Inclusion Facilitator Job Description

The Inclusion Facilitator (IF), usually a special education teacher with certification in a low incidence disability category, provides support for teams to implement best educational practices for students with significant developmental disabilities such as intellectual disability, autism, PDD-NOS, multiple disabilities, and traumatic brain injury. These students need intensive supports to be successfully included and learn within the general education classroom. “Intensity of support” is defined by one or more interrelated factors including: the amount of service time provided by special education personnel; the uniqueness of the student’s needs; the student meeting the participation criteria for alternate assessment; evidence of the student not making progress on the IEP or within the general education curriculum; and/or the student having a combination of learning, communication, medical, physical, sensory, and emotional/behavioral challenges. In collaboration with a variety of other team members, school, and community members, Inclusion Facilitators support students’ membership, relationships, participation, and learning of the general education curriculum in inclusive classrooms in neighborhood schools. They support students to achieve the goals of their Individualized Education Programs (IEPs), to develop and maintain typical social relationships and participate in social activities, to learn and maintain appropriate behavior, to make smooth transitions from year to year, and ultimately, to graduate to typical adult roles within the community that include options of post-secondary education, employment, and inclusive community living. The Inclusion Facilitator is a teacher, a case manager, and a team leader.
Responsibilities: The Inclusion Facilitator may conduct or facilitate the following activities:

- Review records and evaluations
- Observe students
- Observe team members working with students
- Conduct formal or informal assessments (e.g., functional behavioral assessments)
- Summarize assessment results in reports and present to team members
- Develop student participation and team support plans
- Coordinate writing of the IEP
- Plan for students’ inclusive extended school year programs
- Plan for students’ return to district from out-of-district placement
- Develop accessible instructional materials and assistive technology for trial use
- Facilitate services from and coordination with outside agencies
- Collect, summarize, and interpret data on student and team performance
- Model appropriate instruction and supports for team members
- Coach team members to deliver instruction and supports
- Provide professional development to team members
- Identify resources for the team and family (e.g., respite, family support)
- Provide guidance to the team regarding students’ participation in large scale assessments (including alternate assessments)
- Facilitate team meetings
- Serve in a leadership capacity within the school regarding quality inclusive education for all students
• Facilitate students’ participation in extracurricular activities and the development of reciprocal social relationships

• Facilitate grade to grade and high school to post-secondary education, employment, and inclusive community living

Jorgensen, Schuh, & Nisbet (2006)