

Inclusion 101

NJCIE
Summer Inclusion Conference
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Our Agenda

- Brief Overview of Education-Related Laws
- Jargon-Busting—Defining Commonly-Used Terms
- District's Role
- Parent's Role
- What is Inclusion?
- Being Part of the IEP Team—Tips for Parents
- Tips on how to come together when both parties disagree.

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Individuals with Disabilities Education Act (IDEA) '97

- IDEA presumes that the 1st placement considered for a student with special needs is:
 - The Home School
 - The General Education Classroom
- Requires that we first design and bring supplementary aids, modifications and services to the classroom before any removal is considered



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Individuals with Disabilities Education Act (IDEA)

- Provides very specific requirements to ensure a free and appropriate public education (FAPE) for students with disabilities.
- Provides limited federal funds to states to help make special education services available for students with disabilities.

20 U.S.C. § 1400(C)(1)

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IDEA 2004

- Continues to emphasize that students with disabilities need to have **access** to the general education curriculum.
- A primary purpose of supports is to give students (who need supports) **access to the general education curriculum.**
- Promotes that this access to general education curriculum is provided **within the general education setting.**

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Terms to Know

- Least Restrictive Environment (LRE):**
- LRE refers to the *general education classroom*
 - To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled.

Terms to Know

General education curriculum:

The body of knowledge and range of skills that **all** students throughout a state are expected to be exposed to.

Terms to Know

FAPE (Free and Appropriate Public Education):

- FAPE is the protected right of every eligible child, in all 50 states and U.S. territories
- FAPE mandates that school districts provide access to general education and specialized educational services
- FAPE requires that children with disabilities receive support free of charge as is provided to non-disabled students

Special Education Delivery Cycle

- Development of IEP
- Implementation of IEP
- Monitoring of IEP (data collection)
- Annual Review (review progress on the goals as demonstrated by data)

Terms to Know

Specially Designed Instruction:

- Ways that special education professionals adapt the content, methodology (approaches to teaching certain grade level content), or the delivery of instruction to address the unique needs that result from the child's disability
- Specially designed instruction should ensure that the child has access to the general curriculum so that he or she can meet the educational standards of the school district that apply to all children

Accommodations vs. Modifications

Accommodations:

- Change how a student gets information and demonstrates learning
- Provide access to learning and "level the playing field"
- **Do NOT fundamentally change instructional level, content, or performance criteria during the instruction or assessment phase**

Modifications:

- Change what a student is expected to learn or demonstrate
- Offer different standards within the same curriculum
- **May fundamentally alter the instructional level, content (standards) or performance criteria**

note--many use "adaptations"/"accommodations" to mean all of these

Examples of Individual Supports

Accommodations:

- *Schedule* (built in frequent breaks)
- *Setting/Environment* (quiet corner for student, special furniture, lighting, acoustics)
- *Equipment/Materials* (portable word processor, locker w/ adapted lock, duplicate set of books for home)
- *Presentation* (large print, extra space, repeated directions, copies of notes, taped lecture, Braille)
- *Response* (write directly on test, word processor for writing, dictated & oral responses)

Modifications:

- Assign alternative assignments (outline, projects) instead of written reports
- Shorten assignments based on mastery of key concepts
- Shorten spelling tests based on mastering most functional words
- Picture symbol choices on tests
- Alternative books/materials on same theme/topic
- Questions reworded using simpler language
- Word bank of choices for answers to test questions
- Base grade on IEP objectives

Have you ever felt like this at an IEP Meeting?



Phrases NOT found in strategic plans:

- “Can’t ...”
- “Doesn’t ...”
- “Won’t ...”
- “Shouldn’t ...”
- “Will never ...”

Should these phrases be in IEPs????

District’s Role

- The Case Manager is responsible for:
 - Scheduling the IEP meeting
 - Gathering the information from teachers
 - Facilitating the meeting
 - Communicating with parents and teachers

District’s Role (cont)

- Teachers (Special and General ed)
 - Develops PLEP(PLAAF)
 - Develops goals and objectives
 - Participates in meeting
 - Assures progress toward meeting goals and objectives

Parents’ Role

- Be ready to share your child’s unique strengths, preferences, specific needs, and how s/he learns best (for use in PLAAF and goals)
- Listen openly to other team members and let them finish their statement before interjecting.
- Ask for clarification if you don’t understand something.
- Share questions you want answered during the meeting and be ready to take notes.

Parents’ Role

- Do your “homework”! Come with knowledge about the process/the school/your state’s code.
- Know what to do if you can’t come to an agreement with other team members.

Working Together

IDEA makes it clear that parents are FULL and EQUAL members of the IEP team. Parents should be active participants in developing their child's IEP.

Implementing the IEP: LRE discussion applies to every student

N.J.A.C. 6A:14-4.3(a) requires that "all students" must be considered for placement in the general education classroom with supplementary aids and services.

Serious" consideration must be given [by the school] to placement in the regular classroom with supports and curricular modifications or it is "most likely the school has violated the Act."

(Oberti, Third Cir. Court of Appeals)

Tip # 1: Keep in mind...

What is special education?



Question: Special Education is...

- A. ...a place for students who have mental and/or physical challenges.
- B. ...a place for students who bother teachers.
- C. ...a place for students to work on specialized skills.
- D....a place for students to be with other students who have similar challenges.

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Answer: None of the Above

- This was a trick question;
- Special Education is a Service, not a Place.

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Back to the question...

What is the ultimate goal of special education?



Purpose of the Individuals with Disabilities Education Act (“Special Education”)?

- ... Ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

»20 U.S.C. § 1400(C)(1)

Points to Ponder...

- What does the word **Inclusion** mean to you? What do you think it means for your child/student? For other students?
- Think about your answers to these questions.
- Pair up with a partner and share your thoughts.

There is no special education line at the Supermarket.

Why Inclusion?
*The Benefits of Inclusion:
 One Child’s Story*

Our Family

Laura

The Benefits of Inclusion Laura's Story



Access to Positive Peer Models

High Expectations

Making Academic and Social Progress

Inclusion Is an Ongoing Process!

Parents are Important Members of the IEP Team

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Think of the IEP as a Strategic Plan



Developing Inclusive IEPs

Steps from NJCIE's Inclusion Clinic:

- 1: Create a Student Profile
- 2: Compile Schedule of Daily Activities for Gen Ed Class
- 3: Identify Class-wide Supports and Adaptations
- 4: Conduct Problem Solving Discussions
- 5: Brainstorm Adaptations for the Individual Student

Developing Inclusive IEPs

2 keys to determining how to include a child with disabilities in a general classroom setting are:

- A planning team which includes a general education teacher at the child's grade level, a special education teacher, and the parent; and
- A common conceptual framework, which is the general education curriculum

Developing Inclusive IEPs

- Remember that supports should be no more "special" than needed
- Class-wide supports helps ALL students (including those with IEPs)
- Use the support of peers whenever possible
- It's never too early to facilitate independence

Examples of Class-Wide Adaptations

Learning strategies for ALL students:

- written schedules, day planners, graphic organizers; hands on activities, break down new skills; highlight important words/phrases; give choices

Instructional arrangements for ALL students:

- flexible grouping, learning centers with cooperative groups

Measurable IEPs...

IEP should answer:

- What do you want the student to know or be able to do in 12 months as a result of this IEP?
- Is this information observable?
- What will you observe?



LRE Process-- CORRECT and UNCOMMON

Planning driven by an individual student's needs:

- The IEP team considers the child's profile in tandem with **what actually takes place** on a typical day in a general education classroom at the child's grade level
- The IEP team focuses on the interventions (i.e., supplementary supports and services, including personnel supports, accommodations & modifications, assistive technology, etc) which could be used to educate the student in the classroom using the general education curriculum
- To the extent that there is a skill which the team cannot figure out how to provide in the general education classroom, the decision is made as to where/when this skill will be addressed which may be a more restrictive setting for part of the day
- Goals are addressed throughout the day
- The child's progress is monitored throughout the day, data collected, and their program/supports fine-tuned as necessary



LRE Process-- WRONG and COMMON

Planning driven by program availability:

- The school has programs in classrooms other than the general education classroom.
- In developing the IEP, the CST focuses on the child's deficits of disability, esp. their I.Q. score. If their **impression** is that the child will be unable to keep up in the general education class regardless of supports, the child is placed in the separate classroom.
- Goals are only addressed in special education settings.

For each classified student...

“Serious” consideration must be given [by the school] to placement in the regular classroom with supports and curricular modifications or it is “most likely the school has violated the Act.”

(Obetti, Third Cir. Court of Appeals)

LRE Requirement

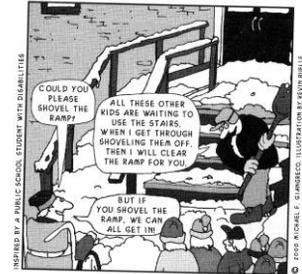
- Each public agency must ensure that -
 - To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and
 - Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only** if the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Being Part of the IEP Team Tips for Parents:

- Bring a picture of your child to the meeting every time.
- Always allow everyone on the team to speak first.
- Parents listen before you respond.
- Never go alone.
- Keep your cool regardless of what is being said.

Coming Together

- Shoot for the stars but be willing to accept less.
- Provide the solutions not just the problem
- Compromise, Compromise, Compromise!!
- Have alternative ideas ready.
- Schedule a follow-up meeting before things get out of hand.
- Remember no meeting is EVERY Final!



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.

Winston Churchill



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Parent Resources

- www.npsd.k12.nj.us (New Providence School District website)
- www.nj.gov/njded/specialed/reg/ (to see the NJ Administrative Code 6A:14)
- <http://njcie.net> (NJCIE's website to access on-site inclusion support for systems, staff members, and individual students)