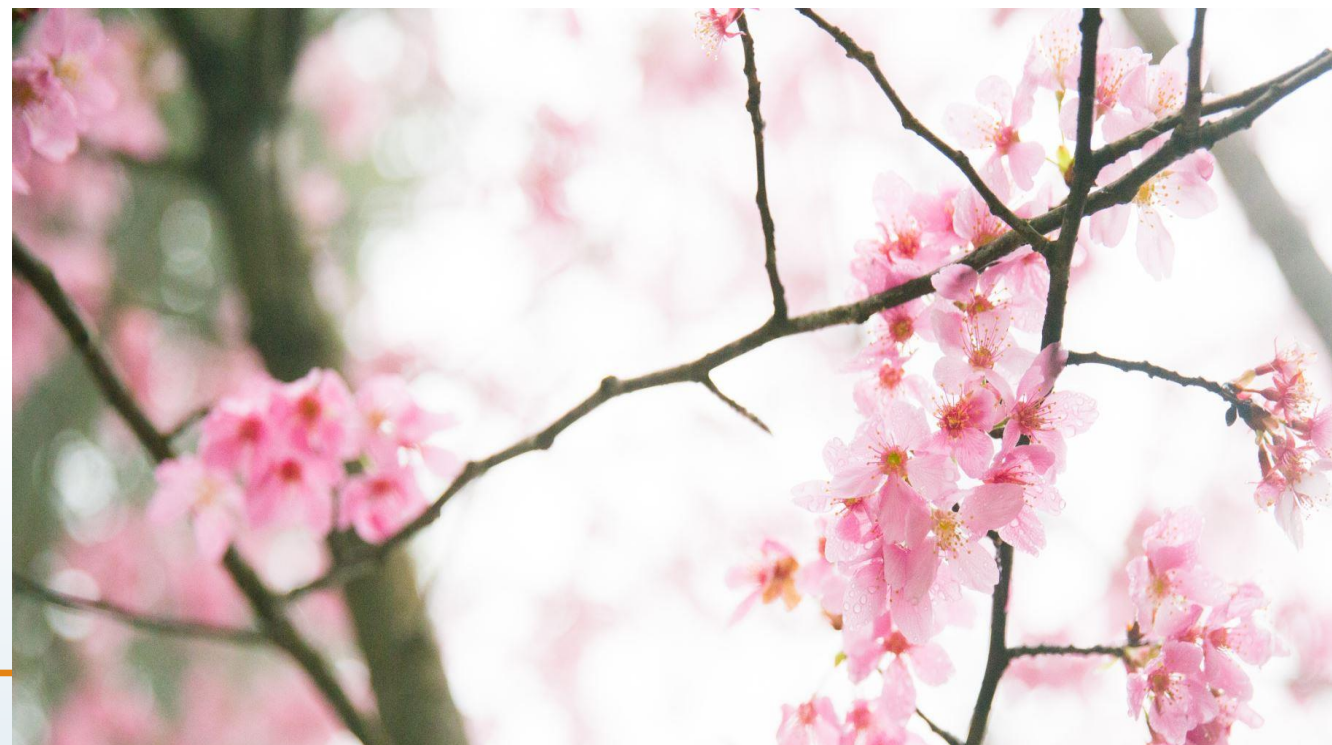


INCLUSION OF LEARNERS WITH DISABILITIES IN THE UNITED STATES: AN OVERVIEW

LAURA CHEZAN

OLD DOMINION UNIVERSITY USA

Workshop Exploratoriu: *Echitate, diversitate, incluziune, e-migrare: inovație în politicile cu / pentru grupurile vulnerabile și produse alternative de diseminare a cercetării*



Smart Diaspora 2023

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Timișoara

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al Președintelui României



SUCCESS STORIES



CAROLINA
LIFE
4-year
postsecondary
program

Lives independently
Works at a grocery store and
volunteers at a local park
Has a cat

Lives at home with parents
Auditions for musicals and plays piano
Volunteers at a local kindergarten

Lives with a roommate
Works at a local store
Joined a sewing club

INCLUSION, COLLABORATION, AND ADVOCACY

Practice based on the principle of normalization (Nirje, 1969)



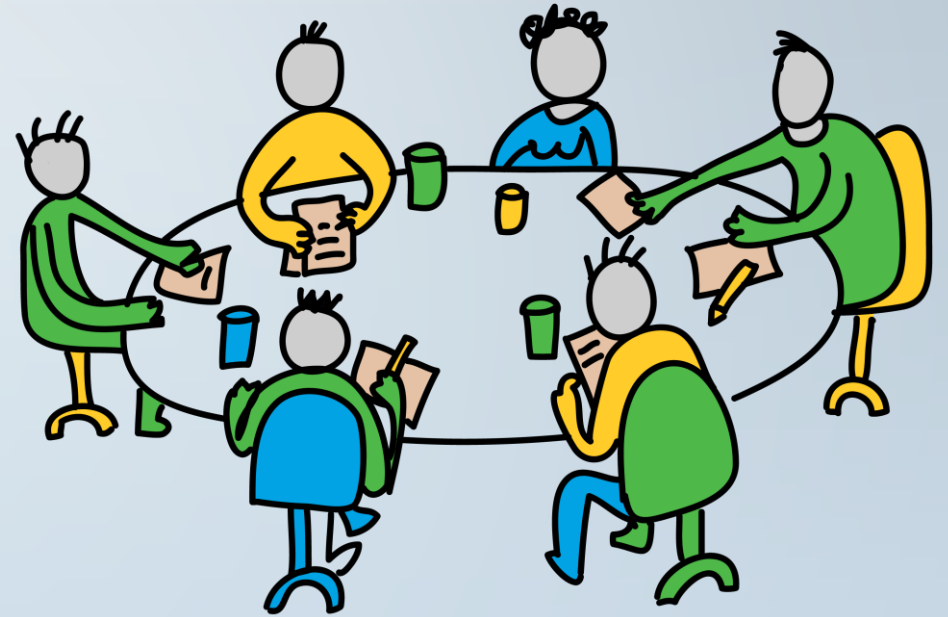
Equality



Human Rights



Quality of Life



WHY INCLUSION?

Parent advocacy efforts

Federal mandates

Individuals with Disabilities Education
Improvement Act (IDEIA, 2004)

Benefits for students with disabilities

Benefits for students without disabilities

GOAL OF INCLUSION



Past

Inclusion = location



Present

Inclusion = effective instruction

TYPES OF INCLUSION

Full inclusion (i.e., 80% or more of school day in general education classes)

Partial inclusion:

Between 40-79% of school day in the regular education classes (i.e., pull out)

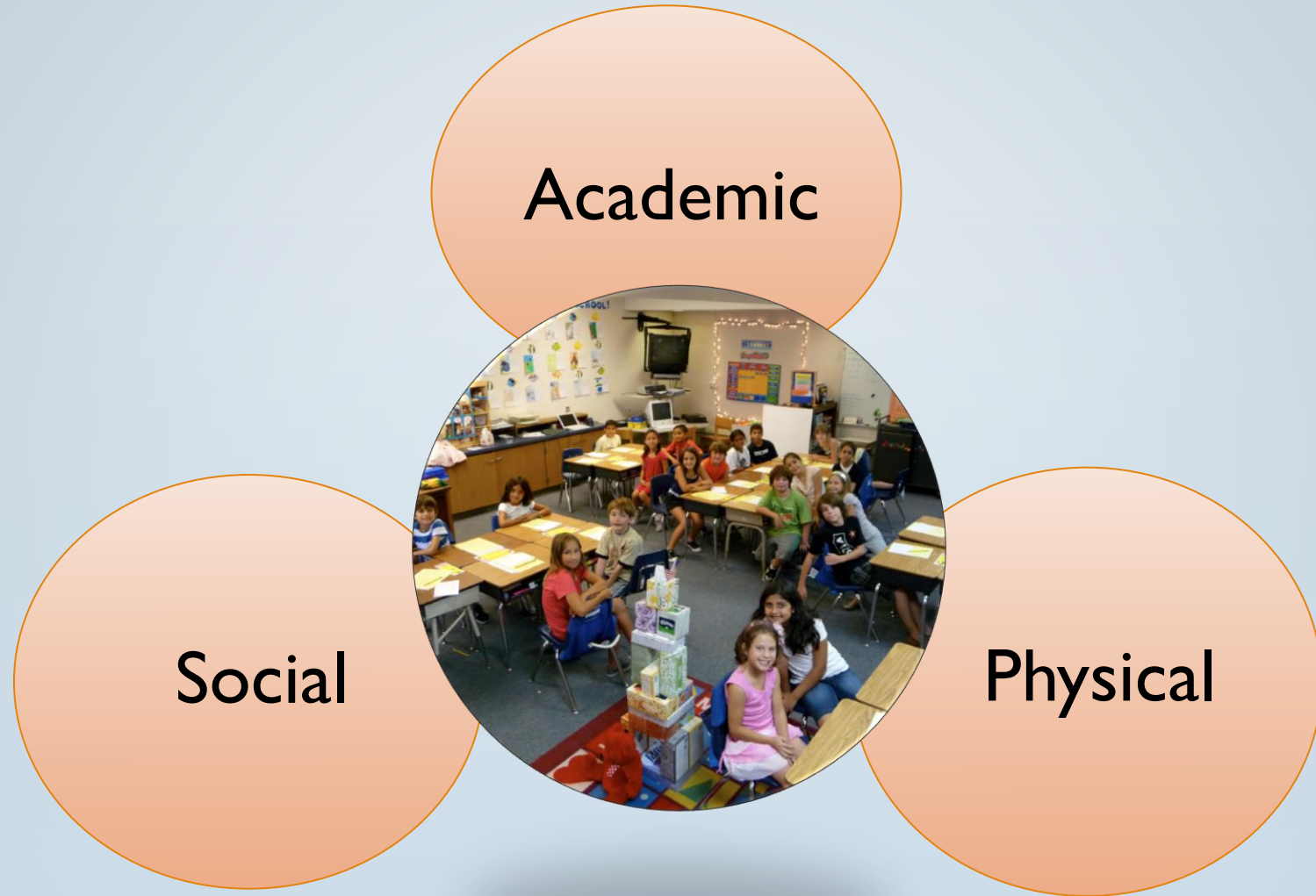
Less than 40% of school day in the regular education classes (i.e., self-contained)

Other educational settings:

Separate schools

Hospitals and Residential settings

COMPONENTS OF INCLUSION



STRATEGIES FOR PROMOTING INCLUSION

Environmental considerations

Person-centered planning

Ecological inventory

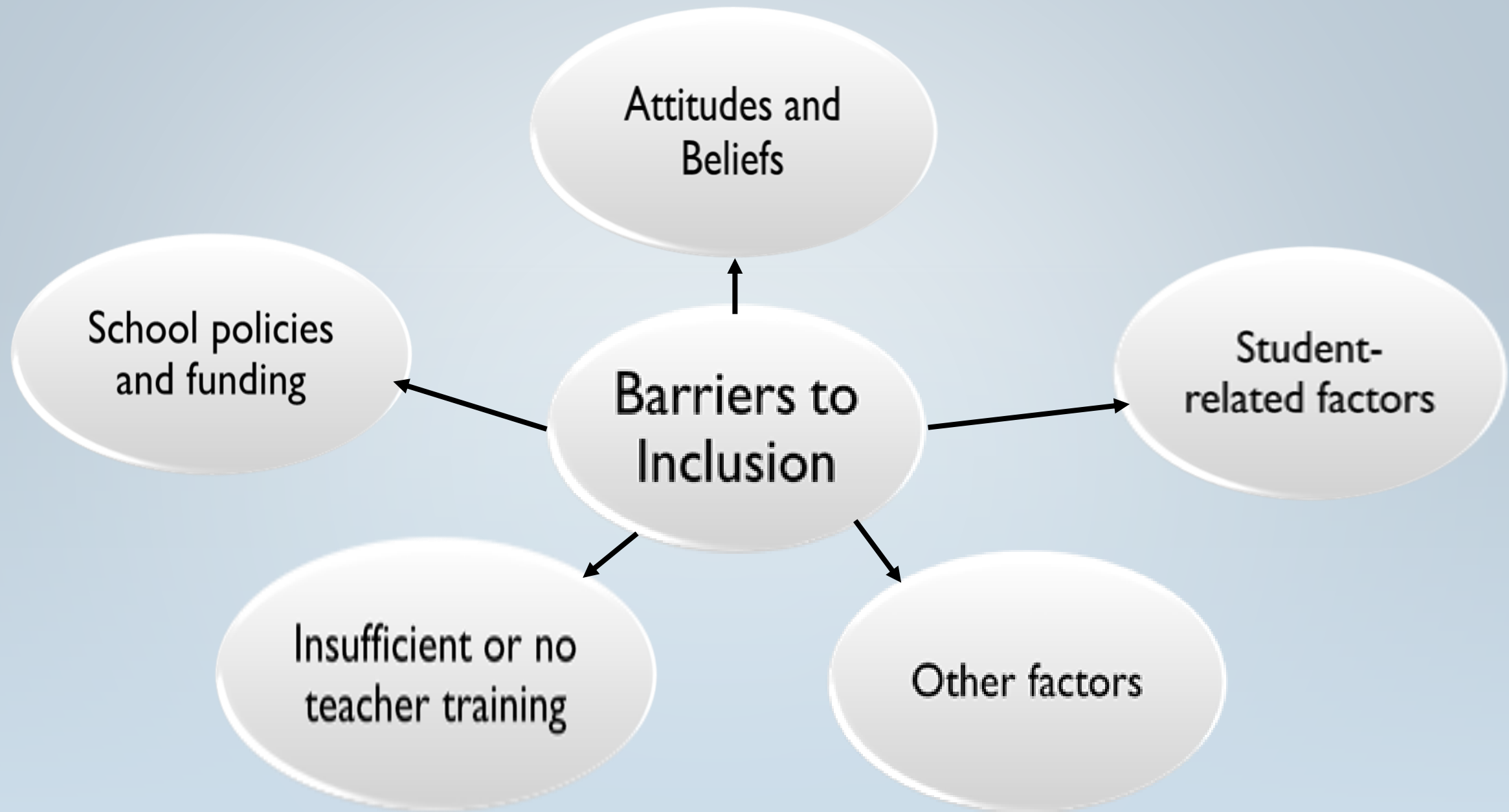
Self-determination

Positive behavior support

Evidence-based practices

Peer-mediated interventions





CURRENT STATUS OF INCLUSIVE EDUCATION & FUTURE DIRECTIONS

Current Status

- All students with disabilities receive a free, appropriate public education
- Most spend a significant portion of the school day in regular classrooms

Future Directions

- Skills taught in inclusive settings
- Participation in activities
- Nondiscriminatory practices
- Staff training and supports

WHAT CAN WE DO TO INCREASE THE NUMBER OF YOUNG ADULTS WITH DISABILITIES WHO ATTEND POSTSECONDARY PROGRAMS?



QUESTIONS



Thank You!

Laura Chezan

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