

Strategy Table: Inclusion Principles for Professionals, Students, and Families



Structure



Awareness



Compassion



Professional Collaboration



Reflection

1. Establish prior knowledge of learners-zone of proximal development (ZPD).
2. Plan for outcomes (UbD) and structure the classroom environment accordingly.
3. Subdivide concepts into their steps and tasks, valuing discrete task analysis.
4. Offer practice for social skills.
5. Show concrete, representational, abstract, and virtual examples.
6. Provide academic accommodations and modifications that help, but do not enable.
7. Infuse (VAKT) visual, auditory, kinesthetic-tactile sensory elements.
8. Tap into student/staff strengths by communicating a growth mindset: "I can't YET!"
9. Concentrate on children, not the label, have high expectations; acknowledge the challenges but focus on the solutions.
10. Increase student self-efficacy and self-regulation.
11. Offer positives before negatives to learners with affirmation and validation.
12. Model and demonstrate learning outcomes for students, e.g., work samples, video clips, social narratives, adaptations, visual cues, rubrics...
13. Vary instruction and assessments, and let the data guide your next steps.
14. Relate to students' lives; e.g., culture, ethnicity, gender, abilities, families.
15. Teach basics and 3Rs across curricula with UDL practices with goals, methods, materials, and assessments that honor multiple representations, engagements, and actions and expressions.
16. Set up a pleasant, fun atmosphere with active learning opportunities and connections.
17. Increase SEL student and staff self-awareness and reflection to advance social skills for positive behavioral interventions and supports (PBIS).
18. Communicate & collaborate with colleagues, students, families, related service providers...!

Adapted from: <https://inclusionworkshops.com/inclusion-principles/>
Inclusion Strategies That Work! (Karten, 2015, 3rd Ed.) Thousand Oaks, CA: Corwin Press