

# **A PLACE FOR ALL STUDENTS**

**July 29, 2013**

**Beginning Special Education Teacher Conference**

**Lincoln, NE**

# WELCOME

- Katrina Bescheinen, Learning Center Teacher
  - [kbescheinen@paplv.org](mailto:kbescheinen@paplv.org)
  
- Lori Zito, School Psychologist
  - [lzito@paplv.org](mailto:lzito@paplv.org)



# SPECIAL THANKS

- Thank you to Jane Byers, Kami Jessop, Tammy Voisin and others for their input and contributions to this presentation.



## *PRESENTATION OBJECTIVES*

- Learn why inclusion and examples of inclusion
- Discuss how to include students with disabilities in general education classrooms
- What is your role as the special education teacher in an inclusive environment
- To review tools that immediately support the planning process
- Q and A



# WHY INCLUSION? LEGISLATION

## **No Child Left Behind (NCLB)**

### **Act of 2001 (PL 107-110)**

- Access to Curriculum
- Opportunity to Learn
- Adequate Yearly Progress
- Highly Qualified Teachers for All Students





# LEGISLATION

# N

## IDEA 2004

### Individuals with Disabilities Act

**Least Restrictive Environment: (LRE)** The school district shall establish policies and procedures to assure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.





# LEGISLATION

## Nebraska Rule 51

**007.07A2** The **Individual Education Plan (IEP)** must include a statement of measureable annual goals, including academic and functional goals, designed to:

007.07A2a Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the **general education curriculum**; 007.07A5b ...to be involved in and progress in the general education curriculum and participate in extracurricular and other nonacademic activities; and 007.07A5c...be educated and participate with other children with disabilities and nondisabled children in activities described in 92 NAC 51-007.07A5.

# DEFINING CO-TEACHING

Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space.



Cook & Friend, 1995, p. 1

# CHALLENGES



- The needs of students with significant behavior concerns
- Time to train teachers and para-educators
- Budget constraints
- Scheduling
- The difference in paras' abilities affect where they can be placed in order to impact students
- Adapting to various classroom teacher teaching styles and personalities



# *TEACHER COLLABORATION AND PLANNING*

- PLCs-special education and general education participation
- Weekly planning sessions
- Staff development teams
- SMART Goals



## *PLC AGENDA TOPICS*

- “A”-Student data review, creating goals, intervention planning and monitoring
  - “B”-Unit/lesson planning, Learning Plan
  - “C”-Flex
  - “D”-Tier 3 student review, plan co-teaching
  - “E”-Grade level assessment data collection and analysis, double-scoring assessments
- September 20-24
    - Kindergarten: B
    - 1<sup>st</sup> Grade: C
    - 2<sup>nd</sup> Grade: D
    - 3<sup>rd</sup> Grade: E
    - 4<sup>th</sup> Grade: A
    - 5<sup>th</sup> Grade: B
    - 6<sup>th</sup> Grade: C



# RANGE OF SERVICES

Co-Taught



Pull Out



Out Of  
District



# EXAMPLE MASTER SCHEDULE

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:15-8:30							
8:30-8:45	8:30-10:00	8:30-9:30	8:30-9:30	8:30-9:30	8:30-9:00	8:30-9:00	8:30-9:30
8:45-9:00	Reading	Writing	Unit Studies	Math	Intervention	Cieslik/Gaule Specials	Math
9:00-9:15					9:00-10:00	9:00-9:30	
9:15-9:30					Writing	Keogh/Schuetz Spec.	
9:30-9:45		9:30-11:00	9:30-10:30	9:30-10:00		9:30-10:30	9:30-10:00
9:45-10:00		Reading	Math	Hunt/Kirk Specials		Math	Intervention
10:00-10:15	10:00-10:15 Recess			10:00-10:30	10:15-11:00		10:00-10:30
10:15-10:30	10:15-11:00			Folts Specials	Unit Studies		Schwartz Specials
10:30-10:45	Writing		10:30-11:20	10:30-11:00		10:30-11:35	10:30-11:00
10:45-11:00			Writing	Intervention		Writing	Nielsen/Rodningen Spec.
11:00-11:15	11:00-11:30	11:00-11:30		11:00-11:45			11:00-12:10
11:15-11:30	Lunch/Recess	Patten/Miller Specials		Writing	11:05-11:25		Unit Studies
11:30-11:45	11:35-12:30	11:30-12:00	11:20-11:50		Lunch (*Recess)	11:35-11:55	
11:45-12:00	Math	Lunch/Recess	Lunch/Recess		11:35-12:30	Lunch (*Recess)	
12:00-12:15		12:00-12:30	12:00-1:30	11:50-12:20	Math	12:00-1:30	12:10-12:30
12:15-12:30		Intervention	Reading	Lunch		Reading	Lunch (*Recess)
12:30-12:45	12:30-1:00	12:30-1:00		12:30-2:00	12:30-2:00		12:30-1:30
12:45-1:00	Stock Specials	Johnson Specials		Reading	Reading		Writing
1:00-1:15	1:00-1:30	1:00-2:00					
1:15-1:30	Moran/Wahlquist Spec.	Unit Studies					
1:30-1:45	1:30-2:30		1:30-2:00			1:30-2:00	1:30-3:00
1:45-2:00	Unit Studies/Centers		Loftus/Vaughan Spec.			Intervention	Reading
2:00-2:15		2:00-3:00	2:00-2:30	Recess	2:00-2:30	Recess	
2:15-2:30		Math	Wittmuss Specials	2:15-3:00	Jensen Specials	2:15-3:00	
2:30-2:45	2:30-3:00		2:30-3:00	Unit Studies	2:30-3:00	Unit Studies	
2:45-3:00	Intervention		Intervention		Barnes/Croy Specials		
ART:	Moran: 2:15-2:45 (W)	Johnson: 1:15-2:00 (F)	Loftus: 8:30-9:15 (Th)	Folts: 2:15-3:00 (Th)	Barnes: 10:00-10:45 (Th)	Cieslik: 9:00-9:45 (M)	Nielsen: 12:30-1:15 (F)
	Stock: 1:15-1:45 (W)	Miller: 1:15-2:00 (M)	Vaughan: 8:30-9:15 (F)	Hunt: 2:15-3:00 (M)	Croy: 10:00-10:45 (F)	Gaule: 10:45-11:30 (M)	Rodningen: 12:30-1:15 (Th)
	Wahlquist: 1:45-2:15 (W)	Patten: 12:30-1:15 (M)	Wittmuss: 8:30-9:15 (W)	Kirk: 2:15-3:00 (F)	Jensen: 10:00-10:45 (M)	Schuetz: 10:45-11:30 (F)	Schwartz: 10:30-11:15 (W)
						Keogh: 10:45-11:30 (Th)	

# *WHAT YOU DO? YOU JUGGLE!!!*

- Master Schedule
- Paraprofessionals
- Guided Study/Intervention
- Co-teaching
- Curriculum Supports
- Collaborate with other Professionals (OT/PT/Speech, Vision, hearing)
- Specials Teachers (PE, MUSIC, ART)
- Parents



# MOST COMMON APPROACHES

- Lead and Support Teaching
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- Team Teaching



## Lead and Support Teaching

- One teacher plans and instructs, and one teacher provides adaptations and other support as needed
- Requires very little joint planning
- Should be used sparingly
  - Can result in one teacher, most often the general educator teacher, taking the lead role the majority of the time
  - Can also be distracting to students, especially those who may become dependent on the drifting teacher



*Sample Differentiation  
Strategies to Incorporate  
While Using the “Lead  
and Support” Model in  
the Collaborative  
Classroom...*



# Page Protector Overlays...

19 You have a lot of chores to do this weekend! To help you better organize your time, list the chores that you need to do indoors and outside.

*sortir la poubelle*      *passer l'aspirateur*  
*-ranger ma chambre*      *débarrasser la table*  
*-promener le chien*      *tondre le gazon*      *faire la vaisselle*  
*laver la voiture*

**INDOORS**  
*ranger ma chambre*  
*débarrasser la table*  
*passer l'aspirateur*  
*faire la vaisselle*  
*sortir la poubelle*

**OUTSIDE**  
*promener le chien*  
*sortir la poubelle*  
*tondre le gazon*  
*laver la voiture*

Circle the item in each list that doesn't belong according to its meaning.

1. jouer au foot  
 faire du ski  
faire le ménage  
 faire une promenade

2. promener le chien  
passer l'aspirateur  
 laver la voiture  
 tondre le gazon

3. faire les courses  
 faire la vaisselle  
 passer l'aspirateur  
faire du vélo

4. garder ma soeur  
 faire une promenade  
 faire les vitrines  
 voir une pièce

ench. write the chore(s) you associate with each of the objects listed below.

leash      *promener le chien*  
 vacuum cleaner      *passer l'aspirateur*  
 garbage can      *sortir la poubelle*  
 sponge      *faire la vaisselle*  
 law mower      *tondre le gazon*  
 wet rag      *ranger ma chambre, faire le ménage*

CHAPITRE 8 Au marché

**PREMIERE ETAPE**

To tell what you need to buy at the market, you'll need to know food items and the partitive articles. You may also need to use the expression *avoir besoin de*.

**VOCABULAIRE** Food items *Papill's Edition, p. 207*

1 You're shopping in a market. Place each food item from the box below under the sign where you'd find it.

pommes	poulet	citrons	fromage	haricots
fraises	goyaves	yaourt	ananas	
petits pois	bifteck	beurre	gombas	

**Fruits**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Légumes (vegetables)**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Produits laitiers (milk products)**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

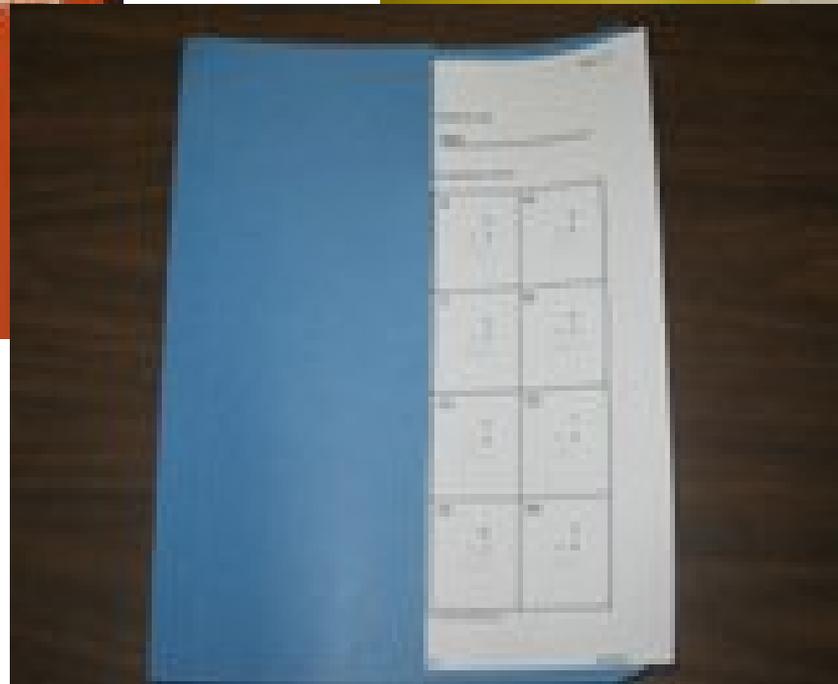
**Viandes et volailles (meat and poultry)**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Allez, niveau Level 1 Chapter 8  
 HRW material copyrighted under notice appearing earlier in this work.      Grammar and Vocabulary Workbook 61

# Colored Stackable Cups...



# Cut File Folders...



## PARALLEL TEACHING

- Shared teaching and planning
- Split class up and teach material
- Different styles or teaching strategies may be used to cover same curriculum content
- Both teachers understand content being taught



*Sample Differentiation  
Strategies to Incorporate  
While Using the “Parallel  
Teaching” Model in the  
Collaborative  
Classroom...*



# Pass the Plate...



# Challenge Questions...

*Challenge Questions for Literacy!*

What are some of the things you wondered about while the book was happening?	Pick one vocabulary word and make up a short phrase that includes the word.
How is this story different from a story you read last week?	Compare this story to one in your team.
What would your teacher think of this story?	Decide what you think is the most important idea in this story and prepare to defend your choice.

Decide what you think is the most important idea in this story and prepare to defend your choice.
Discuss how this story might be written if it took place 200 years in the future.



# Highlighter Tape...

Name \_\_\_\_\_

## A Well You

### Food

Eating the right food is important to staying healthy. Each day you should eat something from each of the four food groups. These groups are milk products, meat and eggs, veggies and fruit, and bread and cereal.



### Exercise

Exercise makes the muscles strong. It is very good for the muscle you have — your heart. People usually don't have to worry about being out of shape. Exercise also helps you to relax your mind.



# STATION TEACHING

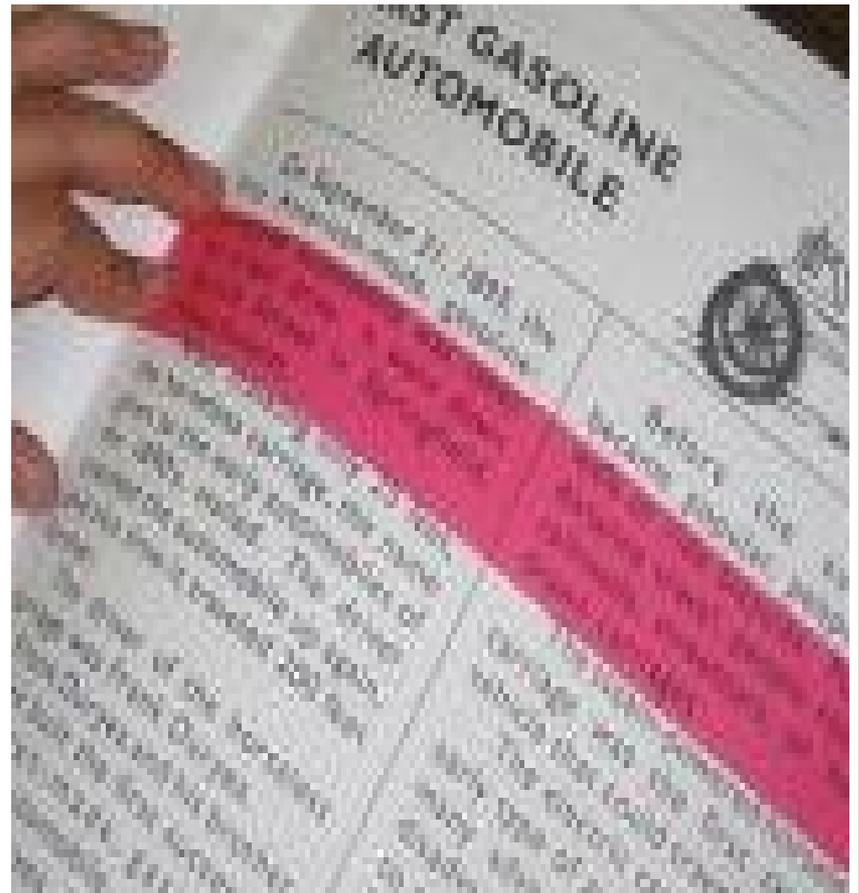
- Shared teaching planning
- Rotate through stations
- Good for teachers with similar or different teaching styles
- Teachers meet with all students



*Sample Differentiation  
Strategies to Incorporate  
While Using the “Station  
Teaching” Model in the  
Collaborative  
Classroom...*



# Fluency Strips...



# Styrofoam Stacking Cup Practice...



# ALTERNATIVE TEACHING

- Share teaching and planning
- Whole group teaching with some students accessing pre-teaching, re-teaching or supplemental teaching as needed
- Good for students who require more specific instruction



*Sample Differentiation  
Strategies to Incorporate  
While Using the  
“Alternative Teaching”  
Model in the  
Collaborative  
Classroom...*



# Tiered Activity – Writing a Persuasive Essay

## 4th–6th Grade Classroom

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Outcome/ Objective</b>	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
<b>Instruction/ Activity</b>	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
<b>Assessment</b>	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

# Text Viewer...



# TEAM TEACHING

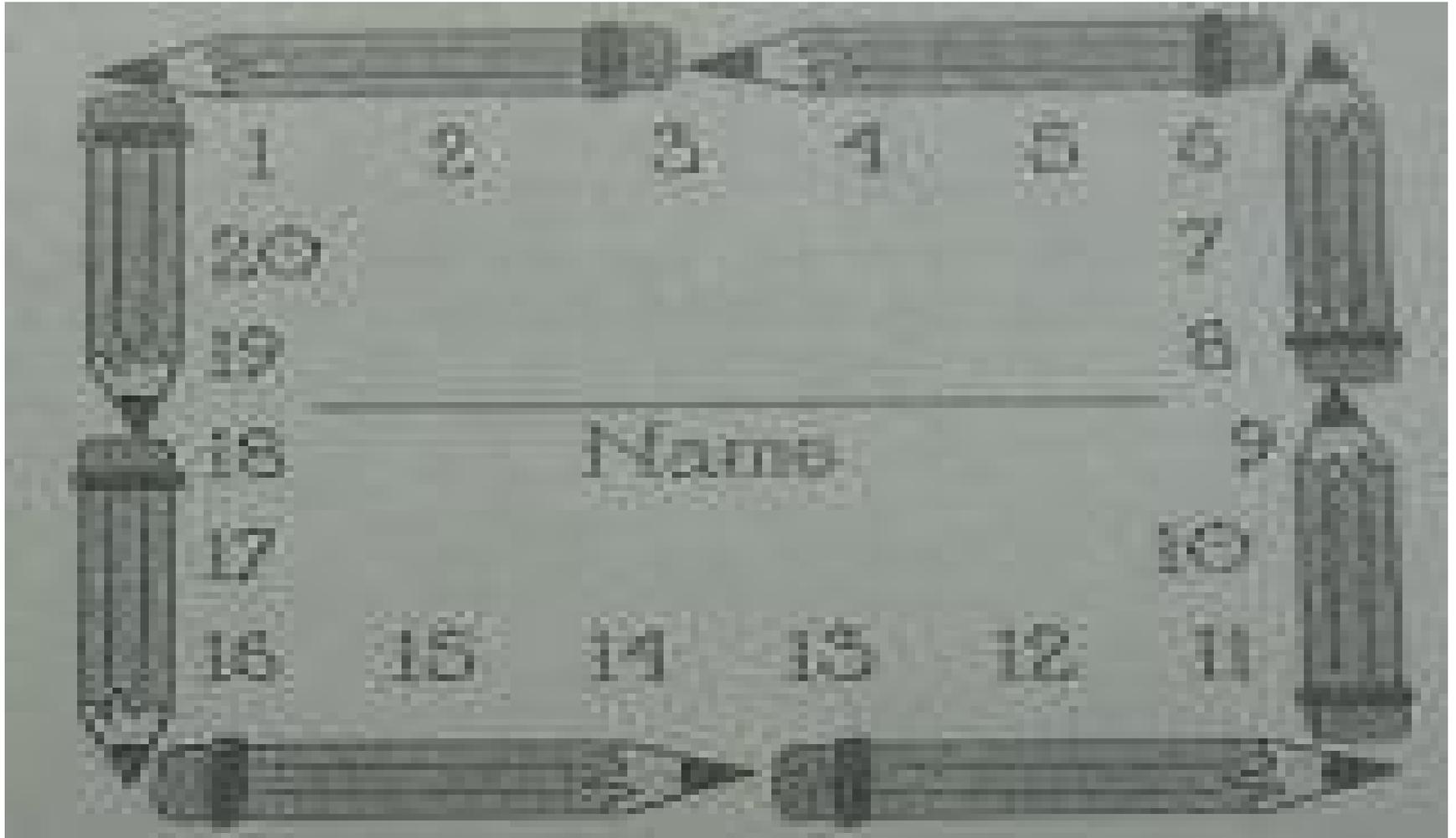
- Both involved in teaching and planning
- Both introduce, and explain content
- Must be able to work and teach each other
  - Good relationships among teachers help with this style!



*Sample Differentiation  
Strategies to Incorporate  
While Using the “Team  
Teaching” Model in the  
Collaborative  
Classroom...*



# Hole-Punch Behavior Cards...



# Exit Ticket or Stepping Stones...



# Wikki Stix...

Dear Diary

Options words to match Pair			
appeared	believe	excited	miss
had	looked	surprised	

Read Rachel's story page. Describe the options words you find.

Dear Diary,

My last day was the most memorable day of my life. I always had an amazing teacher. She taught my math homework & tests. My friend, who always appeared to be very stressed with me. She said it seems to feel that I'm always dependent on class.

I read my science report. Mr. Hooper, the science teacher, said it is better I had written it. He told me I'll have to rewrite it by hand too.

After school I had my family back. I remember the 50th day will make me go. Parents left for school. I hope tomorrow is a great day.

Meiosis I

Prophase I

Metaphase I

Anaphase I

Telophase I



# DON'T FORGET!!

- Develop and Share:
- IEPs at a Glance
- BIPs at a Glance
- Pass Along Portfolio
- Helps provide important information and key programming needs to classroom teachers and specialists



# PREPARING TO CO-TEACH

- Assess the current environment
- Move in slowly
- Involve the administration
- Get to know your partner
- Create a workable schedule
- Plan for co-teaching
- Don't Forget to work with and rely on co-workers for ideas!



# ITEMS TO DISCUSS DURING YOUR PLANNING SESSION:

- Common Plan Time
- Curriculum Planning
- Behavior and Classroom Management
- Assessments: Accommodations/Scoring/Reporting
- Grading/Attendance/Tardy
- Parent Communication and Parent/Teacher Conferences
- Medication and Toileting
- Classroom Routine and Picture Schedules
- Materials for Co-Teaching
- Supervising and Directing Para-Educators
- BIP/IEP at a glance



# ACCOMMODATIONS V. MODIFICATIONS

- **Accommodation:** A change in materials or procedures that enables students to participate in the curriculum and assessment in a way that allows their abilities and knowledge to be expressed and assessed. Accommodations do not change what information is learned or measured, but are tools that enable a student to more readily access curricular content and to more easily demonstrate understanding of the content.
  - **Modification:** A change that either directly or indirectly alters the curriculum and/or the assessment itself.
- 

# MAKING ACCOMMODATIONS AND MODIFICATIONS....

## ○ **Guiding Questions!**

- What is on the student's IEP?
- What is being “assessed” or asked of the student?
- What does this student need to successfully demonstrate an understanding of the curriculum?
- How do we ensure that these accommodations are individualized and based on student need?
- Are we ensuring that the student is allowed to remain in his/her least restrictive environment?
- Is the classroom teacher involved?!
- How will we report these adaptations?



# QUESTIONS



## **RESOURCES:**

### ***Engage All Students Through Differentiation***

By Anne M. Beninghof

### ***Meeting Standards: Instructional Strategies for Struggling Students***

By Anne M. Beninghof

### ***Teaching Kids with Learning Difficulties in the Regular Classroom***

By Susan Winebrenner

### ***Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools***

By Marilyn Friend

### ***The Co-Teaching Lesson Plan Book (Third Edition)***

By Lisa Dieker, Ph. D.

### ***Differentiated Assessment Strategies: One Tool Doesn't Fit All***

By Carolyn Chapman & Rita King

