The parent perspective:
Inclusion and acceptance in the classroom

Facilitator Guide
Instructions

This workshop is intended to take between 45 and 60 minutes, so that it can easily be slotted into a professional development day or even an all staff meeting. Use this guide to help time and guide your presentation and facilitation of the workshop.

The layout of this guide is as follows: Each 2-page spread covers one slide in the presentation power point deck. For each slide you are given a visual of the slide, slide name, estimate timing, speaking notes, and facilitation tips.

Agenda

Introduction and presentation – 10 – 15 minutes
Group work – 15 – 20 minutes
Facilitated discussion and reflection – 10 – 20 minutes
Conclusion – 5 minutes

Group Work

The group work is centered on scenarios where a school-based activity needs to be adapted for a mock child with special needs. Depending on the size of the group, you may have all the small groups work on the same scenario or bring along several scenarios and have small groups working on different ones (this is preferred). Decide this beforehand and bring along the scenarios you will be using.

Materials

Needed materials: laptop and screen, PowerPoint presentation, video stories to show during the presentation, workshop package for each participant, several copies of each scenario you will be using for group work, pens.

Setting up the room

Majority of this workshop is comprised of group work, although there is also a presentation component, so a screen is needed and all participants should be able to view the screen.

The room should be set up with tables for group work, depending on the size of the group, small groups could be anywhere from 4 to 10 people. Tables should have a workshop package, scenario.
Hi everyone and welcome to this workshop on inclusion and acceptance in the classroom. This workshop aims to go beyond the IEP and IPRC and give you a feeling of working together with parents of children with special needs. The workshop was developed by parents and is facilitated today by parent.

Each facilitator can now introduce themselves.
Facilitator notes

It is a great idea to leave this slide open as people come into the room.
Holland Bloorview Kids Rehabilitation Hospital is Canada’s largest children’s rehabilitation hospital focused on improving the lives of kids with disabilities. Holland Bloorview is a global leader in applied research, teaching and learning, and client and family centred care. Our vision is to create a world of possibilities for kids with disability.

The FAC is a devoted group of parents and youth that represents children and families who receive services at Holland Bloorview. We work with staff to promote family centred care: putting children and families first. This workshop was a goal of the parents on the FAC to promote the spirit of inclusion in the classroom and to share our success stories.
Facilitator Notes

If you are not from Holland Bloorview, you may want to make a brief note that the workshop was developed by the family advisory committee at Holland Bloorview and spend some more time describing your group.
What is inclusion?

Write down what inclusion in the classroom means to you

Approximate timing: 2 minutes

Speaking Notes:

Now, we’d like everyone to take a moment to think about what inclusion in the classroom means to you. Grab a pen and jot it down on your package and we will revisit it at the end of the workshop.
Facilitator Notes:

Make sure there were plenty of pens out on the tables
Approximate timing: 3 minutes

Speaker Notes:

As part of this workshop, some parents have prepared video stories to share examples of inclusion in the classroom that they and their children have experienced. Here is the first one.

.....show video.....
Facilitator Notes:

Make sure to save the videos that you will be showing on the desktop with your presentation, so that you can easily flip between the presentation and the videos.
Slide 5 – General strategies to support inclusion

**General strategies to support inclusion**

- Plan in advance
- Focus on the positive
- Problem solve creatively
- Collaborate with others
- Source helpful resources

**Holland Bloorview**

Kids Rehabilitation Hospital

**Approximate timing: 1 minute**

**Speaking notes:**

As parents, we have realized that there are some key broad strategies that go a long way to supporting inclusion. These are to plan well in advance, focus on the positive and the abilities of the student, use creative problem solving, and collaborate with teachers and other resources. You may be surprised at the ideas and resources that come from fellow teachers.
Slide 6 – Activity Planning

Activity planning

When adapting activities:

1. Harness students’ abilities
2. Analyze activities for possible modifications
3. Adapt to needs
4. Be aware of motor, cognitive and social elements

<table>
<thead>
<tr>
<th>Demand</th>
<th>Abilities Needed</th>
<th>Student</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approximate timing: 1 minute

Speaking notes:

In a moment we are going to break into a group exercise where using mock child profiles and mock scenarios of classroom activities, we will be discussing how to adapt activities. There is an activity planner that can be used to help when adapting activities that is used by teachers at the Bloorview School Authority. Each table has a unique child and scenario on their tables. During the exercise, you can use the planner if you want. There is one in each package as well as a sample of how it is used for adapting a game of hide and seek. Regardless, some strategies to use when adapting activities include noting a child’s abilities (what they are able to do), analyzing the activity and what general is needed to complete that activity and how it can be adapted. Make sure to keep in mind, not just physical abilities, but cognitive and social elements as well.
Facilitator notes:

Hold up the various handouts while you talk about them.
Slide 7 – Group exercise

Group exercise

Read through the scenario with your group

Use the activity guide to analyze the scenario

Share your group’s reflections and ideas

Approximate timing: 20 minutes

Speaker notes:

We are going to have 15 to 20 minutes to work in groups and then we will share our ideas. The parent facilitators will be joining groups/walking around. Feel free to treat us as the parents of the hypothetical children and engage us when coming up with adaptations.
Facilitator notes:

If there are enough parents around, each can join a table. If not, those available should go from table to table to see if there are any questions.

Note how much time you have left and how many groups you have so that you leave enough time for group discussion which will take up to 20 minutes if there are more groups.

If needed, good probing questions when walking around from group to group could be:
Is this trip even applicable?
What might you do even before beginning to plan?
Think about different angles, perspectives, options.
Meet Mark
12 year old boy - Gr. 5

Interested in jungle animals and safaris
Likes singing and dancing
Cognitive and academic skills below age level
Requires supervision to stay on task
Uncomfortable performing on stage

**Scenario:**
Participating in a school play

**Holland Bloorview**
Kids Rehabilitation Hospital

**Approximate timing: 5 minutes**

**Speaker Notes:**

Now we are going to discuss the scenarios and talk about what ideas we had for adapting the activities. We are going to start with the group(s) that had Mark. Which groups had Mark?
Facilitator Notes:

This is where the real facilitating begins. Note how many groups had Mark and how much time you have. Ask one group to briefly describe the scenario and talk about how they adapted the activity, then ask the other groups that had Mark if they have anything to add and the group at large if they have any comments.

From previous workshops these ideas have come up for this scenario. If there aren’t a lot of good ideas or comments, mention some of these:

Off stage test
Performing side-role that fits his interest – could be part of chorus
Low-pressure walk on role – if it didn’t work it wouldn’t impact the overall play.
Could do a video in advance if too much pressure on the spot?
Choose the play that was of interest to him
Be part of preparing costumes
Have an understudy to step in
Lots of prep in advance
If animal, put sunglasses and headphones as part of solution to sensitivities
Script reader on sidelines
Ask Mark how he wants to be involved
Mark could have a backstage role (off stage) but this would support his love for acting or dancing
Play a role without lines, or in the background, when lighting is low
Pre-recording or a voice-only role (that Mark could do off stage)
Meet Sara
7 years old – Gr. 2

Is a foodie and loves trying new things
Cognitive and academic skills above grade level
Requires support for all activities of daily living
Uses a wheelchair for mobility
Difficulty using arms and hands

Scenario:
Participating in a class trip apple picking

Approximate timing: 5 minutes
Speaker Notes:
Now we are going to move on to Sara. Which groups had Sara?
Facilitator Notes:

Continuing as with the Mark scenario, ask a group to describe the scenario briefly and their ideas. Ask all other groups that had Sara if they have anything to add and ask the larger group for comments.

Possible ideas that came up at previous workshops include:

Whole class pairs up – 1-person pick apples, 1 person carries basket
Call ahead to request boards are put down to level the area
Contain to certain areas of the apple picking area – not the whole space
Have someone to push the wheelchair or tractor
Choose orchid with lower trees
Do a hand over hand stick to grab
Put basket on wheelchair
Some kids count apples
Divide up in a group each child could have a task – holding the bag, special barrel as opposed to getting them from a tree
Do prep work in advance to ensure there is a suitable washroom off site
Option of leaving early
Researching orchards in advance to find one that is more suitable (i.e. Windreach Farms)
Group smaller with a parent volunteer each group
Each a pair – one apple spotter and second person responsible for picking
Meet Lenny
9 years old – Gr. 4

- Enjoys laughing, jokes and music
- Cognitive and academic skills at grade level
- He is able to read and write
- Some difficulty with motor tasks, fine motor movements and activities of daily living
- Minimal speech capabilities
- Uses a customized communication board.

Scenario:
Present in front of the class

Approximate timing: 5 minutes

Speaking Notes:

Now we are going to move on to Lenny. Which groups had Lenny?
**Facilitator Notes:**

Continuing as with the previous scenario, ask a group to describe the scenario briefly and their ideas. Ask all other groups that had Lenny if they have anything to add and ask the larger group for comments.

At the end, if there is time, ask the group what large themes seem to have come out in all the solutions, such as: “It is best when we can adapt an activity for everyone so that all the kids are equal and the kid that the activity was adapted for isn’t singled out.”

Possible ideas that came up for Lenny at previous workshops include:

- **Nothing spur of the moment**
- **Pre-plan it**
- **Ask kids to bring pictures and put into sequence**
- **Divide into 3 groups: 1 group – write captions, voice to text**
- **1 group – talk about the pictures, 1 group – read story**
- **Type up and project key words and mime what he did using the key words**
- **Use ipad app – create a picture using clip art**
- **Using flash cards instead**
- **Send the question in advance**
- **Asking the class first thing in the morning to answer the question in the afternoon, so Lenny can get his answer prepared with the help of the EA**
- **The first one to be asked and the last one to answer – time to prepare.**
Here is our second video story about inclusion from a parent.
Facilitator Notes:

Make sure the video is saved on the desktop to flip to it quickly.
Approximate timing: 1 minute

There are many small things to think about that can make a large difference to a child’s experience in the classroom. The first photo is of a switch used to adapt a game spinner, the second is a paint roller on a long stick used for a child who couldn’t get down on the floor to paint, the third is a placemat to help keep children focused and organized with borders and letters/numbetrs they can reference. The placemat was made for one child but was useful for the whole class. The fourth picture is step by step instruction for drawing a fish – again needed for some children, but helpful to all.
Approximate timing: 1 minute

Speaker Notes:

Often kids are naturals at inclusion, but opportunities to explore inclusion are helpful. Both passive encouragement (just having typical and special needs children together in groups) and active encouragement (actively teaching about adapting activities and about differences) are helpful techniques.

These are some books that work well to inspire inclusion and discussions about it in the classroom.
These resources and others are included in your package and in the online toolkit.
Take away messages

Small changes have a big impact
Conversations lead to clarity

Approximate timing: 30 seconds

Speaking Notes:

Among other things, this is our key message. Small changes have a big impact and conversations with the children, parents, other teachers, can lead to clarity.

Other things that have come out of doing these workshops is that fellow teachers are good resources, not to single out kids with the adaptations. Whenever possible adapt things for everyone and think of the whole school as a community.
Slide 15 – Reflections

Reflections

Has your definition of inclusion changed?

Approximate Timing: up to 5 minutes

Speaking Notes:

Let’s now think back and take a look at the definition of inclusion that we wrote down at the beginning of the workshop – what does inclusion in the classroom mean to me?

Would anyone like to share that definition and tell us whether or not their definition has changed and how.
Facilitator notes:

Here is an opportunity for more group discussion if there is time and if people are willing to share their thoughts. If there is no time, just have everyone think back to their definitions and don’t ask anyone to share.
Thank you so much for having us come out today and participating in our workshop. We would love to have your input so that we can improve our toolkit and workshops we do in the future. In each package there is a very quick evaluation form. Please take a minute to fill it out before you leave and just leave it on the tables. We are around here for a few minutes if you have any questions for us.
Facilitator notes:

This is a good opportunity to either use our evaluation form or one of your own if you are looking for feedback. You can also ask the group to give you ideas for other places to do the workshop, etc. depending on your goals moving forward.

If you use this guide and workshop, please also let us know how it went and give us feedback!