The Inclusive Education Journey

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Establishing Structure
• Continuum of service
• Scheduling

Ensuring common understanding
• Commonality of Language/Terms
• Expectations clear and consistent

Focus on key elements to success
• Instruction
• Role Responsibility

Developing A Trusting, Collaborative Culture
• Engaging Key Players
• Empowering “ground troops”
Strong

- Strong foundation
- No cracks
- Steadily expanding
- Justifiable concerns
- Total school buy-in
- No excuse education
Shaky

- Focus on closed doors vs. open doors
- Compliance driven
- “Victim mentality”
- Resistance from the top
- Competing priorities
Toppling

- Reverting back to the “old ways”
- Pointing the finger
- Blaming the students
- Closed minds
- No growth
- Excuses
- Message loss
Our Goals

• To ensure every child gets what he/she needs by providing a continuum of services as required by law

• To ensure teachers focus on, and provide quality instruction to all students and specifically addresses the needs of students with disabilities.

• To ensure teachers are provided the necessary frameworks and skills to meet the needs of all students

• To establish a collaborative culture that revitalizes the educational experiences of students and educators
What Does That Look Like?

• All students educated in the least restrictive environment
• Differentiated Instruction
• Data driven instruction
• Collaboration
What Does That Look Like?

- Mutual Accountability
- Driven by commitment to excellence versus fear
- Seeking strategies versus quick fixes
- Students as opportunities for excellence
Available Routes

- General Education
- Consultation
- Collaborative Consultation
- Co-teaching
- Resource
- Co-teaching and Resource
- Substantially Separate
- Center

Continuum of Educational Services

Support Levels:
- Low Support
- Mild Support
- Mild-Moderate Support
- High Support
- Maximum Support
Understanding Disabilities

Instruction \quad \leftrightarrow \quad \text{Necessary for Learning}

Input \quad \leftrightarrow \quad \text{Perception}

Integration \quad \leftrightarrow \quad \text{Processing}

Storage \quad \leftrightarrow \quad \text{Memory}

Output \quad \leftrightarrow \quad \text{Language}
Definition:

The inability to recognize and interpret sensory information.
Associated Challenges

Visual Perception
- Discrimination
- Figure-Ground
- Closure
- Spatial

Auditory Perception
- Discrimination
- Memory
- Blending
Definition:

The inability to manage and effectively use stored information to understand and bring meaning to content being taught.
Associated Challenges

- Organization of Information
- Information Flow
  - Planning, evaluating, routines
- Memory
Definition:

The inability to store, retain and recall information and experiences.
Associated Challenges

- Short Term Memory
  - Working Memory
- Long Term Memory
  - Permanent Storage
  - Retrieval
Definition:

The inability to express and receive thoughts, words and feelings through a system of verbal and non-verbal signals.
Associated Challenges

- Word Retrieval
- Receptive Language
- Expressive Language

- Listening
- Written Language
Successful Learners

- Understand Instruction
- Increase Performance

- Target the disability
- Engage learning ABILITIES

- Even the playing field
- Are provided FOR the student
Determine Starting Location

Instruction

Curriculum

Environment

Learner

Jim White, 2010
Evaluation and Progress Monitoring

Student Achievement

Evaluation

Student Performance

Student Responsibility

Student Learning

Progress Monitoring

Informed Instructional Decisions

Instructional Effectiveness