



2006



Fellowship



Program



in Inclusive Education

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Presented by the New Jersey Council on Developmental Disabilities

# Preface

The New Jersey Council on Developmental Disabilities, Education Task Force is pleased to announce its fifth group of Fellowship Award Winners for the 2005 school year. The goal of this program is to recognize and honor individuals who proactively embrace the principles of the Individuals with Disabilities Education Act and implement them in every aspect of their practices.

Fellowships of \$1,000 have been awarded to the successful nominees described here who have excelled in encouraging the inclusion of students with disabilities in all areas of school life, including academic and non-academic activities. Awards will be used to promote and expand their efforts.

These educators have fully embraced the concept that children with disabilities have the right to be educated in the least restrictive environment and have shown a commitment to making that concept a reality for their students. They have done this not in response to pressure from federal monitors or advocates for students with disabilities, but because they believe that this philosophy is the best way to educate all their students.

The Council's review committee was impressed by the level of creativity and inspiration found in the winners. These educators show a deep understanding of what it means to provide a complete, well-rounded educational experience for all students. They speak best for themselves in these profiles and on their job everyday. They give us hope for the future of our children.

The Council is proud to present this fifth year of its Fellowship Awards by honoring these educators.

# 2006 Fellowship Recipients

Patricia Berezny

Amanda Charney

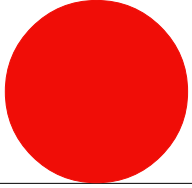
Roger Jinks

Cathay Macysyn

Joseph Spano

Michelle Stover

Andrea Susser



# Patricia BEREZNY

Behavior Specialist / School Psychologist / Inclusion Facilitator  
Woodrow Wilson School  
Bayonne

## **Practice: Supporting General Educators in Inclusive Classrooms and Communities**

Institutionalizing inclusive practices in classrooms requires a long-term vision of systems change and an understanding that teachers need information about research-based practices and opportunities to learn and apply different practices that support diverse learners.

Over the past 10 years, Patricia Berezny, school district psychologist and inclusion facilitator, has taken a leading role in supporting the growth of inclusive programming in the Bayonne Public Schools. Patricia has worked actively in her district to disseminate information and support to implement proven inclusive practices that are becoming systemic in the Bayonne Public Schools.

**Strategies:** Patricia arranged in-district workshops for staff that brought national experts to Bayonne. She also encourages staff to go to trainings and conferences outside the district, and funds these activities through grants which she writes. Patricia is a problem solver who consults with individual teachers and administrators as they implement new practices.

Patricia has worked with peers to increase their awareness about diversity and to create communities where students support each other. She has trained paraprofessionals about their role in the classroom and how they can be instrumental in increasing the independence of students with disabilities. Significantly, Patricia has also worked with parents and community members to help them understand inclusive practices and why effective and meaningful inclusion is so important to the future of all children.

We are honored to present this award to Patricia, an educational professional who truly understands how to turn research into practice and how to work with people to make inclusive education a reality.

## **Resources:**

*Systems Change and Creating Effective Inclusive Schools*

Fisher, D. *Inclusive Middle Schools*. ISBN 1-55766-486-2. Paul H. Brookes, publisher.

Fisher, D. *Inclusive High Schools*. ISBN 1-55766-379-3. Paul H. Brookes, publisher.

Fisher, D. *Inclusive Urban Schools*. ISBN 1-55766-663-6. Paul H. Brookes, publisher.

Jorgensen, C. *Restructuring High Schools for All Students*. ISBN 1-55766-313-0.

Paul H. Brookes, publisher.

Marzano, R., Waters, T., McNulty, B. *School Leadership that Works: From Research to Results*. ISBN 1-4166-0227-5. ASCD.

McGregor, G. and Vogelsberg, R. *Inclusive Schooling Practices: Pedagogical and research foundations*. R. ISBN 1-55766-395-5. Paul H. Brookes, publisher

# Amanda CHARNEY

Speech Language Therapist  
Nokomis Elementary School  
Medford Lakes

## **Practice: Integrated Speech-Language Therapy and Social Support**

Amanda Charney is a speech-language-specialist who truly understands how essential it is for children with language differences to have multiple opportunities to practice communication skills in inclusive classrooms rich in language. Amanda's focus is to integrate her therapy into typical preschool and elementary settings.

## **Strategies:**

Amanda uses classroom activities to work on the building blocks of literacy such as phonemic awareness. She uses a variety of "hands on" activities to target sounds and concepts while simultaneously working on social interactions. In one lesson, for example, students were paired off to make "friendship bracelets" encouraging reciprocal conversation skills, fine motor activity, sharing and turn-taking between children with and without disabilities. In addition, Amanda truly understands the need for children to not only learn language skills, but to practice them in realistic situations. She can often be found in nonacademic settings such as the lunch room and playground, inconspicuously "shadowing" students, prompting conversation and providing positive feedback to peers and identified students when positive interactions occur.

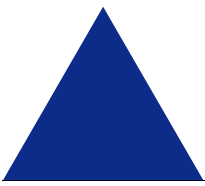
We are honored to present this fellowship award to Amanda Charney, a speech-language-specialist who understands that the key to the success of her work is that children learn to interact and communicate appropriately with others, and that this skill is best learned through guided practice with others in authentic situations throughout the day.

## **Resources:**

Cavallaro, C. and Haney, M. (1999). *Preschool Inclusion*. ISBN 1-55766-419-6. Paul H. Brookes, publisher.  
[www.circleofinclusion.org](http://www.circleofinclusion.org)

*Integrating Speech-Language Pathology Into Inclusive Early Childhood Classrooms*,  
<http://www.brookespublishing.com/email/archive/june02/june02EC2.htm>

*Language, Speech, and Hearing Services in Schools* Vol.31 230-239 July 2000. © [American Speech-Language-Hearing Association](http://www.aslha.org)



# Roger JINKS

Superintendent  
Franklin Township School  
Washington (Warren County)

## **Practice: Administrative Leadership to Ensure Effective Inclusion for all Children**

Roger Jinks is the Chief School Administrator for Franklin Township School in Warren County, a small, rural, one-school district, which has been frequently recognized by the Education Task Force for outstanding inclusive practices. Roger follows the premise of principle-led leadership: belief in a certain principle directs the decisions and initiatives that an administrator must make. His administration is guided by the district's mission statement: "To help each child reach their potential in a global changing environment." Additionally, the district's motto is "Children First" and Roger believes that, "everything you do has to be based on this motto."

Although the district embraced and implemented the philosophy of providing inclusive options prior to Roger Jinks becoming Superintendent eight years ago, his leadership and administrative skills have brought the district's goal of educating all children in general education classrooms to fruition. Under Roger's leadership, the school has eliminated its last self-contained classroom and has ended resource replacements and classroom pull-outs as well. Roger has implemented several initiatives which are linked to the following six criteria:

### **Strategies:**

- The practice has its foundation in the general education program: Roger implemented the primary grade ICP (Intensive Children's Program) Reading program, a general education initiative that utilizes classroom teachers and all basic skills instruction, special education, and speech and paraprofessional staff to implement a homogeneously grouped, intensive reading period every day for all first and second grade students.
- The practice clearly demonstrates collaboration among all types of staff: The Multi-Disciplinary Inclusion Team meets weekly, with all staff involved with any child with special needs, whether the child has an IEP, 504, or PAC/IR&S Plan or if the Team's involvement is requested through school discipline program.
- There is administrative support for the practice: As Superintendent, he works hard to educate all stakeholders regarding the school's inclusive philosophy and mission. That includes school board members, parents and community members via monthly newsletters, at board and public meetings and through interactions with families.
- Cross training is provided for general and special education educators: All staff members, including paraprofessionals, attend four professional development days per year.
- The practice demonstrates respect for abilities: Roger is beginning to develop an initiative to discuss, research and design a model for grading and reporting that will address the issue of grading that will provide a fair assessment of all students' abilities.
- Class-wide adaptations are the norm, not just for children with IEP's: Roger recognizes that the supports and strategies put into place for students with disabilities will enhance education for all students.

### **Resources:**

Stephen Covey. (1989) *The Seven Habits of Highly Effective People*. New York, NY: Simon & Schuster.  
Stephen Covey. (1990). *Principle Centered Leadership*. New York, NY: Simon & Schuster.  
Roger Fisher, Bruce M. Patton, and William L. Ury. (1991). *Getting to Yes: Negotiating Agreement without Giving In*. New York, New York: Houghton Mifflin Co.

# Cathay MACYSYN

Inclusion Coordinator  
Renaissance Middle School  
Montclair

## **Practice: - Coordinated and Comprehensive Inclusive Supports**

Cathay Macysyn has been supporting students in inclusive schools for many years. Her dedication goes beyond compliance with the Federal and State laws, as she typically commits her time well beyond school hours to provide supports to both students and fellow educators. Words typically used to describe Cathay are dedicated, supportive, encouraging, driven and caring.

## **Strategies:**

Cathay works collaboratively with the general education teachers in order ensure her students stay aligned with the general education curriculum. She works tirelessly in making modifications to the curriculum, creating study guides, and modifying tests. She also works at the after school Homework Club, and then will go home and continue; parents cite receiving emails from Cathay during the wee hours of the morning. She reaches out to parents to help them understand the needs of their child and encourages them to be involved at all levels. Her devotion to the students is clearly apparent to anyone who knows her.

Cathay believes inclusion must go beyond the school doors and she has been involved in many initiatives in the school. She will take small groups of students, both with and without disabilities, to pick up a pizza and have lunch together, in an effort to foster socialization and encourage acceptance. She worked hard to develop a camp program that will include students of all backgrounds, academic and social needs and abilities, as the goal is to make this an inclusive camp experience. In addition, she hopes to enlist several students from the high school, also with and without disabilities, as counselors. She ensures that students with disabilities are included in all aspects of school life, including class hiking trips, bus trips to cities such as Boston and Philadelphia, and physical programs such as swimming and soccer.

The efforts Cathay has made have impacted the atmosphere tremendously at Renaissance Middle School, which, as one parent wrote, “allows for a total inclusion of all students where extra help is seen as help for all, rather than a few.”

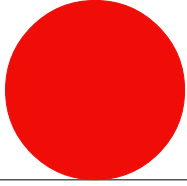
## **Resources:**

Jorgenson, Cheryl M., Ph.D., Schuh, Mary C., Ph.D. & Nisbet, Jan, Ph.D. (2005). *The Inclusion Facilitator's Guide*. Baltimore, MD: Paul H. Brookes Publishing Co.

Salend, S. J.(1999) *Creating Inclusive Classrooms, Effective and Reflective Practices for All Students*(5<sup>th</sup> edition).Upper Saddle River, NJ: Merrill/ Prentice Hall.

Snell, E. S., Janney, R. E.,(2000) *Teachers Guides to Inclusive Practice Collaborative Teaming.*, Baltimore: Paul H Brooks Publishing Co.

Tools for Teachers <http://www.njddc.org/tools-teachers.htm>



# Joseph SPANO

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District Director of Special Services / Principal  
North Cliff School  
Englewood Cliffs

## **Practice: Administrative Leadership to Ensure Effective Inclusion for all Children**

As both Director of Special Education and Principal of the North Cliff School, Joseph Spano transformed the district to one of total inclusion in three short years, where all children are educated within the general education classroom. This includes six students with autism, who are given the additional support of a one-on-one trained paraprofessional. A key factor in successfully implementing inclusive practices is the support of administrators like Joseph Spano, who understand the need to lead by example.

## **Strategies:**

- Identification of a general education teacher and special education teacher in each grade level to support students with disabilities in an inclusive class. These classes, in each grade level, included gifted and talented, general and special education students.
- Providing and encouraging intense professional development in differentiated instruction for all staff. All professional development in this area is then turn-keyed to all staff during staff meetings.
- Enhancing the relationship between home and school by offering workshops on inclusive education to parents of both general and special education students, providing an on-line curriculum, quarterly newsletters, in-school technical training and evening conferences on specific educational issues.
- Providing an inclusive Pre-K program so that the youngest of students with disabilities are no longer placed out of district, and as a precursor to the district program, are acclimated to a heterogeneous population early in their childhood. Attendance by general education students is chosen by lottery.

## **Resources:**

Carol A Tomlinson. (2001). *How to differentiate instruction in mixed ability classrooms*. Alexandria, VA: Association of Supervision and Curriculum Development.

Paula Kluth. (2003). *You're going to love this kid: Teaching students with autism in the inclusive classroom*. Baltimore, MD: Paul H. Brookes Publishing Co.

Christine. Salisbury and Gail McGregor. (2005). *Principals of Inclusive Schools* by the National Institute for Urban School Improvement. An on-line document available at: [http://www.urbanschools.org/pdf/principals.inclusive.LETTER.pdf?v\\_document\\_name=Principals%20of%20Inclusive%20Schools](http://www.urbanschools.org/pdf/principals.inclusive.LETTER.pdf?v_document_name=Principals%20of%20Inclusive%20Schools).

# Michelle STOVER

Certified Teacher of the Deaf  
Toms River Intermediate East  
Toms River

## **Practice: - Providing academic and social supports to deaf students in an inclusive setting.**

Michelle Stover is a Teacher of the Deaf/Educational Interpreter in a school that enrolls four students who are deaf in middle school. Her job responsibilities include interpreting lessons in all academic areas and providing resource instruction for the sixth and seventh grade deaf students. This requires Michelle to be familiar with two separate curriculums and a good collaborative relationship with the general education teachers so that she can pre and post-teach the lessons that will be covered each week. She provides a substantial focus on pre-teaching the vocabulary and signs. Additional supports provided to the students are a note-taker and availability of visual technologies, as well as caption decoders.

## **Strategies:**

What sets Michelle apart is her major objective to provide her students with access to ALL aspects of the school experience. This includes the importance of increasing social interactions, as deaf students are susceptible to feelings of isolation and loneliness, which can impact on their academic success; how can they focus on the lesson when they were aware of the social interactions going on around them, and their inability to take part in them?

Rather than just help the deaf student interact with their classmates, Michelle teaches the hearing students to produce signs so they in turn can have a two-way conversation. As their ability to sign improves, she reports that the hearing students willingly attempt to communicate and include the deaf students in all parts of their day. This results in friendships and relationships among both students and staff. As the communication improves amongst the two groups, the deaf students' confidence increases and they feel free to learn and enhance their academic and social lives. In return, the hearing students build confidence and learn to respect differences and learn about a culture they were not previously exposed to.

The efforts Michelle has invested show clear benefits to all. She notes that today, when there is free time, the class of thirty students will choose sign over voice to communicate, as she stated, "In September the hearing students stated blankly at the deaf students. The deaf stared back. Now in a silent room, friendships are being cultivated, experiences shared, language learned... Witness a school district that refuses to leave a deaf student behind."

## **Resources:**

Mainstreaming Deaf and Hard of Hearing Students: <http://clerccenter.gallaudet.edu/InfoToGO/096.pdf#search=%22deaf%20students%20in%20classrooms%22>

National Deaf Education Resource Center at Gallaudet University

<http://clerccenter.gallaudet.edu/Odyssey/>

Tomlinson, C. A.(1999) The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: ASD Publications.



# Andrea SUSSER

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Art Specialist  
Albert Payson Terhune Elementary School  
Wayne

## **Practice: Inclusive art environment that elicits student strengths and success**

Andrea Susser has developed an inclusive art program that has its foundation in the general education curriculum. A basic element or principle of art such as line, shape, or color serves as the focus or starting point of each lesson. From this framework, each student can differentiate the lesson to achieve individual success. During a lesson exploring the element of a line, for example, the challenge for one student may be drawing a zigzag, straight and dotted line. For another student the goal of the lesson may be to explore adding variations of thickness to create more complex designs. Regardless of ability, each student experiences a sense of satisfaction and achievement.

As an art teacher, Andrea is involved with many students throughout the school day. At times, she may not be aware of which students are receiving special education services. By structuring her lessons around a “big idea” and incorporating different options for students to participate in the activity and to demonstrate their understanding of the art principle, Andrea has provided the ingredients that allow for high achievement for all students. Class-wide adaptations are the norm; not just identified for students with IEPs.

## **Strategies:**

- Using the general education curriculum as a foundation for lesson planning
- Identifying a specific instructional goal with clear expectations
- Differentiating options for student participation
- Recognizing the work of all students.

## **Resources:**

Cheryl M. Jorgensen. (1998). *Restructuring High Schools for All Students*. Paul Brookes Publishing Co.  
Diane Heacox. (2002). *Differentiating Instruction in the Regular Classroom*. Free Spirit Publishing.  
Anne Moll. (2003). *Differentiated Instruction Guide for Inclusive Teaching*. National Professional Resources

# NJCDD



The New Jersey Council on Developmental Disabilities

Maureen Babula, *Chair*

Lorraine D'Sylva-Lee, *Vice Chair*

Alison Lozano, Ph.D., M.P.A., *Executive Director*

The Vision of the New Jersey Council on Developmental Disabilities is that all individuals with developmental disabilities are contributing members of their neighborhoods and communities; make real choices and have control over their own lives; have the freedom to strive, excel, and make mistakes; are in a position to achieve personal goals, are in a position to affect policy and process decisions that affect their lives; and have the same rights, privileges, responsibilities, and opportunities of citizenship as any other New Jersey resident. The members of the Council include representatives of government agencies, individuals with developmental disabilities and family members.

## **Education Task Force**

Jennifer DeMauro, *Chair*

The Council's Education Task Force includes representatives of the Statewide Parent Advocacy Network of New Jersey, the New Jersey Coalition for Inclusive Education, Inc., the Education Law Center, the New Jersey Department of Education, New Jersey Protection & Advocacy, Inc., the Elizabeth Boggs Center—University Center of Excellence, the New Jersey Council on Developmental Disabilities, and The Arc of New Jersey. Members also include individual educational professionals, parents of children with disabilities and other advocates. The Education Task Force developed and administers the Council's Fellowship Program in Inclusive Education.



# NJCDD

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The New Jersey Council on Developmental Disabilities  
PO Box 700  
Trenton, NJ 08625-0700  
[www.njcdd.org](http://www.njcdd.org)