

Authentic Access

To Meaningful Instruction and Learning In General Education Classes

SIGNETWORK: MTSS-Students with Significant Needs

May 10, 2023



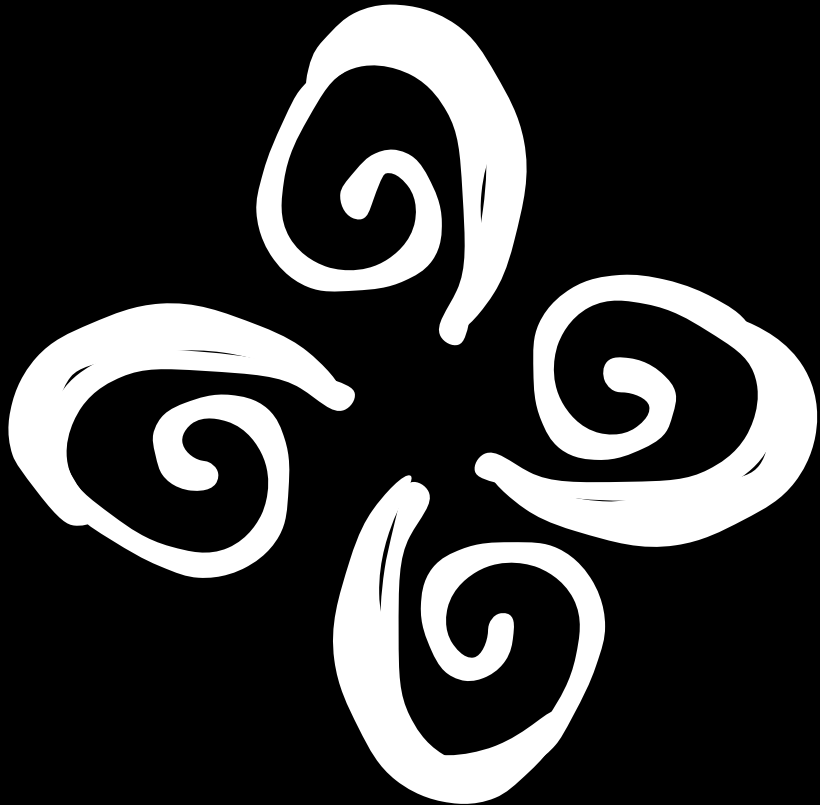
Carol Quirk, Ed.D.

Maryland Coalition for Inclusive Education

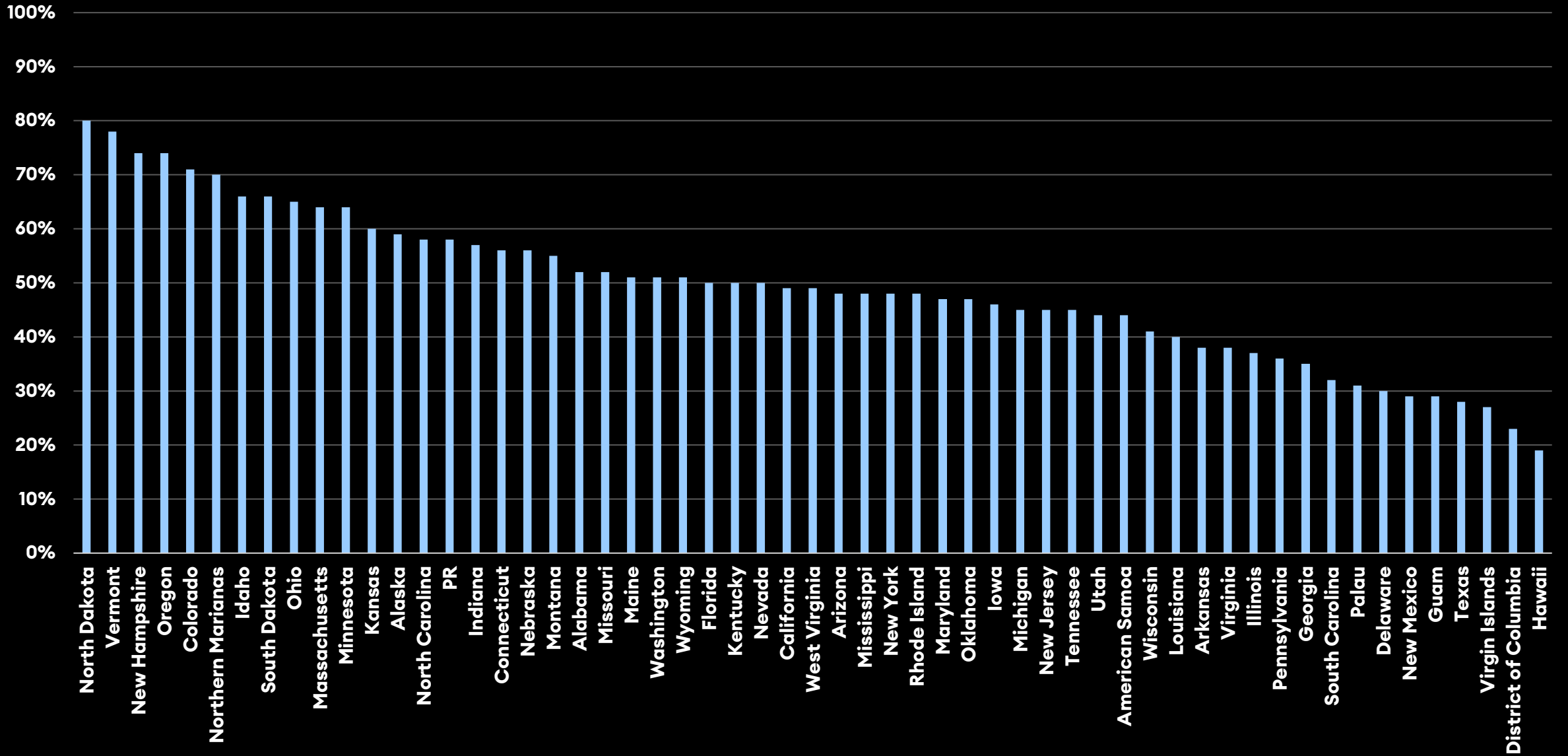
cquirk@mcie.org | www.mcie.org

AGENDA

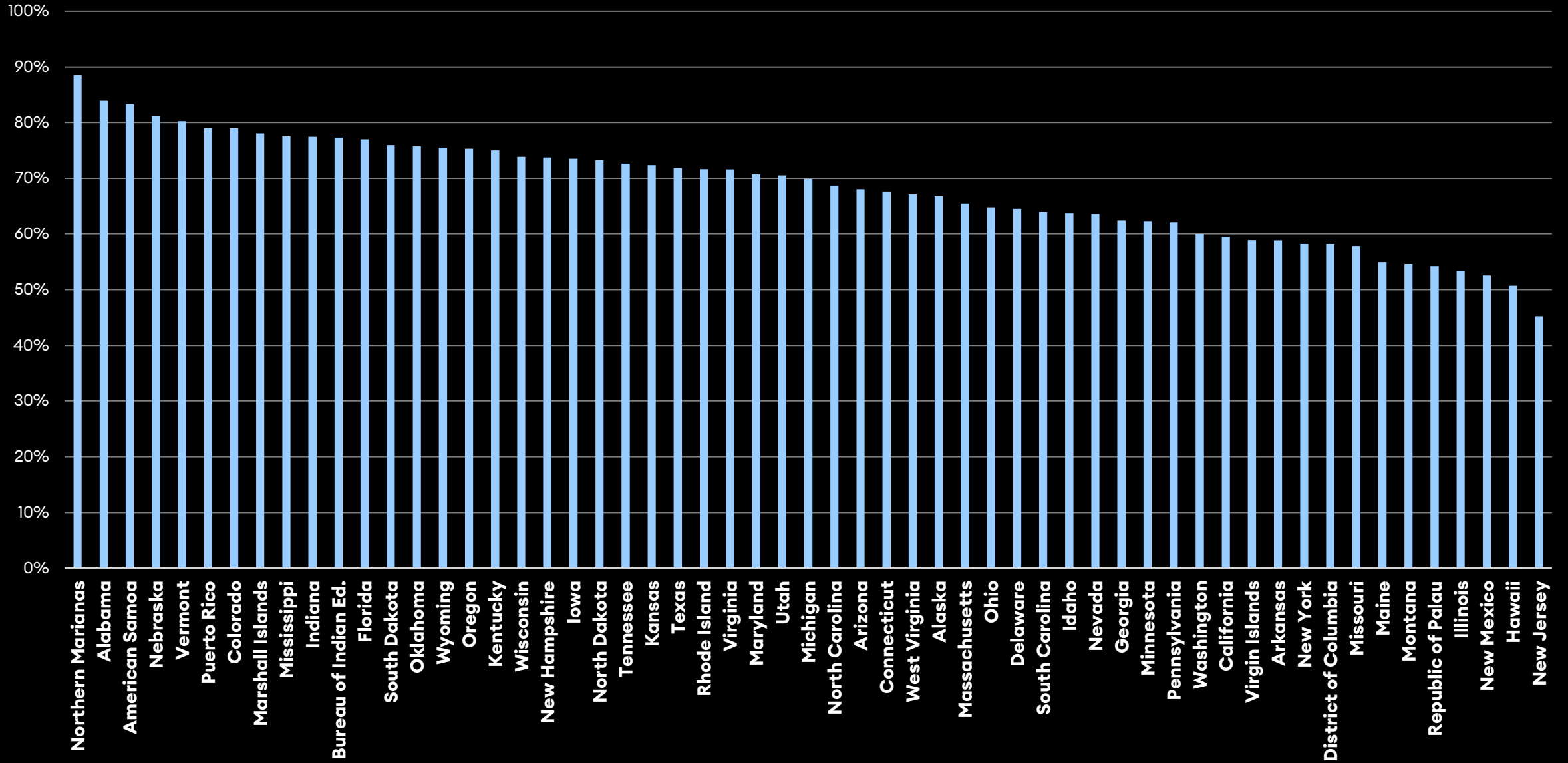
- ✓ **Data: Placement vs Inclusion**
- ✓ **Policies**
- ✓ **Authentic Inclusion is...**
- ✓ **Strategies**



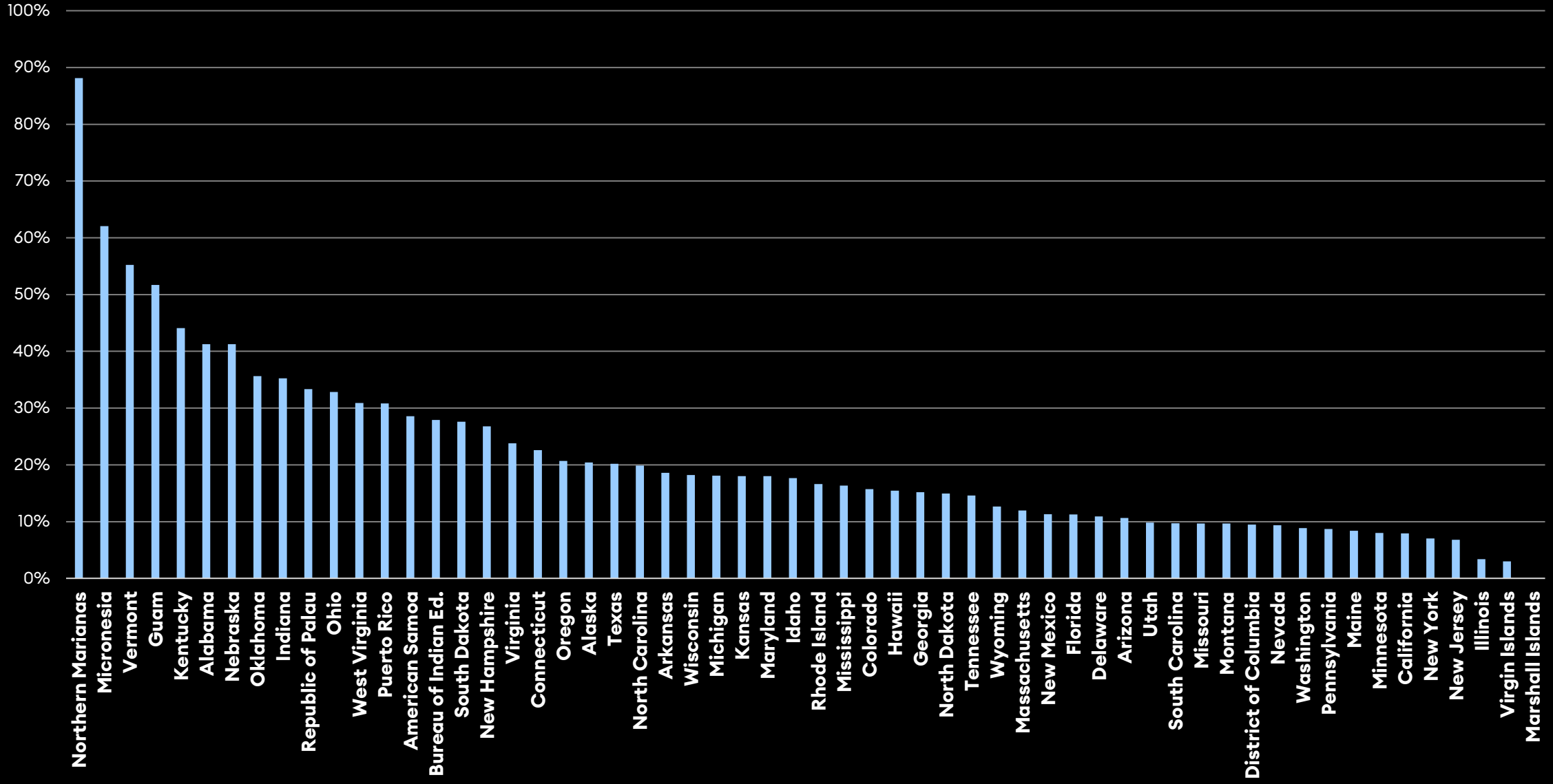
**% Students with Disabilities
Placed in General Education Classes 80% of the time or more
1999-2000 School Year**



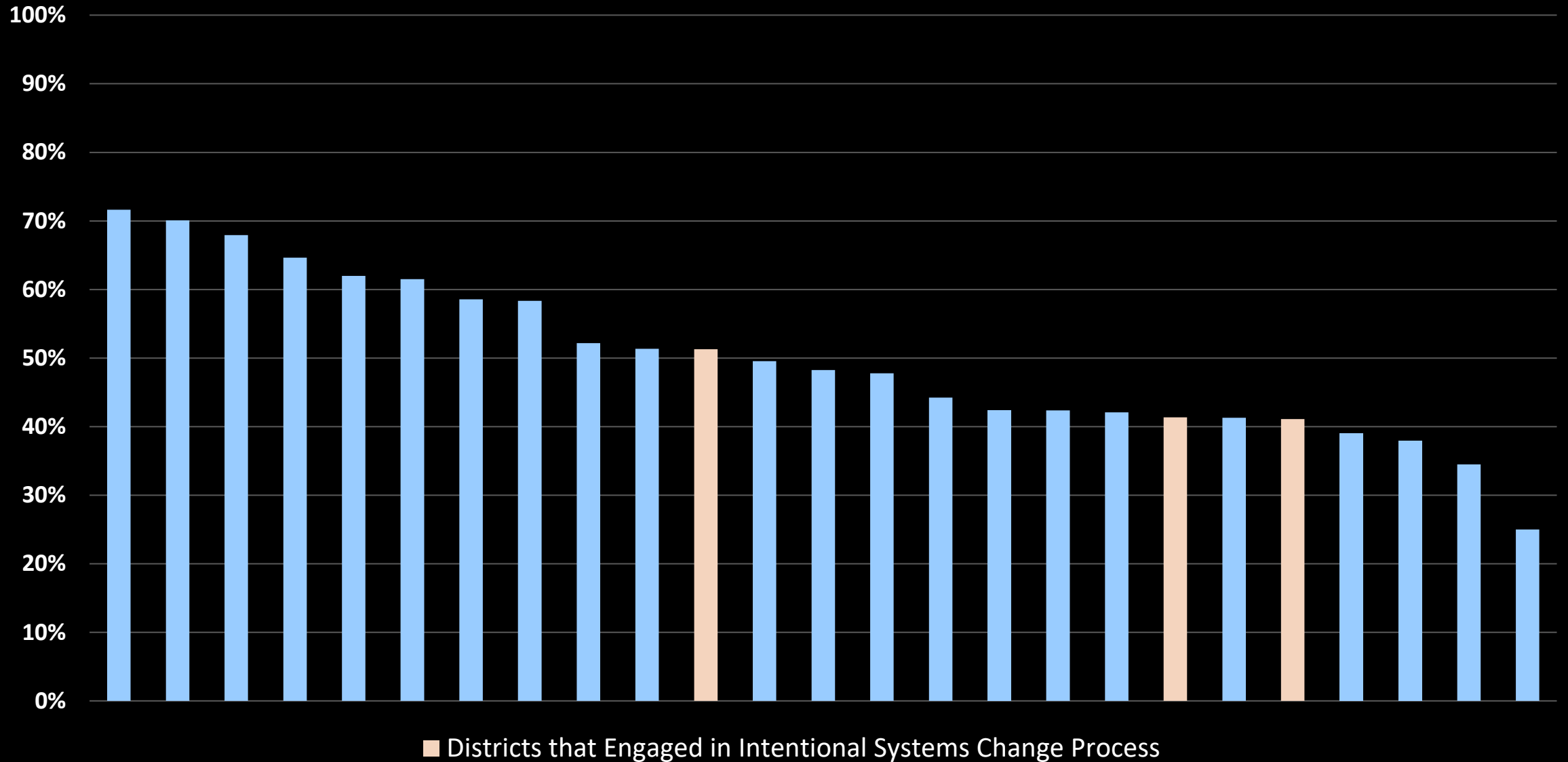
**% Students with Disabilities
Placed in General Education Classes 80% of the time or more
2020-2021 School Year**



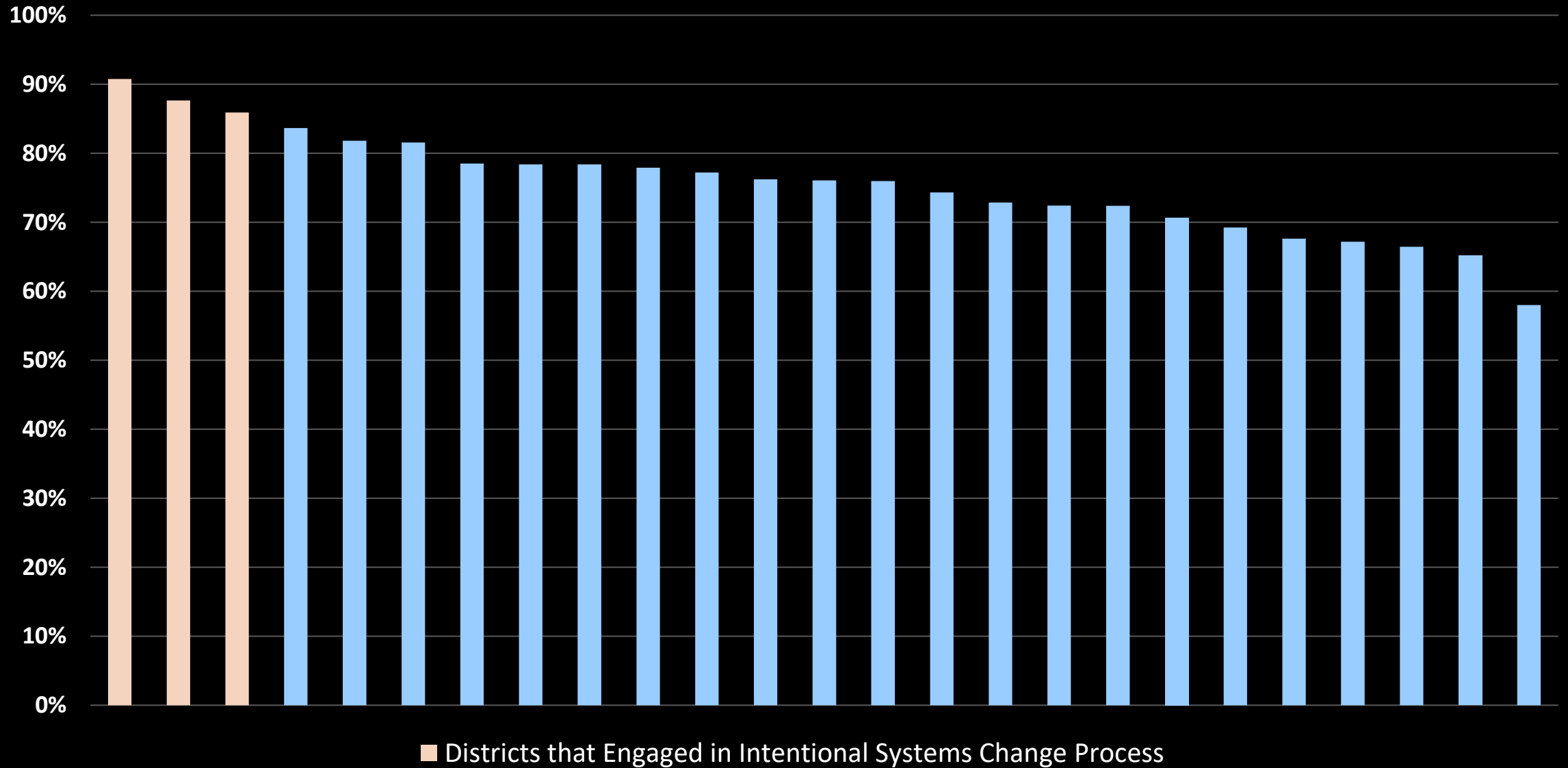
% Students with Disabilities Placed in General Education Classes 80% of the time or more 2020-2021 School Year



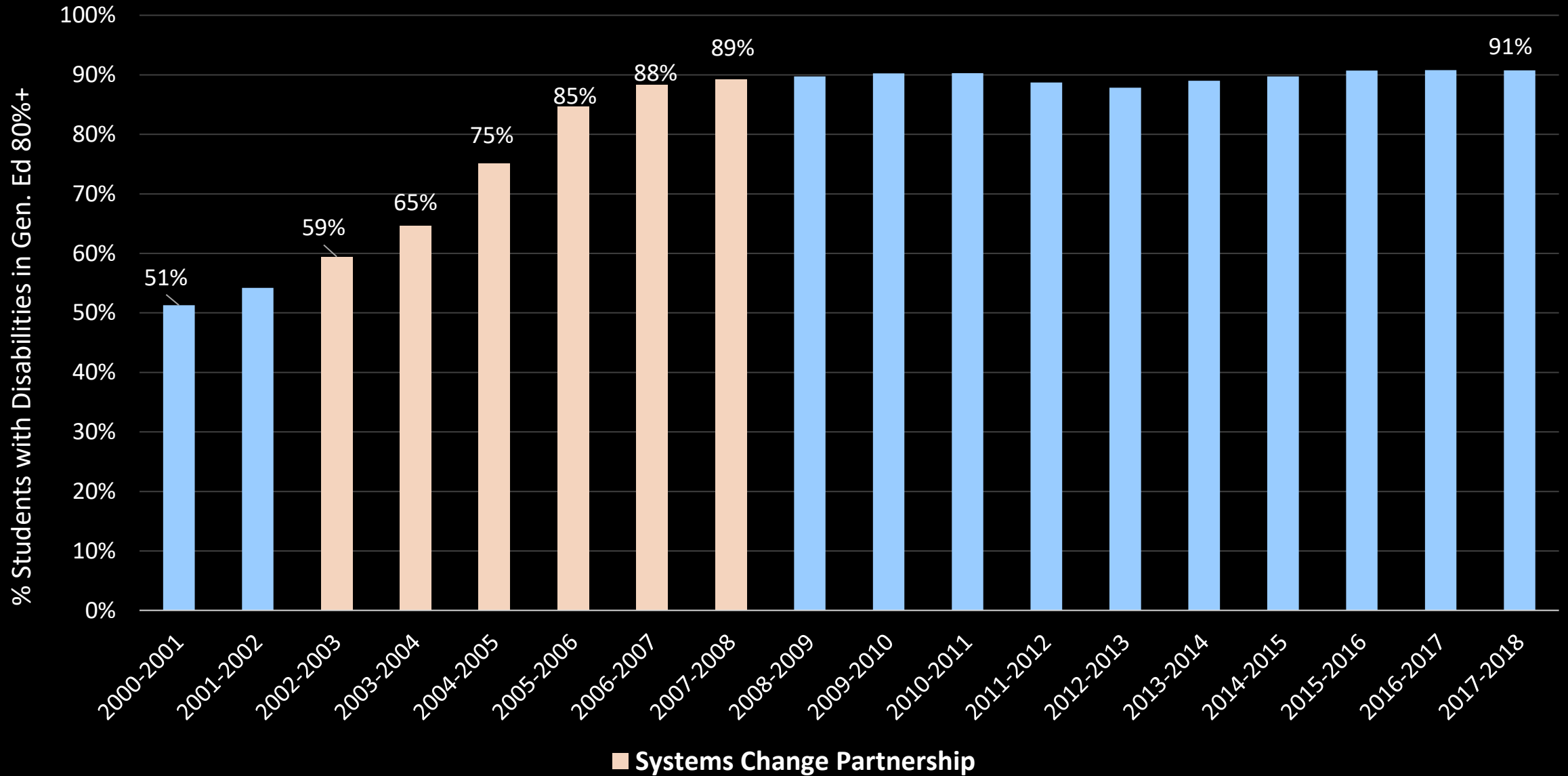
Percentage of Students with Disabilities in One State Age 6-21 in General Education 80% more of the time by LSS 2000-2001



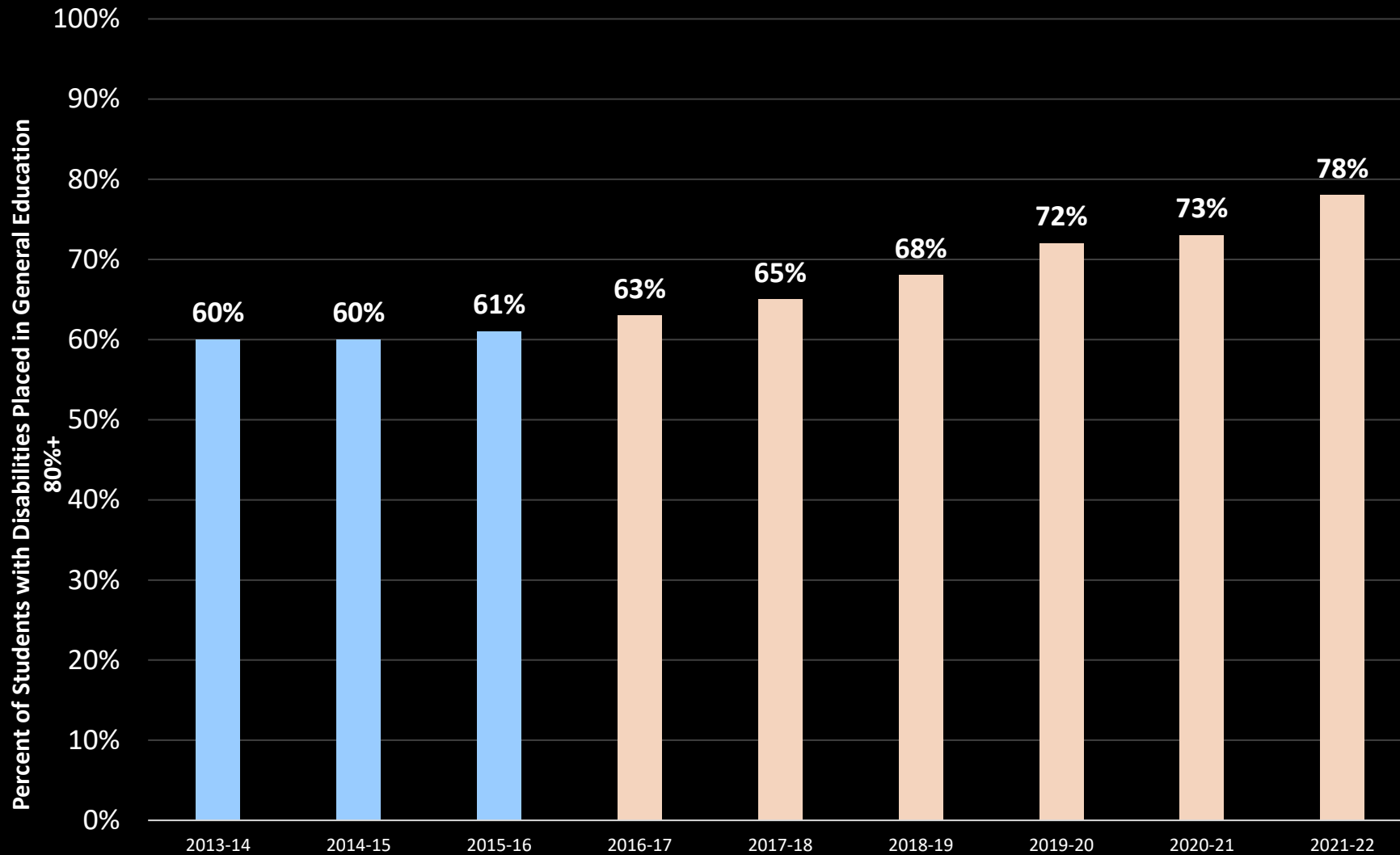
Percentage of Students with Disabilities in One State Age 6-21
in General Education 80% of more of the time by LSS 2017-2018



One District's Journey to Inclusion



One District's Path on the Journey



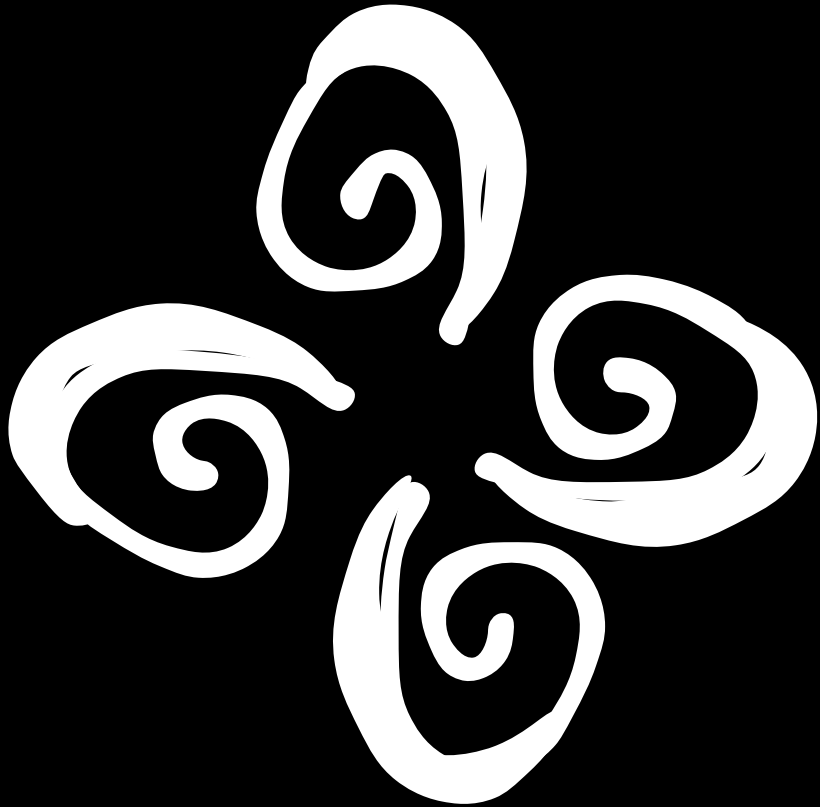
Inclusive Practices Initiative

Discussion



- **What influences change in placement practices in your state?**
- **How do you think placement impacts learning?**

Policies Impacting Placement



- ✓ **Dear Colleague Letters**
- ✓ **Service Minutes vs Placement Minutes**
- ✓ **WHO can provide SDI**
- ✓ **IEP Guidance**

LRE and Inclusion, 1994

- Judith Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS) and Thomas Hehir, Director of the Office of Special Education Programs (OSEP) issued a memo on the relationship of the LRE requirements to inclusion.
- Noting that the term “inclusion” is not mentioned in IDEA, they emphasized the need for “individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed to facilitate the student’s placement in the regular educational environment before a more restrictive placement is considered.”
- Specifically, they noted that **placement decisions based solely on the following factors are prohibited:** “category of disability,” “severity of disability,” “configuration of delivery system,” “availability of educational or related services,” “availability of space,” or “administrative convenience”

(OSEP Memorandum 95-9, November 23, 1994).

Permissive Use of Funds

- IDEA funds must be used only to pay the excess costs of providing special education and related services to children with disabilities: special education teachers and related service providers, materials, professional development for anyone who teaches children with disabilities, and specialized equipment – even if one or more nondisabled children benefit from these services.
- Funds may not be used for non-special education instruction or materials EXCEPT when used for coordinated early intervening services or when consolidated in a Title 1 schoolwide school.
- Special education personnel (fully IDEA funded) may perform duties for children without disabilities IF they would already be performing these duties to provide special education – but not grade papers or perform functions for children without disabilities if not related to special education services for other children.
- LEAs may wish to consider split funding of teachers for full flexibility.

(OSERS Policy Guidance on Use of Special Education Personnel, March 7, 2013).

General Education Curriculum and IEPs

- On November 16, 2015, Michael Yudin, Assistant Secretary of OSERS and Melody Musgrove, Director of OSEP, issued a Dear Colleague Letter (DCL) that clarified the interpretation of “general education curriculum” for students with IEPs.
- OSEP emphasized that the IEP is intended to support instruction and access to the general education curriculum rather than to create an alternate curriculum. Recognizing that some children with significant cognitive disabilities perform significantly below their grade level, the letter guides IEP teams to select goals that are aligned with, and are pre-requisite for, grade level standards and estimate the extent of growth expected over the course of a year.
- The purpose of the DCL was to “ensure that annual IEP goals for these children reflect high expectations and are based on the state’s content standards for the grade in which a child is enrolled”

(OSERS Policy Guidance on Free Appropriate Public Education (FAPE), November 16, 2015).

Inclusive Early Childhood Programs

- Reaffirmed commitment of U.S. DOE and U.S. HHS that ALL young children should have access to inclusive high-quality early childhood programs.
- Despite expansion of early childhood programs, there has not yet been a proportional expansion of inclusive early learning experiences.
- Before a child with a disability can be placed outside the regular educational environment, the group of persons making the placement decision must consider whether supplementary aids and services could be provided that would enable the education of the child, including a preschool child with a disability, in the regular educational setting to be achieved satisfactorily.

(OSERS Policy Guidance on Inclusive Early Childhood Programs, January 9, 2017).

Issues



- **Minutes of Service**
- **Minutes of Placement**
- **Who can Deliver Services**
- **Which classes are considered “Inclusive”**
- **Coteaching may not be needed or the best option**

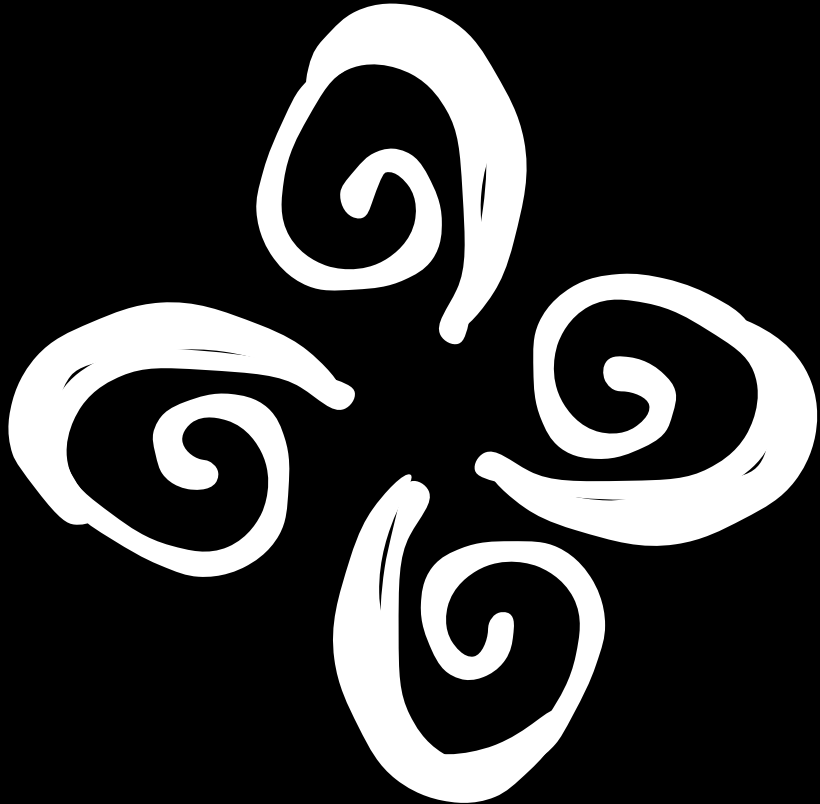
Discussion



- **Do any of your states have guidance related to minutes of service and determining environment?**
- **How can we reduce the congregation of children with disabilities in “co-taught” classes?**



Authentic Inclusion

WHAT is authentic inclusion?



- ✓ Be There! (placement)
- ✓ Membership/Sense of Belonging
- ✓ Meaningful Participation
- ✓ Learning Grade-Level Aligned Standards

The State of Inclusion With Students With Intellectual and Developmental Disabilities in the United States

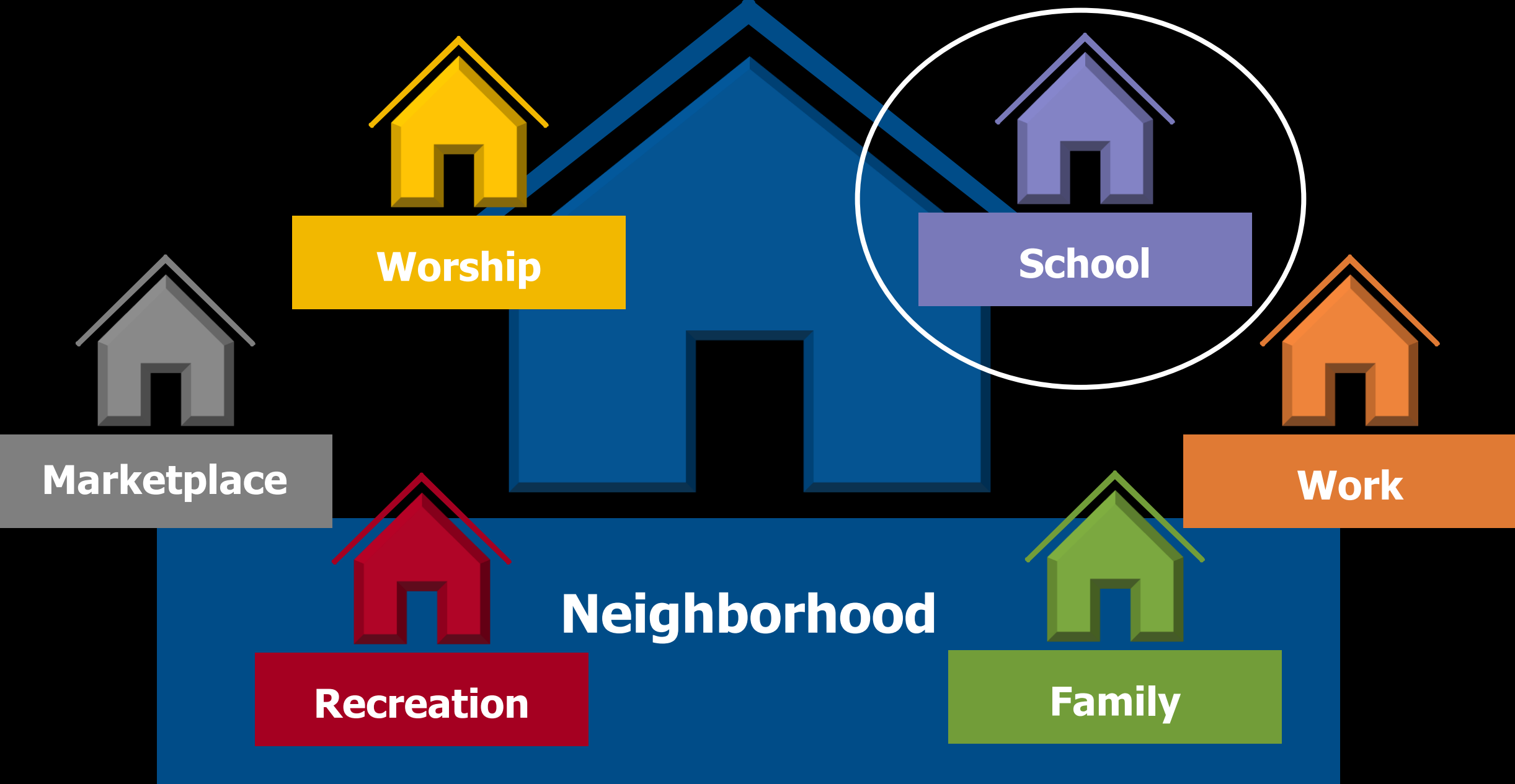
Michael L. Wehmeyer , Karrie A. Shogren , and Jennifer Kurth
University of Kansas, Lawrence, Kansas

Abstract

This article describes the state of inclusion and inclusive practices with students with intellectual and developmental disabilities (I/DD) in the United States. It reviews the legislative history of the right to a free, appropriate public education for students with disabilities and the requirement in U.S. law for special education services to be provided in the least restrictive environment (LRE). Despite a focus on the LRE and appropriate supplementary aids and services to promote success in regular education environments for students with I/DD, students with I/DD are still educated largely in segregated classrooms and settings in the United States. However, a large and growing body of research suggests the positive benefits of inclusive education providing a compelling need for ongoing change to make inclusive placements the default for students with I/DD, consistent with the law. Research clearly suggests that inclusive placements benefit students with I/DD, and emerging research highlights that engagement and access to the general education curriculum is higher in inclusive vs. segregated settings. There is an ongoing need for the implementation of the policy establishing the right to education in the LRE for students with ID, and recent court cases suggesting the importance of an “appropriately ambitious” education program provide new direction for progress in inclusive practices.

Keywords: inclusion, Individuals with Disabilities Education Act, intellectual and developmental disability, least restrictive environment, United States

Communities Where Inclusion Occurs



1. PLACE: *School, class, activities*



2. MEMBERSHIP → Sense of BELONGING



3. Meaningful PARTICIPATION



If participation and engagement drops, so does learning.

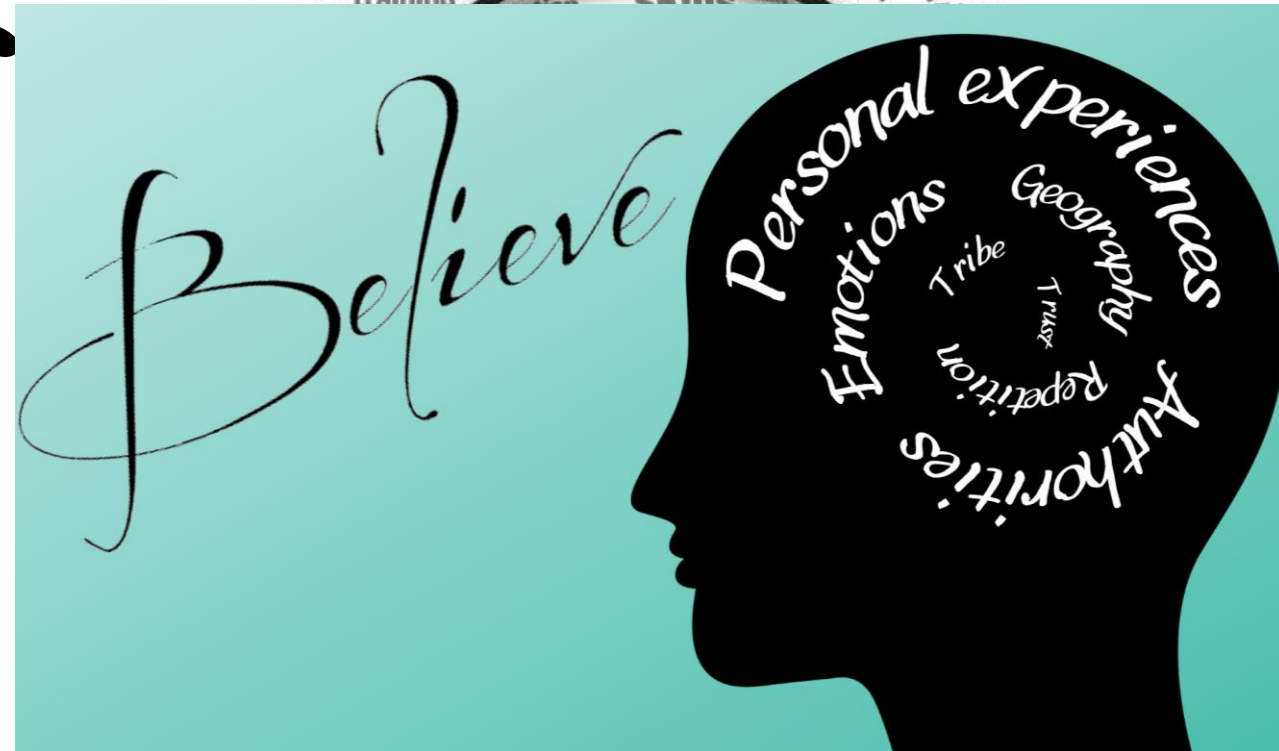
Anne Beninghof, author of *Specially Designed Instruction. Increasing Success for Students with Disabilities*

What is standing in the way of including ALL learners?

FEAR

Lack of SKILLS

BELIEFS



SCHEDULING STUDENTS: Natural Proportions

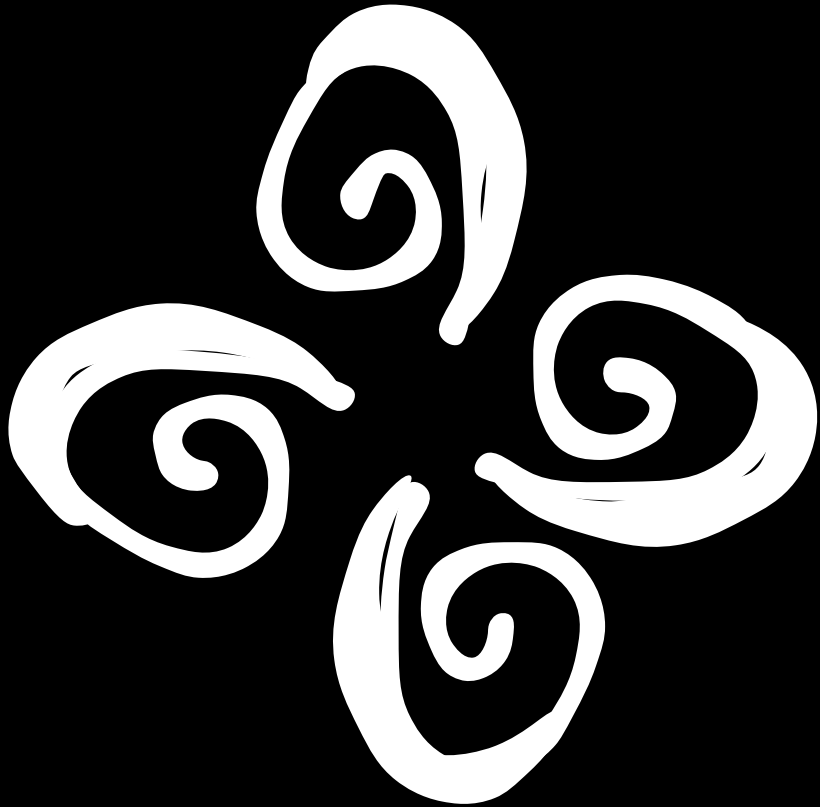


Discussion



- **Mindsets** change with experience (not data, research on outcomes, or legal requirements)
- **Skills:** How do we get higher education to teach general and special ed teacher candidates to adapt general education to
 - address learning needs resulting from the disability,
 - Promote progress toward grade level standards, AND
 - Make progress on IEP goals?

Strategies



- ✓ CCSSO: “Advancing Inclusive Principal Leadership”
- ✓ MCIE: Change process from district to school to class to child
- ✓ Other consultants/groups
- ✓ Importance of collaboration: Time, Talent, Tools

CCSSO



Council of Chief State School Officers

STATE STRATEGIES



State education chiefs and their leadership teams recognize the need to improve outcomes for all students, particularly those who face challenges accessing school services or who experience gaps in academic and social opportunities and outcomes. Access and outcomes for students with disabilities are of particular concern, especially in our nation's persistently under-resourced schools.

CCSSO and the National Collaborative on Inclusive Principal Leadership (NCIPL) have identified **nine key strategies** that state education agencies (SEA) can employ to advance inclusive principal leadership in partnership with their school districts and educator preparation programs. Note that the ninth strategy is a new resource developed in response to the COVID-19 crisis; it lists the steps SEAs can take to support inclusive, post-pandemic recovery and acceleration of learning for students with disabilities.

Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership

State chiefs and their leadership teams can communicate a compelling vision for the role of the principal in continuously improving student outcomes and accelerating learning for student groups with performance gaps, including those with disabilities. This is particularly critical for the 2021-2022 school year, as most students return to in-person learning while some students—especially those with health concerns—continue to learn remotely.

Example Actions:



Strategy 2: Cultivate Coherence and Collaboration

To promote inclusive principal leadership, SEAs can collaborate across offices and divisions to provide consistent programs, policies, messaging and resources around principal development.



Membership, Participation, & Learning Indicators

| MEMBERSHIP INDICATORS | | | | All of the time | Most of the time | Some of the time | None of the time |
|-----------------------|---|----------|---|-----------------|------------------|------------------|------------------|
| 1. | The child/youth attends the age-appropriate general education class in the school they would attend if they did not have a disability. | 3 | 2 | 1 | | | |
| 2. | The child/youth attends all spaces and activities in the school, like their peers and on the same schedule (e.g., lunch, recess, assembly, entry/exit from school). | 3 | 2 | 1 | | | |
| 3. | Classmates welcome and invite the learner in extracurricular activities (recess, clubs, sports, etc.). | 3 | 2 | 1 | | | |
| 4. | The child/youth has at least 3 friends who demonstrate mutual affection and reciprocity in the friendship. | 3 | 2 | 1 | | | |
| 5. | Class materials (textbooks, etc.) are the same or adapted from the same materials provided to classmates. | 3 | 2 | 1 | | | |
| 6. | The learning activities for the child/youth are designed from the same curriculum and daily lessons developed for the whole general education class. | 3 | 2 | 1 | | | |
| 7. | Teachers speak with the child in the same way as they do with other peers (tone, vocabulary, purpose, age-appropriate). | 3 | 2 | 1 | | | |
| 8. | Classmates and other students in the school speak with and acknowledge the learner in an age-appropriate and welcoming manner. | 3 | 2 | 1 | | | |
| 9. | Educators refer to the student in the same way as peers (by name and not label or service received). | 3 | 2 | 1 | | | |
| 10. | The child/youth has equitable opportunities for leadership roles within the class (e.g., line leader, materials manager, etc.). | 3 | 2 | 1 | | | |
| TOTAL: | | ___ / 30 | | OR | | | |

| PARTICIPATION INDICATORS | | | | All of the time | Most of the time | Some of the time | None of the time |
|--------------------------|---|----------|---|-----------------|------------------|------------------|------------------|
| 11. | The child/youth participates in classroom activities and school routines (e.g., Pledge of Allegiance, lunch count, jobs, school play, field trips, etc.). | 3 | 2 | 1 | | | |
| 12. | The daily schedule and the timing of the child/youth's entrance and departure from activities or classes is the same as peers. | 3 | 2 | 1 | | | |
| 13. | The child/youth is actively engaged in lessons and assignments that are the same as, or adaptations of, the lessons and assignments for the rest of the class. | 3 | 2 | 1 | | | |
| 14. | The learner participates in lessons for the amount of time similar to classmates and has alternative options for engagement when needed. | 3 | 2 | 1 | | | |
| 15. | The learner has a communication system that allows for social, age-appropriate peer interactions, learning (curriculum vocabulary), requests, affirmation, negation, joke-telling, and choice, etc. | 3 | 2 | 1 | | | |
| 16. | The learner communicates with classmates within learning and social activities (initiating, sharing, responding, questioning, etc.) | 3 | 2 | 1 | | | |
| 17. | Adults and peers support the learner to participate in general education whole-class discussions: brainstorming, calling out answers, taking notes, writing on the board. | 3 | 2 | 1 | | | |
| 18. | During instruction, the child/youth shares information, records or receives adapted notes, and contributes to learning discussions. | 3 | 2 | 1 | | | |
| 19. | During non-academic activities, accommodations or modifications are provided for equitable and active participation. | 3 | 2 | 1 | | | |
| 20. | Teachers provide supports and environmental accommodations to enable the learner to remain in or return to the class when behavioral breaks are needed. | 3 | 2 | 1 | | | |
| TOTAL: | | ___ / 30 | | OR | | | |

| LEARNING INDICATORS | | | | All of the time | Most of the time | Some of the time | None of the time |
|---------------------|---|----------|---|-----------------|------------------|------------------|------------------|
| 21. | The general education teacher is the primary instructor unless the special education teacher is assigned as a full-time co-teacher. | 3 | 2 | 1 | 0 | | |
| 22. | When co-teaching, the special and general education teachers collaborate to alternate who delivers instruction to the children/youth with disabilities. | 3 | 2 | 1 | 0 | | |
| 23. | Paraprofessionals do not sit next to the student and only provide as much support as needed to maximize participation and learning within lessons. | 3 | 2 | 1 | 0 | | |
| 24. | Adults provide behavioral and academic instruction with strategies that are effective and systematic, and based on research with similar learners. | 3 | 2 | 1 | 0 | | |
| 25. | The instructional goals for the child/youth are based on skills aligned with the grade level curriculum. | 3 | 2 | 1 | 0 | | |
| 26. | Instruction on individual learner goals is embedded within whole class activities as well as small group-within class instruction (e.g., station teaching) and during intervention periods designed for students with and without disabilities to receive supplemental interventions based on performance data. | 3 | 2 | 1 | 0 | | |
| 27. | Any instructional time spent out of the general education class is to strengthen skills that are needed for participation and learning in the general education class. | 3 | 2 | 1 | 0 | | |
| 28. | Except for reasons of privacy and confidentiality, all related services are embedded through a collaborative teaching model within the general education class. | 3 | 2 | 1 | 0 | | |
| 29. | Progress on skills leading to grade level performance are reported in quarterly report cards in the same way as other students and supplemented for families as needed. | 3 | 2 | 1 | 0 | | |
| 30. | The learner makes progress on literacy and numeracy skills. | 3 | 2 | 1 | 0 | | |
| TOTAL: | | ___ / 30 | | OR | ___ % | | |

MCIE.org, Stetson, Caustin, Novak, etc.



California Department of Education
Special Education Division

We envision a society
where neighborhood schools welcome all
learners and create the foundation
for inclusive communities.



Kids Together®

NONPROFIT 510(C)3

INFORMATION & RESOURCES FOR CHILDREN & ADULTS WITH DISABILITIES



Collaboration: Time, Talent, Tools



Guide for Collaborative Team Practice



LESSON PLANNING: DELIVERING SPECIALLY DESIGNED INSTRUCTION

Grade: Subject: Date:

Topic/Unit: Lesson:

Standard(s):

Learning Outcomes:

Materials/Resources:

| Activity | The Teacher Will: | All Learners Will: | The Focus Learner will: | Specially Designed Instruction & IEP goals |
|---|-------------------|--------------------|-------------------------|--|
| Anticipatory Set: (Engagement and Activate Prior Knowledge) | | | | |
| Direct Instruction: | | | | |
| Guided Practice: | | | | |
| Independent Practice: | | | | |
| On-Going Formative Assessment: | | | | |



Questions/Comments?



Be there!



Belonging!



Participation!



Learning!



Equity!

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Thank you!