

How?

How?

How?



How?

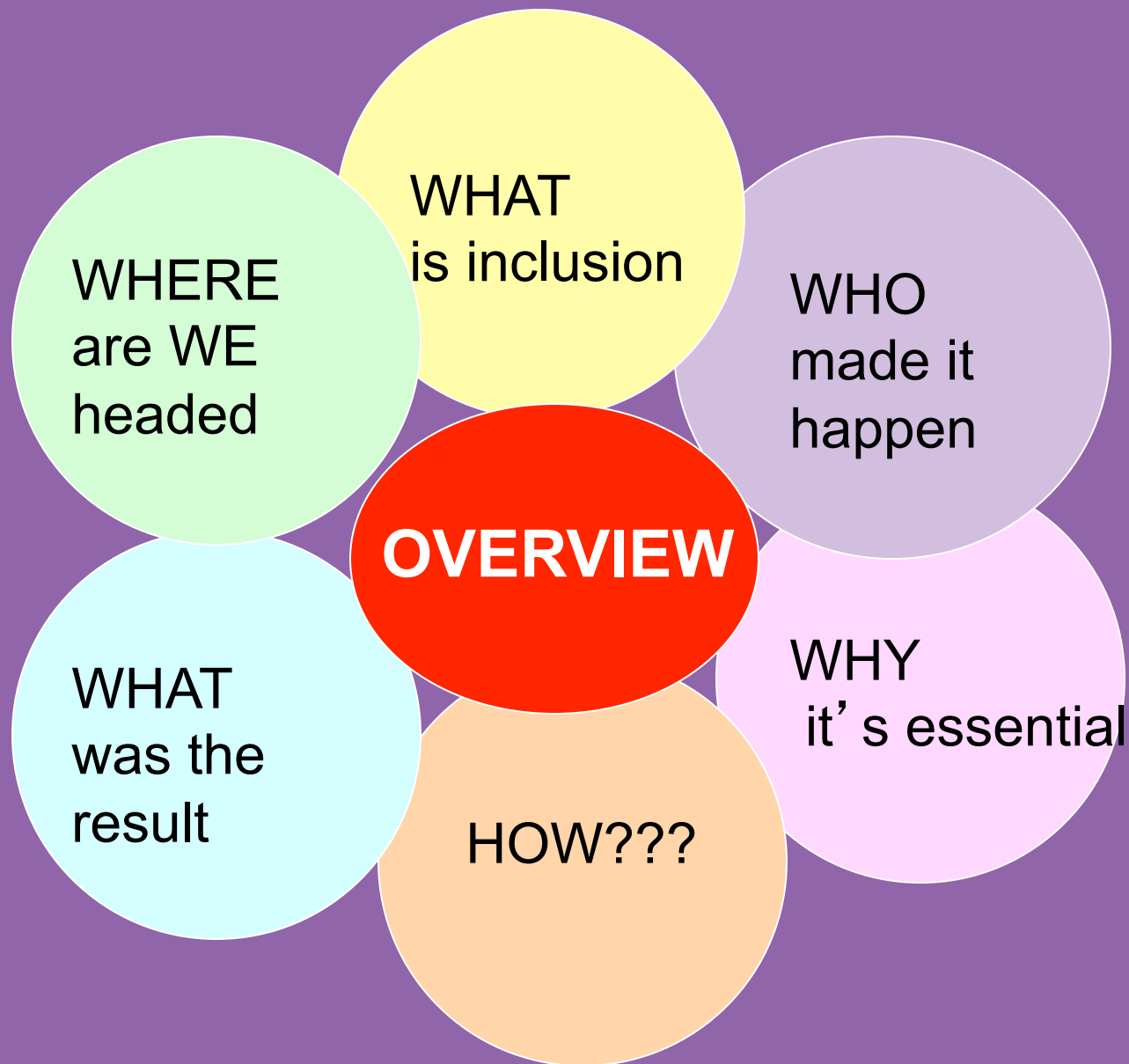
How?



**How Do We Include ALL of God's Children
in our Catholic Schools?**

My Daughter, My Inspiration





What is Inclusion

--High School Program (Options)

students with intellectual disabilities (e.g., autism, Down syndrome, PDD, etc) are included in **college preparatory** classes (e.g., algebra, French, biology) to the greatest extent possible (at least 80% of the day)

--College Program (REACH at College of Charleston)

students with intellectual disabilities are included in regular college classes, live on campus with traditional students, join social clubs, and participate in paid internships

What is Inclusion

- students are challenged at their own level. Teachers use universal design to differentiate assignments and assessments
- language-based, academic program
- full members of the school community- as evidenced by participation in social, athletic, and service activities
- students are valued for the unique contributions they make to the community

Imagine that you are planning a dinner party at your house. You want everyone coming to feel welcome and included. You want to provide food that all guests will enjoy. As you think about your party, you think about the guests and who they are.

Grayson
(allergic to peanuts)

Troy
(uses a
wheelchair)

Casey
(diabetic)



Brenda
(just moved
from Puerto
Rico)

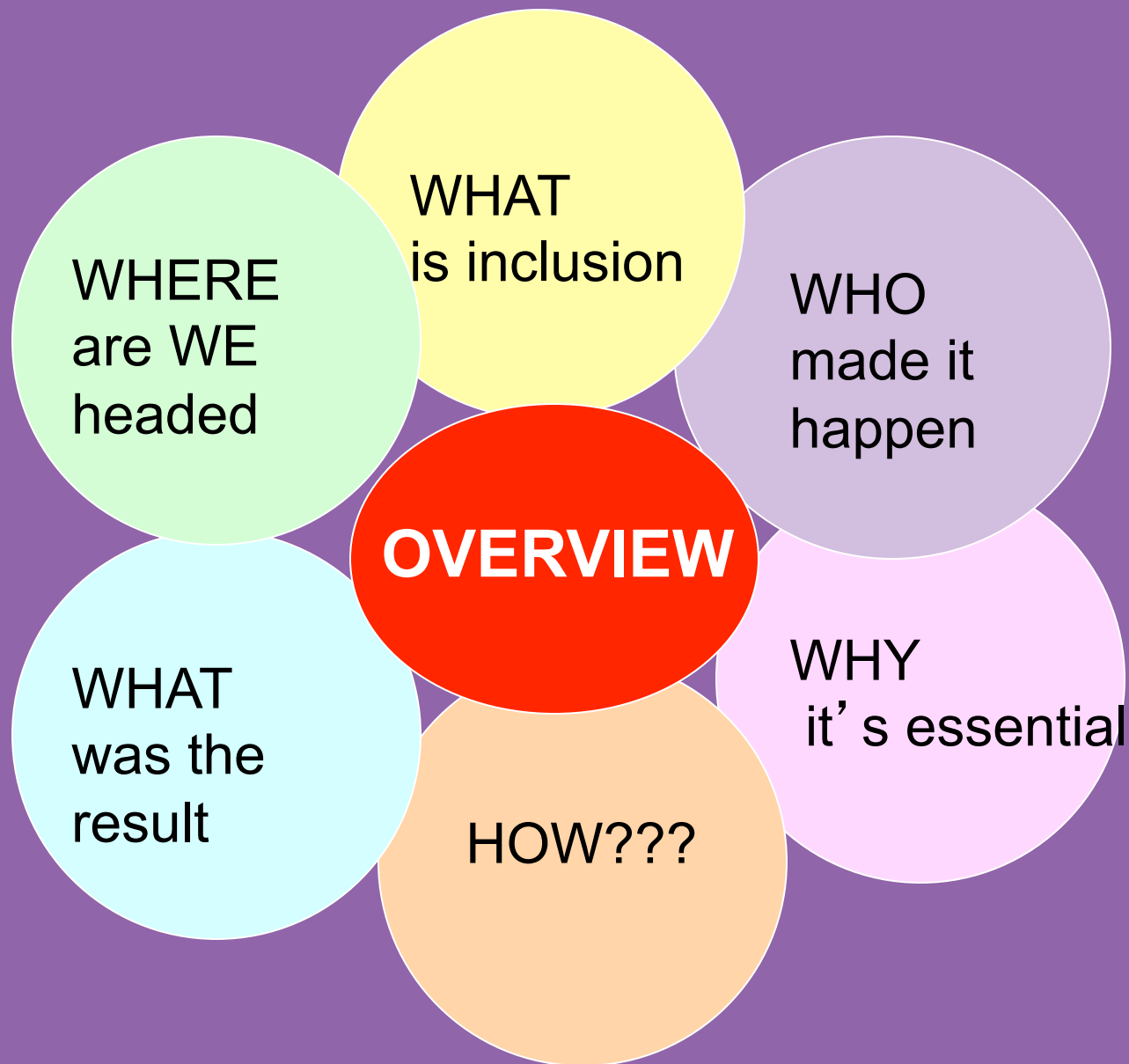
Your party is a huge success and all of your guests have a great time!

Why? Because you met the individual needs without isolating anyone from the group. You didn't just make the menu you made last year and expect your guests to adapt. You didn't tell Grayson to bring his own food! You didn't divide your guests into two groups: the "normal" ones and the ones with "special needs". Rather, you thought about them as individuals.

What is Inclusion

You can't learn to swim in the parking lot of a swimming pool. ~ NORM KUNC





Who made it happen?

- ▣ Children
- ▣ Parents
- ▣ Wise (and gutsy) administrators
(Sr. Julia Hutchison, David Held, Dr. Fran Welch)
- ▣ National experts
(Dr. Sue Buckley, Sue Taylor, Norman Kunc, Nancy Brown)
- ▣ Local support (Knights of Columbus, Foundations, CTC)
- ▣ Options Director
- ▣ REACH Director
- ▣ Department of Education (TPSID grant)

Timeline of Events

1960's
2006

parents and families advocate for inclusion

March
2006
Sue
Buckley

Oct
2006
Visionary
Meeting

Jan
2007
Seattle
Visit

Feb
2007
Board
Meeting

Feb
2007
Faculty
Meeting

Mar-
May
2007
Review
Students

June
2007
Hire
Director

Aug
2007
Options
Students
Matriculate

Timeline of Events

1960's
2006

parents and families advocate for inclusion

Aug
2007
Options

Sept
2009
CTC
Grant
Submitted

Nov
2009
CTC
Grant
Awarded

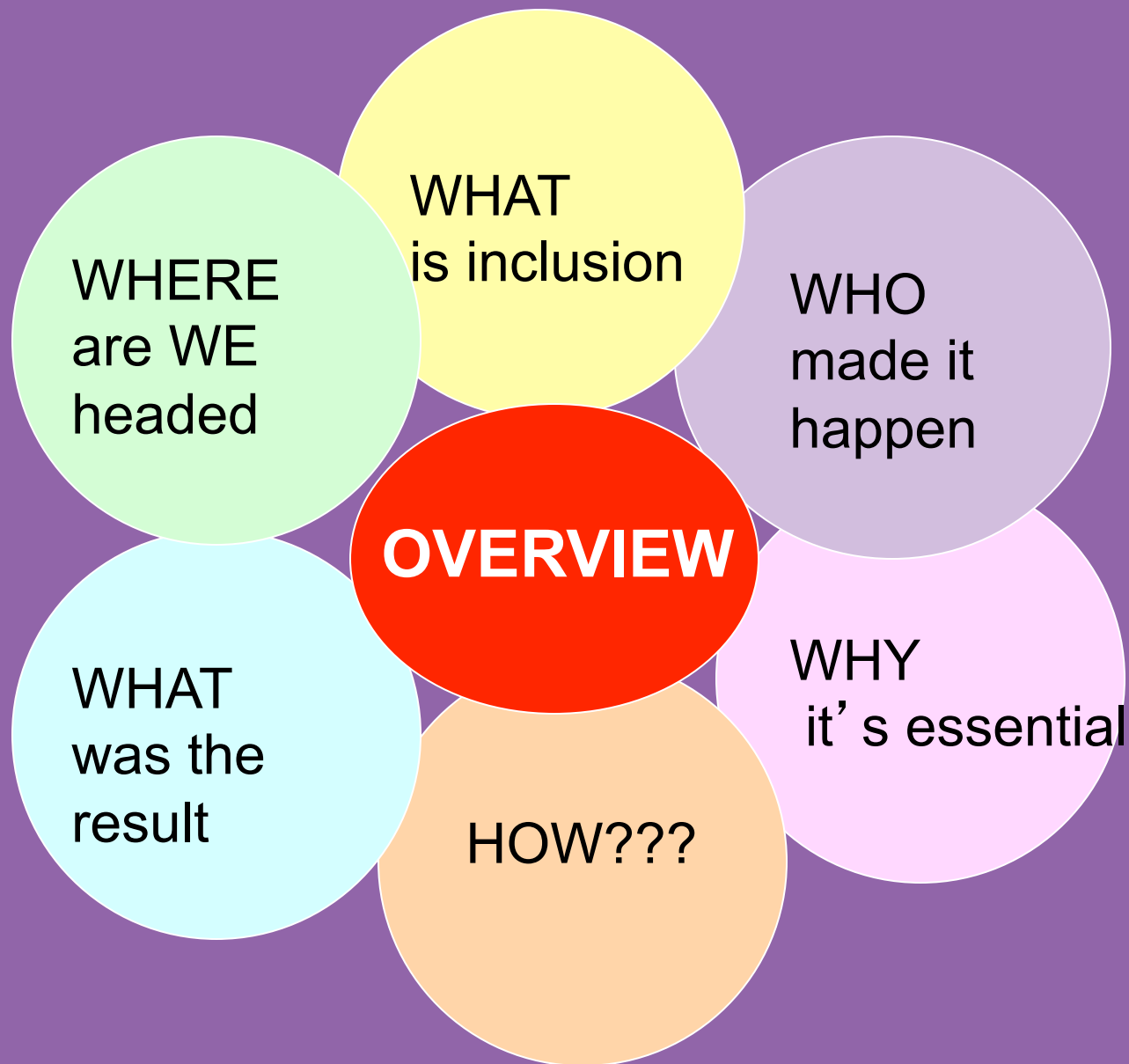
Spring
2010
REACH
Dev't

April
2010
BOT
Meeting

July
2010
TPSID
Grant
Submitted

Aug
2010
REACH
students
arrive

Oct
2010
TPSID
Grant
Awarded



WHY SHOULD WE OPEN DOORS TO ALL OF CHRIST'S CHILDREN?



THE TIME HAS COME TO TEACH IN LIFE
WHAT WE PREACH IN WORD.



Dear Editor:

I am a young woman with Down Syndrome. I am so sad to hear about all the babies with Down Syndrome being aborted. I am so grateful that I was not aborted because I have a full and wonderful life!

I do not "suffer" from Down Syndrome. I believe in the sacred dignity of all people and most people I know with disabilities have full and productive lives. I learned about what Hitler did during the Holocaust. He killed many people he did not think had the right to live. He learned how to kill by killing people with disabilities first. My heart broke when I learned about this at the Holocaust museum.

It seems to me we are doing the same thing to children with disabilities today in our country. I think this is like genocide - the systematic killing of a whole people or nation. I wonder why we think Hitler was so horrible when we are doing the same thing he did?

My heart breaks again when I think that I might be the last generation of people with Down Syndrome. The world will never again benefit from our gifts. I will hold hope for people with disabilities and for all the people who think we don't have the right to live.

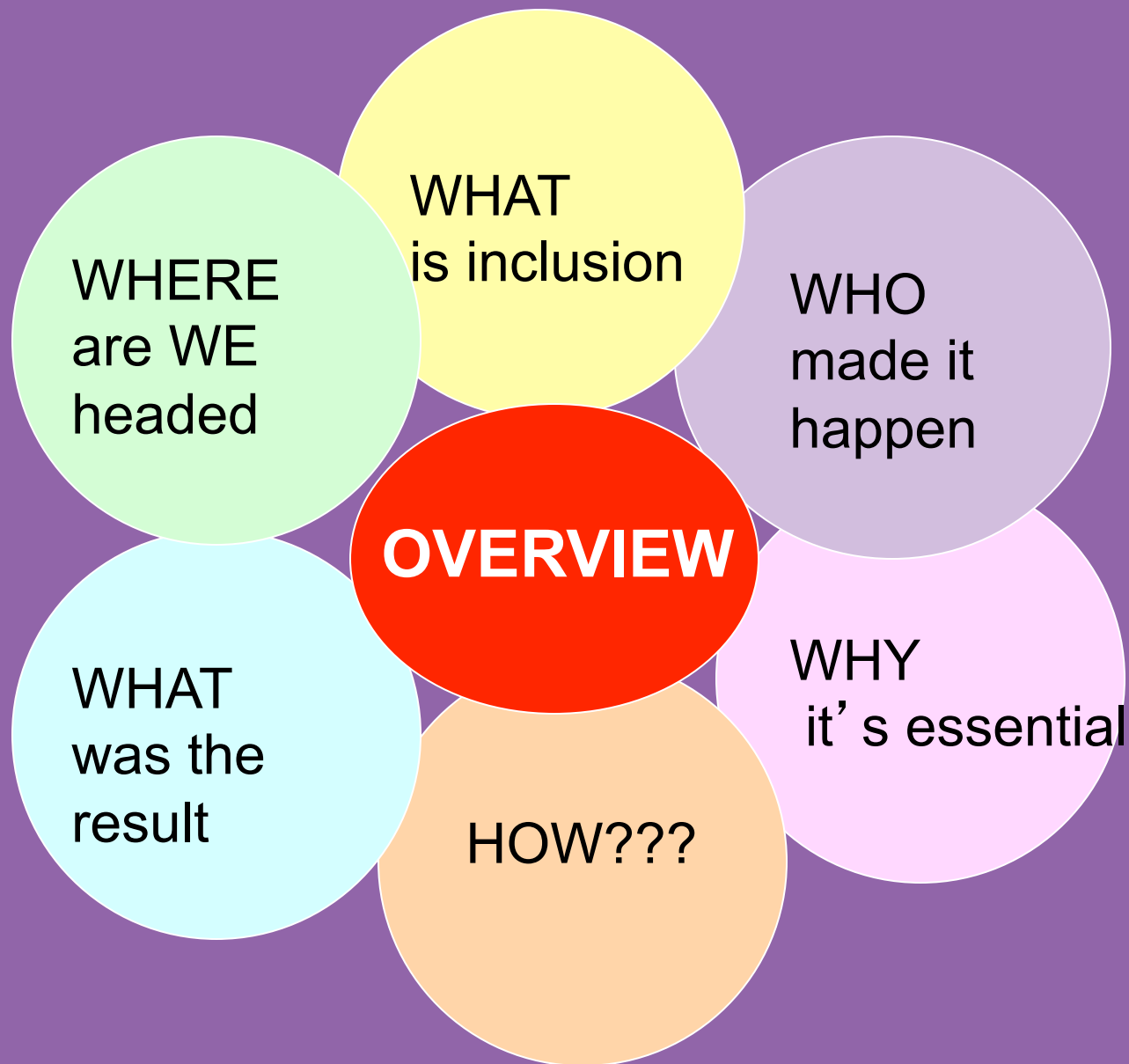
Bridget Brown, Self advocate

One cannot escape the chilling conclusion that thousands of people have been grossly misunderstood, neglected and brutalized, not because of their mental limitations but because of ours.

--Washington Post

Inclusive Education: Imagine the possibilities





The every day HOW



What are the keys to successful inclusion?

INCLUSION IS A PROCESS...

...which takes time, preparation,
and collaboration to be perfected.



The heart of successful inclusion is relationships.

Interdependence is the key concept. We are called to live as a community, dependent on one another for support and direction.

St. Catherine of Siena, *Dial. I, 7*

Admissions

Culture
Change

High
Expectations

Finances

Appropriate
Behavior

Social
Environment

Teacher
Training



Culture Change

This activity will help us experience our often limited perspectives and ways of thinking.

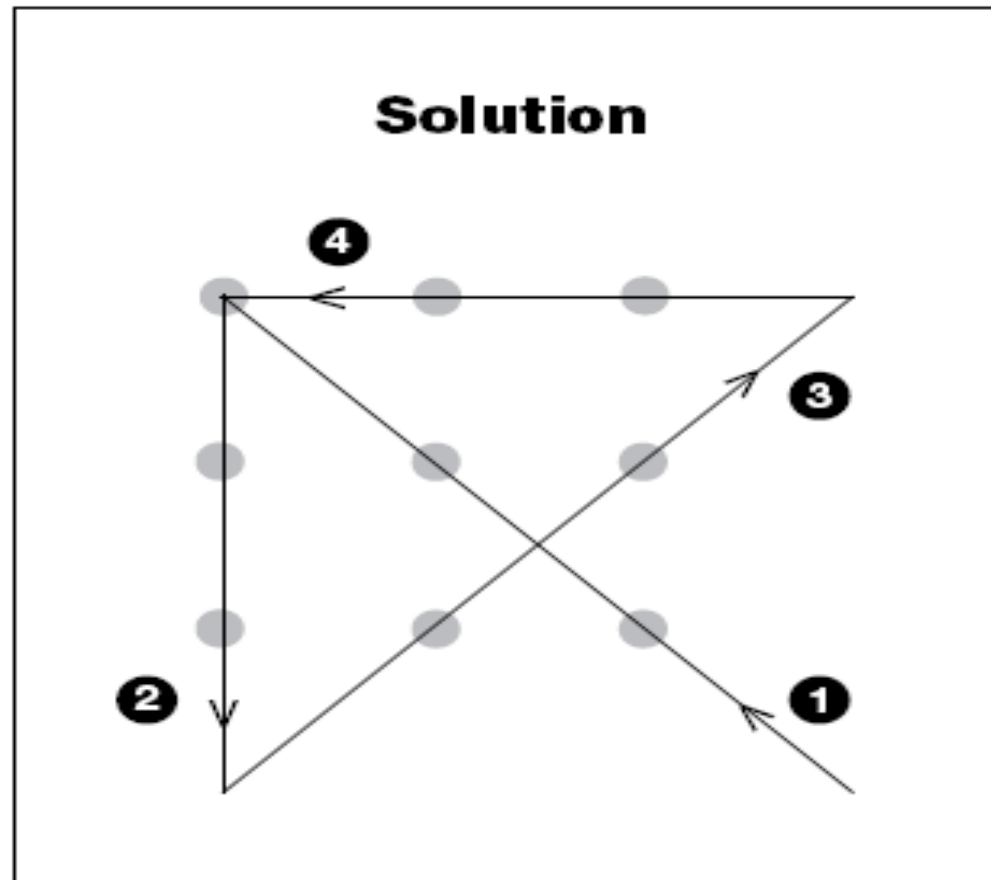


Culture Change

Objective: Connect all the dots by drawing 4 straight lines. You may NOT lift your pencil from the paper once you start. Go through each dot only ONCE.



Culture Change



Culture Change

- ▣ Placing students with disabilities in regular classes does not guarantee that they will be liked, accepted, or chosen as friends by their non-disabled peers.
- ▣ Prejudice is learned, and the way to combat it is through education and experience.
- ▣ Help students focus on peers' similarities rather than differences.
- ▣ Encouraging cooperative learning tasks

Culture Change

- ▣ Create a “feeling of belonging” for all students
(Norman Kunc; theology lesson)
- ▣ Attitude must be shared by teachers, parents, administrators and students
- ▣ Why is more important than how (all students are different)
- ▣ Foster friendships (e.g., Band of Buddies; Options scholars; Buddy Walk)
- ▣ Teach tolerance (theology lesson)

Culture Change

Exercises to open eyes....

- Recognizing our own disabilities***
- Discrimination throughout history***
- Stereotype awareness***
- Disability simulations***
- Cooperative problem solving***
- Continue the discussion. Follow up!***

Culture
Change

Admissions

High
Expectations

Appropriate
Behavior

Teacher
Training

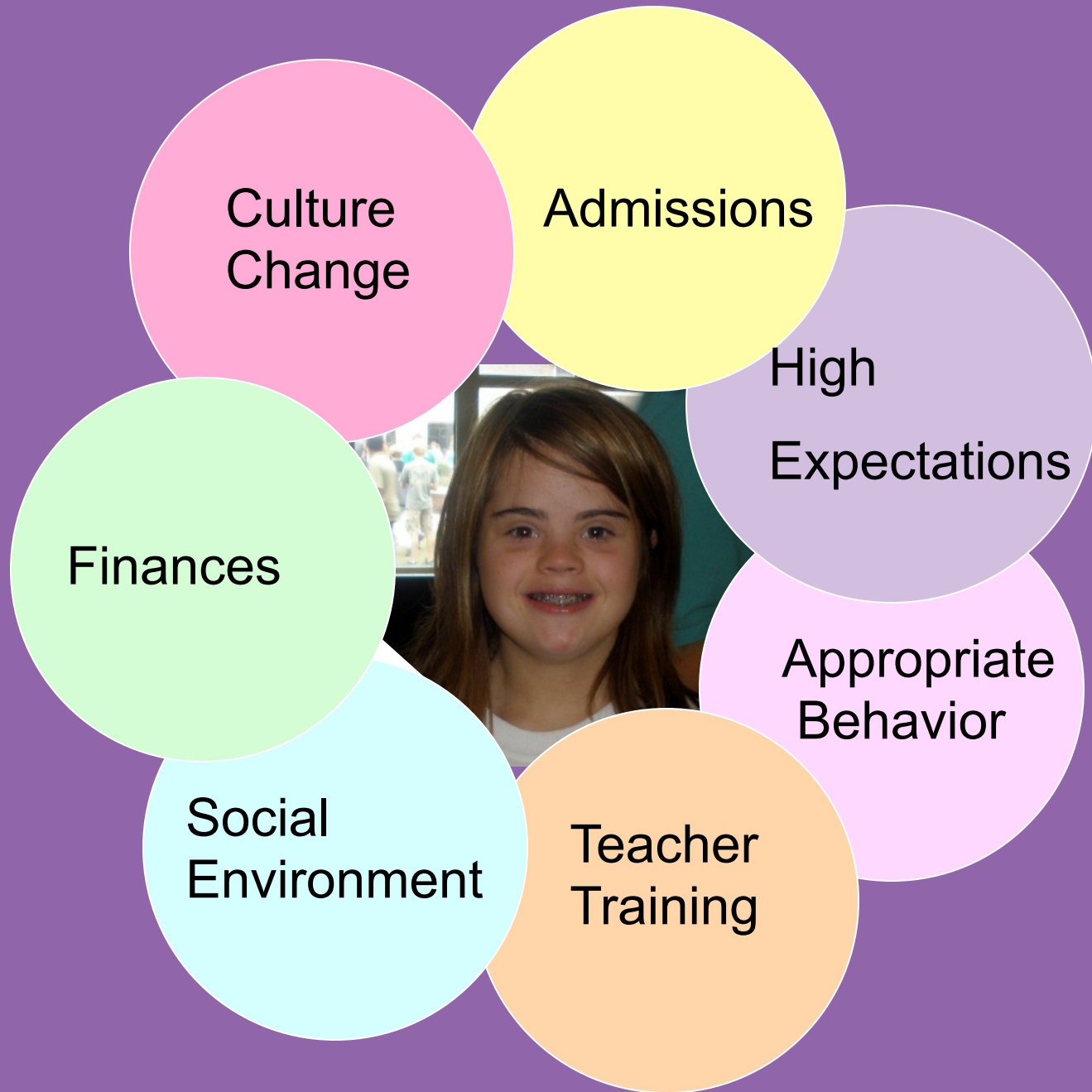
Social
Environment

Finances



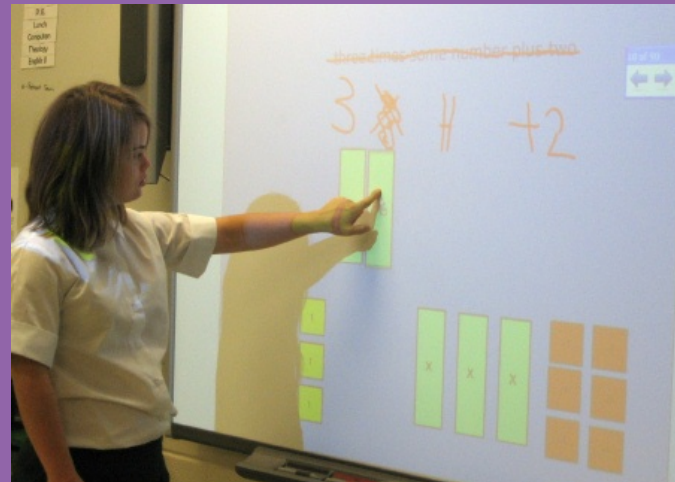
Admissions

- ▣ Understand the goal: Inclusion in regular classroom
- ▣ Access all resources/evaluations
- ▣ Build a TEAM. Include teachers, parents, student, and professionals.
- ▣ Let “NO” be a last resort!



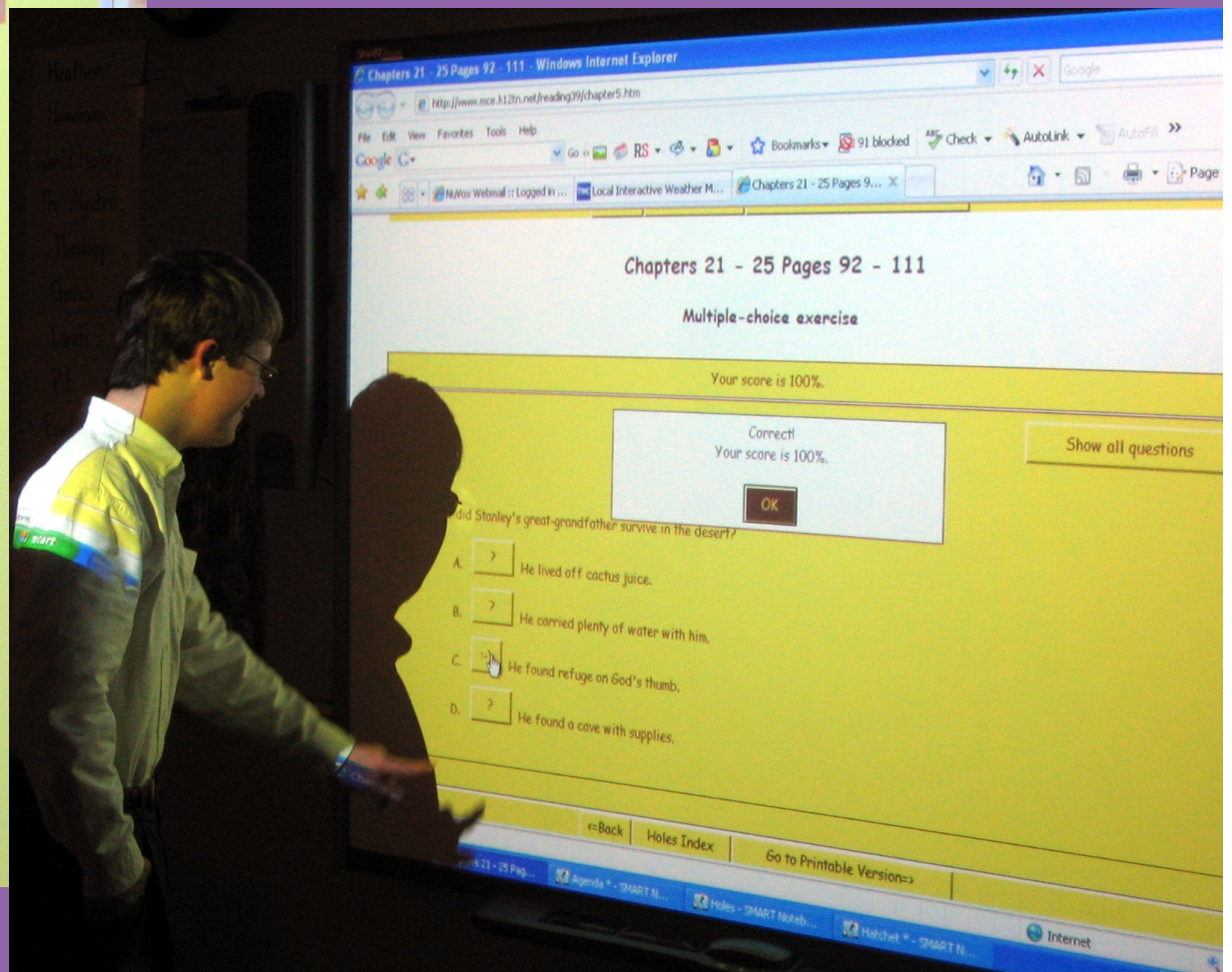
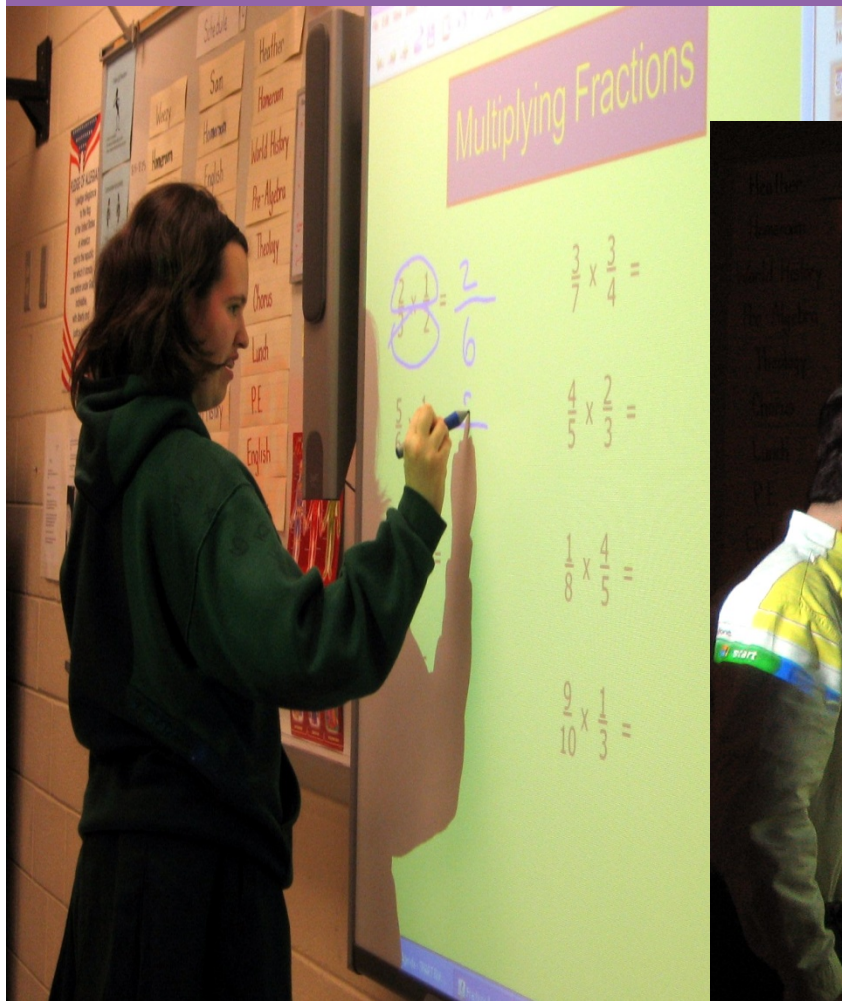
High Expectations

- One important aspect is expectation. Labels affect expectation. Labels introduce a set of preconceived characteristics (a stereotype) which lead to limitations.



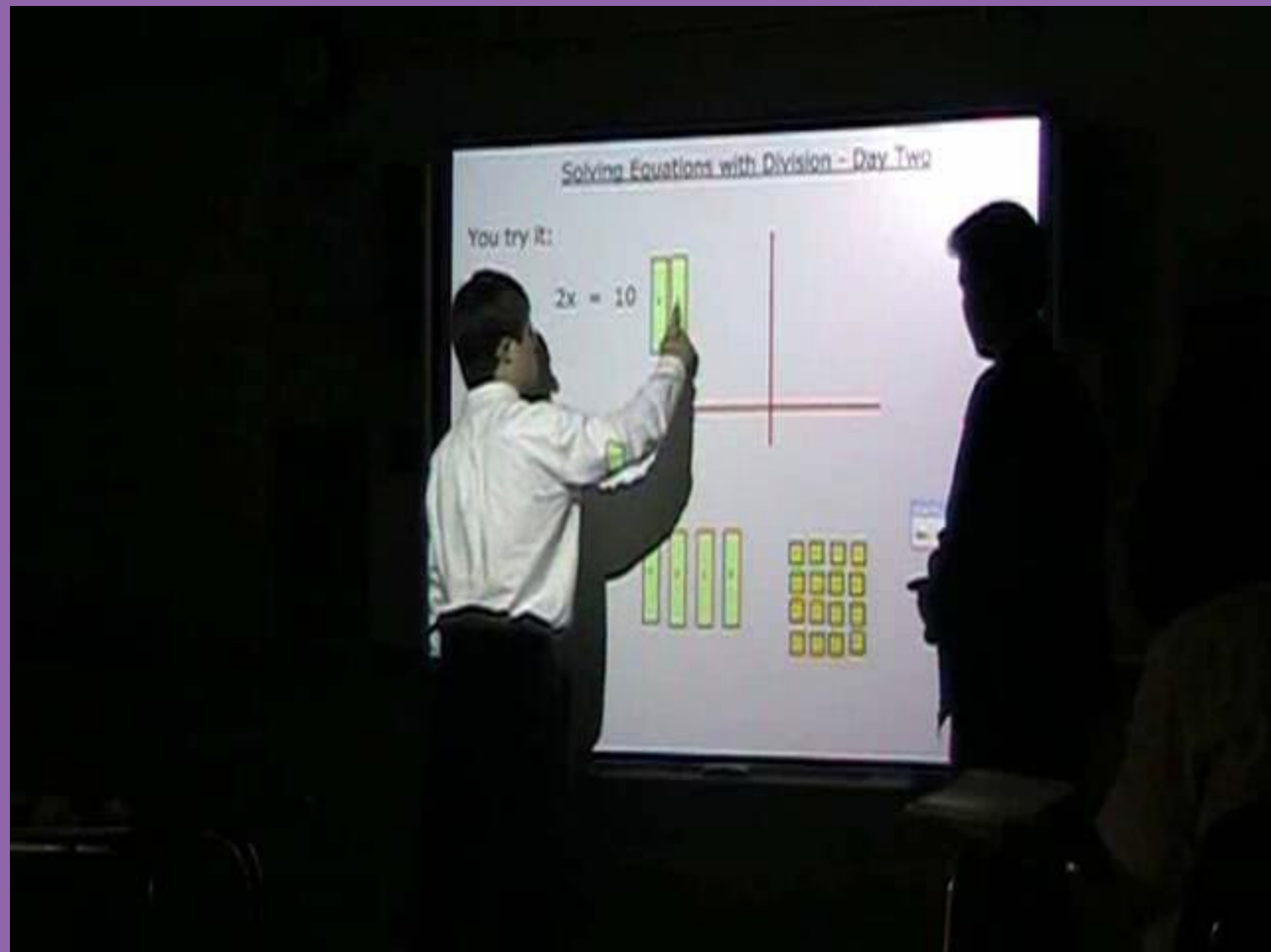
- All students can participate in the general curriculum (algebra, chemistry, Spanish, etc.)

MORE AND MORE EVIDENCE CONFIRMS
THAT CHILDREN WITH SPECIAL NEEDS
HAVE BEEN GROSSLY UNDERESTIMATED.



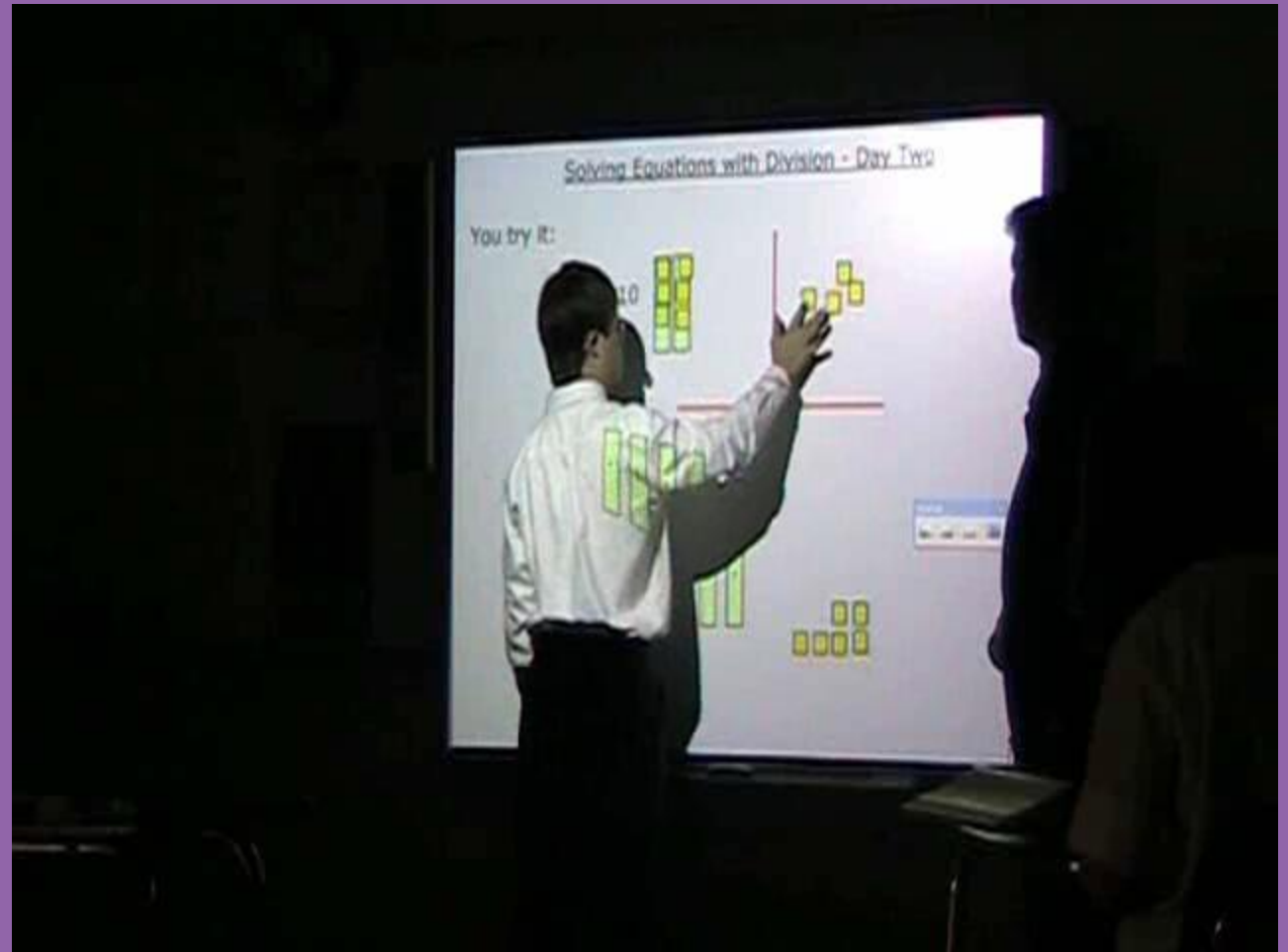
Educational Goals

HIGH EXPECTATIONS



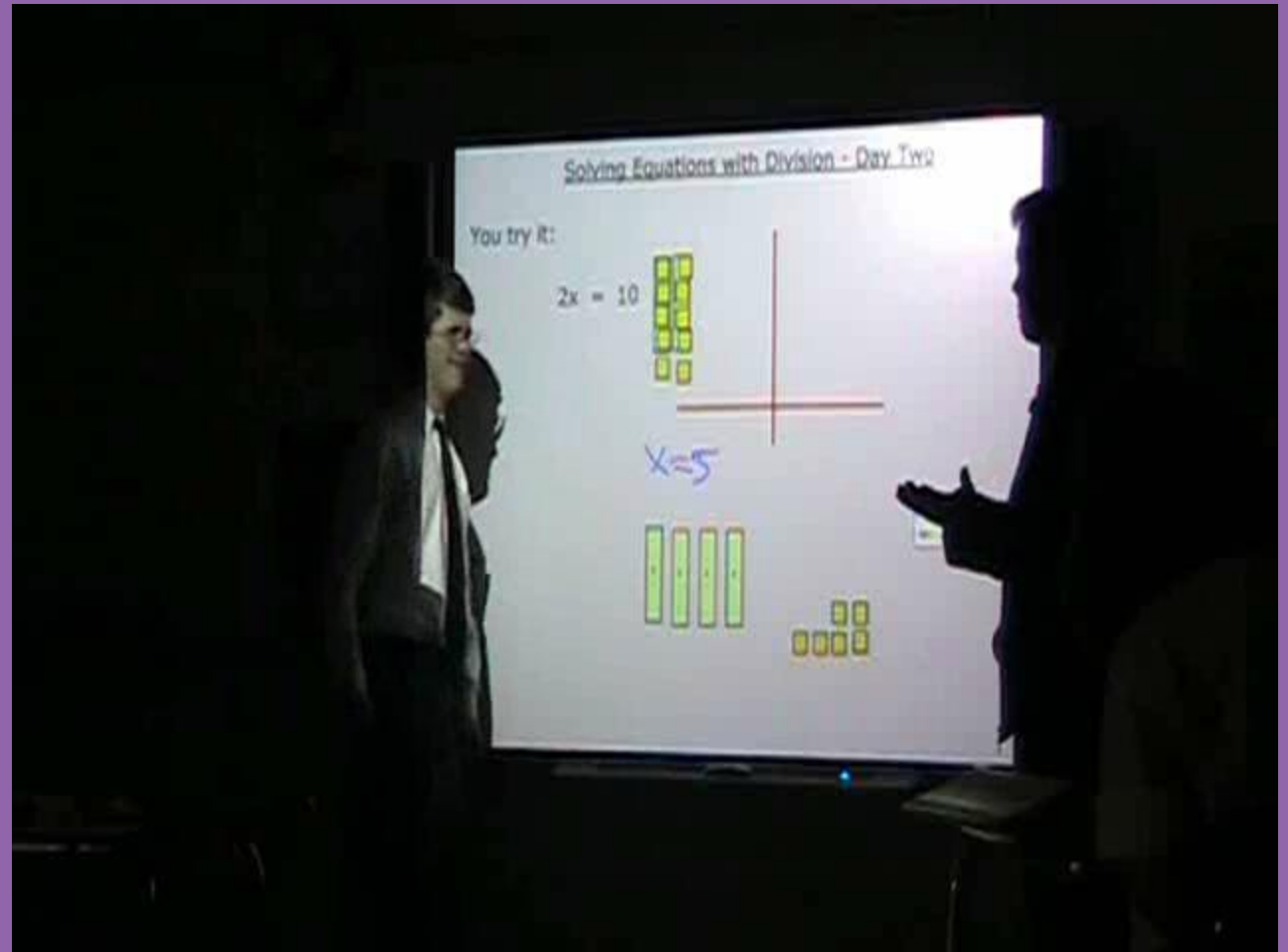
Educational Goals

HIGH EXPECTATIONS



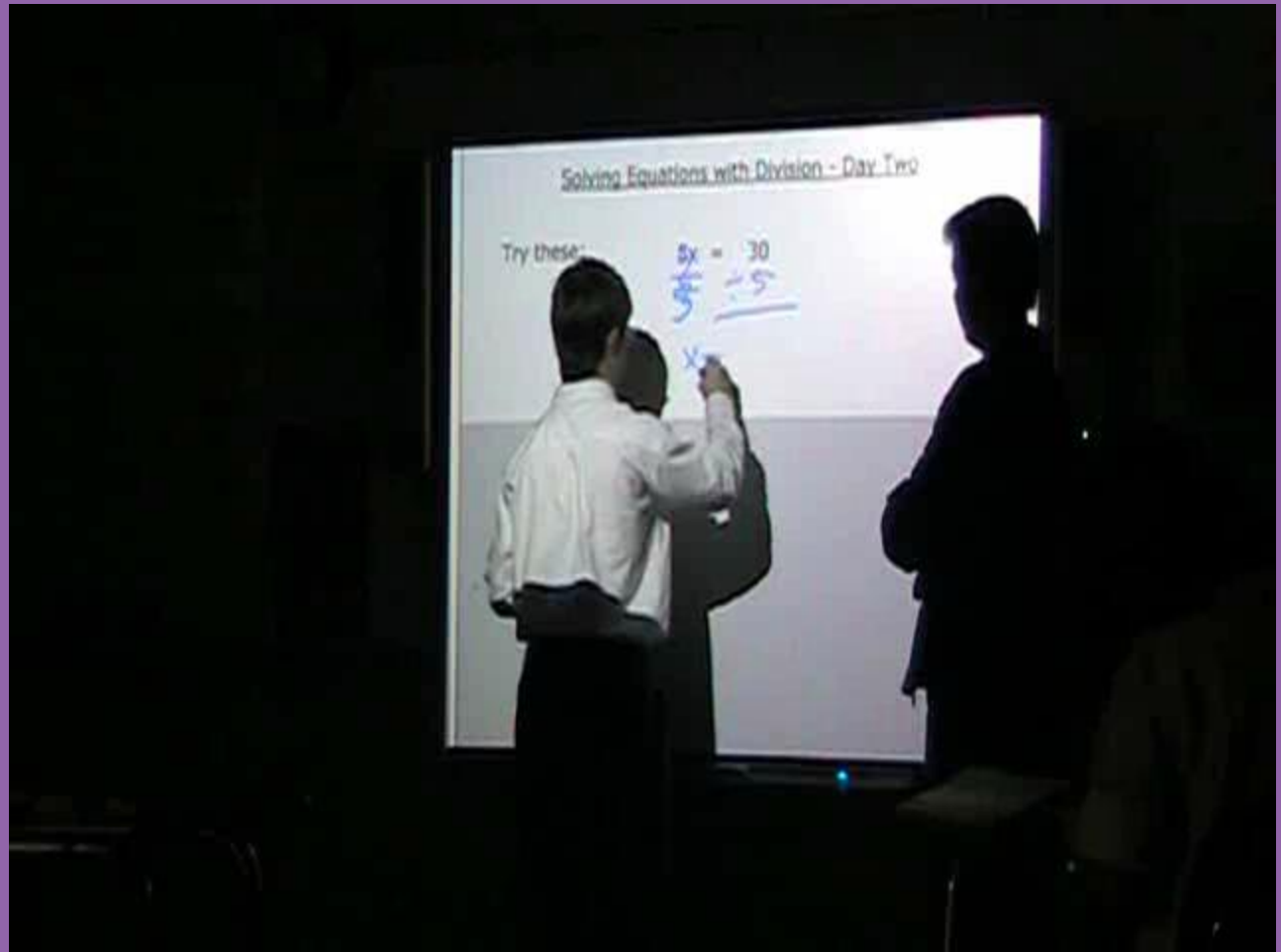
Educational Goals

HIGH EXPECTATIONS



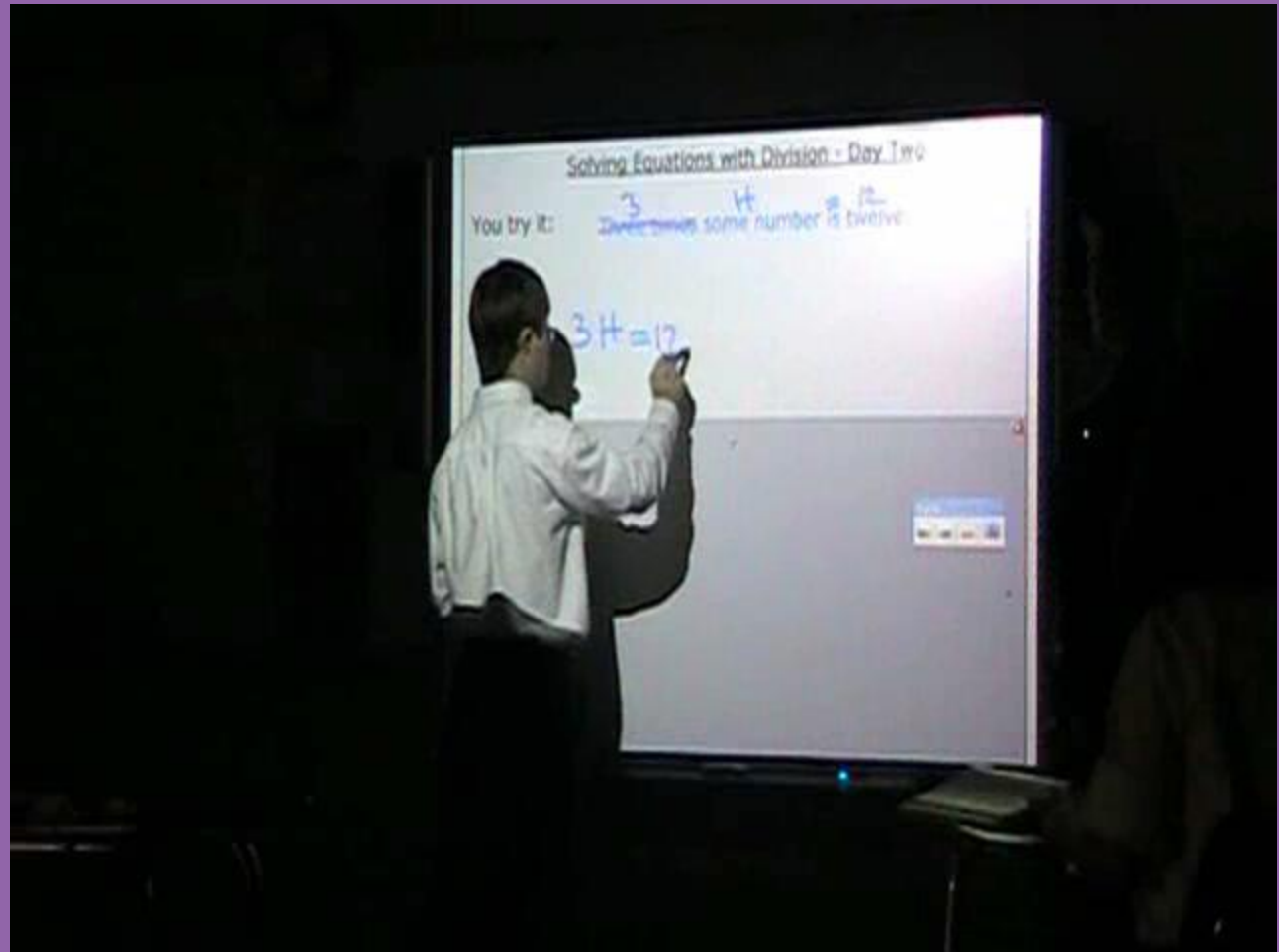
Educational Goals

HIGH EXPECTATIONS



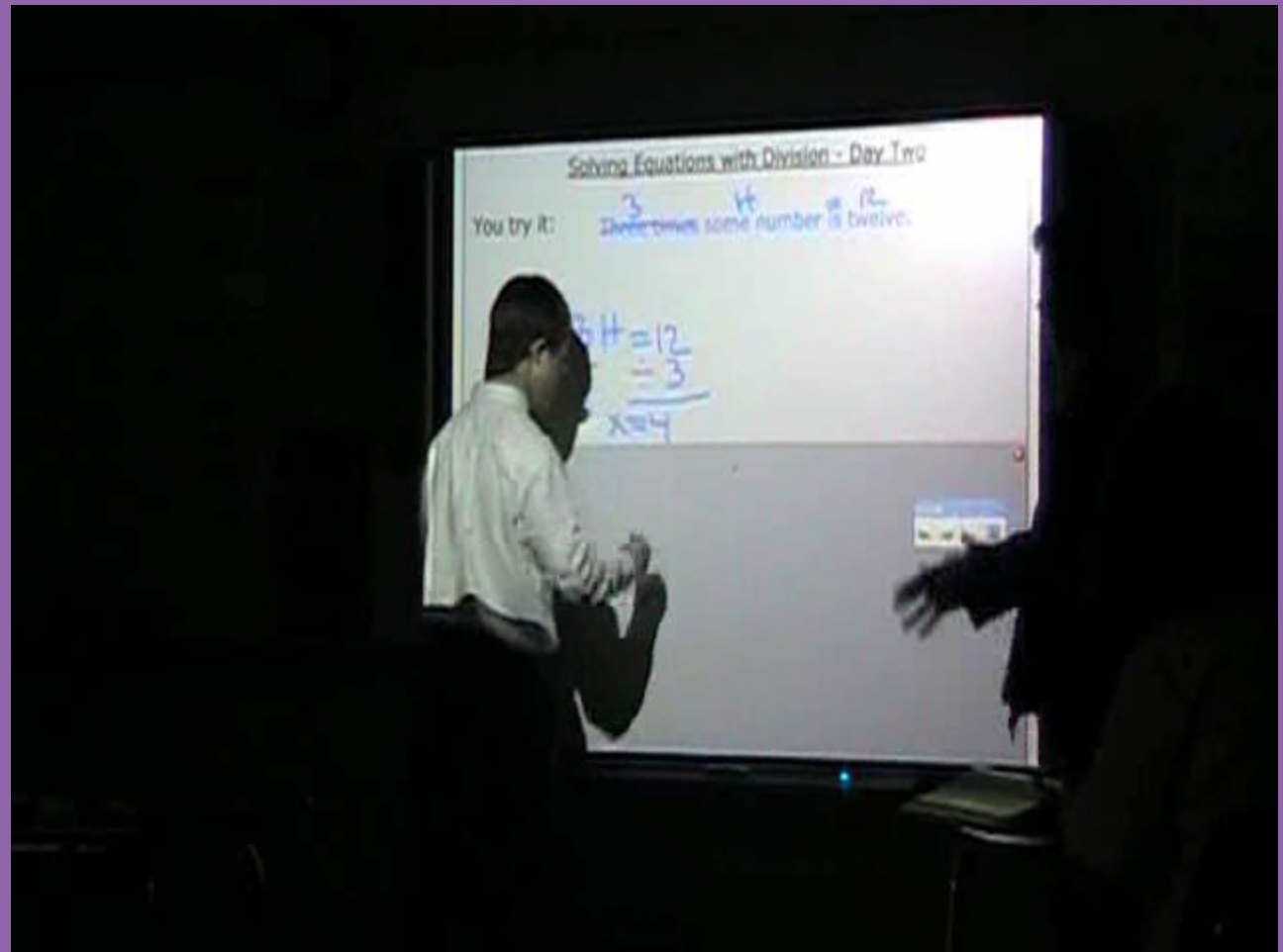
Educational Goals

HIGH EXPECTATIONS



Educational Goals

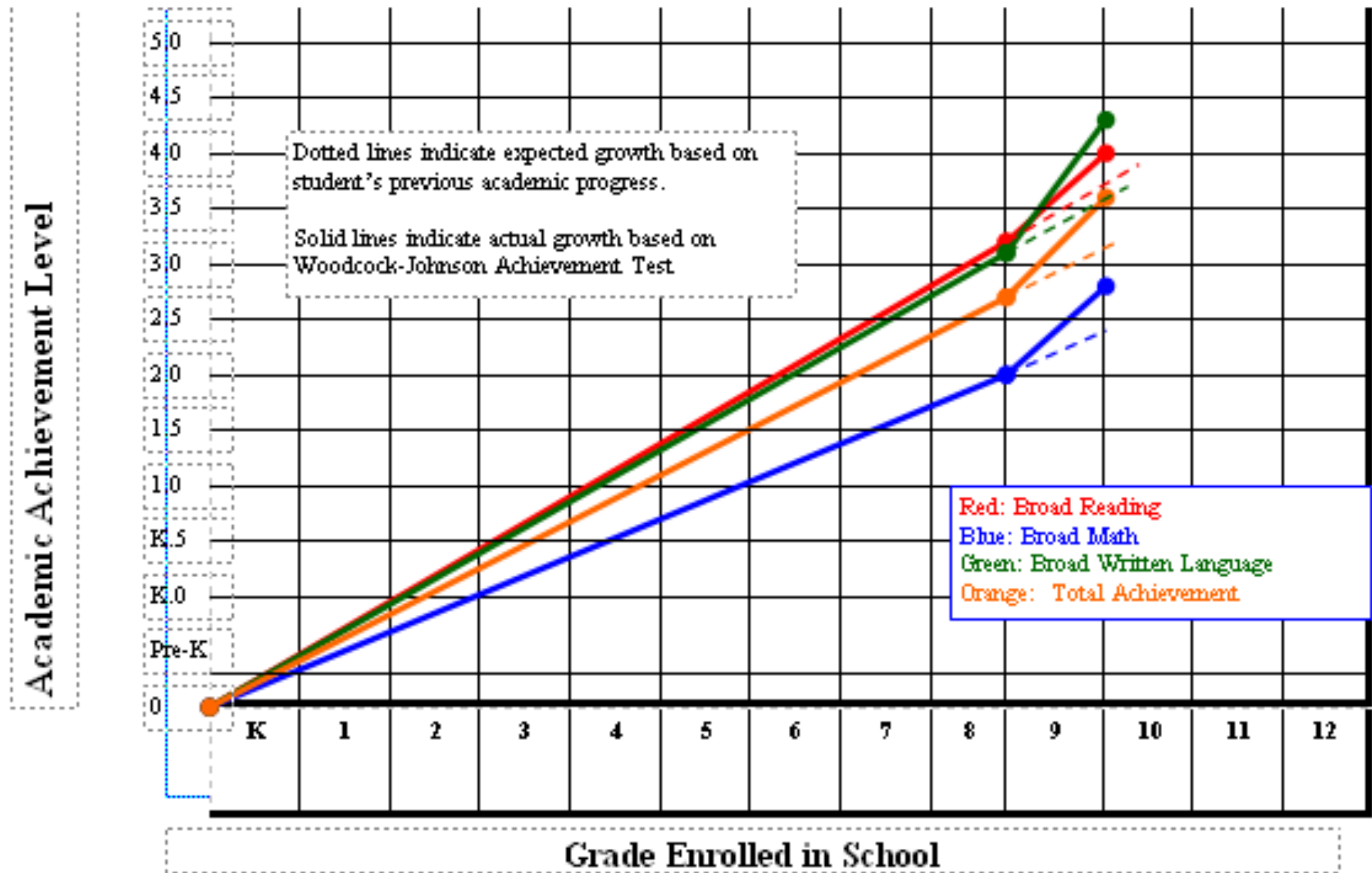
HIGH EXPECTATIONS



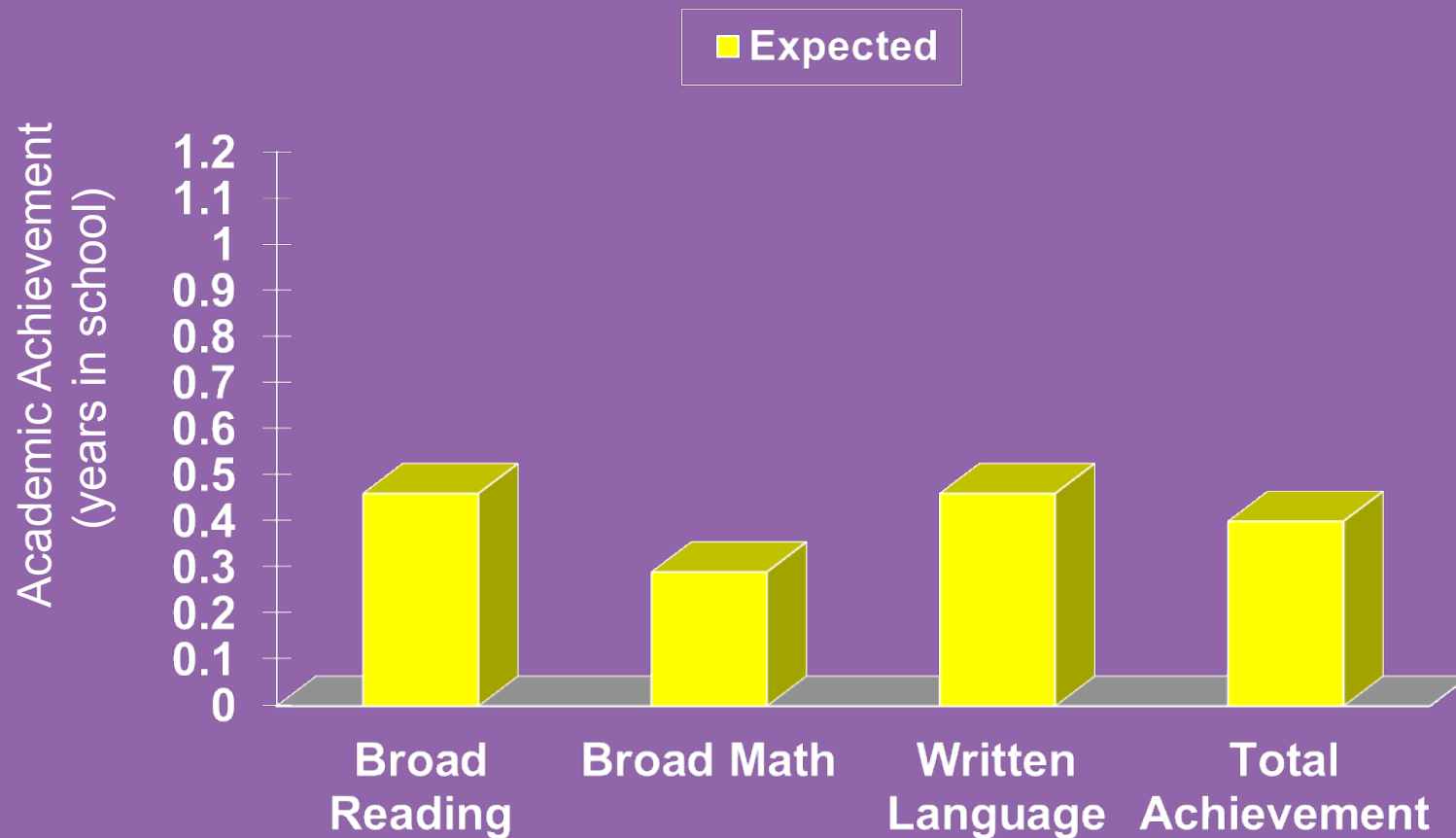
My Daughter, My Inspiration



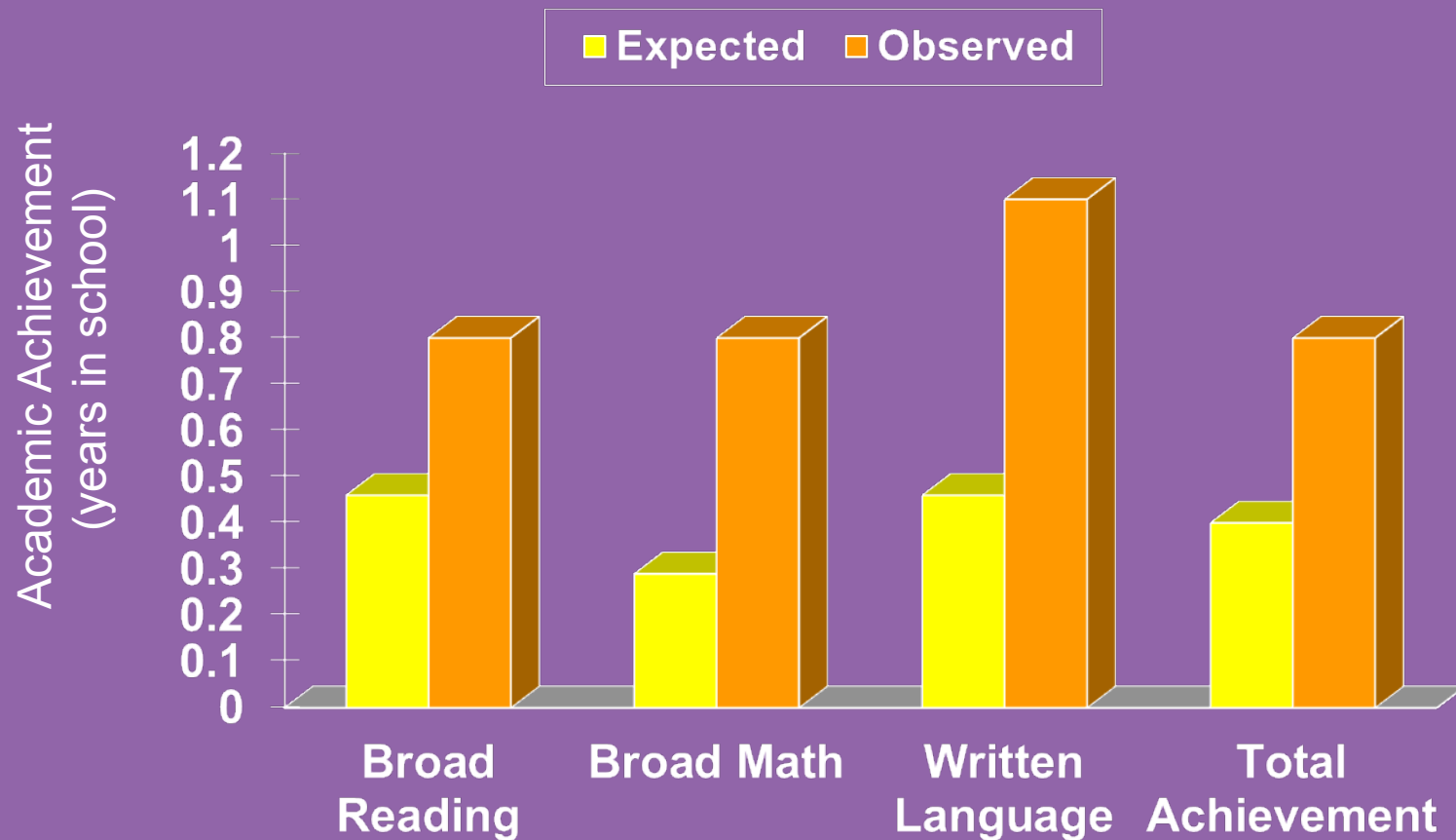
Results of High Expectations



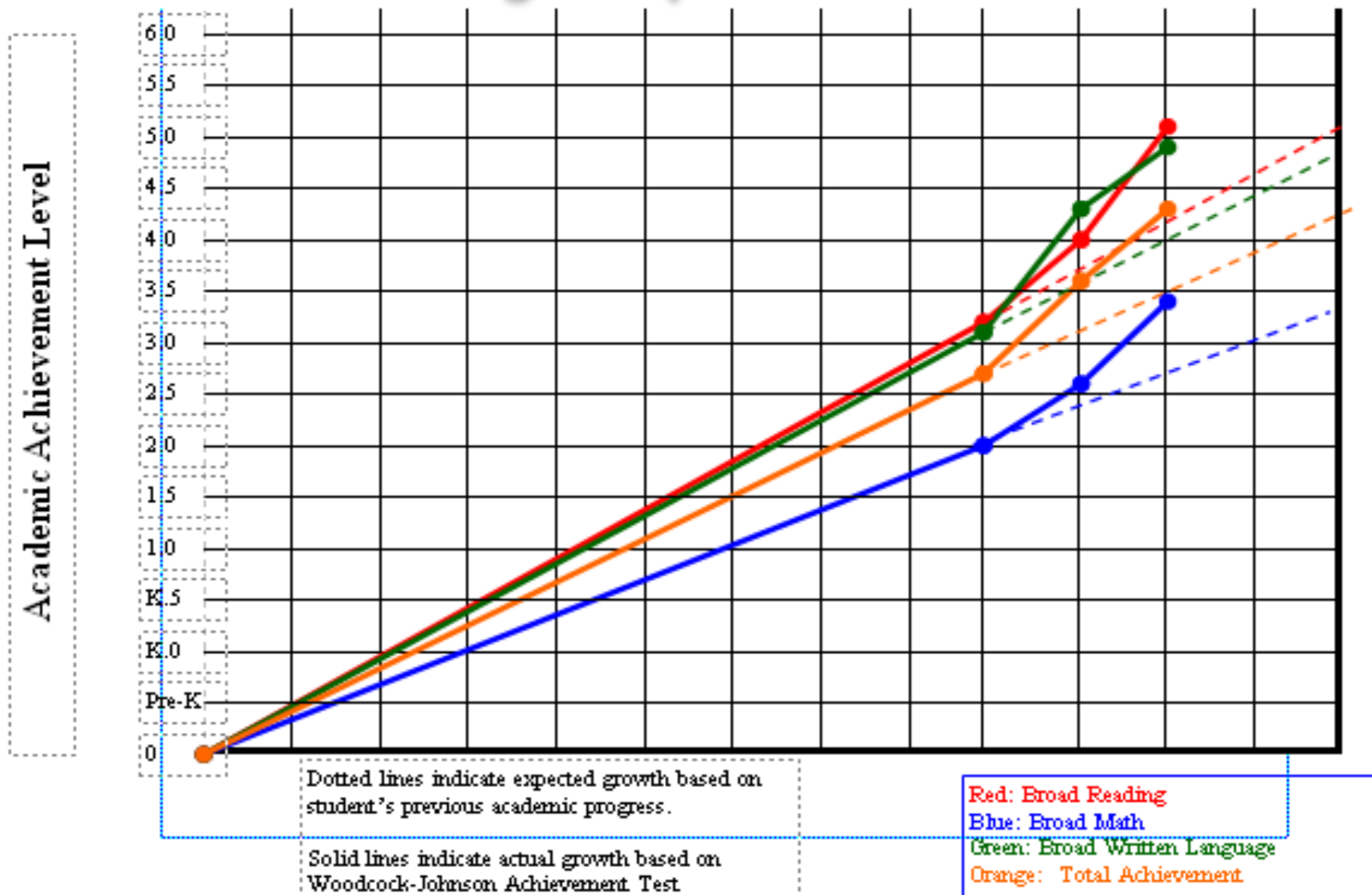
Expected vs. Observed Gains For Options Freshman



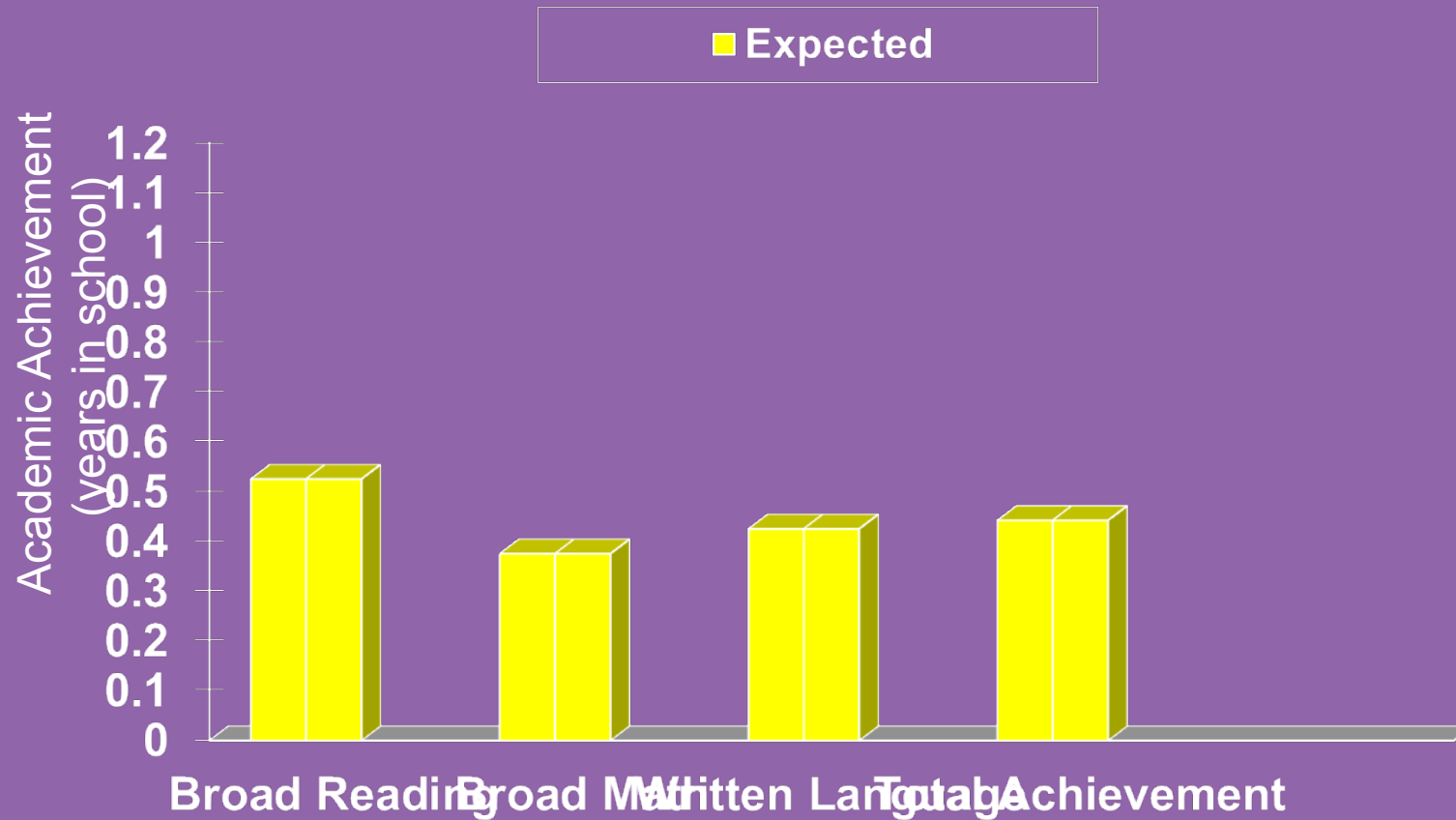
Expected vs. Observed Gains For Options Freshman



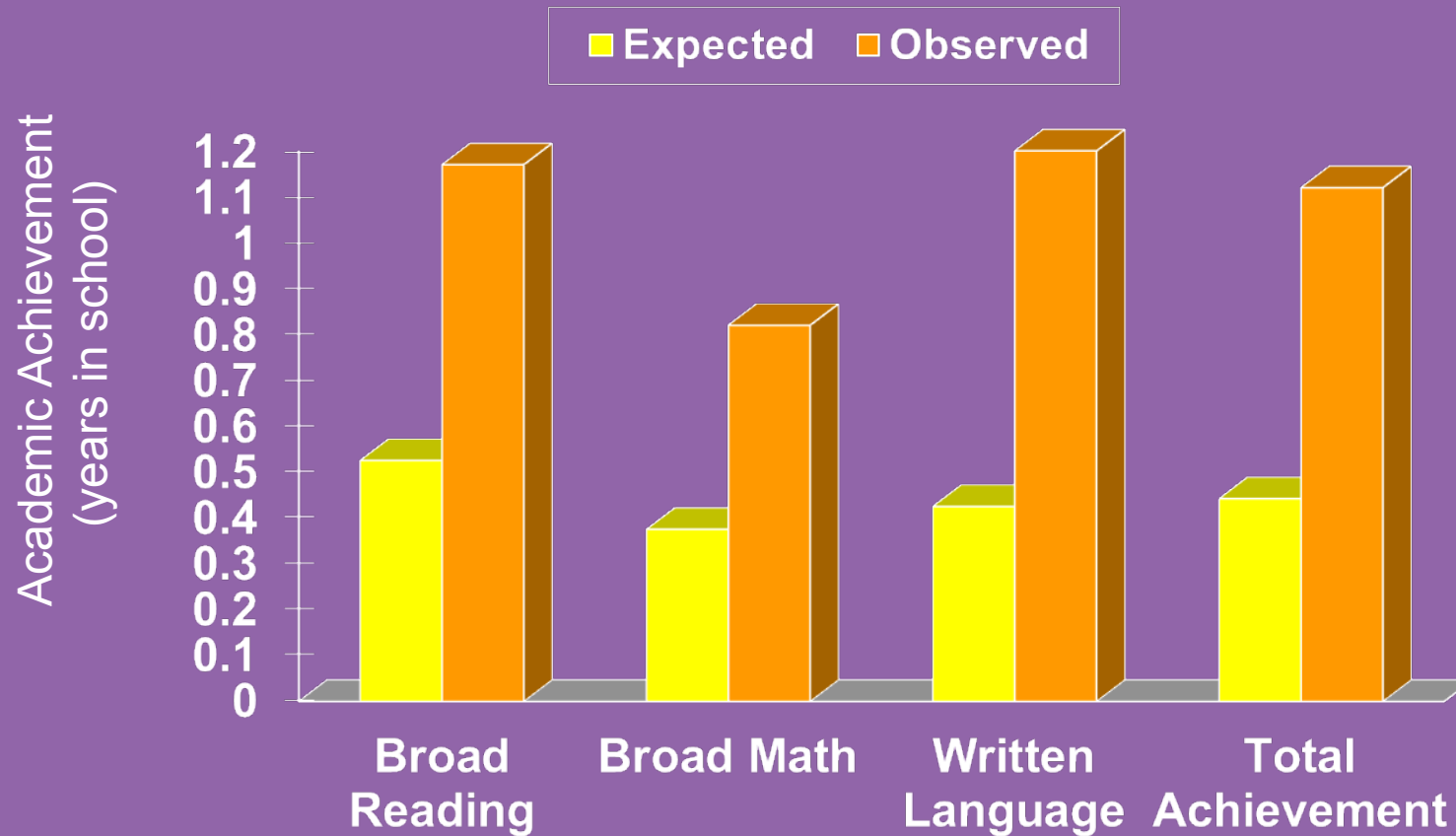
Results of High Expectations – Year Two



Expected vs. Observed Gains For Options Students



Expected vs. Observed Gains For Options Students



Culture
Change

Admissions

High
Expectations

Appropriate
Behavior

Teacher
Training

Social
Environment

Finances



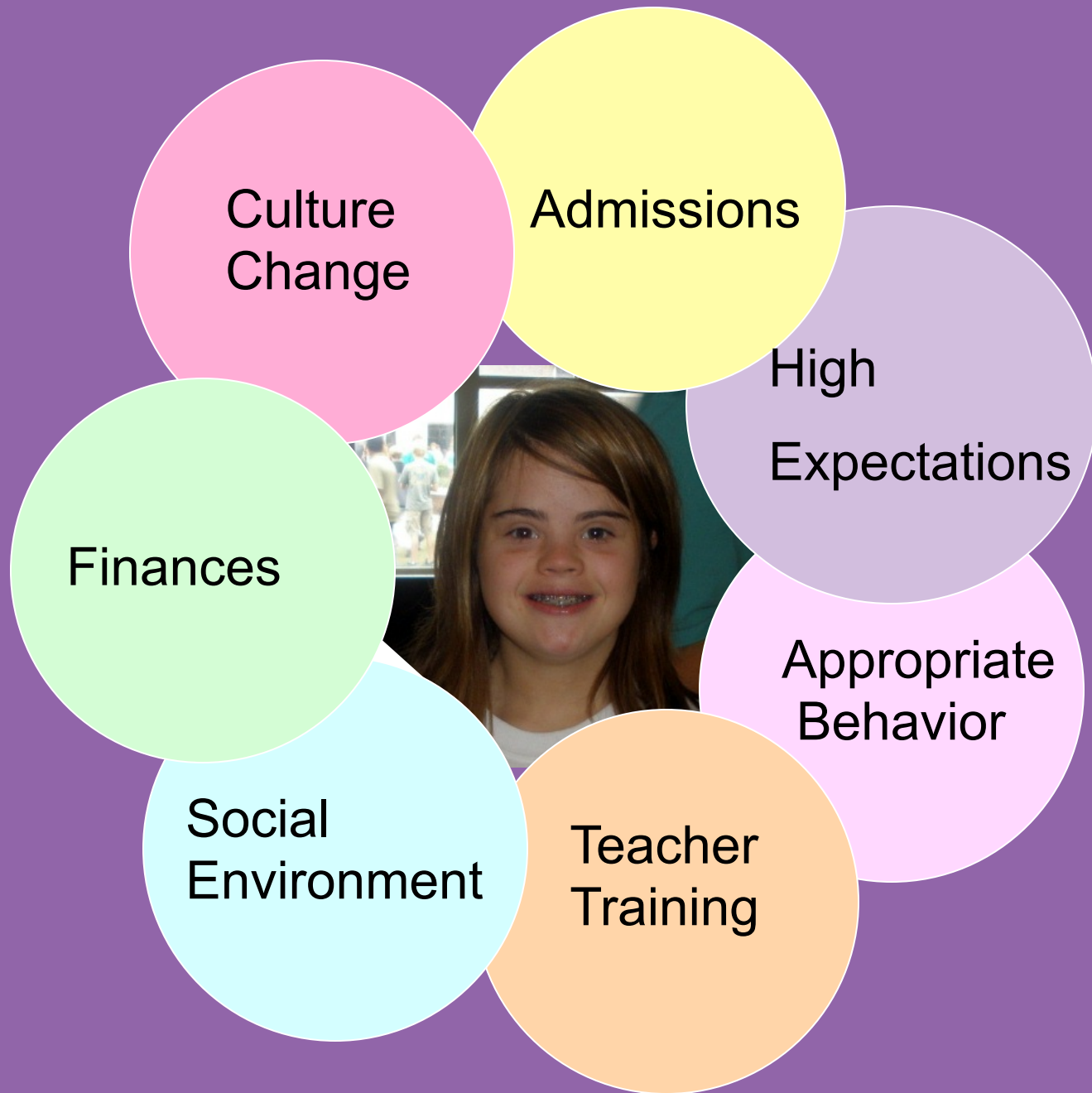
Appropriate Behavior

- ▣ High Expectations!
Special treatment will perpetuate problems
- ▣ Consistency at home and school
- ▣ Peers act as role models
Prevention is important
- ▣ Understand strengths and weaknesses –
allow extra time for compliance
- ▣ Establish behavior plans if necessary.
These should be temporary.

Individualized Behavior Plan

THEOLOGY	Yes	No	N/A	COMMENTS
Comes to class on time				
Brings all materials				
Homework completed				
Writes assignment in planner				
Completes work, Answers questions				
Asks for help when needed				
Behavior/Attitude/Effort				
TEACHER INITIALS				Lunch Detention Assigned? <u> </u> Yes <u> </u> No

CHEMISTRY	Yes	No	N/A	COMMENTS
Comes to class on time				
Brings all materials				
Homework completed				
Writes assignment in planner				
Completes work, Answers questions				
Asks for help when needed				
Behavior/Attitude/Effort				
TEACHER INITIALS				Lunch Detention Assigned? <u> </u> Yes <u> </u> No



Teacher Concerns

- ▣ I'm not trained in special needs...
- ▣ Can they really do the work?...
- ▣ My class is usually in lecture format...
- ▣ I don't know how to modify instruction...
- ▣ It's not fair to give a separate assignment...



Being fair is not treating everyone the same, but making sure everyone has their needs met.



Teacher Training

- ▣ Give a man a fish – feed him for a day
- ▣ Teach a man to fish – feed him for a lifetime

Give teachers the tools they need to
teach all students



Teacher Training

Adaptation/Differentiation

This can be done
so that students with special needs
can learn in regular classrooms

Reduce Density and Maintain Integrity

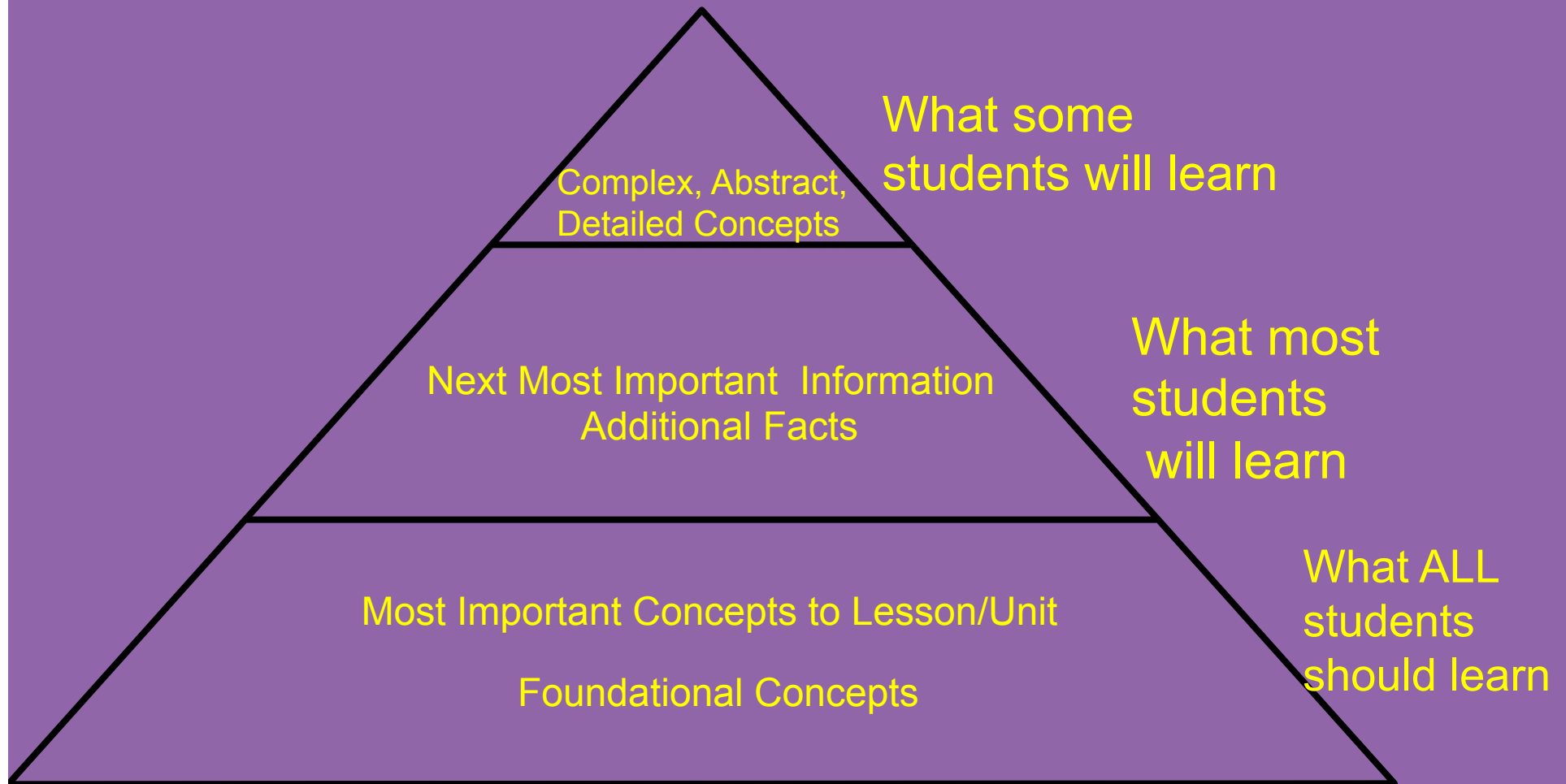
Students with diverse "possibilities" offer opportunities for educational systems to be more divergent and creative in their thinking, planning, and delivery of practices and techniques.

Teacher Training

Differentiated Instruction

- ▣ Content: What do students learn?
- ▣ Process: How do they learn?
- ▣ Products: How are they tested?

Planning Pyramid



Schumm, J.S., Vaughn, S. & Harris, J. (1997). Pyramid Power for Collaborative Planning, *Teaching Exceptional Children*, 26 (6), 62-66. Adapted by Project CHOICES.

Content

9th Theology: Genesis 1-3

What some
students will
learn

Typology: Adam & Eve

Christ: The New Adam →
Redemption & The New
Creation

Teachings of The Church:

- Doctrine of Creation (10 Truths)
- Doctrine of Man: Image and Likeness
- Doctrine of Marriage

What most
students will
learn

- God: Trinity → Work of Creation
- House Diagram: 7 days of Creation
- Adam, Eve, Satan, and the Fall of Man

What ALL
students will
learn



Process

PREVIEW MATERIAL!

Theology Notes for Test 2

Creation



God created the heavens and the earth. God created all things out of nothing. We find out about creation in the book of Genesis. Genesis is the first book of the Bible.

Creation is the work of the Blessed Trinity.

The Blessed Trinity is God the Father, God the Son, and God the Holy Spirit.

We read in Genesis that when God created the earth it was "without form and void." "Without form and void" means that the earth was formless and empty. So, God had to do something about this. On days 1-3, God gave form to creation by creating environments: day and night, sea and sky, and land and vegetation. On days 4-6, God created the inhabitants to fill the environments: sun and moon, birds and fish, and animals and human beings.

Days 1-3: God created the structure of the earth.

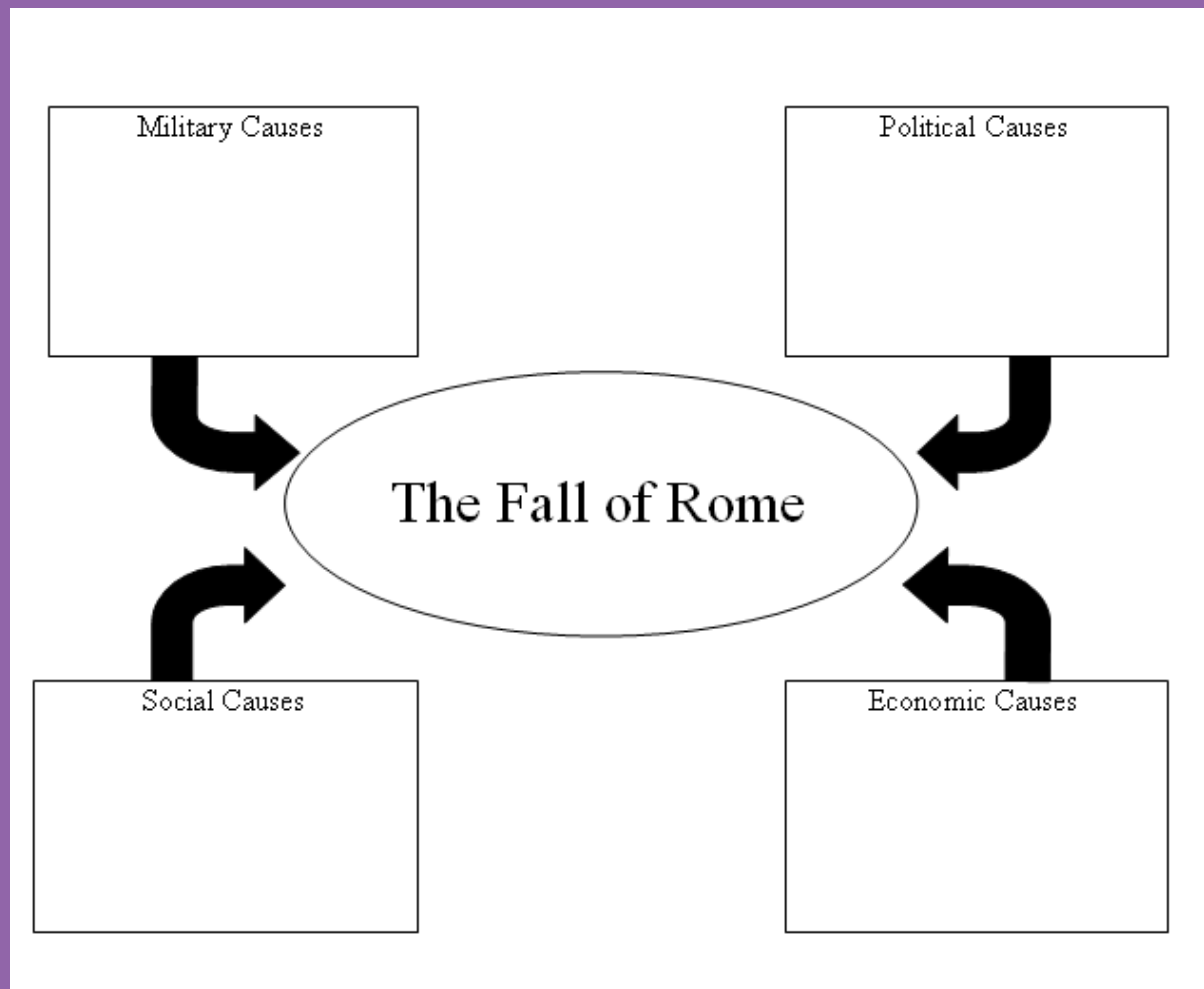
Days 4-6: God filled the structure of the earth.

God created the world so that we, His children, could have a place to call home and a place to worship God. On earth, we learn to love God and love one another so that we can one day go to Heaven.

Questions:

1. Who created the heavens and the earth?
2. Who makes up the Blessed Trinity?
3. What does "without form and void" mean?
4. What does God create on the first three days of creation?
5. What does God create on days 4-6?

Universal Design (UDL)



Product

0 - Theology TEST 3

19 October 2007

Name: _____ Period: _____

Matching:

- | | |
|----------------------------|-------------------------------------|
| 1. Adam _____ | A. First born son of Adam and Eve |
| 2. Enosh _____ | B. Son of Cain |
| 3. Eve _____ | C. First woman God created |
| 4. Enoch _____ | D. First man God created |
| 5. Cain _____ | E. Son of Seth |
| <hr/> | |
| 6. Original sin _____ | A. Younger brother of Cain |
| 7. Tree of Life _____ | B. Garden where Adam and Eve lived |
| 8. Tree of Knowledge _____ | C. Tree they could eat from |
| 9. Eden _____ | D. Tree they could NOT eat from. |
| 10. Abel _____ | E. Man's first sin is known as this |

A diagram of a multipolar neuron. It features a central cell body (soma) containing a green nucleus. Several branching processes (dendrites) extend from the cell body. A long, thin process (axon) extends from the cell body, covered by a yellow myelin sheath composed of multiple segments (myelin sheath). The axon terminates in branching processes (axon terminals).

Page: 1 of 5 Words: 604

A Day in the Life of Sam

▣ 1st Period: Biology



A Day in the Life of Sam

▣ 2nd Period: Theology



A Day in the Life of Sam

▣ 3rd Period: English



A Day in the Life of Sam

▣ 4th Period: Band



A Day in the Life of Sam

▣ 5th Period: PE



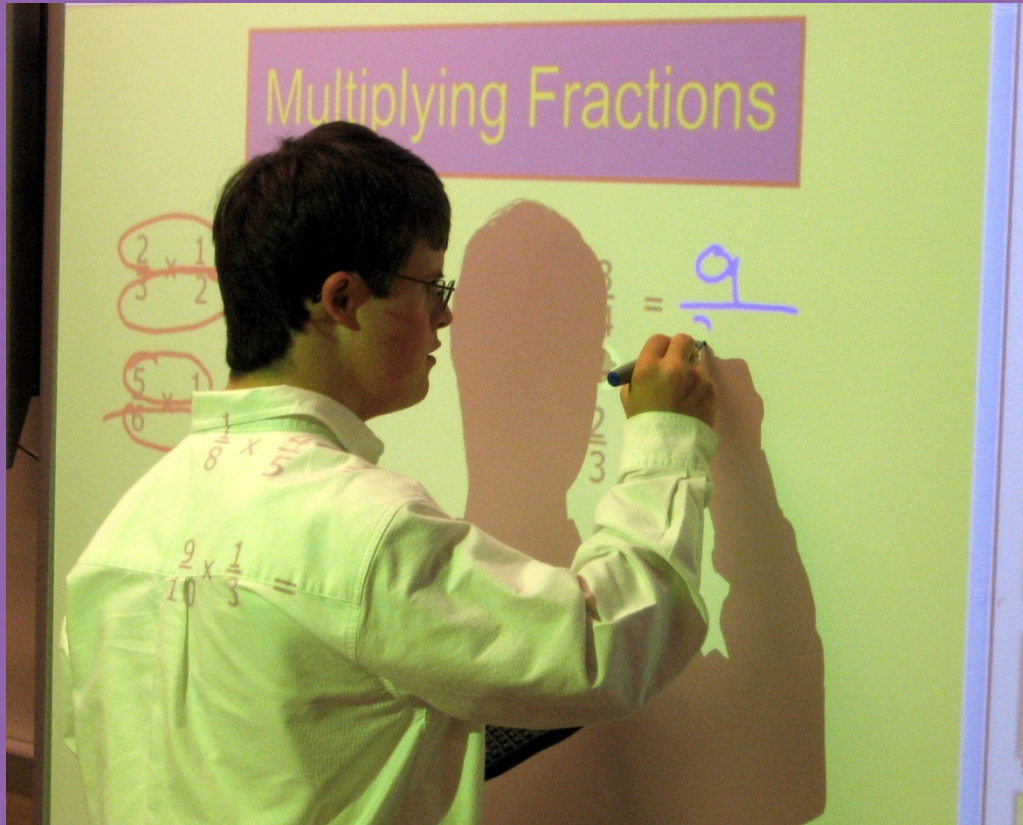
A Day in the Life of Sam

▣ 6th Period: World History



A Day in the Life of Sam

▣ 7th Period: Pre-Algebra



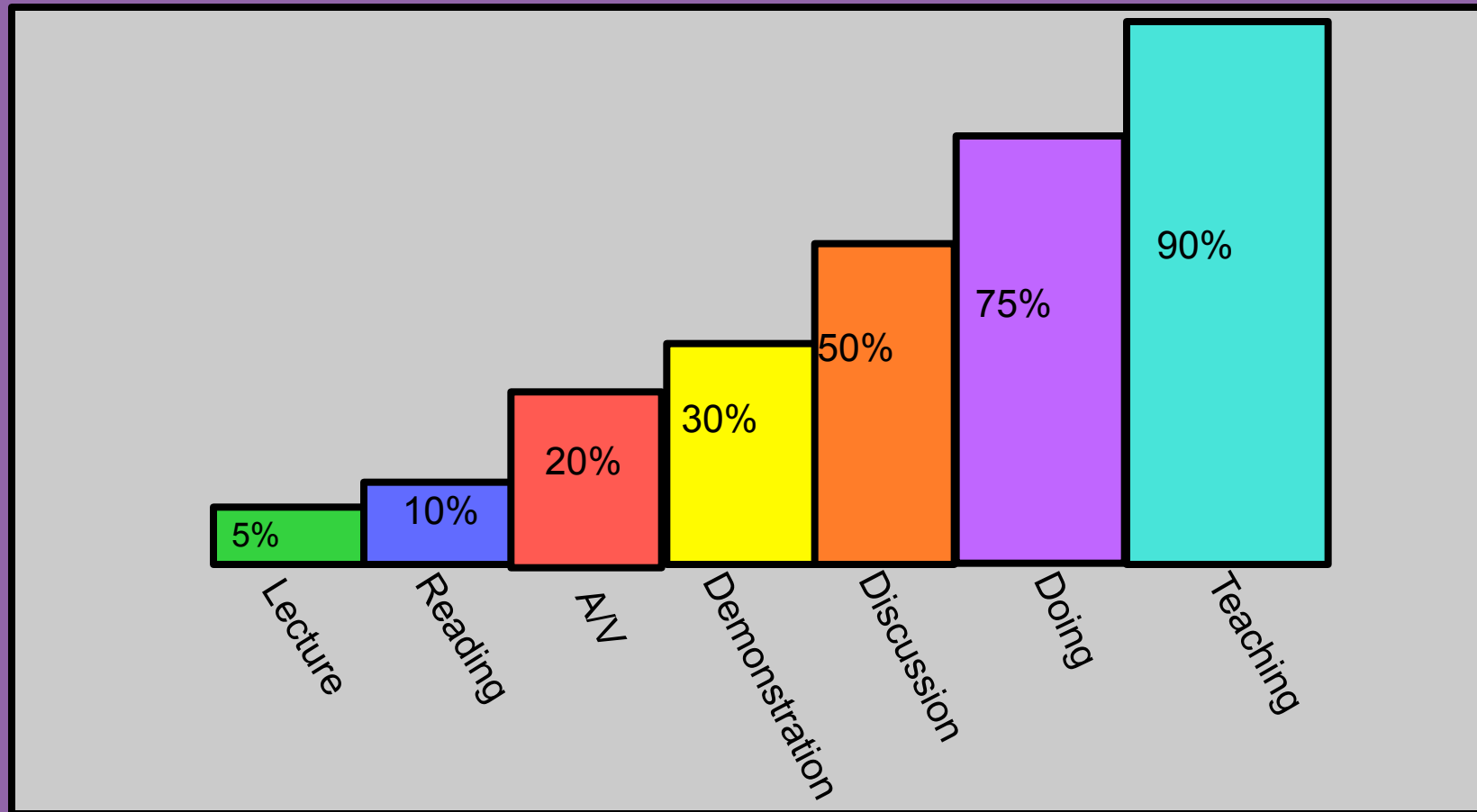
Options Scholars

- ▣ Academic Peer Mentors
- ▣ Elective Semester Course
- ▣ Application Process
- ▣ Curriculum Packet

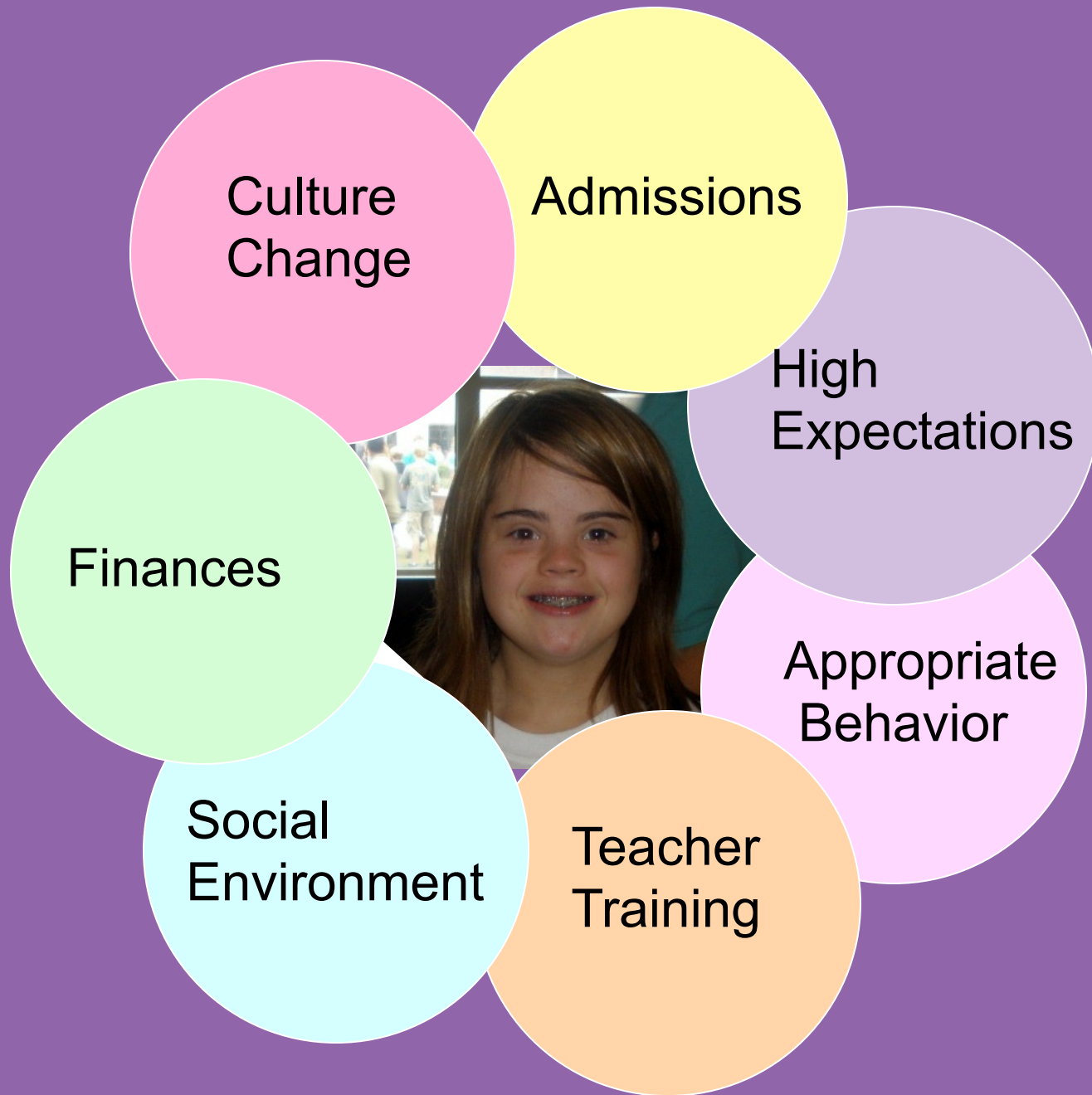


Retention Probability Index

Retention of material after 24 hours



Sousa, D. (1995) How the Brain Learns. Reston, VA: National Association of Secondary School Principals.



Social Inclusion

- ▣ BE Ambassadors
- ▣ Extracurricular Activities
- ▣ Options Scholars
- ▣ Band of Buddies



Extracurricular Activities

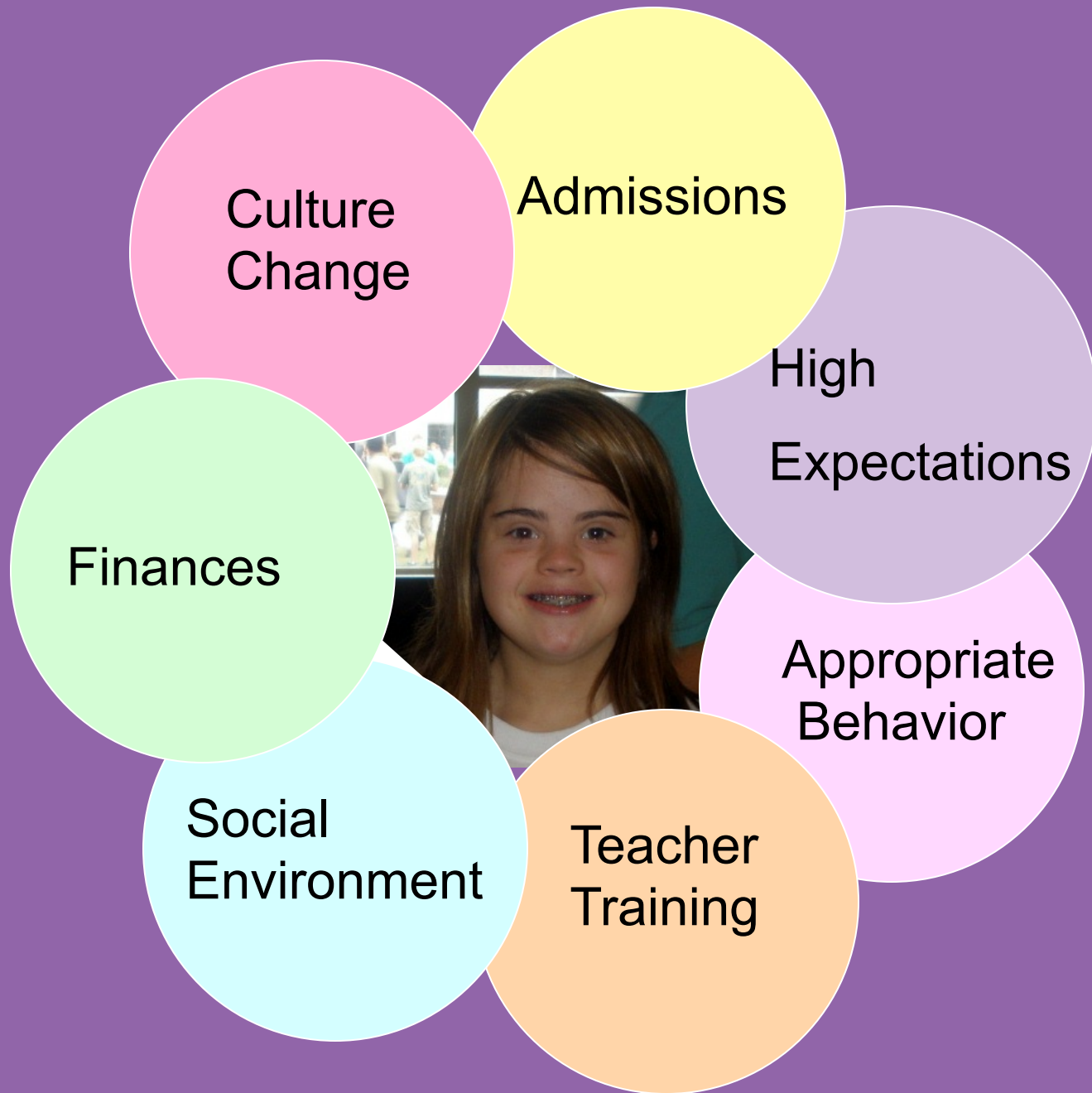
- ▣ Class King
- ▣ School Dances
- ▣ Religious Retreat Team
- ▣ School Chorus
- ▣ Key Club
- ▣ Swim Team
- ▣ Track Team
- ▣ Basketball Managers
- ▣ Volleyball Scorekeeper
- ▣ School Band
- ▣ School Plays
- ▣ Intramurals



Band of Buddies

- ▣ Social Peer Buddies
- ▣ Typical High School Experience
- ▣ Application Process
- ▣ Monthly Lunch Parties
- ▣ Planned Social Outings (Community & School Events)
- ▣ Service Projects



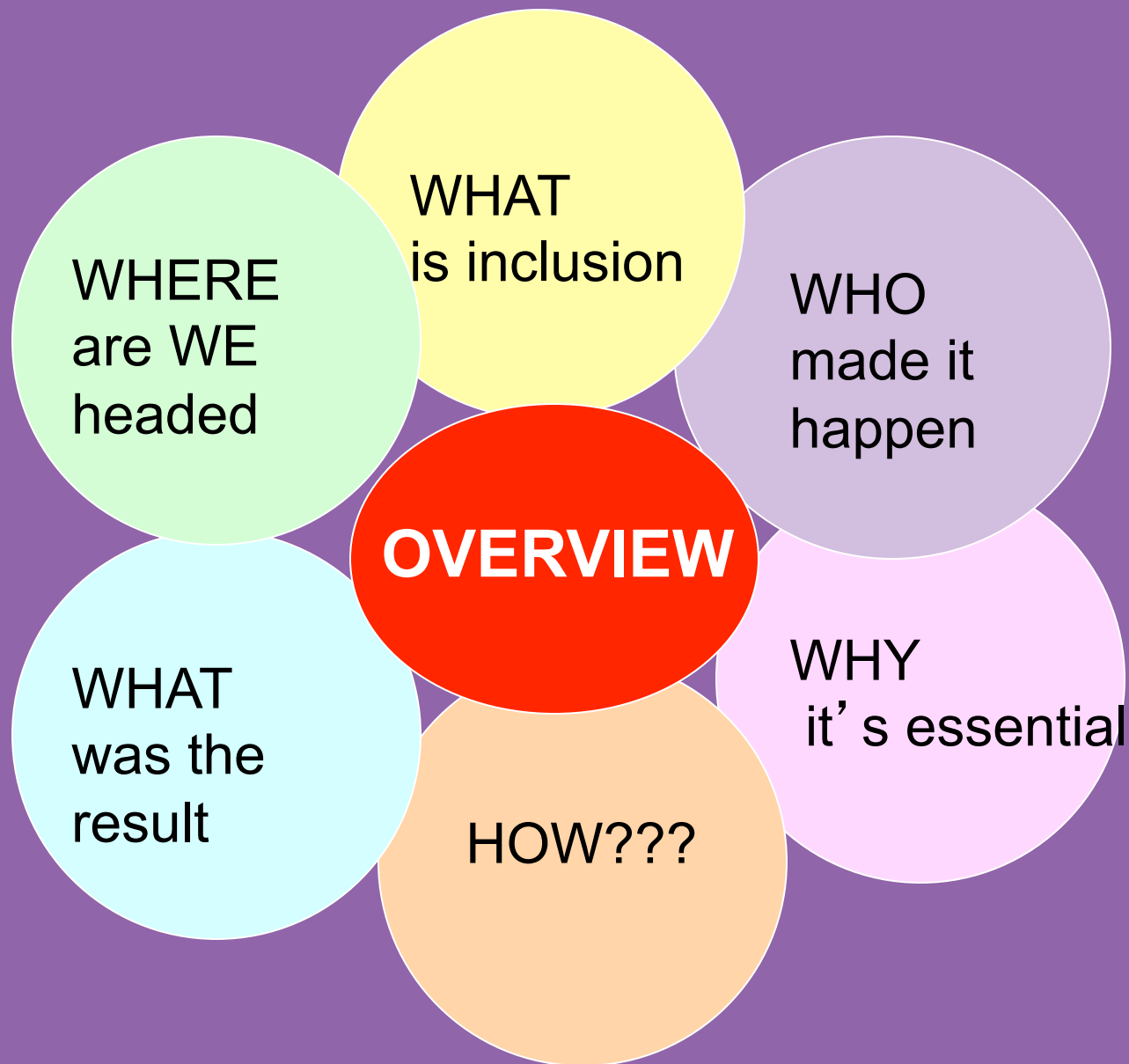


\$\$\$\$ Financial Support \$\$\$\$\$

YEAR 1: Fund Program with Grants

▣ Catholic Charities Grant	\$10,000
▣ Knights of Columbus	\$12,000
▣ Yaschik Foundation	\$ 5,000
▣ Medical Society of SC	\$ 5,000
▣ Webb/Croft Foundation	\$ 2,500
▣ Private Donations	\$ 8,750
▣ <u>Anonymous donor</u>	<u>\$ 75,000</u>
Total raised in Year 1	\$ 118, 250

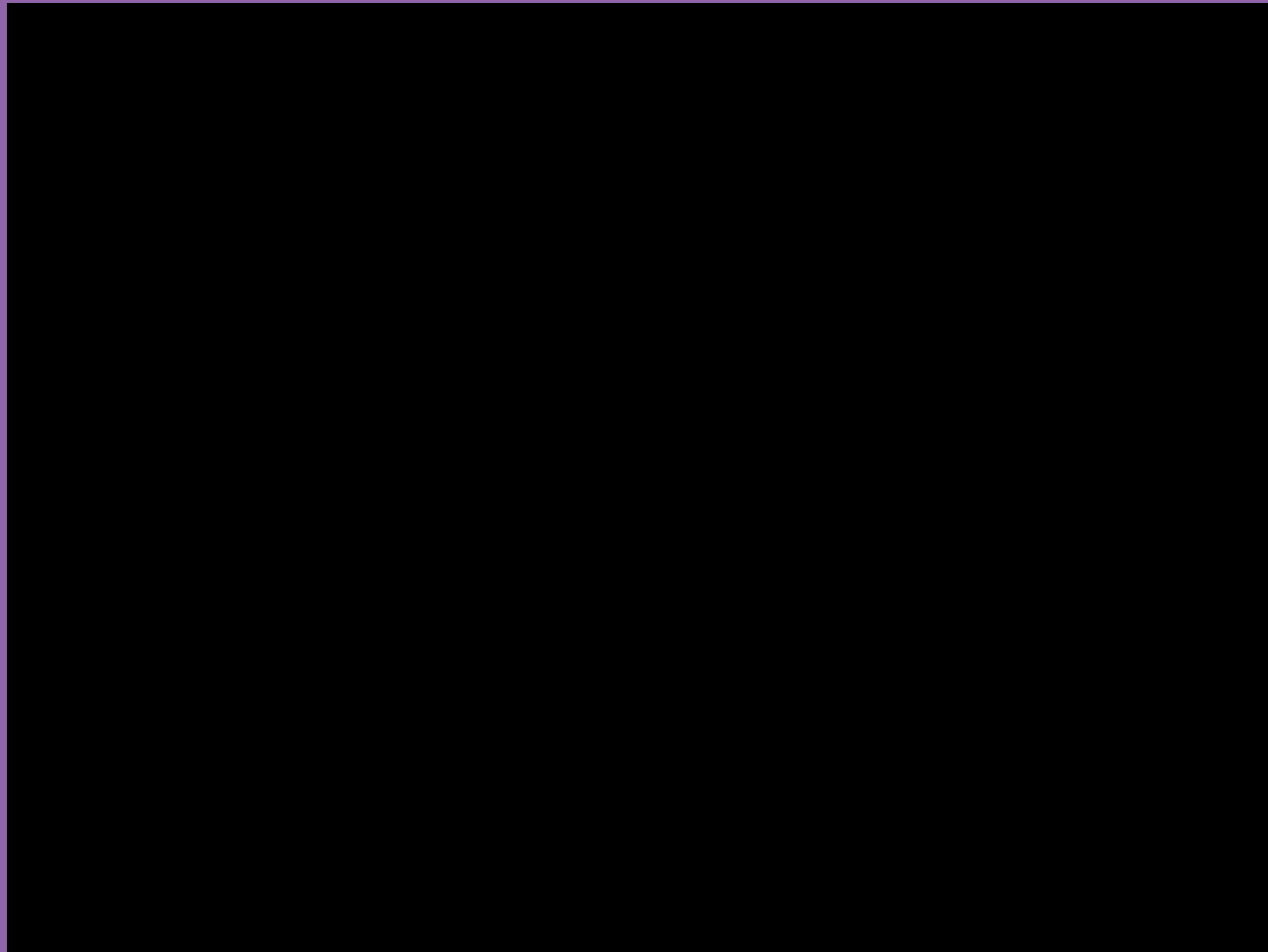
YEAR 2+: Amortize across tuition



Outcomes/Benefits

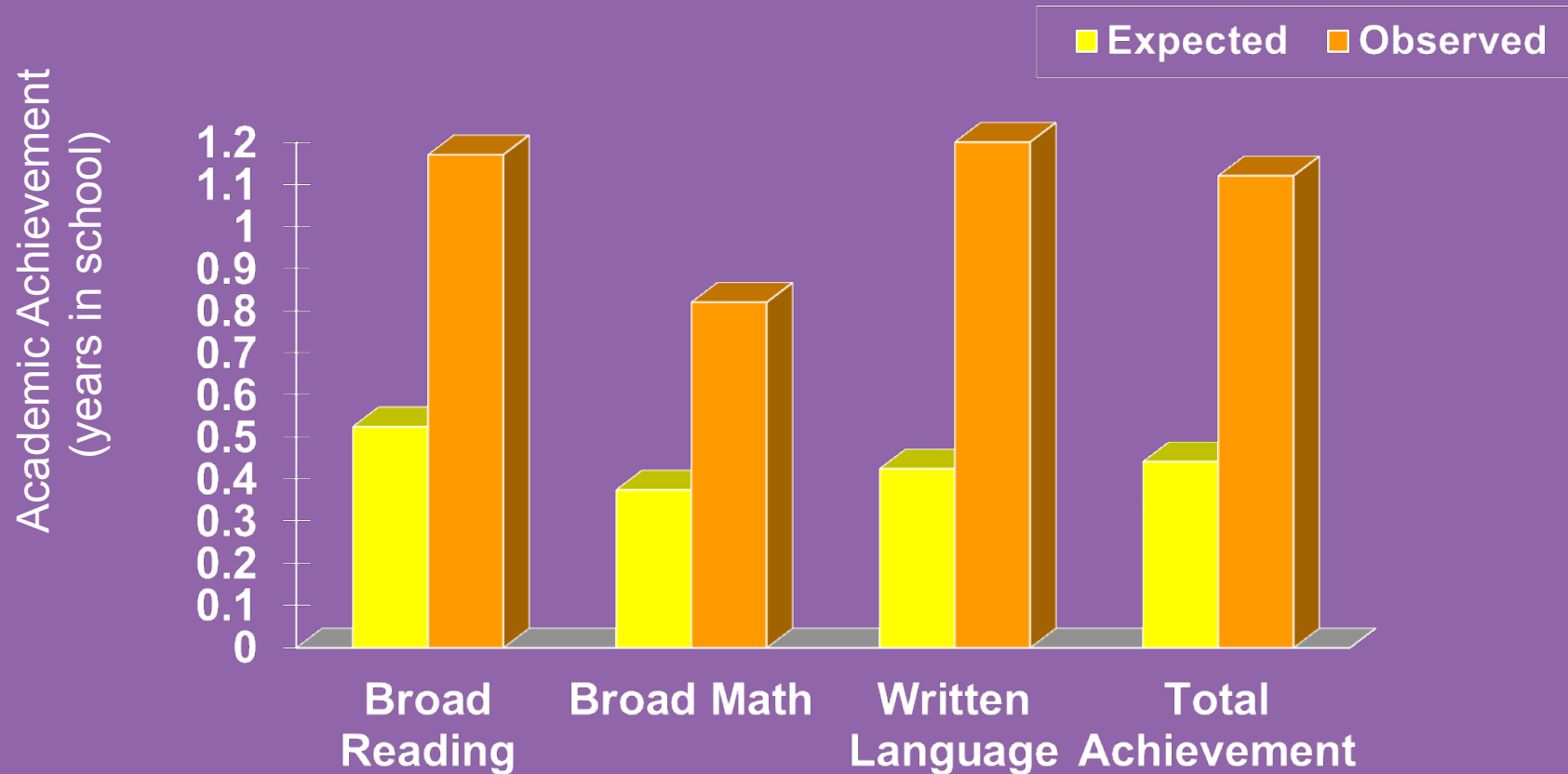
- An environment in which students learn acceptance, tolerance, inclusion, empathy, and understanding.
- An environment in which many learning styles are acknowledged, supported, and successful.
- An environment in which teachers learn new and innovative ways to reach all students, and all students show enhanced academic performance.
- An environment in which Christ's love is evident in action as well as speech, in thought as well as word, in heart as well as mind.

In the words of a Theology teacher...



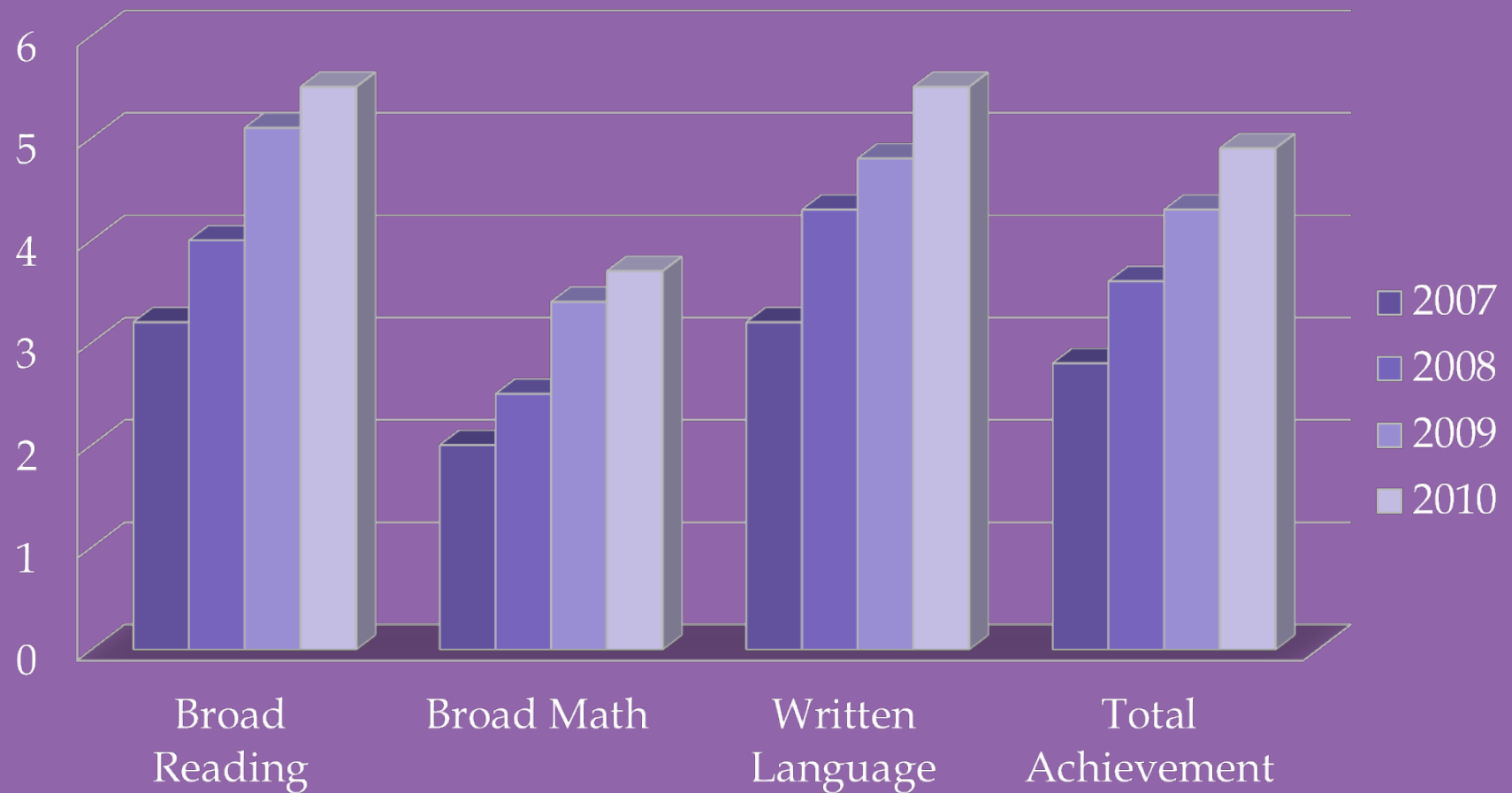
Benefits of Inclusion for students with disabilities

Expected vs. Observed Gains For Options Students



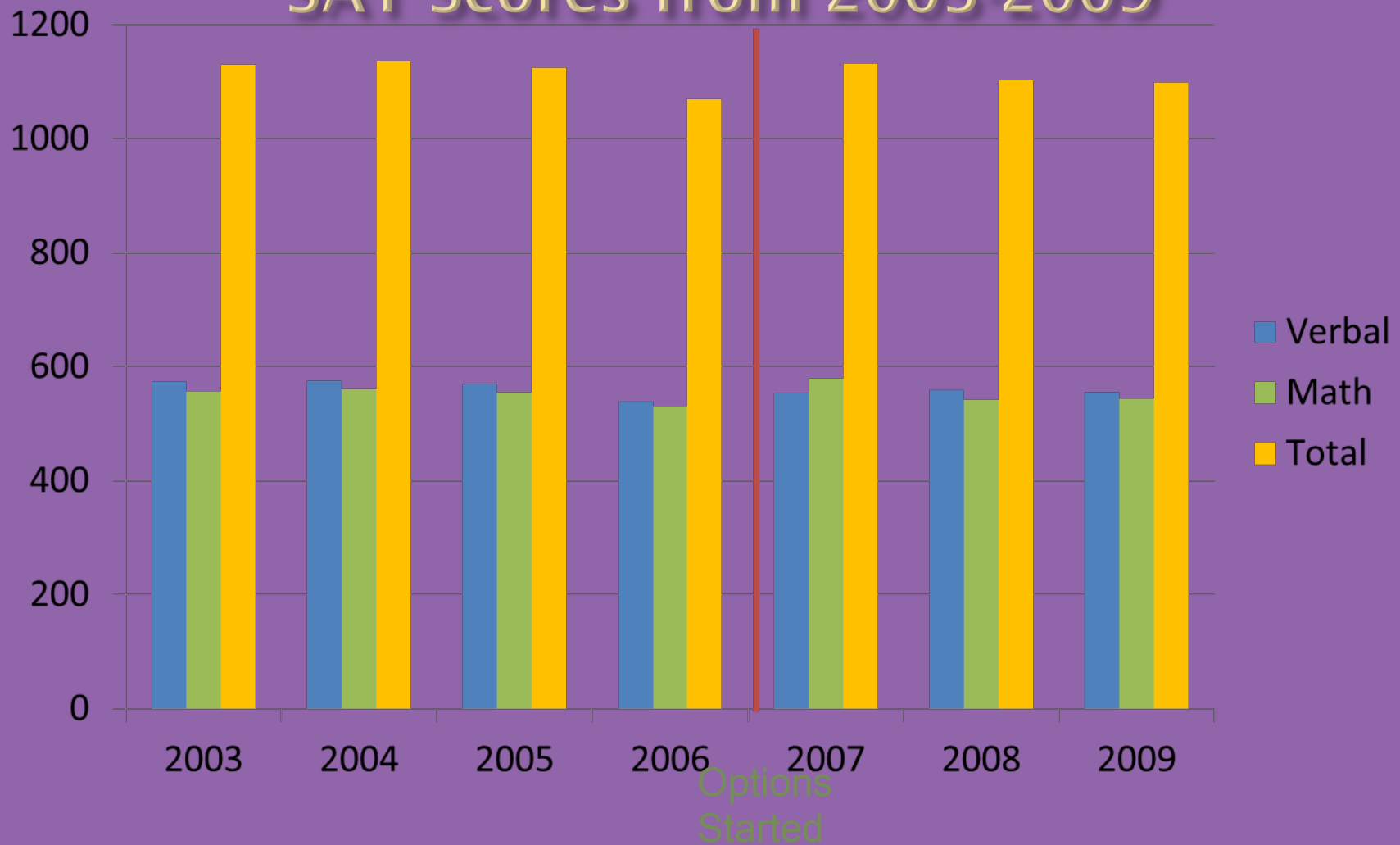
Academic Achievement For Options Students

(grade level equivalency)



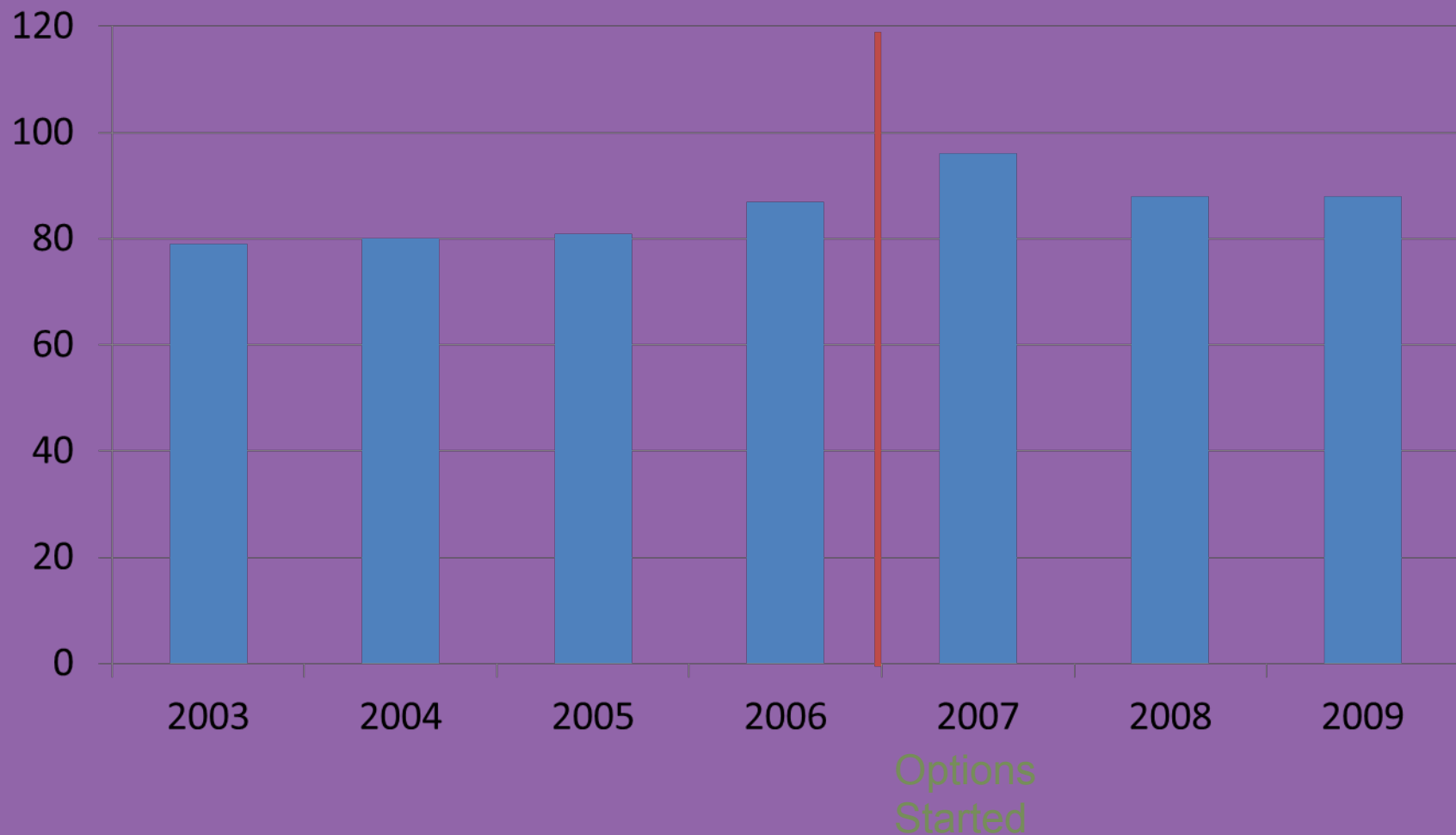
Benefits of Inclusion for those without disabilities

SAT Scores from 2003-2009



ACT Performance 2003-2009

% Scoring > 3 on AP Test



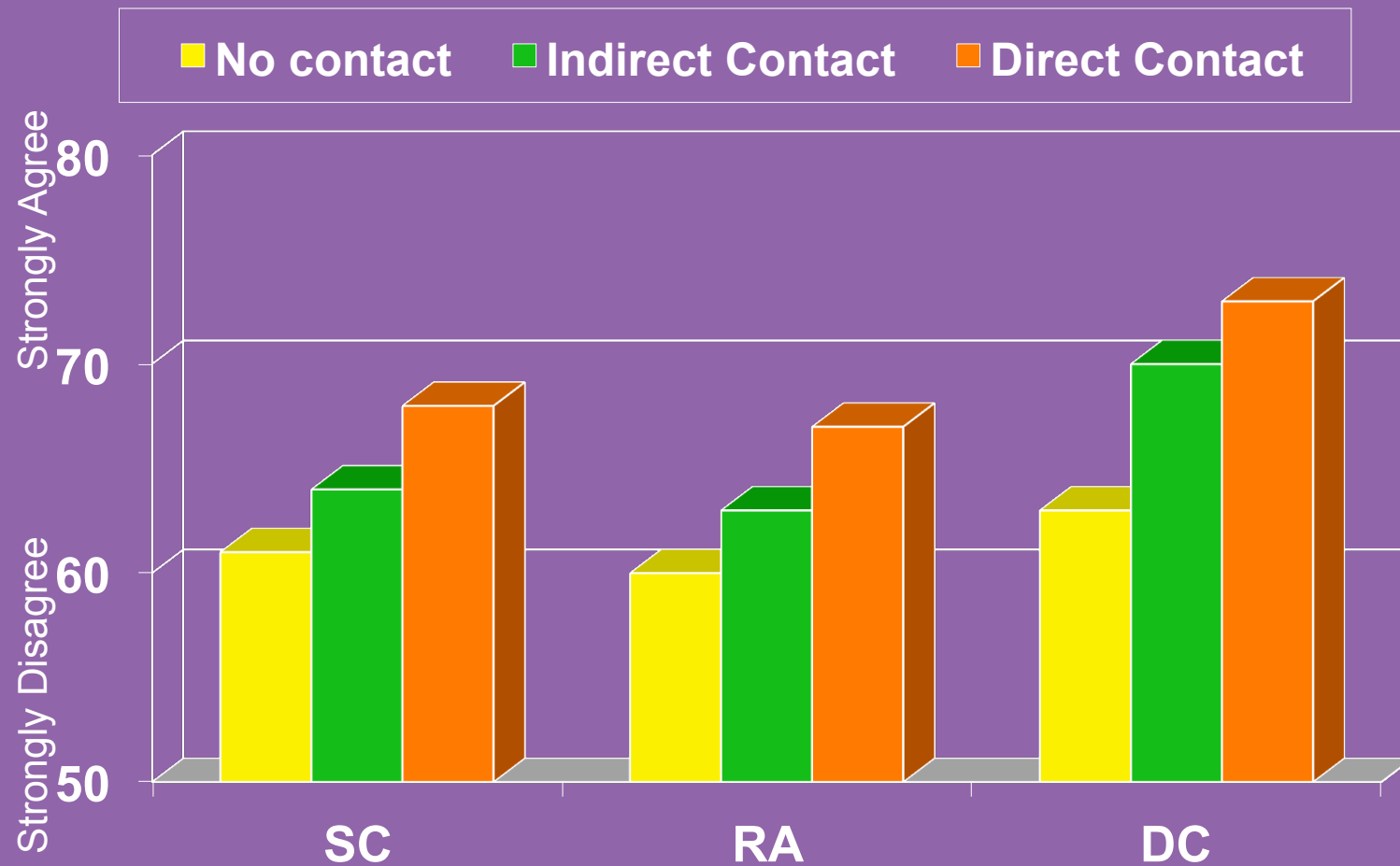
ACT Scores from 2006-2010



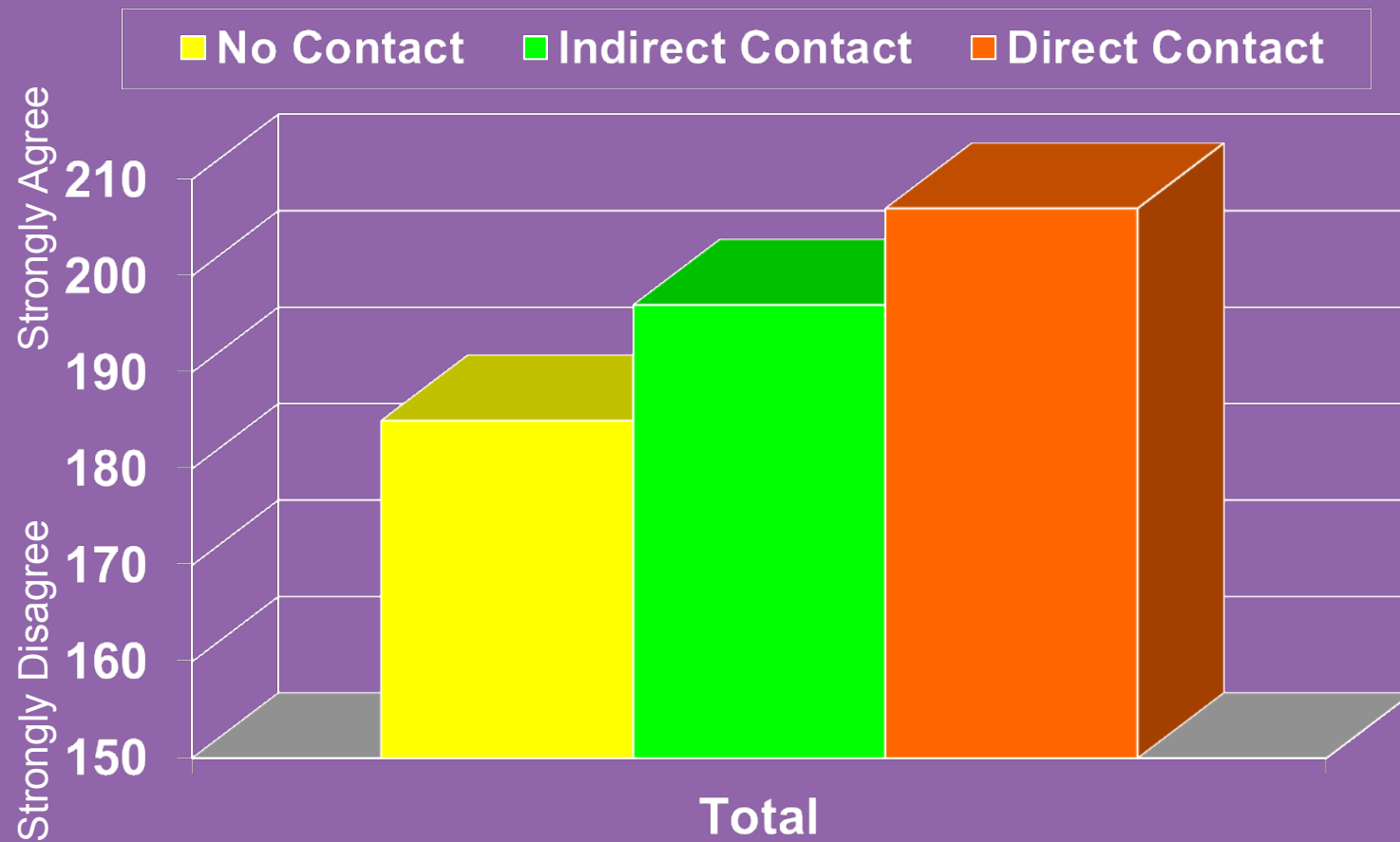
Sense of Connection: Degree of comfort with diverse individuals

Relativistic Appreciation: Ability to appreciate differences and have them affect your own outlook on life

Diversity of Contact: Level of interaction and willingness to be with diverse people



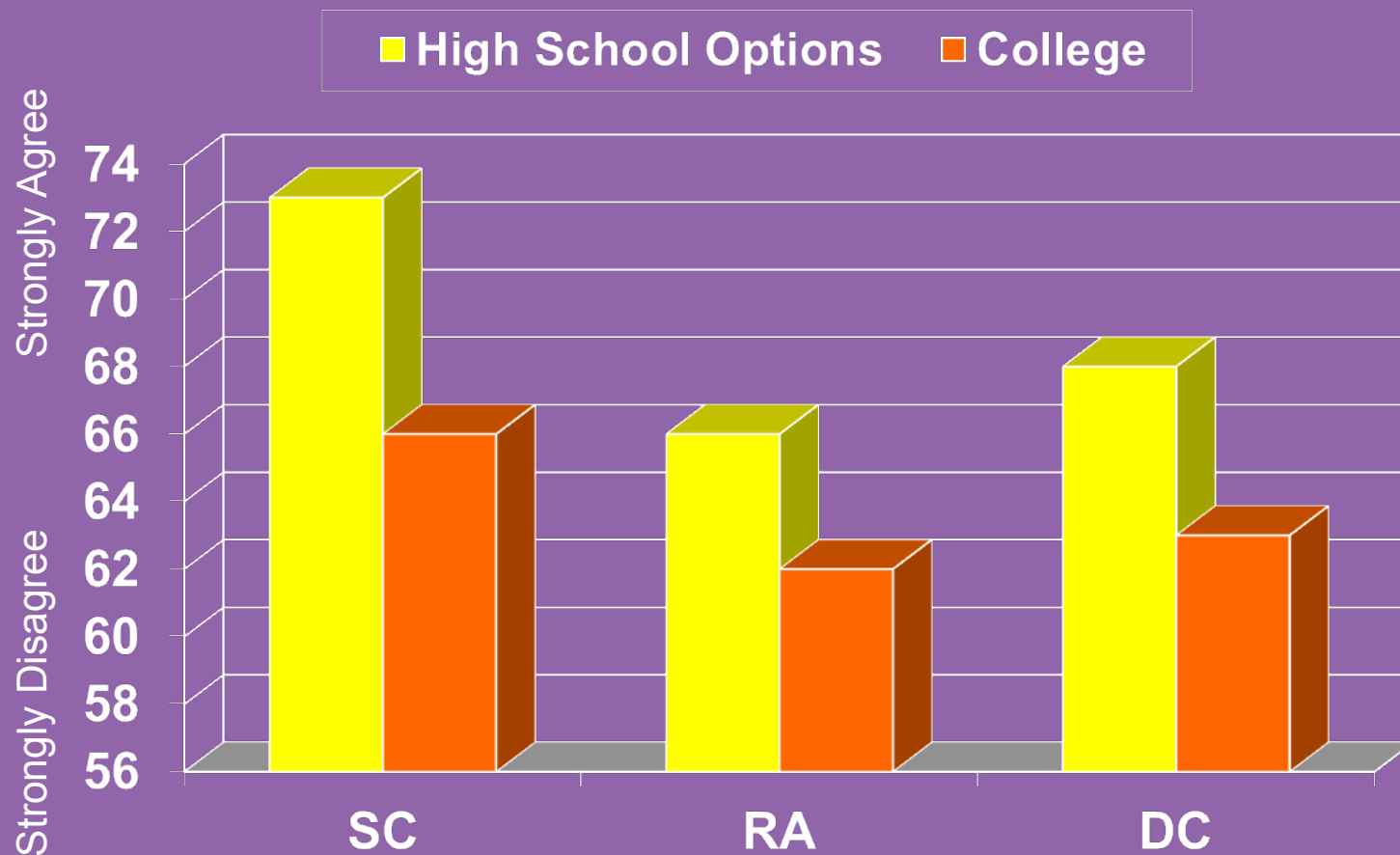
Total Score on Openness to Diversity



Sense of Connection: Degree of comfort with diverse individuals

Relativistic Appreciation: Ability to appreciate differences and have them affect your own outlook on life

Diversity of Contact: Level of interaction and willingness to be with diverse people



In the words of an Options Scholar...

Unit 5 – Benefits of Inclusion

The goal of inclusion is to integrate all students into school in a way that meets their needs, both educational and social, and prepare them for their future as an adult in the community. The 10 benefits of inclusion that are most important are as follows:

In the words of an Options Scholar...

1. Students have an increased feeling of community/belonging.
2. Students have an increased sense of purpose and are more likely to be inspired to do their best.
3. Students' needs for friendship are better met.
4. Students and teachers alike will learn about teamwork and community/unity.
5. Students and teachers will also learn to be more open-minded.

In the words of an Options Scholar...

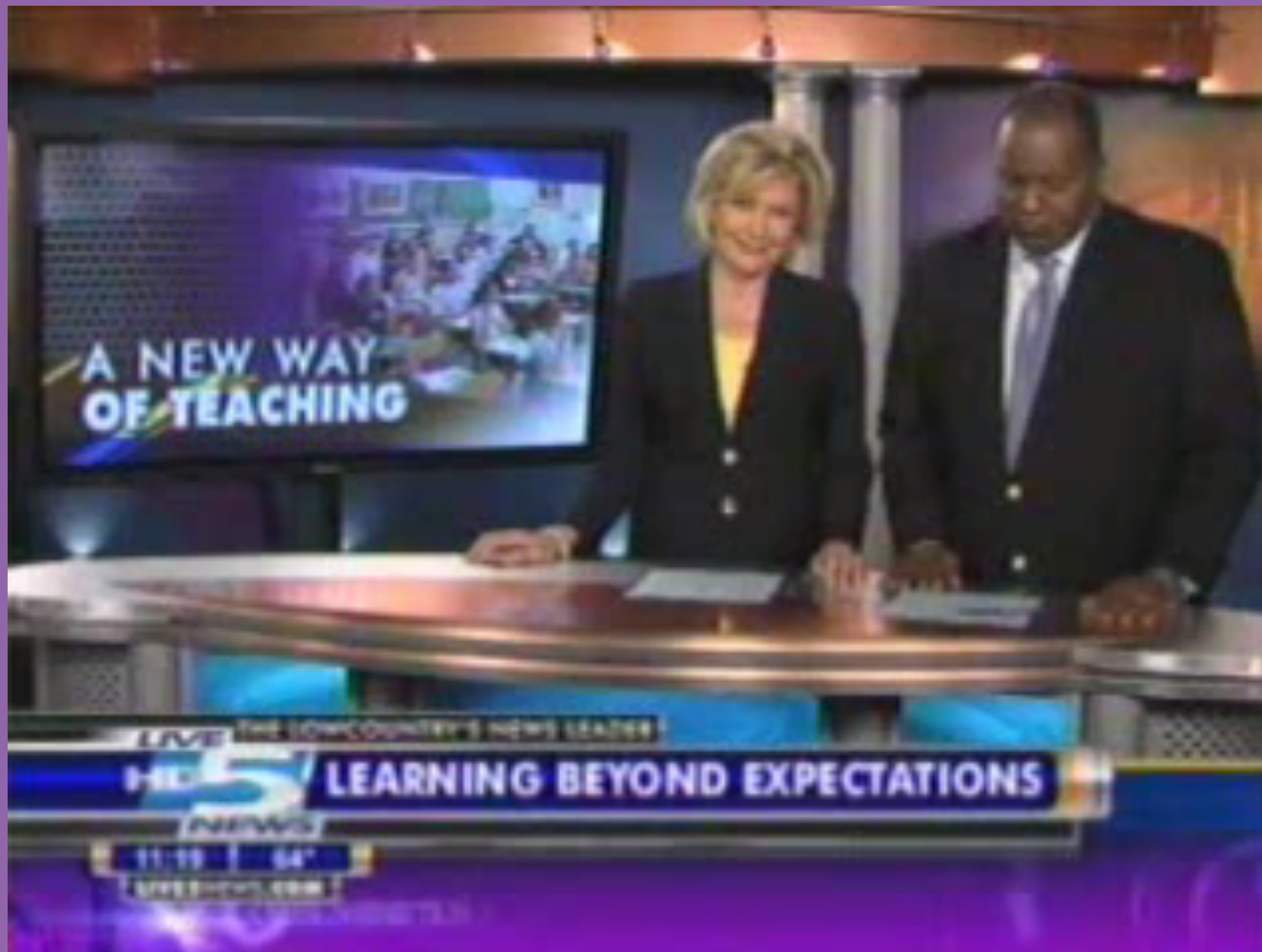
6. Also, they will learn to value diversity as they will see how everyone has different strengths.
7. Inclusion requires people to be creative and to learn how to try different things until they find something that works.
8. Inclusion meets the basic need for work/a job in society and increases self-esteem.

In the words of an Options Scholar...

9. Inclusion is a refusal to conform to what was an unfair cultural norm, and a commitment to create a more accepting and loving community.
10. A greater sense of respect among peers will be formed as they will begin to see how they can all learn from one another and that no person is superior to another.

Inclusion...

...better teachers, better classrooms, better schools



Choose Inclusion! Choose Life!



Contact Information

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Cindi May

College of Charleston

843-953-6735

<http://blogs.cofc.edu/mayc>

<http://reach.cofc.edu>

MayC@cofc.edu

Helpful Contacts

Dr. Sue Buckley (Down Syndrome Educational Trust)
www.downsed.org

Nancy and Bridget Brown (Team of Inclusion Experts)
www.butterfliesforchange.org

Norman and Emma Kunc (International Inclusion Experts) www.broadreachtraining.com

Network for Inclusive Catholic Educators
<http://ipi.udayton.edu/nice.htm>

Helpful Contacts

Catholic Coalition for Special Education [http://
www.ccse-maryland.org/](http://www.ccse-maryland.org/)

National Catholic Partnership on Disability
<http://www.ncpd.org/>

Exceptional Catholic Inc
<http://www.exceptionalcatholicmn.com/home>

Books and videos

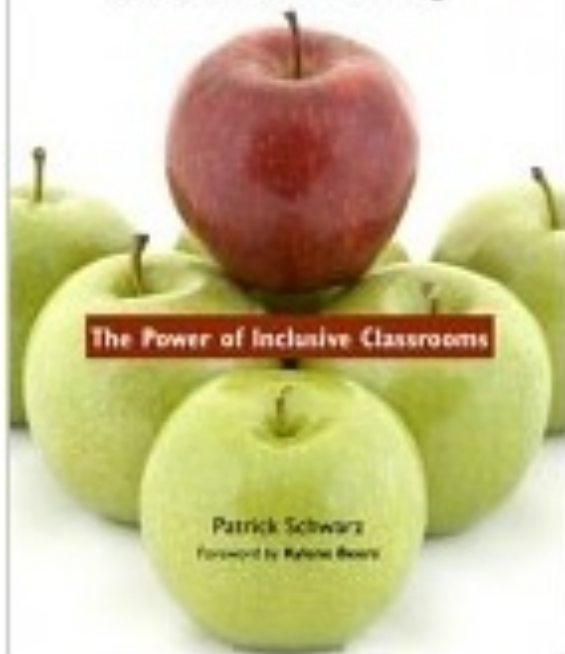
Listening to the Experts



Students
with Disabilities
Speak Out

Elizabeth B. Keefe
Veronica M. Moore
Frances R. Duff

From Disability to Possibility



The Power of Inclusive Classrooms

Patrick Schwarz
Foreword by Rafaela Boveri

down syndrome
in practice



Inclusion in practice -
Educating children with Down
syndrome at primary school



own production

SOURCE MATERIALS FOR TEACHERS

CHILDREN WITH DOWN'S SYNDROME

A Guide for Teachers and Learning Support
Assistants in Mainstream Primary
and Secondary Schools



STEPHANIE LORENZ

Supplemental Materials

High Interest Texts:

- ▣ Saddleback Educational Publishing
- ▣ PCI Education
- ▣ Steck-Vaughn Publishing Co.
- ▣ Lakeshore
- ▣ Wieser Educational Materials
- ▣ Don Johnston Publishers
- ▣ AGS Globe Textbooks



A journal entry written by a college-prep junior serving as an academic peer mentor

It's quite innovative and very effective to compare the Civil Rights Movement of the '50s and '60s to the issue of rights for those with disabilities. Both groups faced exclusion in the form of segregation; both issues were and are still issues in schools today. Even after Brown v. Board of Education, de facto segregation still exists in many schools today. And even after IDEA, many students with disabilities are still, though included by law, are not always included; not all of the "barriers" to complete inclusion have been broken down if people still feel like they are "trying to include" a person with a disability. It's not wrong to try to include people – it's a step on the right path – but it shows that the mindset is that these people are different. Well, everyone is different! As Asante says, "We are all born 'in'." The feeling of needing to include people who are "different" can be seen in Affirmative Action. It is even seen daily in schools among peers who feel they have to "include" the new or shy kid. This consciousness of the fact that they recognize these people as different is the first step. The next step is to remove this label of "difference" and to realize that every person is an original individual.

continued....

A journal entry written by a college-prep junior serving as an academic peer mentor

So Rosa Park's story, along with the stories of countless other Americans who faced segregation, is completely relevant to the segregation of children with disabilities in schools. The difference between her story and the experience of children who have disabilities is that she could speak up for herself, had a clear course of action. Often times younger children need others to stand up for them and protect them, or either help them to do so. Students, however, like Rosa Parks are not likely to be lacking in courage.

In short, it's one thing to use a person's skin color or any other feature to describe them – it's part of who they are – but it's another to let any feature – inward as well as outward – to define how a person is viewed and treated by society. For society to change, each and every individual will have to choose to change their attitude.