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Individualizing AND Personalizing for Students with Disabilities

In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).


What’s the difference?
- Individualization
- Differentiation
- Personalization

### Individualizing & Differentiating

<table>
<thead>
<tr>
<th>Individualizing</th>
<th>Both Individualizing &amp; Differentiating</th>
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<tbody>
<tr>
<td>• Meet IDEA 2014 requirement</td>
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<tr>
<td>• Address each student’s disability needs</td>
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<td>• Provide accommodations/ modifications (civil right)</td>
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<tr>
<td><strong>Differentiating</strong></td>
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<tr>
<td>• Adapt instruction for groups of learners</td>
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<td>• Target same learning objectives for all students.</td>
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<td>• Select tech/ methods to support achievement.</td>
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<td>• Organize within Carnegie unit and grade level.</td>
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<tr>
<td>• <strong>WHO?</strong></td>
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### Personalizing

<table>
<thead>
<tr>
<th>Personalization</th>
<th>Purpose of IDEA 2004</th>
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<tr>
<td>• Drives their own learning.</td>
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<td>• Connects learning with interests, talents, passions &amp; aspirations.</td>
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<td>• Actively participates in the design of learning.</td>
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<td>• Owns and is responsible for their learning that includes their voice and choice on how and what they learn.</td>
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<td>• Identifies goals for learning plan and benchmarks as they progress along their learning path with guidance from teacher.</td>
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<td>• Acquires skills to select &amp; use appropriate tech &amp; resources.</td>
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<td>• Builds network of peers, experts, &amp; teachers to guide/support learning.</td>
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<td>• Demonstrates master of content in a competency-based system.</td>
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**FAPE**

**Purpose of IDEA 2004**

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
§300.39 Special education.

• (b)(3) Specially designed instruction means

• adapting, as appropriate to the needs of an eligible child under this part,

• the content, methodology, or delivery of instruction—
  ▫ (i) To address the unique needs of the child that result from the child’s disability; and
  ▫ (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

IDEA 2004 Secondary Transition Services

• Preparation for post-secondary outcomes
  ▫ Employment
  ▫ Further Education
  ▫ Independent living (if appropriate)

  • CAREER EXPLORATION/PREPARATION
  • TRANSITION ASSESSMENTS
  • INTERAGENCY LINKAGES
  • FAMILY ENGAGEMENT
  • STUDENT DEVELOPMENT

What’s a Special Educator’s Job Description?

CoACH STUDENTS

TUTOR

INDIVIDUALIZING

DIFERENTIATING

MANAGE AT

Call parents

Raise test scores

No failures

No zeros

Manage IEPs

Provide accommodations

No office referrals
Special Educator’s JOB?

Failure Analysis

Strength Analysis

Failure Analysis?

- Reading comprehension
- Written expression
- Math computation
- Math reasoning
- Task completion

Functional MRI

Executive Function

- Response Inhibition
- Working memory
- Emotional control
- Flexibility
- Sustained attention
- Task initiation

- Planning/ prioritizing
- Organization
- Time management
- Goal- directed persistence
- Metacognition

Avoiding the judgment trap

What judgments do you hear that stop the action?
- Lazy
- Unmotivated
- Doesn’t care
- Blame – parents, neighborhood, etc.
- Too limited (disabled)
- "My kids"