

# Inclusive Education

“As for the future, your task is not to  
foresee it,  
but to enable it.”

*Antoine de Saint-Exupery*

# First Impressions

- Favorites course in secondary school?
- Top choice vacation destination?
- Inside of their closet neat or messy?
- Favorite food?
- Favorite music?
- Last non academic book read?

“Imagine educational practices  
in which learners with  
disabilities have the same  
learner outcomes as students  
without disabilities.”

Kleinert & Kearns, 2001



# What might these educational outcomes look like?

- College
- Career in meaningful employment
- Home ownership or rental
- Meaningful relationships, friends, long term partnerships
- Travel
- Hobbies
- Contributing community member- solving real world problems
- Leadership positions- elected office, board members, etc..



# Realizing Positive Educational Outcomes for ALL



30 years of research tells us that students with and without disabilities do better when they learn together and are well supported. The time is NOW to realize these positive outcomes for ALL students.

# 30 Years of Research = Benefits of Inclusive Education

Hunt, Farron-Davis, Beckstead, Curtis, Goetz, 1995; Ryndak, Morrison, & Sommerstein, 1999; Fisher & Meyer, 2002; Jorgensen, McSheehan 2005; Hunt, Farron-Davis, Beckstead, Curtis, Goetz, 1996; Fryxell & Kennedy, 1995; Schnorr, 1990, 1997 and more.... [Swiftschools.org](http://Swiftschools.org)

- Higher expectations for ALL students
- Better performance for ALL students in academic areas (reading and math)
- Increased communication skills
- Decrease in challenging behaviors
- Fewer days missed from school
- Fewer suspensions and expulsions
- Opportunities to develop social relationships
- Students and teachers report increased “kindness”
- Promotes the value of diversity for ALL students
- Improved post school options

# Research Findings:

## Negative Effects of Segregation

(NCLB; Wheelock, 1992; Hunt & Farron-Davis, 1992; Stokes & Baer, 1977; Strully & Strully, 1992; Giangreco et al., 1993)

- Poorer quality instruction in academic skills in segregated classes
- Poorer quality IEPs
- Lack of generalization of learning from special to regular environments
- Disruption of sustained opportunities for social relationships
- Decrease in confidence that general education class teachers have for teaching diverse learners
- Telling all students that if you are different you can't belong.

**EXCELLENCE**  
**+ EQUITY &**  
.....  
**ALL MEANS ALL.**



SWIFT is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students...





...focused on  
students with  
disabilities including  
those with extensive  
support needs





**Inclusive Education is...**

All students educated full time in age appropriate, regular education classrooms, in their neighborhood schools.



**Inclusive Education is...**

Supports provided to students, families, teachers, and schools so that all can be successful.



# Inclusive Education is.....

- Students with disabilities in the **classes and schools they would attend if they didn't have disabilities** (natural proportions).
- Supports provided so that students with disabilities are fully integrated into the **typical lessons and routines** of the class (in and with).
- **Regularly scheduled planning time** so that teams can work together to enhance all students' education.
- **Administrators providing support** for educators to gain new information, implement skills, and increase their comfort and ability to educate all children together.

# Inclusive Education is...

- **Presuming the competence** of and holding high expectations for ALL learners including those with the most significant disabilities.
- Recognizing that **friendships and meaningful relationships are integral components** of the learning equation.
- Accessing **high quality training and resources** to develop and support skills to support ALL learners.
- Making sure that educational environments are **universally designed** to support ALL learners.

# Inclusive Education is NOT:

- Inclusion Rooms
- Inclusion Students
- Students clustered in schools based on their disability (i.e. all students with autism in one elementary school)
- Part Time Mainstreaming
- Separate Community-Based Instruction
- Pull Out Separate Services
- Straddling the Line Between “Typical and Special”
- Peer Buddies, Special Friends, Relationships for Credit

# Benefits of Inclusive Education

- Modeling
- Generalization (real skills in real places)
- Appreciation of Differences
- Friendships
- High Expectations
- Academic Achievement
- Natural Supports
- Shared Resources  
Value Added
- Innovative Teaching Strategies
- Systems Change
- Successful Outcomes



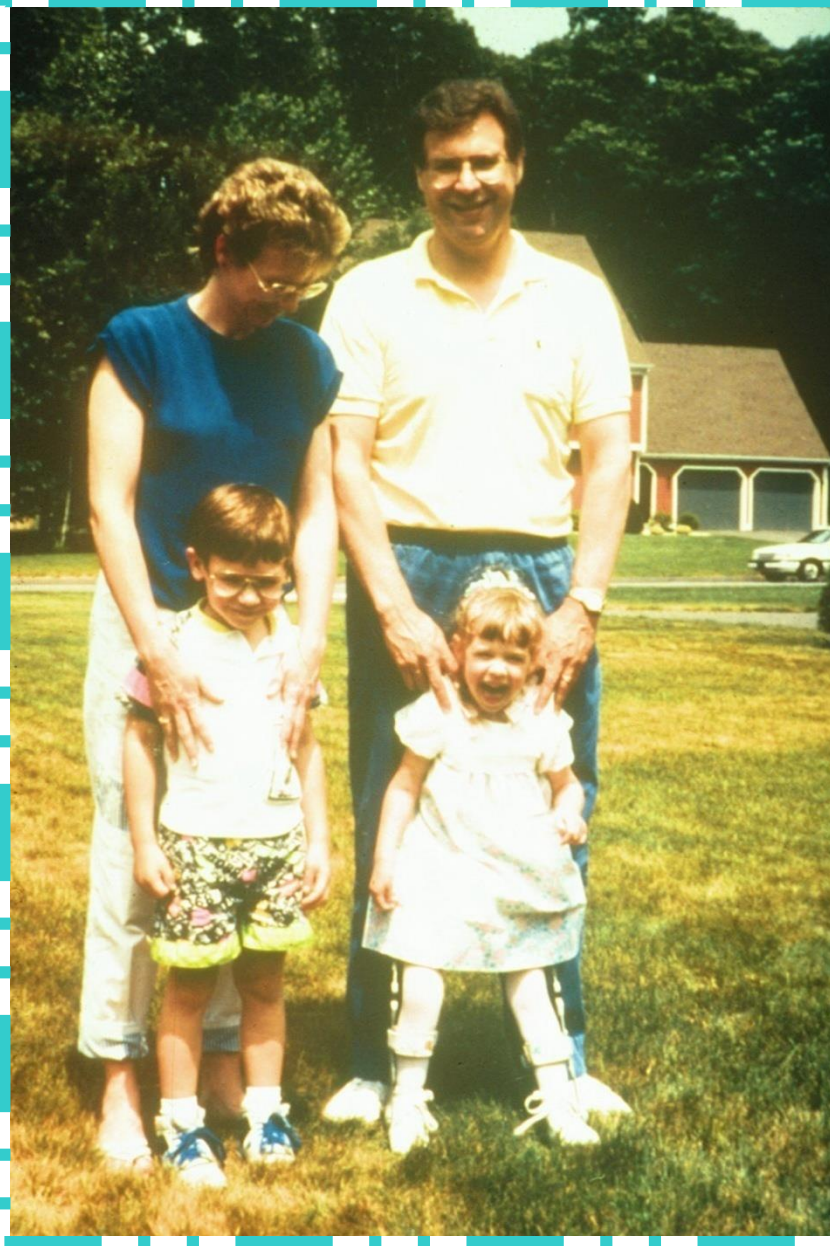
**Successful inclusion.....**

**Has nothing to do with the characteristics or labels of students but rather everything to do with the commitment, creativity, and flexibility of teams.**

We used to think professionals knew best









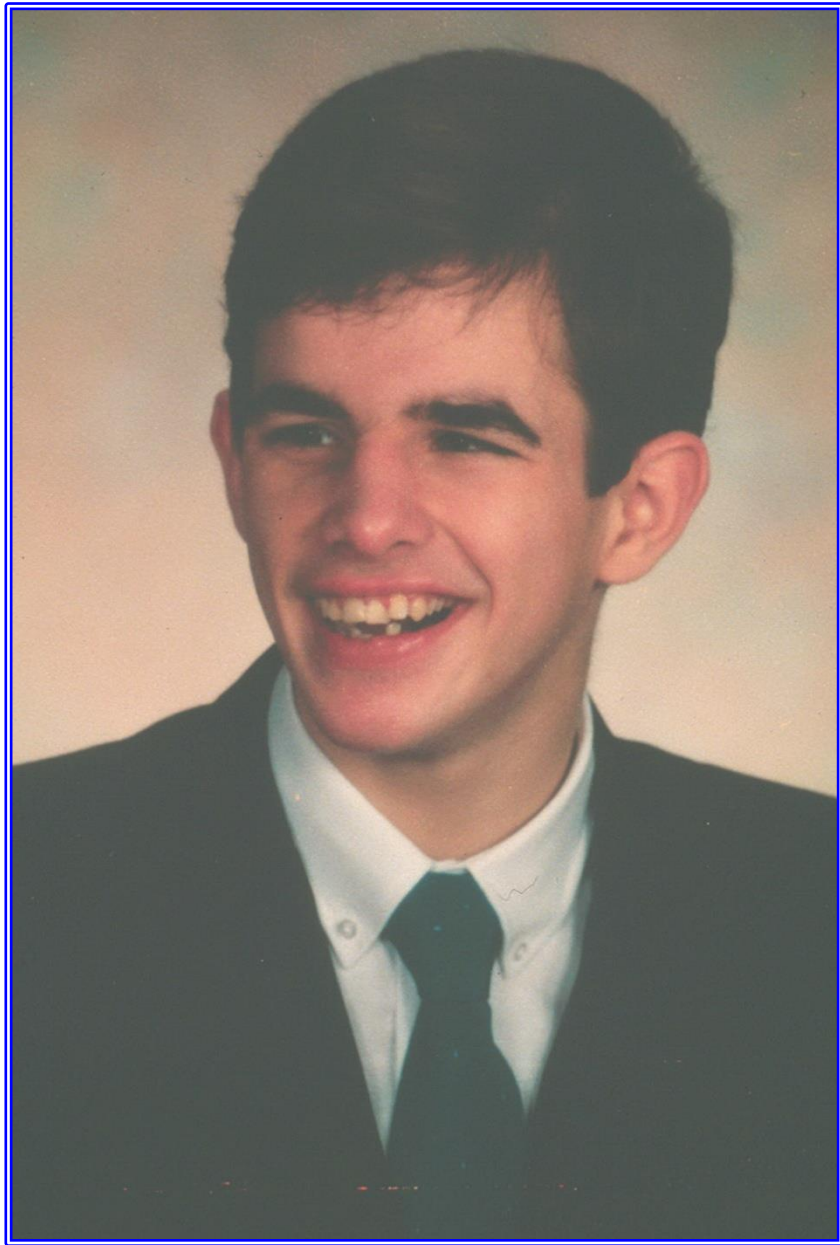












“Dead before now. Close to gone. Inside it sometimes crumbles. Feel real hope now that I can talk. A simple wish is to have real friends.”

– Jeff Williamson

We now know to trust the instincts and dreams of families



We used to think that students with disabilities needed to learn special things in special places taught by special teachers





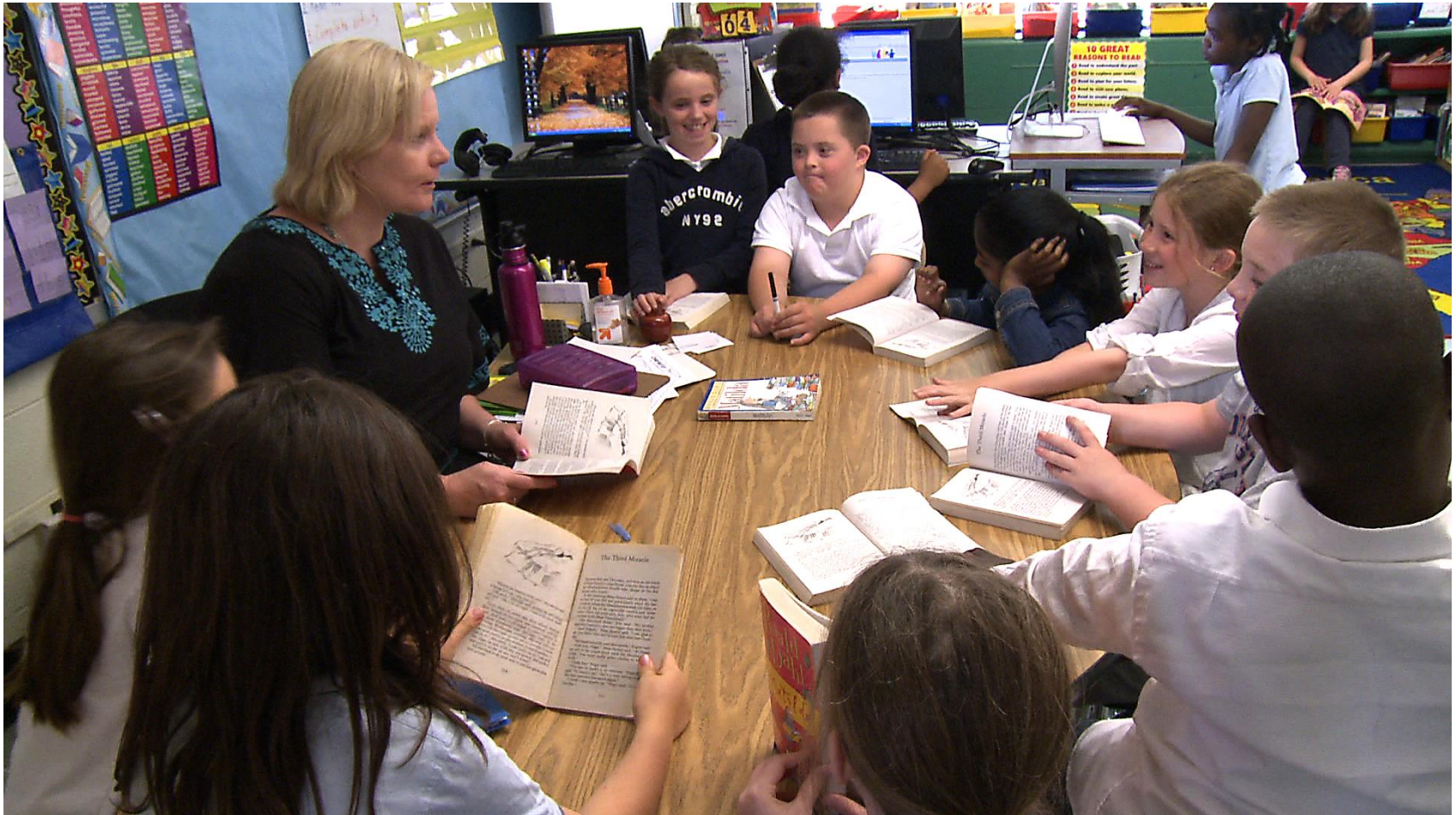




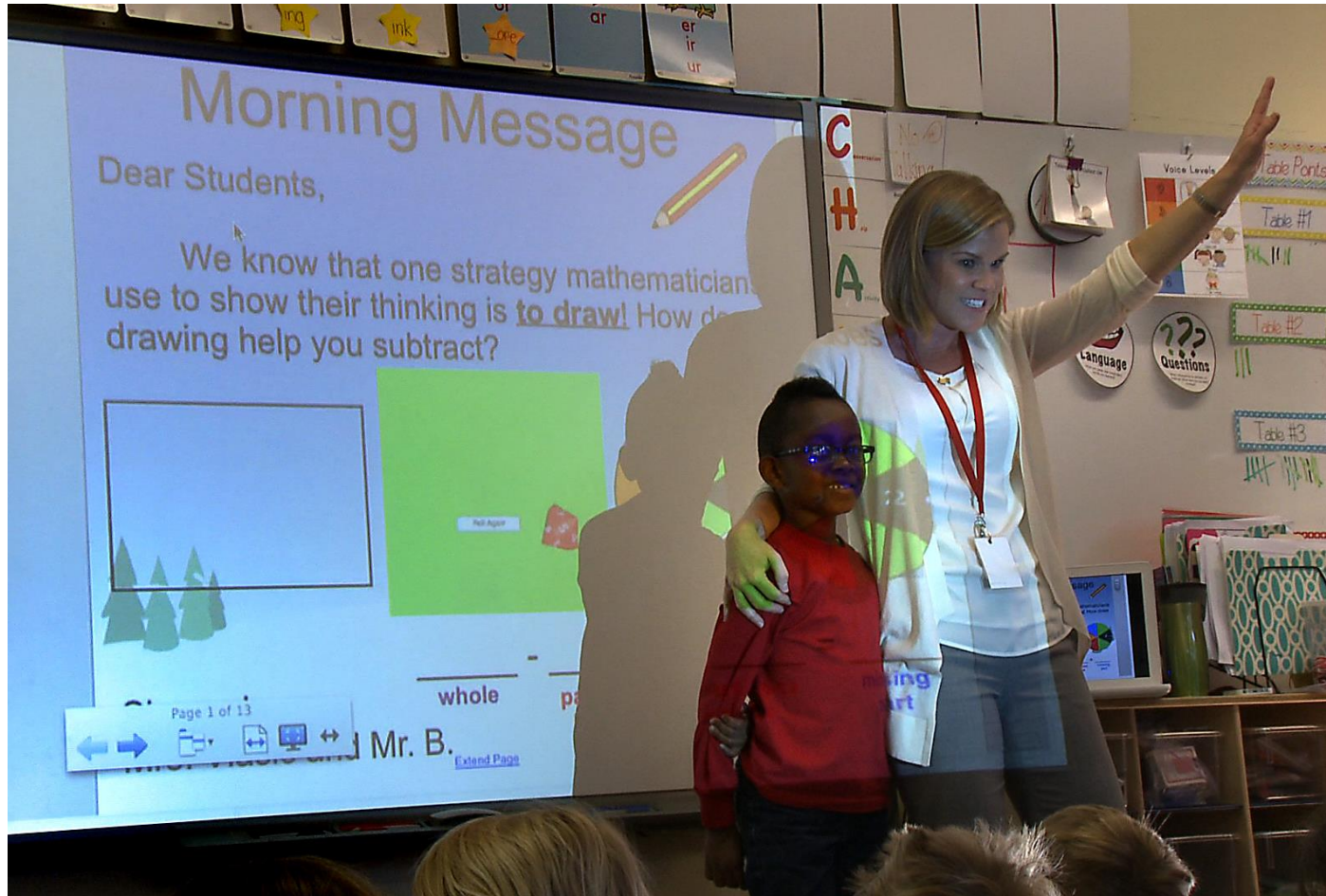




We now know that students learn best and learn the most in general education.



# And general educators naturally have **high expectations for all students**





And that **peer modeling** is a powerful learning opportunity



We used to think that it was wrong to hold high academic expectations for students with significant disabilities such as labels of autism, intellectual disabilities, students unable to communicate

We now know that **high expectations** are essential to **academic achievement**





And educators and family members must  
**presume competence**  
regardless of disability labels



We used to think that students with challenging behaviors needed to learn “appropriate” skills before they could earn the right to be included





We now know that no one needs to  
earn the right to be included.



We used to think that students would be made fun of and couldn't make real friends.













# Girl kills herself after being harassed

She is school's fifth suicide in 2½ years

By ADOLPHE V. BERNOTAS  
Associated Press

GOFFSTOWN — A 15-year-old high school who killed herself last week, left behind a note to her parents saying she had been beaten up by classmates and threatened with death if she returned to school.



Pauly

Megan Pauly is the fifth Goffstown High School student to commit suicide in 2½ years. Authorities are trying to determine whether bullies drove her to kill herself.

Meanwhile, the principal and some pupils yesterday denied that a

roving gang of girl thugs is terrorizing the high school.

Pauly was found shot to death at home by her parents on Oct. 10. Her suicide note said that two days earlier she was beaten up. The note also said she had been beaten and repeatedly harassed by three former friends.

"This child was so traumatized that she thought this was the only way out of the situation," Bonnie Catoni, Pauly's aunt, said. "She was convinced she would be killed."

The girl's mother, Pauline Pauly Kinduris, said she is grieving "and I don't understand why the school and police aren't doing anything."

Principal William Marston said yesterday he doesn't "know of any group of kids who have wanted to harass other kids or that there are

■ See **SUICIDE** — Page A-6



We now know that **acceptance and appreciation** of differences are **essential life skills** and only through shared space and time can real friendships develop.



We used to think it could work in the primary grades and that students in secondary education needed to be taught “functional life skills” in separate places.

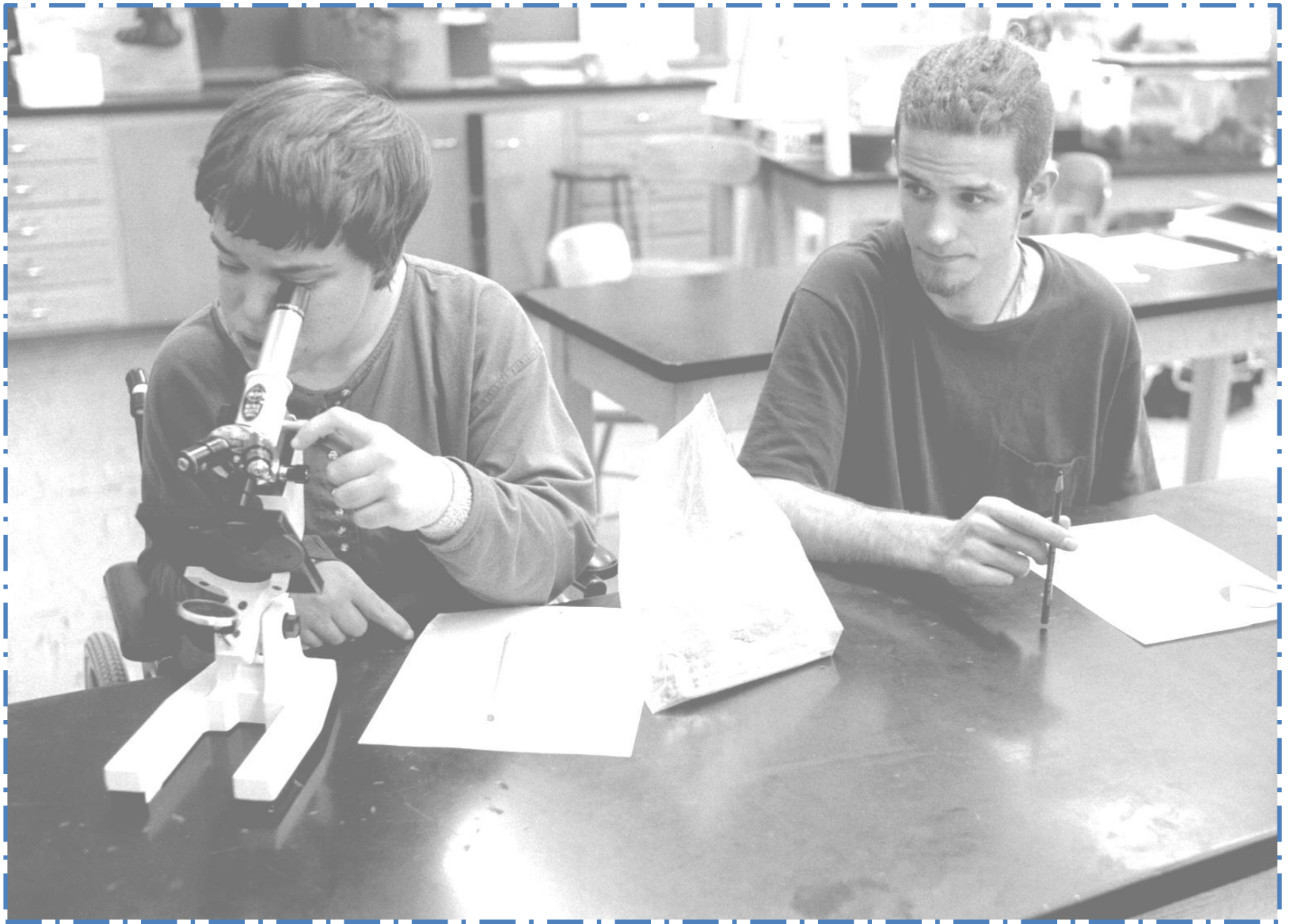














# We now know that some of the most functional life skills are:

- Getting along with all kinds of people
- Self expression, being understood, and listening
- Showing up on time and prepared
- Having passions and interests to determine career, hobbies, goals, relationships
- **LITERACY!!!!!!**

(making a bed and change for a dollar need to be taught in the places they are going to be used)



We used to think that participation in sports meant being the team “manager.”

























We never thought enough about student outcomes to imagine the possibilities of what can be accomplished through an equal education









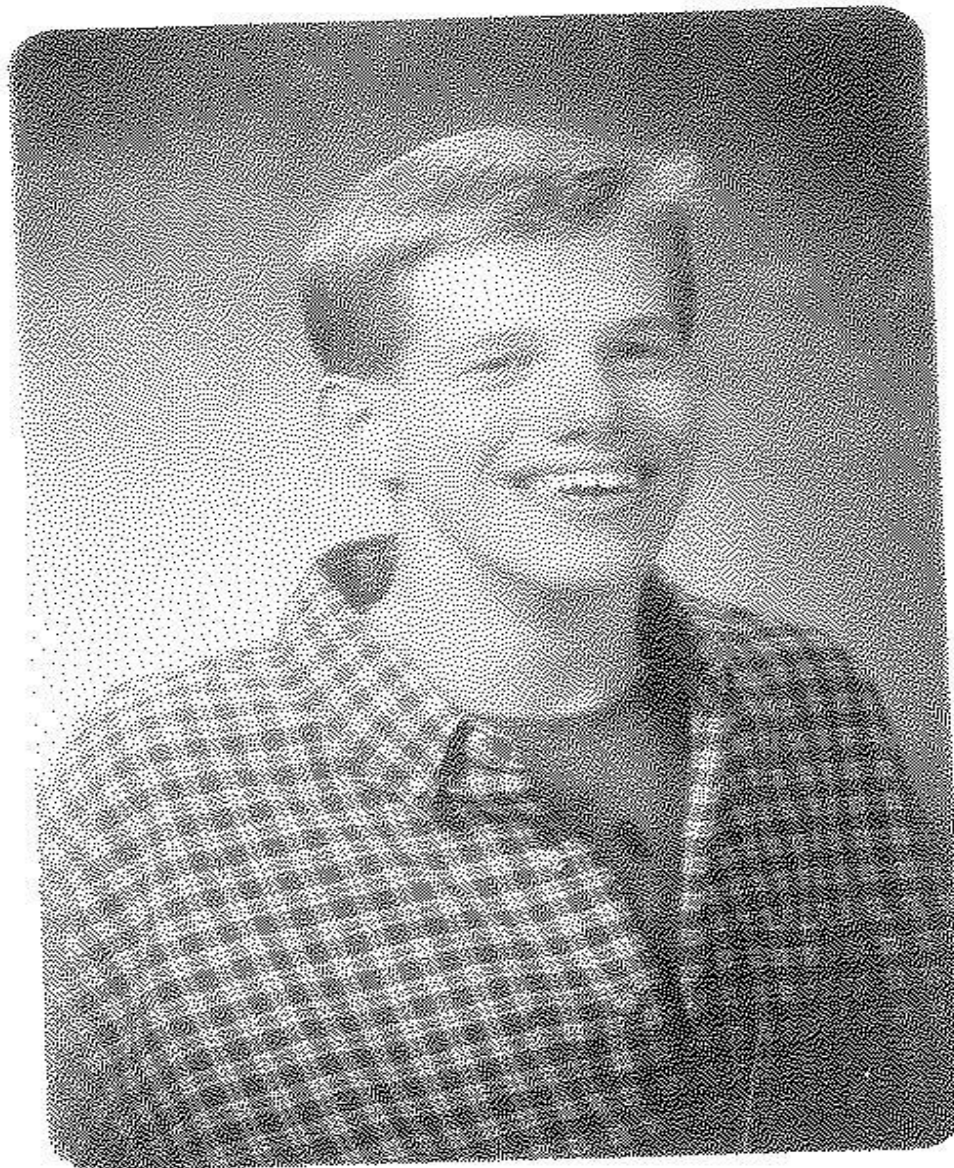
**THE ROYAL COURT**—Amro Diab and Katie Scollin, in the middle, were crowned king and queen of Souhegan's prom. The royal court, from left: Alex

Wong, Wendy Brown, Scollin, Diab, Alicia Richardson and Tom Scully.

*Jason Greenleaf photos.*

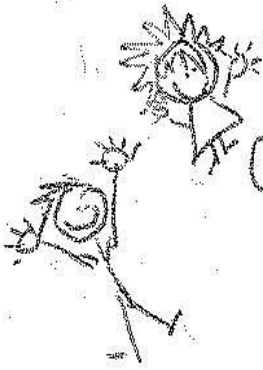


Andrew graduated with his class and moved on to a real transition.....





# Senior yearbook memories



Stay C Says: ANDREW IS WONDERFUL

Being friends with you  
has made me a more open  
minded and caring person.  
I will miss you! I know you  
will have many great  
adventures + experiences  
ahead of you! Take Care!

Love, STAY - C \$ 2001

College! A Career! A Home of His Own!











# Successful Outcomes



SWiFT Feature Introduction Guide is an online resource for professional learning and implementation materials.

[www.guide.swiftschools.org](http://www.guide.swiftschools.org)





SWIFT-FIG consist of five domains, each with two features. Explore the guide to learn more about SWIFT practices. If you are a new visitor, you may find the How to Use SWIFT-FIG page helpful.



## Administrative Leadership

In SWIFT schools, strong and actively engaged administrative leaders are committed to improving teaching and learning within a system that empowers educators and school personnel.

- ▶ Strong & engaged Site Leadership
- ▶ Strong Educator Support System



## Multi-Tiered System of Support

A multi-tiered system of support is a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students.

- ▶ Inclusive Academic Instruction
- ▶ Inclusive Behavior Instruction



## Integrated Educational Framework

An integrated educational framework encompasses ALL students, personnel and stakeholders within a positive school culture and ensures access for ALL students to participate in all school-related activities.

- ▶ Fully Integrated Organizational Structure
- ▶ Strong and Positive School Culture



## Family & Community Engagement

Families, community members, and schools form a partnership in which each benefits from and supports the others.

- ▶ Inclusive Academic Instruction
- ▶ Inclusive Behavior Instruction



## Inclusive Policy Structure & Practice

Inclusive policy structure and practice includes a supportive, reciprocal partnership between the school and its district or local educational agency.

- ▶ Strong LEA/School Relationship
- ▶ LEA Policy Framework

## Strong & Engaged Site Leadership

Strong and Engaged Site Leadership is the foundation for implementing, transforming, and sustaining systems throughout a school. The principal and leadership team empower



This film shows how strong and engaged site leadership is a foundation for transforming systems throughout a school, empowering the entire faculty to support student success.



## IN-DEPTH

### Discussion Guide: Strong & Engaged Site Leadership

Use this discussion guide along with the SWIFT in 60 video to talk with school stakeholders about what strong and engaged site leadership could look like at your school.



### Introduction to Strong and Engaged Site Leadership

Use this PowerPoint to introduce the SWIFT feature: Strong and Engaged Site Leadership. The PowerPoint provides guidance on why the feature is essential for inclusive school reform. It also introduces implementation steps and examples.



### Steps to Get You Started: Strong & Engaged Site Leadership

The steps for developing or enhancing strong and engaged site leadership are most applicable to school administrators, such as a principal or assistant or vice principal. The steps may need to be adjusted to apply to other stakeholders.





# TRANSFORMING EDUCATION

SWIFT is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs.

↓ CHECK OUT OUR RESOURCES ↓

Check out the SWIFT library of resources to support schools as they explore, prepare, launch, and sustain approaches to include and welcome all students.





# Thank you for your time swiftschools.org



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