**UNIT PLAN INCLUSION EXPLAINER - Terri, Julie and Trang**

**Integrated Unit - “Drum from the Heart”**

1. **Ryan -** Have EA use picture symbols to assist Ryan’s communication. Using augmentative and alternative communication devices or touch chat programs on IPad. Provide a dedicated quiet area with comfortable seating, sensory tools, and headphones if needed. Include Ryan in a small group with peers he feels comfortable with. Gradually introduce PE lessons to avoid overwhelming, allow EA to take out of class if necessary.
2. **Peter -** To ensure Peter is included in this unit, ensure he has EA support for most activities. Allow Peter to engage in writing tasks using a computer and participate in discussion with visual aids. Provide adaptive equipment for pound fit lessons, for example pool noodles and offer alternative exercises, simplified movements and sitting. Provide accessible instruments and digital tools for the music portion. Help Peter foster a supportive environment by promoting peer partnership and inclusion.
3. **Cassandra -** For the LEA lesson, if she finishes her work, she is encouraged to start her journal with a topic “Have you ever felt connected with other people through music? Could you share anything about that?”. For the Social studies lesson, she will be provided with extra reading materials about the importance of drumming in Indigenous cultures. Since she has exceptional verbal ability, she can share her understanding after reading in front of the class during the next morning meeting with her friends. Any assignment of the unit can be put into small tasks with a provided graphic organizer to help her structure her ideas. She is allowed to use the class computer to do research and check grammar to finish her writing.