



# Inclusive Education

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# Agenda

- Inclusive Education Historical Perspective
- Ideology Behind Inclusive Education
- Legal Foundations of Inclusive Education
- Research Supporting Inclusive Education
- Benefits of an Inclusive School Community
- Inclusive Education Best Practices
- **All In Moodle** Learning Platform

# Historical Foundations of Inclusive Education

- Inclusive Education Defined
- What is Inclusive Education?
- Why Inclusive Education?
- Inclusion: A Historical Perspective

# What is Inclusion?



# ALL IN Inclusive Education Defined

- Inclusive education is a **set of evidence-based practices** that when implemented with fidelity supports all learners.
- The goal of an inclusive education is to ensure that **all students** with and without disabilities receive individualized supports and services to enjoy equitable access to and participation in the general education classroom and reciprocal social relationships.
- Inclusive education is a **civil right** coalesced around shared values of equity, collaboration, membership, and participation, in order to achieve meaningful post-school outcomes **for all students** to live as citizens of diverse communities that value their strengths, contributions, and potential.

# Inclusion in Today's Classroom

- Students today exhibit 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.

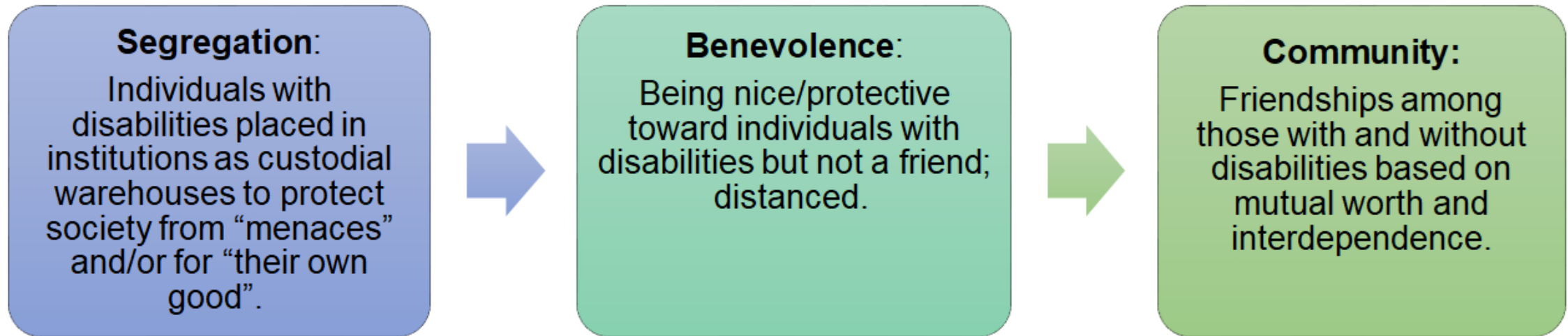
# Inclusion: A Historical Perspective

**What about now?**

**In the United States, inclusion (the right of children with disabilities to equal education among non-disabled peers) is the law and is mandated in all public school systems.**

(U.S. Department of Education, 2009)

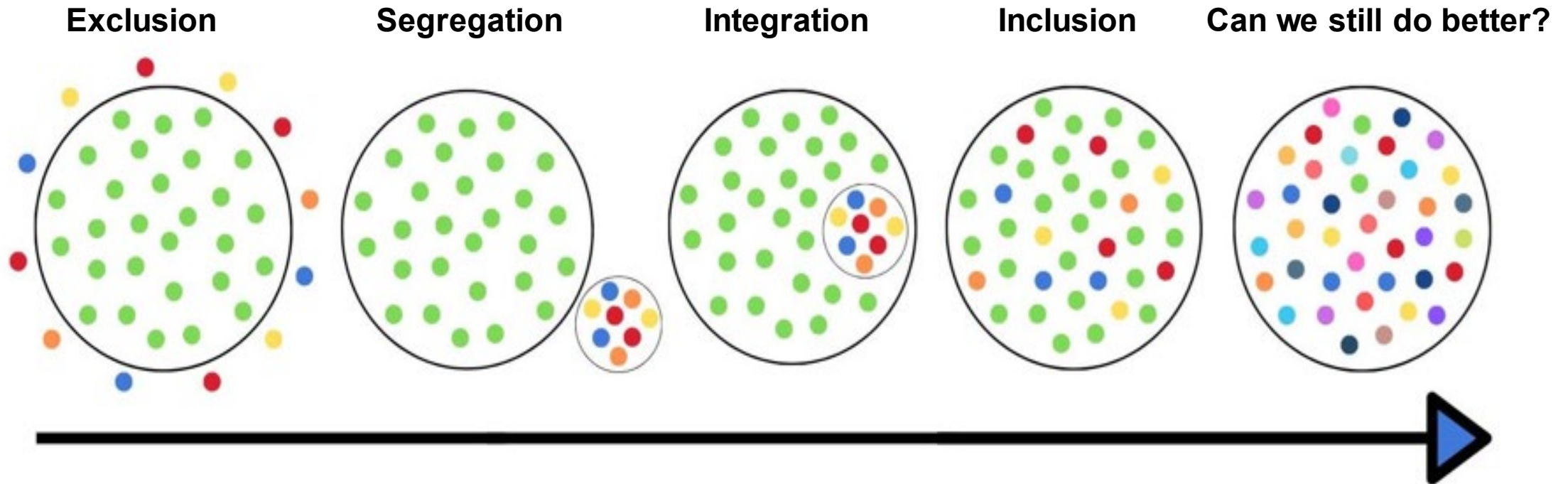
# Inclusion: A Historical Perspective



(Borosan, 2017)



# Inclusion: A Historical Perspective



(Moore, 2016)

# Ideology Behind Inclusive Education

- Inclusive Education  
Ideology

# Inclusive Education Ideology

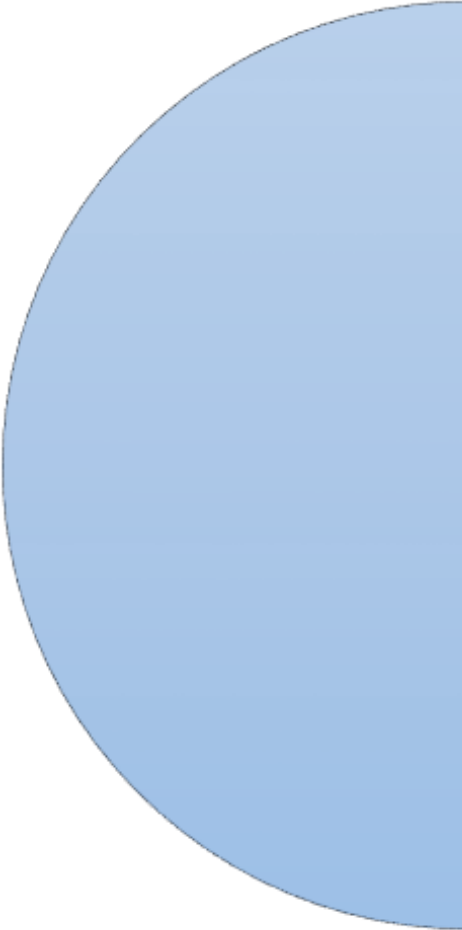
**Why integrate  
children with  
disabilities into a  
general  
education  
classroom?**

**Who benefits  
from inclusive  
education?**

**What are the  
results?**

Before we look at specific practices in inclusive classrooms, we first need to understand the concepts and the theory behind inclusive education...

# Inclusive Education Ideology



“The fundamental principle of inclusive education is the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world... We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging...”

Norman Kunc

(Kunc, 1992)

# Legal Foundations of Inclusive Education

- Legislation
- Least Restrictive Environment
- Continuum of Placement

# Legislation

## Federal Law: 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, 20 U.S.C. §1412(a)(1)(5)]

- Presumes that the 1st placement considered for a student with special needs is:
  - The Local School
  - The General Education Classroom
- Requires that we first *design and bring* supplementary aids, modifications and services *to the classroom* before any removal is considered.

# Legislation

## Federal Law: Inclusion and LRE...

- IDEA does ***not*** actually use the word “inclusion”.
- The law requires that children with disabilities be educated in the “least restrictive environment appropriate” to meet their “unique needs”.
- The “***least restrictive environment***” (***LRE***) typically means placement in the general education classroom which typically means ***inclusion***.

[IDEA, 20 U.S.C. §1412(a)(1)(5)]

# Least Restrictive Environment (LRE)-

## 1 GENERAL EDUCATION CLASSES

NO SUPPORTS

← GOAL!

## 2 INCLUSION

SPECIAL ED TEACHER SUPPORTS WITHIN THE GENERAL ED CLASSROOM

## 3 RESOURCE ROOM

STUDENTS ARE PULLED OUT OF THEIR REGULAR CLASSES TO MEET WITH RESOURCE TEACHER.

## 4 SELF-CONTAINED

STUDENTS ARE TAUGHT BY SPECIAL EDUCATION TEACHERS WITH OTHER SPECIAL EDUCATION STUDENTS ONLY.

## 5 SEPERATE SCHOOLS

STUDENTS ATTEND SCHOOLS SPECIFICALLY FOR STUDENTS WITH DISABILITIES

## 6 RESIDENTIAL


STUDENTS PERMENANTLY RESIDE AT THEIR SCHOOL FOR SPECIAL NEEDS



(taken from Pinterest @teachingsin)



# Continuum of Placement

Time spent in Gen Ed Classes	80% of the day or more			40%-79% of the day Pull-out Resource	<40% of the day Self-contained/Program		OOD – Out of District		
	“Inclusion” or Least Restrictive Placement								Most Restrictive
Model	Regular Education Class with Supportive Services	Regular Education Class with Direct Service: Collaborative	Regular Education Class with Direct Service: Co-Taught	Instruction for Individuals or Small Groups Outside of the Regular Education Classroom	Separate Day School or Program	Home-based Instruction	Residential Placement In-State or Out-of-State	Hospital/ Homebound Instruction	
Supplemental Instruction	MTSS or supplemental Instruction	MTSS or supplemental instruction	MTSS or supplemental instruction						
Additional Services	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	Speech, OT, PT, etc.	

# Research Supporting Inclusive Education

- Why Inclusive Education?
- Inclusive Mindset
- Inclusive School Community

# Why Inclusive Education?

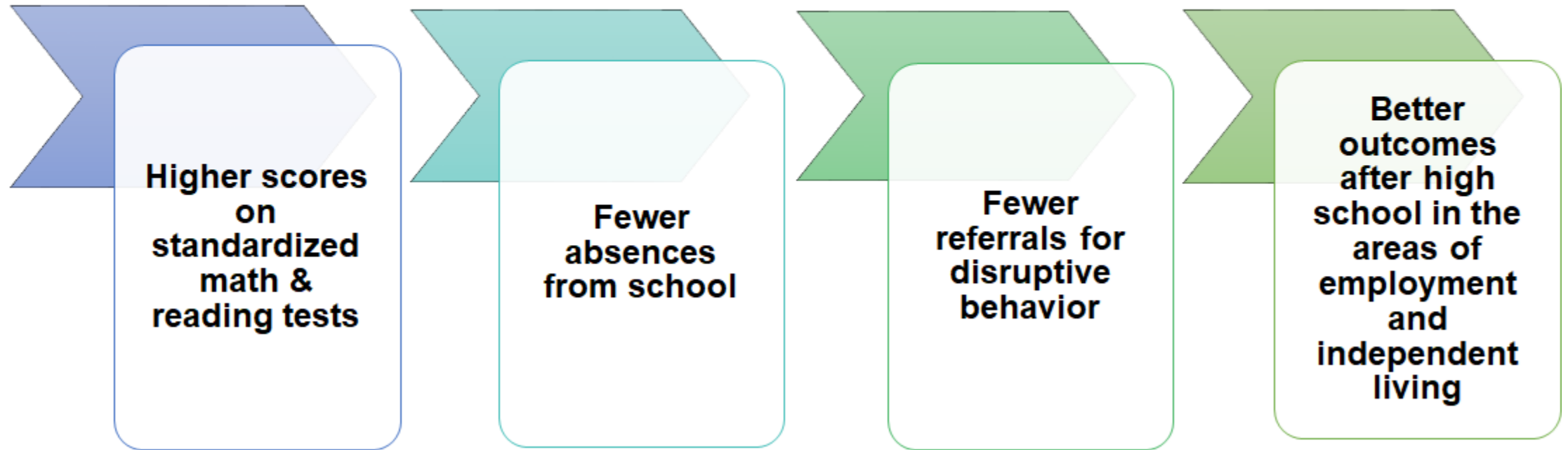
## Inclusion Works!

Over four decades of scholarship demonstrates that *students with and without disabilities* achieve better outcomes (in school and post-school), academically and socially, when educated in inclusive settings.

(Hehir et. al, 2016)

# Why Inclusive Education?

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

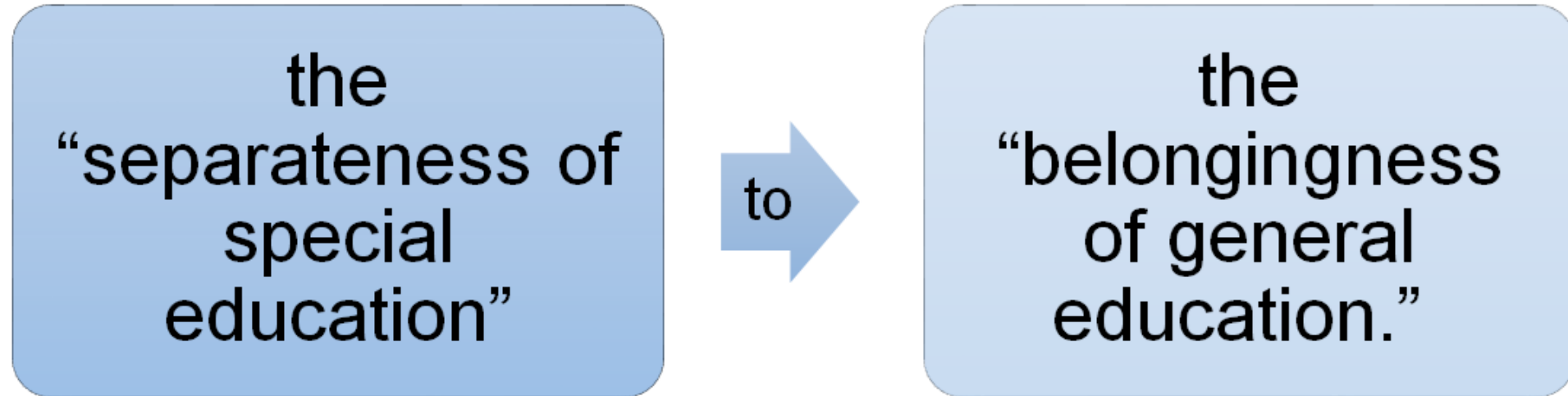


(Wagner et. al, 2006)

# Adopting an Inclusive Mindset

## Inclusive Education: ALL Means ALL (Sailor, 2002)

Reframing inclusion using a larger universal design rubric may move the practice away from...



# Building An Inclusive School Community

Inclusive education requires a foundation of:

effective **team collaboration** and strong **administrative leadership**;

where students are **welcome members** in a general education classroom;

which fosters **reciprocal social relationships, full participation** in general education instruction and social interactions in the class and school community;

and learning of general education academic content along with the skills necessary for participation in an inclusive community.

(Jorgensen et. al, 2010)

# Building An Inclusive School Community

**“Quality teaching is not an individual accomplishment; it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone. The idea that a single teacher, working alone, can know and do everything to meet the diverse learning needs of 30 students every day throughout the school year has rarely worked, and it certainly won’t meet the needs of learners in years to come. “**

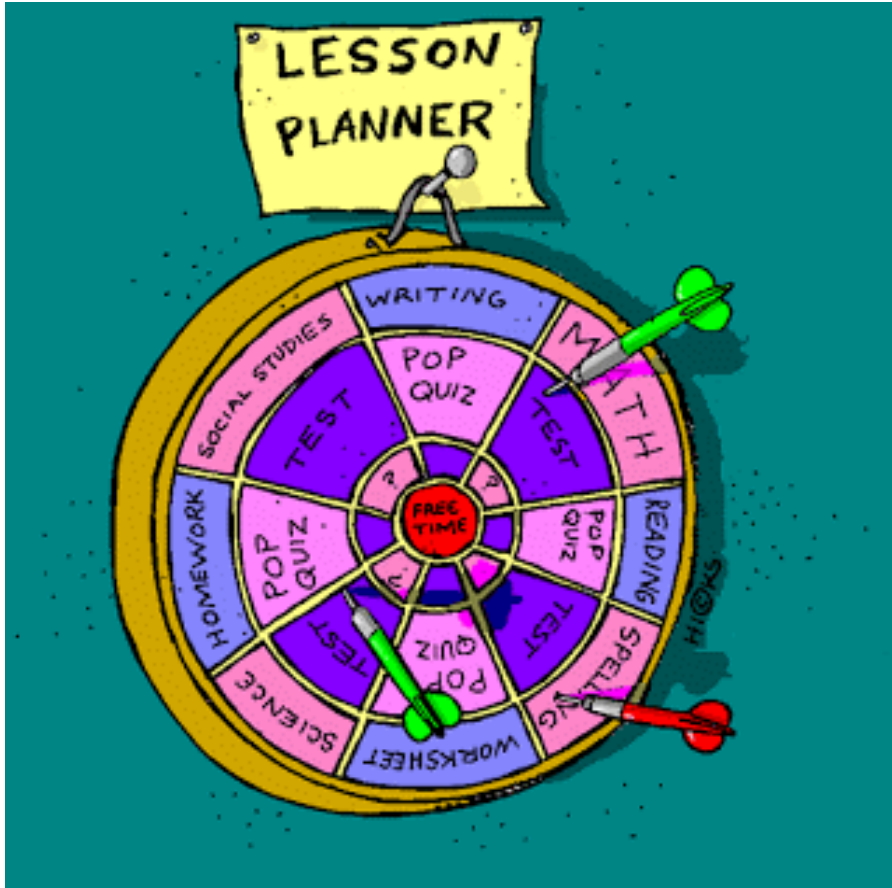
(Carroll, 2009)

# Foundational Tenets of Inclusion

- Highly Engaged Classrooms
- Learner Variability
- Dimensions of Belonging
- System Supports



# Highly Engaged Classrooms



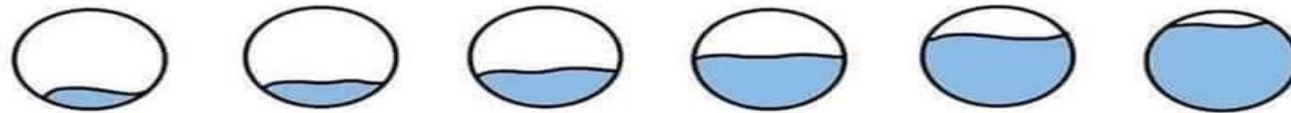
This Photo by Unknown Author is licensed under CC BY-NC-ND

## Standards-Based Instruction

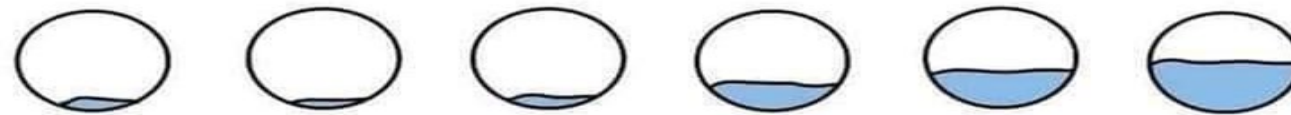
- Mapping
- Standards – based instruction
- Research-based strategies
- Curriculum

# Learner Variability

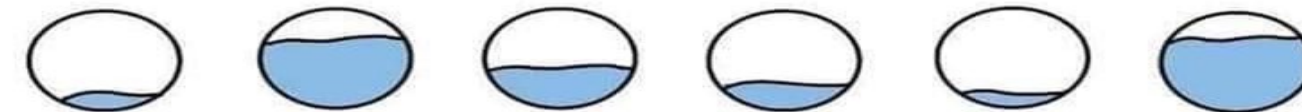
This is progress



This is also progress



And so is this





(TIES CENTER, 2023)

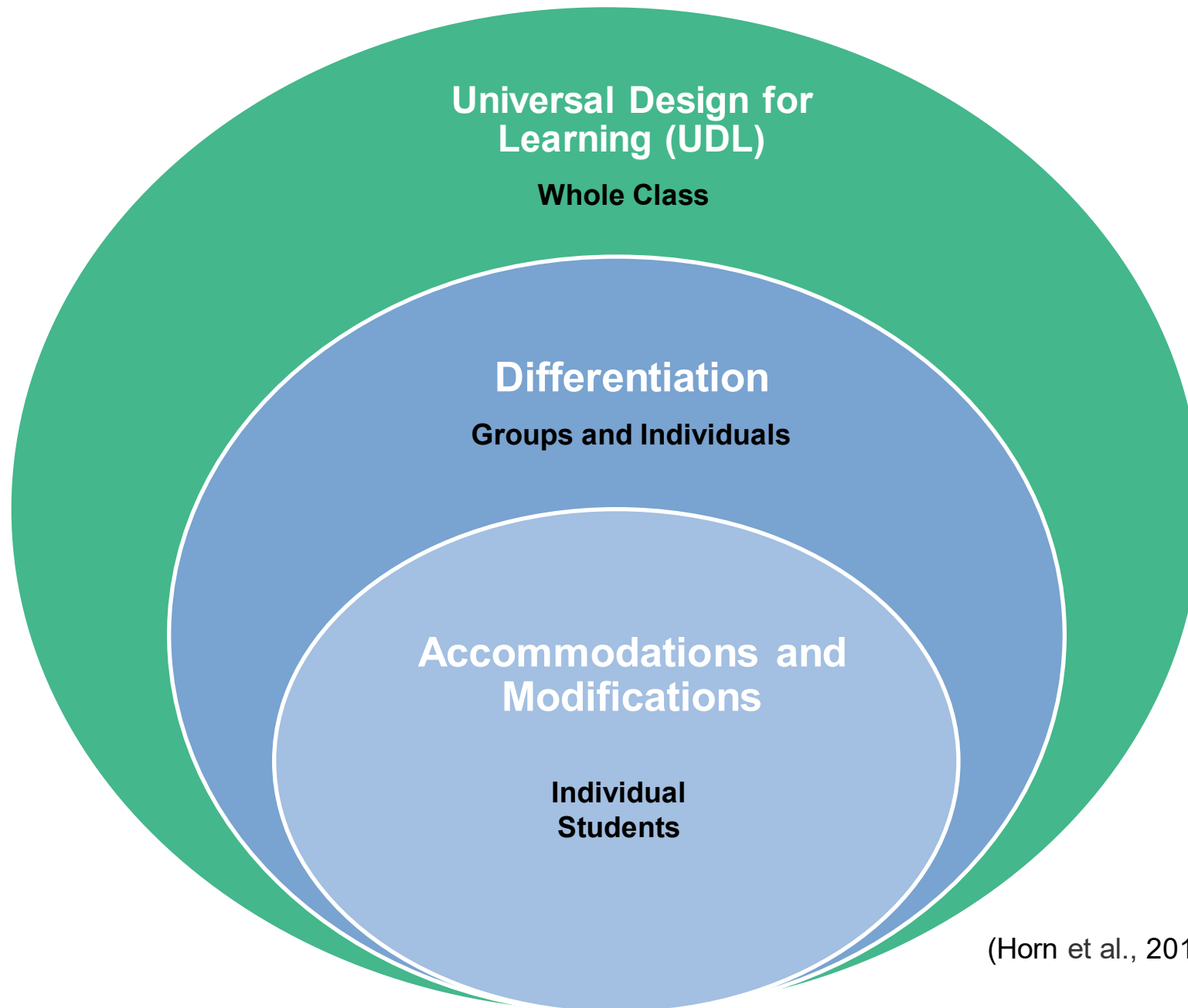
# System Supports

## Considerations:

- Provide opportunities for communication and shared decision making for staff;
  - Require documentation of student progress at grade level meetings, PLCs
- Engage parents and provide opportunities for learning, volunteering and networking.

# Inclusive Education Best Practices

- Universal Design for Learning
- Differentiated Instruction
- Co-Teaching
- Collaborative Consultation



(Horn et al., 2016)



# Universal Design



Image credit: thinkinclusive

# Three Elements of Universal Design for Learning (UDL)

## Multiple Means of Representation

The "WHAT" of learning

### Provide options for

- Perception
- Language and Symbols
- Comprehension

## Multiple Means of Action and Expression

The "HOW" of learning

### Provide options for

- Physical Action
- Expression and Communication
- Executive Functions

## Multiple Means of Engagement

The "WHY" of learning

### Provide options for

- Recruiting Interest
- Sustaining Effort and Persistence
- Self Regulation



# What is Differentiated Instruction?

“Differentiation is responsive teaching rather than one size fits all teaching. This means that teachers proactively plan varied approaches to **what** students need to learn, **how** they will learn it, and/or how they will **show** what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

(Differentiation Central, 2016; Tomlinson 2005; 2003)

# What is Differentiated Instruction?

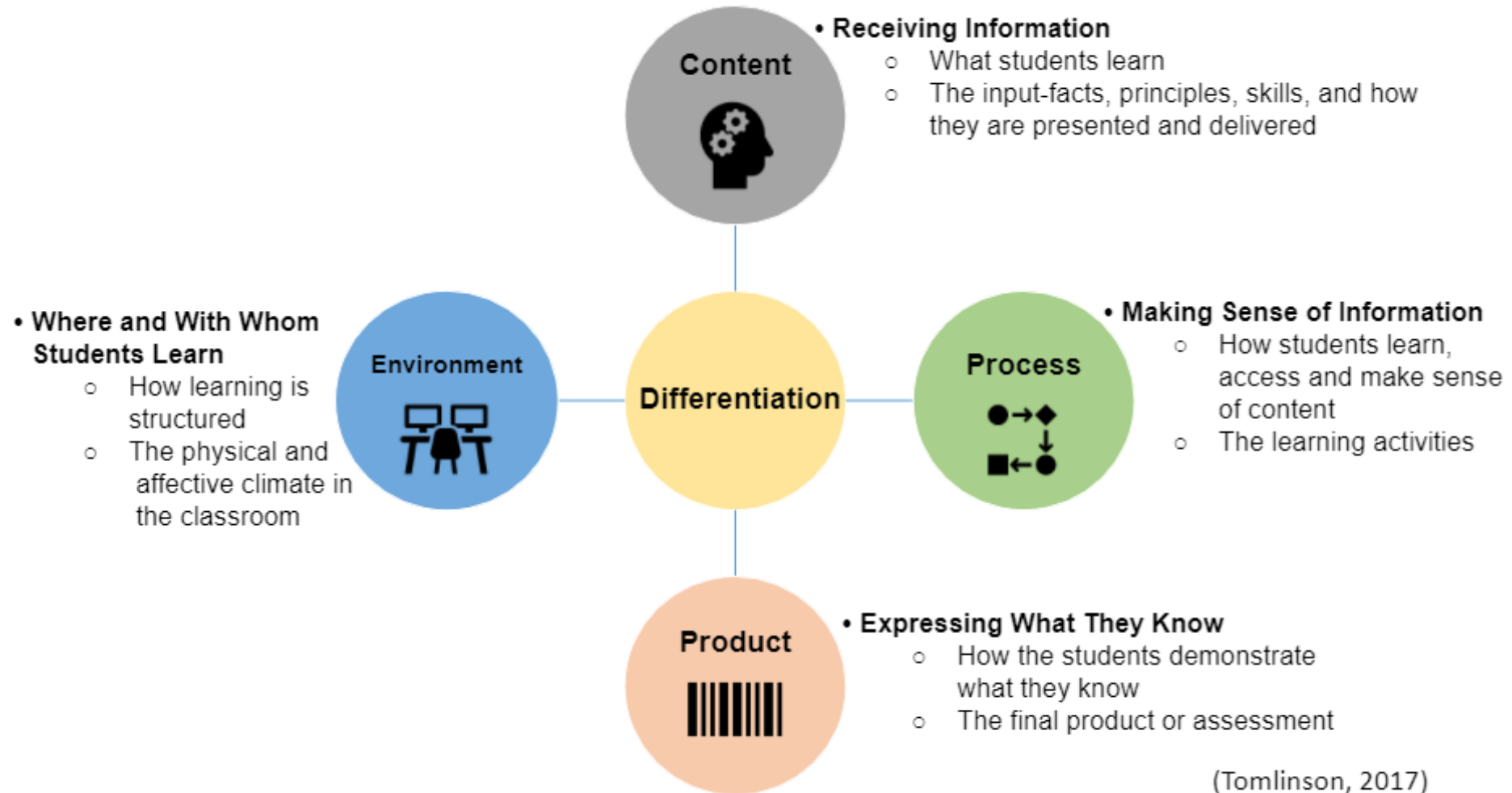
Differentiated Instruction is a continuous decision-making process where teachers **search for** and **respond to** academic diversity that will either strengthen or impede effective learning within a community.



**ADJUSTABLE INSTRUCTION**

(Bondie & Zusho, 2018)

# What is Differentiated Instruction?



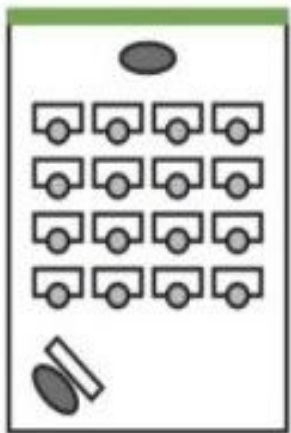
# Co-Teaching Defined

“Co-teaching exists as a means for providing the specially designed instruction to which students with disabilities are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services.”

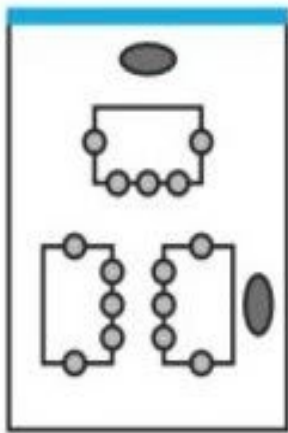
*~Marilyn Friend*

(Friend, n.d., 2007)

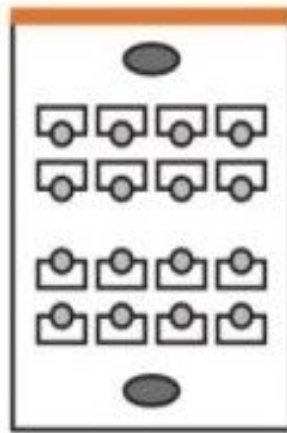
# Co-Teaching Models



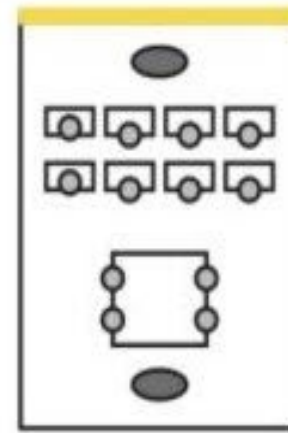
1. One teach,  
one observe



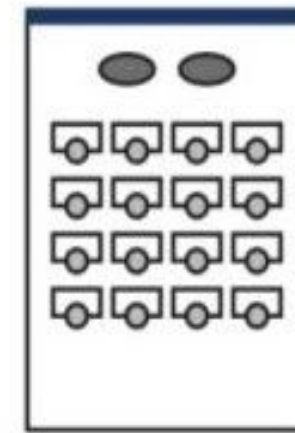
2. Station teaching



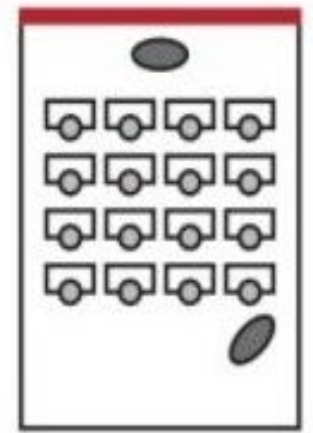
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach,  
one assist

Teacher Student Desk/Table

# Defining Collaborative Consultation

**Consultative services provide a vehicle for special educators with diverse expertise to collaborate with general educators and paraprofessionals in order to generate creative solutions, and support students with disabilities in general education classrooms.**

# Defining Collaborative Consultation

Consultation services may include, but are not limited to:

The development and demonstration of **techniques and strategies**

**Data collection** on the effectiveness of the techniques and strategies

Development of **positive behavioral supports**

# Benefits of Collaborative Consultation

Collaborative Consultation...

is a form of capacity-building

provides an avenue for students with special needs to be integrated into general education settings.

enhances the capacity of the general education teacher, and that capacity building benefits other students in the classroom.

results in better teaching and improved classroom management.

(Ysseldyke et al., 2012).



# Inclusive Education Summary

- The Benefits of Inclusive Education
- Myth vs. Fact

# In Summary: The Benefits of Inclusive Education

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning.
- The expectations of all the children are higher.
- It allows children to work on individual goals while being with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging.
- It provides all children with opportunities to develop friendships with one another.



# Cost of Inclusion Myth/Fact

## Myth

- Including students with significant cognitive disabilities costs more than educating them in segregated special education programs.

## Fact

- Providing flexible services in general education settings is not more expensive. In fact, it enables schools to maximize resources to meet the needs of each and every student.



The services provided by All In for Inclusive Education are not recommended or endorsed by the State Charter Schools Commission of Georgia.



# All In Satisfaction Survey

[All In Client Satisfaction Survey](#)



# Thank you

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