INCLUSIVE EDUCATION

Improving educational and life outcomes for all students

Shoreline Inclusive Education Partnership | tinyurl.com/siep-fb

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AGENDA

Inclusion, defined

Inclusive Education
- Universal Design for Learning (UDL)
- Best practices in teaching
- Legal basis
- Cost

Why Inclusive Education Matters for disabled **and** typically developing children
- Academic benefits
- Social & emotional benefits
- Work-places and community
- Perspectives from disabled adults

Appendix
- Resources

WHAT IS INCLUSION?

- Inclusion is a legally-supported, evidence-based practice that shows improved outcomes for ALL students
  - "No studies conducted since the late 1970's have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings." (Falvey, 2004)

- All students, regardless of ability:
  - are in chronologically age-appropriate general education classrooms
  - attend the school and classroom they would attend if they did not qualify for special programs

- Students with disabilities are spread out across the school, not clustered in certain classrooms, reflecting the natural proportions of the community

- Services are portable and are delivered in general education classroom

- Adults, not students, transition throughout the day

BARRIERS TO INCLUSION

- Beliefs that this has been tried before
  - Attempts at *integration* (not actual inclusion) can fail for special education students and typical students, and can create misconceptions about true meaningful inclusion
  - Putting disabled students in general education classrooms without appropriate instruction, supports and accommodation is not the basis for a successful, evidence-based model of Inclusive Education

- Discriminatory attitudes and beliefs about disabled people

- Lack of teacher training and support

- Parental fears

- Definition of success inherently excludes developmentally disabled and intellectually disabled

EVERY BARRIER HAS BEEN ADDRESSED BY OTHERS

"

We know inclusion works.

Not only do we know inclusion works, **we know how to make it work**. There are resources for teachers and administrators from large, urban schools on how to implement inclusive education. You can find hundreds of books, research articles, guidelines for inclusive practice, testimonials from students with and without disabilities, teaching strategies, and strategies for designing instruction and assessment for all learners to help guide you and your teachers.

Every single barrier you can think of has been addressed by others, and that knowledge is there for the taking.

CHERYL JORGENSEN, Ph.D.

Education Researcher

PREDJUDICE CAN BE ADDRESSED

> " Fortunately for serious minds, a bias recognized is a bias sterilized.

BENJAMIN HAYDEN
Painter, Lecturer

INCLUSIVE EDUCATION

What is it really?

UNIVERSAL DESIGN FOR LEARNING

Universal design for learning (UDL) is not about teachers doing more, it is about "doing" differently.

UDL is a **framework** to **improve** and **optimize** teaching and **learning for all** people **based on scientific insights** into how humans learn.

UNIVERSAL DESIGN FOR LEARNING

UDL provides a **blueprint** for creating instructional goals, methods, materials, and assessments that **work for everyone**--not a single, one-size-fits-all solution but rather **flexible approaches** that can **be customized** and **adjusted for individual needs**.

COMPONENTS OF INCLUSIVE EDUCATION

Inclusive Education

Universal Design for Learning

Best Practices for Instruction

Provide Multiple Means of Representation The "what" of learning	Provide Multiple Means of Action and Expression The "how" of learning	Provide Multiple Means of Engagement The "why" of learning	Co-teaching & Collaboration Interest based projects	Presumption of Competence	Small group learning Peer-to-peer teaching

Legal Foundation: IDEA

UNIVERSAL DESIGN

HOW A UDL CLASSROOM IS DIFFERENT

UDL Classroom	Traditional Classroom
Teaching focuses on both what is taught and how. The primary focus is on finding ways to teach the material to the many types of learners in a classroom. Teachers plan lessons to address a wide range of needs and strengths. There's no "typical" student.	**Teaching focuses on what is taught.** The primary focus is on teaching the subject matter students need to learn. Lessons are designed and taught with a "typical" student in mind. That often means the teacher will present the material in one way for the entire class.
Accommodations are for all students. The accommodations some kids might get in their IEPs and 504 plans are available to all students. The idea behind this is that all kids may benefit from multiple formats.	**Accommodations are for specific students.** Accommodations are only for students with an IEP or a 504 plan, the goal being to help these students learn the same material as their classmates.
The teacher works with the student to decide how the student will learn the material. Teachers and students work together to set individual learning goals. The aim to is to have the student understand how she learns and become an "expert learner."	**The teacher decides how the material is taught.** The teacher teaches in one way for the whole class, and all students are expected to learn in that way
The classroom has a flexible setup. The room is laid out with different spaces for different kinds of work—quiet, individual work, small and large group work, and group instruction. Teaching is flexible, depending on the lesson and student needs. The teacher moves around from space to space, helping students as they work.	**The classroom has a fixed setup.** It looks like a traditional classroom—desks lined up in rows or grouped in pods. The teacher stands in front and teaches to the whole class at once.
There are multiple ways to complete an assignment. There are many options for students to show what they know, because students have different strengths in how they express themselves. For example, students can choose the format for their book report, such as a video, slideshow presentation or essay	**There's one way for a student to complete an assignment.** There's usually only one way for a student to show what he knows. For instance, a book report might be assigned only as a written essay.
Grades are used to reinforce goals. Students get continuous feedback on how they're doing. They're encouraged to reflect on their learning and whether they met lesson goals. Grades feed into that discussion.	**Grades are used to measure performance.** Students get periodic feedback on how they're doing through tests, quizzes, projects and assignments. But grades typically aren't used as part of an ongoing discussion about goals and learning.

www.understood.org

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LEGAL FOUNDATION

- Individuals with Disabilities in Education Act

  The purpose of IDEA is specifically to ensure that all **children with disabilities are prepared for <u>further education, employment, and independent living</u>**[1]

  Legal concepts include:

  - Least Restrictive Environment
  - Free and Appropriate Education
  - Supplementary supports, services, and accommodations, including curriculum modifications
  - Universal Design (Section 602)
    - The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies. (29 U.S.C. 3002)

[1]Per IDEA, 1400(d) 1 through 4

NO INCREASED COSTS

Research shows , the **cost of inclusive special education** service models **is no more** than traditional segregated models, and **over time is generally less costly**.

McGregor & Vogelsberg, 1988; Odom et al, 2001; Parrish, 2001

INVESTMENTS IN INCLUSION GENERATE LONG-TERM RETURNS

- Increased time in general education is associated with positive school and post-school outcomes - **regardless of students' disability label, the severity of their disability, or their socio-economic status**[1]

- Spending two-thirds of the school day in general education resulted in higher employment rates two years after high school
  - 68% of students who spent more than 2/3 of their school day in regular classes were employed
  - Only 46% of students who spent 2/3 or less of their school day in regular classes was employed, a statistically significant difference[2]

[1]National Longitudinal Transition (Blackorby, Chorost, Garza, & Guzman, 2003; Wagner, Newman, Cameto, Garza, & Levine, 2005)
[2]Blackorby & Wagner, 1996

THE CASE FOR INCLUSION

Why Inclusive Education Matters
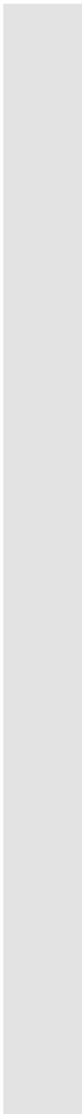
ACADEMIC BENEFITS

Disabled students in gen ed classrooms **academically outperform their non-included peers**[1]

2x more likely to enroll in post-secondary education[6]

Perform **significantly better** in language and mathematics[2]

2.5 years ahead on expressive language[3]

3+ years ahead in reading, writing, and literacy[4]

5x more likely to graduate on time[5]

[1]The academic impacts of inclusion have been studied in many ways with many different populations of students are the world. Multiple systemic reviews of scholarly research literature have found that **disabled students educated in general education classrooms academically outperform their non-included peers.** (Hehir, Grindal, Freeman, Lamareau, Borquaye, Burke, 2016)

[2]Disabled students educated with non-disabled peers performed significantly better on measures of language and mathematics than students with similar disabilities who spend less of their school day with non-disabled peers (Hehir, Grindal, & Eidelman, 2012)

[5]Students with disabilities in fully inclusive placements were almost five times more likely to graduate on time (Schifter, 2015)

[6]Included students were nearly twice as likely as their non-included peers to enroll in some form of post-secondary education (Baer, Dviso, Flexer, Queen & Meindl, 2011)

[3, 4]A UK study found that included students were approximately 2 ½ years ahead on expressive language and more than 3 years ahead in reading, writing and literacy skills (Buckley, Bird, Sacks, & Archer, 2006)

ACADEMIC IMPACT ON NON-DISABLED STUDENTS

- **Inclusion enhances non-disabled students' learning.** (Kaskinen-Chapman, 1992; Cole, Waldron, & Majd, 2004; Dessemontet & Bless, 2013)

- Through the development of a culture of collaborative problem solving, the **inclusion of students with disabilities can serve as a catalyst for school-wide improvement and yield benefits for non-disabled students** (Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Hehir & Katzman, 2012)

- Several reviews of existing studies found that **inclusion was generally associated with either positive or neutral effects on academic outcomes for non-disables students** (Kalambouka, Farrell, Dyson, & Kaplan, 2007; Ruijs & Peetsma, 2009; Hehir, Grindal, Freeman, Lamareau, Borquaye, Burke, 2016)

SOCIAL EMOTIONAL BENEFITS

↑ Engaged behavior in classrooms
Acceptance by peers
Social Relationships
Independence
Self-sufficiency

↓ Bullying
Peer abuse
Disciplinary actions
Loneliness
Behavioral problems

- Students with disabilities in inclusive classrooms demonstrated higher levels of engaged behavior than students with developmental disabilities in special education classrooms (Katz & Mirenda, 2002)
- Students educated in inclusive classrooms where more accepted by their peers, had better social relationships, were less lonely, and exhibited fewer behavioral problems than similar children educated in resource room or self-contained special education classroom setting (Wiener & Tardif, 2004)
- Included students with disabilities demonstrate more independence and self-sufficiency, for example doing things on their own "usually" or "very often" 34% of the time, compared to 22% of the time for their non-included peers (Newman & Davies-Mercier, 2005)
- Included students were 8% less likely to received disciplinary action than their students who spent less time in general education classes (Marder et al, 2003)
- Less peer abuse (teasing, insults, social rejection) of students with disabilities was found in inclusive schools, possibly because students in inclusive schools were more likely to stand up for their peers with disabilities (Bunch & Valeo, 2004)
- Typical students in non-inclusive schools drew children with intellectual disability as monsters; in inclusive schools, they drew them as children, and selected significantly fewer negative adjectives to describe them (Georgiadi, Kalyvas, Kourkoutas & Tsakiris, 2012)

SOCIAL-EMOTIONAL IMPACT ON NON-DISABLED STUDENTS

- **Attending class alongside a student with a disability** can yield positive impacts on the social attitudes and beliefs of non-disabled students. A literature review describes **five benefits of inclusion for non-disabled students**:
  - **reduced fear of human differences** and increased comfort and awareness of people who look or behave differently
  - **growth in social cognition** (increased tolerance of others, more effective communication with all peers)
  - **improvements in self-concept** (increased self-esteem, perceived status, and sense of belonging)
  - **development of personal moral and ethical principles** (less prejudice, higher responsiveness to the needs of others)
  - warm and caring **friendships** (Staub & Peck, 1995)

QUALITY OF LIFE IMPROVEMENTS

1 Genuine friendships

Inclusive classroom interactions can lead to **genuine friendships** among students with and without disabilities.

Hamill, 2003; Casale-Giannola & Wilson Kamens, 2006

2 More achievements

The more time students with disabilities spent in regular classes, **the more they achieved as adults in employment and continuing education**

Ferguson & Ash, 1989

3 Higher rate of employment

A 15 year study found that students with disabilities educated in inclusive settings had an **employment rate of 73% while those in segregated programs had an employment rate of 53%.**

Affleck, Madge, Adams, & Lowenbraun, 1988

4 Better results

"Across a number of analyses of post-school results, the message was the same: **those who spent more time in regular education experienced better results after high school."**

U.S. Department of Education (1997)

EQUITY & NEURO-DIVERSITY IN WORKPLACES

"

The only limits we have regarding diversity and inclusion are the limits we believe. Each one of us needs to change our beliefs one customer at a time, one employee at a time.

NEIL HOLLOWAY
VP US Dynamics
Microsoft

REDUCTION OF PREJUDICE, HOSTILITY AND DISCRIMINATION THROUGH INTER-GROUP CONTACT

"

Even the simple act of working among individuals with a range of cultures, ethnicities, worldviews, and other attributes forces group members to prepare better, to anticipate alternative viewpoints, and to expect that reaching consensus will take effort.

DR. SCOTT PAGE

University of Michigan

DISABLED VOICES ON INCLUSIVE EDUCATION

"Nothing about us without us"

AUTHENTIC BELONGING

"

"When inclusive education is fully embraced, we abandon the idea that children have to become 'normal' in order to contribute to the world. … We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging."

NORMAN KUNC

TAKING MINDS TO NEW PLACES

"

[The segregated school was] "different because they dauntingly made us dumb by doing nothing with our minds."

[The inclusive school was] "reasonable because taking my mind to new places was a miracle from God above."

NATE TRAINOR

WHAT IF IT WERE YOU?

"

"The best education I've received to date in a school is at a private non special education school, where none of the teachers or administration has been given "training" in autism or what that supposedly means. They do not believe I cannot do things the other students are able to do."

"Wouldn't it be great if autistic people's ideas were included in designing curriculum and the tests that are meant to evaluate them. Isn't that what you would want if you were like me?"

EMMA ZURCHER-LONG

PRESENCE IS A PREREQUISITE TO OPPORTUNITY

"

"Our presence is the fundamental gift that we bring to the human community. Presence is the foundation to all other opportunities and interactions, of everything that is meaningful."

"There really is no disability: People are always contributing something. The work is to see the value and potential in what they are contributing and build that through relationships into community and economic opportunities."

JUDITH SNOW
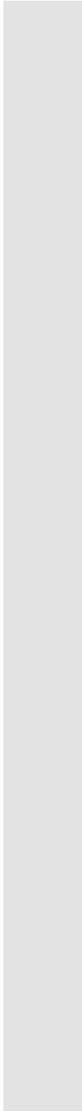
NEXT STEPS

EASY THINGS YOU CAN DO

Learn more

- SIEP Facebook page and group
  tinyurl.com/siep-fb

- Inclusion for All Facebook page and group
  www.facebook.com/InclusionForAll.IFA/

- Inspired Inclusion video series for parents
  www.inspireinclusion.com/inspired-advocate-video-series/

- Inclusive Schooling online series for teachers and paraeducators
  www.inclusiveschooling.com/courses/21-day-happy-educators/

- Podcast: How Schools can be Inclusive
  tinyurl.com/siep-pod-causton (also in iTunes store under Think Inclusive Podcast, episode #008

Get involved

- Join Special Needs PTA

- Share your story with Jenn & Ananda

Ask

- Ask your teacher, team, and principal for inclusion

- Let us know if there are other groups who are interested in learning more

APPENDIX
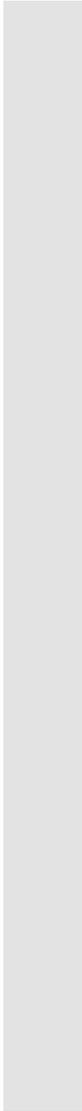
RESOURCES

Expert Researchers and Consultants

- Julie Causton
- Christy Kasa
- Sue Swenson
- Katie Novak
- Cheryl Jorgensen
- Nancy Frey

Organizations

- SWIFT
- Urban Collaborative
- Fisher & Frey (literacy focused utilizing Inclusive Ed practices to improve outcomes)
- National Center on Universal Design for Learning

THE DIFFERENCE BETWEEN EXCLUSION, SEGREGATION, INTEGRATION AND INCLUSION
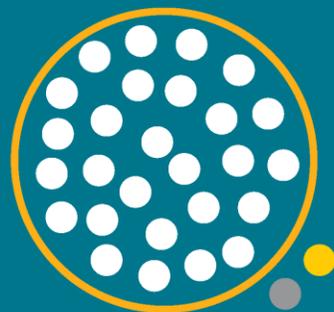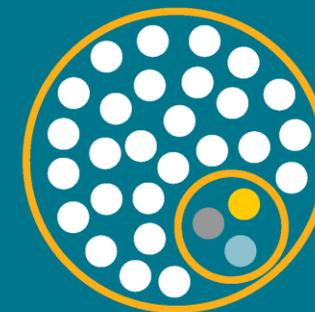
EXCLUSION

Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.
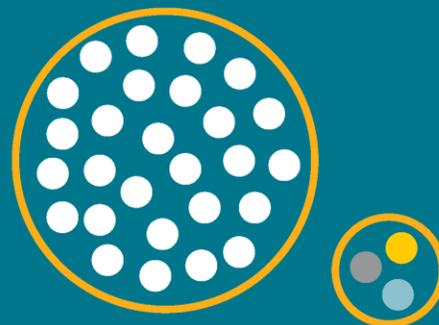
SEGREGATION

Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.

INTEGRATION

Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.
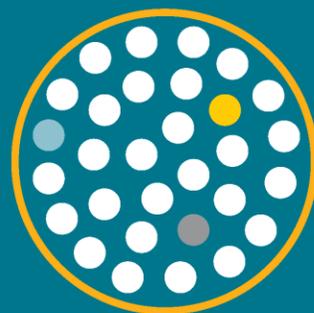
INCLUSION

Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.
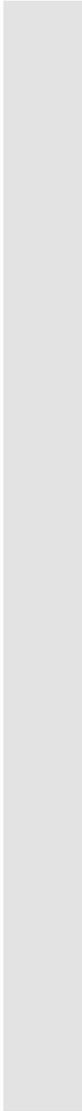
THANK YOU

Learn more at tinyurl.com/siep-fb