Creating and Maintaining Inclusive Schools

Julie Causton, Ph.D.
CEO & Founder of Inclusive Schooling
julie@inclusiveschooling.com

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Inclusive Education

In principle, inclusive education means:

…the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world…We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging (pp. 38-39). *

In practice, inclusive education means:

A Classroom Model in which students with and without disabilities are based in a regular structure and benefit from the shared ownership of general and special educators.

A Student-centered Approach Beginning with Profiles that help educators appreciate the strengths and challenges of learners with and without disabilities and the individualized accomplishments that can be attained.

A Schedule that accounts for the full range of needs in the class—where no student engages in “pull out” or alternative activities to the extent that disruptions in the daily schedule and in peer relationships do not occur.

A Curriculum that is rich and accommodating for all students—and when further individualized to meet the needs of a particular learner.

A Teaming Process in which support staff work in flexible, coordinated ways to strengthen the collaborative relationships among special and regular educators, parents and educators, and educators and the community.

A Classroom Climate that embraces diversity, fosters a sense of social responsibility, and supports positive peer relationships.

Strategies for Presuming Competence

- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication**.
- **Listen openly**—work to shed judgments.
- **Teach peers and others** how to interpret potentially confusing behavior.
- **Do not speak in front of someone** as if they were not there.
- **In conversation, refer to the person in a way that includes them in the conversation.**
- **Ask permission** to share information with others.
- **Be humble**.
  - If possible, always let the person explain for himself or herself and **do not speak for them**.
  - Assume that **every student will benefit** from learning age appropriate academic curriculum.
- **Look for evidence of understanding**.
- **Support students to show understanding using their strengths**.
- **Design adaptations and accommodations to support access to academics**.
- **Be sure to acknowledge the presence of a person with a disability in the same way you would acknowledge others.**

“If you want to see competence, it helps if you look for it.”

—Douglas Biklen
DISTRICT/SCHOOL GUIDELINES FOR INCLUSIVE STUDENT PLACEMENT

The following guidelines are for administrators to use when making student placement decisions and policies. While not exhaustive, they represent a range of key decisions that can foster inclusion, belonging and learning.

These guidelines can be used to avoid common administrative pitfalls that set up structures impeding achievement and creating seclusion. They are not meant to be a recipe, but are intended to help put structures and policies in place to create truly inclusive schools.

**Home District:** All students are educated within their school district.

No students (including students with significant disabilities, students with challenging behaviors, students with autism, etc.) are sent to other districts or cooperative programs outside of the home school district.

**Home School:** All students attend the schools and classrooms they would attend regardless of ability/disability or native language.

There are no schools within the district set aside for students with disabilities.

**General Education Member:** All students are placed in chronologically age-appropriate general education classrooms.

This is a legal entitlement, not based on staff preference or comfort level. Each classroom represents a heterogeneous group of students. Special education is a service, not a place. No programs, schools-within-a-school or classrooms are set aside for students with disabilities. Students with disabilities are not slotted into predetermined programs, schools, or classrooms. Particular classrooms are not designated, as inclusive classrooms while others are not.

**Density Check:** Strive for classroom sections that represent *natural proportions* of the school building.

*Natural proportions* refer to the percentage of students with disabilities as compared to the entire student body. If you have 10 students with disabilities and 100 students in the
school, that natural proportion is 10 percent. The national average of students with disabilities is 12 percent.

**Special Education Teacher’s Caseloads:** Assignment of students with disabilities balances the intensity of student need and case-management responsibility.

This moves away from certain special educators being the “inclusive,” “resource,” “self-contained” or “emotionally disturbed” to all special educators having similar roles and case loads. Students with disabilities with similar labels are not clustered together.

**Team Arrangements:** All teachers (general education, special education, ELL, reading, etc.) are assigned to instructional teams on the basis of shared students.

Special education teachers are assigned to collaborate with 2-3 classroom sections or teachers to promote collaboration, communication and co-planning. Creating effective teams of adults who work with the same students is essential; consider grouping compatible adult team members as well as building capacity in all staff members to work with all students. Professional development is needed for adults to embrace these new roles, collaborate well and effectively use meeting time.

**Related Services:** Related services are portable services that come to the student.

Therefore, related service teachers consult with classroom teams, demonstrate skills and techniques and provide instruction/support within the context of general education. Related service providers need to be a part of the placement of students into general education classrooms process and the daily general education planning and program.

**Daily Schedule:** Use the schedule to support instructional blocks, time for collaborative planning and problem solving and daily direction and training for paraprofessionals.

The master schedule is used as a tool to leverage the vision of collaborative inclusion. Creating sacred planning time for teams of general educators and special educators is essential.

**Service Delivery Teams:** District and school-level teams meet regularly to reconfigure resources and to revise service delivery on an annual basis.

Schools engage in an ongoing process to plan for the specific needs of their students. This involves re-examining the current way staff are used, how teams are created, the class placement process and the master schedule.
Reflection on Belonging

Think of a time you felt you truly connected to something, like you belonged or were a part of something.

How did you feel?

How did you act?

Think of a time when you felt disconnected from something, like you did not belong or were left out of something?

How did you feel?

How did you act?
Top 10 Things to Create & Maintain Inclusive Schools

1. See disability as an attribute
2. Re-think the dual system
3. Placement matters
4. Create an inclusive climate
5. Support students academically
   a. Differentiate
   b. Re-think support
6. Re-think Challenging Behavior
7. Make learning fun
8. Collaborate
9. Problem solve creatively
10. Take care of yourself
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*Kasa-Hendrickson, C. & Buswell, W. 2007*
Checklist of Sample Supplemental Supports, Aids, and Services

Directions: When considering the need for personalized supports, aids, or services for a student, use this checklist to help identify which supports will be the least intrusive, only as special as necessary, and the most natural to the context of the classroom.

Environmental

_____ Preferential seating
_____ Planned seating
_______ Bus _____ Classroom _____ Lunchroom _____ Auditorium _____ Other
_____ Alter physical room arrangement (Specify: ____________ )
_____ Use study carrels or quiet areas
_____ Define area concretely (e.g., carpet squares, tape on floor, rug area)
_____ Reduce/minimize distractions
_______ Visual _____ Spatial _____ Auditory _____ Movement
_____ Teach positive rules for use of space

Pacing of Instruction

_____ Extended time requirements
_____ Vary activity often
_____ Allow breaks
_____ Omit assignments requiring copying in timed situations
_____ Send additional copy of the text home for summer preview
_____ Provide home set of materials for preview or review

Presentation of Subject Matter

_____ Teach to the student’s learning style/strength intelligences
_______ Verbal/Linguistic ____ Logical/Mathematical ____ Visual/Spatial ____ Naturalist
_______ Bodily/Kinesthetic ____ Musical ____ Interpersonal ____ Intrapersonal
_____ Use active, experiential learning
_____ Use specialized curriculum
_____ Record class lectures and discussions to replay later
_____ Use American Sign Language and/or total communication
_____ Provide prewritten notes, an outline, or an organizer (e.g., mind map)
_____ Provide a copy of classmate’s notes (e.g., use NCR paper, photocopy)
_____ Use functional and meaningful application of academic skills
_____ Present demonstrations and models
_____ Use manipulatives and real objects in mathematics
_____ Highlight critical information or main ideas
_____ Preteach vocabulary
_____ Make and use vocabulary files, or provide vocabulary lists
_____ Reduce the language level of the reading assignment
_____ Use facilitated communication
Use visual organizers/sequences
Use paired reading/writing
Reduce seat time in class or activities
Use diaries or learning logs
Reword/rephrase instructions and questions
Preview and review major concepts in primary language

Materials
Limit amount of material on page
Record texts and other class materials
Use study guides and advanced organizers
Use supplementary materials
Provide note-taking assistance
Copy class notes
Scan tests and class notes into computer
Use large print
Use Braille material
Use communication book or board
Provide assistive technology and software (e.g., Intelli-Talk)

Specialized equipment or Procedure
Wheelchair
Walker
Standing Board
Positioning
Computer
Computer software
Electronic typewriter
Video
Modified keyboard
Voice Synthesizer
Switches
Augmentative communication device
Catheterization
Suctioning
Braces
Restroom equipment
Customized mealtime utensils, plates, cups, and other materials

Assignment modification
Give directions in small, distinct steps (written/picture/verbal)
Use written backup for oral directions
Use pictures as supplement to oral directions
Lower difficulty level
Raise difficulty level
Shorten assignments
Reduce paper-and-pencil tasks
Read or record directions to the student(s)
Give extra cues or prompts
Allow student to record or type assignments
Adapt worksheets and packets
Use compensatory procedures by providing alternate assignments, when demands of class conflict with student capabilities
Ignore spelling errors/sloppy work
Ignore penmanship

Self-Management/Follow-Through
Provide pictorial or written daily or weekly schedule
Provide student calendars
Check often for understanding/review
Request parent reinforcement
Have student repeat directions
Teach study skills
Use binders to organize material
Design/write/use long-term assignments timelines
Review and practice real situations
Plan for generalization by teaching skill in several environments

Testing Adaptations
Provide oral instructions and/or read test questions
Use pictorial instructions/questions
Read test to student
Preview language of test questions
Ask questions that have applications in real setting
Administer test individually
Use short answer__ Use multiple choice ___Shorten length
Extend time frame ___Use open-note/open-book tests
Modify format to reduce visual complexity or confusion

Social Interaction Support
Use natural peer supports and multiple, rotating peers
Use peer advocacy
Use cooperative learning group
Institute peer tutoring
Structure opportunities for social interaction (e.g., Circle of Friends)
Focus on social process rather than end product
Structure shared experiences in school and extracurricular activities
Teach friendship, sharing, and negotiation skills to classmates
Teach social communication skills
  __Greetings__ Conversation__ Turn Taking__ Sharing__ Negotiation__ Other

Level of Staff Support (Consider after considering previous categories)
Consultation
Stop-in support
Team teaching (parallel, supportive, complementary, or co-teaching)
Daily in-class staff support
Total staff support (staff are in close proximity)
One-on-one assistance
Specialized personnel support (If indicated, identify time needed)

Support Time Needed
Instructional Support Assistant
Health care assistant
Behavior assistant
Signing assistant
Nursing
Occupational therapy
Physical therapy
Speech and language therapist
Augmentative communication specialist
Transportation
Counseling
Adaptive physical education
Transition planning
Orientation/mobility
Career counseling
Viewing Student Behavior Through Widening Lenses

Strengths

MI Connection

Descriptors

Student:
# My Intelligence Profile

<table>
<thead>
<tr>
<th>Verbal Linguistic</th>
<th>Logical Math</th>
<th>Visual Spatial</th>
<th>Bodily Kinesthetic</th>
<th>Musical/Rhythmic</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
<th>Spiritual</th>
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<td>100%</td>
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## Gardner’s Eight Intelligences

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Visual/Spatial</strong></td>
<td>Images, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind’s eye, imagination, visualization, dreams, nightmares, films, and videos.</td>
</tr>
<tr>
<td><strong>Logical/Mathematical</strong></td>
<td>Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments.</td>
</tr>
<tr>
<td><strong>Verbal/Linguistic</strong></td>
<td>Words, wordsmiths, speaking, writing, listening, reading, papers, essays, poems, plays, narratives, lyrics, spelling, grammar, foreign languages, memos, bulletins, newsletters, newspapers, E-mail, FAXes, speeches, talks, dialogues, and debates.</td>
</tr>
<tr>
<td><strong>Musical/Rhythmic</strong></td>
<td>Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, opera, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm, and blues, jazz, classical, folk, ads and jingles.</td>
</tr>
<tr>
<td><strong>Bodily/Kinesthetic</strong></td>
<td>Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, re-form, manipulate, touch, feel, immerse, and participate.</td>
</tr>
<tr>
<td><strong>Interpersonal/Social</strong></td>
<td>Interact, communicate, converse, share, understand, emphasize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, greet, lead, follow, gangs, clubs, charisma, crowds, gatherings, and twosomes.</td>
</tr>
<tr>
<td><strong>Intrapersonal/Introspective</strong></td>
<td>Self, solitude, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, non-fiction, poetry, affirmations, lyrics, songs, screenplays, commentaries, introspection, and inspection.</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Nature, naturalism, environment, listen, watch, observe, classify, categorize, discern patterns, appreciate, hike, climb, fish, hunt, snorkel, dive, photograph, trees, leaves, animals, living things, flora, fauna, ecosystem, sky, grass, mountains, lakes, and rivers.</td>
</tr>
</tbody>
</table>
### Turning Lead into Gold

<table>
<thead>
<tr>
<th>A Child who is judged to be:</th>
<th>Can also be considered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disabled</td>
<td>Learning differently</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Kinesthetic</td>
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<tr>
<td>Dyslexic</td>
<td>A spatial learner</td>
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<tr>
<td>Aggressive</td>
<td>Assertive</td>
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<tr>
<td>Plodding</td>
<td>Thorough</td>
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<tr>
<td>Lazy</td>
<td>Relaxed</td>
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<tr>
<td>Immature</td>
<td>Late blooming</td>
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<tr>
<td>Phobic</td>
<td>Cautious</td>
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<tr>
<td>Scattered</td>
<td>Divergent</td>
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<tr>
<td>Daydreaming</td>
<td>Imaginative</td>
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<tr>
<td>Irritable</td>
<td>Sensitive</td>
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<tr>
<td>Perseverative</td>
<td>Persistent</td>
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</tbody>
</table>

Source: Thomas Armstrong, 1987 “In their own way”

Remember that all behavior is part of the continuum of human experience that changes over time and varies at any given point in time for every individual based upon a multitude of influences (People, environment, sense of safety and personal well-being, etc.)
## Diner Menu—Photosynthesis

### Appetizer (Everyone Shares)
- Write the chemical equation for photosynthesis

### Entrée (Select One)
- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap or song that explains what happens during photosynthesis.

### Side Dishes (Select at Least Two)
- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.

### Dessert (Optional)
- Create a test to assess the teacher’s knowledge of photosynthesis.
# Dinner Menu

<table>
<thead>
<tr>
<th>Main Course Options</th>
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</thead>
<tbody>
<tr>
<td><strong>Appetizer</strong> (Everyone Shares)</td>
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<tr>
<td><strong>Entrée</strong> (Select One)</td>
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<td>•</td>
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<tr>
<td><strong>Side Dishes</strong> (Select at Least Two)</td>
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<td>•</td>
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<tr>
<td><strong>Dessert</strong> (Optional)</td>
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</tbody>
</table>
FAIR

You are a nurse in the emergency room and 12 people come in at the same time with various emergencies. You need to place the people in an order where the first person (1) to be taken care of is the most critical and the last person (12) is not critical at all.

With your partner, number these emergencies in the order you think they should be taken care of 1-12.

1. A woman in labor
2. A person having a stroke
3. A child with a broken leg
4. A teen with a cut off finger
5. A person in a coma
6. A man with a collapsed lung
7. A man with a severe cut on the head
8. A baby with a temp of 104
9. A boy with a bad nose bleed
10. A man having a heart attack
11. A girl with a pole through the leg
12. A boy with a pencil stuck in his arm

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## Multiple Intelligence Think-Tac-Toe

**TOPIC:**

<table>
<thead>
<tr>
<th>Logical-Mathematical</th>
<th>Visual-Spatial</th>
<th>Musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I bring in numbers, calculations, logic, classifications, or critical thinking skills?</td>
<td>How can I use visualization, visual aids, color, art, or metaphor?</td>
<td>How can I bring in music, environmental sounds, or set key points in rhythmic or melodic frameworks?</td>
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<table>
<thead>
<tr>
<th>Naturalist</th>
<th>Bodily-Kinesthetic</th>
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<tbody>
<tr>
<td>How can I incorporate living things, natural phenomena, or ecological awareness?</td>
<td>How can I involve the whole body, incorporate movement, or use hands-on experiences?</td>
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<thead>
<tr>
<th>Intrapersonal</th>
<th>Verbal-Linguistic</th>
<th>Interpersonal</th>
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<tbody>
<tr>
<td>How can I evoke personal feelings or memories or give students choices?</td>
<td>How can I use the written or spoken word?</td>
<td>How can I engage students in peer sharing, cooperative learning, or large group simulation?</td>
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*Adapted from the work of Robbie Kronberg (Udvari-Solner, 2001)*
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Multiple Intelligence Think-Tac-Toe</td>
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Topic:
IEP at a Glance

Student __________________________  Grade _____ Age ______

Date Completed __________

Goal ________________  Goal ________________
Objectives:  Objectives:
*     *     *     *
*     *     *     *
*     *     *     *
*     *     *     *
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Goal ________________  Goal ________________
Objectives:  Objectives:
*     *     *     *
*     *     *     *
*     *     *     *
*     *     *     *
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Goal ________________
Objectives:  Important Student Information
*     *     *     *
*     *     *     *
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Program Planning Matrix

Student _____________________ Class _______________ Date ______

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<th>IEP Goals</th>
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Class Schedule

Key: x=instruction provided; O=Classroom Participation Plans with General Adaptations required; ●=General Adaptations Plan and Weekly Plan for Specific Adaptations required)

Co-Teaching Approaches

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4. **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

5. **Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

6. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
Communication Ideas: How to Carve out Time... When There Simply is No Time

Creating Meeting Time

- **Video or Independent Work Time** - Create a weekly meeting time where students are expected to either watch a video or work independently for 15 minutes.

- **Utilize a Parent Volunteer** - As a parent volunteer reads a book to the students or leads a review game, meet together for 15 minutes.

- **Utilize Another Teacher Team** - Put two classrooms together for a half-an-hour each week for a certain portion of the curriculum or community building activities. One teaching team covers while the other team meets. The teams then switch.

- **Meet During Specials Time** - As specials teachers if there are 15 minutes that could be left unsupported by a SEA. Use that time to meet together.

- **Before/After School Time** - Utilize 15 minutes before/after school starts to have a “sacred” meeting time for SEAs and special educators to meet.

Alternatives to Face-to-Face Meetings

- **Communication Notebook** - Establish a communication notebook that all members of the team read and respond to each day. This could be a place where people could write down questions or changes in schedules or child specific information.

- **Email** - Email could be substituted for the communication notebook so team members can contact each other with questions, comments or scheduling changes.

- **Mailbox** - Utilize a mailbox in the classroom for each staff members (including SEAs) where any notes or information (including the newsletter that generally goes home to students) is placed.

- **Proofread** - Have each of the team members proof read any notes that go home to students. This way, not only are the notes proofread, but everyone gets all of the necessary information.

- **Lesson Plans** - Keep lesson plans out and accessible to all members of the team. Within the plans write in specifically what role each person will play.
Top 10 Strategies for Working with Paraprofessionals in the Classroom

1. Welcome paraprofessionals into the classroom as an important member of the teaching team.

2. Have conversations about students’ learning and behavioral needs and strategies to respond to these challenges.

3. Discuss and clarify daily roles and responsibilities of both the teacher and the paraprofessional.

4. When two adults are present in the classroom, share tasks that are routine and communicate authority (e.g., taking attendance, writing on the chalkboard).

5. Address paraprofessionals in the same manner in which teachers are addressed (e.g., Ms. Durst).

6. Provide a space for paraprofessional’s belongings and work if necessary.

7. Determine what specific support students with disabilities need when in the classroom. Also, determine when Adult support is not necessary.

8. Carve out time in your schedule to meet and communicate with paraprofessionals regularly to discuss student specific concerns and questions.

9. Establish back-up plans for absences or unexpected situations (e.g., challenging behavior).

10. Find ways to show appreciation for all members of the teaching team, including paraprofessionals.
## Determining Roles and Responsibilities Among Team Members

**Directions:** Read through the following common roles and responsibilities. Determine which team member should take on each of the roles and responsibilities:

- **P** = Primary responsibility
- **S** = Secondary responsibility
- **Sh** = Shared responsibility
- **I** = Input in the decision making

<table>
<thead>
<tr>
<th>Major Role or Responsibility</th>
<th>Classroom Teacher</th>
<th>Special Education Teacher</th>
<th>Para-professional</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Developing Student Objectives</td>
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<tr>
<td>Designing Differentiated Curriculum</td>
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<td>Creating Student Specific Modifications and Adaptations</td>
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<td>Creating Classroom Materials</td>
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<td>Co-Teaching Curriculum</td>
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<td>Providing 1:1 Instruction</td>
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<td>Teaching the whole class of students</td>
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<td>Leading small groups</td>
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<td>Monitoring Student Progress</td>
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<td>Examining Student Work to Determine Next Teaching Steps</td>
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<tr>
<td>Assessing and Assigning Grades</td>
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<td>Communicating with Parents</td>
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<td>Consulting with related service personnel</td>
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<tr>
<td>Participating in IEP Meetings</td>
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<td>Disciplining students</td>
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<td>Writing in Communication Notebooks</td>
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<tr>
<td>Providing Community Based Programming</td>
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<td>Teacher</td>
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<td>Developing Peer Supports</td>
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<td>Scheduling Common Planning Time</td>
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<tr>
<td>Participating in Regularly Scheduled Team Planning Meetings</td>
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<td>Facilitating Meetings</td>
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<td>Communicating Information from Meetings to Other Team Members</td>
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<tr>
<td>Other?</td>
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</table>

**When you have finished determining roles and responsibilities for each of the team members, ask yourselves the following questions:**

1. Could any of these roles and responsibilities be shared or changed?
2. Does anyone feel uncomfortable with any of the roles as outlined?
3. Does anyone feel they need more information/training to perform the above responsibilities?
4. What messages are sent to students, parents, etc. about the way adults work together as a team in this classroom through the division of responsibilities?
5. What changes need to be made?

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