

**Inclusive Education:
Establishing a Shared Understanding of
Why, What and How**

Presenter:
Michelle Lockwood, Director of Programs, NJCIE
Email: michellelockwood@njcie.net
Website: www.njcie.org

Agenda

- Inclusive Education: **WHY?**
 - Ideology
 - Legislation
 - Research
- Inclusive Education in Action: **WHAT** does it look like?
- Inclusive Education in Process: **HOW** do we make inclusion happen? **HOW** do we facilitate inclusive education in our respective roles?

But First, Introductions...

NJCIE--Who Are We?
<https://www.njcie.org/>

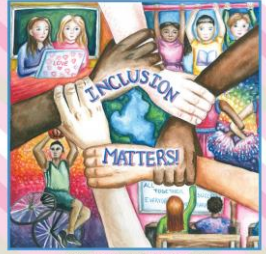
The New Jersey Coalition for Inclusive Education (NJCIE) is a statewide nonprofit organization dedicated to the development of inclusive schools and educational opportunities to support all children with disabilities.

Please visit our website for additional information and free resources including webinars, podcasts, and more: <https://www.njcie.org/resources-1>

About NJCIE...

Vision
NJCIE's vision is of a society where ALL individuals are valued members of their community and have opportunities to reach their maximum potential.

Mission
NJCIE supports inclusive education for all students with disabilities as a fundamental civil right. NJCIE views inclusion as a means to creating an equitable, socially-just democratic society.



Establishing a Shared Understanding: What IS Inclusive Education?

What is ONE phrase or statement that you would use to define **inclusive education**?

Please type your thoughts into the chat...


Inclusion is...

...providing a child with a disability with his/her education in the **general education classroom** of the student's **neighborhood school** for all or significant parts of the school day with the **supports** and **services** needed to successfully achieve individual IEP goals, while **actively participating** as a **member** of the class who **belongs**.

NICHY, 1995

NJCIE's Philosophy

Inclusion is not just a place (or one classroom) and it is more than a set of strategies or practices...



Inclusive education is...
 educating ALL students in age-appropriate **general education classes** in their neighborhood schools, with high quality instruction, interventions and supports so **all students can be successful** in the core curriculum.

(Bui, Quirk, Almazan, & Valenti, 2010)

See "Building Inclusive Schools" padlet for explanations and examples:
<https://padlet.com/michellelockwood1/1nxc656c500xmi>

Establishing a Shared Understanding: What IS Inclusive Education?

Placement in general education does NOT equal inclusion-- placement is just the starting point.

Inclusion requires intentional effort to promote membership, participation, and learning for ALL students.

Desired Outcomes for ALL Students...

Membership

I count

I belong

Participation

General Education Instruction

Typical Routines

Social Activities

Learning

Academic Curriculum

Everything Else

Adapted from Michael McSheehan, Institute on Disability, University of New Hampshire, 2009

Things to Consider: Who's In?

Questions to Consider: What is the Criteria for a Student to be Included?

- What must they **show** before being admitted into a general education classroom?
- Is there a **specific criteria** a child with a disability must meet in order to be allowed into a general education class?

Who's In?

Answer:

1. Student must be a live human being of appropriate school age.
2. Student must be enrolled in the district.


There is **NO CRITERIA** that a child must meet or show or prove before being "allowed" into a general education classroom.


Equal access to general education is a **RIGHT** that has been repeatedly supported by the judicial system.

At each IEP meeting, the IEP team must explain why the child is **NOT** in a general education classroom.

**Inclusive Education:
WHY should we do this?**


Ideology






Research

Legislation





Why Inclusive Education?

Ideology

“The fundamental principle of inclusive education is the **valuing of diversity** within the human community...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**”.

Kunc, 1992, pp. 38-39

Why Inclusion?



Individuals with disabilities in the past...

Individuals with disabilities were grouped with others who had disabilities, because we thought people with disabilities would feel more comfortable with others with disabilities and similar needs.



•Community--friendships among those with and without disabilities based on mutual worth and interdependence.

Its Better When



We're TOGETHER!

Diversity is being invited to the party;
inclusion is being asked to dance.


Verna Myers
www.declincinternational.com

Why Inclusive Education?

Research Shows Inclusion Works!

Over four decades of scholarship demonstrates that **students with and without disabilities achieve better outcomes** (in school and post-school), academically and socially, when educated in **inclusive settings**.

(Hehir, et. al. 2016)



Does Inclusion “Work”?

This positive correlation was found for **all students with disabilities**, regardless of their disability label, the severity of their disability, their gender, or their family’s socio-economic status.



Wagner, Newman, Cameto, Levine, & Garza, 2006

Why Inclusive Education? Research Shows Inclusion Works!

Research also highlights the following:

- Improved academic and social outcomes for:
 - students with and without disabilities
 - students with disabilities
- Improved attitudes towards diversity, and
- Unique opportunities to learn about equity.

(Baker et al., 1994, 1994; Cole et al., 2004; Cushing & Kennedy, 1997; Farrell et al., 2007; Finke et al., 2009; Fisher et al., 1998; Friesen et al., 2010; Gandhi, 2007; Idol, 2006; Kain & Rivkin, 2002; Kalamboouka et al., 2007; Ruijs & Peetema, 2009; Salend & Duhaney, 1999; Staub & Peck, 1994; Theoharis & Causton-Theoharis, 2010; Waldron & Cole, 2000)

Does Inclusion “Work”?

Research says that the performance of students **without** disabilities is **not compromised** by the presence of students with disabilities in their classrooms.

Idol, 2006; Cole, Waldron, & Majd, 2004; Baker, Wang, & Walberg, 1995; Staub & Peck, 1994

In fact, schools adopting inclusive education showed improved academic learning for **all students** in their building.

Theoharis & Causton-Theoharis, 2010

Strategies that support ALL students will support those with disabilities, too!



Inclusion Can Benefit All Students...

<https://www.youtube.com/watch?v=RTUUR8MjY&t=184s>




Inclusion Benefits All Students...

<https://www.youtube.com/watch?v=RytUIU8MjY&t=184s>

What are some key takeaways from this video?

How might you use this information in YOUR role?



Why Inclusive Education? Legislation

“...To the maximum extent **appropriate**, children with disabilities...are **educated with children who are not disabled**”
IDEA 1990, PL 101-476

“A student with a disability is **not removed** from the age-appropriate general education classroom **solely based on needed modifications to the general curriculum**”
U.S. Department of Education 34 CFR Parts 300 and 301
 “Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities; Final Rule” - August 14, 2006, see section regarding “Placements,” p. 46765

Individuals with Disabilities Education Act

Why Inclusive Education? Case Law Precedence

What IDEA implies, the case law makes explicit...

Brown v. Board of Education, 1954
 PARC v. Commonwealth of PA, 1971
 Mills v. Board of Education, 1972
 Rowley v. Board of Education, 1982
 Oberti v. Board of Education, 1993
 Endrew F. v. Douglas County, 2017
 L.H. v. Hamilton County, 2018

“A child **need not master the general-education curriculum** for mainstreaming to remain a viable option. Rather, the appropriate yardstick is whether the child, with appropriate supplemental aids and services, can make progress toward the [] IEP[s] goals in the regular education setting.”

Case Law Precedence

“Inclusion is a right, not a privilege for a select few.”

Judge Geary, Oberti v. Board of Education (D.N.J. 1992)

So Where Does Your State Rank?

Where is YOUR state, with regard to inclusive education and “being inclusive”?

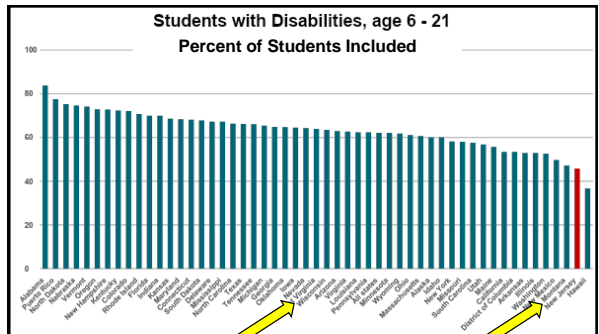
Is YOUR state an “inclusive state”?

What influences your thoughts on this question?

Inclusion Across the Country...

- 39 states (**78% of states**) include 60% or more of their students with disabilities.
- 47 states (**94% of states**) include 50% or more of their students with disabilities.
- Only 3 states include **less than** 50% of their students...**guess which 3 states...**

Hawaii Montana New Jersey



Inclusive Education in Action:
What does it REALLY look like?


Take a moment to consider the following questions:

- What does an inclusive school really look like?
- What does it sound like?
- What do you see adults doing?
- What do you see students doing?

Inclusive School Environment

An *inclusive school* is a place where *everyone belongs*, is accepted, supports, and is supported by his/her peers and other members of the school community in the course of having his/her educational needs met.

Stainback & Stainback, 1990




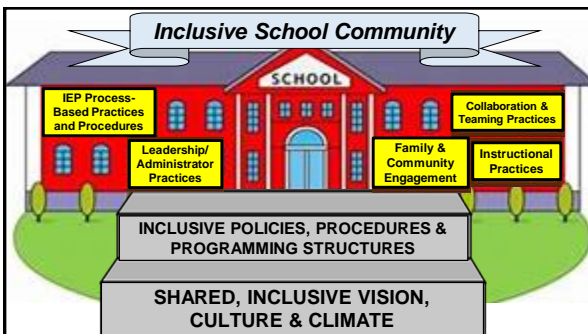
With authentic inclusive education, students do not have to "FIT INTO" the preexisting conditions of the class. Rather, the classroom and school environments are designed to provide the supports and structures that every student needs to succeed.



www.BellandLect.com

So then the question is **not** whether to include students with disabilities in general education environments, but

HOW to do it RIGHT!

Question:
So What is Special Education TODAY?

Special Education is...

- A. A place for students who have emotional and/or physical challenges.
- B. A place for students who have problem behaviors.
- C. A place for students to work on specialized skills.
- D. A place for students to be with other students who have similar disabilities and similar challenges.
- E. None of the above.

Answer: E. None of the Above

This was kind of a trick question...
 Special Education is **NOT** a **Place**— it's about **Services** and **Supports** being delivered to students.

Where the child with a disability receives special education services is the child's **placement**.

Establishing a Shared Understanding: What Special Education is NOT

- Placement decisions should **NOT** be based **solely** on disability labels (“We have a wonderful program for kids with autism on the Northside campus”).
- Placement decisions should **NOT** guide the development of IEP goals and objectives (“He is going to be in self contained so we will develop only functional goals”).

Developing the IEP Correctly: Planning Before Placement

1. Evaluate 2. Develop IEP
3. Placement

See “Inclusive IEP Process” padlet for information on conducting inclusive IEP meetings: <https://padlet.com/michellelockwood1/vpdllhw2nry6s7u4y>

Conducting the IEP Meeting: Planning Before Placement

Placement decisions (e.g., where the student will receive services) should be made **AFTER** goals and objectives that are based on the individual needs of the student have been developed.

Parents have the right to be part of the group that decides their child's **placement**.

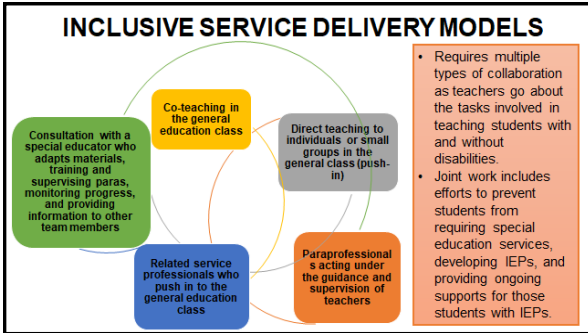
See “Inclusion-Independence for Families” padlet for information for parents on collaborating at IEP meetings: <https://padlet.com/michellelockwood1/c6vaxc15k3jd0znp>

Learning in the Least Restrictive Environment (“LRE”)

- Once the IEP team decides **what** services a child needs, a decision must be made about **where** services will be provided (e.g., student's **placement**).
- In deciding placement, the team must make sure the child has the maximum opportunity to learn with children who do **not** have disabilities (e.g., in the **Least Restrictive Environment**).

Array of Student Supports

Student Needs



Establishing a Shared Understanding: More Placement Points...

- Just because a student has an IEP, it does **not** mean that the student automatically needs the support of a Special Education Teacher.
- A student with an IEP may need some support by a Special Education Teacher, but this does **not** automatically mean that the student needs that adult support **all day long** (such as in a co-taught classroom).

Establishing a Shared Understanding: Common Language...

- A co-taught classroom is **not** an "Inclusion Room".
- Special educators are **not** "Inclusion Teachers".
- Inclusive education is **not** about one teacher or classroom.
- Special education is not defined as "an adult" or "a classroom" or "a program"--special education is about **specially designed instruction**.

Case Managers: What is My Role in Inclusive Education?

- Help families to share the common understanding of inclusive education and how this applies to their child.
- Actively explore how to meet the student's needs in general education classroom before considering more restrictive.
- Give your students the tools to be able to self-advocate.
- Consider how "inclusive" your IEP meetings really are...adjust as needed.

See "Inclusive IEPs and Inclusive IEP Meeting Practices" padlet for more resources: <https://padlet.com/michellelockwood1/vpdlbw2nry6s7u4y>

Inclusive Education in Process: Taking a Closer Look at IEP Meetings...

See padlet--<https://padlet.com/michellelockwood1/vpdlbw2nry6s7u4y>

Review the [IEP Meeting Checklist](#)...

How do YOUR IEP meetings compare?

Families: How Can I Advocate for Inclusive Education?

- Help them understand your child's strengths, interests, and the strategies that work.
- Communicate your family's vision.
- Do your research then share what you learn (legal basis for inclusion, supporting research, etc.).
- Come prepared with some responses to common arguments against inclusion.

See "Inclusion for Parents" padlet for more resources: <https://padlet.com/michellelockwood1/c6vaxck5k3jd0zqp>

**Administrators:
What is My Role in Inclusive Education?**

- Build your understanding of inclusive education and what it takes to “do it right” (vision, policies, practices, etc.).
- Consider where your school is right now with inclusive education, where it could be and what it would take for change.
- Develop a team to champion the work of building an inclusive school (*and be an active team member!*).
- Engage all stakeholders in the process and communicate often.

See “Building an Inclusive School” padlet for more resources:
<https://padlet.com/michellelockwood1/1nxc656c500xtml>

**All Instructional Staff:
What does Inclusive Education Mean for ME?**

Whole Class: Universal Design for Learning (UDL), Clear, Effective Lesson Structure, Reciprocal Student Relationships, Equal Class Membership, Predictable Class Environment.

Groups: Differentiation, Flexible Grouping.

Individual Students: Accommodations and Modifications, Function-Based Behavior Intervention Plans.

See “Inclusive Instruction Tips and Tools” padlet for more resources:
<https://padlet.com/michellelockwood1/i3vq5y114wtz8n7n>

How do we make inclusive education “work” at THIS school OR for THIS student?

How might you facilitate inclusive education in ***your*** ***respective*** role?

What else is needed to ***sustain*** it in your situation?

The Big Question:
How can we promote ALL students to move from being passive passengers in their learning to becoming active participants that have the opportunities and skills needed to “navigate” where they are headed?

Tell Me; I'll Forget!

Show Me; I May Remember...

INVOLVE ME; and I'll UNDERSTAND!!!

**Parting Thought:
The Least Dangerous Assumption...**

In the absence of conclusive data about a students' abilities, we should... assume that the students are competent and provide them with an educational program based on high expectations.

Students (even those with significant disabilities) can comprehend age-appropriate ideas and have the capacity to learn general education curriculum content and associated literary skills, when supported well.

The absence of evidence is not evidence of absence.

Anne Donnellan, 1984

Thank you!

**More Questions?
Contact Us:**
michellelockwood@njcie.org
NJCIE@njcie.org