



Key Terms Related to Inclusionary Practices

As part of OSPI's Inclusionary Practices Project funded by the Washington State Legislature, Association of Educational Service Districts (AESD), Association of Washington School Principals (AWSP), and Washington Association of School Administrators (WASA) are working collaboratively to align inclusionary practices improvement work across the state of Washington. This includes the creation of agreed upon definitions of key terms related to inclusionary practices.

Least Restrictive Environment (LRE): As stated in 34 CFR 300.114 (a)(2) - Each public agency must ensure that - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [OSPI](#) Student need, rather than disability, should determine placement.

Inclusion: the presence of all students in the same classroom and in all school settings leading to a sense of belonging and is realized when all students regardless of their special education needs are in the general education classroom and engage in core curriculum to the maximum extent appropriate and meaningful.

Inclusionary Practices/Inclusive Practices: are bigger than getting all students in the same classroom; inclusionary practices/inclusive practices give all students the opportunity to learn, be supported, and be challenged, regardless of variability. The terms refer to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. Inclusionary practices/Inclusive practice also refers to the systems, environments, cultures, and mindsets necessary for inclusion.¹

Multi-Tiered Systems of Support(MTSS): MTSS is a framework for enhancing the adoption and implementation of a continuum of evidence based practices to achieve important outcomes for all students. [\(OSPI\)](#) Multi-tiered systems of support are intended to meet the needs of all learners, including students with disabilities and multilingual learners.

[Multi-Tiered Systems of Support DOE Mass](#) and [MiMTSSTAC](#)

Universal Supports/Tier 1 Supports: core, high quality, evidence based academic, behavioral, and social-emotional instruction which is accessible for 100 percent of students in all settings. Approximately 80 -85 percent of students are typically expected to meet learning targets when a system of universal support/tier 1 are installed and used. [Building MTSS Quick Guide, Michigan DOE](#) (page 8)

Tier 2 Supports: consists of evidence-based intervention programs that have (1) clearly defined entrance and exit criteria; (2) regular progress monitoring to assess their response to intervention; (3) explicit instruction with increased opportunities to practice and receive specific, frequent feedback; (4) gradual release of control and support when students master skills; and (5) increased communication with families to ensure consistency of support in school and at home (Anderson and Borgmeier, 2010; Newcomer, Freeman, and Barrett, 2013). [Washington State MTSS Framework OSPI](#)

Tier 3 Supports: Students who demonstrate significant risk or do not respond to tier 2 interventions may receive tier 3 intensive interventions that are individualized to meet their needs. Interventions may be intensified across seven domains, including strength of the intervention program, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and data-based individualization, to meet the needs of individual students receiving tier 3 supports (Fuchs, Fuchs, & Malone, 2017). [Washington State MTSS Framework OSPI](#)

¹ The terms inclusive education, inclusive instruction, inclusive teaching are all interchangeable with the terms inclusionary practices/inclusive practice