

What do we know from the research?

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Teachers College Inclusive Classrooms Project

Phase 1 Network Teams Meeting

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http://www.youtube.com/watch?v=k_sYn8DnlH4

(Willowbrook)

*backward, moron, speech impaired, **feeble-minded**, intellectually disabled, profoundly retarded, idiot, slow learner, trainable mentally retarded, educable mentally retarded, minimum brain dysfunction, at-risk learning disabled, **crippled**, imbecile, emotionally disturbed, mongoloid idiot*

After 30 years of federal research, what do we know about students with disabilities who were included in the general education curriculum?

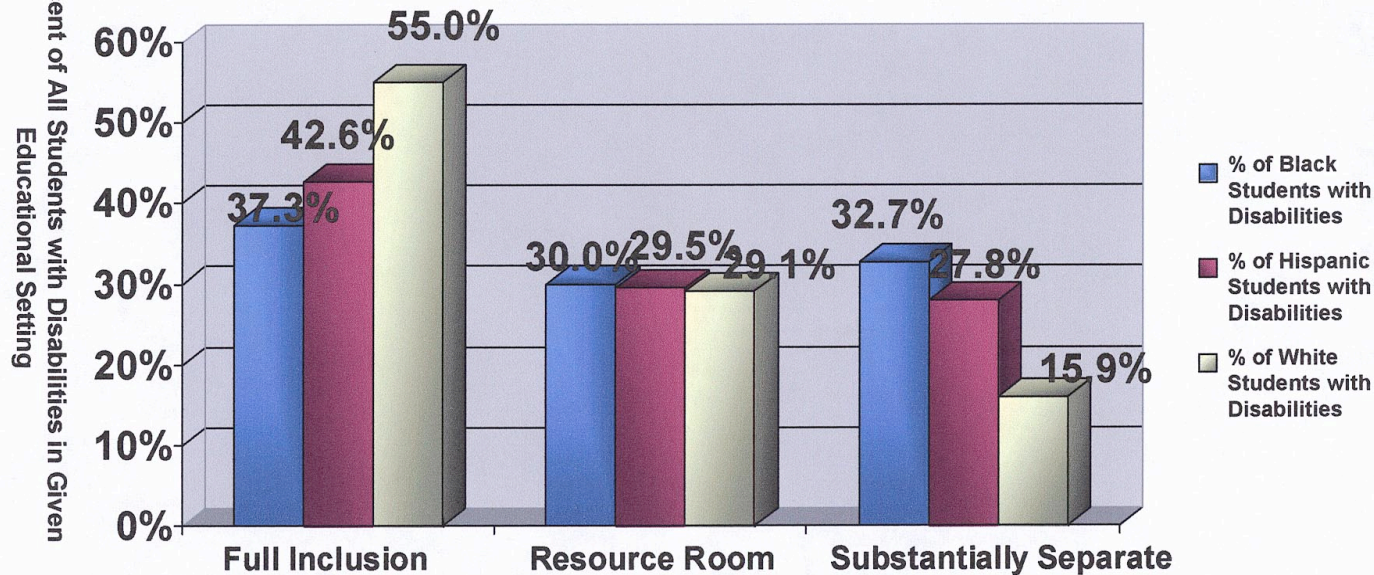
(when matched by disability label)

- Significantly more and higher post-secondary education attainment
- Significantly higher rates of competitive employment
- Significantly higher rates of independent living
- Significantly higher rates of friendship
- They spent significantly more instructional time with a teacher
- They were much more likely to be white than African American or Hispanic
- Significantly lower rates of incarceration
- Significantly higher rates of literacy

Chart #2

UNITED STATES

Racial Disparities in Special Education Inclusion



This graph indicates that black and hispanic students with disabilities are substantially more likely to be excluded from a regular education classroom.

Full inclusion means students spend less than 21% of the day outside a regular education classroom. Resource room means students spend between 21 and 60% of the day outside a regular education classroom. Substantially separate means students spend more than 60% of their day outside a regular education classroom. Source: Data based on the December 1, 1999 count, updated as of August 30 2001. U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

After 30 years of federally-funded research, what do we know about instruction for students with disabilities?

- There are no effective teaching strategies that can be matched to disability label: Good teaching is good teaching is good teaching
- More time in self-contained settings does not lead to more direct instruction for students, but often less
- Creating both formal and informal peer supports for in-classroom and out has a strong effect on student learning

What do we know about heterogeneous instruction?

- The highest scoring students do not learn less in mixed skill level groupings
- The middle scoring students learn more in mixed skill level grouping
- The lowest scoring students learn much more in mixed skill level groupings

What have we learned from research from inclusive classrooms?

- Para professionals--when attached to a particular student--usually reduce the amount of peer interaction and independent functioning of the student with the disability
- Many full-time co-teaching teams divide up the labor rather than collaboratively plan and teach

What have we learned from the research from effective inclusive schools?

- Parents are partners
- Principal is instructional leader for all students
- Teachers collaboratively plan curriculum
- Students work in flexible groups and in various places with a variety of adults
- Teachers meet to discuss students' needs and students' work samples

My Recommendations

1. Prioritize co-planning time in the teachers' schedules.
2. In CTT, and push-in SETSS, and consulting teacher models: Support teachers and hold them accountable to move from division of labor to collaborative planning model.
3. Create a resource list of teachers' skills and knowledge, across special education and general education. Then provide consulting time for teacher-to-teacher.
4. Support teachers to work in grade level curriculum teams and to design special education supports contingent upon skills/knowledge and students' needs
5. Help teachers effectively use all adults in the room strategically and dynamically.

Last Recommendation

Help coaches, APs, principals, or anyone walking into a classroom where there is collaborative teaching between special educators and general educators (*ICT, CTT, SETSS, consulting teacher, self-contained related services push-in providers*) ASK the collaborating teachers WHY they have chosen to arrange instruction and division of labor as they have.

Good collaborative instruction should be flexible to meet at the intersection of the student, the curriculum, and the whole class. It may look wildly divergent but may be effective. Ask the teachers HOW they are assessing learning outcomes.