

# Connecting the Dots:

## MTSS & Inclusionary Practices in Washington State

Dr. Tania May, Assistant Superintendent, Special Education

RJ Monton, Assistant Director of MTSS

Dr. Cassie Martin, Executive Director of Special Education

Dr. Rebecca Lynn, Special Education Program Supervisor



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

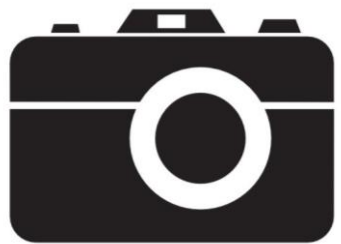
July 28, 2022

# Today's Discussion:

- State of the State: MTSS & Inclusion in Washington state
- Stepping Back: Busting the Most Common Myths
- Inclusionary Case Study: Ruby Bridges Elementary
- Inclusionary Practices Handbook Updates
- Discussion & Questions



# **State of the State: MTSS & Inclusion in Washington**



# Special Education Data Snapshot

- Washington serves 1.1M students, including 140K students with disabilities in over 2,500 public schools, across 295 school districts.
- 62% of all students with disabilities access general education for 80-100% of the day (LRE 1). That rate of access is 32% for students with intellectual & developmental disabilities.
- Over 1/4 of students with disabilities (and over 50% of students with intellectual & developmental disabilities!) are not engaged in any post-secondary activities one year after leaving school.



# Inclusionary Practices Project (IPP) Impact

| Least Restrictive Environment (LRE)     | Data Group                  | 2018 Baseline | 2021 Data    | % Change from 2018 Baseline |
|---|-----------------------------|---------------|--------------|-----------------------------|
| LRE 1<br>(80-100% in general education) | IPP Pilot Districts (n=100) | 44.2%         | <b>59.2%</b> | <b>15.0%</b>                |
|   | Statewide Placement Data    | 56.6%         | <b>62.4%</b> | <b>5.8%</b>                 |
| LRE 2<br>(40-79% in general education)  | IPP Pilot Districts (n=100) | 46.2%         | <b>30.1%</b> | <b>- 16.1%</b>              |
|   | Statewide Placement Data    | 29.2%         | <b>24.3%</b> | <b>- 4.9%</b>               |
| LRE 3<br>(0-39% in general education)   | IPP Pilot Districts (n=100) | 11.7%         | <b>9.4%</b>  | <b>- 2.3%</b>               |
|   | Statewide Placement Data    | 12.8%         | <b>11.7%</b> | <b>- 1.2%</b>               |

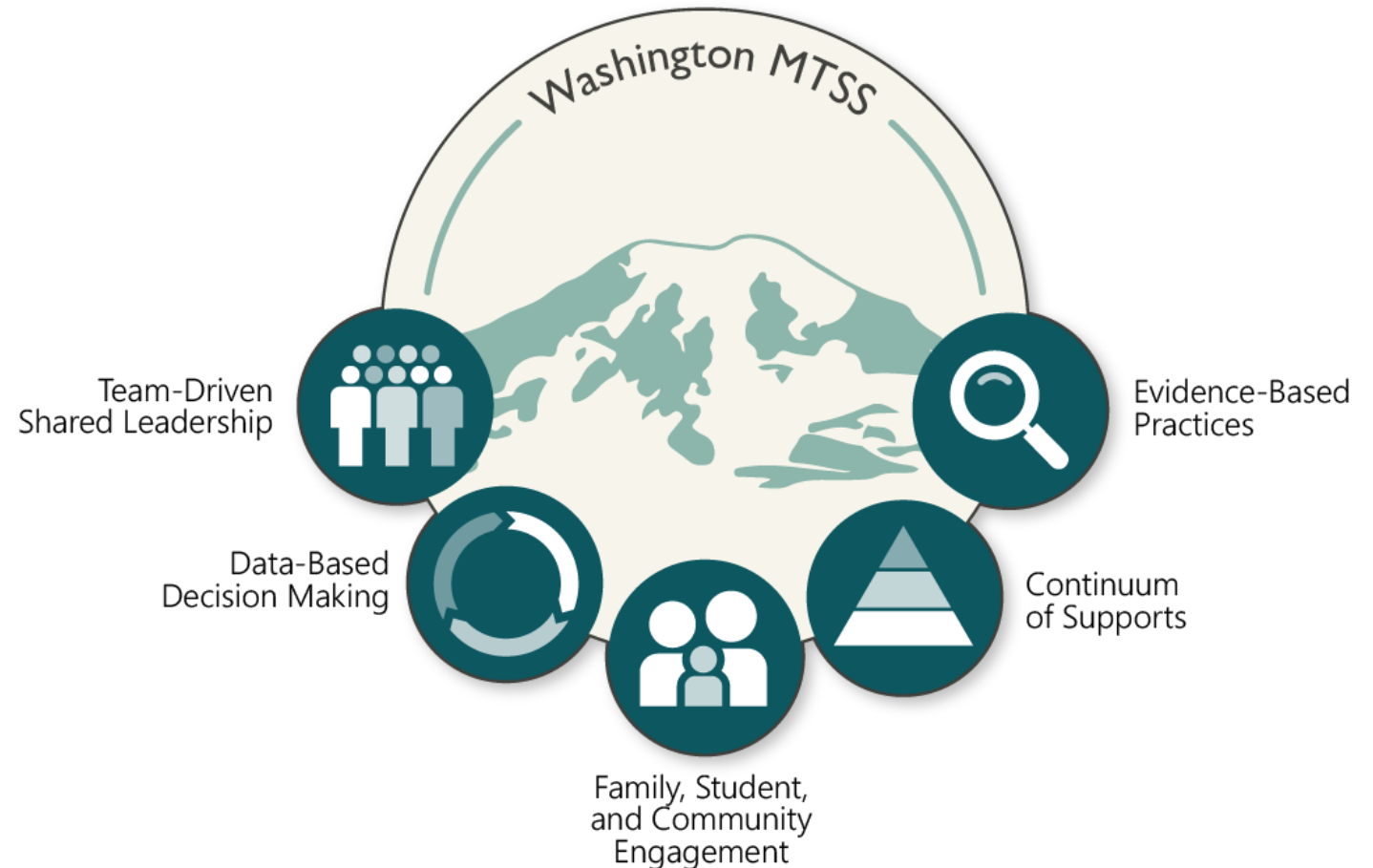


# Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

## Learn More:

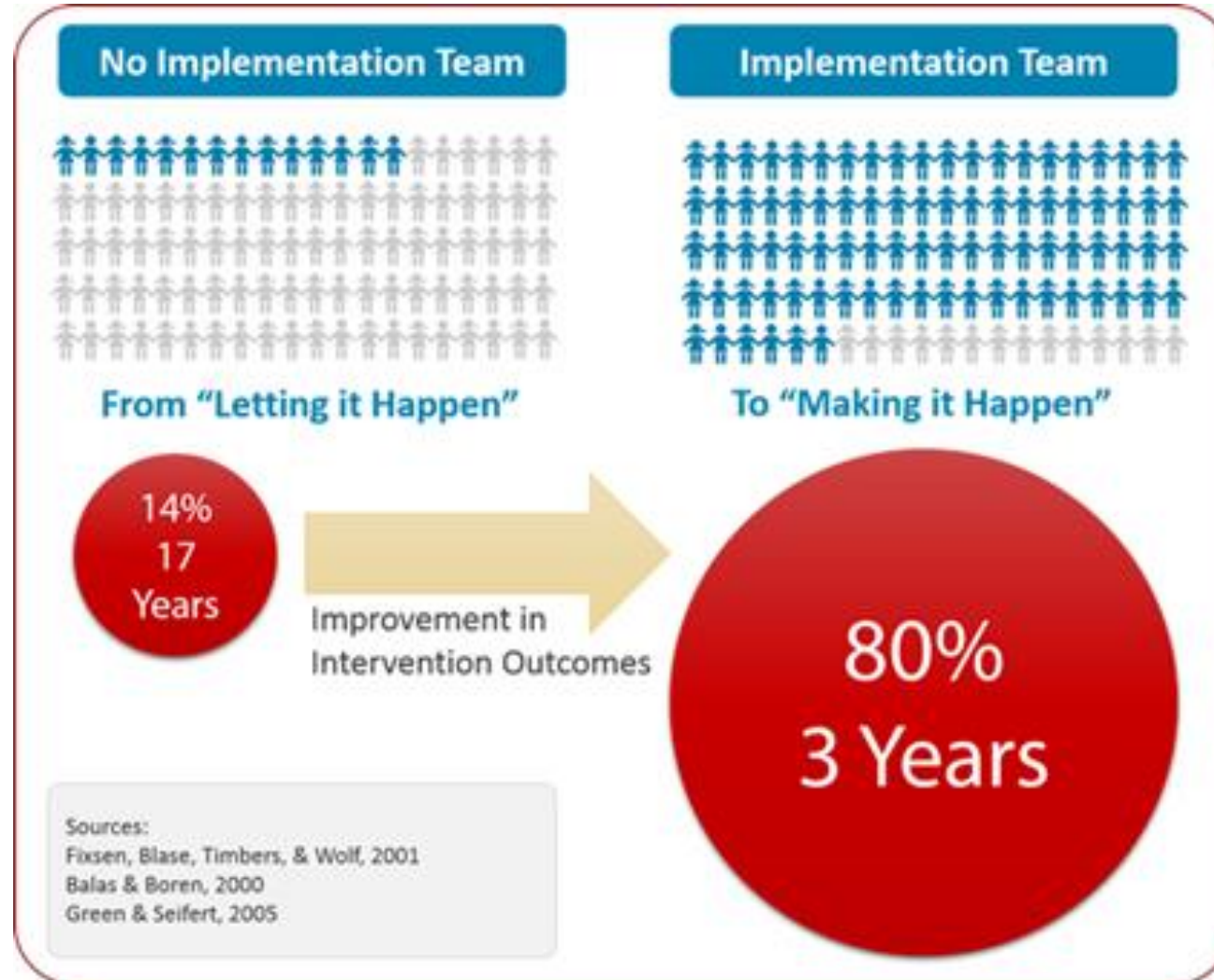
<https://www.k12.wa.us/mtss>



# Adjusting our Tiers of Support to Meet Current (and anticipated) Needs

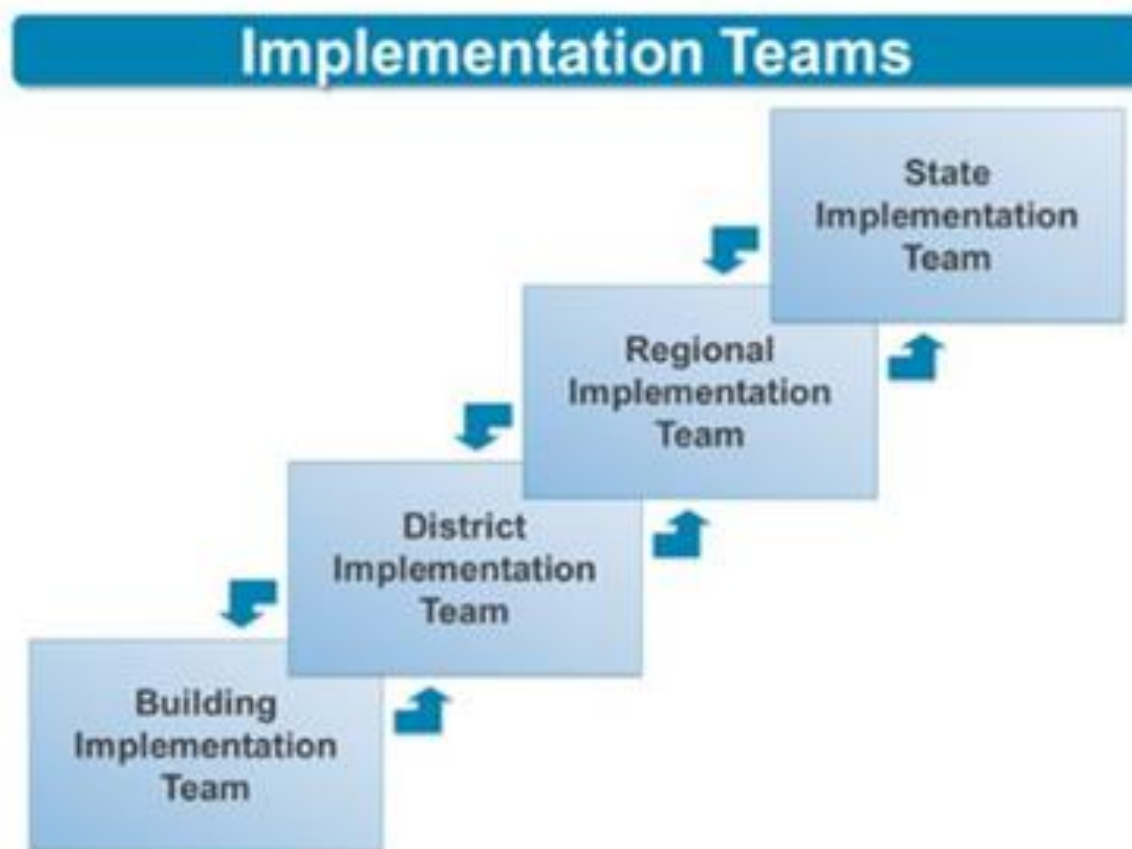


# The Importance of Teams





# Cascading Support Model



# Defining your teams, and team working agreements

| Potential Working Agreement Components |   |                         |
|--|---|-------------------------|
| Component                              | Guiding Questions   | Potential WA Components |
| Vision                                 | What's the overarching vision for your team? Does this align with your organization's vision?   |                         |
| Goals and Objectives                   | What are the main purposes of the team?   |                         |
| Scope and Boundaries                   | What are the expectations of the team's responsibilities? What boundaries exist related to their roles or functions?                                    |                         |
| Roles and Responsibilities             | Who participates and in what ways?  |                         |
| Communication Protocols                | How does this team communicate internally? How does this team communicate with other teams or entities? How is communication facilitated and how often? |                         |
| Resources available to the project     | What resources are available to support the work? What resources are important to document in the Working Agreement?                                    |                         |
| Authority                              | Over what decisions or processes does the team have authority? What are the limits of the team's authority?   |                         |
| Deliverables                           | What are expected deliverables of the team and its members?   |                         |
| Implementation Plans                   | Are there specific stage-based activities related to implementation components that should be included in the Working Agreement?                        |                         |

| Committee/<br>Work Group | Purpose | Expected Outcome | Target Audience | Schedule | Membership | Relation to School Mission & School Improvement Plan<br>(1 – low, 5 = high) | Priority<br>(1 = low, 5 = high) |
|--------------------------|---------|------------------|-----------------|----------|------------|---|---------------------------------|
|                          |         |                  |                 |          |            | 1 2 3 4 5   | 1 2 3 4 5                       |
|                          |         |                  |                 |          |            | 1 2 3 4 5   | 1 2 3 4 5                       |
|                          |         |                  |                 |          |            | 1 2 3 4 5   | 1 2 3 4 5                       |
|                          |         |                  |                 |          |            | 1 2 3 4 5   | 1 2 3 4 5                       |
|                          |         |                  |                 |          |            | 1 2 3 4 5   | 1 2 3 4 5                       |

# The power of (and need for) coaching

|                                      | <b>OUTCOMES</b><br>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom |                     |                      |
|--------------------------------------|---|---------------------|----------------------|
| <b>TRAINING COMPONENTS</b>           | Knowledge   | Skill Demonstration | Use in the Classroom |
| Theory and Discussion                | 10%   | 5%                  | 0%                   |
| ..+Demonstration in Training         | 30%   | 20%                 | 0%                   |
| ...+ Practice & Feedback in Training | 60%   | 60%                 | 5%                   |
| ...+ Coaching in Classroom           | 95%   | 95%                 | 95%                  |



# **Stepping Back: Busting the Most Common Myths**

Special education has its fair share of myths and facts about inclusion for students with significant cognitive disabilities. This resource was developed to challenge those myths and highlight the facts of why inclusionary practices work for each and every student.



**MYTH #1: COSTS OF INCLUSION**

**MYTH #2: WHO CAN PROVIDE  
SPECIALLY DESIGNED INSTRUCTION?**

**MYTH #3: READINESS FOR INCLUSION**

**MYTH #4: CURRICULUM & STANDARDS**

**MYTH #5: PARENTS & INCLUSION**

**MYTH #6: DISABILITY & PLACEMENT**

**MYTH #7: ASSESSMENT & ACADEMICS**







### MYTH #3:

Students with significant cognitive disabilities must show they are ready for the general education setting.

### FACT:

Every student is a general education student. All students have the right to be educated in general education settings.

#### The Truth Is...

- Students should not be required to reach specified benchmarks (e.g., a 2nd grader at Kindergarten proficiency) before receiving instruction in general education.
- A student's needs, rather than disability, should determine placement. For example, a student with an intellectual disability should not automatically be placed into a segregated setting.
- Mission and vision statements that read "all means all" should include the experiences of students with significant support needs.
- Students with IEPs, including students with significant support needs, should not have to "earn their time" in general education or "prove" they will not engage in challenging behaviors before gaining access to general education environments.

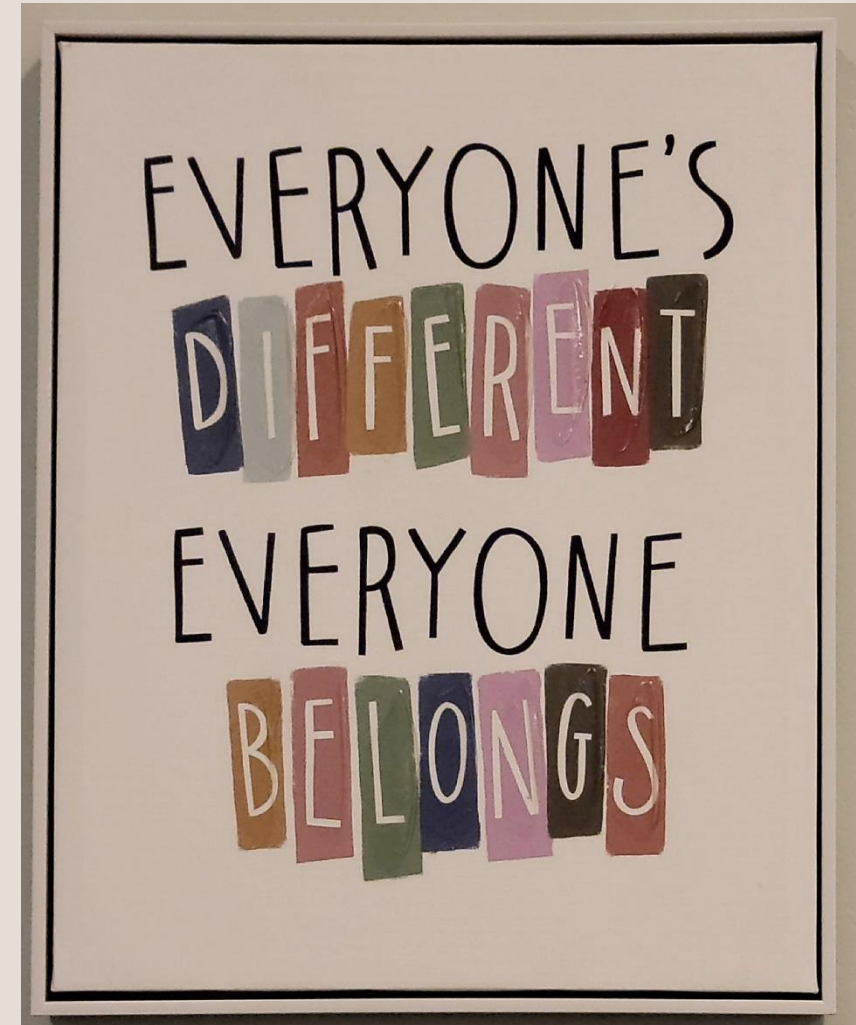
### EVIDENCE TO SUPPORT THE FACTS:

- OSPI's [Inclusionary Practices Project \(IPP\)](#) defines inclusion as all means all: Inclusive instruction rebukes the problematic perspective that students receiving special education services need to 'fit in' or 'earn their way' into general education classes. The belief that general education instruction is not malleable and that students should be making adaptations to be included in the general education setting has contributed to the continuation of two parallel systems of education in which students receiving special education services are marginalized and devalued as a result of their environmental segregation.
- TIES Center Resource: [Taking the Alternative Assessment Does NOT Mean Education in a Separate Setting!](#)
- [Outcomes of Inclusive Versus Separate Placement: A Matched Pairs Comparison. Research and Practice for Persons with Severe Disabilities](#) - Gee, K. Gonzales, M., & Cooper, C. (2020)

### STRATEGIES FOR DISPELLING THE MYTH:

- Provide [examples/frameworks that show how students with significant cognitive disabilities can engage in lessons/units](#) (e.g., lesson examples, share inclusive IEP process, and Inclusive Education at a Glance).
- Include core content data and stories about students with and without disabilities. [Identify environmental, attitudinal, and other barriers to general education curriculum and access](#). Presume competence for all and meaningfully consider supports needed for instruction in general education settings.
- Implement Universal Design for Learning (UDL) into all lesson planning and ensure students with significant cognitive disabilities are included in all aspects of classroom- and school-wide [Multi-tiered Systems of Support \(MTSS\)](#) including academic, behavior and social-emotional.
- Assign every student to the roster of a general education teacher with a seat in a general education classroom. This means that there is no negotiation about whether a student belongs in general education. It also clearly conveys that special education services are supplementary to general education.

# Inclusionary Case Study



# Mastering the Master Schedule



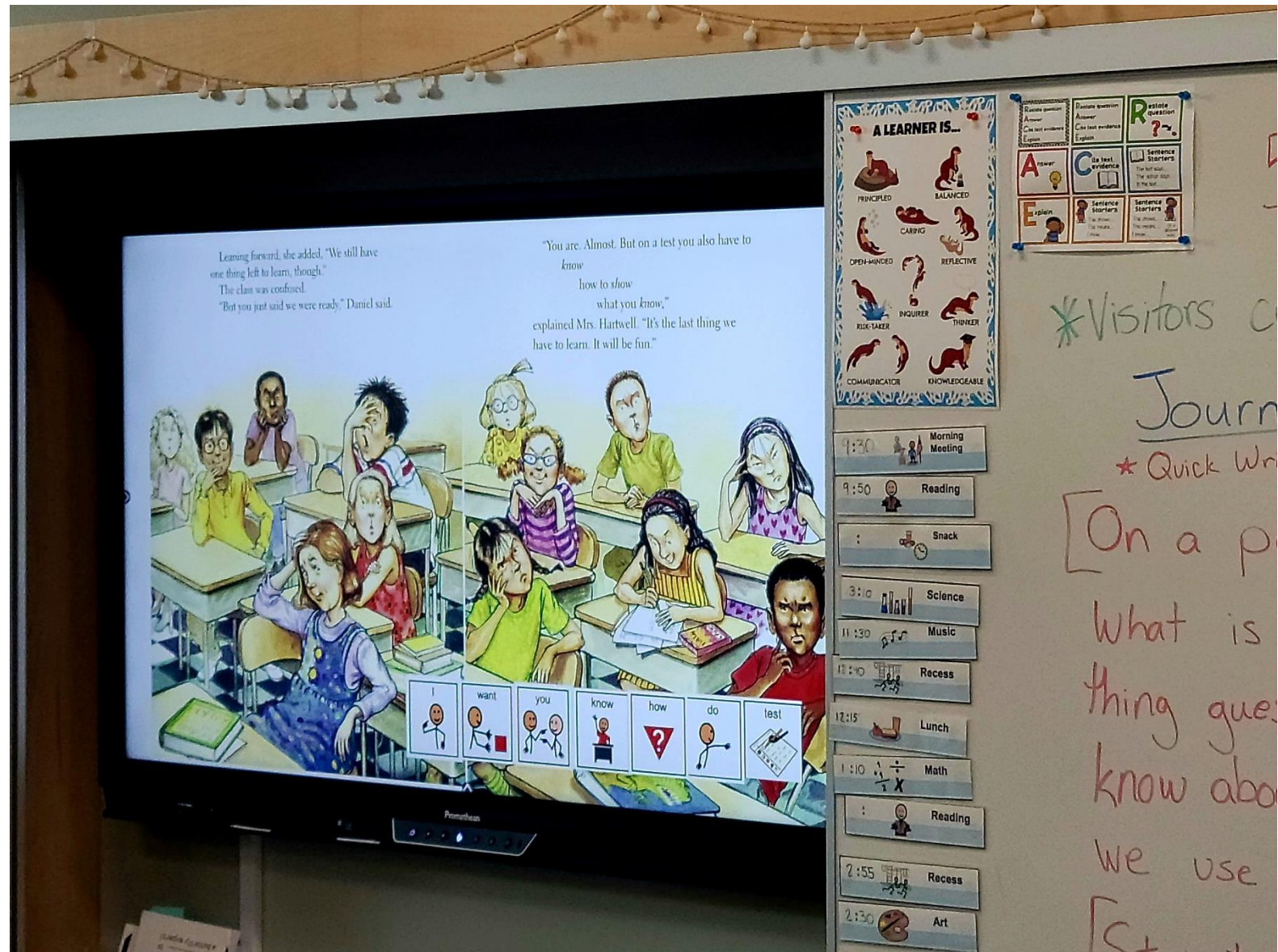
- Aligned Grade Level Blocks
- Staggered blocks across grades for interventionists to push in
- Enrichment and intervention blocks built in for reading and math
- Small group instruction occurs simultaneously across the grade level.
- Special services are designed prioritizing general education access

|                | KINDERGARTEN  | 1ST GRADE   | 2ND GRADE                                  | 3RD GRADE   | 3RD GRADE   | 4TH GRADE  | 5TH GRADE   | SPECIALIST   |
|----------------|---|---|--|---|---|--|---|--|
| 9:10-9:30 AM   | Outside Line Up/ Unload Cars & Buses                |   |  |   |   |  |   |  |
| 9:30-9:35 AM   | Morning Arrival, Announcements and Meeting          | Morning Arrival, Announcements and Meeting          | Morning Arrival, Announcements and Meeting | Morning Arrival, Announcements and Meeting          | Morning Arrival, Announcements and Meeting          | Morning Arrival, Announcements and Meeting               | Morning Arrival, Attend/ Lunch Count, Specialist Transition | Complete Arrival Duties/ Set up                              |
| 9:35-9:40 AM   |   |   |  |   |   |  |   |  |
| 9:40-9:45 AM   |   |   |  |   |   |  |   |  |
| 9:45-9:50 AM   |   |   |  |   |   |  |   |  |
| 9:50-9:55 AM   |   |   |  |   | Literacy Lesson Block                               | Math Lesson Block w/ Intervention and Acceleration Block | Specialist (9:45-10:30)                                     | 5th Grade (9:45-10:30)                                       |
| 9:55-10:00 AM  | 9:55 Writing Mini-lesson                            | Phonics/Reading Intervention and Acceleration Block | Math Lesson Block                          |   |   |  |   |  |
| 10:00-10:05 AM |   |   |  | Literacy Lesson Block                               |   |  |   |  |
| 10:05-10:10 AM |   |   |  |   |   |  |   |  |
| 10:10-10:15 AM |   |   |  |   |   |  |   |  |
| 10:15-10:20 AM |   |   |  |   |   |  |   |  |
| 10:20-10:25 AM | IRA READ ALOUD                                      |   |  |   |   |  |   |  |
| 10:25-10:30 AM |   |   |  |   |   |  |   |  |
| 10:30-10:35 AM |   | Transition  | Math Intervention and Acceleration Block   |   |   |  | Transition  | Break (Allows time for B/O out and gym set up T/F if needed) |
| 10:35-10:40 AM | Phonics/Reading Intervention and Acceleration Block | Recess (15)   |  |   | Transition  |  | Connect/Class Meeting                                       |  |
| 10:40-10:45 AM |   |   |  |   | Phonics/Reading Intervention and Acceleration Block | Specialist (10:40-11:25)                                 |   | 4th Grade (10:40-11:25)                                      |
| 10:45-10:50 AM |   |   |  | Transition  |   |  |   |  |
| 10:50-10:55 AM |   | Transition  |  | Phonics/Reading Intervention and Acceleration Block |   |  | ELA Lesson Block  |  |
| 10:55-11:00 AM |   | Literacy Lesson Block                               |  |   |   |  |   |  |
| 11:00-11:05 AM |   |   |  |   |   |  |   |  |
| 11:05-11:10 AM | Transition  |   | Transition                                 |   |   |  |   |  |
| 11:10-11:15 AM | Lunch (30)  |   | Recess (30)                                |   |   |  |   |  |
| 11:15-11:20 AM |   |   |  |   |   |  |   |  |
| 11:20-11:25 AM |   |   |  | Transition  |   |  |   |  |
| 11:25-11:30 AM |   |   |  | Specialist (11:25-12:10)                            | Transition  | Transition   |   | Transition   |
| 11:30-11:35 AM |   |   |  |   | Specialist (11:30-12:15)                            | Intervention and Acceleration Block (cont)               |   | 3rd Grade (11:30-12:15)                                      |
| 11:35-11:40 AM |   |   |  |   |   |  |   |  |
| 11:40-11:45 AM | Recess (30)   | Transition  | Lunch (25)                                 |   |   |  | Writing Lesson Block/ Writing in the Content Area           |  |
| 11:45-11:50 AM |   | Lunch (25)  |  |   |   |  |   |  |
| 11:50-11:55 AM |   |   |  |   |   | Transition   |   |  |





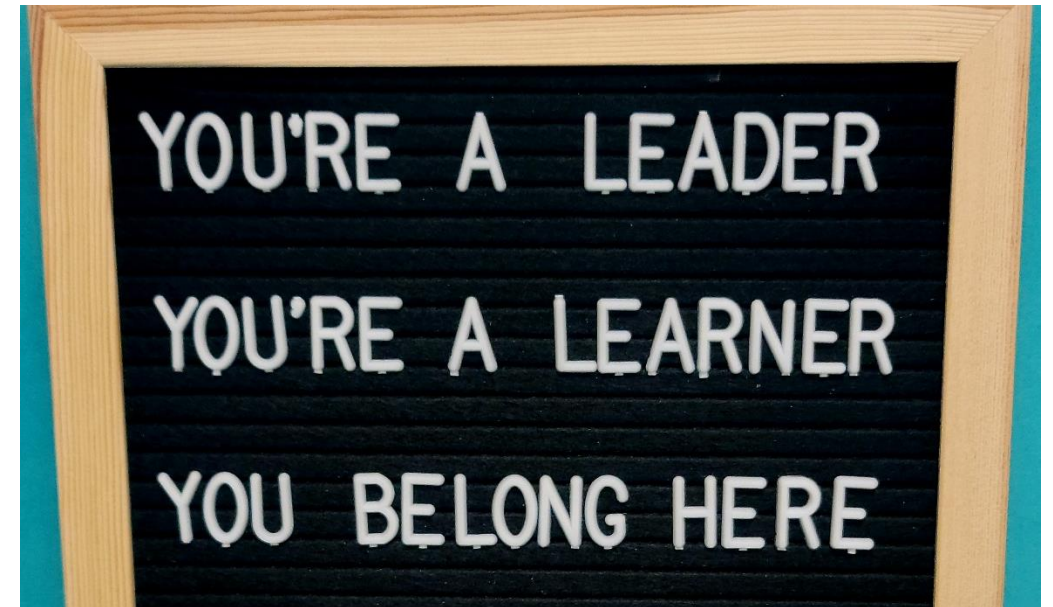
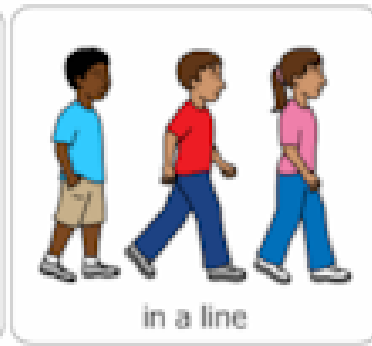
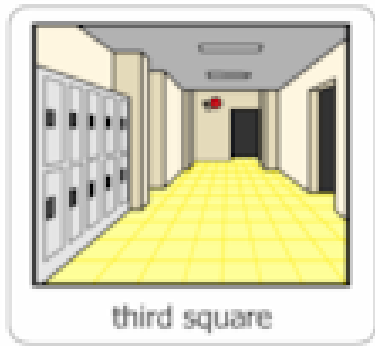
# Inclusive (Accessible!) Instruction



# (Inclusive) PBIS Expectations for All

The Ruby Bridges community took a deep dive into school-wide expectations to ensure ALL students could meet expectations...

*From this... to this!*





# Redefining schoolwide access, inclusion, community & belonging



# Behavioral Response

(Print your name) \_\_\_\_\_

WHO was involved? \_\_\_\_\_

WHEN did it happen? \_\_\_\_\_

WHERE did it happen?

Playground Lunchroom Classroom Hall Specialist Bus OTHER \_\_\_\_\_

WHAT happened?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Use back of page if you need more space)

PRINCIPLED CARING BALANCED REFLECTIVE COMMUNICATOR

OPEN-MINDED RISK-TAKER INQUIRER THINKER KNOWLEDGEABLE

How was I a leader to try to solve the problem?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# **Research to Practice: Inclusionary Practices Handbook Updates**

# Inclusionary Practices Handbook

## Introduction

Chapter 1: Collaborative Practices that Support Inclusion

Chapter 2: Inclusive Learning Environments

Chapter 3: Inclusive Teaching Practices

- Resource and guidance for general and special education teachers and administrators on inclusionary practices for students with disabilities in Washington state.
- Developed in collaboration with a committee of state partners in education.
- Staggered release.
- Content and activities from the handbook will guide professional development for the state.
- Goal is to build onto the foundation with targeted briefs on early childhood, family involvement, and leadership.



# IP Handbook Chapter Highlights

| Introduction<br>Policy and<br>research  | Chapter 1<br>Collaborative Practices<br>that Support Inclusion  | Chapter 2<br>Inclusive Learning<br>Environments   | Chapter 3<br>Inclusive Teaching<br>Practices   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>•Principles of IDEA</li> <li>•Least Restrictive Environment</li> <li>•Beliefs and mindsets about inclusion</li> <li>•Inclusionary practices self-assessment</li> </ul> | <ul style="list-style-type: none"> <li>•Collaborative team building</li> <li>•Self-assessment: collaboration and communication skills</li> <li>•Collaborative lesson planning</li> <li>•Co-teaching models</li> <li>•Collaboration with paraeducators</li> <li>•Online collaboration</li> <li>•Redefining roles and responsibilities for collaboration</li> </ul> | <ul style="list-style-type: none"> <li>•Inclusive classroom culture</li> <li>•Universal design</li> <li>•Learner-centered / flexible environments</li> <li>•Accommodations and modifications</li> <li>•Technology/</li> <li>•Assistive technology</li> <li>•SEL</li> <li>•Classroom observations for designing adaptations</li> </ul> | <ul style="list-style-type: none"> <li>•Opportunity and achievement gaps</li> <li>•Meaningful participation</li> <li>•Evidence-based practices</li> <li>•UDL/ differentiation</li> <li>•SEL and behavior</li> <li>•MTSS</li> <li>•Inclusive IEP goal writing</li> <li>•SDI</li> <li>•Inclusive Teaching Plans</li> </ul> |





# Next Steps for the IP Handbook

- Compile section one into a single resource on [OSPI IPP Webpage](#).
- Distribute handbook draft statewide.
- Gather input and feedback from educators and state partners ([click here to complete the survey](#)).
- Develop modules through [Open Education Resources Commons](#)
- Expand the handbook to include targeted briefs:
  - ☐ Inclusive Practices in Early Childhood
  - ☐ Inclusive Practices Guide for Families
  - ☐ Leadership for Inclusive Practices





# To Learn More:

- IPP Demonstration Sites & Ruby Bridges Elementary School:
  - Visit the [IPP Demosites webpage](#) to learn more and schedule a visit!
  - Project Director @ UW Haring Center: RinnaMarie Leon-Guerrero [rinalg@uw.edu](mailto:rinalg@uw.edu)
  - Principal @ Ruby Bridges: Cathi Davis [cdavis@nsd.org](mailto:cdavis@nsd.org)
- RJ Monton, OSPI Center for the Improvement of Student Learning: [rj.monton@k12.wa.us](mailto:rj.monton@k12.wa.us)
- Tania May, OSPI Special Education: [tania.may@k12.wa.us](mailto:tania.may@k12.wa.us)
- Cassie Martin, OSPI Special Education: [cassie.martin@k12.wa.us](mailto:cassie.martin@k12.wa.us)
- Rebecca Lynn, OSPI Special Education: [rebecca.lynn@k12.wa.us](mailto:rebecca.lynn@k12.wa.us)
- [OSPI MTSS webpage](#); [Inclusionary Practices Project webpage](#)











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