

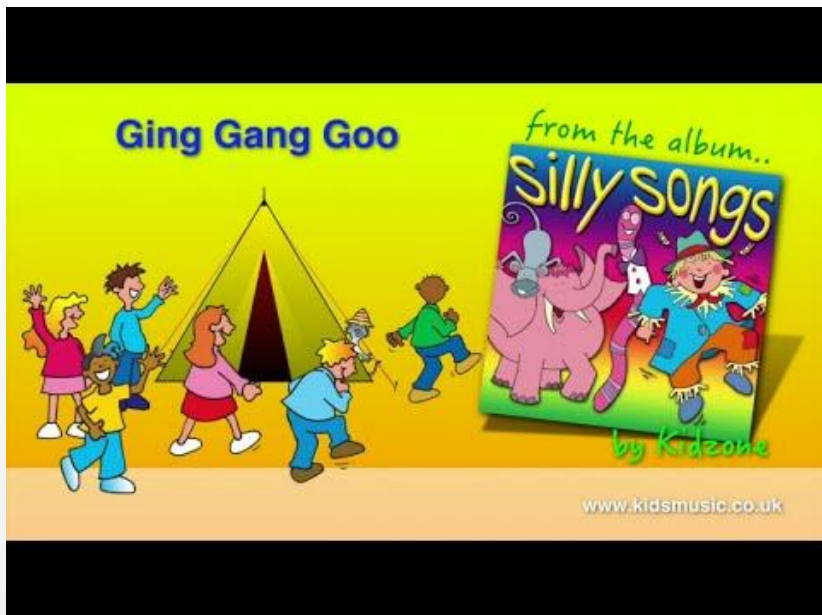
Case 4: Inclusive Education

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**How can we apply inclusive
education practices focusing
on family dynamics and
students on IEPs?**

Ging Gang Goo



- The lyrics are all gibberish, therefore there is no judgement about learning the lyrics
- Benefits individuals who may have difficulties with literacy or reproducing words and music
- Freedom
- Phonetics are not the focus of the song so students can just enjoy the music

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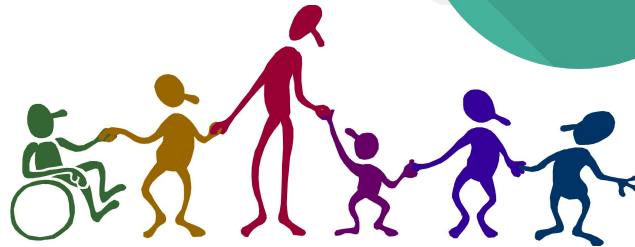
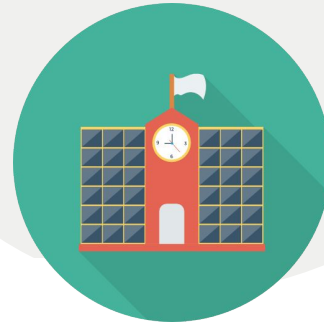
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Introduction



Questions to Consider:

- Where do you see inclusivity in your practicums?
- Where do you see it in the world?
- In your mind, what is successful inclusivity in schools?
- What is it in the world?



What Might Inclusive Education Look Like?

Examples of inclusive education that may be seen or used during our practicum:

- Shape of the day
- Gender neutral bathrooms
- Greeting students by their name as they enter the classroom
- Classroom meetings
- Class discussions
- Fictional and non-fictional books about diversity, multiculturalism, and inclusion
- Group projects/ group work
- Seating arrangements
- Pair and share

What is Inclusive Education?

- *“Inclusion is the value system which holds that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship, and interaction.”*

A Manual Of Policies, Procedures and Guidelines

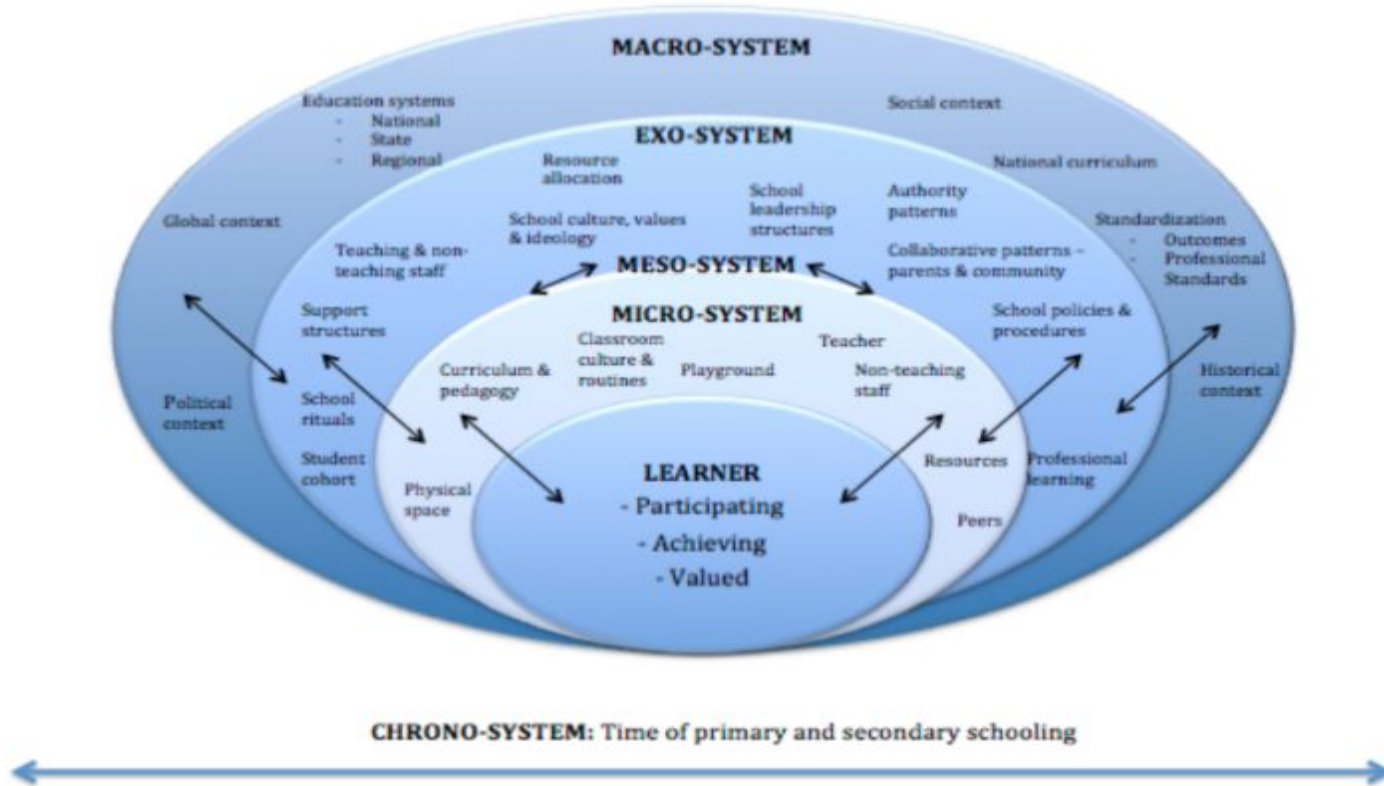
- All students are welcomed, supported to learn, contribute and participate in all aspects of school life
- Way in which schools, classrooms, programs, and activities are developed and designed to foster student learning
- Inclusion does not just mean integrating diversity into the classroom, but embracing diversity and creating an environment where everyone belongs within an entire school
- Inclusion means being a part of school community, in and out of the classroom
 - Everyone from different backgrounds to abilities
 - Different ages
 - ELLs
 - SOGI
 - Students on IEPs



Bronfenbrenner's Theory

- **Ecological system theory:** is the influence of environments on a student's success at school (i.e. peers, parents, teachers, the community)
- **Bioecological model of human development (reconceptualized theory):** focuses on the developmental experiences of people over time
- **Connection to Inclusive Education:** Bronfenbrenner's 5 systems of the ecology of inclusive education framework. Within these systems, inclusive education is not included, so we as teachers need to promote it within each system because they are interconnected with each other

The Ecology of Inclusive Education



Family Dynamics



Family Dynamics - Parents

- Parents' perceptions of school climate is directly impacted by the ways in which they define inclusion
- What factors influence a family's view on their child's school?
 - Values/beliefs
 - Placement of student
 - Day-to-day structure
 - Teaching students:
 - Social skills, maturity, coping, academic goals
 - Teacher's philosophy of teaching and learning
- What is the role of parents in their child's education?
 - Parents of students with exceptionalities felt as if they played an advocate role
 - Parents of students without exceptionalities felt like they played a mentor/guide role



Family Dynamics - Parents of Students with Exceptionalities

- Parents of students with exceptionalities focused on disability-specific supports whereas parents of students without exceptionalities discussed broader community supports
 - Transition supports were of importance to every parent
 - Parents collectively agreed that transition supports were extremely important for their children
- Parents of students with exceptionalities described many challenges to inclusion - these were mainly direct challenges

The School Act - Parents' Rights

- Be informed and involved in education decisions that affect their children
- Be consulted, and to give consent, regarding the type and nature of all **assessments**, and to be informed of their results
- Have concerns listened to, and responded to, promptly and respectfully
- Have access to personnel such as teachers, teaching assistants, principals, board administrators, and board trustees for information and collaboration
- Have concerns treated with confidentiality
- Be able to observe their children in the classroom
- Receive progress reports that can be understood
- Be involved in the planning process and review of their children's **Individual Education Plan (IEP)**.
- Have trained teachers and appropriate support for their children
- Appeal a school district employee's decision that affects the education, health, and safety of their children
- Educate their children at home

What are Parents Entitled to? The School Act

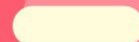


- Be consulted about the placement of their children with special needs
- Be involved in the planning, development, and implementation of their children's education program
- Be informed of a student's attendance, behaviour, and progress in school
- receive annual reports about the effectiveness of educational programs in the school district
- Examine all records kept by the school board pertaining to their children
- Register their children in an educational program through a school district, independent school, home school, or regional correspondence program
- Belong to a **parent advisory council (PAC)**
- Appeal the decision of an employee of a board if it significantly affects the education, health, or safety of a student, within a reasonable time from the date that the parent or student was informed of the decision



Before Meetings, Parents can Write Down...

- Their child's likes/dislikes
- Child's strengths and needs
- Child's preferred communication style (writing, orally, drawing etc.)
- Child's hopes and goals for the school year and their future
- Their own concerns and questions
- Their hopes and goals for their child's education/future



What can Teachers do to Acknowledge Family Dynamics?

- Teachers need to understand the family structure and individual needs of each family
 - Families are so versatile and may include separated/divorced parents, blended families, LGBTQ+ families, step-parents, foster families, group homes
 - The Ministry might be involved with the family as well
 - What is each individual's relationship to the child?
- A Teacher-Family Partnership Action Plan outlines the strengths, concerns, goals, resources and specific actions that will take place in household(s) and school so that the child in mind is completely supported
 - This is also a great way to talk about transitions from home to school and vice versa

What can Teachers do to Acknowledge Family Dynamics?

- Teachers can use inclusive terminology and materials
 - Using inclusive language when writing and speaking to families ex. Dear Parents can be changed to Dear Families
- Teachers should acknowledge cultural practices, values/beliefs, various daily routines, and other life circumstances that may be important to a child's life
- Acknowledging the fact that children may have a home language
 - Language is a crucial role in everyday lives
- Teachers can use questionnaires and have conversations with parents
 - Gather information about students by connecting with families
 - Acknowledge the student's strengths
 - Important background information
 - Set a collaborative tone for the relationship
- Teachers can use this process to create an environment that reflects a classroom practice where students identities are acknowledged

Including Families

(Peters, Seeds, Goldstein & Coleman, 2008)

Keep families involved, informed and connected

- Family open house
 - Welcomes families and builds community
 - Help you learn about the family
- Online and offline connection
 - E.g., teacher blog, email, thank you notes
- Arrange social events with families
- Open communication
 - Helps gain insight about the student
- Increase involvement and interactions
 - Parent volunteer in class or at school
 - Homework club
 - Parent Advisory Council (PAC)
- Familial inclusion
 - Newsletter in different languages
 - Translator offerings
- Share photos to help parents feel involved in daily happenings
 - *Caution of privacy and media release
- Classroom helper
 - Have a parent read with the students
 - Be a guest speaker about their culture
- Informal discussions about child's progress in school and how to support progress at home



Individual Education Plan (IEP)

IEP is more than just a written document. It's a map that lays out the program of special education instruction, supports, and services kids need to make progress and thrive in school.



Timeline for IEP in British Columbia

Important government documents:

(Alkahtani and Kheirallah, 2016)

(Ministry of Education British Columbia, 1989-2019)

(School Act, 2019)



1989

Special Needs Order

The board must ensure families of students with special needs be consulted about education plans.

1995

IEP Order

IEPs must be made and evaluated yearly for students with special needs.

1996

School Act

The Minister may create or amend orders regarding education plans. All school aged people in their district are entitled to enroll in school.

2004

Amendment to the Special Needs Student Order and IEP Order

Students on IEPs must be integrated into a class with students not on IEPs.

1989 Special Needs Order (Special..., 2019)

- Defines students with special needs and states that education professionals will consult with a “parent of a student” to determine their educational placement
- Amendments in 1995, 2004 and 2007 refined the language within the order
- The current language defines “**students with special needs**” as “a student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has exceptional gifts or talents.” (ibid)



IEP Order (Individual..., 2019)

- Students identified as having a special need must have IEPs designed for them
- Exceptions exist when the student can reach expected, unmodified learning outcomes with less than 25 hours of remedial instruction per year
- Families of the student are involved in the designing, implementing, and evaluation of the IEP

2004 Amendment

(Special..., 2019) (Alkahtani & Kheirallah, 2016)

- Prior to this, IEPs had the option of taking students out of classes to work privately with EAs or forming classes made entirely of students on IEPs
- The amendment requires that students with special needs be integrated with students who don't
- To be exempt from this, the educational needs of the students need to somehow indicate that they can't be achieved in an integrated class





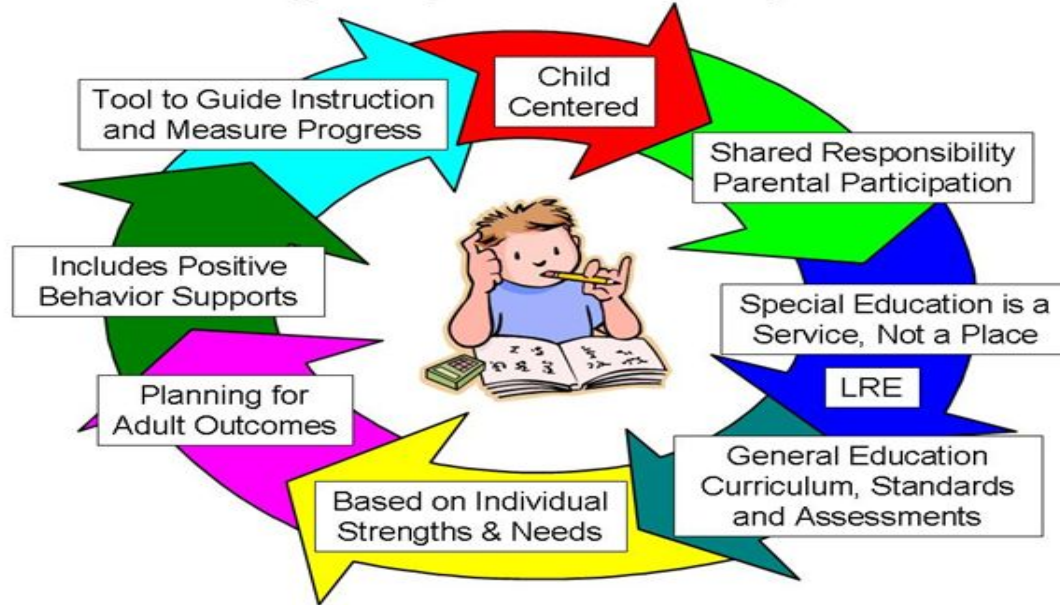
The Purposes of an IEP:

- To provide or describe a plan to help a student meet individual outcomes or goals
- To create opportunity for teachers, parents, school administrators to work together to improve educational results for children with disabilities
- To have the parents be part of the individual planning and sign the IEP for their child



IEP Development

Guiding Principles for IEP Development



Implementation of IEPs

- Once the IEP is written, it is time to carry it out. That is, to provide the student with the special education and related services as listed in the IEP.
- The purpose of the implementation stage is to deliver the services & support outlined in a student's IEP.
- Every individual who provides services to the student must understand her or his responsibilities. That is, each school personnel must have the skills and training necessary to deliver the supports and services as outlined in the IEP.

Student Involvement in IEPs (Cooper, 2019)

- The nature and extent of a student's involvement in the IEP process is rarely documented
- It's valuable for students to understand the purposes of their IEP
- Evidence suggests students on IEPs benefit from attending yearly IEP meetings, and currently this is more frequently offered to secondary students on IEPs than elementary
- Students need to be aware that their achievement of the learning expectations will be reflected in their Provincial Report Card



Tips & Application

- 1) Creating an inclusive learning environment
- 2) Inclusive teaching strategies

“Depending on a given group of students’ needs, inclusive classrooms can look very different from one another. Be ready to think outside the box, and do not be afraid to try creative solutions.” (Hawk, 2017)



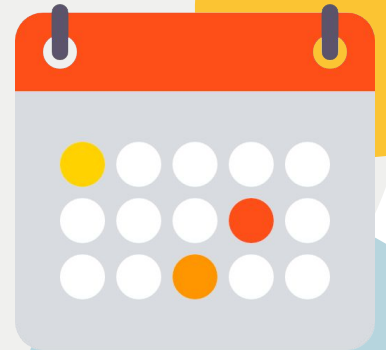
Classroom Community and Environment

- Celebrate diverse cultural traditions appropriately and respectfully
 - E.g., holidays, celebrations, music, dance, food
- Show and tell
 - Encourage the sharing of family and cultural background
 - Watch: <https://www.youtube.com/watch?v=4eEe9c8RaGU>
- Display diverse posters and artwork
 - E.g., flags from different countries, artwork created by the students, quotes in diverse languages
- Inclusion of home languages and dialects
 - Enable students to speak their home language during free time
 - Learn songs and/or play music from different cultural backgrounds (e.g., Happy Birthday)
 - Greeting “good mornings” with any language they prefer



Employ collaborative teaching and make a schedule revolving services (Hawk, 2017)

- Consult with specialists with more experience or education regarding working with students with disabilities and how to best meet their needs
- May have materials you can borrow
- Work with other school staff to fit in services (e.g., speech therapy, counseling, ELL pull outs)
 - Cause fewer difficulties (e.g., missing important content or instruction)



Classroom Arrangement (Hawk, 2017)

- Be mindful of the students you have in your classroom



- E.g., Students who use a wheelchair -> ensure there is adequate space for the student to maneuver and classroom materials are within reach
- E.g., Students who have difficulty seeing -> print in larger font and student should be seated closer to the teacher/board
- Create a safe space in the classroom
 - Designated place for students to use if feeling overwhelmed or need to reset

- Minimize distracting noises
 - Provide earplugs or headphones
- Adjust the amount of lighting suitable for your students
- Play soft music (culturally diverse)
 - For students with sensory stimulation
- Support transitions
 - Give reminders to the whole class before any transitions
 - Use a visual timer for students to manage time on their own
 - Provide transitional activities (e.g., singing a clean-up song)



Define Clear Standards of Expectations/ Behaviors and Relationship Building

- Helps create strong and positive relationships throughout the year
- Reinforce that there is zero tolerance for any form of discrimination
- Code of conduct/classroom contract (list of acceptable/unacceptable behaviors and consequences)
- Policies about inclusive learning environments (e.g., anti-bullying and harassment policies)
- Promote safety, respect, and acceptance for ALL students

S.P.A.R.K. (Safe, Peaceful Problem Solvers, Accepting, Respectful, & Kind)

"Bridge Bulldogs GRRR" - GRRR stands for:

- Respect for self
- Respect for others
- Respect for the environment



Offer Flexible Seating Options

- Helps students with sensory needs
- Allows learners to choose a seating option that enables them to work most comfortably and efficiently



SOGI (SOGI 1 2 3, n.d.)



- Model inclusive language (inclusive of all family structure and gender-free phrasing)
 - E.g., "Good morning boys and girls" -> "Good morning everyone"
 - E.g., "Give this to your mom and dad" -> "Give this to your family"
- Use inclusive social categories
 - E.g., Divide students into groups based on birthday month, color of clothing, alphabetically, etc.
 - Avoid categorizing "boys" and "girls"
- Respond to and teach students how to respond to homophobic comments



Reflect Inclusivity in your Classroom

Materials, Language, and Teachings (Fink, 2018)

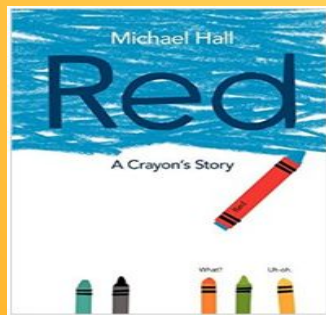
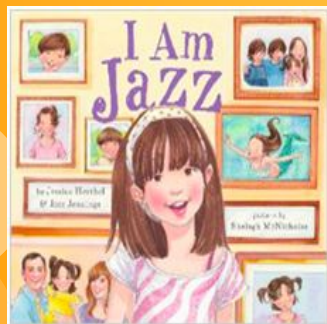
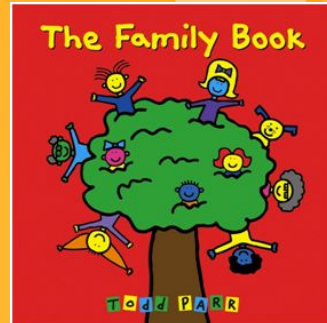
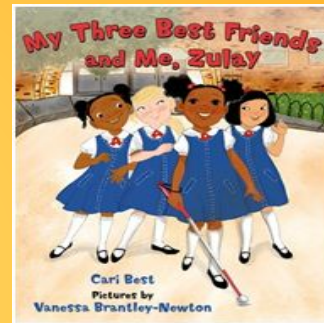
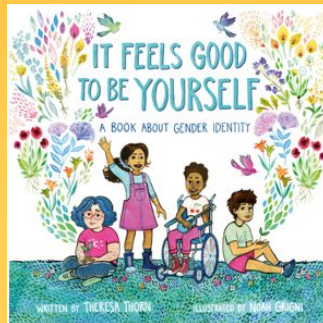
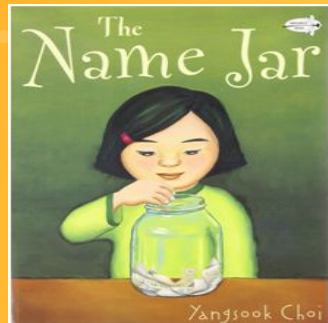
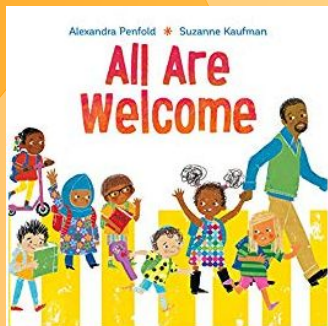


- Stock your library shelves with diverse books and authors
 - E.g., ethnicity, cultural, family structure, religion, gender, abilities, sexual orientation, language, SES, FPPoL, etc.
- Be visually inclusive and welcoming (LGBTQ+ posters)
- Use “People First” language (School Speciality, 2017)
 - Put the individual before the disability (creates mutual respect)
 - E.g., “An autistic student” -> “My student with autism”
- Creates a sense of belonging for ALL students (validates students if they see themselves reflected in the classroom)
- Field trips to cultural venues
 - E.g., Dr. Sun Yat-Sen Garden, Museum of Anthropology, Forbidden Vancouver
- Bring guest speakers to teach the class about their culture (e.g., parent volunteers)



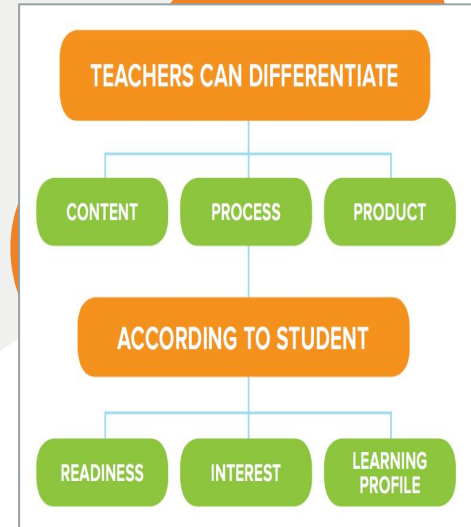
Examples of Diverse Books

Check out this website for more: <http://www.welcomingschools.org/resources/books/>



Differentiated Instruction

- “Reactively evaluates individual students and retrofits and modifies on the back end” (Nelson & Basham, 2014)
- ALL classrooms have students with varying abilities and no two learners are alike
- Creates a variety ways to learn and be assessed
- Tailor the classroom to meet the specific needs of the students (Hawk, 2017)
 - Giving them all the same work will not accomplish what you want
- Always look for ways to include all students in the same lesson material
- Cater to different learning styles
 - Present the information in various ways (multimodal)
 - E.g., oral, video, picture, music, etc.





Culturally Responsive Teaching (CRT)

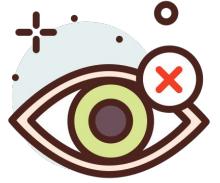
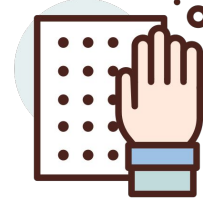
(Anyichie & Butler, 2017)

- “Creating culturally responsive and caring learning communities
- Establishing cross-cultural communication
- Including ethnic and cultural diversity in curriculum content
- Establishing cultural congruity in classroom teaching and learning”

Provide Support (Rick Hansen Foundation School Program, n.d.)

- Students who have learning disabilities

- Provide specific examples
- Give a word bank for fill in the blank worksheets
- Highlight key words in the question
- Allow extra time
- Break down tasks and give step-by-step prompts or instructions
- Reduce the workload and/or difficulty level (e.g., fewer problems)
- Give choice (e.g., draw a picture instead, work alone or with a friend)



- Students who have difficulty seeing

- Write on board using large letters
- Read out instructions or provide audiobooks that plays relevant material
- Address the student by name and have speakers identify themselves



- Students who have difficulty hearing/speaking

- Provide lesson materials in advance
- Support verbal instructions with print and/or visual aids
- Use different communication methods (e.g., movement, expression, writing, visual cues)

Accommodations and Modifications

(The Understood Team, n.d.)

Pay close attention to IEPs (includes students' exceptionalities, goals, provisions, and accommodations) (Hawk, 2017)

Accommodation: changes *how* a student learns the material

- Learns same material as their peers in different ways
- May listen to an audiobook rather than read the book
- Allowing extra time to complete a test

Modification: changes *what* a student is taught or expected to learn

- May have changes to the curriculum they are learning
- Doing a similar but different assignment with lower grade level material
- Doing assignments that are completely different from their classmates

Grandma and the Pirates

1. How did the pirates find Grandma?

2. Where did the Boss Pirate hide the key to the chain?

3. How did Melissa, Grandma, and Oliver finally escape from the pirates?

4. Once Melissa, Grandma, and Oliver escaped from the pirates, where do you think they sailed?

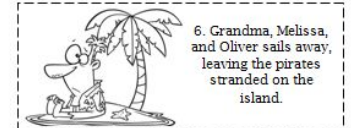
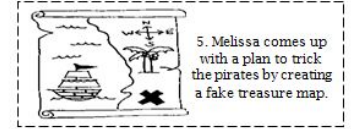
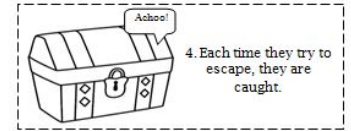
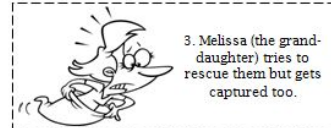
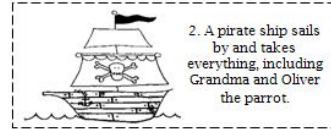
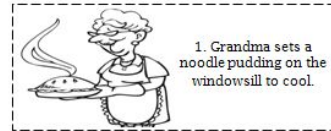
Grandma and the Pirates by Phoebe Gilman

Color, cut and paste in the correct order!

1
2
3

4
5
6

Name: _____



Apply Universal Design for Learning (UDL) (Stolz, 2018)

- UDL: an approach to teaching and learning that gives all students an equal opportunity to succeed regardless of their strengths and needs
- “Proactively evaluates the classroom instruction and environment and provides access to the content on the front end” (Nelson & Basham, 2014)
- Allows students the flexibility to access material, engage with it, and express what they know in multiple ways
- Reduces barriers to learning and enables them to be active learners

3 principles:

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1. Provide options for perception	1. Provide options for physical action	1. Provide options for recruiting interest
2. Provide options for language and symbols	2. Provide options for expressive skills and fluency	2. Provide options for sustaining effort and persistence
3. Provide options for comprehension	3. Provide options for executive functions	3. Provide options for self-regulation



Top 10 Tips For Inclusion at School/In the Classroom (Rick Hansen Foundation School Program, n.d.)

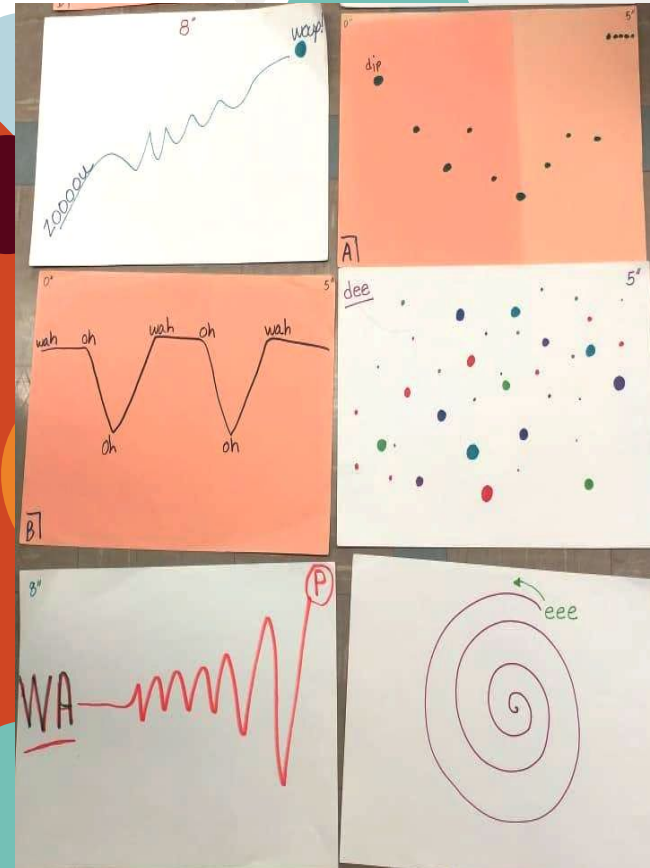
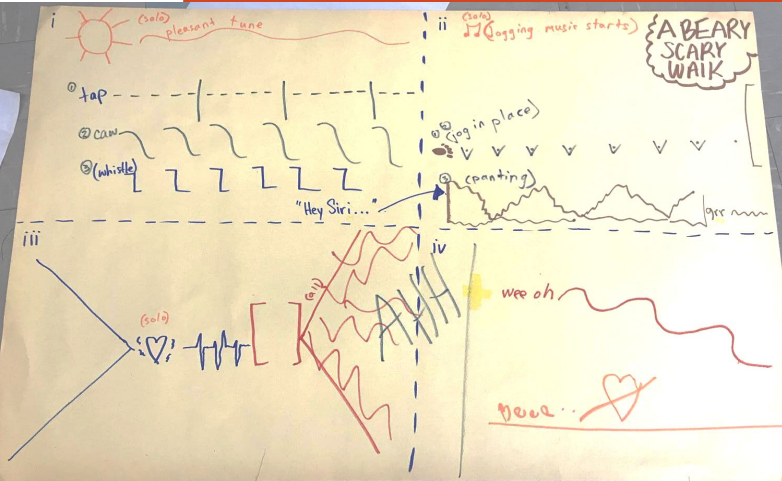
1. Don't assume
2. Always communicate
3. Take the time to listen
4. Empathy is key
5. Don't categorize
6. Be an enabler
7. Plan for accessibility
8. Be supportive
9. Teach inclusion to everyone
10. Treat everyone equally

[Activity Manual
\(click here\)](#)

Activity: Graphic Scores

- Traditional stave music notation isn't part of core education
- Graphic scores are an inclusive way to

express topics or feelings
(Spencer, 2015)



Conclusion

When habits and routines are formed and locked in, conscious engagement in inclusive education risks becoming overlooked. The diversity of a class can affect this, and in a less diverse class, inclusive education may seem less urgent. However, emphasising the building of relationships fosters a positive school culture whose benefits can't be denied. Social skills and friendships become stronger, while discrimination and segregation diminish. One of the goals for inclusive education is the elimination of these negative classroom traits. It's just as vital that the families are involved as part of the inclusive education process, and that they are made aware of themselves, their dependants, and the social reality that exists where they live. Making friends and accepting others is not an intrinsic ability. Inclusive education helps achieve the goals set out in the school act, and upholds the right and entitlement of all school aged children to enrol in education programs and participate in all aspects of them.

Glossary

- **Assessment**

- Assessment is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve future student learning

- **Inclusive education**

- A value system which holds that all students are entitled to equitable access to learning. It is the practice of inclusion transcending the idea of physical location, and incorporates basic values that promote participation, friendship, and interaction

- **Individual education plan (IEP)**

- Is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services

- **Universal design for learning (UDL)**

- An approach to teaching and learning that gives all students an equal opportunity to succeed regardless of their strengths and needs

- **Differentiated instruction**

- A method of teaching and learning that tailors the classroom material to meet the specific needs of the students

- **Culturally responsive teaching (CRT)**

- Instruction that utilizes students' backgrounds, interests and lived experiences as resources for teaching and learning

- **School Act**

- The title used for legislation relating to schools. The current BC School Act statute has been in place since 1996.

- **Parent Advisory Council (PAC)**

- The officially recognized organization of parents at a school where parents may exercise certain rights under the School Act. PACs work together to represent diversity and contribute to the betterment of all students.

- **Graphic Score**

- A representation of music using visual symbols outside of traditional music notation on staves.

Resources

Alkahtani, M. A., Kheirallah, S. A. (2016). Background of Individual Education Plans (IEPs) Policy in Some Countries: A Review. *Journal of Education and Practice*, 7(24), 15-26. Retrieved from <https://eric.ed.gov/?id=EJ1112737>

A comparison of IEP laws and practices between various countries and regions including BC. This article points out the history and goals of IEPs and attempts to draw from countries considered to be relatively high in IEP success with the goal of improving IEPs elsewhere.

Anderson, J., Boyle, C., & Deppeler, J. (2014). The Ecology of Inclusive Education: Reconceptualising Bronfenbrenner. *Equality in Education*, 23–34. doi: 10.1007/978-94-6209-692-9_3

This article talks about Bronfenbrenner's theory of the ecology of Inclusive Education and how his 5 systems interconnect with each other. It is our job as teachers to integrate Inclusive Education within each one of these systems.

Anyichie, A. C., & Butler, D. L. (2017). A culturally responsive self-regulated learning framework. Retrieved from <https://www.researchgate.net/publication/316918740>

In Anyichie and Butler's article, it examines how educators can meet the needs of a culturally diverse classroom in today's society. Moreover, it looks at the principles of culturally responsive teaching (CRT).

Cooper, S. (2019). Student involvement in IEP meetings in British Columbia (T). University of British Columbia. Retrieved from <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0383238>

This thesis submitted as part of Cooper's Master of Arts requirement takes a child psychology perspective on students identified as having special needs. It is critical towards the lack of documentation regarding student involvement in IEPs and ascertains that more is better. Teenagers are interviewed and asked to give their thoughts on how involved they've been in the IEP process and meetings and provide honest opinions about how the involvement could be improved. The study is thorough and the thesis is comprehensive.

Everyone belongs in our schools: A Parent's handbook on inclusive Education. (n.d.). Retrieved from https://inclusionbc.org/wp-content/uploads/2018/11/WEBEducation_parent_manual_2014_0-1.pdf

Resources

Fink, K. (2018). Tips for making classrooms more inclusive as students head back to school [Blog post]. Retrieved from

<https://www.hrc.org/blog/tips-for-making-classrooms-more-inclusive-as-students-head-back-to-school>

Fink's blog post is a very helpful resource for teachers who are interested in making their classrooms more inclusive for their students. The tips and strategies included here consist of, but are not limited to, using inclusive language, stocking your shelves with diverse books, and planning a family night.

Hawk, A. (2017). Creating an inclusive classroom for students with special needs [Blog post]. Retrieved from

<https://freespiritpublishingblog.com/2017/01/09/creating-an-inclusive-classroom-for-students-with-special-needs/>

This blog post discusses various ways on how educators can create an inclusive classroom for their students with special needs such as reviewing their IEPs and being mindful of the classroom arrangement.

Everyone Belongs In Our School - A Parent's Handbook on Inclusive Education. (2014). Retrieved from

https://inclusionbc.org/wp-content/uploads/2018/11/WEBEducation_parent_manual_2014_0-1.pdf

This link provides parents information on inclusive education. It contains what they can expect as parents, what teachers should be doing in their classrooms and such.

Inclusive Education. (2017). Retrieved from https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_brief.pdf.

Inclusive Education. (n.d.). Retrieved from <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2013/07/Inclusive-Education.pdf>.

This pamphlet distinguishes what inclusive education is and the benefits of integrating this type of education into school systems. It also outlines steps to further integrate Inclusive education within classrooms, schools, programs, and activities.

Inclusive Education Canada. (2017). Retrieved from <https://inclusiveeducation.ca/about-2/>

This website introduces the importance of inclusive education. It provides you with links on helpful resources, ways to integrate inclusive education into a school system, as well as how to take action and relating news articles talking about inclusive education.

Resources

Individual Education Plan Order, (2019). BC Ministry of Education. Retrieved from:

• https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m638_95.pdf

This is the ministerial order in accordance with the School Act (1996) with up to date amendments regarding IEPs in BC.

Nelson, L.L. & Basham, J.D. (2014). A blueprint for UDL: Considering the design of implementation. Lawrence, KS: UDL-IRN. Retrieved from <http://udl-irn.org>

This website is an excellent resource in regards to the universal design for learning (UDL) ranging from implementation and the research behind this approach to teaching and learning.

Province of British Columbia, (2009). Individual Education Planning for Students with Special Needs A Resource Guide for Teachers.

Retrieved from, <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-to-ols/inclusive/iepssn.pdf>

This handbook serves as a guide that can be referred back to at any time should uncertainty regarding students on IEPs arise. The information and strategies it provides for teachers is coupled with explanations on the efficacy and purpose of IEPs. It contains an FAQ, tools for families, students, teachers, and other professionals, and guides on how to adapt and modify existing IEPs. Any teacher can benefit from reading this guidebook, and it lays the foundation for required knowledge about what an IEP is and how teachers can serve the needs of students who have them.

Parent Perspectives of Inclusion - Inclusion Perspectives of Parents Who Have Children With and Without Exceptionalities. (n.d.). Retrieved from <https://www.inclusiveeducationresearch.ca/docs/parent-perspectives-research-brief.pdf>.

This document provides information on parents who have students with exceptionalities and their experiences.

Peters, M., K. Seeds, A. Goldstein, and N. Coleman. 2008. *Parental Involvement in Children's Education 2007*. (Research report no. DCSF-RR034). London: Department for Children, Schools and Families

Peters, Goldstein, and Coleman's document highlights strategies to increase parental involvement in their child's education such as have an open communication with the parents to gain greater knowledge on how to best support their child's learning in the classroom.

Resources

Rick Hansen Foundation School Program. (n.d.). Teaching strategies for the inclusive classroom. Retrieved from:

<https://www.rickhansen.com/sites/default/files/downloads/sch-35908udlworkshopflipbooken.pdf>

This short document revolves around teaching strategies for an inclusive classroom, particularly for students with exceptionalities such as students who are deaf, blind, or physically disabled. It also contains top 10 tips for inclusion at school and in the classroom.

Spencer, M. (2015, August 20). Art and music collide in these 20 stunning graphic scores. Retrieved from:

<https://www.classicfm.com/discover-music/latest/graphic-scores-art-music-pictures/>.

This is a post on the website for the UK radio station Classic FM. It contains 20 photographs of graphic scores from famous composers through the 20th and 21st centuries. Along with each photograph is some text meant to inform the reader on the subject of graphic scores. Contained within the post are explanations of the purposes of graphic scores, as well as their abilities and usefulness for inclusive music experiences.

School Specialty. (2017). How to make your physical education class more inclusive [Blog post]. Retrieved from

<https://blog.schoolspecialty.com/make-physical-education-class-inclusive/>

In this blog post, the author examines strategies to make your P.E. class more inclusive especially for students with disabilities as their disability may cause challenges in reaching their full potential.

SOGI 12 3 / British Columbia. (n.d.). Retrieved from <https://bc.sogieducation.org/sogi3>

UBC's SOGI website covers a lot of SOGI related topics such as policies and procedures, key components for effective inclusivity and even lesson plans for teachers!

Special Needs Students Order, (2019), BC Ministry of Education. Retrieved from:

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m150_89.pdf

This is the ministerial order in accordance with the School Act (1996) with up to date amendments regarding students with special needs in BC. It contains the language that defines a student with a special need.

Resources

Stolz, S. (2018). 5 ways to leverage UDL for student inclusivity. Retrieved from:

<https://www.eschoolnews.com/2018/01/02/udl-student-inclusivity/>

This is a great starting point for educators who are interested in implementing UDL in their classroom to create a more inclusive learning environment. It goes in depth with each of the principles of UDL which is important for educators to know these facts before implementation.

The Understood Team. (n.d.). The difference between accommodations and modifications. Retrieved from:

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications>

This website examines the difference between accommodations and modifications whilst providing helpful examples showing its differences as many uses these two words interchangeably but actually have different definitions.

The Understood Team. (n.d.). Understanding IEPs. Retrieved from:

<https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs>

Ontario, Ministry of Education. (2004). The individual education plan. Retrieved from:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

A very useful resource guide that lists all the information related to an Individual Education Plan, including a diagram of an overview of the entire IEP process. It also touches on the collaborative approach of the IEP team.