

An Analysis of the Welsh Inclusion Model Incorporating Gardner's Multiple Intelligence Theory and the Effectiveness of Inclusionary Teams on the Academic Growth of Students with Disabilities

CILD Summer Seminar:
Leadership and Followership
Building Capacity for the Future
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Who is Rick Welsh?

- Graduate from UNC-Chapel with a BA and an MS in Speech and Hearing Sciences
- Began his career working in Fort Bragg as a licensed speech-language Pathologist serving children from military families from 1980 to 1992
- He designed and implemented a classroom-based service delivery model for students with language disorders and auditory processing deficits
- This program yielded improved academic performance for identified students which later evolved into an intervention strategy for students not identified, but who were at risk for academic failure in tested areas.
- With over 30 years of field experiences in schools across the country, Rick has developed the current model incorporating Gardner's MI theory
- This month Rick and his wife, Nancy, a retired kindergarten teacher, are currently working with schools in Montana where they are training inclusion teams during July and early August.

History of Cognition

- 1967 New York City Schools – Rita & Kenneth Dunn
- Problem – thousands of students failing to meet curriculum guidelines Why?
- 1983 Howard Gardner's Multiple Intelligence Theory
- Sagor (1993)– At-Risk students developing feelings of *competence, a sense of belonging, discovering and respecting their learning modalities, working in teams, ownership.*
- Lazear (1998) *Assessment through standards (rubrics)*
- Chapman – (1993) How to Develop MI in the Classroom
- North Carolina Report Card
- 1993 *Common Miracles* Peter Jennings & Bill Blakemore
- Why aren't we using our research in the instructional element within our classrooms.....what does Howard Gardner have to add.....????

Gardner's Perspective....

“In the United States especially with its focus on quantitative markers and its cult of *educational efficiency*, there has been a virtual mania for producing tests for every possible social purpose.....The United States is well on the way to becoming a “complete testing society.” We could encapsulate this attitude thus: *If something is important, it is worth testing in this way; if it cannot be so tested, then it probably ought not to be valued.* Few observers have stopped to consider the domains in which such an approach might not be relevant or optimal.

Howard Gardner (1993)

Laying the Foundation for Growth

- Common Miracles – film clip (6 minutes)

https://www.youtube.com/watch?v=EwHB78F_Pz8

- *Introduction into the Welsh Inclusion Model*
 - **Organizing the Classroom for diversification*
 - **Discovering your students learning strengths*
 - * *Formation of the SILK Grouping(Spatial, Linguistic, & Kinesthetic)*



Part One: Student Grouping

Questions:

1. What is SILK Grouping?
2. How are the students grouped?
3. Is the process flexible to fit various student and instructional needs?

What is SILK Grouping?

SILK grouping is the assembly of students within an inclusion classroom incorporating both regular education and identified students into 'pods' where each student has been recognized by their preferred learning modality utilizing an MI inventory. *SILK stands for spatial, linguistic, and kinesthetic* learners.

Self-selection for SILK Groups

Self-selection for SILK Groups

Instructions: Rate your self by writing a 1, 2 or 3 in each box.
1= first choice, 2= second choice 3= last choice

Preference 1,2,3
Kinesthetic



Need- Physical experience to accompany the concept.

Successful with body movement and manipulation of materials

Preference 1,2,3
Linguistic



Need- Verbal/textual explanation of concept.

Successful with processing auditory information, remembering verbal directions etc.

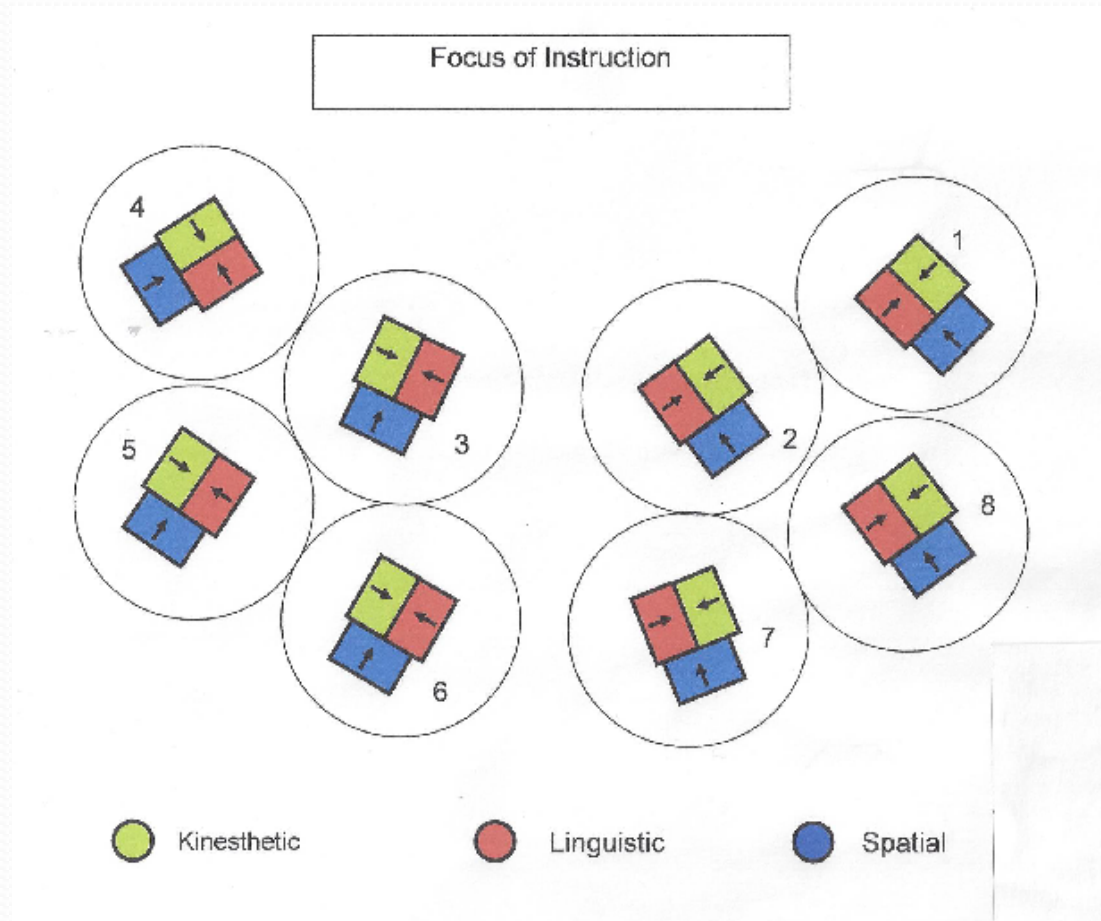
Preference 1,2,3
Spatial



Need- Direct visual model to accompany the concept being presented.

Successful with analysis and/or creation of visual information.

SILK Grouping Classroom Model



SILK Grouping Strategy

- The **SILK** grouping strategy insures *group diversity* and *allows each student to contribute to classroom activities from his learning strength*. Students are placed into “pods” of three where a student from each learning modality is assigned. This grouping strategy is facilitated by color-coding students with name tags.....for example K for kinesthetic, S for spatial, and L for linguistic.
- Once the primary learning modalities have been determined, the class is divided into their teams of three.
- If the class does not divide into thirds by learning styles, assign students with strong tendencies first, then assign students who can function in more than one learning modality into their secondary field.
- Provide instruction that meets the needs of all learning modalities.
- Students are taught to work together as teams in the giving and sharing of ideas which, in turn, students learn *collaboration, strong communication skills, and team building*.

SILK Grouping Strategy, con't

- If there is an excess number of linguistic students then create groups of two linguistic-spatial or linguistic-kinesthetic
- If you have an excess of spatial or kinesthetic students, create groups of 4 (2 kinesthetic or 2 spatial) in a group just be sure that students with the same modality do not distract each other or compete for learning style activities.

Rotation of Groups

- Students can be assigned, during the course of various activities, to different groups as long as the modalities keep the same ratio
- Its ok to ask kinesthetic students to stand for certain activities
- Its ok to be creative with your movement design just be sure to keep the same ratio.....



Questions!



Part Two:

Formation of Inclusion Teams

1. What is the ITTAP?
2. How is it used in the formation and analysis of teaching teams?
3. What is the ITTAP designed to measure?

Formation of Effective Teaching Teams

- Teams utilize the ITTAP or the *Inclusion Team Teaching Analysis Protocol*.
- *This tool was designed by a study which included over 4,000 public school regular and special education teachers in over 15 states. Hundreds of demonstration team-teaching lessons were conducted and from that study 20 teaching behaviors were isolated. It is these 20 team teaching behaviors that make up the ITTAP.*
- This tool is designed to **1. Determine how well inclusion teams are functioning and 2. How to assist teams in improving their instructional delivery to their students.**

Why Should Teams do This?

- As previously stated, the ITTAP will improve a team's service delivery to all students
- Each behavior is rated as “functional” or “needs improvement” for each of the 20 behaviors
- The degree to which both partners share a common perception of the teaming relationship is measured
- The number of the ITTAP teaming behaviors that show an area of “needs improvement” can be fixed.

Inclusion Team Teaching Analysis Protocol

- Consists of 20 team teaching behaviors (already mentioned).....and.....
- The 20 behaviors fall under 4 common themes that is analyzed to determine its impact on each team and the effectiveness of their instructional delivery.
- The Four Themes are1. ***Educational Philosophy*** of each teacher where ideas are respected and utilized, ***Joint Ownership*** where each is willing to share openly various responsibilities in the classroom especially as it relates to instruction, ***Communication*** where elements of classroom management and instruction are shared, ***Professional Growth*** where a mutual exchange of ideas and teaching practices are both encouraged and practiced.

20 Behaviors Exhibited by Successful Co-teaching Teams

20 Behaviors Exhibited by Successful Co-teaching Teams

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Category: Philosophy

1. Both teachers agree on curricular focus.
2. Both teachers' ideas accepted as valid.
3. Teachers have divergent but compatible approaches to instruction.
4. Teachers have compatible approaches to management
5. Teachers feel comfortable with the team teaching model.
6. Teachers consider the team teaching model to be effective.

Category: Joint Ownership

7. There is evidence of joint planning.
8. Both teachers' ideas incorporated into lesson.
9. Both teachers have access to all students in the class.
10. Both teachers have access to all teaching facilities in the classroom.
11. Both teachers both have verbal access to lesson.
12. Both teachers teach to whole group simultaneously.
13. Both teachers are capable of assuming leadership role.
14. Both teachers are capable of total role release.
15. Both teachers share the instructional responsibilities during the lesson.

Category: Communication

16. Teachers keep track of each other during the lesson.
17. Teachers conference during the lesson.
18. Teachers evaluate the effect of teaming on instruction and students.

Category: Professional Growth

19. There is evidence of exchange of professional skills.
20. Teachers use team teaching as an opportunity to practice new skills.

The Welsh Model should include

When Teaching Using The Inclusion Model, It Is Important To:

1. Provide clear, concise verbal input to students that allows for their level of language development and auditory processing abilities (Linguistic)
2. Provide visual input, such as pictures, sketches, charts and graphs to represent the concepts being presented (Spatial)
3. Determine and provide appropriate movement activities that support the learning of the concepts being presented (Kinesthetic)
4. Exploit rhythm, rhyme, intonation, sound, song and melody to enhance comprehension, retention and recall (Musical)
5. Determine and apply the rules of operation and sequence of events contained in the lesson that will lead students to the desired goals and outcomes (Logical)
6. Create opportunities for students to investigate the concepts being presented through meaningful interaction with peers (INTERpersonal)
7. Determine each student's level of prior knowledge and interests in order to connect students personally to the concepts being presented (INTRApersonal)

Questions on ITTAP and Inclusion Teams!!