

Enhancing Social Learning and Inclusive Education

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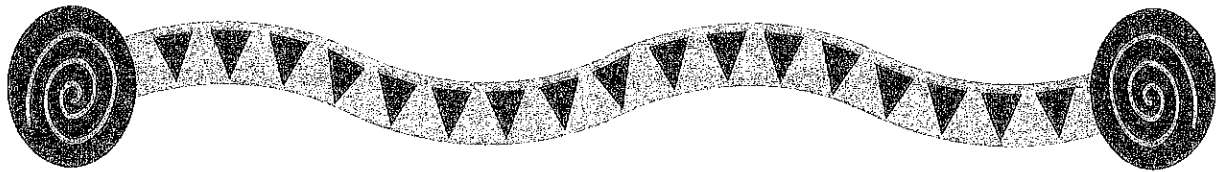
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Welcome!

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 Hierachy

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)**

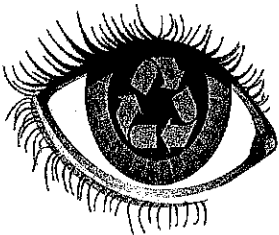
- **It is possibilities and opportunities.**

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



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?

THINKING ABOUT:	QUESTIONS TO ASK:	IDEAS:

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">• Sad• Mad/angry• Frustrated• Embarrassed• Happy• Excited• Nervous• _____			

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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

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