Exploring Inclusive Education for Students with Intellectual Disabilities

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Introductions! Name/Role?

What are you hoping to get out of our time together?

What are our questions & tensions about supporting inclusive education for students with intellectual disabilities?
The evolution of inclusion

exclusion  segregation  integration  inclusion

How do we move?

Shelley Moore, 2019
What do we already know about inclusion in secondary?

Infrastructure
What do we know about inclusion in secondary?

• We know that the infrastructure of inclusion includes...
  1. guiding conditions and structures
  2. opportunities for supportive & collaborative professional development
  3. research based planning & design frameworks

Shelley Moore, 2019
Theory to Practice Framework

1. Guiding conditions of inclusion describe that all students...
   - are presumed competent
   - are enrolled in and attending curricular classes
   - are in proximity to and participating in learning with peers
   - have purposeful roles and responsibilities

2. Teacher professional development that...
   - supports collaboration and the changing roles of educators
   - is situated, ongoing and inquiry based

3. Planning frameworks that...
   - support Universal Design for Learning
   - include connecting IEPs to the curriculum

Shelley Moore, 2019
What do we know about inclusion in secondary?

• We know that the infrastructure of inclusion includes...
  1. guiding conditions and structures
  2. opportunities for supportive & collaborative professional development
  3. research based planning & design frameworks
1. Guiding Conditions & Structures

ALL Students

- are enrolled in & attending curricular classes
- are within proximity to & participating in learning with peers
- are presumed competent
- have purposeful roles & responsibilities

Shelley Moore, 2019
1. Guiding Conditions & Structures

- ALL Students are presumed competent
- ALL Students are enrolled in & attending curricular classes
- ALL Students are within proximity to & participating in learning with peers
- ALL Students have purposeful roles & responsibilities
Guiding Conditions & Structures of Inclusion

ALL students are presumed competent

• Historically, “Individuals were too incompetent to receive and process curricular information”
• Misconception that the difficulties are the result of the lack of capability rather than, a lack of design and supports provided to them
• Assumption that there is no benefit to curriculum access, students may demonstrate their learning, but it isn’t in a form that is easy for another person to capture
Guiding Conditions & Structures of Inclusion

ALL students are presumed competent

• Students do not need to prove their ability as readiness to curricular access
• Students have ability in any and all placements
• Ability can take many forms and that everyone has strengths to build from
• Thinking can be accessed and shared in a number of ways, and can look unique to every student in a learning community, not just those with intellectual disabilities

Shelley Moore, 2019
1. Guiding Conditions & Structures

- Are enrolled in & attending curricular classes
- Are within proximity to & participating in learning with peers
- Are presumed competent
- Have purposeful roles & responsibilities

ALL Students

Shelley Moore, 2019
Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

• Inclusive environments, more so than segregated, provide more opportunities to:
  • engage in interesting and age appropriate curriculum
  • interact with nondisabled peers
  • access universal supports (infrastructure)
  • negotiate expectations of settings as one does in daily life

• Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

Shelley Moore, 2019
Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Finding the Balance for Enrollment

• **Strategic** Planning
  • Students are in classrooms with diverse peers
  • Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
  • Students are working on grade specific curriculum

• **Explicit** Planning
  • Students can be in smaller classrooms/groups with their identity peers
  • Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities*

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Strategic Instruction/ day</th>
<th>% Explicit Instruction/ day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-7</td>
<td>100%</td>
<td>Max 20%</td>
</tr>
<tr>
<td>7-11</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>11-12</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>12 – 12+</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

*These are guiding ratios only, some individuals may need more individualized ratios
Thinking Ahead

• What is something useful from today?
• What is something that you are already doing well?
• What is something you want to think more about?
• What is something that you want to share with someone else?
• What questions do you still have?