

# Let's Chat... about *Inclusive Education*

*Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler*



**Guest:**

**Julie Stone**

*Educator, Advocate, & Inclusion  
Consultant  
Nackawic, NB*

Julie Stone is a retired educator who has spent much of her over 50 years in the field working to support inclusive education. During this journey, Julie has played many roles including classroom teacher, method and resource teacher, inclusive education consultant, and director of student services. She has also served as an adjunct professor teaching inclusive education courses at universities in New Brunswick, Quebec, Manitoba, and the State of Maine in the USA. She has been a trainer and consultant in several countries including Guatemala, Nicaragua, and Spain.

Julie developed and taught an on-line course on Inclusive Education for the University of Maine and for the University of New Brunswick. She developed and taught a course on Teaching to Diversity for the New Brunswick Community College system. This course was part of an Instructor Development Program (IDP). She has also co-authored several articles and chapters in various publications over the years. Julie Stone is the author and compiler of an e-book for teachers entitled, *Teaching All Children in the Inclusive Classroom: From Theory to Practice*.

Julie has also been a volunteer leader in the community living movement serving as president of the New Brunswick Association for Community Living (NBACL) and the president of Inclusion Canada, then known as the Canadian Association for Community Living. Julie served as a board member of the National Volunteer Organization a group that provides national leadership and expertise on volunteerism and community service.

Julie continues to work for Inclusive education and serves on the Inclusive Education Committee of NBACL.

## Key Issues in this Chat Session:

- 1. Having a Vision is Helpful:** When Julie first supported teachers with inclusion as a resource teacher, she and the school principal were fully focused on making it work. As a result, when challenges arose during implementation, teamwork enhanced the effort to continue and developed a shared sense of resolve to be successful with inclusion.
- 2. Changes in Attitudes Towards Inclusion:** Over the course of Julie's career, she has noted positive changes in the public's perception of and attitudes towards people with barriers to learning and inclusive practices. She no longer encounters teachers or school leaders in New Brunswick who overtly question why a particular student is in their classroom or school. Instead, they centre their effort on developing more effective practices.
- 3. Making the Jump from Theory to Practice:** In recent years, Julie has worked on a one-to-one basis with teachers to improve their capacity to accommodate their curriculum and lesson plans so that all students could participate in classroom activities and learning. Supporting them in this way enabled teachers to tangibly acquire knowledge and skill on how to have success with students with diverse needs in their classrooms. Support in building capacity led to teacher empowerment.
- 4. Teachers Need More Support:** Part of what made Julie's one-on-one work with teachers so effective was that each teacher was given time during the school day to work with her. A colleague or substitute teacher replaced the teacher in the classroom. As a result, the work session was not interrupted, and the support provided was tailored to the needs of the specific teacher. Time was devoted to what the teacher wanted, and success was achieved when the teacher could take meaningful strategies back to the classroom. Schools need to ensure that teachers receive this kind of support and in far too many cases they do not.

## Potential Discussion Questions (before viewing):

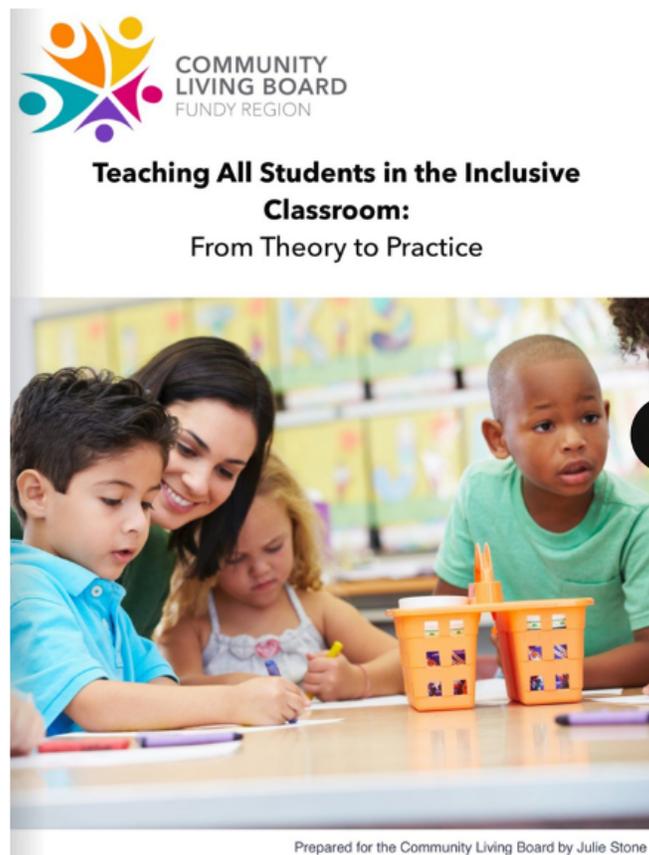
1. In what ways do you think a shared vision can contribute to the movement towards inclusive education?
2. Are personal experiences working with people with barriers to learning necessary for developing a teacher's commitment to inclusive education?

## Potential Discussion Questions (after viewing):

1. Have you encountered more positive attitudes towards inclusion over time, just as Julie mentioned?
2. What are some additional strengths of the one-on-one mentoring model that Julie facilitated in New Brunswick schools?
3. How might schools use existing staff to enable collaboration on strategy development for inclusion to occur?

# More from Julie Stone:

- Porter, G. & Stone, J., (1998) An Inclusive School Model: A Framework and Key Strategies for Success. Chapter 11 in Cooperative Learning and Strategies for Inclusion, Second Edition, Edited by JoAnne Putnam, Baltimore: Paul Brookes Publishing.
- Stone, Julie, & Campbell, Charlotte, (1991) Student to Student: Curriculum and the Development of Peer Relationships; Chapter 13 in Porter & Richler, Changing Canadian Schools. Toronto: The Roeher Institute.
- Stone, Julie, (2016), Teaching All Children in the Inclusive Classroom: From Theory to Practice, New Brunswick: Fundy Community Living Board.



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