The ABCs of Supporting Students with Disabilities Using In-Class Models of Support

Accessibility, assistive technology, and augmentative and alternative communication; **B**est practices for providing in-class supports for students with disabilities; **C**ollaborative teaching partnerships (co-teaching and support facilitation); **D**ata analysis and identification of barriers; **E**ffective instructional and behavioral interventions; effective collaboration with families; **F**lexible grouping; flexible models of service delivery; **G**eneral education classrooms and natural contexts; **H**onors and designations with equal consideration; **I**nformation and resources for families to support learning, independence, and participation; **J**ob embedded professional learning and technical assistance to integrate IEP goals; **K**nowledge of, respect, and appreciation of differences in student learners; **L**east restrictive environment (LRE); **M**ulti-tiered systems of supports; **N**atural proportion of students with disabilities; **O**ngoing technical assistance, support, and resources; **P**eer supports; Positive Behavior Interventions and Supports; Person First Language; **Q**uestions for applicants determine knowledge, respect, and appreciation of learners with disabilities; **R**egular early childhood program for students with disabilities, ages 3-5; **S**chool choice options; student-centered scheduling; **T**ransportation schedules show same arrival and departure times; transition procedures maintain LRE; **U**nits and resources, based on student need and flexible models of student support; **V**ariety of tools to gather and analyze data; **W**ide variety of processes to involve family members in decision making; e**X**pertise in best practices; e**X**tracurricular activities are accessible; **Y**ielding post-secondary opportunities for students with the most significant cognitive disabilities; **Z**est for providing best practices for students with disabilities.

fin
**Florida
Inclusion Network**