 **Module 1: Planning for Inclusive Practices**

**Activity: Is this inclusion?**

*Read each vignette and underline indicators of inclusive practices.*

1. Ms. Kelly has a class of sixteen four year-olds; three children with a disability and thirteen children without a disability. There is one paraprofessional that works with her. All of her students with an IEP receive speech and occupational therapy services, and two of the three children also receive physical therapy services. While the rest of the class is playing in centers and on the playground, two of the children with multiple disabilities go to the therapy room to work on their IEP goals and objectives. The third child has autism and becomes over stimulated during open ended activities (e.g., centers, playground). When this happens, the paraprofessional takes him to the ECSE classroom to work on his social skills at this time.

1. Mr. Wilson and Ms.Tucker co-teach a class of 18 children with and without disabilities. Because two of their students have intellectual disabilities, there are two paraprofessionals on the team. The daily schedule is set up so that all children have lots of opportunities to make choices and engage in activities of interest while also addressing learning objectives. The team uses an activity matrix to visually show how common, targeted and individual outcomes can be practiced across the routines and activities of the day. Each week the teachers and paraprofessionals set aside time to collaboratively plan instruction. Twice a month all of the related service providers join the team during this planning time to discuss the needs of the children with disabilities.
2. Cara was just hired to be the Head Start teacher at Happy Valley Elementary School. When she was hired Mrs. Phillips, the principal let her know that her class is a mix of children with and without disabilities. No other information was shared about the school’s inclusion program. Cara also learned that she will be working with a long term substitute until an ECSE teacher is hired. Before school started, Cara invited families to bring their children to meet her and visit the classroom. Some families of children without disabilities were surprised to learn that their child was in an inclusion classroom. Families of children with an IEP were concerned about not having a special education teacher in place when school starts. When Cara shared the families’ concerns with Mrs. Phillips,she was told there was nothing she could do to help her.

Source: Created by VDOE’s T/TAC at VCU 2018.