

Don't We Already Do Inclusion?:

Creating Better Schools for All

Paula Kluth, Ph.D.
www.paulakluth.com
@paulakluth
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AutismONTARIO

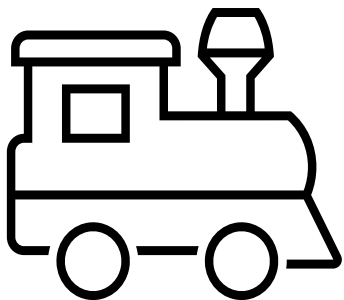
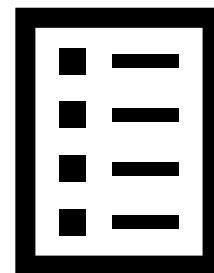
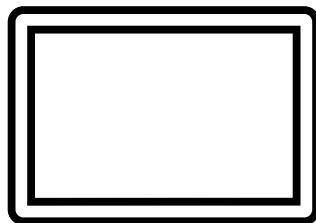
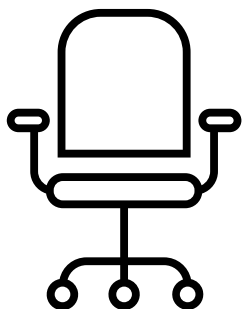


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focus on the process

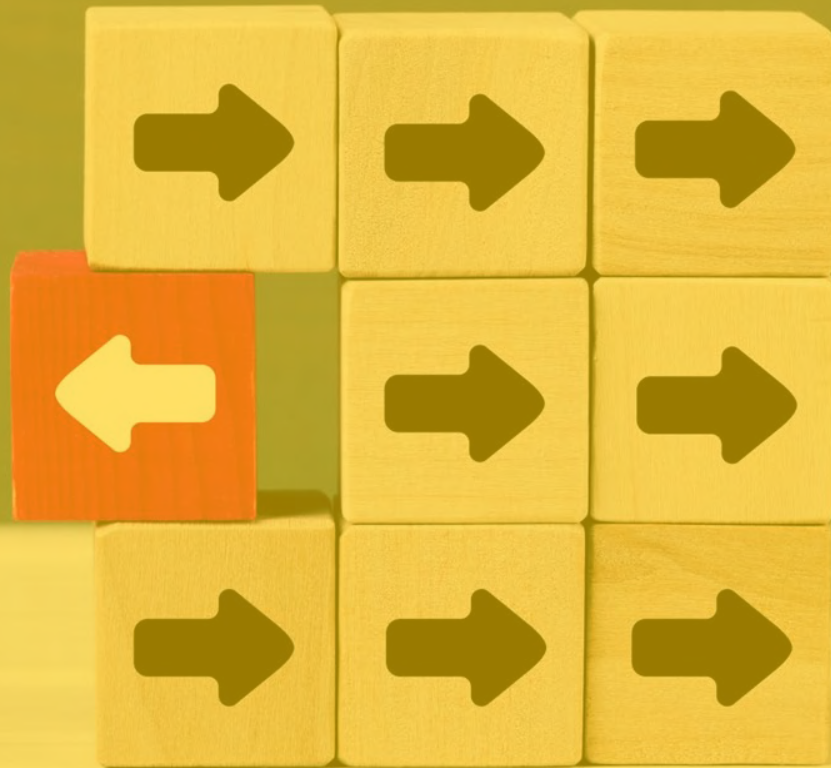




If you know one student with autism...



Over, under, around or
through...find a way or make
a way!



Common Mistakes:

- providing only the “real estate” of inclusion & not related supports
- not experimenting with a range of supports (assuming that one set of supports works for everyone)
- thinking that “inclusion” means that all students engage, perform, participate in the same way, with the same materials, and with the same targeted outcomes



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Readings

20 Ways to Adapt the Science Lab

Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other

Tip of the Day
One of the easiest ways to build community in the classroom is to give students time to share. Ask questions that will get them talking and enable them to learn new things about peers.

This website is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Most of my work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.

INCLUSION

Teachers can use these lists as communication tools or educators/departments can craft their own lists.

20 Ways to Adapt the Science Lab

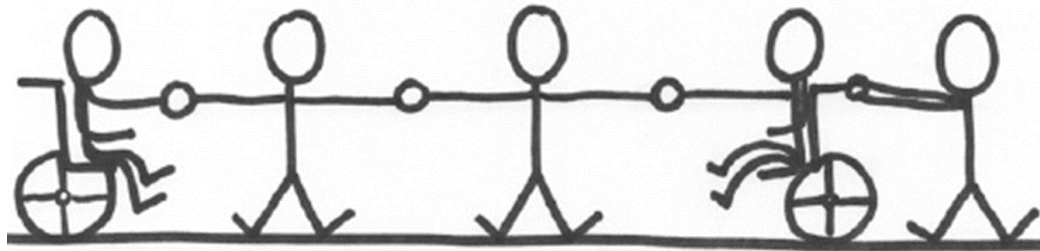
Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other words, science is about learning ideas and concepts, studying vocabulary, and understanding theories, but it is also about observation, exploration, and discovery.

Another reason to give all students access to lab work is to pique their interest and enhance their learning. It is widely accepted that students who participate in labs and other hands-on science activities will remember the material better and be able to transfer the learning across situations and lessons. Students who have learning difficulties or differences are often more on task during hands-on activities because there are typically a wide variety of ways to participate and the active and social nature of the science lab keeps students engaged. Finally, lab work helps all students hone social and communication skills, making it ideal for learners with disabilities who may need help with asking and answering questions, taking turns in a conversation, or knowing how to enter a discussion.

Having shared all of these benefits, many learners will need adaptations or modifications in order to be successful in a lab situation. Twenty ideas that can help you support diverse learners in your science classroom are offered here:

1. Be explicit about what you want students to know and do in each lesson and model what you want to see (e.g., language, behaviors, techniques) in the lab.
2. Post expected lab behavior on a poster or chart that is clear for all to see- (emphasizing safety guidelines). Draw students' attention to this information every time they work in the lab.
3. Organize your lab around "big questions" that all students can answer in some way. For instance, the question, "What is a rock?" can be answered on many different levels. One learner will be able to show or give an example of a rock while other

seek benefits for all





Written by Stella Blackstone
Illustrated by Debbie Harter

How can inclusion help
ALL students?

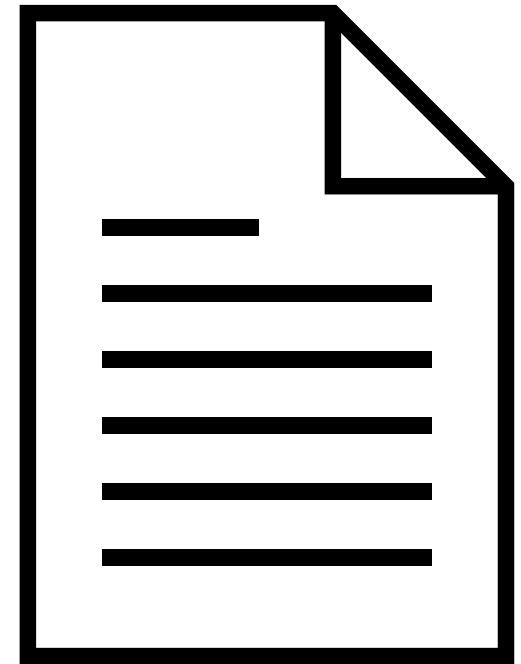


What about the “other students”?

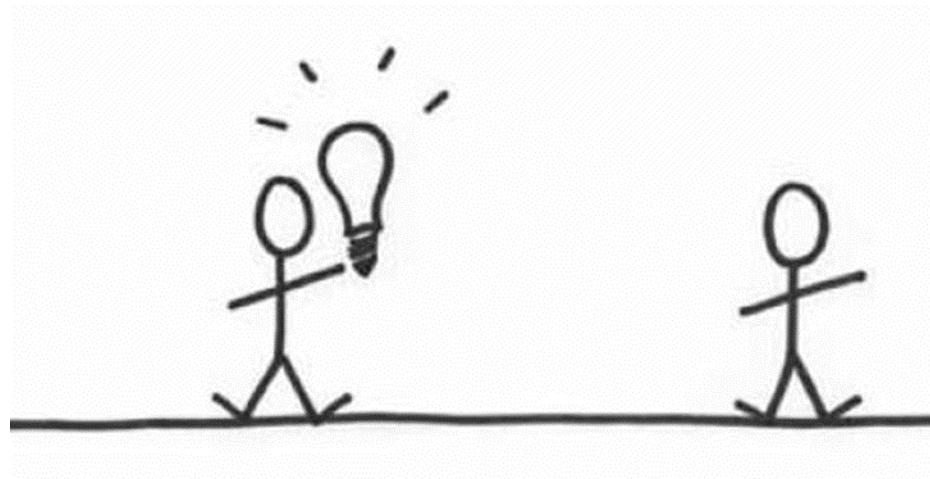
Szumski et al. (2017) found no negative effects for students without disabilities.

In inclusive schools, students without disabilities are more likely to:

- achieve the same or higher grades (no negative impact noted)
- have greater opportunities to have friendships with students with disabilities
- demonstrate an increased acceptance, understanding, and positive attitude towards inclusion



focus on barriers





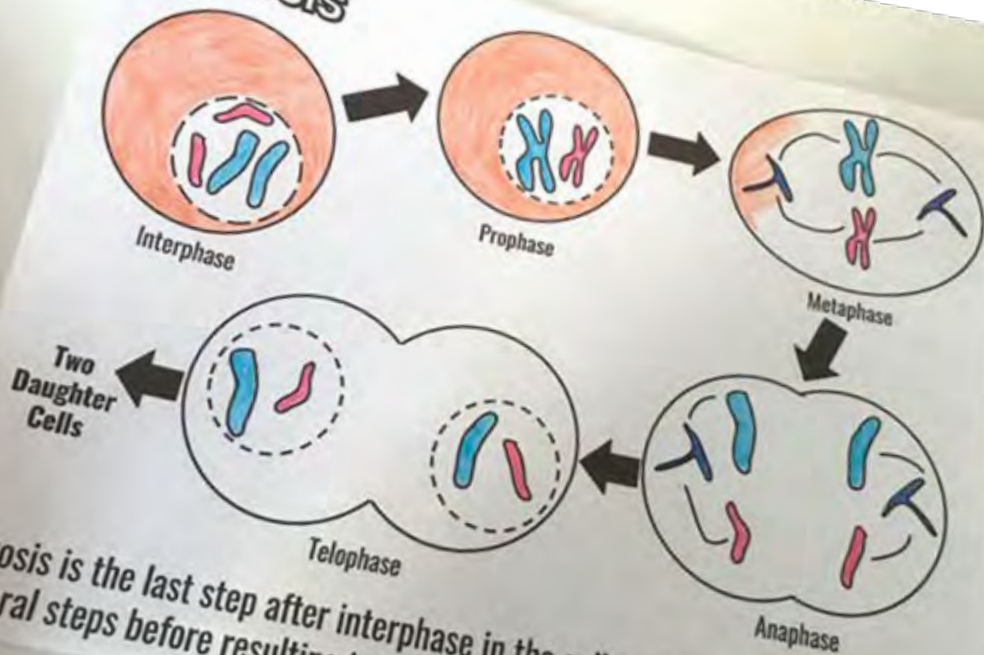




The Biology Coloring Book

By: Mr. Brown

Mitosis



Mitosis is the last step after interphase in the cell cycle which goes through several steps before resulting in two genetically identical daughter cells.

Virtual Calm Corner

FIND CALM IN YOUR BUSY DAY

Sound



Video



Tic Tac Toe: Algebra 1

<p>Make a set of flashcards for this unit. You can use CRAM, Google Slides, index cards, or any other tool you choose.</p> <p style="text-align: center;"></p>	<p>Choose any problem from this page & create a comic strip about it. Have a character illustrate the steps or try your own approach.</p> <p style="text-align: center;"></p>	<p>Make a meme to help your classmates better understand variables, inequalities or functions.</p> <p style="text-align: center;"></p>
<p>Sign up for an "algebra challenge" lesson with Ms. K or Ms. R.</p> <p style="text-align: center;"></p>	<p>Choose your own idea. Have a teacher sign off on your idea before you begin.</p> <p style="text-align: center;"></p>	<p>Create a Wakelet resource collection for this unit (e.g., helpful tutorials, tips).</p> <p style="text-align: center;"></p>
<p>Choose any problem from this page & create a Flipgrid video showing how to solve it. Be creative!</p> <p style="text-align: center;"></p>	<p>Watch one of these BrainPop videos on equations.</p> <p style="text-align: center;"></p>	<p>What is algebra? Make an Animoto video to explain it.</p> <p style="text-align: center;"></p>

consider:
“Is this too special?”





- coffee/muffin cart
- lunch bunch
- inclusion room

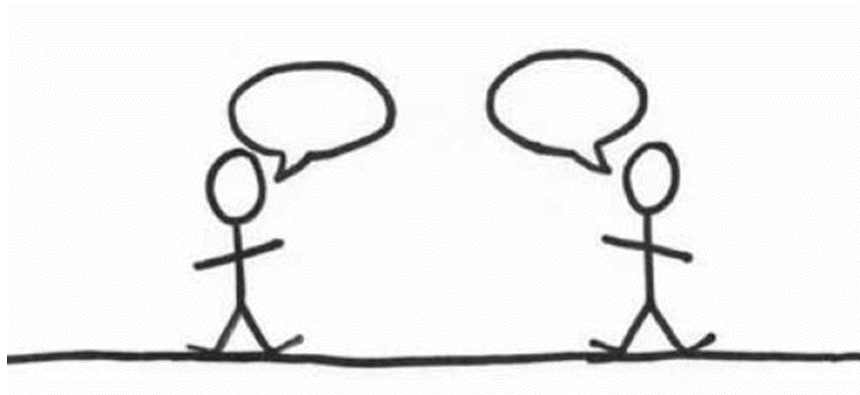




Off the Page #10: Can we talk about the coffee cart?



ask a different
question





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Tip of the Day

Create rituals for socialization in the classroom. For example, have students take a moment to greet each other in the morning.



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Blog

Differentiation Hack: All-about-me

Now Available!

INCLUSION

“Don’t We Already *Do* Inclusion?”

100 Ideas for Improving
Inclusive Schools



Paula Kluth

Illustrations by Allison Flutak

Foreword by Carol Quirk, Ed.D., Co-Executive Director
of the Maryland Coalition for Inclusive Education

