

## **Planning**

In an inclusive classroom, students with disabilities and other special needs are taught alongside non-disabled students, instead of being segregated in a special education classroom. In order to help meet the student's needs, a special education teacher may work alongside a general education teacher in an inclusive classroom. The role of a special education teacher in such an arrangement varies according to the needs of the individual students and how well the two teachers work together.

In an ideal inclusive classroom, the special education teacher and the regular education teacher engage in co-planning. They work together to design lesson plans to fit the requirements of all the students with the special education teacher focussing on the needs of the special needs students.

In certain cases the general education teacher plans the classroom lessons and the special education teacher adapts those lessons to meet the need of the special students. The special educator may also use the lessons to develop review materials or plan one to one instruction with special needs students either before or after the class.

## **Instructions**

The amount of actual instruction a special education teacher gives in an inclusive classroom varies. In some inclusion classes the two teachers—general teacher and the special education teacher take turns presenting lessons. This can be done on a daily basis or the special teacher may take the class two or three days a week.

When not teaching the entire class, the special education teacher may sit beside the student and provide one-on-one help or some additional instruction. To help the students feel more included as a part of the class, the special education teacher may not be in the inclusion classroom everyday, unless a student's needs require.

The special educators are required to pay attention to all the sciences and use the new researches to make the therapies more effective for taking care of the handicapped people.

