



What We Can Control to Support Students in Inclusive Classrooms

I can't control whether _____ will come to my class, but I can control:

- My attitude when she enters
- How I greet him when he arrives
- My ability to make her feel welcome, valued and appreciated when she attends
- That he knows he is accepted and cared for
- What the classroom feels like (safe, warm, inviting)
- What she has access to: good things happen in class

- How I provided her opportunities to build relationships at school
- That I have peers ready to connect with him when he does come

- That their desk is prepared with materials when they come back to class
- Prepping her for what we are doing tomorrow so she will know what to expect

- How I communicate with them and help them succeed in the class
- Ensuring him that it's not too late for him to succeed in my class and graduate
- The way I help him access missed learning
- Holding him accountable for demonstrating learning
- Providing him with alternative options to catch up on missed work
- Giving her the tools and can reassure her that I am here to help and want to help

- The way I communicate and reach out toward parents
- Calling home about positive things he does, not just about missing class/work
- Giving a morning call, email or text to encourage him to come that day
- Tell her how valuable she is to her classmates, myself, and school
- Communicating with staff and parents to find out why he doesn't come

- Asking how his day was
- Providing calming activities
- Reviewing previous learning to connect to current learning and reduce anxiety
- Celebrating success

- How consistently I show him I care
- How relentlessly I validate his needs
- How many acceptable choices I can offer when he is here

- Encouraging him when he comes to my class
- Acknowledging great attendance weeks
- Letting him know I'm looking forward to seeing him tomorrow

This list was generated by West Linn-Wilsonville teachers during the Inclusive & Equitable Classrooms workshop on March 13, 2018



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I can't control whether _____ is continually disrespectful to me, but I can control:

- My interactions – body language and tone of voice
- How I communicate with the student about how his actions impact me and the classroom community (“When you...I feel...because...”)
- Taking deep breaths to approach conversations calmly
- How often and in what ways I respond to him

- Understanding as part of my therapeutic response/warm-demander approach that (past/present) trauma may be influencing her behavior
- Trying to figure out which of the 6 Basic Needs the student is seeking

- Introducing a plan with the student (with incentives)
- Rewarding positive behavior (in the student and others)
- Focusing on other students’ respectful behavior
- Building a positive relationship
- Modeling respect
- Providing positive feedback

- Scaffolding assignments so he is set up for academic success
- Including/Improving predictable structures to class
- Providing visual supports to help her stay on task and anticipate transitions
- Thanking/Acknowledging when she is on-task or following directions

- Setting up opportunities for positive peer relationships
- How I foster opportunities for her to practice respect and positivity in her school day
- Helping him learn alternative language/responses when things don’t go the way he was hoping
- Partnering with her parents to come up with strategies to work with her in a positive way
- Checking in with him about appropriate ways to get help when he doesn’t understand
- Changing seating arrangements and classroom setting to help him be more engaged in classroom activities
- Provide gentle reminders of our classroom agreements

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What We Can Control to Support Students in Inclusive Classrooms

I can't control whether _____ has experienced adversity and/or trauma at home, but I can control:

- My response
- My reaction to behavior
- My interactions – body language and tone of voice
- My care
- My perspective
- My response to tears/shutting down

- How I make them feel safe, secure, and accepted when they are in my classroom
- How I talk with him in the halls
- How I get to know him personally
- Greeting him even when he's not in trouble
- My plan for next steps of support
- My communication and commitment
- Letting him know that I genuinely want to see him succeed, belong, and feel great

- Fostering peer supports-belonging
- How I create a classroom environment that is welcoming, safe and where she feels cared for
- How I teach him to communicate with others
- The support that the child receives
- Using active listening and observations to validate his feelings
- Giving him plenty of encouragement and positive reinforcements
- Consistently preparing him for transitions and providing tools to help with transitions

- How I react to his negative comments about himself
- Reminding him of the successes I see each day
- Encouraging him to exercise his ability to persevere
- How I resolve conflict in the classroom that promotes a feeling of safety
- How frequently I smile

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