

# **INCLUSIVE TEACHING GUIDE**

By: Jean E. Marie

SED 5010

Dr. M. Peterson

# TABLE OF CONTENTS

Classroom Design and Use of Assistive Technology.....	2- 5
Building Community and Responding to Behavioral Challenges.....	6- 11
Strategies for Inclusive Academic Instruction.....	12-14
Collaboration Between General Education Teachers and Specialists....	15-17
Three Lesson Plans: Gifted, Cognitive and Sensory Disability.....	18-24
Case Study.....	25
References.....	26

## **Classroom Design and Use of Assistive Technology**

Art classroom design at Sunnycrest Elementary, for grade, K-5 will have a generous amount of natural light with two differing directional exposures. The exposure for the studio is facing north. We have an appealing view of open space, grass, trees, and a water element. Window treatments darken the room for special activities. Air conditioning, ceiling fans and radiant heat in the floor is standard. The clean floor is either linoleum or wood with ample area of carpet in addition. A variety of pillows, chairs and tables will be at our disposal along with a large inviting couch with a coffee table. A fish tank is fun and relaxing to look at. The room will have two areas that have their own separate space.

The smaller of the two spaces will provide a private quite get-away. Within that space there is a structure just large enough to accommodate a wheelchair. This structure is in a tree-house motif with a porthole window opening, closable shutters and a French door. At all times the tree house get-away will contain ear muffs and head-phones with a CD player. Hung by a chain on the exterior of the tree house is an Open/Closed sign to make it known when the occupant wants total privacy or company. Nearby the tree house is a selection of CD's to choose from. Quiet time, games and books

will be stored in this carpeted area surrounding the tree house. There is a giant rubber exercise ball that is enjoyable to drape over, as well as a Health Circulator<sup>1</sup> with safety rails. (A Health Circulator looks like a small trampoline but is a far superior device developed by Nassau.)

The general classroom will have at least two computers, and the computer desk in one area will have several chairs to accommodate group work. A communication center, first aid kit, and fire extinguisher are strategically located. Needless to say the art room is a favorite of students and parents alike because it is so welcoming. In this area you will find: talking computer software, a Neurophone<sup>2</sup>, speech to text scanners, express learning, input devices, brail print out, variety of magnifiers, large print display software, graphics, FM receivers and audio tapes, walkie talkies just for fun, along with office supplies such as paper that is available at this station.

There is a kitchenette area which includes a refrigerator, microwave oven, sink, countertop and cabinets. A good sized table for food preparation distribution is nearby. Included also are water and air purification systems. The other end of the room has two sinks, one of which is in an island. At least one sink is accessible to all students who have wheelchair use. This

---

<sup>1</sup> Leon Hyatt, CSA Inc. Personal Interview., PO Box 866007 Plano Texas 75086

<sup>2</sup> Begich, N. "Towards a New Alchemy," (1996).

space is the art studio. Great understandable safety signs are posted. We have a printing press, and kiln in a separate safe room. The exhaust fan with a canopy is in the most useful spot. Every student has an easel with appropriate stools. Large cabinets with locks house a generous stock of artists' supplies and mediums. We have large rolls of white paper on safe vertical dispensers, and a clothes line up high for "the teacher," to use for artwork. Bookshelves or crates are loaded with a wide variety of marvelous different ability books including brail and audio books. We have a projector, screen, television, CD players and tape recorders too.

Smaller desks can be moved around by students and used as desired. There are enough large tables for everyone in the class to be seated at the same time. These larger tables serve as work stations when it is suitable. The majority of time this seating is used. I make sure seats are rotated to facilitate socialization and discourage cliques. Wheelchairs fit just right under these tables too. My moderately sized desk is not used often so it is placed off near the back corner of the room. Large baskets with lids hold toys, blocks, other great stuff, like pretend outfits for plays and various stuffed animals. Blankets are on a low shelf. Everything is accessible to every student. This includes clear convenient space for maneuverability throughout the spacious room with a wheelchair. Different types of lamps for

learners are present for use ranging from; small clip-on high intensity readers, studio spot lights, track lighting, full spectrum lighting, portable lighted magnifier, to homey table lamps on end tables by the sofa. This beautiful inviting room has several large plants, a couple bean-bag chairs and is cheerfully decorated in uplifting colors and décor.

There is plenty of space to display art work on the walls and places to suspend art from the higher than average ceiling. Our school is proud to say the entire property is wheelchair accessible and our inclusive playground or boundless playground is special needs, state of the art with a ramp transfer system platform lift<sup>3</sup>. Please visit us soon.

---

<sup>3</sup> Peterson and Hittie, pg 431.

## **Building Community and Responding to Behavioral Challenges**

At Sunnycrest Elementary in Ms. Marie's elementary classes, students are busily involved with a constant flow of creative projects. Anticipation and enthusiasm live in this classroom. Something new and exciting to get involved with is offered daily in this Kindergarten class. Students take pride in their work because they know it is important for three reasons.

- 1) Students recognize and feel good inside when they do their personal best.

Teacher makes sure recognition is given for positive actions. The student has personal awareness and intelligence to know how they are doing.

- 2) Activities are usually done in groups or couples. The class is unified and connected so if one part of that whole is not ok it is known and it affects the entire group or class. There is an element of responsibility and commitment incorporated into the fiber of this classroom dynamic.

- 3) My children love nothing better than to feel the sense of accomplishment and joy when they meet their public. This connection and sense of belonging<sup>4</sup> with community happens in different ways. Many events take place during a school year. Two examples will be shared here. Exhibits of their art work at special

---

<sup>4</sup> Peterson and Hittie, pg 323.

open-house events take place at least twice a year. Secondly, they chose to put on a unique play last month and are already having new ideas they would like to use for the next time. It was so much fun receiving praise and attention from their neighbors, friends and family who attended. An article about the play with a photo appeared in the local paper too. Community cares and Sunnycrest elementary art students care right back. Described here is a circular pattern of positive reinforcement, commitment and responsibility. Community feeds examples 1 & 2 and 3 makes the kids feel good inside individually and as a group. Community activities do the most to unify group identity and pride as a whole.<sup>5</sup> Discussion about important community issues will take place weekly on a regular basis through out the school year.

The first day class members work together to establish ground rules for the year. Students come up with ideas they think are important to establish a good, happy, successful classroom. A list is created that looks similar to the one below. I do not call them rules.

We discuss respect:

How will respect be achieved? Everyone already knows what is and is not acceptable behavior.

- 1) Speak the way you want to be spoken to.

---

<sup>5</sup> Millar, G "Developing Student Questioning Skills" (1989)



- 2) Use manners, like please and thank you.
- 3) Be kind.
- 4) Hands to your own body.
- 5) Respond when someone talks to you.
- 6) Respect the ideas of others.
- 7) Listen and take turns talking.
- 8) Share.
- 9) Take care of property.
- 10) Take care of feelings, YOURS & MINE.
- 11) Follow directions the first time.

How are we good members of this class? How can we best learn?

- 1) Have self confidence.
- 2) Be curious about learning.
- 3) Take turns.
- 4) THINK, speak, act.
- 5) Use your words:
  - a. To solve problems.
  - b. To express feelings.
- 3) Do my personal best, socially and academically.
- 4) Participate.
- 5) Contribute and be helpful.

- 6) Try new things.
- 7) We control our own actions.
- 8) Be on time with assignments.
- 9) Be on time to school.

The strategy I plan to use for behavior management draws on ownership and group/student involvement. This method of self discipline should work because it is positive and based on previous experience<sup>6</sup>. Of the utmost importance is the example of leadership I present by my own feelings and actions. I must demonstrate the greatest degree of respect and responsibility.

Love is the underlying current that may not be spoken of but will indeed be felt by the students. I care a great deal about my students in all dimensions. I believe they will care about maintaining a valuable relationship between student/teacher relationships, fostering a healthy positive reinforcement and foundation to build on. It will be known Ms. Marie has an open ongoing communication with parents and guardians. This is good for building community and more, it will impact the behavior of students as well as help me to be a more effective teacher with individual learning process.

Certainly challenges with behavior issues will occur. When behavioral changes in a student occur this is a red flag to get more involved, providing what

---

<sup>6</sup> “What Teachers Should Know And Be Able To Do,” Pg 15.

is needed to help my student. A last resort will be to involve the principal.

Questions will be asked of the student in private in order to get a clear picture of the issue at hand. I will ask the student what he or she thinks would solve the issue. Words chosen in this conversation need to be carefully selected. Accurate assessment of the situation is imperative, and positive strategy is my mode of action. Physically getting down at eye level, making good eye contact is crucial when we talk about choices made by the student and alternative choices. Maybe time out to think about choices will happen. Shifting attention with young children often works. Copious amounts of hope and patience are part of my personality almost to the point of detriment, which should come in handy with this age group. Finding out what is valuable to a student helps in these discussions. If inappropriate behavior goes to the next level parents will become involved.

The thing I know is there is a solution and never give up. I learn so much from my students and they constantly amaze me. Most adults remember the name of their kindergarten teacher. Extra responsibility rests on the shoulders in this spot as it is the beginning of an educational career that never ends hopefully. The tone is set, attitude and beliefs are formed at this curtail time. What happens today in the classroom effects a lifetime and shapes an adult. I want to work with lower elementary because they are sensitive, open, positive and possess such

tremendous potential. I do not underestimate children because of age or by outward appearances. Encouragement and belief goes a very long way to assisting someone to realize their dreams. It is my goal to give kindergarten students especially a feeling of security. One way this is accomplished is by always making sure they are prepared ahead of time when change will occur, so they know what to expect. All students clearly know what is expected of them. They can count on consistency of practice in my classroom.

## Strategies for Inclusive Academic Instruction

It is my belief the number one prerequisites necessary for learning are feelings of safety and self esteem. Stress, emotional turmoil and fear for ones' physical or emotional safety kill a fertile educational environment. I will do what ever is in my power to provide for those under my charge. Inclusion means including everyone. Merriam-Webster thesaurus references inclusive as," *adj* 1 **syn** ALL-AROUND 2, comprehensive, general, global, overall, sweeping."<sup>7</sup> That truly says it all. Everyone means students in general education and of special needs, whatever that may be. No one will be left out, left behind, treated or thought of in a less equal way than the students next to, in front of or behind him. Every single being deserves to exist, occupy their personal space on this planet and to be given what ever it is they require to fulfill their special plan in life. Each and every person in existence has a special gift and a special purpose in this world. It does not matter if at this moment they do not know what their gifts or purpose/mission in life is. I know (It Is!) Everyone possesses greatness and it is a teacher's privilege to facilitate realization of this objective on as many levels possible in the time allotted. This aim is regarded very seriously.

Once again we are in the Kindergarten art classroom to observe Ms. Marie's strategies for inclusive academic instruction. Many of the students are making the

---

<sup>7</sup> The Merriam-Webster Thesaurus, pg 395.

transition between home and school for the first time. So much is new, many feelings are arising and a smooth successful transition for growth is facilitated by making meaningful informative contact with the parents or guardians of each child prior to class contact in timely fashion. A good inclusive educator must be prepared and willing to bridge any diversity that may enter the classroom. Art lessons in general are easily adaptable to a variety of learning levels; therefore concealing an altered lesson will be relatively effortless. A variety of choices in art lessons will always be offered. Much of our work is hands-on.<sup>8</sup> In the case of special needs students the same will apply but lessons will pre-planned level appropriate and it will not be noticeably different. For example: In this lesson class is working in pairs. They are learning basic shapes by working on portraits. Vocabulary and recognizing the letters of the alphabet are incorporated. The student who is gifted is an artist. He works at his personal level using graphite, and completes a bust rendering of his partner, who takes turns with him modeling. Basic shapes are being taught with all three students mentioned here. My student with blindness listens to additional detailed instruction appropriate for her. Other students have headphones on as well because they work better to music. Her partner hands her a ping pong ball so she can experience the smooth surface and shape that is similar to the human eye. Her partner gives verbal

---

<sup>8</sup> Peterson and Hittie, pg 174

descriptions that are helpful to both of them Cognitive, emotional and sensory/physical special needs are not the only diversity one needs to attend to. The population of America is changing rapidly with greater numbers of culturally diverse groups learning English for the first time. Differences within cultures are to be expected. A “general approach – to learn as much about cultures as possible – is frustrated by significant differences among sub-groups and individuals within cultures.”<sup>9</sup> Being aware and continually reeducating oneself should be the natural progression of dedication to teaching inclusively. My students learn about diversity.

---

<sup>9</sup> Journal of Consulting and Clinical Psychology, pg 801.

## **Collaboration Between General Education Teachers and Specialists**

Team teaching with a specialist will be arranged for any kindergarten student who would benefit from the extra assistance. The specialist will not make it obvious who they are in the room to visit, by working with everyone. This will be an added plus. Ideally they would be in the classroom often which would establish an accepted norm. That would add to the comfort of the inclusive atmosphere. Everyone will work on the same project at the same time but lessons will be tailored to fit the need of each student individually. Assessment plays a very pertinent role in planning appropriate work for students. All subjects will be covered and neatly incorporated into every lesson. This isn't difficult to achieve. All the students will be considered by our collaborative teaching team. A paraprofessional or volunteer may be providing additional support. Truly, the entire class benefits from having a specialist, or any various support member present. Any planning between the specialist and me must take place in private. The benefit of the children always comes first. "The differentiation of neurological, intellectual, emotional and specific learning components of a given child's academic problems is an important consideration in planning for both appropriate intervention procedures and long-term educational goals."<sup>10</sup> Planning time will be scheduled that is agreeable to both team-teachers. Any differences or concerns an

---

<sup>10</sup> The Journal of Clinical Psychology pg 458.



individual educator may have will be communicated and negotiated in a professional way always with the student's progress the prime goal. Responsibility is shared in including special needs students in the general inclusive classroom.<sup>11</sup> General education students often find assistive technology use by special needs students fascinating, bridging the gap and benefiting all. It may be for instance when a student with blindness uses brail or sign language others in the class become interested, learning something new that opens up social and community relationship avenues.

Subject matter for art lessons remains parallel. I choose to do this because it makes more sense across the board. Inclusive education crosses class grade levels from time to time, both physically and academically. The kids feel more unified when learning the same subject matter and this connects the bridge socially. We love decorating the halls and showcases with our theme projects. It gives the community a better understanding of what we do here at Sunnycrest when they visit our "hall gallery." There have been numerous compliments on this practice. We put up new work at the end of each month. Also, keeping all grades on the same general topic assists multi level lesson planning.<sup>12</sup>

Presented here is a lesson plan all children love. was developed around the popular book, "The Rainbow Fish",<sup>12</sup> by author Marcus Pfister. Two special needs

---

<sup>11</sup> Peterson and Hittie, pg 147

<sup>12</sup> Marcus Pfister, "The Rainbow Fish."

students in my kindergarten class are Susan who would be considered general education except for blindness and Ralph who is gifted with exceptional art ability. My third student Dexter who has mild retardation, is in my fifth-grade art room. The fifth grade is working on printmaking fish portraitists and fish images which require a drawing like the kindergarten class. A more detailed description of this lesson will be covered shortly.

Gratefully Rainbow Fish book is published in other forms. This allows greater adaptation for special needs. The book, video and DVD are published in English, French, German, Japanese and Spanish, which is wonderful for students from those particular cultures who are learning English. Rainbow Fish lesson plan is appropriate for kindergarten.

## **Three Lesson Plans**

### **Two Multi Level Plans/Kindergarten**

### **One Cognitive Disability / Fifth Grade**

FIRST & SECOND LESSON PLAN TITLE: ” Rainbow Fish”, drawing

Subjects covered are;

- Art/drawing/basic shapes/colors
- English/reading/alphabet/vocabulary
- Music/sounds
- Creative Movement/small motor skills
- Science/types of animals
- Math/counting
- Social Skills/feelings/group interaction
- Geography

**Goal:** (All students comprehend complete lesson content and perform to their highest level of achievement.) All students including special needs students have freedom to be creative and explore as long as they stay within the broad framework of the lesson plan.

**Objective:** Students will be able to contribute/participate,  
observe/execute/complete task:

- 1) Students recognition/ application; line/basic shape/composition/demonstrate small motor skills
- 2) Students recognize/demonstrate: word content/letters of alphabet
- 3) Students acknowledge/identify/react to audio background music
- 4) Students demonstrate/experience large motor skills
- 5) Students recognize/identify numbers
- 6) Students comprehend ocean/land concept

**Development:** The Rainbow Fish story will be read to the class. Water sound track CD will be accompanying reading time. Questions will be asked through out the book to execute the lesson. Example:

Q. pg. cover/ What do you see on the cover? (identify a fish)

What letter of the alphabet does fish start with?

Q. pg.1. Look at this page. How many fish do you see?

What colors are the fish?

What color is the fish's mouth? And so on.....How do you think

Rainbow fish feels? Why?

\*\*\*\* At this time students will be asked to stand up/space and move to the rhythm of the music.

\*Instruction will commence for art lesson.

## **Materials Needed:**

- blue or white construction paper/large
- colored construction paper/variety
- aluminum foil/blunt nose scissors
- markers/crayons/pencils/variety
- white glue/water/cups/large brushes
- yarn/miscellaneous materials
- Students working in their own best situation (groups/individual), will be kept on task and assisted with additional instruction as needed.
- Rational: This lesson plan was chosen because it works well for multi level and provides a wide range of variables and latitude for creativity.
- Closing: I will conclude the class by going over the highlights of learned material. Class discussion will be planned when all projects are complete.  
Class will decide how to display art.

**Assessment:** Letter grades are not appropriate for my students at this level.

Completion of work, interest, participation, comprehension, cooperation and needs of each child will be tracked and recorded. Individual progress and personal best is satisfactory

**Gifted: Ralph, (Kindergarten)**

Ralph and Susan are in the same class. The entire class is essentially working on the same project. Kindergarten students are at many differing levels. Ralph is a gifted artist. Ralph takes his studio art project to a more in depth level than the rest of his class. Assistance and added instruction are given to him as required. It may be that he needs more to do or he will need more time for his detailed project.

**Sensory Disabled: Susan, (Kindergarten)**

Susan works with a partner right along side everyone else in the class. Susan works with the same materials as the rest of the class. There is a template of the letter F and of the fish shape. She is given yarn to place and glue to construction paper outlining the fish shape without the aid of the template. Her buddy describes pictures to her and gives more help if Susan asks. She does very well and seemed to truly enjoy the music and movement exercises. Other students choose to work with the yarn also, blending inclusively.

**Cognitive Disability: Dexter, (5<sup>th</sup> Grade)**

Dexter is a student with mild retardation. He does most of what the general class does but is much slower and not quite as proficient. Mostly socialization needs to be monitored and assisted as well as an occasional outburst of frustration. Team teaching is working on improving his self esteem. We are pleased with his progress but need to exercise patience.

### **Third Lesson Plan Title:** “Fish”, print project

Dexter

Subjects covered are;

1. Art/drawing/basic shapes/colors/ composition
2. English/composition/spelling/vocabulary words
3. Music/creative sounds
4. Social skills/group interaction

**Goal:** (All students comprehend complete lesson content and perform to their highest level of achievement.) All students including special needs students have freedom to be creative and explore as long as they stay within the broad framework of the lesson plan.

**Objective:** Dexter has a lesson plan design to meet his learning level. He works on the same project as the rest of the class. (All students comprehend complete lesson to their highest level of achievement.) All students including special needs students have freedom to be creative and explore as long as they stay within the broad framework of the lesson plan.

The 5<sup>th</sup> grade class aims are:

1. Take drawing skills to the next level
2. Improve drawing skills/explore and expand line/review basic shapes, color and composition

3. Complete/comprehend/improve writing skills
4. Students, especially band members experiment with expression relevant to lesson plan
5. Students continue to work together showing evidence of strengthening social skills

### **Adaptaions/Accomodations:**

Dexter has trouble understanding compound directions. So directions are given to him one on one with eye contact speaking clearly and at a pace he is comfortable with. Directions are simple clear and deliberate mostly giving one direction at a time. He is given as much time as he needs to complete the task. If he is having difficulty with completion or comprehension the direction is repeated as many times as it takes.

Directions are repeated until he can demonstrate understanding. The specialist team is always present when Dexter is in class because he does better with the added attention. The lesson is the same as the rest of the class but Dexter's lesson is always simplified. We are happy to let him make choices with the assignment just like everyone else because we are committed to inclusion. Extra lessons are always ready and waiting for him because keeping him on task and constantly occupied helps to manage his behavior.



**Development:**

Dexter's team is pleased with his level of development at the present.

**Materials Needed:**

- Styrofoam/plates/trays
- Brayers/poster, acrylic paint/sparkles/aluminum foil
- Scissors
- Pencils/various blunt objects to make indentations on Styrofoam
- Large construction paper/various colors

\*\*\*\*\*Students are instructed to be as imaginative as possible creating their fish prints and writing a story to explain their project. Students are instructed to work their best way.

**Assessment:**

Dexter's individual progress/achievement is assessed with his IEP in mind always. He is my responsibility so I will stay on top of possible changes as his home life could potentially pose an issue in the near future. The IEP will not be reviewed for two more months. At that time we may need to make revisions.

Assignments must be completed in reasonable time frame. Letter grades and satisfactory or failing system is sometimes implemented depending on the appropriateness.

## **Case Study: ( K-5 )**

All of classes are treated with the same approach and inclusive philosophy and practice. Every student is equally important. All students are treated and assessed individually, however a broad but through holistic approach is maintained in order to help the class dynamics in general to socialize well and show improvement. The special needs students are helped to integrate into community at each step.

Information and commitment are our best tools at Sunnycrest Elementary. Our goal is to teach each child reach their greatest individual best academically, socially and become. The staff and I communicate and work together to teach our children to know themselves and be responsible, creative and caring, happy fulfilled adults.

## References

- Begich, N. *Towards a New Alchemy*. Earthpulse Press 1996. Anchorage, Alaska.
- Flanagan P. *The Flanagan Neurophone™-Quick Start*. Royal BodyCare Inc. 1996, Irving, Tx.
- Hyatt, Leon. Personal Interview. July 2000.
- Hartlage, Lawrence. Diagnostic Profiles of Four Types of Learning Disabled Children. *Journal Of Clinical Psychology*, 458.
- The Merriam-Webster Collegiate® Thesaurus. (1988). United States of America.
- Millar, G “*Developing Student Questioning Skills*”, 1989
- National Board For Professional Teaching Standards. *What Teachers Should Know And Be Able To Do*. [Brochure]. Detroit, MI.
- Peterson, Michael and Hittie, Mishael, *Inclusive Teaching: Creating Effective Schools for all Learners* (New York: Pearson Education, 2003).
- Pfister, Marcus. (1992). *The Rainbow Fish*. New York: North-South Books Inc.
- Tharp, Roland. (1991). Cultural Diversity and Treatment of Children. *Journal of Consulting and Clinical Psychology*, 801, 799-812.