

Play for All: Inclusive Playful Classrooms

Gameplan

- Learn or revisit definitions of inclusion, dis/ability, and bilingualism.
- Through reading, watching video examples, and discussion, build understandings of what playful learning looks like in inclusive classrooms.
- In inquiry groups, begin to share documentation with colleagues and use the “Looking Playfully at Documentation” protocol to guide your Playful Participatory Research.

Playful Start

In small groups, use materials in your play kit to represent a scene that demonstrated inclusion from the *Power of Aesthetics and Engagement* video. Talk about your representation and your initial reactions to the video with your small group.

Link to the video:

<https://www.youtube.com/watch?v=0MYz0oFu7D8>



Defining Inclusion

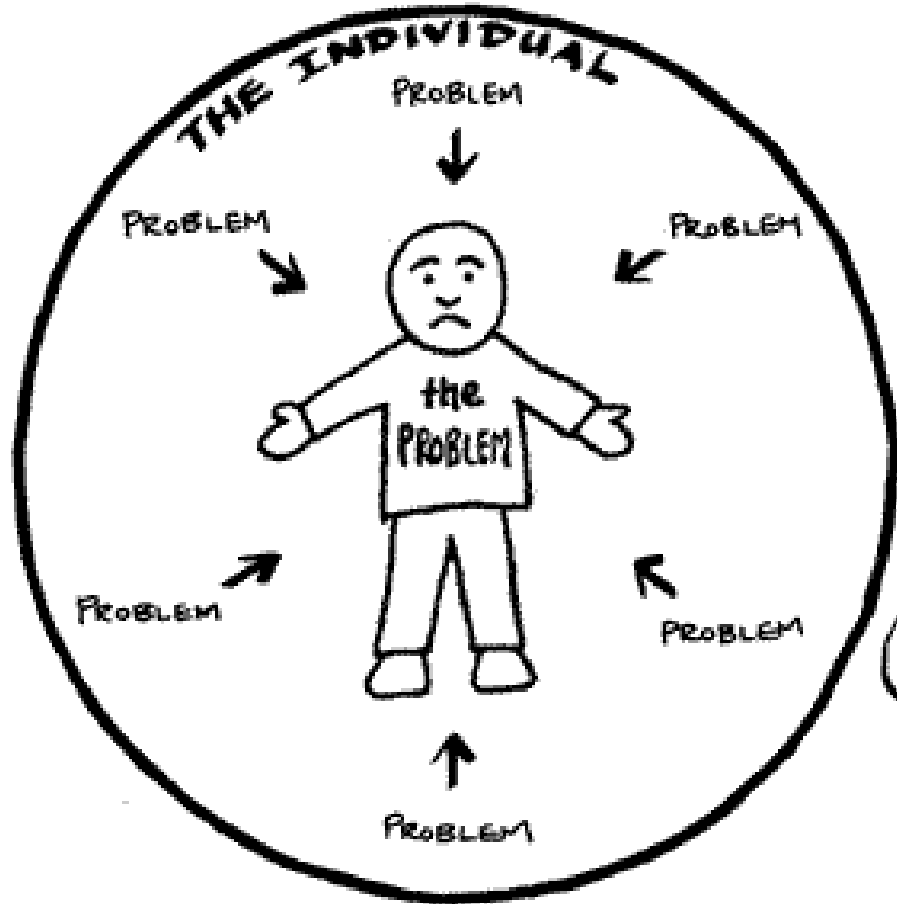
- Traditional definition = placement and service of all children, with and without disabilities, in educational settings (Guralnick & Bruder, 2016; DEC/NAEYC, 2009)
- Expanded definition = an ongoing *process* in response to the exclusion of children viewed by educational systems as different (e.g., children with dis/abilities, children of Color, children who are Dual Language Learners) from normative standards (e.g., children who are “typically developing”, children who are White, children whose home language is English)



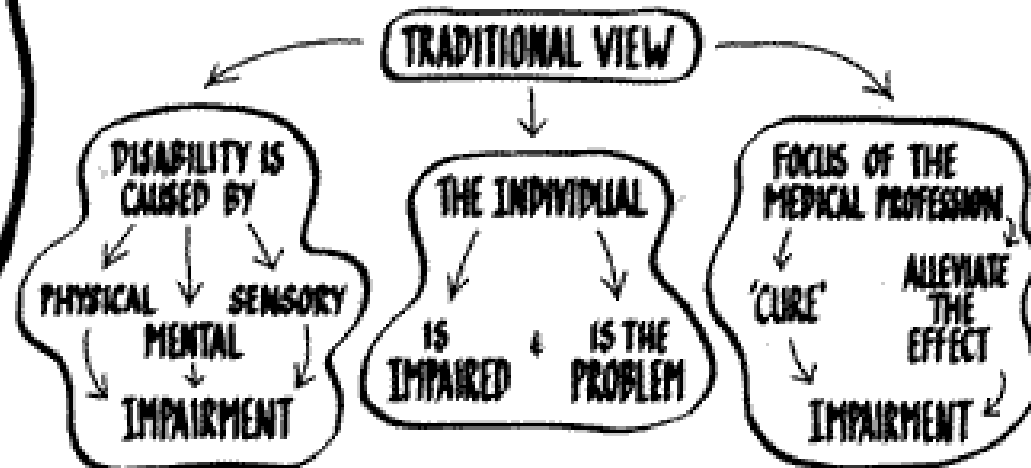
What do we mean by dis/ability?



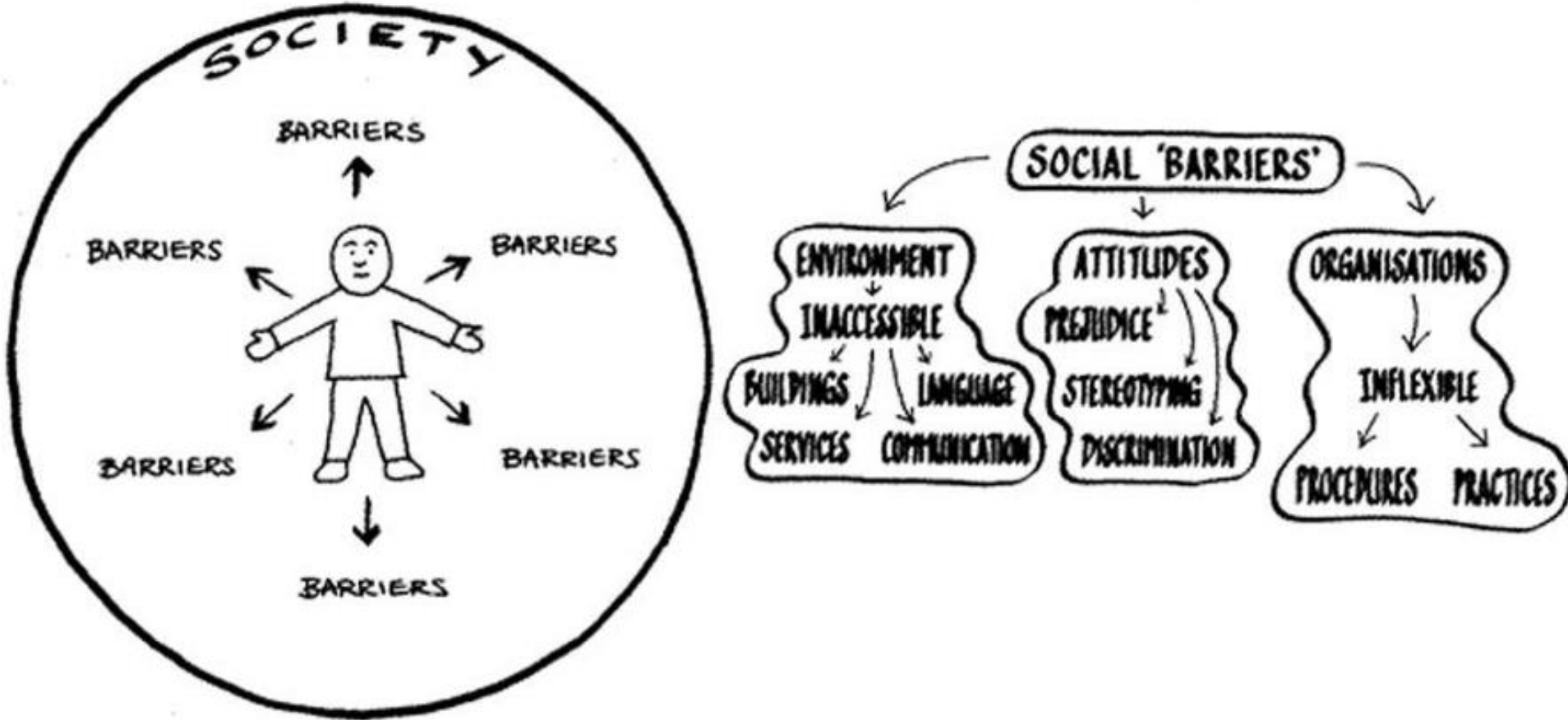
THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



THE SOCIAL MODEL OF DISABILITY



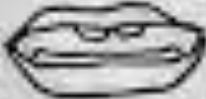



“The devaluation of disability [that] results in societal attitudes that uncritically assert that it is better for a child to walk than roll, speak than sign, read print than read Braille, spell independently than use a spell-check”


(Hehir, 2002, p. 3)


Linguicism

Discrimination of an individual or group based on their use of language

 PIDGIN
IS NOT WRONG

 ACCENT
IS NOT BROKEN

 SLANG
IS NOT UNEDUCATED

 PATOIS
IS NOT IMPROPER

DECOLONIZE LANGUAGE

OUR LANGUAGE IS THE BEAUTY OF
OUR SURVIVAL
AND
OUR TREASURE

What is Universal Design?



Adapted from the CEEDAR Center
<http://cedar.education.ufl.edu/cems/ud/>

Architecture → Education



In schools, UDL (Universal Design for Learning) can be used to fix the classroom *environment* and *curriculum* instead of trying to fix the *child*.

UDL Guidelines



- Provide multiple means of representation for learners to gain information
- Provide multiple means of action and expression to enable learners to demonstrate what they know (e.g. singing, action, using materials)
- Provide multiple means of engagement to encourage learner's interests and increase motivation

From Conn-Powers et al., 2006, p.422

The Power of Aesthetics and Engagement – some context

Profile of the class

- 18 five and six-year-olds
- Inclusion model with children with special rights and typically developing children
- Special rights included: blindness, hearing impairment, anxiety, autism spectrum, sensory integration, reading difficulties
- 2 children learning English as an additional language

Inclusion strategies

- Braille labels throughout the classroom
- Non-visual entry points into lessons
- Curriculum planning based on students' interests and strengths
- Range of seating at whole class meetings and for table activities
- Sensory integration materials (e.g. weighted vests, sit-and-move cushions, fidget toys) to support focus



The Power of Aesthetics and Engagement – debriefing the video

- What struck you about inclusion in this classroom?
- What did the teachers in this classroom do to support inclusive play for all children?
- What are you wondering about?



Chart by Kirsten Haugen. Modes for adapting toys based on materials from the "Let's Play" Project at the University of Buffalo (<http://letsplay.buffalo.edu>).

Steps for Adapting Materials for Use by All Children					
	Blocks	Dramatic play	Art	Reading	Balls
Examples of Universal Design	Blocks with texture, sounds or color-coding by size	Costumes with large openings and simple closures	Scented playdough	Books with sound, textures, high contrast, and/or easy-to-turn pages	Choose balls with textures, tails, scents, sounds and/or lights
Ways to Adapt					
Build it up <i>Make handles, buttons, and knobs easier to use</i>	Experiment with blocks of different sizes and shapes	Use large handles and knobs; make sure doll cradles, etc. are at useable heights	Wrap crayons or paint brush handles with foam to make them easier to grip	Add page fluffers or tabs for turning pages	Inflate or deflate a ball as needed; add a tail
Stabilize it <i>Keep things from sliding or tipping so a child can focus on play</i>	Try blocks that stick together with Velcro® or magnets	Use clay to temporarily stabilize a pan on a toy stove so a child can stir	Drawing and painting on vertical surfaces helps kids position their hands more naturally	Use a book stand, clip board or bean bag snake to hold a book open and steady	Add water to an inflatable ball to slow it down and alter the play experience
Simplify it <i>Make a task easier or more obvious</i>	Use fewer blocks; start a tower for a child	Keep the space organized and predictable, even when changing themes	Work in stages, with fewer materials at a time	Add picture symbols to the page to correspond to the words	Try <i>slow</i> balls, such as those made of cloth; put a basket on the ground to play basketball

Resources on Inclusion and Play:

- Add your list here of resources you've asked your students to read/watch/listen to before this class
- Include 3-5 options and invite students to choose among them, so students will come to class having read different things

Let's Play: Give One, Get One, Let's Pretend



Let's Play: Give One, Get One, Let's Pretend

1) Prepare:

- Fold a piece of paper into 4 sections
- In one section – write down one strategy/ approach/ consideration for tailoring play experiences for DLLs or children with dis/abilities that you learned from the articles/resource you read or watched before class
- Leave the other sections blank

2) Pair:

Give one: give brief context about the article and share one of the ideas you have. E.g. “I read the article about bilingual learners, and one strategy they mentioned was... “

Get one: listen as your partner shares their article/strategy

Let's pretend: imagine your future context working with children. How might you implement that strategy?



Looking Playfully at Documentation Protocol

Listening: The presenting teacher names their question and gives context about the documentation they are sharing (2 min)

Looking: Look carefully at the documentation for a few minutes (2-3 min)

Clarifying: Presenter answers short, fact-based questions from the group (2 min)

Noticing and Wondering: a round of “I notice” (just saying what you see/hear in the documentation without judgement), and then “I wonder” statements. The presenter listens and is silent (4 min)

Pretending: Take on roles, act out a scenario from the documentation (2-3 min)

Noticing/Wondering again: Did the playing help you notice anything new? (2 min)

Inspiring: Repeat the presenter’s question. What could the presenter try as next steps in their teaching? Or share ideas of what to document next. (5 min)

Closing: The presenter has the last word to share their take-aways/questions. (2 min)

Looking Playfully at Documentation Protocol

20 min

Listening (2 min)

- Listen as the person bringing the documentation shares context
 - State the question that guided gathering this documentation (your PPR research question)
 - Briefly explain the context – where/when was this documentation gathered?

Looking (3 min)

- Silently view the documentation

Clarifying (2 min)

- Presenter answers short, fact-based questions from the group

Noticing and Wondering (4 min)

- Restate the documenter's question
- A round of "I notice..." "I see..." and "I wonder...?" comments.
- The presenter is silent and we talk about them in the 3rd person

Pretending (2 min)

- Take on roles and act out the scenario captured in the documentation

Noticing/Wondering again (2 min)

- Did the acting help you to notice or wonder anything new?
- A round of “I notice...” “I see...” and “I wonder...?” comments. The presenter is silent.

Inspiring (4 min)

- Remember the presenter's research question
- Make suggestions that the presenter could try as next steps in her practice or documentation to keep learning more about their question
- Share ways that you were inspired by this work

Closing (2 min)

- The presenter has the last word – what struck you in this exploration of the documentation? What are you thinking about now?