

MOVE TO INCLUDE

DR. JENNIFER SPENCER-IIAMS

Washington MTSS FEST, August 4, 2023



KEY IDEA	RESOURCES	NOTES, CONNECTIONS TO MY CONTEXT
You get more out of a conference session if you set personal goals for your learning	<i>Setting Intentions: A Powerful Tool to Help Us Learn</i>	
The work of changing school systems is hard	<i>Six Self Care Practices for School Leaders</i>	
Centering our work in students	<i>Who is a student who inspires you to continue pushing for inclusion?</i>	
Inclusion rates for students with intellectual disabilities can be seen as a bellwether, and they have not changed significantly	<i>Trends in the Educational Placement of Students With Intellectual Disability in the United States Over the Past 40 Years</i>	
Without a clear goal for inclusion, MTSS will not lead to inclusion	<i>All Means All...Maybe</i>	
Research on the why of inclusion	<i>SWIFT Center Bibliography on Inclusive Education Research</i> <i>Outcomes of Inclusive Versus Separate Placements: A Matched Pairs Comparison Study</i> <i>Academic Achievement of Students Without Disabilities in Inclusive Settings</i>	
Inclusion is a human right	<i>United Nations Article 24 on Education</i>	

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	<u>TIES Center Inclusion Civil Right</u>	
Inclusion improves school culture overall	<u>Stopbullying.gov</u>	
Inclusion makes teachers better teachers	<u>Shelley Moore Bowling Video</u> <u>UDL in Action Video</u>	
Knowing what reasons for inclusion resonate with your community can help move inclusion forward	<u>Why You Share Your Why Video</u> <i>Who else do you need to bring into your why?</i>	
Clarify your moves toward inclusion	<u>Our SPED Focus Areas</u>	
High leverage moves support growth in more than 1 area.	<i>Where are your systems of collaboration? Where can they improve?</i>	
Maintaining self-contained or segregated classrooms makes it antithetical to moving forward with inclusion	<i>How do separate classes embody "if you build it, they will come" or "a foot in both worlds"?</i>	
All means all...Make a Move	<i>What is your next move?</i>	