Best Practice Resources for Inclusion and LRE
1/9/16

Webinars

Pagliaro, A. (2015) Differentiating data collection: Best Practice Tips for Collecting Data in inclusive settings.

https://www.rethinkfirst.com/Education#/Resources?selectTab=webinars

"Steps to support in inclusive settings:
1) Assess student readiness (i.e., VB-MAPP Transition Assessment, AFLS, staff and parent interviews)
2) Identify goals
3) Identify appropriate setting
4) Identify responsibility for data collection
5) Normative data in classroom settings"

Stetson, S., (2016) Inclusion is for Every Learner – Or is it?

http://www.presencelearning.com/sped-ahead-webinar/inclusion-is-for-every-learner-or-is-it/?mkt_tok=eyJpIjoiT0dNMVpEYzBPVEF4WXpGbCIsInQiOiJLMW1NNldGWnF0R3pwSXlRTTdTU1R0WE9cL0lFREFPZPZXNWNE9jMDJ3U25hb0Jha2JBSHR0R2ludkFQbHdrMTh4MFRZbkw2eUxoT3pRTElzanJCWXd4YmVVNWxkcCtcLzg1OUVxQlh6TXVaQTBBRPSJ9

Data confirms what all special educators experience. Our vision of inclusion has not been achieved, particularly for children of color. What can we do to reduce instances of inappropriate identification of minority students for special education services? How can we learn to use a cultural lens to examine our current attitudes and practices for our at-risk students? What new approaches will open doors for them to succeed? Join your colleagues as one of nation's leading consultants on inclusionary practices presents the major themes, provides strategies and practical tools, and addresses tough questions from a nationwide audience about the underlying causes of racial and ethnic disproportionality in special education."

Govenor Calley's Listening Tour and Special Education Task Force – interim report out today

http://www.michigan.gov/documents/mde/Item_A_PPT_2016_Jan_SBE_Special_Ed_Task_Force_presentation_slides_510838_7.pdf

"• Observe & implement IDEA requirements for "least restrictive environment" while respecting differences between children.
• Design IEPs with high expectations & goals.
• All focus should be on early transition services for a student's independent, productive and selfdetermined adult life - start by middle school."

Early Childhood resources

The Michigan Transition 2020 – Interagency Collaboration is an initiative by the federal government entitled, The 2020 Federal Youth Transition Plan: A Federal Interagency Strategy. The interagency plan is framed by the following vision: Our vision is that all youth programs are based on universal design principles so that youth, regardless of their individual challenges, including disability, are equipped to pursue a selfdirected pathway to address their interests, aspirations, and goals across all transition domains including

community engagement, education, employment, health, and independent living that will ultimately result in positive, everyday social inclusion.

Conn-Powers, M., Conn-Powers, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. Beyond the Journal: Young Children on the Web.
"Full participation for all children is supported in the physical environment through access and equitable opportunities in all program activities. Areas of application – physical environment, health and safety, social emotional environment, teaching environment, individual assessment and program evaluation, family involvement."

Menzies, A., Wasacz, L. (2015) *Inclusive Practices in Early Childhood and Early Childhood Special Education*. Michigan Department of Education Office of Great Start. http://www.michigan.gov/documents/mde/Inclusion_Master_Presentation_1-14-15_484780_7_529496_7.pdf

Link to LRE and inclusion for early ed. http://www.michigan.gov/mde/0,1607,7-140-6530_6809-127146--,00.html

Articles on the impact of inclusion on typically developing peers

C̆agran, B., Schmidt, M. (2011) *Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school*. Educational Studies, 37:2, 171-195.
"Numerous studies show that a successful implementation of inclusion of children with special needs (SN) largely depends on the teachers' positive attitude towards it... Our study shows that besides the type of SN, teachers' professional expertise in working with pupils with SN is another important factor that determines the level of agreement with inclusion. It turned out that the teachers who had taken part in different forms of education and training had a more positive attitude towards all domains of impact."

Cervantes, C. Lieberman, L., Magnesio, B., Wood, J. (2013) *PEER TUTORING: Meeting the Demands of Inclusion in Physical Education Today*. Journal of Physical Education, Recreation & Dance; Mar 2013; 84, 3; pg. 43
"Both tutor and tutee benefit from this partnership."

David, R., Kuyini, A.B. (2012) *Social inclusion: Teachers as facilitators in peer acceptance of students with disabilities in regular classrooms in Tamil Nadu, India*. International Journal of Special Education, Vol 27, No: 2.
"Conclusion: This study provided some support for the Intergroup Contact Theory (Allport, 1954) where the acceptance of students with disabilities in regular classrooms is contingent on the teachers' classroom practices. The results from this study showed the classroom practices of the teacher had greater predictive power than other variables (such as teachers' attitude towards inclusive education or teachers' self efficacy) on the social status of students with disabilities in regular classrooms. This implies that although studies (Loreman, Forlin & Sharma, 2007; Tschannen-Moran & Hoy, 2001) point to the positive role of teacher attitudes and teachers self-efficacy in the successful inclusion of students with disabilities, these factors (attitudes and self-efficacy) need to be translated into teaching practices at the classroom level that support such students."

Dessemontet, S.R., Bless, G. (2013) *The impact of including children with intellectual disability in general education classrooms on the academic achievement of their low-, average-, and high-achieving peers.* Journal of Intellectual and Developmental Disability, 38:1, 23-30
"Results No significant difference was found in the progress of the low-, average-, or high-achieving pupils from classrooms with or without inclusion.
Conclusions: The results suggest that including children with ID in primary general education classrooms with support does not have a negative impact on the progress of pupils without disability"

Gandhi, A.G. (2007) *Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities.* International Journal of Disability, Development and Education, 54:1, 91-112.
"for non-disabled students who are educated in classes that include students with autism or emotional disturbance, those who have an aide in their classroom outperform their peers in classes that do not have an aide, as well as non-disabled students in non-inclusive classrooms. Findings from this study might alleviate, and place into context, concerns about possible negative impacts on academic achievement of non-disabled students in general education classrooms that include students with disabilities."

Kalambouka, A., Farrell, P., Dyson, A., Kaplan, I. (2007) *The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers,* Educational Research, 49:4, 365-382
"Overall, the findings suggest that there are no adverse effects on pupils without SEN of including pupils with special needs in mainstream schools, with 81% of the outcomes reporting positive or neutral effects. Despite concerns about the quality of some of the studies that were reviewed and the fact that the great majority were carried out in the USA, these findings should bring some comfort to head teachers, parents and local authority officers around the world at a time when concerns have been raised about the problems that schools face in responding to the twin agenda of becoming more inclusive and, at the same time, raising the achievements of all their pupils."

Locke, J, Rotheram-Fuller, E., Kasari, C. (2012). *Exploring the Social Impact of Being a Typical Peer Model For Children with Autism Spectrum Disorder.* Journal of Autism and Developmental Disorders, 42:1895–1905.
"These results suggest that typical peers can be socially connected to children with ASD, as well as other classmates, and maintain a strong and positive role within the classroom."