

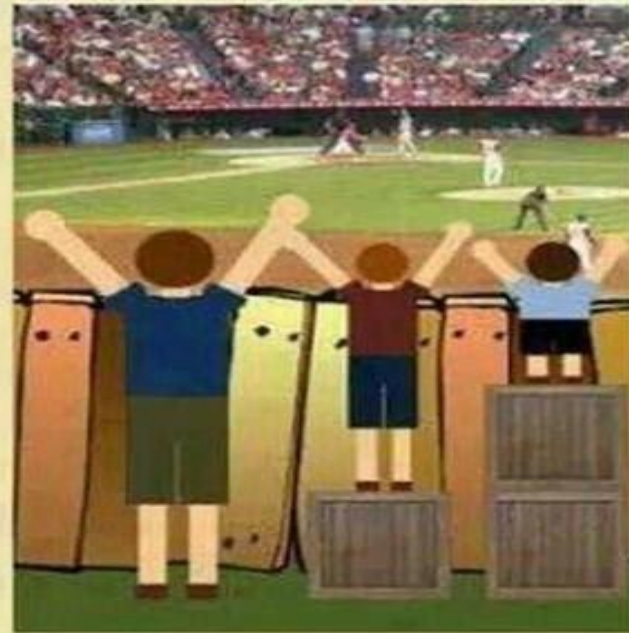
# INCLUSIVE PRACTICES

at Lester C. Noecker School

**Equality doesn't mean Justice**



**Equality**



**Justice**

**Tools for Promoting Equity, Interest, and Motivation**

# Least Restrictive Environment

To the maximum extent possible, children with disabilities, are educated with children who are not disabled. The removal of children with disabilities from the general education environment occurs only when the nature of the disability of the child is such that education in the general class with the use of supplementary aids and services cannot be achieved satisfactorily (NJ 6A:14-4.2).



# Supplementary Aids And Services

Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with NJ 6A:14.



# SUPPORTS

## ACCOMMODATIONS

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- Supports and services provided to help a student access the general education curriculum and validly demonstrate learning:
- Book Share or Read Aloud
- Computer Software
- Use of a Calculator
- Preferential Seating
- Directions Repeated and Clarified
- Directions Bolded
- Highlighted Text
- Enlarged Font
- Enlarged Spacing

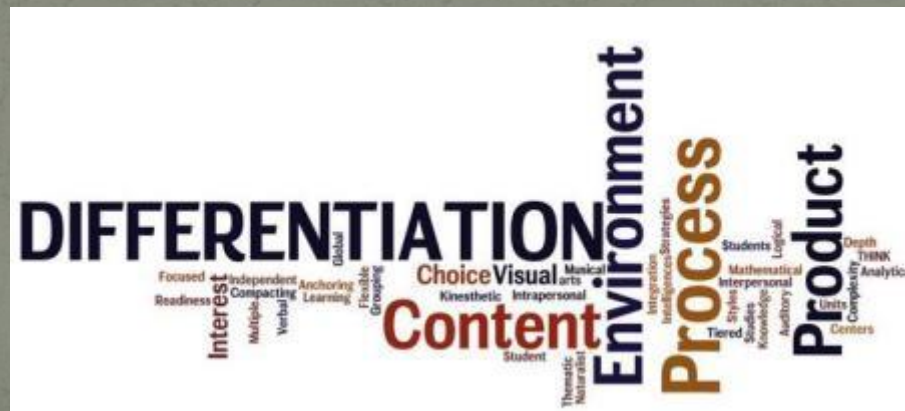
## MODIFICATIONS

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- Individualized changes made to the content and performance expectations for students (Promotes Success):
- Modify Content of Assessments
- Modify Length of Assessments
- Extension of Time to Complete Assessments
- Modify Content and Length of Homework
- Modify Content and Length of Classwork

# DIFFERENTIATED INSTRUCTION

- Promotes equitable learning opportunities
- Varied delivery of instruction, materials, assessments
- Meeting students where they are & promoting higher level learning opportunities
- A platform for students to engage in learning experiences
- Tailoring lessons to meet the needs of all learners



# INCLUSION

- Inclusion allows special education students to be educated in general education classes with appropriate supports.
- Inclusive schools have a collaborative and respectful school culture where students with disabilities develop positive social relationships with peers.
- Students are participating members of the school community.



# BENEFITS OF INCLUSION

- Inclusive practices make effective use of schools' resources
- Respect for diversity creates a welcoming environment for all students
- Embracing academic challenges
- Celebrating academic achievements
- Promoting self-esteem
- Academic supports help each student access the full curriculum
- Differentiated instruction increases student engagement



# CO-TEACHING MODELS

- One Teach, One Drift
- One Teach, One Observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching





# Identifying Students

- Teacher Input
- Parent Input
- Student Data
- Anecdotal Records
- IEP Goals/Objectives
- Student Growth
- Evaluations



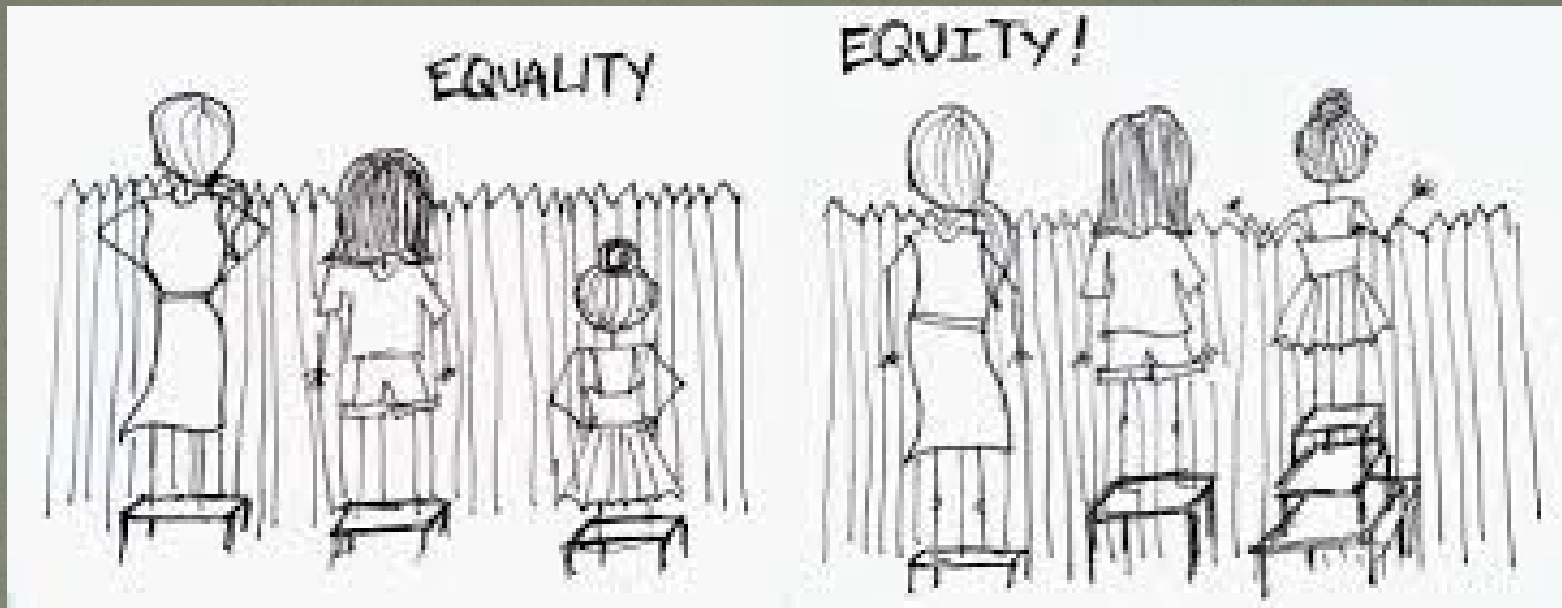
# Training, Scheduling & Teacher Partnerships

- Inclusion Summer Conference
- Schedule driven by student needs
- Cooperative (GE/SE) pairs
- Shared classrooms
- Research based instructional strategies through the observation process
- Support/Modeling from our Learning Disabilities Teacher Consultant

# Supporting and Reflecting

- Special Education Teachers Provide Specialized Instruction
- Instructional Aides Provide Supplementary Support
- Common Planning Time During Faculty Meetings
- Inclusion Support Group
- Continual checking in with teachers, parents, and students





# Supporting All Students



**LESTER C. NOECKER SCHOOL**  
**ROSELAND SCHOOL DISTRICT**

# REFERENCES

- <http://cnweb.cn.edu/tehu/New%20Website%20Docs/Differentiatedinstructionstrategieskit.pdf>
- <http://www.readingrockets.org/reading-topics/differentiated-instruction>
- <http://www.edutopia.org/blogs/tag/differentiated-instruction>
- <http://idea.ed.gov>
- <http://tccid.dover.net/WebQuest.htm>
- <http://www.cds.hawaii.edu/cnmi/webquest/teacher/cooperativeteaching/barcinas/>