



*“Whoever receives
one child such as
this in my name
receives me”*

(Matthew 18:5)

Including Students with Developmental Disabilities in Catholic Schools

Maintain High Expectations and Promote Communicative Competence

This second workshop in the series will provide participants with theory and practices addressing the first two guidelines for teachers outlined in *Including Students with Developmental Disabilities in Catholic Schools: Guiding Principles for Administrators and Teachers*. They are: (1) maintain high expectations, and (2) promote communicative competence.

Participants will learn how to practice maintaining and conveying high expectations for their students. Administrators will learn how they can maintain a school climate that is inclusive of all students in all aspects of the school’s offerings. They will learn how to support teachers in inclusion, by recognizing individualized student needs, and by providing ongoing supports and professional development. Teachers will learn how they can refrain from lowering expectations by changing the way in which they provide services, supports and specialized instruction.

To promote communicative competence, administrators will learn ways to facilitate equitable communication by providing multiple means of conveying school-wide information. They will learn how they can support teachers of students requiring individualized communication supports and devices. They will learn the importance of all personnel working with a student having full knowledge of their communication needs and devices.

Teachers will learn how they can assure that student supports enable them to reliably receive information from others and communicate to others what they know, expressing their needs, desires, questions, and comments about their lives and their world. They will learn how they can work with speech and language pathologists and assistive technology specialists. They will learn about various types of augmentative and alternative communication devices, from low-tech to high tech. They will learn the importance of collaborating with all personnel to assure that they are communicating with all of their students in a way that facilitates optimal communication.

The workshop will integrate opportunities for personalized learning, based on teacher and administrator needs, through small group problem-solving and discussion. The underlying theme will be on the moral, ethical, and spiritual rationale for including students with disabilities in Catholic schools, with practical best-practice considerations taken from current literature in the field of special education.

*This description is taken directly from the manuscript prepared by Sharon M. Malley, “Including Students with Disabilities in Catholic Schools: Guiding Principles for Administrators and Teachers.”

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