

Inclusion Succeeds

WITH EFFECTIVE STRATEGIES (YEARS 6–12)

Designed to assist general education (GE) and special education (SE) teachers implement inclusive practices and effective strategies, this reference guide focuses on students' strengths and abilities, as well as ways to foster co-teaching in secondary settings.

Valuing and Understanding Inclusion

"Inclusion does not begin and end in the classroom, but it is a philosophy that continues throughout life." (Karten, 2005)

"Wh" Questions			
WHY?	It's a way of life, preparing for adulthood with cognitive and societal gains offering preparation for post-secondary options	HOW?	Focusing on the unique characteristics of middle years and secondary school students, along with the delivery of baseline and more advanced curriculum standards with diverse strategies, scaffolding, ongoing formal/informal observations and assessments, as well as multiple types of instructional supports
WHO?	For students as well as peers, families, co-teachers, administrators and all support staff who are collaborative partners		
WHERE?	In the general education classroom, if that is determined to be the least restrictive environment	WHAT?	Provision of instruction for all students, focusing on objectives for academic, social, emotional and behavioural gains that address the needs of all students and peers through independent, interpersonal and/or interdisciplinary units
WHEN?	As the first option of service, if it is appropriate, to meet adolescents' needs		

Strategies to Embrace Abilities

Study-skill strategies help adolescents to process and remember information. The acrostic sentence below outlines major instructional strategies for inclusive classrooms. Encourage your students to think of their own acrostics to help remember information.

- A**ctive movement engages the brain
- D**iscussion solidifies concepts
- O**ngoing observations and assessment are critical
- L**esson delivery can be direct, cooperative, whole class or individual
- E**xpressions are best when multiple ways of learning are used
- S**elf-efficacy increases performance
- C**ollaboration accelerates understanding
- E**mphasis on higher level learning promotes enthusiastic environments
- N**urturing of adolescents' identity replaces feelings of confusion
- T**echnology tunes teens' thinking skills
- S**caffolding strengthens understandings
- N**oisy, yet structured inclusive classrooms produce results
- E**xploring of curriculum problems enhances learning
- E**steem of students is valued
- D**iversity is honoured when literature represents genders and cultures
- S**ocial skills need to be taught and modelled
- U**niversal Design for Learning (UDL) is the way to plan lessons
- P**ortfolios are reviewed by students, teachers and families
- P**rompting, modelling and guiding lead to self-discovery
- O**ngoing mentoring by teachers and peers is routine
- R**eflective journals are kept by students and teachers
- T**eaching to student strengths maximises individual abilities

