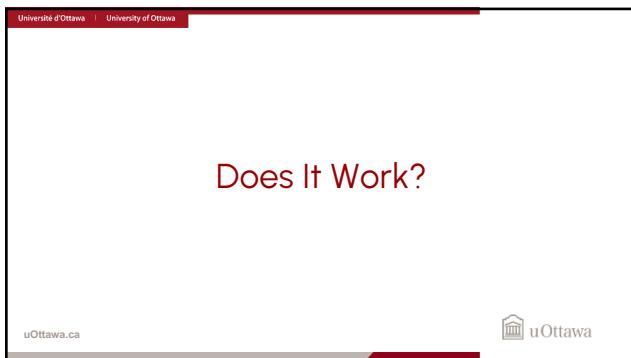




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Education of students with special needs that does not take place in a segregated class or school

A process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

A commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student.

The presence of two or more students with special needs in a classroom.

A sense of belonging to a class and school and social acceptance by peers and a more individualized curriculum.


Placing students with disabilities within mainstream classes with appropriate adaptations

A pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential.

Students with disabilities spending 50% or more of their day w/ same aged peers

The commitment to include students with special educational needs in mainstream education by improving and adapting specific classroom practices to the individual needs of the learner where students should not only be physically integrated but also socially included.

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INCLUSIVE



SEGREGATED

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Krämer et al., 2021

40 studies

N = 11,987

Cognitive/Intellectual Disabilities

+ w/ Disabilities - Academics
* w/ Disabilities - Psychosocial
* No Disabilities - Academic & Psychosocial

Szumski et al., 2017


47 studies

N = 4,800,000

Range of students w/ mild-moderate SEN

+ w/ Disabilities - Academics
+ No Disabilities - Academic 'severe' vs. Mild/Moderate
++ @ Elementary

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Does It Work?

How Does It Work Best?

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7



8

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Politique sur l'éducation inclusive
Date d'approbation : août 2019
Date d'entrée en vigueur : septembre 2020

1. Introduction
Avec l'éducation inclusive, on s'engage à garantir une éducation et sensible à la culture et à la langue, afin de permettre à tous de réussir. Dans une école qui pratique l'éducation inclusive, d'avoir leur place – d'être acceptés, d'être en sécurité et – pouvoir effectuer le meilleur apprentissage possible et ce, inclusive porte ses fruits, il faut qu'elle comporte les éléments suivants :

Approval Date: August 2019
Effective Date: September 2020

1. Introduction
Inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student. All students should feel that they belong in an inclusive school—accepted, safe, and valued—so they can best learn and succeed. Successful inclusive education requires

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Leadership for Inclusive Education

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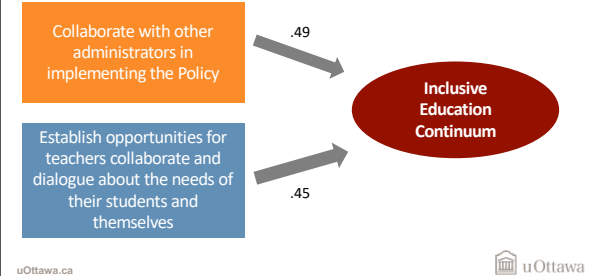
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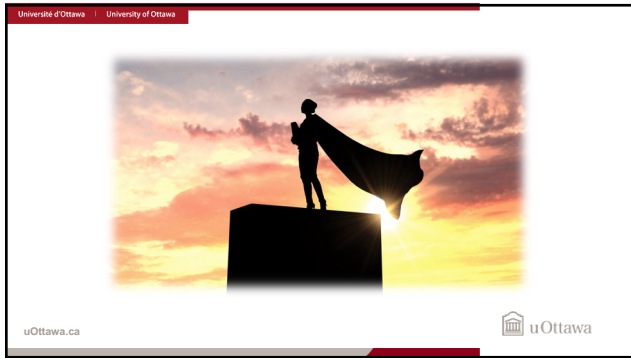
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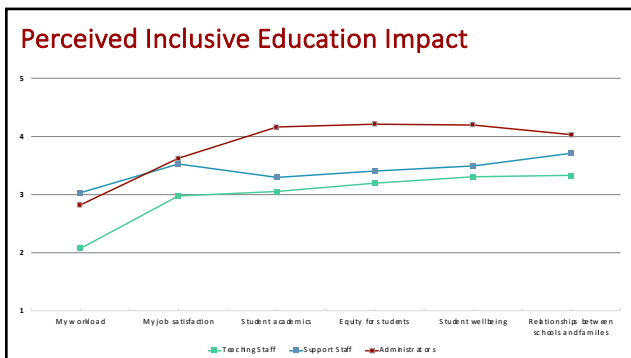


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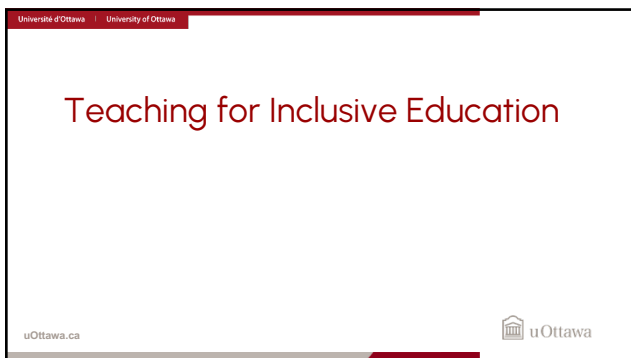
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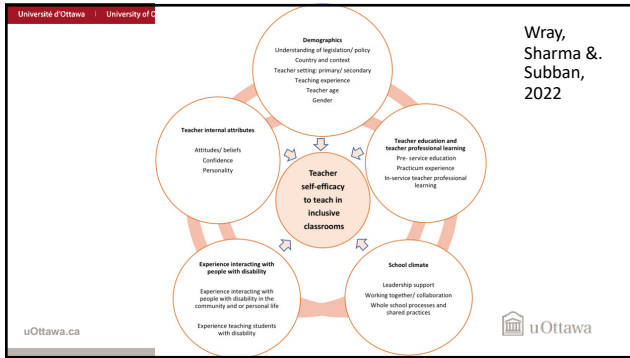
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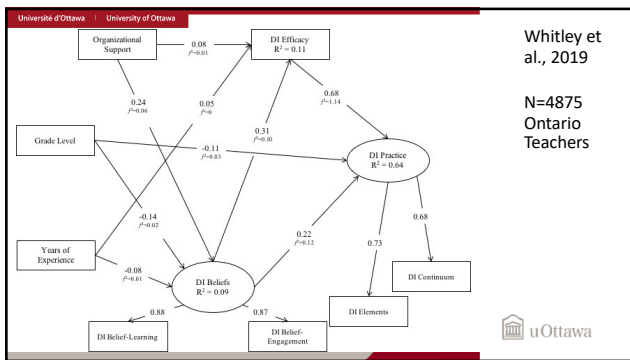


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Wray, Sharma & Subban, 2022

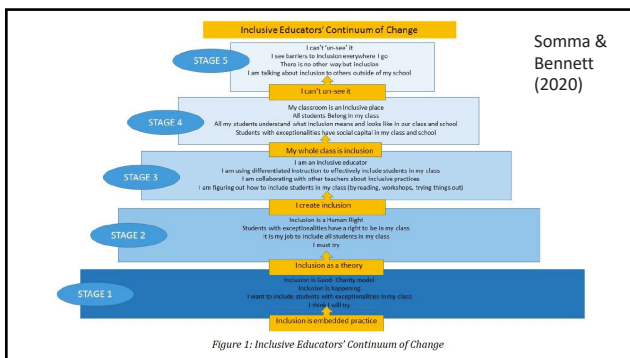
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Whitley et al., 2019

N=4875 Ontario Teachers

17




Somma & Bennett (2020)

Figure 1: Inclusive Educators' Continuum of Change


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Supporting for Inclusive Education

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'I suppose it is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail.'
(Maslow, 1966)



ON THE BRINK
IS YOUR SERVICE DELIVERY MODEL
BUILT TOO CLOSE TO THE EDGE?

20

Promising Practices

- Listen to students
- Assign EAs to teachers
- Match need to support

The effective use of TAs under everyday classroom conditions:

- 1 TAs should not be used as an informal teaching resource for low attaining pupils
- 2 Use TAs to add value to what teachers do, not replace them
- 3 Use TAs to help pupils develop independent learning skills and manage their own learning
- 4 Ensure TAs are fully prepared for their role in the classroom

The effective use of TAs in delivering structured interventions out of class:

- 5 Use TAs to deliver high quality one-to-one and small group support using structured interventions
- 6 Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Integrating learning from work led by teachers and TAs:

- 7 Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

21
