

Working collaboratively to Support Independence and Inclusion

Inclusion - "Is part of a much larger picture than just placement in the regular class within school. It is being included in life and participating using one's abilities in day to day activities as a member of the community. It is being a part of what everyone else is, and being welcomed and embraced as a member who belongs."

Tomoko, C. (1996). What is Inclusion? Retrieved from www.kidstogether.org/inclusion.htm

Benefits of Inclusion for ALL students

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively effect both their school and community to appreciate diversity and inclusion on a broader level.
- Greater academic outcomes.

Tomoko, C. (1996). What is Inclusion?

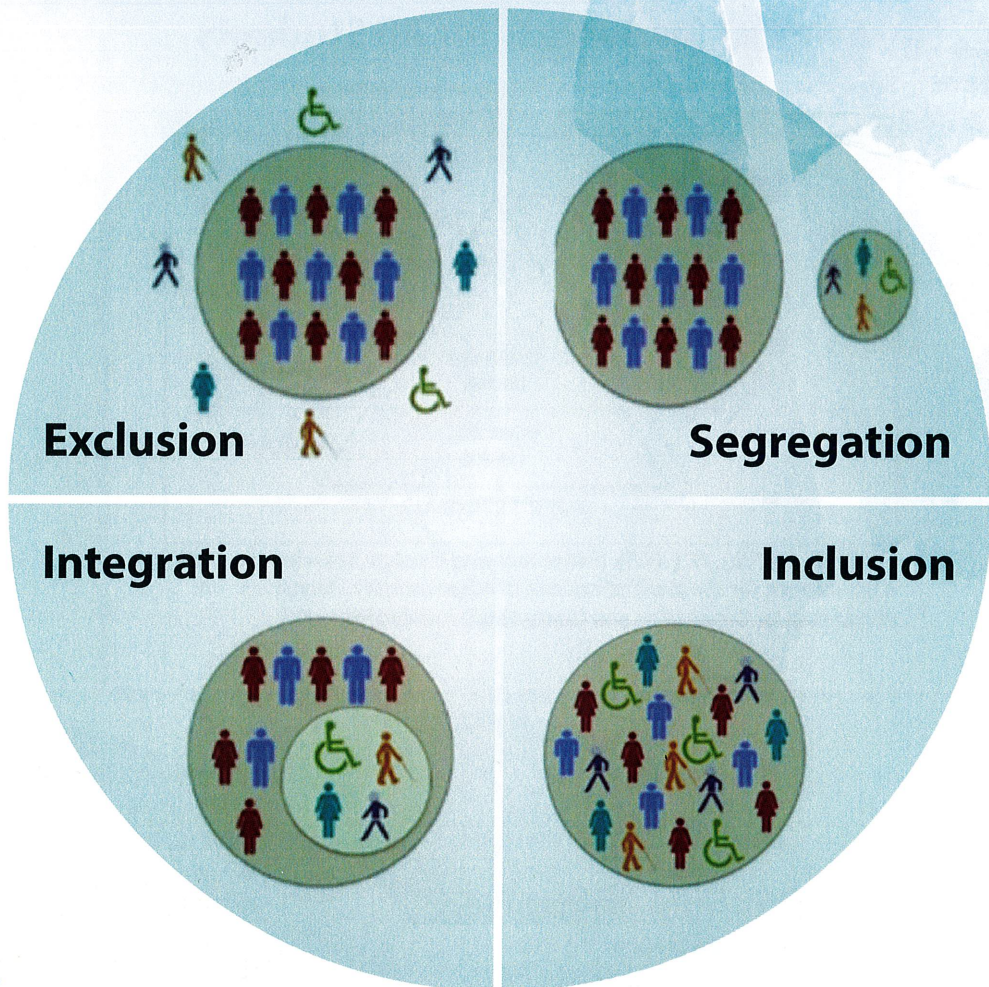
Retrieved from www.kidstogether.org/inclusion.htm
www.inclusiveeducation.ca

Ways to Foster Inclusive Environment

- Ensure all students belong and are included
- Support belief that all students can succeed
- Use a variety of instructional strategies and assessment methods so all students achieve success
- Implement Universal Supports
- Make strong links to all students prior knowledge and interests

- Use technology to provide additional support
- Differentiate instruction
- Universal Design for Learning
- Use resources that value and reflect diversity

Note some of above was - Adapted from a Guide to Effective Literacy Instruction Grades 4 to 6 - Volume Two Assessment, 2006 p.5-8.

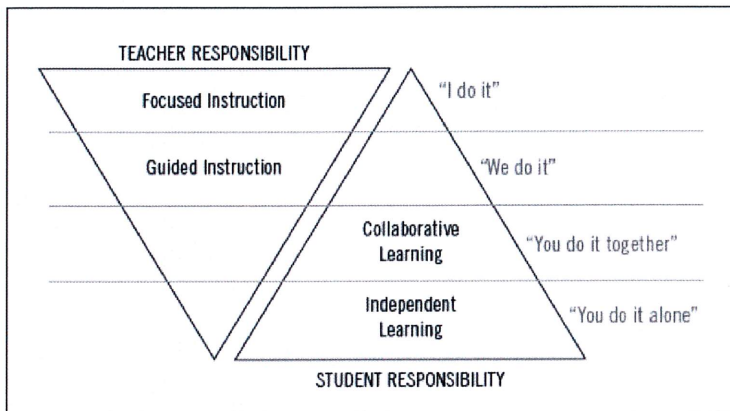


Independence - "By gradually releasing responsibility for learning to students, teachers help students improve the quality of their lives."

Ministry of Education
Reference from the Fostering student independence guide - Barrie

Working collaboratively to Create an Inclusive Environment

A Model for Success for All Students



Fisher, D., @ Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Together we can:

- Create a climate of cooperation and mutual respect
- Create and maintain an open channel of communication
- Share a common vocabulary
- Provide clear directions and expectations
- Ask for clarification when in doubt
- Recognize the strengths, talents, and interests that everyone brings to the team
- Acknowledge diversity

Role of the Teacher

Provide the program for **ALL** students, including those students with exceptional needs

Provide the direct instruction and differentiate and accommodate according to student needs, based on assessment

Assess and report on student progress towards learning and independence goals

Communicate with parents and outside agencies/service providers

Develop learning and independence goals for students with IEPs, in consultation with parents, LST, and student

Assist in scheduling/supporting student's personal care needs

Common Goals

Support Student
Autonomy and Inclusion

Foster positive relationships with students
Be familiar with student profile

Respect the dignity and self-worth of all students

Always use person-first language
Facilitate peer to peer interactions

Practice confidentiality in all environments

Teach self-advocacy

Identify and facilitate opportunities for increased student independence

Create a safe and supportive environment for all

Role of the Educational Assistant

Support the program for all students, particularly those with exceptional needs

Support the differentiation of instruction by: facilitating students' access to technology and equipment, **using the hierarchy and fading of prompts,**

Provide input to teacher on student progress, and on possible opportunities for students to move towards independence

Share observations and input for programming directly to the teacher

Assist in data collect and support students' Individual Education Plans **in collaboration with** the teacher

Support student's personal care needs, where necessary