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Inclusion Strategies and Interventions, Second Edition

By Toby J. Karten

Study Guide

This study guide is a companion to the book *Inclusion Strategies and Interventions, Second Edition* by Toby J. Karten. This book focuses on helping educators maximize learning in today's inclusion classrooms.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Understanding the Inclusion Classroom

1. Select one of the thirteen classifications of disability under IDEA and share how you plan to apply strategies that capitalize on learner strengths, interests, and stronger modalities.
2. Select specific inclusion domains in Figure 1.1 (page 20) that will strengthen your inclusion practices.
3. What are the benefits of using bibliotherapy? Which of these books have you read or plan to read? What other books would you add to the list?
4. What are some examples of the social issues a student may face, and how can these affect academic performance?
5. Define the following terms and provide an example of how each could pose a challenge for students: *receptive language*, *expressive language*, and *pragmatic language*.
6. What strategies can establish a healthy emotional atmosphere in the inclusion classroom?

Chapter 2

Organizing for Instruction

1. Describe the MTSS components. Provide an example of its implementation in the inclusion classroom.
2. Why is cooperative learning so often successful?
3. What is the difference between differentiated instruction and universal design for learning? Please provide examples of each.
4. Describe understanding by design and how it can be effectively implemented in the inclusion classroom.
5. According to Howard Gardner, what are the nine intelligences? Please provide an example of an exercise or learning activity particularly suited to each.
6. Explain why collaborative conversations and practices are an integral part of the inclusion process.

Chapter 3

Addressing Students' Needs

1. Share how you will use the one of the reproducibles in chapter 3 to ensure that you are honoring high-leverage practices.
2. What is a strategic learner, and how can educators create strategic learners?
3. How can Bandura's social learning theory be applied to the classroom?
4. Choose three categories of disability that are most relevant to your classroom. Define the disabilities and describe appropriate interventions for each.
5. In what ways can educators look beyond students' labels to reach them on both academic and emotional levels?
6. Use the word choices in Figure 3.4, Co-Teaching Challenges and Solutions (page 78), to write a paragraph that delineates how to be a collaborative player in an inclusion classroom.

Chapter 4

Using Embedded Assessments, Accommodations, and Individualized Data

1. Name ten curriculum-based assessment options. Are any of these currently in use in your classroom? Which could you implement as part of your next unit?
2. What is the difference between accommodations and modifications? Provide an example of each.
3. Describe the instructional value of frequent assessments and the continual review of data.
4. How can teachers help their students while ensuring that the work is the students' own? How can teachers provide support without becoming a crutch?
5. Create a school scenario in which a functional behavioral assessment (FBA) and behavior improvement plan (BIP) would be appropriate.
6. Share how using figure 4.3, Supporting Student Access to Assessments (page 115), will help you to align assessment with student data.

Chapter 5

Implementing Inclusion Strategies for Literacy and Communication

1. What are the three general categories of reading disability?
2. Describe two reading strategies that can be implemented effectively in your inclusion classroom.
3. Describe two writing strategies that can be implemented effectively in your inclusion classroom.
4. Describe two communication strategies that can be implemented effectively in your inclusion classroom for English learners.
5. Select ten vocabulary words and describe how you would teach them through a combination of these strategies, using at least two examples of each: structural analysis, phonetic approach, context clues, or multisensory materials.
6. Create a grade-level literacy scavenger hunt. Use figure 5.3 (page 134) as a model.

Chapter 6

Implementing Inclusion Strategies for Mathematics

1. What are concrete representations, and how do they aid students in understanding abstract mathematics concepts?
2. Describe two mathematics strategies that can be implemented effectively in your inclusion classroom.
3. Create an assignment that allows your students to “live the mathematics.”
4. Describe how you will apply the Do It! Speak It! Link It! Own It! model to a specific unit in mathematics.
5. What are the eight RTI mathematics recommendations? Which of these do you currently use? Which might present a challenge for you? Identify resources that you could employ to help you integrate these practices into your instruction.
6. Create a top-ten list of essential mathematics manipulatives, resources, and online sites that will assist you with your mathematics instruction.

Chapter 7

Implementing Inclusion Strategies for Social Studies and Science

1. How is prior knowledge important in social studies and science? What are some strategies for activating students' prior knowledge in the classroom?
2. Describe two social studies strategies that can be implemented effectively in your inclusion classroom.
3. Why are social studies and science often considered difficult subjects to teach in the inclusion classroom?
4. Describe two science strategies that can be implemented effectively in your inclusion classroom.
5. Create an outline of the baseline knowledge (what you want all students to learn) and more advanced objectives for a unit of study in either social studies or science.
6. How will you scaffold, differentiate, and connect to students in an inclusion social studies or science classroom to help but not enable learners? Refer to figures 7.8 and 7.9 (pages 186 and 187) to assist with your response.

Chapter 8

Implementing Inclusion Strategies for Art, Music, Physical Education, and Life Skills

1. Name three reasons why art is an important part of the academic curriculum.
2. Describe two ways in which you can incorporate art into your lessons to advance learning.
3. Describe two ways in which you can incorporate music into your lessons to advance learning.
4. Describe two ways in which you can incorporate physical education into your lessons to advance learning.
5. How are art, music, and physical education connected to life lessons? Your response can be in the form of an essay, poem, illustration, song, dance, or team-related activity.
6. Describe two ways that life skills can be infused into your inclusion classroom.

Chapter 9

Using an Interdisciplinary Thematic Approach

1. What is an interdisciplinary unit, and how is it beneficial to students? How can knowledge and skills from disparate disciplines reinforce one another?
2. Pair up with a colleague to design an interdisciplinary thematic lesson that connects three different subjects. You can use or adapt the “Interdisciplinary Thematic Planner” reproducible (page 207).
3. Identify additional thematic units of study that correspond to the core standards that you would like to explore with your colleagues.
4. Fill in a cluster map (check out graphic organizers at <http://freeology.com/wp-content/files/spiderweb.pdf>) that answers the following five questions about interdisciplinary lessons: (1) *who* is involved, (2) *where* will the instruction take place, (3) *what* core standards will be addressed and *what* assessments will be used, (4) *when* will the unit take place (the amount of time needed), and (5) *why* are you planning this unit?
5. Write a brief narrative from the perspective of a student who experienced an interdisciplinary lesson that matched his or her interests.
6. Share some planning strategies teachers can use when their schedules don’t mesh.

Chapter 10

Developing Transitional Plans

1. What is a transitional plan? What is its purpose? What are its basic components?
2. Describe the process for setting goals for transitional plans.
3. Explain the value of bridging classroom learning objectives with real-life experiences. Include a specific lesson connection.
4. Identify the integral collaborative partners involved in transitional planning.
5. Investigate agencies and resources in your community, state, or province that can assist with the implementation of transitional plans.
6. How can the information in the “Interests and Strengths Questionnaire” reproducible (page 215) increase learner success in the inclusion classroom?

Chapter 11

Practicing Professional Collaboration

1. How can inclusion coaches assist educators to hone their skills?
2. Who are the inclusion players?
3. What are local education agencies, and why is it important to collaborate with them?
4. Describe how school-home collaborations catapult students' successes.
5. Outline the benefits of two related services that may be present in a student's IEP.
6. What professional development opportunities are available to you? What resources can you turn to for professional development? Collaborate with other teachers and investigate opportunities in your school district, outside agencies, and professional organizations.

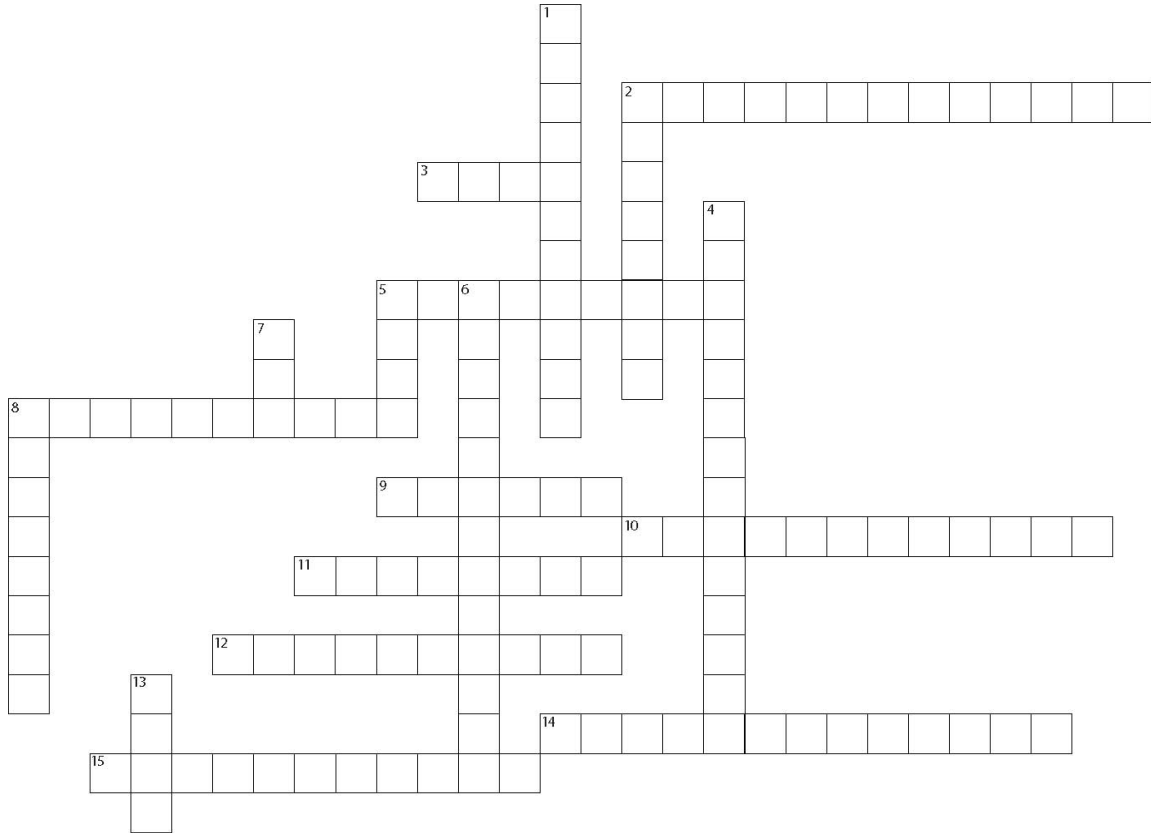
Chapter 12

Honoring Inclusion

1. Why is disability awareness an integral ingredient for inclusion classrooms?
2. Compose Part III to *The Ballad of Special EDDIE*. What else could you add to this tale?
3. Describe five inclusion interventions that would assist all learners in succeeding, not just those students with specific disabilities.
4. Create an acrostic for the word *interventions*. Write the word vertically. Next to each letter, write a word or short sentence that highlights an inclusion strategy that you will continually apply.
5. Express how you would respond to the following statement: “Inclusion has too many challenges.”
6. Share the top five inclusion strategies and interventions you plan to use to assist your learners.

Inclusion Strategies and Interventions

Crossword Puzzle



Across

- | | |
|---|--|
| 1. self-awareness | 11. understanding written language |
| 3. information that drives instruction | 12. hearing, seeing, tasting, smelling, touching |
| 5. students of all ability levels learning together | 14. type of learning adaptation |
| 8. writing difference | 15. temporary supports |
| 9. may cause stigmatization | |
| 10. strategy to help students | |

Down

- | | |
|--|-------------------------------------|
| 1. math difference | 7. individualized education program |
| 2. showing students examples | 8. reading difference |
| 4. promotes self-discovery and inquiry | 13. rate of learning |
| 5. federal law for students with disabilities | |
| 6. educators, staff, administrators, students, and families working together | |

Answers

Across

2. metacognition
3. data
5. inclusion
8. dysgraphia
9. labels
10. intervention
11. literacy
12. modalities
14. accommodation
15. scaffolding

Down

1. dyscalculia
2. modeling
4. constructivism
5. IDEA
6. collaboration
7. IEP
8. dyslexia
13. pace

WebQuest: Multiple Approaches to Learning

Review the websites provided to answer the following questions.

1. What are the components of multisensory reading approaches? How can they help students with dyslexia gain literacy skills?
 - <https://dyslexiaida.org/multisensory-structured-language-teaching-fact-sheet>
 - <http://dyslexiahelp.umich.edu/tools/informational-websites>
2. What strategies can be used to help students who are considered to be twice exceptional?
 - <http://2enewsletter.com>
 - www.uniquelygifted.org
 - www.nagc.org/resources-publications/resources-parents/twice-exceptional-students
3. How can teachers identify students who may be the victims of bullying?
 - www.apa.org/advocacy/interpersonal-violence/bullying-school-climate
 - www.stopbullying.gov/resources/get-help-now
4. What support groups offer services to students with autism and their families?
 - www.autism-society.org
 - www.autismspeaks.org
 - <https://afirm.fpg.unc.edu>
5. What are the types of assistive technological services, and which ones are most pertinent to your learner population?

- <https://elearningindustry.com/use-of-technology-in-special-education>
 - <https://degree.utpb.edu/articles/education/technology-in-special-education.aspx>
6. Describe the communication options that are available to students who are deaf or have a hearing impairment.
- www.deafchildren.org
 - www.asha.org
7. What are the treatment options for children and teens who are diagnosed as having emotional dysregulation?
- www.mentalhealth.org.uk/stories/living-emotional-dysregulation-what-it-is-and-how-i-cope
 - <https://childmind.org/article/dmdd-extreme-tantrums-irritability>
 - www.nimh.nih.gov
 - www.nmha.org
8. How can a teacher infuse cooperative learning activities in his or her classroom?
- www.teach-nology.com/currenttrends/cooperative_learning/kagan
 - www.thirteen.org/edonline/concept2class/coopcollab/index.html
 - www.co-operation.org/what-is-cooperative-learning
9. What are some effective approaches to help students with learning differences gain academic and social acumens?
- www.nfld.org
 - www.understood.org

- www.ldinfo.com

10. How can increased disability awareness help educators, peers, families, and students with disabilities?

- <https://hiehelpcenter.org/disability-awareness-class-lessons>
- www.parentcenterhub.org/awareness
- www.educationworld.com/a_lesson/lesson115.shtml
- www.disabled-world.com

Feel free to explore online assessments at <https://quizlet.com/TKarten> to review various inclusion strategies and interventions and expand your knowledge of exceptional learners.