

All Students are General Education Students

How Do You Create Comprehensive Inclusive Education Programs?
Focus on General Education Membership,
Active Participation and Learning

National Down Syndrome Congress Webinar
October 14, 2021



The national technical assistance center on inclusive practices and policies with a focus on students with significant cognitive disabilities.
www.tiescenter.org



Join Our E-Newsletter

Time (T)

- Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of school day

Instructional Effectiveness (I)

- Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classroom

Engagement (E)

- Engagement with general education curriculum AND age-grade peers

Support (S)

- Support at both state and district level and shared ethic of thinking inclusion first

Introductions and About Us



Terri Vandercook



Ricki Sabia



Jennifer Sommerness



Gail Ghere



Who is here today?

Use mentimeter:

<https://www.menti.com/jraxqwr5jr>



Today, we will share and discuss:

- Developing IEPs that support inclusive education for students with the most significant disabilities – a TIES Parent Brief
- A Comprehensive Inclusive Education Program
 - Processes for **collaboration** between General Education, Special Education and Families that support implementation.
 - A plan for developing **Inclusive IEPs** that can be built into a district's IEP process
 - The **Education-at-a-Glance** tool and how it can be used to organize many aspects of a student's day
- Overview the array of TIES Center's resources



Three Words:

What three words describe the planning process used to develop your child's educational plan, especially as it relates to general education membership, active participation, and learning?

<https://www.menti.com/jraxqwr5jr>





Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities



Ricki Sabia, Martha L. Thorlow, and Sheryl S. Larsons

The Individualized Education Program (IEP) is important for all students with disabilities who receive special education services. IEPs that support inclusion are especially critical for students with the most significant cognitive disabilities who participate in a state alternate assessment aligned to alternate academic achievement standards (AA-AAAS), as well as for those in grades PreK-2 who may not yet take state assessments. Currently, a very small percentage of these students are educated in regular education classrooms.¹ Thus, IEPs of students

with the most significant cognitive disabilities should be written to support inclusion in the general education curriculum and, ideally, the general education classroom. Taking an alternate assessment does NOT mean a student must be educated in a separate setting.²

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be educated in the Least Restrictive Environment (LRE). Even though IDEA also talks about the requirement that local

Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities ~ Parent Brief ~

https://z.umn.edu/IEP_Parent_Brief



Topics Covered in IEP Parent Brief

- Discusses legal background for inclusion
- Goes through the components of the IEP (e.g. Present levels of performance, goals, modifications, accommodations, supplementary aids and services etc.) to demonstrate how to address inclusion in each section
- Provides information on other topics that are helpful to IEP development (e.g. IQ testing, accessible materials, behavioral support etc.)
- In each section there are links to resources
- At the end there is a summary of key points



In one-week, in different meetings for the same student:

"If I could only see how his IEP fits with the grade level content, I could figure out how to make it work." (General Education Teacher)

"I am supporting him with his general education class work at home, but when do we work on his IEP goals?" (Parent)

"Agreed, but unsure about how to make that integration happen" (Special Education Teacher)

How do we do this?
What does this look like?



A Comprehensive Inclusive Education Program =

General Education
Curriculum & Routines



Their 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 IOE:		
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Relationship to child:	
Date of birth: ____/____/____	Address:	
School:	Phone (day/evening): ____/____	
Grade:	Phone (cell):	
Providing District (Name/number):	Email:	
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:



IEP's Job

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 & the Inclusive IEP

1.
Collaborative
Conversation

2.
Creating an
Inclusive IEP

3.
Education
Day-at-a-Glance

4.
Ongoing
Collaboration

"Each child is a general education student"

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



Part 1: Initial collaborative conversations

Comprehensive Inclusive Education: General Education and the IEP

Focus on the general education
curriculum & instruction & context

Focus on the individual student

Part 1. Initial Collaborative Conversations

Tool:
*Start Your
Collaboration
Out Right!*

Identify the priority **grade-level general education standards** for each content area for all students. Completed by the General Education teacher(s).

Having met with the family, share their **long-term vision** for the student as well as the student's long-term vision.

Tool:
*3 Overarching
Learning
Components*

Review the present level of knowledge and skills in the **three learning components** based on current student data. Share areas of strength and for growth.

Part 1: Initial collaborative conversation



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.



Team Discussion— inclusive of the family

- Share information on a student's full educational program and role of the IEP

Part 1: Initial collaborative conversations

General and special educators, families, and students engage in collaborative conversations

- [Context and content of general education curriculum and instruction](#)
- Student supports for active meaningful learning in the general education classroom
- Family/student share vision for student working, living, playing, and contributing to the community now and in the future



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.





UNIQUE AND ORIGINAL

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 an inclusive education environment with my same-aged peers, at my neighborhood school. To make my vision successful, I need to 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.

STRENGTHS & TALENTS

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

TOP TIPS

Presume competence in me

TOP TIPS

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

THINGS I LOVE

Popcorn	Movies
French Fries	iPad
Soccer	Board Games
Swimming	Video Games
Karate	My family
Fishing	My friends
Campfires	Recess
Music	Birthdays

WHAT DOESN'T WORK

Negative reinforcement
Sudden transitions
Being rushed
Excessive verbal reminders
Loud Noises

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 ----- and I live in -----, I live with my dad, my mom, and my little brother. My birthday is December 9th and I am in 5th grade at -----, I have black hair, brown eyes and a great sense of humor.

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 participating in my school's running club, book reading competitions, learning among my peers in the general education classroom, and being a regular kid.

When I'm not in school, I like spending time with my family. Favorite activities I like to do are play video games, watch movies, play soccer, dress up in costumes, and doing art projects. I also love everything super heroes and can name over 50+ of them, just ask me!

I have a very creative imagination and when in conversation, you may hear me mention many movie and show references or acting out scenes. My top favorite movies/shows are Avengers, Spiderman, Lego Movie, Trolls, Raya and the Last Dragon, and Vivo.

ALLERGIES & SENSITIVITIES

Celiac Disease (Gluten Intolerance)
Extremely loud and noisy areas
Life size characters (ie: mascots)

Questions to consider as you write your vision about and with your child:

- What are valued life outcomes or a vision statement 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 now and in the future?
- 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?



Share your feedback:

Please use the mentimeter to answer the questions:

<https://www.menti.com/jraxqwr5jr>



Comprehensive Inclusive Education: General Education and the IEP

Focus on the general education
curriculum & instruction & context

Focus on the individual student

Part 1. Initial Collaborative Conversations

Tool:
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Identify the priority **grade-level general education standards** for each content area for all students. Completed by the General Education teacher(s).

Having met with the family, share their **long-term vision** for the student as well as the student's long-term vision.

Tool:
*3 Overarching
Learning
Components*

Review the present level of knowledge and skills in the **three learning components** based on current student data. Share areas of strength and for growth.

TIES
Center

Part 2: Discussion of considerations to create an inclusive IEP

Part 2. Develop the IEP

Update the **present levels** based on current student data related to the **three essential learning components**. Ensure family input and an understanding of the three learning components.

Based on the grade-level priority standards, the IEP team, inclusive of the family and student, **identifies the essential learning for the student in each content area**. This step focuses on the "big picture." In other words, the priorities that go across all of the content and times of the day for the whole year.

The IEP team develops 6–8 IEP goals within the three essential learning components based on access to the general education curriculum, transitions and routines and integrated with individual student needs around the **three learning components** and determines what accommodations and modifications are needed to support achieving the goals and accessing the general education learning.

2a.



Participating in Routines & Transitions

- The “1,000 Teachable Moments” in a day
- Maximize learning throughout the day
- We all learn how to participate in routines and transitions
- Important for participation in inclusive opportunities
- Embedded instruction–
 - Taught through direct instruction
 - Taught through implicit instruction (modeling)

What could this look like for the student?



- Materials management
- Transitions between activities
- General classroom operation (for example, lunch count, attendance)
- Being prepared, starting, and ending tasks
- Going from large group to small group activities
- Transitions within the building, as well as coming to and leaving school

Engaging in Grade Level Academics and Other Essential Skills

Engaging in Grade Level Academic and Other Essential Skills

- Accessing and engaging in grade level academics is an “essential skill”
- Other essential skills
 - Communication (expressing choice, ideas, feelings, questions)
 - Organization
 - Positive Behavior
 - Use of Technology



Engaging in Grade Level Academics and Other Essential Skills

What could this look like for the student?



- What are the big ideas, essential vocabulary, and skills taught in reading, math, writing, social studies, and science this school year?
- What are essential skills that the student needs that will enable **better access to the curriculum** and support independence/ interdependence across environments? (For example, foundational academics, technology, self-advocacy, self-agency in terms of behavioral supports needed.)



Interacting with Others

Interacting with Others

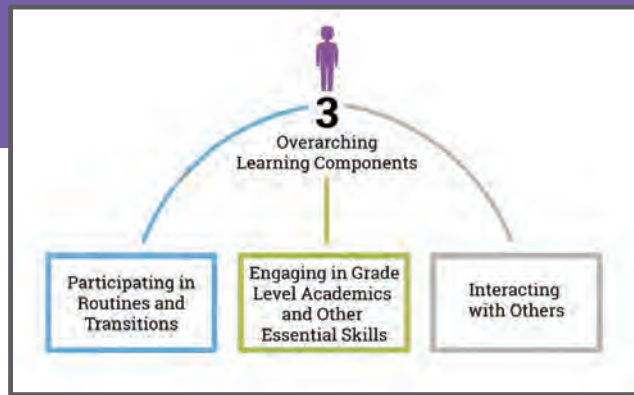
- What skills/goals could the student be supported to achieve that would enable them to independently/ interdependently interact and communicate with others to:
 - self-advocate, have their needs met?
 - engage in learning tasks?
 - socialize and build friendships?
- Be part of the threads of the community, not a visitor to the community
- Ensuring that every student has a way to express their choices, ideas, feelings, questions, and to interact with others

Interacting with Others

What could this look like for the student?



- Participating in small and large group instruction with peers;
- Staying in touch with/creating community with others;
- Using an AAC device to ask questions, or offer prepared answers within the moment;
- Maintaining conversational turns



Do you see all of three of these learning components included in your child's IEP?

- 2b. Do the family, student, or peers see opportunities for addressing any of these priorities outside of the school day?
- 2c. Inclusive Service delivery/LRE Considerations
- 2d. Inclusive Specially Designed Instruction (SDI) /Supplementary Aids and Services

Things to consider include:

- Physical accessibility of school/classroom
- Instructional accommodations(engaging in instruction and activities)
- Social/behavioral/communication supports
- Collaborative support (specifically identify any capacity building support that will be provided to school staff, families, or peers)

***“If the adults are separate, then
the kids are separate.”***

Terri Vandercook & Jennifer York-Barr
University of Minnesota

2e: In summary, as the team considers the educational program that has been created, ask:

- Will the student experience membership?
- Will the student be actively participating at school?
- Will the student be learning the grade level general education curriculum?



To what extent do you see these three outcomes?

Use mentimeter:

<https://www.menti.com/jraxqwr5jr>



Part 2. Develop the IEP

Update the **present levels** based on current student data related to the **three essential learning components**. Ensure family input and an understanding of the three learning components.

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Part 3: Education day at-a-glance

Part 3. Develop the Education Day-at-a-Glance

Create the Education Day-at-a-Glance to show how the **IEP goals and accommodations/modifications align to the inclusive education schedule**. Build in data collection into the plan. Share with the family, student, and all members of the instructional team.

Let's vote!

With our time together today, would you like to learn about an elementary example or a secondary example?

<https://www.menti.com/jraxqwr5jr>



Elementary Student: Carlos



Example of Education Day at a Glance:

(elementary student)

Education Day at a Glance: Integrating Inclusive IEP Goals
Elementary 4th Grade Student - C

IEP GOALS *	Class Daily Schedule & Embedded Goals	SUPPORTS/ACCOMMODATIONS **
Adaptive Skills: 1. Transitions to follow checklist and routine	9:10 Transition into School Building 1. Transition	<ul style="list-style-type: none"> Checklist and visual for routines
Mathematics: 2. When given different math operations for word problems, will select operation and use tool	9:20 Class Meeting 1. Transition 7. Recall events 8. Flexibility and collaborative interactions 9. Whole group multi-step directions	<ul style="list-style-type: none"> Directions reworded and/or simplified to ensure comprehension Checklist and visual for routines Visual cues for recall (photos, text) presented on paper and iPad Problem solving visual
Reading: 3. When given a grade-level passage read aloud to him, will answer multiple choice comprehension questions	9:40 Reading Block Mini lessons and independent task	<ul style="list-style-type: none"> Reread passage Provide multiple choice questions Access to Clicker 1 and other word prediction, voice dicta and picture Sentence stems and Word banks Marking text essential content
Reading: 4. Understanding main idea, key details, determine meaning of words and phrases, apply phonics and word analysis skills to decode words, comprehension, etc.) through answering multiple choice questions	3. Reading comprehension 4. Reading main idea 5. Writing	<ul style="list-style-type: none"> Reread passage Provide multiple choice questions
Writing: 3. When given a grade-level writing prompt, select mode and tools to produce a 3-5 word sentence	10:30 Snack and Story 4. Reading main idea 6. Flexibility and collaborative interactions	<ul style="list-style-type: none"> Reread passage Provide multiple choice questions
Social/Emotional: 6. Flexibility in social interactions, advocates, problem solve, negotiate, compromise, perspective taking, and giving peers feedback with supports and accommodations (written reminders, visual)	10:45 Recess 1. Transition 6. Flexibility and collaborative interactions 7. Recall events 8. Whole group multi-step directions	<ul style="list-style-type: none"> Fade 1:1 support as able, to allow increase independence, peer interaction and use of speech Social story Priming social interactions
	11:00 Specialist (PE, music, library) 6. Flexibility and collaborative interactions 8. Whole group multi-step directions	<ul style="list-style-type: none"> Directions reworded and/or simplified to ensure comprehension Collaboration between case manager, paraprofessionals and general education content teachers Visual cues for recall (photos, text) Problem solving visual Marking text essential content

Example of Education Day at a Glance:

(elementary student)

<p>supports) improving engagement and collaborative peer interactions</p> <p>Oral Expressions: 7. Retell events in a sequential order using cues (picture cards, text prompts, 1st, next, then, last, etc.)</p> <p>Listening Comprehension: 8. will follow the whole group multi-step directions improving listening comprehension</p> <p>Communication: 9. When given a verbal model (e.g., target words), will produce 1- blends in the initial position of words</p>	<p>11:30 Math</p> <p>2. Math Operations for word problems</p> <p>5. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Access to learning tools (manipulatives, calculator, etc.) • Cue to visual supports. Checklist for multi-step processes • Checklist and visual for routines
	<p>12:00 Lunch</p> <p>6. Flexibility and collaborative interactions</p> <p>7. Retell events</p> <p>8. Whole group multi-step directions</p> <p>9. Produce 1- blends initial word</p>	<ul style="list-style-type: none"> • Checklist and visual for routines • Pre teach and priming for social interactions (ie conversation starters) • Visual cues for retell (photos, text) for sharing his experiences
	<p>1:00 Math</p> <p>2. Math Operations for word problems</p> <p>6. Flexibility and collaborative interactions</p> <p>8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Access to learning tools (manipulatives, calculator, etc.) • Pre teach and priming for social interactions (ie collaborative work) • Keyword or simplify directions for comprehension • Masking non essential content
	<p>1:55 Recess</p> <p>1. Transition</p> <p>6. Flexibility and collaborative interactions</p> <p>8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Checklist and visual for routines • Problem solving visual
	<p>2:10 Writing</p> <p>3. Reading comprehension</p> <p>4. Reading main idea</p> <p>5. Writing</p>	<ul style="list-style-type: none"> • Sentence stems and Word banks • Scribbling • Clicker T and other word prediction software • Erasable highlighters • Masking non essential content
	<p>3:05 Closure Meeting</p> <p>6. Flexibility and collaborative interactions</p> <p>8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Directions recorded 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
	<p>3:50 Dismissal</p> <p>1. Transition</p> <p>8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Checklist and visual for routines

* IEP GOALS at a Glance

Adaptive Skills:	1. When given opportunities to transition between activities, will follow a checklist/routine/visual schedule to manage his materials and prepare for the next activity improving adaptive skills from Independently following a checklist/routine/visual schedule in 5% of opportunities to Independently following a checklist/routine/visual schedule in 50% of opportunities as measured by data collection by IEP team
Mathematics:	2. when given different math operations (addition, subtraction, multiplication, or division), will select a correct operation for a word problem, demonstrate the operation with manipulatives, choose a tool that will help him solve the problem improving his math concepts from select a correct operation for a word problem with 50% accuracy to select a correct operation for a word problem with 80% accuracy as measured by data collection by IEP team

Page 3

** Accomodations at a Glance

Accessories & Equipment	<ul style="list-style-type: none"> - Erase-able highlighters, left-handed scissors, 3-drawer for organization of subjects - Graph paper and manipulatives for math - Headphones/noise buffers - Isolate/Mask portions of assignment test - Large-spaced paper for handwriting tasks, enlarged font for reading passages - Social Stories for challenging routines and social opportunities presented on paper and on iPad
Environment/Setting	<ul style="list-style-type: none"> - Provide structured, timed breaks from challenging tasks through the day - Preferential seating near point of instruction and "chatty" peers for communication/ direction-following models

Page 4

Secondary student: Cooper



Example of Education Day at a Glance:

(Secondary Student)

Education Day at a Glance: Integrating Inclusive IEP Goals (11th Grade with 6-Period Schedule)		
Student Name: <u>Cooper</u>		
IEP GOALS *	Class Daily Schedule & Embedded Goals	SUPPORTS/ACCOMMODATIONS **
1. Reading: grade level text; end-of-unit with inferential and inferential comprehension 2. Writing: using technology to discuss informative sentences about grade level topic 3. Academic: master comparison of 3 end-of-unit understanding big idea, 7 vocabulary words, 5 focus concept skills within each unit of study 4. Mathematics: number sense, writing time and elapsed time, comparison with calculator 5. Adaptive: enter homework and assignments into schedule, turn in assignments with use of technology 6. Social: small	1. English II Goals: 1. answer questions 2. write sentences 3. 3 Ideas/7 Vocabulary/5 Skills 4. enter homework 5. small group project interaction 6. increase AAC use 7. seek peer for help 2. Anatomy 1. answer questions 2. write sentences 3. 3 Ideas/7 Vocabulary/5 Skills 4. enter homework 5. small group project interaction 6. increase AAC use 7. seek peer for help 3. Marketing 1. write sentences 2. 3 Ideas/7 Vocabulary/5 Skills 3. answer questions 4. enter homework 5. small group project interaction	<ul style="list-style-type: none"> classroom teacher will provide situations that promote and encourage participation and conversation (random reading, small groups, body presentations) general and special educator collaborating co-planning what big ideas/vocab/skills are appropriate for unit of study graphic organizer, word banks, writing frameworks provided with consistent story element literacy summary pages (shared Google document with paraprofessional to prompt suggest highlight from se max room) color-coded multiple choice and fill in the blank with word banks (use of notes) technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Picello, BrainPop, Quizlet) visual prompts for all new information collaboration between classroom manager, paraprofessional and general education content teachers <ul style="list-style-type: none"> classroom teacher will provide situations that promote and encourage participation and conversation (random reading, small groups, body presentations) general and special educator collaborating co-planning what big ideas/vocab/skills are appropriate for unit of study graphic organizer, word banks, writing frameworks provided with consistent big idea/supporting detail summary pages (shared Google document with paraprofessional to prompt suggest highlight from se max room) color-coded multiple choice and fill in the blank with word banks (use of notes) technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Picello, BrainPop, Quizlet) visual prompts for all new information collaboration between classroom manager, paraprofessional and general education content teachers <ul style="list-style-type: none"> classroom teacher will provide small group, hands on activities to all students at least a week in addition to new content being shared by lecture/teacher-led instruction general and special educator collaborating co-planning what big ideas/vocab/skills are appropriate for unit of study Paraprofessional will discuss with general educator on a daily basis - which graphic organizer is best for day's content, then provide student with word banks and visuals that have been predetermined



Example of Education Day at a Glance:

(Secondary Student)

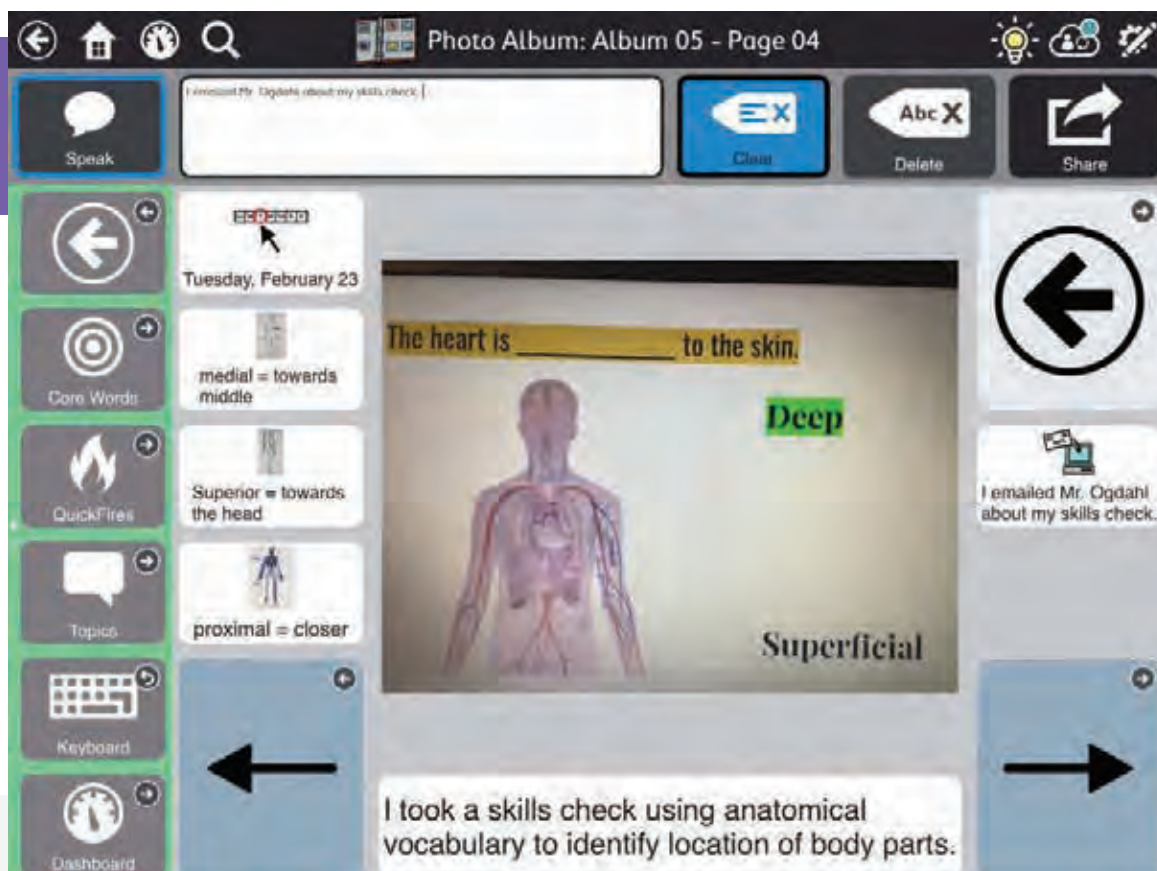
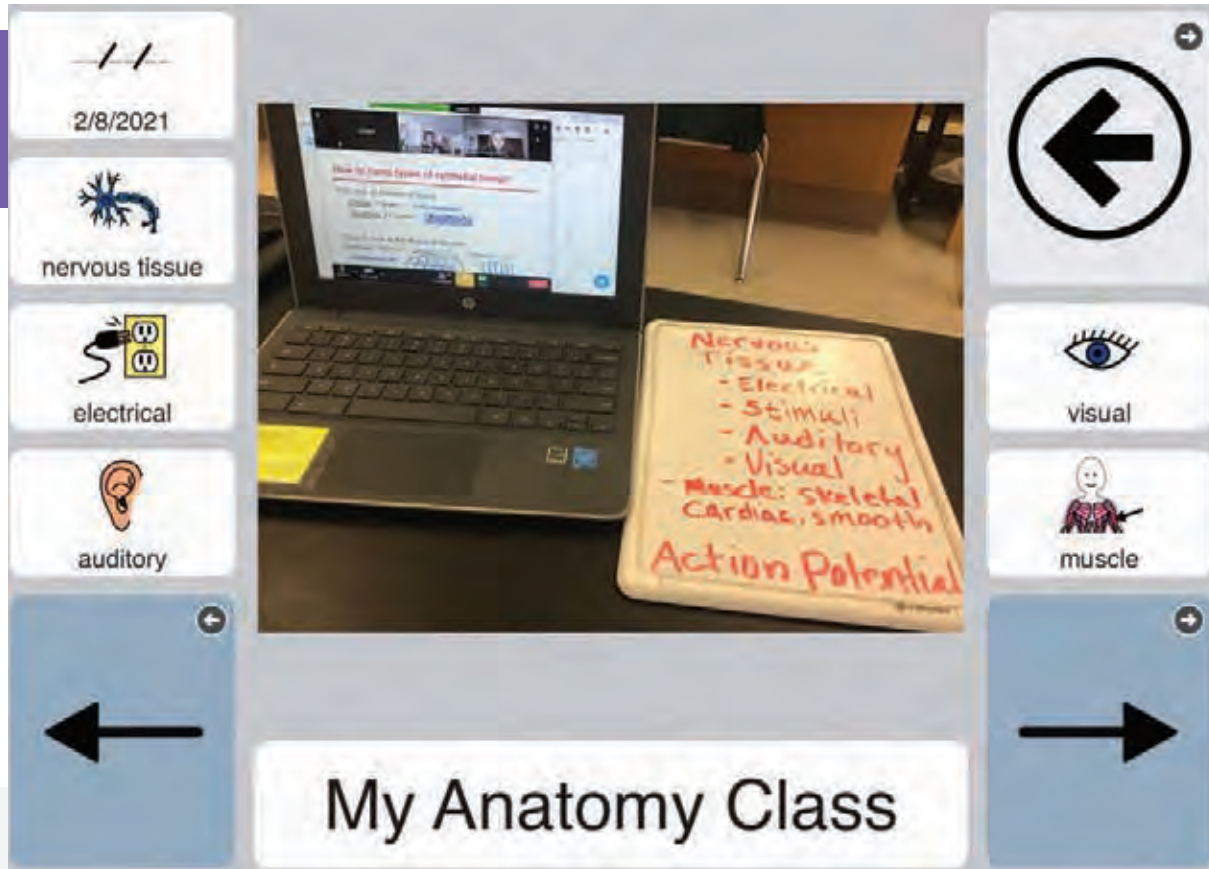
<p>7. Social: increase his ability to use AAC and technology to connect with a person and correctly discontinue the interaction from less than 50% accuracy to at least 75% accuracy <u>by annual</u> IEP meeting.</p> <p>8. Adaptive: self-advocacy: identify a problem, seek help needed from peer if appropriate</p>		<p>Quizlet)</p> <ul style="list-style-type: none"> visual prompts for all new information collaboration between case manager, paraprofessional and general education content teachers
<p>4. Reading</p> <ol style="list-style-type: none"> 1. answer questions 2. write sentences 3. enter homework 7. increase AAC use 		<ul style="list-style-type: none"> Specifically designed reading instruction using Shooting Stars Curriculum Use of flexible spaces within school for quiet, small group instruction and ability to read alongside peers (in library, or other common spaces) Use of small white board, google slides and SeeSaw to record progress collaboration between case manager, paraprofessional and general education content teachers
<p>5. Weight lifting</p> <ol style="list-style-type: none"> 6. small group/project interactions 7. increase AAC use 8. seek peer for help 		<ul style="list-style-type: none"> visual schedule using technology video vignettes of each exercise saved to a library, paraprofessional and general education teacher plan upper/lower body, core and yoga workout routines weekly using provided videos fade 1:1 support as able, to allow increased independence, peer interaction and use of speech.
<p>6. ASL</p> <ol style="list-style-type: none"> 3. 3 Ideas/7 Vocab/5 Skills 5. enter homework 6. small group/projects - increase interactions 8. self-advocacy: identify if a problem 		<ul style="list-style-type: none"> preferential seating with clear visual access to teacher collaboration between case manager, paraprofessional and general education content teachers videos/visuals for all signs student is learning classroom teacher will provide situations that promote and encourage participation and conversation (partner and small group practice)
<p>Advisory</p> <ol style="list-style-type: none"> 5. enter events into schedule 7. increase use of speech in low-risk situations 		<ul style="list-style-type: none"> fade 1:1 support as able, to allow <u>increase</u> independence, peer interaction and use of speech, AAC and sign language

Closer look at Anatomy

<p>2. Anatomy</p> <ol style="list-style-type: none"> 1. answer questions 2. write sentences 3. 3 Ideas/7 Vocab/ 5 Skills 5. enter homework 6. small group/project interactions 7. increased AAC use 8. seek peer for help 	<ul style="list-style-type: none"> classroom teacher will provide situations that promote and encourage participation and conversation (tandem reading, small groups, buddy presentations) general and special educator collaborating/co-planning what big ideas/vocab/skills are appropriate for unit of study graphic organizer, word banks, writing frameworks provided with consistent big idea/supporting detail summary pages (shared Google document with paraprofessional to prompt/suggest/highlight from across room) color-coded multiple choice and fill in the blank with word banks (use of notes) technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Pictello, BrainPop, Quizlet) visual prompts for all new information collaboration between case manager, paraprofessional and general education content teachers
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* IEP GOALS at a Glance	
Reading:	Will improve his literal and inferential comprehension moving from answering 75% of the comprehension questions correctly to answering 90% of the comprehension questions correctly within connected literary and information text across the day
Writing:	Will independently write three informative sentences about a given topic, complete with subject, verb and filler words moving from a level of requiring adult assistance to creating full sentences independently with use of technology
Academic:	Will master a minimum of 3 enduring understanding/big ideas, 7 vocabulary words/terms, and 5 facts/concepts/skills within each unit of study across his school day
Mathematics:	Will continue to improve math skills in the areas of number sense, telling time and elapsed time, and computation skills with and without a calculator
Adaptive:	Will increase independence when entering his general education class materials, schedules, presentations and homework into a schedule, as well as turning materials into the appropriate teacher when finished across all settings (as well as at home)
Social/Emotional:	Will increase social interactions when in small groups or when doing projects with peers from needing verbal prompts 80% of the time to independently interacting across the school day
Social/Emotional:	Will increase his ability to use AAC and technology to connect with a person and correctly discontinue the interaction from less than 50% accuracy to at least 75% accuracy by annual IEP meeting
Adaptive:	Will increase independent self-advocacy skills across school day (knowing there is an issue or he needs help; identifying who to ask for help; seeking out an appropriate person - especially peers when appropriate)

** Accommodations at a Glance	
Accessories & Equipment	<ul style="list-style-type: none"> - Cooper will have access to a touchscreen chrome book/iPad with read and write google connected to his google account (accessible whenever logged into his school account). - Cooper will have SeeSaw, Pictello and Bitsboard Pro (on his personal iPad) along with any other apps that the AT Specialist and case manager find to be appropriate and useful for Cooper to access the curriculum. - AAC device (iPad) programmed with Snap + Core First - Erase-able highlighters, small white board - Casemanager and paraprofessionals will collaborate with classroom teachers to modify instructional material for his reading level as well as incorporate the use of technology. - Case manager will meet with support staff one time per week to plan for programming within his general education classes. (for distance learning, this will occur online, or via email)
Environment/ Setting	<ul style="list-style-type: none"> - To facilitate Cooper's learning style, staff will encourage peer support and peer relationships through collaborative groups and partnering with peers throughout his school day as well as school-sponsored activities outside of the school day. - Provide structured, timed breaks for snacks, time to use bathroom - Preferential seating near point of instruction and "chatty" peers for communication/ direction-following models
Presentation/ Grading	<ul style="list-style-type: none"> - Directions need to be reworded and/or simplified to ensure comprehension - Modified assignments/tests - Tasks broken down - Presentations/group work/other ways of showing understanding will be provided
Scheduling/ Timeline	<ul style="list-style-type: none"> - Allow to leave class early if needed - Personal checklist/routine/visual schedule to manage his materials and prepare for the next activity
Student Response	<ul style="list-style-type: none"> - Sentence stems - Word banks - Graphic organizers - Simplified directions, visual (non-verbal) cues, and he will be provided with adequate wait time to process information. - Provide warning and visual cues for upcoming changes in staff or routine - Each semester, the district will load yearbook photos and corresponding student names of peers in Cooper's classes onto his iPad/AAC, unless student's parent/guardians have opted out of having this data designated as directory data
Other	<ul style="list-style-type: none"> - adult support in all of his classes and environments - special transportation with eye to eye transfer



A Comprehensive Inclusive Education Program =

General Education
Curriculum & Routines



Their 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 IOE:		
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Relationship to child:	
Date of birth: ____/____/____	Address:	
School:	Phone (day/evening): ____/____	
Grade:	Phone (cell): ____	
Providing District (Name/number):	Email:	
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:	



How do we do this? What does it look like?

Do you think that the process we just described, including the education day at a glance tool would support the creation of a comprehensive inclusive education program?

Would the education day at a glance help everyone on the team to see what this looks like and show team members how to work together to implement it?



<https://www.menti.com/jraxqwr5jr>



Part 4: Continuing collaborative conversations

Part 4. Continuing Collaborative Conversations

Start with the **essential concepts** in a unit that all students will learn.

Consider the **student's inclusive IEP goals and data collection plan.**

Review unit plan and consider how the unit's essential concepts and the IEP goals will be addressed.

Identify and **remove barriers to learning**, including through the implementation of accommodations and modifications.

Plan for daily/weekly check-ins, as needed, to coordinate supports to ensure student learning.

Tool: 5-15-45 Tool
Collaborate whether you have 5 minutes, 15 minutes, or 45 minutes.

Collaboration - TIES 5-15-45 tool

Fifteen Minutes



"We only have 15 minutes!" 15 minutes gives you more time to make this a great lesson for all. Collaborate with a colleague using the prompts below. No lesson is perfect so let's identify one barrier to learning for students with disabilities, including students with significant cognitive disabilities, and create solutions that will support the whole class.

Collaboration - TIES 5-15-45 tool

Discussion Guiding Questions	Success Indicators
Content	
What is the content of this lesson?	★ We have a mutual understanding of the essential content of this lesson.
What is the most essential content for all learners to know?	
Instruction	
What are the instructional strategies and activities in this lesson?	★ We can ensure that our instructional activities teach the essential content.
What instructional strategies and activities are most helpful for teaching the essential content ?	

Finding TIES' Resources



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Thank
you

