

Request/Concern/Question: Concerned about efforts to examine inclusion beyond indicator six. What could this study find that we don't already know? Looking for a different baseline measure – a different data point.

Action Steps: *Didn't have time to share at end of session*

“Self-quotes”, key questions, misc. notes from KPF for continued reflection:

- “If we don’t dig a little further, we won’t see where the inequality exists.”
- “I know plenty of instances where the bar for inclusion is set so low.”
- “I don’t want them to settle for systemic opportunities for segregation.”
- “Mindset is a barrier – some related service providers apply the same strategies across ages.”
- “Maybe what we measure right now are structural things...what I care about is the quality of service delivery and how much that aligns with the child and family’s needs.”
- “Been reluctant – they are the experts.”
- “What is a marker for high quality inclusion?”
- “Even the word inclusion – I’m not a big fan of. Belonging matters more.”
- “Maybe a lot of it in my mind has to do with the collaboration/teaming of those serving children. Getting folks working in harmony. No cohesion between general education and special education. Don’t think they are on the same team.”
- Q: What barriers do families see to high quality inclusion?
 - A: For them, challenges with mixed delivery systems – districts work separate from child care in the community; Transportation is an issue; Can’t provide in community settings; Tend to do what they have to do (meet low bar).
- Q: What would be three elements of high-quality inclusion?
 - A: Has to do with how a child is being engaged vs. where they are. More important than if they are in a blended classroom.
 - Notion of family engagement – being a true member of the team
 - Peer engagement – peers as interventionists
 - Role of the general education teacher (capacity to support engagement and not thinking of children with IEPs as someone else’s responsibilities)
- From KPF
 - You might take some time and brainstorm questions you want answered.
 - Try not to over think your questions terms of how possible they are to answer, but rather, what you really want to know.
 - For example, ask yourself:
 - What would convince me that this is high quality inclusion?
 - What do I mean by inclusion? Is high quality instruction the same?
 - Is instruction the variable that has the greatest impact on outcomes?
 - What outcomes am I hoping will change (policy, mindset, practice, development, satisfaction, well-being)?

- If mindset – which beliefs do I want to know more about? Beliefs about whether children deserve something, beliefs about teacher competence, beliefs about which practices should be implemented, beliefs about barriers....
- Do I want to know if one thing causes another?
- Do I want to measure the extent to which something is present/implemented?
- Am I trying to determine if something can be increased or decreased?