

CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

#CCI_Handicap

Evaluation of inclusive policy in the
United States: findings & lessons since
IDEA 2004

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Presentation overview

- Address four major questions regarding inclusive policy in the US:
- What defines inclusive policy in the US?
- What is the nature of inclusive policy implementation under IDEIA-2004?
- What are findings on the scope of implementation of inclusive education?
- What are lessons learned and their implications of inclusive policy?

➤ What is the basis for inclusive policy in the US

- Public laws, beginning with Education for all Handicapped Children Act-EHCA in 1975, to the most recent Individuals with Disabilities Education Improvement Act-IDEIA in 2004 have defined key issues in the development of inclusive policy:
 - 1. Categories of children eligible for special education
 - 2. Key principles framing inclusive policy
 - Free and Appropriate Public Education (FAPE)
 - Individualized Education Plan (IEP)
 - Least Restrictive Environment (LRE)
 - 3. Responsibilities of states to implement policies
- National goal in Healthy People 2020: Increase proportion of children and youth (ages 6-21) who spend 80% of time in regular education programs to target of 73.8% of special education population
- <www.healthypeople.gov/2020/topics-objectives>

Progressive emergence of inclusive education

- Implementation of the three principles (FAPE, IEP, and LRE) resulted in progressive stages of inclusive education over time across states
- In the 1970's, special education primarily delivered in separate classes and schools
- With Regular Education Initiative in 1986, emergence of “mainstreaming” - integrating students into regular school activities for part of the day
- In the 1990's, emergence of various forms of “inclusive education” for students with disabilities as implementation of LRE
- In the 2000's, implementation of Response to Intervention-RtI for “learning disabilities” with implications as a broader model for students with disabilities

Inclusive policy: a general framework

- IDEA does not define “inclusion”; LRE is the legal basis for inclusive policy with variable implementation across states.
- A general framework of inclusive policy is defined by:
 - Access to the general education curriculum
 - Differentiated instruction in a school culture that reflects a community with an ethic of caring
 - Teacher’s create a curricula based on where the students are as opposed to where a standard , graded curriculum assumes they should be
 - Teachers select methods through which each student may learn as deeply and quickly as possible
 - Teachers understand that the student- teacher relationships is essential and needs to be developed (Baglieri & Knopf, 2004)

Inclusion: representative instructional strategies

Teacher uses words and actions that communicate positive feelings toward the students

Teacher provides a unified setting; no obvious locations such as “front” , “back” etc

Students are given a sense of ownership of the classroom

Teacher communicates that each student's contribution is valued

Students are encouraged to support each other

Teacher brings subjects/ topics to life for the students

- A.M. Bauer & S. Kroeger. (2004). Inclusive classrooms. Columbus Ohio: Pearson Education.

Nature of implementation of inclusive policy

- Given that the term “inclusion” is not found in IDEA, inclusive policy has evolved in the field as progressive application of the LRE principle
- In the absence of regulations, a variety of general and specific models have been proposed and implemented in practice (Fuchs & Fuchs, 1994; Ryndak & Fisher, 2003)
- Two models will be presented as representative of the nature and form of inclusion of students with disabilities in regular education (Exhibit A & B)

Nature of implementation: exhibit A

- Report of a nationally recognized “inclusion” school serving 8-12% children with disabilities
- Inclusive policy-
- All educators engaged with children with disabilities
- Everyone “has job, takes turn, has responsibility”
- Facilitation of active participation
- Inclusive teaching routines- peer tutoring, cooperative groups, projects, large group instruction
- Modifying instruction, quantity of assignments
- Stockall N & Gartin B (2002). The nature of inclusion in a Blue-Ribbon School: a revelatory case. Exceptionality. 10:3 171-188

➤ Nature of implementation: exhibit A

- No child with disabilities excluded from social interaction
- Faculty modeled ways to recognize abilities and success of children with disabilities
- A context of caring and cooperation established among all students
- Teachers and students accepted signs of social acceptance as evidence of successful inclusion
- Emergence of process of “benevolent collusion”- i.e., child-teacher interaction reflecting superficial inclusion in which students with disabilities modified behavior to fit expectation of teachers
- Stockall N & Gartin B (2002). The nature of inclusion in a Blue-Ribbon School: a revelatory case. Exceptionality. 10:3 171-188

Nature of implementation: exhibit B

- Report on nature of full inclusion in US schools
- “The preferred service delivery model is full inclusion with co-teaching.
- The preferred content of special education is standards-based instruction in the grade-appropriate general education curriculum.
- The preferred specially designed instruction consists of small differentiations in assignments made available to groups of needy students in diverse classrooms to keep everyone working on the same page and responsible for learning the same material”. (p. 96)
- Zigmond N, Kloo A & Volonino V (2009). What, where, and how? Special education and the climate of full inclusion. Exceptionality. 17:4 189-204

Nature of implementation: exhibit B

- Observations of inclusive education in different settings for children with disabilities in Pennsylvania
- Limited instruction of students because special educator is co-teacher and primarily “helps” regular teacher but mainly does not teach
- Wide range of reading levels in inclusive classroom limits general education teacher to provide specialized instruction defined by IEP’s
- In elementary settings, co-teachers sought to differentiate instruction with heterogeneous groups of students with/without disabilities
- Limited provision of specially designed “differentiated instruction” in regular class placement
- Zigmund N, Kloo A & Volonino V (2009). What, where, and how? Special education and the climate of full inclusion. Exceptionality. 17:4 189-204

What are findings on scope of implementation of inclusive policy?

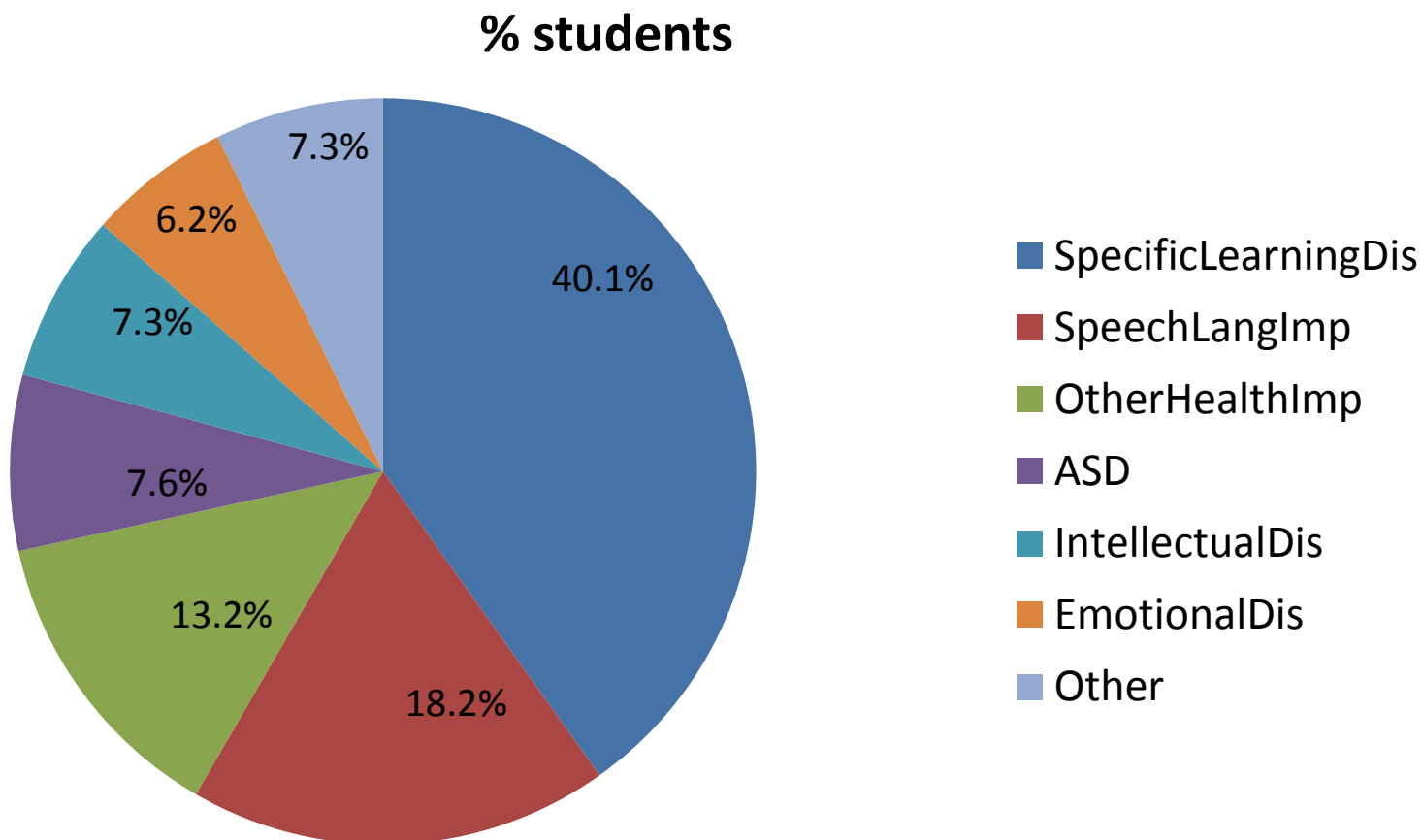
- Data source- 36 Annual Report to Congress on IDEA <http://www.ed.gov/about/reports/annual/osep>
- Children with disabilities ages 6-21 receiving special education services in US
- Implementation of inclusive policy defined by percent time/day in regular class:
 - (a) >80%;
 - (b) 40%-79%;
 - (c) <40%;
 - (d) other environments (separate school, residential facility, homebound/hospital, correctional facilities, parentally placed private school)

What are findings on scope of implementation of inclusive policy?

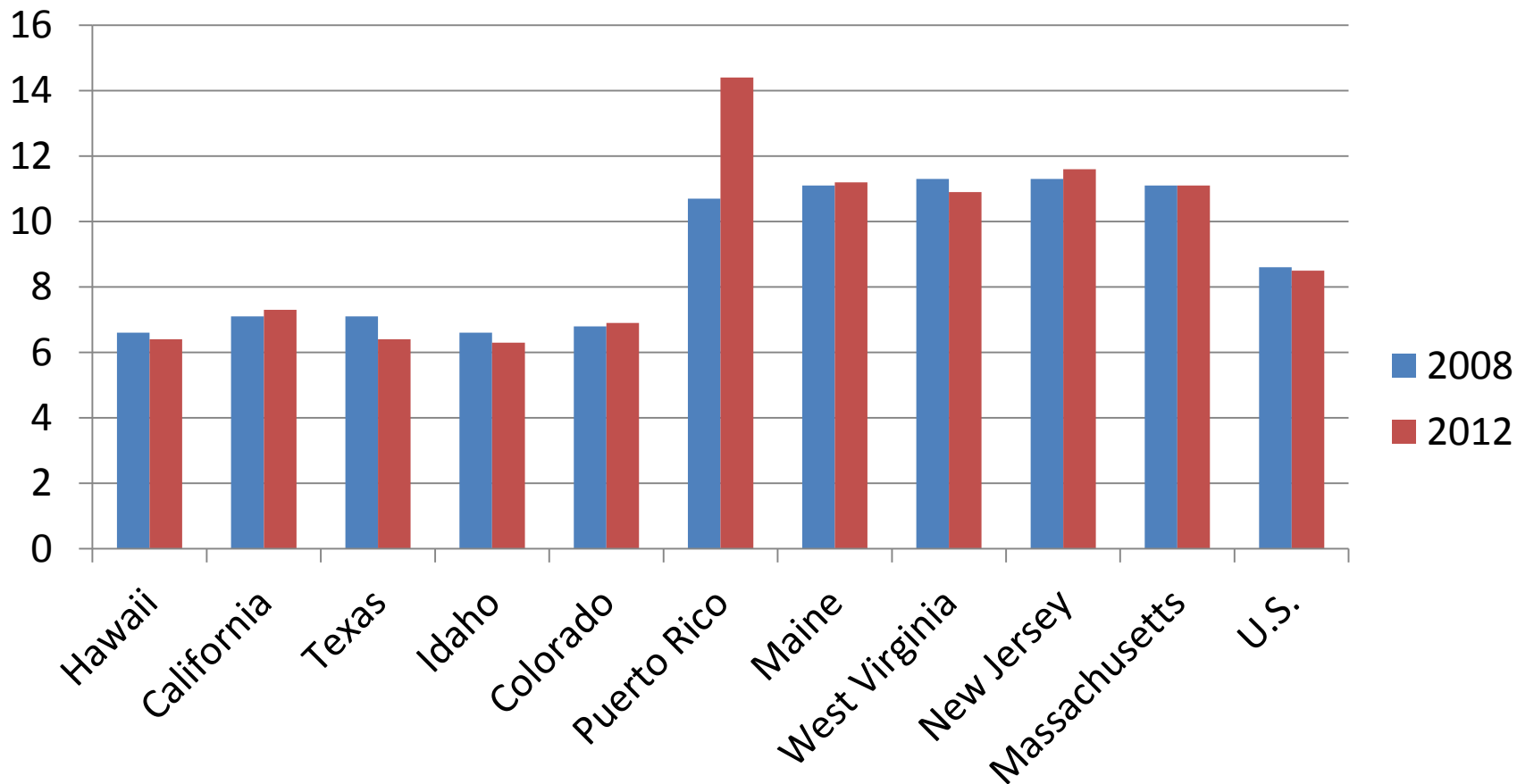
- Use of outcome data from 36th Annual Report to Congress on IDEA as evidence of inclusive policy
- Special education outcomes of students (14-21) defined by reasons for exiting IDEA
 - (a) graduated with a regular high school diploma
 - (b) Received a certificate
 - (c) dropped out of school
 - (d) transferred to regular education
 - (e) moved, known to be continuing in education
 - (f) other exit reasons



Students receiving special education services in US -2012 (ages 6-21)

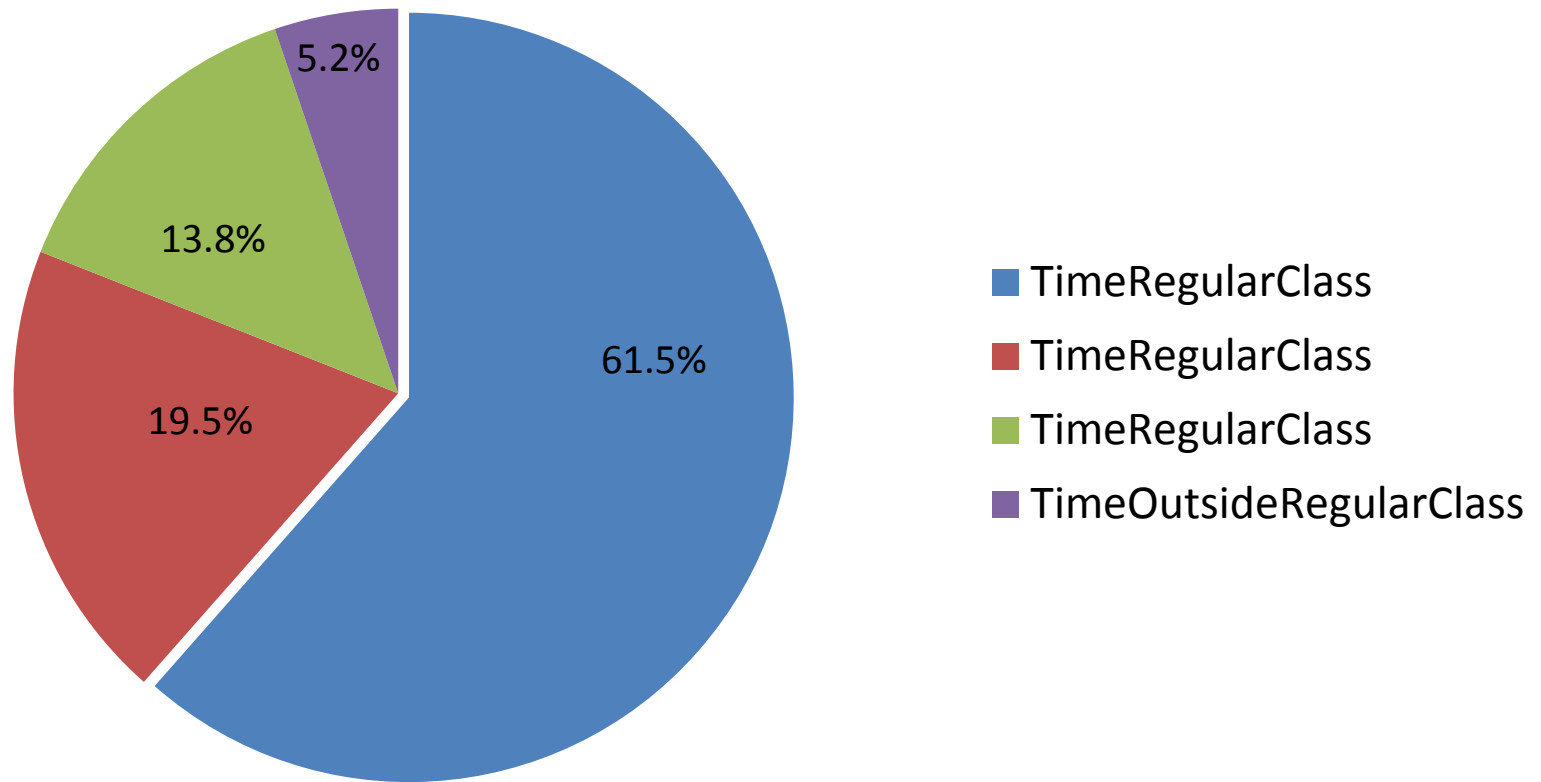


➤ Students receiving special education: variability in prevalence across 5 lowest & highest states (6-14%)



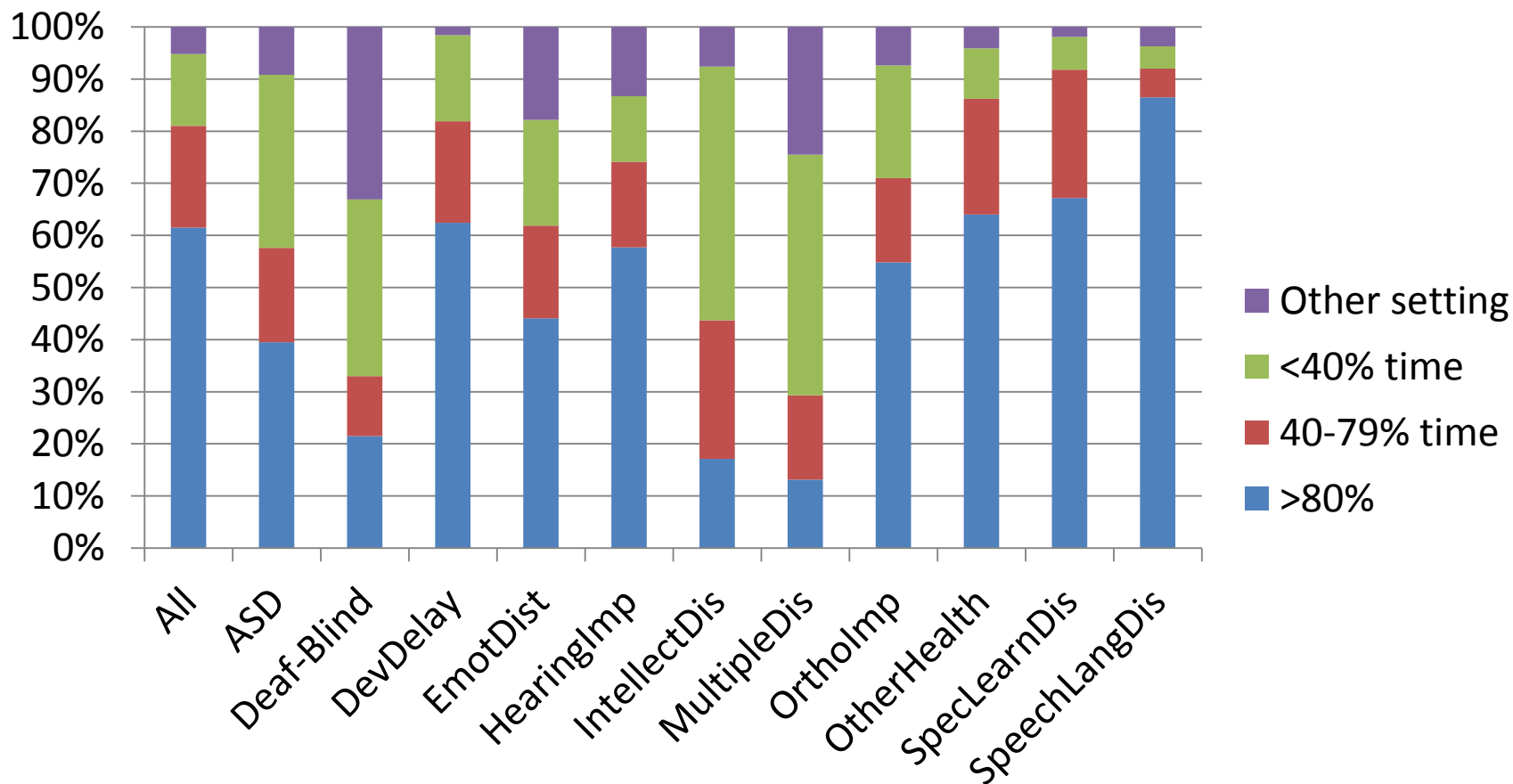
> Scope of inclusion in US-2012: time spent in regular class by students (ages 6-21)

Proportion of students



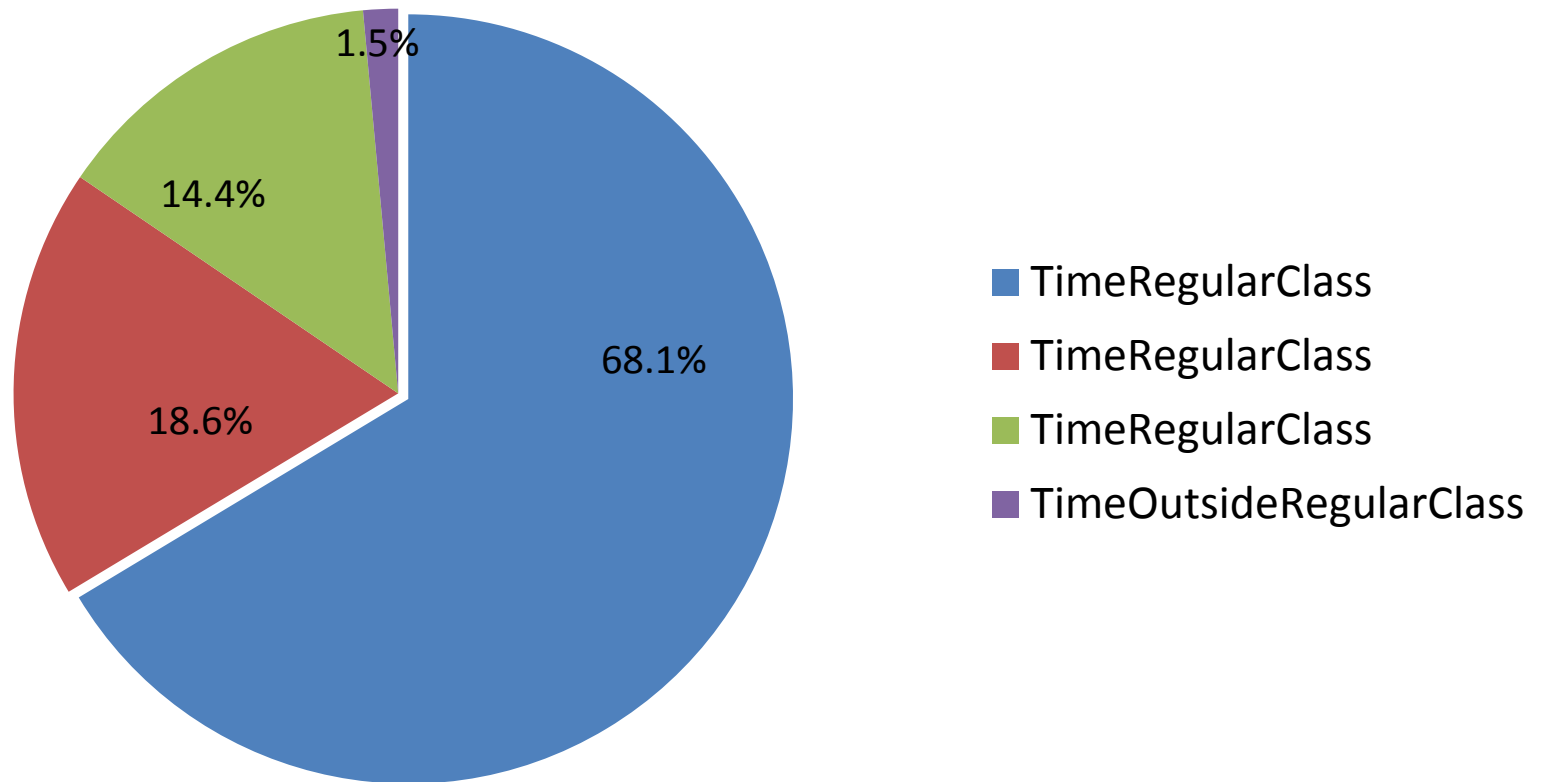


Scope of inclusion of students in US (% time in regular class/day) by disability category-



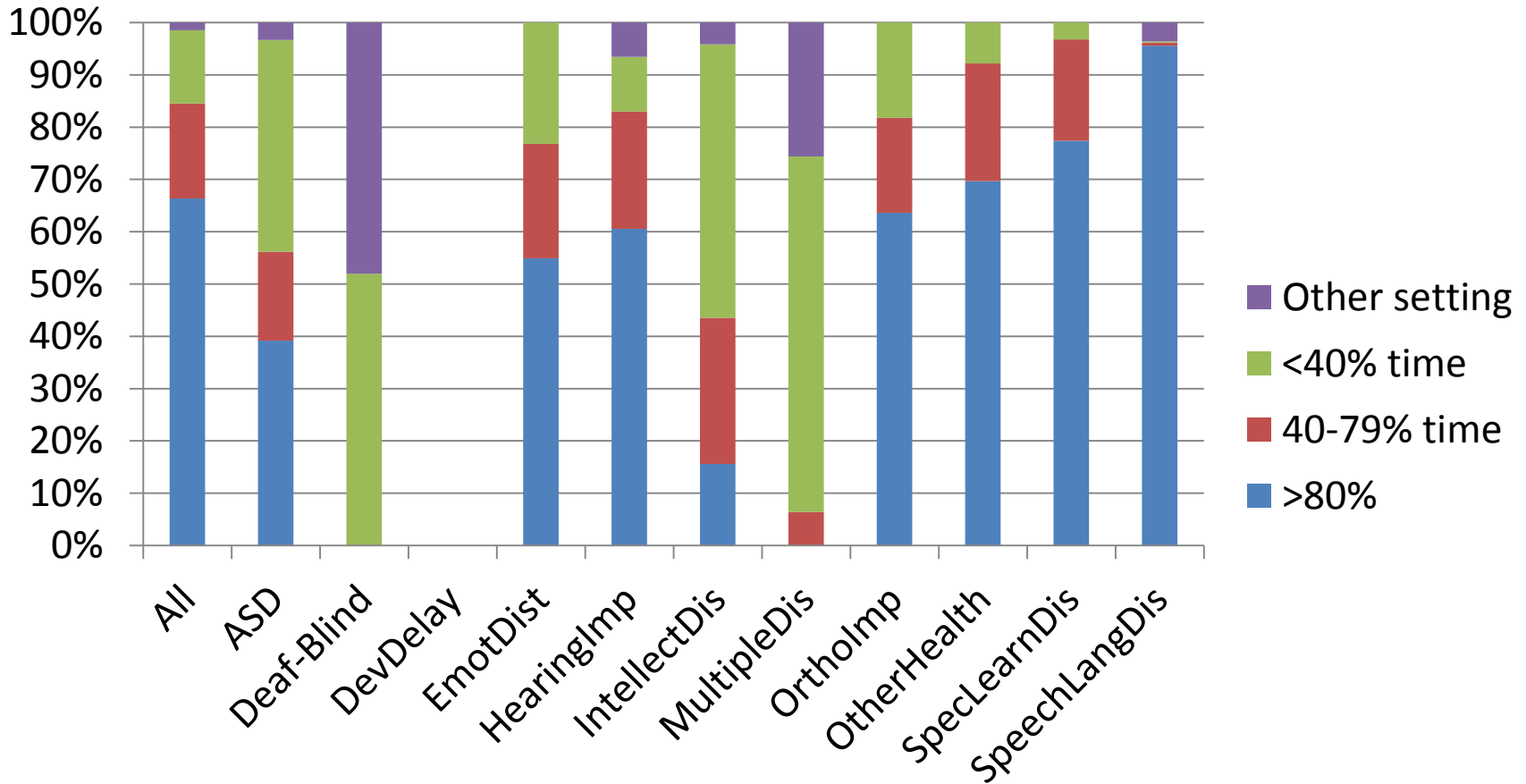
> Scope of inclusion of students (ages 6-21) in North Carolina-2012: time spent in regular class

Proportion of students





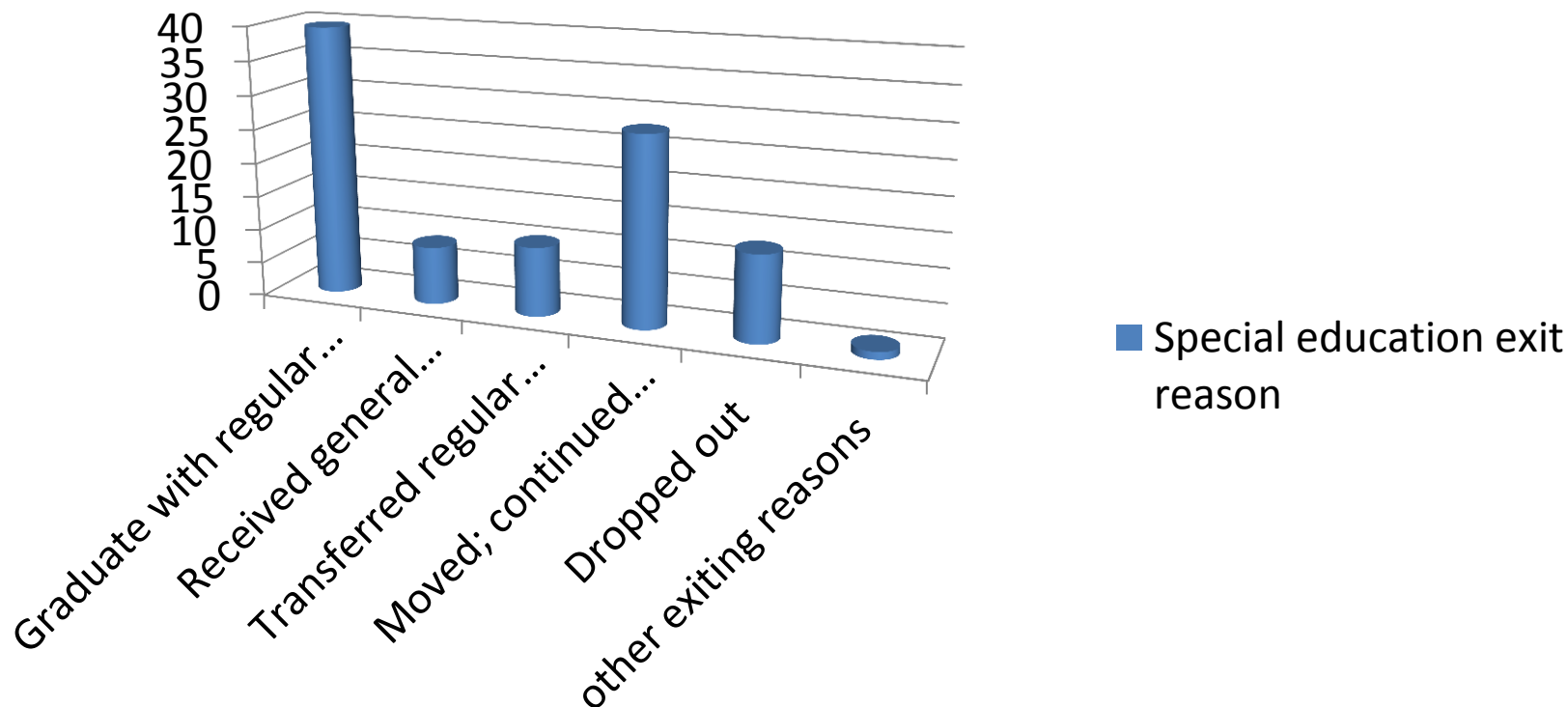
Scope of inclusion of North Carolina students (% time in regular class/day): disability category





US students (14-21) exiting special education services 2011-2012

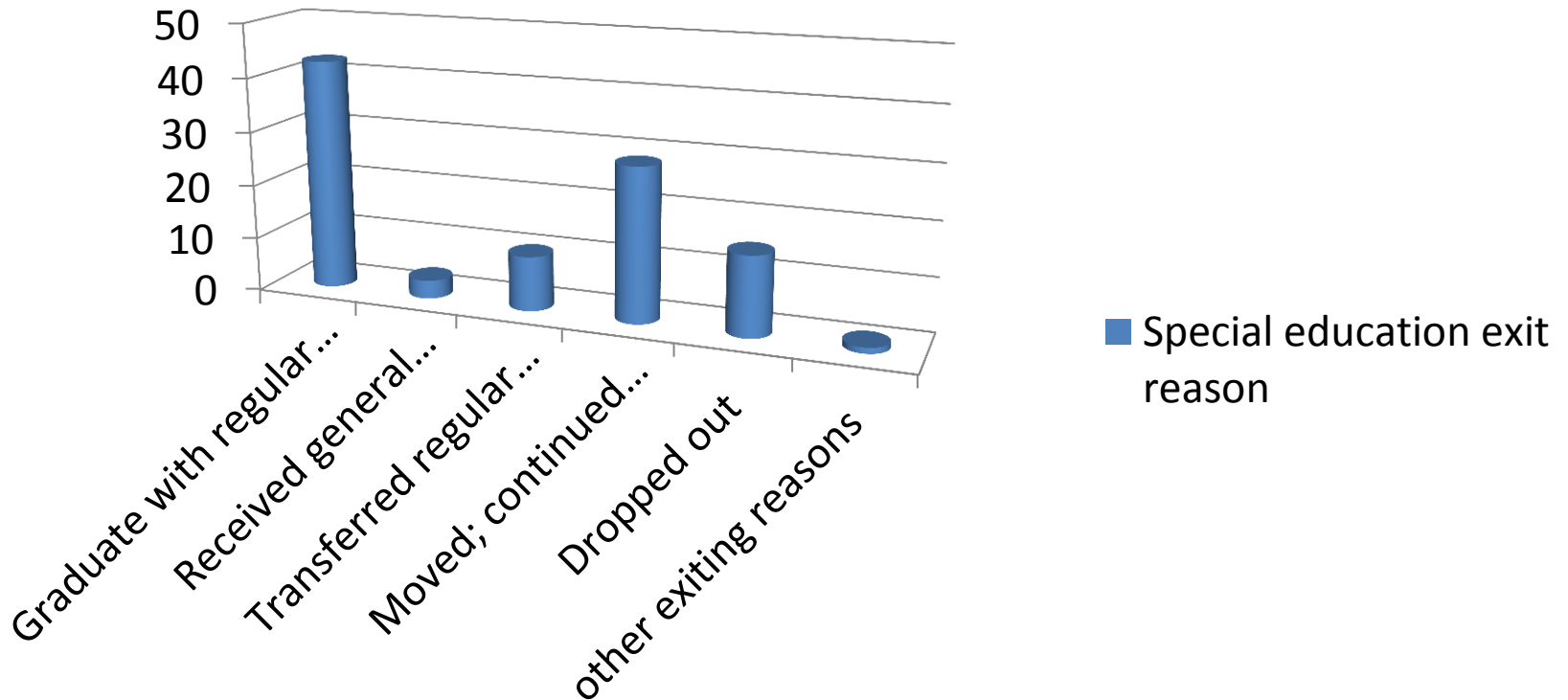
Special education exit reason





North Carolina students (14-21) exiting special education services 2011-2012

Special education exit reason



Inclusive policy in the US: lessons learned

- In last decade, progressive implementation of inclusive policy as evidenced by almost 2/3 of children with disabilities in regular class placement >80% of the time/day
- High proportion (50-80%) of children with mild disabilities (language, learning disabilities, ADHD, sensory and motor impairments) in regular class placement
- 40%-50% of children with more severe disabilities placed in regular class <40% of the time or outside in other settings
- Positive special education outcomes with 40% exiting with regular diploma, 10% achieving a certificate and almost 40% continuing participation in education
- Other limited evidence available, documenting improved long term-outcomes of inclusive versus segregated education (Ryndak et al,2010)

Inclusive policy: continuing Issues

- Problem of defining inclusion as time in “setting”
- This approach in US seems consistent with Ainscow’s (2006) definition of a “prescriptive” rather than “descriptive” definition
- Children with disabilities gained general knowledge but not in specific deficit areas
- Low rates of inclusion of students with more severe disabilities, greater needs (Sailor & McCart, 2014)
- Evidence of inclusion effectiveness very limited; most focusing on social dimensions
- There is a question if full inclusion appropriate as the sole service for students in special education, particularly for those with with severe impairments (Zigmond et al, 2009)

Inclusive policy: implications for research

- Need for models encompassing complexity of social, instructional and family elements of inclusive education
- Advancing inclusive education through implementation of “universal design for learning” and effective “co-teaching” practices (Sailor, 2015)
- Delivery of differentiated “explicit instruction” for students with disabilities (Deshler, 2015)
- Implementing inclusive policy dimensions for students with disabilities within tiered systems of support- Response to Intervention (RtI) and Multi-Tier Systems of Support (MTSS) (Sailor 2015; Deshler, 2015)
- Develop and evaluate evidence of academic outcomes, matched to pedagogical practices in inclusion (Florian,2014; Zumeta, 2015)

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