



2017-18

Enhancing Sensory, Social and Emotional, and Self-Regulation Skills in Students with IEPs: Stakeholder Feedback Summary

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Background

In the fall of 2017, the Wisconsin Department of Public Instruction held four stakeholder input sessions to assist in the formulation of a new grant structure designed to support the sensory, self-regulation, and social and emotional needs of students with IEPs. Stakeholders were invited through DPI list serves and public meeting notices to attend any of four locations across Wisconsin (Waukesha, Steven's Point, Eau Claire, and Oshkosh).

A broad range of stakeholders including family members, family support and advocacy organizations, special and general education teachers, pupil services staff, community support organizations, and faculty and staff from institutions of higher education attended the stakeholder input sessions. Stakeholders provided input on beliefs, knowledge, skills, and systems that support a vision of improved outcomes for students, families, educators, and community members for this unique group of students.

The following is a summary of major themes across all stakeholder input sessions.

Summary of Stakeholder Demographics

Demographics are based on participants who registered to attend stakeholder meetings. Participants could identify with more than one role.

Role	Number Self-Identified
Parent or Family Member	29
Special Education Teacher	22
School Administrator	18
Higher Education (faculty or staff)	13
Related Service Providers or Pupil Services Staff	12
Other Educational Support (regional)	10
County Health Services	8
Independent Autism Consultant	6
Family Support or Advocacy Organization	5
Self-Advocate or Person with Lived Experience	5
General Education Teacher	2

Methodology for Collecting Feedback

Each feedback session consisted of four separate activities.

- Vision setting
- Beliefs and Knowledge
- Student and Adult Skills
- Systems to Support Improved Outcomes

For each activity a protocol was used to receive individual and group feedback.

Vision Setting

The vision statements reflect stakeholder's vision of future positive outcomes. Stakeholders were asked to imagine a student, family member, or educator they came to champion. They then completed a sentence starter that allowed each stakeholder to name a vision for that person. Each stakeholder shared their vision and it was recorded on chart paper. Common trends in vision statements were compared across all stakeholder sessions and summarized into categories based on "who" participants were there to champion (e.g. students, families, teachers).

Beliefs and Knowledge

Working in table groups, stakeholders collectively brainstormed the beliefs and knowledge that adults needed to possess to effectively support students with sensory, self-regulation, and social and emotional needs. Facilitators then asked each table to name one belief or knowledge that they felt was most important. Each table contributed one new belief or knowledge until all ideas were identified and recorded by the facilitators. Facilitators then worked with stakeholders to combine and revise belief and knowledge statements based on group consensus. Common themes in beliefs and knowledge were compared across stakeholder sessions and summarized using as much specific language from the stakeholders as possible and broken into "belief" and "knowledge" statements.

Student and Adult Skills

Stakeholders were provided sticky notes (one set for students and one set for adults). They were given sentence starters to assist in identifying skills that students and adults must possess to realize positive outcomes for students with IEPs who have sensory, self-regulation, and social and emotional needs.

If students were able to / had access to _____, they would be able to (positive outcome)

If adults knew how to, used, (teach or support) _____, then students would be able to (positive outcome).

Stakeholders then put their individual ideas on chart paper in the room and identified other ideas that they agreed with or felt were critical skills. All individual comments were collected and included in this report. Comments about students were broken into two categories "access to" and "skills / taught strategies to". Comments about adults was broken into categories of instructional strategies.

Systems to Support Improved Outcomes

Stakeholders working in small groups moved around the room to brainstorm and record both ineffective (e.g. barriers) and effective (e.g. what works) practices in relation to twelve key systems features. The key systems features were adapted from [Wisconsin's Framework for Equitable Multi-Level Systems of Support key systems features](#).

Vison Summary

(Themes across Stakeholders)

Vision for Students to . . .

- Develop relationships with peers and adults that last after high school
- Improve in their social and emotional skills
- Make choices about their future
- Receive an education with their peers (e.g. inclusive school environments and part of the school community)
- Be prepared for life after high school (e.g. college and career ready)
- Have tools and strategies to support their own needs
- Be actively involved in their education and IEP
- Access the supports they need
- Receive social and emotional support and instruction in early childhood settings and through graduation
- Receive social and emotional support across educators and care providers
- Communicate with others (e.g. augmentative and alternative communication supports)
- Not experience seclusion, restraint, or disciplinary removals
- Feel pride in themselves, be able to self-advocate, and be models to others with similar needs
- Enjoy learning
- Have problem solving skills
- Be understood and accepted for who they are

Vision for Parents and Families to . . .

- Connect easily with schools to find resources and supports they need
- Have opportunities to work collaboratively with schools
- Know about the supports available to them
- Understand the transition process from school to community supports
- Identify supports for siblings
- Feel heard and acknowledged

Vison Summary

(Themes across Stakeholders)

Vision for Educators and Adults Supporting Students and Children to . . .

- Be able to identify student needs in areas of sensory, self-regulation, and social and emotional skills
- Feel confident in their ability to meet the needs of students
- Have strategies to teach and support all ability levels
- Support the re-integration of students back into classroom settings
- Use positive behavior supports and strategies to support behavior needs
- Understand individual student perspectives and culture
- Utilize strength based approaches
- Use evidence based practices to fidelity
- See students as individuals and not labels
- Understand behavior
- Know how to manage staff stress and have social and emotional support for staff
- Work with community providers within and outside of the school setting
- Model and support each other on best practices and strategies to support students
- Support paraprofessionals and teacher assistants
- Collaborate across staff and families

Vision for Pre-service Educators to . . .

- Be prepared to work with students in classrooms when they enter the workforce
- Be able to work collaboratively with educators and families
- Know how to work with a variety of student needs

Vision for Community to . . .

- Understand the needs of students with disabilities
- Provide wrap around services for the family
- Provide safe environments for schools and school staff
- Have a common language for community belonging and relationships

Beliefs and Knowledge

(Themes across Stakeholders)

Beliefs that . . .

- All students are capable of learning and growing
- Students do well when they can
- Behavior (leading to disciplinary removal) is a form of communication and not purposeful (i.e. choice of student)
- Equity is different than equality
- The system needs to meet the needs of the student (instead of student meeting the needs of the system)
- Each and every adult is responsible for student learning (collective responsibility for each and every student)
- Shared learning benefits everyone (when families, educators, community learn together)
- Supports don't have to cost money (e.g. change in adult behavior can lead to greatest changes in student behaviors)
- Each and every student has a right to access the general education curriculum, environment, and instruction
- All students belong in their school community and can learn in that setting
- It is beneficial for adults to share their own needs with sensory, self-regulation, and social and emotional skills (i.e. with student or with colleagues)
- Even if you can't see it, disabilities can still exist
- Student with IEPs/disabilities are general education students first
- It is ok for students and educators to fail (e.g. focus is on trying)
- It is adults (teachers, families, community) job to ensure students are successful and learn social and emotional skills
- Families, educators, and community partners (even when they disagree) want what is best for the child/student
- Evidence based practices work and should be used as part of a system
- Multiple sources of data are important (e.g. not a single test or grade)
- There are multiple paths to a positive future that may change over time for each student
- Just because a student "can" do a skill doesn't mean they have the ability to do the skill in various settings or conditions
- Inclusion benefits everyone (students, peers, families, educators, community)
- Preparing for the future is different for students today than preparing for the future when we were students
- Students should be able to talk about their dreams (and acknowledge their dreams) even if adults don't think they are possible

Beliefs and Knowledge

(Themes across Stakeholders)

Knowledge of . . .

- Whole child/student
- Skill versus performance deficits
- The child's strengths, background, and experiences
- Student and family's cultural, economic, and other life experiences
- Implicit and explicit bias
- "Hidden" disabilities
- Community resources (community, regional, and state)
- Equity versus equality
- Brain development
- Legal rights of students with IEPs / disabilities
- Positive behavioral supports and strategies
- Evidence based practices and supports
- Difference between "need" and "label"
- How to recognize and acknowledge student and family voice and opinions
- Teaching life skills
- Strength based mindset and approach to address challenges
- Mental health and trauma informed care tools and strategies
- Inclusion as an experience and process and not simply a place
- How to collaborate and create a sense of community
- Presuming competence
- Data collection methods and systems (and how to share data)
- How to support student behavior without disciplinary removal (e.g. hall, office, sending home, shorter day, seclusion or restraint)
- Listening and communication skills
- Systems to work collaboratively across home, school, and community
- Confidentiality when talking about a child (e.g. don't talk about students in front of student, peers, or other adults).
- Reward versus reinforcement
- Executive function skills
- UDL
- Trauma informed care
- Continuous assessment, formative assessment
- Power and influence teachers have on students
- How disabilities can affect learning (e.g. how information is processed)
- Child development
- Options for college programs (e.g. think college programs) and supportive work environments in the community, region, and state
- Mediation and dispute resolution options
- Knowing how and when to teach after a behavior
- Understanding "consequences" versus "outcomes" (e.g. consequence can mean what happens next and not necessarily punitive outcome)
- How to conduct a comprehensive evaluation
- Impact and data on bullying on students with IEPs
- Impact and data on positive reading (or other strategies) on students with IEPs
- Types of mental illness (e.g. anxiety, schizophrenia, bipolar)

Student and Adult Skills

(Language from Stakeholders)

Students

If students were able to / had access to _____ they would be able to _____.

Students Have Access to . . .

- Sensory Regulation and Social and Emotional Supports
 - Safe spaces (in class, school, home, community)
 - Regulation spaces matched to regulation needs (in class, school, home, community)
 - Sensory tools (e.g. headphones, sensory diet or choice list)
 - Schedule of sensory support throughout the day across environments
 - Behavior / self-regulation plans
 - Variety of sensory supports that meet various sensory needs
 - Access to a consistent person(s) that support de-escalation and understand the individual regulation needs of the student
 - Social stories, scripts, organizers
 - Video models

- Curriculum, Standards, Instruction, and Environments
 - Peers across day (academic and non-academic settings)
 - Curriculum and instruction that is relevant and meaningful to the student
 - Multiple ways of receiving instruction and information
 - Multiple ways of demonstrating understanding of lessons, content, standards, instruction
 - Choices throughout the day in each setting, activity, environment
 - Inclusive learning environments with diverse array of student strengths and abilities
 - Opportunities to engage in structured positive peer interactions
 - People with diverse expertise and perspectives on how to support student needs
 - Accommodations as written in the IEP (e.g. not based on request)
 - Hands on materials
 - Quality reading instruction
 - Reading and literacy supports that support their specific disability-related needs in relation to reading and literacy (e.g. books at instructional and independent levels)
 - Assistive Technology (e.g. screen readers, google tools, apps, and other assistive technology supports)

- Environmental Supports
 - Visual schedules
 - Visual boundaries
 - Individual reinforcers / motivators
 - Mentors (mentor peers with and without disabilities)
 - Time to practice new in skills in structured environments

Student and Adult Skills

(Language from Stakeholders)

Students Have Access to . . . (continued)

- **Alternative Communication Devices (when applicable)**
 - Variety of communication devices and modalities available
 - Able to independently access communication devices
 - Pre-programmed devices based on class, setting, lesson, or activity
- **Community and Extracurricular**
 - Activities in community matched to student interests and needs
 - Field trips
 - Community work or volunteer experiences
 - Same opportunities as other in school and community (e.g. extracurricular)
 - Supports during extra-curricular activities

Students Ability in / Taught strategies for . . .

- **Social and emotional competencies and skills**
 - Empathy
 - Express feelings in various ways
 - Regulation and coping skills to manage behavior
 - Understand perspectives on “right” and “wrong”
 - Recognize own behavior
 - Regulating across settings and environments
 - Strategies to stay regulated throughout the day
 - Strategies to tolerate frustration and anxiety
 - Positive self-talk
 - Expected and unexpected social behaviors across settings and situations
 - Free time / down time skills
 - Cooperative play
 - Join attention
 - How to have fun / enjoy humor
 - Problem solving skills
 - Task completion and engagement
 - How to explore new things (e.g. through play, foods)
 - How to leave a setting prior to a meltdown
 - Mindfulness
 - Social thinking
- **Assistive Technology**
 - Independence in use of assistive technology

Student and Adult Skills

(Language from Stakeholders)

Students Ability in / Taught strategies for . . . (continued)

- **Communication**
 - Request breaks
 - Asking for help
 - Answering and asking different types of questions
 - Summarizing past events (e.g. events of the day, class, recess)
 - Verbalize physical discomfort using common body terms

- **Life Skills**
 - Independent daily living skills (routines throughout day e.g. brushing teeth)
 - Homework and study skills
 - Time management skills
 - Financial skills

- **Self-advocacy**
 - Positive sense of strengths and competencies
 - Share strengths, needs, dreams
 - Who to go to and where to go for assistance
 - Share how others can help them be successful (e.g. identify triggers and what works)
 - Knowledge of disability and special education terms, vocabulary, language
 - Self-directed IEPs (assist in facilitating and sharing at IEP meeting and developing IEP)
 - Understanding how their disability affects how they learn
 - Effective and appropriate strategies for sharing needs
 - Knowing what motivates you (and ability to request it)

- **Relationships and Belonging**
 - Identify trusted and safe adults
 - Relationships with peers in class, school, and community

Student and Adult Skills

(Language from Stakeholders)

Adults

If adults knew how to, used, (teach or support) _____, then students would be able to (positive outcome).

Adult Skills and Instructional Strategies for . . .

- Social and Emotional Competencies and Skills
 - (see also list of “ability in / taught strategies for” in student section)
 - Modeling mindfulness and self-regulation skills
 - Teaching play skills
- IEP
 - How to mediate disagreements (e.g. positions versus interests)
 - Engaging families in IEP process
- Curriculum, Standards, Instruction, and Environments
 - (see list of supports in student section)
 - Engaging multiple types of learners
 - Incorporating technology into instruction
 - Utilizing interests and strengths in instruction
 - Using visual strategies and supports (e.g. visual schedules, mini-schedules)
 - Use inclusive and culturally responsive language during instruction
 - Identifying appropriate alternative communication devices and options
- Specific Instructional Strategies
 - Zones of Regulation
 - Peer mediated instruction and interventions
 - PECs
 - Brain Gym
 - Social Thinking Curriculum
 - Me Moves
 - S.M.A.R.T.
 - Fit 15
 - AVID
- Behavior management
 - Identifying root causes of behavior (e.g. understand “why” behavior occurs)
 - Knowing how to identify unique reinforcers for individual students
 - Addressing behavior without removing student from instruction or environment
 - Reflection on behavior intervention strategies and student outcomes (e.g. ability to know if what you are doing is working)
 - Calmly addressing behavior
 - Consistency in addressing behavior
 - Identifying and teaching replacement behaviors
 - Identifying functions of behavior (e.g. root causes)
 - Accommodating and communicating school-wide PBIS expectations to individual student needs
 - Developing behavior intervention plans
 - Address bullying
- Transition to Post-Secondary
 - Model and discuss post-secondary planning with students
 - Starting transition planning early

Systems to Support Improved Outcomes

(Language from Stakeholders)

High Quality Instruction Summary

Barriers

- Time (e.g. testing, paperwork)
- Resources, funding
- Staff turnover
- Differentiating, individualizing, culturally responsive instruction
- Multiple initiatives
- Training (e.g. level of training required after initial training, adult learning, fidelity)
- Beliefs, politics (e.g. boxed curriculum, evidence based strategies)

What Works

- Resources and time
- Instruction that focuses on student engagement
- Individualizing and strength based model of teaching
- Using UDL, individualized, and differentiated approaches in teaching (e.g. multi-sensory approaches)
- Using data and assessment to drive instruction
- Using research or evidence based strategies
- Coaches, content experts, and collaboration
- Creativity and flexibility

Positive Culture Summary

Barriers

- Beliefs of student expectations and purpose of education
- Choices of adults and students
- Fear of change
- Collaboration and roles (e.g. Us versus them mindset, my kids and your kids)
- Ability to compromise
- Misinformation, assumptions, social media
- Workload and stress

What Works

- Welcoming environment and language (e.g. sense of belonging to all)
- Collaboration and communication
- Strength based and equity culture (e.g. abilities mindset)
- Coaching and co-support
- Individual differences and ideas respected and acknowledged
- Collective responsibility for students
- Sharing of information and resources
- Choices and ability to try new things
- Inclusive environment
- Leadership and sense of purpose
- Collective vision / beliefs / purpose

Systems to Support Improved Outcomes

(Language from Stakeholders)

Evidence Based Practices Summary

Barriers

- Time, resources, funding (for training)
- Implementing to fidelity (after initial training)
- Narrow definitions of “evidence based” that limits other good practices
- Focus on a few initiatives versus multiple initiatives and always trying new things
- Consolidating resources
- Willingness to change or try new ideas
- Providing professional learning to multiple roles (types of educators, staff, families)
- Identifying “evidence base” or knowing where to find them
- Politics
- Individualizing practices to individual students

What Works

- Finding practices quickly
- Taking data on progress and analyzing data
- Having a common language (e.g. instructional / curriculum)
- Using practices that have been shown to be effective
- Implement to fidelity (e.g. coaching, implementation checklists)
- Incorporating into UDL and MLSS frameworks

Collaboration Summary

Barriers

- Lack of Time
- Comfort levels in collaborating
- Different perspectives (e.g. not having a shared belief system, high expectations for students)
- Lack of leadership and support (e.g. scheduling)
- Understanding of roles (e.g. lack of individual knowledge of how they are able to support a student)
- Conflicting roles (e.g. collective responsibility and leadership)
- Not given flexibility on topics for collaboration
- Collaboration is limited to the classroom (not across school or home-school-community)
- Navigating confidentiality

What Works

- Collaboration across settings (class, school, students, family, community)
- Listening, modeling respect, and sharing ideas and perspectives
- Set structures for collaboration (e.g. efficient management of time and resources)
- Transparency
- Focus on students
- Shared expertise versus one expert/leader
- Sharing data
- Include individuals from other disciplines to support the conversation

Systems to Support Improved Outcomes

(Language from Stakeholders)

Systemic Implementation Summary

Barriers

- Time and resources
- Staff turnover
- Implementation across buildings and schools
- Ability to keep the focus on the initiative (e.g. professional learning for staff) and not adding new initiatives
- The initiatives do not match or are not connected to the vision or mission of the school
- Different perspectives and interpretations of initiatives
- Lack of opportunities for within building and across building collaboration

What Works

- Common messaging and connecting to vision, mission, and strategic plan
- Ongoing professional learning
- Developing the system to address staff changes
- Connecting to UDL, MLSS
- Implementing and applying across settings (home, extra-curricular, etc)
- Developing a language, vocabulary, and culture around initiative
- Allowing for readiness and initial implementation
- Providing time to implement
- Strong leadership
- Professional Learning Communities
- Providing flexibility within initiative

Equity and Culturally Responsive Practices Summary

Barriers

- Implicit bias, lack of knowledge
- Lack of self-reflection
- Lack of training and resources (e.g. family engagement trainings)
- Leadership that models culturally responsive practices and equity mindset
- Lack of language interpreters and translators
- Difficulty in changing deep rooted school cultures

What Works

- Shared understanding of definition of equity
- Identification of issues, beliefs, cultures (e.g. honest and safe discussions)
- Spending time and resources on equity and culturally responsive practice professional learning
- Equity action plans (e.g. equity non-negotiables)
- Strong family engagement systems
- Resources, language, and supports for culturally responsive practices and conversations about equity
- Providing a sense of belonging
- Providing multiple points of view (families, students, educators, community members)
- Students have adults they can identify with
- Modeling equitable language and practices

Systems to Support Improved Outcomes

(Language from Stakeholders)

Family and Community Engagement Summary

Barriers

- Time and resources (for meeting with parents or for professional learning)
- Identifying time that meets educator and family schedules (e.g. limited opportunities during school hours)
- Not a priority of school or district
- Transportation and child care needs
- Lack of translators and interpreters
- Negative assumptions or beliefs about specific families
- Lack of acknowledging parent or family perspective and expertise
- Perception that families with more knowledge will lead to more difficulties
- Family past experience with educational systems
- Lack of knowledge of culturally responsive family engagement
- Lack of understanding of family or community priorities
- Knowing how to communicate positively with families (e.g. difficult conversations)

What Works

- Having food at meetings and events
- Connecting school (e.g. supports, instruction, initiatives) into home and community
- Specific invites personalize and make participation more likely
- Family engagement coordinators
- Surveying families
- Leading by Convening, Community conversations, parent advisory committees
- Creating a friendly environment
- Multiple options for location (home, community/etc)
- Providing child care, transportation, interpreters
- Using social media
- Broad topics for engagement
- Listening sessions
- Identify and inviting in community partners
- WI Plan model of family engagement (WI Family Ties)
- The community has a seat at the table (board meeting, committees, task force, etc)
- Schools are more aware of the need to purposefully engage families

Systems to Support Improved Outcomes

(Language from Stakeholders)

Continuum of Supports Summary

Barriers

- Lack of communication to new staff
- Focus on reactive versus proactive supports (deficit models vs strength based or student point of view models)
- Lack of staff knowledge of support strategies
- No systems for data collection and analysis
- Availability of consistent staff across settings (e.g. lunch, recess, halls, extra-curricular)
- Beliefs about “supports” versus beliefs about “authority”
- Providing consistent supports from class to class or grade to grade
- Supports based on “label” instead of based on individual student needs

What Works

- Continuum of support from 3 year old through 12th grade
- Providing supports so they are available and accessible across settings (school, home, community)
- Supports embedded into universal curriculum and instruction
- Student centered, individualized supports based on student unique needs
- Providing range of supports based on need
- Providing transition options from school to community early on
- Consistency from school year to school year and across staff
- Accessible both in and out of school
- Professional development followed by coaching
- Embedding trauma informed care into support systems
- Begin supports early on in academic career
- Flexibility in provision of supports
- Collaboration between agencies with respect from one to the other
- Progression in academics/social emotional so kids stay in school

Systems to Support Improved Outcomes

(Language from Stakeholders)

Strong Leadership Summary

Barriers

- Lack of experience or knowledge of students with IEPs / disabilities
- Top down style
- Not understanding the school climate and culture
- Perspective on leadership (authority and expert versus collaborative leadership)
- Lack of communication (with families, students, staff, community)
- Lack of administrative models and/or coaching
- Knowing how to support or incorporate new ideas
- Unable to manage job stress (stress is apparent to others)
- Does not allow parents and families to be engaged with school directly
- Does not invest in professional learning of staff
- Disconnect between words and actions
- Turn-over of administration and staff

What Works

- Provide positive feedback (acknowledge effort and success)
- Professional learning a priority (time and resources over multiple years for an initiative)
- Visible and accessible in school and community
- Supports coaching models
- Open communication with staff, families, community
- Proactive (e.g. survey staff, families, community and responds to identified needs)
- Shows compassion and passion for students and families
- Open mindedness and flexible (allows for staff autonomy)
- Displays active listening skills
- Provides consistent messages, vision, mission (and good at communicating these messages)
- Models calm in times of stress
- Positive “Can do” attitude
- Belief in staff and supports staff in times of need and takes responsibility
- Humor
- Organized and consistent
- Family engagement is encouraged

Systems to Support Improved Outcomes

(Language from Stakeholders)

Use of Data Summary

Barriers

- Not able to identify time efficient methods of collecting data
- Once taken or analyzed, how to make decisions about data
- Collecting different types of data (e.g. academic, functional, quantitative, qualitative) so not focusing on one data point that does not indicate the whole child
- Understanding and analyzing data
- Getting multiple adults to take data
- Understanding the purpose of collecting data
- Comfort level in taking data
- Reporting data (e.g. to families, other educators, stakeholders)
- Knowing what and how often to collect
- Cultural bias in data collection
- Knowing if data you are collecting is matched to skills you are teaching
- Multiple perceptions of data

What Works

- Plan Do Study Act cycles of interpreting data (e.g. using data to make instructional decisions)
- Have a data system
- Disaggregating data
- Ongoing professional learning on data collection
- Collective responsibility in data collection across adults
- Using data to show growth/improvement
- Diverse stakeholders assist in data decisions
- Able to identify efficient and effective ways to collect data across environments
- Clear expectations on what / how to collect
- Matching data collection to individual students

Systems to Support Improved Outcomes

(Language from Stakeholders)

Strong Universal Support Summary

Barriers

- Not planning for transition of students (across classes, grades)
- Lack of communication across settings (e.g. home-school, class-class, extracurricular)
- All educators having access to curriculum resources
- Lack of team time for planning (e.g. special and general educators)
- Different perspectives, beliefs and expectations (e.g. “My Kids” “Your Kids”)
- Basic skills not taught
- Punitive culture
- Accommodations are not provided in all settings
- Lack of knowledge for culturally responsive practices

What Works

- Use of data to drive decisions
- Fidelity of implementation
- Time to develop, implement, monitor, & apply changes
- Collaboration, communication, and planning time
- Collective responsibility for each and every student (e.g. provision of accommodations)
- Supporting self-advocacy, social and emotional, and soft skills in curriculum
- All students have access to supports and inclusive environments
- Ability to be flexible and ability to change
- Positive behavior supports and regulation strategies and supports in all settings
- Students have choices in supports provided