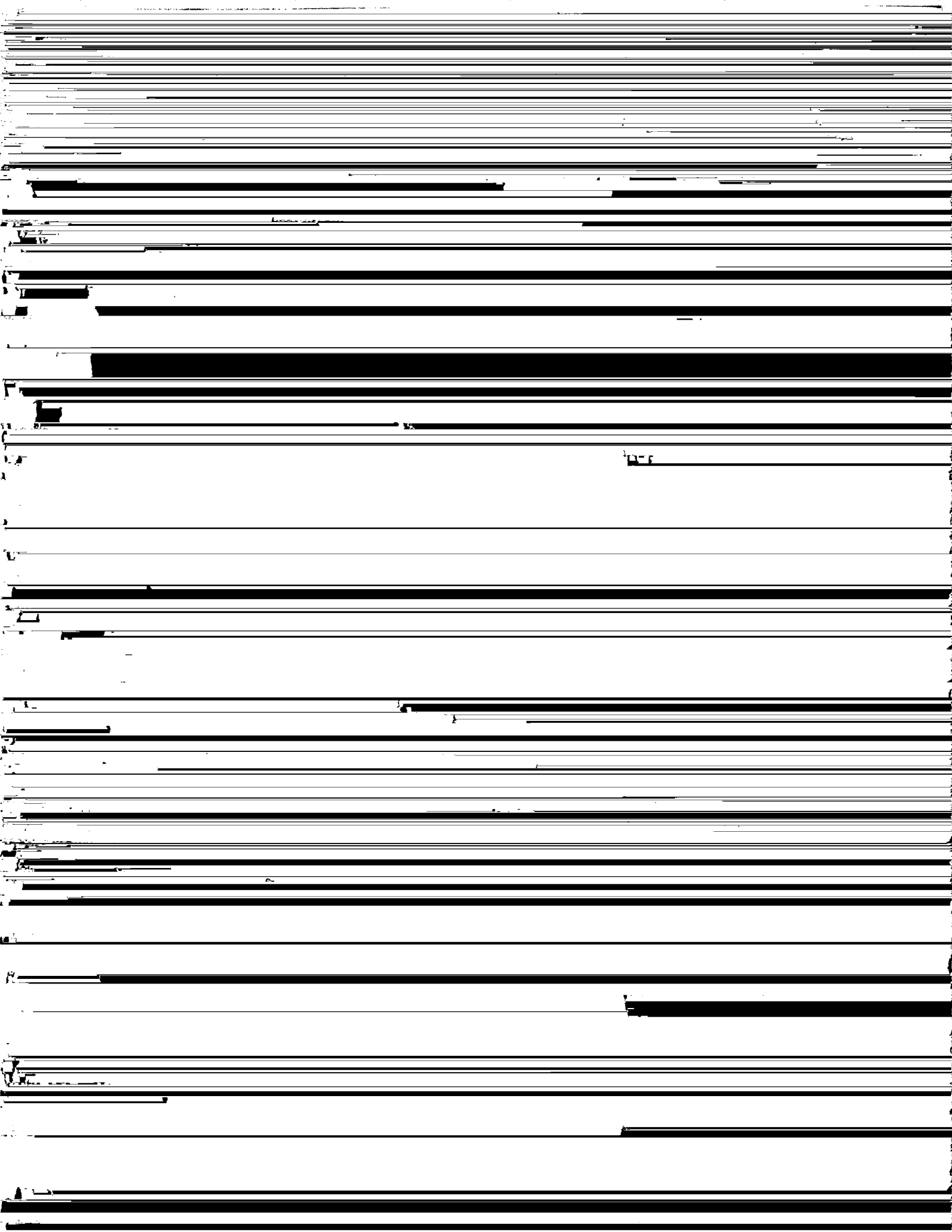
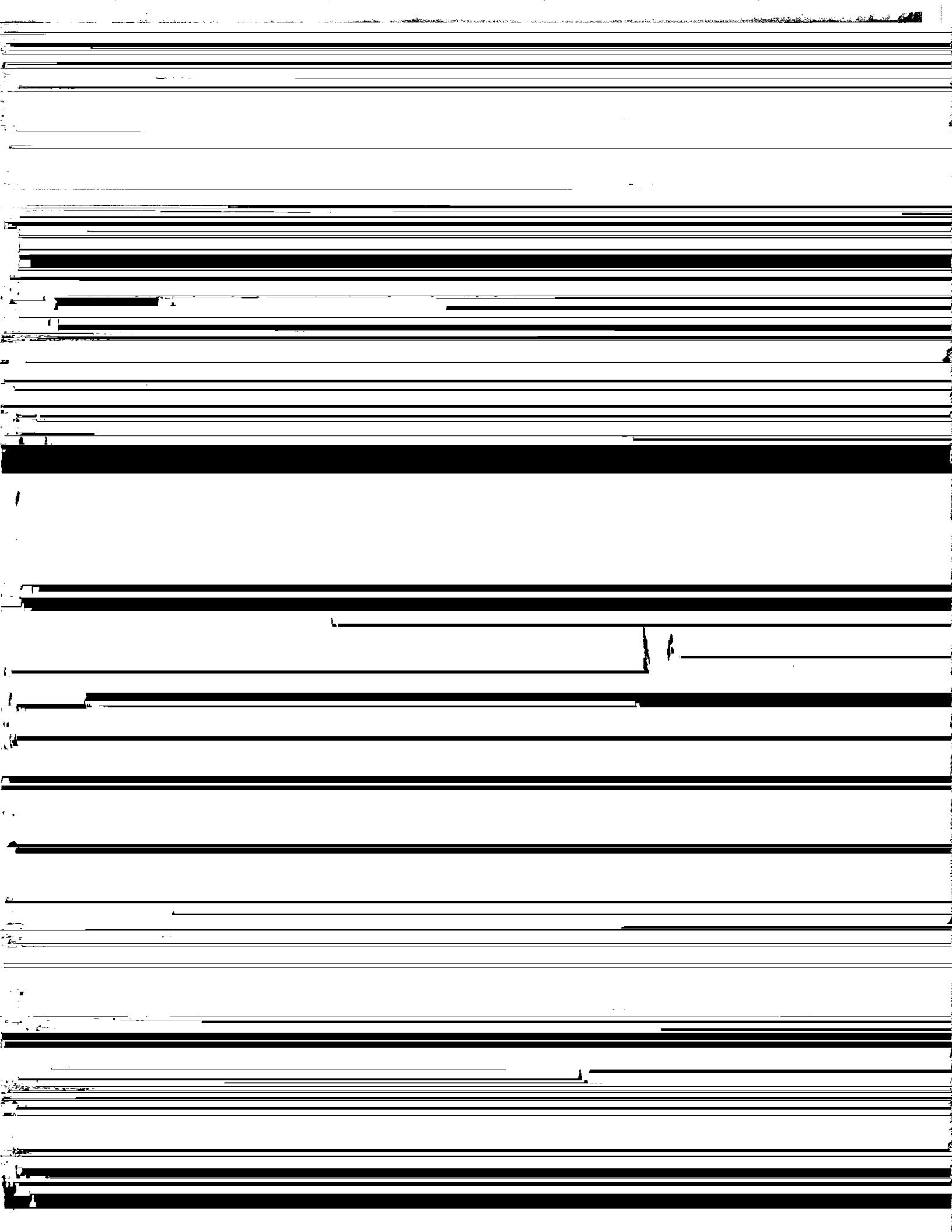


How Inclusion Can





one learns. This reciprocal exchange is different from the more typical approach, in which learning theoretically flows only from the teacher to the students. Although we acknowledged in the previous section that teachers can serve an important function as models of prosocial behavior, teachers

livened their experiences, both personally and professionally (Giangreco et al., 1993).

Considering Related Needs of Other Students. The prospect of inclusion prompts concern when a proposed placement is considered incompatible

large-group discussions. The teacher observes that Aneel is shouting out answers, Karli never volunteers to answer, Lizzie and John answer in voices that can rarely be heard, Carrie is fiddling with her shoelaces, and Matt's answers indicate that he has not followed the discussion. The teacher

Future Directions: Taking Action

Dear Sue,

The note you wrote at the inclusive education workshop last fall has been on my office bulletin board ever since. It has been a constant reminder that many teachers continue to have legitimate questions about

how they can best meet the needs of all students in their classrooms and schools. Along with my colleagues Diane and

Table with multiple rows and columns, containing various data points and text. The table is mostly obscured by heavy black redaction bars.

Small handwritten or stamped text fragment.