The What and Why of Inclusion

Presented at Inclusion BC
June 2017

Western
Canadian Research Centre
on Inclusive Education

Canadian Research Centre on Inclusive Education

Partnership is comprised of stakeholders in education across the country

website www.inclusiveeducationresearch.ca

Objective

We aim to empower teachers and others with the knowledge they need to be effective with all students, including those with diverse learning needs

Faculty Research Members

Angela AuCoin

Lynn Aylward

Sheila Bennett

Jenn de Lugt

Tara Flanagan

John Freeman

Tiffany Gallagher

Grace Howell

Nancy Hutchinson

Jennifer Katz

Mireille LeBlanc

Tim Loreman

Wanda Lyons

Kimberly Maich

Anne Marshall

Donna McGhie Richmond

Jamie Metsala

Elizabeth Nowicki

Sharon Penney

Steven Sider

Kim Calder Stegemann

Scott Thompson

Roberta Thomson

Jessica Whitley

Foundation of Inclusive Education

Belief that **all** students belong and are valued members of their classroom and neighbourhood school communities

Inclusive Education

- SUPPORT:

  - *for students* to <u>learn</u> … <u>better</u> … <u>together</u>
  - *for teachers* to teach students of all abilities

- <u>MEMBERSHIP</u> in a regular class

- going to your own "natural" <u>NEIGHBOURHOOD school</u>

- support to <u>participate</u> in and <u>contribute</u> to the life of the school

- <u>school restructuring</u> requires <u>LEADERSHIP</u> and advocacy together for the required supports

With much appreciation to Marilyn Dolmage

Western
Canadian Research Centre
on Inclusive Education

Ontario Context

Ontario: % Students with Developmental Disabilities - not in general education classroom all day		
Year	Elementary	Secondary
1997	87.6 %	89.2 %
2010	76 %	87 %

Ontario Context (2015-16)

Identification	Not in General Ed Classroom All day
Autism	49.7%
Behaviour	33.9%
Developmental Disability	82.3%
Gifted	54.9%
Learning Disability	37.7%
Mild Intellectual Delay	57.5%

Canadian Context

- Definitions and practice vary across provinces and territories but if you build it they will come

- Disability and Inclusion in Canadian Education: Policy, Procedure, and Practice - Disability and Inclusion in Canadian Education Policy, Procedure, and Practice - Helena Towle (2015)

Tool for Supporting Inclusion

- The School-Wide Inclusive Education Best Practice Indicators Rating Scale was developed based on the list of New Hampshire Indicators by Cheryl Jorgensen and colleagues.

- These 13 Indicators provide a framework for conceptualizing inclusive, effective education for students of all abilities.

- This questionnaire allows school staff to

  1) Evaluate their school's practices by indicating how much evidence they see of each aspect of the 13 Indicators.

  2) Select targets for Improvement.

Essential Best Practices in Inclusive Schools
Jorgensen, McSheehan, Schuh, & Sonnenmeier

- High Expectations and Least Dangerous Assumption

- General Education Class Membership and Full Participation

- Quality Augmentative and Alternative Communication

- Curriculum, Instruction and Supports

- Ongoing Assessment and Evaluation of Learning

- Family-School Partnerships

- Community Partnerships

- Team Collaboration

- Friendships & Social Relationships

- Futures Planning, Graduation, & Transition to Adult Life

- Self-Determination

- School Improvement

- Professional Development

Western
Canadian Research Centre
on Inclusive Education

INCLUSIVE BEST PRACTICE INDICATORS		Progress							Planning	
		?	NE	ME	SE	AE	EE	Total	TI	Priority
1.	High Expectations and Least Dangerous Assumptions		1	2	3	4	5		check	1, 2, 3
	The inherent value and dignity of students with significant disabilities is respected. All students with significant disabilities pursue the same learner outcomes as students without disabilities. When students do not currently demonstrate content knowledge or skills, the least dangerous assumption principle applies, and all aspects of their educational programs continue to reflect high expectations.									
1.1	"Person First" language is used.									
1.2	Language regarding the student's functioning or developmental level is not used; rather, descriptions of the student focus on abilities and needs.									
1.3	Annual goals on the student's IEP reflect content standards from the general education curriculum.									
1.4	Predictions are not made that the student will "never" acquire certain knowledge or skills.									
1.5	People speak directly to the student rather than through a paraprofessional or other person.									
1.6	People use age-appropriate vocabulary and inflection when talking to the student.									
1.7	In order to respect privacy, staff discuss the student's personal care, medical needs, and other sensitive issues out of earshot of other students, and only with those who need to know.									
1.8	Students with disabilities work on the same grade level content standards as typical peers with appropriate supports.									
1.9	Student's individual discipline and behavior intervention plans rely on teaching appropriate skills (punishers or aversives are not used).									

General Education Class Membership and Full Participation

- Students with disabilities are proportionally represented in classes, clubs, extra curricular activities, and community service

- Students ride the same school bus as peers

- Students transition between classes with peers arriving and leaving at the same time

- The school is physically accessible and/or accommodations are arranged so that students with mobility challenges have full access to all opportunities within the school community

No evidence; minimal evidence; some evidence; a lot of evidence; exemplary evidence

Curriculum, Instruction and Supports

- Supports are defined in a student's plan (IEP), and may include physical, emotional, and social support; adapted materials, assistive technology, individualized grading and evaluation

- Supports are provided with the inclusive classroom and other natural environments

- Challenging behaviours not covered by universal behavioural supports are addressed after completion of a functional behaviour assessment and development of an individualized positive behaviour support plan.

- Aversive interventions, restraint, and seclusion are never utilized

No evidence; minimal evidence; some evidence; a lot of evidence; exemplary evidence

Friendships & Social Relationships

- Students with disabilities have the same variety of social networks as students without disabilities: close friends, acquaintances, students they share activities with, and so forth.

- Accessible transportation and staff support are provided when necessary to enable students to successfully participate.

- Schools maintain anti-bullying efforts and promote respect for diversity in all aspects of curriculum, instruction, and the overall school community.

No evidence; minimal evidence; some evidence; a lot of evidence; exemplary evidence

Futures Planning, Graduation, & Transition to Adult Life

- Students develop a high school plan of study that includes courses and other learning experiences based on regular graduation requirements.

- Students participate in senior year graduation activities and ceremonies with their classmates without disabilities.

- When chosen by students and their parents/guardians, students' educational programs include learning in non-school, age-appropriate learning environments after the age of 18 and before special education services are discontinued.

No evidence; minimal evidence; some evidence; a lot of evidence; exemplary evidence