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The available options for consideration in planning for transition are entirely dependent on the educational decisions made in the 10 years leading up to that discussion.

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**WHEN IT'S TIME TO DISCUSS TRANSITION**

- UDL planning in gen/ed provides most access, some individualization
- Makes decisions about "how" he learns and demonstrates skills, knowledge
- Increasingly proficient use of general & specialized tech
- Self-advocates for specific needs

- Gen/ed instruction includes scaffolded science, all specials
- Friendly, cooperative disposition
- Works closely with para
- Prefers familiar, routine tasks
- Uses prescribed A/T for specific tasks

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**WHICH STUDENT BRINGS MORE TO THE TABLE?**

**INCREASING COLLEGE ENROLLMENTS**

The number of students with disabilities enrolled in college has risen to 11%

"Self-advocacy is so important," said Bob Ross, coordinator of services for students with disabilities at Stockton University. "In the K-12 system, the school identifies the disability. In higher education, the laws change. The student must self-disclose."

"You can't just expect people to know what you need," he said...You have to work with people. I'm good at speaking my mind, but people (with disabilities) have to learn...to articulate what they need."

Source: [http://www.pressofatlanticcity.com/education/how-students-with-disabilities-navigate-college-and-beyond/article\\_f9aadf4c-4543-11e6-9a76-3fcf52f606e8.html](http://www.pressofatlanticcity.com/education/how-students-with-disabilities-navigate-college-and-beyond/article_f9aadf4c-4543-11e6-9a76-3fcf52f606e8.html)

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**SESSION GOAL**

- Improved outcomes for students with disabilities through**
- LRE (Least Restrictive Environment) Considerations
  - UDL (Universal Design for Learning) coupled with the Formative Assessment Process
  - Additional Supports - Personnel and Technology
  - Accommodations

Presenters: Pat Reynolds, Margaret Bowerman, Jeff Studer

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**WHERE ARE WE NOW?**

- Changes that have impacted outcomes for students with disabilities:**
- Adoption of Arizona's College and Career Ready Standards
  - The implementation of AzMERIT summative assessments
  - The implementation of the Multi-State Alternate Assessment (MSAA) and associated instructional supports

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"As later learning builds on early learning, it is important that college and career readiness begin at even younger years. Students that fall behind earlier in their educational years will face a daunting education gap to catch up to their fellow students. For example, students who were far off track in eighth grade had only a 10% chance of being successful in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade.<sup>42</sup>"

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait*  
<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>




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**DEFINING IMPROVED OUTCOMES**

- How will academic improvements be measured and reported?
- > District required benchmarks
  - > Student performance on AzMERIT
  - > Student performance on MSAA
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- How will we gauge improvement in non-academic areas?
- > Independence
  - > Self-advocacy
  - > Flexibility
  - > Social Skills




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**MICHAEL YUDIN ON INCLUSION**



Michael Yudin is the Assistant Secretary for Special Education and Rehabilitation Services at the US Department of Education




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**Percent of Time Spent Inside the Regular Classroom**  
Students with Disabilities Ages 6 through 21

Disability Category	>80 % Day	40-79% Day	<40% Day	Separate Facility
All	61.5	19.5	13.7	3.3
Autism	39.5	18.1	33.2	8.1
Deaf-Blindness	21.5	11.5	34.0	27.8
Emotional Disturbance	44.1	17.8	20.3	14.7
Hearing Impairment	57.8	16.4	12.6	13.6
Intellectual Disability	17.1	26.6	48.7	6.6
Multiple Disabilities	13.1	16.2	46.2	20.7
Orthopedic Impairment	54.8	16.2	21.6	4.7
Other Health Impairment	64.0	22.2	9.7	1.9
Specific Learning Disabilities	67.2	24.6	6.3	0.6
Speech or Language Impairment	86.6	5.5	4.3	0.3
Traumatic Brain Injury	49.0	22.3	20.1	5.8
Visual Impairment	64.7	13.0	11.0	9.3
Developmental Delays	N/A	N/A	N/A	N/A



Data reported for IDEA 2012 Educational Environment

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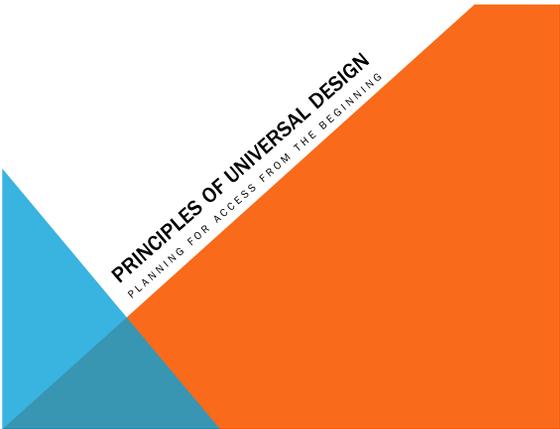
**LEAST RESTRICTIVE ENVIRONMENT**

Considerations begin with the student's participation in the general education classroom, to the greatest extent possible

Instruction in the general education classroom ensures

- Standards-based instruction by a content expert
- A variety of learning opportunities
- Rich exchange of ideas
  - Teacher-student
  - Peer to peer
- Exposure to social norms and expectations

**If they're not there, they're missing out!**



**PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING**

Planning access for all **from the beginning** lessens the need for retrofitting and accommodations

UDL planning provides options for:

- Presentation
- Response
- Engagement/Motivation

**Benefits all students, not just those with disabilities**

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ESSA appropriates the UDL definition found in the **Higher Education Opportunity Act of 2008**: **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) 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.  
*Higher Education Opportunity Act of 2008*

Source: CAST  
[www.cast.org](http://www.cast.org)




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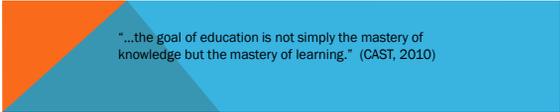
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**PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING**

UDL – an identified component in Every Student Succeeds Act

CAST (Center for Applied Special Technology) has been the leading proponent of incorporating UDL into instruction -

- Materials
- Webinars, videos
- Research basis



"...the goal of education is not simply the mastery of knowledge but the mastery of learning." (CAST, 2010)

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A quick look at UDL from CAST



[http://www.udlcenter.org/resource\\_library/videos/udlcenter/guidelines#video5](http://www.udlcenter.org/resource_library/videos/udlcenter/guidelines#video5)




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**THE FORMATIVE ASSESSMENT PROCESS**

When coupled with UDL practices, the formative assessment process

- Provides the teacher with immediate, actionable information
- Indicates where fine-tuning is necessary in options of presentation, response, engagement
- Identifies the next incremental step for an individual student on the trajectory toward mastery
- Keeps learning moving forward
- Focuses on student awareness of where they are in their learning




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*"...allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course."*

Arizona Superintendent of Public Instruction Diane Douglas,  
 AZ Kids Can't Afford to Wait  
<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>




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**THE FORMATIVE ASSESSMENT PROCESS**

Through this process, students learn to

- Set goals for their own learning
- Evaluate their growth toward those goals
- Evaluate the quality of their work and the work of others
- Identify strategies to improve




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**THREE KEY FORMATIVE ASSESSMENT QUESTIONS:**

- Where are we headed?
- Where are we now?
- What do I need to do next to close the gap?



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**THE FORMATIVE ASSESSMENT FEEDBACK LOOP**

Margaret Heritage explains that the feedback loop is the *process* of

- > collecting evidence about student learning
- > identifying gaps
- > providing feedback to the student
- > adapting instruction

It is cyclical and continuous...as soon as a gap is closed the teacher creates new learning goals for the student to meet.



Margaret Heritage, Senior Scientist at WestEd, is an internationally renowned expert on the formative assessment process

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**THE FEEDBACK LOOP**

**The feedback loop is key to keeping learning moving forward**

Students receive feedback through

- > Measuring themselves against learning goals, prior work, peer work, or a rubric/model
- > Interactions with their teacher who helps them establish where they are performing in relation to the learning goal; identifying next steps
- > Respectful interactions with their peers, including constructive feedback to modify work products or to provide a different perspective or alternative strategy for consideration



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**METACOGNITION**

The formative assessment process

- Helps students develop self-evaluation skills and reflect on their own understandings
- Provides opportunities for students to analyze works of varying quality
- Provides a means for students to conceptualize the learning process – by introducing students to learning progressions, they better understand the path toward a learning goal and evaluate where they are in relation to that goal
- Contributes to a growth mindset – understanding that success involves a series of iterations, working off feedback in a sustained effort to improve




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**ADDITIONAL SUPPORTS**  
PERSONNEL AND TECHNOLOGY




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**UTILIZATION OF PERSONNEL**

General Education, Special Education Collaboration Through:

- Leadership fostering a Culture of Collaboration and Learning
  - Provide opportunities, expectations for practice/embedded training
- Co-teaching
  - Model allows students with disabilities to remain in gen/ed for instruction
  - Resource teacher monitors/adjusts access to instruction as needed
- Co-creating lesson plans
  - Ensures rigorous instruction in grade level content
  - Ensures consideration of individual needs in planning




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**TECHNOLOGY**

Interactive opportunities	Virtual field trips	Targeted apps
Online organizational tools	Online texts, supplemental resources *text to speech capabilities	
Word prediction software	Speech to text software	
Calculators	Flipped classrooms	Creative response options
Self-paced learning programs	Online demonstrations	

See a sampling of what's available at  
<http://bit.ly/aztechsymbols>

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**TECHNOLOGY**

**Example for CAST**



Instructional Video  
[www.youtube.com](http://www.youtube.com)  
**MathSquared App**

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**ADE PROPOSALS FOR TECHNOLOGY INTEGRATION**

- ADE will first seek funding for classroom technology and statewide broadband internet access.
- ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait* <http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>




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LESSONS LEARNED FROM THE SURVEY

May, 2015

- Exceptional Student Services surveyed general education and special education teachers across the state on instructional accommodation use
- More than 1,000 responses

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**Please refer to Handout:**

***May 2015 Survey of Instructional Accommodations***

Take 5 minutes to identify those accommodations you believe to be in frequent use by both general education and special education teachers to provide access for students with disabilities,

Then share thoughts at your table.

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**INSTRUCTIONAL ACCOMMODATIONS**

- **Don't limit provision of instructional accommodations to those permitted for use in testing**
- During selection, be sure to consider accommodations that help provide access to grade level content
- Based on the PLAAFP, consider a wide array of options to address individual needs
  - Consult with student regarding preferences
  - Maintain a feedback loop with the student to make adjustments
  - Monitor the results of accommodation use over time to determine effectiveness



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**INSTRUCTIONAL ACCOMMODATIONS**

- Promote student self-determination and independence by
- Fading, as tolerated, accommodations that involve student over-reliance on teacher or the paraprofessional
  - Considering technology options
    - Fosters independence
    - Enables students to better blend into gen/ed settings
    - Accumulate a "bank" of effective accommodations



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**CONSIDER THE BIGGER PICTURE**

- Upon graduation, students with disabilities must be prepared to
- Join the workforce in meaningful, sustained employment with opportunities for growth
  - Succeed in higher education – either college or trade skill development
  - Function as independently as possible by
    - Advocating for their personal needs
    - Utilizing tools/practices that minimize the effects of their disabilities
  - Assume adult responsibilities, including those of citizenship, workplace, and personal relationships
  - Live full, rewarding lives
  - Engage in life-long learning



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