

# Building Inclusive Teams (Establishing the Need for Change and Creating a Vision)

Project Success

Session 1



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CONSULTING GROUP



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Solutions that Matter

# Session 1 Agenda

- Introductions & Training Series Overview
- Review of Session 1 Pre-activities
- Inclusive Practices Framework – Overview
- Establish the Need for Change (Framework Step 1)
- Gathering a Team & Creating a Vision (Framework Steps 2-4)
- Preview of Session 2



# Session 1 Objectives

## Participants will...

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- Understand the need for change in the approach to inclusion
- Identify critical members of an inclusive team
- Review the process for creating an inclusive vision



# Session 1 Pre-Activities

- Review the [Inclusive Practices Framework](#).
- Watch [The Evolution of Inclusion](#) (5:02)
- Complete the [Inclusive Schools Self-Assessment](#).
- Read one of the articles listed:
  - [Inclusive Education: What It Means, Proven Strategies, and a Case Study](#)
  - [4 Fool-Proof Inclusive Education Strategies All Teachers Need ASAP](#)
  - [Choose an article from the first \*four\* sections of the Inclusive Educator Toolbox.](#)



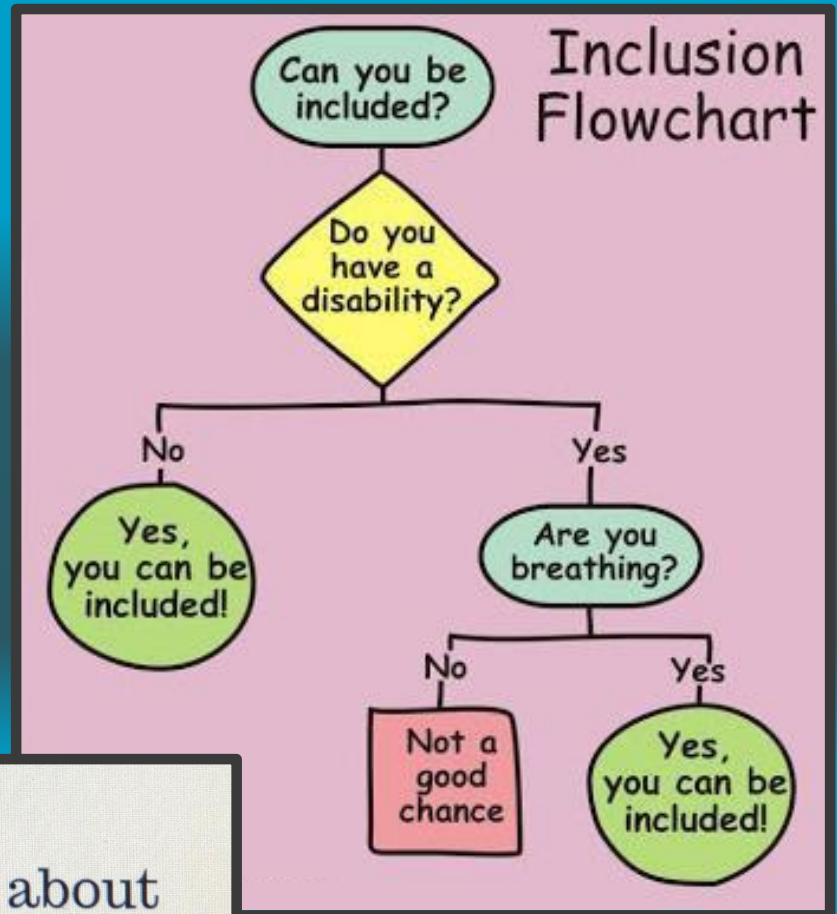
How much of the information shared in the pre-activities felt familiar to you and/or aligned with your beliefs?

What was surprising or stood out to you?



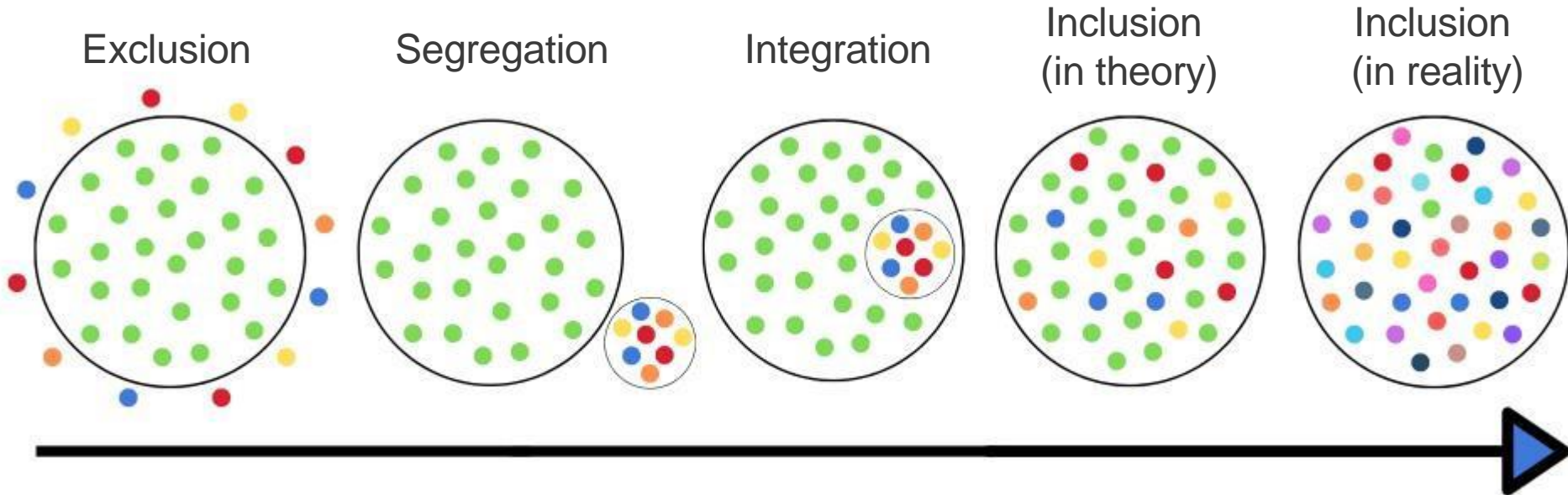
# Inclusive Practices

Inclusion is intentional. It is about identifying and removing barriers so that everyone can participate to the best of their ability.



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# The Evolution of Inclusion



Inclusion Means...	Inclusion Does NOT Mean...
Age-appropriate gen ed classrooms	“Dumping” SWSID into gen ed without careful planning
Full membership within the school community	Isolating students within the gen ed classroom
Individualized, differentiated learning	Reducing rigor for any student
Cooperative, collaborative teaching	Special ed teachers become assistants in the gen ed classroom
Building-based planning, problem solving, and ownership	Responsibility falls on individual teachers

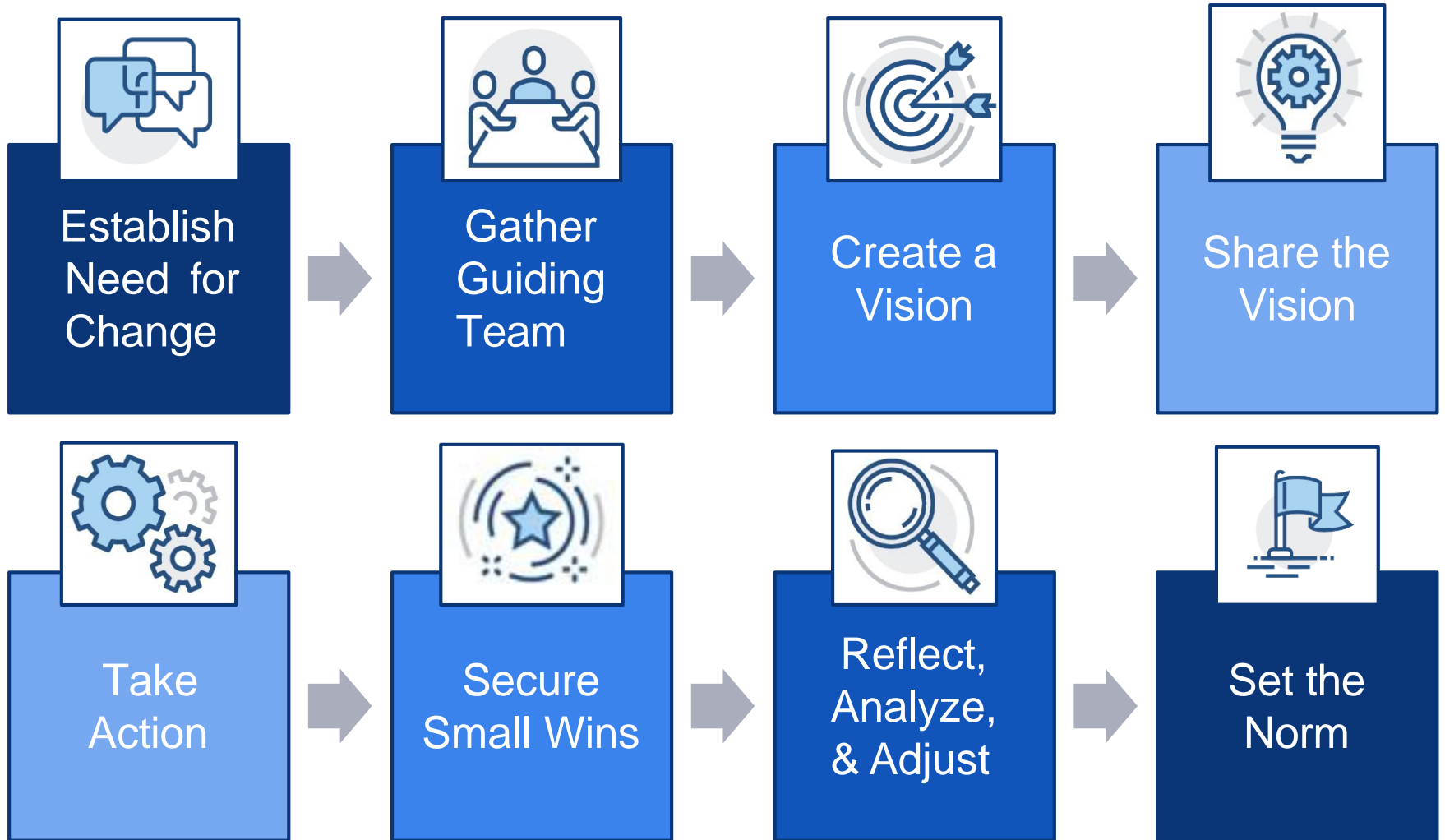


“When inclusive education is fully embraced, we abandon the idea that children have to become ‘normal’ in order to contribute to the world.

We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.”

- Norman Kunc

# Inclusive Practices Framework



**Establish  
Need for  
Change**

Gather  
Guiding  
Team

Create  
Vision

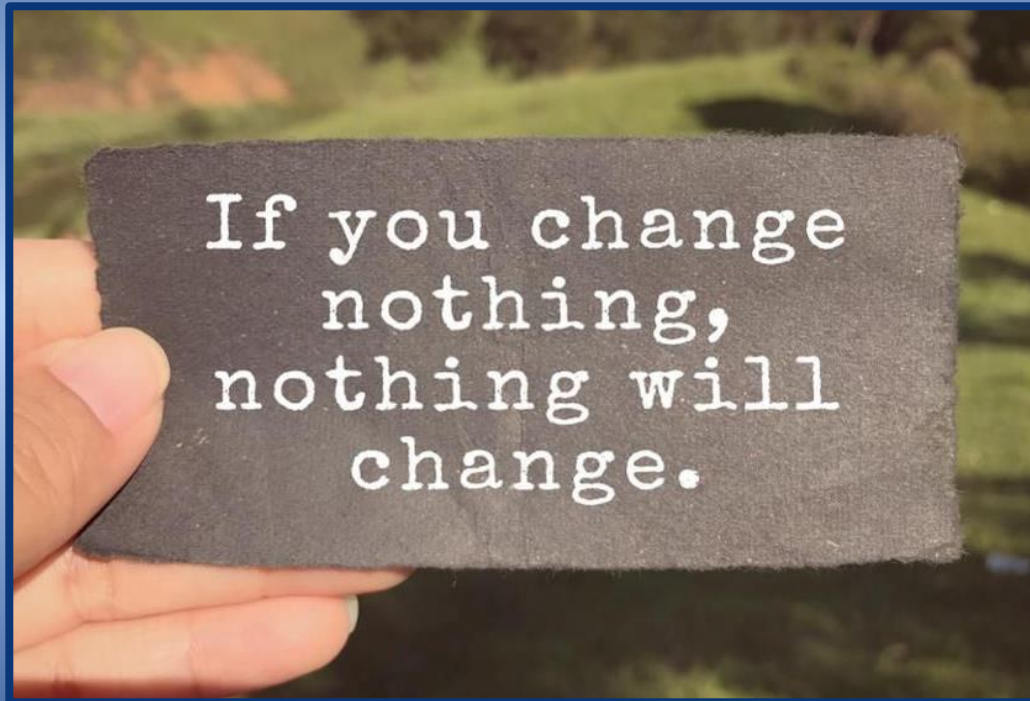
Share  
Vision

Take  
Action

Secure  
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Reflect,  
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Norm





# Legislation



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

**IMPORTANT**

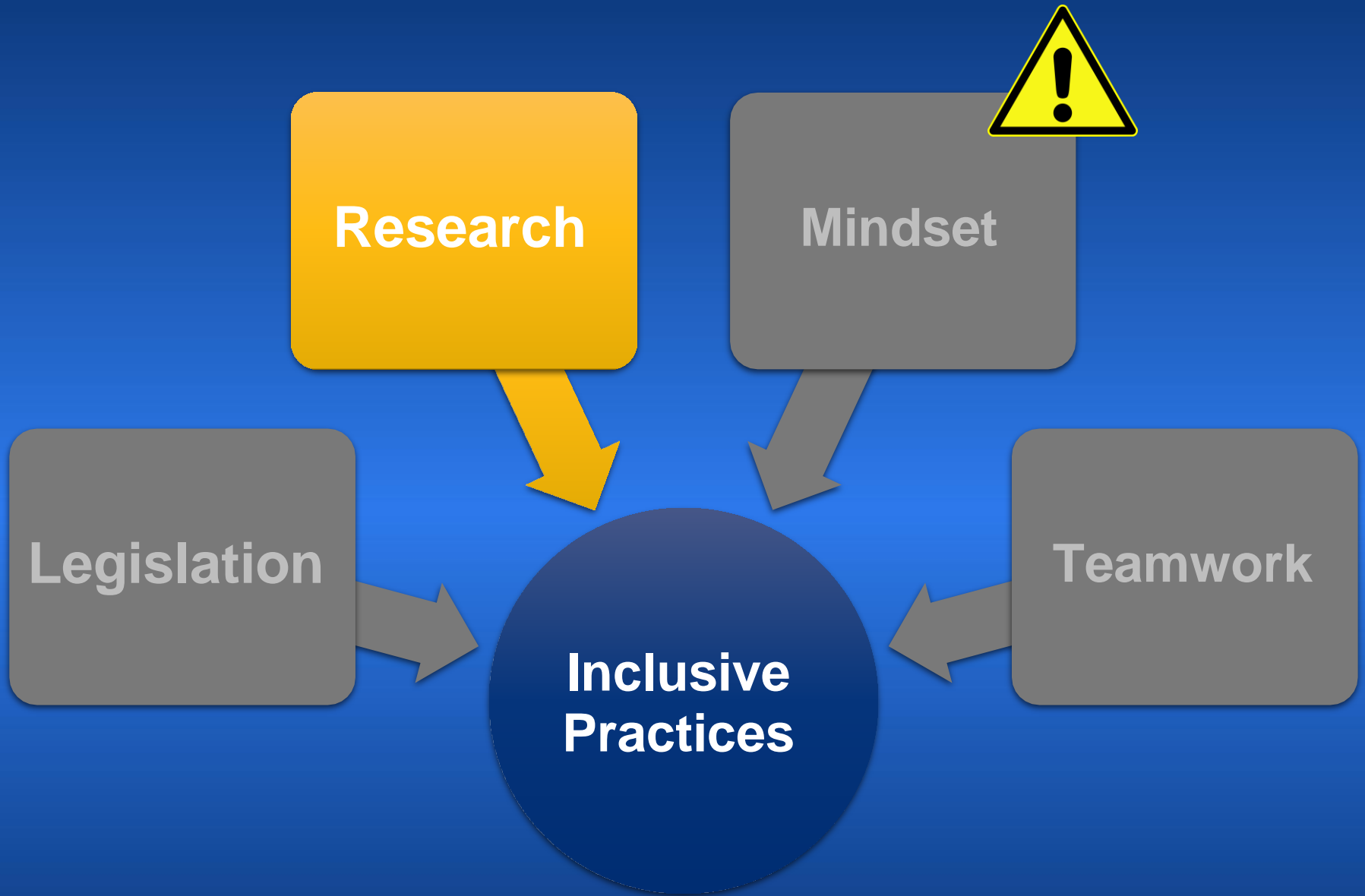
“Under the IDEA, in order to make **FAPE** available to each eligible child with a disability, *the child’s IEP must be designed to enable the child to be **involved in and make progress in the general education curriculum.***”

*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.***”





# Inclusion Research

## Research findings indicate that:

- Inclusive placements in general education classrooms for students with significant cognitive disabilities correlate *positively* with their achievement.<sup>1</sup>
- When students with intellectual disabilities are educated with their non-disabled peers, they also make progress on social goals.<sup>2</sup>
- When students without disabilities are educated in inclusive classrooms, they develop skills like empathy and advocacy, and there is no negative effect on their academic performance.<sup>3</sup>

1) Kleinert et al., 2015

2) e.g., Brock, Biggs, Carter, Cattet, & Raley, 2016; Henrick, Collins, Knight, & Spriggs, 2016

3) Carter et al., 2016



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A study released in 2019 found that Indiana students with disabilities included in general education classrooms do significantly better on Indiana state assessments than their peers placed in separate special education classrooms.

**“For educators and parents who struggle with making the right decision, this study provides greater certainty that inclusion has a strong relationship to academic achievement for students with disabilities.”**

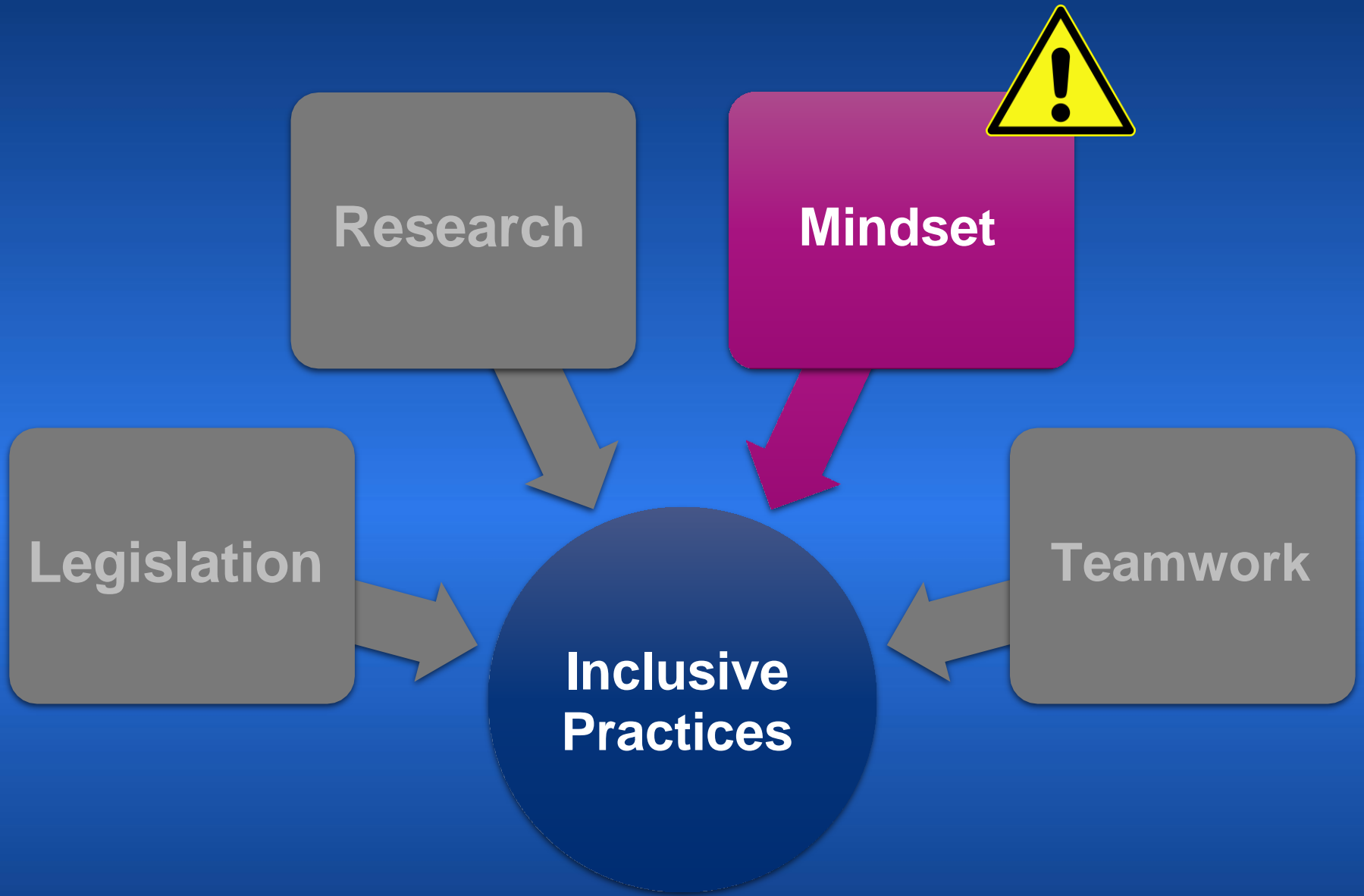
**Sandi Cole**

*Study co-author and director of the Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community, Indiana University-Bloomington*



On a scale of 1-10, how much does legislation and research guide or impact your beliefs and actions regarding inclusion on a daily basis?





# FAIR IS NOT ALWAYS EQUAL.



Teaching

is a lot like

Doctoring



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



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.

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!**



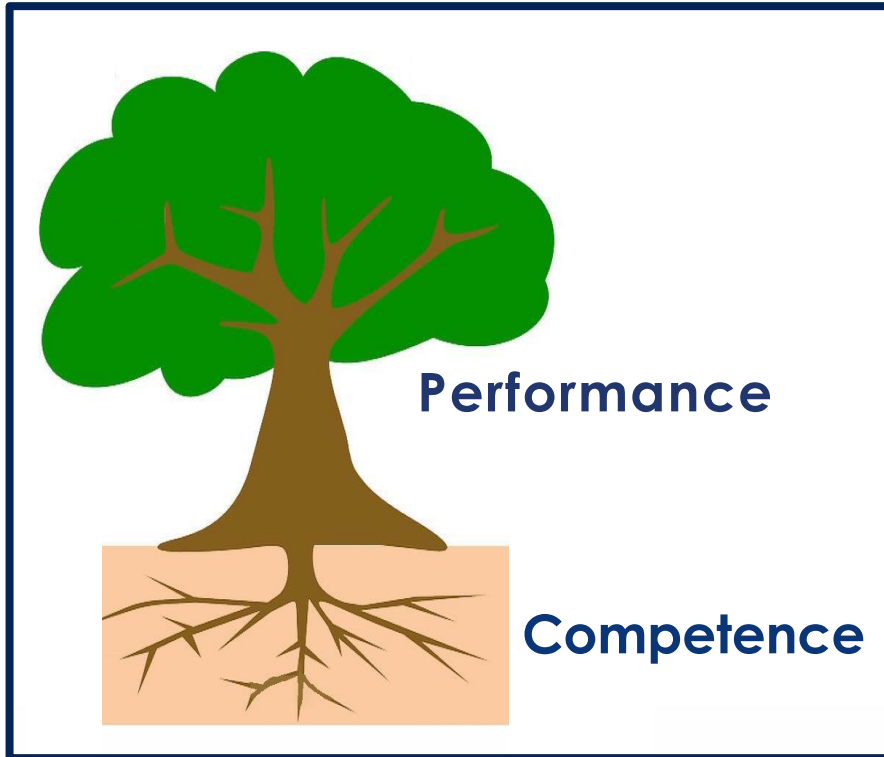
Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp.  
www.brookespublishing.com | 1-800-638-3775



**Building  
Blocks  
of an  
Inclusive  
Mindset**

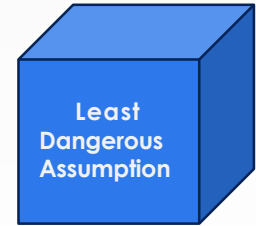


# Presumed Competence

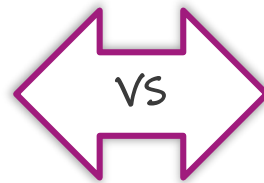


**ABSENCE OF  
EVIDENCE IS NOT  
EVIDENCE OF  
ABSENCE.**

# Least Dangerous Assumption



What if we assume students *CAN* learn, so we give them every opportunity, and it turns out they *CAN'T*?

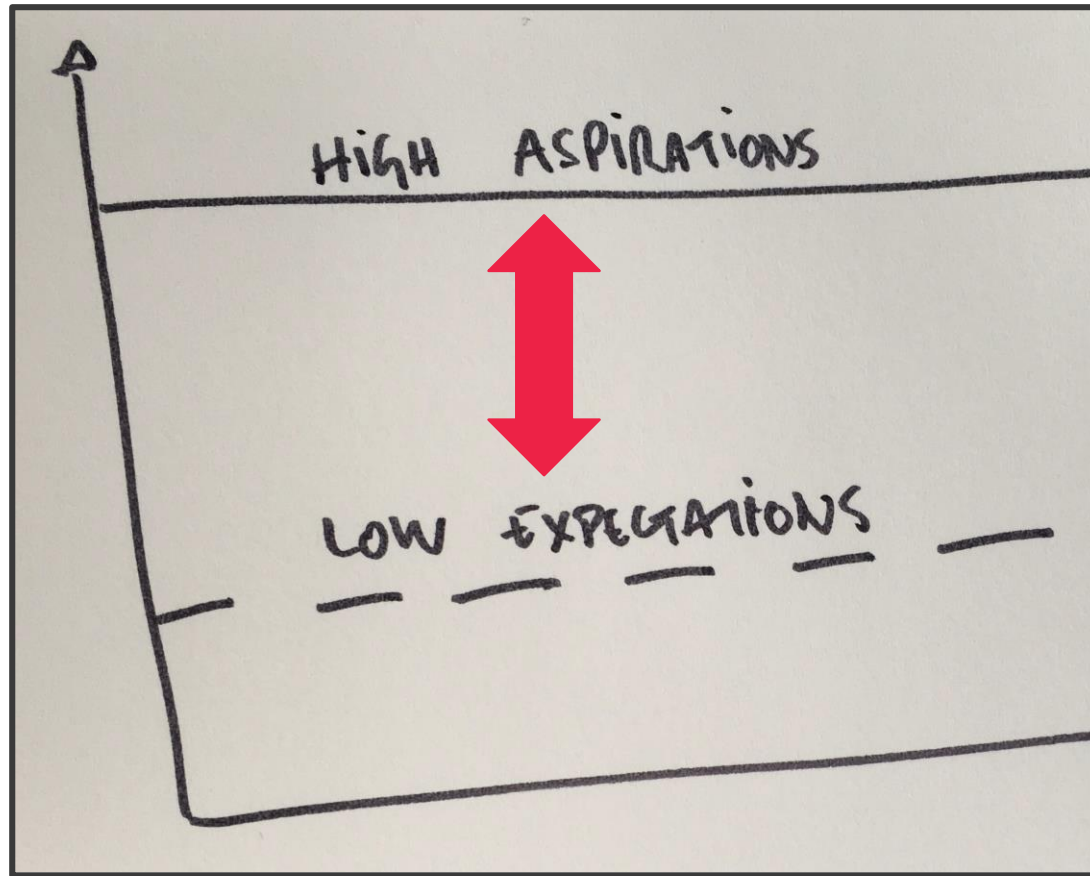
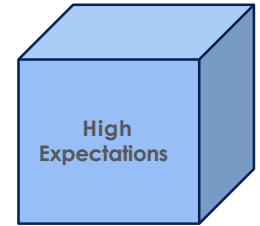


What if we assume students *CAN'T* learn, so we don't give them every opportunity, and it turns out they *CAN*?

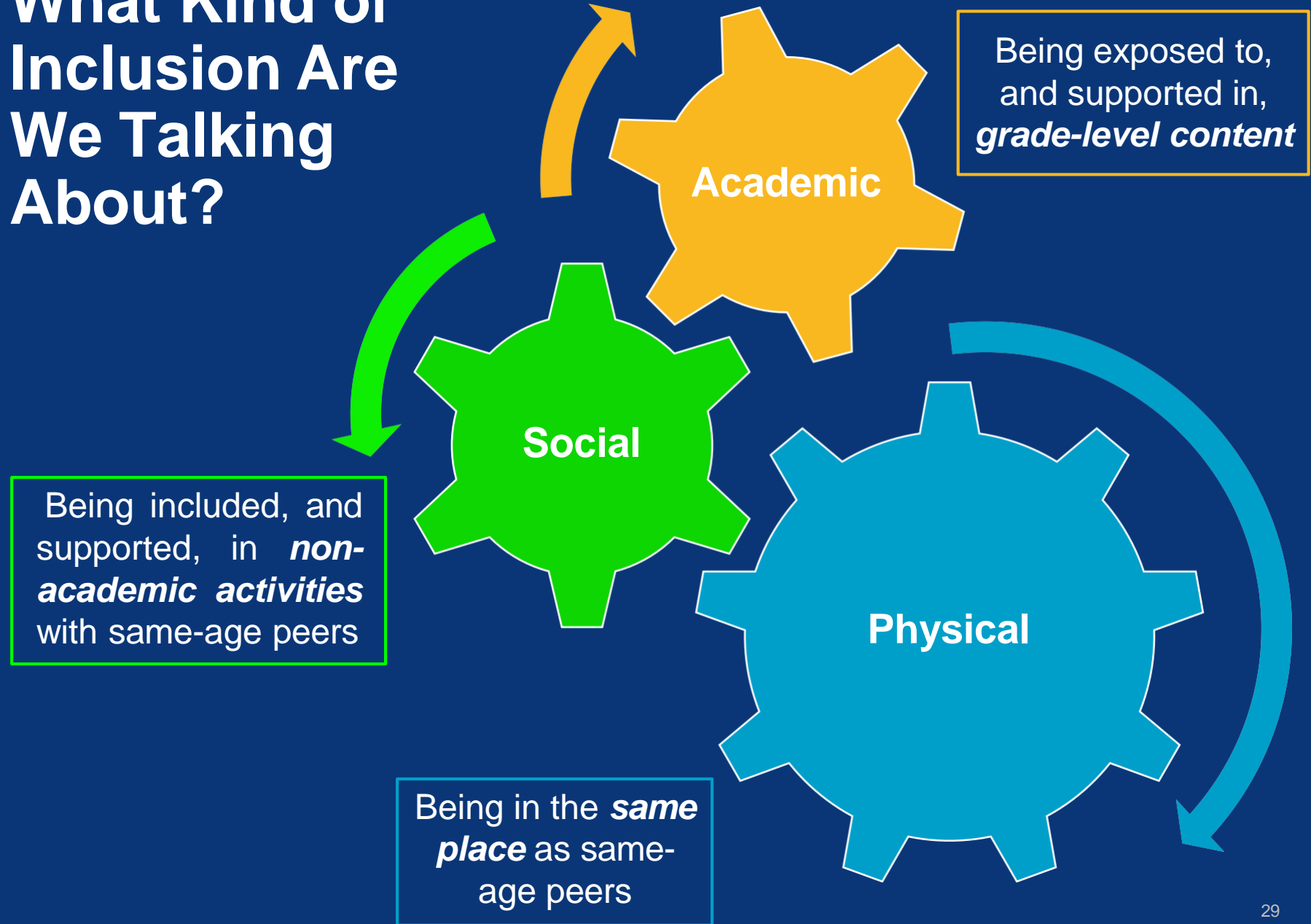
The least dangerous assumption is to have high expectations for all students.

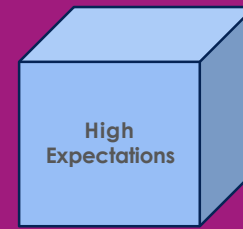


# High Expectations $\neq$ Unreasonable Expectations



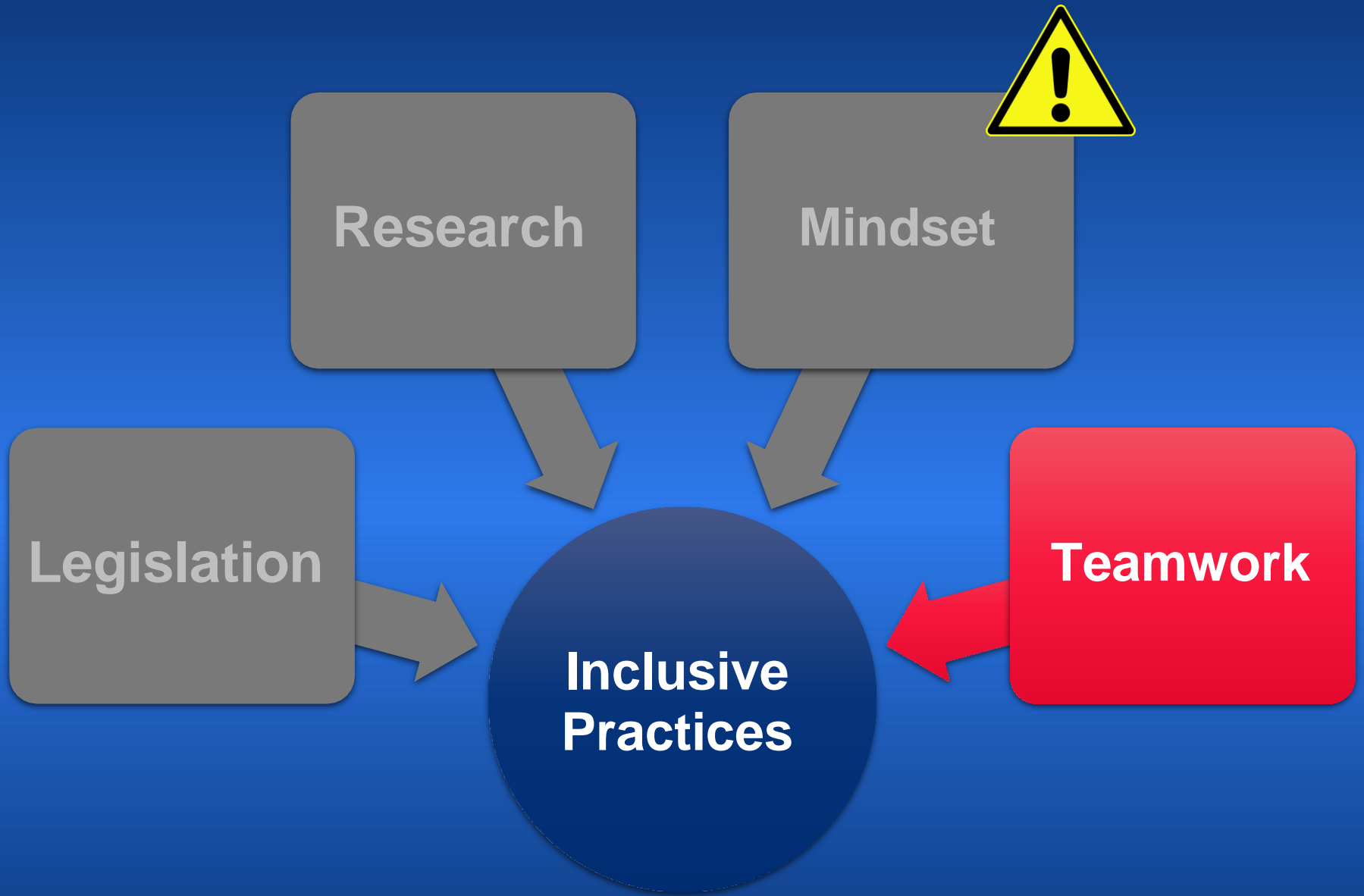
# What Kind of Inclusion Are We Talking About?





Which building block do you think will need the most intentional support and resources moving forward?





Establish  
Need for  
Change

**Gather  
Guiding  
Team**

Create  
Vision

Share  
Vision

Take  
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Secure  
Small  
Wins

Reflect,  
Analyze,  
& Adjust

Set the  
Norm





# Keys to Building an Effective Team

- Diversity of roles, skills, and perspectives<sup>1</sup>
- Voluntary participation<sup>2</sup>
- Effective interpersonal skills<sup>1</sup>
- Established team norms
- Intentional, regular communication

1) Chenoweth and Everhart, 2002

2) Marzano et al., 2005



## Building an Inclusive Team Template

Considerations	Example	Name(s)
Who knows the students best?	<i>Special ed teacher</i> <i>SLP</i>	
Who knows the academic content best?	<i>Gen ed teacher</i> <i>Instructional coach</i>	
Who has the ability to influence building schedules, procedures, etc.?	<i>Principal</i> <i>Assistant principal</i>	



<p><b>Who has the ability to influence school culture if necessary?</b></p>	<p><i>Principal</i> <i>Assistant principal</i></p>	
<p><b>Who has expert knowledge in areas that would make education more accessible to students with significant intellectual disabilities?</b></p>	<p><i>Curriculum coordinator</i> <i>AT specialist</i> <i>SLP</i></p>	
<p><b>Who is already championing the idea of inclusive practices?</b></p>	<p><i>Special education director</i> <i>Other teachers</i></p>	
<p><b>Who is still resisting inclusive practices and could offer good insight about potential roadblocks to implementation?</b></p>	<p><i>Administrators</i> <i>Other teachers</i> <i>Paraprofessionals</i> <i>Parents</i></p>	

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# 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 timeframe



# What's the Point?

- Supports effective long-term planning
- Provides clarity of purpose
- Aligns individual efforts toward team goals
- Sharpens focus on a forward-facing outlook
- Decreases likelihood of being bogged down by previous failures



# 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



## Inclusive Vision Template

Create your inclusive vision statement using the guiding questions below.

<b>What is the need for change in our school?</b> <i>Step 1: Establish the Need for Change</i>	<b>Who is on the team for inclusive practices?</b>	<b>What do our inclusive practices currently look like?</b>	<b>Where would we like to be?</b>
<b>Draw a picture that depicts your vision.</b>		<b>Jot down some descriptive words or phrases that represent your vision.</b>	
<b>Vision Statement:</b>			





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 learning and student success; Families will partner with staff to help students achieve their maximum potential; Students will constantly strive to improve in everything they do.

**Clear and concise?**

**Challenging, but achievable?**

**Future-oriented, but timebound?**

We, the Bain Elementary family, consisting of staff, students, parents, 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 in order to promote college and career readiness, as well as equip students with skills needed for life in the 21<sup>st</sup> century.

**Clear and  
concise?**

**Challenging,  
but  
achievable?**

**Future-  
oriented, but  
timebound?**



“(I)n order to comply with the legal mandate of LRE, IEP teams should treat the ***general education classroom*** as the ***default educational placement.***”

Jot down a few words or phrases that describe your vision for inclusion in your school or district.



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# Where We've Been



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# Where We're Going



# Session 2:

## Topics

- Take Action (Framework Step 5)
  - Assess Current Practices
  - Review Inclusive Strategies
  - Create an Action Plan

## Pre-Activities *(complete prior to Session 2)*

1. Use the [Inclusive Vision Statement template](#) to create your inclusive vision *(30-45 minutes)*
3. Preview Session 2 content by:
  - [Reading this article, Making Inclusion a Reality for Students With Severe Disabilities \(10 minutes\)](#)
  - Reviewing this [visual blog post](#) from [The Inclusion Lab](#) *(10 minutes)*





Questions?

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