"This aspect of charity calls the educator to recognize that the profound responsibility to lead the young to truth is nothing less than an act of love. Indeed, the dignity of education lies in fostering the true perfection and happiness of those to be educated. In practice "intellectual charity" upholds the essential unity of knowledge against the fragmentation which ensues when reason is detached from the pursuit of truth. It guides the young towards the deep satisfaction of exercising freedom in relation to truth, and it strives to articulate the relationship between faith and all aspects of family and civic life. Once their passion for the fullness and unity of truth has been awakened, young people will surely relish the discovery that the question of what they can know opens up the vast adventure of what they ought to do. Here they will experience "in what" and "in whom" it is possible to hope, and be inspired to contribute to society in a way that engenders hope in others." **(Pope Benedict XVI)**

Conditions Necessary for Learning

High Expectations

- Maintain the "least dangerous assumption" (Donnellan, 1984) about students' capabilities, especially if we don't have good assessment information or the student doesn't have a reliable means of communicating.
- Discover "how all students are smart", recognizing that intelligence isn't a fixed entity, easily or reliably measured, established at birth, unchangeable throughout life; it is dependent upon what's being asked of the person and what's valued by others.
- Believe that all students can develop a full range of literacy skills.

The inherent value and dignity of all students is respected. All students pursue the same learner outcomes. When students do not currently demonstrate content knowledge or skills, the least dangerous assumption principle applies, and all aspects of their educational programs continue to reflect high expectations.

Raising standards for all pupils, including those with special educational needs is at the heart of the agenda for inclusion. By providing high quality education, where teachers, pupils and their parents and guardians have high expectations of what will be provided and what pupils can achieve, all student, including those with special needs become effective learners. Inclusive practices should increase our commitment to securing high standards of achievement for all by focusing on reducing barriers to student learning and increasing study agency.

Setting high expectations for all students does not mean that all students will achieve grade level standard. Rather it means that schools will implement flexible educational programs to enable students with special education needs to access educational opportunities within general education classes and settings as well as within additional individually resourced provision.

Ability to Communicate (Quality AAC)

Students with complex communication needs (CCN) are provided with accurate and reliable augmentative and alternative communication (AAC) supports and services that enable them to communicate about the content of the academic curriculum and in social situations with adults and age-appropriate classmates.

- Provide all students with a means of communication at all times.
- Assure that communication devices are programmed with vocabulary that is specific to course content, classroom activities, and social situations.
- Understand that there are no "prerequisites" for using augmentative or alternative communication.
- Believe that a particular level of communication skill is **NOT** a prerequisite for inclusion.

Curriculum and Instruction

"In inclusive schools, curriculum and instruction are designed 'right from the start' to naturally include all students and to accommodate the diversity of learning styles, talents, and needs in heterogeneous classrooms." (Cheryl Jorgensen)

While all students are held to the same content standards, individualized performance objectives within those core standards are written for students with IPP's. There should be time in class for students to work in cooperative groups, to conduct experiments, and to have one-on-one conversations with the teacher. In short, teaching and learning is an interactive process through which students acquire knowledge and new skills through exploration and discovery.

Curriculum and instruction are designed to accommodate the full range of student diversity. Individualized supports are provided to students as needed to enable them to fully participate and make progress within the general education curriculum. Students who need to learn functional or life skills do so within typical routines in the general education classroom or other inclusive activities and environments.

Curriculum is...
- ☐ Relevant and interesting.
- ☐ Based on common content standards for all students.
- ☐ Presented in a variety of accessible formats including written information at appropriate reading levels, video, picture/symbols, actual objects, demonstrations, orally, etc.
- ☐ Individualized through the development of personalized performance standards for some students.
- ☐ Developmentally appropriate for young children.
- ☐ Functional and age-appropriate for older students.

Instruction...
- ☐ Is tailored to the learning styles of all students in the class.
- ☐ Utilizes cooperative structures and techniques.
- ☐ Utilizes multiple intelligence theory.

- ☐ Provides for active learning.
- ☐ Utilizes all sensory modalities, with oral lecture being used the least.
- ☐ Is direct and intense when there are demonstrated benefits.
- ☐ Reflects the learning styles of all students in the class by the use of visual, tactile, and kinesthetic materials and experiences.
- ☐ Prioritizes the use of research-based strategies for increasing student achievement, such as:
  - Identifying similarities and differences
  - Summarizing and note taking
  - Reinforcing effort and providing recognition
  - Homework and practice
  - Nonlinguistic representations
  - Cooperative learning
  - Setting objectives and providing feedback
  - Generating and testing hypotheses
  - Questions, cues, and advance organizers
- ☐ Is provided in multiple formats such as individual, pairs, small groups, and whole class.

Supports…
- ☐ Are provided within the general education class and other typical environments to enable the student to participate in and benefit from the general education curriculum and other inclusive learning opportunities and activities.
- ☐ Are defined by the student's support plan, and may include: physical, emotional, and sensory supports; adapted materials; assistive technology and AAC; personalized performance demonstrations; personalized instruction; and individualized grading and evaluation plans.
- ☐ For behavior take into consideration the student's sensory needs.
- ☐ For positive behavior are designed after completion of a functional behavioral assessment.
- ☐ For individual student behavior focus on improving quality of life and on teaching new skills, rather than on punishment.
- ☐ Are consistent with a school-wide positive behavior philosophy.

Evaluation and Grading...
- ☐ Is personalized to students individualized learning goals and objectives.
- ☐ Allows all students to receive high marks for "personal best" achievement and improvement.
- ☐ Is used primarily to help teachers modify curriculum and instruction to reach more students.
- ☐ Is conducted collaboratively by general and special education teachers together.
- ☐ Includes criteria for judging success that reflects general education curriculum standards and individualized IPP goals and objectives.
- ☐ Reflects benchmarks similar to those of students without disabilities.
- ☐ Reflects evaluation methods similar to those of students without disabilities.
- ☐ Allows the student to receive grades that reflect "personal best" achievement and improvement.

Adapted/Modified Programming

Special education students receiving **adapted programming** are on graded curriculum and are working toward the learning outcomes of the Alberta Programs of Study, although often at a grade level different from the enrollment grade in one or more subject areas. Adapted programming provides additional resources so a student can participate actively. These resources may include:
- alternative formats for resources (e.g., Braille, audio titles)
- instructional strategies (e.g., use of interpreters, visual cues, learning aids)
- assessment procedures (e.g., oral exams, additional time, scribes)
- skill sequencing and pacing
- instructional materials
- assistive technology and specialized equipment
- supplementary services
- change of setting.

The student's IPP must reflect these adaptations. Students receiving adapted programming are assessed using the curriculum standards, although they may require access to novel assessment methods to demonstrate their level of skills and knowledge.

Gifted students usually receive some form of adapted programming. These students work on the graded curriculum but may be significantly advanced in one or more areas when compared with their peers. Options for programming may include faster pacing, greater emphasis on higher cognitive processes, independent research, access to mentors and resources not available or appropriate to most students.

Students receiving **modified programming** are not on graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills, and this is reflected in their IPPs. Modified programming has learning outcomes that are specifically selected to meet a student's special education needs. For example, a student in a Grade 5 language arts classroom may be working on recognizing common signs or using the telephone, and a student in a Grade 9 mathematics classroom may be learning to make change or to budget his allowance. Students in modified programming also have access to alternative formats, specialized equipment and other services and supports as required. A student on a modified program is assessed in relation to the goals and objectives established in his or her IPP.

Some students may receive regular programming in some subjects, adapted programming in others, and modified programming in other parts of the school day. For example, a secondary student with mild developmental delays may receive regular programming in physical education and work experience, programming in language arts and mathematics that is adapted by providing age-appropriate content but elementary skill objectives, and modified programming in order to acquire personal life skills that are not part of the graded curriculum.

Universal Design for Learning
National Center on Universal Design for Learning Website: http://www.udlcenter.org/aboutudl

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Universal Design for Learning (UDL) is a framework that addresses the primary barrier to fostering expert learners within instructional environments: inflexible, "one-size-fits-all" curricula. **It is inflexible curricula that raise unintentional barriers to learning.** Learners who are "in the margins", such as learners who are gifted and talented or have disabilities, are particularly vulnerable. However, even learners who are identified as "average" may not have their learning needs met due to poor curricular design.

In learning environments, such as schools and universities, individual variability is the norm, not the exception. When curricula are designed to meet the needs of an imaginary "average", they do not address the reality of learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for "average".

UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:
1. Provide multiple means of representation (the "what" of learning)
2. Provide multiple means of action and expression (the "how" of learning)
3. Provide multiple means of engagement (the "why" of learning)
Link: UDL Guidelines Version 2.0: www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

Educational Applications of the Seven Principals of Universal Design
Universal Design for Learning: A Guide for Teachers and Education Professionals, **Council for Exceptional Children, p. 23**
- **Equitable Curriculum:** Instruction uses a single curriculum that is accessible to students with widely diverse abilities; curriculum does not unnecessarily segregate students or call undo attention to their "differences". Curriculum is designed to engage all students.
- **Flexible Curriculum:** The curriculum is designed to be presented flexibly to accommodate a range of individual abilities and preferences; it considers physical and sensory-motor disabilities as well as varied learning preferences and paces.
- **Simple and Intuitive Instruction:** Instruction is straightforward, provided in the mode most accessible to students; language, learning levels, and complexity of presentation can be adjusted; student progress is monitored on an ongoing basis to reset goals and instructional methods as needed.
- **Multiple Means of Presentation:** Curriculum provides multiple means of presentation to teach students in ways that will most effectively reach them, regardless of sensory ability, level of understanding or attention; presentation can be altered to meet recognition patterns of individual students.
- **Success-oriented Curriculum:** Teacher encourages engagement with curriculum by eliminating unnecessary barriers to engagement; teacher provides supportive learning environment through ongoing assistance, applying principals of effective curriculum design as needed: e.g., teaching Big ideas, priming background knowledge, scaffolding instruction, etc.

- **Appropriate Level of Student Effort:** The overall classroom environment provides ease of access to curricular materials, promotes comfort, addresses motivation, and encourages student engagement by accommodating varied means of student response; assessment is ongoing, measuring performance; instruction may change based on results of assessment.
- **Appropriate Environment for Learning:** Classroom environment and organization of curricular materials allow for variations in physical and cognitive access by students as well as for variations in instructional methods; classroom environments allow for varied student groupings; classroom space encourages learning.

Types of Participation in General Education Curriculum
COACH 3: Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Children with Disabilities, Michael F. Giangreco, Chigee J. Cloninger & Virginia S. Iverson, p 150-151

A student may require access or instructional supports (e.g., assistive technology, AAC devise, extended time, modified materials) across each of the four types of participation.

Same Curriculum with Supports (same content, same level)
- Within a curriculum area class or activity (eg., reading, math, science), the expectation for the student with a disability is that he or she will pursue and can reasonably achieve the same grade-level expectations as his or her classmates without disabilities.
- Same curriculum means same content, level, amount and rate.
- It is expected that the student gain access to the same curriculum in the general education classroom with supports as needed.

Multilevel Curriculum (same content, different level)
- Within a curriculum area class or activity (e.g., reading, math, science), the expectation for the student with the disability is that he or she will pursue an individually determined subset of the learning outcomes within the same curriculum area and have the same content as his or her classmates without disabilities, but at a different level.
- Multilevel curriculum means the same curriculum area and content, but at a different level, amount and/or rate. For example, in math, most students are working on computing numbers (e.g., 3 digits). The student with a disability is also working on computing numbers, but at a different level (e.g., single digits), typically a lesser amount, and potentially at a slower rate.
- Multilevel curriculum is delivered within shared educational activities in a large or small group with a natural proportion of students with and without disabilities.

Multilevel Curriculum (different content, different level)
- Within a curriculum area class or activity (e.g., reading, math, science), the expectation for the student with the disability is that he or she will pursue an individually determined subset of the learning outcomes within the same curriculum area, but have different content than his or her classmates without disabilities and at a different level.
- Multilevel curriculum means the same curriculum area, but different content, at a different level, amount and/or rate. For example, in math, most students are working on computing numbers (e.g. three digits). The student with a disability is working on math curriculum, but is learning a different

content (e.g., counting, geometric shapes), typically a lesser amount, and potentially at a slower rate.

- Multilevel curriculum is delivered within shared educational activities in a large or small group with a natural proportion of students with and without disabilities.

Curriculum Overlapping (different curriculum area, different level)
- Within a curriculum area, class or activity (e.g., social studies, health), the expectation for the student with a disability is that he or she will pursue an individually determined subset of the learning outcomes from a curriculum area different from his or her classmates without disabilities and at a different level.
- Curriculum overlapping means different curriculum areas and different content at a different level, amount, and/or rate. For example, in social studies, most students are working on geography. The student with a disability is exposed to and involved in geography activities (e.g., a geography game with classmates), but the primary learning outcomes he or she is focusing on are from other curriculum areas (e.g., communication, socialization, access academics), such as developing a consistent pointing response, making a selection when given options, or exploring objects.
- The student with a disability may require access or instructional supports (e.g. assistive technology, AAC devise, extended time, modified materials) when exploring curriculum overlapping.
- Curriculum overlapping is delivered within shared educational activities in a large or small group with a natural proportion of students with and without disabilities.
- Curriculum overlapping does not preclude also encouraging learning outcomes in the curriculum area targeted for the majority of the class.

Supplemental Learning Outcomes
COACH 3: Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Children with Disabilities, Michael F. Giangreco, Chigee J. Cloninger & Virginia S. Iverson, p 135

Some students require the extension or supplementation of learning outcomes included in the general education curriculum. For the most part, these learning outcomes are those typically not explicitly listed in the general education curriculum, yet remain important for many students with disabilities. The following is a list of supplemental learning outcomes to be considered in the planning process.
The lists of learning outcomes have purposefully been limited to a relatively small set of the most frequently identified priorities of families **based on 25 years of field testing**.

- **Communication:** Displays consistent communication mode · Expresses continuation or "more" · Makes selection when given options · Makes request for others · Signals desires/needs for attention · Expresses rejection/refusal · Sustains communication with others · Recognizes when misunderstood and uses another way · Expresses greetings and farewells · Follows instructions · Answers questions · Comments/describes · Asks questions of others
- **Socialization:** Responds to the presence and interactions of others · Initiates social interactions · Sustains social interactions · Ends social interactions · Distinguishes and initiates differently with friends/family, acquaintances, and strangers · Maintains pro-social behaviours when alone with others · Accepts assistance from others · Offers assistance to others · Makes transitions between routine activities · Adjusts to unexpected changes in routine · Shares with others · Advocates for self
- **Personal Management:** Gives permission and/or directs others to provide personal care support · Drinks and eats · Feeds self · Cares for bowel and bladder needs · Selects appropriate clothing ·

Dresses/undresses · Cares for personal hygiene · Is mobile between locations · Manages personal belongings · Gives self-identifying information · Uses telephone · Responds to emergency alarm · Recognizes and avoids potentially dangerous situations · Maintains safe and healthy behaviours

- **Recreation:** Engages in spectator events with others · Engages in recreation activities on his or her own · Engages in recreation activities with others
- **Access Academics:** Reacts to objects, activities and interactions · Directs and sustains attention to activity · Explores surroundings and objects · Differentiates/discriminates between things · Imitates skills used in daily life · Uses objects as intended · Understands meaning of non-text symbols
- **Applied Academics:** Uses computer · Understands text has meaning · Reads (decodes) words/phrases · Understand what is read · Uses writing/drawing tools · Writes letters or words · Counts with correspondence · Computes numbers · Uses money · Uses a schedule or calendar
- **School:** Travels to and from school · Participates in small groups · Participates in large groups · Does classroom or school jobs · Completes tasks/assignments independently · Manages school-related belongings · Follows school procedures/routines · Uses school facilities · Participates in extracurricular activities
- **Community:** Travels safely in the community · Uses restaurants · Uses recreational facilities · Makes purchases of merchandise or services · Uses vending machines · Uses banking facilities · Uses public transportation
- **Vocational:** Applies for job(s) · Travels to and from worksite · Uses check-in procedures · Interacts appropriately with others · Follows worksite rules for appearance, safety, and conduct · Follows schedule of work activities · Completes assigned work · Uses worksite facilities

Links to essential core components for specific disabilities outlined by Alberta Education:
- Essential Component of Educational Programming: Students who are Blind or Visually Impaired
  Link: www.education.alberta.ca/media/511690/ecep_blind_or_visually_impaired.pdf
  Expanded core curriculum for students who are blind or visually impaired includes
  (1) Compensatory or functional academic skills, (2) Orientation and Mobility, (3) Social Interaction Skills, (4) Independent Living and Personal Management Skills, (5) Recreation and Leisure Skills , (6) Career and Life Management Skills, (7) Assistive Technology and (8) Visual Efficiency Skills.
- Essential Components of Educational Programming: Students who are Deaf or Hard of Hearing
  Link: www.education.alberta.ca/media/511693/ecep_deaf_or_hard_of_hearing.pdf
- Essential Components of Educational Programming: Students with Autism Spectrum Disorder
  Link: www.education.alberta.ca/media/511684/ecep_autism_spectrum_disorder.pdf
- Essential Components of Educational Programming: Students with Behaviour Disabilities
  Link: www.education.alberta.ca/media/511684/ecep_autism_spectrum_disorder.pdf

For **students with behavioural challenges**, the *Assessment of Lagging Skills and Unsolved Problems (Reviews 8/29/11)* is a possible source to provide ideas for supplemental learning outcomes.
This tool can be accessed at www.livesinthebalance.org/sites/default/files/ALSUP.rev_.8-29-11.pdf

Instructional Practices that Support Inclusion

- Differentiated Instruction
- Cooperative Learning
- Learning Strategies/Study Skills Approach
- Community Based Instruction

- Intensive Intervention for Broad Based Literacy and Numeracy Skills (RtI Approach)
- Student Choice in Learning
- Use of Graphic Organizers and Visual Supports
- Peer Support Strategies
- Co-teaching Approaches
- Backwards Design
- Infusing Technology into Learning
- Multi-sensory Teaching and Learning
- Just-in-time Teaching
- Engage Students Through Assignments, Technology, Play, Productions, Simulations…etc.
- Multiple Delivery Methods of Course Content
- Multiple Ways to Show Understanding of Concepts
- 21st Century Learning