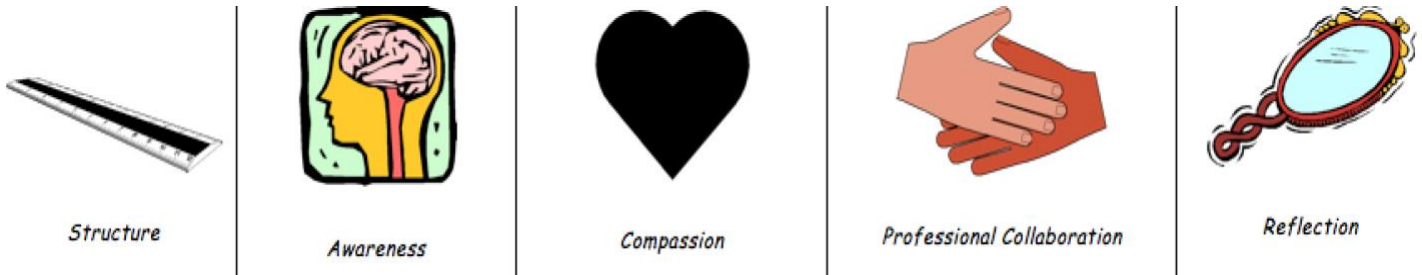
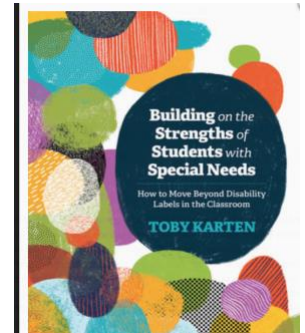


Let's **L**earn, **U**nderstand, **N**urture, **C**ollaborate & **H**one

Establish ways to increase and support:

1. student-staff strengths.
2. responsive learner engagement
3. data-accountability-skills
4. communications-collaboration
5. evidence-based strategies



Source: *Inclusion Coaching for Collaborative Schools* by Toby J. Karten. Thousand Oaks, CA: Corwin

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Let's LUNCH to:

- a. Learn the appropriate supports and engagements;
- b. Understand our students;
- c. Nurture their strengths and interests;
- d. Collaborate with one another, and;
- e. Hone everyone's skills!

Challenges exist, but so do palatable solutions. Fill your plates with the strategies, scaffolding, and supports for planning, instruction, and assessment!



---

## **VALUABLE AND APPLICABLE THINGS TO DO IN ALL CLASSROOMS ON A DAILY BASIS**

1. Establish prior knowledge.
2. Plan lessons with structured objectives, allowing inter or postplanning that delineates goals and desired student outcomes.
3. Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
4. Use a step-by-step approach, teaching in small bites with much practice and repetition for students who require this framework.
5. Reinforce abstract concepts with concrete examples, such as looking at a map while walking around a neighborhood or reading actual street signs.
6. Think about possible accommodations and modifications that might be needed, such as using a digital recorder for notes, reading math word problems aloud, or if necessary reducing or enriching an assignment.
7. Incorporate sensory elements—visual, auditory, and kinesthetic-tactile ones—across the disciplines.
8. Teach to strengths to help students compensate for weaknesses, such as encouraging a child to hop to math facts if the child loves to move about but hates numbers.
9. Concentrate on individual children, not syndromes.
10. Provide opportunities for success to build self-esteem.
11. Give positives before negatives.
12. Use modeling with both teachers and peers.
13. Vary types of instruction and assessment with multiple intelligences, learning centers and stations, cooperative learning, project-based learning, and universal designs.
14. Relate learning to children's lives using interest inventories.
15. Remember the basics, such as teaching students proper hygiene, respecting others, effectively listening, reading directions on a worksheet, and the three Rs: Reading, 'Riting, and 'Rithmetic.
16. Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
17. Increase students' self-awareness of levels and progress.
18. Effectively communicate and collaborate with families, students, and colleagues while smiling (It's contagious!).

## Learning More about ~~dis~~ABILITIES

Directions: You are invited to scan these QR codes to find out more about specific categories of disABILITIES and the inclusion strategies and interventions.

Learning more about...

			
Dyslexia and Other Reading Differences	ADHD	Social, Emotional, and Behavioral Differences	Specific Learning Disabilities
			
Executive Function	Speech and Language Disorder	Auditory Processing Disorder	Autism Spectrum Disorder
			
Intellectual Disabilities	Deafness and Hearing Loss	Blindness and Vision Loss	Physical Disabilities
		<p>Additional Professional Resources</p> <p>Share your favorite site to <a href="mailto:toby@inclusionworkshops.com">toby@inclusionworkshops.com</a>, and I will update to continue OUR learning</p>	
Multiple Disabilities	Inclusion Principles		

Create your own QR codes across the curriculum: <https://www.qr-code-generator.com/>

© Source; Inclusion Do's, Don'ts, & Do Betters (ASCD)

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Source: Karten, T. (2016). Inclusion Do's, Don'ts, & Do Betters (Quick Reference Guide)



## LD-ADHD-EF

Directions: Select word choices that best complete each sentence (1.-16).

### Learning Difference (LD)

1. \_\_\_\_\_ the processes and strategies.
2. Allow students to demonstrate learning in \_\_\_\_\_ ways.
3. Teach \_\_\_\_\_-regulation and give positive feedback.
4. Provide opportunities for extended \_\_\_\_\_ and \_\_\_\_\_.
5. Adjust \_\_\_\_\_ loads and \_\_\_\_\_ requirements.

#### Word Box (1-5)

a. accommodations	b. self	c. practice
d. work	e. time	f. model
g. multiple	h. application	

### Attention Deficit Hyperactivity Disorder (ADHD)

6. Can display \_\_\_\_\_ and/or \_\_\_\_\_.
7. \_\_\_\_\_ with poor delay of \_\_\_\_\_.
8. Increased \_\_\_\_\_ of task performance.
9. Diminished \_\_\_\_\_ behavior.
10. Give students \_\_\_\_\_ support.
11. Maintain a \_\_\_\_\_.
12. Arrange the \_\_\_\_\_ to facilitate attention.

#### Word Box (6-12)

i. organizational	j. impulsivity	k. hyperactivity
l. gratification	m. inattention	n. rule-governed
o. environment	p. schedule	q. variability

## Executive Function (EF)

13. Affects \_\_\_\_\_ ahead, meeting \_\_\_\_\_, and displaying \_\_\_\_\_.

14. Provide assistance to \_\_\_\_\_ tasks.

15. Give strategies to filter \_\_\_\_\_.

16. Offer more \_\_\_\_\_ skill strategies, such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Word Box

(13.-16.)

Discover

r. self-control	s. planning	t. timelines/calendars
u. goals	v. prioritize	w. study
x. self-management	y. mnemonics	z. distractions

more about [executive function skills and strategies here.](#)



### CLOZE TEST

Paste your text below:



- ☒ every  words
- ☐ articles
- ☐ prepositions
- ☐ link words
- ☐ auxiliaries
- ☐ wh- words
- ☐ quantifiers
- ☐ modals
- ☐ let me choose

- ☒ Text only   ☐ Interactive  
☒ Clues   ☐ No clues

Submit

clue:



You are invited to explore how to create cloze exercises for your key concepts and academic vocabulary.



Listen to, share, and revisit the LD, ADHD, and EF information with this Vocaroo resource that offers an audio of the cloze exercise answers.



## Interests and Strengths Questionnaire

What I like about myself and others:
What I'd change about myself and others:
Favorite subjects and activities:
Least favorite subjects and activities:
Best friends:
Songs, books, and movies I like:
A job that I might like to do one day:
Skills that would help me to do that job:
What might stop me from doing what I want (people, my weaknesses):
Who could help me achieve my goals:
Other things I think about:

## Connect & Engage

BIG IDEAS: At a Glance



Appropriate and specific interventions and adaptations



## Learner Profile

Student Name DOB Grade	Strengths	Interests:	Objectives:	Lesson Plans	Progress Monitoring
	Preferences VAKT	School/ Outside	Academic Social, Emotional Behavioral, Sensory, Physical, Functional, Language- Communication	Collaborative Actions	Assessments
	Cultural Identity			Accommodations & Modifications Recommendations	Timeline

Additional Plans/Comments:



## Enlightening Details Activity

Use this three-columned chart to sort the facts about any topic. In the first column, name the topic. In the second column, list details learned about that topic. Finally, share what the topic means to you in the third column.



Topic	 Enlightening Details	 Me
<b>Vocabulary:</b>  		

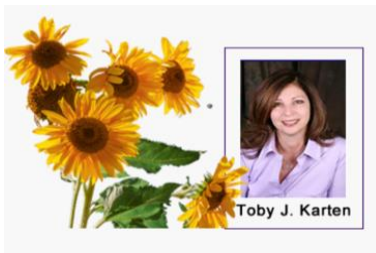
Figure 2.5: Collaborative Team Meeting and Agenda Notes

Collaborative Conversations: Meeting and Agenda Notes	
Time Recommendation: Twelve to fifteen minutes each for A, B, and C	
<b>A. Academic Notes</b>	
Concepts and objectives	
Who needs practice?	
Who needs repetition?	
Who needs instruction for gaps?	
Who needs enrichment?	
Progress monitoring and assessment notes or plans	
Embedded interventions (circle all that apply): visual, auditory, kinesthetic or tactile, technology, strategy table, verbal supports, physical supports	
Additional resources (in text or online)	
Specially designed instruction for students (list names) a. Content (knowledge and skills) b. Methodology (instructional strategies) c. Delivery of instruction	
<b>B. Behavioral Notes</b>	
Expectations	
Procedures	
Reinforced skills	
Self-monitoring	
Cognitive strategies	
Emotional check-ins	
Behavior improvement plan for students (list names)	
<b>C. Collaborative Responsibilities and Interactions</b>	
Whole class	
Small groups	
Individuals	
Students	
Families	
Administrators	
Co-Teaching/Collaborative Models Team teach; divide class; take alternate groups for practice; reteach, reinforce, or enrich; lead-assist or observe; maintain data; obtain support from related staff; teach parallel lessons to class; bounce ideas off each other; conference with each other and students; consult with specialists and coaches; use centers, stations, or forums	

## Inclusion Professional Development Follow-Up

Complete some of these prompts as you collect your thoughts during and after a professional development session. Think about student application as you write how what you learned impacts your inclusion practices. Share your needs and the next steps you will take to learn more.

Inclusion follow-up	A place to organize your thoughts and ideas as you participate in this session
This rings true	
Ideas to try	
Need to find out more	
Student oriented	
Family oriented	
Planning ideas	
Whole-class instruction	
Small-group instruction	
Individual student implications	
Collaboration ideas	
Resources (websites, books, or tools)	
To share with colleagues	
Monday morning application	
Next steps	



## Toby Karten's Publications & Resources

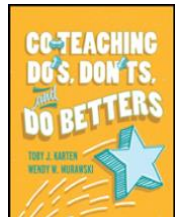
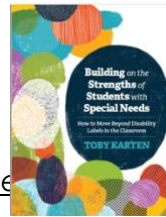
**TOBY J. KARTEN**

Educator • Author • Consultant

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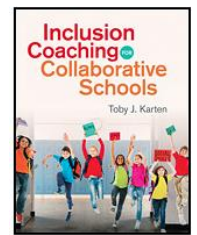
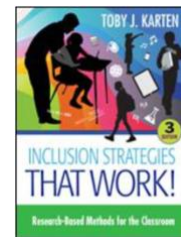
### ASCD

- *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom*
- *Inclusion Do's, Don'ts, & Do Betters*
- *Co-Teaching Do's, Don'ts, & Do Betters*



### Corwin Press

- *Embracing disABILITIES in the Classroom*
- *Inclusion Strategies That Work for Adolescent Learners*
- *Inclusion Strategies That Work! Research-Based Methods for the Classroom (3rd ed.)*
- *Inclusion Coaching for Collaborative Schools*
- *Inclusion Activities That Work! Grades K-2, 3-5, 6-8*
- *The Best of Corwin: Inclusive Practices*

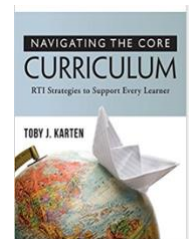
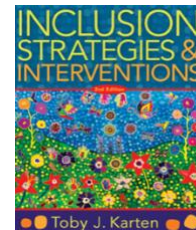


### National Professional Resources

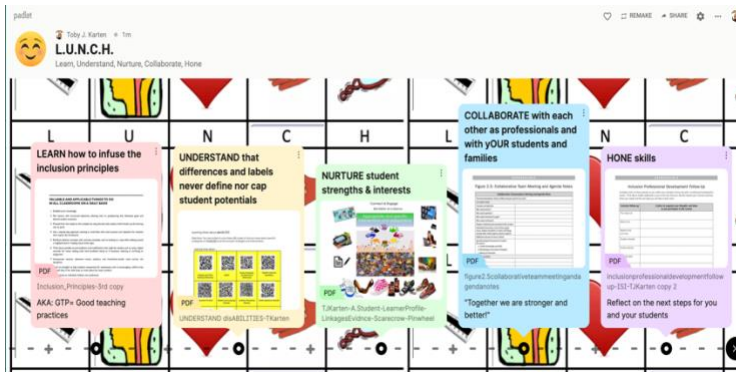
- *Inclusion lesson plan book for the 21st Century*
- *Mindfulness in the Inclusive Classroom*
- *Inclusion Succeeds with Effective Strategies & Collaboration*

### Solution Tree

- *Inclusion Strategies & Interventions (2nd ed.)*
- *Navigating the Core Curriculum*
- *Developing Effective Learners*



### L.U.N.C.H. Padlet



<https://padlet.com/toby24/g7cvkqwpwosfy57>

Let's continue the collaboration

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