



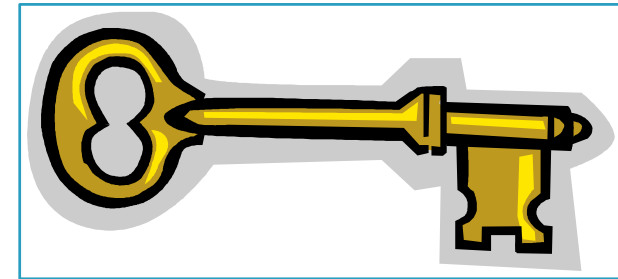
Working Together to Include Children with Disabilities

www.njcie.org



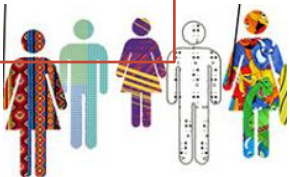
New Jersey Coalition for Inclusive Education, Inc. (NJCIE)

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



NJCIE – www.njcie.org

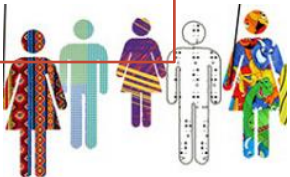
- Parents - Free IEP Consultation and Parent Group Presentations
- Students – Consultation with staff and teachers for the inclusion of students with academic or behavioral challenges
- Schools – Professional Development, training/coaching, and implementation of inclusive education models or practices
- Districts – System-wide change or transformation
- Events:
 - Summer Inclusion Conference – June 25th and 26th
 - NJCIE Honors – Celebrating great inclusive educators
 - NJCIE Poster Contest – Student poster contest \$500 Grand Prize



Qualification and Info from NJ DOE

- The vast majority of the staff in any school are trying to do the best they can for all of their students often under difficult situations.
- People often base their decisions on what is the standard practice in their districts and experience. Inclusion in NJ is not generally standard practice.
- Training and Information provided to educators on inclusion from the NJ DOE as a result of the LRE Lawsuit:

<https://www.nj.gov/education/specialed/idea/lre/year1trainings/>



Question?

What is the criteria for students to be allowed in a general education class?



What is the criteria for a student to be allowed in a general education class?

- Student must be a live human being of appropriate school age
- Student must be enrolled in the school district
- Inclusive education is a right under IDEA. There is no criteria for being “allowed” into a general education classroom.



There is
criteria for
being placed
in a more
restrictive
environment

At every annual IEP meeting, the school district must:

- Consider more inclusive placements.
- Provide justification as to why the student is not being included.
- Show that all supports, strategies, and interventions have been provided and the student is still not making progress toward **their goals** before considering more restrictive placement



Responding to Misconceptions about Inclusion

Myth 1: Separate is better.

Reality: Segregation doesn't work. Whether children are separated based on race, ability, or any other characteristic, a separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.



Responding to Misconceptions about Inclusion

Myth 2: Children must be “ready” to be included.

Reality: All children have to the right to be with other children their own age. A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.



Responding to Misconceptions about Inclusion

Myth 3: Parental support of inclusive education isn't important.

Reality: Parents have been and continue to be the driving force for inclusive education. The best outcomes occur when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and, most of all, TRUST between parents and professionals.



Ways Parents can Support Inclusion

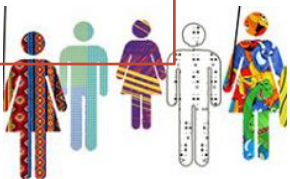
- Encourage their child to participate in activities where she can meet children her same age with different abilities.
- Involve your child in activities in the local area
- Encourage child develop friendships with classmates or other neighborhood children.
- Share goals and expectations with the child.
- Know the rights their child has to an inclusive education.



Brief History of Inclusion

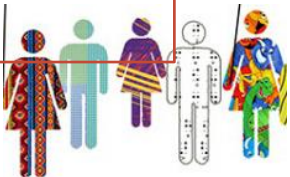
Prior to the **1940's** people with disabilities were:

- segregated from society,
- placed in institutions for long-term custodial care,
- excluded from public education, and
- considered unable to learn or benefit from educational programs.



Brief History of Inclusion

- **1940's - 1960's:**
 - General shift in society's attitudes toward people with disabilities
 - Parent advocacy groups developed
 - Civil rights movement started
- **1970's – 1990's:**
 - Increase in number of court cases
 - Laws passed ('75 what is now IDEA)
 - Shift towards **inclusion** based on supporting research and evidence of the positive impact on students

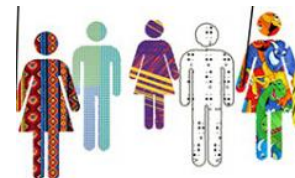


Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act states that all children with disabilities should be educated with non-disabled peers and ensured access to the general education curriculum in the regular classroom to the maximum extent possible.



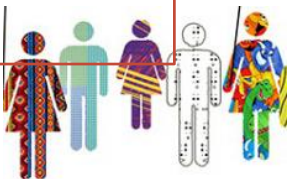
IDEA 2004, Sec. 1401(c)(5)(A)



LRE Standard in NJ Code

- First, the school must consider *full-time* placement within the general education classroom with supplemental supports and services;
- Then, combinations of the general education classroom and more restrictive settings *within the school building*.


Removal to a separate school results only after exhaustion of all placement possibilities with the school building.



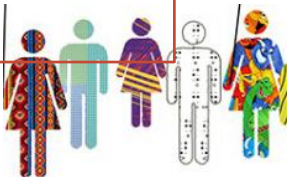
Type of Support	Guiding Questions
Curricular/Instructional Modifications or Specialized Instructional Strategies, Materials, Equipment, Technology	
Instructional Delivery	<ul style="list-style-type: none"> Can the student's participation and learning be increased by differentiated instruction of the general education curriculum? Can the student's participation and learning be increased through the use of different visual aids and materials? Can the student's participation and learning be increased by changing the lesson format (e.g., activity-based lessons, games, simulations, role-plays, experiential lessons, community-based lessons)?
Student Response	<ul style="list-style-type: none"> Can the student's participation and learning be increased by adapting how the student responds to instruction (e.g., answers questions verbally rather than writing; creates a picture or diagram; uses a voice output AT device)
Assistive Technology	<ul style="list-style-type: none"> Can the student's participation and learning be increased through the use of assistive technology equipment, devices and/or services? Can the student's independence be increased through the use of assistive technology equipment, devices, and/or services?
Complexity of the Content	<ul style="list-style-type: none"> Can the student's participation and learning be increased by modifying the complexity of the content?
Positive Behavior Supports	<ul style="list-style-type: none"> Can the student's participation and learning be increased Can the student's participation and learning be increased by teaching a replacement skill to meet the student's needs (e.g., asking for a break, asking for help, asking for attention)? Can the student's participation and learning be increased by teaching skills to increase general competence (e.g., communication, social skills, self-management, play skills)? Can the student's participation and learning be increased by teaching coping skills for times of stress?
Peer Supports	
Flexible Grouping	<ul style="list-style-type: none"> Can the student's participation and learning be increased through the use of flexible groups (e.g., cooperative groups, partner learning, peer tutors)?
Peer Buddy	<ul style="list-style-type: none"> Can the student's participation and learning be increased by assigning a peer buddy?
Adult Supports	
In-Class Resource Program Instruction	<ul style="list-style-type: none"> Is the support of a special education teacher needed to increase the student's participation and learning?
Supplementary Instruction	<ul style="list-style-type: none"> Is the support of a general education teacher needed to increase the student's participation and learning?
Teacher Aide	<ul style="list-style-type: none"> Is the support of a teacher aide needed to increase the student's participation and learning?
Integrated Related Services	<ul style="list-style-type: none"> Is the support of integrated related services (e.g., Speech, OT, PT) needed to increase the student's participation and learning?
Supports for School Personnel	
Consultation Services	<ul style="list-style-type: none"> Does the general education teacher and/or teacher aide need consultation services from a child study team member, special education teacher or related services provider in order to effectively implement the student's program?

Key Points for Parents about Inclusion

All children belong.

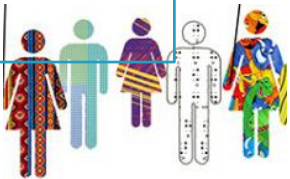


Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.



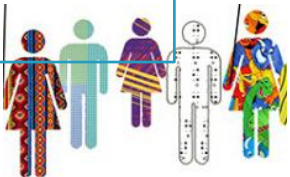
Philosophical Approaches to Education of Students with Disabilities

- Medical Model
- Social Model / Social Justice Model



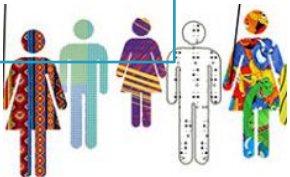
Medical Model

- The medical model of disability views disability as a ‘problem’ that belongs to the disabled individual and in schools we evaluate students for special education in NJ using the “Discrepancy Model.”
- This model might suggest that a disabled person is suffering from an illness, disease, genetic defect or injury that would ideally be “treated and cured.” This way of thinking often makes people want to help by fixing the problem.
- Approach to Education:
 - If the student will not or is not succeeding in the “Least Restrictive Environment” we need to change the student’s placement because the student has an issue.



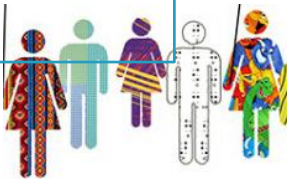
Social Model / Social Justice Approach

- The social model of disability, in contrast draws on the idea that it is society that disables people, through designing everything to meet the needs of the majority of people who are not disabled (PARCC).
- There is a recognition within the social model that there is a great deal that society can do to reduce, and ultimately remove, some of these disabling barriers, and that this task is the responsibility of society, rather than the disabled person.
- Approach to Education:
 - If the student will not or is not succeeding in the “Least Restrictive Environment” we need to alter the conditions or delivery of instruction to support the student; the class needs to change to better support the student.



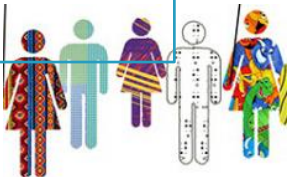
Law

- Brown vs. Board of Education
 - Segregated schools or “separate but equal” is unjust and un-equal; desegregate schools. (social justice)
- Americans with Disabilities Act (ADA)
 - Equal Access for all; no discriminatory practices. (social justice)
- Individuals with Disabilities in Education Act (IDEA)
 - Students should be educated in least restrictive environment to the maximum extend possible.
 - Segregated placements are available. (both medical and social)



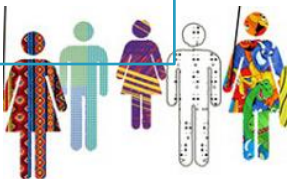
Italy

- Education Laws:
- National Law 118, guarantees the right to public education for children with disabilities in general education classes (1971)
- National Law 517 or Integrazione Scolastica adopted in 1977. This policy outlined specific guidelines for including students with disabilities in general education classrooms
 - maximum size of an integrated (inclusive) class is twenty;
 - limited the number of students with disabilities per class to no more than two; and
 - integrated special services for students with disabilities in the general education classroom



Italy

- Co-taught Classrooms
- Sostegno or Special Educator is dually certified in regular and special education
- He or she collaborates with the regular education teacher, modifying curricula as needed and providing instructional support for all children in the classroom.
- Like the regular classroom teacher, the Sostegno is assigned to a whole class not to an individual student (Ferri, 2008).



Inclusion Trends - Internationally

Percentage of students included:

- Finland 98%
- Iceland 91%
- Italy 99%
- Lithuania 90%
- Norway 90%

- Portugal 93%
- Spain 85%
- Sweden 96%
- Scotland 89%
- **New Jersey 45%**



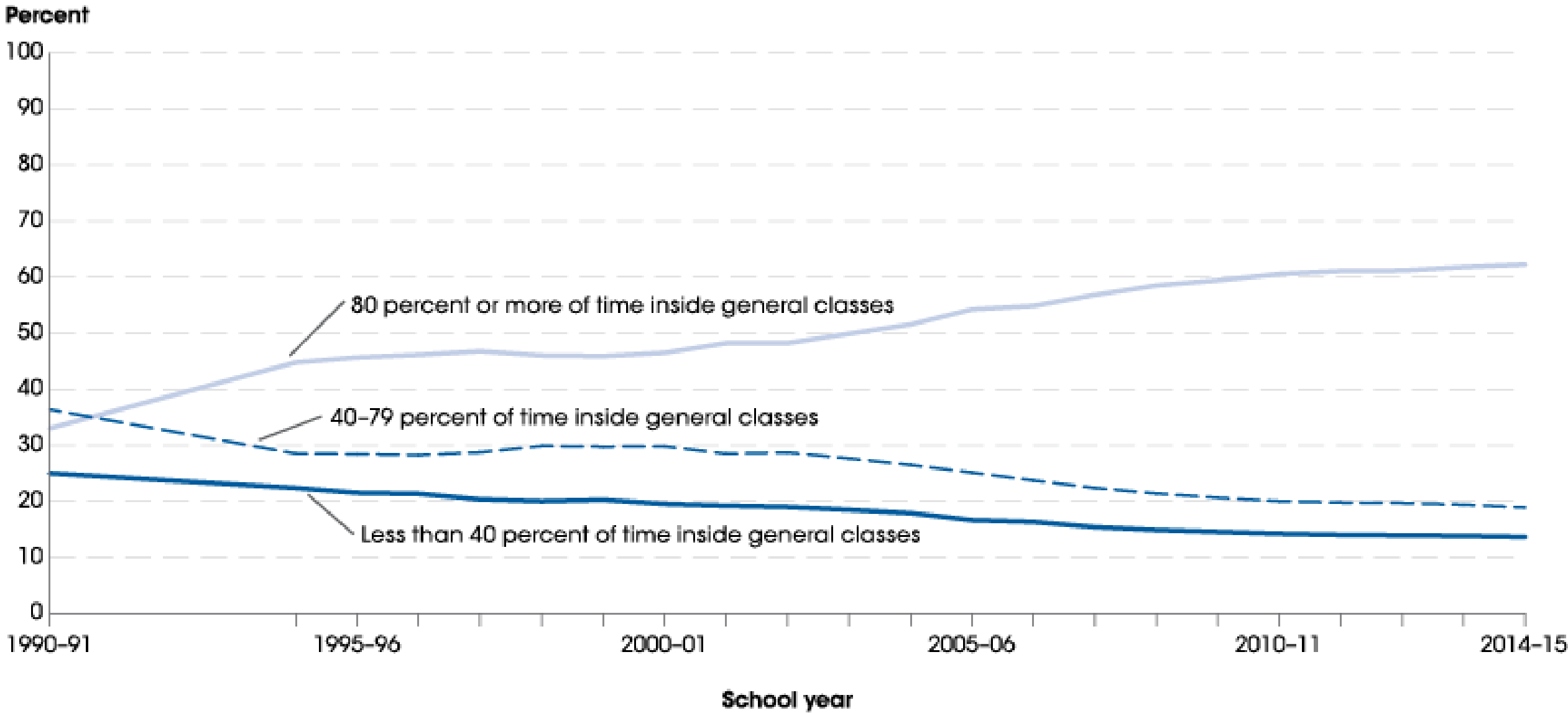
Inclusion Trends - USA

Most Inclusive States (percentage of students included 80% of the day or more):

• Alabama*	83.8%	• Nebraska*	74.6%
• Colorado*	72.1%	• New Hampshire*	72.8%
• Connecticut*	72%	• North Dakota*	75.3%
• Florida*	70%	• Oregon*	72.9%
• Indiana*	70%	• Rhoda Island*	70.7%
• Kansas*	70%	• Vermont*	74.3%
• Kentucky*	72.3%	• New Jersey	45%

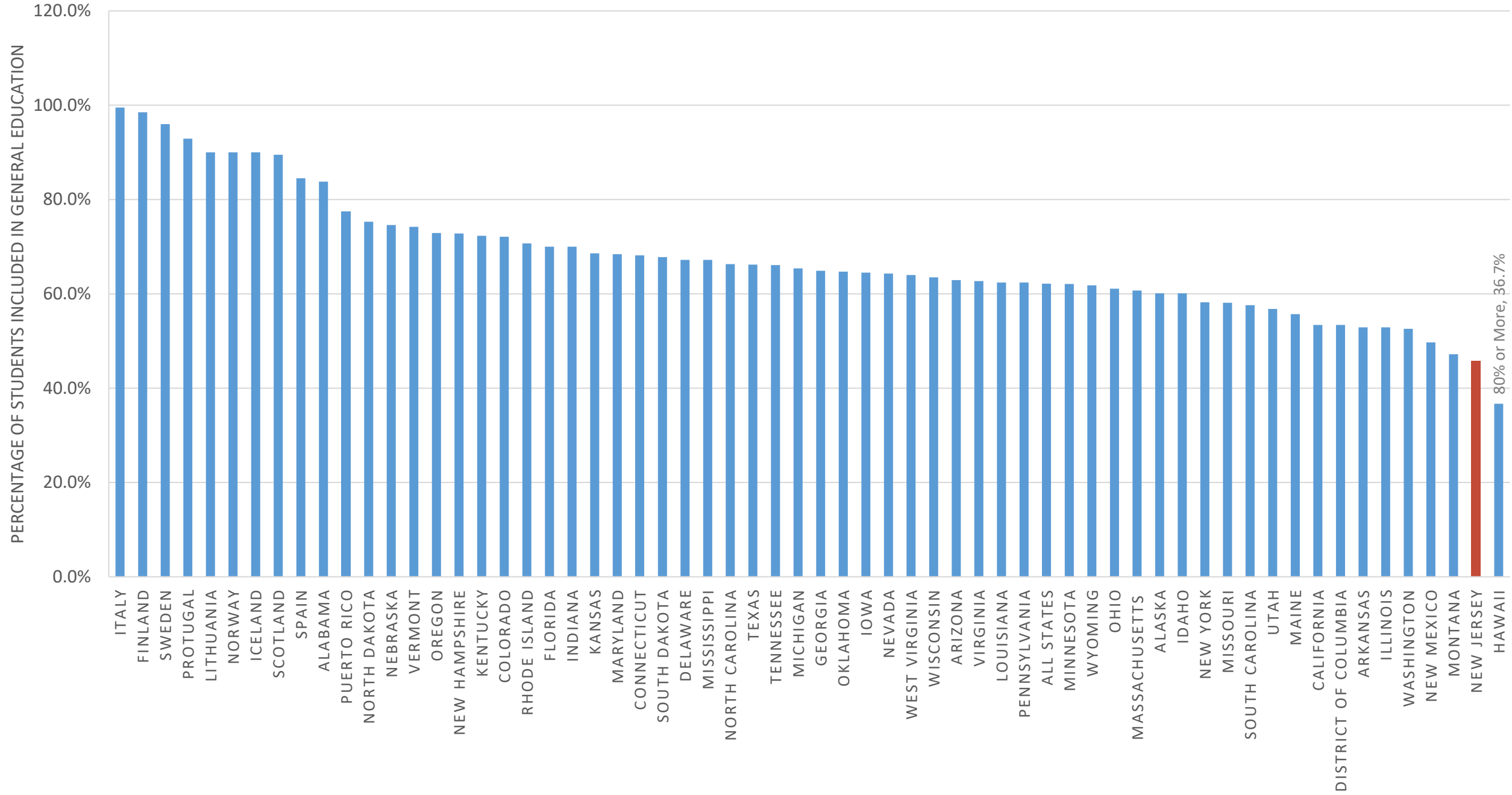
* States that have MTSS implementation resources and guidelines on the DOE websites





SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved November 10, 2016, from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>. See *Digest of Education Statistics 2016*, [table 204.60](#).

INCLUSION 80% OR MORE



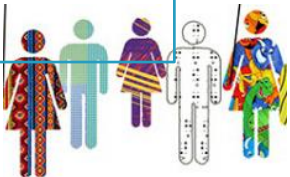
New Jersey vs the World

	Inclusion Rate
Finland	98%
Average All US States	62%
Connecticut	72%
47 Other States	62% Higher than NJ
New Jersey	45%
Hawaii	39%

	Student Placement			
	<u>80% of the day or more</u> (Inclusion) (Co-Taught / ICR / Consultative)	<u>40-79% of the day</u> (Resource / ICO / Pull-out)	<u>39% or less</u> (Self-Contained / Programs: BD, LDM, CI, MD)	<u>Out of District</u> (OOD)
Connecticut	72%	17%	6%	6%
US Average	62%	19%	17%	3%
New Jersey	45%	26%	16%	12%

Are there Inclusive Districts in NJ?

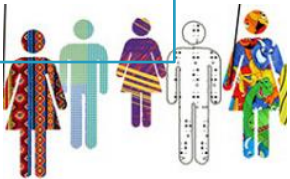
- Yes!
 - There are districts in NJ that include 65-100% of Students with Disabilities.
 - Where are they?*
 - Haddonfield – 90%
 - Edison – 67%
 - Clifton TWP – 81%
 - Chesterfield TWP – 84%
-
- Go to NJCIE.org and join our mailing list. A complete list will be provided soon.
 - *based on 2016 data from the NJ DOE for IDEA compliance.



Research

A national longitudinal study of 11,000 students found that more time spent in general education classes is positively correlated with:

- ✓ Higher scores on standardized math & reading tests;
- ✓ Fewer absences from school;
- ✓ Fewer referrals for disruptive behavior; and
- ✓ Better outcomes after high school in the areas of employment and independent living.

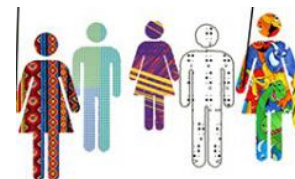


Placement of children with disabilities into general education classroom for all or significant parts of the school day *with appropriate supports.*

Fuchs & Fuchs 1994

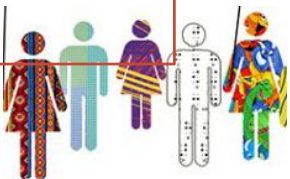
*How is
“Inclusion”
Defined?*

**Anyone can be successful,
in *any* environment, if s/he
has the right supports!**



Inclusion in Today's Classroom

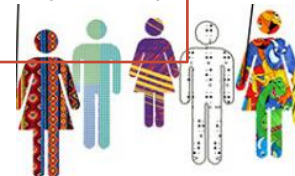
- Today's students present with a very ***diverse*** range of abilities and needs that bring unique challenges to teaching in the inclusive classroom.
- In order to meet these unique needs of all students, many schools are bringing together professionals who can use their expertise to design ***rigorous learning experiences to engage all students*** in the inclusive classroom.



Effective Instructional Practices

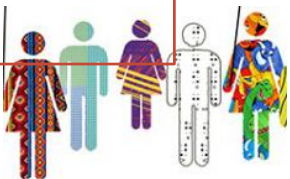
- Research-based practices – **Universal Design for Learning**
- **Differentiated instruction**
- Well organized lessons with clear objectives and directions
- Effective questioning
- Class-wide adaptations with individual **accommodations** and **modifications** as needed

Wilson (2005)



Universal Design for Learning (UDL)

- Where “traditional education” is based on the concept of the “average student”, UDL focuses on **variability** instead of uniformity--“*Diversity is the norm, not the exception.*”
- A blueprint for creating instructional goals, methods, materials, and assessments that work for everyone-not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs
- We can use universal design principles to **proactively** incorporate flexibility and create accessible classes for all students (“**frontloading**”).



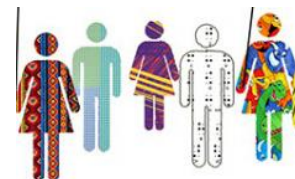
UDL is a paradigm shift

From

- Students who learn differently constitute a different category
- Instructional adjustments are made for at risk students
- Learning is from a single textbook
- The problem is within the student and requires remediation

To

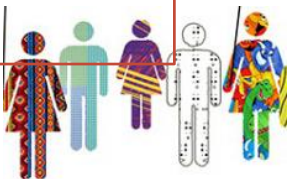
- Students who learn differently fall along a continuum of learner differences
- Instructional adjustments made for all learners from the beginning
- Learning materials are varied based on student needs, interests, and abilities
- The solution is within the Curriculum. A flexible curriculum adapts to the needs of all students



Frontloading: Addressing Needs When Planning Lessons to Engage ALL

If some students lack background knowledge or vocabulary...

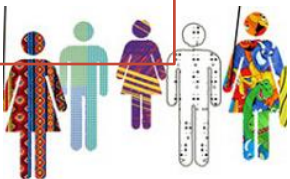
- Plan to have a mini-lesson in a small group, an interactive computer program or video to review information.
- Include pictures, symbols, and definitions to charts/word cards to help students access them in the beginning.



Differentiated Instruction (DI)

- Both UDL and DI are concerned with the forward progress of students--one begins with construction of curriculum to allow access to all without retro-fitting (UDL) and the other focuses on planning ways to allow access to all within the lesson (DI).
 - Differentiation is a teacher's **response** to learners' needs when planning a lesson.
- “Differentiated instruction is the continuous **decision making process** of searching for and responding to **academic diversity** within a learning community.”

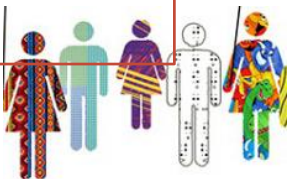
Bondie, R. & Zusho, A. (2016).



Modification

Modification is when we alter expected outcomes. Modification is when we change the goal post for students by modifying curricula or assessments.

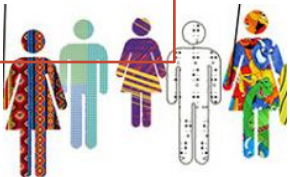
- Limit the number of distractors on test items
- Reword or simplify wording of test items
- Reduced response choices
- Reduce the complexity of an activity
- Modify the scoring rubric
- Modified Grading



Differentiation vs Modification

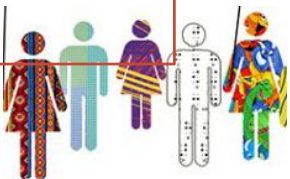
Differentiation vs. Modification –

- Differentiation is altering the content, process, or product without changing the expected learning outcome
 - When learning new vocabulary words, we give the student pre-filled antonym and synonym worksheets but still expecting the student to take the same vocabulary assessment as everyone else or offer an different assessment that measures the same skills.
- Modification is altering the expected outcomes
 - When learning new vocabulary words, we give the student less complex words, pre-filled antonym and synonym worksheets and change the assessment to a lower complexity level.



Accommodation

- Accommodations largely relate to the conditions upon which a student is assessed or has their disability accommodated:
 - More time
 - Use of a calculator for a math assessment
 - Large print
 - Quiet room for assessments
 - Provide Visual Cues
 - Break down Information/Assignments
 - Use a timer
 - Provide extended time or frequent breaks



UDL

Differentiation

Modification

Accommodation

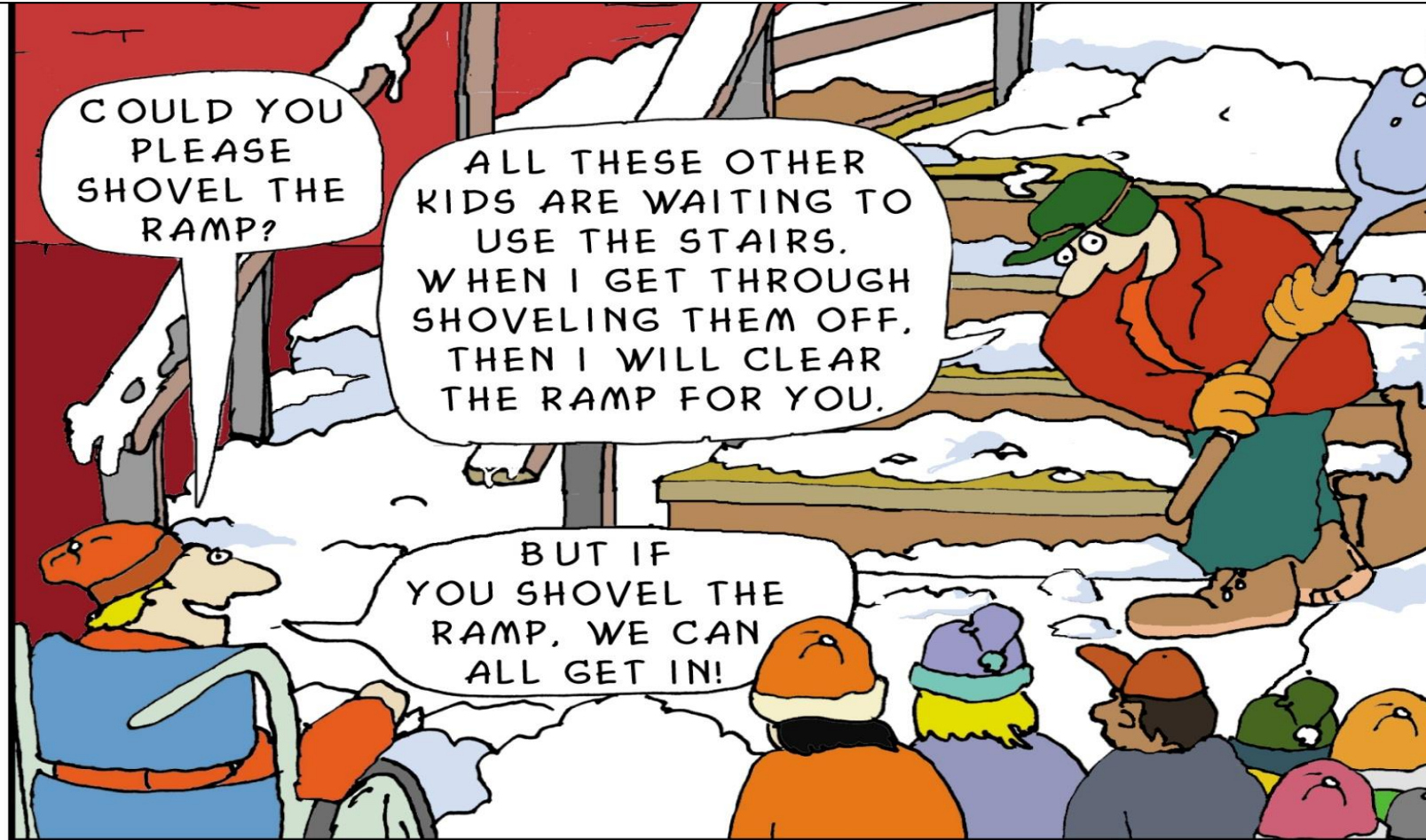
The following strategies and supports are used to ensure a student can access and succeed in a General Education Classroom:

- Universal Design for Learning (UDL)
 - Designing lessons so all students have equal access to the concepts and ideas
- Differentiation (DI)
 - Differentiating the content, product, or process for small groups or individual students
- Modification
 - Altering learner outcome expectations
- Accommodation
 - Altering the conditions upon which a student is assessed or to provide supports based on the impact of a disability



Least Intrusive Supports: Class-Wide (or School-Wide) Ideas

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



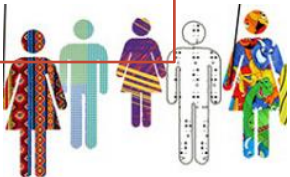
© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUE
PEYTRAL PUBLICATIONS, INC. 952-949-8707 WWW.PEYTRAL.COM

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

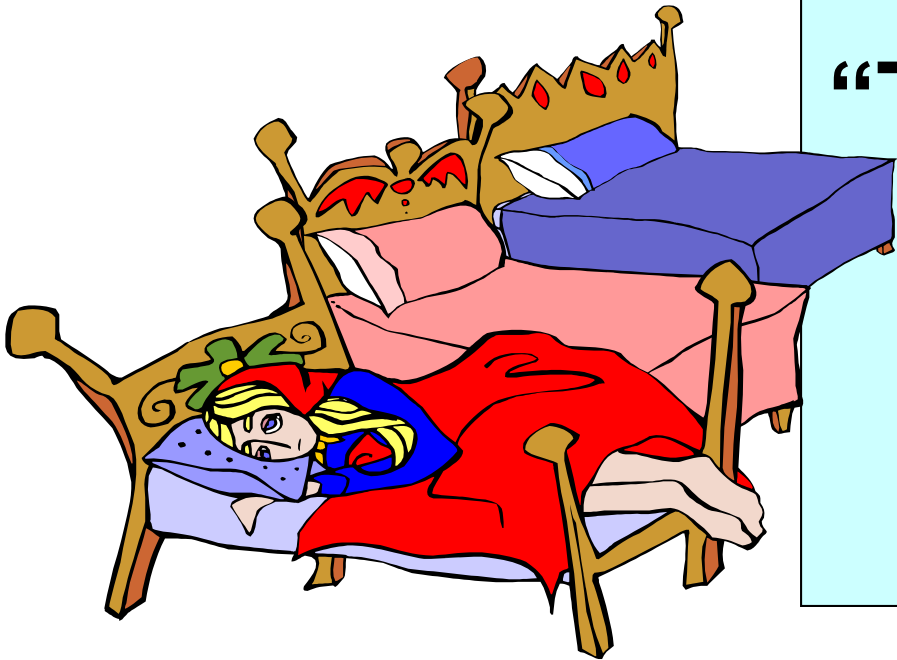


Determining Level of Support for Individual Students...

- Can the student participate without any supports or adaptations?
- If not, then what would be the ***least intrusive*** adaptation or support?
- The goal is to try to ***add as little as possible*** to help the student be successful.



***Tip: Least Intrusive Supports or
“Only as Special as Necessary...”***

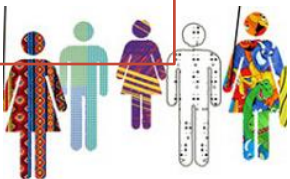


“The Goldilocks Rule”
**Not too little,
not too much...
just right!**

*Supports are matched to student’s needs.
Students do **NOT** need all supports all the time.*

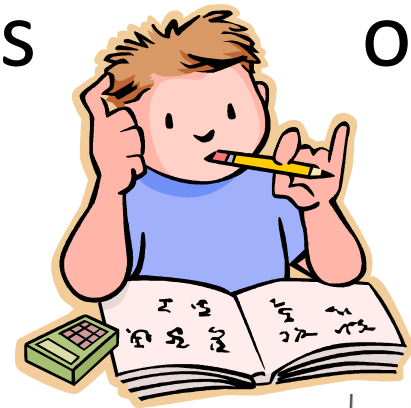
The Importance of Least Intrusive Supports

If a student floated in a lifejacket for 12 years, would he be expected to swim without any help if the jacket were suddenly removed?

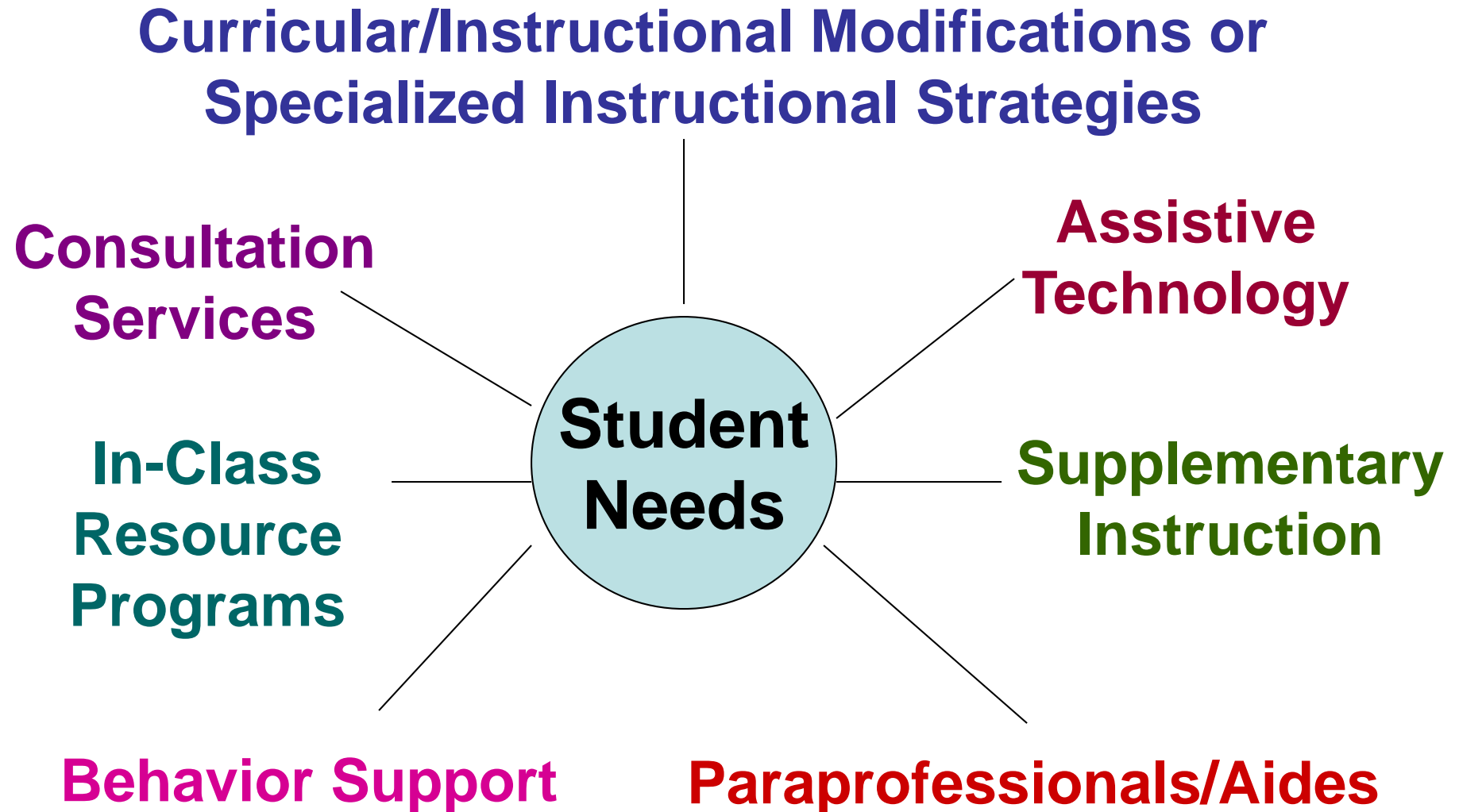


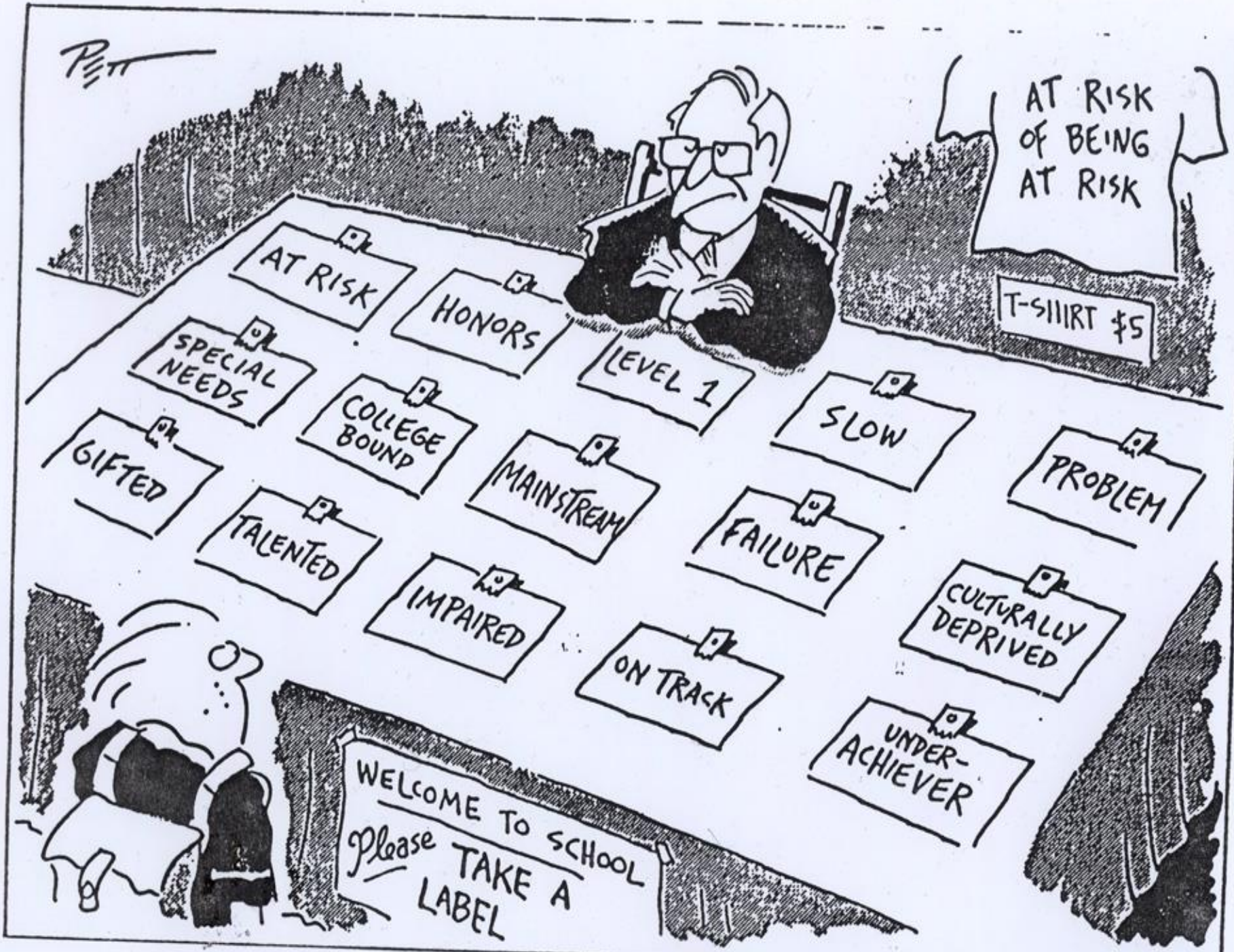
What Does Inclusion Look Like?

- Inclusion is about providing services that students need to learn and participate in meaningful ways in the general education classroom.
- Sometimes support from adults (teachers/ aides) is required.
- Many times **a peer's help** works best.
- Specially designed materials or technology can help.
- The key is to give **only** as much help as needed.



Consider the Array of Student Supports





, after a

avioral
s

e faded
ry few
sonal aids



NJCIE

N J COALITION FOR INCLUSIVE EDUCATION

Thank you!

www.njcie.org

team@njcie.org

732 613 0400





© 2012 MICHAEL F. BIANGRECO, ILLUSTRATION BY KEVIN RUELE
FEYTRAL PUBLICATIONS, INC. 952-449-8707 WWW.FEYTRAL.COM

JOEY NOTICED A MYSTERIOUS FORCE FIELD
AROUND HIS ASSISTANT THAT CHILDREN
COULD NOT BREAK THROUGH.

There are many ways that families support education...

Calvin and Hobbes / By Bill Watterson

