“Inclusive Responses to Supporting Special Needs Students”

Overview
This workshop will provide Administrators with some simple ideas to begin developing a more inclusive environment for their school sites. Inclusion is a set standard in California and we need to ensure all school sites offer more inclusionary practices.

Goals
1. Participants will learn how to use a multi-method communication system embedded in their core programming.

2. Participants will learn to offer more choices to help support ALL students.

3. Participants will learn the true value of partial participation and how this can bridge the gap between learners.

Focal Points
1. We must communicate using more than our words.

2. We must acknowledge and accept that our students deserve to really have the “Power of Choice.”

3. We must allow and develop more opportunities for our students to partially participate based on their own ability level.

Next Steps
1. Develop and adopt an interactive multi-method communication system for your site.

2. Educate and empower your staff to build more choice systems into their environments.

3. Evaluate and discover more opportunities for partial participation to be added into the school community.
Inclusive Responses

1. Interactive Multi-Method Communication System
   a. Identifying the Preferred Mode of Communication for Students
      i. Verbal language
      ii. Gestural prompts or cues/Sign Language
      iii. Visual supports or systems
      iv. Written via letters, memos, notes, journals, emails, text correspondence
   b. Discover when to use alternative modes of communication
      i. Activities/Tasks
      ii. Providing Instructions/Expectations
      iii. Group Vs. Individual work tasks
   c. Communication between Students, Staff, & Parents/Care providers
      i. Office Hours Policy
      ii. Direct 1:1 Hallway or during break periods with student
      iii. Parent Conferences
      iv. IEP (Specifically Addendum Meetings or Progress Review Meetings)
      v. Email Correspondence, Phone, Text

2. Choice System
   a. Explore if choices are being given in the various settings
      i. Assigned tasks
      ii. Schedule Changes
      iii. Assemblies/Block Days
      iv. Time Management
   b. Determine who has the Power of Choice
      i. You (As Administrator)
      ii. Staff
      iii. Students
      iv. Parents or Care Providers
      v. Additional Service Providers or Stakeholders
   c. Administrating More Choices on the whole campus
      i. Explore where you can build more choice on the campus
      ii. Classroom
      iii. Office
      iv. Lunch Room
      v. Passing Periods/Recess
      vi. Various events or activities
3. **Partial Participation**  
   a. **Examine if your school site’s accepts partial participation**  
      i. Speak with staff directly  
      ii. Internal school site survey  
      iii. Staff meetings  
      iv. Ask students  
   b. **Educate staff on the importance of partial participation**  
      i. Builds confidence  
      ii. Encourages students to complete tasks  
      iii. Empowers students to feel included  
      iv. Minimizes undesired behaviors  
   c. **Encouraging students to work at their level**  
      i. Recognizing the student’s limits  
      ii. Meeting the student at their level  
      iii. Providing alternatives for students  
      iv. Supporting the student’s overall needs

**Group Activity Instructions**

1. Participants will be divided into groups  
2. Each group will need to select a notetaker and a presenter to represent their group  
3. Each group will be assigned a student  
4. Each group will be expected to complete the following:  
   a. Develop a multi-method communication system for their student  
   b. List opportunities where choice can be built into the student’s program  
   c. Identify which parts of their schedule or activities where partial participation can be accepted  
5. Each selected Presenter will present to the group

**Be Ready & Open to Learn From One Another**  
This is what promotes inclusion if the adults in the students’ lives are actually practicing within their own positions.