Implementing and Advocating for Inclusive Education

REFLECTION

What is Advocacy?

After watching the YouTube video *What Advocacy Means to Me* (runtime 4:56), reflect on your thoughts about the benefits of inclusion. Think about ways you can advocate for inclusion and what advocacy means to you. If you had to define advocacy to another team member, what would you say?

Advocating for A Child

Reflect on a time that you have advocated for a child (formally or informally). How did you encourage and support that child and family? What motivated you? What made the advocacy successful? Would you do anything differently?

Your Inclusion Journey

Take a moment to reflect on how you currently support a child, family, or team on your journey to inclusion. What is working well? What could be improved upon?

KEY CONCEPTS

Advocacy may include doing one or several of the following:

- Knowing the law and parental rights

- Discussing instructional strategies with your team (family included)

- Attend the child's IEP meeting and staffings

- Asking questions to better understand accommodations

- Celebrating successes

- Voicing any concerns you have directly with team members

- Brainstorming with your team to find solutions

Being an advocate for inclusion is different for every person.

Reflection Guide for Professionals

This companion to the _What Makes Inclusion Work Reflection Guide for Families_ from the module is for professionals to help them reflect on strengths and areas to explore further related to inclusion.   Families can share this guide with team members to encourage collaboration or reflect on inclusion together.

WMIW Practice	Examples	Notes
Vision & Attitude *	• A vision statement that includes input from staff, families, and community. • A shared belief that all children can and will learn. • Program has all children and families as full members of the community. • Staff upholds a culture of inclusion.	
Evidence Based Practices	• Teams use diverse instructional practices. • Groups are flexible and based on the needs of individual children. • Supports, including specialized instruction, are embedded in the classroom. • Related services are provided within the routine of the general education classroom. • Children's progress is continually monitored through authentic assessment.	
Collaboration & Teaming *	• Teams make data-based decisions. • Teams share and collaborate on lessons plans, goals, and individualized interventions. • Items from previous meetings are reviewed to ensure follow-up. • Open access to assessments, interventions, and progress reports for all team members to support planning.	

WMIW Practice	Examples	Notes
Adaptations & Support Systems	• Adaptations are determined through the IEP process, used consistently with children and documented for future reference. • Intervention plans are individualized and shared with all team members. • Natural supports are provided for each child. • Teams provide adaptation and accommodations to promote engagement in activities and peer interactions.	
Formal Time to Plan & Reflect	• Administration supports and honors time to meet as a team. • Schedules accommodate common planning time. • Program promotes efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team. • Team members honor the time frame determined. • Team members use culturally and linguistically responsive practices. • Team examines practices to be aware of implicit biases.	
Professional Learning*	• Team is supported when implementing new strategies learned. • Team adjusts teaching strategies based on new information from professional learning opportunities. • All team members have time for reflecting and problem solving with others to implement new strategies.	

WMIW Practice	Examples	Notes
Family & Community Partnerships	• Families are invited to and are supported participants in meetings. • Families have multiple opportunities and means for communicating with the team to support their children. • Families receive frequent updates on progress and challenges. • Families are given an opportunity to provide feedback on the program. • Families are linked with community programs/services that support young children and their families. • Services are provided within the program the child attends.	
Administrative Support	• Administrators are supportive of inclusion in concrete and identifiable ways. • Administration values open communication regarding supports and services for children, and there is a clear line of communication for problem solving. • Administration implements policy and procedures that support continuous quality improvement specifically related to inclusion. • Program combines resources to provide a unified system.	

Additional information regarding these practices can be found in Topics 1, 2, and 3 and the related Resource Guides.