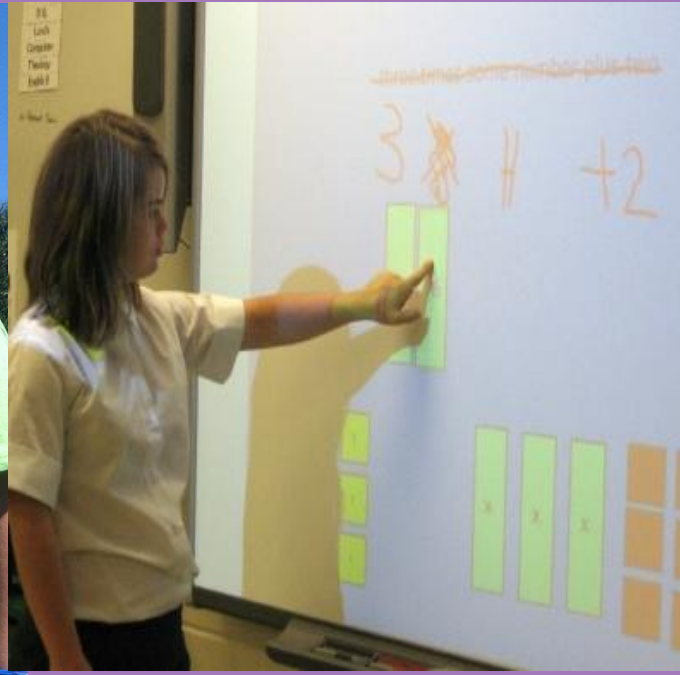


# Preparing for College: Creating Inclusive Opportunities at the K-12 level



# Why Inclusion is like Bread

Many different ways to make it good;  
many different flavors

Some common basic ingredients

Often requires LOTS of mixing, kneading, rolling

Takes time and patience –  
give elements chance to rise high

Yelling can make things fall apart

Bread, like inclusion, is a staple of life

# Essential Ingredients for Successful Inclusion

Administrative support and energy

Funding

Champion/leader/ball runner

Expert to guide and innovate

Teacher training and ongoing support

Cooperative social structure (e.g., mentor program)

Cultural infusion – staff, teachers, peers,  
coaches, parents

# Inclusion

## Model A

- What
- How
- Evidence



## Model B



## Model C



Ingredients  
for  
Success

# INCLUSION IS A PROCESS...

...which takes time, preparation, and collaboration. It is ongoing, evolving, and ever-refining.

# What is Inclusion?

Students are included in regular classes. They are challenged at their own level, and they are expected to learn and progress.

Teachers use universal design to differentiate assignments and assessments



# What is Inclusion?

Academic program;  
high expectations

Full members of the  
school community-  
in social, athletic,  
and service activities

Students are valued for  
their unique  
contributions



# What is Inclusion?

What is the purpose of school?

Why are students there?

Why are teachers there?

The purpose of school is to enable students to live as productive, fulfilled members of the adult community



# What is Inclusion?

You can't learn to swim in the parking lot of a swimming pool. ~ NORM KUNC





The heart of successful inclusion is relationships.

Interdependence is the key concept. We are called to live as a community, dependent on one another for support and direction.

St. Catherine of Siena, *Dial. 1, 7*

# Inclusion

## Model A

- What
- How
- Evidence



## Model B



## Model C



Ingredients  
for  
Success

# Model A: Bishop England High School



# BEHS: QUICK FACTS

Catholic high school in Charleston, SC

Established in 1915 – very traditional

Student body of ~ 700 (largest private high school in SC)

Known for high academic rigor

(e.g., BE's pass rate for AP exams was 82% with 271 tests taken in thirteen different areas among 131 students)

Prior to 2007, no students with intellectual disabilities

no students who needed any accommodations

# How it all began:

A rabbi, a nun, and psychologist walk into a bar....



# How it all began:

In the fall of 2006, the families of three students with intellectual disabilities expressed strong interest in having students at Bishop England High School.

# Timeline of Events

1960's

parents and families advocate for inclusion

2006

March  
2006

Sue  
Buckley



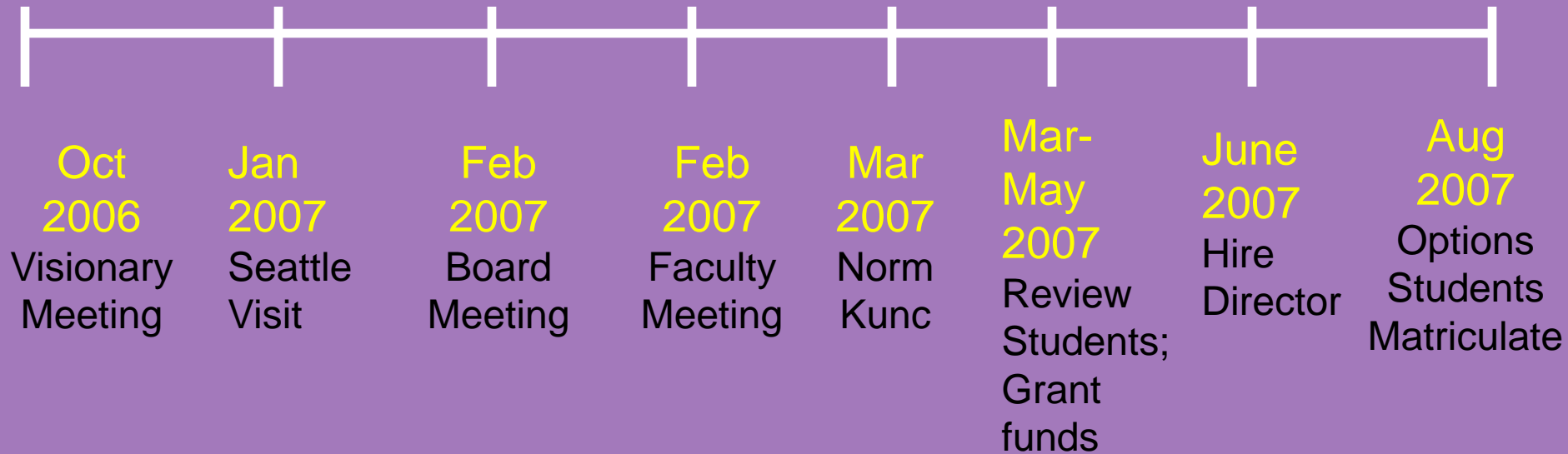
Oct  
2006

Visionary  
Meeting





# Timeline of Events



# \$\$\$\$ Financial Support \$\$\$\$\$

## YEAR 1: Fund Program with Grants

▣ Catholic Charities Grant	\$10,000
▣ Knights of Columbus	\$12,000
▣ Yaschik Foundation	\$ 5,000
▣ Medical Society of SC	\$ 5,000
▣ Webb/Croft Foundation	\$ 2,500
▣ Private Donations	\$ 8,750
▣ <u>Anonymous donor</u>	<u>\$ 75,000</u>
Total raised in Year 1	\$ 118, 250

## YEAR 2+: Amortize across tuition

Knights of Columbus @ \$5,000/yr

Private Donations @ 1,500/yr

# Essential Ingredients for Successful Inclusion

Administrative support and energy

**Sr. Julia & David Held**

Funding

**Grants & donations; long-range plan**

Champion/leader/ball runner

**Cindi May**

Expert to guide and innovate

**Martine Boudreaux**

Teacher training and ongoing support

Cooperative social structure (e.g., mentor program)

Cultural infusion – staff, teachers, peers,  
coaches, parents

# TEACHER TRAINING

Thinking Outside the Box

Addressing Longstanding Concerns

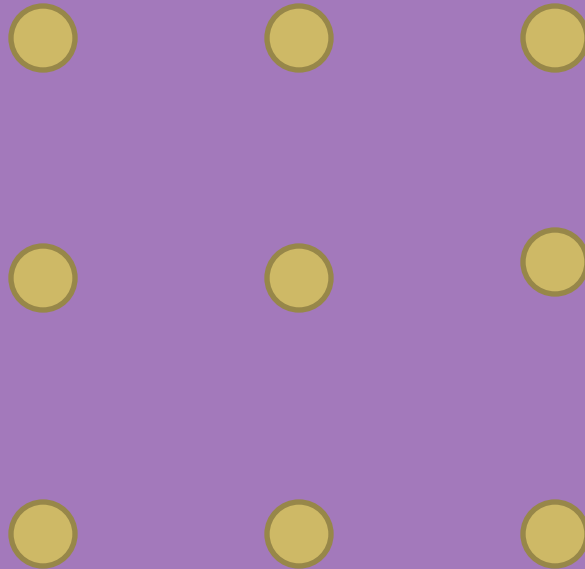
Universal Design/Differentiation

Transfer of Responsibility

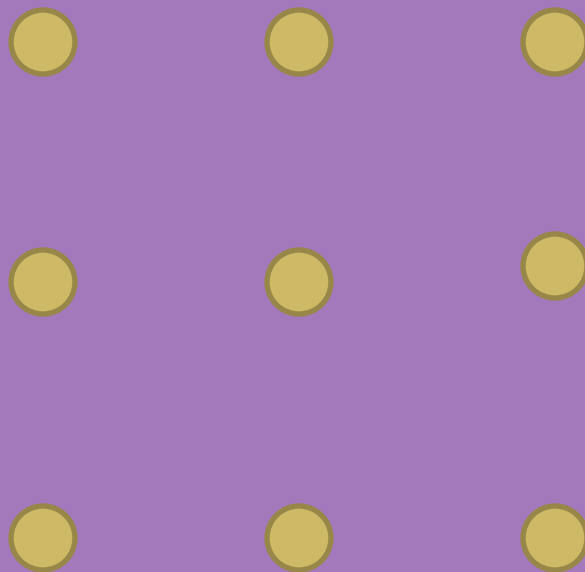
Ongoing Support/Collaboration

# Thinking outside the box...

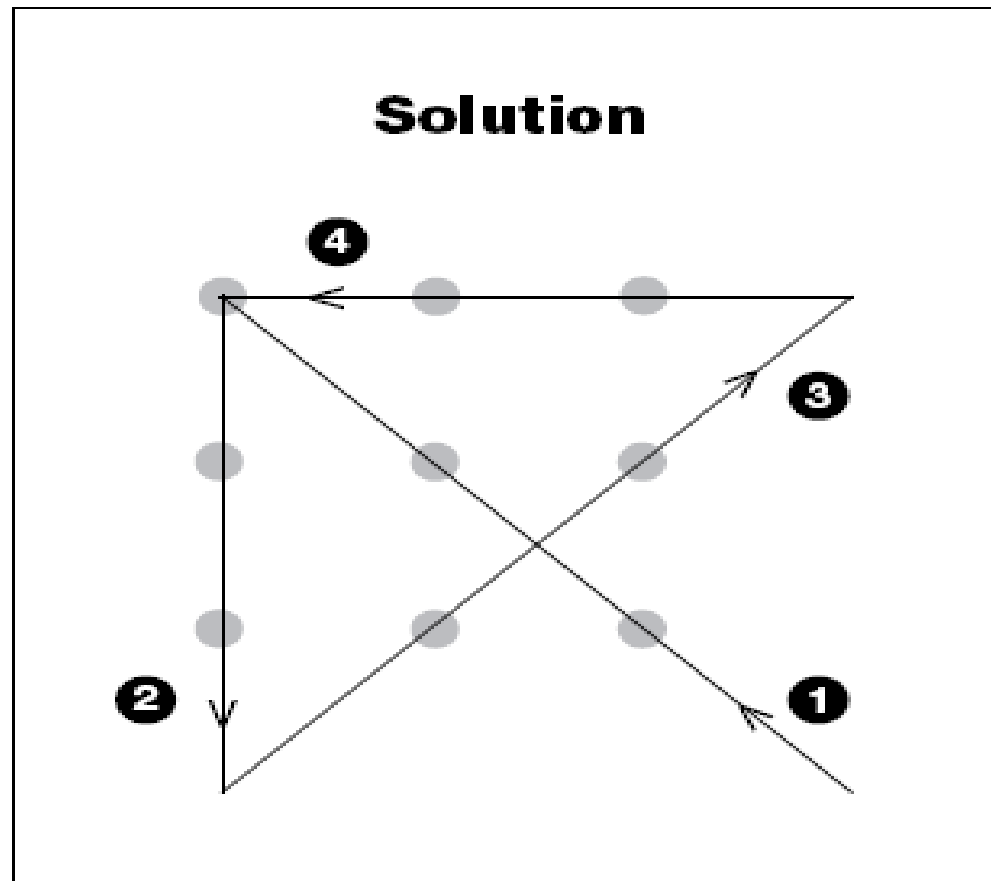
This activity will help us experience our often limited perspectives and ways of thinking.



**Objective: Connect all the dots by drawing 4 straight lines. You may NOT lift your pencil from the paper once you start. Go through each dot only ONCE.**



# Go outside the box



# **SOLVE THIS RIDDLE:**

**A DEALER IN ANTIQUE COINS GOT AN OFFER TO BUY A BEAUTIFUL BRONZE COIN. THE COIN HAD AN EMPEROR'S HEAD ON ONE SIDE AND THE DATE 544 B.C. STAMPED ON THE OTHER. THE DEALER EXAMINED THE COIN, BUT INSTEAD OF BUYING IT, HE CALLED THE POLICE. WHY?**



NOONgood  
©Word Juxtapoz®

LA/BO/UR  
©Word Juxtapoz®

©Word Juxtapoz®

..... EXCITEMENT EXCITEMENT EXCITE-  
MENT EXCITEMENT EXCITEMENT EX-  
CITEMENT EXCITEMENT EXCITEMENT  
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EXCITEMENT EXCITEMENT EXCITE-  
MENT EXCITEMENT EXCITEMENT EX-  
CITEMENT EXCITEMENT .....

**Take a different perspective**

**What is life like with a disability?**

# ***WRITING ACTIVITY***

**Mae qwaith yr Dyslecsia yn dros ardla eang Gogledd-Orellewin Cymru, a'rrhan helaethaf ohoni'n wledig. O ganlyniad, nid yw'r Uned yn cynnal canolfan addysgu. Mae ganddi swyddfeydd ac ystafelloedd at ddefnydd athawon, ond addysgir yn bennaf mewn ysgolion neu leoedd eraill.**

# Common Teacher Concerns

I'm not trained in special needs...

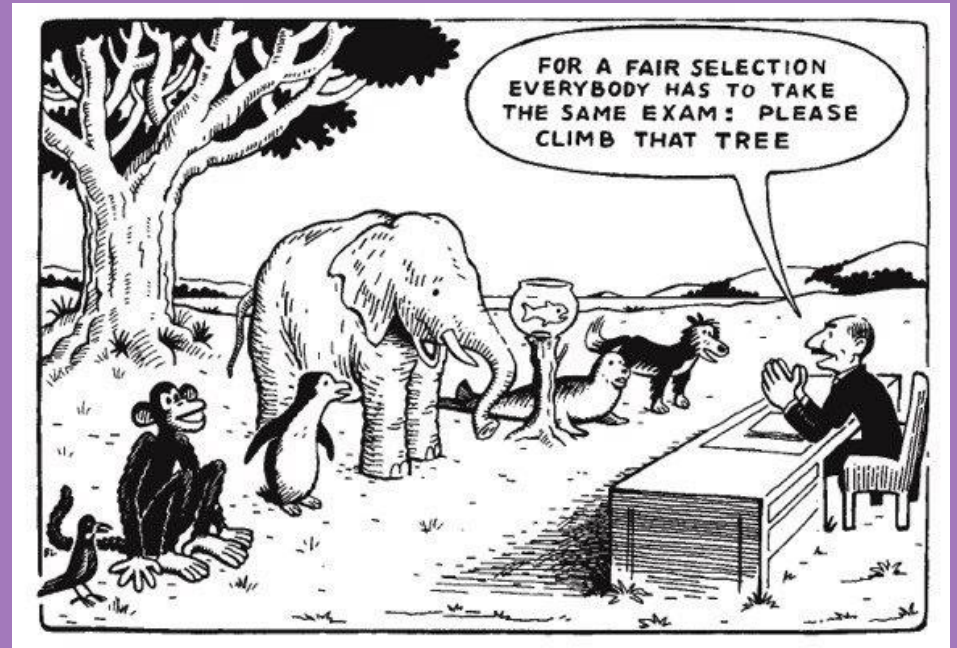
Can they really do the work?...

My class is usually in lecture format...

I don't know how to modify instruction...

It's not fair to give a separate assignment...





Being fair is not treating everyone the same, but making sure everyone has their needs met.

“It is not being problem-free that makes you an effective teacher, it is being able to solve problems.” - Patrick Schwarz

PYZAM.com



"For once we're going to have a happy family get-together. This Year I'm stuffing the turkey with Prozac."

# What Do You Notice in this Picture?



No curb  
cut





# Who Benefits from Curb Cuts?



A blind woman waiting to cross the street.



A woman with a stroller walking up a sidewalk.



Children crossing the street at the corner.



Wheelchair accessible walkway and steps.

**Everyone!**



An accessible playground.

# Who Benefits from Closed Captioning?



# Who Benefits from Electronic Doors/Elevators?



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE  
PEYTRAL PUBLICATIONS, INC. 952-949-6707 WWW.PEYTRAL.COM

In the same way that Universal Design has been essential to individuals with disabilities AND helpful to everyone...

So too is universal design for learning essential for students with disabilities AND helpful to all students!

# Applying UDL



In the classroom

# Essential Ingredients for Success

High Expectations

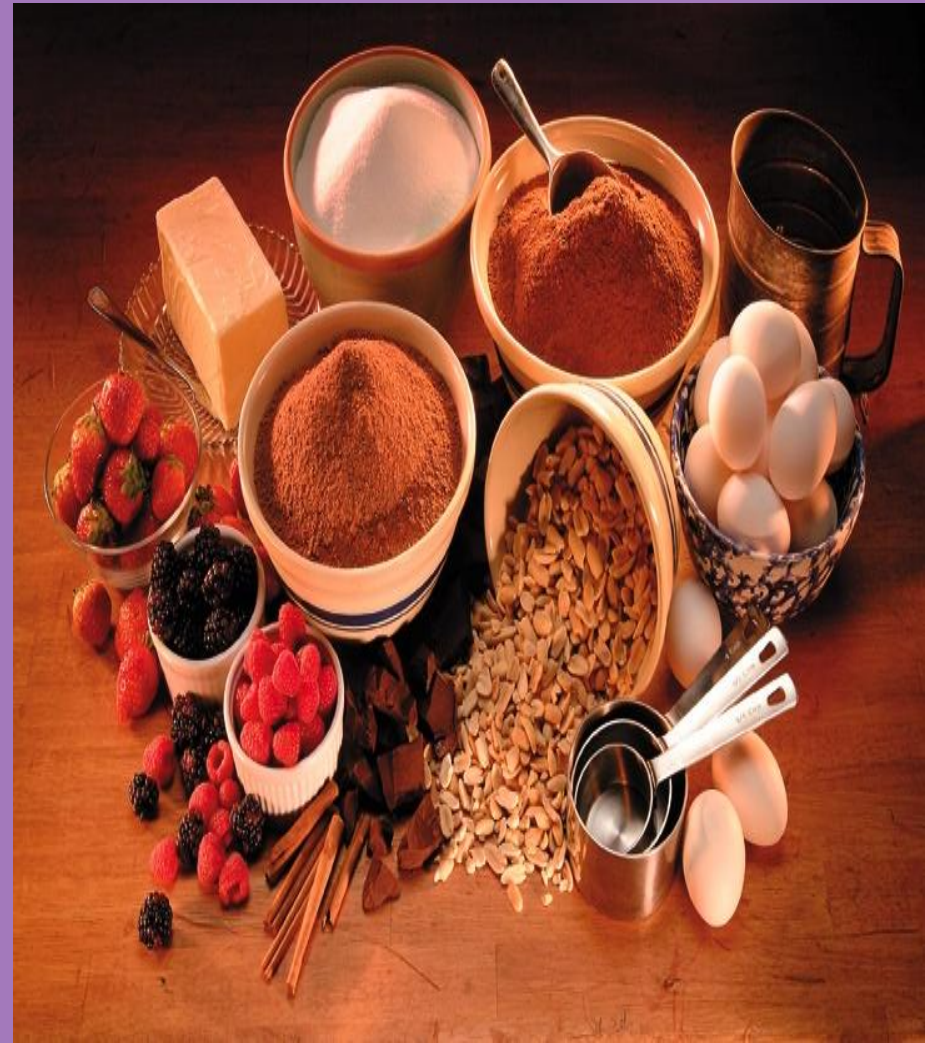
Right to Fail

Same behavior standards

Unconditional commitment

Leadership/Culture

Shared responsibility



# Differentiated Instruction

- ▣ Content: What do students learn?
- ▣ Process: How do they learn?
- ▣ Products: How are they tested?

# The Curriculum

Two Main Goals:

1. Maintain the Integrity - everyone learns the same curriculum
2. Reduce the Density – Identify key concepts





# Determining Content: Planning Pyramid

Complex, Abstract,  
Detailed Concepts

What some  
students will learn

Next Most Important  
Information

What most  
students  
will learn

Additional Facts

Most Important Concepts to Lesson/Unit

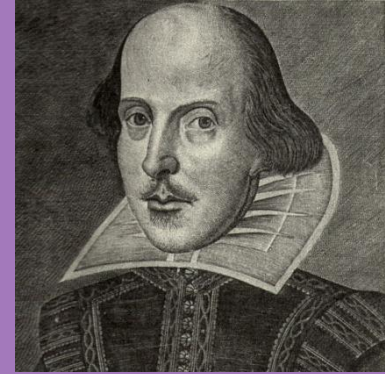
What ALL  
students  
should learn

Foundational Concepts

# Julius Caesar: Planning Pyramid



Et tu,  
Brute

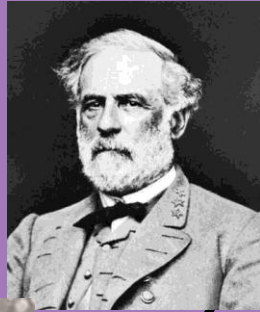


Historical  
and literary  
analysis

Character analysis  
Foreshadowing  
Imagery  
Key symbolism  
Motifs

Basic plot  
Primary characters, protagonists and antagonists  
Major themes  
Setting  
Historical background

# Civil War: Planning Pyramid



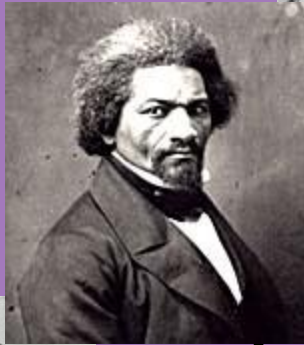
Political  
nuances,  
Economic  
implications

What some  
students will learn

Causes of war are still  
controversial and include:

1. Fight over slavery
2. States versus federal rights
3. Economic and social differences
4. Election of Abraham Lincoln

What most  
students  
will learn

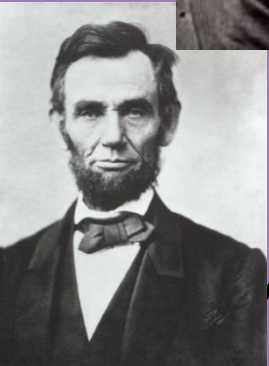


War between Union States and Confederate States of  
America that took place from 1861 to 1865.

Key Union figures: Abraham Lincoln, Ulysses S. Grant,  
Frederick Douglass, Harriet Tubman.

Key Confederate figures: Robert E. Lee, Jefferson Davis, Colonel  
Mosby

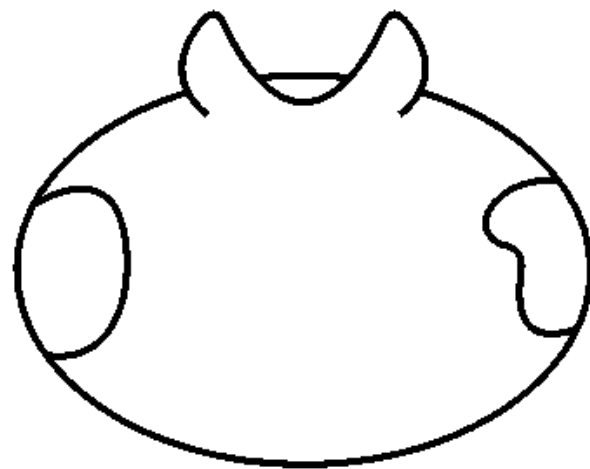
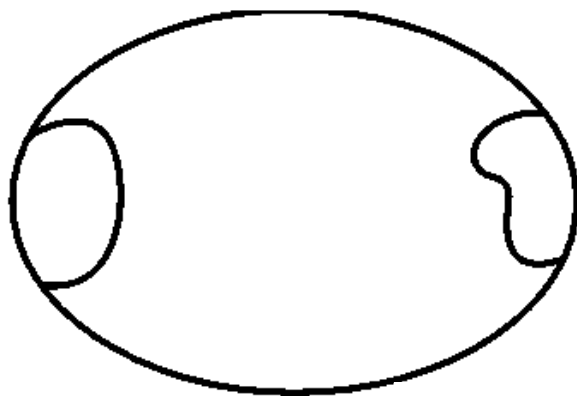
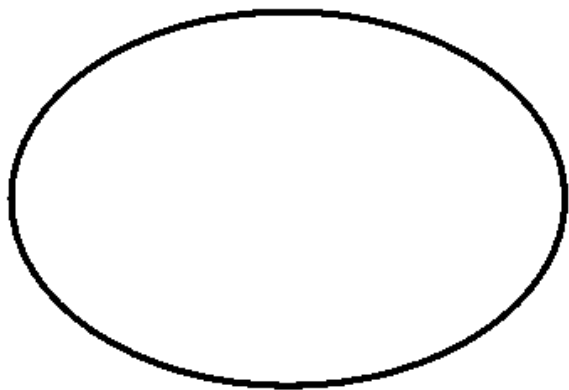
What ALL  
students  
should learn

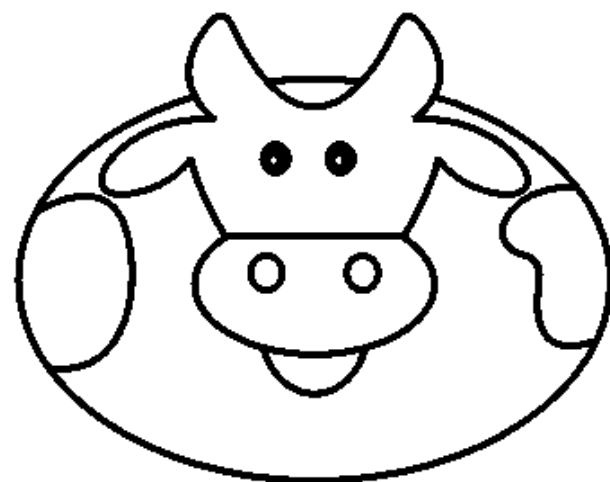
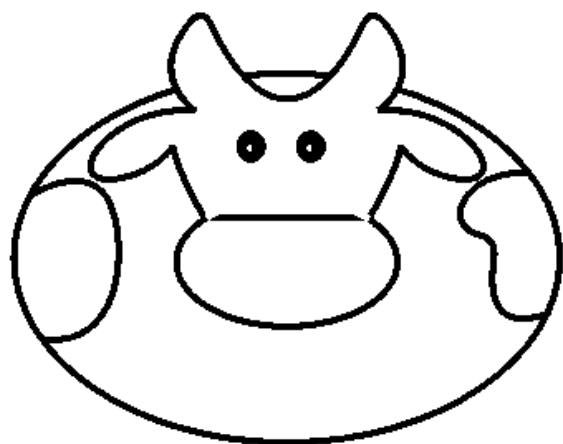
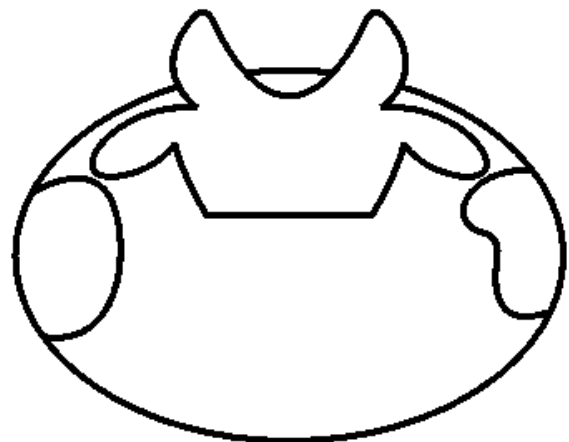


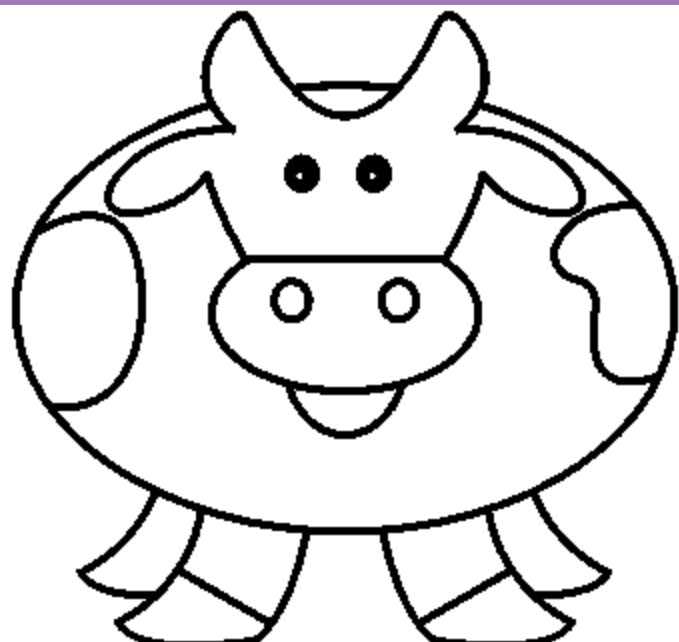
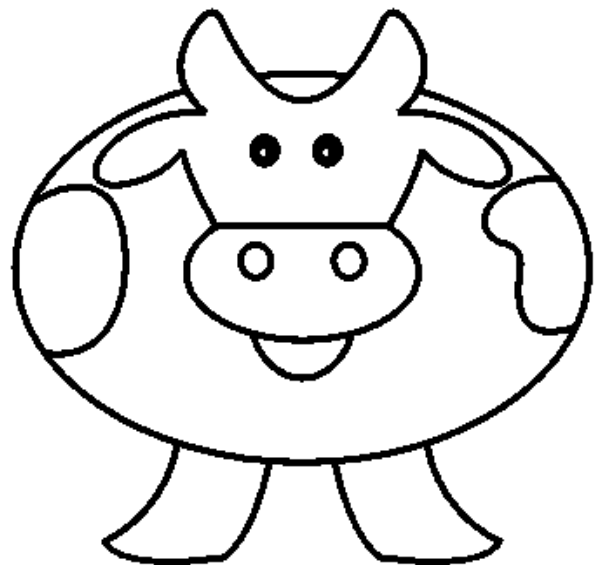
# Learning Process: Basic Principles

- break down assignments into smaller parts
- facilitate organization; provide guided notes or copies of notes
- make it relevant to students; bridge from concrete to abstract
- use homework for PREview
- Space out learning over time

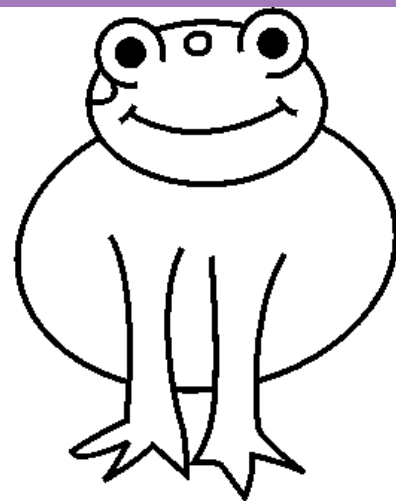
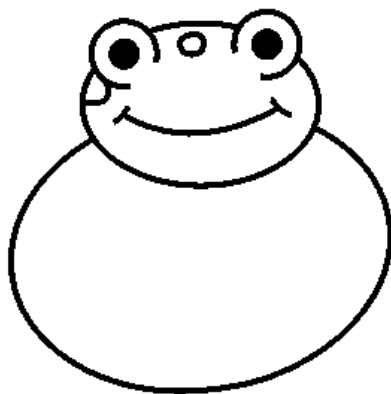
**Please draw a cow  
and a frog**

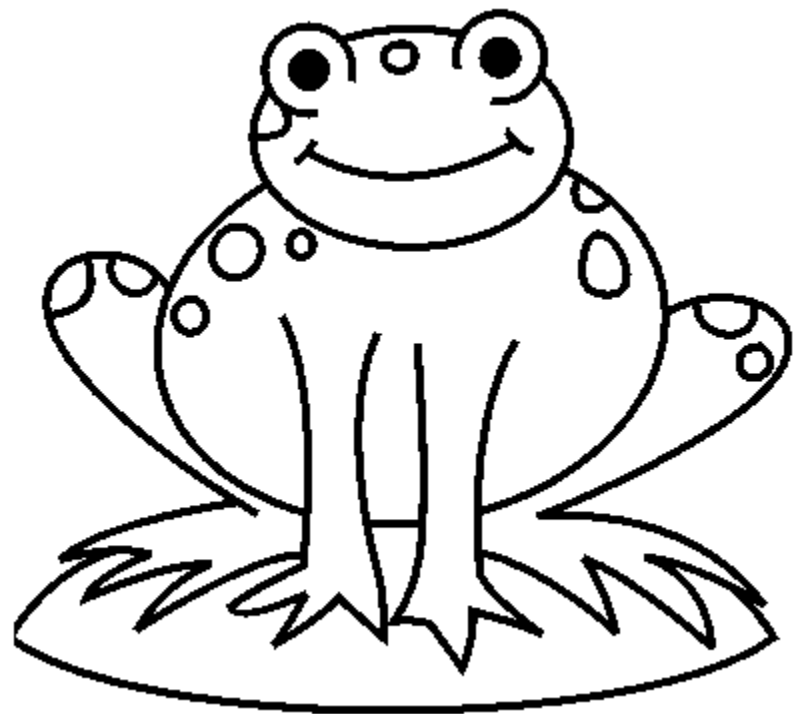
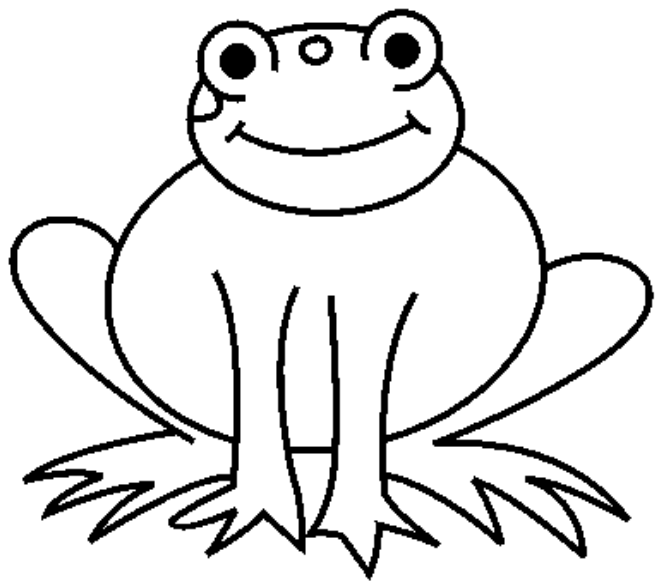




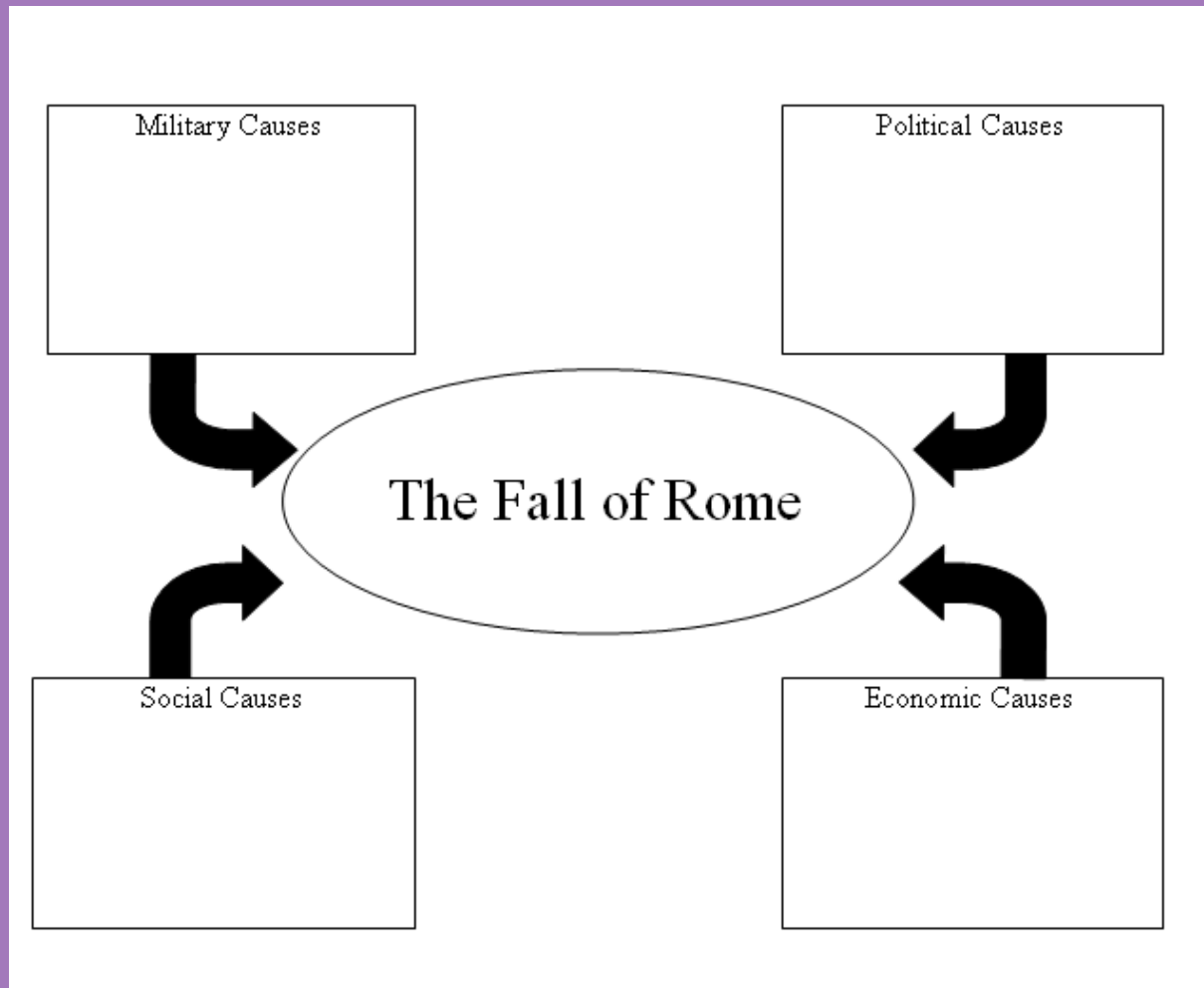






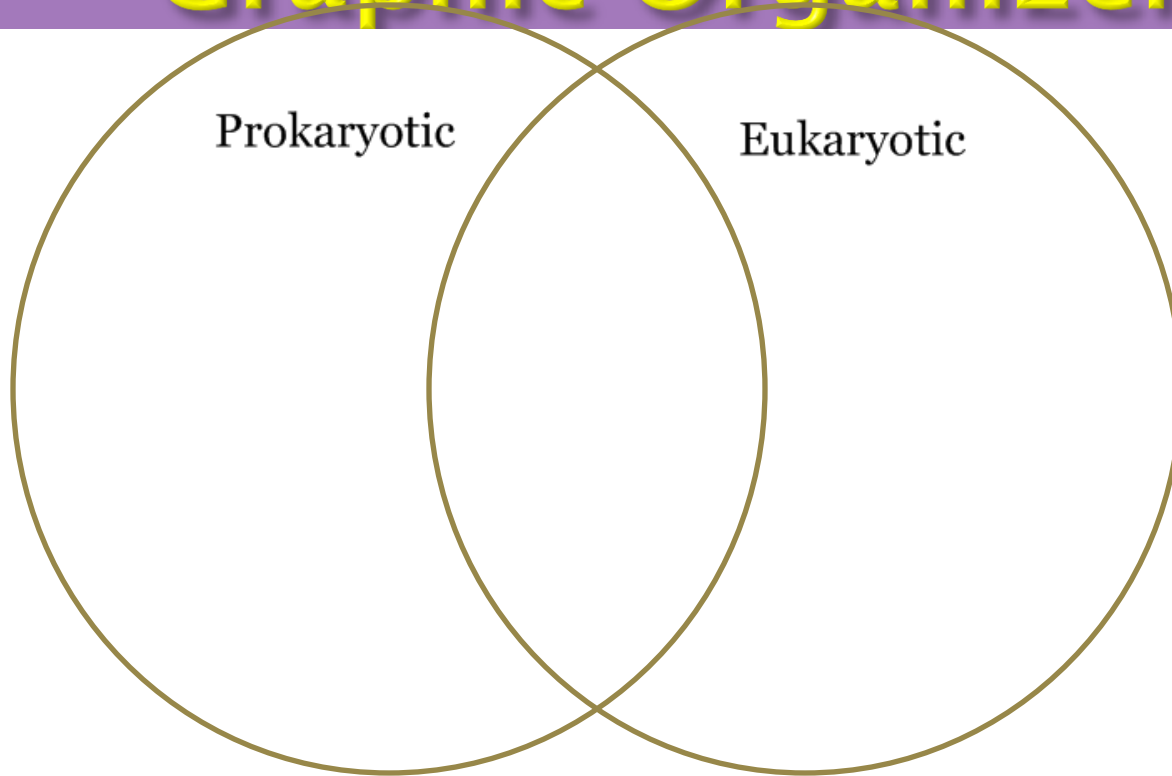


# Universal Design (UDL)



# Differentiating Process

## Graphic Organizer



reproduce through series of steps

main goal is to live

simple    complex

category of cell

plants and animals

bacteria

not many functions

reproduce by binary fission

has a nucleus

organelles

has DNA

has only one outside membrane

more than one membrane

found in all environments

# Preview the material - know where you are going!

A newspaper is better than a magazine. A seashore is a better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill but is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however, soaks it very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

## **Flying a Kite**

# A few extra “tricks”

- Don't give work sheets that are crowded
- Provide handouts, summaries or copies of notes
- Present instructions visually + orally and repeat, repeat, repeat
- Review, review, review
- Teach to the strengths while remediating the weaknesses

# Product

## 0 - Theology TEST 3 19 October 2007

Name: \_\_\_\_\_ Period: \_\_\_\_\_

### Matching:

- |                |                                   |
|----------------|-----------------------------------|
| 1. Adam _____  | A. First born son of Adam and Eve |
| 2. Enosh _____ | B. Son of Cain                    |
| 3. Eve _____   | C. First woman God created        |
| 4. Enoch _____ | D. First man God created          |
| 5. Cain _____  | E. Son of Seth                    |
- 
- |                            |                                     |
|----------------------------|-------------------------------------|
| 6. Original sin _____      | A. Younger brother of Cain          |
| 7. Tree of Life _____      | B. Garden where Adam and Eve lived  |
| 8. Tree of Knowledge _____ | C. Tree they could eat from         |
| 9. Eden _____              | D. Tree they could NOT eat from.    |
| 10. Abel _____             | E. Man's first sin is known as this |

# Product

## THE NILE RIVER



Egypt is in Africa.



## PYRAMIDS

THE PYRAMIDS IS SO HIGH



YOU CAN  
NOT  
CLIMB ON  
THE TOP  
YOU WILL  
DIE ON

THE TOP AND THERE YOU  
MAY NOT KILL YOURSELF TO  
THE TOP AND THE PYRAMIDS

They used hand made out of  
stone and knives and or anything

They have no air conditioning  
and no playing around the pyra-  
mids and don't do anything.

## The Pharaoh

The menes were united from the king-  
dom. King Tut is a king of Egypt. He is  
a powerful king.





# Spelling Assignment - pick any two

Write each word 3 times

Write your spelling list in alphabetical order

Write each word in a sentence

Create a crossword puzzle for 10 of your words

Write each word out in pyramid fashion

e  
ea  
eat

# Vignette #1

DJ is a freshman student with Down Syndrome. He enjoys interacting with friends, loves to watch videos on the computer, and is a strong visual learner. He struggles with staying organized and often leaves homework and handouts on the desk in his Biology classroom. What can be done to encourage DJ's independence with packing his book bag and staying more organized?

## Vignette #2

Chad is a sophomore student with an intellectual disability. His mother is very supportive of inclusion and committed to his success. In her efforts to support her son, she regularly does his coursework and assignments for him, and demands that all of Chad's teachers follow her guidelines for his learning. How can we work with Chad's mother so that she provides some of the support AND some of the freedom that Chad needs to learn independently?

# PEER MENTOR PROGRAM

First step - BEHS Ambassadors

Mentoring as a Privilege/Competitive Opportunity:  
Development of a formal course

Band of Buddies

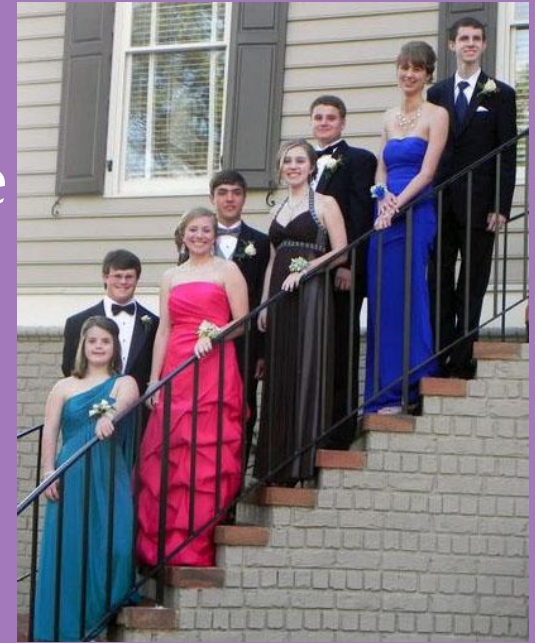
# Options Scholars

- ▣ Academic Peer Mentors
- ▣ Elective Semester Course
- ▣ Application Process
- ▣ Curriculum Packet



# Band of Buddies

- ▣ Social Peer Buddies
- ▣ Typical High School Experience
- ▣ Application Process
- ▣ Monthly Lunch Parties
- ▣ Planned Social Outings  
(Community & School Events)
- ▣ Service Projects





# Culture Change

- ▣ Placing students with disabilities in regular classes does not guarantee that they will be liked, accepted, or chosen as friends by their non-disabled peers.
- ▣ Awareness Lessons
- ▣ Help students focus on peers' similarities rather than differences.
- ▣ Recognize our own disabilities.
- ▣ Encouraging cooperative learning tasks



# Essential Ingredients for Successful Inclusion

Administrative support and energy

Funding

Champion/leader/ball runner

Expert to guide and innovate

Teacher training and ongoing support

Cooperative social structure (e.g., mentor program)

Cultural infusion – staff, teachers, peers,  
coaches, parents

# How do we know it's working?

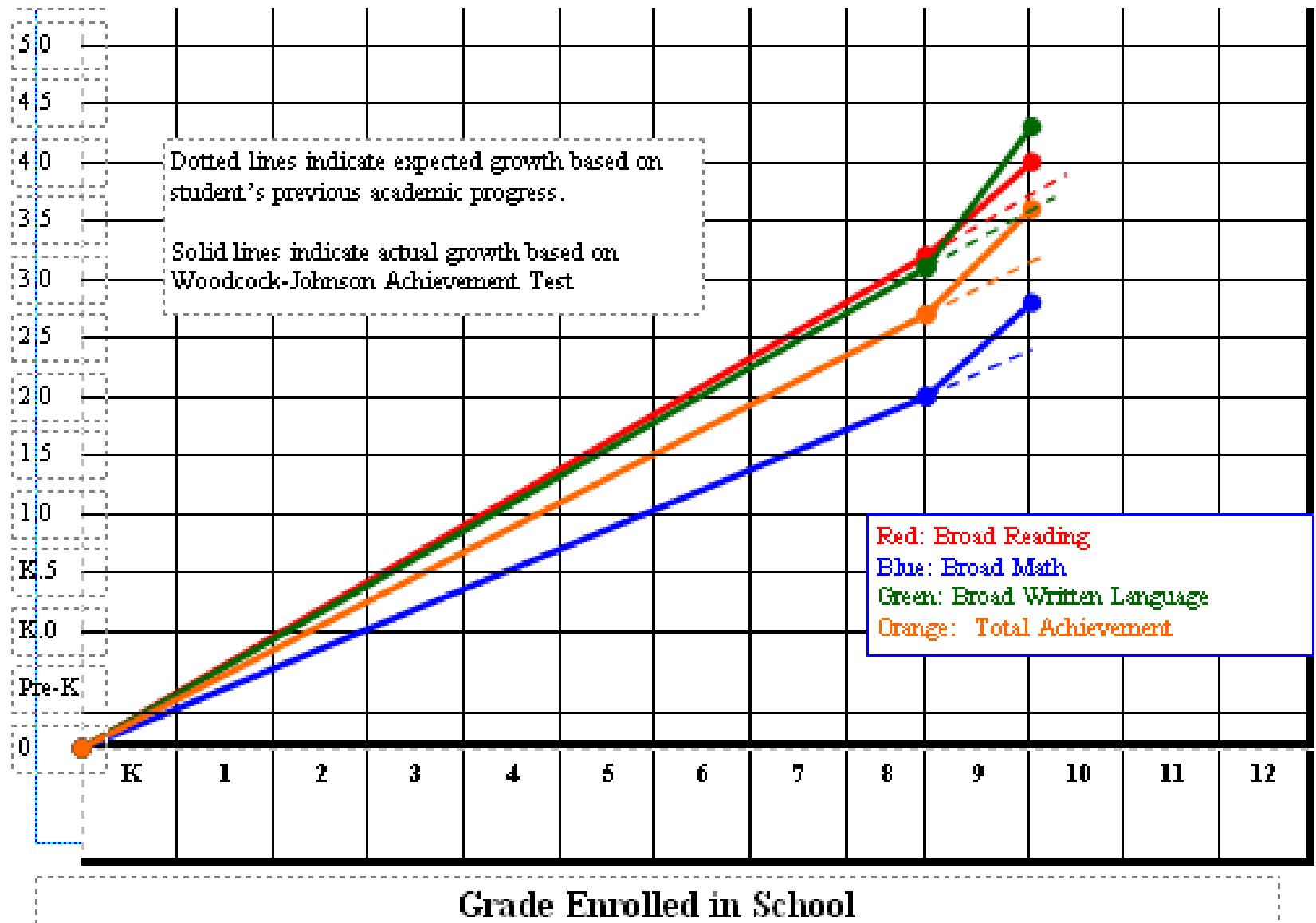
Outcomes

for students with disabilities

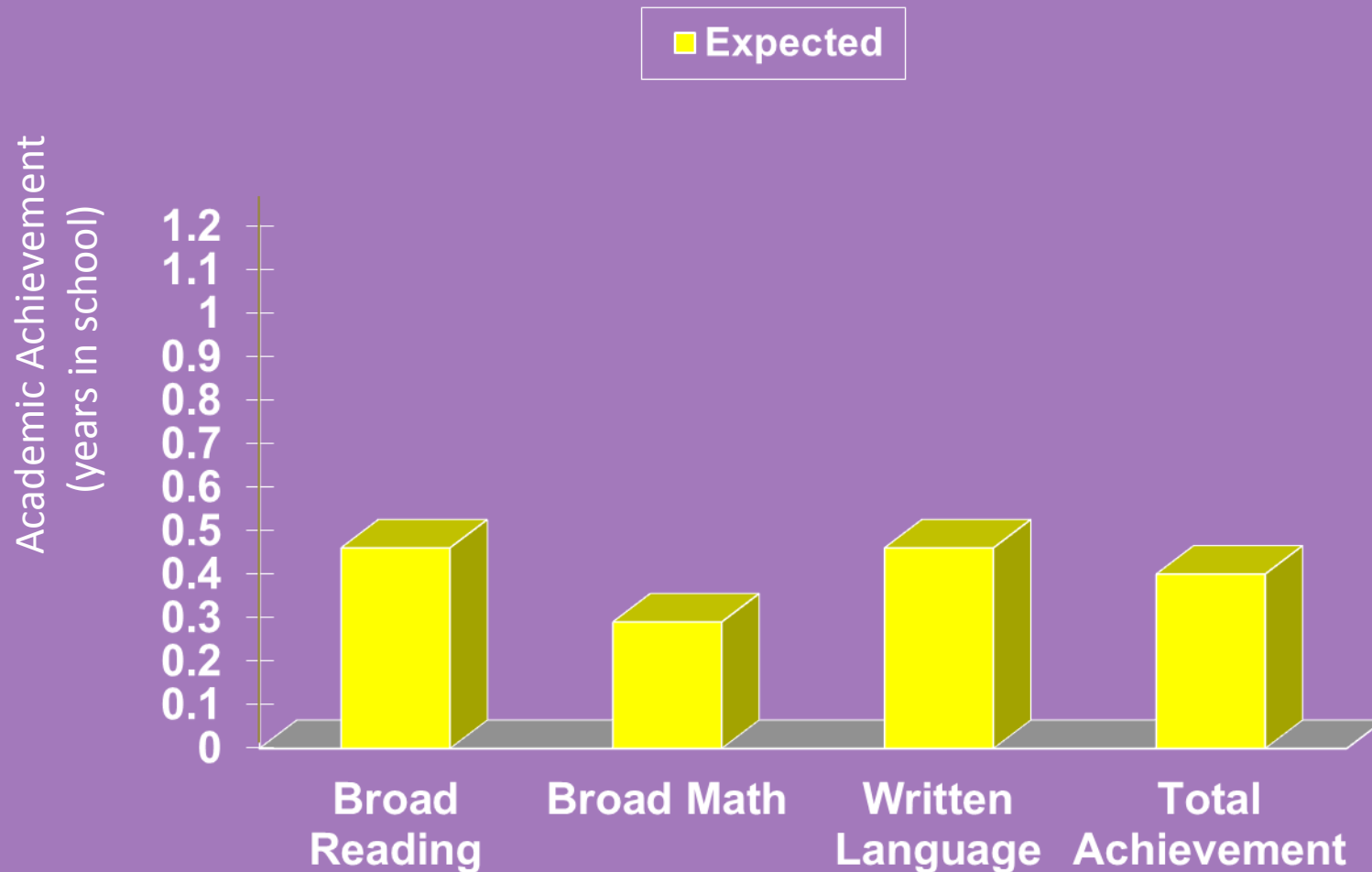
for students without disabilities

Replicability

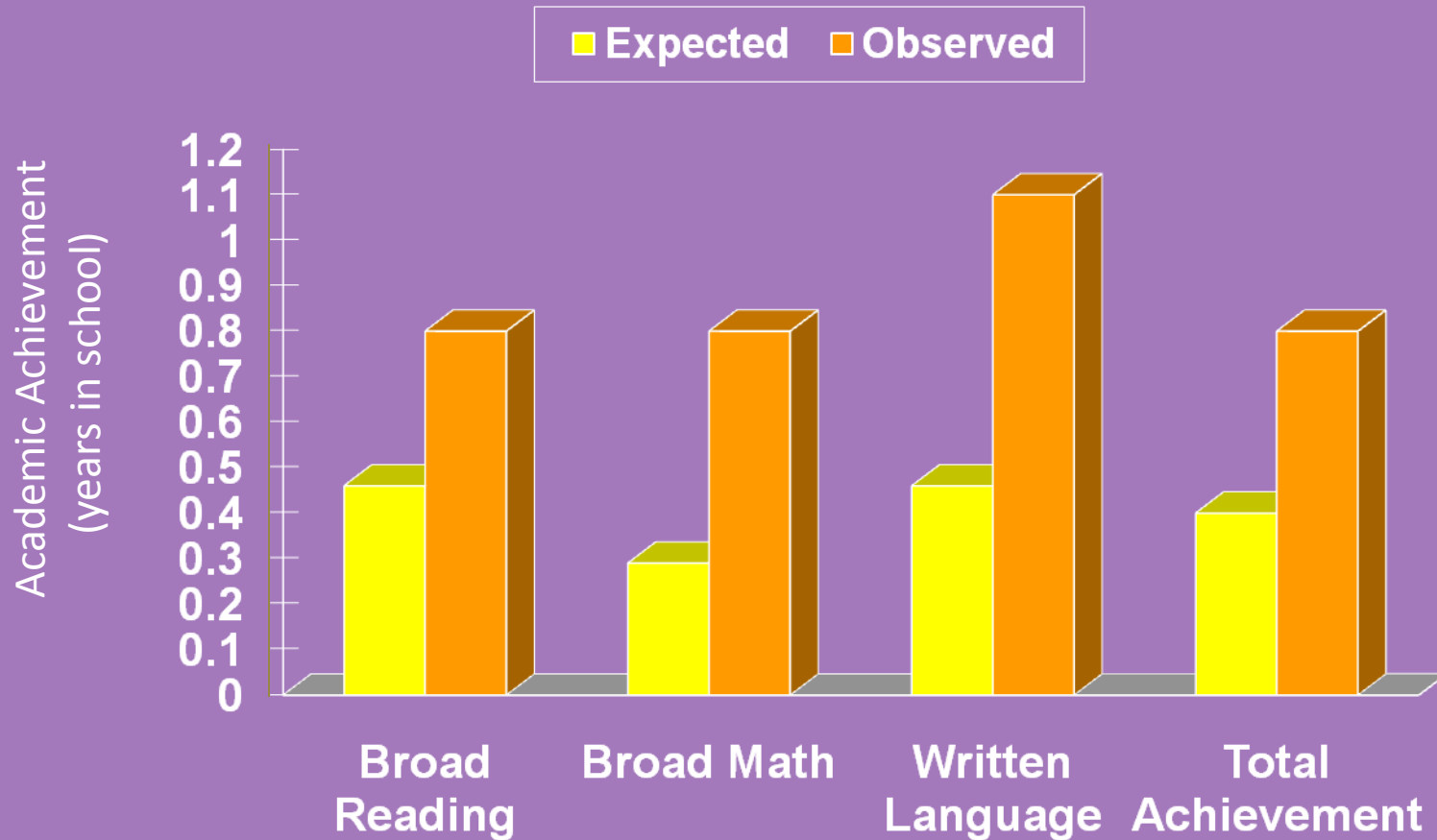
# Results of High Expectations



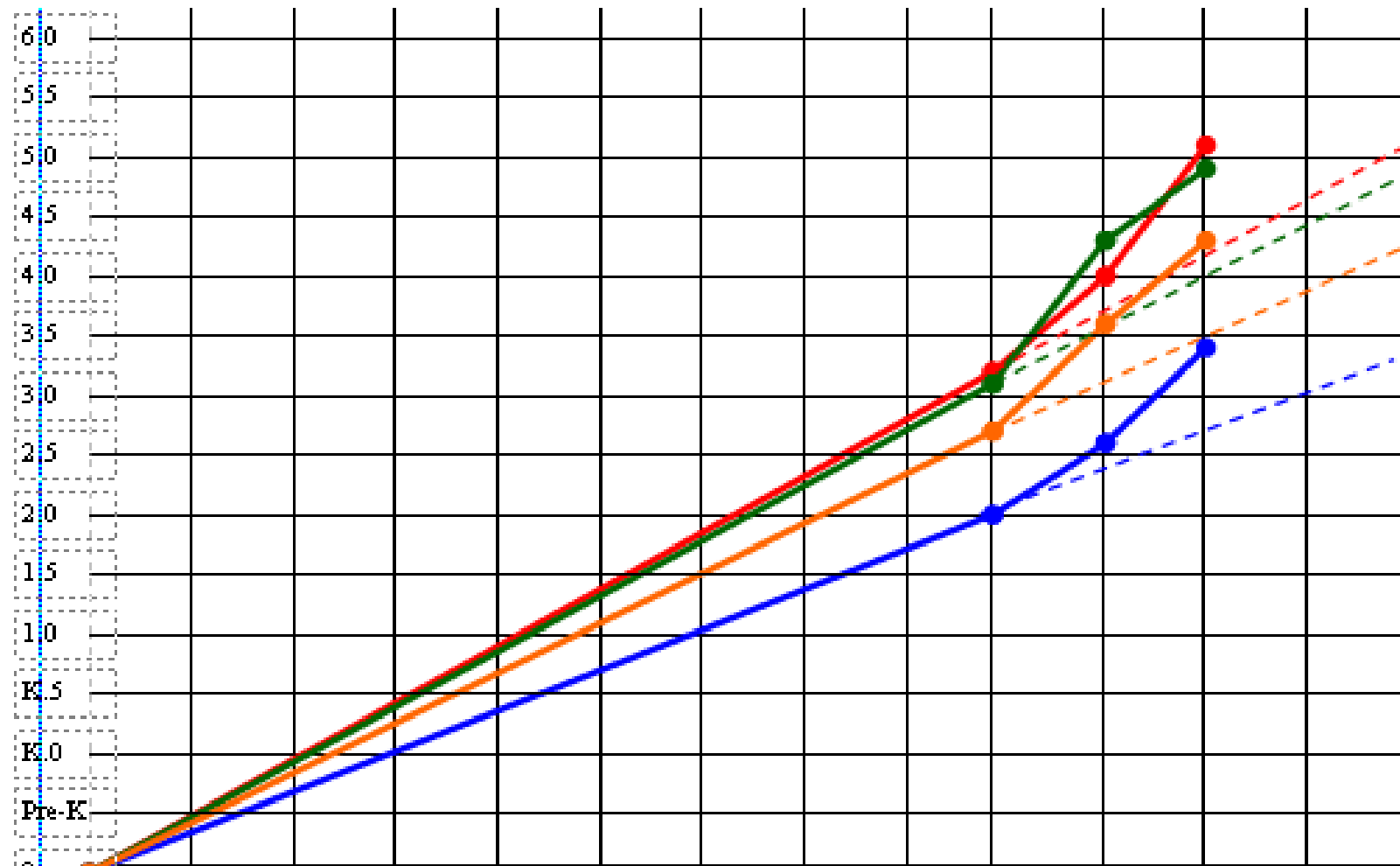
# Expected vs. Observed Gains For Options Freshman



# Expected vs. Observed Gains For Options Freshman



# Results of High Expectations - Year Two



Dotted lines indicate expected growth based on student's previous academic progress.

Solid lines indicate actual growth based on Woodcock-Johnson Achievement Test.

Red: Broad Reading

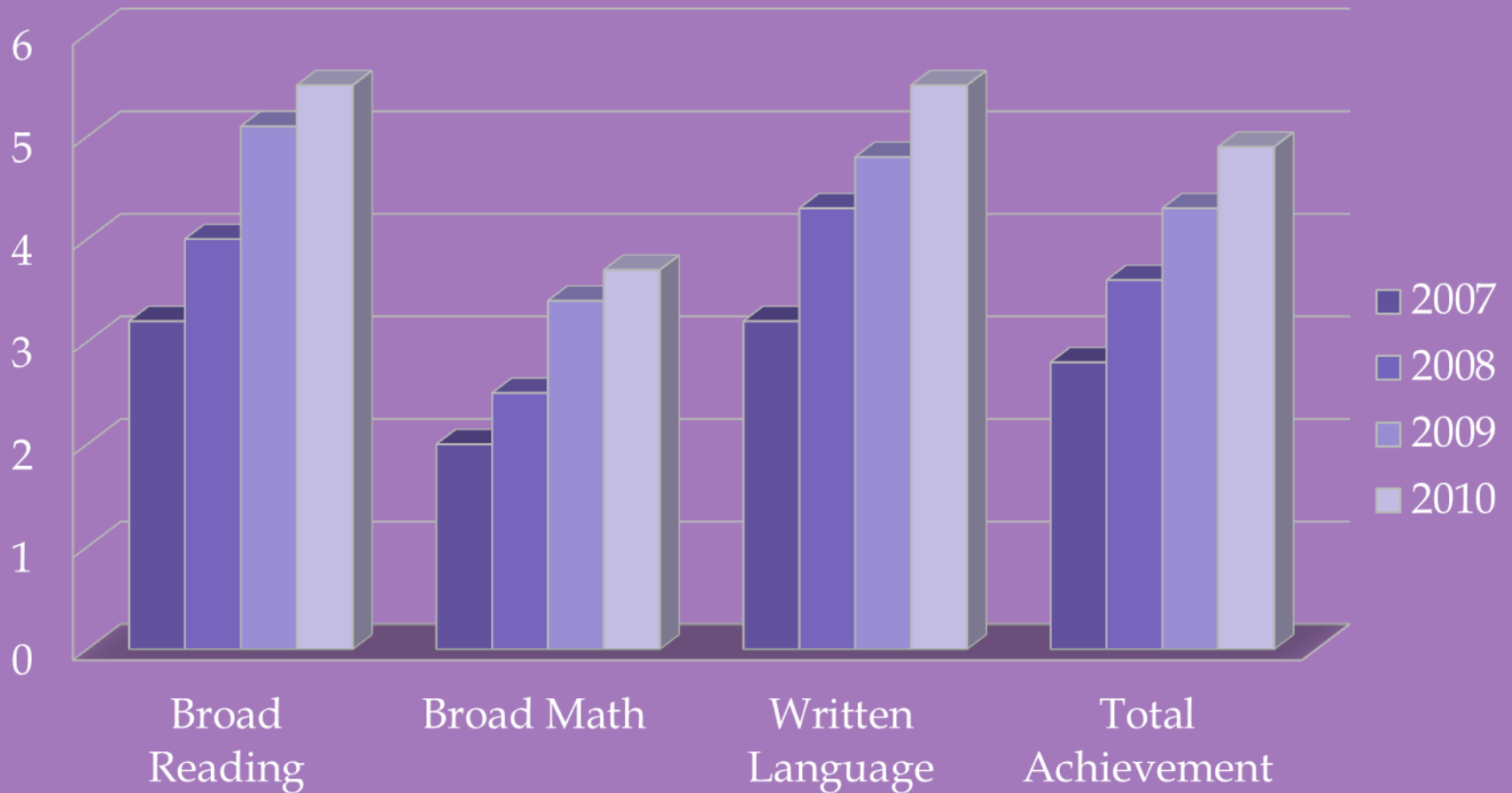
Blue: Broad Math

Green: Broad Written Language

Orange: Total Achievement

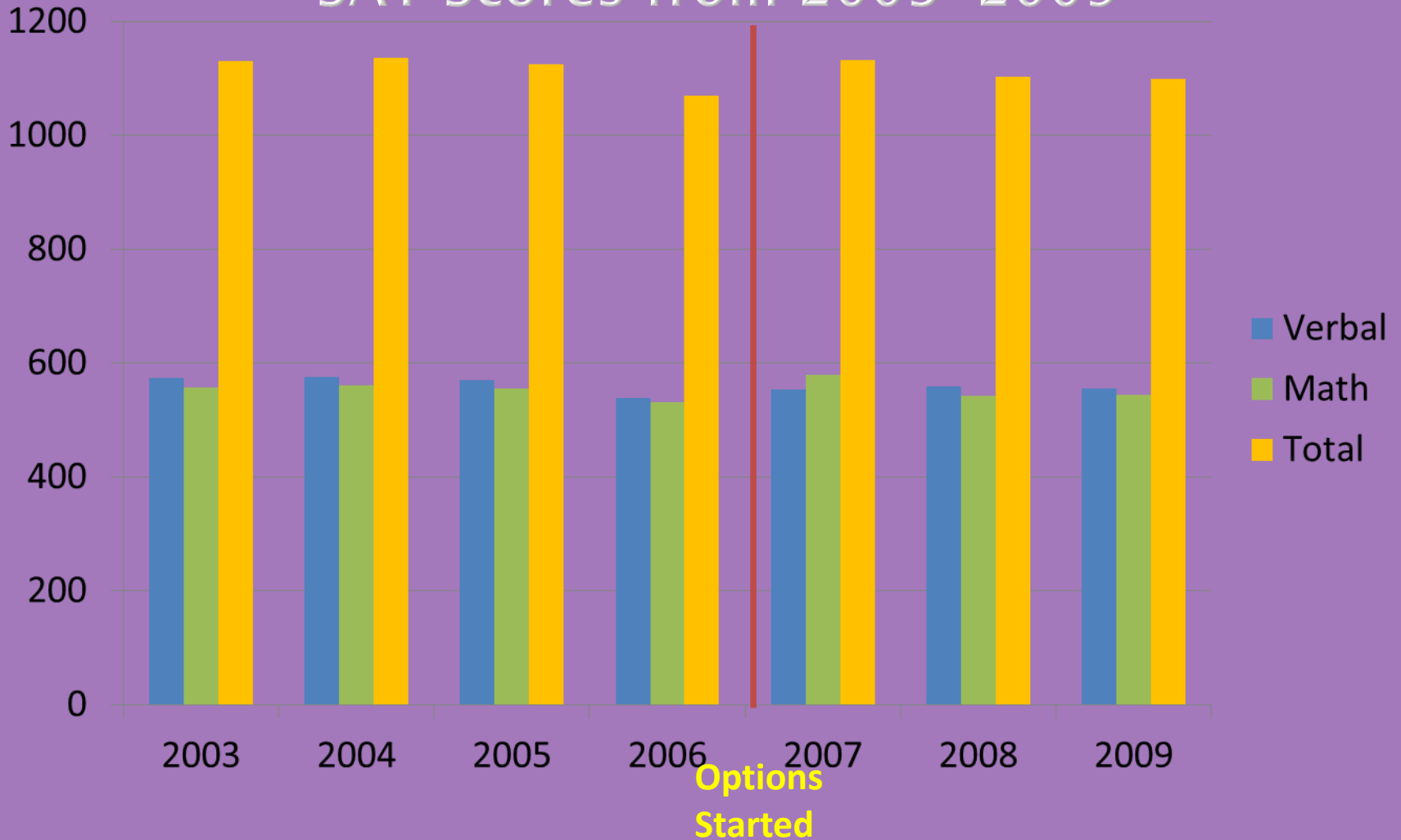
# Academic Achievement For Options Students

(grade level equivalency)



# Benefits of Inclusion for those without disabilities

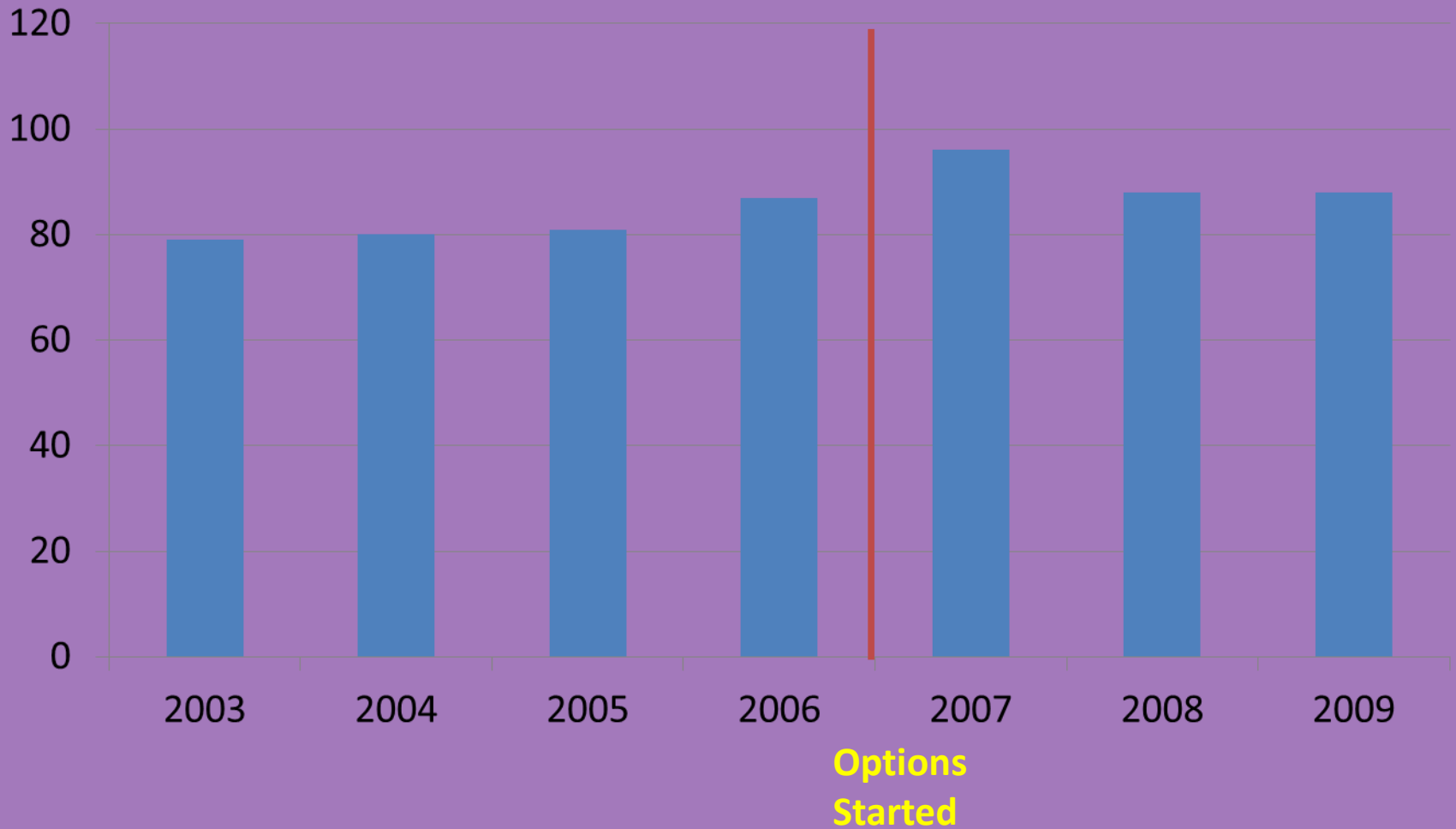
## SAT Scores from 2003-2009



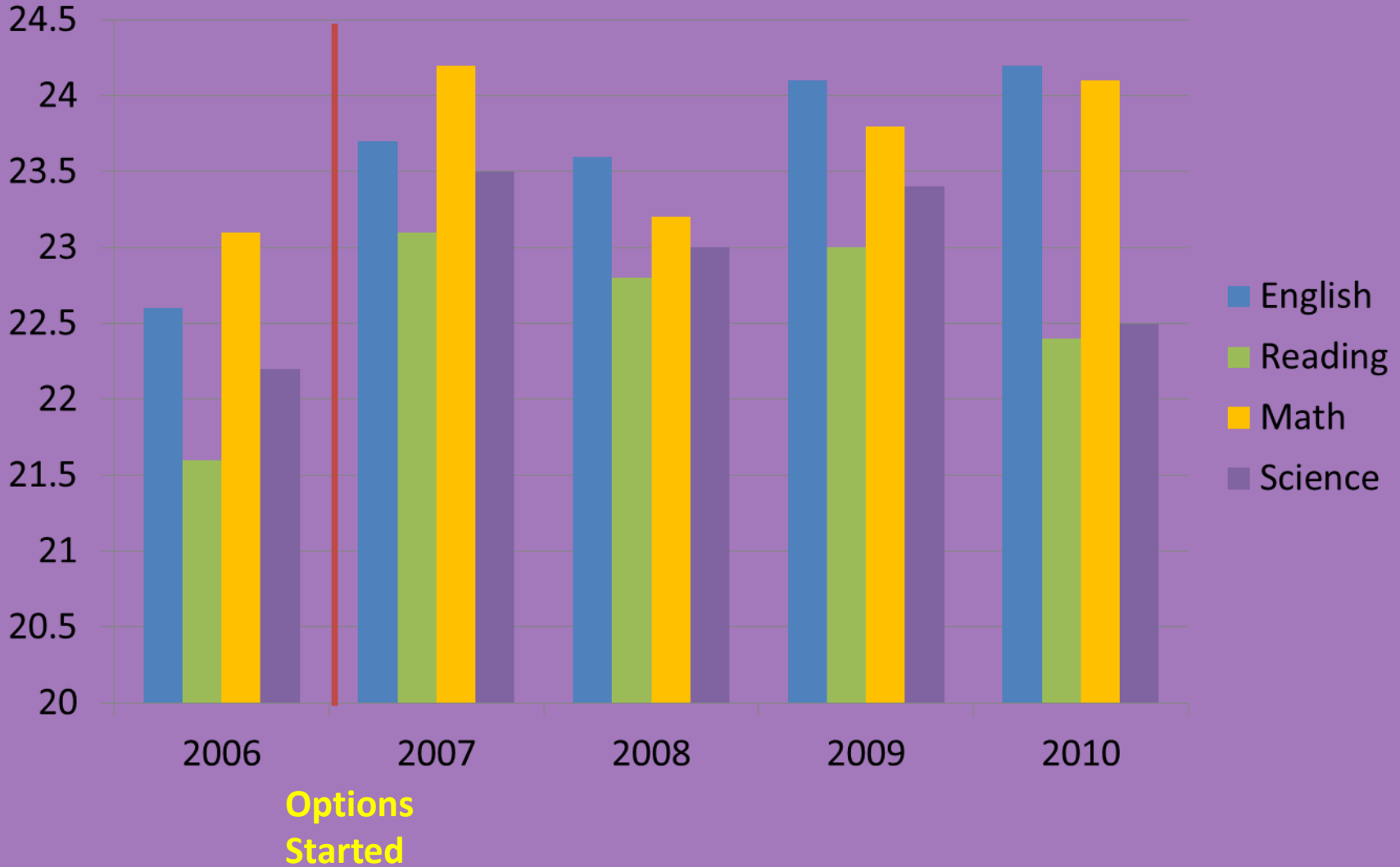


# ACT Performance 2003–2009

**% Scoring > 3 on AP Test**



# ACT Scores from 2006–2010



## **SURVEY: ARE YOU OPEN TO DIVERSITY?**

**I attend events where I might get to know people from different racial backgrounds.**

**I feel comfortable getting to know people from different countries.**

**People with disabilities can teach me things I could not learn elsewhere.**

**Knowing how a person differs from me greatly enhances our friendship.**

# **SURVEY: THREE CRITICAL GROUPS**

**High school students from a Catholic high school  
without intellectual disability:  
NO CONTACT GROUP**

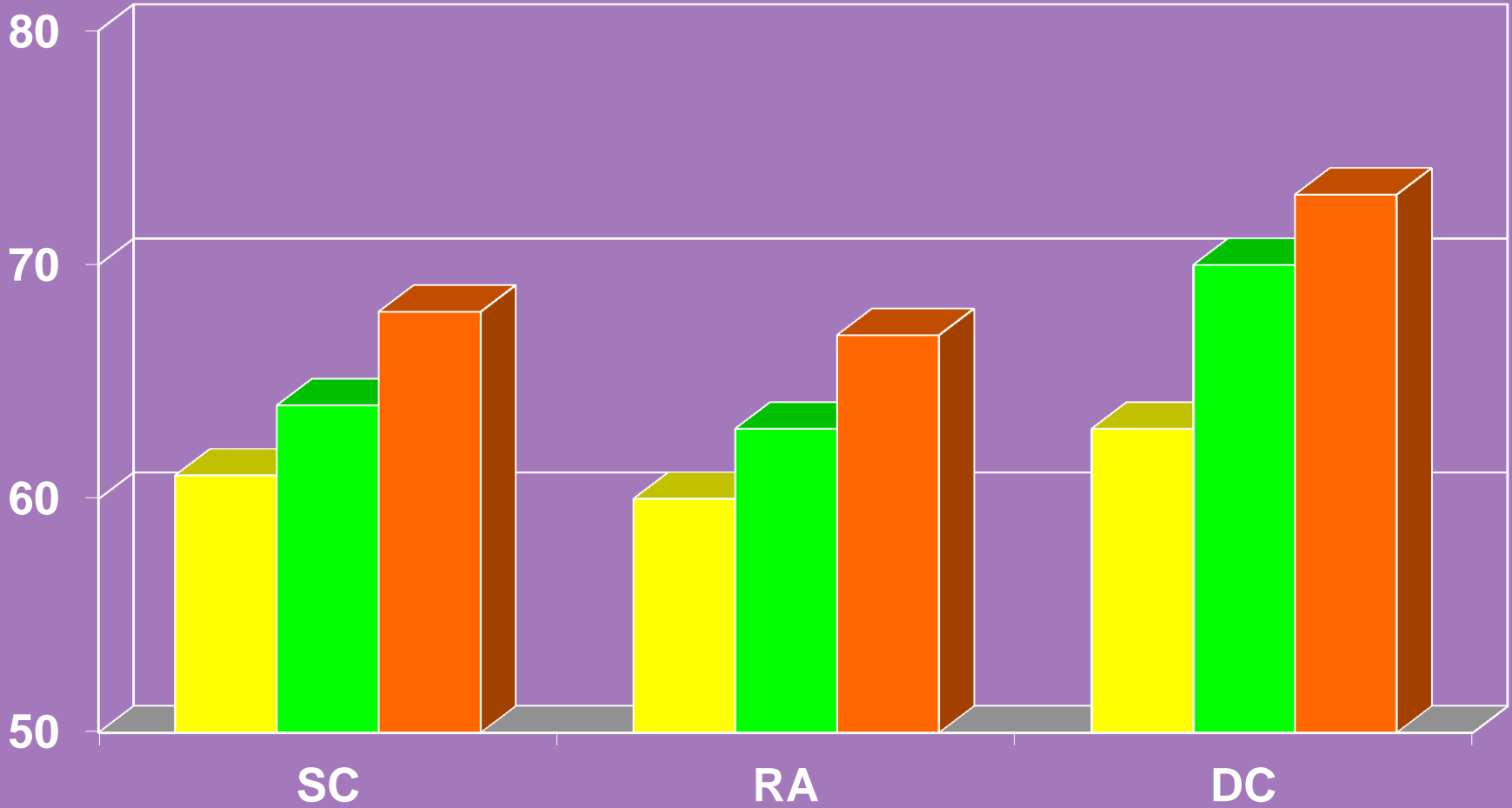
**High school students from an inclusive Catholic  
high school who had limited or indirect contact  
with students with disabilities:  
INDIRECT CONTACT GROUP**

**High school students who served as academic  
mentors or social buddies for students with  
disabilities:  
DIRECT CONTACT GROUP**

Sense of Connection: Degree of comfort with diverse individuals

Relativistic Appreciation: Ability to appreciate differences and have them affect your own outlook on life

Diversity of Contact: Level of interaction and willingness to be with diverse people



Can we replicate this program?

# Inclusion

## Model A

- What
- How
- Evidence



## Model B



## Model C



Ingredients  
for  
Success






Home About Us High School Junior

### DELASALLE PROGRAM

St. John Baptist de la salle, the patron saint of teachers, strongly believe that young, have an inherent dignity from being created in the image of God. That education is the means of developing that inherent dignity. Cardinal Newman is proud to announce the offering of The DeLaSalle Program for the 2012-2013 school year. The DeLaSalle Program for cognitively challenged students is currently accepting applications for admission for rising 7th, 8th, and 9th graders. You may download the application below to complete and submit. Students involved in the program must be performing academically between second and sixth grade, be able to initiate simple written and verbal expression, be able to interact socially with others and work in group situations with minimal distractions to themselves or others, and are willing to follow the high behavioral standards of Cardinal Newman School. Once the application material is submitted, the director will schedule a meeting with the parents, the director will observe the prospective student in his or her current school setting, and consult with the educational professionals who are familiar with the applicants strengths and academic needs. After the applicants file has been reviewed and accepted by the director and the principal an offer of admissions will be sent. If I can be of further assistance please feel free to contact me! Suzy Parrott Madden (87) smadden@cns.org 782-2814 ext. 27

#### Files:

-  [CNS120101\\_DeLaSalle book\\_proof0224.pdf](#)
-  [CNS120101\\_insert sheets\\_proof0223.pdf](#)
-  [De\\_La\\_Salle\\_Program\\_Application.pdf](#)

the patron saint of teachers, strongly believe that education is the means of developing that inherent dignity. Cardinal Newman is proud to announce the offering of The DeLaSalle Program for cognitively challenged students is currently accepting applications for admission for rising 7th, 8th, and 9th graders. You may download the application below to complete and submit. Students involved in the program must be performing academically between second and sixth grade, be able to initiate simple written and verbal expression, be able to interact socially with others and work in group situations with minimal distractions to themselves or others, and are willing to follow the high behavioral standards of Cardinal Newman School. Once the application material is submitted, the director will schedule a meeting with the parents, the director will observe the prospective student in his or her current school setting, and consult with the educational professionals who are familiar with the applicants strengths and academic needs. After the applicants file has been reviewed and accepted by the director and the principal an offer of admissions will be sent. If I can be of further assistance please feel free to contact me! Suzy Parrott Madden (87) smadden@cns.org 782-2814 ext. 27





# Catholic Coalition for Special Education

*"Whoever receives one child such as this in my name receives me" (Matthew 18:5)*



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- [For Schools](#)
- [How You Can Help](#)
- [Tuition Grants](#)
- [News](#)
- [Press Releases](#)
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- [Contact Us](#)
- [Online Resources](#)



▶ **ADD GOODSEARCH TO YOUR BROWSER**

**BREAKING NEWS**

## Welcome

The mission of the Catholic Coalition for Special Education is to ensure that children with special needs are able to attend, and receive an appropriate education in their local Catholic elementary schools and high schools. In the words of Pope Benedict XVI "no child should be denied his or her right to an education in faith, which in turn nurtures the soul of a nation." CCSE provides grants and technical assistance to help Catholic schools in Washington, D.C. and Maryland achieve this goal.

## You Can See the Joy in Their Faces



# Inclusion

Model A

- What
- How
- Evidence



Model B



Model C



Ingredients  
for  
Success

## **When have efforts failed**

Isolated efforts (one classroom, one teacher)

Lack of Administrative Support

Diffusion of responsibility – no ball carrier

No expertise to guide and innovate

Insufficient teacher training and ongoing support

Absence of mentor program

Failure to address inclusion school wide

# Essential Ingredients for Successful Inclusion

Administrative support and energy

Funding

Champion/leader/ball runner

Expert to guide and innovate

Teacher training and ongoing support

Cooperative social structure (e.g., mentor program)

Cultural infusion – staff, teachers, peers,  
coaches, parents

# Contact Information

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<http://reach.cofc.edu>

[MayC@cofc.edu](mailto:MayC@cofc.edu)

# Helpful Contacts

**Dr. Sue Buckley** (Down Syndrome Educational Trust)  
[www.downsed.org](http://www.downsed.org)

**Nancy and Bridget Brown** (Team of Inclusion Experts)  
[www.butterfliesforchange.org](http://www.butterfliesforchange.org)

**Norman and Emma Kunc** (International Inclusion Experts) [www.broadreachtraining.com](http://www.broadreachtraining.com)

**Network for Inclusive Catholic Educators**  
<http://ipi.udayton.edu/nice.htm>

# Helpful Contacts

Catholic Coalition for Special Education

<http://www.ccse-maryland.org/>

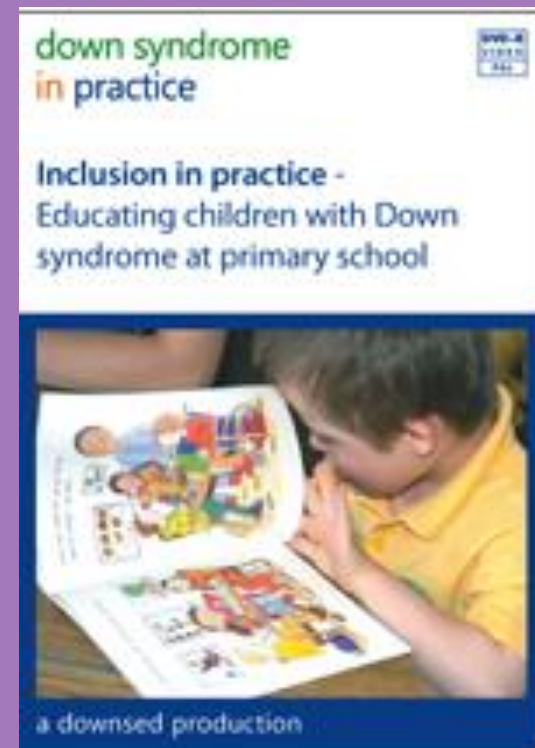
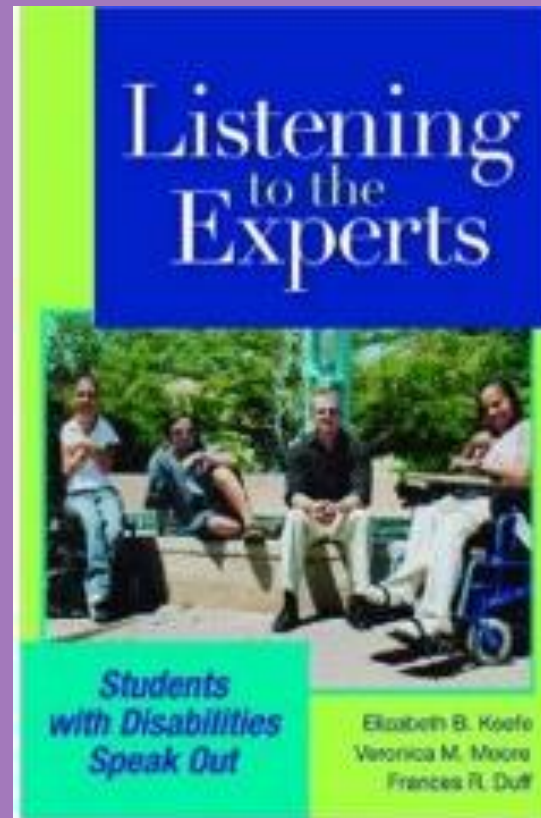
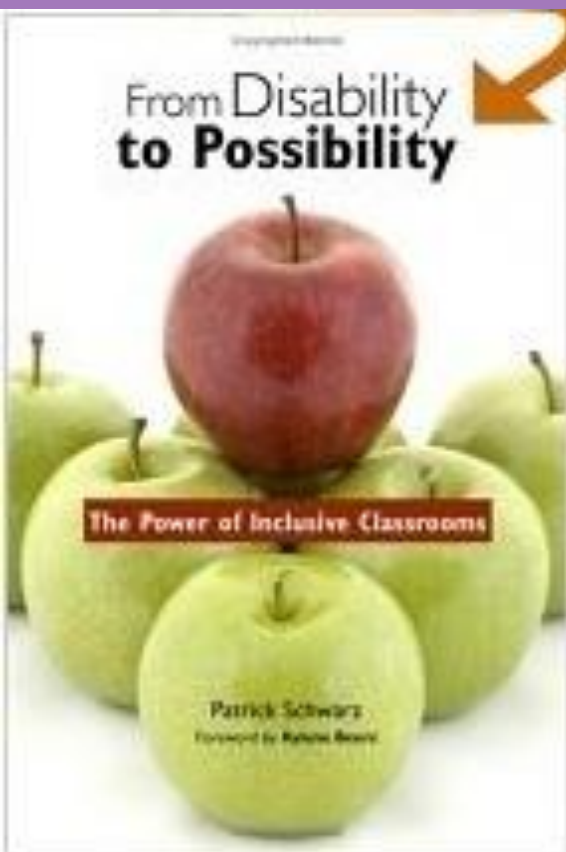
National Catholic Partnership on Disability

<http://www.ncpd.org/>

Exceptional Catholic Inc

<http://www.exceptionalcatholicmn.com/home>

# Books and videos





# Supplemental Materials

## High Interest Texts:

- ▣ Saddleback Educational Publishing
- ▣ PCI Education
- ▣ Steck-Vaughn Publishing Co.
- ▣ Lakeshore
- ▣ Wieser Educational Materials
- ▣ Don Johnston Publishers
- ▣ AGS Globe Textbooks

