

## Introduction: Before You Begin

We understand the curiosity monster living inside you wants to break free from its shackles to explore the content on the ensuing pages. It is understandable that you'd want to flip to the other sections of this book to find practical applications to help the learners you serve. When the water is this warm, who wouldn't want to dive right in?

### READ FIRST! DO NOT SKIP THIS PART!

Resist the urge to skip this introduction. It is foundational to the journey on which you're about to set sail. The rationale described here not only offers guidance to help you navigate the structure of the book, but also presents the fundamental reasoning for how the content within can help (re)shape every educational experience you design and deliver. This introduction is essential to understanding how the strategies within this book can truly transform educational practices for everyone!



**Figure i.** The authors strongly urge you to read this introduction before you jump into the strategies.

### ADOPTING AN INCLUSIVE MINDSET

*Inclusion* may have different meanings and interpretations depending on the experiences of each person. Therefore, we thought it might be a good idea to explain what inclusion means to us, the authors, to help develop a common understanding and shared vision with you, the one experiencing the strategies within this learning experience.

The first step in designing authentically inclusive educational experiences is believing that it can be done. Adopting an *inclusive mindset* is a necessary prerequisite before one can design educational experiences that will meet all learners' needs. Educators working to design such experiences do so by embracing and respecting the fact that everyone is unique with different abilities, backgrounds, and preferences. Innovation and progress are accelerated when heterogeneous individuals work together to solve problems. An inclusive mindset means that these variances are celebrated as a source of strength not just for each individual, but for the class, the community, and society as a whole.

The principle element in inclusive design is flexibility. Providing options promotes learner agency and intrinsically motivates individuals to actively engage in their own learning. Individually, the strategies outlined in the book can help you immediately provide more options to learners. Our greater hope is that by experiencing, practicing, and implementing these strategies you will further your own professional (and personal) goal of adopting and spreading an inclusive mindset. Using these strategies will help you, your colleagues, and your entire local education agency create a culture where every learner, regardless of ability, cultural background, or demographic group, is valued, respected, and honored equally.

Building a culture of inclusivity in your practice, school, and/or agency will have lasting results. Learners brought up in inclusive environments will shape the culture for future generations. Each decision we make now as educators will act as an example of how to build an inclusive culture into the future. As educators, we hold great power over shaping the future of society. This book is meant to help you shape that future into one of acceptance where everyone is included.

## **Authentic Inclusion**

Some local educational agencies actively work to increase inclusive practices. Goals are established, strategies are employed, data is collected, and reflection transpires, all in an attempt to increase inclusion. The metrics some use to measure inclusive practices are based on how much time learners with disabilities spend engaging in educational experiences with non-disabled learners. That sounds pretty good, right? Not only does it seem noble, but it shows an attempt to adhere to legal requirements, which vary depending on which part of the world you're in.

Yet being in the same space, virtually or physically, does not mean every learner is authentically included. Take, for example, a learner who has an individualized education program (IEP) that states that they will be fully included by receiving academic support services in a general education environment with non-disabled peers. Again, this sounds fantastic, right? However, when the learner is actually in the general education environment, the educators have decided that sometimes the learner needs to be segregated to an assigned section of the room where they will work with a related services provider, teaching assistant, or special educator separately. Is this inclusion? If we are tracking metrics based on what is written in the IEP, it would seem that this learner is included one hundred percent of the time, which will really help make the local educational agency's achievement of goals look great! However, in truth, despite being in the same room as others, the learner is not really included in the same way the other learners are. If the table the learner was sitting at were three feet further away on the other side of a classroom wall, perhaps in an adjacent room, the service delivery would be called a special education setting. What difference does three feet make? Whether someone is placed at a table in a separate part of the room, or placed at a table in another room, true inclusion is not happening.

Should a wall be the determining factor between what is inclusive and what isn't? We invite you to think of inclusion as something deeper than the space where someone learns and who else might be in that space. True inclusion happens when we design educational experiences with everyone in mind. A truly inclusive experience is designed in such a way that any learner, regardless of ability, can participate in it and learn from it. An experience that is authentically inclusive means that anyone, even

people the educator hasn't met yet, can come into it and leave having made progress toward achieving educational goals.

## Our Philosophy is Learner-Centered

Imagine a group of people who want to learn the skill of fishing. Some people might have years of experience, growing up with family members who taught them something about how to bait hooks, cast into open waters, and scout out the best holes to catch the biggest fish. Others may have only ever seen fishing on television or on the internet, having never touched a fishing pole in their lives. It is very likely that every individual in that room is starting at different places with their fishing knowledge and ability. If you were going to teach fishing to the people in this room, would it make sense to teach them all the same way, starting them off learning the same skills, and doing the same thing? We think not. Instead, it might be better to design an experience where the learners assess their own abilities and then engage in different opportunities to grow their skills based on the results of that assessment. Learners who are novices might participate in an entirely different set of experiences than those who already have mastered some aspects of fishing. Beyond experience level, other variances include how much time it might take individuals to learn to fish. For some, it might come quickly and easily. For others, it might take hours of sustained effort. Depending on other circumstances, some people might be able to dedicate several hours a day to learning how to fish. Others might only be able to commit a few hours a week to the endeavor. Each learner will also have different physical, cognitive, and social-emotional abilities which might impact how long it might take to learn the skill. So, how do we design a learning experience that meets the needs of each learner? How do we teach each individual learner to fish?

## The End of Flipped Learning

*Flipped learning* is defined by the Flipped Learning Network as “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides learners as they apply concepts and engage creatively in the subject matter.” (2014) Ultimately it is a learner-centered means of asynchronously presenting content via technology outside the traditional classroom and using structured time in class to provide learners with personalized instruction to address the topic of the asynchronous experience in greater depth, clarify concepts, and address specific learner needs.

The term “flipped” implies that this approach is the opposite of the typical approach. We're ready to stop calling this approach “flipped” and start using it as the premier way to design educational experiences. Instead of calling it flipped, we're going to start calling it “The way we all should do it now.” Congratulations, pioneers and champions of flipped learning, we've done it! Instruction is now flipped! Boom! It's the new, inclusive way of designing educational experiences—one that meets everyone's needs—and we are not going back.

## Function First

If you are reading this book, chances are you like technology. As the authors of this book, we do too. We get excited when a new tool becomes available, and as early adopters of many technology resources we are always eager to try something different. However, we made a deliberate decision to structure

this book around strategies and the function that technology provides to learners and educators, and then supply tools as a means of implementing that strategy and accessing that function. Tools may change, be incompatible when hardware changes, and much to our frustration, even go away at times. By focusing on strategies and the function of technology, we are better able to align our use of technology with pedagogy, which is, of course, what sound instructional practices are based on. If you love tools, don't worry—you will learn all about technology tools when you read this book, but we want to be sure that you understand the *why* and not just the *how* of using an educational tool. We hope that as you browse the strategies that fill these pages, you have many “aha” moments, discovering new reasons to use familiar tools, and discovering new tools that help you implement strategies with which you may already be familiar. Just remember, it's about the function and the learning that is occurring; the tool just helps you get there.

## Design Over Accommodations

For our purposes, the term *accommodation* means that educators make changes to the educational experience to fit the needs of someone who otherwise couldn't participate in the same way as their peers. This term implies that there is one main or “correct” way of participating. Accommodations are changes made to the experience for those who can't participate in that main way. This idea also means that everyone engaging in that educational experience is meant to do so in the same or similar fashion, with exceptions made for those who can't. Examples of traditional educational experiences include: Everyone must complete a worksheet, produce the same or similar product (such as an essay or multimedia slideshow), or take a test. Traditional accommodations might be made based on individual needs to help those individuals engage in these educational experiences in an equitable fashion. Perhaps a worksheet would be made available digitally and the student would be allowed to type instead of handwrite. Another student might be invited to produce five slides for a multimedia slideshow instead of the ten required of others. Yet another student might be allowed to have test questions read aloud to them.

Accommodations propagate the notion that there is one main way of engaging in an experience. We invite you to consider the idea that educational experiences might be personalized and designed with variability and flexibility in mind so that there is not one main way of doing things. We invite you to use the strategies in this book to design experiences with multiple options from which learners can choose but we emphasize: the strategies in this book are not meant to be accommodations. They are meant to help you design educational experiences so inclusively that there is minimal or even no need for accommodations, because every learner would have one or more achievable options available. To put it simply, if you design educational experiences for everyone, then you don't need to provide accommodations to anyone.

## An Introduction to Universal Design for Learning

Learners often know how they learn best, but unfortunately, educators are not always listening. The principles of Universal Design for Learning (UDL) are sprinkled throughout this book, and we encourage you to find ways to bring these ideas into the learning environment. Our goal as educators is to build an inclusive learning environment where every learner can thrive. The UDL guiding principles

can be our roadmap to inclusive learning success. Designed around three main principles, the UDL Guidelines focus on creating a learning environment that provides:

- Multiple means of engagement,
- Multiple means of representation, and
- Multiple means of action and expression.

CAST (**cast.org**) has led this charge with the development and implementation of the UDL Guidelines. Flexibility is at the core of inclusive learning and the UDL Guidelines provide strategies for meeting the unique learning needs of each individual. In fact, CAST provides educators a free, interactive ebook (Meyer, Rose, and Gordon, 2014) that helps outline a path to inclusive learning that not only provides strategies related to inclusive goals, methods, materials, and assessments, but also “walks the walk” by providing information in audio formats, hyperlinked text leading to supporting resources, video clips of demonstrations, and more. Visit **udltheorypractice.cast.org** to sign up for a free account to access the digital book.

### The Cost of Tools

Nothing in life is free. Your grandmother said it to your mother, your mother said it to you, and if you have kids you probably said it to them. It’s true. Especially in the world of edtech. There are many “free” tools out there, but at what cost? Alphabet, the parent company of Google, didn’t become one of the most profitable companies in the world in 2020 rankings (Statista, 2021) by giving you a free search tool. The data collected is worth millions, if not billions, to the company. It is often the same with other companies working in the field of edtech. They may offer a free tool, but beware of what you are really signing up for. Have you ever looked at the user agreement before installing a tool? OK, stop laughing. We already know the answer. You probably haven’t, because you just want to get that tool installed so you can start using it. But what rights have you just given away? What is the company doing with your data?

In the world of edtech, what starts as free doesn’t always remain that way. Once upon a time to get software installed on a computer people would purchase compact disks (wait, what is that?) for a one-time price. Now, most tools are web-based and have moved to a subscription model. Many of these tools have adopted some version of a “freemium” model, where a portion of the tool does not cost money to use but other features require a paid subscription. In this way, users can try a tool to see if it would meet their needs. It may be possible to use the features of the free version for learners to be successful. Depending on their needs, yearly purchases might be needed. The basic question is “Is this tool meeting the learners’ needs?”

There are other concerns about free tools. First, they may go away. Those of us with years of experience can name at least one favorite free tool that disappeared. This is one reason why this book places the emphasis on strategies and functions of tools rather than on the tools themselves. Strategies have longer legs and persist over time, even when tools don’t. Second, free tools may suddenly become “freemium” tools that require a fee to fully use all the features. One example is Padlet, which used to be free with unlimited pads, but now comes only with three pads for free. While for some, three pads might be all that is needed; for others, more active pads might be necessary and, therefore, worth the fee.

Another reality of free tools is that there may be ads that may make the tool more complicated to use or possibly inappropriate in an educational setting. The paid version of the tool might eliminate the ads.

When possible, we have tried to identify multiple tools that can support the same strategy. The more options available, the more likely it is that we can effectively meet the unique needs of each learner without breaking the budget.

## A Word About Privacy and Security

COPPA (Children’s Online Privacy Protection Act) and FERPA (Family Educational Rights and Privacy Act) are two US laws meant to protect the privacy and security of students. In our quest to provide readers with an outstanding resource for inclusive strategies, one area we chose not to specifically address was individual tool and resource privacy compliance. Companies may update policies, and it is not possible to ensure the most recent compliance information in this book. We encourage you to check with your own local educational agency for their specific policies about adopting tools including those listed as samples in this book. If a tool is currently not allowed in your district, remember that the function and strategy are what is paramount. You can always look for a different tool that offers a similar function. If you can’t find something already available, you may advocate for the adoption of a tool that does provide the function, if that tool is determined to be compliant. Many of the resources highlighted in this book include legal statements about their privacy policies. The reader is encouraged to review those statements when considering implementation.

For additional information about student privacy, the US Department of Education has created a comprehensive website, “Protecting Student Privacy, A Service of the Privacy Technical Assistance Center and the Student Privacy Policy Office,” which may be accessed at [studentprivacy.ed.gov](http://studentprivacy.ed.gov).

StudentPrivacyCompass ([studentprivacycompass.org](http://studentprivacycompass.org)), formally known as FERPA/Sherpa, is a comprehensive web resource that has a wealth of information about student data privacy issues. Resources are provided for all stakeholder groups: educators, students, families, local and state education agencies, lawyers, educational technology companies, higher education institutions, and policymakers.

## HOW TO USE THIS BOOK

Passionate educators set personal goals and work to intentionally meet those goals every day. One of your goals might be centered around increasing inclusive practices. We believe you’ll find that inclusive practices not only benefit learners with disabilities, or those in other underrepresented groups, but everyone else as well.

## Learning Something New Everyday

One powerful strategy to help you achieve your goals is to learn one new thing every day. That is one major theme of this book: learn one new nugget of information every day that you can apply to the educational experiences you design. Educators model learning for learners. With that in mind, we encourage you to share your learning with the learners you support. Share these strategies with individuals or groups, invite feedback, and work together to demonstrate that learning is an ongoing process that happens persistently little by little, not all at once. Today is the best day to learn!

## Strategies Are Grouped By Purpose

The book is organized according to the primary purpose of the strategy. Tags with corresponding icons represent both the primary purpose of the strategy as well as any other related area. Many strategies fit in more than one category. The icons in the margins represent all of the tags listed on the page.



## Two Indexes

Beyond the Table of Contents, Indexes are included at the end of the book. Depending on the need at the time, readers might want to search for strategies for different purposes. The Indexes are meant to help you quickly find what you need based on why you need it. Strategies are organized both by page number (which corresponds with the strategy number) and alphabetically by the name of every tool that appears in the book.

## Multiple Strategies in One Tool

Some tools provide a single function or purpose. Others provide a multitude of functions, allowing you to use the tool to implement a wide variety of strategies. A tool that provides comprehensive features that can be used for a variety of purposes may have certain advantages. For instance, learners might find having just one tool to locate and use is easier than learning multiple tools. A single tool with multiple functions often provides a consistent look and feel for the user, with similarly designed elements, such as color schemes and icon choices. This consistency can help a learner recognize, navigate, and use the tool. One tool with many functions might also be easier for administrators and informational technology personnel to manage. Multiple tools means multiple checks of security, privacy, and technical aspects to ensure compatibility. One tool that consolidates functions minimizes the efforts of those meant to support its implementation, leading to increased efficiency, improved productivity, and decreased frustration for learners and the educators who support them. Examples of robust contemporary tools that provide multiple functions include Read&Write for Google Chrome, Google Keep, OneNote, PearDeck, ActivelyLearn, Book Creator, and Geogebra. Beyond these examples, the Sample Tools Index may be used to understand how some tools have multiple functions. The same tool might be listed as an option to use with multiple strategies. This indicates that the tool could be used in multiple ways, for a variety of purposes, and by a diverse set of learners.



**Figure ii.** Use this QR Code to visit [inclusive365.com](https://inclusive365.com)

## Compendium Website and Hashtag

Due to the number of web-based resources listed in this book we thought it prudent to create a compendium website that lists all of the hyperlinks found in the book. Beyond the hyperlinks, the website is meant to serve as a portal to engage in conversations around the experiences that can be designed using the strategies and tools in this book. You may also engage on the social media platform of your choice by using the hashtag #Inclusive365.

The website can be found at [inclusive365.com](https://inclusive365.com)

## Be Part of the Community That Shares

As educators who are often siloed in a learning environment, we look for communities with whom to interact and engage. In reading this book you will become part of an inclusive education community. Other educators are reading this book and working to implement these inclusive strategies. This shared experience provides us all with a unique opportunity to compare notes, experiences, trials, and triumphs. What worked for you? What tips and tricks did you learn that could help someone else apply the strategy? The book is meant to be a catalyst for conversation; the companion website is designed to be a shared community space to foster these exchanges. Visit the website at [inclusive365.com](https://inclusive365.com) and click the Share Your Story link on the navigation toolbar. There you will find a web form to share your story. You're invited to share artifacts in any format you choose including text, audio, video, or anything else that works for you. These inclusive stories will be added into the corresponding inclusive strategy page on the Inclusive365 website. The more stories shared by educators, the larger our shared inclusive education community becomes. Let's work collaboratively to raise awareness of inclusive strategies where everyone succeeds!

## Strategy Section Descriptions

Each of the 365 strategies is organized in the same way, with the following sections.

**Title.** The title of each strategy starts with a verb (or adjective + verb) to help illustrate the idea that action needs to be taken.

**Description.** This section describes the strategy in detail including why it is beneficial to learners.

**Inclusive Uses.** This section describes how the strategy supports the diverse needs of learners all of which have varied abilities and skills.

**Sample Tools.** This section suggests some tools that might help educators and learners implement the strategy. The tools listed in this section are not meant to be exhaustive but rather a set of possibilities. Other tools may exist that would do the job in similar or even better ways.

**Extension Opportunities.** This section describes additional ways educators and learners might use the strategy and/or tools to design educational experiences in ways beyond those provided in the initial description.



**Related Resources.** This section lists content that further supports or explains the strategy and/or sample tool(s) described on the page.

**Figures.** Each strategy features at least one captioned figure meant to provide a visual representation of the strategy and/or sample tools described on the page.

**ISTE Standards for Students and Educators.** This section aligns the strategy with the ISTE Standards for Students and Educators, indicating the standard number and indicator. The complete standards can be found online at [iste.org/standards](https://iste.org/standards).

**QR Code.** The QR code on each page connects to a corresponding website ([inclusive365.com](https://inclusive365.com)) that lists all of the URLs on the page. Readers are encouraged to scan the QR code to navigate to active links.

## Defining Common Terms

Words matter. The authors specifically chose a selection of terms to use consistently. A description and explanation of each follow.

### Learner

We intentionally used the word *learner* instead of *student* in this book. The term *student* tends to create a short-term connotation indicating enrollment in or around one class, topic, or time frame. The term *learner* follows us throughout the expanse of our life as we intentionally work to further knowledge, abilities, and skills. Learners are self-driven and motivated to explore, solve, and create not by societal expectations but out of an internal curiosity and passion for the content. Learners set personal educational goals for the areas in which they want to grow, develop a plan of action, establish timelines for how to meet these goals, and measure their own progress toward mastery. Learners are responsible for their own learning. For an engaged learner, the constructs of school may be helpful, but are not necessary. Learners want to learn, not to achieve a grade, impress a teacher, or even get a job. Instead, learners seek the next evolution of themselves, working to achieve their greatest potential through the acquisition and mastery of new knowledge, skills, and abilities. Passionate learners dive deep into educational experiences not because someone tells them they have to, but because they want to.

### Educator

We use the word *educator* rather than the word *teacher*. Teachers are one specific profession that can support a learner on their journey. The broader term of *educator* is meant to illustrate that learners have a wide array of professionals who can help them achieve their goals. Administrators, specialists, therapists, consultants, facilitators, and parents are just some of those who can help a learner achieve success. As we explore the boundaries of inclusive education, *everyone* can play a role.

How do we, as educators, support learners on their quest? By facilitating the learning process, not dictating it. Educators design educational experiences and provide authentic opportunities for learners to achieve their educational goals. Educators ask reflective questions, probe for insights to generate higher-order thinking, provide supportive and meaningful feedback, and encourage learners by celebrating progress and achievements and viewing mistakes as an opportunity to learn.

## Experiences

We intentionally use the term *experience* rather than *assignment*, *activity*, or *lesson*. Although people can assign themselves a task, most don't think of it that way. Assignments and lessons are often given by someone else, removing agency. Experiences are more likely to foster internal motivation. The term *experience* also connotes choice. Learners can choose whether they'd like to participate in an experience. Activities have the potential to be purposeless. Walking around in circles when bored is an activity. Bouncing a ball aimlessly is an activity. Sitting and staring at the wall could be considered an activity. Instead, experiences are intentional and purposeful. Learners engage in experiences for a reason. The experience of bouncing a ball could be purposeful: to increase hand-eye coordination, for example.

## Learning Spaces

We intentionally used the term *learning spaces* rather than *classroom* (unless we absolutely mean classroom). Learning isn't confined to the classroom, nor should it be. Learning can happen at home, in the hallways, in the library, in the cafeteria, in the back of the car, on the bus, on a bed, under a bed, at a desk, in a pillow fort, in the backyard, on the playground, behind a screen, and more. Learning does not happen in one place. Learning can happen everywhere!

## Learning Environments

We intentionally use the term *learning environment* rather than *school*. A building called a school is but one place learning can happen. Learning strategies can happen anywhere. A sense of community can be fostered around a school, but may be fostered in other learning environments as well, including online communities, clubs, and teams, which can all take place outside of school. The majority of the strategies in this book can be used outside of school, in different environments such as homes, daycare centers, after-school programs, and anywhere else the learner travels.

## Learning Groups

We intentionally use the term *group* rather than the terms *class* or *grade level* (unless we absolutely mean class or grade level). Classes and grade levels are societal constructs for grouping learners. These groupings have largely been based on age, following the idea that learners of a similar age have similar skills and abilities. When you consider that age is just one of many variables that factor into one's knowledge, skills, and abilities, learners can and should work together in groups with others who are of different ages. There are some institutions that have abandoned the idea of grade levels altogether to adopt a more communal and connectivist approach, where learners of different ages work together to achieve skills and broaden their knowledge. A group can be made up of a much more eclectic and diverse set of individuals. The term *group* is more inclusive of various numbers of learners as well. Whether the size of the group is three or three hundred, the idea is that learners can collaborate and cooperate to support each other's learning.

## Invite (and Synonyms)

We intentionally used terms like *invite*, *entice*, *offer*, *encourage*, *support*, *guide*, *facilitate*, and *suggest* rather than the terms *have*, *assign*, and *allow*. Educators made the choice to work in the profession. In many cases, learners go to schools not by choice but because of laws, societal expectations, or familial

economic needs (i.e., parents need to go to work). Learners are often not given a choice of where they'd like to spend their time. Adopting the learner-first approach means individual learners choose the experiences in which they'd like to participate. Learners are the drivers of their own experiences, and the role of the educator is to support those efforts. In a learner-first environment, learners are not forced to participate in an experience designed by educators. Instead, educators work to design experiences that are so engaging and empowering, the learner chooses to participate in them. The strategies in this book are meant to help educators design learning spaces, environments, and experiences that are so enticing, learners participate in them not because they have to, but because they want to.

### **Scaffolds**

In the construction industry, scaffolds are temporary supports used when building structures, and are adapted depending on the situation. Without scaffolds, it is impossible to safely construct buildings, bridges, and other structures. In the same way, scaffolds in education are tiered supports that are temporary and customized depending on the needs of the learner. Scaffolds are individualized for multilingual learners, learners with varied abilities, or learners who need additional supports for a particular content area.

### **The Future is Inclusive**

As we compiled the strategies shared in this book, we had long discussions about the power of inclusive strategies—not just for you, the educator, as you create engaging, meaningful, inclusive learning experiences; it's also an opportunity to model an inclusive mindset for all learners. If learners are exposed to inclusive strategies during educational experiences (like those listed in this book), they develop an understanding that these types of supports can be utilized by anyone, not just by a peer with a disability. Modeling and expecting inclusivity helps ensure that future generations create a world for everyone.

## Creating DIY Audiobook Libraries

Great learning spaces are filled with shelves of books for eager readers to use during Drop Everything and Read (DEAR) time, and beyond. For readers whose decoding and comprehension skills are still developing, their independent reading skills may fall short of their auditory comprehension abilities. To instill a love for reading, the obstacles to success need to be removed. Print-based books prevalent in traditional learning spaces can be converted into read-aloud experiences. With a robust library of audiobook options, learners can have a choice to either read or listen to be transported to faraway imaginary lands through book adventures. The audio recording could be linked to each page of the print-based version of the book by the addition of a corresponding QR code on every page.

### INCLUSIVE USES

Creating a read-aloud version of print books in the learning space library allows all learners to choose the access method that works for them, no matter their underlying reading skills. When creating QR codes for the book, a tactile cue such as Braille sticky dots can be added so that learners with visual impairments know where to place the QR code reader.

### SAMPLE TOOL

Flipgrid Shorts has a QR code generator that can be used to record audio for each page of a book while instantly creating a corresponding QR code. Individuals who have already developed the skill of reading fluently can be asked to volunteer to create the audio recordings. The generated QR codes can be printed on label paper and affixed to the page. Learners can use a tablet camera to listen to human narration as they study the illustrations ([bit.ly/inclusive365-104a](https://bit.ly/inclusive365-104a)).

### EXTENSION OPPORTUNITY

As learners finish reading a book, invite them to record a book review and attach it to the front or back of the book using the same method employed to convert the book into audio format.

### RELATED RESOURCES

Three Ways to Use Flipgrid Shorts  
([bit.ly/inclusive365-104b](https://bit.ly/inclusive365-104b))

Is Listening to an Audiobook Cheating?  
([bit.ly/inclusive365-104c](https://bit.ly/inclusive365-104c))

Do Audiobooks Get in the Way of Learning to Read? ([bit.ly/inclusive365-104d](https://bit.ly/inclusive365-104d))



**Figure 104.** A page of a book with the QR code affixed to provide alternative information. The QR code actually works—try it for yourself.

### ISTE STANDARDS FOR STUDENTS

1b, 6a

### ISTE STANDARDS FOR EDUCATORS

5a, 5b, 5c





## Color-Coding for Digital Organization

According to research at MIT (Trafton, 2014), our brains process images, including color, within milliseconds. When learners use color to organize their digital files, it supports their ability to quickly locate information that they need. Some file-storage tools allow users to select a color for any folder. Folders can be customized to match the colors for different events in a digital calendar and of notes based on subjects in a note-taking application. Learning to develop a personalized color-coding scheme across tools can help individuals increase productivity and remain organized.

### INCLUSIVE USES

Color-coding supports learners working to improve reading or executive function skills as they can more quickly locate a folder, calendar item, or note based on color rather than having to read text labels for the items.

### SAMPLE TOOLS

Google Drive/Google Calendar/Google Keep allows color-coding of folders, calendar items, and digital notes, respectively ([bit.ly/inclusive365-279a](https://bit.ly/inclusive365-279a)).

Microsoft OneNote/Outlook allows color-coding of tabs and calendar items ([bit.ly/inclusive365-279b](https://bit.ly/inclusive365-279b)).

Folder Marker for MS Windows 10 is an add-on to color-code folders ([bit.ly/inclusive365-279c](https://bit.ly/inclusive365-279c)).

### EXTENSION OPPORTUNITIES

Expand color-coding for paper resources, including using tabs in three-ring binders and colored manilla folders for organizing paper resources. Sticky notes are also available in different colors to coordinate with digital notes.

It might be important to create a color-coding key for some learners for temporary use until they become more familiar with and accustomed to the color scheme.

### RELATED RESOURCES

Color-Coding to Keep Kids Organized ([bit.ly/inclusive365-279d](https://bit.ly/inclusive365-279d))

MIT News—*In the blink of an eye: MIT neuroscientists find the brain can identify images seen for as little as 13 milliseconds* ([bit.ly/inclusive365-279e](https://bit.ly/inclusive365-279e)).



Figure 279. Color-coded folders in Google Drive.

### ISTE STANDARDS FOR STUDENTS

1a, 1d

### ISTE STANDARDS FOR EDUCATORS

6a, 6b





## Fostering an Inclusive Mindset with Professional Learning Experiences

Developing an inclusive mindset is essential to truly reach all learners. All learners, adults and children alike, exhibit learner variabilities. An inclusive mindset acknowledges and embraces this reality while understanding that everyone benefits when educational experiences are designed for everyone. There are several online resources to help better understand and develop this mindset and to model a love of lifelong learning through inclusion. Online professional development puts the control in the hands of the viewer for just-in-time viewing and application.

Just by reading this book, you've taken an important step toward fostering your own development of an inclusive mindset. What comes next? What online course will you engage in? Which podcast will you listen to? Which professional learning community will you join? What book will you read next? What will you engage in next to further your own development?

### INCLUSIVE USE

Inclusive education, by definition, removes barriers, promotes accessibility, and fosters learner agency by embracing the fact that everyone is unique and by designing awesome educational experiences built with flexibility, empowerment, and joyfulness in mind.

### SAMPLE TOOL

Inclusive Classroom Specialization is an online course comprising nine, one-hour learning paths designed by Microsoft and Achievement for All. Topics include Developing a Digitally Literate Learner, Developing a Digitally Literate Pedagogy, The Inclusive Educator, Introduction to Inclusive Digital Literacy, Training Teachers

to Author Accessible Content, and Empower Every Student with an Inclusive Classroom ([bit.ly/inclusive365-344a](https://bit.ly/inclusive365-344a)).

### EXTENSION OPPORTUNITIES

Model an inclusive educator mindset and intentionally collaborate with colleagues to take courses, read books, listen to podcasts, explore tools, and participate in professional learning communities. Similar to a book group, set aside time weekly or bi-weekly to reflect and discuss inclusive practices and brainstorm applications.

School-aged learners and adult learners can participate in experiences centered around inclusive practices together. Sharing stories, reading articles, working on projects, and so much more can be done to work together to build an inclusive future for everyone.

### RELATED RESOURCE

What New Teachers Need to Know About Inclusive Classrooms ([bit.ly/inclusive364-344b](https://bit.ly/inclusive364-344b))



**Figure 344.** Inclusive Classroom Specialization homepage.

### ISTE STANDARDS FOR STUDENTS

3d, 7a, 7b, 7c, 7d

### ISTE STANDARDS FOR EDUCATORS

1a, 1b, 1c, 2a, 2b, 4a, 5a

