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ABSTRACT

This final report describes the Michigan Inclusive Education Initiative, a 5-year federally supported project designed to provide statewide training and technical assistance to schools, policy analysis and development, leadership development, and related activities to facilitate integration of students with disabilities into regular education classes. During the project, 3,722 students with disabilities, ages 3-26, were moved into regular education full-time with support at 20 implementation sites. All these students had not previously had access to regular education classrooms or curriculum. There was a 70 percent decrease in segregated program placements for students with severe disabilities statewide and a 90 percent decrease in segregated class placement for all students with disabilities, statewide. Approximately 15,000 professionals, paraprofessionals, parents, and students participated in the 175 training activities offered. Other accomplishments included development and dissemination of the "Facilitator's Guide to Inclusive Education," publication of articles on inclusive education, addition of inclusive education curricula in 12 university training programs, district level finance reform to support inclusive education, and establishment of a mechanism for on-going parent support. Individual sections of the report address the management of the Initiative and each of the eight major Initiative objectives. (DB)

SYSTEMS CHANGE FOR INCLUSIVE EDUCATION IN MICHIGAN

Final Report

Office of Special Education Programs
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December 1994

Developmental Disabilities Institute

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Towards the Building of Inclusive Schools

In 1989, the Michigan Inclusive Education Project was funded as a systems change grant by the Office of Special Education Programs of the United States Department of Education. At that time, the term "inclusive education" was hardly being used, a few school districts in Michigan had begun to experiment with inclusive education but few districts thought of themselves as being involved, and the Inclusive Education Network had just been formed. This project has been an important contributor towards movement towards inclusive education in the state of Michigan. The activities and some of the impacts of this project are described in this final report.

It was my pleasure to serve as Co-Director of this project with Dr. Richard Baldwin and to be a part of facilitating expansion of inclusive education in Michigan. Staff on the project, including Project Coordinator Dr. Barbara LeRoy, Dr. Jill England, Mr. Tom Osbeck, and others, worked very hard in partnership with school districts throughout the state. Much work was done to assist schools in including a broader range of students with disabilities in regular classes with appropriate and needed supports. We have learned much. Efforts to improve local and state policies so that more effectively support inclusive education are in process.

The work has, however, only just begun. As an educational community, our challenge remains: how will we create schools where caring and mutual support for the education of truly diverse learners occurs? How do we build on what we know now to continue such a development in a way that complements rather than competes with public demands for more efficient use of funds, improvements in educational performance of all students, and the utilization of technology in the classroom. Many of us believe that all of these trends are potentially part of building real community in our cities and neighborhoods, part of helping youth learn how to be productive, creative problem-solvers as a community of diverse learners, part of the solution of the crisis of violence, drugs, and loneliness that pervades our society. If this project has made a contribution towards these larger ends and helped to enrich the lives of specific students, teachers, administrators, and parents, the funds allocated will have been more than well spent.

In this context, we invite you to read and analyze this report and to join in the continued challenge towards building inclusive schools for an inclusive community.

December 7, 1995

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Executive Summary

Michigan Inclusive Education Initiative

A Statewide Systems Change Project

Richard Baldwin, Ph.D.	Michael Peterson, Ph.D.	Barbara LeRoy, Ph.D.
Co-Director	Co-Director	Coordinator

The **Michigan Inclusive Education Initiative** was designed to provide intense statewide training and technical assistance to schools, policy analysis and development, leadership development, and related activities to facilitate integration of students with disabilities into regular education classes in regular schools, as part of a statewide effort to make schools more effective for all youth in Michigan. During its five years of implementation, 3,722 students with disabilities, ages 3-26, were directly involved with the Initiative. These students represented all disability categories. They all had the unique distinction of having had no access to regular education classrooms or curricula prior to the Initiative implementation.

The goal and objectives of the Initiative focused on systemic change through the following areas of impact: resource analysis and reallocation; policy reform; model implementation; training and technical assistance to facilitate staff development and school reform; family education and support, materials development, and university personnel preparation.

Impacts and Outcomes of the Initiative include:

* **3,722 students moved into regular education fulltime with support in 20 implementation sites**
* **6,000 students with disabilities moved into regular education fulltime with support statewide**
* **70% decrease in segregated program placements for students with severe disabilities, statewide**
* **90% decrease in segregated class placement for students with disabilities, statewide**
* **82% of the school districts statewide participated in the Initiative**
* **15,000 professionals, paraprofessionals, parents, and students participated in Initiative training activities each year**
* **175 trainings were provided at State, National, and International conferences**
* **12 university training programs in Michigan added inclusive education curricula**

* 1,000 Facilitator's Guides to Inclusive Education were disseminated nationally and internationally
* Inclusive Education articles were published in State, National, and International documents
* 6 Countries used the Michigan model and materials to address systems change: New Zealand, Malaysia, Finland, Germany, Nigeria, and Zimbabwe
* 22 program evaluation studies documented positive impacts for all students and teachers
* Strong linkages were developed between school improvement/reform and inclusive education
* A position statement on inclusive education was developed by the Michigan State Board of Education
* Extensive Michigan Special Education rule changes to facilitate inclusive education are pending
* Revisions in personnel preparation to facilitate inclusive education are pending
* District level finance reform was implemented statewide to support inclusive education
* A mechanism for ongoing parent support was developed through the *Inclusive Education Network*
* Ongoing State support through Office of Special Education and Developmental Disabilities Council funding was developed for the expansion of inclusive education
* Systemic change to facilitate urban inclusive education began in the Detroit Public Schools
* The *Children's Disability Law Collaborative* was created to support ongoing advocacy, legal literacy, and policy reform

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Systems Change for Inclusive Education in Michigan:
Michigan Inclusive Education Initiative

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Initiative Management

The **Michigan Inclusive Education Initiative** was staffed by personnel from the Michigan Department of Education and the Developmental Disabilities Institute, Wayne State University. Specific staff and their roles are described below.

Initiative Co-Directors: **Dr. Richard Baldwin** and **Dr. Michael Peterson** served as co-directors of the Initiative. Dr. Baldwin the Director of the Office of Special Education, Michigan Department of Education. Dr. Peterson is a Professor, College of Education, Wayne State University. Their responsibilities included oversight of the Initiative budget, convening of the Initiative management team, convening of the Initiative Advisory Council, and general implementation leadership.

Initiative Coordinator: **Dr. Barbara LeRoy** from the Developmental Disabilities Institute, Wayne State University served as the coordinator of the Initiative. She was responsible for overall implementation and operation of the Initiative, including training and technical assistance design and planning, research and evaluation, and reporting. As Coordinator, Dr. LeRoy was a member of the Initiative Management Team.

Office of Special Education Liaison: **Mr. Ron Greiner, Dr. Gene Kyle, and Dr. Joe Gomez** served as the Initiative liaison from the Michigan Department of Education, Office of Special Education at various times during implementation of the Initiative. Each liaison staff was responsible for budget planning and coordination with the federal office and State Board representation. As Liaison, each staff was a member of the Initiative Management Team.

Michigan Department of Education Liaison: **Dr. Anne Hansen** served as the Initiative liaison from the Michigan Department of Education, Regular Education Office. She was responsible for coordination with regular education initiatives and programs. As Liaison, Dr. Hansen was a member of the Initiative Management Team.

Inclusive Education Specialists: **Dr. Margaret Gutsell, Dr. Jill England, Dr. Susan St. Peter, Dr. Carol Kent, and Mr. Tom Osbeck** served as Inclusive Education Specialists at various times during implementation of the Initiative. They were responsible for training and technical assistance to the implementation sites. All Specialists were employed by the Developmental Disabilities Institute, Wayne State University.

Dissemination Coordinator: **Mr. Robert Lasker** served as the dissemination coordinator for the Initiative. He was responsible for graphic and technical support on materials development and materials distribution. Mr. Lasker was employed by the Developmental Disabilities Institute, Wayne State University.

Initiative Student Assistants: **Mr. Chris McDonald** and **Mr. Suresh Palakurthi** served as graduate student assistants on the Initiative. They were responsible for data entry and analysis. They were both graduate students at Wayne State University.

Initiative Support Staff: The Initiative was supported by a secretary from the Developmental Disabilities Institute, Wayne State University. The secretary was responsible for the preparation of correspondence, reports, meeting scheduling, and assisted in the development of training and dissemination materials.

Michigan Inclusive Education Initiative
Goals and Objectives

Initiative Goal: To provide intense statewide training and technical assistance to schools, policy analysis and development, leadership development, and related activities to facilitate integration of students with disabilities into regular education classes in regular schools, as part of a statewide effort to make schools more effective for all youth in Michigan.

Initiative Objectives:

1. Inclusive Education Advisory Council: To establish an advisory council representing a wide range of groups important for design and implementation of inclusive education to provide input for statewide systems change and policy development.

2. Study of Integration and Statewide Resources: To identify discrepancies between best practices and present status in Michigan via statewide studies of the status of integration, resources, and best practices for students with severe disabilities and formulate an on-going data system for tracking inclusive education and its implementation.

3. Policies for Inclusive Education: To develop policies, identify and address barriers, and facilitate interagency collaboration to encourage and support inclusive education and transition into adult life for students with severe disabilities, including deaf/blind, in Michigan.

4. Models of Inclusive Education in Local Schools: To develop model sites of inclusive education based on best practices in a minimum of 20 school districts throughout the State.

5. Training and Technical Assistance: To provide a range of training and technical assistance to school personnel (administrators, teachers, paraprofessionals, and support staff), state department personnel, advocacy and parent groups, and representatives of general education, including teacher unions.

6. Family Education and Support Network: To develop a statewide education and support network of parent and family groups regarding inclusive education based on best practices.

7. Inclusive Education Materials: To develop awareness and training materials related to the Center for Inclusive Education and implementation of inclusive education in schools for teachers, administrators, and parents.

8. University Consortium for Integration and Transition: To develop an interuniversity consortium to facilitate curriculum changes in teacher and educational administrator preparation courses and to provide a statewide network of resource consultants for inclusive education.

OBJECTIVE ONE

To establish an advisory council representing a wide range of groups important for design and implementation of inclusive education to provide input for statewide systems change and policy development.

Accomplishment Toward the Objective

Throughout the five years of the Initiative, the Advisory Council met on twelve (n=12) occasions. The Council was instrumental in shaping the vision, direction, implementation, and evaluation of the Initiative. Throughout the course of the Initiative the Advisory Council addressed fifteen (n=15) unique and far reaching issues. Those issues, in their order of documentation on the Council agendas were as follows: MDE policies and position statements on inclusive education; school improvement legislation; site based training and technical assistance models; research and evaluation needs and implementation designs; minority involvement; Initiative publications; teacher unions; interface of inclusive education with early childhood programs; postsecondary/transition mandates and inclusive education; post grant continuation of inclusive education in Michigan; special education rule changes; Initiative external evaluation; strategic planning; administrator support for inclusive education implementation; and proposed changes in teacher certification.

Advisory Council Membership

Membership on the Advisory Council was appointed by the Michigan State Board of Education. Membership consisted of 23 members. Throughout the course of the Initiative, attendance at the Advisory Council meetings held consistently to 75%, which was indicative of the ongoing high interest in inclusive education and its implementation statewide. Council membership was composed of the following individuals who represented the identified state organizations:

1. Beverly Wesner	Michigan Parent Teacher Association
2. Frank Sebastian	Michigan Association of Secondary School Principals
3. Charles Sturdivant	Michigan LEA Principals
4. Donna Tinburg	Michigan Association of Administrators of Special Education
5. Louis Myefski	Michigan Association of Intermediate School Administrators
6. Maurice Conn	Michigan Association of School Superintendents
7. Patricia Williams	Middle Cities Schools Association
8. Alan Burg	Special Education Directors

9. Jan Brown	MDE, School Improvement Program
10. Lydia Beltran	Michigan Education Association
11. Lois Doniver	Michigan Federation of Teachers
12. Alan Berg	LEA Director of Special Education
13. Jim Hendricks	Institutions of Higher Education in Michigan
14. Margie Mitchell	Michigan Advocacy Organizations
15. Anita Acree	Special Education parents
16. Beth Yerrick	Special Education parents
17. Carol Gray	Special Education teachers
18. Carol Franklin	Regular Education teachers
19. June Neal	Regular Education teachers
20. Debbie Feeley	Michigan Deaf/Blind Project (Michigan School for the Blind)
21. Sharon Tipton	Michigan Developmental Disabilities Council
22. Jackie Thompson	MDE, Early Childhood Program
23. Marjorie Mitchell	Michigan Advocacy Organizations

OBJECTIVE TWO

To identify discrepancies between best practices and present status in Michigan via statewide studies of the status of integration, resources, and best practices for students with severe disabilities and formulate an on-going data system for tracking inclusive education and its implementation.

Accomplishment Toward the Objective

Throughout the five years of this Initiative a comprehensive set of studies was designed and implemented to assess the impact of inclusive education on various components of program implementation statewide. In total twenty-two (n=22) studies were completed in association with this Initiative. The majority of these studies was based on an evaluation model that was developed in Year One of the Initiative, and refined in subsequent years. The evaluation model and an annotated delineation of the Initiative evaluation studies are provided below, in chronological order.

Initiative Evaluation Model

An evaluation model was designed to gather implementation data on three distinct levels: Level 1: basic data - intermediate school district level; Level 2: program data - local education agency level; and Level 3: local implementation site level. Each of these levels are described in more detail below.

Level 1 data collection was intended to provide demographic information on the placement of students with moderate and severe disabilities in regular education classrooms throughout Michigan. Data on the number, gender, and ages of students by disability were collected from existing yearly special education services counts.

Level 2 data collection was intended to provide information on service delivery for students with moderate and severe disabilities who were placed in regular education classrooms with support in each LEA. Data on subject area participation, special education support services, classroom assistance, building supports and membership, and educational strategies were collected yearly.

Level 3 data collection was intended to provide indepth information on the educational programs in local schools who were placing students with moderate and severe disabilities in regular education classrooms with support. Data were collected yearly from four sources: 1) administrators (costs); 2) educators (attitudes, structural

arrangements, and instructional adaptations); 3) students (attitudes, educational achievement, interaction); and 4) families (attitudes, satisfaction).

Protocols for each level and category of evaluation were developed, field tested, and implemented. For each of the implementation sites, pre and post data were collected and yearly reports were provided to the districts. Aggregate reports also were developed and disseminated.

Implementation Studies

The following is an annotated chronological list of the studies that were completed on the implementation of inclusive education in Michigan. Trends that emerged across all studies included:

* a systematic and structural spread of inclusive education across five years (districts, grade levels, students)
* increased positive teacher attitudes with experience
* increased teacher responsibility with experience
* increased teacher acknowledgement of benefits to all students with experience
* increased teacher comfort and competence in instructional accommodations over time
* stablized student attitudes and interactions over time
* low secondary student interactions across settings
* special education student increased achievement in academic, social, affective domains
* mixed special education student achievement in behavioral domain
* more balanced social interactions between students in inclusive education classrooms
* no adverse effects on regular education student achievement
* consistently reported positive effects on regular education student affect
* high parent satisfaction with program supports and implementation
* reduced transportation time for students
* reduced program costs associated with inclusive education versus segregated models.

Study Annotations

1. Statewide Preliminary Status Report on Inclusive Education (1989) Author: LeRoy

In the Spring of 1989 an open-ended questionnaire was mailed to each Intermediate School District Superintendent in Michigan (n=56) inquiring about the status of inclusive education in the district. Responses received from 43% of the districts indicated the following trends: districtwide committees to study inclusive education were common; regular education options for students with mild disabilities were common; students with sensory impairments were educated in regular education buildings/not classrooms; early childhood programs were more likely to be integrated; and few students with moderate and severe disabilities (less than 25%) were educated in regular buildings or classrooms.

2. The effect of classroom integration on teacher and student attitudes, behaviors, and performance in Saline area schools (1990) Author: LeRoy

The effect of the inclusion of students with disabilities (n=10) in general education classrooms on teacher and student attitudes, behaviors, and performance was examined using a combination of surveys, structured observations, and standardized measures. Findings indicated that the first year of inclusive education in the district appeared to have been beneficial to all students. Student attitudes were positive and no adverse effects on the academic performance of typical students was found. Teacher attitudes improved as their skills and perceived competence increased. However, teachers expressed reservations about assuming increased responsibility due to time management issues.

3. The effect of classroom integration on teacher and student attitudes and behaviors, student performance, and parent satisfaction in Saline area schools: Year Two (1991) Author: LeRoy

The effect of the second year of the inclusion of students with disabilities (n=11) in general education classrooms on teacher and student attitudes, behaviors, and performance, and teacher and parent satisfaction were examined using a combination of surveys, structured observations, and standardized measures. Teacher related findings showed an increase in positive attitudes; in willingness to act as student advocates; in willingness to participate in training; and in comfort and satisfaction with the program by teachers in inclusive education classrooms. An overall decrease in willingness to assume additional responsibilities was reported. Typical student related findings showed an increase in positive attitudes and no adverse effect no academic achievement. Students with disabilities demonstrated high achievement on IEP goals which was corroborated by teacher and parent anecdotal reports. The parents of students with disabilities expressed a high level of satisfaction with the program.

4. Westwood High School Co-Teaching Model Evaluation (1991) Author: Koski

The academic outcomes of students from co-taught classrooms were compared to those from traditional classrooms. The co-taught classrooms were taught by a special education and regular education teacher and contained students with disabilities. Results indicated that when the classes were similar in make-up, overall grade performance was higher in the co-taught classes. All students in the co-taught classes passed the courses. The same success rate was not found in the traditionally taught classes. The co-taught classes were significantly larger and still performed at a higher level.

5. Inclusive education implementation in six Michigan School Districts (1991) Authors: LeRoy and McDonald

The effect of the first year of the inclusion of students with disabilities in general education classrooms in six Michigan school districts on teacher and student attitudes, instruction, special education student performance and teacher and parent satisfaction was

examined using a combination of surveys, structured observations, and performance evaluations. Teacher related findings indicated strong support for desegregation of programs, and enhanced benefits of inclusion for all students. Teachers rated support from building principals and paraprofessionals as most effective. Teachers reported ongoing concerns with lack of adequate planning time, role identification and responsibilities, and lack of consensus on team role in accommodation. Teachers reported only slight differences in classroom structure and methodology as a result of inclusion. Elementary general education students were more positive than secondary students toward their peers with disabilities. Secondary students reported minimal interaction with students with disabilities during free time either in or out of school. Parents reported satisfaction with the program and observed increased friendships for their children. No adverse effects on general education student performance were found. Students with disabilities demonstrated gains on IEP goals. Teachers reported positive gains in affect for all students.

6. Evaluation of the Impact of Inclusive Education Placements in the Marquette-Alger ISD (1991) Author: Burke

The impact of inclusive education placements (n=15 students with moderate and severe disabilities) on administrative issues, staffing, student interaction and achievement, and family satisfaction was examined using surveys and classroom observations. Findings indicated overall support for inclusive education. From an administrative perspective, transportation time was decreased significantly with inclusive education. Teachers expressed general satisfaction with implementation although they indicated a need for additional training and additional planning time. Both parents and teachers reported an increase in interactions between students, however, concerns were expressed about the lack of generalization of those interactions to out of school time. Parents reported positive changes in family life as a result of having their children in inclusive settings. (1 of 6 districts contributing to the *1991 Implementation Report* listed in #5 above).

7. Implementation Evaluation Report for Bay Arenac ISD (1991) Author: LeRoy

The effect of the inclusion of students with disabilities (n=38) on teachers, students, and parents was examined using surveys, classrooms observations, and performance measures. Findings showed good teacher support for desegregation and teacher identified benefits for all students in general education classrooms. Teachers rated team collaboration as extremely effective and special education administration and paraprofessional support as most effective. General education teachers reported considerable involvement in instructional accommodation and an increased use of strategies such as small groups, whole language approaches, and self paced formats. Elementary students were more positive and more interactive with their peers with disabilities. Educational gains were reported for all students. The parents of students with disabilities reported high satisfaction with the program. (1 of 6 districts contributing to the *1991 Implementation Report* listed in #5 above).

8. Implementation Evaluation Report for Saginaw ISD (1991) Author: LeRoy

The effect of the inclusion of students with disabilities (n=42) on teachers, students and parents was examined using surveys, classroom observations, and performance measures. Findings indicated that teacher attitudes increased significantly across all variables following the implementation of inclusive education. Teachers reported enhanced benefits for all students. Teachers reported paraprofessional support as most effective. Instructional accommodation was reported to be beneficial to all students. Students were undecided about their desire to interact with their peers with disabilities. Teachers reported slow gains in academics, slow but steady gains in affect, and mixed outcomes for behavior. Parents reported gains in independence and communication for their children and high satisfaction with the program. (1 of 6 districts contributing to the *1991 Implementation Report* listed in #5 above).

10. Implementation Evaluation Report for Rochester Community Schools (1991) Author: LeRoy

The effect of the inclusion of students with disabilities (n=38 students) on teachers, students, and parents was examined using surveys, classroom observations, and performance measures. Findings indicated teacher attitudes remained constant over the year except with perceived responsibility for student outcomes, which increased significantly. Teachers rated support from building principals and paraprofessionals as very effective and overall collaboration as better than expected. Teachers reported no differences in instructional methodology and little involvement with accommodation. Students reported positive attitudes, increased opportunities to interact, but guarded interest in doing so. Students with disabilities demonstrated gains on IEP goals and were reported to have made gains in affect and behavior. Parents reported increased friendships for their children and high satisfaction with the program. (1 of 6 districts contributing to the *1991 Implementation Report* listed in #5 above).

11. Implementation Evaluation Report for Hillsdale Community Schools (1991) Author: LeRoy

The effect of the inclusion of students with disabilities (n=28) on teachers and students was examined using surveys, classroom observations, and performance measures. Teachers reported that inclusive education was beneficial to all students, however, they continued to express a need for increased training and preparation after one year of implementation. Teachers found collaborative teaming was effective. They reported a high degree of involvement with instructional accommodation and reported that cooperative learning was a very effective instructional strategy. Students expressed increased opportunities and positive attitudes about interacting with students with disabilities in school settings. They expressed guarded interest in interacting with their peers with disabilities in community settings. IEP goal achievement was reported. Teachers reported inconsistent gains in student behavior, with a desire for additional social

work intervention in the classroom. (1 of 6 districts contributing to the *1991 Implementation Report* listed in #5 above).

12. Evaluation of the Impact of Inclusive Education Placements in the Washtenaw ISD (1991) Authors: LeRoy and Burke

The effect of the inclusion of students with disabilities (n=29) on seven variables was examined using surveys, interviews, and classroom observations. The variables included staff commitments, opportunities for student interaction, types of interactions, interaction rate, teacher support, transportation, and quality of family life. Findings indicated overall agreement that inclusive education is beneficial. Transportation time was significantly reduced for the majority of students. Increased opportunities for social interaction were reported in school settings, however, fewer opportunities were reported in community settings. The nature of interactions was reported as comfortable, sincere, and mutually respectful. Students with disabilities were more likely to initiate interactions and more likely to receive negative responses than their typical peers. Teachers reported satisfaction with program support. Parents reported positive changes in family life as a result of inclusive education for their children. Areas of family life positively influenced included interactions with neighbors, community outings, and behavior issues.

13. The Co-teaching Model at National Mine Elementary School - NICE Community School District (1992) Author: England

The effect of the inclusion of students with disabilities in general education classrooms on teacher and student attitudes, behaviors, and performance was examined in the National Mine Elementary School (Michigan's Upper Peninsula). Results indicated both teachers and parents held positive attitudes toward the inclusive education program. Significant academic achievement was reported for students with disabilities. Both parents and teachers reported improved student behavior and self esteem. Students with disabilities reported that they liked being in general education but clearly felt they needed ongoing support.

14. Year Two Implementation Evaluation Report - Rochester Community Schools (1992) Author: LeRoy

The effect of the second year of inclusive education implementation on teachers, students and parents was examined using the year one surveys, classroom observations, and performance measures. Teacher findings indicated general satisfaction with collaboration and support. Overall, special education teachers were more satisfied than were regular education teachers. All teachers reported that the teacher consultant model was very effective and essential to program success. Paraprofessional support was rated as very effective, while the rating of support from building principals and special education administration was mixed. While teachers reported a strong desire and need for instructional accommodation, few regular education teachers reported any changes in their classroom instruction. Students with disabilities were reported to have made significant

social and affective gains, and good academic and behavioral gains. Teachers reported that peers, team collaboration, and the classroom assistant were important components to student behavioral success. Parents reported high satisfaction with the program and positive outcomes for their children.

15. Year Two Implementation Evaluation Report - Bay Arenac ISD (1992) Author: LeRoy

The effect of the second year of inclusive education implementation on teachers, students, and parents was examined using the year one surveys, classroom observation, and performance measures. Findings indicated a dramatic improvement in teacher attitudes over two years. Teachers were strongly opposed to segregation, felt inclusive education was beneficial to all students, felt prepared to instruct all students, and felt all students were their educational responsibility. Teachers rated collaboration and support as extremely effective. They reported high involvement with instructional accommodation and a considerable increase in the use of a broad range of instructional strategies in the classroom. Elementary students reported less positive attitudes and less frequent interactions with their peers with disabilities in year two than in the previous year. Teachers reported high achievement for all students in curricular, social, and behavioral domains. Parents reported increased friendships and high satisfaction with the level of support and program implementation.

16. Implementation Evaluation Report for Traverse Bay ISD (1992) Author: LeRoy

The effect of the first year of inclusive education on teachers, students, and parents was examined using surveys, classroom observations, and performance measures. Findings indicated positive teacher attitudes and beliefs about the importance and benefit of inclusive education for all students. Teachers rated support from building principals and special education administration as ineffective and support from paraprofessionals as effective. Teachers reported little awareness or involvement with instructional accommodation. Teachers reported a need for more training in accommodation issues and strategies. Elementary students reported positive attitudes and moderate to high rates of interaction both within school and the community. Teachers reported mixed gains in academic achievement and high gains in social skills. Parents reported increased friendships for their children and satisfaction with program implementation.

17. Implementation Evaluation Report for Jackson ISD (1992) Author: LeRoy

The effect of the first year of inclusive education on teachers and students was examined using surveys, classroom observations, and performance measures. Findings indicated very positive teacher attitudes with regard to desegregation, professional responsibility, and benefits for all children. Teachers rated collaboration and support as extremely effective and paraprofessional support as very effective. Teachers reported considerable involvement with instructional accommodation and an increased use of small groups, whole language approaches, and self paced formats in the classroom. Elementary

students showed guarded attitudes and interactions with their peers with disabilities. Teachers reported high achievement for all students in curricular, social, and behavioral domains.

18. Cost Comparison of Inclusive Education, Segregated Centralized Special Education, and Segregated In-District Special Education (1993) Authors: LeRoy and Simpson

Costs associated with implementing inclusive education, segregated centralized special education, and segregated in-district special education were compared. Data were based on the inclusion of 29 students with moderate and severe disabilities in a suburban school district in Michigan during the 1991-1992 school year. Per student adjusted costs were determined by analyzing the costs associated with Individual Education Plan (IEP) identified services minus reimbursements, revenue, and avoided expenses. Those adjusted costs were then compared to the costs of those services in segregated centralized and segregated in-district special education programs. The findings indicate that inclusive education was significantly less expensive than education in either of the segregated models. Issues and implications for the education of students with disabilities in regular education settings were discussed.

19. Quality Indicators - Special Education Programs - Kalamazoo Public Schools (1993) Authors: LeRoy and Williams

Special education programming was examined with regard to qualitative issues in instruction, environment, and classroom sociology in self contained categorical, cross categorical, mainstreamed, and inclusive education classrooms. Significant differences in interactional patterns were reported. In the segregated special education classrooms the verbal interactions were dominated by adults, while in the inclusive education classrooms the verbal interactions were more balanced. Students in inclusive education classrooms interacted with peers more than with adults.

20. Statewide Impact of Inclusive Education (1992) Author: MAASE

A survey of all local education agencies in Michigan was completed to determine the degree of implementation of inclusive education. Results indicated that inclusive education was implemented to some degree in the majority of Michigan school districts. Districts that reported full implementation numbered 90.

21. Administrative Hearing Officer Impact Evaluation (1994) Authors: LeRoy and Burkhour

An analysis of the Administrative Hearing process in Michigan from 1986-1993 was implemented. The Administrative Hearing Officer Association has 75 officers who are trained to hear school cases. Results indicated the following: 119 cases were heard over the 8 year period; five hearing officers presided in more than half of the cases; 65 cases went to State level appeal with five officers reviewing all 65 cases; the average

number of days to hearing after request grew each year of the study from 106 days in 1986 to 246 days in 1993; across all years, districts prevailed in a vast majority of decisions; families prevailed an average of 10% of the time; over the 8 years, 21% of the cases addressed LRE and 16% of those cases upheld LRE mandates.

22. Statewide Initiative Implementation Impact (1993; updated 1994) Author: LeRoy

This quantitative report summarizes the implementation outcomes of the systems change initiative with regard to the following variables: scope of impact statewide; impact on local districts and buildings; impact on students; impact on students by grade level; impact on students with severe disabilities; level and types of support to districts (site and non site); and impact on university students. The definition and philosophy of inclusive education are provided as is a partial list of dissemination activities.

OBJECTIVE THREE

To develop policies, identify and address barriers, and facilitate interagency collaboration to encourage and support inclusive education and transition into adult life for students with severe disabilities, including deaf/blind, in Michigan.

Accomplishments toward the Objective

A systematic series of actions were implemented at the state level to address this objective over the five years of the Initiative. While the outcome of these actions was not fully realized at the end of this funding period, it was clear that the Initiative was an important catalyst in the State's review of special education policy, rules, funding, and personnel preparation. Specific actions are described below.

Michigan Department of Education Committee on Inclusive Education

In December 1989 the Assistant Superintendent, Michigan Department of Education, convened a committee to develop a position statement on inclusive education. This committee consisted of representatives from 28 different professional, parent, and service organizations/agencies. The Committee met for approximately one year. A position statement on inclusive education was developed, submitted to the State Board, reviewed by the c mmunity through a series of hearings, and finally accepted by the State Board in February, 1992. The position statement defined inclusive education as follows:

the provision of educational services for students with disabilities, in schools where nonhandicapped peers attend, in age-appropriate general education classes under the direct supervision of general education teachers, with special education support and assistance as determined appropriate through the individualized educational planning committee (IEPC).

The position statement reaffirmed the 1984 MDE policy of commitment to increasing options for students with handicaps in general education facilities. It further served as a statement of commitment to increasing opportunities for students with handicaps in general education classrooms within general education facilities and to the integral involvement of parents in the process.

Administrative Dialogues on Inclusive Education

In 1991 a three day program of Administrative Dialogues was held. The objectives of the Dialogues were (1) to develop a linkage between school improvement and inclusive education; (2) to develop a leadership vision in building principals; and (3) to provide a forum for administrators to share their perceptions of possible policies, rules, and staffing issues which presented barriers to the implementation of inclusive education. Prior to the Administrative Dialogues a survey of over 200 randomly selected school administrators was conducted to obtain their top eight priorities for discussion. Those priorities in order of importance were:

1. Funding issues related to inclusive education; how to reallocate resources
2. Special education rule changes needed to facilitate inclusive education
3. Role of the general education teacher and staff development needs
4. Instructional models which facilitate learning for all students
5. Implementation strategies for total systems change
6. Roles of ISD and LEA special education staff; coordination of services
7. Pre-planning necessary to assure successful inclusive education
8. The interface of school improvement and inclusive education.

Two speakers presented at the Dialogues, Mr. Jim Jackson, an Iowa principal and leader in inclusive education, and Dr. Janice Brown, the Coordinator of School Improvement for the Michigan Department of Education. Ad hoc task forces were formed from the 125 participants to address the above listed priorities. Discussions from the task force meetings were compiled in a report that was presented to the State Advisory Council and the Office of Special Education/MDE.

State Board of Education directed Inclusive Education Recommendations Committee

This Committee was formed in Spring of 1992 at the direction of the State Board of Education. The Committee was charged with the "development of specific recommendations for needed changes in policy, funding, and legislation to assure availability of an inclusive education option for students with disabilities in Michigan". Specifically the Committee was to address the following issues: a) research and model programs; b) rules, collective bargaining, policy, and finance; c) teacher preparation and staff development; and d) school improvement and the full continuum of programs and services. Committee fundings related to each of these issues are summarized below.

A. Research and Model Programs: Current research tends to support the inclusion of students with disabilities in general education. However, it was determined that research was incomplete and a better plan for research and evaluation on existing programs was recommended.

B. Rules, Collective Bargaining, Policy, and Finance: Fifteen specific barriers to the effective implementation of inclusive education were identified with regard to these four areas Recommendations were made for needed changes in each of the four areas.

C. Teacher Preparation and Staff Development: It was found that current practices regarding the preservice and inservice training of educators and paraprofessionals created a complex set of barriers to educating students with disabilities in inclusive settings. Specific rule based barriers in preservice and inservice training were identified and recommendations were made to address needed changes.

D. School Improvement and the Full Continuum of Programs and Services: Six barriers to a full special education continuum of programs and services as part of the school improvement process were found. Recommendations for change were made.

Overarching conclusions from the Committee were as follows:

1. Resident school districts must be responsible for the education of all of their students.
2. There is an emerging standard established by both case law and research on inclusive education, as well as an overriding standard based on effective practice, that holds that the preferred model of operation is for all students to be educated together.
3. A continuum of services must be defined as full time general education with support to full time special education service in a general education building. Separate facilities are not an acceptable component of the service continuum.
4. Dual and parallel systems of education must be merged in favor of a unified system of education.
5. The current practice of categorical labelling is largely irrelevant in determining educational support needs for individual students.
6. Funding systems must be designed to provide incentives for the development of inclusive schools.
7. Inservice and staff development efforts must be focused at the building level.
8. Teacher preparation must be integrated and must prepare teachers to serve all students.

Following completion of the work of the Committee, the report was sent to the field for review and comments. Based upon recommendations from the Office of Special Education, the work of this Committee was subsequently enmeshed into that of the Special Education Delivery System Task Force (see below).

Special Education Delivery System Task Force

In May 1993 a process for the revision of the Administrative Rules for Special Education was developed which included the following three phases: (1) field survey and information gathering; (2) task force deliberations; and (3) formal rule revision. The field survey consisted of a questionnaire which was distributed to 234 organizations, all LEAs and ISDs, parent advisory committees, 300 randomly selected members of the Michigan Education Association, and 50 members of the Michigan Federation of Teachers. Results

were given to the Task Force (N=65 members) for phase two deliberations. The Task Force addressed the following issues: programs and services; interagency relationships; systems accountability; eligibility, assessment and student outcomes; personnel training and qualifications; rights and responsibilities; and finance. The Task Force work resulted in the development of hundreds of recommendations for rule change comprised in a 150 page document. The third phase of this process, formal rule revision, is currently underway and will extend through 1996.

OBJECTIVE FOUR

To develop model sites of inclusive education based on best practices in a minimum of 20 school districts throughout the State.

Accomplishments Toward the Objective

Beginning with Year Two of the Initiative, model implementation sites were developed and phased in over the subsequent four years. During Year Two, 1990-1991 seven sites were identified, followed by five sites in Year Three, 1991-1992, and four sites each of the last two years, 1992-1994, for a total of 20 sites. These sites were selected through a Request for Assistance application process. Specific details on the application process, site identification by year, and annual impacts of implementation by sites are provided below.

Application Process

The Request for Assistance Application was developed by the Initiative Management Team in Year One, amended in Year Two, and implemented in that final format in all subsequent years of the Initiative. The Application was designed based on the following assumptions:

* there must be an intentional and strong linkage between school improvement (Michigan Public Act 25) and inclusive education
* there is a strong linkage between childhood experiences and adult community outcomes
* the successful institutionalization of inclusive education requires the conversion of segregated programming; not the addition of new staff or funds
* there is a significant need to recognize and prepare all staff for role change
* successful inclusive education requires close working relationships between families and schools
* there must be state level commitment to philosophical and technical support to schools and families as they shift their paradigms and programs
* there must be a commitment to formative evaluations to foster program improvements.

Consistent with these assumptions the Request for Assistance Application asked respondents to address the following eight items:

1. How the school district's Inclusive Education plan would be incorporated into its school improvement efforts.

2. The district's local inclusive education structure, including role and responsibilities of each school coalition member. *For purposes of this Initiative, a school coalition was defined as a team consisting of the Superintendent, general and special education administrators and teachers, support personnel, paraprofessionals, and parents. The School Coalition's mission was to develop a working partnership to foster Inclusive Education in the district.*

3. The membership of the district's Inclusive Education Advisory Group. *For purposes of this Initiative, districts were encouraged to develop an Inclusive Education Advisory Group consisting of a diverse group of community partners, e.g., supported employment representatives; business associations; service clubs (4-H, Scouts); and recreation clubs (Y organizations, sports organizations, special olympics).*

4. The district's total number of target population students. Further, the district was asked to estimate the total number of target population students to be served in its Inclusive Education plan. Of the students impacted, the district was asked to estimate the numbers to be served at the elementary, middle, and high school levels. Finally, the district was asked to identify the buildings that were to be involved in its plan. *For purposes of this Initiative, the target population was defined as students who were currently receiving services in either centralized, separate facilities or in separate classrooms in general education buildings. General education options may not traditionally have been available for these students, or it may have been interrupted or intermittent as a result of the student's disability. Typically, students labeled trainable and severely mentally impaired, severely multiply impaired, autistic impaired, and/or phyiscally or otherwise health impaired were eligible for Inclusive Education services.*

5. How existing educational resources (human, monetary, and material) would be directed to support the plan.

6. How Student Support Teams would be structured and utilized to support building-based inclusion efforts. *For purposes of this Initiative, the student support team was defined as a school-based team which collectively designed, implemented, and evaluated individual student educational programs.*

7. The anticipated impact of inclusive education on the entire school community.

8. Support requested from the Michigan Inclusive Education Initiative, e.g., kind and amount of consultation, training, and technical assistance requested.

9. The signature commitments of the following district personnel: superintendent; LEA director of special education; elementary building principal(s); middle school principal(s); high school principal(s); and ISD representative.

Site Commitments

Signatures on the Application further commited school districts to the following requirements:

1. Development and analysis of a plan for impacting the total system of providing supports in general education for all students.
2. Utilization of the State Board approved definition of Inclusive Education.
3. Participation in the Initiative reporting and evaluating systems.
4. Establishment of administrative (management) and student support teams.
5. Commitment of administrator and teacher time to program planning and implementation.
6. Commitment to techer inservice training and ongoing support.
7. Identification of local Initiative coordinator.
8. Establishment of an inclusive education advisory group.
9. Targeting a minimum of one school at each of three levels: elementary, middle, and high school.
10. Direction of existing resources to implement inclusive education.
11. Continuation and expansion of inclusive education beyond the Initiative years.
12. Final report.

Site Designation Process

Applications were mailed to Superintendents and Special Education Directors in each intermediate school district and local education agency in the State (n=1,164 total) in the Fall of the year prior to implementation. Completed applications were due back to the Initiative Office by January of the implementation year. A Review Team composed of Initiative staff, Initiative Management Team and a member of the Initiative State Advisory Council rated the applications and made recommendations for selection. Applications were rated according to the items in the application using a five-point scale, where five was high. In addition specific note was made of the signature page as an indication of the breadth of local commitment. Based on the preliminary ratings, visits were made to sites to evaluate further projected program plans and resources. Final site designations were made following all site visits.

Site Identification and Yearly Institutional Impacts

Table 1 provides a list of the implementation sites by year. In addition the primary contact person and telephone number for each person is listed. Table 2 presents a map of Michigan indicating the location of these implementation sites. As illustrated, many sites covered multiple counties and numerous local education agencies. Table 3 presents the yearly impact of the Initiative on local education agencies (LEAs) and school buildings by years. Overall, LEA involvement grew from 17 school districts in the 7 implementation sites, Year Two, to 67 school districts in 20 implementation sites by Year Five. Similarly,

Implementation Sites and Primary Contact Persons

1990-1991

Hillsdale Community Schools Primary Contact Person:	Eric Bohms	(517) 439-1515
Holt Public Schools Primary Contact Person:	Marianne Higgins	(517) 694-2442
Marquette-Alger Intermediate School District Primary Contact Person:	June Schaefer	(906) 228-9400
Rochester Community Schools Primary Contact Person:	Cherie Simpson	(313) 651-6210
Bay-Arenac Intermediate School District Primary Contact Person:	Nelson Good	(517) 667-3240
Saginaw Intermediate School District Primary Contact Person:	Jonathan Schelke	(517) 793-3760
Midland Intermediate School District Primary Contact Person:	Tom Moline	(517) 631-5892

1991-1992

Jackson Intermediate School District Primary Contact Person:	Lucylee Whiting	(517) 787-2800
Jonesville Community Schools Primary Contact Person:	Eric Bohms	(517) 439-1515
Lansing Public Schools Primary Contact Person:	John Shinsky	(517) 374-4300
Mecosta-Osceola Intermediate Primary Contact Person:	Wayne McKay	(616) 796-3543
Traverse Bay Area Intermediate School District Primary Contact Person:	Linda Fink	(616) 922-6200

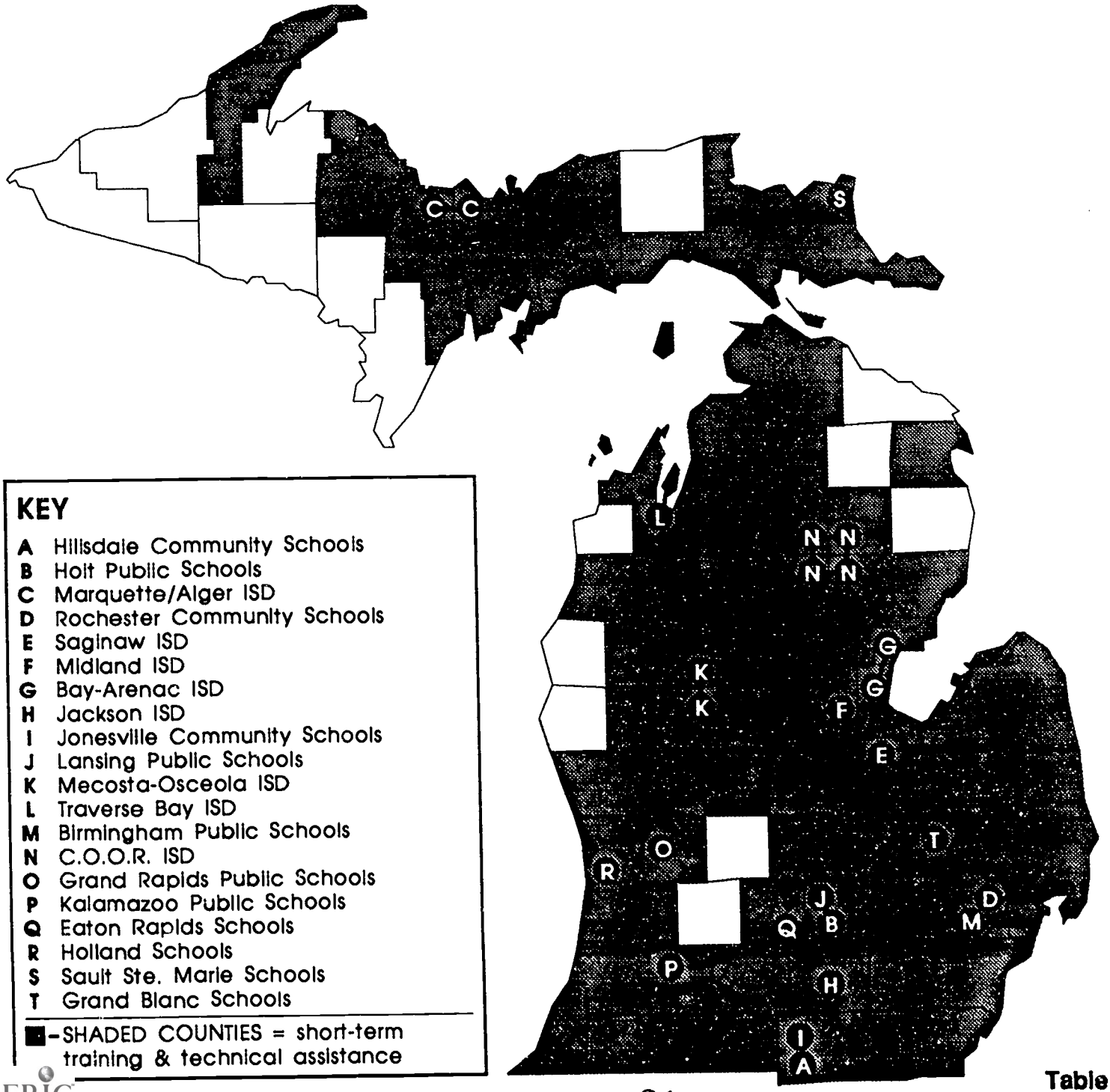
1992-1993

Birmingham Public Schools Primary Contact Person:	Bernard Maslanik	(313) 644-9300
C . O. O. R. Intermediate School District Primary Contact Person:	Ruggero Dozzi	(517) 275-5137
Grand Rapids Public Schools Primary Contact Person:	Keith Konarska	(616) 771-2185
Kalamazoo Public Schools Primary Contact Person:	Patricia Williams	(616) 384-0161

1993-1994

Eaton Rapids Schools Primary Contact Person:	Shirley Wagner	(517) 663-2213
Holland Public Schools Primary Contact Person:	Anthony Thaxton	(616) 393-7520
Grand Blanc Schools Primary Contact Person:	Diane Wilbur	(313) 694-8211
Sault Ste. Marie Schools Primary Contact Person:	Bud Conlin	(906) 635-6622

MIEI Implementation Sites



KEY

- **A** Hillsdale Community Schools
- **B** Holt Public Schools
- **C** Marquette/Alger ISD
- **D** Rochester Community Schools
- **E** Saginaw ISD
- **F** Midland ISD
- **G** Bay-Arenac ISD
- **H** Jackson ISD
- **I** Jonesville Community Schools
- **J** Lansing Public Schools
- **K** Mecosta-Osceola ISD
- **L** Traverse Bay ISD
- **M** Birmingham Public Schools
- **N** C.O.O.R. ISD
- **O** Grand Rapids Public Schools
- **P** Kalamazoo Public Schools
- **Q** Eaton Rapids Schools
- **R** Holland Schools
- **S** Sault Ste. Marie Schools
- **T** Grand Blanc Schools

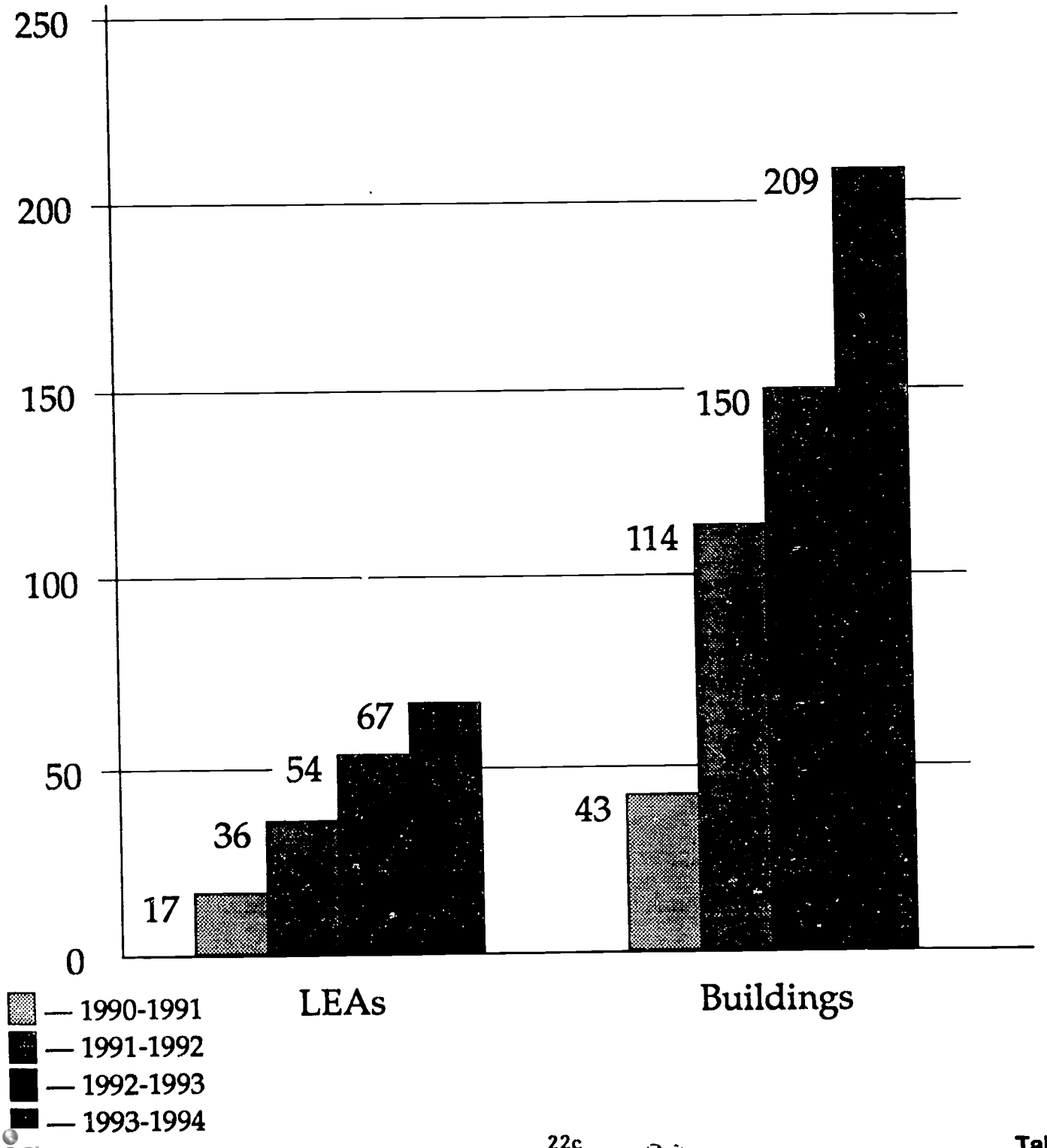
■-SHADED COUNTIES = short-term training & technical assistance

Table 2

Yearly Impact of MIEP

Local Education Agencies (LEAs) & School Buildings within Implementation Sites

(1990 – 1994)



the first 7 implementation sites involved 43 school buildings while the 20 sites involved 209 school buildings by Year Five. The growth in LEA and building involvement represents both the addition of new implementation sites and the expansion of inclusive education efforts within existing sites.

Site Specific Student Impacts

Table 4 presents the yearly impact of the Initiative on special education students. With the first round of implementation sites (n=7), 200 special education students were impacted in the 17 LEAs and 43 buildings. That number continued to grow with the addition of new sites and existing site expansion from 895 (12 sites) to 1,068 (16 sites) to 3,722 (20 sites) in Year Five. The more than three fold increase in students between Years Four and Five is indicative of the systems change process. During that year a critical mass of expertise was accomplished which allowed sites to move to large scale implementation in Year Five.

Table 5 illustrates the yearly impact of the Initiative in terms of the grade level placement of special education students in inclusive education classrooms within the implementation sites. Across all years of implementation, impact was consistently highest for students in elementary schools, however, students were impacted at all levels. As with overall student involvement, involvement across grade levels increased three fold at each level from Year Four to Year Five. Across the years of the Initiative, high school participation increased from 67 students (7 sites) to 650 students (20 sites). Middle school participation increased from 23 students (7 sites) to 755 students (20 sites). Elementary school participation increased from 110 students (7 sites) to 2,317 students (20 sites).

Yearly Impact of MIEP

Special Education Students within Implementation Sites

(1990 – 1994)

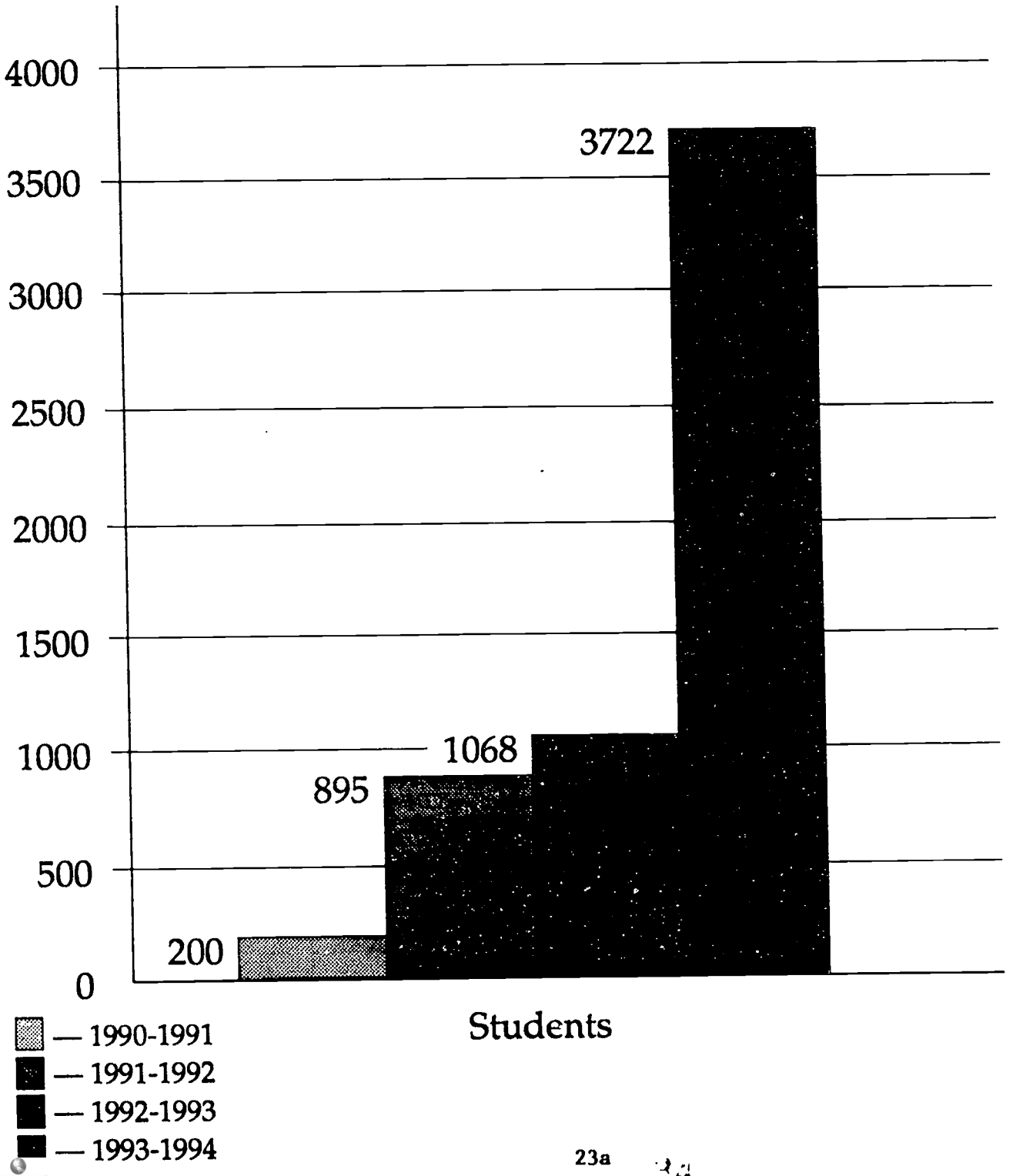
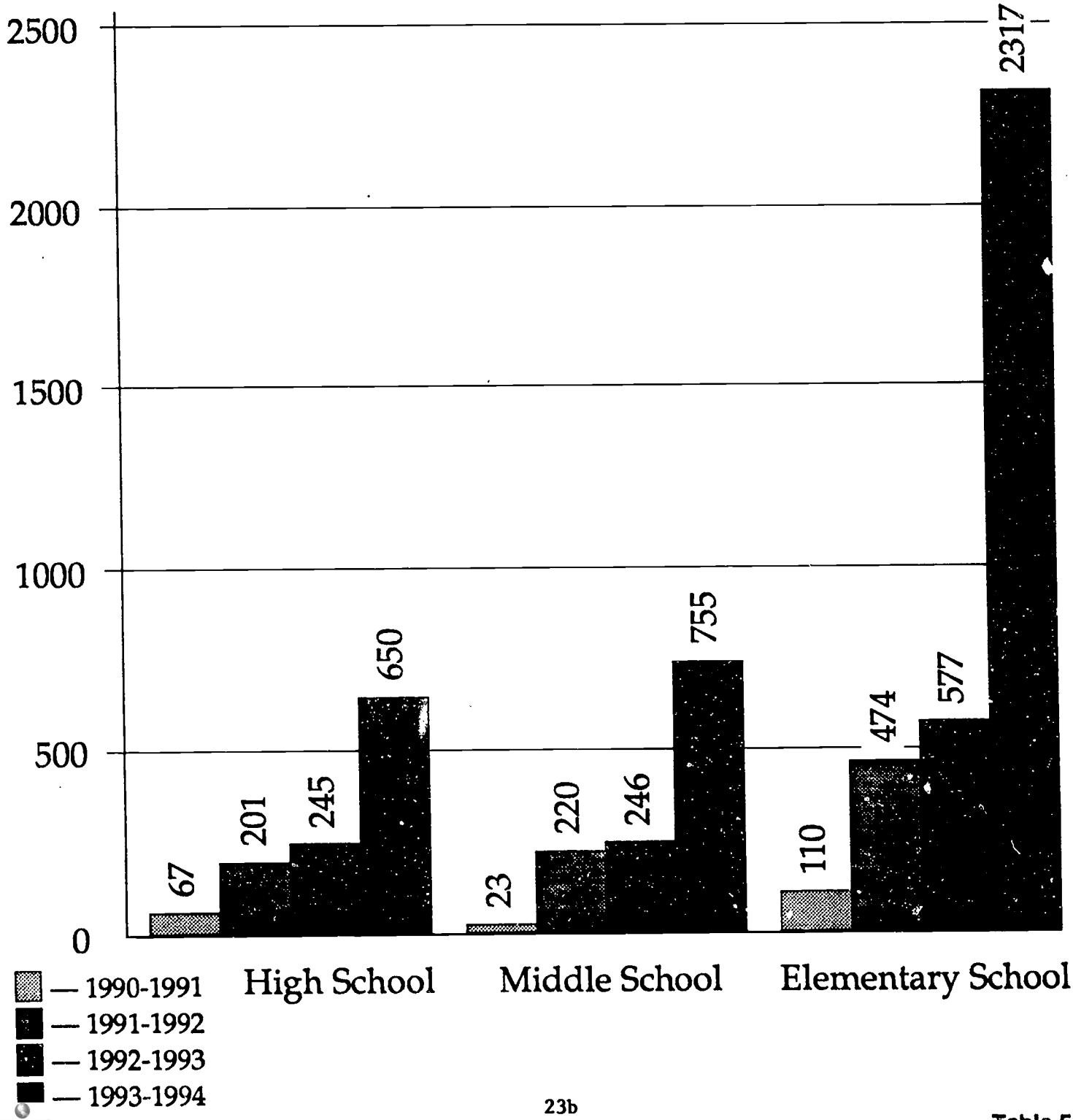


Table 4

Yearly Impact of MIEP

Grade Level Placement of Special Education Students in Inclusive Education Classrooms within Implementation Sites

(1990 – 1994)



OBJECTIVE FIVE

To provide a range of training and technical assistance to school personnel (administrators, teachers, paraprofessionals, and support staff), state department personnel, advocacy and parent groups, and representatives of general education, including teacher unions.

Accomplishment Toward the Objective

Throughout the five years of this Initiative, the majority of staff time (**72.4%** FTE /average over 5 years) was spent in the provision of direct community support (training and technical assistance) related to the implementation of inclusive education and systems change. A model for providing that community support was developed which was based on a review of Systems Change and Staff Development literature. Overall the Initiative provided **1,764** days of direct assistance to Michigan school communities. The majority of direct support was provided to the 20 implementation sites. In total, **1,301** days of training and technical assistance were provided to the sites over 5 years. The remaining **463** days of support were provided to other Michigan school districts that were in the process of conversion to inclusive education programs and practices. In addition to the site and district based training and technical assistance activities, Initiative staff provided awareness and training programs at more than **175** State, National, and International conferences over the five year period. Resources of the Initiative were combined with local support funds to invite national experts on inclusive education into the State on various occasions throughout the funding period. In total, **9** national speakers provided trainings in Michigan, many of whom provided multiple trainings across several years of the Initiative. Finally, a comprehensive dissemination of a train-the-trainer program was implemented with all **56** school districts in Michigan to ensure that the Initiative would leave behind a core of Inclusive Education Facilitators. Specific details on each of these training and technical assistance efforts are described below.

Community Support Model

Support to Michigan's schools and families was provided based on a systems change model that acknowledges program and individual concerns are dynamic constructs which exist simultaneously along personal, philosophical, managerial, and programmatic continua. To address the dynamic nature of systems change, standards of best practice were developed for each stakeholder in inclusive education (administrators, teachers and ancillary staff, parents, and students) *LeRoy, B., (1993) Inclusive Education Planning*

Tool. Intervention topics and levels of training and technical support were based on self-identified needs related to the standards. Consistent with the premise that systems change is a *process* not an event, support needs did not decrease significantly over the length of the Initiative. Rather the needs changed in foci progressing from personal to managerial and programmatic.

By the end of the five year Initiative, **82% of Michigan counties** and related school districts had received information, systems change support, and skill training. An average of 72.4% of Initiative FTE was spent in direct site based support to Michigan school districts across the five years of implementation. Table 6 entitled Community Support delineates the total number of days of support (training and technical assistance) by year that were provided to Michigan school districts. Throughout the Initiative the need for technical assistance, independent of implementation site or district, outpaced the need for training. Overall there was approximately twice the demand for technical assistance as for training support. That ratio was even more dramatic in the later years of the Initiative.

Community Support - Implementation Sites

Community support was provided to the 20 implementation sites which were located in **23** counties. While both training and technical assistance were important ongoing supports to the implementation sites, technical assistance was the most important support that was requested and used by the schools. Table 7 entitled Implementation Site Support delineates the number of training and technical assistance days by quarter and year of the Initiative. Training began with the first seven implementation sites in Quarter Three and proceeded at a relatively steady, though slightly declining rate throughout the remainder of the Initiative. Training needs decreased across the implementation sites as a function of several variables, including:

1. early and broad based training on basic concepts throughout the State
2. a focus on the training of in-district facilitation teams (training of trainers model)
3. multiple training opportunities through various State associations
4. staff and family skill development.

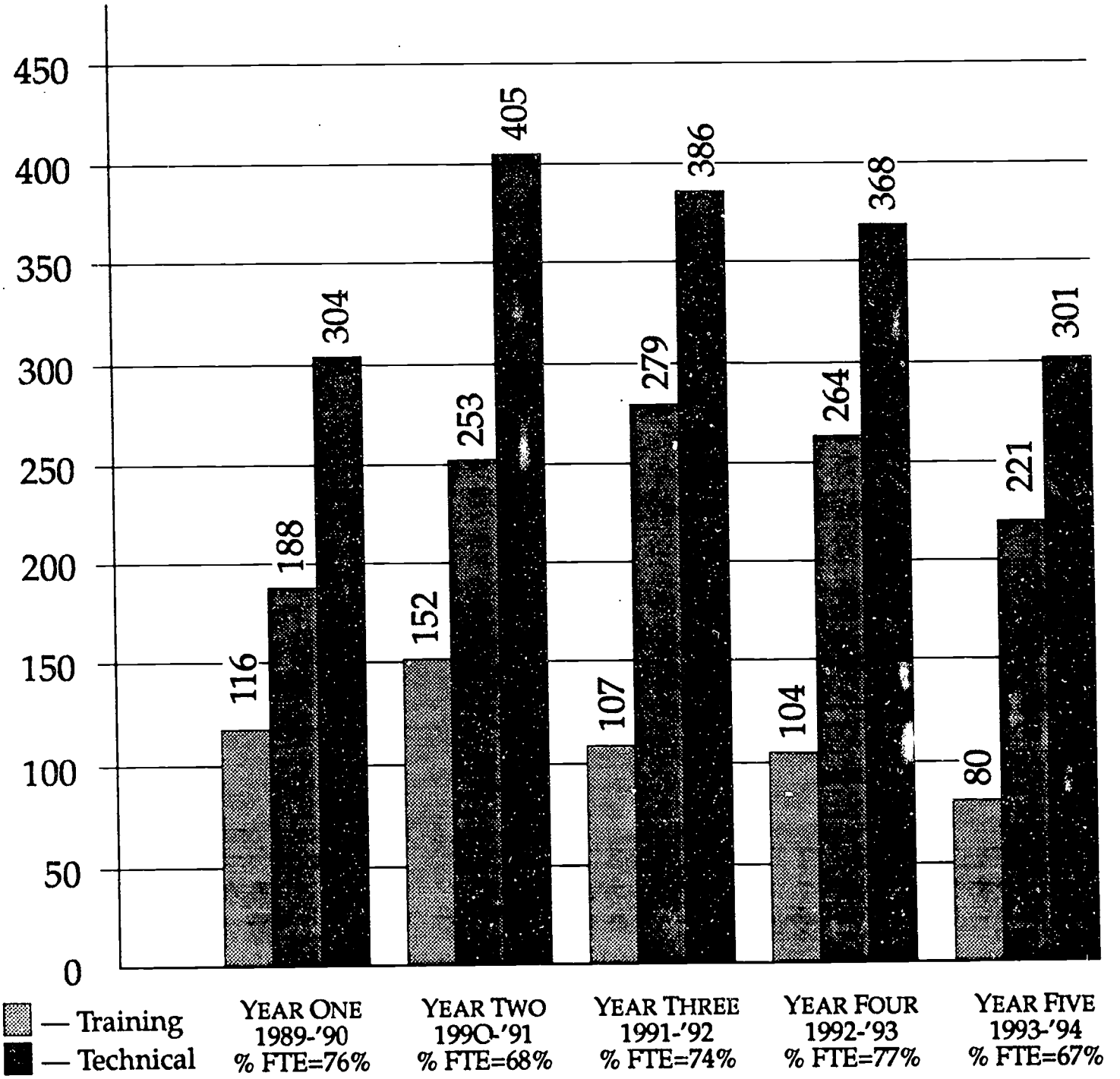
Specific training topics that were addressed in the implementation sites included:

1. Inclusive education awareness
2. Student based team planning and facilitation
3. Team teaching/Co-teaching
4. School improvement and school restructuring; systems change
5. Paraprofessional role in inclusive education
6. Positive behavioral supports in inclusive education settings
7. Consultation skills
8. Cooperative learning
9. Curriculum accommodation/instructional accommodation

MIEP Community Support

(Training & Technical Assistance)

Total Number of Days by Activity and Year



MIEP Implementation Site Support

(Training & Technical Assistance)

Total Number of Days by Activity and Quarters

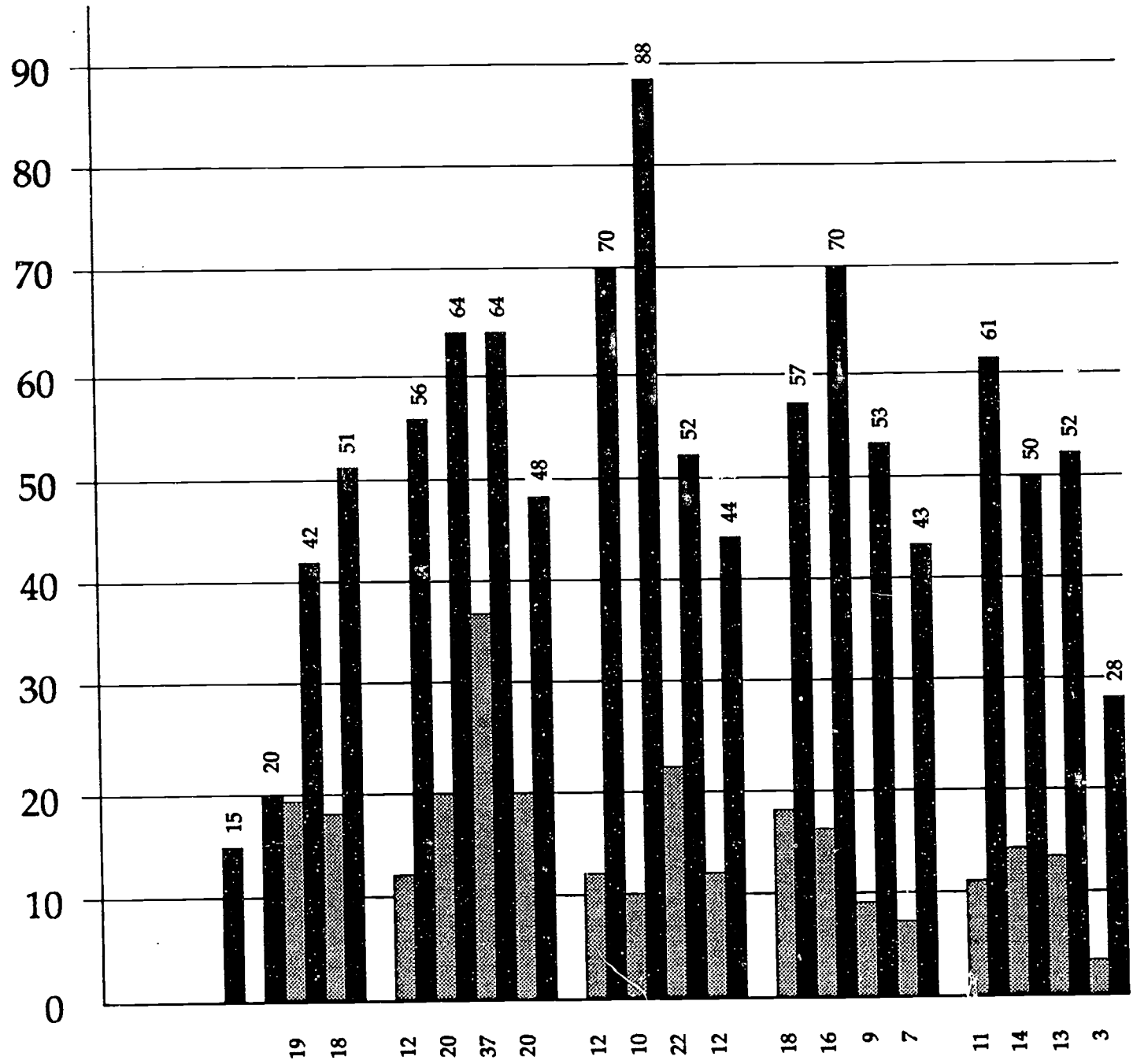


Table 7

10. Social inclusion
11. Classroom based ancillary services
12. Assistive technology and inclusive education
13. Facilitation skills for inclusive education specialists/coordinators

Technical Assistance began in the first Quarter, peaked in the middle of the Initiative, and remained high throughout the systems change process. Technical assistance needs remained high as a function of the implementation spread to all levels of each school district's programs. Many implementation sites began with elementary programs and had advanced to secondary program implementation by the later years of the Initiative. Technical assistance needs focused on the implementation of skills acquired through the training process with particular emphasis on student based teams, school restructuring, positive behavioral supports, curriculum accommodation/instructional accommodation, social inclusion, and classroom based ancillary services.

Community Support - Non-implementation sites

Table 8 entitled Nonsite Community Support delineates the number of training and technical assistance days by quarter and year of the Initiative to school districts in the 45 other Michigan counties which did not serve as implementation sites. Overall training needs were higher in the non-implementation sites, which was primarily a function of two variables: the limited availability of Initiative staff to support on-going processes in those districts; and the limited commitment of the districts to implement true systemic change processes. Both training and technical assistance needs and responses were highest in Year One of the Initiative (n=133 days of support). During the remaining four years of the Initiative, an average of 77 days of support were provided, with training needs outpacing technical assistance needs until Year Five. Specific training needs that were addressed in the non-implementation sites were similar to the implementation sites. As would be expected, requests for inclusive education awareness trainings far outpaced any other single topic. The second most requested topic was curriculum adaptation/accommodation. Topics that were requested by non-implementation sites that were different from implementation sites were: administrative policy; program evaluation strategies; disability specific inclusive education strategies; community based instruction; and transition planning. Technical assistance focused primarily on policy development, accommodation, and individual student planning.

State, National, and International Disseminations through Training

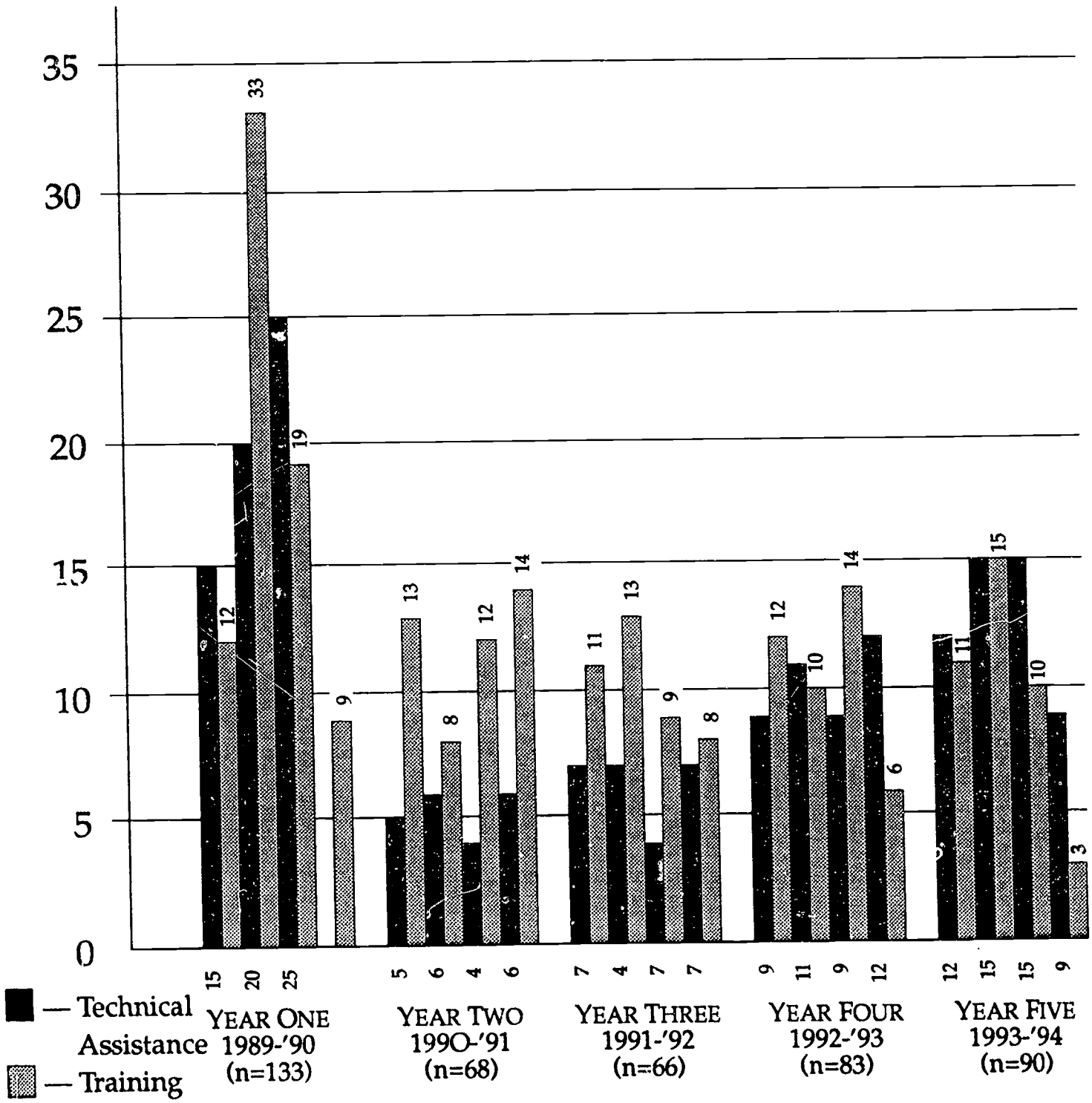
State Trainings

Statewide trainings were provided each year of the Initiative to a variety of large and diverse groups of professionals, paraprofessionals, and parents. Yearly presentations were made at the State Conferences of the following 21 associations/professional organizations:

MIEP Community Support

(Nonsite Training and Technical Assistance)

Total Days by Activity and Quarters



1. Michigan Arc
2. Michigan Association for Supervision and Curriculum Development
3. Michigan Educational Research Association
4. State Council for Exceptional Children
5. Michigan Association of Administrators of Special Education
6. State Curriculum Resource Consultants
7. Community Mental Health Boards
8. Adaptive Technology
9. Upper Peninsula Special Education
10. Upper Peninsula Reading Association
11. Regional Special Education Meetings
12. Middle Cities Education Administrators Association
13. Michigan Autism Society
14. United Cerebral Palsy
15. Consumers Rights
16. Positive Behavioral Supports
17. State Interagency Coordinating Council
18. State Facilitated Communication
19. Michigan Education Association
20. Regional Arcs
21. Michigan Association for Mental Retardation.

The Michigan Department of Education sponsored yearly conferences by topics at which inclusive education was presented by the Initiative staff. Those seven topical conferences included:

1. Challenge of Children Conference
2. Challenge of Youth Conference
3. Headstart Conference
4. Workstudy Coordinators Conference
5. Chapter One Conference
6. Region Five Early Childhood Conference
7. Reading Association Conference.

Finally, the Michigan Department of Education sponsored yearly conferences for target disability groups. Trainings were provided at conferences for the following nine specific disability groups:

1. Educable mental impairment
2. Preprimary impairment/Early childhood
3. Hearing impairment
4. Physical or otherwise health impairment
5. Visual impairment
6. Emotional impairment
7. Medically fragile

8. Deaf/blind
9. Learning disabilities.

National Trainings

During the five years of this Initiative inclusive education trainings were provided at a variety of national conferences and meetings. Specifically, multiple presentations were given at conferences which were sponsored by the following 25 organizations:

1. The Association for Persons with Severe Handicaps (TASH)
2. OSEP Program Directors Meeting
3. National School Restructuring
4. National Outcomes Based Education
5. Louisiana Council for Exceptional Children (CEC)
6. West Virginia Department of Education Inclusive Education Conference
7. Kansas City Schools
8. Maryland Inclusive Education Program
9. LaGrange, Illinois Secondary Schools
10. LaGrange, Illinois School Board
11. Bloomington, Indiana Schools
12. American Association on Mental Retardation (AAMR)
13. National Council on Disability
14. National Paraprofessional Conference
15. University Affiliated Programs' Inclusive Communities Conference (AAUAP)
16. Positive Behavioral Supports Conference
17. Early Childhood Inclusion and Evaluation
18. Rural Special Education Association (ACRES)
19. Cleveland, Ohio Schools
20. Missouri State Department of Education
21. University of Utah
22. University of New Orleans
23. Louisiana Systems Change Project
24. Colorado Arc
25. Hawaii PacRim Conference.

International Trainings

As the result of increasing international interest in inclusive education policies and practices, the Michigan Initiative's model, research, and processes were disseminated through invited presentations and technical assistance activities with the following countries and organizations: (**Note:** no federal or state funds were used to support these training activities)

1. **New Zealand** - two educational exchanges were facilitated by a coalition of New Zealand advocacy groups consisting of CCS, Disabled Persons Assembly, and the Special

Education Service. Specific presentations were given at the New Zealand Special Education Conference, CCS National and Regional Family Conferences; Regional Special Education Associations, the Education Ministry, the Parliament, and the New Zealand Disabled Persons Assembly Annual Conference.

2. **Malaysia** - an invited seminar and technical assistance program with the Malaysia Ministry of Education was provided on inclusive education policy and practice.

3. **International Special Education Congress** - an invited paper on "Student Outcomes and Inclusive Education" was presented at this Congress which was held in the United Kingdom.

4. **OSEP/OECD** - Initiative staff were invited to attend this international summit on inclusive education and systemic reform.

5. **Finland** - An invited presentation was given to a government appointed education task force. A follow-up request for materials resulted in the dissemination of the Facilitator Guides in Finland.

6. **Germany** - An invited presentation was given to a government appointed Special Education/Vocational Education/Regular Education task force.

National Speakers on Inclusive Education - Michigan Presentations

A training strategy that was used very successfully throughout the length of the Initiative was to bring national speakers into the State to emphasis various components of inclusive education implementation. These speakers were able to push various agenda items when State based Initiative staff were stymied by proximity to either the attendees or the topic. Specifically the following speakers assisted Michigan in systems change:

1. **Alison Ford** - addressed curriculum and instructional accommodation
2. **Richard Villa** - addressed team building
3. **Annemarie Ruttiman** - addressed social inclusion
4. **Marsha Forest** - addressed inclusive education philosophy
5. **Patricia Karasoff** - addressed comprehensive schools model
6. **Jennifer York** - addressed classroom based ancillary services
7. **Norman Kunc** - addressed inclusive education philosophy
8. **Virginia Roach** - addressed unified schools
9. **Jim Jackson** - addressed elementary principal role and inclusive education philosophy.

Inclusive Education Facilitation Training

During Year Five of the Initiative a series of statewide dissemination trainings were implemented to ensure that Inclusive Education Facilitators from each intermediate school district in the State were skilled in the implementation of inclusive education. The

Facilitation trainings were based on a train-the-trainers model and the training agenda paralleled the Facilitator Guides to Inclusive Education which were developed by the Initiative Staff (see Objective 7 for more detail on the Guides). At the trainings, each ISD identified Facilitator received the following materials for use in subsequent training activities at the local level: five guides on the topics of *systems change; components of inclusive education; planning process; instructional accommodations; and social inclusion*; flowcharts on presentation and facilitation; activities; transparencies and handouts; forms; and a tool box of additional resources and materials.

OBJECTIVE SIX

To develop a statewide education and support network of parent and family groups regarding inclusive education based on best practices.

Accomplishments Toward the Objective

Throughout the five years of this Initiative a variety of activities were undertaken in support of this Objective. Two parallel activities began in Year One, a train the trainer program for a coalition of family organizations and an Inclusive Education Network. These activities were merged into one comprehensive activity by Year Three. Systematic parent/family trainings were implemented in each Initiative site and statewide trainings were facilitated by the Network throughout the implementation of the Initiative. Additionally, in an attempt to expand inclusive education in targeted districts, individual parents were supported by the Network, the legal defense fund, and expert witness testimony by Initiative staff in district and state level hearings and federal court litigation. Specific details on each of these efforts are described below.

Train the Trainer Program

A Parents Training Parents manual and program was developed in Year One by Dr. Margaret Gutsell. This training program addressed the following issues: an overview of community referenced inclusive education; the values underpinning inclusive education; definition of terms; best practices in inclusive education communities; working with the system to make it happen; communicating to facilitate the process; and shifting expectations. The manual provided lecture content, transparencies, exercises, supporting resources, and documentation. The training was field tested and implemented with a cadre of family/parent organizations from across the state. Evaluations of the training were extremely high (4.5/5.0 scale) indicating that the manner of presentation and the content were sensitive, informative, and useful. Following the training of trainers, the organizational representatives completed ongoing trainings for their constituents throughout the remaining Initiative years.

Inclusive Education Network

The Inclusive Education Network was started in 1987 (predating the Initiative) and was instrumental in the development of the Initiative proposal. The Network is recognized statewide as a unified and consistently strong voice for children with disabilities and inclusive education. The Network consists of 75 members from throughout the State. It meets on a monthly basis (10 months out of the year) and is co-convened by Dohn Hoyle (Executive Director of the Washtenaw Association for Community Advocacy) and Barbara LeRoy (Initiative Coordinator) with financial support

from the Michigan Developmental Disabilities Council. The mission of the Network is to facilitate inclusive education statewide. The Network developed a position statement on inclusive education which was subsequently adopted by a diverse group of state agencies, organizations, and individuals. In support of inclusive education the Network has implemented the following activities: organized tours to best practice sites; panel presentations by parents, administrators, teachers, students, and Initiative staff; state and regional conferences with national speakers; the organization of local Network affiliations; and advocacy presentations at key state venues; e.g., State Board of Education and state Department of Education. Each of these activities is described in more detail below.

Organized Tours to Best Practice Sites

Hundreds of parents, educators, administrators, and advocates participated in tours to Canada and model districts in the State during the early years of implementation. These tours became seminars in that school visitations were interspersed with sessions on leadership and vision and practical methodologies for implementation. Tours ranged in length from one to four days. These tours were instrumental in creating a collective vision of inclusive education among a diverse group of stakeholders.

Panel Presentations

In an attempt to evolve from informational tours to building a demand for inclusive education, a series of locally held panel presentations were implemented. Panels consisted of parents, regular education teachers, administrators, and inclusive education specialists. Parents described what inclusive education meant to their families and their children's educational outcomes. Regular education teachers described what inclusive education meant for all students, their positive experiences with children with disabilities and their beliefs about education in general. Administrators in these panels focused on their visions, the school improvement process, and their beliefs. Finally, inclusive education specialists addressed specific techniques for facilitating access to and implementation of inclusive education. In the later years of the Initiative, panels of students (both with and without disabilities) addressed their experiences with inclusive education. The cumulative effect of these panel presentations was to increase the demand for inclusive education statewide.

State and Regional Conferences with National Speakers

Throughout the implementation of the Initiative the Network was instrumental in fostering demand by convening state and regional conferences. These conferences were keynoted by national speakers, such as Alison Ford, Ian Pumpian, and Mary Falvey. In each instance, the speaker would highlight best practice, provide anecdotal success stories, and provide strategies related to access and implementation. Attendance at these conferences was consistently high by both parents and professionals in education administration and pedagogy.

Local Network Affiliations

As the Network became more visible, affiliations were formed to focus specific action on educational resistance in local communities. These affiliations sent representatives to the monthly meetings, assisted in the local organization of panel presentations and conferences, advocated for systems change with local school districts, provided individual family support, and implemented a series of organized political actions against the entrenched system.

Advocacy Presentations at Key State Venues

In an attempt to garner support for policy and rule changes related to inclusive education the Network provided leadership in advocating at key state venues. Rallies were held at State Board of Education meetings and a press conference was held to address bias in the due process system in the State. The Network was successful in drawing support from many other advocacy groups throughout the State in these actions.

Parental Support through Due Process and Litigation

The Inclusive Education Network implemented two processes with regard to the legal system: parent support and systems change research. With regard to parent support the Network established a Legal Defense Fund to support key hearings and court action in support of inclusive education. An advisory committee was formed to select cases and to oversee the distribution of funds. Funds were acquired through organized fundraising activities and donations. Additionally, parent support was provided through expert witness testimony and collaboration with key disability attorneys in the state. During the five years of the Initiative, more than 25 hearings were held on inclusive education. Several hearings proceeded into federal court with mixed results.

With regard to systems change research, the Network convened a study of the State Hearing process over the past 8 years in an attempt to rally support for rule changes. (See Obejctive Two of this report for details). Results of the study indicated that parents prevailed in hearings less than 10% of the time over the course of those 8 years. Implications for the low number of hearings in the state and the small number of hearing officers were discussed. The research was used by the Michigan Protection and Advocacy Service and a coalition of State Advocacy groups in their demands for action on the part of the Department of Education. Rule changes are pending.

OBJECTIVE SEVEN

To develop awareness and training materials related to the Center for Inclusive Education and implementation of inclusive education in schools for teachers, administrators, and parents.

Accomplishments Toward the Objective

During the five years of this Initiative more than 20 unique awareness and training materials were developed. These materials were used widely in educating teachers, administrators, ancillary service professionals, paraprofessionals, and parents. In addition many of the materials were used by postsecondary personnel preparation programs to educate emerging school based professionals in promising practices. The awareness materials consisted of overviews, parent documents, newsletters and articles, research reports, and journal/book contributions. The training materials focused on skill development across the broad range of school personnel. In particular, a comprehensive set of training materials were developed in the first year of the Initiative, field tested over the next three years, and finalized as the Facilitators' Guides to Inclusive Education. These Guides and the other materials that were produced by Initiative staff are described below.

Awareness Materials

A variety of awareness materials were developed to provide information about inclusive education, in general, and about the Initiative in particular. An overview packet on inclusive education and a brochure on the Initiative were produced in the first month of the program. These materials continued to be used throughout the five years in a variety of awareness trainings. Additionally, in the first two years of the Initiative, more than 750 requests per year were received for the overview packet. A slide presentation was developed to provide a visual orientation to promising inclusive education practices.

Three particular awareness materials were developed for parents. Those items were a parent brochure, a booklet of Parent Stories, and a Monograph on the Inclusive Education Network . The brochure, entitled "Inclusive Education: Is it monograph for my Child?" addressed the definition of inclusive education, observed outcomes, commonly asked questions, parent perceptions, and steps to get started. This brochure was widely distributed to all advocacy agencies in the State, school districts, parent organizations, government agencies serving children, and medical offices. The Parent Stories is a collection of stories told in the words of parents about their personal experiences with

inclusive education. Half of the stories are by parents who have inclusive education and these stories relate their successful strategies. The remainder of the stories are told by parents who are struggling to obtain inclusive education and their perceptions of the barriers. These Stories have been requested by legislators, advocates, agencies, and parents. The Inclusive Education Network monograph provided a historical perspective on the design and activities of the Network, which focused on community advocacy for inclusive education.

Several newsletter articles were developed to inform a general community audience about inclusive education and the Initiative. One complete issue of Inclusive Communities Newsletter, the Developmental Disabilities Institute's newsletter, was devoted to inclusive education. The newsletter focused on emerging research findings from the Initiative and coupled those findings with concrete examples from the implementation sites. This newsletter went through three printing cycles and is still used in many preservice training programs. An editorial on inclusive education was printed in the TASH newsletter and reproduced widely in other distribution formats. In addition, an article on Michigan systems change was included in an issue of the California Research Institute's Strategies newsletter.

A variety of research reports were developed throughout the Initiative's funding period. As described under Objective Two of this report, 22 research reports were written on various aspects of inclusive education implementation. Two Institute Briefs were written, which translated research findings into user-friendly resources for a lay audience. These Briefs have been widely disseminated as a component of the awareness packet and at all professional, paraprofessional, and parent trainings. A monograph series on school restructuring from the perspectives of intermediate school districts, and elementary, middle, and high schools was developed with selected implementation sites. Requested testimony to the National Council on Disability, August 1993, resulted in a paper entitled, "Making Inclusionary Education Work: Overcoming Barriers to Quality". Excerpts from this testimony were quoted in the Council's document on inclusive education (National Council on Disability, 1994. Inclusionary Education for Students with Disabilities: Keeping the Promise. Washington, D.C.: Author).

Three academic publications were produced in association with this Initiative. In 1991 an invited chapter on "Community referenced curriculum in inclusive schools" was prepared for the Stainback and Stainback textbook entitled, Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for all Students (Baltimore: Paul H. Brookes, 1992). In 1994 an invited article for Teaching Exceptional Children, Vol 26, No. 2 was prepared with Sharon Field, Ed.D. (Wayne State University College of Education research faculty) and Sharon Rivera (Birmingham Schools special education teacher) entitled, "Meeting functional curriculum needs in middle school general education classrooms". This article was based on middle school inclusive education practices that were being developed in one of the implementation sites. A third publication on "Achieving Student Outcomes through Inclusive Education" was accepted by the British Journal of Special Education for a 1996 publication date.

Training Materials

Three types of training materials were developed through the Initiative: videotapes, sourcebooks, and facilitator guides. Two videotapes were produced addressing the student planning process (MAPS) and classroom based ancillary services. In both cases, written notes for trainers and handouts were prepared to accompany the videotapes.

Sourcebooks were developed to address specific training and implementation topics. They included training sourcebooks on Nonaversive Behavior Management, Consultation Models for Inclusive Education, and a Curriculum Guide and a needs assessment protocol. The Behavior sourcebook addresses the philosophy of nonaversive behavior management, the application of that technology in inclusive classrooms, and nonaversive implementation strategies. The Consultation sourcebook addresses consultation models in inclusive education settings, strategies, and collaborative teaming approaches. The Curriculum sourcebook addressed issues in the writing of new curriculum to ensure accommodations are built in. This Curriculum sourcebook assisted in the development of curricula on self determination and transition. The final sourcebook produced was the Inclusive Education Planning Tool which was designed to provide a needs assessment strategy and implementation planning tool for education stakeholders including administrators, teachers, parents, and students.

The Facilitators' Guides to Inclusive Education were the most comprehensive training materials that were developed by the Initiative. In total there were seven Guides developed addressing *components of inclusive education, systems change that supports all students, the planning process for inclusive education, social inclusion, instructional accommodation in inclusive education, classroom based ancillary services,* and *paraprofessional role in inclusive classrooms*. Each Guide provides step-by-step guidance and resources necessary to present or train the concepts and information it covers and to facilitate the team processes it introduces. There are five primary sections in each guide including: flowcharts, activities, transparencies and handouts, forms, and a tool box of additonal resources. These Guides were used in all implementation training and final year train-the-trainer programs with all school districts in the State. Additionally, the Guides have been widely distributed to interested programs nationally and internationally. In total more than 300 sets of Guides were disseminated.

OBJECTIVE EIGHT

To develop an interuniversity consortium to facilitate curriculum changes in teacher and educational administrator preparation courses and to provide a statewide network of resource consultants for inclusive education.

Accomplishments Toward the Objective

Throughout the five years of this Initiative staff attempted to work with various university departments to facilitate curriculum changes in preservice training programs. While this objective proved to be the most difficult to implement, success was achieved on a number of levels. Through work with three state Department of Education committees, special education rule changes have been proposed which will dramatically change the credential requirements and preparation of special education teachers in Michigan. Through work with eleven universities and colleges statewide, over **1,500** students participated in academic lectures, courses, and seminars on inclusive education. An additional **35** doctoral students were supported by Initiative staff in the design, implementation, and interpretation of their dissertation research on inclusive education. Through advisory work with self selected university training programs, Initiative staff participated in inclusive education course development. Finally, the Initiative staff completed a survey of all teacher preparation programs to identify inclusive education foci and support needs from this Initiative. Each of these activities are described in more detail below.

Special Education Proposed Rule Changes

The Special Education Task Force extensively addressed personnel training and qualifications and requisite rule changes. Nine specific areas were addressed which included: special education teacher preparation, preparation in high incidence areas, teacher consultant approval, requirements with regard to specific disability categories (preprimary impairment, deaf-blind), professional development of teachers, school administrator preparation, support specialists and paraprofessional preparation, temporary/emergency approval of teachers, and other. Recommendations that support inclusive education included: one system of personnel preparation for all education staff; unified teacher preparation pilots; and professional development schools which address unified education models. The rule changes are following the same of course of action as described under Objective Three of this report.

University Student Preparation

Since the second quarter of this Initiative, lectures and courses focusing on inclusive education and related educational practices have been provided. Twelve universities and colleges have provided coursework including:

1. Wayne State University
2. Northern Michigan University
3. Michigan State University
4. Western Michigan University
5. Eastern Michigan University
6. Central Michigan University
7. Grand Valley State University
8. Saginaw Valley State University
9. University of Michigan
10. Madonna College
11. Detroit Mercy College
12. Marygrove College.

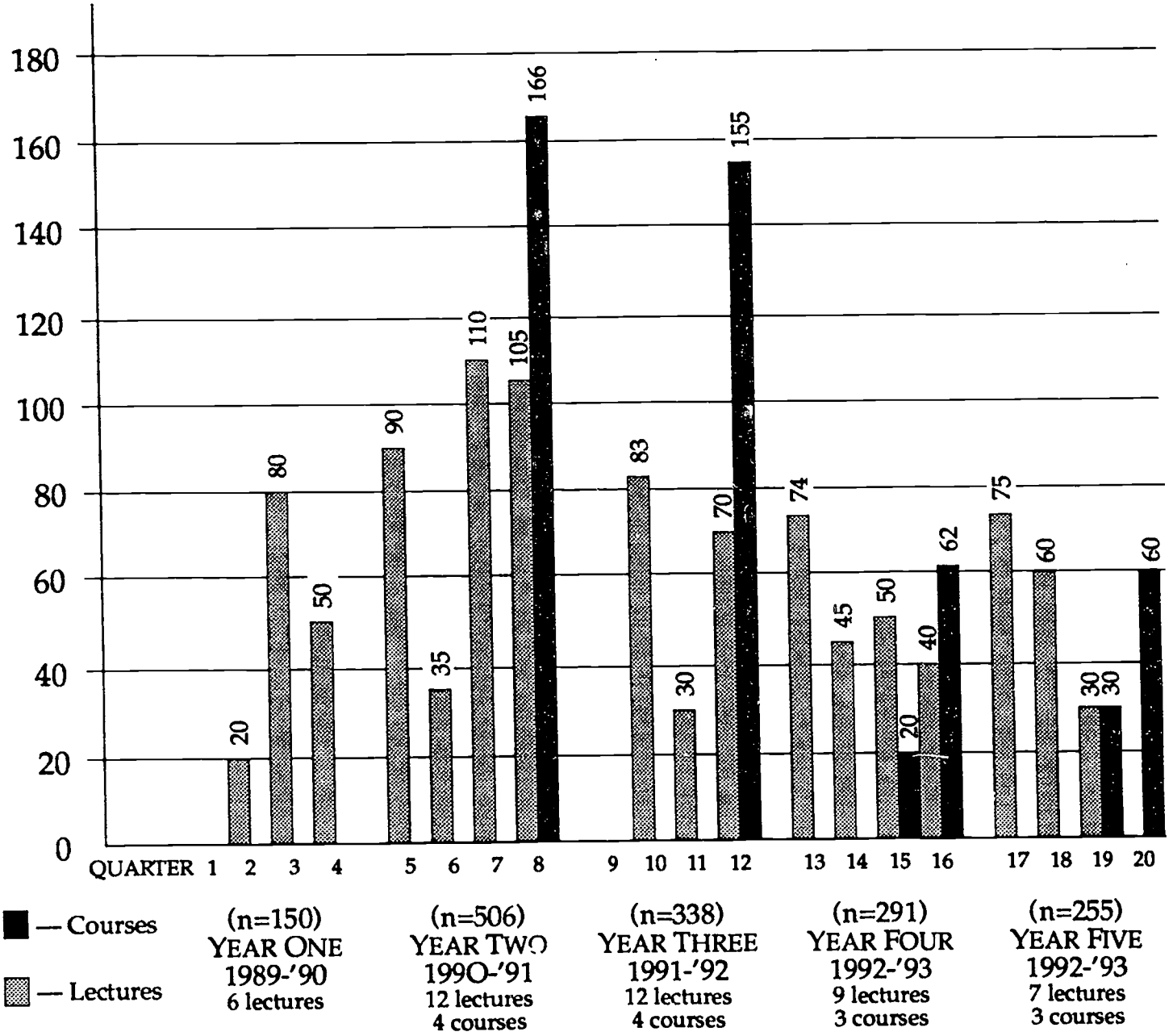
Table 9 entitled University Student Participation in Inclusive Education Preparation delineates the number of students, lectures, and courses by quarter and year of the Initiative. In Year One, 150 students participated in 6 lectures. In Year Two, 506 students participated in 12 lectures and 4 courses. In Year Three, 338 students participated in 12 lectures and 4 courses. In Year Four, 291 students participated in 9 lectures and 3 courses. In Year Five, 255 students participated in 7 lectures and 3 courses. While the majority of students represented the disciplines of special education, regular education, and educational administration, many students from the disciplines of early childhood education, school social work, occupational therapy, communication disorders, and rehabilitation counseling and community inclusion regularly participated in the academic programs.

A unique vehicle for providing university based academic preparation for students was "Summer Institutes". These Institutes consisted of a set of 4-6 courses which were provided within an intense one week time period. Northern Michigan University, Wayne State University, Saginaw Valley State University, and Central Michigan University, all offered Summer Institutes during the timeframe of this Initiative. The Summer Institute at Northern Michigan University began in 1990 with one course on inclusive education. Since that time it has expanded to include 6 courses addressing the broad parameters of educational innovation and best practice. Enrollment has held steady at approximately 200 participants since 1991. The 1991 Summer Institute at Wayne State University focused on issues of related service and inclusive education, drawing approximately 75 participants for a two day course sequence. Saginaw Valley State University's Summer Institute began in 1992 and has provided a 4 course sequence on inclusive education administration and school improvement. This Summer Institute was sponsored by a

University Student Participation

in Courses

by Project Quarters



tuition grant from Dow Corning Corporation. The Summer Institute at Central Michigan University is the most recent addition which has focused on the issues of inclusive education for students with emotional impairments.

In addition to the Michigan based university Summer Institutes, Initiative staff provided instructional support and best practice dissemination at two other University summer institutes during the course of this grant period. An invited course on Inclusive Education Implementation was provided to educators through the University of New Orleans during Quarter 18. In addition during Quarter Twenty a course on Inclusive Education in Secondary Schools was provided in conjunction with the University of Utah.

An unanticipated activity related to this Objective was the support that was provided to graduate students in the completion of their doctoral research related to inclusive education. In total **35** doctoral students, from several Michigan based universities, were supported in their research through the Initiative. Many of these students carried out their research in Initiative implementation sites exploring such issues as staff attitudes and preparation, instructional practices, administrator support, and parent satisfaction. Additionally, several doctoral students from foreign countries (e.g., Pakistan, Malaysia, New Zealand, Nigeria, Zimbabwe) have received advisory support on the development of their national studies related to inclusive education implementation through the Initiative.

IHE Survey and Results

In 1994 a survey was sent to the Special Education program chairs in each teacher preparation college or university in the State (N=15). The survey addressed teacher preparation with regard to course offerings, field experience, institutional teaching models, and student teaching options. Nine surveys were returned for a response rate of 60%. Results of the survey indicated the following:

1. 55% of the programs have a specific course on inclusive education. That course is taught at the undergraduate level in 72% of the programs. Only two programs indicated a graduate level inclusive education course. For those programs that listed such a course, the average listing was six years, with a range of 1-10 years. In 60% of the programs, the course is listed in regular education versus special education. It is not a required course for either teacher preparation group.
2. For programs which do not list a unique course in inclusive education, 77% indicated that the content is covered in existing courses. The courses most often identified were Introduction to Special Education, methods courses, and a course on Exceptional Learners in General Education Settings
3. 66% of the programs indicated that special education and regular education teachers-in-training take courses together. 12% of the programs indicated that there is no co-mingling of teachers, and 22% indicated that there is occasional co-mingling.

4. 37% of the programs indicated that they have field practice placements in inclusive education classrooms. Field practice ranged from 1-12 hours per week, with an average of 4.8 hours.
5. 45% of the programs indicated that courses are co-taught by professors of regular and special education.
6. 75% of the programs indicated that student teaching is offered in inclusive education classrooms, primarily for regular education teachers. Current state regulations prohibit such practice for special education endorsements. 58% of current student teacher placements (in those programs that offer such an option for regular education students) are in inclusive education classrooms.
10. 44% of the respondents indicated an interest in further training or in the receipt of curricular materials in inclusive education.

Assurances and Distribution of Report

Copies of this final report were distributed to the following organizations:

1. United States Department of Education, Office of Special Education Programs, Severe Disabilities Branch
2. Educational Resources and Information Clearinghouse (ERIC)
3. National Information Clearinghouse on Handicapped Concerns (NICHY)
4. OSERS funded systems change State projects
5. Michigan Department of Education
6. Michigan Human Service Cabinet
7. Michigan Inclusive Education Project staff, implementation sites, and partners
8. Michigan intermediate school districts.

Anyone interested in receiving all or portions of this report can do so by contacting the Project Coordinator, **Dr. Barbara LeRoy** at the following address and telephone numbers:

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