
Best Practices in Inclusion



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**“When people say,
I tried inclusion and it didn’t work,
ask,
*What is the it?”***

~Paula Kluth, author, *Don’t We Already Do Inclusion?* 100 Ideas for Improving Inclusive Schools.

Training and Technical Assistance Center at William & Mary



- **T/TAC Mission:**
- The mission of Virginia's Training and Technical assistance Centers (T/TAC) is to **improve educational opportunities** and contribute to the success of children and **youth with disabilities** (birth - 22 years). The Centers provide quality **training and technical assistance** in response to local, regional, and state needs. T/TAC services **increase the capacity of schools**, school personnel, service providers, and families to meet the needs of children and youth.



Road Map to Inclusive Practices



The **Why**

- Awareness
- Community
- Effectiveness



The **What**

- High Leverage Practices
- Intensive Intervention
- Data Collection



The **How**

- Specially Designed Instruction
- Master Scheduling
- Co-Teaching



Road Map to Inclusive Practices



The **Why**
Awareness
Community
Effectiveness



By the year 2040, the number of Americans with disabilities over the age of 65 will have more than doubled what it was in the year 2000, comprising well over 20% of the population.

~Cyndi Pitonyak, Educator, Autism Center for Excellence

Retrieved from <https://vimeo.com/200213292> Center for Family Involvement



The Why Awareness

Inclusion DOES mean:

- Teaching students with disabilities in neighborhood schools.
- Having a shared ownership of all students among staff.
- Embedding related services into typical daily schedules.
- Providing guidance and support to general and special education teachers and administration.
- Scheduling students with disabilities in classes, the cafeteria, library, and other facilities along with same-age peers per their IEP.
- Planning in advance for academic and extracurricular activities to involve students with disabilities.
- Involving parents in the planning process.
- Teaching all students to understand and embrace human diversity.
- Providing meaningful opportunities for students with disabilities to contribute to the school community.
- Providing specially designed instruction and accommodations.
- Scheduling common planning for co-teachers.

Inclusion DOES NOT mean:

- Scheduling students with disabilities in general education classes without supports.
- Determining placement for students with disabilities based on their eligibility identification alone.
- Isolating students with disabilities in a separate wing of the school.
- Using a push-in model for older students with disabilities in a classroom with younger children.
- Maintaining separate daily schedules for students with disabilities and their nondisabled peers.
- Ignoring student needs and parent concerns.
- Presenting students with disabilities as needing sympathy and help from other peers.
- Setting unreasonable expectations for teachers and administrators.
- Placing all students with disabilities in one general education classroom per grade level.
- Discounting pull-out services as an option to address targeted skills in addition to instruction in the general education class.

The Why
Awareness

Equality



Equity



Awareness Strategy 1: **Take off the Blindfold**

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



- Use a social justice framework for disability awareness.
- Tour the school with students to look for accessibility issues.
- Have students review school programs and activities and rate how inclusive they are.
- Have students with disabilities volunteer to speak on a panel.
- Study laws on disability rights.

Awareness Strategy 2:

People First Language

from Creekside Elementary School in Suffolk, VA



We Believe in

PEOPLE FIRST LANGUAGE

People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first.

PFL is not about "political correctness," it's about good manners and "the golden rule."

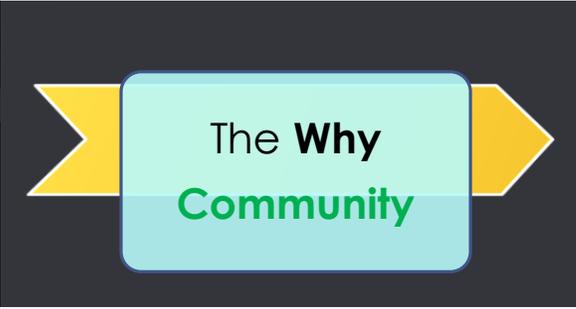
"Sticks and stones may break your bones, but words can never hurt you," is a very harmful myth. Words do matter! They can raise or lower expectations; hurt or help; crush hopes or create dreams; and so much more.

When we adopt new ways of thinking and talking about people with disabilities, we'll not only exert a positive influence on their lives, but on our society as a whole. We've seen the power of language on other groups; we've made changes and no longer use ethnic slurs and other harmful descriptors.

Now it's time to extend that courtesy to the boys, girls, men, and women in our neighborhoods, schools, workplaces, and communities who happen to have disabilities.

Revolutionary ... Life-Changing ... An Eye-Opener ... Thought-Provoking

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The **Why**
Community

“Inclusion is not about supporting the needs of some. It is about recognizing the uniqueness in all.”

~Paula Kluth, author, “Don’t We Already Do Inclusion?” 100 Ideas for Improving Inclusive Schools

Community Strategy 1: **Play Favorites**

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



- Grab a stack of index cards.
- Write a one student name per index card.
- Keep the cards stacked face-down on your desk.
- Flip over a new card each day.
- Provide extra attention to that student for the whole day.



“Inclusion isn't just about including a child with a disability; it is also about including a family.”

~Kenna M. Colley, Ph.D., Ed.D. Interim Provost and Vice President for Academic Affairs, Radford University

Community Strategy 2:

I'm Determined: Critical Decision Points

<https://www.imdetermined.org/parents/critical-decision-points-for-families-of-children-with-disabilities/>



Critical Decision Points for Families of Children with Disabilities

1. Factors that Contribute to Student Success

2. Accommodations, Modifications, and Long Term Goals

3. Self-Determination

4. What You Need to Know about Assessments

5. What You Need to Know About Diploma Options

1. Factors that Contribute to Student Success



Share

Figure 1: Critical Decision Points(n.d) Retrieved September 11, 2019, from <https://www.imdetermined.org/parents/critical-decision-points-for-families-of-children-with-disabilities/> Screenshot by author.

Community Strategy 3: I'm Determined: Parent Path to Success

<https://www.imdetermined.org/parents/parent-path-to-success/>



The screenshot shows the 'I'm Determined' website interface. On the left is a 'Parent Modules' sidebar with a list of 8 modules. The main content area features a video player titled '3. How Do I Help My Child Be Self-Determined?'. The video frame shows two side-by-side illustrations of a man in a red shirt. The left illustration, labeled 'STUDENT A', shows the man with thought bubbles containing icons of a graduation cap, a leaf, and a gear. The right illustration, labeled 'STUDENT B', shows the man with thought bubbles containing icons of a graduation cap, a leaf, and a gear, but with red 'X' marks over the leaf and gear. A text box above the illustrations reads 'what it is that he or she would like to have happen'. The video player includes a play button, a progress bar at 01:52, and social media sharing icons.

Parent Modules
Parent Path to Success

1. Introduction
2. What is Self-Determination?
3. How Do I Help My Child Be Self-Determined?
4. Community
5. Home
6. School
7. IEP Involvement
8. Tools

3. How Do I Help My Child Be Self-Determined?

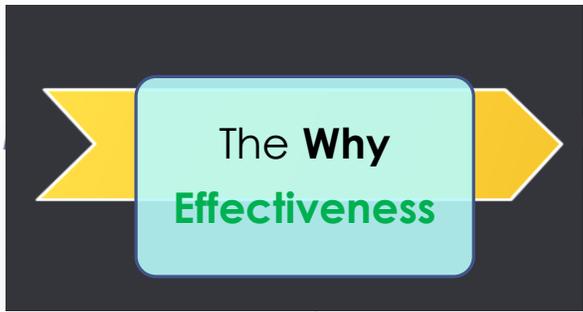
what it is that he or she would like to have happen

STUDENT A STUDENT B

01:52

Share

Figure 2: Parent Path to Success (n.d) Retrieved September 11, 2019, from <https://www.imdetermined.org/parents/parent-path-to-success/>. Screenshot by author.



Benefits for Students with Disabilities

Increased reading achievement for students with mild disabilities when given specially designed instruction in an inclusive setting with additional targeted pull-out services compared to results from instruction in a resource room alone (Marston, 1996).

Less student reliance on adults and greater utilization of peer supports (Helmstetter, Curry, Brennan, & Sampson-Saul, 1998).

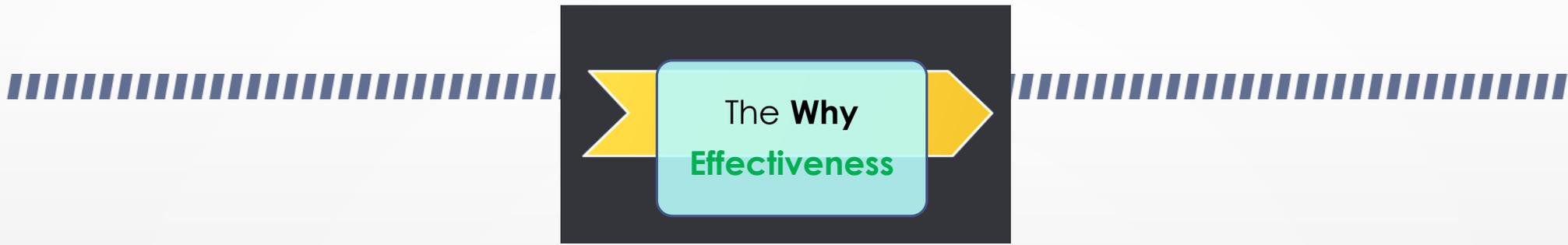
More direct instruction, improved attendance and behavior, and **increased student independence after high school** (Wagner, Newman, Cameto, & Levine, 2006).

Benefits for Students without Disabilities

More growth on yearly state tests in reading and math in comparison to other noninclusive schools (Choi et al., 2017).

No significant difference in academic performance or report card behavior ratings when compared to students without disabilities in noninclusive general education classes (Sharpe, York, & Knight, 1994).

Opportunities for peer tutoring and support, and **increased student participation and spelling performance** (Carter, Cushing, Clark, & Kennedy, 2005; Dawson et al., 1999).



Benefits for Students with Disabilities	Benefits for Students without Disabilities
<p>Increased academic progress and adaptive behavior for students with significant disabilities compared to self-contained settings (Fisher & Meyer, 2002; Sermier Dessemontet, Bless & Morin, 2012).</p> <p>More socialization and better communication skills for students with significant disabilities (Carter, Cushing, Clark & Kennedy, 2005; Hunt, Alwell, Farron-Davis & Goetz, 1996).</p>	<p>No negative impact on instructional time, student outcomes, or student engagement when educated with students with significant disabilities (Hollowood, Sailsbury, Rainforth, & Palombaro, 1995, McGregor & Vogelsberg, 1998, Staub & Peck, 1995).</p> <p>Increased acceptance and support of peers who use communication devices.</p> <p>Increased ability to build positive relationships with diverse peers (Hughes, Bernstein, Kaplan, Reilly, Brigham, Cosgriff & Boyken, 2013).</p>

Effectiveness Strategy 1: **Share Research:**

“Don’t We Already Do Inclusion?” 100 Ideas for Improving Inclusive Schools.
by Paula Kluth



- The National Center on Inclusive Education at the University of New Hampshire’s Institute on Disability
www.iod.unh.edu/PriorityAreas/inclusive-education/ncie-resources/research-publications.aspx
- The National Dissemination Center for Children with Disabilities (NICHCY): www.nichcy.org/schoolage/placement/inclusion
- TASH: www.tash.org/advocacy-issues/inclusive-education/.



Road Map to Inclusive Practices



The **What**

High Leverage Practices

Intensive Intervention

Data Collection

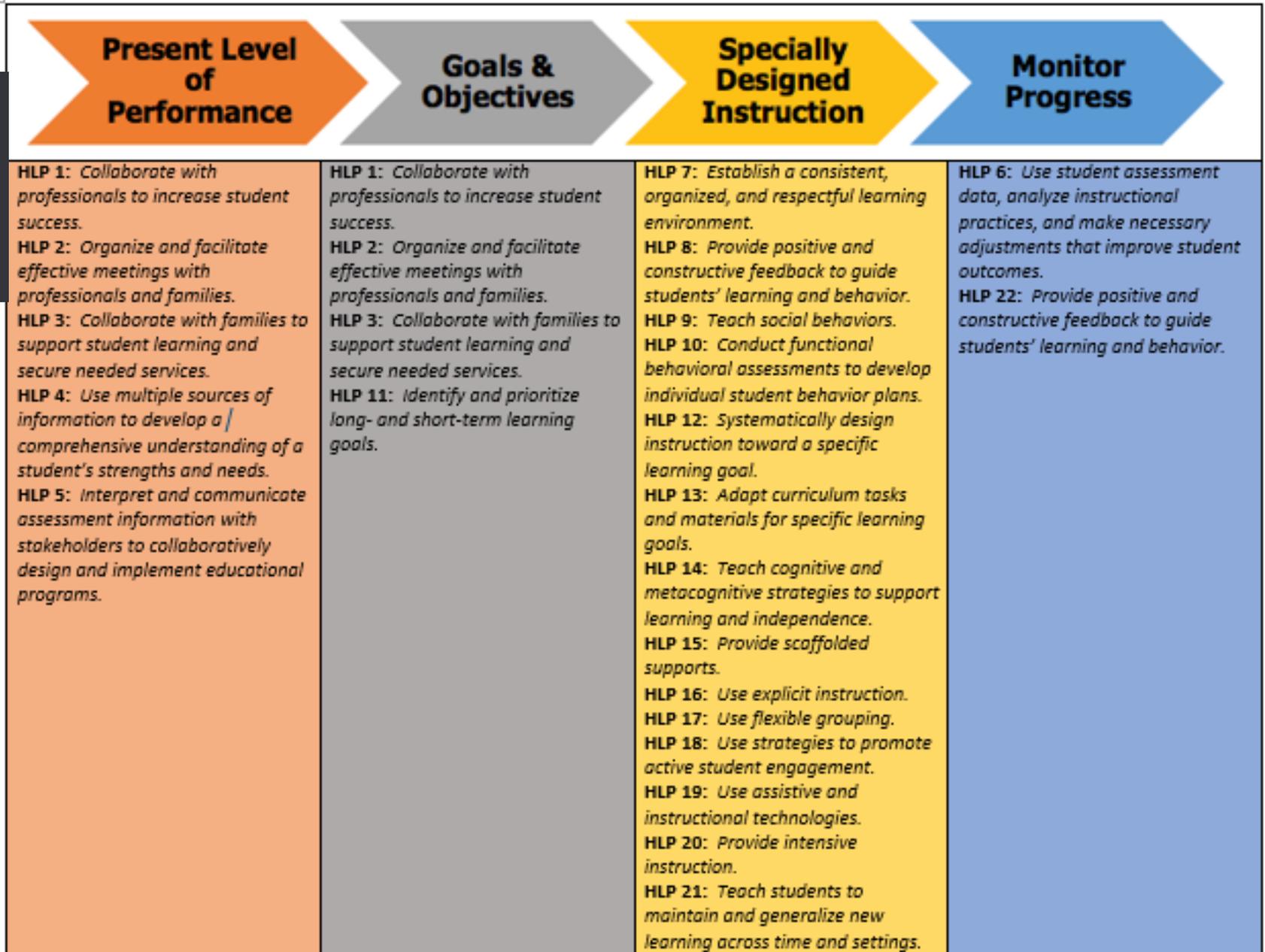


- High Leverage Practices (HLPs) are a set of practices determined by CEC and CEEDAR for special educators.
- Research-based
- Necessary for educators to use as a foundation for learning to meet the needs of students with disabilities
- Should be used in addition to evidence-based practices

(McLesky et. al, 2017)

Collaboration	Assessment	Social/Emotional/Behavioral
HLP 1: Collaborate with professionals to increase student success	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	HLP 7: Establish a consistent, organized, and respectful learning environment.
HLP 2: Organize and facilitate effective meetings with professionals and families	HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.	HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.
HLP 3: Collaborate with families to support student learning and secure needed services.	HLP 6: After special education teachers develop instructional goals, they make ongoing adjustments to students' instructional programs.	HLP 9: Teach social behaviors.
(McLesky et. al, 2017)		HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.
Instruction		
HLP 11: Identify and prioritize long-and short-term learning goals.	HLP 15: Provide scaffolded supports.	HLP 19: Use assistive and instructional technologies.
HLP 12: Systematically design instruction toward a specific learning goal.	HLP 16: Use explicit instruction.	HLP 20: Provide intensive instruction.
HLP 13: Adapt curriculum tasks and materials for specific learning goals.	HLP 17: Use flexible grouping.	HLP 21: Teach students to maintain and generalize new learning across time and settings.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.	HLP 18: Use strategies to promote active student engagement.	HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.

The What
High
Leverage
Practices



(McLesky et. al, 2017)

High Leverage Practices Strategy 1: Professional Learning Opportunities

<https://highleveragepractices.org/>



A screenshot of the website 'High-Leverage Practices in Special Education'. The page features a dark blue header with a logo on the left and the title 'High-Leverage Practices in Special Education' on the right. Below the header is a navigation menu with links for 'HOME', 'ABOUT THE HLPs', 'K-12 PRACTICES', 'BIRTH-5 PRACTICES', 'RESOURCES', 'VIDEOS', and 'PROFESSIONAL DEVELOPMENT GUIDE'. The main content area has a dark background with several colorful chalks (green, blue, purple, yellow, pink) scattered on the right side. The text on the page reads: 'Defining skills.', 'Preparing teachers.', and 'Improving student outcomes.' At the bottom, there is a small section titled 'High Leverage Practices' and another titled 'WE WANT TO HEAR FROM YOU'.

Figure 3: High Leverage Practices in Special Education (n.d) Retrieved September 11, 2019, from <https://highleveragepractices.org/>. Screenshot by author.



The **What**
Intensive
Intervention

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

Intensive Intervention Strategy 1: What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities>



FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation

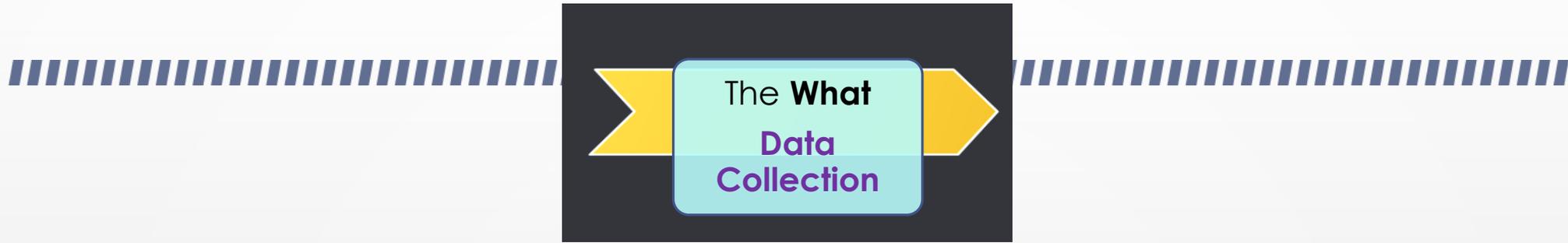
36 Results filtered by:

Children and Youth with Disabilities x

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
	Phonological Awareness Training	PK	<input type="checkbox"/>
	First Step to Success	K-3	<input type="checkbox"/>
	Coping Power	4-5	<input type="checkbox"/>
	Social Skills Training	PK	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
	Fast Track: Elementary School	K	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LIPS®)	1-4	<input type="checkbox"/>
	Early Risers	K-2	<input type="checkbox"/>
	Functional Behavioral Assessment-based Interventions	K-12	<input type="checkbox"/>
	The Incredible Years	PK-2	<input type="checkbox"/>
	Read Naturally®	2-6	<input type="checkbox"/>

back to top

Figure 5: What Works Clearinghouse (n.d) Retrieved September 11, 2019, from <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities>. Screenshot by author.



- It is essential for all teachers to make educational decisions based on data collection.
- Ongoing assessment is needed in order to scaffold instruction and provide prescriptive methods to meet individualized student needs.
- Types of data collection:
 - Diagnostic assessment
 - Summative assessment
 - Formative assessment
 - IEP goal data collection

Data Collection Strategy 1: **Formative Assessment**

- Thumbs up, middle, or down
- Fingers up
- Red and green card
- Exit Ticket
- White boards



Data Collection Strategy 2: IEP Planning/Recording



<http://ttacwm.blogs.wm.edu/inclusion-what-why-and-how/>

IEP Planning/Recording for an Inclusive Classroom

Subject _____ Unit _____

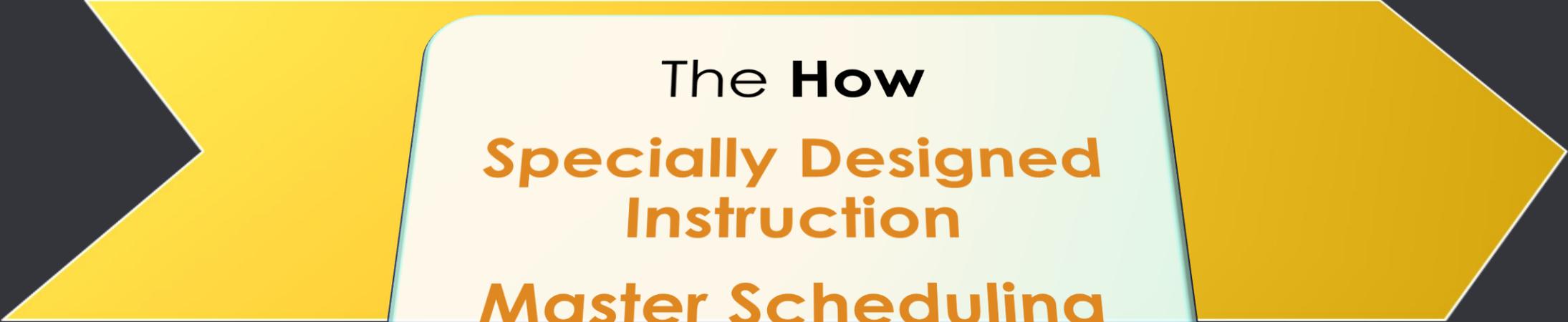
Directions: Pre-determine the goals, activities, co-teaching model, and schedule for data collection during **co-planning**.
Use document to collect data during **targeted instruction**.

Activity/Data Collection→	Monday	Tuesday	Wednesday	Thursday	Friday
Student IEP Goal/Specially Designed Instruction↓	Date:	Date:	Date:	Date:	Date:
(J.D.) will compare and order fractions with like and unlike denominators and decimals up to the thousandths place. (Target: 80% accuracy)	Stations Lego game (80% accuracy)		Stations Like denominators (80% accuracy)		
(B.L.) will compare and order whole numbers through the one millions place. (Target: 90% accuracy)					Alternative Manipulatives, Place value graph paper (60% accuracy)
(B.L.) when given a calculator, will find sums and differences (with numbers up to 999,999). (Target: 90% accuracy)				Alternative Place value cards (80% accuracy)	
(D.S.) will compare and order fractions with like denominators up to at least 12 as a denominator. (Target: 90% accuracy)	Stations Fraction tiles (50% accuracy)	Alternative Fraction tiles (80% accuracy)	Stations Like denominators (70% accuracy)		

Adapted from: ttacwm.blogs.wm.edu/lesson-design-for-an-inclusive-classroom/



Road Map to Inclusive Practices



The How

**Specially Designed
Instruction**

Master Scheduling

Co-Teaching

The **How**
Specially
Designed
Instruction

Differentiation	Accommodations	Specially Designed Instruction
ALL	SOME	FEW
<ul style="list-style-type: none"> • Design lessons based on students' learning styles. • Group students by shared interest, topic or ability for assignments. • Assess students' learning using formative assessment. • Manage the classroom to create a safe and supportive environment. • Continually assess and adjust lesson content to meet students' needs. <p style="text-align: right;">(Tomlinson, 2008)</p>	<ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> • Read Aloud • Audio • Large Print • Response <ul style="list-style-type: none"> • Oral Response • Word Processor • Calculator • Setting <ul style="list-style-type: none"> • Small Group • Minimal Distractions • Preferential Seating • Timing <ul style="list-style-type: none"> • Extended Time • Breaks • Scheduling <ul style="list-style-type: none"> • Segmenting • Order • Time of Day 	<ul style="list-style-type: none"> • Study Skills Instruction • Multisensory Reading Instruction <ul style="list-style-type: none"> • Orton-Gillingham • Wilson • Foundations • Concrete-Representational-Abstract Sequence of Math Instruction • Comprehension Strategy Instruction <ul style="list-style-type: none"> • Structure Your Reading • Behavior & Social Skills Instruction <ul style="list-style-type: none"> • Skill Streaming

Specially Designed Instruction Strategy 1:

Self-Directed IEP Process

from Tom Nearn, Center for Self-Determination



- **Survey your IEP team with the following questions:**
 - **Self Direction:** What do we hope to see the student doing independently by this time next year?
 - **Relationships:** What do we hope to see the student doing with other kids his own age by this time next year?
 - **Citizenship:** What do we want to see the student doing as part of a group by this time next year?

(Pitonyak, 2017)
- **Compile results on chart paper**
- **Meet as a team to discuss areas of importance**
- **Create a collaborative IEP draft together**
- **Finalize the IEP once the team meets consensus**

Specially Designed Instruction Strategy 2: **Developing Measurable IEP Goals**

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p07/#content>



Developing High Quality IEP Goals	
S	Specific - detailed and individualized to student's area of need. Includes condition, skill, measurement for success, and timeframe.
M	Measurable - able to be easily observed for a progress check.
A	Actively Phrased -phrased in a way that promotes student independence.
R	Realistic - relevant to student and likely to be obtained within the duration of the IEP.
T	Time Limited - includes a timeframe for which the goal is expected to be accomplished.

(IRIS Center, 2017)



- Master scheduling should begin with **considering the needs of the students** with disabilities.
- Then the schedule is **built around these considerations**.
- It's important for **IEPs to be current and accurate** and reflect the strengths and needs of the student.
- The master schedule should **allow for common planning** among collaborative teachers.

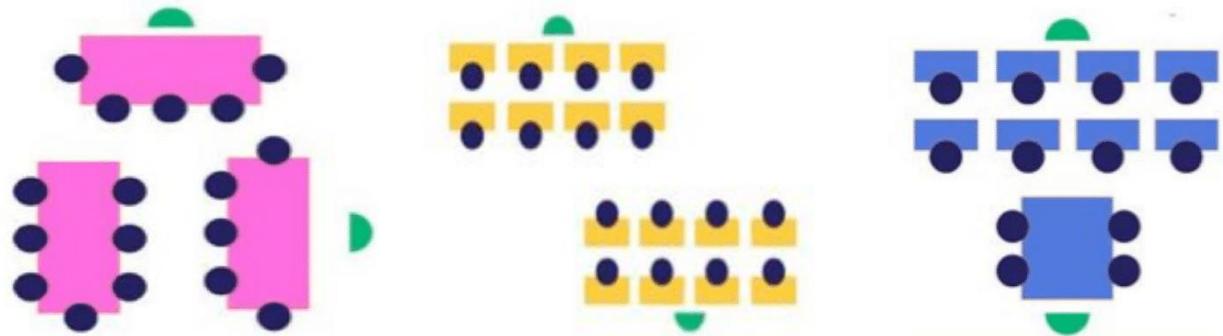
Master Scheduling Strategy 1: **Master Scheduling to Support Inclusion**



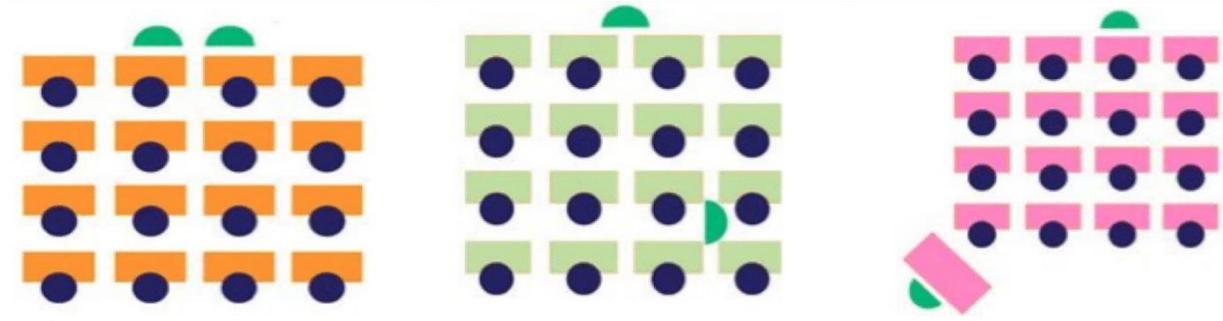
<http://ttacwm.blogs.wm.edu/laying-the-foundation-considerations-for-scheduling-students-with-disabilities/>

- 1. In both elementary and secondary schools, **students with disabilities should be the first students assigned to classes** in the master schedule (FIN, n.d.; Friend et al., 2014; Murawski, 2008).
- 2. **No more than 40% of students with disabilities** should populate a general education classroom (Friend et al., 2014).
- 3. All students with disabilities **do not require placement in co-taught classrooms** (Friend et al., 2014).
- 4. Do not overload students with **unnecessary supports** (Friend et al., 2014).

The How Co-Teaching

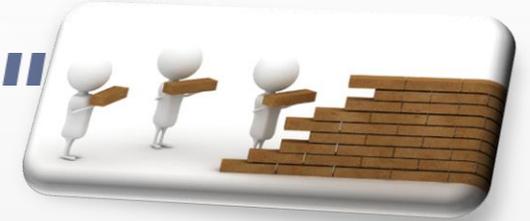


STATION TEACHING	PARALLEL TEACHING	ALTERNATIVE TEACHING
TEAM TEACHING INTERACTIVE TEACHING	ONE TEACH-ONE ASSIST	ONE TEACH-ONE OBSERVE



(Friend, 2007)

Co-Teaching Strategy 1: Real Co-Teachers of Virginia



<https://ttaonline.org/Resource/JWHaEa5BS77x6Mg1XzNDsA/Resource-real-co-teachers-of-virginia-eworkshop-vdoe-excellence-in-co-teaching-initiative>

The screenshot shows the TTAC Online website interface. At the top left is the TTAC Online logo with the tagline "A community sharing resources to educate students with disabilities". To the right are links for "Help | Register | Log In" and a "Text Size" selector. Below the logo is a navigation menu with items: "Home", "My TTAC Online", "VA Projects", "VA Assessments", "Disability Info", "Resources" (highlighted in purple), "Events", and "Online Trainings". A large banner image shows a teacher in a blue shirt leaning over a group of diverse students in a library setting. Below the banner is a "Resources" section with the heading "Real Co-Teachers of Virginia eWorkshop (VDOE Excellence in Co-Teaching Initiative)". The "Description:" section explains that the series of webshops showcases products created by real co-teachers of Virginia, including lesson plans and videos. A "Note:" states that users must create an account on TTAC Online to access the webshops. The "Link(s):" section provides two links: "Real Co-Teachers of Virginia - Middle & High eWorkshop" and "Real Co-Teachers of Virginia - Elementary eWorkshop".

Figure 1: Real Co-Teachers of Virginia eWorkshop (VDOE Excellence in Co-Teaching Initiative) (n.d) Retrieved September 11, 2019, from <https://ttaonline.org/Resource/JWHaEa5BS77x6Mg1XzNDsA/Resource-real-co-teachers-of-virginia-eworkshop-vdoe-excellence-in-co-teaching-initiative> Screenshot by author.

Co-Teaching Strategy 2:

Inclusive Practices Partnership Project

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/inclusive/index.shtml



Inclusive Practices for K-12 Students

Best practice in inclusive education requires access to and implementation of three major components: academic inclusion, social inclusion, physical inclusion. The following inclusive practice partnership projects provide examples of inclusive practices in all aspects of the k-12 school community.

Videos

- Welcome Home - John Gandy Elementary in Hanover County provides the viewers with a collection of videos that share the process of creating an inclusive school environment.
 - [Adapting for Inclusion Success Video](#) | [Transcript](#) (Word)
 - [Inclusion in the Classroom Video](#) | [Transcript](#) (Word)
 - [Inclusion in the Community Video](#) | [Transcript](#) (Word)
 - [Planning for Inclusion Success Video](#) | [Transcript](#) (Word)
 - [Staffing for Inclusion Success Video](#) | [Transcript](#) (Word)
- [Friends Forever Video](#) | [Transcript](#) (Word) - Friends Forever (FF) is a mentoring program for elementary students at Westbriar Elementary in Fairfax. The program teaches empathy and inclusion while also developing students as leaders and role models.
 - [Friends Forever Implementation Manual](#) (Word)
- [Learn-Create-Share Video](#) | [Transcript](#) (Word) - Goochland Elementary co-teaching team shares an instructional process using flexible grouping technique that encourages inclusive practices in the general education classroom.
- [Pocahontas Elementary Inclusive Practices Video](#) | [Transcript](#) (Word) - Powhatan County teachers provide a glimpse into the day in their Inclusive classroom.
- [Math Inclusive Practices Video](#) | [Transcript](#) (Word) - Tabb High School in York County share their Inclusive Math Practices for Algebra 1 and Geometry.
- [The Active Learning Academy Video](#) | [Transcript](#) (Word) - Staunton River Middle in Bedford County has designed a program in which students participate in a blended learning environment that focuses on engagement and individualized student pace.
- Southampton County High School team share their journey of addressing the needs of a student with a vision impairment in a two part video
 - [That All May See Part 1 Video](#) | [Transcript](#) (Word)
 - [That All May See Part 2 Video](#) | [Transcript](#) (Word)

Webpages & Blogs

- [Block Code Matters](#): Heritage High School in Newport News shares information on a website for an Innovative Music and Coding Program developed to teach computational thinking and computer science techniques to students with disabilities.
- [Raiders Fitness for All](#): Atlee High School in Hanover, Virginia designed and implemented a fully inclusive PE collaborative class to instruct ALL students in the areas of health, fitness, and physical activities. A web page and blog have been developed which will house future resources for teacher use.

Figure 6: Inclusive Practices for K-12 Students (n.d) Retrieved September 11, 2019, http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/inclusive/index.shtml from Screenshot by author.



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