

Fully Integrated Organizational Structure



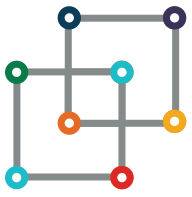
► Discussion Questions

1. What does it mean to be an inclusive school community?
2. What stands in the way of fully including ALL students in our school and general education classroom communities? What resources or supports would help make inclusive education a reality?
3. How do paraeducators in our school:
 - a. Support students with and without disabilities?
 - b. Self-define roles and responsibilities?
 - c. Collaborate with teachers?
4. Share examples of how our school engages students of all abilities with one another.



► Group Activity

Create a poster illustrating the theme of All Means All. Show examples of the benefits of all students working together within diverse communities.



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► Discussion Questions

1. Share two noteworthy moments related to inclusive education from the video.
2. At the 1:10 mark, peers are collaborating. Consider the following:
 - a. How can we leverage collaborative instruction among peers?
 - b. What expectations do we set for peer collaboration?
 - c. What examples from the video facilitated collaborative instruction?
3. In this video we see students with diverse needs included in general education classrooms. What resources and supports do we see that help make their inclusion possible?

► Group Activity

As a group, agree upon a lesson topic (e.g., the water cycle, haikus, division, branches of government). List examples of how educators might differentiate content, processes, and products to support the learning of diverse student needs.

VIDEO TRANSCRIPT

A Fully Integrated Organizational Structure means full participation in the general education curriculum for all students. Unified systems, services, and practices meet the needs of diverse learners more efficiently and effectively than separate systems. In an inclusive school, general and specialized education programs come together as a cohesive whole to promote the success of any and all students. Examples of integrated structures include redefined roles for paraeducators or teaching assistants that allow them to support all students; every student fully participates in grade level classrooms, where they receive instruction and support; and peers with a wide range of cognitive and physical differences work together to mutually support and encourage each other in learning.



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► Discussion Questions

1. In what settings do our paraeducators usually work (e.g., in general education classrooms, self-contained classrooms, resource rooms)? Are there creative ways we could use paraeducators to support the successful engagement of ALL students?
2. Does our school or district have physically separate placements for some students? If yes, how could our school support any of these currently separated students? What resources would it require?
3. What policies or practices could we change to better serve all students who live in our school's neighborhood?
4. How could you redefine your role through the lens of inclusive education, as highlighted in the video?



► Group Activity

What resources do we currently have that could be used to help facilitate inclusive education?