

Activity: Strength discovery

- Greatest autonomy
- Least systematic support

- What are my strengths?
- What are my talents?
- What are my interests?

- In which type of learning arrangement I learn best?

Activity: creating different learning options for an assignment

- Greater autonomy
- Less systematic support

Lifelong learning

Learning Self-assessment

Learning context

Post-secondary

How I learn

Infrastructure

Practice: Design curriculum for flexibility and adaptability

What I learn

- How can I improve my learning experience?
- Which services could help me learn better (e.g. occupational or speech therapy, AT)?
- Which accommodations can improve my learning experience (workstation, physical space, etc.)?

- Least autonomy
- More systematic support

Teachers
Principals
School Staff



Learner

Who involves in my learning

How I feel

Practice: Constructing the least restrictive learning environment

- Need to believe in learner's competency to learn
- Need to believe in inclusion and its positive impact on learning

Fellow students
Peers

- Sense of belonging to a class, school, community
- Feeling competent
- Reduced stigma

Parents

- Need to believe their peers are competent and can learn
- They can also benefit from extra resources and support

Parents of typical students

Parents of students with learning differences

Practice: Co-Teach/ Co-Facilitation

Need to believe that inclusion doesn't slow down/hinder their kids' learning process

- Need to believe in an inclusive setting their kids get the required attention and support
- Need to believe that teachers in inclusive context have the competency to teach their kids

Activity: involving parents in the learning process