

Inclusion

ONLINE TRAINING

RESOURCE CATALOG

DISABILITY AND INCLUSION RESOURCES

DISABILITY FACT SHEETS

- ADHD
- Autism Spectrum Disorder
- Bipolar Disorder
- Cerebral Palsy
- Childhood Schizophrenia
- Conduct Disorder
- Depression
- Down Syndrome
- Dyscalculia
- Dysgraphia
- Dyslexia
- Emotional Disturbance
- Fetal Alcohol Syndrome
- Fragile X Syndrome
- Obsessive-Compulsive Disorder
- Oppositional Defiant Disorder
- Prader-Willi Syndrome
- Tourette Syndrome

DISABILITY PRESENTATIONS

- ADHD
- Autism Spectrum Disorder
- Bipolar Disorder
- Cerebral Palsy
- Childhood Schizophrenia
- Conduct Disorder
- Depression
- Down Syndrome
- Dyscalculia
- Dysgraphia
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- Obsessive-Compulsive Disorder
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INCLUSION RESOURCES

Making Accommodations and Modifications

- Accommodations and Modifications Implementation Log
- Adaptations for Test Formats
- All-Time Favorite Instructional Accommodations and Modifications
- Working with Students—Modifications

Collecting Student Information

- Elementary PassPORT
- PassPORT
- PassPORT Guidelines and Considerations Summary

Working with Paraeducators

- Paraeducator Duty Feedback List
- Paraeducator Evaluation Form
- Paraeducators and the Classroom: A Brief Guide

RESPONSE TO INTERVENTION RESOURCES

ACADEMIC INTERVENTIONS

Math

- Addition and Subtraction Facts
- Measurement in Length
- Money
- Multiplication
- Simplifying Fractions
- Telling Time

Reading

- Comprehension – After-Reading Strategies
- Comprehension – During-Reading Strategies
- Comprehension – Pre-Reading Strategies
- Phonemic Awareness
- Question-Answer Relationships
- Reading Fluency
- Vocabulary

Speech & Language

- Developing Sounds – Articulation
- Grammar – Subjective Pronouns
- Rhyming

Writing

- Prewriting Strategies

ACADEMIC PROGRESS MONITORING FORMS

Math

- Monitoring Progress on Measuring Length
- Monitoring Multiplication Progress
- Monitoring Progress on Addition Facts
- Monitoring Progress on Money Concepts
- Monitoring Progress on Simplifying Fractions
- Monitoring Progress on Subtraction Facts
- Monitoring Time-Telling Interventions

Reading

- Monitoring After-Reading Interventions
- Monitoring During-Reading Interventions
- Monitoring Phonemic Awareness Progress (4 forms total)
- Monitoring Pre-Reading Interventions
- Monitoring QAR Interventions
- Monitoring Reading Fluency Progress
- Monitoring Vocabulary Progress

Speech & Language

- Monitoring Articulation Sounds
- Practicing Subjective Pronouns
- Rhyming Development

Writing

- Monitoring Prewriting Interventions

BEHAVIOR INTERVENTIONS

Identifying Student Behaviors

- Help! Why is my student behaving this way
- Student Behavior – Attention, Access, Control
- Student Behavior – Avoidance or Escape
- Student Behavior – Sensory Regulation

Specific Interventions

- Active Participation
- Following Oral Directions
- Listening Skills
- Teaching Students to Self-Monitor Behavior

BEHAVIOR PROGRESS MONITORING FORMS

Collecting Behavior Data & Setting Goals

- A-B-C Behavior Data Collection Sheet
- Behavior Data Collection Sheet
- Duration Data Recording Sheet

- Frequency Data Recording Sheet
- Individual Behavior Management Plan Development
- Timed Interval Data Recording Sheet

- Monitoring Responses to Overt and Covert Requests
- Observing for Listening Rules
- Practicing Oral Directions
- Examples of Self-Monitoring Behavior Sheets

Monitoring Specific Interventions

- Monitoring Active Participation

FREQUENTLY ASKED QUESTIONS ABOUT INCLUSION

WORKING WITH ALL STUDENTS

Individual Student Behavior

- How can I get him to follow my directions? Sometimes I think he can't hear me, and other times I think he is purposefully doing just the opposite of what I say.
- How can I motivate one of my students to complete and turn in assignments? I think he knows the content, but he doesn't turn anything in.
- How can I tell if this student's inappropriate behavior is due to his or her disability or not?
- How can parents NOT see this behavior at home?
- How do I get her to stop blurting out answers, stories, or questions during group instruction?
- How do I keep him or her on task?
- I have a student with high-functioning autism. He refuses to participate in PE class or dress out. I made a deal with him that he could skip dressing out a few times each quarter. That deal hasn't helped much. I suppose we could have him do written assignments in lieu of dressing out, but what kind of message does that send?
- I have run out of ideas for incentives or reinforcers for students in my class. How do I come up with some fresh ideas?
- Is time-out really effective?
- My student won't do anything. What can I do to engage him or her? Is the student just not trying?
- She is so disorganized. What can I do to teach her to organize her materials and assignments?
- What can I do to manage a student who doesn't follow classroom rules or my classroom management system?
- Why does she always seem to lose control when fun things are going on? You would think that this would be a time she would enjoy.
- Why should I "bribe" my students to behave?
- Will the other students in my class learn the inappropriate behavior exhibited by the student with special needs?

Making Accommodations and Modifications

- Do I have to do *all* these accommodations?
- How can I give a student a grade when he or she doesn't have to do the same work or take the same test?
- How much am I supposed to change my curriculum for this student?
- What is the difference between an accommodation and a modification?

Teaching Students with Exceptionalities

- What needs do gifted learners have?
- What should I tell the other students about his or her disability?
- Why does it seem like there are so many students that now have autism spectrum disorder?
- Why does this student have an IEP?

THE FUNDAMENTALS OF INCLUSION

Being Part of an IEP Team

- How can I ask the special education teacher for more information about a student with disabilities who is in my class?
- I am worried about confidentiality. Who am I allowed to talk to about the student?
- What is the role of the parents in the IEP process?
- Why do I have to come to an IEP meeting?

Working with Other Educators

- How can I find time to plan lessons for this student with all of the modifications he or she needs?
- What am I supposed to have the paraeducator do in my classroom?
- What if I think the paraeducator is helping students too much?
- What if there isn't a paraeducator coming with this student to teach him or her?