

Presuming Competence & Positive Attitudes Towards Disability & Inclusion

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	<ul style="list-style-type: none">• Staff are aware of the variety of disabilities in the community• Staff are aware that there are students who may not be included in their classroom/ school communities• Staff have a common understanding of what inclusion is• Staff are aware of how students with disabilities are perceived by the school community• Staff are aware of what language to use when describing students with disabilities• Staff respectfully address students with disabilities in age-appropriate tones and their privacy and integrity is respected• Staff is aware that Disability is an identity to be celebrated as unique contribution to diverse communities	<ul style="list-style-type: none">• Staff have a positive attitude towards disability and inclusion• Staff have a common understanding about why inclusion is important• Staff understand that perceptions of disability influence decisions about educational placement and programming• Staff understand value in including students' voice in educational decision making• Staff know what ableism is and are noticing examples of ableism in classroom and school communities• Staff understand that Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives• Staff describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes	<ul style="list-style-type: none">• Staff members are trying inclusive practices in their classrooms• Staff are getting to know students from a strength-based perspective• Staff are using strength-based perspectives as part of their data collection and formative assessment techniques that inform their practice• Community and school-based job activities are an inclusive experience and not the sole responsibility of students with disabilities and not done during instructional time• Educational programming and enrollment is based on equal opportunity not ability levels• Staff are including Disabled students' voice in decision making processes (and ensuring communication tools are available to do so)	<ul style="list-style-type: none">• Staff are working together to better understand and enact inclusive practices in their classroom and school• Staff are learning about disability from multiple perspectives• Staff are advocating for inclusion and increasing access and opportunity for disability in classrooms and schools• Staff are intentionally taking action to combat ableism in their school community and beyond• Staff are advocating for resources that increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice• Staff provide space for (and are responsive when) students with disabilities self-advocate	<ul style="list-style-type: none">• Staff are constantly reflecting on their hidden bias towards disability and inclusion• Staff understand when their experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability• Staff are engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives• Staff challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that they encounter in others• Staff display allyship by leading by example and influencing others around them to contribute to a more inclusive culture in the school and community