

Inclusive Practices: Setting the Stage for Inclusion

Part 1

Agenda Part 1

- Welcome and Session Overview
 - Icebreaker Activity
 - Introductory Activities
 - An Overview of Inclusion
 - Establish the Need for Change
 - Gathering a Guiding Team
 - Creating a Vision
 - Break
-



Objectives for Part 1



Understand

Understand the need for change in the approach to inclusive practices.



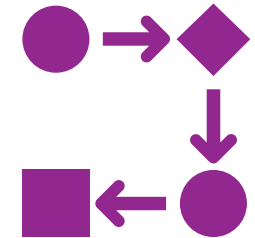
Identify

Identify critical members of an inclusive team.



Review

Review the process for creating an inclusive school and classroom.



Create and Share

Develop a vision for inclusive practices.

Engagement Tools



Engagement
Guide



Discussion



Resource



Note and
Discuss



Poll



Activity 1: Self-Assessment Deep Dive

Individually, complete your **Inclusive Schools Self-Assessment** and reflect on your results (5 minutes)

01

Gather into school or district teams. Identify any common themes among your results (5 minutes)

02

Report key takeaways with the large group (5 minutes).

03



Activity 2: IP Framework Review

Time: 5 minutes

1. Are there any parts of the Inclusive Practices Framework that you are already implementing in your school or district?
2. Which parts of the framework do you have questions about or want to better understand?



What Are Inclusive Practices?

- Purposeful design, teaching, and assessment.
- Teaching that incorporates dynamic practice.
- Using varied means of assessment.
- Teaching that attends to student needs, social identities, and cultural backgrounds.
- Deliberately cultivating an environment where all students are treated equitably and given what they need to access instruction.



Our Journey Begins



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



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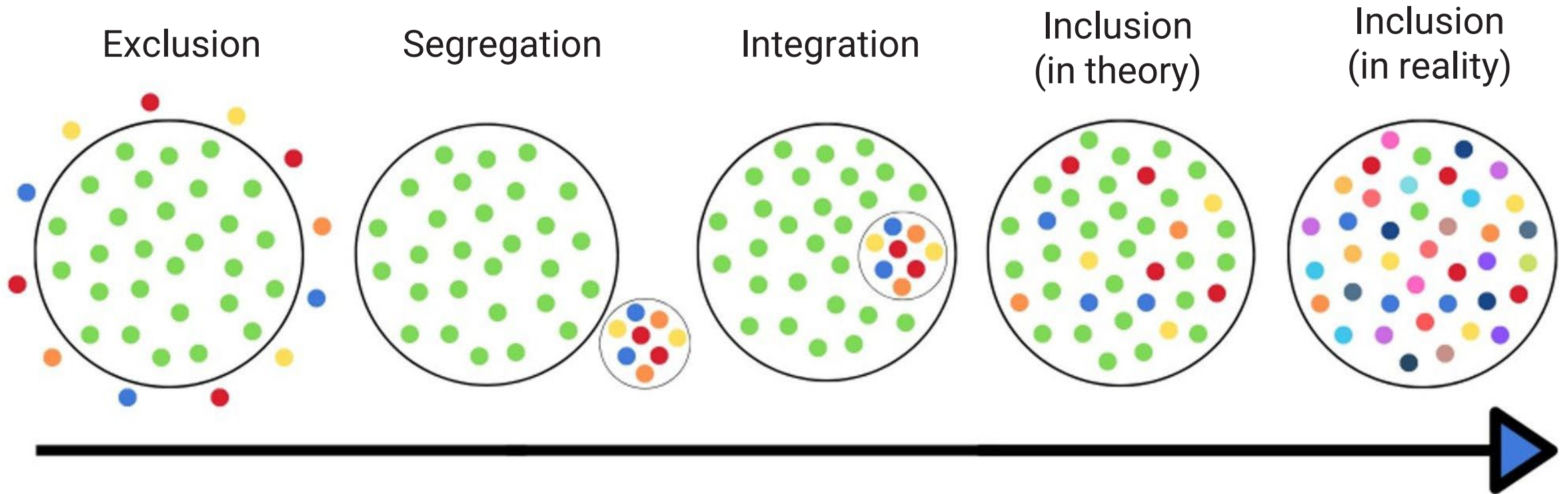
Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.



– Lisa Friedman – *Removing the Stumbling Block*

The Evolution of Inclusion



Where Do You Fall on Your Inclusive Journey?



Inclusion Means ... 	Inclusion Does <i>Not</i> Mean ... 
Age-appropriate general education classrooms.	Placing students with disabilities into general education classes without careful planning.
Full membership within the school community.	Isolating students within the general education classroom.
Individualized and personalized learning.	Reducing rigor for any student.
Cooperative and collaborative teaching.	Special education teachers become classroom assistants in the general education classroom.
Building-based planning, problem-solving, and ownership.	Responsibility for students with disabilities falls on individual teachers.

Benefits of Inclusive Practices

For Students

- Develop community and a sense of belonging.
- Meaningful friendships.
- Appreciation and acceptance of individual differences, positive self-image.
- Prepares students for life in an inclusive society.
- Greater academic outcomes.
- All students' needs are met, and greater resources for all.

For Teachers

- Creates high expectations for all.
- Collaboration around instructional and teaching activities.
- Develop teamwork and collaborative problem-solving skills.
- Promotes appreciation that all students have strengths.
- Creates stronger instructional practices.

For Families

- Feel a sense of belonging for their child in school and in their community.
- Seeing their children value and appreciate the diversity in others.
- Creates and expands opportunities for students outside of school.
- Fosters friendships in neighborhood activities and social events.


Inclusive Practices Framework




**Establish Need
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**Share the
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**Reflect,
Analyze, Adjust**



Set the Norm

How to Establish Change



Legislation



Alabama's
Administrative
Code (AAC)

Endrew F. vs.
The Douglas County School District

“

A student offered an educational program providing 'merely more than de minimis' progress from year to year can hardly be said to have been offered an education at all.

~ Supreme Court Chief Justice
John Roberts

”

Individuals with Disabilities Education Act



Under IDEA in order to make FAPE available to each child with a disability, the child's IEP must be designed to enable the child to be involved in and make progress in the general curriculum.

~ Dear Colleague Letter, US Department of Education, Office of Special Education and Rehabilitative Services, 11/16/15





“ ”

The LRE provision in IDEA is the same as that in *Brown v. Board of Education*—*separate but equal can never be equal.*

Therefore, students with disabilities have a right to equal access to general education settings, curriculum, and instruction *as a matter of basic civil rights.*

– Brock, M. (2018). Trends in the Educational Placement of Students with Intellectual Disability in the United States Over the Past 40 Years. *American Journal on Intellectual and Developmental Disabilities.*

How to Establish Change



Research Findings

Students with disabilities who participate with their general education peers:

Score higher on reading and math tests than students in less inclusive settings.

Are better prepared for post-secondary education and employment.

Develop stronger social skills.

More Research Findings

When students with disabilities are educated with general education peers:

Instructional practices improve as all students may benefit from the accommodations and supports made available.

Teachers and school administrators develop capacities to support the individual strengths and needs of every student, not just those with disabilities.

Inclusive Practices Stand the Test of Time

Indiana Center on Education and Lifelong Learning:

A study released in 2019 found that students with disabilities in general education classrooms do significantly better on Indiana state assessments than their peers placed in separate special education classrooms.

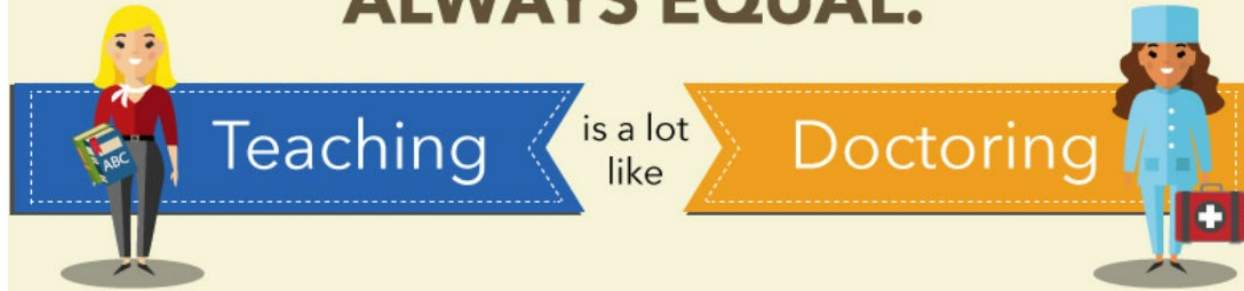
Tom Hehir and Associates:

A large-scale study released in 2011 in Massachusetts found that students with disabilities with full inclusion placements outperformed similar students on state assessments who were not included to the same extent and had a higher probability of graduating high school than students placed in substantially separate settings.

How to Establish Change



FAIR IS NOT ALWAYS EQUAL.



Kids go to a doctor **with different needs**:



What if the doctor said the **same thing** to all of them?



Only **one kid** would get what he needs.



And that's **not fair.**



It's the same thing in a classroom.

It's the same thing in a classroom.

Every student has **different needs**:

I have trouble focusing for more than 15 min.

I think better when my hands are busy.

I can talk about what I know better than I can write about it.

I can't grip a pen or pencil.



So **different students** should get **different things** to help them succeed.



Classroom breaks; tests taken over multiple days



Fidget toys and tactile activities



Creating a video instead of composing a paper



Modified writing utensils; writing on a computer instead

And *that's* what makes a classroom **fair for everyone!**



Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp.
www.brookespublishing.com | 1-800-638-3775

Building Blocks of an Inclusive Mindset



Presumed Competence



Without conclusive evidence, teachers assume all students can participate in an age-appropriate general curriculum and form meaningful relationships.

How do we do this?

- Ensure students with disabilities participate in a meaningful way.
- Set appropriate learning goals and expect growth.
- Focus on student strengths, not just their disability.

Why does presumed competence matter?

- It leads to more opportunities both in and out of school.
- Presuming incompetence limits students, especially if the educator is wrong.

"Inclusion is more than just being in."


– Cheryl M. Jorgensen, Ph.D.

Least Dangerous Assumption

The following are the three principles of the least dangerous assumption:

- Everyone has different abilities and talents. No two people are exactly alike.
- You can't judge a person's whole future success based on one score, like an IQ score. There is much more to a person than just one test score.
- People learn best when they feel valued and have a sense of meaning in their life.

INCLUSIONEVOLUTION.COM



WHICH IS THE LEAST DANGEROUS ASSUMPTION?

We assumed he could learn, so we gave him every opportunity. And it turns out he couldn't **VS.** **We assumed he could NOT learn, so we did not give him the opportunity. But it turns out he COULD learn**

source: Anne Donnellan, 1984



The least dangerous assumption is to have high expectations for all students.

High Expectations



Why do high expectations matter?

- They help students build self-esteem.
- They support increased confidence in students.
- They improve academic performance and help drive student success.

High Expectations \neq
Unreasonable Expectations



What kind of inclusion are we talking about?

Academic

Being exposed to and supported in grade-level content.



Being in the same place as same-age peers.

Physical



Social

Being included and supported in non-academic activities with same-age peers.

Reflect:



Which belief will need the most intentional support and resources moving forward?



How to Establish Change



Inclusive Practices Framework



Keys to Building an Effective Team

- Diversity of roles, skills, and perspectives.
- Voluntary participation.
- Effective interpersonal skills.
- Established team norms.
- Intentional, regular communication.



Let's Chat ...



First:



Break into groups with your school or district team.

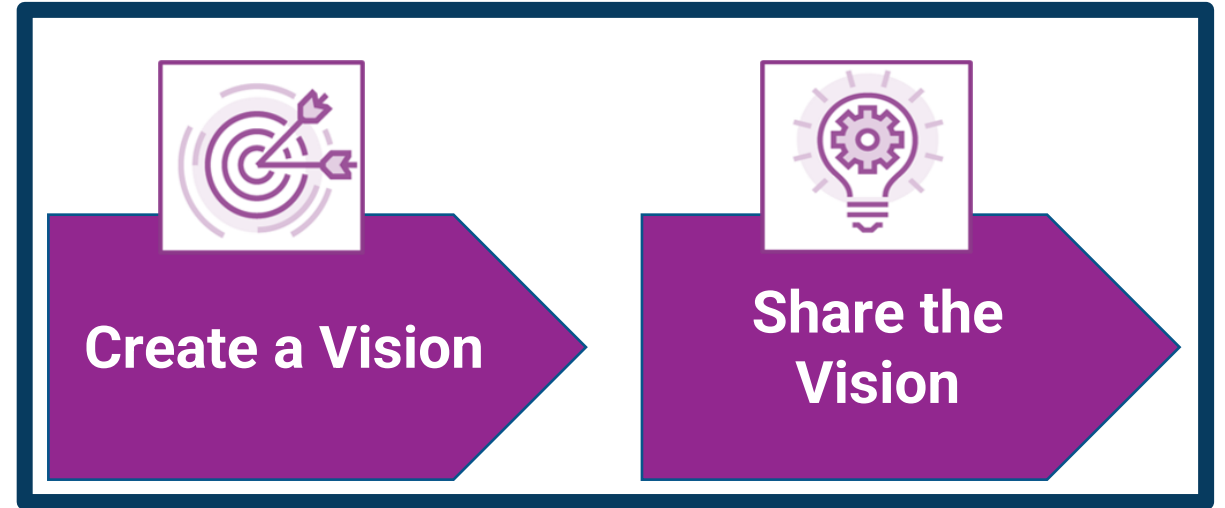


Complete the Building an Inclusive Team Template.

Then, share out:

- Who is (or will be) on your Inclusive Team?
- Are there members who are needed on the team but who are not here? If so, who?
- What other support and resources do you need to develop your Inclusive Team?

Inclusive Practices Framework



What Is a Vision Statement?

A statement...

of current and future objectives.

A guide...

to help make decisions that align with your philosophy.

A roadmap...

to where you want to be within a certain time frame.



Why Write a Vision Statement?

- Supports effective long-term planning.
- Provides clarity of purpose.
- Aligns individual efforts toward team goals.
- Sharpens focus on a forward-facing outlook.
- Decreases the likelihood of being bogged down by previous challenges.

Best Practices for Writing a Vision Statement



Make it clear and concise.



Make it challenging but achievable.



Make it future-oriented but timebound.



Make it visible.

Creekland Middle School will be a world-class school with students who achieve excellence in all areas. Staff will be experts in their field who are dedicated to lifelong and student success. Families will partner with staff to help students reach their maximum potential. Students will constantly strive to improve in everything they do.

Clear and concise?

Challenging but achievable?

Future-oriented and timebound?

We, the Bain Elementary family, consisting of staff, students, caregivers, and the community, will establish a safe and supportive environment that will maximize the potential of all students. We will provide differentiated learning experiences through authentic, engaging, and challenging instructional practices based on individual learning styles. As a family, we will foster success for all students to promote college and career readiness to equip students with skills needed for life in the 21st century.

Clear and concise?

Challenging but achievable?

Future-oriented and timebound?

Activity: Develop a Vision Statement



Resource: Inclusive Vision Statement Template

Time: 30 minutes

Grouping: School or district teams. Within each group, assign roles of facilitator, timekeeper, and notetaker.

Directions:

1. Work together as a team to complete your Inclusive Vision Statement Template.
2. Nominate a representative of your group to share your Vision Statement with the whole group.



Inclusive Vision Statement Template			
Create your inclusive vision statement using the following guiding questions.			
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:			

Break

Inclusive Practices

Take Action and Create a Plan

Part 2

Agenda Part 2

- Plan to Take Action
- Create an Action Plan
- Break



Objectives for Part 2



Learn

Learn how to assess current inclusive practices.



Review

Review your current inclusive strategies.



Collaborate

Collaborate to create an action plan for inclusive practices.

Inclusive Practices Framework: Take Action



**Establish Need
for Change**



**Gather Guiding
Team**



Create a Vision



Share the Vision



Take Action



**Secure Small
Wins**



**Reflect, Analyze,
Adjust**



Set the Norm

Take Action Steps

Alignment to Inclusive Practices

1. Assess current practices.

- What inclusive practices are currently in place?
- What is working well?

2. Generate inclusive strategies.

- What are the areas of focus?
- What are new areas to consider?

3. Create an action plan.

- *Build* on strengths.
- *Identify* changes to current practices.
- *Develop* new practices to implement.



where
you are
now



what will help you get there



what will hold you back



where
you
want
to be

What Can You Control?



Some things you can change now, or soon.

Some things will take time and/or planning to change.

Some things will require permission to change.

Some things you might not be able to change at all.

Assess Current Practices: What Can You Control?

Not everything is in our control when it comes to change. You will want to reflect on the following:

Some things you can change now, or soon. Personal practices, procedures, and mindset.

Something things will take time or planning to change. Collaborative structures and team-based decisions (IEPs, PLCs).

Some things will require permission to change. Whole-scale school or systems initiatives.

Some things you might not be able to change at all. Behaviors, mindsets, and actions of others.



Group Activity: Assessing Current Practices

1. Review the **Assessing Current Inclusive Practices Guidance** document within your group.
2. Consider the inclusive practices definitions, and then reflect on the following questions:
 - What terms are familiar to you?
 - What terms are new to you?
 - What questions do you have about these terms?

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			

Inclusive Strategy	Definition	Examples
Growth Mindset	The belief that skills and intelligence can be improved with effort and persistence.	<ul style="list-style-type: none"> ▪ Productive struggle. ▪ Embrace the concept of "yet." ▪ Demonstrate mistakes, celebrate corrections. ▪ Develop cooperative exercises.
Classroom Climate	The classroom climate is safe and supportive as a community of learning for all students.	<ul style="list-style-type: none"> ▪ Creating values and norms. ▪ Developing routines and structures. ▪ Positive behavioral supports. ▪ Encouraging student voice.
Classroom Setup	Classrooms are set up with intentionality to address the needs of all students.	<ul style="list-style-type: none"> ▪ Physical layout. ▪ Large and small group spaces. ▪ Visual schedules. ▪ Word walls and student work. ▪ Make all materials accessible.

Inclusive Strategies: Growth Mindset

Instead of ... (Fixed Mindset)

Try ... (Growth Mindset)

He is not ready for school.

How can we get school ready for him?

We don't have enough resources.

What can I do with the resources I have?

She needs to be pulled out to a separate setting.

How can I make sure she has a sense of belonging?

I need more paraprofessionals.

What can he do independently?

We have tried this strategy before.

Did any part of this strategy work?

I wasn't trained for this.

Where can I learn more about this?

Inclusive Strategies: Classroom Climate

Model expected behaviors and attitudes.

Establish a climate that fosters belonging for all.

Convey confidence in the abilities of all students.

Model Expected Behaviors and Attitudes

Model expected behaviors and attitudes.

- Prompt expected behaviors and acknowledge students.
- Give reminders about self-management strategies, such as taking a break.
- Provide proximity to students to moderate off-task behaviors.
- Develop and agree on behavioral expectations with your students.

Foster Belonging

Establish a
climate that
fosters
belonging for all.

- Demonstrate a supportive approach: “I’m here to help.”
- Address private or sensitive issues in private.
- Define the classroom culture.
- Design the physical environment to meet the needs of all learners.
- Support positive peer relationships.
- Model positive and caring teacher relationships.

Convey Confidence in Student Ability

Convey confidence in the abilities of all students.

- ❑ Foster and support a growth mindset in your students.
- ❑ Believe that all students bring a variety of strengths and talents to the learning community.
- ❑ Create an environment that allows for risk-taking as a growth opportunity.

Inclusive Strategies: Classroom Setup

Tips	Ideas
Ask yourself, "How does the way I set up my classroom spaces and activities foster or inhibit inclusion?"	<ul style="list-style-type: none">▪ Bulletin boards with student work or photos.▪ Functional spaces for easy transitions (e.g., group work, computer areas, reading nooks).▪ Variety of seating options (e.g., rocking chair, beanbag chair, exercise ball).▪ Lighting and temperature (lamps, natural light, fans).
Be aware of your own use of space in the classroom (where you stand and sit, for example).	<ul style="list-style-type: none">▪ Options to sit/stand.▪ Ability to move around the classroom easily.▪ Spaces to work with students.
Vary your class activities to offer opportunities for students to participate in large group, paired, small group, and individual work.	<ul style="list-style-type: none">▪ Avoid labeling student groups based on ability (e.g., high, medium, low).▪ Quiet spaces.▪ Cozy corners.

Note and Discuss



“

What inclusive strategies are you already using in your district, school, or classroom?

”

Inclusive Instructional Strategies



Inclusive Instructional Strategies

Inclusive Strategy	Definition	Impact on Student Learning
Universal Design for Learning	An educational framework that supports flexible learning environments and learning spaces to accommodate the needs of all learners (CAST, 2018).	All students get what they need to access content through choice and flexibility.
Individualized Expectations	Ensuring expectations are tailored to the individual needs of the student to promote access and opportunity.	All students are provided with assessment and instruction that allows their strengths to show.
Universal Supports	Implementing best practices and supports that benefit all learners.	All students receive supports that allow them to thrive in their environment and access the curriculum.

Instructional Strategies: Universal Design for Learning (UDL)

UDL is . . .

- ✓ A way to optimize teaching to effectively instruct a diverse group of learners.
- ✓ Based on insights from the science of how people learn.
- ✓ Flexible in how students access material, engage with it, and show what they know.

UDL is not . . .

- ✗ A curriculum or technology platform.
- ✗ One method of teaching all students. A variety of methods are used to give all students an equal opportunity to succeed.
- ✗ An "us" v. "them" resource—UDL benefits all kids, not just those who struggle.

Instructional Strategies: Universal Design for Learning (UDL)



Timestamp	Best Practice Look-Fors
Video: 0:00–3:21	
0:55	Predict and plan for learner variability.
1:23	Think universally – different option/choices.
1:42	Identify barriers your students may have.
1:59	Firm goals/flexible means.

Let's Chat . . .



**What was your biggest
takeaway about Universal
Design for Learning after
watching this clip?**



Instructional Strategies: Individualized Expectations

Unpack

- Unpack grade-level standards as the starting point.
- Break down the standard into individual skills/concepts.



Identify

- Clearly identify mastery criteria to connect specific ways for students to demonstrate their knowledge.
- What does this student need to know and be able to do?



Plan

- Ask the question, "How might this standard/skill present barriers to my students with disabilities?"
- How can I support the student accessing this content or skill (e.g., accommodations or UDL principles)?

Instructional Strategies: Individualized Expectations

A fourth-grade student with a Specific Learning Disability in writing struggles with spelling, organizing ideas, and writing cohesively.

- ❑ **Unpack the standard:** Content Standard: Expression/Writing 28. Write clear and coherent responses, using explicit or implicit evidence that supports a particular point.
- ❑ **Identify what the student needs to do:** Clearly write responses using explicit or implicit evidence to support a particular point.
- ❑ **Plan:**
 - ❑ Provide the student with a graphic organizer to organize ideas.
 - ❑ Use a scribe or speech-to-text software.
 - ❑ Provide a checklist for the student to self-monitor the writing process.
 - ❑ Provide of word prediction or spellchecker software.

Instructional Strategies: Universal Supports

Establish prior knowledge.

Provide scaffolding.

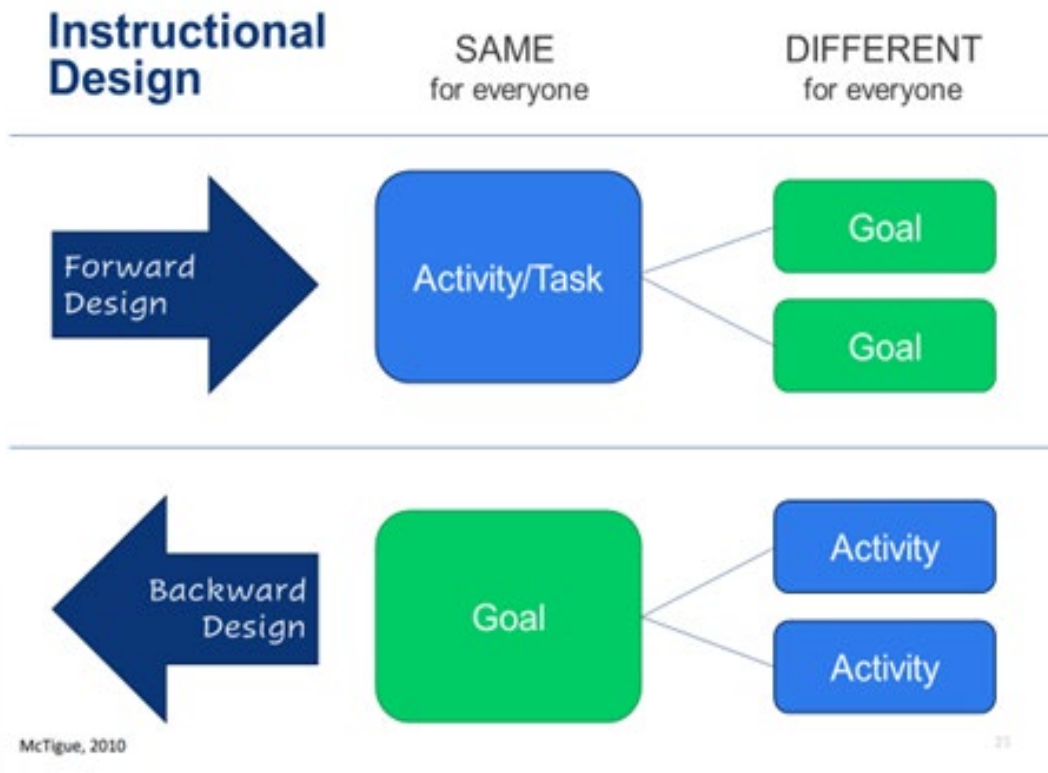
Reinforce abstract concepts with concrete examples.

Use modeling with both teachers and peers.

Utilize formative assessment strategies.

Consider forward and backward instructional design.

Instructional Strategies: Universal Supports



- **Forward Design** – the *activity/task is the same* for everyone, but *goals are different* based on student needs.
- **Backward Design** – the *goal is the same* for everyone, but the *activity/task is differentiated* according to student needs.

Instructional Strategies: Universal Supports

Forward Design

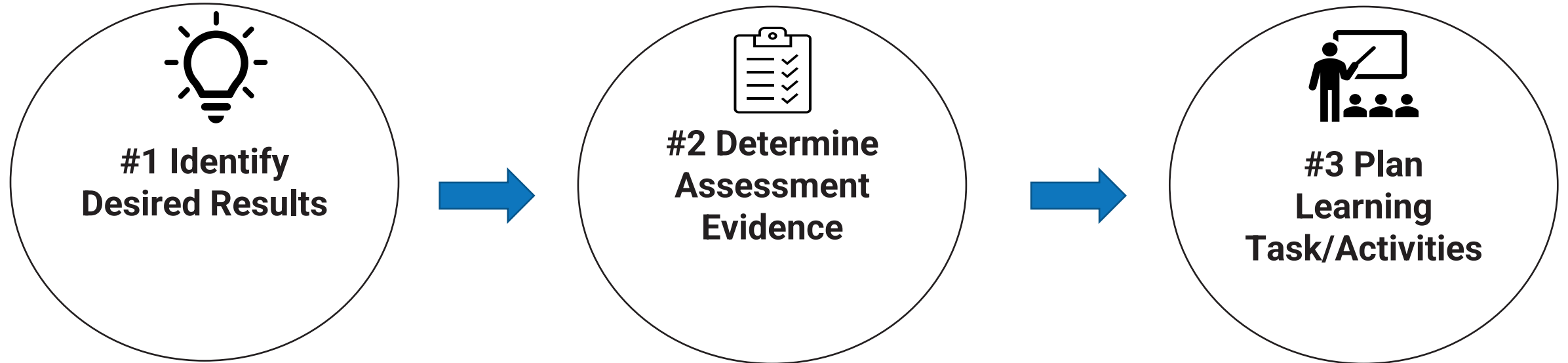
- Begin with the learning objectives.
- Plan learning activities.
- Develop a plan to assess student understanding.

vs.

Backward Design

- Begin with the end in mind.
- Develop assessment plan.
- Plan learning activities and content.

Backward Design Steps



What should your students know, understand, and be able to do?

How will you determine if the desired learning has occurred? What evidence will you collect?

What learning activities, experiences, and content will lead you to the desired results?

Let's Chat . . .



Why might Backward Design be a better approach for addressing the needs of all learners?



Strategies	Nonexamples	Examples
Chunking	<ul style="list-style-type: none">➤ Giving a student a five-paragraph writing assignment.➤ Giving a list of 10 vocabulary words to master for the week.	<ul style="list-style-type: none">➤ Having the student use a graphic organizer to complete one paragraph at a time to build up to five paragraphs➤ Giving the student 2 to 3 words each day for the week.
Choice	<ul style="list-style-type: none">➤ Giving students one activity to complete to demonstrate mastery.	<ul style="list-style-type: none">➤ Allowing students to select from a list of activities to increase student choice, voice, and engagement.
Universal Design for Learning	<ul style="list-style-type: none">➤ One way to represent information: Students need to develop a PowerPoint presentation on a specific topic.	<ul style="list-style-type: none">➤ Multiple means of representation: Students can develop a PowerPoint, written report, play/skit, or newspaper article, on a teacher-assigned topic.

Developing an Action Plan

Create an Action Plan

Step 1) Define the Problem.



Step 2) Collect and Analyze Data.



Step 3) Develop a Plan.



Step 4) Implement the Plan.



Step 5) Evaluate the Plan.

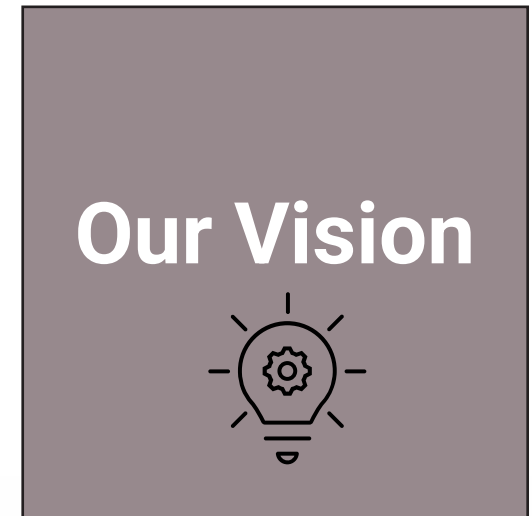


Step 6) Revise the Plan.

Action Planning

Step 1: Define the Problem

The problem is the gap between current practice and desired practice.



Step 1: Define the Problem

Current Practice	What are the Identified Gaps?	Steps to Achieve Vision
All students that need reading and writing support are pulled to a resource room for services.	Not all students may require pull out services for reading and writing.	Review student progress and IEPs to determine which students may be able to remain in the general education with accommodations or receive support through a push-in model.
Special education teachers are scheduled for hours in resource rooms only.	No opportunities for special education teachers to push in and provide support in the general education classroom.	Review master schedules and student groupings to identify opportunities for special education teachers to push-in to the general education classrooms.
Parents are concerned about students with disabilities taking away instructional time for students without disabilities if they are in the general education class.	Parents do not have a full understanding of inclusion and inclusive practices and the benefits for all learners.	Schedule a time to meet with parents to hear their concerns and explain to them the benefits of inclusion for all students.

Step 2: Collect and Analyze Data



Guiding Questions

Sample Responses

What kinds of a data will you collect?

- Least Restrictive Environment (LRE) Data.
- Student grades.
- Surveys from students, teachers, and parents.
- Progress toward meeting goals/objectives in the IEP.

How will that data inform your action plan?

- Identify students that may be able to receive support in the general education classroom with accommodations.
- Identify areas for professional development and support to teachers around inclusive practices.

What methods will you use to measure?

- Student outcomes.
- Formative assessments.
- Summative assessments.
- Behavioral data.

What results will cause you to act? In other words, what are the criteria?

- Trends showing academic gaps are closing.
- Behavioral and attendance data.
- Student, teacher, and family surveys – pre- and post-implementation.

Let's Chat ...



What types of data would be useful to collect to inform the creation of your action plan?

Steps 3–4: Develop a Plan

- Decide on two measurable objectives, one short-term and one long-term.

Examples of Measurable Objectives

Short-term: In the next 2–4 months, I will identify 3–5 students that may be ready for more inclusive opportunities, based on individual student data and progress toward goals and objectives in their IEP.

Long-term: 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.

Steps 3–4: Develop a Plan

- Identify actionable tasks or steps to achieve each objective, while considering the following:
 - Data collection methods.
 - Evaluation criteria.
 - Timeline.
 - Person(s) responsible.

Steps 5–6: Evaluate and Revise

Considerations	Examples
Determine how often and for how long you will meet to reflect on progress.	Student progress will be monitored weekly and reviewed bi-weekly with IEP team members.
Review baseline data (from Step 2: Collect and Analyze Data) and compare to information gathered during implementation.	Data from student IEP goals and objectives will be collected weekly to determine readiness for more inclusive opportunities over 8–12 weeks.
Identify what could potentially cause adjustments to the action plan.	<ul style="list-style-type: none">▪ Lack of progress toward IEP goals/objectives.▪ Student readiness.▪ IEP team decisions.
Consider who will be responsible for making those adjustments.	<ul style="list-style-type: none">▪ Special education teacher (primary).▪ IEP team members.

Lunch Break

Inclusive Practices Action Plan Template

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

Inclusive Practices Action Plan— Example

Educator/School Name: Example

Inclusive Vision Statement:

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.

- **Example:** *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.*
-

Long-Term Goal(s):

A long-term goal should capture what you hope to accomplish in the next 6–8 months.

- **Example:** *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.*
-

Short-Term Goal(s):

A short-term goal should capture what you hope to accomplish in the next 2–4 months.

- **Example:** *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.*
-

Considerations for Sharing the Action Plan

How will you emphasize the positive elements of the Inclusive Action Plan created?

How will you anticipate and address roadblocks to the Inclusive Action Plan created?

What are the roles and responsibilities for individuals **not** on the identified inclusive practices team?

Will there be a way for individuals not on the identified inclusive team to provide feedback regarding the implementation of the Inclusive Action Plan created?

Action Plan: Work Time



Work within your school/district team to develop your action plan.

After you have created your action plan, be prepared to share-out key elements of it with the whole group:

Action Plan – To include your short- and long-term goals and plan to start the school year. What was your focus for growth, and what strategies will you utilize?

Reflection Question . . .



What questions, concerns, or thoughts do you have about the creation or implementation of your Inclusive Action Plan?

Inclusive Practices: Reflecting, Adjusting, and Moving Forward

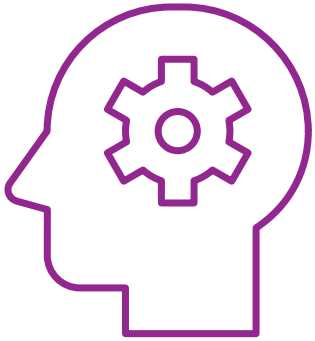
Part 3

Agenda Part 3

- Secure Small Wins (Framework Step 6)
- Reflect, Analyze, Adjust (Framework Step 7)
- Set the Norm (Framework Step 8)
- Wrap Up and What's Next



Objectives for Part 3



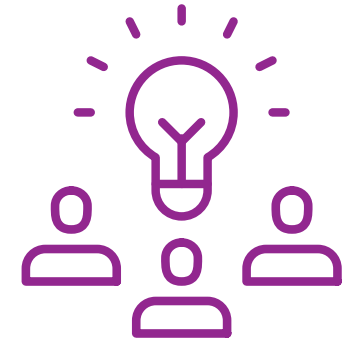
Understand

Understand the importance of securing small wins while implementing action plans.



Define

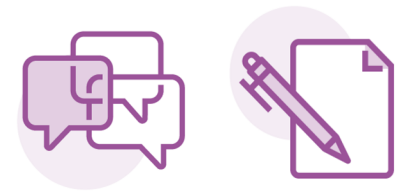
Define critical elements of the reflection process.



Identify

Identify methods for ensuring that inclusive practices become the norm.

Discussion . . .



How did the findings from your Assessing Inclusive Practices Template align with your Vision Statement?

Reflect on the process of creating your Inclusive Action Plan.

- *What went well?*
- *What are your next steps in the process?*

Inclusive Practices Framework: Secure Small Wins



Step 6: Secure Small Wins: Why?

Tips	Ideas
It helps to motivate, inspire, and relieve stress within you and your team.	<ul style="list-style-type: none">■ Build empathy appreciation into your culture.
Our productivity is improved when it is recognized.	<ul style="list-style-type: none">■ Take time to pause and reflect on successes during challenging times.
We perform best when we feel confident and comfortable.	<ul style="list-style-type: none">■ Help colleagues feel connected to their work and value what they bring to the team.

Step 6: Secure Small Wins: How?

Tips	Ideas
Identify the small wins you want to celebrate with your team.	<ul style="list-style-type: none">▪ Log everything along the way so you don't miss the small wins you can celebrate.▪ Spotlight these wins during meetings with the team.
Make sure teams know the wins that are happening.	<ul style="list-style-type: none">▪ Share stories of accomplishments.▪ Send shout-outs to team members.▪ Write thank-you notes.
Think of ways to celebrate the small wins along the way.	<ul style="list-style-type: none">▪ Treat team or yourself to lunch.▪ Give gift cards or district/school swag (e.g., t-shirts, mugs, pencils).

Discussion . . .



What would small wins look like in your district, school, or classroom?

Inclusive Practices Framework: Reflect, Analyze, Adjust



**Establish Need
for Change**



**Gather Guiding
Team**



Create a Vision



**Share the
Vision**



Take Action



**Secure Small
Wins**



**Reflect,
Analyze, Adjust**



Set the Norm



Step 7: Reflect

Reflect on the implementation of your action plan:

- How do you feel about the vision and the efforts that have been made to achieve it?
- What has been your level of commitment to the vision and process?
- What have you observed about the level of commitment in others?
- What can be done to address discrepancies in the plan vs. reality?

Step 7: Reflect

Reflect	Ideas
Vision and effort	<ul style="list-style-type: none">✓ On track: Continue the plan and highlight the small wins!✗ Challenges/Roadblocks: What adjustments are needed to the vision or current efforts to achieve it?
Level of commitment from yourself	<ul style="list-style-type: none">✓ On track: Keep up the commitment and reflect on what you've done.✗ Challenges/Roadblocks: What commitments can you make to yourself to move efforts forward?
Level of commitment from others	<ul style="list-style-type: none">✓ On track: Keep encouraging the team and reflect on what they have done.✗ Challenges/Roadblocks: What commitments do you need from your team to move efforts forward?
Addressing discrepancies in plan	<ul style="list-style-type: none">✓ On track: Highlight the small wins!✗ Challenges/Roadblocks: What part of the plan needs revisions now that you have had some time for reflection and feedback?



Step 7: Analyze

Reflect on your action plan:

- What events or outcomes have occurred that will require adjustments to address?
- Who will be responsible for making the identified adjustments?
- What additional information or resources are necessary to make those adjustments?
- Who will be responsible for securing those resources and information?

Step 7: Analyze

Analyze	Ideas
Events and Outcomes	<ul style="list-style-type: none">▪ Student Schedules▪ Staff Schedules▪ Staffing Support▪ Barriers to Implementation from Staff or Parents
Identified Adjustments	<ul style="list-style-type: none">▪ Inclusive Practices Team▪ Principal▪ Teachers
Information and Resources	<ul style="list-style-type: none">▪ Additional Training or Consultation▪ Review of Schedules and Caseloads▪ Data Collection Methods
Responsible Team Members	<ul style="list-style-type: none">▪ Identify Stakeholders▪ Establish Roles and Responsibilities

Step 7: Adjust



Discussion Question . . .



What would cause you to adjust your action plan?

Inclusive Practices Framework: Set the Norm



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**Reflect,
Analyze, Adjust**



Set the Norm

Set the Norm: Move from Theory to Practice

Theory	Practice
Inclusive Language	<ul style="list-style-type: none">Teachers use inclusive language “our students” vs. “my/your students.”
Inclusive School Community	<ul style="list-style-type: none">Students with diverse needs are educated throughout the school, including academics, specials / extracurricular activities, and school events.
Meaningful Access	<ul style="list-style-type: none">All students participate meaningfully in curriculum and instruction based on their ability level. Accommodations are provided for accessibility to grade-level content, and modifications are made only when necessary.

Set the Norm: Move from Theory to Practice (cont.)

Theory	Practice
Accessibility	<ul style="list-style-type: none">▪ A range of accommodations are offered to all learners based on their individual needs.
Inclusive Instructional Strategies	<ul style="list-style-type: none">▪ All teachers work to ensure effective instructional strategies are implemented to support all learners.
Collaboration and Co-plan/Co-teach	<ul style="list-style-type: none">▪ Educators (special and general education) co-plan, co-teach, or collaborate with support staff and related service providers.

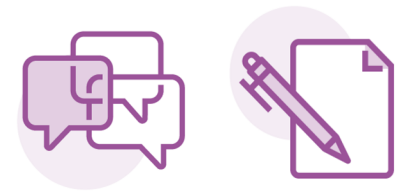
Poll Question ...



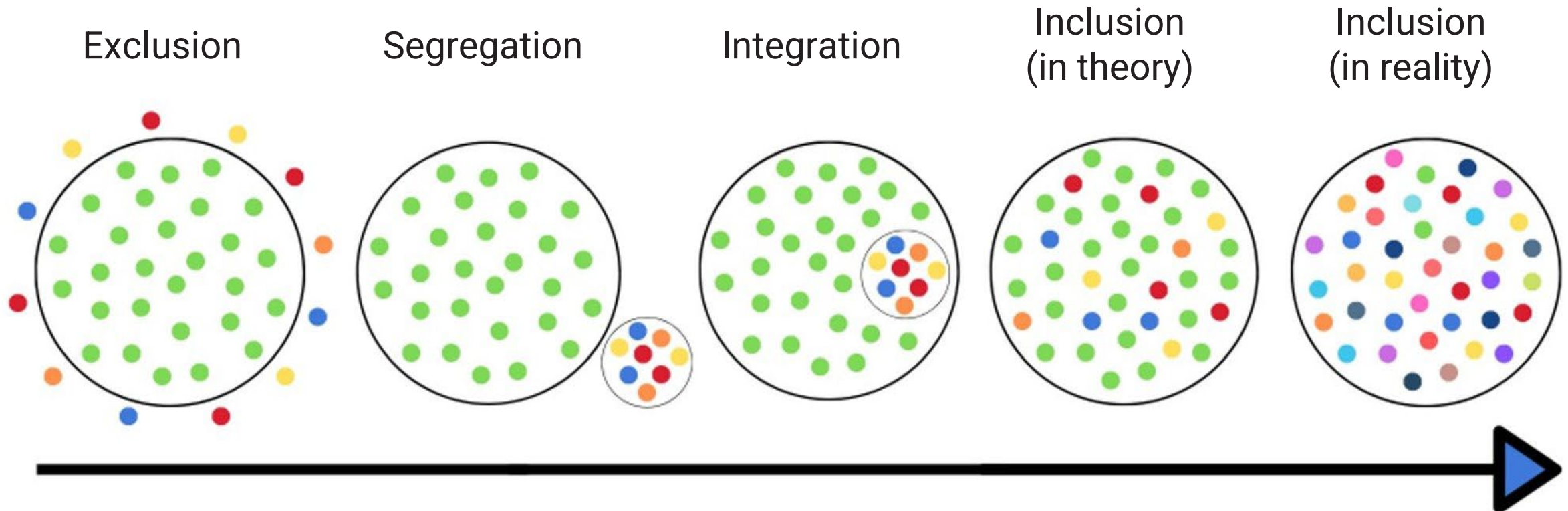
Which practice do you feel most confident implementing in your school/classroom?

- A. Inclusive language
- B. Inclusive school community
- C. Meaningful access
- D. Accessibility
- E. Collaboration
- F. Inclusive instructional strategies

The Evolution of Inclusion



Where are you on this continuum now? What's the next step?



Long Story Short . . . Growth Mindset Applies to Us Too

Instead of . . . (Fixed Mindset)	Try . . . (Growth Mindset)
I'm not ready to implement inclusive practices.	How can I get myself ready to implement inclusive practices?
Students cannot be in the general education classroom; they are too far behind.	How can I provide appropriate accommodations to allow students to access the curriculum in the general education setting?
I don't have time to collaborate or co-plan with staff.	What collaborative structures would work best for me right now with the time I have?



“ ”

Long Story Short . . . Growth Mindset Applies to Us Too

“If you change the way you look at things, the things you look at change.”

- Wayne Dyer, author

Reflection Question



Where will you need to have a growth mindset in developing inclusive practices in your school or classroom?

Bringing It All Together



**Establish Need
for Change**



**Gather Guiding
Team**



Create a Vision



**Share the
Vision**



Take Action



**Secure Small
Wins**



**Reflect,
Analyze, Adjust**



Set the Norm



Framework Step #1

Establish the Need for Change

What would indicate a need to establish change in your classroom, school, or district?



Framework Step #2

Gather a Guiding Team

Why is it important to have a team supporting this work?



Framework Step #3 and 4

Create and Share Your Vision

How does creating a vision support the implementation of inclusive practices?



Framework Step #5

Take Action

Why is assessing your current practices important to do *before* writing your action plan?



Framework Step #6

Secure Small Wins

Why is it important to secure small wins along the way?



Framework Step #7

Reflect, Analyze, Adjust

How many times should you reflect, analyze, and adjust as part of this process?



“ ”

“The way society thinks about disability needs to evolve, as too many people think of disability as something to loathe or fear.

By recognizing how people with disabilities enrich our communities, we can all be empowered to make sure people with disabilities are included.”

- Judy Heumann, disability rights activist and author

Final Q&A

