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## Opening Remarks- "Inclusion: Our Grit Journey"

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# INCLUSION: OUR GRIT JOURNEY

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# SPECIAL EDUCATION OR SPECIAL SEGREGATION?

- Keep in mind:
  - Special education includes the delivery of services and supports to improve outcomes for students with disabilities.
  - It is not a place.
  - It could and should be delivered by a variety of professionals, not just special education teachers.
- When we choose not to deliver special education services and supports in general education classrooms:
  - Is that because we haven't figured out how to do so effectively?
  - Is that because we haven't provided the necessary supports and services to promote success?
  - The above are not reasons to segregate students with disabilities.

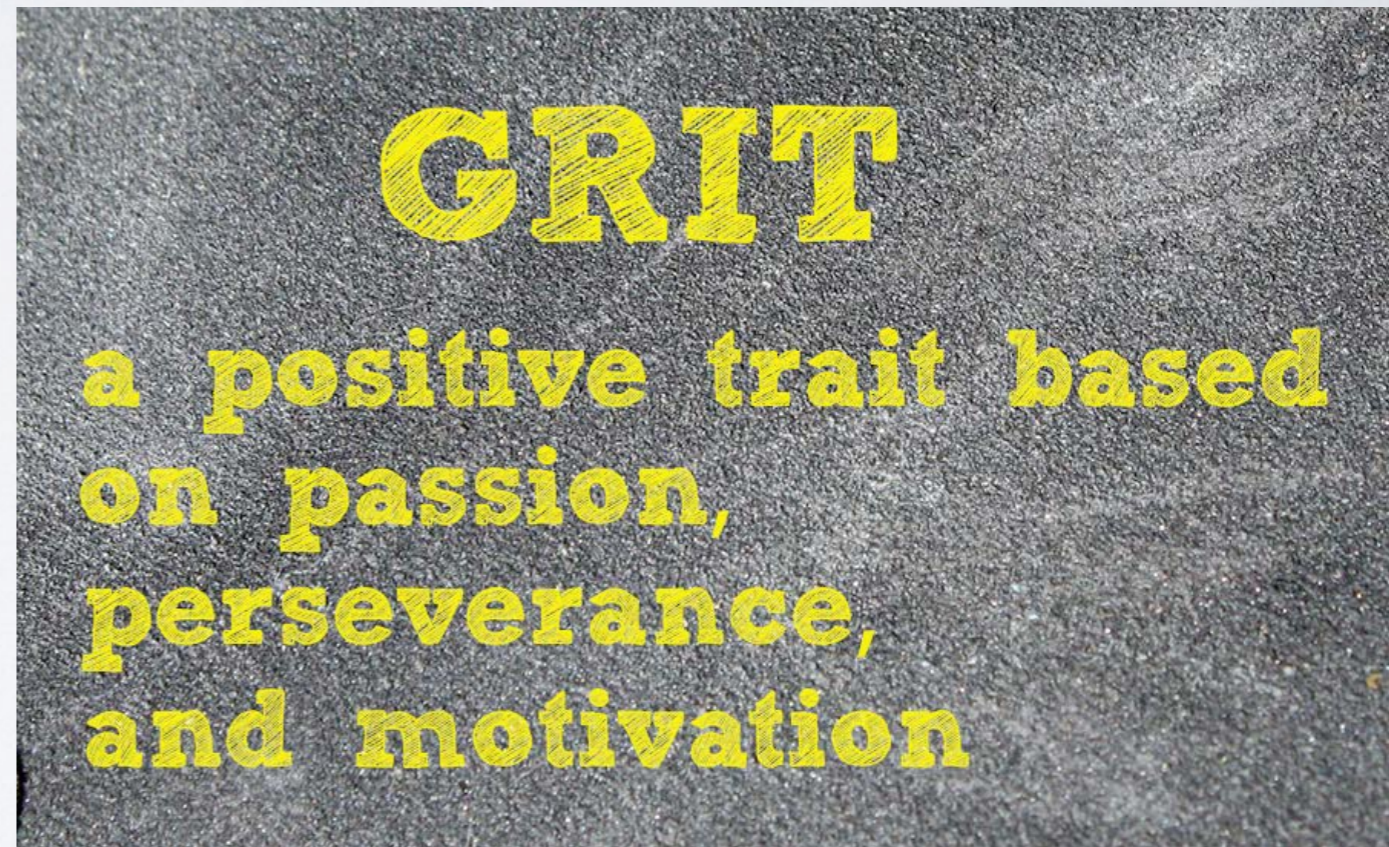
# WHAT DO WE NEED TO INCREASE THE QUANTITY AND QUALITY OF INCLUSIVE PRACTICES?

- Professional development (e.g. understanding strengths and needs of students; differentiated instruction/UDL; multi-tiered systems of academic and behavioral support; collaboration/co-teaching)
- Shift in belief systems (e.g. there are no pre-requisites for inclusive placements, when research-based practices are used, inclusion has positive outcomes for ALL students)
- Better use of funds (gen ed and special ed)

• **GRIT!**

# WHAT IS GRIT?

- Synonyms: courage, bravery, backbone, spirit, strength of character, moral fiber, nerve, fortitude, toughness, resolve, determination, tenacity, perseverance, endurance, guts,



# WHY DO WE NEED MORE GRIT TO INCREASE THE QUANTITY AND QUALITY OF INCLUSIVE PRACTICES?

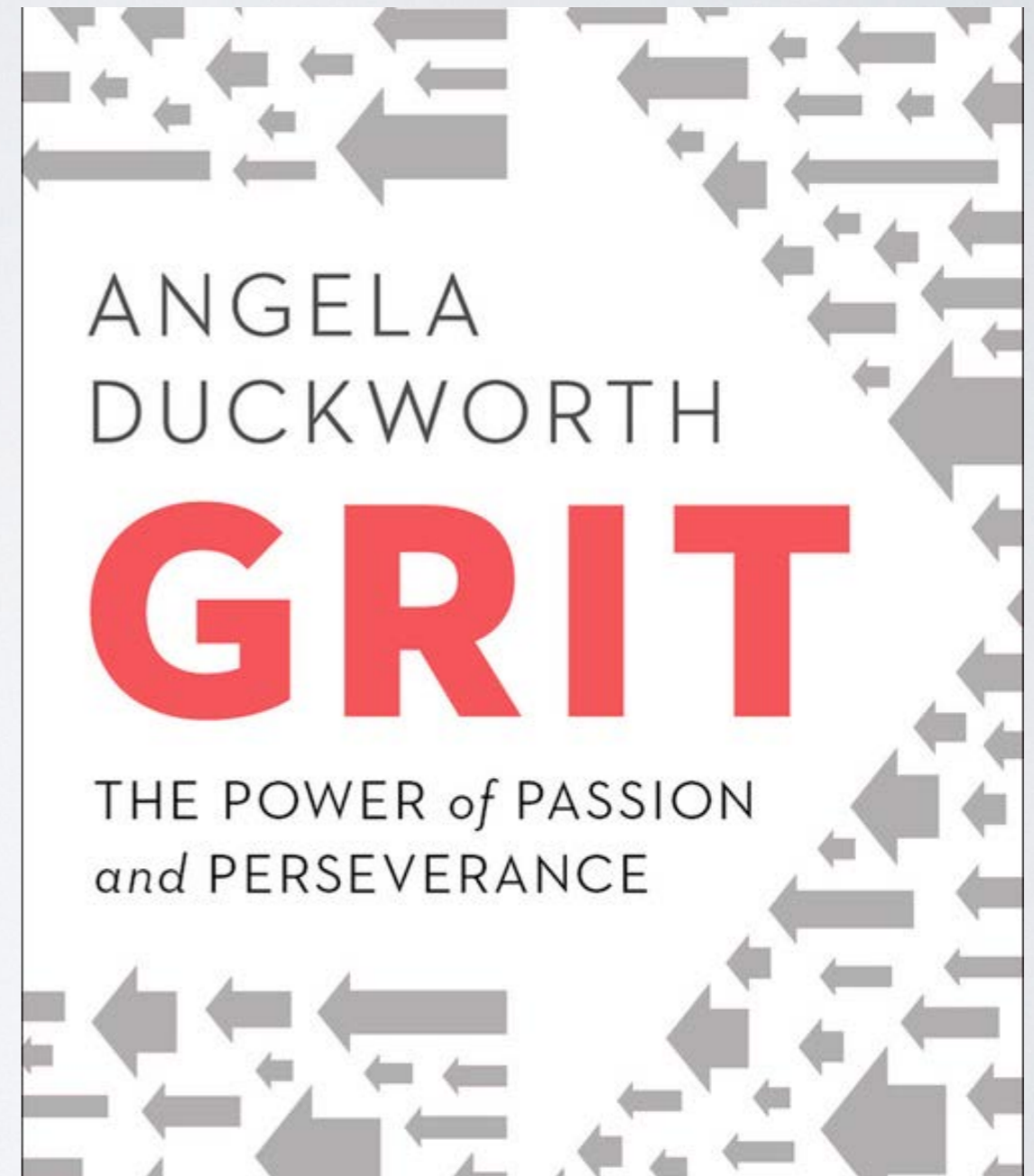
- Because implementing effective inclusive practices is really difficult.

and

- It's worth it!

# INGREDIENTS FOR GRIT ACCORDING TO ANGELA DUCKWORTH'S RESEARCH

- Interest that leads to a passion that leads to a focused purpose.
- Deliberate practice (excellence is almost never effortless)
- Hope and optimism
- Consistency over time
- Perseverance
- Growth mindset (success is never final; failure is never fatal)
- Talent (but effort counts twice as much as talent)



# SUPERLATIVE PERFORMANCE DOESN'T REQUIRE EXTRAORDINARY OR SUPERHUMAN QUALITIES

- It requires a synthesis of smaller skills done consistently and correctly.
- Skills that effective inclusion teachers learn (each one can be broken down into smaller skills):
  - Use of PBIS
  - Ability to differentiate instruction and assessment practices
  - Prioritization of learning objectives
  - Evidence-based teaching practices
  - Use of peer-mediated instruction and intervention
  - Collaboration
  - Embedding IEP objectives into ongoing instructional and non-instructional routines and activities





EACH PERSON'S GRIT SERVES AS AN  
EXAMPLE AND A MOTIVATOR FOR  
OTHERS