

# INCLUSION Prep Tips



Get ready to create inclusive opportunities for students!

## ADMINISTRATOR

1. Ensure your teachers have access to the required resources for their students.
2. Help your team define roles and responsibilities within inclusive settings.
3. Empower your teachers with the knowledge and resources that UDL practices offer through multiple means of engagement, representation, and action/expression.
4. Encourage your teachers and staff to be flexible, especially when students are out of their normal routine!
5. Inspire your team to use open lines of communication and engage in professional development and peer observation.

## SPECIAL EDUCATION TEACHER, CASE MANAGER

1. Review and understand each student's IEP.
2. Complete an IEP at a Glance form to provide necessary information to other team members working with the student.
3. Communicate expectations, goals, and needs for each student to all team members.
4. Ensure the appropriate student supports are in place, such as visual schedules, break cards, etc.
5. Assign and use peer helpers throughout various settings to promote social skills, academic skills, and independence

## GENERAL EDUCATION TEACHER, PARAPROFESSIONAL, SERVICE PROVIDER

1. Review IEP at a Glance forms.
2. Make a list of questions you would like the special education teacher/case manager to review with you.
3. Create a document to share about your classroom systems and routines, curriculum you use, and any other relevant information.
4. Use a variety of teaching modalities to engage all learners to actively participate in the classroom.
5. Provide feedback to the special education teacher/service provider on student progress, engagement, and behavior.

Explore more at  
[n2y.com/unique-learning-system](https://n2y.com/unique-learning-system)

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# Setting up your classroom for **SUCCESSFUL INCLUSION**

Use this checklist to ensure your learning environment is accessible to all.

Are desks placed far enough apart for students in wheelchairs or other mobility devices to easily move around the classroom? Are the aisles clear of obstacles?

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Do you have designated spaces for whole-group instruction, small-group instruction, 1:1 learning, and centers?

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Is your classroom visually appealing?

1. Is it overly cluttered or over-stimulating to your students?
  2. Is your students' work present and displayed in the classroom?
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Have you considered the lighting in your classroom?

3. Is there natural lighting present?
  4. Do you use filters over the fluorescent lights?
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Is there a safe area in your classroom where students can go to decompress?

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Do you have tools, such as fidgets, to support the students' sensory needs?

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Are visual supports, such as a class schedule, in place?

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Have you thoughtfully planned your seating chart to best accommodate all learners?  
(For example, preferential seating does not always mean the front of the classroom!)

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Have you placed students next to appropriate role models, peer helpers, etc.?

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Have you modeled the use of assistive technology for your class and team members?

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Are learning materials accessible, and have you planned activities that meet the needs of all learners?

Examples:

5. Braille and large print books
6. Switch accessible items: pencil sharpener, games, etc.
7. Modified computer and interactive whiteboard accessories

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