INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES

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PEOPLE FIRST LANGUAGE

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A LITTLE BIT OF SPECIAL EDUCATION HISTORY...
Overview of the Law and Special Education

EARLY 20TH CENTURY – TWO TYPES OF DISCRIMINATION

• Previous discrimination:
  – Exclusion
  – Ineffective or inappropriate education
    • Students were often misdiagnosed or did not receive education that allowed them to fully access the curriculum

• 1970s – litigation & legislation that shaped Special Education
LITIGATION / LEGISLATION IN SPED

• Brown v. Board of Education (Kansas)
  – 1954- “Separate-but-equal” is illegal

• Numerous cases set the stage for public services being available for individuals with disabilities. These let to:
  – Vocational Rehabilitation Act of 1973 – particularly Section 504
  – Education of All Handicapped Children Act (1975)
    • Individuals with Disabilities Education Act (1990)
    • Individuals with Disabilities Education Improvement Act (2004)
    • 6 Key Principles (coming slide)
    • Increased access to standards-based and research-based instruction for ALL students
ELIGIBILITY FOR SECTION 504 & IDEA

SECTION 504:
As defined by federal law: “An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)].

IDEA:

All definitions include a statement that the disability has an adverse impact on educational performance (student requires an individually-customized education program).
WHAT SECTION 504 MEANS TO YOU AS GENERAL EDUCATORS....

• Vocational Rehabilitation Act of 1973
  – Prevents discrimination against individuals with disabilities by any institution receiving federal funds
  – Applies to both schools and workplace
  – Students not eligible under IDEA who demonstrate a “disability that impacts one life function” are 504 protected

• Students with 504 plans:
  – School receives no additional funding for these students
  – You must make “reasonable accommodations” in your classroom
INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPROVEMENT ACT OF 2004 (IDEA)

• Amended several times since 1975, most recently in 2004
• Most important provision:
  – all children, from 3-21, regardless of type or severity of disability, are entitled to a free, appropriate, public education
  – discretionary funding provided for children with disabilities, aged 0-3

– 6 Principles
## PRINCIPLES OF IDEA

<table>
<thead>
<tr>
<th>Principle</th>
<th>Mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZeroReject</td>
<td>Serve ALL students</td>
</tr>
<tr>
<td>Nondiscriminatory Testing</td>
<td>Using a variety of methods in the student’s native language, determine whether the student has a disability</td>
</tr>
<tr>
<td>Free Appropriate Education</td>
<td>Individualized Education Program (IEP) designed to meet the student’s needs</td>
</tr>
<tr>
<td>Least Restrictive Environment</td>
<td>Include student with peers without disabilities to the maximum extent possible</td>
</tr>
<tr>
<td>Due Process</td>
<td>System of checks and balances for placement, change in placement, and confidentiality</td>
</tr>
<tr>
<td>Parent Participation</td>
<td>Schools must collaborate with parents in the design &amp; implementation of services</td>
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</table>
WHAT IDEA MEANS FOR YOU AS A GENERAL EDUCATOR

• You will be a part of the student’s support team
• You must adhere to the student’s Individualized Education Program (IEP)
• You must provide accommodations or modifications to ensure that the student is able to have access to the general education curriculum
ADAPTATIONS: ACCOMMODATIONS VS. MODIFICATIONS

- **Accommodations:** changes made to instruction or assessment that make learning accessible (help level the playing field) but DO NOT ALTER EXPECTATIONS OF MEETING ALL PERFORMANCE STANDARDS

- **Modifications:** changes made to make curriculum accessible that ALTER EXPECTATIONS OF MEETING ALL PERFORMANCE STANDARDS
  - **Instruction**
    - Mountain peaks (only the most important portion of certain standards)
    - Students with moderate/severe/profound intellectual disability (students taking alternate assessments)
EXAMPLES OF ACCOMMODATIONS VS. MODIFICATIONS: MATH CLASS

Accommodations
• Adapted materials (decreased clutter, large print, tactile)
• Extended time
• Fewer problems (as long as student does each type of problem)
• Lower grade level reading requirements to complete math activities

Modifications
• Just understanding positive numbers
• Just understanding positive and negative numbers on a number line (no ability to describe opposite values)
• Lower grade level math skills done in lieu of working on this standard

Apply and extend previous understandings of numbers to the system of rational numbers.

C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature...
• “In actuality, the definition of fairness has little to do with treating people in an identical manner. The true definition of fairness is: ‘Fairness means that everyone gets what he or she needs.’”

• -- Rick Lavoie
IDEA CATEGORIES & BASIC DISABILITY CHARACTERISTICS
IDEA CATEGORIES

• 1. Specific learning disability (SLD)
• 2. Other health impairment
• 3. Autism spectrum disorder (ASD)
• 4. Emotional disturbance
• 5. Speech or language impairment
• 6. Visual impairment, including blindness
• 7. Deafness
• 8. Hearing impairment
• 9. Deaf-blindness
• 10. Orthopedic impairment
• 11. Intellectual disability
• 12. Traumatic brain injury
• 13. Multiple disabilities
LOW INCIDENCE ELIGIBILITY CATEGORIES

• Visual impairment, including blindness
• Deafness
• Hearing impairment
• Deaf-blindness
• Orthopedic impairment
  – Any impairment to a child’s body, no matter what the cause, is considered an orthopedic impairment. One example is cerebral palsy. This condition is caused by damage to areas of the brain that control the body.
• Traumatic brain injury
• Multiple disabilities
  – A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can’t be met in a program for any one condition.
• Moderate to Profound Intellectual disability (one IDEA category, but MID considered high incidence)
  – Children with this type of disability have below-average intellectual ability. They may also have poor communication, self-care and social skills. Down syndrome is one example of an intellectual disability
HIGH INCIDENCE ELIGIBILITY CATEGORIES

• **Autism spectrum disorder (ASD):** mainly affects a child’s social and communication skills. It can also impact behavior.

• **MILD Intellectual disability** (one IDEA category, but MID considered high incidence)
  – Children with this type of disability have below-average intellectual ability. They may also have poor communication, self-care and social skills.

• **Specific learning disability (SLD):** brain-based conditions affecting a child’s ability to read, write, listen, speak, reason or do math. Here are some of the issues that could fall in this group:
  • [Dyslexia](#): Language-based learning disability. Difficulty reading accurately and fluently. Dyslexia is [not a problem with vision](#) or with seeing letters in the wrong direction.
  • [Dysgraphia](#): Condition that causes trouble with written expression
  • [Dyscalculia](#): Brain-based condition that makes it hard to make sense of numbers and math concepts
  • [Auditory processing disorder](#): Brain-based condition that affects processing sounds of speech.
  • [Nonverbal learning disability](#): Brain-based condition that affects skills like abstract thinking and spatial relationships; affects social skills, but not his speech or writing skills.

• **Other health impairment:** conditions that limit a child’s strength, energy or alertness. Emotional disturbance (behavior disorder – some states different terms; behavior impacts learning. SOME students have mental health diagnoses such as anxiety disorder, bipolar disorder, obsessive-compulsive disorder, depression)

• **Speech or language impairment**
IN TENNESSEE

• Developmental Delay (birth – age 8)
• Functional Delay (academic difficulties but student does not qualify for ID because of strengths in adaptive behavior)

• See more at: http://tennessee.gov/education/article/special-education-evaluation-eligibility#sthash.VitxOiR7.dpuf
IMPORTANT DISABILITY CHARACTERISTICS FOR STUDENTS YOU MOST LIKELY WILL SERVE

• Students with learning disabilities
  – Are not “lazy and dumb” (LD)
  – Struggle with particular academic tasks
  – May have social skill differences
  – May take longer to process information or complete tasks
  – May be easily frustrated
  – May have experienced years of failure and have apathy toward learning
  – Can learn content but may need accommodations

• Students with Mild ID
  – Often have academic skills many grade levels below peers
  – Usually struggle with adaptive behaviors (communication, social, self-care skills)
  – May take much longer to learn than peers
  – Can learn content but may need accommodations or modifications
IMPORTANT DISABILITY CHARACTERISTICS FOR STUDENTS YOU MOST LIKELY WILL SERVE

• Students with emotional disturbance
  – Struggle with academics because of behaviors
  – May be easily frustrated
  – May have experienced years of failure and have apathy toward learning
  – Can learn content but may need accommodations

• Students with autism spectrum disorders
  – Have social skill difficulties / difficulty relating to others
  – Often are more intelligent than they appear
  – May perseverate on tasks and have limited interests
  – May have communication deficits
  – Often struggle with handwriting
  – Can learn content but may need accommodations or modifications
INSTRUCTIONAL STRATEGIES
Adaptation of Atkinson & Shiffrin (1968) Model of Information Processing

EXECUTIVE FUNCTIONS

Environmental Input/Stimuli

Sensory systems:
- Visual
- Auditory
- Tactile
- Gustatory
- Olfactory
- Proprioceptive

Sensory register (SR)
- One register for each sensory system

Attending

Response Mechanisms

Processed (rehearsal)

Short-term memory (STM)
- Different types
- Maintenance & rehearsal
- Limited capacity/Increase by chunking

Long-term memory (LTM)
- Storage organization

Retrieval

Lost from SR
- Decays

Lost from STM
- Decay
- Displacement
- Interference

Unable to retrieve
- How coded or stored
- How asked for
- Interference
THINK ABOUT HOW INFORMATION PROCESSING IS AFFECTED FOR STUDENTS WITH

- Physical disability (pain/discomfort)
- Sensory disorders (vision or hearing loss)
- AD/HD
- SLD: Dyslexia
KEY THINGS SPECIAL EDUCATORS DO

• Teach foundational skills to mastery
• Provide increased opportunities to practice the correct response (active learning; 5 trials vs. 25 trials for student with LD vs. 100 trials for student with ID)
• Teach cognitive strategies (e.g., mnemonics, self-questioning)
• Task analyze and teach in manageable segments (more about this later)

Mastery, Increased opps, Cognitive strategies, Task analysis
UNIVERSAL DESIGN

Developed from field of architecture: designing with accessibility in mind as opposed to designing and then retrofitting to make accessible
UNIVERSAL DESIGN: GOOD FOR ALL
UNIVERSAL DESIGN FOR LEARNING

• Universal Design for Learning (UDL) is a set of principles that guide the design of inclusive classroom instruction and accessible course materials. UDL’s three principles:

1. **Multiple methods of representation** that give learners a variety of ways to acquire information and build knowledge.

2. **Multiple means of student action and expression** that provide learners alternatives for demonstrating what they have learned.

3. **Multiple modes of student engagement** that tap into learners’ interests, challenge them appropriately, and motivate them to learn.
EXPLICIT INSTRUCTION
(DEMONSTRATION/GUIDED/INDEPENDENT MODEL)

• I do (thorough explanation and modeling of concepts)
• We do (group or individual hands-on practice with teacher guidance)
• You do (group or individual practice)

• THINGS YOU CAN PLAN TO ADD IN TO ADDRESS VARIOUS LEARNING NEEDS…
INCREASING ATTENTION

- Repeat directions
- Summarize key information
- Add interest and activity to tasks (hands-on, small groups, technology)
- Limit lecture time with anchor activities
- Divide larger tasks into easily completed segments
- Increase task structure
- Highlight or color code directions and other important parts
- Teach the student keyword underlining skills
- Give visual cues / graphic organizers
- Allow the student choice in tasks
- Increase opportunities to practice the correct response
**IMPROVING SELF-CONTROL**

- Active learning = decreased negative behaviors
- Display rules
- Use pre-correction
- Have clear consequences
- Prepare the students for transitions
- Use minor choice technique
- Incorporate preferences when appropriate
- Allow doodling or other appropriate, mindless motor movement (choose your battles)
- Use activity reinforcers / reinforcer menus / token economies
- CONSISTENCY
IMPROVING MEMORY

• Working memory:
  – Teach to mastery
  – List all steps
  – Use graphic organizers
  – Teach note-taking skills
  – List all key points on board
  – Provide summaries, study guides, outlines, and lists
  – Active learning, increased opportunities to respond

• Memory retrieval:
  – Teach memory strategies (grouping, chunking, mnemonic devices)
  – Practice sorting main ideas and details
  – Teach information and organization skills
  – Make necessary test accommodations (allow open book tests; use word banks; use other memory cues; test in preferred modality-e.g., orally, fill in blank; give frequent quizzes instead of lengthy tests)
ADDITIONAL MATH & SCIENCE ADAPTATIONS

• Adapted equipment for students with fine motor limitations or visual impairments
  – Larger print and decrease visual clutter (separating problems on the worksheet)
  – Larger/softer manipulatives or electronic manipulatives
  – Adapted lab equipment (handles, larger print / visual contrast)

• Use multiple representations of concepts (visual, auditory, multiple examples to promote generalization)

• Provide auditory access to text / screen-reading technology (text-to-speech)
  – Commercially-available books, apps, software, browser plug-ins /extensions
UDL: PLANNING FOR ALL

• Most student needs can be met with universally-designed instruction and assessment activities
• Students with disabilities may need additional accommodations / modifications
COLLABORATION

• Consultation model
  – SPED teachers should provide you with accommodations/modifications list / IEP at a glance
  – SPED teachers should help you figure out how to adapt instruction and assessment for students

• Inclusion
  – SPED teacher should do the tasks above AND CO-TEACH
  – Grouping strategies!!!

Mastery, Increased opps, Cognitive strategies, Task analysis
Models of Co-Teaching

One Teach, One Observe  One Teach, One Assist  Teaming

Alternative Teaching  Station Teaching  Parallel Teaching

TRY TO AVOID:

Task analysis / System of Least Prompts (Scaffolding in a Slightly More Systematic Way)

- Task analysis: breaking down chained tasks into a sequence of steps
  - Used for teaching and assessing
- System of least prompts: implementing a hierarchy of prompts to help students increase independent performance of steps
- Provide 3 seconds for independent initiation of response
  - If error or no response, provide touch or verbal cue
  - If error or no response, provide verbal prompt
  - If error or no response, provide model
1. **Lean toward simplicity.** Keep your language concise and easy to understand.

2. **Make your text accessible.** Use text, not pictures of text, in a san serif font (ex: Arial, Calibri) in 12pt font or larger. Provide alternate text for images, describing graphs or diagrams in detail.

3. **Ensure the accessibility of your documents.** Microsoft and Adobe have several tutorials on how to make your documents accessible. You can find links to these at [accessibility.utk.edu](http://accessibility.utk.edu).

4. **Provide alternatives for video and audio.** *Video:* All videos must be closed captioned. For those unable to see the video, describe it in a separate transcript that includes descriptions of important visual content. *Audio:* Provide transcript.

QUICK TIPS FOR CREATING ACCESSIBLE DOCUMENTS
WHY IS MAKING DOCUMENTS ACCESSIBLE SO IMPORTANT?
4 TIPS FOR DOCUMENT ACCESSIBILITY

• Using styles for formatting
• Inserting Alt Text for Graphics
• Inserting hyperlinks for website addresses
• Formatting tables so they make sense when read by screen-reading technology
**Revised Course Schedule**

This is highly likely to change again to fit the needs of the learners.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics / In Class Activities</th>
<th>Assigned Readings</th>
<th>DUE!</th>
</tr>
</thead>
</table>
| 2/16/16 | - Introduction to Computer Access 
           - AT Assessment, AT in the IEP | - Dell, Newton, & Petroff: Chapters 8 & 9 | - HAPI 
- Description of person selected for AT observation / assessment assignment (can be submitted 3/1/16) |

<table>
<thead>
<tr>
<th>Date</th>
<th>EXAM 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23/16</td>
<td></td>
</tr>
<tr>
<td>3/1/16</td>
<td>DUE!</td>
</tr>
</tbody>
</table>
Adding Alt Text to Graphics

In designing graphics and presentations, it's important to include alt text for accessibility purposes. Alt text is a description of an image or graphic that provides context for users who cannot see it, such as those using screen readers.

To add alt text in a graphic, typically found in presentation software like Microsoft PowerPoint, you can follow these steps:

1. Click on the graphic to select it.
2. Right-click on the selected graphic and choose 'Format Picture'.
3. In the Format Picture dialog box, navigate to the 'Alt Text' section.
4. Here, you can input a description of the image that accurately represents its content.

For example, if the graphic is a logo, you might enter something like, "This is an image of the University of Tennessee's logo, the Power T."

Adding alt text is a small step that can make a big difference in ensuring your content is accessible to everyone.
INSERTING HYPERLINKS

Go to the UT Home Page.

1. Click on the Insert menu.
2. Select 'Hyperlink...'.

In the 'Insert Hyperlink' dialog box:
- **Link to**: Existing File or Web Page
- **Text to display**: UT Home Page
- **Look in**: 1_SPED490Syllabus_SPRING2016
- **Address**: http://www.utk.edu

Click 'OK' to insert the hyperlink.
There are several ways. I prefer separate mini tables because the information is incredibly clear with default screen-reader settings. However, you can set a header row that will repeat the heading information at the top of each page.