

The Tools for Effective Inclusion Notetaker

Introduction:

Our Course Mission Statement: "By using strengths as leverage, accommodations and modifications should provide a "just right" level of support that empowers a child to engage in class, instruction, and assessment in a meaningful way by supporting them around the needs I observe in my classroom."

Module 1: Meet Danny

1. Identify a child to use as an example while you work through this course. What's their first name? _____ List a few interesting details about this student: _____

Actions from Module 1



✓ Get to know your students

My Actions: _____

Module 2: Discover the Tools

1. What are the tools for effective inclusion? _____
2. Why is this analogy (tools=accommodations) so powerful? _____

3. Review your student's (from Module 1) IEP. Does this child have the same accommodations as others? Talk to others to compare if necessary. _____

Actions from Module 2



✓ Expand your toolbox (use different accommodations) – to be continued in Module 7

My Actions: _____

Module 3: Function of Accommodations and Modifications

1. The role of an accommodation is to support the child _____ their needs.

2. Why is this concept of supporting a child around their need so powerful? _____

Actions from Module 3

✓ If you see a child struggling with a need, find ways to support them around it!



My Actions: _____

Module 4: Special Education is a Two-Tiered System

1. What is tier I? _____

2. Tier II is: _____

3. List some things your team is doing to support your child (from Module 1) through their needs (improve skills): _____

4. Be creative, what other ways can think of to improve a child's skills by working them through their needs? _____

Actions from Module 4

✓ Plan and deliver ways to work a child through their needs by improving related skills.



My Actions: _____

Module 5: Engaged In a Meaningful Way

1. What is meant by "just right?" _____

2. The goal with an accommodation is to _____ the child in _____,
_____, and _____ in a _____ way.

3. Accommodations and modifications don't make things "easier" for the child, they make it possible for the child to reach high expectations. How? _____

4. What does it look like when a child isn't supported "just right?" What does the child do? _____

5. Consider your child (Module 1), are they meaningfully engaged? How do you know? _____

Actions from Module 5



- ✓ Engage your student in class, instruction, and assessment by finding "just right."

My Actions: _____

Module 6: Selecting Appropriate Adaptations

1. Strengths are used as _____ against a child's needs.
2. My student's strengths include: _____

3. How can you use these strengths as leverage against their need(s)? _____

4. Develop your own example or an accommodation leveraged by a strength: _____

5. One of my student's needs is: _____
 - The accommodation(s) used to support them around this need include: _____

 - The data used to show this need includes: _____

6. A second need my student has is: _____

- The accommodation(s) used to support them around this need include: _____

- The data used to show this need includes: _____

7. Next time you're in a colleague's classroom make observations of the supportive structures they use for all students (universal supports). How does the presence of these supports impact the students? _____

8. Does your student (Module 1) demonstrate a need (or a more intensive need) in one classroom? Where? _____

- What accommodations are being used (or could be used) in this setting that aren't being used in others? _____

Actions from Module 6



- ✓ Select accommodations that are aligned to a child's need(s) and empower them
- ✓ because they utilize their strengths as leverage against their needs.
- ✓ See each environment (classroom) as different and recognize when different accommodations are necessary.
- ✓ Empower colleagues with the ability to select and implement accommodations that fit their setting!
- ✓ Point out and share universal supports with your colleagues

My Actions: _____

Module 7: Explore Accomods™

For updates, visit www.ActionDrivenEducation.com and sign up for our newsletter.

Actions from Module 7



- ✓ Expand your toolbox!
- ✓ Empower others by working in collaboration to discuss the ideas present in Accomods™ as potential solutions.

My Actions: _____

Module 8: The Power of Possibilities™ (PoP)

1. The Power of Possibilities™ is a pattern where the presence of _____
_____ seems to generate _____

Actions from Module 8



- ✓ Use existing solutions (Accomods™) to generate new ideas!

My Actions: _____

Module 9: Support Takes Time

1. Outline the difference in the time spent supporting a child through failure versus the time it takes to implement an accommodation? _____

Actions from Module 9



- ✓ Spend your time working proactively to implement accommodations that lead a child to success by supporting them around their need(s).

My Actions: _____
