



Introduction, Notes on Language

(see slides for additional information)

Historical Reminder: PARC Lays the Foundation for EHA/IDEA

- The case: Pennsylvania state law allowed public schools to deny services to children “who have not attained a mental age of five years” by the start of first grade.
- 1971—Consent agreement, declared several PA laws unconstitutional and required the state to evaluate and place all students ages 6–21 with mental disabilities in a proper publicly funded educational setting
- 1975—Education for All Handicapped Children Act (EHA).
 - Prior to this, over 1 million entirely excluded
 - In 1976–1977, approximately 3.7 million served under EHA
- 1990—Individuals with Disabilities Education Act (IDEA)

My Connection with #PriorGenInclusion

(see slides for additional information)

Successes With Prior Generations of Inclusion (see slides for stories)

- Social inclusion (e.g., [Voices of Friendship](#))
- Individual student and school examples (e.g., [Class of '96](#), [Thasya](#), [Axel](#))
- Demonstrating student competence to access and learn general curriculum
- Teaching exemplars and schoolwide models (e.g., [Together](#), [Whatever It Takes](#), [Henderson](#), [Mr. Connolly Has ALS](#))
- Established state-specific resource and assistance centers like [MCIE](#), [NJCIE](#), [WAIPP](#)

Persisting Barriers From Prior Generations of Inclusion (see slides for stories)

- [Myths](#), misunderstandings, and ableism—low expectations, limited access to AAC, readiness, misapplication of policies (see, for example, [Forget Me Not](#))
- Pursuing “one student at one point in time” inclusion
- Inclusive practices v. inclusive community
- Sustainability—with changes in leadership, inclusive gains are lost
- Scaling—replicating models within a district, across a state and the country
- Separate, siloed systems with initiative overload



Examples* of Practices to Carry Over Into the Next Generation of Inclusion

- School leadership
 - e.g., [Principal Leadership from CCSSO](#)
- Schoolwide framework for curriculum and “intervention”
 - [Universal Design for Learning](#) or [braiding UDL with MTSS](#)
 - Data-based decision making and problem solving model (like [TIPS](#)) for intensifying supports
- Service delivery models
 - One-class models like [dual certification, support facilitation](#), collaborative teaching, and co-teaching
 - [Multi-class and whole-school models](#)
 - Utilization of [paraprofessionals](#)
- Individual “[complex disabilities](#)” [inclusive supports planning](#) approaches aligned with school-wide frameworks
- [Family partnerships](#)

*This is not an exhaustive list. It is intended to remind us not to “throw the baby out with the bathwater” as we entertain #NextGenInclusion.



NEXT GENERATION OF INCLUSION

Considerations for Increasing inclusion in schools (see slides for additional information)

Go Beyond Technical Solutions (see slides for additional information)

Understand technical vs. adaptive challenges and solutions

Adaptive challenges (Heifetz & Linsky, 2002) require:

- changes in values, beliefs, roles, relationships, and approaches to the work,
- people with the problem doing the work of solving it,
- change in numerous places, usually cross organizational boundaries, and
- new discoveries.

Go Primordial. (see slides for additional information)

Primordial prevention addresses foundational issues [underlying social conditions that promote disease onset](#). In our work, primordial prevention would aim to create a context that promotes inclusive education while preventing exclusion. Primordial prevention intends to eliminate risk factors. Such models are being [applied in human services](#).

Message the Risk Factors Associated With More Time in More Restrictive Settings

- Lower math and reading scores
- Lower self-esteem
- Fewer and less important social contacts
- Less growth in communication and social skills
- Less prepared for post-secondary and career opportunities
- Less likely to gain competitive employment and independent living
- More distracting environments

(For other examples, see [this article](#) or recent studies like this one by [Kurth et al.](#), or this one by [Cole et al.](#))

Revisit, Enhance, and Fully Implement Policies That Promote Inclusive Education and Prevent Exclusion

- Sue Swenson ([2020](#)) on IDEA: "...compliance with IDEA is not the goal: compliance is the minimum acceptable level of system performance. Perhaps the answer is to supplement IDEA with other more modern programs that would tend to segregate less, allowing IDEA to shrink by attrition."




Address Ableism and Bias (see slides for additional information)

For school communities with the will and capacity for change, support them to address ableism and bias.

- Explore “Being Anti-biased in Education: Self-Reflection”

Being Anti-biased in Education: Self-Reflection
(adapted from Tucker-Smith, 2020)

Not Yet Engaged	Engaged	Practicing
<ul style="list-style-type: none"> • I don't believe that bias is a problem in our school community. • I avoid conversations about bias that make me feel uncomfortable. • I primarily engage with others who look, think, and function like me. • I prefer to keep our current policies and practices. 	<ul style="list-style-type: none"> • I recognize that bias has been and continues to be a problem in our school community. • I choose to be in conversations about bias that are uncomfortable. • I sit with my discomfort. • I engage with others who look, think, and function differently from me. • I educate myself about individual, institutional, and structural bias. • I acknowledge that I'm vulnerable to my own biases and knowledge gaps. • I see the need to examine and change our current policies and practices. 	<ul style="list-style-type: none"> • I identify and act in areas where bias benefits some community members and marginalizes others. • I surround myself with others who look, think, and function differently from me. • I speak out when I see biased curriculum, treatment, behavior, and decisions. • I educate my colleagues about how bias has harmed our school community. • I advocate for policies and practices that are anti-biased, working to remove inequities. • I support ensuring voice and positions of power for those who are otherwise marginalized. • I learn from mistakes and persist in working for equitable outcomes.



Evolve & Effect

- Explore not only [inclusive education](#) but also [disability-affirming education](#)



Build Ownership and Coherence Using Your Local School Framework (see slides for additional information)

- Example: [SMS Framework for Teaching and Learning](#)
- Note their “Community Commitments”
- Note these indicators:
 - The SMS community prioritizes students’ learning within general education classrooms and settings.
 - Educators design curriculum and systems to be ready for students instead of determining if students are ready for a pre-set curriculum and system.
 - Educators interrogate curriculum for bias in relation to ability, race, wealth, sex, gender identity, sexual identity, citizenship, skin color, formal education, neurodiversity, mental health, body size, religion, national origin, housing, age, and language.
 - Educators utilize UDL Principles, Guidelines, and Checkpoints to identify and eliminate barriers in curriculum following the delivery of any unit.

Advance Public Campaigns to Promote Inclusive Education (and message risks associated with more time in more restrictive settings).

Consider the following successful campaigns:

- “Just Do It”
- “Where’s the Beef?”
- “You’re not you when you’re hungry.”
- “Like a Girl”
- “The Pepsi Challenge”
- Proctor & Gamble [#TalkAboutBias](#)

What might a comparable campaign to promote inclusive education look like?

Enhance Family Training and Leadership (see slides for additional information)

- Ensure broad availability of information on inclusive education to families
- Enhance state Partners in Policymaking programming with more dedicated time and content on inclusive education and risk factors of segregation



Network Support and In-State Models (see slides for additional information)

- Network the multitude of resources and expertise available around the country.
- Form a national collective to support state and local networks.
- Formulate state-level networks and coalitions.
- Create in-state models of inclusive schools and districts, with common criteria.

Name Yours!

- The above considerations for the #NextGenInclusion are a starter-list. What are your ideas?

Take-Away Thoughts

Some big ideas I'm leaving with from McSheehan's keynote and today's forum:

Next Best Actions

What are my next best actions?