

Handout 2: What Is inclusion & Why Is it Important?

High-quality instruction for students with disabilities in separate settings: What should it look like? (adapted from McLeskey & Waldron, 2011, p. 49)

- High-quality instruction (i.e., instruction that has strong research support for significantly improving academic outcomes for students with learning disabilities [LDs]) should be more intensive than instruction that is typically offered in general education classrooms.
- This more intensive instruction explicitly focuses on a small group of targeted, high-priority skills and concepts, which are taught directly with sufficient time for instruction and using practices such as modeling and guided practice to ensure student mastery.
- The level of intensity of this high-quality instruction is increased by providing instruction to smaller groups of students and providing more instructional time in addition to high-quality general education instruction.
- Group sizes of one to three people has generally been shown to be most effective while additional instructional time typically requires 40-60 minutes per day, 4-5 days per week.
- A teacher with a high level of specialized skills should deliver this instruction.