



Inclusive Education: What, Why, How

National Symposium on Inclusive Education

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WHAT is INCLUSION?





**Sense of
belonging**



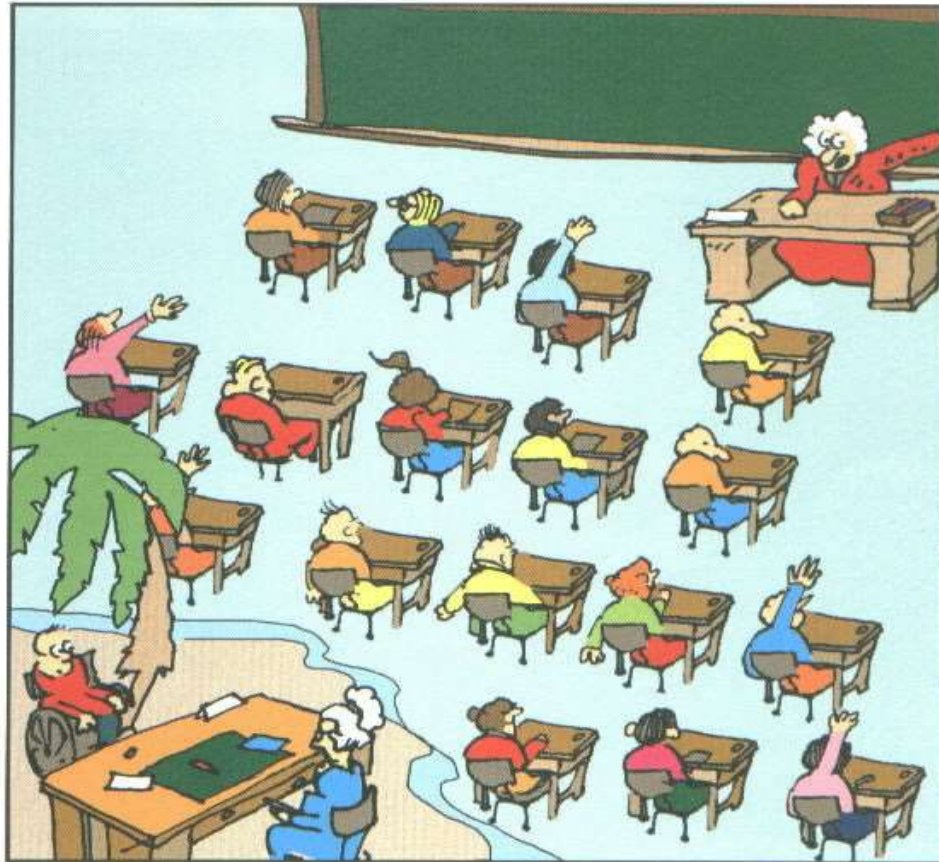
**Each and
EVERY
Student**



**Success for
ALL**



Inclusion is not...



ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE
STILL TRYING TO FIGURE OUT WHY FRED
DOESN'T FEEL LIKE PART OF THE CLASS.

- “Inclusion teachers”
- “Inclusion classes”
- High numbers of students with disabilities in one class

Inclusive *Practices* – not a Program



**Placement
and
Participation**



**Collaboration
and
Planning**



**Instruction:
UDL
Differentiated**



**Supports
And
Interventions**

Placement and Participation

In the school you would attend if no disability

Age-appropriate general education classroom

Typical schedule

Supports for engaging in school-wide activities

Collaboration and Planning

TIME for special/general educators

Co-teach and Co-assess students

Use data to design & evaluate interventions

Design individual student supports/services

Curriculum/Instruction

By general and special educators

Incorporates Universal Design for Learning (UDL) frameworks

Flexible grouping and instruction based on learners

Lessons address Individual students goals

Supports and Interventions

Planned with family input

Peer learning and supports for social membership

Modified materials and technology

Specialized cues, prompts, feedback

WHY INCLUDE?



Benefits of Placement in General Ed classes

- Improved quality of individual programs
- More student engagement
- Increased instructional time
- Maintenance of individualized supports
- More academic progress



RESEARCH

Gains in Academic skills, adaptive behavior and social skills

Academic achievement and student learning. Several studies have directly compared the academic achievement of students in inclusive and separate educational programs (Cole, Waldron, & Majd, 2004; Fisher & Meyer, 2002; Peetsma, Vergeer, Roeleveld, & Karsten, 2001). For example, Fisher & Meyer (2002) compared the development of adaptive behavior and the social competence of two matched groups of students with moderate to profound disabilities that were educated in general education classes for the majority of the school day or in self-contained special education classrooms. They found that only the students served in inclusive educational programs made significant gains in adaptive behavior and social competence. Comparisons between the groups showed that gains in adaptive behavior were significantly higher for students in inclusive classes than those in self-contained classes, and there were no significant differences in gains in social competence.

In: Agran, M., Brown, F., Hughes, C., Quirk, C. & Ryndak, D. (2013). *Equity and Full Participation for Individual with Severe Disabilities: A Vision for the Future*. Baltimore: Brookes Publishing.



RESEARCH

Friend- ships

“normal” routines of life

Friendships and social connections. A number of studies have examined how inclusive education effects the development of friendships and the social connections between students with and without disabilities (Boutot & Bryant, 2005; Cole & Meyer, 1991; Hunt, Farron-Davis, Beckstead, Curtis, & Goetz, 1994; Fryxell & Kennedy, 1995; Kennedy & Itkonen, 1994; Kennedy, Shukla, & Fryxell, 1997). Taken together these studies suggest that there are a number of social benefits of inclusive education when practitioners take active steps to promote social interactions between peers with and without disabilities.



RESEARCH

**Causal link
between
inclusion
and post-
secondary
outcomes**

Causal Effects of Inclusion on Postsecondary Education Outcomes of Individuals With High-Incidence Disabilities

Jay W. Rojewski, PhD¹, In Heok Lee, PhD¹, and Noel Gregg, PhD¹

Abstract

Using data from the National Longitudinal Transition Study–2 results of a propensity score analysis revealed significant causal effects for inclusive placement in high school on postsecondary education outcomes for adolescents with learning disabilities or emotional-behavior disorders 2 years after high school completion. Students earning 80% or more of their academic credits in general education settings (inclusive placement) were twice as likely to enroll and persist in postsecondary education when compared with students receiving fewer credits in inclusive classroom settings. These findings extend results of past descriptive and correlational studies by detecting a direct causal link between inclusion and postsecondary education.

Journal of Disability Policy Studies
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Research

EQUITY Location Matters

Education and Training in Autism and Developmental Disabilities, 2016, 51(1), 3–12
© Division on Autism and Developmental Disabilities

Economic and Demographic Factors Impacting Placement of Students with Autism

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University of Arizona

Abstract: Educational placement of students with autism is often associated with child factors, such as IQ and communication skills. However, variability in placement patterns across states suggests that other factors are at play. This study used hierarchical cluster analysis techniques to identify demographic, economic, and educational covariates associated with placement patterns across states in highly inclusive, moderately inclusive, moderately restrictive, and highly restrictive clusters. Findings indicate that highly inclusive states are more rural, have more adults with high school diplomas and more White citizens compared to other clusters. States that are highly restrictive were largely less economically and racially privileged. These findings suggest an inequitable access to the least restrictive environment for students with autism. Implications of these findings are included.

Students without disabilities?

- **More progress in reading and math** compared to non-inclusive settings
- Growth in social cognition
- No differences in instructional time and student engagement
- Reduced fear of human differences
- Warm and caring friendships
- Increased willingness to help and be helped



Why?

EQUITY

**A right to a
high quality
education**

OPPORTUNITY

**For learning,
friends, and
rhythms &
routines of
school life**

SOCIETY

**Mutual
respect
Empathy
Acceptance**

HOW do we build inclusive schools?



Systems Change Features

District Level ACTION Planning

- Learning (district team) and policy planning
- Professional development (UDL, PBS, Collaborative teaching)
- Alignment of priorities/resources

School-based ACTION Planning

- All students: individualized planning ***with family involvement*** to be included
- Practices and organizational structures to be implemented
- School-wide and targeted professional learning

Student-Centered Planning Process

- Grade to grade information sharing
- Integrating specialized interventions, instruction, supports
- Embedding intensive and extensive support needs

MCIE Systems Change: School Focus

LEVEL	All Students: BEHAVIOR	All Students: ACADEMIC	For Students with Unique Learning Needs
School Wide Practices	School-wide positive and preventive system with tiered interventions	Strong research-based core curricula and system of tiered interventions	Policies/practices for inclusive placement, scheduling, membership
Classroom Practices	Positive, clearly defined classroom management & behavior plans Strong student engagement in differentiated lessons based on principles of UDL		Specialized strategies for student groups (ELL, disability-specific, culturally responsive)
Individual Students Supports	Tier 2 and 3 behavior interventions and individual plans implemented with fidelity	Tier 2 and 3 academic interventions and individual plans implemented with fidelity	Individual student planning process used; teams collaborate to plan & evaluate tiered interventions

Organizational Structure/Climate

- Collaborative **Planning Time** for special/general educators
- **Coaching support** for teachers to collaborate and teach
- **Family engagement** in the planning process
- Use of **peers** in classroom activities/supports
- **NAMES** (classes, programs, services, students)
- School-wide engagement of **all faculty and staff**

MAKING CHANGE: the START

- Building-based Planning Team
- Monthly Meetings
- Partnership for Technical Assistance
- Self-assessment
 - Quality Indicators
 - Faculty Survey
 - Student academic and behavior data
- Action Planning

CHANGE
is not
easy!

Establish Priorities – Take Steps Forward

A. Target grades where students will be included

- *WHO are students who are not included*
- *WHY – what challenges do they present*
- *WHAT services do they need*

B. Identify practices that will be improved or newly implemented

C. Identify staff skills to be developed

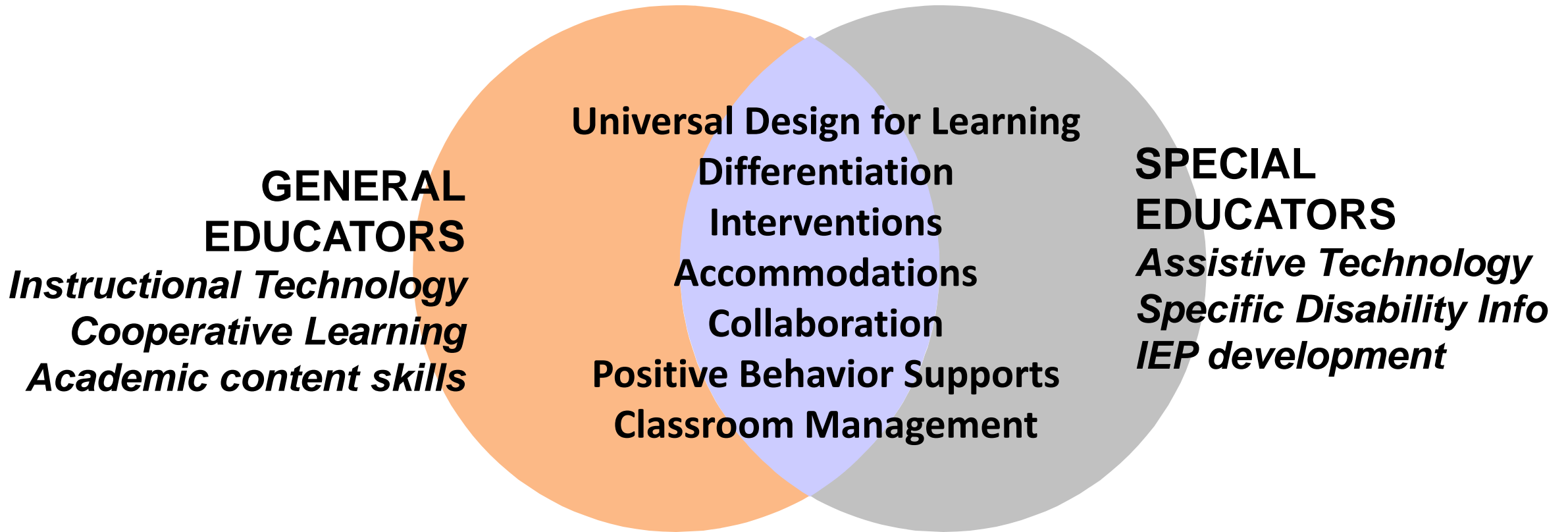
D. Develop new ways of scheduling students → staff → classes

E. Provide in-school/class support!



Teacher Professional Learning

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Planning for Students Who Need Extensive and Pervasive Supports

Class & School	ALL Students Expectations		Individual Student Planning for Participation & Learning			
	Academic Goals	Behavior/ Participation	Academic Goals	Behavior/ Participate	Communi- cation	Peer/Adult Supports
Math						
Reading						
Soc.St.						
Science						
Art						
Hallway						
Cafeteria						
Extra-Curr.						

SAMPLE Planning for Students Who Need Extensive and Pervasive Supports

Class & School	ALL Students Expectations		Individual Student Planning for Participation & Learning			
Expectations	Academic Goals	Behavior/ Participation	Academic Goals	Behavior/ Participate	Communi- cation	Peer/Adult Supports
Math – 4 th grade multiply a fraction by a whole number	a) Whole group b) Small group c) Independent Students will create and explain a representation to show multiplication of a fraction by a whole number. Students will critique the strategy of others.	Cooperative small group: Ask useful questions, select assumptions, listen to others, make suggestions, use 2 of 3 class respect phrases	Count to 4 Differentiate square, circle, triangle	Listen to teacher (head up) Listen to peer (look in direction of speaker) ask 4 questions w/ P2G (e.g., How is the number of ribbons related to 2/3 yards?) Point to shape on Tarsia sheet	Use Proloquo2go -in coop group - Give step directions - Request materials - Repeat teacher prompts on P2G when asked by peer	Peer assist for device Materials prepared P2G programmed with steps, materials list, teacher prompts

WHAT PARENTS SAY...

“Last year, I was opposed to inclusion. I didn’t want my 8-year-old special needs daughter, who still functions at a 12-month age level and is wheelchair bound, in a class with ‘normal’ kids. I was afraid of what those kids would do to her.”

But what I found out:

“My daughter does great in her ‘normal’ third-grade class. I do pay my taxes and have done my homework. It is against the law to deny a child with disabilities the education they are entitled to.”

WHAT PARENTS SAY...



*Change
of heart
and mind*



Tammy Blackwell **initially fought with all her might** against allowing her daughter to be placed in a regular classroom. “I didn’t think my daughter could possibly gain from it,” she said.

“**Now, I’ll be the first one to eat my words** about inclusion,” Blackwell said. “Rhianna is using a computer program to do repetitive learning things, but more important to me, she’s become very social. She loves the kids in her class and they’re all very good to her.”

School administrators say stories like Blackwell’s are not unique, although they admit **it has been a battle to change the public’s opinion of inclusion** — the term school officials use to describe the special education reforms of the past seven years.

As included elementary students have moved on to the middle and high schools, so, too, have those schools become inclusive.

Today, as many as 700 students who would have separated are fully integrated into regular classroom settings close to home.

Thank you!
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Maryland Coalition for Inclusive Education is a nonprofit organization that promotes inclusive education for all students. Please cite this presentation as: Quirk, C. (Nov. 2017). *Inclusive Education: What, Why, How*. Presented at National Symposium on Inclusive Education, Family Advocacy: Sydney, Australia. Please contact MCIE@mcie.org for permission to reproduce in whole or in part.

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