

INCLUSION INSERVICE

July, 2009

Teacher Input and Comments

1. What challenges did you have as a school implementing inclusion?

- Uncooperative General Education Teachers
- No common planning period
- Confusion about roles
- Scheduling issues
- Not enough support staff
- Lack of accountability
- Teaching out of field
- Having inclusion (ESE) teachers who are unmotivated
- Having all general education teachers be cooperative and supportive
- Lack of staff, number of students
- Scheduling conflicts
- Lack of equitable workload
- Lack of common planning time
- Administration and parents
- Teaching out of field
- Confusion about roles (job descriptions) of both teachers
- No accountability

What solutions can you offer to the challenges?

- More training
- Administrative walk-throughs with a checklist often
- Pre-planning
- Being more open minded and communicating
- Play on strengths of each other
- Inclusion training for general ed. teachers
- Creative planning time
- ESE teacher being comfortable with subject matter
- Teachers need to be open-minded and positive. Teachers need to observe an inclusion model in a classroom in which it is successful.
- Be very careful about how teachers are partnered
- Coming together to learn roles and understand expectations...doing what is best for students
- Use "creative planning time"
- Pick area of greatest need and work from there

- More school wide training
- Put the inclusion teacher in a classroom where she/he is comfortable with the subject matter
- Flexible and open to review pros/cons
- Have administration do walk throughs

2. What worked the best at your school related to the implementation of inclusion?

- ESE teacher in each grade level
- Increasing expectations for ESE students
- ESE teachers would go into general education classes during the most needed periods of the day
- Common planning for co-teachers
- ESE teacher being comfortable with content
- Great ESE inclusion teachers who fought for what the ESE kids needed
- Collaborative teaching

How did you make these things happen at your school?

- Administrative support
- Committed teachers who wanted it to work
- Communication
- Common planning time
- Both teachers actively engaged in teaching
- Getting out of comfort zone
- ESE teachers making choice to go help in classrooms

3. How did inclusion benefit students with disabilities?

- Learning gains
- More confidence
- Pushed to higher accomplishments
- Makes ESE students feel like they are not different
- Made gains and daily/test grades improved
- Another pair of eyes available
- Improved social skills/communication skills
- Improved behavior
- Improved self-esteem
- Better understanding of content
- Improve school accountability
- More opportunities to succeed

- Sense of being part of a community

How did inclusion benefit students without disabilities?

- Increased tolerance level
- Social skills developed
- Provided second person for questions
- No ground lost when substitute is present
- More variety of activities
- Acceptance of others
- Improved grades
- More empathy toward others
- Notice that they are more alike than different
- Received accommodations they may need as well
- Received extra help too
- Improved behavior
- Broke down barriers and changed attitudes

4. What worked best for your school?

- Common planning and cooperation with each other
- An inclusion teacher at each grade level
- Building confidence in students
- General Education Teachers cooperating with inclusion
- Cooperation from administration
- Inclusion teachers who were cooperative and committed.

How did this happen at your school? Please explain for others.

- Students and teachers learned they can be successful
- Strong, supportive administration
- Administrative support with high expectations and accountability for both teachers and students
- Pre-planning; establishing professional roles
- Schedule common planning time