Inclusion

HOW TO START THE WORK TOMORROW
Book Recommendations

1. **HANDBOOK OF LEADERSHIP AND ADMINISTRATION FOR SPECIAL EDUCATION**
   - Edited by Jean B. Crockett, Bonnie S. Billingsley, and Mary Lynn Boscardin

2. **VISIBLE LEARNING FOR TEACHERS**
   - Maximizing Impact on Learning
   - By John Hattie

3. **Yes We Can!**
   - General and Special Educators Collaborating in a Professional Learning Community
   - By Heather Frizelli, Julie A. Schmidt, and Jeanne Spiller

4. Additional book cover titled "The Journey to Effective Leadership"
What does Nick French know about inclusion?
Education and Experience

- BA History - World
- MA Special Education – Specific Learning Disabilities – Additional classes in Special Education Law, Sped Program Design, and Assessing Students with Disabilities
- Certified Special Education Teacher – k-12 Cross Categorical Mild to Moderate Disabilities
- MA Education Leadership
- Certified Principal - K-8
- Work experience – Private Day Facility for the Emotionally Disturbed, Elementary School Resource Teacher, Middle School Low Incident Teacher, Special Education Principal, Special Education Supervisor, Special Education Director, Director of Curriculum and Assessment, Director of Teaching and Learning
DATA – LRE 2015
Show Me Something Bigger than You – Rick DuFour

National LRE
- 0-39% – 14%
- 40-79% – 20%
- 80-100% – 61%

Washington LRE
- 0-39% – 13%
- 40-79% – 32%
- 80-100% – 54%

District LRE
- 0-39% – 12%
- 40-79% – 43%
- 80-100% – 44%


District SIS Report 9/27/15
DATA – 2017 and 2019

2017
District LRE
- 0-39% – 12.4%
- 40-79% – 27.3%
- 80-100% – 60.3%

District SIS Report 4/18/17

2019
District LRE
- 0-39% – 10%
- 40-79% – 17.4%
- 80-100% – 71.5%

OSPI Sped Data Spreadsheet 2019
WSIF Growth Data, what is it and why use it?

- Growth is a Lead indicator for achievement vs. Proficiency which is a lagging indicator
- Teachers and Principals can embrace growth
- Growth is 50% for elementary and 55% for middle schools total score per sub group
Data

ELA Growth - Students with Disabilities

Math Growth - Students with Disabilities
Special Education Leadership

INSPIRE, SUPPORT, AND CHAMPION
Special Education Leadership

The Change Starts With You

- Encourage the heart
- Enable others to act
- Model the way
- Inspire shared vision

CASE Leadership Series for Special Education Administrators 2009
Coaching At District Level

- Inform all leaders attitudes toward inclusion of SWD
- Share Knowledge of Education Law
- Ensure effective service delivery
- Facilitate the creation of supportive and inclusive learning environment

Davidson & Algozzine, 2002; Bay & Crockett 2007; Crockett, Myers, Griffith, and Hollandsworth, 2007; Goor et al., 1997; McLaughlin, 2009; Burch, Theoharris, & Rauscher, 2010; Salisbury & McGregor, 2002
Special Education Leadership

Coaching at School and Classroom Level

- Help staff reflect purposefully on practical experiences
- Increase systems understanding about disability-related needs
- Provide resources for effective instructional practices
- Participate in decision making about programming and services

Wakeman et al., 2006
Special Education Leadership

Champion the Cause

- Praise people for job well done
- Express confidence in the abilities of others
- Reward people for commitment to shared vision
- Find ways to celebrate accomplishments
- Give team members appreciation and support

CASE Leadership Series for Special Education Administrators Book 1
Funding Strategies

- Buy teachers with Para Hours
- Braided funding for staff
- Braided funding for training
- TPEP Dollars - Use to release teams to plan for kids – All of Domain 1
- Talking points for funding
  - SWD basic education funding guarantees them a spot in the gen ed class – Overload Issues
  - Special Education funding is an enhancement, not a replacement for basic education funding
“If not us, then who?
If not now, then when?” — John E. Lewis

- Job is too big for any one person, you must engage in collaborative expertise with members from all aspects of the district and school support system.
- Principals are the Key Influencers of Schools.
- Inclusion is part of district culture for all programs, not a special education initiative.
- SWD need to learn state standards from content experts (Basic Ed Teacher), receive SDI from the learning expert (Sped Teacher).
- THEY ARE KIDS NOT PROGRAM CODES – Once staff get to know them as children, success comes quicker in meeting their needs.
Building Leadership

THE INFLUENCER
Principal – The Influencer of Culture

- Special Education services happen between a student and a teacher in a school. Special Education is a building program that come with significant support from the district office.

- AWSP/WASA Frameworks - District office staff have a thread connect to the back of the principal, who has a rope connected to each teacher –

- Principal/School Leader - .32
- Collective teacher efficacy – 1.57
- School Climate - .32

Average Teacher effect is .32 for reference - John Hattie
Principal Support – Ongoing Collaboration

Strategies for Director/Principal Collaborations

- Establish regular time to collaborate and update each other
- Understand each principal’s priorities and challenges specific to their schools
- Focus on meeting the needs of all students
- Focus learning against standards
- Collaborate on hiring and evaluation process
- Collaborate on service delivery models such as co-teaching
- Take part in building level work groups
- Share special education resources
- Model the collaboration you wish to see at the building level
- Get to know each other personally and professionally

CASE Leadership Series for Special Education Administrators Book 1
Principals Collaboration - The Set Up

- Meet individually with all principals – Focus on Elementary
- Avoid Whole School Presentations
- Entry point is whole School, individual classes, individual student
- Do not proceed until they agree to sponsor the work

Secondary Principals Conversation
- Incoming programs prompt change in secondary
- Tell them this ahead of time, then remind them over and over again
- Highlight that it makes scheduling easier, once it is understood
- It also can Increases access to elective for SWD
The Process
The Process

1. Inspire – Compelling Case and Establish Common Language
2. Develop Building identified coalitions to champion the work
3. Truly understand SWD needs – Case managers review evaluations
4. Based on needs establish student spots on the continuum
5. Train – Establish programmatic expectations, recurring co teach training, team trainings, individual teacher training, student observation
6. Calibrate IEP
7. Transition SDI Model
8. Build Systems for Sustainability and Support
9. Improve every day
Compelling Case For Inclusion
How you get the system moving
The “Why” in Law

**WAC 392-172A-03090**

Definition of individualized education program.

....

(i) How the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students); or (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

A. Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and to be involved in and make progress in the general education curriculum....

WAC 392-172A-02055
Continuum of alternative placements.

(1) Each school district shall ensure that a continuum of alternative placements is available to meet the special education and related services needs of students.

(2) The continuum required in this section must:

(a) Include the alternative placements listed in the definition of special education in WAC 392-172A-01175, such as instruction in general education classes, special education classes, special schools, home instruction, and instruction in hospitals and institutions; and

(b) Make provision for supplementary services such as resource room or itinerant instruction to be provided in conjunction with general education classroom placement.

Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et. seq. WSR 07-14-078, § 392-172A-02055, filed 6/29/07, effective 7/30/07.
WAC 392-172A-02050

Least restrictive environment.

(1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and

(2) Special classes, separate schooling or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

[Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et. seq. WSR 07-14-078, § 392-172A-02050, filed 6/29/07, effective 7/30/07.]
WAC 392-172A-02060
Placements.

(b) The least restrictive environment requirements contained in WAC 392-172A-02050 through 392-172A-02070, including this section;

(4) A student shall not be removed from education in age-appropriate general classrooms solely because of needed modifications in the general education curriculum.

[Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et seq. WSR 07-14-078, § 392-172A-02060, filed 6/29/07, effective 7/30/07.]
WAC 392-172A-02065

Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods,

each public agency must ensure that each student eligible for special education participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student.

The public agency must ensure that each student eligible for special education has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.
About Curriculum........

- Curriculum is mentioned in the Rules for the Provision of Special Education WAC’s **21** times
  - 11 times as “General Education Curriculum”
  - 5 times as “Curriculum”
  - 2 times as “Core Curriculum”
  - 1 time as “General Education Core Curriculum”
  - 1 time as “General Curriculum”
- It does not mention Special Education Curriculum or Replacement Curriculum
- Don’t Confuse Curriculum and Specially Designed Instruction (SDI)
- **(3)Specially designed instruction** means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction (Authority: **20 U.S.C. 1401(29)**)
The “Why” – Student Achievement

“Although separate classes, with lower student to teacher ratios, controlled environments, and specially trained staff would seem to offer benefits to a child with a disability, research fails to demonstrate the effectiveness of such programs (Lipsky, 1997; Sailor, 2003)”

Inclusion (mainstreaming)
- Impact on achievement +15%
- Social Outcomes +11%
- Math +22%
- Reading +12%

By category vs Achievement
- Cognitive Disability +47%
- Learning Disability +13%
  Carlberg and Kavale (1980); Baker (1994)

Co-Teaching/Team Teaching +19%
The “Why” – Social Emotional

- A reduced fear of human differences accompanied by increased comfort and awareness (Peck et al., 1992);
- Growth in social cognition (Murray-Seegert, 1989);
- Improvement in self-concept of non-disabled students (Peck et al., 1992);
- Warm and caring friendships (Bogdan and Taylor, 1989).
The “Why” - Employment

A 1989 study found that over a fifteen year period, the employment rate for high school graduates with special needs who had been in segregated programs was 53%. But for special needs graduates from integrated programs the employment rate was 73%. (Piuma, 1989).
The “Why” – Cost

…the cost of educating students in segregated programs was double that for educating them in integrated programs (Piuma, 1989).

A similar study by Affleck, Madge, Adams, and Lowenbraun (1988) demonstrated that the integrated classroom for students with special needs was more cost-effective than the resource program…
The “Why” - Societal and in the Classroom

**Societal**
- On Average 75%-85% of students with IEP’s have average IQ of 70 or higher
- Historical discrimination against individuals with disabilities
- **Current discrimination against individuals with disabilities**
- These Are kids, not program codes (IEP)

**Local**
- Honor student cognitive ability and restore their dignity
- Access to a content experts
- Peer learning for Academic and Behavior - Best Practice
- Research shows that all students benefit from inclusion and have better life outcomes
Building Coalitions

- Engage with principals who will actively sponsor this work
- Principals identifies team from across content and programs in building
- Meet with principal and team and review compelling case
- Entry points - entire school, individual classrooms, or individual students
- Move at the team pace, but once the stay the must commit to getting better at it everyday

THIS IS THE TECHNICAL PROCESS TO FACILITATE CHANGE IN SCHOOL BUILDINGS CULTURE

John Hattie Collaborative Expertise
Creating Common Language
The Process

1. Inspire – Compelling Case and Establish Common Language
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5. Train – Establish programmatic expectations, recurring co teach training, team trainings, individual teacher training, student observation
6. Calibrate IEP
7. Transition SDI Model
8. Build Systems for Sustainability and Support
9. Improve every day
Continue to Grow

- Plan
- Do
- Study/Plus Delta
- Act/Implement Change
Questions ?????