

Inclusive Practices: Reflecting, Adjusting, and Moving Forward

Session 3

Welcome Back!



Meet Our Team



Ashley
Quick

Sarah
Backal

Agenda

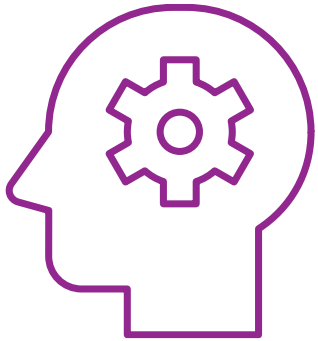
- Welcome and Session Overview
- Review Pre-Session Activities
- Secure Small Wins (Framework Step 6)
- Reflect, Analyze, Adjust (Framework Step 7)
- Set the Norm (Framework Step 8)
- Wrap-Up and What's Next



Session Overview



Objectives for Today



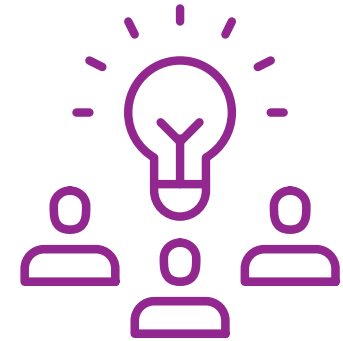
Understand

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.

Engagement Tools



Engagement
Guide



Discussion



Note and
Discuss



Poll

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

Review Pre-Session Activities



Review: Pre-Session Activities

For this session, you should have completed the following:

1. [Assessing Current Inclusive Practices.](#)
2. [Inclusive Practices Action Plan Template.](#)

Let's Chat . . .



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

Reflect on your process of creating your Inclusive Action Plan:

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

Inclusive Practices Framework: Secure Small Wins



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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).

Let's Chat . . .



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Identify 1–3 small wins you have had this year regarding inclusive practices or working with students with disabilities.

How did you celebrate these wins? Why did you select this type of celebration?

What other ways can you think of to celebrate small wins in the future?

Inclusive Practices Framework: Reflect, Analyze, Adjust



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Step 7: Reflect, Analyze, Adjust

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 your level of commitment been 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, Analyze, Adjust

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: Reflect, Analyze, Adjust

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?

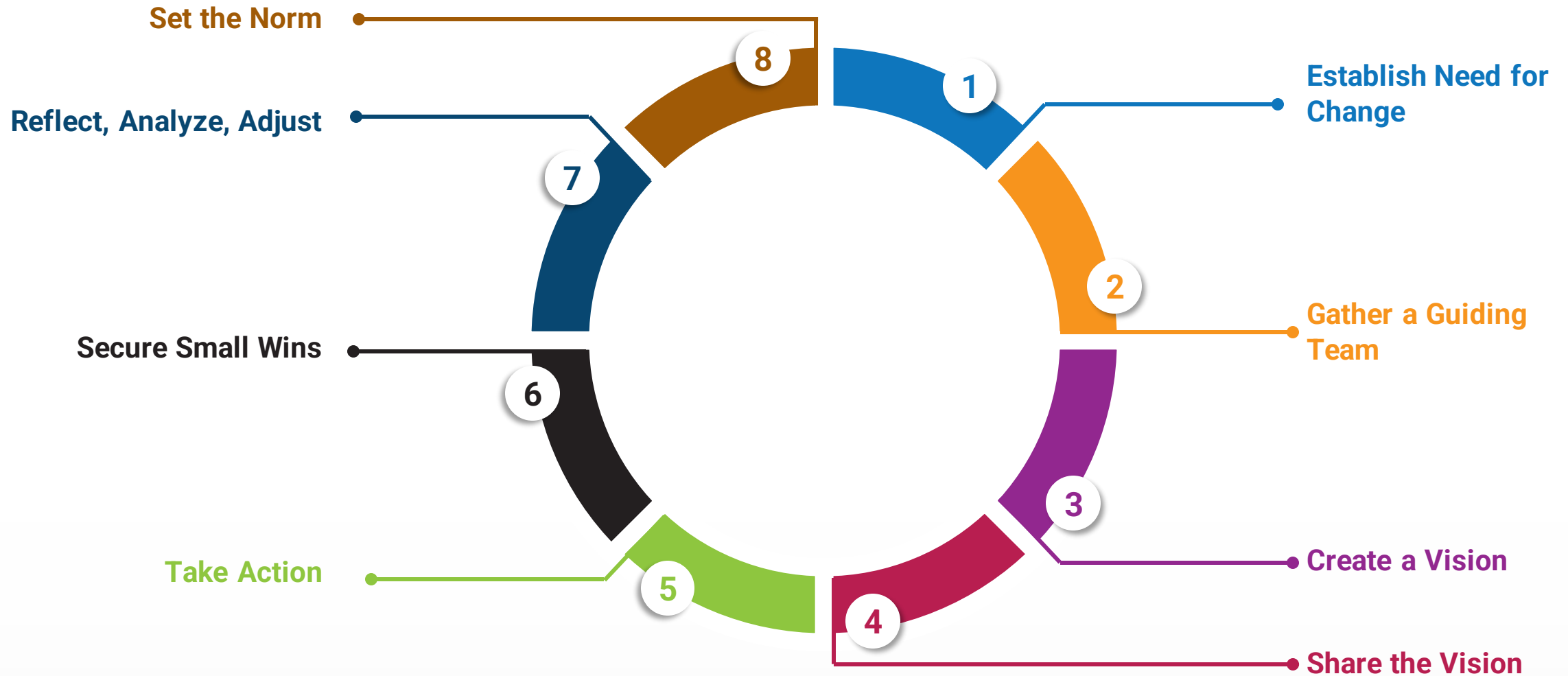
Step 7: Reflect, Analyze, Adjust

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/School Leaders▪ 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: Reflect, Analyze, Adjust



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Inclusive Practices Framework: Take Action



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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



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

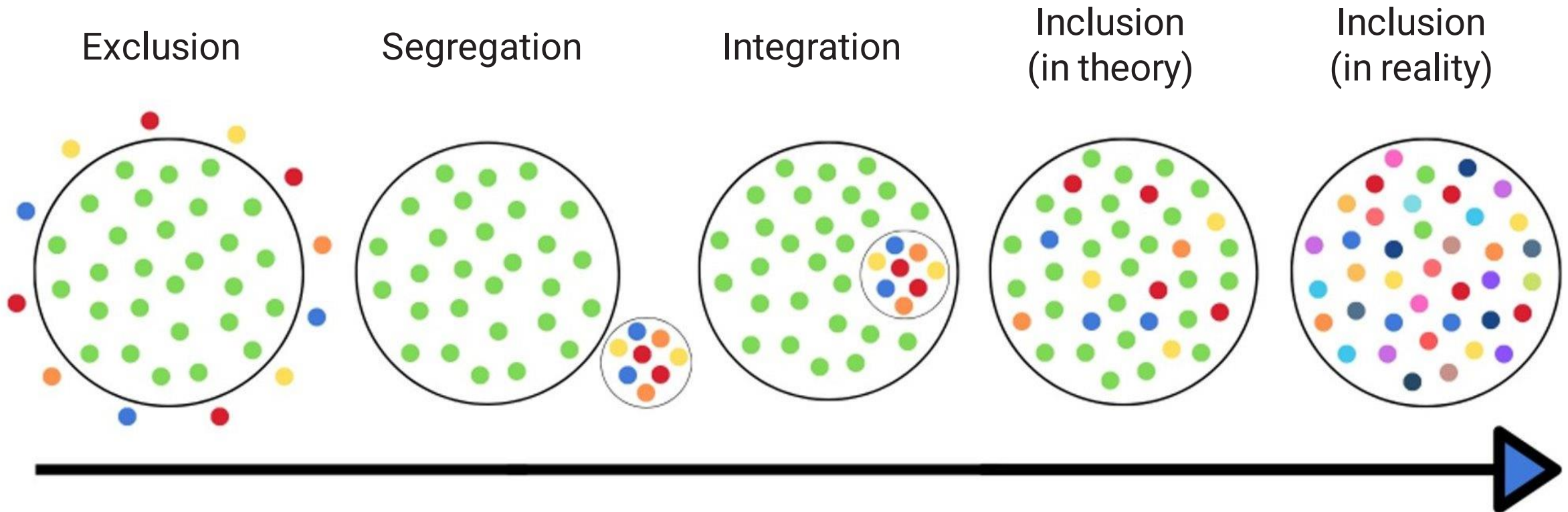
- A. Inclusive Language
- B. Inclusive School Community
- C. Meaningful Access
- D. Accessibility
- E. Collaboration
- F. Inclusive Instructional Strategies

The Evolution of Inclusion



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



Group Activity



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1. Break out into your school/district team.
2. Work through the questions in your Engagement Guide under the three categories of Reflect, Analyze, and Adjust.
3. Report back out to the large group.

Reflect	Analyze	Adjust
<ul style="list-style-type: none"><input type="checkbox"/> Looking back on your team’s work, how do you feel about the vision and the efforts that will need to be made to achieve it?<input type="checkbox"/> What will your level of commitment be to this work to start the year?<input type="checkbox"/> How do you want to encourage commitment from other team members to start the year?<input type="checkbox"/> What can be done to identify discrepancies between reality vs the plan once the year starts?	<ul style="list-style-type: none"><input type="checkbox"/> What would cause you to adjust your action plan?<input type="checkbox"/> How will you identify adjustments that will need to be made to the plan once it is implemented?<input type="checkbox"/> How will you determine who is responsible for adjustments needed?<input type="checkbox"/> Do you need any additional resources or support to implement your plan at the start of the school year?<input type="checkbox"/> Who can support securing those additional resources and support?	<ul style="list-style-type: none"><input type="checkbox"/> Are there any adjustments you are thinking of making to the plan as the year starts?<input type="checkbox"/> How often will you review the plan to determine if adjustments are needed during the school year?

Bringing It All Together



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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're 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?

Group Presentations





“ ”

“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

