Inclusion
is for Every Learner – *Or Is It?*

Dr. Frances Stetson

Resource Handout Packet

PresenceLearning

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Live Online Special Education Services

Executive Summary

Dr. Frances Stetson

Students who are at-risk are often labeled as problems as young as kindergarten and first grade. Are educators failing our most vulnerable student population?

The PresenceLearning 2016 spring webinar series
"Success for Every Learner: From At-Risk to Success" kicked off with
Dr. Frances Stetson, President of the education consulting firm Stetson and Associates and Executive Director and sponsor for the Inclusive Schools network.

In her webinar "Inclusion Is For Every Learner — Or Is It?"
Dr. Stetson explored questions such as:

• What can we do to reduce instances of inappropriate identification of minority students for special education services?

• How can we learn to use a cultural lens to examine our current attitudes and practices for our at-risk students?

• What new approaches will open doors for at-risk students to succeed?

This resource packet, provided as part of the webinar, are shared with permission from Stetson and Associates and provide educators with resources to create culturally responsive classrooms and with strategies to help struggling learners.

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Components of a Culturally Responsive Classroom

Check the items that apply:

High Expectations	Common Practice	Developing	Needs Assistance
All students have an opportunity to lead a classroom activity			
Teacher has mentors to support learners			
Teacher has posters and/or evidence of minority role models posted around the room			
Teacher recognizes effort and progress in an on-going manner			
Other:			

Supportive Classroom Environment	Common Practice	Developing	Needs Assistance
Student artifacts, pictures and relevant cultural materials are displayed all around the room			
Struggling students have mentors from school or community			
Teacher hosts guest lectures from the community to speak to the class			
Student origins, family traditions are rituals reflected in assignments around the room			
Other:			

Culturally Relevant Curriculum	Common Practice	Developing	Needs Assistance
Assesses students prior knowledge			
Connects learning to student interests and important events			
Uses visual aids to make explicit key concepts, etc.			
Uses analogies etc., to promote additional links to learning			
Other:			

Teacher as Facilitator	Common Practice	Developing	Needs Assistance
Teacher uses a variety of teaching styles (lecture, activity-based, hands-on, etc.)			
Students are seated and working in cooperative groups			
Groups are flexible – students work with new partners for different activities			
Teacher allows students to work using their preferred learning style			
Other:			

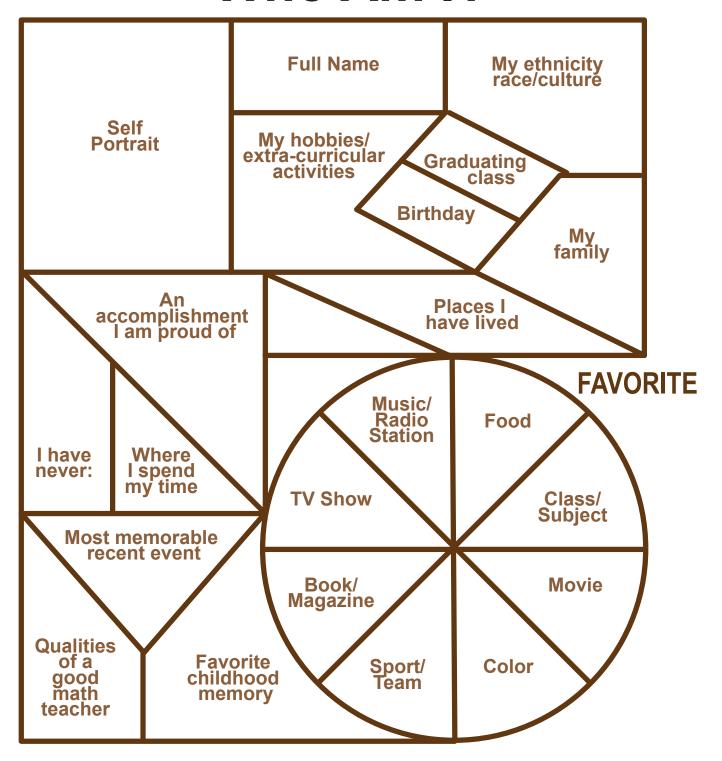| Flexible Grouping	Common Practice	Developing	Needs Assistance
Teacher has made explicit the learner objective or outcome expected from each group			
Students work in a variety of groups with a purpose			
Teacher has clearly taught behavior expectations for group work			
Teacher is up and around actively monitoring group work			
Other:			

Principles and Applications for Becoming a Culturally Responsive Teacher

Source: Chartock, R.K. (2010). Culturally responsive teaching: A primer for K-12 teachers. Boston, MA: Pearson Education, Inc.

Teachers who are Culturally Responsive…

√	Practice
	Use materials and curricula that reflect the students' backgrounds and their needs and interests.
	Display images that might be familiar to students.
	Maintain caring relationships reflecting their understanding of the child's difficulties while not condoning bad behavior.
	View each child as someone who can teach others by bringing their own stories and experiences to the class.
	Provide equal opportunities for all students to fulfill their potential regardless of race, religion, ethnicity, gender, class, and abilities.
	Avoid stereotypes and help students recognize that members of the same group frequently differ in many ways.
	Encourage respect for differences.
	Avoid making assumptions about groups of people and the origins of their cultural characteristics and practices.
	View children not as victims but as unique individuals worthy of respect.
	Help students identify how they are different and alike in terms of their past and present experiences and identities.
	Converse with minority parents and other representatives of cultural groups about how they would like to see their concerns discussed and taught in the schools.
	Teach their students about prejudice and intolerance by discussing their meaning and consequences and how they affect all people, not only the victims but those with the prejudices as well.
	Go beyond teaching historical content and respect for difference by modeling such attitudes in their classrooms.
	Show students ways they can actively work to bring about social justice and equal opportunity for everyone within their school and community.
	Encourage students to keep an open mind, to question, to seek the truth.
	Support cultural pluralism, the idea that people can maintain the unique characteristics of their native culture, or microculture, while at the same time adapting to the common practices and values of the United States, the macroculture.

Who Am I?

Self Portrait

Full Name

My ethnicity race/culture

My hobbies/ extra-curricular activities

Graduating class

Birthday

My family

An accomplishment I am proud of

Places I have lived

FAVORITE

I have never:

Where I spend my time

Most memorable recent event

Qualities of a good math teacher

Favorite childhood memory

Music/ Radio Station

Food

TV Show

Class/ Subject

Book/ Magazine

Movie

Sport/ Team

Color

Student Interest Survey
Elementary Version

1. What do you like about school? Why?

2. What don't you like about school? Why?

3. What is the easiest thing for you at school? Why?

4. What is difficult for you at school? Why?

5. I learn best when I _____.

6. In my family, I am best at _____.

7. I enjoy school most when _____.

8. What is your favorite thing to do after school?

9. What do you want to be when you grow up?

10. What should your teachers know about you that would make it easier for them to teach you?

Student Interest Survey
Secondary Version

The following worksheet is a very pragmatic tool to help you find out and understand what interests you, what makes you tick, and more specifically, to appreciate yourself as a unique person. Just be honest and have fun!

1. Three words that describe me are _____.

2. Things I like to do when I am not at school are _____.

3. The subject I do best at in school is _____.

4. I would like to learn more about _____.

5. Someday, I would like to _____.

6. Learning is fun when _____.

7. If I could do anything I wanted at school, it would be _____.

8. I like to get praise for _____.

9. At school, when I had done something well, I like to be acknowledged by
    _____.

10. I wonder a lot about _____.

11. I like people who _____.

12. Sometimes, I worry about _____.

13. I learn best when _____.

14. One thing that really bothers me is _____.

15. Something that really challenges me is _____.

16. One thing I know about myself is _____.

Creating Culturally Responsive Classrooms

- Have students bring artifacts from home that reflect their culture
- Invite community members to speak to the class about issues of interest, or to guest lecture or provide a demonstration related to the curriculum
- Ask students to write about family traditions or research the origins of their community
- Attend community events that are important to the students
- Post photos of students around the room
- Provide sections of the classroom for selection of books relevant to the curriculum in several reading levels
- Provide reference materials in a section of the room and allow students to check them out for home use
- Provide the opportunity for higher and lower levels of movement and conversation in the classroom

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BUILDING AUTHENTIC RELATIONSHIPS WITH STUDENTS

HOW DO YOU RATE YOURSELF ON …	IN PLACE	IMPROVEMENT NEEDED
Letting students know that you are aware of and interested in them as individuals?		
Conveying your experiences and confidence that each student can meet well-defined standards of values and demands for competence and can follow guidance toward solutions or problems?		
Enhancing the academic expectations and evaluations that parents or guardians hold for their children's ability?		
Serving as a model of sensitivity and high ideals for each student?		
Taking every opportunity to establish effective private or semi-private communications with students?		
Encouraging students to express their opinions and ideas?		
Conveying to students concern and interest for their needs?		
Making certain the classroom climate is inviting physically and emotionally?		
Exhibiting enthusiasm for learning tasks and for the students?		
Interjecting humor into the school?		
Making a concerted effort to interact with each student?		
Encouraging student to praise their peers?		
Setting realistic but challenging expectations for students?		
Showing a desire to learn more about the various cultures represented in your school?		
Providing opportunities for all students to shine?		
Working with each student to establish goals, develop strengths, and overcome weaknesses?		
Listening actively. Recognizing each response and question?		
Using self-disclosure appropriately. Carefully considering what you post.		
Letting your students interview you at the beginning of the year.		

BUILDING AUTHENTIC RELATIONSHIPS WITH FAMILIES

HOW DO YOU RATE YOURSELF ON …	IN PLACE	IMPROVEMENT NEEDED
Understanding that parental involvement should encompass more than at-home responsibilities?		
Relating to parents with an attitude that conveys respect?		
Making positive telephone calls with good news on student behavior?		
Helping parents to understand that your role is to help the child grow in many ways?		
Educating more parents about the school's expectations of them?		
Sharing information with parents that will build understanding, knowledge, and trust?		
Encouraging parents to become a part of established parent organizations?		
Pushing for annual "Family Nights" in your school?		
Finding and using other resource in the community?		
Making use of community role models and mentors?		
Creating partnerships with community businesses and other youth-serving organizations, agencies, or institutions?		

Adapted Reproducible from: Kuykendall, C. (2004). *From rage to hope: Strategies* for reclaiming Black & Hispanic students. Bloomington, IN: Solution Tree.

TYPES OF SCAFFOLDS | INSTRUCTIONAL SCAFFOLDING

SCAFFOLD	WAYS TO USE SCAFFOLDS IN AN INSTRUCTIONAL SETTING
ADVANCE ORGANIZERS	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
CUE CARDS	Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
CONCEPT AND MIND MAPS	Maps that show relationships: Prepare partially completed maps for students to complete or have students create their own maps based on their current knowledge of the task or concept.
EXAMPLES	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.
EXPLANATIONS	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.
HANDOUTS	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.
HINTS	Suggestions and clues to move students along: "place your foot in front of the other," "use the escape key," "find the subject of the verb," "add the water first and then the acid."
PROMPTS	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?," " Tell me why the character acted that way."
QUESTION CARDS	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
QUESTION STEMS	Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
STORIES	Stories relate complex and abstract material to situations more familiar with students. Recite stories to inspire and motivate learners.
VISUAL SCAFFOLDS (ALIBALI, 2006)	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

STRATEGY
GRAPHIC ORGANIZERS

DESCRIPTION

Graphic organizers are visual representations (pictures, colors, words, and connectors) of content, which enable students to better process, remember, organize and demonstrate understanding of information. Graphic organizers:

- Assist visual and kinesthetic learners to better acquire and retain information.
- Requires less writing for students who struggle with written output.
- Can act as an alternative method for note taking.
- Serves as a "memory" mnemonic for remembering information.
- Teaches abstract concepts with more ease, by offering a concrete representation.
- Can act as an alternative assessment tool for students who struggle with essay or short answer problems

EXAMPLE

STEPS FOR IMPLEMENTATION

1. Describe the concept by discussion: the importance of organizing information, the various ways people organize information, the benefits of using a visual organizer.
2. Introduce a specific graphic organizer by describing its purpose (i.e., Venn Diagram for comparing/contrasting) and form (i.e., overlapping circles).
3. Explain and demonstrate the use of the selected organizer with familiar information and then with new content.
4. Let students apply the organizer to familiar information, then to relatively easy new material.
5. Have students reflect on the use of the graphic organizer by sharing their examples and evaluating the effectiveness of the organizer.
6. Provide multiple opportunities for students to practice using the graphic organizer.
7. Encourage students to construct their own organizers.

EXAMPLES

1. Descriptive
2. Time Sequence
3. Process/Cause Effect
4. Episode
5. Generalization/Principle
6. Concept

CAUTIONS

➡ Completing graphic organizers should be explicitly taught to students and modeled by teachers.

➡ Organizers can be global or very detailed.

➡ Organizers are typically a one-page form with blank areas or shapes for the student to fill in with related information.

➡ Organizers should increase in complexity as the subject matter becomes more complex.

➡ Encourage students to complete the organizer with pictures, words and/or simple connectors that illustrate the relationship of the various parts.

VISUAL SCHEDULES

DESCRIPTION

A visual schedule is a set of pictures or words that communicate a sequence of activities a student is to do independently. The sequence of pictures or words lets the student know the tasks to complete. Visual schedules teach independence and choice making by allowing students to work without having an adult provide continual prompting.

CREATE THE SCHEDULE

1. Determine what level of visual symbol the student understands: Object, Photograph, Color Drawing, B&W Line, Symbol, Words
2. Select a format for what it will look like. Ex: Written out, object shelf, picture sequence (vertical/horizontal).
3. Select the tasks that will appear on the student's schedule.
4. If using pictures, create two sets that represent each task. One copy of each picture will go on the student's schedule and the other copy is placed on the activity so that the student can match the pictures.
5. Place a small piece of Velcro on the back of the pictures that will be placed on the student's schedule. The other side of the Velcro is placed on a piece of poster board, cardstock, or other material. The student is expected to move the pictures.
6. Place an envelope or other small container at the end of the schedule board. This is an example of where the student could put the pictures when they finish the tasks.

USE THE SCHEDULE

1. Sequence tasks on the schedule in logical order.
2. Make sure all necessary materials are easily accessible to the student.
3. Prompt the student to "Check your schedule."
4. The student moves to his/her schedule, looks at the first picture, gets the materials, completes the activity, puts the picture in the "finished" envelope, and goes to the next picture.
5. If the student stops working or needs prompting, say, "Check your schedule" and prompt his/her back to their schedule until all tasks are completed.

HOT TIPS

➡ Give students choices by letting them select the order of the activities.

➡ If a student can read, use words on his/her schedule.

➡ If a student can't match pictures, you will need to teach this skill before starting.

➡ Visual schedules can also be used to structure the school day so the student always knows what is coming next (like an agenda).

IF A STUDENT HAS DIFFICULTY…Try this!
Area of Difficulty Suggestions

AREA OF DIFFICULTY	SUGGESTIONS
BECOMING INTERESTED	Tell stories which relate to people's lives Establish relevancy or purpose Provide concrete experiences Read aloud story or article to stimulate Seat student close to teacher
COMPLETING TASKS ON TIME	Reduce amount to be completed Teach student to maintain a calendar of assignments Use time to define work times Have student keep a journal or log of timelines Allow more time Write schedules Provide checklists ~ individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where Provide periodic closure of key information
DRAWING CONCLUSIONS/ MAKING INFERENCES	Teach thinking skills directly Draw a parallel to a situation that the student might have experienced in problem solving
EXPRESSING HIM/HERSELF IN WRITING	Accept alternate forms of reporting (e.g. oral report, tape recorded report, tape an interview, maps, photographic essay, panel discussion Have someone dictate work to someone else Have student prepare only notes or outline in subject Shorten amount required Provide practice with story starters, or open-ended stories
EXPRESSING HIM/HERSELF VERBALLY	Accept alternate forms of information (e.g. written work, art work, exhibit, chart/graph, bulletin board, photos, etc.) Ask questions requiring short answers Provide prompts Give rules for class discussions Teach student to ask questions in class Question at the teaching level Break him/her in gradually "by speaking" in smaller groups Allow taped reports
FOLLOWING DIRECTIONS	Use fewer words Provide examples Repeat Have student repeat Provide checklist Use auditory and visual directions
GETTING STARTED: GIVE CUE TO BEGIN WORK	Give work in smaller amounts Provide immediate feedback/check on progress Sequence work Provide time suggestions Peer or peer tutor

KEEPING TRACK OF MATERIALS/ASSIGNMENTS	Use notebook Use large envelope for each subject Keep extra supplies on hand Provide assignment sheets to resource/CM teacher and parents Have student carry a mail bag Write assignment on board Give rewards for bringing assignments
LEARNING BY LISTENING	Use visuals (graphic organizers, mind mapping, etc.) Use file, flash, or vocabulary cards Have student close his/her eyes and visualize the information Spell by visualizing the whole word Teach use of acronyms Give explanations in small distinct steps Remove extra words (highlighting) Provide study guide
PAYING ATTENTION TO SPOKEN WORD	Give explanations in small distinct steps Provided written back-up to oral directions Use prearranged signal to gain attention Make sure student is facing you when speaking Have student repeat directions Use buddies, tape recorder Shorten the listening time Alternate spoken with written manipulative tasks Look directly at student; place hand on shoulder
PAYING ATTENTION TO PRINTED WORD SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	Select a text, highlight Underline, number Use highlighting tape Keep desk clear of extras Face desk to wall or use study carrel Overhead transparency
READING TEXTBOOKS	Use lower level or adapted text (if available) Tape text Shorten amount of reading material by highlighting key points, concepts and information (reduced readability) Have students read sections or segments of material aloud in small groups and report out to whole group Allow extra time for reading Omit reading assignments Pair or peer share reading load Place main idea, key concepts and information on index cards Oral tests, quizzes Cooperative group work Pre-teach vocabulary with context of developing concept Give take home tests Use larger type
REMEMBERING SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	Provide a checklist Provide cues Have student make note to self Teach memory skills Teach use of acronyms and other mnemonic devices

SEEING RELATIONSHIPS	Directly point out relationships Draw arrows on worksheets or tests to show that ideas are related Class discussion Teach directly relations of function, category, opposition, sequence, etc. Provide direct practice Provide headings or a partially filled in chart for an example Use a banner with symbols for ideas/events
SPELLING SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	Dictate word, ask student to repeat it Teacher short easy words in context Have students make flash/index cards Teach words by spelling patterns Avoid penalizing for spelling errors Post words during study time for constant visual cues Provide a tactile aid to spelling
STAYING ON TASK SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	Reduce distractions Increase reinforcements Provide checklist Reduce amount of work Give time-out Provide quiet alternatives for a short time Use a timer to set short periods of work
UNDERSTANDING CAUSE/EFFECT; ANTICIPATING CONSEQUENCES	Use concrete examples Use real life situations Teach cause/effect directly (e.g. brainstorming, role playing, etc.) Have students use their imaginations
UNDERSTANDING WHAT IS READ	Reduce the language level (readability) Become more concrete (more examples) Reduce amount of new ideas Provide examples and non-examples Provide experiences for a frame of reference Provide study guide Give organizational help Provided alternate media Remove extra words Use "fill-in-the-blank" techniques
WORKING IN GROUPS	Provide a partner Provide a student with responsibility or position of leadership Provide more structure by defining tasks and listing steps
WORKING INDEPENDENTLY	Assign task at appropriate level (student readiness) Be certain the student can see an end to the task Give precise directions Reinforce often Provide a variety of types of work within the assignment
WRITING LEGIBLY	Use formats that are low on writing (e.g. multiple choice, fill in, programmed) Use manipulatives Have student type, use word processor Allow use of tape recorder Use graph paper Save papers for two weeks and then have student read what he/she wrote Teach writing directly