inclusion ED
supporting diverse learners

Setting up for success

inclusionED is an online professional learning hub, designed with teachers and for teachers. Registration is free.

About inclusionED

- inclusionED translates the latest research into quality teaching practices to support diverse learners in inclusive classrooms.
- Each practice includes information on how to plan for and apply the teaching practice, as well as templates for reflective practice and goal setting that can be shared with colleagues.
- After implementing a practice, adding and reviewing goals, you can create a certificate of 'Recognition of Professional Learning' which can be used in your portfolio of evidence of professional learning.

Registration

Access to all of the inclusionED practices, resources and links requires registration, which is completely free. Register using the link below:
inclusioned.edu.au/user/register

inclusionED is an initiative of Autism CRC, the independent national source of evidence for best practice. inclusionED was developed with funding from the Australian Government.

Visual schedules

Visual schedules show students a sequence of activities or events that will happen over a certain amount of time. Students can see what these activities are and when they will happen.

❓ Why

Visual schedules support students to:
- understand the routine
- work independently
- understand changes.

Visual schedules support teachers to:
- help the student stay on task
- keep the lesson on time
- use fewer verbal prompts.

📋 How (whole-of-class)

1. Decide how you will display the visual schedule - in a clear space at the front of your classroom? With pictures or words? A whole-of-class or personal schedule?
2. Ensure the visual schedule can be viewed by all members of the class.
3. Refer to the schedule consistently, at the beginning of the day and throughout.
4. Use a timer or countdown system to show when a transition to a new activity is about to begin.
5. Review after a set period of time. Has the practice been effective in transition times and lessening teacher intervention?

👥 Adjustments (personal)

- Choose to use words, pictures or a combination of both depending on your students' reading ability.
- Place a personalised schedule on your student's desk.
- Use a whole-day schedule or a morning/middle/afternoon schedule.
- Choose a transition cue to help students anticipate change.

ℹ️ More information

For full practice details and resources, see

Use visual schedules
inclusioned.edu.au/practices/using-visual-schedules

Establish rules

Establishing and clearly communicating classroom rules helps students understand expectations and create a productive working environment.

? Why

Establishing rules supports students to:
- understand behavioural expectations
- understand actions and consequences.

Establishing rules supports teachers to:
- stay calm
- maintain a positive teaching environment.

How (whole-of-class)

1. Identify 3-5 behavioural expectations that are measurable and observable.
2. Use student input where appropriate.
3. Frame expectations positively; e.g. 'always be on time to class' is positive while 'don't be late to class' is negative.
4. Identify the highest priority situations where you anticipate potential behavioural issues.
5. Display the classroom rules in an obvious space and refer to when required.

Adjustments (personal)

- Choose to use words, pictures or a combination of both depending on your students' reading ability.
- Regularly review and refer to the rules to help students get it right .

(i) More information

For full practice details and resources, see
Establish classroom rules
inclusioned.edu.au/practices/establish-classroom-rules

Classroom organisation

Classroom organisation involves structuring the physical elements of a classroom so that it is well organised and easy to move around.

? Why

Classroom organisation supports students to:
- be independent
- reduce their anxiety
- stay on task.

Classroom organisation supports teachers to:
- lessen time between transition
- increase teachable time.

☰ How (whole-of-class)

1. Examine the physical elements of the classroom.
2. Identify a clear layout including seating, where materials will be located, and what labeling and storage will be used, e.g. colourcoding for subjects or units, labelled boxes or trays.
3. Organise the classroom in a simple, streamlined and consistent way, avoiding clutter.
4. Explain the organisation of the classroom to students, letting them know where to find resources and materials.
5. Provide positive reinforcement to students for keeping the classroom organised.

👥 Adjustments (personal)

- Choose to use words, pictures, or a combination of both, depending on your students' year level and reading ability.
- Ensure all areas of the classroom are accessible for students with physical or mobility issues.

ⓘ More information

For the full practice details and resources,
Organise your classroom
inclusioned.edu.au/practices/organise-your-classroom
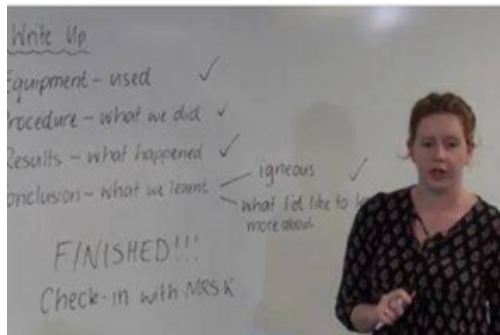
Explore practices
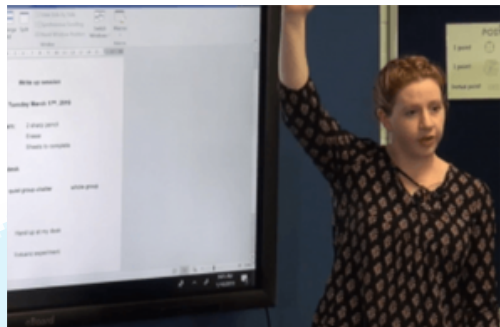
Teach social problem-solving

Give clear directions

Structure tasks using work systems

Reduce student anxiety with routines and visual schedules

Improve your classroom's acoustics

Use instructional sequences in your classroom

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