Aligning Structured Learning Services K-12

Who we are:
Fayetteville Public Schools-Fayetteville, AR
10,200 Students
14.4% of students receive Special Education Services
Roughly 1400 students supported by 200 staff

A Need Realized
Students that had the most complex needs, should have access to the highest quality, research based services and supports.
Staff working with this population needed training and coaching to provide high quality instructional and behavioral services
Need for shifting mindset of staff, administration to a more structured service delivery model.
Changing perception of Special Education among parents, staff and in the community—that Special Education centers around the services, not the place.

Special Education is NOT a place
7 years ago, shifted the language from SELF CONTAINED to STRUCTURED LEARNING CLASSROOMS, more recently adjusted to STRUCTURED LEARNING SERVICES
7 years ago targeted moving from placement to services in practice and language
4 years ago, shifted to providing full continuum in every building—supporting students in their home schools
3 years ago created intentional professional development and established a PLC for our Structured Learning Teachers

Immediate Benefits
Mindset Shift with all staff
- Provided a framework and structure to continue to build upon
- Staff and parents stopped looking for a different place and focused on the service
- Allowed students to remain in home school zones
- Identified gaps in staff learning and allowed for targeted training based on present need
- Maximized current resources

Immediate Benefits
Guided conversations with parents and with teams focused more on learning and not placement. Description included environmental design, goals, what supports would look like, and when and where research practices were embedded
- Parents less apprehensive
- More depth in understanding services provided
- Parents more engaged in planning
- Parents strongly requesting specific types of instruction and practice benefited because services were embedded.
Moving from realizing need to high reliability practices.

Tools to Support Teachers: Safe, Supportive, and Collaborative Culture

- Structured Learning-PLC
  - Singletons vs. team
    - Fidelity with instruction
    - Common Commitments for students, staff
    - Problem solving and Brainstorming
- Required visits to other classrooms 2x yearly
  - Additional visits based on new hires,
    - To observe new instructional strategies, additional skills, new needs driven by caseload
- Strategic Training based on Alignment of K-12
  - Literacy
  - Common expectations and assessments

Focus on Paraprofessionals

- Systematic Supervision
- Behavior Tools that are trauma and poverty sensitive
- Registered Behavior Technicians
  - Extended hours
  - Technology
  - Yearly Stipend

Alignment of District K-12-Guaranteed and Viable Curriculum

- Structured Learning PLC
- K-12 Essential Skills
- Common Assessments
  - Teacher created
  - VB MAPP
  - DTT Skill Progression
- Common Commitment to “markers” for progress
- Common Commitments for inclusion, student driven decisions, challenging LRE discussions, etc.

Key Elements of Structured Learning Teams

Effective Teaching in EVERY Classroom

- Environmental Design
- Zone Planning/Scheduling
- Instruction based on research, ABA
  - Direct Instruction
  - Discrete Trial
  - Pivotal Response
  - Errorless Learning
  - Task Analysis
  - Functional Communication Training
  - Types of instruction/engagement/instructional delivery
- Data Collection
- Behavior Supports

Tools to Support Administrators

- Structured Learning Services Essential Components Checklist
- Paraprofessional and RBT job descriptions
- Walk throughs at Extended School Year
- Lunch and Learn to address supports for teams, staff, and deepen knowledge of ethical practice
Data Driven Conversations—Standards Based Reporting of Student Competency

- “Red Folders” to document, use for CBA’s and attach to progress monitoring and report cards
- Standards based reporting to parents, IEP teams
- Progress based on individual response and competency
- Horizontal and Vertical conversations to problem solve, share effective practice and support student growth

Effects From Model
Reduction in District Behavior Referrals

- Increased student engagement
- Reduced support staff (zone planning)
- Increased staff engagement
- Less teacher and paraprofessional turnover in Structured Learning Teams
- Parent use of outside advocates reduced
- Less movement of students between schools
- Fewer Separate Programming Conferences
- Parents report higher levels of satisfaction

Benefits to students and staff

- Requests for elements of model and hybrid models in other settings
- Structured Learning Teachers are building leaders
  - Fewer overall behavior referrals in buildings
  - Greater inclusion and disability awareness for all students
  - Teachers more quickly adapt with differentiation, modifications and accommodations
- District data has no concerns for Special Education as a Subpopulation for AYP

Benefits to buildings and district