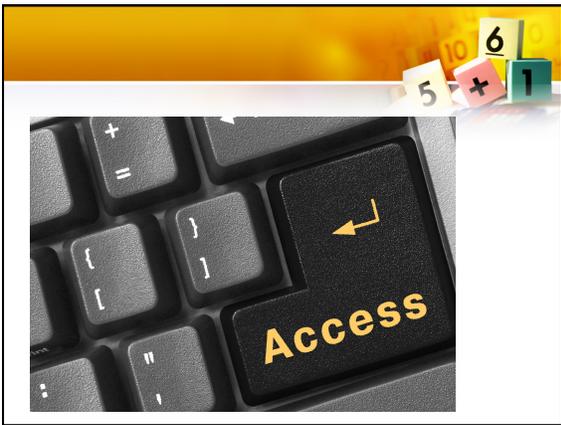


Access to the General Education Curriculum

Assuring Meaningful Participation in General Education Classrooms & Curriculum





Access to and Progress in General Education Curriculum is

- Belief that all students benefit from access & can learn curriculum classmates are learning
- Presumption of competence
- Different things for different students
- High expectations for all students
- Flexibility & adaptability
- Communication & collaboration



Access is NOT

- Dumping students in classes without supports and services in those classes.
- A special education teacher without content expertise preparing lessons on the topic.
- Doing away with special education services.
- Expecting general education teachers to teach without support.
- Expecting all students to learn all the same content, at the same time, in the same way.



PLACEMENT OF A CHILD WITH A DISABILITY IN A GENERAL EDUCATION CLASSROOM IS NOT ENOUGH TO BE INCLUDED. IT'S JUST A FOOT IN THE DOOR.

Inclusive Schooling Is

- All students being welcomed in general education.
- The general education class (with support) is the first option considered, regardless of disability label or intensity.
- Students are educated in classes where the percentages of those with and without disabilities are proportional to those percentages in the local population (e.g. 10%-12% have identified disabilities).

Research: Service Delivery in Inclusive Settings

RE R

- Higher quality IEPs: high overall quality, emphasis on basic skills (academic, social, and communication) along with functional skills
- Increased task-related interactions with others
- Increased use of various learning formats: peer-tutoring, cooperative learning, etc.

Ferguson et al., 1993; Gilbert et al., 2001; Hunt & Farron-Davis, 1992; Hunt, Farron-Davis, et al., 1994; Hunt, Stab, et al., 1994; Logan & Malone, 1998; McDonnell et al., 2001

Research: Service Delivery in Inclusive Settings

- Higher expectations for student performance
- Increased teaching support and teacher collaboration
- Improved match of instructional contexts to students' educational needs

Ferguson et al., 1993; Hollowood et al., 1995; Janney & Snell, 1997; Logan & Malone, 1998; Ryndak et al., 1999

Research: Learning Opportunities in Inclusive Settings

Learning opportunities are increased by:

- Using accommodations and modifications of curriculum, instruction, activities, classroom routines, and settings
- Providing appropriate peer or adult support (proximity of instructional assistant)
- Teaching self-monitoring for classroom survival skills or study skills

Cooperland et al., 2001; Fisher & Frey, 2000; Ferguson et al., 1993; Giangreco et al., 1997; Gilbert et al., 2001; Janney & Snell, 1997; McDonnell et al., 2001; Ryndak et al., 1999

Presuming Competence

- Many students with disabilities may be unable to readily demonstrate understanding or intellectual complexity.
- They require us to presume competence and look for unique evidence of understanding.

Presuming Competence

Presuming competence requires focusing on the strengths and attributes of the person with a disability.



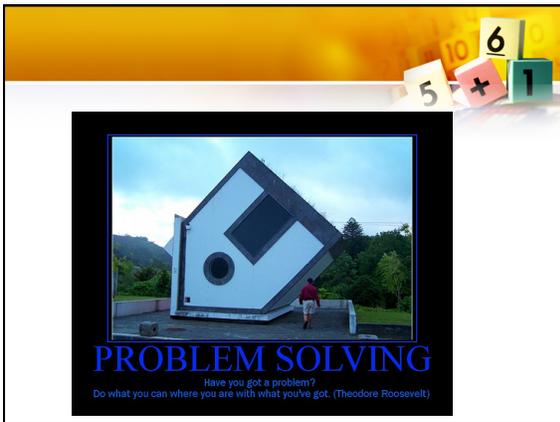
Presuming Competence

Assumes that the student

- Is intellectually complex
- Desires to have meaningful interactions & opportunities
- Has the right to learn rigorous academic content DESPITE communicating differently or having other support needs

How Can We Support Students in General Education?

- Start with the curriculum of the general education classroom
- Problem solve



Universal Design for Learning

A scientifically valid framework for guiding educational practice that provides flexibility in the ways:

- Education is presented
- Students respond or demonstrate knowledge or skills
- Students are engaged

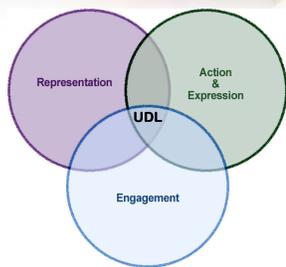
Universal Design for Learning

A scientifically valid framework for guiding educational practice that

- Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=fpub1315.110.pdf

Universal Design for Learning (U.D.L.)



Representation Means

Multiple types of representation the “what” of learning

Multiple means of representation means that whatever content or information is to be learned can be represented in different ways.

Representation

Examples

- Offer text-to-speech, video, audio, and other multimedia; integrate assistive technologies into learning environment
- Provide vocabulary support and background knowledge
- Highlight critical features & main ideas



Action & Expression

Multiple ways of actions and expression - the “how” of learning

Multiple means of expression refers to how students demonstrate what they have

Action & Expression

Examples

- Let students show what they know with voice recording, graphic displays, performance, etc.
- Provide models of expert performance
- Offer executive-function supports such as graphic organizers, outlines, etc.



Engagement



Multiple options for engagement - the “why” of learning

Multiple means of engagement tap into learners’ interests, offer appropriate challenges, and increase motivation.

Engagement



Examples

- Vary levels of challenge and support to prevent frustration or boredom
- Tie work to real-world examples
- Where possible, give choices
- Teach self-assessment and reflection
- Implement school-wide positive behavioral interventions and support



Best Practice for ALL Students = U.D.L.



Reduces barriers in instruction, provides **appropriate accommodations, supports**, and challenges, and **maintains high achievement expectations** for all students, **including students with disabilities** and students who are limited English proficient

The foundation for tailoring instructional practices for students with disabilities in general education classroom

Access Tools: Accommodations & Modifications



Accommodations and modifications can:

- help students be successful in general education classrooms and activities.
- allow a child to accomplish IEP goals and objectives in the general ed classroom.
- be designed to maintain instructional integrity while maximizing student participation.

Accommodations



Accommodations = Changes to the “How”

An **accommodation** is a change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

Accommodations do not change the instructional level, content, or performance criteria for meeting the standards.

Examples of Accommodations



- Tests taken orally
- Large print textbooks
- Additional time to take test
- Locker with an adapted lock
- Peer support for note taking
- Lab sheets with highlighted instructions
- Graph paper to assist in organizing and lining up math problems
- Tape recorded lectures
- Use of a computer for writing

Modifications



Modifications = Changes to the “What”

A **modification** is a change in what a student is expected to learn or demonstrate.

While a student may be working on modified course content, the subject area remains the same as the rest of the class.

Modifications



- Same Activity, Only Less
- Streamlining Curriculum
- Same Activity with Infused Objectives
- Curriculum Overlapping

Examples of Modifications



- Outline in place of an essay
- Picture Communication Symbols (PCS) on tests
- Alternative books/media on same theme
- Spelling support from computerized spell-checking program
- Word bank of choices for test answers
- Use of a calculator for a math test
- Simpler language for test questions
- Projects substituted for written reports
- Key words and phrases highlighted

The Least Dangerous Assumption

“In the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.”

Anne Donnellan

Review

- Start with the curriculum of the general education class; make sure it offers multiple options.
- Consider Accommodations or Modifications.
- Use tools to interface between general and special education.
- The goal is students participating and learning rich curriculum with supports in the general education classroom with peers.

Resources

The screenshot shows the homepage of the PEAK Parent Center. At the top, there is a navigation bar with links for 'Contact', 'Donate', 'Español', and 'Log In'. Below this is a search bar and a main menu with links for 'Start Here', 'About Us', 'Events & Workshops', 'Get Involved', and 'Resources'. A large photograph of four diverse children is featured on the left. To the right of the photo is a section titled 'About PEAK Parent Center' with the following text: 'Welcome! PEAK Parent Center is a nonprofit that works every day to ensure that all people with disabilities are fully included in their neighborhood schools, communities, employment, and at walks of life. A Parent Center founded in 1986, PEAK offers an array of free and low-cost services to families of children with disabilities and self-advocates across Colorado and beyond. Each year, PEAK directly reaches more than 45,000 families, youth with disabilities/self-advocates, and educators.'

Resources

<http://www.cast.org/>

CAST ABOUT CAST | OUR WORK | WORK WITH US | WHAT'S NEW | I'M LOOKING FOR

About Universal Design for Learning Share: f t g+

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Watch the video below to get an overview of UDL.

UDL at a Glance
See how UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

CAST STATE OF CONNECTICUT
Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

Resources

Accommodations and Modifications for Diverse Student Needs

Materials, Books, Media, Worksheets, Software, etc.

Projects, Supplemental Activities, and Homework

PEAK PARENT CENTER

PEAK PARENT CENTER

Helping Families Helping Children

719-531-9400
1-800-284-0251
www.peakparent.org
