Inclusive Practice in Massachusetts

Teacher preparation program overview of evidence-based best practices

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Lesson Objectives

- 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.

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)

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/

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/

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.

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

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/edeval/guidebook/

Evidence Based Strategies for Inclusive Practice

- Evidence Based Frameworks
  - Universal Design for Learning (UDL)
  - Positive Behavior Intervention and Supports (PBIS)
  - Social-Emotional Learning (SEL)
- Educator Effectiveness Guidebook for Inclusive Practice
  - MA ESE resource for these strategies

Universal Design for Learning

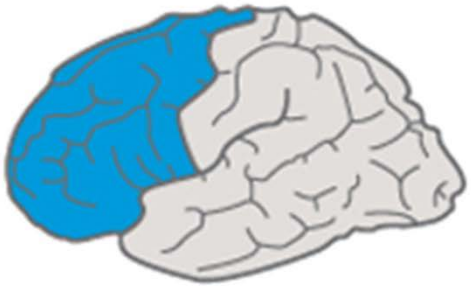
Introduction: UDL

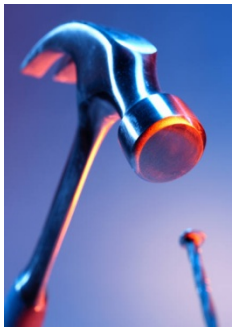
- Write down the first names of five students whose learning you are familiar with.
  - Try to think of individuals who struggle either academically or socially
- List 2-3 barriers that each of them faces in daily living.

Barriers to Learning

Recognition

Strategic





Affective

Activity

- Organize into groups
  - Bring your list
- Each group starts at one piece of chart paper
- Try to categorize barriers as being:
  - Cognitive/Recognition (ways of thinking and perceiving)
  - Affective (ways of feeling and relating)
  - Strategic (ways of acting and expressing)

Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- Present information and content in different ways

More ways to provide Multiple Means of Representation

Strategic Networks

The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways that students can express what they know

More ways to provide Multiple Means of Action and Expression

Affective Networks

The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

More ways to provide Multiple Means of Engagement

Source: CAST - What is UDL? (http://www.cast.org/research/udl)

Universal Design for Learning

Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement

UDL Guidelines

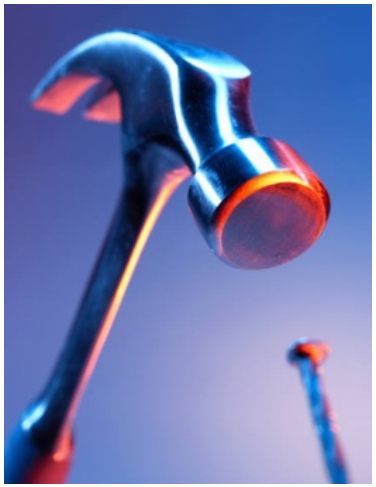
Multiple Means of Representation

Options for Perception

Options for Language and Symbols

Options for Comprehension

UDL Guidelines



Multiple Means of Action and Expression
Options for Physical Action
Options for Expression and Communication
Options for Executive Function

UDL Guidelines

Multiple Means of Engagement

Options for Recruiting Interest

Options for Sustaining Effort and Persistence

Options for Self-Regulation

UDL Activity

Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement
Options for Perception	Options for Physical Action	Options for Recruiting Interest
Options for Language and Symbols	Options for Expression and Communication	Options for Sustaining Effort and Persistence
Options for Comprehension	Options for Executive Function	Options for Self-Regulation

Positive Behavior Supports

Are multiple modes of engagement (UDL) sufficient for classroom behavior supports?

- **“**When a teacher does not have a behavior management plan in place, at-risk students are more likely to demonstrate poor academic achievement and to be referred for special education services.” (Donovan & Cross, 2002)

Behavior Supports (cont.)

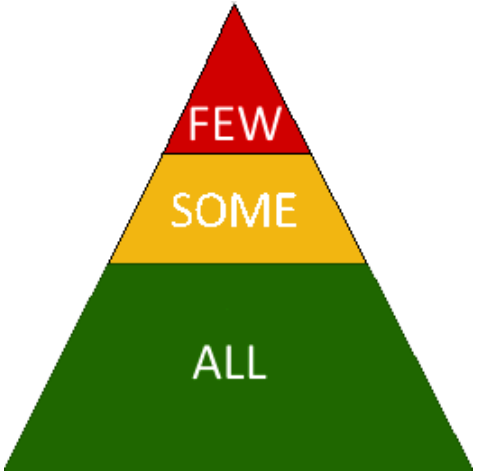
- Schools need an effective way to support teachers' classroom management. Previous research suggests teacher's use of evidence-based classroom management practices may be increased by:
  - in-depth training and consultation i.e., modeling, role play, and self-assessment; (Slider, Noell, & Williams, 2006)
  - in combination with self-monitoring and performance feedback (Reinke, Lewis- Palmer, & Merrell, 2008)

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?

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

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.

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?

Social-Emotional Learning

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

Social-Emotional Learning: core competencies

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?

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

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.

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)

Assignment/Planning

- Review the full set of Guidebook tools at http://www.doe.mass.edu/edeval/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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- Approximately 60% of those students spent the majority of their school day in classrooms with their non-disabled peers.
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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.