Ten Tips for Administrators

Generate feelings of responsibility to practice inclusion and promote active participation students with disabilities.

Encourage teachers to vary methods.

Remember everyone learns from a variety of modes. Encourage educators to replace direct instruction with active experiential methods.

Establish inclusive practices.

Include students with IEP's in general education classrooms. If teachers feel apprehensive, identify their concerns and solicit the expertise of the special education staff.

Train staff on inclusive practices.

Your staff needs special skills to meet the demands of a diverse student body. Sponsor in-services to enable your staff to make better modifications and adaptations. Teach the staff how to apply technology in the classroom.

Define roles and create accountability.

Ensure that each member of the team knows their duties. Successful inclusion works when the entire staff understands their roles, responsibilities.

Promote sharing and collaboration.

All teachers are responsible for promoting student learning and participation. Insist that the classroom teachers share lesson plans and offer feedback on modifications and accommodations. Demand that special educators observe general classrooms and assist staff troubleshoot.

Supervise teamwork.

Assess progress and productivity. Keep the team on track and prevent tangents. Regularly monitor staff and student participation.

Devote money to technology!

Technology is the key to academic access for many students. Implement technology that suppports the entire classroom.

Consult with families.

Caregivers are experts on their child, so invite them to meetings and keep them in the communication loop.

Facilitate team planning.

Create a master schedule which supports shared planning periods for special educators and general classroom teachers.

Prevent staff burn-out.

When one person is the sole expert on a child, their absence creates a school crisis! Encourage staff to alternate and share duties and share knowledge.

K. Lachina & T. Brogdon