

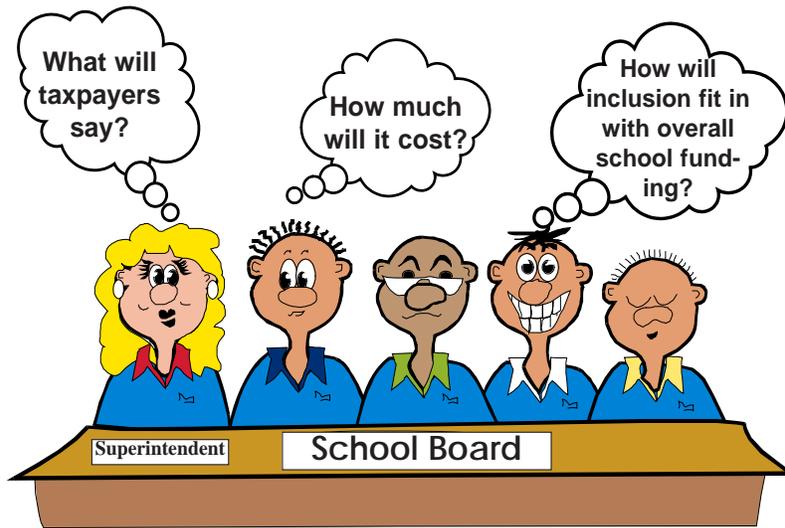
# Inclusive Practices-Positive Advocacy from Perceptions to Practice: A Plan for Educating All Kids

Changing from two separate systems (general education and special education) to one system that helps all kids learn will mean changing attitudes, the way funding is used, teacher training, and the whole way society thinks about education. There are several different audiences who are critical to making this change to supported education succeed. Each of them will need to be approached in different ways and will have different issues.

Attached is an outline of what needs to be done with each audience. We may add or subtract items depending on the need in our district. In order to keep the task from being overwhelming, it is best if a steering committee divide up the work. As we work with each audience, we will find people who are supportive of what we are doing. We need to ask them to join us in moving the school system to supportive education!

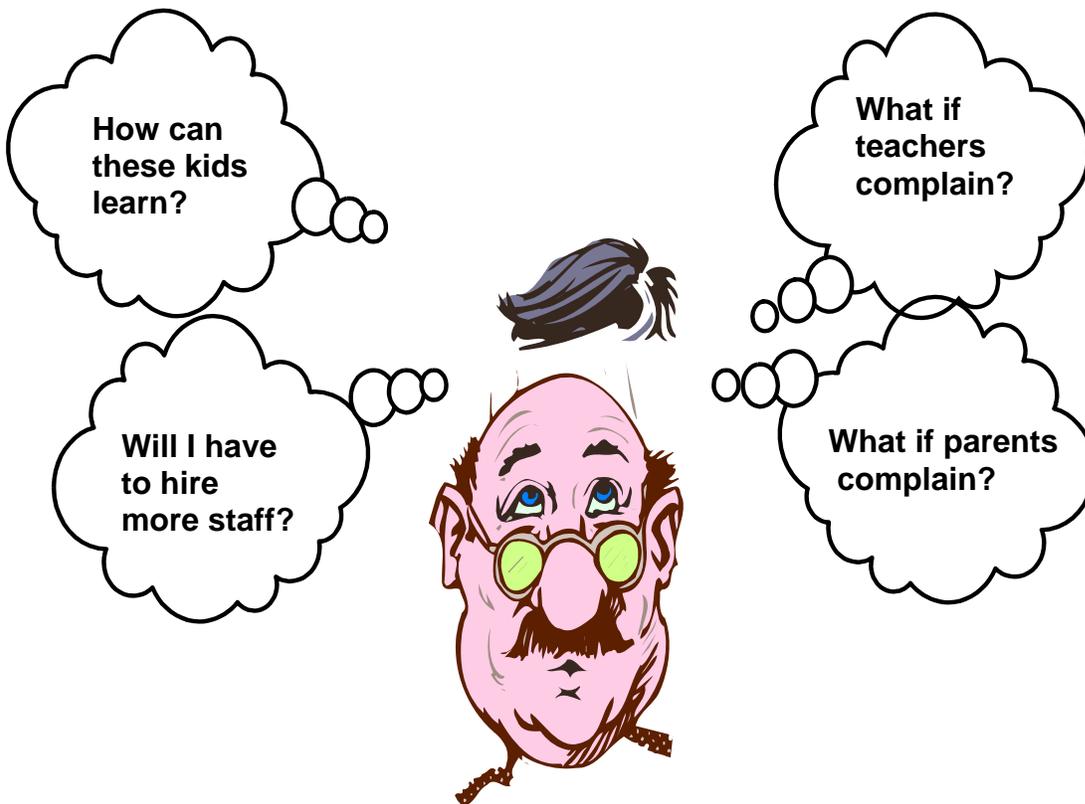
When everyone does his/her part, true supported education is possible -- and **every** child in the system will get a better education. This process will help with No Child Left Behind and the reauthorization of IDEA.



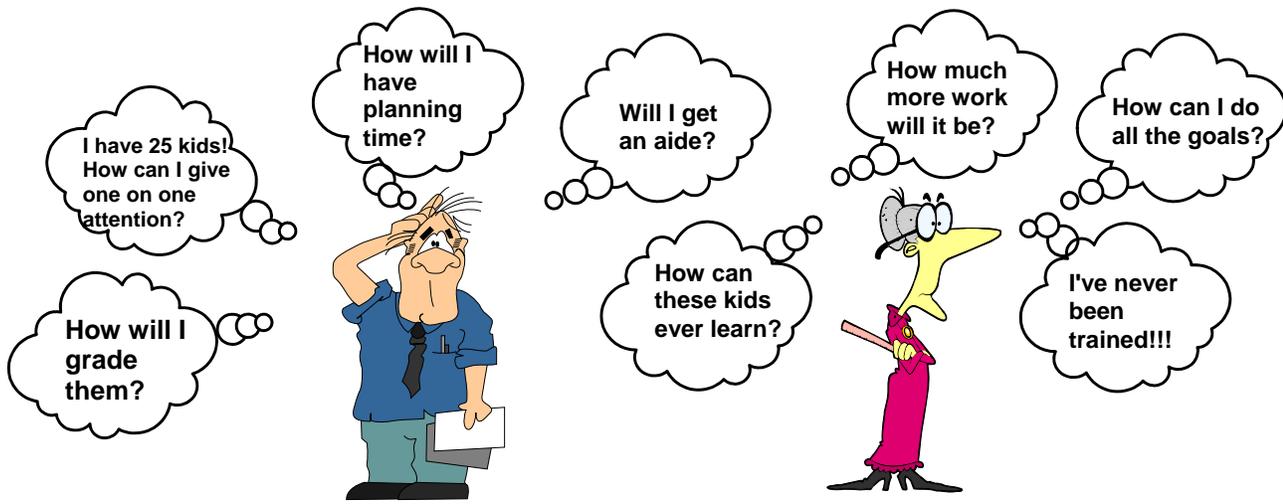


## ***School Boards and Superintendents***

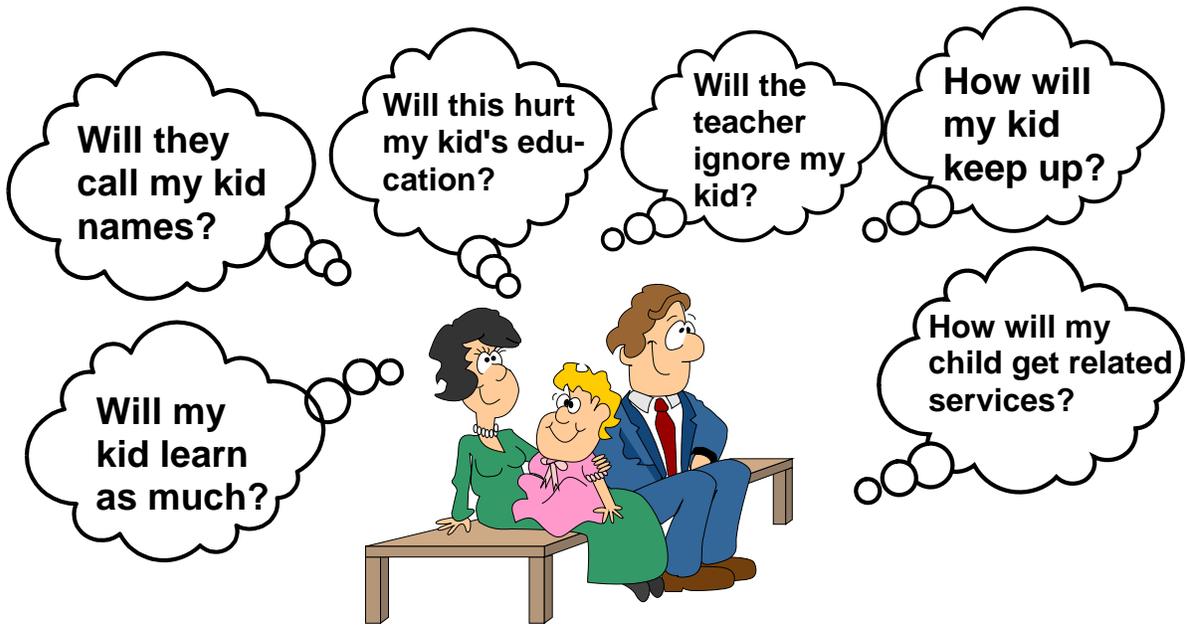
	<b>What</b>	<b>Who</b>	<b>When</b>
<b>Local School Boards</b>	Attend all district school board meetings. Get on agenda to talk about inclusive practices or use public comment time. Show how special education funds can be redirected for incidental benefit to all kids.		
	Get to know school board members and take them to visit inclusive classes.		
	Help identify funds available through grants, staff development money, or school reform funds. This will be needed for additional adaptive equipment, classroom aides, substitute teachers and ADA accessibility.		
	Encourage including school board members and superintendent in inservices as part of a team. Emphasize training in inclusive and best practices will be needed for all personnel.		
	If needed, help school board understand and assist with changing state funding formula so segregation does not bring in more money.		
	Show how transportation money and out-of-district tuition can be saved if kids attend neighborhood schools.		
	Get parents on school board.		



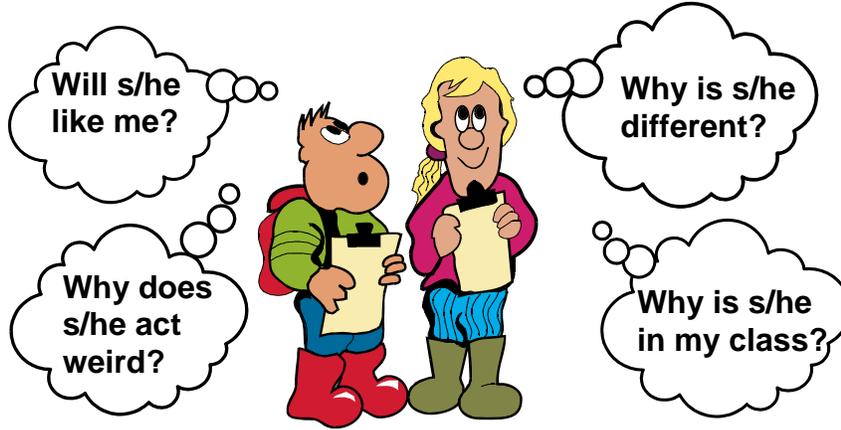
	What	Who	When
<b>Work with Principals in Each School</b>	Get to know the principal.		
	Offer to assist with teacher in-services. These should include information on disabilities, training in new instructional methods, awareness and acceptance activities for students, and emphasis on team-building skills.		
	Recommend resources for information and training on disabilities.		
	Compliment principal publicly for good efforts.		
	Help identify potential grant and funding sources.		
	Help find model programs for him/her to visit.		
	Help identify speakers who can demonstrate techniques to teachers.		
	Find parents and professionals who can give teachers hands-on training.		
	Help identify local businesses that can provide speakers, technical assistance and/or funds.		
	Help set-up contracts with senior volunteers who can assist teachers.		
	Help identify businesses and organizations in the community who can work with the school to solve problems.		



Work with Teachers & Support Staff in Each School	What	Who	When
	Get to know the teachers. Encourage parents to have them over for dinner or meet in other social situations.		
	Let teachers know they are appreciated (i.e., put goodies in the teachers' lounge, host an appreciation potluck dinner).		
	Have parents help train teacher about their child's disability. This should include information as well as demonstrations of how to use adaptive or medical equipment.		
	Share ideas for helping kids stay organized.		
	Share ideas for breaking tasks into smaller steps so kids aren't overwhelmed.		
	Help find volunteers to help in the classroom.		
	Help identify resources for help with specific problems like behaviors.		
	Make sure teachers have the supports they need to make inclusive practices work.		
	Assist the teacher in resolving complaints from other parents about inclusion. Offer to meet and explain about the disability and how inclusive practices benefits all kids.		
	Offer to help the teacher do acceptance and awareness training on disabilities for students.		
	Work with the teachers' union.		
	Help set up peer tutors and buddies for students with disabilities. Offer to help with the training.		
	Help identify businesses to provide speakers/substitute teachers for the class. (Examples: CPAs to teach accounting, personnel directors on what they look for when hiring.)		
Identify senior citizen groups to help with tasks like highlighting text for kids with learning disabilities.			



	What	Who	When
<b>Parents</b>	Find parents who believe in inclusive practices to get involved in PTA/PTOs.		
	Address all parents' concerns about inclusive practices and explain how it can work.		
	Encourage parents to visit inclusive classrooms to see how it works.		
	Identify speakers for parent meetings to explain about specific disabilities, address concerns, or talk about their dreams for their child.		
	Have families help raise money for teacher training or classroom equipment in their district or school.		
	Encourage families to give teacher appreciation gifts like fruit baskets or cookies at Christmas.		
	Identify parents to help with field trips or in the classroom.		
	Identify parents to help with in-service trainings.		
	Identify supportive parents of kids with and without disabilities to talk to other parents about inclusive practices.		
	Ask school personnel to help respond to concerns about inclusive practices.		
	Encourage parents of kids with disabilities to help them look and act in age appropriate ways.		
	Encourage parents of kids with disabilities to include them in activities that will help them develop skills and friendships (4H, scouting, etc.)		
	Have parents help with teaching students about disabilities.		
	Help parents with concerns to get to know real kids with disabilities and their families.		



Students	What	Who	When
	<p>Have someone with a disability talk to the class about what it is like. This is especially effective if they talk about how they are treated by people without disabilities.</p>		
	<p>Have parents or people with disabilities assist with disability awareness training for students without disabilities. Suggestions:</p> <ul style="list-style-type: none"> <li>• Have students role-play having a disability.</li> <li>• Have students watch their favorite TV show with the volume off to experience deafness.</li> <li>• Have them watch TV with the volume so low they can't quite hear it to experience being hard of hearing.</li> <li>• Teach students some sign language or Braille.</li> <li>• Give them a paragraph in German and then test them on it to know what it is like to not be able to understand something.</li> <li>• Give students a puzzle to do together but don't allow them to talk to experience what it's like not to be able to communicate.</li> <li>• Have students use a wheelchair or crutches for a day.</li> <li>• Have students communicate using only body language or gestures.</li> <li>• Have students tie one arm behind their back and tie their shoes or unscrew a jar lid to learn what it is like to not be able to use both hands.</li> <li>• Give students a paragraph to read with the letters switched around to demonstrate dyslexia.</li> </ul>		
	<p>Ask students to be buddies or peer tutors.</p>		
	<p>Ask students to volunteer to be part of a "Circle of Friends."</p>		
<p>Include peer tutors, buddies and friends in IEP meetings.</p>			



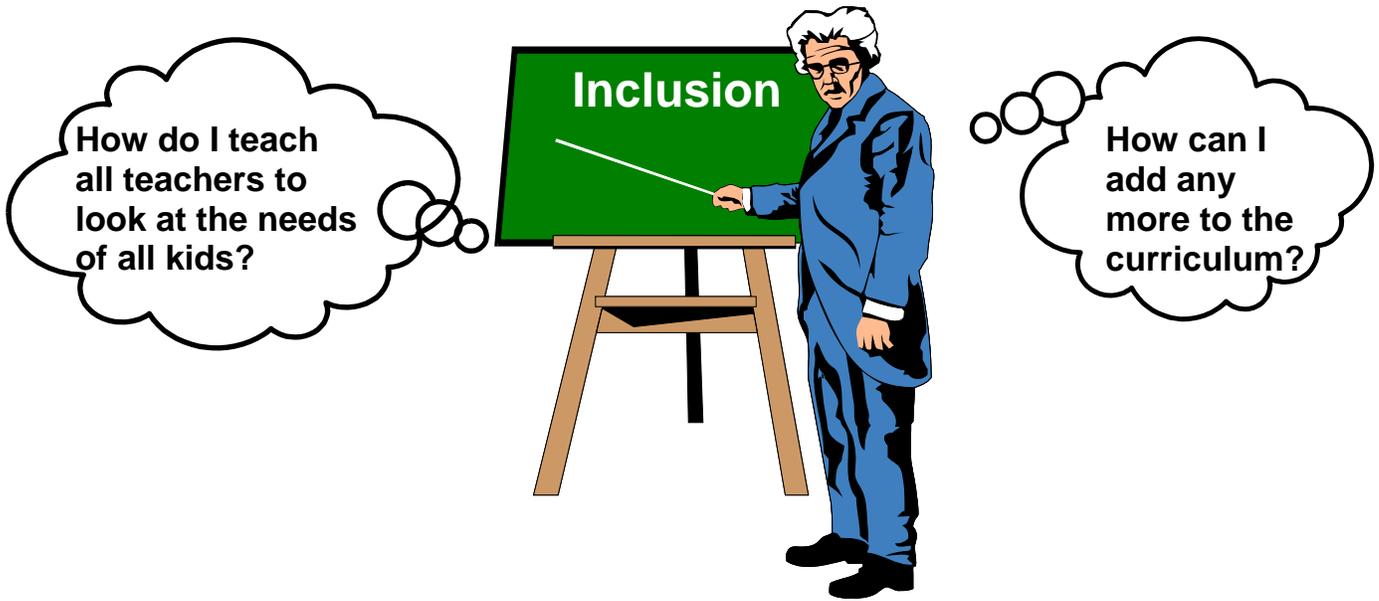
Why should I care about inclusion?



How does inclusion continue before and after school?



Community People	What	Who	When
	Work with day care centers, pre-schools and Head Start programs to make sure they are inclusive.		
	Encourage schools to include employees of day care centers, pre-schools and Head Start programs in their in-service trainings. Encourage them to meet quarterly to decide how to work together. This will help them: <ul style="list-style-type: none"> <li>• Know what kind of activities and materials to use to get kids ready to learn,</li> <li>• Get valuable training that will make them better at their jobs, and</li> <li>• Know what is developmentally appropriate so they can identify delays early.</li> </ul>		
	Encourage schools to include adult service providers in in-service trainings so they can learn more about inclusive practices.		
	Encourage schools and adult service providers to work together to develop jobs for transition students that they can keep after graduating.		
	Encourage local businesses to help provide speakers for schools. Topics can include: <ul style="list-style-type: none"> <li>• the skills bosses look for when hiring,</li> <li>• bookkeeping,</li> <li>• accounting, and</li> <li>• work ethics.</li> </ul>		
	Encourage schools to work with business leaders on tax and other incentives for hiring individuals with disabilities.		
	Encourage senior citizen groups to volunteer at schools. Ideas: <ul style="list-style-type: none"> <li>• read to kids,</li> <li>• highlight critical points in textbooks for kids who can't read lengthy sections, and</li> <li>• help teachers prepare lessons.</li> </ul>		
	Work with community agencies to see where they can provide services needed by students.		
	Encourage schools to develop inter-agency agreements with community agencies to build a system of wrap-around services for kids and their families.		



	<b>What</b>	<b>Who</b>	<b>When</b>
<b>Higher Education</b>	Get to know colleges and universities that train teachers.		
	Find inclusive schools willing to be training sites for student teachers and encourage the use of such sites.		
	Identify businesses willing to teach teacher training classes in: <ul style="list-style-type: none"> <li>• effective meeting techniques,</li> <li>• conflict resolution, and</li> <li>• writing plans with goals, objectives and deadlines (IEPs are similar).</li> </ul>		
	Encourage teacher training that includes: <ul style="list-style-type: none"> <li>• planning and implementing different scheduling patterns,</li> <li>• inclusive practices,</li> <li>• using a variety of methods and techniques, and</li> <li>• developing good IEPs.</li> </ul>		
	Find parents who will guest teach in education classes.		
	Encourage classes for staff development of current teachers on inclusive practices. Make sure parents are presenters in all areas of in-service.		



	What	Who	When
<b>State Department of Education</b>	Ask department people to be on decision committees at local level.		
	Have state people sit in on local steering committees.		
	Get to know Special Education Advisory Council members		
	Develop relationship with the attorney.		
	Gather data (list of questions to State Education Agency)		
	Find people to help Special Education Advisory Council do presentations		
	Get people on the rule making committee.		
	Shift discretionary dollars to further inclusive practices.		
	Have them change data reporting forms if they are geared for segregation.		
	Educate them on inclusive and best practices.		
	Have state department people attend inservices with local staff.		
	Help with state teacher in-service.		
	Meet with Commissioner and division heads.		
	Bring in Dept. of Education, Early Childhood, state Mental Retardation authority, & adult service providers. Train them on gaps in service delivery and how to work together.		
Work closely with state on compliance issues.			

Is it taking money away from educating kids without disabilities?

What does the federal law require us to do?



	What	Who	When
<b>State Legislators</b>	Change funding if segregated settings get more money.		
	Separate funding for state schools for deaf and blind		
	See if state statute needs changing to comply with IDEA.		
	Have legislators visit schools known for best practices and inclusive programs.		
	Find schools willing to send progress reports on inclusive and best practices and letters from kids to legislators.		
	Have parents attend town meetings to talk about best practices. Don't forget to brag!		
	Establish letter-writing campaigns and identify families to give testimony at hearings.		
	Thank legislators who do their part to make best practices work.		
	Educate! Find parents to talk about the kind of life they want for their child.		
	Get to know and educate Education Committee and attend hearings to give testimony.		
	Get to know and educate Appropriations Committee and attend hearings and give testimony.		