

What can you do to promote an inclusive school?



“We want what you want, to become productive members of society.”

Listen to our stories.

Include us

Understand our perspective

Be patient with us

Empathize

Help us to understand your perspective



Examples of the hidden rules of social interactions that must be explicitly taught:

- Teachers do not all have the same rules
- Being polite is more important than being honest
- You are not always supposed to say what you are thinking
- What's okay at home isn't always okay in the classroom or workplace
- Unless there is an emergency, it is never okay to interrupt
- Not everyone who is nice to me is my friend

Verbal Behaviors that may be observed

- Disjointed sentence Structure
- Unusual tone and Volume of Voice
- Clarity of Speech
- Timing (Interrupts or picks wrong time)
- Unique or Limited Vocabulary
- Concrete Thinking
- Literal Interpretation
- Processing Issues
- Lack of reciprocity
- Limited Perspective Taking
- Difficulty Reading Intentionality

Nonverbal behaviors that may be observed

- **Eye Contact** (unusual or lack thereof)
- **Facial Expression** (unusual or lack thereof)
- **Use of Gestures** (unusual or lack thereof)
- **Self-stimulating Behaviors** (Rocking, jumping, pacing, picking, tapping, talking to self, etc.)
- **Proxemics** (Too close or avoidant)
- **Coordination Issues** (unusual gait, poor hand eye, dexterity challenges, etc.)
- **Appearance and Hygiene** (age inappropriate, messy, etc.)

Emotional

- Anxiety
- Routines and Ritualistic Behaviors
- Emotional Expression (extreme or limited)
- Limited Emotional Vocabulary
- Accepting Disappointment
- Fixation and Persistence

Sensory

(Sensitive to or seeking stimulation)

- Sounds
- Lighting
- Room Size
- Touch (Picking and Fidgeting, touching others or avoiding)
- Food Choices (May be limited)

Addressing Issues

In a Group

- Review General Expectations
- Provide Rationales
- Ask Questions to Determine Understanding
- Positive Feedback in Front of Others

One On One

- Corrective Feedback Should Always Be Given Privately
- Determine Most Critical Need and Prioritize
- Recognize the Smallest Steps Toward Improvement
- Model Active Listening
- Show Positive Regard and Encouragement

Tips on giving corrective Feedback

- Start with A Positive Statement
- Be Specific and Direct In Describing What to Correct
- End with Encouragement and Confidence
- Follow Up with Recognition for Effort and Compliance
- Repeat as needed

If Issues Arise

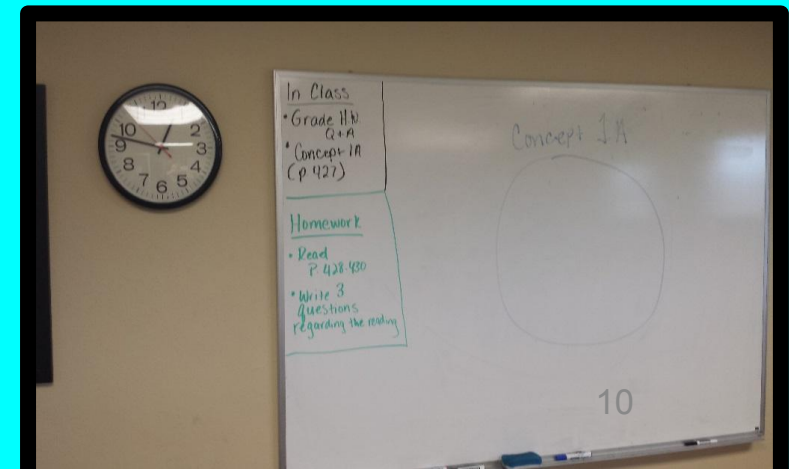
- Detach from Emotions
- Model Calmness and Self-Control
- Ask Questions to Clarify and To Aid Processing
- Use Emotional Labeling to Cue Student
- Defer to Another Time
- Suggest Email
- Enlist Existing Resources

TIPS FOR INSTRUCTORS

Organize your classroom space (online and in person)

Many of the students are able to produce work, but may lack the organizational skills to deliver it to the place where it should go at the time in which it is due. You can help.

- Submission Location- State expectations in the same place (on the board/online) each time
- Require a syllabus quiz/online site quiz or project to make sure the students know where to go.



TIPS FOR INSTRUCTORS

Syllabus

- Have a calendar with a schedule of events and clear due dates
- Include contact information (office hours, phone and email info)
- Clearly state classroom expectations and consequences for unmet expectation. (ex. Phone must be on silent. The first time is a warning, the second will result in your dismissal.)
- Mention Academic services and supports or include it in your curriculum (Math lab, writing lab, learning lab, library, etc.)



TIPS FOR INSTRUCTORS

Online Component

- Post your notes, power points and assignments
- Post videos of the lecture (students can use talk to type software to help them create a multisensory study experience)
- Post your syllabus
- Post grades promptly (feedback is crucial to completing the next assignment correctly)
- Report attendance

TIPS FOR INSTRUCTORS

Writing assignments

- Be clear and concise with directions (too much info. is overwhelming)
- Let the students know way ahead of time, so they can have extra time to prepare by picking a topic and making an outline.
- Allow multiple submissions by setting an early submission date (perhaps for bonus points).
- Require them to have their papers signed by your writing assistance staff.
- Require a portfolio of assignments to encourage use of a binder and organizational system.

TIPS FOR INSTRUCTORS

Creativity and Math

- Allow partial credit for effort in an area. Students may miss some details because they are focusing on another detail.
- Offer specific feedback in the areas that need work and demonstrate what it looks like. Require them to show you where they went wrong and allow them the ability to correct.
- Check completed homework (The more feedback the better)
- Have the students grade, check and critique each other.
- Offer extra credit for evidence that help was sought from the math (or other) lab

TIPS FOR INSTRUCTORS

Tests

- Avoid negative statements. (ex. Which selection is not the answer?) You are testing for knowledge, not attention.
- Stick with one style of test. (If you do half multiple choice and half matching for the first test, continue to do so throughout the term. A sudden change could cause a rigid student to shut down.)
- Have someone proof your tests for spelling and grammar errors. (Students can be distracted by very minor mistakes.)
- Give tests and quizzes often. (This presents more opportunity for feedback)



TIPS FOR INSTRUCTORS

Engaging your classroom

- Walk around the room
- Use creative Presentations (slideshow with Narration, video pres., posters)
- Have the students create the quizzes
- Offer alternative graphic organizer projects
- Use crossword Puzzle study guides
- Create in class group activities**
- 4 corners (where students pick the best choice by standing the corresponding corner of the room.
- Snowball Fight (write a question or comment regarding the topic crumple into a ball and toss as

Fill in the blank Notes

Chapter 2 – The Chemical Context of Life

- I. Nature of Matter
 - A. Elements & Compounds
 1. Matter –
 2. Element –
 3. Compound –
 - B. Essential Elements –
 - C. Trace Elements –
- II. Elemental Properties and the Structure of Atoms
 - A. Subatomic Particles
 1. Neutrons –
 2. Protons –
 3. Electrons –
 4. Atomic Nucleus –
 5. Electron Cloud –
 - B. Atomic Number & Atomic Mass
 1. Atomic Number –
 2. Mass Number or Atomic Mass –