

Supporting Students with Disabilities in a General Education Classroom

Meeting Date, Meeting Time

Meeting Link ♦ Meeting ID ♦ Meeting Password

PLC OUTCOMES	PLC AGREEMENTS
<ul style="list-style-type: none">• Participate in a community of practice with colleagues• Build our toolkit of knowledge, skills, and mindsets• Learn how to effectively support all students	<ul style="list-style-type: none">• We start and end on time and share talk time• We engage and stay focused on the discussion• We listen to understand and assume positive intent• We speak our truth responsibly and show respect

CONNECT

5 min

Warm Up Activity & Question of the Day

Think to yourself about a space where you feel included and contrast that to a space where you do not feel included. Choose one word to describe each and share with an elbow partner if you are comfortable.

LEARN

15 min

In the Micro PD video “Supporting Students with Disabilities in a General Education Classroom”, participants will learn:

- Why inclusion is important.
- The role of an Educational Assistant in including students with their peers and how these roles differ based on the abilities of your students.
- Best practices for including students:
 1. Daily Communication
 2. Getting to know students individually
 3. Being proactive and asking questions
 4. Remaining flexible
 5. Documenting progress

COLLABORATE & APPLY

30 min

1. “When students with disabilities are viewed as classmates, they are included more naturally by peers. This increases positive social and emotional outcomes for all students!” Share an example of how you have seen this statement in action.
2. Describe a scenario when you’ve felt unsure about your role in a classroom. Work as a group to identify ways to define what is needed in this moment. Things to consider: Does every student have what they need to be able to participate? Can each student engage with the materials? Does anyone need support interacting with peers? What are the IEP goals of the students in the room? Does every student understand the task?
3. The MicroPD mentioned that communication is a huge piece of the puzzle of student inclusion. How do you communicate with your team or the classroom teachers? What does our daily check-in look like?

SHARE

5 min

What can we build into our daily practice to be more proactive when including students?

Evaluation shared by QR code and hyperlink

REFLECT

What can I build into my daily practice to be more proactive when including students?



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