Who are you? Write the following on your name tent

A funny fact about you

Fantasy travel destination

NAME

One thing you are wondering about inclusive education

This fall, I am excited for

Agenda

- Introductions
- Definitions of inclusion, disability studies in education (DSE)
- Guiding questions
- History of exclusion
- Jigsaw
- Videos
Brent
- Inclusive public elementary school teacher
- PhD in Special Education and Disability Studies, Syracuse University
- Assistant professor
- Research Interests
  - Creating inclusive schools
  - Inclusion in schools/countries with extremely limited resources

Casey
- Ph.D. in Special Education and Disability Studies, Syracuse University
- Assistant Professor
- Consultant and coach on autism, communication and inclusion
- Research interests
  - The connection between communication and inclusion education, including sustainable supports and practices
  - Lived experiences and neurodiverse identities
  - Communication partnerships

Inclusive Education
"Think-Pair-Share"

- **Think**: Inclusive education - What **it is**, what it **is not**.
- **Pair**: with someone to your **LEFT** and share ideas
- **Share**: Be prepared to share your partner’s thoughts
- **Debrief**

Norm Kunc (1992)

- **HANDOUT**
  - Definition of **inclusion**
  - "Belonging Activity" - **WORK SOLO**
  - Debrief

**Definition of Disability Studies in Education (DSE)**

- Privilege the interests, agendas of people labeled with disability/disabled people
- Promote social justice, equitable and inclusive educational opportunities, and full meaningful access to all aspects of society for people labeled with disability/disabled people; and
- Assume competence and reject deficit models of disability
  
Guiding Questions

• Do students perform better in the resource or inclusive classroom setting?

• How do our assumptions affect student learning?

Legal foundation for inclusive education

• 1975- Education for All Handicapped Children Act (Public Law 94-142)

• Reauthorization in 1990 & 1997- Individuals with Disabilities Education Act

• Free and Appropriate Public Education (FAPE)

• Least Restrictive Environment (LRE)

What does this mean?

• Special education is not a place

• It is a service that follows the student

• Neighborhood schools

• Students don’t have to all have the same goals and outcomes to get benefit

• Supplemental supports, aids, and services

• Can we? vs. HOW can we?
Special education as social justice?
- Fair
- Dignity
- Valuing diversity: Race, culture, family, economic, sexuality, spirituality, ability
- Abolishing segregation
- Equity in schools
- Heterogeneous neighborhood schools
- Civil rights
- Removing harmful double standards
- Removal of we/they binaries

History of Special Education and Exclusion

Least Dangerous assumption (LDA)
Least dangerous assumption states that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual.

- Anne Donnellan (1984)
Least Dangerous Assumption - Jigsaw

- Count off by 7
- 1a: read pg. 1 up to "The Prevailing Paradigm" (continued) on pg. 5
- 2a: read "The Prevailing Paradigm" up to "Flaws in the Construct of Mental Retardation" on pg. 5
- 3a: read "Flaws in the Construct of Mental Retardation" on pg. 5 up to "A New Paradigm" on pg. 6
- 4a: read "A New Paradigm" up to "Five Reasons Why Our Least Dangerous Assumption should be Presume Competence" on pg. 9 skipping Scenarios 1 and 2
- 5a: read "Five Reasons Why Our Least Dangerous Assumption should be Presume Competence" until the end of the article.
- 6a: read Scenario 1 on pgs. 7 and 8
- 7a: read Scenario 2 on pgs. 7 and 8

LDA Video Example

What are the implications for us as educators?

Presume Competence

A principle of believing in "intellectual ability, providing opportunities to be exposed to learning, assuming the child wants to learn and care for him or herself in the world" (Bakken, 2000)

Construct opportunities for competence

*School personnel need to actively construct competence and create contexts wherein students who do not speak can engage meaningfully in instruction, demonstrate their understanding, and make that understanding available to others" (Ashby & Koo, 2013)
Putting it together

- Flip over name tent:
  - Jot down key ideas in the format suits you as you watch.
- Focus on
  - Participation
  - Underlying assumptions
  - Strategies or actions

Presumption of Competence - A personal Example

Ticket out the door
Thank You!
New Jersey Department of Education Website
http://www.state.nj.us/education/

The LRC South at Rowan University is a partnership with the New Jersey Department of Education Office of Special Education and 100% funded by federal Individuals with Disabilities Education Act (IDEA) Part B funds (CFDA 84.027A).

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