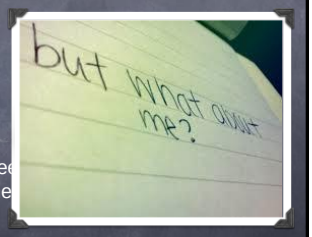
What About Me?



Addressing the Nee
Students in the

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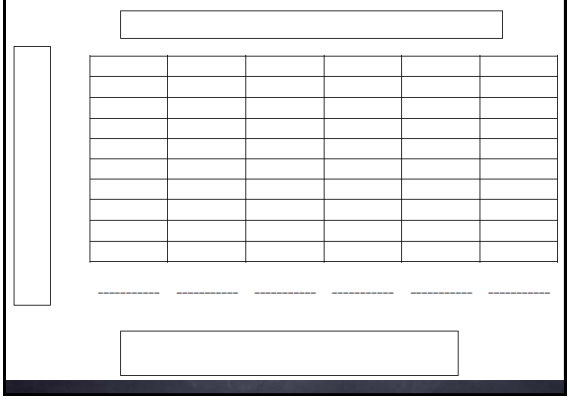
Objectives

- Analyze current research in the area of students without disabilities placed in inclusion settings
- Evaluate inclusive classrooms in your school and/or district
- Design inclusive classrooms based on research-based evidence that academically and emotionally benefit both the special education and general education students placed in inclusive settings

Group Activity

Taking a look at inclusion in your district!

Bar Graph



Questions

- #1: Do you have Basic Skills Students placed in your inclusion classes?
- #2: Do your inclusive classrooms have 2 special education teachers?
- #3: Are your inclusive classrooms made up of more than 4 special education students?
- #4: Are there the highest level of general education learners in your inclusion classrooms?
- #5: Do you have ESL students placed in your inclusion classes?

Background

No Child Left Behind (NCLB)

- Federal Education Policy 2001 created by the Bush Administration
- Children with special needs were no longer exempt from meeting "typical benchmarks"
- ALL children must participate in annual grade level standardized assessments with non-disabled peers
- Mandated the expansion of accommodations available for students with disabilities
- Aimed to improve the rates of inclusion of students with disabilities into the general education population

Individuals with Disabilities Improvement Act (IDEIA)

- Public Law 94-142
- "To the maximum extent appropriate children with disabilities must be educated with children who are not disabled and considered their non-disabled peers"
- "Children with disabilities must be educated in their least restrictive environment (LRE)"
- N.J. adapted Administrative Code 6A:14 to combine and comply with mandates from both NCLB and IDEIA
- "A free and appropriate education is available to all students with disabilities between the ages of 3-21"

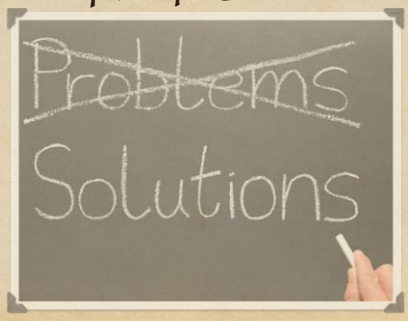
IDEA

- States and school districts make available a free and appropriate public education (FAPE) to all children with disabilities between the ages of 3 and 21.
- State department's of education and school district officials must identify, locate, and evaluate all children with disabilities, regardless of how severe and determine which of these children are eligible for special education and related services.
- IDEA requires that each child receiving services has an individualized education program (IEP) spelling out the specific special education and related services to be provided.
- These services must meet the child's individual needs and the parent must be a partner in planning and overseeing the child's special education and related services as a member of the IEP team.
- To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled and school district officials provide parents and guardians with procedures in order to appeal decisions- a right to a due process hearing, the right to appeal federal district court, and the right to receive attorneys' fees

Incorporating TeachNJ

- An Elementary and Secondary Education Act (ESEA) waiver was filed late in 2011 by the commissioner of education which granted the state permission to waive the requirements that determine Adequate Yearly Progress (AYP) as mandated by the provisions of No Child Left Behind (NCLB).
- Under the TEACHNJ Act adopted by the New Jersey Department of Education (NJDOE) in 2012, student test scores are now directly tied to the evaluation of school principals and classroom teachers through Student Growth Objectives (SGO) and Student Growth Percentiles (SGP).
- The implementation of the new evaluation system will continue to increase the pressure and importance of student performance on annual statewide standardized assessments which could ultimately result in a non-renewal of contract.

The Problem

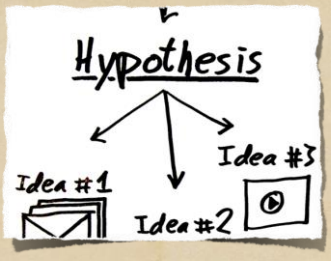


- A plethora of research shows that inclusion has numerous benefits for students with disabilities (academic, social, emotional)
- The empirical research that exists concerning the impact of an inclusive setting for students without disabilities has resulted in mixed outcomes

- There is a lack of quantitative data explaining the influence of inclusion on the academic achievement of general education students
- The majority of the research has been done on special education students in inclusive settings
- Many mandated policies are "one size fits all"
- Studies of general education students in inclusive settings have excluded variables known to have an impact on academic achievement such as: SES, race, student attendance, gender, & previous achievement

Purpose

- The purpose of this study was to determine whether placement in an inclusion classroom influenced the academic achievement of general education students on the NJASK LAL and Math in grades 6,7 & 8

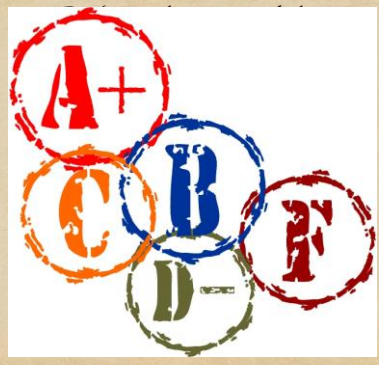


Research Questions

Research Question #1

- What is the influence of placement in the inclusive setting on the performance of non-disabled students in the area of mathematics (math) as measured by the NJASK when controlling for student mutable variables in grades 6,7 &8?

Review of the Literature



Empirical Research

- Affleck, Madge, Adams, and Lowenbraun Provided empirical evidence showing that there was no significant difference between the experimental group (general education students enrolled in ICM classrooms) and the control group (general education students not enrolled in ICM classrooms)
- Sharpe, York, and Knight (1994) continued to investigate the "the influence of inclusive school environments on the academic performance of general education students." From the results, the researchers conclude that there was no indication of a "decline in academic or behavioral performance of classmates educated in inclusive classrooms on the assessment tools used."
- Daniel and King (1997) attempted to define how "special education interfaces with general education" results indicated: 3rd grade a statistically significant difference in the performance of the non-inclusion and inclusion students; 4th grade indicating a statistically significant difference in the performance of the non-inclusion and inclusion students; and 5th grade indicating a statistically significant difference in the performance of the inclusion students

Continued....

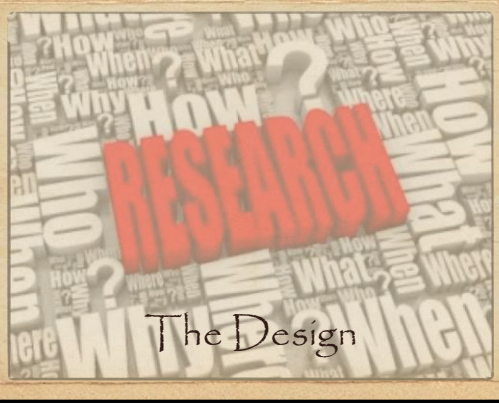
- Saint-Laurent, et. al (1998) designed a study to evaluate the influence of an in-class service model on the achievement of students at risk of school failure. These statistical findings indicated the following results of the study: 1) general education students were not held back by the presence of at-risk students who were present in the classroom; and 2) general education students benefited from the additional interventions that form part of the PIER model in reading and mathematics.
- Huber, Rosenfeld and Fiorello (2001), examined the "differential influence of inclusion and inclusive practices on high, average, and low achieving general education students." Results indicated General education students enrolled in the inclusion classes were not significantly affected in reading, however, the effect was mixed in math.
- McDonnell, Thorson, Disher, Mathot-Buckner, Mendel and Ray (2003) conducted an exploratory study to examine the influence of "inclusive educational programs on the achievement of students with developmental disabilities and their peers without disabilities." The results indicated no significant difference in academic performance for non-disabled students enrolled in inclusion classes and their non-disabled peers enrolled in non-inclusive classes.

- Fletcher (2010) aimed to examine the "spillover effects of inclusion on non-disabled classmates." According to Fletcher (2010), the consistent result for mathematics and reading test scores indicate that students with classmates who have a serious emotional problem score significantly lower than other students.
- Trabucco (2011) conducted an Independent Samples T test to examine "to what extent placement in a co-taught inclusive setting correlate with non-disabled students' academic achievement." Overall, Trabucco concluded that placement in a co-taught inclusive classroom did not influence the achievement of non-disabled students in mathematics with the exception of performance on Number and Numeric Operations when prior (pre) achievement is controlled.

Researchers	Findings
Hoffer	This data shows that overall homogeneous grouping does not work, but there may be advantages for students placed in higher academic groups
Mosteller, Light & Sachs	Examined a variety of grouping models XYZ grouping benefits high skills students while low learners learn better in mixed ability whole group instruction
Zaharias, Achillies, Cain	Random assigned to classes appears to increase the reading and math achievement of students in grades 1-3
Burris, Heubert, Levin	Exposing ALL students to a quality curriculum, increases student achievement, de-tracking had no significant impact on higher scoring students
Burke, Sass	Classroom Structure: 10%, 30%, 60% Peer effects are significant at the classroom level

Student Variabl

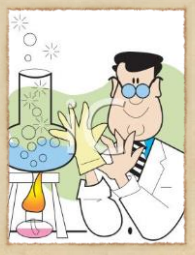
Variable	Researchers	Findings
SES	Sirin, 2005 Harwell & LeBeau, 2010 Coleman, 1966 Gamoran & Long, 2006 Jencks, 1972	-SES greatest predictor of student achievement -School level SES is the strongest measure -Parents place in the SES structure determines achievement
Attendance	Caldas, 1993 Lamdin, 1996 Chen & Stevenson, 1995 Roby, 2004	-There is a correlation between attendance and student achievement -The more a student is absent, the academic achievement decreases -Higher attendance, higher achievement
Gender	Willingham & Cole, 1997 Marks, 2008 Else-Quest, 2010	-Gender has mixed results -Some studies found there was a significant correlation between gender and achievement -Males in math scores higher than females



The Design

This study was conducted using a:

- Quantitative
- Non-experimental (design due to the lack of random assignment of subjects to the treatment and control conditions)
- In order to determine which student and school variables had a statistically significant relationship to student achievement, I used simultaneous multiple regression models



Sample Population

- Urban lower/middle class PreK-12 school district located in Central New Jersey.
- According to the Census Bureau, this city has a population of approximately 39,394 people, 15,052 households, and 10,084 families.
- The racial makeup of the city is approximately 66.08% White, 22.80% African American, 0.14% Native American, 2.55% Asian, and 4.88% from other races. Hispanic and Latino of any race were about 14.40% of the population.
- The median income for a household in the city was $46,345, and the median income for a family was $54,903. About 5.0% of families and 6.4% of the population were below the poverty line, including 8.1% of those under age 18 and 7.8% of those age 65 or over.
- This Title I city district houses 8 Pre-K-5 elementary schools, 2 grade 6-8 middle schools, and 1 grade 9-12 high school with an approximate enrollment of about 6,000 students.
- The District Factor Group (DFG) is reported as B
- The district is not currently making adequate yearly progress (AYP) and is classified as a district in need of improvement in "year 3".

Continued....

- The sample population was limited to the two 6-8 grade middle schools in the city district.
- School A has approximately 710 students, 260 in grade 6, 240 in grade 7, and 210 in grade 8.
- School B has approximately 700 students, 49 in grade 5 (excluded for this study), 197 in grade 6, 239 in grade 7, and 216 in grade 8.

Inclusive Setting

- In this school district, an inclusive classroom is defined as:
  - An academic setting where general and students in special education learn academics (for this study specifically math and language arts) in the same classroom environment.
  - These students are taught in a classroom containing 2 teachers one content area expert and one special education teacher.
  - Students in special education are not pulled from the general education setting for small group instruction at any time during "inclusion."
  - Both the general education and students in special education are exposed to the same curriculum and materials as peers placed in non-inclusive settings.

Conclusions

School A

- Results of this study directly found that the variable of inclusion was a statistically significant variable that influenced student performance in both language arts and mathematics in School A.
- In the areas of language arts and mathematics, it appears that non-disabled students placed in an inclusion classroom are scoring lower than non-disabled peers placed in a general education classroom
- CAUTION: It is safer to conclude that the structural make up of inclusion in this urban district raises some cause for concern as it does not align with current research regarding academic homogeneous grouping.

- Examination of the average NJASK scores for the general education population both in and not in inclusive settings (see appendix c) has shown that there is approximately a 20 point difference in the mean scores of the general education students placed in and not in inclusive settings.
- Review of the literature has shown that the inclusion model in the schools violated the 10-30-60 rule and ability grouping research.
- Research by Slavin explains that an inclusion model should be balanced with the 10-30-60 model
- Grouping may doom children who are not in top tracks to second class instruction and ultimately deprive students of the examples and stimulation provided by heterogeneous classes with theory and research support (Slavin, 1988; Zaharias, Achillies, Cain, 1995).

Social Learning Theory

- One of the first and most important implications of social learning theory is that students often learn a great deal simply by observing others (Ormrod, 2008, pg. 145).
- The problem laced within the structure of the inclusion model used in School A is the lack of quality academic models.
- Without peers to exhibit and *model appropriate behaviors, children would be more likely to duplicate inappropriate behaviors that are displayed by other students.
- Observing appropriate behaviors by means of age appropriate models is an integral piece of justifying inclusion as well as developing appropriate learning behaviors
- The 10-30-60 Model provides those peers models for all students placed within inclusion.

Production Function

- Inclusion is a process variable that is considered an input variable which can be changed
- If not done according to research based practices will have a negative influence on academic achievement, in this case for the purposes of the general education students.
- Inputs and processes matter- what you put in, effects what you get out

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Recommendations

- From this study school administrators need ensure that the 10-30-60 rule is not violated when designing inclusive classrooms.
- There needs to be quality academic role models (60%) available within the inclusive classroom,
- Even distribution of general education students in both inclusive and non-inclusive classrooms
- Previous achievement needs to be considered and examined when making final decisions on what classrooms that students are placed.

Finally....

- Inclusion, an education intervention designed to provide a quality education for students with disabilities, is not a one-size-fits-all intervention and must continue to be examined to develop those "hybrid" versions that fit each individual school
- Recommendations for future practice of inclusion include school leaders examining the make up of the students placed in the inclusion classroom,
- Ensuring that there is a strategically placed diversity of learners in the classroom, examining the attitude and academic optimism of the teachers that are placed within the inclusion classroom and being sure to examine NJASK test scores in order to determine the success of inclusion.
- Ultimately, desired results should indicate that inclusion has no influence on the academic achievement of on-disabled students placed in an inclusion classroom.

How do I do this??

The reality of determining classroom placement:
Demographics
Ability levels
Gender distribution

10 30 60 rule

Is it practical and realistic? How can we use what we know?
Research is great on paper but what about the reality of classroom makeup in certain school populations?
How can I achieve this to effectively educate my students?

Programs to meet the needs of the students

RTI
Gifted and Talented
Computer based support learning
Ongoing assessments
Teacher professional development and PLCs
ICR support

The End Result

Growth for all students based on research based growth rates.

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