



**THE  
INCLUSION  
FACILITATOR**  
*Second Edition*  
By Wendy Fetner Dover

# Table of Contents

<i>Foreword</i>	<b>x</b>
<b>Introduction</b>	<b>1</b>
What Is Inclusion? <i>or</i> How Do We Know When We've Done It?	1
What's the Intent of Inclusion?	3
So, How Do We Make This Happen?	6
<b>Section 1: Building Consensus and Support</b>	<b>9</b>
Accommodations and Modifications: How They Are Developed	9
Reasons for Making Modifications	10
Perceptions and Values	12
Barrier Issues	15
Managing Resistance	17
<b>Section 2: Planning Student Modifications</b>	<b>29</b>
Considering Individual Student Modifications	29
Decision Factors in Making Modifications	30
Types of Modifications: Instructional vs. Curricular	39
How to Make Curricular Modifications	40
Integrating Student Goals and Objectives into the General Classroom	43
Individual Modification Planning: Putting It All Together	56
Modifications and Student Involvement	56
<b>Section 3: Understanding Modifications and the Options</b>	<b>83</b>
The Nature of Modifications	83
The Options for Instructional and Curricular Modifications	83
Perspective 1—Resource Intensiveness	85
Perspective 2—Numbers of Students	86
Perspective 3—Instructional or Curricular Modifications	87
Implications	88
Description of Modifications Options	91
Instructional Modifications (Accommodations)	91
Curricular Modifications	96
Connection of Modifications to the General Curriculum	99
Test Modifications	100
Implementing and Evaluating Modification Strategies	103
General Comments About Modifications	104
Cautions	105
A Special Note to Secondary Staff	105
<b>Section 4: The PassPORT Documents: Student Information Profiles</b>	<b>129</b>
An Overview of the PassPORT Documents	129
Filling Out the PassPORT Document	132
Sharing Student Information	134
Using PassPORTs Effectively	136
Connection of PassPORTs to Special Education IEPs	139

<b>Section 5: Collaborative Instructional and Program Planning</b>	<b>159</b>
The Nature and Value of Planning	159
The “Opportunity Costs” of Appropriate Classroom Support	163
The “Ultimate” Collaborative Tool	165
Instructional Co-Planning Documents	169
Cautions Regarding Instructional Planning	171
Program Planning: Small Steps	171
Long-Range Planning	172
<b>Section 6: Delivering Support</b>	<b>193</b>
Implementing Modifications, Interventions, and Strategies	194
Collaborative Instruction: Direct, Indirect, or a Combination	196
Co-Teaching	197
Considerations for Collaborative Instruction	204
Consultative Services	206
Pull-Out or Resource Support	209
Effective Use of Paraeducators	210
Summary of Delivery of Support	215
<i>References</i>	<b>235</b>
<i>Glossary</i>	<b>237</b>
<i>Abbreviations</i>	<b>239</b>

## List of Figures

### Section 1: Building Consensus and Support

- 1.1 Modification Clarification Checklist
- 1.2 Modification Clarification Team Activity

### Section 2: Planning Student Modifications

- 2.1 How to Get the Word Out
- 2.2 Useful Labels: Classroom Modifications for Exceptional Students
- 2.3 Special Instructional Concerns
- 2.4 Support Program Quick Look Form
- 2.5 Goals/Objectives Monitoring Form
- 2.6 Sample Share Sheet
- 2.7 Goals/Objectives Opportunity Matrix
- 2.8 Student Planning Process Diagram
- 2.9 Student Modification Planner
- 2.10 Modification Planning Checklist

### Section 3: Understanding Modifications and the Options

- 3.1 Advance Organizers
- 3.2 Developing and Adapting Study Guides
- 3.3 Developing a Contingency Contract
- 3.4 Student Self-Monitoring

- 3.5 Individual Behavior Management Plan Development Sheet
- 3.6 Adaptations for Test Formats
- 3.7 Test Assistance Guidelines
- 3.8 Assistance Request
- 3.9 Special Considerations for Cooperative Learning
- 3.10 Checklist for General Classroom Participation
- 3.11 Working with Students—Modifications

#### **Section 4: The PassPORT Documents: Student Information Profiles**

- 4.1 Preschool PassPORT
- 4.2 Elementary PassPORT
- 4.3 PassPORT
- 4.4 PassPORT Guidelines/Considerations Summary
- 4.5 PassPORT Orientation Activity
- 4.6 PassPORT Completion Cover Sheet and Guidelines
- 4.7 PassPORT Request
- 4.8 PassPORT Documents User Information Cover Sheet
- 4.9 PassPORT User Survey

#### **Section 5: Collaborative Instructional and Program Planning**

- 5.1 Class Collaborative Planner
- 5.2 Student Information Share Sheet
- 5.3 Subject Area or Class Co-Planning Sheet
- 5.4 Unit Co-Planning Sheet
- 5.5 Daily Lesson Co-Planning Sheet
- 5.6 Action Plan

#### **Section 6: Delivering Support**

- 6.1 Structuring a Co-Teaching Environment
- 6.2 Co-Teaching Plan
- 6.3 Roles and Responsibilities in Co-Teaching
- 6.4 Whose Job Is It Anyway?
- 6.5 End-of-the-Year Co-Teaching Evaluation
- 6.6 Never Go In Empty-Handed
- 6.7 Instructional Support Folder Content Checklist
- 6.8 Case Manager Contact Sheet
- 6.9 How Does a Paraeducator Change Things?
- 6.10 Paraeducators and the General Classroom: A Brief Guide



- **Each form was designed for a job.** Each form was designed to fulfill a requirement of the inclusion process. Much of what teachers accomplish is through the spoken word. Once committed to paper, a successful process can be shared with a larger group, thereby standardizing processes and, yes, even saving time.
- **The forms are flexible in their use.** Just as a hammer can be used to prop open a window as well as to pound a nail, these forms can become useful in ways yet unseen or designed for. Caution must be employed to prevent inappropriate uses, however.
- **With continued and faithful use, the form will “fit” the hand of the user or users.** The process will become familiar and easy. That’s when the forms become time-savers, as everyone comes to know the processes, roles, and responsibilities. As time goes on, it may even become possible to continue the process without writing everything down. Remember, though, as new staff members join a school or program, a return to the structure of filling out the forms completely will be necessary.
- **Not every job requires every form in the manual.** Each district and each school will define its own process for structuring inclusion and may choose not to use every form in the manual. Although the forms were created to be used together, each form can stand alone and be used in isolation, if there is a need.
- **New forms may need to be created.** As the forms are used to define processes and communicate requirements, the need for new tools may arise. The most functional forms and processes are based on program, staff, and student needs. Ideas can be blueprinted, programs developed, and forms designed—then refined.
- **The forms are intended for use by teams of general classroom teachers and student support services personnel.** Permission is granted to reproduce the forms for planning use. (Selected forms are also available online at [www.masterteacher.com/inclusion](http://www.masterteacher.com/inclusion).)
- **The forms can be used in several educational service delivery models.**
  - \* Consultation Model: Student support services personnel provide indirect, out-of-class support to general classroom staff or student(s).
  - \* Resource Support Model: Student support services personnel provide direct instruction, support, or accommodations to students with special needs outside the general classroom, most often in a special services resource classroom.



Student \_\_\_\_\_

Figure 4.3

Grade \_\_\_\_\_

Area of exceptionality \_\_\_\_\_

This form completed by \_\_\_\_\_ on \_\_\_\_\_  
(name) (date)

**Approximate (independent) FUNCTIONING levels:**

reading \_\_\_\_\_ written language \_\_\_\_\_ social \_\_\_\_\_  
spelling \_\_\_\_\_ math \_\_\_\_\_ behavioral \_\_\_\_\_

**Physical limitations requiring classroom adaptations/modifications:**

- vision \_\_\_\_\_
- hearing \_\_\_\_\_
- motor \_\_\_\_\_
- health \_\_\_\_\_
- other \_\_\_\_\_

**Check the student's preferred LEARNING STYLE(S)/**

**INSTRUCTIONAL STRENGTHS:**

- visual
  - auditory
  - tactile (manipulation by hand)
  - kinesthetic (whole body involvement)
- Impact: \_\_\_\_\_

**Description of support the student is receiving:**

- Modified Instruction \_\_\_\_\_
- Special Education \_\_\_\_\_
- At-Risk Programming \_\_\_\_\_
- English as Second Language (ESL) \_\_\_\_\_
- Title I \_\_\_\_\_
- Section 504 Plan \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Assistance with the following activities will be needed:**

- academic activities/skills \_\_\_\_\_
- mobility \_\_\_\_\_
- toileting \_\_\_\_\_
- classroom routine \_\_\_\_\_
- eating \_\_\_\_\_
- other \_\_\_\_\_

**Instructional format(s) that have proven successful with this student: (Check all that apply.)**

- |   |   |
|---|---|
| <input type="checkbox"/> small group          | <input type="checkbox"/> tutorial/one-to-one        |
| <input type="checkbox"/> large group          | <input type="checkbox"/> cross-age grouping         |
| <input type="checkbox"/> cooperative learning | <input type="checkbox"/> computer assisted          |
| <input type="checkbox"/> lecture/practice     | <input type="checkbox"/> real-life activities       |
| <input type="checkbox"/> class discussions    | <input type="checkbox"/> activity-based instruction |
| <input type="checkbox"/> independent work     | <input type="checkbox"/> field trips                |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> other: _____               |

**Which of the following instructional adaptations/modifications have proven successful with this student? (Check all that apply.)**

- |  |   |
|--|---|
| <input type="checkbox"/> extended time                         | <input type="checkbox"/> visual aids                |
| <input type="checkbox"/> use of computer/calculator            | <input type="checkbox"/> puzzles                    |
| <input type="checkbox"/> material read aloud                   | <input type="checkbox"/> guided notes/outlines      |
| <input type="checkbox"/> test modifications                    | <input type="checkbox"/> advance organizers         |
| <input type="checkbox"/> answer orally                         | <input type="checkbox"/> material modifications     |
| <input type="checkbox"/> assignment/homework reminders         | <input type="checkbox"/> direct in-class assistance |
| <input type="checkbox"/> highlighted texts or reading material | <input type="checkbox"/> study guides               |
| <input type="checkbox"/> preteach/reteach                      |   |
| <input type="checkbox"/> shortened assignments                 |   |
| <input type="checkbox"/> notetaker/scribe                      |   |
| <input type="checkbox"/> taped texts/reading materials         |   |
| <input type="checkbox"/> flash cards                           |   |

**Curricular Modifications**

- parallel instruction
- parallel materials
- parallel topic/subject
- partial participation
- reduced objectives/outcomes
- alternative instructional activities
- change lesson objectives
- alternative materials
- alternative grading
- alternative assignments
- alternative projects

**Student work habits in the general classroom:**

- |  |   |                          |
|--|---|--------------------------|
| <input type="checkbox"/> works independently                           | <input type="checkbox"/> distracted by sounds, talking, etc.          |                          |
| <input type="checkbox"/> needs extra encouragement                     | <input type="checkbox"/> works best with structured classroom routine |                          |
| <input type="checkbox"/> should be seated:                             |   |                          |
| in front of room   | near window   | near teacher             |
| in back of room  | near friends  | away from teacher        |
| away from window   | away from friends   |                          |
| <input type="checkbox"/> needs help with organization, specifically... | <input type="checkbox"/> needs one-step directions                    |                          |
| <input type="checkbox"/> needs extra time on classwork                 | <input type="checkbox"/> needs immediate follow-up after directions   |                          |
| <input type="checkbox"/> needs to move about occasionally              | <input type="checkbox"/> usually completes tasks started              |                          |
| <input type="checkbox"/> tends to be impulsive                         | <input type="checkbox"/> best instructional environment               |                          |
| <input type="checkbox"/> tends to be reflective                        | working with peers  | working with one student |
|  | working alone   | working in a team        |
|  | working with adult  | varied environments      |

<b>Modifications, adaptations, or activities that HAVE proven successful in the past:</b>
<b>Behavior management considerations for this student:</b>
<b>Transition/Post-school plans/hopes and dreams (from parent, student, other):</b>

<b>IEP/Program Transition Goals</b>
1.
2.
3.
4.
5.

**SKILL CHECKLISTS—Label each of the following as: + —a strength      0—a weakness**

- |  |  |
|--|--|
| <input type="checkbox"/> copying from the board  | <input type="checkbox"/> copying from an overhead                          |
| <input type="checkbox"/> gaining information from printed material (textbooks, handouts, etc.) | <input type="checkbox"/> gaining information from charts, graphs, pictures |
| <input type="checkbox"/> gaining information from a discussion                                 | <input type="checkbox"/> gaining information from a lecture                |
| <input type="checkbox"/> gaining information from an audiotape                                 | <input type="checkbox"/> gaining information from a film, video, filmstrip |
| <input type="checkbox"/> gaining information from a demonstration                              | <input type="checkbox"/> gaining information from a field trip             |
| <input type="checkbox"/> oral expression and communication skills                              | <input type="checkbox"/> gaining information from experimentation          |
| <input type="checkbox"/> creative projects   | <input type="checkbox"/> organizing and maintaining a notebook             |
| <input type="checkbox"/> spelling  | <input type="checkbox"/> writing (journal, reports, creative, etc.)        |
| <input type="checkbox"/> reading aloud   | <input type="checkbox"/> math facts  |
| <input type="checkbox"/> participation in class discussions                                    | <input type="checkbox"/> memorization                                      |
| <input type="checkbox"/> computer skills   | <input type="checkbox"/> hands-on tasks                                    |
| <input type="checkbox"/> other:  | <input type="checkbox"/> parent involvement                                |

**COMMENTS:**