

## Best Practices With Recommendations that Honor Every Child

Students with:	Positive Characteristics	Tips for Inclusion Lessons
<b>Above Average Skills</b>	Goal driven with high levels of curiosity; willingness to engage in introspections; often possess excellent critical thinking skills and extensive prior knowledge.	Offer challenging learning environments with high levels of project-based assignments and creative outlets, e.g., art, music along with opportunities for options, self-reflection, multi-tasking, and ways to expand upon the knowledge in centers and independent work; allow them to tutor peers to strengthen their knowledge; have ample enrichment activities on hand.
<b>Asperger's</b>	Usually have high verbal IQs, with a firm handle on interests; curious about what other students are doing; like consistency.	Be certain that the classroom is structured; inform students if there are changes in the scheduling of lessons; may provide guided social instruction in cooperative learning to display appropriate social reciprocity; may benefit from note taking assistance and graphic organizers; ask students to paraphrase understandings; tap into and connect to interests.
<b>ADHD</b>	Thrive in a non-threatening structured environment that offers clear expectations.	Offer immediate realistic feedback within consistent nonjudgmental environments; allow students a chance to move about to learn with lessons that value modeling, practice, application, and division of lesson's concepts into sub skills if required; give organizational support.
<b>Autism</b>	Often have focused interests with the ability to continue ongoing tasks; can demonstrate progress with social skills and academics when given appropriate guided early interventions along with structured praise for strides.	Offer concrete levels of presentations and sensory experiences to accompany abstract thoughts; highlight academic and functional connections to gain cognitive, social, and communication/language skills in structured settings that offer step-by-step instruction; e.g., social stories, applied behavior analysis; collaborate with the speech-language pathologist, families, behavior therapists, and related staff; allow assistants to help, but still offer opportunities for independence.
<b>Deafness/ Hearing Impairments</b>	Same capacities for learning as peers with more hearing when given appropriate deliveries; may be more introspective with a good handle on needs; respond well to reinforcement and praise.	Value students' and families' preferred ways of communicating, such as oral (using speech, lip reading, and any residual hearing), manual (signs, finger spelling), or total communication (oral method plus signing and finger spelling); offer more visuals, outlines, and graphic organizers with appropriate classroom technology, sound-field amplification systems, copies of notes from interactive boards; foster self-advocacy with personal and academic reflections, e.g., learning logs, social journals.

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<b>Developmental Delays</b>	Learn well when concepts are presented in a concrete fashion with guided practice; are eager to interact with peers and respond well to positive feedback.	Allow for social and academic gains in structured classrooms with lessons that offer functional connections, repetition, and high expectations; mentor peers on ways to include students within cooperative activities, e.g., parallel activity on same concept with less difficulty; honor students' individual needs, goals, aspirations, and potentials; coordinate with speech-language pathologists, OT, PT, support staff, student teams, co-teachers, administration, and families.
<b>Emotional Differences</b>	Diverse group with varying interests, talents, desires, displaying internalizing or externalizing behavior; respond well to positive reinforcers within structured nurturing classroom environments with self-advocacy and empowerment.	Dislike the behavior, not the child; offer lessons that students can relate to, but not be overwhelmed by, e.g., role-playing, protagonists dealing with tough situations; be cognizant of the quieter student, who may be depressed or introverted, offering guided opportunities to positively interact with peers and trusting adults; develop FBAs (functional behavioral assessments) to determine the reasons for behavior, e.g., difficult work, boredom, attention-seeking.
<b>Learning Differences</b>	Achieve results with appropriate help; e.g., breaking down concepts into sub skills, more time, guided practice, modeling, sensory approaches.	Allow students different ways of demonstrating their knowledge of lesson concepts by infusing visual, auditory, and kinesthetic/tactile modalities, and tap into students' multiple intelligences; try to pre-assess knowledge, with ways to elaborate or sub divide concepts; coordinate lessons with input from the GE and SE staff and all team members; encourage more self-regulation, offering appropriate modifications, and ways to achieve independence.
<b>Physical Differences</b>	Will maximize potentials when given opportunities for heightening academics and peer interactions within accepting classrooms; possess good cognitive levels.	Offer meta-cognitive and compensatory activities to circumvent physical weaknesses; provide opportunities to be socially and academically on par with peers, e.g., technology options with word prediction programs; foster strong self-advocacy skills with educational experiences equal to those of peers without physical difficulties.
<b>Visual Impairments/ Blindness</b>	Often possess stronger auditory or kinesthetic/tactile modalities for better understandings of lectures with the accompaniment of verbal instructions and additional technology; experience successes with adapted material; same social skills as peers.	Coordinate lessons with mobility trainers to heighten independent living skills; collaborate with peer mentors, families, and support staff to ensure everyone is focused on learning that increases social and academic skills; offer tactile graphics and more manipulatives, in addition to books in Braille or magnification pages, enlarged font, speech to text, and whatever adaptations are needed to heighten understandings of printed material; include students in meaningful cooperative roles and classroom responsibilities.