





Foundations of Inclusive Education and Disability Studies in Education

LRC-South
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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

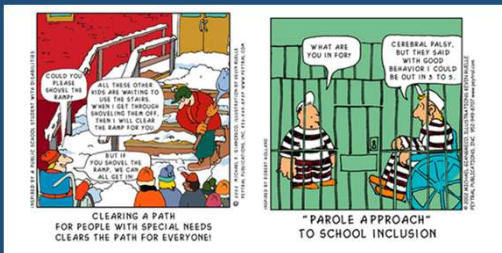


Casey

- 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
 - (Connor, Gabel, Gallagher, & Morton, 2008, pp. 447-48)



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
- 1s: read pg. 1 up to "The Prevailing Paradigm" (continued) on pg. 5
- 2s: read "The Prevailing Paradigm" up to "Flaws in the Construct of Mental Retardation" on pg. 5
- 3s: read "Flaws in the Construct of Mental Retardation" on pg. 5 up to "A New Paradigm" on pg. 6
- 4s: 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
- 5s: read "Five Reasons Why Our Least Dangerous Assumption should be Presume Competence" until the end of the article.
- 6s: read Scenario 1 on pgs. 7 and 8
- 7s: 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, provid[ing] opportunities to be exposed to learning, assum[ing] the child wants to learn and assert him or herself in the world" (Biklen, 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 & Kasa, 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/>

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