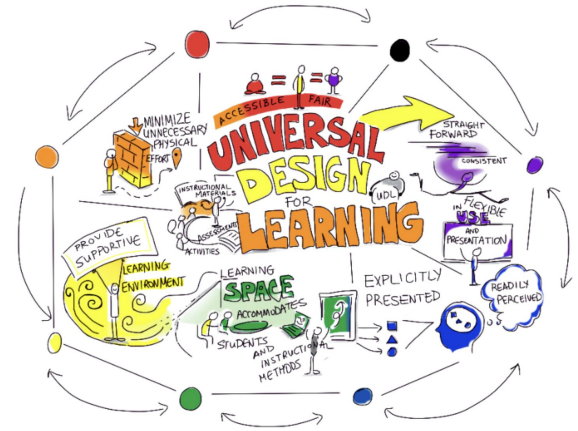# DISES Professional Learning Gallery:
Inclusive Academic Practices

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Ruby L. Owiny, PhD
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Objectives

- Explain inclusive philosophy
- Plan a lesson utilizing inclusive pedagogy
- Implement the three principles of Universal Design for Learning (UDL) in a lesson plan
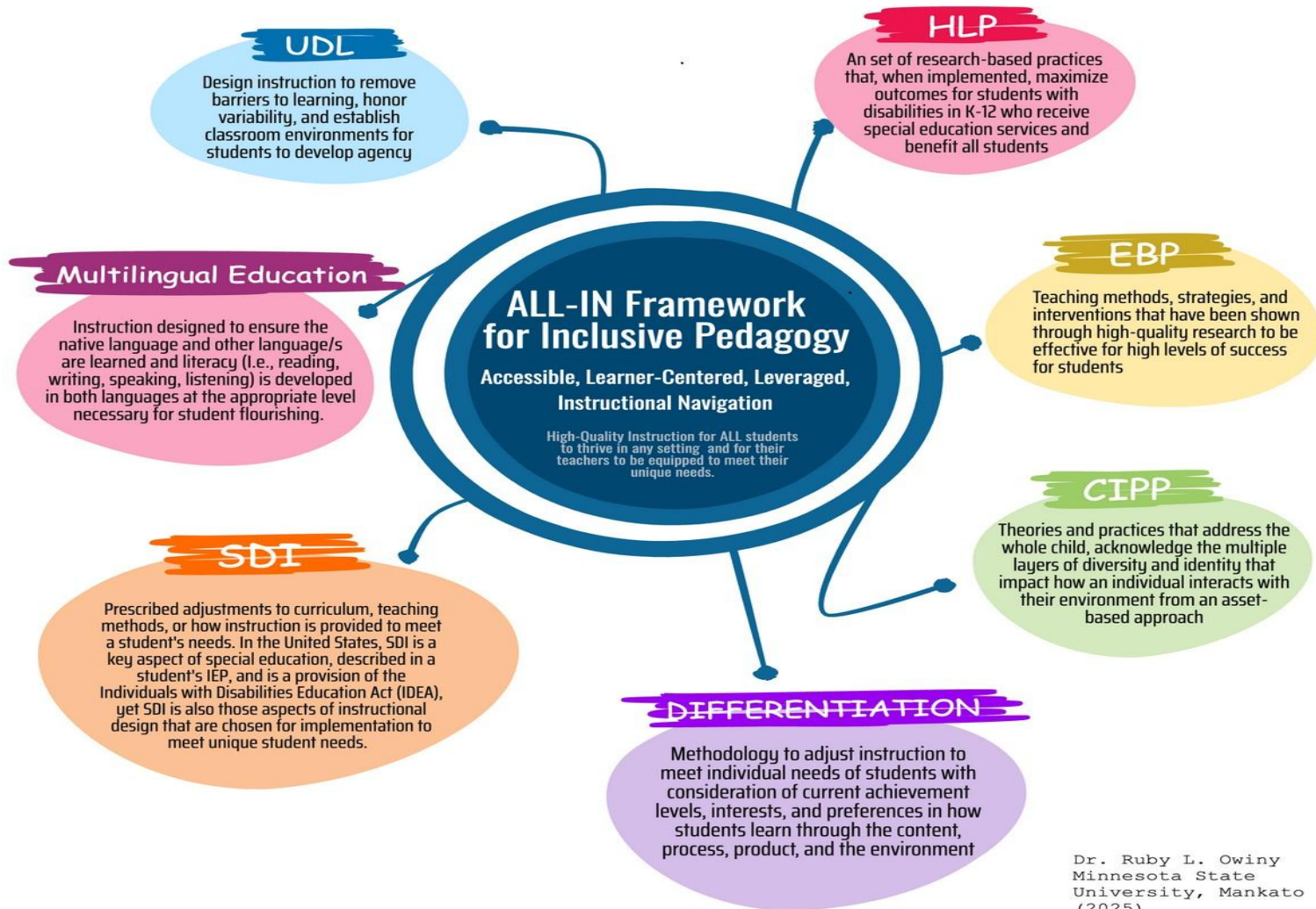- Demonstrate an ability to implement High-Leverage Practices (HLP)

Definitions

- Inclusive philosophy
- Inclusive pedagogy
- Universal Design for Learning (UDL)
- High Leverage Practices (HLP)
- Evidence-Based Practices (EBP)
- Culturally Inclusive Pedagogies and Practices (CIPP)
- Differentiation
- Specially Designed Instruction
- Multilingual Education

Inclusive Philosophies

- **All students are deserving of honor, value, and to be meaningful contributors to their school and classroom community** (Every Student Succeeds Act, 2015; UN Declaration of Human Rights of Persons, 2006; Individuals with Disabilities Education Improvement Act, 2004)
- **Diversity exists** in any classroom in a myriad of academic ways - attaining, processing, storing, and retrieving information
- **Universal Design for Learning (UDL)** provides a framework for considering how to begin or extend accessible instructional design and implementation
- **High Leverage Practices (HLP)** guide educators in collaboration, data-driven planning, instruction in behavior and academics, and how to intensify and intervene as needed - all working with intertwined functionality to benefit all students

UDL
Design instruction to remove barriers to learning, honor variability, and establish classroom environments for students to develop agency

HLP
An set of research-based practices that, when implemented, maximize outcomes for students with disabilities in K-12 who receive special education services and benefit all students

Multilingual Education
Instruction designed to ensure the native language and other language/s are learned and literacy (I.e., reading, writing, speaking, listening) is developed in both languages at the appropriate level necessary for student flourishing.

EBP
Teaching methods, strategies, and interventions that have been shown through high-quality research to be effective for high levels of success for students

ALL-IN Framework for Inclusive Pedagogy
Accessible, Learner-Centered, Leveraged, Instructional Navigation

High-Quality Instruction for ALL students to thrive in any setting and for their teachers to be equipped to meet their unique needs.

CIPP
Theories and practices that address the whole child, acknowledge the multiple layers of diversity and identity that impact how an individual interacts with their environment from an asset-based approach

SDI
Prescribed adjustments to curriculum, teaching methods, or how instruction is provided to meet a student's needs. In the United States, SDI is a key aspect of special education, described in a student's IEP, and is a provision of the Individuals with Disabilities Education Act (IDEA), yet SDI is also those aspects of instructional design that are chosen for implementation to meet unique student needs.

DIFFERENTIATION
Methodology to adjust instruction to meet individual needs of students with consideration of current achievement levels, interests, and preferences in how students learn through the content, process, product, and the environment

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Topic	Social Emotional Learning	Executive Functioning
Aim	Prepares the brain & body to learn *Foster knowledge, skills, and attitudes.*	How to learn (remember, plan, organize) *Develops knowledge, skills, and attitudes.*
Benefits	- Positively impacts school achievement (academic, social, emotional, behavioral, cognitive, wellbeing/health) - Postsecondary transition skills (preparing for adulthood should start early) - Culturally responsive and sustaining - Cost effective and benefits adults and community	
Practices	**Relationships:** relationship skills, social awareness, empathy **Actions:** self-awareness, self-management, goal setting **Environments:** responsible and caring decision making	**Relationships:** support, model, engage to practice, provide consistency, guide to independence **Actions:** reduce stress, foster connection, movement, increase complexity, repeated practice **Environments:** safety, exploration, stability (economic & social)

Inclusive Academic Practices

- Class analysis
- Content area and learning goal
- Literacy support
- Learning objective(s)
- Assessment plan
- Structured Universal Design for Learning Activities
  - Anticipatory set/hook
  - Instruction
  - Guided practice
  - Assessment & closure
  - Independent practice
- Reflection

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement

Access

Design Options for Welcoming Interests & Identities (7)
- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Support

Design Options for Sustaining Effort & Persistence (8)
- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Executive Function

Design Options for Emotional Capacity (9)
- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Multiple Means of Representation

Design Options for Perception (1)
- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Language & Symbols (2)
- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Building Knowledge (3)
- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Multiple Means of Action & Expression

Design Options for Interaction (4)
- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

### Design Options for Strategy Development (6)
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

Identifying skills, strategies, attitudes, and resources needed to reach goals

SEL & EL
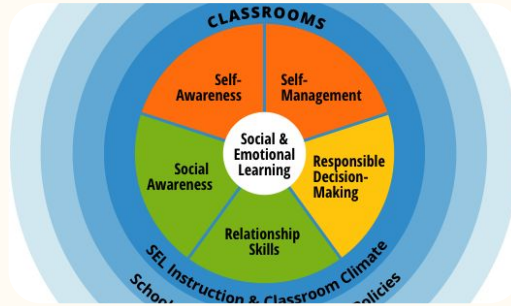
1 Self-Awareness

2 Self-Management

3 Social Awareness

4 Relationship Skills

5 Responsible Decision-Making
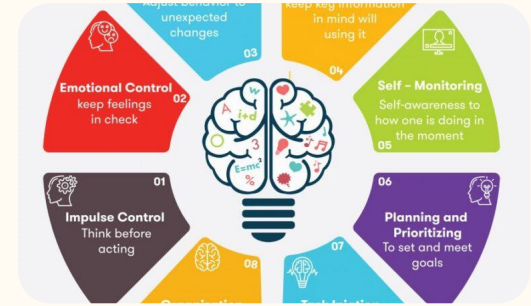
1 Regulation

2 Working Memory

3 Organization of Task

4 Cognitive Flexibility

Academic Learning

Reading	Writing	Mathematics
Science of Reading (building blocks of language): - Phonemic Awareness - Decoding - Fluency - Vocabulary - Comprehension Balanced Reading - Joy - Engagement	- Skills (e.g., planning, revising, grammar) - Strategies (e.g., graphic organizers, topic sentence) - Knowledge (e.g., research content, background knowledge) - Motivation (e.g., feedback, rewrite for a higher grade, peer support/group)	- Explicit instruction - Advanced organizers - Peer modeling - Questioning - Manipulatives - Diverse grouping - Strategic cues - Visuals - Connection to real life

Academic Learning

Science & History	Arts
5-E+: ● Engage ● Explore ● Explain ● Express ● Elaborate ● Evaluate Explicitly teach: ● Structure of text ● Vocabulary	● Visual ● Performing ● Multimedia ● Technology ● Inspiration ● Expression ● Multiple Means of Expression and Representation

For More Information…

IRIS Modules:

- Universal Design for Learning
- Differentiated Instruction
- Providing Instructional Supports
- Reading Comprehension Strategy
- Evidence Based Practices (Part 1)
- Evidence Based Practices (Part 2)
- Evidence Based Practices (Part 3)
- Secondary Reading Part 1
- Secondary Reading Part 2
- High Quality Math Instruction
- MTSS/RTI Math
- Progress Monitoring: Math

High-Leverage Practices

- High-Leverage Practices for Students with Disabilities

CEEDAR

- Differentiated Instruction
- High Leverage Practices Alignment Tool

CAST

- UDL Guideline

TEDTalks

- Building Universal Design Every Day (11:01)
- Empowering UDL (9:51)

Social Emotional/Regulation Resources:

- Zones of Regulation
- Go Noodle

Council for Exceptional Children | DISES Division of International Special Education & Services

Contextualizing Inclusive Academic Practices

- Support all languages (e.g., translanguaging, vocabulary development, translated documents)
- Build background knowledge
- Learn about cultural norms (e.g., grouping, topics, connection to real life)
- Review current and identify new curriculum that reflects the identities of those you serve
- Request input on curriculum and instructional practices from families/caregivers and community members
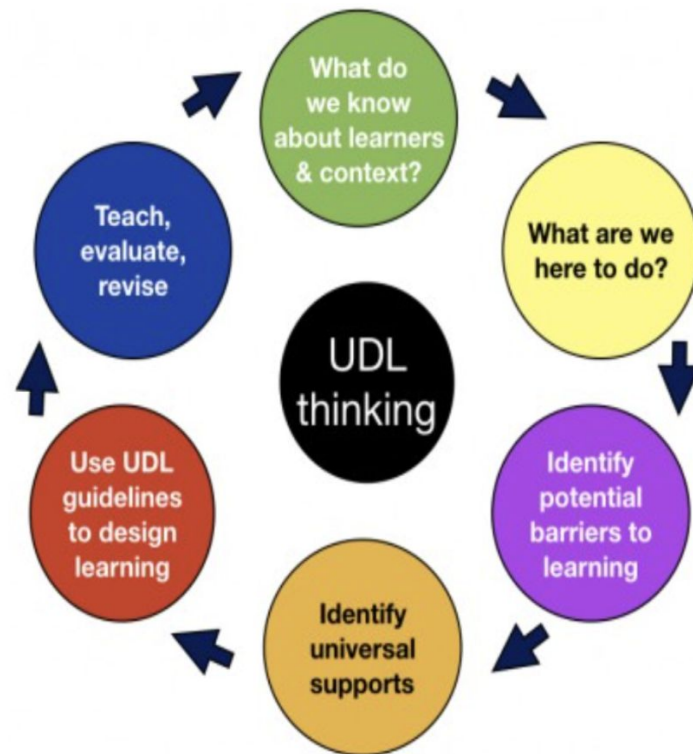
Resources

International:

- [Australian Disability Clearinghouse: UDL](#)
- [University of Limerick UDL Resources](#)
- [Incorporating UDL into USAID Education Activities](#)
- [Florida International University UDL](#)
- [UDL for FET Ireland](#)

National:

- [CAST UDL](#)
- [Novak](#)
- [CEEDAR UDL](#)
- [IRIS Universal Design for Learning](#)
- [NEA UDL](#)
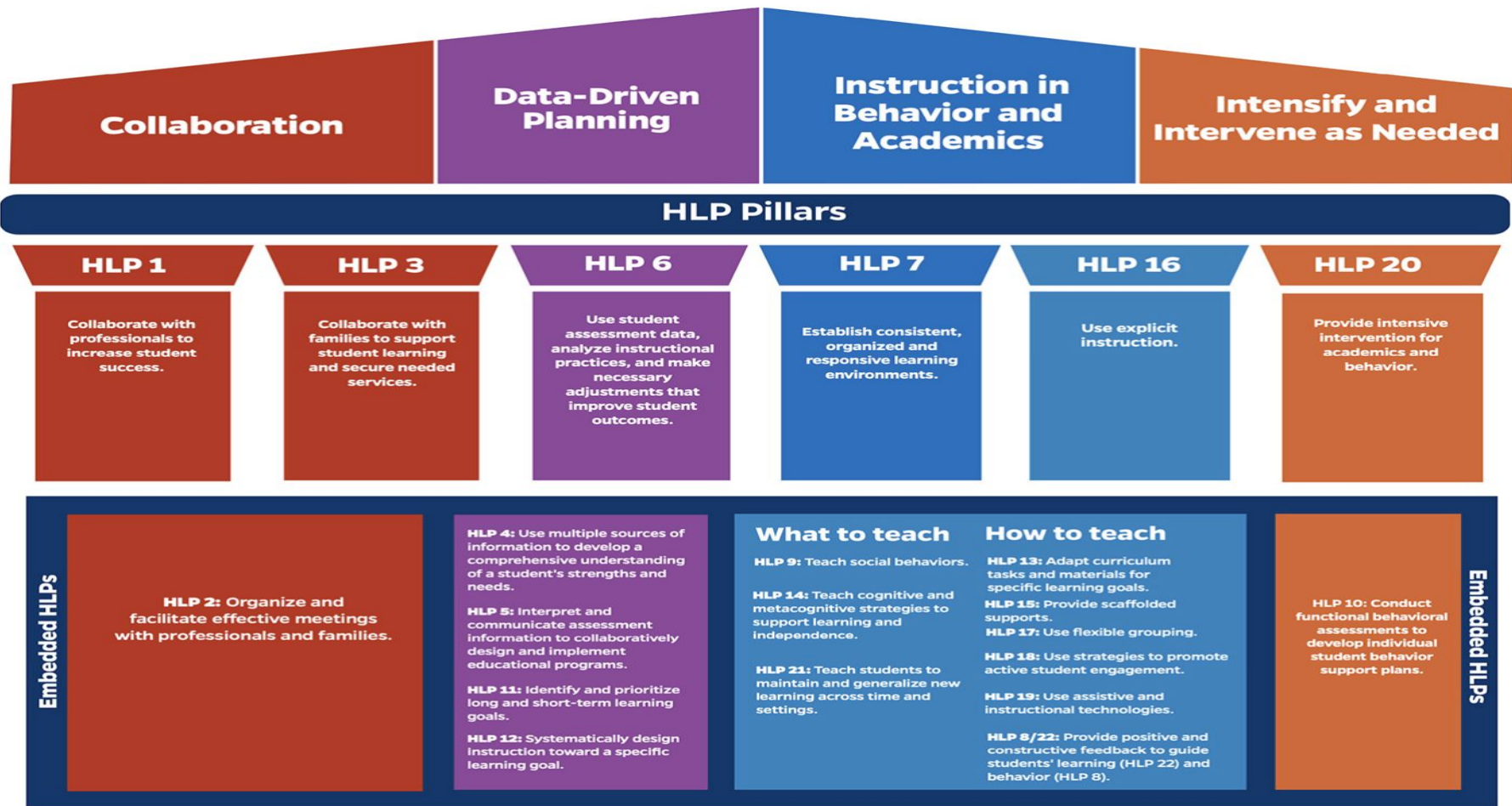
HLP Pillars

Collaboration | **Data-Driven Planning** | **Instruction in Behavior and Academics** | **Intensify and Intervene as Needed**

HLP 1 — Collaborate with professionals to increase student success.

HLP 3 — Collaborate with families to support student learning and secure needed services.

HLP 6 — Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

HLP 7 — Establish consistent, organized and responsive learning environments.

HLP 16 — Use explicit instruction.

HLP 20 — Provide intensive intervention for academics and behavior.

Embedded HLPs

HLP 2: Organize and facilitate effective meetings with professionals and families.

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.

HLP 11: Identify and prioritize long and short-term learning goals.

HLP 12: Systematically design instruction toward a specific learning goal.

What to teach

HLP 9: Teach social behaviors.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to maintain and generalize new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.

HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.

View an enlarged version of this organizational structure and learn more about these practices in the guidance document High-Leverages Practices for Students with Disabilities.

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