

Solution Tree | Press

Watch, Listen, Ask, Learn: How School Leaders Can Create an Inclusive Environment for Students With Disabilities

By Belinda Dunnick Karge

Study Guide

This study guide is a companion to the book *Watch, Listen, Ask, Learn: How School Leaders Can Create an Inclusive Environment for Students With Disabilities* by Belinda Dunnick Karge. *Watch, Listen, Ask, Learn* will help current and aspiring school leaders understand and navigate special education services, support special educators, and lead a school or district to implement inclusionary practices that benefit all students.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Copyright © 2022 by Solution Tree Press

Chapter 1

Learning the Legal Basics of Special Education

1. What are the six primary principles of the Individuals With Disabilities Education Act (IDEA)?
2. Describe an individualized education program (IEP), its purpose, and how it's used by educators and administrators. Can a school district be held liable if it doesn't meet the IEP objectives by a certain time?
3. Team meetings are an important part of the IEP process. What are some questions you, as a school leader, might ask in an IEP meeting to ensure that the meeting's objectives are met?
4. What is an example of a type of student who would be financially covered for special education support by a 504 plan, but not the IDEA? What are some of the main differences between the IDEA and the 504 plan?

Chapter 2

Striving to Meet the Least Restrictive Environment: Service-Delivery Models

1. What is the difference between a learning services team (LST) and an IEP team? Who might an LST be comprised of?
2. MTSS is based on a three-tier system of instruction and intervention. Describe the three tiers of MTSS.
3. What are some of the benefits of a MTSS? How can MTSS particularly benefit students who may need special education services? How can it benefit special education teachers?
4. What are some of the co-teaching strategies the author discusses?

Chapter 3

Supporting and Mentoring Special Education Personnel

1. Describe the BICE leadership program. How long does the program take to implement?
2. How can a school leader work to ensure that special education teachers feel included in the general teacher community?
3. See figure 3.4, which shows high-leverage instructional practices. Which practices on the list do you feel confident you already use well? Which practices would you like to improve on?
4. How can school leaders ensure that special education teachers have access to appropriate professional learning? What are some alternative forms of professional learning that can be effective?

Chapter 4

Supporting Paraeducator Personnel

1. What are some of the different titles for paraeducators? What are their titles in your school, and how are they included in the educator community?
2. How does the 2004 IDEA include paraeducators and define their role?
3. What are some of the many different duties that a paraeducator might have? How can school leaders work to ensure that parents understand the role of a paraeducator?
4. How can paraeducators be supported in their professional learning and development?

Chapter 5

Collaborating With Related Services Personnel

1. How can a friendship club, as described in the case study on page 103, help reduce unwanted student behaviors and improve school morale?
2. What are the six steps the author suggests for establishing a friendship club?
3. List the three basic components (ABCs) of observable behavior. What sort of issues might a behavioral specialist help with?
4. What are some ways that school leaders can ensure that related services personnel feel they are supported and are members of the school community?

Chapter 6

Ensuring That Inclusive Education Is Equitable Education: All Means *All*

1. What are some ways school leaders can help ensure that they center inclusion and equity in their school daily?
2. What's the maximum percentage of students with disabilities that the author states should be placed in a single classroom? Why might this be?
3. List the five steps of the SLANT strategy. In what situations might SLANT be appropriate to use?
4. How can school leaders collaborate with parents of students with disabilities in a compassionate way? What are some special things to consider?

Chapter 7

Establishing an Inclusive School in Eleven Steps

1. What are the eleven steps for developing an inclusive school community?
2. Define *action planning*. What are some of the first action items you might take in your school to begin to implement an inclusive process?
3. What are the differences between *accommodation* and *modification*? Give an example for each.
4. See the list of the eight school function areas on page 165. Which area do you think most needs inclusion integration at your school? What steps might you take to integrate inclusion in that area?