



Inclusive Education

Overview and Speaker Notes

Inclusive Education

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Intended Audience: Teachers in grades K-12 representing all content areas, including special education.

Overview for Facilitators

The CEEDAR Center is pleased to provide the anchor presentation *Evidence-Based Behavioral Interventions*. The materials are designed to be included in a pre-service teacher or leader preparation course or in-service teacher professional development (PD) program. This resource will increase in-service professionals' ability to improve students' readiness for college and careers.

Speaker Notes

The speaker notes are what the facilitator can say, verbatim, to explain each slide and the activities. Speaker notes are provided for most of the included PowerPoint slides. The notes provide additional details about the information presented in a particular slide, including the context for the information presented as well as further elaboration of key points. The notes are provided as a guide, and speakers should feel free to modify these as needed.

Materials Required

1. Computer with Internet access and speakers to present short video clips.
2. Projector.
3. Presentation slides with speaker notes.

Objectives: After participating in this professional learning opportunity, participants will be able to:

- Knowledge:
 - Understand what inclusive education is and is not.
 - Understand how inclusive education is related to meeting the needs of all students and is not just an issue related to students who receive special education services.
- Skills:
 - Provide access to the Common Core State Standards (CCSS) to students with disabilities, providing embedded instruction of core academics and functional skills within the general education context.
 - Design and implement inclusive support strategies for a variety of students
 - Identify how evidence-based instructional practices are operationalized within preschool, elementary, and middle and high school contexts.
 - Develop individualized education program (IEP) goals and benchmarks that align with CCSS and facilitate embedded instruction in general education settings.
 - Analyze the environment to determine which supports, services, etc. are necessary
 - Apply evidence-based strategies to facilitate social experiences of students.
- Dispositions:
 - Value educational equity for all students.
 - Commit and collaborate to problem solve with other professionals and educators, families, and students to develop and implement effective inclusive practices.

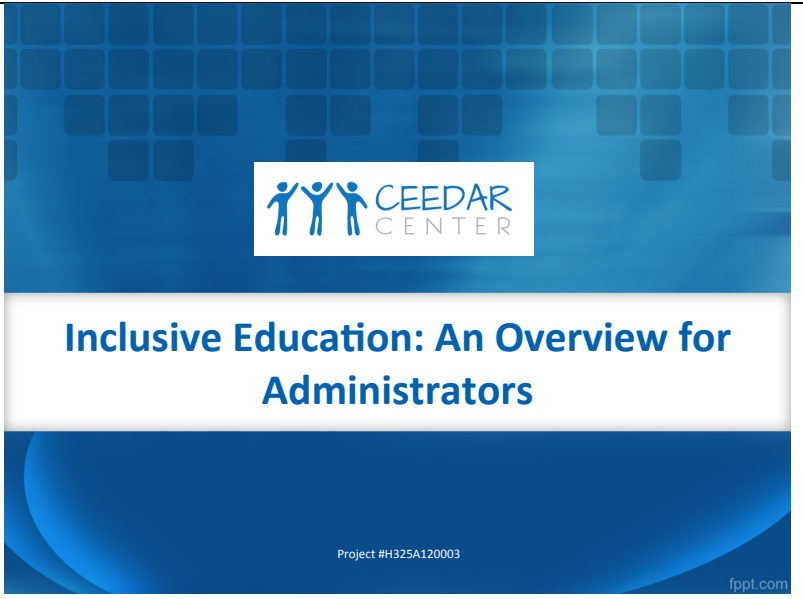
Outline of Sessions With Activities and Approximate Time (Approximately 2 hours total)

Topic	Slides	Activity	Time
Introduction/objectives	1-4		3
Historical perspective	5-7		5
Is separate or special better?	8-13		6
TEDx Talk (Dan Habib)	14	Video reflection	18
Defining inclusive education	15-18		4
Quality indicators of inclusive education	19-20		3
Guiding principles of inclusive education	21-35		16
Empirical evidence of inclusive education	36-42		8
Values underlying inclusive education	43-46		5
Credo of Support	47	Video reflection	6
Legal foundations of inclusive education	48-58		11
Implementing inclusive education: Team members	59-67		8
Importance of leadership	68-71		5

Administrative leadership: SWIFT schools video	72	Video reflection	7
Teacher leadership	73-74		5
Building capacity and sustaining inclusive education	75-78		5

Slide 1—Inclusive Education: An Overview for Administrators

Today, we will explore inclusive education, including the historical perspectives of disabilities and education; definitions and key components of inclusive service delivery; the guiding principles, values, empirical evidence, and legal foundations of inclusive practices; collaborative teaming and the roles for team members for effective inclusive education, and last but not least, the importance of leadership, administrative and teacher, for sustaining inclusive education.



Slide 2—Objectives

Objectives

After studying this module, you will be able to:

- Knowledge
 - Understand what inclusive education is and is not.
 - Understand how inclusive education is related to meeting the needs of ALL students and is not just an issue related to students who receive special education services.

Slide 3 – Objectives

Objectives (continued)

- Skills:
 - Provide access to the Common Core State Standards (CCSS) to students with disabilities, providing embedded instruction of core academics and functional skills within the general education context.
 - Design and implement inclusive support strategies for a variety of students.
 - Identify how evidence-based instructional practices are operationalized in preschool, elementary, and middle and high school contexts.

Slide 4—Objectives

Objectives (continued):

- Skills (continued):
 - Develop individualized education program (IEP) goals and benchmarks that align with CCSS and facilitate embedded instruction in general education settings.
 - Analyze the environment to determine which supports, services, etc. are necessary.
 - Apply evidence-based strategies to facilitate social experiences of students.

Slide 5—Objectives

Objectives (continued):

- Dispositions:
 - Value educational equity for ALL students, including those with the most significant support needs.
 - Committed to collaborate and problem solve with other professionals and educators, families, and students to develop and implement effective inclusive practices.

Slide 6—Vineland Training School

People with disabilities have always been a part of humankind, but their treatment across time and societies is neither homogenous nor static. Ancient Greeks considered people with disabilities to be inferior, with Plato, in *The Republic*, recommending that “deformed” children be put away in some “mysterious unknown places.” Early Christians saw disability as a means of purification and obtaining grace, whereas ancient Jews viewed disability as punishment. However, by the 16th century, many Christians came to believe that people with disabilities were possessed by evil spirits and, therefore, should be subjected to physical and/or mental pain to exorcise these demons. By the 19th century, social Darwinism led people to oppose assisting people with disabilities, thinking that those with disabilities were “unfit” and their procreation would impede natural selection. This even gave rise to the eugenics movement in the United States and abroad, where people with disabilities were forcibly sterilized (Munyi, 2012). The eugenics movement, while born in the United States, was rapidly adopted and implemented in Nazi Germany on a terrible scale just a few decades later.

With the changing nature of disability, a constant has been the segregation of people with disabilities into family homes or institutions throughout most of human history. In these settings, people with disabilities were cared for to varying degrees, but were denied opportunities for education, independent living, and a meaningful place in mainstream society. The picture on this slide is

Vineland Training School



of the Vineland Training School in New Jersey, which opened in 1888 with the aim of caring for and “training” people with disabilities in work skills such as farming and craftsmanship. Unfortunately, many people who were poor did not speak English well or came from broken families wound up in these institutions. Once institutionalized, they became prisoners and were subject to abuse, neglect, forced participation in medical studies, and sterilization. Many people were never freed from these institutions (Smith & Wehmeyer, 2012).

Slide 7—P.L. 94-142

This law, the Education of All Handicapped Children Act (EHCA), was passed in 1975 and was the first time in history that the education of students with disabilities was mandated. This law has since been reauthorized several times, most recently in 2004, and is now known as the Individuals with Disabilities Education Improvement Act (IDEA). EHCA was a groundbreaking law because before its passage, students with disabilities were either not educated at all or were taught in very segregated settings. In fact, while considering the law, Congress found that there were 1 million American children in the 1970s who had been entirely excluded from the education system due to having a disability. Millions more had limited access to the education system.

This groundbreaking law had four purposes explicitly articulated in the law, as stated above. Implicit in the law were aims to improve how children with disabilities were identified and educated, to

P.L. 94-142

Four Purposes of P.L. 94-142

- “to assure that all children with disabilities have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs
- to assure that the rights of children with disabilities and their parents . . . are protected
- to assist states and localities to provide for the education of all children with disabilities
- to assess and assure the effectiveness of efforts to educate all children with disabilities”

evaluate the effectiveness of these efforts, and to provide due process protections for children and families.

The law provided a dramatic shift from the status quo. It came at a time when public outrage over Willowbrook and Christmas in Purgatory were fresh in the public's mind, along with the broader social movement for civil rights. It is difficult to know if such a revolutionary law, if proposed today, would be adopted.

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Slide 8—Instructional Models

Historically, students with disabilities have also received instruction and been exposed to curriculum in a different manner than typically developing peers. Initially, special educators adhered to a developmental approach and focused on the need for students to learn prerequisite skills prior to moving on to new more advanced skills.

A functional approach to curriculum has also been utilized to teach skills needed for daily living and future adult life.

In practice, both approaches have lead to lowered expectations for students with disabilities.

Best practices today focus on implementing instructional approaches

Instructional Models

- Developmental model.
- Functional model.
- Current focus on access to, participation in, and progress in the general education curriculum—both academic and functional skills.

that provide **access to, meaningful participation in, and progress in age-appropriate, grade-level curriculum**. Both academic and functional skills that will lead to quality of life outcomes are to be taught.

Slide 9—Is Separate or Special Better?

The IEP team comprises invested partners, including parents, general education teachers, special education teachers, and administrators. While developing an IEP for a student, this team must decide where the student should be educated so that the student will obtain the greatest benefits of special education services. Placements can include education in separate schools, separate classrooms, and general education classrooms. Myths about where and how services can best be provided to serve students have been developed. This list presents some of the most common promises of segregated special education (Causton-Theoharis, Theoharis, Orsalt, & Cosier, 2011). These promises are often articulated to parents and teachers while an IEP team is making a placement decision. Over the next few slides, we will take a closer look at these promises and determine how these were manifested in real classrooms over the 6-year time frame of the study by Causton-Theoharis and colleagues (2011).

Is Separate or Special Better?

Promises of segregated special education:

- Community (i.e., sense of belonging).
- Distraction-free environments.
- Specialized curriculum/instruction.
- Behavioral supports.
- Specialized training of teachers.

Slide 10—Issues of Community

Causton-Theoharis and colleagues (2011) looked at the extent to which community was developed for students served in segregated classrooms. They found that contrary to promises that segregated classrooms promote community and protect student's from assaults to self-esteem, these classrooms showed a real lack of community, with no real efforts to promote community evident, and routine instances of verbal and physical abuse occurring between students in these classrooms. It is important to note that these findings represent a number of classrooms over a 6-year period but certainly not every classroom. However, the theme of lack of community is too common to be overlooked.

Slide 11—Distraction-Free Environment

Another promise of segregated classrooms investigated by Causton-Theoharis and colleagues (2011) was the provision of a distraction-free environment for learners in these classrooms. Many people believe that students with disabilities are highly distractible and that educating them in a separate setting, with fewer students and more staff, will help reduce distraction and promote learning. Causton-Theoharis and colleagues(2011) found, instead, that there were numerous regular distractions in these classrooms, ranging from staff talking to each other, staff and students frequently coming and going, and students being distracted by the behaviors of other students.

Issues of Community

- No evidence of formal community-building activities.
- No specific attention to establishing connections to peers through cooperative learning or partner work.
- Instead, students in self-contained classrooms are regularly verbally abused and physically attacked by peers in their self-contained classroom and shunned by general education peers.
- Diminished self-worth for students (Fitch, 2003)
- Examples:
 - Study cubicles for students with ASD—students regularly cannot see or communicate with each other.
 - Lining up to go to lunch, students are clustered at the door. Ayana hits Keith (who had flipped her off earlier in class). Paraeducator says, “Stop that!” Keith says, “What, I didn’t touch her! I had one hand behind my back, and I was telling her I could beat her up with one hand.”

Distraction-Free Environment

- Instructional staff regularly talking to each other:
 - Adults talking loudly to students and each other; side conversations interrupting instruction.
- Staff are coming and going all the time:
 - Therapists, staff coming and going, which causes visual disruptions.
- Students are distracting:
 - Student Joe physically and forcefully moved to time-out room. Joe was screaming. Miles saw/heard this, said, “Joe.” Joe screamed, “Help me! You’re hurting me!” The paraeducator told Miles, “Joe is fine.” Miles covered his ears. Joe continues to scream for 7 minutes (“Help me! Get me out of here!”). Miles did not work during these 7 minutes and continued to be visibly upset for 30 minutes after the incident.

Slide 12—Curriculum & Instruction

Similarly, Causton-Theoharis and colleagues (2011) found that these self-contained settings failed to deliver a set of curriculum and instruction that was personally relevant, meaningful, and differentiated for students in these segregated settings. Most general education classrooms comprise students from a narrow age and grade band; however, it is not unusual for segregated classrooms to educate students in multiple grades together (e.g., In some instances, particularly in rural areas, a single a K-3 classroom may house students ages 6 to 21). The challenges of providing grade-relevant standards in these settings are, therefore, numerous. When individual student needs are considered, such as needs for communication and physical assistance, these challenges of differentiating in these classrooms become nearly insurmountable.

In a comparative study of segregated and inclusive classrooms, Kurth & Mastergeorge (2012) found that students in segregated classrooms spent, on average, 30% of their instructional time on a break, or otherwise receiving no instruction, compared to 7% in general education settings. Students with disabilities in general education classrooms likewise had adapted grade-level curriculum in 62% of observations, compared to less than 1% in segregated settings, where most students were taught using curriculum with no relevance to the general education standards. Perhaps unsurprisingly, these authors found that students with severe disabilities educated in general education settings performed

Curriculum & Instruction

- Large portions of time were non-instructional.
- Instructional time was not very effective:
 - Lack of Structure: snack time that happens sporadically and lasts a long time.
 - Context-free/meaningless curriculum: grade level standards missing, worksheets with little opportunity for inquiry-based or cooperative learning.
 - Not individualized and not particularly relevant: similar worksheets, activities regardless of grade, interest, ability, IEP goal.
 - Heterogeneous groupings (e.g., ages, grades, disability; Fitch, 2003).
 - No evidence of improved student performance (Foster & Pearson, 2012).

significantly higher on tests of achievement compared to students educated in segregated settings, despite the finding that the two groups had comparable intelligence scores.

Slide 13—Behavioral Supports

Causton-Theoharis and colleagues (2011) found that the provision of behavior supports was another promise of segregated settings, namely that staff in these settings had the skills, knowledge, and tools to effectively manage the behavior problems common to students with more significant disabilities. These authors found, however, that because segregated settings failed to provide relevant or interesting materials and activities and relied on threats, the provision of behavior supports in these settings was lacking.

The use of seclusion and restraint in segregated settings is equally troubling. Perhaps because there is little oversight in these classrooms and few people know what happens in them, students with disabilities are more likely to experience restraint and seclusion than any other group of children. The Nightline story (linked above) provides some interesting and troubling findings about the ramifications of seclusion and restraint.

[Note: *Restraint and Seclusion, Hear Our Stories*, a 27-minute documentary by Dan Habib, may also be used; available at <http://stophurtingkids.com/the-film/>].

In sum, because segregated settings typically lack structure, have meaningless and uninteresting curriculum, and have an overall lack

Behavioral Supports

- Frequent non-compliance (usually because the work was not relevant or interesting, communication supports were not provided, tasks were long and unpredictable).
- Frequent use of threats (e.g., “Do you want your lunch? Well, then, you better do your work!”).
- Frequent use of seclusion and restraint.
- [Nightline](#).
- Threats, physical restraints, meaningless curriculum, lack of structure are CREATING and not reducing negative behaviors.

of structure, it is entirely possible that these settings are creating, rather than diminishing, behavior problems in children.

Slide 14—Specialized Training

A further promise of segregated settings, not addressed by Causton-Theoharis and colleagues (2011), is that educators working in segregated settings have a special set of skills that enable them to better teach children with disabilities. However, research findings (e.g., Giangreco, Doyle, & Suter, 2012) found that often, paraeducators are the primary group delivering instruction to students with disabilities. Paraeducators are also called paraprofessionals, teacher aides, instructional assistants, and so on. These are well-meaning people who work with students in instructional capacities under the supervision of certified teachers but are not required to have any teaching certification themselves. In both segregated and general education settings, paraeducators have been found to provide the bulk of instruction to students with disabilities; when special education teachers do deliver instruction, it is usually in the form of whole-group instruction. With these findings in mind, it is impossible to find that educators in segregated settings actually have more or greater skills than those in inclusive settings.

Specialized Training

- Paraeducators as primary instructors:
 - Students overwhelmingly taught by paraeducators (e.g., periodic interaction with special education teacher of 1 to 3 minutes, usually involving teacher explaining what paraeducator should do next).
- Special education teacher:
 - Mostly whole group (e.g., reading a book aloud).

Slide 15—TED Talk

Photojournalist Dan Habib did not give much thought to disability until his son Samuel was born with cerebral palsy. In this TED talk given in April 2014, the disability-rights advocate explains his family's fight to ensure an inclusive education for Samuel and how inclusion benefits not just Samuel and those who are included, but also all of us.

The video can be viewed at:

<https://www.youtube.com/watch?v=izkN5vLbnw8>

After viewing the video, consider the following questions to guide a discussion with participants:

How does inclusive education benefit Samuel? All children? Society as a whole?

How does inclusive education improve school culture and climate?

How does inclusive education raise expectations and improve belonging?

TED Talk: Disabling Segregation

[Watch TED talk *Disabling Segregation* by Dan Habib](#)



Slide 16—Terminology

This graphic is a useful illustration of the importance of terminology and having clarity about the topic of inclusive education. The image on the bottom left illustrates exclusion. The dots that are different colors (i.e., blue, red, yellow) represent students who learn, move, or otherwise interact with the learning environment differently. When excluded, these dots are outside of the circle, which we can think of as a classroom; they are not interacting with the general education curriculum, activities, or students. This exclusion may be purposeful because some students are not allowed entry. It could also be functional because the materials, instruction, activities, or environment are not accessible to these learners. Although they may be physically present, they are functionally excluded due to lack of meaningful support and instruction.

The bottom middle circle represents segregation. Segregation is a purposeful form of exclusion. Students who have different learning needs are grouped together, outside of the regular setting for “specialized” instruction, represented here as a small circle outside of the regular circle. No effort is made to make the regular environment, curriculum, or materials meaningful and engaging for this group of students. These students are outsiders.

Integration, also referred to as mainstreaming, occurs when students with disabilities are allowed physical entry into the regular classroom environment, but their needs remain unaccounted for. Integration is

The slide, titled "Terminology", features three diagrams illustrating different educational models. At the top, a blue box contains the title "Terminology". Below it, three circles represent different models:

- Inclusion:** A circle containing all colored dots (green, blue, red, yellow) together.
- Segregation:** A large circle containing green dots, and a separate, smaller circle containing blue, red, and yellow dots.
- Integration:** A circle containing green dots, with blue, red, and yellow dots placed inside the circle but not mixed with the green dots.

The slide also includes a keyboard graphic at the bottom and logos for CEEDAR and IDEA's at Work (U.S. Office of Special Education Programs).

represented in the bottom right circle as a small circle inside the larger circle. Students who are integrated will be seen working on different activities with different materials, sometimes at a desk with a one-to-one paraprofessional teaching the student. Although students are physically present in integrated or mainstreamed settings, their learning needs and supports are not considered in the planning and teaching of the classroom. They are a group within a group, or an island in the mainstream.

Last, the top circle represents inclusion. Here, the dots are spread throughout the circle, illustrating that students are full members of the class with provisions made for their learning needs. Teachers in inclusive settings teach all students, providing the supports and services needed so that all students learn.

Slide 17—Definition of Inclusive Education

This definition of inclusive education highlights that students with disabilities have the opportunity to attend their home schools of attendance or charter or other schools of choice (e.g., magnet schools for the arts or the sciences) within the district because these options are available for students without disabilities. By students attending their home/neighborhood schools, inappropriate placement of too many students who have IEPs at a particular school can be avoided. One goal is to have the natural proportion of students with disabilities in our schools and communities. It also emphasizes the difference between inclusive education and mainstreaming or integration in that the students are members of the general education class and do not belong in another separate, special class. There is no special education classroom, although there may be places for enrichment or supplemental instructional activities that are used for all students.

Definition of Inclusive Education

The most basic definition of inclusive education is as follows: “Students with disabilities are supported members of chronologically age-appropriate general education classes in their home schools, receiving the specialized instruction delineated by their IEPs, within the context of the core curriculum and general activities” (Halvorsen & Neary, 2009, p. 1).



Slide 18—Important Characteristics of Inclusive Education

Sailor & McCart (2014) and the work of the Schoolwide Integrated Framework for Transformation (SWIFT) Center (www.swiftschools.org) advocate for a school-wide reform effort that does not just focus on special education. In other words, there must be a school-wide approach to inclusive education which utilizes a multi-tiered system of supports (MTSS) and services to provide academic and behavioral instruction to **all** students. These efforts require collaboration and shared responsibility among general and special educators. Aspects of MTSS will be discussed in further detail later in this module.

As previously noted, all students are valued members of chronologically age-appropriate general education classrooms. Students move with their peers to subsequent grades in school as indicated by their IEPs. Supports and services are provided to the student in natural contexts (i.e., within general education settings). Consequently, there is consideration of the full array of services to meet individual needs including supplementary aids and instructional services (e.g., for communication, mobility sensory) provided in the general education classroom/settings through a trans-disciplinary team approach.

No special classroom exists, except for integrated enrichment and supplemental instructional activities for all students, not just those with IEPs.

Important Characteristics of Inclusive Education

- School-wide approach to delivery of supports and services, not a program or place (Sailor & McCart, 2014).
- ALL students are valued members of chronologically age-appropriate general education classrooms.
- No special classroom exists, except for integrated enrichment and supplemental instructional activities for all students (Halvorsen & Neary, 2009).
- All means all; disability type or severity does not prevent student from being included.

Finally, the type of disability or severity of disability does not prevent a student from being included. This is a zero-rejection approach. There are also no prerequisites for a student to be included. For example, students are not required to be achieving at or near the grade-level standard within the appropriate grade level curriculum to be included. All means all.

Slide 19

This quote is from the court decision for the court case *Oberti v. Board of Education of Borough of Clementon School District, 1993*. In this decision, the Third Circuit Appellate Court ruled that the school district had violated Rafael Oberti's right to continue in the general education classroom as the least-restrictive environment by determining that he be placed in a segregated special education classroom.

The decision states:

"We construe IDEA's mainstreaming requirement to prohibit a school from placing a child with disabilities outside of a regular classroom if educating the child in the regular classroom, with supplementary aids and support services, can be achieved satisfactorily. In addition, if placement outside of a regular classroom is necessary for the child to receive educational benefit, the school may still be violating IDEA if it has not made sufficient efforts to include the child in school programs with non-disabled children whenever possible. We also hold that the school bears the burden of proving compliance with the mainstreaming requirement of IDEA,

**"Inclusion is a right,
not a privilege for a
select few."**

**(Oberti v. Board of Education
of Clementon School District,
1993)**



regardless of which party brought the claim under IDEA before the district court We emphasize that the Act does *not* require states to offer *the same* educational experience to a child with disabilities To the contrary, states must address the unique needs of a disabled child, recognizing that the child may benefit differently from education in the regular classroom than other students Inclusion is a right, not a privilege for a select few.”
Additional case law and judicial standards of review will be discussed further in subsequent sections of this module.

Slide 20—Quality Indicators of Inclusive Education

Definitions of inclusive education are useful in developing a common language. It is important for school administrators to be able to examine their schools and school practices to determine the extent of inclusive practices currently in place and have a checklist from which to build and strengthen those practices.

Causton and Theoharis (2014) identified six indicators of inclusive education that school principals (or other administrators) can use to determine if inclusive education is being implemented effectively. First, any one classroom should reflect the natural population of students with disabilities in the school. For example, if 11% of the school students have an IEP, the principal could expect to see 11% of students with disabilities in a given classroom. An inclusive classroom will not have half of the class made up of students with disabilities. Having a greater number of students with disabilities in one setting increases the density of need, making the class more like

Quality Indicators of Inclusive Education

- Natural proportions.
- Team teaching.
- Community building.
- Differentiation.
- Students do not leave to learn.
- Engaging instruction.

a special education setting and constraining resources to one setting. Because principals are often very involved in making staff and student schedules, this is a particularly important indicator. Second, inclusive classrooms will often have more than one educator present. This may be one special and one general education teacher who have equitable responsibility for all students. Or it may be another co-teaching configuration so that one teacher provides content instruction and the other provides adaptations. It could also include a general education teacher and a paraeducator, with the paraeducator focusing her attention on a few students but assisting all students in the classroom.

Third, inclusive classrooms embrace the idea that people learn in different ways. Teachers act on this principle by ensuring that students feel connected to one another and to their teachers. Teachers facilitate friendships, disperse students with IEPs around the classroom (rather than sitting together), use cooperative learning strategies, and engage in other activities that build this community of learners.

Fourth, in an inclusive classroom, it is clear that learners with different academic, social, and behavioral needs share one learning environment. The content is differentiated so that students work on similar goals in different ways. For example, all students are working on math problems, with some students using manipulatives, some drawing out their answers, some checking their answers on calculators, and some using peer buddies.

Fifth, students do not leave an inclusive classroom to learn. Instead, therapies and services occur within the context of the general education classroom. For example, rather than leaving the classroom for speech therapy, the speech therapist comes to the general education classroom and works on speech goals while participating in a social studies activity.

Last, inclusive classrooms are engaging, active classrooms. Teachers do not rely on lectures, and students are not expected to passively sit and learn. Teachers plan instruction with the range of learning styles and needs in mind. Students work together, moving around and talking to one another. Adults move around the classroom, providing assistance as needed to individual and small groups of students.

Slide 21—All Means All

A large body of research supports the need for inclusive education of students with disabilities. Students who are struggling, gifted, living in poverty, students with disabilities, high achievers, students from culturally and ethnically diverse backgrounds, and students with the most extensive support needs all benefit from inclusive education. In fact, a meta-analysis by Kalamouka et al. in 2007 found that inclusive education is associated with positive or neutral effects on learning for students without disabilities, while students with disabilities have been found to learn academic, social, communication, and self-help skills to a greater extent in inclusive compared to segregated special education settings. In this era of accountability, inclusive education is an important factor to consider when improving educational outcomes for all students.

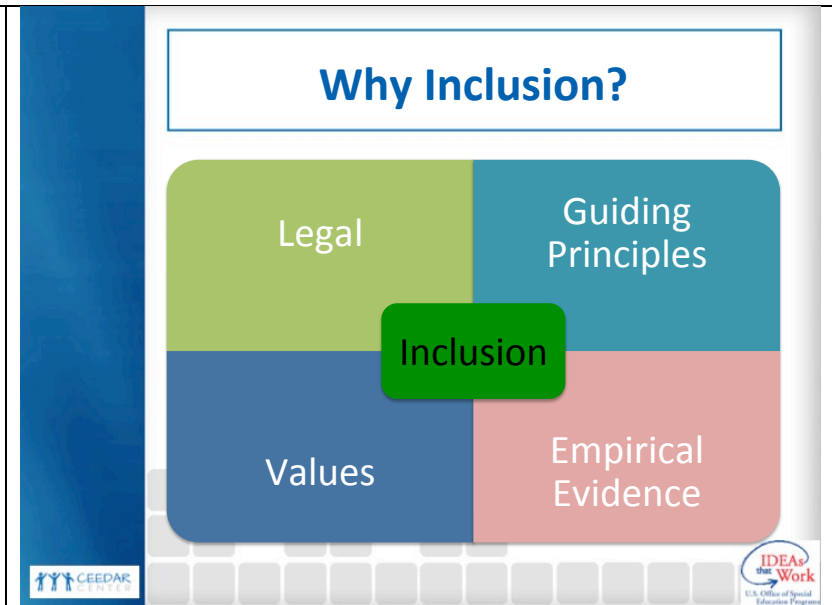
(Watch video: 2 minutes in length)

All Means All



Slide 22—Why Inclusion?

As previously noted, there are a series of rationales that have led the field to focus on inclusive education for ALL students with special needs. In this section, we will discuss the guiding principles, values, empirical evidence, and legal foundations of inclusive practices.



Slide 23—Guiding Principles

There are a series of guiding principles that formed the original foundations for inclusive education long before there was any real empirical evidence to support the practice of including students with disabilities in general education settings. We will talk about each of these guiding principles in more detail next.



Slide 24—Medical Model of Disability

There are two prevailing models of disability: the medical model and the social model. The medical model looks at disability as a problem of an individual. It assumes that the problems people with disabilities face are a result of their physical conditions, and the solution is curing them. In this view, people with disabilities cannot fully participate in society until they are no longer disabled. Many well-meaning charities fall into this view. For example, the Jerry Lewis Telethon has aimed to cure muscular dystrophy. Likewise, there are groups that aim to eradicate autism and a host of other disabilities.

The medical model makes a series of assumptions. First, it assumes that the child is broken and needs to be fixed. This leads to a reliance on diagnosing, labeling, and remediating the impairment. Programs are developed that assess and monitor the status of the impairment and professionals' progress at remediating it. The desired outcome is fixing, and so professionals are put in positions of power and as experts. Society as a whole remains unchanged by excluding people with disabilities from regular activities.

The diagram, titled "Medical Model of Disability", illustrates the medical model's perspective. At the center is an orange square labeled "Individual". Surrounding this central square are six green circles, each containing a specific condition or limitation: "Can't Read" (top), "Can't Concentrate" (top-right), "Can't Talk" (bottom-right), "Is Blind" (bottom), "Can't Walk" (bottom-left), and "Has Autism" (top-left). Small arrows point from each of these circles toward the central "Individual" square, suggesting that these individual conditions are the primary focus of the medical model.

The condition and, therefore, the individual, is the problem. People with disabilities are passive receivers of services aimed at cure or management.

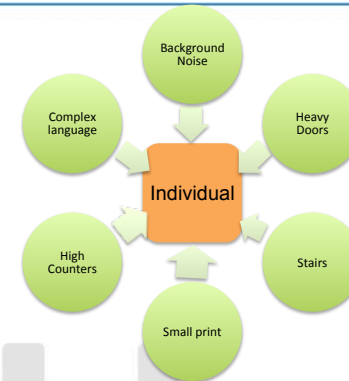
Logos for CEDAR and IDEA's at Work (U.S. Office of Special Education Programs) are visible at the bottom of the slide.

Slide 25—Social Model of Disability

In contrast, the social model takes the opposite view: people with disabilities are prevented from fully participating in society by physical, attitudinal, and institutional barriers. In this view, people who have disabilities can be who they are and lead full, productive lives with the accommodation, support, and accessibility they deserve as basic civil rights. Working in the social model of disability, the child is valued as a whole person. Strengths and needs are defined by the individuals and the people who care about them rather than from a clinical or therapeutic perspective. The barriers in the child's life are identified, and solutions are developed. Outcomes are defined based on the hopes, dreams, interests, and needs of the child, and resources are made available to support these valued-life outcomes. In this view, diversity is welcomed rather than seen as a deficit, and society evolves to meet the needs of all of its citizens.

We can think here of an example of a person who uses a wheelchair for mobility. In the medical model, the focus is on fixing the person's paralysis or the underlying reason they use a wheelchair. In the medical model, we focus our research, education, and therapies for fixing paralysis. Perhaps a person is fitted with an exoskeleton or other device to make them conform to the existing environment. The social model, on the other hand, sees that by making environmental adjustments, the needs of a person who uses a wheelchair can be accommodated without changing the person. Instead, the environment and society as a whole will evolve to

Social Model of Disability



The environment is seen as the problem. People with disabilities are active advocates for equality and work in partnership with allies to achieve their dreams.

address the unique needs of that person such as by placing curb cuts into sidewalks, incorporating elevators into buildings, and so on.

The medical model has limited benefits to society as a whole and few benefits to the individual specifically (aside from a lot of therapy). The social model of disability, however, benefits society as a whole; for example, parents can use curb cuts to push their children in strollers more easily down sidewalks. Elderly people or people carrying a lot of groceries will also benefit from elevators. Of course, the list of benefits is lengthy. However, when we remain mired in a medical model of disability, there is no benefit to people with disabilities and, of course, no larger societal benefit.

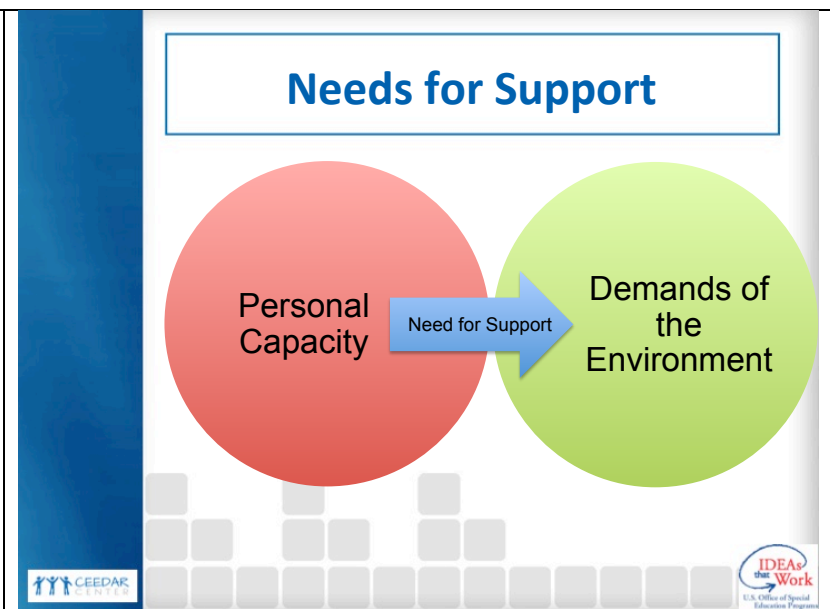
Slide 26—Needs for Support

The social model of disability fits closely with current models of disability. Disability is thought of as multidimensional state of human functioning in relation to environmental demands (Thompson et al., 2009). In other words, disability is not static—the extent of disability depends very much on the current demands of the environment. The closer a person’s capacity is to the demands of the environment, the less support that person’s needs are. Here, you can see that there is quite a bit overlap between capacity and demands, suggesting that this person experiences little, or no, disability, and will require little additional support to be successful in this environment or activity.

The slide titled "Needs for Support" features a Venn diagram with two overlapping circles. The left circle is red and labeled "Personal Capacity". The right circle is green and labeled "Demands of the Environment". The overlapping area between the two circles is shaded. The slide has a blue vertical bar on the left side. At the bottom left is the CEEDAR logo, and at the bottom right is the IDEA's State Work logo, which includes the text "U.S. Office of Special Education Programs".

Slide 27—Needs for Support

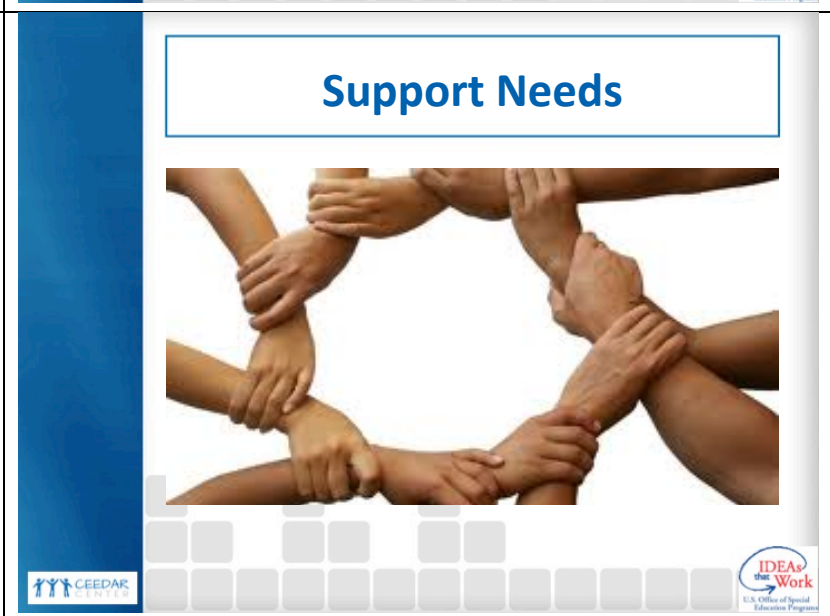
However, when a person’s personal capacity has a greater gap with the demands of the environment, the person experiences more disability and has a greater need for support. The person may need support to access small print or complex text or the person may need more support to access a science lab by making lab desks wheelchair accessible. This model of disability incorporates the social model of disability by defining disability not as the deficits inherent in a person or their impairments but by their support needs. In this CEM, we are considering students who have a greater gap between capacity and demands and, thus, are in need of more extensive and complex supports.



Slide 28—Support Needs

Supports are resources and strategies that promote the development, education, interests, and personal well-being of a person and enhance individual functioning (Luckasson et al., 2002). Support needs refer to the pattern and intensity of supports necessary for a person to participate in activities that others of similar age and gender participate in. Supports bridge *what is* (i.e., a mismatch between capacity and demands) and *what can be* (i.e., a life with meaningful activities and positive personal outcomes).

When we define disability by support needs, we acknowledge that we all have support needs. John Donne wrote in the 17th century *No*



Man Is an Island to convey the truth that human beings do not thrive in isolation from others. We live in an interdependent world, and everyone needs a variety of supports to function on a daily basis. Think of the supports you depend on daily—from the food you eat (Who raised it? Butchered it? Prepared it?), the clothes you wear, the car you drive, the electricity and batteries that power your tools, and so on. We depend on people across the globe to function on a daily, almost minute-to-minute basis. People with disabilities will require ongoing, extraordinary supports compared to non-disabled peers. “Put another way, if supports were removed, people with disability would not be able to function as successfully in typical activities and settings” (Thompson et al., 2009, p. 137).

Support needs can also be thought of as a psychological construct, much like happiness or anxiety. These constructs have extreme points, such as euphoric or depressed, and many points in between. How much support a person needs will slide up and down this scale, depending on the fit between individual capacity and environmental demands. Thinking of disability this way, as a state of functioning instead of an inherent trait, allows us to focus our attention on making the environment accessible by providing supports rather than focusing on fixing the individual.

Slide 29—Systems of Support Perspective

When teams plan supports for individuals with disabilities, it is important to build systems of supports so that the person's preferences and priorities are addressed (rather than the priorities or preferences of the team) and the individual is not over-supported, which can lead to reduced quality of life and resources are allocated appropriately. For example, personnel supports may be necessary to meet a student's health and physical needs in a classroom. However, one-to-one support provided from well-intentioned adults can lead to learned helplessness, dependency, and isolation from peers. In other words, solving a problem for any one issue in a person's life without addressing the others does little to promote desirable outcomes. Thinking about systems of supports, then, requires us to address multiple elements of human life across multiple settings rather than discrete life activities or separate events.

Systems of Support Perspective

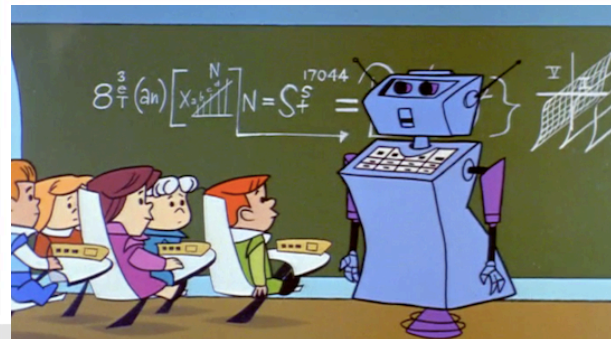


Slide 30—School Supports

In the school context, we are tasked with figuring out the supports our students need on a daily, if not minute-by-minute, basis. In other words, teaching is not just delivering a curriculum. A robot could do that. Instead, teaching is figuring out what supports a student needs to learn and providing those supports. When we enter a classroom with the belief that all students can learn but that our students may need different supports to achieve that outcome, we are creating an inclusive environment in which every student can succeed.



School Supports



Slide 31—Academic Integrity

When we discuss providing supports to students to help them be successful, it is important to keep in mind the need for academic integrity. Providing supports and services to enable students with disabilities to have access to the general education curriculum does not mean that we are lowering standards or expectations. Imagine that the Common Core State Standards (CCSS) are the peak of this mountain top. Today is the first day of school. All students are in this meadow, with their teacher, at the base of the mountain. The expectation is that all students will achieve these rigorous, meaningful standards by making their way from this meadow to the peak of the mountain by the end of the school year. Achieving these



Academic Integrity



standards is going to be tough—there are some flat parts but also some pretty steep parts. So how do we get there from here? How can people climb this peak? Some people may take the steepest, most direct route. Others may wind their way up the mountain through a series of switchbacks. Clearly, there is more than one path to meeting high expectations and achieving learning.

Slide 32—Varied & Purposeful Supports

But, as hikers and learners, we are not limited to just one way up a mountain. By providing varied and purposeful supports to students, we can help students get from the meadow to the peak in plenty of ways. Some students may need the excitement and challenge of climbing up sheer walls. Some may use poles and snow shoes. Some may get to the top by helicopter, others by horseback, still others may take the ski lift to reach the top. In other words, what matters is that students achieve our high standards tied to the Common Core. Providing these varied and purposeful supports is the mechanism for reaching these standards, and it is our job as educators to figure out the best route for each of our students. We do not shrink the mountain or choose a different mountain. We simply provide tools to help all students reach the same peak.

Varied & Purposeful Supports



Slide 33—Assumptions

Further guiding principles are based on assumptions. The supports perspective, or paradigm previously discussed, is based on the premise that the most relevant difference between people with disabilities and the general population is that people with disabilities need different types and intensities of support to fully participate in and contribute to society (Thompson et al., 2009). Viewed through this lens, we now realize that the environment may be disabling and that by adjusting the environment through the provision of supports, we can prevent or minimize the impact of disability.

Assumptions

- The environment may be disabling.
- A person becomes disabled when the environment does not provide needed supports.



Slide 34—Further Assumptions

This supports paradigm of disability is not limited to physical supports. General education is disabling when varied and purposeful supports are not in place to support students to have meaningful access to the general education curriculum. Teachers provide supports in a variety of ways (e.g., modified curriculum, checklists of the days activities, peer tutors, token economy systems). Providing these supports enables students to learn, participate, and reach the peak of the mountain.

Further Assumption

If the student is not successful in general education, then general education must provide more supports.



Slide 35—Least Dangerous Assumption

Another assumption to consider is the least dangerous one. This notion was expanded by Ann Donnellan's Criterion of the Least Dangerous Assumption (1984). This criterion states that in the absence of conclusive evidence, we must treat and educate people with disabilities in such a way that assumes they are capable of learning and benefitting from instruction. This criterion rests on our inability to accurately predict what people are capable of learning, our inability to predict a person's potential, and our inability to accurately assess people with the most significant and complex support needs. In the absence of this kind of conclusive, factual information, we must assume that our students are capable of learning and will benefit from instruction. To do otherwise lowers expectations and limits opportunities.

There is great potential for harm in assuming that a person is not capable of learning or is not getting anything out of it. Instead, there is very little harm in giving every opportunity. In providing inclusive education, we seek to provide every opportunity for every student to learn and achieve because we are unwilling to make a more dangerous assumption.

Least Dangerous Assumption

What if?

We assumed that she **COULD** learn, so we gave her every opportunity, and it turned out she **COULD NOT?**



We assumed that she **COULD NOT** learn, so we did not give her the opportunity, and it turned out she **COULD?**

Slide 36—Strengths-Based Perspective

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires educational teams to design a special education program to address the unique needs, wills, goals, and preferences of individual students. Frequently, however, test scores and disability labels determine where and how students are educated. For example, students with an autism label are placed in autism programs. Students with learning disabilities are placed in resource classrooms. Students with severe intellectual disabilities are placed in functional classrooms. These examples illustrate that, too often, we place students into existing systems rather than designing systems to meet their needs, as was intended by IDEA. This proposes a shift from forcing students to conform to existing systems and instead to build and focus on strengths, needs, will, goals, and preferences.

Focusing our educational program on meeting child needs may seem like a radical shift, and in some ways, it may be. But it is important to remember that the adult world is very specialized, unlike K-12 education. There are many skills that, as adults, we assign to others (e.g., maintaining our cars, mowing our yards, butchering our meat). As adults at work, your specializations are even more pronounced. There are sets of skills you need to be successful at work and a set of skills that others do. Allowing students to pursue their strengths and interests in school has valuable consequences. Student motivation, attention, and interest can all be affected in positive ways. To truly

Strengths-Based Perspective

“A good education program can be nothing less than a program which provides for every child according to his needs”

- Meta L. Anderson, Ph.D.
- American Association on Intellectual and Developmental Disabilities president 1940-1941

prepare students for adult life, it is advised that educators provide students with opportunities for specialization and pursuit of their own strengths and interests in K-12 settings. For example, if a student has an intense interest in cars, perhaps that interest can be incorporated into literacy activities, science, social studies, and so on.

Slide 37—Empirical Support

We have now outlined some of the guiding principles of inclusive education. Further supporting inclusive education is a growing body of empirical support. The movement toward inclusive education began in the 1970s, when we knew very little about educating students with disabilities in general and much less about outcomes associated with special education. Today, there are decades of research about understanding how to teach students with disabilities and where that instruction is most effective. Empirical research has looked at outcomes of inclusive education on students who experience disability, students who do not experience disability, and parents and teachers.

The slide features a central diagram with three stacked rectangular boxes. The top box is blue and labeled 'Guiding Principles'. The middle box is green and labeled 'Inclusion'. The bottom box is red and labeled 'Empirical Evidence'. To the left of these boxes is a bulleted list. The background of the slide includes a blue vertical bar on the left, a grid of grey squares at the bottom, and logos for CEDAR and IDEA's Work.

Empirical Support

- Outcomes for students with disabilities.
- Outcomes for students without disabilities.
- Parent perspectives.

Guiding Principles

Inclusion

Empirical Evidence

CEDAR
CENTERS FOR EDUCATIONAL DATA ANALYSIS AND RESEARCH

IDEA's
Work
U.S. Office of Special Education Programs

Slide 38—Academic Outcomes

Academic outcomes for students with disabilities have consistently found that inclusive education is associated with higher academic skill development, greater access to the core curriculum, and more rigorous IEP goals. In these studies, students with disabilities who were educated in inclusive settings were compared to similar students educated in segregated special education settings. These studies, and others like them, demonstrate that not only can students with disabilities learn academic skills in inclusive settings, but they can also learn more academic skills in these settings compared to segregated settings.

Academic Outcomes

Inclusion is associated with higher academic skill development (e.g., literacy, math); greater access to core curriculum; IEP goals tied to standards; and an emphasis on problem solving.

Dessementet, Bless, & Morin, 2012; Dore, Dion, Wagner, & Brunet, 2002; Fisher & Meyer, 2002; Hedeon & Ayres, 2002; McLeskey, Henry, & Hodges, 1998; Meyer, 2001



Slide 39—Communication Skills Outcomes

Communication skills are often an area of need for many students with disabilities, particularly those with significant and complex support needs. In an analysis of 96 preschoolers, Rafferty, Piscitelli, and Boettcher (2003) used hierarchical regression techniques to look at language outcomes for students with disabilities in inclusive and segregated settings. They found that students educated in inclusive settings obtained higher language scores than students taught in segregated settings. This is in line with other research that also documents the positive impact of inclusive settings on teaching communication skills.

Communication Skills Outcomes

- Rafferty, Piscitelli, & Boettcher (2003).
- 96 preschoolers (68 inclusion, 28 self-contained).
- Hierarchical regression techniques.
- Students in inclusion had higher language scores than students in self-contained settings:
 - Preschoolers with less severe disabilities did not make greater gains in inclusion.
 - Preschoolers with more severe disabilities did not make greater gains in self-contained settings.
 - See also: Foreman, Arthur-Kelly, Pascoe, & King 2004



Slide 40—Social-Skills Outcomes

Research also confirms that education in inclusive settings is associated with improved social-skills outcomes for students with disabilities. Students who were taught in inclusive settings had greater social skills and competence compared to similar students taught social skills in special education settings, as found in a meta-analysis that Bellini and colleagues (2007) completed. These authors, in their synthesis of the literature, found that teaching social skills in segregated settings was contrived, restricted, and decontextualized. Students taught social skills in these settings had poor ability to generalize and maintain the skills, further suggesting the ineffectiveness of special education settings compared to inclusive settings. Many believe that this growth in social skills in inclusive settings is largely due to access to a social network and peer models in inclusive settings (e.g., McDonnell, Johnson, Polychronis, & Riesen, 2002).

Social-Skills Outcomes

- Meta-analysis (Bellini, Peters, Benner, & Hope, 2007).
- Inclusive settings more effective in promoting social skills and social competence:
 - Pull-out instruction was “contrived, restricted, and decontextualized” (Bellini et al., p. 160) with weak generalization and maintenance of skills.
 - See also: Causton-Theoharis & Malmgren, 2005; Cawley, Hayden, Cade, & Baker-Kroczyński, 2002; Dore et al., 2002; Mastropieri & Scruggs, 2001

Slide 41—Self-Determination Outcomes

Self-determination includes a complex set of skills, including making choices, advocating, goal setting and monitoring, problem solving, and decision making that are required of adults but also contribute to a quality of life. In a study of self-determination outcomes in segregated and inclusive settings, Hughes and colleagues (2013) found that high school students educated in inclusive settings demonstrated more self-determination skills than students educated in segregated settings.

Self-Determination Outcomes

- Hughes, Agran, Cosgriff, & Washington (2013).
- 47 students with severe intellectual disabilities from three high schools in high-poverty communities; schools failing to meet academic yearly progress (AYP).
- Use of self-determination strategies in inclusive versus traditional schools.
- Students attending inclusive schools used more of self-determination skills identified than students in segregated settings.
- See also: Shogren et al., 2006.



Slide 42—Adaptive-Behavior Outcomes

Adaptive behavior skills are those needed for daily life such as social, communication, and self-care skills that are appropriate for person's age and culture. Dessemontet and colleagues (2012) compared 34 students with intellectual disabilities in inclusive and segregated settings. They found no differences in outcomes between the two groups of students. The finding of *no difference* is telling because both settings apparently support skill development. When considered with the other findings that inclusive settings are associated with positive gains in academic, social, communication, and self-determination skills (among others), the least dangerous decision would be to educate students with significant disabilities in

Adaptive-Behavior Outcomes

- Dessemontet, Bless, & Morin (2012).
- 34 children with ID in inclusive settings; 34 children with ID in self-contained settings.
- No differences in adaptive-behavior outcome between the two groups of children (i.e., ABAS-2 and teacher and parent forms).



inclusive settings.

Slide 43—Effect on Peers Without Disabilities

In addition to examining the outcomes of inclusive education on students with disabilities, researchers have examined the impact of inclusive education on students without disabilities and the preferences of their parents. Parents have consistently supported inclusive education, believing that their children benefit from inclusive education both academically and socially. A number of studies have also looked at outcomes on students without disabilities, with findings ranging from no impact on academic performance, to academic gains, to social gains for these peers. In summarizing the literature on the impact of inclusive education on peers in general education settings, no research has indicated a negative impact.

Effect on Peers Without Disabilities

- Parents believe that inclusion benefits their child academically and socially (Peck et al., 2004).
- No effect on academic performance of typical peers:
 - Ruijs et al., 2010
 - Salend & Duhaney, 1999
 - Dessemontet & Bless, 2013
 - Sharpe, York, & Knight 1994
- Positive academic gains for typical peers:
 - Cole et al., 2004
- Positive social gains for peers:
 - Kalambouka, Farrell, & Dyson 2007

Slide 44—Values

Along with guiding principles and empirical evidence, a set of core values has guided the implementation of inclusive practices. These include the inherent dignity of all people, educational equity, valued life outcomes, and a presumption of competence. These values, along with the guiding principles and empirical evidence, further support educational teams in advocating for inclusive practices.

Values

- Inherent dignity.
- Educational equity.
- Valued-life outcomes.
- Presumption of competence/Credo of Support.

Values

Empirical Evidence

Guiding Principles

Inclusion

CEEDAR

IDEAs that Work
U.S. Office of Special Education Programs

Slide 45—Dignity

Human dignity is at the heart of the social justice and disability rights movements. Dignity can be defined as a perception of respect and competence that allows a person to feel valued, be the authentic version of themselves, grow and learn, and value and care about others (Hill & Tollerud, 1996). Too often, people with disabilities are treated in a manner that revokes dignity—choices are made for them; they are forced to comply with tasks and activities that others demand of them; they experience physical harm, frustration, and loneliness; and they complete functions and tasks that are undesirable or meaningless, usually all in the name of treatment. Think of typical experiences of students with disabilities: Green

Dignity

Each person is important

- All have the right to an enviable life
- All have the right to dignity

CEEDAR

IDEAs that Work
U.S. Office of Special Education Programs

Team (or picking up trash and recycling on campus), having limited options of courses to take, being assigned friends, exclusion from extracurricular events, completing endless worksheets, having staff talk about your health care and private needs in a public space, and being restrained and secluded. Certainly, this is not an exhaustive list, and unfortunately, the list of undignified experiences of people with disabilities is very lengthy.

Those who promote inclusive practices see value in also promoting dignity. This is facilitated by including students with disabilities in normative experiences, offering choices, providing opportunities for developing trust and friendship, and facilitating self-determination, among others.

Slide 46—Educational Equity

Promoters of inclusive practices also believe that education is a right for all, not a privilege for a few. As illustrated in this slide, inclusion advocates further realize that to give all students the right to education and inclusion, we must not treat people with equality—we must provide to each according to their needs (Lavoie, 1989).

The slide is titled "Educational Equity" in a blue box at the top. Below the title is a photograph of a baseball game in progress, with a crowd of spectators in the stands. In the foreground, three stylized human figures of different heights are standing on wooden crates of varying heights to watch the game. The tallest figure is on the tallest crate, the middle figure is on a medium crate, and the shortest figure is on the shortest crate. This visual metaphor illustrates the concept of equity, where resources are distributed based on individual needs to ensure everyone has an equal opportunity to succeed. At the bottom of the slide, there is a graphic of a computer keyboard. In the bottom left corner, there is a logo for CEDAR (Center for Educational and Disability Assistance Research). In the bottom right corner, there is a logo for IDEA's that Work, U.S. Office of Special Education Programs.

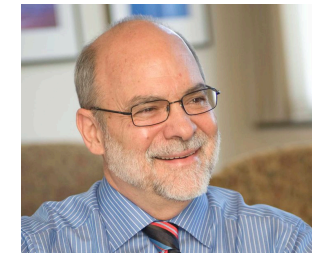
Slide 47—Educator’s Oath

The Hippocratic Oath is familiar to most of us; physicians swear to first do no harm while treating patients. The Hippocratic Oath is readily applicable to educators, as well. In other words, it is advisable that the decisions teachers make should first do no harm to their students in terms of dignity, self-determination, developing relationships and memberships, and learning of skills. Professor Biklen has also proposed that educators may abide by the presumption of competence. As you can see from the quote above, this presumption asks us to make the least dangerous assumption—in other words, an inability to speak does not mean that a person does not have anything to say, and an inability to demonstrate what is known does not mean that a person is incompetent.

Educator’s Oath

- Hippocratic Oath
- Presume competence:
“Difficulties with demonstrating ability are not to be taken as evidence of intellectual incompetence . . . [Rather] as a matter of basic sensitivity and good educational practice, educators must presume that the person is intelligent.”
1990

Prof. Doug Biklen



Slide 48—Credo of Support

To summarize the values that drive inclusive practices, watch the Credo of Support at <https://www.youtube.com/watch?v=wunHDfZFxXw>

Credo of Support



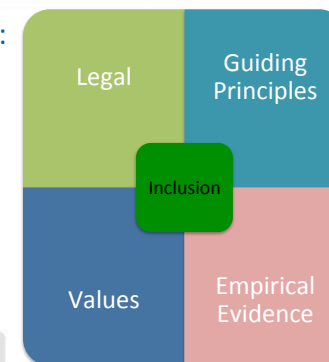
Slide 49—Legal Guidelines

Finally, we will discuss the legal guidelines that support the provision of inclusive education.

Two key mandates of IDEA, the least restrictive environment (LRE) provisions, and the free appropriate public education (FAPE) requirement have implications for and provide foundations for inclusive education. Furthermore, there exists a body of case law through which the judicial system has helped interpret each of these mandates.

Legal Guidelines

- IDEA 2004 Mandates:
 - Least restrictive environment (LRE) provisions.
 - Free appropriate public education (FAPE) requirement.
- Case law-judicial standards of review.



Slide 50—Least Restrictive Environment Mandate

There is currently no legal definition of inclusive education. Instead, the LRE mandate is used to address the presumptive right for all students with disabilities to be educated alongside their same-age peers without disabilities in general education classrooms and environments. Schools are to make good faith efforts to provide **ALL** students with education in the least restrictive settings with appropriate individualized supports and services. The assumption is that a student would only receive special education services in a more restrictive setting if an appropriate education could not be provided in the general education setting with supplemental aids and services.

LRE Mandate

“States and school districts must establish policies and procedures to ensure that ‘to the maximum extent appropriate, children with disabilities, including in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily’” (IDEA, 20 U.S.C. §1412).

Slide 51—Free Appropriate Public Education

The FAPE mandate requires that a student receives IEP developed and implemented to meet the unique needs of the student as identified by evaluations, observation, and the student’s educational team and from which the student receives educational benefit. FAPE necessitates the special education and related services be coordinated to ensure that the student is able to make measurable and meaningful progress in the LRE.

FAPE Requirement

According to IDEA, “free appropriate public education means special education and related services that—

- (A) have been provided at public expense, under public supervision and direction, and without charge;
- (B) meet the standards of the State Educational Agency;
- (C) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (D) are provided in conformity with the individualized education program required under [this law]” (IDEA, 20 U.S.C. §1401(9)).



Slide 52—Case Law-Judicial Standards of Review

As previously mentioned, a number of seminal court cases have assisted in the interpretations of the LRE and FAPE mandates and have resulted in the establishment of judicial standards of review. A considerable amount of litigation has arisen out of disputes between families and the school districts regarding FAPE and LRE. These five cases and the standards or tests that arose from the court decisions have important implications for FAPE and LRE.

Case Law-Judicial Standards of Review

- Board of Education v. Rowley (1982).
- Cypress-Fairbanks Independent School District v. Michael F (1997).
- Roncker v. Walter (1983).
- Daniel R.R. v. State Board of Education (1989).
- Sacramento City Unified School District v. Holland (1994).



Slide 53—Board of Education of the Hendrick School District v. Rowley (1982)

Board of Education of the Hendrick Hudson School District v. Hudson School District v. Rowley (1982) was the first ruling by U.S. Supreme Court case in relation to FAPE. The Supreme Court decision established a minimum standard for what constitutes FAPE.

Board of Education of the Hendrick Hudson School District v. Rowley (1982)

- Supreme Court decision established a minimum standard for what constitutes FAPE.
- “We hold that the state satisfies the FAPE requirement by providing personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction” (Rowley pp. 203-204).



Slide 54—Rowley Standard/Two-Part Test

The U.S. Supreme Court developed the Rowley Standard or Two-Part Test to be used to determine if a school has provided FAPE as required by IDEA. To determine if a school has provided FAPE, it must be determined (1) whether the procedural requirements of IDEA have been met and (2) whether the students’ individualized (IEP) and the special education services being provided educationally benefit the student. Educational benefit means that the educational program must be likely to produce meaningful, not trivial, progress. What constitutes a meaningful education can only be determined on a case-by-case basis.

Rowley Standard/Two-Part Test

- Has the school complied with the procedures in the act (i.e., IDEA)?
- Is the IEP reasonably calculated to enable the child to receive educational benefits?



Slide 55—Cypress-Fairbanks Independent School District v. Michael F. (1997)

In the case of Cypress-Fairbanks Independent School District v. Michael F., the U.S. Court of Appeals of the Fifth Circuit used the following four factors to determine whether the school district had provided an appropriate education:

- Was the program individualized on the basis of the student's assessment?
- Was the program in the LRE?
- Were the services provided in a collaborative manner by key stakeholders?
- Were positive academic and non-academic benefits demonstrated?

Cypress-Fairbanks Independent School District v. Michael F. (1997)

Four-part test devised:

- Was the program individualized on the basis of the students assessment?
- Was the program in the LRE?
- Were the services provided in a collaborative manner by key stakeholders?
- Were positive academic and non-academic benefits demonstrated?

Slide 56—Roncker v. Walter (1983)

Although the LRE mandate is one of the most legally contested requirements of IDEA, to date, the U.S. Supreme Court has not accepted a case to interpret this mandate. Nevertheless, a number of important cases have been heard and decisions made by U.S. Courts of Appeals.

One of the earliest decisions was made by the U.S. Court of Appeals for the Sixth District in the case of Roncker v. Walter (1983). This decision is known as the Roncker portability test and states: “In a case where the segregated placement is considered superior, the court should consider whether the educational services which make that placement superior could feasibly be provided in a non-segregated (i.e., integrated) setting, If they can, the placement in the segregated school would be inappropriate under the Act” (Roncker, p. 1063).

Roncker v. Walter (1983) (The Roncker Portability Test)

- Can the educational services that make a segregated placement superior be feasibly provided in an unsegregated (i.e., integrated and inclusive) setting?
- If so, the placement in the segregated setting is inappropriate.

Slide 57—Daniel R. R. v. State Board of Education (1989)

In another key court case regarding the LRE mandate, Daniel RR v. State Board of Education, the U.S. Court of Appeals for the Fifth Circuit developed a two-part test to determine if a school was providing a student education in LRE. First, it must be decided if education in the general education classroom with supplementary aids and services was achieved satisfactorily. In other words, has the school attempted to provide accommodations and modifications for the student with disabilities in the general education classroom? If a school passes the first part of the test, then it must be determined if the school has integrated the student to the maximum extent appropriate.

Daniel R.R. v. State Board of Education (1989) (The Daniel Two-Part Test)

- Part 1: Can education in the general education classroom with supplementary aids and services be satisfactorily achieved?
- Part 2: If it cannot, and the student is removed, is he/she integrated to the maximum extent appropriate?



Slide 58—Sacramento City Unified School District v. Holland (1994)

In the case of Sacramento City Unified School District v. Holland, The U.S. Court of Appeals for the Ninth Circuit affirmed a decision made by the district court. The district court considered the following four factors in making its decision regarding whether the student was provided an appropriate education in the LRE:

- 1) Educational benefits of the general classroom with supplementary aids and services v. special education classroom: This factor concerns the educational benefits available to a student in the general education classroom with appropriate supports and services compared to educational benefits of the special education classroom. In

Sacramento City Unified School District v. Holland (1994) (The Rachel H. Four-Factor Test)

- Factor 1: Educational benefits of the general classroom with supplementary aids and services versus special education classroom.
- Factor 2: Non-academic benefits of general versus special education classroom.
- Factor 3: Effect of the student on the education of others.
- Factor 4: The cost of mainstreaming.



this case, the school district did not establish that the educational benefits of the special education classroom were better than the educational benefits of the general education classroom.

- 2) Non-academic benefits of general v. special education classroom: This factor concerns whether there are non-academic (e.g., social and communication skills) benefits.
- 3) Effect of the student on the education of others: This factor examines the impact of the student with disabilities' presence on other in the general education setting (e.g., impact on teacher's ability to teach other children).

The cost of mainstreaming: This factor involves evaluating the cost of placement in the general education classroom. A school would need to provide persuasive evidence that it would be significantly more expensive to educate the student in the general education class.

Slide 59—From Oberti Decision (1993)

As this quote from the *Oberti v. Board of Education of the Borough of Clementon School District* implies, there is a congressional preference for including students in the age-appropriate, general education classroom.

From Oberti Decision (1993)

“The Act’s strong presumption in favor of mainstreaming . . . would be turned on its head if parents had to prove their child was worthy of being included, rather than the school district having to justify a decision to exclude the child from the regular classroom.”



Slide 60—Implementing Inclusion

The previous slides have discussed the rationales for inclusive education; we now turn our attention to practices and strategies for implementing effective inclusive education. We start with defining team members and roles and then will move into a discussion of leadership activities to implement and sustain inclusive practices in K-12 settings.

Implementing Inclusion



Slide 61—Collaborative Team Members

This slide shows a list of collaborative team members often responsible for implementing inclusive services. This list is not exhaustive. Some students may require different types of support, based on their individual needs.

For some team members who have worked in/experienced traditionally non-inclusive schools, these roles and responsibilities as a collaborative team member may require change in their previous practice.

In the following slides, the roles of each of the key team members in inclusive schools will be discussed in more detail.

Collaborative Team Members

- General Educator
- Special Educator
- Related Services Personnel (e.g., speech-language pathologist, occupational therapist, physical therapist, reading specialist, etc.)
- Paraeducators
- Parents
- Student
- Peers
- Principal

Slide 62—Key Team Member Roles in Inclusive Schools

Give participants time to read the slide and discuss the roles and responsibilities of the team member and the possible implications.

Key Team Member Roles in Inclusive Schools

- General educator:
 - Welcome **ALL** students as members of the general education classrooms.
 - Uses UDL to design and implement accessible curriculum and instruction.
 - Shares in the responsibility to develop accessible instructional materials for all students.
 - Participates in team meetings to plan instruction and supports.
 - Works with special educators to evaluate work of students with disabilities.



Jorgensen, Fischer-Mueller & Prud'homme, 2014



Slide 63—Key Team Member Roles in Inclusive Schools

Give participants time to read the slide and discuss the roles and responsibilities of the team member and the possible implications.

Key Team Member Roles in Inclusive Schools

- Special educator:
 - Serves as Inclusion facilitator for students with disabilities and/or co-teacher.
 - Develops students' IEP goals based on general education standards and functional skills in collaboration with team members.
 - Facilitates regularly scheduled meetings for instructional planning and designing supports for students' full participation in general education instruction.
 - Shares in the responsibility to develop accessible instructional materials for all students.



Jorgensen, Fischer-Mueller & Prud'homme, 2014



Slide 64—Key Team Member Roles in Inclusive Schools

Give participants time to read the slide and discuss the roles and responsibilities of the team member and the possible implications.

Key Team Member Roles in Inclusive Schools

- Related services personnel (e.g., speech-language pathologist, physical therapist):
 - Writes goals and objectives that prioritize skills for students to participate meaningfully in general education instruction and typical social relationships.
 - Integrates services within the instructional routines and typical social activities of the general education classroom and settings.

Jorgensen, Fischer-Mueller & Prud'homme, 2014



Slide 65—Key Team Member Roles in Inclusive Schools

Give participants time to read the slide and discuss the roles and responsibilities of the team member and the possible implications.

Key Team Member Roles in Inclusive Schools

- Paraeducator:
 - Contributes to the development of the educational program, instructional plans, and activities for the student.
 - Supports the implementation of instructional programs; facilitates learning activities; collects student data; and carries out other assigned duties (e.g., supervise students at lunch or recess, provide personal care supports to students, do clerical tasks) based on plans developed by the teachers and special educators.



Slide 66—Key Team Member Roles in Inclusive Schools

We would be remiss to not discuss that parents/family members, peers, and, of course, the student him/herself are valued members of the student’s team in inclusive schools. Parents and/or other family members provide valuable knowledge, information, and understanding of their child that is essential for the team to consider. Educational teams must take into consideration how the student with disabilities can be actively involved on his/her team in order to share his/her preferences, interest, etc. Peers can provide natural supports to the student throughout the school day. Both the student and peers can participate in “circle of friends” to increase understanding and acceptance of individual differences and brainstorm strategies to support the meaningful participation and inclusion of students with disabilities. Circle of friends will be discussed later in this presentation.

Again give participants time to read the slide and discuss the roles and responsibilities of the team member and the possible implications.

Key Team Member Roles in Inclusive Schools

- Parents/family members:
 - Share knowledge and understanding of the student that is valuable to the team.
 - Assist other team members in assessing the student’s skills.
 - Collaborate with other team members to identify priority goals for instruction.
- The student:
 - Shares with other team member’s his/her preferences, interests, etc.
 - Participate in “circle of friends.”
- Peers:
 - Provide natural supports to the student in the classroom, cafeteria, play yard, hallways, etc. throughout the school day.
 - Participate in “circle of friends.”



Slide 67—Key Team Member Roles in Inclusive Schools

Finally, the principal is another key member in inclusive schools. In fact, strong leadership and support for inclusive practices by the principal is consistently documented as a critical component of inclusive reform.

We will now discuss administrative and teacher leadership for inclusive education in more detail.

Key Team Member Roles in Inclusive Schools

- Principal:
 - Provide support and allocate resources to ensure the successful education of all students.
 - Ensure the fidelity of implementation of MTSS.
 - Demonstrate values of inclusive education through leadership and administrative activities.
 - Support inclusive practices through professional and staff supervision and development.

Jorgensen, McSheehan & Sonnenmeir, 2010



Slide 68—Importance of Leadership

While researching inclusive education and the factors that act as barriers and facilitators of inclusive education, strong leadership and support for inclusion is consistently documented as a critical component of inclusive reform. Likewise, lack of leadership and commitment to inclusive education can act as a substantial barrier to inclusive education. Leadership from administrators (i.e., school or district level) in supporting inclusive practices can be critical to inclusive reform and sustainability. However, committed leadership from teachers can also be a key factor in developing and sustaining inclusive practices. For the rest of this section, we will discuss leadership for inclusive education.

Importance of Leadership

“Systematic change toward inclusive education requires passionate, visionary leaders who are able to build consensus around the goal of providing quality education for all learners . . . [Study after study found] administrative support and vision to be the most power predictor of moving toward full inclusion.”

— Villa, Thousand, Meyers, & Nevin, 1996



Slide 69—Administrative Leadership

A research study by Fuchs (2010) found that teachers requested administrative leadership for inclusive education in specific areas. Practicing teachers wanted in-service/professional development (PD) opportunities to learn more about teaching diverse students in general education classes. They also wanted reasonable class sizes that would enable them to meet the needs of all students, along with time allocated to collaborate and plan with special education staff. Last, teachers in this study wanted more support from special education staff in terms of planning instructional activities and making adaptations in the classroom.

Slide 70—Administrator Leadership

Another recent research study has further investigated the factors that sustained a highly successful inclusive school. In this study, McLeskey, Waldron, and Reed (2014) found that the administrator in this effective inclusive school took a flexible but efficient approach to allocating resources. Specifically, the elementary teachers in this school were required to teach given subjects at specific times. Teachers were not allowed to simply teach reading whenever they wanted to, for example. Instead, they needed to provide reading instruction on a given schedule so that special education co-teachers could schedule supports and be available during literacy instruction. Next, the principal at this school set the bar for high expectations

Administrative Leadership

- In-service support/professional development (PD).
- Class size support.
- Collaboration and planning time.
- Sharing duties with special education staff.

Administrative Leadership

- Flexible use of resources (e.g., shift personnel).
- Distributed decision making.
- Data-driven instruction.
- Coaching.
- Emphasis on all students.

but did not micro-manage how teachers provided instruction to meet those goals. When administrators spend too much time telling teachers how to teach and do not give enough power and time to teachers to actually teach, teachers become frustrated and overwhelmed (e.g., Sindelar et al., 2006). The major caveat in McLeskey's study was that teachers were given the power to make instructional decisions, but they were required to continually look at school- and grade-level data to make instructional changes as needed. This kind of reflective practice gives teachers the tools and information they need to make conclusions about the effectiveness of their teaching, and then make changes as needed. The principal in McLeskey's study also provided high-quality PD for inclusive education. This focused on teacher-identified supports and needs and was not expert centered. That is, rather than bringing in an outsider to provide PD, teachers at this school developed a learning community in which teachers coached one another and provided support to one another that was embedded over time and in real-classroom contexts. Finally, the principal at this school created the vision of inclusive education as reflecting all students (e.g., students who are gifted, students with disabilities, students who are learning English). By emphasizing the ideal of meeting the needs of all learners and acting as a warm demander who has high expectations and caring support to reach those expectations, the principal created a climate at this school where all teachers were empowered to teach and support all students.

Slide 71—Administrative Leadership

Sindelar and colleagues (2006) have followed a middle school for several years that began implementing important inclusive education reform and have seen the consequences of turnover in leadership in terms of sustaining that reform. The first principal set about making major commitments to inclusive education, including building a community of teachers committed to inclusive principles. These teachers met regularly and discussed the importance of inclusive education and designed instructional practices together, such as teaming and co-teaching, to realize their vision. The principal also committed to incorporating inclusive practices into hiring new teachers. The second principal was similarly committed to inclusive education, which helped sustain the practices at this school for several years. However, by the time the third principal was hired, the school had grown in size, and the principal had a different set of priorities. In turn, the school became less inclusive because was no longer a common vision, and educational teams were responding to different pressures, largely taking the lead from the current principal. The principal no longer made sure to hire teachers who shared a commitment to inclusive education, and, thus, by the end of this study 5 years later, students with disabilities were no longer being included in general education classes.

Administrative Leadership

- Build a community/coalition based on principles.
- Create and work to sustain a vision.
- Hiring practices.

Slide 72—Administrative Leadership

Watch the *Administrative Leadership* video on <http://www.swiftschools.org/#implementation> [video is less than 2 minutes in length].

Ask participants to identify the qualities that promote inclusive education and demonstrate leadership for inclusive education.

Administrative Leadership



Slide 73—Teacher Leadership

Ideally, leadership for inclusive education will come from district- and site-level administrators. However, leadership cannot come from these sources alone. Teacher leadership is critical for effective inclusive education. Teachers act as leaders by collaborating with others and developing relationships (e.g., offering assistance or consultation as needed to administrators and colleagues, becoming a member of the school team to address the intervention needs of all students, initiating the shift in thinking from *my* students to *our* students for themselves and colleagues). Participating in department, school, and district teams, such as parent-teacher associations or intervention teams can help teachers learn more

Teacher Leadership

- Take on collaborative roles.
- Lead by example.
- Develop and articulate a vision.
- Advocate for inclusive education.

about the school culture, organization, and politics. This can further help teachers identify resources, develop resources, and share a philosophy and practice of inclusive education. Teachers can further develop leadership roles by participating in activities that require collaborative relationships, such as extra duty (e.g., chaperoning a dance) or just eating lunch with colleagues. Building trust and rapport with colleagues and successfully communicating and negotiating with different groups will help develop the skills require to lead and advocate for inclusive education. Teachers act as leaders when they demonstrate excellence; teachers are viewed as more effective when others view her as being knowledgeable and skilled. Teachers also act as leaders when they develop and share a vision for inclusive education. Articulating this vision to others provides a foundation on which to build a community. Last, teachers act as leaders for inclusive education when they advocate for inclusive practices. Teachers can advocate for students to be placed in general education settings, advocate that those settings have a range of supports in place to support students and student learning, and develop systems of supports for all students to be successful by collaborating with others.

Slide 74—Administrative Support for Teacher Leadership

School administrators play an important role in supporting teacher leadership. They help teacher leaders to identify important committees on which to serve such as committees for adopting new textbooks. School administrators can also support teacher leadership by allocating time or resources to support teacher leadership such as permitting teacher leaders to attend leadership or management conferences and providing release time for teachers to engage in leadership activities. Last, and perhaps most importantly, school administrators can support teacher leadership by creating space for teacher leadership. This can be done by sharing insights, rationales, and providing emotional support to teachers who take on these important leadership roles.

Administrative Support for Teacher Leadership

- Create a safe environment.
- Support open communication and exchange of ideas.
- Provide feedback.



Slide 75—Capacity Building

SWIFT schools have identified a series of activities that can be completed to build capacity of local schools and districts to implement inclusive education. The following actions can be used to initiate this process.

First, identify who the stakeholders are. This may include teachers, administrators, parents, and related services providers. Equally important is to determine who should be involved in the process. For example, perhaps the school secretary or a community agency play key roles and should be involved in the process.

Second, work from an area of strength. This involves identifying what is working well in the district or school in terms of providing services to students with disabilities. Those things that are working well should be strengthened, and not abandoned, while implementing inclusive school reform.

Third, teams should identify those values from which you will not stray. This non-negotiable list will be developed as a team, and is the vision that will sustain the team on the journey.

Last, any decision made must align with the beliefs that you have articulated. This can be done explicitly by checking with your written list.

As an extension activity, look at the Stoughton School District values

Capacity Building

- Identify stakeholders.
- Work from a place of strength.
- Establish the list of non-negotiables.
- Ensure that all decisions align with articulated beliefs.

on page 4 of the SWIFT website:
<http://www.swiftschools.org/Common/Cms/Documents/SWIFT%20CENTER%20ISSUE%20BRIEF%203%20Revised.pdf>. Participants can use this as a model to develop their own list of non-negotiables.

Slide 76—Administrator’s Roles and Responsibilities

Although variation in roles and responsibilities will occur across schools, districts, and states, the administrator plays a critical role in making sure that all team members effectively work together to meet the needs of all students. At the core of all teams are the general and special educators who must work closely together to meet the needs of a range of students. The administrator plays an important role in matching these team members together by considering their strengths, giving them time to plan, and making sure they operate efficiently and effectively. This may be done by asking teachers and staff to name colleagues with whom they believe they are best suited to collaborate while also using their own knowledge of staff strengths and personalities to create teams. Once teams are created, it will be critical to invest in supervising and providing feedback to the teams. The administrator should set expectations that teams use planning time to develop differentiated lessons and unites with appropriate adaptations for all learners, that all adults in the classroom have meaningful roles during instruction, and that a variety of instructional and co-teaching practices are incorporated every day in the classrooms. During walk-throughs and observations, the administrator should see that students are heterogeneously grouped. These positive examples of co-planning

Administrator Roles and Responsibilities

- Develop collaborative instructional teams.
- Set and supervise inclusive instructional expectations.
- Provide time for planning.
- Provide PD.
- Inclusive hiring practices.

and co-teaching must be celebrated. Administrators should also provide constructive feedback when they see students with disabilities grouped together or adults having less than meaningful engagement in classrooms.

Teams should have 40-60 minutes of joint planning one to two times per week. Creating a master schedule in which instructional teams have this common planning time is a priority.

The administrator's role is to provide teams with PD related to collaboration, co-teaching, and inclusive instruction. This must be ongoing and built into the culture of the school. Consider using coaching as a means of pairing teachers together to provide ongoing PD with constructive feedback to one another.

Last, the administrator plays an important role in hiring teachers and paraeducators who support an inclusive philosophy. It is critical to hire colleagues who work well with others, share a commitment to educating all students, and have the collaborative and teaching skills to implement inclusive practices.

Slide 77—Sustaining Inclusive Education

After inclusive education has been developed, the administrator will take an important role in sustaining those activities.

The administrator must take an active role in purposefully and authentically communicating with others their vision and values. This may mean reaffirming their belief in inclusion to others, asking questions of others to gauge their practices and commitment, and explaining the impact of a decision someone made.

Leaders in the inclusive education movement benefit from having colleagues with whom they can talk and gain support from. These networks diminish the sense of isolation and loneliness that often characterize this hard work.

Leaders also recognize the value of shared decision making and empowering others to create a sense of ownership in decisions. Leaders in the inclusive education movement delegate and trust others. Developing teacher leaders can be an important piece to sustaining inclusive education.

Next, leaders engage in ongoing professional learning to help leaders accomplish their agenda and overcome the barriers they will experience.

Last, it is important for leaders to engage in the activities that

Sustaining Inclusive Education

- Communication.
- Supportive network.
- Empower others.
- Professional learning.
- Self-care.

promote their well-being as leaders and as humans. Taking time to engage in mindful diversions, exercise, and fun outlets can reduce stress and prevent burnout. The road toward inclusive education is fraught with struggles and difficulty, making it all the more important for leaders to invest in themselves so that they can, in turn, invest in others.

Slide 77

Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

- Jack Welch