Practices That Support Students with Disabilities

An Elementary School Inclusion Story

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Contacts

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What are your fears or concerns in working with special education?
Learning Intentions

• To build understanding about how developing systems of inclusive setting disrupt inequities and ensure students with disabilities gain equitable access to high quality standards-aligned instruction.

• To understand how inclusive settings facilitate systems and structures in special education programs that improve students’ access to grade level standards-aligned high quality teaching and learning.
Success criteria

• I can articulate a rationale why a school community benefits from an inclusive setting system that ensures students with disabilities have access to high quality teaching and learning.

• I can articulate next step(s) to increase access to high quality standards-aligned instruction for students with disabilities.
What might these individuals have in common?
Differently-Able
IDEA – Individuals with Disabilities Education Act

Figure 1. Percentage distribution of children ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2011–12

Disability type

- Specific learning disabilities: 36%
- Speech or language impairments: 21%
- Other health impairments: 12%
- Autism: 7%
- Intellectual disability: 7%
- Developmental delay: 6%
- Emotional disturbance: 6%
- Multiple disabilities: 2%
- Hearing impairments: 1%
- Orthopedic impairments: 1%

NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 1 percent of children served under IDEA. Due to categories not shown, detail does not sum to total.

California distribution of students in Special Education

Low Income = 14%  ELL = 23%  Foster Children = 33%

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Enrollment</th>
<th>Percentage</th>
<th>Disability Type</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>43,750</td>
<td>6.09%</td>
<td>Orthopedic Impairment</td>
<td>12,293</td>
<td>1.71%</td>
</tr>
<tr>
<td>Hard of Hearing</td>
<td>10,325</td>
<td>1.44%</td>
<td>Other Health Impairment</td>
<td>76,122</td>
<td>10.6%</td>
</tr>
<tr>
<td>Deaf</td>
<td>3,531</td>
<td>0.49%</td>
<td>Specific Learning Disability</td>
<td>284,196</td>
<td>39.58%</td>
</tr>
<tr>
<td>Speech and Language</td>
<td>160,071</td>
<td>22.3%</td>
<td>Deaf Blindness</td>
<td>116</td>
<td>0.02%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>3,864</td>
<td>0.54%</td>
<td>Multiple Disability</td>
<td>6,435</td>
<td>0.9%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>24,214</td>
<td>3.37%</td>
<td>Autism</td>
<td>90,794</td>
<td>12.65%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>1,744</td>
<td>0.24%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Enrollment of Special Education Students by Disability Type

CASEMIS Dec 2014
Our range of learners
Our range of learners
What are your fears or concerns in the work of ensuring students with disabilities have access to high quality standards-aligned instruction?
Current Reality

What are some current practices already existing at your school(s) that provide equitable access to high quality standards-aligned teaching and learning?
Ericson’s Transition to Inclusive Settings

• The Why, The What, and The How
  o Hehir Report
  o School Culture
  o Rationale
  o Behavior
  o Belief Systems
The Why

Ericson’s Purpose for Inclusive Education

1. Gen. Educ. is the Least Restrictive Education (LRE) and SpEd is a service not a place.

2. Increase sense of community in which everyone belongs, is accepted, and is supported by his or her peers and other members of the school community.

3. Increase opportunities of students with disabilities to interact with gen. ed. curriculum and gen. ed. peers; Flexible groupings, authentic and meaningful learning experiences and developmentally-appropriate curricula are accessible to all students.

4. Increase opportunities for students with disabilities to see examples of age appropriate behavior and age appropriate interactions.

5. Increase general education population’s perception of diverse functioning of students.

6. To value and celebrate diversity.

7. Staff have changed roles that are more collaborative.

8. There are new forms of accountability.

9. All students work toward the same educational outcomes based on high standards.

10. Research-based instructional strategies are used, and natural supports networks are fostered across students and staff.
The What

• Disband the SDC classrooms (excluded students)
• Create intentional partnerships with gen. ed. teachers and classrooms where students will feel accepted and belonged
• Service Delivery – Learning Centers
• Scheduling
• Environment
• Roles of Special Education team (especially during the 1st week)
The How

• Home room in gen. ed.
  o scheduling,
  o roster

• Collaborative support for students and teachers
  o All hands on-deck and everyone supported the process

• Special Education team collaboration
  o Calendars
  o Continue to check in to evaluate the process
    • prior 1-2x per week for 6 months
    • during
Reflect

Talk to a partner or group about what you heard and what resonated with you.

What are 1-2 things that you can see yourself trying on based on your current reality?
Key Outcomes & Successes

- Students
- Teachers and Staff
- Principal
- School Community
Keith Jones

“There’s no one exempt from a disability community…”

- Federation for Children with Special Needs, 2008 Visions of Community Conference
Q & A

- ask
- who?
- discover
- what?
- when?
- knowing
- investigation
- how?
- why?
- who?
- challenge
- who?
- clues
- asking questions
- discover questions
- where?
- how?
- why?
- questions
Thank you for listening to our story!
Please fill out the survey to help us improve our service to you.

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