

## Style Summary

In the Inclusion style, the role of the teacher is to make all subject matter decisions, including the various levels of difficulty in the task, the criteria sheets for each level, and the logistical decisions. The role of the learners is to survey the available levels of difficulty in the task, select an entry point, practice the task, if necessary make an adjustment in the difficulty of the task level, and check performance against the criteria.

While the students are engaged in the task, the teacher circulates among the students to acknowledge the choices the students have made and to ask questions for clarification to affirm the accuracy of the students' assessment process and/or to redirect the learner's focus to specific performance details on the criteria. The teacher does not suggest level changes.

In this style no one is excluded and each learner is offered the opportunity for continued participation.