Learning Journal #7- Rethinking Pullouts

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In the video *Rethinking Pullouts,* Dr. Jennifer Katz and a couple of teachers from British Columbia discuss their experiences with pullout services (2013). Before watching the video, I have understood pullouts to be a necessary aspect of helping a student learn something they may be struggling with. This is because it takes them away from the classroom and therefore minimizes their distractions and allows them to focus one-on-one with a teacher. Throughout my own experience as a student this is how I saw pullout services being conducted, as well as any placement I have had throughout my undergraduate degree. After watching the video, I see that taking a child away from the classroom to "focus" is not the only way to make them actually focus and learn the material they may be struggling with. As Dr. Katz stated at the beginning of the video, "every level of pullout is detrimental" in regards to the money it costs the economy, and the social and emotional harm it has for the student in relation to feeling isolated from their peers (Rethinking Pullouts, 2013).

In the video, Dr. Katz also discusses how classroom push-in services establish a learning community for the entire classroom (Rethinking Pullouts, 2013). This is because other professionals are welcomed into the classroom and provide resource for every student, instead of isolating the few students who are labeled with a disability. I thoroughly agree with Dr. Katz in regards to the benefits of push-in reaching to the entire classroom. I truly believe in the benefits of co-teaching and moving beyond the "one teacher for a class of thirty students" situation that has been the norm for decades. By having other professionals present in the classroom we are establishing a truly inclusive environment for students because they are not being labeled as

different and being obviously excluded from the classroom activities. The positive impact it has been found to have on students' confidence level is worth the effort of bringing the professionals into the classroom and establishing a learning community, versus segregating those students who need just a little extra help.

I think a major challenge that would be faced moving from pullout to push-in services would be whether or not everyone supports the idea. As in the ideology of inclusive education, it is only successful if the majority of the school community is supportive of the concept. Push-in service would mean that other professionals work in the classroom, and co-teaching would often be a necessary aspect of that. In the video, one BC teacher discussed how sometimes they are the teacher and sometimes they are the support. Therefore, in order for push-in to be successful you need educators and professionals who are willing to adapt and change and take on different roles each day. I believe this will be a challenge because teachers have been taught that they are the single educator in the room, and others come and go as support but they make the final decisions. That is why co-teaching has been found to be very difficult for some teachers who have been educating for a long time.

In order to address this challenge, I believe it will take a variety of implementation techniques. Firstly, establishing research that supports push-in service and using this to educate teachers about how important it is to create a learning community in the classroom. Secondly, establishing administrative leaders who support the idea and therefore will contest for funding and the successful implementation of push-in services in the classroom. Once research is conducted as proof of the positive effects and administrative professionals are willing to implement push-in within their school districts, the idea will continue to spread as educators will see the positive impacts of the learning community it creates.

References

Rethinking Pullouts (2013), *UDL Resource*. Retrieved November 6, 2017, from

       http://www.udlresource.ca/?p=1635