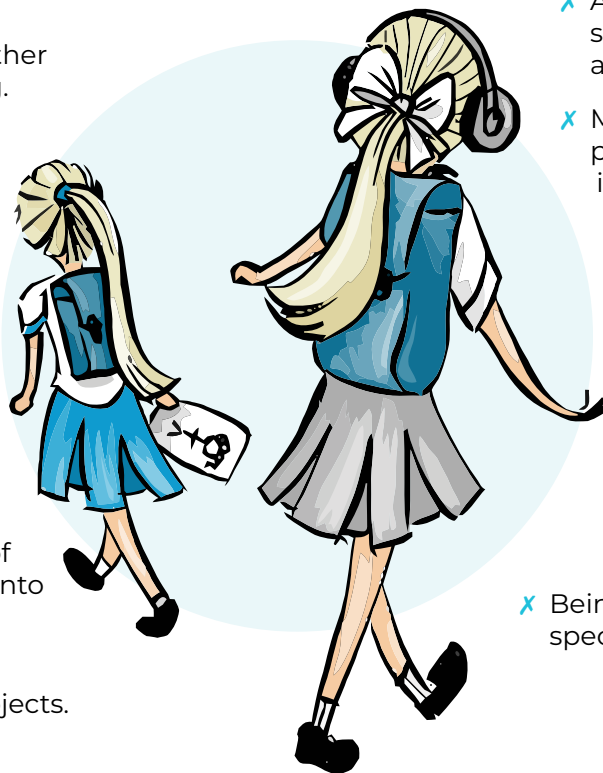


IDEAS AND IMPORTANT POINTS TO REMEMBER

- ✗ Going to the library to work on “other things”.
- ✗ Having separate areas of learning for a student with a disability.
- ✗ Being simply “present” rather than actively participating.
- ✗ Attending regular classes only for part of the day.
- ✗ Not being equally valued as a contributing member of the class.
- ✗ Deciding a student’s future for them.
- ✗ Deciding what a student likes and dislikes.
- ✗ Grouping high numbers of students with disabilities into one class.
- ✗ Sitting students out of practicals or technical subjects.



- ✗ Learning separate content, or learning year level content with no adjustment in delivery or outcome expectation.
- ✗ Assessing students in a standard way that does not reflect adjusted outcomes and goals.
- ✗ Making students use safe places, timeout zones or individual spaces.
- ✗ Making students do things without considering support needs, such as sensory and environmental impacts (loud noises, feel of materials).
- ✗ Allowing a student to use their disability as a reason to gain advantage or special treatment.
- ✗ Being restricted to being just a spectator

CAN YOU THINK OF ANY MORE EXAMPLES?

