Don't We Already Do Inclusion?

5 Ways to Create Schools For All

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focus on the process

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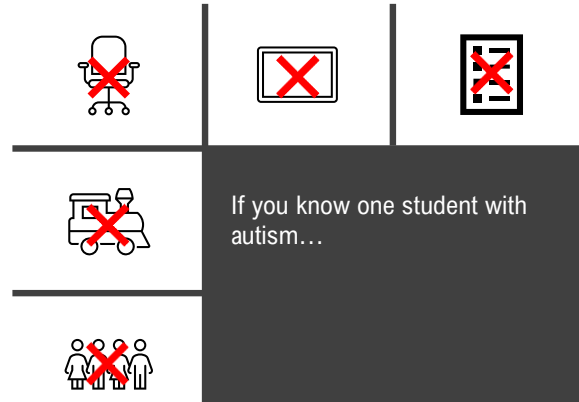

If you know one student with autism…

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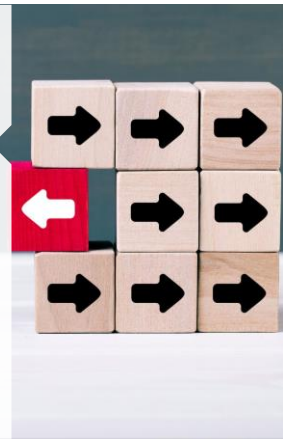
Over, under, around or through… find a way or make a way!



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Common mistakes:

- providing only the "real estate" of inclusion & not related supports
- not experimenting with a range of supports (assuming that one set of supports works for everyone)
- thinking that "inclusion" means that all students engage, perform, participate in the same way, with the same materials, and with the same targeted outcomes

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Teachers can use these lists as communication tools or educators/ departments can craft their own lists.

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teach up

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Sometimes being realistic isn't being realistic.

- Norman Kunc

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She was unaware of my limitations.
~Helen Keller

What is possible?

- poet
- author
- scholar
- feminist
- political activist
- advocate
- lecturer
- teacher

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Inclusion improves academic outcomes for students with disabilities, IU study shows

FOR IMMEDIATE RELEASE | Jan. 29, 2019

BLOOMINGTON, Ind. -- Indiana students with disabilities included in general education classrooms do significantly better on Indiana state assessments than their peers placed in separate special education classrooms, an Indiana University research study concludes.

The study, conducted by the Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community at IU Bloomington, followed a cohort of Indiana students with disabilities, from third through eighth grade, to assess the relationship between academic success and special education placement in high-, mixed- and low inclusive classrooms. By comparing the outcomes of students included in general education classrooms with similar students in separate special education classrooms, the study determined the impact of inclusion upon student state assessments.

Students with disabilities who spent 80% or more of their time in inclusive classroom did significantly better in both reading and math assessment than those who spent more time in separate special education classrooms.

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Outcomes of Inclusive Versus Separate Placements: A Matched Pairs Comparison Study

Kathleen Gee, Mara Gonzalez, Carrie Cooper

First Published August 6, 2020 | Research Article

https://doi.org/10.1177/1540796920943469

Article information

Abstract

This quasi-experimental study focused on 15 pairs of children with extensive support needs, matched across 12 characteristics based on their first complete Individual Education Program (IEP) in the school district. One child in each pair was included in general education for 80% or more of their day from their first IEP to the most current IEP at the time of the study. The other child in the pair was placed in a separate special education class, and was served there from the first IEP to the last IEP. All children were observed over a typical school day with time-sampling data collected on the types of activities, the contexts, and the types of engagement that occurred. In addition, outcome data from the first IEP to the most current IEP in the district were analyzed across three variables: communication levels, literacy levels, and numeracy levels. Results indicated that students in the general education classrooms had a significant, large effect size as compared with their pairs in separate classrooms on several variables. In addition, students in the general education classrooms demonstrated highly significant levels of progress as compared with the students in separate classrooms. Implications related to placement, disability characteristics, progress, and policy are discussed.

Students in the general education classrooms demonstrated highly significant levels of progress as compared with the students in separate classrooms.

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4 years of instruction between the first and last IEP

Both girls had CP and both were listed as having ID and OI. Both were vocalizing parts of words and gesturing for communication on entry to the district.

Four years later, the child who was educated in a general education classroom was still using her voice and gestures, but she was also using an augmentative communication system (i.e., a speech generating device) and knew 70 symbols in the device. The child served in a separate class was described as "nonverbal."

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put the "U" in UDL

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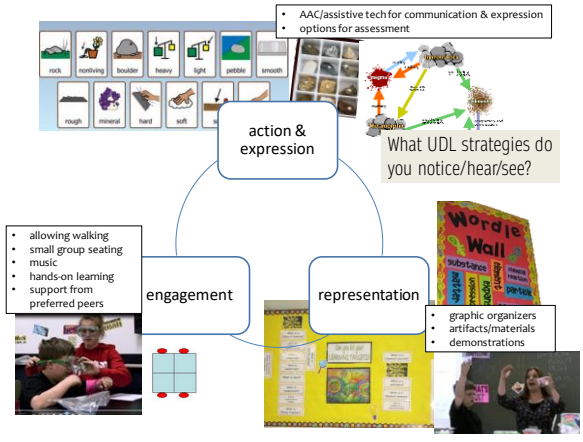

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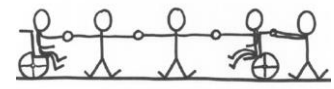
seek benefits for all



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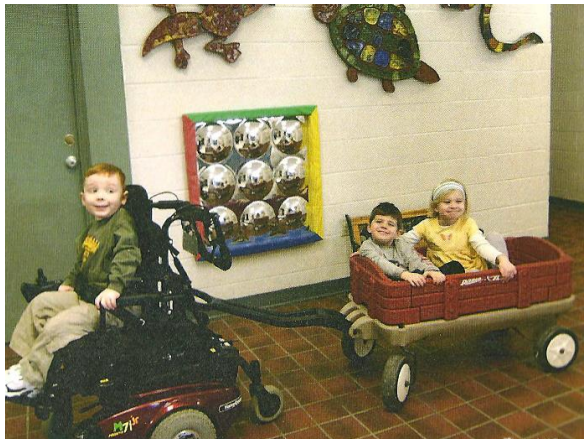

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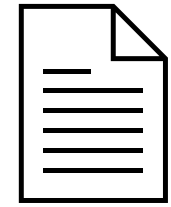
What about the "other students"?

Szumski et al. (2017) found no negative effects for students without disabilities.

In inclusive schools, students without disabilities are more likely to:

- achieve the same or higher grades (no negative impact noted)
- have greater opportunities to have friendships with students with disabilities
- demonstrate an increased acceptance, understanding, and positive attitude towards inclusion



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ask a different question

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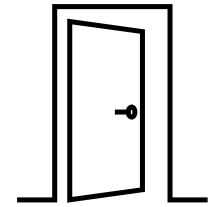
Why does she ever have to leave?



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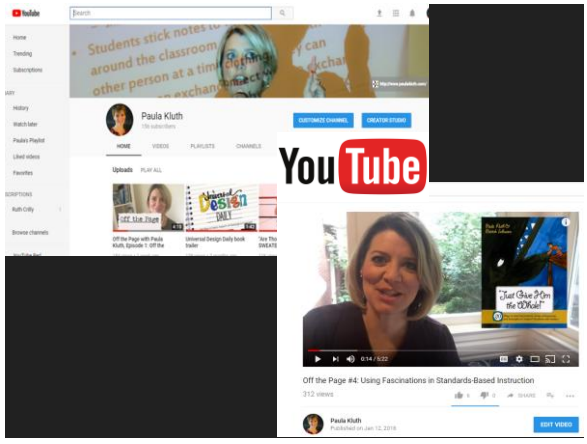

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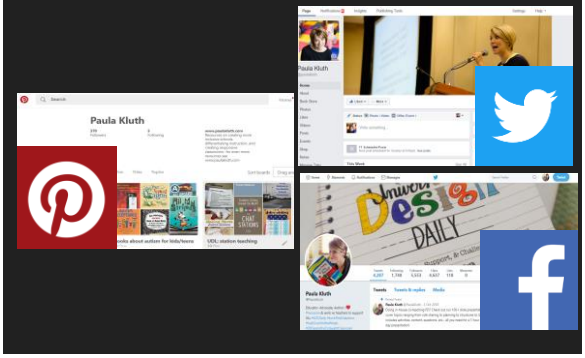
Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website…



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Content from this presentation comes primarily from these texts.

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