

Don't We Already Do Inclusion?  
 Dr. Paula Kluth  
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 www.inclusionrules.com 2023

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- researcher/consultant/author
- author of 14 books on inclusive education (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator
- [www.inclusionrules.com](http://www.inclusionrules.com)



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## What we have learned from our history?

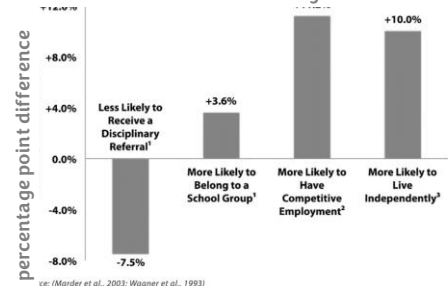


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- Segregation doesn't work; segregation prepares people for segregation.
- The more inclusive opportunities became, the more students learned and the more complex they appeared to be.
- The next step is never easy; many of the gains made in the field have been through advocacy.
- Inclusion is not easy, but it provides the best outcomes by far.

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\*benefits of inclusion extend beyond academics

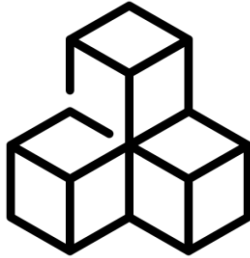


Abt Associates |  
 a summary of the evidence on inclusive education (2016)

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Early segregation does not merely predict later segregation, it almost ensures it.

-Dr. Erik Carter

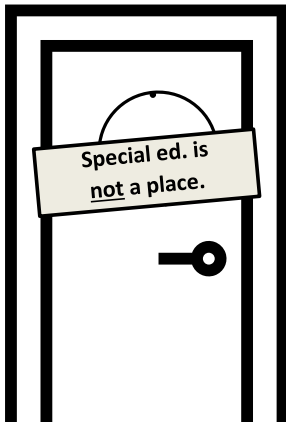


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communicate commitment

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Dr. Jennifer Spencer-Iiams  
@JSpencerIiams

...

A big moment: a student made an appointment with her principal. She was concerned that there wasn't enough of the playground that was accessible for her friend, and so she sketched cool and accessible equipment. Also, she is seven.

[#WhatHappensInInclusiveSchools](#) [#StudentVoice](#)

12:42 PM · Sep 25, 2022 · Twitter for iPhone

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Chappaqua Central School District

### Inclusive Education and District Programs

#### An Inclusive Framework for Education

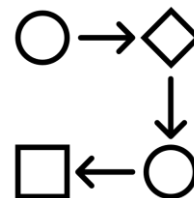
The Chappaqua School District is committed to providing equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate general education classrooms in their neighborhood schools. To the greatest extent possible, students with disabilities are educated in chronologically age-appropriate general education classes in their home schools and provided with the specialized instruction they require. Within our inclusive model, instruction is developed and provided in a manner that ensures all students have access to the same curriculum within a learning experience appropriate for them.

#### Everyone Benefits

Inclusive education significantly contributes to the educational experience of all children in many ways. Special educators, educational specialists, and other support personnel recommended for the education of integrated students with disabilities enrich classrooms by working with all students. The instructional teams in schools are expanded by the participation of multidisciplinary personnel made available by special education and enable new teaching and learning experiences in classrooms for all students. Inclusive education enriches the diversity in classroom learning communities providing all students expanded opportunities for better understanding the world, those around them, and themselves.

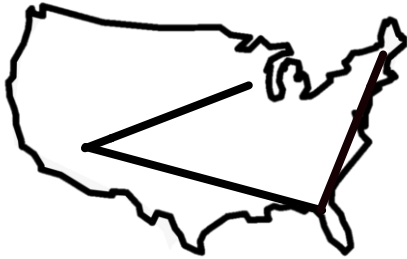
Over the many years the school district has developed and implemented inclusive practices, academic outcomes for students with disabilities have become stronger. During the same period of time, the overall achievement of students throughout the district has consistently been excellent.

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push the process

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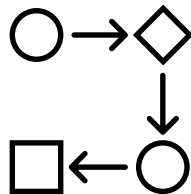


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Findings reveal that considerable variations exist among states in placing students with autism spectrum disorders in inclusive, mainstreaming, self-contained, and separate schools. This variation suggests that factors beyond child characteristics, such as IQ, play a major role in educational placement decisions.

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Over, under, around, or through... find a way or make a way!



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Article

## Educational Placement of Students With Autism: The Impact of State of Residence

Jennifer A. Kurth, PhD<sup>1</sup>

### Abstract

Typically, child characteristics such as IQ and severity of autism symptoms are thought to determine educational placement. The present study examines external factors, including state of residence and state funding formulas, to determine their potential influence on placement outcomes. Findings reveal that considerable variations exist among states in placing students with autism spectrum disorders in inclusive, mainstreaming, self-contained, and separate schools. This variation suggests that factors beyond child characteristics, such as IQ, play a major role in educational placement decisions. Furthermore, states in the Eastern United States tend to have more restrictive placement rates than states in the Western United States. State special education funding was found to have a minimal impact on placement outcomes. As a whole, it is unlikely that child characteristics alone determine placement outcomes.

### Keywords

inclusion, instruction, placement, autism, auditory processing

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ON DISABILITIES

Focus on Autism and Other  
Developmental Disabilities  
2015, Vol. 30(4) 249–254  
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DOI: 10.1177/108837614547891  
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## “I tried inclusion & it didn’t work.”

a key question:

## What is your it?

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### Common mistakes:

- providing only the “real estate” of inclusion & not related supports
- not experimenting with a range of supports (assuming that one set of supports works for everyone)
- thinking that “inclusion” means that all students engage, perform, participate in the same way, with the same materials, and with the same targeted outcomes

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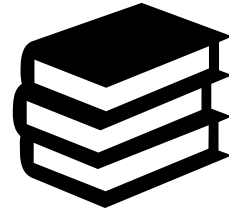


**20 Ways to Adapt the Science Lab**

Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really "doing" science. In other words, science is about learning ideas and concepts, studying vocabulary, and understanding theories, but it is also about observation, exploration, and discovery.

1. Be explicit about what you want students to know and do in each lesson and model what you want to see (e.g., language, behaviors, techniques) in the lab.
2. Post expected lab behavior on a poster or chart that is clear for all to see- (emphasizing safety guidelines). Draw students' attention to this information every time they work in the lab.
3. Organize your lab around "big questions" that all students can answer in some way. For instance, the question, "What

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**presume competence**

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**She was unaware of my limitations.**  
~Helen Keller

***Sometimes being realistic isn't being realistic.***  
- Norman Kunc

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**Inclusion improves academic outcomes for students with disabilities, IU study shows**

FOR IMMEDIATE RELEASE | Jan. 29, 2019

BLOOMINGTON, Ind. -- Indiana students with disabilities included in general education classrooms do significantly better on Indiana state assessments than their peers placed in separate special education classrooms, an Indiana University research study concludes.

The study, conducted by the Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community at IU Bloomington, followed a cohort of Indiana students with disabilities, from third through eighth grade, to assess the relationship between academic success and special education placement in high-, mixed- and low inclusive classrooms. By comparing the outcomes of students included in general education classrooms with similar students in separate special education classrooms, the study determined the impact of inclusion upon student state assessments.

**Students who spent 80% or more of their time in inclusive classrooms did significantly better in both on reading & math assessments.**

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**Students in the general education classrooms demonstrated highly significant levels of progress as compared with the students in separate classrooms.**

**Outcomes of Inclusive Versus Separate Placements: A Matched Pairs Comparison Study**

Kathleen Gee | Mara Gonzalez, Carrie Cooper

First Published August 8, 2020 | Research Article

<https://doi.org/10.1177/1546799220943469>

Article Information =

**Abstract**

This quasi-experimental study focused on 15 pairs of children with extensive support needs, matched across 12 characteristics based on their first complete Individual Education Program (IEP) in the school district. One child in each pair was included in general education for 80% or more of their day from their first IEP to the most current IEP at the time of the study. The other child in the pair was placed in a separate special education class, and was served there from the first IEP to the last IEP. All children were observed over a typical school day with time-sampling data collected on the types of activities, the contexts, and the types of engagement that occurred. In addition, outcome data from the first IEP to the most current IEP in the district were analyzed across three variables: communication levels, literacy levels, and numeracy levels. Results indicated that students in the general education classrooms had a significant, large effect size as compared with their pairs in separate classrooms on several variables. In addition, students in the general education classrooms demonstrated highly significant levels of progress as compared with the students in separate classrooms. Implications related to placement, disability characteristics, progress, and policy are discussed.

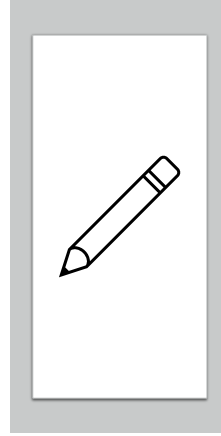
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**initially:**  
Both girls had CP  
"intellectual disability" &  
were vocalizing parts of  
words & gesturing for  
communication.

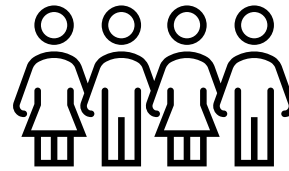
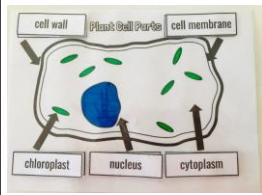
**four years later:**  
The child who was  
educated in general  
education was still using  
her voice and gestures,  
but also using an  
augmentative  
communication system  
and knew 70 symbols in  
the device. The child  
served in a separate class  
was described as  
"nonverbal."

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The *Hyde* decision explicitly states that "...a child need NOT master general education curriculum for mainstreaming to remain a viable option. Rather, the appropriate yardstick is whether the child, with appropriate supplemental aids and services, **can make progress toward IEP goals in the regular education setting**" (p. 13, *Luka Hyde vs. Hamilton Co. Dept of Education – Sixth Circuit Opinion and Judgment, 2018*).

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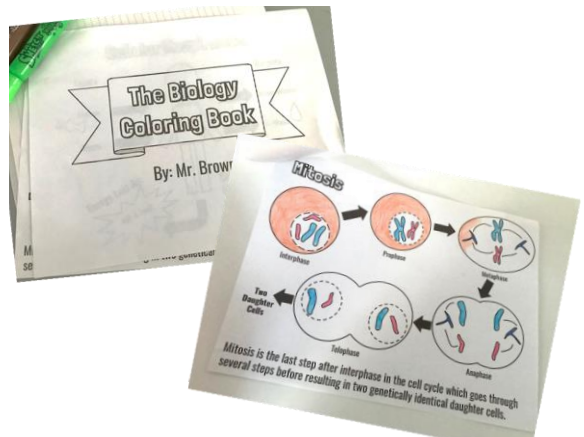
seek benefits for all

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Szumski et al. (2017) found no negative effects for students w/o disabilities.

In inclusive schools, students w/o disabilities are more likely to:

- achieve the same or higher grades
- have greater opportunities to have friendships with students with disabilities
- demonstrate increased acceptance, understanding & positive attitude towards inclusion

**What about the "other students"?**

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100% for 100%

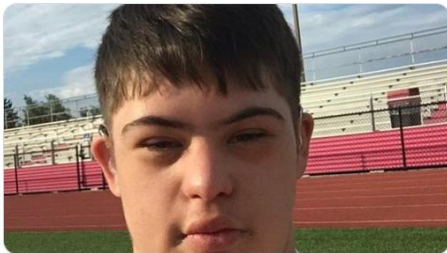


include everywhere

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 **Sheryl Zellis** @SherylZ · Jul 20, 2020 ...  
Here's raw courage! My son w DS just started high school football practice today. He's not afraid of barriers!



Beware of imposters!



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## Lunch Buddies: Where every student is treated like a regular kid

Jemma Kim, editor in chief  
March 21, 2016



Lunch may be a time to socialize and take a break from classes for some. However, isolated from the rest of the student body, many students sit by themselves with no one to talk to at lunch.

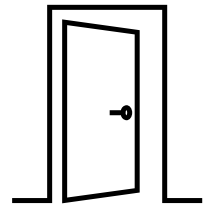
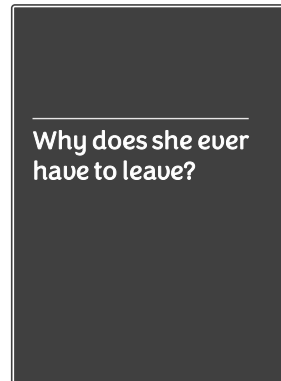


- Is this inclusive?
- Is it individualized?
- Are there **natural proportions** of students with disabilities/students without disabilities?
- Could we make this more inclusive?

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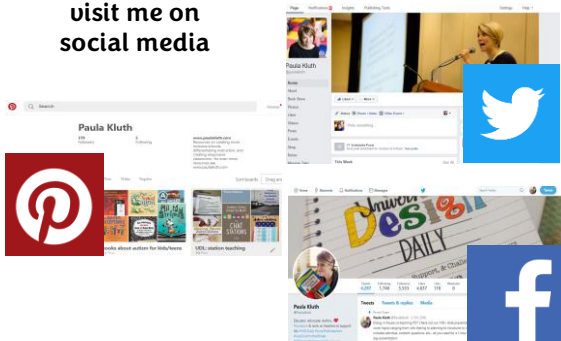


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