

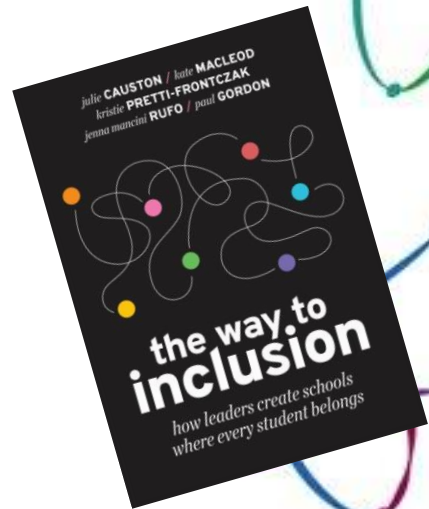
Continuing the Path Forward: Turning Insights into Action

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The Inclusive System Change Path



Milestone 1: Do we understand why inclusive education is the way?

Milestone 2: Have we seen our system through an equity lens?

Milestone 3: Do we have a clear public vision for inclusion and understanding of the needed system level changes?

Milestone 4: How can we realign existing service delivery structures to inclusive school structures?

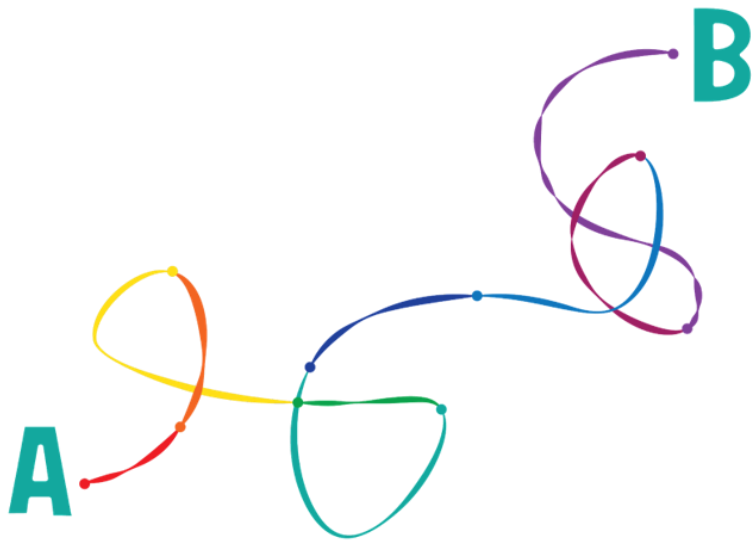
Milestone 5: How can we reimagine schedules and collaborative staff roles?

Milestone 6: Do our educators use powerful inclusive classroom practices?

Milestone 7: How can we provide on-going support for this new inclusive system?



7. *You know you aren't an inclusive school system if...*



- *You started to become inclusive 3 years ago and things still look the same*
- *Inclusion is seen as an initiative or a goal of a particular person or just something special educators need to deal with*
- *Educators are feeling exhausted and questioning if inclusion really works*
- *You're going backwards and starting to re-open segregated classrooms and spaces*

Choose Your Own Adventure Action Planning Activity

1. How do you want to work? With a Partner? As an Individual? In a Group?
2. What do you want to do/accomplish?
3. Here are a few ideas:
 - Structural and Instructional Self-Assessment
 - Milestone-Based Action Planning
 - Reflect/Discuss How to Shift Mindsets
 - Learn to Spot and Stop Exclusion
 - Explore any resource shared across the past 2 days
 - Go to a quiet area to reflect upon the past 2 days
4. Resources to support each idea are in the AISC resource Hub and on the dashboard we created: <https://www.inclusiveschooling.com/australia-2025>
5. You have 15 minutes;-)





Inclusive Structural and Instructional Practices Self-Assessment

Where are we, and how are we doing?

Directions

Step 1: Print (click [here](#) to download pdf) **or make** a copy of this DRIVE document.

Step 2: Complete the self-assessment - Administrators and/or coaches rate your staff overall. Teachers and related service providers, rate yourself overall on a scale of 0-5.

- 0= no, not at all, never
- 3= sometimes, moderately, or inconsistently
- 5= yes, always, or strongly

Step 3: Reflect upon your ratings and what this means for identifying strengths, priorities, and needs. Engage in deeper reflection by using the guiding questions from all or some of the [Inclusive System Change Path](#) milestones (there are 7).

Step 4: Share results with other decision-makers and identify goals and your next action step. At a minimum determine what you will accomplish as it relates to inclusive education in the next year, 3 months, within the next 30 days?

Self-Assessment Key

Beliefs - Does your staff (or do you) hold this to be an important belief?

Skills - Does your staff (or do you) have the skills to implement this practice or idea?

System - Does the larger school district or system support the implementation of this practice or idea?

Notes - Add notes in the notes column to give more detail about your ratings.

Educational Systems, Structures, and Policies	Beliefs	Skills	System	Notes
11 Key Structural Practices				
1. Systems and structures center and value human diversity, foster strong relationships, and create a true sense of belonging				
2. Hiring practice ensures diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals				
3. A culture exists where students' multiple identities are seen and celebrated				

YOUR ACTION PLAN

Action Steps	Measurement	Deadline	Person Responsible
Milestone 1: Do we understand why inclusive education is the way?			
Milestone 2: Have we seen our system through an equity lens?			
Milestone 3: Do we have a clear plan for system-level changes?			


What do you need to gather?



Who will do what by when?



How will you celebrate and keep going?



Shifting Mindsets



- ① **Provide a sense of neurological safety**
- ② **Provide a differentiated why**
- ③ **Reduce barriers and remove challenges**
- ④ **Add catalysts – things that lead to change**
- ⑤ **Provide people a sense of agency**

Five Engaging Strategies to Shift Mindsets Towards Inclusivity



1

Involve Educators in Decision-Making

Empower staff by involving them - let them explore new strategies, evaluate initiatives, and shape PD. This not only gives them a voice but also deepens their commitment to creating an inclusive environment

2

Provide Regular Feedback Opportunities

Set up several channels for staff to express their thoughts and feedback. Use regular meetings, surveys, and suggestion boxes to gather insights - reinforce the importance of their contributions.

3

Engage in Transparent Communication

Maintain a clear, unwavering vision of inclusion and keep communication lines wide open. Regular updates on developments and policy changes help staff grasp the context.

4

Offer Differentiated Professional Development

Tailor PD sessions to meet the evolving needs related to inclusivity goals. PD should vary in length and format to accommodate different learning styles and schedules, ensuring all educators are equipped.

5

Create Genuine Systems of Celebration

Cultivate a culture that celebrates the hard work and successes of staff in fostering inclusivity. Highlight these achievements to motivate ongoing dedication and progress.

SPOT AND STOP EXCLUSION CHECKLIST

Plus 7 Leadership Action Steps



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Widening the Circle



Derek

The Story of Derek - Grade 4

Autistic and unmotivated

Significant behavioral and intellectual disabilities

Cannot benefit from instruction in the general education environment

Truancy issues

Low self-esteem - cries often and is a runner

Continual outbreaks in class and throws desks

The Re-Story of Derek - Grade 5

He often sits in the car early for school. Doesn't want to be late.

Hasn't missed a day of 5th grade.

Delightful, eager, insightful, participatory, funny, has made many friends, he is a leader.

A stellar community member.

In February of his 5th grade year - **exited** from special education

- Honor roll student in middle school
- Graduated from high school and off to college