

ADAPTING CURRICULUM FOR INCLUSIVE EDUCATION-A PROCESS

- 1. Identify educational goals for students within the general education program. The curriculum is best viewed as a fluid continuum and not as segmented by grade levels and expectations.**
- 2. Agree with teaching colleagues, parents, and others on the teaching content derived from the general curriculum**
- 3. State your expectations for student performance on these goals.**
- 4. Consider your teaching approach.**
 - a. Can you teach this learner as you would other students?**
 - b. If yes, go ahead.**
 - c. If not, keep reading.**
- 5. Consider enabling adjustments (EAs) to support teaching**
 - Amount of learning**
 - Time needed**
 - Support needed**
 - Skill level**
 - Output**
 - Participation level**
 - Alternate goals**
 - Alternate curriculum**
- 6. Assess progress through interaction with learner and her/his work, checking with other involved personnel, and checking with parents.**
- 7. Not working out? Consider further adjustments with input from others involved in the learner's education.**

AREAS OF ENABLING ADJUSTMENTS

- **Amount of learning**
Expectations for any student are based on the individual's abilities and needs. Adjust amount of learning in keeping with needs and abilities. E.g. learn the main points of a history lesson; do 4 math questions instead of 8.
- **Time Needed**
Increase the time needed to complete a task. E.g. more time for tests; give time for thought before answering an oral question.
- **Support Needed**

Individual attention level increased through teacher, educational assistant, volunteer, or other person time. E.g. tape record lesson; teach needed vocabulary prior to lesson; read lesson content aloud to student.

- **The teacher continues to teach all learners. None are turned over to another person for their education.**
- **Skill Level**
Adjust difficulty level, problem, type, rules, types of support used in keeping with needs, abilities, and learning style. E.g. rewrite material at student's level.
- **Output Method**
Adjust method of showing learning. E.g. written response rather than oral and vice versa, pointing response, pictographs, computer, demonstration of skill.
- **Participation Level**
Individualize participation and contribution within a group keeping within student's capacity. E.g. colour map drawn and lettered by peers; be scene manager in theatre classes; write-up discussion notes on computer for group.
- **Alternate Goals**
While teaching the same lesson to the entire class, individualize goals for this student. E.g. On a lesson smoking the goal for others is to understand the medical effects of smoking, for this student the goal is to know that smoking is harmful.
- **Alternate Curriculum**
Work at different level of fluid curriculum. While class is beginning algebraic equations, student is working of word problems requiring basic math skills. While other students are working to incorporate newly learned vocabulary into their writing, this student is learning words important in understanding the immediate environment.

COLLABORATIVE GROUPS

Neighbour Share

- **Quick chats between students to clarify a point, give a direction, ask a question, or otherwise clarify a task.**

Homework Friends

- **Checking homework together. Compare homework efforts, discuss when different answers are obtained, explain problem 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 together, review together (Useful when approaching a new topic.)**

Test Review Group

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

Drill Partner

- **Use to embed knowledge using back and forth practice on math facts, vocabulary, science facts, dates, spelling, etc.**

Book/Play Review Partners

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

Reading and Listening Partners

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

CLASS TONE (What works for teachers)

- **Be friendly. Recognize your students as people with outside interests and lives.**
- **Model acceptance of all students and all efforts. Whether you are aware of it or not, your students do look to you for leadership.**
- **Talk to your class on the concept that equal treatment is not always fair. Some learners are at different points than are others. Equity means treating all individuals in terms of their unique abilities and needs.**
- **Let your students know you are a committed teacher and that you enjoy your work, though it can be challenging at times.**
- **Model cooperation by working with others.**
- **Understand that being in a regular class can be scary for students who have been educated separately and who have not had the model of typical peers with regard to behaviour and application to task.**
- **Underline for students, parents, and others that all learning is academic and challenging at one's level of learning. There are no better or worse learners.**

- **Work with class on the concept that working with diverse others is a valuable skill that will help everyone in their lives.**
- **Talk to your students about the idea of individual differences and learning styles. Explain your teaching style and how you adjust it for those students who learn best from a different approach.**

Gary Bunch

ENABLING TEACHING

A teacher know that her/his students all have different strengths in their learning. Teachers know about learning styles, which gain most through reading, which get the most through reading, which trough oral support and which through repetition. Learning styles is a fundamental part of their teacher preparation. Regular classroom teachers always take learning styles into consideration in order to enable their students to do their best work. This is just what good teachers do automatically without thinking about it.

For a considerable time the practice of segregating students with disability from other students on the basis of their learning strength was accepted practice. We called it Special Education. Teachers were divided into regular classroom teachers who did not have responsibility for almost all students with disabilities and Special Education teachers who taught these left out students. More recently the United Nations and its agencies have created a policy of all students being taught together in regular classrooms. Under this policy regular teachers were regarded without resorting to segregation. Special Education, however, were still needed to support regular classroom teachers. Their roles have changed, but they are still part of the team.

Inclusive Education takes into consideration that all students vary in how they learn and how much each can learn effectively. Lessons designed to enable learning for all also takes into consideration what core information should be basic for all students. There is more than one level in learning in the classroom. Some is the core learner for all and there is less important learning that contributes to rounded out understanding of a subject. Here is an example I use to illustrate the process.

Columbus undertook a voyage to a land not previously visited by Europeans. This was core information needed to understand that the world contained more lands than known up to that time. However, when I was in school I also learned the names of the three ships involved in this adventure-the Nino, the Pinto and the Santa Maria. This is not core knowledge, but it does round out the basic information. I would expect all students in my classroom to learn that a new land had been found. I would not expect students with challenges to retain that information.

The following are suggested areas of Enabling Adjustments which will help you to teach your students at their levels of learning strength. These are not all the possible enabling strategies. However, they may give you enough information which along with discussions with parents, other colleagues and your students will support you in broadening your teaching repertoire to meet the needs of all your sutdents.

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