Inclusion: Promoting Success for Students with Disabilities

Patricia Wright
National Director, Autism Services
Easter Seals
Introduction

Learning Objectives

• State two benefits to students an inclusive educational environment

• List three strategies to promote an inclusive educational environment to benefit all students
Introduction

1. Introduction
   – Current data/work

2. Strategies for Success
   – Systems
   – Individual

3. Wrap-Up Questions
Inclusion

students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction within the context of the core curriculum and general class activities
Introduction

• Importance of Inclusion
  – Social Justice
  – Value for Diversity
  – Policy
    • IDEA – Least Restrictive Environment
    • NCLB – Access to General Education Curriculum
  – Outcomes
## Introduction

Regular school, time outside general class

<table>
<thead>
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<th>Year</th>
<th>Less than 21 percent</th>
<th>21-60 percent</th>
<th>More than 60 percent</th>
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<td>2006</td>
<td>54.8</td>
<td>23.8</td>
<td>16.4</td>
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## Introduction

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>Regular school, time outside general class</th>
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<tr>
<td></td>
<td>Less than 21 percent</td>
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<td><strong>2009</strong></td>
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<td>All students with disabilities</td>
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<td>Autism</td>
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<td>Deaf-blindness</td>
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<td>Developmental delay</td>
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<td>Emotional disturbance</td>
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<td>Hearing impairments</td>
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<td>Intellectual disability</td>
<td>17.4</td>
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<tr>
<td>Multiple disabilities</td>
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<tr>
<td>Orthopedic impairments</td>
<td>52.2</td>
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<tr>
<td>Other health impairments</td>
<td>61.4</td>
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<tr>
<td>Specific learning disabilities</td>
<td>63.3</td>
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<tr>
<td>Speech or language impairments</td>
<td>86.3</td>
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<tr>
<td>Traumatic brain injury</td>
<td>46.4</td>
</tr>
<tr>
<td>Visual impairments</td>
<td>62.6</td>
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</tbody>
</table>
Introduction

• Individuals with intellectual and other developmental disabilities educated in general education classrooms demonstrate **better performance in reading and math**
  – Cole, Waldron, & Majd, 2004

• **students with severe disabilities have higher levels of academic responses and lower levels of competing behaviors** when in general education classroom settings compared with the special education setting
Introduction

• National Longitudinal Transition Study, showed that more time spent in a general education classroom was positively correlated with:
  – Higher scores on standardized tests of reading and math
  – Fewer absences from school
  – Fewer referrals for disruptive behavior

• Better outcomes after high school in the areas of employment and independent living

• This positive correlation was found for all students with disabilities, regardless of their disability label, the severity of their disability, their gender, or their family's socio-economic status.
Introduction

• The performance of students without disabilities is **not** compromised by the presence of students with disabilities in their classrooms
  – Cole, Waldron, & Majd, 2004
  – Idol, 2006
  – Staub & Peck, 1994

• **successful inclusion resulted in increased understanding of difference and diversity by the typically developing students** in the classroom
  – Finke, McNaughton, & Drager, 2009
Strategies for Success
Strategies for Success - Systems

Multi-Tiered Systems of Support

Academic Instruction (with fidelity measures)
- Level 1: Primary Interventions (for all students)
  - Preventive, Proactive
  - Differentiated Instruction
  - Research-Validated Curriculum
- Level 2: Secondary Interventions (for some students: at-risk)
  - Some Individualizing
  - Small Group Interventions
  - High Efficiency
  - Rapid Response
- Level 3: Tertiary Interventions (for individual students)
  - Assessment Based
  - Resource Intensive

Behavioral Instruction (with fidelity measures)
- Level 1: Primary Interventions (for all students)
  - Direct Instruction of Behavioral Expectation
  - Positive Acknowledgment
- Level 2: Secondary Interventions (for some students: at-risk)
  - Simple Functional Behavior Assessment/Behavior Intervention Plans
  - Group Intervention with Individual Features
  - Group Intervention
- Level 3: Tertiary Interventions (for individual students)
  - Wraparound Intervention
  - Complex Multiple Life Domain Functional Behavior Assessment and Behavior Intervention Plans

Increase Numbers of Students

Universal Screening All Students

More Intensive Support

Technical Assistance Center for Inclusive School-wide Reform
SWIFT: The Schoolwide Integrated Framework For Transformation Center

Easter Seals Disability Services
Strategies for Success - Systems

• What is needed for inclusion
  – support of administrators who establish a strong vision and provide leadership in the school and community
  – time for instructional planning
  – professional development
  – access to technology
    – National Center on Inclusive Education, University of New Hampshire (2012)
Strategies for Success - Systems

Administrators who establish a strong vision and leadership

- embrace diversity
- encourage co-teaching and collaboration among general and special educators
- collaborate with families and community members
- think outside the box in terms of school structure and finance
- maintain high expectations of all students
- promote and support inclusive communities

“To create inclusive environments school leaders are the most critical factor”

- AASA, School Superintendents Association
Strategies for Success - Systems

**Time for instructional planning**
- adding school days
- adjusting the length of the school day
- modifying the early release/late start schedule
- using a block schedule

• Professional development in collaboration

• Structure
  - Scheduled
  - Agenda
  - Product expectations
Strategies for Success - Systems

Professional Development

• Didactic Instruction – knowledge transfer
• Coaching/Modeling – application

“Support from other teachers is a powerful and necessary resource to empower teachers to problem-solve new instructional challenges”
– McGregor and Vogelsberg 1998
Strategies for Success - Systems

Access to Technology

- Professional Development via didactic instruction
Strategies for Success - Systems

Access to Technology

• Professional Development via didactic instruction

• Time for Instructional Planning via collaboration and data-based decision making
Strategies for Success - Individual

Multi-Tiered Systems of Support

**Academic Instruction** (with fidelity measures)
- **Level 3** Tertiary Interventions (for individual students)
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**Level 1** Primary Interventions (for all students)
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- Positive Acknowledgment

Increase Numbers of Students

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Strategies for Success - Individual

Lining Up

- Visual Support

(video from Headstart)
# Strategies for Success - Individual

## Lining Up

<table>
<thead>
<tr>
<th>Social Communication</th>
<th>Group Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having a Conversation</td>
<td>Lining Up</td>
</tr>
<tr>
<td>Indicating Completion of Task</td>
<td>Responding Along in a Group with</td>
</tr>
<tr>
<td>Raising Hands to Answer Questions</td>
<td>Response Cards</td>
</tr>
<tr>
<td>Raising Hands to Ask for Help</td>
<td>Responding with Fluency</td>
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<tr>
<td>Recalling Experiences</td>
<td>Giving a Presentation</td>
</tr>
<tr>
<td></td>
<td>Following a Classroom Routine</td>
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</tbody>
</table>

## Study Skills

<table>
<thead>
<tr>
<th>Study Skills</th>
<th>Peer Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Math Problems</td>
<td>Playing with Peers</td>
</tr>
<tr>
<td>Copying from Board</td>
<td>Helping Others</td>
</tr>
<tr>
<td>Paying Attention to the Teacher</td>
<td>Demonstrating Assertiveness</td>
</tr>
<tr>
<td>Tutoring a Peer</td>
<td>Monitoring Self</td>
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<tr>
<td></td>
<td>Imitating a Peer</td>
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<tr>
<td></td>
<td>Maintaining an Appropriate Distance</td>
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<td></td>
<td>Taking Turns</td>
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</table>

- Image credit: Easter Seals Disability Services
Strategies for Success - Individual

Lining-Up

• Visual support
• Peer support
• Teaching/Rehearsal
• Videos and Implementation

Supports from rethink
Strategies for Success - Individual

Having a Conversation

- Adolescents (11-14)
- Lunch clubs organized around perseverative interests
  - Movie trivia
  - Comic books/cartooning
  - Card game
    - Koegel et al, 2012
Strategies for Success - Individual
Strategies for Success - Individual

Having a Conversation

- Preschool aged Children
- Symbols increased peer interaction in preschool children with autism
  - Johnston, Nelson, Evans, Palazolo, 2003
Strategies for Success - Individual

Having a Conversation

Social Communication
- Having a Conversation
- Raising Hand to Answer Questions
- Recalling Experiences
- Indicating Completion of Task
- Raising Hands to Ask for Help

Group Participation
- Lining Up
- Completing Tasks
- Following Multi-Step Instructions
- Giving a Presentation
- Working in a Group
- Waiting for an Activity
- Responding Along in a Group with Response Cards
- Responding with Fluency
- Following a Classroom Routine
- Responding Verbally along in a Group

Study Skills
- Completing Math Problems
- Copying from Board
- Paying Attention to the Teacher
- Tutoring a Peer
- Keeping Organized
- Taking Notes
- Recalling Information about a Lesson
- Following along with a Lesson

Peer Interaction
- Playing with Peers
- Helping Others
- Demonstrating Assertiveness
- Monitoring Self
- Imitating a Peer
- Maintaining an Appropriate Distance
- Taking Turns
Strategies for Success - Individual

Having a Conversation

- Provide Peer Training
- Use scripts
- Use self-monitoring
- Videos and Implementation Supports from Rethink
Supporting Literature

Review

• Learning Objectives
  – State two benefits to students being in an inclusive educational environment
  – List three strategies to promote an inclusive educational environment to benefit all students
Inclusion: Promoting Success for Students with Disabilities

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