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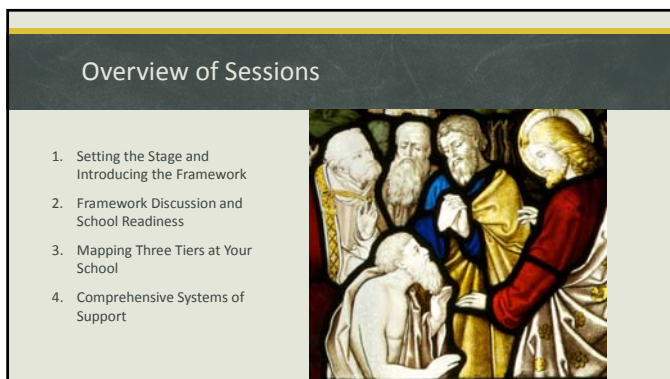
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## Serving Diverse Learners

Who



Why



How




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## This Learning Opportunity - What to Expect

### Assumptions

- You've chosen to be here
- You want to serve diverse learners even better
- You've done some preparation
- You bring a wealth of personal, professional, and collective experience

### Engagement

- Individual reading and reflection
- Direct presentation
- Small group (table) discussion
- Group collaboration
  - Readiness Assessment
  - Tiers of Support
  - Full Student Support Grid

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**Pecha Kucha**

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## Setting the Stage and Introducing the Catholic Framework

### Session 1

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### Call to Mind A Particular Child

1. Think of a challenging student
  - Behaviorally
  - Academically
  - Social-emotionally
2. Two minutes of individual reflection
3. Pair-share




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### Case #1




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## Case #2

- This student was **diagnosed with Diabetes** at the age of 13 in her 7<sup>th</sup> grade year. While she is treated appropriately and her insulin is mostly regulated, she is frequently leaving class to “check her sugar” at the nurse’s office. On her journey to the office she frequently stops to chat with younger students, scan the bulletin boards, and stop by the counselor to “talk”. She has some **social-emotional issues** that have not been investigated much at this point, but she is clearly seeking extra attention. She will occasionally need some sugar if her numbers are actually low and is then required to stay in the nurse’s office to check her numbers after she eats. She is a smart, very capable girl, but her grades are slipping likely due to missed instruction. She is also preparing to take several high school entrance exams next fall.

*Source: Will, 2014*

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## Case #3

- Language-based processing disorder
- Difficulties with word recognition, decoding, and spelling

The old man played the  
danjo. He loved it. It was  
his favorite thing he  
ever did. Maria gave it  
to him for his fortieth  
birthday. It did not take him

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## Also In Our Schools...

- A 9-year-old boy who habitually falls asleep in class
  - This child is frequently awakened in the night by the sounds of his mother groaning and pleading as his father strikes her repeatedly
- A high school sophomore who doesn’t complete her required homework
  - At home are two parents, one who drinks too much, the other undergoing chemotherapy for cancer
- A middle schooler whose frustrations explode into angry displays of emotion
  - His fear: he and his older sibling may be “taken away” from home because of violent behavior. Where will they sleep tonight? Will they be safe?

*Source: Wolpaw, Johnson, Hertel, & Kincaid, 2011*

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- Autism
- Deaf-blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disabilities
- Speech or Language Impairments
  - Traumatic Brain Injury
  - Visual Impairments

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**Who?**

Exceptional Children is an inclusive term that refers to:

- children with learning and/or behavior problems
- children with physical disabilities or sensory impairments
- children with superior intellectual abilities and/or special talents (Heward, 2013).



*My anxieties have anxieties.*

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### A Catholic Framework for Supporting Whole-Child Development and Meeting the Needs of Children

- Scriptural
  - Old Testament
  - New Testament
- Church Teaching
  - Church documents: A holistic education
  - Papal statements: Inclusion of those with disabilities
  - Special education



**Source:** Frabutt, J. M. (2013). *Beyond academics: Supporting the mental, emotional, and behavioral health of students in Catholic schools*. Charlotte, NC: Information Age Publishing.

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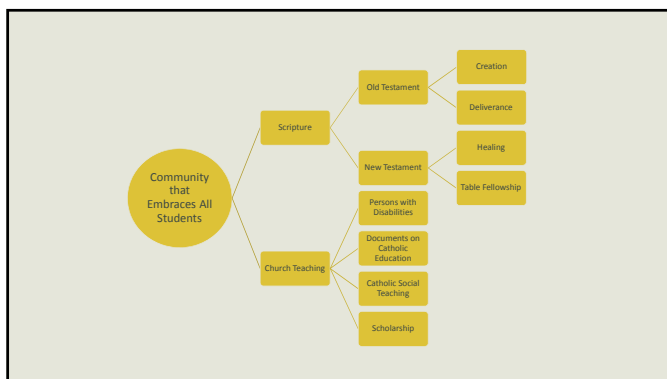
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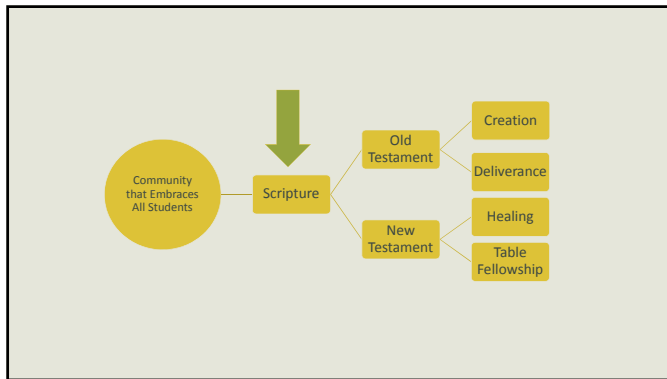
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### Old Testament

Genesis and the Creation narrative  
Deliverance

>>>> Taken together, humans have both origin and destiny in God




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### New Testament

Jesus as healer  
The table fellowship of Jesus

>>>> Taken together, a celebration of the warmth and inclusivity of Christian community




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## Discussion

- Small groups
- Follow handout
- Complete Part 1 of worksheet (labeled *Envisioning a Community that Embraces All Students*)




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- Reactions to this portion of the Catholic Framework
- Personal Connections
- Barriers and Challenges




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## Framework Discussion Continued and School Readiness

### Session 2

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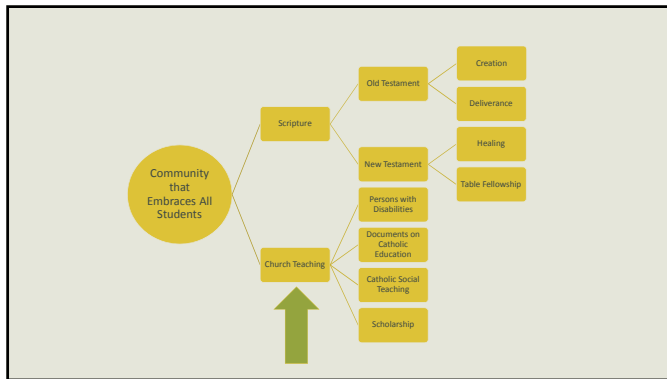
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## Catholic Social Tradition

Official Church Documents

- On persons with disabilities
- On Catholic education
- On the poor, refugees, immigrants, underserved

Scholarship & Commentary



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## Papal Teaching on Disability

▪ **JUBILEE OF THE DISABLED, HOMILY OF JOHN PAUL II**

...by gathering in this basilica to live the grace and joy of the Jubilee with you, who are disabled, and with your families. By this action we intend to make your worries, your expectations, your gifts and your problems our own.

In Christ's name, the Church is committed to making herself more and more a "welcoming home" for you. We know that the disabled person - a unique and unrepeatable person in his equal and inviolable dignity - needs not only care, but first of all love which becomes recognition, respect and integration....Dear friends, we would like to feel that we share in your efforts and in the inevitable moments of discouragement, in order to brighten them with the light of faith and the hope of solidarity and love.

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[illegible][illegible]

## Church Documents on Catholic Education

Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ (1929, para. 95).

Encyclical  
*Divini Illius Magistri*,  
*On the Christian Education of Youth* (1929)  
Pius XI

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## Scholarship and Commentary

- Breaking the grammar of Catholic schooling
- "CST compels Catholic schools to strive to include traditionally marginalized students, yet practices of exclusion and elitism in recruitment and retention of students by Catholic schools persist" (2009, p. 16).




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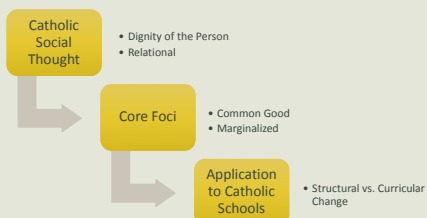
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## All Are Welcome (Scanlan, 2009)

- "...this is an effort to present a compelling case to bridge theory with practice. In the end, our successes and our failures are measured not through abstract theory, but rather in specific action in our daily work as educators. In terms of Catholic schools, the successes and failure come in our ability to **match rhetoric with reality**, and to sing the words "All are welcome" robustly, in a tune ringing true" (p. 5).

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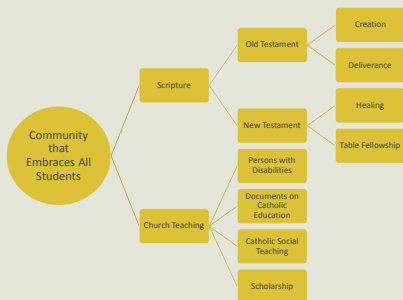
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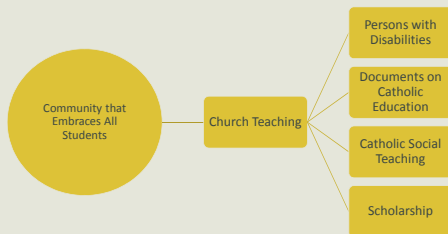
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## Discussion Part 2 and School Readiness

- Use CST as a lens to explore a scenario involving access and inclusion in Catholic schools
- Take a "Readiness Assessment" from NCEA text, *Inclusion: A Matter of Possibilities*
  - Respond to prompts

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## Discussion

- Reactions
- Personal Connections
- Applying CST: Barriers and Challenges
- Your School's Readiness




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## ASA Mission

- All Saints Academy (ASA) is a Catholic School inspired by the Holy Spirit and dedicated to teaching and living as Jesus did. Our mission is to serve and partner with our families, parishes and communities as we focus on the **spiritual, intellectual, moral, social and physical development of our children.**




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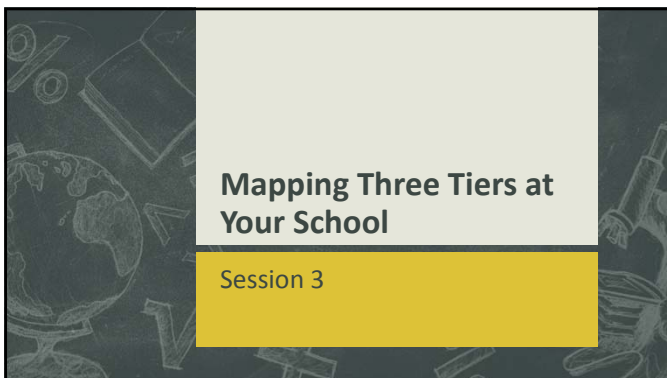
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# Mapping Three Tiers at Your School

## Session 3

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# Three Tiered Systems of Support



*Source: Phillips, 2009*

[illegible]

### Tier 1 - Ice Cream

Systems for promoting healthy development and preventing problems



The Foundation  
80-85%

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### Tier 2 - Ice Cream and Sauce

Systems of early intervention



Targeted Interventions  
10-15%

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### Tier 3 - Ice Cream, Sauce, and Sprinkles

Systems for treatment of severe/chronic problems



Individual Interventions  
5%

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## Special Education - The Sundae with the Cherry on Top




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## Assessment of Student Supports

- In school groups
- Identify a baseline of current resource capacity
- What are your ice cream, sauce, and sprinkles?

Need	Examples and Descriptions
<b>Systems for Identifying Health Development and Learning Problems</b> What facilities, capabilities, programs, and services can you name that help all children learn and flourish?	
<b>Systems of Early Intervention</b> What facilities, capabilities, programs, and services can you name that address early life and developmental issues that are referred to as medical interventions?	
<b>Systems for Treatment of Learning Problems</b> What facilities, capabilities, programs, and services can you name that are grounded in evidence-based practice and research that are used to treat or address individual learning problems, including those that are referred to as medical or medical interventions, including those that are referred to as medical or medical interventions?	

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## Comprehensive Systems of Support

### Session 4

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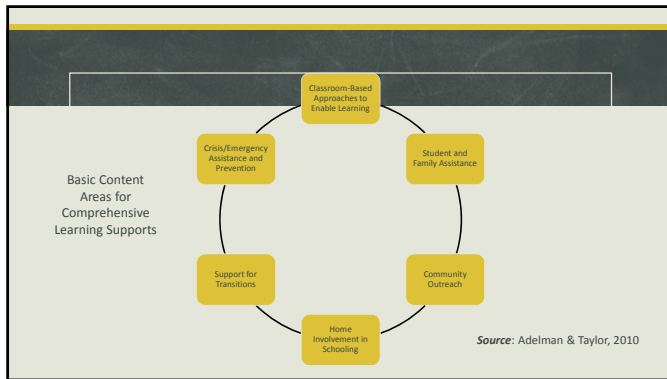
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### Classroom-Focused Enabling

- The enhancement of regular classroom strategies to enable learning and student re-engagement
- Enhancements may be made via professional development, curricular enrichment, and maintaining a caring and supportive classroom environment




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### Crisis Assistance and Prevention

- Immediate response to and/or prevention of school and personal crises
- This includes crisis planning, formation of a school crisis team, and anticipating response plans and recovery efforts




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## Support for Transitions

- Supporting students as they encounter and navigate grade-level changes, school changes, and normal daily transitions




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## Home Involvement in Schooling

- Encompasses parents and all significant individuals that live in the home and influence the student's life
- Involves improving communication with family stakeholders and inviting family involvement in decision making




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## Community Outreach for Involvement and Support

- Recruiting community partners to share their human and social capital with the school
- May involve volunteer development and community outreach




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## Student and Family Assistance

- Attempts to link family and student needs with potential sources of support
- This may include increasing awareness of existing programs, resource coordination, direct intervention, or timely referral




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Level	Examples and Descriptions
<b>Systems for Promoting Healthy Development and Preventing Problems</b> What facilities, establishments, programs, and services can you name that address early problem identification? Sometimes these are referred to as selective interventions.	<b>Academics/Strategic Tutoring</b> - Students can receive tutorial assistance from teacher tutors for specific subject/levels. <b>Gifted/Talented General Interest Tutorials</b> - Tutor center open to all students based on aptitude test results. <b>Learn It Again (L2)</b> - One specific topic to support specific needs, integral to self-paced, self-directed learning across various and apply real-time data and information to authentic settings, demonstrate learning in new and varied ways.
<b>Systems for Early Intervention</b> What facilities, establishments, programs, and services can you name that address early problem identification? Sometimes these are referred to as selective interventions.	<b>Academics/Strategic Tutoring</b> - Students can receive tutorial assistance from teacher tutors for specific subject/levels. <b>Summer Academy</b> - Teacher leading strategies for comprehension and fluency across foundational math skills for algebra and/or geometry (study/strategies). <b>A.S.G. (Students Support Center)</b> - A non-credit class period that can be scheduled for extra assistance with homework or testing. <b>Foundational classes in Mathematics</b> are available to qualified students. <b>Federally-funded Title I assistance</b> - Students may qualify for Title I tutorial assistance (provided by GMRP). <b>Personal</b> - Private tutors as well as a certified Teacher Consultant and Social Worker (GMRP) Special Education are utilized as additional resources for individual students.
<b>Systems for Treatment of Severe/Chronic Problems</b> What facilities, establishments, programs, and services can you name that address severe/chronic students' chronic and severe	<b>504 Accommodation Plan</b> - Written plan developed by teachers, parents, counselor, and the student. Must be approved by GMRP. <b>A.S.G. (Students Support Center)</b> - A non-credit class period that can be scheduled for extra assistance with homework or testing.

A More Sophisticated  
and  
In-depth School  
Assessment

Why?

Mapping exercise to  
better define strengths  
and growth areas

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Customize this matrix by describing, for each cell, what facilities, stakeholders, programs, services, and resources that your school offers.

	Classroom Focused Enabling	Crisis Assistance and Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach and Volunteers	Student and Family Assistance
Systems for Promoting Healthy Development and Preventing Problems						
Systems for Early Intervention						
Systems of Care for Chronic and Severe Needs						

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### Goal

A unified map of the current scope and content of how your school addresses behavior, learning, and socio-emotional problems




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### Looking Ahead

- Working document to take back to your schools
- Day 2




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Christ Our Teacher,

You dwell deep within each of our students:  
In those who struggle academically,  
and in those who excel;  
In those who seek attention by acting out,  
And in those who remain silent  
And try to hide from notice;  
In those surrounded by friends,  
And in those feeling lonely.

Give us the grace to know your presence in each of them  
And to respond to their needs as you would to ours.

Amen.

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