




Inclusive Education in District 65

Special Education Parent Advisory Council
April 7, 2021

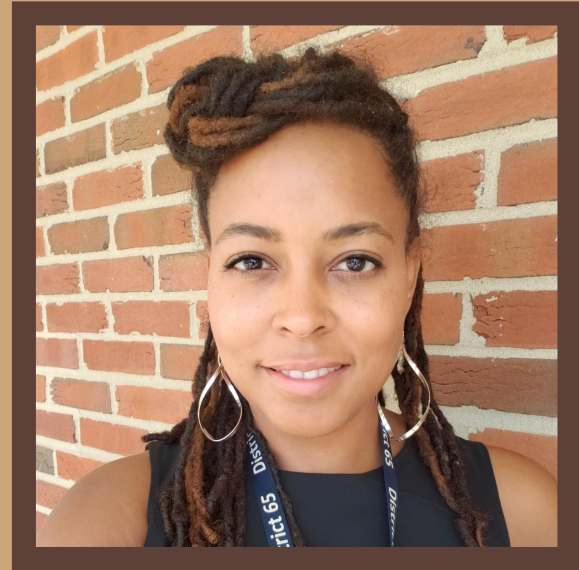


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Shannon Boatwright

D65 Special Education Content Facilitator

boatwrights@district65.net

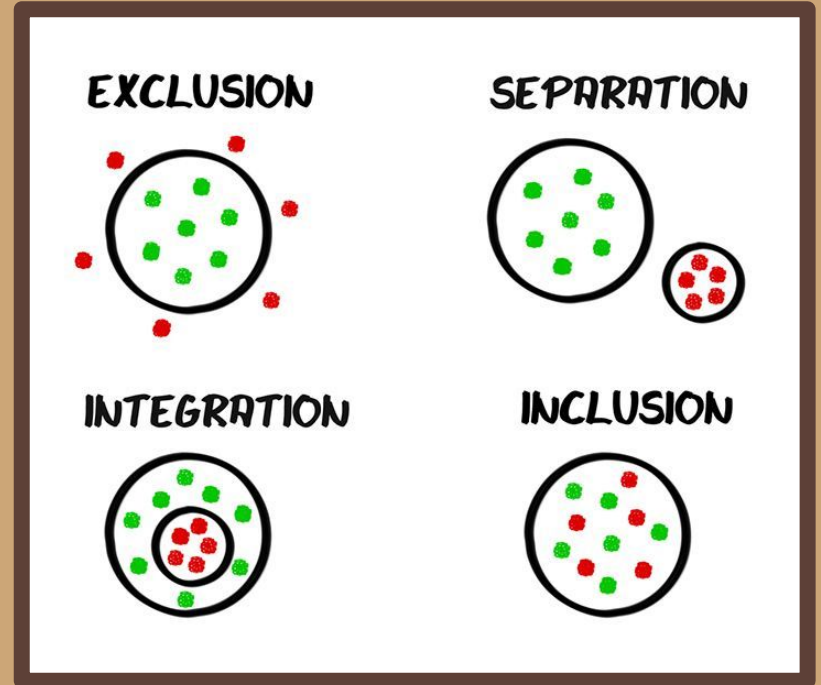


Agenda

- Inclusive Education
- Co-Teaching in Practice
- Universal Design for Learning

Inclusion

students with special needs spend most or all of their time with general education





It's important ... to realize that special education students are first and foremost general education students.

Carl A. Cohn, EdD, executive director of the California Collaborative for Educational Excellence

Individuals with Disabilities Act (IDEA) of 2004

IDEA requires that each child with a disability be educated in the least restrictive environment (LRE) which is an environment with nondisabled children to the maximum extent appropriate (300.550).

IDEA also prohibited the removal of a child with a disability from an age-appropriate regular classroom solely because of needed modifications in the general curriculum (300.552).

Inclusion Models

- Partial Inclusion
 - Students with IEPs are included in some general education classes and also spend time in a special education setting for direct instruction on specific, targeted goals.
- Full Inclusion
 - Students with IEPs receive all instruction in the general education classroom and are supported by special and general educators in a variety of ways.



Studies Show the Benefits of Inclusion Include...



Students with Diverse Learning Needs Demonstrate...

- Improved Academic Achievement
 - Stronger skills in reading and math
 - Improved memory and language skills
 - Higher rates of attendance
 - The ability to academically outperform their peers who had been educated in segregated settings
- Improved Social and Emotional Skills
 - Higher likelihood for families to be involved in the school community
 - Improved school behaviors
 - Higher likelihood to be a part of school groups
- Long Term Benefits
 - A higher likelihood to complete secondary school
 - More likely to be employed

Students with Typical Learning Needs Demonstrate...

- Increased understanding and acceptance of diversity
- More friendships with students with disabilities
- More compassion and empathy for others
- Less peer abuse (teasing, insults, social rejection)
- Less prejudice, patronizing, or pitying behaviors toward students with a disability
- Opportunities to master activities by practicing and teaching others

Educators in Inclusive Classrooms Demonstrate...

- Improved instructional practice from professional learning, collaboration, and peer modeling
- A greater capacity to support the individual needs and strengths of every student
- Higher expectations for student with disabilities
- Increased professional satisfaction

Co-Teaching

two or more educators share a classroom and provide instruction to a group of students

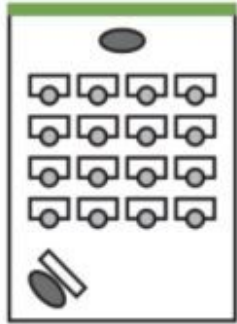




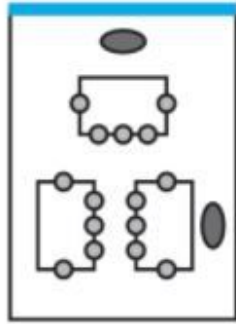
Co-teaching is defined as two teachers working together with groups of students - sharing the planning, organization, delivery and assessment of instruction as well as the physical space.

The Academy for Co-TEaching and Collaboration at St-Cloud State University

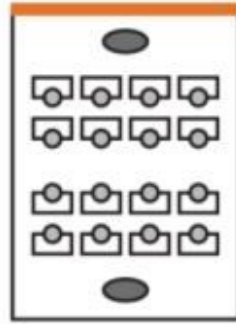
6 Models of Co-Teaching



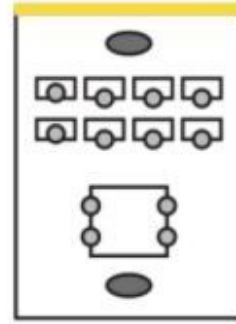
1. One teach, one observe



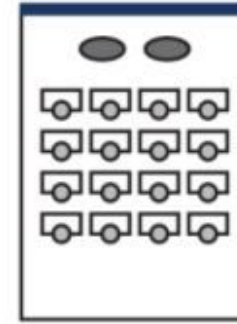
2. Station teaching



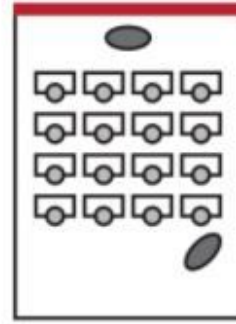
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach, one assist

● Teacher ● Student □ Desk/Table

Student Centered Scheduling Continuum

Consultation

- Students need indirect support from special education teacher

Co-Teaching Lite

- Students need direct support in the general education classroom from a special education teacher periodically (every other day, etc)

Co-Teaching

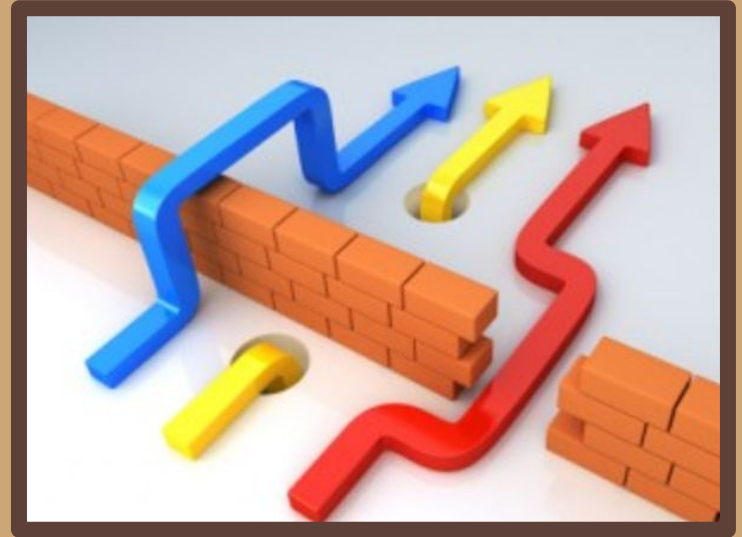
- Students need direct support daily in the general education classroom

Resource/Self-contained

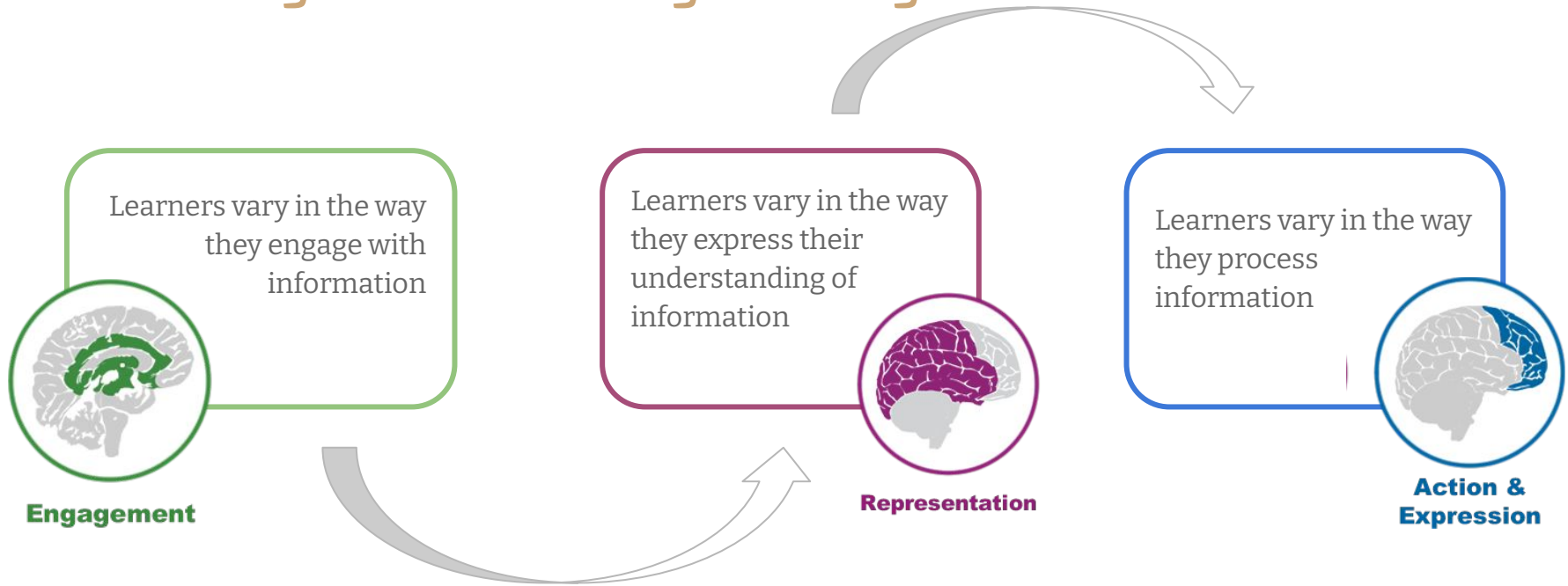
- Students need something substantially different from what is expected in the general education environment

Universal Design for Learning

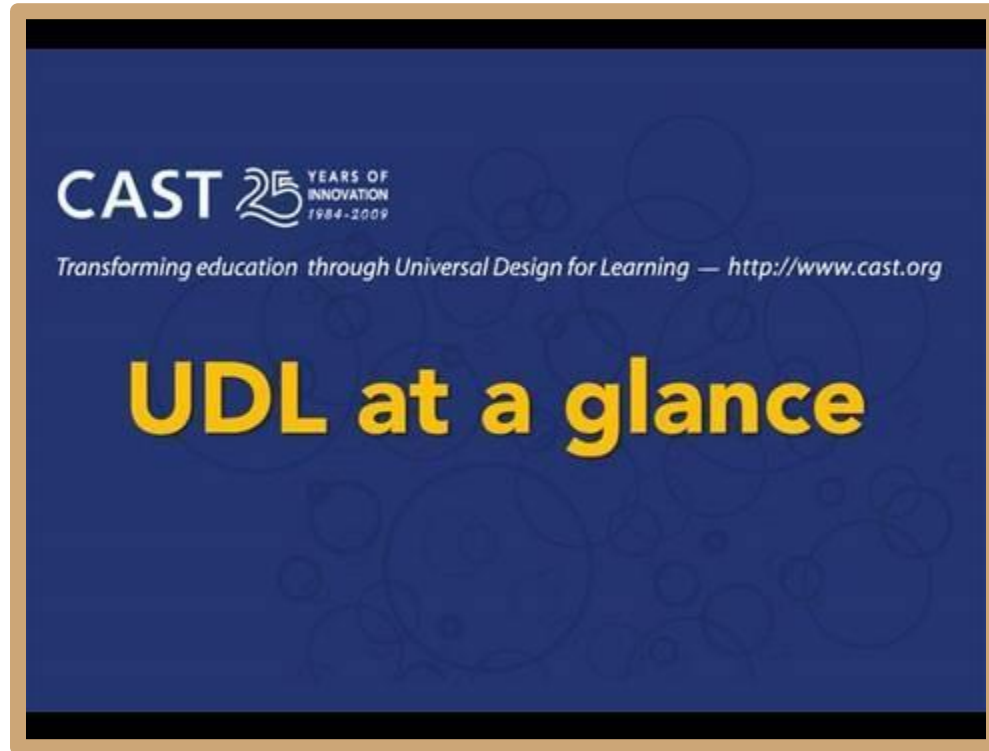
a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed.



Elevating Co-Teaching through UDL



Center for Applied Special Technology (CAST)



Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest ⁽⁷⁾

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception ⁽¹⁾

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action ⁽⁴⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence ⁽⁸⁾

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols ⁽²⁾

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation ⁽⁹⁾

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

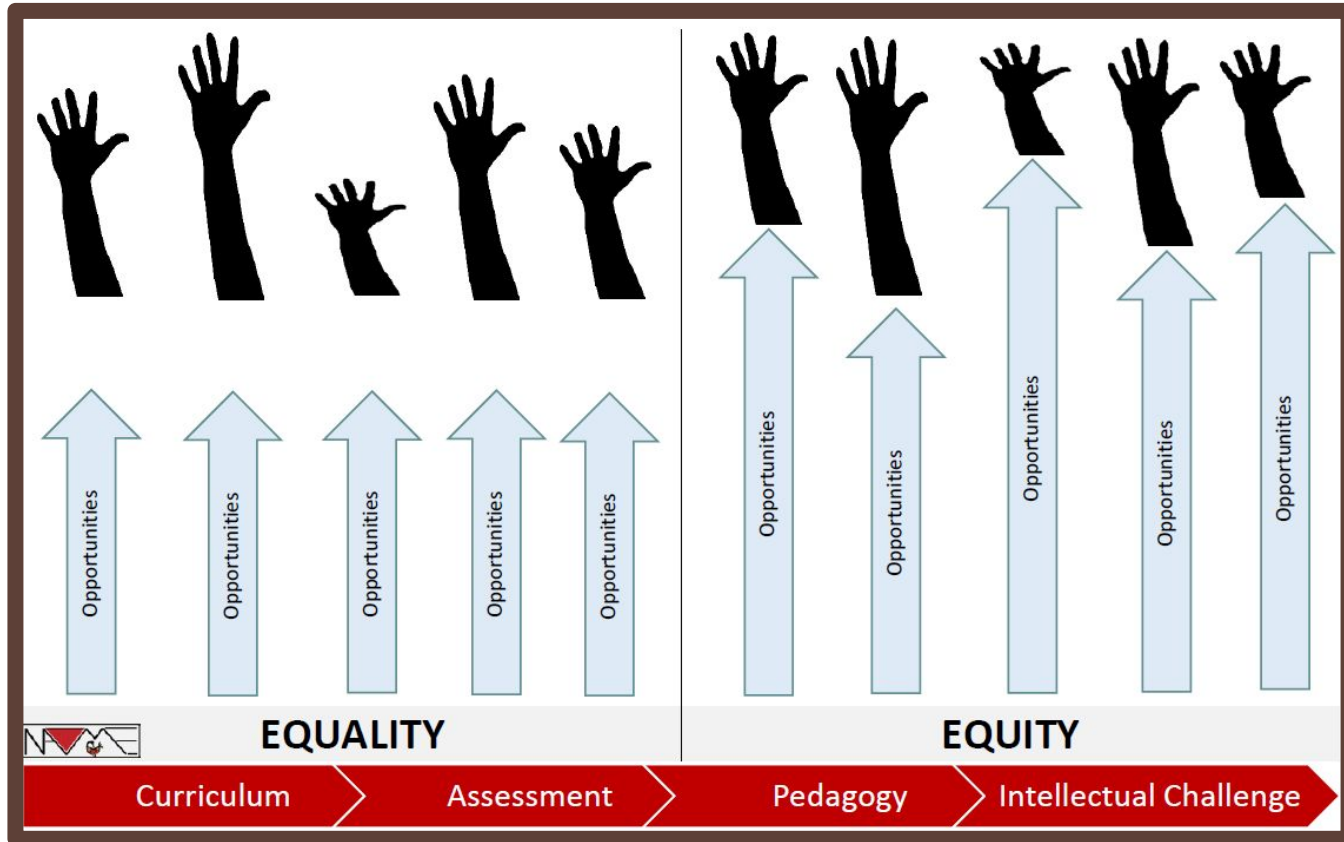
Provide options for Comprehension ⁽³⁾

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions ⁽⁶⁾

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Equality vs. Equity



Benefits of UDL

1. UDL recognizes “variability” of individual brains, helps teachers proactively plan, and removes barriers to learning to meet the needs of all learners.
2. UDL allows for the development of expert learners. Moving from external to internal motivation for learning. Utilizing strengths and developing areas of growth.
3. UDL fixes the curriculum, not the learner

Thank you for your time!

