Quick-Guides to Inclusion

Ideas for Educating Students with Disabilities

SECOND EDITION

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When a student with disabilities is placed in a general education class, a common misunderstanding is that you, as the classroom teacher, are primarily a host rather than a teacher. Many teachers welcome this notion with open arms. It means someone else is responsible for actually teaching the student with disabilities. This makes sense to many teachers who already feel they have too much to do and wonder if they have the skills to be successful with their students who have disabilities. There’s just one catch: merely hosting doesn’t work very well.

When the teacher serves as host, it’s someone else, such as a paraprofessional, special educator, or another support person, who takes turns working with the student who has a disability in the back of the classroom or in a different room. The teacher ends up having minimal or superficial interactions with this student and not having a good handle on what is going on with him or her educationally. This does not sit well with many teachers because they want to, and should, be in charge of activities and people in their classroom.

Yet some teachers say they don’t really think of the student with disabilities as one of their students. I’ve heard teachers say, “I have 26 students plus John [a student with disabilities]. My job is to teach my 26 students and Karen’s job [paraprofessional] is to teach John.” This “hosting” approach perpetuates a lack of ownership and responsibility for the student’s education, and too often it leaves major curricular and instructional decisions to hard-working but potentially underqualified paraprofessionals.

Although your student with disabilities should expect to receive individually determined special education supports, I strongly encourage you to really be the teacher for all the students who are placed in your class. That means knowing what all your students are learning and personally spending time teaching each of them, including your students with disabilities.

Be flexible, but don’t allow yourself to be relegated to being an outsider in your own classroom. You are successful teaching students without disabilities; that means you have the core set of knowledge and skills to be successful teaching students with disabilities. Teachers who have embraced the challenge of teaching their students with disabilities often report that they have learned approaches that benefit their entire class and that they keep using after the student with a disability has moved on to the next grade.
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Be familiar with your inclusion strategy. Inclusive work. Environment. Respect confidentiality. And sensitivities. Learn a little more about your organisation’s diversity & inclusion strategy. Determine how you might both promote and support diversity and inclusion within your workplace & immediate team. Be active and visible in your support of inclusion. Talk to your team about some of the inclusion initiatives or diversity events promoted by your organisation. Display visible support for diversity and inclusion in your office or on your desk. Understand the sensitivities around disclosure. Never disclose on behalf of somebody else unless you know that they are fine with this. The Quick-Guides are a fast, reliable source of information for educators working in inclusive schools. They are written in accessible language and the information is delivered in a friendly format. Each full Quick-Guide book contains 5 actual Quick-Guides, which are further broken down into 10 lessons. Accessible and useful, this is not a book that will sit on the shelf! *Easy to read, easy to try ideas [that are] critical to inclusion at all ages, offered up by the best in the field.* Lccn. 2007-001319. Quick-Guide Extras includes: (QGE 1): Assisting Students Who Use Wheelchairs: Guidelines for School Personnel (Michael F. Giangreco, Irene McEwen, Timothy Fox, and Deborah Lisi-Baker); (QGE 2): Community-Based Instruction (John McDonnell and Jayne McGuire) and (QGE 3): Simple Technology to Encourage Participation (June E. Downing). As having a disability, who have to be considered also for inclusion and therefore necessarily require special support. In conclusion, some psycho-social variables interacting with inclusive processes will be outlined that have to be taken into account in research and/or intervention. View. Show abstract.
Quick start guide to raise awareness and promote conversations about diversity and inclusion in your workplace. The Conversation Quick Start Kit was built from a variety of online resources, as well as input from other attendees at the unconference. There were three main questions framing the discussion: How can I have a conversation with a coworker/friend about offensive comments without making them defensive? Now for the first time ever, the bestselling, teacher-trusted “Quick-Guides to Inclusion” are available in a single updated and revised volume -- complete with seven all-new Quick-Guides. A resource for busy K-12 teachers who need fast, friendly, and practical guidance on including students with disabilities in general education classrooms, this photocopiable sourcebook gives educators fully revised, updated contents of all three popular Quick-Guide volumes. Past contributors -- every one a respected inclusion expert -- returned to refresh these Quick-Guides with their latest knowledge. Section 4: manager’s quick guide to LGBTI inclusion. This section provides a quick visual summary as to how you can personally support LGBTI inclusion initiatives within your organisation. Section 5: what if? It would be remiss of us to not address both the external and internal conflict that can sometimes arise in this space. Workplace inclusion providing unique insights into the experiences of LGBTI employees working within organisations active in LGBTI inclusion.
Inclusion Guide Quick Reference Guide. Hi there, and thanks for visiting The Diversity & Support Execâ€™s Inclusion Guide page! The aim of this page is to advise how groups, clubs and societies can be inclusive and accessible to ALL students. Some students, that donâ€™t fit the â€œaverage studentâ€™ mould, can sometimes be exposed to feelings of exclusion, victimisation, or misunderstanding from other students, societies, clubs and staff. This is usually due to lack of awareness, or misplaced assumptions about the needs or abilities of students that may be in a minority group at university. As you Quick Guides to Inclusion book. Read reviews from worldâ€™s largest community for readers. Perfect for busy educators, this user-friendly book offers brief...Â Goodreads helps you keep track of books you want to read. Start by marking â€œQuick Guides to Inclusion: Ideas for Educating Students with Disabilitiesâ€ as Want to Read: Want to Read saving… Want to Read. Currently Reading. Read. Other editions. Enlarge cover. Want to Read saving… Error rating book. Refresh and try again.