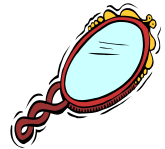
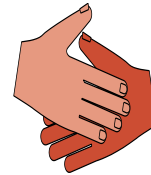


Inclusion, Do's, Don'ts & Do Betters-
 Building on the Strengths of Students of Students with Special
 Needs: How to Move Beyond Disability Labels in the Classroom
 OUR COLLABORATIVE AGENDA

Establish ways to increase and support:

1. student-staff strengths
2. responsive learner engagement
3. data-accountability-skills
4. communications-collaboration
5. evidence-based strategies and inclusive practices



Consensus

	Pre	Post
A. I understand how to promote a culture of data based inquiry, continuous learning, and shared accountability to increase skills		
B. I understand ways to differentiate instruction to promote meaningful learner engagements		
C. I understand ways to tap into staff and students' strengths.		
D. I understand how to effectively communicate and collaborate with staff, students, and families		
E. I have an understanding of the evidence-based strategies and resources that will strengthen staff/student performance.		

"Inclusion does not begin and end in the classroom, but it is a philosophy that continues throughout life." (Karten, T. 2015)

Toby J. Karten
 Email: toby@inclusionworkshops.com
 Web: www.inclusionworkshops.com
 Facebook: Inclusion Education Services



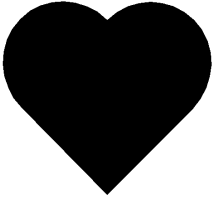
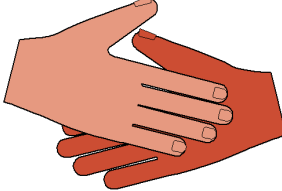
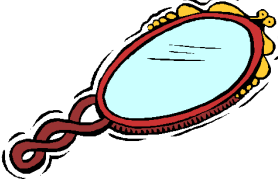


Follow on Twitter: @TJK2INCLUDE
 pinterest.com/tkarten/inclusive-education

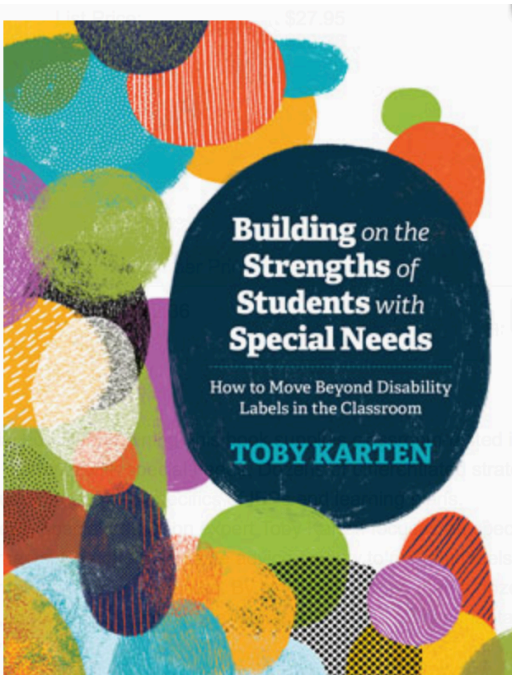
Figure 5.5a

Inclusion Rules

Please reflect on how you and your colleagues will continually apply these rules in your inclusive classrooms.

 <i>Structure</i>	 <i>Awareness</i>	 <i>Compassion</i>	 <i>Professional Collaboration</i>	 <i>Reflection</i>

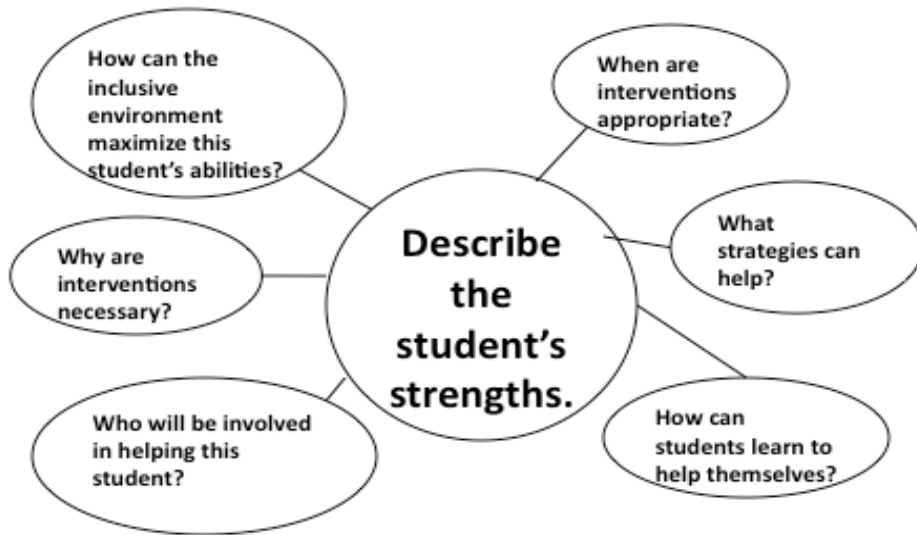
Retrieved from the companion website for *Inclusion Coaching for Collaborative Schools* by Toby J. Karten. Thousand Oaks, CA: Corwin. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.



- Why? It's a way of life, preparing for adulthood.
- When? First option of service, if it is appropriate to meet student's needs
- Who? All teachers and staff, GE and SE, students, parents, teams, administrators, community, legislators
- Where? LRE-Least Restrictive Environment



Untangling the *Inclusive Web*



THE FIVE BASIC INCLUSION DO'S

- 1 POSITIVE ATTITUDE**
Possess and communicate a **positive attitude** that each student can and will attain ongoing achievements within inclusive environments.
- 2 EVIDENCE-BASED PRACTICES**
Investigate and implement **evidence-based practices** and progress monitoring with ongoing knowledge of each student.
- 3 SPECIALLY DESIGNED INSTRUCTION**
Honor the **specially designed instruction** that is outlined in each learner's individualized education program (IEP) to ensure that a student with a disability has access to the curriculum, based on his or her present level of academic and functional performance.
- 4 COLLABORATIVE PRACTICES**
Value **collaborative practices** that promote shared responsibilities of general and special education teachers, instructional assistants, related staff, students, and their families.
- 5 ADMINISTRATIVE SUPPORTS**
Set up **administrative supports** that clearly advocate for, communicate, and provide the physical and emotional inclusion resources and models.

INCLUSION PIE

Apple, blueberry, key lime, and pizza are different kinds of pies made up of diverse ingredients. This inclusion pie is no exception. Together, these five slices make up accepting and supportive inclusive environments. Although each part of the inclusion pie is individually colored, the slices are interdependent.

Source: ASCD Laminated Guide: Karten, (2016). *Inclusion Do's, Don'ts, & Do Betters*

Do Betters

Investigate evidence-based resources that offer educational research with scholarly reviews of experimental and qualitative evidence of cross-curricular and learner-specific applications.

- Institute of Education Sciences, What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc>
- National Center on Universal Design for Learning, www.udlcenter.org/research/researchevidence
- The Iris Center Peabody College at Vanderbilt University, http://iris.peabody.vanderbilt.edu/ebp_summaries/
- Power Up What Works, <http://powerupwhatworks.org>
- Kretlow, A. G., & Blatz, S. L. (2011). The ABCs of evidence-based practice for teachers. *Teaching Exceptional Children*, 43(5), 8-19.

Ideal vs. Pseudo Inclusion

Use the following table to keep on track with inclusion do's and don'ts. Space is provided at the end to add your own ideas of ideal and pseudo inclusions.

Ideal Inclusion	Pseudo Inclusion
Teachers honor students' instructional levels by giving them academic work that is within their zone of proximal development.	Assignments are standardized, despite students' prior knowledge or differing instructional, independent, and frustration levels.
Instructional goals, methods, and materials vary to match students' strengths and the data that reveal academic levels.	Identical instructional goals, methods, and materials are given to the entire class, regardless of data.
Students are inconspicuously part of the class, without being singled out as being different or less competent than their peers.	It is obvious who the included kids are by where they are seated and how they are treated by the teachers.
All students are integral parts of the classroom, both socially and academically.	There are limited times when students with disabilities socially or academically participate in the age-appropriate activities with their peers without disabilities.
Teachers share responsibilities with planning, instruction, and assessments.	The general education teacher is the main teacher, while the special educator has minimal input with the lessons.
Ongoing collaboration exists between administrators, school staff, families, and students.	Administrators, school staff, families, and students rarely share philosophies and objectives.

CLASSROOM/SCHOOL REALITIES

Describe a classroom/school scenario and then think about the instructional supports and perspectives. Consider students' academic, emotional, behavioral, social, physical, and/or communication skills. Share the BIG IDEAS of the lesson. Think about GTP (good teaching practices) and 18 inclusion principles.



Our Scenario

Discipline(s): _____ Grade(s): _____

Staff Needs _____ Subject/Concepts (BIG IDEAS) _____

MY/OUR CONCERNS

Questions to Consider:

- ✓ What is the best intervention for this student?
- ✓ How is the student best able to obtain information?
- ✓ How will the student participate in the lessons?
- ✓ Who can assist in the learning process?
- ✓ How can staff differentiate the lesson and raise the learning?
- ✓ How can staff be supported?



Observe, Analyze, Respond

Valuable & Applicable Things to Do in Classrooms on a Daily Basis

You are invited to relate these 18 principles to your students/staff.



1. Establishing prior knowledge	
2. Pre-inter-post planning	
3. Subdividing tasks	
4. Offering practice & repetition	
5. Showing concrete examples	
6. Providing accommodations & modifications for students	
7. Infusing (VAKT) visual, auditory/kinesthetic tactile sensory elements	
8. Tapping student/staff strengths	
9. Concentrating on children, not syndromes	
10. Increasing student/staff self-esteem	
11. Offering positives before negatives	
12. Modeling	
13. Varying instruction & assessments-with whole class-small groups-1:1	
14. Relating to students'/staff lives	
15. Teaching basics & 3Rs across curricula	
16. Setting up a pleasant class/school atmosphere with active learning and PD	
17. Increasing student/staff self-awareness	
18. Communicating & collaborating	

Adapted from Karten, T. (2015) *Inclusion strategies that work! Research-based methods for the classroom.* (3rd ed.) Thousand Oaks, CA: Corwin Press PDF at <http://inclusionworkshops.com/>

Multiple Intelligences- Technology Connections

- Research Station-WebQuest- Zunal.com
- Performance Station-GoAnimate, Flocabulary, Digital Storytelling
- Word Station-VisuWords, Discovery Education, Wordle, Tagxedo, MindMaps
- Picture This Station-Glogster, Popplet, Pics4Learning, Scribblitt, Inspiration, Comic Creator, Online Visual Dictionary, Pinterest
- Teacher Station-Quizlet, ShowMe, Kahoot

Lesson Review

Both general education (GE) and special education (SE) teachers can use this sheet to reflect on the success of specific lessons. Check off those items that pertain to this lesson, and provide comments to elaborate.

Lesson Date:			
Topic:			
Overall rating for the lesson (using a scale of 1 to 5, with 5 as the highest rating):			
	GE	SE	Comments
Objective was achieved.			
Ideal support was provided.			
Too much support was provided.			
Majority understood the lesson.			
Co-teaching was effective.			
Student knowledge varied.			
Tasks were too complex.			
Additional help, materials, or support were needed.			
Whole class needs to revisit this topic.			
Some students need to revisit this topic.			
Enrichment activities are required for some students.			

Inclusion Strategies and Interventions © 2011 Solution Tree Press • solution-tree.com
Visit go.solution-tree.com/specialneeds to download this page.

Written Expression Chart

If a student needs help with written expression, offer the following strategies.	
Metacognitive Strategies	Comments and Dates
Offer guided step-by-step instruction.	
Emphasize the process, not the product.	
Provide models.	
Provide writing rubrics.	
Give interim feedback.	
Scaffold as needed using pictures, content-related word lists, writing prompts, frames with transitional words, open-ended planners, and graphic organizers, to compartmentalize thoughts.	
Collaborate with gentle writing editors who offer constructive writing reviews (for example, self, peer, teacher, family).	
Conference with students on a regular basis, pointing out progress and improvements with specific and realistic feedback (for example, introduction, word choice, variation of sentence beginnings, details included, sequence of thoughts, conclusion).	
Empower students with a choice of topics that honor both the content and student interests to increase writing competency and confidence.	
Ensure students realize that written expression is a form of communication, to talk on paper and then edit those expressions.	

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Hierarchy of Inclusion Classroom Participation

Teachers _____

Directions: Check off appropriate columns to keep track of inclusion participation progress for one student over time, or for 8 different students in the class. Duplicate as needed.

Student (name/ initial) and/or Dates	Able to fully participate in the same lesson as peers	Needs modified expectations and/or extra materials to accomplish lesson's objective	Can independently participate in a different, but related assignment in the room	Requires supervision/ assistance to complete or attend to assignments	Cannot proficiently complete task in classroom even with support	Brief comments, observations, needs, interventions, modifications, notes, V/A/K/T concerns, future plans

Adapted from: Karten, T. (2010). *Inclusion strategies that work! Research-based methods for the classroom* (2nd ed.), Thousand Oaks, CA: Corwin Press.



Lesson Plan	
Subject(s) _____	Unit(s) _____ Theme _____
Topic(s)/Concepts _____	Skills _____ CCSS _____
Outcome(s) _____	
Whole Class Small Groups/Student(s) (input all that apply) _____	
Reading Skills (check/highlight all that apply)	
<input type="checkbox"/> print concepts (reading left to right, top to bottom, text features, fiction, nonfiction)	
<input type="checkbox"/> phonemic awareness (working with individual sounds in words)	
<input type="checkbox"/> phonics (learning to read and write sounds in words) <input type="checkbox"/> fluency (accuracy, speed, expression)	
<input type="checkbox"/> vocabulary (academic, discipline-specific, school/life-related word meaning)	
<input type="checkbox"/> word decoding (sounding out unfamiliar words with phonics, patterns, structural analysis...)	
<input type="checkbox"/> sight word recognition <input type="checkbox"/> syllable instruction (closed, open, v-c-e, vowel team, consonant-le, r-controlled)	
<input type="checkbox"/> morphology (word parts-prefixes, suffixes, base words) <input type="checkbox"/> spelling (encoding skills)	
<input type="checkbox"/> written expression (meaningful phrases, grammar, sentence formation, organization, paragraphs, essays, poems...)	
<input type="checkbox"/> comprehension skills (author's purpose, main idea, supporting details, sequencing, cause/effect, context clues, characterization, setting, plot, compare/contrast, drawing conclusions, literary elements, fact/opinion, point of view, summarizing, making connections, inferential skills)	
Student Personalization: Levels, Strengths, Challenges, Interests (visual, auditory, kinesthetic/tactile)	
Student Connection of UDL Principles for Reading Instruction and Assessment	
a. Multiple Means of Representation Reading/Attention Options (prior knowledge, transfer, generalization, vocabulary, multiple media...)	
b. Multiple Means of Action/Expression Reading/Attention Options (planning, strategy development, goal-setting, response, technologies...)	
c. Multiple Means of Engagement Reading /Attention Options (motivation, reflection, feedback, choice, empowerment, relevance...)	
Collaborative Reading/Attention Partners (students, families, administration, co-teachers, paras, related staff-SLP, OT, PT, IST...)	
Progress/Attention Monitoring Notes	
Reading/Attention Reflections/Moving Forward	

Lesson-Planning Template: Lessons Across the Disciplines

Class Background (provide information about the class):	
Learning Goal	Students will (state the learning goal):
Resources	Students will need (list the resources):
Cross-Curricular Connections	(List the subjects—reading, language, history, mathematics, science, physical education, music, art, theater, dance, and so on—being studied.)
Multitiered System of Supports	<p>The following occurs at Tiers 1, 2, and 3 (state what occurs at each tier).</p> <ul style="list-style-type: none"> • Tier 1: • Tier 2: • Tier 3:
Social-Emotional-Behavioral Connections	
Student Personalization	
Family Collaboration	

Figure 5.8: Self-Regulation Tally Form

Had Eyes on Teacher	Listened to Directions	Waited My Turn	Finished My Work


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SUCCESSFUL CLASSROOMS


A	accommodations, assessments
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	zero-reject

Inclusion Strategies That Work! Research-Based Methods for the Classroom, Third Edition by Toby J. Karten-Corwin..

Whole, Part, Whole

Teacher introduces the concept to the whole class. 

Then students are given varying assignments and divided into cooperative groups, while teachers circulate about the room, offering help as needed. 

Next, students gather together as a whole class and share learning. 

Differentiation includes.....

- Whole class, small group, 1:1 instruction
- **Learning Contracts**
- **Cubing**
- **Compacting**
- **Tic-Tac-Toe: Choice Boards**
- **Tiered Instruction-based upon readiness, interest, learning profiles**
- **Anchor Activities**
- **Rubrics**
- **Technology**

INCLUSIVE INGREDIENTS

Planning
Establishing Prior Knowledge
Learning About Abilities
Understanding Home Components
Awareness of Cultural Factors
Constructive Student Empowerment
Structured Classrooms
Repetition
Sensory Elements
Concrete Learning
Appropriate Accommodations and Modifications
Same Content but Less Complex
Size
Amount
Student-Friendly Format
Authentic Assessments
UbD, Understanding by Design
UDL, Universal Design for Learning
Working With Parents, Guardians, and Families
Measuring Learning Ingredients
Cooperative Learning
Multiple Intelligences
Creating Self-Regulated Learners
Increasing Self-Awareness
Emphasizing the Three Rs
Using Technology
Interdisciplinary Approach
Step-by-Step Learning
Repetition
Positive Attitude!

Inclusive Environments

Bottom Line: Successful Outcomes!

Retrieved from the companion website for *Inclusion Strategies That Work! Research-Based Methods for the Classroom*,
Third Edition by Toby J. Karten. Thousand Oaks, CA: Corwin.

For too long special education has been weighted down by a history emphasizing deficit, disorder, and dysfunction.

—Thomas Armstrong, p. 10

Creativity for teachers means resourcefulness, a drive to see in students' qualities the possibilities for their further development.

—Carrie C. Snow, p. 30

We work with the understanding that children don't change but grow—sometimes slowly, rarely in leaps—in our supportive and appropriately challenging classrooms.

—Jeffrey Benson, p. 24

For many students, technology has diminished the impact of their disabilities to the point where they are no longer "disabled" in certain situations.

—Thomas Hehir, p. 36

8 Takes on Honoring Differences

How do we balance the neutrality of difference with the practical reality of disability?

—Barbara Barosan, p. 18

IEP meetings are often a mix of too much jargon and report reading, and not enough listening, goal setting, and dreaming.

—Janice Fialko and Emma Fialko-Feldman, p. 46

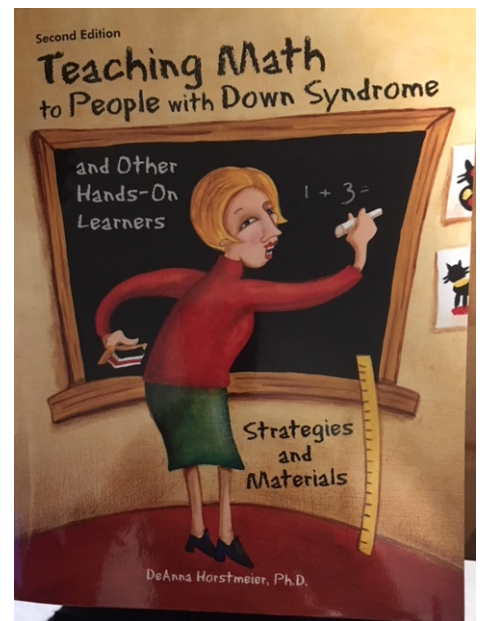
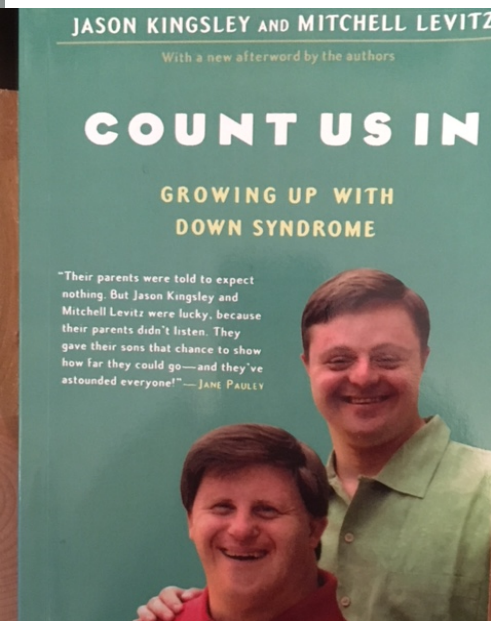
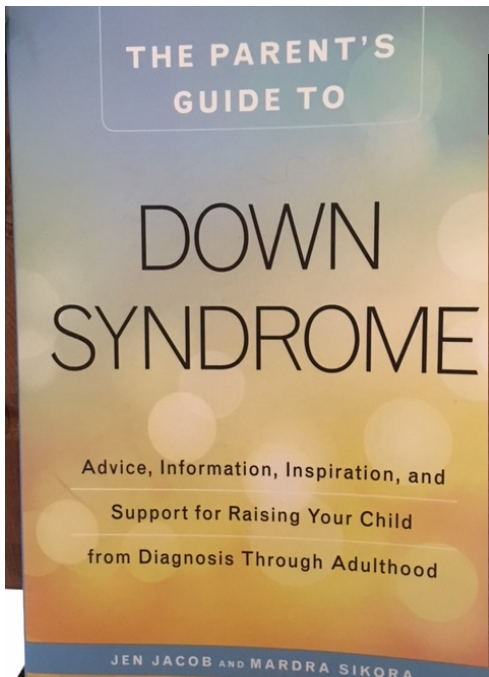
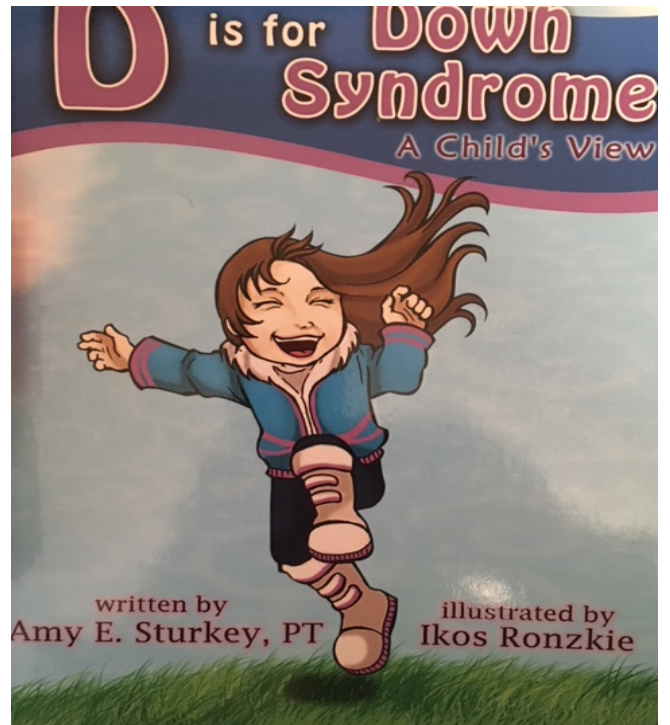
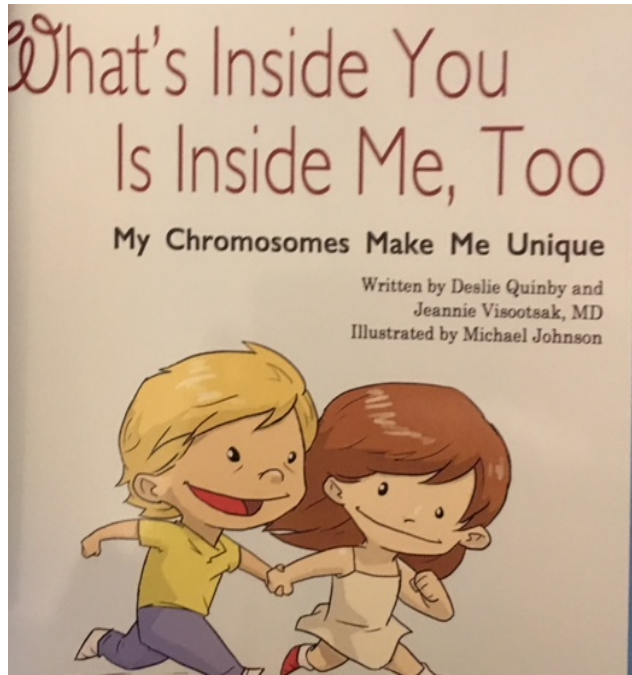
The lens through which we see an individual with intellectual disability has an impact on everything that follows.

—Michael F. Giangreco, p. 52

When we move to viewing deaf students as learners with differences, we gain insight into strategies that benefit all students.

—Christina Yuknis, Joseph Santini, and Thangi Appanah, p. 68

Teacher /Student/Family Resources



Literacy Resources

Dyslexia and Other Reading Differences

<http://www.nj.gov/education/specialed/dyslexia/njidapres.pdf>

What Works Clearing House-Foundational Skills to Support Reading K-3

http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_foundationalreading_070516.pdf

Improving Reading Comprehension-Grades K-3<http://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Adolescents & Adults-IDA Fact Sheet-

<https://dyslexiaida.org/adolescents-and-adults-with-dyslexia-fact-sheet/>

National Council for Teachers of English <http://www.ncte.org>

Read Write Think <http://www.readwritethink.org>

Comic Creator <http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>

CAST Book Builder <http://bookbuilder.cast.org>

Alphabet Match http://www.abcya.com/alphabet_matching_game.htm

Bookemon <http://www.bookemon.com>

Creative Writing Prompts <http://www.creativewritingprompts.com>

GoNoodle <https://app.gonoodle.com/channels/blazer-fresh/clap-it-out?source=search>

Grammar Bytes <http://www.chompchomp.com/menu.htm>

Online Graphic Dictionary <http://www.visuwords.com/>

Online Visual Dictionary <http://www.snappywords.com/>

Story Starter for Kids, <http://www.thestorystarter.com/jr.htm>

Scribblit <http://scribblit.livejournal.com/> Storyline <http://www.storylineonline.net>

Smithsonian Tween Tribune <http://tweentribune.com>

Newsela <https://newsela.com>

Front Row <https://www.frontrowed.com/>

Bookemon <http://www.bookemon.com>

Scribblit <http://scribblit.livejournal.com/>

Purdue Online Writing Lab-OWL <http://owl.english.purdue.edu>

Poetry 180 <http://www.loc.gov/poetry/180/>

SAT Vocabulary: VocabAhead.com, <https://www.khanacademy.org/>

Mathematics

National Council of Teachers of Mathematics -NCTM <http://www.nctm.org>,

<http://illuminations.nctm.org>

Purple Math <http://www.purplemath.com>

WolframAlpha <http://www.wolframalpha.com/examples/Math.html>

Math Forum Drexel University www.mathforum.org

Cool Math <http://www.coolmath.com>

AplusMath <http://www.aplusmath.com>

Math Visual Dictionary <http://www.mathsisfun.com/definitions/index.html>

Math Manipulatives http://www.mathplayground.com/math_manipulatives.html

National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>

Social Studies/History

iCivics <https://www.icivics.org>
Library of Congress <https://www.loc.gov>
Historical Thinking Matters <http://historicalthinkingmatters.org>
Teaching History <http://teachinghistory.org>
Social Studies for Kids <http://www.socialstudiesforkids.com>
Hippocampus <http://www.hippocampus.org>
We the Jury <http://www.icivics.org/>
Independence Hall Association in Philadelphia <http://www.ushistory.org/>
Presidential Campaign Commercials (1952-2012) <http://www.livingroomcandidate.org/>
National Geographic for Kids <http://kids.nationalgeographic.com/kids/>
News2You <http://news2you.n2y.com/Sample.aspx>
Teaching Tolerance <http://www.tolerance.org>
Facing History www.facinghistory.org
National Constitution Center <https://constitutioncenter.org>
EdTech History <http://besthistorysites.net>

Science & Technology

Interactives-<http://interactivesites.weebly.com/science.html>
<https://middleschoolscience.com/teachers/>
Next Generation <http://www.nextgenscience.org/next-generation-science-standards>
Science News for Kids <http://www.sciencenewsforkids.org>
Science Kids <http://www.sciencekids.co.nz> Chemistry for Kids <http://www.chem4kids.com>
Interactive Science Simulations <http://phet.colorado.edu>
Khan Academy <https://www.khanacademy.org/science/biology>
<https://www.khanacademy.org/science/chemistry>
<https://www.khanacademy.org/science/physics>
Science News for Kids <http://www.sciencenewsforkids.org>
Science Kids <http://www.sciencekids.co.nz>
How Stuff Works <http://science.howstuffworks.com>
Center for Applied & Special Technology-UDL Principles: <http://www.cast.org/udl/>
Go Animate <http://goanimate.com>
WebQuests <http://zunal.com>
Edmodo <https://www.edmodo.com>
Super Teacher Tools <https://www.superteachertools.us>

Art & Music

National Visual Arts Standards <http://www.arteducators.org/research/national-standards>
National Association for Music Education <http://broaderminded.com/index.html>
Songs for Teaching <http://www.songsforteaching.com/>
Flocabulary <https://www.flocabulary.com>
Boost Memory & Learning <http://www.pbs.org/parents/education/music-arts/boost-memory-and-learning-with-music/>
Kidzmusic <http://www.kidzmusic.com>
Young Audiences Arts for Learning: www.arts4learning.org

Pics4Learning <http://www.pics4learning.com>

Organization-Study Skills

Study Skills Activities <http://www.education.com/activity/study-skills/>

Teaching Study Skills-Ideas That Work!

http://www.educationworld.com/a_curr/profdev064.shtml

How to Study <http://www.how-to-study.com>

Study Skills- <http://www.scholastic.com/teachers/lesson-plan/everyday-study-skills>

Teachnology http://www.teach-nology.com/themes/lang_arts/studyskills/

Top 10 Study Skills <http://www.lynchburg.edu/academics/tutoring-academic-support/top-10-study-skills/>

Popplet <http://popplet.com>

Freeology <http://freeology.com/graphicorgs/>

Study Skills Packet www.legacyprep.org/userfiles/141/.../Study%20Skills%20Packet.doc

Inspiration Software <http://www.inspiration.com>

Movement, Differentiated Learning Connections

Human Kinetics-Stimulating Games

<http://www.humankinetics.com/excerpts/excerpts/stimulating-games-improve-students-study-skills>

Brainbreaks <http://www.gonoodle.com>

Therapy FunZone: <http://therapyfunzone.com/blog/ot/fine-motor-skills/>

Fun Brain. <http://www.funbrain.com>

Educational Games, <http://www.edupup.com>

Visual Processing Skills, <http://www.eyecanlearn.com/>

Pics4Learning, <http://www.pics4learning.com/>

Sensational Brain <https://www.sensationalbrain.com>

Social/Emotional/Behavioral Sites

Class Dojo <https://www.classdojo.com>

Zones of Regulation-Stop sign-red-yellow-green signals <http://www.zonesofregulation.com>

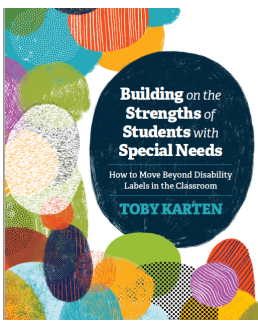
ADHD Pinterest <https://www.pinterest.com/tkarten/adhd-inclusion-strategies/>

Whole Brain Basics-Chris Biffle <https://www.youtube.com/user/ChrisBiffle>

Child Development Tracker

<http://www.pbs.org/parents/childdevelopmenttracker/one/socialandemotionalgrowth.html>

Do2Learn <http://do2learn.com/activities/SocialSkills/index.html>



Inclusion Resources by T. Karten

ASCD

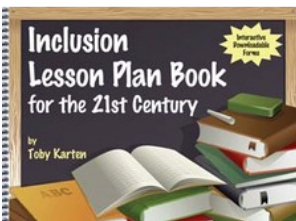
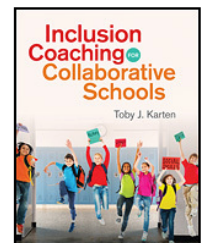
- Inclusion Do's, Don'ts, & Do Betters
- *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom,*
- Study guide accessed at-

<http://www.ascd.org/publications/books/117023/chapters/An-ASCD-Study-Guide-for-Building-on-the-Strengths-of-Students-with-Special-Needs@-How-to-Move-Beyond-Disability-Labels-in-the-Classroom.aspx>



Corwin Press

- *Inclusion strategies that work! Research-based methods for the classroom.*
- *Inclusion coaching for collaborative schools.*
- *Workbooks: Inclusion activities that work! Grades K-2, 3-5, 6-8.*
- *Embracing disABILITIES in the classroom*
- *Inclusion strategies that work for adolescent learners*



National Professional Resources

Inclusion lesson plan book for the 21st Century (2010)

Online Link <http://www.nprinc.com/inclusion-lesson-plan-book-teacher-training-forms/>

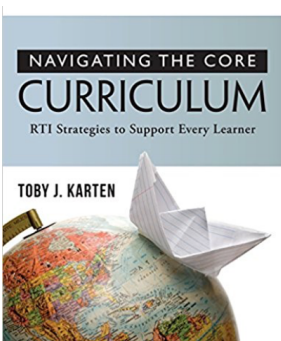
Solution Tree

Navigating the Core Curriculum: RTI Strategies to Support Every Learner

Developing Effective Learners RTI Strategies for Student Success

Inclusion Strategies and Interventions

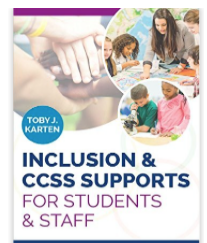
Online Link <http://www.solution-tree.com/free-resources/specialneeds/isi>



Learning Sciences

Inclusion and CCSS Supports for Students & Staff

<http://www.learningsciences.com/books-publishing/book-resources/book-inclusion-ccss-supports-for-students-staff/>



Let's continue the collaboration: toby@inclusionworkshops.com
<http://www.inclusionworkshops.com>

Reflections to "*Figure It In*"

Hmm.... inclusion strategies to investigate and apply...