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Teachers' Guides
to Inclusive Practices
Modifying Schoolwork
Third Edition

by

Rachel Janney, Ph.D.

and

Martha E. Snell, Ph.D.

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Excerpted from Teachers' Guides to Inclusive Practices: Modifying Schoolwork, Third Edition

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About the Authors

Rachel Janney, Ph.D., is an independent scholar and consultant who has worked with and on behalf of children and adults with disabilities in a number of capacities, including special education teacher, educational and behavioral consultant, technical assistance provider, teacher educator, researcher, and author. For a number of years, she was a professor in the School of Teacher Education and Leadership at Radford University in Virginia, where she taught courses and supervised student teachers in the special education program, specializing in the inclusion of students with extensive learning and behavioral support needs. Dr. Janney received her master's degree from Syracuse University and her doctorate from the University of Nebraska–Lincoln.

Martha E. Snell, Ph.D., is Professor Emeritus in the Curry School of Education at the University of Virginia, where she has taught since 1973 and directed the graduate program in severe disabilities. Dr. Snell's focus has been the preparation of teachers with a particular emphasis on those working with students who have intellectual disabilities and severe disabilities. She has been an active member of the American Association on Developmental and Intellectual Disabilities, TASH, and the National Joint Committee on the Communication Needs of Persons with Severe Disabilities.

Dr. Snell and Dr. Janney have conducted several research projects in inclusive schools and classrooms. These projects have studied the ways that special and general educators work together to design and implement modifications and accommodations for students with disabilities in inclusive settings. Both authors have been frequent presenters at conferences and workshops on topics related to successful inclusive education.

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Including All Students in Instruction in Core Curriculum Areas

FOCUSING QUESTIONS

- What are some generally effective evidence-based practices for literacy, mathematics, and content-area learning in inclusive classrooms?
 - What are some strategies to create individualized supports and adaptations to enable students with disabilities to engage in typical instructional activities in the core curriculum areas?
 - What alternative adaptations are feasible and effective for meeting the needs of students with extensive support needs within the core curriculum areas?
-

This chapter addresses considerations relevant to teaching core subject areas (reading and writing, mathematics, social and natural sciences) to all students. The strategies described for each subject area are organized according to the hierarchy of least-to-most intrusive supports, interventions, and adaptations that was presented in Chapter 1 (see Figure 1.4) and Chapter 3 (see Table 3.2). For each curriculum area, we briefly describe generally effective teaching practices that assist teams to create shared learning

experiences for heterogeneous groups of students. Next, we give examples of curricular and instructional adaptations for typical instructional activities. Finally, we make some points regarding alternative adaptations, which apply when students have modified learning targets as well as individualized teaching methods and activities. Although the adaptations for each student must be individualized, it can be helpful to see or read about examples of supports and adaptations that might serve as a template for others to use.

TWO REMINDERS: START WITH EFFECTIVE TEACHING AND KEEP ALL STUDENTS' GOALS IN MIND

As has been affirmed several times in this book, *including students with disabilities in general education classes requires rethinking the notion that all students in a class must learn the same thing at the same time*. Having shared learning goals is not essential to creating a learning community; instead, what is important is that classmates share a common context for their learning experiences and learn to value one another's diverse contributions. Students can benefit, both academically and socially, from working together in shared activities, even if the objectives they accomplish within those activities are varied. Use of UDL, differentiated instruction, and generally effective Tier 1 practices helps to create an environment that fits everyone. Teams can apply the effective instructional practices introduced in Chapter 2 to all of the subject areas addressed in this chapter.

For example, menus—either tiered or with adaptations built in for individual students—lend themselves well to spelling, literature study, and social studies. For example, the homework spelling menu for fourth grade shown in Figure 5.1 not only offered students a variety of novel ways to practice their spelling words, but the spelling lists assigned to students also were differentiated, with some students given fewer words and some given different (e.g., one syllable, high-frequency, or functional words) words. In addition, the menu was read to some students, and Spence, a student with a more severe disability, was provided with templates to complete by filling in the blank or circling one of two options written for him. If any of the activities on the menu were inappropriate for Spence, it was replaced with an alternative activity on the electronic file, and the individualized menu was printed for Spence.

Within a given instructional activity, most of the students in the class will be pursuing learning targets from the general education curriculum for their grade level, whereas other students pursue simplified goals from that same subject area and/or goals that are drawn from different curriculum areas, including functional skill areas. When a student has adaptations that do not enable participation in the same instructional activity as classmates, we have referred to those as *alternative adaptations*.

For example, in Chapter 4, we examined the ways that adaptations and supports were planned for Chase, a fourth-grade student whose IEP includes both simplified academics and functional curriculum goals. The teaching approaches used by Chase's fourth-grade teacher enabled the team to meet most of Chase's learning goals without using alternative adaptations. Thus, during the majority of reading, writing, and math lessons, Chase was provided with least-intrusive adaptations to enable him to pursue simplified academic skills within ongoing class academic routines. For instance, during writing workshops, Chase participated along with his classmates. Chase, however, was completing sentence starters or writing frames, whereas other students were using the full writing process. During social studies, the focus of Chase's work depended on the teaching arrangements and learning activities being used: When the class was using interactive notebooks during the whole-class portion of a science or social studies lesson, Chase's participation maintained an academic focus but included reading and language targets as well as content-specific skills and knowledge. When the class worked in cooperative groups or hands-on projects and explorations, Chase still had academic objectives (e.g., to read, write, and spell key unit vocabulary terms) but also was practicing priority social-communication skills.

Word Work Spelling Tic-Tac-Toe

This board includes 9 different activities to help you practice your spelling words. You get to choose which activities to complete at school during Word Work time and at home for homework. **You must complete activities that show TWO tic-tac-toe lines: horizontal, vertical, or diagonal three in a row.** (You should complete 5-6 activities total). Please mark your choices by shading them in with a highlighter or light colored pencil. Have fun! ☺




<p style="text-align: center;">Wordle Wonder!</p> <p>Use your list of spelling words and the internet to create a Wordle Word Cloud.</p> <p>Visit www.wordle.net/create and type in each of your words. Pick a design and/or color.</p> <p>Print this out to turn it in.</p>	<p style="text-align: center;">Spelling Advertisements</p> <p>Create a fancy advertisement or poster for 3 different events or items you want to sell. They can be made up, or real, but <u>use at least half of your spelling words.</u></p> <p>Be sure to describe the things you are selling or events that are taking place. Be creative and have fun! ☺</p>	<p style="text-align: center;">Stampin' Up Spelling</p> <p>Write your list of spelling words with a pencil. Then use the stamps and ink pads from the Word Work drawer. Stamp out your spelling words onto a piece of blank paper.</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Scrabble Spelling</p> <p>Want to know which of your words is worth the most? What about which word is worth the least? Use the Scrabble Spelling worksheet to figure out the point value for each of your spelling words.</p>	<p style="text-align: center;">Pyramid Words</p> <p>Spell out each of your spelling words so they make a pyramid shape. Start by writing the first letter of the word, adding one letter to each line.</p> <p>Example:</p> <p style="text-align: center;">d do daw dawn</p>	<p style="text-align: center;">Rainbow Words</p> <p>Write your spelling words with a regular pencil first. Now pick 3 different colored pencils or markers. Trace over each word with each color to turn your spelling words into "rainbow words".</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Spelling Story</p> <p>Use at least 8, if not all, of your spelling words to create a unique story. You can make it silly or serious, but it must make sense. Be creative! Highlight all of your spelling words afterwards.</p>	<p style="text-align: center;">Toss & Type</p> <p>Roll a dice. Whichever number you roll (#1-6) is how many times you will type your spelling words on the computer. Print these out and bring them to class. (You can write these by hand if you want).</p> <p>Example:</p> <ul style="list-style-type: none"> • I rolled a 2 on my dice. amount amount 	<p style="text-align: center;">Shaping Up</p> <p>Draw a different shape for each spelling word. Inside each of your shapes, write out a different spelling word.</p> <p>Example:</p> <div style="text-align: center;">  </div>

Figure 5.1. Spelling homework menu. (Contributed by Kristyn McDaniel Cabler.)