

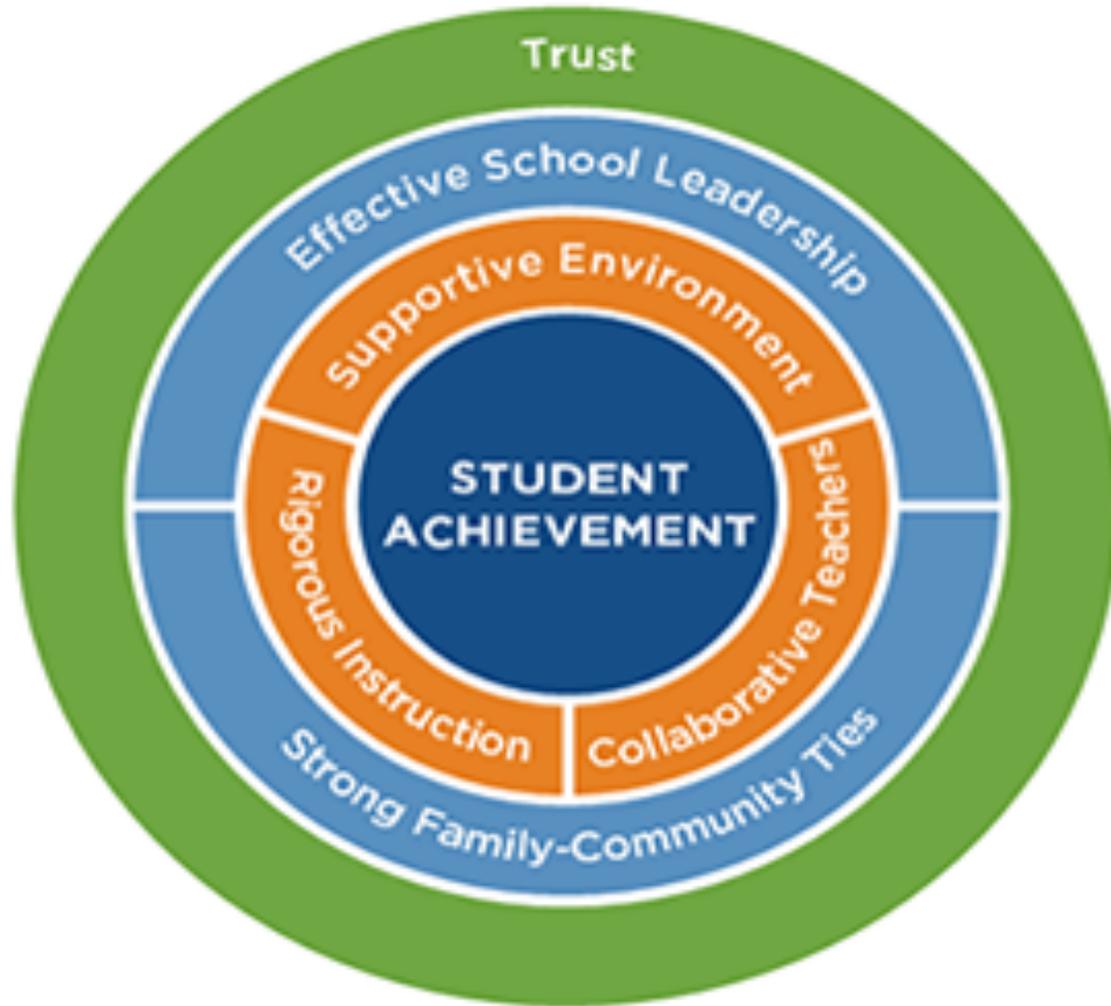


Supporting Students with Disabilities

Early Career Week August 24-28, 2015

Special Education Office
Sharedpathpd@schools.nyc.gov
August 2015

The Framework for Great Schools



Outcomes

This workshop is designed to support understanding of instructional planning to meet the diverse academic and social needs of students with disabilities.

New teachers will explore an IEP as the anchor document for each student with a disabilities and learn how to establish classrooms that foster success for all students.

Norms for our Professional Learning

- Be actively engaged in today's learning
- Be prepared to participate and share with colleagues
- Cell phones on vibrate

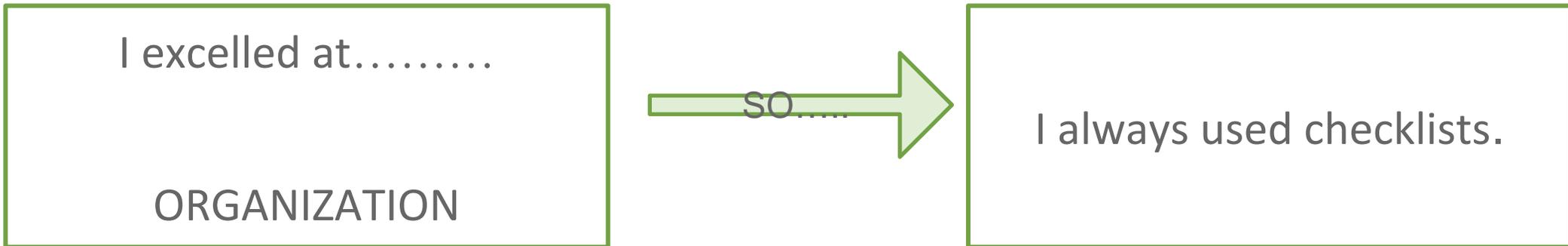
Agenda

- Welcome and Introductions
- Special Education Overview
 - Unpacking an IEP
 - Universal Design for Learning
 - Behavior
 - Transition
- Helping You Start Out Strong
 - Sharing of Resources
 - Who's Who of Special Education in your school?

Welcome and Introductions

Think back to when you were in school...

What are 3 things you excelled at?



Think back to when you were in school...

- What are 2 things you struggled with?

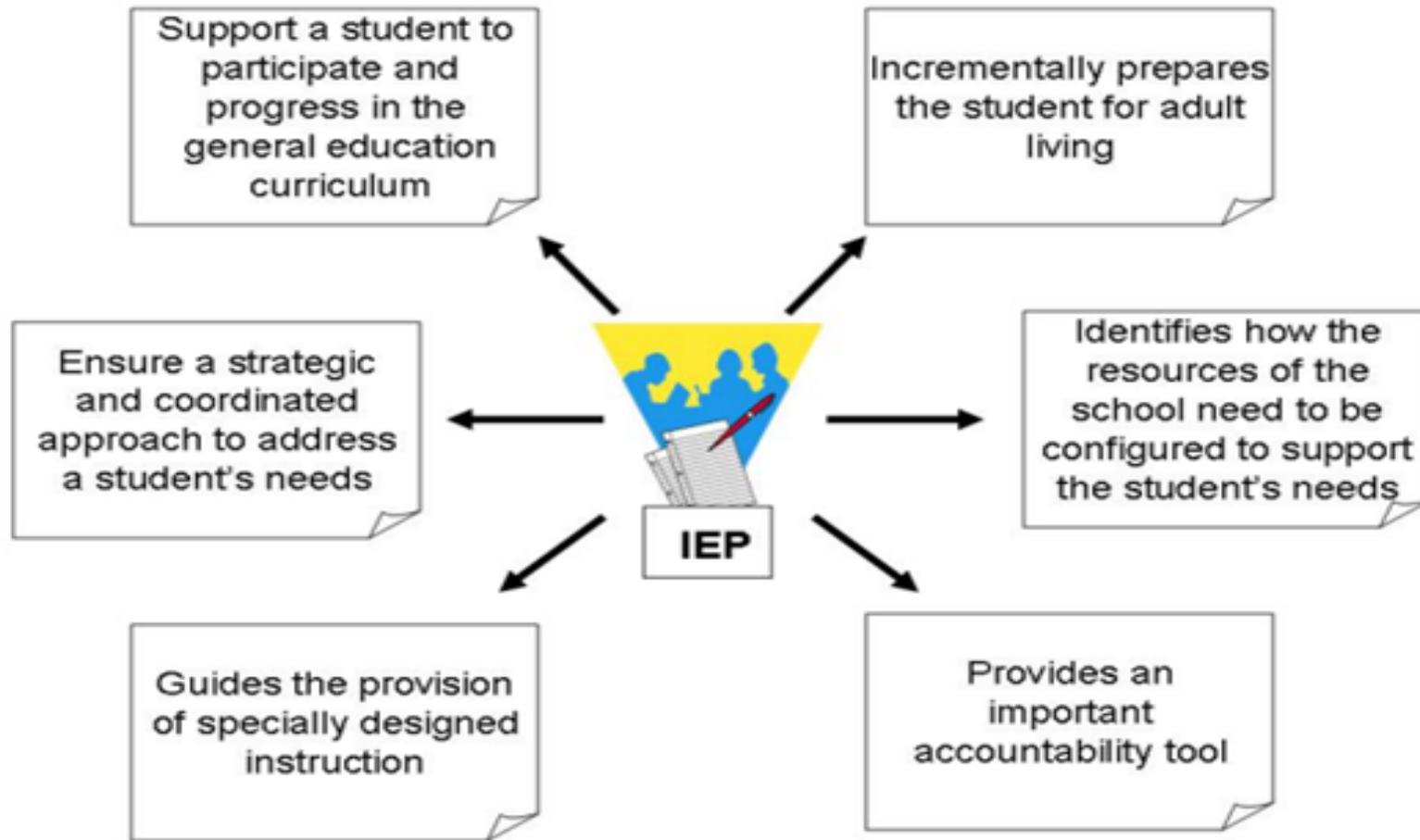
I struggled with.....

SO.....

I struggled with.....

SO.....

The IEP is central to the special education process



Backpack video

http://www.ocali.org/project/least_restrictive_environment_video

Debrief Video

- What resonated with you from the video?
- What new ideas did the video spark for you?
- What are the implications for students that have access to their least restrictive environment?
- How do you think this information will impact you as a teacher?

IEP Scavenger Hunt:

Looking Closely at the Present Level of Performance

- Independently read and analyze a sample Present Level of Performance (PLOP)
- Complete the chart with the following information:
 - Evaluation Results
 - Effect of Disability
 - Academic strengths and needs
 - Evidence of student voice and planning for college & career readiness
 - Social Development strengths and needs
 - Physical Development strengths and needs
 - Management Needs

Think:

-How does this impact classroom participation and performance?

-How can this information help me plan for instruction?

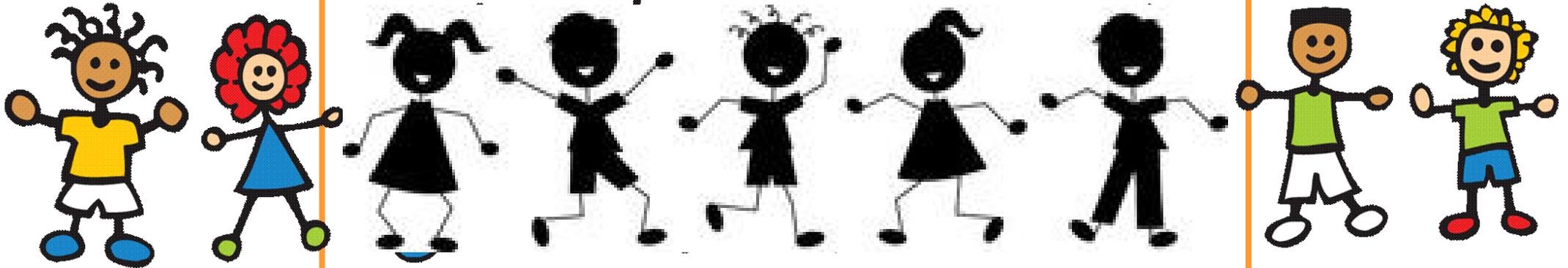
IEP Scavenger Hunt

Looking Closely at the PLOP (Present Levels of Performance)

<p>Evaluation Results <i>What evaluation results will inform student performance in the classroom?</i></p>	
<p>Effect of Disability <i>How do the student's daily living skills, intellectual functioning, adaptive behavior, rate of progress in acquiring new skills and learning preference impact classroom performance?</i></p>	
<p>Academic Strengths <i>Where does the student excel or experience success? How does this impact classroom performance?</i></p>	
<p>Academic Needs <i>Where does the student need support? What skills is the student lacking? How does this impact classroom performance?</i></p>	
<p>Evidence of Student Voice and Planning for College and Career Readiness <i>How is student voice incorporated throughout the IEP? How is the student preparing for college and career readiness?</i></p>	

Access

Curriculum



Universal Design for Learning is..

- A scientifically valid framework for guiding educational practice
- Reduces barriers in instruction
- Provides appropriate accommodations [and] supports
- Maintains high achievement expectations

Universal Design for Learning

Eliminating or reducing barriers to academic and behavioral success for all students

Valuing diversity in the classroom through proactive design of inclusive curriculum

Universal Design for Learning...

Provides flexibility in the ways

- > Information is presented
- > Students respond or demonstrate knowledge and skills
- > Students are engaged

Universal Design for Learning

Recognition Networks

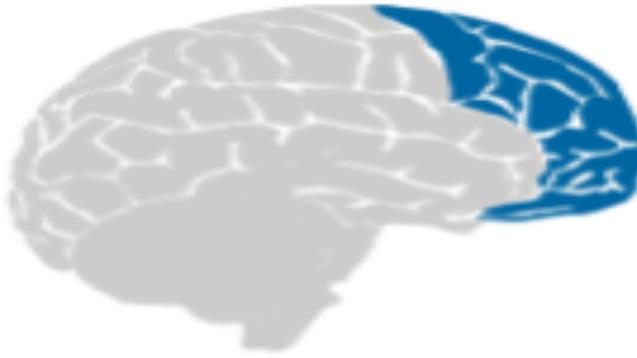
The "what" of learning



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

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.

Affective Networks

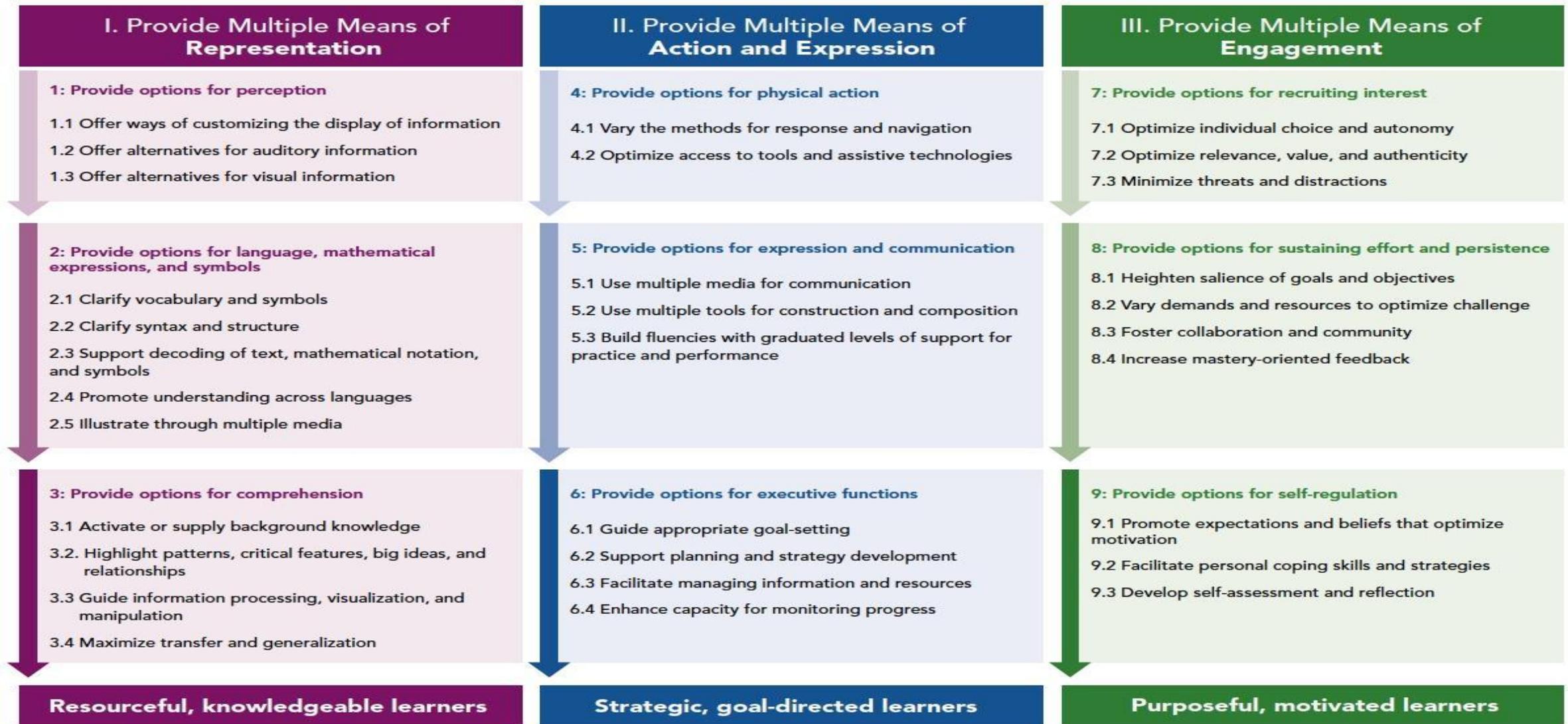
The "why" of learning



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



Universal Design for Learning Guidelines



UDL in a Task

The Standards Addressed:

NGSS 5-LS1-1: Students who demonstrate understanding can support an argument that plants get the materials they need for growth chiefly from air and water.

CCSS MP2: Reason abstractly and quantitatively.

CCSS MP5: Use appropriate tools strategically

The Task:

Overview:

Students will investigate the impact air, soil and water have on plants. They will design an experiment to provide data to test a hypothesis related to demonstrating **NGSS 5-LS1-1**, while also demonstrating comprehension of **CCSS MP2** and **CCSS MP5**.

Objectives:

- 1) To design a controlled experiment to test a hypothesis.
- 2) To select the appropriate tools to conduct a controlled experiment.
- 3) To collect and analyze data to present an informed conclusion about the experiment.

Lesson Assessment:

Lab Report or Final Data Presentation: Students will be expect to create formal presentation of their experimental inquiry process, describing reasoning of design and tools used, as well as how their data informed their conclusion.

Think Pair Share: Planning with UDL

Think....

Review the performance task/assessment that the teacher plans to assign. What stands out about each student that might be a barrier to learning? Then, using your UDL Guidelines handout as a resource, determine which checkpoints you would leverage as opportunities for promoting access to the assessment task for the students.

Pair/Share...

When prompted turn and talk to an elbow partner. Share your ideas and rationale with one another. Be prepared to share your findings with the larger group.

Sample Learners in your Class

- John is a student with dysgraphia who excels in science subject areas. As a result of his disability he tires easily when completing tasks that involve writing or drawing. There is also a large gap in his ability to demonstrate understanding of concepts through writing as compared with speaking.
- In the annual goal section of Jennifer's IEP, it is stated that she working on developing numerous compositional writing skills.
- Ken recently moved to NYC from another country and is struggling to communicate in English in his classes. He speaks English better than he writes English. He gets very nervous and uncomfortable when having to speak in front of an audience.

A Few Possibilities..

John

UDL Checkpoint: 5.1 Using multiple media for communication

Since John is struggling with physically writing at the moment, his teacher suggests using [Glogster](#) to prepare his final assessment since this serves a virtual poster-board, allowing John to incorporate pictures, video, and text to communicate his ideas.

Sample task created with Glogster

How much water and light does a plant need to grow?

Prediction

I think the plant will need 50ml of water and two lights to grow to the tallest and healthiest size. I predict this because this I think too much or too little light or water would not be effective.

This experiment was conducted on the growing plants gizmo on: explore learning.com

Method

1. Set the three plants to 0ml, 50ml and 100ml.
2. Observe which plant grew the tallest and healthiest.
3. Set the amount of water to whichever was most effective in part one and set the three plants to 1 light, 2 lights and 3 lights.
4. Observe which plant grew the tallest and healthiest.
5. Record results.

Observe

The plant grew the healthiest and tallest when it had 50ml of water and three lights. When the plant had no water it did not grow at all. When the plant had too much water it grew but it was not as healthy as the plant with 50ml of water. The light part of the experiment showed that 1 and 2 lights made the plant grow tall but 3 lights made it grow into a healthy height and mass.

Jennifer

UDL Checkpoint: 5.2 Use multiple tools for construction and composition

UDL Checkpoint 8.4: Increasing Mastery Oriented Feedback

Since Jennifer is working to improve her writing composition skills as specified in her IEP goals, her teacher is going to request she prepare a written lab report. Jennifer will be provided with a lab report template along with sentence stems to assist her with focusing and organizing her thoughts. Jennifer's teacher is also making sure to provide additional conference time to provide more frequent, targeted feedback with Jennifer throughout this process to not only support her skill development, but to ensure she understands how the writing she is doing in science connects back to the goals in her IEP.

Ken

UDL Checkpoint: 5.1 Using multiple media for communication

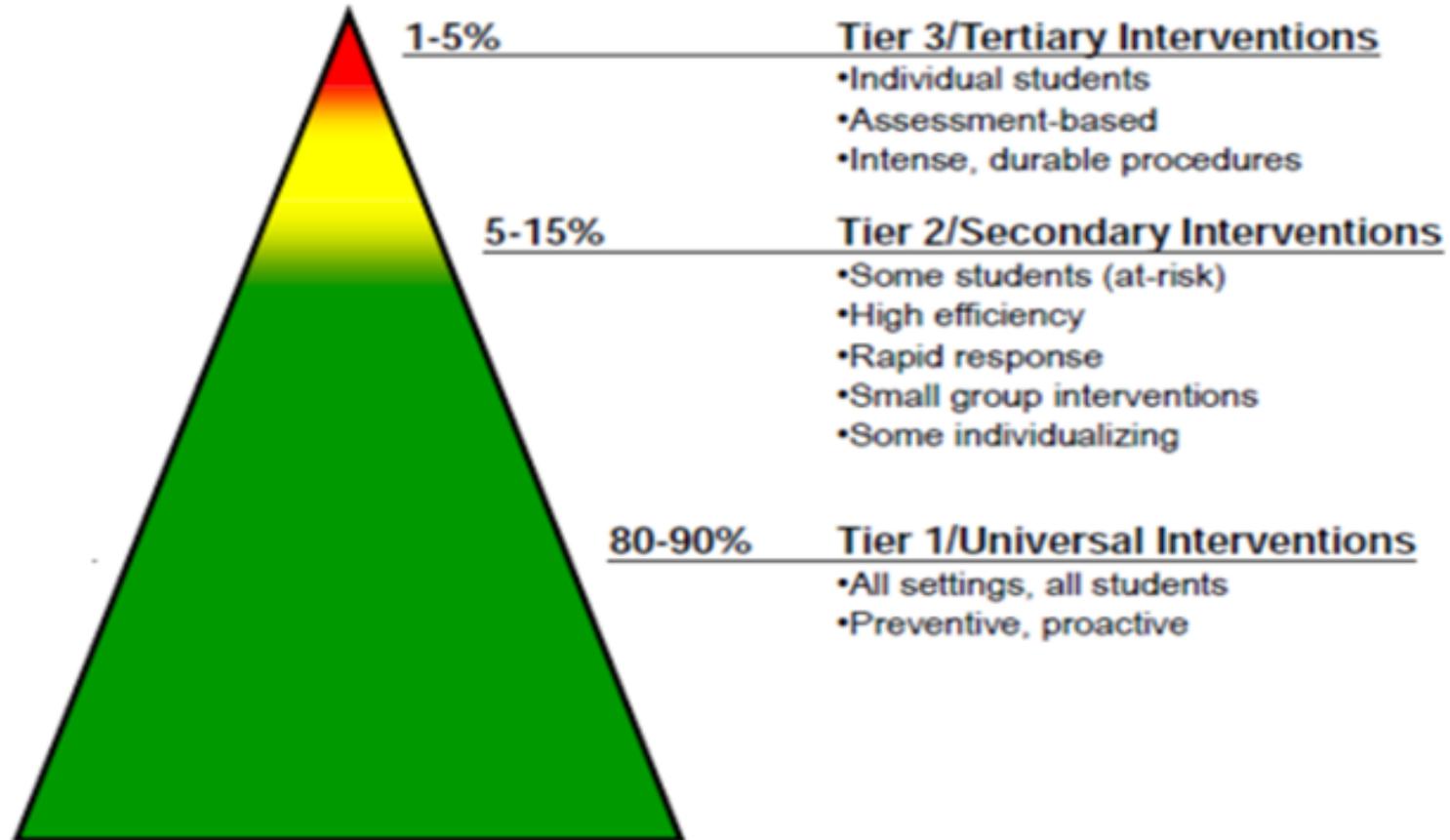
To alleviate Ken's anxiety of public speaking while learning English, his teacher suggests using [Voicethread](#). Voicethread is a secure network that allows students to collaborate around any type of media using their voice, text, webcam and drawing commentary instead of text alone. This will allow Ken to plan all of his talking points in advance, record and then share his final presentation. He will then be able to respond orally, at his own pace, to the questions and comments of his classmates.



What are some approaches to managing behaviors that you've seen in your fieldwork?

Multi-Tiered Systems of Support for Behavior (MTSS-B)

Behavioral Systems



Establishing Routines

Step 1: Task Analyze: Write down all the steps to be followed for the procedures to be done.

Step 2: Explain, Discuss, Role Play, Recognize and Reinforce

Step 3: Review, Review, Review

Step 4: Revise if needed

Connecting back to the IEP

On the IEP, independently, highlight the behaviors identified in the Present Level of Performance.

- What might be some additional supports that are needed, based on John's levels, management needs, and services?
- What Tier 2 strategies might be implemented based on the information in his IEP?

Share and compare your responses with a partner....

Specific Considerations for Behavior Supports

Some students with disabilities will appear to have trouble handling the information their senses take in—things like sound, touch, taste, sight, and smell.

Sensory Processing Concerns

Students with sensory processing issues experience too much or too little stimulation through these senses. They may also have difficulty integrating sensory information—for example things that they see and hear simultaneously, like a person speaking—might seem out of sync for them.

Wrap up activity: Turn and Talk

Given John's identified behavior and your current understanding that there may be a implications between sensory processing needs and behavioral responses.

Use your *Sensory Concerns* and *Accommodations* handouts to identify at least 3 strategies that you would utilize to positively support John in class.

Turn and Talk permits all participants to engage in discussion. All participants are able to process new learning while engaging in meaningful conversation with a colleague.

“Individuals with disabilities face persistent challenges in gaining meaningful employment”.

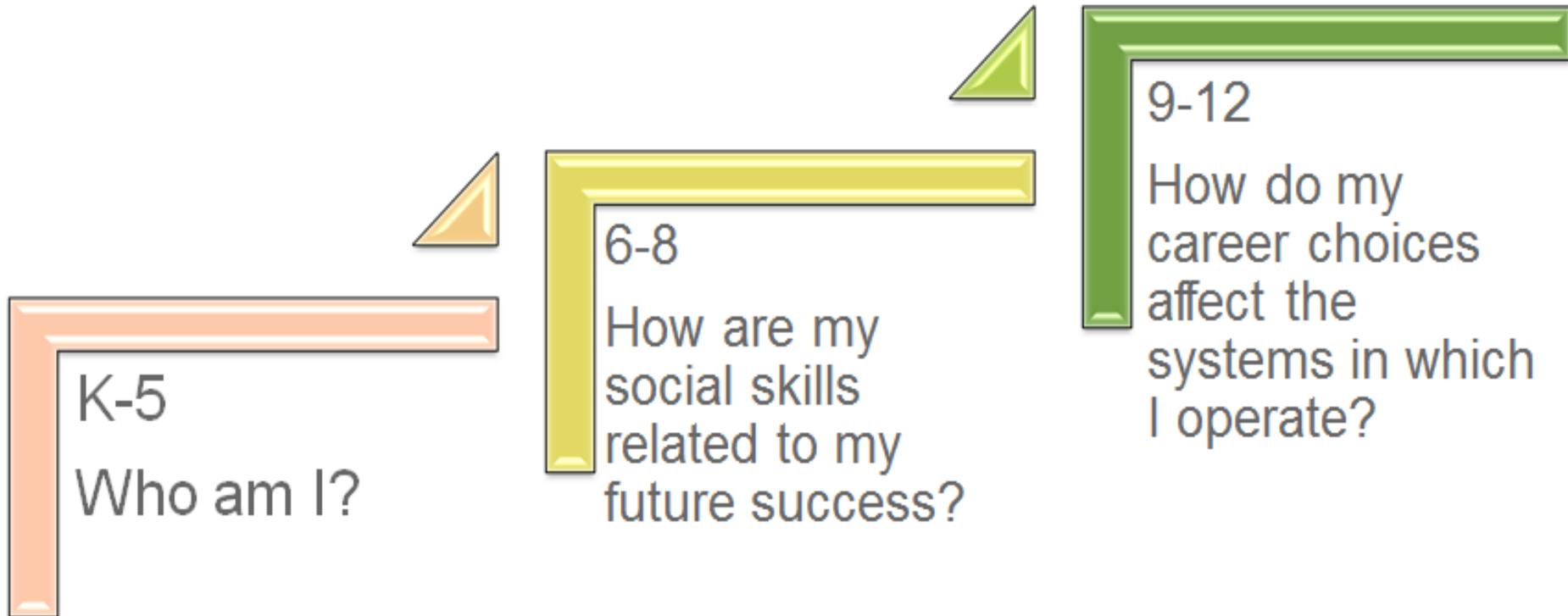
“One of the barriers to successful employment is a lack of employability skills”.

Employability Skills Valued by Employers as Important for Entry-Level Employees With and Without Disabilities
April 24, 2012 www.sagepublications.com

Career Development and Occupational Studies Standards are a critical component of successful Transition for Students with Disabilities

The 3 CDOS K-12 standards were established by NY State for all students, 'cut across all disciplines and should be integrated in all instructional areas'. The intent of these standards is to ensure that all students in NYS graduate with 'employability skills'.

CDOS Essential Questions for Learning



Transition

Transition is a results-oriented process that is focused on improving the academic and functional achievement of students with disabilities to facilitate the movement from school to post-school activities.

Transition Services means a coordinated set of activities for students with disabilities that are designed with a results-oriented process to promote movement from school to post-school activities. Transition services must be based on the individual student's needs, taking into account the student's strengths, preferences and interests.

Post-School Activities include postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living and/or community participation.

Level 1 Vocational Assessment

Students age 12 and those referred to special education for the first time that are age 12 and over receive a Level 1 Vocational Assessment that includes a review of school records, teacher assessments, and parent and student interviews to determine vocational skills aptitudes and interests. The Level 1 Vocational Assessment is updated at each annual IEP meeting.

Transition and IEP Connection

Review John's IEP through the lens of the information that would be gathered on the sample NYSED Level 1 Vocational Assessment handout.

Discuss in your small group.

Did the IEP address the questions presented on the Vocational Assessment?

What else would you have wanted to know to support John?

Resources



Intranet

TOOLS AND RESOURCES FOR EMPLOYEES

- Human Resources
- Information Technology
- Finance
- Performance & Accountability
- Teaching & Learning
- Communications
- Divisions, Programs & Planning
- Special Populations
- School Support
- The Sandbox

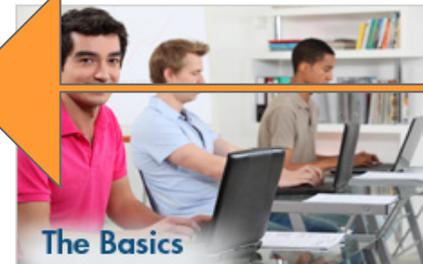
DOE Intranet Home > Special Populations > Special Education Office > Special Education Resources

Special Populations
Special Education Office
Technical Support (RSE-TASC)
Key Documents
Special Education Resources
A Shared Path to Success
Understanding Access
Understanding Quality IEPs
Understanding Transition Planning
Understanding Behavioral Supports
SE SIS
English Language Learners

Contact
Corinne Rello-Anselmi, Deputy Chancellor 52 Chambers Street, Room 320 New York City, NY 10007 CRello@schools.nyc.gov
Gary Hecht, Superintendent, District 75 400 First Avenue New York, New York 10010 GHecht@schools.nyc.gov

Special Education Resources to Support Students with Disabilities

Explore information, presentations, and resources in key areas.



The Basics

[Click here](#) for basic overview and information regarding the special education reform, IEP development, transition services, Universal Design for Learning (UDL), behavioral supports, and flexible programming.



Training Materials

[Click here](#) for Power Point presentations that provide an overview of each of the key areas listed. Please feel free to use these presentations as appropriate in your work.



Information & Resources

[Click here](#) for additional resources and websites to support your work and deepen your understanding of each of the key areas listed.

Helping You Start Out Strong

Here's some homework.....

- Resources
 - Quality IEP
 - Behavior
 - Transition
 - Access
- Who's Who of Special Education at your school
 - Use the handout to find out who the important people are at your school

Special Education Professional Learning Opportunities

[Schoolwires Professional Development Registration Site](#)

A sepia-toned portrait of Sitting Bull, a prominent leader of the Lakota people. He is shown from the chest up, wearing traditional beaded regalia. He has a serious expression and is looking directly at the camera. His hair is long and braided.

Let us put our
minds together
and see what life
we can make for
our children.

-Sitting Bull, Tatanka-Iyotanka (1831- 1890)