

Nebraska Inclusive Education
Advocacy Institute 2016

Rationale for Inclusive Education



Rationale for Inclusion

Least Dangerous Assumption

Students Learn More

Promotes Diverse Community

Opportunities to Develop Authentic Social
Relationships

Best Preparation for Adult Life

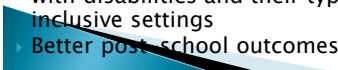
IDEA puts a "Presumptive Value" on Inclusive
Education

Segregation has Negative Effects

There is a Value-Added Contribution of Having
Students with Disabilities in our Classrooms and
Schools



- ▶ Better scores on standardized measures of reading and math
- ▶ Social competence and communication skills
There is an overall "added value" to the general education classroom of students with disabilities and their support resources
- ▶ Students with disabilities have demonstrated gains in other areas of development when they are educated in inclusive settings, such as level of engagement, involvement in integrated activities, affective demeanor, and social interaction
- ▶ Social relationships develop between students with disabilities and their typical peers in inclusive settings
- ▶ Better post-school outcomes



“There is even a growing body of scientific evidence suggesting that integrated service models for students with disabilities (all disabilities) enhance educational outcomes for *all* students.”

Wayne Sailor, Ph.D. University of Kansas.
Congressional Briefing on Inclusive Education. July 9, 2009.

The “Other Side of the Equation”: The Added Value of Inclusion

Premises: The sum total of the resources and benefits that flow into an inclusive environment add “value” to that classroom for all its members

“Teachers’ perspectives of curriculum and climate changes:
The added value of inclusive education”

Doug Fisher, Caren Sax, Karen Rodifer, and Iam Pumpian
San Diego State University

The “Other Side of the Equation”: The Added Value of Inclusion

- One large high school studied
- Long experience and national recognition for inclusion
- Students fully included



The “Other Side of the Equation”: The Added Value of Inclusion 23 Teachers Interviewed...

- Has including sw/d affected you personally?
- Has including sw/d affected your curriculum?
- Since including students, have you noticed any change in classroom climate?
- What recommendations do you have for others?



The “Other Side of the Equation”: The Added Value of Inclusion Results

- Increased tolerance and understanding of human differences
- Teachers view all students more individually
- 65% reported impact on curriculum and instruction – use of more adaptive methods
- 91% reported that classroom climate became more positive



The “Other Side of the Equation”: The Added Value of Inclusion *Value-Added Impact on Teachers...*

- New info on the experience of disability
- Expanded definition of which children could learn
- Improvement of teaching skills re: all students
- Enjoyment of collaboration with colleagues
- High expectations for all students



Other research on the added value of students with disabilities *Value-Added Impact on Students...*

- improved self-concept
- growth in social cognition
- increased tolerance
- reduced fear of personal principals
- development of personal principals
- increased responsiveness to the needs of other people
- positive changes in personal status with peers
- interpersonal acceptance and friendships



Impact on Students without Disabilities

- The performance of students without disabilities is not compromised by the presence of students with disabilities in their classrooms
- Typical students derive benefits from their involvement and relationships with students with disabilities



Program-Related Outcomes

- ▶ The IEPs of students with disabilities who are included in general education classes are of higher quality; that is, they include goals and objectives that are more closely related to desired adult outcomes and roles than the IEPs of students with disabilities who are in segregated classes
- ▶ There is evidence to suggest that while start-up costs may initially increase the cost of inclusive services, the costs over time decrease, and are likely to be less than segregated forms of service delivery



Program-Related Outcomes (cont.)

- ▶ The presence of students with disabilities provides a catalyst for learning opportunities and experiences that might not otherwise be part of the curriculum, especially relating to social justice, prejudice, equity, etc.



Impact on Teachers

- ▶ Although many teachers are initially reluctant about inclusion, they become confident in their abilities with support and experience
- ▶ Support from other teachers is a powerful and necessary resource to empower teachers to problem-solve new instructional challenges



Impact on Parents of Students with Disabilities

- Parent support for inclusion is positively impacted by actual experience with inclusion, although experiences alone does not shape attitudes
- Parents of students with disabilities are looking for positive attitudes, good educational experiences, and acceptance of their child among educators



Negative Consequences of Segregation

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Poorer quality IEPs (Hunt & Farron-Davis, 1992)

Lack of generalization to regular environments
(Stokes & Baer, 1977)

Disruption of opportunities for sustained interactions
and social relationships with typical students
(Strully & Strully, 1992)



Negative Consequences of Segregation

Decrease in the confidence that general class
teachers have for teaching diverse learners
(Giangreco et al., 1993)

Absence of appropriate role and behavior models
(Lovett, 1996)

Negative impact on classroom climate and student
attitudes about difference
(Fisher, Sax, & Rodifer, 2000)



"Inclusion is not about disability, nor is it only about schools. Inclusion demands that we ask, what kind of world do we want to create? What kinds of skills and commitment do people need to thrive in diverse society? By embracing *inclusion as a model of social justice*, we can create a world fit for all of us."

Mara Sapon-Shevin, 2003