

Inclusion in Massachusetts

Strategies for Effective Inclusive Schooling

Lesson Content for Teacher Candidates

Facilitator's Guide

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Preparing for the Lesson

Overview

This lesson content will provide teacher candidates for all licenses with training in evidence-based strategies for inclusion following the frameworks of Universal Design for Learning, Positive Behavior Intervention and Supports, and Social and Emotional Learning. The lesson content also connects to the [Massachusetts Educator Effectiveness Guidebook for Inclusive Practice](#). Use of the tools of the *Guidebook* as described in the lesson content will give teacher candidates practical experience in the application of these strategies.

Context

This facilitator’s guide is designed to assist educator preparation faculty in delivering a rich and engaging lesson to teacher candidates for all licenses. The content of this lesson is designed for a 3-hour class but may be broken up into two or three sessions. Teacher candidates do not need any background in this content before the lesson, but faculty will want to be familiar with the “[Guiding Frameworks](#)” section of the *Guidebook* before delivering the lesson.

Intended Outcomes

At the end of this session, participants will be able to:

- Articulate a working framework for inclusive practice using the evidence-based frameworks of: Universal Design for Learning, Positive Behavior Intervention and Supports, and Social and Emotional Learning.
- Apply ESE guidance to support inclusive practice through the MA Educator Evaluation Framework.

Equipment and Materials

- Laptop computer with a copy of the workshop PowerPoint slides and a projector.
- Chart paper and markers
 - Prepare chart paper following slide 13 below
- Handouts packet, which includes:
 - Materials for activities
 - Sample tools from the *Guidebook*

Facilitator's Guide

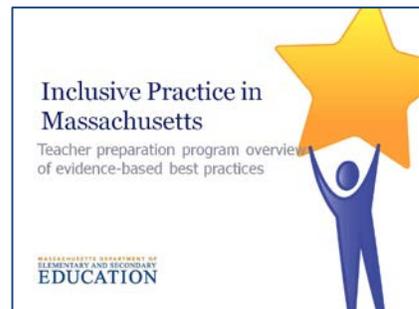
This lesson is divided into five sections and has a total time of 3 hours:

- I. Inclusive Practice (30 minutes)
- II. Universal Design for Learning (45 minutes)
- III. Positive Behavior Intervention and Supports (45 minutes)
- IV. Social and Emotional Learning (30 minutes)
- V. Guidebook for Inclusive Practice (30 minutes)

Slides are provided to facilitate each section and this corresponding guide includes the facilitator notes from the PowerPoint.

I. Inclusive Practice (30 min.)

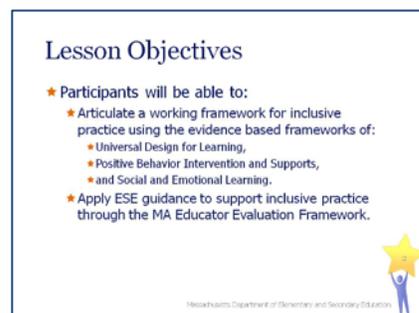
- This presentation introduces teacher candidates to evidence-based best practices for inclusion following the frameworks of universal design for learning, positive behavioral interventions and supports, and social and emotional learning. The Massachusetts Department of Elementary and Secondary Education has provided a series of tools based on these frameworks that are aligned to the Massachusetts Educator Evaluation Framework called the Educator Effectiveness Guidebook for Inclusive Practice.



Slide 1

Participants will be able to:

- Articulate a working framework for inclusive practice using the evidence based frameworks of
 - Universal Design for Learning,
 - Positive Behavior Intervention and Supports,
 - and Social and Emotional Learning.
- Apply ESE guidance to support inclusive practice through the MA Educator Evaluation Framework.



Slide 2

- Lesson Agenda:
 - Inclusive Practice (30 min)
 - Universal Design for Learning (45 min)
 - Positive Behavior Intervention and Supports (45 min)
 - Social and Emotional Learning (30 min)
 - Guidebook for Inclusive Practice (30 min)

Lesson Agenda

- ★ Inclusive Practice (30 min)
- ★ Universal Design for Learning (45 min)
- ★ Positive Behavior Intervention and Supports (45 min)
- ★ Social and Emotional Learning (30 min)
- ★ Guidebook for Inclusive Practice (30 min)



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Slide 3

- For context, teacher candidates should be aware of the relatively high percentage of students in Massachusetts who receive special education services and the proportion of them who spend the majority of their school day in general education settings. It is important that candidates for any license category be prepared to work with students who have diverse needs. (It should also be noted that not all students who have disabilities receive special education services.)

Diverse Needs

- ★ 18% of students in Massachusetts are eligible for special education services, which are defined by the legally binding Individualized Education Plan (IEP).
- ★ Approximately 60% of those students spend the majority of their school day in classrooms with their non-disabled peers.
- ★ Beginning teachers, regardless of license area, will invariably be working with students with diverse needs.

<http://www.doe.mass.edu/sped/>



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Slide 4

- Students who receive special education services do so in a wide variety of placements. A comprehensive statewide study showed that students with disabilities who have full inclusion placements outperform similar students who were not included to the same extent in general education classrooms with their non-disabled peers.

Placement Matters

- ★ In Massachusetts, students with learning or communication disabilities who are educated, full-time, in general education settings are nearly **five times** as likely to graduate high school in four years or fewer than are similar students in substantially separate placements.

<http://www.doe.mass.edu/sped/>



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Slide 5

- Although commonly associated with special education and the federal mandate that students with disabilities be educated in the least restrictive environment to the maximum extent appropriate, an inclusive philosophy goes beyond the needs of students with disabilities to frame a system of accessible instruction and positive behavior supports that generates positive outcomes for all students. The emphasis on systemic implementation is important. Inclusion is not solely the job of any one educator or classroom—the successful creation of inclusive settings begins at the school and district levels, with superintendents and principals bearing as much responsibility for student success as educators and related service providers.

What do we mean by Inclusion?

- ★ **"The smallest meaningful unit for inclusion is the school"** – Melody Musgrove, Director US Office of Special Education Programs
- ★ What is implied in this remark?
- ★ Students with disabilities must be educated in the Least Restrictive Environment (LRE) to the maximum extent appropriate.



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Slide 6

- What does inclusion look like in Massachusetts public schools? It can take on many forms. Some characteristics that will be commonly found include classrooms with a heterogeneous mix of students – although the proportions of students may vary widely by district, school, and classroom. Federal laws define special education as “specially designed instruction to meet the unique needs of a child with a disability.” In an inclusive setting, common supports may include accommodations (which are not themselves specially designed instruction), a paraprofessional, an inclusion support teacher, who would deliver specially designed instruction, or in some cases a full time co-teacher who delivers specially designed instruction to meet the unique needs of children with disabilities.

Inclusion in the Schools

- ★ Classrooms with heterogeneous mix of students – with and without disabilities.
- ★ Common supports:
 - ★ Accommodations (oral texts, extended time, guided notes, graphic organizers, etc.)
 - ★ Paraprofessionals
 - ★ Inclusion Support Teacher, Co-Teacher



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Slide 7

- The Massachusetts Department of Elementary and Secondary Education, in collaboration with Massachusetts teachers and administrators, has provided the following definition for inclusive practice: **Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.
- The Department has chosen to focus on inclusive practice rather than classrooms or educational roles because an inclusive educational setting is the responsibility of all members of the school community. These practices are relevant to all members of the school community; inclusion is not the responsibility of one set of teachers or administrators only.

Inclusive Practice in Massachusetts

- ★ **Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.

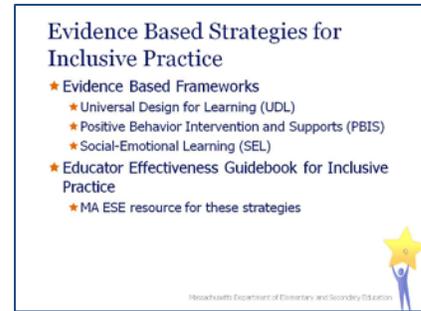
<http://www.doe.mass.edu/eveval/guidebook/>



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Slide 8

- There are a wide variety of evidence-based strategies for inclusion. These are three that have been identified by the MA Department of Elementary and Secondary Education (ESE) as approaches to promote at a statewide level. They are captured in ESE's Educator Effectiveness Guidebook for Inclusive Practice, which will be introduced at the end of this lesson. Over the course of this session, participants will develop a preliminary knowledge of all three and will be able to describe what it would mean to apply each in a classroom setting.



Slide 9

II. Universal Design for Learning (45 min.)

Transition slide



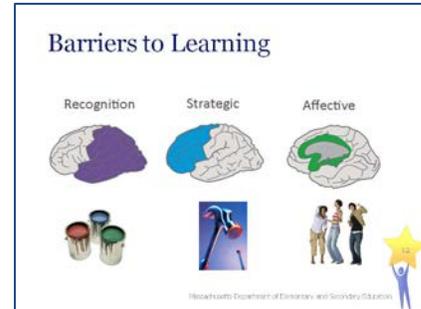
Slide 10

- As an introduction to Universal Design for Learning, follow the instructions on the slide. If they are not familiar with any students yet, participants should try to draw from personal experience. It is important to think of actual people in this context because you will be asked to think about their learning needs in more depth on the next slides. Please do not use identifying information like last names.



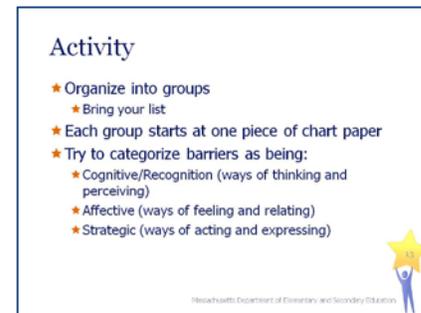
Slide 11

- Universal Design for Learning recognizes three categories of barriers to learning. They are recognition, strategic, and affective. They can roughly be classified as the “what”, the “how”, and the “why” of learning. These categories correspond to the parts of the brain that are responsible for perceiving, planning, and feeling.



Slide 12

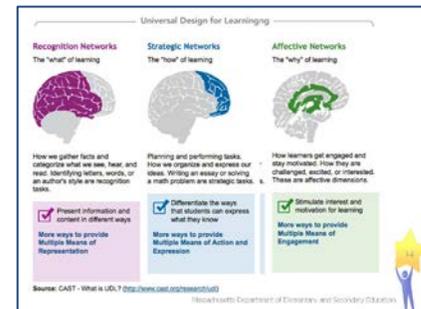
- **[Presenter:** prepare three pieces of chart paper with: **Cognitive/Recognition** (ways of thinking and perceiving) **Affective** (ways of feeling and relating) **Strategic** (ways of acting and expressing) on the top. Provide markers at each chart.
- Organize into groups of no more than five. The number of total groups should be a multiple of three.]
- Each group should start at one piece of chart paper marked either: cognitive/affective/expressive.



Slide 13

Learning:

- The goal of Universal design for learning is to remove these barriers by offering students options for recognition, expression, and engagement. For example:
- **[Recognition]** If a student has a barrier with taking in facts and information, we can provide him with alternate ways of getting that information. One of the most straightforward examples here would be providing a student with a book on tape.
- **[Strategic]** If a student has a barrier with planning and performing tasks, we can provide him with alternate ways of planning and performing by, for example, providing a graphic organizer.
- **[Affective]** If a student has a barrier in the affective area of sustaining effort on tasks, then Universal Design for Learning suggests that we give students options and supports for sustaining that effort. For example, goals and objectives of tasks can be made more relevant to their lives. The demands of the task can be examined – is the student having trouble sustaining effort out of frustration. The learning conditions can be altered so that students are more inclined towards collaboration and community.



Slide 14

4 minutes

- Universal design for learning is an instructional movement inspired by a movement in architecture. With the Americans with Disabilities Act of 1990, building design faced a whole set of challenges to making buildings accessible to people with disabilities. The initial efforts at this were often unappealing aesthetically and unsatisfactory to users, as well.
- The universal design movement grew out of architects' desire to create buildings that included accessibility principles in the original design of buildings and structures, rather than added on as an afterthought. The wheelchair ramp on the bottom is clearly more aesthetically pleasing, but is also safer, more effective, and more likely to be used by a wide variety of individuals, with and without disabilities.



Slide 15

- Universal Design for Learning (UDL) is an approach to designing learning experiences so that they meet the needs of the widest range of learners. UDL grew out of the universal design movement in architecture in which accommodations such as wheelchair ramps and curb cuts began to be included in the original design of buildings and structures, rather than added on as an afterthought.
- Likewise, barriers to instruction can be removed from the initial design of lessons rather than addressed after the fact through accommodations. UDL increases flexibility and adaptation to student needs so that all students can learn from instructional practices and materials that are accessible to them, including the ways in which they take in information, process as they learn, show what they have learned, and engage with instruction and materials. The UDL framework addresses learner variability by providing multiple approaches to the representation of information, to student action and expression, and to student engagement.

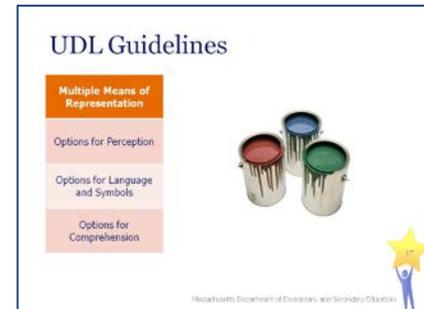


Slide 16

What do we mean by Multiple Modes of Representation? What would it mean to offer Options for Perception in, for example, a Math class? What about Options for Language and Symbols? Options for Comprehension?

[Note: the following are UDL the descriptions from CAST's UDL Guidelines. They may be helpful in discussing the strategies underneath each UDL category but it is not suggested that they be read off verbatim]

- Options for Perception: 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information
- Options for Language and Symbols: 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media
- Options for Comprehension: 3.1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization

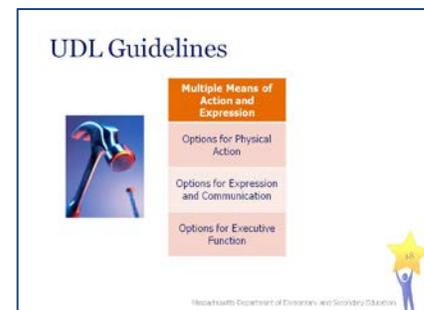


Slide 17

Practicing:

What do we mean by Multiple Modes of Action and Expression? What would it mean to offer Options for Physical Action in, for example, an English class? What about Options for Expression and Communication? Options for Executive Function?

- **[Note:** the following are UDL the descriptions from CAST's UDL Guidelines. They may be helpful in discussing the strategies underneath each UDL category but it is not suggested that they be read off verbatim]
- Provide options for physical action 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies
- Provide options for expression and communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance
- Provide options for executive functions 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress



Slide 18

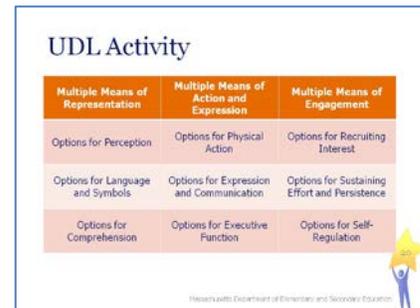
What do we mean by Multiple Modes of Engagement? What would it mean to offer Options for Recruiting Interest in, for example, a Science class? What about Options for Sustaining Effort and Persistence? Options for Self-Regulation?

- **[Note:** the following are UDL the descriptions from CAST’s UDL Guidelines. They may be helpful in discussing the strategies underneath each UDL category but it is not suggested that they be read off verbatim]
- 7: Provide options for recruiting interest 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize
- 9: Provide options for self-regulation 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback



Slide 19

- [Note: Assign each participant a number from 1-9. Hand out UDL chart (Appendix A). Chart should have space for participants to write in their own ideas in each box.
- **Activity:** Each participant is responsible for listing 3 concrete examples of their number (5 minutes)
- **Share-Out:** Each group of nine reviews examples. (15 min) – Suggest calling out the #s as they share to keep the group on pace.]



Slide 20

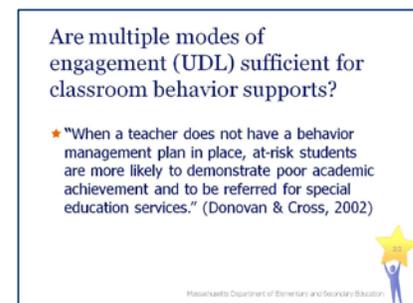
III. Positive Behavior Intervention and Supports (45 min.)

Transition slide



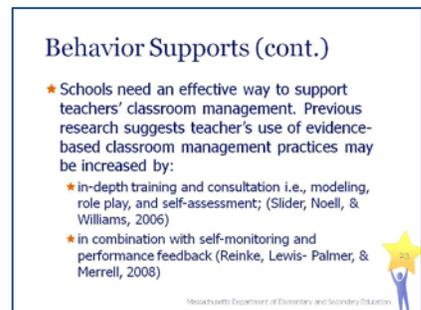
Slide 21

- As you can see, applying Universal Design for Learning can make for much more engaging lesson content. This will be a major benefit to classroom behavior supports. Inclusion classes, however, are often more effective when teachers create plans especially to support positive behaviors in their students.



Slide 22

- Teacher training programs often fail to adequately prepare teachers to manage their classrooms (e.g., Bergen & Martens, 2006)
- Schools need an effective way to support teachers' classroom management. Previous research suggests that in-depth training (i.e., modeling, role play, and self-assessment; Slider, Noell, & Williams, 2006) and consultation in combination with self-monitoring and performance feedback (Reinke, Lewis-Palmer, & Merrell, 2008) may increase teachers' use of evidence-based classroom-management practices.



Slide 23

- Form groups of two or three and discuss the question on the screen. You are assigned to a classroom with a history of behavior challenges as measured by several data sources (i.e. office referrals, suspensions, poor attendance). In addition to consulting with other educators, how would you prepare for the first day of class?

Discussion Question

★ **Scenario:** You are assigned to a classroom with a history of behavior challenges as measured by several data sources (ie. office referrals, suspensions, poor attendance). In addition to consulting with other educators, how would you prepare for the first day of class?



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Slide 24

- PBIS (positive behavioral interventions and supports) is a framework for organizing the implementation of evidence-based practices across a multi-tiered support system. PBIS focuses on making improvements in the school or classroom environment to ensure students will successfully meet social, behavioral, and academic standards. Applying a tiered approach to instruction requires educators to ask: What supports do ALL students need? What supports do SOME students need? What supports do a FEW students need?
- Further illustration of the concept: All students will be “explicitly taught” the desired behavior, as the demonstration of the desired behavior from students will provide the teacher with baseline data for each student. For example, if the desired behavior outcome is that all students will walk to the right, silently as they travel and enter into the cafeteria, then this is a skill that needs to be taught to students and retaught periodically. Some students may need intense, expanded instruction (tiers) while others may not.

Positive Behavior Interventions and Supports

★ **Tiered approach to supports:**

- What supports do ALL students need?
- What supports do SOME students need?
- What supports do a FEW students need?



★ **Example: Class Expectations**

- Example: Class Expectations:**
 - ALL students will review and discuss 3-5 positive expectations on day one
 - SOME students will need regular review and discussion of positive expectations
 - A FEW students will need individualized approaches to reinforcing positive expectations



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Slide 25

- PBIS is most effective when implemented across a whole school or district. It relies on team based decision making and should be driven by student outcome data. Each time a teacher incorporates a “strategy” it must have an assessment component attached to it that assists in determining its effectiveness.

Positive Behavior Interventions and Supports

★ **Best Practice for PBIS:**

- Plan for a tiered system of supports: what will ALL/SOME/A FEW students need?
- Implemented across district/school/classrooms
- Team-based decision-making
- Data-driven:** each time a teacher incorporates a strategy it must have an assessment component attached to it that assists in determining its effectiveness.



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Slide 26

- Form groups of two or three and discuss the question on the screen. Revisit the previous scenario. [You are assigned to a classroom with a history of behavior challenges as measured by several data sources (i.e. office referrals, suspensions, poor attendance). In addition to consulting with other educators, how would you prepare for the first day of class?]
 - Apply a tiered approach to class expectations.
 - How would you set these up? Introduce them? Reinforce them?

Positive Behavior Interventions and Supports - Discussion

- ★ Revisit the previous scenario. How would you adapt your preparation to include the concepts of Positive Behavior Interventions and Supports?
- ★ Apply a tiered approach to class expectations.
 - ★ How would you set these up? Introduce them? Reinforce them?



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Slide 27

IV. Social and Emotional Learning (30 min.)

- In addition to a tiered approach to positive behavioral supports, there is a strong evidence base to support direct instruction in social and emotional competencies – knowledge, skills, attitudes and behaviors that individuals need to make successful choices. This is a framework called Social and Emotional Learning.

Social-Emotional Learning

- ★ Direct instruction in social and emotional competencies – knowledge, skills, attitudes and behaviors that individuals need to make successful choices.



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Slide 28

The goals of SEL curricula include teaching the following basic skills:

- Self-Awareness focuses on identifying and recognizing emotions; accurate self-perception; strengths, needs, and values; and self-efficacy.
- Self-Management includes impulse control and stress management; self-motivation and discipline; goal setting; and organizational skills.
- Social Awareness addresses perspective taking; empathy; difference recognition; and respect for others.
- Relationship Skills encompasses communication; social engagement and relationship building; working cooperatively; negotiation; refusal; conflict management; and help seeking.
- Responsible Decision Making includes problem identification and situation analysis; problem solving; evaluation and reflection; and personal, social, and ethical responsibility.

Social-Emotional Learning: core competencies




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Slide 29

- [Note: pass out **10 Teaching Practices that Promote SEL** from Appendix B]
- **Review** the **10 Teaching Practices that Promote SEL** document. Identify which of the Core Competencies each practice addresses. (There may be some overlap) **Discuss:** how could you incorporate these practices into the “new classroom” scenario from above?

Social-Emotional Learning: Activity

- ★ Review the **10 Teaching Practices that Promote SEL** document. Identify which of the Core Competencies each practice addresses.
 - ★ (There may be some overlap)
- ★ **Discuss:** how could you incorporate these practices into the “new classroom” scenario from above?



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Slide 30

V. Guidebook for Inclusive Practice (30 min.)

Created by Massachusetts educators, this Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

The following aspects of the MA Educator Evaluation framework have specific educator “tasks”:

- Goal-setting
- Observations
- Artifacts of Practice
- Student Feedback
- Common Assessments

Educator Effectiveness Guidebook for Inclusive Practice

- ★ Tools support UDL, PBIS, and SEL
- ★ Aligned to the MA Educator Evaluation Framework
 - ★ Goal-setting
 - ★ Observations
 - ★ Artifacts of Practice
 - ★ Student Feedback
 - ★ Common Assessments



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Slide 31

Note: pass out the two documents found in Appendix C and D]

- Case Study Goals: Behavior Support
- Case Study Goals: Instruction
- **Directions:** Read the first case study and goal. Answer the discussion protocol questions.

Sample Guidebook Tool

- ★ Case Study Goals: Instruction
- ★ Case Study Goals: Behavior Support
- ★ **Directions:** Read the first case study and goal. Answer the discussion protocol questions.



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Slide 32
Quick Transition

Recapping

- The Summative Performance Rating assesses an educator's practice against four Standards of Effective Teaching or Administrator Leadership Practice, as well as an educator's progress toward attainment of his/her professional practice and student learning goals.
- The Student Impact Rating is a determination of an educator's impact on student learning, informed by patterns and trends in student learning, growth, and/or achievement. This rating is based on multiple measures of student growth, including results from statewide growth measures, where available.
- **Discussion:** What information have you already heard about the Educator Evaluation Framework?

Educator Evaluation in Massachusetts: Two Ratings

- ★ Summative Performance Rating: 5-Step Cycle
 - ★ Anchored by a self-assessment
 - ★ Student learning and professional practice goals
 - ★ Multiple sources of evidence, including:
 - observations
 - artifacts
 - student feedback
- ★ Student Impact Rating
 - ★ Multiple measures of student growth
 - ★ Statewide assessment data (for certain educators)

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Slide 33

Recapping

- Review the full set of Guidebook tools at <http://www.doe.mass.edu/eeval/guidebook/>
- Select a Guidebook tool to try in your Field Based Experience.
- Be prepared to share experience with inclusive practice at the next session.

Assignment/Planning

- ★ Review the full set of Guidebook tools at <http://www.doe.mass.edu/eeval/guidebook/>
- ★ Select a Guidebook tool to try in your Field Based Experience.
- ★ Be prepared to share experience with inclusive practice at the next session.

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Slide 34

Remember

- As a reminder, 18% of students in Massachusetts are eligible for special education services.
- Approximately 60% of those students spent the majority of their school day in classrooms with their non-disabled peers.
- Beginning teachers, regardless of licensure, will invariably be working with students with diverse needs.

Remember

- ★ 18% of students in Massachusetts are eligible for special education services.
- ★ Approximately 60% of those students spent the majority of their school day in classrooms with their non-disabled peers.
- ★ Beginning teachers, regardless of licensure, will invariably be working with students with diverse needs.

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Slide 35

With appropriate academic and behavioral support, these students can be successful in general education settings. The inclusive practice strategies that you have learned about today will help promote success for all students, not just those with disabilities.

Final thoughts

- ★ In Massachusetts, students with learning or communication disabilities who are educated, full-time, in general education settings are nearly **five times** as likely to graduate high school in four years or fewer than are similar students in substantially separate placements.



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Slide 36

Just as this ramp meets the needs of individuals who use wheelchairs but also improves the overall design of the staircase, so too can universally designed lessons and positive, explicit systems of support provide benefit for all learners in the classroom.



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Slide 37

Handouts:

- Appendix A: [Universal Design for Learning activity](#)
- Appendix B: [10 Practices that promote SEL](#)
- Appendix C: [Case Study Goals for Discussion: Instruction](#)
- Appendix D: [Case Study Goals for Discussion: Positive Behavior Supports](#)