Welcome Back!

- Name
- Role
- District and School
- Current grade you teach

What is a positive take-away from last week's session that has stuck with you?

Meet Our Team

Ashley Quick

Colin Butler

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Ashley Quick

- Special education teacher – 10 years

- Public Consulting Group – 6 years

- Specialize in supporting inclusive practices and students with significant cognitive disabilities

Agenda

1. Pre-Session Activities: Share your Vision
2. Review Inclusive Practices Framework
3. Plan to Take Action
4. Create an Action Plan
5. Wrap up and Next Steps

Objectives for Today

Learn

Learn how to assess current inclusive practices.

Review

Review your current inclusive strategies.

Collaborate

Collaborate to create an action plan for inclusive practices.

Engagement Tools

Engagement Guide

Chat Box

Resource

Note and Discuss

Poll

Let's Look Back...

Inclusive Practices Framework: Share the Vision

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 Activity

Using the [Inclusive Vision Statement Template](#), you have focused on the following:

- What is the need for change?
- Who is on the team?
- What do our inclusive practices currently look like?
- Where would we like to be?

VISION STATEMENT

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? *Step 1: Establish the Need for Change*	Who is on the team for inclusive practices? *Step 2: Gather a Guiding Team*	What do our inclusive practices currently look like? *Step 5: Take Action – Assess Current Practice*	Where would we like to be? *Step 8: Set the Norm*

Draw a picture that depicts your vision.	Jot down some descriptive words or phrases that represent your vision.

Vision Statement:

Chat Box Discussion ...

What challenges did you encounter when creating your vision statement?

What opportunities came from creating your vision statement?

Our Journey Continues…

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

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

Discussion: Assess Current Practices

What is currently being done in your classroom, school, or district to support inclusive practices?

What did you identify as your vision for inclusive practices?

What additional supports do you need to reach your vision?

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. ⟶
- Something things will take time or planning to change. ⟶
- Some things will require permission to change. ⟶
- Some things you might not be able to change. ⟶

- Personal practices, procedures, and mindset
- Collaborative structures and team-based decisions *(IEPs, Professional Learning Communities)*
- Whole-scale school or systems initiatives
- Behaviors, mindsets, and actions of other

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
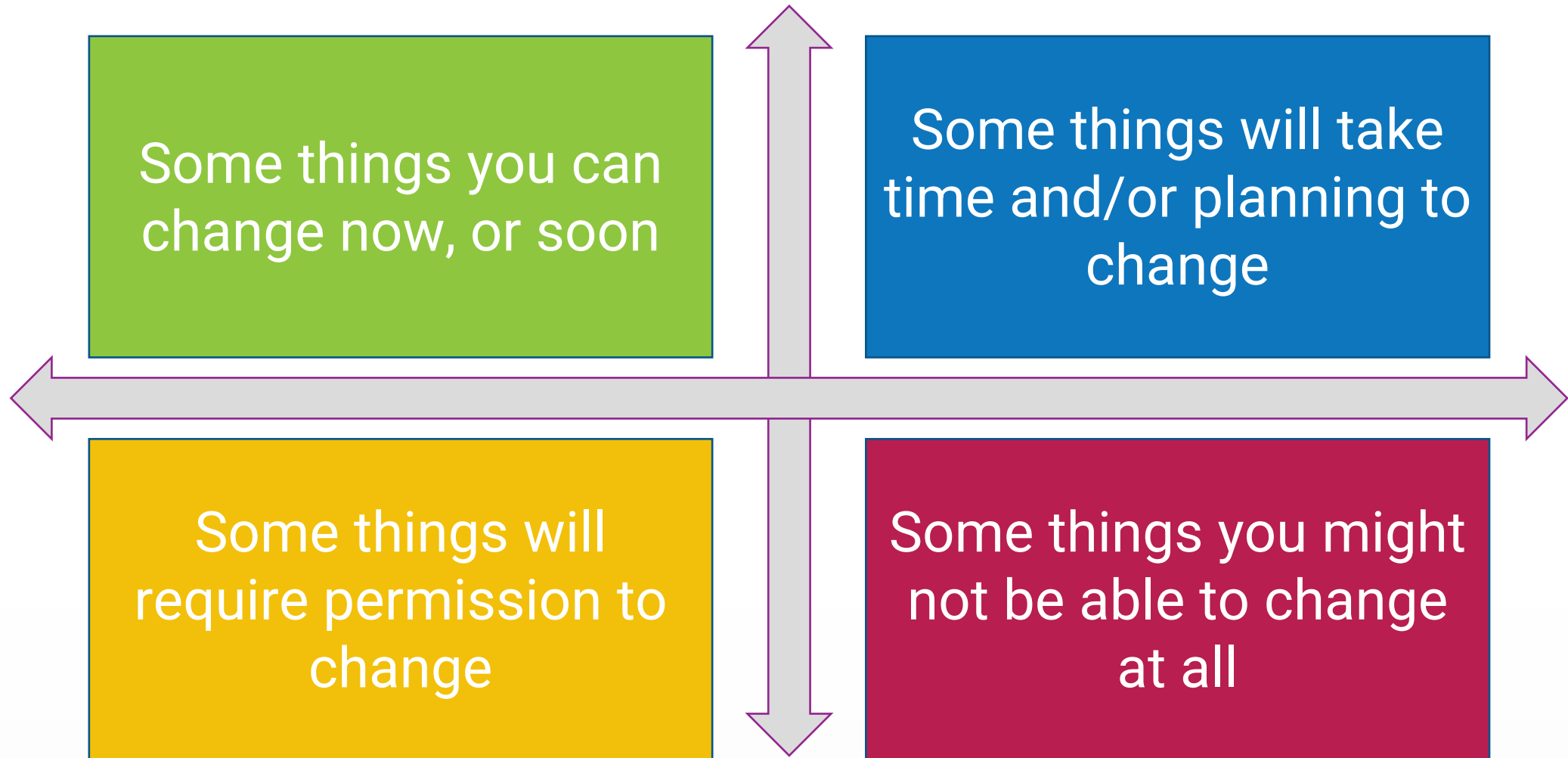
Assessing Inclusive Practices

Break Out Session: (10-15 min)

1. Review the **Assessing Current Inclusive Practices Guidance document** within your group.
2. Consider the inclusive practices definitions, and then reflect on the following guiding questions:
   - ❏ 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?

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 Strategies

Inclusive Strategy	Definition	Example
Growth Mindset	The belief that skills and intelligence can be improved with effort and persistence.	- Productive struggle - Embrace the word "yet" - Demonstrate mistakes and celebrate corrections - Develop cooperative exercises
Classroom Climate	The classroom climate is safe and supportive as a community of learning for all students.	- 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.	- 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

Inclusive Strategies: 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.

Inclusive Strategies: 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.

Inclusive Strategies: 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?"	- 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).	- 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.	- Avoid labeling student groups based on ability (e.g., high, medium, low) - Quiet spaces - Cozy corners

Poll Question

Thinking about the inclusive strategies just discussed, 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.

Information adapted from https://www.cast.org/

Instructional Strategies: Universal Design for Learning (UDL)

Timestamp Video: 0:00-3:21	Best Practice Look Fors
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

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).

Resource: Inclusion and Resource Support (IRS) for Alabama Educators - LiveBinder (livebinders.com)

Instructional Strategies: Individualized Expectations – Example

A 4th-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

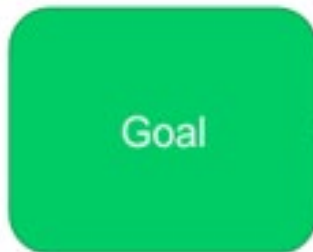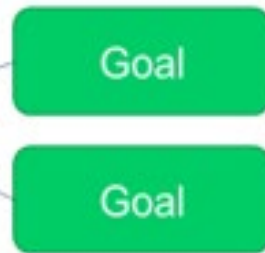# Instructional Strategies: Universal Supports

Instructional Design

SAME for everyone | DIFFERENT for everyone

Forward Design → Activity/Task → Goal, Goal

Backward Design → Goal → Activity, Activity

McTigue, 2010

- ➢ **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

#1 Identify Desired Results

#2 Determine Assessment Evidence

#3 Plan Learning Task/Activities

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?

Poll Question

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

What inclusive instructional strategy are you most likely to try next in your, district, school, or classroom?

1. Universal Design for Learning
2. Individualized Expectations
3. Universal Supports
4. Growth Mindset
5. Classroom Setup
6. Classroom Climate

Strategies	Nonexamples	Examples
Chunking	➢ Giving a student a 5-paragraph writing assignment ➢ Giving a list of 10 vocabulary words to master for the week.	➢ Having the student use a graphic organizer to complete one paragraph at a time to build up to 5 paragraphs ➢ Giving the student 2-3 words each day for the week.
Choice	➢ Giving students one activity to complete to demonstrate mastery.	➢ Allowing students to select from a list of activities to increase student choice, voice and engagement.
Universal Design for Learning	➢ One way to represent information: students need to develop a **PowerPoint** presentation on a specific topic.	➢ Multiple means of representation: students can develop a **PowerPoint, written report, play/skit, or newspaper article**, on a teacher-assigned topic.

Best Practice Instructional Strategies

Developing an Action Plan

Create an Action Plan

Step 1) Define the Problem

Step 2) Collect and Analyze Data

Step 3) Develop a Plan

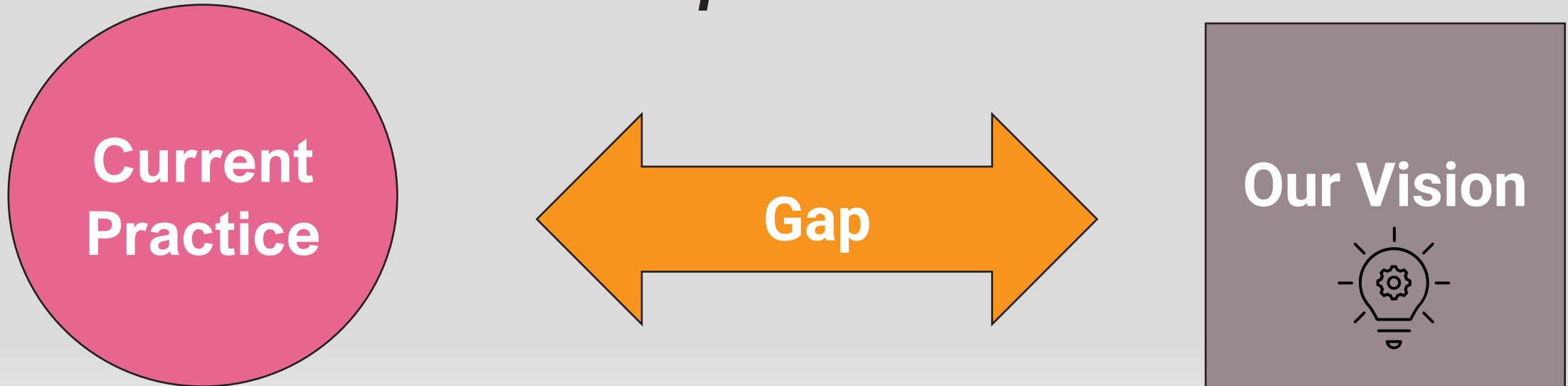Step 4) Implement the Plan

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.

Current Practice

Gap

Our Vision

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

Chat Box Discussion …

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 towards 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.	▪ Lack of progress toward IEP goals/objectives ▪ Student readiness ▪ IEP team decisions
Consider who will be responsible for making those adjustments.	▪ Special education teacher (primary) ▪ IEP team members

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

Inclusive Practices Action Plan with 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.*

Inclusive Practices Action Plan

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?

Reflection Question ...

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

Where We've Been

Establish Need for Change

Gather Guiding Team

Create a Vision

Share the Vision

Take Action

Secure Small Wins

Reflect, Analyze, Adjust

Set the Norm

Where Are We Going?

Establish Need for Change

Gather Guiding Team

Create a Vision

Share the Vision

Take Action

Secure Small Wins

Reflect, Analyze, Adjust

Set the Norm

Pre-Session Activities

- Complete the [Assessing Current Inclusive Practies Template](#)

- Work with your teams to finalize your [Inclusive Action Plan Template](#)

Next Session Topics:
- Secure Small Wins (Step 6)
- Reflect, Analyze, Adjust (Step 7)
- Set the Norm (Step 8)