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Supporting Inclusion in Challenging Times & Creating Schools for All: 5 Ideas



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- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator

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1. Keep "doing inclusion"

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Could this time in history change how we think about inclusive education?

- What if changing spaces in the school didn't mean you were no longer included?
- What if access to new technology meant students will be seen in new ways?
- What if distance learning helps us redefine LRE itself?

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2. Focus on inclusion as a process

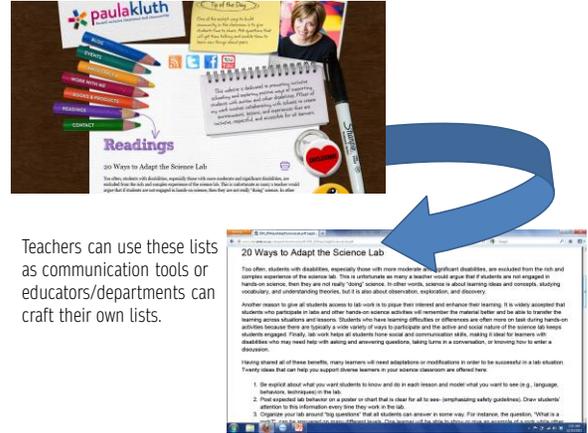


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Common mistakes:

- providing only the “real estate” of inclusion & not related supports
- not experimenting with a range of supports (assuming that one set of supports works for everyone)
- thinking that “inclusion” means that all students engage, perform, participate in the same way, with the same materials, and with the same targeted outcomes
- assuming that inclusion isn't as much of an issue this school year

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Teachers can use these lists as communication tools or educators/departments can craft their own lists.

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3. Provide access to academics

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Where's Reese?

Station #1: webquest

Station #2: fossils

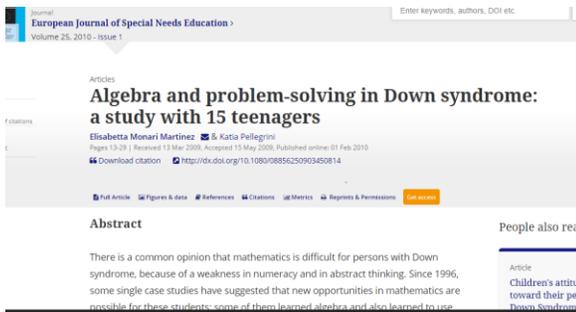
Station #3: textbook questions

Station #4: discussion with teacher

Station #5: sandwich demonstration (bread, cream cheese, jelly, and raisins). The various sandwich layers represent sedimentary rock, aggregate, magma, and sandstone.

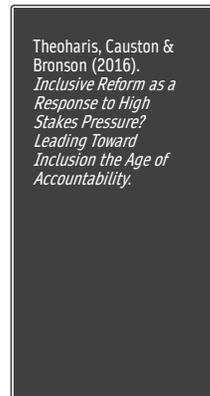


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15 teens with Down syndrome: fractions, percentages, first-degree equations & problem-solving with equations were taught and learning was monitored– students learned the targeted content & remembered it 30 days later

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Sedgwick Literacy Achievement: Percentages of Students at or Above Grade Level

| | Current Grade Level | Before | 2 years later |
|---|---------------------|--------|---------------|
| Sedgwick 4th grade—all students | 50% | 58% | |
| Sedgwick 4th grade—students with disabilities | 20% | 42% | |
| Sedgwick 5th grade—all students | 44% | 58% | |
| Sedgwick 5th grade—students with disabilities | 20% | 30% | |
| Sedgwick 6th grade—all students | 50% | 72% | |
| Sedgwick 6th grade—students with disabilities | 25% | 35% | |

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Inclusion improves academic outcomes for students with disabilities, IU study shows

FOR IMMEDIATE RELEASE | Jan. 29, 2019

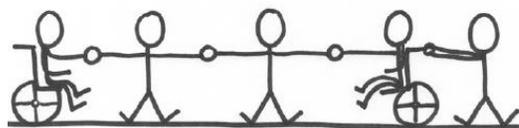


BLOOMINGTON, Ind. -- Indiana students with disabilities included in general education classrooms do significantly better on Indiana state assessments than their peers placed in separate special education classrooms, an Indiana University research study concludes.

The study, conducted by the Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community at IU Bloomington, followed a cohort of Indiana students with disabilities, from third through eighth grade, to assess the relationship between academic success and special education placement in high-, mixed- and low-inclusive classrooms. By comparing the outcomes of students included in general education classrooms with similar students in separate special education classrooms, the study determined the impact of inclusion upon student state assessments.

Students with disabilities who spent 80% or more of their time in inclusive classroom did significantly better in both reading and math assessment than those who spent more time in separate special education classrooms.

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4. Focus on all

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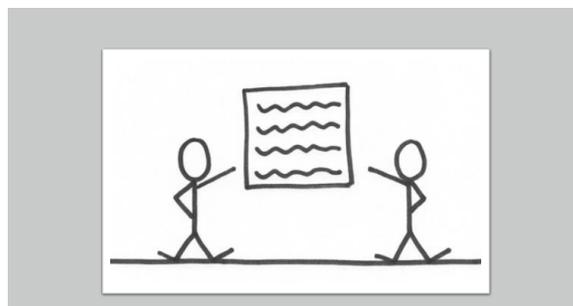
www.zonesofregulation.com



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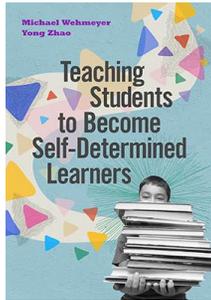
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5. Let them lead

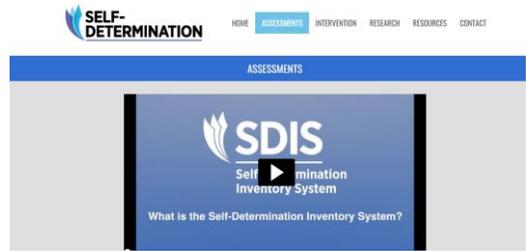
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- Students are causal agents—
Michael Wehmeyer
- Teach students to teach themselves.
 - Help students set goals & make plans.
 - Choice is central to learning experiences.



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www.selfdetermination.org



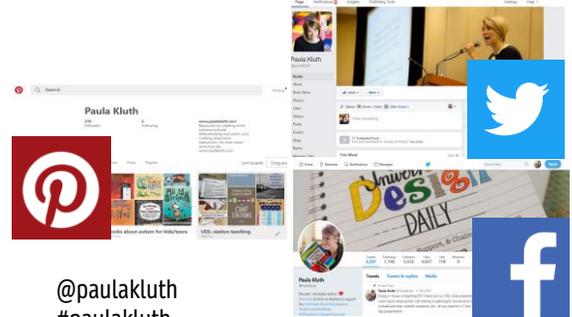
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"Don't We Already Do Inclusion?": Improving Schools for All Planning Form

- This form is designed to be used with small groups (e.g., PFTs, steering committees, administration teams), but it can also be completed by a single stakeholder.
- Show the book and share 1 idea from each section to explore further.
- Fill in the table and use it as a guidepost for completing tasks & making changes.
- When tasks are completed, start again with new ideas!

| idea/page # | classroom | school | district | community |
|--|-----------|--------|----------|-----------|
| Is this idea actionable? Which part of this idea can you write as measurable goal? (e.g., "We will teach our lunch supervisors about inclusion using a half-day PFT session and 3 days of coaching modeling.") | | | | |
| Who might partner with you to achieve this goal? (e.g., parents, administrators, OTs, PFTs, social workers, community members, librarian) | | | | |
| When (exact date) will this goal be achieved or task completed? | | | | |

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