Inclusion Collaborative
October 25, 2018
<table>
<thead>
<tr>
<th>Kassy Makena</th>
<th>Susan Greenwald</th>
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<tr>
<td>TOSA, Special Ed</td>
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OUSD Statistics

- 27 Elementary Schools
- 5 Middle Schools
- 4 High Schools
- Approximately 28,000 students
- Students with disabilities: 12%
- English language learners: 25%
- Students who are socio-economically disadvantaged: 47%
OUSD and Inclusion

- Schools participating in Supporting Inclusive Practices (SIP): all preschools and elementary schools
- 4th year of the inclusion program
- Preschool - 3rd grade, 4th grade at pilot site
- Co-teaching at all secondary sites
3 Game-Changing Strategies

1. Social Emotional Learning - Linda Vista Elementary

2. Tech Implementation in a Co-taught Class - California Elementary

3. Data Collection and I.A.s - Taft Elementary
Social Emotional Learning
“Children do well if they can.”

Ross Greene, expert psychologist and author, The Explosive Child
Youth experience stress. Youth with learning difficulties are more vulnerable to stress. Temporary stress is good for you – it promotes health and resiliency. Stress can be managed with healthy coping strategies. Chronic or acute stress can impact learning, mental & physical health, and brain development. Adults can model and teach healthy stress-coping strategies. We can help youth normalize their stress response.
All youth are vulnerable to stress!

Contributing Factors:
- Family disruption: divorce, called to war, moving
- Parents mental health
- Socioeconomic distress
- Temperamental vulnerability
- Abuse
- Neglect of child’s needs
- Overscheduled, hectic routines (the hurried child)
- Parties, pets, new siblings

Lucy A. Vezutto, Ph.D. Stress Management for Students Who Struggle, 2018
School Related Stressors

- Learning difficulties
- Bullying and harassment
- Time or performance deadlines
- Teachers who embarrass or badger
- Fear of punishment
- Language difficulties
- Hyper competition
- Testing

Lucy A. Vezutto, Ph.D. Stress Management for Students Who Struggle, 2018
Education Specialist

- Grades K-3
- Screens all students using the BEISY (Brief Externalizing and Internalizing Screener for Youth)
- Provides social emotional groups for all students who are elevated (not just inclusion students)
- Whole group and small group within the intervention
- Mini lessons in gen ed classrooms
- Progress monitoring using Google Forms
- Uses IAs and Community College volunteers
Watch Linda Vista in action!

https://drive.google.com/file/d/1diyWTpzBPib70iMgGvpHxKXPqdx2HFo2/view?usp=sharing
What did you see in the video?

- We Thinkers! - Talk Bubble, Thought Bubble
- The Zones of Regulation - Expected vs. Unexpected
- BEISY screener & Google Forms progress monitoring
- Listening Larry/Whole Body Listening
- Self Regulation
- Small groups
- Inclusive Education

Why is this a Game Changer?

**Direct Instruction for Social/Emotional Needs!**
Tech in a Co-Taught Classroom
"For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible.

ibm training manual 1991"
Flipped classroom is an instructional strategy and a type of blended learning using technology.

It reverses the traditional learning environment.

Typically, instruction is delivered at home, online, which then moves more activities into the classroom.

At California Elementary, flipped classroom strategies are often delivered in the classroom since many students do not have internet at home.
Why a Flipped Classroom is Important to 21st Century Learning?

- Less frustration with homework
- Built in remediation/review
- Builds background prior to coming to class
- Feedback prior to instruction of who needs extra support
- Maximizes in class time for collaboration and application
- Make up for absent students
- Transparency to parents
- May be re-used multiple times once created

Esmeralda Ramos, Flipping Out and Blending In, 2018
Edutopia: Flipped Classroom Video
Key Understandings for Co-Teaching

- Co-Teaching is when 2 educators work together to instruct students in the same space.

- The amounts of time can range from 30 minutes to full day together.

- Co-Teachers must both be credentialed educators (not an Instructional Assistant or a parent volunteer)

- The Ed Specialist provides SAI right in the gen ed setting.
Co-Teaching Models

- One teach, one observe
- One teach, one support
- Station teaching
- Parallel teaching
- Alternative teaching
- Team teaching

Legend:
- General education teacher
- Typical learner
- Special education teacher
- Student with special needs
What do you think?

Let’s get more student voice. How about a turn and talk?

Hey! I didn’t notice that. Great, go for it!
Education Specialist

- Grades TK-3
- Inclusion: TK-5
- Co-Teaches in Kindergarten, 1st grade, 2nd grade, and 3rd grade
- 2nd grade video example
- 1:1 iPad school
- Flipped Classroom
  - Seesaw
- Co-Teaching Model
  - Station Teaching
Watch California in action!

https://drive.google.com/file/d/1o5i5iuZR2TkcagJd1V18AXbvbN1zooYJ/view?usp=sharing
See Saw is:

- User friendly
- Kid friendly
- Parent friendly
- Easy work flow
- A tool to push out instructional videos to students
- A tool for informal assessments
- A method for differentiation
- An option for implementing accommodations
Reading Comprehension

Picking Apples

Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can't wait to enjoy their pie!

1. Where is Jonas going?
   - on a vacation
   - on a fishing trip
   - to school
   - to the apple orchard

2. Who is he going with?
   - mom
   - Maria
   - baby
   - dad

3. How many apples do they need?
   - five
   - nine
   - twelve
   - ten

4. What will their mom do with the apples?
   - eat them
   - give them away
   - make a pie
   - make apple juice
Counting up

Math

Like
Comment

9 - 5 = □

Subtraction help!

Math
Seesaw Teacher Example

https://app.seesaw.me/pages/shared_item?item_id=item.b522b191-db01-4fe9-88ea-d91439e6b6fe&share_token=vM9efOYaSp8M_zCobyA-SA&mode=share
What did you see in the video?
- Co-Teaching
- 1:1 iPad program
- Flipped Classroom
- Seesaw
- Inclusive Education

Why is this a Game Changer?

Tech + 2 teachers + Flipped classroom + 1:1 iPads = Resources Right at their Fingertips!
Data Collection and Instructional Assistants
“INCLUSION IS NOT A STRATEGY TO HELP PEOPLE FIT INTO THE SYSTEMS AND STRUCTURES WHICH EXIST IN OUR SOCIETIES; IT IS ABOUT TRANSFORMING THOSE SYSTEMS AND STRUCTURES TO MAKE IT BETTER FOR EVERYONE. **INCLUSION IS ABOUT CREATING A BETTER WORLD FOR EVERYONE.**”

-DIANE RICHLER, PAST PRESIDENT, INCLUSION INTERNATIONAL
Vital to the success of an inclusive learning program
Role: to assist the teacher in all aspects of daily classroom responsibilities
Typically, IAs work with students in whole group/small group/1:1, provide behavioral and social skills support, and help teachers with classroom tasks
Implement accommodations designed by the IEP team
Inclusion IAs provide support in the general education environment, and can rotate from class to class.
Key Understandings About Data Collection

- Data drives instruction!
- Data should be collected consistently.
- Data is a powerful tool for BOTH Special Education and General Education
- Teachers and/or IAs can collect data.
Data: It’s Just Part of Good Teaching
General Education Teacher
- Kindergarten
- 33 students
- 2 students with IEPs
- 2 additional students requiring extra support (1-academics, 1-behavior)
- Teacher - whole group and small group instruction
- IA - pulls students with IEPs 1:1 to work on IEP goals, and grade-level standards
- IA - pulls gen ed students 1:1 to work on grade-level standards
Watch Taft in action!

https://drive.google.com/file/d/1XC-HdwzZG_PLjm0aa7KAAWpaNkVleQxk/view?usp=sharing
Language Arts Assessment

Sounds:

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

25 26 30

Lowercase Letter Names:

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

24 26

Uppercase Letter Names:

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

24 26

CVC Words:

sit cap men pot hug

5 5

CVC Words:

frog clap swim stop plum


CVCC Words:

bike nose late cube Pete


High Frequency Words:

can the we see a like
to and go you do my are
with he is little she was for
have of they said want here me
this what help too has play where
look good who come does

534 40 40

Rhyming Words (example - dig/log)
cat tub mop chick hit


Fluency (out of 6):

6 I can see the big cat.
6 He is a little mad dog.
6 They play in the hot sand.
**Language Arts Assessment**

**Sounds:**

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

3 7 16 23 24 26

**Lowercase Letter Names:**

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

4 7 16 25 24 24 26

**Uppercase Letter Names:**

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

4 8 18 26 25 26

**CVC Words:**

<table>
<thead>
<tr>
<th>sit</th>
<th>cap</th>
<th>men</th>
<th>pot</th>
<th>hug</th>
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<td>1</td>
<td></td>
<td>1</td>
<td>5</td>
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**CCVC Words:**

<table>
<thead>
<tr>
<th>crop</th>
<th>clap</th>
<th>swim</th>
<th>stop</th>
<th>plum</th>
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**CVCe Words:**

<table>
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<th>bike</th>
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<th>Pete</th>
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**High Frequency Words:**

I can the we see a like
to and go you do my are
with he is little she was for
have of they said want here me
this what help too has play where
look good who come does

**Rhyming Words:**

<table>
<thead>
<tr>
<th>cat</th>
<th>tub</th>
<th>mop</th>
<th>chick</th>
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**Fluency:** (out of 6)

5 I can see the big cat.
5 He is a little mad dog.
3 They play in the hot sand.
Fry 1000 Instant Sight Words

25 words make up approximately ⅓ of all items published

100 words comprise approximately ½ of all of the words found in publications

300 words make up approximately 65% of all written materials

Over half of every newspaper article, textbook, children’s story, and novel is composed of these 300 words.

(Dr. Fry, 1996)
<table>
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<td>Yasir</td>
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What did you see in the video?

- Leveled readers
- Fluency passages
- How to use an IA
- Sight word songs
- Progress monitoring - data sheets
- Small group instruction

Why is this a Game Changer?

- Purposeful use of an IA! Data, data, data!
- Don’t just have them float around the room!
Please join us to take a look at some materials and resources from these 3 sites!
Thank You!

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