

OTL Education Solutions

OPPORTUNITIES TO LEARN TRANSFORMED FOR ALL STUDENTS



MYTHS

“But, when would we teach XX?!” can often be used to set up barriers for inclusive environments. An IEP matrix (page 3) makes it easy to see how foundational and functional skills can be embedded in the general routine of typical classes. It also helps general educators see where the IEP fits into their classroom.

“We don’t have the resources/time for that.” Is another common barrier. Check out SWIFT School’s playbook for helping rethink the use of resources and ways to team.

<http://www.swiftschools.org/playbook>

“(student) won’t be safe in the general education classroom”

“(student) will get more 1-on-1 support in a separate classroom”

“(student) will get teased in the general education classroom”

“What about the “regular” kids? Their time in the classroom will suffer”

All of these are MYTHS of segregated classrooms. Resources to destroy these myths are on page two and email me at drdtaub@gmail.com for a bibliography to debunk these myths.

The big take away is this:

- Students with disabilities tend to have more time on task, more appropriate educational goals, make more friends, be happier, and make more progress in general education classes.
- Students without disabilities who are high achievers have the same achievement levels whether a student with disabilities are in the class or not. AND, students who are average or low achievers tend to have INCREASED academic achievement in inclusive settings.
- **EVERYONE BENEFITS FROM INCLUSIVE SCHOOLS AND CLASSROOMS**

resources

There are many components of OTL and all are equally important. Everyone deserves equitable opportunities to learn. How do we make that happen?

1
**CURRICULUM AND
INSTRUCTION ARE
UNIVERSALLY
DESIGNED**

2
**INSTRUCTION,
EXPECTATIONS, AND
ASSESSMENT ARE
ALIGNED**

3
**IEP GOALS SUPPORT
MEANINGFUL ACCESS
TO CONTENT**

UNIVERSAL DESIGN FOR LEARNING

What is it and why is it important?

<http://blog.brookespublishing.com/your-first-step-toward-a-udl-designed-classroom-change-how-you-think-about-barriers-guest-post/>

www.cast.org

<http://udl-toolkit.cast.org/p/applications/>

INSTRUCTION, EXPECTATIONS, AND ASSESSMENTS

The basics and some great resources:

<http://aceripartners.com/resources/>

http://mast.ecu.edu/modules/udl_elp/lib/documents/UDL-Elem_LessonPlanGr5Sci.pdf

<https://www.inclusiveschooling.com/>

THE IEP PROCESS

A series of articles on helping parents and educators think about the process and IEPs themselves in a more inclusive way:

https://issuu.com/tashorg/docs/tashconnections_vol42_issue1?e=2834003/50398148

IEP Matrix Practice Sheet



Instructional Activities (<i>Write the daily schedule activities</i>) → IEP Objectives & Foundational Skills (<i>write key words</i>) ↓	Homeroom	English (reading books, articles, directions; writing papers, journal entries; etc.)	Breaks/Lunch	Math (computation, problem solving, measuring, etc.)	Social Studies (history, maps, current events, etc.)	Science (facts, experiments, etc.)	Wrap up (Homework, preparing to go home, study hall, etc.)

