Inclusive Strategies Innovation Configuration  
SUNY New Paltz Syllabi Review Coding Form

Course #:  
Date:  
Reviewer Name:  
Primary Review ____  Secondary Review ____

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**Working with Families**
- Developing partnerships with diverse families (e.g., building on students’ prior knowledge; scaffolding and enabling dialogue around learning)
- Family Centered Practices/Planning (e.g., goal identification linked with parental input, resource mapping, designing culturally sensitive programs)
- Communication skills for working with families
- Understanding the diversity of families (i.e., utilizing culturally responsive interactions)

**Transition (School Based)**
- Assessing the demands of the next setting and teaching the needed skills
- Preparing personnel and/or family to transition to next setting
- Interschool / Interagency agreements to smooth transitions

**Transition (School to Work)**
- Student focused planning
- Student development
- Family involvement
- Program structure

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<tbody>
<tr>
<td><strong>Inclusion Foundations</strong></td>
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<td>• History/Research</td>
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<td>• Social and moral underpinnings</td>
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<td>• Ethical Practice</td>
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<td>• Identified barriers/successful inclusive strategies</td>
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<td>• Participation in general education and assessments</td>
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<td><strong>Inclusive Services Model</strong></td>
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<td>• Educating students with disabilities in the general education setting</td>
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<td>• Characteristics of inclusion</td>
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<td>• School climate</td>
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<td>• Classrooms</td>
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<td>• Instructional programs</td>
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<tbody>
<tr>
<td>Teaming involvement in the prereferral, RtI, referral, and IEP process</td>
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<td>Parity (i.e., shared responsibility for the design, implementation, and assessment of instruction)</td>
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<td>Planning (i.e., roles and responsibilities identified; identification of available resources)</td>
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<td>Problem solving/data-based decision making</td>
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<td>Match co-teaching structures to instructional goals (one teach/one observe, one teach/one assist, parallel teaching, alternative teaching, team teaching, station teaching)</td>
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<td>Evaluation of outcomes</td>
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<tr>
<th>Collaboration</th>
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<tr>
<td>Foster staff interactions</td>
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<td>Trust building</td>
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<td>Tangible items (written schedules, questioning techniques, procedures for reviewing student work)</td>
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<td>Intangible items (listening and hearing, common vision, mutual respect, nurturing relationships)</td>
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<td>Conflict resolution/problem solving strategies</td>
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<td>Collaborating with Para-Educators</td>
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Cultivate Inclusive Learning Community
- Value and address diversity
- Language and classroom practices are inclusive of all students
- Active learning community
- Cooperative grouping
- Respectful and affirming of cultural identity
- School-home partnerships
- Cultural practice of school made transparent

Understanding of Individual Student Differences
- Understanding of student learning process
- Interpret and respond to student needs and behavior accordingly
- Pedagogical and behavior management methods are dynamic, flexible, and responsive

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Incorporate principles of Universal Design for Learning (UDL) to foster the differentiation and use of flexible curriculum and teaching and assessment materials and strategies, learning environments, and interactions with others

- Multiple ways of representation (Content and Presentation) (what content students learn and how it is presented to them), differentiation of the content taught and the presentation of directions, content, information, and materials so that all students, families, and professionals can access and understand them

- Multiple ways of engagement (Process) (how students stay motivated to learn), differentiation in the ways to prompt, and stimulate interest and motivation and support task completion student involvement

- Multiple ways of expression (Product) (how students demonstrate their learning and what they know), differentiation in the ways students demonstrate their learning or others communicate with professionals including mode, ease, efficiency, intuition, choice, and error minimization

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Assistive technology to promote the learning, independence, socialization, and communication abilities of students and families

- Technologies to support student communication and socialization (e.g., augmentative communication devices and adapted ways to access technology).

- Technologies for support student reading (e.g., screen-reading and text to speech software programs, digital books).

- Technologies to support writing (e.g., word-processing, spell checkers, word prediction and cueing software programs, voice-activated/recognition, electronic dictionaries/glossaries, thesauri, text organization, grammar and punctuation assistance, specialized writing utensils and digital writing tools).

- Technologies to support mathematics and science (e.g., virtual manipulatives, talking and non-talking calculators, computer-assisted instruction, simulations, problem-based learning).

- Technologies to support English language learners (e.g., translation software, bilingual software and dictionary/thesauri programs, symbol supported text, close-captioning).

- Technologies to support behavior and organization (e.g., prompts via personal digital assistance, digital recorders, cell phones and bug in the ear, visual-based schedules and rules, timers and electronic displays).

- Technologies to support communication with families and professionals (websites, e-mail, social media, multilingual hotlines, blogs, interactive videoconferencing, automated notification systems, and telephone answering machines).