

Inclusive Practices Framework

Inclusive Practices Framework



**Establish Need
for Change**



**Gather Guiding
Team**



Create a Vision



Share the Vision



Take Action



**Secure Small
Wins**



**Reflect, Analyze,
Adjust**



Set the Norm

ALSDE Inclusive Practices Self-Assessment

This self-assessment is designed to provide schools with a tool to guide a review of current practices regarding inclusion. The following statements describe key aspects/elements of inclusive practices.



Place a checkmark next to each statement that is evident in your classroom or school.

Inclusive Norms	
	1. Students attend the school they would attend if they didn't have a disability.
	2. All students are presumed competent to meaningfully access general education academic content when they are provided with high-quality, accurate, and consistent supports.
	3. Students with disabilities receive all or most of their education with age-/grade-appropriate peers and have similar schedules as their peers without disabilities.
	4. Student's names are on all class lists, posted group lists, classroom job lists, etc.
	5. The percentage of students receiving special education services in your school reflects state and federal statistics.
	6. The continuum of services is always discussed and analyzed for students to be as successful as possible as this is the spirit of the law. (Providing services in a setting other than general education may best meet a student's needs.)
	7. People use age-appropriate materials, vocabulary, and inflection when talking to students.
	8. Annual goals on students' IEPs reflect content standards in Courses of Study from the general education curriculum.
	9. Related services and specialized instruction are provided within the typical routines of a school day in addition to, not in place of, core general academic and behavioral instruction available to all students.
	10. The school is physically accessible and/or accommodations are arranged so that students and other individuals with mobility challenges have full access to all opportunities within the school building.
Instructional Excellence for ALL Learners	
	1. All students participate in the district's standards-based, general curriculum framework.
	2. All educators use a variety of effective, research-based strategies (e.g., UDL) to bring learning within the reach of all students.
	3. Instructional interventions and accommodations are used appropriately for all students who benefit from them.

	4. The Alabama Alternate Standards curriculum is used for students who require it per their individualized education program (IEP) (the 1% of students with significant disabilities).
	5. A school-wide behavioral support system is in place and utilized by ALL. The system results in a positive and respectful learning environment for ALL students.
	6. IEP goals and objectives are aligned with the Courses of Study and focused on literacy, writing, mathematics, communication skills, and social skills.
	7. Materials for students are presented in a variety of accessible formats, including written information at appropriate reading levels and using multiple, symbolic representations (e.g., video, picture/symbols, actual objects, demonstrations, orally, etc.).
	8. Instruction is universally designed with multiple options for representation, presentation, and engagement.
	9. Instruction reflects the learning styles of all students through the use of visual, tactile, and kinesthetic materials and experiences.
	10. Instruction is provided in a variety of routines, such as individual, pairs, small groups, and whole class.

Collaborative Teams

	1. Special education teachers and other specialists routinely provide consultation and deliver services in the general education classroom to the maximum extent possible.
	2. Teachers who support students with disabilities are members of grade-level or subject-area teams and work collaboratively across departments.
	3. General education and special education teachers who support students with disabilities regularly plan together, and norms for this valuable time are established and protected.
	4. Special education personnel work within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers for all students.
	5. The various roles and responsibilities of collaborative teachers are discussed prior to the start of the school year or semester and are equally and fairly assigned.
	6. The skills of both teachers in a collaborative partnership are fully and equitably utilized.
	7. The principal meets with all teaching partners on a regular basis to review the success of the partnerships and identify issues or concerns to be addressed.
	8. Formal training in collaborative planning and service delivery is provided for all teaching partners who engage in teaming, including speech/language pathologists, related service personnel, literacy coaches, etc.
	9. The roles and responsibilities of special education teachers, paraprofessionals, and related service providers reflect the provision of supports and services to students to enable them to participate in and benefit from the general education curriculum, and to teachers to enable them to effectively teach heterogeneous classes.
	10. Paraprofessionals, including both instructional and personal care paraprofessionals, are skilled and responsible contributors to the classroom.

Staffing and Scheduling

	1. Data-based decision-making is used to identify and plan for meeting students' academic and behavioral challenges.
	2. In-class support options, such as co-teaching, support facilitation, and use of peers, are the predominant service delivery options for students with disabilities in our school.
	3. No single approach, such as co-teaching, is used as the model for inclusive education.
	4. Scheduling for students with disabilities is addressed before the master scheduling process.
	5. Resources are used effectively and efficiently. This includes proper selection, training, and support of paraprofessionals, non-categorical staffing, peer tutoring models, etc.
	6. Speech/language pathologists, occupational and physical therapists, and other typically itinerant personnel (e.g., counselors, literacy specialists, school psychologists) promote the use of their services within the context of the general education classroom when appropriate.
	7. Teachers who support students with disabilities recognize that they may serve in multiple roles throughout the day on the basis of students' needs.
	8. There is an official planning process for students with disabilities who are transitioning between grades/schools to ensure educational supports are accurately implemented.
	9. Teams use formal processes for conducting meetings, problem-solving, making decisions, and evaluating their own effectiveness.
	10. There is adequate, regularly scheduled, ongoing planning time for general and special education teachers and other staff to collaborate?

Parents/Caregivers Collaboration

	1. Parents/caregivers are welcomed and valued partners in the school and in decisions involving their child's education.
	2. The school regularly surveys parents/caregivers regarding their satisfaction with the quality of services provided and the extent to which they feel welcomed into the school; the school uses this data to improve services, communication, and inclusion of students and families.
	3. Parents/caregivers are provided clear information about inclusive education through informal meetings and training.
	4. Parents/caregivers are members of school-based action planning teams for the purpose of improving inclusive practices.
	5. Parents/caregivers are recruited to serve as resources for other parents/caregivers in ways that promote a shared understanding of inclusive practices and the role of parents/caregivers in supporting its success.
	6. Parents/caregivers' concerns and goals for their child are reflected in students' IEPs.
	7. Parents/caregivers are provided with information about resources for building their own leadership and advocacy skills relative to their children's education.
	8. Parents/caregivers attend case-management meetings or curriculum planning meetings on a regular basis and during days, times, and locations convenient for parents/caregivers.

	9. Parents/caregivers are provided with information and referral to community-based services related to healthy parent/caregiver functioning.
	10. Parents/caregivers positively acknowledge educators' efforts, and educators positively acknowledge parents/caregivers' efforts on behalf of their children.
Accountability for Results	
	1. General education teachers and teachers who support students with disabilities share responsibility for the success of all students in the school.
	2. The principal and staff recognize that inclusive education is not a separate initiative but is an important part of school-wide restructuring to meet increasing accountability standards from the local, state, and federal levels for excellence for all students.
	3. The principal effectively communicates to all staff that inclusive practices are expected across the school.
	4. Data regarding instructional settings, percent of time in the general education classroom, and student performance are collected at least once each semester.
	5. The principal and members of the staff review the data described above at least once each semester. Decisions are made and actions are taken to improve the status of inclusive practices as a result of these analyses.
	6. The action steps for improving the status of inclusive practices are incorporated into the overall school improvement plan.
	7. School improvement efforts are braided to align general and special education reform and the creation of a community of learners that is inclusive of students with disabilities.
	8. School staff and families are provided with guidance to address issues of changing roles, feelings of incompetence, and other adaptive considerations related to inclusive education implementation.
	9. General and special education administrators promote the values and benefits of inclusive education during meetings, in school improvement plans or annual reports, and in school newsletters.
	10. School leaders accept and promote change as a normal and positive process that leads to continual improvement.
Leadership for ALL	
	1. School leaders explicitly discuss the expectation for collaboration and mutual respect among all staff members.
	2. School leaders communicate a clear and consistent message that shared ownership for all students is a "non-negotiable" for all staff members.
	3. School leaders can answer the "why" questions related to inclusion and progress for all students and the rationale for implementing accommodations.
	4. School leaders incorporate an objective, student-centered process into staffing and scheduling decisions and ensure that support is provided where needed.

	5. Candidates for positions within the school are asked to respond to questions relative to their position on inclusive education and are provided with information about the school's commitment to inclusive practices.
	6. On-going professional development opportunities are provided to the entire staff to update and enhance instructional skills in working with diverse students.
	7. School communicates a vision that values the contributions of all learners as members of the school community.
	8. A common planning period or a "protected" planning period is provided to each staff member responsible for cooperatively teaching general and special education students.
	9. The administrative team creates balanced classroom rosters (number and degree of severity of students with disabilities vs. the total number of students in each class).
	10. School improvement plans include inclusive practices with action steps to support implementation.

SCORING

Inclusive Norms	
Instructional Excellence for ALL Learners	
Collaborative Teams	
Staffing and Scheduling	
Family Collaboration	
Accountability for Results	
Leadership for ALL	
TOTAL	

Investigation Phase (0–20 Points)

Your responses indicate you are at the **Investigation** stage of inclusive education. At this stage, practices are generally associated with an early stage of inclusive education.

Characteristics of the Investigation Phase

Staff possess basic communication and team-building skills. Staff members are increasing their use of differentiated instruction techniques. Outcomes are tracked yearly, but data is rarely used to make changes.

Application Phase (20–60 Points)

Your responses indicate you are at the **Application** stage of inclusive education. At this stage, practices are generally associated with schools that have invested time and effort toward inclusive education and are experiencing some success but still have more sophisticated or more complex practices to add.

Characteristics of the Application Phase

Staff utilize collaborative planning skills and use structured templates and agendas to guide their meetings. Most staff differentiate instruction and use evidence-based practice strategies with all learners. Teachers routinely modify classroom assessments to meet the needs of individual students. Staff use data to analyze growth and adjust when needed for positive outcomes.

Innovative Phase (60–70 Points)

Your responses indicate you are at the **Innovative** stage of inclusive education. At this stage, practices reflect high levels of effectiveness and impact for all students in inclusive environments.

Characteristics of the Innovative Phase

Staff collaboration is consistent and seamless throughout the school building. Students recognize all staff have a responsibility to ALL students. Students with disabilities have access to the general curriculum through the quality of what is taught and how it is taught. Participation of students with disabilities in statewide assessments is 5% above the state average.

ALSDE Building an Inclusive Team Template (Framework Step #2)

Use the guiding questions below to help you put together your inclusive team.


Considerations	Example	Name(s)
Who knows the students best?	<i>Special ed teacher SLP</i>	
Who knows the academic content best?	<i>Gen ed teacher Instructional coach</i>	
Who can influence building schedules, procedures, etc.?	<i>Principal Assistant principal</i>	
Who can influence school culture if necessary?	<i>Principal Assistant principal</i>	
Who has expert knowledge in areas that would make education more accessible to students with disabilities?	<i>Curriculum coordinator AT specialist SLP</i>	
Who is already championing the idea of inclusive practices?	<i>Special education director Other teachers</i>	
Who still has questions or "wonderings" about inclusive practices and could offer good insight into potential roadblocks to implementation?	<i>Administrators Other teachers Paraprofessionals Parents</i>	

Inclusive Vision Statement Template (Framework Step #3)

Create your inclusive vision statement using the guiding questions below.

What is the need for change in our school? <i>Step 1: Establish the Need for Change</i>	Who is on the team for inclusive practices? <i>Step 2: Gather a Guiding Team</i>	What do our inclusive practices currently look like? <i>Step 5: Take Action – Assess Current Practice</i>	Where would we like to be? <i>Step 8: Set the Norm</i>
Draw a picture that depicts your vision.		Jot down some descriptive words or phrases that represent your vision.	
Vision Statement:			

Example: Inclusive Vision Statement

What is the need for change in our school? <i>Step 1: Establish the Need for Change</i>	Who is on the team for inclusive practices? <i>Step 2: Gather a Guiding Team</i>	What do our inclusive practices currently look like? <i>Step 5: Take Action – Assess Current Practice</i>	Where would we like to be? <i>Step 8: Set the Norm</i>
<p><i>All students can learn. Everyone has a sense of belonging, everyone is valued, and students are growing in knowledge.</i></p>	<p><i>K, 2, 5 teachers (gen ed and special ed.), principal, paras, SLP</i></p>	<p><i>Grades K, 2, and 5</i></p>	<p><i>The most inclusive school in Alabama</i></p>
<p>Draw a picture that depicts your vision.</p> 		<p>Jot down some descriptive words or phrases that represent your vision.</p> <p><i>Commitment of ALL staff. Shared beliefs. ALL students matter. ALL students can learn. ALL students need opportunities.</i></p>	
<p>Vision Statement:</p> <p><i>We, the staff at Hidden Valley Elementary, are committed to a vision in which our school is the best place to learn, play, and grow for ALL students in their academic journey. We will establish a safe and supportive environment that will maximize the potential of all students and provide differentiated learning experiences through authentic, engaging, and challenging instructional practices based on individual learning styles.</i></p>			

Assessing Current Inclusive Practices: Guidance

Directions: Read the descriptions and overview of each Inclusive Practices term. Then proceed to page 2 to review progress toward your action plan and identify areas for additional support.

INCLUSIVE PRACTICES	DESCRIPTION
Inclusive Mindset	An inclusive mindset is founded in a belief that students with disabilities (including those with significant cognitive disabilities) have the right to access content, settings, activities, and peers as part of their education.
Inclusive Team	An inclusive team refers to the collaboration of people who impact students' access to education, including general education teachers, related service providers, paraprofessionals, and others.
Inclusive Vision	An inclusive vision statement should be (1) a statement of your current and future objectives for implementing inclusive practices and (2) a guide to help you make decisions that align with your goal of increasing inclusive practices.
Inclusive Instructional Practices	Inclusive instructional practices refer to strategies that support meaningful, accessible learning for all students, including students with significant cognitive disabilities.
Celebration of Progress and Success	Recognizing growth and achievement is key to maintaining momentum in reaching your inclusive vision. In what ways can you share and celebrate your progress?
Reflection and Adjustment	Some inclusive strategies will work better than others, and your plan will be adjusted numerous times as you implement strategies and review the plan to determine its impact.
Inclusive Norms	You will know inclusive norms are in place when the inclusive strategies you've implemented become the typical way of doing things, and others may have joined you in implementing their own inclusive strategies!

Assessing Current Inclusive Practices: Template

Directions: Use the template to review progress toward your Action Plan goals and identify areas that might require additional support.

INCLUSIVE PRACTICES	What are our current inclusive practices?	What changes need to take place to reach our vision?	What additional support is needed? Who can support the change?
Inclusive Mindset			
Inclusive Team			
Inclusive Vision			
Inclusive Instructional Practices			
Celebration of Progress and Success			
Reflection and Adjustment			
Inclusive Norms			

Best Practice Instructional Strategies Chart

Strategy	Description
Universal Design for Learning (UDL)	<p>Universal Design for Learning (UDL) is a framework developed by CAST and is a research-based strategy that provides flexibility in the classroom guides the design of learning experiences to proactively meet the needs of all learners. Through UDL students “provided different means to become motivated with a variety of relevant activities” (Multiple Means of Engagement). Information is provided in more than one format allowing students to choose how they interact with the curriculum (Multiple Means of Representation). Students are offered choices for showing what they know and how they have achieved their goals (Multiple Means of Action and Expression).</p>
Multiple Learning Modalities	<p>Some students learn best by hearing instructions, others by reading them, and others by physically completing a task. Therefore, effective teaching strategies should use all modalities. Students should have access to quality learning materials, but teachers should also explain concepts to students in understandable chunks of information. Teachers should also use kinesthetic (body movement) and tactile (touching items) teaching approaches.</p> <p>Examples of these modalities in practice include having students trace letters in the air, acting out parts of the lesson, and using manipulatives to learn new concepts. Similarly, students can be asked to demonstrate their knowledge of a concept in a way that is comfortable for them rather than forcing them to present knowledge in traditional (written or oral) form. This method can help teachers ascertain how well students understand the concepts taught.</p>
Use of Manipulatives	<p>Using manipulatives is an example of Universal Design principles that benefit all students. Teachers should use tactile objects that students can manipulate, not just pen and paper. Common manipulatives include counting objects such as beads, letter and word cards, letter cubes, and pocket charts. Activity-based learning helps many students who have difficulty learning when their only exposure to learning is listening to a teacher talk. Learning is not just about listening but also about doing. The active part of learning, which involves students’ applying what they recently learned in various contexts, should be activity based.</p>

Formative Assessment

Continuously evaluating student learning is the most immediate and effective way to know whether students have understood the content to which they have been exposed and whether the instruction is effective. Such evaluation can be simple and informal, such as asking students mastery questions during and immediately following a lesson to determine comprehension, or it can involve the use of more standardized, structured assessment tools and methods, such as curriculum-based measurement probes of oral reading fluency, reading comprehension, math computation, math concepts, and application skills.



Use Assistive Technologies

The use of assistive technologies has also proven to help students with disabilities in the classroom. These devices do not need to be expensive or difficult to obtain. In fact, many of them can be purchased locally or obtained by adapting current learning tools. Both high, mid, and low-tech methods should be considered for classroom instruction whenever feasible and adapted to a student’s specific needs.

Some examples of this include:

Type	Definition	Examples
Low-Tech	Devices that are readily available, inexpensive, and typically do not require batteries or electricity.	<ul style="list-style-type: none"> • Specialized rubber pencil grip • Page holder • Modified scissors
Mid-Tech	Devices that are usually and may require batteries or another power source.	<ul style="list-style-type: none"> • Calculator • Audio Book • Digital recorder
High-Tech	Devices that are typically computer-based, likely to have sophisticated features, and can be tailored to the specific needs of an individual student.	<ul style="list-style-type: none"> • Tablet/iPad • Screen Reader • Voice recognition software

Adapted from Koch, K. (2017) and Qahmash, A. (2018) - IRIS Center



Use Physical, Multisensory Learning Experiences	<p>Use physical, multisensory learning experiences. Students with disabilities can learn more effectively when they have tactile material to manipulate, coupled with extended periods of practice or learning trials. Some students with disabilities learn concepts more easily when taught using tactile objects, and the goal is to facilitate understanding of the concept more abstractly. For example, if a science class studies fruit-bearing plants, a teacher might take students to a farm where several types of plants are grown.</p>					
Errorless Teaching	<p>Errorless teaching is an instructional strategy that ensures children always respond correctly. As each skill is taught, children are immediately given a prompt or cue following instruction. The immediate prompt prevents any chance of incorrect responses. Unlike other teaching procedures where opportunities for initial mistakes are allowed and then corrected through prompting, errorless learning's immediate prompting ensures that a child may only respond correctly. Prompts are systematically removed until children can respond correctly on their own.</p>					
Differentiated Instruction	<p>Differentiated Instruction is the process of ensuring that what a student learns, how he learns, and how the student demonstrates what he has learned match that student's readiness level, interests, and preferred mode of learning.</p> <table border="1" data-bbox="436 945 1465 1396"> <thead> <tr> <th data-bbox="436 945 949 1019">What differentiated instruction is not...</th> <th data-bbox="959 945 1465 1019">What differentiated instruction is...</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1027 949 1396"> <ul style="list-style-type: none"> ▪ A separate assignment for each learner. ▪ Single approach to teaching and learning. ▪ Providing some students with more work and some students with less. ▪ Another way to provide homogenous grouping. </td> <td data-bbox="959 1027 1465 1396"> <ul style="list-style-type: none"> ▪ Designed to engage and challenge the full range of learners in the classroom. ▪ Ongoing assessment of students' readiness levels, interests, and approaches to learning. ▪ Designing learning experiences based on the latest, best understanding of student needs, which is always changing. </td> </tr> </tbody> </table>		What differentiated instruction is not...	What differentiated instruction is...	<ul style="list-style-type: none"> ▪ A separate assignment for each learner. ▪ Single approach to teaching and learning. ▪ Providing some students with more work and some students with less. ▪ Another way to provide homogenous grouping. 	<ul style="list-style-type: none"> ▪ Designed to engage and challenge the full range of learners in the classroom. ▪ Ongoing assessment of students' readiness levels, interests, and approaches to learning. ▪ Designing learning experiences based on the latest, best understanding of student needs, which is always changing.
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	<ul style="list-style-type: none"> ▪ Not just for students that are outliers (e.g., only students that struggle). 	<ul style="list-style-type: none"> ▪ Taking multiple approaches to content (what students learn), process (how students learn), and product (how students demonstrate their learning).
<p>Adapted from <i>How to Differentiate in Academically Diverse Classrooms</i> by Carol Ann Tomlinson</p>		
<p>Modeling</p>	<p>Modeling is an instructional strategy in which the teacher engages students by showing them how to perform a skill while describing each step with rationale. This strategy gives students a visual and verbal example of what they will be expected to do and provides a clear picture of how students can approach a task.</p> <p>One example of modeling is when teachers do the first activity/task with their students and shows them how to complete the activity/task step-by-step. Then students begin working on the activity/task independently.</p> <p>Another example is using cloze activities to guide reading and writing. This is a strategy used where students fill in the blanks within a sentence or reading passage to help build sentence and language structures.</p>	
<p>Cueing</p>	<p>Cueing is a nonverbal communication tool that conveys messages to an audience through body movements, hand gestures, facial expressions, eye contact, posture, and interpersonal distance. Before using this strategy, the teacher explicitly teaches students each visual cue and its purpose. Then, during instruction, the teacher can use these previously taught cues to convey environmental expectations, redirect behavior, and increase language understanding.</p>	

Prompting	<p>Prompting is a means to induce an individual with added stimuli (prompts) to perform a desired behavior. A prompt is like a cue or support to encourage a desired behavior that otherwise does not occur. In other words, a prompt is an antecedent provided when a common antecedent is ineffective. Prompts are often categorized into a hierarchy from most intrusive to least intrusive.</p>
Visual Schedules	<p>Visual schedules can help students learn basic classroom routines or the steps for completing specific academic and behavioral tasks. The schedule can have visual icons and text for each step in the classroom routine or academic task. The student refers to the visual schedule and can check off when he/she has completed the steps in the routine or remove the picture icon from the task schedule.</p>
Choice	<p>Providing choices to students often increases intrinsic motivation and engagement in the classroom. Choice in the classroom has also been linked to increases in student effort, task performance, and subsequent learning. It is recommended teachers create choices that are robust enough for students to feel their decision has an impact on their learning. Choice can be provided in four ways (1) choice of task, (2) choice of reporting format, (3) choice of learning goals, and (4) choice of behaviors (Marzano & Pickering, 2017).</p> <p>Choice Boards are another option to offer choice to students and display images or icons of available options for students to communicate their wants and needs with others. When asking a student to make a choice, the teacher presents a board with a phrase or heading to indicate the purpose (e.g., “The Snack I Want Is...”, “The Activity I Want to Do Is...”) with icons or images that represent familiar people, objects, and activities attached to it. The student then points to or physically hands the image of their choice to another person. When a student makes a choice, the teacher either immediately honors the student’s choice or informs the student when the activity or object will be available. Choice Boards give students more autonomy over their academic and social environments. While this strategy can be used with all students, it is particularly helpful for students who need support with expressive language (mentally retrieving vocabulary) and those who do not have verbal language (students who are unable to speak out loud).</p>

Backward Chaining	<p>Backward Chaining refers to teaching a behavioral chain beginning with the last step: you would completely prompt the entire chain of behaviors except for the last step. Using the tooth brushing example, the child would be prompted to do every single step and then would independently put the toothbrush in the toothbrush holder. Backward Chaining is recommended if the child can successfully complete more steps at the end of the behavior chain. Backward Chaining also has the advantage of creating a link between the most work and the biggest reinforcer. Another example of this would be if a student has trouble coming up with ideas for a writing piece, give them an idea to write about or three pictures of a basic sequence of events so they can get started on their draft. For the next piece, they may be able to come up with their own idea.</p>
Chunking	<p>Chunking is a strategy in which content is grouped into smaller units to make information easier to retain and recall. Because short-term memory can only hold a limited amount of data at a time, chunking helps the brain quickly and easily process information to transfer it into long-term memory. Chunking can be used to support learning in any content area. Teachers can chunk content into smaller parts, such as assigning one paragraph at a time versus an entire chapter. Higher-order thinking and complex tasks can also be chunked. For example, students might begin by focusing on one skill (e.g., only identifying variables in math problems); then, after demonstrating mastery, focus on a different skill using the same text or problem.</p>

Appendix A: Instructional Strategy Resources

Instructional Strategy	Link to Resource
Universal Design for Learning (UDL)	<ul style="list-style-type: none"> • UDL Info Sheet: Guidance on what UDL is, why it is important, and frequently asked questions. • UDL Iris Center-UDL in Practice: Modules from the IRIS Center, which examines the three principles of Universal Design for Learning (UDL) and discussion on the application of the four curricular components, such as goals, instructional methods, instructional materials, and assessments.
Differentiated Instruction	<ul style="list-style-type: none"> • 16 Differentiated Instructional Strategies: Guidance on 16 strategies to differentiate instruction, includes both an image and an explanation.

Inclusive Action Plan: Guidance & Examples

Date: _____

<p>Educator/School Name: Example</p>
<p><u>Inclusive Vision Statement:</u> An inclusive vision statement should be (1) a statement of your current and future objectives for implementing inclusive practices and (2) a guide to help you make decisions that align with your goal of increasing inclusive practices.</p> <ul style="list-style-type: none"> ▪ Example: <i>We will establish a safe and supportive environment that maximizes the potential of all students. We will provide differentiated learning experiences through authentic, engaging, and challenging instructional practices based on individual learning styles with the belief that all students have the right to meaningfully participate in the general education setting, both academically and socially.</i>
<p><u>Long-Term Goal(s):</u> A long-term goal should capture what you hope to accomplish in the next 6–8 months.</p> <ul style="list-style-type: none"> ▪ Example: <i>In the next 6–8 months, I will work on providing more inclusive opportunities for 3–5 students based on their individual needs, readiness, and IEP team determinations.</i>
<p><u>Short-Term Goal(s):</u> A short-term goal should capture what you hope to accomplish in the next 2–4 months.</p> <ul style="list-style-type: none"> ▪ Example: <i>In the next 2–4 months, I will identify 3–5 students that may be ready for more inclusive opportunities based on student data and progress towards goals and objectives in their IEP.</i>

Action Steps	Person(s) Responsible	Resources/ Support Required	Start Date	End Date	Evidence of Success
<ul style="list-style-type: none"> ▪ Review current student data for students in resource or self-contained settings. ▪ Meet with IEP team to review student progress. ▪ Develop a plan to monitor the student’s progress over the next 8–12 weeks to determine readiness for more inclusive opportunities based on each student’s individualized needs. 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ General education teacher ▪ Related service providers ▪ Principal ▪ Parents 	<ul style="list-style-type: none"> ▪ Baseline data ▪ IEP goals/objectives ▪ Progress monitoring plan/tools ▪ IEP team consensus 	9/4/23	10/30/23 – 11/27/23	<ul style="list-style-type: none"> ▪ Progress from baseline showing student is making progress towards goals/objectives. ▪ Student readiness for more inclusive opportunities.

	<p>When? (date) When do you plan to review the Inclusive Action Plan and reflect on your progress? <i>(Setting a specific date will help make sure it happens!)</i></p>	<p>Where? Where will you meet to review progress on the Inclusive Action Plan?</p>	<p>Who should be there? Who should be invited to the review of the Inclusive Action Plan? Start by including anyone listed in the Person(s) Responsible column of the plan. Are there other colleagues who could provide valuable insight?</p>
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Inclusive Action Plan: Template

Date: _____

Educator/School Name:
Inclusive Vision Statement:
Long-Term Goal(s):
Short-Term Goal(s):

Action Steps	Person(s) Responsible	Resources/ Support Required	Start Date	End Date	Evidence of Success

Reflect, Analyze, and Adjust	When? (date)	Where?	Who should be there?		