National Center on Inclusion toward Rightful Presence

at SWIFT Education Center, University of Kansas Life Span

OSEP National Technical Assistance Call 3.3.23

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Introduction

Expected Project Outcomes

National Technical Assistance Center for Inclusive Practices and Policies

The project must achieve, at a minimum, the following 5 expected outcomes

(a) Increase the capacity of SEA, LEA, and school personnel to support and implement inclusive practices and policies in grade-level academic and extracurricular settings for students with significant cognitive disabilities.

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Expected Project Outcomes (cont.)

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(b) Increase the quantity of time that students with significant cognitive disabilities are served in more inclusive environments, where appropriate, based on their individual needs;

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Expected Project Outcomes (cont.)

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(c) Increase educational engagement for students with significant cognitive disabilities across multiple settings and activities (*e.g.,* classroom, academic instruction, extracurricular activities) throughout the school day;

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Expected Project Outcomes (cont.)

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(d) Improve the quality of instruction, including the use of interventions and accommodations supported by evidence, for students with significant cognitive disabilities in more inclusive environments based on their individual needs and aligned to the general education curriculum; and

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Expected Project Outcomes

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(e) Develop and disseminate an implementation package of products and resources that will assist SEAs, LEAs, and schools to implement inclusive practices and policies and increase the amount of time that students with significant cognitive disabilities are served in the LRE, based on their individual needs.

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Why We Chose Center's Name

Rightful Presence

We believe an environment conducive to learning and personal growth is established first and foremost through the cultivation of a culture of true belonging. Efforts toward that goal must begin with the presumption of the rightful presence and inherent value of the disenfranchised. Inclusion efforts alone cannot bring about substantial change because they adhere to the same guest/host power dynamic that serves to normalize the existence of a group who is "invited" and a group with the power to invite.

Significance of the Work

Significance & Importance of the Work

- **Moral imperative to include students with SCD represented in legislation, courts, and research base**

- **Yet most students with SCD:**

  - **do not participate in general education most of the school day**

  - **are placed mostly in segregated settings**

  - **do not benefit from interaction with grade=level peers**

  - **are denied access to challenging educational curriculum**

- **Not an impossible problem to solve**

The Work: Design New Systems

- National Center on Inclusion toward Rightful Presence is designed to disrupt the systemic issues that keep students with SCD outside the school community

- We know it can be done if we:

  - elevate voices of students, families, and communities who historically experienced segregation because of significant cognitive disability

  - develop and mobilized disposition, knowledge, and skills for school implementation

  - build SEA & LEA will and capacity to support K-12 schools to implement rightful presence in schools

Opportunities for Better Outcomes

Studies indicate educators make decisions about student placement with more emphasis on **sociocultural** and **capacity** factors than on individual student need. (Agran et al., 2019)

Capacity Factors to Increase

- **Deep Capacity Development through Intensive TA:**
  - **Disposition—Students with SCD can achieve**
  - **Whole System Engagement—SEA, LEA, School, Grade-level teams, Students, Families, Community**
  - **Evidence-based Practices "that reshape general education to be the seat of sustainable inclusive education for SCD, namely Multi-Tiered System of Support (MTSS)"**

- **Broad Knowledge Development through Targeted & Universal TA:**
  - **Knowledge Development Studies: instruction / assessment of SSCD**
  - **National Policy Analysis, Implementation Package, vetted EBPs, Model Site Outcomes**

Intensive TA via Model Demonstration Sites

3 of 4 Goals to Meet Program Priorities

Provide Intensive TA to Model Demonstration Sites

1. Capacity Development in 4 SEAs & 8 LEAs

2. Implementation in 32 Schools

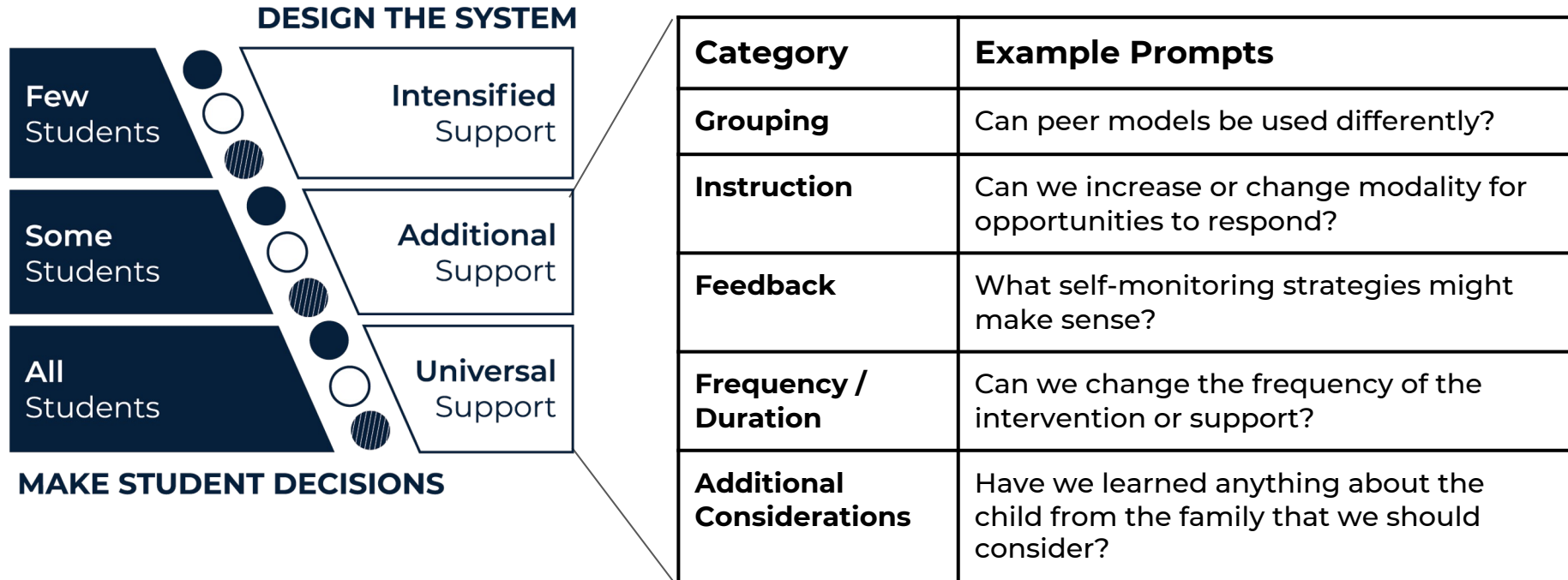3. Time, Engagement, & Instructional Quality for Students with Cognitive Disability

(Autism, Intellectual Disability, Deaf Blind, TBI, Multiple Disabilities)

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MDS Methods to Develop Capacity & Implement Practices

- **Leadership & Implementation Teams**: for communication & data feedback loops among SEA/LEA/School/Grade-level/Student & Family teams

- **Professional Learning**: to raise leaders disposition, knowledge, skills

- **Coaching**: for implementation support

- **Transformation in Action (TA)**: for stage-based implementation with data for continuous improvement

- **Equity Actions**: to focus on who is included or missing

- **Equity Transparency**: to reflect on individual, school, LEA, & SEA equity narratives

- **Fidelity of Implementation**: formative measure of implementation

- **Microcredentials**: to celebrate learning, progress, & outcomes

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Effective Supports Through MTSS

DESIGN THE SYSTEM

Few Students	Intensified Support
Some Students	Additional Support
All Students	Universal Support

MAKE STUDENT DECISIONS

Category	Example Prompts
Grouping	Can peer models be used differently?
Instruction	Can we increase or change modality for opportunities to respond?
Feedback	What self-monitoring strategies might make sense?
Frequency / Duration	Can we change the frequency of the intervention or support?
Additional Considerations	Have we learned anything about the child from the family that we should consider?

8 High Leverage Practices for Students with Disabilities

1. **Paraeducator** responsibilities designed to support grade-level classrooms

2. School personnel use **research-based universal** core math curricula and instruct with fidelity

3. School personnel use **UDL framework** with multiple means of representation, action, expression, and engagement

4. Principal and leadership team support **open, reciprocal communication** and exchange of ideas among all members of school community

8 High Leverage Practices for Students with Disabilities

5. **Grade-level and specialized educators work in teams** to monitor student progress and plan behavior intervention strategies across tiers

6. **LEA plan for linking multiple initiatives/practices** to avoid conceptual / operational silos and duplication of effort

7. **All students**, including students with IEPs and English Learners, participate in the grade-level general education curriculum and schedule/activities as their grade-level peers

8. **Principal and leadership team** support and promote school-wide focus on transforming systems and practices to improve teaching and learning and incorporate family partners

Model Demonstration Site Start Up

- Establish Memorandum of Understanding with Data Use Agreement

- Identify personnel to be responsible for SEA Leadership & Implementation Teams

- Provide selected SEAs guidance on how to select 2 LEAs each; and their personnel for Leadership & Implementation Teams

- Provide selected LEAs guidance on how to select up to 4 high-need schools each; and personnel for Implementation Teams

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Our Team: 100% Partners with MDS

4 SEAs
x
2 LEAs each
x
4 schools each
=
32 schools

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Knowledge Development Sites

Knowledge Development Site Studies

- **To inform all levels of TA, create new products to disseminate**

- **Select KDS exemplars for students with SCD**

  - ○ **2 SEAs**
  - ○ **2 LEAs**
  - ○ **2 schools / grade-level teams**

- **Study and document with Appreciative Inquiry method**

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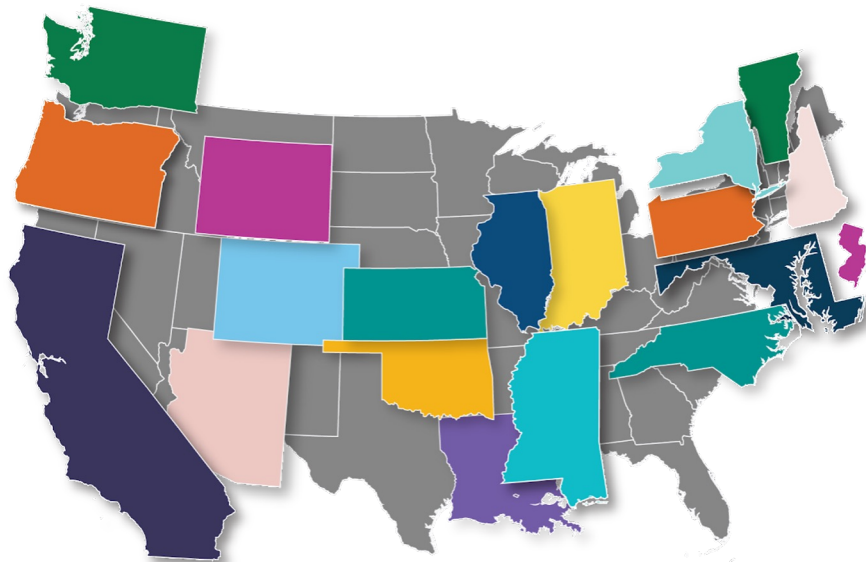
Universal TA

Approach to Universal TA

- Website "Knowledge Base" with resources
  - Vetted resources with evidence-base from other organizations
  - Center-created resources with evidence-base
  - Implementation Package for SEA/LEA/Schools/Grade-level teams
  - Family & Community Resources
  - Informational Briefs (research-to-practice, issues, success spotlights)
- Website Educational Forums, Blogs, Podcasts
- Social media shares
- E-newsletter listserv

Targeted TA

Essential Guidance States Need from Center

Targeted TA Approach

- Prepare Scope & Sequence using knowledge from KDS studies, Stakeholder/Advisory Group, and topics common to multiple recipients

- SEA/LEA "readiness" for Targeted TA is a desire to learn and be engaged in how to include students with SCD, indicated by inquiry checklist

- Delivery methods include
    - Consultation/presentation/resource/tools on specific topics
    - Facilitation of group exploration of current state of practice
    - Policy scan and discussion
    - Disproportionality data review and feedback
   - Professional Resource Group for topics beyond scope/expertise

Current Partnership Opportunities

1. **SEA/LEA/School:** Featured as a Rightful Presence <u>bright spot</u>

2. **LEA:** <u>Equity Leadership & Educator Well-being</u> PD, ESEA funded

3. **SEA/LEA:** Targeted partnerships for <u>specific needs</u>, OSEP funded

4. **SEA:** 4 year intensive partnership to <u>demonstrate how to move toward Rightful Presence</u>, OSEP funded — Accepting applications now at **sites.google.com/swifteducationcenter.org/inclusion-to-rightful-presence**

Interested in partnering? email swift@ku.edu

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"Education is an act of love, and thus an act of courage."
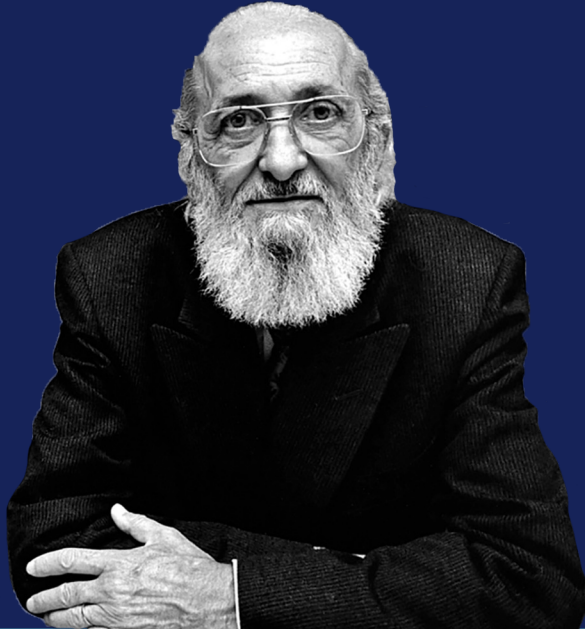
-Paulo Freire

educator, philosopher, critical pedagogy advocate

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Thank You!

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