Inclusion and the Evidence-Based Practice Movement

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Early 1800s

Poorhouse
Mid 1800s

- first institutions
- training schools
- specialized schools for the deaf, the blind
- first kindergartens
- Public sentiment = Protect the handicapped
Mid 1800s

- institutions isolated, overcrowded, understaffed
- residents institutionalized for life
- community apathy, fear, distrust - new Binet IQ test
Early 1900s

- xenophobic hysteria
- feeble-minded are immoral, dangerous, a threat to the gene pool
- eugenics movement
Early Theorists

Piaget
(1896-1980)

Montessori
(1870-1952)
Mid 1900s
1940–1970

Doctors give parents mixed messages.
1940–1970

RETARDED CHILDREN Can BE HELPED!

THEY NEED RESEARCH - SCHOOLS - CLINICS
The point is this, ladies and gentlemen, the retarded child is a human being ... And for reasons for which neither he nor his family are responsible, he is retarded. He has the same rights that children everywhere have. He has the same right to happiness, the same right to play, the right to companionship, the right to be respected, the right to develop to the fullest extent within his capacities, and the right to love and affection ... We cannot discriminate against this child, deny to this child the rights other children have because of the one thing that neither he nor his family can help, because he is retarded ... He has a right to these things and his parents have a right to know that he has these rights. For they, too, are entitled to peace of mind about what is happening to a retarded child separated from them.
A Journey Toward Inclusion
Institution Reform
Normalization Principles

- A normal rhythm of the day (eating, sleeping)
- A normal routine (living, work, school)
- A normal rhythm of year (holidays)
- Normal developmental experiences
Normalization Principles

- The chance to make choices
- The right to live heterosexually (not segregated by gender)
- A normal economic standard
- The right to live, work and play in normal communities

~ Bengt Nirje
Person-First Language

<table>
<thead>
<tr>
<th>Instead of …</th>
<th>Say …</th>
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</thead>
<tbody>
<tr>
<td>• Down syndrome child</td>
<td>• Child with Down syndrome</td>
</tr>
<tr>
<td>• Crippled person</td>
<td>• Person with orthopedic challenges</td>
</tr>
<tr>
<td>• Cerebral palsied child</td>
<td>• Child with cerebral palsy</td>
</tr>
<tr>
<td>• Wheelchair child</td>
<td>• Child who uses a wheelchair</td>
</tr>
<tr>
<td>• Behavior problem</td>
<td>• Child with challenging behaviors</td>
</tr>
<tr>
<td>• Handicapped infant</td>
<td>• Infant with special needs</td>
</tr>
</tbody>
</table>
Stereotypic Perceptions

- Angelic
- Pitiable
- Laughable, foolish
- Eternal children
- Evil, sinister
- Exotica, atmosphere
- Super Crip
Maslow’s Theory

- **Self-Actualization**
- **Self-Esteem**
  - confidence, respect, achievement, mastery
- **Love & Belonging**
  - family, peers, community
- **Safety**
  - free of danger, pain, injury
- **Basic Needs**
  - food, water, rest, oxygen
What is Disability?

• a characteristic of a person?

or

• a functional impairment that arises when the environment is inaccessible?
What Do We Mean By Inclusion?
How do we define inclusion?
A Blueprint for High Quality Inclusive Practices

Key Components

1. Desired Results
2. Access
3. Participation
4. Supports
Welcome to the WWC

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies). The WWC regularly updates the WWC Technical Standards and their application to take account of new considerations brought forth by experts and users. Such changes may result in reappraisals of studies and/or interventions previously reviewed and rated. The current WWC Standards offer guidance for those planning or carrying out studies, not only in the design considerations but the analysis and reporting stages as well. The WWC Standards, however, may not pertain to every situation, context, or purpose of a study and will evolve.

What's New?

NCER Releases Two New Practice Guides: Encouraging Girls in Math and Science and Organizing Instruction and Study to Improve Student Learning

Encouraging Girls in Math and Science is the second in a series of IES guides in education. Organizing Instruction and Study to Improve Student Learning is the third IES Practice Guide. (more info)

WWC Releases New Intervention Report: Success for All

Success for All (SFA)® is a comprehensive school reform model that includes a reading, writing, and oral language development program for students in pre-kindergarten through grade eight. (more info)

WWC Releases New Intervention Report: Ladders to Literacy for Kindergarten Students

Beginning Reading. This review focuses on reading interventions that address student outcomes for students in grades K-3 in four domains.

Character Education. This review focuses on programs designed to increase student outcomes related to positive character development, prosocial behavior, and academic performance.

Dropout Prevention. This review focuses on interventions in middle school, junior high school, or high school designed to increase high school completion, including techniques
Research Synthesis Point #1

Inclusion takes many different forms
Research Synthesis Point #2

Universal access to inclusive programs for children with disabilities is far from a reality.
Research Synthesis Point #3

Inclusion can benefit children with & without disabilities, particularly in the area of social competence with peers.
Factors such as policies, resources, and attitudes influence the acceptance and implementation of inclusion
Research Synthesis Point  #5

The use of specialized instructional strategies in inclusive programs positively affects child outcomes.
Collaboration among parents, teachers, and specialists is a cornerstone of high quality inclusion.
Families of children with disabilities generally view inclusion favorably, although some express concern about the quality of early childhood programs and services.
Research Synthesis Point #8

The quality of early childhood programs that enroll children with disabilities is as good as, or slightly better, than the quality of programs that do not enroll these children.
Research Synthesis Point  #9

Early childhood professionals may not be adequately prepared to serve young children with disabilities and their families enrolled in inclusive programs.
Where do we go from here?

Promising practices to support high quality inclusion
Promising Practice

High quality inclusion in a diverse society
Promising Practice

Universal design
Tiered Models in Early Intervention
The Recognition & Response (R&R) model is a tiered model for providing high quality instruction and targeted interventions that are matched to the learning needs of children ages three through five years. The idea behind R&R is that education programs for young children should provide core, strategic, and sometimes intensive supports to help them learn, and that decisions about what supports to provide are based on children's rate and level of progress. R&R is designed to help early childhood teachers recognize children who show signs of early learning difficulty and respond in ways that help them experience early school success. This process of early intervening reflects a broader movement within education called Response to Intervention (RTI). The R&R model is based on the principles of RTI, but adapted for younger children in pre-k settings.

The recognition component involves screening all children and periodically monitoring the progress of those who require targeted interventions. The response component organizes various content-specific interventions, embedded learning activities, and scaffolding strategies from least to most intensive across three levels or tiers. By indicating how directive or involved a teacher must be to help children learn, these tiers create a framework that can guide teachers as they decide how to gather and
Teaching Pyramid
Promising Practice
Evidence-Based Practice to support sound decision-making
What is Evidence-Based Practice?

a decision-making process that integrates the best available research evidence with family & professional wisdom & values

— Buysse & Wesley, 2006
Consider a 5-step Process
Adapted from Evidence-Based Medicine

1. Pose an answerable question.
2. Find best available research evidence. 
   *(Where?)*
3. Appraise evidence quality & relevance. 
   *(Who? How?)*
4. Integrate the research evidence with professional and family wisdom & values. 
   *(How?)*
5. Evaluate effectiveness of steps 1-4. 
   *(How?)*
Photojournalist Dan Habib rarely thought about inclusion before he had his son Samuel seven years ago. Now he thinks about inclusion every day. Habib’s documentary film Including Samuel examines the educational and social inclusion of youth with disabilities as a civil rights issue.
Including Samuel

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