



Driving Change Session:

Building our Future through Inclusive Education for Students with Disabilities

AUCD 2016 Annual Conference and Meeting

Sunday, December 4, 2016

Key Policy Issues: What do you feel are the most important policy issues regarding this topic? What are the opportunities to inform and educate the new administration on this issue and what strategies can we use to leverage those educational opportunities?

Topic:	Notes
ESSA	<ul style="list-style-type: none"> • Focus on state level legislators, planning and implementation process: ask how they are reaching out to organizations and using their resources to make this happen (contact your state DOE to get involved) • Parent and Teacher Education: training and education on the law, UDL, PBIS, etc. in multiple formats through various modalities • Teach health literacy at all levels • Accountability for states, districts and schools: how to connect to funding, how to define accountability standards
PBIS	<ul style="list-style-type: none"> • Bridging the gap between ideas and implementation • Policy around supporting training for support staff • Develop a workforce that has knowledge and skills to implement PBIS with fidelity • Administrator buy-in through training, then PBIS the teachers, expand sustainability through broad support (address challenge of what happens with the “champion” leaves) • Learning social skills through natural AND paid supports • Special education system have mentoring for kids • Need for dedicated time and funding for educational training around disability and best practices for PBIS (use a multicultural lens) • Continuing education and training for ALL staff members and contractors (substitutes, SROs, etc.) • Communication between home and school. • Leverage existing resources available in the LENDs and UCEDDs • Tailor PBIS training to be age appropriate to address the issue that middle and high school faculty and staff don’t see the juvenile PBIS curricula as applicable.
UDL	<ul style="list-style-type: none"> • Getting buy-in is the top barrier: school climate indicators • Better cross-training in UDL for parents and professionals, teachers and administrators • Stop testing everyone the same – multiple choice, oral exams, essays • Offer more experiential learning (museums, etc.) • CAST can be overwhelming: start with one part and implement one small step at a time, identify what can be used right away (syllabus template and session overview) • Model teachers/classes/schools should be kept in place