Inclusive Education for All

Toppenish School District, Special Services

Sandie Birley, Special Services Director
Kim Williams, Special Education Instructional Coach
Jayla Krause, Inclusion Specialist
Our Journey to Inclusive Education

- Toppenish School District
- Why Inclusion?
- Implementation Over Time
  - Years 1 & 2
  - Year 3
  - Year 4
  - Year 5
  - Year 6
- Future
Toppenish School District

Enrollment: 4,667

Students with Disabilities: 12.4%

Race/Ethnicity:
- American Indian/Alaskan Native 11.5%
- Hispanic/Latino 71.7%
- White 14.6%
Special Education Inclusion

Our Journey Started with the **WHY**

Staff in our district needed to understand why this was important.

Some things that we did were:

- Empathy activities
- Personal stories
- Showed videos that depicted inclusion or the lack of inclusion from the student and parent perspectives.
- TSD Data
- Research
Special Education Inclusion

**Research**

- IDEA eligible students taught in classrooms with their non-disabled peers do better academically and socially than those who receive services through pull-out/non-inclusive settings. (Baker, E., Wang, M., & Walberg, H., 1994)
- Inclusion yielded greater academic and social success across the grade levels K-12, regardless of disability. (Freeman and Alkin 2000)
- Students without disabilities made significantly greater progress in reading and math when served in inclusive settings. (Cole, Waldron, Majd, 2004)
- Students who provided peer supports for students with disabilities in general education classrooms demonstrated positive academic outcomes, such as increased academic achievement, assignment completion, and classroom participation. (Cushing & Kennedy, 1997)
- Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities. (Cole, Waldron, & Majd, 2004; Cosier, Causton-Theoharis, & Theoharis, 2013)
- Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills compared to students served in special schools. (Dessemontet, Bless, & Morin, 2012)
- **Students with autism in inclusive settings scored significantly higher on academic achievement tests when compared to students with autism in self-contained settings.** (Kurth & Mastergeorge, 2010)
No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).

In fact, studies have shown the following negative effects of separate special education placement:

- Poorer quality IEPs (Hunt & Farron-Davis, 1992).
- Lack of generalization to regular environments (Stokes & Baer, 1977).
- Disruption of opportunities for sustained interactions and social relationships with typical students (Strully & Strully, 2003).
- Decrease in the confidence that general class teachers have for teaching diverse learners (Giangreco et al., 1993).
- Absence of appropriate role and behavior models (Lovett, 1996).
- Negative impact on classroom climate and student attitudes about difference (Fisher, Sax, Rodifer, & Pumpian, 1999).

https://iod.unh.edu/sites/default/files/media/InclusiveEd/research_document_long.pdf
Implementation
Years 1 & 2
Years 1 & 2

- Began dialog with building principals.
- Provided some building training on inclusive practices and inclusion.
- Created Inclusion Summary Sheets.

- Focus on executive leadership team and ad team meetings for special education inclusion and “why.”
- Schedule building and planning sessions:
  - High School
  - Middle School
  - Special Education Teachers
    - Staff Buy-in
- Master Schedule development and supports needed.
Inclusion Summary Sheet

- Described student cognitive processes.
- Present levels of performance.
- Academic implications.
- Strategies for the classroom.
- IEP Accommodations.

<table>
<thead>
<tr>
<th>INCLUSION SUMMARY REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
</tr>
<tr>
<td><strong>DQ:</strong></td>
</tr>
<tr>
<td><strong>Report Date:</strong></td>
</tr>
<tr>
<td><strong>Disability:</strong> Specific Learning Disability (SLD) Academic Area: Reading, Math, Written Expression, Communic.</td>
</tr>
</tbody>
</table>

Cognitive processing helps us understand information from the world around us. A Specific Learning Disability is when a deficit is present in a cognitive processing area which may impact the ability to: listen, think, speak, read, write, spell, or do math calculations. See below for the implications of SLD for:

<table>
<thead>
<tr>
<th>COGNITIVE IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Below Average</strong>: (99) <strong>Below Average</strong>: (10-99) <strong>Slightly Below Average</strong>: (80-109) <strong>Average and At Expected Level</strong>: (90-110) <strong>Slightly Above Average</strong>: (111-120) <strong>Above Average and Expected Level</strong>: (121-130) <strong>Well Above Average</strong>: (131-150) <strong>Highest Average</strong>: (151-160)</td>
</tr>
</tbody>
</table>

Student’s Overall Cognitive Potential on a less language-based assessment that involved mainly visual and fluid reasoning problem solving, was in the Slightly Low Average Level. *Overall Cognitive Potential when including tasks that required processing higher levels of language, he performed Below Expected level. This can be explained by a deficit in verbal reasoning he demonstrated Significantly Below Average skills. Therefore, complex verbal instructions alone may be difficult, but with the support of his visual memory skills pairing information will likely make instruction more easily accessible. Visual processing was a relative strength for him, as he demonstrated Average (100) abilities. Visual processing is the ability to perceive, analyze, and think with visual patterns, including the ability to store and recall visual representations. His ability to problem solve visually was in the Below Expected level.*

**ACADEMIC IMPLICATIONS**

- Currently in resource room for reading, inclusion for math, 9/2017.
- Most recent grade equivalency district records available per STAR assessment:
  - **Math Calculation**
    - Basic Reading Skills
    - Listening Comprehension
    - Communication
  - **Math Problem Solving**
    - Reading Comprehension
    - Reading Fluency Skills
    - Written Expression
  - **STAR Math Gr 6 GE Program**
    - (09/16/2016)
  - **STAR Reading Gr 6 GE Program**
    - (09/14/2017)
  - ELL use GLAD strategies - Use Spanish as a tool by teaching cognate searches (same sounding words in English/Spanish with same meaning, i.e. analyze/analizar). This promotes language transfer & association. Use running cognate poster that student’s add to with related vocabulary – give pride points for finding a cognate.

**TEACHING STRATEGIES RELATED TO DISABILITY**

- Due to low verbal reasoning, consider using verbal charts such as bloom taxonomy to scaffold vocabulary.
- Teach how to use word maps or context clues to learn meaning of words or phrases. First teach explicitly and teach him to ask himself, “what word does this sound like?” “Does this sound like a Spanish word?”
- Use of visuals, pictures, gestures, graphic organizers will further support his strength in visual processing.
- Depend on his stronger skill set (visual processing & fluid reasoning) – provide visuals, use hand movements, write down sequences/numbers for instructions or parts of a story, have him draw pictures in his notes.

**IEP ACCOMMODATIONS**

- Presentation
  - Shortened assignments
  - Read class materials orally
  - Rephrase questions and/or directions
  - Simplify test wording
  - Assign peer tutor/note taker
  - Timing/Scheduling
  - Extra time to complete assignments, tests/quizzes
- Setting
  - Provide individualized/small group instruction
  - Modify/repeat/model directions
  - Response
  - Allow detention to a scribe
  - Speech-to-text
  - Other
  - Modified grading
Year 3

- Staff addition
  - Added position for Special Education Instructional Coach
- Continuous training for high school and middle school staff
  - Targeted ELA & Math Differentiated Instruction Training for 6th - 12th
  - Google Chrome Extensions
- Creation of Google Drive
  - Inclusion Summary Sheets
  - Teacher-created summaries
  - Accommodations
- Began co-planning (general and special education) for lessons at secondary level prior to school start.
  - Chunked by content/grade level.
- Creation of SPED round-robin training:
  - **SPED Round Robin** - Building wide Special Education Support Meeting:
    - First Hour - Training Portion (SPED related topics)
    - Second Hour - Individual Teacher meetings with SPED Case Manager to discuss student concerns & teaching strategies.
Implementation
Year 4
Year 4

- October co-planning for high school and middle school
  - Individual team sessions with special education case managers (i.e. 6th Math, 7th ELA, 10th Math, 11th ELA, etc.)

- Whole school inclusive practices training for secondary
  - Every general education teacher at high school and middle school trained.

- Creation of SPED Professional Learning Communities (PLCs) at high school and middle school.

- Data Dives at secondary level.
Secondary Data Dives
Secondary Data Dives
Year 4

- Creation & introduction of our Continuum of Supports
- Began planning for elementary inclusion
Continuum of Supports

Adding supports to even the playing field.

“ADD TO”

Utilizing learning progressions.

“SAME, SAME”

Working on specific targets during instruction, while remaining part of the class.

“SAME, DIFFERENT”

Individual schedule of activities.

“DIFFERENT, DIFFERENT”
Implementation
Year 5
Year 5

- Training for all general elementary education staff
  - Inclusive practices
  - Inclusion data from secondary levels
  - Empathy activities
  - Further developed our Continuum of Supports
    - Inclusion walk-throughs
Year 5

- Systematic paraeducator training
  - Roles & responsibilities
  - Special education process
  - Disabling conditions
  - Behavior & positive reinforcement
  - Data collection
  - Best practices
  - Autism support
  - Social & adaptive skills
    - Handbook for paraeducators
- Created support document for general education teachers.
- Created elementary inclusion PLC
Year 5

- Created Special Education Leadership Team
  - Mission
  - Vision
  - Logo

Our Mission...
Inclusive education for all

Our Vision...
We believe all students can learn through inclusive differentiated instruction provided by educators committed to collaboration toward maximizing student potential.

- Continuum of Supports
- Implemented Best Practices
- Educational Collaboration
- Strengths Based Teaming
Implementation
Year 6
Year 6

- Growth Mindset
  - Districtwide training (Mindset Works)
  - “Happiness Advantage”
  - Promoting growth mindset lingo!
Year 6

- Special Education Teachers = Inclusion Specialists
Year 6

- Modifying and adapting general education curriculum
- Coaching with Conrad
Year 6

- New IEP Program
  - EmbraceIEP
  - Easy to generate IEP summaries.
### Year 6
- Elementary Data Dive

#### Elementary Data

<table>
<thead>
<tr>
<th>School</th>
<th>Building A</th>
<th>Building B</th>
<th>Building C</th>
<th>Building D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>31</td>
<td>52</td>
<td>34</td>
<td>69</td>
</tr>
<tr>
<td>Subject</td>
<td>Read</td>
<td>Math</td>
<td>Read</td>
<td>Math</td>
</tr>
<tr>
<td>Students making growth</td>
<td>61%</td>
<td>97%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>Average point increase</td>
<td>33 points</td>
<td>25 points</td>
<td>30 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Advanced less than 1 year</td>
<td>74%</td>
<td>43%</td>
<td>73%</td>
<td>55%</td>
</tr>
<tr>
<td>Advanced 1 year</td>
<td>26%</td>
<td>47%</td>
<td>23%</td>
<td>39%</td>
</tr>
<tr>
<td>Advanced 2+ years</td>
<td>0</td>
<td>10%</td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Overall Diagnostic Growth

- **Typical Growth Goal**: Expected growth based on students' grade and placement level.
- **Stretch Growth Goal**: More ambitious growth goal.

*This Diagnostic used to establish Growth Measures.*
Year 6

- Transformation in LRE

![Bar chart showing LRE results from 2011 to 2018]

- 136 in 2011
- 184 in 2012
- 408 in 2017
- 48 in 2018
Implementation
Future Plans
Future

- Role Clarification with all staff.
- Begin introducing Universal Design for Learning (UDL)
- Further transforming our Continuum of Supports
Future

- Learning Support courses
- Increasing our education for parents/guardians & families
- Addition of districtwide School Psychologist to assist in behavior intervention (FBA/BIP)
Inclusion can look different from building to building
Toppenish School District

Inclusive Classrooms
- 3 year olds = ½ day
- 4 year olds = full day

General Education and/or Special Education delivering SDI in General Education Classroom

Inclusion Specialists collaborating with General Education Teachers to push-in/model instructional strategies & resources

Preschool Preview for B-3 Transition

Districtwide Staff:
- Special Education Instructional Coach
- School Psychologist for Behavior Intervention

Garfield

Kirkwood

Lincoln

Valley View

Toppenish Middle School

Toppenish High School

CATS Academy

Northwest All-Prep

Inclusive Classrooms
- General Education and/or Special Education delivering SDI in General Education Classroom
- Inclusion Specialists collaborating with General Education Teachers to modify/adapt curriculum, as well as model instructional strategies
- Various levels of Learning Support courses for students who require a separate setting.

RTI/Intervention & Study Skills courses to support SDI and instruction in the General Education Classroom

Various levels of Learning Support courses for students who require a separate setting.

Work-Based Learning & Transition programs

Virtual Learning & Computer-Based opportunities
Inclusion requires continuous maintenance & support.
“Thank you for taking the time to share your knowledge and insights with our H&F (Health & Fitness) team yesterday. Not only was the information informative and thought provoking, your expertise gave us all the confidence to take control of the learning of our special needs students. I personally realize now that my thoughts pertaining to how I should be approaching student learning was not far off. I felt empowered - not threatened or apprehensive - to truly examine each student's present level and approach their learning accordingly. You are proof that we have the resources within our district to enhance teaching and learning. Again, thank you. We will be utilizing you for guidance in the future.”

- Toppenish High School Health & Fitness Teacher
Thank you for attending our session!

If you would like to ask additional questions, please contact us:

sbirley@toppenish.wednet.edu