



5 Manageable Steps to Meaningful Inclusion

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5 Steps



Step 1 - Presume Competence



Step 2 - Find Your Allies



Step 3 - Define Roles



Step 4 - Provide Training



Step 5 – Find Opportunities for Engagement

Presume Competence

To presume competence means to :

- Assume the person is intellectually complex-even when there is little or no evidence
- Assume the person desires to have meaningful interactions and opportunities
- Assume the person has the right to learn rigorous academic content **DESPITE** not being able to communicate or communicating differently



Resources & Strategies

- Speak to student with disabilities the same way you would any student
- Do not talk about student in front of them as if they were not there
- Use supports and curriculum that are chronologically age-appropriate
- <https://publications.ici.umn.edu/ties/foundations-of-inclusion-tips/using-the-least-dangerous-assumption-in-educational-decisions>



Resources & Strategies

Learn about and teach others about the importance of presuming competence for all students

<https://www.youtube.com/watch?v=AGptAXTV7m0>

- <https://swiftschools.org/talk/five-reasons-why-presuming-competence-is-always-a-good-idea>

Strengths and strategies profile

- <https://www.paulakluth.com/readings/inclusive-schooling/strengths-and-strategies/>



Resources & Strategies

- Writing inclusive IEP Goals:
 - Use supports and curriculum that are age-appropriate and lead to meaningful outcomes for the student.
 - Support learning the general education curriculum with peers.
 - Occur in natural settings and times throughout the day



Resources & Strategies

- Inclusive IEP Goals:
- While participating in 12th grade general education courses, Sophie will orally name and describe (operationally define) four big ideas from each unit of study using (AT, AAC, levels of support) – independently for each unit.
- While working in cooperative groups with 2-4 peers without disabilities, Noah will add 2 of his own original thoughts or ideas to the conversation during each group activity (based on when and where they occur).



Presume Competence

- What is going well at your school in this area?
- What would you like to put into place?



Find Your Allies

- Find people in positions of power that can support the movement of inclusion forward in your school.
- Find partners in and out of the school community that will support the movement of inclusion forward.



Step

Step 2

Step 3

Step 4

Step 5

Find Your Allies

Resources & Strategies

- School/District Wide Vision & Mission Statements
- Person- & Family-Centered Planning Approaches
 - <https://inclusion.com/path-maps-and-person-centered-planning/path/>
- Survey teacher bias and readiness
 - handout



Find Your Allies

- What is going well at your school in this area?
- What would you like to put into place?



Step

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Define Roles and Responsibilities

- Collaboration provides an avenue through which IEP team members combine their knowledge to support students' learning and inclusion
- What are the roles and responsibilities of the:
 - general education teacher?
 - special education teacher?
 - related service providers?
 - paraprofessionals?
- **Making Modifications and Providing Accommodations**

Define Roles and Responsibilities

Resources & Strategies

Co-teaching and Co-planning

- Causton & Kluth – 30 days to the co-taught classroom
- <https://publications.ici.umn.edu/ties/5-15-45/resources/start-your-collaboration-out-right>
- <https://tiescenter.org/inclusive-instruction/5-15-45-tool>

Applying UDL and differentiation

- <https://udlguidelines.cast.org/>



Define Roles and Responsibilities

- What is going well at your school in this area?
- What would you like to put into place?



Step 1

Step 2

Step 3

Step 4

Step 5

Train Others for Success

All team members must have the opportunity to acquire the necessary knowledge skills and strategies needed to effectively support any child, especially a child with significant support needs, in the general education classroom.



Train Others for Success

Resources & Strategies

- Peers should be taught to respect and support the students with disabilities. This happens first through modeling.
- Teach peers to provide support. When providing the support the paraprofessional should ask, can a peer provide this support?
- IEP Snapshots
- Increasing Disability Awareness



Train Others for Success

Resources & Strategies

- Teachers can observe successful inclusive classrooms and talk to teachers and parents who have experience in inclusive placements.
- Sharing articles, websites or films with the staff can help build the capacity of the team.
- Scheduling professional development on the topic of inclusion.



Train Others for Success

Paraprofessionals are assets to inclusive schools and classrooms when they:

- Are well-trained
- Provide only minimal support necessary
- Work to connect students with disabilities to their peers
 - <https://www.inclusiveschooling.com/wp-content/uploads/articles/Causton-Bridges.pdf>
- Are utilized as a resource for the entire classroom
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Co-Teaching%20Modules/Module%203/02%20The%20Golden%20Rule%20of%20Proving%20Support%20in%20Inclusive%20Classrooms%20Supporting%20Others%20As%20You%20Wish%20to%20Be%20Supported.pdf>



Train Others for Success

- What is going well at your school in this area?
- What would you like to put into place?



Find Opportunities for Meaningful Engagement

Monitoring student engagement and providing positive, constructive feedback can help sustain active student engagement and improve outcomes.

Teachers promote engagement by:

- Connecting learning to students' lives
- Using peer-assisted (e. g., cooperative learning and peer tutoring) supports
- Helping students regulate their own behavior (e.g., self-management)
- Using technology-supported strategies



Find Opportunities for Meaningful Engagement

Resources & Strategies

Identify ways that a sense of belonging can be created for all students with SSN within your school community.

- Students with disabilities should be given chance to share ideas and answers in similar ways to peers
- Students with disabilities should not sit next to each other and should not be in same group for activities
- Students with disabilities should have same supplies and materials as all other students
- Students with disabilities should not leave early for recess, lunch, end of the day, or other activities



Find Opportunities for Meaningful Engagement

Resources & Strategies

- Complete the ***Belonging Reflection Tool*** with your team

<https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>

- Creating a peer buddy program and/or unified sports program:

https://wps.prenhall.com/wps/media/objects/2357/2414567/Volume_medialib/Teaching/tl12b.pdf

<http://www.casenex.com/casenex/cecReadings/highSchoolPeerBuddies.pdf>

<https://resources.specialolympics.org/marketing-and-communications/events/play-unified>



Find Opportunities for Meaningful Engagement

Resources & Strategies

- Article (great resource for paras): Strategies for paras to promote peer interaction
<https://www.inclusiveschooling.com/wp-content/uploads/articles/Causton-Bridges.pdf>
- Typical Person Inventory – evaluate the environment – what is everyone else doing?
Typical learners have hundreds of opportunities to show others what they know and who they are!



Find Opportunities for Meaningful Engagement

- What is going well at your school in this area?
- What would you like to put into place?





Thank You!

*Little steps can lead to
big changes -You can
make it happen!*

Dr. Halley