

*“Changes in
Attitude, Changes
in Latitude”*

*New Roles for
General and
Special Education
Staff in Inclusive
Schools*



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Goals of this Presentation

- Describe the characteristics of and rationale for creating inclusive, reorganized schools
- Describe new roles for general and special education teachers
- Describe new roles for related service providers
- Describe the supports needed in order for new roles to be successfully adopted

In *Many* School Districts There Are Separate...

- Administrators
- Staff
- Budget lines
- Classrooms
- Buses
- Sports
- Books and other instructional resources

...for students with and without disabilities.

In *Some* School Districts There Are Separate...

- Buildings/campuses
- Curricula
- Instructional practices
- Parent/Teacher Organizations
- Proms
- Graduate ceremonies
- Parent organizations

...for students with and without disabilities.

What Would It Look Like If...?

All students attended their neighborhood schools and were welcomed and valued for their differences.



All students were presumed competent to learn *essential* general education curriculum content.



All students were supported to be full participants in general education instruction in a general education classroom.



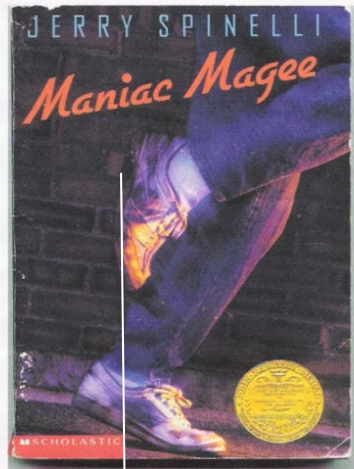
Disability labeling occurred just for the purposes of receiving state and federal funding and for assuring eligibility for adult services after students leave school.



There was one curriculum based on one set of Common Core standards. All instruction was based on the principles of Universal Design for Learning.



All text and other instructional materials were accessible by all students.



Jeffrey Magee lived with his Aunt
& Dot and Uncle Dan. He was unhappy,
so he ran away when he was eight
years old.

Amanda asked Jeffrey where he lives.
She knew he couldn't live near her.
Amanda lived in an all black
neighborhood, and Jeffrey was white.
Jeffrey asked to see what was in
the suitcase. It was full of books! He
asked Amanda if he could borrow one.
He promised to give it back.

Rewritten by team members to late 1st - early 2nd grade level, maintaining essential content for general education quizzes/test.

All students had a way to communicate their wants, needs, and feelings, and about age-appropriate academic content and social topics.



Response to Intervention (RtI) and Schoolwide Positive Behavior Support (SPBS) practices determined which students needed intensive support (in small groups or individually) in order to achieve standards and demonstrate prosocial behavior.



All students were expected to graduate from high school and go on to post-secondary education, the military, and/or competitive employment, and an inclusive life in the community.



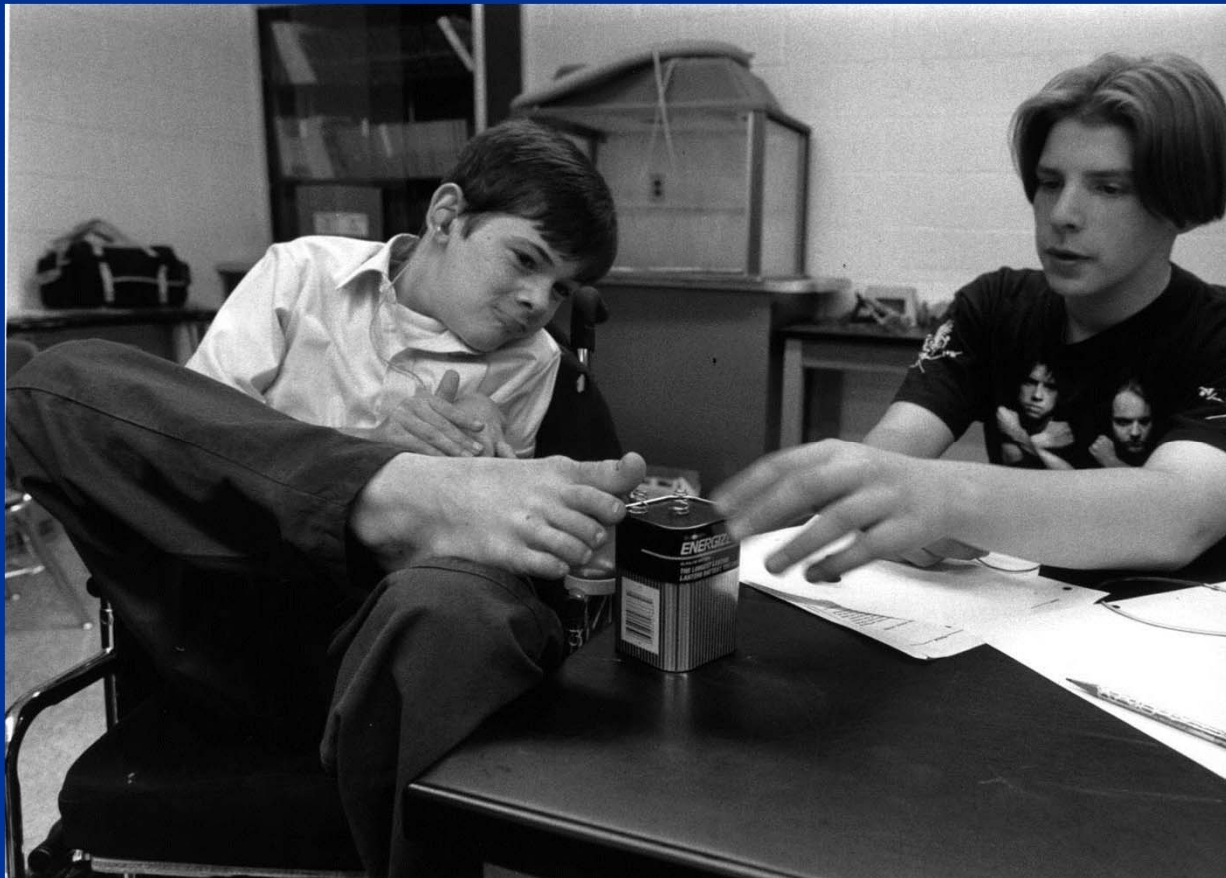
**There were competitive sports teams
and inclusive extracurricular
activities for any student who wanted
to join.**



All social activities were inclusive of all students and everybody had friends of their own choosing.



**All equipment, places, events,
clubs...all aspects of the school were
accessible to all students and their
parents.**



What kind of school would this be?

A school that is based on social justice principles, and is reorganized so that all students are **general education students** and **all resources are allocated to support all students** to enjoy valued membership, reciprocal relationships, full participation, pro-social behavior, achievement of standards from a Common Core curriculum, and graduation to an inclusive life in the community.

Why Do This?

“Inclusion is not about disability, nor is it only about schools. Inclusion demands that we ask, what kind of world do we want to create? What kinds of skills and commitment do people need to thrive in diverse society? By embracing inclusion as a model of social justice, we can create a world fit for all of us.”

Mara Sapon-Shevin

“Available research using rigorous methods concludes that **integrated educational service models** are consistently associated with more positive social and academic outcomes for students with disabilities.”

Wayne Sailor, Ph.D. University of Kansas. Congressional Briefing on Inclusive Education. July 9, 2009.

“There is even a growing body of scientific evidence suggesting that integrated service models for students with disabilities (all disabilities) enhance educational outcomes for *all* students.”

Wayne Sailor, Ph.D. University of Kansas. Congressional Briefing on Inclusive Education. July 9, 2009.

“We **can** now replace remedial and segregated instruction with a model of **universal design** to include all students and match interventions based on measured instructional need. We **can** replace abusive practices such as seclusion and restraint with tertiary-level interventions using evidence-based practices under schoolwide applications of Response to Intervention (RtI) [that includes Schoolwide Positive Behavior Supports].”

Wayne Sailor, Ph.D. University of Kansas. Congressional Briefing on Inclusive Education. July 9, 2009.

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“When we first started the inclusive practices project a teacher, who had previously been resistant, stated “I never would have believed that it could work, but I am amazed by how much growth the students that I am working with have made by being in an inclusive setting.” She added “It sure takes a lot of work, though!” I responded by saying, “I never said that it was easy or that it would not take work...” “All I said is that it IS possible and it IS the right thing to do for our students.” We believe that it is NEVER okay to segregate. We don’t care if it is complicated, confusing, expensive, or takes a lot of work...it is what we must do for the students that we serve.”


Carolyn Teigland, Ph.D., Superintendent, Cecil County Schools, Maryland

In such a school, the roles of
general and special
education staff will need to
change!

Special Education Staff Role Changes

Learning Disability Teacher  Learning Specialist

Self-Contained/Life Skills Teacher  Inclusion Facilitator

SLPs and OTs from 1:1 therapists 
Facilitators of communication, literacy, and movement within
general education lessons and other inclusive activities

Paraprofessionals from individual student support 
whole class support

Role of General Education Teacher

- Welcome all students into the classroom
- Presume all students' competence and actively construct it
- Teaching using principles of Universal Design for Learning
 - Vary the materials, instructional methods, and assessments to address diverse learning styles
 - Embrace technology that contributes to accessibility
- Use RtI and PBIS models of assessment and instruction
- Collaborate with other staff (special educators, SLPs, OTs, reading specialists, guidance counselors) to meet all students' learning needs
- Work in partnership with families and the community

“I no longer have the students with the most significant needs missing the most instruction... wasting so much time in transition, missing valuable core curriculum. Now these services are brought into the classroom seamlessly and everybody benefits... . Let's not forget the social stigma associated with pullout programs. These kids now finally belong somewhere... all day long.”

Elementary teacher in an inclusive school.

Role of the Learning Specialist

- Serve as co-teachers with general education teachers
- Teach at all levels/tiers of RtI: Level 1 (Universal), Level 2 (Additional instruction/support), and Level 3 (Intensive instruction/support)
- Take responsibility for “formal” special education paperwork and processes
- Are assigned to classrooms, grade levels, teams, and departments

Role of the Inclusion Facilitator

- Support teams to implement best educational practices for students with significant developmental disabilities related to their membership, relationships, participation, and learning of the general education curriculum in inclusive classrooms in neighborhood schools.
- Are particularly skilled in using assistive technology, augmentative communication, adapting materials, conducting functional behavior assessments, facilitating social relationships, and collaborating with community organizations and agencies.
- Are assigned very small caseloads (5-8 students) of students across grades, usually within one building.

Role of the Inclusion Facilitator

- Lead the IEP teams of students in a building with the most significant developmental disabilities such as autism, intellectual disabilities, multiple disabilities, deaf-blindness, and traumatic brain injury.
- Facilitate instructional planning meetings, coordinate the input of related service providers, provide professional development, and co-supervise paraprofessionals (with classroom teachers).
- Occasionally provide whole class instruction, small group instruction, and direct instruction to students within general education classrooms. They do **not** teach core curriculum in special education classrooms.

Role of the Speech-Language Pathologist

- Presume all students are competent to communicate and that there are no pre-requisites for communication supports and technology.
- Write IEP goals and objectives that support students to communicate about age-appropriate general education academic and social content.
- Assure that every student has a means to communicate all day long.
- Provide training to students, parents, students without disabilities, and staff about how to communicate with students who use technology to communicate.
- Integrate communication and literacy supports within general education instruction and inclusive social activities.

Role of the Occupational Therapist

- Presume all students are competent to participate in all school activities.
- Write IEP goals and objectives that support students to fully participate in academic, social, and extracurricular activities through adaptations to the physical and sensory environment, equipment, tools, etc.
- Build or acquire adaptive devices for mobility, typing, browsing the web, doing lab experiments, participating in sports activities, etc.
- Provide training to students, parents, students without disabilities, and staff about how to provide physical and sensory supports to students.
- Integrate movement and sensory supports within general education instruction and inclusive social activities.

Role of the Paraprofessional

- Provide supports to students to enable them to fully participate in general education instruction directed by general education teachers.
- Collaborate with other staff to support students to achieve the goals of their IEPs, to develop and sustain typical social relationships and participate in social activities, to learn and maintain appropriate behavior, to make smooth transitions from year to year, and to graduate to typical adult roles in the community.
- Facilitate students' self-advocacy, self-determination, and independence
- Facilitate social interactions between students with and without disabilities without "hovering"
- Make instructional materials under the supervision of professional staff.

Example of How Role Changes Influence Daily Schedules

Daily Schedule – Self-Contained Life Skills Special Education Teacher

7:30	Assist students off sped. bus
8:00	Lead calendar activity
8:45	Facilitate language activity among students
9:30	Supervise toileting
10:00	Observe OT working with student during art activity
10:45	Observe PT working with student on balance and strength
11:30	Teach students to make lunch

Daily Schedule – Self-Contained Life Skills Special Education Teacher

- | | |
|-------|---|
| 12:00 | Each lunch with students and aides in classroom |
| 12:30 | Supervise teeth brushing and toileting |
| 1:00 | Teach math – time and money skills |
| 1:30 | Teach science – plant tomatoes |
| 2:00 | Escort students to sped. bus |

Daily Schedule – Inclusion Facilitator

- 7:30 Facilitate instructional planning meeting for a 4th grader
- 8:45 Support a kindergarten student's participation in calendar time
- 9:30 Teach a reading group in 3rd grade classroom
- 10:15 Meet with 1st grade team to discuss upcoming trip to apple orchard
- 11:00 Prepare instructional materials
- 12:00 Meet with librarian to discuss acquisition of digital books

Daily Schedule – Inclusion Facilitator

- 12:30 Review student performance data
- 1:30 Meet with two paraprofessionals to teach them how to use Boardmaker®
- 2:00 Observe dismissal and chat with parents
- 2:30 Meet with Out-of-District Coordinator to discuss returning an outplaced student

Forms to Aid in Team-Based Instructional Planning

- Routines/lesson planning
- Unit planning

What Supports Can Help These Role Changes to be Successful?

- Administrative vision and leadership
- Communication with parents
- Professional development for staff
- LOTS AND LOTS AND LOTS of common planning time
- And obviously, changes in personnel preparation programs and certification/licensure standards