

INCLUSIVE TEACHER GUIDE

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Introduction:

As an incoming teacher I look forward to the challenges that inclusive teaching will present. Right now I volunteer in a classroom two afternoons a week. Even with this little exposure I find my mind wandering to ideas that might help a particular student in this class understand a subject better. I'll be driving, doing dishes, or even writing a paper, I'll stop what I'm doing and try to develop this idea. Then I bring it into the classroom the next time I go and try it out. One fortunate thing is I have a husband who can make anything. I tell him what I want and he makes it (usually out of garbage picked or should I say recycled stuff). He also gets very excited and sometimes helps me improve the idea.

I plan to continue these practices as I get my own middle school science class. I'm leaning towards middle school science, because in science the number of hands-on activities is endless, and the questions I could spark in the students' minds are also endless. What it all boils down to is questions and fun. I can't think of a better way to spend my day.

I am excited about inclusion and plan on even asking for kids that need to be included even if its just on a part time basis. I might not be asking for students during my first year. I'll have a lot of adjusting to do once I find out that the books I've been reading and the things I've learned in my classes aren't as easy to implement as I thought. All things considered I'm sure I'll adjust and become a skillful teacher. I'm really glad I took this course before I got into any of my phase work because I feel I am going in much better prepared to help all of the students in their journey through education.

Partnering With Parents:

Connecting with the parents could be one of the most important and challenging parts of teaching. But it's a challenge I am going to do my best to be ready for. I realize that parents of students with special needs who are being included can be especially frustrated with teachers and the administration. As noted in chapter 3 "parents of children with

special needs often find their problems compounded with teachers and school staff”, (Failka & Mikus, 1999; Turnbull & Turnbull, 1997)(p.60) parents have often felt that teachers don’t care. What feedback they do receive is usually negative, making them feel unwelcome and unsupported. Some steps I will take to try to get past those preconceived feelings toward teachers are:

- Let them know I understand and admire their devotion to their child’s education.
- Let the parents know that their child is very important to me, and I welcome the child into my classroom.
- Help them understand I care about moving the child along within their zone of proximal development.
- When communicating with the parents I will always try to have more positive aspects then negative aspects to discuss.
- Ask them for their opinion on the ideas I have for activities and lesson plans.
- Give the parents my home telephone number and encourage them to call with questions concerns and ideas they might have.
- Try to convey the excitement that I have toward working with them for one common goal, the best education I can provide for their child.

I will do these things so the parent and child feel welcome in my classroom. I will convey that their input is importance to me, seeing as the parents’ input will help me to understand the learning goals and strategies they have for their child. (p.76) In understanding these we will and ways to continue their child’s education in helpful ways. This will be conveyed not only through words but use the three communication techniques. (p.75) (Benjamin, 1981; Carkuff, 2000)

1. I will listen carefully to what they have to say.
2. Check your accuracy by summarizing what the person says.
3. Probe for additional information or depth.

In showing the parent that I am listening and at least trying to understanding what they are saying and feeling, I should be able to gain their trust. Soon they will get the message that we will be working together on a common goal. The parents also need to understand I don’t expect them to solve problems for me, but their input will help me

sift through some layers, because the more information I have the greater my ability will be to get to the core of the problem.

If the parents seem to be receptive to me I will try to become a resource for them, passing along any information I think might help. Also Trying to facilitate in any way between them and any person or group to which I have any influence.

The techniques I mentioned above will also be extended to the parents of all, my students not just the parents of my special needs students. Another way of getting the parents involved in the classroom is to send periodic notes home to the parents explaining the topics we will be covering and inviting any parent with knowledge of one of these subjects to participate in class. The notes will also encourage dinner table discussion of these topics, which could in turn lead to more good questions to being brought to class for us as a class to discuss.

Collaboration and Support:

A huge aspect effective inclusive teaching for me as a teacher just entering the field will be the support I can find. I will try to build a good relationship with all the teachers and support staff in the building I am in. Which hopefully, will eventually extend to my whole district. Letting them all know that I am open for suggestions and will not take offense to any advice. I find that even what I might consider bad advice, can generate good ideas.

I intend to drive the specialists crazy with my questions, because as I pointed out in my introduction I love questions, one can't learn without them. As an incoming teacher I'll try my best, but I don't want to wing it on my own. Actually I'm sure I'll be winging it a lot, but I'll try to get help so the students don't suffer too much.

In a perfect world I would want to get the specialist to come into the classroom for support with instruction instead of a pull out situation, in chapter 5 this is referred to as In-Class Collaborative Teaching by Support Teachers and Related Service Specialist. Another great tool for inclusive teaching would be team teaching. Every one benefits from this practice, the students and the teachers. One reason for this is two teachers in the room would bring two perspectives on the approaches to teaching. Having another teacher in the classroom would not only help cover areas where I have shortcomings,

but having ideas bouncing back and forth between us could really create some fantastic ideas. Looping is also a great practice especially if there is a good relationship between the student and the teacher(s). The teacher starts out the second year of the loop way ahead of the game this would. The practice could particularly work well for the students with special needs. The teacher already is familiar with the ability levels of the students in the classroom. The students don't have to go through the sometimes-humiliating experience of not measuring up to someone's expectations of them. Also they aren't underestimated either, the teacher not knowing any better and not expecting them to work at a level that they are capable of. Along those same lines, multi-age classrooms loop because of the nature of the class. There are many different ages (grades) together in the classroom so you have the same class for consecutive years. All of the different classroom situations I mentioned are really good supports for inclusive teaching. In the middle school situation I believe that getting the special needs students tested is important since the students are moving from teacher to teacher. Having an IEP and learning goals set helps the teachers to collaborate and work together for the best education for the student. Having meetings with all of the students teachers and their case load teacher (specialist) even once a month would be great so we can work together toward that particular student learning goals. I guess you could call this the individual student team that is referred to in chapter 5.

A good support staff is very important, one that has regular meetings to discuss individual student needs and ways to support the staff educating these students. A support staff that will work as a collaborative team to develop a comprehensive system of support that would include but not limited to counselors, psychologists, physical therapists, and special education teachers. (p.133). My ideal support staff would do many things some of which are, organize in-service training, advocate on the behalf of the student and families, take leadership in promoting collaborative teaching and cooperative learning, help the teachers develop or acquire needed materials, provide direct support and instruction to educators, and facilitate the involvement of students in school or community sponsored extracurricular activities. (p. 138). Together we could work towards building a community that reaches out to all students. And lets every student feel they are loved and wanted in the classroom.

Academic Instruction and Social Emotional:

I have grouped these two categories together because I think in order to talk about one you need the other. Even though the order of the chapters in the book go from academic instruction and then social emotional aspects of a classroom. I believe I need to discuss these in the reverse order. Because how kids feel and behave in the classroom affects the actual way one would go about teaching in that classroom. Even though I will only have the kids for 55 minutes a day I will try to create an atmosphere that they feel safe to ask questions without ridicule from the other students. Greeting each student as they enter the classroom is a good start, also acknowledge to the class when someone is missing, in a subtle way, like has anyone seen John today? Or if the student has a close friend in the class you can ask that friend, if they are aware of the reason for John's absence. In doing this the students realize that someone does miss them when they are gone. If the absence goes into a second day possibly call the students home inquiring about the missed school. This must be done out of a show of concern for the student, not to alienate the student, or punish. I would also offer to help the student catch up with missed assignments once they are feeling up to it. I would make myself available to all my students whenever they need help. We could have little study session (individual or group) during lunch, or after school. I think I'll probably even give my telephone number out to kids that might need extra help. Telling them if they need help while they are doing their homework and have tried it first themselves, they can call me and see if I can clear up the question over the telephone, or if we'll have to set time aside the next day for more extensive help. I'll have to monitor this so students aren't just calling me to do their homework for them, but I really don't think it will be abused too much. These are a few of the things I will do, so the kids will know I care about them. Now so the students also feel like they are part of a community we will work on things together. When Misheal was in class this semester she mentioned a book "The Morning Meeting" I have already purchased this book and plan to use ideas out of it.

In the beginning of the year we will probably do a lot of what I would call grouping games. The students would get a 3 x 5 card attached to their back with part of a category

written on it, an example of these groups could be, heart, hand, or neck are all parts of the body. These categories would be simple at first, gaining in complexity as they learn new things. The reason for attaching the 3 x 5 cards to the back would be so the students face each other as they formed the groups, in doing so the other students can see the nature of the group because they are able to see the cards on their backs. While facing each other the students in the group are encouraged to interact. In the beginning of the year they will have preset questions for them to ask each other to foster discussion. A fun twist to this game could be if someone wanted to be part of a group to which they were not assigned, perhaps a group of friend wants to be in the same group. If this group can collaborate and come up with a category under which each persons' part can be categorized they can be a group. This will not always be encouraged but it will be a fun twist from time to time. While building a community in my classroom I will try to use Glassers guidelines for the five basic needs that need to be met with all students. (p. 326)

- Survival: Help the student survive physically and emotionally, by creating a safe place to be.
- Love and Belonging: Provide a foundation out of which a sense of love and belonging of each student may emerge
- Power: Creating a community means we give students power along with responsibility. We engage students in dialogue in class, how should things in class operate, share the powers of thing such as rule making, or decision making, whether it be in small groups or individual input, listen to what the students say and give the students a real opportunity to help create the learning environment.
- Fun: Instruction that is engaging and something they can relate to their own lives therefore fun rather then boring
- Freedom: Give the students opportunities to make choices, freedom to move around the classroom even collaborate with each other while doing an assignment.

Building a community can revolve around these basic needs. The students will feel safe; they will be interacting, helping each other, all feeling as if they belong to something great in the classroom.

Here is where the two things, community and academic instruction meet. In my class instruction will revolve around hands on projects, and a lot of them. Before they start these activities I will make sure I can build the lesson on something they already know, so the kids can relate the subject of study to something thus making it easier for them to comprehend. Always starting out all new topics with questions like,

What do we know about this subject?

Do we know anything about this subject?

How could we now relate this to our life?

What do you still want to know about this subject?

These questions can be asked at the beginning of each new lesson, and end of each new lesson. At the end for two reasons, keeping the students always thinking of more things that are possible to learn. These questions will also be used for my own reflections on how the lesson went and how you might change things next time you teach this subject. For these hands on projects the students will be put into small groups usually 2-4 people (these number will vary). In these groups they will all contribute to the lesson in their own way. These groups will not be ability based groups, other then making sure a diverse set of abilities is usually in a group. In these groups the students will work together to explore the activity and create their own questions that could be added to the activity that day or added to my reflection for the next year. One thing I'm not sure about is how to reward the kids for the questions they ask. Every question can't be rewarded except for saying something along the lines of, "good question!!". But really good questions, ones that show the student is thinking out of the box, beyond what I've told them. I'm not quite sure how to reward these because all kids are at different levels. Well for now I guess the best thing to do is answer their questions the best I can, or if I don't know I'll find out what the answer is and inform the kids. Another approach that I might use is to assign some of the questions as homework or even projects. If the kids think I take time to find the answers, then they might think I care about them because I took time to answer their questions. This should encourage them to ask more questions as they pop into their head. This in turn will help them apply what they are learning to everyday life, thus helping the information to be processed in their brain the way they need to process it in order for them to retain this information. I believe questions also

promote higher order thinking. That leads to a greater depth of knowledge that the students can build on. They also promote discussion, which will help the students connect with the world. In turn helping students' construction the knowledge. (p. 232)

The students will be allowed to work where they feel comfortable when individual work is being performed. Also expected to work together on projects where each member of the team is expected to contribute in a "just right" way.

To encourage learning at a student's ability level, projects will be assigned for homework. These projects will revolve around a topic discussed in class, but taken in a new direction. Studying something a little more in-depth. Each student will be expected to do work at his or her level, and will be graded accordingly.

When I am planning my lessons, I will be taking into consideration all four of these building blocks. (p. 162)

- Multi level teaching – Challenge and engage all students at their individual levels, not using the old one size fit all curriculum.
- Scaffolding – the need to support students learning, in each individual's zone of proximal development. Beyond the students present level of ability, but with my help and guidance the students is able to learn and perform this task.
- Multiple Intelligences – There are many different ways each student could show strengths, and use these strengths to help others.
- Learning Styles – Each student learns in a particular way. Many times it could be attributed to the multiple intelligences and where their strengths lie.

For example (p.174)

Linguistic: Think in words

Logical: think-using reasoning

Kinetics: Think through bodily sensations

Besides these building blocks I need to pyramid plan at all three levels. I need to decide the level of information all students are expected to learn, what most but not all students will learn, and what some students will learn. This way I will include not only the lower ability levels, but also the higher ability groups. (p. 169) In setting up these activities or assignments I can have the students use webbing to organize the information I am giving them to build upon. I will also need to have reading material at various levels on said

subject. Working in groups to complete assignments and doing the experiment with the students having some roles identified if a student has a particular talent that could help the group in the activities.

I feel like I'm jumping all over the place here. I have so many thoughts on this subject I could surely write forever. A power point slide you had on the web kind of sums it all up in a nutshell. This slide is geared toward ADHD behaviors, but I think you should apply it to all students. If we give every student an opportunity to learn under these conditions it will enhance their education greatly. These could represent some simple rules to follow to engage all learners to do their best work. They are diverse enough to fit all learning styles, and will help all students to get the most out of their learning experience. I have reproduced the slide on the following chart.

STRATEGIES FOR STUDENTS WITH ADHD BEHAVIORS

Creative and engaging learning activities:

- Students propose alternative approaches to assignments.
- Multiple Intelligences.
- Workshops, authentic learning, activity based learning.
- Stories, pictures, manipulatives, and games.

Respond to individual needs:

- Structure that encourages social interactions while working. I.e.: tables, workstations.
- Place where students can work individually, providing a quiet atmosphere.
- Space for individual work – desks, floor, work areas that are comfortable.

Help students organize and structure their work:

- Help students plan and break goals into short-term steps.
- Tools – a calendar, project task analysis, Gantt charts for schedules, and weekly schedules.
- Help Organize work – students notebooks, filing system.

Understanding and provide emotional support:

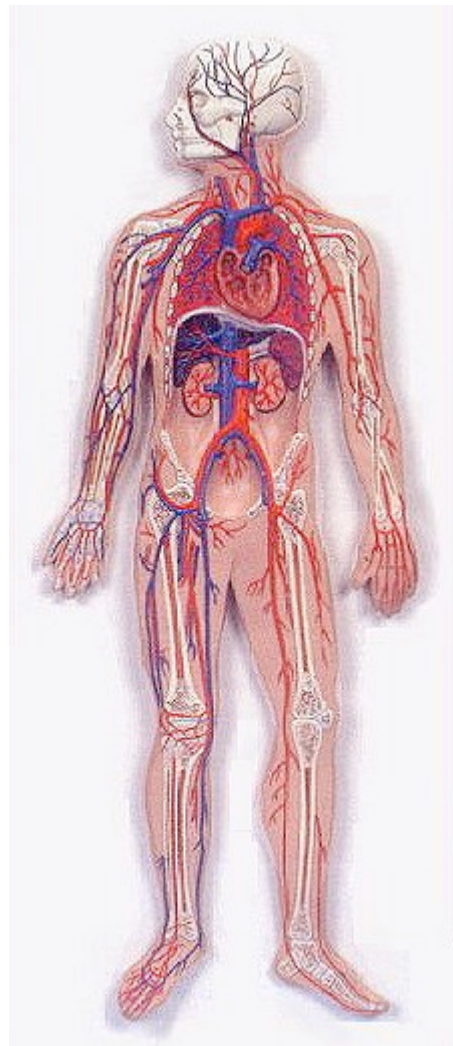
- Listen, build on strengths.
- Structure for support – peer mentors, cooperative learning.
- Positive energy outlets.

At this point I'm going to introduce my lesson plans, the first one is on the circulatory system: The original lesson plan calls for worksheets and finding the veins and arteries on a model and coloring in the veins and arteries with the proper color, (blue or red) on a worksheet. Also noting the direction the blood is flowing, the organs each goes through and the name of the major blood vessels in the circulatory system. For this particular lesson I might start it out exactly as it is written. This would be so the students could get a good perspective of where things are in the body. Below is a sample of the model they will be looking at.

Our model will have name labels on all major organs and blood vessels.

This will probably take one whole class period. I would have them working in groups, and helping each other to locate things on the model then transferring information to the worksheet. The only problem with this is we have a few gifted children in the class and also a child in a wheelchair with little use of her hands but can point and is of normal intelligent. In the class there are also a few kids with good artistic ability.

My adaptation for this lesson is; while the students are working in groups have the wheelchair student pointing out some of the things the group is supposed to locate. After completing this stage of the activity I would assign some of the artistically gifted children, and anyone else that volunteered homework over the



weekend. This homework would be to draw or reproduce a good picture of the organs listed on the worksheet. (Each student that volunteers would pick one organ) The reproduction would allow any student to do this homework, copying out of a book or even a picture cut and pasted off the web. Have them bring the picture in on Monday. When they come into class Monday morning, a circular system will be on the floor. The Tables will be pushed off to the sides and in the middle is a giant circulatory system taped to the floor using red and blue masking tape. The first thing to be done is the organs (homework) need to be places where they belong. As a group we will decide where they need to be placed.(being placed by the person responsible for bringing picture to class) Then you break out the blue and red mesh jerseys that everyone places over their cloths. Each student depending on the color must walk the path they would follow if they in the veins and arteries, red going away from the heart and blue going toward the heart. As they travel the paths the more advanced students can call out the names of the vessels other students pass through them. Each student can call out the organs they recognize, as they pass through the system. The girl in the wheelchair can participate in this activity as well as any other student. Wheeling herself around the system in her wheelchair. If additional time is permitted the students should switch shirts and follow the other path (blue or red) repeating the same steps.

Another lesson plan that isn't quite so dramatic is the study of plants and their parts. The original lesson plan calls for a one-day activity; dissecting plants to find major components of plants. The specimens for dissection where to be brought in to class by the teacher, the lesson was supposed to start with the dissection, with no prior knowledge acquired in class. I decided to go back a few steps, starting with the seed. Putting the seeds in a plastic sandwich bag with a paper towel as a backdrop. A small amount of water is placed in the bag and the seeds are suspended above the water with a row of staples across the bag. The bottom edge of the paper towel is placed in the water before the staples are placed. The towel will allow the water to reach the seeds but the seeds won't get too saturated because they aren't sitting in the water. Taping the bags up on the window for a good place to observe as they sprout. Time will be set side every few days for students to do some form of journaling as they observe the

growth. Each student will be expected to journal at his or her own ability level. The higher ability students will be expected to write a journal containing observations and measurements. Other students will be expected to indicate if there is growth and possibly draw pictures. The low functioning students could either use assisted technology of some sort, (alpha smart) or a peer tutor to write down their dictations. As the seed grows it could be transplanted into dirt or continue to grow in the baggies, adding water as needed and letting the plant grow out the top of the baggie. During this observation many questions might come up... do plants need dirt to grow?... do seeds need light to sprout? Making side experiments to answer these questions. I think I would let the plants grow until they get several leaves, this would take weeks so enough time needs to be allotted. After the students have observed the growth through almost the flowering stage, it is now I would bring in the flowers for dissection. Then we would label the parts according to what each part is and what its function is. While growing their plants and journaling the observations they could better relate to the activity to their own life, thus being able to process and file the information better. This lesson has now become a multi-level lesson plan through the students' observations and journaling.

Dealing with behavioral problems:

I plan on dealing with behavioral problems in general using Glassers guidelines for each student's basic needs. These guidelines were mentioned earlier in my paper for how I plan to build a community they are, survival, love and belonging power, fun, and freedom. Try to find out which one of these needs isn't being met and try to fill the missing need. It is my opinion that the student is usually acting out because one of these needs isn't being met. Some students just need to be noticed and want to belong. Their way of doing this is to be noticed in any way possible. A student with this problem might be the class clown. Feeling that his classmates are accepting him since they laugh along with him. For this student I would go out of my way to let him know I care how he feels. Something as simple as saying hello and goodbye when the student enters and exits the room will make a big difference. Let the student see you notice him at times other than when he is acting out.

Another big problem in middle school is power. The students think they are all grown up, they don't need anyone to be in charge of them, and they can make their own decisions. Students like this need to feel they have power over their lives. In this case contracts can make a huge difference. This is an agreement that is come to by both the student and the teacher. This contract would specify what behaviors are appropriate, and consequences that could be derived from inappropriate behavior. The contract is drawn up with the student's input, so they feel they had control over the situation and feel obligated to try to uphold the contract. Other ways to put the student in control is to give them choices, for example- you can continue that behavior, but if you do you'll need to spend 15 minutes with me at lunch or after school.

Preset signals can also be used, things like a red, yellow, or green cube placed discreetly on the student's desk to let them know that their behavior is inappropriate. A variety of these signals can be prearranged with the student. Even just walking through the classroom and standing next to these students could be a preset indication for the student to stop their behavior.

The layout of the classroom can play a huge role in behavior issues. Placing the behavior problem students in close proximity to you so you can keep an eye on their behavior and stop unwanted behavior before it has time to escalate. By close proximity I don't mean put all the behavior problems in the front row sitting next to each other. Careful thought needs to be given to seating charts. Many students feed off each other, personality issues can be a major contributor to behavior. Many students know what buttons to push to get other students going.

Using external rewards is not terrible in the beginning, but they do need to be cut back where the student needs to do more or have more and more appropriate behavior before they get their reward. Over time so the student can be taught or trained for lack of a better word to go from external to intrinsic rewards. Eventually wanting to do things because it gives them enjoyment or even peace.

Not my favorite strategy but still a strategy, is planned ignoring. If no one is paying attention to the student, they might stop the unwanted behavior. I don't think this strategy should be used too often, but you also have to pick your battles. Constantly harping on a student only lessens your ability to be effective.

Sensory Physical:

My classroom will be set up with students grouped together at tables. Round tables would be ideal but the typical science room rectangular table would suffice. There would be observation stations throughout the room around the outer portions of the room. At these observation stations would be live animals, plants growing, skeletons, puzzles, and excreta. The walls would be filled with student work, along with posters and charts that pertain to the curriculum assigned by the state. These posters would be full color and changed periodically as curriculum changes. For the wheelchair bound students I will have a table built so the wheelchairs will fit under the table. If the school won't furnish one I will try to get their permission to have one built (to their specifications) by my husband. This table would look as much like the others as possible. Access to all the observation stations will be there for all students including the wheelchair bound students. For the students that need to feel things (sensory) all of the observation stations displays will be made geared toward things to touch, smell, listen too ect. There will be at least one computer if not many in my classroom and the students will be encouraged to use it as a source of information regularly. I'm hoping to set up a student friendly room to promote creative learning with engaging activities.

Specific students:

Never being in a classroom or having any prior knowledge what an IEP is, makes this part of the paper most difficult. If I was given the IEP and told to fit it into my curriculum, I think I could do a better job. Well here goes.

I choose the students for this section using variations of the students included in the handouts given in class. The first student is Robert. He is considered a student with average ability. He is at grade level for all subjects except reading, however socially he is withdrawn and has few friends in class. He expresses feelings of inadequacy frequently and is not a risk taker. He is very good at doing activities – building things, and seeing things from a special aspect. His IEP goals are as follows.

<i>IEP GOALS</i>	<i>Activities based assignments</i>	<i>Discussion based assignments</i>
Increase ability to express himself	X	X
Increase positive interactions with peers	X	X
Practice reading, Increase comprehension using short passages	X	
Improve communication skills	X	X
Express himself in writing	X	

Robert can work on many of his shortcomings in my class. The nature of small group activities that go on in this class could help him socially. When I assign groups with Robert in it I will choose students who will be nice to Robert, choosing students without behavioral problems. Another aspect I would look for in a group member is someone who possibly doesn't have great abilities in special relations. Robert's strong aspects can be used in the hands on activities, giving him confidents. Encouraging peer relations possibly even using peer mentors. An additional strategy I could use is coral reading of passages in the text, or even oral reading so he can hear the text information, instead of being frustrated when he tried to read it himself. Robert would take some turns at oral reading, however I would give him a short passage to practice over a weekend. Carefully choosing the passage for difficulty and for content interest. Encouraging Robert to use his strengths in special ability to help others in the class.

The next student is Laurie she has severe Cerebral Palsy. Laurie has limited speech skills. Laurie is above average academically. Laurie loves to interact with other students. Her curriculum matrix is as follows:

<i>IEP GOALS</i>	<i>Activity based Assignments</i>	<i>Discussion based Assignments</i>
Increase communication with peers	X	X
Include the student In as many activity as possible	X	
Integrate socially and emotionally as much as possible	X	X
increase mobility throughout school	X	
Makes at least a years progress in academically	X	X

Laurie needs a lot of group activities, the academic aspects of the class are not an issue. She is learning despite her handicaps. The group activities and group discussions are good places for Laurie to practice her communication skills. When picking people to work with Laurie, their social conduct needs to be considered. Patient students who will work with Laurie and take time to listen as she speaks, choosing students that can understand Laurie when she speaks is also very important. In the class discussions, time should be taken for Laurie to speak, and if the class doesn't understand what she is saying I will encourage other forms of communicating; yes and no questions, and pointing anything to narrow the gap in communication. I would build a circle of friends for Laurie, encouraging peer interactions. May of the lesson plan changes will be needed, In order to incorporate activities so Laurie can participate. One such lesson plan was used earlier in this paper, the circulatory system activity. Laurie could fit right into that one. Other modifications in other lessons could be done similarly.

The Last student matrix will be on a student named Rich. Rich tends to act out in class, shouting out and being violent with other students. Rich has an above average intelligence and tends to get board in class. His matrix is;

<i>IEP GOALS</i>	<i>Activity based Assignments</i>	<i>Discussion based Assignments</i>
Increase communication with peers	X	X
Increase use of behavior modification strategies	X	X
Integrate socially and emotionally as much as possible	X	X
Learn to recognize triggers And react accordingly	X	X
Makes at least a years progress in academically	X	X

I would help Rich feel that he is part of a community by using many of the practices noted in the behavior section of this paper. Helping Rich realize that his presents is welcome in the class and that he is in charge of his decisions on whether to act out or not. Using peer mentors and also carefully choosing his group activity group mates could definitely help decide whether or not he acts out. Choosing students that are non-confrontational, people who won't intentionally push his button. I would seat Rich where I could see him at all times, this would be so I could stop any unwanted behavior before it gets out of hand. Also with Rich I would try to have a good line of communication with his family. Finding out strategies that seem to work and strategies that don't. One strategy that I would try is to allow Rich to go out into the hall if he is feeling the need to calm himself down. This strategy can be used as long as his behavior in the hall is acceptable. If Rich starts using the hall too much in my opinion as an unnecessary escape, I would discourage unnecessary trips to the hall by giving him a choice – if he goes into the hall for 10 minutes to calm himself, he needs to spend 5 minutes with me at lunch or after school. This would only be used if he starts to abuse the privilege and starts to escape into the hall instead of trying to cope. A contract situation would work well in this situation. I would facilitate a contract in which myself and rich would agree on what are acceptable behaviors, and the consequences of unacceptable behavior.

Writing this paper was a good experience and has brought the inclusive classroom more into focus for me. It brought to light the many different aspects and advantages of inclusion. The book that is referred to by the page numbers is the class text.

References

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Inclusion

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