Global Understanding of Inclusive Education

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What is Inclusion?

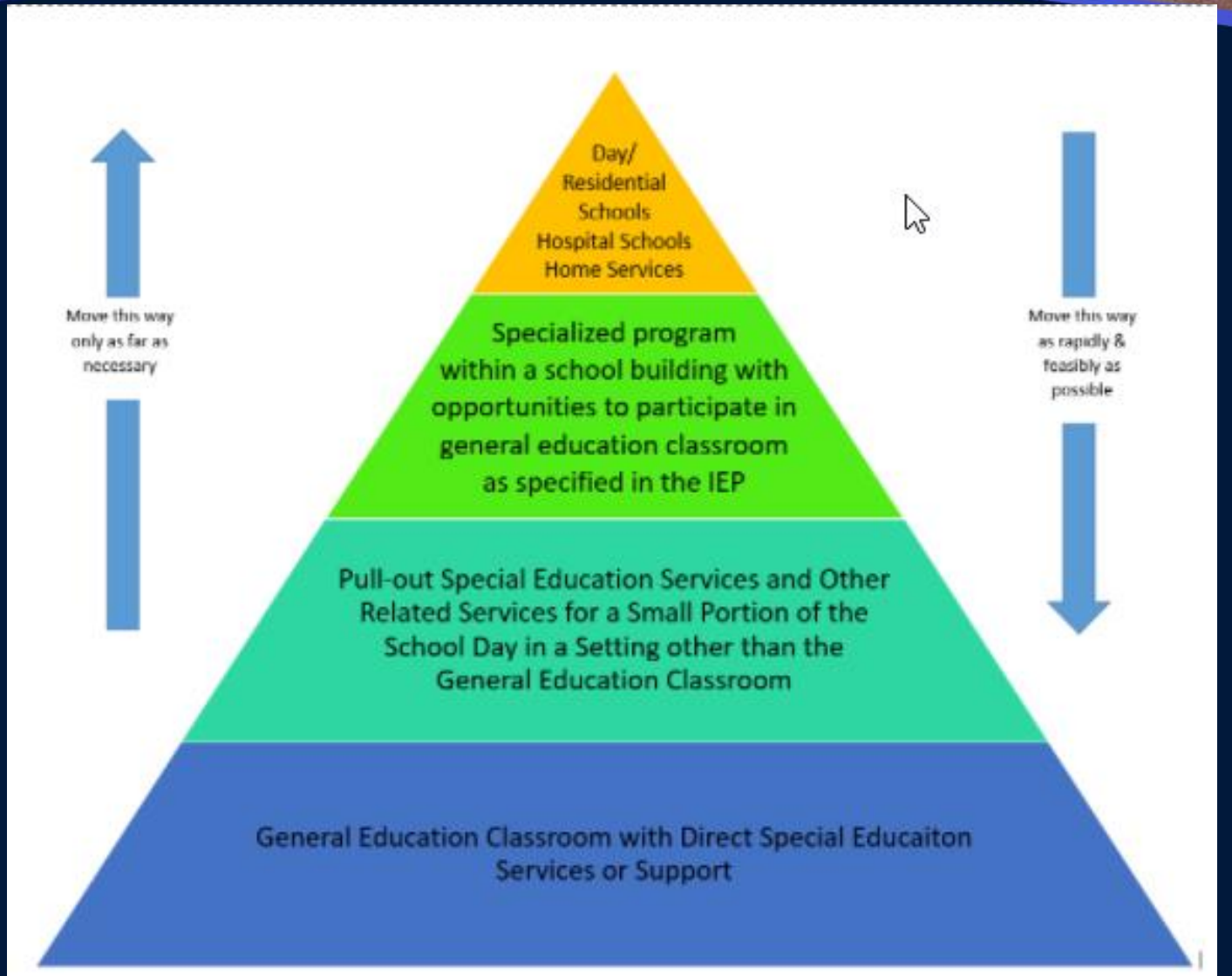
Providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society.

People First Language

- People with disabilities are, first and foremost people.
- They are individuals with abilities, interests and strengths.
- Examples of People-first language:

Child with autism instead of autistic child

Continuum of Services

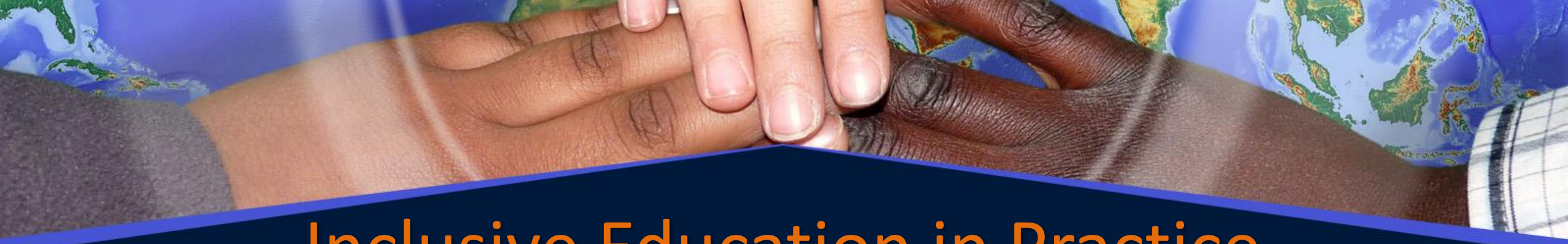


Role of the IEP Team

- Each student who receives special education and related services should have an IEP
- IEP team makes placement decisions
- IEP team

Benefits of Inclusive Practices

- Increased academic achievement
- Opportunities for peer tutoring & supports
- Improved attendance and behavior
- More direct instruction
- Increased student independence after high school



Inclusive Education in Practice

Common Characteristics of Inclusive Schools

Common understanding of disability and inclusive education

Self-determination skills and collaboration

Administrators value inclusion

Co-teaching

Engaging and evidence-based, data-driven instruction

Components of Inclusive Education

- Academic Inclusion
- Understanding by Design
- Universal Design for Learning
- Differentiation
- Social/Emotional Inclusion
- Physical Inclusion

Universal Design for Learning in Action

Implementation Considerations in the Inclusive Setting

Recognizing the barriers

Lack of collaboration

Knowledge and training of administrators and staff

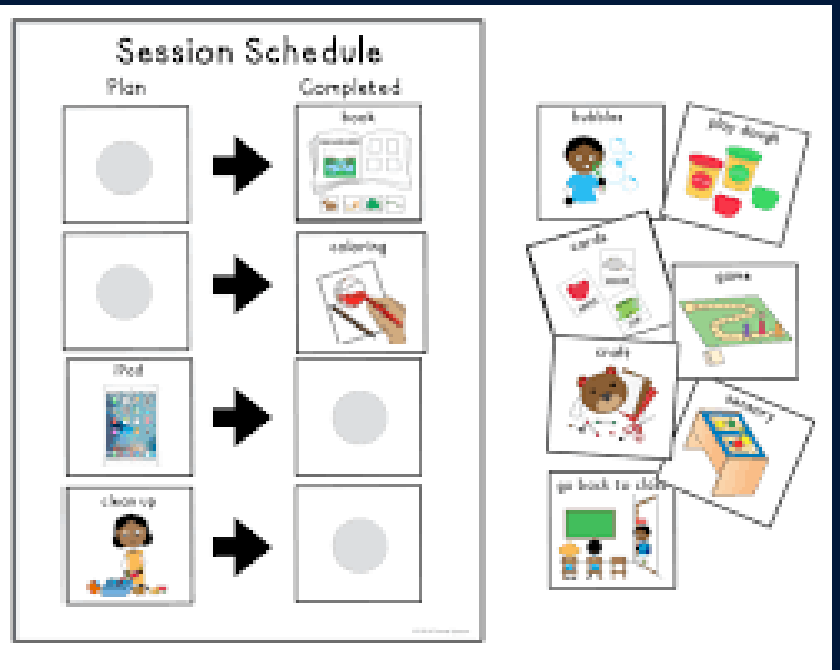
Specially Designed Instruction

- Specially designed instruction is described as adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum.

Appropriate Supplementary Aids and Services

- Augmentative and Alternative Communication Devices
- Environmental modifications
- Visual Supports
- Structured activities
- Small group instruction

GoTalk 20+
Hi
All Done
Please
Time out


Session Schedule
Plan
Completed
book
coloring
iPad
clean up
bubbles
play dough
cards
game
craft
blocks
go back to class

Accommodations

- Are alterations in the way tasks are presented
- Time/Scheduling
- Setting
- Response
- Presentation

Modifications

- Materials are adapted or texts are simplified
- Lower-level reading materials
- Different way of grading

Assistive technology

- Any item, piece of equipment or product system, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

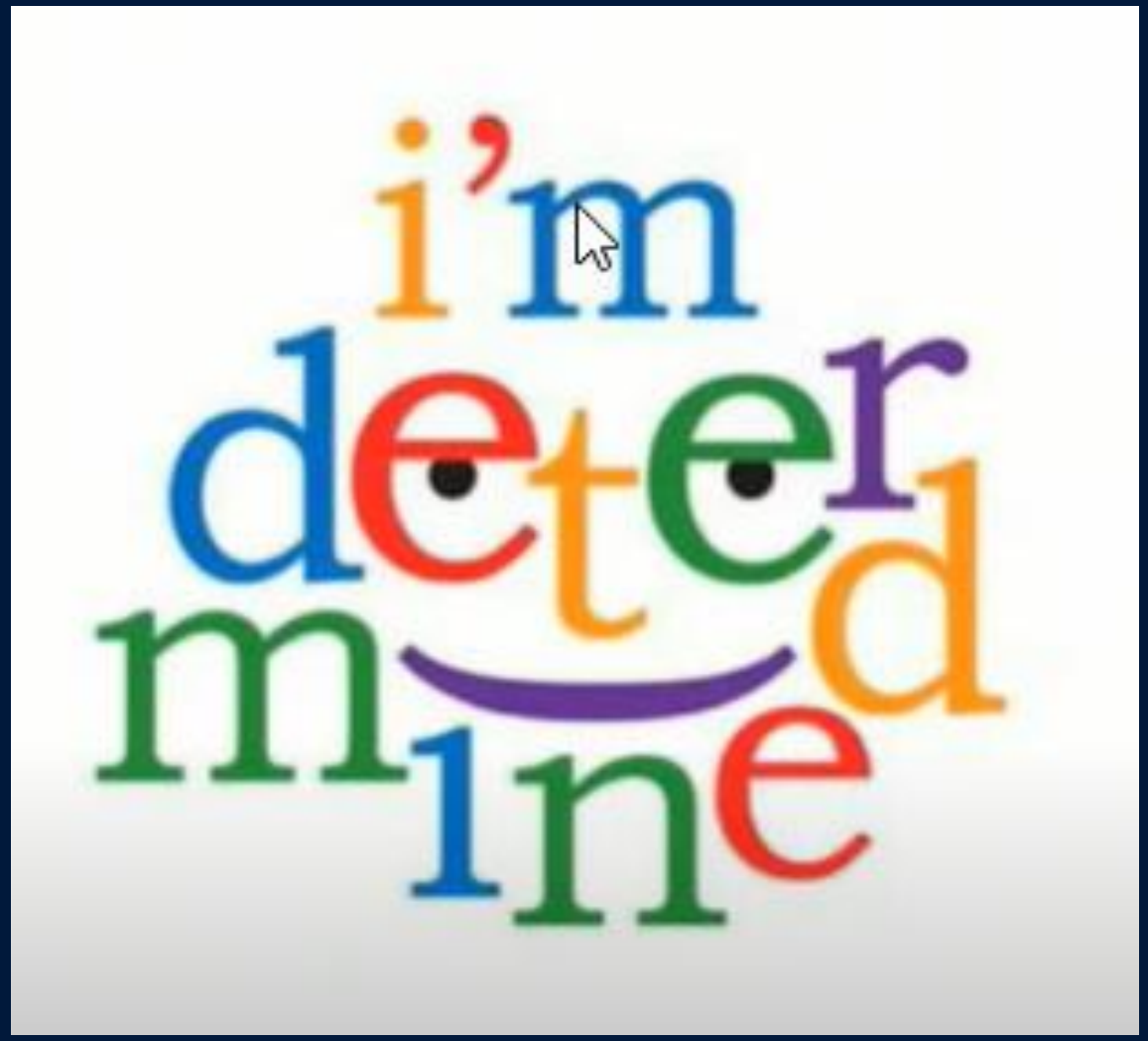
Facilitating Successful Transition

I’m determined

CHOICE MAKING The skill of selecting a path forward between two known options **Cm**	**DECISION MAKING** The skill of selecting a path forward based on various solutions that have each been thoughtfully considered **Dm**	**PROBLEM SOLVING** The skill of finding solutions to difficult or complex issues **Ps**
GOAL SETTING & ATTAINMENT The ability to develop a goal, plan for implementation, and measure success **Gs**	**SELF-REGULATION** The ability to monitor and control one’s own behaviors, actions, and skills in various situations **Re**	**SELF-ADVOCACY** The skills necessary to speak up and/or defend a cause or a person **Ad**
INTERNAL LOCUS OF CONTROL The belief that one has control over outcomes that are important to his or her own life **Lc**	**SELF-EFFICACY** Belief in one’s own ability to succeed in specific situations or accomplish specific tasks **Ef**	**SELF-AWARENESS** Basic understanding of one’s own strengths, needs, and abilities **Aw**

Recommendations for Fostering Inclusive Practices

- Develop an inclusive practice team
- Assess the school's current inclusive practices
- Develop an action plan for inclusion
- Develop the IEP to support inclusion
- Provide ongoing professional development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Web Resources

- Is your school inclusive? Paula Kluth: Toward Inclusive Classrooms and Communities *(http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/inclusive/index.shtml)*
- Cindy Pitonyak describes the inclusion story of Montgomery County Virginia, a school division that has been practicing full inclusion since 1990 *(https://vimeo.com/200213292)*
- Dr. Julie Causton from Syracuse University shares how to create inclusive schools for all
- *(https://www.youtube.com/watch?v=TVpVUEQmzxc)*
- Inclusive network by Stetson and Associates *(https://inclusiveschools.org/about-isn/about-stetson-associates/)*
- Inclusion: What, Why, and How? *(http://ttacwm.blogs.wm.edu/category/newsletter-articles/inclusion/)*

- (Webcast) Inclusion: What does it mean and who is it for? *(https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=386)*
- Disability Museum *(http://www.disabilitymuseum.org/dhm/index.html)*
- Museum of Disability History

(http://museumofdisability.org/)

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