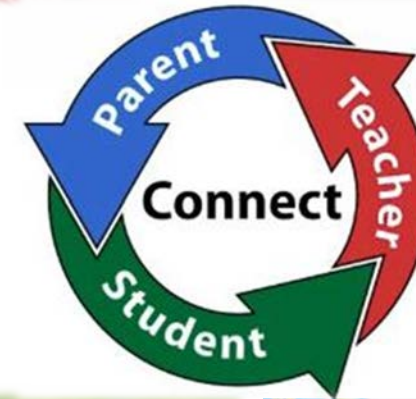




# Florida Inclusion Network: Helping Your Child Develop a Growth Mindset

# WHO are We?

- ❑ A discretionary project through the FLDOE.
- ❑ FIN works in partnership with FDLRS.
- ❑ FIN collaborates with all districts and schools.
- ❑ **Provide customized services and supports to ensure all students with disabilities have the same educational, social, and future opportunities as their peers.**
  - Sharing information to **build collaborative relationships** between families, schools and districts.
  - Data-driven, student-focused **planning and problem-solving** across districts and schools.
  - Data-driven **professional development and technical assistance** to increase knowledge and skills of district and school personnel.
  - **Coaching and resources** for district and school personnel to build and sustain capacity.



# FIN can provide information to schools, families, support groups in the following ways:

family-school  
collaboration  
and  
communication

**School and District  
Best Practices for  
Inclusive Education  
(SBPIE)**

*Volunteer to  
participate, we need  
parent input!*

effective  
inclusive  
practices

Assist with  
specific  
questions  
regarding  
inclusion

ways to  
access local  
resources  
and support

opportunities  
for networking  
with other  
families

Present to  
organizations,  
School Advisory  
Committees,  
parent groups

# GROWTH MINDSET & INCLUSION

@kluiens62



INSTEAD OF THINKING...  
(FIXED MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.



TRY THINKING...  
(GROWTH MINDSET)

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT  
IN WHICH IT GROWS, NOT THE FLOWER.

Alex Den Heijer



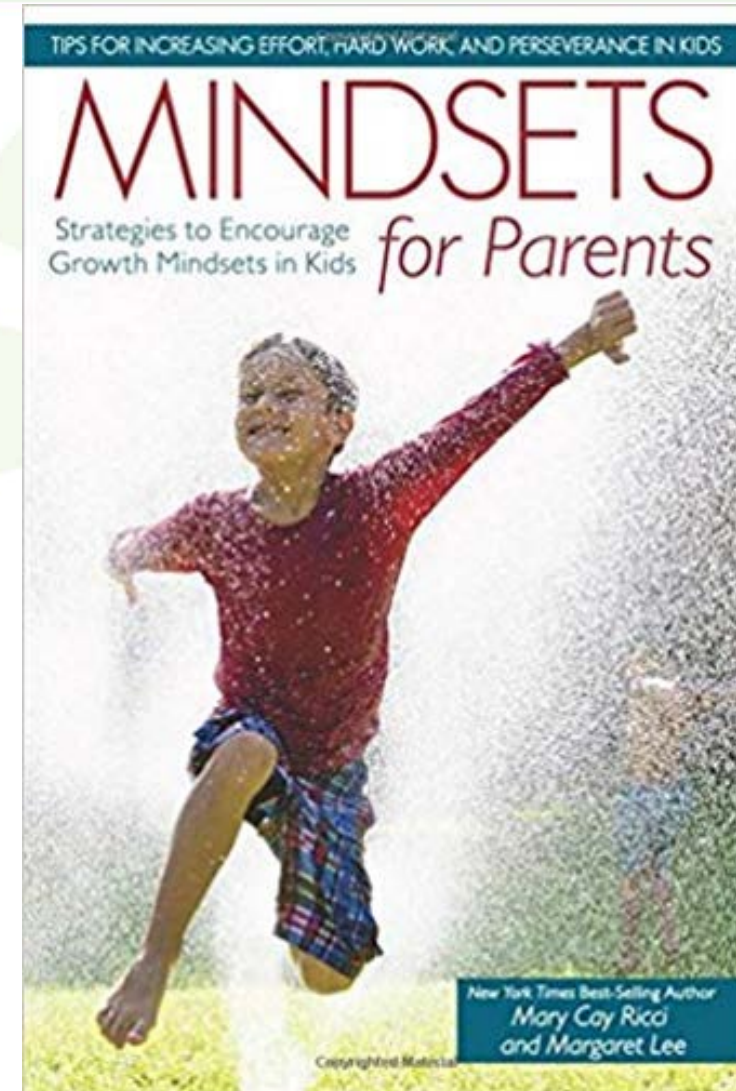
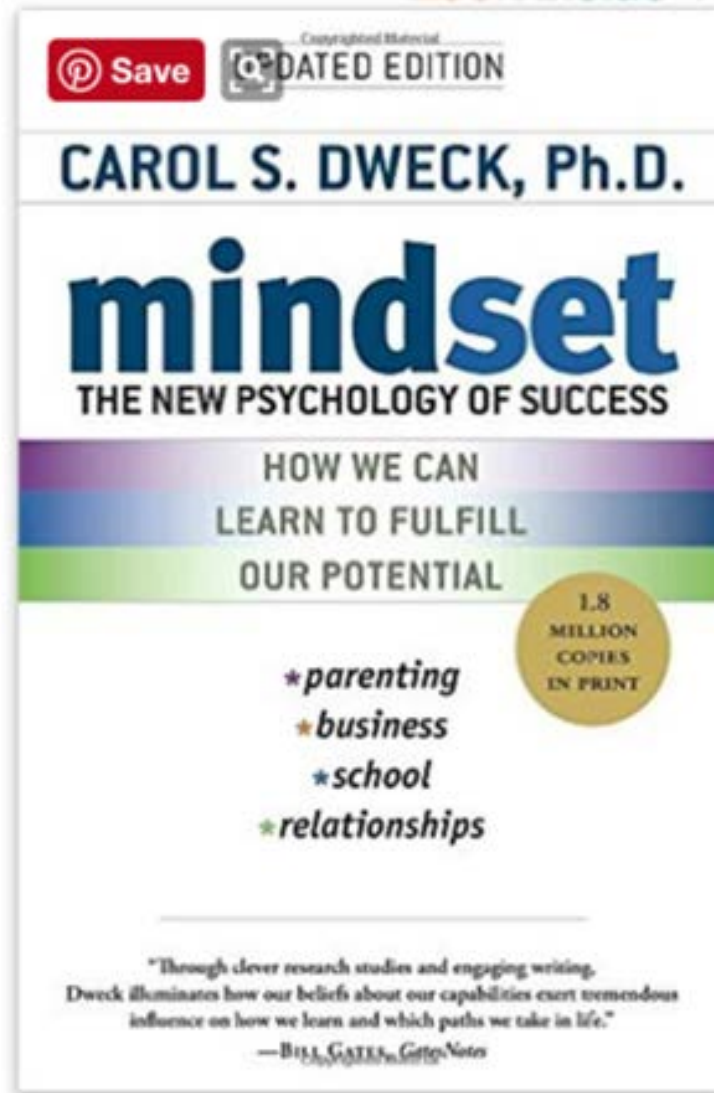
FREE DOWNLOAD: [northstarpaths.com](http://northstarpaths.com)

# Resources



<https://www.whatdowedoallday.com/growth-mindset-books-for-kids/>

# Resources



# Family Services and Resources

## for Inclusive Education



Galaxy Region 3:  
Supporting Indian River/

# Communication Tips

For Families of Children with Disabilities

Working and Communicating Positively with School Staff



## Communicate Clearly

- Looks Like**
  - Sounds Like**
- Communicate Clearly**
- Reminding people of your child's strengths.**
  - "Please remember that the disability is just a part of who my child is. He/she has many strengths and unique characteristics."
  - Listening to others with an open mind and offering your ideas.**
  - "I agree that my child needs to improve his/her reading comprehension. Can we adjust his/her schedule so that he/she will receive intensive instruction during the regularly scheduled reading block in an inclusive setting?"
  - Taking a step-by-step approach to problems and offering your ideas for solutions. Express your understanding that things can change over time.**
  - "I'm not sure this strategy will work with my child, so let's try it and talk about this again in \_\_\_ weeks. If this doesn't work, I have another idea that we could try."
  - Putting down notes before, during, and after you meet with your child's individual educational plan (IEP) team members. Use concrete and specific examples when you share concerns.**
  - "I'd like to share some concerns from our last conversation. I think there may be some misunderstanding about my son's daughter's communication support needs. He/she needs to have a special switch in order to communicate his/her choices. He/she uses this device at home to make choices about foods, activities, and clothing."
  - Asking questions to understand both**
  - "I'm not sure I understand why my son's daughter has been placed in a different

# Resources to Increase Parent-School Mindsets about Inclusion

FIN resources are available, **at no cost**, to families and educators.

For more information, please click on the link provided or contact your local FIN facilitator at

<http://www.floridainclusionnetwork.com/>

### 7 BACK to SCHOOL TIPS For Parents

#### Start the Year Off Right

1. **Build Alliances**

The old saying, "There is strength in numbers," is still true today. If challenges arise during the school year, it is helpful to know you have others you can turn to. Now is the time to nurture alliances with teachers, support staff, parents, students and others who impact you and your child. Call or send a thank you note to those who provided "tough love" during the previous year. Mention how you appreciated their involvement and how you look forward to their future support. Contact others you would like to include among your supporters in the coming year and let them know the important support they can have in your lives. Be sure to offer your support to others in return.

#### 2. Review Your Child's IEP

Many times, Individual Educational Plans (IEPs) are written during the previous school year so your child's new teacher may not know which learning goals are priorities for the coming year. Before school starts, read through the IEP to refresh your own memory. Talk over the learning goals with your child, especially those old enough to advocate for themselves. Then make sure each classroom teacher is working with your child has a copy and understands the IEP's intent. An IEP's strength lies in the parents' and teachers' understanding of it and active participation in implementing it.

#### 3. Create a "What Works" Portfolio

All parents should consider creating a "What Works" portfolio. It can be used to smooth your child's transition each new school year. The portfolio should contain positive descriptions of your child. Include a profile describing your child's strengths, interests, favorite activities, and learning priorities for the year. Include tips about physical assistance or communication with your child if these are needed. Describe behavioral supports that work or ways to structure situations to avoid behavior challenges. Make a list of tasks, roles, and responsibilities for a teacher's assistant, if applicable. Describe classroom arrangements that help support your child (e.g., seating and positioning needs, noise level tolerances, climate comfort levels, etc.). Include samples of your child's work and describe any accommodations or modifications that were made to the original assignment. Share the names of students who are friends with your child and give tips on facilitating connections with other students. Finally, include a photo or brief video showing your child participating with other students and being supported successfully in the classroom.

### F.A.C.T. FOLIO

Volume 2

#### WHAT IT MEANS TO BE AN ADVOCATE

**How do you Advocate for Inclusive Education for your Child?**

- 01 Find ways to share what you know about your child.
- 02 Understand your child's rights and what the law requires.
- 03 Know school staff and their responsibilities for your child.
- 04 Communicate effectively and work proactively with school staff.
- 05 Believe that your voice and your child's voice are important.

**How Can I Work with Others to Include My Child?**

Including children with disabilities in general education classes with children their own age is not just the law. It works! Research has shown over and over during the past 20 years that inclusive benefits children with disabilities. Some educators and families believe that inclusion is not an option for students with moderate or severe disabilities. But there is much evidence that inclusion can - and does - work for children with all types of disabilities. Inclusion also benefits children without disabilities (as well as the whole school environment).

Three decades of research have shown that family involvement significantly contributes to improved student outcomes related to learning and school success. Your participation and leadership are needed if your child is to be successfully included. You will need to work in partnership with teachers, administrators, support staff, and others to make inclusive education a reality for your child.

The word "advocate" means to give voice. It is the job of family members to speak up on behalf of their children. But if your child has special needs, the responsibility is even more important.