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Inclusive Teaching Guide

Introduction

An inclusive teacher is one who is able to teach all students in the classroom. This includes students who have learning disabilities, emotional disabilities and physical disabilities. Being able to teach these students means being able to make certain accommodations and adaptations so that learning is made easier. All students, even those without a disability, need to be in an environment where they are able to learn best. They also need to have teachers and support systems to help them along the way not just with school and homework, but with life in general. Teachers are not just there to teach students. They are life guides for students. If a teacher truly loves and is passionate about what they are teaching and where they are at, then the students are able to learn, regardless of disability, because the teacher makes them want to learn. This inclusive teaching guide is for government teachers who are teaching at a ninth grade level. It includes ways for teachers to help the so called “special” students in their classroom, incorporating parents, working with support systems in the school, multi-level instruction, accommodations, adaptations, building community, behavioral challenges, classroom layout, and accommodations for students with physical and sensory challenges.

Partnering With Parents

Working with parents is an important part of being a teacher. It is both the parents and the teacher’s responsibility to maintain open lines of communication so that the student’s best interests are met. This is particularly important for special education students. In most cases the parent knows how their child will learn best and ways to make them happier and more comfortable in the classroom. For children with academic challenges, a teacher needs to work with parents on how to keep the student learning. This means figuring out if the student has a learning disability, problems at home or if there are other causes for the academic challenges. It

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may be none of these. The student may simply have trouble with academic subjects. However, once a cause has been determined, if there is one, then a proper course of action can be taken through the school to get the child assistance. The teacher and the parent may set up a system so that the child knows there is help available, from both parties. A system of organization may help. Such as keeping a weekly planner with homework assignments and other appointments so nothing is forgotten. Phone conversations or parent teacher conferences may help the teacher and parent to decide the best course of action for the student to do their best work.

For students with social-emotional challenges, the parent and the teacher need to work together as well. They need to work together to keep stress and pressure out of the students life. They need to work together to make sure that there is a support system, for the parent and the student. The teacher and the parent have to find out what environment is least threatening for the student to learn in, and then work to create or replicate that in the classroom. Creating a positive classroom and community are perhaps the first necessities. The teacher may also benefit from inviting the parent into the classroom. The teacher may also work with the school to have the parent and child participate in support groups.

Parents of children with sensory-physical challenges need to work with teachers as well. One of the first things that the teacher needs to do, before the first day of school, is contact the parent. Through the parent the teacher can learn about ways the classroom needs to be arranged, such as wider aisles, and if certain equipment is needed for the student. Equipment meaning, special computers, a table instead of a desk or other accommodations to make the classroom life easier. By doing this, there will be less awkwardness on the first day of classes, both from the teacher and from the student in question. The student should then feel more comfortable in the classroom.

Collaboration

In order for an inclusive teacher to do what is best for the child, there is some collaboration that is required. There are a number of different personnel within the school to collaborate and each situation is different. Perhaps the first person within the school for an

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inclusive teacher to collaborate with is the special education teachers. For the students sake, the collaboration needs to be a positive experience.

Successful collaborations happen when those involved have a common goal. The first step to a successful collaboration is cooperation and understanding between the support personnel and the classroom teacher. Both sides must work to achieve this goal. This includes having planning time together, listening to each others concerns and making adjustments based on those concerns. Both parties also need to have equal power and value the contributions that the other makes. The situation in which the collaboration is completed, must be acceptable to all parties that are involved.

For instance, in a ninth grade government classroom, the teacher will need to work with the special education instructors to anticipate special education children's needs and how to meet them. This will be done by planning ahead of time. The teacher will have input from the special education instructor on how best to adapt lessons, so that special education children in the class are able to best learn and work. If the special education children are in a resource room or go to the special education teacher for help, that teacher needs to know the manner of the classroom. This includes how the teacher teaches the class, and what they expect of their students, particularly the special education students.

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If the special education teacher and the classroom teacher are involved in a team teaching situation, other agreements have to be made. Both parties must first agree to the situation and be willing to plan together. Both parties have to agree that they are equal in the classroom, unless one does not want it that way. Should they not want to be equal in the situation, then both must come to an agreement, so their roles are clear to each of them. Having these agreements will lead to less power struggles and arguments as the school year progresses. Ideally, both will teach the class, and take an active role in the education of all the children and not just the special education children.

Just as the teacher must work with the special education teachers, the teacher must also work with other support personnel within the school. Through these personnel the teacher will learn how the student learns best, and how to teach that student in the best manner possible. These personnel are available for the child and other than the parents, should know what is best for that student. The teacher can use these people if the child is having problems in class. Not just for learning problems, but if the child is having behavior problems, or if there is an underlying issue that needs to be dealt with. Other specialists in the school the teacher may collaborate with are speech teachers, who may give the teacher help in helping deaf students, or students with speech impairments. There may also be personnel in the school, to help special education students in class.

Overall the teacher needs to be aware of the support system for special education students that are available through the school. The system is there not just for the students, but for the teachers as well. They are there to help everyone involved so that the education process is the best that it can be.

Authentic, Multi-Level Instruction for Students of Diverse Abilities

Teaching should be a fun and engaging experience. In a classroom it is expected that the students should be learning and having fun while doing so. The teacher should be doing the

same thing while teaching the students. The curriculum for this ninth grade government class for the school year, will include an introduction to government, learning the three basic branches of the government, including what each one does, an overview of the United States constitution, and learning about their local government. There are many activities and lessons that can be designed around the curriculum to help students with different ability levels, intelligences and learning styles. Teaching everything the same way, will not benefit the class as a whole, because all the students will not learn best in one arena.

As an introduction to the subject matter of the class, students will separate themselves into small groups. Within these groups they will discuss ways in which the government affects them every day. Each group will make a poster depicting examples of a few of these ways, which at the end of the class period they will present to the class. This is a good activity to begin the class with, as it starts a community within the class. It will also start to interest the student in government because they will realize how much government is involved in their everyday lives. After this, each day in class a different student will be in charge of bringing an article from the news, about something in the government, to class so that there can be a daily discussion. This activity will help to keep the interest level up, as well as integrating current events into the classroom.

The first unit that the students will learn about will be the three branches of the United States government. To make it less complicated, these will be broken down, and taught one at a time, each as a thematic unit. The first branch will be the executive branch of government. For this unit there will be several activities in addition to teacher instruction. As an introduction into this unit, the students will be assigned to ask a parent or other adult whom they voted for in the last presidential election. They will also have to ask this person why they voted for that person. This information will then be shared with the class. The teacher will then introduce the students to the executive branch. This will be done by lecture and a reading from the text book. On days when the teacher is lecturing, transparencies, and/or a chalk board will be used. Students will be given an outline which to follow, so they know the order of the lecture and cannot get lost. The

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students will then be given a more in depth understanding of the executive branch. This part of the unit will be from lectures and readings as well. Accompanying the readings, when they are assigned, will be a general question. The students will have question, when they start the reading and have to write a short answer and turn that into the teacher the next day. At the end of the unit, students will get into groups of two and use what they have learned to campaign for president. Each group will have a presidential and vice presidential candidate. The groups will make up a platform to run on. They will then present this platform as a campaign speech to the class. The class will then vote for president. To sum up the unit, each student will have to write a paper on what they did to run for president, and if they won, how they would use the executive branch to enact the parts of their platform.

The next part of the unit to learn about, is the judicial branch. For an introduction to this unit, a judge will come and talk to the class about what they do. There will then be a series of lectures and readings from the teacher about the different aspects of the judicial branch and its responsibilities. The students will each be given a Supreme Court case to research and learn about. There will be an outline given to each student with the information on the case that they need to gather. Library time will be incorporated into the next few class periods. The students will then have to present that information to the class. They will be able to choose the way that they do so. The presentation can be done by poster, paper, speech, singing, acting or any other creative way to teach the class about the court case. The students will have time during class to plan for this activity. The final activity for this unit, will be a group activity. Students are placed into nine groups, so different abilities are represented in each group. Each group will be given a current Supreme Court Justice to research. They will then think of a way to tell the class about that person. Just like the previous project, they will be able to present that person however they would like to. The assessment for this unit will be a multiple choice test. The students will receive a study guide, and play a game in class the day before to help them prepare.

The next unit will be the legislative branch. For the introduction to this unit, students will be assigned to find out who their Congressmen and Senators are, and to visit their webpages.

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Following this, there will be a series of lectures and readings on the legislative branch and how it works. During the course of learning about the legislative branch, students will write a letter to their Senator or Representative. This letter will be about an issue that concerns them that they have learned about in the news. Another activity students will do is to write a legislative bill. Students will get into groups of four. Each group will write a simple bill about a law that they would like to see enacted. These groups will present their bill to the class. The class will then have to choose and vote on two bills that they would vote into law. Before they vote, there will be a discussion on the positives and negatives of each bill. Once the class has voted the bills into law, each student will write a paper on how a bill actually becomes a law. The paper will be the assessment for this unit.

The overall government unit will have then been completed. Each student in the class will have basic knowledge on the branches of the government, how they work and what they do. As a reflection on the unit, students will be asked to make a concept map of what they have learned. The map will include the three branches of government. Under each branch the student will have to put what that branch does and other information they find important. The students will be able to design the maps in a way that they choose. Some examples, may include, using pictures or diagrams. Through this the student will be demonstrating what they have learned.

The Constitution unit will be the next unit that the class moves on to. For an introduction to this unit, students will read the Preamble out loud. They will then discuss what they think that it means. Next, each student will be given an outline to the Constitution. The outline will include the articles, sections and the amendments. The students will then research and summarize each part on their outline. As the constitution is large, they will not do it in its entirety. Instead students will be in groups of two and will have a certain part assigned to them to read and summarize. This activity will be done in class. Some parts of the constitution will be easier to summarize than others. The teacher will try to assign the different parts so that each group is challenged and capable of doing their part. The teacher will also inform the students that old English is hard to understand, so the students will not get too discouraged. When the

research phase is done, the class will have a “Constitutional Meeting.” The purpose of these meetings, as it will take many, will be to discuss each section, so that everyone can fill in their outline. At the end of the meetings the students will have basic knowledge of the constitution. For the assessment on this unit a test will be given. The test will be example situations, and the students will have to summarize and figure out which sections of the constitution fit the situation. For the test, the student will be able to use the outline that they filled in during the class meetings.

The final unit the class will cover, will be their local government. This unit will include two miniature units of state government and city government. To begin the unit on state government, the students will figure out who their state representative and senator are. The teacher will inform the students about state government in sections, and connect them to the federal government, so the students will be able to see the parallels. The sections will be covered in the same order as the federal government, executive or governor, judicial and legislative. First the students will learn about the governor, lieutenant governor, attorney general and secretary of state. The students will then divide up into groups of two. Each group will be given a department that reports to the governor, such as the Department of Education and the Department of Corrections. The groups will research their department. They will then teach the class about that department, including what it does, and how it affects them. The groups will decide how they want to teach the class, such as through lecture, games, and/or handouts. If all the departments are not covered, then the teacher will cover the rest. The students will then learn about the state judicial branch. This will be done through lectures from the teacher.

The final branch of state government the class will learn about will be the legislative branch. The students will be assigned to find out who their state Senator and Representative are. They will then have to find a current issue the Senate or House is debating and write a letter concerning that issue and their opinions on it. Since the students will already know how a bill becomes a law, they will study other workings of the House and the Senate. Some of these areas will include how many Representatives and Senators there are, the term limits of these offices

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and how state laws are different from federal laws. This unit will include a field trip to the state capital, Lansing. The field trip will be when the House and the Senate are in session. The students will visit the chambers of both Houses, and get a tour of the Capitol building. The students will meet Representatives and Senators that they have seen in action on the floor. They will also be able to visit the offices where their elected officials work. At the end of the unit, the students will take a short answer test that covers the three branches of state government. The students will have a study guide and a study day to prepare for the test. As a wrap up for the unit as a whole, the students will make a concept map of their state government. The map will demonstrate the knowledge the students have learned about the branches of state government.

The class will then move onto their city government. Students will be assigned to find out who their mayor and city council members are. The students will then be asked to write or contact one of these people and ask them about their job. The information that the students learn will be the subject of a short paper. Next the students will be asked to find out local issues that are affecting their community and write a letter to the person they contacted about that issue. Depending on the size of the city, the students will then get into groups of five. Each group will have to find out about a department in their city and what it does, examples are the Police and Fire Department, and the Department of Parks and Recreation. They will then present the information that they have learned to the class. For the assessment for this unit, the students will make a poster representing what they have learned. The poster will incorporate the different departments, as well as the mayor and city council and what they do.

At the end of the school year, the student will again be asked to gather into groups of four. They will do the same activity that they performed at the beginning, of the year, think of ways that the government affects their daily lives. The students will then individually create a brochure to show others how the government affects their lives and how the government works. The brochure will

be a way for students to demonstrate what they have learned during the school year, and how they can apply that information. The curriculum presented challenges to students of different ability levels, intelligences and learning styles. At the same time, it incorporates activities so that learning is fun and entertaining.

Accommodations and Adaptions

There are many academic challenges that teachers will encounter in the classroom. The best way to overcome them is to have a plan beforehand. Perhaps one of the first steps in this plan is to work with parents and special education instructors planning and learning about what is best for the student. Some academic challenges that teachers today encounter in the classroom include students with learning disabilities such as dyslexia, ADD and ADHD, and others.

There are different types of adaptations that can be made. The amount that a student has to learn can be changed, for instance instead of having to learn 20 terms about government, the student will only be assigned ten terms. When a student requires more time to do an activity, that time is allowed, this can be for tests, learning and other assignments. Another adaptation that can be made is in the difficulty of the assignment. Instead of having the student know about all parts of the constitution, simplify that by having them know the main articles and the first ten amendments. Other activities can be included so that the student is able to be more involved, such as reading outloud, role playing, and projects where the student works on their own ability level.

Many teachers lecture during class. Students are sometimes unable to keep up, follow along, or the subject will cause them to lost interest. One way to overcome this, is to hand out a copy of the notes to the student ahead of time. The student is then able to follow along and catch up if they get behind. Should a student have a hard time paying attention, a simple adaption can be made. The

teacher can highlight the different parts of the notes ahead of time, with each section being a different color. Then during class, the teacher while giving notes to the class on an overhead, changes colors along with the student's notes. Therefore, if the student gets lost or behind, they only have to look at what color the teacher is writing in and find that color on their notes, to be at the same place as the rest of the class.

_____Other adaptations that can be made for students with academic challenges, include planning more hands on activities and small group activities. These types of activities promote more interest in what the student is learning, as well as using multiple intelligences and abilities of the child. Letting the students move around, or sit in different places, such as chairs or couches where they are more comfortable may increase attention and learning in the classroom.

Building Community in the Classroom

Having a good classroom community is good for everyone. Students will interact with each other better and learn better. The teacher will have an environment that is better to teach in. There are a number of steps that need to be taken in order to have a good community within the classroom. Some of them are easy, such as arranging the desks in clusters, while at the same time some of them take more time to organize. According to Glasser, there are five things that everyone needs, survival, love and belonging, power, fun and freedom. All five of these need to be met to have a good community.

The first step to creating this community is respect. The teacher needs to respect and listen to his or her students, and they in turn need to do the same for the teacher. This will lead to more interaction and eventually more fun. The students will also have a hand in how the classroom is decorated and organized. This means the posters and artwork that covers the walls and how the desks are to be arranged. The students will have had a choice in the design so then they will feel more welcome and comfortable in the room.

The next thing the students and the teacher will need to do is get to know each other. There are games that can be played to introduce everyone to each other. Commonly in high school environments, students have heard of each other, but may not know any thing else about

the other student except their reputation. Learning about each other sets those reputations aside, and allows everyone to meet the actual person. Through these introduction exercises the teacher then can learn the names of the students easier than if regular classroom instruction starts immediately. The students will have a role in deciding the rules and discipline procedures in the classroom as well. They have then had a say in how the classroom is governed instead of just being told. In addition, the students then are aware that the teacher cares about them as a person and not just how they work in class.

Having a daily routine helps to build a community in the classroom. In a high school government classroom the students are probably only in the class for about an hour, having a routine is better to manage time. For example, the students would come into the classroom and wait for the teacher. Beforehand the students would be assigned days to bring in news on a current event. The student whose day it was would then educate the class on that event. After the student has completed the summary there might be a small discussion on the topic. Any other class business would be taken care of next. Then the teacher would ease the class into the day's lesson. That lesson would not be the teacher lecturing for the entire class time. Most likely it would involve a class discussion. At a set time before the class is over, the teacher would stop, hand out the homework assignment if there is one for that day, and answer any questions. The students would also know the information and homework for that day and the rest of the week, because the teacher either via the internet or passing

it out to the students has made her lesson plans available. Then there are no surprises for the students, this is especially good for those who do not deal well with unexpected plans.

The teacher is also aware of their students. Through the introductions at the beginning of the school year and further observations, strengths and weaknesses are more prevalent and the teacher can plan accordingly. The teacher is aware of each student's birthday and has a card for the other students to sign for the birthday student. The teacher knows who likes to speak publicly and who does not. Some students are extremely fearful of being called upon to answer a question in class, and this leads them to worry so much during a discussion or question and answer period that they cannot concentrate. This leads to the student then retreating and not participating at all and perhaps being picked on by others, creating a negative classroom community. One way that a teacher can deal with this so that the student is not humiliated in front of their peers, is through an agreement with the student. The teacher and the student agree that the teacher will not call upon the student unless the teacher is standing directly in front of that student's desk. No one else is aware of this agreement, so the student does not feel berated. The agreement allows the student to relax and concentrate instead being constantly worried about screwing up in front of the class.

The way that the material is presented is also designed to create a more positive community. The students are able to help decide how they want to learn some of the material, by individual or group projects, by presentations, by lecture or by report. Through these activities the students can take an active role in teaching each other. When there are group assignments, students are not forced to work in groups and may work independently if they choose to do so. The students all have a partner within the classroom, whom they can call if they miss a class to find out what they have missed. The ideal classroom community is one where all five of Glasser's needs are met. Having all of them met leads to happier students and teachers (Peterson Building Community 2001).

Dealing with Behavioral Challenges

For every class there are going to be behavioral challenges for the teacher. Some students create difficulties to test their teachers and find their limits, others create problems because they are bored and still others create problems because they want attention, there are many reasons for these problems. Since they are inevitable, and unavoidable, a teacher must have a good plan on how to deal with and solve the problems.

During the first few days of school, the teacher and the students may come together in a class meeting, the purpose of the meeting will be to discuss the rules for the class. When a class decides on the rules, it not only is a good sign of community building, the students feel they have a choice in how things are done in the class. Some rules are going to be needed, these rules should be simple and easy to follow, such as try and have fun. A teacher should try not to resort to punishment or rewards too extensively, these are not found to be effective in the long run. The reason that they are not found to work is they are both a form of control.

Responding proactively is found to be better for the student and the teacher. Responding proactively involves making sure that Glasser's five needs, power, freedom, fun, love and belonging, and survival are met. Students need to be in a place where they will enjoy themselves, and feel secure. The teacher needs to see the student as a person, and not just isolate the behavior that they do not like. This includes treating the student with respect, no matter what they have done. These will help to build a solid relationship between the teacher and the student. Other principles that can be used in dealing with problems are, using the class to develop solutions to problems, interacting

with parents, use school professionals to help the child, and help students understand how to get what they want without causing conflict.

When dealing with a problem, teachers need to be careful in how they assess and handle it. If they come upon a situation, it is better to ask what is wrong, than to assume. Should a student be doing something that is not allowed, instead of responding in a negative, a teacher should try to turn it around to a positive comment or a request. A student needs to feel as if they have a choice, when a teacher gives a demand like, “put the book away,” there is no choice. Whereas, if the teacher says, “Will you please put the book away,” the student will feel as if there is a choice along with power and freedom.

Another way a class as a whole might deal with problems is with a class meeting. In this meeting, the students can talk with each other about what happened. The student who did something wrong can apologize if they choose to do so. The class can then think of ways to fix what went wrong and figure out how the student can effectively return to the community. The class meeting can also serve as a support for all the students involved. Students will be able to help each other to solve problems that come up.

Should a problem get too big for the class and the teacher to deal with, it is important for the teacher to ask for help. Schools have behavior action plans to deal with such challenges and others who are removed from the situation may have a more effective way to solve it. Some of the best ways to eliminate problems are to eliminate the causes, such as giving students attention, teaching in a fun and creative way, promoting understanding and promoting respect for all.

Physical Design of the Classroom for Diverse Learners

_____When the students walk into the classroom on the first day of school, the first thing that they will look at is how the classroom is laid out. They are looking to see if they can sit in groups or if the desks are lined up in neat rows. These neat rows are not the best way to lay out a classroom so that all of the diverse learners in the classroom are learning to their fullest potential.

One of the best ways to organize desks is in groups, so that the children are able to build community, help each other and everyone can participate more easily.

In the ideal classroom the students would walk in on the first day to find the desks in clusters. This is done so that the students can interact with each other, and so there are wide pathways should a student in a wheelchair be in that class. This design helps students who are visually impaired since there is a known pathway as well as distractible students because the desks are a focal point. There would be comfortable chairs for students to sit in, if they so choose, maybe including bean bags and other pillows on the floor. Shelves in the classroom, would also be placed at strategic levels, so that all students can have access to the items on them (Peterson Chapter 15 2001).

_____The bulletin boards in the classroom would have bright colors on them. Soon after the school year begins they would be adorned with student work. This is especially helpful for students who are visually impaired and distractible. The bright colors are easier for a visually impaired child to see. The bulletin boards will provide a sense of focus for a child who is prone to being distracted

Accommodations for Students with Physical and Sensory Challenges

For students with physical and sensory challenges there are a number of accommodations that can be made in the classroom. All of these are designed to make it easier for these students to learn in a more productive environment, with the least amount of stress and pressure. For students with physical challenges the accommodations that can be made are simple and most likely the entire class can enjoy working with some of the tools designed to make life easier. There are items available to help the student grasp items, such as a pair of pinchers to reach out with. A rubber mat can be placed on a desk so items on the desk do not roll around or move as easily, this makes grasping less difficult. Using slant boards on desks may help students see their work better. There are large pencil, pens, crayons, markers and other utensils that help students. In terms of technology there are computer programs that students can use. There are also head bands to use for computers, and other tasks. A mouth stick can be used to write with or to help

move items. There is talking software or software that a student can talk into and see the words appear on the screen.

Some students with physical challenges have trouble with sitting straight in a wheelchair or regular chair. There are several things that a teacher can do to assist the child in this area. Having chairs in the room equipped with a seat or lap belt, having the seat of a chair tilted so sliding forward is less likely to occur, making sure that the chair is low enough so that feet do not dangle or having a foot support, and having a chair with a head support. The most important part is to make sure that the student is comfortable and able to sit properly in the chair without pain.

Accommodations can be made for students with sensory challenges as well. With technology improving at a rapid pace in today's society, there are constantly improvements in computers and other devices to help people. For students with total or partial blindness there are computer programs that will read to them, and computer programs that they can speak into. There are laptop computers available in schools for students to take notes on, if it is easier for them that way. There are magnifiers that can be placed on a screen to enlarge the picture. In addition, there are devices that can be placed onto a computer keyboard so that the keys are larger and easier to use. Recorded books can be helpful, especially if the teacher can make it an activity for the entire class. For students who know how to use the braille system, there are devices available for them to type into, and materials that can be bought in braille for them to read.

For students who are deaf or having problems with hearing, teachers can make other accommodations in the classroom. First, the teacher cannot turn their back when speaking, in case the student is able to read lips. This can take time to get use to, but it will help the student. If the student knows sign language, there are several books and classes that a teacher may want to get or take in an effort to communicate better with that student. There are headphones a student can wear to listen to tapes with more volume. Having more visual items around the classroom can prove to be helpful. Most schools have bells to let students know when to switch to another class. A teacher could try to move the school to install a lighting system as well. The

system may have a flashing light when the bell is ringing, so that a deaf student knows when to move onto the next class. When showing a movie or video to the class, the teacher can turn the closed captioning system on, so that the student is able to follow what is happening. A lot of the accommodations that are made for students with specific sensory and physical challenges can be used to help with other sensory and physical challenged, and other students may find some of these to help them do better work as well (Peterson Providing Physical . . .).

Conclusion

Children are the future of our country. That statement includes all children, not just certain ones. Since children are the future, it is up to their teachers to see that they get the best education possible. This may mean spending more time at school planning with other teachers and making accommodations and adaptations, but this is the future and our well being that we are talking about. A teacher needs to make school a positive learning experience for all of his or her students, this means working with parents and support personnel within the school, making their teaching good for all students by targeting different abilities, intelligences and learning styles. Teachers need to make accommodations and adaptations, they need to build a good community within the classroom, including plans for behavioral challenges, and having a positive classroom layout that is good for all students, even those with physical or sensory challenges. Making the effort to be a better teacher makes the students want to learn and be in school. This makes them better people for our society, because they are the future.

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