

INCLUSIVE SCHOOL ENVIRONMENT

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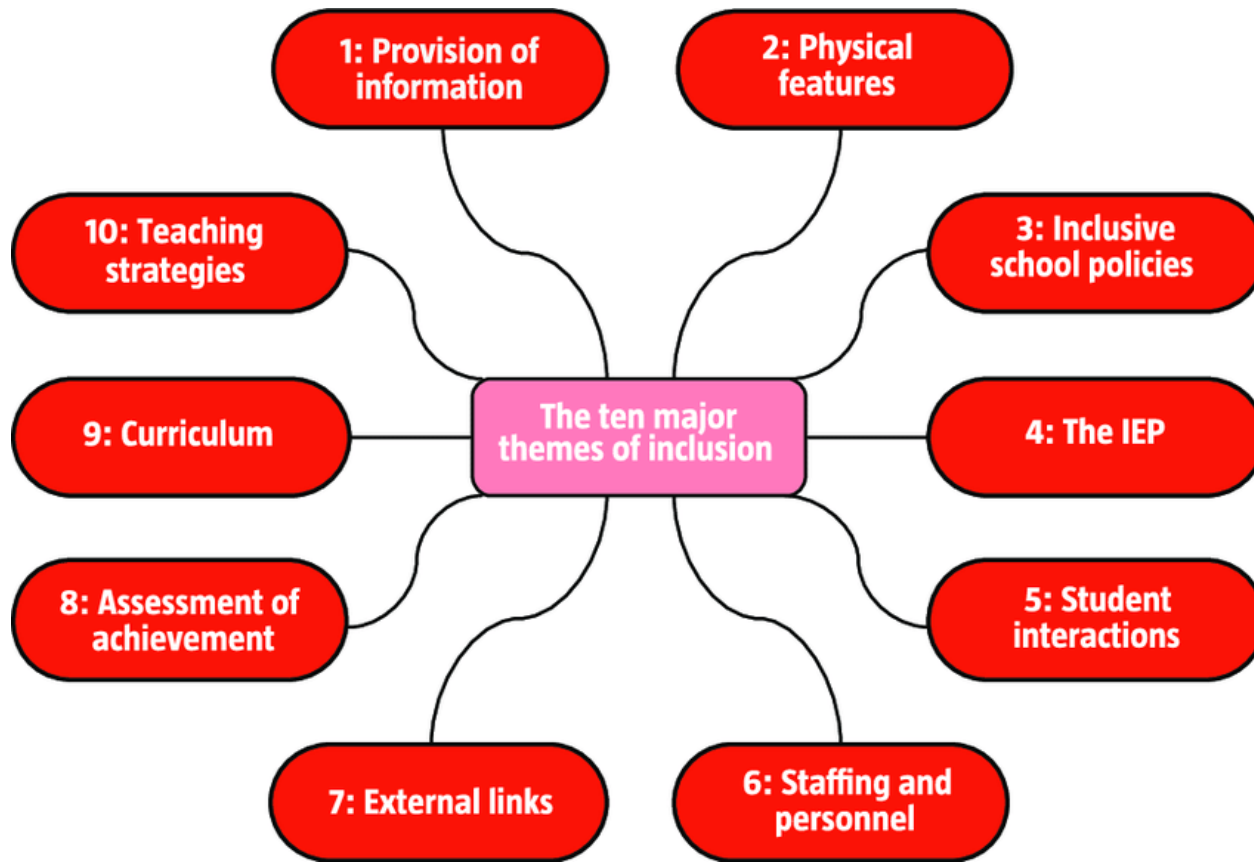
WHAT HAVE WE TALK ABOUT ?...

SCHOOL – INCLUSIVE SCHOOL ... ?



FACTORS AFFECTING THE DEVELOPMENT OF THE INCLUSIVE SCHOOL ENVIRONMENT

?



SELECTED FACTORS



- 1) School as a safe place without barriers – Physical and other environmental (classrooms) adjustments
- 2) School as a place for collaboration – Collaboration between management and teachers
- 3) Teacher and teacher assistant – Effective cooperation in classroom
- 4) Curricula changes – Instructions and Assessment
- 5) Parents – Their role in functional inclusive education
- 6) Student with SEN among classmates – support of the involvement and friendship

INCLUSIVE CLASSROOM

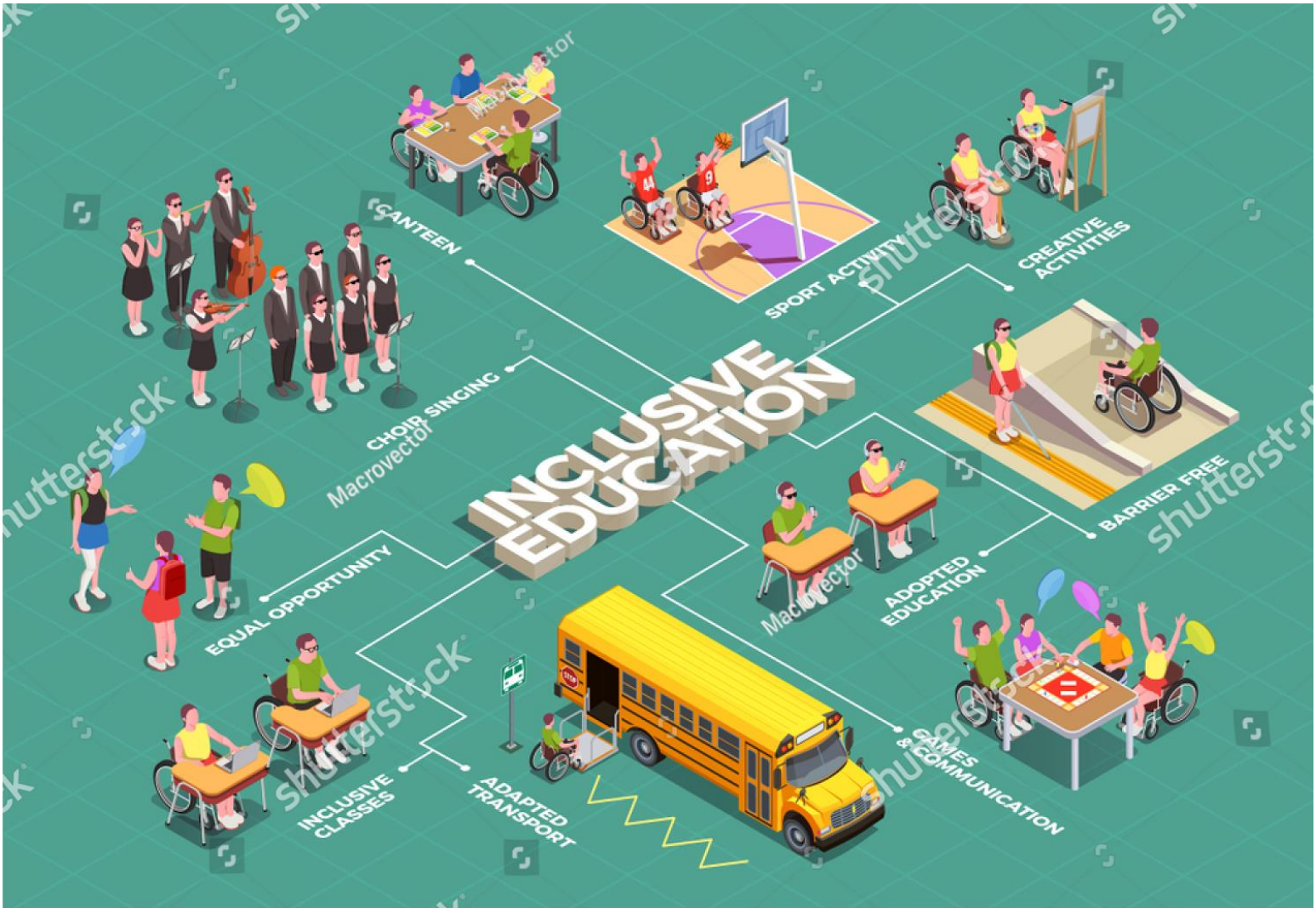
INCLUDE Strategy

- 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

SCHOOL AS A SAFE ENVIRONMENT



STEP 1: IDENTIFY CLASSROOM DEMANDS



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Classroom environment significantly influences what students learn

Classroom management

- Physical organization
- Classroom routines
- Classroom climate
- Behaviour management
- The use of time for instructional and non-instructional activities

Classroom Grouping

Instructional Materials

Instructional Methods

SCHOOL AS A PLACE FOR COLLABORATION



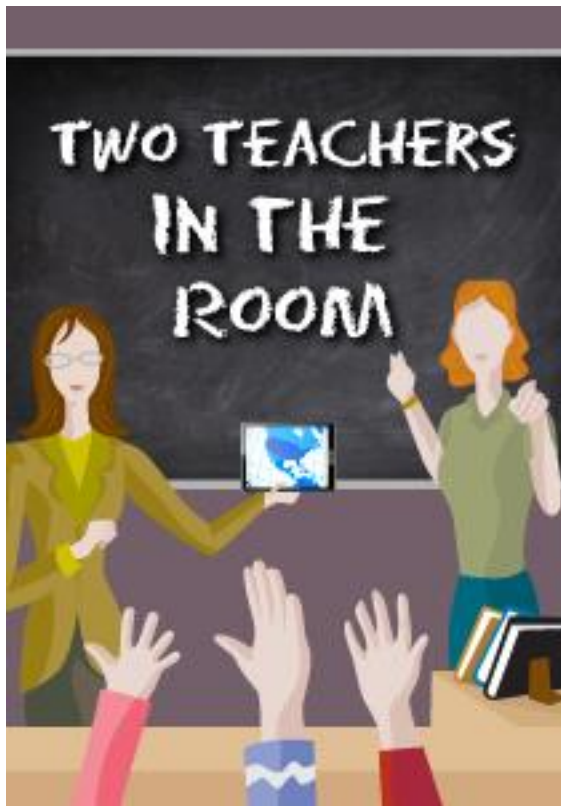
INCLUSION AS COLLABORATION

Collaboration

- How people work together, not what they do
- Style of professional choose to use in order to accomplish a goal they share



TEACHER AND TEACHER ASSISTANT CO-TEACHING MODEL IN SCHOOL



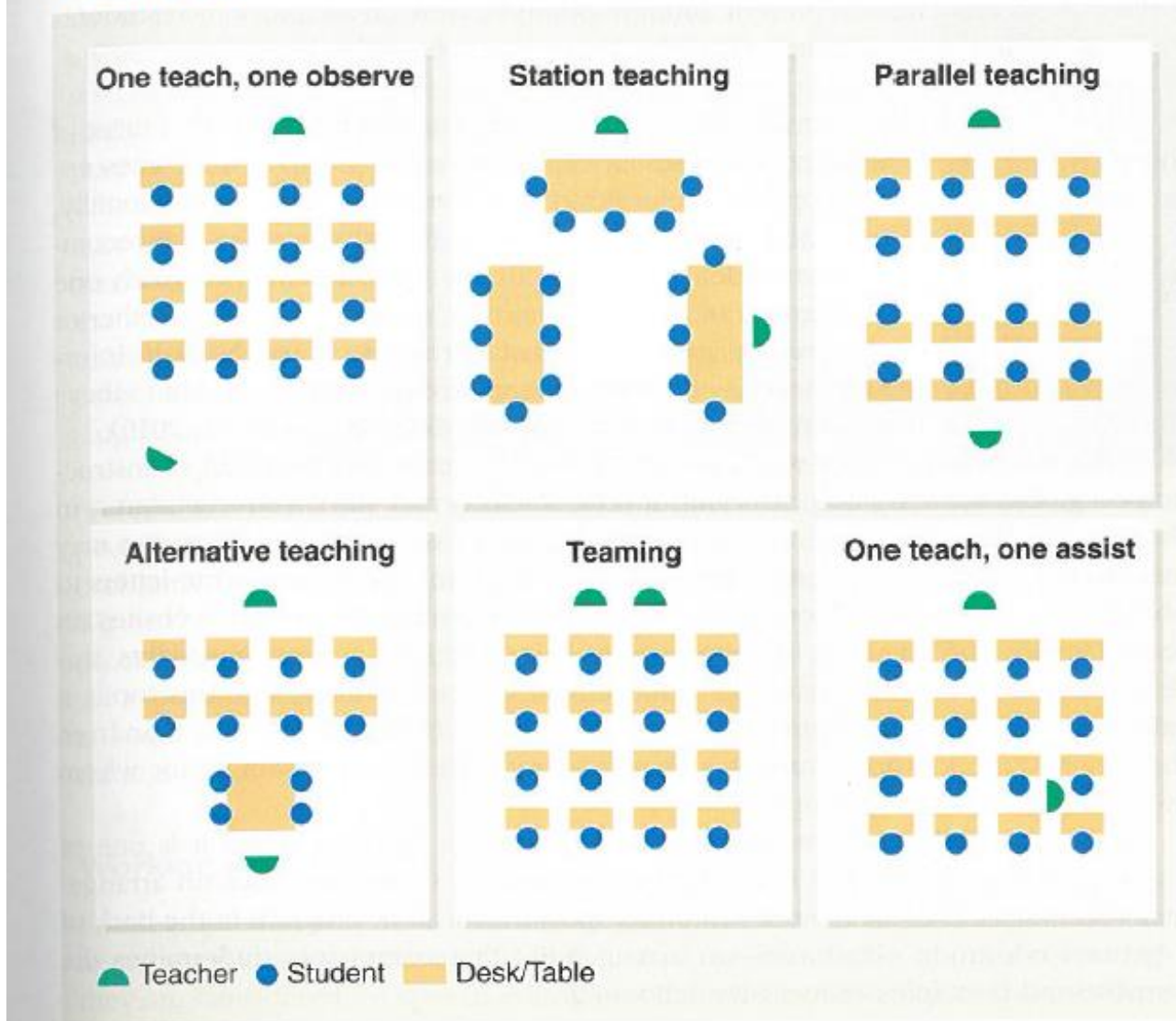
COLLABORATIVE SERVICES IN SCHOOL FOSTER INCLUSION

Co-Teaching

- Two or more educators (general education teacher/special educator/other specialist) share the instruction for a single group of students
- Popular service for delivery option in inclusive education
 - In heterogeneous classroom combining strengths of special educator and general classroom teacher create options for all students
- Although, it's not an answer for all students with disability and every classroom in an inclusive school

CO-TEACHING

FIGURE 3.2 Co-Teaching Approaches



CO-TEACHING

Co-teaching Pragmatics

- In co-teaching students are often grouped = student with SEN are integrated with their peers without disabilities
 - In a station teaching students with SEN are likely to be in each of three groups
- Both teachers take on teaching and supportive role
 - Otherwise, special educator will be seen as a helper without teacher status
- The best approaches to use depend on student needs, the subject being taught, the teachers' experience and practical considerations such as space and time for planning
 - Novice-teachers may prefer station teaching or parallel teaching over teaming
- The type of curriculum sometimes dictates the approach