

# NJCIE

N J COALITION FOR INCLUSIVE EDUCATION



## Equity, Access, and Progress: A Systemic Approach to Achieve Positive Outcomes for ALL Children

**Fred Buglione**

**President & CEO**

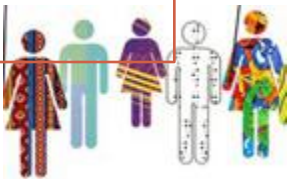
**New Jersey Coalition for Inclusive Education**



# *Brief History of Inclusion*

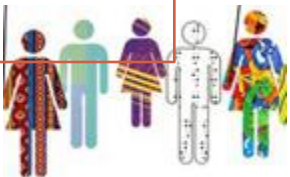
Prior to the **1940's** people with disabilities were:

- segregated from society,
- placed in institutions for long-term custodial care,
- excluded from public education, and
- considered unable to learn or benefit from educational programs.



## *In the Past...*

We grouped people with disabilities with others who had disabilities in institutions, schools, work and homes, because we thought people with disabilities would feel more comfortable with others with disabilities and similar needs.



# We Found...

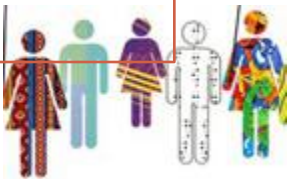
Individuals with disabilities learned how to act only like other people with disabilities and were not able to function well in society because they had not learned how to act in ***socially appropriate ways.***



# *Brief History of Inclusion*

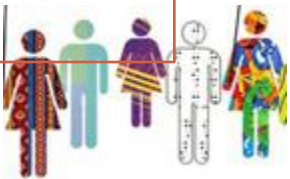
## ***In the 1940's - 1960's:***

- General shift in society's attitudes toward people with disabilities
- Parent advocacy groups developed
- Civil rights movement started



# *Brief History of Inclusion*

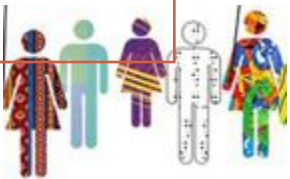
- In 1970, more than **1.75 million students** with disabilities were completely excluded from public schools.
- Those who were deemed “educable” received instruction in self-contained classrooms and segregated schools.
- Those **not** deemed “educable” received little or no education at all.



# Brief History of Inclusion

## ***In the 1970's – 1990's:***

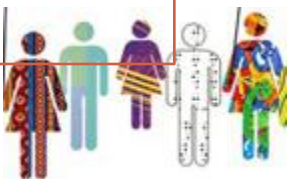
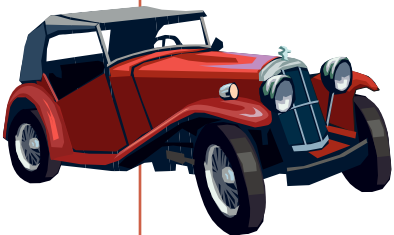
- Increase in number of court cases
- Laws passed ('75 what is now IDEA)
- Shift towards ***inclusion*** based on supporting research and evidence of the positive impact on students



# *Then and Now: What did school look like when YOU were a student???*

- What was the student body make-up?
- Did students with disabilities go to your school?
- If so, where were they instructed (spec. ed. classrooms, same/different building)?
- Did you see people with disabilities working or interacting in your community?
- Did you interact with someone with a disability?

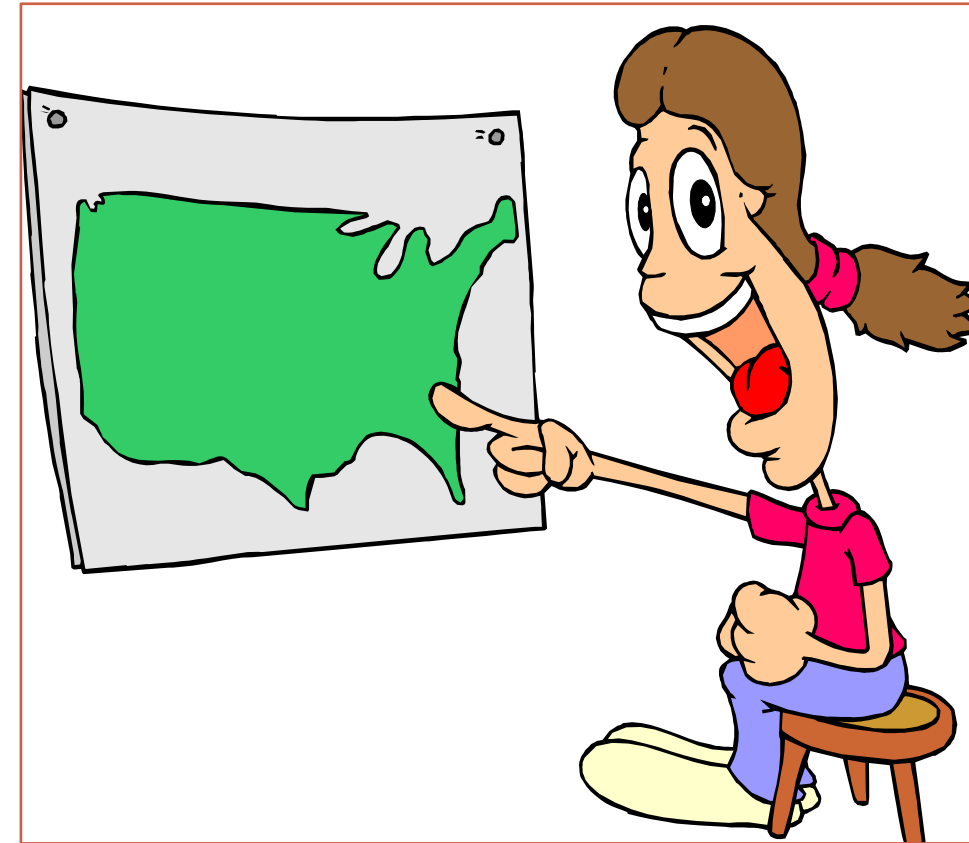
*Now think about today...Is anything different?*





# What About Today?

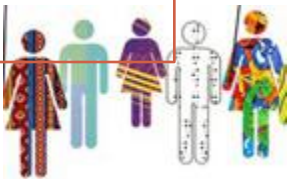
- In the United States, ***inclusion*** in schools (the right of children with disabilities to equal education among non-impaired peers) is the ***law*** and is mandated in all public school systems.



# Question: *So What is “Special Education” TODAY?*

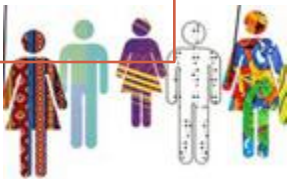
Special Education is **NOT** a **Place**—it’s about **Services** and **Supports** being delivered to the students.

**Where** the child with a disability receives special education services is the child’s placement.



# Why Include? Research and Data

- Research – 30 years of research illustrate that Inclusive Placements are more beneficial academically, socially, and emotionally



# Inclusion Trends - Internationally

Percentage of students included 80% of the day or more:

- **Finland 98.5%**

- **Iceland 91.4%**

- **Italy 99.5%**

- **Lithuania 90%**

- **Norway 90%**

- **Portugal 92.9%**

- **Spain 84.5%**

- **Sweden 96%**

- **Scotland 89.5%**



# Inclusion Trends - USA

## Most Inclusive States

- Alabama\* 83.8%
- Colorado\* 72.1%
- Connecticut\* 68.1%
- Delaware\* 67.2%
- Florida\* 70%
- Indiana\* 70%
- Kansas\* 70%

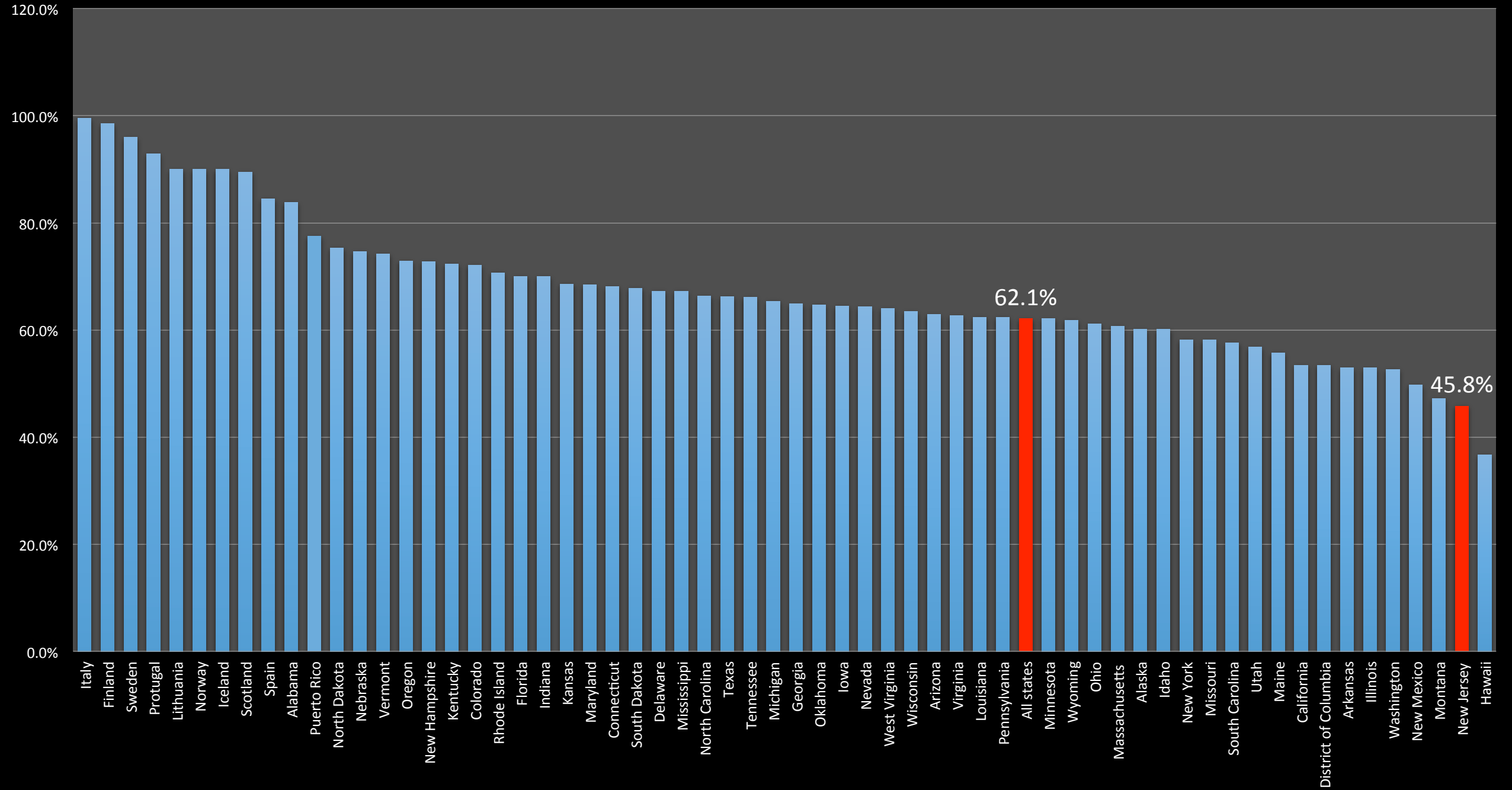
- Kentucky\* 72.3%
- Nebraska\* 74.6%
- New Hampshire\* 72.8%
- North Dakota\* 75.3%
- Oregon\* 72.9%
- Rhoda Island\* 70.7%
- Vermont\* 74.3%

**New Jersey 45%**

\* States that have MTSS implementation resources and guidelines



# Inclusion 80% or More



	<b><u>80% of the day or more (Inclusion) (Co-Taught / RCI / Consultative)</u></b>	<b><u>40-79% of the day (Resource / RCO / Pull-out)</u></b>	<b><u>39% or less (Self-Contained / Programs: BD, LDM, CI, MD)</u></b>	<b><u>Out of District (OOD)</u></b>
<b>Connecticut</b>	<b>72%</b>	<b>17%</b>	<b>6%</b>	<b>6%</b>
<b>US Average</b>	<b>62%</b>	<b>19%</b>	<b>17%</b>	<b>3%</b>
<b>New Jersey</b>	<b>45%</b>	<b>26%</b>	<b>16%</b>	<b>7.5%</b>
<b>Newark</b>	<b>42%</b>	<b>6%</b>	<b>44%</b>	<b>10%</b>



What is the criteria for being allowed into a General Education class?

- Student must be a live human being
- Student must be enrolled in Newark Public Schools





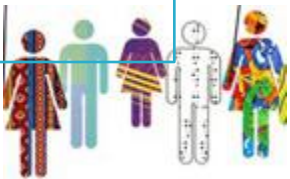
# Federal Law: Individuals with Disabilities Education Act (IDEA)

- Presumes that the 1st placement considered for a student with special needs is:



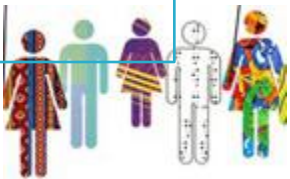
## ***The General Education Classroom***

- Requires that we first design and ***bring supplementary aids, modifications and services to the classroom*** before any removal is considered.



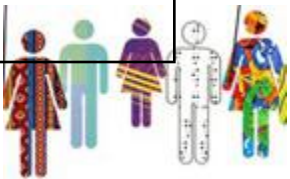
# IDEA (Individuals with Disabilities in Education Act) and NJ Administrative Code

- You **must justify** removing a student from a **general education class**.
- You **must evaluate** placing a student in a **general education class** at **each** IEP meeting.
- The **only measure** of student success considered for placement is progress towards **IEP goals**



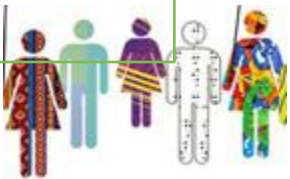
# Barriers to Inclusion

- “You’re doing them a disservice having them in my class.”
- “I can’t teach them as well in this large class as a special educator can in a self-contained room with a small group.”
  - This is an incorrect belief that students with disabilities show greater achievement and results in segregated settings:
  - Lack of knowledge of research
- “He’s classified and behind grade level; therefore, he has to be in a resource or self-contained classroom.”
  - This illustrates an incorrect understanding of the law and code.
  - Students can be placed in a general education classroom even if they are functioning below at grade level.



# Barriers to Inclusion

- “Those kids will make me teach the class at a lower level or slow us down or they will be lost”
  - Incorrect belief that the inclusion of students *with* disabilities will interfere or impinge upon the academic performance of students *without* disabilities.
  - Lack of understanding of research
- I don't have the skills to teach “them”... “They” need special/different instruction
  - This illustrates a lack of Self-Efficacy in Instructional Capabilities and a bias against students with disabilities
  - Training in empathy and development of lesson/unit plans needed
- SGO's
- School Structure

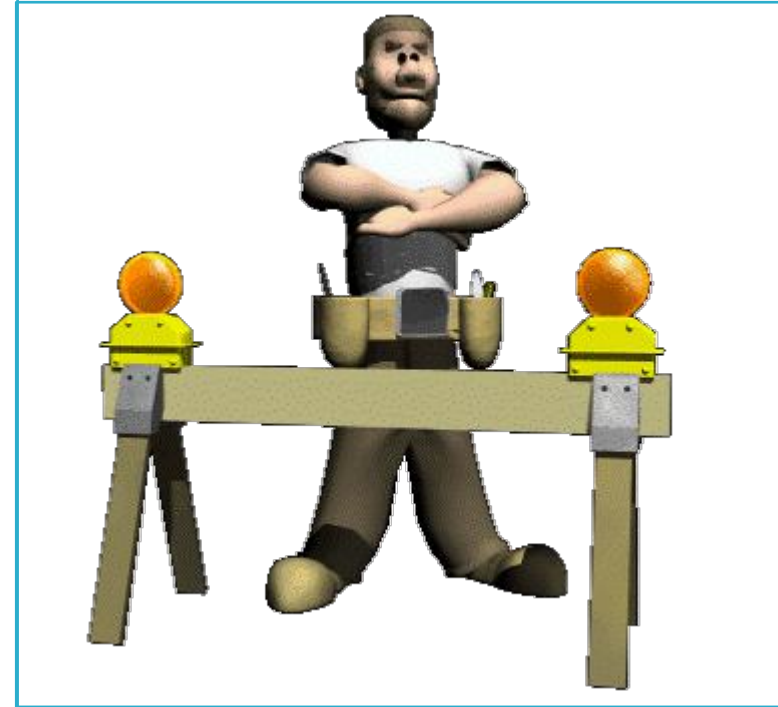


# Disability Labels as Barriers

However, decisions are  
**still** made about:

- where/how a person will be educated,
- where/how he'll live, and
- whether he'll work or not

based on a label/diagnosis, instead of on a person's unique, individual strengths, preferences and needs.

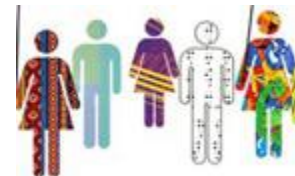


# Barriers to Inclusion – Perception/Language



**BD  
KID**

**LD  
KID**



Placement of children with disabilities into general education classroom for all or significant parts of the school day *with appropriate supports.*

*How is  
“Inclusion”  
Defined?*



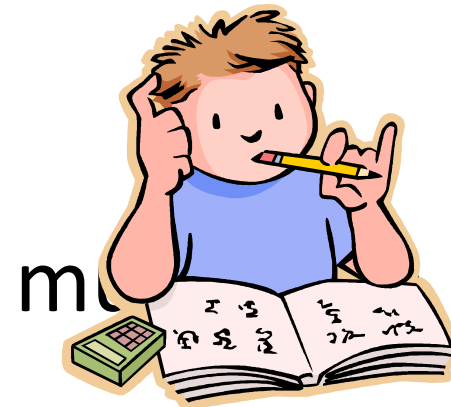
Fuchs & Fuchs 1994

**Anyone can be successful,  
in *any* environment, if s/he  
has the right supports!**



# What Does Inclusion Look Like?

- Inclusion is about providing services that students need to learn and participate in meaningful ways.
- Sometimes support from adults (***teachers/aides***) is required.
- Many times ***a peer's help*** works best.
- Specially designed ***materials technology*** can help.
- The key is to give ***only*** as as needed.





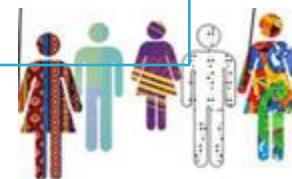
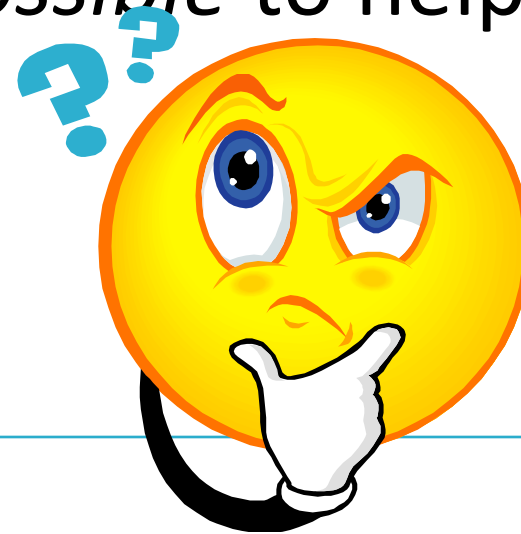
***Least Intrusive Supports:  
“Only as Special as Necessary...”***

**“The Goldilocks Rule”  
Not too little, not too much...  
just right!**



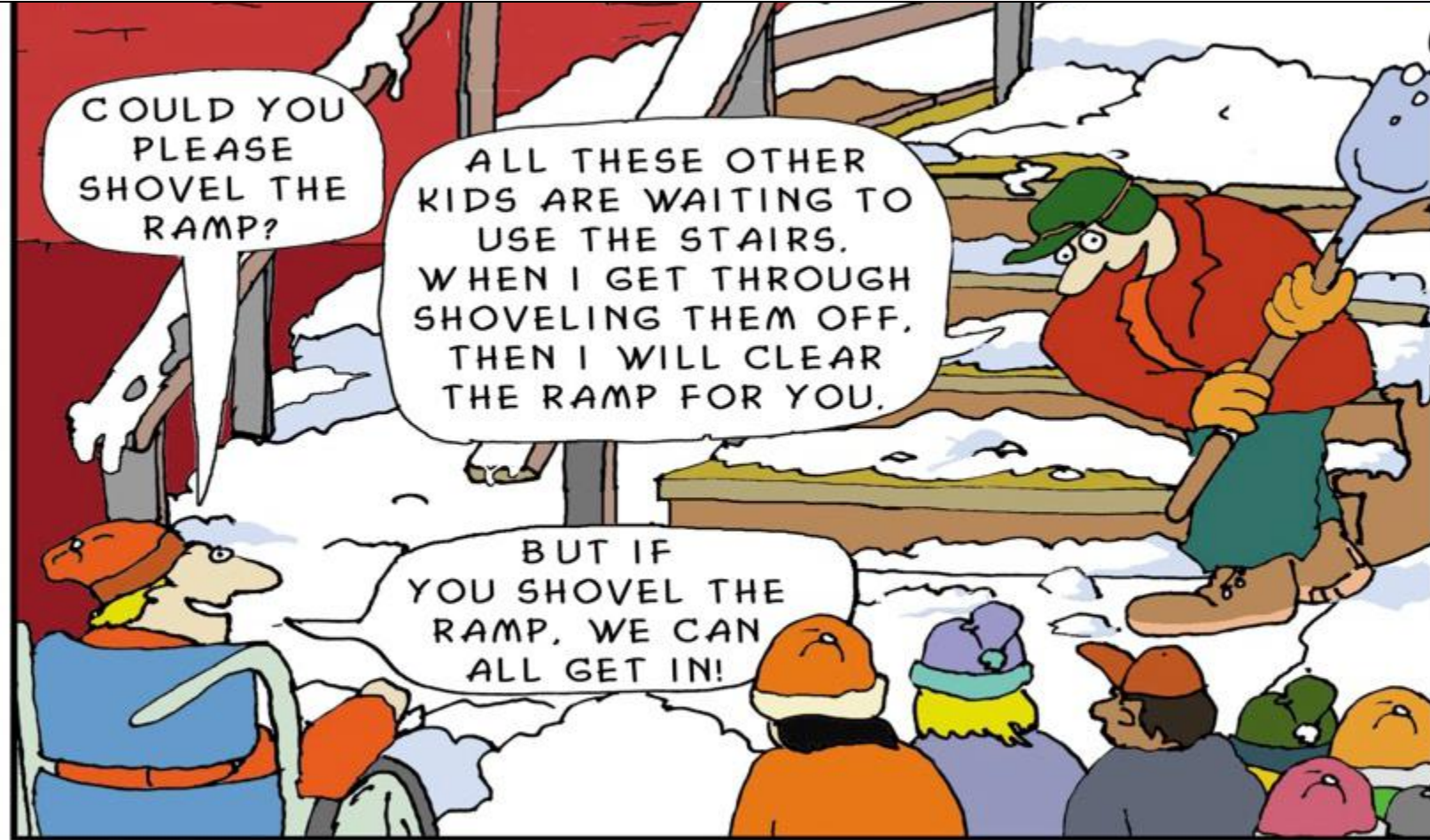
## *Determining the Level of Support...*

- Can the student participate without any supports or adaptations?
- If not, then what would be the least intrusive adaptation or support?
- The goal is to try to *add as little as possible* to help the student be successful.



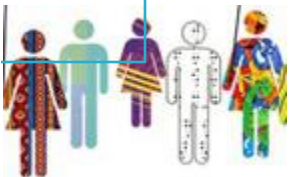
# *Least Intrusive Supports: Class-Wide (or School-Wide) Ideas*

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITY!



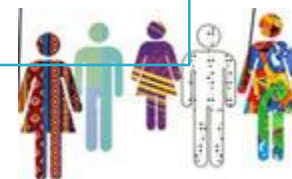
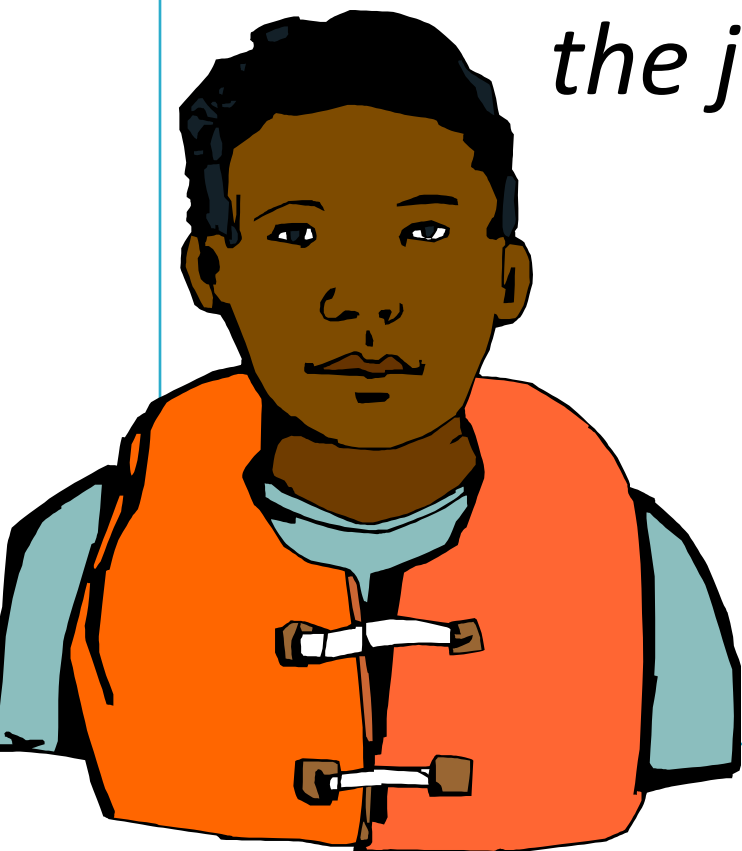
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**CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!**



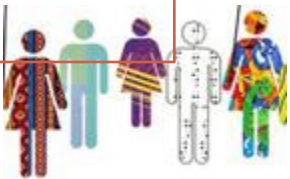
# *The Importance of Least Intrusive Supports*

*If a student floated in a lifejacket for 12 years, would he be expected to swim without any help if the jacket were suddenly removed?*



# Why now?

- The Inclusive Ed movement first began in Newark in 2006
- Inclusive Practices are considered best practice across the country.
- But what about....
  - Chicago....MTSS/Inclusion
  - Baltimore....MTSS/Inclusion
  - LA....MTSS/Inclusion
  - Boston...MTSS/Inclusion
  - Philly....MTSS/Inclusion\*



## Self-contained Rates?

- **Newark – 50%** of students in self-contained or OOD
- **National Average – 16%** of students self-contained or OOD
- **LA – 10%** of students with Intellectual Disabilities are in self-contained or OOD after starting an inclusion project five years ago

# PURPOSE

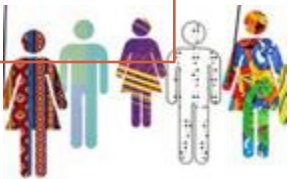
## *What is the purpose?*

- To help schools build capacity to include students with disabilities within a whole-school **framework** of inclusive practices.

## *How will we do this?*

- By using a **systems change process** based on implementation science.

- **Access**
- **Equity**
- **Progress**

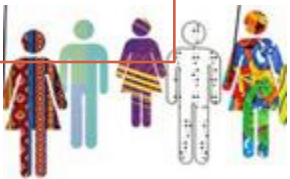




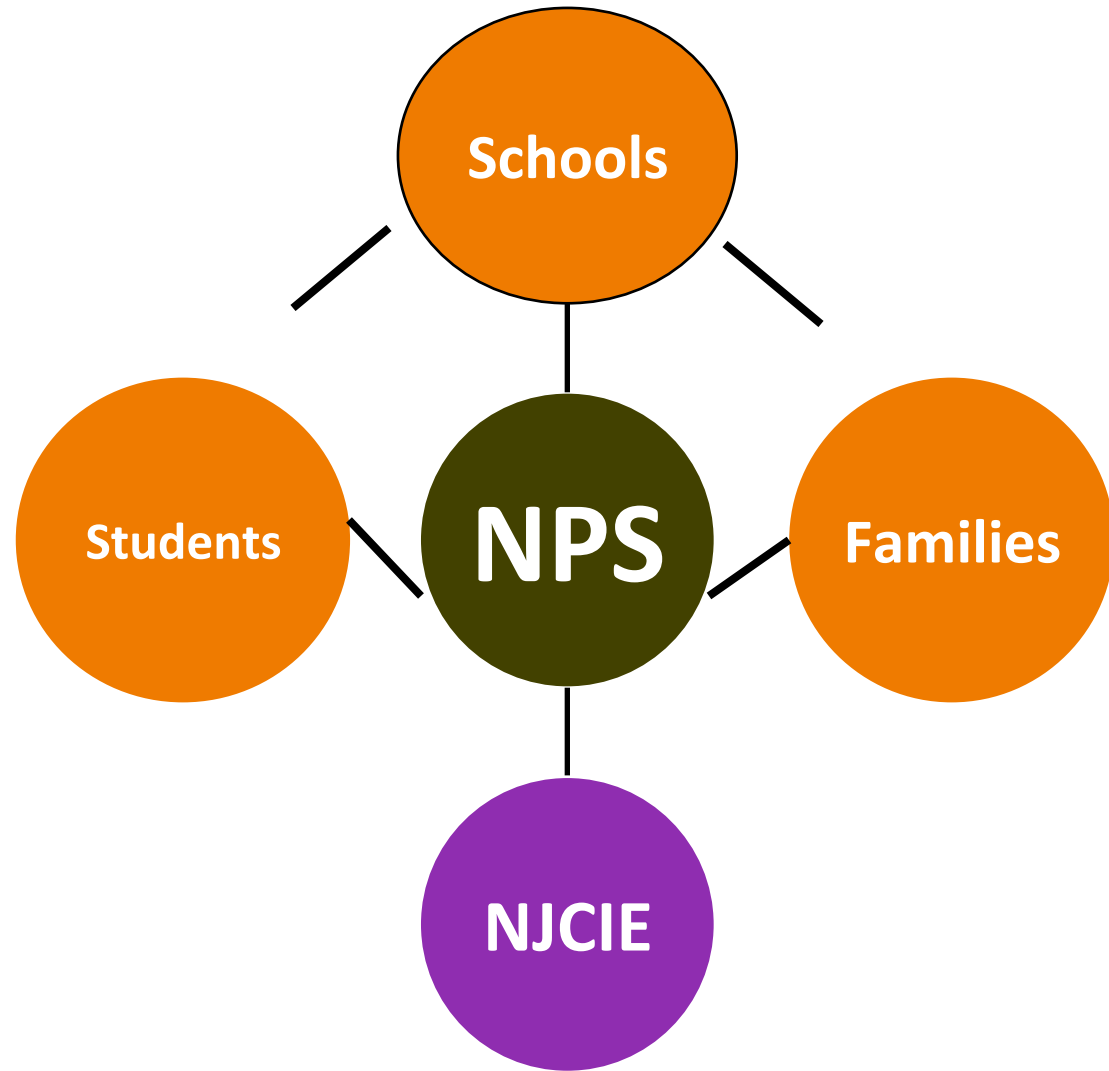
# PURPOSE

## ***Develop demonstration sites...***

- *ALL students are valued and have a sense of belonging*
- *ALL staff collaborate to provide effective instruction and supports*
- *Removals of students based on disability label and disproportionate removals based on race are eliminated*
- *The gap in academic and behavioral outcomes between students with disabilities and other students is reduced*
- *School-wide practices and student planning are structured for collaboration and student success*

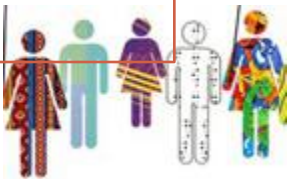






# Systems Change Features

- **District Level Action Planning**
  - Communicating the vision
  - Professional development (UDL, PBIS, Collaborative teaching)
  - Integration of resources/services
  - Targeted strategies
- **School-based Action Planning – Implementation Team**
  - All students targeted for inclusion
  - Change in practices--school practices to develop, enhance, improve
  - School-wide professional development



# Building-Based Planning

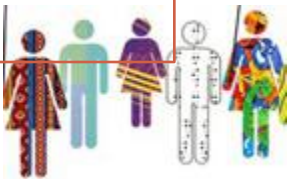
## Implementation Team

Year 1 – Planning & professional development

Year 2 – Implementing target grades

Years 3 – 5

- Implement school wide
- Planning for new students
- Supporting ongoing needs



# PREP AND PLAN

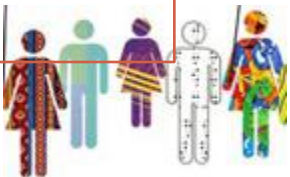
## ***What is the Current Reality?***

### **Staff and Students**

- ✓ Educator survey
- ✓ Faculty interactive brainstorming (group process)
- ✓ Student observations
- ✓ Academic data
- ✓ Behavior data

- **School Based Process: Year 1**

***Where do we want to go?***



# SET GOALS

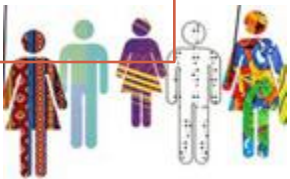
## ***Action Planning...***

- A. Target grades where students will be included
  - WHO are students who are not included
  - WHY – what challenges do they present
  - WHAT services do they need
- B. Identify practices that will be improved or installed
- C. Identify skills to be developed
- D. Identify professional learning opportunities for staff

## **Communication Action Plan**

- DISSEMINATION: What do we want people to know?
- INPUT: What do we want to learn?

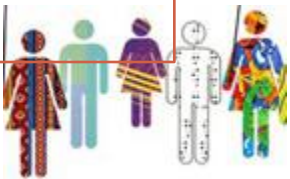
- **School Based Process: Year 1**



# A. PLANNING FOR STUDENT SUCCESS

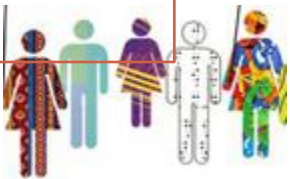
## **Families and Staff Engagement in Planning:**

- Students *already included*
- Students *increasing general education participation*
- Students *coming from regional/separate special education programs*



## B. CHANGING PRACTICES

- Academic instruction and supports
- Behavior instruction and supports
- Strategies specific to student sub groups
- Organizational structures
- Collaborative planning
- Data use for decision making
- Family engagement and involvement

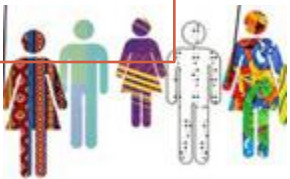


# C. LEARNING

## **Professional / Paraprofessional Learning**

- School-wide
- Targeted groups
- Individual coaching

## **Ongoing Leadership Team Planning**





# *School Practices for Including ALL Students: Systems Change Framework*

<b>LEVEL</b>	<b>BEHAVIOR</b>	<b>ACADEMIC</b>	<b>Student Groups</b>
<b>School Wide Practices</b>	School-wide positive and preventive system with tiered interventions	Strong research-based core curricula and system of tiered interventions	Policies/practices for inclusive placement, scheduling, membership
<b>Classroom Practices</b>	Positive, clearly defined classroom management & behavior plans	Strong student engagement in differentiated lessons based on principles of UDL	Specialized strategies for student groups (ELL, disability-specific, culturally responsive)
<b>Individual Students Supports</b>	Tier 2 group interventions and individual behavior plans (tier 3) implemented with fidelity	Tier 2 and 3 interventions and specialized instruction within general ed for all	Individual student planning process; teams collaborate to plan & evaluate tiered interventions

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N J COALITION FOR INCLUSIVE EDUCATION

Fred – [fredb@njcie.org](mailto:fredb@njcie.org)