

Inclusive Practices Training and Support Modules

1. School Culture

- a. People–first language is used and modeled by administrators, teachers, paraprofessionals and other school staff.
 - i. People-first language brochure
 - ii. STEP program Boise – people first language
- b. School administrators communicate that general education teachers are responsible for teaching students with disabilities in their classroom with the support of special educators.
 - i. Basics on belonging (Angela Lindig)
 - ii. END THE R-WORD TVDSA
- c. The school’s culture of all students is reflected in the school’s website, newsletters, and all communication.
 - i. Photo on website and newsletter are inclusive
 - ii. IPUL – Inclusive websites and communities, Parents of SWD
 - iii. Marilyn Frind

2. Professional Development Culture of Inclusion

- a. General and special education staff attend professional development for content and instructional practices together.
 - i. Specific Learning strategies
 - ii. Invisible disabilities
 - iii. Ed” not Gen or Special, just Ed
- b. Elementary teachers are trained in the Universal Design for Learning framework and apply the principles in their instruction planning.
 - i. Tie UDL to the common core; present this way to student, tie together from the beginning.
 - ii. One approach that effects all learners – with careful focus on the marketing/branding to support “ALL”
 - iii. Story 4
 - iv. BSU instructional Performance Technology ahs a training for adult workforce (evaluated) on UDL for improving workplace efficiency.
 - 1. UDL marketed in softer language, or “double tag it” (call it one thing in certain audiences)
 - a. If working with this BSU program, could have grad students involved, different providers and validation sources

SEAP Inclusive Practices

Person	Question
School Admin	Has a philosophy of inclusion that includes students being grouped with same-age peers and every student is an active part of the school community.
	Ensure that teachers have professional development in Universal Design for Learning and differentiating instruction. Parents are included
	Encourage access to general education by ensuring that all students included in all activities.
	All students have access to the general education classrooms. If the student needs individualized services, those might best be provided in an alternate setting.
	Teachers and teams are well prepared to accommodate a successful experience.
	All classes are available for all students regardless of disabilities
	Students are supported by peer, adults, trained gen ed staff, and modification of content if needed.
	elements of the UDL framework are used in the classroom
	All students are able to be included in the general education setting
Front office	Students feel safe, there is a community within the school
	People first language is used when referring to students with disabilities. There are a lot of students who need assistance in different areas of learning.
	Staff are trained to use a positive approach to teach students and model appropriate behaviors.
Lunch Room	Student choice, not grouped by class
	Lunchroom buddies and student helpers
	Not obvious who the students with disabilities are
Recess	Buddy benches or peer connection option (special club or program)
	Students take turns, respectful, character education
	A positive, encouraging environment, authentic relationships
	All same-age students have recess together
	Equipment is accessible
Loading and unloading zones	Drop-off and pick up areas are the same
	Bell schedules are the same for everyone
	Teachers and aides greet all students, know students names
Para-professionals	Included in collaboration with general education and special education teachers
General Education teacher	UDL framework utilized, differentiation
	Students are greeted by name
	Familiar with cooperative learning strategies
	Understands that no two children are the same and is open to learning new strategies and best practices for teaching all students.
	Knowledgeable about accommodations, BIP's and interventions.
	Comfortable asking a parent because the parent is the expert on a child.
General Education classroom	Questions that allow all students to engage.
	Students with disabilities are sitting among their non-disabled peers, arrangement is purposeful
	Paraprofessionals are in classroom facilitating participation
	Peer tutors are assisting as needed
	Classroom allow for sensory integration
	Students have roles when working in a group
	Students workspaces are available
	If multiple adults are in the room, all are engaged in instruction, actively working with students with and without disabilities
Hallways	Positive adult interactions with all students
	Peer support for students with disabilities if needed
	People first language
Website	Accessible and clear that inclusive practices are valued (tab for screen reader, contrast color
Assemblies/ Field trips	Everyone is present and included, even if that requires special arrangements or accommodations
PE	Adaptive PE training, all students are included
	Celebrate successes