



Innovative Strategies for Equity in the Classroom: Including ALL Students


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Educator Objectives



IDENTIFY INEQUITIES IN THE CLASSROOM AND HOW TO SUPPORT STUDENTS




CREATE EQUITABLE CLASSROOMS FOR ALL STUDENTS BY OFFERING STRATEGIES TO FOSTER A FEELING OF INCLUSION AND DIVERSITY IN THE CLASSROOM.



IDENTIFY WAYS TO CREATE AN INCLUSIVE CLASSROOM

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Personal Identity Wheel

Three adjectives to describe yourself

1. _____

2. _____

3. _____

Adapted from Arizona State University Intergroup Relations Center

Personal Identity Wheel

Encourages students to reflect on how they identify with outside of social identifiers

Prompts students to list adjectives to describe themselves and skills they have

Prompts students to describe themselves

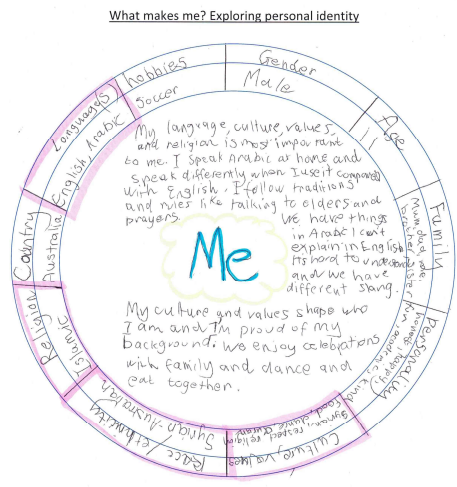
This wheel works with the Social Identity Wheel (used best in older classes)

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Personal Identity Wheel-Application

Allow time for the students to learn about each other and gain an appreciation for the diversity they bring to the classroom.

Remind them how boring it would be if we were all alike and there were no differences among us to make each person unique.



What makes me? Exploring personal identity

Me

My language, culture, values and religion is most important to me. I speak Arabic at home and speak differently when I visit compared with English. I follow traditions and rules like talking to elders and we have things in Arab I can't explain in English its hard to understand and we have different slang.

My culture and values shape who I am and I'm proud of my background. We enjoy celebrations with family and dance and eat together.

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Ways to Retain Information

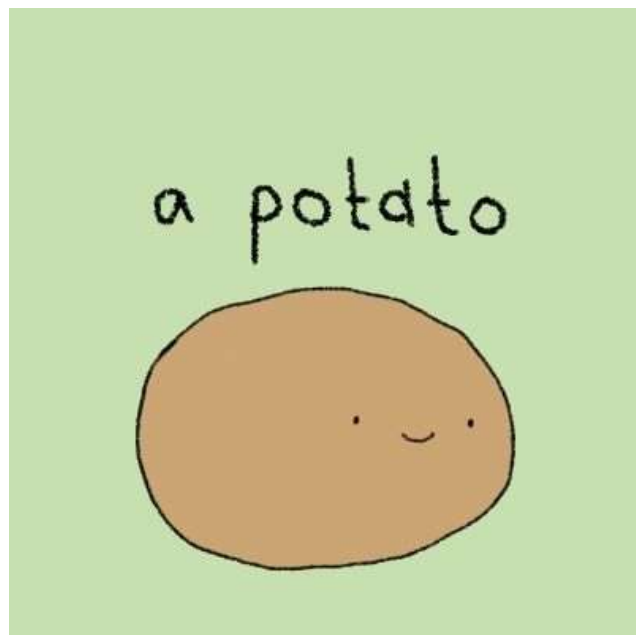


<https://www.opencolleges.edu.au/informed/learning-strategies/10-ways-to-retain-more-of-what-you-learn/>

1. Use visual aides
2. Demonstrate and model
3. Participate in group discussions
4. Put into practice
5. Teach Others
6. Relate to Experiences You Already Know
7. Retrieve from Memory
8. Try it "out loud"
9. Embrace mistakes
10. Write or draw by hand

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The Potato Activity



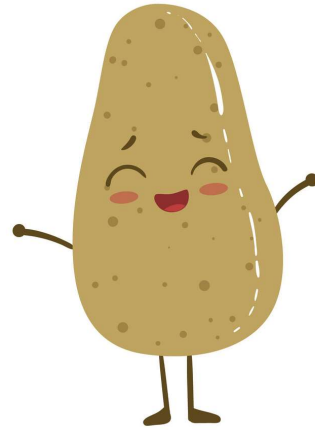
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The Potato Activity

This activity helps students to eliminate stereotypes and to recognize the uniqueness of everyone.


Students will:

- Understand concepts of culture and intercultural adaptation
- Become more aware of their own culture and recognize its influence on their behaviors
- Become more self-aware, able to view themselves objectively.



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EQUALITY

EQUITY 

Equity versus Equality

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Equity is:

- Adaptable
- Individual-focused
- Fair



Equality is:

- Generic
- Group-focused
- Equal

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Benefits & Challenges Involving Equity & Equality in Schools

BENEFITS	CHALLENGES
<p>Higher test scores</p> <p>Better health</p> <p>Stronger social atmosphere</p> <p>Longer life</p> <p>Economic growth</p>	<p>Barriers to an inclusive education can affect groups based on race, gender, and many other factors.</p> <p>Poverty-60% of the most disadvantaged students come from under-resourced homes or communities.</p>

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Barriers to Equity

- Family crises
- Mental health issues
- Lack of healthcare
- Coming to school hungry
- Homelessness or living in a temporary shelter
- Still learning the English language



Scholastic Teachers and Principals Report

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Ways Teachers can Promote Equity in the Classroom:



Seek multiple perspectives and different answers to questions



Show students the *why* behind how things are done when possible



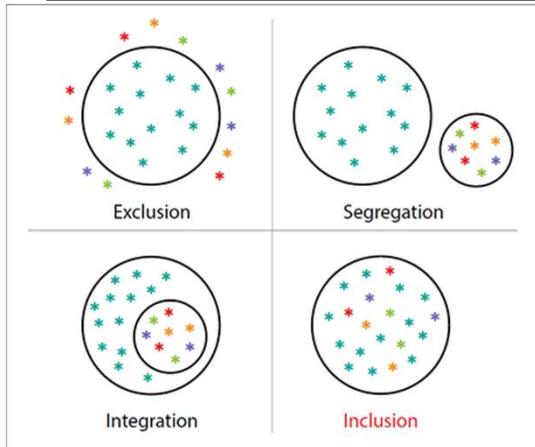
Acknowledge every student's comment or response, even if it's incorrect



Teach appropriate language around asking questions about other students' cultures. One student isn't a representative of their entire culture, but they can share their specific experiences.

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Understanding Inclusion



Inclusive classrooms include and support ALL children.

Every child is an equal participant in the learning process and receives the supports needed to succeed.

<https://www.readingrockets.org/teaching/inclusive-classrooms>

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How to Build an Inclusive Classroom

Peer Support & Social Inclusion

- Find "safe" people
- Rely on others (teacher & student)

Sensory Friendly Spaces

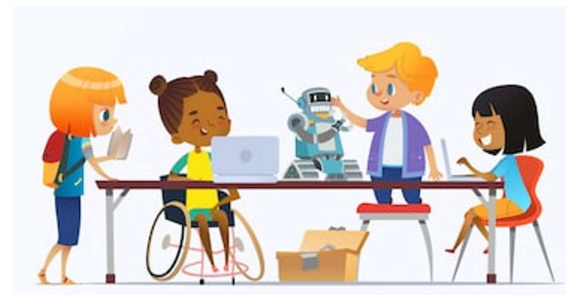
- Create safe spaces
- Classroom environment & interactions

Differentiate Instruction

- Accommodations and Modifications

Universal Design for Learning

Review IEPs



<https://online.utpb.edu/about-us/articles/education/creating-an-inclusive-classroom-in-special-education/>

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There is No Place Called Inclusion

“ Inclusion is a belief that ALL students, regardless of labels, should be members of the general education community. The philosophy of inclusion encourages the elimination of the dual special and general education systems, and the creation of a merged system that is responsive to the needs of all students.”

Cathy Pratt, 1997/Reading Rockets



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Peer Support & Social Inclusion

Ensure	Ensure the room is physically accessible for all students. Remove any barriers that might prevent a child getting from one place to another.
Position	Position children with disabilities in the midst of their peers.
Encourage	Encourage children without disabilities to interact with all of their peers.
Promote	Promote authentic friendships- children without impairments sometimes take on the "parenting" role instead of the friend role.
Help	Help students find common ground as friends.
Give	Give all students tools for interactions and conversations (images, toys, materials, etc).

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Differentiate Instruction

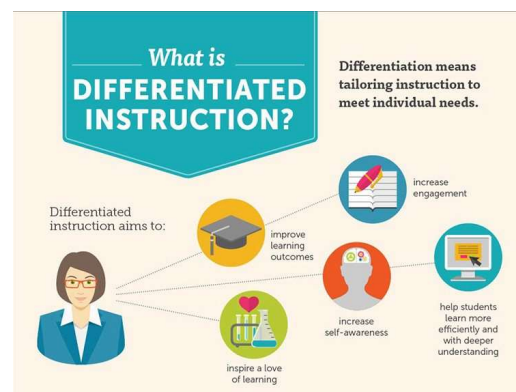
Who do we include in the general education classroom?

- Students with Varying Exceptionalities
- Students with Behavior Disorders (part-time EBD)
- Students on Access Points
- Students with severe disabilities
- Student with Other Health Impairments (ADHD)
- Students with physical impariments

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How to Differentiate

- Offer varied student products
- Set up learning stations or centers
- Use different grouping configurations
- Vary the learning materials
- Communication Modes
- Assistive Technology
- Prompting Level
- IEP Objectives



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Accommodations vs. Modifications

The infographic is enclosed in a black border with decorative corner elements. It features two speech bubbles at the top: a green one on the left and a pink one on the right. Below each bubble is a corresponding colored rounded rectangle containing text and a bulleted list. The green section is for 'MODIFICATION' and the pink section is for 'ACCOMMODATION'. A copyright notice '© The Bender Bunch' is located at the bottom center.

Is it a... MODIFICATION

A modification is a change in **WHAT** the student is taught or expected to learn and **alters the curriculum.**

- Fewer questions
- Lower level text
- Alternate projects
- Adjusted curriculum
- Shortened assignments
- Adjusted grading scale

or an ACCOMMODATION

An accommodation is a change in **HOW** the student will learn the same material as their peers and **alters the environment.**

- Breaks
- Large print
- Additional time
- Small group setting
- Use of assistive tech
- Preferential seating

© The Bender Bunch

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Make Learning “Sticky”

The infographic consists of six yellow square boxes arranged in a 2x3 grid. Each box contains an orange icon and a text label. The icons are: an exclamation mark, a head with a clock, a hand pointing, a heart, a target, and a circular arrow.

- Unusual or Surprising
- Previous Experience
- Interacted With
- Emotional Reaction
- Meaningful or Relevant
- Repetition*


Kohn, Art. "Brain Science: Overcoming the Forgetting Curve." Learning Solutions Magazine

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UDL Guidelines: Theory & Practice Version


This is an alternate version of the UDL Guidelines found in the new book UDL Theory and Practice. The principles, guidelines and research basis are the same, however the order of the principles and the guidelines have changed.

Universal Design for Learning Guidelines




Provide Multiple Means of Engagement
Purposeful, motivated learners

- Provide options for self-regulation
 - Promote expectations and beliefs that optimize motivation
 - Facilitate personal coping skills and strategies
 - Develop self-assessment and reflection
- Provide options for sustaining effort and persistence
 - Highlight salience of goals and objectives
 - Vary demands and resources to optimize challenge
 - Foster collaboration and community
 - Increase mastery-oriented feedback
- Provide options for recruiting interest
 - Optimize individual choice and autonomy
 - Optimize relevance, value, and authenticity
 - Minimize threats and distractions



Provide Multiple Means of Representation
Resourceful, knowledgeable learners

- Provide options for comprehension
 - Activate or supply background knowledge
 - Highlight patterns, critical features, big ideas, and relationships
 - Guide information processing, visualization, and manipulation
 - Maximize transfer and generalization
- Provide options for language, mathematical expressions, and symbols
 - Clarify vocabulary and symbols
 - Clarify syntax and structure
 - Support decoding text, mathematical notation, and symbols
 - Promote understanding across languages
 - Illustrate through multiple media
- Provide options for perception
 - Offer ways of customizing the display of information
 - Offer alternatives for auditory information
 - Offer alternatives for visual information



Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

- Provide options for executive functions
 - Guide appropriate goal-setting
 - Support planning and strategy development
 - Enhance capacity for monitoring progress
- Provide options for expression and communication
 - Use multiple media for communication
 - Use multiple tools for construction and composition
 - Build fluencies with graduated levels of support for practice and performance
- Provide options for physical action
 - Vary the methods for response and navigation
 - Optimize access to tools and assistive technologies

Source URL: http://www.udl-center.org/about/udlguidelines_theorypractice

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“An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect, and academic excellence, and are key to encouraging the academic success of all students.”

<https://poorvucenter.yale.edu/ClassClimates>

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Innovative Strategies for Equity in the Classroom: Including ALL Students

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2023 Innovative Schools Summit- Orlando

A circular personal identity wheel with 12 segments. The segments are labeled as follows, starting from the top and moving clockwise: Favorite Music, One Skill you are Proud of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto, Number of Siblings, Birth Order, and Favorite Music. The center of the wheel contains the text "Three Adjectives to Describe Yourself" followed by three numbered lines (1., 2., 3.) and a line for "Name".

Favorite Music

One Skill you are Proud of

Favorite Movie

Favorite Book

Favorite Food

Favorite Hobby

Favorite Color

Personal Motto

Number of Siblings

Birth Order

Favorite Music

Three Adjectives to Describe Yourself

1. _____

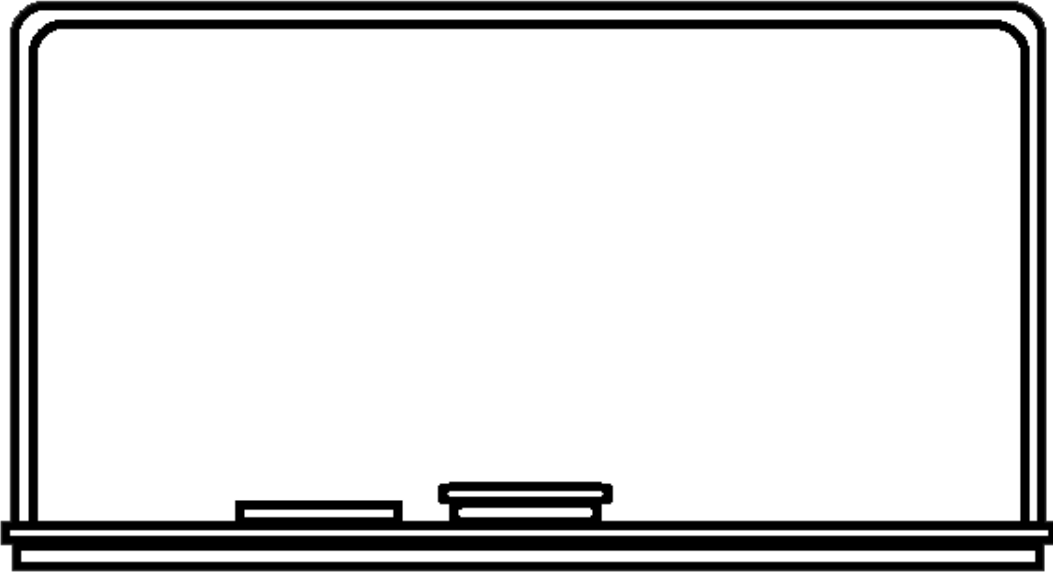
2. _____

3. _____

Name

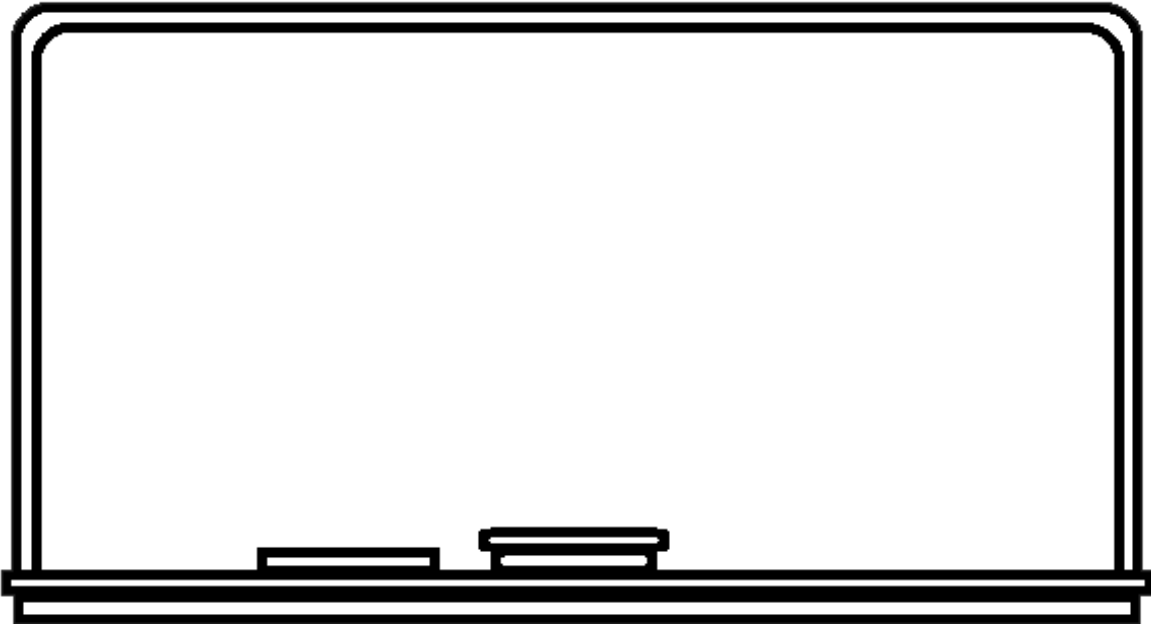
Potato Story

Equity



vs.

Equality



Benefits vs. Challenges

Promoting Equity in the Classroom

A large empty rectangular box with a black border, intended for notes or additional information related to the section header above.

How to Build an Inclusive Classroom

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Great Resources for Inclusion

Multicultural Pavilion

- <http://www.edchange.org/multicultural/>
- Check out, for example, the “Awareness Activities” link that contains helpful icebreakers and introspective exercises for students.

Reading Rockets

- <https://www.readingrockets.org/>
- Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.

Sherlock Center for Disabilities

- <https://w3.ric.edu/sherlockcenter/wwslist.html>
- The Sherlock Center is committed to helping students with severe disabilities to participate in the general curriculum. As resources permit, the Sherlock Center creates adapted versions of popular literature for use by students, teachers, and families.

Paula Kluth’s Differentiation Daily

- <http://differentiationdaily.com/>
- This site is a collection of contains nearly 800 ideas to help educators add interest, relevance, fun, and novelty to classroom instruction.

CAST.org Universal Design for Learning

- <https://www.cast.org/impact/universal-design-for-learning-udl>
- Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.