

Briefcase One: Inclusion Essentials

for Middle and High School

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Dear Fellow Teacher,

Hi. I'm June Stride, author of Briefcase.

If you are a beginning teacher, you may be wondering how you will ever learn to negotiate all of the different roles demanded of today's teacher... how to get started, how to manage student behavior problems and how to meet the needs of your diversified students through 'tiering.'

If you are a veteran teacher like me, you know how important it is to be proactive and positive in your work and attitude.

Briefcase One: Inclusion Essentials was developed to help teachers profit from both my successful experiences as well as my mistakes! Keeping the KISS (Keep It Simple Stupid) principle in mind, time saving teacher shortcuts are provided to help you work more effectively and more efficiently. Each "TIP" has been arrived at the hard way, through trial and error, after much testing.

Allow the quick TIPS in Briefcase: Inclusion Essentials help you do what you really want to do: TEACH! Briefcase will lighten your load. It will help you keep the joy of teaching in each day.

May the TIPS in Briefcase: Inclusion Essentials help you work smart and may the whimsical graphics speed you on your way, smiling.

Respectfully,

June Stride Ed.D.

GETTING STARTED WITH INCLUSION



NO! DAY ONE ALREADY? WHAT HAPPENED TO THE **SUMMER**? I SURE HOPE MS. COLTER IS READY TO TEACH THIS OLD **DOG** NEW TRICKS!

YES! DAY ONE OF MY **FIRST** TEACHING ASSIGNMENT. I JUST **CAN'T** WAIT TO GET **STARTED**. I SURE **HOPE** MR. MILLER WON'T HOLD MY LACK OF EXPERIENCE **AGAINST** ME...

September						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Getting Started with Inclusion

Know Who's Who

Staff and students need to be able to recognize and name the people at school; acknowledging co-workers and classmates by name brings comfort to both. This easy project can give your P.R. a resounding beginning. Start at the classroom level, work up to the school level, finally, identify and photograph the district-level personnel.

Follow-up: Have a team of reporters interview and write a brief biography of selected individuals, allowing for completion as the school year passes.

tip!

Use a digital camera. Take photos of your classroom stars: staff and students. Have a team of students use the provided format of **Who's Who in our Class** to make a bulletin board naming everyone. Post in a prominent place.

tip!

Ask administrative permission to allow a team of student photographers to take photos of **Who's Who in Our School**. Use the provided format to make a bulletin board naming everyone. Post in a prominent place.

tip!

Ask district permission to allow a team of student photographers to take photos of **Who's Who in Our District**. Post in a prominent place.

tip!

The 'Pre-Nup' Agreement

It's an enormous challenge to share your teaching space, goals and responsibilities for a year with a coteacher(s). This 'prenuptial' agreement sets forth some basic courtesies to alleviate stress as you learn to relinquish total control for shared decision making. It also calls for continual evaluation of your relationship, progress and direction while encouraging challenge as necessary.

WHO'S WHO IN CLASSROOM 103

OUR TEACHERS



MISS MANCHESTER MR RYAN

OUR STUDENTS



JAMAL HARRIS



KAREN COOPER



RUTH PRICE



JENNIFER EISNER



SARAH FONG



CARSON BUCK



DAVID MEYERS



PEDRO RUIZ



MARIA RIVERA



KEN BAKER



SAL GRECO



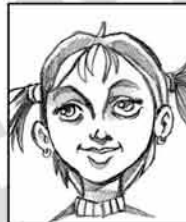
MELISSA MONROE



BETHANNY DANIELS



TIM LAM



TIFFANY BRUBAKER



NATHAN GIBBS



WILL SINCLAIR



KYLE ROGERS

Who's Who in Our Classroom

OUR TEACHING TEAM

--	--	--

OUR STUDENTS

WHO'S WHO IN OUR SCHOOL



OUR PRINCIPAL
MRS. CLARKE



OUR SECRETARIES
MISS ARNOLD



MRS. MARQUEZ



OUR NURSE
MRS. TOBIAS



OUR CAFETERIA WORKER
MRS. QUINN



OUR SECURITY GUARD
MR GIVENS



OUR GUIDANCE COUNSELOR
MRS DONNELLY



OUR PSYCHOLOGIST
MR JEFFERIES



OUR LIBRARY STAFF
MR SWITZER



OUR COMPUTER LAB STAFF
MR FRANK



MISS MONTEGOMERY



OUR CUSTODIAN
MR LEONARDI

Who's Who in Our School

OUR PRINCIPAL(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR SECRETARY(IES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR NURSE(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR CUSTODIAN(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR CAFETERIA WORKER(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR SECURITY GUARD(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR GUIDANCE COUNSELOR(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR PSYCHOLOGIST(S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR LIBRARY STAFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR COMPUTER LAB STAFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHO'S WHO IN OUR DISTRICT



OUR SUPERINTENDENT
MR. SAUNDERS



OUR ASSISTANT SUPERINTENDENTS
MISS JACOBS MR. HOLDEN



OUR HUMAN RESOURCE DIRECTOR
MR. MILLER



OUR SPECIAL EDUCATION DIRECTOR
MRS. KERRIG



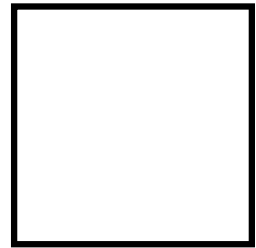
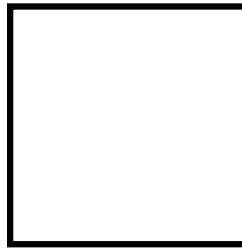
OUR FINANCE DIRECTOR
MR. YOUNG

Who's Who in Our District

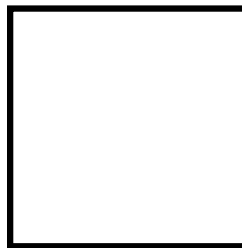
OUR SUPERINTENDENT



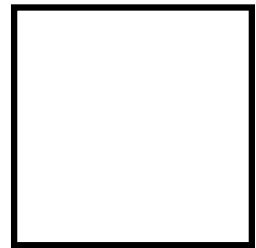
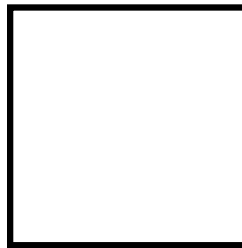
OUR ASSISTANT SUPERINTENDENTS



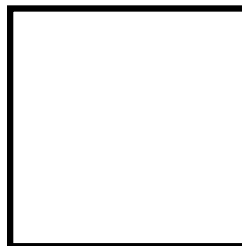
OUR HUMAN RESOURCE DIRECTOR



OUR SPECIAL EDUCATION
DIRECTOR(S)



OUR FINANCE DIRECTOR



Collaborative 'Pre-Nuptial' Agreement

It is an enormous challenge to share your teaching space, goals and responsibilities for a year with a co-teacher(s). This 'prenuptial' agreement sets forth some basic courtesies to alleviate stress as you learn to relinquish total control for shared decision making. It also calls for continual evaluation of your relationship, progress and direction while encouraging change as necessary.

This Pre-Nuptial Collaborative Agreement is entered into by _____
and _____ on this date of _____.

The primary purpose for this agreement is to set forth general professional operating procedures that will enable the collaborators to use their unique skills, talents and gifts to ensure that all students under their tutelage receive the most appropriate and rigorous education possible in the safest and most nurturing environment possible.

Recognizing that any close relationship needs continual nourishment, evaluation and refreshment, the collaborators hereby mutually agree to:

- Write down [for personal clarification and for sharing with collaborator(s)] his/her own personal professional purpose.
- Specify the 'musts' of his/her teaching environment [for personal clarification and for sharing with collaborator(s)].
- Specify the 'must nots' of his/her teaching environment [for personal clarification and for sharing with collaborator(s)].
- Smile [even if annoyed, aggravated or disappointed]. Begin practicing optimism until it becomes a habit!
- Welcome the collaborator(s) with a smile, tone of voice, body language and actions.
- Share space, emotional and physical.
- Show genuine interest in the collaborator(s), personally and professionally. Be generous with your time.
- Listen to what is said verbally and non-verbally.
- Resist any temptation to judge or criticize.
- Be prepared to regularly evaluate and assess personal and collaborative success objectively.
- Meet all mutually agreed upon professional responsibilities.
- Be flexible enough to change direction as needed.
- Regularly review this document and amend as needed.
- Be prepared to laugh, especially at self.

Signed: _____

Signed: _____

SCHOOL INCLUSION READINESS 2



Knowing Your School's Inclusion Readiness

School inclusion readiness

Realistic teaching expectations are based on honest appraisal of your school environment and culture.

tip!

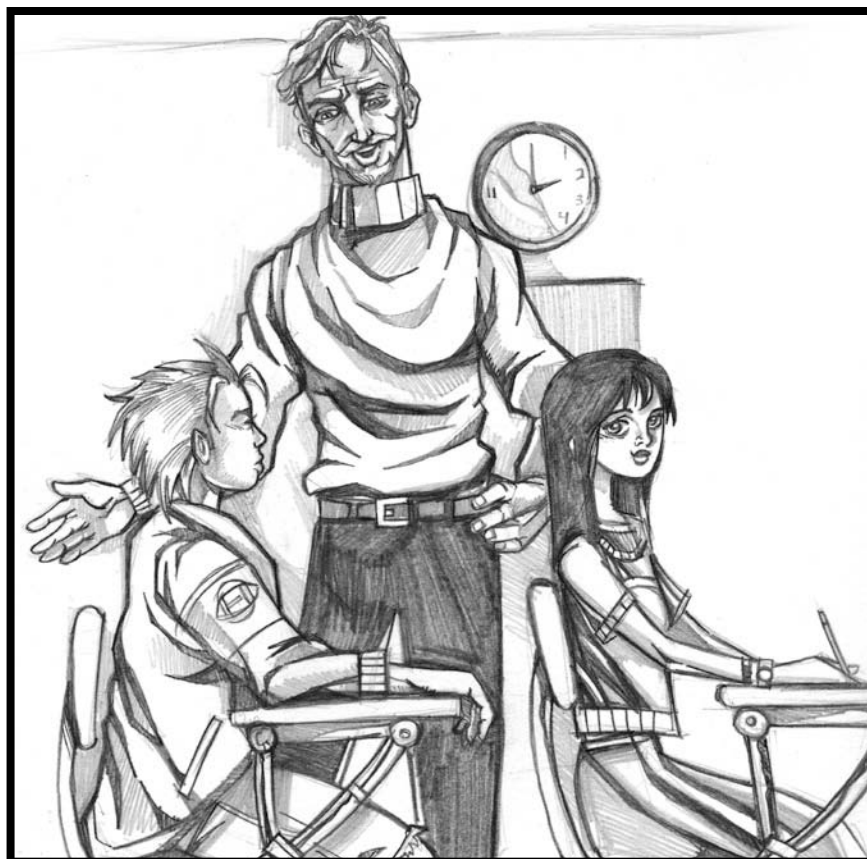
School Readiness Survey 1

Use **School Readiness Survey 1** to determine the extent your school has prepared for inclusion. The lower the score, the more professional support you can expect.

tip!

School Readiness Survey 2

Reality Check: Use **School Readiness Survey 2** to help you make informed decisions throughout the school year. Do some detective work to find and fill in the answers to the questions on this second survey. Use your discretion when sharing your answers!



INCLUSION READINESS: SCHOOL SURVEY-1 (WHAT OUR SCHOOL DOES)

1. What official notification has there been about inclusion to the staff, the PTA, the community, the student body?

2. What videos or support resources are in your school/professional library?

3. How does the ancillary staff treat the “special education” students (cafeteria workers, bus drivers, secretaries, custodians, security guards, etc.)?

4. What does your school handbook say about special education and inclusion?

5. What inclusion workshops and/or staff development are available within your district, county?

6. What position do the school administrators take regarding inclusion? To teachers? To students? To parents? Is this position written? Spoken? Assumed?

7. Who are the school/district psychologists? What hours/periods during the day are they available? Where are their offices? What are their phone numbers?

8. What position do the health office/nursing staff take in regard to distribution of medication to students? What procedure is suggested to the teacher who has a student taking medication?

9. What is your school crisis plan in place for students exhibiting violent behavior, and/or abuse? What steps are you expected to take?

10. What resource staff is available for emergency assistance to students during the class period? Guidance? Psychologist? Social Worker? Nurse? Dean of Students? What is the recommended procedure for arranging an emergency visit by a student?

SCHOOL READINESS SURVEY-2: REALITY CHECK

Be aware of the potential for inclusion support in your school. The National Information Center for Children and Youth with Disabilities (NICHD) recommended components for successful inclusion. Rank the readiness of your school. (Keep your included students in mind as your frame of reference.)

1= Effective. On target. Already in place.

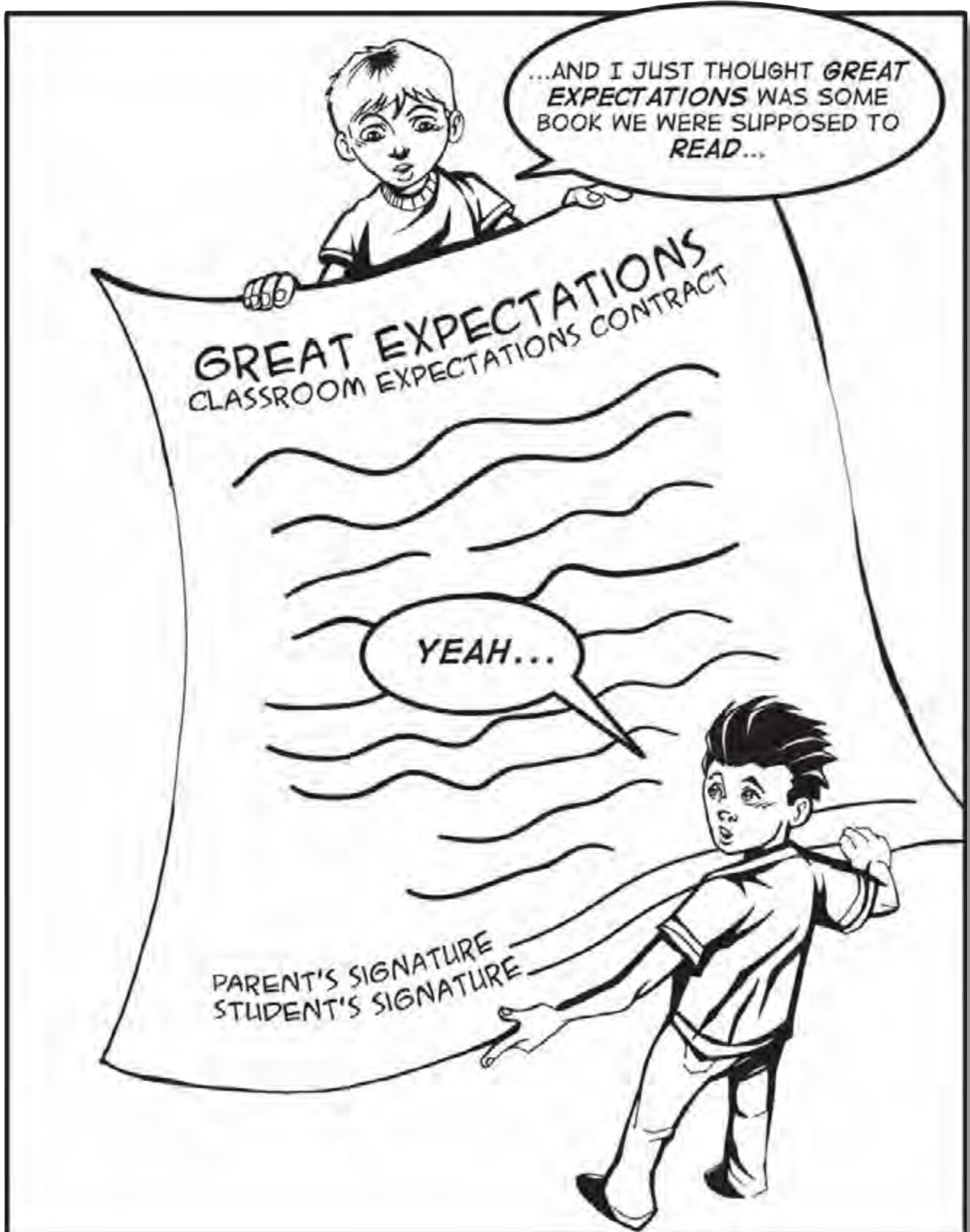
2= Fair. On the way to meeting the goal.

3= Poor. Talked about but not acted upon. Still a dream.

	1	2	3
1. A method for evaluating student progress, academic, social and behavioral			
2. A method for evaluating the inclusion program and its effectiveness			
3. A program to develop and promote school-wide awareness of disability needs and to encourage an atmosphere of acceptance			
4. A general education student body that is informed, aware, and accepting of inclusion			
5. High expectations for all students			
6. Ongoing staff training in inclusion			
7. Classroom support in terms of resources, planning-time, space, supplementary aids and devices and additional staff as needed			
8. Access to assistive technology, including up-to-date computers			
9. Adaptations to the environment (i.e., wheelchair access)			
10. Adaptations to the curriculum to promote participation of the included students			
11. A fair consistent discipline policy for all students			
12. A planning team for the included students to maintain coordination of efforts, to "trouble-shoot," for effective school-home communication, and for creative problem solving			
Total			

***To whom can we go to support our efforts to make positive changes?*

PROMOTING STUDENT EFFECTIVENESS 3



Promoting Student Effectiveness

Expectations

Eliminate the guesswork. Make life easier for both staff and students.

tip!

Student How-to Guide

Help students help you fill in the collaboratively agreed upon **How-to Guide**, a contract related to classroom procedures.

tip!

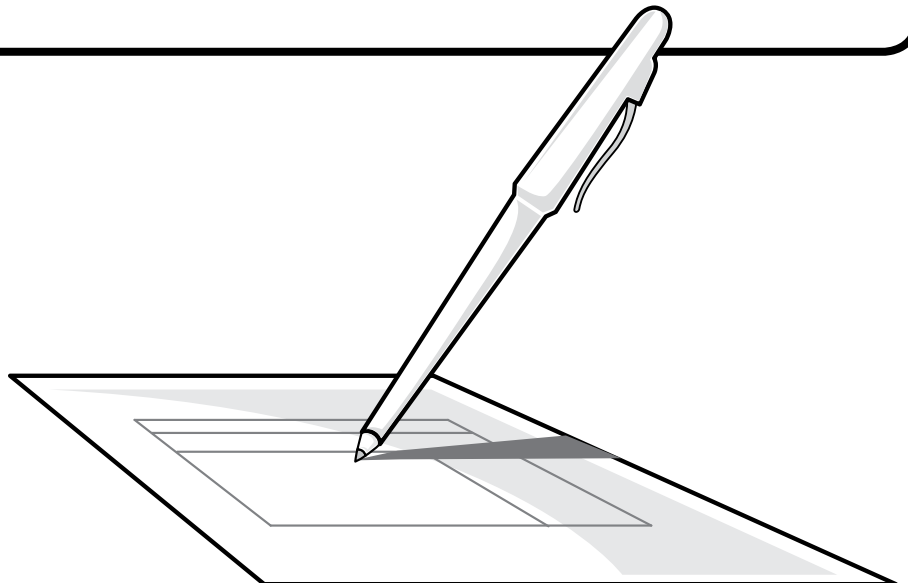
Student Classroom Expectations

Keep life simple by clearly defining expectations with the **Classroom Expectations** contract.

tip!

Improve Student Focus

Enhance teaching performance by reviewing **Tips for Improving Student Focus**, suggestions for teachers working in a classroom of diverse learners.



STUDENT 'HOW-TO' GUIDE

Here is a 'How-To' guide/contract of expectations for this class. As we review procedures, complete the phrase at the left by finishing the sentence in the box at the right. Please sign and have your parent or guardian sign to signify that the procedures are understood.

We often assume that students, coteachers, paraprofessionals know the classroom rules, regulations, and expectations. Not so. Collaborating team members should agree how students should handle the following situations. Next, review them, as appropriate, with the students. (Use this guide with substitute teachers so classroom continuity will be assured.)

Scenario	Expectation
1. When I enter class, I should ...	
2. After I have completed the above (#1), while I wait for the teacher to begin the class, I should/may ...	
3. If I am late to class, I should...	
4. If homework is due, I should ... (Include where/when/how it should be submitted).	
5. If I have to use the restroom, I should	
6. If I have neglected to complete a class assignment or homework, I should ...	
7. If an emergency requires me to leave the classroom, I should ...	
8. My work will be graded on the following ...	
9. I will know my homework assignment because ...	
10. If I want to hand in a make-up or extra credit work, I should ...	
11. If I am absent for a test, I should ...	
12. If I need extra help, I should ...	

Adapted from Algozzine & Yesseldyke, 1997; Stride, 2004

Date: _____

Student signature: _____

Parent/guardian signature: _____

Please feel free to write any questions or comments on the back!