

## Unit 2: Inclusive Education

### Learning Activities

#### Activity #1: Explore your own perceptions of Inclusion/Exclusion

Step 1. Print this page by clicking on the "Print" button of your browser.

Step 2. Using the table below, fill in the cells by writing words or phrases that describe your feelings at times when you were either "Included" or "Excluded" from any social/family or any activity.

Step 3. Talk with your special educator or other team members about your responses. Discuss the following questions: "How do you think your own experiences with feeling included and excluded relate to children and youth with disabilities in schools? How might these feelings affect learning or behavior?"

<b>INCLUDED</b>	<b>EXCLUDED</b>

Activity # 2: Inclusive Education Characteristics Self-Assessment

Step 1. Print this page including the table by clicking of the “Print” button on your browser.

Step 2. Read each item listed 1 through 8 and circle the phrase that best reflects the extend to which that characteristic described in each of the statements exists in your school setting. If you cannot answer the question, write NS for “not sure.”

Step 3. Discuss with team or team members whether any of the characteristics described by the statements below exist in your school and to what extent. Discuss the following questions: "What did you notice about the extent (most prevalent, least prevalent) of inclusive education characteristics in your school?" "What benefits can you identify for students with disabilities, classmates, teachers, and other school staff when inclusive characteristics are present?"

1. All students are welcomed in general education. The general education class (with support) is the first option considered, regardless of disability type or severity.			
Never	Some of the time	Most of the time	All of the time
2. Students are educated in classes where the number of those with and without disabilities is proportional to the local population (i.e., 10%-12% have identified disabilities).			
Never	Some of the time	Most of the time	All of the time
3. Students are educated with peers in the same age groupings available to those without disability labels.			
Never	Some of the time	Most of the time	All of the time
4. Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations.			

Never	Some of the time	Most of the time	All of the time
5. Shared educational experiences take place in settings predominantly frequented by people without disabilities (e.g., general education classroom, community work sites).			
Never	Some of the time	Most of the time	All of the time
6. Educational experiences are designed to enhance individually determined valued life outcomes for students and therefore an individualized balance between the academic/functional and social/personal aspects of schooling is sought.			
Never	Some of the time	Most of the time	All of the time
7. Students receive typically available supports such as classroom teachers, classmates, and school counselors (sometimes referred to as “natural supports”) and specialized supports such as special educators, and therapists only as needed.			
Never	Some of the time	Most of the time	All of the time
8. Inclusive education exists when each of the previously listed characteristics occur on an ongoing, daily basis (Giangreco, Cloninger, & Iverson, 1998).			
Never	Some of the time	Most of the time	All of the time