

Cultivating Inclusion

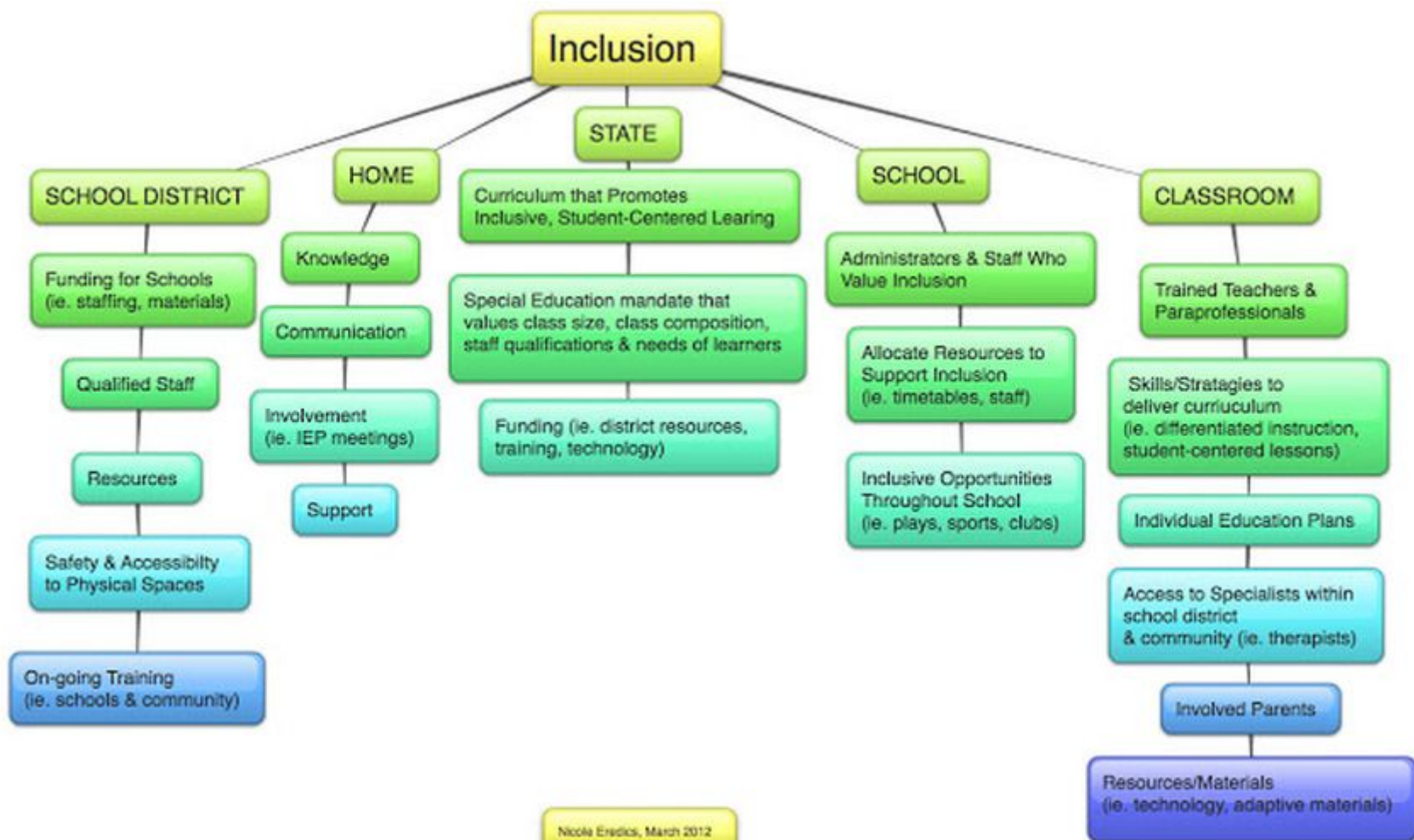


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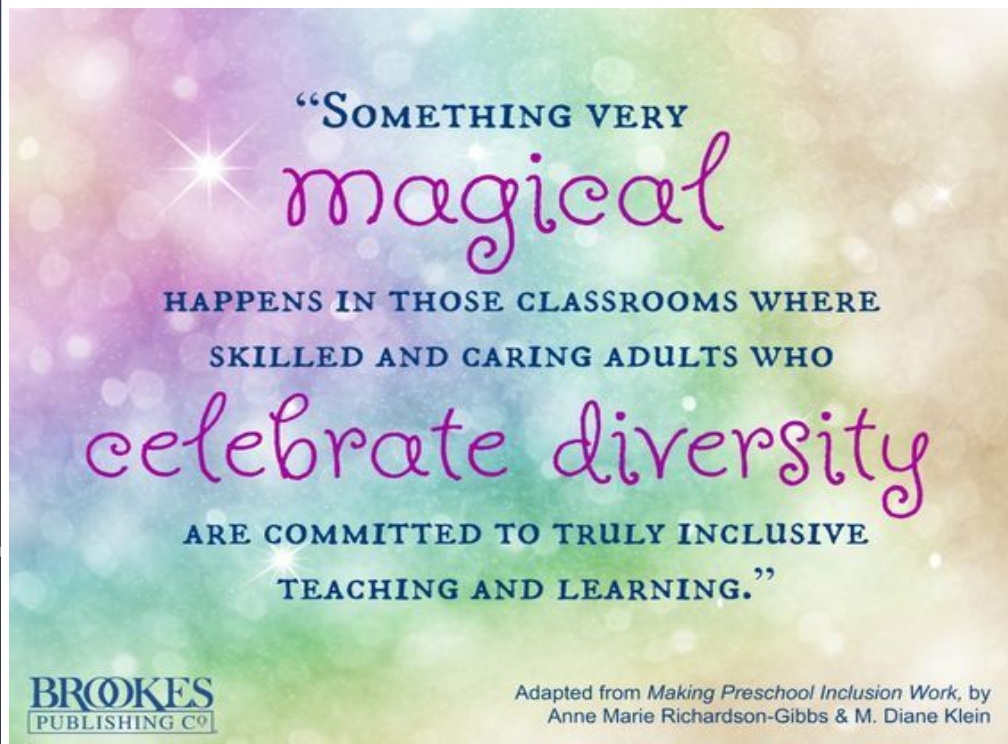
What does inclusion mean to you?

Please share your response(s) in the chat.





Classroom





INCLUSIVE CLASSROOMS

support the

ABILITIES

and recognize the

POSSIBILITIES

of all students.

EFFECTIVE PRACTICES

- Individual services and supports
- Systematic instruction
- Comprehensible structured learning environments
- Specific curriculum content focusing on difficulties associated with ASD
- Functional approach to problem behavior
- Family involvement



What does an inclusive classroom look like?

- **All** students are engaged in meaningful work that supports their instructional goals
- Learner objectives, activities, and rules are positively stated and clearly posted
- A variety of instructional strategies, materials, technology, and groupings are being used
- Services are brought to the general education classroom; staff works together to meet student needs
- Students aren't labeled by adult support; meaningful student-to-student interactions are evident
- Assignments are purposeful and maintain rigor; students are making measurable progress
- Classroom arrangement supports positive behavior and learning



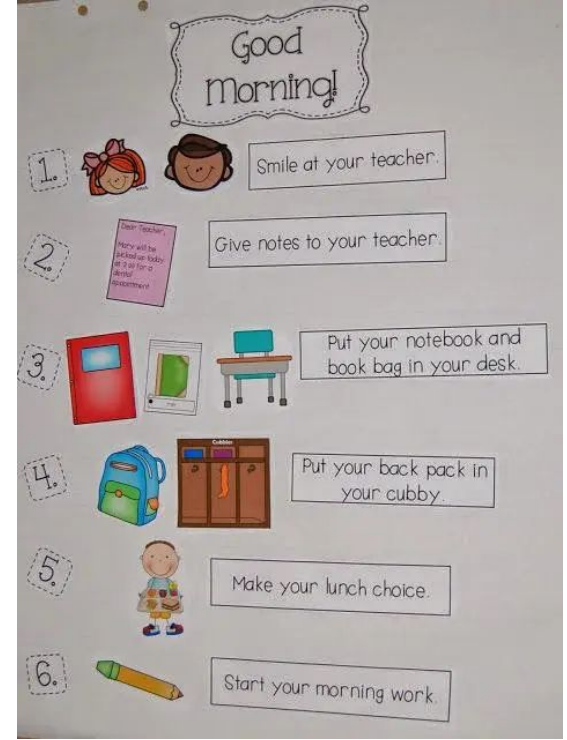
Key question:

How often do students have an opportunity to participate successfully in class or group activities by communicating, sharing, and interacting?



Readiness Skills for Inclusive Classrooms

- School and classroom routines
- Group instruction
- Self-care
- Social skills



What strategies are most effective for teaching readiness skills?

What adaptations or modifications need to be considered?

Ideas to Consider:

Make every room a sensory room! Seating options, headphones, music, sound machines, lighting options, mindfulness exercises, soft pillows...

SOS Kits (Support Our Students): dry erase board, visual timer, fidgets, highlighters, graphic organizers, cookbook stand...

“Elastic” structures: centers, webquests, project-based instruction, inquiry-based learning, drama, labs, workshops

Movement: throughout the day; collaborate with service providers

Make it mutual: learning buddies/partners check in with each other; must have opportunities to to give and receive feedback

Choices for All: seating, responding: write/type/draw/say, solving problems: calculator/manipulatives/mental math



Building Classroom Communities

One Pagers (SPIN=Strengths, Preferences, Interests, Needs)/Morning Circles

Group Resume- collective talents, experiences, and interests

Pass a Compliment

We All Own the Problem- collective problem solving

One Step Ahead- nonverbal; step ahead about attitudes, knowledge, ideas; all voices at the table

It's A Small World - discovering similar experiences and unexpected connections



The image shows a 'One-Pager' form template. At the top left is a small graphic of a person with a speech bubble and the text 'One-Pager'. To the right of this is a header area with a grid for 'Name' and 'Today's Date'. Below the header is a 2x2 grid of colored boxes for writing. The top-left box is green and labeled 'My Strengths'. The top-right box is orange and labeled 'My Interests'. The bottom-left box is blue and labeled 'My Preferences'. The bottom-right box is red and labeled 'My Needs'.



TIME TO SHARE

Comments or ideas to share? Please add them to the chat!



School

Inclusion is ...

... understanding
your school
community

... valuing
everyone

... about the
needs of the
whole
community

... celebrating
diversity and
individuality

... not an 'add
on' or an
afterthought

... valuing other
cultures

... knowing and
understanding the
needs of all pupils

... not just about
the IEPs

... reflecting on
your practice

... not just
about access

... changing the way
things are organised
so they suit pupil
needs

... everybody's
responsibility

... providing
flexible learning

... more than
just a policy

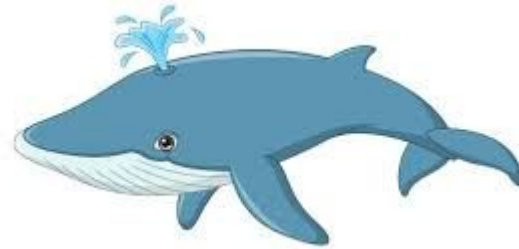
Building a School Community

Mix-It-Up at Lunch

“Desegregate” the staff during PD, faculty meetings, etc

Celebrate everyone’s whale!

Check the Doors - Does everyone enter through the same doors?



TIME TO SHARE

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Division

"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone.

Inclusion is about creating a better world for everyone."

Dian Richler, Past President, Inclusion International

Not Labels

NEEDS

Not Numbers

NAMES

Not Places

SERVICES





- Are students educated at the school they would attend if they did not have a disability?
- Is the general education classroom at their enrolled grade-level the first consideration when the instructional setting is discussed? Is there full and meaningful access to the general education curriculum?
- Are appropriate supports, supplementary aids, and services provided in the inclusive setting?
- Are special education instructional settings located throughout the school building within age, grade, or department appropriate areas?
- Are decisions about instructional setting determined on the basis of student needs rather than labels or available services?
- Is there a shared vision of high expectations for all students?
- Are there opportunities for all secondary school students to participate in community and/or job skill development programs?

Goal: To build **high quality, collaborative, engaging,** and ultimately **effective** schools which have enviable school cultures with **creative** instruction and **supportive** social interactions among students and staff.


TIME TO SHARE

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Community

“A community
that excludes
even one
of its members



is no
community
at all.”

– Dan Wilkins

Love the eggs. Acknowledge your fear (you're not alone). Share your stories. Find Common Ground. Talk-Daht.
www.love-the-eggs.com | www.common-ground.com | www.talk-daht.com

COMMUNITIES “CHARTING THE COURSE”

- Does the community provide inclusive settings and opportunities for students to learn about their place in society?
- Do we model inclusive living and learning environments?
- Do the messages and experiences we provide to citizens reinforce the inclusivity that students experience in school?

Check-In:

We need to pay attention to how we react to individuals with disabilities within our community.

Are they defined as a sum of their deficits or abilities? Do we presume competence?

Are individuals respected for their perspectives and experiences?

Do we recognize the signs of what makes an individual less able to stay well-regulated?



“Inclusive schooling

is an educational movement that stresses interdependence and independence, views all students as capable, and values a sense of community. Further it supports civil rights and equity in the classroom.”

(Paula Kluth)

TIME TO SHARE

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Resources:

<https://inclusiveschools.org/>

Theinclusiveclass.com

Throughthesamedoor.com

Don't We Already Do Inclusion?: 100 Ideas for Improving Inclusive Schools by Paula Kluth

Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms by Alice Udvari-Solner & Paula Kluth

Making Inclusion Work for Students with Autism Spectrum Disorder An Evidence-Based Guide by Tristram Smith