Inclusion! Strategies to Make It Work

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“Inclusion” has become a dirty word.

- Do we know what INCLUSION truly means?
- Are we doing it correctly?
- Is what we’re doing effective system-wide?

But what can Inclusion do?

- Students gain more confidence in their own abilities.
- Teachers work as a team to help students succeed and reach their full potential.
- Communication between students, teachers, and parents should increase.
- Students are more likely to be working on level with their peers.

Inclusion Re-Defined

Level 1
- Support as Needed

Level 2
- Co-Teaching

Level 3
- Intense Support

Level 4
- Class within a Class

Level 1 – Support as Needed

- Child has an IEP, but not directly related to classroom subject.
- Para or Special Educator support is available upon request.
- Regular educator ensures all accommodations are provided for the student.
- Student may request additional assistance from special education department
- Teacher and Special Educator select objectives for the student in order to pass the class.
- Students are not "eligible" for the KAMM (although this is a district decision).

Level 1 Strategies

- Homework and assessments are modified by the teacher. Modifications should become fewer as the year progresses or certainly if skills improve.
- Student models / mentors selected
- Notes (with blanks to be filled in) are provided
- Alternative modes of student representation of knowledge are encouraged (oral presentations, computer-generated writing, multiple choice instead of fill-in-the-blank).
- Using a list of assessed indicators, help student focus on content.
- Positive behavior supports are in place.
- Students track their own data.
- And more…

Strategies Defined

Level 2 – Co-Teaching

- Child has an IEP with goals directly related to the content.
- Teacher is co-teaching with special educator. OR Para support is in the classroom… but help is for an inclusive setting… not sitting next to the student the entire time. Para support is encouraged to be provided for all students in order to assist the teacher.
- Several students may be enrolled / assigned to the same class.
- Teacher and Special Educator select objectives for the student in order to pass the class and communicate those to the para-educator.
- Regular educator ensures all accommodations are provided for the student.
- Students are eligible for KAMM.

Level 2 Strategies

- Modify homework and assessments directly to the learning objectives. Objectives should be individually set for each learner.
- Notes are given to the student and reviewed with the para-educator.
- Alternative modes of student representation of knowledge are needed (oral presentations, computer-generated writing, multiple choice instead of fill-in-the-blank).
- Student models are selected.
- Grading scale is adjusted for student as needed.
- Communication with para about objectives and slow removal of supports is necessary…once a month.
- And more…

Level 3 – Intense Support

- Child has an IEP with goals directly related to the content.
- Learning objectives are most likely not at instructional grade level but need to be related to assessed indicators.
- Para support is directly related to the child. When appropriate, para handles the modifications of homework and assessments for the student(s).
- Specific data related to the student's learning objectives is recorded by para and/or regular educator and shared with student and special educator.
- Grading scale for child is directly related to student objectives…not necessarily to the curriculum of the course.
- Child takes the KAMM, bout would not be eligible for the Alternate.
- Regular educator ensures all accommodations are provided for the student.

Level 3 Strategies

- Modify homework and assessments directly to the learning objectives. Objectives should be individually set for each learner.
- Alternative modes of student representation of knowledge are needed (oral presentations, computer-generated writing, multiple choice instead of fill-in-the-blank).
- Student models are selected.
- Communication with para about objectives and slow removal of supports is necessary…once a month.
- Special educator and regular educator may choose to replace certain pieces of the curriculum.
- Limit the number of concepts presented at one time.
- And more…

Level 4 – Class within a Class

- Child has an IEP with goals directly related to the content.
- Objectives for the class are related to the general content of the class, i.e. mathematics, science, reading… But are not on the same instructional grade level. The curriculum model is "Class with a Class (CWC)" Curriculum, therefore, is determined by the special educator. Materials to support are also provided by the special educator with some additions when applicable from the regular educator.
- Students participate in limited class activities as appropriate. The intent is to support social skills and witness modeling of grade-appropriate skills.
- Para support is directly related to the child.

Level 4 – Class within a Class

- Specific data related to the student's learning objectives is recorded by para and/or regular educator and shared with student and special educator.
- Grading scale for child is directly related to student objectives…not necessarily to the curriculum of the course.
- Child takes the KAMM or even the Alternate.
- Para-educator ensures all accommodations are provided for the student.
- All other instructional strategies are utilized, but the primary focus is the tailored curriculum.

Level 4 Strategies

- Student models are selected.
- Communication about objectives reached is shared with the special educator with updates for the regular educator.
- Use graphic organizers to help represent information for the child.
- The student is assisted to track their own instructional data.
- Consult Strategy List based on need

District Decisions

- Consider each inclusive placement
- Do you have regular time to communicate / plan with paras?
- Share strategies with regular educators
- Outline specific inclusive plans, including limitations and phase-out plans, for each student
- Establish Co-Teaching models and professional development