

INCLUSIVE EDUCATION

- **refers to educational practice**
- **based on the philosophical belief that all learners,**
- **those with and without disabilities,**
- **have the right to be educated together**
- **in age-appropriate class groups;**
- **and that all will benefit from education**
- **in the regular classrooms of community schools.**
- **Within these settings teachers, parents, and others work collaboratively**
- **using appropriate and sufficient resources**
- **to interpret and enact**

- **the regular curriculum**
- **in flexible manner**
- **in accordance with the individual abilities**
- **and needs of all learners.**

How would you prepare a school for inclusion?

PREPARING SCHOOLS FOR INCLUSION

- **Decide to work toward inclusion based on social justice for people with disabilities**
- **Undertake administrator inservice education on how to structure a school for inclusion**
- **Undertake teacher & other staff education on best inclusive practice & strategies**
- **Invite parents of students with & without disabilities to join in the planning process**
- **Identify primary action areas needed for inclusion: curriculum, accessibility, continued professional development, resources, collaboration**
- **Specify policies and procedures related to administrative role in inclusion**
- **Create an in-school planning and review team responsible for developing an inclusion plan and steps to be taken**

- **Develop inclusion checklist for the school and for classrooms to serve as a guide to inclusion and an easy way to check progress**
- **Create an in-school team to guide development of individual education plans focused on the needs & abilities of included students**
- **Work with all students to develop a peer support system based on inclusive ethics**
- **Work from the general curriculum for all students**
- **Extend inclusive action to all areas of school activity: classrooms, playgrounds, extra-curricular activities, responsibilities**
- **Work toward removing labels from students and seeing everyone as learners**

What adjustments would work for students?

WHAT WORKS for STUDENTS

- **Having another person available to help.**
- **Helping another person.**
- **Working with partners or in small groups.**
- **Having the teachers check personally on how work is going.**
- **Working in a group with diverse abilities.**
- **Having chances to show strengths: music, sports, plays, games, listening, mathematics.**
- **Having someone to ask for assistance when it is needed.**
- **Having chances to work with a variety of peers.**
- **Being given responsibility.**
- **Being praised for work well done.**

What characteristics would a school have as an inclusive community?

THE ENTIRE SCHOOL

- **Is an academic and social community**
- **Shares a common vision of equity for all**
- **Sees every student as a learner**
- **Works from the regular curriculum for every learner**
- **Incorporates collaborative ethic and practice**
- **Puts enabling adjustments in place for every student needing them**
- **Has an in-school team responsible for guiding and trouble-shooting the inclusive program**
- **Works from a base of mutual respect and mutual effort**

What roles do various players have in an inclusive school?

THE SCHOOL COMMUNITY

Mutual Support and Mutual Effort

Administrators

Daily leadership
Set tone of school
Facilitate process
Obtain supports
Support teachers

Teachers

Daily leadership
Set tone of classroom
Model for students
Teach all students
Work collaboratively

Resource Teachers

Advise teachers
Facilitate learning
Find resources
Work collaboratively

In-school Team

Guides inclusion
Solves problems
Sets priorities
Supports teachers

Peers

Support each other
Respect each other
Model for each other

Parents

Support the school
Bring knowledge
Connect home to school

What questions should the teacher ask himself in an inclusive lesson?

QUESTIONS TO ASK YOURSELF WHILE TEACHING

- **What are the most important points of this lesson for all students? Which are more minor points that not all students need?**

Some points are central. Others are elaborations.

- **How do my students learn best? Does this student have an individual learning style?**

Most students can learn from my usual style of presentation. This student really needs visual information.

- **What enabling adjustments would assist this student to learn more effectively?**

Pictures, overhead transparencies, maps, changes to draw answers

- **Is the curriculum the master in my classroom, or am I along with my students?**

Only you can answer this question.

Examples

MAKING ENABLING ADJUSTMENTS

- **Allow students to choose partners some of the time and assign them at other times.**
- **Plan classes for all on study skills to reinforce knowledge of some while really teaching it for others.**
- **Include hands on activities, (role playing, preparing different foods, art, dance) for those whose skills feature the motor area.**
- **Don't make a big thing of using adjustments for some students. Let everyone choose to try them at times. Have parents prepare audiotapes at home. Team up certain students purposefully. Have peers adapt vocabulary for certain students in their groups.**
- **Repeat directions individually for students who need it. Write directions on the chalkboard.**
- **Remind all students of homework assignments. Have peer partners write out a homework reminder for certain students.**

What adjustments help to reduce behavioural concerns?

MANAGING ATTENTION CONCERNS

- **Let students know of special events or changes in class routines in advance.**
- **Keep a daily schedule on the chalkboard and draw attention to it at various times.**
- **Limit the number of materials being used at one time.**
- **Walk past the desks of certain students to check on attention to task.**
- **Work on more challenging topics at times when student learning is strongest.**
- **Provide recovery time after physical or exciting activities before starting the next lesson.**
- **Support oral instruction with visual cues when possible.**
- **Organize students in small groups for part of each day.**

- **Allow students to stand and stretch at the back of the room for a few moments. Some students cannot take long periods sitting.**
- **Make keeping each other on task part of being a peer partner.**
- **Ask student to review task instructions orally for you.**

How can the teacher understand what creates behavioural concerns?

A PLAN FOR BEHAVIOUR

- Step 1:** **Identify behaviours**
 List disturbing behaviours
 Focus on 2 or 3 central behaviours
- Step 2:** **Observe target student in various settings**
 Watch for what sets off behaviour
 Relate behaviour to what is happening
- Step 3:** **Observe what other students are doing**
 Are the behaviours the same?
 Why not?
- Step 4:** **What is happening in class at the time of inappropriate behaviour?**
- Step 5:** **Can you anticipate behaviour?**
 Can you avoid the triggers for behaviour?

How can a teacher handle the question of homework?

HOMEWORK

- **Consider attention span of the student.**
- **Set clear directions for student. Orally check understanding. Have a peer write out directions.**
- **Provide examples of question types**
- **State a time frame for the homework.**
- **Collaborate with parents.**
- **Individualize amount of homework.**
- **Allow alternative homework formats (e.g. taped response)**
- **Minimize need to copy. Focus on essentials.**
- **Encourage selection of first question to complete, second, etc.**
- **Pair with a Homework Friend.**

What adjustments would help in math?

ADAPTING MATH

- **Teach key terms and vocabulary in advance.**
- **Create a terms/vocabulary dictionary.**
- **Use colour codes to identify key elements, e.g. ones, tens, hundreds, X, -, +, add, subtract, divide**
- **Tape numberlines to student desks**
- **Use real situations and materials (Use real money, measure the classroom, play card games dependent on math knowledge)**
- **Simplify language of word problems.**
- **Use parallel math activities (Most students are doing high level addition. One student is working on basic addition.)**
- **Set up Math Friends.**
- **Use paper with columns drawn on to assist organization.**
- **Use calculators**

What steps can a school take to prepare for inclusion?

***YOUR SCHOOL'S READINESS
FOR INCLUSION***

- **Is there a mission statement that expresses the beliefs of staff regarding inclusive education?**
- **Do all staff subscribe to the statement?**
- **Have staff had opportunities to discuss any concerns they might have?**
- **Are concerns actively considered by all and collaborative decisions taken?**
- **Have classroom teachers, administrators, special education teachers, parents, support staff, and students been involved in planning?**
- **Have expectations (academic, social) for students being included been clarified?**
- **Have expectations for the regular students been clarified?**
- **Have collaborative structures been discussed, agreed on, and established?**
- **Has professional development been offered?**

- **Are plans made to continue professional development?**
- **Is there a structure for continuous review of the inclusive program and its progress?**
- **Does the inclusive program extend to all students?**

Example

***POINTS TO THINK ABOUT FOR INCLUDING
In The Teaching Setting***

	Point	yes	no	?
1.	Are nondisabled peers in the setting?			
2	Are nondisabled peers participating in activity?			
3	Will nondisabled peers interact with this student?			
4	Is a minimum of assistance required?			
5	Can the least intrusive & natural supports be used?			
6	Does the setting match the age of the student?			
7	Are the materials matched to student age?			
8	Is the activity appropriate for student age?			
9	Is this activity familiar to the student?			
10	Can the student start, or be taught to start, the activity?			
11	Can the task be adjusted to facilitate participation?			

12	Can the materials be adjusted for participation?			
13	Is special equipment required?			
14	Is peer support available?			
15	Is the setting accessible?			
16	Is the activity based on the general curriculum?			
17				
18				
19				
20				