Inclusionary Practices in the Least Restrictive Environment

Presented by:
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Learning Objectives

Legal Aspects

Inclusion Defined

Understanding the Least Restrictive Environment (LRE)

Inclusive Mindset

Inclusion Models

Educational Setting

Implementation
Legal Aspects
**Brown v. Board of Education** (1954)

**Civil Rights movement** (1950's/1960's)

**Education for all Handicapped Children Act (PL 94-142)**

**Individuals with Disabilities Education Act (IDEA) (1990)**

**Americans with Disabilities Act (ADA)**

**Section 504 of the Rehabilitation Act of 1973**
### Regulations Governing Part B of IDEA

<table>
<thead>
<tr>
<th>300.115 Continuum of Alternative Placements</th>
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<tbody>
<tr>
<td>✗ Assure that a continuum of alternative placements are available</td>
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<tr>
<td>✗ Continuum included in 300.38 are available</td>
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<tr>
<td>✗ Provision for Supplementary services (RSP or Itinerant instruction)</td>
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<table>
<thead>
<tr>
<th>300.114 LRE Requirements</th>
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<tr>
<td>✗ State mandate for LRE requirements</td>
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<tr>
<td>✗ To the maximum extent possible students with exceptional needs are educated alongside their non-disabled peers</td>
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<tr>
<td>✗ Considerations for removals from GE setting</td>
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<thead>
<tr>
<th>300.116 Placements</th>
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<tbody>
<tr>
<td>✗ Placement decision is made by the IEP team</td>
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<tr>
<td>✗ Decision for placement is in conformity with LRE provisions</td>
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<tr>
<td>✗ Consideration of any potential harmful effects</td>
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IDEA Provisions & Inclusion

- **Access** – Wide range of learning opportunities, activities, settings, and environments
- **Participation** – Individualized accommodations and supports to participate fully in play and learning activities
- **Supports** – Infrastructure of systems-level supports
Mainstreaming & Inclusion Defined
Mainstreaming – Defined

- A term used for integrating students with exceptional needs into the general education setting to the greatest extent possible alongside their nondisabled peers.

- Students with exceptional needs must demonstrate acceptable academic and behavioral levels to be considered for mainstreaming opportunities.
Inclusion - Defined

- **Inclusion** for students with exceptional needs assumes that the general education setting is the most appropriate setting for most, if not all, students.

- Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in the general education setting.

- Unlike mainstreaming, SPED students do not have to earn the right to be included in the general education setting.
Understanding the Least Restrictive Environment (LRE)
Key Concepts of LRE

- Must be individually determined and based on a student’s individual needs
- Applies to all children with disabilities
- The general education class is always the least restrictive
- Consideration of the use of supplementary aids and services to make the general education class a viable option is required
### Continuum of Placement Options in OMSD

<table>
<thead>
<tr>
<th>Program Options</th>
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<tbody>
<tr>
<td>General Education with RSP Support</td>
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<tr>
<td>Inclusion</td>
</tr>
<tr>
<td>Mild-Moderate / Emotionally Disturbed / Autism</td>
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<tr>
<td>Moderate Class / Autism</td>
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<tr>
<td>Moderate Severe / Orthopedic Impairment</td>
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<tr>
<td>NPS / County VI &amp; DHH / California School for the Deaf Riverside (CSDR)</td>
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<tr>
<td>Residential</td>
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<tr>
<td>Home Hospital</td>
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Access: Inclusive Environment

**Best Practice**
- Emphasize “big ideas” (i.e., declarative statements that describe concepts that transcend grade levels)
- Clearly include explicit strategies
- Provide an adequate range of examples
- Include scaffolding strategies
- Include strategic integration of concepts
- Build prerequisite skills before introducing new ones
- Include sufficient, distributed, and cumulative review

**Teaching tips**
- Give immediate feedback, clarify instructions, ask for questions, repeat or give additional examples.
- Relate new topics to already learned topics or real-life examples.
- Go from concrete to abstract.
- Use peer mentoring, group discussions, and cooperative learning situations.
- Make content personal.
- Develop study guides.
- Consider alternative assessment methods
Participation

Considerations:

1) Are the student’s engaged in learning?

2) What was your “hook” to spark an interest in your lesson, theme, or unit?

3) Does the lesson offer content for the various learning modalities: see, hear, touch, speak, read, and learn?

4) What modifications to the lesson will you make to increase participation?
IDEA Section 300.42: Supplementary Aids & Services

- Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116
Examples of Supplementary Aids & Services

- **Child's specialized equipment needs** (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment)

- **Pacing of instruction needed** (e.g., breaks, more time, home set of materials)

- **Presentation of subject matter needed** (e.g., taped lectures, sign language, primary language, paired reading and writing)

- **Materials needed** (e.g., notes into computer, shared note-taking, large print or Braille, assistive technology)

- **Assignment modification needed** (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment)

- **Self-management and/or follow-through needed** (e.g., calendars, teach study skills and/or executive functioning)

- **Testing adaptations needed** (e.g., read test to child, modify format, extend time)

- **Social interaction support needed** (e.g., provide Circle of Friends, use cooperative learning groups, explicitly teach social skills)

- **Training needed for personnel**

- **Supports to address environmental needs** (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement)

- **Levels of staff support needed** (e.g., consultation, push-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, nurse, instructional support assistant)

- **Planning time** for collaboration needed by staff
## Educational Setting Options

<table>
<thead>
<tr>
<th>Full Inclusion</th>
<th>Mainstreaming</th>
<th>Reverse Mainstreaming</th>
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<tbody>
<tr>
<td>Special education students are placed in the general education setting for their entire instructional day. Related services are provided in a “push in” model.</td>
<td>Special education students are mainstreamed into the general education setting for a percentage of their day.</td>
<td>Regular education students are brought into special education classrooms. The program can be part-time or for a full school day.</td>
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Inclusive Mindset
Activity #1: Stereotypes of Students with Exceptional Needs

- Divide your paper in two columns
- In left column, write “I have ___”.
- In right column, write “but I am (or am not) ___”.
- The final phrase will read “I have _____, but I ______.”
- Fill in the first blank with a common disability, such as autism, ED, etc.
- Fill in the second blank with a common stereotype about that disability which is not true (whether the stereotype is positive or negative).

- Ex: “I have ED, but I do not have any disruptive behaviors.”
Diversity ignites creativity, problem solving and innovation.

Inclusion Starts with "I"
The four tenets of inclusive discourse

Inclusive civil discourse:
Implications of ethics from NAEYC and DEC

- Respect and dignity for all children, families, and colleagues
- Appreciation of diversity and uniqueness
- Use of tools for success (team meeting action planning, visioning, and shared values)
- Shared ownership and accountability of all young children (as if they were your own)
# Best Practices

## Practices
- Student engagement based on good classroom and time management skills
- Ability to scaffold learning, adapted to students' current levels of understanding
- Cognitively engaging students in higher-order thinking
- Encouraging and supporting success
- Teaching the whole-child vs. Isolation

## Strategies
- Get to know your student’s IEP/504
- Implement Universal Design for Learning (UDL)
- Support Important Life Skills
- Engage in Collaborative Planning & Teaching
- Develop a Strong Behavior Management Plan
Inclusion Models
Models of Inclusion

**Co-Teaching/Team Teaching**

This teaching model pairs two or more (but usually two) teachers together to co-teach a classroom. The class is staffed with a GE teacher who specializes in core content areas and a special education teacher.

**Consultative/Itinerant**

This teaching model includes a traveling specialist who supports multiple classes. The class is staffed with a GE teacher, with supplemental support of the specialist.
Models of Inclusion

Paraprofessional Support

This teaching model includes the support of a special education paraprofessional. The class is staffed with a general education teacher and a special education paraprofessional.
Co-Teaching

Most popular inclusive educational model to meet the educational needs of students with disabilities, previously enrolled in exclusive, segregated settings (Magiera & Zigmond, 2005).
Benefits of Co-Teaching

All students are provided a variety of instruction delivery models (intensive instruction, small group, and large group).

Participation of students with disabilities is increased through the reduction of student-to-teacher ratio.

Students learn tolerance and respect for diversity.

GE teacher and education specialist support each other by jointly planning, instruction delivery, classroom management, and combining strengths.

Expectations for students with special needs are increased.

Students with special needs benefit from peer models.
Concerns with Co-Teaching

- Students with special needs may disrupt the learning of their nondisabled peers
- Lack of data that explores educational outcomes for students in co-taught settings
- Insufficient time for planning
- Inappropriate ratio of with/without disabilities
- Resistance from the general education teachers to share the chalk with education specialist
- Damage to self-esteem of low achieving special education students as they struggle with the rigor of Common Core Standards and pacing
- Testing demands of the GE setting
- Poor pairing of teachers by administrators
Important Aspects of Inclusion & Sustainability

- Strong support from administrators
- Vested interest and determination of co-teachers to meet the needs of all students
- Opportunities to parallel plan and collaborate regularly.
- Professional Development
- Efficiently utilize existing paraprofessionals & other support staff
Educational Setting
Classroom Teaching Environment

Models:
- One teach, one support
- Parallel teaching
- Station teaching
- Alternative teaching
- Teaming
Classroom Set-up
Planning for Instruction

Consider the following:
- Differentiated Instruction
- Instruction Delivery
- Learning Modalities
- Environmental Setting
- Instructional Materials

Instruction Delivery
- Whole Group Instruction
- Small Group Instruction
- Intensive Instruction
- Independent Group Instruction
- Stations

Supplementary Instructional Materials/Aids
- Outlines/Thinking Maps
- Visual Aids
- Assistive Technology
- Manipulatives
- Study Notebooks
- Modified Assignments
Comparing Classrooms

Traditional vs. Differentiated
<table>
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<tr>
<th><strong>Traditional Classroom</strong></th>
<th><strong>Differentiated Classroom</strong></th>
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<tbody>
<tr>
<td>- Student differences are masked or acted upon when problematic</td>
<td>- Student differences are studied as a basis for planning</td>
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<tr>
<td>- Assessment is most common at the end of learning to see “who got it”</td>
<td>- Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need</td>
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<td>- A relatively narrow sense of intelligence prevails</td>
<td>- Focus on multiple forms of intelligence is evident</td>
</tr>
<tr>
<td>- A single definition of excellence exists</td>
<td>- Excellence is defined in large measure by individual growth from a starting point</td>
</tr>
<tr>
<td>- Student interest is infrequently tapped</td>
<td>- Students are frequently guided in making interest-based learning choices</td>
</tr>
<tr>
<td>- Relatively few learning profile options are taken into account</td>
<td>- Many learning profile options are provided for</td>
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<tr>
<td>Traditional Classroom</td>
<td>Differentiated Classroom</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Whole-class instruction dominates</td>
<td>- Many instructional arrangements are used</td>
</tr>
<tr>
<td>- Coverage of texts and curriculum guides drives instruction</td>
<td>- Student readiness, interest, and learning profile shape instruction</td>
</tr>
<tr>
<td>- Mastery of facts and skills out-of-context are the focus of learning</td>
<td>- Use of essential skills to make sense of and understand key concepts and principles is the focus of learning</td>
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<td>- Single option assignments are the norm</td>
<td>- Multi-option assignments are frequently used</td>
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<tr>
<td>- Time is relatively flexible</td>
<td>- Time is used flexibly in accordance with student need</td>
</tr>
<tr>
<td>- A single text prevails</td>
<td>- Multiple materials are provided</td>
</tr>
<tr>
<td>- Single interpretations of ideas and events may be sought</td>
<td>- Multiple perspectives on ideas and events are routinely sought</td>
</tr>
<tr>
<td>Traditional Classroom</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. The teacher directs student behavior</td>
<td></td>
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<tr>
<td>2. The teacher solves problems</td>
<td></td>
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<tr>
<td>3. The teacher provides whole-class standards for grading</td>
<td></td>
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<tr>
<td>4. A single form of assessment is often used</td>
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<tr>
<td>1. The teacher facilitates students’ skills at becoming more self-reliant learners</td>
</tr>
<tr>
<td>2. Students help other students and the teacher solve problems</td>
</tr>
<tr>
<td>3. Students work with the teacher to establish both whole-class and individual learning goals</td>
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<tr>
<td>4. Students are assessed in multiple ways</td>
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Implementation
Preparing for Inclusion

- Consider the overall objective for all students
- Begin to implement inclusionary practices and strategies
- Ask a colleague to complete the checklist on the differentiated classroom
- Consider the following RSP delivery models/strategies:
  - Consultation/Collaborative Support Model in the GE Setting
    - Student receives core instruction in the general education classroom.
    - Student receives consultative/collaborative services from the education specialist.
    - Education specialist consults with general education teacher to identify, implement, and monitor implementation of the IEP.
    - Education specialist collaborates with GE teacher on appropriate modifications and differentiated instruction to meet student’s needs
    - Education specialist works in collaboration with GE teacher to identify materials and strategies to support student learning from adopted intervention program
Preparing for Inclusion

- **Core with Supplemental Special Education Support (Push-in)**
  - Student receives core instruction in the general education classroom.
  - In addition to core instruction, students receive scaffolded instruction and supplemental support from education specialist within the general education setting.
Effective Instruction Delivery Sequence

1. Phase 1: Preparation
   - Check for background knowledge and understanding of prerequisite skills.

2. Phase 2: Direct Instruction
   - Use techniques to cue students to notice critical aspects of the model. Provide an outline of lesson objectives.

3. Phase 3: Guided Practice
   - Spend significant time on guided group practice. Structured "thinking time" was given before asking for a response.

4. Phase 4: Skill Fluency Practice
   - Students received an overview. Routines were used to provide support for struggling learners. Use cue cards to outline procedures/concepts.

5. Phase 5: Demonstrate Skill Mastery
   - Students receive information on content of assessment and review. Alternative assessment methods are considered.
Suggested Professional Development

- Implementation of Inclusionary Practices
- Understanding Students with Special Needs
- Differentiated Instruction & Instruction Delivery Models
- Moving Up the Pyramid: Secondary and Tertiary Behavioral Interventions Within a MTSS
- Tours of Specialized Programs & Time Allotted to Debrief
Next Steps

- **Provide** recommendations for 2020-2021 academic school year to the MTSS leadership team.
- **Conduct** inclusion projections for 2020-2021 with each school site.
- **Work in** collaboration with Preschool Administrator to ensure special education placements are maximized.
- **Examine** current general education to special needs ratio.
- **Consider** expansions.
- **Distribute** surveys quarterly to inclusion teachers to assist with monitoring.
- **Schedule** meetings with respective school sites to examine level of support, discuss concerns, analyze data, and solicit feedback.
- **Visit** inclusion classes quarterly.
Inclusion in OMSD


Inclusion is a right not a privilege for a select few.
Questions?