




Inclusive Education and Family Partnerships

CONNECTING FAMILIES AND TEACHERS IN HAWAII



Earn Your Inclusion SPIN Conference Badge

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- Cut out the Inclusion badge
- Wear it proudly during the SPIN Conference
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Let our classrooms
reflect our vision
of equality and
justice for all.

www.theinclusiveclass.com

Here's what we'll cover in this presentation...

- What is Inclusive Education?
- What are its benefits for ALL students?
- What does IDEA say about inclusion?
- How successful are Hawaii public schools in including students with disabilities?
- What kinds of strategies support inclusive practices?
- What is the decision-making process re: supports?
- What do most families want from inclusive classrooms?
- What can families do to partner with schools for an inclusive education for their child?

What is Inclusive Education?

Hawaii's Board of Education in developing it's 2016 policy on Inclusion described it this way:

“Inclusion is defined as the provision of education to each student with a disability with support services in the school or classroom they would otherwise attend to the maximum extent appropriate and in the manner which benefits the student with a disability.”



Inclusion is also a philosophy



“Inclusion is a philosophy and a practice that ensures that every student is a full and accepted member of the school community, and that their individual needs are the only ones considered. Not labels, not places, not ratios, not convenience.”

--Stetson & Associates

“Inclusion assumes that living and learning together is a better way that benefits everyone, not just students who are labeled as having a difference.”

--Falvy & Givner

What does inclusion really mean?

In order for a classroom to be truly considered as providing inclusive education it would have to conform with all of the elements listed at the right.

Placement

Students are educated in the general education classroom to the extent appropriate.

Expectations

Expectations are high for ALL students.

Instruction

All instruction is standards-based.

Curriculum

The curriculum for all students is the general education curriculum.

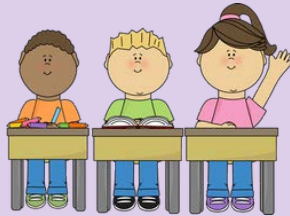
Decisions

Decision making is based on student needs, not on labels or places.

Supports

Individualized supports are available when needed.

What are some of the **instructional benefits** of inclusive education?



Differentiated Instruction



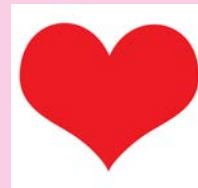
Effective Use of Resources



Higher Expectations



Peer-to-Peer Interactions



A Culture of Belonging



Improved Behavior

Here are
more
findings from
research:



Students with disabilities who spend more time in general education classes are closer to grade level in their reading and math abilities, and have higher test scores than student in more segregated settings. Included students also experience fewer disciplinary incidents.

(Wagner & Blackorby, 2007)

Students *without* disabilities in inclusive classrooms also make positive academic gains in reading and math.

(Waldron, Cole and Majd, 2001)

Language skills of preschool children improve in an inclusive setting.

(Justice, Logan, Lin & Kadervavek, 2014)

Students with disabilities who are educated alongside their peers without disabilities have better outcomes related to graduation, postsecondary education and employment.

(Hehir et al., 2014 and Wagner et al., 2007)

What does I.D.E.A. say about inclusion?

IDEA does not use the term “inclusion,” but one of IDEA’s main principles is **least restrictive environment (LRE)**. Here’s what IDEA says about LRE:



School districts must ensure that “to the *maximum extent appropriate*, children with disabilities... are educated with children who are nondisabled; and



“Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if 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.”
(§300.114)

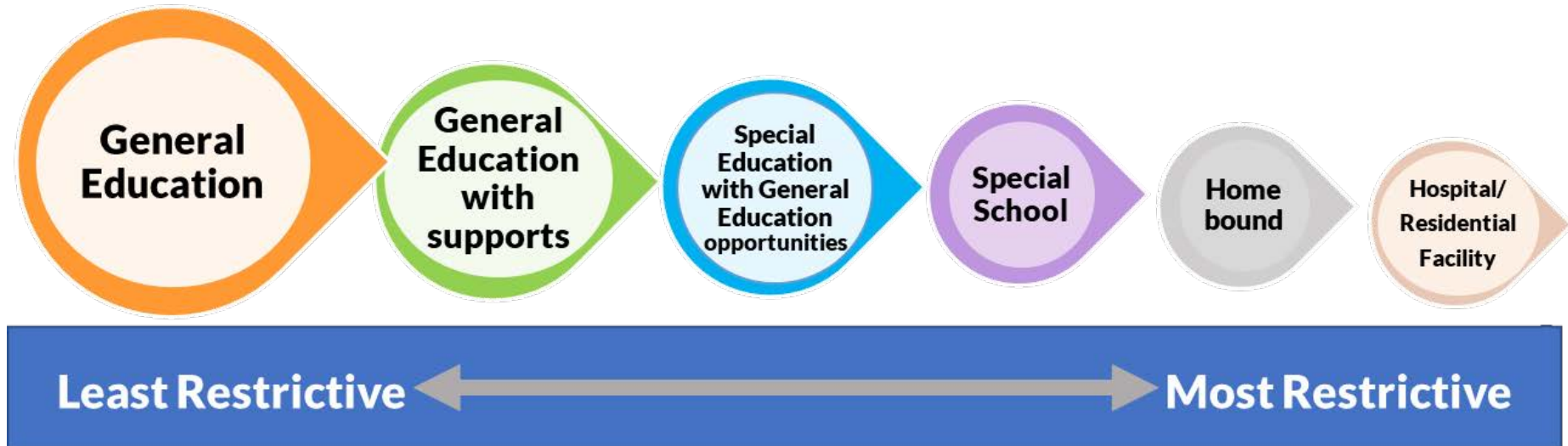
LRE & Alternative Placements



IDEA requires that a continuum of alternative placements be made available to meet the needs of students with disabilities for whom the general education classroom is not appropriate.



This continuum includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. (§300.115)



Inclusion compared to LRE



Inclusion is more than just moving students to a least restrictive environment.

It's also important to be sure students with disabilities are learning (academic inclusion) and building friendships and a sense of belonging (social inclusion).



Inclusive
Education is
both a National
and a Hawaii
priority



The Office of Special Education Programs requires states to report every year on the percentage of students who spend the majority of their time in the general education classroom.





When the issue of placement is decided through due process, courts across the U.S. have historically ruled that when a full-time placement in general education is not appropriate, schools must still ensure that the student is educated with nondisabled peers to the maximum extent appropriate.




Inclusion Rate is a key **Student Success Indicator** in the Hawaii Strategic Plan. Through the **Inclusive Practices**, schools are getting the training and tools to include more students with disabilities.

What strategies support inclusion?

 Multiple teaching/learning approaches


 Nonacademic, extracurricular services and activities supports

 Professional development for staff on Inclusive Practices

 Flexible Grouping

 Family Engagement

 Student-centered Decisions

 Appropriate staffing, planning and collaboration.

 Supporting the needs of ALL learners


If I don't
learn the
way you teach,
then teach the
way I learn!

Accommodations & Modifications

Accommodations

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.



Modifications

A change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

Accommodations & Modifications Examples

Accommodations

Presentation Accommodations:

- Listening to an audio tape instead of reading text
- Getting instructions orally
- Materials in large print
- Having a designated reader

Timing Accommodations:

- Taking more time on a test/task
- Extra time to process directions
- Frequent breaks



Modifications

Curriculum Modifications:

- Grading using a different standard than other students
- Reducing identified benchmarks within a standard
- Being excused from certain projects
- Individualizing materials

Accommodations & Modifications Examples

Accommodations

Response Accommodations:

- Allowing verbal responses or dictating answers to a scribe
- Using a spellchecker
- Typing or tape recording answers

Setting Accommodations:

- Preferential seating
- Taking a test in a small group or a private room
- Having a sensory/fidget tool



Modifications

Assignment Modifications:

- Different assignments (lower-level reading, simplified vocabulary, worksheets, etc.)
- Creating alternate projects or assignments
- Answering different test questions

What is the decision-making process for classroom supports?

Can the student participate in the lesson or activity without additional support?



With accommodations?

With modifications?

With assistive technology?

With behavioral supports or personal supports?

What do most families want from inclusive classrooms?



Research has shown that families choose inclusive education for a variety of reasons, including:

- Appropriate role models for their child,
- Increased opportunities to develop and practice skills such as communication,
- Greater opportunity to develop friendships and other social relationships with peers,
- Access to the same curriculum as non-disabled students,
- Greater access to the larger school community, and
- Their child's right under IDEA to be educated in the least restrictive environment.

From **Inclusive Schools: Good for Families**, 2003 funded by the Office of Special Education Programs

What can families do to partner with schools for inclusive education?



- 1) Ask your school about inclusive education. If there are not good examples available at your child's home school, do some research to learn more about your child's rights and options. Talk to other parents and parent organizations.
- 2) Inclusion does not have to be "all or nothing." If you are hesitant about your child being in an inclusive classroom, ask IEP team members to identify 1-2 classes with gen-ed peers that would interest your child.
- 3) Talk to your child about being in an inclusive classroom. They may be nervous, if they have been learning in a separate classroom. Let them know that supports will be provided to help them be successful.

What can families do to partner with schools for inclusive education?



- 4) At your child's next IEP meeting, after goals have been set, ask if those goals can be met in the general education class with supports.
- 5) Partner with teacher(s) and other team members to come up with a viable plan to include your child with his or her peers.

“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein



Resources

[4 Benefits of Inclusive Classrooms](#), Understood

[A Summary of the Evidence on Inclusive Education](#),
Thomas Hehir et al., 2016

[SEAC's Vision of Inclusive Education](#), Hawaii Special
Education Advisory Council, 2019

[School Inclusion Resource Page](#), Center for Parent
Information & Resources, 2017