

Inclusive Education Library Resources

[TASH/Research and Resources/Resources Library/Inclusive Education](#)

Materials Selection Process

Locating Possible Resources for Library

Materials are solicited on a regular basis from members of the IE Community of Practice. An item submission link is available on the monthly meeting agendas.

New submissions are reviewed every other month by current members of the Inclusive Education Resources Work group. To be considered for inclusion in this TASH Resource Library under the Inclusive Education category, the material must be aligned with the **Five Frames of Reference** and **Ten Practice Indicators for Inclusive Education** identified as essential to sustaining inclusive systems. (See Table 1.) The material is then categorized in terms of topic area, target audience, age-level, and type of resource.

New selections and updates are provided quarterly to the Membership and Communications manager at the TASH DC Office.

The Inclusive Education Resources work group intends to have 3-5 resources for each topic by target audience, age level, and type. While for some topics many more than 3-5 resources may meet the criteria, we hope our selections will point users in a helpful direction.

Selection Criteria

A sub-group from the IE CoP reviews each material that has been recommended to determine whether and how it aligns with both the five beliefs that frame [TASH's position on inclusive education](#) and the ten evidence-based indicators identified as essential to sustaining inclusive systems. See Table 1 for a list of these beliefs and practices.

Table 1

A List of Frames of Reference and Practice Indicators for Inclusive Education

Frames of Reference for Inclusive Education

1. *“all students means all students”* including students with extensive support needs
2. *placement* means the school and classroom children would attend and be assigned to if they were not eligible for special education supports and services – all students are general education students first
3. *student-centered* means strengths-based approaches as part of General Education (GE) curriculum, lessons, activities and routines
4. *specially-designed instruction* means instruction provided in GE settings to access GE lessons activities and routines

5. barriers to including students are located in systems and environments, not the students or their teachers.

Practice Indicators for Inclusive Education

- Placement and Settings

6. Access for all students to general education campuses, classrooms, instruction, activities and routines, including co-curricular and extra-curricular activities
7. Provision of all necessary and appropriate supports and services to provide all students with opportunities for success across inclusive settings

- General Education Curriculum Content and Access

8. High expectations for all students on the general education standards for all students across schools in the school district
9. Explicit teaching of a communication system, including aided language modeling during instruction using the students' modes of communication (e.g., sign, AAC, eye gaze), within general education activities

- Instructional Practices

10. Professional development ensures that all teachers, related service providers, administrators, and support staff are knowledgeable about research- and evidence-based practices for effectively teaching students with extensive support needs
11. Multi-Tiered Systems of Support comprising accommodations and modifications which allow students to access the general education curriculum, instruction, assessment, and accountability systems
12. Use of Positive Behavioral Interventions and Supports that are based on functional behavioral assessment, and simultaneous protection from disciplinary mechanisms that are proven to be unsafe for children (including but not limited to seclusion, aversive interventions, and restraints)

- Student and System Outcomes

13. Full participation in all state- or district-wide assessments and student performance accountability systems
14. Transition goals and activities reflect an expectation of all students engaging in their choice of post-secondary education, employment, and living and participating in their communities
15. Local Educational Agencies hold schools and their district accountable, in part, through public reporting requirement

Reference

- Ryndak, D. L., Taub, D., McDaid, P., Lehr, D., Jackson, L., Carter, E., & Cosier, M. (2021, December 1). *Results of a literature review on features of inclusive education for systemic change* [Conference presentation]. *TASH 2021 Conference, Virtual Presentation*.

TASH Inclusive Education Library Resources
TASH IE COP, August, 2025

TASH. (2025). Position Statement with Policy Recommendations on Inclusive Education.
<https://tash.org/tash-position-statement-with-policy-recommendations-on-inclusive-education/>