

Supporting, Not Sorting

How to focus our mindset on positive outcomes for each & every child.

For each child in your classroom & community:



Find opportunities to build on child's strengths



Use authentic assessments to gather current information



Embed supports into daily routines



Avoid

Seeing initial evaluations data as definitive

Sorting children by eligibility or perceived ability

Continuing to do things just because it is the way they have always been done



Focus time & Energy

Setting up all classrooms to be assessable

Preparing all staff to support all children through multi-faceted professional learning

Collaborating with curiosity

COMMONLY ASKED QUESTIONS



Isn't inclusion unfair to children without disabilities?

30+ years of research shows us that inclusion benefits **ALL** children in many ways like developing empathy and friendship skills.



Shouldn't we just add more adults for inclusive classrooms?

An intentionally set up classroom, embedded supports and peer strategies can act as natural supports in inclusive classrooms.