Inclusive Education for Students with and without Down Syndrome

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Misconceptions about Teaching Students with Significant Intellectual Disabilities

1. You have to choose between teaching an academic curriculum or a functional alternative curriculum.
2. Learning academic skills are not meaningful for students with significant disabilities.
3. Teaching general curriculum violates the IEP.
4. If they could work on the general curriculum, they would not qualify for special education.
5. If the student cannot dress herself or make her bed, she should not be expected to study ‘Romeo and Juliet’.
6. The curriculum should focus on independent living skills for students with the most significant intellectual disabilities.

Emerging Positive Trends

• Research indicates that students with significant intellectual disabilities can learn academic skills (Browder & Flowers, 2004).
• Many social, communication, motor, and self-help skills can be practiced during academic learning activities.
• Students who participate in general education are more successful in work, post-secondary education and life after high school.
Effects of 40 Years of Schooling

Although we have made some progress since 1975, research indicates that students with disabilities have had extraordinarily negative effects over the past 40 years because of:

• separate curriculum,
• inadequate funding, and
• segregated schooling.

We must acknowledge this and work toward removing the barriers, so that students with disabilities can learn, survive, and thrive in society.

Common Core State Standards

Teach Students to:

• Demonstrate independence
• Build strong content knowledge
• Respond to varying demands of audience, task, purpose, and discipline
• Comprehend as well as critique
• Value evidence
• Use technology and digital media strategically and capably
• Understand other perspectives and cultures


Steps to Accessing Curriculum

• Identify the basic concept of the content standard—the essence or the intent of the standard
• Define the outcome of instruction
• Identify prioritized outcome for your student
• Focus on what student needs to learn academically and functionally to be successful
• Reduce the complexity level—student may be working on accessing the entry-level skills related to the standard
• Identify and use the needed supports
Universal Teaching Strategies

- Universal design
  - Definition: usable by all people
  - Logic: Create materials and curricula from the start so more individuals can participate successfully with fewer modifications and prompts
- Materials
  - Matched to the learner’s ability to use them
  - Age-appropriate
  - Student preference
  - Variety and availability for teaching and student manipulation

Universal Teaching Strategies: Adaptations

- Encompass accommodations and modifications
- Individualized adaptations occur informally whenever teachers:
  - Adjust their method of delivery when they see students are lost
  - Change their expectations of how students respond
  - Examine/modify goals or criteria for success based on student performance

Universal Teaching Strategies

- Instructor
  - Collaborative teamwork
  - Re-thinking the one-to-one assignment of paraprofessionals
- Schedule for instruction
  - Planned and predictable from the first day
  - Matrix of IEP objectives by general education activities
  - Changes from elementary to secondary school
To Access the General Education Curriculum

- How are the adaptations and supports designed to make them student-specific and activity-specific?
- How are they implemented?
- What techniques, tools and technology are being used in different content areas?

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### Student: [Name]

**IEP Objectives**

<table>
<thead>
<tr>
<th>Daily Schedule (Time &amp; Subject)</th>
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### IEP Planning Matrix

<table>
<thead>
<tr>
<th>[Student Name]</th>
<th>[Teacher Name]</th>
<th>[Date]</th>
<th>[Grade Level]</th>
<th>[School Year]</th>
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**If I don’t learn the way you teach, then teach the way I learn!**
Types of Adaptations: Accommodations and Modifications

- Accommodations are adjustments:
  - The IEP team makes to student’s program that don’t significantly change the curriculum level/criteria
  - That enable student to access curriculum without changing the goal
    - For example, extra time on tests, adapted computer mouse, moving desk closer to board
  - Modifications alter curricular goals and/or performance criteria

Old Paradigm on Intelligence

- Intelligence can be reliably measured
- Intellectual disability – low levels of intelligence assumes quantifiable and reliable measurement
- Students with IDs are assumed to lack prerequisite skills to learn core academic curriculum
- We assumed students with IDs do not know, never will, and have nothing to say

Jorgensen, McSheehan, & Soonenmeier, 2010

Capacity: Criterion of the Least Dangerous Assumption

Heidi’s Story
The Criterion of the Least Dangerous Assumption (Donnellan, 1984) remains unheeded. Design systems that hold the least danger to individuals and independent functioning. In the absence of conclusive data, assume the person can achieve.

Ronnie's story

Always Assume Competence

3rd grade reading

How do you Build Intelligence?

- Set a goal for new skills
- Teach in ways that offer opportunities for the student to see, hear, think, and talk about the new skills
- Give opportunities for practice, practice, and more practice
- Test & re-tool, if necessary
Multiple Intelligences

Tests do not show:

- How smart you are
- Your potential
- If you will ever know the material on a test

They are Merely a Snapshot in Time!

Provide What is Needed to Support Competence

- Assistive Technology
- Communication
- Social Stories
- Behavior Supports
- Self Advocacy
- And so forth...
Bloom’s Taxonomy

- **Remembering**: Recalling information from memory.
- **Understanding**: Making sense of what you have learned.
- **Applying**: Using the knowledge gained in new contexts.
- **Analyzing**: Breaking down concepts into parts and understanding how each part is related to one another.
- **Evaluating**: Making judgments based on a set of guidelines.
- **Creating**: Combining information in an innovative way.

**Applying Bloom’s Taxonomy in Your Classroom**

1. **Remember**
   - Students list, recite, or describe the content of the lesson.
   - Students review the content of the lesson.
   - Students review and practice new content.

2. **Understand**
   - Students state the key ideas and how they are related.
   - Students explain the main idea and give examples.
   - Students explain the relationships between ideas.

3. **Apply**
   - Students perform a skill or concept in a new context.
   - Students use the information to solve a problem.
   - Students apply knowledge to a new situation.

4. **Analyze**
   - Students list evidence and give reasons for the evidence.
   - Students classify objects or events into categories.
   - Students compare ideas and make inferences.

5. **Evaluate**
   - Students give reasons for their observations.
   - Students make judgments about the value of ideas.
   - Students verify the accuracy of the data.

6. **Create**
   - Students develop a hypothesis for a class project.
   - Students construct a model to test a hypothesis.
   - Students compose an essay to explain a topic.

**Integrated Lessons**

- Integrating functional skills into the Common Core instruction
- Co-Teaching between special & general education
A Sample Lesson Framework

4th Grade

Materials Needed for The Giving Tree

Book: The Giving Tree by Shel Silverstein
- A video of the book or digital depiction of the story found on Youtube at http://www.youtube.com/watch?v=dMlU7wV
- A PowerPoint presentation of The Giving Tree with limited number of slides that offers a brief adapted summary of the book
- Objects related to the story: leaves, a wooden boat, apple, tree bark, and a few products from trees.
- Pictures and Photos: trees, apples, boy, old man, etc.

Use a Variety of Strategies to Deliver Instruction

- Provide an adapted summary of the story.
- Present it in a PowerPoint format.
- Print out individual slides for student to read and respond.
- Use a story board with Velcro-backed pictures and/or objects related to the story.
- Provide concrete props, if appropriate to meet student needs.
- Make it interactive.
Delivering Instruction (continued)

- Read story multiple times to focus on teaching 'The Big Idea' (key concepts).
- Use systematic and direct instruction to teach key vocabulary words.
- Use direct instruction and errorless prompting techniques.
- Involve students actively in responding with different questioning types, e.g., simple recall, making predictions, inferential questions.
- Link it to real-life events.
- Have apples to share.
- Experience real trees outside.

Use Graphic Organizers for Brainstorming

- Have students identify products from trees.
- Give students examples such as food, e.g., fruits, nuts, etc.
- Discuss the things that trees produce—e.g., apples, bananas, wood, tree shade.

What do trees give us?

Food

Shade

Wood

???
Create photo or object wall with key words/concepts.

Pair photos/objects with words to teach vocabulary words, e.g. tree, apple, leaf, seed, flower, boy, etc.

Play vocabulary games: Act out the words using ‘charades’ game.

Offer a variety of activities to teach the target words/concept.

**Vocabulary Words**

- Tree
- Leaf
- Apple

**Use a Variety of Ways to Facilitate Student Participation and Responses**

- Having a student listen to the story summary read by a peer.
- Provide the student with additional opportunities to listen to the story using an audio tape
- Having the student use voice output devices
- Using augmentative communication device, pictures, and sentence strips that repeat lines, phrases and words from a story.

**Use a Variety of Ways to Facilitate Student Participation and Responses** (continued)

- Create an e-story on the computer with auditory input and have the student access it with a switch interface.
- Provide photo or picture cues to assist some students. Object referents can be used with some others.
- Provide proactive behavior supports to students experiencing challenging behaviors.
- Having a student with cognitive, communication and motor challenges indicates use eye-gaze toward the right item on an eye-gaze board.
Building A Timeline

- Create a ‘Timeline’ sequencing the life stages of a person: a baby, a boy, an adult person, and an old person.
- Use photos paired with text for student to place in the right sequence in the boxes.

Turn to your neighbor and brainstorm how you would teach students with moderate to severe disabilities to benefit from age-appropriate literature.

Materials Adapted for Instruction
(9th Grade)

- A brief and simplified summary of Gulliver’s Travels first voyage—“Voyage to Lilliput”
- Gulliver’s Travels MP3 CD, audio tape, or film version used to supplement the summary.
- Theme-related pictures (6 related and 4 distracters can be used).
- Assistive Technology Devices used specific to meet student needs
Building a PowerPoint Presentation

- Picture of Gulliver
- Picture of Lilliputians
- Picture of the Emperor
- Picture of Gulliver captured by the Lilliputians (on the ground tied up)
- A picture of ship
- A picture of a shipwreck

Note: most of these can be downloaded from the Internet

Presenting the Reading Activity

- Present a very brief and simplified summary of Voyage to Lilliput; a peer tutor can write the summary and read it to a student.
- Provide direct and systematic instruction linking theme related pictures to story. Provide instruction on how to use the keyboard and the custom overlay with story pictures, if appropriate.

Students Participation

- Select pictures to go with the theme while peers are preparing for a written and oral presentation.
- Create a collage-to-go with the group presentation.
- Learn new vocabulary (e.g., a large person; a very small person; king/emperor; ship; travel, shipwreck)
- Gain general knowledge and build concepts (e.g., travel-transportation, globe).
Teaching Methods Effective with Students who have Extensive Support Needs

• Universal
  — Information on students
  — Materials and universal design
  — Instructor
  — Schedule for instruction
  — Teaching arrangements
  — Prevention strategies
  — Peer-mediated instruction and peer support
  — Individualized adaptations
  — Self-management

• Specialized
  — Visual modality strategies
  — Task analysis and chaining
  — Elements of teaching discrete trials
  — Stimulus and response prompting
  — Consequence strategies
  — Arranging teaching trials

Visual Modality Strategies

• Visual supports
  — Visual schedules
  — Activity boards, rule scripts
  — Social narratives

• Video-modeling
  — Basic video modeling
  — Video self-modeling
  — Other approaches

Task Analysis & Chaining

• Chained and discrete responses
• Task analysis
  — Process for developing task analyses
• Approaches for teaching chained tasks
  — Total task
  — Forward chaining
  — Backward chaining
What the Research Indicates that Inclusive Education Accomplishes

- Students’ Presence
- Students’ Participation
- Achievement of ALL Students
- Modeling a socially just world for ALL
- Welcoming & Living in Diversity

Components of Inclusive Education Supports Students Learning Common Core Standards

- Students attend home school in age-appropriate general education classes
- There is “on-going” planning and collaboration among teachers
- Appropriate and needed adaptations are provided for students who need them.
- There is active participation and learning occurring for all
- All students experience a sense of belonging
- Students achieve IEP Goals that reflect Common Core Grade Level Standards

We have to stop focusing on the Why so that we can focus on the How
Exclusion is Immoral

Research has Guided New Assumptions

- Education and other services provided in Inclusive Settings with Nondisabled Peers are more effective
- Meaningful Access to Grade Level Standards is the law
- Ongoing & Accountable Assessment Systems, Teacher Accountability includes Special Education
- Focus on providing meaningful & functional Communication Skills training & opportunities
- Use of Effective & Consistent Instructional Practices with the necessary adaptations
- Parents working in Collaboration with Educators
- Transition for post school, including work, post secondary education, self determination, & living in communities of choice

Special Education is Transitioning from an Emphasis on ACCESS to an Emphasis on LEARNING
<table>
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<tr>
<th>Reductionist View of Literacy</th>
<th>Emergent View of Literacy</th>
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<tbody>
<tr>
<td>• Literacy is learned in a predetermined, sequential manner that is linear, additive, and unitary</td>
<td>• Literacy is learned through interaction with and exposure to all aspects of literacy (i.e. listening, speaking, reading, and writing)</td>
</tr>
<tr>
<td>• Literacy learning is school-based</td>
<td>• Literacy is a process that begins at birth and perhaps before</td>
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<tr>
<td>• Literacy learning requires mastery of certain pre-requisite skills</td>
<td>• Literacy abilities/skills develop concurrently and interrelatedly</td>
</tr>
<tr>
<td>• Some children will never learn to read</td>
<td>• All children can learn to use print meaningfully</td>
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### Instructional Transitions for Teachers of Students with Intellectual Disabilities

- From mastery of skills in sequence to application of knowledge and skills.
- From independent work to active participation, interaction, collaboration and communication.
- From accessing pieces of the standards to comprehensive instruction in reading, writing, speaking, listening, and language.

### Everything we do as teachers must be geared towards facilitating students’ successful participation in an adult world

- In work
- In relationships
- In living
- In recreation and free time, and
- In accessing movement throughout one’s community (Transportation)
Mistakes in learning are important so we can find a new strategy for teaching a student.

Teaching Students Alternatives to Saying or Conveying “I don’t know”

- May I please have more information
- May I have some time to think
- Would you please repeat the question
- Where can I find more information
- May I ask a friend

Avoiding Learned Helplessness

Strategies for Facilitating Students’ Growth

- B: Break it down
- R: Repeated Practice
- A: Action, Using All Modes of Learning
- I: Information Searching by Asking Questions
- N: Never Giving Up!
We must Scaffold rather than Rescue Students

**Scaffolding**
- Planned
- Easy to Learn
- Intentional
- Proactive
- Derived from Knowledge
- Assumes Innate Ability
- Deliberate
- Calculated
- Student focused
- Plan for removal
- Intentionally shared workload
- Empowering
- Expects active learning

**Rescuing**
- Unplanned
- Easy to give up
- Chance
- Reactive
- Arrives from discomfort
- Assumes helplessness
- Accidentally impulsive
- Instructor-focused
- No plan for removal
- Teacher doing the work
- Exhausting
- Generates passive learning

Jace and others have impacts we will never know --- *it works*

We are a long way from where we want to be...a long way from where we should be, but also a long way from where we were.
Make it your passion, not just a job!

- Create examples of success
  - The instructions are written. Know them and discover more, tell others
- Shape attitudes of competence
  - Including our own
- Educate and promote successes of others
  - Find innovators and promote them
- Challenge deficit-model thinking
  - Assume a full participation in life

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