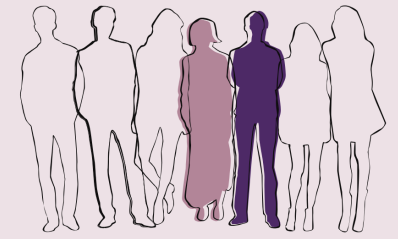


IMPROVED INCLUSION AT PALY



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INTRODUCTION

In PAUSD, the majority of students receiving special education services spend more than 80% of their school day in general education classrooms (CRDC, 2015) — yet many of their peers are unsure of how to include them. This project aimed to improve this situation at Palo Alto High School.

THE QUESTION

How does making a set of best behavioral practices from co-teachers and special education professionals available through a physical resource packet improve interactions between students in general education and students receiving special education services at Palo Alto High School who may be learning in inclusive settings?

RESEARCH METHODOLOGIES

- 1. INQUIRY APPROACH**
Action Research & Needs Assessment Research
- 2. INTERVIEWS**
Co-teachers and education specialists were asked to share inclusive strategies for class collaboration
- 3. THE PACKET**
Strategies were compiled into a 4-page packet created on Canva, a graphic design tool
- 4. THE SURVEY**
The packet was sent to Paly living skills students who gauged the product's effectiveness through a survey

DATA & FINDINGS

After reading the packet, the majority of students felt **more likely to use the strategies** provided by the packet in their classrooms and **more prepared to interact within inclusive settings**.

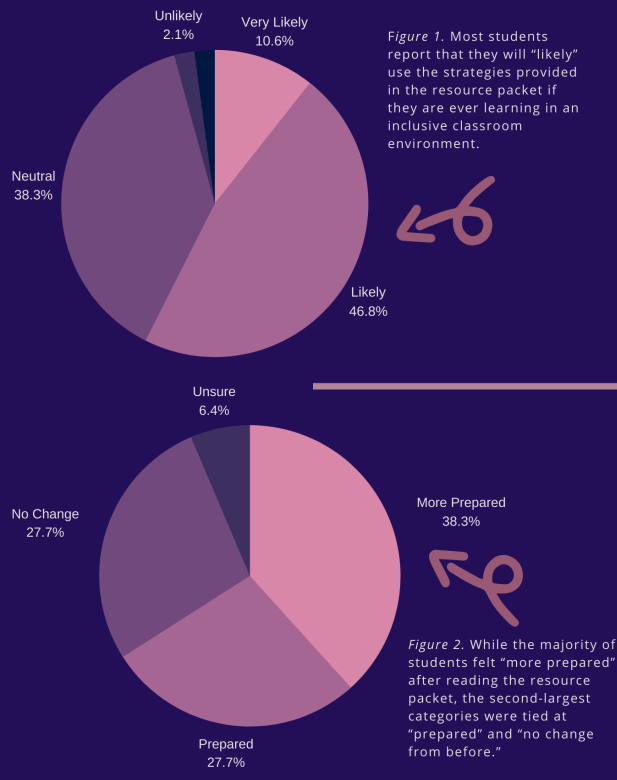


Figure 1. Most students report that they will "likely" use the strategies provided in the resource packet if they are ever learning in an inclusive classroom environment.



Figure 2. While the majority of students felt "more prepared" after reading the resource packet, the second-largest categories were tied at "prepared" and "no change from before."

ACKNOWLEDGEMENTS

A special thanks to Ms. Bellamy-Lloyd and Ms. Angell for being constant sources of advice and guidance throughout this process. This project also would not have been possible without all the teachers who agreed to participate in interviews and administer surveys. And to Joey — thank you for inspiring my advocacy efforts and for teaching me the importance of caring for others.

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CONCLUSION & ANALYSIS

The data found through the living skills survey indicates that **interactions between students** in general education and students receiving special education services at Palo Alto High School are **likely to improve** after reading a set of published best practices.

93.6% BELIEVED IN SHARING STRATEGIES

The majority of students thought more people should have access to the resource packet, proving effectiveness and value

7 CODING CATEGORIES

Students were able to categorize strategies into 7 subgroups, indicating that they learned something from the packet

IMPLICATIONS & NEXT STEPS

These findings are important for students, teachers, and school administrators to internalize: this study proves that students have the capability of improving their inclusive practices within classroom walls, creating a more accepting and welcoming high school campus.

Since it was concluded that the strategy packet improved inclusivity between peers, those who teach at Palo Alto High School would likely also benefit from the same and/or a similar resource. In the future, a complementary study could be conducted with teachers and adults at the focus.