

# Rock THE 21

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# Inclusion Rocks!

January 27<sup>th</sup>, 2018

# Who we are



# What is Down Syndrome?



Each of our  
cells have

**46**

**chromosomes**

A person with  
DS simply has

**47** – an

extra copy of  
the **21st**  
**chromosome**

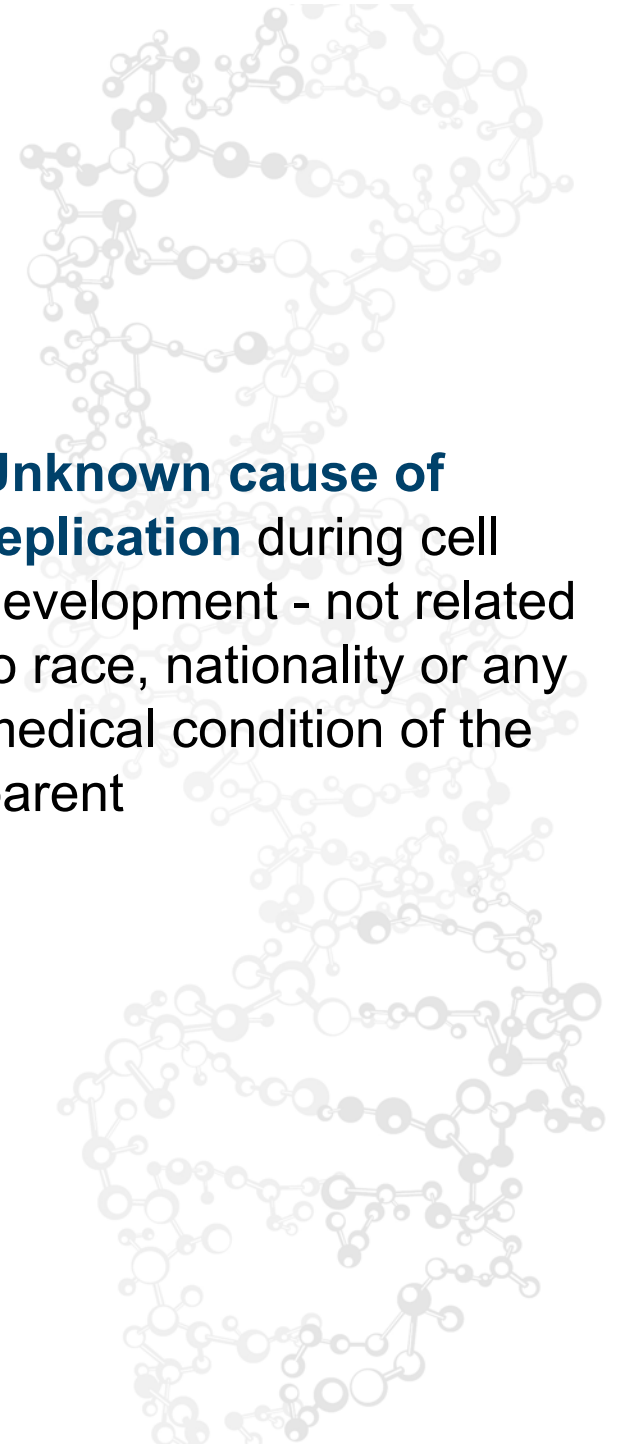
The extra  
chromosome  
causes delays in the  
way a child  
develops mentally  
and physically

# Facts

DS is the most  
**common**  
**chromosomal**  
**abnormality**

Occurs in every  
**800** births  
– nearly 6,000  
children born  
with DS each  
year

**Unknown cause of  
replication** during cell  
development - not related  
to race, nationality or any  
medical condition of the  
parent



# Types

## Trisomy 21

The most common form of DS, occurring in 95% of cases, occurs when the extra 21st chromosome is present in all cells

## Translocation

Occurs in approximately 4% of all DS cases and happens when a full or partial copy of the 21st chromosome attaches to another chromosome (typically chromosome 14)

## Mosaic

the most rare form, occurring in approximately 1% of all cases. The extra 21st chromosome is not replicated in every cell - some may have the extra chromosome and some may not

# Development

Not every child with DS develops the same

Impacts can range from moderate to more significant cognitive and physical delays



Kids with Down syndrome **CAN** and **DO learn**, and are capable of developing skills throughout their lives.

They simply reach goals at a different pace.

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# Common Medical and Intellectual Challenges

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# Vision



More than **60%** of children with DS have vision problems

- Cataracts, near-sightedness, “crossed” eyes, and rapid, involuntary eye movements
- More likely squint and to experience delays in developing effective focusing, depth perception and sharpness of vision



# Vision



## Classroom Strategies

- Place the student at the front of the class
- Use as much direct eye contact / direct speaking as possible
- Visual learners - visual demos, pictures and illustrations
  - Displays should be large-in-scale to see detail
  - Model what is expected
  - Use of large fonts – books, homework, displays



# Vision


## Classroom Strategies

- Use of manipulatives and activity learning
  - Anything a student can touch or feel – all senses working together
    - Picture cards, foam numbers, counting bears
    - Slant boards can help with depth perception



# Hearing

About **70-75%** of children with DS have some hearing loss, often associated with the small size of their ear structures



Some students may have sensitivity to loud noises and stimulants

- May cover their ears to avoid loud vibrations and sound



# Hearing

## Classroom Strategies

- Speak directly to the student and supplement with signs, gestures or expressions
  - Direct eye contact - or -
  - Stand as close to the student as possible; less noise to filter
  - Place the student in the front of the class



# Hearing

## Classroom Strategies

- Use of visual aides and/or auditory support
- Rephrase and repeat instructions or questions
- Be mindful of loud noise level and activity in the classroom
  - Sound limiting headphones



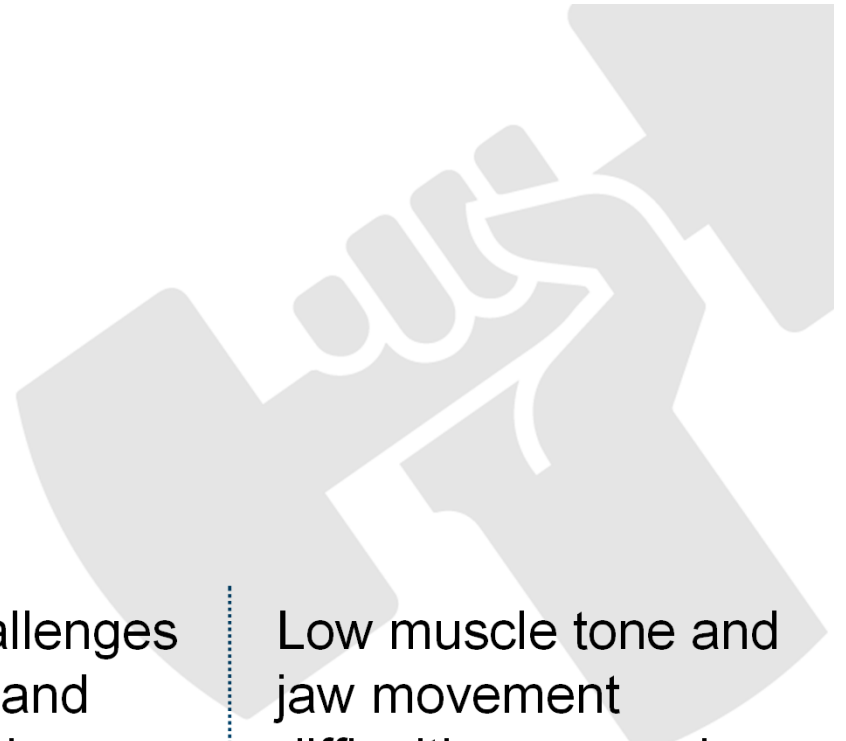
# Hypotonia

(low muscle tone)

Low muscle tone and strength are very common and contribute to delays in rolling over, sitting up, crawling, and walking

Can cause challenges with breathing and speech difficulties, lethargy, and joint laxity

Low muscle tone and jaw movement difficulties can make it more difficult for a child with DS to be clearly understood when speaking



# Hypotonia (low muscle tone)



## Classroom Strategies

- Allow extra time to complete tasks
- Provide increased opportunities for practice
- Strengthening and multisensory activities...for the whole body



# Hypotonia (low muscle tone)



## Classroom Strategies

- Don't sit for long periods of time
  - Movement activities, brain “break-dance” parties, brain gym activities
  - Chair supports
  - Standing desks





# Heart and Thyroid

Almost **50%** of babies with DS have congenital heart disease

- Most require heart surgery in infancy

Some children have an irregular thyroid – the gland that makes hormones in the body to regulate things such as temperature and energy



# Learning Styles / Tips / Tricks

Students with DS are more successful with **highly structured, sequenced activities** and **small amounts** of information presented

- Visual learners
- Work best in small-group instruction
  - Teaching assistants and aides (peer / mentor aides, too!)
- “Hands-on”, tactile materials and learning tools are most effective
- Transition – change of location, subject teachers, and breaks between activities are valuable (for any type of student!)
- Minimize distractions
- Simplify choices

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# Facilitator and Panelists

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# Toby Karten

Seminar Facilitator

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- More than 40 years of special education experience
- Designed graduate courses on inclusion skills and strategies and trained instructors across the U.S.
- Recognized by the Council for Exceptional Children and NJ Department of Education as an “Exemplary Teacher” – receiving two teacher of the year awards
- Published author with top selling publications and teacher resources on proactive inclusion strategies

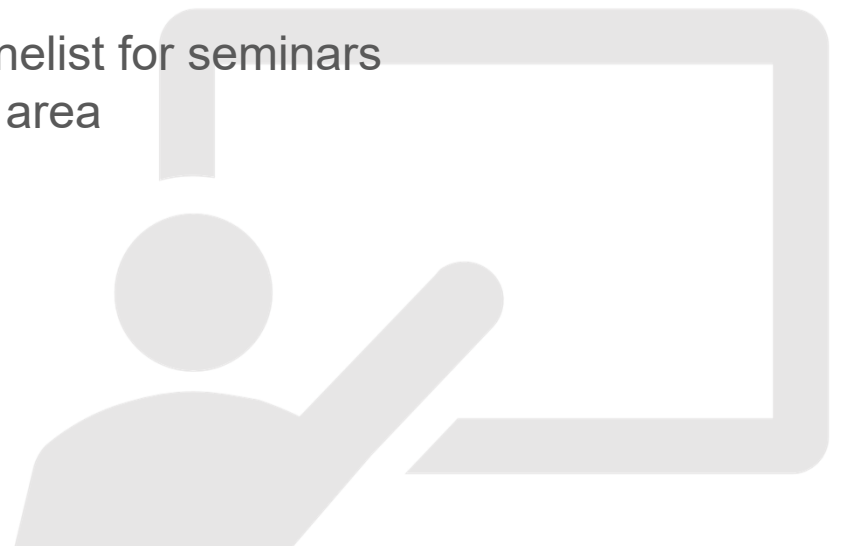


# Diane Ripple

Panelist – Education Consultant

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- Founder of Consulting That Makes a Difference (CMDI)
  - Supports and collaborates with schools, organizations and families in fostering meaningful educational experiences for persons with disabilities
- Started her career as a speech therapist, working in both inclusive and non-inclusive settings
- Extensive experience working with persons with DS and their families
- Has moderated and/or served as a panelist for seminars focused on inclusion across the metro area



# Gina Garofalo

Panelist – Teacher

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- Teacher – Grade 4 English Language Arts
- Pursuing Masters of Reading
- Background in general education and inclusion classrooms
- Experience implementing various strategies and accommodations for students with disabilities
- Modifies curriculum to be assessable for all learners

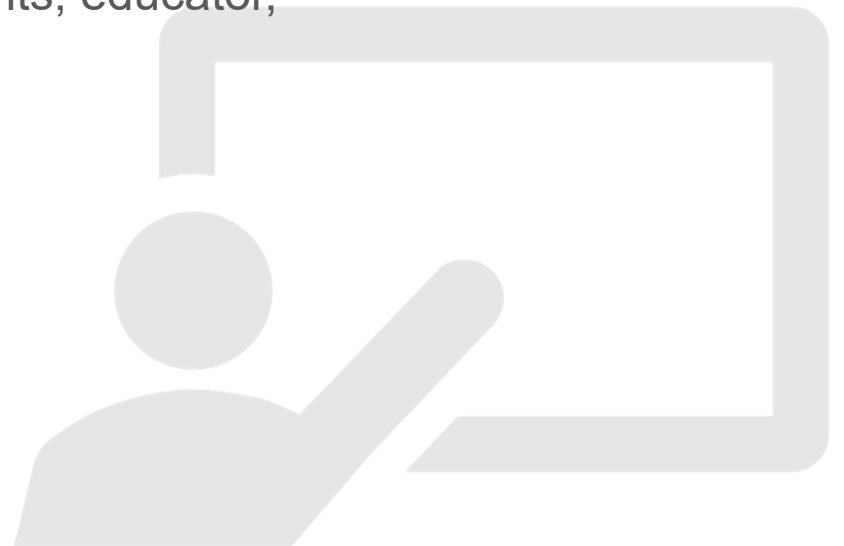


# Ray McKenna

Panelist – Teacher

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- Special education teacher with experience helping persons with disabilities in classroom and work environments
- Dual certification in K-6 / TWSD
- Starting his career serving as a 1:1 student aide
- Has designed curriculum, as well as overall behavioral plans for students that includes social and emotional skills
- Collaboratively works alongside students, educator, administrators and behaviorists daily



# June Hacker-Traiger

Panelist – Parent of a Child with DS

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- Parent of a 14-year-old daughter with Down syndrome
- Daughter has been in an inclusive setting since starting school





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# Inclusion Do's, Don'ts and Do Betters

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- Facilitated by: Toby Karten

Inclusion, Do's, Don'ts & Do Betters-  
Building on the Strengths of Students of Students with Special  
Needs: How to Move Beyond Disability Labels in the Classroom  
*OUR COLLABORATIVE AGENDA*

*Establish ways to increase and support:*

1. student-staff strengths.
2. responsive learner engagement
3. data-accountability-skills
4. communications-collaboration
5. evidence-based strategies and inclusive practices



# Do's

SRLs  
Norms  
Repertoire  
Be positive

Encourage/Expect staff to provide a range of instructional techniques, researched based practices w/ UDL

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# Don'ts

## TTWWADI

Don't exclude feedback from staff, family, + students

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# Do BETTERS

-environment is important  
light, clutter, etc.  
-honor each student's individuality  
"positivity prevails"

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category & compartmentalize

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**OBSTACLES**

# Ideal vs. “Pseudo” Inclusion

## Ideal vs. Pseudo Inclusion

Use the following table to keep on track with inclusion do’s and don’ts. Space is provided at the end to add your own ideas of ideal and pseudo inclusions.

| Ideal Inclusion  | Pseudo Inclusion  |
|--|---|
| Teachers honor students’ instructional levels by giving them academic work that is within their zone of proximal development.    | Assignments are standardized, despite students’ prior knowledge or differing instructional, independent, and frustration levels.                                      |
| Instructional goals, methods, and materials vary to match students’ strengths and the data that reveal academic levels.          | Identical instructional goals, methods, and materials are given to the entire class, regardless of data.  |
| Students are inconspicuously part of the class, without being singled out as being different or less competent than their peers. | It is obvious who the included kids are by where they are seated and how they are treated by the teachers.  |
| All students are integral parts of the classroom, both socially and academically.  | There are limited times when students with disabilities socially or academically participate in the age-appropriate activities with their peers without disabilities. |
| Teachers share responsibilities with planning, instruction, and assessments.   | The general education teacher is the main teacher, while the special educator has minimal input with the lessons.   |
| Ongoing collaboration exists between administrators, school staff, families, and students.                                       | Administrators, school staff, families, and students rarely share philosophies and objectives.  |
|  |   |

**Baseline Knowledge:**

**Advancing Level:**

**More Challenging**

**Assignments:**

**Possible accommodations  
a child with \_\_ might need.**

**2018**

**Great Compromise of ~~1850~~  
RESPECT and COMMUNCIATION  
between:**

- **teachers & families**
- **administrators & teachers**
- **GE & SE staff**
- **students & teachers**
- **support staff & teachers**

**Differentiation** has the potential to increase the scores for **students with disabilities**, **students at-risk** for school failure, **typical students**, and **students labeled as gifted and talented**.



# Metacognition for Students & Staff

- **Self-awareness**
- **Self-advocacy**
- **Self-choices**
- **Self-concept**
- **Self-confidence**
- **Self-control**
- **Self-determination**
- **Self-efficacy**
- **Self-esteem**
- **Self-help**
- **Self-monitoring**
- **Self-navigation**
- **Self-reflection**
- **Self-regulation**

# What is the base word of disabilities?

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|    |   |             |
|----|---|-------------|
| 15 | ● | \$1 Million |
| 14 | ● | \$500,000   |
| 13 | ● | \$250,000   |
| 12 | ● | \$125,000   |
| 11 | ● | \$64,000    |
| 10 | ● | \$32,000    |
| 9  | ● | \$16,000    |
| 8  | ● | \$8,000     |
| 7  | ● | \$4,000     |
| 6  | ● | \$2,000     |
| 5  | ● | \$1,000     |
| 4  | ● | \$500       |
| 3  | ● | \$300       |
| 2  | ● | \$200       |
| 1  | ● | \$100       |

50:50



A: dis

B: ability

C: disa

D: disable



**EL**

EDUCATIONAL  
LEADERSHIP

*Differences*  
— NOT —  
**DISABILITIES**

ASCD

What can teachers and schools do better to promote home-school collaboration and build the program within your school system as an advocate for your learners?

What can families do better to promote home-school collaboration?

How can teachers differentiate lessons, yet still have high expectations for learners with intellectual, learning, and attention differences?

What better steps can schools and families take to promote increased learner independence to help vs. enable and ultimately empower learners?

Share student roles and responsibilities in the learning process with curriculum/social/behavioral examples.

Why is “neurodiversity” a term that society needs to embrace?



# CELEBRATE NEURODIVERSITY



neu·ro·di·ver·si·ty

/,n(y)ōōrōdə'vərsədə, ,n(y)ōōrō,dī'vərsədə/

*noun*

the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population (used especially in the context of autistic spectrum disorders).

The **neurodiversity paradigm** is a specific perspective on neurodiversity – a perspective or approach that boils down to these fundamental principles:

- 1.) Neurodiversity is a natural and valuable form of human diversity.
- 2.) The idea that there is one “normal” or “healthy” type of brain or mind, or one “right” style of neurocognitive functioning, is a culturally constructed fiction, no more valid (and no more conducive to a healthy society or to the overall well-being of humanity) than the idea that there is one “normal” or “right” ethnicity, gender, or culture.
- 3.) The social dynamics that manifest in regard to neurodiversity are similar to the social dynamics that manifest in regard to other forms of human diversity (e.g., diversity of ethnicity, gender, or culture). These dynamics include the dynamics of social power inequalities, and also the dynamics by which diversity, when embraced, acts as a source of creative potential.

<http://neurocosmopolitanism.com/neurodiversity-some-basic-terms-definitions/>

# Some closing thoughts...

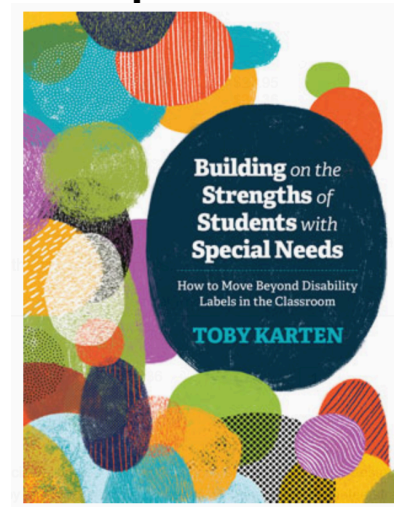
- *I can...*
- *You can...*
- *We can...*
- *They can..*
  
- *Collaboration...*
- *Proactive planning...*
- *High Expectations...*
- *Independence...*
- *Peer modeling...*
- *Empowering not enabling...*

# ASCD: *“Figure It In”*

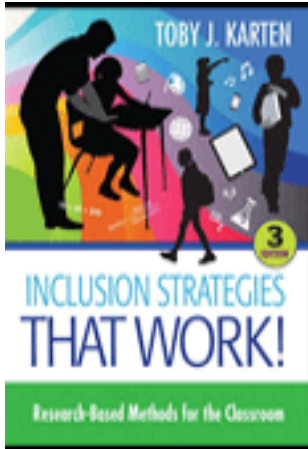
To **A**lways **S**upport **C**hildren’s **D**evelopment

I/we will:

- 1.
- 2.
- 3.



[www.inclusionworkshops.com](http://www.inclusionworkshops.com)



# INCLUSION DO'S, DON'TS, AND DO BETTERS

BY TOBY J. KARTEN

ASCD®

23 DO'S

28 DON'TS

32 DO BETTERS

## WHAT IS INCLUSION?

Schools have evolved from educating students with special needs in separate classrooms and segregated settings to educating students with and without disabilities side by side as collaborative peers within inclusive classrooms. The general education classroom is the least restrictive environment that is viewed as the first placement option under the Individuals with Disabilities Education Act.

**The crux of inclusion is that staff are qualified, supported, and prepared with knowledge of their students and the appropriate individualized instructional strategies.**

Inclusion is not a program but a preparation for life. The dilemma arises because no student is a clone of the next. There are five key areas to address when creating an inclusive classroom.



## Stay Connected



<http://www.rockthe21.org/>



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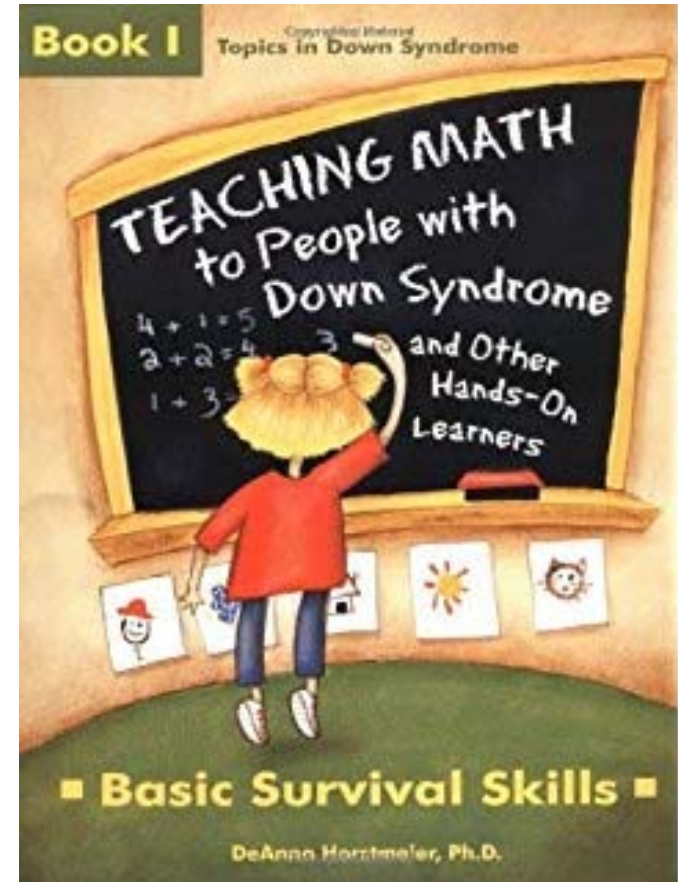


# Thank You!





# Educational Tools







TQ Modification

(Time and/or Quantity)

- I need more time!
- Give me less to do!
- I can learn 5/10 of the vocabulary words!



Leveled Modification

- I can get some of the concept!
- I may not be able to write a paragraph but I can write a sentence!
- I can work on problems with numbers less than 10 while you work on problems with numbers greater than 10!



Out of Area Modification

- In SS, I will work on sequencing 3 events while you answer the chapter questions.
- While I am in your science group, I will work on my fine motor skills while cutting out pictures of the experiment.
- While the class is working on a math worksheet, I will work on my social skills by passing out supplies and asking two peers a question about their work.



# Success Story

## Academic Modifications

The American Revolution

\_\_\_\_\_ was the leader of the army during the American Revolutionary War.

\_\_\_\_\_ are money the government.

\_\_\_\_\_ people have to pay

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Directions: Draw a line from the picture to the word.







Redcoats

Colony

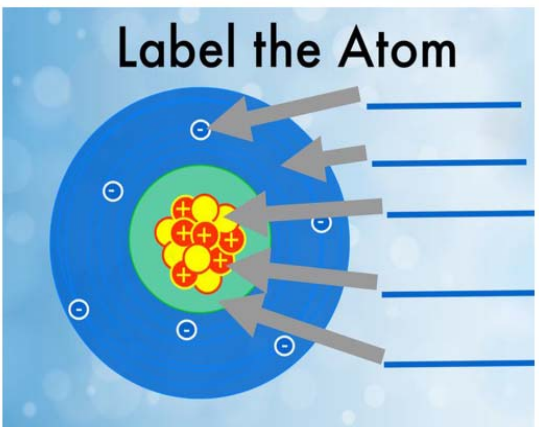
Patriots

Taxes

George Washington

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Label the Atom



Neutron    Electron    Proton    Nucleus

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# Success Story

## Positive Behavior Supports

| First  | Then  |
|--|---|
| Join the group for 10 minutes<br> | Draw till special is over<br> |

Name: \_\_\_\_\_ Date: \_\_\_\_\_


|  |                           | I went into class and sat down.   | I did my work.  | I followed teacher directions.  | Did I earn 3 checks? Yes! I get iPad time at the end of class! |
|---|---------------------------|---|---|---|--|
| Period 1  | Reading                   |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 2  | Math                      |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 3  | Speech or PT              |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 4  | PE                        | I stood up during class.<br> | I joined my friends.<br> | I followed teacher directions.<br> |  |
| Period 4  | Chorus                    |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 5  | Social Studies            |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 6  | Lunch                     | I sat with a friend.  | I talked to a friend.   | I cleaned up.   |  |
| Period 7  | Science                   |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |
| Period 8  | Family & Consumer Science |   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |  |


I earned \_\_\_\_\_ checks today. If I get 18 checks or more, I can make a choice at home.


One great thing about school today: \_\_\_\_\_



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### Being Kind To Friends



I like to spend time with my  friends.



If I have something to say, I will use my words. 

I will always keep my body to myself. 

When my friends  talk to me, I will answer  them.

I will join my friends. 

When my friends  talk to me, I will **NOT** turn my back. 

I will be kind  to my friends. 

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# Success Story

## Social Supports

### Teaching Strategies that Facilitate Interactions



- Forced material sharing
- Paired play
- “Keeper”
- Pair peers with favorite activities and materials
- Buddies
- Open discussion of differences and exceptional behavior
- Incorporating students in the problem solving and planning process
- Weekly community building activities



Buddy of the Week

# Inclusion Works!



Kids with Down syndrome CAN and DO learn, and are capable of developing skills throughout their lives. They simply reach goals at a different pace.

Academic Modifications

Visual Supports


Social Supports

Home Supports


Positive Behavior Supports

**The American Revolution**

\_\_\_\_\_ was the leader of the army during the American Revolutionary War.

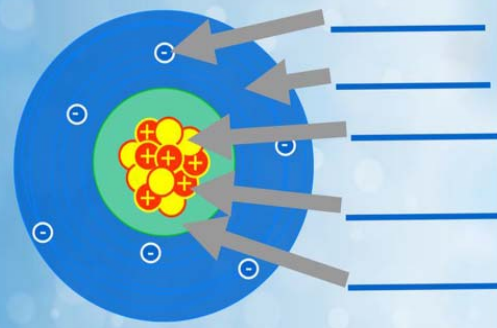


\_\_\_\_\_ are money people have to the government.



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**Label the Atom**



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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\_\_\_\_\_ thing about school today:

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