

Moving Towards an Inclusive School

- ❖ In my own classroom
 - Allowing students who are identified as having a disability to remain in our classroom
- ❖ Self-Contained Special Education Classroom
 - Mainstreaming
 - Full inclusion with team teaching
- ❖ Resource room teacher
 - Pulling into the classroom to team teach
- ❖ In-service for staff to become part of an inclusive school

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Summary of

Moving Towards an Inclusive School

My choice project is implementing change towards inclusion in a school building where special education students are segregated in self-contained classrooms and a resource room.

To implement change, this must be done in small steps. This can be accomplished by having an overall plan. This plan must define their philosophy of inclusion to include all students who are members of the school community and respond effectively to the needs of students both with and without disabilities. A thorough well thought out plan, staff development, developing a program, informing the parents and students, and a review of each child's individual need through IEP is the first step towards inclusion. The second step would be implementing a pilot program, providing ongoing staff development, and evaluating the program. Inclusion will be successful only if schools plan and develop programs that balance the needs of all their students.

Inclusion has started in my classroom. I have requested that students that were identified with disabilities (LD, EMI, and EI) to remain in our classroom instead of being placed in a self-contained special

education classroom. The resource room teacher pulled these students out for services one hour a day/five days a week. I included in my project a case study with a student profile, IEP goals, curriculum matrix, and adaptation and support chart for a student I currently have who is identified as EMI but has not been placed in the schools systems self-contained special education classroom. I adapt, modify, and utilize effective instructional activities involving peer tutoring, classroom partners, and cooperative groups so all my students can achieve academically.

The three self-contained special education classrooms (grades 4-7) can begin by mainstreaming their students in the general education classes and collaborate with the teachers. Then gradually begin team-teaching with the various grade level teachers so that all the special education students will be in the general education classrooms with the support that they need.

The resource room teacher would pull into her students' general education classrooms and team-teach with that child's teacher.

With the additional students coming into the general education classrooms this greatly increased the fifth and sixth grade classes. I allotted for two additional teachers, but realistically two more teachers were needed so that each teacher would

have 18-20 per class instead of 24-27. I then constructed a schedule for the four special education teachers to team-teach with the fourth through seventh grade teachers. An outline of team teaching roles and responsibilities is presented.

My presentation is for an in-service in my school building to my co-workers and administration to become part of an inclusive school. I will address and identify their attitudes and values of inclusion and provide an overview of inclusion. We will do a simulation activity for an inclusion classroom.

The road to a full inclusion school needs to be taken in small steps with a well thought out plan. This change requires a whole school effort from the administration, staff, students, parents, and community. They need to be given the information about inclusion, take the risk with a support system in place, and are willing to accommodate children with greater needs. This will create conditions that will enable people to change and prepare to be part of an inclusive school where all students are provided opportunities to have success in their neighborhood school.