

**Integrated Unit Inclusion Explainer**

Brenna Lovely, Shelley Potter, Nicole Kriegl and Kailey da Silva

University of Northern British Columbia

EDUC 336: Inclusive Education: Success for All

August 10, 2022

### **Integrated Unit Inclusion Explainer**

As educators, our jobs are to “implement effective planning, instruction, assessment, and reporting practices to create respectful, inclusive environments for student learning and development” (BC Teachers' Council, 2019, p. 5). We also “value the success of all students” and “care for students and act in their best interests” (BC Teachers' Council, 2019, p. 4). By utilizing multiple methods of adaptation and modification through: (1) content delivery, (2) participation, and (3) expression of understanding and comprehension, we have effectively integrated inclusive practices into our lessons.

Ensuring multiple methods of content delivery is in-line with the Universal Design for Learning (UDL) framework, whereby students are provided with equitable opportunity to access educational materials (*About Universal Design for Learning*, n.d.). For us, this includes utilizing: (1) technology, (2) verbal, written, tactile, or visual instruction, or (3) individual or group collaboration.

To maintain participation, motivation, and interest, it is important to captivate students by providing multiple options for engagement. In our lessons, there are various opportunities for students to partake in whole-class or small group discussions (use of computer/tablet, scribe, communication boards, speech-to-text technology, Boardmaker). We will provide students access to diverse workstations and equipment (comfortable seating, designated quiet zones, noise-cancelling headphones), and writing supplies (different pencils or raised lined paper). Accessibility for all students to participate in the classroom, school, playground, and field trips is an essential part of all our lessons.

Students must be able to convey understanding of the taught content, so it is important to provide flexibility in the expression of knowledge for an accurate assessment of learning. We

offer opportunities to express content knowledge verbally (speaking, communication boards), pictorially (drawing, Boardmaker), and written (handwritten, scribed, typed, sentence starters/stems).

By integrating inclusive practices into our lessons, we effectively provide equitable access to opportunity, support, and resources for those individuals that may otherwise be marginalized or excluded due to a disability or challenge.

## References

*About Universal Design for Learning*. (n.d.). Cast.Org. Retrieved July 20, 2022, from

<https://www.cast.org/impact/universal-design-for-learning-udl>

BC Teachers' Council. (2019, June 19). *Professional standards For BC educators*.

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf).