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AUTHOR Catlett, Susan M.; Osher, Trina W.
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ABSTRACT

This study examined various national organization policies and positions on inclusion of students with disabilities. The report provides a content analysis of statements from 18 organizations with an interest in the education of students with disabilities, including advocacy groups, professional associations, and leadership organizations. Among the study's findings were: seven organizations defined "inclusion" with no two definitions being alike; the seven organizations which discussed the goal of inclusion each had differing goals; eight organizations called for abolishing current requirements for a continuum of educational placements; four organizations' statements applied inclusion to all students in the school; and active involvement in out-of-school settings and the community was deemed a part of inclusion by eight organizations. The paper concludes that there is agreement that children with disabilities should be included in general education to a greater extent than they have been but there is still disagreement concerning the degree of appropriate inclusion. The concern of many appears to be that the full range of services, some currently available only in specialized programs and facilities, will be lost if "full inclusion" is implemented inappropriately. Appendices include a list of the organizations surveyed and materials used in the content analysis. Contains 52 references. (DB)

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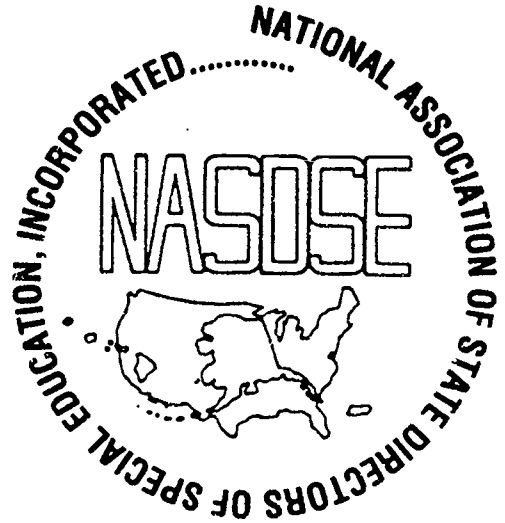
ED 369 234

WHAT IS INCLUSION, ANYWAY?

An Analysis of Organizational Position Statements

By Susan M. Catlett and Trina W. Osher



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National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314

EC 302 964

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Martha Brooks, State Director
Delaware Department of Public Instruction
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Special Education Services Unit

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WHAT IS INCLUSION, ANYWAY?
An Analysis of Organizational Position Statements

Introduction

Since its inception in 1975, Part B of the Individuals with Disabilities Education Act (IDEA) has required schools to examine the feasibility of maintaining a child with disabilities in a regular classroom setting with the use of supplementary aids and services before considering more restrictive alternatives. The law calls for a "free, appropriate public education" in the "least restrictive environment" (LRE) with the accommodations and supports necessary for success. The interpretation of the phrase "in the least restrictive environment" has provoked much debate in education and has been the subject of litigation and numerous policy clarifications. It seems that everyone has their own interpretation of what this means.

In October, 1992, the National Association of State Boards of Education (NASBE) introduced *Winners All: A Call for Inclusive Schools*, their study group's report on special education. This report presented NASBE's "Stand on Inclusion", namely that schools must provide an inclusive system that strives to produce better outcomes for all students. They suggested that "to the maximum extent possible", all students receive their in-school educational services in the general education classroom with appropriate in-class supports. The report articulated suggestions for the role of state board members and other persons, presented ideas for addressing financial concerns, and included suggestions and examples of how inclusion works.

Even with widespread dissemination and discussion of NASBE's report, it is still evident that agreement within the disability and education communities on a definition of inclusion is not going to be achieved quickly or easily. Organizations that represent, serve, or advocate for persons with disabilities as well as organizations concerned with the education of all students approach inclusion differently. Some support a continuum of services and school placements, while others see inclusion as a philosophical issue or goal toward which every school should strive.

Lani Florian (1993) describes an effective inclusive school in terms of its environment, philosophy, and fundamental way of operating rather than as a strategy for determining the least restrictive environment (i.e., actual physical placement) for a particular child. She defines inclusive schools as,

> ...diverse problem solving organizations with a common mission that emphasizes learning for all students. They employ and support teachers and other staff who are committed to working together to create and maintain a climate conducive to learning. The responsibility for all students is shared. Effective inclusive schools acknowledge that such a commitment requires administrative leadership, ongoing technical assistance, and long term professional development.

The strongest proponents of full inclusion have adopted the position of non-exclusion. They insist that no child, regardless of the severity of the disability, language barrier, or other learning difficulty shall be excluded from any aspect of life in the school, community, or workplace. They include other programs (e.g., ESOL, Chapter One, etc.) when referring to the term "full inclusion". Others support the position that inclusion occurs when most students with disabilities are integrated into the mainstream at some level. An examination of the position statements from a variety of organizations led to the conclusion that it is hard to determine if, in inclusive settings, "all" means all students all the time, or if "all" means some students some of the time.

Many organizations have expressed a need for guidance in several areas (e.g., policy, curriculum, instruction) concerning how inclusion can be implemented successfully. This information need must be fulfilled along with adequate supports for implementation if inclusion is to be successful.

The purpose of this study was to examine the various national organization policies and positions on inclusion issued, for the most part, in response to *Winners All*. This report provides a content analysis of statements from various organizations with an interest in the education of students with disabilities. These include advocacy groups, professional associations, and leadership organizations in general and special education. The results of this study can serve to answer questions regarding various organizations' stand on the inclusion issue, and provide information for the broader discussion concerning the provision of special education and related services within the general education setting.

Method

Source Documents

Project FORUM at The National Association of State Directors of Special Education (NASDSE) contacted 24 national organizations and associations to obtain their official position statements on inclusion. Information from 18 organizations comprise the data for this study. Official, formally presented, position statements on inclusion were provided by 13 groups. One organization shared a report from their Instructional and Professional Development Standing Committee that addressed and described standards and practice for successful inclusive practices and one organization sent a working draft of their position statement on inclusion. Two organizations shared their resolutions on the issue, while one sent their "Report Card to the Nation on Inclusion in Education of Students with Mental Retardation". All of these documents were analyzed. A list of organizations included in this investigation can be found in Appendix A.

Data Collection

To insure that the results of the analysis met the information needs of key stakeholder groups, a communication panel was formed to help frame the issues for analysis and to review draft reports.[1] An initial list of analysis questions for panel members to validate was provided in a survey form. Revisions were made to the questions for analysis based on the communication panel's comments concerning three dimensions: 1) How important are the items given the limited number of questions that can be reviewed in a short document? 2) How clear are the items? Point out anything that is ambiguous, nebulous, or redundant. 3) Complete the list adding important questions that are missing. The materials sent to the communication panel, including the survey and the initial questions for analysis, can be found in Appendix B.

Following validation by the communication panel, a thorough review of the source documents was conducted to categorize the components of the statements according to the questions for analysis. This step in the data collection recorded not only the presence or absence of the questions for analysis in the form of a data matrix, but how the organization approached the topic.

Findings and Analysis

Analysis of the data extracted from the source documents was completed at two levels. The first level determined simply whether or not the position statement contained language that addressed the issue at hand. A data matrix was formed to record and count the number of issues in the questions for analysis that were included in the 18 organizations' statements. The completed matrix used for this step in the data analysis can be found in Appendix C. Next, content analysis of each statement was completed to note how each of the organizations approached the issues and identify the common themes and points that were unique.

When stating their position on "full inclusion", many organizations discussed the law. Although the term "inclusion" is not used in IDEA, some organizations elaborated on the language in existing statute (e.g., provisions related to determining the least restrictive environment - LRE) to describe or define it. Any legislative support for inclusion must be inferred from the congressional intent behind LRE. Organizations have made inferences in various ways. The National Association of Developmental Disabilities Councils (NADDC), for example, defined the LRE as services that "are non-restrictive and are implemented in integrated settings with peers who do not have developmental disabilities". The Division for the Visually Handicapped (DVH) of the Council for Exceptional Children (CEC) posed a definition of the least restrictive environment as the "most enabling and most appropriate educational environment

[1] Panel members were selected because of their interest, experience, or expertise in the topic under analysis.

where specialized services are provided by qualified staff with the intensity and frequency needed by each student commensurate with needs as appropriately identified in the IEP".

The Association for Persons with Severe Handicaps (TASH) called for a redefinition of the "continuum of services."[2] They seek to establish a system that provides for staff to meet individual needs in various environments, trains and retrains personnel, shifts service delivery design, merges all services into one service delivery system, and results in a unambiguous model of the LRE marked by integration into normalized environments.

Question A

Does the organization's statement define inclusion? How?

Analysis of question A identified seven organizations that included their own specific definition of inclusion in their statements.

Placement in the local school, home school, or the same program the students would attend without a disability was a common theme in all of the statements that included a definition. The Arc, for example, mentioned "integration into regular classrooms in neighborhood schools for both educational and social opportunities." The Division of Learning Disabilities (DLD) of CEC more simply recognized inclusion as the, "placement of students with disabilities in general education buildings or classrooms".

Contact, interaction with, or participation in the same programs as nondisabled peers was another common element in these positions. The National Parent Network on Disability (NPND), for example, expects "all students, regardless of their disability, to be educated in age appropriate regular classes in their neighborhood school. All necessary supports should be provided for students and educators to ensure meaningful participation in the total school community." Focusing on the special considerations associated with the less formal placement structure for pre-school children, the Division of Early Childhood (DEC) of CEC supported the "right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities". Some of the statements addressed specific requirements for inclusion such as related services, sports, and other social activities. One organization mentioned implications for a specific disability.

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[2]Although the term "continuum of services" is frequently described as a requirement for special education, it is a misrepresentation of the IDEA law and regulations. There is a regulatory requirement for a continuum of placements [34 CFR 300.55] based on a statutory provision [20 USC 1412(5)(B). The continuum of placements is a student-location concept, while the "continuum of services" is a placement-free idea. The term "continuum of services" does not appear in the law or the regulations.

Question B

Does the organization's statement include their goal of inclusion (i.e., physical placement with nondisabled peers, employment, community success, etc.)? What is it?

Eight of the 18 organizations stated their perception of the goal of inclusion.

Community integration, relationships, and the nature of the decision making process were the common themes. CEC, for example, stated the goal of inclusion to be realized when community integration in "an adult life [is] characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large." Similarly The Council of Administrators of Special Education, Inc. (CASE) declared that the goal of inclusion is a practice that "transcends the idea of physical locations and incorporates basic values that promote participation, friendships, and interactions in all aspects of education and community life."

The DVH framed its view of the goal of inclusion in terms of the nature of the decisionmaking process. They identify the objective of any educational program as "preparation for integration in all facets of life," and propose that it can be achieved by "child centered decisionmaking through the educational team process which encourages and respects the desires of both parents and students". The National Association of Private Schools for Exceptional Children (NAPSEC) implies inclusion in normal society is the goal of special education but inclusion is not this organization's preferred means of providing special education. They state their desire is to "provide a learning environment in which the child can establish and develop the skills necessary to allow him/her to function successfully in society."

Question C

Does the organization's statement see a need for a "continuum of placements"? If yes, what is the basis/criterion for removing a student from the mainstream?

Many of the organizations that supported a continuum of placements defended their position by quoting the least restrictive environment mandate in the IDEA. 20 USC 1412 (5)(B) requires states to,

> Establish procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Ten of the organization's positions specifically stated their support for either a continuum of "services" or "placement options". These ten position statements either stated that a continuum should be available or they specified what the availability of a continuum offers that the general education classroom might not.

Reasons given in support of maintaining a continuum of placements include the concept that placement decisions are to be made individually and that some students have different instructional requirements. LDA did not support "full inclusion or any policies that mandate the same placement, instruction, or treatment for ALL students with learning disabilities." They emphasized that "the regular education classroom is not the appropriate placement for a number of students with learning disabilities who may need alternative instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of a regular classroom placement."

Most organizations that support the special education continuum would agree with The National Association of School Psychologists (NASP) that carefully designed inclusion programs "represent a viable and legitimate alternative on the special education continuum that must be examined for any student who requires special education," and that the educational community must "no longer assume that some students must leave their neighborhood school to receive appropriate services because they require a greater number of specialized services." In *All Children Belong*, NPND, when discussing the difference among inclusion, mainstreaming, and integration, stressed that "in inclusion, the primary placement is in the regular classroom, although instruction may also be provided in other settings based on the student's needs."

Organizations that focused on a specific disability category or students who needed special education because they failed to succeed in the general education environment (usually for academic or behavioral reasons) tended to support a continuum of placement options. Groups that advocated for persons with visual impairments, DVH for example, addressed the need for "the availability of a full continuum or array of educational placements and services for students with visual handicaps, including special classes and special schools."

Organizations that support individuals with severe disabilities and other students who typically had been excluded from regular school programs envision a redefinition of service options, or their complete abolition. To illustrate, TASH calls for "the philosophical and administrative merger of special and regular education and specialized and generic services into one service delivery system, evidenced by the integration of both professional staff and students".

Four positions specifically advocated for the elimination of a continuum of placements, their main argument being that persons with disabilities should have the same rights and opportunities to be educated and participate in the same settings as persons with no disabilities. The Arc's *Report Card to the Nation*, which continually expresses the need for "full inclusion in the nation's public schools for all children" is a particularly clear example. The Arc affirmed that when "all students of different backgrounds and abilities learn and socialize together in

classrooms and other school settings," preparation for life in the community can be successful. They declared their finding that more than 93 percent of children with mental retardation are educated in settings other than the regular classroom to be both "tragic and wasteful".

The Association for Supervision and Curriculum Development (ASCD) supported a nonlabeling approach to all programs because it could "result in the elimination of tracking and segregated services for children with unique needs". This broad approach implies inclusion for all persons, not just individuals with disabilities.

Question D

Does the organization's statement mention requirements regarding the qualifications for any or all personnel? Training for any or all personnel?

Eleven organizations addressed the issue of educators' qualifications. However, most were vague when it came to specific criteria, leaving the responsibility of preparing and licensing teachers to state education agencies, local school districts, and colleges and universities. The positions commonly expressed the need of **all** teachers to learn to teach **all** students. To illustrate, The National Education Association (NEA) recommended that teacher education programs should "prepare all teachers to use technology, research, a variety of materials and assessment methods, instructional strategies and curricular adaptations, and processes of collaboration, consultation, and teaming" in order to be prepared to meet challenges of all students.

Skills in collaboration among all educational disciplines and families were also stressed. NASP, for example, clearly suggested the need for collaboration among general education teachers, special education teachers, school psychologists, other related services providers, and parents so that appropriate services are based on students' needs and are available to all students. Training personnel to meet the needs of a diverse student body was also mentioned. CEC set forth the need to "provide high-quality preservice and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences cultural and linguistic backgrounds, attitudes and expectations."

Other organizational statements mentioned the need for more personnel to serve students with disabilities, higher standards, and a renewed commitment to both preservice and inservice training.

Question E

Does the organization's statement take other involved persons/areas (i.e., parents, community agencies, local community settings, other in-school programs[3]) into consideration? How?

When discussing school based services, 14 of the 18 organizations' statements examined exclusively addressed special education services. The remaining four used different language and terminology, but all took the position that the regular class is the best place for all students to receive all the specialized services they need.

Eight statements addressed integration in non-school settings. These mentioned a wide range of settings including natural settings defined by DEC as "home and family, play groups, child care, nursery schools, Head Start programs, kindergartens, and neighborhood school classrooms" as well as "full and successful access to health, social service, education, and other support and services for young children and their families that promote full participation in community life". The United Cerebral Palsy Association (UCPA) placed responsibility for education not only on the schools, but on "every aspect of life and area of society, including the home, ... the workforce and the community".

ASCD described inclusion as being necessary for all students in all special programs. The Arc included "students with different backgrounds and abilities", while NASP and NEA used the words, "all students". Two statements were less specific simply suggesting that education should result in inclusion in the community or that students should feel included in extracurricular and other activities.

Question F

Does the organization's statement intend for its position on inclusion to apply to ALL students with disabilities? If not, what is the basis for making the distinction between those to whom it applies and those who are to be exempt?

Two organizations explicitly stated that inclusion meant all children. Eleven organizations referred to either "all students (or children) with disabilities" or "all children, youth, and young adults with disabilities". Five organizations referred only to students with a specific disability - their constituents. For example, DVH and the eight organizations of and for the blind addressed inclusion as a practice that includes all students with visual impairments. Likewise, DLD and LDA spoke only for students with learning disabilities and the Council for Children with Behavioral Disorders (CCBD) mentioned students with emotional and behavioral disorders.

[3] In school programs were defined as other instructional programs in which students who have learning problems are typically "pulled-out" of the regular class for instruction (i.e. Chapter 1, ESOL, etc.).

Other Information of Interest

The issues selected for analysis in this paper represent but a few of the most important and controversial aspects of inclusion. Many other issues, not directly related to the questions for analysis of this report, were covered by the position statements reviewed. Other concerns raised included: (a) the direction of future research, (b) the reality of *Winner's All,* (c) the persons who should be involved in collaboration, (d) architectural accessibility, and (e) funding issues.

Some organizations' statements provided guidelines or steps to implementation of their vision of inclusion. These took varying forms such as recommendations for program design, funding, monitoring and evaluation. The NEA established criteria for determining successful inclusive education (IE) in collaboration with the regular education initiative (REI). Children and Adults with Attention Deficit Disorders (CH.A.D.D.) also offered recommendations in order for inclusion to be successful. Key recommendations, taken from several position statements, suggest components to review in evaluating the effectiveness of any inclusion initiative:

- Implementation of the legal LRE mandate
- Implementing practices to meet the needs and enhance the education of *all* students
- Enfranchising all school employees and other stakeholders in decisionmaking processes
- Availability of a continuum of services as distinct from a continuum of placements
- Monitoring compliance with IDEA requirements
- Maintaining integrity of funding streams
- Commitment to personnel training and staff development
- Collaboration between general and special educators

Summary and Discussion

This study described a variety of perspectives on inclusion based on documents obtained from 18 national organizations concerned with education and individuals with disabilities. Several organizations were very specific regarding what inclusion meant to them, to whom it should apply, and the parameters under which it should be practiced. Other organizations were less specific. However, all have a position on the issue with various recommendations for definitions, implementation, and standards.

The analysis itself revealed that seven organizations actually defined inclusion with no two being alike. Similarly, the seven organizations that discussed the goal of inclusion each had differing opinions of what the goal is or should be. Eight organizations called for abolishing the current requirements that public agencies provide a continuum of educational placements. Four organizations' statements applied inclusion to all students in the school whether or not they had

been determined eligible for special education. Active involvement in out-of-school settings and the community was deemed a part of inclusion by eight organizations.

The existence of these statements is a testimony to the significance of the issue, and an indicator that inclusion is a focus of the evolving school reform initiatives. The differences, and the passion with which they are expressed, are understandable given the fact that organizations working with or for persons with disabilities have their own perspectives and concerns. It is the combined strength of these organizations that resulted in the enactment of laws that guarantee children and adults with disabilities the right to full participation in all aspects of our society.

Despite the overall complexity of the issue, there is a need for an "all inclusive" dialogue among all constituencies to bring about the necessary changes in the nature of special education programs that will contribute to better outcomes for students with disabilities. One necessary component of this dialogue is a discussion of the difference between inclusion as a philosophical underpinning for how a school operates, and inclusion as a "placement option." In addition, the importance of including staff development for preservice and inservice cannot be overstated. Without basic changes in teacher training, inclusion and the entire school restructuring /reform agenda will fail.

The purpose of this paper was to describe the range of positions and, where possible, identify common themes. There is notable and obvious agreement that children with disabilities should be included in general education to a greater extent than they have been in the past. None of the 18 organizations that provided materials for this analysis disagree with the idea that all kinds of children can and should be educated together. The debate centers on how much inclusion is appropriate. The concern of many is that the full range of services, some of which are currently available only in specialized programs and facilities, will be lost or compromised if "full inclusion" is implemented hastily or with inadequate development of necessary supports. In addition to decisions about the physical location of students, the determination of instructional materials, modifications and adaptations must be made on an individual basis.

In spite of the debate, examining the text of the statute clearly shows a preference for including children with disabilities with their nondisabled peers in all aspects of school life. However, neither the IDEA nor its implementing regulations dictate that all children with disabilities must be fully integrated into regular classrooms all the time. The statute uses terms like "to the maximum extent practicable," "cannot be achieved satisfactorily," and "maximum extent appropriate" to reinforce the idea that the decision of where to provide special education is to be individually determined based on the specific circumstances of the student under consideration. Professional integrity and conformance with federal mandates are the key ingredients for making these decisions and insuring satisfactory outcomes for all students with disabilities.

Appendix A
Lists of Organizations

Organizations that submitted documents to review:

Association for Supervision and Curriculum Development (ACSD)

Resolutions 1992: Critical priority resolutions endorsed by resolutions committee.

Council for Exceptional Children (CEC)

CEC policy on inclusive schools and community settings, Adopted by the CEC Delegate Assembly, 1993. San Antonio, Texas.

CEC Division for the Visually Handicapped (DVH)

Student-centered educational placement decisions: The meaning, interpretation, and application of least restrictive environment.

CEC Division for Learning Disabilities (DLD)

Inclusion: What does it mean for students with learning disabilities - a statement from the Division for Learning Disabilities

CEC Division for Early Childhood (DEC)

Position statement on inclusion of the Division for Early Childhood of the Council for Exceptional Children.

Council of Administrators of Special Education (CASE)

CASE Future Agenda for Special Education: Creating a Unified Educatiuon System

Council for Children with Behavior Disorders (CCBD)

A position statement by the executive committee of the Council for Children with Behavioral Disorders on full inclusion (working draft).

Children and Adults with Attention Deficit Disorders (CH.A.D.D.)

Position on inclusion, Adopted by CH.A.D.D. National Board of Directors on May 4, 1993

Learning Disabilities Association (LDA)

Position paper on full inclusion of all students with learning disabilities in the regular education classroom, January, 1993

National Association of School Psychologists (NASP)

Position statement on inclusive programs for students with disabilities, Adopted by the National Association of School Psychologists Delegate Assembly, April 17, 1993.

National Association of Developmental Disabilities Council (NADDC)

The role of education in preparing students with developmental disabilities for adulthood, Adopted by NADDC Membership June 1988, *Least restrictive environment*, Adopted by NADDC Membership June 1988, *Free and appropriate education*, Adopted by NADDC Membership November 1988

National Association of Private Schools for Exceptional Children (NAPSEC)

Options and choices - necessary steps to success: *Position on supported inclusive education.*

National Education Association (NEA)

Implementing the "least restrictive environment" mandate, The 1992 report of the NEA IPD Standing Committee

National Parent Network on Disabilities (NPND)

All children belong, by the National Parent Network on Disabilities and New Jersey Statewide Parent Advocacy Network.

The Arc

Report card to the nation on inclusion in education of students with mental retardation, by Sharon Davis, Ph.D., Director, The Arc's Department of Research and Program Services, October 1992.

The Association for Persons with Severe Handicaps (TASH)

Resolution on the redefinition of the continuum of services, July 26, 1991.

United Cerebral Palsy Association (UCPA)

Full inclusion of individuals with disabilities, Policy Manual approved by Board of Directors May 1, 1993.

National Organizations of and for the Blind,

Full inclusion position statement by:

American Council for the Blind
American Foundation for the Blind
Association for Education and Rehabilitation for the Blind and Visually Impaired
Blinded Veterans Association
Canadian Council of the Blind
Canadian National Institute for the Blind
National Federation of the Blind
National Library Service for the Blind

Appendix B
Materials Sent to the Communication Panel

MEMORANDUM

TO: Members of the Communication Panel on Inclusion

FROM: Trina W. Osher, Director
Project FORUM

DATE: August 23, 1993

SUBJECT: Initial Questions for Analysis (Task 7 - Inclusion)

The activities Project FORUM conducts under Task 7 are designed to provide a brief and concise analysis of a single emerging or critical issue related to the implementation of the IDEA. Six topics per year are selected primarily in response to inquiries received at NASDSE and tracked by Project FORUM.

Since *Winners All* was published by the National Association of State Boards of Education (NASBE) a year ago, many organizations that represent, focus on, or advocate for persons with disabilities have responded by establishing positions or policies on inclusion of children and youth with disabilities in regular education classes and programs. State Directors and others contacting NASDSE have expressed considerable interest in knowing what these positions contain. Therefore, Project FORUM has collected written position statements from a number of national organizations and will perform a content analysis of these under Task 7. (A list of the organizations is enclosed for your reference.)

To insure that the results of this analysis meet the information needs of State Directors and other key stakeholder groups, Project FORUM has formed a communication panel to help frame the

issues for analysis and to review the draft report. Panel members were selected because of their interest, experience, or expertise in the topic of the analysis.

We appreciate your agreeing to be a member of the communication panel concerning analysis of organizational position statements on inclusion. Your first task will be to review and react to the initial list of questions for analysis. Some issues to consider when looking at the proposed questions are:

(a) the importance of the items given the limited number of questions that can be reviewed in a short document;

(b) the clarity of the items - point out anything that is ambiguous, nebulous, or redundant;

(c) the completeness of the list - add important questions that you think are missing.

For the content analysis itself we expect to use no more than six clearly stated main questions; sub-parts may be necessary to clarify the finer distinctions. Please prioritize the items on this list to help us make a final selection. You are welcome to provide justifications for your selections, especially if you feel strongly about them.

The initial list is enclosed with this memo. We have left enough space for you to make corrections directly on the list. As I mentioned when we talked about this task, Susan Catlett, a graduate student intern working with Project Forum staff will contact you by phone to get your feedback. You may find it helpful to have the list with your edits handy when she calls. You can, of course, FAX your comments to us at 703/519-3808 if you prefer. We plan to begin document analysis in September so your feedback is needed before August 31st, or as soon as possible thereafter.

A copy of the work scope for this task is enclosed as background information. Thanks very much for your interest and your help. Please call me if you have any questions.

Initial Questions for Analysis of Organizational Position Statements on Inclusion of Students with Disabilities in Regular Education Classes and Programs

Project FORUM
August 23, 1993
(FAX # 703-519-3808)

Content Analysis of the positions taken on inclusion by national education and disability related organizations will be guided by a selection of the following questions. Please edit, add, or delete items. Rank the top six in the space provided to the left of each item. Use #1 for the highest rank.

Identifying information that will be recorded for each document will include:

The name of the organization
The disability categories addressed by the organization

Use the line to the left of each item for ranking: 1=highest

Use the blank space below for your comments and suggestions.

____ A. Does the organization's statement define inclusion? If so, how?

____ B. Does the organization's statement indicate that physical placement with non-disabled peers is the goal of inclusion or does it view inclusion as a means to achieve another goal (such as employability)?

_____ C. Does the organization's statement recognize a need for the "continuum of placements"? If yes, What is the basis and criterion (e.g., intensity of service needed, type of disability) for removing a student with disabilities from the regular classroom environment?

_____ D. Does the organization's statement mention requirements regarding the qualifications of personnel? Training?

_____ E. Does the organization's statement take the local community and other settings (e.g. home) into consideration?

_____ F. Does the organization's statement address outcomes? If yes, at what level are outcomes addressed? Some options include:

- Individual student progress in relation to IEP goals, standard assessments, or locally determined school outcomes for all children;
- Program or district outcomes in relation to statewide testing and statewide placement data;
- National education goals and performance standards.

_____ G. Does the organization's statement discuss or identify incentives or dis-incentives (e.g., funding formulas weighted for placement) that could influence placement decisions? If yes, identify the category (e.g. personnel, funding, public recognition,

_____ H. Does the organization's statement mention other programs (e.g., ESOL, Chapter 1) as also being part of the inclusive system?

_____ I. Does the organization intend for its position to apply to ALL students with disabilities? If no, what is the basis for making the distinction between those to whom it applies and those who are to be exempt?

Appendix C

Data Matrix
Responses to Questions A-F

ORGANIZATION	A - Definition		B - Goal of Inclusion		C - Continuum		D - Personnel Qualifications		E - Includes in-school programs		E - Includes Out-of-school programs		F - All students with disabilities	
Association for Supervision and Curriculum Development	N			Y	N		N			Y	N			Y
Council for Exceptional Children	N			Y		Y		Y	N		N			Y
Division for the Visually Handicapped	N			Y		Y		Y	N			Y	N	
Division for Learning Disabilities		Y	N			Y		Y	N			Y	N	
Division for Early Childhood		Y	N		N			Y	N			Y		Y
Council of Administrators of Special Education		Y	N		U			Y	N			Y		Y
Council for Children with Behvaior Disorders	N			Y		Y	N		N		N		N	
Children and Adults with Attention Deficit Disorder	N		N			Y		Y	N		N			Y
Learning Disabilities of Association		Y	N			Y	N		N		N		N	
National Association of Developmental Disabilities Councils	N		N		N		N		N			Y		Y
National Association of School Psychologists		Y	N			Y		Y		Y	N			Y
National Education Association	N		N			Y		Y		Y	N			Y
National Association of Private Schools for Exceptional Children	N			Y		Y	N		N		N			Y
National Parent Network on Disability		Y	N		U			Y	N		N			Y
The Arc		Y	N		N		N			Y		Y		Y
The Association for Persons with Severe Handicaps	N			Y	N			Y	N			Y		Y
United Cerebral Palsy Association	N			Y	N		N		N			Y		Y
Organizations of and for the Blind	N		N			Y		Y	N		N		N	
SUMMARY	N=11	Y=7	N=11	Y=7	N=6	Y=10	N=7	Y=11	N=14	Y=4	N=10	Y=8	N=5	Y=13

Y = YES N = NO U = UNCLEAR