

DOWNLOAD PDF INCLUSION, STRATEGIES FOR WORKING WITH YOUNG CHILDREN

Chapter 1 : Our mission and objectives – Family Inclusion Strategies in the Hunter

*Inclusion: Strategies for Working With Young Children: A Resource Guide for Teachers, Childcare Providers, and Parents [Lorraine O. Moore] on calendrierdelascience.com *FREE* shipping on qualifying offers. This publication is a gold mine of developmentally based ideas for early childhood and K-2 general and special educators.*

Educating Students With Visual Impairments for Inclusion in Society A Paper On The Inclusion Of Students With Visual Impairments Executive Summary "Inclusion," "full inclusion" and "inclusive education" are terms which recently have been narrowly defined by some primarily educators of students with severe disabilities to espouse the philosophy that ALL students with disabilities, regardless of the nature or the severity of their disability, receive their TOTAL education within the regular education environment. This philosophy is based on the relatively recent placement of a limited number of students with severe disabilities in regular classrooms. Research conducted by proponents of this philosophy lacks empirical evidence that this practice results in programs which are better able to prepare ALL students with visual impairments to be more fully included in society than the current practice, required by federal law, of providing a full range of program options. Educators and parents of students with visual impairments have pioneered special education and inclusive program options, for over years. It is significant that the field of education of visually impaired students was the first to develop a range of special education program options, beginning with specialized schools in and extending to inclusive including "full inclusion" public school program options since Experience and research clearly support the following three position statements outlining the essential elements which must be in place in order to provide an appropriate education in the least restrictive environment for students with visual impairments. This document also contains papers which provide additional information supporting each of these position statements and a list of selected readings on inclusion for students with visual impairments. Students with visual impairments have unique educational needs which are most effectively met using a team approach of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media including braille , as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society. There must be a full range of program options and support services so that the Individualized Education Program IEP team can select the most appropriate placement in the least restrictive environment for each individual student with a visual impairment. There must be adequate personnel preparation programs to train staff to provide specialized services which address the unique academic and non-academic curriculum needs of students with visual impairments. There must also be ongoing specialized personnel development opportunities for all staff working with these students as well as specialized parent education. Providing equal access to all individuals with disabilities is the key element of the Rehabilitation Act of and the Americans with Disabilities Act of Access involves much more than providing ramps. Access is also the key element of inclusion, which involves much more than placement in a particular setting. The relationship of access and inclusion may not be obvious to individuals who are not familiar with the educational and social impact of a vision loss. Placing a student with a visual impairment in a regular classroom does not, necessarily, provide access and the student is not, necessarily, included. A student with a visual impairment who does not have access to social and physical information because of the visual impairment, is not included, regardless of the physical setting. Students with visual impairments will not be included unless their unique educational needs for access are addressed by specially trained personnel in appropriate environments and unless these students are provided with equal access to core and specialized curricula through appropriate specialized books, materials and equipment. Students with visual impairments need an educational system that meets the individual needs of ALL students, fosters independence, and is measured by the success of each individual in the school and community. Vision is fundamental to the learning process and is the primary basis upon which

most traditional education strategies are based. In order to meet their unique needs, students must have specialized services, books and instructional materials in appropriate media including braille , as well as specialized equipment and technology so they can have equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society. The majority of learning in infants and young children occurs through vision. Soon after the birth of an infant who is visually impaired, families may become aware that their child does not respond to them in the same way as an infant who is sighted. In order to ensure a healthy bonding process and emotional growth, early intervention is essential for both the child and the family. Vision is the primary sense upon which most traditional education strategies are based. To ensure an appropriate education, families and staff with special training must work together to bring the world of experiences to the child in a meaningful manner. As the child grows, the absence or reduction of vision dramatically limits understanding of the world. No other sense can stimulate curiosity, combine information, or invite exploration in the same way, or as efficiently and fully as vision. Students with visual impairments can and do succeed, but at different rates and often in different sequences. There must be significant intervention, coordinated by an educational team to ensure that appropriate development does occur. It is important to remember that education goals for students with visual impairments are essentially the same as those for all students. In order to accomplish these goals, however, students with visual impairments require specific interventions and modifications of their educational programs. An appropriate assessment of these unique educational needs in all areas related to the disability and instruction adapted to meet these needs is essential to ensure appropriate educational programming. Clearly, the lack of vision significantly affects learning. The unique educational needs created by a visual impairment may be summarized as follows: Students with visual impairments often must learn through alternate mediums, using their other senses. Students with visual impairments often require individualized instruction since group instruction for learning specialized skills may not be provided in a meaningful manner. Students with visual impairments often need specialized skills as well as specialized books, materials and equipment for learning through alternate modes. Students with visual impairments are limited in acquiring information through incidental learning since they are often unaware of subtle activities in their environment. The more intensive and unique needs associated with visual impairment must also be addressed in educating students who are visually impaired and have one or more additional disabilities, including specialized health care needs. The education of students with multiple disabilities or other special needs must involve a team approach, combining the expertise of specialists to competently address the complex needs of these students. Educators of students with visual impairments possess unique competencies needed by the team. Therefore, to achieve quality education for students with multiple disabilities or other special needs, services must be provided using a team approach, including members with disability-specific expertise in educating students with visual impairments. The unique educational needs of all students with visual impairments cannot be met in a single environment, even with unlimited funding. It is critical that a team approach be used in identifying and meeting these needs and that the team must include staff who have specific expertise in educating students with visual impairments. In order to meet the individual and disability-specific needs of students with visual impairments, there must be a full array of program options and services. Educational needs that are specific to these students must be addressed throughout their school experience. Educators of students who are visually impaired recognized long ago that the only manner in which the unique, individual needs of students could be met was to provide choices for delivering specialized services. Efforts throughout the history of education for students with visual impairments have been focused on the right of these persons to full participation in an inclusive society. Quality education was acknowledged as the first step toward that goal. In the early s, schools for the blind were founded in the United States, in recognition of the fact that children who were blind had the capability of learning and becoming independent. In , the first class for blind students in a regular day school was established in Chicago, to meet the individual needs of these students. By , about 15 urban areas were serving students with visual impairments in their local schools. The decades of the s and s marked a period of

time when parents and educators first became aware of the need for an array of service options for students with visual impairments, and efforts to provide services based on the assessed needs of individual students began. Currently most students with visual impairments are served in their home schools by itinerant personnel. There is increasing concern, however, that students are not receiving the intensity of services needed, particularly in the primary grades, to provide them with the skills including braille, daily living, and social skills necessary to be successfully integrated in school. Because students are expected to learn the core curriculum and meet graduation requirements, it is very difficult to provide these additional specialized skills when the student is fully included, particularly in a time when specialized support services have been reduced because of funding cuts and teacher shortages. In addition, funds are often not available to provide the specialized books, materials and technology required by students. Students cannot be successfully included without the necessary support. The Pinebrook Report American Foundation for the Blind, provided the first written definition of local school service delivery systems for students with visual impairments. Clearly described in this booklet are itinerant services, resource room services, and cooperative efforts between classroom teachers and teachers of students with visual impairments. This landmark publication appeared long before IDEA, but its content clearly reflects the intent of federal legislation. In the years since The Pinebrook Report, educators of students with visual impairments and their parents have expanded the appropriate array of service options. Selection from this array must be driven by the assessed needs of each individual student; no delivery option within the array of services has more or less value. The array that should be available to students with visual impairments includes, but is not limited to, the following: The educational needs of students with visual impairments will vary, depending on the age and development of the student. Therefore, services needed will vary. There will be periods of time for most students when time outside the regular classroom will be extensive, such as beginning braille reading, expansion of orientation and mobility skills, career education, social skills, or times when independent living skills need to be emphasized. Such opportunities for learning may require pull-out time, or a special class placement, or a residential school placement for a period of time. IDEA requires a "continuum" of placement options. This is often interpreted as a hierarchy of options from most desirable least restrictive to least desirable most restrictive. The appropriate placement for each individual student is determined by educational goals and objectives, based on assessment, that are identified in the IEP, and is thus the most desirable and least restrictive for the student at that time. There must also be ongoing specialized personnel development opportunities for all staff working with students with visual impairments as well as specialized parent education. Preparation Of Specially Trained Staff Instruction, regardless of setting, must be provided by professionals thoroughly prepared and qualified to teach students with visual impairments. The skills and knowledge needed by these staff can be defined with three classifications. First, the teacher must have a foundation in regular education, including methodology in teaching reading, mathematics, and other areas of subject matter. Second, the teacher must learn the techniques for curriculum adaptation for visual learning experiences so that the concepts taught remain the same with adapted teaching methodology and materials. Third, the teacher must know how to assess skills and deliver instruction in the specialized areas of independent living skills, social skills, career education, and specific areas of academics. The combination of knowledge and skills needed in order to provide appropriate educational services to students who are visually impaired requires intensive preparation in a teacher training program. Most often, these programs are offered at colleges and universities, either at the undergraduate or graduate level. Experience has shown that at least one school year of preparation is necessary in order to possess entry level skills as a teacher of students with visual impairments. Programs that prepare teachers of students with visual impairments contain curricula that is not found in general teacher preparation or generic programs in special education. Competencies for special teachers of students who are visually impaired include: Development patterns in students with visual impairments Comprehensive assessments of the students with visual impairment in all areas related to the disability Ability to design and modify core and specialized curricula for the student with visual impairment Knowledge of specialized technology Special

instructional strategies for the student with a visual impairment Specialized books, materials and equipment used by the student with a visual impairment Appropriate specialized counseling and guidance services Knowledge of specific local, state and national legal requirements, policies and specialized resources Knowledge of and need for research in the field Understanding vision loss and other related impairments Collaboration with families and other professionals Another important unique need area is orientation and mobility which must be provided by trained and qualified orientation and mobility specialists. The teacher of students with visual impairments may share in the responsibility for reinforcing learned skills in orientation and mobility, but educational programs must offer instructional services of appropriate frequency and duration from both a specially trained teacher and an orientation and mobility specialist. Staff Development, Including Parent Education Because of the low incidence of visual impairments, many students and adults have never been exposed to individuals who function without vision or with limited vision. Therefore, although individuals often want to be helpful to the student with a visual impairment, they often do not know what to do. Some do nothing at all. Others use a trial and error strategy, sometimes being helpful and, other times failing to accomplish much that is productive. Still others do too much, creating a debilitating dependence. In order for professionals, peers, or parents to assist a student who is visually impaired, they must have a realistic picture of what the student can do and of those situations in which help is really needed. Then they must be provided with guidance and special techniques for providing appropriate assistance. For example, it is important to realize that the student who is visually impaired must accomplish the same work as his sighted peers using disability-specific skills which generally require greater time to master and, often, more time to use in completing the same tasks. Both the reading and writing of braille, even by a proficient braille user, requires more time. In an integrated setting, the vision teacher often has limited time that can be spent with a student who is visually impaired. This necessitates the development of a support team which includes professionals, paraprofessionals, peers, and parents with a unified philosophy and strategies for assisting the student to learn and develop. Therefore, it is important that all individuals who will be interacting with the student who is visually impaired receive specialized in-service training: Specialist staff serving visually impaired students with a wide range of cognitive abilities and, perhaps, additional disabilities and special needs will need opportunities to sharpen skills that may not be used for significant periods of time.

Chapter 2 : Teaching Students With Intellectual Disabilities: Tips and Strategies

Concrete methods for enhancing young children's growth and development! This user-friendly book, written for educators who work with 3- to 7-year-olds, provides more than strategies to promote success for beginning learners, especially those with special needs.

Many of these adults are volunteers who generously give their time and expertise; others are highly trained in their field, but have little or no knowledge of disabilities. Here are eight important tips you should pass on to people who will be working with your special child.

Interact The biggest mistake that adults make when they meet someone like Louie is failing to interact with him. The same rules of polite conversation apply to adults and children. First, introduce yourself and explain how you are connected to the child. Then explain the activity that you will be doing with the child. Explain the different steps of the activity, including the beginning and the end “while making as much eye contact as possible. Observe Some children with special needs perceive sensory input in different ways and may be unable to verbalize discomfort. Remember that all behavior is communication. Use Common Sense My son had a negative experience in an adapted swimming class many years ago. The children in the class ranged in age from 3 to 18, and the two instructors had the children sit on the edge of the pool with their feet in the water while they took turns working individually with each child. There were several problems with this plan. First, the water was deep and the children sitting at the edge were in constant danger of falling in. Second, the children were shivering while they waited for their turn, which heightened their anxiety and overall discomfort. Third, the younger children all cried when one of the instructors swam up and suddenly scooped them into the water away from their parents. All of these problems could have been avoided easily with common sense: By contrast, the Inclusion Basketball League at the Friendship Circle was a model of common sense and positive support. On the first day, pairs of children practiced passing the ball to each other to build up their confidence. Adults circulated around the gym to make sure everyone was safe and having a good time. Children who needed a break had space to relax. During the game that day, each child had a chance to throw the ball and score. Be Flexible Some adults say that they will not change the way they do things to accommodate one person in a group. But the whole point of teaching is to use a variety of methods to help another person understand and master new skills. For example, if a child refuses to let go of a parent, bring the parent into the activity for a few minutes to reduce anxiety, then fade out the parent. If a child does not have the appropriate motor skills for an activity, help the child go through the motions and assign a buddy to help the child practice on the sidelines for a few minutes. In a religious education class, a child may have difficulty understanding some concepts; but when those same concepts are presented in a game or hands-on art project, they make more sense. Be Consistent If a set of rules is presented to the group, apply those rules consistently to everyone. Years ago I signed up my son for a preschool martial arts class. On the first day, the instructor explained to students and parents that if a child was having any type of behavior issue, he would ask the parent to sit with the child. Throughout the lesson, my son Louie was squirming and had difficulty understanding the rapid directions. I waited for the instructor to wave me in. Instead the instructor told my son that he would have to leave the class if he could not sit still. After class I waited for all of the other families to leave so that I could have a private conversation with the instructor about his inconsistency. The instructor kept track of the students like Louie who needed extra support and assigned teaching assistants to sit with those students. Use visual, auditory or tactile cues Having the right cues in an environment can mean the difference between participation and non-participation for many children with special needs. Louie sorts through the photos in an album or on the computer; sometimes we make the photos into a storybook about an activity. We also use index cards with simple written instructions to help Louie remember the rules for appropriate behavior “if your child does not read, substitute a hand-drawn cartoon or other picture for the words. Yesterday I was volunteering in the school library and I heard a first grade teacher softly singing instructions to her students. As soon as she started singing, every single student became

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quiet and attentive. Other auditory cues are clapping, snapping or whistling. I used to have a neighbor who whistled a unique tune to call his children home to dinner every evening. It worked every time – his children responded by whistling the same tune as they ran home. On a few occasions I have seen people try to grab or push Louie to get his attention during an activity, which is never a good idea. He loses his balance easily, and it only confuses him without re-directing his attention. And a back-up plan. You know what they say about the best-laid plans. In the world of special needs, there is always a Plan B, and usually a Plan C. Make sure that there is space to calm down and move freely if things go badly. Be Positive A positive attitude is the single most important quality for anyone who works with children with special needs. But some people with no experience or knowledge of his disability have jumped right in and changed his life for the better. We might even end up in an activity with you someday. What tips do you share with volunteers and professionals who are working with your child? Tell us in the comments below. Latest Special Needs Products.

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Chapter 3 : Making Inclusion a Reality . Learning Disabilities . Education | PBS Parents

Get this from a library! Inclusion, strategies for working with young children: a resource guide for teachers, childcare providers, and parents. [Lorraine O Moore].

Child Care October 13, Children need adults to teach, guide, and support them as they grow and learn. The most appropriate ways to guide behavior are different at different ages, depending on their developmental abilities and needs. For example, two-year-olds have limited understanding and need a lot of redirection, but five-year-olds can learn to be good problem solvers. Strategies that work well for one child may not be effective for another child of the same age. Remember that different strategies work best at different ages. Keep rules simple and easy to understand. Discuss rules with children and write them down. Repeat the rules often. A few rules that work well with children include: Take care of our toys. Say please and thank you. Be kind to each other. Say what you mean. Keep sentences short and simple. Focus on what to do rather than what not to do. Try saying, "Slow down and walk" instead of "stop running. Guidance is much more effective when you talk to children at their eye level. Look them in the eyes, touch them on the shoulder, and talk with them. Resist the urge to simply lecture. Instead, give children time to respond, and listen genuinely to their points of view. Set a good example. Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. Encourage children to set good examples for each other. Children also learn a great deal from each other. Encourage appropriate ways to share, play, and be kind to each other. Give clear, simple choices. Toddlers can choose between a red cup and a green cup. Show respect for children. Talk to children about misbehavior in private, rather than in front of others. Remind them of reasons for rules, and discuss what they can do differently. Catch children being good. All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior. Comment on something positive about each child, each day. Better yet, strive for several times a day. And share the good news. When children have done something positive, mention it to other children and to parents. Encourage like a good coach instead of a cheerleader. A cheerleader just shouts general praise: You put the spoons and forks in the right place and remembered the napkins! You used blue, green, red, yellow, and orange. Tell me how you did this! Use play activities to teach social skills. Encourage children to act out ways to work together. Teach children how to resolve conflict and solve problems. Help them recognize and name feelings, identify problems clearly, come up with ideas for solving the problem, and try possible solutions. Teach children how to apologize. Learning how to apologize is a skill. Keep it simple e. Teach preschoolers and school-age children the four basic steps of apologizing: If a child throws food onto the floor give him a broom and show him how to clean it up. If a child draws on the wall, give her a wet cloth to clean the wall. Even if the child cannot successfully clean up the entire mess alone, participating in clean-up teaches him that his actions have consequences. Over time, experiencing consequences helps children learn self-control.

Promoting social inclusion strategies for children and young people with children and young people Challenging inclusion within working.

Intellectual Disabilities in the Classroom written by: This article gives an overview of the characteristics of these students, as well as some practical hints for using ICT technology tools for teaching students with intellectual disabilities. An IQ of is seen as being average in the wider population. An intellectual disability is usually seen as occurring if the problem has existed during childhood, rather than happening later in life. This means that an adult who has a car accident and suffers an injury which affects their IQ and cognitive functioning will be categorized as having an acquired brain injury rather than an intellectual disability. People with an intellectual disability have difficulties in: Using logical thinking to plan ideas and solve problems. Following directions and instructions, particularly those which involve multiple steps or complex information. Using judgment and abstract thought. As there is a wide range in IQ scores which can lead to a student being categorized as having an intellectual disability, it also follows that there is a wide range of learning materials and teaching and learning activities which will be needed to meet the needs of individual learners within your special needs classroom or in a mainstream setting. Often students with an intellectual disability will manage better if they receive teaching interventions which are individually planned and targeted at specific goals and learning needs. Some students may do better in a separate setting such as a special school for all or part of their education. Try these tips for working with students with an intellectual disability: Use concrete items and examples to explain new concepts and provide practice in existing skill areas. Role model desired behaviors, and clearly identify what behaviors you expect in the classroom. Plan ahead with your class activities. Do not overwhelm a student with multiple or complex instructions. Use strategies such as chunking, backward shaping and role modeling as helpful teaching approaches. Be explicit about what it is you want a student to do. Learn about the needs and characteristics of your student, but do not automatically assume they will behave the same way today as they did yesterday. Ask for their input about how they feel they learn best, and help them to be as in control of their learning as possible. Put skills in context so there is a reason for learning tasks. Involve families and significant others in learning activities, planning and special days, as well as in informing you about the needs of their young person. Computer games and tasks are often written so they are instantly rewarding and motivating, and provide immediate feedback about correct or incorrect answers. This is useful in freeing up some of your teaching time while still providing ample chance for students to practice their skills. Some students enjoy listening to taped stories either through headsets at a listening post, or via an iPod or similar tool. Ensure the story is age appropriate and is read in a voice which is clear and readily able to be understood by the student. Other students may enjoy tasks such as writing up a class activity into a book using a program such as PowerPoint. Photos can be inserted and combined with a short sentence or key words about the action in the photo. Skills and writing styles which can be developed include:

Chapter 5 : Inclusion Strategies and Tips for Teachers

Inclusion Strategies for Young Children: A Resource Guide for Teachers, Child Care Providers, and Parents / Edition 2
Concrete methods for enhancing young children's growth and development! This user-friendly book, written for educators who work with 3- to 7-year-olds, provides more than strategies to promote success for beginning learners.

It was in a small, rural school with a student population of approximately 26. Our teaching staff of 2 included the intermediate teacher and myself. She instructed students who were in fourth to seventh grade while I was assigned to teach 26 students ranging from kindergarten to third grade. We had a handful of support staff and parent volunteers who helped with office tasks, the library, and recess supervision. Our principal and learning assistance teachers were based at another school, which happened to be 75 miles away. When weather permitted, they would visit once a week. Including All Learners in the Curriculum Over several months of trial and error, I eventually found a way to teach the wide range of abilities in the classroom. The premise was the same for every lesson. I would present a concept to the entire class; yet change the learning activities and outcomes depending on student ability levels. Students would work on follow-up activities according to the grade level they were working at. The goal was to have the students experience varying degrees of the same lesson as well as have the same opportunities to socialize, learn and grow with one another in one classroom. Including Students with Intellectual Disabilities Experts and researchers recommend that educators create classrooms that welcome students of all ability levels, respond to individual learning needs and provide equal educational opportunities. Research shows that these inclusive classrooms teach our students to thrive socially, and emotionally in our naturally diverse communities. Meanwhile, the intellectual benefits that inclusion provides also have numerous positive outcomes that have been studied for decades. Classrooms in America are gradually becoming more inclusive of students with disabilities, thanks in part to the Individuals with Disabilities Education Act. Unfortunately, however, there are still some students who are rarely included and spend most of their day separated and educated away from their peers. Most of these students are those with intellectual disabilities and work significantly below grade level. These findings suggest that general education teachers find it challenging to include and teach students who are not working at the same grade level as their peers. As a result, separate special education classrooms take on the responsibility of providing education. This continued reliance on separate education perpetuates an inequality in educational experiences and opportunities. Framework for an Inclusive Lesson To facilitate inclusion and improve educational equality for students who work below grade level, teachers can modify class lessons to meet the needs of individual students. How the lesson is modified depends on strategies used by the teacher. These modifications can be made directly on the class activity or through an alternate format. Here are 5 easy strategies that teachers can use to effectively modify class activities for students who work below grade level. Click here for visual examples. Break down the assignment – complex topics can all be broken down into understandable concepts. Have the student focus on a big idea related to the lesson. Reading passages can be simplified, math problems can be reduced by level of difficulty, or visual representations can replace written work. Take the lesson off the page - with this strategy, teachers can have the student draw a corresponding illustration, make a model, or give a presentation. For example, if the class is learning about Pioneers the student can trace a picture of a wagon and write about it, label it or talk about it. Provide an alternate task on the same page - if the class assignment cannot be simplified for the student, have the student complete an alternate task on the same page. For example, if a student is learning to identify numbers the teacher can have the student search for specific numbers on a class assignment that might otherwise have students solving algebra equations. Want more ideas to teach and include students who work below grade level?

Chapter 6 : About Your Privacy on this Site

18 Inclusion Strategies for Student Success By: If you are a teacher of students within an inclusion classroom, then you are probably a creative, caring, patient, innovative, resourceful, structured, and flexible person.

Even a "straight A" student with autism who has a photographic memory can be incapable of remembering to bring a pencil to class or of remembering a deadline for an assignment. In such cases, aid should be provided in the least restrictive way possible. Strategies could include having the student put a picture of a pencil on the cover of his notebook or maintaining a list of assignments to be completed at home. Always praise the student when he remembers something he has previously forgotten. Never denigrate or "harp" at him when he fails. A lecture on the subject will not only NOT help, it will often make the problem worse. He may begin to believe he can not remember to do or bring these things. These students seem to have either the neatest or the messiest desks or lockers in the school. The one with the messiest desk will need your help in frequent cleanups of the desk or locker so that he can find things. Simply remember that he is probably not making a conscious choice to be messy. He is most likely incapable of this organizational task without specific training. Attempt to train him in organizational skills using small, specific steps. People with autism have problems with abstract and conceptual thinking. Some may eventually acquire abstract skills, but others never will. When abstract concepts must be used, use visual cues, such as drawings or written words, to augment the abstract idea. Be as concrete as possible in all your interactions with these students. Avoid asking vague questions such as, "Why did you do that? Next time put the book down gently and tell me you are angry. Were you showing me that you did not want to go to gym, or that you did not want to stop reading? An increase in unusual or difficult behaviors probably indicates an increase in stress. Sometimes stress is caused by feeling a loss of control. Many times the stress will only be alleviated when the student physically removes himself from the stressful event or situation. When this occurs, a "safe place" or "safe person" may come in handy. Do not take misbehavior personally. The high-functioning person with autism is not a manipulative, scheming person who is trying to make life difficult. They are seldom, if ever, capable of being manipulative. Usually misbehavior is the result of efforts to survive experiences which may be confusing, disorienting, or frightening. People with autism are, by virtue of their disability, egocentric. Most have extreme difficulty reading the reactions of others. Most high-functioning people with autism use and interpret speech literally. Until you know the capabilities of the individual, you should avoid: Remember that facial expressions and other social cues may not work. Most individuals with autism have difficulty reading facial expressions and interpreting "body language. Use shorter sentences if you perceive that the student is not fully understanding you. Although he probably has no hearing problem and may be paying attention, he may have difficulty understanding your main point and identifying important information. Use a written or visual schedule to prepare him for change. Behavior management works, but if incorrectly used, it can encourage robot-like behavior, provide only a short term behavior change, or result in some form of aggression. Use positive and chronologically age-appropriate behavior procedures. Consistent treatment and expectations from everyone is vital. Be aware that normal levels of auditory and visual input can be perceived by the student as too much or too little. For example, the hum of fluorescent lighting is extremely distracting for some people with autism. Consider environmental changes such as removing "visual clutter" from the room or seating changes if the student seems distracted or upset by his classroom environment. Continually responding in a logical manner or arguing back seldom stops this behavior. The subject of the argument or question is not always the subject which has upset him. More often the individual is communicating a feeling of loss of control or uncertainty about someone or something in the environment. Try requesting that he write down the question or argumentative statement. Then write down your reply. This usually begins to calm him down and stops the repetitive activity. If that does not work, write down his repetitive question or argument and ask him to write down a logical reply perhaps one he thinks you would make. This distracts from the escalating verbal aspect of

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the situation and may give him a more socially acceptable way of expressing his frustration or anxiety. Another alternative is role- playing the repetitive argument or question with you taking his part and having him answer you as he thinks you might. Since these individuals experience various communication difficulties, do not rely on students with autism to relay important messages to their parents about school events, assignments, school rules, etc. Even sending home a note for his parent may not work. The student may not remember to deliver the note or may lose it before reaching home. Phone calls to parents work best until the skill can be developed. Frequent and accurate communication between the teacher and parent or primary care-giver is very important. If your class involves pairing off or choosing partners, either draw numbers or use some other arbitrary means of pairing. Or ask an especially kind student if he or she would agree to choose the individual with autism as a partner before the pairing takes place. The student with autism is most often the individual left with no partner. This is unfortunate since these students could benefit most from having a partner. Assume nothing when assessing skills. For example, the individual with autism may be a "math whiz" in Algebra, but not be able to make simple change at a cash register. Or, he may have an incredible memory about books he has read, speeches he has heard, or sports statistics, but still may not be able to remember to bring a pencil to class. Uneven skills development is a hallmark of autism. For more information, contact: Box , Crown Point, IN ; [www. Tips for teaching high functioning people with autism.](http://www.TipsforTeachingHighFunctioningPeopleWithAutism.com) Bloomington, IN [irca indiana.](http://www.ircaindiana.org)

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Chapter 7 : The Inclusive Class: 5 Easy Ways to Teach Students with Intellectual Disabilities in Your Class

However, families of children with special needs still have hopes, dreams, and concerns for their children just like any other families. Whether the child experiences a physical disability, developmental disability, or a learning disability, the family will need your help to support their child's learning and development.

Making Inclusion a Reality What you can do to promote inclusion for your child: Encourage your child to participate in activities where she can meet children her same age with different abilities. The local school, library, and recreation or community centers are good places to check out. You also may want to consider national organizations that encourage diversity, such as 4-H Clubs or Girl Scouts of America. Search the Internet for activities or organizations that your child may want to join. Information for Children and Adults with Disabilities. Help your child develop friendships with classmates or other neighborhood children. Set up opportunities for your child to be with children he likes or children who show an interest in him. Teach your child how to make and keep friends. Share your goals and expectations for your child. Know the rights you and your child have to an inclusive education. For more information on your rights, visit the article [Family Rights: The Educational Rights of Children with Disabilities](#). What schools can do to promote successful inclusive education: Consider inclusive education first. Special education services can be provided in many different settings. Schools are required to consider the general education class before considering any other setting for your child to receive special education services. Teachers support learning in inclusive classrooms in three ways. First, they teach so that students with differing abilities and learning styles can understand and participate. Second, they modify assignments when they are too difficult. Third, they model respect and encourage friendships. What families can do when they meet resistance in accessing inclusive education for their children: Get and share information. Or they may not understand how to make inclusion work for all children. Visit general education classes and separate classes for students with disabilities. Enlist the help of others. Sometimes it is helpful to bring in an expert or advocate. It takes time and energy to make inclusion happen in a school that is resistant to change. Stay focused on what you believe is best for your child. For example, if you are told that your child is not ready for the general education class, ask what supports could be provided to help make her successful in the class.

Chapter 8 : 10 Effective DAP Teaching Strategies | NAEYC

The educational strategies for inclusion are the same strategies used for all children; to create an environment rich in diversity, learning, support, and respect for all children and their.

Chapter 9 : Tips for Teaching High-Functioning People with Autism

To facilitate inclusion and improve educational equality for students who work below grade level, teachers can modify class lessons to meet the needs of individual students. The extent to which a lesson is modified depends on the goals of the student's Individual Education Plan.