When Inclusion Becomes Belonging

What Matters Most for Students with Disabilities

Baylor University
BAYLOR CENTER FOR DISABILITY AND FLOURISHING

1



2

131,764

Students with Disabilities

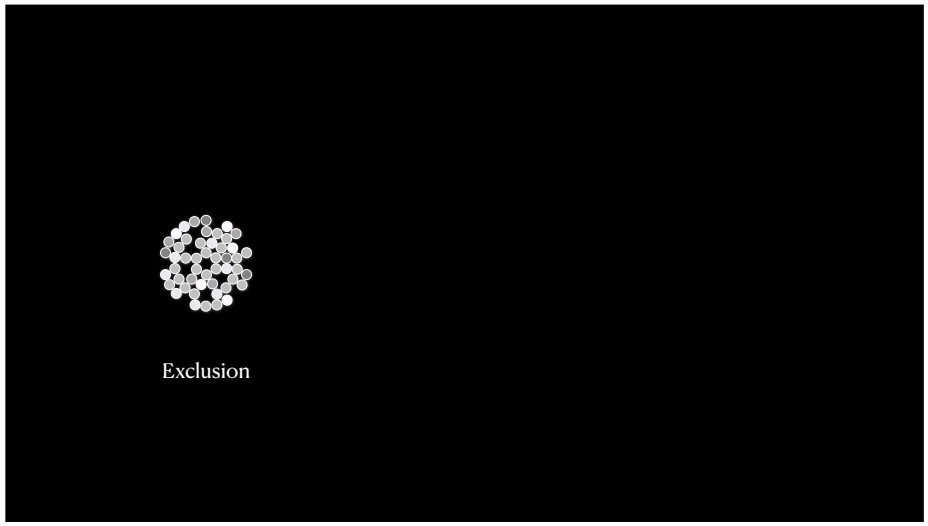
3



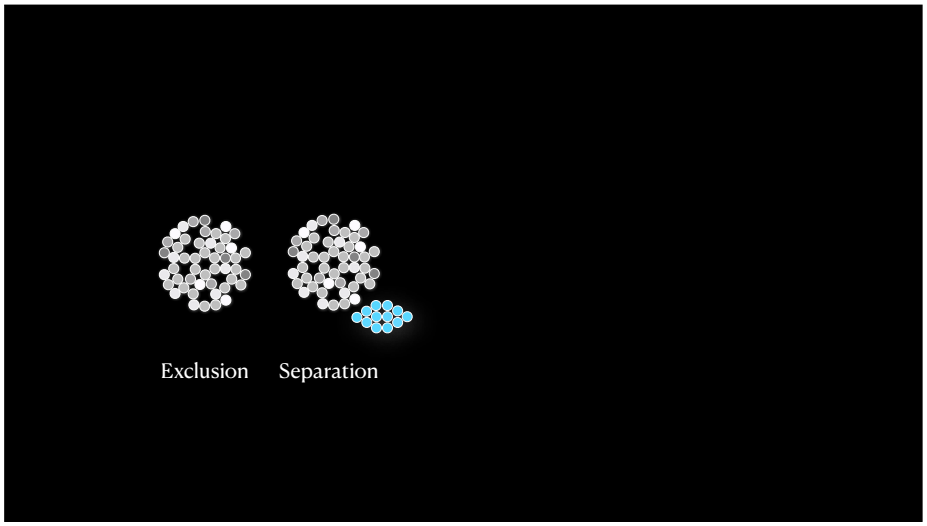




4


Exclusion

5


Exclusion
Separation

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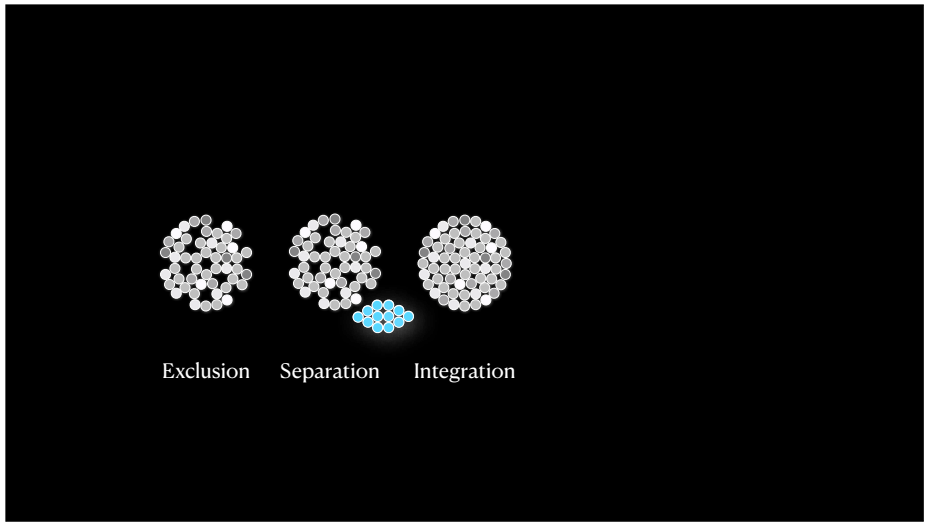
Exclusion
Separation
Integration

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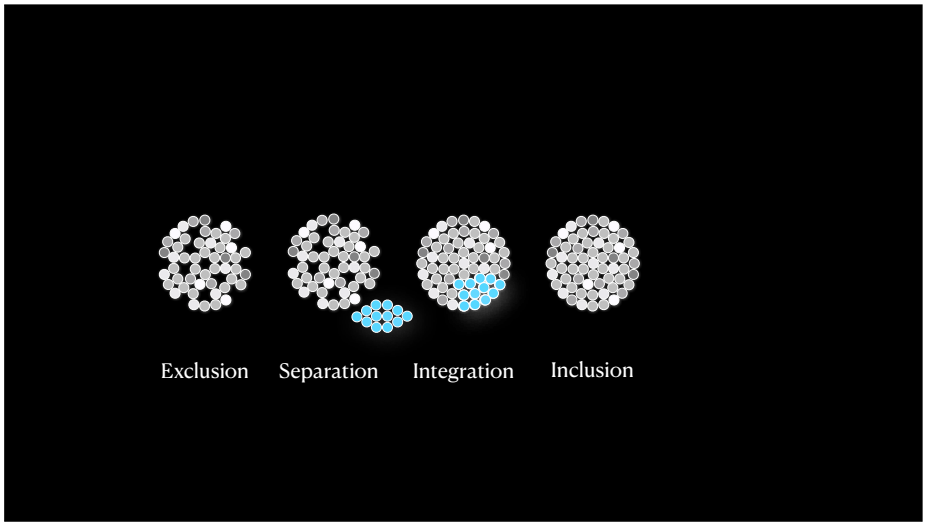
Exclusion
Separation
Integration
Inclusion

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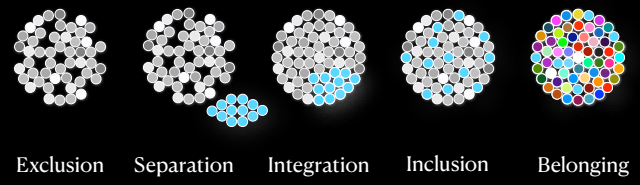


9

I know I belong when...

10

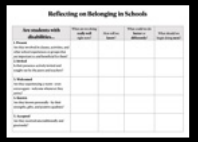
To be...



11

Reflecting Together

1. What are we doing **well** right now?
2. How do we really **know**?
3. What could we do **better** or **differently?**
4. What should we begin doing **next**?



12



To be **present.**

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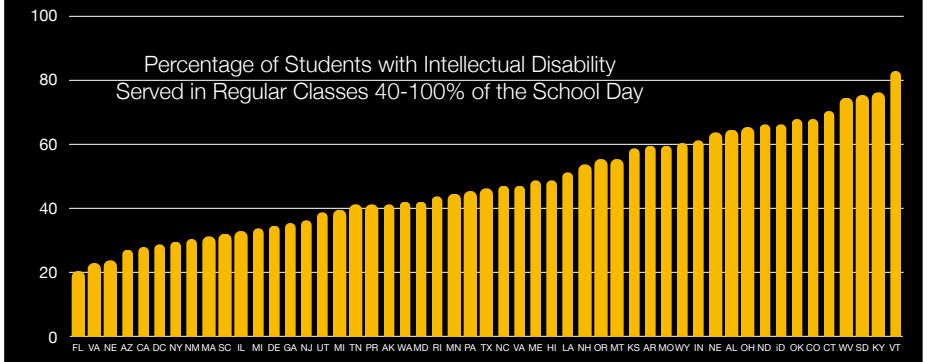
State-by-State Variations in “Presence”



Source: U.S. IDEA Data

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“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included.

This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structure, and practices of the adults responsible for providing education.”

Michael Giangreco

15



To be **present.**

16

To be **present.**

Are students with disabilities involved in all of the same places, programs, and activities as their peers at your school?

What are we doing well?

How do we really know?

What could we do better?

What should we do next?

17



To be **invited.**

18

The Absence of Invitations

	Not invited to social activities in the past 12 months	Never or rarely receive phone calls often from friends	Never got together with friends in past 12 months
Intellectual disability	**25%**	**33%**	**16%**
Autism	**51%**	**74%**	**44%**

Source: Carrter (2018)

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To be **invited.**

20

To be **invited.**

Is their presence and participation actively sought out and encouraged by others at your school?

What are we doing well?

How do we really know?

What could we do better?

What should we do next?

21



To be **welcomed.**

22



To be **welcomed.**

23



To be **welcomed.**

24

To be **welcomed.**

Are students received by others at the school with warmth, friendliness, and authentic delight?

What are we doing well?

How do we really know?

What could we do better?

What should we do next?

25



To be **known.**

26







27

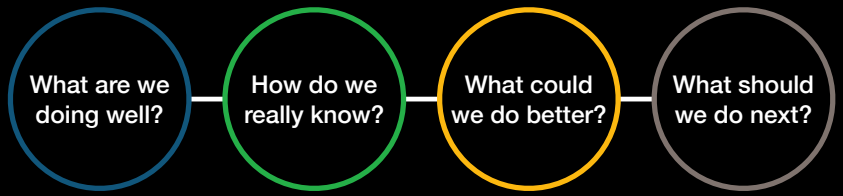


To be **known.**

28

To be **known.**

Are students treated as unique individuals, recognized for their strengths, and appreciated for who they are?



29



To be **accepted.**

30

- "We don't really do inclusion here."
- "We just are not equipped to serve your child."
- "Perhaps you'd feel more comfortable at a place with a program for her."
- "We aren't really sure he will get much out of being in our typical classes."
- "Students like her are served in our special classes."

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To be **accepted.**

32

To be **accepted.**

Are students with disabilities embraced without condition and viewed as equals by their peers?

What are we doing well?

How do we really know?

What could we do better?

What should we do next?

33



To be **supported.**

34



To be **supported.**

35







https://publications.ici.umn.edu/ties/peer-engagement/practice-guides/introduction

36

1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period

37

1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period

Home room | Hall ways | Hall ways | Lunch | Recess | Hall ways | Hall ways

Breakfast

School Clubs

Dances

School Events

Much more...

38

To be **supported**.

Are they receiving the assistance they need to participate fully and meaningfully in all aspects of the life of their school?

What are we doing well? — How do we really know? — What could we do better? — What should we do next?

39



To be **heard**.

40



41



https://fin-network.org/wp-content/uploads/FosteringSelfDetermination.pdf

42

To be **heard.**

Are the perspectives of students with disabilities sought out, listened to, and respected by others?

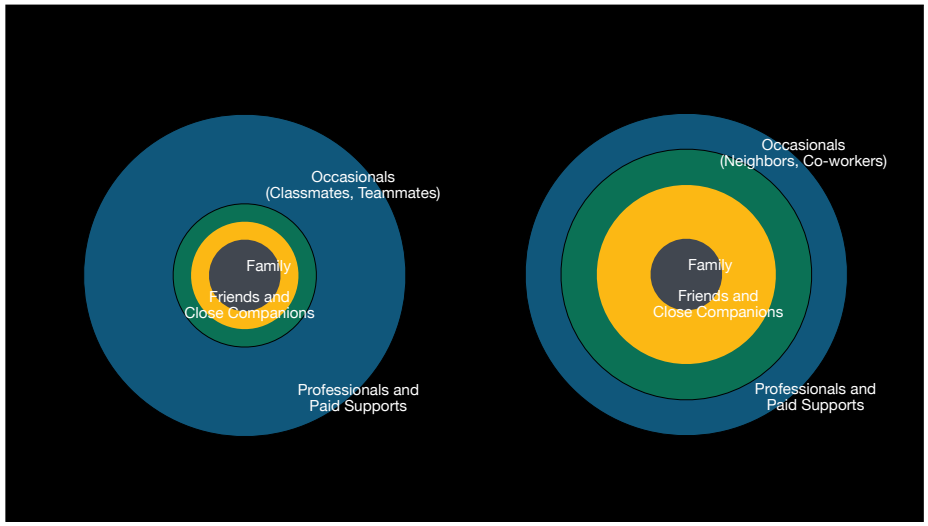
What are we doing well? — How do we really know? — What could we do better? — What should we do next?

43



To be **befriended.**

44



45

Fostering Friendships

Shared activities + Common interests + Over Time

Valued roles

Prepared peers

Sufficient support

46



To be **befriended.**

47

To be **befriended.**

Are students with disabilities developing relationships with their peers that are marked by reciprocity and mutual enjoyment?

What are we doing well? — How do we really know? — What could we do better? — What should we do next?

48



To be **needed.**

49



To be **needed.**

50



To be **needed.**

51

To be **needed.**

Are students with disabilities valued by others and considered indispensable members of the school community?

What are we doing well?

How do we really know?

What could we do better?

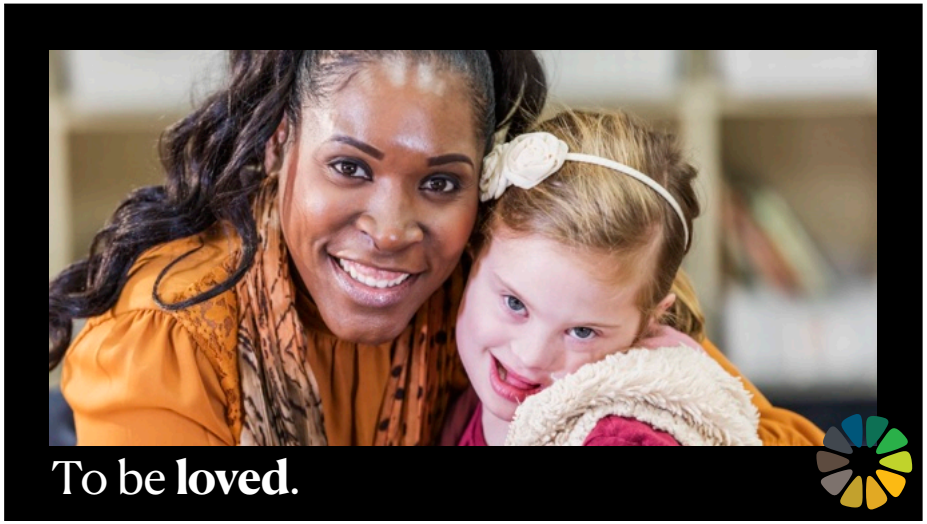
What should we do next?

52



To be **loved.**

53



To be **loved.**

54

To be **loved.**

Are students experiencing the deep and gracious love of others?

What are we doing well?

How do we really know?

What could we do better?

What should we do next?

55



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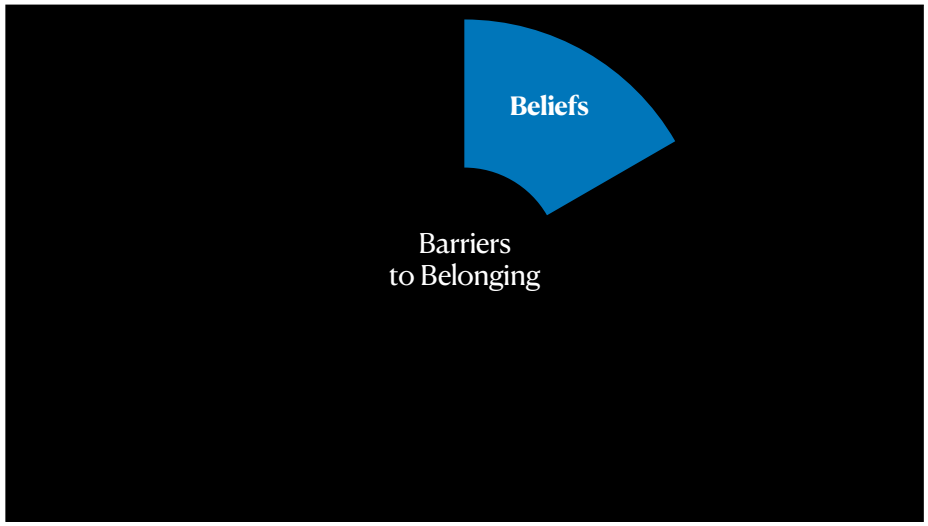
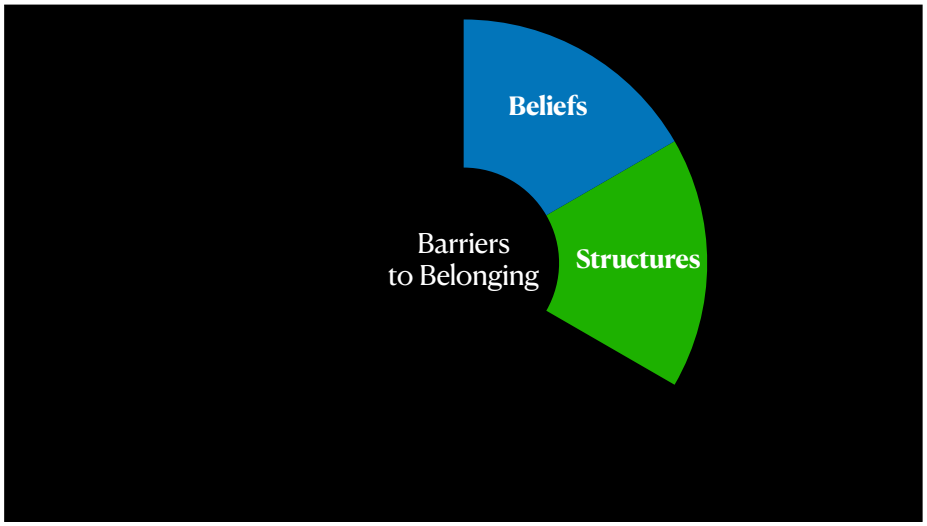
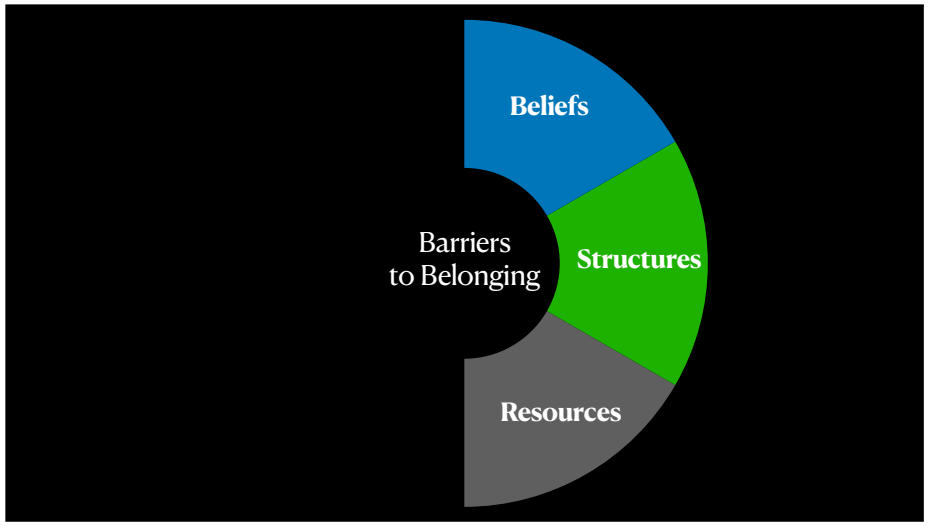

Beliefs
Barriers
to Belonging

57


Beliefs
Barriers
to Belonging
Structures

58


Beliefs
Barriers
to Belonging
Structures
Resources

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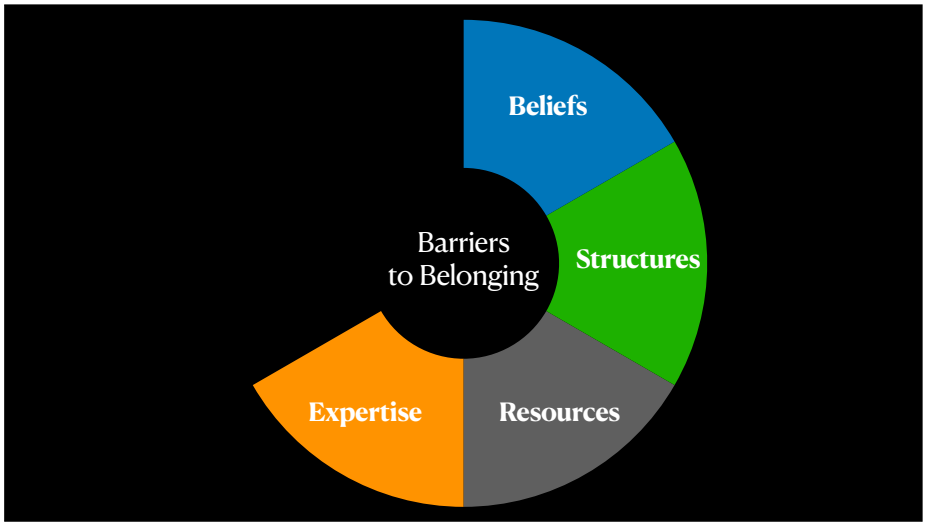
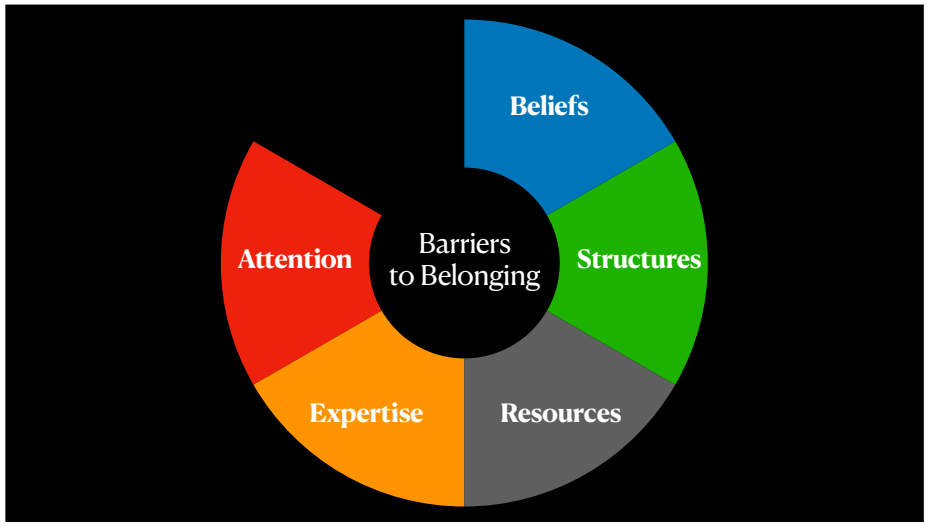

Beliefs
Barriers
to Belonging
Structures
Expertise
Resources

60


Beliefs
Structures
Resources
Expertise
Attention
Barriers
to Belonging

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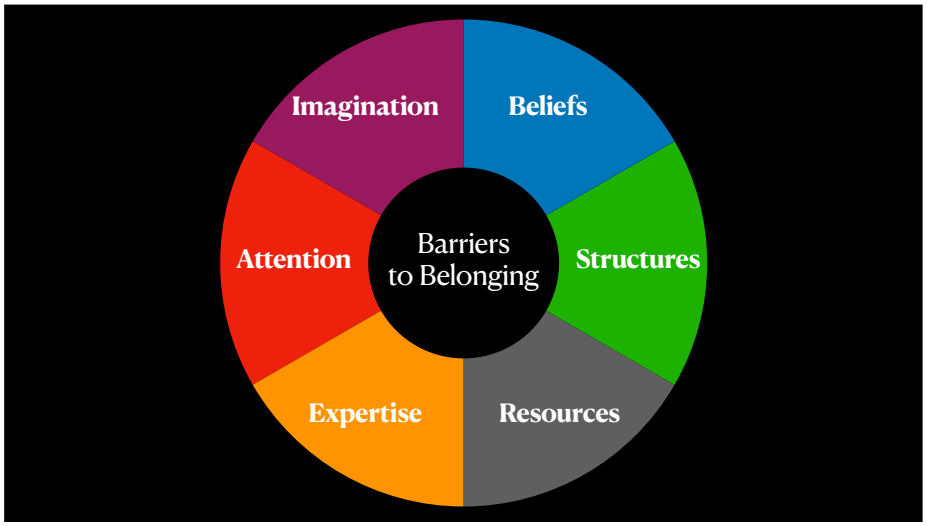
Imagination
Beliefs
Structures
Resources
Expertise
Attention
Barriers
to Belonging

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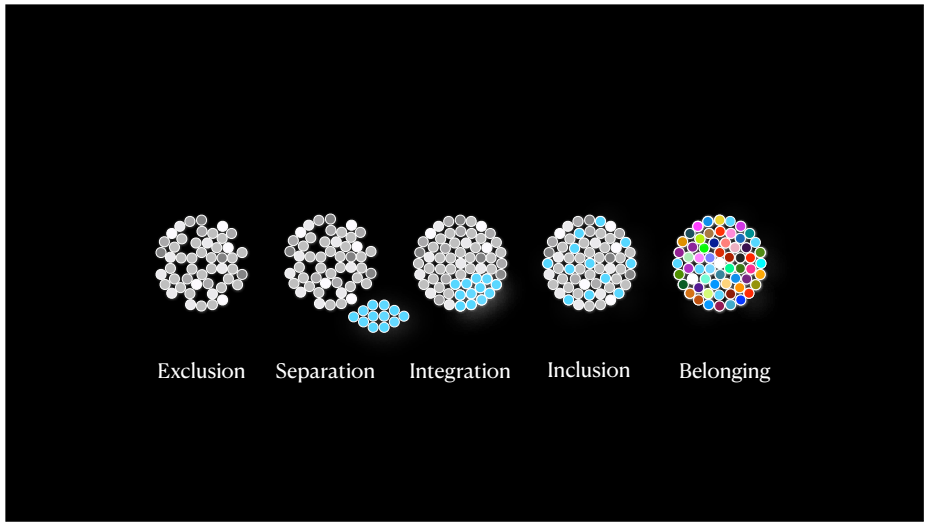
Exclusion
Separation
Integration
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