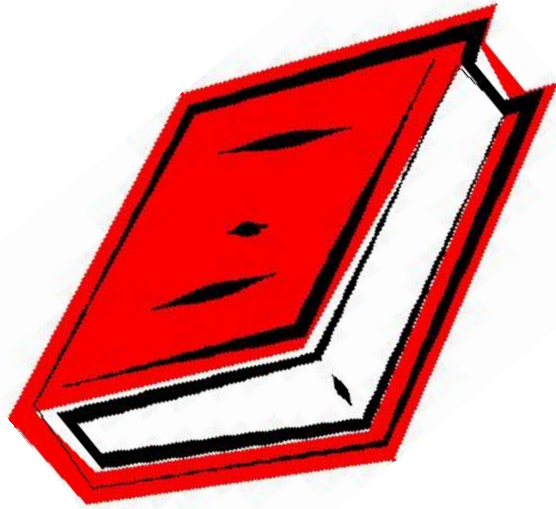


Great Expectations for All

by Michael L. Remus



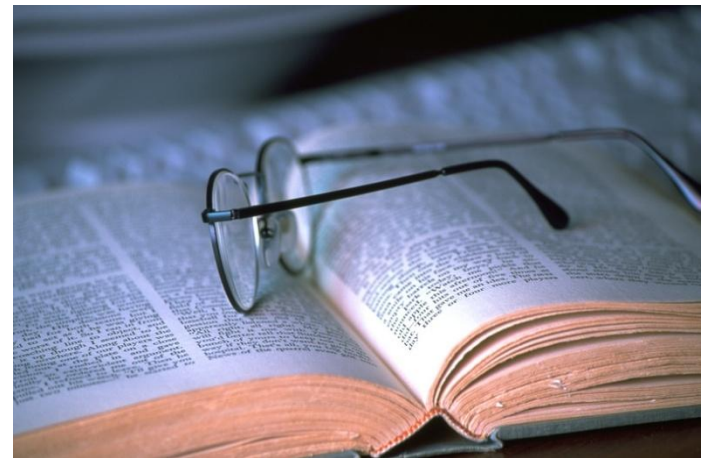
Individuals with Disabilities Education Act (IDEA)



“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities...”

Highlights of IDEA 2004

“However, the implementation of this chapter has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities.”



Bottom Line of IDEA...

Over 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by

having high expectations for such children and ensuring their access in the general curriculum to the maximum extent possible.



General Curriculum

IEPs must have:

“A statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities.”

Individuals with Disabilities Education Improvement Act, 20 U.S.C. 1414(d)(1)(A) and (d)(6))



No Child Left Behind

**NCLB legislation states,
“The purpose of this title
is to ensure that all
children have a fair,
equal, and significant
opportunity to obtain a
high-quality education...”**



Focus of NCLB and IDEA

The act speaks to four basic education reform principles:

1. stronger accountability for results
2. increased flexibility/local control
3. new options for parents
4. emphasis on teaching methods that have been proven to work



Inclusive Education

When every child is welcomed and valued regardless of ability or disability.



Inclusive education is an attitude

- It means the doors to schools, classrooms and school activities are open to every student and they are afforded every opportunity to be included with their non-disabled peers.
- The focus is on giving every student the help s/he needs to learn.



Inclusive education is NOT:

- **Dumping kids with disabilities into general classrooms without the supports and services they need to be successful.**
- **Cutting back special education services as a “trade off” for being in the general education class.**
- **Sacrificing the education of kids without disabilities so kids with disabilities can be included.**



Proven Benefits of Inclusive Education

- Student achievement increases.
- Everyone is accepted.
- Kids accept each other's differences and make friends.
- Kids have more contact with the teacher.
- Everyone is part of the class.
- Kids have more self-esteem.
- Behavior is improved.
- Kids are more independent.
- Supports are adjusted to meet their needs.
- Kids spend more time learning, learn from each other and learn more.



What the law says about Least Restrictive Environment (LRE)

Each public agency shall ensure that to the maximum extent appropriate, children with disabilities. . . are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



Individuals with Disabilities Improvement Act, 20
U.S.C. 1412(a)(5)

General Education Classroom

- **Students with a disability will receive all services in the general education setting.**



Gen Ed class with supports and services

- **Students with special needs will receive services from special education teachers, therapists and paraprofessionals in the general education classroom - shared teaching**



Learning Center

- **Services will be provided in a separate classroom or classrooms designed to provide children with more specialized instruction in small groups or one-to-one and used on an as needed basis with clearly outlined learning objectives for each period.**

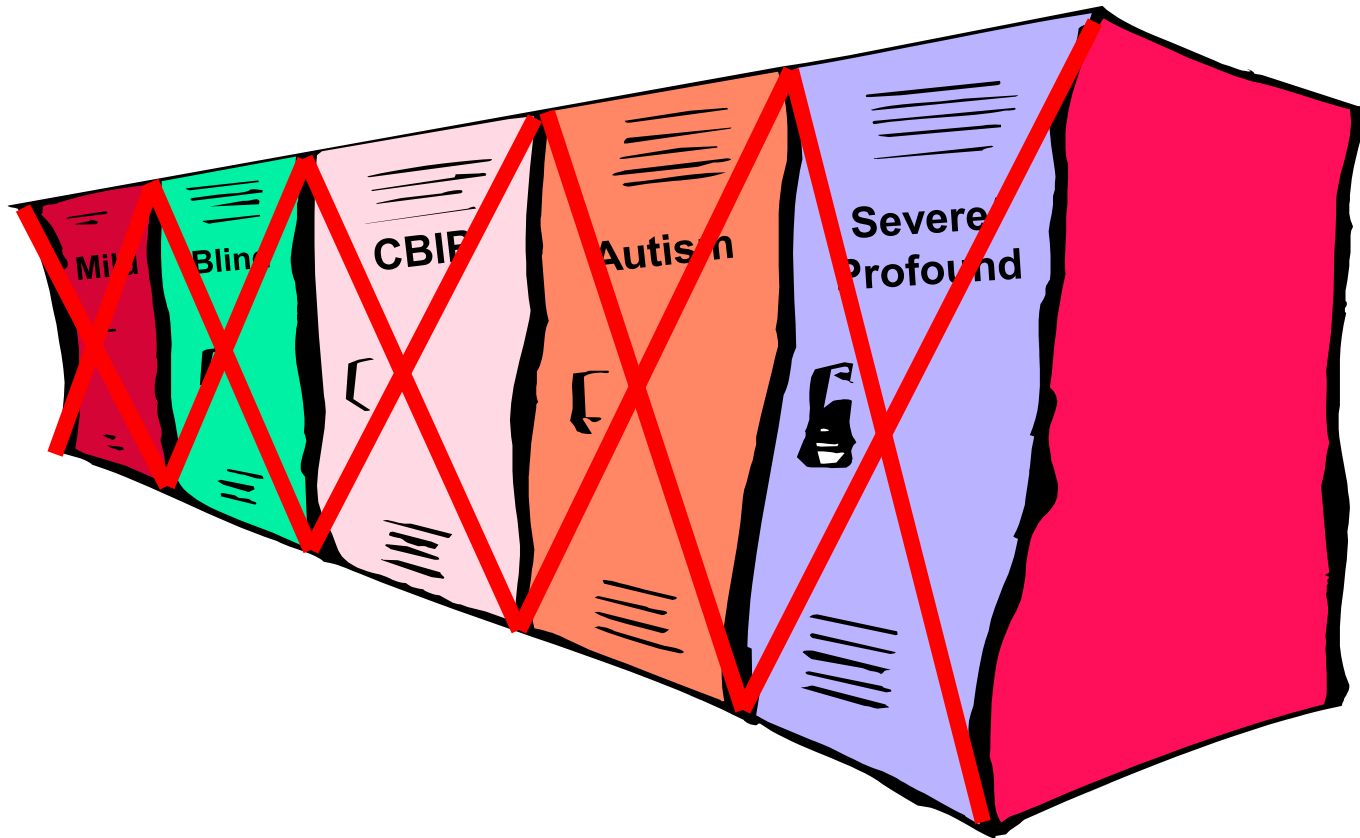


Most Restrictive Settings

- **Alternative Placement – (rare, rare, rare)**
- **Homebound**
- **Hospital/Treatment Center**



Special Education. . .



Is NOT a place. It is a SERVICE.

Doing Things Differently

“Change has a considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better.”

King Whitney, Jr.





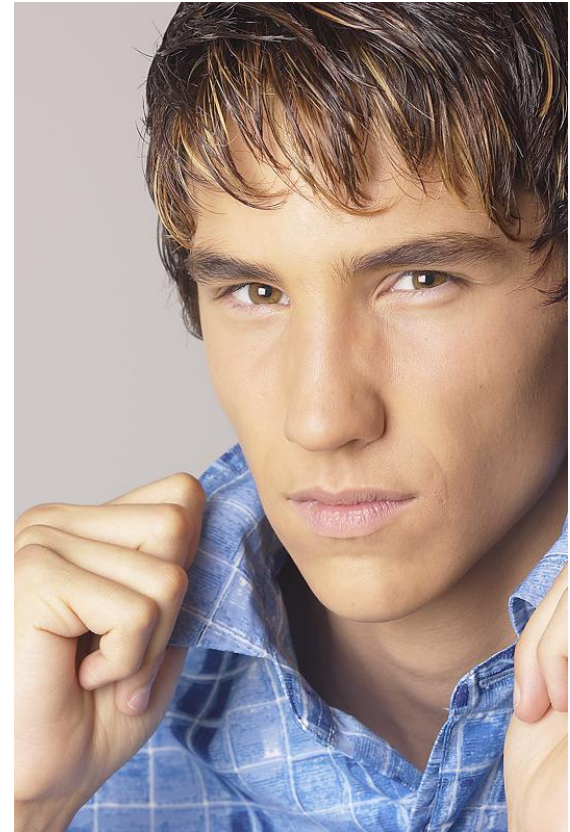
Yesterday's special ed student...



- Not expected to do as much work
- Completed modified or different curriculum
- Not included in general classroom instruction
- Learned helplessness
- Given off-level assessments
- Self-esteem concerns

The Current Reality

- **High failure rate**
- **Limited transfer of skills**
- **Low self-esteem**
- **Not independent**
- **Lack of motivation**



The "New" Special Ed Services



- **Students will be in the general education classrooms to the fullest extent possible.**
- **General and special education services use the same general education curriculum and make it accessible.**
- **General education teacher is the teacher of record.**
- **High expectations for EACH student.**

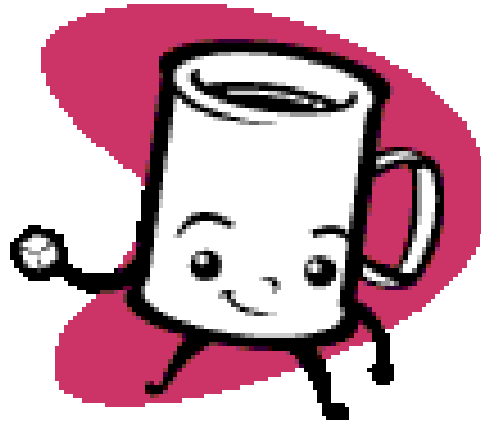
A Student with a Disability...



**Should be
expected to be
successful!**

"Can Do" attitude

**Need to look at the cup half full instead
of half empty....**



**What CAN students do instead of
what they CAN'T do?**

Helping Students Learn



"I saw the angel in the marble and carved until I set him free."

Michelangelo

Moment to think...



If asked to describe a child with a disability, what would your response be?

The "Typical" Classroom



- Will have students of varied skill levels
- May have students with disabilities
- May have students who are gifted
- May have students who speak little English
- May have students with health issues
- May have students with family problems

Will not really be very typical at all.

General Education Teacher's Role

- **Treat students with disabilities as an equal class member.**
- **Role model appropriate behaviors towards students with disabilities**
 - **Avoid juvenile language**
 - **Ignore student's (minor) inappropriate behaviors**
- **Avoid seating students with disabilities in the back of the class by the door.**



More on Gen Ed Teacher's Role

- **Expect the student with disabilities to participate.**
- **Assign the student with disabilities to a cooperative learning group/labs.**
- **Encourage students to help one another.**
- **Make Paraprofessionals part of the class.**
- **Flexibility, flexibility, FLEXIBILITY!**



Special Education Teacher's Role



- **Help everyone have a positive view of students with disabilities.**
- **Teach ALL students, co-plan.**
- **Explain accommodations.**
- **Make modifications to the curriculum.**

More on Special Ed Teacher's Role

- **Orchestrate and supervise supports and services for students with disabilities.**
- **Train paraprofessionals.**
- **Collaborate with everyone, especially the family.**
- **Collect data and use it to modify the student's program.**



Paraprofessional's Role

- Assist the classroom teacher with all students
- Assist students with special needs as needed and then back away
- Monitor independent work of all students, helping teacher monitor progress of all students
- Once trained, run small groups



More on Paraprofessional's Role



- **Help encourage interactions of all students**
- **Once trained, help re-enforce therapy goals**
- **If instructed to do so by the teacher, remove disruptive children from the classroom**
- **Help implement accommodations and modifications**

How does everyone work together?

- Recognize common goals
- Demonstrate respect for self and each team member
- Engage in active listening
- Provide feedback openly
- Offer information as needed
- Act together to achieve goals
- Compromise
- Allow time for process to develop
- Flexibility, Respect, Communication



Benefits of Working Together



- Shared responsibility
- More and better ideas/activities
- Acquired knowledge and skills
- Enhanced communication skills
- It provides expertise
- **It's what is best for kids!**

Deep Thought...

We have to understand the needs of all of our students before we can determine what we will need to do to ensure their success. We also have to respect them for their skills, disabilities and unique qualities and have empathy for how they feel.

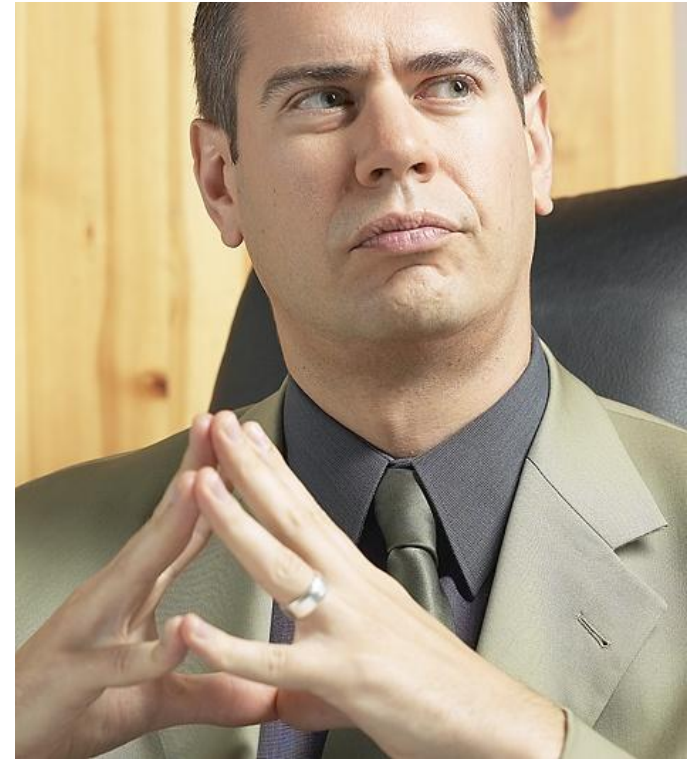


“The secret in education lies in respecting the student.”

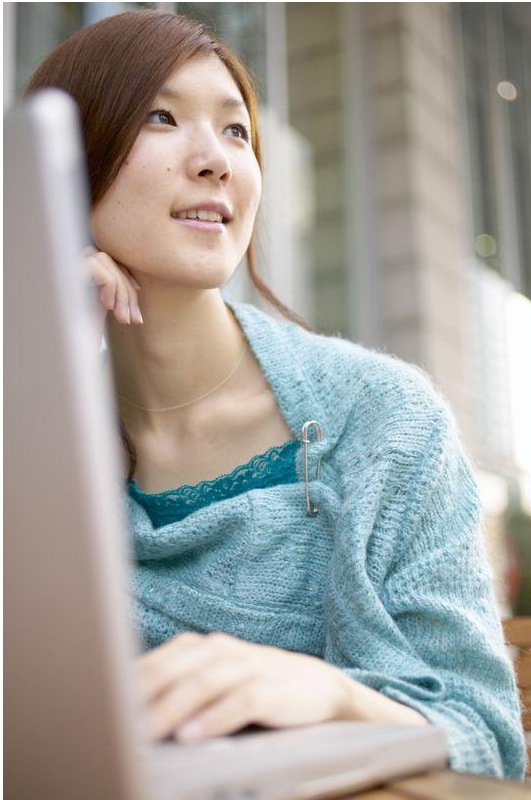
Ralph Waldo Emerson

Ask Yourself. . .

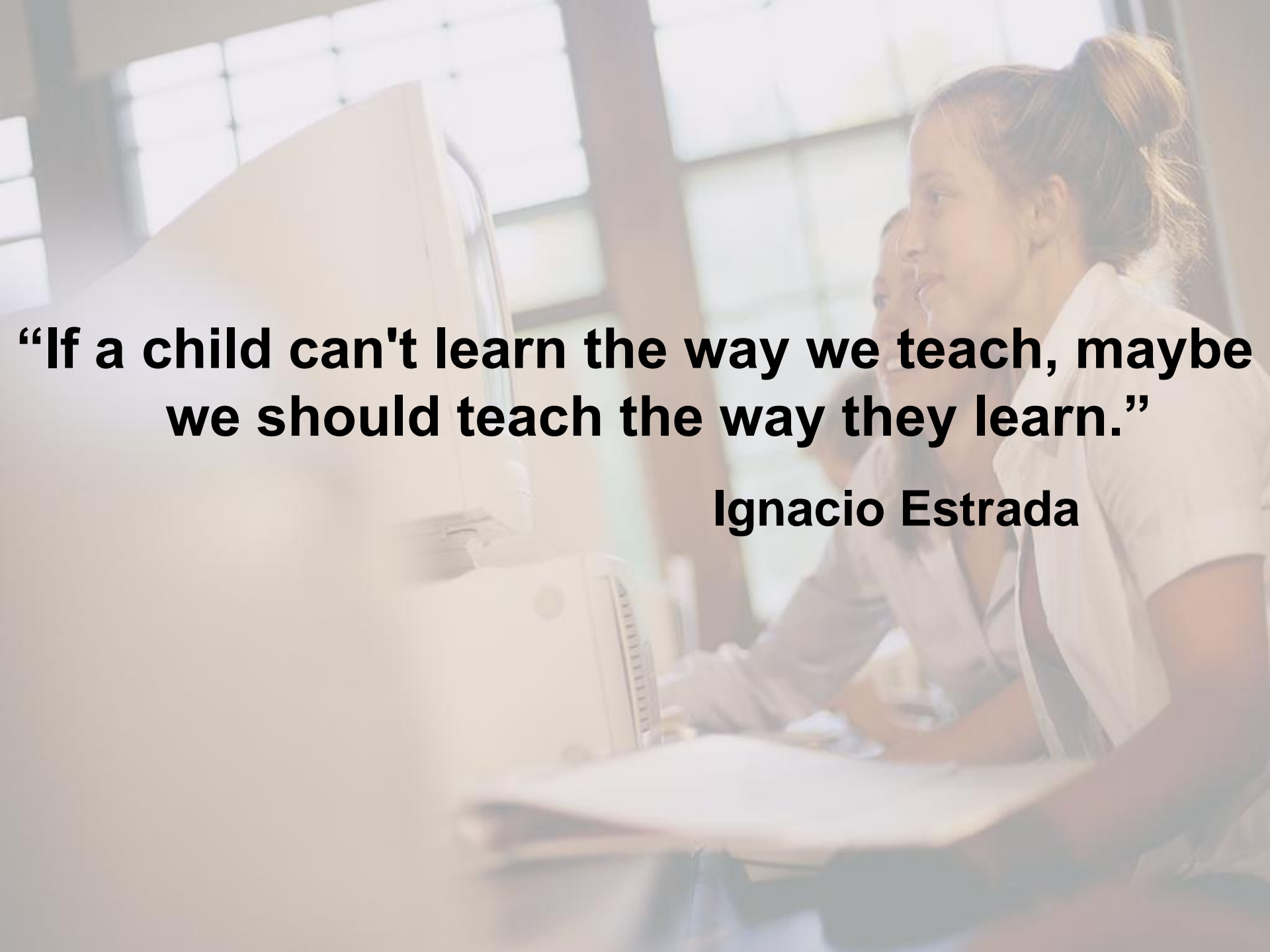
- **Am I prepared to consider what the individual needs of my students are?**
- **Do I have personal feelings about working with students of varied levels that I need to address?**
- **What can I change about my classroom to help all students learn?**



Reflect on own perceptions



- **What is my definition of “fair”?**
- **Grading practices and procedures**
- **Personal flexibility levels**
- **Thoughts and opinions regarding NCLB and IDEA?**



“If a child can't learn the way we teach, maybe we should teach the way they learn.”

Ignacio Estrada

We Learn

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we both see and hear
- 70% of what is discussed
- 80% of what we experience personally
- 95% of what we teach someone else



- William Glasser

Students can't learn general curriculum unless they are in the room where it is being taught.

Strategies to assist students...

Accommodations



Interventions



Modifications



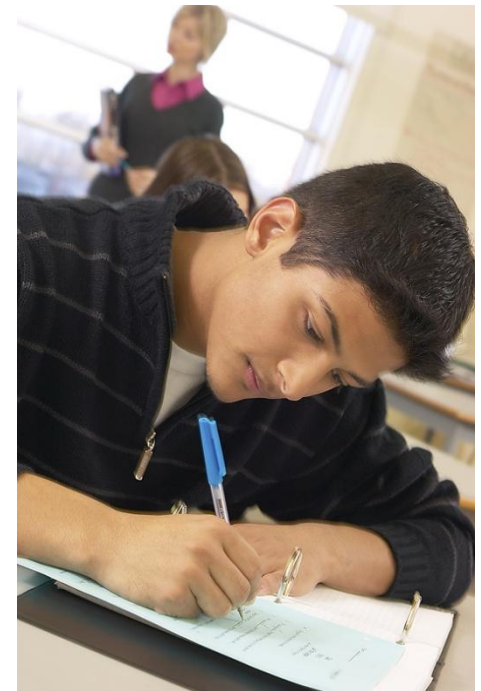
Differentiated Instruction



Accommodations

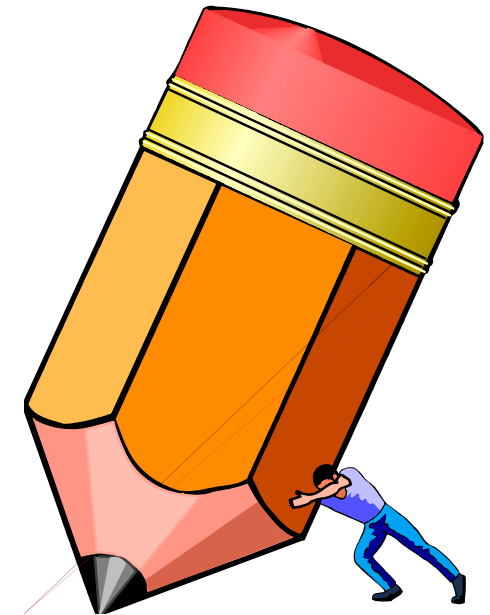
- Use accommodations when the student is expected to learn the same curricular content.
 - Not a change to **WHAT** the student needs to learn
- The student may be taught in a different way, respond or test in a different way or need changes in the environment.
 - It is a change in **HOW** students learn or how students **SHOW** what they know

It's the tweak or adjustment that allows the student to do what every other student is doing.



Goal of accommodation

- To ensure that student is able to access the curriculum
- Addresses individual learning style and modality
- Taps into student's strengths and overcomes weaknesses
- Evens the playing field



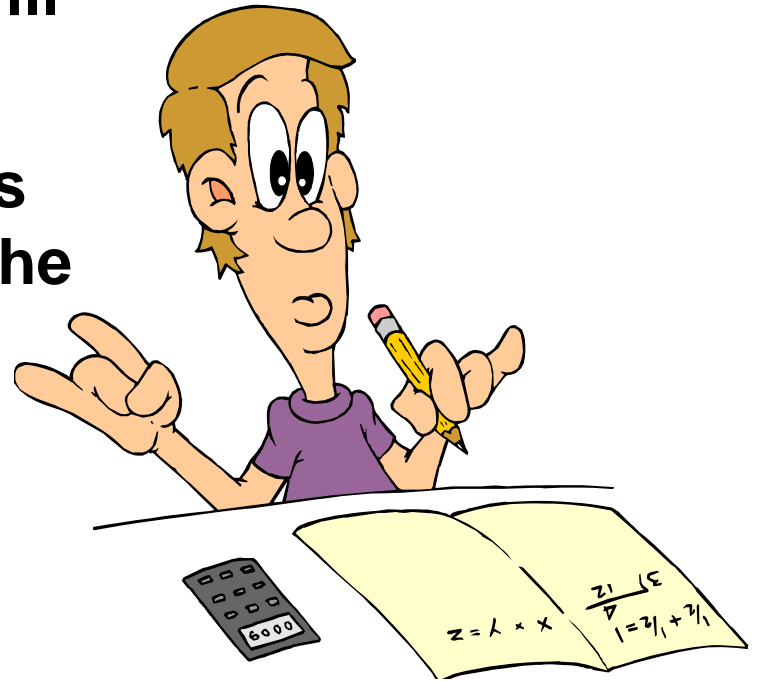
Rule of Thumb

- **What does the student need to be able to access the general education curriculum and demonstrate understanding of the required concepts?**



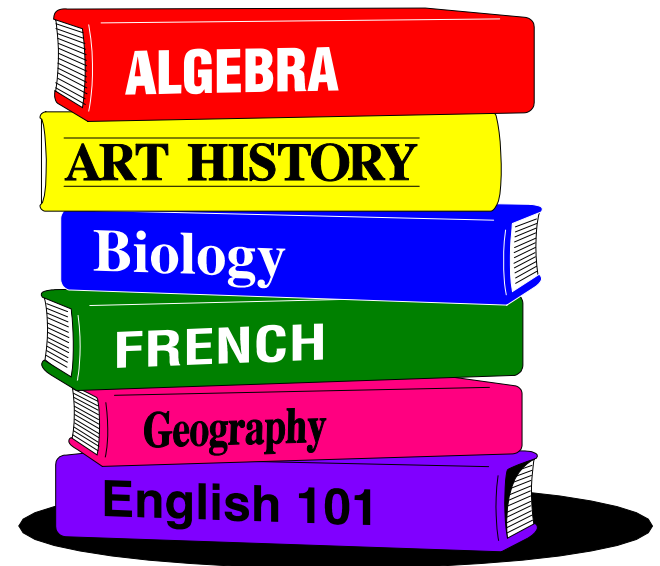
What do you want the students to learn?

- Objectives all students will learn from lesson/unit
- 3-5 most important things students will learn from the lesson
- How will students demonstrate what they know?

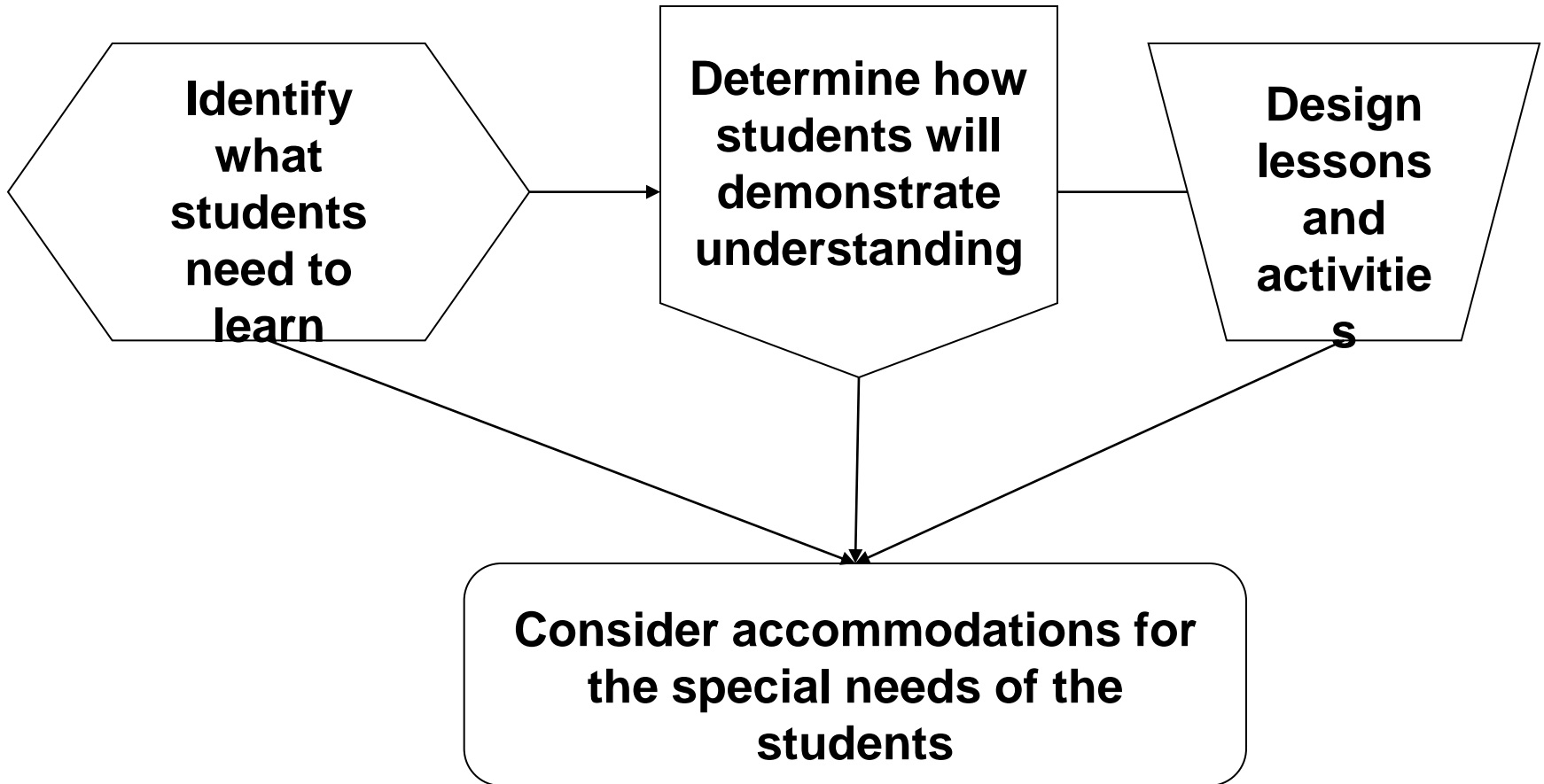


Tied to General Curriculum

- There must be a connection between the general curriculum objectives and this student's IEP goals and objectives.
- The Team must decide what the student will learn about each subject the class is studying.
- The Team must decide which and how many general curriculum objectives the student is expected to know.
- The Team must make general curriculum objectives functional and meaningful for this student.



Backward Design



Categories of Accommodations



- **Presentation**
- **Response**
- **Environment/Setting**
- **Timing/scheduling**

Presentation Accommodation

Presentation accommodations allow students to access instruction and assessments in ways that don't require them to rely on visually read standard print or auditory-exclusive information.



Presentation Accommodations

Visual	Tactile	Auditory
Graphic organizers	Manipulatives	Reading aloud
Copy of notes or presentation	Braille	Taped books or lectures
Pictures/charts	Hands on projects	Repeating reading/directions

Presentation of Information

- **Slower pace**
- **Visual aids/multi media presentation**
- **Guided notes/graphic organizers**
- **Review of terms and vocabulary**
- **Participation and engagement**



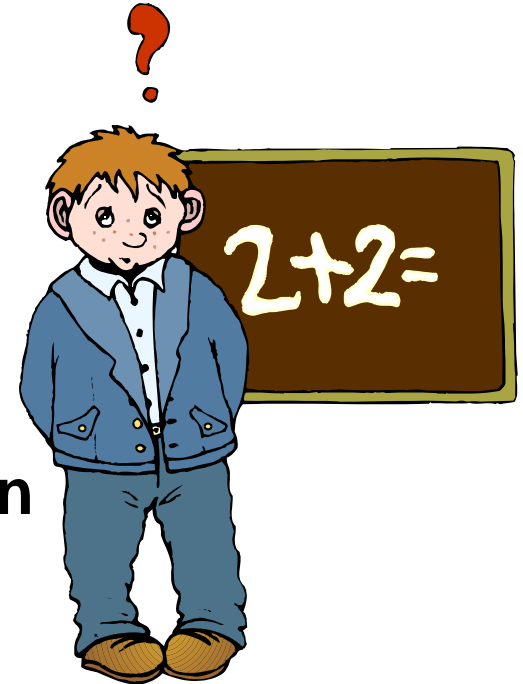
Teacher Accommodations



- Don't wear cologne (hard on allergies)
- Don't wear a lot of jewelry (distracts kids with ADD)
- Count to 10 before letting anyone answer questions (processing time)
- Vary teaching methods
- Projects for extra credit or in place of timed tests
- Giving instructions one step at a time instead of all at once
- Ask questions to get repeat of information
- Divide the class (small groups, peer partners, peer tutors)
- Set up lessons (community instruction, role playing, activities)
- Change the learning goals (more time, cooperate, share)
- Create an alternative activity (learning center, research teams)

Math Problem Example

"Jean et Andre sont freres. Jean est l'aine. Les deux vont au lycee qui se trouve a moins de cinq kilometres de leur maison a Paris. Bien qu'il y ait une difference d'age de trois ans entre les deux freres, leurs niveaux scolaires ne sont separees que par deux annees. Jean est en quatrieme. En quelle classe est Andre?"



- 1) What are the language difficulties?
- 2) What are some math difficulties?
- 3) What difficulties besides language could make it hard to solve this problem?

Accommodation - Translation



"Jean and Andre are brothers. Jean is older. The two go to a school which is found less than 5 kilometers from their home in Paris. Although there is a difference in age of 3 years between 2 brothers, their grade levels are only 2 years apart. Jean is in the 4th. What class is Andre in?"

Accommodation - Bare essentials

"Jean and Andre go to school in Paris. Jean is older. They are 2 grades apart. Jean is in the 4th. What class is Andre in?"



Guide the learning

- Repeat or re-word directions
- Ask for directions to be repeated back
- Provide checklist
- Planner
- Offer choices
- Color overlays/cover sheet/window sheet
- Colored paper for variety **BUT** make sure it is readable
- Monitor and adjust their work



Response Accommodations

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.



Response Accommodations



- **Word Processor**
- **Taped/verbal responses to homework or tests**
- **Pictorial/graphic responses**
- **Note taker/scribe**
- **Responding on copy of test vs. transfer to answer document or separate paper**

Response Accommodation Example

- **Concept 3: Earth in the Solar System**

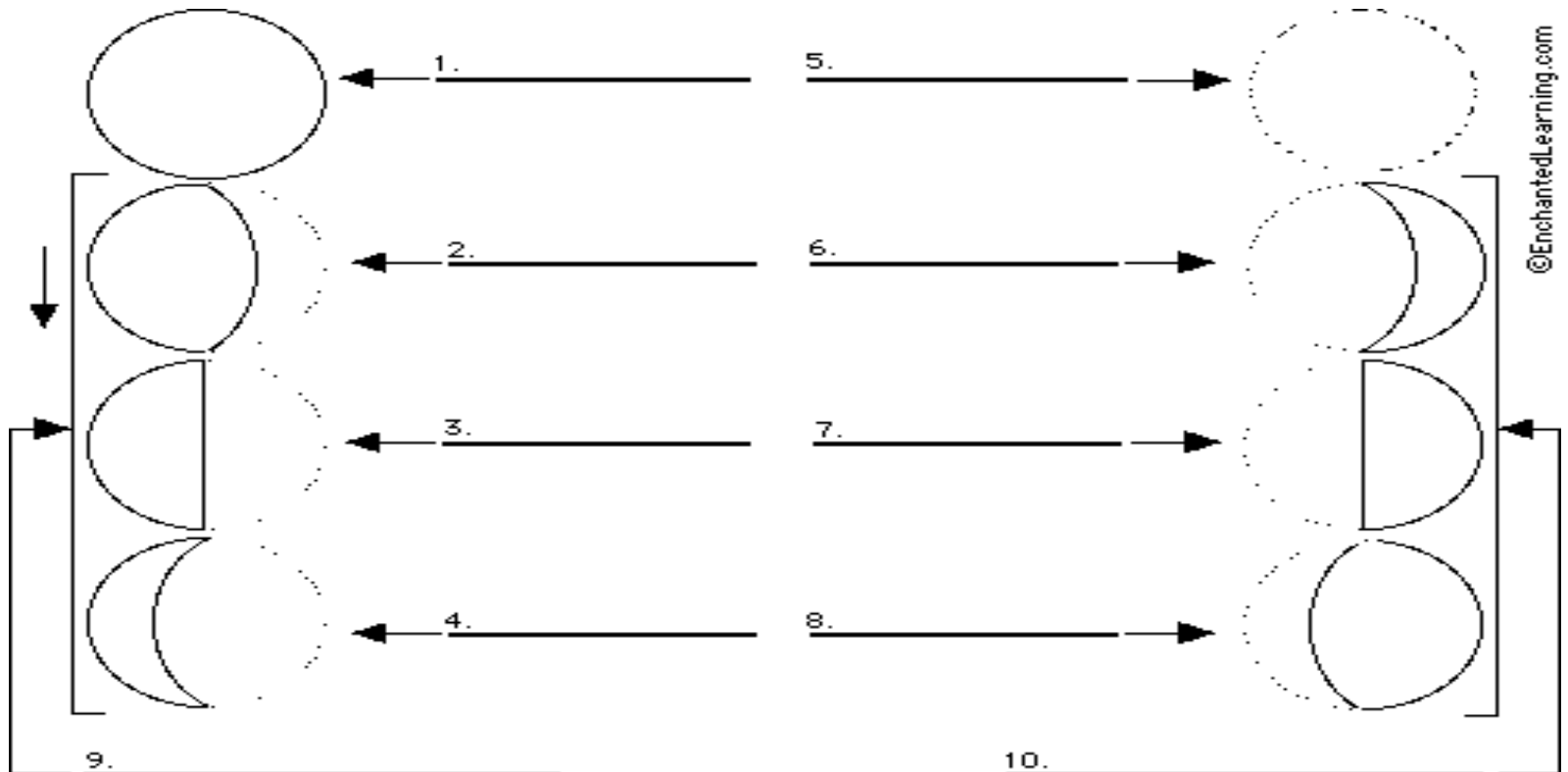
Understand the relationships of the Earth and other objects in the solar system.

- **Performance Objective 1.** Explain the phases of the Moon in terms of the relative positions of the Earth, Sun and Moon.



Assignment Accommodation

Class is given the task of writing in the names of the moon phases next to the appropriate picture.



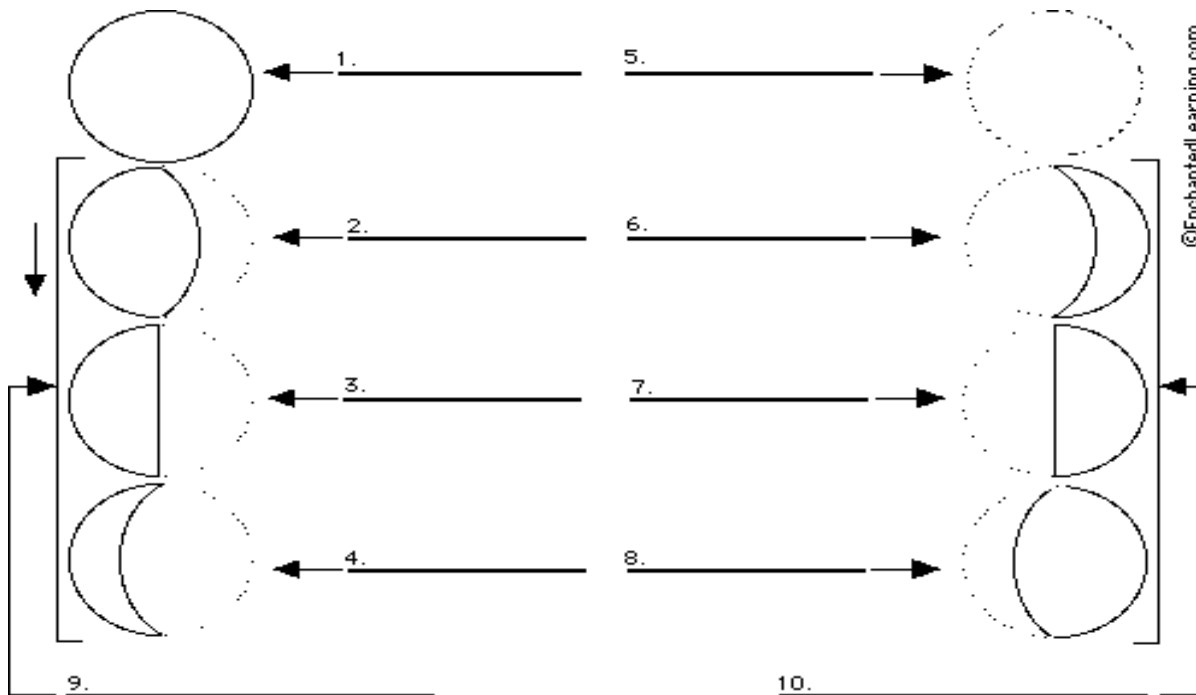
Assignment Accommodation



A student with a disability may be given the same assignment with one of the following response accommodations:

Assignment Accommodation

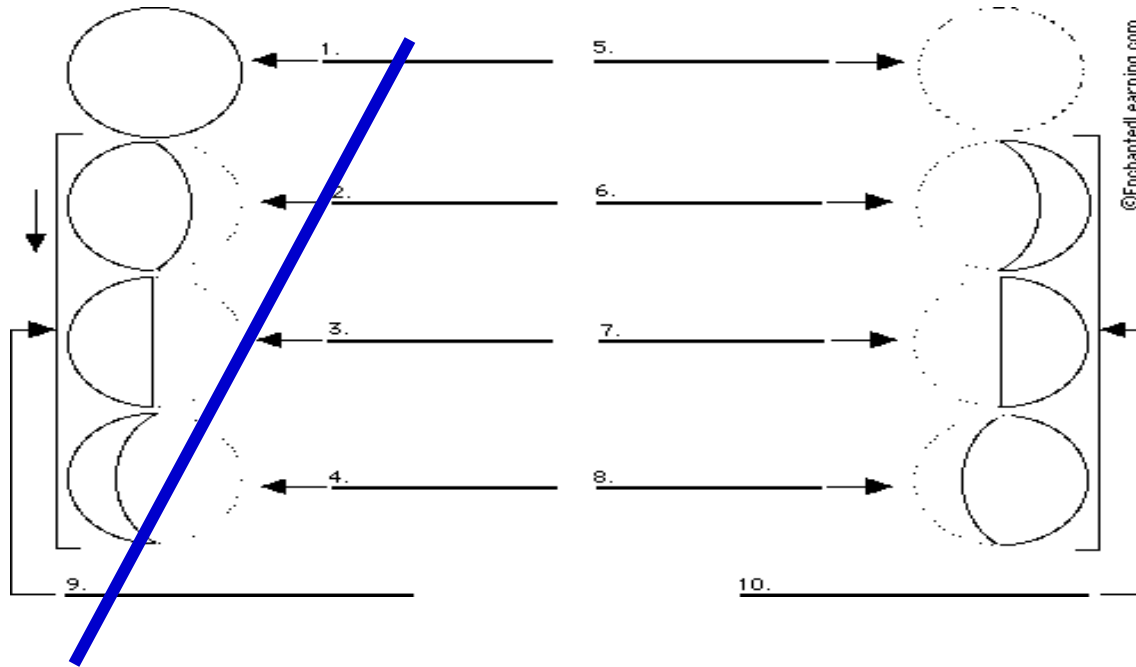
Student is provided with a “word bank” with the moon phases to copy under appropriate pictures.



*Crescent Moon
Full Moon
Gibbous Moon
Half Moon)
New Moon
Quarter Moon
Waning Moon
Waxing Moon*

Assignment with an accommodation

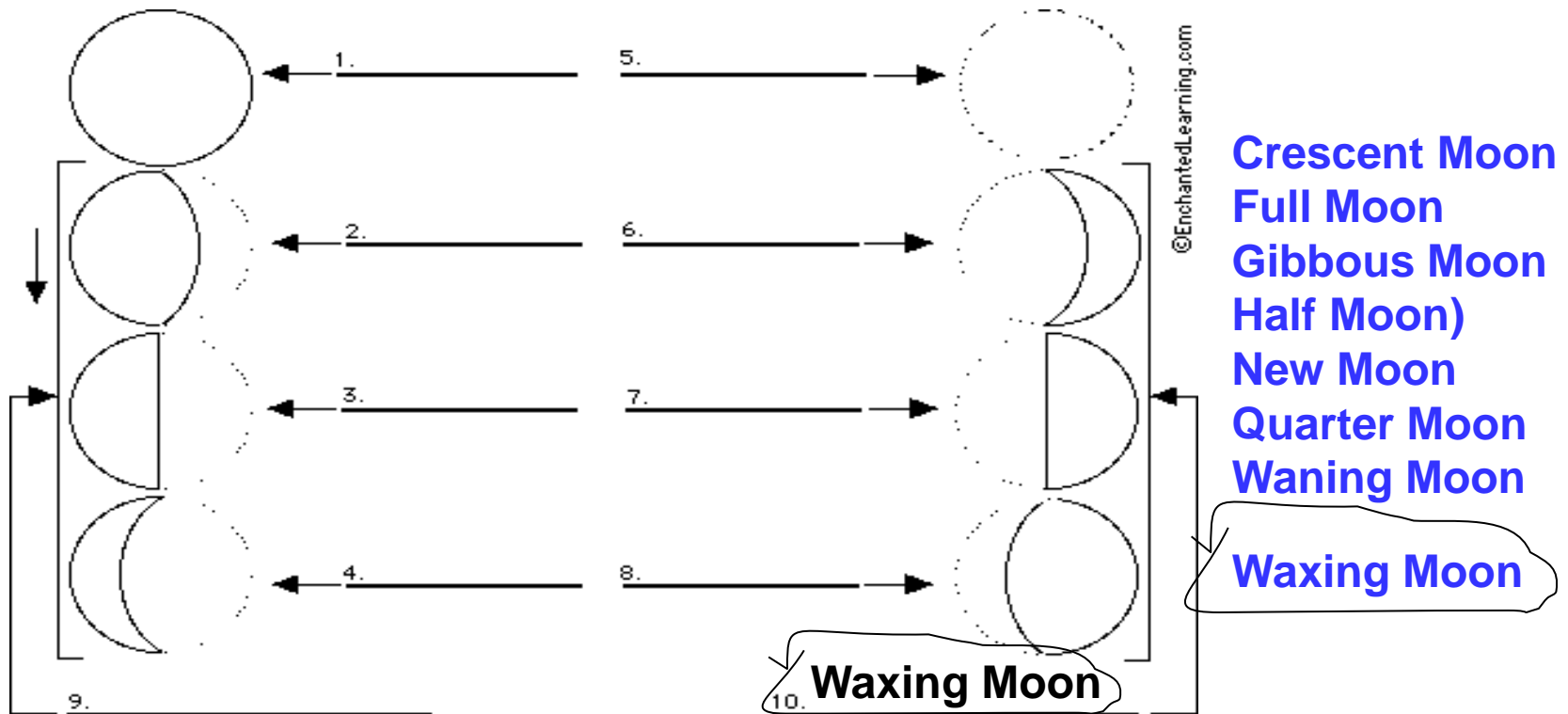
- Names of moon phases are written under pictures and student is asked to draw lines and match name with appropriate phase picture.



Crescent Moon Full Moon Gibbous Moon Half Moon) New Moon Quarter Moon Waning Moon Waxing Moon

Assignment with an accommodation

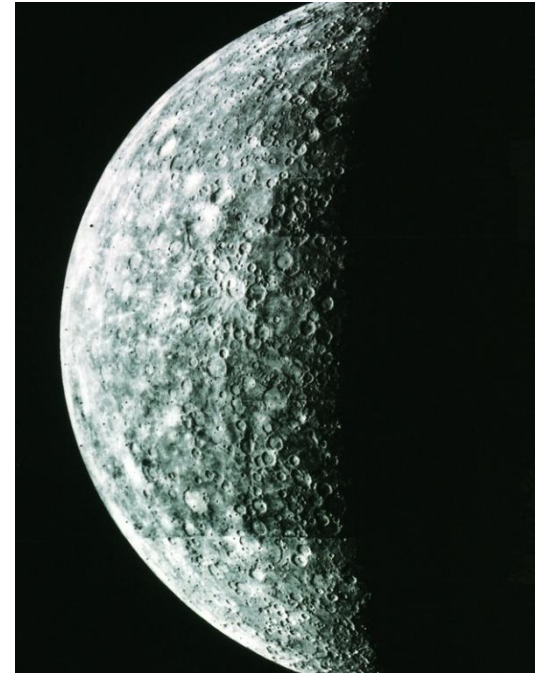
- Student is provided with list of planet names and asked to cut and paste names next to appropriate planet pictures.



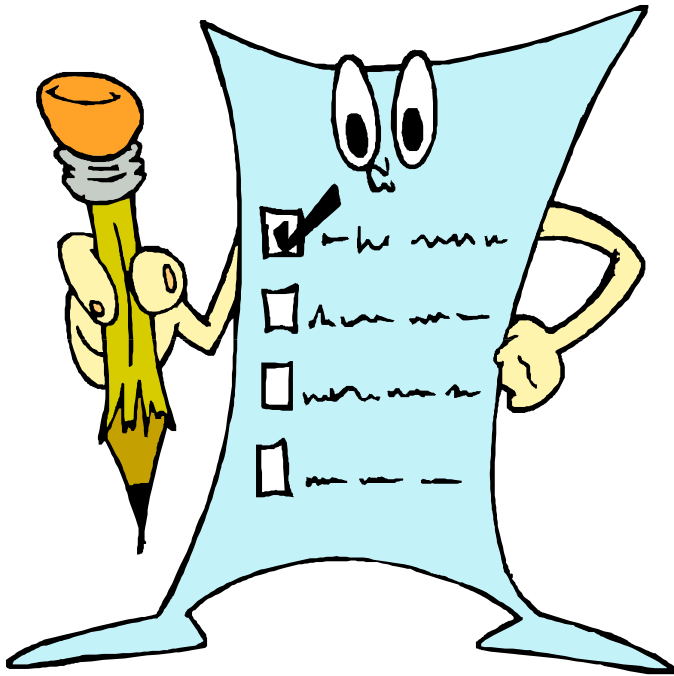
Is the student outcome the same?

YES!!!

Outcome for all of the 7th grade students was to correctly identify the names of the moon phases.



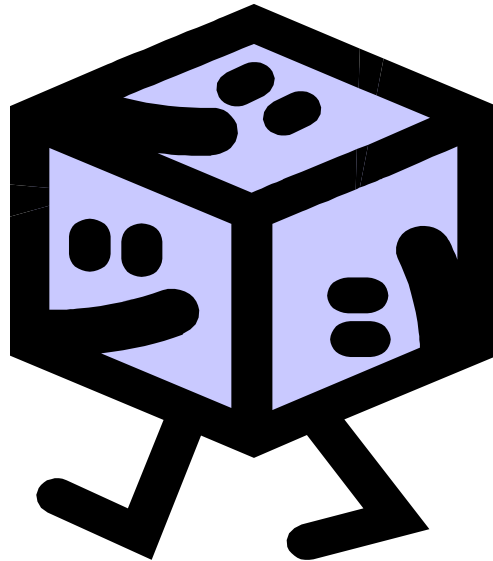
Assessment



- **Multiple choice or limited response multiple choice**
- **Essay response**
- **Drawing or project**
- **Verbal/taped response**
- **Opportunity to make corrections**

Demonstration of Learning

How can students show that they have learned the objectives of the lesson?



Think out of the box!

Setting/Environment Accommodations

Setting or environment accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting.



Setting should be conducive to learning



- **Preferential seating**
 - **Best place for task on hand**
- **Reduced Distractions**
 - **Classroom management strategies**
- **Different room or area**
 - **As needed, based on task**
- **Access to equipment (computers, etc.)**

Room Accommodations

- Special chairs or cushions, lower or higher table or chair, tilted desk top
- Different or additional lighting (not fluorescent), sitting by a window for natural light
- Sitting close to the blackboard or teacher, sitting away from others
- Standing instead of sitting or sitting instead of standing
- Picture schedules, visual cues or visual timer
- Quiet times or places to help concentration
- Color coding
- Visual organization of the room and supplies
- Keeping materials for student and handing out as needed
- Have at least part of the room bare with nothing on walls, ceilings or floors



Timing/Scheduling Accommodations

Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized.



Realistic and Practical Timing

- **Extended time on tests**
 - **Opportunity to review/correct**
- **Additional time/day to complete assignments**
- **“Ideal schedule” addressing needs of student**
- **Frequent or increased breaks**
 - **Structured and as needed**

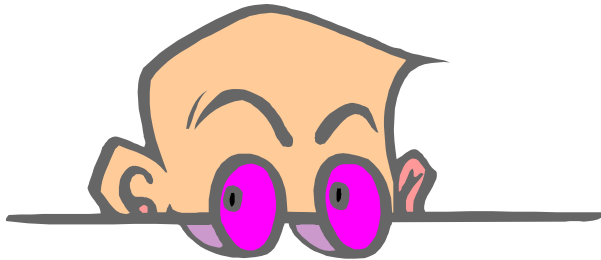


Individual Accommodations

- Fewer problems on a page, large print or dark print
- Read things to student or verbal tests
- Use a tape recorder (taking notes and giving reports)
- Sensory breaks
- Communication device or sign language
- Use headphones or ear plugs to block noise
- Use a touch screen, voice activated computer, switch controls or adapted keyboard, mouse, calculator
- More time on assignments and tests or additional practice
- Peer tutoring or peer to take notes
- Small group work instead of individual assignments
- Assistance with organizing materials
- More time to prepare to transition to next activity
- Change the materials (counting actual objects, tape recorder)
- Change how much or what kind of personal assistance a student gets (prompts, verbal cues, gestures, physical assistance)



If accommodations aren't enough



- Schools often add an adult educational assistant to work with the student 1-on-1.
- Or they may take a student out of class (pull out) for pre-teaching, skill building or one-on-one instruction.
- Use of educational assistants and pull out instruction should be carefully planned. Is it too much isolation from other students? Does it make the student miss too much class time?



Me and My Shadow

- Is having an adult with him/her all day making the student **MORE** dependent?
 - Does the educational assistant take away the student's need to communicate and make choices?
 - Does having an educational assistant there make peers less likely to interact with the student? Is the student ever alone with peers?
 - Is the student at least arm's length away from the educational assistant when possible?
 - Would the student be better off having help from several different people rather than always the same assistant?
- Don't "velcro" an adult to the student every minute.**

Is pull out best?

“Pull out” means removing the student from class for small group or 1-to-1 instruction. Ask:

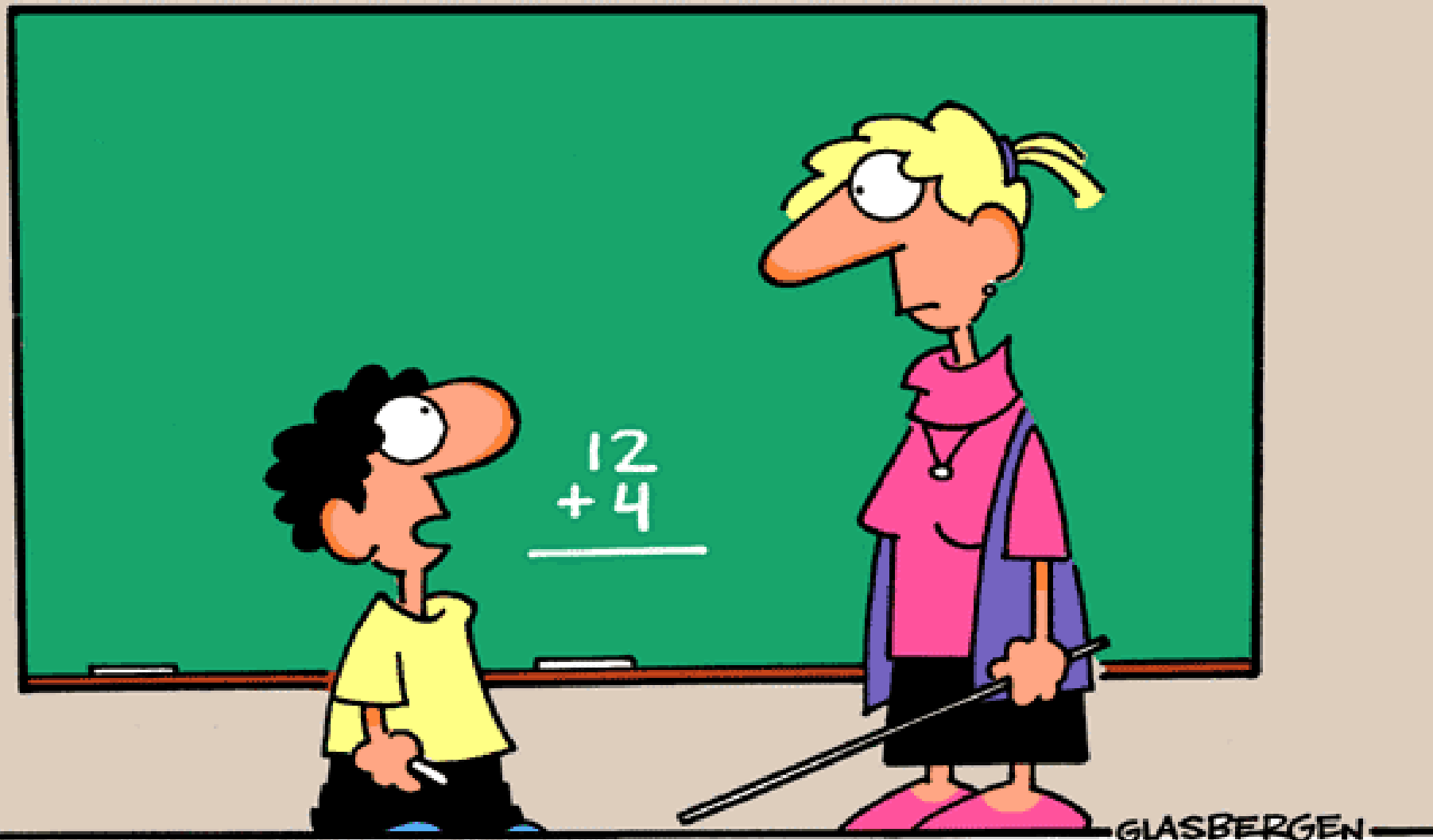


- Why can't the skill be taught in the general classroom? Are there ways to change it so it could be taught there?
- While the student is in pull out, s/he misses what is going on in the general classroom. How do you help the student catch up on what s/he missed?
- How will skills learned in pull out time help the student spend MORE time in the general classroom?

Great Expectations

The greatest accommodation that can be made for every student in your room is having the expectation that all can and will succeed.





“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

Modifications



Modifications are used when the student is expected to learn less or different curricular content. They may be needed for students working well below grade level or who have limited cognitive ability.

- To prevent greater gaps between students and their classmates, modifications should be:
 - used sparingly and
 - only if accommodations have been unsuccessful.
- This could require the modification of assignments, tests, worksheets and other materials in the classroom.

Adjustments to curriculum

Students working well below grade level should still be working towards grade-level standards using:

- **Reduced or excused assignments**
- **Elimination of written work**
- **Non-participation in class work**
- **Learning a limited number of objectives from the curriculum**
 - **Lower level reading material**
 - **Simplified presentation**
 - **Modified assessments**



Modification Example

- **Strand 3: Patterns, Algebra, and Functions**
- **Performance Objective 1. Evaluate algebraic expressions by substituting rational values for variables [e.g., $2(ab+ac+bc)$, when $a = 2$, $b = 3/5$, and $c = 4$].**

Concept 3: Algebraic Representations
Represent and analyze mathematical situations and structures using algebraic representations.

PO 1. Evaluate algebraic expressions by substituting rational values for variables [e.g., $2(ab+ac+bc)$, when $a = 2$, $b = 3/5$, and $c = 4$].

PO 2. Use variables in contextual situations.

PO 3. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa (e.g., Three less than twice a number is $2n-3$).

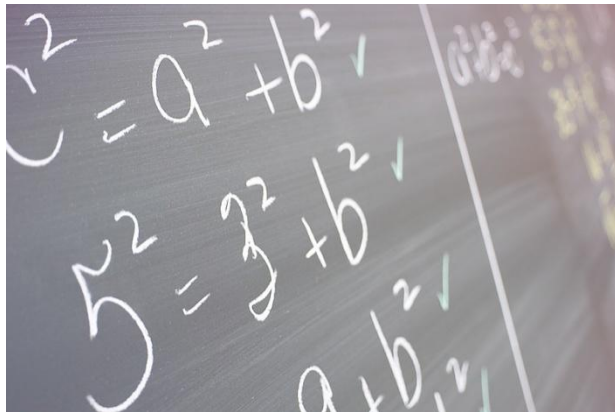
PO 4. Translate a sentence written in context into an algebraic equation involving two operations.

PO 5. Translate a contextual situation into an algebraic inequality (e.g., Joe earns more than \$5.00 an hour; therefore, $x > 5$).

PO 6. Identify an equation or inequality that represents a contextual situation.

PO 7. Solve one-step equations with rational numbers as coefficients or as solutions.

Modification of assignment



Assignment is to complete substitution of variables and solve equations

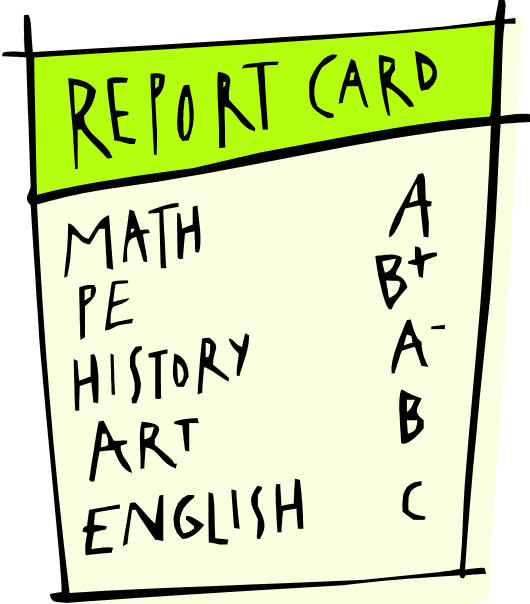
**Example: $a=5$ $c=6$ $g=3$
 $2a+(10-c)=2g$**

Modification:

Student will substitute variables into equation.

Past Grading Practices

- 50/50 - 50% effort and 50% grade
- Excused grading
- Mercy grading (“A” because “he’s a special education student”)
- Pass/fail



A hand-drawn report card with a yellow header and a white body. The header is labeled "REPORT CARD". The body contains a list of subjects and their corresponding grades:

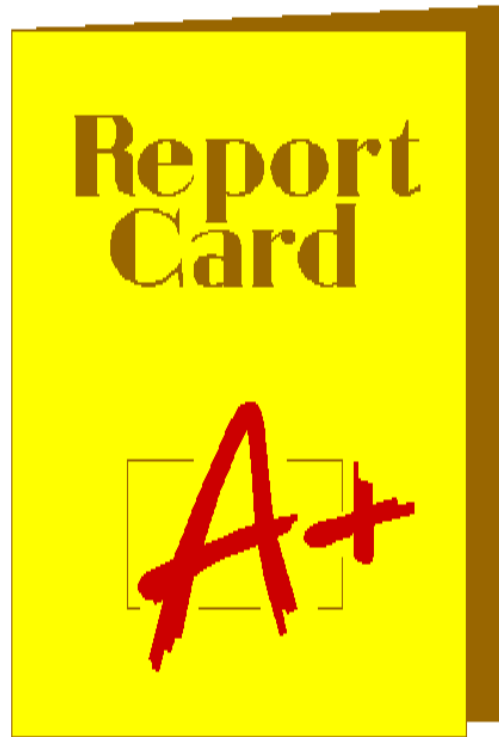
REPORT CARD	
MATH	A
PE	B+
HISTORY	A-
ART	B
ENGLISH	C

Grading

- **Should reflect what student CAN do, not what they can't do**
- **Should be what the student actually earned (inflated grades don't reflect student's abilities)**
- **Should not penalize a student for having a disability**
- **Should take into consideration the accommodation used in the process**



Grading Also



- May change how much certain types of assignments count toward the grade
- May alter the grading scale used to assign letter grades
- May base part of the grade on the student's progress on IEP objectives
- May consider improvement over past performances

Focus on teaching/learning

Grades are an issue when the child is not understanding the concept, procedure, process or expectation.



“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”

Abigail Adams, 1780

Accountability

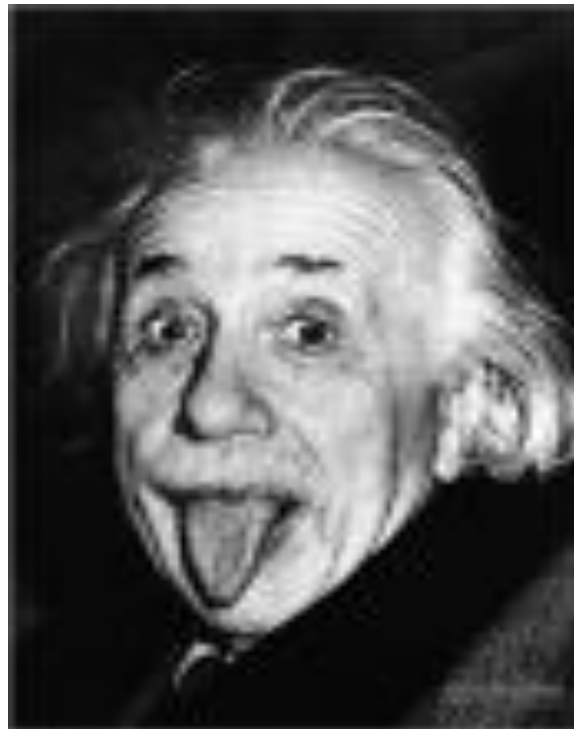
- **General and special education teachers are required to implement and provide for accommodations and modifications that are documented in the IEP.**
- **It is important for teachers to provide input to the IEP process and be active members of the IEP team.**



Interventions for All

- **“Insanity: doing the same thing over and over again and expecting different results.”**

Albert Einstein



Response to Intervention (RTI)

How well does a child respond to interventions?

- Identify need
- Determine intervention(s)
- Implement intervention
- Track progress/collect data
- Review success of intervention
- Determine new intervention if needed



Clear Picture of Abilities

- Pre/post assessments
- Frequent benchmark assessment

MUST have data!



Differentiated Instruction

- **Learning Styles**
- **Multiple Intelligences**
- **Effective teaching practices**



Project Choices



- **Should allow for various learning styles**
- **Limited and structured**
- **Clear guidelines and expectations**
- **Reasonable**

Getting to Know your Students

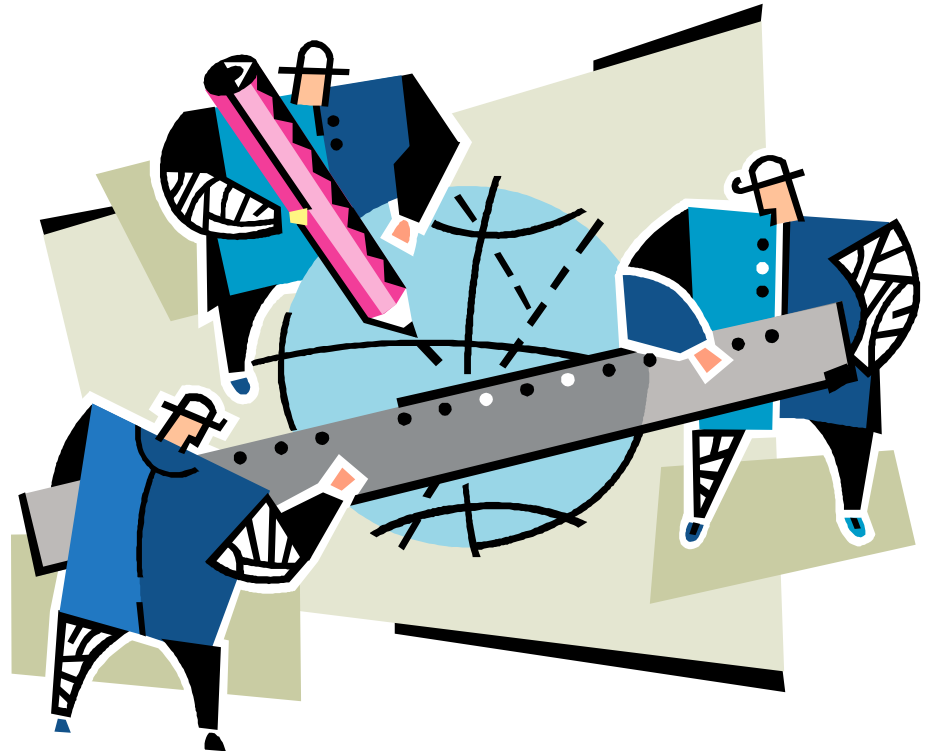


Multiple *Intelligences*

Understanding how a student learns will allow you to select the differentiated instruction that will work best for a student.

Look for a new strategy

- **Be creative**
- **Be reflective**
- **Be flexible**



“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

Colin Powell



Success is not final, failure is not fatal: it is the courage to continue that counts.

Winston Churchill

"Many of life's failures are people who did not realize how close they were to success when they gave up."

Thomas Edison

Could you be the adult that makes the difference?

Have Great Expectations for All...including yourself

