

Tips for Planning Balanced Inclusion Training

October 2017

Training should change something that is done in your program for the better. Use established resources to provide content for your training, and ask for staff input on what resources to use. After a training, every staff person should be able to answer the questions:

- 1) What did you learn about the rights and responsibilities that the program has under ADA when working with students with disabilities in inclusion training?
- 2) What did you learn about how to effectively communicate with and about students with disabilities in inclusion training?
- 3) How did the inclusion training give you an opportunity to test your understanding of the law and practice new communication skills?
- 4) What will you practice/do as a result of your learning?
- 5) How will you know that the changes you have made are for the better?

You can use the questions above to gather documentation from staff about the effectiveness of the training. You can also review your answers to questions 4 and 5 later in the year to reinforce the training.

As the designee, you are helping your program choose what they will do for training each year. What did your program do last year for ADA training? From year to year, try to balance the type of training. For example, if teachers and support staff did separate training last year, have the whole staff train together this year.

In each box, check the descriptor that best describes last year's training.	In each box, pick a descriptor that was not used last year for this year's training.
<ul style="list-style-type: none"> <input type="radio"/> Small group training <input type="radio"/> Whole staff training <input type="radio"/> Individual training 	
<ul style="list-style-type: none"> <input type="radio"/> Training affects individual work <input type="radio"/> Training affects small groups <input type="radio"/> Training affects whole staff. 	
<ul style="list-style-type: none"> <input type="radio"/> Training results shared in small group. <input type="radio"/> Training results shared with whole staff <input type="radio"/> Training results documented individually 	
<ul style="list-style-type: none"> <input type="radio"/> Training focused on in-class teaching. <input type="radio"/> Training focused on intake and placement. <input type="radio"/> Training focused on student exits and referrals. 	
<ul style="list-style-type: none"> <input type="radio"/> Training focused on understanding rights and responsibilities under the law. <input type="radio"/> Training focused on improving communication with and about students with disabilities. <input type="radio"/> Training focused on improving students with disabilities access to adult education. 	