Ne sommes-nous pas déjà inclusifs? :

Créer des écoles pour tous

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2021

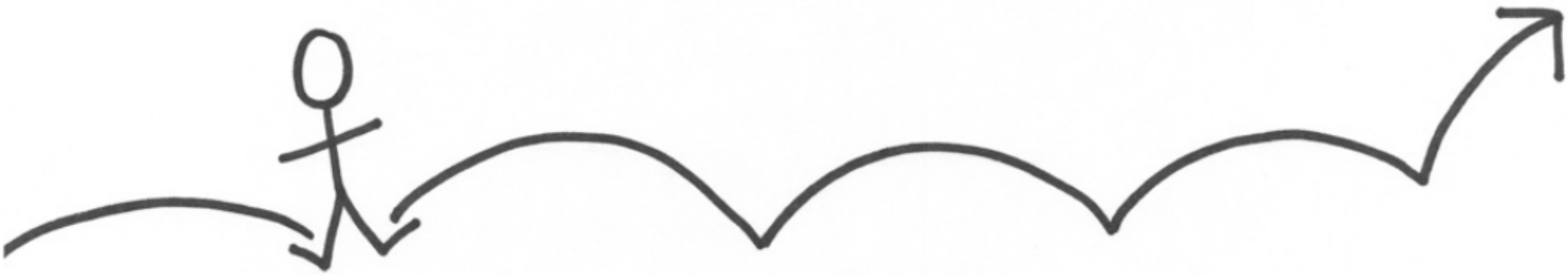


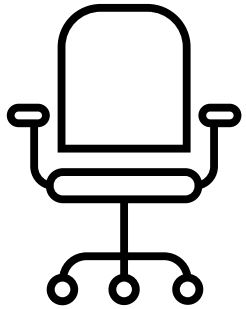
Autism ONTARIO

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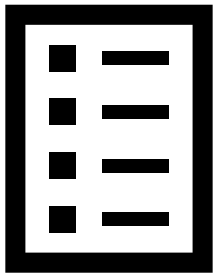


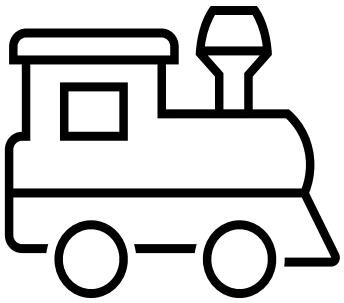
Concentrez-vous sur le processus.

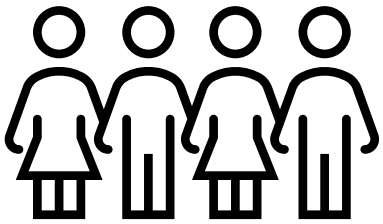




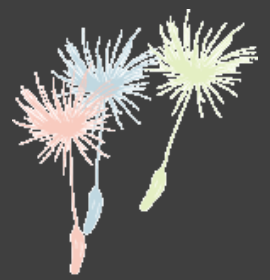




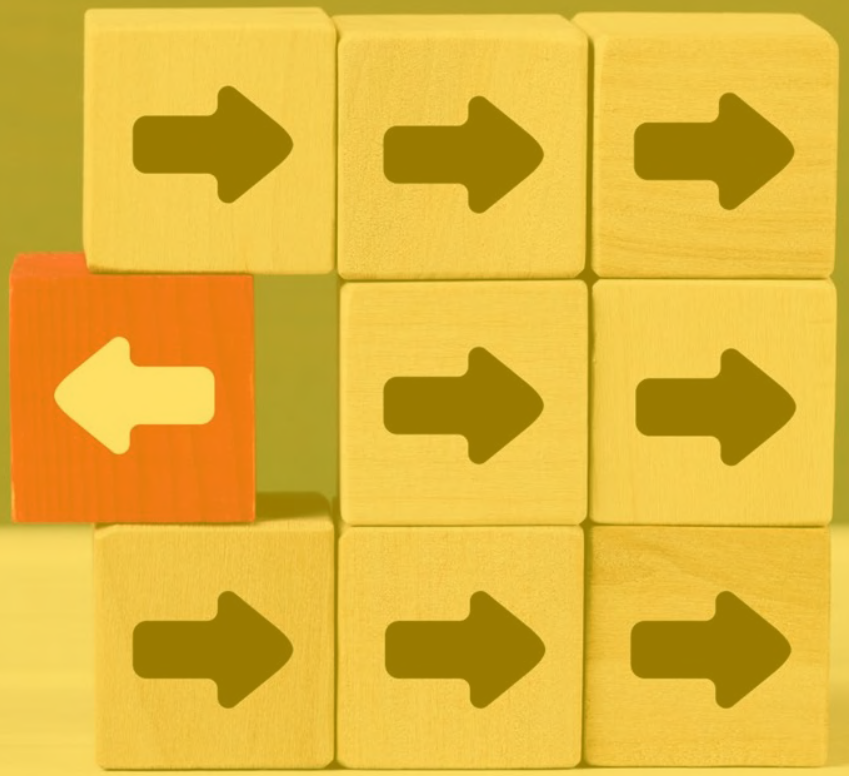




Si vous connaissez un élève sur le spectre de l'autisme…



Que ce soit par-dessus, par-dessous, autour ou à travers, trouvez un chemin ou faites-en un!

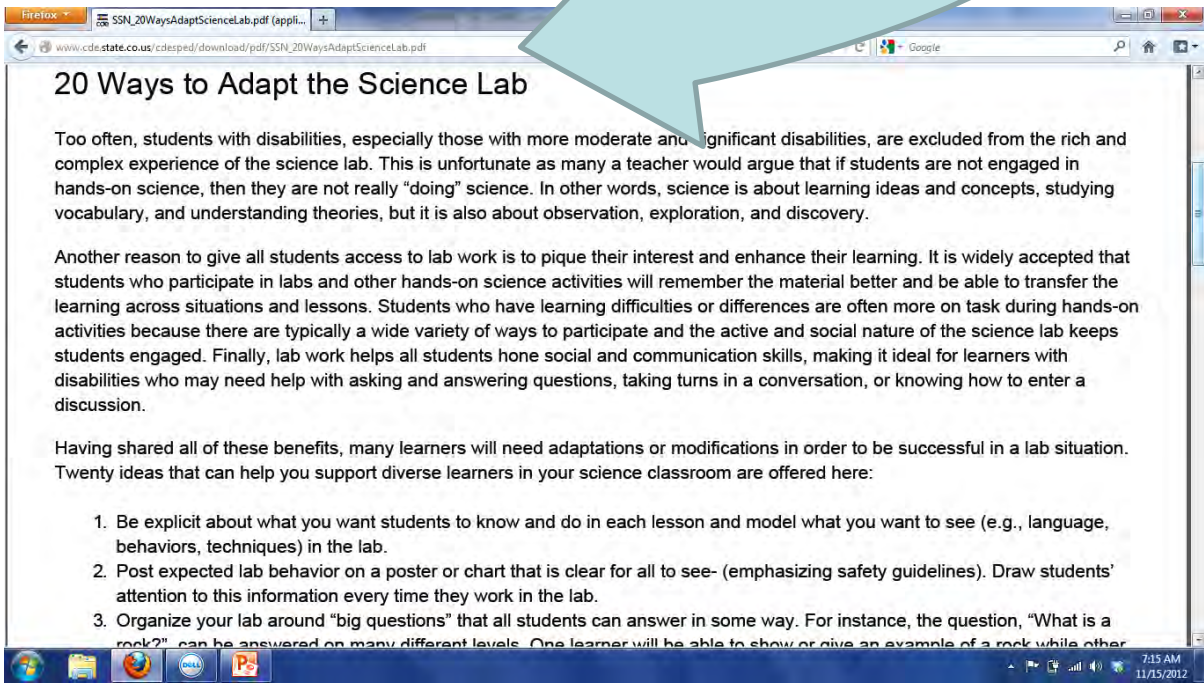


Erreurs fréquentes :

- Fournir uniquement la « structure » de l'inclusion et omettre les mesures de soutien connexes.
- Ne pas faire l'essai d'un éventail de mesures de soutien (en supposant qu'une série de mesures de soutien convient à tout le monde).
- Penser que « l'inclusion » signifie que tous les élèves doivent s'engager, participer et réussir de la même façon avec le même matériel et les mêmes résultats cibles.



Les enseignants peuvent utiliser ces listes comme outils de communication ou ils et les départements peuvent également rédiger leurs propres listes.



20 Ways to Adapt the Science Lab

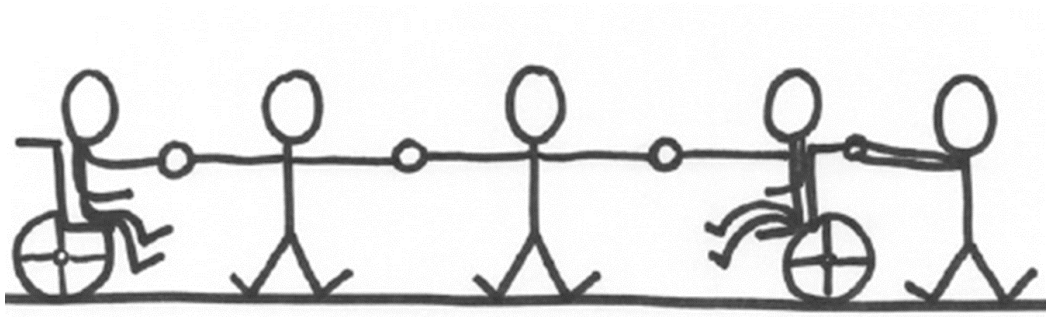
Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other words, science is about learning ideas and concepts, studying vocabulary, and understanding theories, but it is also about observation, exploration, and discovery.

Another reason to give all students access to lab work is to pique their interest and enhance their learning. It is widely accepted that students who participate in labs and other hands-on science activities will remember the material better and be able to transfer the learning across situations and lessons. Students who have learning difficulties or differences are often more on task during hands-on activities because there are typically a wide variety of ways to participate and the active and social nature of the science lab keeps students engaged. Finally, lab work helps all students hone social and communication skills, making it ideal for learners with disabilities who may need help with asking and answering questions, taking turns in a conversation, or knowing how to enter a discussion.

Having shared all of these benefits, many learners will need adaptations or modifications in order to be successful in a lab situation. Twenty ideas that can help you support diverse learners in your science classroom are offered here:

1. Be explicit about what you want students to know and do in each lesson and model what you want to see (e.g., language, behaviors, techniques) in the lab.
2. Post expected lab behavior on a poster or chart that is clear for all to see- (emphasizing safety guidelines). Draw students' attention to this information every time they work in the lab.
3. Organize your lab around "big questions" that all students can answer in some way. For instance, the question, "What is a

Cherchez des avantages pour tous.




Written by Stella Blackstone
Illustrated by Debbie Harter

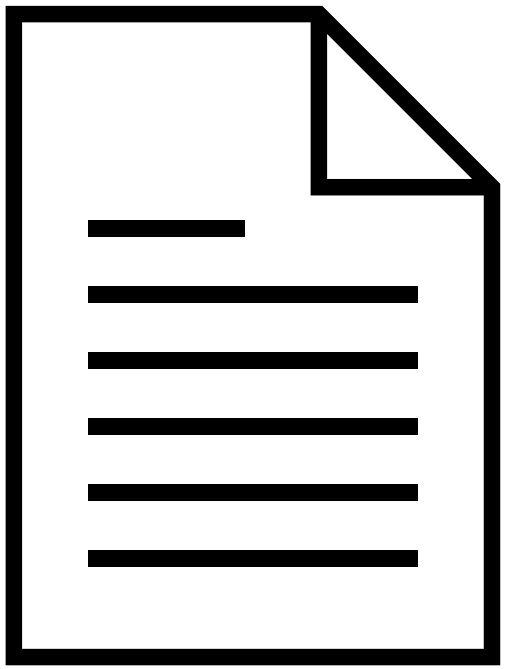
How can inclusion help ALL students?

Qu’en est-il des « autres élèves »?

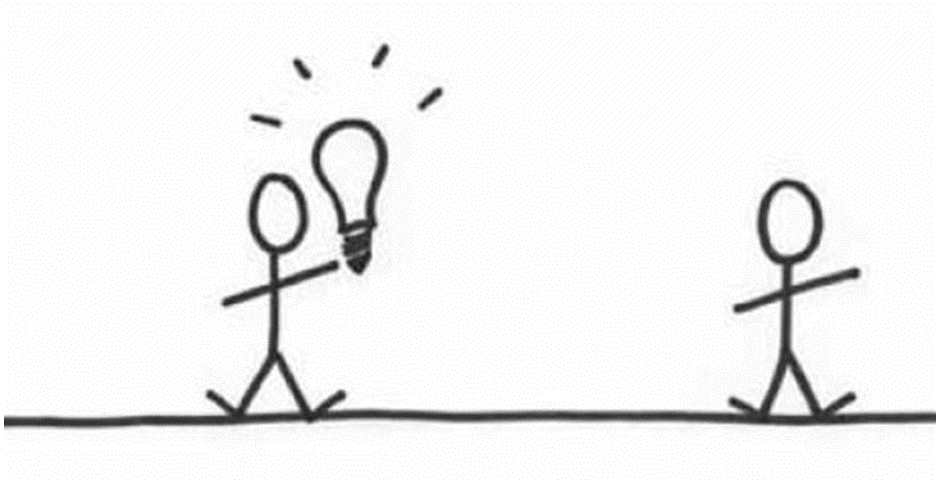
Szumski et al. (2017) n’ont constaté aucun effet négatif sur les élèves sans handicap.

Dans les écoles inclusives, les élèves sans handicap sont plus susceptibles de :

- obtenir les mêmes notes ou des notes plus élevées (aucun effet négatif n’a été remarqué);
- avoir davantage d’occasions de se lier d’amitié avec des élèves en situation de handicap;
- faire davantage preuve d’acceptation, de compréhension et d’une attitude positive vis-à-vis de l’inclusion.



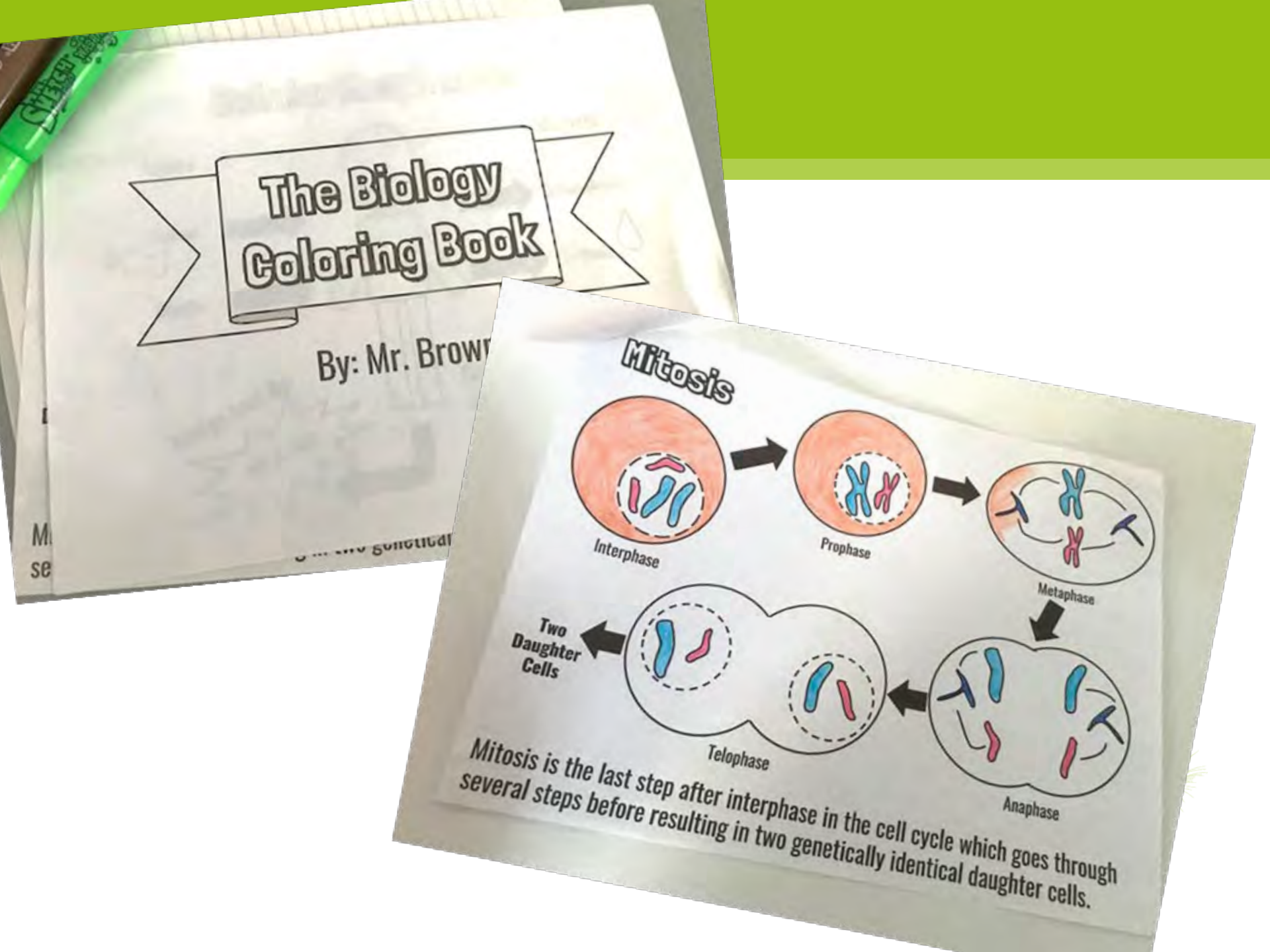
Concentrez-vous sur les obstacles.








I
want
different
turn
look
fun
bathroom
help
no
yes, like
off
come
chase
drink
you
more
it
in
sit
run
walk
go
all done
what
out
swing
slide
climb
stop
my
where
on
spin
playscape
ball


The Biology Coloring Book
By: Mr. Brown
Mitosis
Interphase
Prophase
Metaphase
Anaphase
Telophase
Two Daughter Cells
Mitosis is the last step after interphase in the cell cycle which goes through several steps before resulting in two genetically identical daughter cells.

Sound Video Meditation Movement

Search...

Virtual Calm Corner

FIND CALM IN YOUR BUSY DAY





Tic Tac Toe: Algebra 1

Make a set of flashcards for this unit. You can use CRAM, Google Slides, index cards, or any other tool you choose.	Choose any problem from this page & create a comic strip about it. Have a character illustrate the steps or try your own approach.	Make a meme to help your classmates better understand variables, inequalities or functions.
Sign up for an "algebra challenge" lesson with Ms. K or Ms. R.	Choose your own idea. Have a teacher sign off on your idea before you begin.	Create a Wakelet resource collection for this unit (e.g., helpful tutorials, tips).
Choose any problem from this page & create a Flipgrid video showing how to solve it. Be creative!	Watch one of these BrainPop videos on equations.	What is algebra? Make an Animoto video to explain it.

Réfléchissez :
« est-ce trop spécial? »



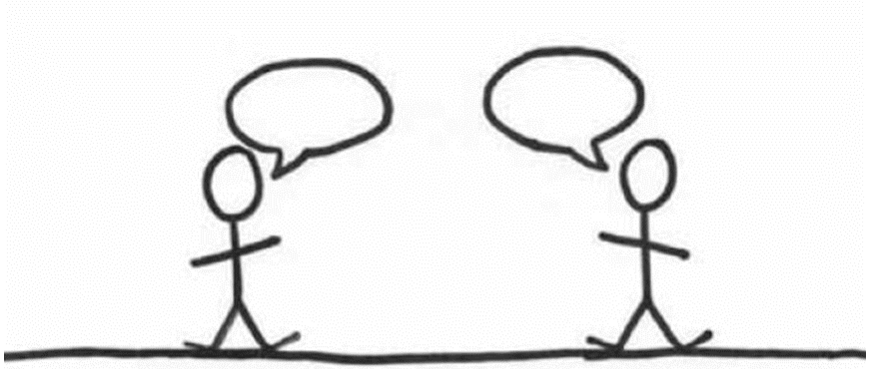


- Chariot à café et à muffins
- Groupe du dîner
- Salle d’inclusion



Off the Page #10: Can we talk about the coffee cart?

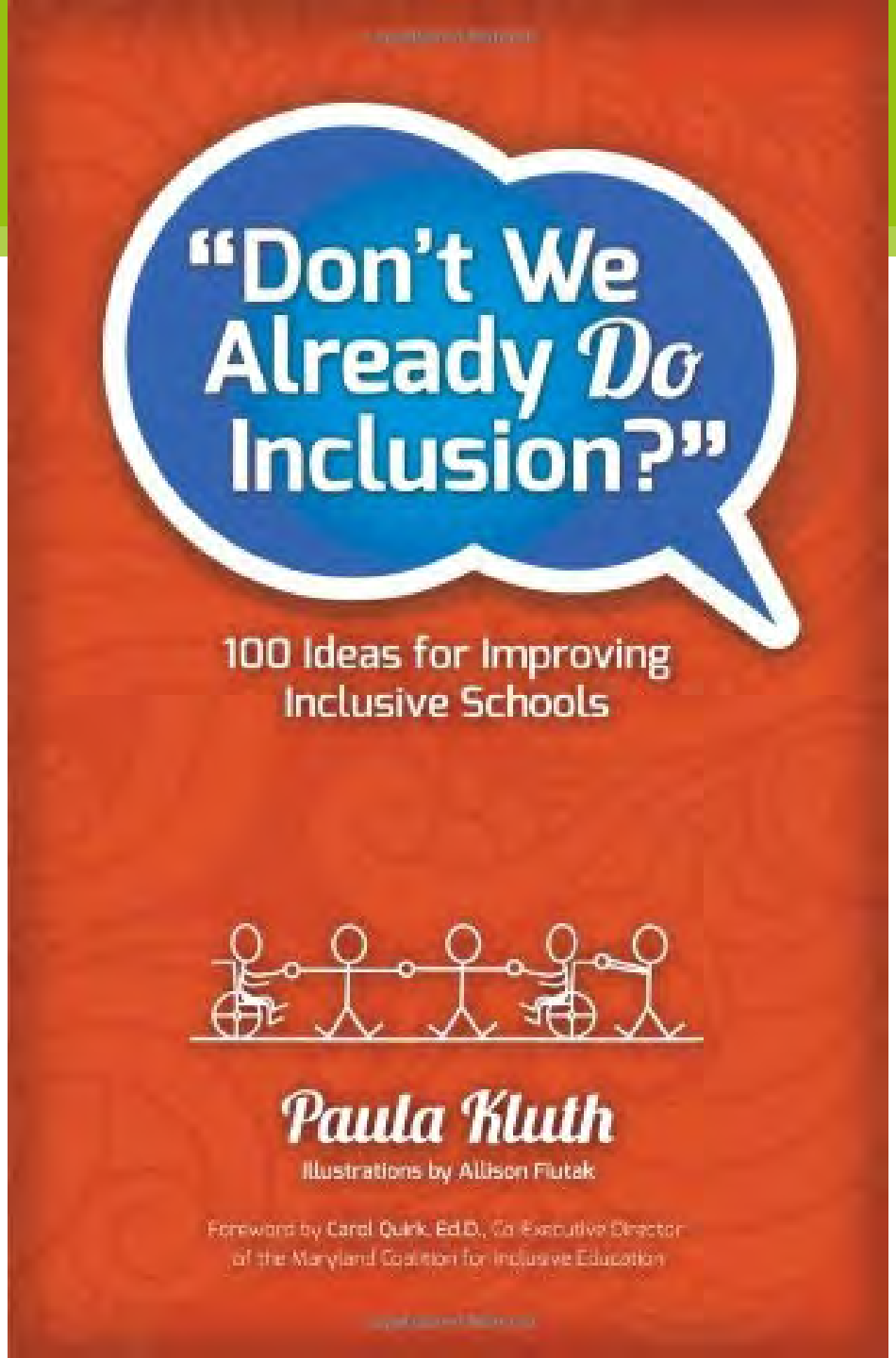
Posez une question différente.




INCLUSION

www.paulakluth.com




"Don't We Already Do Inclusion?"
100 Ideas for Improving Inclusive Schools
Paula Kluth
Illustrations by Allison Flutak
Foreword by Carol Quirk, Ed.D., Co-Executive Director of the Maryland Coalition for Inclusive Education