

KEYS TO INCLUSIVE EDUCATION

A Questing Attitude

Leadership

Respect

Achievement

Learning is Learning

Teaching is Teaching

Universal Access to Curriculum

Collaboration

Determination

Get Started

ENABLING ADJUSTMENTS FOR INCLUSIVE EDUCATION

ALL STUDENTS

- **The regular class is home to all students**
- **All students are engaged in learning**
- **All are challenged to keep learning**
- **All share class activities and duties**
- **All students support each other**



ENABLING ADJUSTMENTS FOR INCLUSIVE EDUCATION

THE TEACHER

- **Teaches all students**
- **Directs individual education plans**
- **Adjusts teaching for all**
- **Encourages all students to achieve personal standards**
- **Considers student learning styles**
- **Implements multiple intelligences**
- **Establishes inclusive classroom culture**
- **Collaborates with colleagues, parents, & others**
- **Fosters independence in learning for all**

ENABLING ADJUSTMENTS FOR INCLUSIVE EDUCATION

THE PEERS

- **Interact with /support each other**
- **Are models for classroom citizenship**

EDUCATIONAL ASSISTANTS

- **Assist all students as necessary**
- **Focus on certain students as directed**

ENABLING ADJUSTMENTS FOR INCLUSIVE EDUCATION

STUDENT EVALUATION

- **Adjusted in keeping with student abilities & needs**
- **Based on teacher observation of total student effort**
- **Based on daily work as well as tests**
- **Reflects diverse ways to show knowledge**

ENABLING ADJUSTMENTS FOR INCLUSIVE EDUCATION

CLASSROOM CHARACTERISTICS

- **All students are class members**
- **Any time outside classroom is minimal**
- **Large and small group settings for learning**
- **Physical & attitudinal barriers to learning are eliminated**
- **Social and academic learning are valued**
- **Individual achievement is valued**
- **Peer support is routine practice**

SPECIAL EDUCATION MODEL

Students in regular classes. Students with disabilities are able to meet regular class objectives with minimal enabling adjustments.

Students in regular classes. Students with disabilities require extra support through enabling adjustments.

Students with disabilities are placed part-time in regular classes and part-time in special classes.

Students with disabilities are placed full-time in special classes.

Students with disabilities are placed in special schools.

Students with disabilities are educated at home.

Students with disabilities are educated in hospital or other settings

**Young people with disabilities
Are in non-educational settings.**

Based on Deno's Cascade

**Bunch – 7
Russia 2008**

Comparison of the Characteristics of Integration Option of the Special Education Model and of the Inclusion Model

Characteristic	Integration	Inclusion
Regular class – full-time placement	X (selected students)	X (all students)
Regular class – part-time placement	X (selected students)	
Special class – part-time placement	X (selected students)	
Determination of amount of regular class time	X (selected students)	
Develop regular class instructional program	X (selected students)	X (all students)
Develop special class instructional program	X (most students)	
Student right to full-time regular class		X (all students)
No student right to full-time regular class	X (all students)	
All students benefit from full-time regular class		X (all students)
Teachers, parents, & others collaborate on regular program	X (selected students)	X (all students)
Teachers, parents, & others collaborate in special program	X (selected students)	
Focus is on regular curriculum	X (selected students)	X (all students)
Focus is on special curriculum	X (most students)	

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Beliefs Supporting Inclusive Education

Belief 1: All students can succeed.

Belief 2: Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.

Belief 3: Successful instructional practices are founded on evidence-based research, tempered by experience.

Belief 4: Classroom teachers are the key educators for a student's literacy and numeracy development.

Belief 5: Each child has her or his own unique patterns of learning.

Belief 6: Classroom teachers need the support of the larger community to create a learning environment that supports students with special educational needs.

Ontario Education. (2005). Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Educational Needs, Kindergarten to Grade 6. Toronto: Author.

INTEGRATION REFERS TO:

- **ATTENDANCE OF LEARNERS WITH DISABILITIES**
- **IN REGULAR CLASSES**
- **ON A FULL-TIME OR PART-TIME BASIS**
- **IN THE COMPANY OF THEIR TYPICAL PEERS.**
- **IT INVOLVES A PROCESS**
- **INCLUDING THE DETERMINATION**
- **OF AMOUNT OF TIME SPENT IN A REGULAR CLASS**
- **AND DEVELOPMENT OF A SUPPORTIVE**
- **REGULAR CLASS INSTRUCTIONAL PROGRAM**
- **AND SUPPORTIVE SPECIAL EDUCATION INSTRUCTION**
- **IN OR OUT OF THE REGULAR CLASSROOM**

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INCLUSIVE EDUCATION REFERS TO:

- **Educational practice**
- **Based on the belief that all learners**
- **Those with and without disabilities**
- **Have a right to be educated together**
- **In age-appropriate groups**
- **And that all will benefit from education**
- **In the regular classes of community schools.**
- **Within these settings teachers, parents, & others**
work collaboratively
- **Using appropriate and sufficient resources**
- **To interpret and teach**
- **The regular curriculum**
- **In accordance with the individual abilities**
- **And needs of all learners.**

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INCLUSIVE EDUCATION

The Basic Principles

- 1. All learners have a right to a place in the regular classroom.**
- 2. All learners have individual abilities and needs which should be recognized.**
- 3. Teachers and students are colleagues in the act of learning.**
- 4. Teachers can teach.**
- 5. Students with disabilities can learn.**

ENABLING ADJUSTMENTS

Refers to:

- **Development of individualized education supports**
- **For any student needing learning support.**
- **Adjustment may be made to any aspect**
- **To the form and content of instruction**
- **In the regular classroom.**
- **Adjustments are made in such a manner**
- **As to maintain the closest possible connection**
- **To the regular classroom curriculum.**
- **The intent is to maximize learning**
- **For every learner in the classroom.**

ASPECTS OF ENABLING ADJUSTMENTS

- **AMOUNT OF LEARNING**

**Change in the amount of learning for this student:
e.g. learn main points, but not more minor points; do
4 questions rather than 8**

- **TIME NEEDED**

**Increase the time to complete a task. E.g. more time
for tests; pause before answering an oral question**

- **SUPPORT NEEDED**

**Individual attention level increased targeted support
by peers, volunteers, or other support persons**

- **SKILL LEVEL**

**Adjust difficulty level, problem type, rules, types of
support used**

- **INPUT METHOD**

**Emphasize oral, visual, or kinesthetic approaches;
use sign language, symbol boards, computers**

- **OUTPUT METHOD**

**Adjust method of demonstrating learning. E.g.
written response rather than oral, oral rather than
written, pointing, pictographs, directing gaze**

- **PARTICIPATION LEVEL**

Individualize participation within learner's capacity: e.g. colour a map drawn and lettered by peers, hold up change of scene cards in drama presentation

- **ALTERNATE GOALS**

While teaching the same lesson to a group, individualize goals for certain students. E.g. On a lesson on smoking, the goals for most is to understand the medical effects of smoke. For a certain student, the goal is to understand that smoking is harmful.

- **ALTERNATE CURRICULUM**

Work at a different level of the curriculum. E.g. While other students are working to incorporate newly learned vocabulary, this student is learning words describing his immediate environment.

GENERAL IDEAS FOR ADJUSTMENTS

- **Reduce amount of work**
- **Give more time to complete work**
- **Teach vocabulary and concepts prior to lesson**
- **Rewrite material at the student's level**
- **Tape record written material**
- **Have a peer read material aloud**
- **Reinforce the visual with the auditory and vice versa**
- **Use hands-on techniques**
- **Use repetition**

SOCIAL LEARNING ADJUSTMENTS

- **Neighbour share**

Quick chats between students to clarify a point, give a direction, ask a question, alter a behaviour

- **Homework friends**

Pair students to check homework, explain processes, clarify concepts, problem-solve

- **Know-Want-Learn Groups**

Encourage students to group together and review what they already know about a topic, state what they need to learn, study the topic, and review what they now have learned (Use when approaching an extension of learning or a new topic)

- **Test Review Groups**

Use when a test is coming up. Cooperatively review notes/text on key topics, significant events, vocabulary, and use highlighting for emphasis.

- **Drill Partners**

Use to embed knowledge using back and forth practice. E.g. math facts, science facts, history dates, literature facts, spelling

- **Partnering for Book Reviews**

Use to learn about more and different books. E.g. students interview each other about books they have read, main characters, plot, significant events

- **Reading and Listening Partners**

Use to increase reading comprehension and listening skills by reading what partners have written, listening to speeches, memory work

Note:

Social groups should not have a giver-receiver, charitable aspect. It is a sharing and strengthening strategy. One partner may be at a higher or lower level than another partner, but a sense of both sharing and learning is needed.