

4.5 Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom

Common Practices in Inclusive Education.

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships.

Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on).

This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.

Teachers use a number of techniques to help build classroom communities:

- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community

- Teaching students to look for ways to help each other
- Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities

- **One teach, one Support:**

- In this model, the content teacher will deliver the lesson and the special education teacher will assist students' individual needs and enforce classroom management as Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities)

- **One teach, one Observe:**

- In this model, the teacher with the most experience in the content will deliver the lesson and the other teacher will float or observe. This model is commonly used for data retrieval during IEP (Individualized Education programme) observations or Functional Behavior Analysis.

•**Station Teaching (Rotational Teaching):**

In this model, the room is divided into stations in which the students will visit with their small groups.

Generally, the content teacher will deliver the lesson in his/her group, and the special education teacher will complete a review or adapted version of the lesson with the students.

•**Parallel Teaching:** In this model, one half of the class is taught by the content teacher and one half is taught by the special education teacher. Both groups are being taught the same lesson, just in a smaller group.

•**Alternative Teaching:** In this method, the content teacher will teach the lesson to the class, while the special education teacher will teach a small group of students an alternative lesson.

- **Team teaching (content/support shared 50/50):**

- Both teachers share the planning, teaching, and supporting equally. This is the traditional method, and often the most successful co-teaching model.