

Don't We Already Do Inclusion?

(Ne favorisons-nous pas déjà l'inclusion?)

Améliorer les écoles pour tous



AutismONTARIO
see the potential *voir le potentiel*

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Améliorer les écoles pour tous

Cinq suggestions



Énoncez clairement votre engagement

- Affichez-le sur votre site Web
- Soulignez la Semaine nationale de l'inclusion scolaire
- Créez un tableau d'affichage



Énoncé de notre philosophie INCLUSION

Le district scolaire de North Reading se veut inclusif. Nous prônons donc une culture de collaboration qui favorise l'inclusion de tous dans notre communauté d'apprentissage. Tout en reconnaissant qu'il existe beaucoup plus de ressemblances que de différences entre les élèves, notre communauté d'apprentissage respecte les contributions uniques de chacun d'eux. Dans nos écoles, nous nous attendons à ce que tous les adultes partagent la responsabilité d'offrir, à chaque élève, une éducation générale de qualité supérieure ainsi que la possibilité d'y participer activement.

Source : Écoles publiques de North Reading
Guide conçu à l'intention des élèves des écoles élémentaires
et de leurs parents

inclusiveschools.org

GO!

ABOUT

RESOURCES

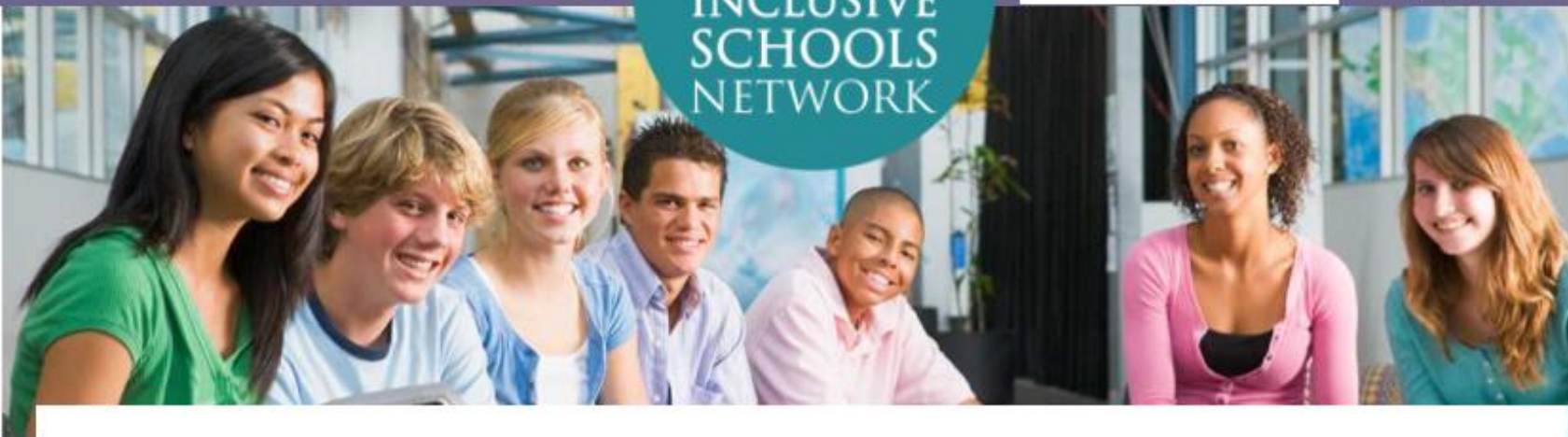
BLOG

SHOP



INCLUSIVE SCHOOLS
WEEK

INCLUSION IN
ACTION

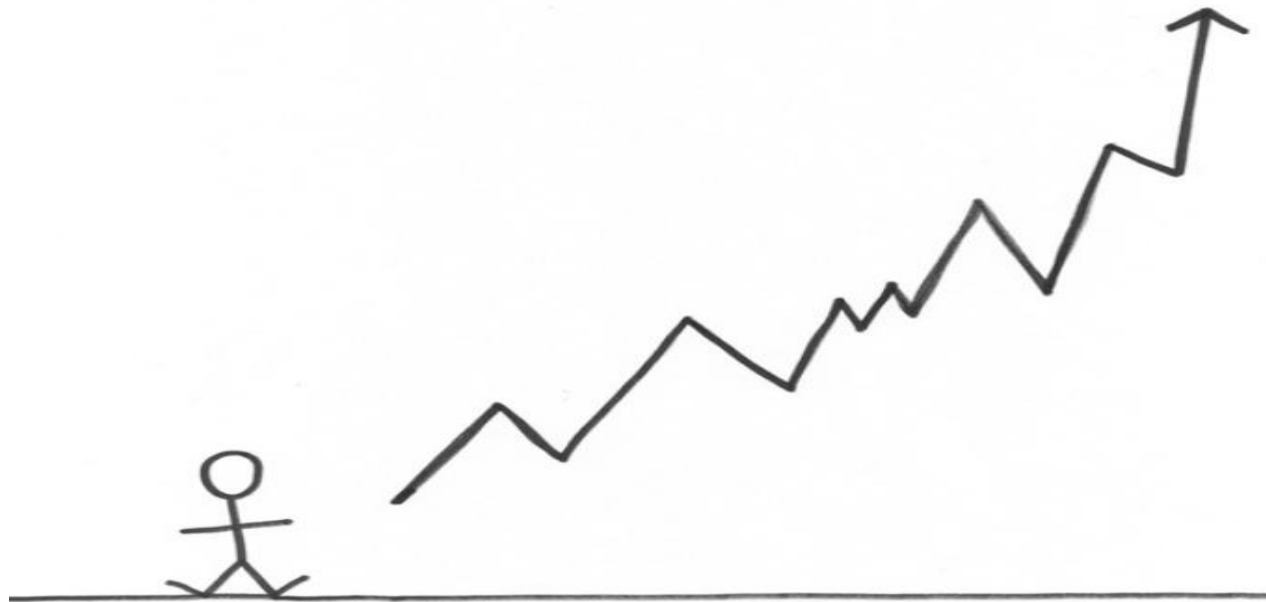


INCLUSIVE SCHOOLS WEEK



Voir l'inclusion comme un processus

- Réflexion : Passer par-dessus, en dessous, passer à travers ou faire le tour?
- Trouver un moyen—ou inventer un moyen!
- Se concentrer sur l'esprit, pas sur le lieu.



BLOG

EVENTS

ABOUT PAULA

WORK WITH ME

BOOKS & PRODUCTS

READINGS

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Readings

20 Ways to Adapt the Science Lab

Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other

Tip of the Day
One of the easiest ways to build community in the classroom is to give students time to share. Ask questions that will get them talking and enable them to learn new things about peers.



This website is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Most of my work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.



20 Ways to Adapt the Science Lab

Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other words, science is about learning ideas and concepts, studying vocabulary, and understanding theories, but it is also about observation, exploration, and discovery.

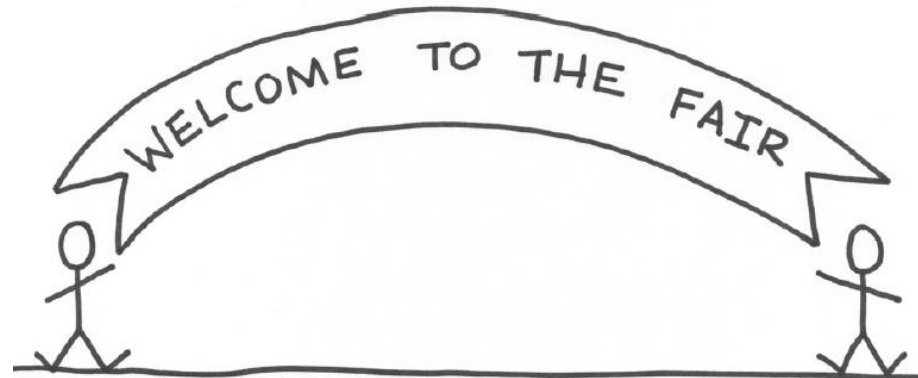
Another reason to give all students access to lab work is to pique their interest and enhance their learning. It is widely accepted that students who participate in labs and other hands-on science activities will remember the material better and be able to transfer the learning across situations and lessons. Students who have learning difficulties or differences are often more on task during hands-on activities because there are typically a wide variety of ways to participate and the active and social nature of the science lab keeps students engaged. Finally, lab work helps all students hone social and communication skills, making it ideal for learners with disabilities who may need help with asking and answering questions, taking turns in a conversation, or knowing how to enter a discussion.

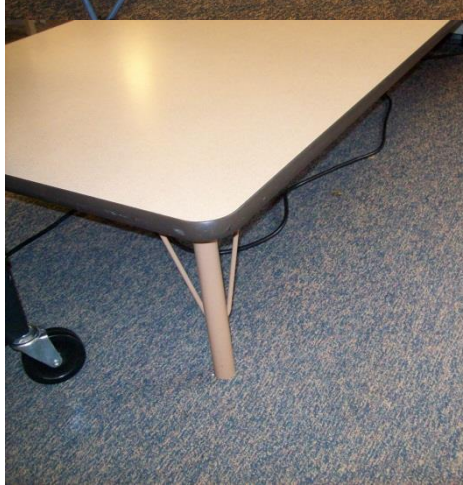
Having shared all of these benefits, many learners will need adaptations or modifications in order to be successful in a lab situation. Twenty ideas that can help you support diverse learners in your science classroom are offered here:

1. Be explicit about what you want students to know and do in each lesson and model what you want to see (e.g., language, behaviors, techniques) in the lab.
2. Post expected lab behavior on a poster or chart that is clear for all to see- (emphasizing safety guidelines). Draw students' attention to this information every time they work in the lab.
3. Organize your lab around "big questions" that all students can answer in some way. For instance, the question, "What is a rock?" can be answered on many different levels. One learner will be able to show or give an example of a rock while other

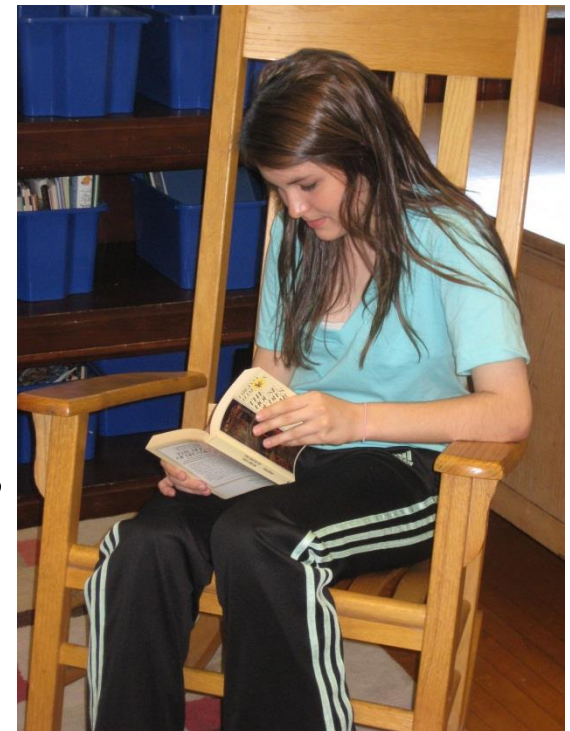
Créer une culture axée sur la conception universelle de l'apprentissage

- Étudier la possibilité d'offrir des soutiens à l'échelle de l'école
- S'entendre sur le langage et les idées à privilégier
- Organiser une foire!





Combien y a-t-il de façons de vous asseoir dans votre école?



Fabriquer des trousse d'appuis pour les élèves.





BURLEIGH DIFFERENTIATION FAIR 2016/17 SCHOOL YEAR

How is our school community finding those stairsteps and entry points

OVER, UNDER, AROUND OR THROUGH....

FIND A WAY OR MAKE A WAY © Kaito

The Presenters	Topics/Location	Notes/Take-Aways
Amy Ziegler, Lisa Gajofsky, Jena Berg/Evelyn Werking and Johnell Eales	Expanding Expression Tool (EETCHY) Viking Room	
Erika Sasada & Patty Jordan	Busy Bags K-2 Viking Room	
Jamie Sperling, David Peterson, Cassie Cobb <i>Making Inclusion Work in Reading & Math</i>	Math: differentiated tests, co-planning, schedules, pre-teaching, strategy groups, enrichment activities Reading: differentiated tools for nonfiction reading work, overdrive for reluctant/struggling readers, Google Forms for Assessing/Goal Setting/Conferring, reading log, co-planning	

Chercher des avantages pour tous



S'interroger sur tout

- Le langage, les structures, les routines, les activités, les normes, l'environnement et le matériel.
- Vous devez aussi vous interroger sur les bonnes nouvelles et les pratiques qui semblent positives.



“Don’t We Already *Do* Inclusion?”

100 Ideas for Improving
Inclusive Schools



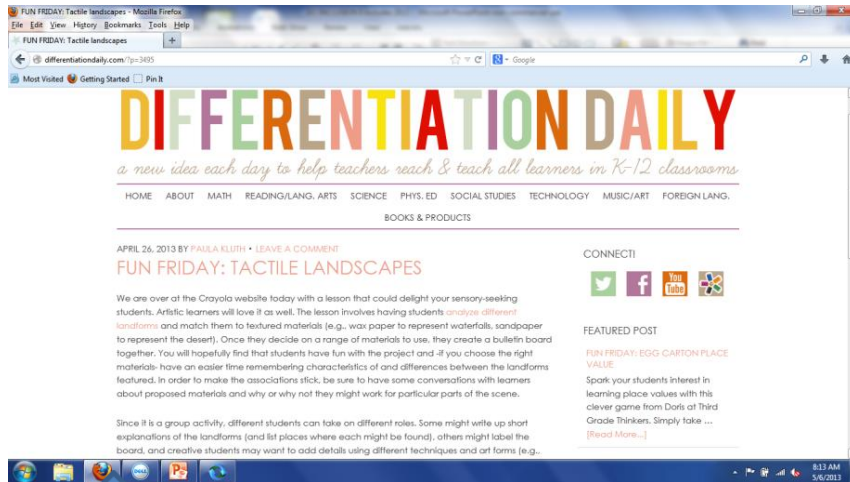
Paula Kluth

Illustrations by Allison Flutak

Foreword by Carol Quirk, Ed.D., Co-Executive Director
of the Maryland Coalition for Inclusive Education

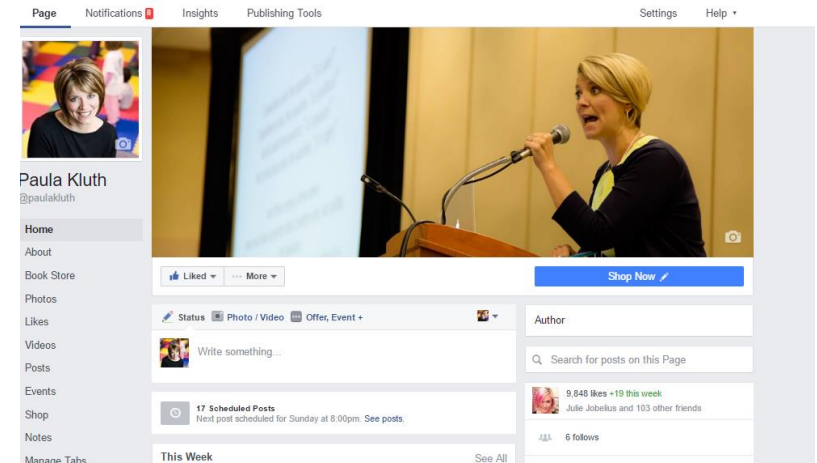


Pour plus d'informations et pour d'autres idées (La dernière diapositive contient des liens aux ressources en français.)



www.differentiationdaily.com

www.co-taughtclassroom.com



In 30 Days to the Co-Taught Classroom, authors Paula Kluth and Julie Causton will teach you all you need to know about collaboration in 30 days.

Yes, you read that right! In just 30 days, they will introduce you to the information, competencies and habits you will need to become a great co-teaching partner. The authors will help you get to know your co-teacher, understand each of your roles, improve your planning and co-planning skills, expand the structures you use to teach and support students and even celebrate your accomplishments.

Included in this remarkable book are:

- Tips, Ideas & Suggestions
- Chapter Reviews & "To Do" Items
- Worksheets to Help You Plan
- Templates to Copy & Use

www.paulakluth.com



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Create rituals for socialization in the classroom. For example, have students take a moment to greet each other in the morning.



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Blog

Differentiation Hack: All-about-me

Now Available!

INCLUSION

Ressources

- Inclusion
 - <http://inclusiveeducation.ca/take-action/inclusive-education-month/>
 - <http://communitylivingontario.ca/media/#2017-agm-conference>
- Enseignement différencié
 - <https://www.taalecole.ca/soutiens/la-differenciation-pedagogique/>
 - <http://apprendreenseignerinnover.ca/projects/le-nseignement-differencie/>

