

### **Luis's Work Product** (continued from chapter 9)

Luis is a kindergarten student and English learner who has a diagnosis of cerebral palsy. He is working alongside of one his typically developing peers during the English language arts (ELA) block. His kindergarten team follows the “Daily Five” series of reading activities, and Luis is currently working on the “Read to a Friend” portion with his partner, Darla, who is a typical peer. Darla and Luis each have their own reading bags, which the teacher “prefills” with developmentally appropriate texts. Darla pulls *Panda Bear, Panda Bear* by Eric Carle from Luis’s bag to read to him. Although most other students sit on the floor (or in beanbag chairs) during this activity, Luis is using his wheelchair, so Darla stands and puts the book on his tray. She reads it to him, using a great deal of inflection and turning the pages for him. He tries at one point to turn a page himself, but he comes close to ripping it. Darla insists: “Oh no, I’ll help you turn” and continues to turn the pages for him. She asks him, “What’s that animal?” as she points to a spider monkey. Luis seems to give her eye contact but remains silent. Darla persists by asking him one more question. When he is silent once again, she sits back down on the floor, opens her own bag, and looks for another peer to read with.

In this situation, Darla tried to involve Luis, but met with several barriers that neither she nor Luis could remove independently. It is possible that Luis’s disability prevented him from seeing the story and turning the pages; it is likely that his language learning needs also prevented him from understanding Darla’s question. Although Darla never seemed frustrated with Luis, she eventually left because she was not getting the reciprocation that most young children need to maintain sustained social exchanges. To facilitate Luis’s meaningful participation (as opposed to his mere physical presence in the classroom), his classroom teacher and/or physical therapist could have taken him out of his wheelchair and placed him on the floor so that he could be on the same physical level as his peers. His occupational therapist could have adapted his book by adding page-turning tabs, or perhaps the school could have secured the board book version of the popular story. His ESOL teacher could have reviewed the lesson to ensure all of the vocabulary—including the vocabulary that peers would use to communicate and complete group or partner work—was within his lexicon. If the lesson contained vocabulary not accessible to Luis, that needed to be addressed beforehand with vocabulary supports, preteaching vocabulary, or modified language for Luis. Referring to our UDL framework for inclusive instruction, each of these steps would have removed a potential barrier for Luis and facilitated his active, engaged participation in the lesson. Instead, both Luis and Darla lost the opportunity to learn with and from each other.