

# The Role of the ATA in Special Education Reform: Thoughtful Inclusion

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## Goals of the Workshop

- Consider definitions of inclusion
- Discuss the role of the Alberta Teachers' Association in inclusive education
- Experience some of the activities from the ATA workshop program
- Provide resources for further information

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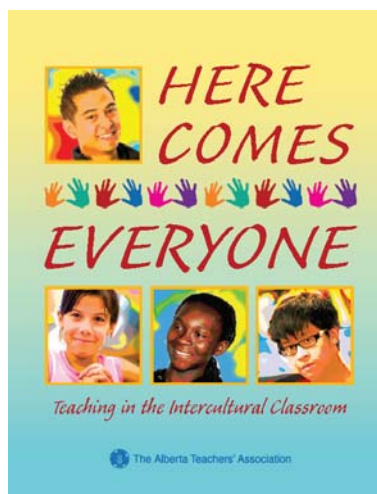
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## Necessary Supports - ATA Policy

- Reasonable class size and composition
- Adequate time to plan, prepare and collaborate
- Support to participate in professional development
- Access to the services of well-trained education/teaching assistants
- Access to materials and resources, including assistive technology and professional services

## Diversity, Equity, Human Rights

- DEHR Committee
- Publications
- Conferences
- Policy



## The Special Education Council

- One of 21 specialist councils
- Active regions provincially
- Annual conferences and professional development

## Learning Coaches

- Literature review
- Investigation of themes
- Curriculum circle
- Discussion Paper – [www.teachers.ab.ca](http://www.teachers.ab.ca)  
Publications >  
Professional  
Development




Discussion Paper on  
Learning Coaches – Support  
for the Inclusive Classroom

# ATA Supports for Teachers

- ATA Workshop Program
- ATA Library



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Think about a time you felt like you belonged.

How did you feel?	How did you act?

Think about a time you felt like you didn't belong.

How did you feel?	How did you act?

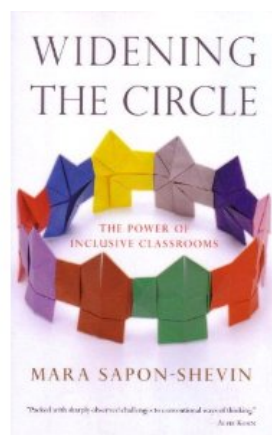
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## Including Samuel

### Including Samuel

- In what ways does Samuel belong?
- What supports would be needed to achieve this kind of inclusion?

## Widening the Circle





## Simulation Reflection Think/Pair/Share

- Which tasks were the easiest and hardest for you?
- Discuss implications.



## Think/Pair/Share (Square) as a Strategy for Inclusion

- How can something as simple as a Think/Pair/Share support different kinds of learners?
- Cooperative learning strategies handout

## Misunderstood Minds



<http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

Simulations

## Presume Competence

- Autism is a World -  
<http://www.youtube.com/watch?v=U1wsiVYCqn0>



## Accommodations

- Maintain the **SAME** learning outcomes
- Change **HOW** students learn
- Change **WAYS** they demonstrate what they have learned



## Teaching to Strengths

- How do students learn best?
- How do we plan to capitalize on this?

## MI Class Report

Shaun Creighton  
Period 1B

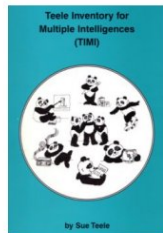
Name	Grade	MULTIPLE INTELLIGENCE								LEARNING STYLE			
		VL	LM	VS	MU	BK	N	IE	IA	M	C	P	B
[REDACTED]	8	8	2	6	10	3	1	6	3	4	2	2	9
[REDACTED]	8	6	4	0	8	6	5	7	5	2	3	11	6
[REDACTED]	8	2	9	7	9	9	7	8	4	11	6	11	13
[REDACTED]	8	7	7	7	9	9	8	7	5	9	9	13	13
[REDACTED]	8	6	5	2	10	5	7	8	9	12	13	13	13
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[REDACTED]	8	6	5	4	8	5	6	5	9	7	9	8	12
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From <http://ww2.chandler.k12.az.us/santan%2DK9/di/>  
Chandler Unified School District

## Assessing Intelligences for Primary Students

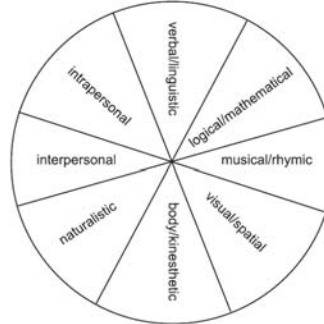
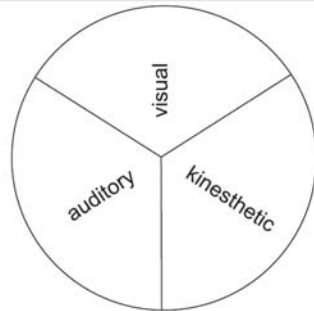
- Teele MI Inventory for Young Children
- [www.suetele.com](http://www.suetele.com)



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## Plan Book Organizers

Plan to include a variety of intelligences over the course of a week or a unit



From *Differentiating by Student Learning Preferences: Strategies & Lesson Plans*. (2008).

Eye on Education. Used with Permission

## Science Rock Cycle Choice Board

<i>Visual</i>	Create a poster and use pictures and words (oral or written) to describe the rock cycle.
<i>Auditory</i>	Create a song, poem, or story to describe the rock cycle.
<i>Kinesthetic</i>	Use real objects to create a demonstration of the rock cycle.

From *Differentiating by Student Learning Preferences: Strategies & Lesson Plans*. (2008).

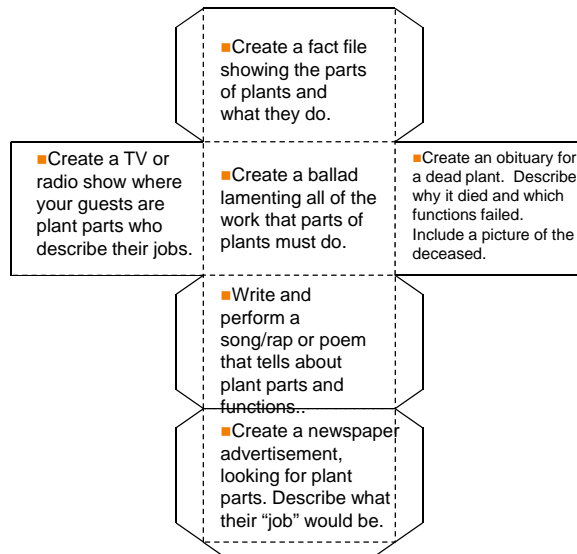
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## Rock Cycle Rubric

	4	3	2	1
Understands the rock cycle	Project demonstrates significant and insightful understanding of the rock cycle.	Project demonstrates accurate and meaningful understanding of the rock cycle.	Project demonstrates general understanding of the rock cycle.	Project demonstrates incomplete or inaccurate understanding of the rock cycle.

## Plants Cube



## Area and Perimeter Choice Board

<p>Imagine you are giving directions to a classmate about how to calculate area and perimeter. Write these directions out, step by step.</p>	<p>Create a poster for your classmates with pictures and words showing the key steps to calculating area and perimeter</p>	<p>Think of any problems you or classmates you know had in learning to calculate area and perimeter. Create a mini book that illustrates in pictures and/or words how to avoid some of the difficulties, and how to calculate accurately</p>
<p>Estimate and then calculate the area and perimeter of your classroom. Show your work on a paper or a poster.</p>	<p>Estimate and then calculate the area and perimeter of the outside of your school. Show your work on a paper or a poster.</p>	<p>Calculating area and perimeter are often confused. Create a poem, song or rap would help others remember the difference between them</p>

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**Fair** is **not** treating students  
**equally**

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**But** giving them what they  
**need**



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# Effective Strategies

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# Confident and Capable Learners

## Some Technology Tools

- [www.readwritethink.org](http://www.readwritethink.org)
- [www.bighugelabs.com](http://www.bighugelabs.com)
- [www.naturalreaders.com](http://www.naturalreaders.com)
- Voz Me – Create mp3s -  
<http://vozme.com/index.php?lang=en>
- National Library of Virtual Manipulatives  
(<http://nlvm.usu.edu/en/nav/vlibrary.html>)



## Children Are Like Trees

Children are very much like trees.  
They differ in kind and form.

Some have grown in the open with lots of space  
to expand.


Others have been affected by the pressure of the  
forest around them.

Some have been tied to sticks to keep them  
straight, while

Others have been allowed to develop naturally,  
with a minimum of pruning.

Some children are made of hard wood; others of  
soft.

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Like trees which may be best for shade, or fruit,  
or decoration

Children have their best uses.

Some are better to look at; some are better in  
groups;


Others are better standing alone.

Some grow strong and sturdy; others need  
protection from the elements

But every wood, every tree, and every child has  
a unique and different value.

We may try to graft the characteristics of a child  
onto another,

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But we know we cannot make a palm tree into an oak or vice versa.

The best we can do is to accept the tree as it is, to feed it, to give it light, and to prune it gently to its natural shape.

And we need to remember that in working with children, as well as in working with wood...

For best results, always sand with the grain.

-Author Unknown