

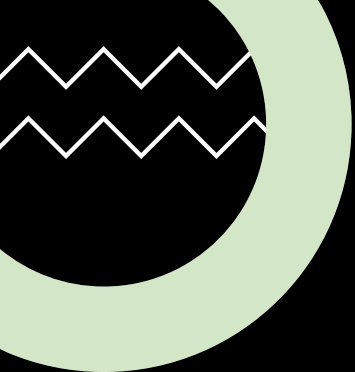


Break the Barriers: Instructional Leaders Disrupting Inclusive Education Myths

Washington's Integrated MTSS Fest
Jennifer Sommerness, Ed.S. & Gail Ghere, Ph.D.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and **the Palus People** who have lived in the Pacific Northwest, from time immemorial.



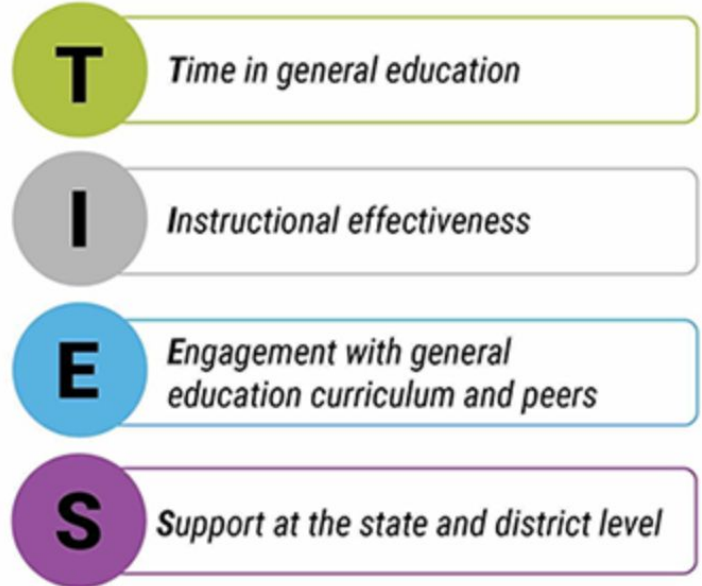
Introductions



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Anticipated Outcomes for Today

Participants will

- Understand the myths related to inclusive education for students with extensive support needs and how they act as barriers to students learning in general education.
- Consider how to become interrupters to counter these myths and build knowledge about inclusive education within your own contexts.



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Everything you will need for today's session including materials for small group work, and links to resources we discuss today are located here:



<https://z.umn.edu/MTSSFest>



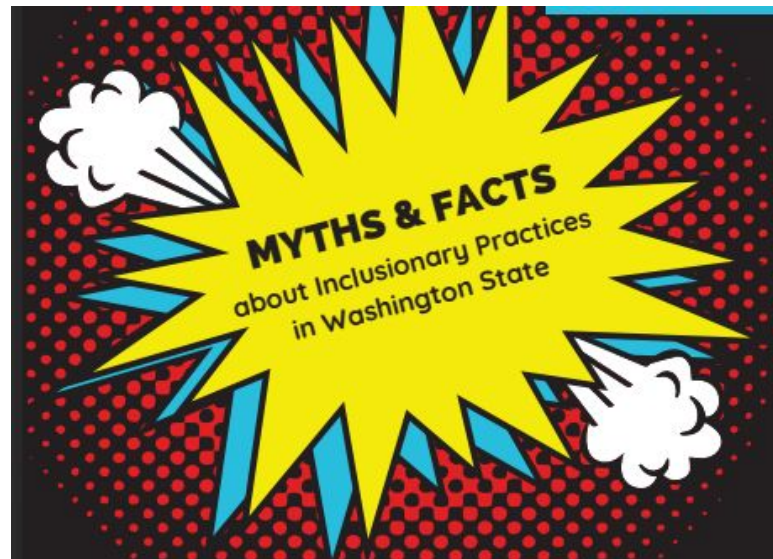
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Myths and Facts about Inclusionary Practices in Washington State

TIES Center and OSPI have partnered to update the existing resource:

Myths and Facts about Inclusionary Practices in Washington State

in hopes to reinvigorate discussions about each myth, and focus on strategies to remove these barriers.

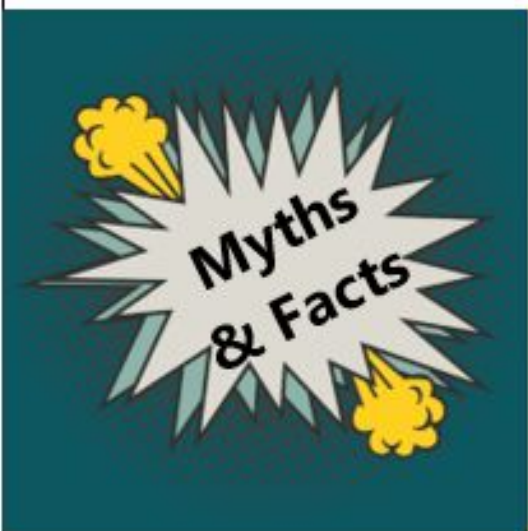


A graphic on a dark teal background featuring a white starburst shape with the words "Myths & Facts" written inside. Two yellow explosion-like shapes are positioned at the top-left and bottom-right of the starburst.

About Inclusionary Practices in Washington State

Myth #1: Costs of Inclusion

Myth #1: Including students with extensive support needs costs more than educating them in segregated special education programs.



About Inclusionary Practices in Washington State

Myth #2: Who Can Provide SDI?

Myth #2: Students with extensive support needs can only receive specially designed instruction (SDI) from their case manager or assigned special education teacher.

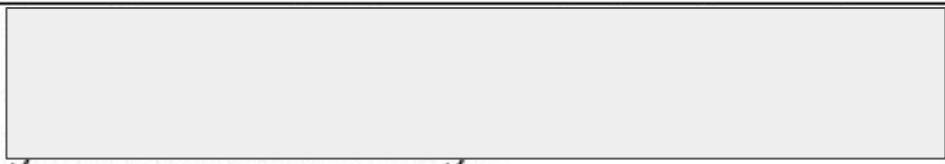


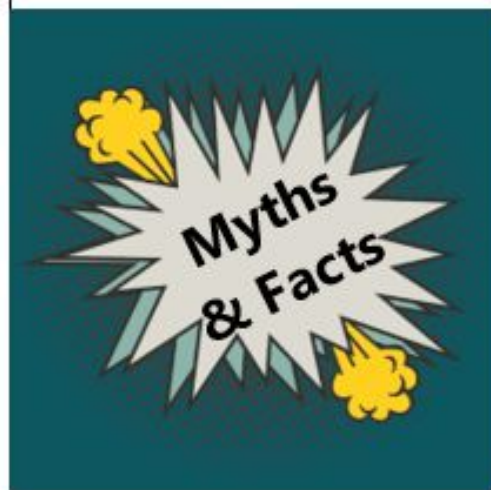


About Inclusionary Practices in Washington State

Myth #3: Readiness for Instruction in General Education

Myth #3: Students with extensive support needs must show they are ready to be in the general education setting.



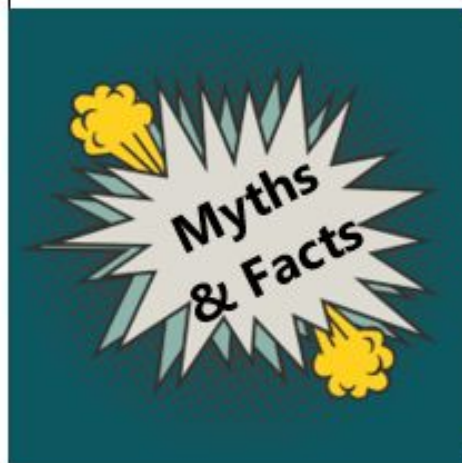


About Inclusionary Practices in Washington State

Myth #4: IEPs & General Education Curriculum & Standards Education

Myth #4: When a student has extensive support needs, their curriculum is their IEP, meaning their instruction focuses exclusively on their annual IEP goals.






About Inclusionary Practices in Washington State

Myth #5: Parents & Inclusion

Myth #5: All parents want their children with disabilities who have extensive support needs to be educated in separate programs or classrooms because they feel children will be safer, accepted, and receive more intensive instruction.



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A comic book style starburst graphic with a white center and jagged edges, set against a dark teal background. The text "Myths & Facts" is written in a bold, black, sans-serif font, slanted upwards from left to right. Yellow and blue flame-like shapes are visible at the corners of the starburst.

Myths & Facts

Myths & Facts #1: Costs of Inclusion

Jigsaw Activity

Resources:



Groups of five (all one color)

- Color-assigned groups (become experts on your Myths) (15 min)
 - Discuss assigned Myth & Fact, including the Truth, Evidence Supporting and Strategies for Dispelling the Myth (*complete cheat sheets for use in next group*)

Regroup within mixed-color group

- Teach mixed-color group members about your Myth & Fact (15 mins)
- Together, consider Strategies for Dispelling the Myth based on your context
- Be ready to share your thoughts and questions!



STOP & SHARE

- Key takeaways?
- Thoughts?
- Questions?



Thank you for your leadership in this work!



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