2019 WASA/OSPI Special Education Conference

All the Families. All the Time.
Equitable Practices for Engaging Families in Special Education

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Office of Superintendent of Public Instruction
The Challenge for Special Education: Blending Involvement with Engagement

Involvement
- An act of inclusion or participation
- Doing something to or for someone
- Leading by talking/telling
- One-way communication

Engagement
- An act of commitment or partnered interest
- Doing something with someone
- Leading by listening
- Two-way conversation
Engagement Through the Lens of Equity

Family engagement cannot happen without first acknowledging and seeking to actively dismantle systems of oppression that disproportionately impact students and families of color.

Kozleski, 2008
Cross-Cultural Analysis of Family Voice in Special Education

Chen, Ishimaru & Lott, 2015
Designing Equitable Parent-School Collaboration

Mapp & Kuttner, 2013
Adopting an Intersectional Approach

https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections
“Racial equity is about applying justice and a little bit of common sense to a system that’s been out of balance. When a system is out of balance, people of color feel the impacts most acutely, but, to be clear, an imbalanced system makes all of us pay.”

Glenn Harris, President, Center for Social Inclusion (CSI)
The overrepresentation of students of color in special education programs correlated with decreasing racial segregation after *Brown v Board of Ed.*

- **Artiles et al., 2010**
  Reviewed the history of disproportionality 1975-2008

- **Ford & Russo, 2016**
  Disproportionality in IDEA, 2005-2014

- **Annamma, Connor & Ferri, 2013**
  Dis/ability Critical Race Studies
2018 Percentage of WA Students with Disabilities, by Eligibility & EL Status

- **Students with Disabilities, age 6-21:** 130,488
- **English Learners with Disabilities, 6-21:** 20,717

Source: Special Education Federal Child Count (Draft), Office of Superintendent of Public Instruction, November 1, 2018.
2018 Percent of LRE category by Race/Ethnicity

- **Statewide LRE**: 56.6%
- **American Indian/Alaskan Native**: 29.2%
- **Asian**: 12.8%
- **Black/African American**: 1.4%
- **Hispanic/Latino of any race(s)**: 0.9%
- **Native Hawaiian/Other Pacific Islander**: 1.8%
- **Two or More Races**: 0.8%
- **White**: 1.6%

**Source**: Special Education Federal Child Count (Draft), *Office of Superintendent of Public Instruction*, November 1, 2018.
Out-of-School Suspension Rates for SWD

Source: School District Performance Data Profiles

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall</th>
<th>Asian</th>
<th>White</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>Pacific Islander</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>3.5%</td>
<td>0.9%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2015-16</td>
<td>3.0%</td>
<td>0.7%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>1.0%</td>
<td>0.1%</td>
<td>0.7%</td>
<td>0.7%</td>
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<tr>
<td>2016-17</td>
<td>2.9%</td>
<td>0.6%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>0.9%</td>
<td>0.1%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>2017-18</td>
<td>2.6%</td>
<td>0.5%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>0.8%</td>
<td>0.1%</td>
<td>0.5%</td>
<td>0.5%</td>
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</tbody>
</table>

August 1, 2019 | 9
2017-18 Adjusted Cohort Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Year</td>
<td>80.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Year</td>
<td>82.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Year</td>
<td>83.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Year</td>
<td>84.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Year (Class of 2018) 5 Year (Class of 2017) 6 Year (Class of 2016) 7 Year (Class of 2015)

Sources: Washington State Report Card, Office of Superintendent of Public Instruction, 2019; 2018 Graduation Rates, Legislative Appendices, Office of Superintendent of Public Instruction
How Do We Use Meaningful Family Engagement to Disrupt These Patterns?

- Less than 4% of students are identified with an intellectual disability
- Upwards of 90% present with average to above-average intellectual functioning
- Yet only 56.6% are placed in general education for 80-100% of the day
- For students of color, access to general education falls to 49%
Engagement Through the Lens of Equity

Examine your practices and consider:

• Does your process tend toward doing to or doing with families?

• Does the staff do more talking or more listening?

• Is the emphasis on one-way communication or on two-way conversation?

• Is your vision for special education services confined to school grounds, or does this vision encompass equitable outcomes across the entire district and/or community?
Case Study Discussion

• As you read this scenario, describe your initial response?

• Our tendency in many situations such as this is to quickly begin to identity solutions. Recognizing this tendency and putting it on hold, identify the multiple challenges embedded within this scenario.

• What else do you want/need to know about this situation? This family? The student? The system?
Case Study Discussion

• How do you see aspects of intersectionality of identity and power operating in this scenario?

• Who needs to be involved in the engagement of this situation? Why should they be involved? How might they be involved

• How would you engage the family in order to begin finding solutions?
"At the heart of change is your ability to understand the way things are and to imagine the ways things could be. The future will be better and you have the power to make it so."

Chann Hellman, Ph.D.

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