Welcome!

During our time together, please:

• Keep yourself muted unless you want to speak
• Use chat to make comments or ask questions
• Questions and comments will be addressed during the last 10-15 minutes of the session when the video recording will be turned off
• Refrain from disclosing personal details
• Let us know if you have any accessibility needs or need help turning on closed captioning before the session begins
MAKING INCLUSIVE EDUCATION A REALITY
The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.
Participants will be able to:

- Identify how IDEA supports inclusive education
- Discuss the benefits of inclusive education
- Explain the importance of Supplementary Aids and Services
- Discuss the importance of presuming competence in inclusive education
- Describe your family’s vision of inclusion for your child
- List the most important things you will share with your child’s IEP team at the next meeting
What is Inclusion?

• Think of a time that you felt excluded from something – what comes up for you when you remember that?
Inclusion IS:

- A Philosophy
  
  *All students are valued and supported to participate meaningfully with each other*

- An Educational Practice
  
  *Providing the right supports that will enable every student in the classroom to succeed*
Philosophy

Disability is a natural part of the human experience and in no way diminishes the right of the individual to participate in or contribute to society.
Inclusion

**IS**
- A sense of belonging
- An appreciation of diversity
- Equal access and opportunities
- An appreciation of strengths

**IS NOT**
- A feeling of isolation
- A focus on differences
- Some but not all get opportunities
- A focus on challenges
The concept of Inclusion: Illustrated

- Exclusion
- Segregation
- Integration
- Inclusion
Inclusion: A Timeline

The Evolution of Inclusion

- Exclusion
- Segregation
- Integration
- Inclusion
Rationale for Inclusive Education

• Least Restrictive Environment (LRE) . . .
  It’s the Law!

• Schools should mirror our communities

• Inclusive education benefits all students
Special Education According to IDEA

- It is **not a place** or placement or pre-packaged program
- It is a service for children rather than a place they are sent
IDEA Supports Inclusion

Least Restrictive Environment (LRE)

- To the **maximum extent appropriate**, school districts must educate students with disabilities **in the regular classroom with appropriate aids and supports**…”

- Every IEP team should first ask the question “how can this student’s special education supports and services be provided within the general education classroom?”
IDEA: 6 Guiding Principles

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Parent and Student Participation in Decision Making
- Procedural Safeguards
Key Principles of IDEA, continued

- Parents should be informed decision-makers
- Children with disabilities should be educated with their non-disabled peers to the maximum extent appropriate (LRE)
“It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.”
Key Principles of IDEA:
Supplementary Aids and Services (SaS)

- Supplementary aids and services must be considered and provided to support learning and participation in general education classrooms and extracurricular activities
100% of the time with non-disabled peers in general education

0% of the time with nondisabled peers

Start here with supplementary aids and services, then move along the continuum, based upon the student’s individual needs.
Questions for the IEP Team

1. What supplementary aids and services were **considered**? What supplementary aids and services were **rejected**? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.

2. What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
3. What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?

4. To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?
Making Inclusion a Reality

Students with complex instructional needs should:

• Be engaged in a school schedule and program similar to peers
• Be expected to learn challenging academic content
• Have an IEP that includes both academic and individualized goals with a clear description of access to general education curriculum
• Have access to instructional materials, communication methods and AT that promote active and meaningful engagement
Presuming Competence

• Presuming competence is the belief that with good instruction and high quality support, ALL students have the ability to access:
  • age-appropriate content
  • general education curriculum
  • curriculum aligned to grade-level standards
• Students are viewed through the lens of ABILITY, rather than disability.

https://www.youtube.com/watch?v=XEj4cFHWDu8
Access to the General Curriculum

- The IEP team must determine how students will be provided access to the general curriculum regardless of the setting(s) in which the instruction is delivered.
- This means that access can be different for each student.
Successful Inclusive Classrooms...

Provide a variety of ways to learn-
• Universal Design for Learning (UDL)
  http://www.cast.org/udl/
• Addresses the what, how, and why of learning with differing options for the abilities of the students

Focus on Utilizing Strengths-
• Strengths & Strategies Profile by Paula Kluth
  http://www.paulakluth.com/

Create a sense of belonging
• Achieving Inclusion & Strategies of Inclusion
• Kasa & Theoharis
Students with disabilities who are included experience:

- Higher academic expectations
- Greater performance in all academic areas
- More independence with better post school outcomes
- Increased social interaction and stronger networks of peers without disabilities
Families and Professionals: Monitor IEP Implementation

- An IEP should NOT have the same goals and objectives from year to year!
- Is the student receiving benefit?
  - Do progress reports show progress?
  - If progress is not being made, are revisions made to the IEP?
- Consider including supports in the IEP:
  - Communication system with teachers
  - Copy of textbooks and instructional materials
  - Review copies of classwork and tests
Action Steps

**Families**

Identify 3 – 5 things you will share with your child’s IEP team at the next IEP meeting, for example:

- Information about your child
  - Strengths
  - Dreams
- Importance of presuming competence
- Ideas for new or different supplementary aids and services
- Benefits of inclusive practices

**Professionals**

- Have you considered the range of supplementary aids & services?
- How can you make sure families are heard at IEP team meetings?
- How can you help others in your school understand the value of inclusion?
Families lead the way!

- Family is the constant in the child’s life, while the service systems and personnel within those systems change as time goes on.
- Families must act today to prepare for the future.
- Families should be equal partners in the relationship with educators.
Questions and Discussion
Evaluation: Inclusive Education

HOW TO SCAN QR CODE

1. Open the Camera APP on your phone.
2. Point the camera at the circle.
3. Tap the screen to open the page.

https://www.surveymonkey.com/r/PEALtrainingeval

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