word, what crayon will you use to draw a tree)

### 5. **Model:**

Adult does a small bit of the task to show the student. The adult hands the student the materials for the student to begin work.

### 6. **Minimal Physical:**

Adult points to the materials needed for the task and lightly guides the student's hand toward the materials. Student grabs materials and begins work.

### 7. **Partial Physical:**

Adult positions student's hand on the materials (a gentle guiding as hand holding), yet allows the student to begin the task on own.

### 8. **Full Physical:**

Adult motors the student through the task – hand over hand until completion

Level of support

3	2	1
<p>Much support was needed to complete the task.</p> <p>More than 5 nonverbal/verbal prompts were given.</p> <p>Teacher/para dictated students verbal/nonverbal response.</p>	<p>Some support was needed.</p> <p>2-4 nonverbal/verbal prompts were given.</p> <p>Student needed a break in order to complete the task.</p> <p>Teacher/para helped student respond and complete the task. (Might be hand over hand, step by step approach to completion, etc.)</p>	<p>Little support was needed to complete the task.</p> <p>Less than 1 nonverbal/verbal prompt was given.</p> <p>Student completed task in the given time frame.</p> <p>Teacher/para offered acknowledgement and positive feedback as student completed task.</p>

Created by K. Peck, 2013

**Inclusive Education –**

**Access –**

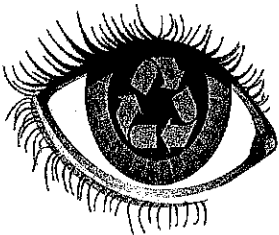
**Opportunity –**

## **INCLUSION**

- **True inclusion is the attitude that all students belong everywhere, with everyone else, in the school community. (Patrick Schwarz, 2006)**
  
- **It is possibilities and opportunities.**
  
- **The strategy behind inclusion is to design supports – innovative approaches to learning, differentiated instruction, curricular adaptations- for every student in the classroom, to include the entire spectrum of learners. (Patrick Schwarz, 2006)**
  
- **Components: (Patrick Schwarz, 2006)**
  - **Attend neighborhood schools**
  - **Make them a part of general education homeroom**
  - **Never segregate them**
  - **Plan the course and progress of their education**
  - **Solve problems as they arise**
  - **Introduce innovative ,diverse learning strategies**
  - **Create an educational team – all members are equal**
  - **Cut down on unnecessary supervision and assistance**
  - **See behavior as a form of communication**
  - **Use everything in education’s bag of tricks**
  - **Make it possible for students to join after-school clubs and take part in extra-curricular activities**
  - **Be committed to making it work**

## Inclusive Schools.....A benefit for ALL

<p style="text-align: center;"><b>The student:</b></p> <ul style="list-style-type: none"> <li>✓ Sense of belonging</li> <li>✓ In a stimulated environment</li> <li>✓ Member of a community</li> <li>✓ Self-respect</li> <li>✓ Acquire skills needed for future benefit</li> <li>✓ _____</li> </ul>	<p style="text-align: center;"><b>The teachers:</b></p> <ul style="list-style-type: none"> <li>✓ Appreciates diversity</li> <li>✓ Recognize all students have strengths</li> <li>✓ Use of effective instructional methods</li> <li>✓ Creative means for challenges</li> <li>✓ Collaboration and teamwork skills</li> <li>✓ Accountability</li> <li>✓ _____</li> </ul>
<p style="text-align: center;"><b>The school:</b></p> <ul style="list-style-type: none"> <li>✓ Experience diversity of society</li> <li>✓ Appreciation that all people are unique</li> <li>✓ Respect for humans</li> <li>✓ Sensitivity</li> <li>✓ Feelings of empowerment</li> <li>✓ Social peace</li> <li>✓ _____</li> </ul>	<p style="text-align: center;"><b>The other students:</b></p> <ul style="list-style-type: none"> <li>✓ Respect for all</li> <li>✓ Sensitivity</li> <li>✓ Appreciation for diversity</li> <li>✓ Skills for interacting with diverse population</li> <li>✓ Social peace</li> <li>✓ _____</li> </ul>



***Be Reflective.....***

**HOW?**

- Know their students...
- Have outcomes in mind..

- Expect students to reach them...
- Support the learning of outcomes along the way...
- Use feedback to guide them...
- Focus on quality rather than quantity...

### IS ENVIRONMENT CONDUCTIVE TO DIVERSITY?

- Community?
- Expectations/rules?
- Routines?
- How do peers interact? Teachers?
- Learning and growing the focus?

### ASKING THE QUESTIONS?

- What are our life outcomes for \_\_\_\_\_?
- Will the skills, activities, and interactions lead to acquiring the life outcomes?
- Does the student have meaningful participation?

- Are there natural opportunities to learn?
- How are we doing as a team?
- How are learning adjustments made to ensure the student is actively engaged?
- In what ways does the student have a variety of positive relationships with peers?
- How is the student making progress?

#### HAVING A PLAN.....

- Identify the outcomes.
- Identify the goals – academic and nonacademic.
- Identify the skills – academic and non-academic.
- Agree upon the “quality” teaching procedures.
- Where will teaching take place?
- How will we monitor and adjust?

<b>THINKING ABOUT:</b>	<b>QUESTIONS TO ASK:</b>	<b>IDEAS:</b>





**Student Learning and Information Profile**

Student

Grade

Date

Medical/Health:

Student Description:

Get the student's attention by:

What works:

What doesn't work:

The student has learned:		The student is working on:	
Support looks like:			
When I am:	What it looks like:	You should:	
<ul style="list-style-type: none"><li>• Sad</li><li>• Mad/angry</li><li>• Frustrated</li><li>• Embarrassed</li><li>• Happy</li><li>• Excited</li><li>• Nervous</li><li>• _____</li></ul>			

--	--	--

Adapted by K. Peck,2008

### Social Learning Skills

- Responds to greetings/closings
- Initiates greetings/closings
- Initiates communication with adults
- Responds to communication with adults
- Initiates communication with peers
- Responds to communication with peers
- Gains a person's attention – calling name
- Asks questions to get an answer
- Ask question to seek help
- Ask question to start a conversation
- Maintain conversation with adult (more than 2 exchanges)
- Maintain conversation with peer (more than 2 exchanges)
- Comments (verbal language) is related to topic
- Establishes eye contact with adult
- Establishes eye contact with peer
- Uses facial expressions when communicating
- Has appropriate posture (head facing person and upright)
- Has natural proximity to another
- Discriminates appropriate and inappropriate touching during communication exchanges

- Has volume control for location
- Responds appropriately to nonverbal signals from another before continuing
- Has variety of topics to use
- Uses turn taking skills in conversation
- Can shift topic during conversation

### Basic Skills Needed from Across the Curriculum

- Attending to the teacher
- Following directions
- Getting out materials
- Putting materials away
- Using materials appropriately
- Requesting attention
- Responding to direct questions/comments
- Socially interacting with classmates
- Attending to a task
- Decision making
- Problem solving
- Reading
- Writing
- Mathematics or using numbers

## Resources

Blankstein, Alan M. Failure is NOT an Option: Six Principles that Guide Student Achievement in High Performing Schools, Corwin Press and Hope Foundation, 2004.

Browder, Diane M. and Spooner, Fred. Teaching Language Arts, Math & Science to Students with Significant Cognitive Disabilities, Paul H. Brookes Publishing Co. 2006.

Crone, Deanne A. and Horner, Robert H. Building Positive Behavior Support Systems in Schools: Functional Behavior Assessment, Guilford Press, 2003.

Curwin, Richard L., Mendler Allen N. and Mendler Brian D. Discipline with Dignity, Association for Supervision and Curriculum Development, 2008.

Downing, June E. Including Students with Severe and Multiple Disabilities in Typical Classrooms, Paul H. Brookes Publishing Co., Second Edition, 2002.

Downing, June E. Teaching Literacy to Students with Significant Disabilities, Corwin Press, 2005.

Funk, David. Getting Special Need Kids Ready for the Real World, Love and Logic Institute, Inc. 2005.

Giangreco, Michael F. and Cloninger, Chigee J. Choosing Outcomes and Accommodations for Children, Paul H. Brookes Publishing Co., Second Edition, 2005.

Jackson, Robyn R. Never Work Harder Than Your Students & Other Principles of Great Teaching, Association for Supervision and Curriculum Development, 2009.

Janney, Rachel and Snell, Martha E. Modifying Schoolwork: Teacher Guide to Inclusive Practices, Paul H. Brookes Publishing Co., Second Edition, 2004.

Kluth, Paula. "You're Going to Love This Kid!". Paul H. Brookes Publishing Co., 2003.

Kluth, Paula and Udvari-Solner, Alice. Joyful Learning, Corwin Press, 2008.

Lewis, Timothy J., Stormont, Melissa, Beckner, Rebecca, and Johnson, Nanci W. Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings, Corwin Press, 2008.

Moll, Anne M. Ed.D. Differentiated Instruction Guide for Inclusive Teaching, Dude Publishing, 2003.

Peoples, Susan J. Stars of Success – Understanding How Children with Down Syndrome Learn, Special Offspring, L.L.C. 2006.

Peoples, Susan J. Understanding How Children with Down Syndrome Learn, Special Offspring Publishing, L.L.C., 2003.

Schwarz, Patrick. From Disability to Possibility: The Power of Inclusive Classrooms. Portsmouth, NH: Heinemann, 2006.

Schwarz, Patrick. From Possibility to Success: Achieving Positive School Outcomes in Inclusive Classrooms. Portsmouth, NH: Heinemann, 2013.

Thousand, Jacqueline S., Villa, Richard A. and Nevin, Ann I. Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning, Corwin Press, 2007.

