

Inclusion Succeeds

WITH EFFECTIVE STRATEGIES (YEARS P–5)

Designed to assist general education (GE) and special education (SE) teachers implement successful inclusive practices, this reference guide provides effective strategies that focus on students' abilities and strengths, as well as ways to foster collaborative co-teaching.

Understanding Inclusion

"Wh" Questions	
WHY?	It's a way of life, preparing for adulthood with cognitive and societal gains
WHO?	It benefits students when peers, families, co-teachers, administrators and all support staff are on-board
WHERE?	In the general education classroom
WHEN?	First option of service if it is appropriate to meet students' needs
HOW?	Curriculum and strategies, with supports and scaffolding, ongoing formal and informal observations, and multiple types of modelling, instructional delivery and assessments
WHAT?	Academic, social, emotional and behavioural gains that address the needs of all students

Understanding Co-Teaching

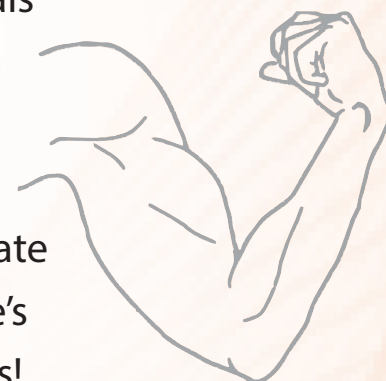
Key points to thoughtful Inclusion and Co-Teaching:

- When both GE and SE teachers are in the classroom, there is a combination of teaching arrangements: One teacher leads while the other assists by supporting instruction; Teachers plan, co-teach lessons and assess as a team; Co-teachers guide separate groups and simultaneously rotate about to support completion of individual assignments/ provide clarification
- Students work independently and cooperatively under teachers' auspices and modelling
- Centres and stations with ongoing projects are available to students
- Teachers keep anecdotal records and document modifications, accommodations and successes
- Classroom reflection exists for students, teachers, related staff, administration and families
- Communication with next year's teachers and families occurs to bridge learning and behavioural objectives

Ways to Embrace Abilities

This acronym de-emphasises the prefix, *dis*, to focus on students' strengths:

Disability
Is
Sometimes
Addressed
Because
Individuals
Learn
It's
Time to
Incorporate
Everyone's
Strengths!



In the following acronyms, teachers must collaborate as a team to achieve the maximum results:

C ooperation needed	C urriculum addressed
O ngoing process	O pen to ideas
P re/inter/post plans	T eam working together
L essons organised	E veryone involved
A ssessments vary	A ccommodations given
N eeds targeted	C ohesive philosophies
	H ierarchy of modifications



It sometimes takes two to pedal a bike!