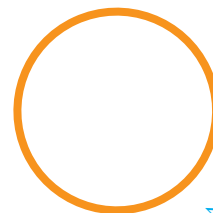


I THINK  
THERE'S BEEN



A MISTAKE

BY JULIE CAUSTON, PH.D.



ILLUSTRATIONS BY  
SHERRILL KNEZEL



I THINK  
THERE'S BEEN  
A MISTAKE

A circular illustration with a blue border. Inside, a woman with long hair is pointing her finger at a child. The child has a question mark in a thought bubble above their head. To the left of the child is a yellow square with the number '104' written inside. The background of the illustration is purple.

by JULIE CAUSTON, PH.D.  
Illustrations by SHERRILL KNEZEL

[INCLUSIVE  
schooling]

Visit [www.inclusiveschooling.com](http://www.inclusiveschooling.com) to connect to Julie and her work.

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Book Design by Kevin Fitzgerald

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Dedicated to  
YOU.



Thank you for being willing to measure  
the things that matter!



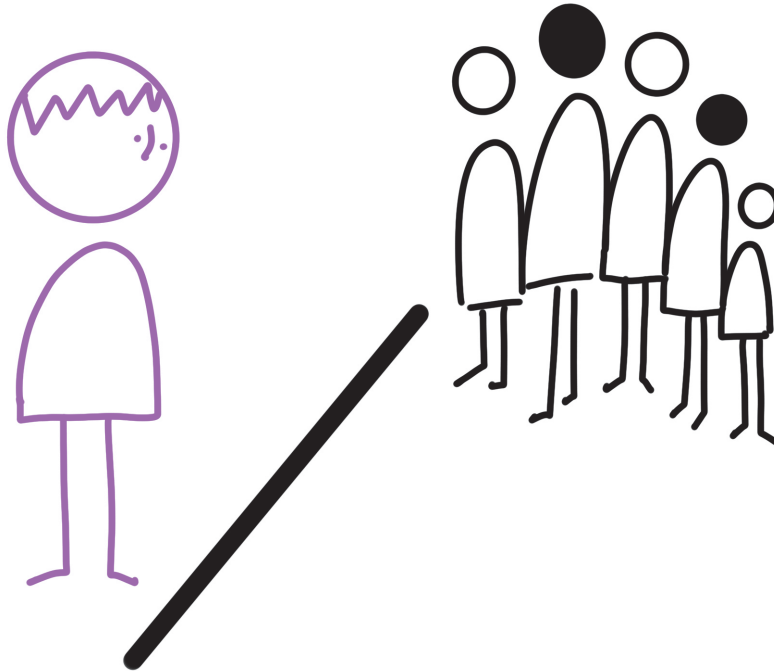
Here is Derek.



**DEREK**

When Derek started school, he was assigned  
to a special education classroom.  
This classroom was called  
Room 104.

Unfortunately,  
a line had been drawn between  
him and most of the other students at his  
school.



He was kept out of the regular education  
classroom mainly because of  
his IQ measure.

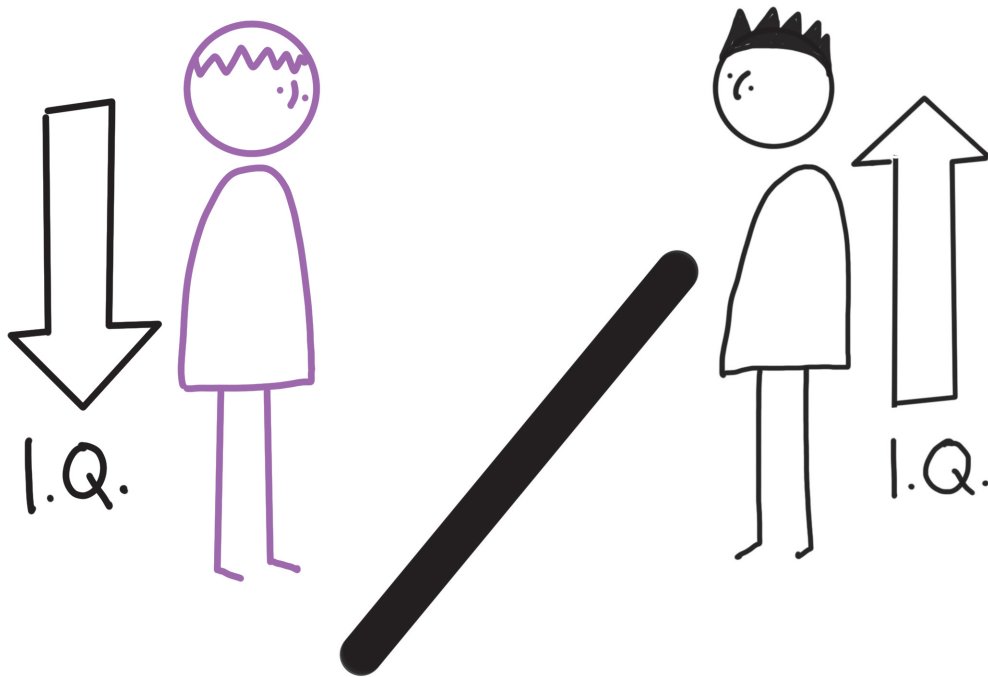
IQ means  
Intelligence Quotient.

I. Q.

= INTELLIGENCE  
QUOTIENT ?

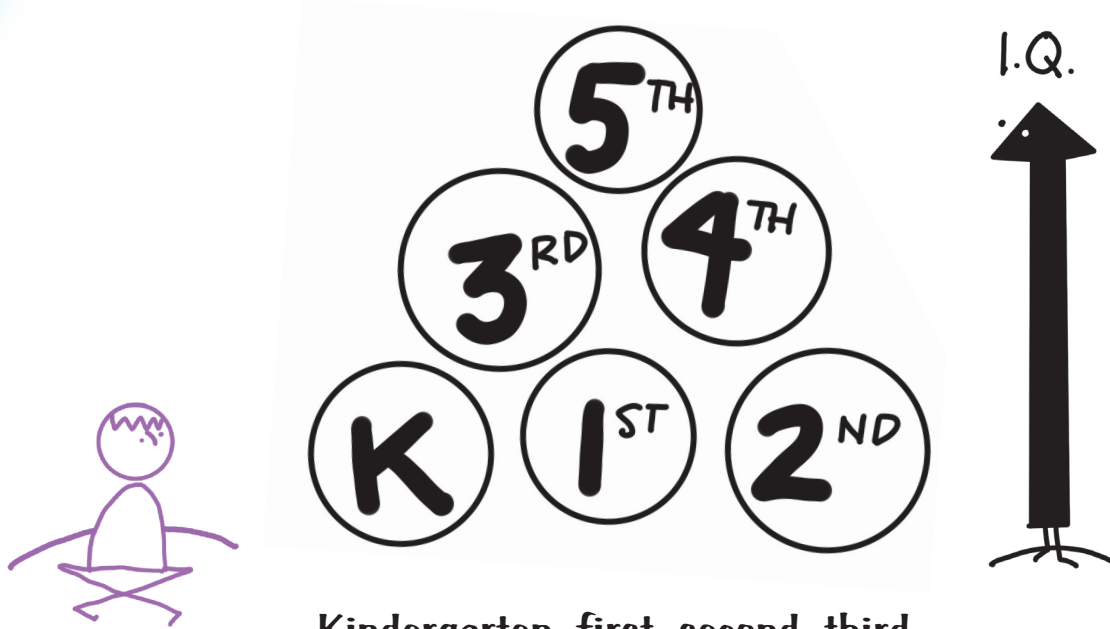


IQ tests are an old fashioned way to look at smartness. But they actually are very biased based on race and privilege, and only measure certain kinds of smart.



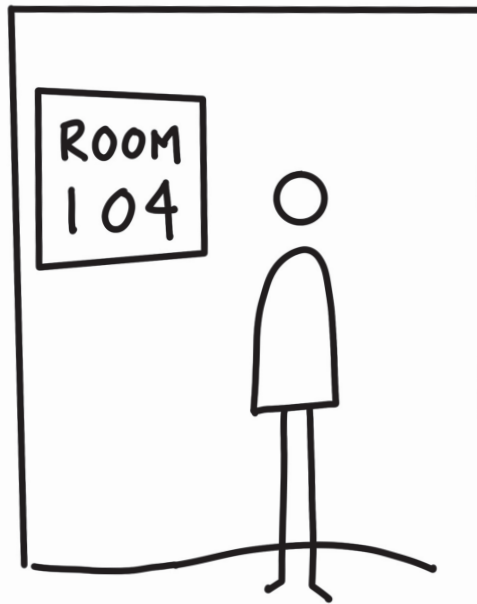
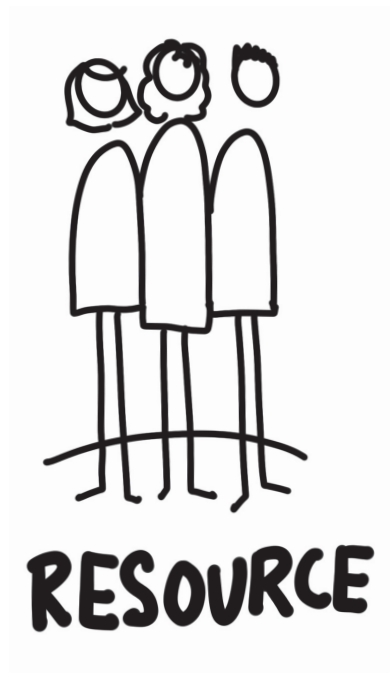
This IQ test score is still used in schools, but there are real problems with using it and with drawing lines between people based on this score.

These are the other  
classrooms in Derek's school:



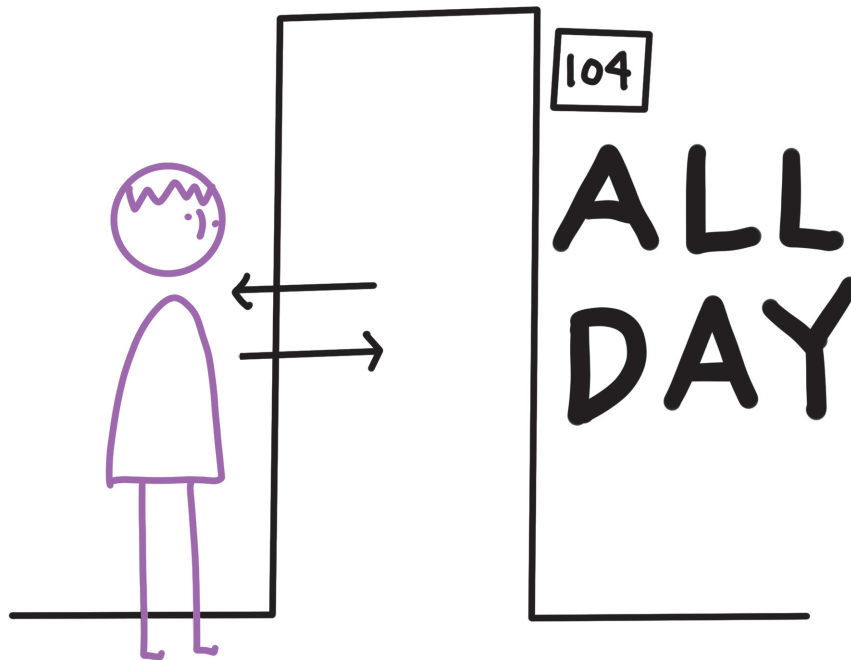
**Kindergarten, first, second, third,  
fourth and fifth grade.**

Students in these rooms have scored  
higher than Derek on this  
IQ test.

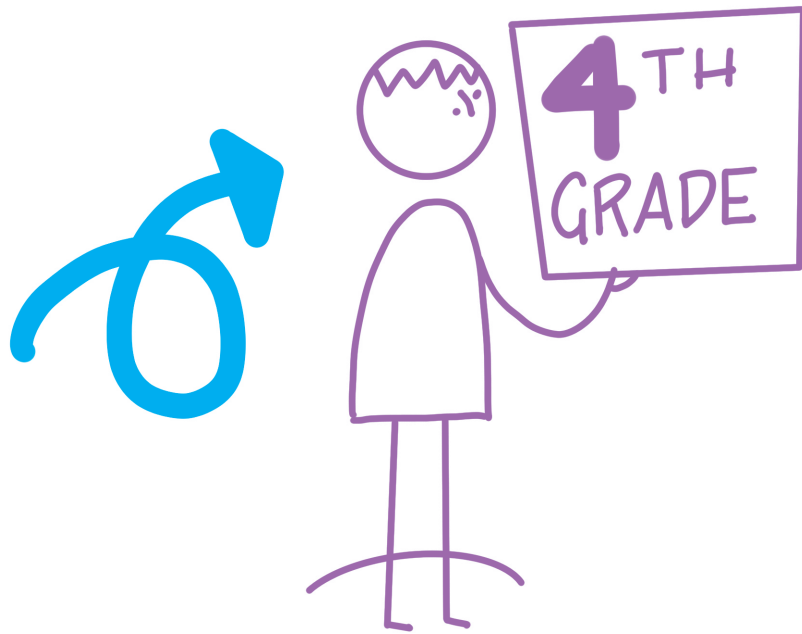


There are four special education teachers who teach in this school. Three teach in a resource room and one teaches in Room 104—Derek's classroom.





Students leave their classrooms to go to the resource room. They come and go all day.

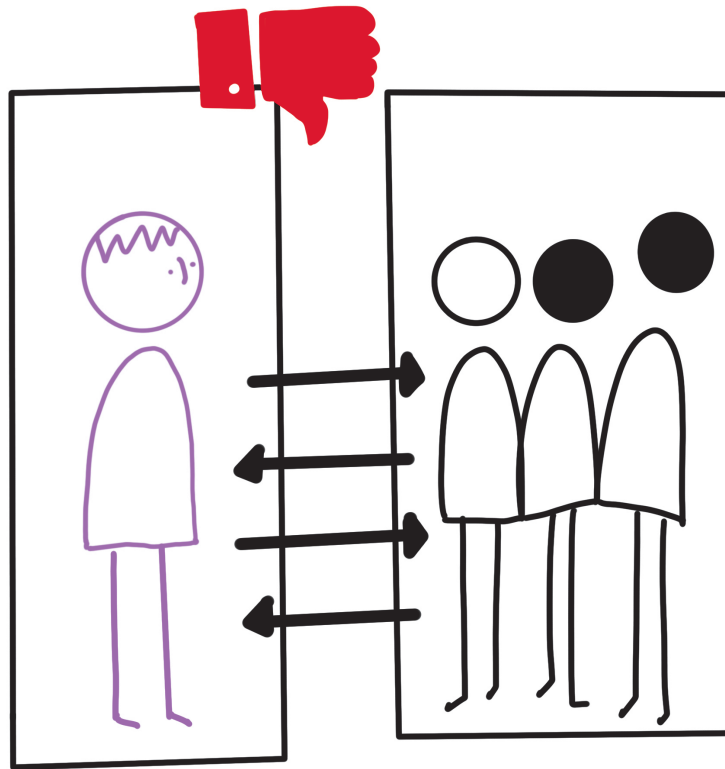


But something changed when Derek  
was in fourth grade.

Luckily, the principal and many teachers in this school are becoming **Circle Makers**.



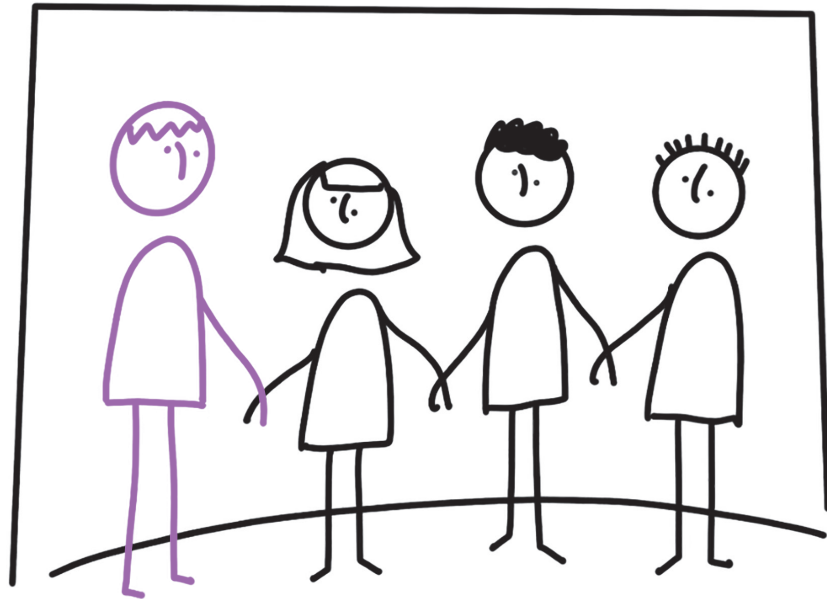
They started asking about how inclusive their school was.



They did not like how Derek and his classmates were in separate classrooms. They did not like all of the coming and going and all of the disruption to learning.

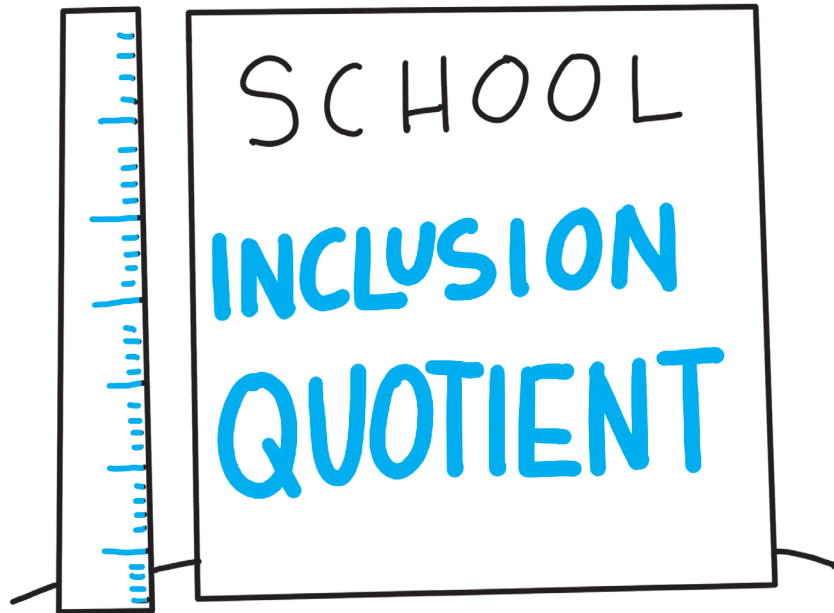


They did not like how students had to leave the classroom to get help, and how an IQ test that they knew to be old fashioned and biased could separate their students from each other.



**INCLUSIVE!**

They wanted students to stay with and learn with their friends. They wanted to make their entire school inclusive.



So, Derek's school took a new IQ test. But this time, instead of students taking the test, they measured the school. The new IQ test was called "Your School's Inclusion Quotient." It is a helpful tool.



It helps [Circle Makers](#) discover areas that are already inclusive—and to highlight those areas.





It is meant to help the [Circle Makers](#) see where they can widen the circles even more. Because every school can become even more inclusive.

Here are four  
example questions from the  
[Inclusion Quotient](#):



Do you have a clearly written, public inclusive  
vision for your school?



Do your school leaders and teachers believe that all students should have access to inclusive education?

## INCLUSION QUOTIENT:

DISABILITY SEEN AS **DIFFERENCE**, NOT A DEFICIT?



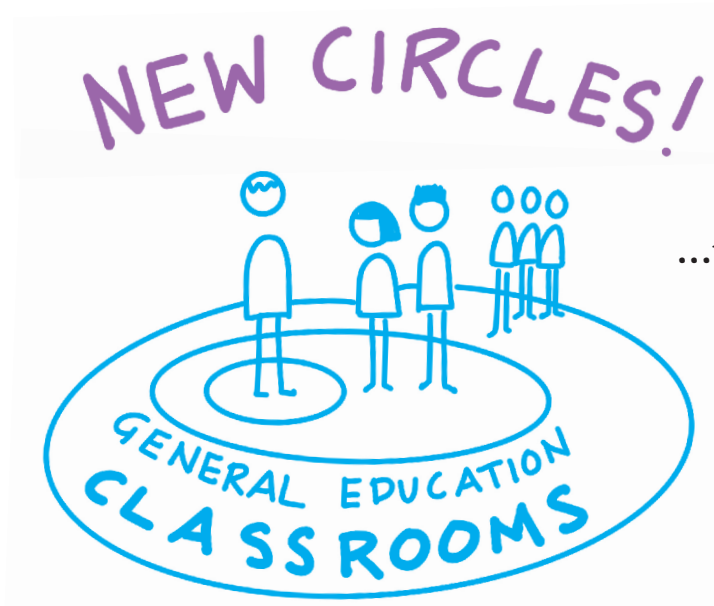
Is disability seen as a difference,  
not as a deficit?



Do all students have access to their home school (the school they would attend if they don't have a disability)?

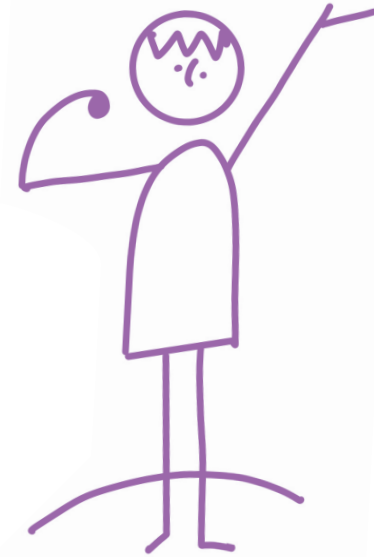
After taking this new test they realized they had work to do. One area they needed to improve was how the school was organized. They needed to make the day smoother for everyone.

They did it like this...



...they had to make new circles.

Now, there were no longer lines between students, and now students were out of those special education classrooms. All students were together inside the circles called general education classrooms.



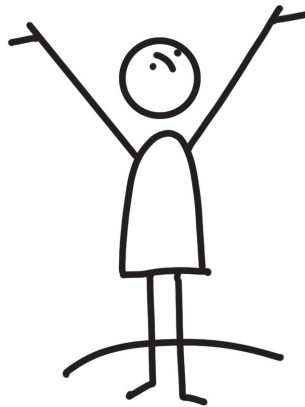
Next, the teachers had to learn new skills.  
They had to learn to lose the labels, see  
students strengths, and design  
lessons with diversity  
in mind.



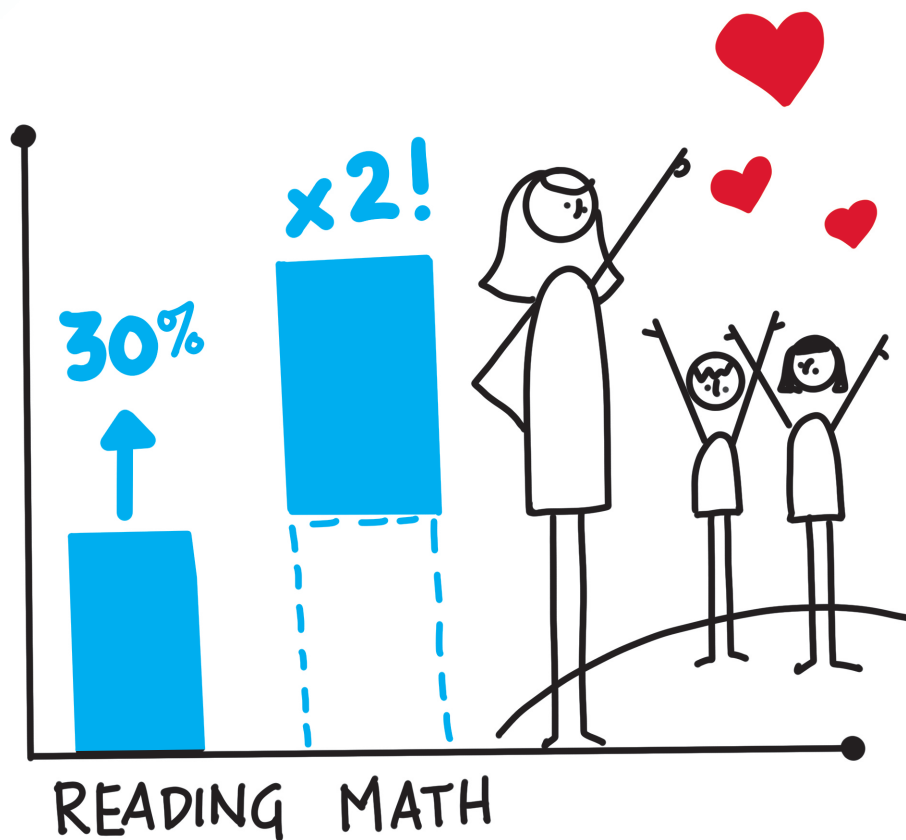
This was no small task, but as you well know [Circle Makers](#) are the most creative sort of people.



3 YEARS  
*later...*

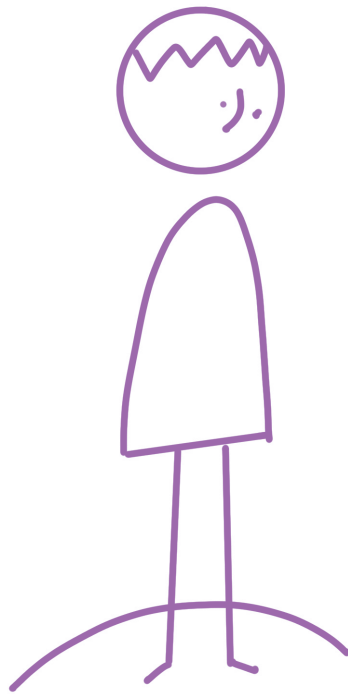


In three years, after the [Circle Makers](#) put in lots of work to create a more inclusive school, they found there were successes all around.

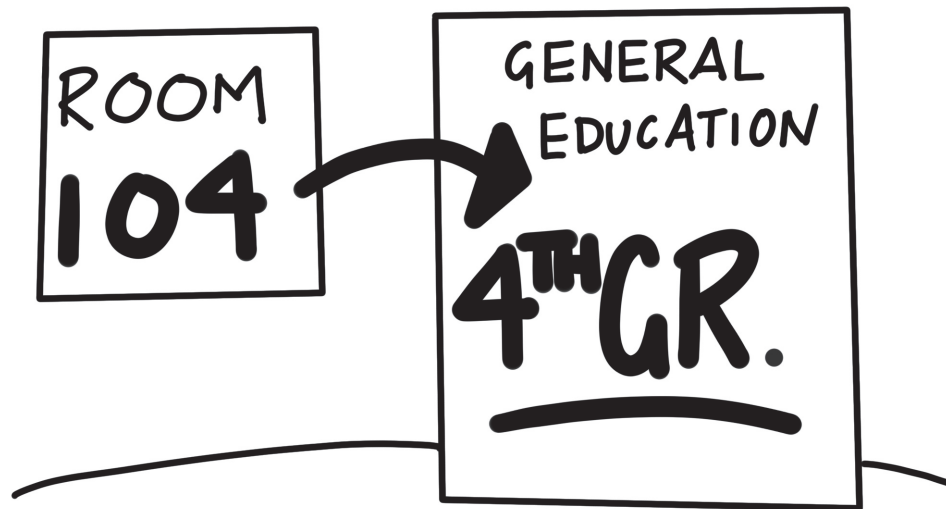


Reading scores improved by 30%, Math scores doubled, and best of all students and teachers were enjoying their school experience more.

But what about  
Derek?



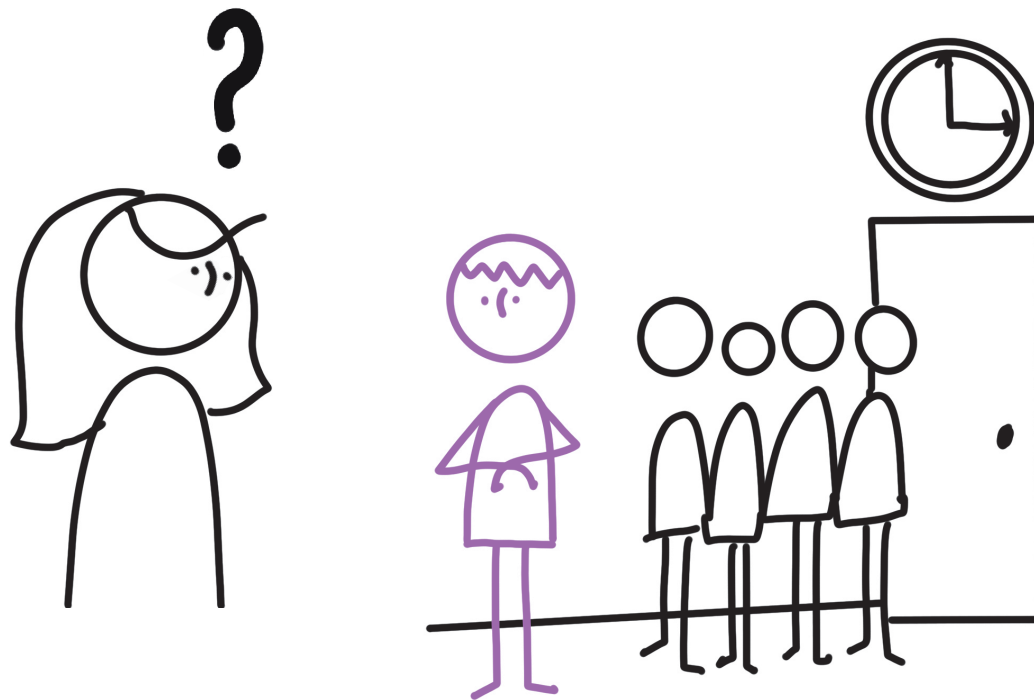
**DEREK?**



Now as you remember,  
Derek moved from Room 104 to a general  
education classroom with all  
4th graders.



On the very first day of school his teacher Ms. Clam reported that Derek had an amazing day. He raised his hand, answered questions, and had fun learning new content.



But at the end of the day he did not want to line up and go home. Ms. Clam asked him what was wrong.



He leaned over and quietly whispered, "I am afraid there has been a mistake. I used to be in Room 104 and now I am here learning with all of these other 4th grade students. If I go home, what if someone in the office discovers the mistake and puts me back in Room 104?"



Ms. Clam, who happens to be one of the best [Circle Makers](#) we know, leaned over and said, "There has been a mistake. But the mistake wasn't this year. It was all of those years when you were in Room 104. This year, you will be in this class and learn with us all year." "You promise?" Derek said. "I promise" she said.

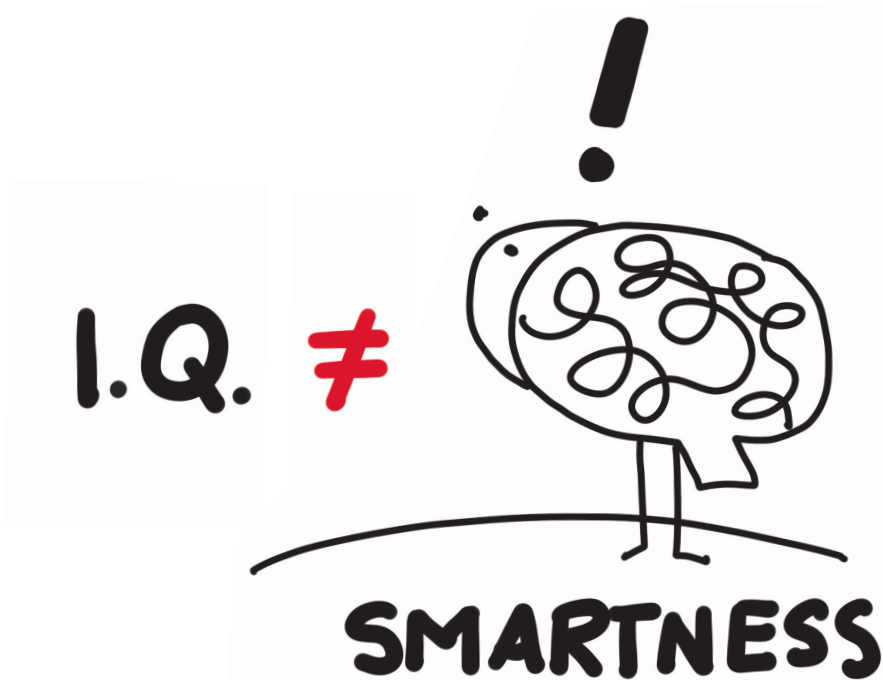


READING  
MATH  
SPELLING



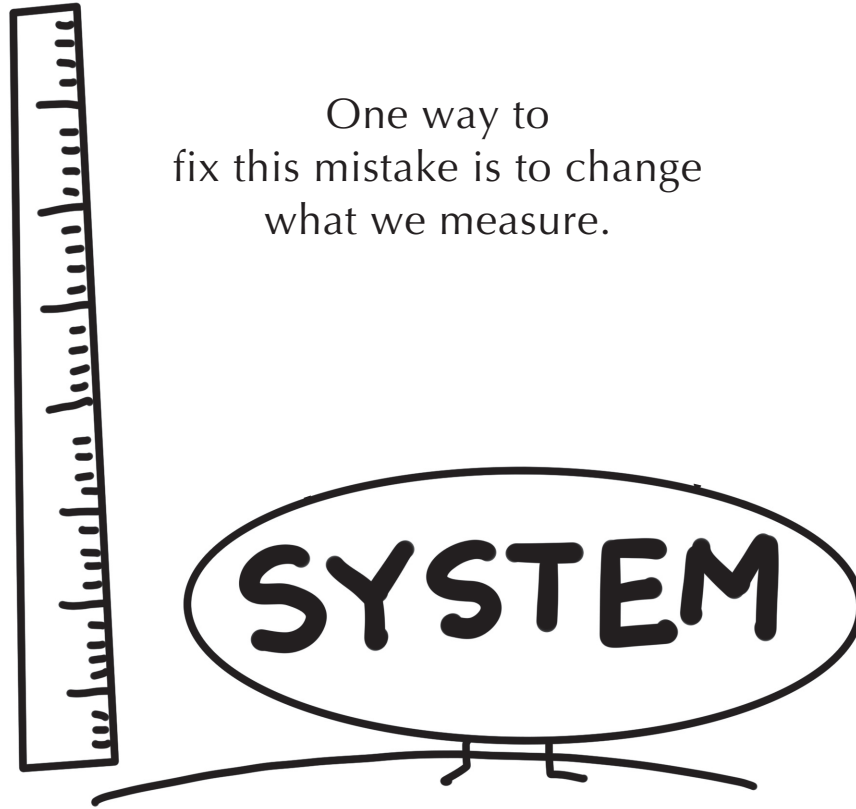
That year Derek loved fourth grade! He made many friends. And guess what? Just like everyone in the school, he did better. He improved his reading, math and spelling, more than he had ever made in Room 104.

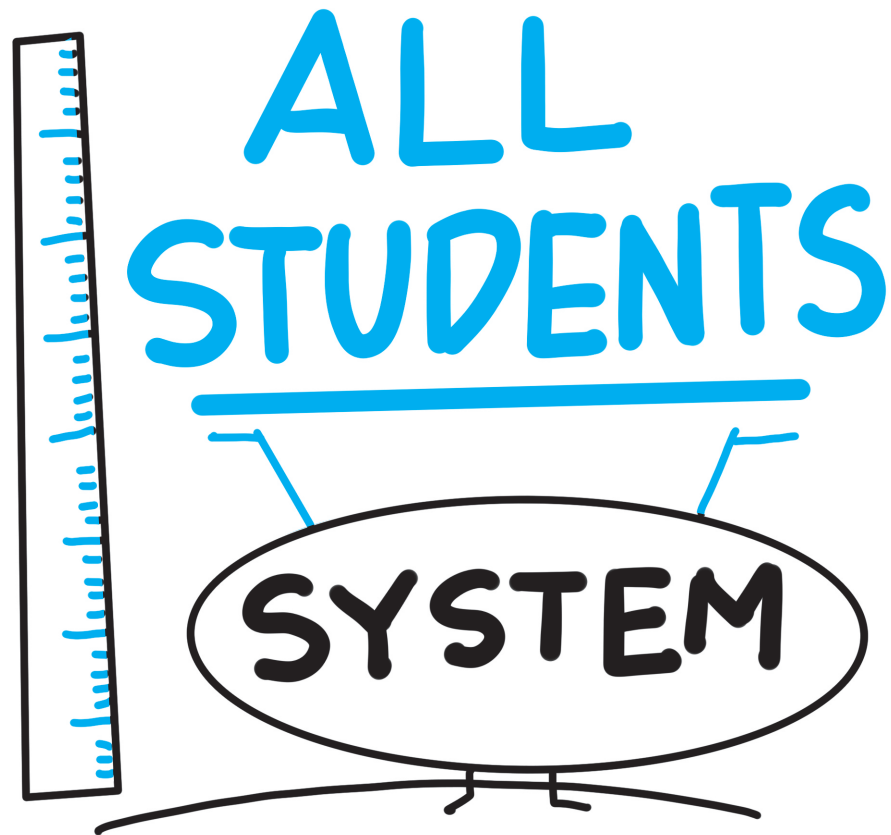
I think Derek is right,  
we have made a mistake in  
education.



Our mistake has been relying on outdated tests like IQ's  
as a way to determine smartness, and using these  
tests to separate students. The mistake has been  
in thinking about smartness in only  
one way and missing all the ways  
that people are smart.

One way to  
fix this mistake is to change  
what we measure.





Instead of measuring how ready a student is to fit into a system, we can measure how ready a system is to support all students—together.

Your school can  
become more inclusive!



Download  
"Your School's Inclusion Quotient"  
at  
[inclusiveschooling.com/pbs-iq](http://inclusiveschooling.com/pbs-iq)





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THERE'S BEEN



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## ABOUT THE BOOK

Meet Derek and learn about what happens when he is finally included. The third in a series, this book takes a playful look at what is possible when we think differently about human difference. Intended to inspire teachers and administrators everywhere to measure what matters.

## ABOUT THE AUTHOR

Julie Causton has spent her life making circles or teaching circle making. She is founder and CEO of Inclusive Schooling. She is a former Professor in the Inclusive and Special Education Program at Syracuse University. She has spent the past 20 years studying best practices for inclusive education and as a former elementary, middle and high school special education teacher herself, she knows firsthand how inclusion leads to better lives and outcomes for students. She is an educational consultant and works with administrators, teachers, paraprofessionals and families across the country to help them promote and improve inclusive practices. Her dynamic presentations focus on engaging ways to educate all students within the context of general education. Julie is the author of the children's book *The Too Much Unicorn* and the author of many books about inclusive education. She has published articles in over thirty educational research and practitioner journals. She lives in Upstate NY with her fabulous family—her wife, two teenage children, dogs and three cats.

**INCLUSIVE**  
schooling

Visit [www.inclusiveschooling.com](http://www.inclusiveschooling.com)  
to connect to Julie and her work.

INCLUSIVE  
EDUCATION

A circular logo with a blue border. Inside, the words 'INCLUSIVE' and 'EDUCATION' are written in a curved path. In the center, there is a red heart above four stylized human figures with their arms raised.