INCLUSION COLLABORATIVE

Santa Clara County Office of Education

Building Bridges for Equity, Engaging ALL Learners

2018 Child Health, Education and Care Summit

April 12, 2018

Building Bridges for Equity, Engaging ALL Learners

Presented By:

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Inclusion Collaborative
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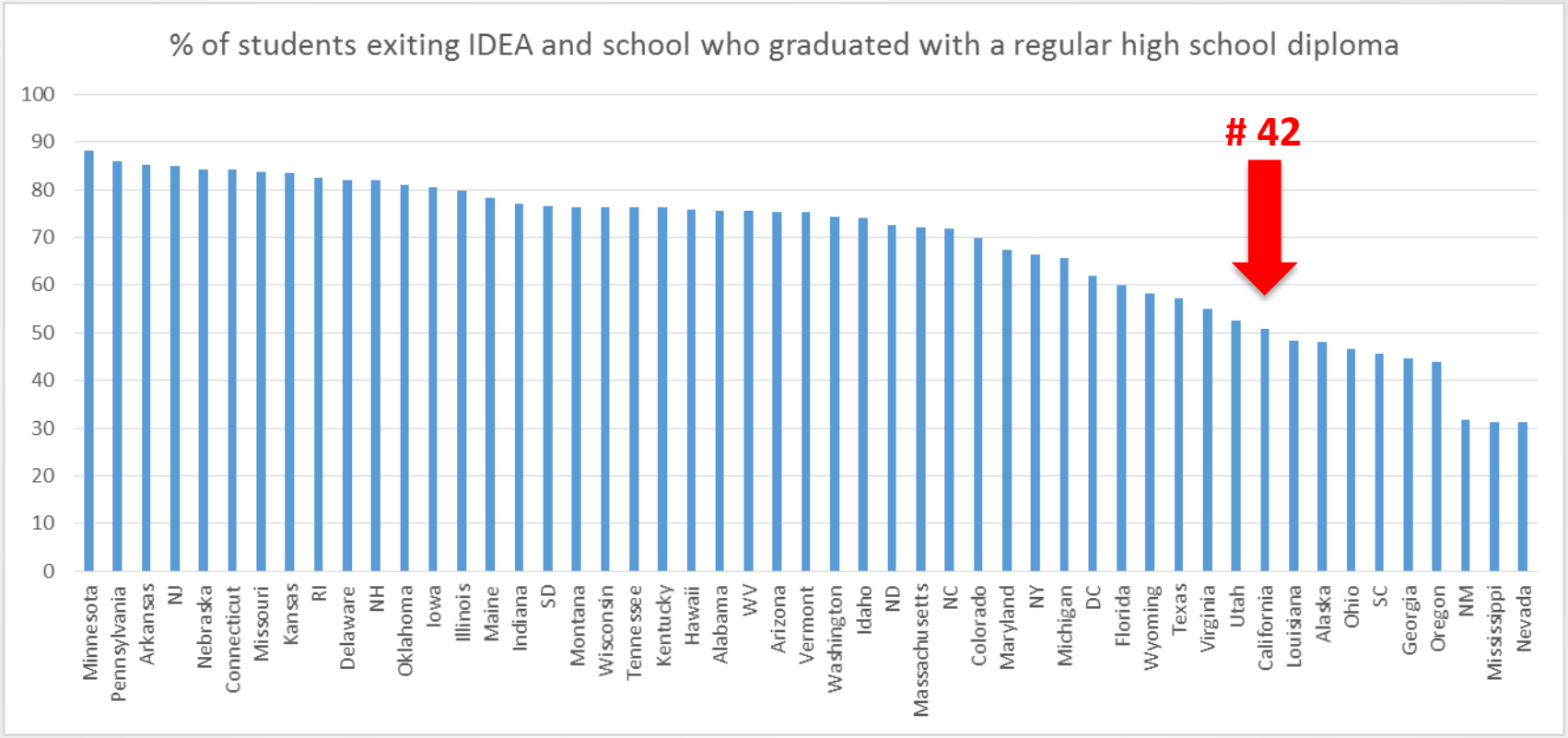
“Not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.”

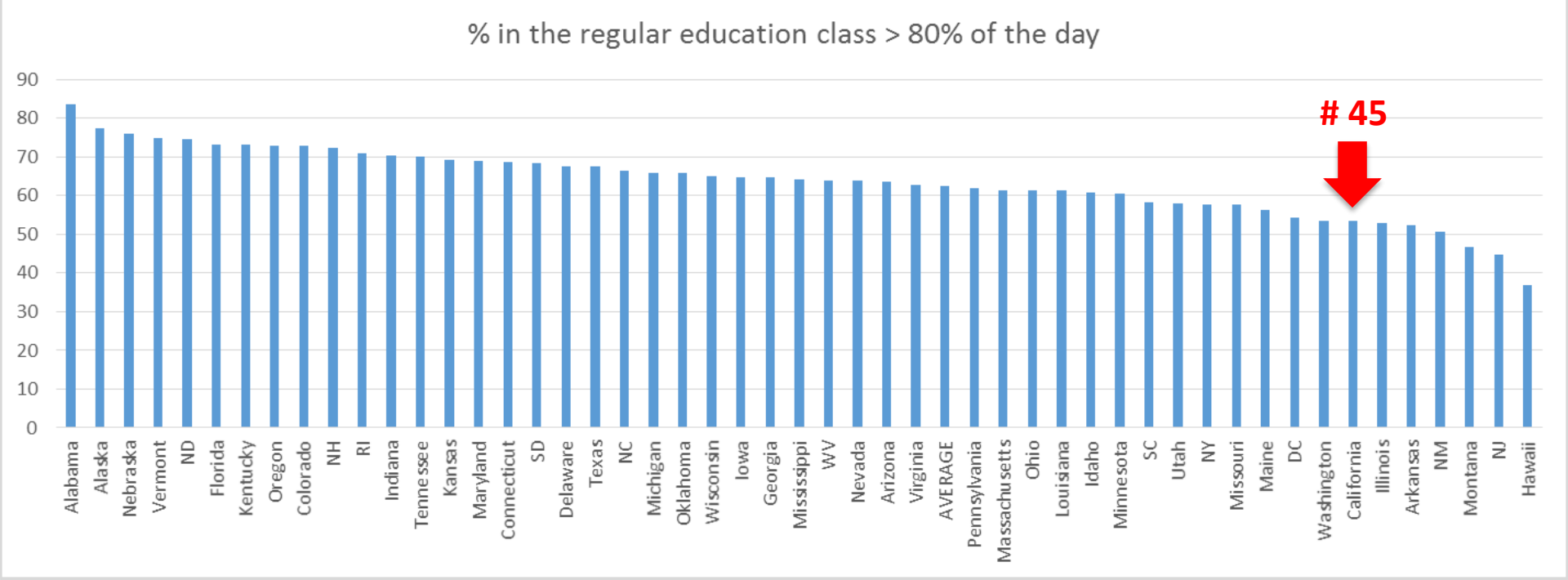
- John F. Kennedy

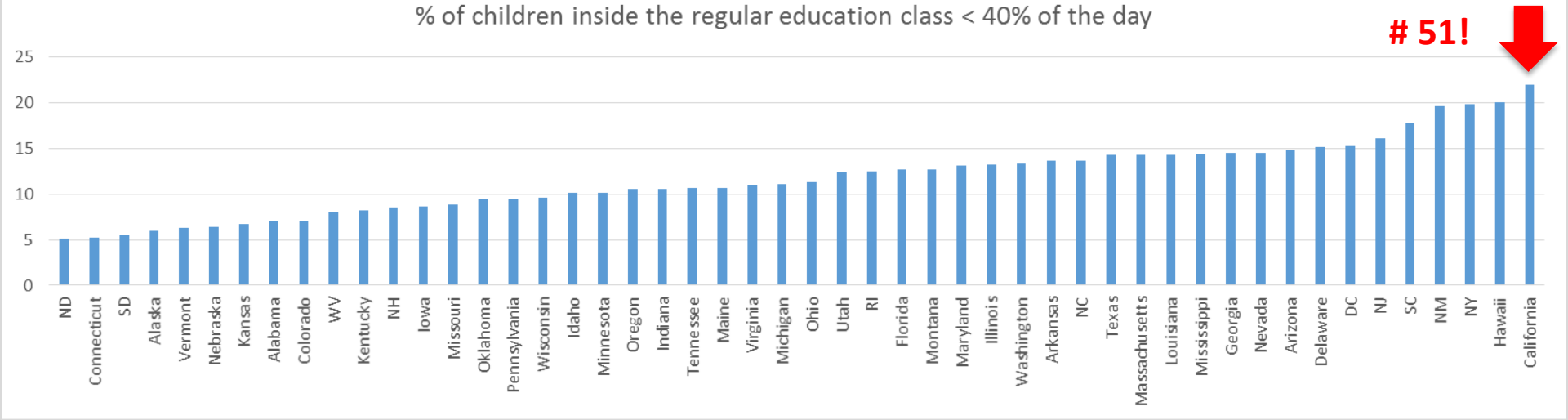
EQUALITY
EQUITY

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A										
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			N/A	N/A			*					*	*	
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A										
Mathematics (3-8)			N/A	N/A										

“What do you expect? They’re special ed”

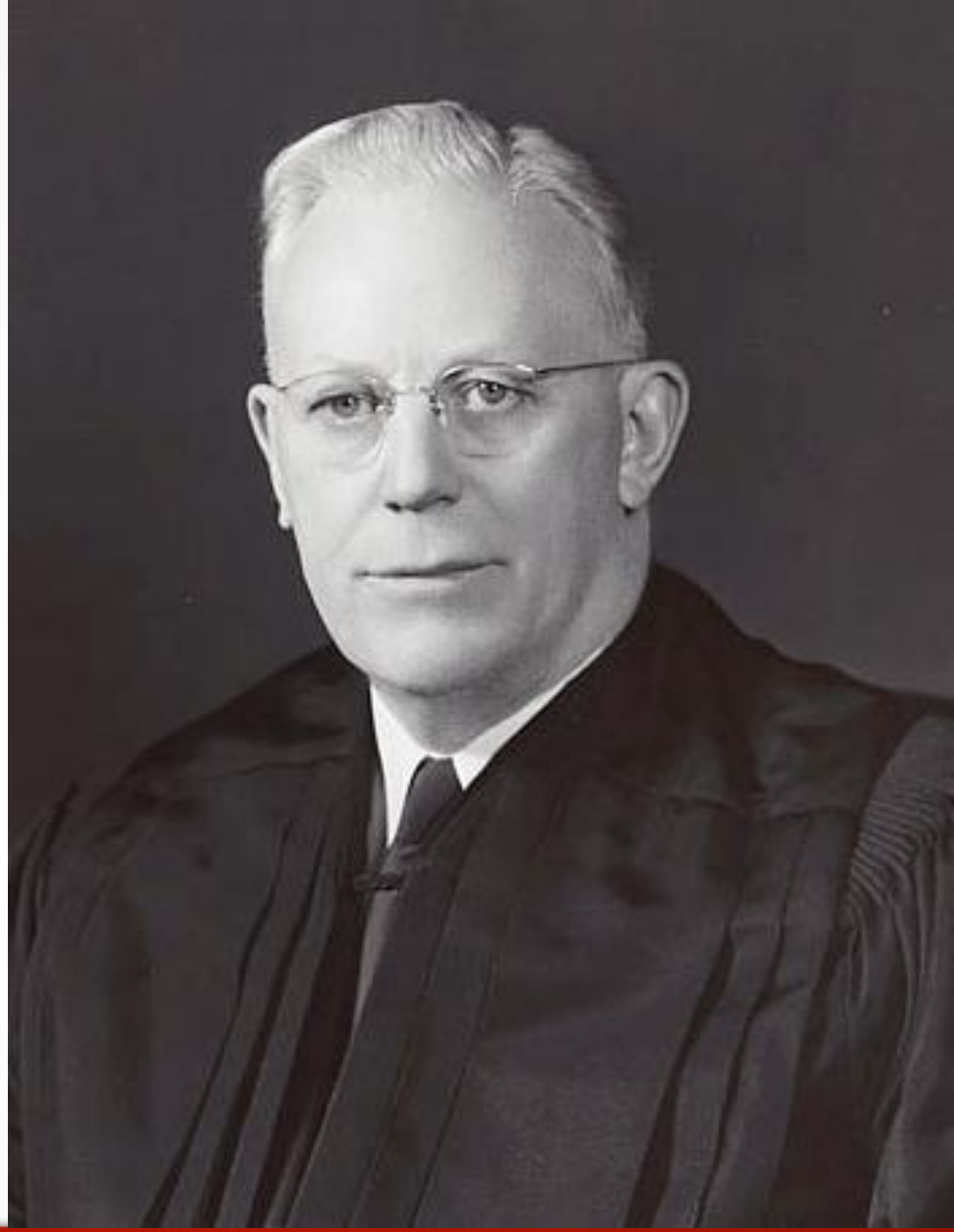

% of students exiting IDEA and school who graduated with a regular high school diploma
100
90
80
70
60
50
40
30
20
10
0
42
Minnesota
Pennsylvania
Arkansas
NJ
Nebraska
Connecticut
Missouri
Kansas
RI
Delaware
NH
Oklahoma
Iowa
Illinois
Maine
Indiana
SD
Montana
Wisconsin
Tennessee
Kentucky
Hawaii
Alabama
WV
Arizona
Vermont
Washington
Idaho
ND
Massachusetts
NC
Colorado
Maryland
NY
Michigan
DC
Florida
Wyoming
Texas
Virginia
Utah
California
Louisiana
Alaska
Ohio
SC
Georgia
Oregon
NM
Mississippi
Nevada


% in the regular education class > 80% of the day
# 45
90
80
70
60
50
40
30
20
10
0
Alabama
Alaska
Nebraska
Vermont
ND
Florida
Kentucky
Oregon
Colorado
NH
RI
Indiana
Tennessee
Kansas
Maryland
Connecticut
SD
Delaware
Texas
NC
Michigan
Oklahoma
Wisconsin
Iowa
Georgia
Mississippi
WV
Nevada
Arizona
Virginia
AVERAGE
Pennsylvania
Massachusetts
Ohio
Louisiana
Idaho
Minnesota
SC
Utah
NY
Missouri
Maine
DC
Washington
California
Illinois
Arkansas
NM
Montana
NJ
Hawaii


% of children inside the regular education class < 40% of the day
# 51!
25
20
15
10
5
0
ND
Connecticut
SD
Alaska
Vermont
Nebraska
Kansas
Alabama
Colorado
WV
Kentucky
NH
Iowa
Missouri
Oklahoma
Pennsylvania
Wisconsin
Idaho
Minnesota
Oregon
Indiana
Tennessee
Maine
Virginia
Michigan
Ohio
Utah
RI
Florida
Montana
Maryland
Illinois
Washington
Arkansas
NC
Texas
Massachusetts
Louisiana
Mississippi
Georgia
Nevada
Arizona
Delaware
DC
NJ
SC
NM
NY
Hawaii
California

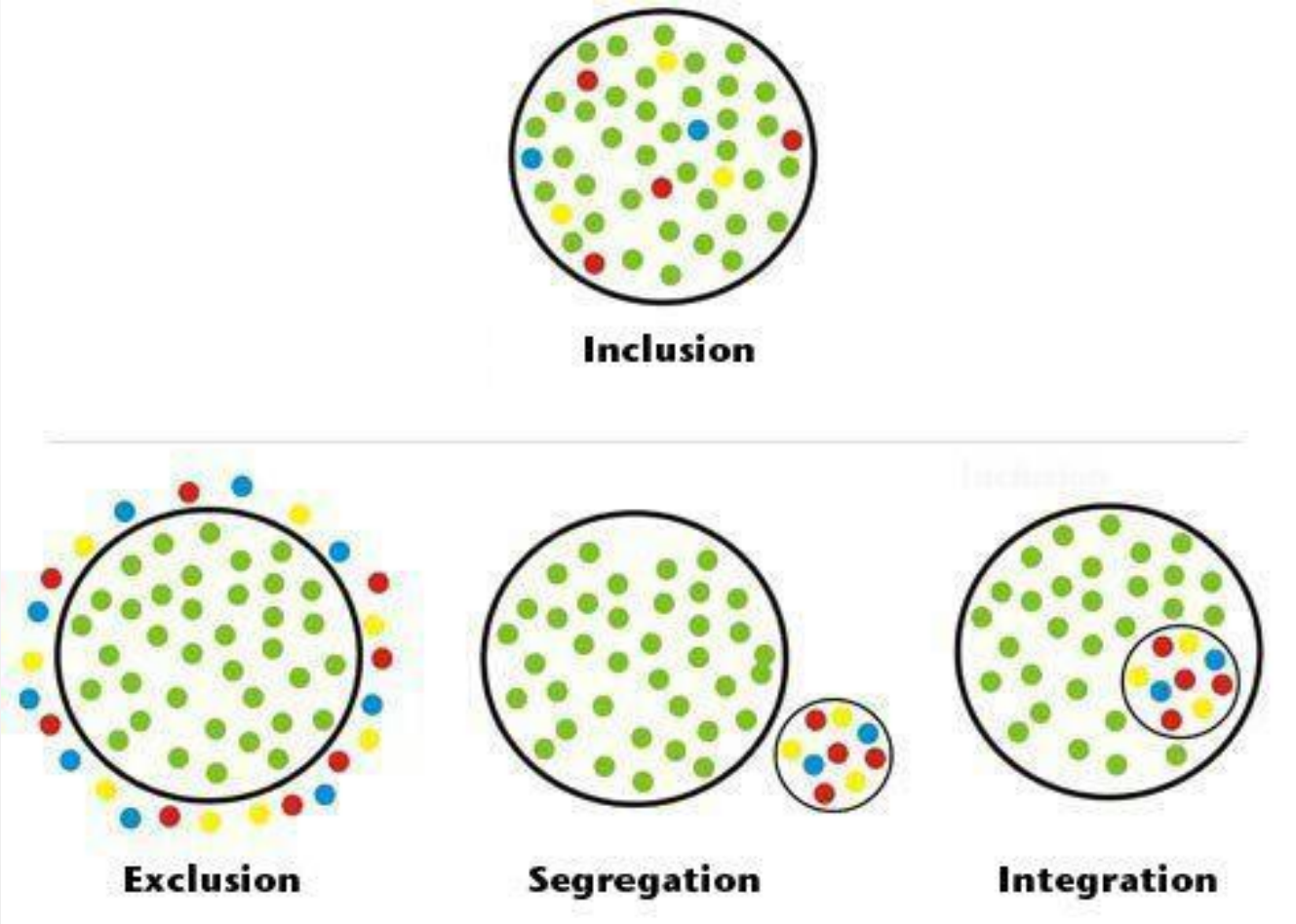
“We conclude that, in the field of public education, the doctrine of separate but equal has no place.”

Earl Warren,
Chief Justice of the Supreme Court,
Governor of California



WHAT IS INCLUSION?

What is Inclusion?



INCLUSION COLLABORATIVE

Definition of Inclusion

- An Attitude
- A Philosophy
- Promotes a sense of belonging, community and membership
- Values differences & diversity
- Builds positive social relationships & friendships
- Promotes reaching full developmental and learning potential

Belonging & Membership

- "When inclusive [practice] is fully embraced, we abandon the idea that children have to become 'normal' in order to contribute to the world. Instead, we search for and nourish the gifts that are inherent in all people. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging." --Norman Kunc (1992)

Frequently Identified Goals of Education by Category

Belonging – Having friends – Forming and maintaining relationships – Being part of the community – Feeling good about oneself – Getting along with others, including coworkers – Being a caring parent and family member – Being happy	Mastery – Experiencing success and becoming competent in something or some things – Being well rounded – Bring a good problem solver – Being flexible – Being motivated – Having literacy, numeracy, technology and communication competence – Being a lifelong learner – Reaching one's potential in areas of interest
Independence – Having choice in work, recreation, leisure or continued learning – Possessing the confidence to take risks – Being as independent as possible – Assuming personal responsibility – Holding oneself accountable for actions and decisions – Being able to self advocate – Being adaptable and flexible	Generosity – Being a contributing member of society – Valuing diversity – Being empathetic – Offering compassion, caring and support to others – Being a responsible citizen – Giving back to the community – Exercising global stewardship

(Villa and Thousand, 2017)

Inclusive Programs

- Use Evidence-Based Practices
- Creatively adapt activities so that each child can participate
- Make reasonable modifications to policies, practices and procedures
- Embed children's developmental goals into daily routines
- Welcome all children!

Setting the Environment to Fit the Child

A Universally Designed Environment works for ALL

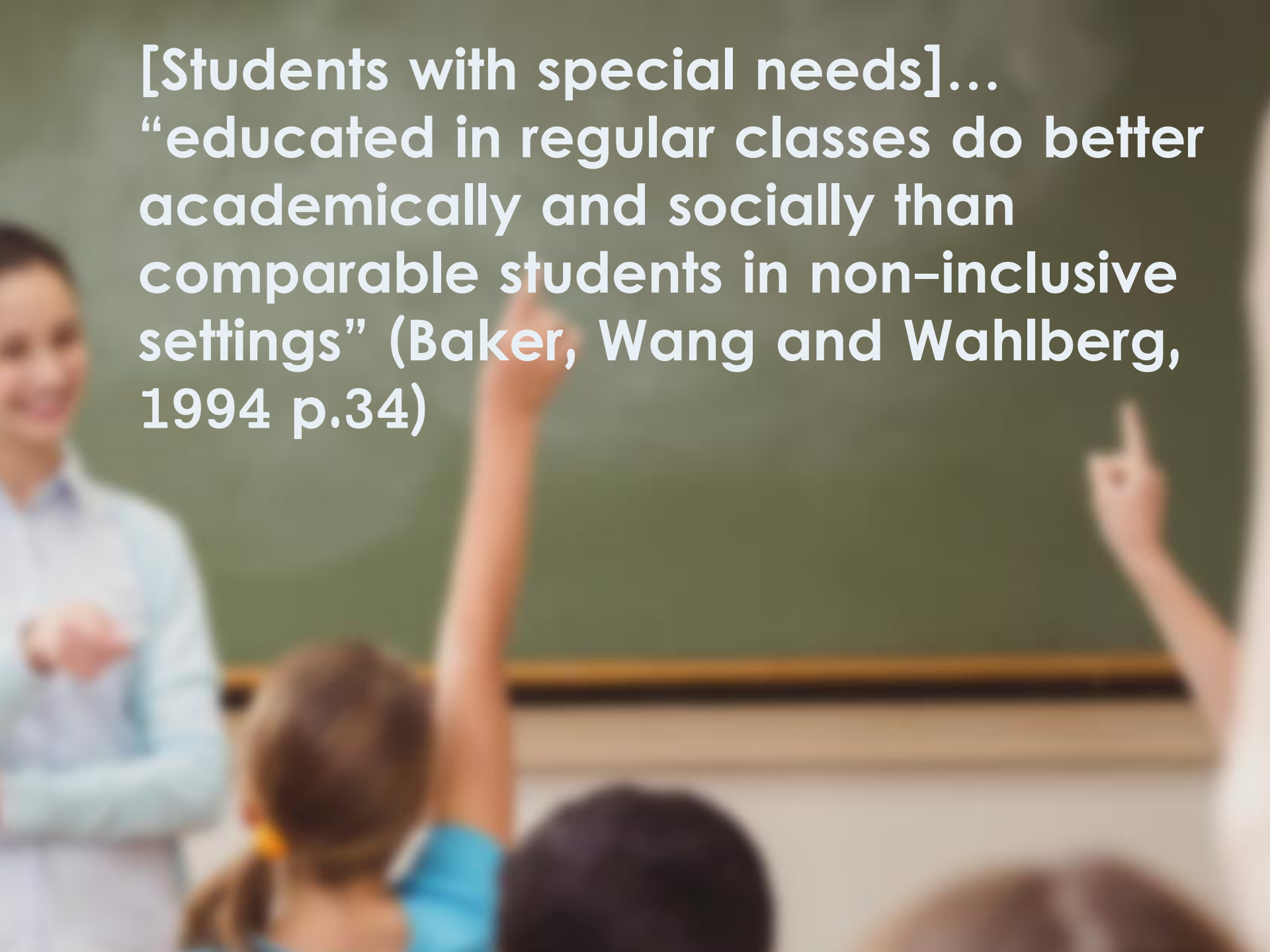
- Inclusion is not based on a child's ability in certain academic areas.
- Regardless of a child's ability level, supports can be provided and points of access created so ALL children can participate
- Multiple access points: different ways of accessing material…i.e., reading, feeling/touching
- "There has to be quality of learning in that classroom, not just placing a child in that classroom for socialization"

Who Benefits from Inclusion?

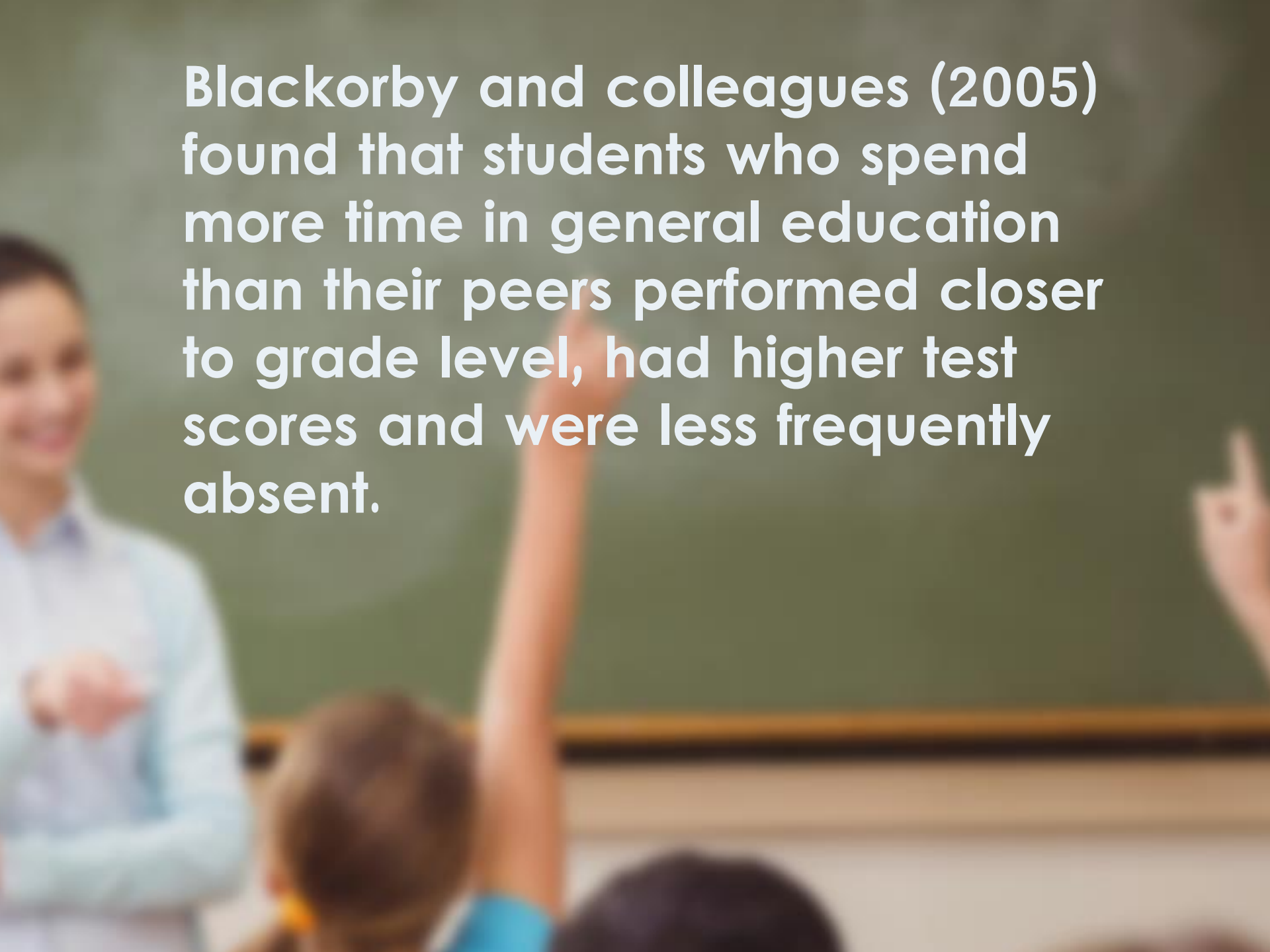
- All children (with & without disabilities)
- All parents (with & without a child with a disability)
- Adults who work with children
- Communities

Benefits of Inclusion for Children with Disabilities

- Seen as a child first, special needs second
- Observe and imitate other children
- Become more independent & self-reliant
- Learn to cope & problem solve
- Learn appropriate social skills
- Build a positive self-concept
- Make new friends



[Students with special needs]… "educated in regular classes do better academically and socially than comparable students in non–inclusive settings" (Baker, Wang and Wahlberg, 1994 p.34)


Blackorby and colleagues (2005) found that students who spend more time in general education than their peers performed closer to grade level, had higher test scores and were less frequently absent.

Benefits of Inclusion for Children without Disabilities

- Learn to accept & become comfortable with individual differences
- Increase their self-esteem through helping others
- Recognize strengths and abilities in children who are “different”
- Explore new ways of being a friend
- Decrease fears & prejudices
- Gain new awareness of ability to express caring, concern & compassion

Benefits of Inclusion for the Adults in the Classroom

- Broadens teaching & personal experiences
- Expands techniques for individualizing activities
- Provides a service for children with special needs & their families
- Helps prepare all children for future experiences in their community
- Learn about available resources in the community
- Increases opportunities to encourage acceptance & individual differences

Benefits of Inclusion for Communities

- Promotes acceptance of individual differences throughout the community
- Provides more collaboration of resources within the community
- Creates an environment of welcoming and belonging.

What Does the Research Say?

"No studies conducted since the late 1970's have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings".

Falvey (2004)

Evidence on Inclusion

No evidence has been found that children with particular and/or severe disabilities are poor candidates for inclusive programs.

Michigan University, 2006

All Means ALL

Inclusion Models

In full inclusion children with disabilities:

- Are full participants and have the sense of belonging in the classroom
- Receive specialized services provided in the classroom
- Participate in all activities and daily programming with adaptations as needed
- Receive instruction from teaching that occurs between general and special education teachers- Co-Teaching Model

1975

PL. 94-142 Legislation requires public schools to provide free and appropriate public education (FAPE) in the least restrictive environment (LRE)

1990-1997

IDEA included the requirement that students with disabilities have access to Gen Ed and related services, i.e. Speech, OT

2004

NCLB and IDEA reauthorization further require that students with disabilities must be integrated with non-disabled peers

Individuals with Disabilities Act 2004

- Free and Appropriate Public Education (FAPE)
- Individual Education Programs (IEPs)
- Least Restrictive Environment (LRE)

IT'S THE LAW!

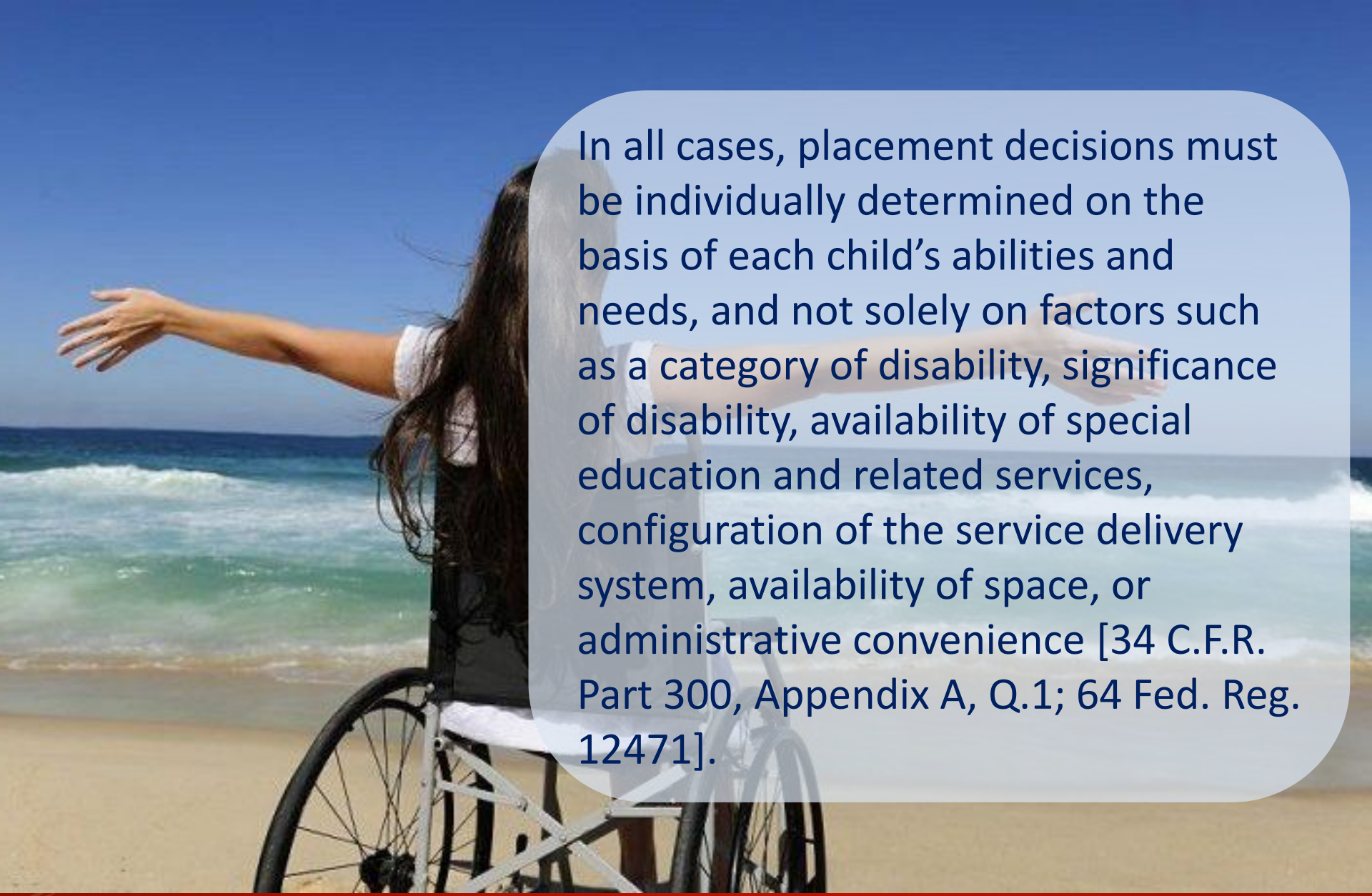
Least Restrictive Environment

School districts must ensure to the maximum extent appropriate that students with disabilities ages 3-21 are educated with children who are not disabled and participate in nonacademic and extracurricular activities with children who are not disabled.

CFR Sec. 300.116

To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

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. [20 U.S.C. 1412(a) (5)]



In all cases, placement decisions must be individually determined on the basis of each child's abilities and needs, and not solely on factors such as a category of disability, significance of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience [34 C.F.R. Part 300, Appendix A, Q.1; 64 Fed. Reg. 12471].

https://sites.ed.gov/idea

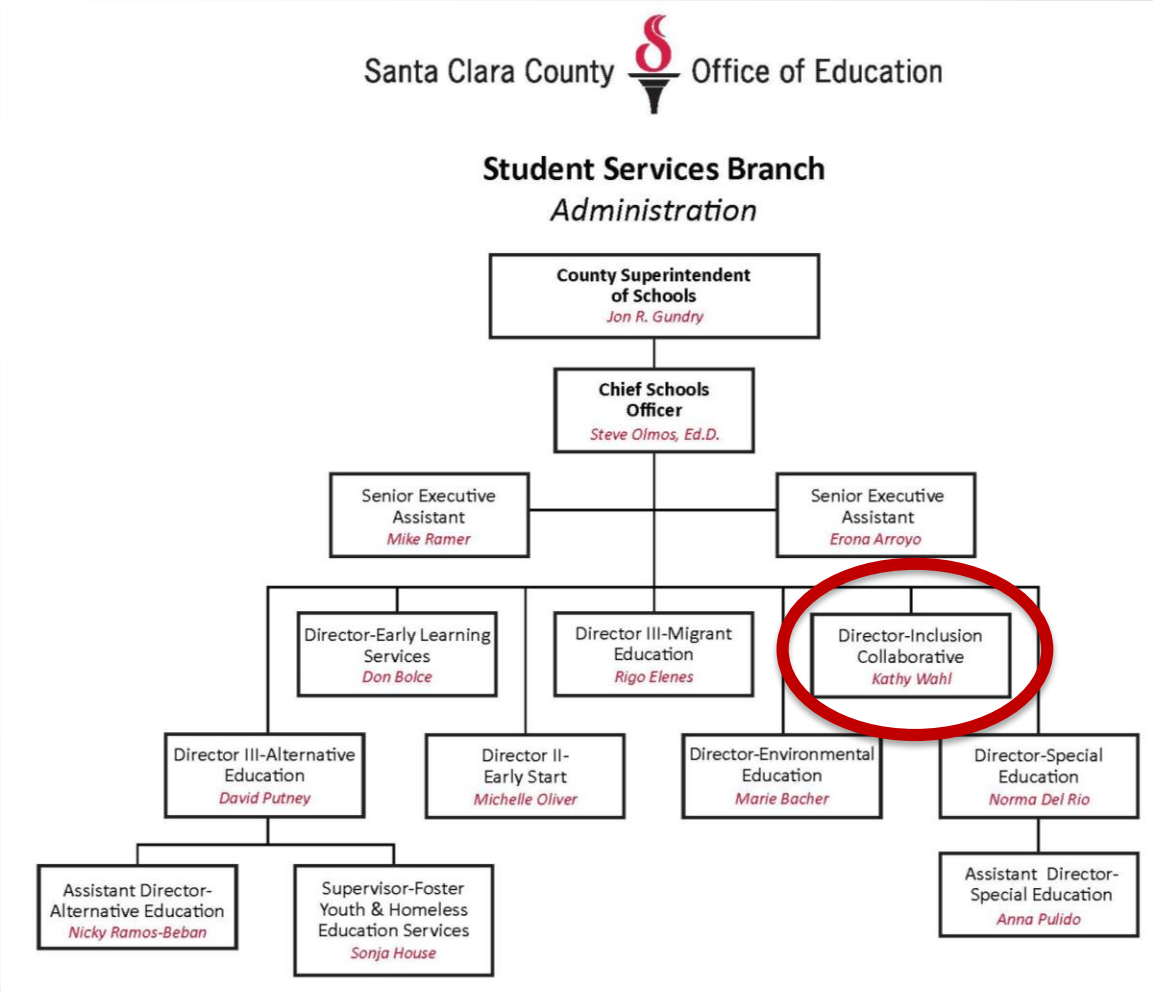
WHAT IS THE INCLUSION COLLABORATIVE?

INCLUSION COLLABORATIVE

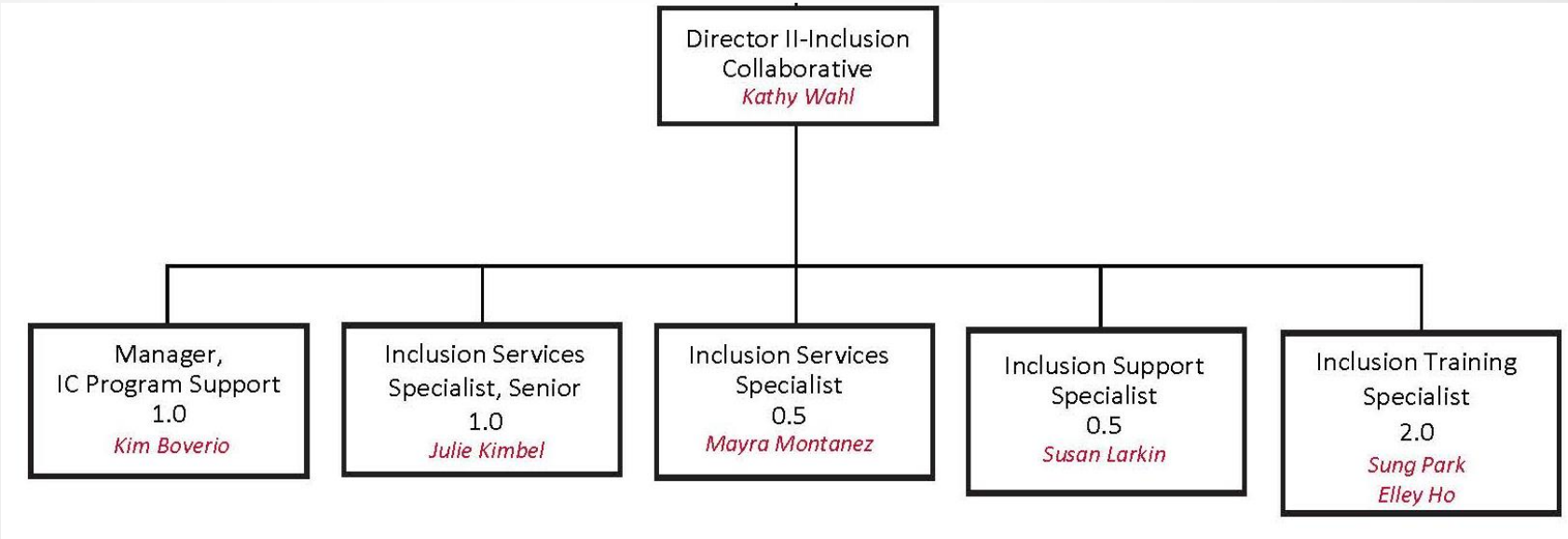
Welcoming All Students

Inclusion Collaborative

Inclusion Collaborative is a department in Student Services Branch of the Santa Clara County Office of Education



Inclusion Collaborative Staff



Inclusion Collaborative

Mission:

The Inclusion Collaborative of SCCOE builds a culture that values all children by strengthening, sustaining, and ensuring inclusive practices.

Vision:

Our community embraces diversity and supports lifelong quality inclusion for everyone.

Inclusion Collaborative

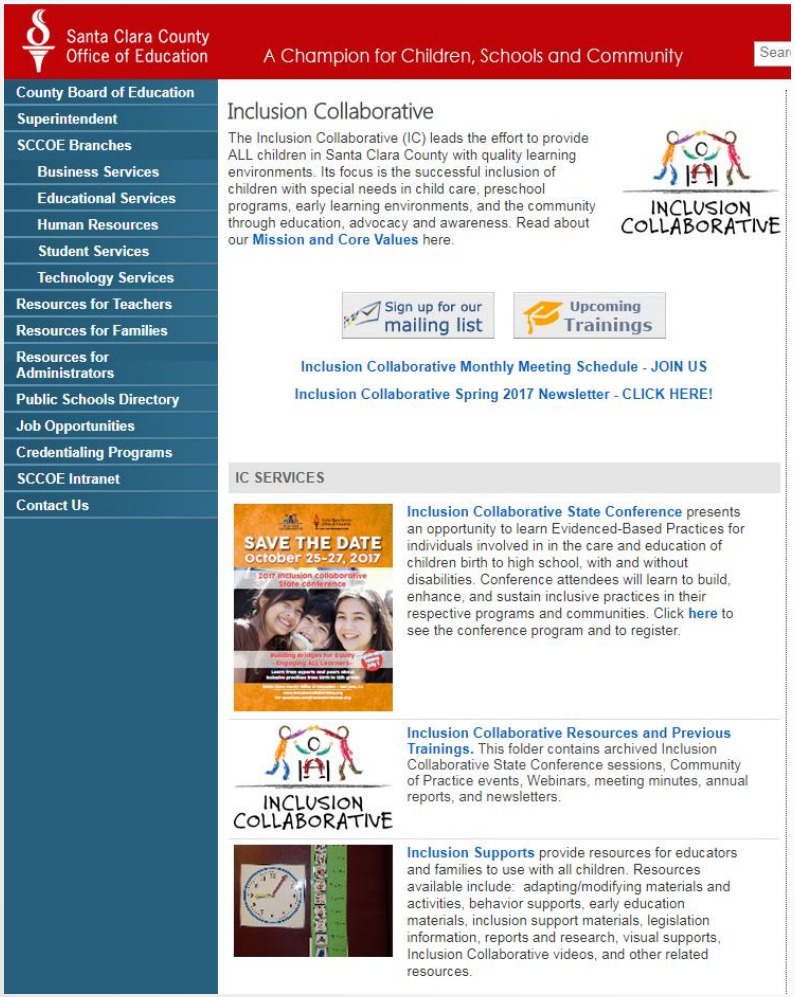
Core Values:

- Engagement, collaboration and partnerships among families, education systems and community agencies
- Full access for everyone in community and learning environments
- Leadership that models and advocates for inclusive practices in all community venues
- Accessible and integrated services
- Training and education on inclusive practices
- Diversity, in all forms
- Inclusion benefits everyone
- Relationship-based practices with the child and family as the focus
- Continuous improvement through a focus on results

Inclusion Collaborative Services

- Coaching
- Technical Assistance
  - Site Meetings
  - Resource Materials
- Professional Development
  - Countywide (Make & Takes, Teaching Pyramid, etc.)
  - Annual Inclusion Collaborative State Conference
  - Available for districts & organizations for on-site training

Inclusion Collaborative Services



Website

www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow Inclusion Collaborative on:

Sign up for our mailing list

Find us on Facebook

Follow us on Pinterest

Follow @inclusioncollab

YouTube

Social Media

Website

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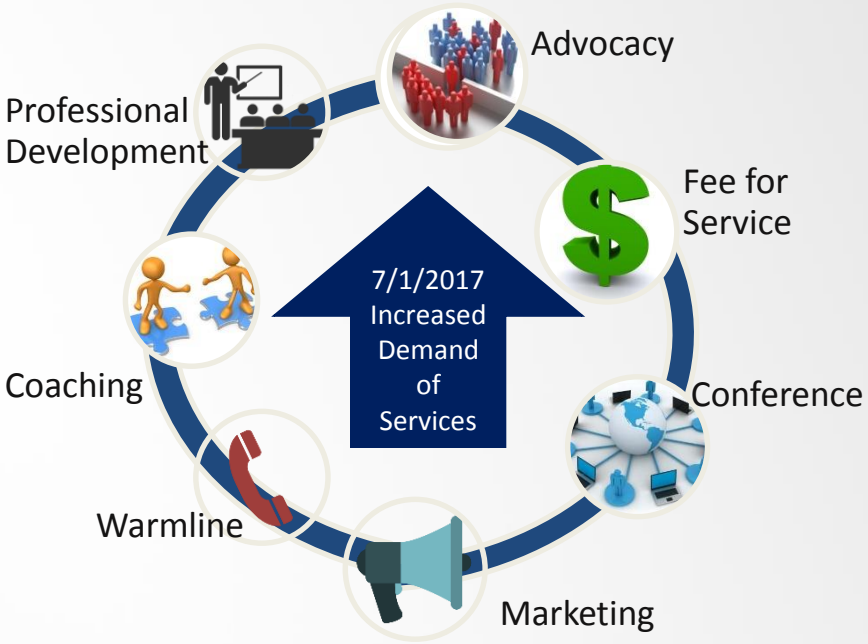
YouTube

Inclusion Collaborative History

Inclusion Collaborative Shift

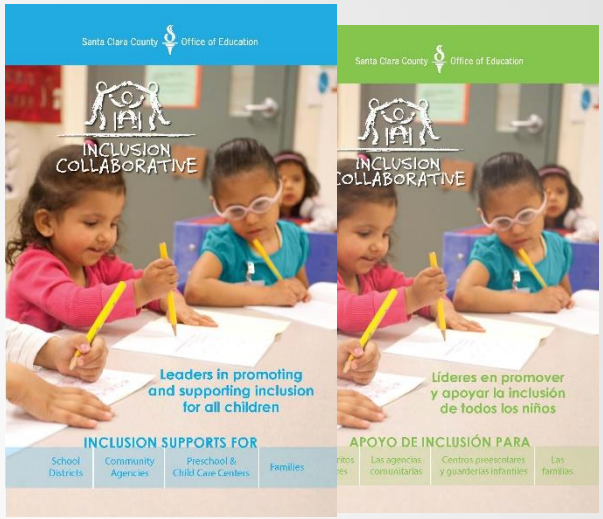


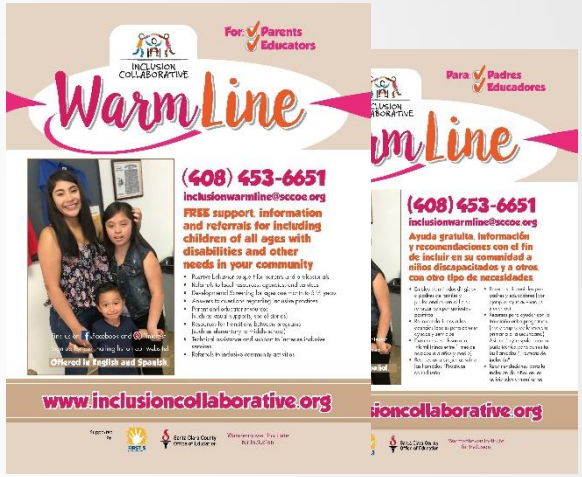
Marketing

New Marketing Materials!!

- IC Bookmark
- IC Brochure (English & Spanish)
- IC Warmline Flyer (English & Spanish)
- IC Public Service Announcement (PSA)

- **2016-17 Annual report**





New Inclusion Collaborative PSA

ADVOCACY

EQUALITY VERSUS EQUITY

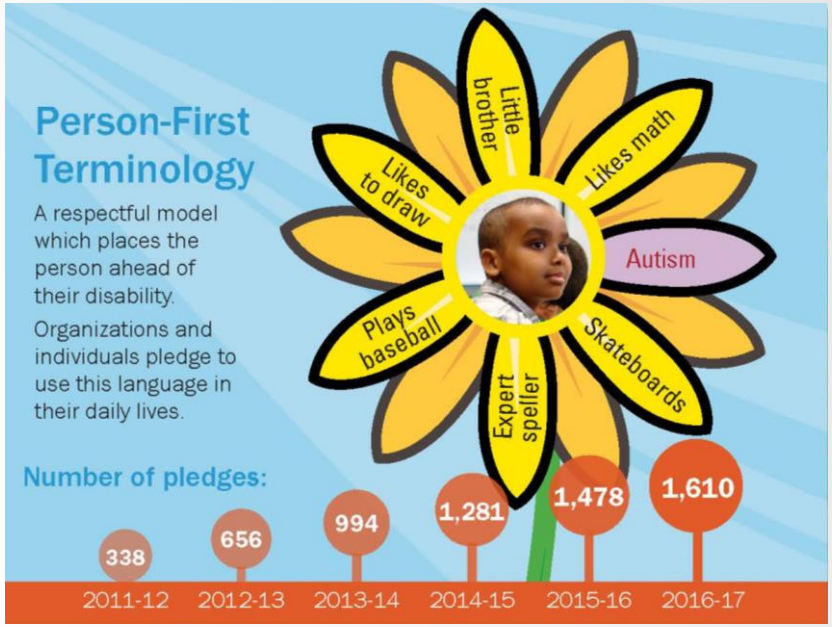
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Person First Terminology…

- is the model for respectfully referring to a person with a disability by placing the person ahead of his/her label or disability.
- by placing the person ahead of his/her label or disability shows that each person has value.
- is the first step towards changing negative perceptions and attitudes about people with disabilities.
- Please join the Inclusion Collaborative in starting a wave of respectful language for people with disabilities here in our community and beyond. **Pledge today!**



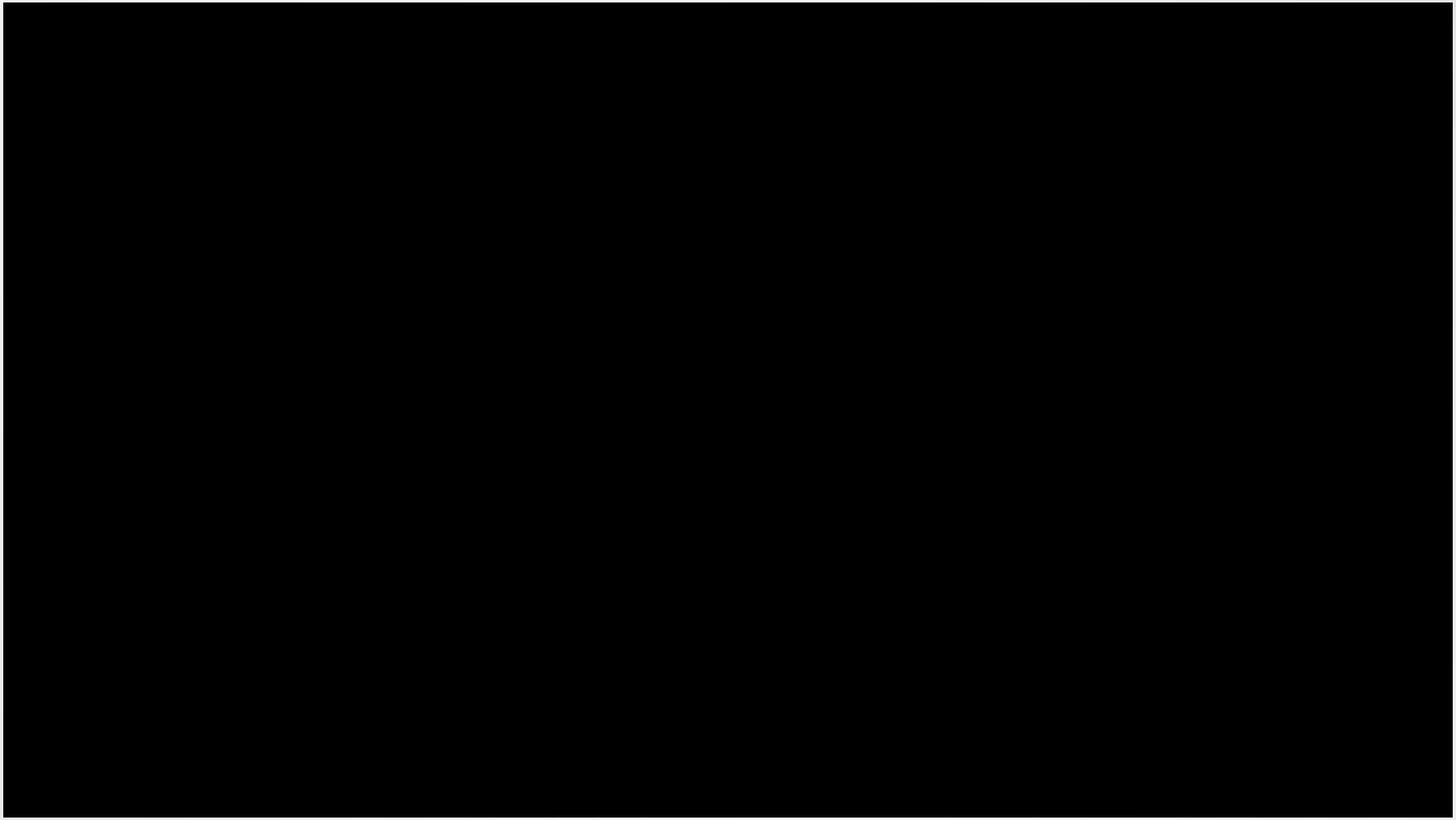
Worldwide Collaboration!

A wonderful opportunity to share evidence-based practices with educators from across the globe! SCCOE staff provided an overview of Inclusive Education with Delegates

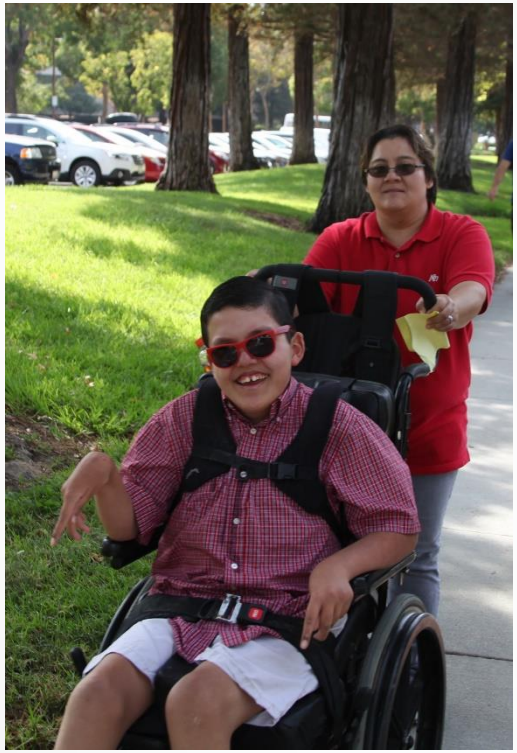
- September 18th: **Delegation from Korea**
- October 2nd: **Delegation from Russia**

Inclusive Makerspace September 19th

Inclusive Makerspace



SCCOE Special Education Walk-A-Thon September 29th



Disability Awareness Month

October is National Disability Employment Awareness Month (NDEAM) in the United States and the 2017 theme is "Inclusion Drives Innovation"

Inclusion *drives* Innovation

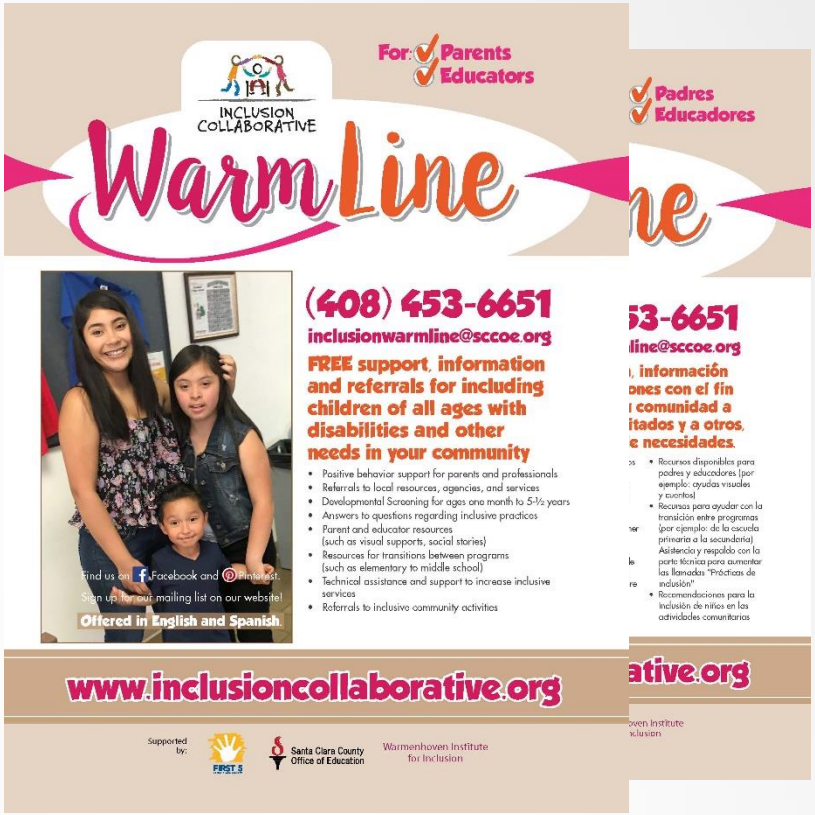
Disability Awareness Month
October 2017

The Inclusion Collaborative Activities:

- City of San Jose's Disability Awareness Day-
  October 5th, 2017 10:00 a.m. – 1:00 p.m.
  San José City Hall Rotunda & Plaza

- Disability Awareness PowerPoint loop
  in lobby of Santa Clara County Office of Education

- Inclusion Collaborative Lunch & Learn: Ability Awareness
  October 12, 2017 11:30 a.m.-1:00 p.m.
  Santa Clara County Office of Education-Gilroy Room



INCLUSION SUPPORT WARMLINE

Inclusion Support Warmline

(408) 453-6651

inclusionwarmline@sccoe.org

FREE support, information and referrals for including children of all ages with disabilities and other needs in your community

- Positive behavior support for parents and professionals
- Referrals to local resources, agencies, and services
- Developmental Screening for ages one month to 5-½ years
- Answers to questions regarding inclusive practices
- Parent and educator resources (such as visual supports, social stories)
- Resources for transitions between programs (such as elementary to middle school)
- Technical assistance and support to increase inclusive services
- Referrals to inclusive community activities

Inclusion Support Warmline

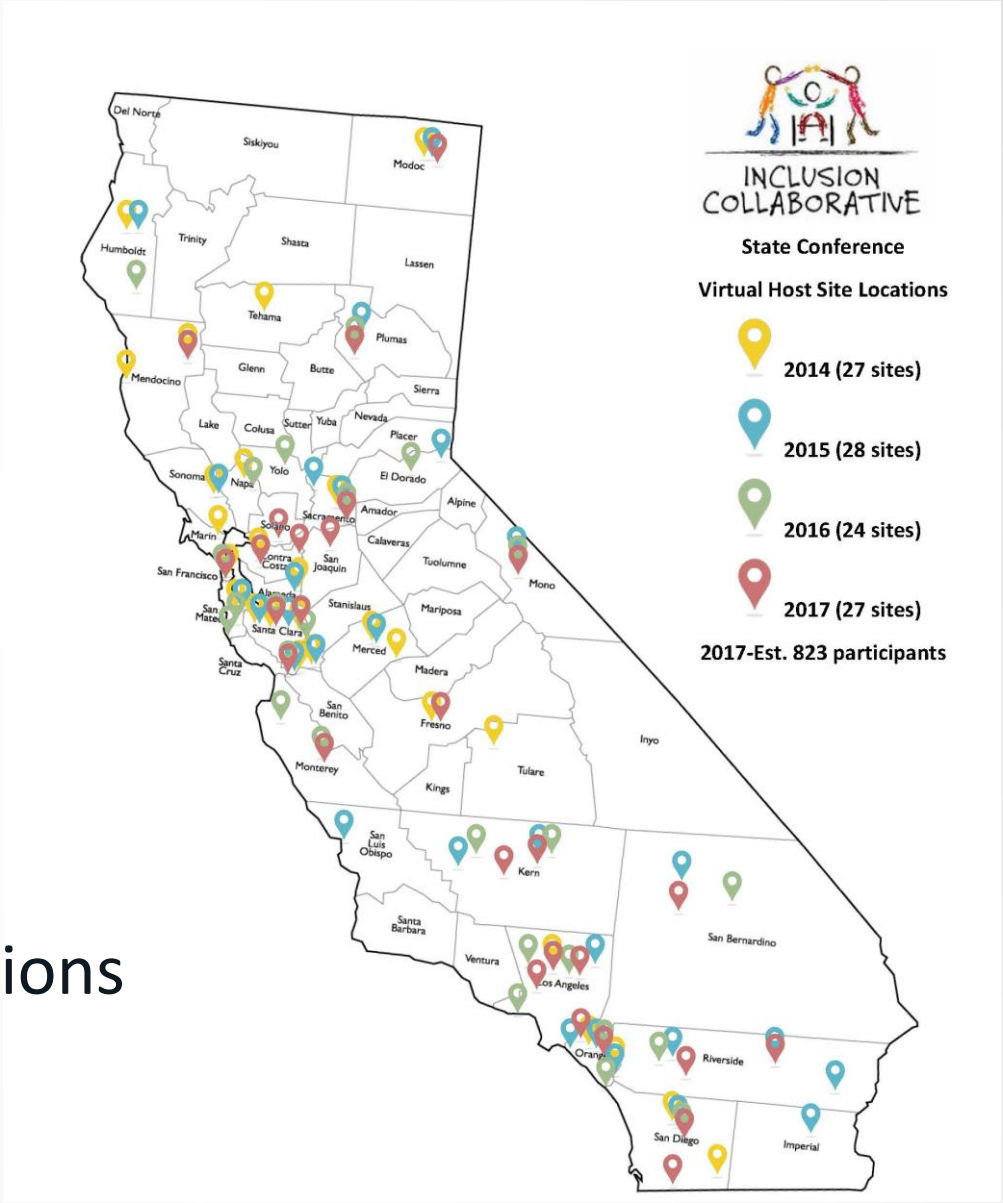
Ethnicity of contacts:

"Thank you so much for the advice and support you provided for my daughter. The Warm Line truly makes a difference of the lives of people who need your help and professional advice." – Parent

2017 Inclusion Collaborative State Conference (ICSC)

2017 ICSC Registration Update

- 370 in-person registrations
- 30 Virtual Host Sites (est. 850 participants)



2017
Virtual Host Sites Locations

2017 ICSC Demographics

Education Focus

- General Education 9% (LY 24%)
- Special Education 48% (LY 58%)
- General/Special Education 40% (LY 16%)
- N/A 3% (LY 2%)

Top 3 Job Categories

- Administrator 31%
- Teacher 26%
- Coordinator/Specialist 18%

Grade Level

• Birth-5	31%
• TK-6th grade	13%
• Middle-High School	13%
• All Ages	39%
• N/A	4%

*As of 10/5/17

Conference Networking Event

All registrants were invited to mix and mingle with their peers at this no-host appetizer event on Thursday, October 26, 2017, 5:30-7:00 p.m. at our conference hotel

Welcome from OSEP

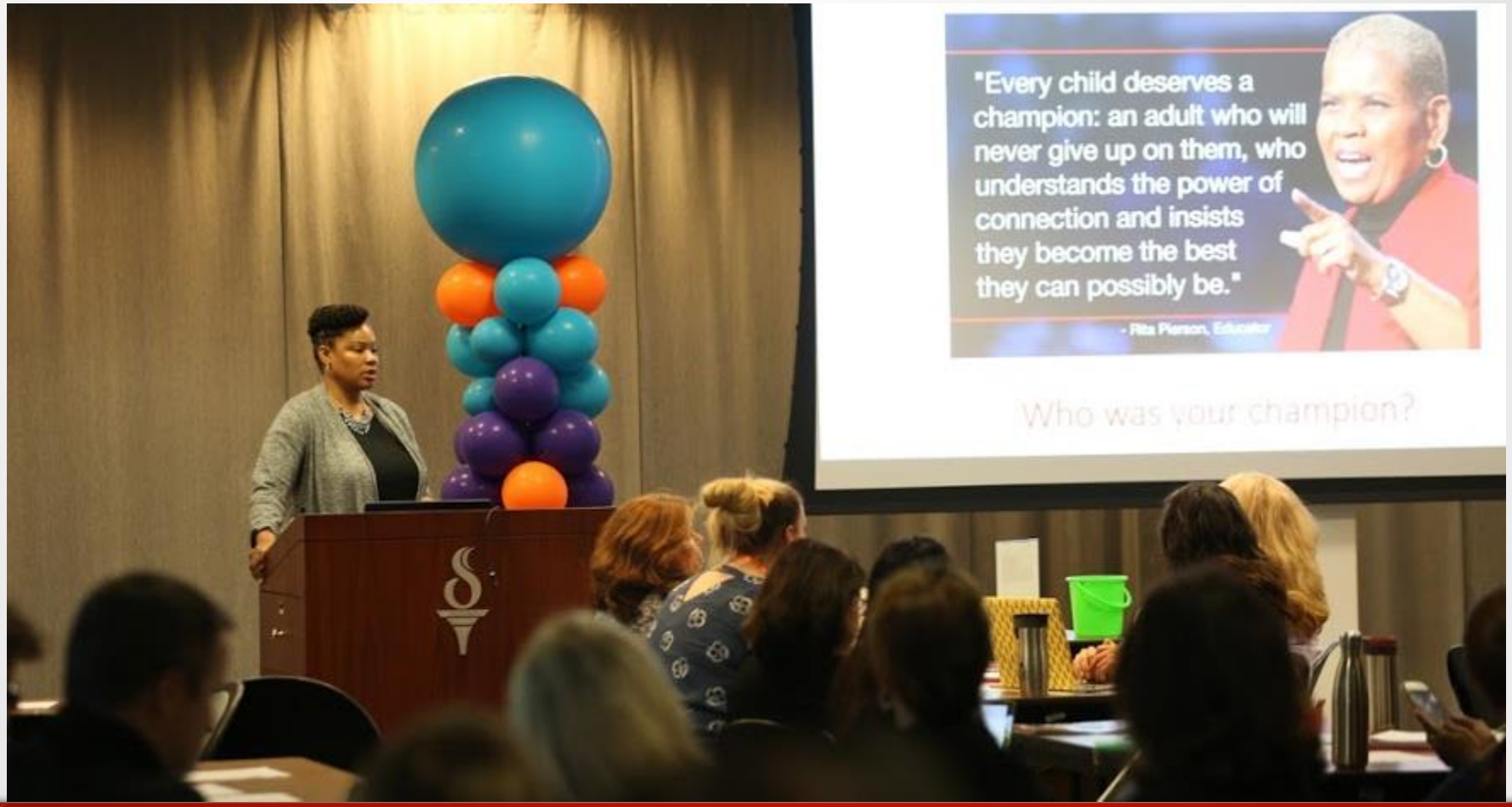
Welcome from CDE

Welcome from SCCOE

Welcome from City of San Jose

Keynote: Michael Hingson Author of ThunderDog

Keynote: Zaretta Hammond Culturally Responsive Teaching



Keynote: Jose Blackorby Director of CAST

Guest Band: Dream Achievers

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REGISTRATION

Gilroy
Room
Restrooms

5th Annual Inclusion Collaborative State Conference

October 24-26, 2018

PROFESSIONAL DEVELOPMENT & COACHING

Professional Development Grants

Embedded Instruction Overview

- Santa Clara County Numbers
- 1 Inclusion Training Specialist
- 18 teachers
- 3 coaches
- 10 classrooms

Supporting Inclusive Practices (SIP) Overview

- Inclusion Collaborative providing quarterly Technical Assistance to 4 school districts
  - Hollister Elem SD
  - Soledad Unified SD
  - North Monterey Unified SD
  - Salinas City School District

Inclusive Classroom Profile Overview

- FIRST 5 Santa Clara County co-sponsoring ICP Overview trainings on November 2017
- 6 additional participants to become Reliable Raters(pilot)
- Raters will use ICP at Tier 4 & 5 QUALITY MATTERS…a STRONG START for kids sites (Santa Clara County QRIS)
- ICP rating to be added to website listing

Inclusion Collaborative
Santa Clara County Trainings

Teaching Pyramid Calendar-
Supporting Positive Behaviors in the Home and Classroom

Saturday Cohort:

December 2

January 27

March 3

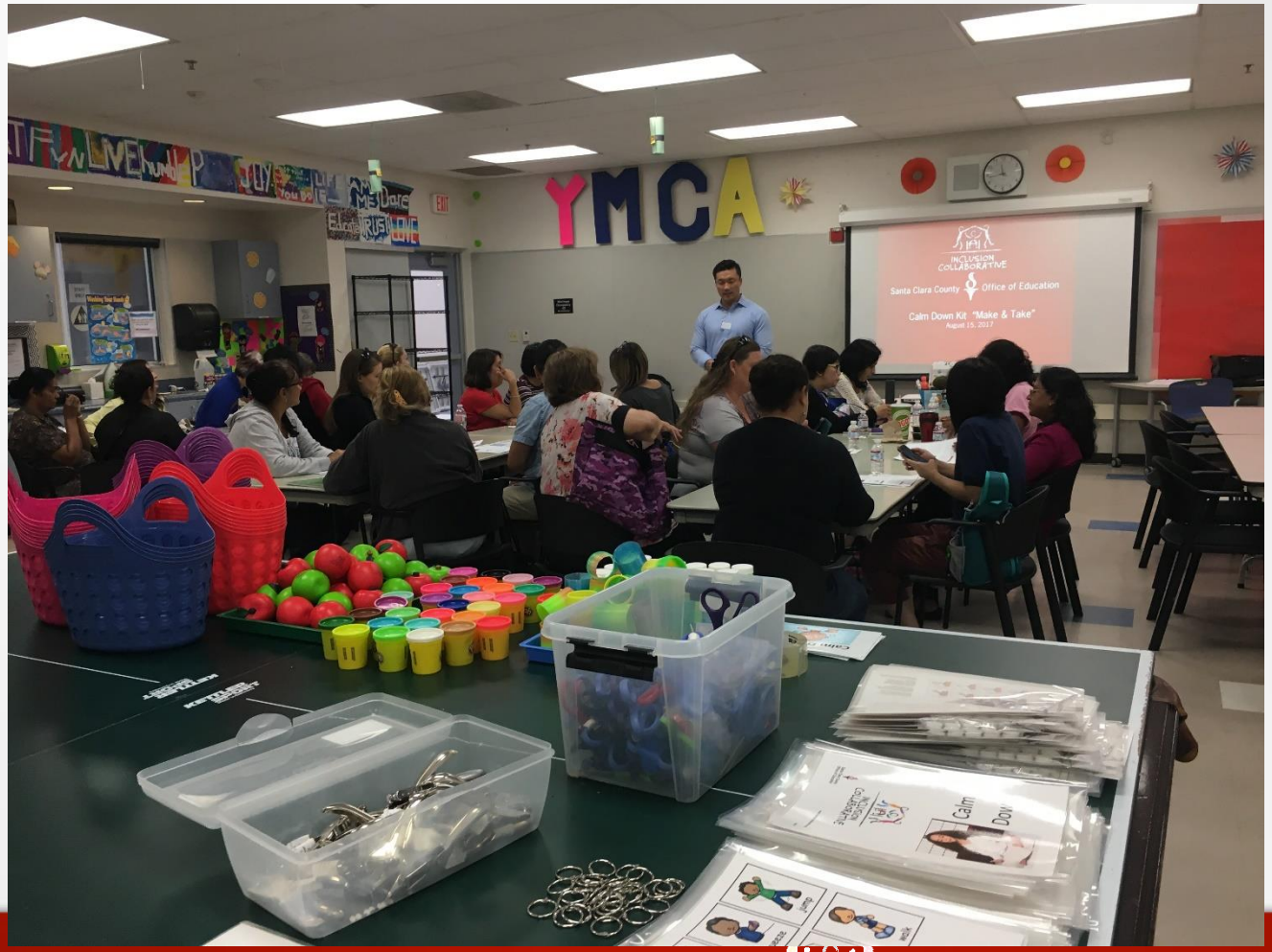
April 28

Inclusion Collaborative Santa Clara County Trainings

Make & Take Calendar

- December 7th: Social Stories to Support ALL Students
- January 11th: Exploring Science
- February 1st: Sensory Supports
- March 1st: Supporting Successful Mealtime
- April 5th: Sign Language to Support Positive Behaviors
- May 3rd: Visual Supports with Autism

Calm Down
Make & Take



Teaching Pyramid

FEE FOR SERVICE

Professional Development

How can we help build your inclusive site?

Inclusive School

Access & Success for ALL Students

- Adaptations and Modifications
- Make and Takes
- Inclusive Classroom Profile
- Navigating the Special Education Referral Maze
- Evidence-based Practices to Support ALL Learners

Differentiated Instruction

- Universal Design for Learning (UDL)
- Common Core Standards Alignment w/ Special Education
  - ELA, Math, ELD/Title 3 Reclassification, Next Gen Science Standards
- Legally-compliant IEPs

Multi-Tiered System of Support

- MTSS Overview & Action Planning
- MTSS Technical Support
- Behavior is Communication
- CSEFEL Teaching Pyramid Positive Behavior Support
- Family Supports for Positive Behavior
- ASQ/ASQ SE Developmental Screening

Co-Teaching

- Effective Co-Teaching Models and Practices
- Co-Teaching Coaching

Collaborative Planning & Problem Solving

- Building collaboration and problem solving processes

Administrative Leadership

- Inclusion 101: Building the Inclusive School

Santa Clara County Office of Education

Thank you!

We hope you to see you at another training!