Four Voices on Inclusion

Animator's Guide

Preamble

The following **Animator's Guide** is intended to assist professional development leaders in making effective use of the Playlists as part of a more comprehensive and on-going PD approach to Inclusion and Special Needs.

A straightforward and easy way to use the Playlists effectively is to animate a structured discussion after viewing carefully selected clips from the website. The chosen clips and animation questions should be appropriate and relevant to your target audience. Structured discussions need not be formal. Animators have used it with success at Resource Teacher meetings, as a 'learning piece' at a staff meeting, etc.

The site presents *five major strands:
1. Differentiation
2. ICT in Support of Inclusion
3. IEPs
4. Administrative Practices
5. Resource Teacher Practices

*Although there are five distinct strands, animators may choose to springboard from the playlists into any number of areas, including portfolio process, project-based learning, etc.

The following table identifies video clips, the speakers in those clips, the duration of the clips, as well as the key notions each clip is discussing. In addition, a few 'sampler' animation questions are offered as models for building your own as a PD leader.

The clips, along with your questions as catalysts for discussion, can result in effective PD in the area of Inclusion and Special Needs.

Good luck!
LEARN Project Development Team

DIFFERENTIATION

Question	Who	Length	Details	Questions to guide discussion
			Abbreviations for Who column: AB Alice Bender, SV Stephanie Vucko BC Bob Colville, JR Josee Rourke	How do you see yourself differentiating the PD you give on differentiation? (Using this tool)
What is differentiation?	SV, JR, BC	3:55	• (SV) A series of good strategies that meet needs of learner. • Can be done as a group as well as individually • (JR) Every student gets what s/he needs. • (BC) goals and different ways of accomplishing them • (SV) It must be purposeful; Quiz vs Processes. • Focus is not on the program but on the processes learned	What are some of the key aspects of differentiation? What are some of the myths?
Is there a recipe for differentiation?	BC, SV, AB	1:04	• (SV) there is no magic answer (AB) Look for what works in many places.	
What does differentiation look like in the classroom?	AB	3:55	• Johnny… Class writing prep as example of differentiation. • modeling in front of students so they also learn about differentiation.	What do you see as the benefits of differentiation to the classroom as a whole
What are the benefits of differentiation and inclusion?	AB	3:10	• Teach children what they "need" to learn.. • Alice's first assignment story. 29 gr. 1 + Michael. • Teaching Kids, not a programme	
How can I differentiate for the gifted?	AB	1:10	• Every child "can" have an IEP.. • Primary student working with a senior HS student.	
How can I avoid making differentiation a burden?	AB, JR	4:07	• (AB) Kids bring different baggage. At 5 1yr. = 20% of your life. Some come in reading others not. • Not in cycle 3… with cycle 3 (inclusion) • 5yrs to read at cycle 1 level. Don't expect to bring to level in one year. • (JR) story of visual learner vs writers and text oriented class	What are some of the strategies you have used to avoid making differentiation a burden?

DIFFERENTIATION

Question	Who	Length	Details	Questions to guide discussion
What conditions need to be present in the differentiated classroom? (cont'd)	SV, BC	1:30	• (SV) Student centered, socio-constructivist. • (BC) Able to take a chance. • Inquiry model.. • Ok to make a mistake.. • How can I fix it	Which conditions, routines or structures are already in place in your classroom that are conductive to differentiation?
What do differentiated tools and materials look like?	SV	2:30	• Link between research and practice.. • Building materials for differentiation.. • LEARN examples.. Planners.. DWAC program created by teachers for teachers	Do you use graphic organizers? Do you use different types depending on the student?
How does differentiation fit into the assessment and evaluation process?	SV	1:00	• Based on criteria.. Specific to the student.. • Needs to be cyclical.. • Build developmentally	
How can ICT support differentiation?	SV	0:30	• Alphasmarts for note taking.. ICT essential	What has been your preferred way to support students with ICT?
How does the IEP fit into the differentiation process?	JR	1:00	• Knowing the child.. Not guessing.. • Balanced literacy.. • Literacy rich environments.. • Basic skills.. Blend	
What learning models work well with differentiation?	BC	0:32	• Inquiry based projects allow for more differentiation	
How do we keep the differentiation process purposeful?	SV	0:40	• Don't loose the bigger picture.. • A purposeful curriculum	Which learning processes, in a recent project, would have been worth differentiating?
How does the teacher avoid becoming a crutch for differentiation?	SV	1:30	• Reflection & Self-regulated learning with or without Portfolio	What is the relationship between differentiation, reflection and self-regulated learning?
Why is it important to involve students in differentiating their own learning?	BC	1:10	• Student becoming responsible for planning • How to get there.. • Slow down.. • Take the time.	How do you think students can get involved in helping you differentiate for them?

DIFFERENTIATION

Question	Who	Length	Details	Questions to guide discussion
How do we keep from perpetuating the deficiency model?	AB, SV	2:20	• Who's the slow learner?? 5yrs and it is still not working.. • Blaming the child for not learning.. • If he didn't learn it this way maybe we need to try it a different way • (SV) don't loose the human aspect.. • Everyone has something to offer.	
Section ends with a Quote				

ICT IN SUPPORT OF INCLUSION

Question	Who	Length	Details	Question to guide discussion
How can ICT support inclusion in a meaningful way?	SV	0:31	• Paper portfolios were a part of learning, • led to digital portfolio. • ICT must be meaningful/purposeful. • ICT facilitated writing in her classroom. • Kids were no longer having to rewrite or losing thought processes.	
How can ICT support differentiation?	SV	0:31	• Reponses or free writes with AlphaSmarts engaged students who were reluctant writers. • It was a different process for students to express themselves. • Technology is a necessity for differentiation.	
How can ICT support the writing process?	JR	1:09	• Describes how computers facilitate the change (correct, cut/paste, move things around). • The computer itself is like a graphic organizer. • Can move ideas around, no need to recopy. • Reaches reluctant writers. • Appeals to Multiple Intelligences in the combination of visual, auditory, text, etc.	What strategies do you feel you could try to facilitate writing with technology?
How can ICT support reading?	SV	3:13	• Reading is even tougher as students are so focused on decoding that they are not able to think about what strategies they are using. • The DRP was a solution. • It had immediate impact. Reflections were meaningful as kids could record themselves reading then reflect on their reading. • This went beyond what a traditional tape recorder could do as it was more manageable, • More motivating plus it had links to the writing process, response, goal-setting, etc. • It was all encompassing and no longer piece-meal.	

ICT IN SUPPORT OF INCLUSION

Question	Who	Length	Details	Question to guide discussion
How can ICT support reading? (cont'd)			• Parents also enjoyed the DRP. • Story of a parent who was in denial that their daughter was struggling with reading as they had been prompting/scaffolding at home as they wanted her to be successful. • Another story about boy (grade 5) who said, "I can read" after listening to himself and seeing his progress in the DRP. He thought he was a non-reader.	
Is specialized software needed?	JR	1:18	• Visited Maine and laptop project. • Was struck by how few specialized software they actually saw. • Learned that you can start with the various accessibility features that are already on most computers. • Look at recording features, read-back features, colour contrast, mouse and trackpad control, etc.	What add-ons do you already have and how are they integrated into the day to day learning?
What types of assistive technologies are available?	JR	1:05	• Discusses iListen, tablets (for writing) then specialized software like Kurzweil for non-readers, Co:writer (word prediction software)	
How can ICT help to level the playing field?	BC	1:33	• Technology has two key features for students with special needs: • 1: it records their voice; • 2. It reads any text they put on the screen. • These two factors have leveled the playing field and allowed students with special needs to keep up with his/her peers. • It is usually the writing and reading that is the obstacle, therefore technology can really help. • Gives a classroom example. Describes how students who overcome these obstacles can then partake in class discussions. • Also mentions that assignments can be	

ICT IN SUPPORT OF INCLUSION

Question	Who	Length	Details	Question to guide discussion
How can ICT help to level the playing field? (cont'd)			differentiated through the technology • (e.g., some use spell check, record info. as an mp3, etc.). • Students are empowered. • They no longer feel out of the game. • They can now participate.	
What role do teachers need to play when integrating ICT?	BC, SV		• (BC). When computers came in, the role of the traditional teacher began to change, • began to give up the traditional role. • These teachers became more of a guide. • (SV) This is how ICT first changed instruction. • Technology therefore allows us to see teachers actually practicing the notion of 'guide on the side' in as very concrete/practical way.	

IEPS

Question	Who	Length	Details	Question to guide discussion
What is an IEP?	AB	0:52	• Clarifies teaching task, • Cycle 3 with a cycle 1 level student • Legal permission to differentiate	
How do I evaluate a student with an IEP?	AB, BC	2:00	• (AB).. Clarifies evaluation process, • Delineates the "modified program" and what is to be evaluated • (BC) Establish what the student "can" be expected to achieve for his ability	
What tools can help implement the IEP in classroom practice?	AB, SV	1:18	• (AB) Developmental continuum, Portfolio, • (SV) Portfolio & IEPs, small goals with continuous evaluation (small steps)	
How can a school resource team develop an IEP?	BC	1:40	• "Team" approach, • What works, • What's difficult, • How to improve it. • Focus on academic, not just behaviour.	
Behaviour and Learning : Two sides of the same coin?	JR, AB	1:52	• (JR) Trend to react to behaviour first.. • Often the academic or environment may be behind the behaviour, • Need for balance between academic & Behaviour • (AB)... Need to also look at the teaching practice in the classroom	
How can I keep the management of an IEP as simple as possible?	BC, AB	1:44	• (BC) Reality of number of students with IEPs in regular classes, • Therefore the need to keep it simple • (AB) Prep for IEP, • HS example, collecting info from teachers & parents the student about what is working and areas of difficulty • (using a letter or form)	
What are the pitfalls to avoid in the IEP process?	AB, SV, BC	2:00	• The document as stumbling block (what goes where instead of....) • Start with a blank piece of paper.. • Focus on GOALS and STRATEGIES. • Get away from paper trail.. • Should clarify the teaching task.. • Should be accessible.	

IEPS

Question	Who	Length	Details	Question to guide discussion
Why is student involvement and self-advocacy important? How is it done?	SV, BC, JR	2:50	• (BC) Involving the student in the goal setting. • Creating the living document… • eg of student over 5 years learning to be a self-advocate. • Learning by doing. • (JR) Helps student become aware of what works for them. • (SV) Elementary students can do this too. • Helping students become more meta-cognitive (something to strive for)	

ADMINISTRATIVE PRACTICES

Question	Who	Length	Details	Question to guide discussion
How can an administrator prepare for the unknown?	AB	3:00	• Parents as a source of info about their child and the supports available • (eg. Downs student). • Allow teachers time to learn what to do. • Learning to give children what they need to learn • (differentiating, individualizing)	
How can administrators Alleviate pressure on teachers?	AB	3:23	• At age 5, 1 year is 20% of your life. • Not realistic to expect all kids to be at same place. • Wide range of abilities. • Eg of placement "with" cycle 3 not "in" cycle 3. • It takes 5 years of hard work to get to a cycle 1 reading. Don't expect to get to level in one!! • If you don't differentiate the work you can guarantee failure. • IEP can't be a wish list. • Pick one thing that would have a changing effect. • Take small steps	
Where does inclusion begin?	AB	1:05	• Wanting to make it happen. • Teaching teams (teacher & tech together in classroom) working with class. • Move from "fixing" kids to helping teachers.	
How does the QEP support inclusion?	AB	1:30	• QEP provides the "means" to make it happen. • Focus on learning rather than on teaching. • Need for time and opportunity for teacher to train	
What is my role as an administrator?	AB, SV	3:25	• (AB).... Have to have a vision and a belief. • Figuring out with staff what they need as PD. • Using peer helping models(Gordon Porter) • Lots of experience available within the school. 30 minutes... • List of solutions, • Prioritize,	

ADMINISTRATIVE PRACTICES

Question	Who	Length	Details	Question to guide discussion
What is my role as an administrator? (cont'd)			• Try out. • Build trust to use this help. • Give support to structures like these. • Use talents of staff to train each other in their areas of strength. • Won't get everyone but focus on the runners. • (SV).. Using "team" to enrich strategies	
How can I overcome the problem of time?	AB	1:12	• Prep for IEP, • HS example, collecting info from teachers & parents the student about what is working and areas of difficulty(using a letter or form) becomes basis for IEP (AB)	
Are academics enough?	AB	1:30	• What will give these kids jobs.. • Social skills.. • Independence.. Etc. • These are more likely to help than their academics thus focus on appropriate behaviour in a classroom setting has positive long term value.	

RESOURCE TEACHER PRACTICES

Question	Who	Length	Details	Question to guide discussion
What are some beliefs behind inclusion?	AB, SV	1:10	• (AB). Believes all children can and want to learn. • Kids arrive in K not doubting they can learn to read and count, but often by grade 3 we have a whole cohort doubting themselves. • There are two types of teachers: • Those who think that they may have taught a good lesson and may try to teach again but of student does not grasp the learning, then "too bad." • They also blame the child. • The other type reflects on his/her teaching rather than trying to zero-in on what's wrong with this child. • Willing to change approach. • (SV) describes her humanistic sense of inclusion from her pre-service days. • Says her mentor believed that all have a potential, but that not all will see it met in a classroom setting. • Kids need to feel successful in any way. • Inclusion is a lot more than curriculum.	
How can balanced literacy help scaffold student learning?	JR	1:17	• Describes balanced literacy as leading the student from being more supported, teacher-directed to being an independent learner at different levels. • Some kids (e.g., with dyslexia) are very strong orally (vocabulary) but weak in reading. • They can do some things at the independent levels but need support in other areas. • SoundPrints (Lynn Senecal) has been used as part of a balanced-literacy program. • There is a lot of enrichment through science-based materials. • Kids are working in language all the time. • Skills are taught through high-interest, exciting texts.	

Question	Who	Length	Details	Question to guide discussion
Does the one-room school house still exist?	BC	0:34	• Describes his classroom as a one-room school house. • All students were roughly the same age, but abilities ranged from grade 1 to grade 8. • In traditional school, the teacher would teach to one level and that level's materials. • You can't do that anymore. • How do you include the special needs students at the same level?	
How can I develop flexible inclusive practices?	BC	0:47	• Had to stop being the traditional teacher who stood in front of the classroom where everybody worked on the same text on the same page. • The special needs student gets lost in that framework. • The problem-based or inquiry-based model changes things. • The special needs student can find their own way in an inquiry-based model, especially with all the technology available to us.	
How do I attend to my students' affective needs?	BC, SV	1:58	• Defining moment as a teacher was watching a TV program where teachers said you need to be able to take a chance and not worry about. • That's where the special needs student worries. • They're not used to taking chances. • Bob changed his classroom philosophy to 'it's OK to make a mistake.' • He would encourage risk-taking and accepting challenges, • As they knew they would not be knocked for it, or put down. • He would lead them to reflect on their success and challenges to further their learning. • (SV). Says you need to treat student in a human way. In order to be ready to learn, • Students need to be prepared and open to	

RESOURCE TEACHER PRACTICES

Question	Who	Length	Details	Question to guide discussion
How do I attend to my students' affective needs? (cont'd)			learn. • Kids need to feel safe, that they can trust their teachers. • All other conditions need to be in place for learning to occur. • This is often overlooked in differentiation. • This takes time and is an investment, but like a good mutual fund, it is well worth it.	
How can the teacher scaffold success?	BC	3:01	• Describes his project planner which was like a T-slip: • What do I want to do and • How am I going to do it? (Goal-setting). • Says tough part was getting kids to be specific and realistic. • Students developed a road map for where they were going. • Used a PMI in conjunction with the project planner. • PMI was a reflection tool that helped kids to self-assess their progress in relation to their stated goals. • Gives example of questions he would ask students to help students reflect on their learning. • Says students would now better understand their own thought processes. • Says PMIs done in an on-going way is fairer than end-of-term evaluations as they allow the kids the opportunity to make the changes so they could accomplish their goals.	
How do we keep our eye on the ball?	SV	0:45	• We tend to focus on a skill or content (minutia) but forget the pedagogical purpose. • Why do we need to read and write? • …in order to learn or communicate, • but there are other modes of doing that (other than writing). • E.g., Using PowerPoint to communicate. • Having a purposeful curriculum is keeping an	

RESOURCE TEACHER PRACTICES

Question	Who	Length	Details	Question to guide discussion
How do we keep our eye on the ball? (cont'd)			eye on the bigger picture.	
How can we embrace various modalities of learning and expression?	SV, AB, BC, JR	3:08	• Being open to accept learning in its different forms. • This is especially true in evaluation. A PowerPoint may have equal value to an essay. If competency is communicating, then it need not be written. • This approach reflects a major paradigm shift and it reflects real life where we are being evaluated in different situations, in different modes and mediums. • It is slowly becoming accepted. • (AB).. says we should not limit what we think a child can do based on what he/she can read (Print bias). • We need to find other means for kids to be successful and not see kids as 'print impaired.' • (JR) describes use of group work as a positive shift; • kids working through their own learning with teachers as guides.	