OFFICE OF
Student Support Services

Inclusive Practices Overview

Presented by:
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Objectives

- Identify the difference between inclusion and inclusive practices

- Identify the benefits of inclusive education

- Identify strategies that support inclusive practices

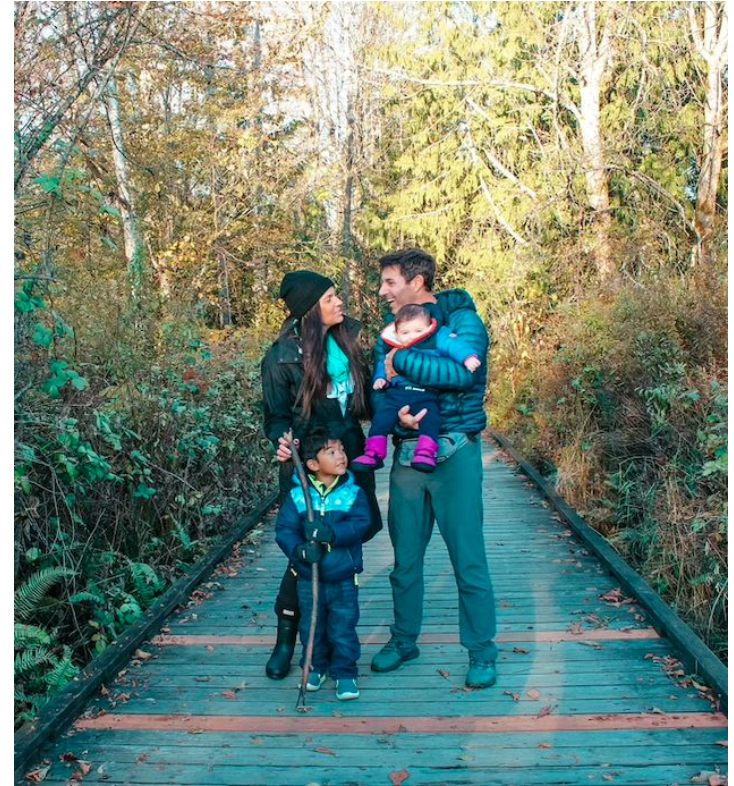- Identify where to find resources on inclusive education

Inclusion Activity

Would you rather dance all night or sleep all day?

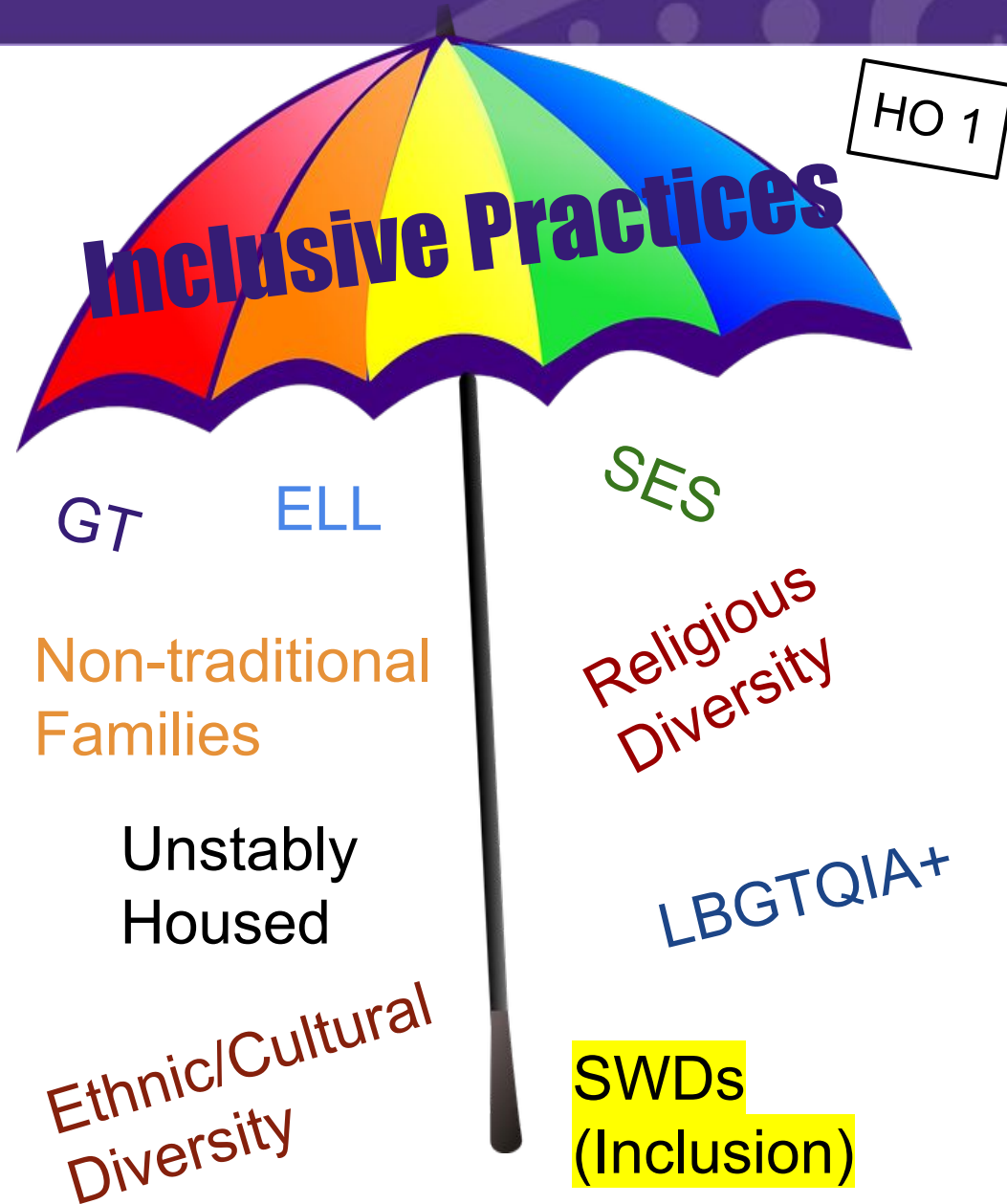What emoji best captures your mood today?

My Why

What is your why?

HO 1

Inclusive Practices

INCLUSIVE EDUCATION MEANS every student is valued because of their strengths, gifts, and even challenges. As disability is simply… diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

Source: Inclusiveschooling.com

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ELL

SES

Non-traditional Families

Religious Diversity

Unstably Housed

LBGTQIA+

Ethnic/Cultural Diversity

SWDs (Inclusion)

IDEA's LEAST RESTRICTIVE ENVIRONMENT (LRE) PROVISION

"To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Section 612 (a)(5) (A) (IDEA '04)

Hawaii and Inclusive Education

Where we started…

State	Inside the regular class 80% or more of the day (School age)	Rank
Alabama	83.6%	1
Puerto Rico	81.1%	2
Alaska	77.5%	3
Nebraska	76.1%	4
New Mexico	50.6%	47
Montana	46.8%	48
New Jersey	44.9%	49
Hawaii	36.9%	50

Source
- *38th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2016. Office of Special Education and Rehabilitative Services, U.S. Department of Education.*
- *Special Education Task Force Summative Report*

How far we have come…

SY 22-23 52.77%

OSEP — Office of Special Education Programs
Office of Special Education and Rehabilitative Services

OSEP Fast Facts: Educational Environments of Children with Disabilities, Ages 5 (in kindergarten) through 21, Served under IDEA Part B

For the purposes of this fact sheet, educational environments are defined in the IDEA Part B Child Count and Educational Environments for School Year 2020-2021, OSEP Data Documentation.
https://data.ed.gov/dataset/43ffa95e-f6f5-450e-bbcb-efaeba56843e/resource/8e135285-3bd9-427e-92ed-b445d8564a17/download/idea-partb-childcountandedenvironment-2020-21.docx

Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class 80% or More of the Day, in the US, Outlying Areas, and Freely Associated States: SY 2020-21
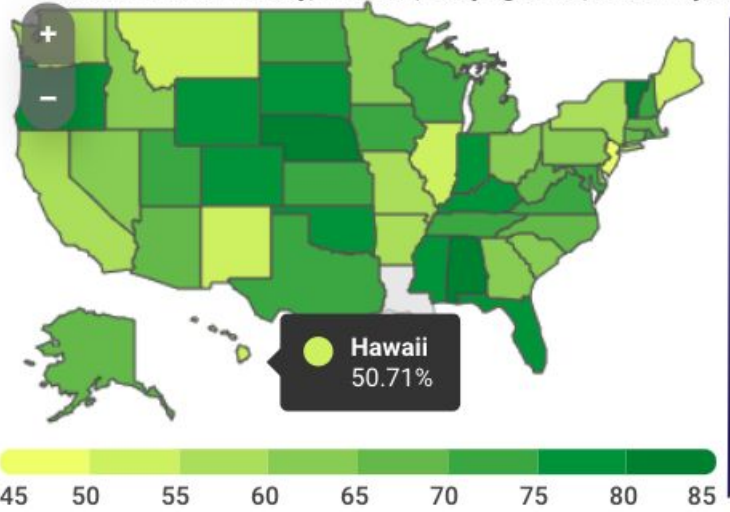
In SY 2020-21, 66.17% of all school aged children, served under IDEA, Part B, received services inside a regular class 80% or more of the day.

Hawaii

Hawaii
50.71%

50.71%

45 50 55 60 65 70 75 80 85

Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class 80% or More of the Day, by Disability Category in the US, Outlying Areas, and Freely Associated States: in SYs 2012 & 2020

SY 2012   SY 2020

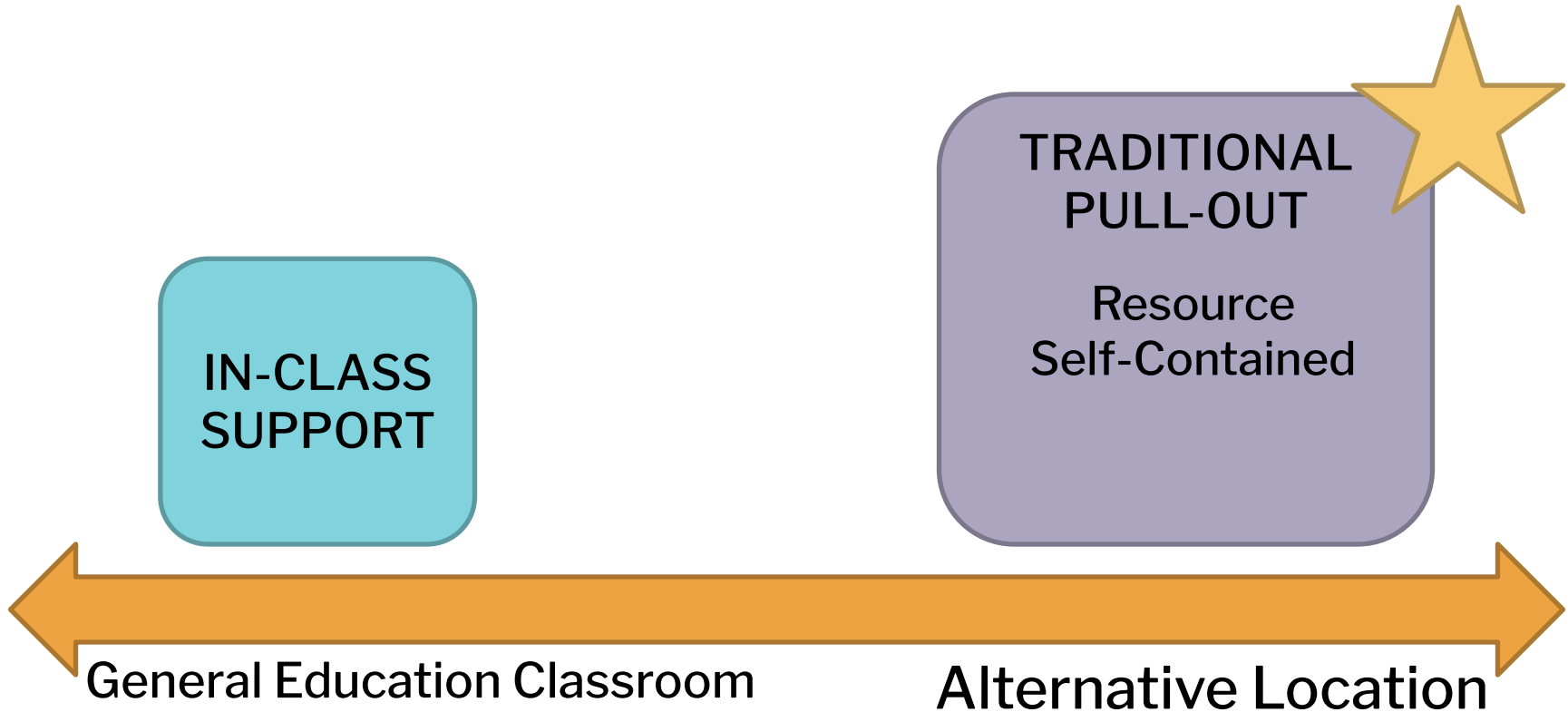# Inclusive Practices Goals

Goal 1
Close the achievement gap for students with disabilities (SWD)

| Goal 2 |
|:---:|
| Increase the time SWD spend in the general education classroom |

Yesterday's LRE Continuum

IN-CLASS SUPPORT

TRADITIONAL PULL-OUT

Resource
Self-Contained

General Education Classroom

Alternative Location

A Critical Shift

From → To

- Program and Label- Driven Places
- Ratios and Numbers
- Alternative and Supplemental Curricula
- Remedial Approach
- Physically and Socially Isolated

- Strong Tier 1 Instruction
- Individually Determined Services and Supports
- Staffing determined by Student Needs
- The General Education Curriculum
- Accelerated Approach
- Included as Members of School

Today's LRE Continuum
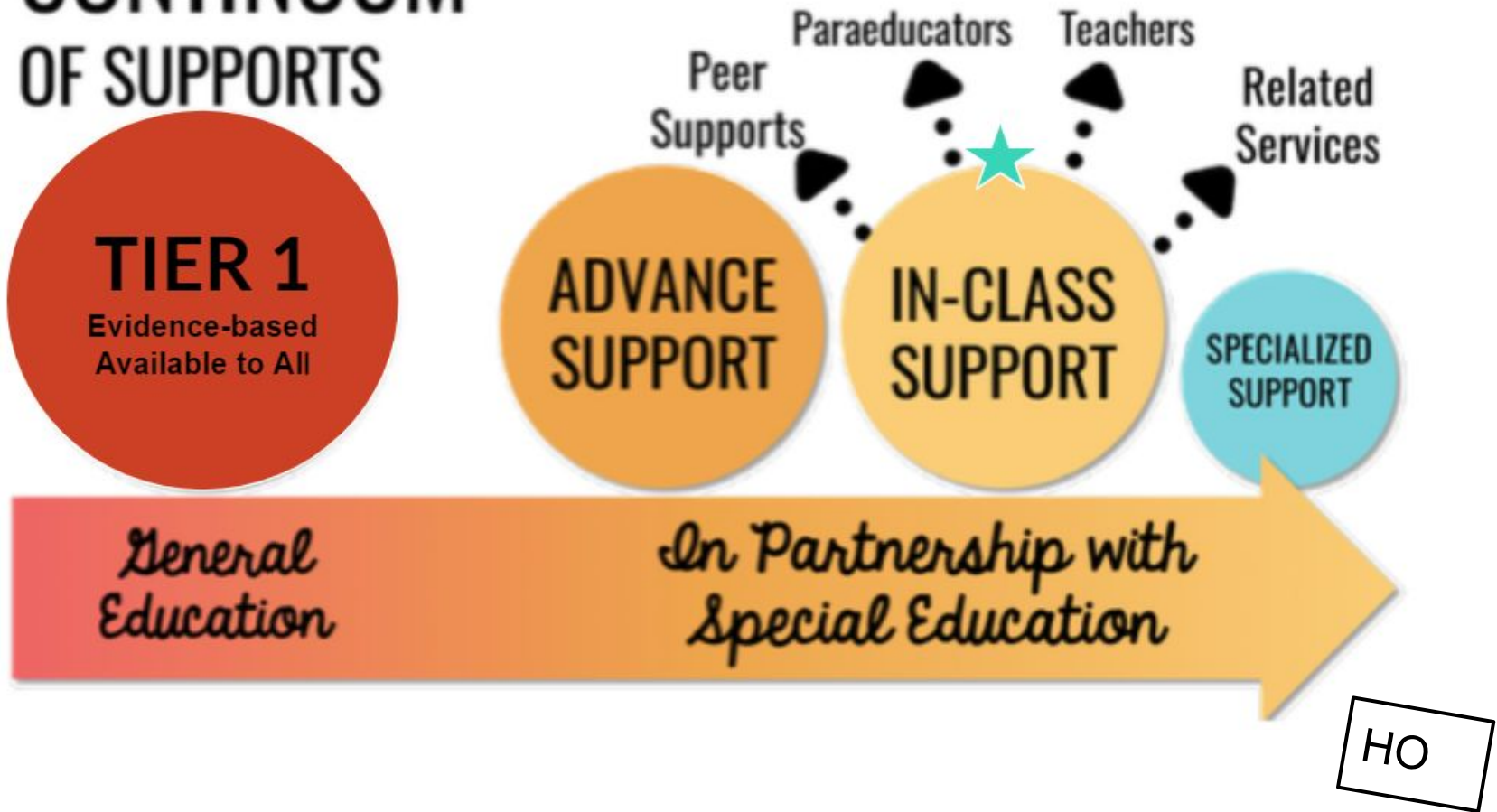
Benefits of Inclusive Education

## What are some of the instructional benefits of inclusive education?

Differentiated Instruction

Differentiated Instruction means meeting the learner's needs. Teachers use a variety of tools like Universal Design for Learning, manipulatives, smart boards, and technology to provide all students with a means to engage and absorb the curriculum in different ways.

What are some of the instructional benefits of inclusive education?
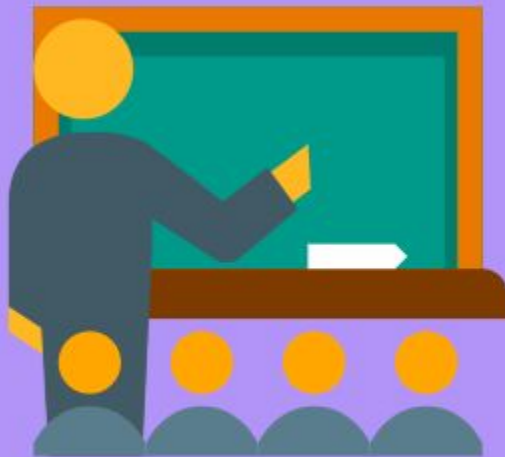
Effective Use of Resources

In traditional classrooms, many students are 'pulled out' for services like speech, reading, and specialized instruction. By bringing the specialists into the classroom, more than one student can benefit from the instructional strategies used by specialists visiting the classroom thus effectively using our resources.

What are some of the instructional benefits of inclusive education?

Higher Expectations

Another benefit to inclusive education is having access to general education and exposing the student to more challenging content as they work on grade-level standards. Inclusive practices can raise the bar on what we expect from students with disabilities and give them the confidence to succeed alongside their peers.

What are some of the social-emotional benefits of inclusive education?

Peer-to-Peer Interactions

When students learn together, they learn to live together. Inclusive classrooms build and maintain friendships, grow empathy and reduce stigma for students with a disability. Peer tutoring has been shown to provide academic & social benefits to the tutor as well as the student who is tutored.

What are some of the social-emotional benefits of inclusive education?

A Culture of Belonging

Inclusion fosters a culture of respect and belonging for all students and provides the opportunities for acceptance of individual differences. Parents become more involved and invested in the school when their children are learning in the same classroom.

What are some of the social-emotional benefits of inclusive education?

Improved Behavior

Ideally, inclusive classrooms use Positive Behavior Supports to set behavioral expectations for all students and to provide early intervention when problems arise. Students also benefit from having positive role models for behavior.

Strategies that Support Inclusive Practices

Keys to Success

Relationships

Student Supports

Collaborative Planning

Roles and Responsibilities

Roles and Responsibilities of Collaborative Teachers: *A Decision-Making Exercise*

This tool was designed to guide general education teachers and their special education teacher partners in deciding which partner will be responsible for each of a list of typical classroom responsibilities. The special education partner may be providing co-teaching *or* support facilitation services. The goal is to have an open and honest conversation of roles and responsibilities that results in an equitable and appropriate division of the tasks to be accomplished by two certified teachers on behalf of all of the students they share in an inclusive classroom.

Responsibility	General Education Teacher	Special Education Teacher	Shared	Other: (para-educator, volunteer, other)
Introducing the Partnership to the Class				
Planning the lesson				
Identifying needed accommodations for all students				
Identifying needed accommodations for students receiving special education services				
Preparing accommodated materials for all students				
Preparing accommodated materials for students receiving special education services				
Determining appropriate curricular modifications as indicated by IEPs				

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Enhancing the Role of the Paraprofessional

Directions: Indicate by a 3 the appropriate person(s) to complete the responsibilities listed in the left column.

Responsibilities	Para	Teacher	Shared
Preparing daily/weekly lesson plans			
Developing student and paraprofessional schedules			
Delineating specific paraprofessional tasks			
Determining support staff assignments			
Evaluating students			
Scheduling volunteers			
Developing data sheets			
Developing classroom behavior			
Planning with general education teachers			
Planning with paraprofessionals			
Coordinating related services			
Documenting student performance on report card			
Modifying student assignments/tests			
Planning with grade level teams			
Observing in the classroom			

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Six Approaches to Collaborative Teaching

Six Approaches to In-Class Support

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Approach	Strength	Drawback	Application
1-Teach 1-Observe	❏ Get used to each other ❏ Management ❏ Gain information on students	❏ May look like "job sharing" ❏ Parity may be lost when same person observes	❏ Beginning of the year ❏ Begin partnership ❏ New student ❏ Student develops new characteristics
Station Teaching 1-small group with teacher 2-small group with teacher 3-group working independently	❏ Clear teaching responsibilities ❏ Small groups ❏ Can cover more material	❏ Requires "in-depth" planning ❏ Takes time ❏ Increased noise ❏ Needs of independent workers	❏ Small group for concept development ❏ Use of manipulatives ❏ Separates behavior difficulties
Parallel Teaching Two equally sized groups	❏ Small groups ❏ Clear teaching responsibilities ❏ Can group students	❏ Both have knowledge of content ❏ Similar pacing ❏ Planning time ❏ Noise and distractions	❏ Small group instruction; difficult concepts ❏ Separate students ❏ Cover more content ❏ Increase student attention and participation

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Alternative Teaching A small group of students instructed apart from the whole group	❏ Pre-teach and re-teach ❏ Enrichment ❏ Small group ❏ Meet individual needs	❏ Possible to isolate same students repeatedly, causes isolation in the class (must vary students)	❏ Review-re-teach ❏ Multi-level instruction ❏ Students who missed instruction ❏ Behavior- social skills training
Team Teaching Using a variety of groupings	❏ Variety of instructional arrangements ❏ Adult cooperation and collaboration	❏ Requires content and pacing awareness	❏ Collaborative planning and lesson delivery ❏ Can address more individual needs
1-Teach 1-Assist	❏ Circulates ❏ Answers questions ❏ Prompts, cues ❏ When switch roles, builds confidence	❏ Direct instruction by one teacher ❏ Role of teacher is large group	❏ Management strategy for "tough group" ❏ Increase productivity

Keys to Success

Relationships

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Collaborative Planning

Accommodations

Common Vocabulary

Accommodation

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

How

Modification

A change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

What

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How can we accommodate?

Types of Accommodations

Instructional Methods & Materials	Assignments & Classroom Assessments	Time Demands and Scheduling

Learning Environment	Use of Special Communication Systems and other Assistive Technologies or Equipment

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities – A Guide for Educators*

A. Instructional Methods and Materials

1. Student can't identify main ideas or important points.

- ☐ Highlight important points of the text to draw attention. Tell the student to read these points first.
- ☐ Give the student a list of important vocabulary.
- ☐ Have the student read the summary or objectives first.
- ☐ Have the student read the review questions first, then look for the answers.
- ☐ Give the student a worksheet or study guide to follow when he or she must do independent reading.
- ☐ Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- ☐ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- ☐ Let the student use a book written at a lower grade level. This can help the student pay more attention to the main ideas.

2. Student can understand the information, but can't read the required materials.

- ☐ Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.
- ☐ Use a videotape or movie that presents the same information.
- ☐ Use assistive technology to transfer printed words to speech.
- ☐ Have a learning buddy read aloud textbooks or other printed material.

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Reducing Reading Level or Text

News In Levels	Text Compactor	Rewordify
Presents current news highlights at three different reading levels. Difficult words are highlighted and explained.	Paste in text selections and the program will compact the text so that it becomes less complex. Free.	Free online software that reduces complex text and difficult words in a selection so that it is easier to read.

| https://www.newsinlevels.com/ | https://www.textcompactor.com/ | https://rewordify.com/ |

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IF A STUDENT HAS DIFFICULTY...Try this!

Area of Difficulty Suggestions

Area of Difficulty	Suggestions
BECOMING INTERESTED	• Tell stories which relate to people's lives • Establish relevancy or purpose • Provide concrete experiences • Read aloud story or article to stimulate • Seat student close to teacher
COMPLETING TASKS ON TIME	• Reduce amount to be completed • Teach student to maintain a calendar of assignments • Use time to define work times • Have student keep a journal or log of timelines • Allow more time • Write schedules • Provide checklists ~ individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where • Provide periodic closure of key information
DRAWING CONCLUSIONS/MAKING INFERENCES	• Teach thinking skills directly • Draw a parallel to a situation that the student might have experienced in problem solving

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Flexible Grouping

Flexible Grouping is…

A practice in which the teacher groups and regroups students on the basis of continuous assessment of learning strengths and gaps, student learner characteristics and interests.

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Grouping Options

Whole Group Instruction

Individual Instruction

Flexible Grouping

Paired Instruction

Small Group Instruction
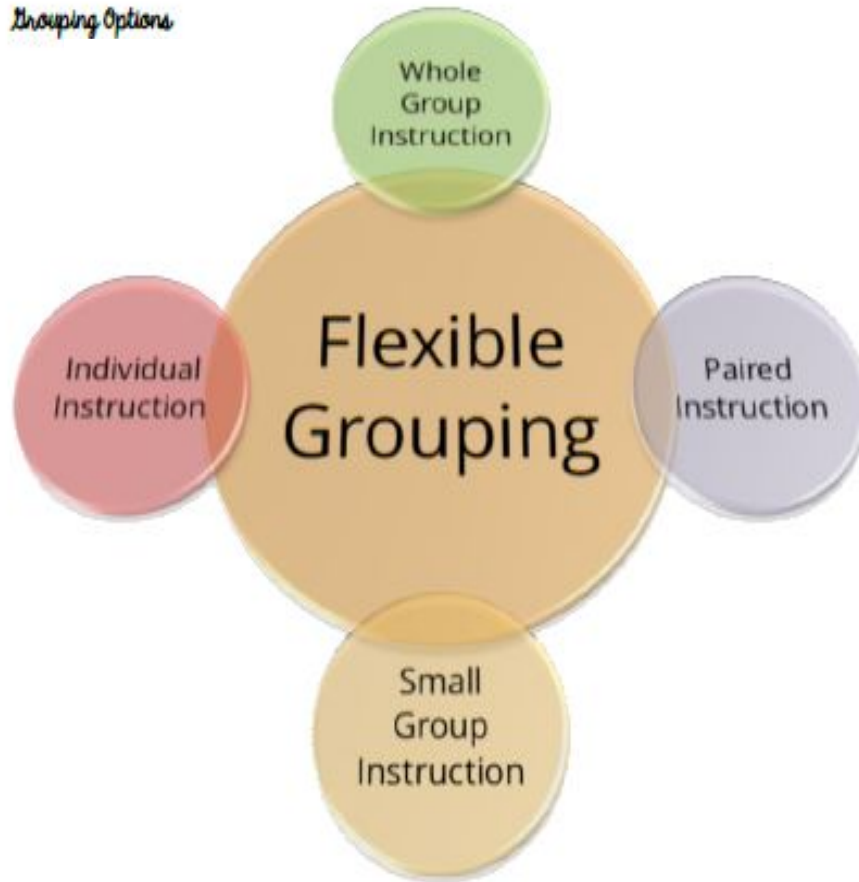
Heterogeneous

- ○ Whole Group
- ○ Small Group
- ○ Paired Instruction

Homogeneous

- ○ Paired Instruction
- ○ Small Group

Individual

Engagement

Engagement

Higher levels of student engagement are often associated with improvements in academic achievement and higher levels of student satisfaction with school.

How to make engagement measurable?

- Speaking

- Writing

- Manipulating

Keys to Success

Relationships

Student Supports

Collaborative Planning

Collaborate Effectively

Establishing Agenda/Protocol

What standard(s) are you addressing?

What groupings are you planning on using throughout the lesson?

What are some key vocabulary words?

Are there any reading materials for this lesson/unit?
- Would any students need this reading to be altered to be made accessible?
  - For example, simplified text, highlighted text, audio recording, vocabulary defined, pre-written notes

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What supports are already available?
- ● Partial or full lecture notes
- ● Recorded Materials (audio, video, screenshots)
- ● Graphic Organizers
- ● Study Guides
- ● Manipulatives
- ● Highlighted Text
- ● Visual Supports

Are they creating a product or taking an assessment at the end of the lesson/unit?
- ● Would the students need an alternate way of assessing the standard?
- ● Would the students need sentence starters or graphic organizers?
- ● Would the students need tests to be chunked or product deadlines to be chunked?

Instructional Design Tool for Collaborative Teachers

Learner Objective/Unit Objective (What am I teaching?)	
Evidence of Student Success (Observable/Measurable)	
Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)	

	INSTRUCTIONAL STRATEGIES/ACTIVITIES		GROUPING				ASSESSMENT/PRODUCT	
			Whole Group	Individual	Partner	Small Group		
AS DESIGNED								

Additional Instructional Decisions
If needed, determine instructional supports for individual students.

1= One Teach/One Observe	4= Alternative Teaching
2= Station Teaching	5= Team Teaching
3= Parallel Teaching	6=One Teach/One Assist

Students who Require Instructional Supports:	Instructional Accommodations?		Curricular Modifications?		In-Class Support?		Differentiated Assessment?	
1.								
2.								
3.								
4.								

Accommodation: A change made to teaching or testing procedures in order to increase the student's access to information and to create an equal opportunity to demonstrate knowledge and skills. It is "how" instruction is delivered and/or learning is assessed. **Modification:** A change in what the student is expected to learn and/or demonstrate. It is "what" the student is expected to learn. **In-Class Supports** include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.

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Resources

Resources

Resources

A Summary of the Evidence on Inclusive Education

Find out what the research says about Inclusive Education.

Inclusion Toolkit for Parents

This Inclusion Toolkit for Parents has been written with leading inclusive education experts to guide parents in supporting their child's inclusive education journey.

Four Benefits of Inclusive Classrooms

Find out four reasons why being in a diverse classroom is beneficial for all students.

TIES Center Parent Resource Videos

We need your feedback!

Hawai'i Early Childhood Inclusion Statement

VISION

Hawai'i commits to the inclusion* of each and every keiki (child) with disabilities in all early childhood environments.

GUIDING PRINCIPLES

- Embrace a Unified Purpose
  - We value collaboration.
  - Strategic partnerships across agencies result in
  - high-quality inclusion opportunities.
- Increase Equitable Opportunity
  - We value the full participation of keiki with disabilities.
  - Programs are designed to meet the individual needs
  - of keiki.
- Partner with 'Ohana (Families)
  - We value the voice of 'ohana.
  - Engagement with 'ohana results in meaningful
  - decision-making around policies and programming.
- Build & Support a Competent Workforce
  - We value continuous learning for all staff.
  - Ongoing professional development results in high-quality instruction and interventions that are culturally responsive.

*We adhere to the definition of Early Childhood Inclusion from the DEC and NAEYC Joint Position Statement on Inclusion. Vision statement developed from the recommendations of the Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, updated November 2023, U.S. Department of Education, and the U.S. Department of Health and Human Services.

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Thank you for your time!

Any questions?

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