

Positive Futures for Students with Extensive Support Needs: Crafting & Implementing Inclusive IEPs

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

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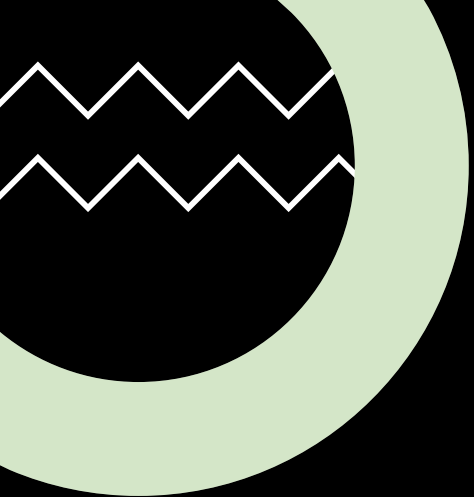
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Learning Objectives

Participants will:

- Understand the importance of inclusive education, including progress in the general education curriculum and the inclusive IEP
- Be familiar with parts of the a new OSPI resource Comprehensive Inclusive Education (CIE)
- Understand how Comprehensive Inclusive Education can facilitate cohesive IEP development
- Learn about the application of the CIE in a Washington School setting





We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and **the Palus People** who have lived in the Pacific Northwest, from time immemorial.



Legal Disclaimer

These materials constitute OSPI's interpretation of various state laws and are provided to support school districts' understanding of their obligations under these laws. The information in these materials is subject to change based on future legal and policy changes. Before taking action based on the information in these materials, please review state and federal laws and regulations or consult with legal counsel familiar with your particular circumstances. These materials are intended for informational purposes only and do not constitute legal advice.



Washington State's Journey Toward Inclusion

In 2018, Washington state ranked 44th out of 50 states for K-12 inclusive practices¹.

To support more inclusive schools, the State Legislature funded a multi-year, statewide initiative to support professional development for inclusionary practices.



By 2023, year five of this initiative, schools in Washington state reported a **9-point** increase in inclusive practices statewide for K-12 and a **7-point** increase for Pre-K.

This means that, since 2018, over **22,000** students with disabilities across Washington state have shifted into the highest rates of inclusion!

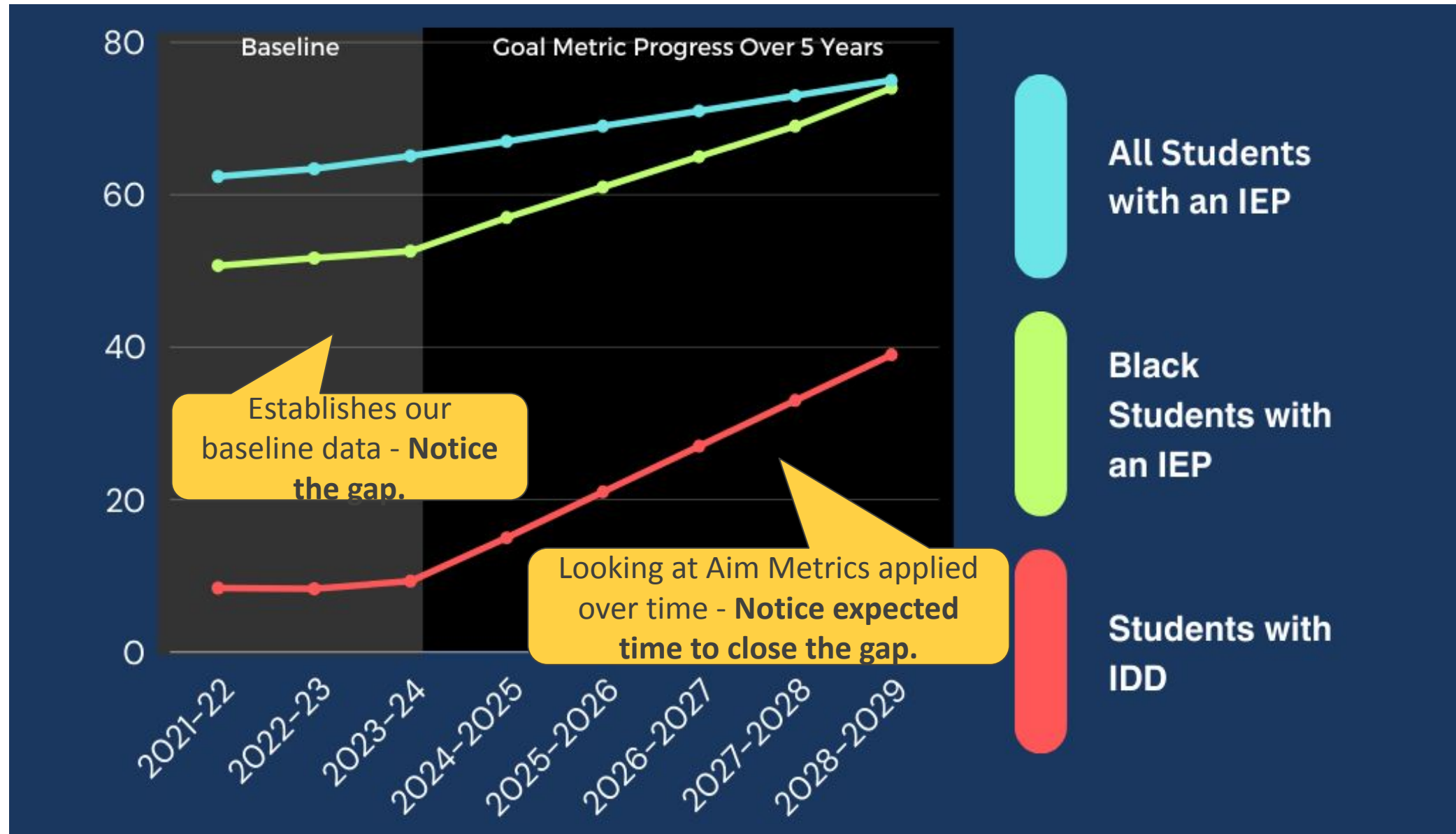


A Need to Pause and Reflect

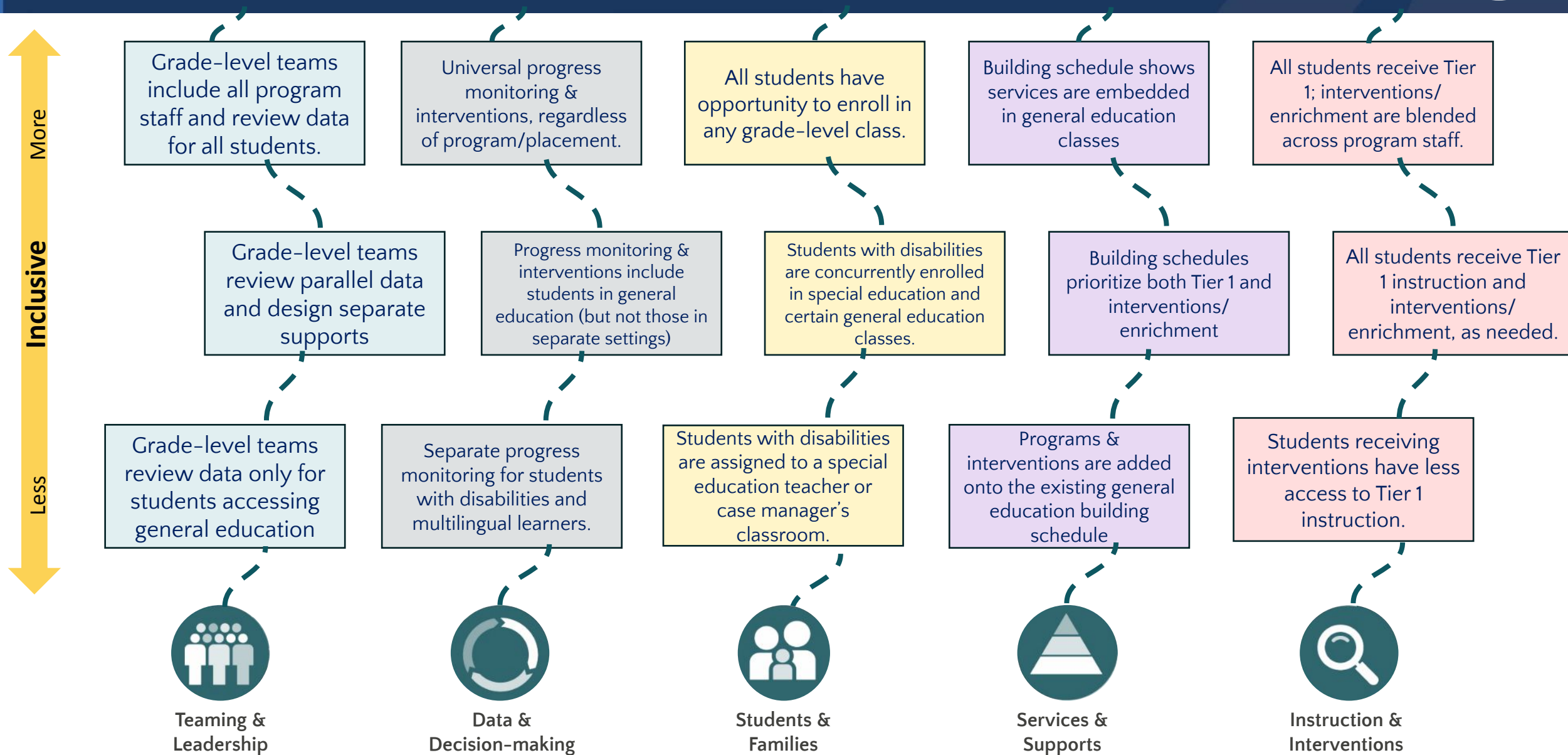
Which student groups are experiencing these opportunities?
And... which groups are not (yet)?

- Black students with disabilities have been – and continue to be – segregated and disciplined at higher rates than all other groups.
- Students with intellectual, developmental, and behavioral disabilities continue to be segregated for all or most of the school day.
- Over 2/3 of preschool students with disabilities are served in segregated early childhood settings.

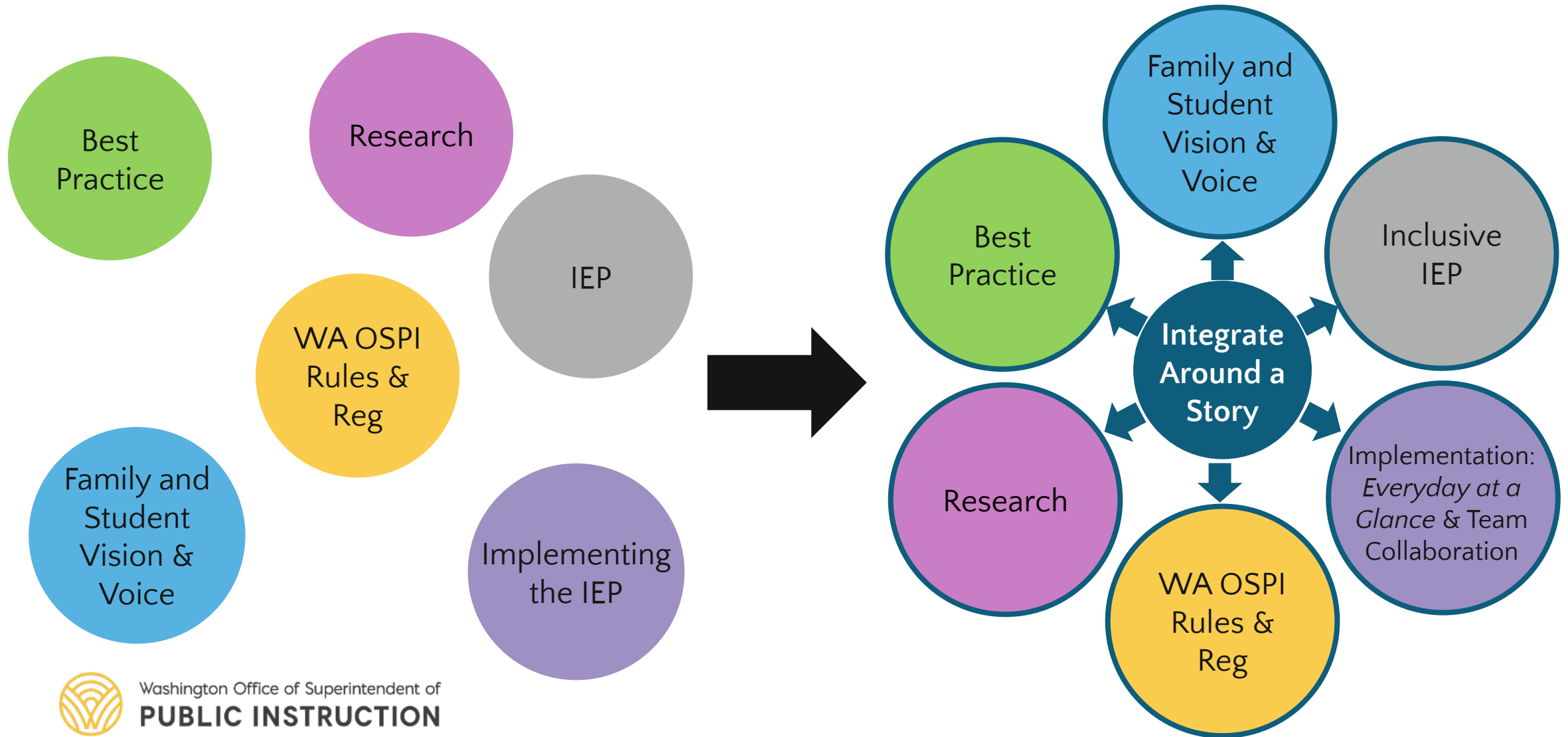




Remember: Inclusion is a Journey... Not a Destination!



Integrating the Comprehensive Inclusive Education Process & OSPI Technical Assistance

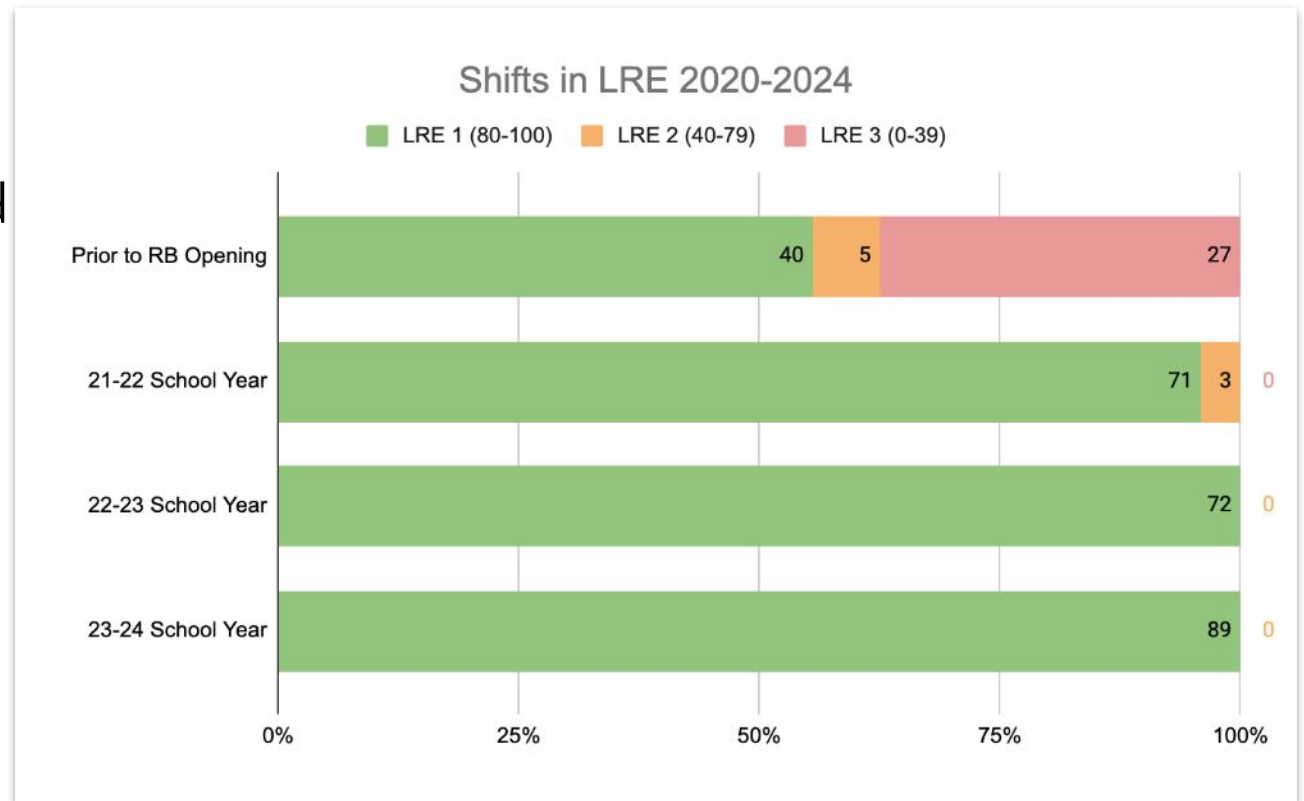


Ruby Bridges Elementary Exemplar:

“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are **successfully included**.

This simple fact suggests that whether a student with a disability is meaningfully included may have **less** to do with his or her characteristics and **more** to do with *the attitudes, skills, structures and practices of the adults responsible for providing education.*”

–Michael Giangreco, University of Vermont



****This LRE data is inclusive of all students including 32 students with extensive support needs.**

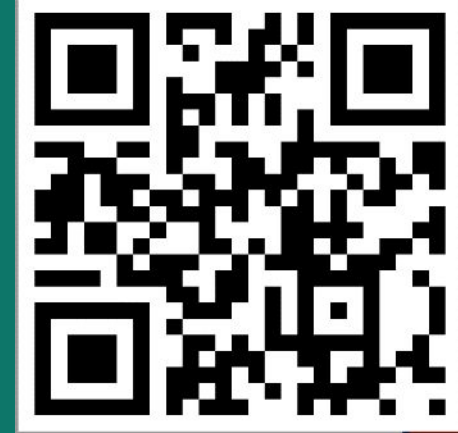
Inclusionary Practices at Work: Integrating General Education and the IEP

- Fully inclusive K-5 Elementary School and Washington Demonstration Site
- Collaborating and co-planning for each student with an IEP is an ongoing practice for team member
- Refining inclusive IEP implementation and inclusive instructional practices in a flexible service delivery model was a focus for the 2023-24 school year





Comprehensive Inclusive Education: General Education & the Inclusive IEP



<https://z.umn.edu/ties-cie>

Vandercook, T., Bowman, J., Ghere, G., Martin, C., Leon-Guerrero, R., & Sommerness, J. (2021). *Comprehensive Inclusive Education: General Education & the Inclusive IEP*. Minneapolis, MN: University of Minnesota, TIES Center.



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A Comprehensive Inclusive Education Program

General Education Curriculum & Routines



The IEP

Resident district:	Date of last comprehensive evaluation: ____/____/____ Annual IEP meeting date: ____/____/____	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IDENTIFYING INFORMATION		
Child's name: _____	Parent/guardian name(s): _____	
MARSS ID#: _____	Relationship to child: _____	
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Address: _____	
Date of birth: ____/____/____	Phone (day/evening): ____/____/____	
School: _____	Phone (cell): _____	
Grade: _____	Email: _____	
Providing District (Name/number): _____	_____	
School address (provide mailing address and street address if different): _____	_____	
IEP INFORMATION		
Type of IEP: <input type="checkbox"/> Initial placement <input type="checkbox"/> Annual <input type="checkbox"/> Interim	Federal setting: _____	
IEP manager name: _____		
Phone/email: _____		
Primary disability: _____	Secondary disability: _____	



The Role of the IEP

Support progress in general education curriculum and routines

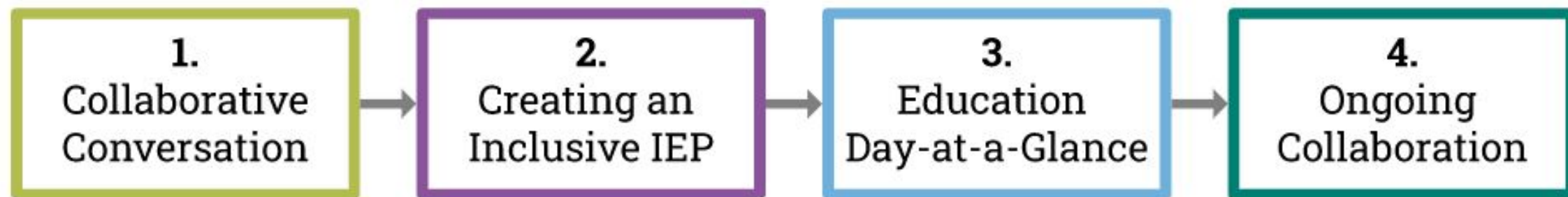


Address other essential skills that support a student's independence or interdependence across school, home, and other community environments



Comprehensive Inclusive Education: General Education and the Inclusive IEP

Four Steps:



Step 1A: Collaborative Conversation with Family

Key components:

- Learn about the family's hopes and dreams for their child
- Convey the important of the family's input and participation in achieving the valued life outcomes and annual goals
- Describe inclusive education and answer any questions





Cxxxx
Kxxxx

Strengths and Talents

Visual Learner
Schedule and routine driven
Repetition memory
Hard Worker
Friendly
Loves Learning
Great sense of humor
Determined attitude
Confident

Top Tips

Presume competence in me
Have patience
Include me
Give me (visual) choices
Provide transition cues
Allow extra processing time
Assign me jobs and responsibilities
Ask for my opinion and ideas

What Doesn't Work

Negative reinforcement
Sudden transitions
Being rushed
Excessive verbal reminders
Loud noises

Sensitivities

Celiac Disease (Gluten Intolerance)
Extremely loud, noisy, and crowded areas
Life size characters in costumes (ex: mascots)

My Vision Statement

I will live my adulthood independently, attend college and pursue my career of choice. I have a likeable personality which I will use to build meaningful long lasting connections and relationships with others. I will find long term companionship and love with a significant other, get married if I choose to do so. As an independent man, I will have lots of opinions and ideas and apply my leadership skills to both my education journey and future career. I will have my own hobbies, activities, and interests that I enjoy. I will have confidence, morals, integrity, ethics, and be respectful to others. I will see myself living with a disability as a source of pride and joy and understand my self worth. My community will embrace me as a neuro diverse human being that brings value to the world.

My Mission Statement

I want to learn in inclusive education environments with my same-aged peers, at my neighborhood school. To make my vision successful, I need my environment to prepare me for the real world. My classmates will eventually be those I work with, live among, and build relationships with. My peers will learn to view me as an important member of my class and thus ultimately in the future, they will see me as a contributing, worthy, confident, and autonomous member of society.

Profile

My name is CK and I live in XXXX. I live with my dad, my mom, my little brother, and my dog. My birthday is December 9th and I am in XXth grade at XXXX School.

I have many unique qualities as a person and I am very proud of all of them. One of the coolest differences I have from other people is that I have Down syndrome. This means I have a 3rd copy of the 21st chromosome that causes low muscle tone and can affect my learning abilities. However, I don't let this stop me from learning in mainstream classrooms among the rest of my peers.

When I'm not in school, I like spending time with my family. Favorite activities I like to do is play video games, play the guitar, play baseball, and draw. My favorite vacation is going to Hawaii and my favorite Holiday is Halloween. I also love watching movies and anything super hero related!

I have a very creative imagination and when in conversation, you may hear me mention many movie and show references or acting out scenes. You will often see me re-enacting a make belief situation - usually involving an epic battle and saving the world! When I grow up, I want to be an inventor like Flint Lockwood from Cloudy With a Chance of Meatballs who created a machine that turns water into any type of food.

1. Collaborative Conversation

My Vision Statement

I will live my adulthood independently, attend college and pursue my career of choice. I have a likeable personality which I will use to build meaningful long lasting connections and relationships with others. I will find long term companionship and love with a significant other, get married if I choose to do so. As an independent man, I will have lots of opinions and ideas and apply my leadership skills to both my education journey and future career. I will have my own hobbies, activities, and interests that I enjoy. I will have confidence, morals, integrity, ethics, and be respectful to others. I will see myself living with a disability as a source of pride and joy and understand my self worth. My community will embrace me as a neuro diverse human being that brings value to the world.

Envisioning the Future: Teacher Guide for Supporting Families to
Consider Valued Life Outcomes and Priorities for Their Child



Ask the family

- What are your **valued life outcomes** for your child for working, living, playing, and contributing to the community now and in the future?
- What things can you identify that are especially important and valuable for the team to consider in supporting these outcomes?
- What are strengths and talents, interests and passions, top tips as well as things that don't work for your child that you could identify and highlight for your team?



Carefully listen to their answers, and...

- Support them to have the least dangerous assumption for their child with high expectations, aligned to inclusive post-school outcomes.
- Paraphrase what you hear them say, and clarify what you think they mean to express so there is a mutual understanding of their **valued life outcomes and priorities**.



Then discuss

- Things that can be prioritized and aligned with reaching the **valued life outcomes** that will be supported at school immediately.
- How the **valued life outcomes** will be incorporated/documentated in the IEP to not lose sight of them over time.
- Possible outcomes you might suggest in addition to the parents' vision for their child that may not have been considered or known to be possible.

Valued Life Outcomes: Turn & Talk



<https://z.umn.edu/Envisioningthefuture>

Step 1B: Collaborative Conversations with Team to Start the Year

Key components:

- General Ed shares about grade-level standards, course and unit plans, and classroom routines.
- Other team members share about the student(s) with extensive support needs: strengths, interests, present levels, and other essential skills
- Team members sharing effective instructional strategies for the student



Discussion guiding questions	Success indicators
Context and Content	
What are the expectations and routines in the classroom?	All educators are aware of the expectations and routines in the general education classroom.
What are the ways all learners will be active members of the classroom and school community?	All educators are aware of the importance of overall support for membership and active participation in general education classes and the school community.
What should students care about, know and be able to do by the end of the year?	All educators have a shared vision as to what their students will learn, do and care about units, standards, and objectives across the school year. All educators have discussed common student misconceptions around this shared vision.
Ongoing Strategies and Supports for Students with Significant Cognitive Disabilities	
What is important to know about the student?	All educators know:
<ul style="list-style-type: none"> • What ways does the student best communicate? • Strengths? • Interests? • Present levels of performance across content areas? 	<ul style="list-style-type: none"> • the best ways for communication. • the strengths and interests of the student. • the prior academic, behavioral, and social emotional achievements and needs of the student.

Resource: Start Your Collaboration Out Right



<https://z.umn.edu/starttheyear>

Step 2A: Writing a Strength-based PLAAFP

Key components:

Includes...

- Current academic and functional skills and needs
- Explains how the disability affects involvement & progress
- Foundation for MAG

AND conveys...

- High expectations
- Person centered
- Strengths based
- Considers the whole student across the whole day
- Informed by family valued life outcomes & priorities



Writing Strength-Based PLAAFPs

Example 1: Strength-based Wording



Jane is a motivated and curious lifelong learner with a strength in visual learning. She excels at making connections by learning about people, places, and things, especially animals. Jane benefits from hands-on learning supported by visuals, demonstrations, verbal instructions, and confirmation of understanding.

Non-Example 1: Wording Focuses on Limitations in Student



Jane is a 15 year-old with Down Syndrome. She has difficulties with comprehension, verbal expression, and anything dealing with numbers or math. She has a second-grade reading level and is inconsistent with responding to verbal directions.



Writing Strength-Based PLAAFPs

Example 2: Strength-based Wording



Jane uses more graphic and less word intense copy, different versions, YouTube videos, BrainPop, and text read aloud on her iPad to access the general education curriculum and show her understanding. When possible, indirect verbal or gestural cues are the preferred way to support Jane. Pairing this with wait time for Jane to process her response allows for her to successfully gain independence and show her understanding.

Non-Example 2: Wording Focuses on Limitations in Student



Jane's reading comprehension is much lower than her same-aged peers, and as a result, is unable to reach the grade level standard. Her inability to understand grade-level text makes it difficult for her to keep pace with the class. Jane is dependent on adult support and cueing throughout her day.



Step 2B: Writing Inclusive IEP Goals



Inclusive IEP Goals Are Both...

Measurable

Measurable annual IEP goals to monitor progress include:

- The *condition* in which the skills are needed,
- The *skill* being taught, and
- The *criterion* to determine when the goal has been mastered. This includes the type and intensity of any prompting.



Meaningful

High-quality IEP goals are:

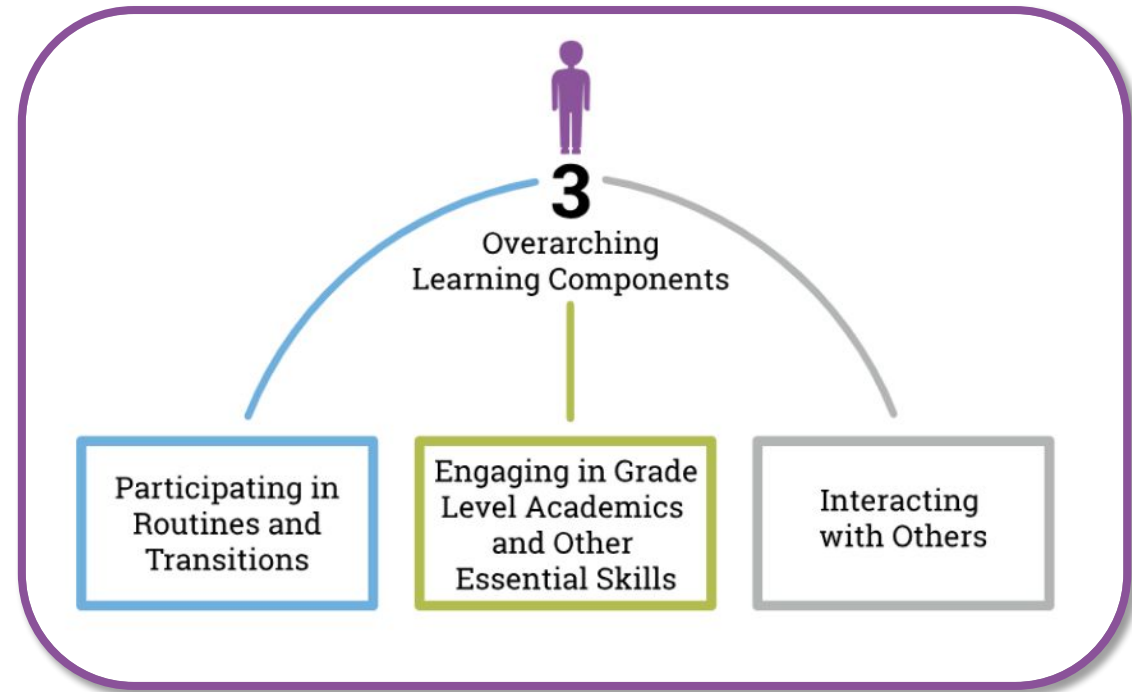
- broad
- rich
- varied
- whenever possible, written in a way that clarifies how to incorporate goals into a general education class and other settings across the school day



Three Overarching Learning Components

All students in a school, **no matter their disability status**, learn skills related to three major learning components:

1. Participating in Routines and Transitions
2. Engaging in Grade-Level Academics and Other Essential Skills
3. Interacting with Others



Writing Inclusive IEP Goals – Broad



Element	Example Language
Condition	Given transitions throughout the school day and a visual schedule with a materials checklist,
Skill	[Student] will use the materials checklist to have all materials out and ready for the next activity
Criteria	from needing two or fewer verbal prompts in English with accompanying visuals in 3/5 opportunities to needing 2 or fewer verbal prompts in English in 5/5 transitions.



Element	Non-Example Language
Condition	Given a transition from a preferred to non-preferred activity,
Skill	[Student] will improve transitions
Criteria	from needing two or fewer prompts in English with accompanying visuals in 3/5 opportunities to needing 2 or fewer prompts in English in 5/5 opportunities.

Notice how this goal for a multilingual learner (MLL) with a disability applies throughout the school day, including during both preferred and non-preferred activity transitions.

Writing Inclusive IEP Goals – Rich



Element	Example Language
Condition	Given an opportunity for collaborative work (e.g., think pair share, partner/group work) and access to communication supports (e.g., vocabulary visuals),
Skill	[Student] will participate with peers (e.g., share an idea, share their work, listen to a peer share) with adult support, improving peer interactions throughout the day
Criteria	from 3/6 times with 3 or more gestural prompts to 5/6 times with 2 or fewer gestural prompts as measured by teacher data collection.



Element	Non-Example Language
Condition	When interacting with peers,
Skill	[Student] will respond by saying hello to peers that say hi to him
Criteria	100% of the time without prompting.

Goals should provide students with meaningful skills that open the opportunity (providing access to new possibilities that were previously unavailable or closed) to engage in more complex learning.



Writing Inclusive IEP Goals – Varied



Element	Example Language
Condition	Given various tools during a mathematics lesson (manipulatives, multiplication table, number line, graphic organizer),
Skill	[Student] will select an appropriate tool and operation to use to solve the problem (addition, subtraction, multiplication, or division)
Criteria	from 50% accuracy to 80% as measured by teacher data collection.



Element	Non-Example Language
Condition	Given an addition problem of calculating within 50,
Skill	[Student] will calculate the sum
Criteria	Improving calculation from 50% accuracy to 80% accuracy.

All content areas and learning components should be represented in goals developed for students with extensive support needs.



Step 2C: Generalization of IEP Goals Beyond the School Day

Key components:

- When IEP goals are written to be *broad*, *rich*, and *varied*, they naturally (and by design) apply beyond the school day
- Provides opportunities for goals to be practiced across people, places, and settings in and out of school (generalization)
- Leads to greater learning opportunities and facilitating greater family engagement and participation



Step 2D: Service Delivery and LRE



Key components (1 of 2):

1. Does the LRE decision support the student's progress toward the **valued life outcomes**, including working, living, playing, and contributing to the community now and in the future?
2. Has the team considered **flexible service delivery** and how to creatively offer special education and other services within the general education classroom to the greatest extent appropriate?

Step 2D: Service Delivery and LRE



Key components (2 of 2):

3. If special education services need to be provided outside the context of the general education classroom, are **flexible learning spaces** being utilized?
4. If the student is placed in general education less than 80% of the school day, what is the team's **plan for increasing time in general education** going forward to build towards 80% or more of the school day?

Step 2E: Inclusive Specially Designed Instruction, Related Services, & Supplementary Aids and Services

Key components:

- Specially designed instruction (SDI), Related Services (RS), and Supplementary Aids and Services (SAS):
 - support students in accessing instruction and learning new skills and knowledge.
 - ensure that all students have equitable access



Step 2E: Inclusive Specially Designed Instruction, Related Services, & Supplementary Aids and Services

- **SDI:** adapting the content, methodology, or delivery of instruction to ensure access to the general curriculum to meet Washington grade-level state educational standards.
- **RS:** address barriers to accessing and benefiting from special education services
- **SAS:** aids, services, and other supports to enable students with disabilities to be educated with their peers without disabilities to the maximum extent appropriate within the least restrictive environment.



**IEP Team Guiding Questions for Specially Designed Instruction
and Supplementary Aids and Services Determination**

Questions	Notes
What are the least intrusive supports that can be provided to allow the student to experience success in the general education classroom and access and benefit from the special education services in their IEP?	
How can we enhance the physical accessibility of the school, classroom, and other environments, including the environments of a non-traditional school setting if applicable?	
How can we enhance the instructional accommodations to increase the student's engagement in instruction and learning activities, and gradually fade supports to support learning?	
How can we enhance the physical accessibility of the school, classroom, and other environments, including the environments of a non-traditional school setting if applicable?	
Where can we use culturally responsive SDI (and related services if applicable) to build connections to learning for the student and integrate the values shared by the family?	
How can we integrate, to the greatest extent possible, special education services for the student within the general education classroom at natural times of the school day?	
How can we provide needed language instruction or accessibility features that support a multilingual learner (MLL) with an IEP in general education instruction?	
How can we ensure the student has an effective means to communicate with adults and classmates?	
How can we provide the social/emotional and positive behavior support the student needs in the general education setting?	
How can we facilitate engagement and interaction between the student and their classmates?	
How can we ensure that barriers to the student's access to services (e.g., attendance, mental health difficulties, transportation concerns) are addressed?	
How can we build a culture of collaboration, belonging, and capacity-building for the student, school staff, families, and peers to support the student's access and progress in the least restrictive environment (LRE)?	

IEP Team Guiding Questions for SDI, Related Services and SAS



<https://z.umn.edu/SDISAS>

Step 2F: Summary & Team Check

Three Key Questions for an Inclusive Education & IEP:

1. Will the student experience **belonging** as a member in their school and general education classroom?
2. Will the student be **actively participating** at school across the school day?
3. Will the student be **learning the grade-level general education curriculum**?



Step 3: Education Day-at-a-Glance



Key components:

- Links the IEP and daily schedule
- Three parts:
 1. Daily Schedule Matrix
 2. IEP Goals
 3. List of supports & accommodations included in the IEP
- Quick Reference with multiple uses

Education Day-at-a-Glance: Integrating Inclusive IEP Goals

Class Daily Schedule	Embedded IEP Goals (Reference IEP Goals at a Glance)	Supports/Accommodations (Reference Accommodations at a Glance)
9:10 Transition into School	Goal 1: Transition	<ul style="list-style-type: none"> • Checklist and visual for routines
9:20 Class Meeting	Goal 1: Transition Goal 6: Retell events Goal 5: Flexibility & collaborative interactions Goal 7: Whole group multi-step directions Goal 8: Produce /l/ blends initial word	<ul style="list-style-type: none"> • Directions reworded and/or simplified to ensure comprehension • Checklist and visual for routines • Visual cues for retell (photos, text) presented on paper and iPad • Problem solving visual
9:40 Reading Block Mini lessons & independent task.	Goal 3: Reading main idea Goal 4: Writing	<ul style="list-style-type: none"> • Reread passage • Provide multiple choice questions • Access to Clicker 7 and other word prediction, voice notes and pictures • Sentence stems and word banks • Masking non-essential content

Step 4: Ongoing Education & Support

Ensure that the work in Steps 1–3 is continually reviewed and revised as needed:

1. Special education teacher collaborates during grade-level planning meetings
 - understand the grade-level content focus, unit expectations, activities, and evaluation strategies



Step 4: Ongoing Education & Support (2 / 2)

2. Special education teacher identifies IEP goals that connect to each general education unit.
3. The Team can then implement/adjust supports and accommodations in the Education Day-at-a-Glance to support the student's access and progress in the general education curriculum and IEP goals.



What the Best Teams Do with < 5-15-45 Minutes



The Impact of Inclusive IEPs

- Shifting *away* from a 'disability as deficit frame' to universally designed and responsive instruction
- Aligning specially designed instruction to the core learning pathway for *grade level content*
- Developing collaborative teaming structures to *benefit all students*
- Enhancing family engagement and partnership as we *honor and center student strengths and interests*



Seismic Shifts in IEP Goals (1 / 2)

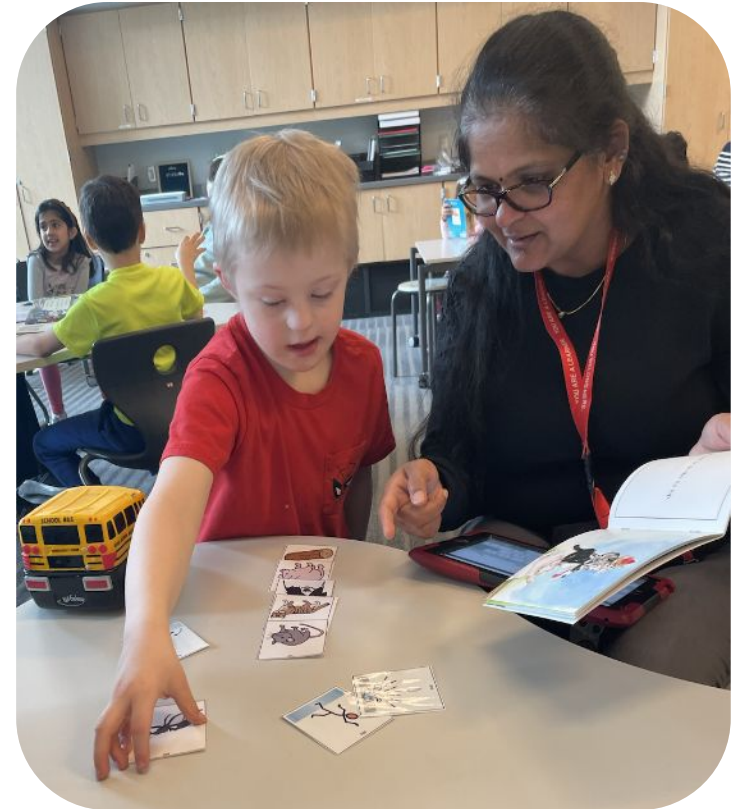
Increased rigor and core content connection leads to rapid growth and opportunities to learn in community

20-21 School Year Cognitive Goal (LRE 3):

- When given 8 shape words and their matching shapes, student will correctly match the words to their corresponding shapes, improving his cognitive skills from matching 1/8 to matching 8/8 shape words correctly.

22-23 School Year Literacy Goal (LRE 1):

- When given a set of CVCC/CCVC words and corresponding pictures, student will demonstrate word understanding by matching the word with the correct picture, improving basic reading skills from 0% to 80% accuracy.



Seismic Shifts in IEP Goals (2 / 2)

Maintaining core content alignment provides high engagement and rich learning experiences rather than rote compliance-based activities for students

20-21 School Year Cognitive Goal (LRE 3):

- When given numbers 1-5 and a group of 1-5 objects student will match a number to the correct grouping of objects improving his cognitive skills from matching numbers 0-5 with 0% accuracy to 80% accuracy.

22-23 School Year Math Goal (LRE 1):

- When given manipulatives and visual supports (counters, number line, ten frame), student will represent sums and differences within 10 improving math operations and algebraic thinking from 0% accuracy to 80% accuracy. (Student mastered this & products through 20 within school year.)



Flexible Service Delivery

- Inclusive IEPs create more organic opportunities for flexible service delivery *in heterogeneous groups with peers*
- Related service providers and case managers can impact direct instruction for students with and without IEPs
- Collaboration between team members helps to *inform the planning and design of instruction* for all students when IEP goals connect and align to grade level standards





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