



Students with disabilities have a legal right to be educated with their non-disabled peers.

To successfully include all students in the classroom, schools must embrace a paradigm shift to include all learners and provide opportunities for everyone to achieve equitable outcomes. These tips provide some guidance for teachers as they help all students to become successful learners.

1 Provide team conferencing. Special education and general education teachers need to discuss and plan for the instruction of a student with special needs. Both the special education teacher and general education teacher bring different skills, strategies, and educational approaches to help create the best instructional plan to meet the student's educational needs. Small group instruction, oral administration of tests, and asking students

to mark only correct answers are some examples of instructional strategies that may be incorporated into the plan. It is important for both teachers to agree on the student's educational plan.

2 Provide examples in the student's educational plan of how the instruction will be adapted. The student with special needs, for example, will need to be provided with visual aids, hands-on activities, and manipulatives. He or she may need more time to complete assignments, and teachers may need to incorporate different learning modalities. For example, they may use base ten blocks to teach addition with regrouping. The student could also fill in graphic organizers as he or she reads information in the content areas, such as science or social studies.

3 Provide the appropriate level of support to the student with special needs. Assign peer tutors or teacher assistants or ask school officials for related services, such as counseling or speech/language services to help the student meet the educational goals in his or her Individualized Education Program (I.E.P.). The level of support each student needs is varied and is based on his or her educational needs. If the strategies are not working, they will need to be revised.

4 Monitor the student's progress. Both the general educator and the special educator need to monitor the student's progress. Both teachers could design a checklist for the completion of each task. Another option is to create a rubric for the student and assigned a grade based on the points on the rubric. It is also important for the special education teacher and general education teacher to communicate with each other as they monitor the student's progress.

5 Provide feedback. Both teachers need to provide feedback to the student with special needs. This feedback can take various forms. One option is a student-teacher conference, where both teachers talk to the student about how he or she is doing in classes. Feedback can also be given in writing, such as a note that informs the student how he or she is doing. Be sure to provide positive feedback for a job well done in addition to informing the student about areas that need improvement, such as assignments that have not been completed.

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