

Inclusive Education: What, Why, and How



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Who am I?







Changing
Expectations:
Changing
Understanding



Personal
Capacity

Demands of
the
Environment

The enduring legacy of pity has justified separation and segregation



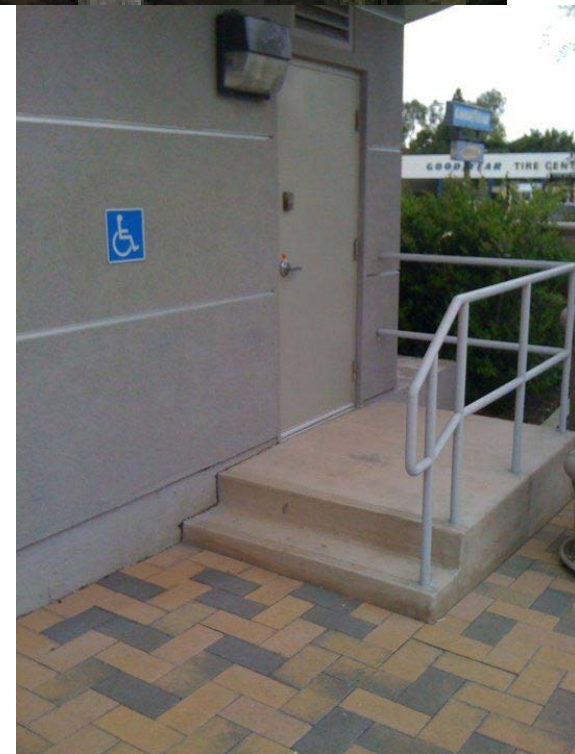
Photos courtesy of M.L. Wehmeyer

Seeing a person as broken or wrong

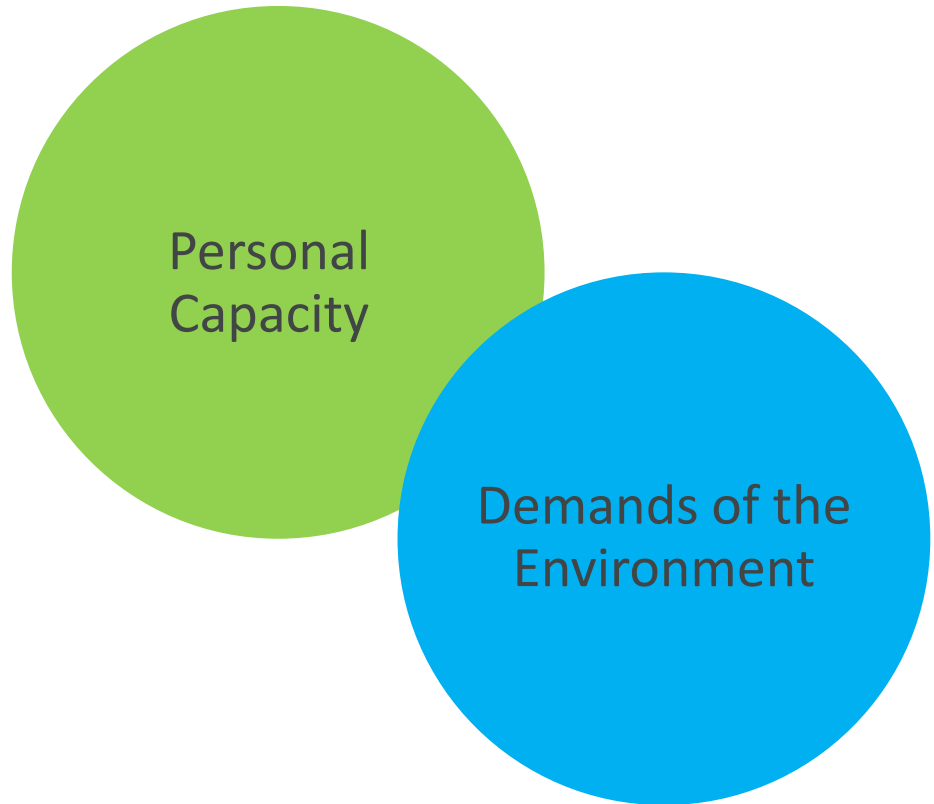
"Confined" to a wheelchair
Can't climb stairs
Is sick
Needs help
Has a bitter attitude
Needs a cure



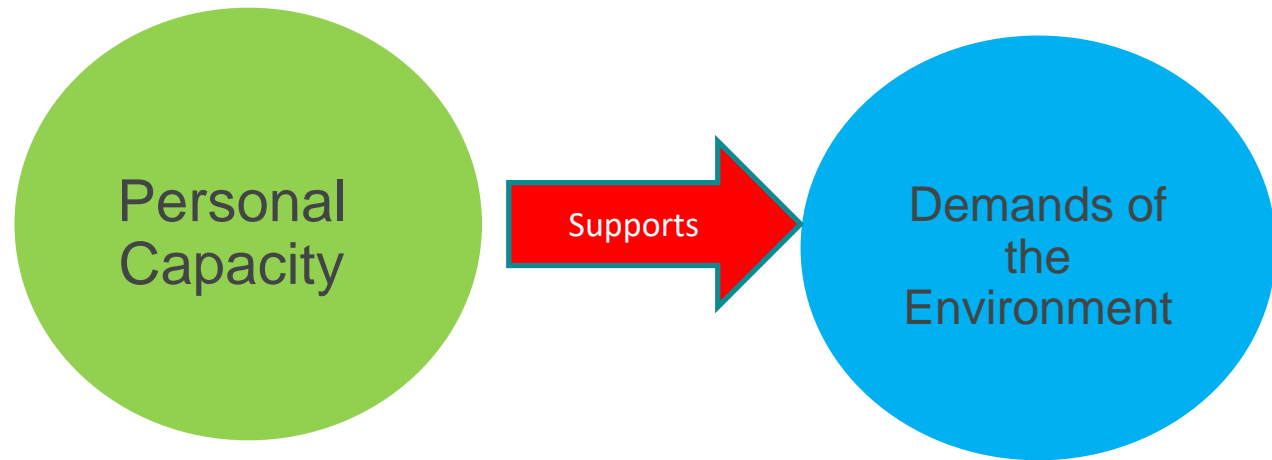
Is housebound
Can't use hands
Can't walk
Can't talk
Can't see or hear
Needs a Doctor
Needs Institutional care



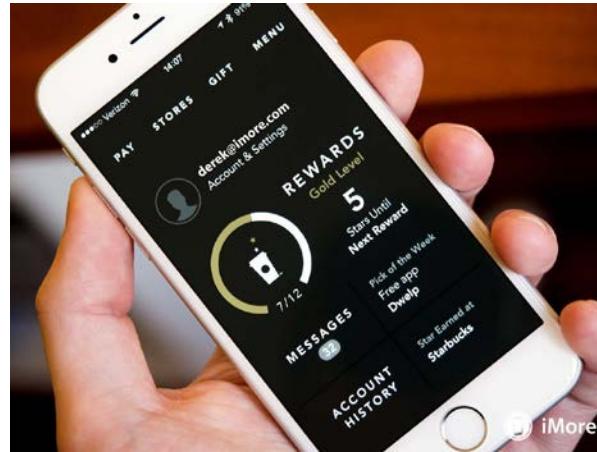
Changing
Expectations:
Changing
Understanding



Changing
Expectations:
Changing
Understanding



Supports I've used so far today



“What we believe about children with disabilities affects how we work and teach”

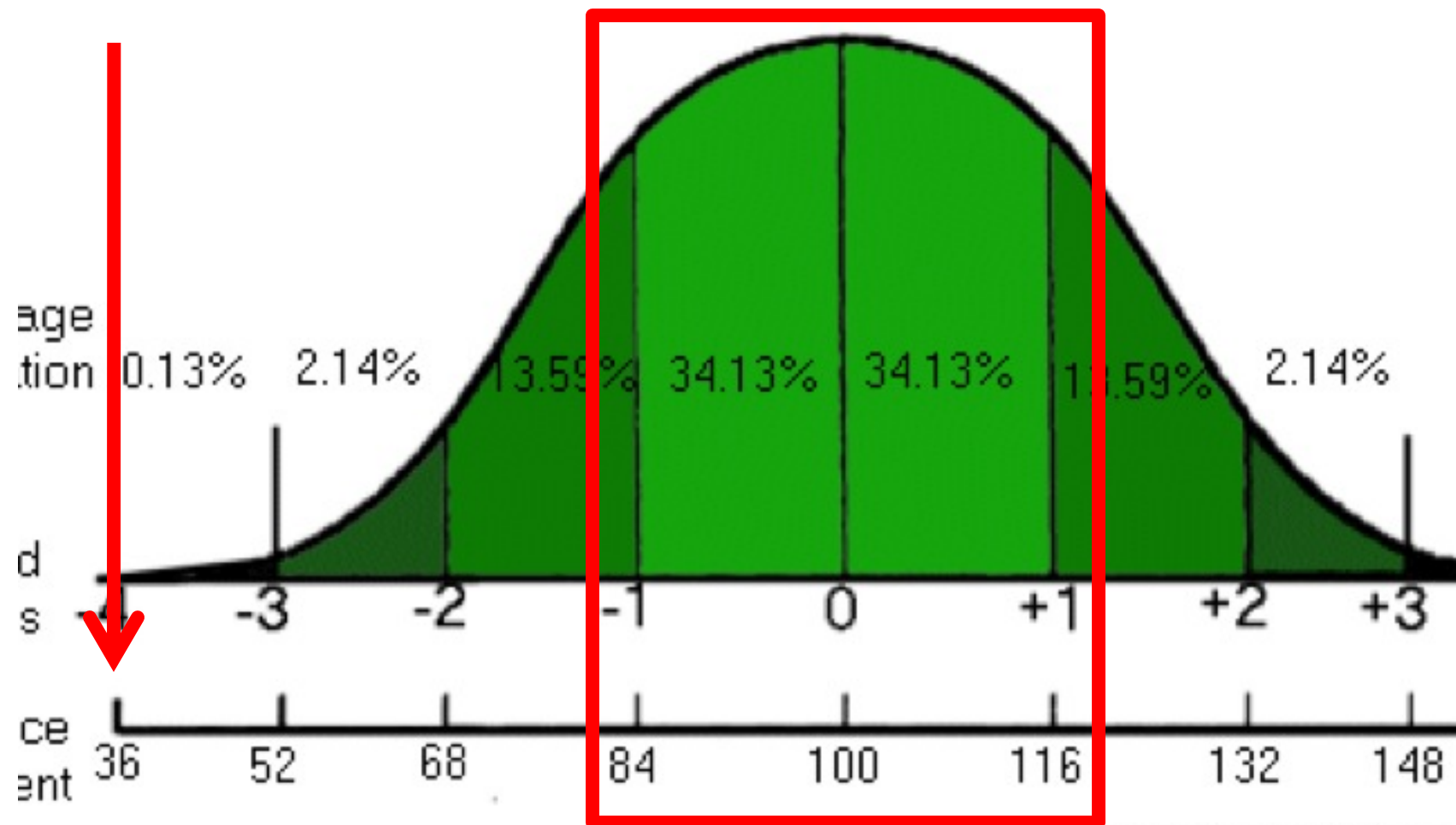
-Jorgensen, Schuh, Nisbet (2006)

Do assumptions
matter?

Case Study 1



- Nathan, age 16
- IQ 36, developmental age 18-24 months
- Seizures and sensory impairments
- Appears to lack intentional movement
- No conventional way of communicating
- Does not appear to read



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Case 1: Assumptions and Decisions

- Educationally:
 - Not smart—has a severe intellectual disability
 - Teach functional skills: dressing, eating, shopping, cooking, cleaning
 - Teach to communicate simple requests
 - In separate class for others with significant disabilities
 - Maybe “social inclusion:” art, lunch, music

Case 1, continued

- Socially:
 - Simplified language
 - Teach functional communication—vocab and messages on AAC device to make requests
 - Disability too significant to enjoy same interests as peers
 - Peer buddies or peer helpers
 - Special Olympics a few times a year

Case 1, Continued

- Futures planning:
 - College not considered
 - Plan transition to group home, attend day program, maybe work in sheltered environment
 - Pursue leisure and recreational opportunities with other adults who have similar disabilities
 - No expectation that he has opinions about world events, his future, love, other “complex” ideas

Assumptions:

- Our assessment of his IQ and ability is pretty accurate,
- We can plan for his life-long needs and develop meaningful activities for him

It's 25 years from now...

- Nathan is 40, he has not worked much (not for a living wage), lives in a group home, has leisure activities he participates in
- There is a brain scan that can determine IQ with no error
- He has an IQ of 120 (not 36)
 - How does this change our original assumptions of him?
 - Has any harm been done to this young man?

Case 2:



- Same young man, same IQ tests (36) and adaptive behavior tests (developmental age 18-24 months)
- He cannot tell us what he thinks or knows because he does not have an effective way to communicate
- This time we operate on a different set of assumptions

Case 2, continued

- Assumptions:
 - Treat him like he's "smart"—we distrust validity of test results in light of communication and movement difficulties
 - What assumptions would I want people to make about me if I couldn't move or talk?
 - Enroll him in Gen Ed classes; try to teach him to read, support him with adapted materials and instructional supports

Case 2, continued

- We talk to him about current events and make sure his AAC device includes words and concepts needed for somebody who thinks about current events, love, relationships, his future. We might even program in four-letter words so he can experience swearing and joking.
- We offer post-secondary education, moving into an apartment, travel, working at a real job
- Assume he can, and wants, to make friends

It's 25 years from now...

- We do the same break-through brain scan
- We find he has an IQ of 40
 - Has any harm been done?

The least
dangerous
assumption

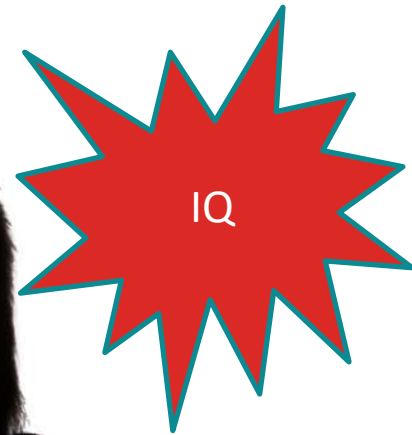
- Assume people with disabilities are competent and can learn
- To do otherwise results in:
 - Fewer educational opportunities
 - Omitted literacy instruction
 - Segregated education
 - Adult life with fewer choices

Case 3



- Same young man, same IQ tests (36) and adaptive behavior tests (developmental age 18-24 months)
- We educate him in a self-contained classroom, with limited opportunities
- Same breakthrough test, he has an IQ of 40. Has any harm been done?

Existing research finds less restrictive placements are not equally available for all students



Access to general education settings with its implied content and social experiences is lacking for students with significant disabilities

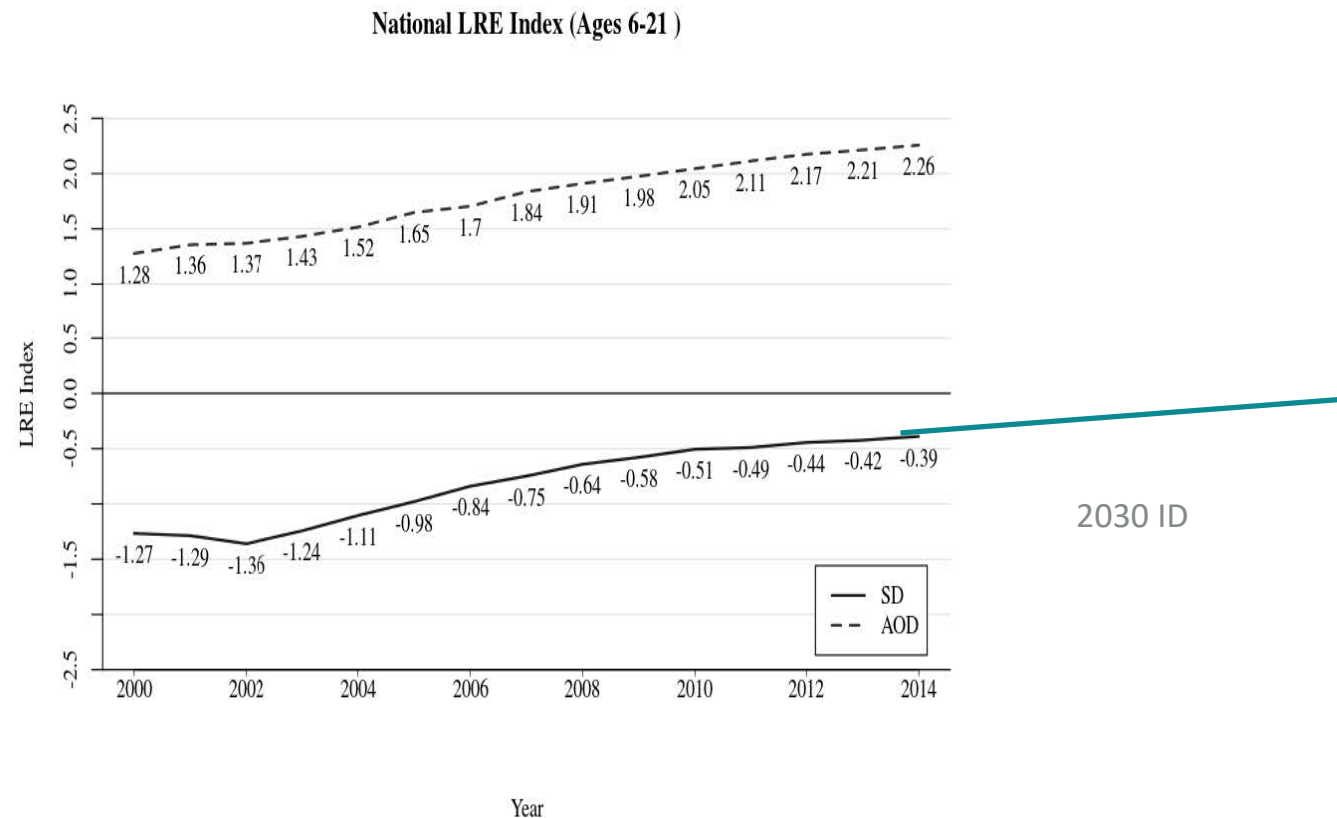
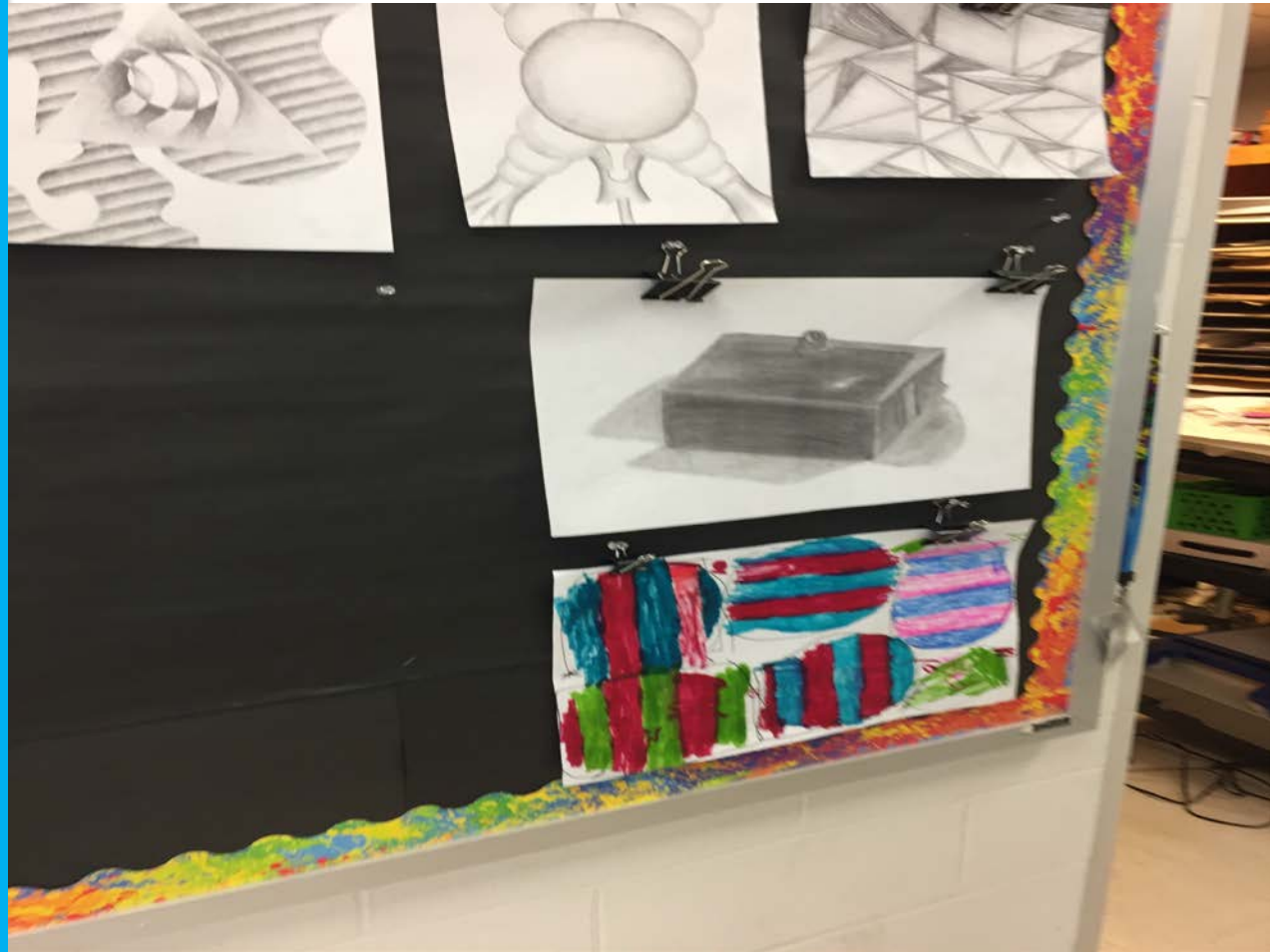


Figure 2: LRE Index among students with significant disabilities and students with all other disabilities. AOD = All other disabilities; SD=students with significant disabilities

“Regardless of how good of a swim instructor you are, you can't teach a person to swim in the parking lot of a swimming pool.”
Norman Kunc



What do we mean
when we say
inclusive
education?



Inclusive
education is a
human right.
And it makes a
difference in
student
outcomes.



Here are some of
the *most recent*
studies showing a
benefit to inclusive
education for
students with severe
disabilities.

- Bellini, S., Peters, J., Benner, L., & Hopf, A. (2007). A meta-analysis of school-based social skills interventions for children with autism spectrum disorders. *Remedial and Special Education, 28*(3), 153-162.
- Causton-Theoharis, J. N., Theoharis, G. T., Orsait, F., & Cosier, M. (2011). Does self-contained special education deliver on its promises? A critical inquiry into research and practice. *Journal of Special Education Leadership, 24*, 61-78.
- Chung, Y. C., Carter, E. W., & Sisco, L. G. (2012). Social interactions of students with disabilities who use augmentative and alternative communication in inclusive classrooms. *American Journal on Intellectual and Developmental Disabilities, 117*, 349-367. doi:10.1352/1944-7558-117.5.349
- Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial & Special Education, 34*, 323-332. doi: 10.1177/0741932513485448
- Dessementet, R. S., Bless, G., & Morin, D. (2012). Effects of inclusion on the academic achievement and adaptive behaviour of children with intellectual disabilities. *Journal of Intellectual Disability Research, 56*(6), 579-587.
- Hudson, M., Browder, D. M., & Wood, L. A. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research & Practice for Persons with Severe Disabilities, 38*, 17-29
- Hunt, P., McDonnell, J., & Crockett, M. A. (2012). Reconciling an ecological curricular framework focusing on quality of life outcomes with the development and instruction of standards-based academic goals. *Research and Practice for Persons with Severe Disabilities, 37*, 139-152.
- Hughes, C., Agran, M., Cosgriff, J. C., & Washington, B. H. (2013). Student self-determination: A preliminary investigation of the role of participation in inclusive settings. *Education and Training in Autism and Developmental Disabilities, 48*(1), 3-17.
- Jackson, L., Ryndak, D. L., & Wehmeyer, M. L. (2009). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. *Research & Practice for Persons with Severe Disabilities, 33-4*, 175-195. doi:10.2511/rpsd.33.4.175
- Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Fluegge, L., Weseman, L., & Kerbel, A. (2015). Where students with the most significant cognitive disabilities are taught: implications for general curriculum access. *Exceptional Children, 81*, 312-328. doi:10.1177/0014402914563697
- Kurth, J. A., & Mastergeorge, A. M. (2012). Impact of setting and instructional context for adolescents with autism. *Journal of Special Education, 46*(1), 36-48. doi:doi.org/10.1177/0022466910366480
- Pennington, R. C., & Courtade, G. R. (2015). An examination of teacher and student behaviors in classrooms for students with moderate and severe intellectual disability. *Preventing School Failure: Alternative Education for Children and Youth, 59*, 40-47. doi:10.1080/1045988x.2014.919141
- Ruppar, A. L., Allcock, H., & Gonsier-Gerdin, J. (2017). Ecological factors affecting access to general education content and contexts for students with significant disabilities. *Remedial and Special Education, 38*(1), 53-63. doi:10.1177/0741932516646856
- Timberlake, M. T. (2016). The path to academic access for students with significant cognitive disabilities. *The Journal of Special Education, 49*(4), 199-208. doi:10.1177/0022466914554296
- Wood, L., Browder, D., & Flynn, L. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting. *Research and*

Here are all of the studies
*ever done (in the US or the
world)* showing segregated,
self-contained, or resource
rooms result in better
outcomes for students with
significant disabilities.

What about
students with
significant
externalizing
behavior problems?



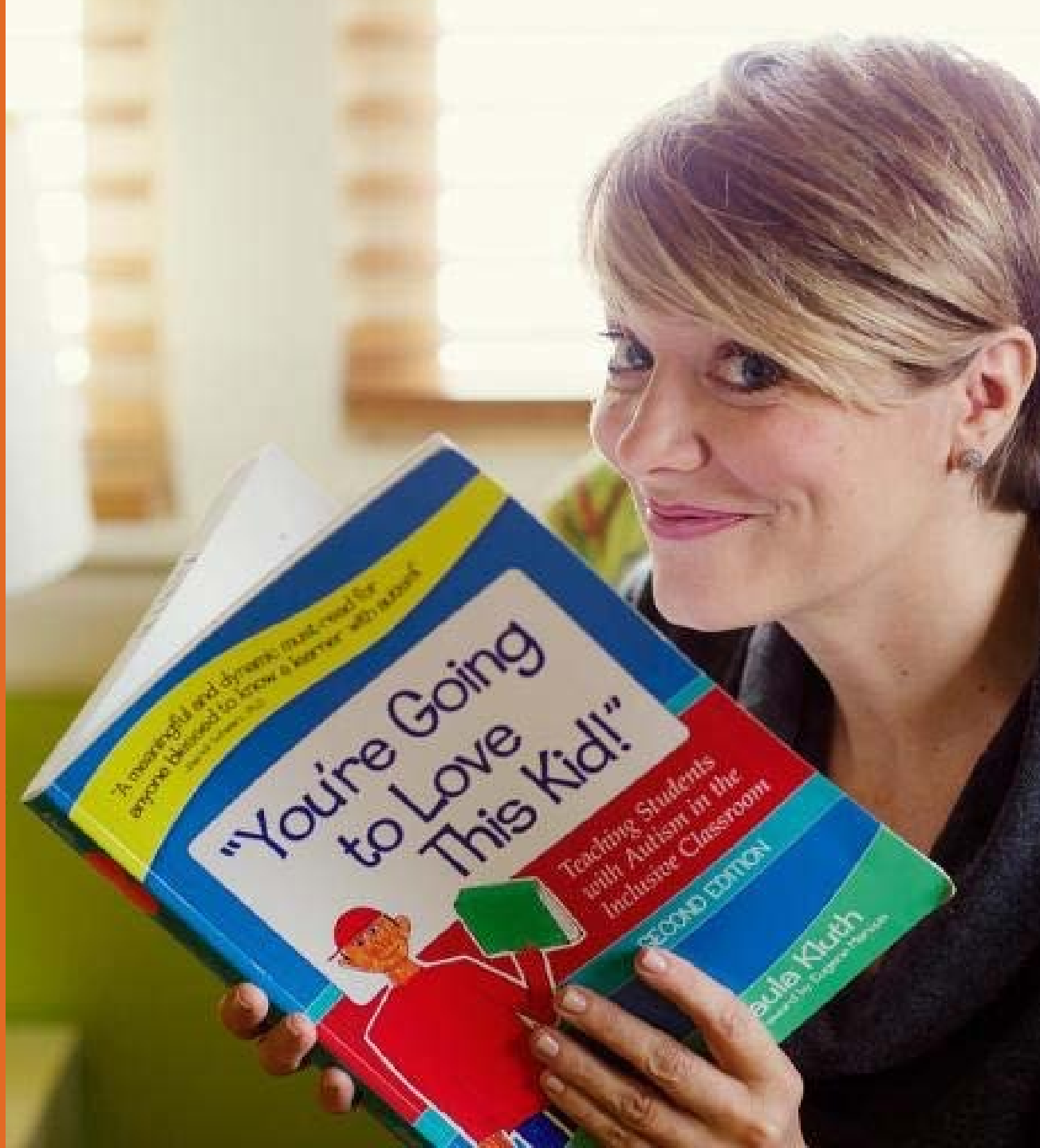
What about
parents? What do
they think is best for
their kids?



What about kids
without
disabilities?

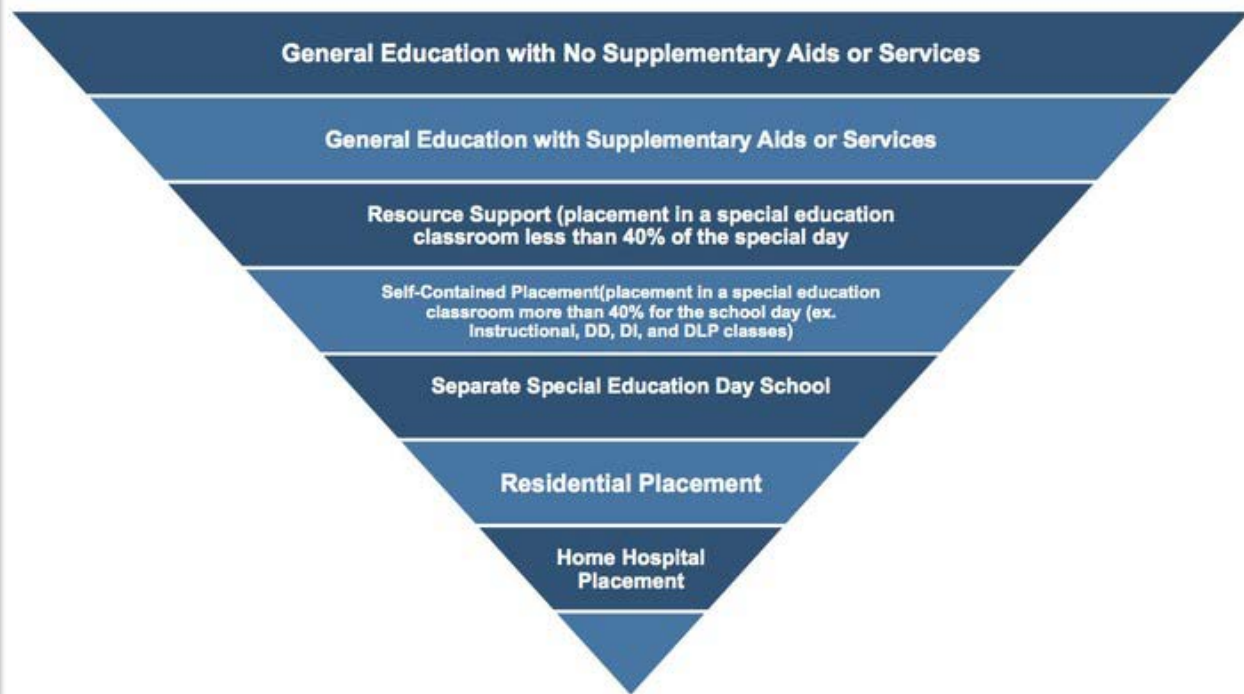


What about
teachers (and
testing)?

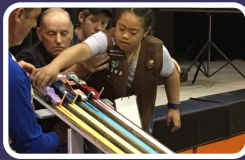


There is an assumption that some degree of restrictiveness is appropriate and necessary for students with disabilities.

The Placement Continuum



Indicators of quality inclusive education settings are emerging from research



General education class membership and participation



Quality supports to develop communicative competence



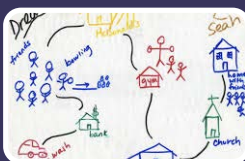
Individualized supports and services within MTSS



Progress monitoring



Family, community, and school partnerships



Futures planning

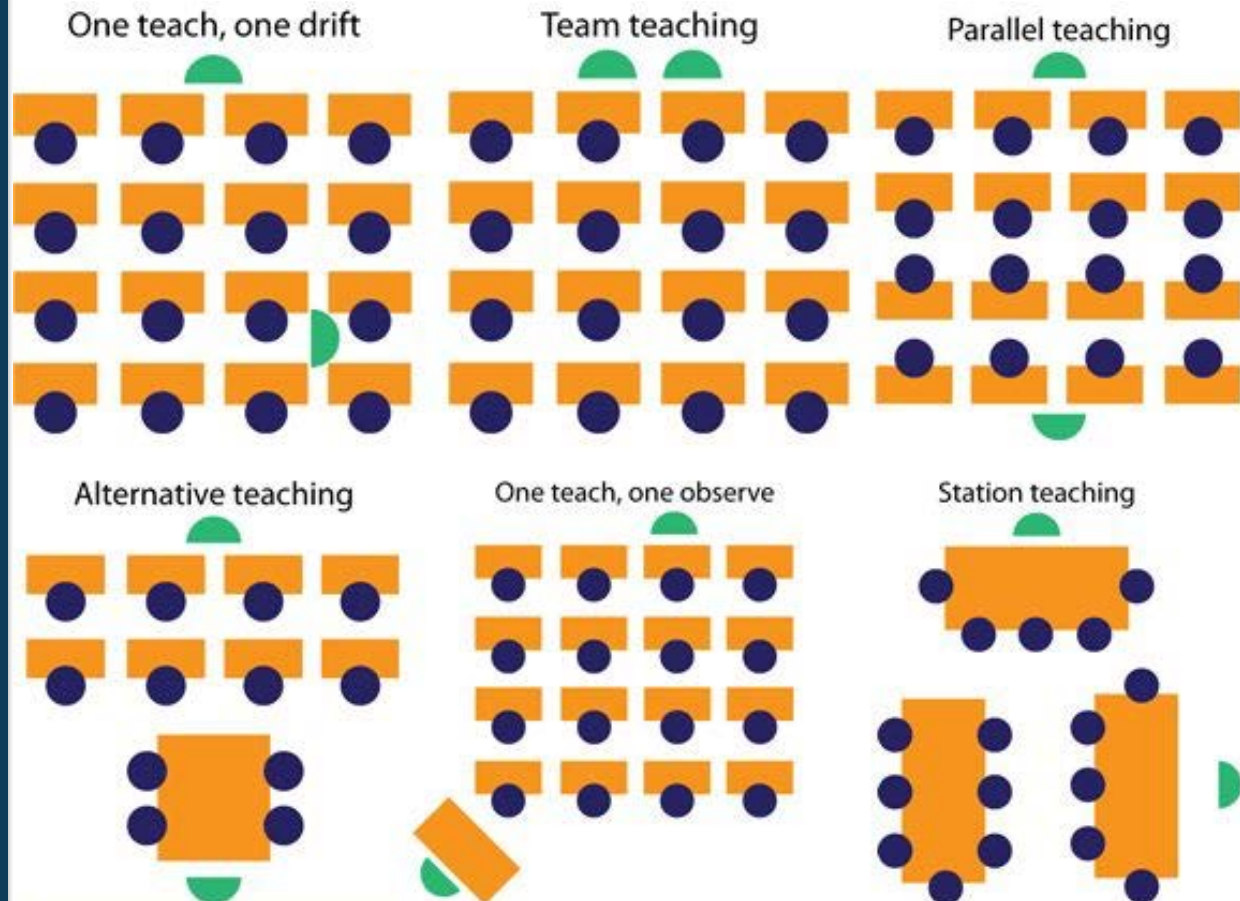


Inclusive leadership

How can we support more schools to reimagine how to effectively include students with significant disabilities?



What are other effective inclusive practices?



Rethink and
reallocate
personnel



Develop natural supports, including peer tutors, to supplement and replace adult supports



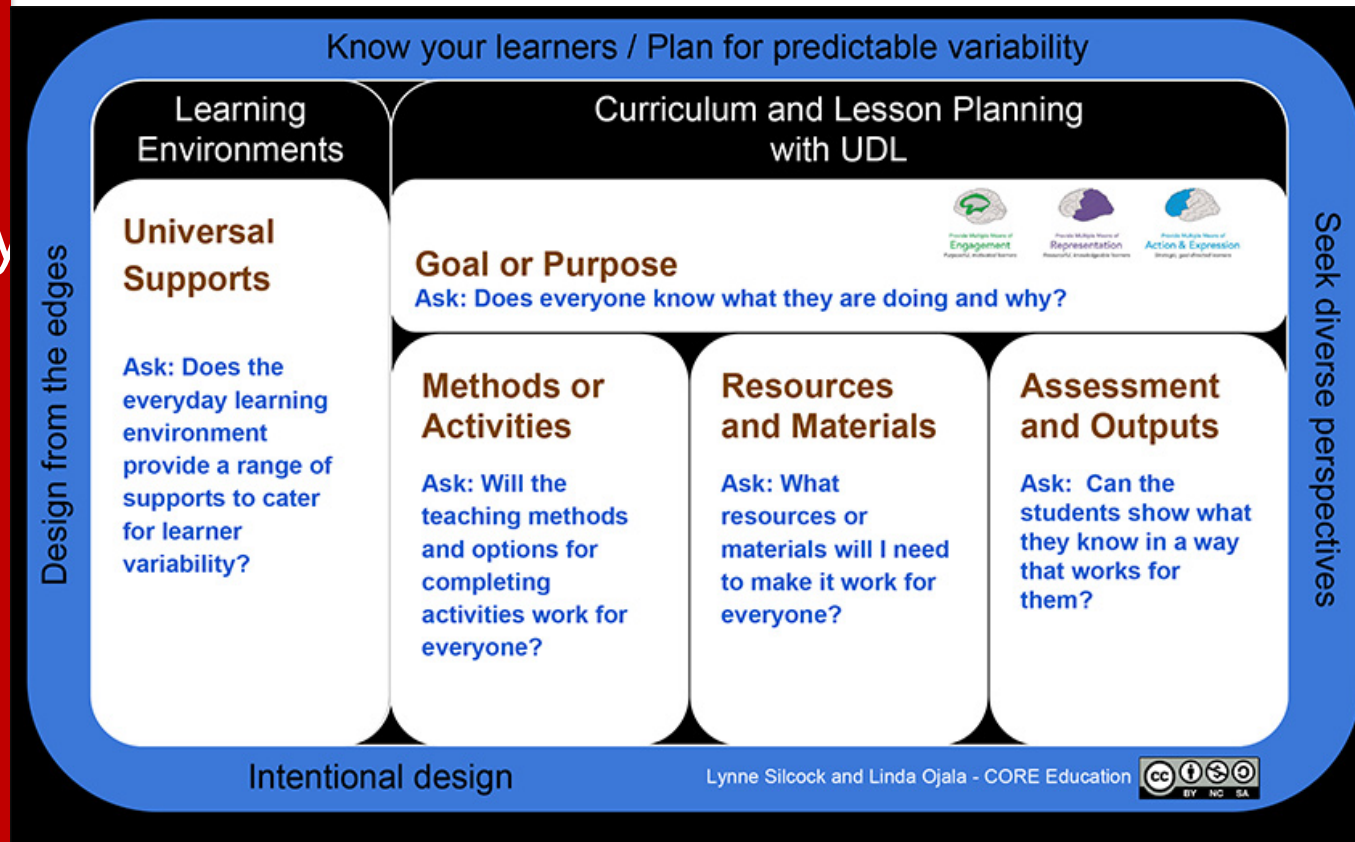
Effective
inclusive
schools have
set schedules
and establish a
teacher-
centered
approach to
professional
development

MASTER SCHEDULE 12-13										
		PLC	PLC	Common Planning	Common Planning					
5th Grade		Monday/ <u>PLC</u>	Tuesday	<u>Wednesday/Planning</u>	Thursday	Friday	Reading Block	Reading RTI	Recess	Lunch
	Estrada	Couns. 11:15-11:45 PE1 11:45-12:15	PE1 9:15-9:45	Library 11:15-11:45 Music 11:45-12:15	PE1 9:15-9:45	Music 9:15-9:45	9:45-11:15	1:30-2:00	12:30-12:50	12:50-1:10
	Janecka	Library 11:15-11:45 Music 11:45-12:15	PE1 8:45-9:15	Couns. 11:45-12:15 Music 11:15-11:45	PE1 8:45-9:15	Music 8:45-9:15				
	Montes	Couns. 11:45-12:15 Music 11:15-11:45	PE2 8:45-9:15	Library 11:45-12:15 Couns. 11:15-11:45	Couns. 2:00-2:30	PE2 8:45-9:15				
	Wilcox	Library 11:45-12:15	PE2 9:15-9:45	PE1 11:45-12:15	Music 9:15-9:45	PE2 9:15-9:45				
4th Grade		Monday	<u>Tuesday/PLC</u>	Wednesday	<u>Thursday/Planning</u>	Friday	Reading Block	Reading RTI	Recess	Lunch
	Bryce	PE1 8:15-8:45	Couns. 10:15-10:45 Music 10:45-11:15	PE1 8:15-8:45	PE1 10:15-10:45 Library 10:45-11:15	Music 8:14-8:45	8:45-10:15	1:00-1:30	12:05-12:25	12:25-12:45
	C. Gutierrez	PE2 8:15-8:45	PE1 10:15-10:45 Library 10:45-11:15	PE2 8:15-8:45	Couns. 10:15-10:45 Music 10:45-11:15	Music 10:15-10:45				
	Montoya	Music 8:15-8:45	Music 10:15-10:45 Couns. 10:45-11:15	PE2 10:45-11:15	Library 10:15-10:45 PE1 10:45-11:15	PE1 8:15-8:45				
	J. Orta	PE2 11:00-11:30	Library 10:15-10:45 PE1 10:45-11:15	Music 8:15-8:45	Music 10:15-10:45 Couns. 10:45-11:15 Library 2:00-2:30	PE2 8:15-8:45				
3rd Grade		Monday	<u>Tuesday/PLC</u>	Wednesday	<u>Thursday/Planning</u>	Friday	Reading Block	Reading RTI	Recess	Lunch
	Barela	PE1 9:00-9:30	Library 1:00-1:30 PE1 1:30-2:00	Music 9:00-9:30	Couns. 1:00-1:30 Music 1:30-2:00	PE1 9:00-9:30	9:30-11:00	11:00-11:30	11:40-12:00	12:00-12:20
	Cartwright	PE2 9:00-9:30	PE1 1:00-1:30 Music 1:30-2:00	PE2 9:00-9:30	Library 1:00-1:30 Couns. 1:30-2:00	Music 1:00-1:30				
	Hodges	Music 8:45-9:15	Couns. 1:00-1:30 Library 1:30-2:00	PE1 8:45-9:15	Music 1:00-1:30 PE1 1:30-2:00	PE1 1:00-1:30				
	Mariscal	Music 9:15-9:45	Music 1:00-1:30 Couns. 1:30-2:00	PE1 9:15-9:45	PE1 1:00-1:30 Library 1:30-2:00 Music 2:00-2:30	PE2 1:30-2:00				

Reimagine classrooms



Use universally designed curriculum



We are better
together



better together

You have had
the power all
along!

