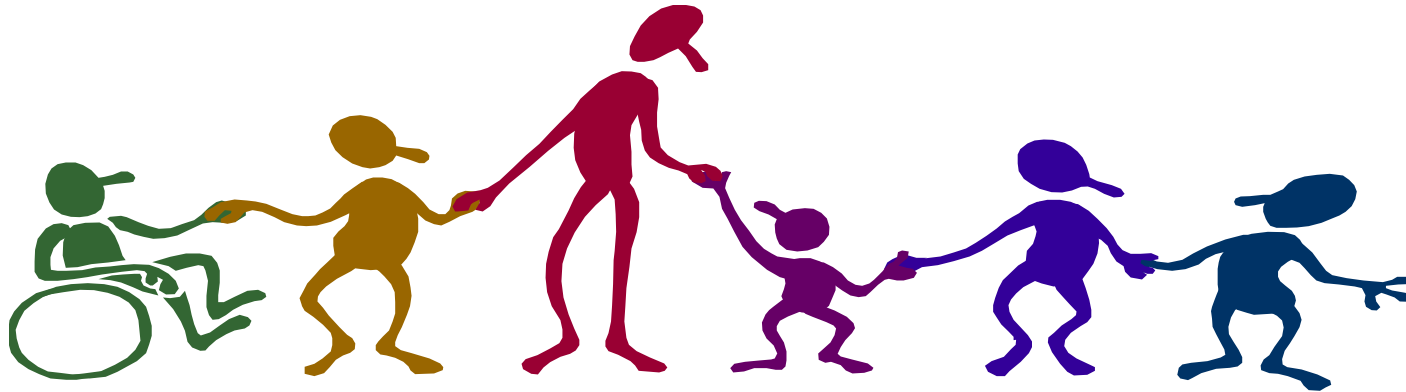Welcome

Educators

FYI
Note from MDE

This event is being funded with State and/or Federal funds and is being provided for employees of school districts, employees of the Mississippi Department of Education and Department contractors. Miss. Const. Art. 4, Section 66 prohibits governing authorities from making donations. According to the Mississippi Attorney General, once the Federal funds are turned over to the State, the rules for the expenditure of State funds apply. Based on Mississippi law, this event is not being provided for third party vendors or external providers.

Collaborative Teaching in an Inclusive Environment

Joy Connor

Educational Consultant

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How's It Going?

This movie title *reminds me of my school year in inclusion.*

- ❑ *Waiting for Superman*

- ❑ *The Lone Ranger*

- ❑ *The Help*

- ❑ *Fast and Furious*

- ❑ *Blended*

- ❑ *Heaven is for Real*

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By the end of the day…

❑ You should be better informed of the Who, What, Where *and* How *of Inclusive Practices.*

❑ You should understand important points of IDEA and NCLB and how they *affect* inclusive practices.

❑ You will see and *practice* classroom strategies that benefit the diverse learners in your classroom.

❑ We will discuss *allowable accommodations* for MCT2 and subject area testing.

❑ We should expect to understand specific suggestions for individualized accommodations and modifications.

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By the end of the day…

❑You should be able to plan for the implementation of the SIX *models of co-teaching.*
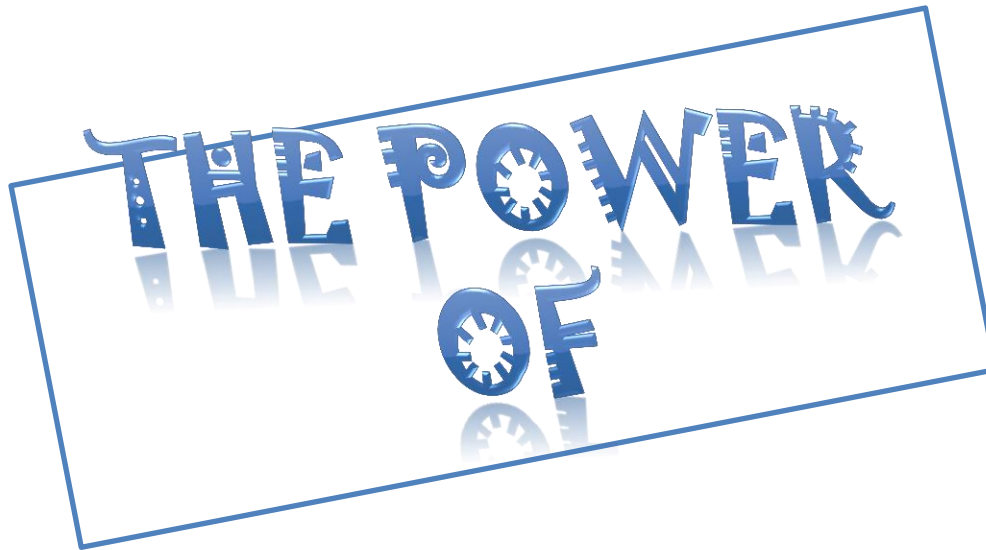
Questions?

Did I get my questions answered?

Write your question on a post a note and park it on the garage at break or lunch.

Inclusive Practices

What does it mean?

Let's take a brief look at the history that leads us to now.

The LAWS do not mention the word "INCLUSION".

Background/History

❑ **1975** Education for All Handicapped Children Act

Public Law 94-142   *39 years ago!*

Under this law every handicapped child has the right to a *free, appropriate public education* **(FAPE)** *in their least restrictive environment* **(LRE).**

❑ **1997** Individuals with Disabilities Education Act **(IDEA)** and the reauthorization in 2004 **(IDEIA)** emphasizes the placement of students with disabilities in their LRE while supporting the need for ***access to the general education curriculum.***

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Background/History

Least Restrictive Environment

Schools must educate students with disabilities with their <u>non-disabled peers</u> to the

*"**maximum extent appropriate**".*

Courts Begin to Interpret LRE/Appropriate

Rowley v. Hudson School District *(New York)*: Supreme Court 1984

Amy Rowley
- ❑ Hearing impaired
- ❑ Minimal hearing, excellent lip reader
- ❑ District provided aids, deaf tutor, speech therapy.
- ❑ Received interpreter in Kindergarten, but would not provide interpreter in first grade

RULING: Confirmed hearing officer's ruling in ***favor of district***

*"Because Amy was provided with some specialized instruction from which she obtained some benefit and because she passed from grade to grade, she was receiving a meaningful and therefore **appropriate** education."*

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Courts Begin to Interpret LRE/Appropriate

Daniel RR v. Texas State Board of Education 5th Circuit Court of Appeals 1989

Daniel
- ❑ 6 year old with Down Syndrome
- ❑ Placed ½ day general education pre-school and ½ day special education
- ❑ Required very modified curriculum and the majority of teacher's attention
- ❑ New IEP written for full time special education with lunch with non-disabled peers

RULING: Confirmed hearing officer's ruling in *favor of district*
- – Required too much of teacher time
- – Required too many modifications

2 prong test

❑ *Can the student be in regular class with supplemental aids and services?*

❑ *If in a more restrictive environment, is the student integrated to the maximum extent appropriate?*

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Daniel RR Case

Court reasoning:

- Student was receiving little or no academic benefit in general education.

- Student was disruptive to general education class because he was requiring most of teacher's time to the detriment of other class members.

Courts Begin to Interpret LRE/Appropriate

Christy Greer v. Rome City School District (Georgia) 11th Circuit Court of Appeals 1991

❑ Kindergarten student
❑ IQ of 40 in self contained placement
❑ Parents objected because Christy was not in her neighborhood school.

RULING: in *favor of parents*

District offered no proof that Christy could not be educated in general education with SAS (supplementary aids and services).

District did not consider full continuum of placement options.

Courts Begin to Interpret LRE/Appropriate

Rafael Oberti v. Borough of Clementon then 3rd District Court of Appeals *(New Jersey)* 1991

❑ Student with Autism
❑ Disruptive in general education
❑ School district wanted to move to more restrictive environment.

RULING: in *favor of parents*

– "Inclusion is a **RIGHT**, not a *privilege for a select few .*"

– *"Success in special schools and special classes* does NOT lead to successful *functioning in integrated society."*

We begin to change from *mainstreaming* concepts to **INCLUSION.**

Courts Begin to Interpret LRE/Appropriate

Rachel Holland v. Sacramento City School District (California)

11th Circuit Court of Appeals 1994

- ❑ 2nd grade
- ❑ Student with Intellectual Disabilities (IQ of 44)
- ❑ Parents wanted general education with SAS (supplementary aids and services) since Kindergarten
- ❑ School district offered ½ day in general education but parents declined

RULING: in *favor of parents*

Rachel was placed in 2nd grade general education with support of assistant

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Holland Case

Questions for the Court:
(4 PRONG TEST)

Are Rachel's disabilities so severe?

- Little or no academic benefit
- Little or no non-academic benefit
- Negative impact on class
- Costs too burdensome for district

Holland Case

Court reasoning:

- *Student was receiving both academic and non-academic benefit.*

- *Not disruptive to class*

- *Although teachers not necessarily trained to design and provide accommodations and modifications, the district bears the burden to train teachers.*

Implications for Districts

- ***Funding, administrative burden*** *and **attitude** are not sufficient conditions to deny inclusion.*

- ***Academic benefit*** *not necessary as a condition for inclusion, but needs to be considered.*

- *District may be **required to incur costs**.*

- ***Curriculum modifications*** *may be burdensome for teachers who have not been **trained**.*

- ***Disruption*** *to class is a consideration.*
  - *. Amount of teacher time required*
  - *. Behavior disruptions*

Implications of the Holland Case

❑The district may be required to incur additional costs as a result of a student's placement in general education.

❑ Academic benefit is not a necessary condition for general education placement.

❑Curriculum modifications may be too cumbersome for general education teachers but district must provide training.

Courts Begin to Interpret LRE/Appropriate

Lauren Light v. Parkway School District *(Pennsylvania) 1994*

- 13-year-old student with multiple disabilities
- General Education
- Violent: 11-19 aggressive acts per week
  (30 incidents of bodily harm)

RULING: Favor of district; general education not appropriate

Court Reasoning:

A school district seeking to remove a dangerously disabled child from her current educational placement must show:

1. *that maintaining the child in that placement is substantially **likely to result in injury** either to himself or herself, or to others, and*

2. *that the school district has done all that it reasonably can to **reduce the risk** that the child will cause injury.*

Courts Begin to Interpret LRE/Appropriate

Mrs. B v. Milford Board of Ed. *(Pennsylvania) 1997*

17 year-old female
- ❑ Specific Learning Disabilities
- ❑ Also severe emotional and social problems
- ❑ Evidence indicated that student's social problems were steadily worsening with adverse consequences on education .

RULING: Overruled the hearing officer to rule in ***favor of parents***

In this case, district was required to pay for private residential placement because of the "intertwined educational and non-educational problems"   cannot be separated.

Courts Begin to Interpret LRE/Appropriate

Clyde K. v. Puyallup School District *(Washington)* **(1994)**

- ❑ Ryan K, son
- ❑ 15 years old
- ❑ Tourette's Syndrome, ADHD
- ❑ Received special education services in a "mainstream environment"
- ❑ Aggressive behaviors escalated to *hitting staff member.*
- ❑ Socially isolated, so non-academic benefits were minimal
- ❑ District removed student to off campus setting for students temporarily removed from school.
- ❑ Parents wanted Ryan back on his general education campus.

RULING: In favor of district.

Used the Holland 4 prong test
Disruptive behavior that significantly impairs the education of others;
gen ed. no longer appropriate

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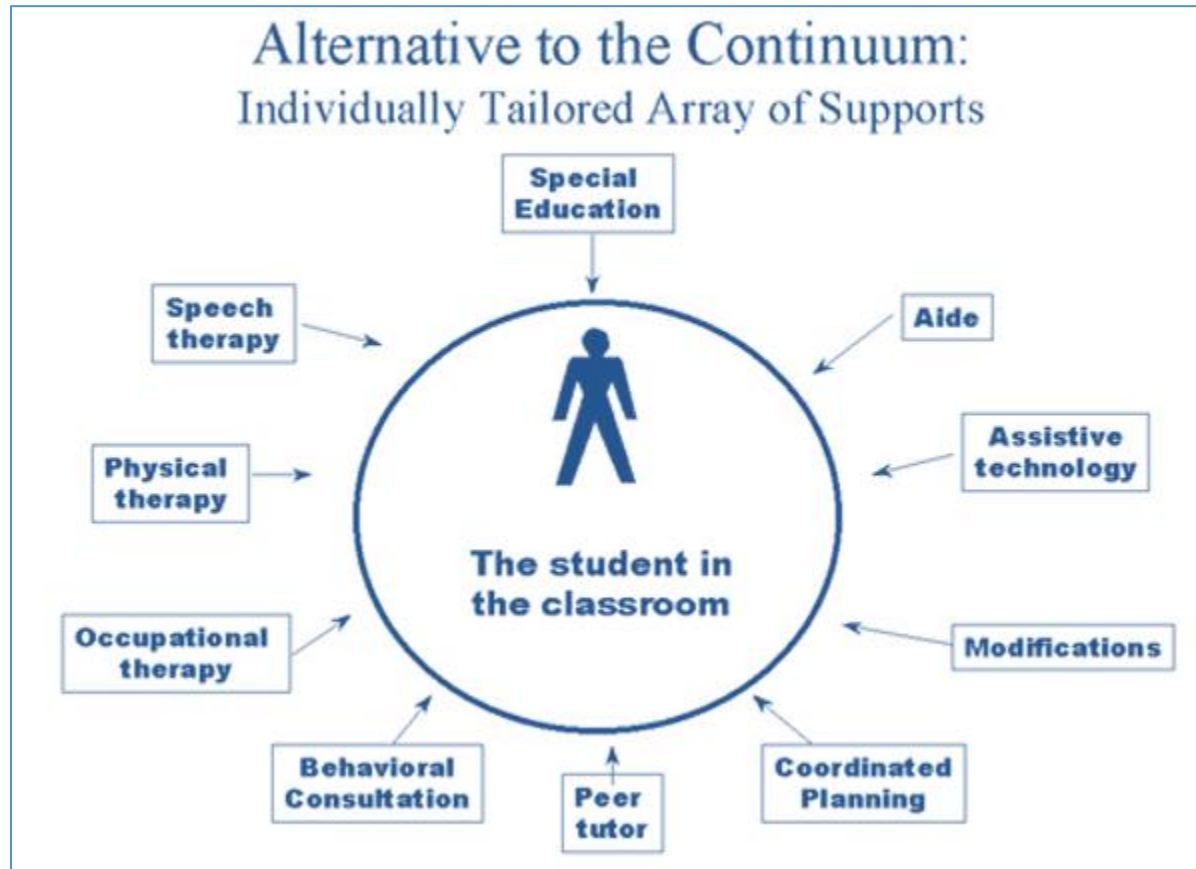Ensuring a bright future for every child

Background/History

- General Education
- Resource
- Separate/Self-Contained
- Separate School
- Residential
- Home/Hospital
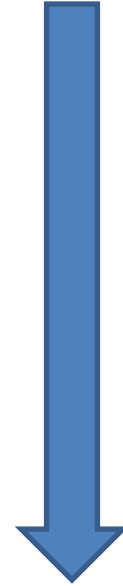
The IEP Committee must consider the full complement of services **beginning** with General Education.

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Background

Alternative to the Continuum:
Individually Tailored Array of Supports

- Special Education
- Speech therapy
- Aide
- Physical therapy
- Assistive technology
- The student in the classroom
- Occupational therapy
- Modifications
- Behavioral Consultation
- Peer tutor
- Coordinated Planning

Background/History

National school reform policy to *improve educational outcomes* for students with and without disabilities

The advent of No Child Left Behind (NCLB, 2001), with its mandate of more **accountability** for all children, including those with disabilities, and its emphasis on the need for "*highly qualified*" teachers, has greatly impacted the makeup of today's typical classroom.
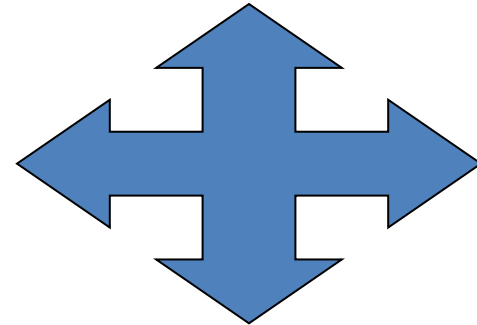
IDEA and NCLB INTERSECT

Three Important Ways…

The laws both require:

Research-Based Methods

High Expectations

Access to General Education

Background/History

❑ These laws have led to a complete *paradigm shift* in the way students with disabilities are educated and subsequently how teachers in schools are utilized to meet those needs in an *inclusive environment*.

❑ *Inclusion calls for a single, unified, educational system in which* **all** *students are viewed as unique and special and*

entitled to the same quality of education.

How do Inclusive Settings LOOK ?

❏ *Inclusive settings **look different** all of the time because the environment is created by whatever interactions the teacher and student have as a group or as individuals in a group.*

❏ *There are **high expectations** set for students and the students are aware of them.*

❏ *It's a lot of students doing **different things** with people helping them.*

❏ *It's a classroom with a lot of time for social interaction that is **appropriate to curriculum expectations.***

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What do Inclusive Settings LOOK Like?

It's a classroom where students know others will be doing

different things

and the issue of

fairness

doesn't come into play because that's

just the way it is.

Inclusive Practices

Students with disabilities should always be placed in inclusive environments *with support* to meet the *individual needs* of students with disabilities.

❑ Support can be in the form of:

Supplementary aids and services
- accommodations/modifications for the student
- related services for the student
- support for the general education teacher

Personnel in the general education class
- Special Educator
- Assistant

- Co-teaching is becoming one of the fastest-growing inclusive practices in schools.

- Despite this rapid increase in popularity, co-teaching remains one of the ***most commonly misunderstood practices*** in education.

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Co-Teaching

❑ An *interactive* style between at least two *co-equal* parties voluntarily engaged in *shared decision-making* as they work toward a *common goal*.

❑ Includes:

   ❑ Two or more professionals

   ❑ Joint delivery of instruction

   ❑ Diverse group of students

   ❑ Shared classroom space

   ❑ High degree of collaboration
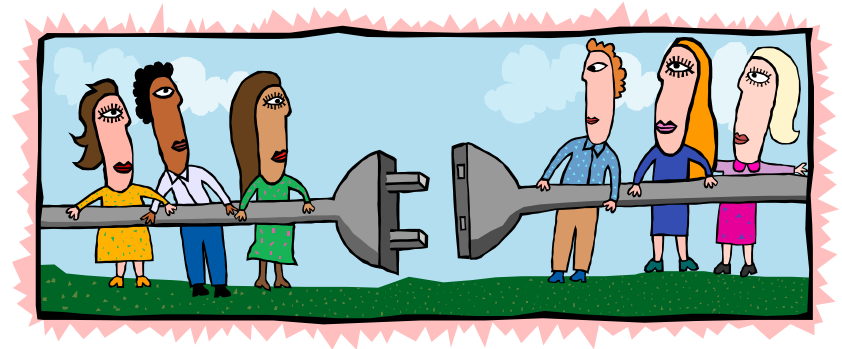
Collaboration
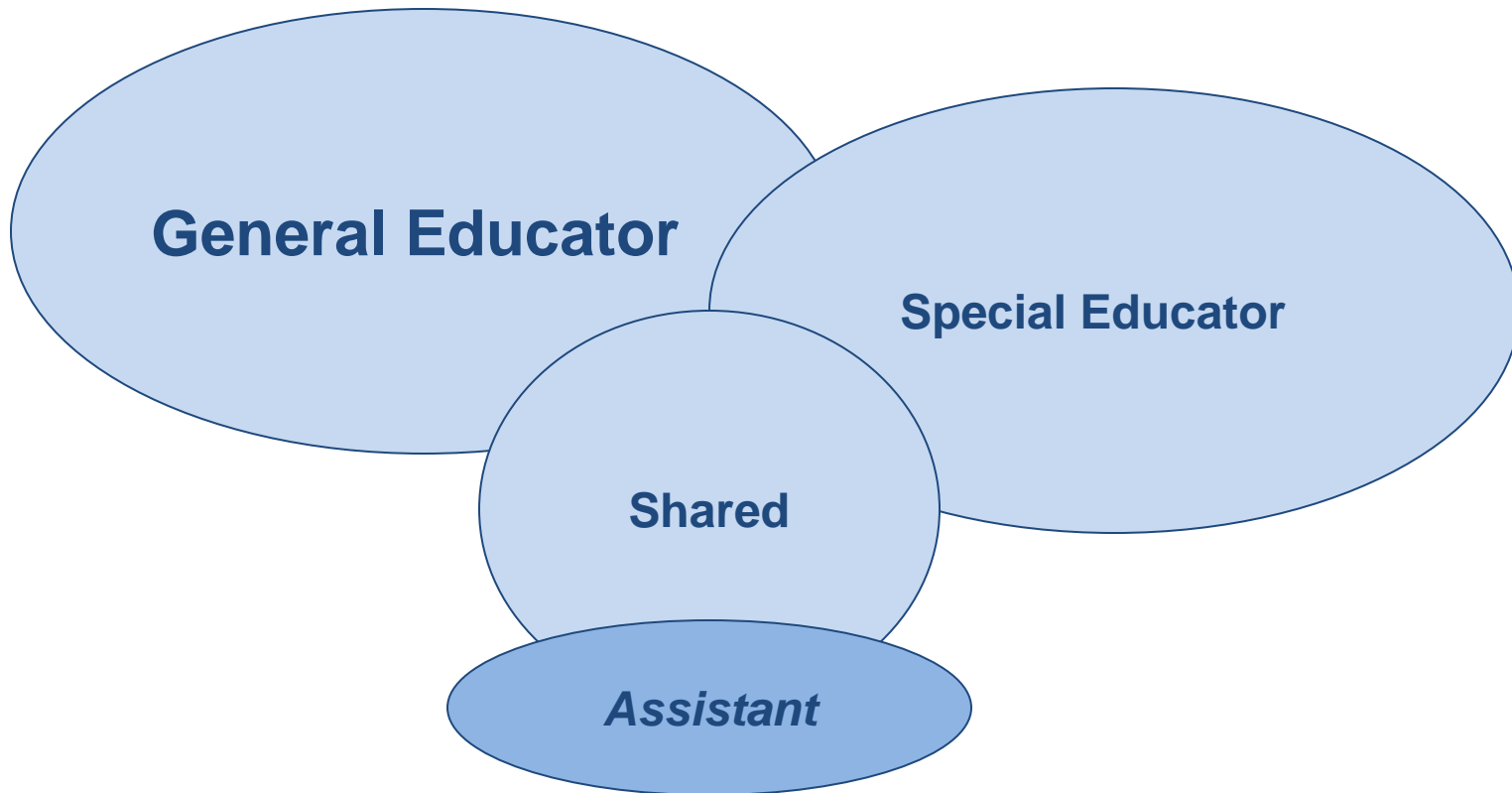
- Collaboration is:
  - ❏ *Voluntary*
  - ❏ Based on *mutual goals*
  - ❏ *Sharing resources*
  - ❏ *Sharing accountability for outcomes*
  - ❏ Emergent
  - ❏ E*quality* among participants

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Activity: Equality

- Line up in two lines facing each other.

- One line functions as the expert line.

- The people in the other line serve as the listeners and asker of questions.

- You have 45 seconds with each person

  (Similar to Speed Dating).

- The experts' jobs are to share one way to create equality in your inclusion classroom. Share with the person opposite you.

- After 30 seconds, your line will move one person down.

Shared Responsibility/Accountibility

General Educator

Special Educator

Shared

Assistant

Shared Responsibility

Shared Responsibility =

PLANNING

+

DELIVERING INSTRUCTION

+

EVALUATING

Shared Responsibility: Planning

The FIRST part of the equation.

Plan to:

❑ Insure the IEP objectives are met.

❑ Collaboratively problem-solve when dealing with learning or behavioral issues.

❑ Adapt or modify the curriculum: assignments, rubrics, and assessments.

❑ Design appropriate and effective accommodations and modifications.

Shared Responsibility: Planning

Planning

❑ **Design/create a method or tool to assist in *communicating on a regular basis with general education teachers* regarding concepts, quizzes, tests, and projects.**

❑ **Collaboratively communicate with parents.**

❑ **Evaluate student progress.**

❑ *Put it on your calendar and treat it like an event !!!!!*

Planning: Set the Stage for Learning

❑ **Content**—What we teach and how we give students access (accommodation) to the information and ideas that matter

❑ **Process**—How students come to understand and "own" the knowledge, understanding, and skills essential to a topic

❑ **Products**—How a student demonstrates what he or she has come to know, understand, and be able to do as a result of appropriate instruction

❑ **Affect**—How students link thought and feeling in the classroom

❑ **Learning environment**—The way the classroom feels and functions

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Content

❑ Content is what students should know, understand, and be able to do as a result of a segment of study.

❑ Content is defined by the State curriculum guidelines.

❑ The teacher is the facilitator of content and it's his/her role to accommodate the student's readiness, interests, and learning profile.

Process

❑ Process is what the student is actually doing *(actions of the learner).*

❑ Process requires the student to work directly with the content goals.

❑ Process develops critical thinkers and is not simply performance output. *It is more than repeating what has been said or done.*

Product

❑ Product means the way by which students demonstrate what they have learned.

❑ Products should have a clear and specified criteria for success, based both on grade-level expectations and individual student needs.

❑ Products can take many forms.

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Affect and Learning Environment

Affect and learning environment simply means providing a safe and healthy school culture that fosters *academic, social, and behavioral success in the student.*

Co-Teaching Lesson Plans

General Educators: Share your content -based lesson plans

Special Educators: Once you receive the content -based lesson plans, collaborate with general educator on co-teaching structure for the period and any adaptations/supports needed for targeted students.

Suggested format for special educators lesson plan

CO-TEACHING STRUCTURE
(O)   One teach one observe
(D/S)   One teach , one drift/ support
(S)   Station teaching
(P)   Parallel teaching
(A)   Alternative teaching
*   Team teaching*

* handout

Target Students:
Academic Adaptations
Behavioral Adaptations

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Shared Responsibility: Planning

***Think about how you can make your planning time effective?***

Prior to…

During…

After…

Shared Responsibility: Planning

❑ Get to know each other.
- ❑ *Identify pet peeves*
- ❑ *Talk about expectations and philosophy*
- ❑ *Identify strengths in each other*

❑ Be Flexible.

❑ Communicate.

❑ Agree on curriculum and discipline.

❑ Avoid competition.

❑ Ensure joint ownership of the classroom.
- ❑ *Use "our", "we", and "us"*
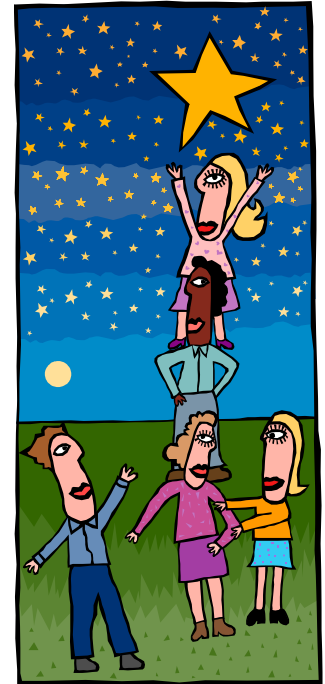
Shared Responsibility:
Planning Activity

❑ Take a couple of minutes to fill out this survey.

❑ Get with your inclusion pairs or find someone to share your answers.

❑ Take a 10 minute break. Let's be back in the room at _____.

❑ Don't forget to park your questions.

Handout

Developing the Co-Teaching Relationship

Beginning Stage

❑ Ease into working with one another.

❑ Deal with the little things first. These typically become the deal-breakers down the road, and preventing these road blocks early can make life easier.

❑ Spend time talking and getting better acquainted with each other's skills, interests, and educational philosophies.

❑ Have a semi-structured preliminary discussion to facilitate this process. *(Use the What Do I Like? Questionnaire.)*

Developing the Co-Teaching Relationship

Compromise Stage

❑Discuss current classroom routines and rules.

❑Consider a "pilot test".

❑Consider whether it is necessary to plan together during the summer (i.e., prior to staff development days).

❑Consider completing a teaching style inventory.

❑Compare how each prefers to structure assignments, lessons, classroom schedule, etc.

Developing the Co-Teaching Relationship

Collaborative Stage

❑ Share responsibility for educating all students.

❑ Share understanding and use of common assessment data.

❑ Share ownership for programming and interventions.

❑ Establish a common understanding of goals.

Delivering:
Shared Responsibility

DELIVERING is the second part of the shared responsibility.

Six Approaches to Co-Teaching:

The Power of

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- ❑ **One Teach – One Observe**
- ❑ **One Teach – One Assist/Drift**
- ❑ **Station Teaching**
- ❑ **Parallel Teaching**
- ❑ **Alternative Teaching**
- ❑ **Team Teaching**

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One Teach/One Observe

One teacher has primary responsibility for designing and delivering specific instructions to the entire group.
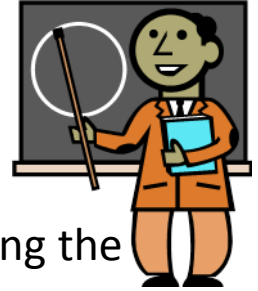
The other teacher observes a single student or small group of students during the instruction.

The teachers should exchange roles periodically.

More detailed observation of students engaged in the learning process can occur.

Teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

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One Teach/One Observe

One Teach/ One Observe
When to Use It?

In new co-teaching situations as teachers and students learn about one another

When questions or concerns arise about students

To check student progress

To compare target students to others in the class

One Teach/One Observe

One Teach/ One Observe

How to Plan?

Decide which students you wish to observe and for what purpose.

One Teach/One Drift/Assist

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One teacher maintains the primary role of managing the classroom and leading instruction while the other walks around the room to assist students who need support or have questions about the work.

The teachers should exchange roles periodically.

It is important to remember that the students should be provided the help as needed, but not at the expense of students' learning skills and independence.

One Teach/One Drift/Assist

One Teach/ One Drift/Assist

When to Use It?

When the lesson lends itself to delivery by one teacher

When one teacher has particular expertise for the lesson

In new co-teaching situations—to get to know each other

In lessons stressing process—when student work needs monitoring

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One Teach/One Drift/Assist

One Teach/ One Drift/Assist

How to Plan?

Decide what you are teaching and which students the co-teacher may need to assist whether they are general education or special education.

# Shared Responsibility: Delivering Instruction

Station Teaching

❑ Instructional content and students are divided between both teachers.

❑ Each teacher teaches DIFFERENT content to one group and subsequently repeats the instruction for the other group.

❑ Each takes responsibility for planning and teaching. *I'm teaching about metamorphic rock, you are teaching igneous rock. I'm teaching spelling, you are teaching mechanics of writing. I'm teaching Mississippi industries, you are teaching landforms of Mississippi.*

❑ *If appropriate, a third "station" could give students an opportunity to work independently.*

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Shared Responsibility: Delivering Instruction

Station Teaching

When to Use It?
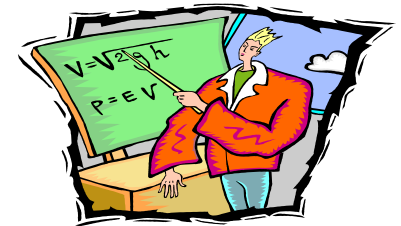
❑ When content is complex but does not require a hierarchy of skills *(In math, I can't teach 1 digit addition in one group and you teach 2 digit addition with regrouping in another.)*

❑ In lessons in which part of planned instruction is review

❑ When several topics comprise instruction

Shared Responsibility: Delivering Instruction

Station Teaching

How to plan?

- ❑ Decide what each of you will teach. You are responsible for planning your own lesson for the rotating groups.

- ❑ Plan for independent station, if appropriate.

Shared Responsibility: Delivering Instruction

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Parallel Teaching

❑ On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more ***opportunity to respond.***

❑ With parallel teaching, teachers are both teaching the **same** content, but they divide the class into two groups and teach simultaneously.

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Shared Responsibility: Delivering Instruction

Parallel Teaching

When to Use It?

❑ When a lower adult-student ratio is needed to improve instructional efficiency *(i.e. writing, discussions, reviews)*

❑ To foster student participation in the instruction

❑ For activities such as drill and practice, re-teaching, and test review

Shared Responsibility: Delivering Instruction

Parallel Teaching

How to plan?

☐ Decide what content would be best taught using this method. Plan together to ensure both groups are getting same content.

Shared Responsibility: Delivering Instruction

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Alternative Teaching

❑ In most class groups, occasions arise in which several students need specialized attention.

❑ One teacher works with a small group of students while the other instructs the large group in some content or activity that the small group can afford to miss.

❑ Vary the purpose and vary the membership of the group.

❑ The teachers should change roles periodically.

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Shared Responsibility: Delivering Instruction

Alternative Teaching

When to Use It?

➢ For *remediation* or *acceleration* of information

➢ In situations where students' mastery of concepts taught or about to be taught varies tremendously

➢ When extremely high levels of mastery are expected for all students

➢ When enrichment is desired

➢ When some students are working in a parallel curriculum

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Shared Responsibility: Delivering Instruction

Alternative Teaching

How to plan?

❑ Decide who will teach each group.

❑ Decide which students need re-teaching, remediation or enrichment and in what specific skill area.

❑ *Find an appropriate space where you can meet with this group.*

❑ The *whole group* lesson or activity should be something that the *skills group* can afford to miss.

Shared Responsibility: Delivering Instruction

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Team Teaching

- ❑ Both teachers are responsible for the planning and presentation of the lesson.

- ❑ They share the instruction of all students, whether that occurs in a large group, in monitoring students working independently, or in facilitating groups of students working on shared projects. *(I explain, while you demonstrate a concept, I speak, while you model on an overhead. Together, we circulate the room, role-play, model, etc.)*

- ❑ This requires the highest level of *mutual trust* and *commitment.* The teachers' styles should *complement* each other.

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Shared Responsibility:
Delivering Instruction

Team Teaching
When to Use It?

❑ When two heads are better than one or experience is comparable or complementary

❑ When the teachers have a high sense of *comfort and compatibility*

❑ During a lesson in which instructional conversation is appropriate

Example Dialogue Teaching: *I present, you ask questions; I expand on idea presented; you restate information in another way.*

Shared Responsibility: Delivering Instruction

Team Teaching

How to plan?

❑ Decide what is to be taught.

❑ In the beginning, *plan who will do what part* of the lesson.

❑ As you become more comfortable with each other's style, you will be able to more loosely plan.
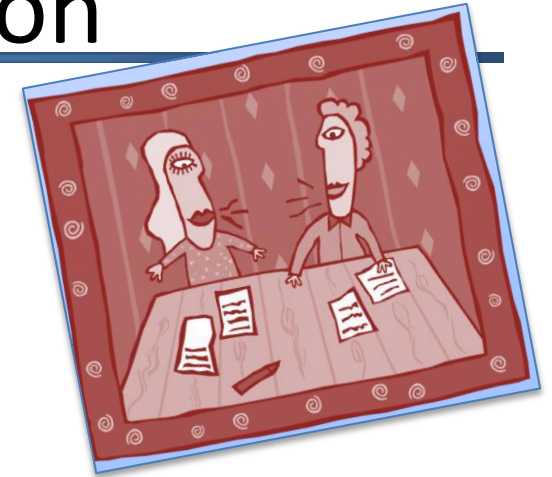
Shared Responsibility: Delivering Instruction

❑ The goal is **NOT** to use all 6 methods in a day or week, but to choose appropriately.

❑ *There is a problem if you find yourself using only* one method *consistently*.

❑ How do you decide what type of co-teaching approach to use?

   ❑ Student needs
   ❑ Teacher styles
   ❑ Type of information to be presented

Shared Responsibility: Evaluating

The LAST part of the equation...

❑ What's working and what's not?

    ❑Is our discipline plan working?

    ❑Is there a division of work?

    ❑Do the students think of us as equal?

    ❑ Are our students being successful?

        ❑If not, what do we need to do? Are accommodations and modifications appropriate for INSTUCTION and TESTING?

❑ Take a good look at your program.

    ❑Are you over-serving students?

        ❑ What are the differences of being "in need of special education" and just needing support that does not require special education direct instruction or personnel support in general education?

        ❑ Do the individual needs of the students with disabilities warrant an inclusive environment?
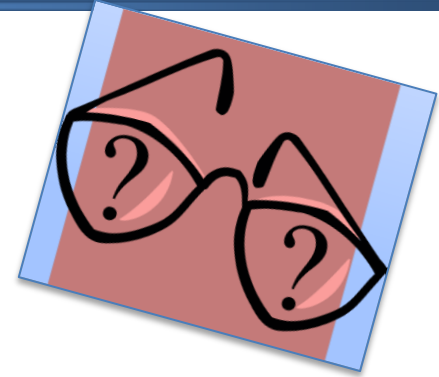
How To Begin

❑ Identify the learning and support needs of the students.
  ➢ Identify learner preference *(auditory, visual, kinesthetic, or combination*).
  ➢ Identify learner strengths/weakness.

❑ Identify the most logical instructional interventions/accommodations.

❑ Adapt instruction to fit learner needs.

❑ Align differentiated instructional strategies with the Common Core State Standards.

❑ Review instructional strategies and monitor student achievement.

❑ Involve the learner and parent(s) in implementation of the process.

Review: Co-Teaching Is…

❑ At least two credentialed professionals

   ❑ Peers who can truly be partners in the instructional effort

   ❑ The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it.

❑ Both professionals coordinate and deliver substantive instruction and have active roles.

   ❑ Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present.

   ❑ Because of the lower teacher/student ratio, teachers can respond effectively to diverse needs of students.

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Map Out A Strategy

❑ Co-teaching won't just happen. It has to be deliberate, structured, systematic, and ongoing.

❑ *Map out a strategy by ensuring:*

- ❑ Administrators at your school understand the needs of students with disabilities;
- ❑ Adequate professional development is being provided as needed;
- ❑ Appropriate policies and procedures are in place for monitoring individual student progress, including *grading and testing*, are in place;
- ❑ Teachers use joint planning time to problem-solve and discuss the use of special instructional techniques for all students who need special assistance;
- ❑ Teachers use curriculum-based measurement to systematically assess their students' learning progress;
- ❑ A variety of instructional arrangements and strategies are practiced and;
- ❑ Lessons begin at the edge of the student's knowledge, adding new material at the student's pace, and presenting it in a style consistent with the student's learning style.

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Bring It All Together

Foster positive attitudes.

❑ The general educator believes that ALL students can learn.

❑ School personnel are committed to accepting responsibility for the learning outcomes of students with and without disabilities.

❑ School personnel and the students in general education class have been prepared to receive a student with disabilities.

❑ Parents are informed and support program goals.

❑ General education teachers, special education teachers, and other specialists *(speech language pathologist, OT, PT, Nurse, etc.)* collaborate.

Bring It All Together

Administrators should:

❑ *Insist upon* and *supervise* for prior preparation of both teachers.

❑ Assess level of collaboration and effectiveness of co-teaching making sure that a *variety of methods* are utilized appropriately.

❑ Ensure that appropriate and effective **accommodations/modifications** are in place.

IEP Committee members should:

❑ Consistently apply the decision-making process for ensuring FAPE in the LRE.

❑ Select accommodations and modifications based on individual student needs and preferences.

❑ Evaluate the effectiveness of the accommodations/modifications.

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Possible Barriers

❑ Mismatch between what is *allowed during instruction and assessment*

❑ Limited understanding of appropriate accommodations and/or modifications

❑ Accommodations and/or modifications not appropriately addressed in IEP

❑ Unsure how to implement accommodations/modifications

❑ Belief that accommodations and modifications are **"unfair"**

❑ No clear structure for collaboration

❑ Inclusive classrooms may be disproportionally filled with students with disabilities or the opposite, *spread out into many different classes*.

❑ Special educators can function more as a teaching assistant than as a co-educator.

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Success for All Students

What can I do to ensure success for my students with disabilities?

❑ Start with the IEP.

   ❑ Individualized is the key…

We will look at instructional and testing accommodations after lunch.

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Let's Do Lunch
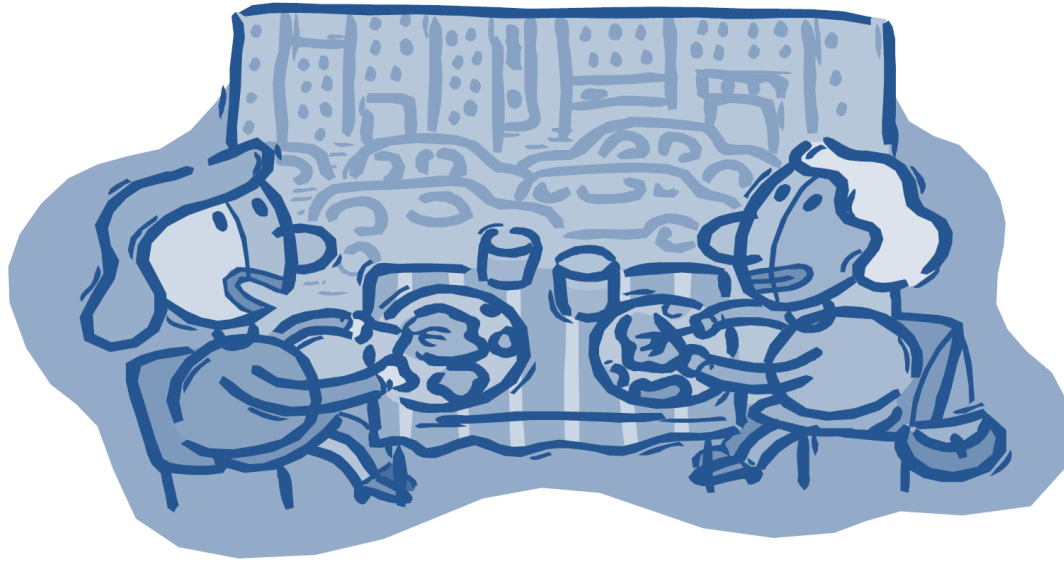
Please return at _____.

Planning for Inclusive Practices

Part II

- **Planning** for accommodations for *specific skill deficits*

- **Practicing** what you've learned

- Questions/Concerns

Planning for Accommodations

How can we design accommodations/modifications and strategies for instruction and testing that are appropriate and individualized for each student?

- What is the difference between an accommodation and a modification?

  - *What is the difference between a **testing** accommodation and an instructional accommodation?*

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Planning for Accommodations

Accommodations

❑ Change *how* the content is taught, made accessible, and/or assessed.

❑ **DO NOT** change what the student is expected to master. The objectives of the course/activity remain intact.

❑ Can be used for instruction *AND/OR* testing.

Modifications

❑ **DO** change **what** the student is expected to master.

❑ Course/activity objectives are modified to meet needs.

Planning for Accommodations

Accommodations

- All testing accommodations can also be used as instructional accommodations.

- In fact, in order to use the testing accommodations on State testing, they must be in use on a regular basis in the classroom.

- But there are more instructional accommodations…and they are only limited by your own creativity.

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Suggestions for Instructional Accommodations/Strategies for Basic Reading Deficits

❑ Research-based **direct instruction** reading programs such as:
  – Project Read
  – Scottish Rite
  – Orton-Gillingham

Multi sensory
Systematic
Cumulative

❑ Pre-teach vocabulary

  ❑ Still teach Common Core skills utilizing a **multi-sensory** approach with accommodations such as:
      Read test directions.
      I pad/ other technology
      Books on tape from State book depository *(This qualifies as a print disability)*

❑ For young students
  ❑ Starfall.com
  ❑ Break work into chunks.
  ❑ Frequent breaks
  ❑ Extra time to complete reading tasks

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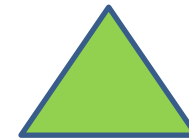*Ensuring a bright future for every child*

Suggestions for Instructional Accommodations/Strategies for Reading Fluency Deficits

❑ Model fluent reading by reading with great expression and feeling to your students; expose students to various genres.

❑ Have students **repeatedly reread** short passages *(i.e. Reading to Read intervention program)* **OR** make a transparency of the passage and give student(s) the same passage. Model reading the passage, while students follow along; then have students read along several times.

❑ Engage in echo reading.
  ❑ Discuss the intonation, emphasis, and rate with students.

  ❑ Promote "phrased" reading.
– Young students: Brown Bear
– Older students: Poetry or songs with repeating phrases to practice

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Suggestions for Instructional Accommodations/Strategies
for Reading Comprehension Deficits

❑ **Direct Vocabulary Instruction** using BACKGROUND KNOWLEDGE taught PRIOR to reading a passage.

❑ Associate a colorful image with the word.   **triangle**

❑ Less is more: *Teach terms that are essential to the understanding of the story and in content areas, terms that are repeated throughout the year.*

❑ Provide exposure to high quality, information rich texts.

❑ Use extensive interrogation.

   Ask questions and encourage students to relate current information to prior knowledge.

❑ Teach students active comprehension strategies...

   prediction
   analyzing stories   *summarization*
   image construction   *asking "Does it make sense?"*

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Suggestions for Instructional Accommodations/Strategies
for Reading Comprehension Deficits

❑ Summarizing/paraphrasing strategy:

Somebody, Wanted, But, So

❑**Provide graphic organizers for some students…*Outlines or story maps.***

❑*For content area subjects, utilize KHAN academy.org (science, math, economics, history, SAT prep).*

Suggestions for Instructional Accommodations/Strategies
for Listening Comprehension Deficits

❑ Decide on the purpose for listening.

❑ Activate prior knowledge for topic to anticipate and predict.

❑ Selective listening *(Listen for the specific purpose...is it the main idea, details?)*

❑ Check comprehension during the listening.

❑ Utilize graphic organizers.

❑ Present in two modalities: *oral and written.*

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Suggestions for Instructional Accommodations/Strategies
for Oral Expression Deficits

- Increase your **"wait time".**

- Provide **organizational strategies** to assist student in planning. Tell individual student that you will ask them to tell the beginning, middle or end of the story. *(You may want to "pre-tell" the student which part you will ask him, so that he can be prepared.)*

- Provide ample opportunities to talk in small groups, sharing, brainstorming, or conferencing.

- Create opportunities for student to talk about things that are safe and comfortable.

- Offer cues and prompts, but **do not answer** for the student.

Suggestions for Instructional Accommodations/Strategies
for Written Expression Deficits

❑ **WWW what2, how2**
- Who is the main character?
- When does this story occur?
- Where does this story happen?
  - What do the main character(s) do?
  - What happens next?
  - How does the story conclude?
  - How do the characters feel about their experiences?

❑ Short daily writing

❑ Teach stages of writing and provide organizers

❑ Utilize mnemonics to assist such as CUPS, PEDRO

❑ Dictation practice

❑ Proofread with highlighter

    ❑ *(The process can be overwhelming unless you narrow the focus) "Color It Up"*

❑ Reduced written assignments

❑ Oral or graphic assessment

❑ Subject area assessment: (*Make sure your assessment measures the objective and not writing skills .*)

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Suggestions for Instructional Accommodations/Strategies for Math Calculation Deficits

- ❑ Mnemonics such as *Please excuse… Does McDonalds.*

- ❑ Use graph paper or lined sheet paper sideways.

- ❑ Allow use of AND TEACH calculator. Use once process is understood.

- ❑ Reduction in # of problems (odd/even).

- ❑ For younger students, use Touch Math or manipulatives.

- ❑ Allow the use of a number chart.

Suggestions for Instructional Accommodations/Strategies for Math Problem Solving Deficits

❑ Utilize comprehension strategies…

- *What is the problem asking for?*
- *Does it require more than one step?*
- *Draw the problem(model drawing)/ make a chart or table.*
- *Write the number sentence.*

❑ Explicitly teach key words in word problems

- All together
- Difference

❑ Use "body" math.

Suggestions for Instructional Accommodations/Strategies For OHI: ADHD Deficits

ADHD: Attention Deficit/Hyperactivity Disorder

❑ Outline space.

❑ Provide more than one space in classroom or a wiggle chair.

❑ Give student something to hold.

❑ Line part of inside of desk with clay/Play Doh.

❑ Provide a fidget.

❑ Provide frequent breaks.

❑ Visual cues and gestures.

❑ Color code.

❑ Kinesthetic Activity.

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Suggestions for Instructional Accommodations/Strategies
For OHI: ADD Deficits

ADD: Inattention

❑ Proximity

❑ Highlighter

❑ Provide study guide

❑ Provide graphic organizers

❑ Construct a calendar for planning ahead or utilize an agenda

❑ Provide written cues

Suggestions for Accommodations/Strategies
For OHI: Health Issues

Other Health Impaired: Health Issues

❑ 2nd set of books

❑ Multiple lockers

❑ Peer note taker

❑ Copy of teacher notes

❑ Allow use of tape recorder rather than writing notes.

❑ Allow technology that converts speech to text.

❑ Be mindful of stairs, PE time, recess time and make accommodations accordingly.

❑ GET NURSE INVOLVED for HEALTH PLAN.

Suggestions for Instructional Accommodations/Strategies
For Deficits Associated with Autism

Autism

- ❑ Routine, routine, routine

- ❑ Utilize some basic sign language if non-verbal.

- ❑ Daily visual schedule with pictures for younger children

- ❑ Make sure rules are posted, understood; consequences are listed and followed.

- ❑ Capitalize on area of interest.

- ❑ Understand and have faculty trained on pragmatic language difficulties.

- ❑ Utilize and collaborate with your SLP.

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Suggestions for Instructional Accommodations/Strategies For Deficits Associated with EmD

Emotional Disturbance

The Behavior Reporter.com

❑ Teach social skills proactively.

❑ Break skills down into parts.

❑ Teach, model, practice and **reinforce** skills.

❑ Teach self-regulating skills.

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Testing Accommodations

❑ **On MDE website** *Allowable Testing Accommodations*
  – Student assessment
  – Special populations
    Testing accommodations manual

❑ Accommodation #48

- *Use of memory aids, fact charts, resource sheets, and/or abacus*

❑ On MDE website, accommodation 48 manual

44 Allowable Accommodations

Testing Accommodations Chart (Main)

	#	ACCOMMODATION	GEN - General (ALL students)	ELL - SATP2, CPAS, MCT2, MST, MWAP	ELL - ACCESS for ELLs*	CPAS - Vocational Education	MCT2 - L.A. - Reading	MCT2 - L.A. - Writing	MCT2 - Mathematics	SATP2 - Algebra I	SATP2 - Biology I	SATP2 - Eng. II MC - Read./Vocab.	SATP2 - Eng. II MC - Writing/Grammar	SATP2 - Eng. II Writing	SATP2 - U.S. History	MWAP - Writing Assessment Grades 4 & 7	MST - Science 5 & 8
Setting	1	At the front of the room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	2	Facing test administrator while directions given	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	3	In a small group	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	4	Individually to accommodate specific disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	5	In a familiar room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	6	With a familiar teacher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	7	At home (only for homebound students)	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	8	In a study carrel	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	9	With special lighting	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	10	Specialized table to fit a student's wheelchair	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	11	Secure paper to work area with magnets/tape	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timing/Scheduling	21	With scheduled rest breaks	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	22	At time of day to accommodate student's disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	23	Until, in test administrator's judgment, the pupil can no longer continue the activity	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	24	Administer the test over several sessions, specifying the duration of each session. (MDE prior approval required) **REFER TO NOTE 4**	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	25	Administer the test over several days, specifying the duration of each day's session. (MDE prior approval required) **REFER TO NOTES 4 & 16**	N	Y	Note 16	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	40	Large print	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	41	Braille **REFER TO NOTE 5**	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	42	Hearing aids	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	43	Auditory trainers	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	44	Transparent color overlays	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Allowable Memory Aids

Alphabet and numerals

Allowable Memory Aid

A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z

a b c d e f g h I j k l m n o
p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 10
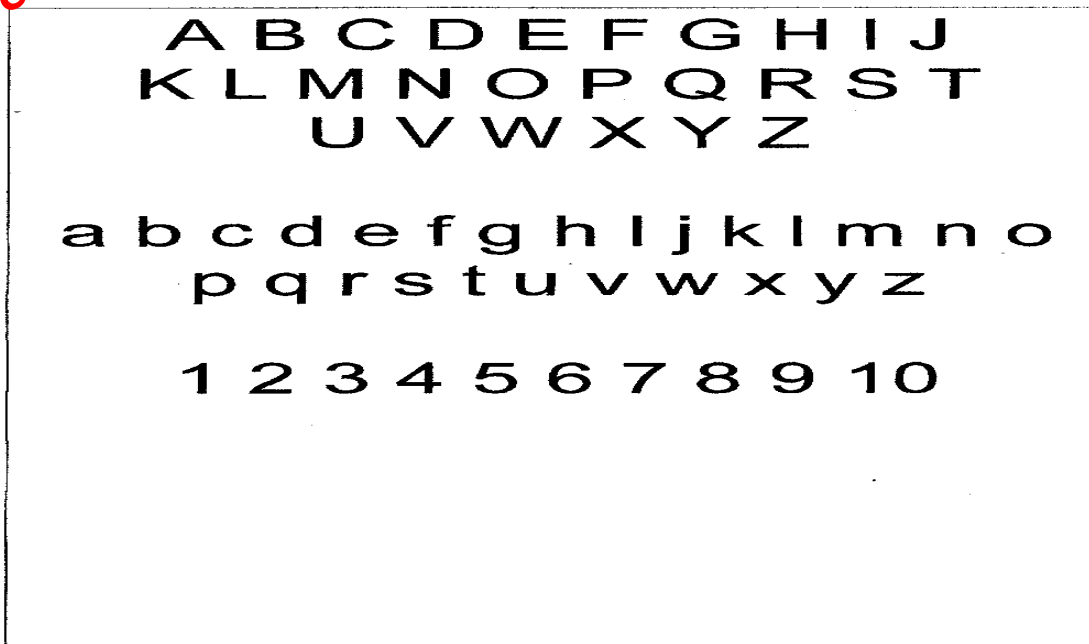
Allowable Memory Aids

Paragraph Graphic Organizer

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Allowable Memory Aid _____

_____
Topic

Introduction

Body		
Paragraph 1	Paragraph 2	Paragraph 3

Conclusion

Mississippi Testing Accommodations Manual   14
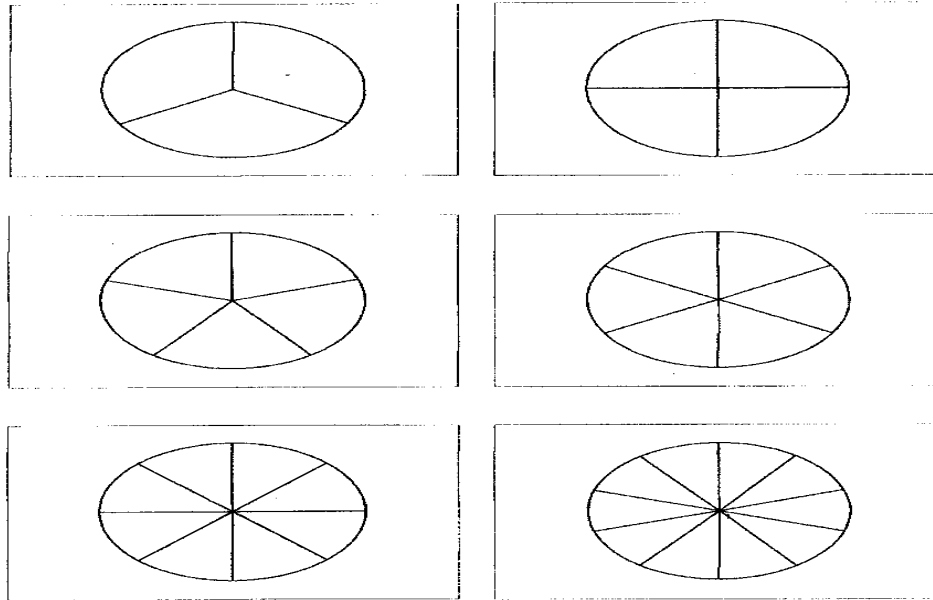
Allowable Memory Aids

Proofreading Checklist

Mississippi Department of Education   Office of Student Assessment
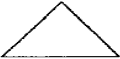
Allowable Memory Aid

Proofreading Checklist

Read each question below. Then check your paper. Correct any mistakes that you find. After you have corrected them, put a checkmark in the box next to the questions.

☐ 1. Did I spell all the words correctly?

☐ 2. Does each sentence state a complete thought?

☐ 3. Are there any run-on sentences or fragments?

☐ 4. Did I capitalize all proper nouns?

☐ 5. Did I end each sentence with the correct end mark?

☐ 6. Did I use commas, apostrophes, and quotation marks correctly?

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Allowable Memory Aids

Memory Aid for
Less Than/
Greater Than

Mississippi Department of Education   Office of Student Assessment

Allowable Memory Aid

Less Than | Greater Than

Allowable Memory Aids

Number Line

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Allowable Memory Aid

104
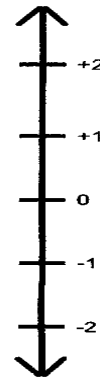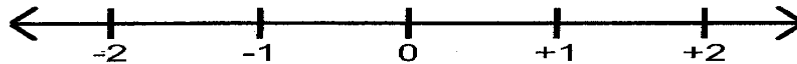
Allowable Memory Aids

Clock Face
to 5 minutes

Mississippi Department of Education

Office of Student Assessment

Allowable Memory Aid
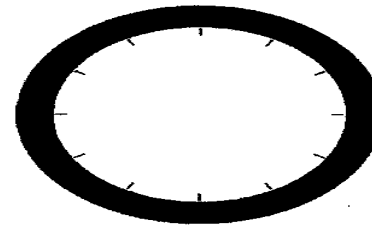
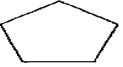# Allowable Memory Aids

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Allowable Memory Aid

Touch Math Template

1 2 3 4 5 6 7 8 9

Allowable Memory Aids

Office of Student Assessment

Allowable Memory Aid

Number Chart Blank

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Allowable Memory Aids

Allowable Memory Aid

Calendar Template Blank

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Allowable Memory Aids

Fractions Template

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Allowable Memory Aid
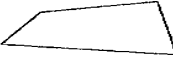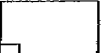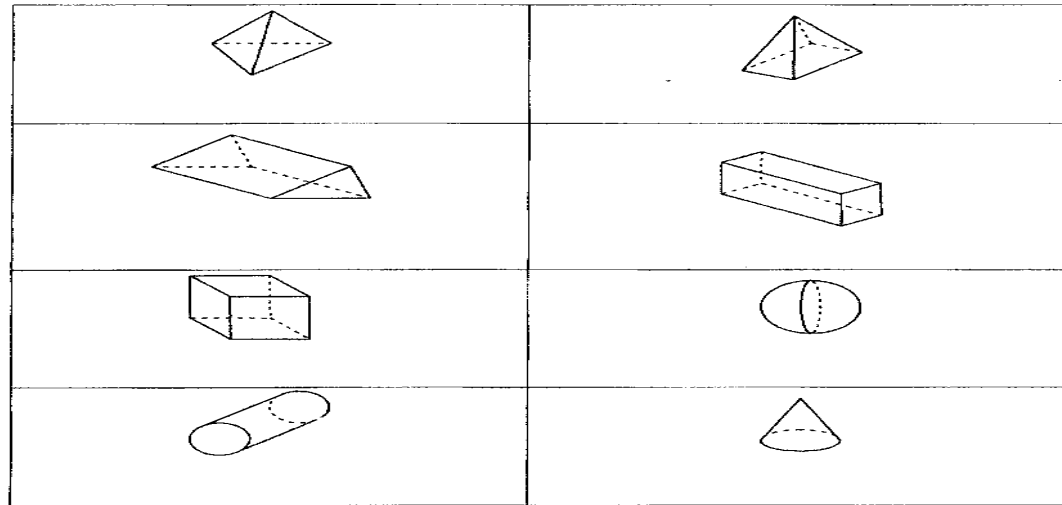
Allowable Memory Aids

Shapes
2 dimensional

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Allowable Memory Aid

Allowable Memory Aids

Shapes
3 dimensional

Allowable Memory Aid

Allowable Memory Aids

Word Bank Shapes

Allowable Memory Aid

WORD BANK

HEXAGON
OCTAGON
PARALLELOGRAM
PENTAGON
QUADRILATERAL
RECTANGLE
RHOMBUS
SQUARE
TRAPEZOID
TRIANGLE

CONE
CUBE
CYLINDER
RECTANGULAR PRISM
RECTANGULAR PYRAMID
SPHERE
TRIANGULAR PRISM
TRIANGULAR PYRAMID

Allowable Memory Aids

Memory Aids
Mnemonics

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Allowable Memory Aid

DMSCB   Does McDonalds Sell Cheese Burgers?
PEMDAS   Please Excuse My Dear Aunt Sally
BEDMAS   Big Elephants Destroy Mice And Snails
PEDMAS   Pink Elephants Destroy Mice And Snails
KHDmdcm   King Henry Died Monday Drinking Chocolate Milk

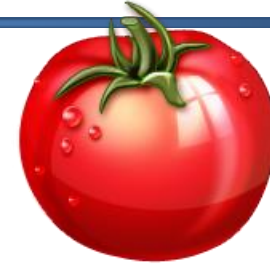# Testing Accommodation #48

Roy G. Biv

Order of Operations

Please Excuse My Dear Aunt Sally.

Parenthesis Exponent Multiply Divide Addition Subtraction

Testing Accommodation #48

Feet in a mile 5

5,280

Metric System

King Henry

King Henry Died

Kilo   Hecto   Deka

Monday Drinking Chocolate Milk

Meter   Deci   Centi   Milli

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Steps in Division

Does McDonalds Serve Burgers Raw?
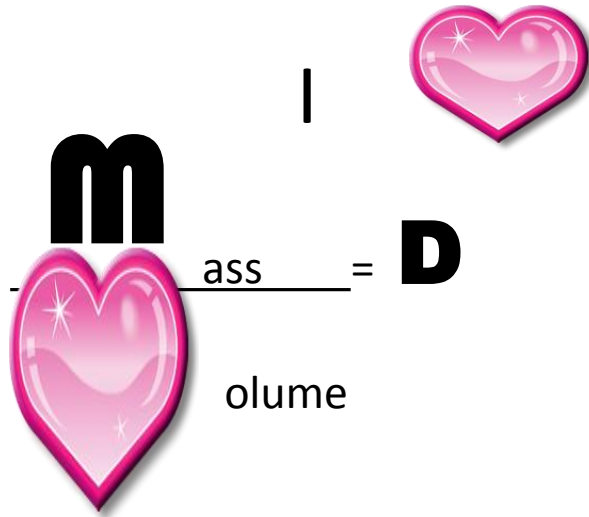
Divide   Multiply   Subtract   Bring Down   Remainder

Pedro **D**reams **R**eally **E**xciting **P**lans *for writing.*

Plan   Draft   Revise   Edit   Publish

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Testing Accommodation #48

M l ♥ Density

$$\frac{♥ \text{ass}}{♥ \text{olume}} = D$$

Capitals

Usage

Punctuation
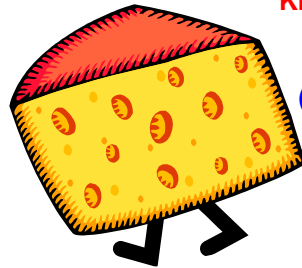
Spelling

Don't FORGET!

Testing Accommodation #48

Order of taxonomy in biology

Kids Prefer Cheese Over Fried
Kingdom   Phylum   Class   Order   Family

Green   **Spinach.**
Genus   Species
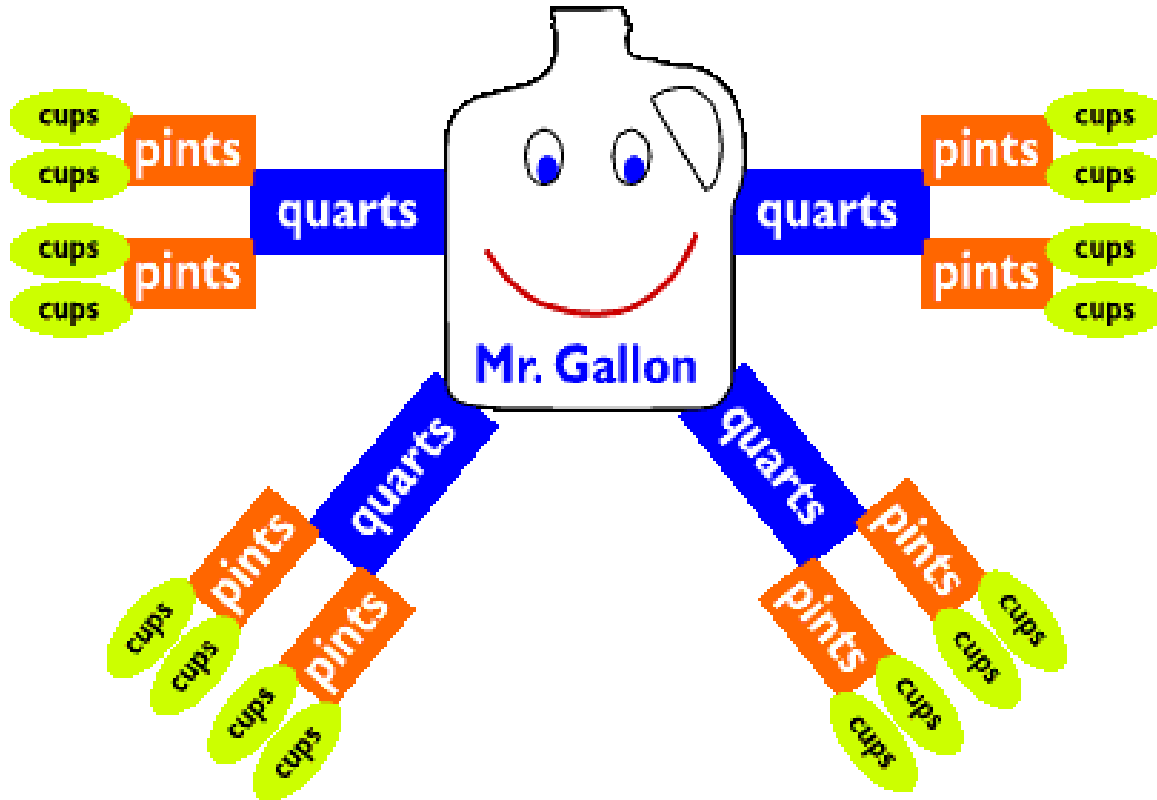
Scientific Method

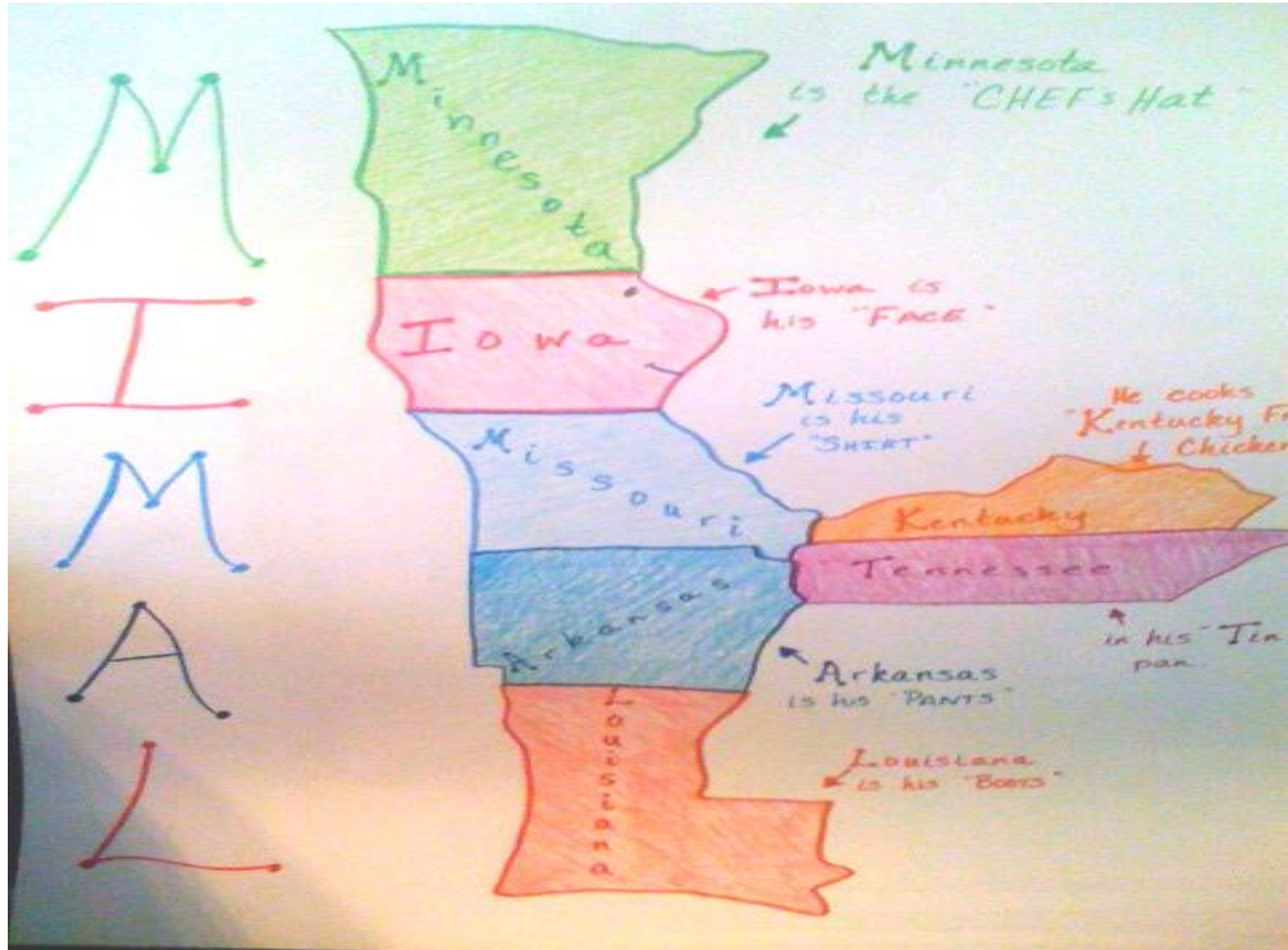*Only   Peter   Helps   Everyone   Do   Chores.*
Observation   Problem   Hypothesis   Experiment   Data   Conclusion

Testing Accommodation #48

Testing Accommodation #48

Mimal The Chef

Testing Accommodation #48

Black on top

Grey clouds
over
Green grass

White smoke
over
Red fire

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Activity: Your Turn

❑ Divide yourself into 4 groups based on grade level interest.
- ❑ High School
- ❑ Grade 7 and surrounding grade levels
- ❑ Grade 4 and surrounding grade levels
- ❑ Grade 2 and lower
  - ❑ *One of you will play the role of the general education teacher .*
  - ❑ *One of you will play the role of the special educator in an inclusive general education setting.*
  - ❑ *Some of you will play general education students.*
  - ❑ *Four of you will play the role of a student with an assigned disability .*
  - ❑ *One of you will be the narrator; you will explain the set up of the classroom and will explain as necessary.*

❑ Plan for co-teaching the assigned Common Core objective.
- ❑ Choose **at least one** of the 6 models of co-teaching.

  You have 15 minutes to plan

❑ Teach the assigned Common Core objective for **10 minutes.**

❑ Provide accommodations for assigned students with disabilities in your "class".

Activity: 2nd grade

MATH: Measurement and Data
Grade 2: Represent and interpret data.
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

This is the 2nd day of instruction for this objective. You can assume that you taught the introduction to this objective yesterday.

Students with disabilities in this group are:
(Otherwise Health Impaired) AD/HD (Attention Deficit Hyperactivity Disorder)
SLD (Specific Learning Disability): Reading comprehension
SLD (Specific Learning Disability): Math Calculation
DD (Developmentally Delayed): Cognitive Development

Activity: 4th grade

Reading: Standards for Literature
Grade 4: Vocabulary Acquisition and Use
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors *(e.g. as pretty as a picture in context).*

This is the 1st day of instruction for this objective.

Students with disabilities in this group are:
(Otherwise Health Impaired) AD/HD (Attention Deficit Hyperactivity Disorder)
SLD (Specific Learning Disability): Oral Expression
SLD (Specific Learning Disability): Reading comprehension
Autism (Asperger Syndrome)

Activity 7th grade

Reading Standards for Informational Text 6–12: Grade 7
Compare and contrast a text to an audio, video, or multimedia version of the text; analyzing each medium's portrayal of the subject (e.g. how the delivery of the speech affects the impact of the words).
The informational text is Social Studies and this is the 2nd or 3rd day of instruction of this objective. You can assume that the class has discussed how to read informational text and how to summarize that text.

Students with disabilities in this group are:
(Otherwise Health Impaired) ADD (Attention Deficit Disorder) NOT hyperactive
SLD (Specific Learning Disability): Basic Reading
SLD (Specific Learning Disability): Written Expression
LI (Language Impaired): Receptive Language

Activity: High School

Statistics and Probability
Make inferences and justify conclusions from sample surveys, experiments and observational studies.

This is the first time you are teaching this objective to this class. Only assume prior knowledge about surveys, experiments and observational studies, not the interpretation of those surveys, etc.

Students with disabilities in this group are:
(Otherwise Health Impaired) ADD (Attention Deficit Disorder/Hyperactivity Disorder)
SLD (Specific Learning Disability): Math Problem Solving
SLD (Specific Learning Disability): Basic Reading
LI (Language Impaired): Expressive Language

Activity

For the audience…

Your job is to critique each group.

 Look and Listen for a purpose.
Count off 1, 2.

*All # 1's: Critique accommodations/modifications for
                    specific disabilities*
All #2's: Critique co-teaching model

Question?

Remember!

❏ General educators are more receptive to change when they have background knowledge and a chance to participate in the decisions rather than being given a special education mandate to follow.

❏ Special educators have developed a tendency to "own" students on individualized education plans (IEPs), which decreases the voice and participation of classroom teachers in collaborative problem solving.

Steele, Bell, and George, 2005

Food for Thought!

Quality is never an accident.

It is always the result of *high intention*, *sincere effort*, *intelligent direction*, and *skillful execution*.

It represents the wise choice among many alternatives.

Anonymous

Parting Thought

Do you feel like Dr. Seuss?

I do not want him here or there.

I do not want him anywhere.

Would you with a co-teacher?

Could you with supplementary aids and services?

I do so like him, yes I **CAN!!!**

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Parting Thought

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