INSTRUCTIONAL RESOURCES TO SUPPORT STUDENTS WITH DISABILITIES

As California (CA) strives to support the educational success of each and every student, local educational agencies are poised to create learning environments that are universally designed, rigorous, and inclusive of all learners. Although CA has seen gains for its overall student population, schools are still challenged with attaining the same level of improvement for students with disabilities. To support LEAs in addressing the needs of CAs diverse learners, a set of instructional resources have been gathered to assist them. These resources are organized into four focus areas identified through research as critical for improving outcomes for students with disabilities. Research supports that students with disabilities who begin their earliest educational experience in the most inclusive learning environment, and whose social emotional well-being and language-literacy skills are met and developed, attain better educational outcomes.

SIP

RIVERSIDE COUNTY SELPA

RIVERSIDE COUNTY OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D. | County Superintendent of Schools

West San Gabriel Valley Special Education Local Plan Area (SELPA)

san diego county office of EDUCATION
FUTURE WITHOUT BOUNDARIES™

SELPA Content Lead EVIDENCE Based Practices Autism

CAPTAIN
California Autism Professional Training and Information Network

THE EL DORADO SELPAs
Special Education Local Plan Area

Humboldt-Del Norte SELPA
Special Education Local Plan Area

Solano County Office of Education

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CCSA
California Charter Schools Association

UC DAVIS
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The Students with Disabilities Collective consists of multiple state and local agencies working in partnership to share ideas in order improve educational outcomes for students with disabilities in California.
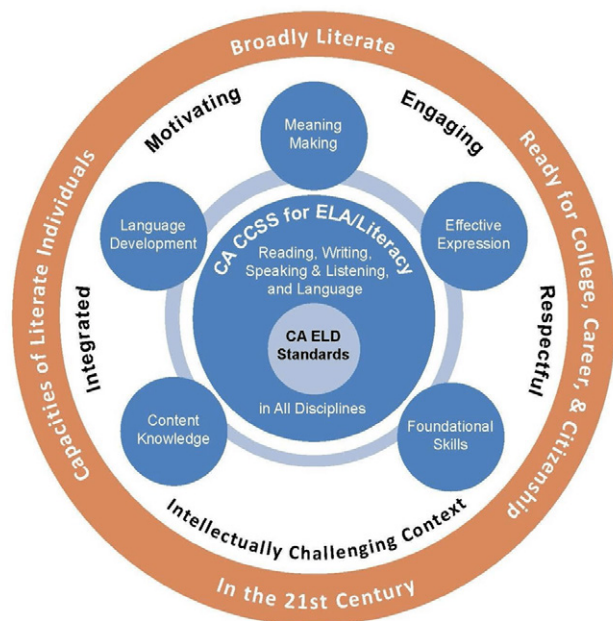
LITERACY

CLOSING THE ACCESS/OPPORTUNITY GAP

WHAT IS LITERACY?

The California English Language Arts/English Language Development Framework (2015 defines literacy as reading, writing, speaking, listening, and using language to make meaning and demonstrate understanding. Development of literacy skills involves access to a variety of literature types that represent different identities and perspectives, are culturally and linguistically diverse, and across the disciplines.

CALIFORNIA FOR ALL

Literacy skills are fundamental to accessing instructional content across disciplines, and essential for meeting expectations for students in preparation for college and the workforce. Literacy skills demonstrate a student's communication, social interactions, and problem solving abilities. Universal Design for Learning (UDL) can significantly support students meeting their literacy goals.

In California for All, each and every student has the ability to grow literacy skills and meet proficiency levels, including those articulated in Individualized Education Programs (IEP).

LITERACY'S IMPACT ON STUDENTS WITH DISABILITIES (SWD)

Based on the California School Dashboard, students with disabilities perform lower than their peers in English Language Arts and Mathematics. In addition, other indicators such as graduation rate and college or career outcomes affirm that students with disabilities are not experiencing the same success as their peers.

An even more drastic gap exists in Math where all students score -33.5 points below standard and Students with Disabilities score -119.4 points below standard. Considering the impact of literacy among students with disabilities, especially across content and as necessary for communication, reconceptualizing literacy opportunities and materials is also necessary (Kliewer, 1998). Explicit instruction in reading is a key aspect of high leverage instructional practices, such as collaborative strategic reading, and is known to support struggling readers to become more effective readers.[1]

21ST CENTURY ACCESS FOR ALL

Literacy for all is supported in the CA Standards for Career Ready Practices, namely Practice #2: Communicate clearly, effectively, and with reason. This expectation is for successful matriculation into the career market (after high school or following additional formal education/training/certification). Supporting high levels of literacy for SWD supports the CA expectation for a skilled and prepared workforce.

LITERACY

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CONNECTING THE DOTS

All students, regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are to be provided with the most inclusive learning environment. This ensures that all students have the opportunity to participate in the general education curriculum, instruction, and activities of their grade level peers. Promoting the maxim "All Means All," ensures LEAs and schools successfully implement efforts to meet the needs of each and every student.
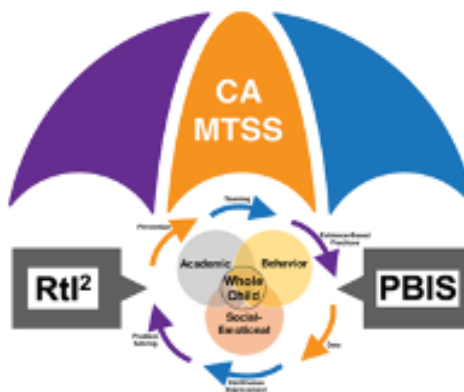
California's Multi-Tiered System of Support includes 3 important features of equal value:

- Inclusive Academic
- Behavior
- Social/emotional Instruction

When considering the needs of the whole child, educators may provide increasing levels of support and interventions. Advanced tier interventions are available,

regardless of eligibility for other supports and services. All students have access to a universal core curricula for content areas that are research-based and aligned to content standards and frameworks.

Educators differentiate instruction and intentionally design lesson plans using the principles of Universal Design for Learning. In addition, flexible grouping of students maximizes student engagement and participation.

INCLUSIVE ENVIRONMENTS

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WHY INCLUSIVE EDUCATION?

"Because special education is a service, not a place."

EDUCATIONAL EQUITY DEFINED:

The educational policies, practices, and programs necessary to: (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected status; and (b) provide equitable educational opportunities to ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth (Bitters, 1997).

BENEFITS OF INCLUSION FOR STUDENTS WITHOUT DISABILITIES:

Greater Gains in Math and Reading

Reduced Fear of Differences

Empathy Increased Across Peers and Stakeholders

Improved Self-Concept

Increased Social Cognition

Better Ethical Principles

BENEFITS OF INCLUSION FOR STUDENTS WITH DISABILITIES:

Higher Rates of Academic Performance

Higher Student Engagement

More Satisfying and Diverse Friendships

Improved Communication

Less Disruptive Behaviors

Better Outcomes Post High School

RESOURCES   www.sipinclusion.org

• Multi-Tiered System of Support   • CAPTAIN   • PBIS Coalition   • Inclusive Schools Network

INCLUSIVE ENVIRONMENTS

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HOW TO CREATE INCLUSIVE EDUCATION ENVIRONMENTS

Building sustainable inclusive environments involves intentional re/design of culture, policies, and practices driven by cohesive leadership teams (Booth & Ainscow, 2002).

POLICY · PRACTICE

CULTURE OF INCLUSION

SUPPORTING INCLUSIVE PRACTICES (SIP) BLUEPRINT FOR INCLUSION

Envisioning
- Cohesive Leadership
- Vision, Mission and Values
- Communicating Clarity and Urgency of Purpose
- Persuasion and First Adopters

Building
- Data Collection with Stakeholder Input
- Root Cause Analysis
- Clear Strategy
- Goals and Measures
- Policies and Practices

Implementing
- Promote a Culture of Growth
- Deepening Learning and Coaching
- Creating Capacity
- Shared Accountability
- Clear Messaging and Dissemination of Information Across Stakeholders

Scaling Up
- Organization-wide Practices
- Increased Resources

Paying It Forward
- Serve as an Exemplar
- Share Expertise, Experiences, and Resources
- Network and Champion Inclusion

Progress Monitoring and Continuous Improvement

THE EL DORADO SELPAs
Special Education Local Plan Areas

RIVERSIDE COUNTY OFFICE OF EDUCATION

INCLUSIVE EARLY LEARNING

CLOSING THE ACCESS/OPPORTUNITY GAP

IF WE ENSURE YOUNG CHILDREN ARE INCLUDED SO THEY WILL LEARN AND THRIVE THEN WE...

- Create a culture of inclusion beginning in the very earliest learning and care settings so children and families continue to foster acceptance and belonging by honoring diversity.

- Set each and every child up for success by promoting early language acquisition and communication competencies, positive socialemotional skills, and foundational skills for lifelong learning.

- Develop a sense of shared commitment among educators, families and caregivers to create a community of inclusion.

INCLUSIVE EARLY LEARNING AND CARE

- All children have access to classrooms and programs in our educational systems that address their unique range of needs.

- Universally designed environments,-classrooms and instruction so all kids have access.

- Supports, resources, and professional learning available so providers feel confident and capable of meeting the needs of children.

- Families are meaningfully engaged.

- Co-teaching and shared responsibility for learning of children in classrooms and programs.

> The U.S. Department of Education (ED) and US Department of Health and Human Services (HHS) 2015 policy statement on inclusion in early childhood programs states that, "children with disabilities who spend more time in general education classes tend to be absent fewer days and have higher test scores in reading and math than those who spend less time in general education classes; spending more time in general education classes was related to a higher probability of employment and higher earnings; desired outcomes are achieved only when young children with disabilities are included in social and learning opportunities with typically developing peers several days per week; and inclusion in early childhood settings followed by inclusion in elementary school can sustain these developmental gains." Read the full policy statement

INCLUSIVE EARLY LEARNING

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EARLY CHILDHOOD INCLUSIVE MINDSET

ACCESS • PARTICIPATION • SUPPORTS

Embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

- Sense of belonging and membership.

- Positive social relationships and friendships.

- Development and learning to reach their full potential.

- The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

When Schools build relationships and conduct short-term planning with partner agencies & private preschools to eliminate, to every extent possible, segregated settings for young children.

When Teachers support child care providers by sharing expertise and facilitating access to high quality early learning opportunities for each and every child.

When Parents advocate for their child's access to and participation in inclusive pre-school programs.

Then students with disabilities will enjoy friends who are of the same age and will be included as members of the larger community of learners.

RESOURCES

- Supporting Inclusive Early Learning
- Teaching Pyramid
- Supporting Inclusive Practices (SIP)
- CA Inclusion & Behavior Consultation (CIBC)
- Map to Inclusive Child Care Project

- California Early Childhood Online (CECO)
- Family Partnerships and Culture Document
- California Early Start Neighborhood
- Preventing Suspension & Expulsion of Young Children
- Inclusion Works
- PITC Infant/Toddler Caregiving Guides

- Zero to Three
- Seeds of Partnership
- CDC's Milestone Tracker
- Desired Results Access Project
- Early Learning & Care Division Resources
- Preschool English Learner

POSITIVE BEHAVIOR SUPPORTS

CLOSING THE ACCESS/OPPORTUNITY GAP

WHAT ARE POSITIVE BEHAVIOR SUPPORTS (PBS) & POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)?

PBS
A set of research-based practices used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.

PBIS
A multitiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (Sugai et al., 2000).

PBS may be implemented with individual students and/or they can be implemented at a school-wide level using a multi-tiered systems framework.

RESOURCES
- California PBIS Coalition
- Positive Environments Network of Trainers (PENT)
- CAPTAIN
- MTSS / SUMS Initiative

WHY CONSIDER POSITIVE BEHAVIOR SUPPORTS?

- Problem behaviors are the number one reason why students with disabilities are excluded from academic and social opportunities.

- Students with disabilities lose an average of 22 more days of instruction compared to students without disabilities and black students with disabilities lose 49 more days than white students with disabilities as a result of out of school suspensions.

- Exclusionary discipline practices have been found to be highly ineffective and are associated with decreased school engagement and academic achievement[1] and increased rates of future behavior incidents,[2] school dropout [3] and arrests.[4]

- Use of PBS can improve outcomes and reduce the need for more restrictive placements, exclusionary discipline practices and potentially the use of emergency interventions such as restraint or seclusion.

- In schools where PBIS is being implemented with fidelity, improvements were found in office discipline referrals, suspensions, school safety and climate, academic achievement, and bullying.[5]

- Positive behavior supports build educator skills and reduce teacher burnout resulting in increased teacher retention.
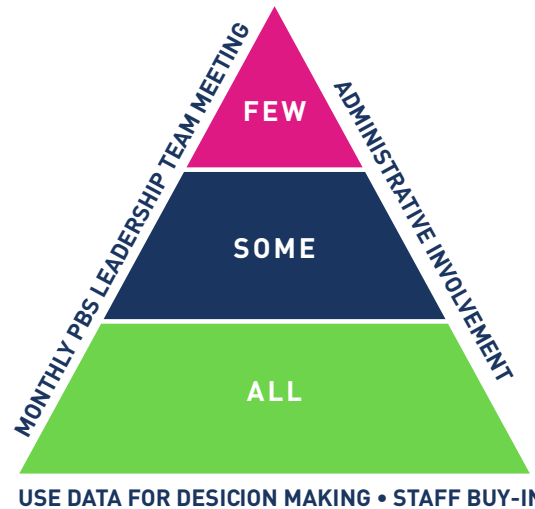
POSITIVE BEHAVIOR SUPPORTS

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EFFECTIVELY IMPLEMENTING POSITIVE BEHAVIOR SUPPORTS

- Systems outlined within the PBIS framework are needed to create a context for positive behavior supports to be used effectivly and efficiently.

- High quality preservice and in-service professional learning opportunities are the most efficient manner to disseminate the knowledge and skills needed for implementation of PBS.

- Behavioral expertise is needed on school teams to support all students, including those with IEPs who need PBS.

- Paraeducators are being increasingly relied on to work with higher needs students therefore, training and coaching in PBS is needed as part of paraeducator preparation.

- Creating a culture and climate that supports variations in behavior and social competency is a fundamental goal of PBS so that peers are able to respond to the range of needs appropriately.

- Families who have children experiencing challenging behavior may feel isolated and unsupported therefore parent education, resource and referral are necessary to create positive and sustained relationships.

MONTHLY PBS LEADERSHIP TEAM MEETING

ADMINISTRATIVE INVOLVEMENT

FEW

SOME

ALL

USE DATA FOR DESICION MAKING • STAFF BUY-IN

- Functional Behavior assessent & individual behavior plans
- Individual counseling
- Parent collaboration
- Wrap-around

- Check-in Check-out
- Mentoring
- Small group Social Skills & Social Emotional learning
- Increased parent involvement
- Data-based decision making & monitoring

- Established School-wide expectations
- Regular teaching of expectations
- Systematic social skills teaching
- School-wide recognition systems
- Firm, fair & corrective responses to discipline
- Evidence-based curriculuum & strong classroom management

FOOTNOTES

[1]Arcia, 2006; Cholewa, Hull, Babcock, & Smith, 2018; Losen, Hodson, Keith, Morrison, & Belway, 2015; Morris & Perry, 2016; Noltemeyer, Ward, & McLoughlin, 2015
[2]Theriot, Craun, & Dupper, 2010
[3]Rumberger & Losen, 2016

[4]Fabelo et al., 2011; Mowen & Brent, 2016; Noltemeyer et al., 2015
[6]Bradshaw, Koth, Thornton,& Leaf, 2009; Bradshaw, Mitchell, & Leaf, 2010; Childs, Kincaid, George, & Gage, 2016; Gage, Leite, Childs, V& Kincaid, 2017; Horner, Sugai, & Anderson, 2010; Sadler & Sugai, 2009; Simonsen et al., 2012; Waasdorp, Bradshaw, & Leaf, 2012