

ISSUES FOR PRINCIPALS IN INCLUSIVE EDUCATION

BELIEFS/ATTITUDES

If educators believe that learners experiencing disabilities cannot learn in typical school settings with other children, it is likely that those children will not succeed

If teachers think that they do not know how to teach all children, teachers will not succeed.

If teachers are not supported in their classroom work with learners experiencing disabilities, they will not succeed.

When educators invented special education, they gave out the message that “special” teachers were the only ones who could teach learners experiencing disabilities.

School and school system administrators must correct this false belief, if they wish inclusion to occur.

Personal a leadership model, providing professional development, obtaining appropriate resources, and other such actions will support successful inclusion of all learners.

LEADERSHIP

School and school system administrators are the leaders to whom teachers look for guidance.

Administrators must model certain crucial realities.

Teachers know how to teach all students.

When it comes to including students experiencing disabilities, many teachers are confused.

Confusion comes from teachers thinking that they do not know how to teach students experiencing disabilities.

Confusion comes from traditional emphasis on achievement.

Under inclusion administrators, teachers, specialist support staff, parents, and others work to enable all learners to achieve their best, academically and socially.

Achieving at the same level as other learners in a class is not the measure of success.

Achieving the best you can within your abilities and needs is the measure of success for every student.

This means that learners experiencing disabilities are treated the same as all others, even if their intellectual, behavioural, sensory, or physical achievement differs from that of typical students.

STUDENT ACHIEVEMENT

Schools traditionally are based on the belief that all learners in a class must achieve at a certain level.

Students who do not achieve at that level are viewed as problems.

The traditional answer of educators to students “who cannot keep up” is to segregate them in special settings

Inclusion does not follow this thinking.

Inclusion is more child-centered than is traditional education.

The social agenda shares importance with the academic agenda.

If school administrators and teachers do not model positive beliefs and attitudes, the typical students and their families will not believe that learners experience disabilities should be in typical education settings

Positive beliefs and attitudes are fundamental to success in inclusive education. Everyone associated with a school will look to the school and school system administrators for the model to follow.

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**Workshop on Inclusive Education
Netherland Educators
October 6, 2009**

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WAYS TO CREATE POSITIVE ATTITUDES & TEACHER & STUDENT SUCCESS

Address issues of curriculum and instruction using theories and methods known to support all learners.

UNIVERSAL DESIGN FOR LEARNING

This means shaping teaching in order to provide based on all students with access to the curriculum.

Broad Learning Principles

- Based on equity**
- Appropriately organized classrooms**
- Flexibility of teachers and students**
- Simplicity of communication**
- Safety of all**
- Realizing that different learners learning differently**

DIFFERENTIATED INSTRUCTION

This means using a variety of teaching approaches based on student abilities and needs

Focused Planning of Instruction

- Differentiated content based on student abilities and - needs**
- Differentiated processes based on student learning strengths**
- Differentiated product as evidence of learning**

- **Quick chats between students (just to clarify a point, give a direction, ask a question)**

HOMEWORK FRIENDS:

- **Checking homework (compare homework efforts, discuss when different answers obtained, explain process, share ideas, clarify concepts)**

KNOW-WANT-LEARN GROUPS:

- **Encourage students to review what they already know about a topic, state what they need to learn, study the topic, and then review what they have learned. (Used when approaching a new topic)**

TEST REVIEW GROUPS:

- **Use when a test is coming up. (Cooperatively review notes/text on key topics, significant events, vocabulary. Use highlighting for emphasis.)**

PARTNER FOR DRILL:

- **Use to embed knowledge using back and forth practice. (math facts, vocabulary, science facts, literature facts, dates, spelling)**

PAIRING FOR BOOK REVIEWS:

- **Use to learn about more and different books. (Students interview each other about books they have read, main characters, plot, significant events).**

PARTNERS FOR READING & LISTENING:

- **Use to increase reading comprehension and listening skills. (Having completed a written assignment partners read what they have written to each other to check story line, clarity, content, vocabulary richness)**