



**Figure 1-3**

Planning, monitoring  
and evaluating needs

### General classroom

Child with learning  
and/or behavioural  
difficulties

Monitoring and  
evaluation; replanning  
if necessary

Supports such as itinerant  
teacher, therapist, paraeducator,  
resource room. Accommodations,

adaptations, modifications

Referral for identification  
and assessment

Placement decision,  
IEP

School-based team,  
collaboration, and  
consultation

Figure 2-1 lays out the major philosophical strands of the inclusive movement and shows the processes needed for successful implementation. It also shows how both merge at the bottom.

