

January 28, 2006

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WCEA STUDY ON INCLUSION IN THE WARREN COUNTY SCHOOL DISTRICT

Teachers were asked to comment on inclusion as to the success in their classrooms. Specifically, they were asked: "What is working and what isn't working, and why?"

Total number of teachers who responded:	53
Number of teachers who clearly stated that inclusion is not working	21
Number of teachers who stated that inclusion was working for them	3
Number of teachers who were not opposed to the concept of inclusion, but...	7
Number of teachers who gave comments but did not clearly state if inclusion is working or not but gave individual examples or comments	22

WHAT ISN'T WORKING:

No common planning period	21
Uncertain of role of special ed. teacher	10
No in-service (or not enough) on inclusion and co-teaching	9
Special ed. teacher working as an aide in the classroom	8
Special ed. teachers' limited knowledge of subject area	6
Regular ed. teachers responsible for everything	6
No classroom aide or special ed. teacher in classroom	5
Student behavioral distractions	4
Difficulty in grading special ed. students on Pentamation	4
Range of levels too great	4
Slows down instruction or goes too fast	4
Not enough time to give individual attention	3
Special ed. teachers are spread too thin	3
Too many students in the classroom	2
High flyers don't learn from low flyers	2
Parents not happy with inclusion	2
Hard to meet paperwork deadlines	1
IEP's being ignored. If requested to have small group instruction, why are they in a larger multi-level classroom?	1
How are special ed. teachers evaluated if there are no clear, defined rolls?	1
Some students are shutting down	1
Some students will not ask for help because of peers	1
Since special ed. teachers are in the regular education classrooms, they are not available for teachers who do not have special ed. teachers	1

WHAT IS WORKING:

"Pullout" model is favorable	3
Two teachers to adapt to needs and discipline	3
Students are with peers	3
Reading and writing have improved	1
Students are held to a higher accountability so are performing at a higher level	1
Inclusion works well when two teachers work well together	1
Works well when only one L.S. student is in the regular ed. classroom	1
Certified teacher in content area for all students	1

WHAT NEEDS TO BE DONE IF INCLUSION CONTINUES?

Inclusion must be implemented on an individual basis as determined by the IEP.
The District must offer long term, high quality in-servicing for all teachers.
Common planning periods must be scheduled.
Clear, defined roles of both teachers must be identified.
Class size needs to be at a manageable level where all students' needs are met.
Administration needs to be trained in inclusion.
If inclusion continues, special education teachers must remain with the subject area in which they are now supporting.

Submitted by:

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