

5 Practices That Power Inclusion: Practical Moves for Classrooms and Leaders



**Dr. Kristie Pretti-Frontczak
and Dr. Julie Causton**



Your Presenters



DR. KRISTIE PRETTI-FRONTCAK

A highly sought-after speaker, accomplished author, and educator, Dr. Kristie Pretti-Frontczak began her career as an interventionist and then spent 16 years as a tenured professor at Kent State University. Since 2013 she has followed her true passion for designing and delivering transformative professional development. As a result, she has accumulated over 50,000 hours helping educators and leaders work from a place of compassion, hope, and love in locations from Cincinnati to Singapore.



DR. JULIE CAUSTON

A best selling author, inspiring speaker, and inclusion advocate, Julie Causton began her career as an educator and then 14 years as a tenured professor at Syracuse University. In 2012 she founded Inclusive Schooling, a premiere company solely devoted to professional development which transforms schools and lives. She has spent the past 25 years nearly obsessed with discovering innovative practices and teaching others about inclusive education through her wildly engaging presentations.



<https://www.inclusiveschooling.com/vdoe/>

Inclusive Education

INCLUSIVE EDUCATION MEANS

we no longer accept that separate classrooms, separate schools, and separate lives are in the best interest of any student. Separating people by ability disadvantages everyone. Belonging is a human need. Our educational system, practices, and spaces, need to be reimagined.

INCLUSIVE EDUCATION MEANS

every student is valued because of their strengths, gifts, and even challenges. As disability is simply... diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

Inclusive Education

CREATED BY DR. JULIE CAUSTON AND DR. KRISTIE PRETTI-FRONTZAK

INCLUSIVE EDUCATION MEANS we no longer accept that separate classrooms, separate schools, and separate lives are in the best interest of any student. Separating people by ability disadvantages everyone. Belonging is a human need. Our educational system, practices, and spaces, need to be reimagined.

INCLUSIVE EDUCATION MEANS every student is valued because of their strengths, gifts, and even challenges. As disability is simply... diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

IT IS POSSIBLE TO CREATE INCLUSIVE SCHOOLS WHERE ALL STUDENTS FLOURISH!

TO ACHIEVE INCLUSIVE EDUCATION WE MUST:

- 1. REDESIGN SYSTEMS AND STRUCTURES** that center and value our human diversity, foster strong relationships, and create a true sense of belonging between and among us
- 2. PRIORITIZE HIRING** diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals
- 3. ELIMINATE BARRIERS** to students' access, participation, and learning by abandoning inequitable practices, policies, and procedures
- 4. CREATE WELCOMING SPACES** where students' multiple identities are seen and celebrated
- 5. CO-TEACH AND COLLABORATE EFFECTIVELY** by sharing instructional roles, designing authentic lessons, and generating joy filled learning experiences
- 6. PARTNER WITH FAMILIES** to incorporate their dreams for their children
- 7. DIFFERENTIATE TO CREATE ACCESS POINTS** that allow students to engage in meaningful experiences, share their thoughts and ideas, and demonstrate their competence
- 8. PROVIDE ADDITIONAL SUPPORT** and enrichment for ALL - continuously and seamlessly - when and where students need it
- 9. UTILIZE CHALLENGING BEHAVIORS** as an opportunity to create warm and safe relationships, reduce stressors, soothe systems, and nurture students' well-being

BELIEVE IT IS POSSIBLE, TAKE ACTION, AND WATCH STUDENTS THRIVE!

© ALL RIGHTS RESERVED. INCLUSIVESCHOOLING.COM

To Achieve Inclusion we MUST:

1

REDESIGN SYSTEMS AND STRUCTURES

that center and value our human diversity, foster strong relationships and create a true sense of belonging between and among us

2

PRIORITIZE HIRING

diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals

3

ELIMINATE BARRIERS

to students' access, participation, and learning by abandoning inequitable practices, policies, and procedures

4

CREATE WELCOMING SPACES

where students' multiple identities are seen and celebrated

5

CO-TEACH AND COLLABORATE EFFECTIVELY

by sharing instructional roles, designing authentic lessons, and generating joy-filled learning experiences

6

PARTNER WITH FAMILIES

to incorporate their dreams for their children

7

DIFFERENTIATE TO CREATE ACCESS POINTS

that allow students to engage in meaningful experiences, share their thoughts and ideas, and demonstrate their competence

8

PROVIDE ADDITIONAL SUPPORT

and enrichment for ALL - continuously and seamlessly - when and where students need it

9

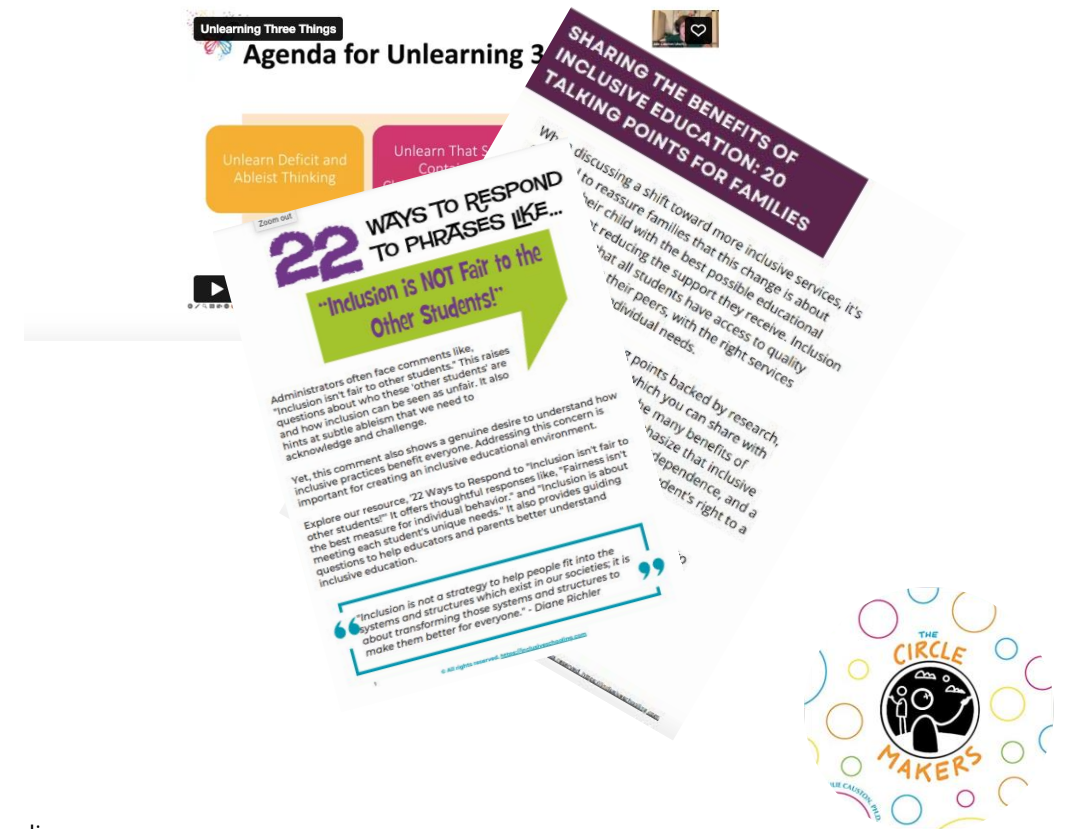
UTILIZE CHALLENGING BEHAVIORS

as an opportunity to create warm and safe relationships, reduce stressors, soothe systems, and nurture students' well-being

Circle Maker Tips

1. Just because we're doing it for "everyone" doesn't make it inclusive
2. Inclusion isn't a trend or a program – it is the culture and way of "doing business"
3. Students should never be harmed "in the name of inclusion"
4. Partner with all families early and often
5. Continuum of services vs. Placements
 - Careful...If you build it...they will come

Everything You Need to Know (and Be Able to Do) to Close Life Skills Rooms



The Law and LRE

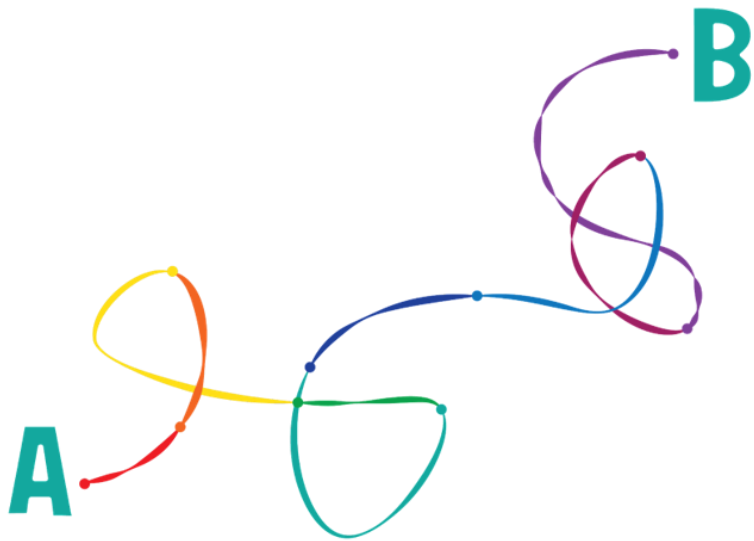


The IDEA (The Individuals with Disabilities Act) includes a least restrictive environment requirement.

“Special education services should be delivered in regular education classes (not special classes, separate schooling, or other removal from the regular ed environment) only if ‘the nature or severity of the disability of the child is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily.’”

6. *You know you aren't an inclusive school system if...*

- *Co-teaching mostly looks like a sage on the stage and floating support*
- *Lessons are designed with a one-size-fits-all approach*
- *Range or needs of learners is not anticipated*
- *Top strategy for students with significant support needs is to get another paraprofessional*
- *Out-dated behavioral support strategies are used (e.g., timeouts, planned ignoring)*



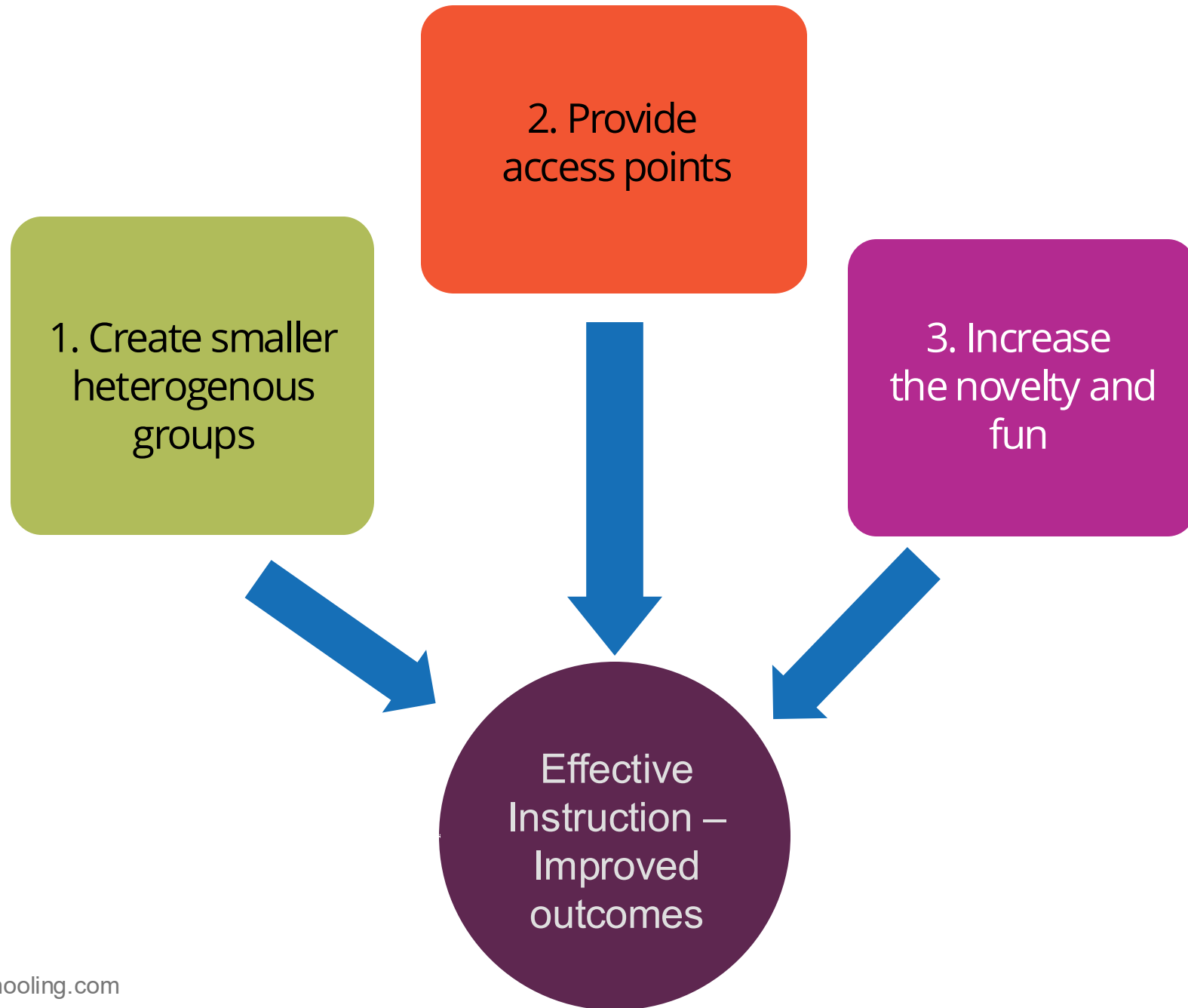


Co-Teaching: A Professional Relationship

- Any time two or more adults **SHARE** and **DISTRIBUTE** instructional responsibilities
- **Length** can vary- 5 minutes or 5 hours
- **Title** can vary- any combination
 - general education, special education, related services, paraprofessionals, administrator, parent volunteers, others?
- **Roles** can vary- all participate in planning, instructing, and evaluating

Co-Teaching is a Formula for Success

= 1+2+3!



6 Co-Teaching Models:- But Only the 3 Best

MORE EFFECTIVE

- Station Teaching
- One Teach/One Make Multisensory
- Parallel Teaching

LESS EFFECTIVE

- Duet Teaching
- One Teach/ One Assist
- One Teach/One Float

Differentiated Instruction

“At its most basic level differentiation means shaking up what goes on in the classroom so that students have multiple options for *taking in information, making sense of ideas, and expressing what they learn*. In other words the differentiated classroom provides different avenues to *acquiring content, processing, and developing products*.”

- Carol Ann Tomlinson

What Are Access Points?

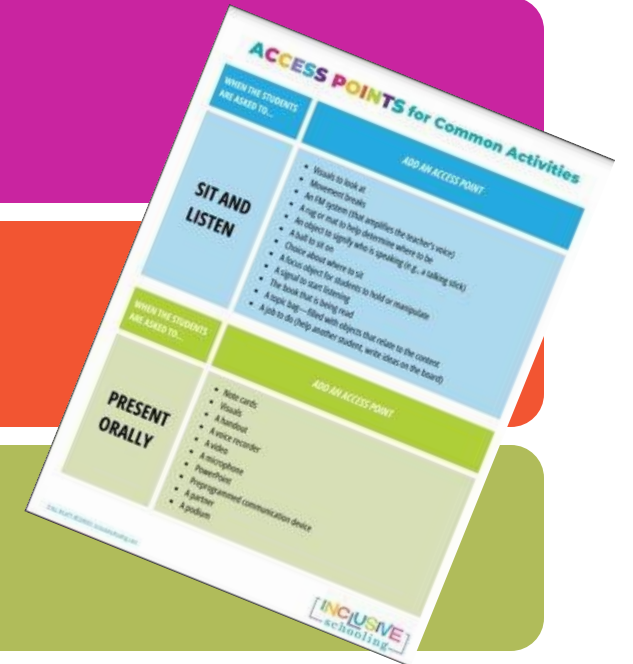
A student's very best way of learning

Something that connects with the students (makes sense - is relevant)

Different ways of reaching and teaching

Different ways to cover the same idea or concept

Multiple means of expression and representation



5 Questions to Help FADE Supports



1. During which activities will you begin to fade your supports?
2. In what ways will you build in more natural and invisible supports throughout the day?
3. When will you be able to talk with the educators to help create more opportunities for appropriate material modifications and peer supports, if necessary?
4. How will you provide the student with more opportunities for choice in supports and activities?
5. How will you build in ways the student can self-advocate?

Unintended Challenges From Human Supporting Students

Becoming dependent on adults

Interference with friendships

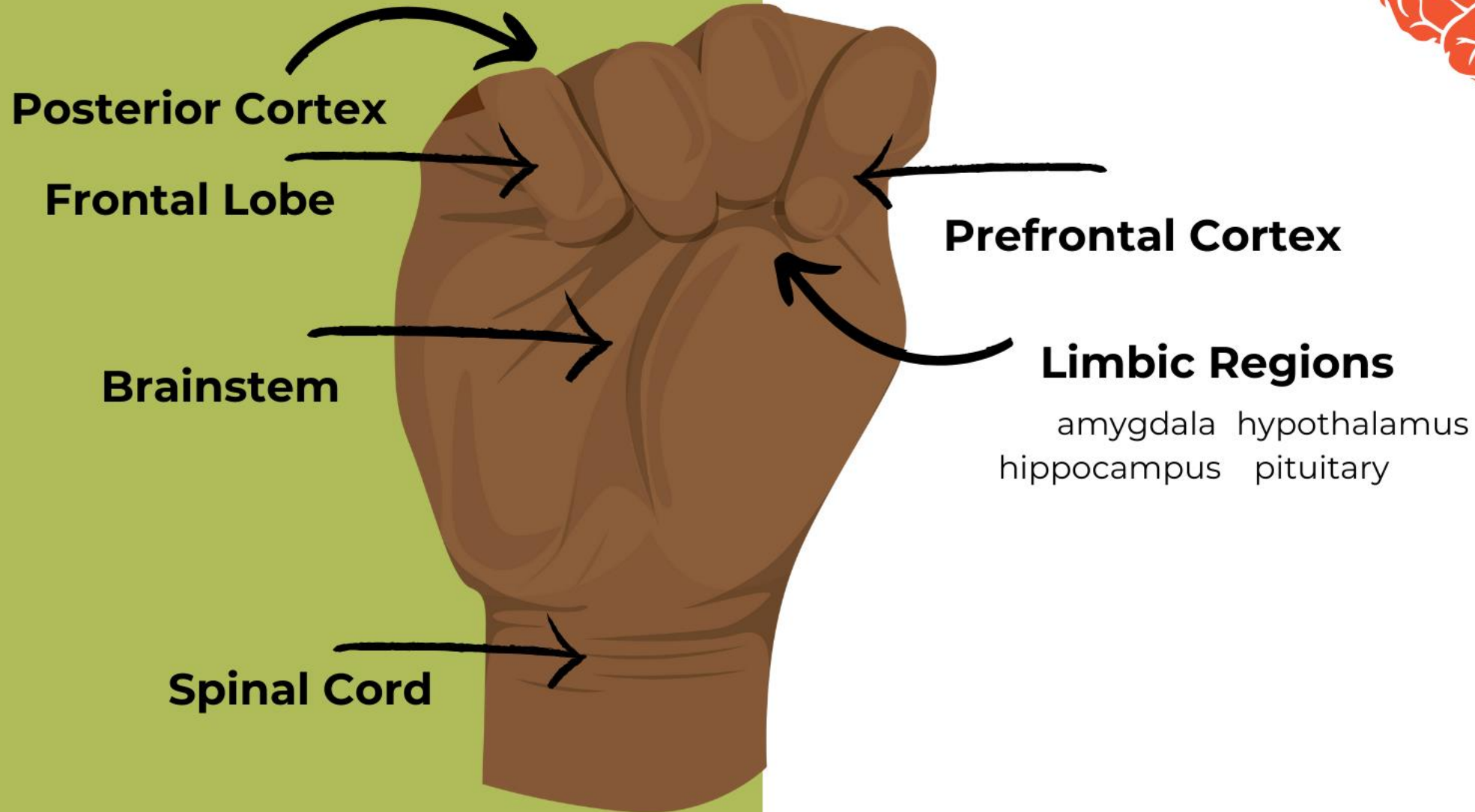
Provocation of behavior problems

Separation from classmates

Paraprofessional relationship replaces the peer connection

Stigmatization- impact on belonging

THE HAND MODEL OF THE BRAIN



Functions Of The Prefrontal Cortex

Mathematics

Analyzing

Comprehension

Literacy

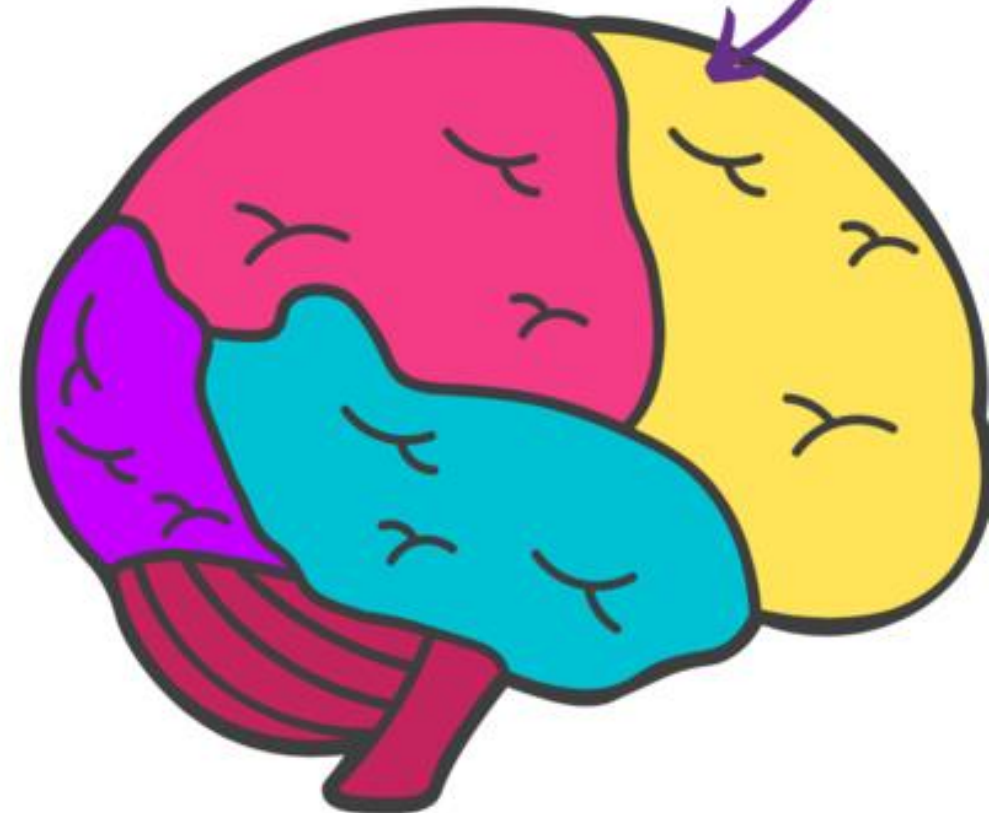
Compassion

Perspective
Taking

Labeling

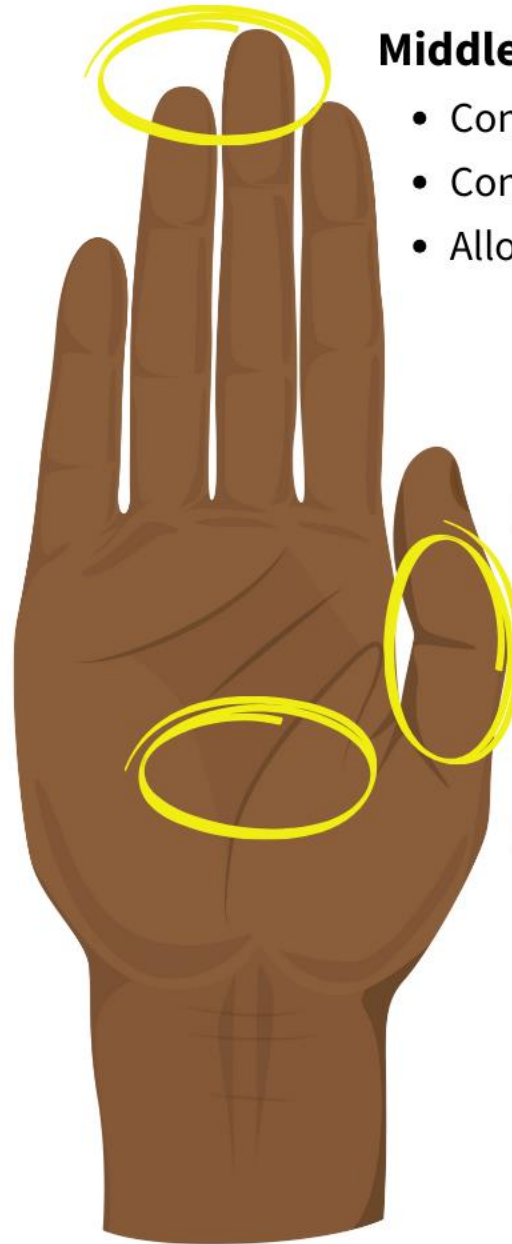
Focus

Self-Regulation



FLIPPED LIDS

- Prefrontal cortex is no longer the driver
- Reactive vs. Ready state
- Stress Behavior vs. Misbehavior
- Hyperaroused - Hypoaroused
- What we see:
 - Fight
 - Flight
 - Freeze
 - Faint
- What we need:
 - Safe
 - Seen
 - Soothed
 - Secure



Middle Prefrontal Region

- Connects critical areas of the triune brain
- Connects us to the social world of other brains
- Allows us to stop, think, and act

Limbic Regions

- Big Emotions - Is this something that is good or bad? Something I want or fear?
- Area that “controls emotions”

Brainstem

- Downstairs brain
- Aims to satisfy basic needs
- When activated, pushes us to act (F’s)
- Sensory input come through brainstem first

CHECKLIST OF COMMON STRESSORS



BIOLOGICAL DOMAIN -- Stress on physiological systems (e.g., cardiovascular, digestive, nervous); It's where stress starts and is always a central factor



EMOTIONAL DOMAIN -- Stress caused by strong emotions (positive and negative)



COGNITIVE DOMAIN -- Stress caused from processing info; Mental processes involved in knowledge acquisition



SOCIAL DOMAIN -- Stress from social interactions with others

TOP 10 WAYS TO REDUCE STRESSORS

**GO
QUIET**



**GET
CREATIVE**



**REDUCE
INPUTS**



**ASK
OPEN-ENDED
QUESTIONS**



**SHOW
COMPASSION**



**REDUCE
DEMANDS**



**GIVE VISUAL
SUPPORT**



**OFFER
BREAKS**



**REDUCE THE SIZE
OF THE GROUP**



**SLOW DOWN AND
GIVE TIME FOR
PROCESSING**

