

Ten Tips for General and Special Education Teachers, and Parents for Inclusive Equitable Schools During COVID and Beyond

This resource has been created considering best practices in inclusive schools, sensitivity to the capacity and demands of parent(s)/teacher(s), impacts to disability communities now with additional stressors/barriers, expectations that Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) will be followed, and supports on and not on the IEP will be implemented so all students have access to education. In effort to provide relevant and useful information, this resource is based on feedback parents of children with disabilities have provided in surveys, through interviews, and on training evaluations. We are grateful to the many families and partners who continue to support this work.

- 1. Determine if Student Needs Food or is Homeless**
What supports can be put in place?
- 2. Define Communication Details and Options to Connect**
Provide contact information and understand availability of teachers, para, parent(s) to communicate and support/supervise student and schoolwork
- 3. Determine What Technology a Student Needs and Has and What Their Strengths Are**
Including the Internet, device to access internet, assistive technology tools and services, a [SETT](#) meeting, training to utilize technology, ability to access/navigate educational platforms, website accessibility
- 4. Determine What Technology Parent(s) are Familiar with and What Parent(s) Strengths/Needs Are**
Including access to tutorials and training for devices, online educational platforms, website affordability/accessibility
- 5. Decide What Type of Supports Student Needs to Engage and Learn**
Provide background information, accommodations, footrest, printed materials, manipulatives, calculator, fidgets, visuals, social/emotional tools to build relationships and self-regulate, resources at language/writing level, translated materials in primary language, clear instructions/expectations, related services, modifications, tools to develop self-management, cultural responsiveness, personal planner
- 6. Determine What Type of Supports Parent(s) Need for Student's Engagement and Learning**
Background information, resources at language/writing level, translated materials in primary language, interpreter, clear instructions/expectations, schedule, learning/teaching strategies, culturally responsiveness
- 7. Schedule Ongoing, Weekly Communication and Collaboration with Team Members**
Including student and parent(s), that is proactive, supportive, individualized, two-way/mutual, positive, built on trust/respect, focused on student support and progress, and allows for feedback (Was the student/parent prepared? Could student engage/participate in curriculum? What were the barriers and how can they be removed or worked around? Were modifications made? Were accommodations implemented? Were instructions/expectations clear?)
- 8. Provide Consistent and Predictable Content and Assignments**
Prepare flexible, inclusive, individualized, universally designed lessons, post instruction and schoolwork prior to delivery so students and parents can be prepared, and the school team can plan to pre-teach, modify, implement accommodations, and incorporate para support
- 9. Plan and Schedule Routine and Interactive Instructional Opportunities**
Minimize chaos, organize learning agenda, use tools for engagement (examples of key concepts, hands on supports, ask questions, check for understanding, make study groups), incorporate time for students to respond and be involved
- 10. Post Instruction and Assignments in One Location**
Share recorded instruction, videos, resources, assignments, worksheets, links, learning objectives/study guide for test, and all pertinent information in a single location for student/parent(s) to refer to and ask questions about

NW Disability Support is a coalition, hosts the annual all born (in) inclusion conference, has staff to provide Spanish support, and provides resources and training. Find this and other resources at www.abicomunity.org.