Foundations of Special Education

Inclusion

"that students attend their home school with their age and grade peers. It requires that the proportion of students labeled for special services is relatively uniform for all of the schools within a particular district... Included students are not isolated into special classes or wings within the school" (National Association of State Boards of Education, 1992, pg. 12)

Full inclusion

Students who are disabled or at risk receive all their instruction in a regular education setting; support services come to the student

Partial inclusion

Students receive most of their instruction in regular education settings, but the students may be “pulled-out” to another instructional setting when it is deemed appropriate to their individual needs
“Inclusion is the term most commonly applied to the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighborhood schools. Inclusion includes physical integration, social integration, and access to normalized educational, recreational, and social activities that occur in school. Inclusion does not necessarily imply that all students with disabilities will spend all day everyday in a general education class or learn exactly the same things at the same mastery level as students without disabilities. (pg. 15)

(Ryndak & Alper, 2003)

Philosophical, set of values, belief system
Grass roots movement, initiated by parents
Result of dissatisfaction with SPED system
Spearheaded by members of TASH organization

CEC Policy on Inclusive Schools and Community Settings –

"CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings." (1993)

Schools
Building administrators and staff need greater autonomy

Communities
Collegial, inclusion, and responsive to the diversity of students
Policy makers at highest governmental levels

Professional development
High quality preservice and continuing education for general and special educators
“There is no single special education setting that benefits all students. A range of options, tailored to meet the individual needs of all students, continues to be the most effective approach.” (18th Annual Report to Congress)

“warming the bench”

“A Peanuts cartoon. First frame = Charlie Brown standing on the pitcher’s mound in the rain. He addresses the sky, “It’s not raining hard.” Second frame = Charlie Brown turns to the outfield and shouts, “Remember, the rain falls on the just and the unjust” Third frame = Lucy laments, “And anyone playing right field.”

“warming up”

“playing right field”
A Peanuts cartoon . . .
First frame = Sally is holding the phone and turns toward Charlie Brown who is sitting in a bean bag chair, “Lucy’s on the phone . . . She wants to know why she always has to play right field . . .”
Second frame = Charlie Brown answers, “Traditionally the player who is weakest defensively plays right field.”
Third frame = Sally speaks into the handset, “He says the dumbest player always plays right field.”
Forth frame = Charlie Brown remarks, “This could turn really ugly.”

A Peanuts cartoon . . .
First frame = Charlie Brown is winding up for the pitch. Lucy approaches the pitcher’s mound and says, “Hey, manager . . .”
Second frame = Charlie Brown stops his pitch, turns, and responds, “Now what?” Lucy replies, “We had tortellini for dinner last night.”
Third frame = Lucy continues, “Some of it was white, some green, and some kind of orange. Isn’t that something?”
Fourth frame = A cloud appears over Charlie Brown’s head. Lucy continues, “How’s the game going?”

A Peanuts cartoon . . .
First frame = Lucy observes the fly ball going over the fence.
Second frame = Lucy hollers, “Hey, how about throwing our ball back?
Third frame = An unseen voice asks, “Who hit it?”
Fourth frame = Lucy responds, “Nobody important.”
Fifth frame = The ball is tossed back over the fence.

A Peanuts cartoon . . .
First frame = Charlie Brown and Lucy are walking. Charlie Brown remarks, “You couldn’t hit seventy-one home runs if you played for a thousand years.”
Second frame = Lucy stops and looks at Charlie Brown. Charlie Brown adds, “And his name is Mark McGwire, not Joe McGwire.”
Third frame = They continue walking. Lucy says, “I get him mixed up with Joe Ruth.”

“playing the game”
Coaches

H provide support, training, call the “plays,” motivate
λ Paraprofessionals
λ Sped teachers
λ Regular educators

Players

H work together, motivate, do the work
λ Students with disabilities
λ Students without disabilities

Managers

H Principals
H Consultants

Fans - cheer the team on

H Parents
H Siblings
H Community

To engender a pluralistic society

To use the most meaningful instructional environments

H More frequent access to nonschool environments that they would actually use
H Enhances public’s perception of person’s abilities

Brown et al., 1989
To enhance family access
- Already familiar with school personnel
- Attendance area

To develop a wide range of social relationships with nondisabled peers

What do parents in Iowa want for their children with moderate to severe disabilities?
- Friendships?
- Functional skills?
- BOTH!!!

A Get Fuzzy cartoon . . .
First frame = Rob approaches the “cat.” “You’re watching baseball?” To which the “cat” replies, “I’m waiting to see them hit a groundhog. I heard they do that.”
Second frame = Rob says, “No, you mean a ground ball.” The cat says, “And I’d definitely like to see them choke up on some bats.”
Third frame = Rob muses, “Hmm, what about hitting flies. You’d like to see that?” The cat replies, “Absolutely. I hate flies.”

Based in General Education classroom
- Some view as a radical or extreme measure
- Teachers don’t want students dumped
- People worry about the effect on nondisabled students
  Brown et al., 1989

Social relationships can occur with self-contained classrooms
- My observations reveal that regular education students may push wheelchairs and provide tutorial assistance, but the child with severe mental retardation still does not become ‘one of the gang.’
  Link, 1991
Regular education students and students with mental retardation may eat lunch side by side in the cafeteria, but they generally do not socialize on the playground except with a patronizing friendliness or dictatorial domination on the part of the regular class students. Moreover, students with mental retardation have unwittingly provided amusement by agreeing to perform socially inappropriate acts at the urging of other students.

"Despite the publicity given to segregated facilities in which cruel treatment has been permitted, many special schools are staffed with educators who are determined to provide a safe, progressive environment."

"Ideally, the special school is a sanctuary from the insensitivity of the ignorant or immature--a place where the student is surrounded by peers and understanding adults and is not forced to endure malicious teasing. For several hours each weekday, the student feels safe and understood."

"Academically, special schools can provide programs best suited to the needs of the students with mental retardation and multiple disabilities. In my district, special schools are often staffed with in-house speech, occupational, physical, and music therapists.

When every member of the school's faculty is dedicated to the special student's development, related services can be integrated throughout the educational program. Many students benefit from daily participation in therapy, as opposed to the weekly or biweekly sessions offered by the regular school system."

"If we are to live in a world defined by diversity, can students be truly educated in a special, segregated setting?"  
Thomas, 1991
"Much of the instruction afforded to most students without disabilities has little or no purpose for students with severe disabilities. To make the argument that students with severe disabilities must learn in a similar manner, and for the same purpose, is an untruth used to misinform and misrepresent the real intent of educational law related to the special nature of instruction for students with severe disabilities."

"The teasing and inadequate use of instructional techniques is far too often thrown up as an argument to confuse the real issue—that change and advancement are strange and frightening for anyone who needs to hold on to the way things may have been."

- **Teacher comfort**
  - Autonomy of special educators
  - Fear by regular educators, not used to teaching outside of the norm
  - Some teachers would like to, but district model prevents them from doing so

- **Legal cases**
  - Upheld need for student to be placed in general education settings; chastised school districts for not providing enough support; clearly stated the presence of a separate program does not mean an individual child will/should attend
  - Neighborhood school is not necessarily required if an appropriate program exists within the school district; in some cases sided with school district to place student in more restrictive setting

- **Student/staff ratios**
  - Should not lose specialized materials, techniques, and equipment

- **Teacher comfort**
  - Should not lose specialized materials, techniques, and equipment
  - Teacher comfort

- **Homogeneous/heterogeneous groupings**
  - Curricular appropriateness
  - Administrative feasibility