Maryland Coalition for **INCLUSIVE** EDUCATION

Including Students with Autism Spectrum Disorders: Research and Practice

Meeting of the Interagency Autism Coordinating Committee
July 16, 2010

Carol Quirk, Ed.D.
Co-Executive Director
cquirk@mcie.org

"Least Restrictive Environment"

▶ children with disabilities. … are educated *with children who are nondisabled*

▶ the child is educated *in the school that he or she would attend if nondisabled*

ILLUSTRATED BY DAN SHERBO

"Least Restrictive Environment"

▸ The child's placement is:
- ❏ determined at least annually
- ❏ *as close as possible to the child's home*

"Least Restrictive Environment"

▶ Removal of children with disabilities is ONLY allowed…

❑ if 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.
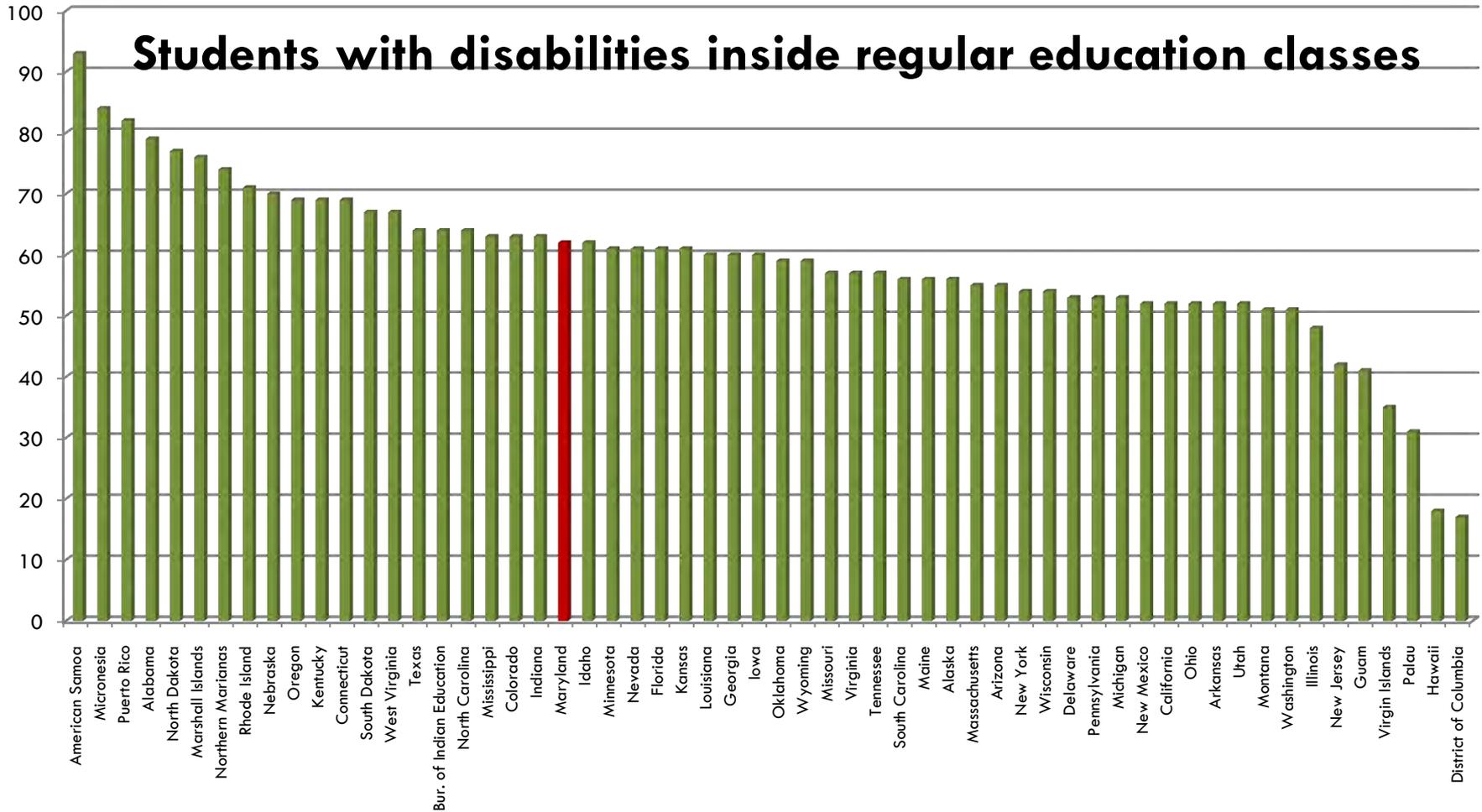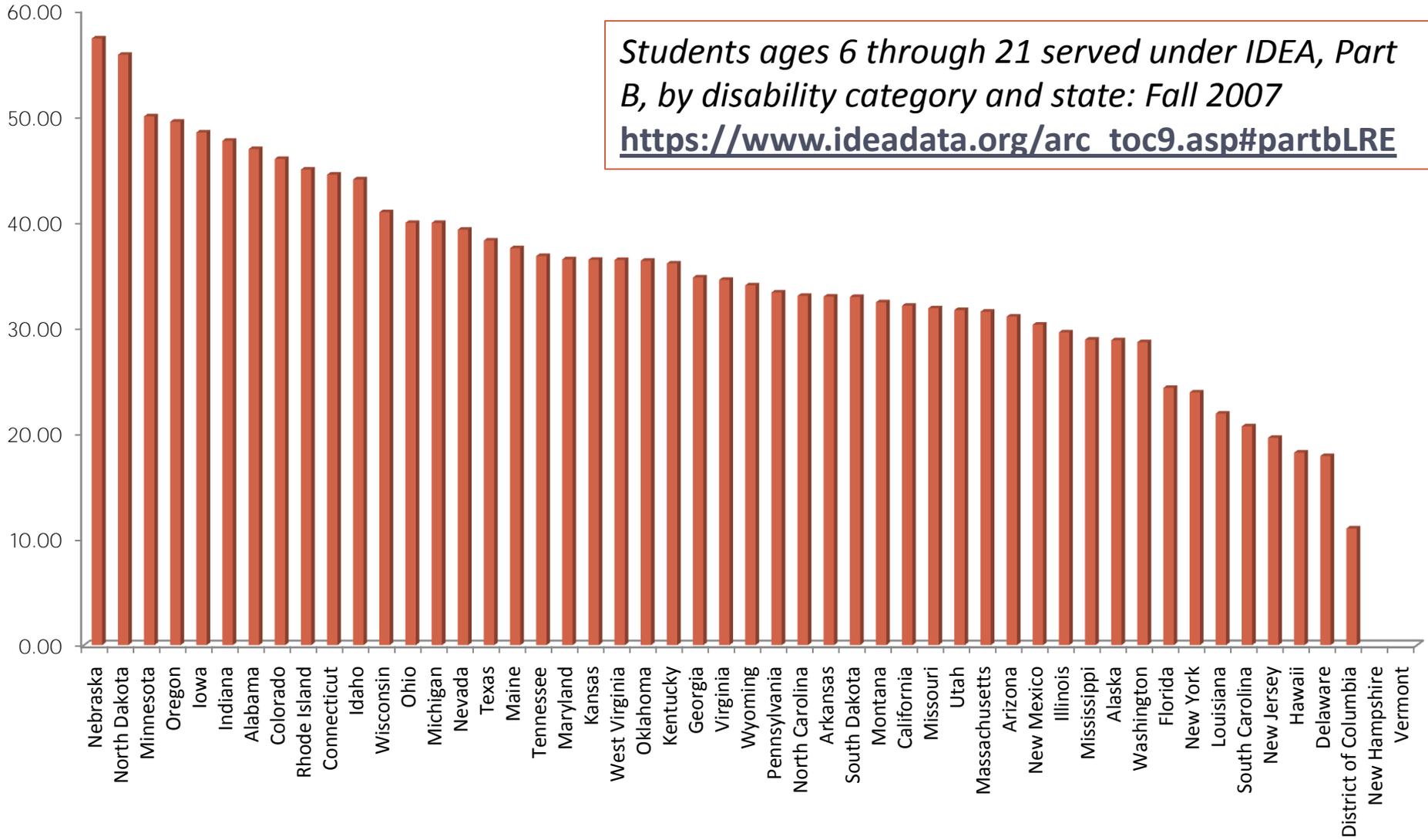
"Least Restrictive Environment"

▸ A child with a disability is ***not removed*** from education in age appropriate regular classrooms ***solely because of needed modifications in the general curriculum***

▸ *Consideration is given to any potential harmful effect* on the child or on the quality of services that he or she needs
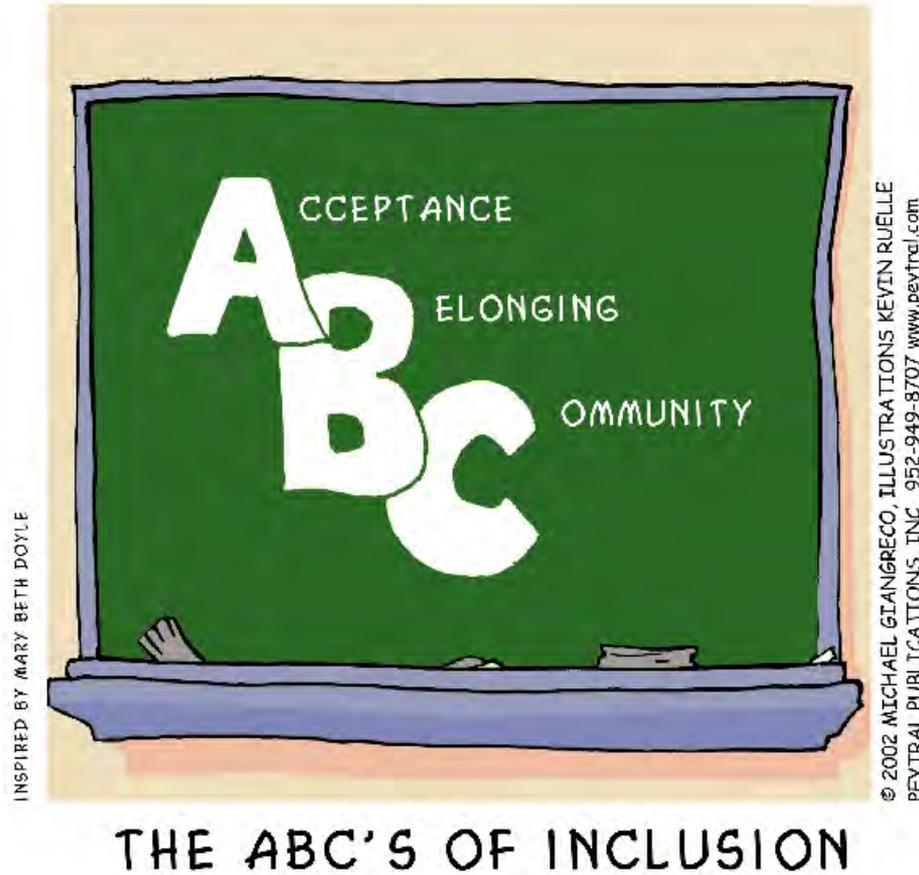
Measuring "LRE"

Students with disabilities inside regular education classes

% Students with ASD included in Gen. Ed. 80%+

Students ages 6 through 21 served under IDEA, Part B, by disability category and state: Fall 2007
https://www.ideadata.org/arc_toc9.asp#partbLRE

Inclusion is…

THE ABC'S OF INCLUSION

ACCEPTANCE
BELONGING
COMMUNITY

INSPIRED BY MARY BETH DOYLE

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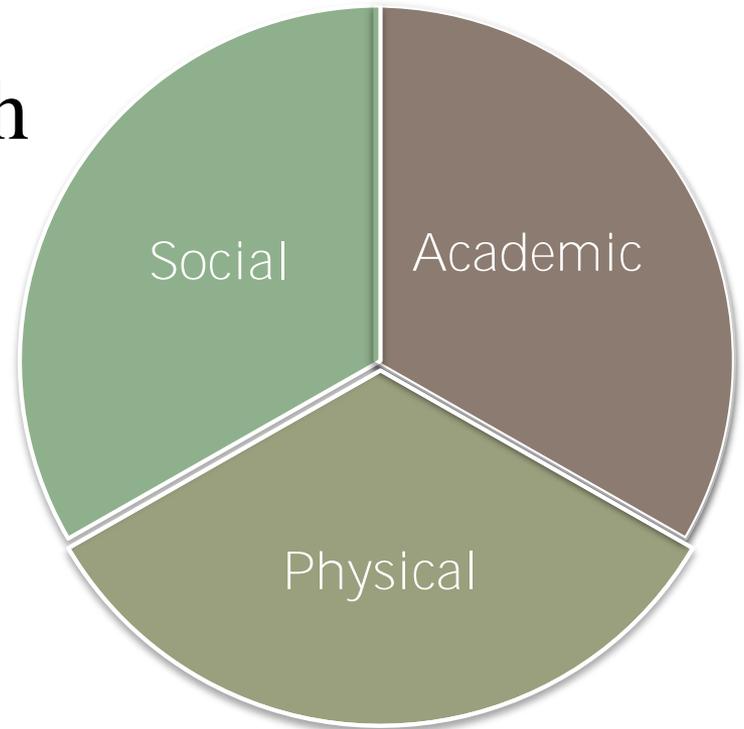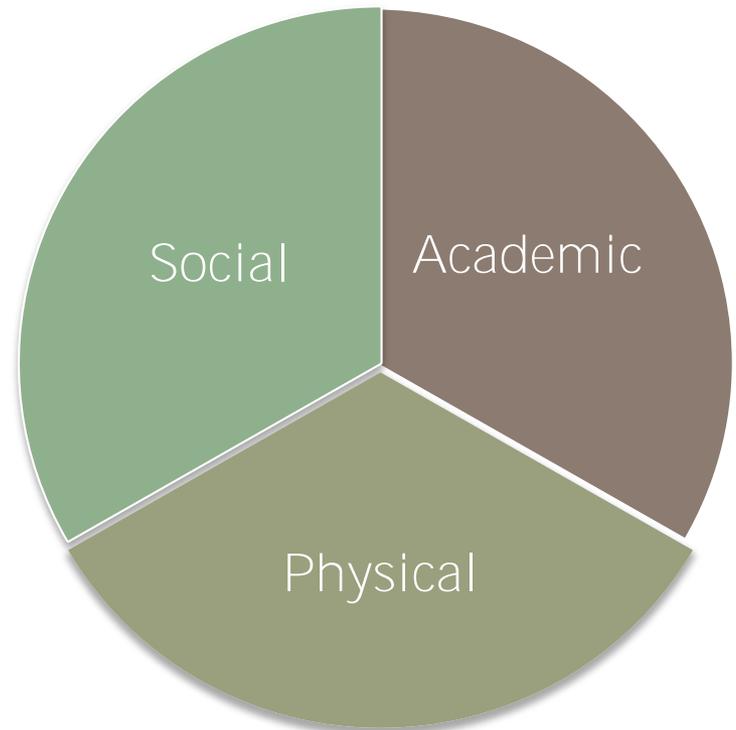
Inclusion is...

- a philosophy

- a planning approach

- an instructional approach

- an attitude

Inclusion is...

ALL *students,*

regardless of disability label or severity,

are welcomed members

of the school and

general education classes

Physical Membership

You can't belong
if you are not there!

Academic Instruction

Embedded Skills
Instruction →

← Specialized
Instruction in Academics

Interventions
Accommodations
Curriculum Modifications

ALL STUDENTS

General Education Curriculum
Universal Design
Differentiated Instruction

Social Relationships

People with strong social interaction skills typically experience …

✓ **More meaningful relationships**

✓ **Greater happiness**

✓ **Greater self-esteem**

✓ **Greater social acceptance**

✓ **Greater desire to socialize**

✓ **Less anxiety, stress, depression**

Scott Bellini, Ph.D., 2008
Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents With Autism Spectrum Disorders and Other Social Difficulties
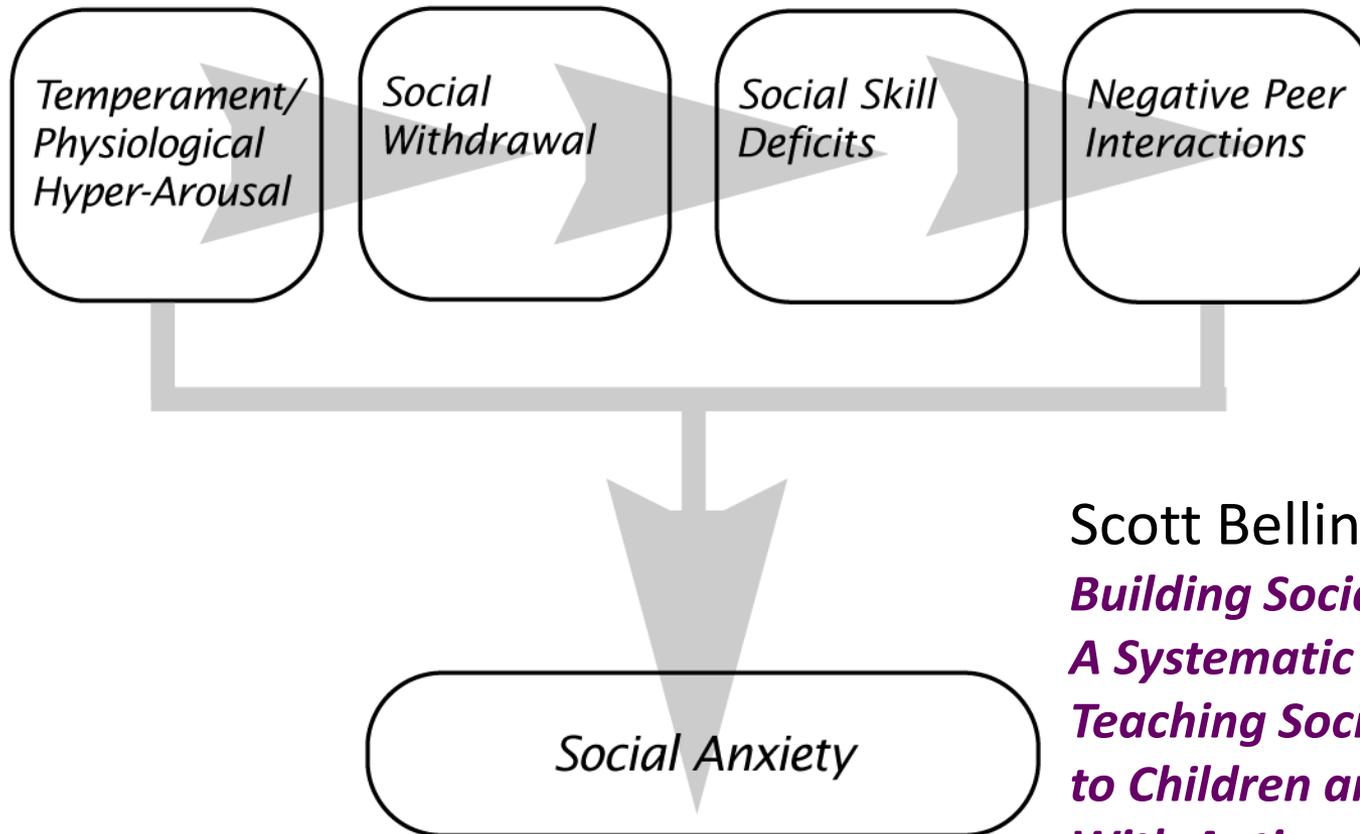
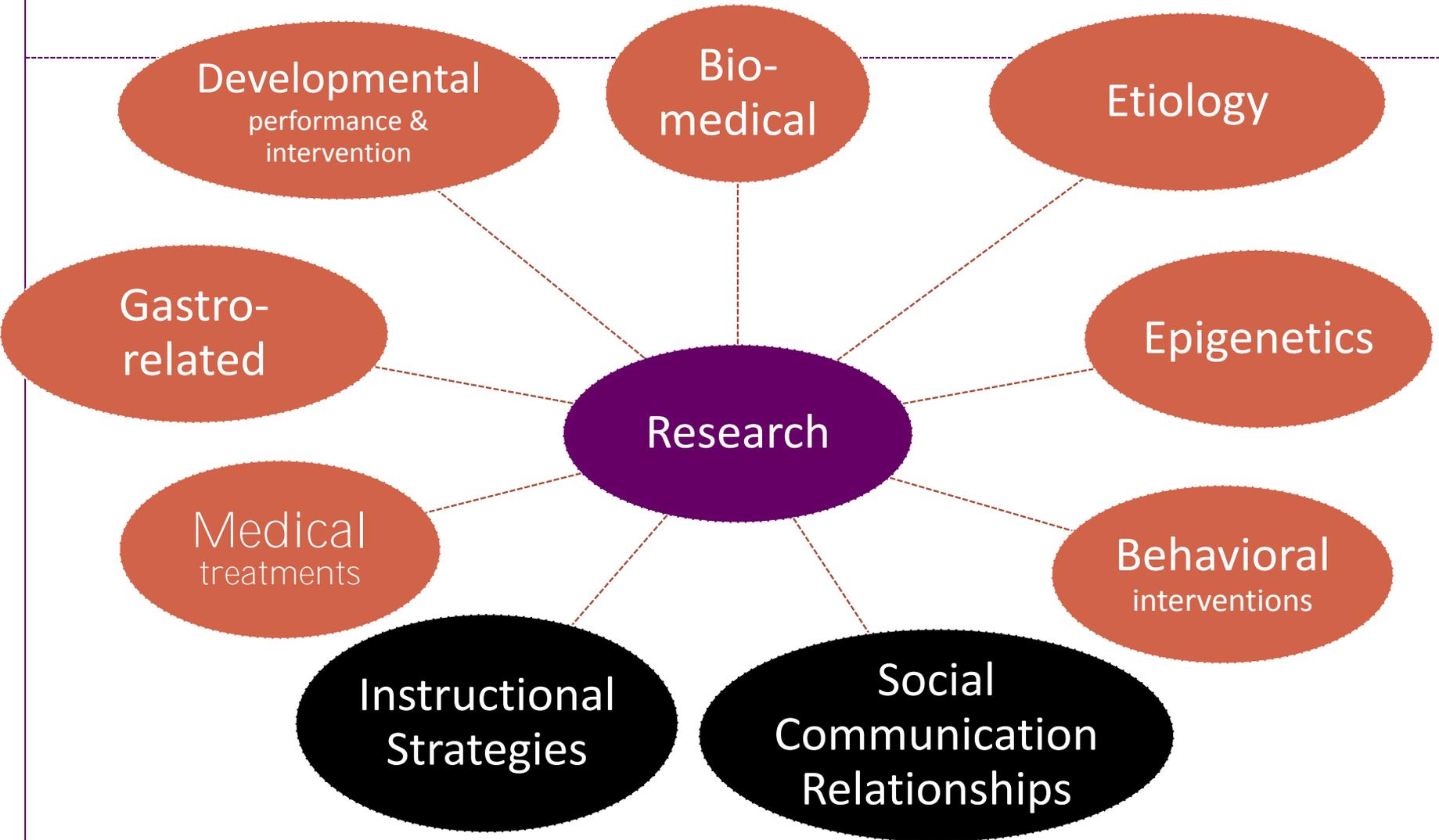# "Inclusion" is not "LRE"
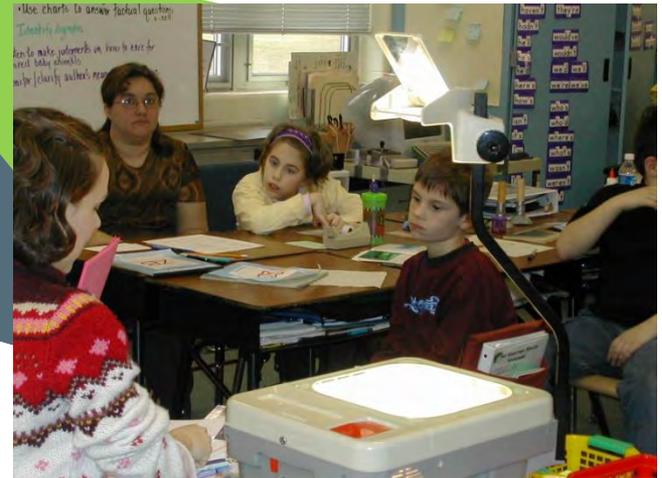
INCLUSION

Research to Practice

Scott Bellini, Ph.D., 2008
Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents With Autism Spectrum Disorders and Other Social Difficulties

Research

Research to Practice

OUTCOMES

- Skills (academic, social, communication)

- Relationships

- Employment

- Meaningful Participation in the Community (access to recreation & community groups)

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