



# Implementing Inclusion for Students with Disabilities

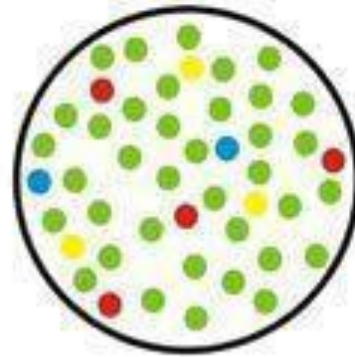
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Friends School of Louisville

# Inclusion

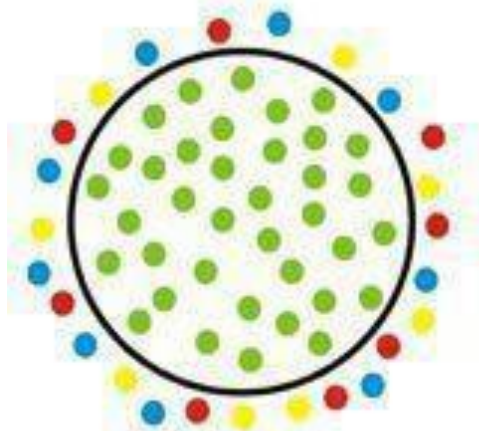
The term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Honestly establishing a successful inclusive classroom varies in complexity, based upon the challenges created by the disability at hand. However a knowledgeable approach and positive attitudes on the parts of parents and teachers proves vital to triumphing over any obstacles which may emerge.

<https://www.specialeducationguide.com/pre-k-12/inclusion/>

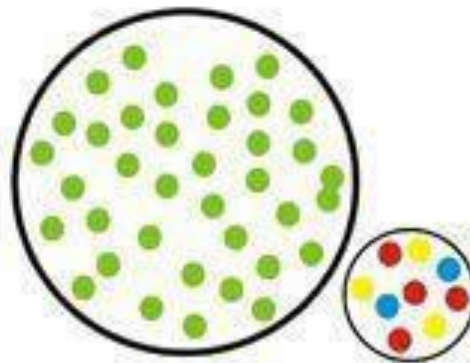
# What does Inclusion look like?



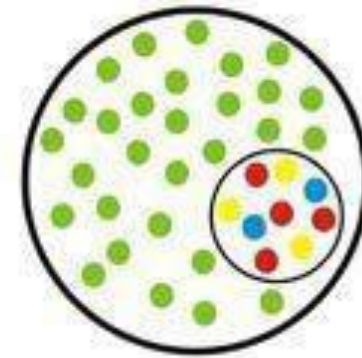
**Inclusion**



**Exclusion**



**Segregation**



**Integration**

# Why Inclusion?

Why integrate children with special needs into a general education classroom? Who benefits? What results? Special education professional [Gretchen Walsh M.S. Ed.](#), who runs the [Academic Support Center](#) at Notre Dame College, gives a concise synopsis when she says “Inclusion is important because through our diversity we certainly add to our creativity. If you don’t have a diverse classroom or a diverse world, you don’t have the same creative levels and I think our strength lies in our diversity.”

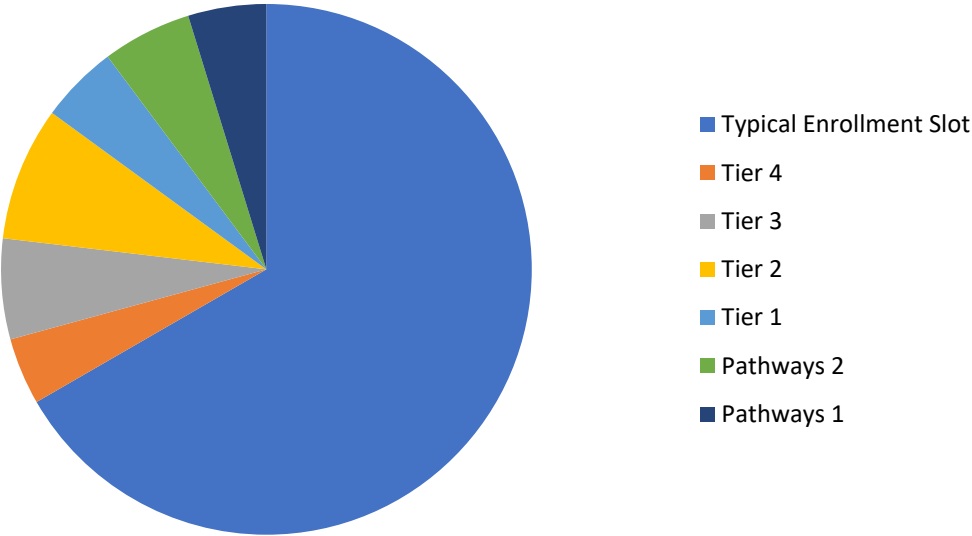
<https://www.specialeducationguide.com/pre-k-12/inclusion/>

# Research Basis For Inclusion

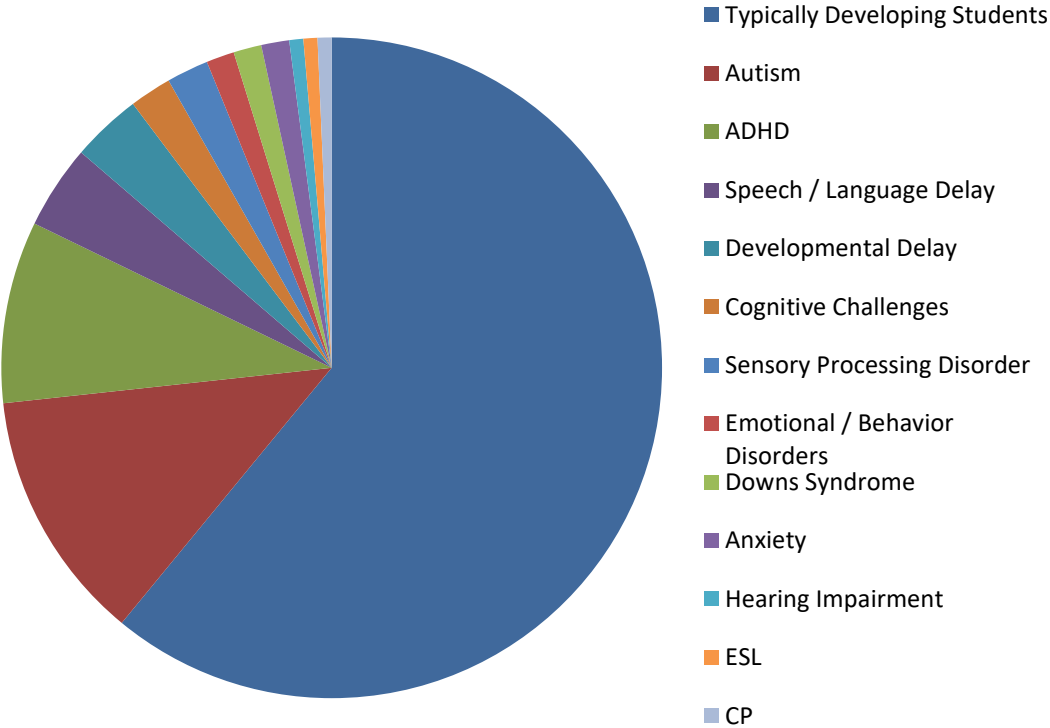
- Students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).
  - Academic gains in literacy (reading and writing), math, and social studies — both in grades and on standardized tests — better communication skills, and improved social skills and more friendships.
- Peers without disabilities also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities.
- Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. (Bui, et al., 2010)

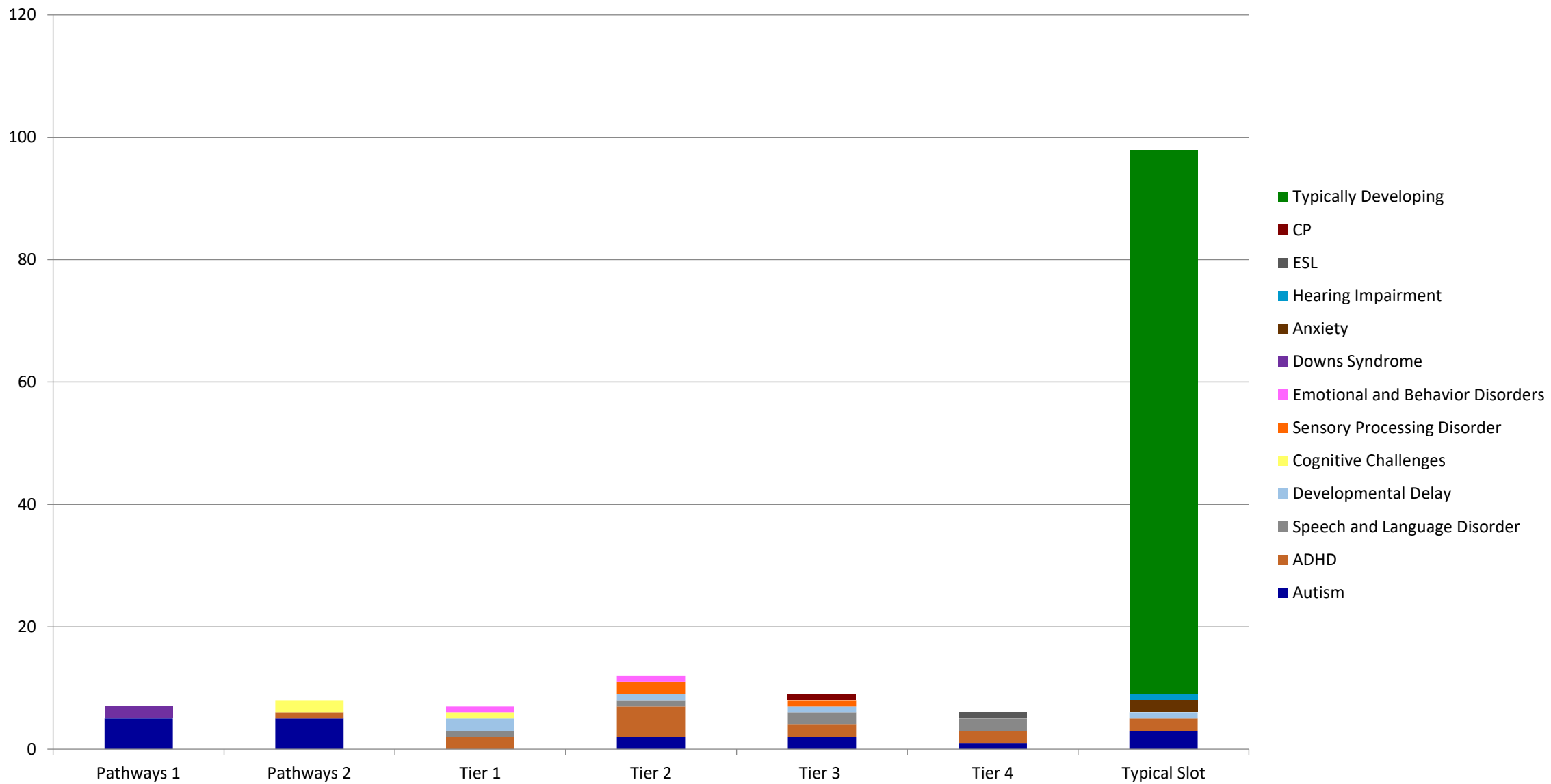
<https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>

2019-2020 Student Composition



Student Body Composition 2019-2020





# History of Friends School

Friends School was founded in 1980 upon a mission of inclusion.



By 2002, Friends School was accepting students on a case by case basis, with support from the public school system for preschool students only. That meant that there was a narrow funnel between our preschool and elementary programs.



All students paid the same amount in tuition, regardless of needs.




In 2006, the public school system withdrew their support, forcing us to consider other options.





# Additional Services Plan

- Through grants and private donations, Friends School was able to hire a Special Needs Coordinator to write Individual Education Plans and support students in the classroom. In addition, we added a special needs assistant.
- We widened the funnel between preschool and elementary and began accepting more students with needs into our elementary classrooms.
- Teachers and assistant teachers provided feedback – they needed more classroom support and more guidance in how to best serve students with needs.

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## Additional Services Plan (Cont'd)

- In 2011-2012, we proposed the Additional Services Plan (ASP). In the ASP, we asked parents to pay for the services their children received at school. We added an SLP, Resource Teachers, Special Needs Coordinators, and Special Needs Assistants.
- We defined the profile of student we would accept (students needed to be spontaneously and relevantly verbal and independently ambulatory). We defined “Tiers” of services and corresponding tuition rates.
- We staffed our new program!

# Tier Forms



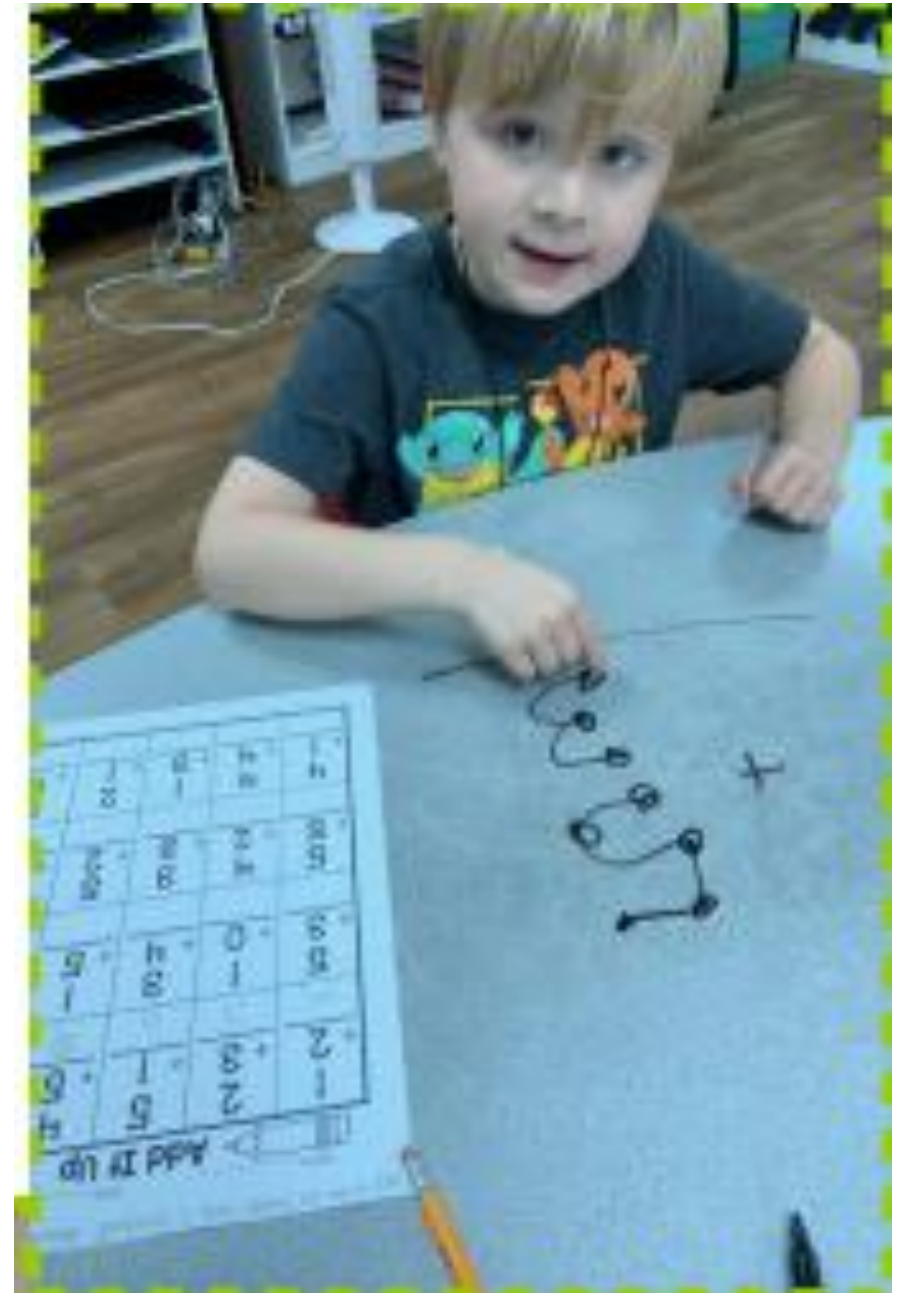
Preschool services form-Revised 2019.pdf



Elementary\_Middle services form-Revised 2019.pdf



Tier Placement Information 2019-2020 - DATA.pdf





# Goals

- Our main goal was to live up to our mission of Inclusion. We wanted our services delivered collaboratively in the classrooms, rather than through a more clinical model.
- From a marketing perspective, we advertised the ASP to our typically developing students in addition to our students with needs. If we had a whole team of folks here to serve students with needs, our regular classroom educators could better serve our typically developing students. And, if parents had concerns about their children, our experts were available for assessments of student needs.



# Changing our Verbiage to Reflect our Values

- Since our main goal is a mission of Inclusion, we decided to change our titles.
- Inclusion Program
- Inclusion Team
- Inclusion Coordinator
- Inclusion Assistant



# Our Current Inclusion Team

- Assistant Head of School (Head of Inclusion Program)
- Inclusion Coordinators (also serve as resource teachers)  
(Preschool / Kindergarten; Elementary / Middle; Pathways)
- Resource Teacher
- Speech and Language Pathologist
- Behavior Assistant
- Inclusion / Pathways Assistants

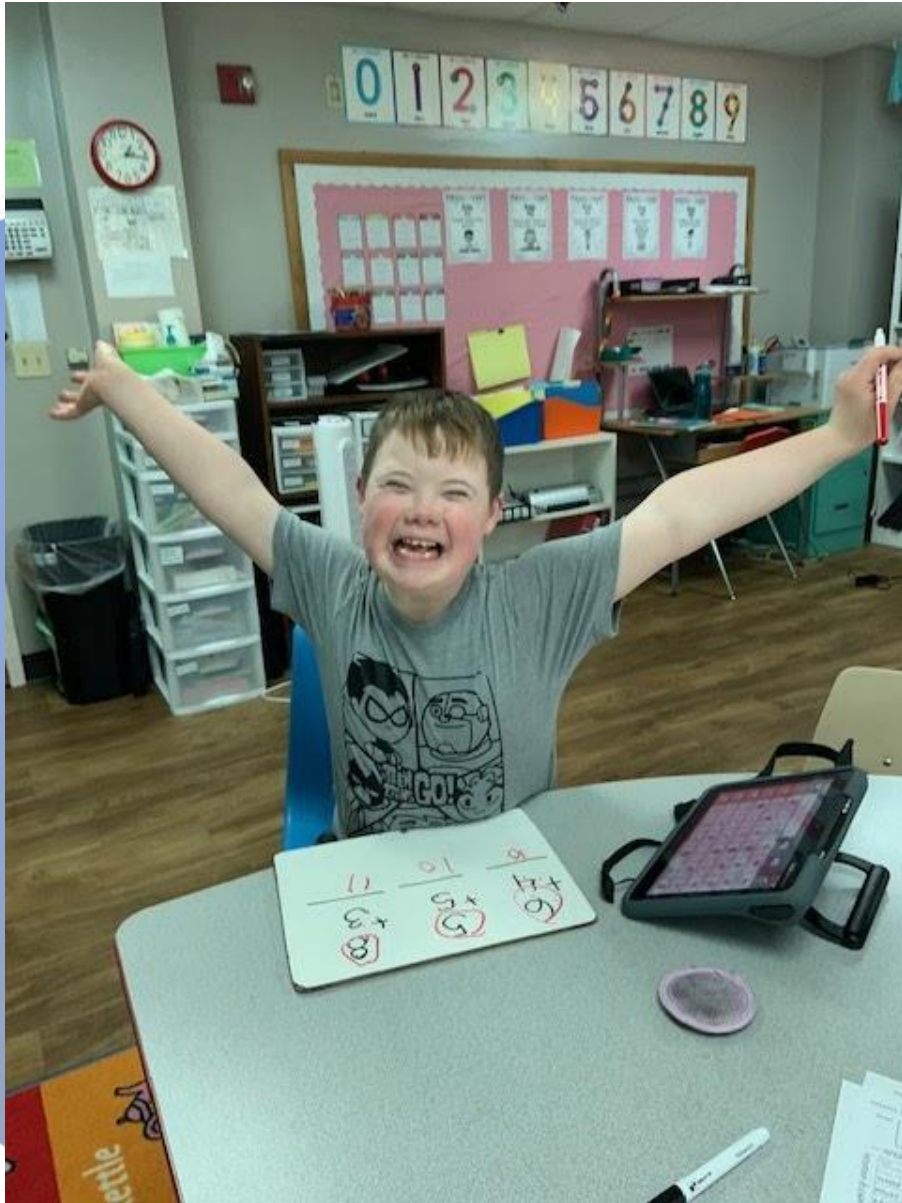
# Pathways to Inclusion



- Inclusion means inclusion – we need to welcome all children and families. That includes low-incidence kids and kids with emotional and behavior disorders. A “special special room!”
- A maximum of 14 (15) students, with very significant needs, who are monitored / educated by their own Inclusion Coordinator and supported by a system of classroom supports. Fully included, these students are a member of their grade level homeroom.



# A Typical Day in Pathways





Student A- Middle School  
2 Co-Teachers

Morning Meeting

Reading Intervention  
Small Group

Snack, Break

Math Intervention  
Small Group

Lunch

Special Area

Writing Intervention  
Small Group

Science/Social Studies

Pack Up/Dismissal

Student B- Pre-K  
Teacher + 2 classroom  
Asst.

Morning Meeting

Free Play/Centers

Snack

Recess

1:1 Academic Intervention

Lunch

Free Play/ Centers

Special Areas

Recess

Writing

Dismissal

Student C- Kindergarten/First Grade  
Teacher + classroom asst.

Morning Meeting

Reading Intervention  
Small Group

Snack/Walk

Math

Recess

Lunch

1:1 Reading Intervention

Special Area

Writing

Science/ Social Studies

Recess

Dismissal

With  
Path  
assistant



With  
Path  
assistant



With  
Path  
assistant



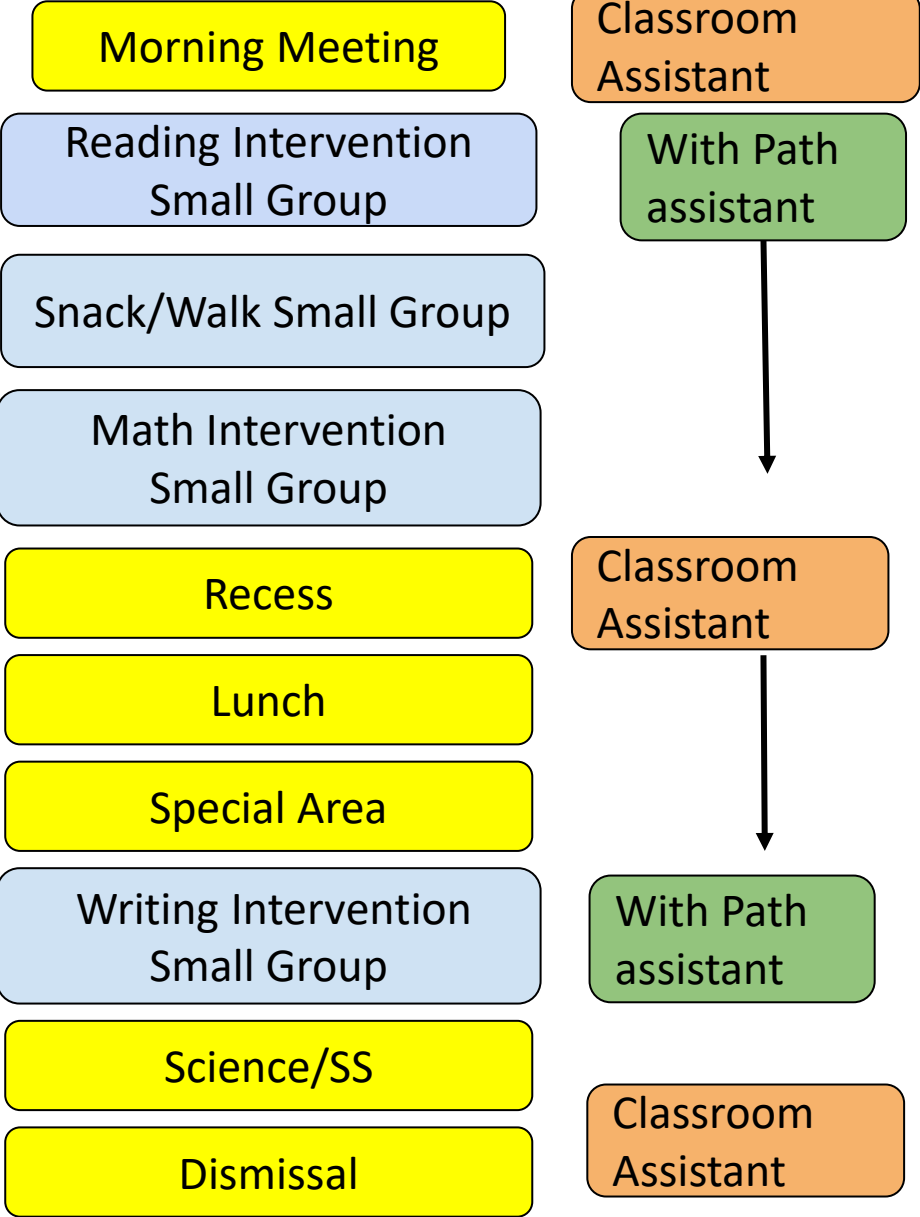
With  
Path  
assistant



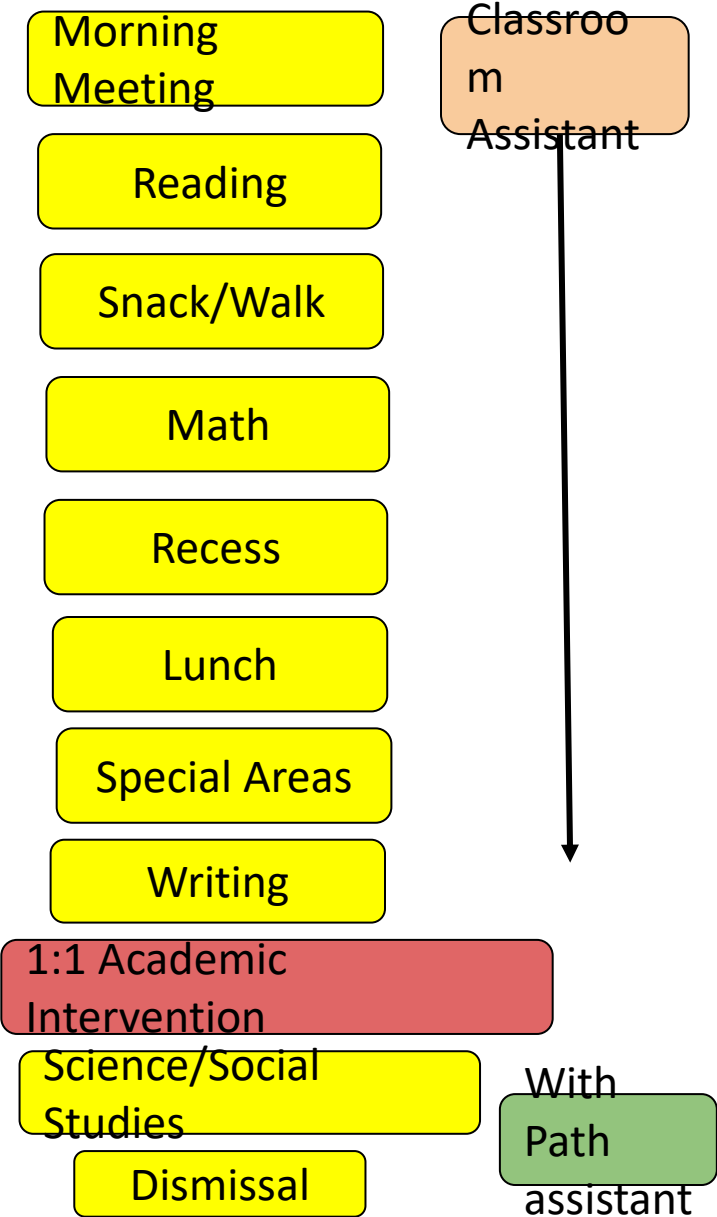
With  
Path  
assistant



Student E- 4/5 Grade  
Teacher + Classroom Assistant



Student D- 2/3 Grade  
Teacher + Classroom Asst.



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# Goals for Pathways Students

- Full Inclusion!
- Make measurable progress on IEP goals.
- Demonstrate appropriate behavior in a variety of settings.
- Move out of Pathways into a Tier slot and eventually, a typical slot – this is not always possible but it is always a goal.
- Increase students' self- efficacy and self-determination
- Give access to core content curriculum while teaching students the life skills and social skills to live an independent life into adulthood.

# Sample Report Card

- Accommodations
- Grade level placement is noted, as well as working grade level



Sample Report Card.pdf



# Goal Pages



## Friends School Student Goal Page

<b>Name:</b>	<b>D.O.B:</b>	<b>Diagnosis/Disability:</b>	<b>Tier:</b>	<b>Medications: Yes/No</b>	<b>Month:</b>
Receiving the following services from Friends: <input type="checkbox"/> Speech and Language <input type="checkbox"/> Behavior  Receiving other services from:  <input type="checkbox"/> Occupational: _____ <input type="checkbox"/> Speech and Language: _____ <input type="checkbox"/> Physical: _____ <input type="checkbox"/> Behavior: _____ <input type="checkbox"/> Psychologist: _____ <input type="checkbox"/> Physician: _____ <input type="checkbox"/> Other: _____			<b>Considerations:</b> <input type="checkbox"/> Glasses <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Hearing Impaired <input type="checkbox"/> Mobility Support <input type="checkbox"/> Seizures <input type="checkbox"/> Food Allergy: _____ <input type="checkbox"/> Medical Condition: _____		
			<b>Accommodations for Assessments/Testing:</b> <input type="checkbox"/> No Accommodations Needed <input type="checkbox"/> Prompting/cueing <input type="checkbox"/> Readers <input type="checkbox"/> Extended Time <input type="checkbox"/> Scribes <input type="checkbox"/> Flexible Time <input type="checkbox"/> Use of Technology <input type="checkbox"/> Extra Breaks <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Manipulatives <input type="checkbox"/> Curriculum Modifications <input type="checkbox"/> Braille <input type="checkbox"/> Interpreters <input type="checkbox"/> Visual Aids <input type="checkbox"/> Enlarged Print <input type="checkbox"/> Reinforcement/Behavior Modification Strategies <input type="checkbox"/> Small Group or One on One Administration <input type="checkbox"/> Other: _____		

When a student reaches the final level (1) in the progression towards their goal, then the goal will be dismissed.

Annual Goals	Benchmarks	Levels towards the goal	Previous goal level	Current goal level	Notes	Strategies	Accommodations
1. Academic/Cognitive:							
2. Communication:							
3. Motor: Fine/Gross:							
4. Social:							
5. Self-Help:							
6. Behavior:							

**Positives:**

# Qualifying students for Additional Services Plan



Application



Supporting Documentation



Shadow Day(s)



Tier Form / Placement



IEP / BIP



Data Collection



Revisit the Tier Placement at every Team Meeting (every 8-10 weeks)



ASP is required, if student is determined eligible

# Developing the Individual Education Program (IEP)



The Inclusion Team drafts  
the initial document



Presented to the  
classroom teacher and  
parents for comments and  
revisions



Changes are made based  
upon input from all  
constituencies



Everyone signs in  
agreement



Revisited at every Team  
Meeting (every 8-10  
weeks)



Living, evolving document



## Safeguards



- Tier Form Review and Signature Page presented at every Team Meeting (every 8-10 weeks)
- Data is reviewed and analyzed at Tier Meetings and during Team Meetings with the parents
- Inclusion Coordinators, Assistant Head and Head of School are available at any time to consult, answer questions, or modify the Tier Form, IEP, BIP



# Team Meetings

- Team Meetings are composed of:
  - Parent/Guardian
  - Pathways Coordinator
  - Speech/Language Pathologist
  - Classroom Teacher
  - Resource/Intervention Teacher



Sample Goal Pages.pdf

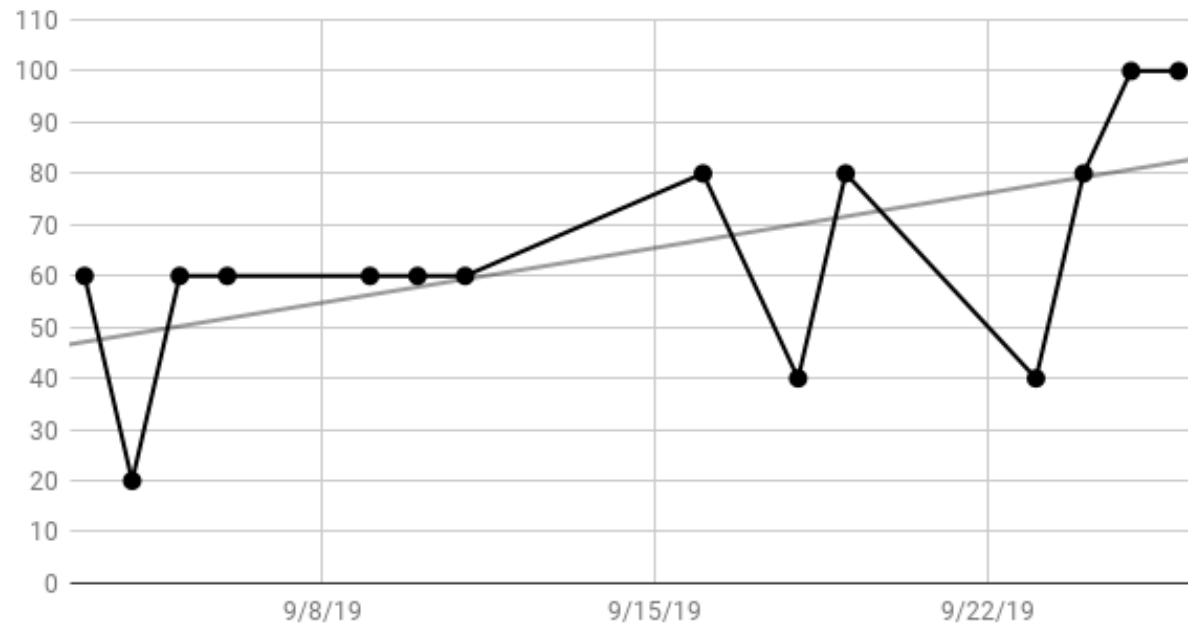
Goal Sheets are reviewed and revised by all members of the team:

- This student is a Pathways 2 student, which means he can be independent at times but needs significant academic and behavioral support.

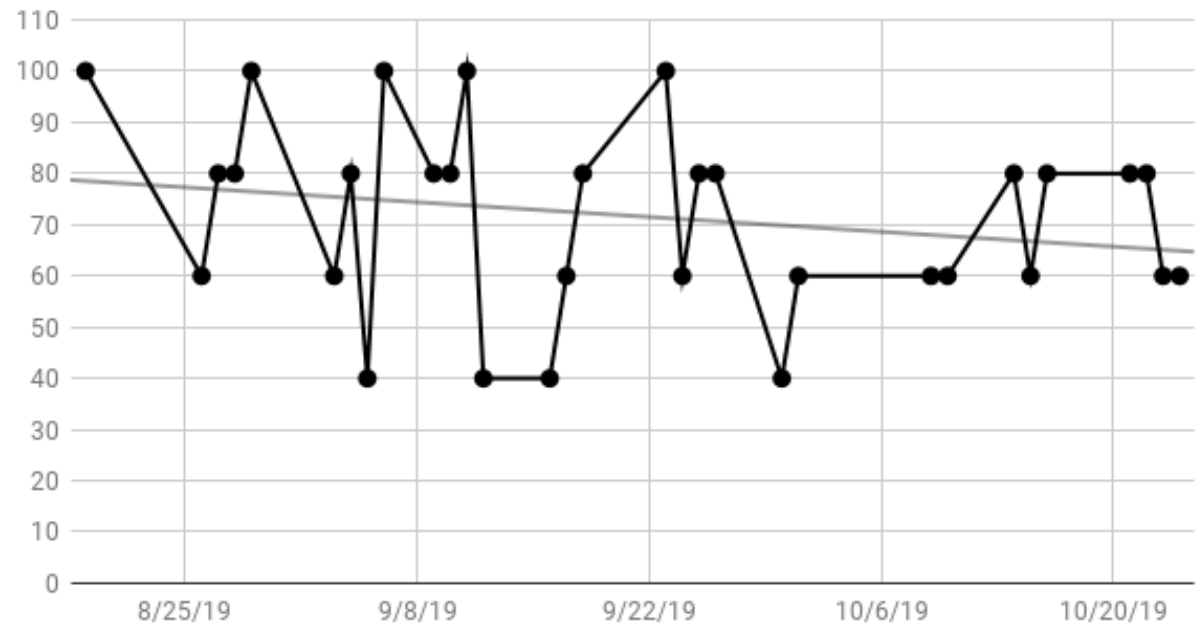
# Team Meetings Continued....

Academic Intervention data is shared:

Beginning Sound Identification- Receptive



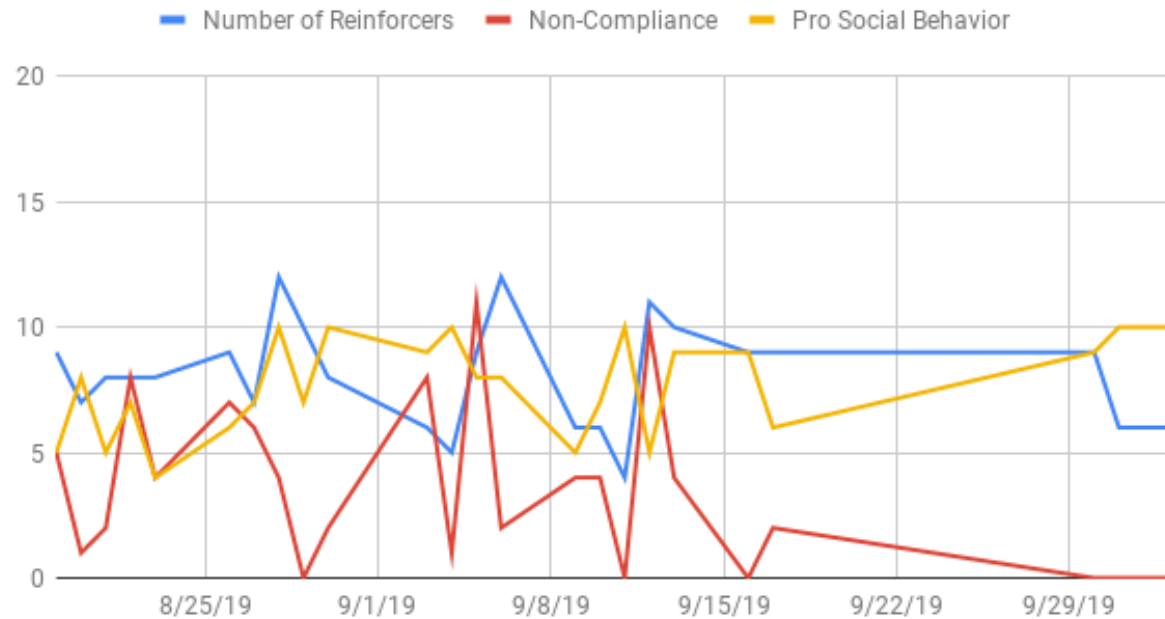
Alphabet Identification- Receptive



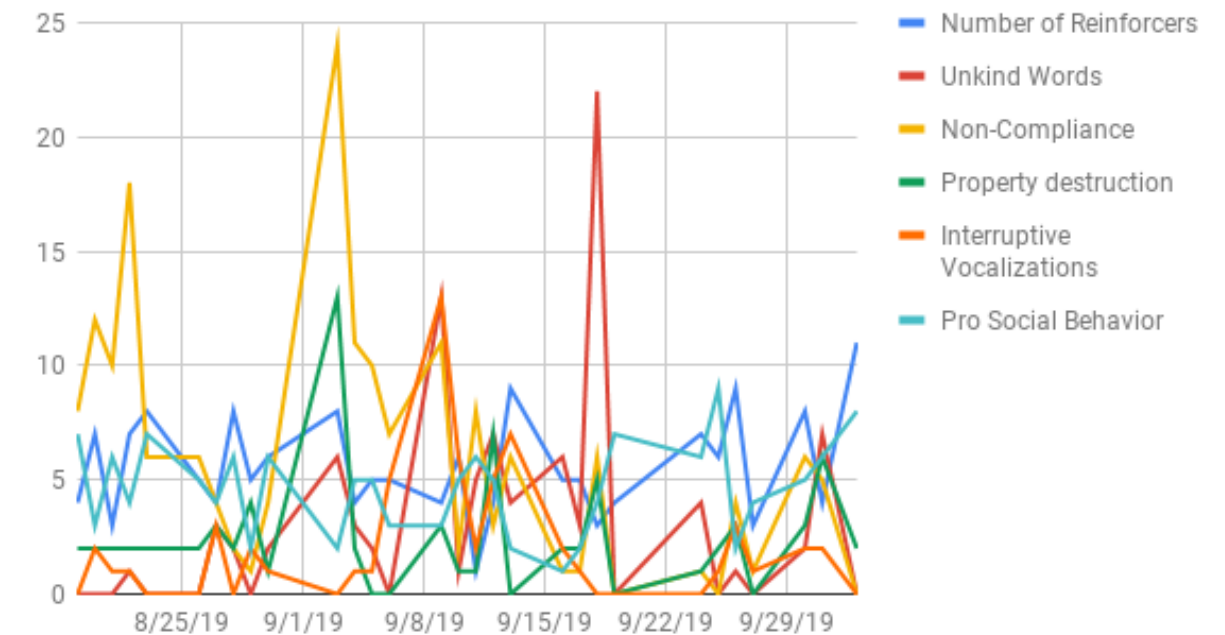
# Team Meetings Continued...

Behavioral Data is shared:

Behavior Data 2019-2020



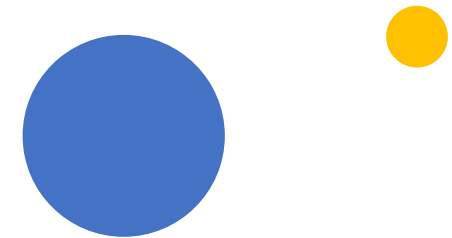
2019-2020 Behavior Data



- BIP (Behavior Intervention Plan)
- Individualized and targets known, observed behavior
- Foundations in Applied Behavior Analysis
- Positive reinforcement is key
- Data collection is essential to success



# Student conduct and discipline



# Daily Behavior Data Collection

Name: \_\_\_\_\_

Time	Activity/Concept	Group leader	Group size (circle one)	Number of reinforcers earned (tally)	Interruptive Vocalizations	Non-compliance	Tantrum	Tantrum Intensity (rate 1-5) & Duration	Self-Injurious Bx	Notes	pro-social behavior
8:00-8:25	Morning Meeting		1:1 CLASS SM Group								
8:30-10:00	ELA		1:1 CLASS SM Group								
10:00-10:15	Snack/break		1:1 CLASS SM Group								
10:15-11:35	Math		1:1 CLASS SM Group								
11:35-12:00	Lunch		1:1 CLASS SM Group								
12:00-12:30	Executive Functioning Community helpers Spanish PE		1:1 CLASS SM Group								
12:30-1:00	1: Conflict Resolution Music Social Skills Art Writing		1:1 CLASS SM Group								
1:00-1:30	Writing Science Social Studies		1:1 CLASS SM Group								
1:30-2:50	2: Science Health Social Studies Library Assembly		1:1 CLASS SM Group								
2:50-3	Pack Up/Dismissal		CLASS								

## Intensity Rating Scale:

1: Minimal crying/scripting but needed redirection  
 2: Persistent crying/scripting; needed multiple prompts and cues to reset  
 3: Persistent crying/scripting; needed a break from IT  
 4: Persistent crying/scripting, IT call, self-injurious behavior  
 5: Persistent crying/scripting, IT call, self-injurious behavior; duration longer than 30 min.

## IV Rating Scale:

Tally for any interruptive vocalization that impedes the learning of others (Interruptions to instructional groups or diverting teacher attention from others). Scripting and/or singing quietly is acceptable and does not require a tally.

Notes:



# Diagnosis

- While Friends School recommends evaluation and diagnosis, we do not require a diagnosis to participate in programming.
- If a student needs assistance in order to be successful in the regular classroom setting, they can qualify for the ASP.
- A diagnosis alone is not reason enough to be on a Tier or to participate in the ASP. Several students with a diagnosis are in typical enrollment slots at Friends.

# Transition Services for Students in Special Education

Friends School is, by and large, a transitional school. Students come to us for remediation, expecting to move along in 1-3 years or when able.

All IEPs, BIPs, Goal Pages, Data Sheets, Tier Forms, Report Cards, accommodations, supports, and strategies are provided to receiving schools.

We assist 8<sup>th</sup> grade students in finding appropriate high school placement.

We assist students at all grade levels to find “best fit” schools.



## Works cited

- [https://en.wikipedia.org/wiki/Special\\_education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Special_education_in_the_United_States)
- <https://www.specialeducationguide.com/pre-k-12/inclusion/>
- <https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>
- <https://www.thinkinclusive.us/inclusion-exclusion-segregation-integration-different/>
- <https://www.teacherspayteachers.com/Product/Welcoming-ASL-Quotes-for-Your-Classroom-4095658>