

STRATEGIES THAT MAKE INCLUSION WORK

- ◆ Consensus of staff and administration to implement Inclusion
- ◆ Cooperative teaching between general education teachers and special education teachers
- ◆ Curriculum adaptations
- ◆ Environmental accommodations
- ◆ Cooperative learning
- ◆ Peer relationship support
- ◆ Related service input in the classroom
- ◆ Ongoing staff development (techniques, collaborations)
- ◆ Proactive behavior support plans
- ◆ Integration facilitator
- ◆ Accepting that students don't need to have the same goals to be in regular classes together
- ◆ Collaborative teaming
- ◆ Placements are IEP driven and sensitive to the needs of individual students
- ◆ Parent training and support

COMPONENTS OF INCLUSION FOR STUDENTS WITH DISABILITIES

Responsible Inclusion

Student First

The first priority is the extent to which the student with disabilities is making academic and/or social progress in the general education classroom. Ongoing assessment, monitoring, and placement consideration is critical to success.

Teachers choose to participate in inclusive classrooms

Teachers are provided opportunities to participate in inclusive classrooms and self-select their environment.

Adequate resources are considered and provided for inclusive classrooms

Personnel understand that for inclusion to be successful, considerable resources, related to both personnel and material, are required to develop and maintain effective inclusive classrooms.

Models are developed and implemented at the school-based level

School-site personnel develop inclusive models that are implemented and evaluated to meet the needs of students and families in their community.

A continuum of services is maintained

A range of education programs are available to meet the needs of students with disabilities.

Service delivery model is evaluated on an ongoing basis

The success of the service delivery model is considered and fine-tuned in light of the nature of the students with learning disabilities and with consideration for the extent to which it meets their academic and social needs.

Ongoing professional development

Personnel realize that for teachers and others to be effective at inclusion, ongoing professional development at the school-site level is required.

Teachers and other key personnel discuss and develop their own philosophy on inclusion

This philosophy on inclusion guides practice at the school and sets a tone of acceptance for all students.

Curricula and instruction that meet the needs of all students are developed and refined.

Successful inclusion provides for curricula and instructional practices that meet the needs of all students.

Irresponsible Inclusion

Place first

Students' academic and social progress is second to the location in which their education occurs. If the student is in the general education classroom, there is little else to consider because place is the foremost consideration.

Teachers are mandated to participate in inclusive classrooms

Teachers are mandated to participate and feel no opportunity to provide feedback.

Resources are not considered prior to the establishment of inclusive classrooms

The inclusion model does not initially consider that additional resources are needed, and inclusive classrooms are established with little consideration of the personnel and physical resources required.

School district, state, and/or federal directives provide the guidelines for inclusion

School-based models are mandated at the district and/or state level, and key personnel in the school and community are rarely engaged in the development of the model.

Full inclusion is the only service delivery model

All students are placed in general education classrooms full time, regardless of their needs or their successes.

Service delivery model is established and implemented

If problems occur, personnel are blamed rather than the model being evaluated to determine its effectiveness.

Professional development not part of the model

Teachers and other individuals are not provided adequate time or opportunity to improve their skills and/or increase their knowledge about effectively meeting the needs of students with learning disabilities.

A school philosophy on inclusion is not developed

Several teachers in the school may participate and understand inclusion, but it is not part of the school philosophy as a whole.

Curricula and instruction that meet the needs of all students are not considered

The success of average- and high-achieving students is of little interest as long as students with disabilities are included in general education classrooms. Specialized curricula and instruction for students with LD are not considered.