



UNIVERSITY of NEW HAMPSHIRE

INSTITUTE ON DISABILITY AT THE UNIVERSITY OF NEW HAMPSHIRE

NATIONAL INCLUSIVE EDUCATION INITIATIVE FOR STUDENTS WITH AUTISM AND RELATED DISABILITIES

BEYOND THE FOUNDATIONS OF INCLUSIVE EDUCATION ADMINISTRATORS' WEBINAR SERIES

Background Information

The Institute on Disability at the University of New Hampshire received an award from the Fund for the Improvement of Education (U.S. Department of Education) to establish the National Inclusive Education Initiative for Students with Autism and Related Disabilities (<http://iod.unh.edu/niei.html>). These students include those with labels of autism, intellectual/cognitive disability, mental retardation, and multiple disabilities.

One of the Initiative's goals is to host a variety of leadership training initiatives for general and special education administrators. The goal of those initiatives is to support school administrators to take action within the larger school community to promote membership, participation, and learning of the general education curriculum within general education classrooms for students with autism and related disabilities.

Webinars

Five webinars have been created and archived *for viewing at your convenience*.¹ Each webinar is between 60 and 120 minutes and is best viewed on a computer with a high-speed, hard-wired Internet connection. The audio is of highest quality when you use a headset or external speakers, although the sound will project through your computer's speakers.

¹ You will need to complete two forms prior to accessing the webinars. One is a participant profile and the other is an informed consent form for our project's evaluation activities. Once you send these in you'll receive a password that will enable you to access the webinars and supporting materials.



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Each webinar consists of a PowerPoint presentation, practical examples, research citations, links to related professional articles, and in some cases, video examples.

The webinar topics include:

- A New View of Students with Autism and Related Disabilities
- Including Families and Students as Partners
- Creating a Leadership Team to Promote and Sustain Inclusion
- Creating a Welcoming Classroom, School, and Community for All Students
- Desired Outcomes and Best Practices for Students with Autism and Related Disabilities

Pre-Tests, Post-Tests, and Webinar Evaluations

Prior to and following each webinar, you will be asked to complete a short (8-10 question) pre-test of the essential knowledge that is reflected in the webinar. At the conclusion of each webinar you will also be asked to complete a post-test, and to evaluate your satisfaction with the webinar.

Staff Development Certificates

Upon completion of a webinar, you'll receive a staff development certificate reflecting its length.

Field Work Assignments - OPTIONAL

We have developed a menu of *optional* field-work assignments that will help you translate new knowledge into action in your school. You may choose one or more of them to complete and when you turn in the specified evidence (see below), you will receive a staff development certificate for an additional ten (10) hours for each assignment. Even if you don't

elect to do the field-work assignments you can still get staff development credit for viewing the webinars.

Assignments should all consist of the following information:

- Your name, school name, location (city/state), and email contact information
- *A one paragraph* description of the field work assignment that you completed
- *Bullet list* of the activities that you did to complete the assignment
- A description of the *outcomes* of the assignment
- PDF or Microsoft Word documents, video clip or other evidence that relates to the assignment (e.g., an action plan, a team roles matrix, meeting minutes, a student's IEP, a PowerPoint presentation, a mission statement, a flyer for a workshop or community event, a student support plan, Best Practices Survey results, etc.)
- A one page reflection paper on *what you learned about yourself as a leader*

Field Work Assignment Options

- Identify a student with autism or a related disability who is currently in an out-of-district placement and work with that student's educational team to return him or her to an inclusive classroom in your school. Develop the supports for the student and the student's IEP team to be successful.
- Provide a student's IEP team with one hour of weekly instructional planning time and restructure staff schedules and/or responsibilities so that all team members can attend.
- Work with a broad stakeholder group to write an inclusive education mission statement.
- Host a screening of *Including Samuel* for school staff and/or members of the broader community (the video will be available for download on a time-limited basis from the

Institute on Disability's website for administrators participating in this series) and facilitate a discussion afterward.

- Re-write/revise staff job descriptions to better reflect inclusive values and practices, and shared responsibility between general and special education for teaching all students in inclusive classrooms.
- Identify a staff person to serve in the role of Inclusion Facilitator and restructure the job description, roles, and responsibilities accordingly.
- Administer the Best Practices Survey, tally the results, present the results to students/faculty/School Board/community, and develop a multi-year plan to become a more inclusive school.
- Establish a Leadership Team at the school and/or district level and engage in planning to make your school/district more inclusive.
- Embed inclusive education into an existing school improvement effort on topics such as Response to Intervention, Positive Behavior Interventions and Supports, Literacy, or others.

Next Steps

If you are interested in participating in the webinars, please contact Sarah O'Rourke at sarah.orourke@unh.edu or 603-228-2084 ext. 15.