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
<table>
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<tr>
<th>State Indicators</th>
<th>All Students</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Homeless</th>
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<th>African American</th>
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<th>Pacific Islander</th>
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“What do you expect? They’re special ed”
% of students exiting IDEA and school who graduated with a regular high school diploma

# 42
“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?
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

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

*(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)
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
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?
Welcoming All Students
Inclusion Collaborative is a department in Student Services Branch of the Santa Clara County Office of Education.
Inclusion Collaborative Staff

Director II-Inclusion Collaborative
  Kathy Wahl

Manager, IC Program Support 1.0
  Kim Boverio

Inclusion Services Specialist, Senior 1.0
  Julie Kimbel

Inclusion Services Specialist 0.5
  Mayra Montanez

Inclusion Support Specialist 0.5
  Susan Larkin

Inclusion Training Specialist 2.0
  Sung Park
  Elley Ho
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:
Social Media

Website
www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow Inclusion Collaborative on:
Inclusion Collaborative History

Professional Development

Coaching

Warmline

Advocacy

Mental Health Assessments

EPIC

SIP

Conference

7/1/2004-6/30/2014

7/1/2014-6/30/2017

Santa Clara County Office of Education

Inclusion Collaborative
Inclusion Collaborative Shift

6/30/2017

Professional Development
Coaching
Warmline
Mental Health Assessments

Advocacy
SIP
Conference

EPIC

7/1/2017
Increased Demand of Services

Fee for Service
Conference
Marketing
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

NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH
#NDEAM

OFFICE OF DISABILITY EMPLOYMENT POLICY
UNITED STATES DEPARTMENT OF LABOR
dol.gov/odep
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@sccoee.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

Contacts 2016-17: 926

Ethnicity of contacts:

- Other: 2%
- African American: 5%
- White: 15%
- Asian: 28%
- Hispanic: 50%

“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%)

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

**Top 3 Job Categories**
- Administrator 31%
- Teacher 26%
- Coordinator/Specialist 18%

*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

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.”

-Rita Pierson, Educator

Who was your champion?
Keynote: Jose Blackorby
Director of CAST

Thank YOU!!
Stay in Touch!
blackorby@cast.org
jose.blackorby@gse.harvard.edu
Blackorby
Guest Band: Dream Achievers
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
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
FEE FOR SERVICE
Professional Development
How can we help build your inclusive site?

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
Thank you!
We hope you to see you at another training!

INCLUSION COLLABORATIVE