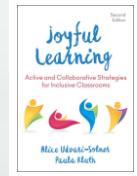
Joyful Learning:

Using Active & Collaborative Structures in the Inclusive Classroom

Dr. Paula Kluth/inclusionrules.com

2025



Paula Kluth, Ph.D.

[she/her]

- researcher/consultant/ author
- former professor of education
- former K-12 inclusion facilitator
- inclusionrules.com

Active & collaborative structures often:

Udvari-Solner & Kluth (2018). *Joyful Learning.* Corwin.

- create opportunities for students to build community
- serve as a movement break
- promote listening & sharing
- help students connect to prior knowledge
- help students organize information and practice skills
- inspire reflection
- add energy to the lesson
- support students to work collaboratively
- promote multiple domains of intelligence

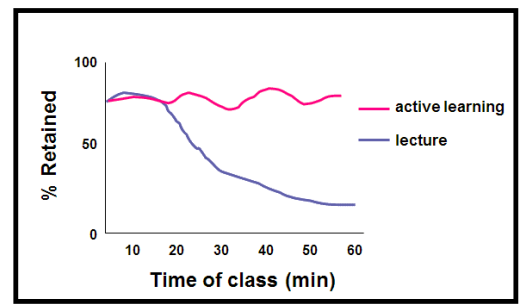
Norris, E., Steen, T.V., Direito, A., & Stamatakis, E. (2019). Physically active lessons in schools and their impact on physical activity, educational, health and cognition outcomes: A systematic review and meta-analysis. *British Journal of Sports Medicine, 54*, 826 -838.

- 42 studies
- Active lessons provide benefits such as improved time "on task" and academic achievement.

Classroom activity breaks were related to higher student physical activity during school and better on-task and attentive behavior in the classroom. Teachers also reported a decrease in students who lacked motivation.

Carlson, J. A., Engelberg, J. K., Cain, K. L., Conway, T. L., Mignano, A. M., Bonilla, E., & Sallis, J. F. (2015). Implementing classroom physical activity breaks: Associations with student physical activity and classroom behavior. *Preventive Medicine, 81*, 67-72.

McKeachie, W. (1998). *Teaching tips: Strategies, research and theory for college and university teachers.* Houghton-Mifflin.



- Movement helps divergent thinking (e.g., brainstorming).
- Benefit was present during walking break or after walking.
- Participants experienced an impressive boost in creativity (60%).

movement is a research-based practice for students on the autism spectrum

- It can be used effectively to address behavior, school-readiness, academic and motor skills.
- It has been effective for preschoolers to middle school-age learners.
- Decreases in "stereotypy, aggression, off-task behavior and elopement"…

Lang, R., Kern-Koegel, L., Ashbaugh, K., Regester, A., Ence, W., & Smith, W. (2010). Physical exercise and individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders, 4*, 565-576.

…and for students with ADHD

- Researches let Ss move while engaged in cognitive tasks.
- "It may be that [ADHD hyperactivity can be] beneficial at times. Perhaps the movement increases arousal level, which leads to better attention."

Hartanto, T. A., Krafft, C. E., Iosif, A. M., & Schweitzer, J. B. (2016). A trial-by-trial analysis reveals more intense physical activity is associated with better cognitive control performance in [ADHD]. *Child Neuropsychology*, *22*(5).

It's important to both know this research and teach it to your stakeholders:

- educators
- administrators
- paraprofessionals
- school board
- families

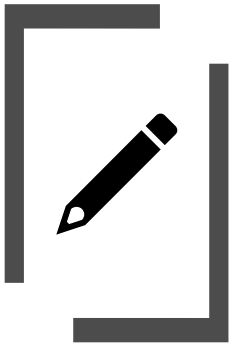
& don't forget your students

Students learn more in an active learning context but---according to at least one popular study---they may believe they learn less in this condition. This suggests that it's important to discuss benefits of and a rationale for active learning with learners.

Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences, 116*(39), 19251–19257.

How to use this research:

- longer transitions
- playground activities
- creative scheduling
- active learning



for teaching & learning

lecture reflections

Udvari-Solner, A. & Kluth, P. (2018). *Joyful Learning.* Corwin.

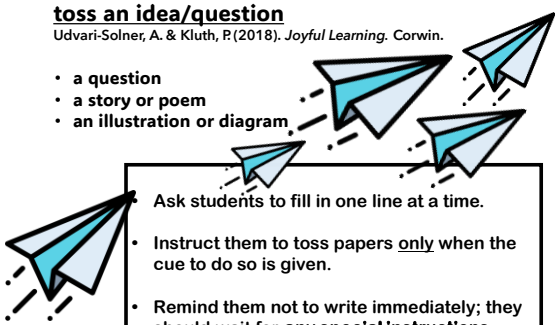
- Jot down an individual answer to the given prompt. Be ready to share one or more responses.
- This technique:
  - allows for a bit of novelty if you add music/change seating/use new materials
  - builds in wait time
  - consistently increases response rates of students who are unlikely to volunteer verbal answers

- **What is your math autobiography?**
- **Create a playlist for a recent news event.**
- **Write about a POSITIVE memorable learning experience from elementary, MS or HS (a lesson or a unit).**

toss an idea/question

Udvari-Solner, A. & Kluth, P. (2018). *Joyful Learning.* Corwin.

- **a question**
- **a story or poem**
- **an illustration or diagram**

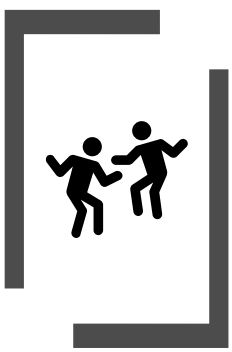


- Ask students to fill in one line at a time.
- Instruct them to toss papers only when the cue to do so is given.
- Remind them not to write immediately; they should wait for **any special instructions**.

an idea for implementation & collecting data

8-week writing intervention for 3rd graders (Eckert et al., 2006)

- Used story stems: "I never dreamed my closet door would lead to. . . ."
- Before drafting, Ss received feedback sheets listing data from the previous week's session:
  - # of words produced
  - # of sentences they wrote
  - # of correctly spelled words
- Each number was accompanied by an up/down arrow.
- Statistically significant gains in both fluency & spelling when compared to the performance of students who received a similar writing task but no instructor feedback.



to engage & add energy

A brain break is a short teacher-initiated activity that is typically designed to encourage movement and increase both engagement and physiological arousal [Kluth, 2024]

When do I use a brain break?

- before a big assessment
- before a challenging lesson or after presenting complex content
- when you see low energy/lack of engagement in your students
- when you see restless, fidgety or uncomfortable students
- before or during a review
- as a transition
- after any long period of lecture or whole-class work

tools

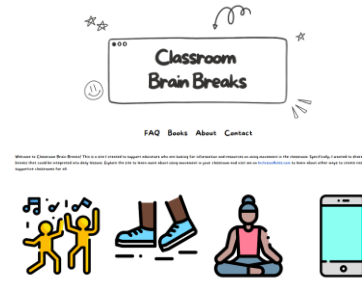
Kluth, P, & Danaher, S. (2013). *From Text Maps to Memory Caps.*

GIFs

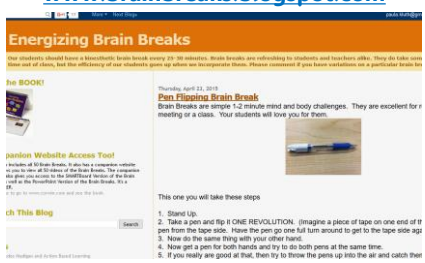
- start a collection
- insert into daily presentations
- use as a collaborative opportunity

sites

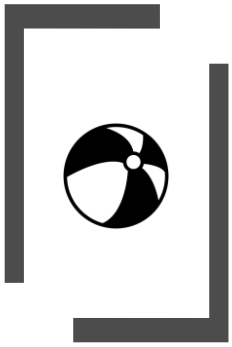
www.classroombrainbreaks.com



www.brainbreaks.blogspot.com



https://www.nchpad.org/videos



for study & review

human billboard

Kluth, P. & Danaher, S. (2017). *From Tutor Scripts to Talking Sticks.* KDP.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).

stand & deliver

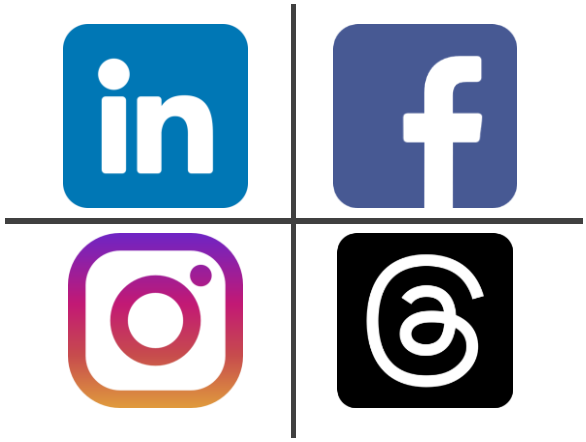
Udvari-Solner & Kluth (2018). *Joyful Learning.* Corwin.

- Have students stand & ask a question.
- Ask individual learners to share an answer.
- When an answer is shared, everyone with that answer sits down. Continue until the entire class is sitting.

examples:
-what it means to be a community member
-vertebrates
-fraction equivalent to 1/2
-example of symbolism from chapter
-how to help a friend
-causes of WWII

implementation ideas:

- Choose ideas that seem to be a good fit for your students/classroom; you don't need to use every idea you learn.
- Teach the structures before you add content. Focus on how to engage in the activity before asking learners to discuss or engage with content.
- Try the same activity several times before determining how/if to include it in your instruction. Give learners time to practice. Implement adaptations, if needed.
- Ask for feedback. After students see a range of structures, ask about their favorites. Talk to them about ideas for use.
- Integrate social & communication skills. These structures offer space for teaching and assessing a range of IEP objectives.



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