

# All Children Belong: The Promise of IDEA



Gabe Palacio

# Why Inclusion?

Separation in education can "generate a feeling of inferiority as to [children's] status in the community that may affect their hearts and minds in a way unlikely ever to be undone." *Chief Justice Earl Warren in Brown v. Board of Education (1954)*



"It is the habit of exclusion that grows strong; the identity of those being excluded is not a major obstacle."  
*Gussin Paley, You Can't Say You Can't Play*



# Legal Basis for Inclusion



Inclusion of children with disabilities "is a right, not a privilege for a select few."

Third Circuit Court of Appeals in Oberti v. Board of Education of Clementon (NJ) School District (1993).

# What is inclusion?



"Inclusion is not a placement. It is a philosophy that says classrooms and communities are not complete unless all learners with all needs and gifts are welcome."

*Marsha Forest, Director, Centre for Integrated Education in Toronto, Canada*

# Where Have We Been and... Where Are We Going?

"When school systems continue to categorically and unnecessarily place students (particularly those from diverse backgrounds) in more restrictive educational settings, students will be stigmatized, will have difficulty learning, and schools won't maximize the use of the scarce federal education dollars they receive..."

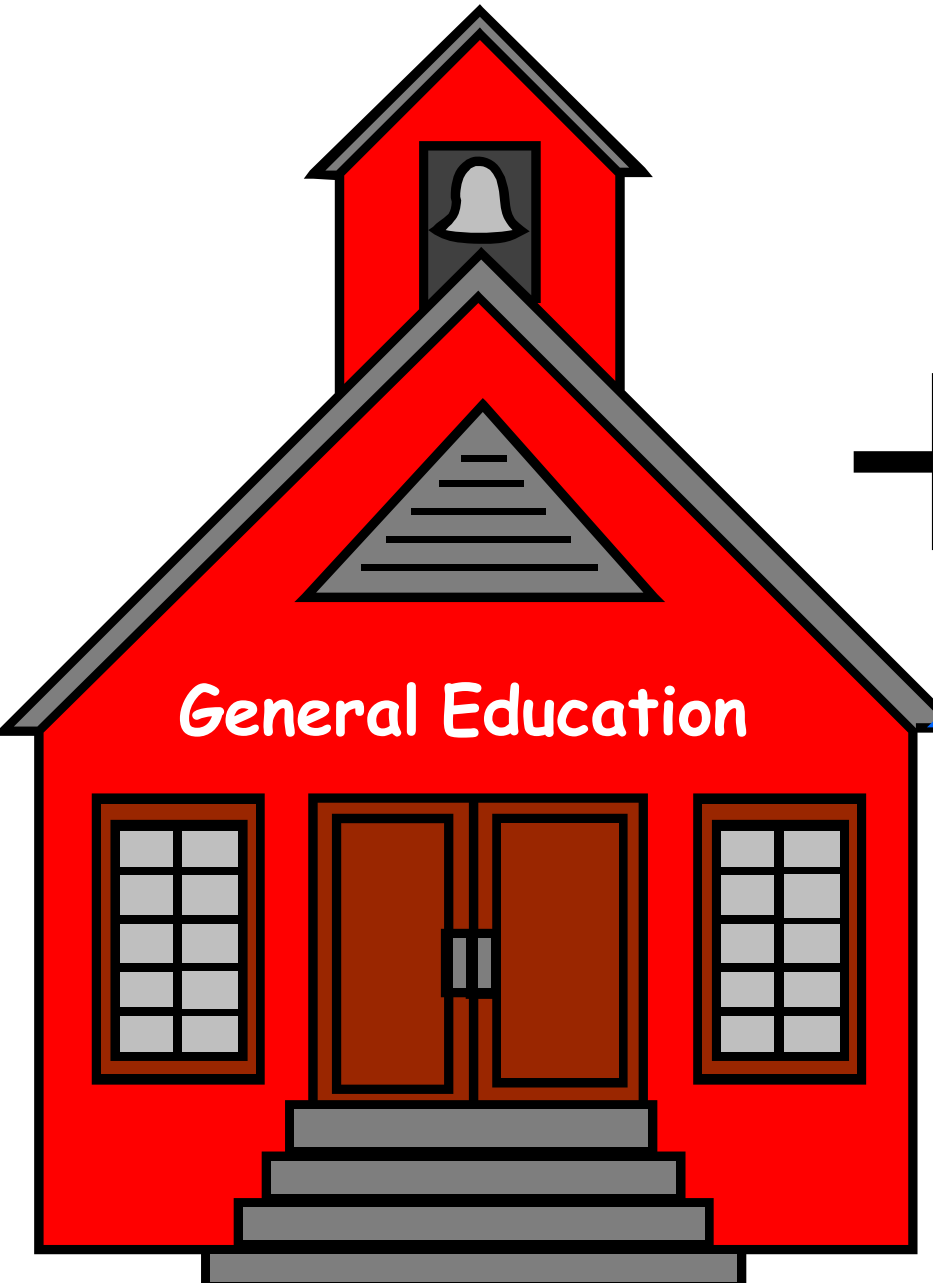
Martin Gould, Senior Research Specialist, National  
Council on Disability



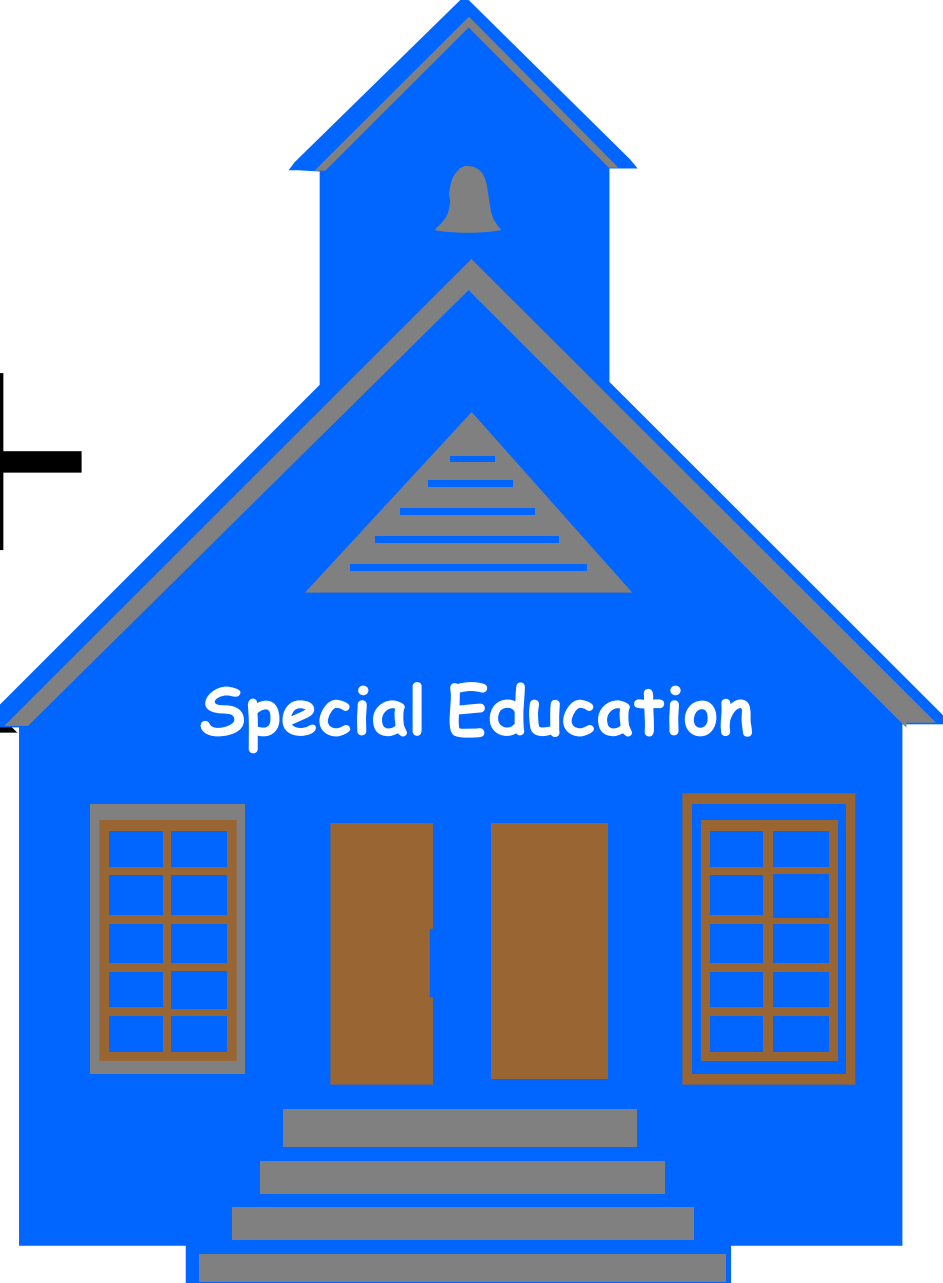
# Benefits of Inclusion

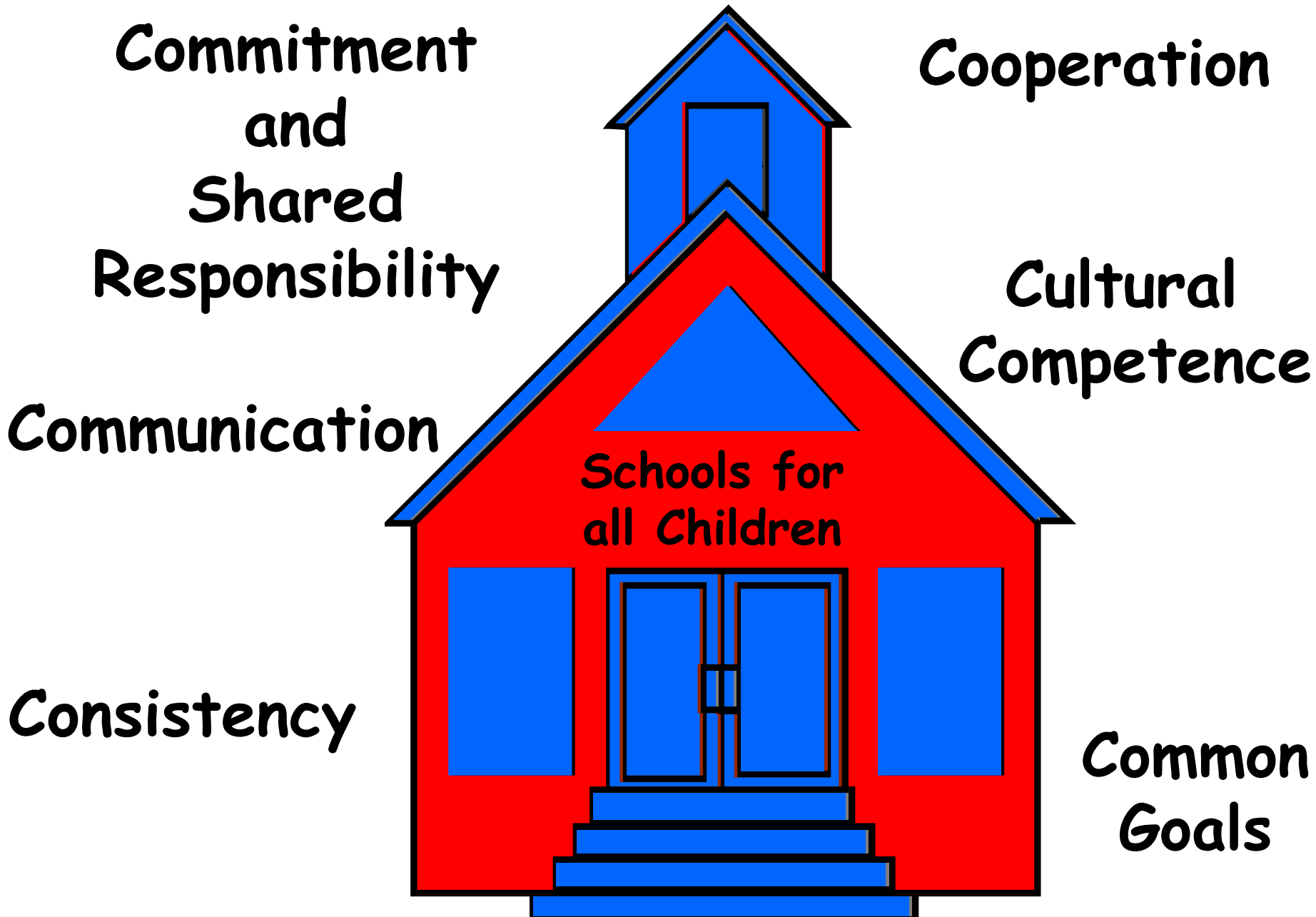
- Benefits for children with & without disabilities
  - Academic
  - Social/friendships
  - Behavioral
  - Self-esteem
  - Communication skills
  - Appreciation of diversity
  - Moral & ethical principle development





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# IDEA Support for Inclusion

- Purpose
- Evaluation
- Development of IEP
- Instruction & Provision of services
- Participation in assessment
- Transition to adult life & graduation
- Monitoring

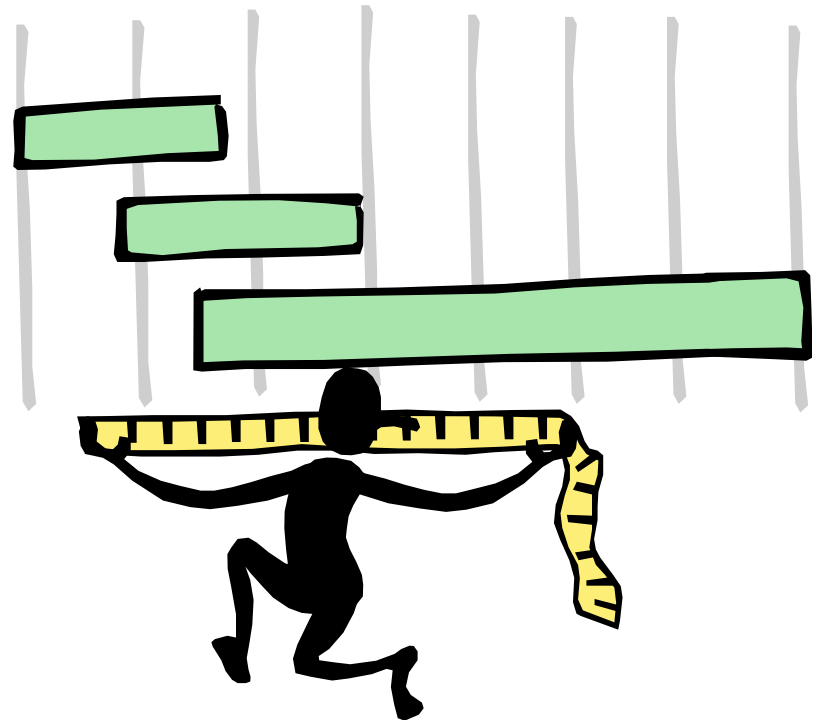
# Purpose of the Law



- To ensure that children with disabilities receive educational benefit that allows them to progress from grade to grade, learning the knowledge and skills of their non-disabled peers
- To provide the services and supports needed for your child with disabilities to become a productive adult, contributing to the community

# Evaluation

- Identify your child's strengths & needs
- How does your child's disability affect involvement & progress in the general curriculum?
- How does your child's disability affect social-emotional development, behavior, functional life skills, self-awareness, ability to communicate?

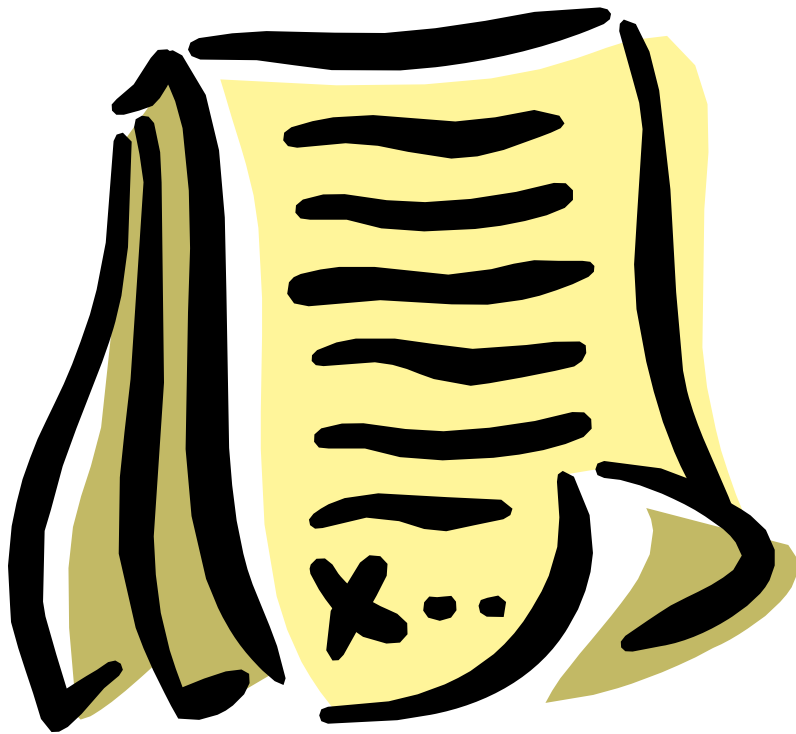


# The IEP Team

- You
  - Your knowledge & high expectations are addressed in the IEP
- Your child's general education teacher
  - Participation of a professional with knowledge of the general curriculum & standards for all children



# IEP Content



- Measurable annual goals tied to general curriculum - the knowledge and skills all children are expected to learn
- Provide information to parents & professionals about level of achievement expected for the student
- Parents' concerns for enhancing their child's education

# Special Circumstances

- Challenging behavior:
  - Functional behavior assessment
  - Positive behavior support plan
- Assistive technology
- Development of communication skills



# Services

- Special education:
  - Specially designed instruction
  - Supplementary aids & services
  - Research-based effective practices



# Building a Community in each Classroom



- Instructional Strategies
- Academic, Nonacademic and Extra-Curricular Activities
- Friendships



# Collaboration

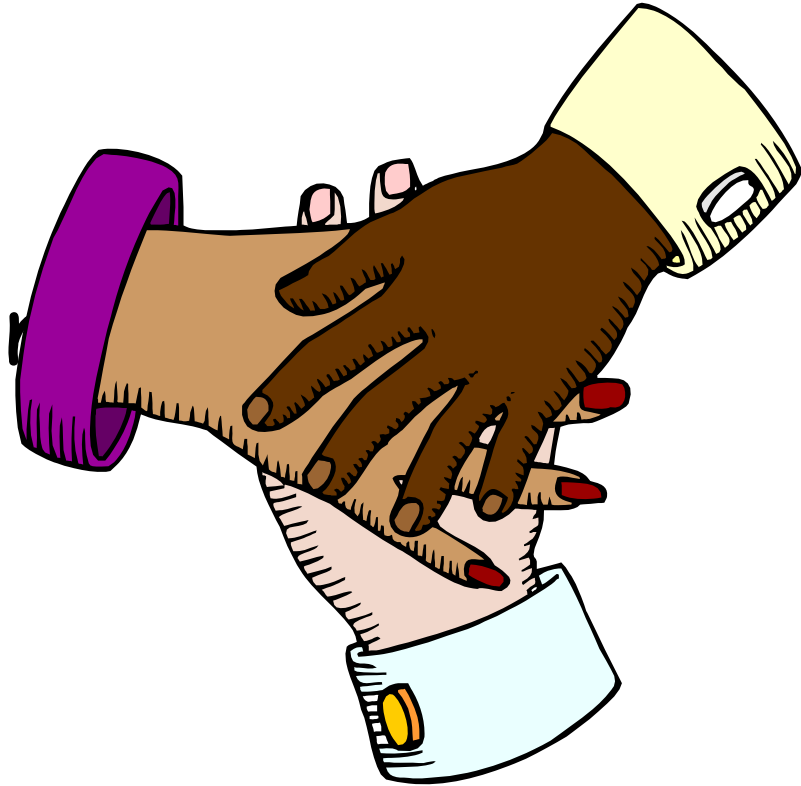


**“In instruction, collaboration entails teachers working together to pool their knowledge, skills, dispositions and approaches to deliver the curriculum successfully to all learners.”**

**Educating All Students Together  
Carl Lashley & Edith E. Beatty**

# Collaborative Practices

- Intensive Instruction
- Collaborative Consultation
- Co-teaching



# Program Access

- Access to same variety of education & support services as non-disabled peers
  - Art, music
  - Industrial arts & vocational education
  - Consumer & homemaking education
  - Honors & gifted & talented programs



# Extra Curricular Activities



- Equal opportunity to participate in non-academic & extracurricular activities:
  - Counseling
  - Athletics/recreation
  - Transportation
  - Health services
  - Special interest clubs
  - Referrals to employment

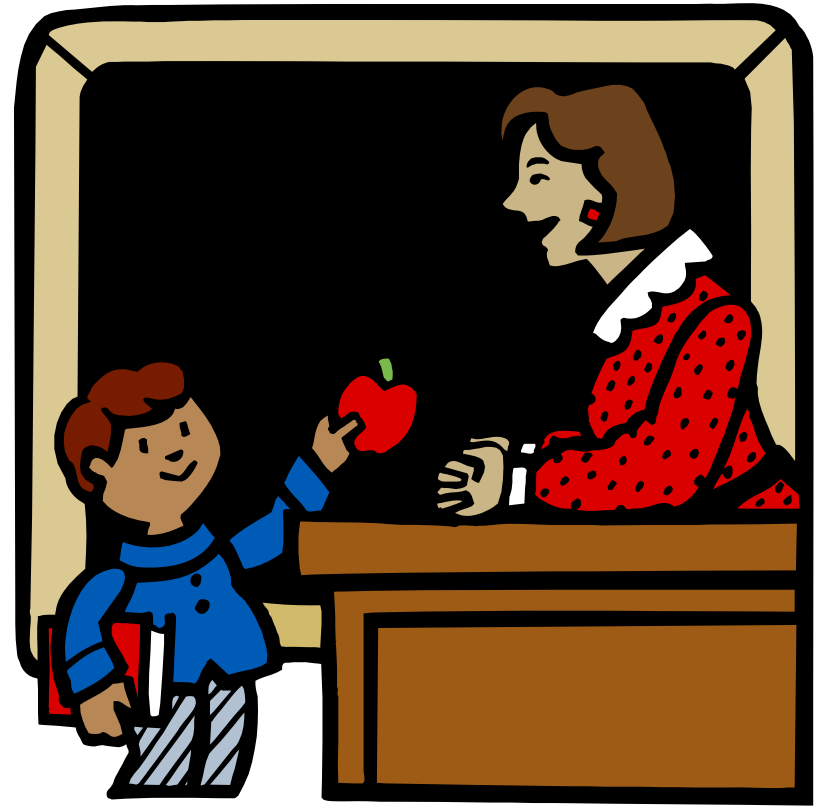
# Placement

- Your child has the right to be educated in the “least restrictive environment” where their IEP can be implemented and they can make progress toward their annual goals.



# Instructional requirements

- Highly qualified teachers
- Staff who are adequately & appropriately trained & prepared



# Standards

- States must set standards for the performance of children with disabilities consistent with standards set for children without disabilities
- States must set performance indicators to assess the progress of children with disabilities in academic achievement, drop-out rates, and graduation rates

# NCLB Legal Requirements

- The scores of students with disabilities are part of state accountability systems
- Schools & districts are measured by performance of overall population & disaggregated populations



# Monitoring Progress



- How will student progress be measured?
- How often?
- How will parents be informed of progress?

# Transition to Adult Life



- Measurable post-secondary goals based on age-appropriate transition assessments containing appropriate transition services designed within a "results oriented" process to facilitate movement from school to post-school activities

# Focus of Monitoring & Enforcement

- Improving educational results & functional outcomes
- Focus federal & state monitoring on those IDEA components most closely related to improving results



# SPP Indicators & Targets

- Compliance indicators
  - Targets must be 100%
  - Must be able to identify & correct noncompliance



# SPP Indicators & Targets

- Performance & Outcomes
  - Rigorous & measurable targets set by broad group of stakeholders
  - LRE, improved student performance, parent involvement



The  
welcome  
starts  
at the  
school  
door.





Some people see a closed door  
and turn away.

Others see a closed door  
and try the knob.

If it doesn't open,  
they turn away.

Still others see a closed door,  
try the knob,

and if it doesn't open,  
they find a key.

If the key doesn't fit,  
they turn away.

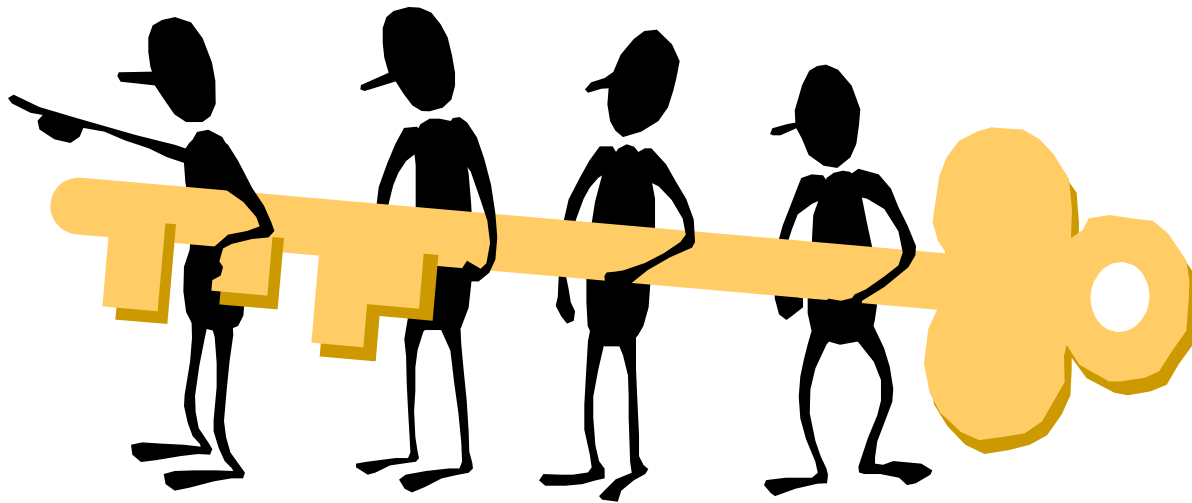
A rare few see a closed door  
and try the knob.

If it doesn't open,  
they find a key,

If the key doesn't fit,  
they make one.



We will make the  
keys together!



# Check for Understanding

