

The parent perspective: Inclusion and acceptance in the classroom

Facilitator Guide

Instructions

This workshop is intended to take between 45 and 60 minutes, so that it can easily be slotted into a professional development day or even an all staff meeting. Use this guide to help time and guide your presentation and facilitation of the workshop.

The layout of this guide is as follows: Each 2-page spread covers one slide in the presentation power point deck. For each slide you are given a visual of the slide, slide name, estimate timing, speaking notes, and facilitation tips.

Agenda

Introduction and presentation – 10 – 15 minutes

Group work – 15 – 20 minutes

Facilitated discussion and reflection – 10 – 20 minutes

Conclusion – 5 minutes

Group Work

The group work is centered on scenarios where a school-based activity needs to be adapted for a mock child with special needs. Depending on the size of the group, you may have all the small groups work on the same scenario or bring along several scenarios and have small groups working on different ones (this is preferred). Decide this beforehand and bring along the scenarios you will be using.

Materials

Needed materials: laptop and screen, PowerPoint presentation, video stories to show during the presentation, workshop package for each participant, several copies of each scenario you will be using for group work, pens.

Setting up the room

Majority of this workshop is comprised of group work, although there is also a presentation component, so a screen is needed and all participants should be able to view the screen.

The room should be set up with tables for group work, depending on the size of the group, small groups could be anywhere from 4 to 10 people. Tables should have a workshop package, scenario.

Slide 1 – Title Slide

Holland Bloorview

Kids Rehabilitation Hospital

The parent perspective:
Inclusion and acceptance in the classroom



Approximate timing: 2 minutes

Speaking Notes

Hi everyone and welcome to this workshop on inclusion and acceptance in the classroom. This workshop aims to go beyond the IEP and IPRC and give you a feeling of working together with parents of children with special needs. The workshop was developed by parents and is facilitated today by parent.

Each facilitator can now introduce themselves.

Facilitator notes

It is a great idea to leave this slide open as people come into the room.

Slide 2 – Holland Bloorview Family Advisory Committee



Approximate timing: 1 minute

Speaking Notes

Holland Bloorview Kids Rehabilitation Hospital is Canada's largest children's rehabilitation hospital focused on improving the lives of kids with disabilities. Holland Bloorview is a global leader in applied research, teaching and learning, and client and family centred care. Our vision is to create a world of possibilities for kids with disability.

The FAC is a devoted group of parents and youth that represents children and families who receive services at Holland Bloorview. We work with staff to promote family centred care: putting children and families first.

This workshop was a goal of the parents on the FAC to promote the spirit of inclusion in the classroom and to share our success stories

Facilitator Notes

If you are not from Holland Bloorview, you may want to make a brief note that the workshop was developed by the family advisory committee at Holland Bloorview and spend some more time describing your group.

Slide 3 – What is inclusion?

What is inclusion?

Write down what inclusion
in the classroom means to you

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Approximate timing: 2 minutes

Speaking Notes:

Now, we'd like everyone to take a moment to think about what inclusion in the classroom means to you. Grab a pen and jot it down on your package and we will revisit it at the end of the workshop

Facilitator Notes:

Make sure there were plenty of pens out on the tables

Slide 4 – Video Story One

Video story one



Approximate timing: 3 minutes

Speaker Notes:

As part of this workshop, some parents have prepared video stories to share examples of inclusion in the classroom that they and their children have experienced. Here is the first one.

.....show video.....

Facilitator Notes:

Make sure to save the videos that you will be showing on the desktop with your presentation, so that you can easily flip between the presentation and the videos.

Slide 5 – General strategies to support inclusion

General strategies to support inclusion

Plan in advance

Focus on the positive

Problem solve creatively

Collaborate with others

Source helpful resources

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Approximate timing: 1 minute

Speaking notes:

As parents, we have realized that there are some key broad strategies that go a long way to supporting inclusion. These are to plan well in advance, focus on the positive and the abilities of the student, use creative problem solving, and collaborate with teachers and other resources. You may be surprised at the ideas and resources that come from fellow teachers.

Slide 6 – Activity Planning

Activity planning

When adapting activities:

1. Harness students' abilities
2. Analyze activities for possible modifications
3. Adapt to needs
4. Be aware of motor, cognitive and social elements

Blank Activity Planner

Activity: _____

Demand	Abilities Needed	Student	Adaptations
motor			
Cognitive			
Emotional			

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*Activity Planner provided by Paul Alcamo, teacher
Bloorview School Authority

Approximate timing: 1 minute

Speaking notes:

In a moment we are going to break into a group exercise where using mock child profiles and mock scenarios of classroom activities, we will be discussing how to adapt activities. There is an activity planner that can be used to help when adapting activities that is used by teachers at the Bloorview School Authority. Each table has a unique child and scenario on their tables. During the exercise, you can use the planner if you want. There is one in each package as well as a sample of how it is used for adapting a game of hide and seek. Regardless, some strategies to use when adapting activities include noting a child's abilities (what they are able to do), analyzing the activity and what general is needed to complete that activity and how it can be adapted. Make sure to keep in mind, not just physical abilities, but cognitive and social elements as well.

Facilitator notes:

Hold up the various handouts while you talk about them.

Slide 7 – Group exercise

Group exercise

Read through the scenario with your group

Use the activity guide to analyze the scenario

Share your group's reflections and ideas

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Approximate timing: 20 minutes

Speaker notes:

We are going to have 15 to 20 minutes to work in groups and then we will share our ideas. The parent facilitators will be joining groups/walking around. Feel free to treat us as the parents of the hypothetical children and engage us when coming up with adaptations.

Facilitator notes:

If there are enough parents around, each can join a table. If not, those available should go from table to table to see if there are any questions.

Note how much time you have left and how many groups you have so that you leave enough time for group discussion which will take up to 20 minutes if there are more groups.

If needed, good probing questions when walking around from group to group could be:

Is this trip even applicable?

What might you do even before beginning to plan?

Think about different angles, perspectives, options.

Slide 8 – Meet Mark

Meet Mark

12 year old boy - Gr. 5

- Interested in jungle animals and safaris
- Likes singing and dancing
- Cognitive and academic skills below age level
- Requires supervision to stay on task
- Uncomfortable performing on stage

Scenario:

Participating in a school play

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Approximate timing: 5 minutes

Speaker Notes:

Now we are going to discuss the scenarios and talk about what ideas we had for adapting the activities. We are going to start with the group(s) that had Mark. Which groups had Mark?

Facilitator Notes:

This is where the real facilitating begins. Note how many groups had Mark and how much time you have. Ask one group to briefly describe the scenario and talk about how they adapted the activity, then ask the other groups that had Mark if they have anything to add and the group at large if they have any comments.

From previous workshops these ideas have come up for this scenario. If there aren't a lot of good ideas or comments, mention some of these:

Off stage test

Performing side-role that fits his interest – could be part of chorus

Low-pressure walk on role – if it didn't work it wouldn't impact the overall play.

Could do a video in advance if too much pressure on the spot?

Choose the play that was of interest to him

Be part of preparing costumes

Have an understudy to step in

Lots of prep in advance

If animal, put sunglasses and headphones as part of solution to sensitivities

Script reader on sidelines

Ask Mark how he wants to be involved

Mark could have a backstage role (off stage) but this would support his love for acting or dancing

Play a role without lines, or in the background, when lighting is low

Pre-recording or a voice-only role (that Mark could do off stage)

Slide 9 – Meet Sara

Meet Sara

7 years old – Gr. 2

Is a foodie and loves trying new things
Cognitive and academic skills above grade level
Requires support for all activities of daily living
Uses a wheelchair for mobility
Difficulty using arms and hands
Scenario:
Participating in a class trip apple picking

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Approximate timing: 5 minutes

Speaker Notes:

Now we are going to move on to Sara. Which groups had Sara?

Facilitator Notes:

Continuing as with the Mark scenario, ask a group to describe the scenario briefly and their ideas. Ask all other groups that had Sara if they have anything to add and ask the larger group for comments.

Possible ideas that came up at previous workshops include:

Whole class pairs up – 1-person pick apples, 1 person carries basket

Call ahead to request boards are put down to level the area

Contain to certain areas of the apple picking area – not the whole space

Have someone to push the wheelchair or tractor

Choose orchard with lower trees

Do a hand over hand stick to grab

Put basket on wheelchair

Some kids count apples

Divide up in a group each child could have a task – holding the bag, special barrel as opposed to getting them from a tree

Do prep work in advance to ensure there is a suitable washroom off site

Option of leaving early

Researching orchards in advance to find one that is more suitable (i.e. Windreach Farms)

Group smaller with a parent volunteer each group

Each a pair – one apple spotter and second person responsible for picking

Slide 10 – Meet Lenny

Meet Lenny

9 years old – Gr. 4

Enjoys laughing, jokes and music
Cognitive and academic skills at grade level
He is able to read and write
Some difficulty with motor tasks, fine motor movements and activities of daily living
Minimal speech capabilities
Uses a customized communication board.

Scenario:
Present in front of the class

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Approximate timing: 5 minutes

Speaking Notes:

Now we are going to move on to Lenny. Which groups had Lenny?

Facilitator Notes:

Continuing as with the previous scenario, ask a group to describe the scenario briefly and their ideas. Ask all other groups that had Lenny if they have anything to add and ask the larger group for comments.

At the end, if there is time, ask the group what large themes seem to have come out in all the solutions, such as: "It is best when we can adapt an activity for everyone so that all the kids are equal and the kid that the activity was adapted for isn't singled out."

Possible ideas that came up for Lenny at previous workshops include:

Nothing spur of the moment

Pre-plan it

Ask kids to bring pictures and put into sequence

Divide into 3 groups: 1 group – write captions, voice to text

1 group – talk about the pictures, 1 group – read story

Type up and project key words and mime what he did using the key words

Use ipad app – create a picture using clip art

Using flash cards instead

Send the question in advance

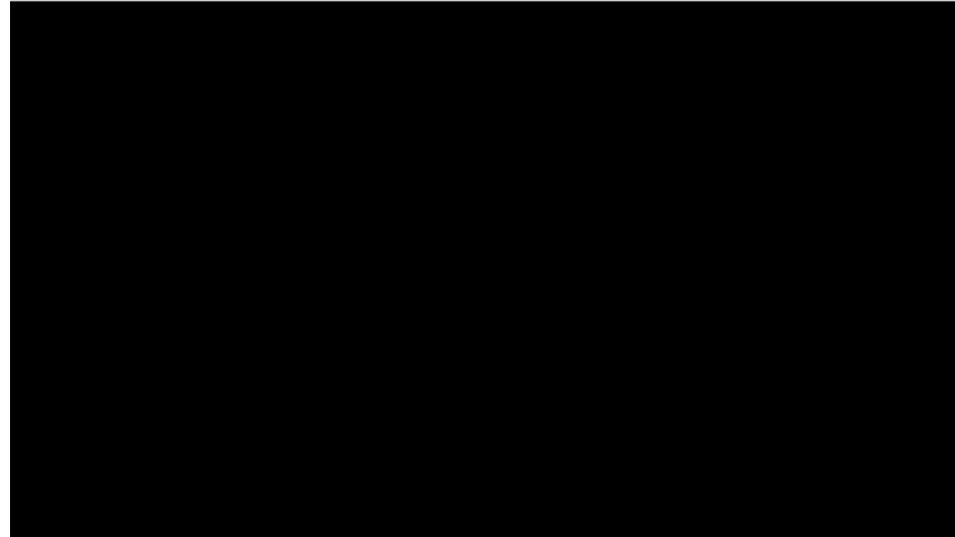
Asking the class first thing in the morning to answer the question in the afternoon, so

Lenny can get his answer prepared with the help of the EA

The first one to be asked and the last one to answer – time to prepare.

Slide 11 – Video Story Two

Video story two



Approximate timing: 3 minutes

Speaker Notes:

Here is our second video story about inclusion from a parent.

Facilitator Notes:

Make sure the video is saved on the desktop to flip to it quickly.

Slide 12 – Resources and ideas

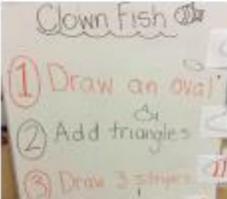
Resources and ideas

Some things to think about:

- Room set up is important
- Tools to help everyone (so kids don't feel singled-out)
- Simple directions
- Modifications to activities
- Technology (e.g. tablets)

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Photos credit to Paul Alcamo, teacher
Bloorview School Authority



Clown Fish

- 1 Draw an oval
- 2 Add triangles
- 3 Draw 3 stripes

Approximate timing: 1 minute

There are many small things to think about that can make a large difference to a child's experience in the classroom. The first photo is of a switch used to adapt a game spinner, the second is a paint roller on a long stick used for a child who couldn't get down on the floor to paint, the third is a placemat to help keep children focused and organized with borders and letters/numbers they can reference. The placemat was made for one child but was useful for the whole class. The fourth picture is step by step instruction for drawing a fish – again needed for some children, but helpful to all.

Slide 13 – Resources and ideas

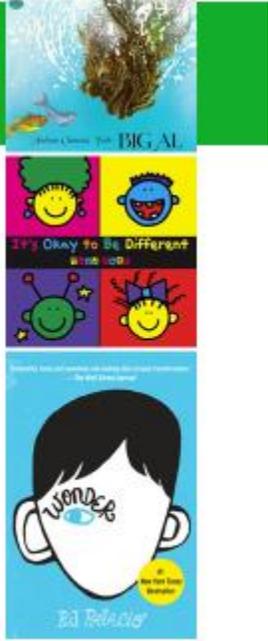
Resources and ideas

Techniques for encouraging social inclusion:

Passive encouragement

Active encouragement

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Athenaeum Books for Young Readers (Big Al); Little, Brown Books for Young Readers (It's Okay To Be Different); Knopf Books for Young Readers (Wonder)

Approximate timing: 1 minute

Speaker Notes:

Often kids are naturals at inclusion, but opportunities to explore inclusion are helpful. Both passive encouragement (just having typical and special needs children together in groups) and active encouragement (actively teaching about adapting activities and about differences) are helpful techniques.

These are some books that work well to inspire inclusion and discussions about it in the classroom.

These resources and others are included in your package and in the online toolkit.

Slide 14 – Take away messages

Take away messages

Small changes have a big impact

Conversations lead to clarity

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Approximate timing: 30 seconds

Speaking Notes:

Among other things, this is our key message. Small changes have a big impact and conversations with the children, parents, other teachers, can lead to clarity.

Other things that have come out of doing these workshops is that fellow teachers are good resources, not to single out kids with the adaptations. Whenever possible adapt things for everyone and think of the whole school as a community.

Slide 15 – Reflections

Reflections

Has your definition of inclusion changed?

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Approximate Timing: up to 5 minutes

Speaking Notes:

Let's now think back and take a look at the definition of inclusion that we wrote down at the beginning of the workshop – what does inclusion in the classroom mean to me?

Would anyone like to share that definition and tell us whether or not their definition has changed and how.

Facilitator notes:

Here is an opportunity for more group discussion if there is time and if people are willing to share their thoughts. If there is no time, just have everyone think back to their definitions and don't ask anyone to share.

Slide 16 – Your feedback matters

Your feedback matters

Please complete our evaluation form

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Approximate timing: 1 minute

Speaker Notes:

Thank you so much for having us come out today and participating in our workshop. We would love to have your input so that we can improve our toolkit and workshops we do in the future. In each package there is a very quick evaluation form. Please take a minute to fill it out before you leave and just leave it on the tables. We are around here for a few minutes if you have any questions for us.

Facilitator notes:

This is a good opportunity to either use our evaluation form or one of your own if you are looking for feedback. You can also ask the group to give you ideas for other places to do the workshop, etc. depending on your goals moving forward.

If you use this guide and workshop, please also let us know how it went and give us feedback!