

File Syracuse Course

INCLUSIVE EDUCATION: THE VISION, THE THEORY, THE PRACTICE

June 25-29, 1990
Syracuse University

Instructors: Marsha Forest, Judith Snow, Jack Pearpoint
and all of the participants of the course

This course focuses on:

**WHY integration must occur, and
HOW to welcome all students into regular classrooms.**

**We will emphasize the VALUES underlying integrated education
and develop a vision of a school in which all students and teachers
are included regardless of label or need.**

Particular emphasis will be placed on two strategies:

**MAPS (Making Action Plans) and
Building CIRCLES OF FRIENDS.**

**This course is not a debate on whether or not integration should
occur. We believe it is vital and will focus on how to make
inclusion happen. We believe inclusion is the key to excellence
and equity in education.**

Course Theme

(taken from the Tasajara Cook Book):

*"Love is not only the most important ingredient:
it is the only ingredient which really matters."*

We believe we need more cooks not more cookbooks. We want to use the
following quotation about bread making as the metaphor for our course.

*"Bread makes itself, by your kindness, with your help, with imagination
running through you, with dough under hand, you are breadmaking itself,
which is why breadmaking is so fulfilling and rewarding."*

*"A recipe doesn't belong to anyone. Given to me, I give it to you. Only a
guide, only a skeletal framework. You must fill in the flesh according to your
nature and desire. Your life, your love will bring these words into full*

creation. This cannot be taught. You already know. So please cook, love, feel, create.

Assignment #1

Bring something to the room the second day (Tuesday) that expresses something about what you believe about inclusive education. (bread, books, records, tapes, posters, poems, cards, photos, rocks, flowers, etc etc etc.)

Grading:

Let's get this over with quickly. If you attend every day, if you participate while you are here, if you do the daily assignments, you can earn an A or B. On the final, we expect you to hand in a one page self evaluation with a grade of A or B and the reason you gave yourself that grade. This paper can be written, drawn, in poetry or prose form, etc. Be creative. **If you do not hand in this final paper you will NOT receive a grade for the course.**

Reflection Notebook:

On a loose sheet of paper each day we ask you to write a 1-2 page reflection on what the day's events brought up in your mind and heart. You will choose a partner to trade papers with each day. That person will respond to your reflection in writing on a separate sheet of paper. Each day you can choose a new partner to read your work and thus you will have four sets of responses to your work by the end of the week. The first reflection piece is due TUESDAY June 26th first thing in the morning, and every morning to follow

Required Reading:

Stainback, Stainback and Forest. EDUCATING ALL STUDENTS IN THE MAINSTREAM OF REGULAR EDUCATION. Paul Brooks Publishing, Baltimore, Maryland. 1989. 304 pages.

(This has been ordered for the course and is in the bookstore)

O'Brien, Forest, Snow, Hasbury. ACTION FOR INCLUSION. The Inclusion Press. Toronto, Ontario.

(This can be purchased from course - \$10 cash or check made out to the Centre for Integrated Education and Community)

Forest, Marsha. IT'S ABOUT RELATIONSHIPS. The Inclusion Press. This is a gift from the instructors to all course participants.

We also ordered copies of the newest issue of EDUCATIONAL LEADERSHIP for each participant. This is voluntary. \$5. Cash or check to Centre for Integrated Education and Community

There are also 20 copies of :

Stainback and Stainback, *Support Networks for Inclusive Schooling*

and Lipsky and Gartner, *Quality Education for All*

(both of these are also published by Paul Brooks Publishing)..

YOUR VERY OWN MAP

By Friday, as part of the course requirements, you will have your own MAP to share with a small group from the course. This is the beginning of you being able to do MAPS for others.

TENTATIVE OUTLINE FOR THE COURSE

MONDAY JUNE 25TH

"Getting to know you."--Who is here and why.

Theme for the day:

TWO ROADS:

Marsha Forest and Jack Pearpoint

Lunch

The Story of the Joshua Committee:

Breaking Down the Walls of Resistance...

Judith Snow and Jack Pearpoint

Starting to Build Your MAP

Listening and Dreaming:

Judith and Marsha

Reflection on the Day (small groups)

TUESDAY JUNE 26 -

THE CIRCLE STRATEGY - THE HEART OF INCLUSION

Marsha and Judith

The Teacher as Leader. "Leading from the Heart"

Jack

Lunch

MAY'S MAP -(Tape 20 minutes) What are the qualities of a MAPS facilitator?

Marsha, Jack, Judith
KIDS BELONG TOGETHER (Tape 25 minutes)
FACILITATOR CHECK LIST --(small group exercise)

WEDNESDAY JUNE 27

CURRENT TRENDS IN EDUCATION AND HOW THEY IMPACT ON INCLUSION;

guest lecture, panel and small group discussion

Lunch

AFTERNOON MAPS IN ACTION : A family in Syracuse has graciously volunteered to have a MAP done on their family so that you may see the process in action. The entire afternoon will be devoted to this experience.

THURSDAY JUNE 28

Morning: to be determined by the needs of the group

Lunch

Afternoon: Carol Berrigan has invited **families, advocates and self-advocates to form a panel** to interact with and talk to the course participants about real life issues and struggles. This will take the entire afternoon.

FRIDAY JUNE 29th--FINALE

What is your plan of action from this weeks course?
Sharing your MAP of yourself with your small group.
Other things to be determined as the week progresses.
Maybe we can all go out to lunch together...

The above is a tentative plan of action and can and will probably change depending on the group and its needs. This is a plan for the direction we hope to travel for the week of June 25th.