

INCLUSIVE SCHOOL ENVIRONMENT FAMILY AND CHILDREN

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INCLUSIVE CLASSROOM

INCLUDE Strategy

- Systematic approach for helping students with SEN (USA)
- Universal design = instructional materials, methods and assessments designed with build-in supports (print alternatives such as graphics, video and digital text which allow students with reading difficulties to easily access the subject)
- Differentiated instruction = variety of teaching and learning strategies which are necessary (include materials and tasks at varied levels of difficulty)

INCLUDE Strategy

- *Step 1* **I**dentify classroom demands
- *Step 2* **N**ote student learning strengths and needs
- *Step 3* **C**heck for potential problem areas
- *Step 4* **L**ook for potential problem areas
- *Step 5* **U**se information to brainstorm ways to differentiate instruction
- *Step 6* **D**ifferentiate instruction
- *Step 7* **E**valuate student progress

EFFECTIVE COLLABORATION WITH PARENTS

What is important for an efficient cooperation between school (teachers) and parents?

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EVERYTHING IS ABOUT COLLABORATION...

Key Points

- *Family involvement is important throughout the lifecycle of children with disabilities, especially in the early years (UNICEF, 2012).*
- *Involving parents and the community is an important principle of quality, inclusive education, both in and out of the classroom.*
- *A positive connection between parents and schools influences children's attitudes and achievements in education.*
- *Families and civil-society organizations can also play an important role in the process of advancing a legal and policy framework for inclusive education.*
- *Children with disabilities are not the only ones that benefit: there are also advantages for parents, classmates, educators and schools.*

UNICEF (2014). *Parents, Family and Community Participation in Inclusive Education*. Webinar Booklet.



EFFECTIVE COLLABORATION WITH PARENTS

- Understanding the Perspective of Family members
 - We don't understand what is like to be the parent of a child with a disability unless we are the parents of one
 - Parent reactions to their Child's Disability
 - Grief – Ambivalence - Optimism

Collaboration is a complex process that does not warrant the same approach used to resolve complicated problems.

Making a five-course haute cuisine dinner is very complicated... but if you have the ingredients, the recipe book and the equipment, chances are you will end up with something decent for your guests. Let's take another example: sending a rocket into space. This is even more complicated! Very complicated indeed. However, if you have the materials, the engineers, the blueprints and the launch pad, at the end of the day you are likely to have a craft ready for blast off.

Now complex is something different. Complex means that there is no recipe book or blueprint. It means that we are required to think out from start to finish, and that the outcome is always uncertain and unique.⁴



ENGAGING ALL LEARNERS!



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Professional learning resources for Alberta educators

Alberta Regional Consortium (Alberta, Canada)

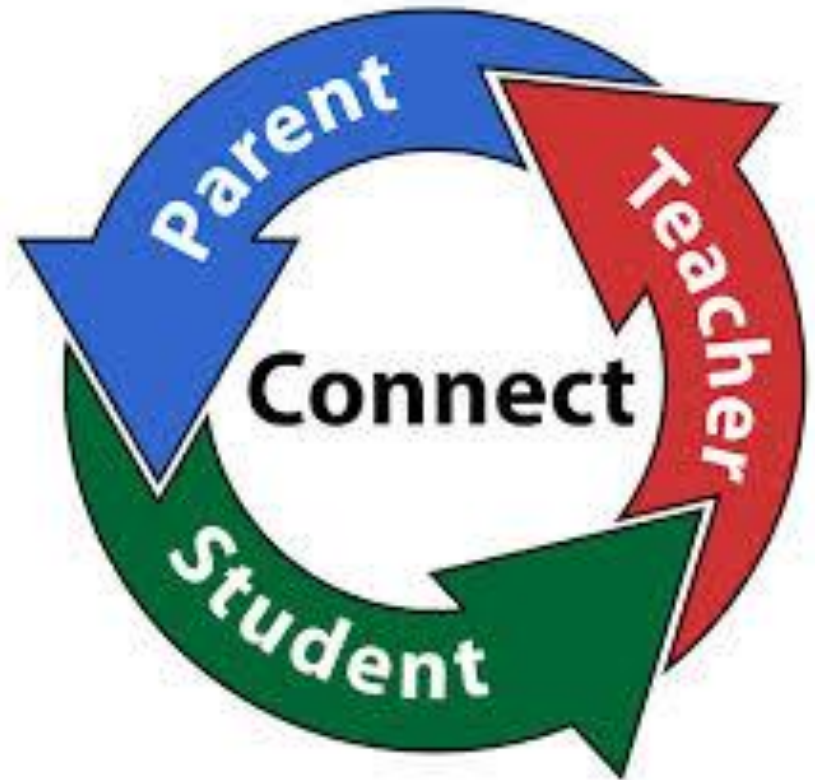
Established seven regional consortia to support regional professional development needs for all those who influence student learning.

Key Understandings

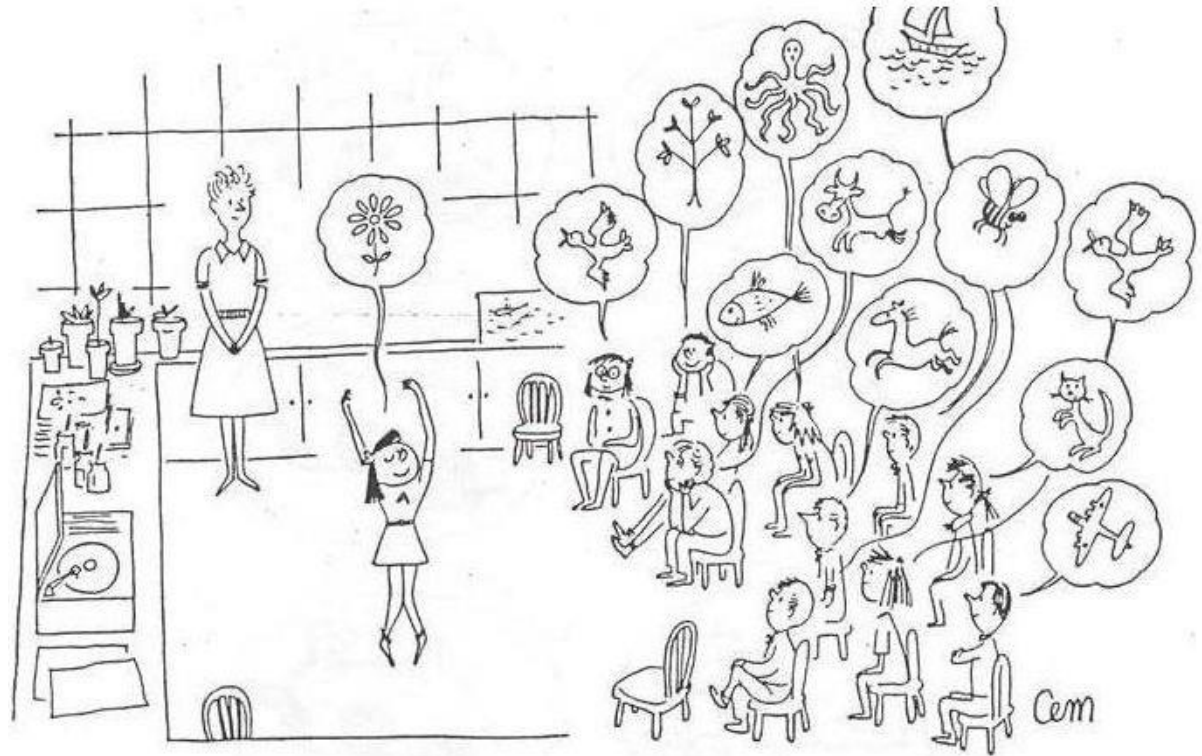
- Parents are an invaluable resource to teachers, providing them with information about the child's home life, and what works best for that child in terms of learning and positive behaviour support.
- Parents see themselves supporting the school in many ways through activities that provide for meaningful learning for their children, whether that is taking place at home, in a school, or in the larger community.
- Teachers in inclusive classrooms collaborate and communicate with parents and are respectful of the challenges they face. They work hard to understand and be helpful when institutional expectations cannot be met in the way we sometimes expect.
- Most parents do want to be involved, and many are involved in ways not visible to teachers.
- Parents want to feel welcome in the school community and in their child's classroom. They want to have their contributions appreciated, and they want to be connected to a school community through their children.
- Parents appreciate being informed about the learning of their child, and having opportunities to participate in their child's learning.

HOME-SCHOOL COMMUNICATION

- Using informal and formal home-school communication to build a positive working relationship
- Meeting with parents at the beginning of year
- Afterwards weekly updates or progress reports (regularly)
- Electronic communication



CLASSROOM PRACTICE ACCORDING TO INCLUDE STRATEGY



STEP 2: NOTE STUDENTS LEARNING STRENGTHS AND NEEDS

A disability label cannot communicate a student's complete learning profile

Academic skills

- Basic skills including reading, math, oral and written language
- Cognitive and learning strategies
 - Memorization, textbook reading, note taking, test taking and general problem solving
- Survival skills
 - Skills practiced by successful students such as attending school regularly, being organized, completing tasks, etc.

Social-Emotional Development

- Classroom conduct, interpersonal skills, personal-psychological adjustment

Physical Development

- Vision and hearing level, motor skills and neurological functions

CURRICULA CHANGES – INSTRUCTIONS AND ASSESSMENT



STEP 6: DIFFERENTIATE INSTRUCTION

Select age-appropriate strategies

- Select strategy which matches the student's age

Select the easiest approach first

- Feasible for general education teachers + Time effectivity

Determine whether you are dealing with a „can't“ or a „won't“ problem

- Can't means student cannot despite his/her effort
- Won't means lack of motivation

Give students choices

- Adding the element of choice – encourage students to be responsible for their learning

Select strategies with demonstrated effectiveness

- Use contemporary approaches approved by researches

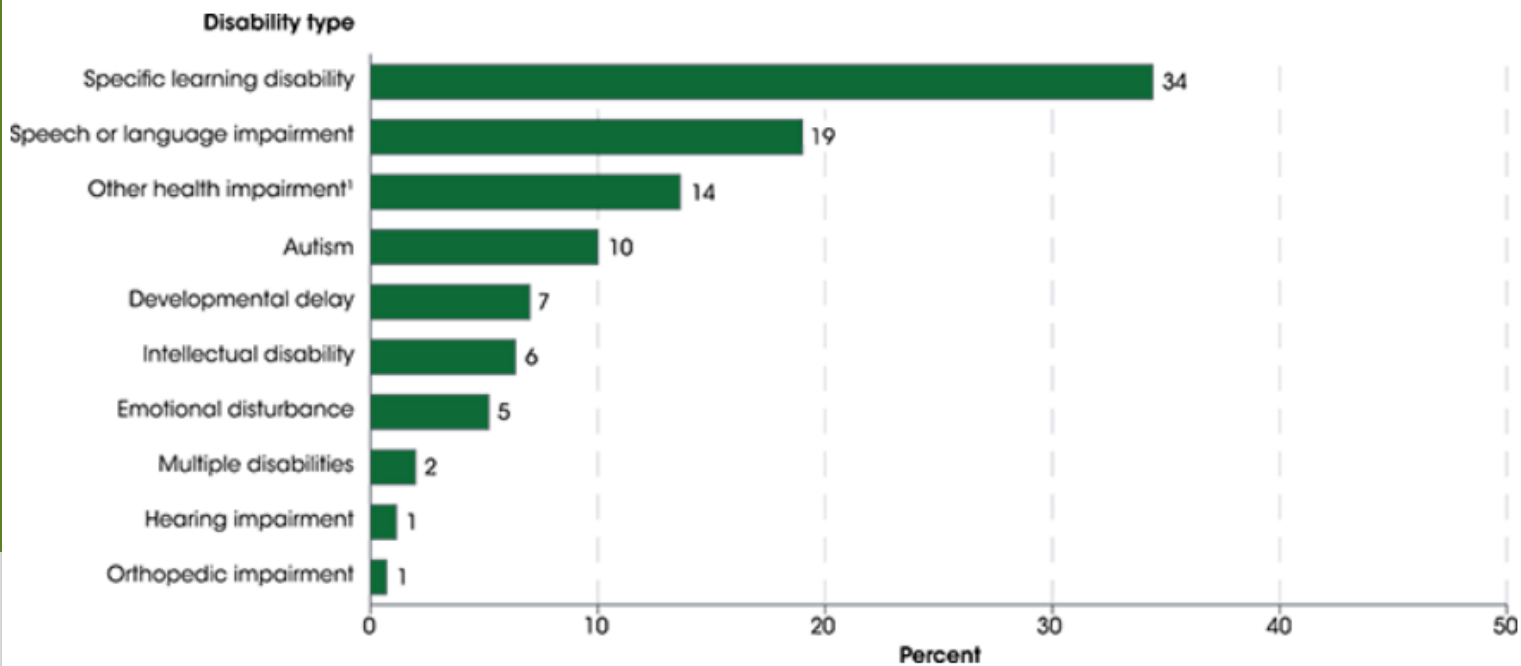
STUDENT WITH SEN AMONG CLASSMATES



HETEROGENOUS GROUPS OF STUDENTS



Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2017–18

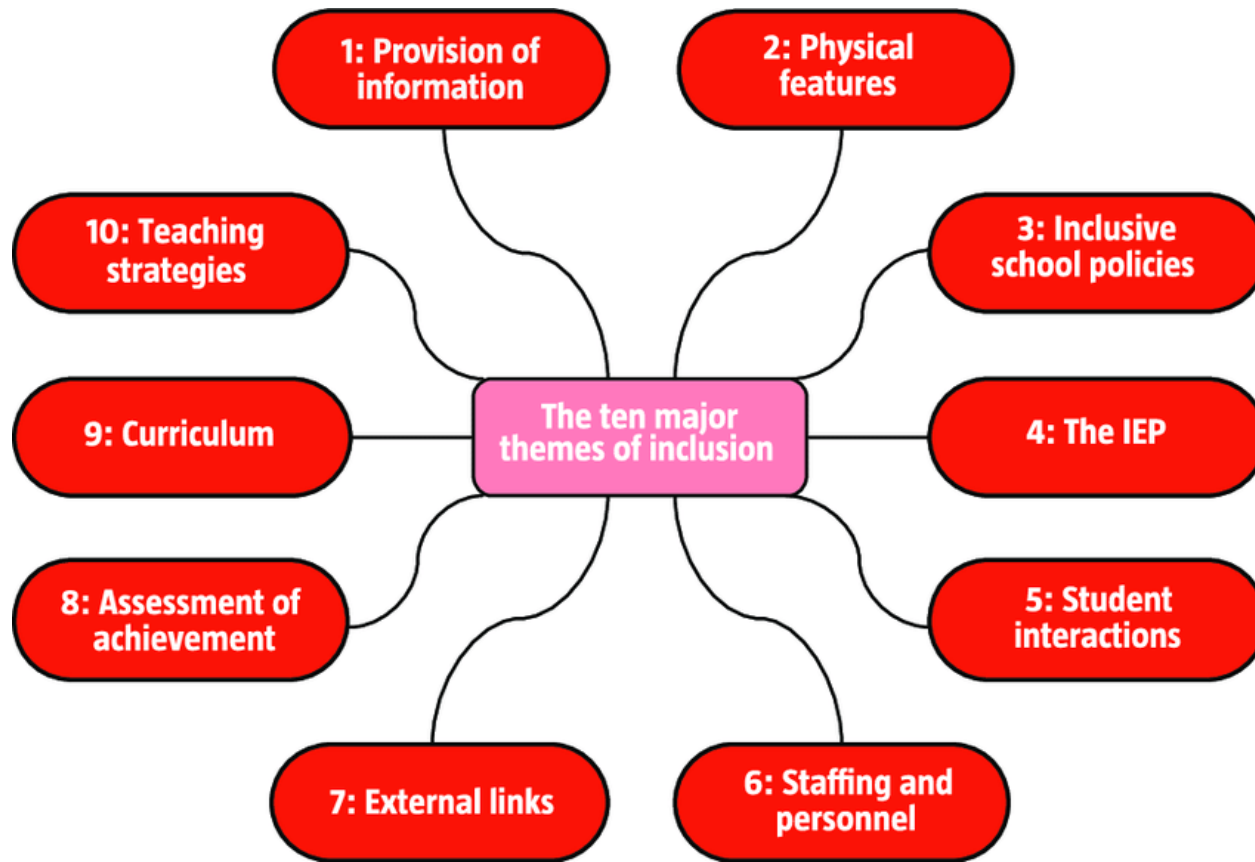




DIVERSITY IN ALBERTA SCHOOLS: A JOURNEY TO INCLUSION



FACTORS AFFECTING THE DEVELOPMENT OF THE INCLUSIVE SCHOOL ENVIRONMENT



WE ARE ALL UNIQUE...

THAT IS WHAT MAKES US THE SAME.

