

SPIN Conference 2018

Inclusion: Game On!

Presenters: [Tina King](#), Parent
Consultant, Leadership in Disabilities &
Achievement of Hawaii/Parent; [Kallen
Asao](#), 5th Gr. General Education
Inclusion Teacher at Wheeler Elem;
[Salena Lee](#), Parent

Follow along on your own device
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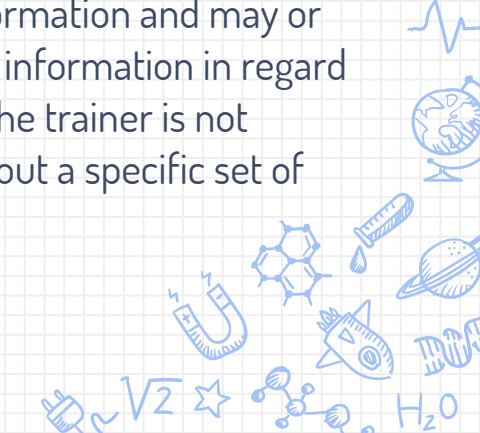


In collaboration with Leadership in Disabilities & Achievement of Hawaii

The opinions and beliefs expressed in this presentation do not represent the values of **Hawaii Dept. of Education or Wheeler Elementary School.**

The student names used throughout the presentation are not the real names of any current or former students.

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Learning Outcomes

- Clarify what Inclusion is and what it is not
- To foster a glimpse into what an innovative Inclusion Classroom looks like & the philosophy that supports it
- To impart knowledge of what IDEA law says about Least Restrictive Environments that assists with Inclusion
- To offer tips on how to implement the supports available to support a child in an Inclusive environment
- To encourage parents/educators to work together & know that Inclusion for a child is possible with communication, collaboration, & knowledge



EVERYONE is a GENIUS.

**But if you judge a FISH on its
ABILITY to CLIMB a TREE,**

**It will live its WHOLE LIFE
BELIEVING it is STUPID.**

-Albert Einstein

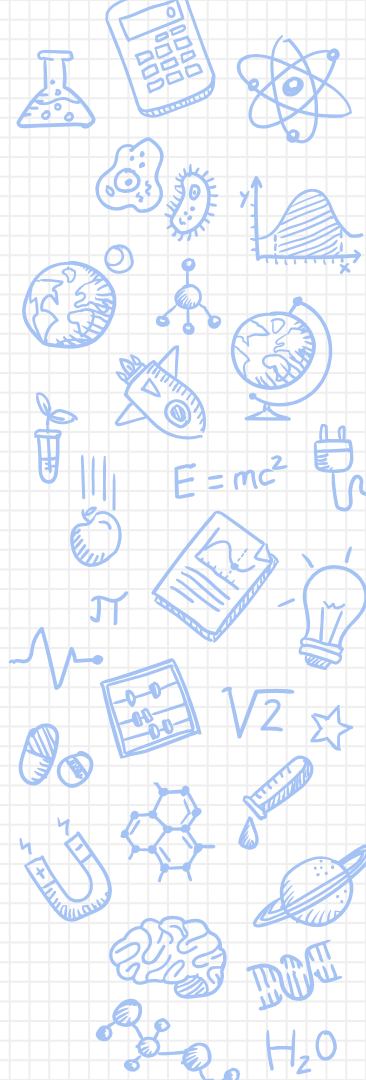


Parking Lot



Please feel free to use the Post-It Notes provided and place them in the “Parking Lot”. We will do our best to get to them at the end.

Write your name on it, or let us think it’s from a secret admirer.



What is Inclusion & What it is Not...

What Is Inclusion????

What Inclusion Is...

- A philosophy, a foundation
- A process
- Shared decision team-making

What Inclusion Is Not.....

- Sacrificing needs of general education students
- Placing students in general education settings that don't meet their needs
- Watering down the curriculum



Least Restrictive Environment (2/17/17)

Hawaii LRE Data



- Percent of students with Individualized Education Programs in general education classes for 80% or more of the school day:
 - ✓ National LRE average = 61.2%.
 - ✓ Hawaii = 36.83%

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT

HawaiiPublicSchools.org

OCISS



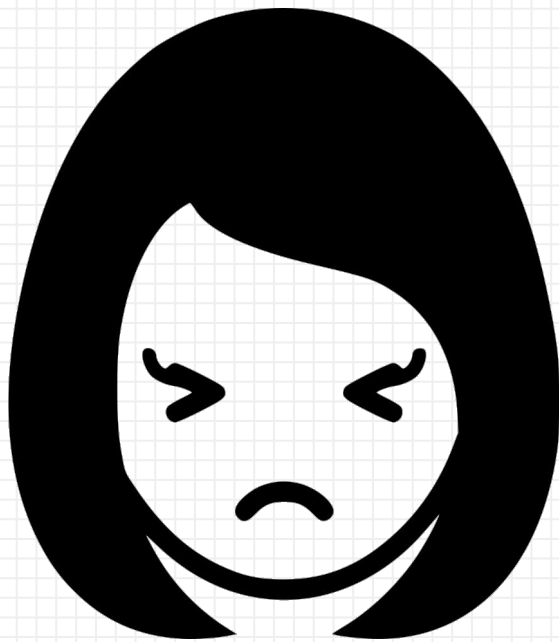
Initial placement in
General Education
Inclusive Setting



Decrease in
emotional/behavioral
management



Frustration for
teachers and students



Suzy

Change in instructional setting
for ELA/Math. Smaller
Student:Teacher ratio



When Individual needs were
met, we saw an increase in
emotional/behavior
management and less
frequent outbursts and
breakdowns

Continuum of alternative placements

a) The department shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.

(b) The continuum required in subsection (a) shall:

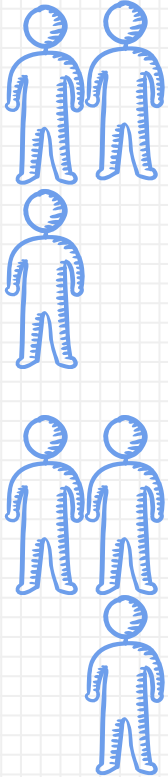
(1) Include the alternative placements listed in the definition of special education under section 8-60-2 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. [Eff 11/23/09] (Auth: 20 U.S.C. 1412(a)(5); HRS §302A-1112) (Imp: 34 C.F.R. §300.115)

Ch. 60 8-60-16



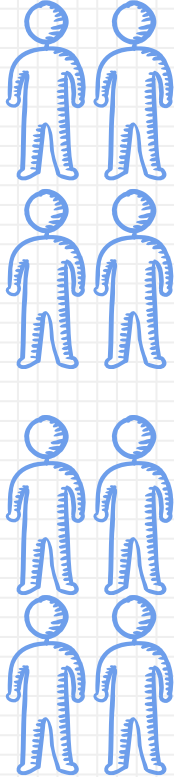
Student Groupings



Spartans

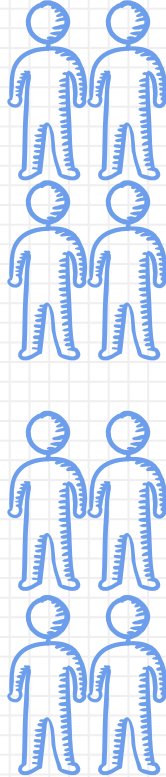
The

Shooting
Stars



Rainbow
Skittles

Mythical
Creatures



The Ninjas

Emoji Power

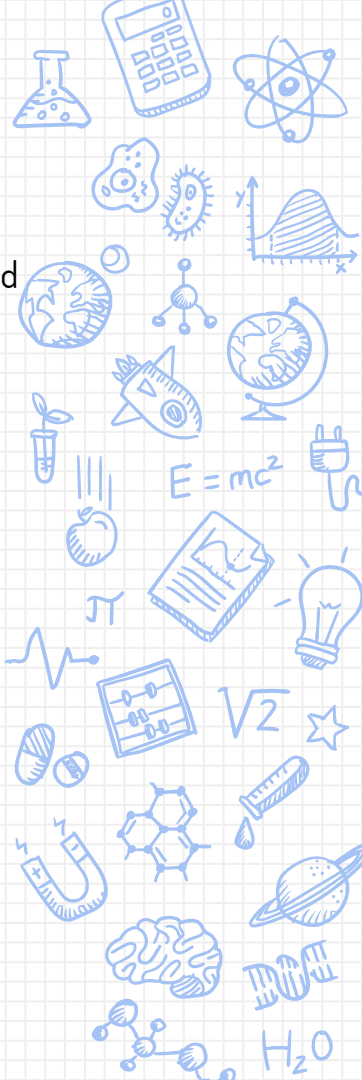
21 Students Total
7 w/IEP

No students identified
to peers as SPED

All students benefit
(more attention for
high achieving; low
achieving students
w/o IEP also receive
modified instruction

Modify only when
student needs it

If capable, push
student to achieve
w/o modification





Empathy

Through inclusion, we can learn from each other and our differences. We come to the realization that life isn't always a competition. We learn that if we all show a little bit of compassion and understanding, we can help to break down barriers and agree that we all want to be good people who can make a difference in the world.

Parent Testimony, Salena Lee



- Parent of three daughters; two w/ SLD's
- 2 daughters have been in Mr. Asao's Inclusive Classroom: 1 w/SLD, 1 General Ed
- Daughters are happy & have thrived in the Inclusive Environment
- Her third daughter is also in an Inclusion Class

Resources

Hawaii Administrative Rules, Chapter 60 Title 8 Entitled “Provisions of a Free Appropriate Public Education for a student with a disability”

Reauthorization of the Individuals with Disabilities Education Act of 2004

Hawaii Department of Education

Presentation Template created by Slides Carnival

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Contact: Leadership in Disabilities & Achievement of Hawaiï

for assistance with these resources. Ph: 808-536-9684 or 1-800-533-9684

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