

Integrated Unit Inclusion Explainer

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Education 336 – Inclusive Education: Success for All

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In the Education 400 course, we have constructed a grade three English Language Arts, Arts Education, and Mathematics unit. Throughout this project, we have sought to design a conscientious and robust unit that centers on inclusivity for students with diverse needs and exceptionalities.

The English Language Arts lessons will include several inclusive strategies. When explicitly teaching vocabulary, we will seek thumbs up and down or verbal answers to include students with speech or movement challenges. Additionally, the first vocabulary handout is level based on how much writing is required, the second handout is picture based to ensure accessibility for all students. The vocabulary quiz involves minimal writing, while being accompanied by explicit instruction on how to complete it. Think, pair, and share and other collaborative strategies will improve students' communication with others through speaking and listening. Our unit also includes a Symbolic Pictionary game that will support teaching concepts and reinforce understanding through visual aids and symbols. Students who communicate through picture symbols will benefit from this engaging game as words are spoken through drawn images. This game will also improve peer relationships and increase focus.

In Arts Education, we have intentional built student choice. For the box project, students will have the option to work alone or in pairs. Box materials will be available in three sizes to accommodate diverse motor skills. Our Reader's Theatre will include roles that will vary in terms of decoding complexity. Here, students will have clearly leveled parts to choose from, and will be encouraged to choose a role that corresponds to their confidence and abilities. Voice and body language will be taught, and students with speech articulation challenges may choose an adaptation to convey their lines including prerecording their own voice, using speech to text (and intentionally choosing speed, volume), creating signs, or using their body language for any of the character roles. To support students who are struggling with phonics skills required for their parts, there are scheduled Educational Assistant times.

In math, we will have small groups of three to four students. Exit tickets will be visual and sentence based, while summative assessment will include visual representations and multiple-choice answers. Bonus challenge questions will be made available for all students. It is important to note that summative assessment worksheets can be completed on a tablet or PC. The creation of 3D prisms will use oversized magnetic rods to support students with motor skill deficiencies.

All our handouts can be made available digitally for computers or tablets, and readers and/or scribes will be available for students whose IEPs specify or others who may need them. Students who are overwhelmed by loud noise or big emotions will have a corner of the room as a "quiet zone" where students are expected to speak softly, and external noise can be shielded from them. They may also use this area to self-regulate and will have a chance to take a break outside of the classroom with EA support.

We hope to be able to meet the needs of all students as future educators.