

## Day 11 **Include**

UDL is about supporting all students as we create lessons, teach, and assess learning. Schools committed to “all,” therefore, will link conversations about UDL with conversations about inclusive education.

Although strides have been made in the last few decades, many students with disabilities remain on the margins in U.S. schools. Too often, the “curricular adaption” offered to learners is a separate placement—and sometimes a separate curriculum as well—despite the fact that IDEA clearly indicates that a child with a disability should not be removed from an age-appropriate general education classroom solely because of needed modifications.

UDL is a powerful tool that can be used to help all teachers better understand both the “what” and the “how” of inclusive education. The framework can be used to consider possibilities for student supports and to ask new questions about student placement. For instance, if we have a wider range of tools to use and we are better able to individualize instruction, might we have more options for including students with even the most complex needs in our classrooms and in our instruction?

Interested in learning more about inclusive schooling and evaluating your practices in your building? Check out the “Is Your School Inclusive?” tool on my website: <https://www.paulakluth.com/readings/inclusive-schooling/is-your-school-inclusive/> or the dynamic self-assessment tool found on the website of the Inclusive Schools Network: <https://inclusiveschools.org/inclusion-resources/self-assessment/>.