

WHAT ARE THE BENEFITS OF INCLUSION?

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BOARD SEAC – FEBRUARY 1, 2017**

BENEFITS OF INCLUSION: LITERATURE SAMPLES

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- Rioux, M. & Pinto, P. (2010) A time for the universal right to education: back to basics. *British Journal of Sociology of Education* 31 (5) 621-642.
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INCLUSION IN SPECIAL EDUCATION: LITERATURE

- Literature on the benefits of inclusion has been published for 30 years
 - In the last decade, the research literature has focused on primarily embracing inclusion
 - Some results are anecdotal, but research conclusions on inclusion are overwhelmingly consistent with respect to the enhanced experiences of students (those with and without exceptionalities)
 - There is no recent research literature publishing support for segregation within special education from the last 15 years
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BENEFITS OF INCLUSION

- Inclusion is a moral choice
 - Academic benefits
 - Social benefits
 - Opens up the conversation
 - Improves students' independence and confidence
 - Broadens perspectives of educators and peers
 - Accommodations and modifications benefit the whole class (UDL)
 - Builds social capital
 - Creates a shift from charity-based inclusion to rights-based inclusion
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STUDENTS

- Evidence strongly suggests that students in an inclusive setting do not suffer academically as a result of inclusion
 - Score of social affect show increased capacity and engagement
 - Evidence suggests that bullying is reduced overall when students are consistently included.

 - PALS study high inclusion settings:
 - Healthier
 - Attend school more regularly
 - Report being happier
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PEERS

- Inclusion does not have a negative impact on the scores of students in the class.
- Measures of peers generally note a positive attitude related to inclusion
- Increases in advocacy and more tolerant attitudes

TEACHERS

- Overall express a positive attitude towards inclusion
 - Attitude is effected by an undeerlying belief that all students can achieve
 - Self efficacy on the part of the teachers (feeling that they can make a difference)
 - Concerns:
 - Lack of training
 - Resources
 - Time to collaborate
 - Support
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LEADERS

- Have a direct impact on inclusion culture
 - Pivotal in fostering inclusion
 - Positive experiences and knowledge are positive factors in success.
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A SCHOOL BOARD IN TRANSITION: FROM SEGREGATION TO INCLUSION

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RESEARCH OVERVIEW

- Examining the results of **LEQ** through comparing: working with an inclusion coach, elementary and secondary and Time one and Time two
 - Examining **educators knowledge of special needs** and inclusive practice through KSNQ and TPLE results
 - **Transition from self-contained classrooms** to inclusive classrooms: Inclusive Educators' Continuum of Change
 - The changing role of **educational assistants** in a transitional process
 - **Inclusion coaches** reflections and discussions in supporting educators in practice
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FOCUS GROUPS AND BLOG ENTRIES EDUCATORS AND INCLUSION COACHES

- Tomorrow is twin day and we would like it if ----- was our twin. We are wearing black track pants and a red athletic shirt. So if ----- could wear these , thanks

“Kids said out loud, ‘Wow, we didn’t know he could write’. [Teachers are] pushing it beyond charity so that the kids get to see what their capabilities are together as a group. I think that some of these opportunities that come for that specific child [are beneficial], but how much more of an impact it has for everyone else in the class too.”

QUOTES FROM INCLUSION COACHES

Elementary Inclusion Coach,
Focus Group Time 1 A

“I think the biggest opportunity is the social opportunity to socialize with age appropriate peers. It’s providing educators and students with a greater understanding of who’s in their community and how to interrelate to the diversity of people.”

QUOTES FROM INCLUSION COACHES

Secondary Inclusion Coach,
Focus Group Time 1 B

“On his third time in the [music] class, students were inviting him to be in their group. Once in the group, the student stunned the teacher and students with his musical ability such as keeping rhythm and creating a baseline, as well as his knowledge of lyrics. It was amazing to see the class go from charity-based inclusion to realizing his potential and truly including him and utilizing his ability.”

QUOTES FROM INCLUSION COACHES

Secondary Inclusion Coach,
Reflection Time 1

- Educators were surprised when an included student, “surpassed some of his colleagues in the classroom academically”
- Students are excited to be included in classes and field trips with age appropriate peers

FINDINGS FROM EDUCATORS

- Educators and coaches noted how students seemed happier, smiled more and were more confident being out of a self-contained classroom
- Several educators discussed at focus groups how they found the modifications and programming they did for their included student helped the whole class learn

FINDINGS FROM EDUCATORS

- Elementary educators used the teachable moments when students asked about their included student's modifications to teach students about children with disabilities and how different people need different things

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FINDINGS FROM EDUCATORS

LEARNING AND ENGAGEMENT QUESTIONNAIRE (LEQ): EDUCATOR ATTITUDES

Sent out twice to all educators in the school board and at the second administration, there were significant differences for those educators who worked with an inclusion coach:

- reported **engaging in *planning the learning environment*** strategies and *task selection (high-yield assessment and instruction)* strategies **more than those who did not work with a coach**
- **deliberately planning ahead** to help all students engage
- arranging and offering **opportunities for all students** to learn and practice skills
- **regularly recording progress** on students' goal learning
- creating or sourcing special teaching **materials to help engage students**

Overall, the longer the educator worked with a coach, the more they reported using these *planning the learning environment* strategies

KSNQ: EDUCATORS' KNOWLEDGE

KNOWLEDGE OF THE NEEDS OF STUDENTS AND IMPACTS ON INSTRUCTION

Administered twice to Educators working with Inclusion Coaches. After working with an Inclusion Coach, Educators tended to believe:

- Their included student(s) affected their workload **less** than they anticipated
- Optimal ways of receiving support are professional development from special education services, **support from colleagues and coaching**
- Providing students with **positive feedback** is an effective strategy
- Over **80% of respondents believed coaching was an optimal way** of receiving support and information

TPLE: EDUCATORS' ATTITUDES

PERCEPTIONS OF STUDENTS WITH SPECIAL NEEDS AND THEIR RELATIONSHIPS TO PEERS

- Their included student(s) were **happier**, approachable, more comfortable
- Other students would **want to sit** with their included student(s)
- Other students would **want their included student as a friend**
- Other students perceived **their included student as fun**
- Other students **like** their included student

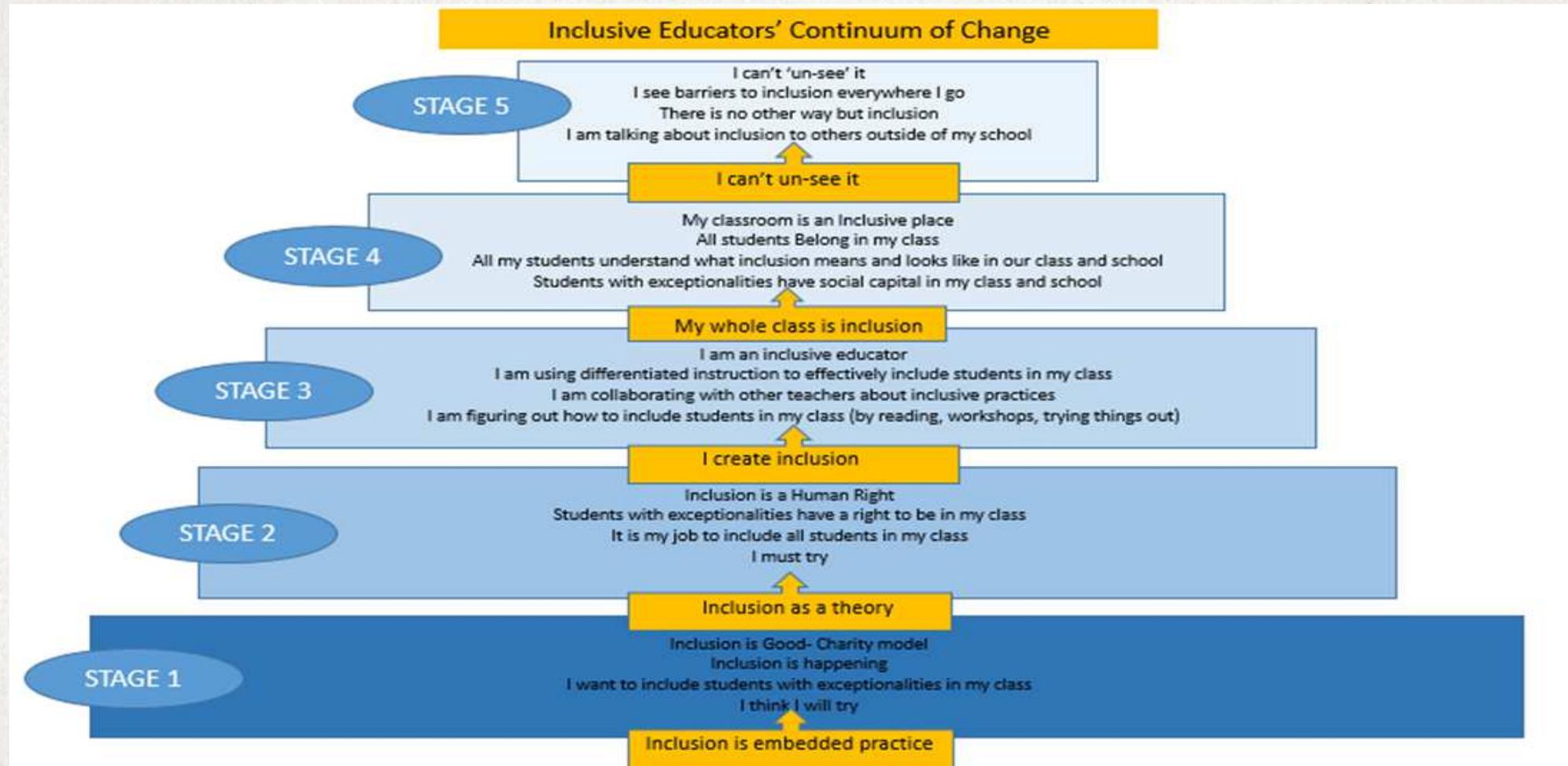
EDUCATIONAL ASSISTANTS

- Three perspectives: Educators, Inclusion Coaches and EAs themselves
- Three themes: Collaboration, programming, and relationships

With a clearly defined role, Educators, EAs and Inclusion Coaches can help develop a collaborative relationship and work towards incorporating differentiation and supporting all students in a diverse learning and social community

**parallels to health services in the schools*

SELF-CONTAINED CLASSROOM EDUCATORS' CHANGING ATTITUDES



Based on work created by Monique Somma, Brock 2016

SELF-CONTAINED CLASSROOM TEACHERS QUOTES

- “I see kids fully integrated into the classroom and I see the success they experience – it is so much better than any of the models that I have seen up to this point.”
 - “By segregating these students we are creating a culture of exclusion that emphasizes difference.”
 - “We started to see kids making friendships and being invited to birthday parties and things like that; they started having a connection.”
 - “You know who grew the most? The mainstream students, not our students with exceptionalities. They grew, but not near what our kids who had zero experience with exceptionalities grew, and they understood and became advocates.”
 - “And when you talk to him, he says, ‘This is awesome! I am just like everyone else.’”
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Q & A SESSION
