

We believe educators have the most important job in the world.

A New Look at Inclusion
Clarissa Willis, PhD
(clarissa@clarissawillis.com)



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1

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Clarissa Willis
clarissa@clarissawillis.com
<http://www.clarissawillis.com>

2

General Guidelines

- All children have strengths and weaknesses, and all children can learn.
- Children with developmental delays learn at a slower pace than their peers and need extra practice in order to learn new concepts.

3

General Guidelines Continued

- Quality early learning experiences and intervention by professionals can result in some children reaching developmental milestones and “catching up” with their peers.
- However, other children will have life-long challenges which result in special education services and adaptations throughout their life.

4

Five Important Factors

1. All children can participate.
2. Children learn best in natural environments with typically developing peers.
3. Each child is unique a child might exhibit one or more of these characteristics of a disability.
4. Always put the child first
5. Parents know all about what their child **can't do**, tell them about the things he can do!

5

Developmental Delays

- The term developmental delays is often used by physicians when a child is delayed but they don't want to diagnose the child as special needs
- It leaves open the possibility that the child may 'catch-up' since all children develop at different speeds.
- It would typically not be used for a child with a very specific disability such as down syndrome.

6

5 Areas in Which a Child Might Have A Delay

1. **Cognitive (or thinking) skills:** This is the ability to think, learn and solve problems. It's how kids explore the world around them with their eyes, ears, and hands.
2. **Social and emotional skills:** This is the ability to relate to other people. That includes being able to express and **control emotions**
3. **Speech and language skills:** This is the ability to use and understand language.
4. **Fine and gross motor skills:** This is the ability to use small muscles (**fine motor**), particularly in the hands, and large muscles (**gross motor**) in the body.
5. **Daily living activities:** This is the ability to handle everyday tasks. For children, that includes eating, dressing, and bathing themselves.

7

Sensory Integrated Learning

- Centers are integrated learning at its best. Children talk (oral language), use small motor skills (physical coordination), work together on a shared project (social skills), sort dishes as they put them away (math), discover how to make bubble bath for babies (science), follow the picture directions for storing blocks (reading), and make a grocery list (writing).
- Learning occurs in meaningful ways in all areas during center time, which is appropriate for the young learner.

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8

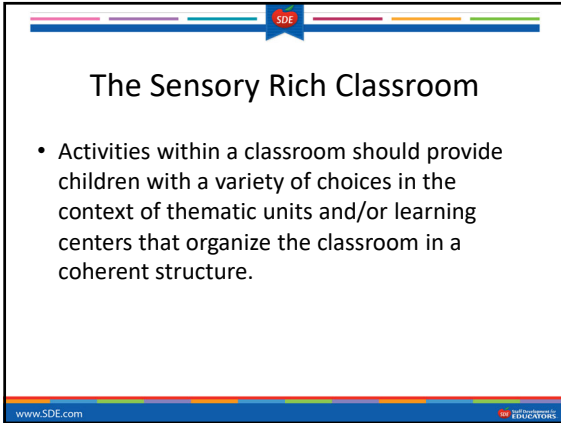
Child Choice and Learning Centers

- The quality of our lives results from the quality of our choices. As soon as children step into a classroom, we should teach them to make smart choices.

Who are these guys and why do they keep showing up in my presentation?

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9



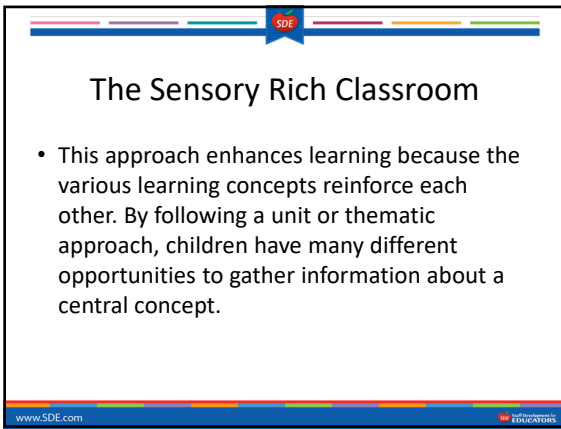
The slide features a decorative header with a blue ribbon containing the 'SDE' logo and a multi-colored horizontal bar. The title 'The Sensory Rich Classroom' is centered. A single bullet point describes how activities should provide choices within thematic units or learning centers. The footer includes 'www.SDE.com' and 'SOUTH CAROLINA EDUCATORS'.

The Sensory Rich Classroom

- Activities within a classroom should provide children with a variety of choices in the context of thematic units and/or learning centers that organize the classroom in a coherent structure.

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10



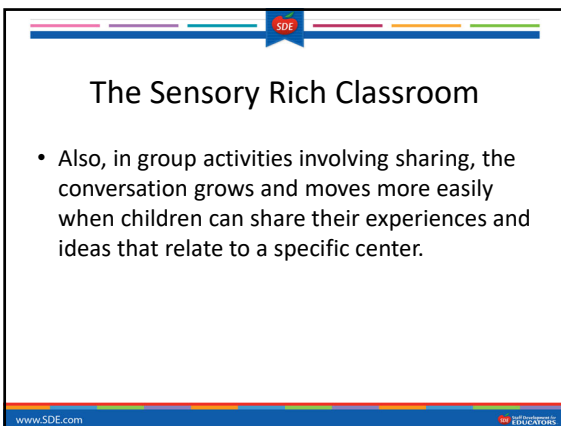
The slide features a decorative header with a blue ribbon containing the 'SDE' logo and a multi-colored horizontal bar. The title 'The Sensory Rich Classroom' is centered. A single bullet point explains how a unit or thematic approach reinforces learning concepts. The footer includes 'www.SDE.com' and 'SOUTH CAROLINA EDUCATORS'.

The Sensory Rich Classroom

- This approach enhances learning because the various learning concepts reinforce each other. By following a unit or thematic approach, children have many different opportunities to gather information about a central concept.

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11



The slide features a decorative header with a blue ribbon containing the 'SDE' logo and a multi-colored horizontal bar. The title 'The Sensory Rich Classroom' is centered. A single bullet point discusses how group activities involving sharing enhance conversation. The footer includes 'www.SDE.com' and 'SOUTH CAROLINA EDUCATORS'.

The Sensory Rich Classroom

- Also, in group activities involving sharing, the conversation grows and moves more easily when children can share their experiences and ideas that relate to a specific center.

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12

Brain Based Learning

Every activity is made up of 4 distinct parts

- Focus
- Develop
- Practice
- Reflect

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13

Center Time
Art Center

Invite the children to make 10 ants to use for singing and counting. Provide 10 craft sticks per child. Provide a detailed picture of an ant, and show the children the three body parts (head, thorax, and abdomen). Encourage the children to glue three black circles onto their craft sticks to represent the ant's body.


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14

Ants Continued....


Let them use thin markers to create faces on the top section of each ant. Number the ants 1 through 10.

Store the ants in individual plastic bags and encourage the children to use them when singing and counting to the "Ants Go Marching" song.




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15


Sensory Walk


Take a walk outside to collect leaves. Ask the children to count their individual collections, and then add the totals together to get a group total. Ask the children to sort their leaves and create sets of similar shapes. Compare the sets. Encourage the children to classify them by color. Compare the sets again.

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16


The Inclusive Classroom


Provide medium-size sticks, cardboard squares, glue, and string. Invite the children to glue their sets of leaves onto the cardboard squares, then use the string and stick to create a mobile. They could classify their sets by shape, texture, color, size, or similarity. **Note: For children with acute allergies, use artificial leaves.**

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17


The Sensory Rich Classroom-Home Living


- Ask the children to find a certain numbers of items as they naturally play in the center. For example, have them find four spoons, four forks, four plates, and four cups to set the table.
- Count the number of baby dolls and ask the children to find enough bottles so each baby doll can have one. How many do they need to find?
- Make simple addition problems by saying, "We have two bananas, but we need four. How many more do we need to find?"

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18


- Provide a stuffed Corduroy toy in the center. Read *Corduroy* by Don Freeman. As you read, point out how Corduroy has a missing button. Say, "Corduroy should have two buttons, but he has only one. How many buttons does he need to find?"
- Provide a single die and have the children roll it and count the number of dots on the side that lands on top. Invite the children to use double-sided tape to add that many buttons to the stuffed Corduroy's overalls.

19



The Sensory Rich Classroom-Math

- Give the children sets of straws, seeds, stones, or any material available in the room. Ask questions such as the following:
 - *How many red straws are there in the bundle? blue straws? Which set of straws has more? How can you find out?*
 - *How many watermelon seeds are there? how many bean seeds? Which has fewer, the watermelon or the beans? Which has more?*

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20

- *How many toy horses are there? how many toy cows? Which set has more? Which has fewer?*
- *How many sets are big in number, and how many are small in number?*
- Remind the children that they can always count the items in the sets to find the answers to the questions.
- *Seven ants march in. Three more ants join them. How many ants are there?*
- Invite the children to make up their own math sentences and stories.

21


- Use the ant counters from the art center activity to engage the children in additional math activities.
- Ask the following questions, and encourage the children to find the answers:
 - *If 10 ants march in, then five ants march out, how many ants will be left?*
 - *Three ants join five ants. How many ants are there?*

22



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The Inclusive Classroom-Music

- Play a movement game to the song, "The Ants Go Marching." Create ant hats by adding black antennae (chenille stems) to black painter's caps. Encourage the children to act out the song by marching in a circle according to the number (one by one, two by two, three by three, and so forth).



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23


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The Inclusive Classroom-Outdoor

- Label small paper lunch bags with the children's names, and hand the bags out.
- Ask the children to collect a set of objects from the playground.
- Tell them they can collect anything they want, as long as it is a set.


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24

- Remind them that items in a set all have something in common. Tell them they can collect sets of unusual stones, odd-shaped bark, dried weeds, fallen leaves, seedpods, and so on.
- Invite children to take their time and explore the playground. Remind them that everyone is looking, and if they see more than one of a particular item, to please leave some for the other children.
- Children love the “treasure hunt” atmosphere and are excited over each “find.”

25

- As children discover items, talk to them about their finds. Encourage them to name and describe the things they find.
- After your collection walk, sit together in a sunny area to do a sorting activity.
- Working individually, have the children sort their objects onto paper plates or into separate piles.
- First, set up a category. For example, ask children to sort all the big things on one plate and small things on another.

26

- Place one of each type on the plates as a guide. As children sort, help them talk about their sorting choices. Ask them to share why they are putting something on a certain plate.
- Finally, put all the objects in one big pile and sort them using other categories, such as color or texture. Keep changing your sorting categories as long as the children are interested.
- Some children may be reluctant to give up their collections; do not force them to, but encourage them to donate a few items to the larger collection

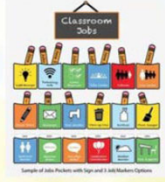
27

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Additional Strategies

Classroom Jobs

- Look at classroom jobs as a way to build social relationships
- Think of it in a different way
- The Nashville Model
- Include the Hands at Home Strategy



Sample of Jobs Picked with Sign and 3 Job Rotation Options

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28

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Additional Strategies

The Itsy Bitsy Spider




The itsy-bitsy spider

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29

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The Earth Needs Help



Our earth needs help,
it's on the brink,
of becoming 'Planet Stink.'
Reduce, recycle, and reuse
These are habits all can choose!
First of all let's keep it clean,
And work real hard so it stays green!
Tell everyone to spread the news,
They must recycle and reuse!
Recycle paper with your friends,
Reuse means you can use it again!
These are simple things to do,
it just takes help from me and you.


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30

Bullying


Bullying

- When teaching about bullying it is important to remember that anything that makes a child uncomfortable can be called "bullying"
- Watch out for professional "Victims"
- There are three choices
 - Finding help
 - Defending yourself
 - Walking away



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31




The Bully

When someone tries to bully you
Don't stand there until it's through.
Find a teacher or adult friend
They can make the teasing end.
Defend yourself with what you say
Then turn your back and walk away.

-Clarissa Willis

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32



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33



34

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Dear Families,

A new learning center is opening in our classroom next week. The Sensory Center will provide many opportunities for children to use and refine their abilities. They will use their vision to discriminate sizes, shapes, and colors. They will determine what made a sound by just listening. They will examine textures to discover similarities and differences. In the Sensory Center, children will be able to choose the activities in which they want to participate; this helps them become decision makers.

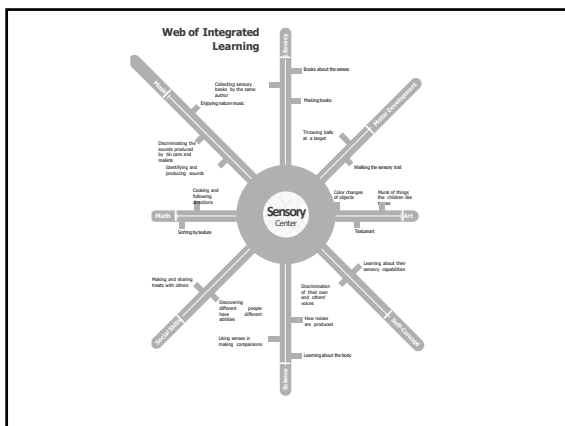
Your child may start looking at, feeling, listening to, and smelling things at home in a new way. He or she will ask questions and make comments about differences in objects. Take a moment to talk to your child about these concepts and ask about our new Sensory Center. Ask questions about items in your home: "How does that smell? Have you ever heard that sound? What makes this look different?" or, "How does it feel when you rub it?" Questions, conversations, and interactions with your child are very important.

Not only do they help language develop but they also demonstrate an interest in your child's activities.

Sincerely,

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35



36


Well in case you haven't figured out who are visitors are they are critters and their job is to help children with special needs handle everyday issues.

Look for *Critter Invasion (anxiety)* a new children's picture book to be out in early 2021 by OGHMA CREATIVE MEDIA.




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37


Resources

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38