Special Education and Inclusion
Parent Workshop

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Tonight's Agenda

- Introduction to Inclusion
- Inclusion by Law
- Placement Considerations
- Goal of Inclusion and the Inclusion Setting
- Classroom Co and Home Supports
- Current District-wide Initiatives
- Community Based Instruction
- Buddy Day
- Resources

Our goal for tonight....

- Provide parents and guardians with an overview of Inclusion and the different models used in schools
- Highlight the various district-wide inclusion opportunities
- Provide parents and guardians with community and other resources

Inclusion is….

- An educational philosophy that values the participation and education of all students in the same classroom
- A belief that students with disabilities should receive the specifically designed instruction and support so they can go to school with their friends and neighbors, succeed as learners, and meet high standards

Inclusion is not….

A program, a classroom, or a school.

Inclusion by Law:

New Jersey Administrative Code 6A:14-4.2(a) ensures the following:

- To the *maximum extent appropriate,* a student with a disability is educated with peers who are not disabled

- Special classes, separate schooling, or other removal of a student with a disability from the student's general education class occurs only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily

Placement Considerations

- A full continuum of alternative placements according to N.J.A.C. 6A:14-4.3 is available to meet the needs of students with disabilities for special education and related services
- Placement of a student with a disability is determined at least annually and, for a student in a separate setting, activities necessary to transition the student to a less
- Placement of a student with a disability is determined at least annually and, for a student in a separate setting, activities necessary to transition the student to a less restrictive placement are considered at least annually
- Placement is based on each child's IEP
- Placement is provided in appropriate educational setting as close to home as possible

When determining if inclusion is an appropriate placement, consideration is given to:

- Whether the student can be educated satisfactorily in a general education classroom with supplementary aids and services
- A comparison of the benefits provided in a general education classroom and the benefits provided in a special education classroom
- The potentially beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class

The general education classroom is the first placement option considered unless it is determined that the nature and severity of a student's disability is such that even with supports and supplementary services the student would not achieve satisfactory education.

The goals of inclusion are:

- Increase academic achievement
- Teach behavioral, social, and emotional skills
- Increase use of communication to gain access to academic and social growth
- Promote healthy social and personal development
- Encourage observable and/or transferrable learning

What does an inclusion setting look like?

Remember... Inclusion is not a one size fits all program

Inclusion can involve a combination of services and supports

Inclusion promotes equitable access to instruction and education

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Examples of services and supports for inclusion:

- Placement in a general education classroom with two teachers (one general education teacher and one special education teacher) for all instruction
- Placement in a general education classroom with adult support
- Combination of two teachers during one or more subject and/or adult support during other parts of the day
- Replacement instruction for one or more subject and placement in the general education for other subjects and/or parts of the school day

Arguments for inclusion
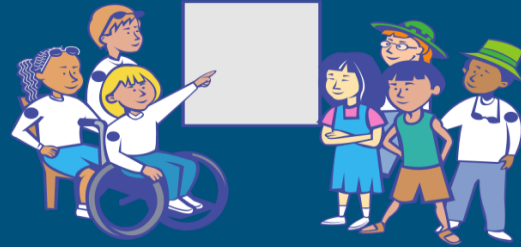
- Inclusion is a civil right
- Students with disabilities are exposed to more rigorous academic standards
- Inclusion reduces stigma
- Inclusion is more efficient and promotes generalization
- Inclusion promotes equality and equity

Arguments for a full continuum of services

- A variety of services options is necessary to ensure specially designed instruction and services to meet individual needs
- Students may feel safer and more willing to take academic risks when instructed in a smaller, less overwhelming setting
- Intense instructional, behavioral, and social/emotional supports may be difficult to access in a large group setting
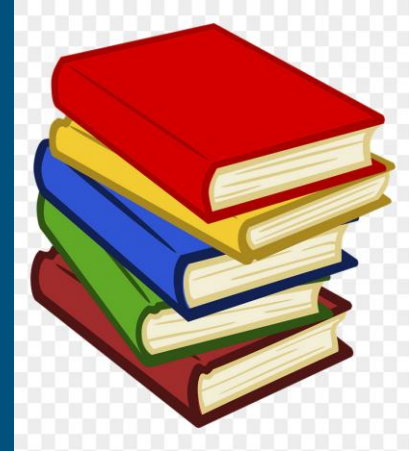
# Classroom conditions that can impact student success:
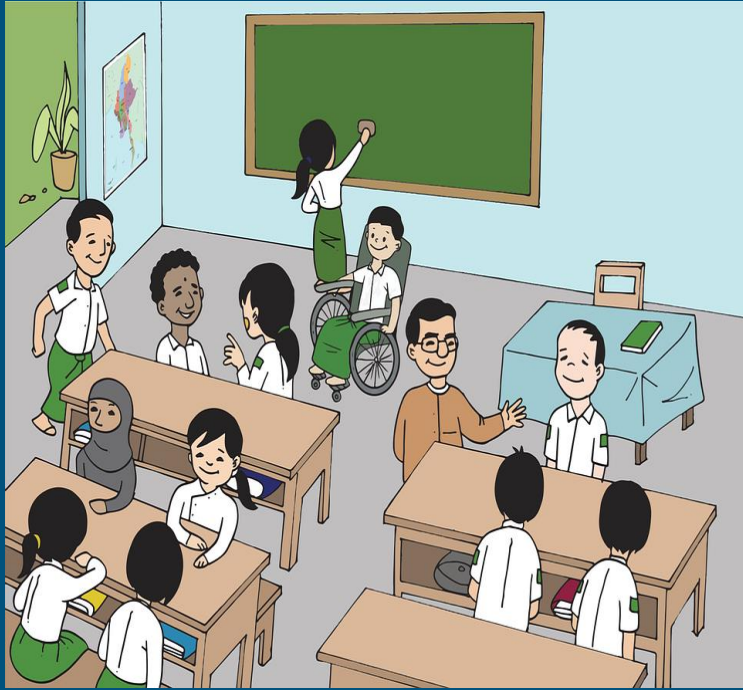
- Crowded Environment
- Busy and fast paced - rapid interaction and verbal exchanges
- Time sensitive
- Can create a "public arena" for struggles
- Foundational skills have not yet been mastered
- Any others??

Skills you can teach at home that will support successful inclusion

- How to ask for help
- How to greet others
- How to listen attentively
- How to follow directions (use visuals)
- How to get someone's attention
- How to disagree appropriately
- How to accept "no" for an answer

Districtwide Initiatives-Peer Buddies
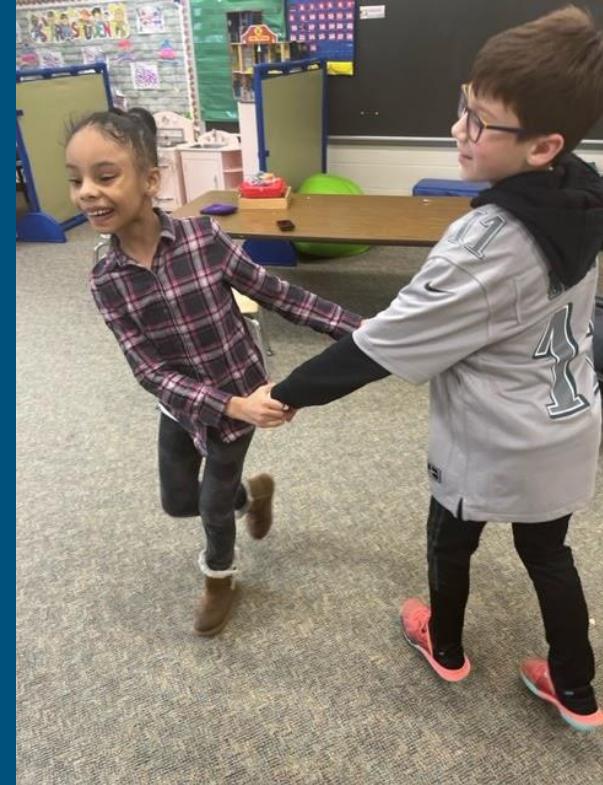
District-wide initiatives - Static Communication Boards

Things to celebrate

STATIC COMMUNICATION BOARDS

ON OUR PLAYGROUNDS

What is Community Based Instruction (CBI)?

- Community Based Instruction is sustained and repeated instruction that takes place in the community rather than just in the school building

- Community Based Instruction is not a field trip. It is instruction linked to IEP goals that allow students to generalize the skills learned in the classroom.

Who attends CBI trips?

Self-Contained Autism and Multiple Disability Classrooms
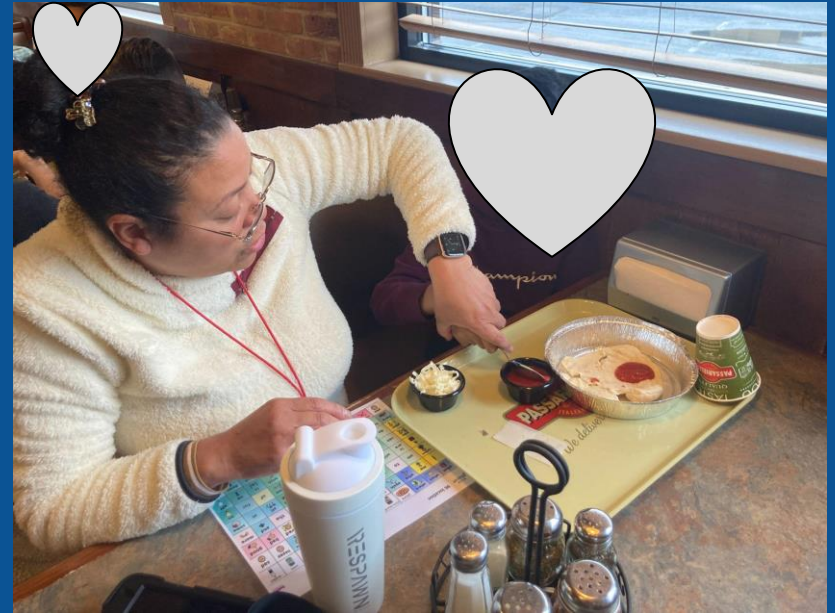
- **Elementary and Middle School**

What skills are addressed in the Community Based Instructional program?

- Activities of daily living
- Communication
- Self-help
- Mobility
- Travel
- Leisure
- Social skills
- Behavior
  and
- Financial literacy

CBI Trips this year...

- Shoprite- February 7, 2023
- Passariello's March 7, 2023
- The Pop Shop- April 21 & 25, 2023
- Challenge Grove Park - May 31, 2023

Buddy Day!

Date: Saturday, June 3, 2023

Time: 10:00am-12:00pm

Location: Voorhees Middle School

Save the Date!

Revisiting our goal for tonight….

- Provide parents and guardians with an overview of Inclusion and the different models used in schools
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Parent and Community Resources!

https://www.parentcenterhub.org/inclusion/

https://www.njcie.org/parent-resources

https://autismnj.org/article/autism-friendly-events-in-the-community/ (autism friendly events for families)

https://www.readingrockets.org/audience/parents

https://www.camdencounty.com/service/disabilities-special-needs/

https://glotwp.com/department/recreation/field-of-dreams/

http://www.winslowtownship.com/allstar

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Questions or Comments?