

*Making Inclusion Happen*

2004

Colin Newton & Derek Wilson

# Inclusive Teaching and Learning Styles

[www.inclusive-solutions.com](http://www.inclusive-solutions.com)

Inclusive  
Solutions







**February**

**11**



The background is a vibrant, abstract painting featuring several stylized human faces. The faces are rendered in various colors like pink, yellow, and brown, with simple features like dots for eyes and curved lines for mouths. Some faces have more complex features, like a person with blue glasses or a person with a red shirt. The painting is composed of bold, expressive brushstrokes and splatters of color. A large, light blue circular frame, resembling a steering wheel or a large ring, is superimposed over the painting, framing the central text and parts of the faces.

# SETTING THE TONE FOR LEARNING





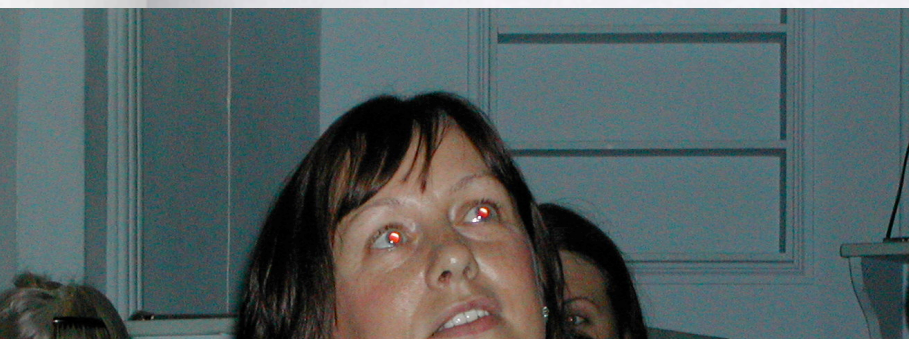
# Welcome!



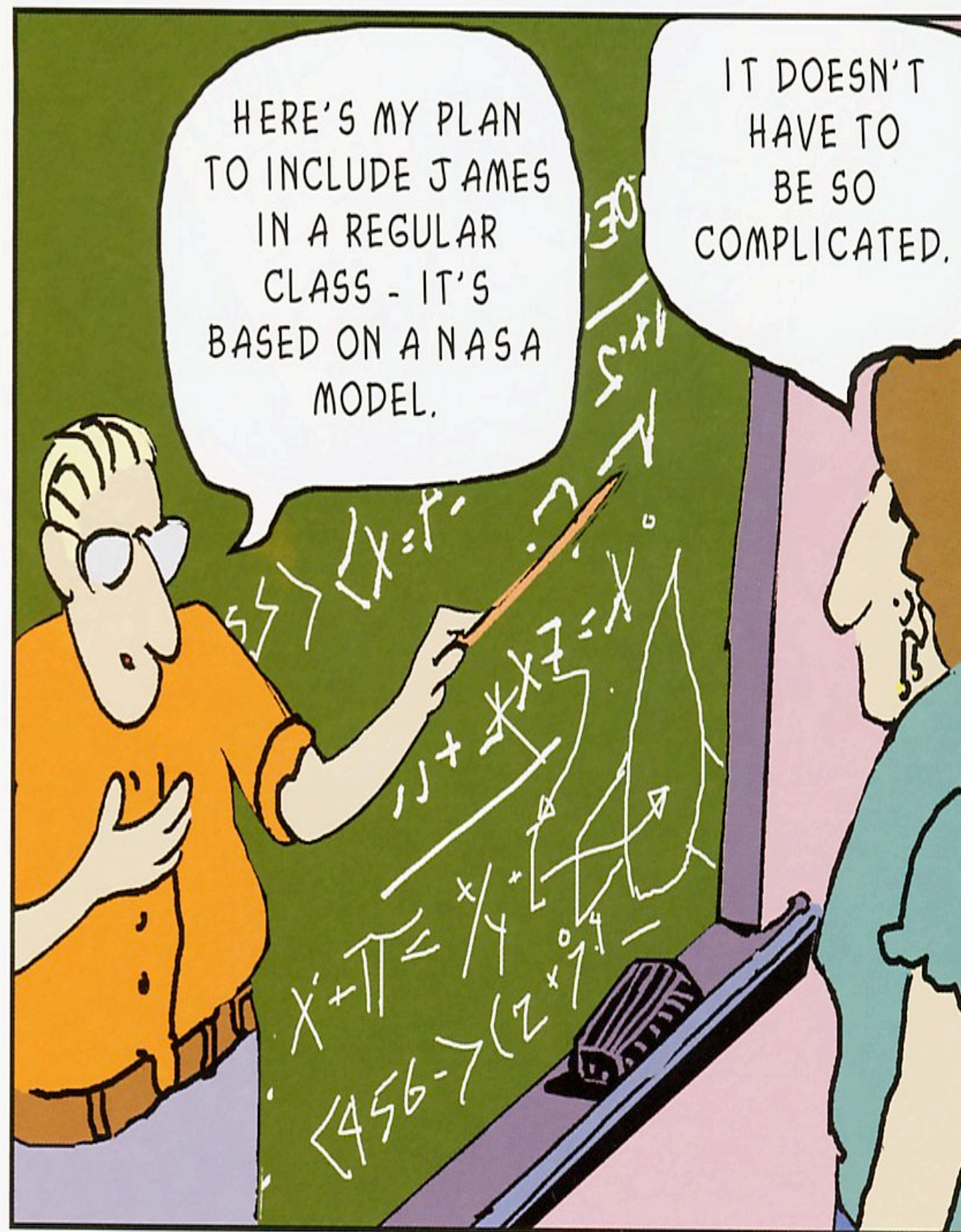


*In a time when we attend very much to the mechanisms and techniques for delivering curriculum, we need to keep remembering that teaching is first and foremost a matter of the development of human beings as moral actors, as citizens, as people who are going to live in, and need to make a difference to, a very diverse and very complex world. And that requires far more than simply the delivery of instruction as marked by test results. It's a matter of the heart as marked by the kind of relationships and the sense of community that develops over time in a school.'*

*(John O'Brien).*







FRANK LEARNS THAT INCLUSION DOESN'T  
HAVE TO BE ROCKET SCIENCE.



# Similarities between learners

- Everyone needs to work things out for themselves
- Multi sensory, dramatic or emotional learning lasts longer
- Need safety and security
- Motivation, openness and engagement comes when learners have some control

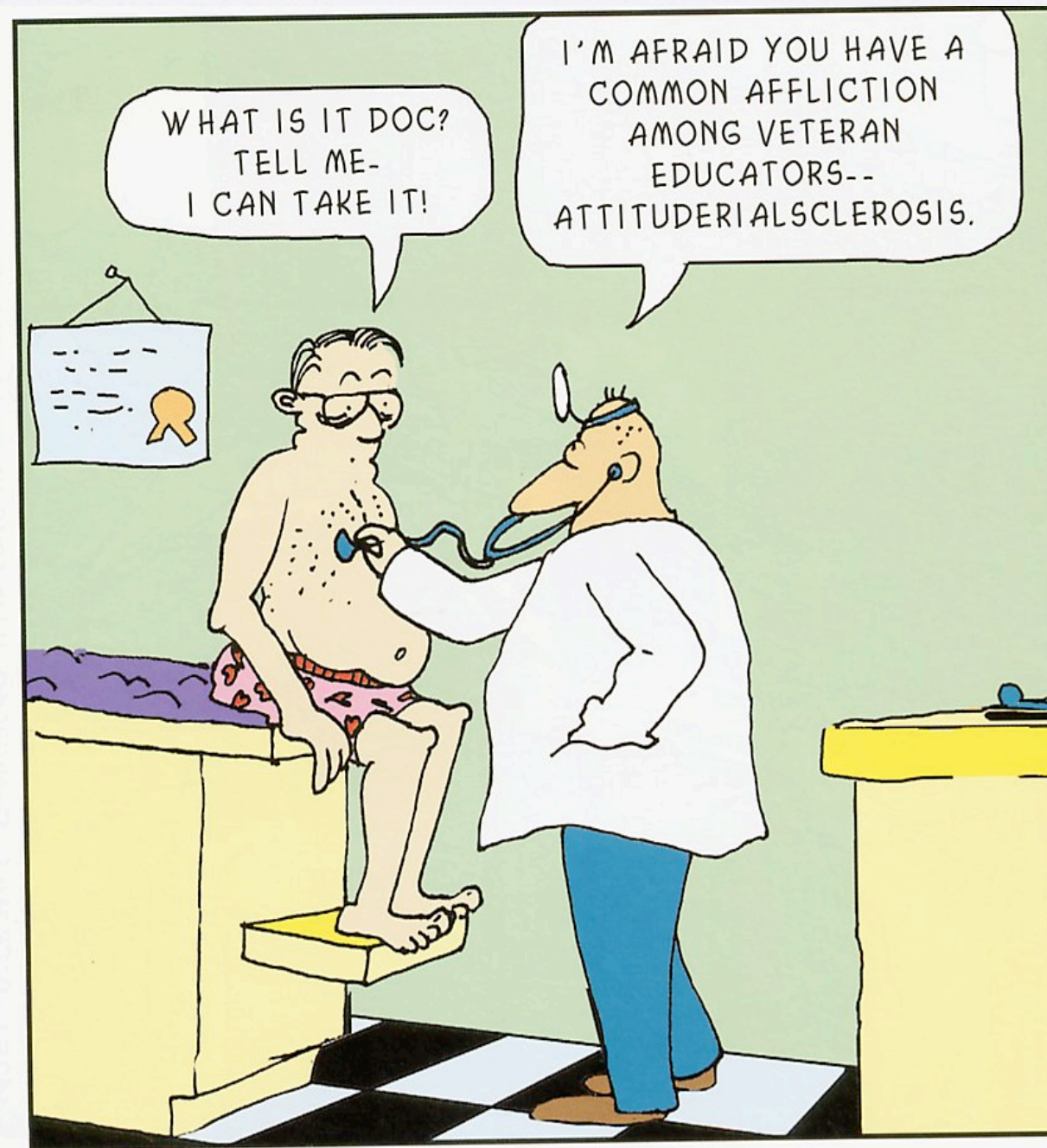


# Jargon busting





# Its all about resources...?

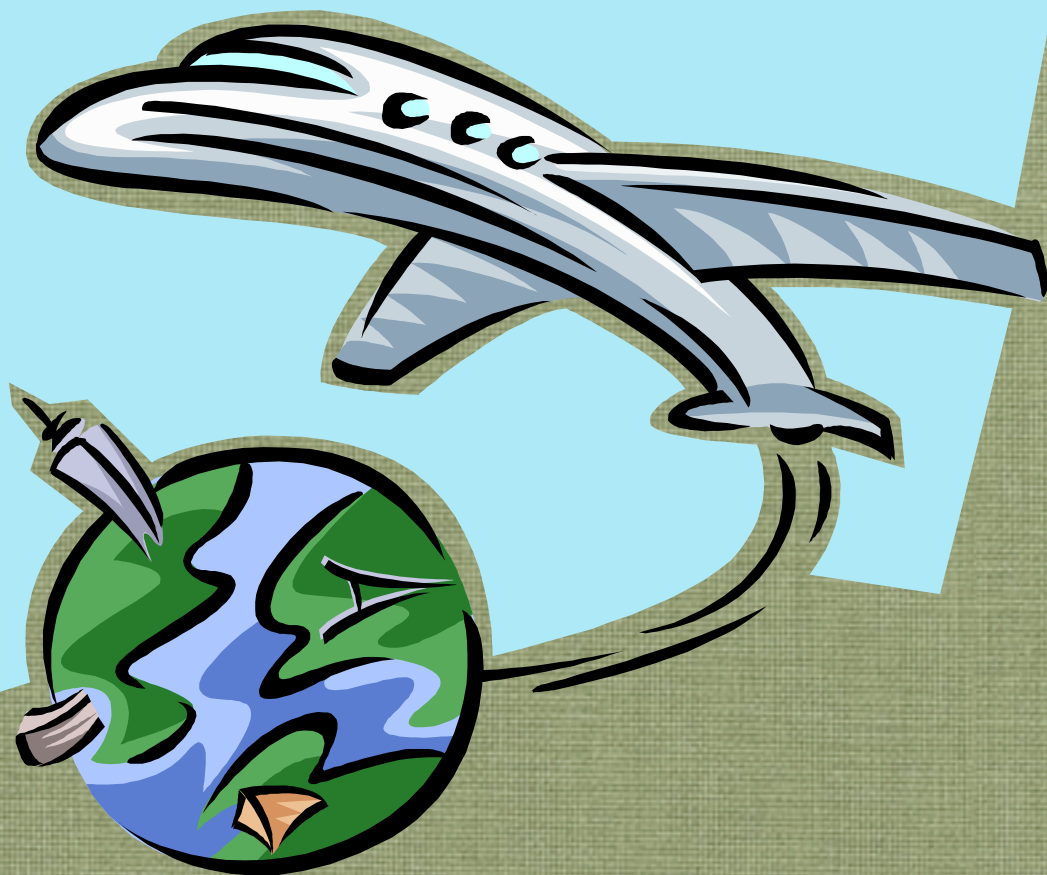


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HARRY IS DIAGNOSED WITH  
HARDENING OF THE ATTITUDES.

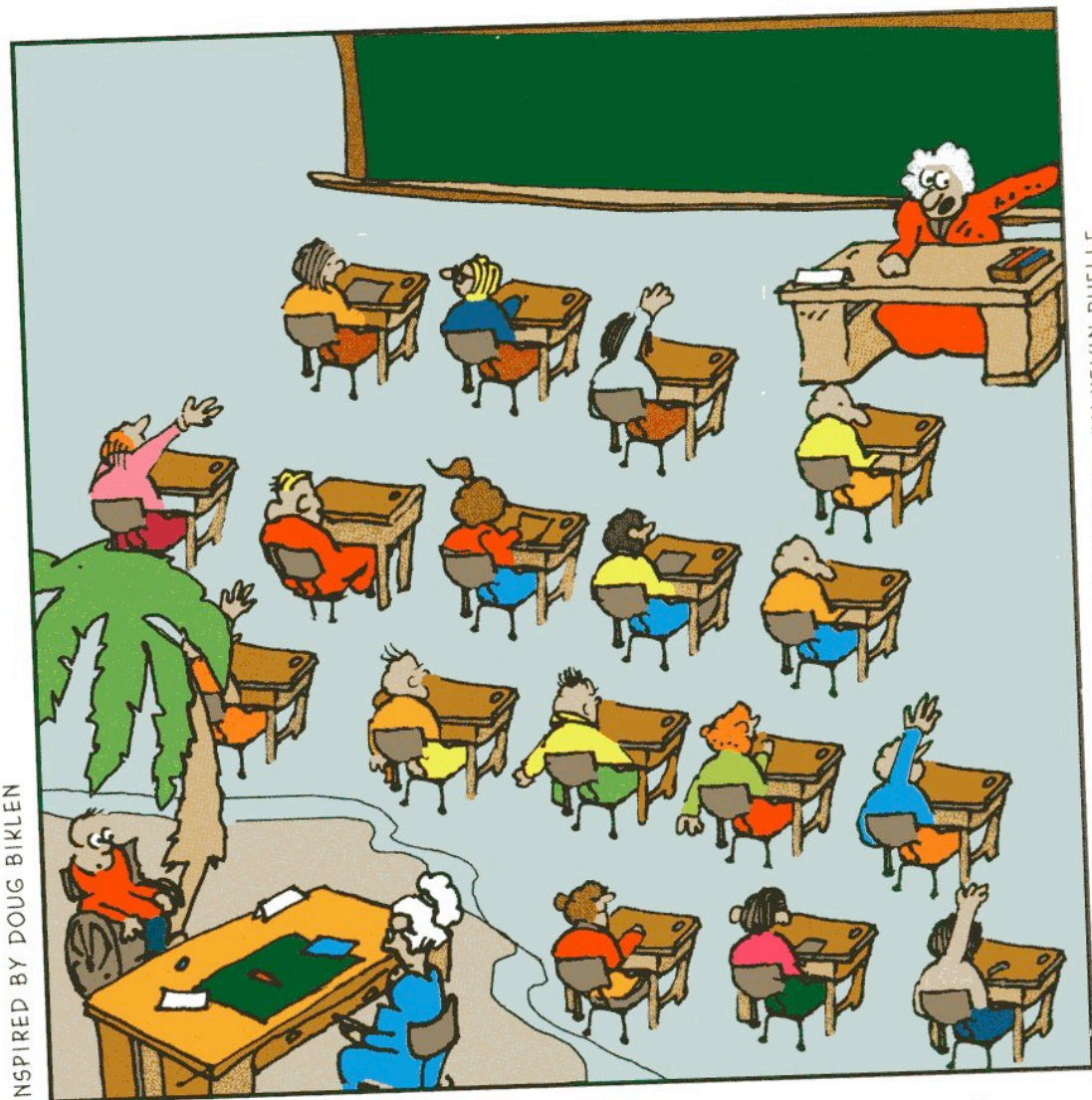


# Ideal Holiday destination?





# inclusive classroom?

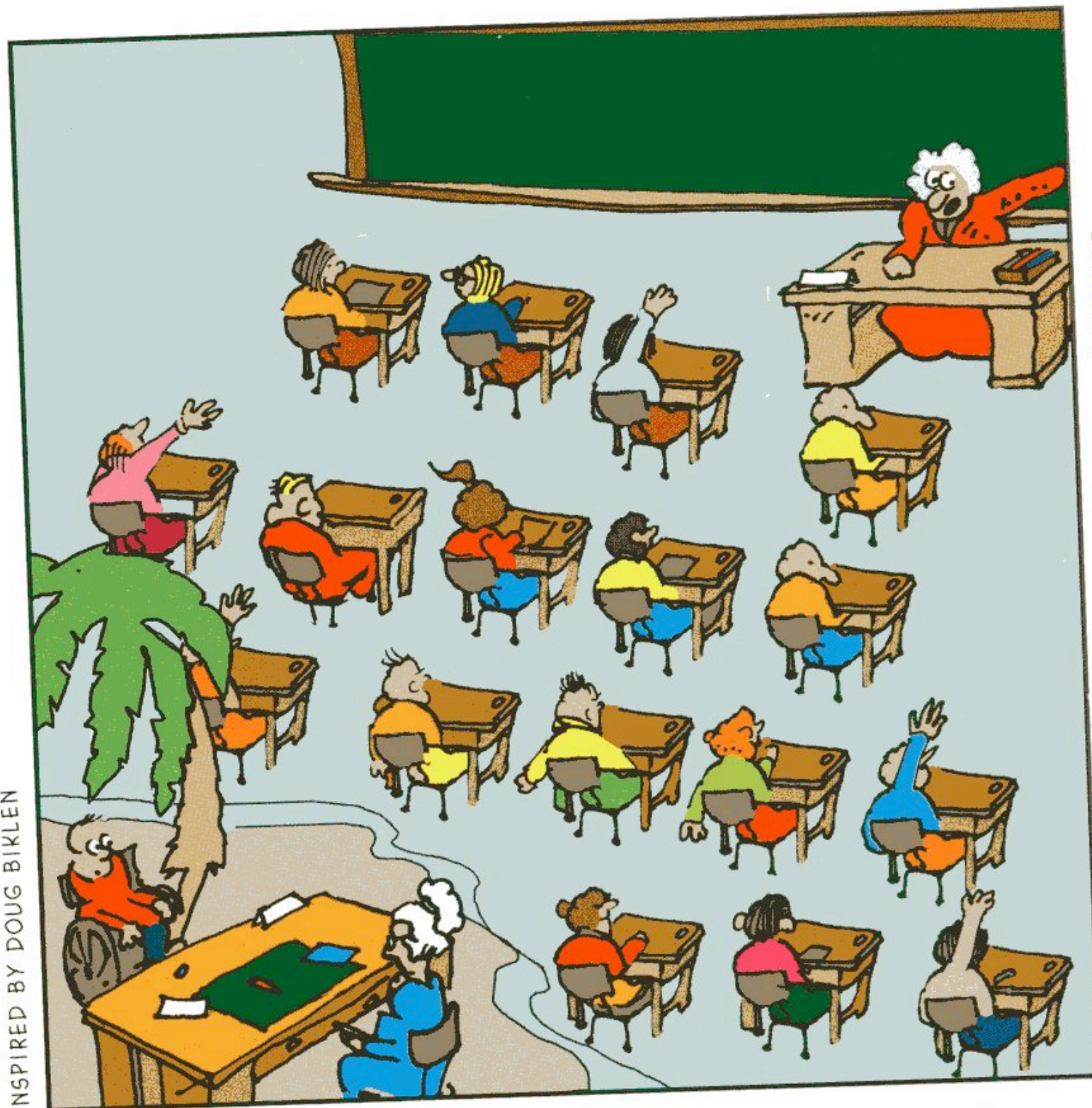


ISLAND IN THE MAINSTREAM  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.





INSPIRED BY DOUG BIKLEN



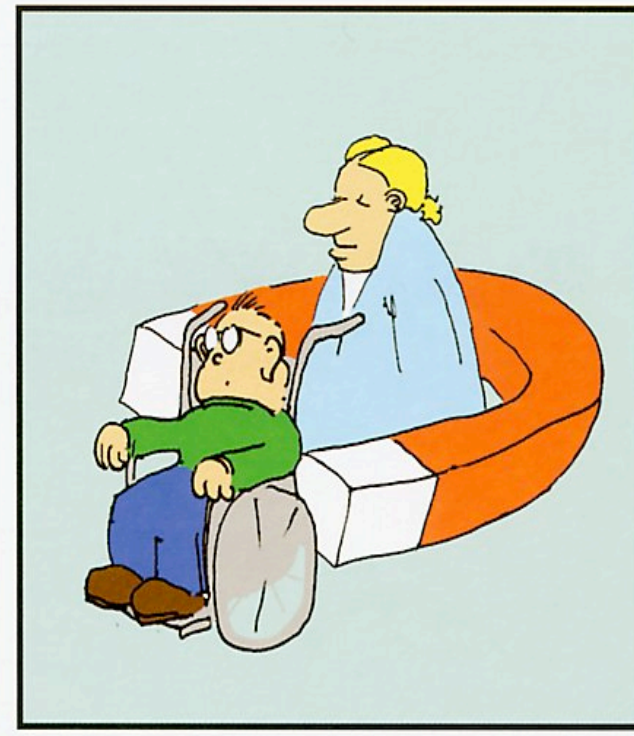
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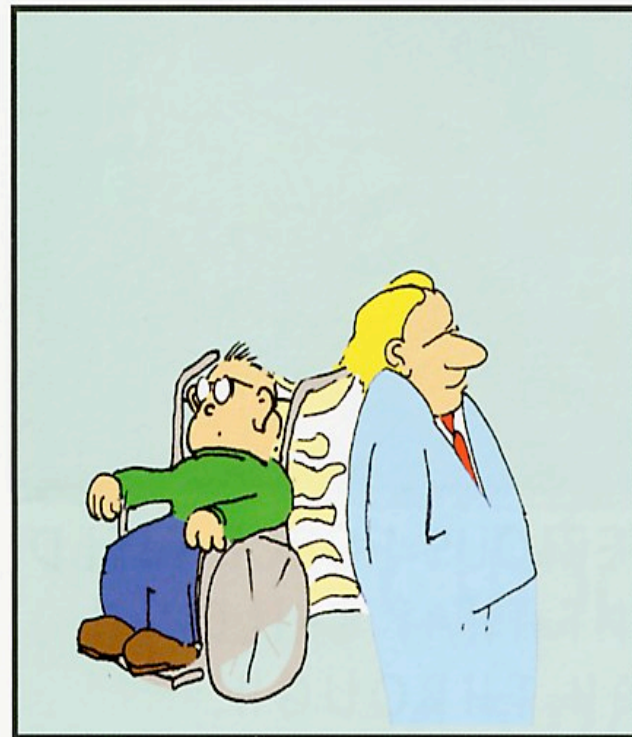




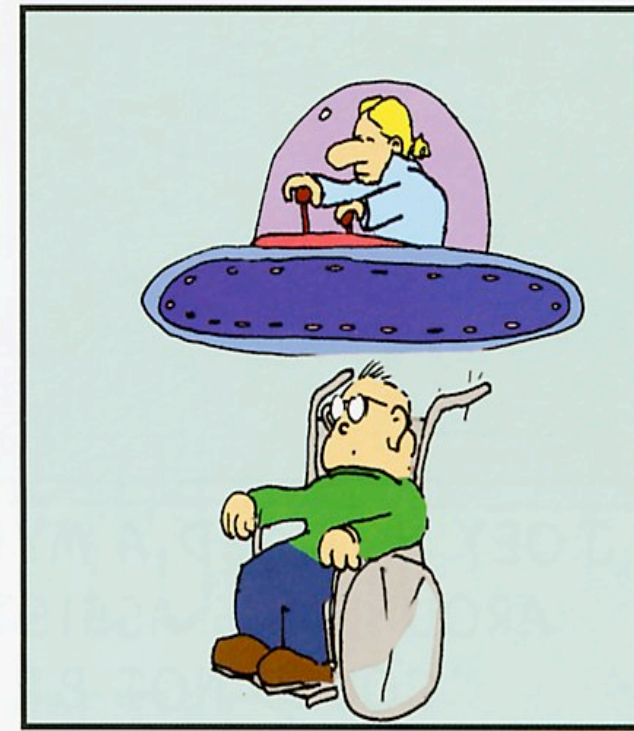
GUARDIAN ANGEL



SUPER-MAGNET



STUCK LIKE GLUE



HOVERCRAFT

HELPING OR HOVERING?





## PEERS RESORT TO SUBVERSIVE TACTICS





# How effective are current models of support?





# Some alternatives...



- **Resource Reallocation:** trade TA positions for SEN teaching posts (e.g. replacing 3 TAs with a teacher for 4 days each week)

- **Reassigning Roles:** consider a 'paperwork TA' whose role is to take care of paperwork, scheduling duties etc to create more opportunities for SENCos to teach

**Co-Teaching:** create systems and opportunities for mainstream teachers and Support Service teachers to co-teach.

**Enable Support staff to offer 'block allocations' of their time (e.g. 2 full weeks) for co-teaching especially at transition points**

**Peer Support:** explore peer-tutoring in depth and identify other ways for peers to provide natural supports



A photograph of two students in school uniforms standing in a library. The student on the left is a young man with dark hair and glasses, wearing a dark blazer over a light blue shirt and a dark tie. The student on the right is a young woman with blonde hair tied back, wearing a dark blazer over a light blue shirt and a dark tie. They are both looking down at something they are holding together. In the background, there are wooden bookshelves filled with books. A small yellow label with the number '41' is visible on one of the shelves. The text 'Certificates for most supportive' is overlaid in the center of the image.

**Certificates for most supportive**



- Create additional part-time SENCo's role(s) within a school. Other teachers case manage for two or three high needs students in his or her classroom possibly with a reduced class size
- Differentiated teacher roles: employ qualified teachers as 'learning resource teachers' to carry out teaching planned by a 'lead teacher'. Fewer hours and have fewer responsibilities than a classroom teacher, don't plan lessons, don't serve on committees or participate in Review meetings.
- Increase Self-Determination for students with disabilities: explore ways that students can play a active role in making decisions about their own supports through the IEP process and ongoing teamwork
  - • Provide training for Support Service staff in joint working with mainstream teachers.





BUILD ON THESE IDEAS  
...ADD OTHERS...  
.Positive and possible!



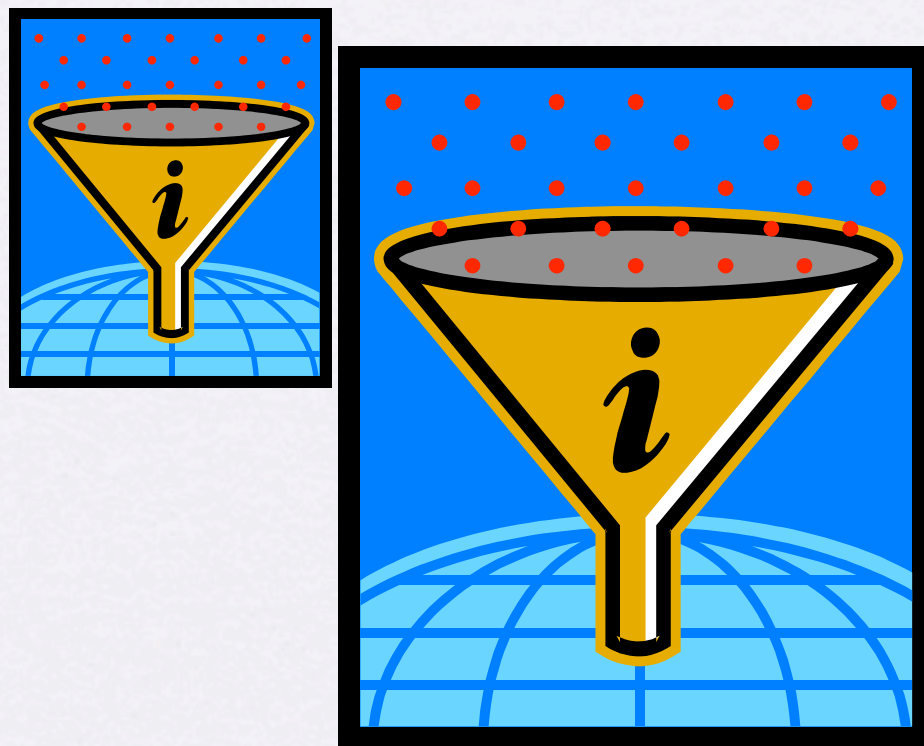


# How do we learn in an inclusive classroom? The 4 questions...





# What is the essential knowledge/skill to be gained?





# Essential Learning?

Ask typical kids 2 years older, what they  
remember...





# Revising 'Macbeth'

EVIL and

Lord Macbeth

Lady Macbeth

Macduff

Banquo

3 witches





# How will our students learn best in this lesson?





# Strengthening memory

## ...we generally recall

- 10% of what read . . .

- 20% of what heard

- 30% of what seen

- 50% of what seen and heard

PARTICIPATION!

- 70% of what said

- 90% of what say and do together



# Learning styles and Accommodations



- Adagio-allegro-string quartet in C
- Mozart

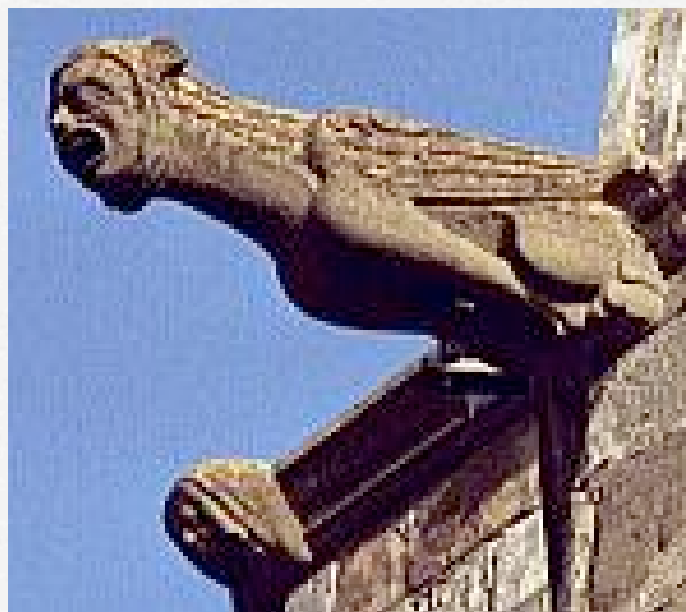




# 3 Gargoyles of Change



FEAR



CONTROL



COMPLACENCY







# ACCOMODATING TO SUPER SENSITIVITY

- CHANGE THE ENVIRONMENT
- FIND WAYS TO COMPENSATE
- GET AWAY FROM IT



# Excellence and Enjoyment (White Paper 2003) DfES

Research at Stanford Uni. suggests that the  
body reacts biochemically to laughing...and  
boosts the body's production of  
neurotransmitters (Fry, 1997)



# Multiple Intelligences?





Beware of your own  
preferences!



# Random or Sequential?

Anthony Gregorc's  
analysis(1998:  
Mind Styles)







# Ideal Learning conditions?

- Think of a time when you really learned something well...the best time...what were the conditions?
- Think of a pupil you work around...when do they learn best? When are you happiest for them? What are the conditions?
- Now...begin to design the ideal lesson for this pupil in their current school...



**What modifications  
to this lesson are  
necessary?**





# Differentiation defined

*Differentiation will occur for all pupils at 3 levels:*

**Level 1. 'The norm'** Three levels of differentiation in all class groups. All, most, or some of what taught will be learned so three levels of work set.

**Level 2.** An extra level of differentiation is carried out for an individual pupil in a particular curriculum area

**Level 3.** Alternative differentiation. On very rare occasions curriculum areas will overlap (e.g. a pupil is given additional literacy work in a numeracy session)





# Accommodations in the classroom.....

What needs are you facing?

How can these needs be accommodated?



# The least dangerous assumption





# How will our students show their learning?

- Authentic assessment
- Wider ways to celebrate and demonstrate?



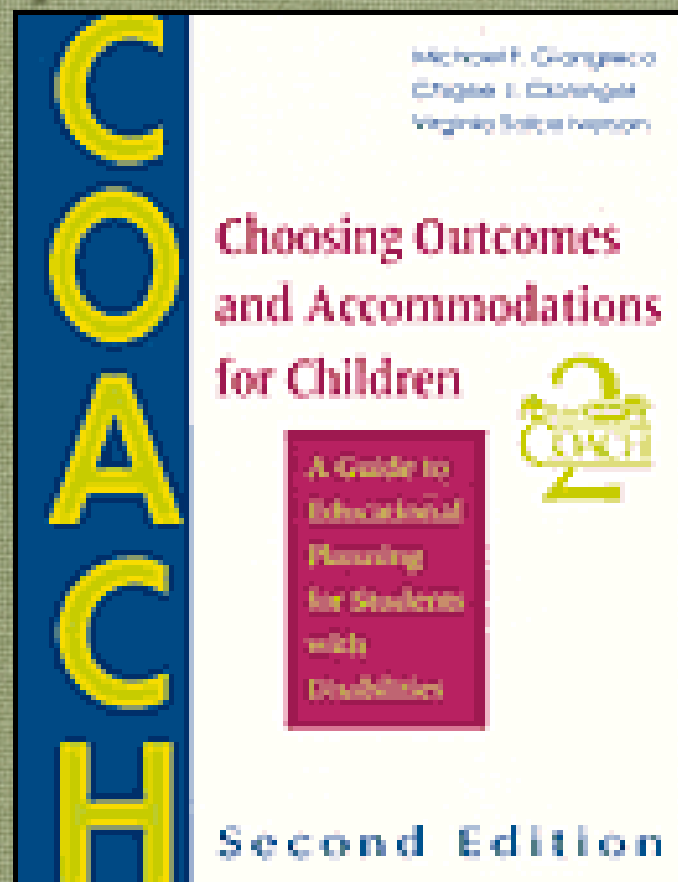






# COACH

Beyond the IEP





# VALUED LIFE OUTCOMES

1. Being safe and healthy plus personal management
2. Having a home now and in the future and work in the future
3. Enjoying meaningful relationships
4. Having choice and control in line with your stage of development
5. Participating in meaningful activities: community/school/home
6. Having a meaningful way of communicating
7. Engaging in accessible learning opportunities
8. Other priorities



# 1. Having a meaningful way of communicating

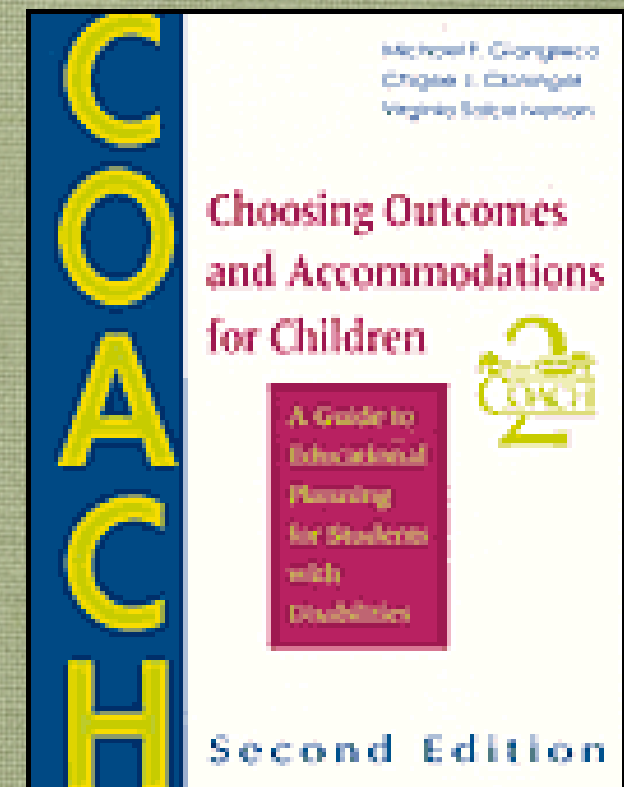
1. *Expresses Continuation*
2. *Makes Choices When Given Options*
3. *Makes Requests*
4. *Summons Others*
5. *Expresses Rejection / Refusal*
6. *Expresses Greetings and Farewells*
7. *Follows Instructions*
8. *Sustains Communication with Others*
9. *Initiates Communication with Others*
10. *Joins in singing with others*
11. *Uses system of communication that others can join in with*
12. *Responds to Questions*
13. *Comments / Describes*



# COACH

## Beyond the IEP

Inclusive Solutions and Nottingham  
City LEA





# GIFTS





Whoever they are...



## John L. McKnight



**Professor of Communication Studies and Education and Social Policy**  
**Director of Community Studies, Institute for Policy Research**  
**Co-Director, Asset-Based Community Development Institute**  
**Northwestern University**

✉ [a-murray@northwestern.edu](mailto:a-murray@northwestern.edu)

[Curriculum Vitae](#)

[Additional biographical information](#)

For nearly three decades, John McKnight has conducted research on social service delivery systems, health policy, community organizations, neighborhood policy, and institutional racism. He currently directs research projects focused on asset-based neighborhood development and methods of community building by incorporating marginalized people.

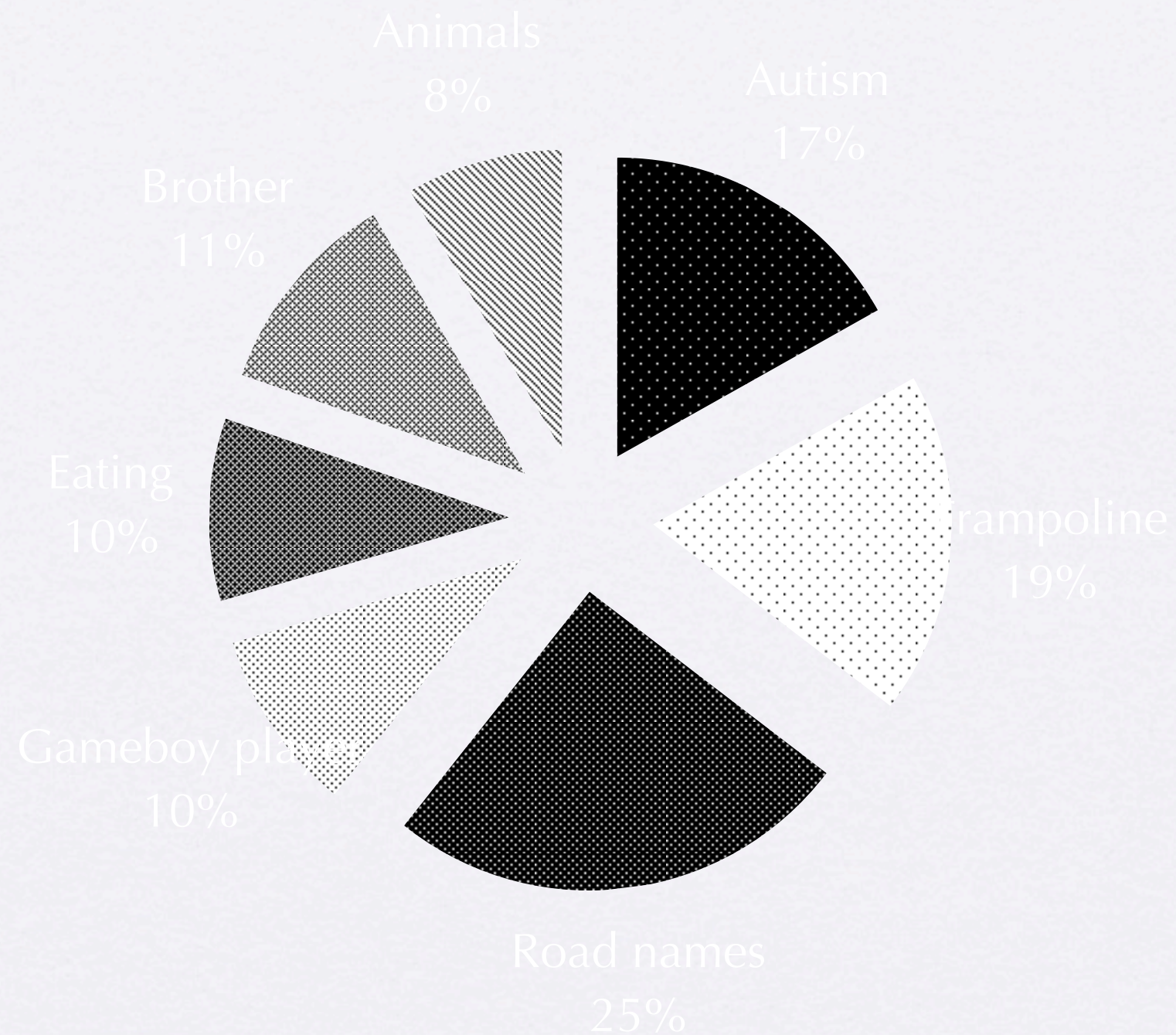
McKnight has been associated with many of the Institute's major research projects since he joined the organization in 1969. These have included research on the urban determinants of health, law enforcement, urban disinvestment and metropolitan government, deinstitutionalized child welfare services, police anticrime programs, and the effects of the perception of crime upon community responses. He also directed the Chicago Innovations Forum, an IPR-based dialogue among neighborhood leaders and innovators in economic, political and social development.







# Pie Chart






# About Me



by  
**Stephen Reid**



Whoever  
they  are...





# Inclusive classroom?

Vision for?



Moonboy?



# Community Building lessons!



# Permission for an internal emotional life?

- Naming feelings to build up our emotional literacy
- Confused feelings...and where they go – Uncertain feelings recycled as ANGER
- Emotional isolation...the fortress of solitude: strong and silent type?
- Need to hear older males admit to a wider range of feelings and to uncertainty



# Inclusive- Solutions.com

Stay in touch!

## Homepage



**“Compromise is  
possible in all  
things except  
acceptance and  
respect”**



We make the PATH by  
walking it.....