Restructuring for Caring & Effective Education: A Global Perspective

Dr. Richard A. Villa

Dr. Jacqueline S. Thousand

One of the greatest problems facing the world today is the growing number of persons who are excluded from meaningful participation in the economic, social, political and cultural life of their communities. Such a society is neither efficient nor safe. (UNESCO)

There is an advantage in trying to understand the current situation through a historical perspective.

Rippa

For practically all of the history of civilization, education has been for the elite, and educational practices have reflected an elitist orientation.

Blakenship & Lilly

Education should be available
not just to "one man or a few, or even to
many men; but to all people together as
well as to each separately, young and
old, rich and poor, irrespective of birth,
men and women--in short, everyone
whose fate it is to have been born a
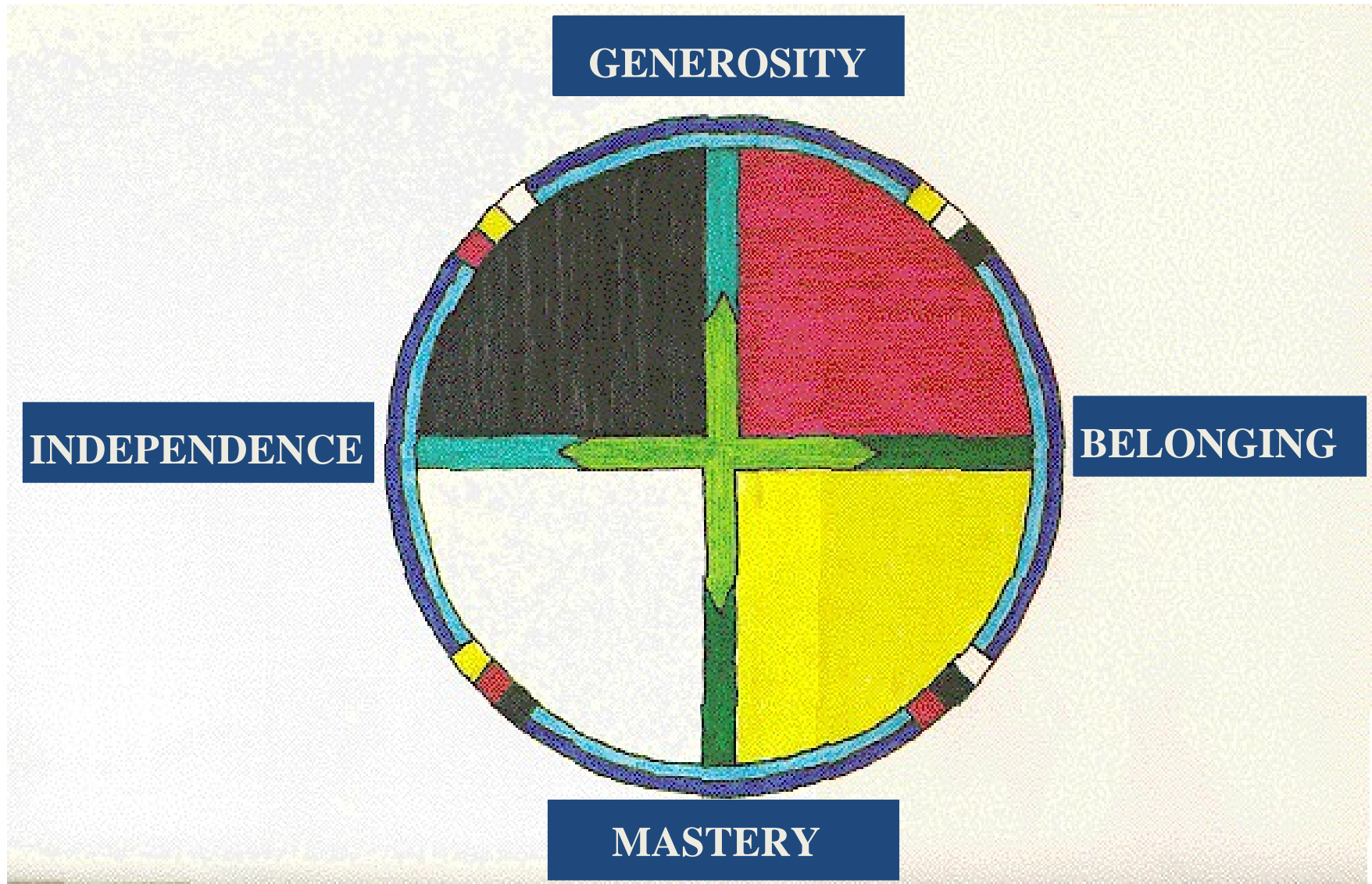human being."

Comenius

Inclusive education is…

Inclusive education is--

welcoming, valuing, empowering, and supporting the diverse academic and social learning of all students in shared environments and experiences for the purpose of attaining the goals of education.
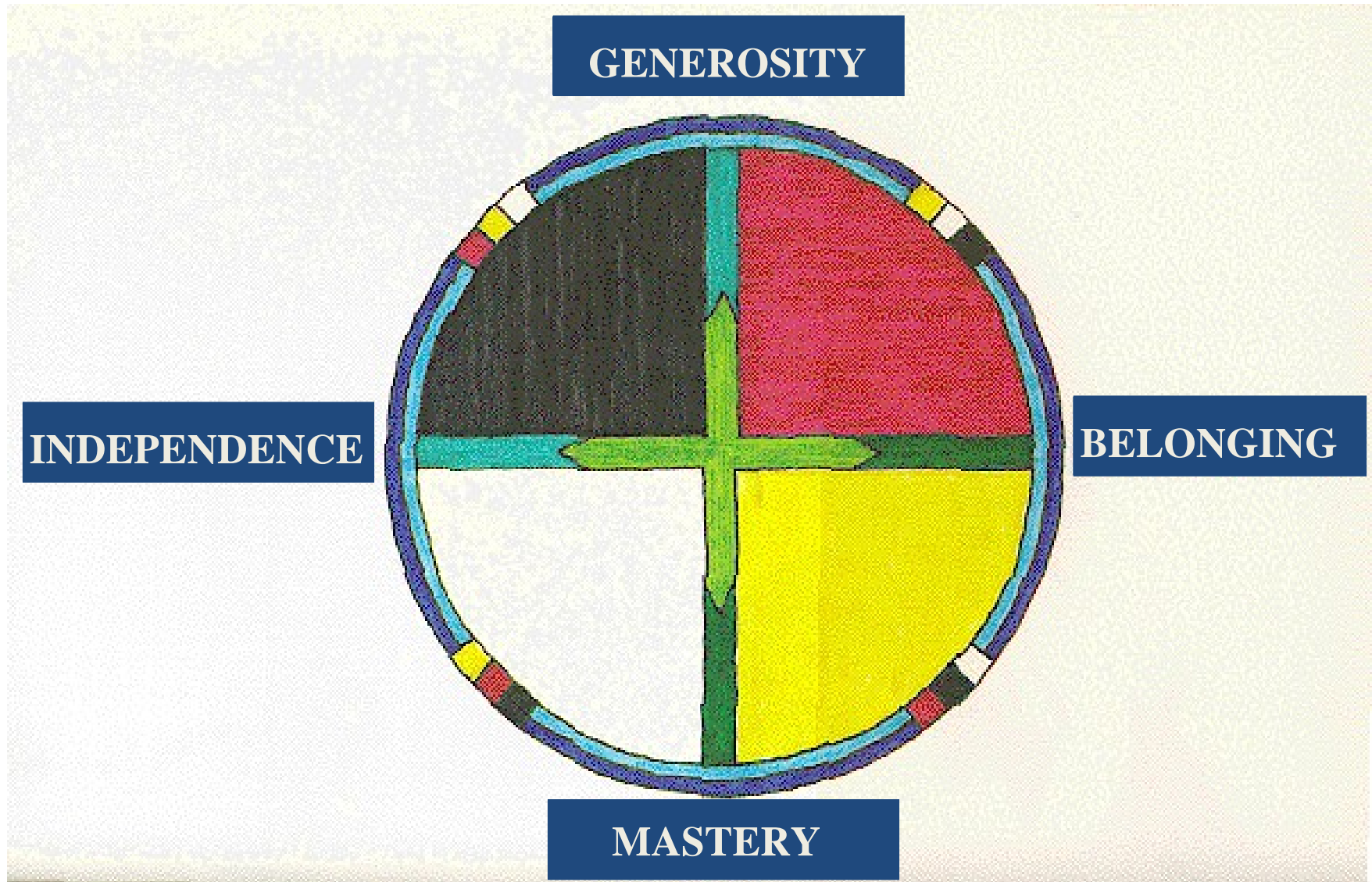
What are the Goals of Education?

CIRCLE OF COURAGE

There is only one child in the world
and that child's name is
ALL children.
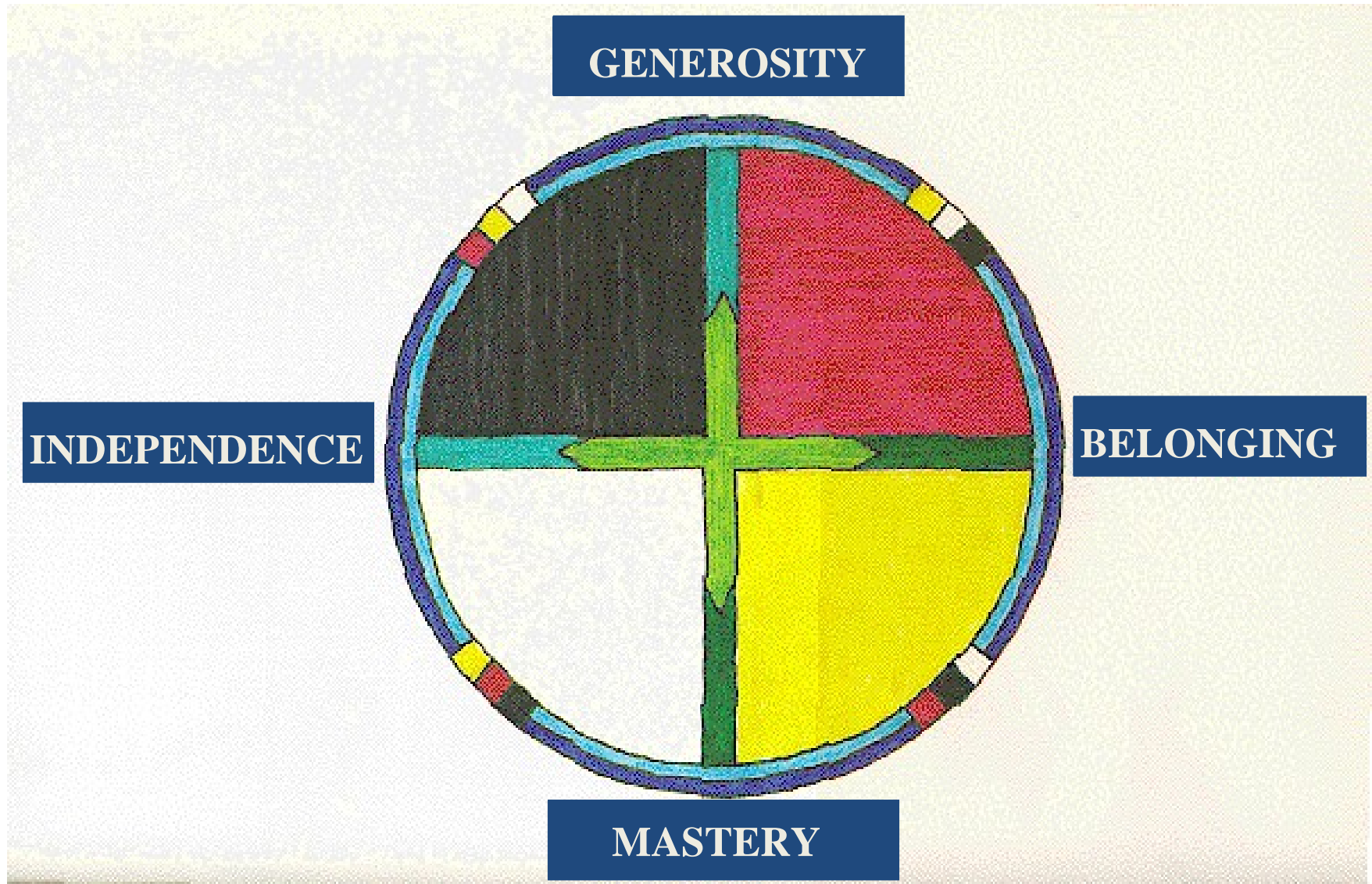
Carl Sandburg

CIRCLE OF COURAGE

Maslow's Hierarchy of Needs

SELF-
Actualization
Personal Talents

SELF-ESTEEM
Achievement, Mastery
Recognition, Respect

BELONGING
Friends, Family, Spouse, Lover

SAFETY
Security, Freedom From Fear

PHYSIOLOGICAL
Food, Water, Warmth, Shelter

Maslow's Hierarchy of Needs

SELF-ACTUALIZATION
Personal Talents

BELONGING
Friends, Family, Spouse, Lover

SELF-ESTEEM
Achievement, Mastery
Recognition, Respect

SAFETY
Security, Freedom From Fear

PHYSIOLOGICAL
Food, Water, Warmth, Shelter

CIRCLE OF COURAGE

RESEARCH

- The basic premise of special education was that students with deficits will benefit from a unique body of knowledge and from smaller classes staffed by specially trained teachers using special materials.

- But there is no compelling body of evidence demonstrating that segregated special education programs have significant benefits for students.

(Lipsky & Gartner, 1989, p.19).

"Special needs students in regular classes do better academically and socially than comparable students in non-inclusive settings"

Baker, Wang, & Walberg 1994/95

IDEIA 2004

Nearly 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by

- **Having high expectations for such children and ensuring their access in the general education curriculum to the maximum extent possible**

- **Strengthening the role of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children…**

IDEIA 2004
Nearly 30 years of research and experience
has demonstrated that the education of
children with disabilities can be made more
effective by

- **Providing appropriate special education and related services and aides and supports in the regular classroom to such children, whenever possible**

- **Supporting high-quality intensive professional development for professionals who work with such children**
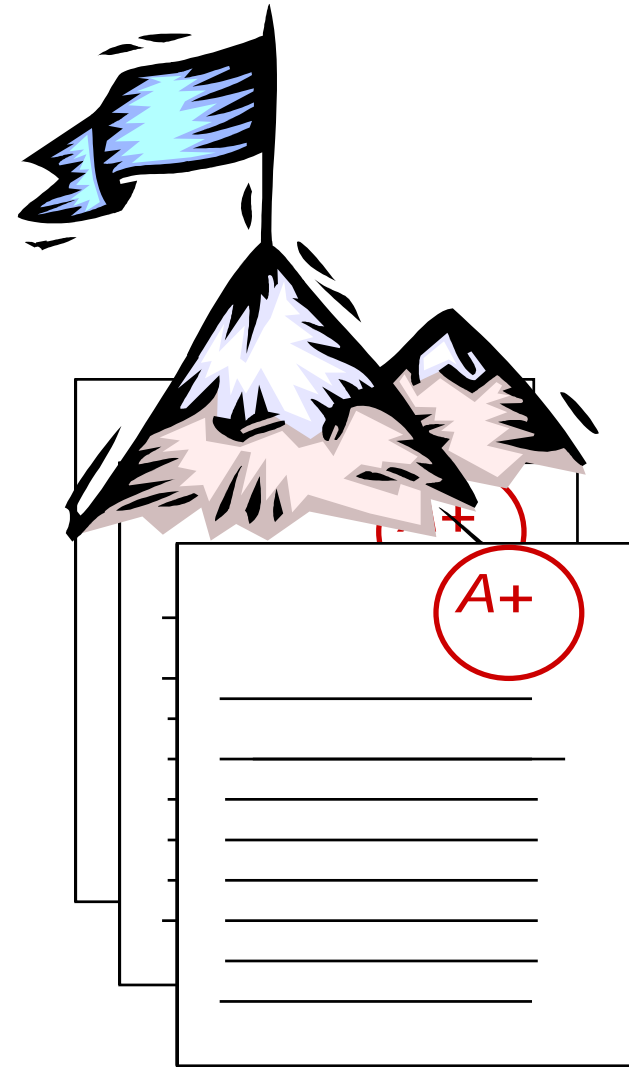
CIRCLE OF COURAGE
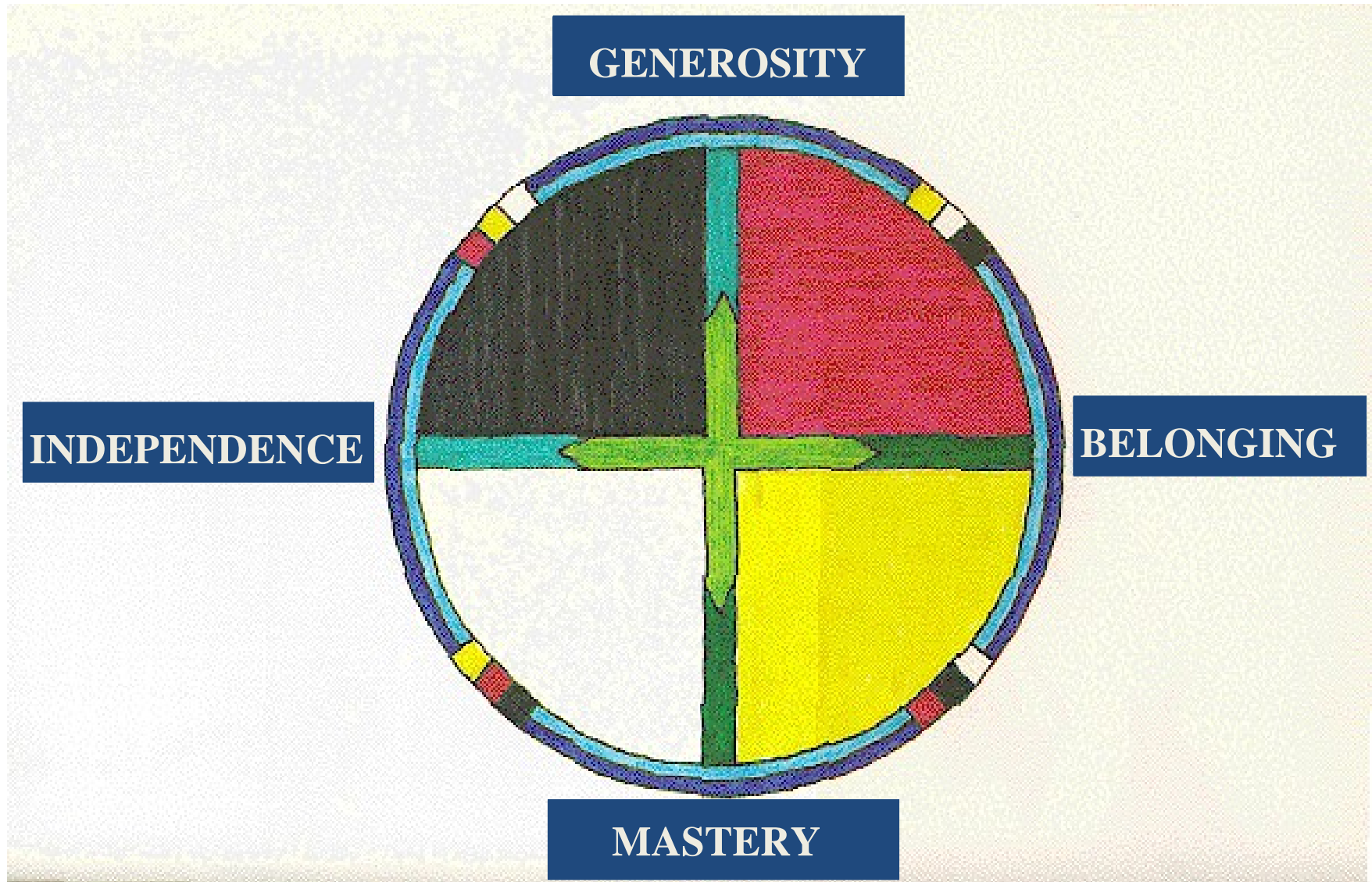
Anybody can be great because anybody can serve. You don't have to make your subject and verb agree to serve. You don't need a college degree to serve. You only need a heart filled with grace and a soul generated by love.
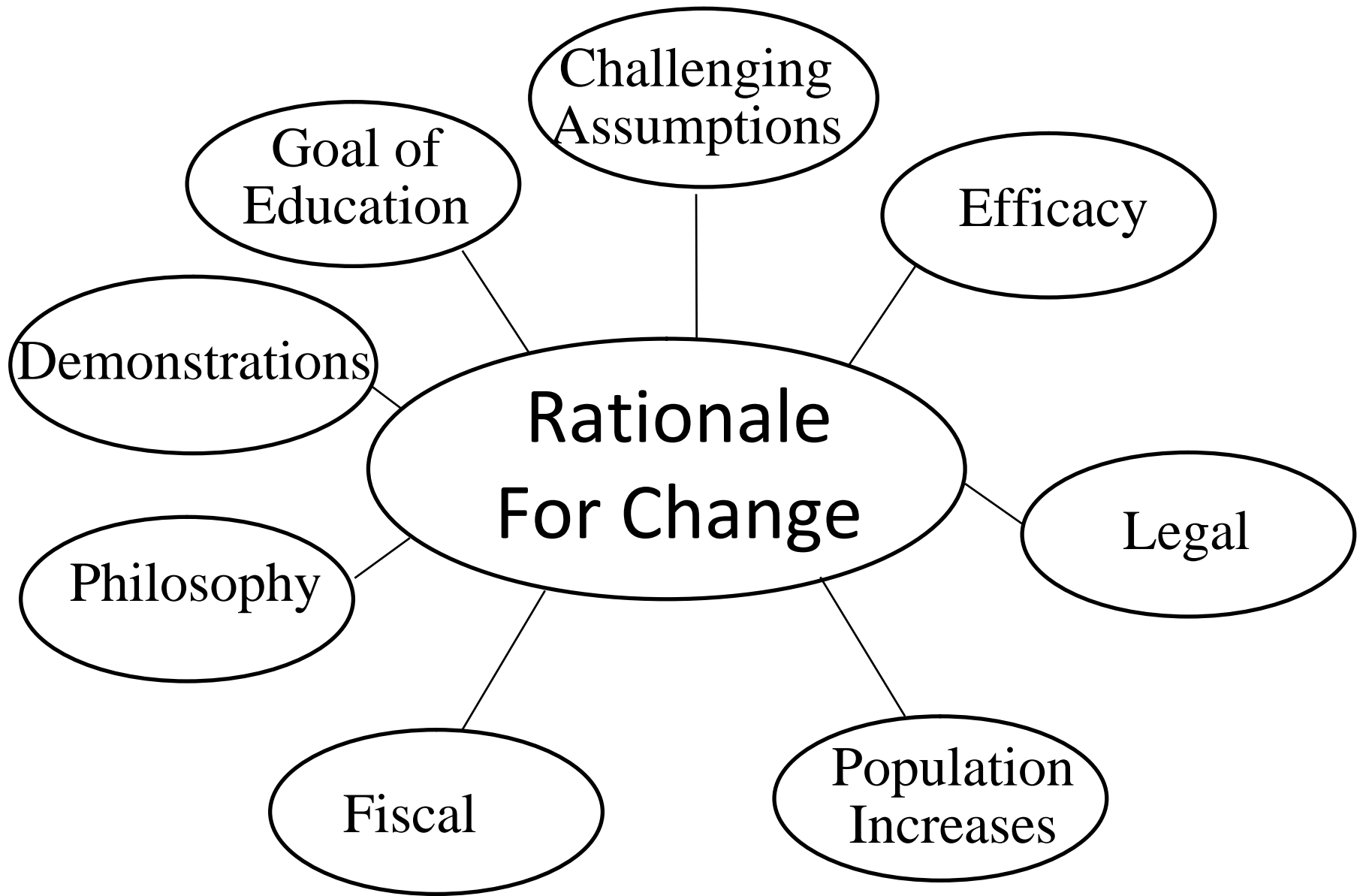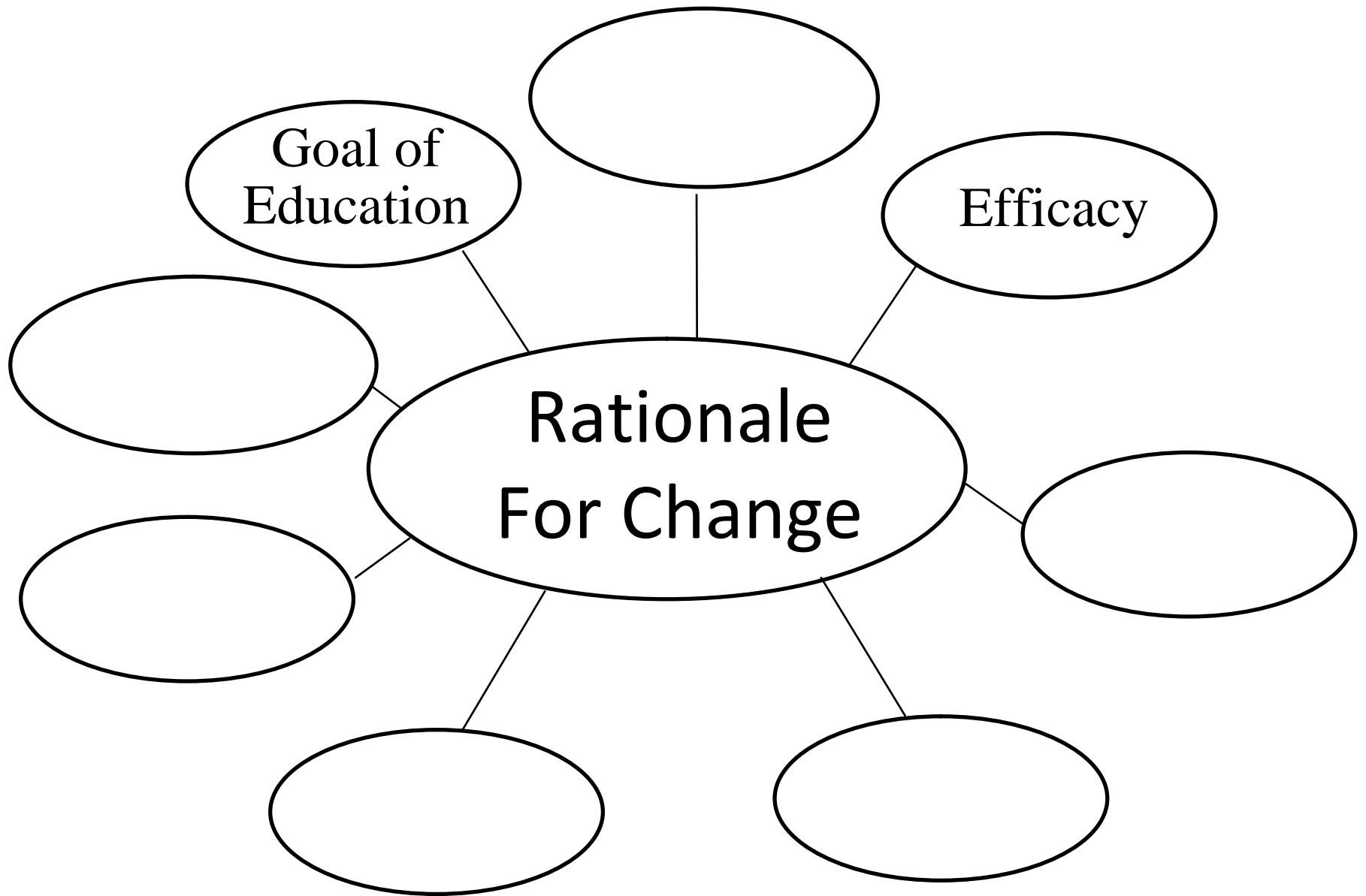
Dr. Martin Luther King Jr.

Equity or Excellence in Education

CIRCLE OF COURAGE = *EQUALENCE*

Challenging Assumptions

Goal of Education

Efficacy

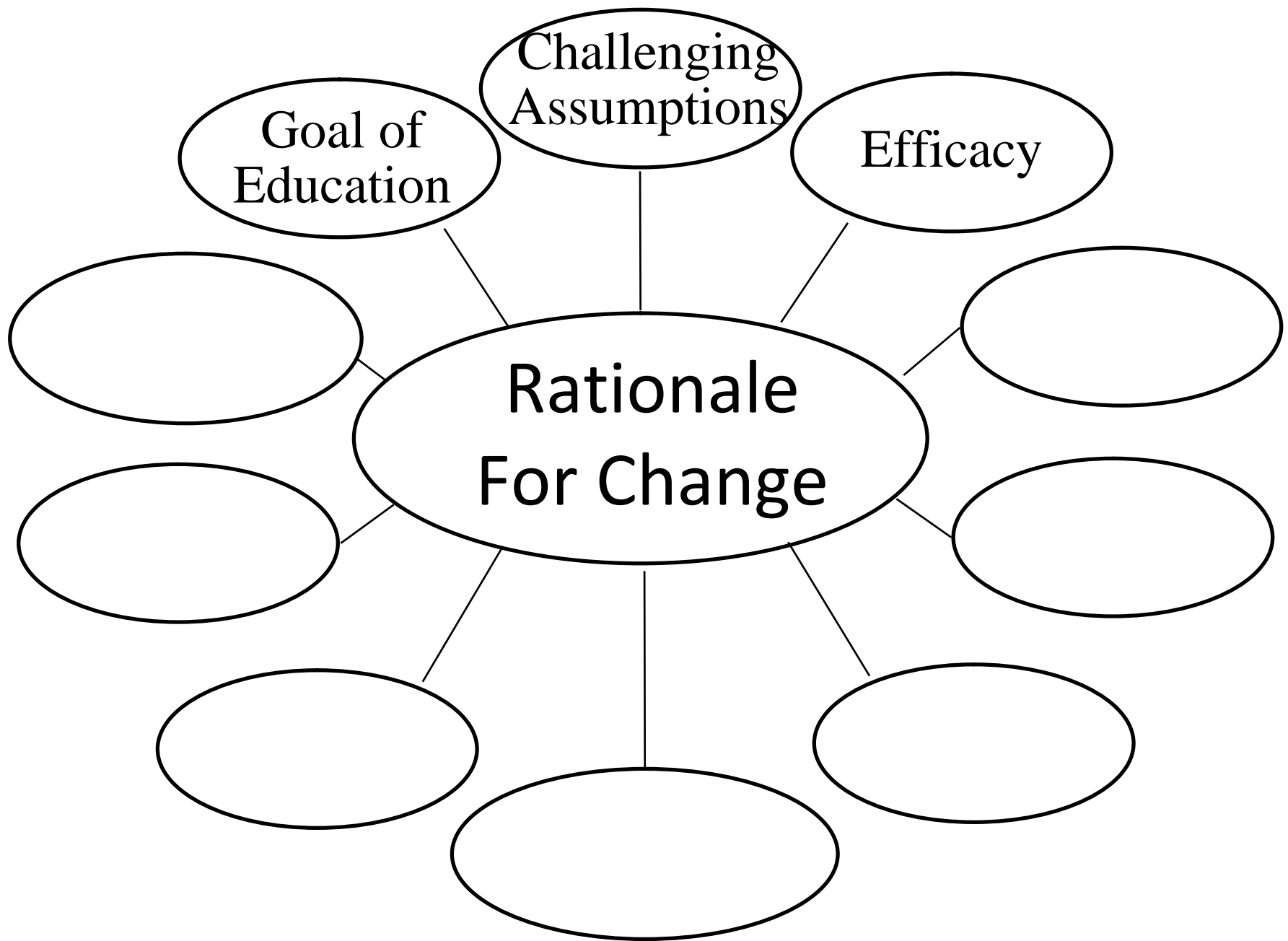Rationale For Change
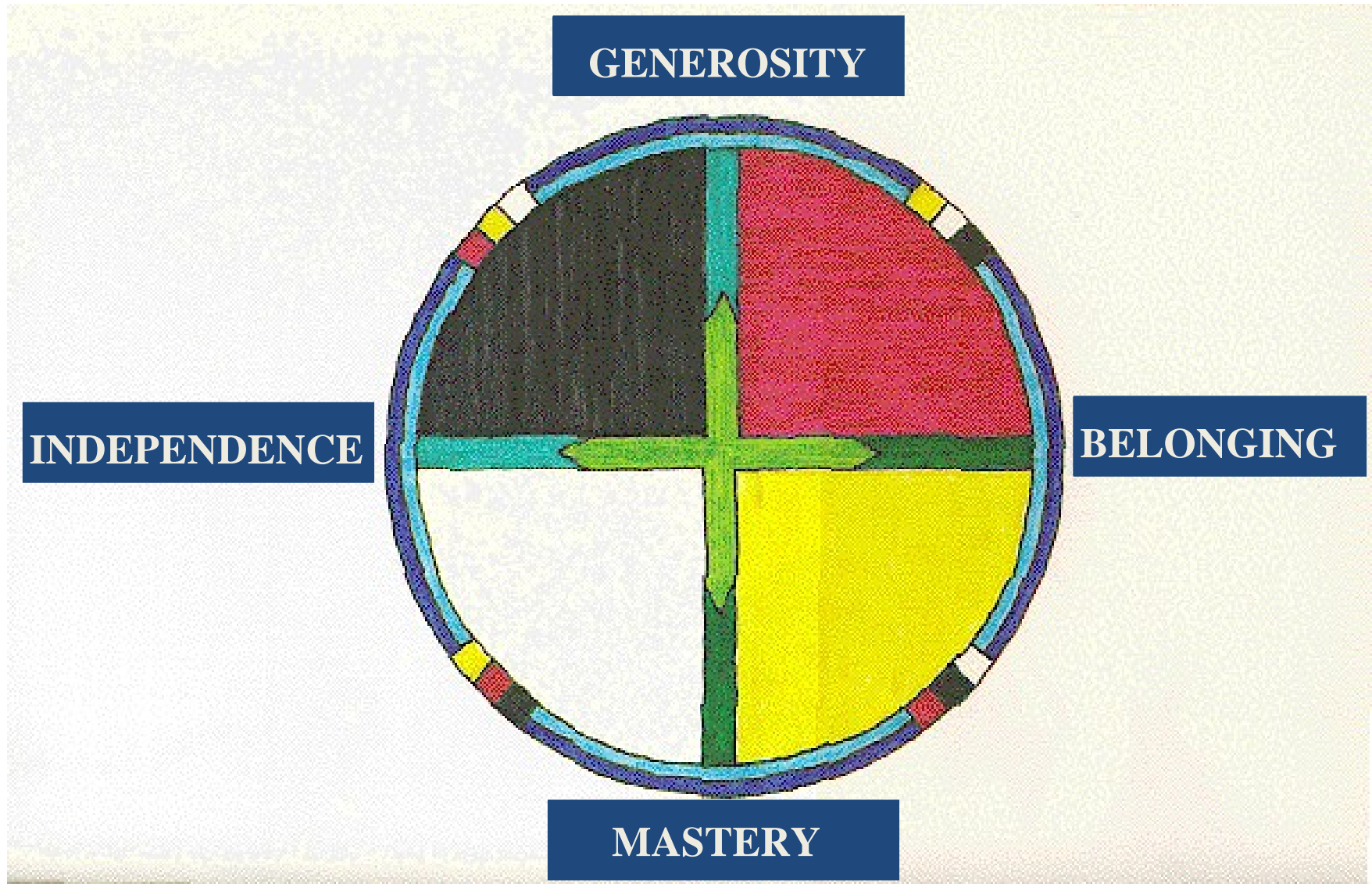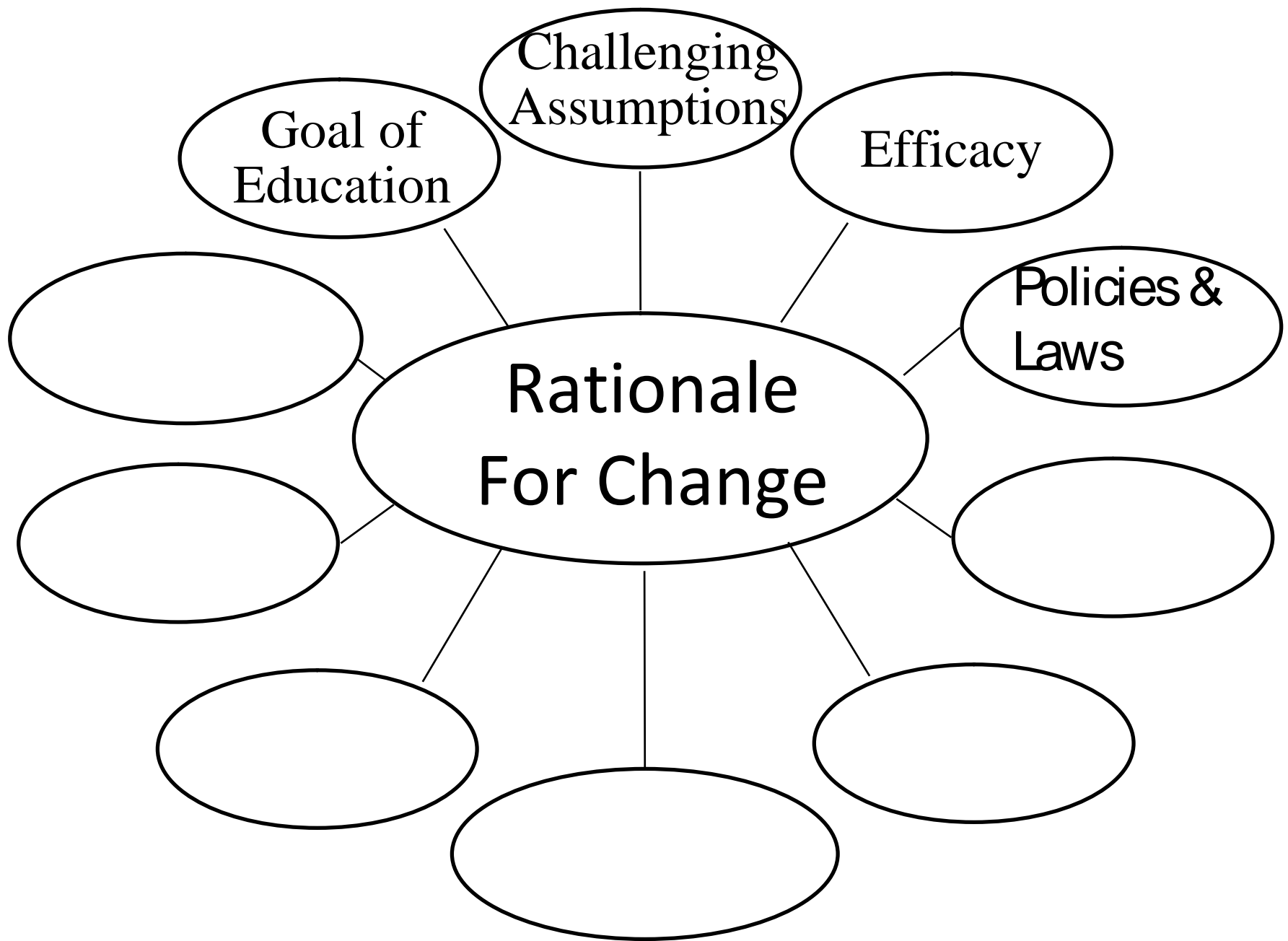
United Nations Convention on Economic, Social, and Cultural Rights, 1966 (Article 13)

- The right to **education** is a fundamental precondition to human development and a basis for human dignity.

- **Everyone**, regardless of perceived learning potential, has the right to an **education**.

1975

- Norwegian law mandates integration of all children

- The Education of All Handicapped Children Act is passed in the United States.

UN Convention on the Rights of the Child   1989

- The right to life, survival, and development
- The right to health and medical care
- The right to a home
- The right to play
- The right to protection from economic exploitation
- The right to protection from sexual exploitation

UN Convention on the Rights of the Child 1989

- The right to a full and decent life which promotes self-reliance and active participation in the community
- **The right to education**
  - equal opportunity to all
  - compulsory primary education

Salamanca Statement, 1994

Education for children with special educational needs should be provided within the regular education system, which has the best potential to combat discriminatory attitudes, create welcoming communities, and build an inclusive society.

Results of a 1995 UNESCO survey of 63 countries indicates that the inclusion of children with disabilities into general education schools is the <u>declared policy</u> in almost every country as compared to only three-quarters of the countries seven years earlier.

UN Convention on the Rights of Persons with Disabilities 2006

149 signatories to the Convention

101 Ratifications

Purpose of Convention (Article 1)

To <u>promote, protect and ensure</u> the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity

General Principles: Accessibility

- Important as a means to empowerment and inclusion
- Both a general principle and a stand-alone article (article 9)
- Access must be ensured to:
  - Justice (article 13)
  - Living independently and being included in the community (article 19)
  - Information and communication services (article 21)
  - **Education (article 24)**
  - Health (article 25)
  - Habilitation and rehabilitation (article 26)
  - Work and employment (article 27) - human resource policies and practices
  - Adequate standard of living and social protection (article 28)
  - Participation in political and social life (article 29)
  - Participation in cultural life, recreation, leisure and sport (article 30)

What is Disability?

- The Convention does *not* explicitly define disability
- Preamble of Convention states:
  - 'Disability is an **evolving** concept, and that disability results from the **interaction** between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others'
- Article 1 of the Convention states:
  - 'Persons with disabilities **include** those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.

Inclusive quality education is fundamental to achieving human, social and economic development, affirmed Ministers of Education and heads of delegation from 153 UNESCO Member States that met in Geneva at the 48th session of the International Conference on Education (ICE, November 2008).

Asia Pacific Region

- China formulated the "Action Plan of Education for All" (2002-2015)
- India's Person's with Disabilities Act of 2011 (Draft) states that "every child with a disability has access to free education in an appropriate environment (special or neighborhood school chosen by their parent) till they attains the age of 18."

South Africa's Constitution suggests that educational policy should follow these principles:

- Human rights and social justice for all learners.
- Optimal participation and social integration of all learners.
- Equal access of all learners to the curriculum.
- Equity and redress of past inequities.
- Sensitivity to and involvement of the community.
- Cost-effectiveness of services provided.
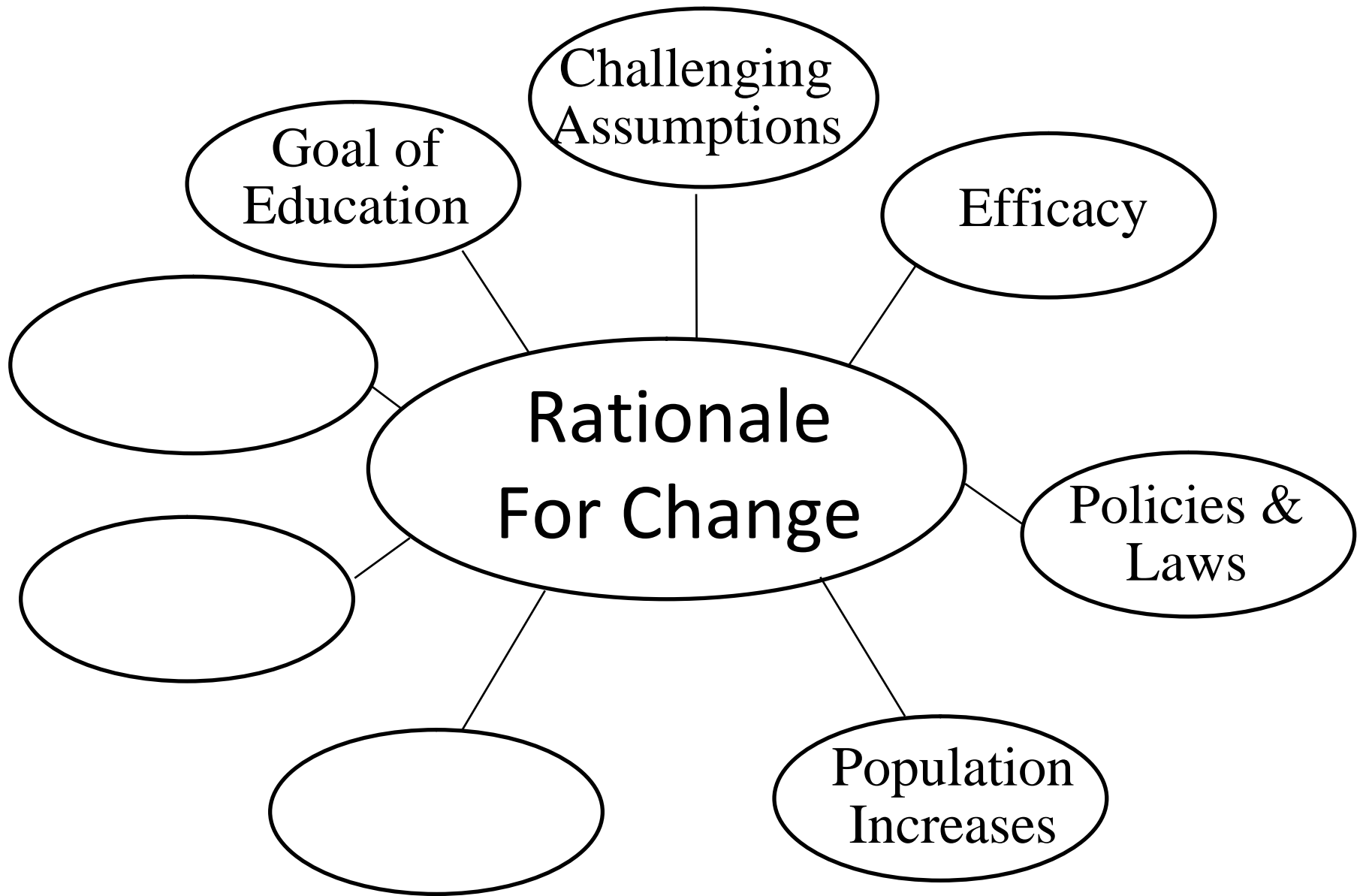
There are approximately 650 million persons with disabilities in the world, or 10 per cent of the global population.

An estimated 80 per cent of these persons live in developing countries, many in conditions of poverty.
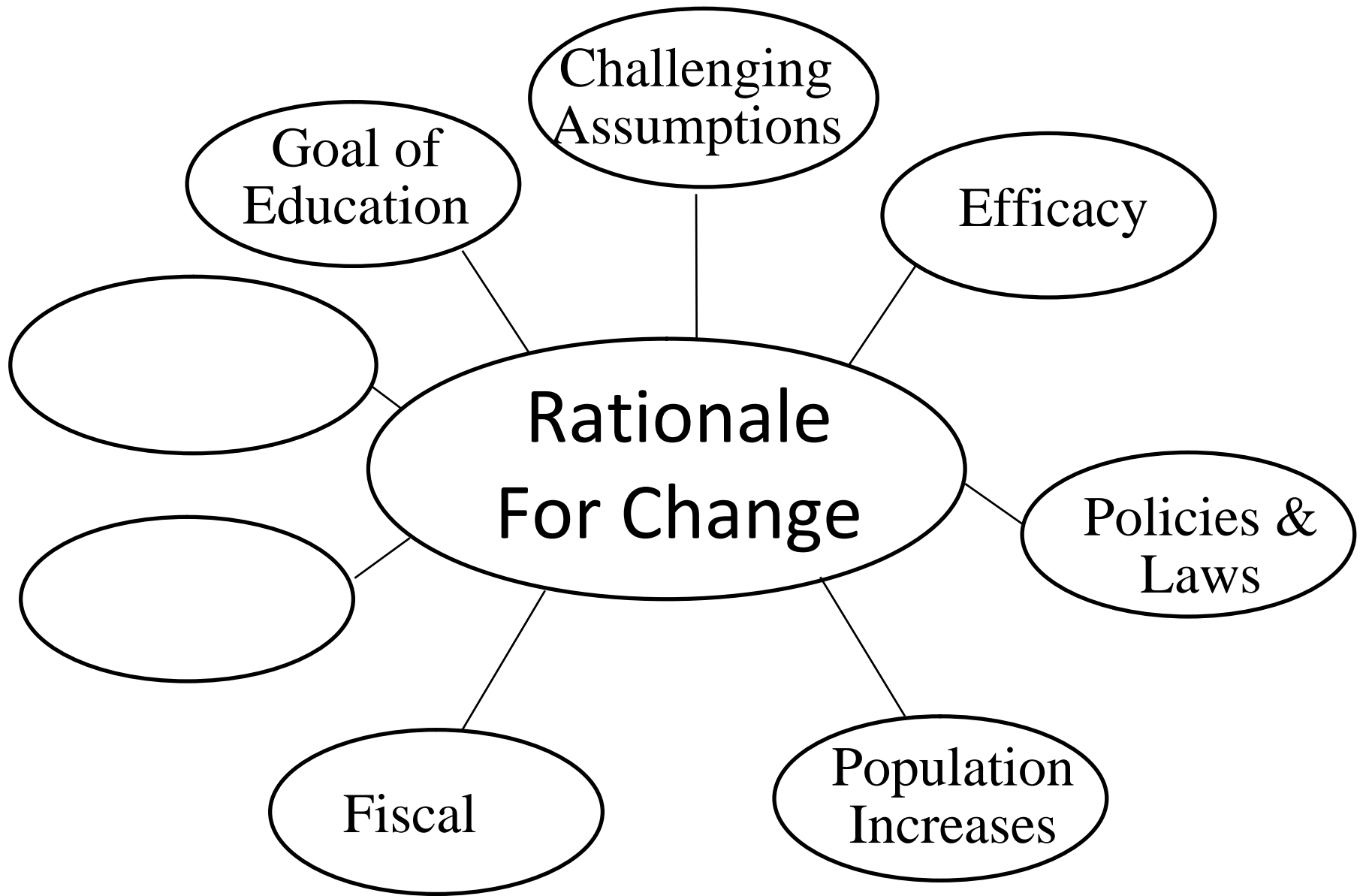
Funding Issues

- The Organization for Economic Co-operation and Development (OECD) estimates that a placement in a special school costs between 2 to 5 times more than placement in an inclusive setting.
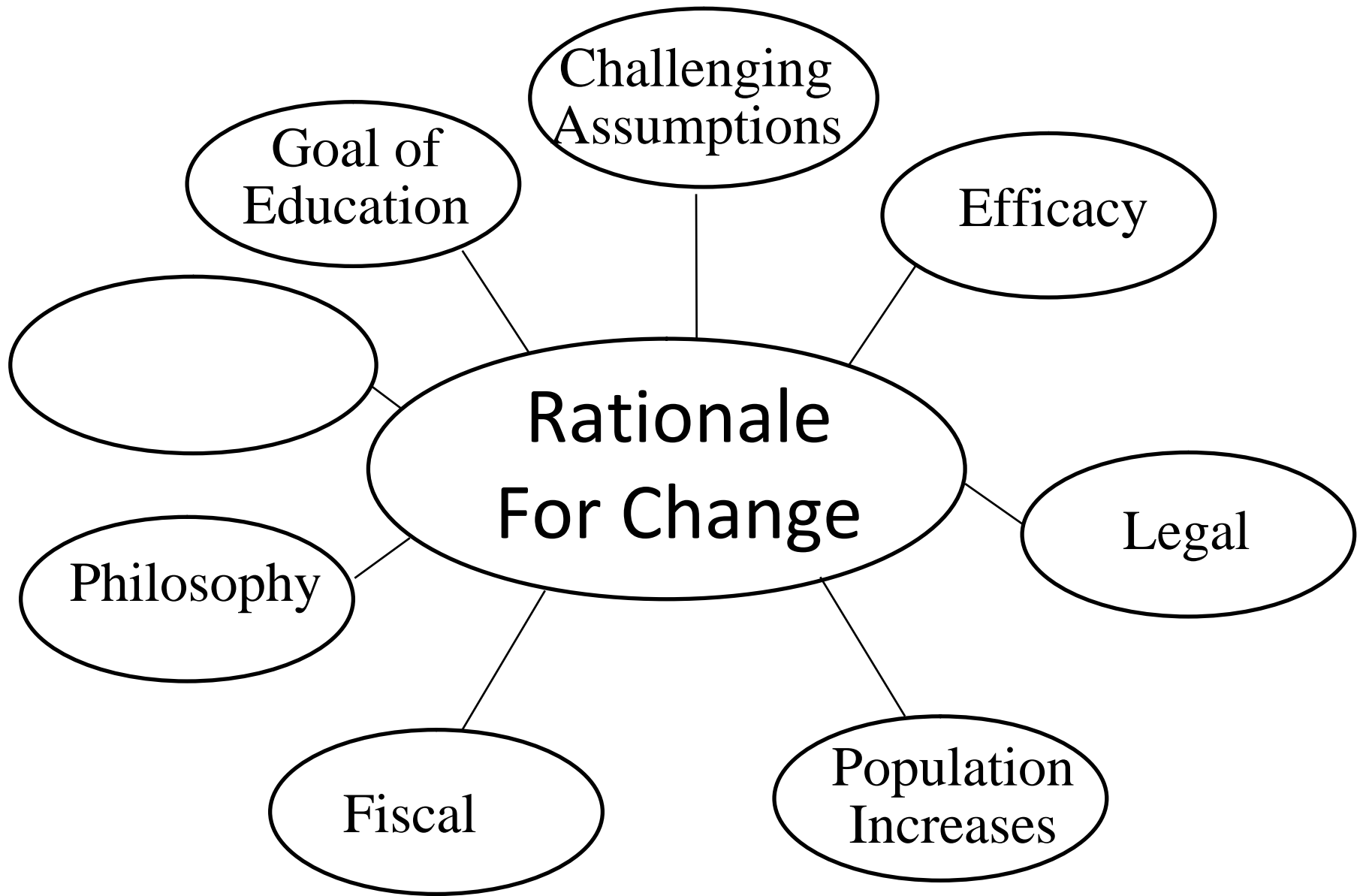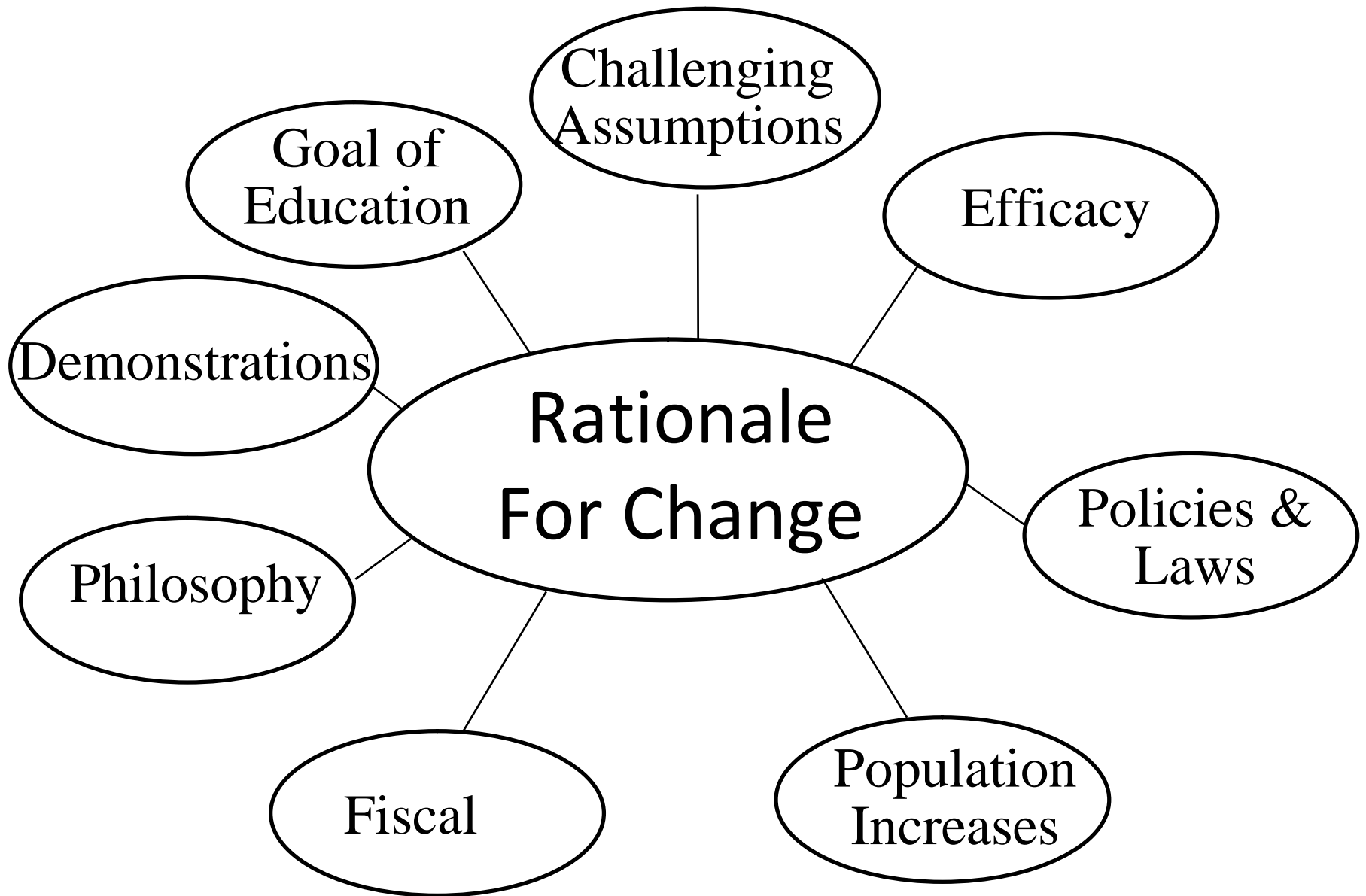
The Principle of Normalization
Nirje & Wolfensberger

The U.S. Civil Rights Movement

Human Rights Emphasis in International
Covenants

We will never successfully restructure schools to be effective until we stop seeing the diversity in children as a problem.

Wiggins

Demonstrations

- 92 Nations signed the Salamanca Statement

- Schools should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized areas and groups. (UNESCO 1994, 6)

DEMONSTRATIONS

- Some countries instituted the laws and policies that made students with disabilities no different than any other student – the general education classroom is for all students.

- Other countries have retained parallel systems for general and special education. In these countries the two systems are very distant, with operations, funding and sometimes regulations all working on dual tracks.

- Many countries are someplace in the middle.

North America

- In the United States, students with disabilities spending 80% or more of their day in general education classrooms grew from 32% in 1989 to 60% in 2010.
- States such as Vermont, Colorado, North Dakota,& Oregon educate 70 to 90% of their students with disabilities in general education classrooms.
- In the Canadian Province of New Brunswick nearly all students are educated in inclusive settings.

Europe

- In countries such as Norway, Greece, Portugal, Spain, Estonia, Lithuania, Luxembourg and Italy 80–90% of identified students are in inclusive environments.

South Africa

- National Commission on Special Needs Education: Building an Inclusive Education and Training System (2001) outlines a 20 year plan for an inclusive education and training system across all bands of education.

Latin America

- Honduras established a policy supportive of inclusive education in 1992. Progress remains slow.

- Inclusive education in Mexico is sporadic and depends on the locale.

Costa Rica

Costa Rica has very progressive and wide ranging laws and policies about inclusive education as well as a large public expenditure to support education (human security emphasis).

However, most students with severe disabilities remain segregated in special schools or special classes on general education campuses due to a shortage of trained special education personnel and general education teachers trained to make modifications to instruction and curriculum.

Asia Pacific Region

- UNICEF estimates that only one in fifty children with disabilities have access to education services.

  Thailand 10%, Vietnam less than 7%, Papua New Guinea - 424 out of 60,000 students with severe disabilities were receiving an education.

Demonstrations

- **Inclusive Education efforts are underway in many countries including Australia, Bermuda, Bahrain, Burundi, Brunei, China, Guyana, Jamaica, Kenya, Mexico, New Zealand, Philippines, South Africa, Turkey, Laos, and Viet Nam.**

CHANGE IN PRACTICE

Barriers to Inclusion

- Social Awareness/Attitudes/Tradition
- Educational System
  - Fixed national curriculum - Conflict between equity and excellence.
  - Traditional teaching methods
  - Assessment and promotion practices
  - Existing separate schools/institutions
  - Inadequate Pre- and Post-Teacher Training (special and general)
- Collaboration/Cooperation Challenges
  - Professional specializations
  - Government agencies
- Constitution, Laws, Policies, Procedures
- Poor Administration and Inconsistent Enforcement at the Local Level

Facilitators of Inclusion

- **Curriculum Reform**
  - **Child-centered practices**
- **Demonstrations**
- **Development of new instructional and assessment practice (Strength-based assessment, differentiated instruction, assistive technology, Positive Behavior Supports)**
- **International Declarations and Laws**
- **National Law**
- **Policy Development**
- **Education (at all levels)**
- **Research**
- **Experience**
- **Collaboration (teachers, administrators, parents, students, community members)**
- **Community Outreach**
- **Accountability**

UNESCO research speaks of the importance of shifting approaches to identifying disability away from "diagnoses" toward the careful assessment of the interaction between the student and the school environment. This shift moves the "problem" from within the child to a complex interaction between the educational environment and the child's ability.

Traditional Approach

- **Step 1: Select Content**
- **Step 2: Select Teaching Process**
- **Step 3: Select Assessment**
- **Step 4: Discover a mismatch between the facts about the learner and the facts about the activity (I..e., content, process product)**
- **Step 5: Send the learner away**

THE FACTS THAT YOU NEED

- **FACTS ABOUT THE STUDENTS**

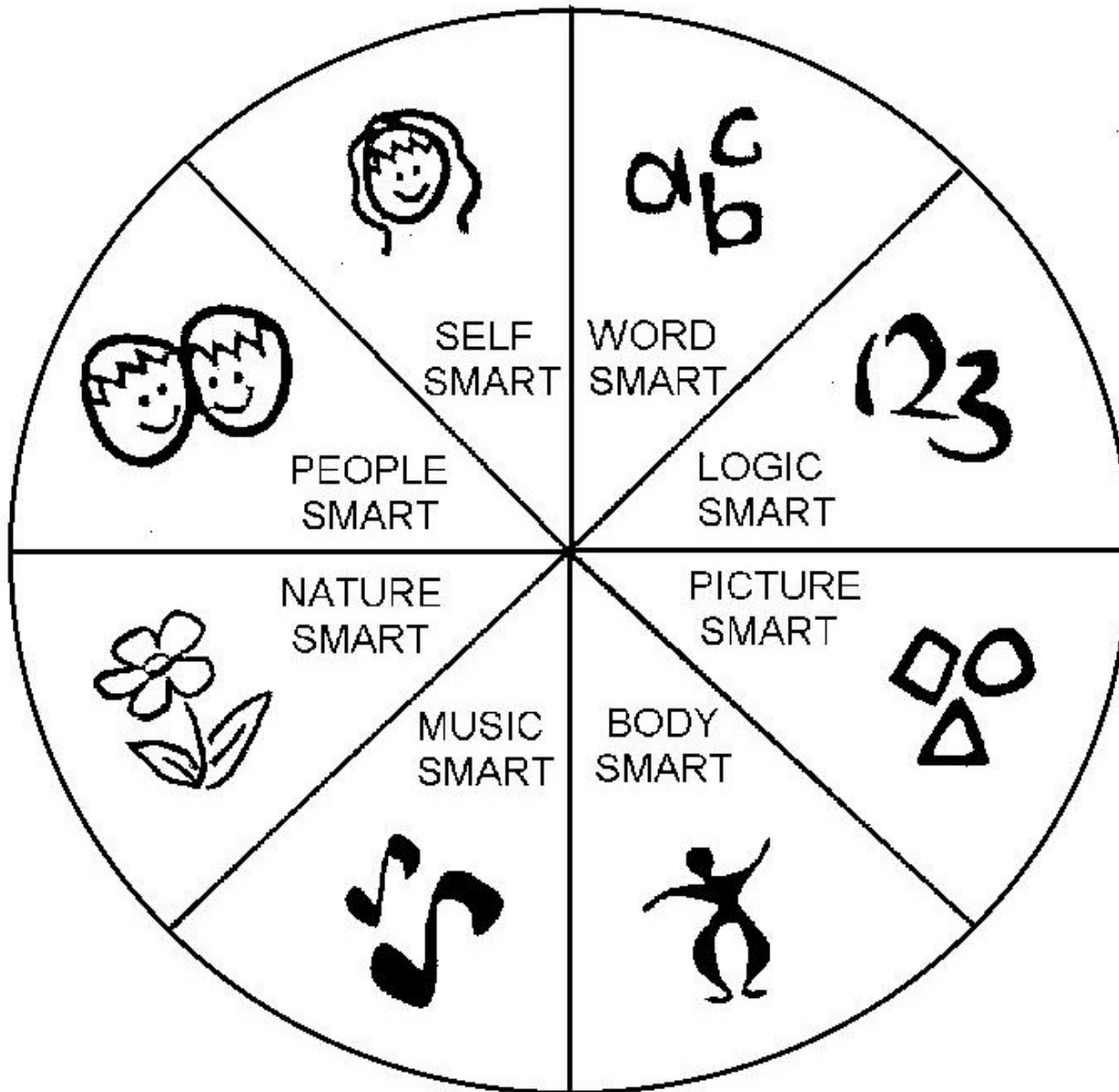 1. STRENGTHS, INTERESTS, LEARNING STYLE, INTELLIGENCES.

  2. GOALS

- **FACTS ABOUT THE CLASSROOM DEMANDS**

  1. CONTENT

  2. PROCESS

  3. PRODUCTS & ASSESSMENT

SELF
SMART

WORD
SMART

PEOPLE
SMART

LOGIC
SMART

NATURE
SMART

PICTURE
SMART

MUSIC
SMART

BODY
SMART

MI Pizza

BOB

PROGRAM-AT-A-GLANCE
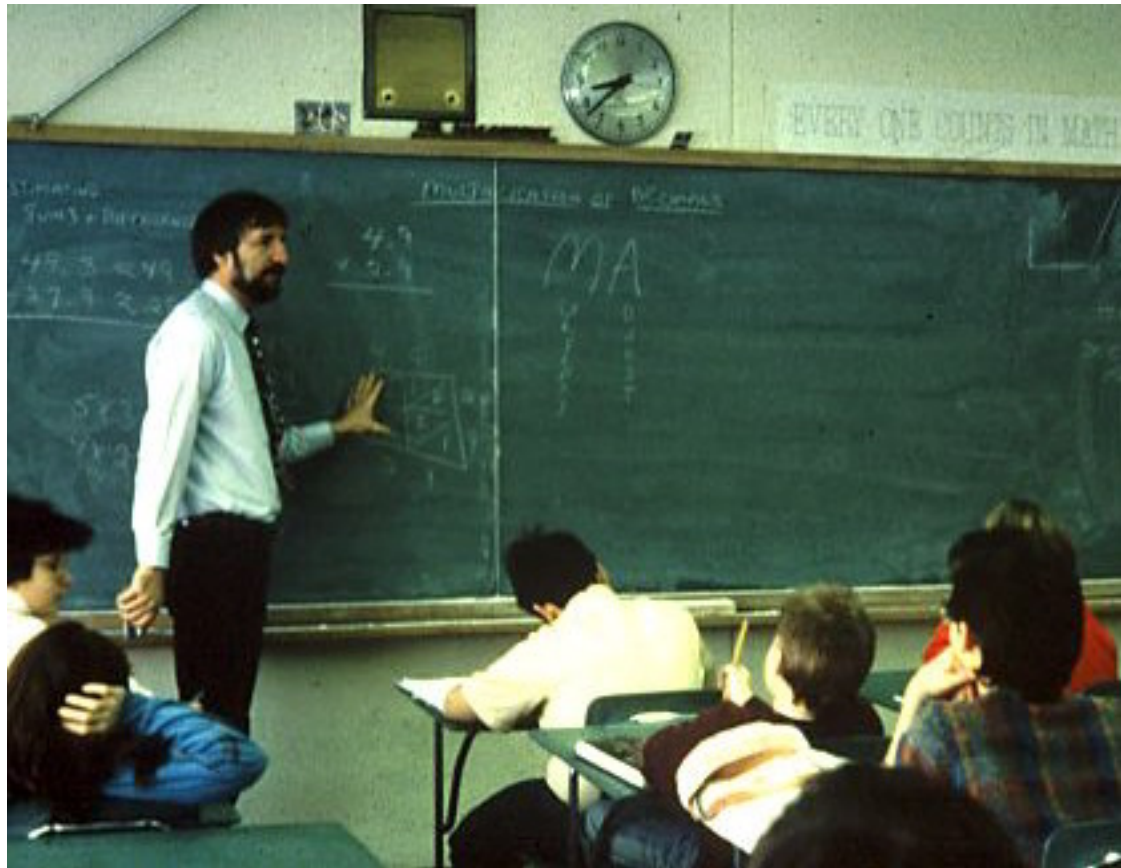## (Facts about the student)

- Student Name_____*Bob*_____Date_____ *Sept. 4*
- IEP-AT-A-GLANCE   **+** STUDENT PROFILE

* *Vocalization*
* *Visual tracking*
* *Use of a switch*
* *Object Discrimination*
* *Responds to name*
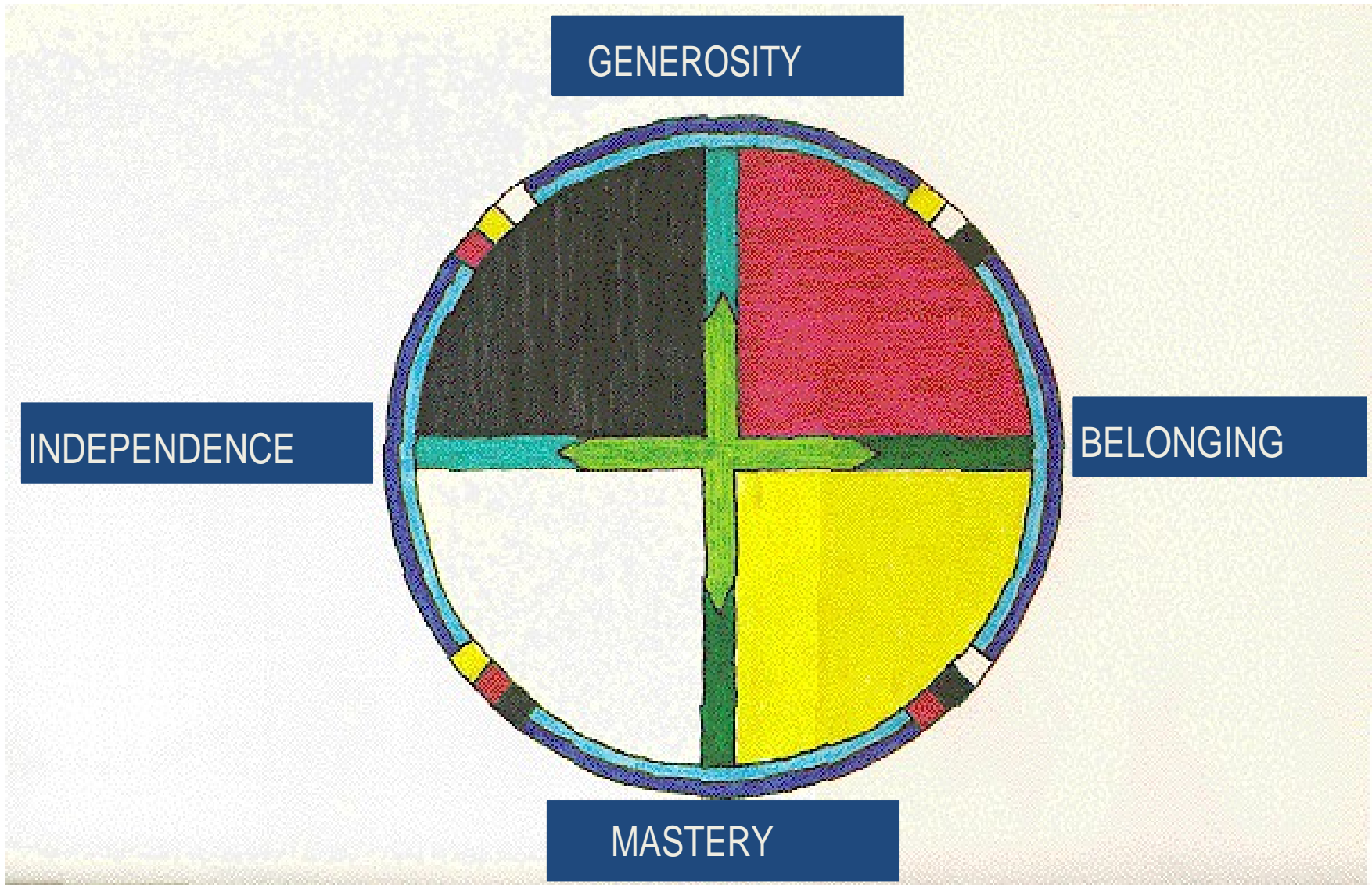* *Range of motion*
* *Friendships*
* *Co-curricular activities*

* *Great Smile*
* *Responds to Peers*
* *Curious*
* *Cooperative*
* *"quiet" in class*
* *Enjoys activity*
* *Enjoys being outdoors*
* *Likes music*

CIRCLE OF COURAGE

Experience

Shift Happens

Responses to Diversity

Responses to Diversity

View of Diversity	Response	Actions Taken
Deviant	Marginalize	Segregate Aggress Exterminate
Deficit	Reform	Rehabilitate/Assimilate Remediate/Mainstream
Pity	Tolerate	Benevolence Burden Resignation
Normal	Value	Equal Worth Belonging Inclusion

Responses to Diversity

View of Diversity	Response	Actions Taken
Deviant	Marginalize	Segregate Aggress Exterminate
Deficit	Reform	Rehabilitate/Assimilate Remediate/Mainstream
Pity	Tolerate	Benevolence Burden Resignation
Normal	Value	Equal Worth Belonging Inclusion

Responses to Diversity

View of Diversity	Response	Actions Taken
Deviant	Marginalize	Segregate Aggress Exterminate
Deficit	Reform	Rehabilitate/Assimilate Remediate/Mainstream
Pity	Tolerate	Benevolence Burden Resignation
Normal	Value	Equal Worth Belonging Inclusion

Responses to Diversity

View of Diversity	Response	Actions Taken
Deviant	Marginalize	Segregate Aggress Exterminate
Deficit	Reform	Rehabilitate/Assimilate Remediate/Mainstream
Pity	Tolerate	Benevolence Burden Resignation
Normal	Value	Equal Worth Belonging Inclusion

Cowardice asks the question, "Is it safe?"
Expedience asks the question, "Is it political?"
Vanity asks the question, "Is it popular?"
But conscience asks the question, "Is it right?"

And there comes a time when
one must take a position that is neither safe,
nor politic, nor popular,
but it must be made because conscience says
that it is right!

Martin Luther King Jr.