

Course: Introduction to Inclusive Education (6413)

Semester: Autumn, 2021

ASSIGNMENT No. 1

Q.1 Describe the terms related to disability given in Unit No.1. Elaborate your answer with examples.

One of the last things that most parents want to hear is that their child has a disability and requires special education services. You may begin to feel panicked when you are presented with the overwhelming amount of information about special education available on the Internet. As difficult as it seems, try not to worry. Although there is a lot to learn, you can begin with a basic understanding of the special education process, and continue to learn as you go.

The information on this site is a good starting point from which to begin your journey into the world of special education. Here you will find information about identification, assessments, laws, interventions and specialized academic support and services. Start slowly. As you begin to understand the process, you will feel more comfortable attending meetings and advocating for your child.

Before you can really begin to understand Special Education, you need to understand its history. Quite simply, it all began with the parents.

Remember that scene in *Forrest Gump* when Sally Field's character sat in the principal's office of her local public school and learned that her child would not be allowed to attend school with other students? The principal told her that Forrest's IQ was too low for the state standard. You can see the look of determination cross Mrs. Gump's face, and you know she will not be taking "no" for an answer. Although you may not realize it, this scene is actually a fairly accurate portrayal of what parents of students with disabilities faced prior to the mid-1970s. It was parents such as Ms. Field's character—people who did not accept that their children deserved sub-par educations in separate schools—who took on the school districts. These brave parents sued for, and finally won, the right to send their children to public schools.

Although we now take it for granted that students with disabilities are allowed to attend public schools, it was only in 1975 that it became law. The Education of all Handicapped Children Act of 1975 was the first legislation to protect the educational rights of students with disabilities. This law was later amended to become the Individuals with Disabilities Education Act (IDEA), which is how we know it today. Although the law's name changed and new provisions have since been added, its overall purpose remains the same; IDEA guarantees educational rights to all students with disabilities and makes it illegal for school districts to refuse to educate a student based on a student's disability.

Under IDEA, there are 14 categories under which a student is eligible to receive the protections and services promised in the law. They are:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment

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6. Intellectual Disability*
7. Orthopedic Impairment
8. Specific Learning Disability
9. Speech or Language Impairment
10. Traumatic Brain Injury
11. Visual Impairment
12. Multiple Disabilities
13. Other Health Impairments

* Intellectual disability has also been referred to as “Mental Retardation” (MR) in the past, and this term and its acronym may be used colloquially or in older documentation. It is not, however, a currently accepted practice to refer to individuals with intellectual disabilities as mentally retarded.

In the beginning, it may seem like there are endless special education acronyms, requirements and tests; however, if you can learn the basic [acronyms and understand their meanings](#), you will find that you will begin to “speak SPED.” SPED, of course, stands for “special education,” and you just learned your first and most important acronym.

In the article titled [The Special Education Process Explained](#), it provides an outline of what to expect through the identification and [assessment processes](#), in IEP meetings and during IEP monitoring. It will define and briefly describe many of the acronyms you will begin to hear, and give you a broad understanding of how the special education process works. It also includes resources that you can use to find more in-depth information about topics within special education.

If you are a newcomer to the world of special education, you may not be aware that you have rights guaranteed to you under the law. No matter your role—parent, teacher, student or administrator—it is important that you understand the laws governing special education so that you can best advocate for your needs, or for the needs of the student.

Under the Individuals with Disabilities Education Act (IDEA), students with special needs are entitled to “free and appropriate public education” (FAPE) in the “least restrictive environment” (LRE). This means that your child’s school district must work with you to provide your child with a public education that is as close as possible to the education received by students without disabilities. For more information regarding your child’s rights, and your rights as a parent, please refer to [Legal Rights to Services](#).

Most people like to talk about the benefits of an inclusion classroom. Those are numerous, popular, and easy to list. But what about the problems with inclusive classrooms? It is almost as if it is taboo to even suggest there are problems with creating an inclusive classroom. However, as any mainstream or special education teacher can tell you, there are indeed problems.

Problems for Classroom Teachers

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A classroom teacher is expected to select educational methodology to best suit each student. This is a challenging goal for one teacher who potentially has more than 30 students in each of five to seven classes. Most students can be grouped with other students whose educational needs are similar. This may reduce the planning required to two or three groups. If you add special needs students who have severe learning delays, developmental issues, or who speak little or no English, this task can feel almost insurmountable – especially if the [inclusive classroom](#) does not include a co-teacher.

Problems for Special Education Teachers

The biggest problem for [special education teachers](#) who have students in inclusive classrooms is being available to every student. For example, if an ESE teacher has 50 students who are distributed through 15 classes during any given period there is no way to assist every student every day. Students may have to be pulled out of class a few times a week for additional services, which also impacts the ability of the child and classroom teacher to maintain pace. If the ESE teacher rotates into different classes on different days, they are not able to get the full educational picture of the class and may not be there when the student needs them most.

Problems for Students

Special education and mainstream students both benefit from being in a classroom together. After all, work and life are not segregated by intelligence or ability. However, there are still some problems that need to be recognized. In a classroom of 30, with one or two special education students, it can be difficult for the classroom teacher to give the individual time and attention the students require and deserve. If the [teacher](#) is focusing on the special needs students, the students who need a more challenging environment may be overlooked because they are able to succeed with minimal assistance. While the students will likely succeed in the class, they may not feel challenged and may become bored and disinterested in the class. If the teacher tries to make the class more challenging for the mainstream students, the special education students may feel singled out when their IEP exceptions become more noticeable in areas such as presentations, projects, and homework requirements. Being in every class together may actually alienate the students more than if they were separated for specific classes.

It does seem like the problems we experience in inclusion classrooms are a dirty little secret in our profession. It is extremely difficult to meet everyone's needs properly when all the needs are so incredibly varied. My biggest problem with teaching inclusion classes is when there are students who are emotionally disturbed or have other problems that are manifested regularly in the class. They cause so many disruptions that I feel it is completely unfair to those students who are willing and able to follow school and classroom procedures/expectations and learn what is being taught. Some of the special ed students have "advocates" who insist on all kinds of extra steps that need to be taken, and all of those steps take time away from teaching the rest of the class! I sit in meetings with these advocates, and all I can think about is who is advocating for every other student in the class who is unable to learn because of this one particular student? The whole situation can often be detrimental to others, and as a teacher who truly wants to help every student, it is very frustrating to deal with every day.

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I have taught high school science for almost 20 years. I have NEVER had a certified special education teacher with me in the classroom. I have over 150 students total, with 21 students who have IEPs. After nearly three months, I finally received an instructional assistant in some but not all of my class periods this school year. I do feel that without help from the special education teachers in my classroom, the time I must devote to the inclusion students significantly takes away from the time I can spend with other students. The students I have who are emotionally disturbed do cause major amount of disruptions during the class period. Sometimes as frequently as every few minutes. Instruction time is repeatedly interrupted. Today I finally had to ask a certified special education teacher on staff at our school to please come to my classroom very soon to observe the challenges I am having. I am trained in my content area, and I like most other high school teachers am not trained to fully meet the needs of these students by myself. I would very much appreciate some expertise from the special education department in my classroom.

Q.2 Discuss the possible benefits of inclusive education for children with and without special needs in Pakistan.

The United States Agency for International Development (USAID) funded AIR to implement the Engaging with Disabled People's Organizations (DPOs) in Development Cooperation (ENGAGE) Project. The purpose of the ENGAGE Project was to increase the participation of DPOs and people with disabilities in the planning and implementation of development efforts. This is needed because people with disabilities are more likely to be caught in a vicious cycle of poverty and denial of opportunities for economic, social, and human development. Including people with disabilities and their needs in international development is needed to break this cycle.

The aim of the ENGAGE Project was to create examples of inclusive development in the sectors of education, governance, and HIV in the countries of Mexico, Pakistan, and Zambia. This brief describes the work of the ENGAGE Project in Pakistan to address the issue of increasing access and participation to quality learning environments for children with disabilities. ENGAGE used two approaches to implement the project in Pakistan:

- Integrating curriculum about disability and inclusive education into a teacher training project
- Developing a pilot-inclusive education project

ENGAGE selected an existing USAID teacher training project—Revitalizing, Innovating, and Strengthening Education (RISE)—to demonstrate the benefits of integrating disability in mainstream development investments. ENGAGE provided a technical expert who developed inclusive education curriculum and materials, which RISE used to train 7,000 primary teachers. As a result, teachers are becoming aware of how to create inclusive classrooms and more sensitive to the needs of all students.

After the first cohort of teachers in the District of Bagh completed the 2-year training provided by RISE, ENGAGE initiated a pilot-inclusive education project. The aim of the project was to provide additional training and support so that 25 teachers would be able to educate children with disabilities in their classrooms. The

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trainee teachers selected for the pilot project had 48 children with disabilities in their classroom. These children had a range of disabilities, including vision, hearing, physical, intellectual, and emotional/behavioral. Within the trainee teachers' classrooms, 1,373 children were without disabilities. The trainee teachers were from 19 schools.

The pilot project used three approaches to provide training and support: workshops; onsite support with mentor teachers; and cluster meetings, whereby the group of teachers met with inclusive education experts (i.e., university professors) to answer questions and discuss solutions or strategies to resolve difficulties. At the conclusion of the pilot project, changes were witnessed in teachers' attitudes, knowledge, and skills. Overall, trainee teachers became more confident about their abilities to educate children with disabilities. Changes in the classroom environment and arrangement were noticed, because teachers were more conscious of the needs of the children with disabilities and how such factors as seating or physical arrangements could better facilitate learning. Teachers also more frequently used interactive and student-centered teaching strategies (i.e., peer tutoring, project, and demonstration).

The ENGAGE pilot project also worked with parents of children with disabilities and members of the School Management Committee (SMC). Information sharing about disabilities was particularly needed in the District of Bagh because people had nowhere to go for resources, information, support, and services. As a result, the project became a conduit for information for parents and community members to learn about different types of disabilities and available interventions.

Based on the experiences of the ENGAGE Project and others in Pakistan (UNICEF, 2003), there are encouraging signs that inclusive education is possible in Pakistan, if the appropriate resources and supports are provided. This project demonstrated that when training was provided to Pakistani primary teachers, they were able to make changes in their pedagogy and become more accepting of differences in their students, which are necessary initial steps to making classrooms and schools more inclusive.

The ENGAGE Project has also shown the feasibility of advancing the interests and needs of people with disabilities into mainstream international development efforts. The project was able to train a large number of teachers and bring awareness of the needs of children with disabilities to regional education officials. There continues to be a need for donors and implementers to support the efforts in developing countries to provide educational opportunities to all children, particularly those with disabilities. International development donors and implementers must continue to work with governments in developing countries to establish strategies that promote inclusive education.

Q.3 Elaborate the role of Social Media on promoting positive attitude towards inclusive education in the society.

Inclusion is a term which embraces every ideology, perspective, and opinion that society offers at every level. When we use this option in the classroom, then teachers and administrators are no longer separating students

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based on their educational requirements, learning potential, or physical disabilities. Instead of having special education, you have inclusive education.

An inclusion classroom allows a student with a learning or physical disability to learn alongside their peers who do not face similar challenges. It provides a general education to everyone regardless of who they are, if there is an IEP in place, or there are specific challenges that must be addressed as an accommodation. Establishing a classroom like this can vary in complexity because of the individual needs which are present, but a positive attitude and informed approach can help everyone overcome the obstacles which can present themselves.

The inclusion classroom pros and cons attempt to point out that it is the diversity of humanity which makes us stronger and adds to our creativity. If there isn't a diverse classroom when the world is that way, then it can reduce a child's overall learning potential.

List of the Pros of an Inclusion Classroom

1. It is a way for all students to form friendships.

Because there are so many financial incentives tied to the educational progress of students, many districts segregate their students into specific quadrants so that kids are groups based on their abilities, special needs, learning disabilities, and physical challenges. Although this seems like a good idea, it teaches kids that the formation of echo chambers is normal. It suggests that the only people who can or should be your friend are those who look, act, and think just like you do.

An inclusion classroom changes this dynamic because it allows students to be together. That means there is an increase in social initiation, more relationships that form, and better networks within the school and throughout the community with families to ensure everyone can learn to their full potential.

2. Students in an inclusion classroom meet their IEP goals better.

If you place a bunch of students who all have challenging IEPs in the same room, then it becomes a challenge for teachers and support staff to ensure that the goals of that plan are met consistently. Complex behaviors are often on display in the special education classrooms which districts set aside for students when they need an adaptive curriculum, making it a struggle to separate kids from situations since there can be multiple triggers that occur simultaneously.

When there is an inclusion classroom available, then there is a general increase in achievement in the IEP goals of each student. This advantage occurs because there is better access to the general curriculum and the presence of role models that can help kids to intuitively see and practice new social and behavioral skills.

3. It provides higher expectations for all of the students.

Kids will usually perform up to the standards and goals that you set for them. When children receive separation into special classrooms based on their ability to learn or interact with others, then it can feel like a negative outcome. They can see themselves as being "bad" while everyone else becomes "good" since they didn't get separated. By offering an inclusion classroom to work on this dynamic, there are higher expectations set for

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each child. This process increases the potential for learning while encouraging leadership and problem resolution skills.

4. Inclusion classrooms increase staff collaboration.

When school districts take the segregated approach for their special education students, then it creates a divide between the teachers with the “normal” kids and those with the “unique” ones. It discourages collaboration within the administrative body of the school because staff members must focus on their specialized assignments. Because an inclusion classroom brings everyone together, there is a significant boost in collaboration because everyone can work toward the same goals for their students instead of different ones.

5. This structure encourages more parent participation.

Parents are always the first line of defense when there are unique educational needs for a student that a school must meet. Their communication to the teachers, support staff, and administrators allows for an educational plan to develop that can further the learning opportunities for each child. This process integrates the families into their community if they have a special education student in their home instead of separating them from it because their needs are met by greater resources being available for anyone.

6. The only negatives tend to come from mismanagement of the system.

According to Kids Together, Inc., a 501(c)(3) non-profit agency in the United States, there is not any research which shows that there are negative effects that occur when an inclusion classroom design is appropriate for the situation, school, and community. There must be the necessary supports and services in place to allow every student a chance to actively participate in the learning process. It is this structure which makes it easier to achieve their IEP goals.

Research which dates back as far as 1994 suggests that students with special needs who receive their education in regular classes do better socially and academically than comparable students who receive non-inclusive settings.

List of the Cons of an Inclusion Classroom

1. It forces students into a cookie-cutter model of learning.

An inclusion classroom works when there are enough resources available for teachers and staff to provide individualized learning processes for each student. The reality of modern-day funding for school districts is that if you place all kids into the same classroom settings, then the resources dedicated to “special education” go somewhere else. That means there will be times when some children are unable to mentally access the curriculum a teacher offers because they are forced into a cookie-cutter teaching approach.

Without individualization, an inclusion classroom will struggle to find success. That means there must be a focus on accommodation that works for everyone.

2. This structure can disrupt the learning environment for other students.

Kids with special needs often have advanced triggers which can lead to challenging behaviors and actions in the classroom. When they cause a disruption, then it makes it more difficult for the other students to stay focused

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on the curriculum. If there are multiple interruptions every day, then their learning processes are slowed despite the emphasis on diversity within the school environment.

That means teachers must move more slowly through the information to ensure that every student can stay caught up with the curriculum. If a student is highly capable of pursuing work that is more challenging, then they must be held back or separated from the classroom to accomplish those goals – which limits diversity in the opposite direction.

3. Some physical disabilities require a special classroom configuration.

No one is denying the fact that diversity can make us better as a human race. When we see life through a different perspective, then it becomes possible to increase our knowledge and deepen our empathy for one another. There are some students, even if their only issue is a specific learning disability like a processing disorder, who could be severely affected by an inclusion classroom to the point where they are unable to stay caught up despite the presence of accommodations.

When this situation is present in the classroom or school district, then the only outcome which works is a specialized spot where their current educational needs can receive the attention it deserves.

4. This process cannot be rushed if it is to be successful.

Co-teaching environments can be beneficial to students in an inclusion classroom because it solves the problem of individualization. The only problem is that most school districts rush to put together their inclusion processes so that they can meet a specific administrative goal, such as the presence of a specific percentage of inclusion for grant rewards or other monetary benefits.

Students who are used to receiving a separate educational resource in a dedicated classroom can struggle to adapt to the general learning environments that typically fall outside of the need of an IEP. They must receive a slow introduction to the changes about to occur so that they can be ready to meet the next challenges.

5. It can encourage some students to increase their acting out behaviors.

Most kids want to find a way to feel “normal” with their peers. That means an identified disability or learning disorder becomes a weakness, which can open the doors to teasing and bullying. An inclusion classroom can provide many benefits, but it can also cause more behaviors to occur because kids who have a disability tend to do whatever they can to hide this problem.

One of the easiest ways to draw attention away from their learning struggles is to act out in the classroom. If something seems too difficult to manage, then a disruption of the class can settle the situation. That means students who would normally be in a separate room can experience significant anxiety levels because of a forced transition toward inclusion.

6. Students with special needs can often find themselves in a minor classroom role.

Inclusion classrooms work when every student receives equal, individualized learning opportunities to further their education. Because there are 1-3 students in each class who might struggle with a disability or disorder, it is not unusual for them to be relegated to a minor role in the class community. Even the teachers who co-lead

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these situations can find themselves on the outside looking in as they attempt to provide the necessary accommodations that can help a student succeed.

7. It can lead to more absences in the student population.

“In looking at a nationally representative sample of students,” notes Education Week in a 2016 piece, “researchers have found that the young children who shared a classroom with pupils who have behavioral and emotional disabilities and more absences, lower reading scores, and lower math scores.” The research also notes that kids in kindergarten or first grade who were in an inclusion classroom were more likely to act out in class and have problems with their social skills.

Inclusion can boost the math scores of students with learning or emotional disabilities without placing an academic drag on other kids, but this benefit occurs for those who are in the same grade – not necessarily in the same classroom.

8. The disadvantages of inclusion classrooms impact minority students the most.

Jason Fletcher, a professor of public affairs at the University of Wisconsin, looked at the spillover effects of an inclusion classroom on students without a disability. He discovered that students who came from a Hispanic or African-American household in low-income schools had profound struggles with their reading under this structure. The score gaps between white students and minorities were also larger in the classrooms with students who had behavioral or emotional disabilities than they were in areas where those with special needs were given an alternative learning environment.

9. It forces the teachers to have a practical understanding of each disability.

Stacey Campbell is a general education kindergarten teacher in Washington, D.C. Education Week spoke to her in 2016 about the pros and cons of inclusion classrooms and her feedback was straightforward. “A lot of times the specialists who come in are only worried about that one child, but as a general education teacher, I need to worry about that child and every other student,” she said. “I saw my other students quickly pick up or emulate the disruptive behaviors. If they got hit, they were going to hit back.”

Without teacher preparation in special education programs and a practical understanding of what each disability requires as a response, it is an almost impossible task for an inclusion classroom to be a safe environment for all learning needs because there is a lack of knowledge in the processes.

Verdict on the Inclusion Classroom Pros and Cons

An inclusion classroom is one of many approaches that educators can use to help students with a disability receive an appropriate and free public school education in the United States. Whether the issues involve a learning disorder, a physical disability, or emotional and mental challenges, this tool is a way that helps everyone have access to more paths that can lead toward success.

Students can get lost in large classrooms, especially if they already struggle with learning challenges. Most kids who struggle in the traditional school settings require more structure to their day, which is something that is not always possible. If there is no collaboration available in the curriculum, then most of the benefits disappear.

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The pros and cons of an inclusion classroom suggest that this tool is useful in some situations, but it depends on the school environment, family involvement, and other unique factors which can only receive evaluation at the local level.

Q.4 What is meant by collaboration? How can collaboration in main stream classroom be helpful?

Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts.

This approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures.

Learners work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them.

Through defending their positions, reframing ideas, listening to other viewpoints and articulating their points, learners will gain a more complete understanding as a group than they could as individuals.

Dana and Gillian are elementary school teachers who have been collaborating in their practice for nearly a decade. Dana is certified in general education and teaches a fourth grade class, while Gillian is certified in special education and works as a resource room teacher. Ever since they got to know each other the two teachers have worked hard to form a productive and dynamic collaborative team. Dana and Gillian believe that **collaboration** strengthens their teaching practice, enhances their communication with administrators and families, and helps their students be more productive and engaged learners. In this lesson, we'll explore some of the ways collaboration benefits everyone in the classroom.

Dana will be the first to tell you that collaboration isn't easy! There are times when she has a particular way she wants to do things and it can be quite difficult to compromise or see things from another perspective. However, Dana believes that seeing two teachers collaborate in spite of the challenges is one of the best ways to **model** cooperation for her students. After all, how can she ask her students to work in partnerships and groups if she can't negotiate this herself?

To model cooperation, Dana and Gillian try to be transparent about their process for collaboration. Their students see the plans they make together and watch them share responsibilities. Their students even see them disagree sometimes and benefit from watching how they work through their conflicts respectfully and carefully. By watching their teachers, Dana and Gillian's students learn that they can reach out to other people for help in challenging situations, that they can do stronger work as a team than on their own, and that honoring the perspective of another person is one of the most important things a human being can do.

There is some confusion about what the difference is between these two types of learning.

In fact, cooperative learning is a type of collaborative learning, which is why at first glance, the two might seem similar.

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The difference between cooperative learning and collaborative learning is that, in cooperative learning, participants are responsible for a specific section of their own learning and success, and also that of the group as a whole.

They must use their knowledge and resources to make sure that all team members understand the concepts that they are learning.

The roles and structure of cooperative learning are predefined, and are often likened to the cast and crew of a theatre production: the success of the show depends on all of the interconnected roles supporting each other, but there is a director overseeing the project closely.

To think about collaborative learning in terms of roles within an organisation, in software development, a group of junior developers has a task to learn a new framework, then develop part of a program while using it. Each developer has their own part of the code to develop, but their work will only be successful if everybody learns and performs their part properly. Even though each person has a separate role in the work, the entire group has a stake in the success of others.

In collaborative learning, individual participants must also take responsibility for their team learning and succeeding, but their roles, resources, and organisation is left up to them. There is no director to administer the rules of engagement, so the group itself must self-direct.

There are many benefits of collaborative learning, both for the organisation as a whole and the learners as individuals.

The organisational benefits of collaborative learning

1. Develops self-management and leadership skills

When individuals are tasked with working together to achieve a common goal, they are being given the opportunity to develop high-level skills.

While having to organize, assign, and teach, they are learning how to manage both themselves and others while leading in a productive fashion.

2. Increases employee skills and knowledge

When employees participate in collaborative learning, they are developing a wide range of skills and knowledge.

Not only will they strengthen their existing skills by having to teach others, they in turn will learn new skills from other employees.

This reduces the need for formal training while encouraging employees to continually upskill in known concepts and engage with new concepts.

3. Improves relationships across teams and departments

When individuals have limited contact across teams, it is difficult to foster connections and teamwork.

Collaborative learning across teams forces individuals to develop new connections and find ways to work together.

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This can be especially beneficial for organisations that depend on remote workers, as fostering strong connections among distant workers can be difficult.

4. Improves knowledge acquisition and retention

Studies have shown that utilizing collaborative learning may lead to increased involvement and better retention of knowledge.

The process of collaborative learning allows participants to achieve higher levels of thought and the information is retained much longer than when learned in a non-collaborative setting.

5. Improves employee retention and promotes workplace engagement

Employees that are given the opportunity to learn new skills tend to be more satisfied in their work, and are less likely to seek out other opportunities.

Satisfied employees are more productive and will engage in their work, leading to increased efficiency and output.

Q.5 What kind of adaptation of instructional material and assessment practices required for inclusive setting?

“An environment that is universally designed for learning includes everyone and prepares everyone to be inclusive and think inclusively. It shows students that everyone is different, everyone has strengths, and everyone has needs, and that is okay. It shows students there are multiple ways to be successful, multiple ways to solve problems, and multiple ways to learn from mistakes.”

Groups of the same size don't always work for all students. Keep an eye on what types of arrangements different learners respond to best. Here are some options for adapting the arrangement of students during classtime:

- Let your student work in a group of three when most of her classmates work in groups of four or five.
- Have your student team up with a peer partner when most of his classmates are working individually.
- Add variety to small-group work: when most classmates are working in student-directed small groups, have the student and a few selected classmates work in a small group that you sit with and help support.

A student's surroundings can have a huge impact on how he or she learns. Be mindful of and responsive to students with sensory and attention issues, and make changes to the learning environment to meet their needs.

Some examples:

- Give your student the choice to sit at a table instead of a desk (or vice versa).
- Get your student a larger (or smaller) desk, depending on her preference.
- Let students with sound sensitivities work in a particular part of the classroom, such as a “quiet space” or study carrel.

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- Give easily distracted students the option of sitting at a desk closer to the board. You could even arrange for the student to complete certain tasks in another part of the school campus, such as the media center or outdoors.

Multiple means of engagement and representation are two pillars of the UDL framework. When you teach a new lesson, offer your learners many different ways to engage with and absorb the content. For example:

- Incorporate more visuals to present content in different ways, such as maps, pictures, drawings, objects, or videos.
- Use graphic organizers to arrange key points in a way students can easily grasp.
- Provide additional models or demonstrations for students who need extra support during the lesson.
- Select concrete materials instead of symbolic representations, or illustrate symbolic representations with concrete examples.
- Make the most of whatever technology is available to you—enhance your lesson with whiteboards, streaming videos, or remote clickers.
- Check for understanding more frequently, using methods that require active responses from your students. For example, try asking questions about the lesson material and have your class vote on the answers.
- Provide students with differentiated reading material based on their reading level and/or interests.
- Make content easier to learn by giving your student enhanced texts in which key parts are highlighted, pictures or symbols are added, and/or text is enlarged.