



Table of Content

Biblical Perspectives on Inclusion.....	1
Inclusion Defined.....	4
Personal Journey..... (understanding one’s own philosophy, beliefs and practices)	5
Teacher Behaviors that Foster Inclusion.....	10
Strategies that Foster Student Success.....	15
Strategies that Promote Learning and Academic Achievement	
Strategies that Promote Positive Behaviors and Social Interactions	
Resources (internet links, articles, books, organizations)	



BIBLICAL PERSPECTIVES ON INCLUSION

I Corinthians 12:4-6 ⁴ There are different kinds of gifts, but the same Spirit distributes them. ⁵ There are different kinds of service, but the same Lord. ⁶ There are different kinds of working, but in all of them and in everyone it is the same God at work. (Today's New International Version)

God in His infinite wisdom provided a framework for the provision of inclusive educational practices. I Corinthians 12:4-6 shares that although each of us is different with respect to our gifts, talents, and abilities, it is God who created us and He loves us, differences and all.

Take a moment to look at some of Jesus' followers: an eclectic group of individuals, yet each chosen and loved by Jesus. Let's start with Peter. Many have described Peter as the impulsive disciple. He was known to **act before thinking**, as described in Matthew 14 when he impulsively stepped out of the boat and attempted to walk on water. Additionally, Peter had **difficulty answering a question in a succinct manner** as seen in John 13 when Jesus had to ask Peter three times if he loved Him. Peter was also **concerned about what others thought**; thus he denied Christ three times (John 13). There was also an incident where Jesus had to instruct Peter to **stop talking and to listen** in Matthew 17, and in Matthew 16 Jesus had to remind Peter to **focus** because he was **saying thoughtless things** and serving as a stumbling block to others. Finally, Peter allowed himself to be ruled by emotion when he reacted out of anger and sliced the ear of the Roman soldier (John 13). Today, Peter would most likely be identified as having **ADHD**, yet God was able to use this illogical, impulsive and impetuous man to preach at Pentecost and inspire thousands of others to follow Christ.

Explore It

Identify at least 5 characteristics of ADHD. Are there other biblical characters who exhibit these characteristics?

As impulsive as Peter was, Thomas was most likely on the other end of the spectrum as he was often described as "doubting Thomas." Thomas seemed to need **order and predictability**, and when things were out of the ordinary, he was **filled with "doom and gloom."** For example, when word came that Lazarus had died, Jesus said He would go; yet Thomas' response was, "Let us also go, that we may die with Him" (John 11:16). Thomas also **needed concrete answers** so that he could make sense of the world. In John 14, Jesus told His disciples, "I go to prepare a place for you." Thomas asked, "Lord, we don't know where you are going, so how can we know the way?" Additionally, when the other disciples said to Thomas, "We have seen the Lord," (John 20), Thomas argued, "Right! I saw Him die!" He told them, "Unless I see the nail marks in His hands and put my finger where the nails were, and put my hand into his side, I will not believe it." Thomas **needed to touch, feel and see in order to understand**. Perhaps a slight touch of Aspergers Syndrome? Hmmm. What would the DMMR say?



Finally, let's examine the character traits and behaviors of Paul. Paul can be described as **determined**, **driven**, committed, **intelligent**, and an **inspirational writer** and preacher. Paul was responsible for writing the majority of the New Testament, and he converted many to Christianity. Paul was a **scholar**, yet had a trade as a tent maker (Acts 18:3), and he was known to keep the law (Phil 3:5). Paul could perhaps be described as Gifted and Talented because of his **intelligence**, his **drive** and his **extraordinary ability to write and orate**.

Explore It
Define Aspergers syndrome. How does it differ from Autism? What is the DMMR?

Perhaps Jesus' chosen apostles sound like some of the students in your class. ADHD, Aspergers, Gifted and Talented; can you think of a student who falls into one of these categories? And let's not forget those who were blind, those possessed by the demons, those who were paralyzed, and the woman with an issue of blood.

So how did Jesus "teach", mold and impact these individuals? He worked to convey His love, His care and His desire to improve their circumstances. Jesus also worked to establish a trusting relationship. Jesus had a unique way of meeting each person where they were by recognizing their areas of need, yet capitalizing on the strengths of each of the individuals. He was able to take impulsive Peter, doubting Thomas, and passionate Paul to preach and spread the gospel throughout the world.

Not only did Jesus provide us an example of how we should relationally interact with those who are diverse or who have differing abilities, he also provides us with examples of teaching strategies that we too can use. For example, Jesus used praise and encouraging words to give others a sense of their self-importance and value, as seen in Matthew 5:14, when Jesus shared: "You are the light of the world." Jesus also started with the learner's context, realizing that effective learning builds upon what the learner currently knows; thus Jesus taught by using parables that were culturally relevant. In order to teach about the firm foundation of faith in God, Jesus uses the example of a man building his house on a rock (Matthew 7:24-27). Later, in Matthew 8:25-27, Jesus taught that faith can calm the storm. He also empowered those around Him as demonstrated in His teaching the disciples how to cast out demons (Mark 9: 28-32); and He also taught them how they should live once He had departed (John 15). Jesus also modeled appropriate behavior by teaching the disciples how to pray (Luke 11: 1-4). Finally, Jesus took advantage of teachable moments, creating lessons out of circumstances that surrounded him; and this was evidenced in John 8: 1-11 when Christ prevented the woman accused of committing adultery from being stoned, by teaching: "If any one of you is without sin, let him be the first to cast the first stone" (v. 7).

REFLECT ON IT

Reflect on other examples of teaching strategies used by Christ that we can use in our teaching practices.



Jesus has given us the example for how we as teachers should value, relate to, and educate children with diverse learning needs. As it is evident that Christ valued, respected, loved and empowered those with differences, and as we strive to be like Christ, let's explore in more detail how we can model our teaching philosophy, relational behaviors and teaching methodologies after Christ.

INCLUSION DEFINED

Inclusion remains a controversial topic in the field of education because it relates to educational and social values, as well as to our sense of individual worth. Inclusion is more than a provision of special education services, the ability to make accommodations or modifications, the ability to expose children with disabilities to students without disabilities, or ensuring that all children meet federal standards. However, these are usually what we focus on—and rightly so, as these are the concerns impacting our everyday classroom instruction. But I encourage you, for the next hour or so, to set aside the challenges that inclusive practices bring; and let's examine what we value and believe about the rights of children and our role as educators.

Inclusion is actually a philosophy that brings together diverse students, families, educators, and community members in order to create an educational environment whose foundation is based on acceptance, belonging and community (Sapon-Shevin, 2003). Inclusion recognizes that all children are learners who can and should benefit from a meaningful, challenging and appropriate educational experience through the creation of a collaborative, supportive and nurturing community of learners (Salend, 2008). Inclusion has more to do with our beliefs regarding the core principles of inclusion.

Salend (2008) identifies the following core Principles of Inclusion:

1. All Learners Have a Right to Learn
2. Diversity is Valued
3. Instruction is Differentiated to Meet the Diverse Needs of All Students
4. Inclusion is a Collaborative Effort

REFLECT ON IT

What are your thoughts regarding "All Children Can Learn"?
What is your reaction to the philosophy of education described in this article? What points do you agree with? What points do you disagree with and why?



YOUR PERSONAL JOURNEY

As previously stated, inclusion is a philosophy more than a practice or strategy. So in essence, the provision of effective inclusive education begins with you, the educator. Any discussion about inclusion requires you to reflect upon your beliefs about persons with disabilities, your beliefs about inclusion, and the experiences that have shaped your beliefs and practices. I encourage you not to skip ahead to examine the strategies for working more effectively with children with diverse learning needs. In fact, if you only have a limited amount of time to dedicate to “focusing on inclusion”, I implore you to spend that time reflecting on your beliefs and practices as they relate to inclusion. What you believe about inclusion will have a greater impact on your success in working with children with disabilities than what you do with the children.



Reflective Questions:

- What experiences have you had that impact your beliefs about persons with disabilities?
- When you were in school, how, where, and by whom were children with disabilities educated?
- When you encounter persons with disabilities, your gut reaction, feeling or thought is _____?
- Do you believe that all children can learn? Why or why not?
 - What is your role as an educator?
 - How do you want students to interact in your classroom?
 - How do you determine that a child has learned?
 - How do you assess learning?
 - What is your goal for teaching?
 - Describe your ideal school and classroom.
 - What is the most important thing(s) that your students will learn from you?
 - What have you learned from your students?
 - What is the role of the family in the education of children?
 - How do you define *inclusion*?
 - Are there some children for whom *inclusion* is inappropriate?

APPLY IT

Take a few moments and prepare yourself to reflect. Find a quiet area, grab a journal and perhaps a warm mug of tea, and spend some quality time reflecting on the following questions and scenarios. Remember, there are no right or wrong answers; so be honest with yourself. Knowing what you value and believe will determine whether the implementation of inclusion is right for you.



After you have honestly reflected on the questions above, share your experiences and beliefs with a colleague. After you have had some time to share and process, then reflect upon the following:



- What is my school's philosophy in relation to students with disabilities?
- Do the practices and resources support the school's philosophy with respect to children with disabilities?
- How do my beliefs and values fit within the philosophy and practices of the school? How do they clash?
- Am I suited to teach children with disabilities in an inclusive classroom environment? Why or Why not?
- What suggestions do you have for better aligning your beliefs and practices with that of the school?

APPLY IT

Explore more in depth your experiences and beliefs about working with children with disabilities. Read the following case study and answer the questions below (adapted from www.specialconnections.ku.edu).

Reflective Case-Study

When “inclusion” fails, most times it’s not because of the quality of instruction or the lack of resources, but because of the beliefs and values held by the learning community with respect to the education of children with disabilities.

Case Study

As Anita, Principal, at Seventh-day Adventist Academy, passes Jackie's third grade classroom, she pokes her head in to see how things are going. She knows that Jackie, who's been teaching at the school for three years, has been working especially long hours trying to accommodate the very different needs of the students in her classroom. Anita notices Jackie's tired look and drooping shoulders as she glances up from working with three students who seem especially impatient for a break. The school's recent change to a more inclusive model promises to create a better learning environment for all students, but many of the teachers share Jackie's frustrations and exhaustion. Jackie, like most other teachers in her building, has never had quite as much diversity of learning styles and needs in her classroom as she does now. In her class of 15, two students have learning disabilities, one has been identified as having Attention Deficit-Hyperactivity Disorder (ADHD), and one student has been classified with having Aspergers Syndrome. Additionally, English is a second language for one of her



Students, who is not reading on grade level. With such diversity in her classroom, sometimes Jackie returns home in the evening feeling overwhelmed by the needs of her students.

Jackie prides herself on being a creative teacher and going the extra mile for each of her students, but this year she feels nearly overwhelmed and her mind keeps running: *How can I reach all of these students- Maria ... Ally, Chase, Tye? I don't want to slight all those who are on grade level. How can I meet all of their needs without making six, eight, or ten different sets of teacher plans?! How do I ensure that my students meet the state standards and perform on or above grade level on the standardized tests?*

Reflective Questions:

- What kinds of learning differences have you experienced in your classroom?
- What kinds of learning differences do you think would cause you the most stress? (Students with chronic behavior problems? Students with some level of mental retardation? Students who come from homes with significant risk factors? Students with learning disabilities? Students identified as being gifted?) Why do particular types of students cause you to be more or less concerned?
- What kinds of inclusion models have you observed in schools? Have you witnessed a "full-inclusion" model? Have you seen a learning resource room where students come and go during different times of the day? Have you seen self-contained special education placements? What are some advantages and disadvantages of each kind of service delivery model?
- What would your school look like if you had a significant voice on a school team planning inclusion for your school?
- What methods have you already implemented to help the learning and behavioral needs of students in your classroom? Name one intervention that was successful and one that was not successful. Why do you think some interventions are successful for some learners/classrooms and not for others?
- What suggestions do you have for Jackie and Anita?



Summary on Reflection

You may have perceived my bias with respect to inclusion, but allow me to clarify: I only believe that inclusion works when there is a community that believes in and supports the tenets of inclusion. Additionally, I also believe that inclusion is a philosophy, or a mind set. When one embraces the belief that all children have a right to learn, then, as a teacher, one will work to the best of one's ability to meet the diverse needs of all children. And meeting the needs of all children should not be confused with the practice requiring that **all** students must be in the mainstream classroom environment at all times. A teacher who embraces the philosophy of inclusion exemplifies the following:



- You will work to ensure that you assess the needs of your students;
- You believe that the starting point for every student is your school or classroom;
- You always question, “How can I make this work?”
- You have a relationship with the families;
- You work collaboratively with school administrators and colleagues; and
- You recognize that when you strive to meet the needs of all children, you have to make the tough decision that your class or school may not be the most appropriate placement for every student. When you have to make that decision, you, the family and administrators will know that you embrace the philosophy of inclusion; your ultimate goal is success for all students; and the decision being made is not being made lightly but is being made with the best interest of the child in mind.

Remember that inclusion is a value, and in order to make it work, it must begin with you. After you honestly answer the question, “What do you believe?”, you can then explore methodologies that promote successful inclusive practices within your classroom.

The next section is designed to provide you with strategies that have proven successful in inclusive classrooms.





STRATEGIES THAT FOSTER INCLUSION

For many teachers, ensuring that the needs of all children are met, in addition to providing instruction that considers the unique learning styles of each student can prove to be challenging. Even for those who embrace the philosophy of inclusion, like Jackie from the case study, making the theoretical a reality can prove to be overwhelming at times.

This section is designed to provide you with concrete strategies and/or methodologies that have been proven to foster effective inclusive practices. Strategies that promote academic achievement, social interactions, and appropriate behaviors will be provided in addition to suggestions for effective teaching practices.

TEACHER BEHAVIORS THAT FOSTER INCLUSION

After you have embraced the philosophy of inclusion, or the education of all children, you must then strive to create a community of learners where every child is valued, respected and educated. More than likely you are implementing much of what I will be sharing, and this serves to remind you that you are already doing an excellent job. The intent, then, is that you will begin to put a comprehensive plan in place for structuring an environment that fosters inclusion as well as providing instruction that meets the needs of all children. The following are principles and/or practices that aid in fostering successful inclusion.



Promoting Equity: A very important practice for creating a classroom that meets the needs of all children is to foster a sense of equity. Here are some practices that can assist you in this endeavor.

- **Use People First Language:** As a part of an effort to promote equality and respect for all children, it is important to examine the language we use. People First Language “is an objective way of acknowledging, communicating and reporting on disabilities” (Kathy Snow, <http://www.disabilityisnatural.com>). In essence, People First Language promotes referring to the person first and the disability second. For example, instead of saying “the autistic child”, you would say “the child with autism” or instead of saying “the disabled child” you would say “the child with a disability”. Visit the website cited in the above paragraph for more information about People First Language.



- **Hold High Expectations for All Students:** Be prepared to take the students from where they are to a higher standard
 - **Use Cooperative Learning Groups:** Creating and using cooperative learning groups has many benefits. *For more on cooperative learning groups, visit this interactive website: http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html* A few of the benefits of cooperative learning groups are described below:
 - They provide the opportunity for students to work with a diverse population of students. During small group interactions, students have opportunities to hear and respond to diverse opinions and thoughts, and they can also share their ideas from their own cultural perspectives. This type of exchange promotes an understanding and acceptance of individual differences.
 - Students will have the opportunity for interpersonal skill development as they learn to relate to their peers. This can be especially helpful for students who have challenges with social skills.
 - Students have greater opportunities to be actively involved in the learning process.
- Small groups promote increased numbers of exchanges amongst students as well as opportunities to give and receive feedback.
- **Motivating Learning:** As much as possible, relate the material being presented to what has come before and what is still to come, and particularly to the student's personal experiences.
 - **Develop Cultural Competencies:** Work to eliminate stereotypes, biases and prejudices towards persons with disabilities:
 - Have class discussions about fairness vs. equity
 - Avoid grouping students based on disability. Consider mixed groupings
 - Have forums or opportunities for students to learn about persons with disabilities who have overcome obstacles. *Review the list of children's books about persons with disabilities in the resource section.*
 - **Empower:** Encourage all students, particularly those with disabilities, to assume leadership roles.



Arranging the Classroom: Organizing your classroom is an essential step in meeting the needs of diverse students. The organization of your classroom will set the tone for the students and will assist in fostering a learning community. The design of your classroom environment can help students learn, behave appropriately, and develop social skills. Some points to consider are as follows:

- **Seating Arrangements:** Can all students see all presentations and displays clearly? Is there space for individual, small and large group instruction? Consider how students are grouped. Does seating promote peer modeling? Consider placing a table outside the classroom for those who may need fewer distractions. A study carrel can also serve to cut down on distractions.



- **Teacher's Desk:** The location of your desk should allow you to monitor behavior and student progress, and the location should also allow you to navigate the entire room quickly and with ease.
- **Bulletin Boards:** Does your classroom have a variety of decorative, motivational and instructional bulletin boards? Are displays representative of diverse cultures, gender, abilities/disabilities, etc? Are bulletin boards student-centered? Do bulletin boards enhance the classroom environment, or are they distracting students from learning?
- **Learning Centers:** Are areas or centers clearly labeled? Do the learning centers have all necessary supplies?
- **Accommodations:** When considering your room arrangement be sure to make needed accommodations for students with specific disabilities. For example, you should consider:
 - Visual Impairments
 - Consider lighting that is glare-free; ensure that the area is well lit; reduce clutter and limit changing the room arrangement; orient the student to the class
 - Hearing Impairments
 - To promote lip reading, seat the student in a central location so that the child can see the teacher and other students, or provide the child with a swivel chair so he/she can easily be a part of conversations; a peer partner can also be assigned to ensure that the student receives needed information such as announcements made over an intercom
 - Physical Impairments
 - Ensure that aisles are wide enough for wheelchair access; ensure that floor coverings have non-skid pads; consider desks with adjustable slant boards



Making Classroom Rules: Classroom rules should be clearly stated, should be few in number, should be enforced consistently, and should be stated in the positive- indicating what the students should do. For example, instead of saying “No running in the hall”, you could state “Walk in the halls”.

Partnering with Families:

- Recognize that the family is the constant in a child's life, while the program, staff, and services within the educational system change over time.
- Actively solicit and respond to the family's preferences, questions, and needs.
- Exchange complete and unbiased information with families taking into account their different needs and coping strategies.



- Honor individual, family, and cultural diversity and strengths.
- Facilitate and encourage family-to-family support and networking.
- Recognize that all families and children possess a wide range of strengths, concerns, emotions, and aspirations beyond their need for specialized services and support.
- Find a variety of ways to share information about the progress of all students, particularly those who have disabilities. Communication can occur through the use of a daily journal, email, a website, etc. Be mindful to communicate positive information often so that when you have to communicate less than positive information, it is understood that you are committed to doing what is best for the child and the family.

REFLECT ON IT

Take at least thirty minutes to just observe your classroom, no teaching, just observing (yes, I know you're busy, and no, I'm not insane ☺). Reflect upon your observation and your teaching practices. Are you implementing the principles shared? If so, how? If not, reflect on ways that you can begin to implement some of the practices discussed.

TEACHING STRATEGIES THAT FOSTER SUCCESS

“How can Brent be fully included when he is unable to read, his writing is illegible, and his math abilities are significantly below grade level?” Perhaps the question should be rephrased to: “How much of the information is Brent able to learn and understand if the information is presented in another way?” This places the emphasis on Brent’s strengths, and places more of the ownership on us, the teachers. This section will provide 10 strategies in the areas of reading, writing, mathematics, social development and positive behaviors. There are many more strategies and resources; however, this provides you with a place to start, and the greater intent is to assist you along your journey of embracing the philosophy of inclusion. Strategies are adapted from the works of Hammeken (2000) and McCarney, Wunderlich, and Bauer (2004) as well as from strategies that are tried and true.



STRATEGIES TO ENHANCE READING SKILLS

1. Provide, in advance, an outline of the material to be covered. Allow the student to take notes on the outline while other students read aloud.
2. Give the student a list of discussion questions for preview. This may help the student focus on the important aspects of the materials being covered.
3. Allow the student to take home an audiocassette of the material before it is read in class. This will allow the student to become familiar with the main characters, the story, the setting, and the plot.
4. Pre-record the reading material or use audiobooks, and have the student read along while listening.



5. Underline or highlight important points before the student reads the material silently.
6. Encourage the student to read newspapers, magazines, etc., and have the student conduct a word search, highlighting words that he/she can identify.
7. If a student loses his/her place often when reading, some students find reading guides help them keep their place as they read. The guide helps the students' eyes track across the line. Visit <http://www.readnaturally.com> for more information about tools and ideas to assist with reading.
8. Reduce the amount of information on a page if it is causing visual distractions for the student (i.e., less print to read, fewer pictures, etc).
9. Have the student dictate stories which are then printed for the student to read. Students enjoy reading stories they have created themselves.
10. Make reading fun. Provide high-interest materials for students to read (i.e., comic books, magazines relating to sports or fashion); provide opportunities for students to Drop Everything And Read (DEAR Time) just for the enjoyment of reading; or create a reading nook in your room where students can curl up with some warm carob and almond milk and read.



STRATEGIES TO ENHANCE WRITING SKILLS

1. Avoid excessive corrections in the mechanical aspects of writing to reduce the chance of the student becoming discouraged. Place the emphasis on the development of ideas rather than the mechanics of writing.
2. Help students organize their ideas before writing (i.e., teach mapping skills, Venn diagrams, compare-and-contrast charts, etc). Visit www.writingfun.com for more ideas and sample text organizers.
3. To help with neatness and legibility, incorporate real-life situations into the writing experience. Pen pals and thank you notes are both examples of real life situations where neatness and legibility are important.
4. Provide a close-up copy for students to copy instead of their copying from a distant model such as the board.
5. Provide the student with an alphabet strip and/or card so he/she can see the correct formation of the letters when needed.
6. Have students tape-record stories or responses to questions; then have them transcribe later. This allows the students to generate the ideas without the hindrance of writing. When they listen to the recorded responses, they are often surprised at how much they know or how many ideas they have.
7. For older students, teach them how to type and allow them to type assignments or responses if the mechanics of writing are a challenge.
8. Have students read aloud their responses. Have the student identify errors such as run- on sentences, missed punctuation, etc.





9. Provide the student with samples of well-written papers to model.
10. Make writing fun. Have a writing wall for free expression; allow students to write on a dry erase or chalk board, publish stories, etc.

STRATEGIES TO ENHANCE MATHEMATICAL SKILLS

1. Many students with disabilities have difficulty with abstract concepts. Introduce abstract concepts through real life situations. For example, during snack, work on addition and subtraction when distributing the snack items or when learning division, bake and divide a pizza pie.
2. Brainstorm ideas about how math is used daily. When a new concept is introduced, refer to the list and identify the reason the concept is important.
3. When teaching new concepts, try not to worry about perfect calculations; rather be sure the students understand the concept.
4. Make learning hands-on through the use of manipulatives.
5. Color the processing signs on math tests for students who don't focus well on details and make careless errors due to inattention. For example, highlight: yellow=addition, green=subtraction, blue=multiplication. You can also make the signs bolder than the other text to make them stand out.
6. Have students use calculators to check their work before handing it even if they had to do the work without one at first. Allow students to redo problems they got wrong and then average the two scores.
7. Provide ample work space on worksheets so students don't have to transfer information.
8. Place colored arrows on the student's worksheet to assist with directionality. Often students try to perform math calculations from left to right (as with reading) instead of right to left.
9. Create a small booklet of math concepts covered in class for the student to keep as a reference.
10. Make math fun. Children enjoy using the computer and there are many games that they can play. Visit www.mathplayground.com for games and suggestions. You can also teach children math "tricks" especially for multiplication. For example,



The 9 Times Quickie

1. Hold your hands in front of you with your fingers spread out.
2. For 9×3 , bend your third finger down. (9×4 would be the fourth finger etc.)
3. You have 2 fingers in front of the bent finger and 7 after the bent finger.
4. Thus the answer must be 27.
5. This technique works for the 9 times tables up to 10.



STRATEGIES TO ENHANCE SOCIAL AND BEHAVIOR SKILLS

1. Have students, who have difficulty remembering to complete homework, call home and leave message reminders for themselves and their parents.
2. For students who need to move, create opportunities throughout the day for them to move. Students who need to move may be the messengers and can deliver notes to the office. Or you can create signs letting the students know when they need to be seated or when they can walk quietly around the room. For example, when the red sign is posted, they need to sit quietly, but when the green sign is posted, they can move around the room.
3. Develop or acquire social stories that teach about socially appropriate behaviors.
4. Role-play varying social interactions or dilemmas, and have the students either participate in the roles and/or have them identify the positive behaviors observed.
5. Provide students with scripts for common social interactions. Such as greetings, answers to questions, like "How old are you?", "What do you want to be when you grow up?", etc.
6. Identify a hobby or talent/skill for students so that they have something to talk about to others.
7. Create peer social groups or clubs and encourage students to participate. Identify a peer who can serve as a buddy who models and encourages appropriate behavior.
8. Design an unobtrusive "signal system" with the child to use in social situations. For example, if the child tends to perseverate (talking about only one topic, which often is not of interest to the listener), design a signal (touch your nose with your finger, cross your arms) that tells him to change the topic or cease the discussion. This way, you can stop troubling behaviors without causing embarrassment or conflict.
9. Encourage the students to express themselves and to identify and share their emotions.
10. As always, make interacting fun. Engage students in fun outings, capitalize on their interests, and remember to focus on one skill at a time.





I finally figured out the formula for inclusion

Remember, Inclusive Teaching Practices don't have to be this complicated or burdensome. They begin with your beliefs that all children have a right to learn, that all children can learn, and with your willingness to try.

I leave you with this:

A Prayer for Teachers

God of Love - Thank you for every teacher who notices a child's special gift. Thank you for teachers who are listeners and gentle guides. Thank you for teachers who expect much and love enough to demand more. Thank you for the special teacher each one of us remembers. God of Mercy - Sustain teachers who give everything they have and feel abandoned when society expects too much. Strengthen teachers who assume the blame for so many problems beyond their control. Help exhausted teachers rest.

God of Strength - Encourage teachers to care and inspire them to nourish. Motivate teachers to keep on learning for the fun of it and to make learning fun for children.

We wonder at teachers who know how to quiet a class of five-year-olds or help fourth grade girls be empathetic. We admire teachers who enjoy middle school writers, or teach physics or math or civics. We cannot even imagine how to help every single student achieve Adequate Yearly Progress. Bless the people who are expected to accomplish these miracles and who know how to comfort children when miracles don't happen.

God of Justice - Help our nation find a way to steward our vast wealth to support teachers in their special calling, wherever they teach and whatever the race or religion or gender or wealth of the children. We pray these things in the name of our great teacher, Jesus Christ. Amen.

Author Unknown



References and Resources

Articles

Sapon-Shevin, M. (2003). Inclusion: A matter of Social Justice. *Educational Leadership*, 58(4), 34-39.

Books

Hammeken, P. (2000). *Inclusion: 450 Strategies for Success*. Peytral Publications: Minnetonka, Minnesota.

McCarney, S., Wunderlich, K., Bauer, A., (2004). *Pre-Referral Intervention Manual*. Hawthorne Educational Services: Columbia, MO.

Salend, S. (2008). *Creating Inclusive Classrooms: Effective and Reflective Practices*. Pearson: Columbus, Ohio.

Internet Sites

http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html

<http://www.cast.org/research/udl/index.html> (Universal Design for Learning)

<http://www.readnaturally.com/howto/setupme.htm>

<http://www.writingfun.com/>

<http://www.colorincolorado.org/educators/brightideas> (tips for working with students where English is their second language)

<http://www.math.com/students/advice.html>

http://www.mathplayground.com/math_manipulatives.html

www.specialconnections.ku.edu

<http://www.disabilityisnatural.com>

<http://www.idonline.org>