

**Guiding Worksheet**  
**Inclusion: A Sense of Belonging**

**Challenge**

**Task #1:**

What is your personal philosophy on the inclusion of students with disabilities in the general education setting?

What does inclusion look like in your classroom and does it promote academic success and meet the needs of all diverse learners?

**Task #2:**

**Score:** \_\_\_\_ out of 100

Do you believe your score aligns with your understanding of inclusion? Explain why or why not.

Answer the following:

- What areas of inclusion do you feel are your areas of strength?
  
  
  
  
  
  
  
  
  
  
- What areas of inclusion do you feel are your areas of needed improvement?

Consider your classroom experiences. Explain how your experiences have shaped your understanding of inclusion



## Task #2

Read this *Inclusion From Square One Not "Why?" but "How?"* article.

- How could you modify your classroom instruction based on the three steps presented in the article?

## Perspectives and Resources

### Full Inclusion

- **Introduction Video:** Make a list of the specific differences between integration and inclusion.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- **Theory:** Complete the second and third columns of the **Special Needs Resource Table** by describing the characteristics of each learning style and list strategies you can use to meet the needs of the learner.
  
- **Activity:** Using your Guiding Worksheet and the Teacher Vision website, complete the fourth column of the **Special Needs Resource Table** by listing resources aligned with the different categories of special needs learners.

**Special Needs Resource Table**

<b>Special Needs Categories</b>	<b>Special Needs Characteristics</b>	<b>Strategies</b>	<b>Resources</b>
Learning Disabilities			
Gifted Students			
Hearing Impairments			
Visual Impairments			
Physical Impairments			
Emotional Problems			
ADHD			

## Six Models of Co-Teaching

- **Introduction Video:** Make a list of the four important components of the co-teaching relationship.
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- **Theory:** After reading the article and watching the videos, use your Guiding Worksheet to complete the **Six Models of Co-Teaching** table. The table is designed for you to compose your own definition of each specific model based on your understanding of the six models of co-teaching.

**Six Models of Co-Teaching Table**

<b>Model of Co-Teaching</b>	<b>Definition</b>
One Teach, One Assist	
One Teach, One Observe	
Station Teaching	
Parallel Teaching	
Alternative (Differentiated) Teaching	
Team Teaching	

- **Activity:** Using your Guiding Worksheet, **reflect** on your own practices, and answer the following questions.
  - Which of these models have you used in the past?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  - Which models could you incorporate in your daily classroom inclusion practices?

### Universal Design for Learning

- **Introduction Video:** As you watch the video, write a definition of UDL and explain the three UDL principles.

#### **Definition of UDL:**

- **Theory:** After reading the Universal Design for Learning (UDL): A Teacher's Guide article, explain the three UDL principles.

#### **Three UDL principles:**

- 1.
  
  
- 2.
  
  
- 3.



- **Activity:** Complete the following by **reflecting** upon your own practices, and incorporating information presented in the article:

- Review the definition of UDL you composed after watching the introduction video. Copy and paste or write your original definition below.

**Original Definition of UDL:**

- Revise your previous definition of UDL to include your new understanding. Document your new definition of UDL.

**Revised Definition of UDL:**

- Why is UDL necessary for the inclusion of students with disabilities?

- What are some instructional strategies that could be used when incorporating UDL principles in your classroom?

## Wrap-Up

### **Task #1**

Questions to Consider: Answer these questions based upon information gained while working through the module.

- How does your personal philosophy of inclusion impact how you facilitate instruction in the general education setting?
  
- How have your views of inclusion practices changed in response to resources provided on full inclusion, six co-teaching models, and UDL?
  
- How can you advocate for inclusive practices that impact instructional delivery for students with disabilities?

## **Task # 2 - What is Inclusion?**

- Summarize your understanding of the effects that full inclusion, six co-teaching models, and UDL have on instruction.

## **Task # 3**

Revisit your reflections from the Initial Thoughts exercise:

- Based on your understanding of full inclusion, six co-teaching models, and UDL how would you answer these questions differently?
  - Based on your current knowledge: What type of instructional practices would you incorporate to make sure that the student in the video was included in all learning activities?
  - What could you do as the classroom teacher to foster relationships between the student in the video and the other students in the classroom?

#### **Task # 4**

Revisit your reflection from the Initial Thoughts for the *Inclusion From Square One Not "Why?" but "How?"* article:

Based on your understanding of full inclusion, six co-teaching models, and UDL how would you answer this question differently?

- How could you modify your classroom instruction based on the three steps presented in the article?

## Assessment

### **Task #1**

After completion of the module, retake the Understanding of Inclusion Assessment and answer the following question.

**Initial Score:**     \_\_\_ out of 100

**Retake Score:**     \_\_\_ out of 100

- Compared to your initial results, how has your understanding of inclusion changed?

### **Task #2**

- Apply what you have learned in this module: What are your thoughts on how general and special educators can collaborate to effectively design instruction that meets the needs of all students in the inclusion classroom?

### **Task #3**

Choose one of the following scenarios based on your current position. Using your Guiding Worksheet, apply your new knowledge of inclusion and explain how you would respond if the correlating scenario occurred in your classroom.

#### **Elementary School:**

- Imagine you are a 1st-grade elementary teacher. You need to develop an ELA lesson plan for teaching fiction versus nonfiction literature. There are currently 7 students fully included in your classroom with learning and intellectual disabilities. Mrs. Smith is a co-teacher in the classroom. Describe possible strategies teachers will use to modify instruction to include students with special needs. How will you and Mrs. Smith collaborate for the purpose of providing instruction for students with special needs?

#### **Middle School:**

- Keishawn participated in a resource ELA classroom for the first two years of middle school. In his eighth grade year, his IEP team felt as if his least restrictive environment for ELA instruction was in the inclusion ELA classroom. During the transition to the general education inclusion setting, Keishawn forgot (or refuses) to take out supplies to engage with instruction, complete or turn in assignments, and was distracted during instruction. What strategies could you incorporate to ensure success for Keishawn in the general education inclusion setting?

#### **High School:**

- Imagine you are teaching a high school biology class. Dante is a 10th-grade resource student with a learning disability in the area of reading. He struggles with reading comprehension, vocabulary, and understanding grade level biology concepts. Describe the strategies you could incorporate to modify instruction to meet the learning needs of Dante and all of the students in your classroom.

