

MAKING INCLUSION HAPPEN: FACTORS LEADING TO SUCCESS

SYMPOSIUM ON SIGN BILINGUALISM AND DEAF
EDUCATION

DHH STUDENTS IN GENERAL EDUCATION

- 85% of DHH students (US) are in local school programs
- 43% of them spend most of their day in general education classrooms.
- In the next decade the numbers in general education classrooms are expected to increase:
 - Early intervention
 - Cochlear implants

U.S. MODELS OF GENERAL EDUCATION PLACEMENT

- Individual placement
 - DHH student attends neighborhood school
 - Spends most of the day in the general education class
 - Supported by an itinerant teacher of DHH
- Group placement
 - All DHH students in the area attend a designated school
 - Supported by a teacher of DHH
 - Attend some general education classes

CO-ENROLLMENT MODEL

- Classroom includes DHH and Hearing students
- Critical mass of DHH students
- Team-taught by a teacher of DHH and a general education teacher
- Sign and spoken language is used in the classroom

VISITORSHIP VS. MEMBERSHIP

- **Visitorship**

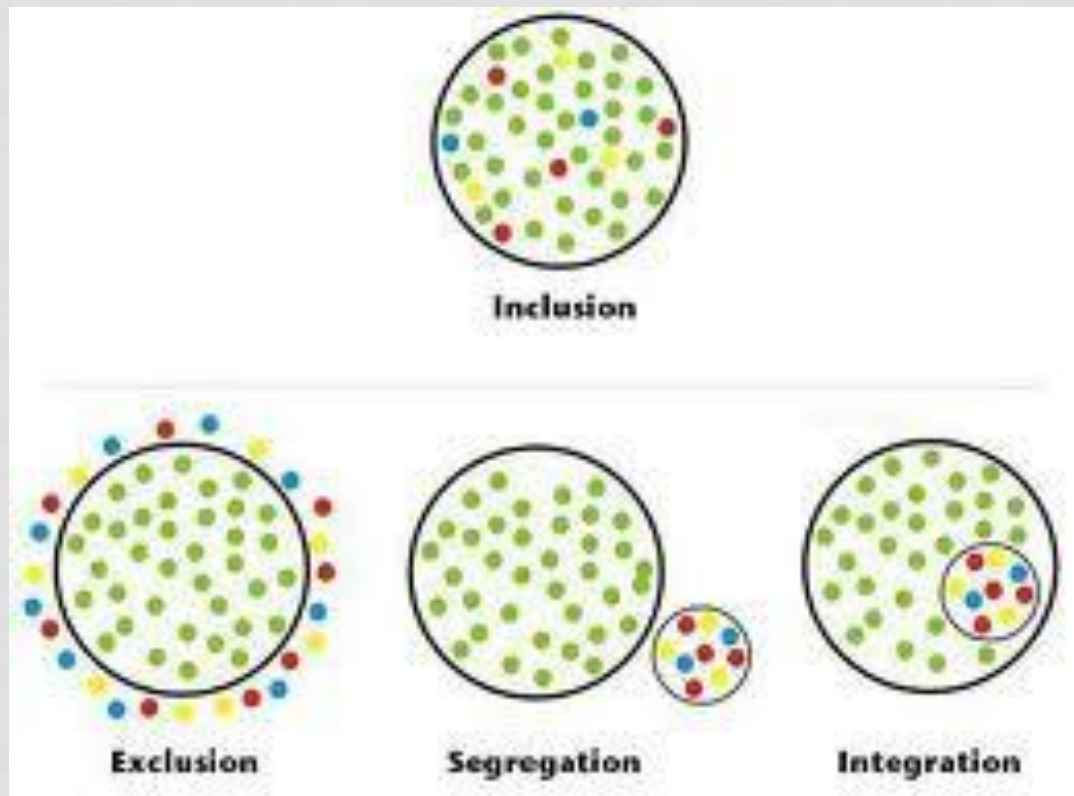
- Student earns the right to enter *if* classroom academic and social behavior is appropriate
- Differences are often emphasized
- Teacher of DHH supports only DHH students

- **Membership**

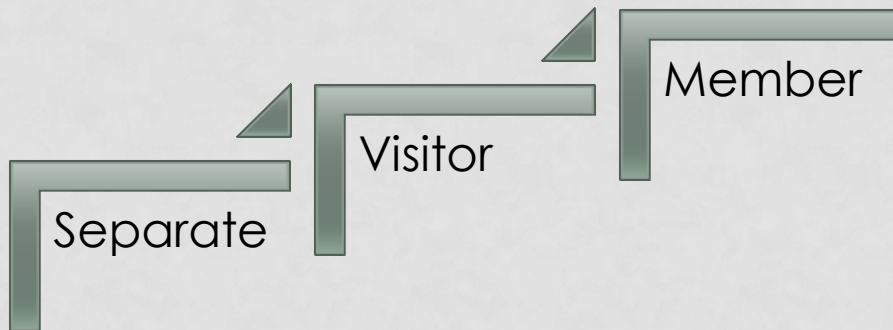
- DHH student has a right to be in the classroom as do all students
- DHH student needs are one amongst many
- DHH and general education teachers are partners educating *all* students

INCLUSION

The ideal



INCLUSION



- These should be considered “states of mind” rather than a feature of physical placement.
- The ideal of inclusion is membership

COENROLLMENT IS A MEMBERSHIP MODEL

- All students have different needs
- All needs are met
- All students have equal status in the classroom
- Teachers have equal status in the classroom

CLIPS FROM A CO-ENROLLED CLASSROOM



6/24/2014

Shirin D. Antia, University of Arizona



6/24/2014

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CAN DHH STUDENTS IN GENERAL EDUCATION SURVIVE AND THRIVE?

ACADEMICALLY
SOCIALY

RESULTS OF OUR RESEARCH ON

Individually included students

- Five-Year Longitudinal study of DHH students in general education classrooms (Antia, Jones, Reed, & Kreimeyer, 2009; Antia & Jones, 2010; Antia, Jones, Luckner, Kreimeyer, & Reed, 2011).

Coenrolled students

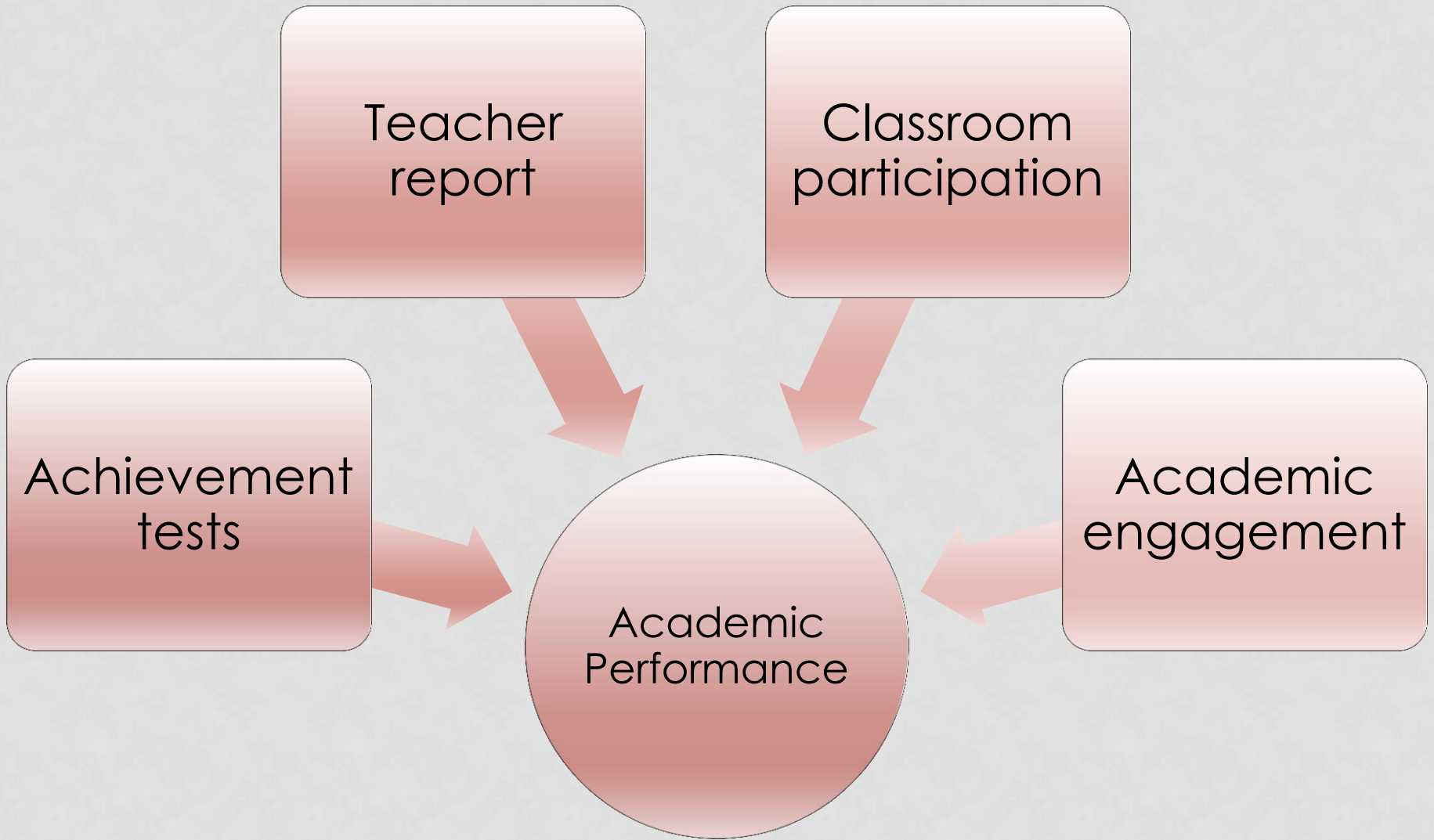
- Two studies of co-enrolled classrooms in Tucson AZ. (McCain & Antia, 2005; Metz, 2013).

PARTICIPANTS

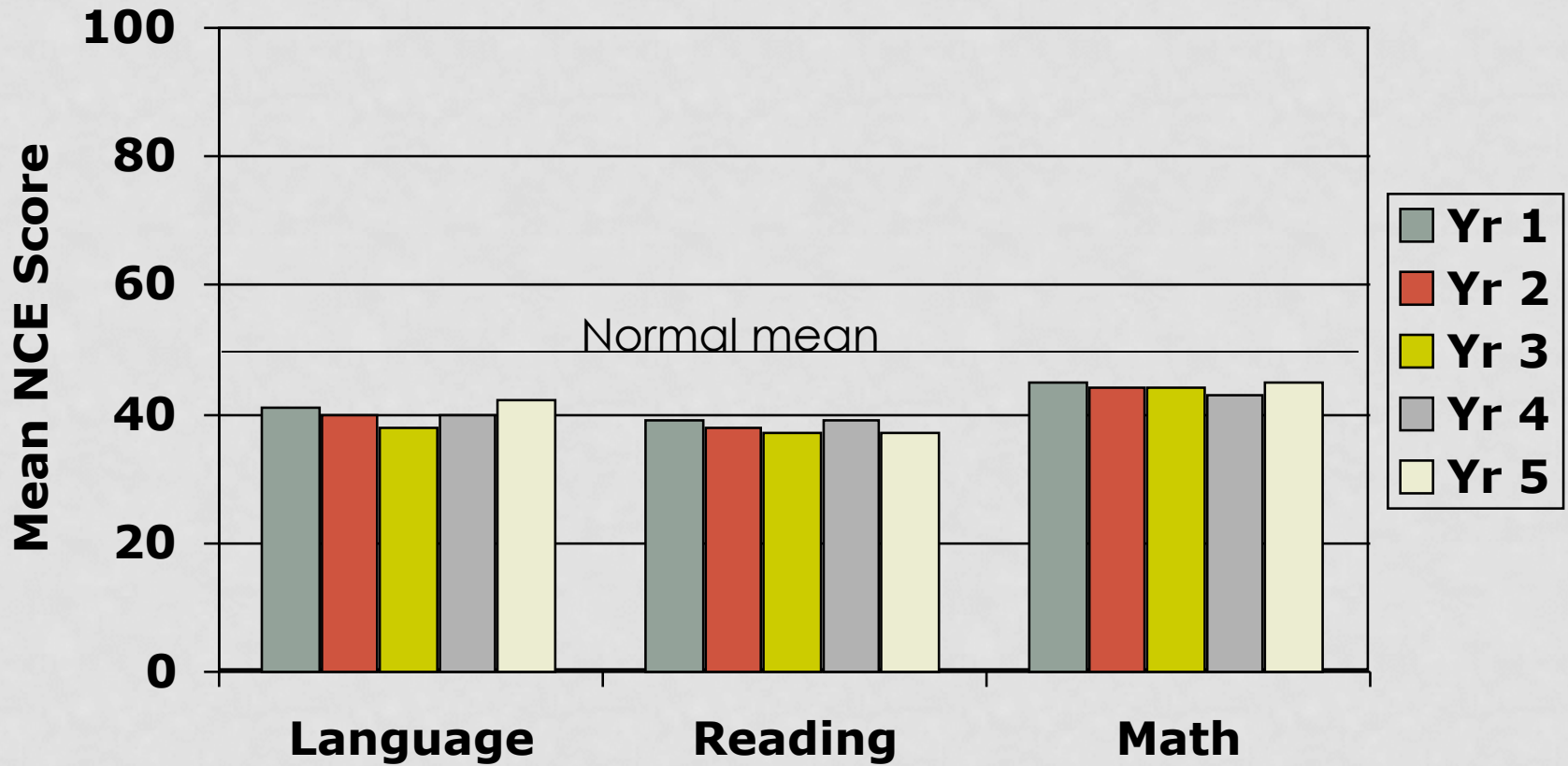
- Longitudinal study
 - 197 DHH students
 - Attending general education classrooms for 2+ hours daily
 - Receiving direct or consultative services from Teacher of DHH
 - Grades 2 – 8 at beginning of study
- Co-enrollment studies
 - 5 DHH students in grades 3-5
 - 9 DHH students in grades K-3
 - Hearing grademates

ACADEMIC PERFORMANCE





LONGITUDINAL DATA: MEAN ACADEMIC ACHIEVEMENT OVER TIME (STANDARDIZED TESTS)

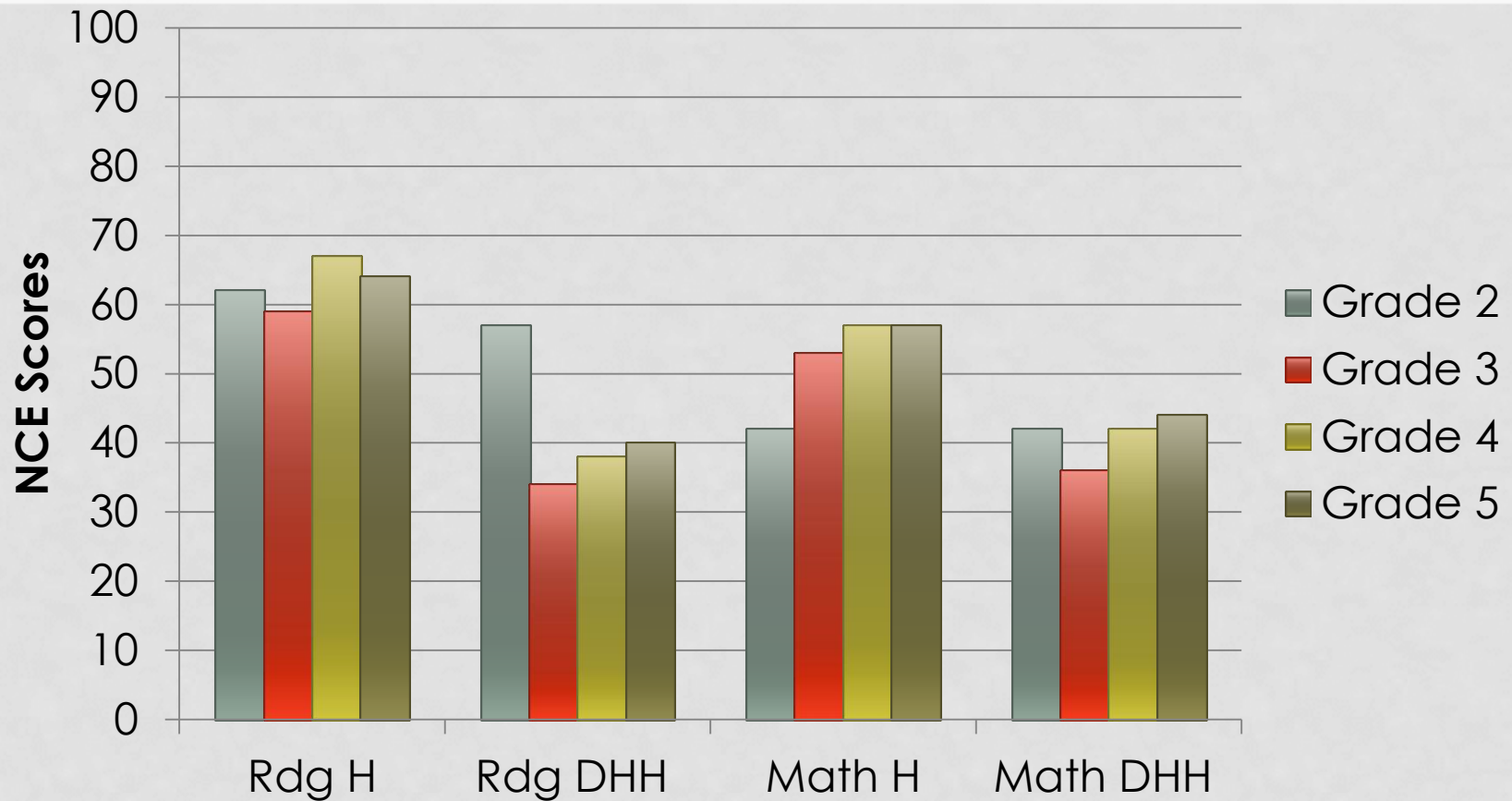


Mean = 50, SD = 21.7

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ACHIEVEMENT CO-ENROLLED STUDENTS

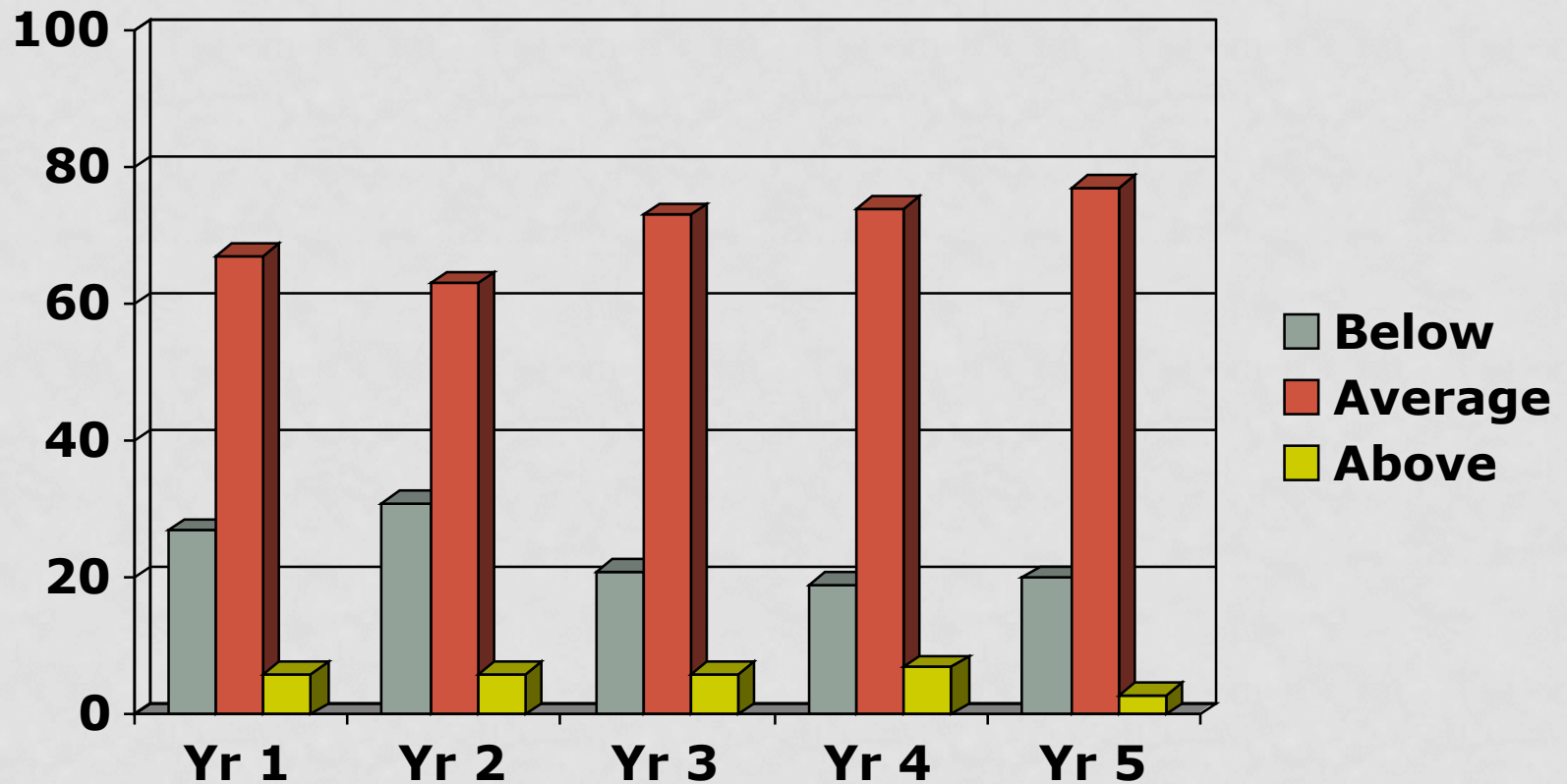


READING COMPREHENSION CO-ENROLLED STUDENTS COMPARED TO DEAF NORMS

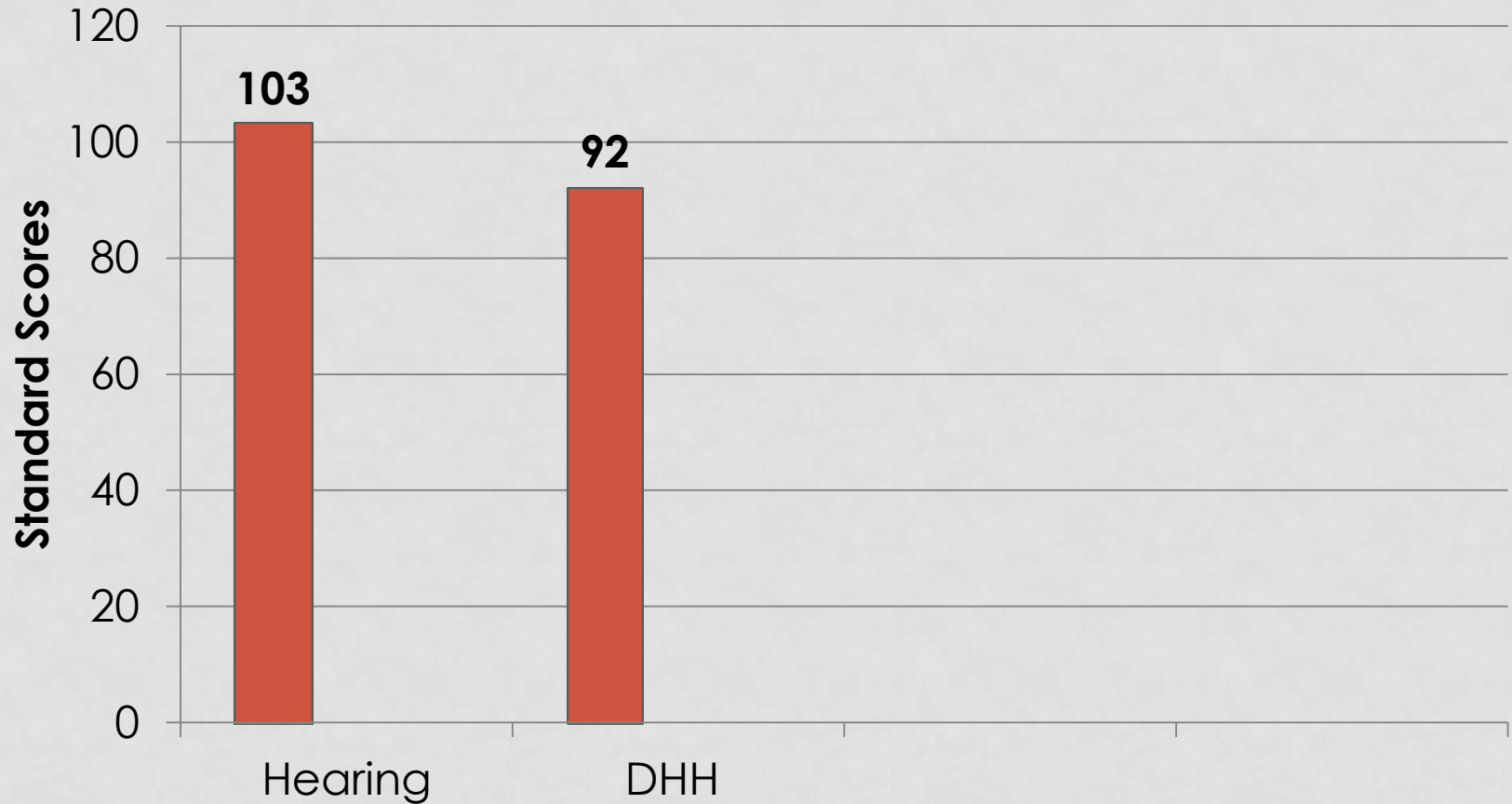
	Percentile Rank
Student 1	95
Student 2	83
Student 3	95
Student 4	65
Student 5	71

LONGITUDINAL STUDY

TEACHER RATED ACADEMIC COMPETENCE



TEACHER RATINGS: CO-ENROLLED STUDENTS



COMMUNICATION PARTICIPATION (1=NEVER, 4=ALWAYS)

	Longitudinal Study DHH students (197)	Co-enrolled DHH students (5)	Co-enrolled hearing students (18)
Understanding Teachers	3.3	3.6	3.8
Understanding Peers	3.2	3.4	3.7

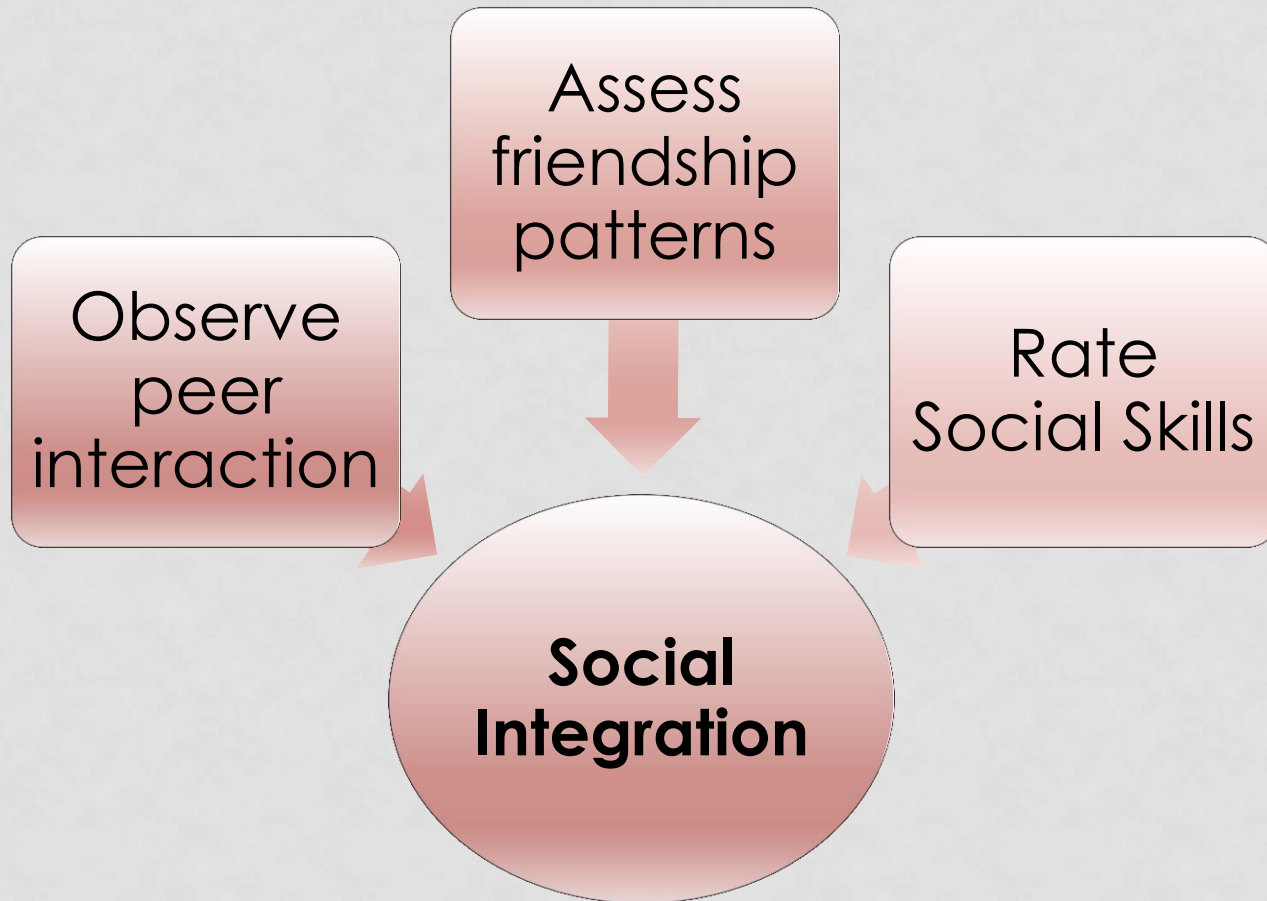
ACADEMIC ENGAGEMENT

(METZ 2014)

	DHH Students	Matched Hearing students
Academic Responding (speaking, reading, writing)	29.52 (8.13)	38.78 (8.32)
Task management (attention, responding, manipulating materials)	55.02 (10.98)	44.44 (10.20)

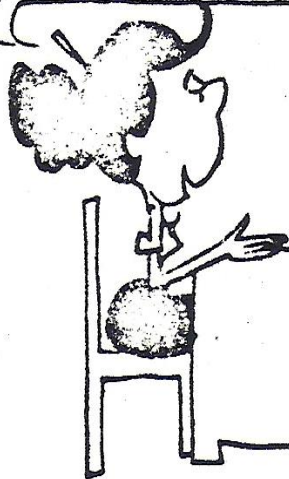
SOCIAL PERFORMANCE





Miss Peach

SCHOOLS ARE DESIGNED TO EDUCATE CHILDREN!



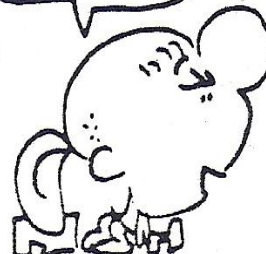
THAT'S NOT WHAT ARTHUR THOUGHT, MISS PEACH!



WHAT DID YOU THINK SCHOOL WAS FOR, ARTHUR?

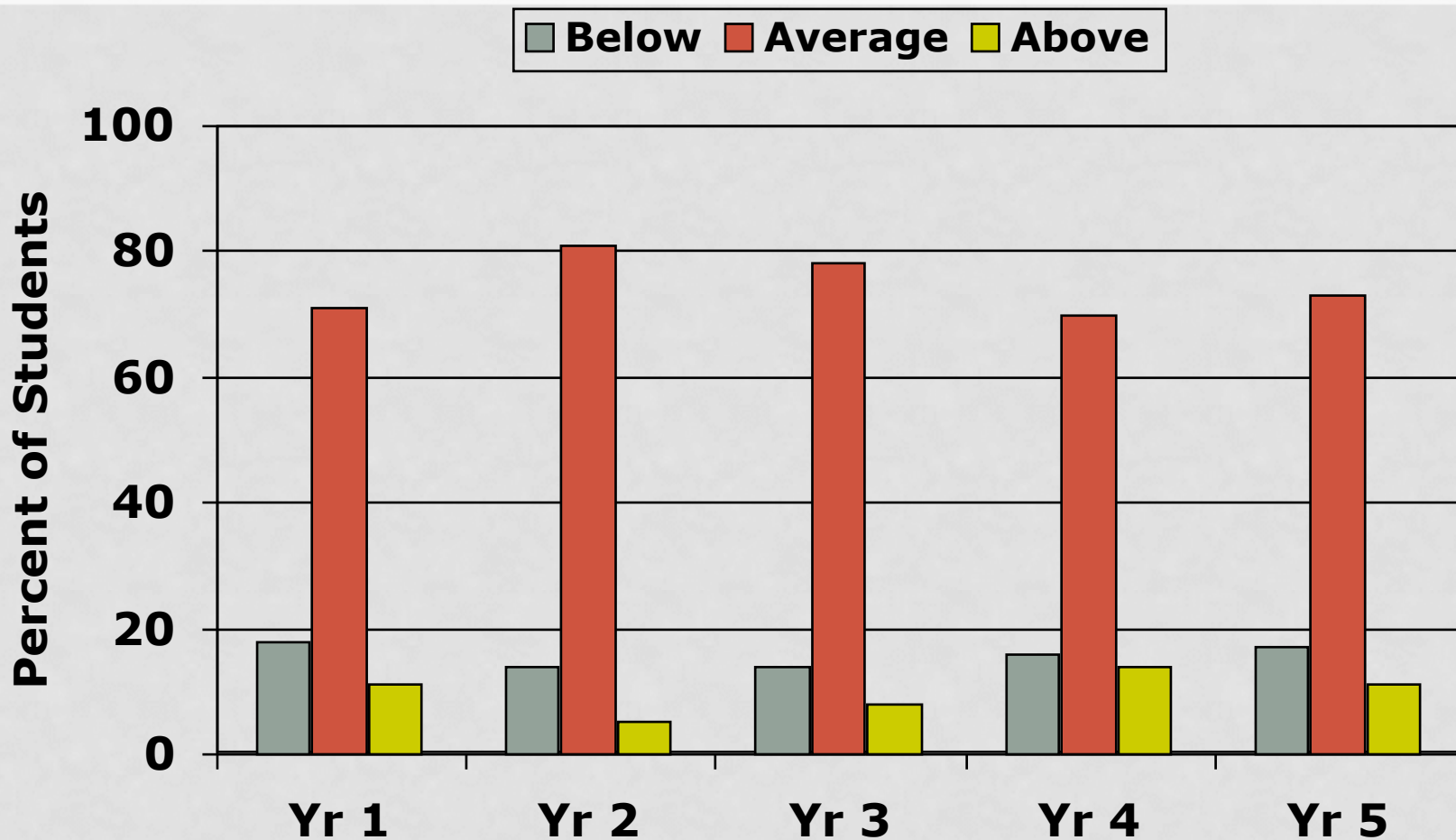


TO BRING KIDS TOGETHER SOCIALLY.



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LONGITUDINAL STUDY TEACHER RATED SOCIAL SKILLS OVER TIME



TEACHER RATINGS OF SOCIAL BEHAVIOR CO-ENROLLED STUDENTS

	Social Skills	Problem Behaviors
Hearing	104	104
DHH	99	97

PEERS



6/24/2014

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SUCCESSFUL PROGRAMS

- School factors
- Community factors



FACTORS THAT INFLUENCE OUTCOMES

- Case studies Stratified random sample of 25 students
 - Three interviews with
 - Parents,
 - Teachers,
 - Interpreters,
 - Students
 - Administrators
- Risk analysis
 - Academic outcomes

FACTORS INFLUENCING OUTCOMES

- Used a resilience lens to look at these factors
- Focused on assets rather than risks



SCHOOL AND CLASSROOM ASSETS

- Curricular and extra-curricular access
 - Time in general education classroom
 - Transportation and interpreting for after- school activities
- Classroom participation
 - Always able to communicate with teachers and classmates
- Support services from Teacher of DHH
 - Study skills
 - Communication
 - Self-advocacy
 - Amplification

SCHOOL AND CLASSROOM ASSETS

- Support from
 - School administrators
 - General classroom teachers
 - Peers
- Professional collaboration
- High expectations
 - Support to meet expectations

COMMUNITY ASSETS

- Deaf community
 - Access to DHH peers
 - Sign language support for community activities
- Local community
 - Jobs for adolescents
 - Church functions
 - Involvement in community sports, theatre, etc.

CONCLUSIONS

- DHH students need to be members of their school and classroom
- Bilingual co-enrolled programs are likely to provide such membership
- DHH students in general education (individual and co-enrolled)
 - Academically score in the low average range compared to hearing peers
 - Socially are considered average by their teachers and themselves
- Co-enrolled programs have assets that should lead to academic and social success