GK	Hi Everyone! Today we're going to be kicking off Module 3 of the tale academy with a chat about inclusion across learning environments. We're gonna do that by taking you in a time machine back to everyone's favorite year, 2020.
CLH	Yikes, I am not sure if I'd like to go back there but okay, I trust you. We obviously all know what happened in the spring of 2020 and what it was like, but what happened specifically with students with disabilities Gina?
GK	Well when Covid hit, students with disabilities were inordinately impacted as the services they received in their schools had to be modified. Everything from specialized classroom settings, to small or one to one instruction, as well as the therapies that required face to face interaction or specialized equipment suddenly had to be reimagined and revised.
CLH	True, so one survey of 1500 families from across the country found that in the Spring of 2020 only 20% of parents reported that their students with IEPs were receiving their required services, and 39% reported that their students with IEPs were receiving no support at all; these are some pretty dire numbers.
GK	It's horrifying actually. To answer your question, that's what happened. We saw a big response to this in the weeks after the Council for Exceptional Children waived its membership fee. The minute they waived their membership fee, more than 20,000 new teachers, administrators and aids joined the organization in order to access the tools, resources and online professional support for teaching students with disabilities. A little more than a year later, in Fall 21', when the New York State Education Department asked teachers whether they agreed that they had the tools and resources needed to address students with disabilities, in hybrid learning environments, a whopping 50% of respondents disagreed or strongly disagreed.
CLH	Wow, that's also crazy. The good news I think is that prior to the pandemic, educators, researchers and policy makers were already making some strong advances in improving the training of and the professional support for general ed teachers. In New York State we issued a **blueprint for improved results for students with disabilities** that's guiding development and delivery of statewide resources.
GK	Yea, I'm glad we're saying this. I'm glad to point general ed teachers to this blueprint. It was built around 7 guiding principles, and while all 7 are important, 7 is a lot so we're going to focus on number 3 and number 4 as the keys to improving results for our students with disabilities.
CLH	Okay so should we break those down right now a little bit?
GK	Let's do that. The **third principle** says

	"Teachers design, provide and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum" The **fourth principle** states that "Teachers provide research based instructional teaching and learning strategies and support for students with disabilities".
CLH	Okay so I'm hearing principle four and it seems like at the heart of principle four is the inclusive classroom. The **inclusive classroom** ofcourse is a classroom that's intentionally designed so that students with disabilities, impairments or delays can learn among their peers without disabilities in age appropriate gen-ed settings.
GK	Right, teachers provide **research-based instructional teaching** when they do things like develop lessons that allow multiple entry points and multiple modes of engagements for students with diverse needs or provide explicit instruction in social, emotional learning and in academics.
CLH	Some other strategies include teaching self-regulation, assessing student understanding to target learning needs and accommodating needs for assistive tech.
GK	Just like in the last module, according to the tool kit, the first step that teachers can take in order to improve their ability to effectively educate students with disabilities is related to **changing mindsets.** Teachers need to adopt beliefs and attitudes about their teaching practice and their students that align with the ideas that students with mild to moderate disabilities can and should be taught alongside the general education students.
CLH	Another mindset shift is believing in our own abilities as teachers to teach students with mild to moderate disabilities, as well as learning new skills and strategies to ensure that all of our students learn.
GK	So we focused a lot on mindset shifts in this session and the rest of this module we're going to really hone in on how we can equitably teach students with disabilities across all learning environments.
CLH	In session 2, we'll dig into how universal design for learning or UDL can help teachers address learner variability and create inclusive classrooms.
GK	In session 3, we will look at accessibility and digital learning and provide teachers with the basic tools to make learning environments perceivable, operable, understandable and robust for all students, including those with disabilities.
CLH	In session 4-7 we'll focus on high leverage instructional practices in special education that teachers can make portable across learning environments like explicit instruction, scaffolding and flexible grouping.
GK	We'll round it out with session 8, with specially designed instruction and how general education teachers can effectively collaborate with special education teachers across learning environments.

Module 3- S1 : Inclusion across Learning Environments

CLH	Yea I think this is going to be a really productive module Gina.
GK	Me too, definitely one that's full of useful, implementable strategies. We will see you next time listeners.
CLH	Alright, see you then.