

Inclusive Practices: Setting the Stage for Inclusion

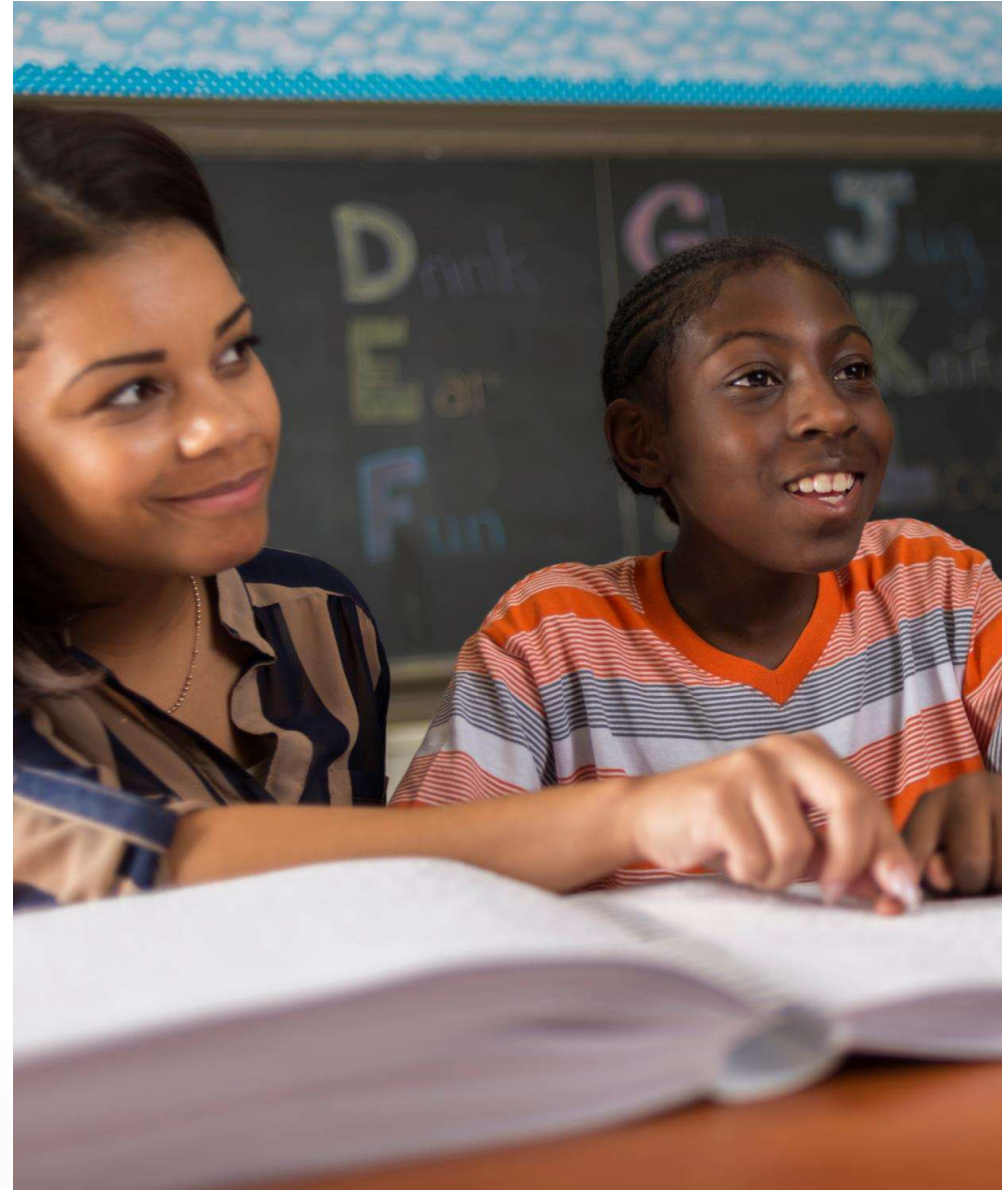
Session 1





Agenda

- Welcome and Session Overview
- Icebreaker Activity
- Pre-Session Activities
- An Overview of Inclusion
- Establishing the Need for Change
- Gathering a Guiding Team
- Creating a Vision
- What's Next
- Preview of Session 2



Session Overview

Session Objectives



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Understand

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



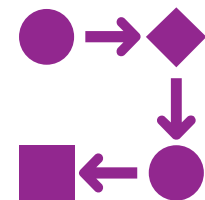
Identify

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



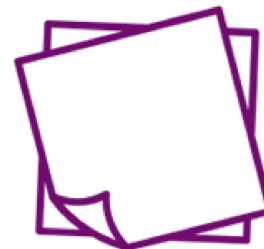
Engagement
Guide



Discussion



Resource



Note and
Discuss



Poll



Icebreaker Activity

Icebreaker: Back-to-Back and Face-to-Face



Partner with someone back-to-back.



Once you have the answer to the question, turn face-to-face with your partner to share your answer.

Questions

1. What is your understanding and belief about inclusive practices in your district or school?
2. What inclusive practices exist in your district or school?
3. Which inclusive practices have been successful in your district or school?
4. Which areas of inclusive practices would you like to learn more about?

Pre-Session Activities

Pre-Session Activity: Needs Assessment Deep Dive



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Individually, complete your [Inclusive Schools Needs Assessment \(Appendix A\)](#) and reflect on your results (10 minutes).

01

Gather into school or district teams. Assign roles (facilitator, timekeeper, notetaker, and presenter), then identify any common themes among your results (15 minutes).

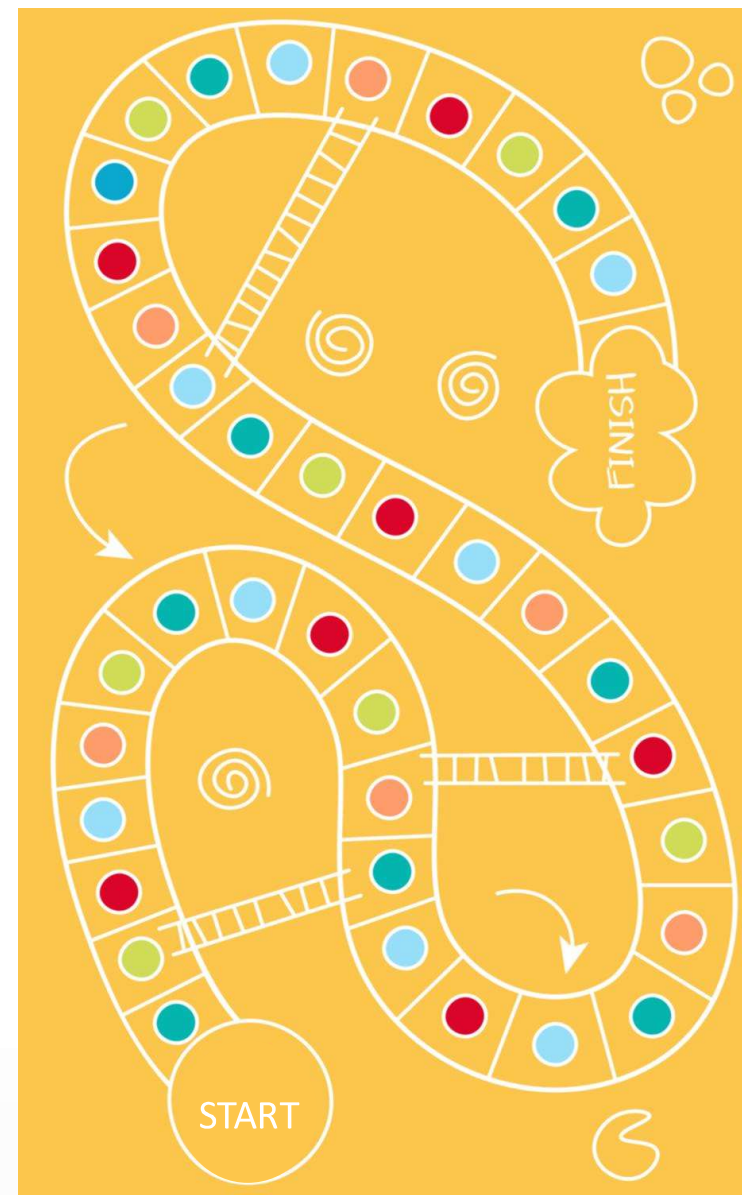
02

Report key takeaways with the large group (10 minutes).

03

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



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**Establish Need
for Change**



**Gather Guiding
Team**



Create a Vision



Share the Vision



Take Action



**Secure Small
Wins**



**Reflect, Analyze,
Adjust**



Set the Norm

Inclusive Practices Framework Review



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Time: 15 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?





“ ”

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*

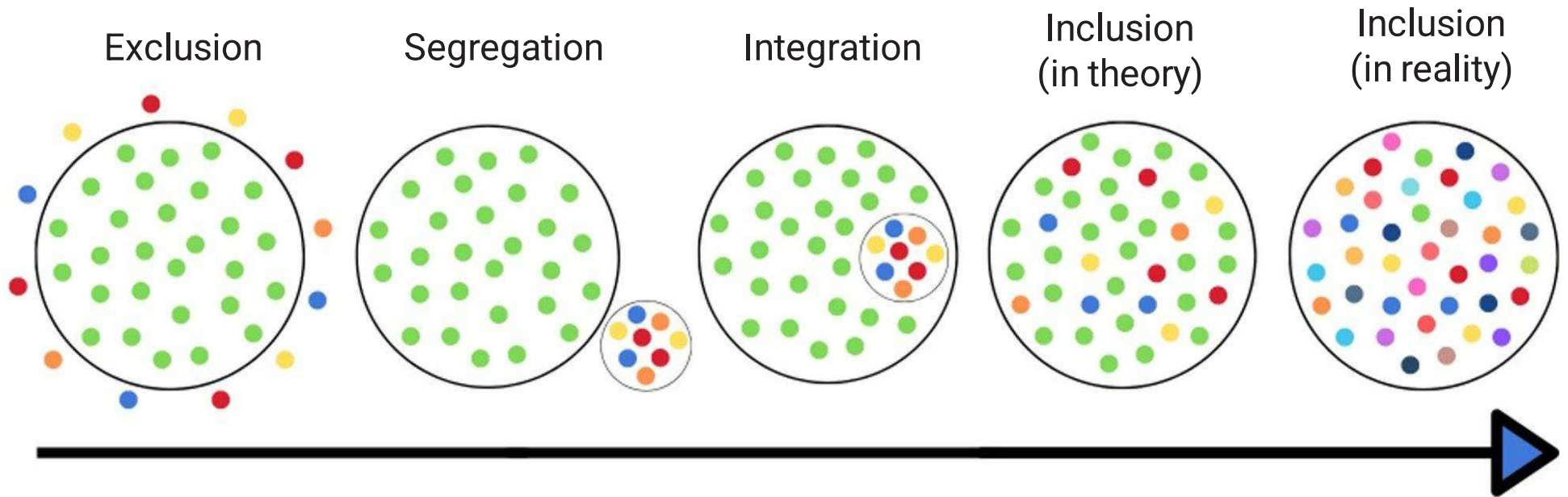
The Evolution of Inclusion





Where Do You Fall on Your Inclusive Journey?



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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

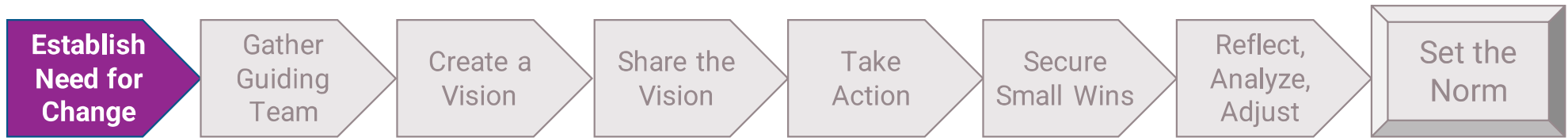
- Develop community and a sense of belonging.
- Meaningful friendships.
- Appreciation and acceptance of individual differences, positive self-image.
- Prepares students for life in an inclusive society.
- Greater academic outcomes.
- All students' needs are met, and greater resources for all.

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.



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

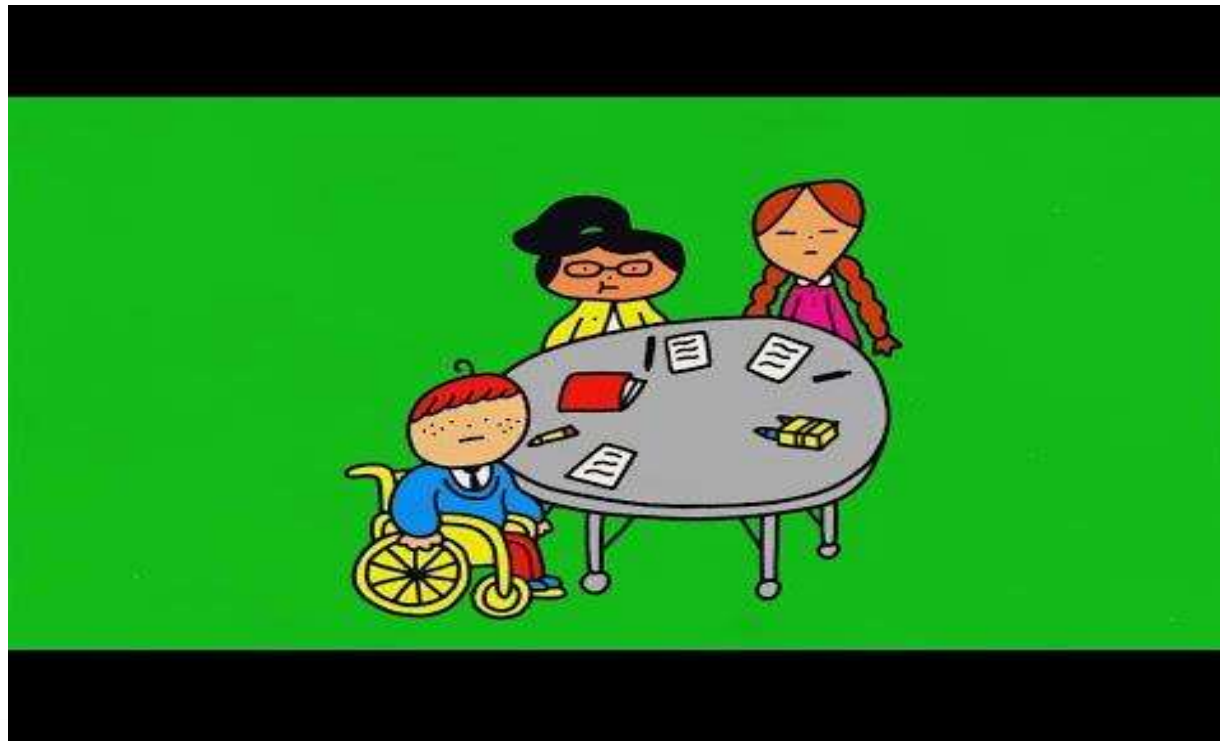
Indiana Center on Education and Lifelong Learning:

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.

Inclusive Practices: The Research-Backed Benefits





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On a scale of 1 to 3, how much does legislation and research guide or affect your daily beliefs and actions regarding inclusion?

How to Establish Change





FAIR IS NOT ALWAYS EQUAL.




Teaching

is a lot like



Doctoring


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



I scraped my knee!



My stomach hurts!



I think my arm is broken!




I have a cough!

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



Here's some cough medicine!

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

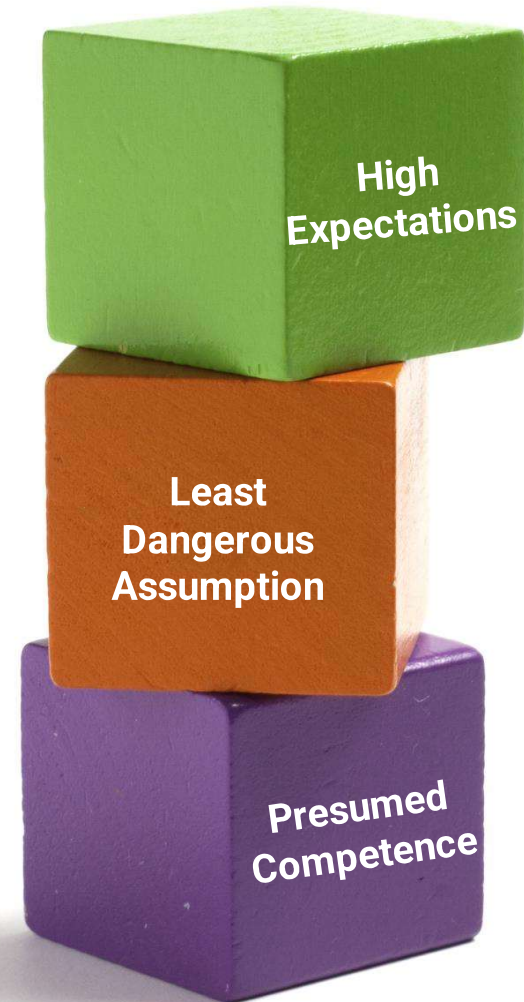
And *that's* what makes a classroom **fair for everyone!**



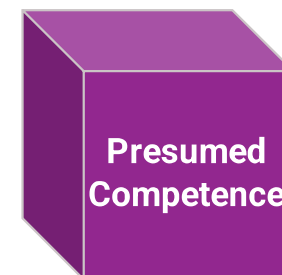
Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp.
www.brookespublishing.com | 1-800-638-3775



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.

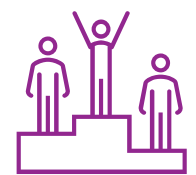
High Expectations



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?

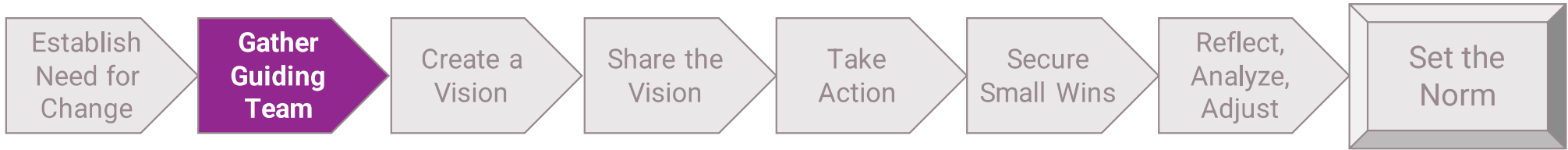


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How to Establish Change





Keys to Building an Effective Team

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



Building an Inclusive Team



First:

Break into groups with your school 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 aren't here? If so, who?
- What other support or resources do you need to develop your Inclusive Team?



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?



pgs.
7-8

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?



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Activity: Develop a Vision Statement



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Resource: Inclusive Vision Statement Template

Time: 1 hour

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

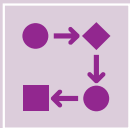
Directions:

1. Work together as a team to complete your Inclusive Vision Statement Template.
2. Write your vision statement on chart paper for the Gallery Walk.



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:			

Gallery Walk



Walk around and view each team's Vision Statement.



Use sticky notes to leave feedback for each team.

Guiding Questions

1. How were you inspired by this vision?
2. What is one piece of feedback you would give?
3. What is one part that stood out to you?

Gallery Walk Reflection



Review the feedback left for you with your team.



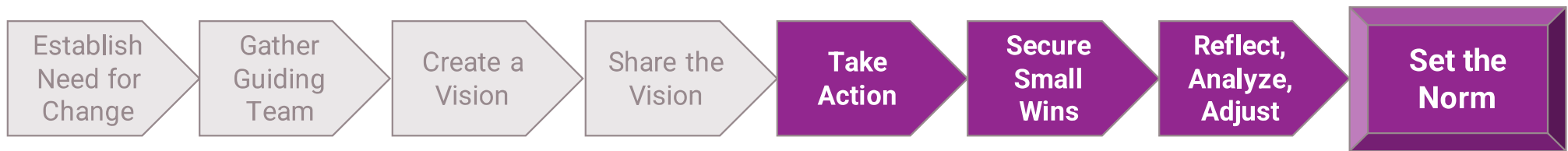
Make any final revisions to your vision statement based on feedback received.

Whole group:

- What feedback did you incorporate into your vision?
- Present your final vision statement to the group.

Wrap-Up and Next Steps





Pre-Session Activities



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Before our next session:



Meet with your Inclusive Team and identify a standing time to meet for the upcoming school year.



Determine how you will share your vision with your school or district to start the year.

Review resources to be completed during Session 2:

- 1 [Assessing Current Inclusive Practices](#)
- 2 [Inclusive Action Plan](#)
- 3 [Best Instructional Strategies Chart](#)

Wrap-Up



Complete Exit Survey



Final Q & A