

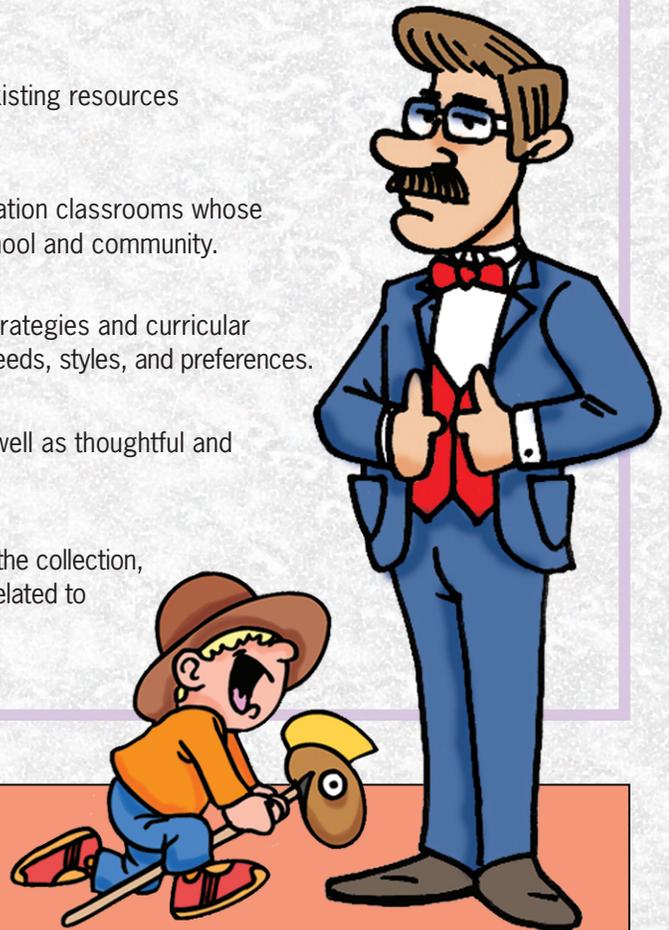
- Building inclusive learning communities for students, staff, and families.
- Dealing with staff resistance to change.

## What is an inclusive school?

A school that educates students with disabilities in age-appropriate general education classrooms with specialized instruction and supports as determined by their Individual Educational Plan (IEP). Special education services are provided within the context of the general education curriculum and class activities in the school that the student would attend if s/he did not have a disability.

### *Inclusive schools recognize that...*

- 1** Inclusive practices require collaboration and independence among administrators, staff, students and family members.
- 2** Inclusive models promote more creative and efficient use of existing resources (e.g., staff, time and funding).
- 3** Students with disabilities are valued members of general education classrooms whose teachers hold high expectations for student success in the school and community.
- 4** Effective teachers use a variety of approaches, instructional strategies and curricular adaptations that are tailored to each student's learning abilities, needs, styles, and preferences.
- 5** Professional development focuses on skills and capacities as well as thoughtful and reflective actions of staff.
- 6** Students with disabilities are included and carefully considered in the collection, organization, analysis, interpretation, and whole school planning related to student achievement data.



The Florida Inclusion Network provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students.

# Building Inclusive Learning Communities: How to Get Started

## An eight-step process:

### Step One:

**Establish a team of stakeholders on your campus to engage in “active inquiry” related to inclusive practices.**

The team should be representative of

- ✓ special education teachers
- ✓ support staff (OT, PT, speech)
- ✓ general education teachers
- ✓ specials, elective, or vocational teachers
- ✓ administrators
- ✓ families.

### Step Two:

**Enlist a “Critical Friend”**

Explore existing resources for technical assistance related to inclusive practices. Seek out someone who can be your “guide on the side”:

- ✓ Florida Inclusion Network (FIN) facilitator
- ✓ district ESE department staff
- ✓ local universities (College of Education scholars)
- ✓ independent consultants.
- ✓ Florida Diagnostic and Learning Resources System (FDLRS)

Communicate with you “critical friend(s)” every step of the way.

### Step Three:

**Develop an Inquiry Question**

Example: *How can we expand opportunities for students with disabilities to participate in the general education curriculum and statewide assessments?*

Revise your question so that it is measurable.

Examples: *How many students with disabilities are/are not currently included in the general education classroom curriculum and statewide assessments?*  
*What evidence do we have to support students' achievement in pull out or self-contained models?*

### Step Four:

**Gather Data**

Example: Assessment Results

- ✓ Current number of students with disabilities participating in statewide assessment.
- ✓ Current scores of students participating in statewide assessment.
- ✓ Seek and gather missing data – example: scores of students who have transferred from other schools.
- ✓ Enlist other resources as necessary – example: a specialist from you District's M.I.S. Dept.
- ✓ Use existing assessment tools to determine your school's current state of inclusive practices. Your FIN representative has many evaluative tools that can help your school identify critical areas of need.

### Step Five:

**Review, understand, and analyze your data.**

Involve others as needed to make sense of information. Sort fact from fiction; determine how “believable” the information is; realize what data are reflective of perceptions rather than certainty.

### Step Six:

**Write a plan of action.**

Include your vision, goals, resources needed (people, time, and materials), timelines, evaluation criteria.

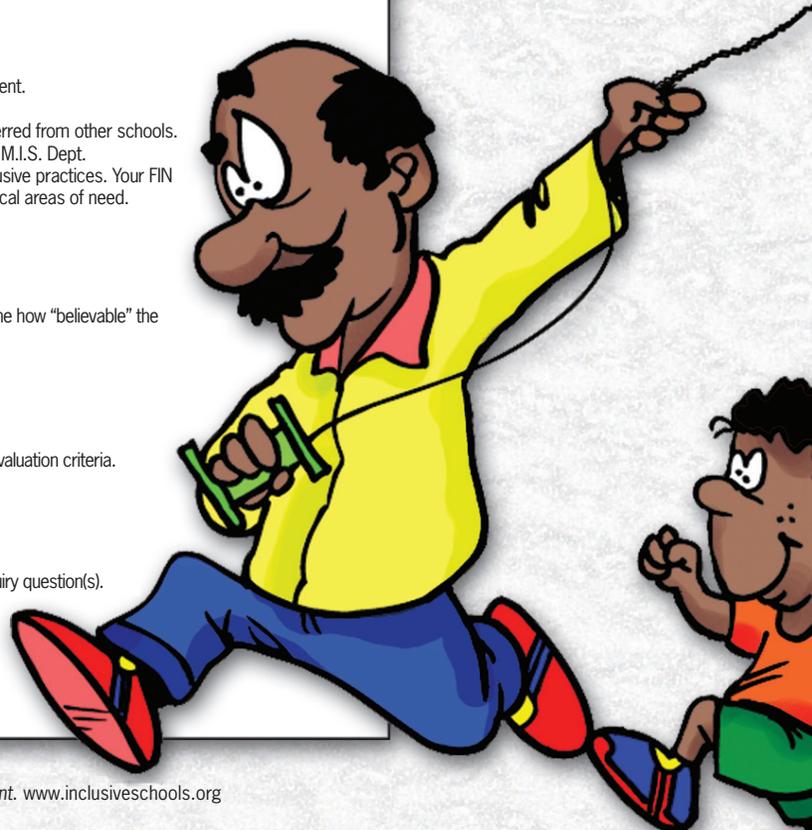
### Step Seven:

**TAKE ACTION!**

Implement your action plan and evaluate your efforts as they relate directly to your inquiry question(s).

### Step Eight:

**Celebrate your work!!**

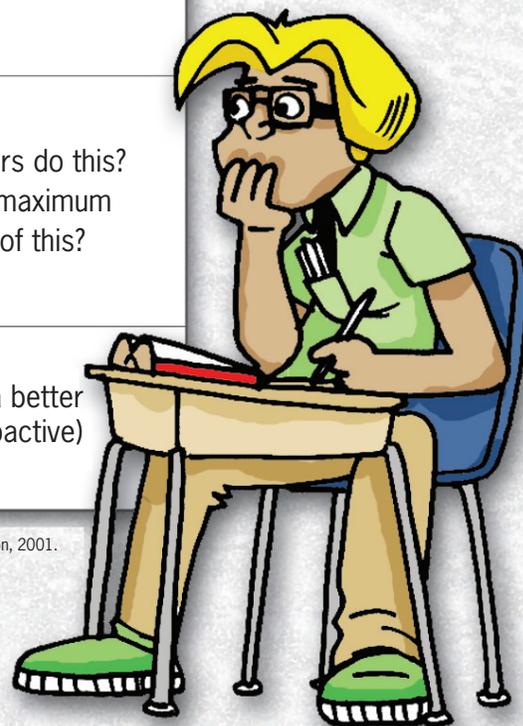


# Dealing with Resistance to Change

Identifying staff and family concerns regarding inclusive educational practices on you campus.

## The Concerns-Based Adoption Model (CBAM)

I may be “stuck” if I am saying ...	STAGES OF CONCERN	I’m ready to change & focused on ...
Everything is fine, so I’m not interested.	Stage Zero: AWARENESS	What is it? (reactive)
I don’t want to do it.	Stage One: INFORMATION	How does it work?
I can’t do all that!	Stage Two: PERSONAL	How does this impact me? What’s my role in it?
I’ll try, but I am not a believer.	Stage Three: MANAGEMENT	How can I fit it all in? What’s the minimum I must do?
I am not convinced that it’s worth it.	Stage Four: CONSEQUENCE	Is it worth it?
I have my own way of doing this.	Stage Five: COLLABORATION	How do others do this? What’s the maximum potential of this?
Everything is fine.	Stage Six: RE-FOCUSING	Is there a better way? (proactive)



# Strategies for dealing with resistance to change



Addressing staff and family concerns regarding inclusive educational practices on your campus

## ***The Concerns-Based Adoption Model (CBAM)***

STAGE	
0 Awareness	<ul style="list-style-type: none"> <li>✓ Brief "Inclusion 101" workshop</li> <li>✓ Awareness-level video on the benefits of inclusion education</li> <li>✓ Ongoing updates at faculty meetings</li> <li>✓ Brief professional or newspaper articles on inclusion</li> </ul>
1 Informational	<ul style="list-style-type: none"> <li>✓ Full-day workshops on general inclusion issues</li> <li>✓ Presentations by parents of students with disabilities</li> <li>✓ Brief presentations by practitioners of inclusion</li> <li>✓ Brief professional or newspaper articles on inclusion — jigsaw</li> </ul>
2 Personal	<ul style="list-style-type: none"> <li>✓ Group discussions around certain issues</li> <li>✓ Presentation with Q &amp; A from outside experts</li> <li>✓ Conference attendance</li> <li>✓ Reading and discussion groups</li> <li>✓ Visitations to inclusive classrooms</li> </ul>
3 Management	<ul style="list-style-type: none"> <li>✓ Practical books and articles</li> <li>✓ Problem-solving sessions with a group or consultant</li> <li>✓ Videos showing practical strategies</li> <li>✓ Visits to inclusive classrooms with opportunities to talk with teacher</li> <li>✓ Library/resource investigation</li> </ul>
4 Consequence	<ul style="list-style-type: none"> <li>✓ Research articles on outcomes</li> <li>✓ Action research projects in classroom settings</li> <li>✓ Discussion with colleagues about outcomes</li> <li>✓ Highly focused skill-building workshops</li> <li>✓ Study groups</li> <li>✓ Videotaping with self or group analysis</li> </ul>
5 Collaboration	<ul style="list-style-type: none"> <li>✓ Problem-solving meetings</li> <li>✓ Team planning sessions (including parents)</li> <li>✓ Peer coaching</li> <li>✓ Conferences</li> <li>✓ Staff meeting updates</li> <li>✓ Curriculum development committees</li> <li>✓ School improvement planning</li> </ul>
6 Refocusing	<ul style="list-style-type: none"> <li>✓ Reading "breakfast" club</li> <li>✓ Peer coaching</li> <li>✓ Conference presentations and consultation to others</li> <li>✓ Discussions with advocates of inclusion</li> <li>✓ Independent study plans</li> <li>✓ Collecting and sharing data on student outcomes</li> </ul>

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For more information or assistance related to professional development needs on your campus, please contact your Florida Inclusion Network representative or visit our website:

[www.FloridaInclusionNetwork.com](http://www.FloridaInclusionNetwork.com)

