

Student Profile: Patrice is a quiet seven year old boy. He works well on his own and is making acceptable progress in almost all subjects. He enjoys reading and language activities. His peer relationships are not strong as the other children complain that he doesn't understand them. His teacher finds that he has considerable difficulty following directions and exhibits poor attention during group instruction periods. His ability to attend improves in small group and individual sessions.

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Student Profile: Melanie is a boisterous twelve year old girl. She enjoys school, interacts well with her peers most of the time, and is progressing at an average rate in academic areas. She has a tendency to speak or shout out in class, to bang her desk or to throw her workbooks or pencils when encountering difficulty. At such times she is aggressive to peers and the teacher.

Student Profile Seven-year-old Kristi is autistic. She is learning to express herself, using gestures and a repertoire of five signs (for cookie, ball, camera, cake, friend); she uses the signs consistently. She is fairly independent in meeting her personal needs (washing, dressing, eating). However, although quite mobile, Kristi requires supervision, as she is unaware of dangers and is not always focused or purposeful in her wanderings. She is inconsistent in her response to instruction, sometimes attending well and at other times seemingly unaware of expectations. She can hold a pencil and a crayon and can colour in a defined area, but she requires hand-over-hand assistance for cutting activities. She enjoys painting and play-dough activities.

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BASIC RIGHTS

1. ALL CHILDREN HAVE A RIGHT TO BE WITH THEIR AGE-APPROPRIATE PEERS
2. ALL CHILDREN HAVE A RIGHT TO A PLACE IN THE REGULAR CLASSROOM
3. ALL CHILDREN HAVE THE RIGHT TO HAVE THEIR NEEDS AND ABILITIES RECOGNIZED

AN OVERVIEW OF THE SPECIAL EDUCATION POLICY

Draft Policy

Ministry of Education, British Columbia

British Columbia wants an educational system that reflects their belief that all students are unique, all students are to be valued, and that all students can learn. Based on this belief, and the growing recognition that we cannot afford, either as a society or economically, to leave untapped the potential of any student, British Columbia has been moving toward an inclusive educational system in which students with special needs are viewed as fully participating members of a community of learners.

This policy describes the vision underlying an inclusive school system.

November 1994

MANITOBA EDUCATION & TRAINING

SPECIAL EDUCATION REVIEW

It is recommended that:

Manitoba Education and Training and Manitoba school divisions/districts retain policy that supports a philosophy of inclusion, where first choice of programming for students occurs in regular classrooms with their same age peers in neighbourhood schools. Furthermore, this policy be substantiated in practice by a continuum of supports, services and placement options in order that each child can receive the supports, services and programming that are most appropriate to his/her needs.

December 1998

J.F.K.

IF WE CANNOT NOW
END OUR DIFFERENCES,
AT LEAST WE CAN
MAKE THE WORLD SAFE FOR DIVERSITY

TEACHER CONCERNS

PROFESSIONAL ADEQUACY

TEACHER WORKLOAD

INCLUDED STUDENT PROGRESS

REGULAR STUDENT PROGRESS

ADMINISTRATIVE SUPPORT

LEADERSHIP FROM ABOVE

- * Primacy of the regular classroom teacher.
- * Support for the regular classroom teacher.
- * Equal partnership with parents and students.

Fundamental Characteristics of Inclusive Education

- * Education in the regular classroom of the immediate community for all children.
- * Valuing of individual differences whatever their extent.
- * Valuing of a diverse community of learners.
- * Focus on abilities and needs of all learners.
- * Age appropriate placement for all learners.

Checking Your School's Readiness for Inclusion

Presented by Marilyn Friend at the 1995 R/CT Symposium

Is your school moving toward inclusive practices? These are some of the key questions to ask. The more positive responses you can make, the more likely you'll experience success!

- Does your school have a mission statement that expresses the belief that the professionals and other staff strive to meet the needs of all students? Is this mission statement discussed by staff and used to guide instructional practices?
- Have teachers had opportunities to discuss their concerns about inclusion and have steps been taken to address these concerns?
- Has planning for inclusion included classroom teachers, special education teachers, other support staff, administrators, parents, and students?
- Have you clarified the expectations for students with disabilities who will be integrated into classrooms?
- Has shared planning time and possibly shared instructional time been arranged for teams of teachers?
- Have staff members received adequate professional development on pertinent topics (for example, collaboration, behavior management, curricular adaptation)?
- Have staff members become comfortable with working collaboratively?
- Has the plan for creating an inclusive school addressed the needs of all students, not just the need of students with disabilities?
- Has a pilot program been planned prior to full implementation?
- Have start-up resources been allocated for the inclusion effort?

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Shoshana

Shoshana's previous placement was in a segregated class for students considered to be intellectually challenged. She has been diagnosed with Down Syndrome and has physical characteristics often associated with that condition. As far as the academic curriculum is concerned Shoshana's reading and math are comparable to that of a grade two student. She reads print and can compose short sentences, though she is uncertain of tenses and plurals. On the social side Shoshana tends to be outgoing and enjoys roughhousing, even when her grade five peers tell her to stop. Because of her physical characteristics, some troubles pronouncing 's', 'f', and 'th', and her physical aggression, her peers tend to avoid her. Shoshana, though, really likes talking and otherwise interacting with her classmates.

You have decided that Shoshana's primary need right now is how to behave in an age-appropriate manner.

Making Adaptations

Newton Public Schools

Eight Questions to ask yourself.....

1. Can the student do the same activity at the same level as peers? e.g. spelling
- IF NOT 2. Can the student do the same activity but with adapted expectations? e.g. fewer words
- IF NOT 3. Can the student do the same activity with adapted expectations and materials? e.g. words to pictures
- IF NOT 4. Can the student do a similar activity but with adapted expectations? e.g. words that are functional and commonly found in the student's environment
- IF NOT 5. Can the student do a similar activity but with adapted materials? e.g. computer spelling program
- IF NOT 6. Can the student do a different, parallel activity? e.g. learn a computer typing program
- IF NOT 7. Can the student do a different activity in a different section of the room? e.g. water plants, erase the board
- IF NOT 8. Can the student do a functional activity in another part of the school? e.g. help in the library or office

Obviously, as one progresses down this list, adaptations become "less inclusive." The important point to remember is that *some* level of participation, no matter how small, is better than not participating at all.

BIG STRATEGIES

USE COOPERATIVE EDUCATION

INCLUDE PEER SUPPORT/TUTORING

ADVISE PEERS OF IMPORTANCE OF MODELLING

ASK YOUR STUDENTS FOR IDEAS

ASK PARENTS FOR IDEAS

WORK WITH YOUR RESOURCE TEACHER

TRY COLLABORATION

USE MULTIPLE INTELLIGENCES AS A BASE

DEVELOP REFLECTIVE PRACTICE AS A ROUTINE

BEHAVIOURAL CHALLENGE

OBSERVE THE STUDENT'S BEHAVIOUR

TRY TO DETERMINE BEHAVIOURAL TRIGGERS

THINK ABOUT MANAGEMENT STRATEGIES BEGINNING WITH THE SIMPLEST

ASK YOUR STUDENTS FOR IDEAS

Student Profile: Nancy is an energetic eleven year old. She attacks her work with interest and ability, routinely completing it well before her peers. Her understanding of class work is well above average, as is her ability in general. Her parents advise that she has a wide range of interests including reading, sports, dance, and politics.

RETHINKING THE CURRICULUM

ACCEPT STUDENTS WHERE THEY ARE AND START FROM THERE

DEVELOP A TEACHING PLAN BASED ON THE CLASSROOM CURRICULUM

VIEW THE CURRICULUM AS A GUIDE

THINK OF WHAT YOU WANT THE STUDENT TO LEARN

**THINK OF HOW YOU CAN CREATE INTERACTION
WITH THE MATERIAL/IDEAS**

THEN THINK OF HOW THE STUDENT CAN SHOW LEARNING

BALANCING COGNITIVE & AFFECTIVE CURRICULA

REALIZE THAT SOME STUDENTS NEED SOCIALLY ORIENTED PROGRAMS

STRENGTHEN THE SOCIAL SIDE OF YOUR PROGRAM

MODEL SOCIAL EXPECTATIONS & ACCEPTANCE

THE INDIVIDUAL DECISION POINT MODEL

DEGREE OF CHALLENGE

A DEFINITION OF INCLUSIVE EDUCATION

Permanent placement in a regular class

with regular peers,

studying the regular curriculum

at an appropriate level,

and with appropriate support

for personal success.

Miro

People often compare Miro to a whirlwind. He is always on the go. From morning to night, he is up and down, on the run, engaged in two or more things at one time, and impulsive. In class, his attention wanders and his work is often not completed. The only things that seem to focus him to any degree are friends, a fast paced activity, and motor activities. Teachers and parents find that he is casual with regard to organization, often does not have all his materials with him, and that he forgets where he puts things. He is so ready to go that he often waits for only half the instructions for a task before he begins it. He has a number of good friends; his math skills are somewhat behind what one might expect for his age; he reads at his grade six class level.

Your class is about to begin a history project consisting of independent research, illustration of an explorer's route and incidents along the route, and a written summary of the explorer's travels.

THE FUTURE

- **Increasing move to inclusive schools**
- **Understanding of equity in educational opportunity**
- **Stronger learning for all**
- **Stronger community**

BEING A PARA-PROFESSIONAL

- **Seeing oneself as a capable, contributing individual**
- **Working with a regular class teacher to support all students**
- **Working as part of a team**
- **Being a continuing learner**

RELATIONSHIPS

- **Positive relationships among all students**
- **Positive relationship between teacher and all students**
- **Positive relationship between teacher and Educational Assistant**
- **Collaboration with parents and other teachers**

CURRICULUM

- **All students should study the regular curriculum according to abilities and needs**
- **As a flexible guide to what is taught to any student**
- **As a tool for teaching, not as a fixed, required plan of learning**

Zarina is a lovely girl aged 10 years. She is included in the regular grade five class of her community school.

Zarina can do the grade five work. She fits into the average achievement level of the class.

However, Zarina does act out at times. She becomes upset when she cannot understand how to do her work. Then she stops working and bothers other students. At times she will throw her paper and books away from her.

She does not need an Educational Assistant all the time. But How can an Educational Assistant support Zarina?

SPECIAL EDUCATION

INTEGRATION OF EXCEPTIONAL PUPILS

The Ministry of Education and Training remains committed to the principle that the integration of exceptional pupils should be the normal practice in Ontario, when such a placement meets the pupil's needs and is in accordance with parental wishes.

Ontario Ministry of Education and Training

June 9, 1994

EMILY

Emily is a lovely eight year old girl who is challenged in her learning. She was born with severe cerebral palsy, a condition which interferes with her ability to control the muscles of her body. One result is that Emily encounters difficulty walking and uses a wheelchair routinely, though she can crawl with good control of direction and with good speed. When she is assisted by a classmate, she walks slowly but gets around. Her speech can be understood by those who know her well, but casual acquaintances say that she is unintelligible. To assist with communication, Em uses a communication board which connects to a computer. Working with a pen or pencil is slow and the result is unreadable. Reading is coming along well and Em handles her grade three reading materials with good comprehension.

ou are planning a field day for the students in your grade three. Your basic plan is that all students participate in three activities of the six you are designing.

GUIDELINES TO WORKING IN INCLUSIVE SETTINGS

RIGHTS

- **Of placement in regular classrooms with regular peers**
- **Of attending the community school**
- **Of teachers to support from administrators and colleagues**
- **Of Educational Assistants when necessary**

ABILITIES

- **Of being seen to have abilities and needs**
- **Of being taught according to one's abilities and needs**
- **Of having regular peers as models**
- **Of learning the regular curriculum according to one's abilities**

RESPECT

- **For all students as learners**
- **For the regular classroom as the best place for learning**
- **For parents as partners in education**
- **For the regular class teacher as a professional**
- **For the Educational Assistant as a para-professional**