

# Solution Tree | Press

## **Inclusion Strategies and Interventions**

*By Toby J. Karten*

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### **Study Guide**

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

This guide is arranged by chapter, allowing readers either to work their way through the entire book or to focus and reflect upon the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by 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 inclusion.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a successful inclusive classroom.

## —Chapter 1—

### Understanding the Inclusive Classroom

1. What are the thirteen classifications of disability under IDEA? (FYI: Rosa's Law, signed by President Barak Obama in December of 2010, replaced the IDEA category formerly known as mental retardation to intellectual disabilities. As denoted in *Inclusion Strategies & Interventions*, page 10, #8, this change was on the way. This site offers more details: [www.whitehouse.gov/the-press-office/2010/10/08/remarks-president-signing-21st-century-communications-and-video-accessib](http://www.whitehouse.gov/the-press-office/2010/10/08/remarks-president-signing-21st-century-communications-and-video-accessib).)
2. What are the benefits of using bibliotherapy?
3. What are some examples of the social issues a student may face, and how can these affect academic performance?
4. Define the following terms and provide an example of how each could pose a challenge for students: *receptive language*, *expressive language*, and *pragmatic language*.
5. What strategies can establish a healthy emotional atmosphere in the inclusive classroom?

**—Chapter 2—**

**Organizing for Instruction**

1. Describe RTI and its three primary components. Provide an example of its implementation in the inclusive 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 inclusive 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.

**—Chapter 3—**

**Addressing Student Needs**

1. The author identifies fourteen elements that must be present in the successful inclusive classroom. What are these fourteen elements? Which are already present in your classroom? Which could you work on introducing?
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?

**—Chapter 4—**

**Using Assessments, Accommodations, and 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.

**—Chapter 5—**

**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 inclusive classroom.
3. Describe two writing strategies that can be implemented effectively in your inclusive classroom.
4. Describe two communication strategies that can be implemented effectively in your inclusive classroom.
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, a phonetic approach, context clues, or using multisensory materials.

**—Chapter 6—**

**Mathematics**

1. What are concrete representations, and how do they aid students in understanding abstract math concepts?
2. Describe two math strategies that can be implemented effectively in your inclusive classroom.
3. Create an assignment that allows your students to “live the math.”
4. What are the eight RTI math 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.
5. Create a top-ten list of essential math manipulatives, resources, and online sites that will assist you with your mathematics instruction.

**—Chapter 7—**

**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 inclusive classroom.
3. Why are social studies and science often considered difficult subjects to teach in the inclusive classroom?
4. Describe two science strategies that can be implemented effectively in your inclusive 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.



**—Chapter 8—**

**Art, Music, and Movement**

1. Name three reasons why art is an important part of the academic curriculum.
2. Describe two ways in which you can incorporate art in your lessons to advance learning.
3. Describe two ways in which you can incorporate music in your lessons to advance learning.
4. Describe two ways in which you can incorporate movement in your lessons to advance learning.
5. How are art, music, and movement connected to life lessons? Your response can be in the form of an essay, poem, illustration, song, or dance.

## —Chapter 9—

### **An Interdisciplinary 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.
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 wh- questions about interdisciplinary lessons: who is involved, where the instruction will take place, what core standards will be addressed and what assessments will be used, the amount of time needed for the unit (when), and why you are 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.

**—Chapter 10—**

**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.

**—Chapter 11—**

**Professional Collaboration**

1. Who are the inclusion players?
2. What are local education agencies, and why is it important to collaborate with them?
3. Describe how school-home collaborations catapult students' successes.
4. Outline the benefits of two related services that may be present in a student's IEP.
5. 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.

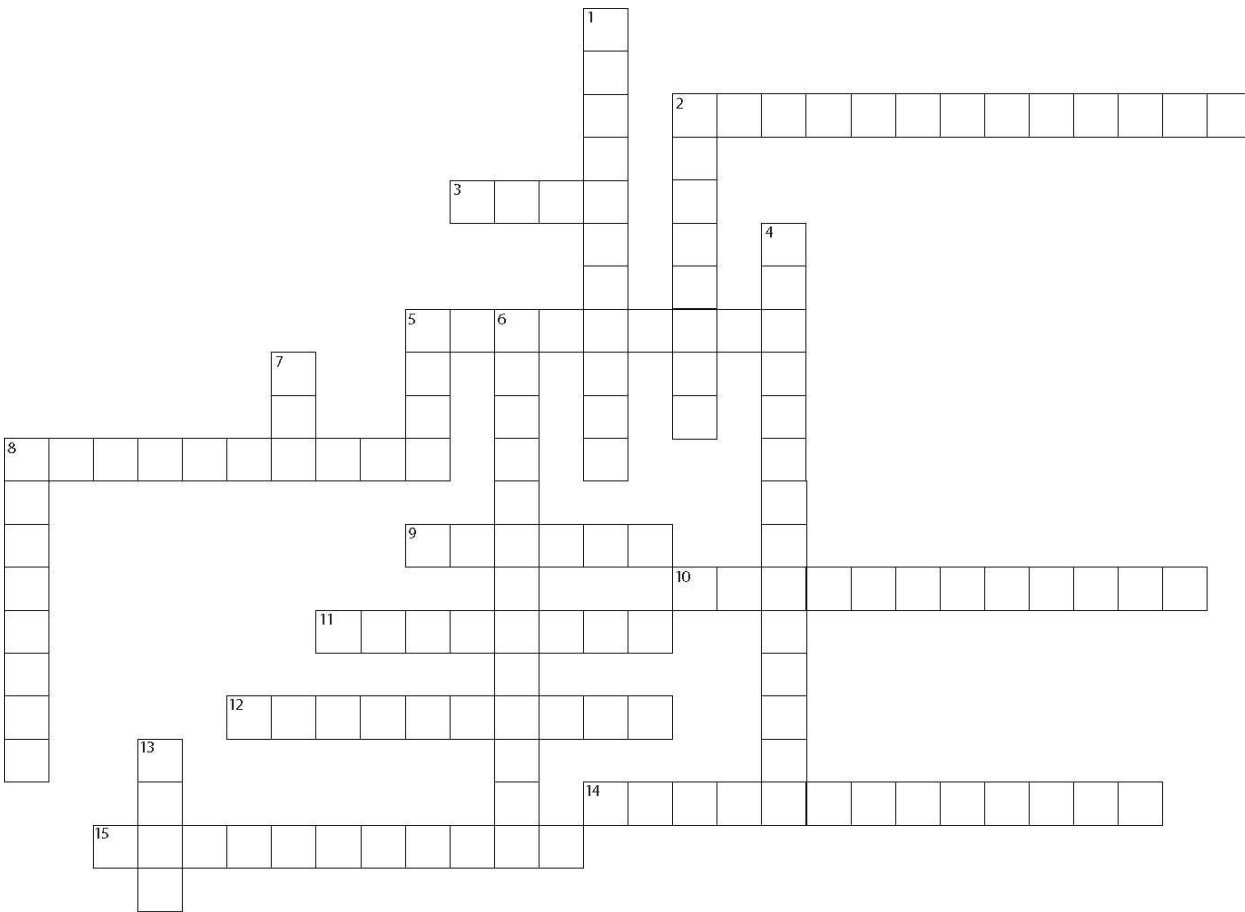
## —Chapter 12—

### **Honoring Inclusion**

1. Why is disability awareness an integral ingredient for inclusive 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.”

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**Crossword Puzzle**



## **Clues**

### **Across**

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

### **Down**

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

## **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. Describe the components of multisensory reading approaches. Explain how they help students with dyslexia gain literacy skills.
  - <http://centerforneurodevelopment.com/files/3870462/uploaded/MultisensoryApproachstoTeachingReading.pdf>
  - [www.interdys.org](http://www.interdys.org)
  - [www.ortonacademy.org](http://www.ortonacademy.org)
2. What strategies can be used to help students who are considered to be twice exceptional?
  - [www.2enewsletter.com](http://www.2enewsletter.com)
  - [www.uniquelygifted.org](http://www.uniquelygifted.org)
3. How can teachers identify students who may be the victims of bullying?
  - [www.behavioradvisor.com/Bullying.html](http://www.behavioradvisor.com/Bullying.html)
  - [www.nobully.com](http://www.nobully.com)
4. Identify support groups that offer services to students with autism and their families.

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- [www.autism-society.org](http://www.autism-society.org)
  - [www.autismspeaks.org](http://www.autismspeaks.org)
5. Outline the types of technological services Learning Ally (formerly known as Recording for the Blind & Dyslexic) offers.
- [www.learningally.org](http://www.learningally.org)
6. Describe the communication options that are available to students who are deaf or have a hearing impairment.
- [www.deafchildren.org](http://www.deafchildren.org)
  - [www.asha.org](http://www.asha.org)
7. What are the treatment options for children and teens who are diagnosed as having bipolar disorder?
- [www.nimh.nih.gov](http://www.nimh.nih.gov)
  - [www.nmha.org](http://www.nmha.org)
8. How can a teacher infuse cooperative learning activities in his or her classroom?
- [http://www.teach-nology.com/currenttrends/cooperative\\_learning/kagan/](http://www.teach-nology.com/currenttrends/cooperative_learning/kagan/)
  - [www.thirteen.org/edonline/concept2class/coopcollab/index.html](http://www.thirteen.org/edonline/concept2class/coopcollab/index.html)

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9. What are some effective approaches to help students with learning differences gain academic and social acumens?

- [www.ncl.org](http://www.ncl.org)
- [www.greatschools.org/special-education.topic?content=1541](http://www.greatschools.org/special-education.topic?content=1541)
- [www.ldinfo.com](http://www.ldinfo.com)

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

- [www.familyvillage.wisc.edu/general/disability-awareness.html](http://www.familyvillage.wisc.edu/general/disability-awareness.html)
- [www.allkids.com/](http://www.allkids.com/)
- <http://nichcy.org/families-community/awarenessAM>