

IEP TA Center TA Specialist Sample Videos and Training Materials

TA Specialist Sample Video Playlist Link :

https://youtube.com/playlist?list=PLN2P8SpU2zyO3YT4xYQS9SkSXgEUK_Uvc

Angela McKinney

Sample Video Topic: Addressing the Needs of All Students Using MTSS

Sample Video Link: <https://youtu.be/BBL8fRzOVgo>

Sample Training Material: Addressing the Needs of All Students Using MTSS PowerPoint

Matthew Johnson

Sample Video Topic: Writing Skill-Based Annual Goals

Sample Video Link: <https://youtu.be/qP18HtxOvko>

Sample Training Material: Writing Skill-Based Annual Goals PowerPoint

Gail Ringwalt

Sample Video Topic: Effective Case Conference Processes

Sample Video Link: <https://youtu.be/5hkjdKSaIRU>

Sample Training Material: Facilitated IEP (FIEP) Meeting Checklists and Plan Handout

Alisa Stovall

Sample Video Topic: What Can I Do? I'm Not the Behavior Specialist!

Sample Video Link: <https://youtu.be/kzrIJBXZk0Q>

Sample Training Materials:

1. Developing Behavior Interventions Plans (BIPs) PowerPoint
2. What Can I Do? I'm Not the Behavior Specialist! PowerPoint

Alana Harveth

Sample Video Topic: Addressing Chronic Absenteeism

Sample Video Link: <https://youtu.be/JkqkZRC6vy4>

Sample Training Material: Addressing Chronic Absenteeism PowerPoint

John Purcell

Sample Video Topics

1. Strategic CNA / SIP Development School Improvement Plan
2. Systems-Based School Improvement

Sample Video Links

1. <https://youtu.be/dYHTpzzU5k4>
2. <https://iplayerhd.com/player/video/56ee09bb-a019-4638-bb07-ec8bc70dba08/share>

Sample Training Materials

1. Best Practices Self-Assessment Handout
2. Focus and Alignment Assessment of Processes and Components Within the School or District Handout

Kathryn Mosley

Sample Video Topic: Inclusive Practices Establishing a Supportive School Culture for All Learners

Sample Video Link: <https://youtu.be/K2TwpP5Oaw0>

Sample Training Material: Inclusive Practices PowerPoint

Jessica Binhack

Sample Video Topic: Developing Behavior Intervention Plans

Sample Video Link: https://youtu.be/-tjP_OWYG90

Sample Training Material: Inclusive Practices PowerPoint

2021-2022 Training Catalog Session

 Indiana IEP Resource Center

Addressing the Needs of All Students Using Multi-Tiered System of Support

 MTSS

Angie McKinney, Consultant

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 MTSS

Agenda

- Welcome, Introductions, Orientation
- MTSS
 - Components
 - Principles
- Lunch
- MTSS Continued
- Infrastructure and Implementation Considerations

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 MTSS

Learning Objectives

Participants will:

- Identify **Benefits, Components and Principles of MTSS**
- Identify considerations for **Implementation Success**

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 MTSS

We Got Stuff! Let's Use It!

- Folder Handouts
- Power Point
- Posters / Placemats
- <https://padlet.com/IEPRC/MTSSTrainings>

What questions would you like answered today?

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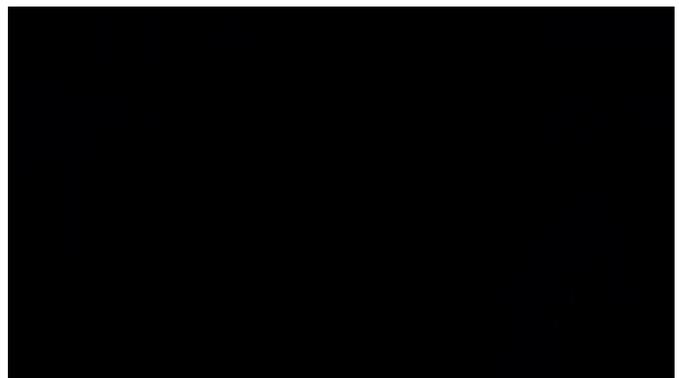
 MTSS

Activity 1

Video Review

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MTSS Activity 1

Video Discussion

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MTSS Activity 2

What do you know or think you know about MTSS?

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You might hear...	But actually...
MTSS is just for behavior or MTSS is just for academics.	MTSS is a framework that can be used for multiple student support domains.
MTSS is just a fad; it will go away soon.	MTSS is not a program – it is an approach used for problem solving.
MTSS is only for students with disabilities receiving special education services.	MTSS ensures EACH student gets the instruction and supports they need.
"She is a tier 3 student." or "We have a lot of tier 3 students."	The tiers represent supports NOT students. Remember to use person-first language. "She is a student needing Tier 3 support for math."
MTSS is just one more thing.	MTSS is THE thing to help you organize, deliver and assess all your "things."
MTSS costs money and takes extra time school staff don't have.	One goal of MTSS is to braid initiatives, identify and discontinue ineffective programs and redistribute funding to other effective supports, and address areas missing.

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MTSS

Indiana DEPARTMENT OF EDUCATION

Equity + Access Outcomes

SHARED RESPONSIBILITY... SHARED ACCOUNTABILITY... UNIVERSAL DESIGN FOR LEARNING... HIGH EXPECTATIONS

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MTSS Indiana ESSA Plan

Indiana's Guiding Principles for MTSS:

- ALL Children and ALL Educators
- Whole Child
- College and Career Readiness
- Leadership Driven
- School Improvement Integrated
- Culturally Responsive Practices

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MTSS Core Beliefs

1. Every child learns and achieves to high standards
2. Learning includes academic and social competencies
3. Every member of the education community continues to grow, learn and reflect
4. Every leader at all levels is responsible for every child

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MTSS Table Talk

1. What are the essential core beliefs in your district/school?
2. How can your district/school continue to work toward beliefs aligned with equity-based inclusive education??

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MTSS Paradigm Shift

Shifting how we think...

What is it about the student that is causing the problem?

A within-child problem

→

What is it about the environment (school, home, and community) that represents (or not) optimal conditions for learning?

Focus on alterable variables

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MTSS Whole Child Approach

Sugai & PBIS Center Dec 7, 2007

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MTSS Whole Child Approach

Sugai & PBIS Center Dec 7, 2007

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MTSS

Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation

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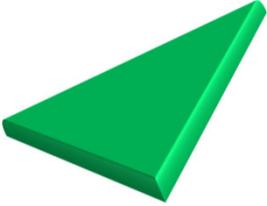
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MTSS TIER I: Core, Universal Academic & Behavior

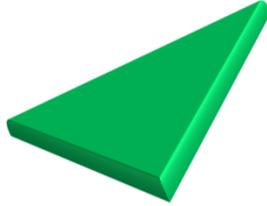


- Evidence-based programs and practices
- Effective if *at least* 80% are meeting benchmarks
- Begins with clear goals:
 1. What do we expect all students to learn ?
 2. How will we know if they've learned it?
 3. How will we respond when students do not make progress or have already mastered the content?

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MTSS TIER I: Key Elements



- Assessment
 - Universal Screening/Benchmarking 3x per year
- Evidence-based Core Instruction
- Instruction Implemented With Fidelity

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MTSS Define Tier 1

1. What evidence-based programs are used for universal instruction?
2. What screeners or assessments are used with all students

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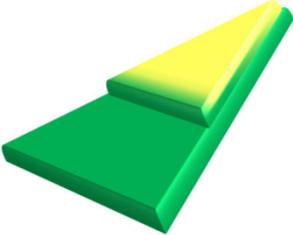
MTSS Student Supports Through MTSS

	Academic	Behavioral	Social Emotional
Tier I	<ul style="list-style-type: none"> • Grade level standards and curriculum • Universal Design for Learning • Success Time • Early College • Counselors • Trauma Informed Care • Guided Reading • Inclusion • Mentors • Orton Gillingham • Specialty Courses (e.g. Basic Skills Development, Lisa's Lab) • Learning Centers • RGA/Adult ED • Levelled Literacy • LD/504 • Life Skills • Individualized targeted instruction 	<ul style="list-style-type: none"> • Positive Behavior Intervention Systems • Universal Design for Learning • Coaches • Trauma Informed Care • Social Skills 	<ul style="list-style-type: none"> • Universal Design for Learning • Coaches • Trauma Informed Care • Social Skills
Tier II	<ul style="list-style-type: none"> • Inclusion • Mentors • Orton Gillingham • Specialty Courses (e.g. Basic Skills Development, Lisa's Lab) • Learning Centers • RGA/Adult ED • Levelled Literacy • LD/504 • Life Skills • Individualized targeted instruction 	<ul style="list-style-type: none"> • Mentors • Check in – Check Out • Sensory Rooms 	<ul style="list-style-type: none"> • Mentors • Sensory Rooms
Tier III	<ul style="list-style-type: none"> • Individualized targeted instruction 	<ul style="list-style-type: none"> • Modified Check in – Check out • Functional Behavioral Assessment/ Behavior Intervention Plan • Individualized targeted instruction 	<ul style="list-style-type: none"> • Individualized targeted instruction

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MTSS TIER II: Supplemental, Targeted



Core + Supplemental

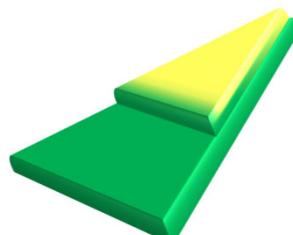
- Effective if at least 70-80% of students improve performance
- 5. What resources will move them at that rate?

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?

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MTSS TIER II: Key Elements



- Assessment
 - Progress Monitoring in the area of concern ~1x per month
- Evidence-based Supplemental Instruction
- Instruction Implemented with Fidelity

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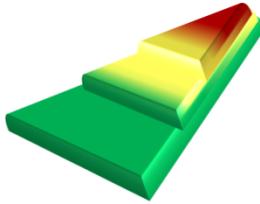
MTSS Define Tier 2

1. What evidence-based supplemental programs are used for additional instruction?
2. How will we progress monitor the area of concern at least 1x per month?

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MTSS TIER III: Intensive, Individualized



Core + Supplemental + Intensive Individual Instruction

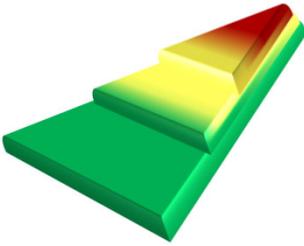
- Effective if there is progress towards benchmark and/or progress monitoring goals.

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

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MTSS TIER III: Key Elements



- Assessment
 - Progress Monitoring in the area of concern ~1x per week
- Evidence-based Targeted Instruction
- Instruction Implemented With Fidelity

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MTSS Define Tier 3

1. What evidence-based programs are used for Tier 3?
2. How will we progress monitor the area(s) of concern at least 1x per week?

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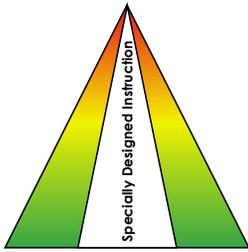
MTSS

Where do Services and Supports Fit in the MTSS Framework?

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MTSS Where Do Services and Supports Fit?



Specially Designed Instruction

- High Ability
- English Learner Supports
- Title 1
- Mental Health Supports
- Accommodations
- Differentiation
- Universal Design for Learning
- Standards-aligned Instruction
- Culturally Responsive Practices
- Evidence-based Practices

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MTSS Programs/Initiatives/Practices

SUCCESSFUL	NOT SUCCESSFUL

What's in Common?

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Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation

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MTSS

Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation

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MTSS Leadership

- Principal leadership
- Cross-disciplinary school-based leadership team (SBLT)
- Ongoing professional development and coaching for SBLT
- Strategic plan for MTSS aligned with the school improvement plan
- The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process

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Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation

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MTSS Capacity Building Infrastructure

- Common language and understanding
- SBLT facilitates PD and coaching for all staff members on assessments and data sources used to inform decisions data-based problem-solving relative to their job roles/responsibilities MTII relative to their job roles/responsibilities
- Coaching

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MTSS Capacity Building Infrastructure

- Schedules provide adequate time for trainings and coaching support; to administer assessments needed to make data-based decisions; for MTII to occur; for staff to engage in collaborative, data-based problem-solving and decision-making
- Processes, procedures, and decision-rules are established for data-based problem-solving
- Resources available to support MTSS implementation are identified and allocated




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MTSS



Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation



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MTSS Communication and Collaboration

- Staff have consensus and engage in MTSS Implementation
- Staff are provided data on MTSS implementation fidelity and student outcomes
- The infrastructure exists to support the school's goals for family and community engagement in MTSS
- Educators actively engage families in MTSS




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MTSS



Leadership Capacity Building Infrastructure Communication and Collaboration Problem Solving Process Multiple Tiers of Instruction & Intervention Data Evaluation



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MTSS Problem Solving Process

- Integrated data-based problem solving for student outcomes occurs across content areas, grade levels, and tiers
- Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes
- Data are used to identify and verify reasons why students are not meeting expectations
- Specific instructional/intervention plans are developed and implemented based on those verified reasons



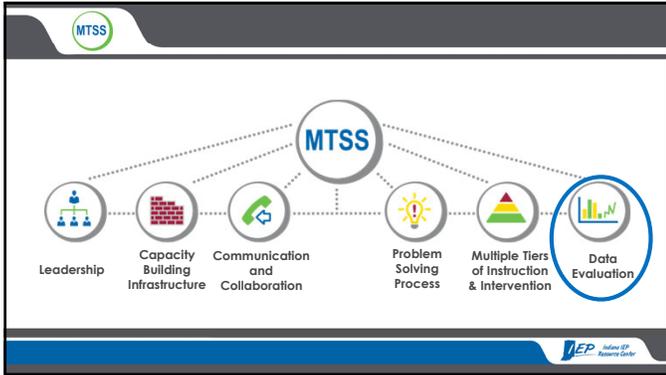

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MTSS Problem Solving Process

- Student progress specific to goals specified in intervention plans are monitored
- Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed
- Resources for and barriers to the implementation of MTSS are addressed through a data-based problem-solving process




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MTSS Data Evaluation

Staff understand and have access to data sources that address the following purposes of assessment:

- identify students at-risk
- determine why student is at-risk
- monitor student growth/progress
- inform instructional/intervention planning
- determine student attainment of outcomes

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MTSS Data Evaluation

- Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data
- Effective data tools are used appropriately and independently by staff
- Data sources are used to evaluate the implementation and impact of MTSS
- Available resources are allocated effectively
- Data sources are monitored for consistency and accuracy in collection and entry procedures

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MTSS Data Considerations

- Are data being collected for academics, behavior, and SEL?
- What areas are we missing at what levels?
- As tiered instruction and intervention intensifies, does the data collection get more frequent and more targeted?
- Do teachers have easy access to the data?
- Do teachers understand the data?
- Are the decision rules clear, understood, and used?

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MTSS Now What?

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MTSS Our Current Context

Improved Outcomes for ALL Students

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MTSS Why Implementation Science?

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CHANGE	
		+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CONFUSION
Vision	+			+	Incentives	+	Resources	+	Action Plan	=	ANXIETY
Vision	+	Skills	+			+	Resources	+	Action Plan	=	RESISTANCE
Vision	+	Skills	+	Incentives	+			+	Action Plan	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources	+			=	TREADMILL

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MTSS Structure and Decisions

- Brainstorm ideas for the structure of MTSS in your school
 - When will movement between tiers occur?
 - Who makes the decision for movement?
- How will coaching be incorporated or play a role in MTSS in your school?

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MTSS What Can You Start Doing Today?

- Leadership
 - Develop a common language
 - Discuss/Study MTSS – videos/books/websites
- Look at your data
 - Accessible
 - Understandable
 - Usable
- Increase collaboration
 - Schedule collaboration time
 - Share data on students
 - Share responsibility
- Whole Child
 - Interests/strengths
 - Access the ability
- Inventory Current Resources

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MTSS Student Supports Through MTSS

	Academic	Behavioral	Social Emotional
Tier I	<ul style="list-style-type: none"> Grade level standards and curriculum Universal Design for Learning Success Time Early College Counselors Trauma Informed Care Guided Reading Inclusion Mentors Orton Gillingham Specialty Courses (e.g. Basic Skills Development, Lisa's Lab) Learning Centers RGAA/Adult ED Levelled Literacy LD/504 Life Skills Individualized targeted instruction 	<ul style="list-style-type: none"> Positive Behavior Intervention Systems Universal Design for Learning Counselors Trauma Informed Care Social Skills 	<ul style="list-style-type: none"> Universal Design for Learning Counselors Trauma Informed Care Social Skills
Tier II		<ul style="list-style-type: none"> Mentors Check in – Check Out Sensory Rooms 	<ul style="list-style-type: none"> Mentors Sensory Rooms
Tier III		<ul style="list-style-type: none"> Modified Check in – Check out Functional Behavioral Assessment/ Behavior Intervention Plan Individualized targeted instruction 	<ul style="list-style-type: none"> Individualized targeted instruction

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MTSS Think-Pair-Share

Where does my role fit in the MTSS Framework?

What would MTSS look like in my classroom?

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MTSS Resources

 Multi-tiered System of Support for Social Emotional Learning

 Provides resources on evidence based and innovative practices including MTSS, Implementation, Differentiated Accountability, and Continuous Improvement. <https://isr.usf.edu/>

 Find research articles, issue briefs, papers, reports, assessment tools, and more about current issues in equity-based inclusive education. <https://swiftschools.org/shelf>





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MTSS Resources

CAST
 CAST is a multifaceted organization that helps educators and organizations apply insights from the learning sciences and leading-edge practices to educational design and implementation. <https://www.cast.org/>

CAST UDL EXCHANGE
 A place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles. <http://udlexchange.cast.org/home>

National Center on INTENSIVE INTERVENTION
 at American Institutes for Research
 A variety of resources on interventions and progress monitoring tools to help support the intervention process. <https://intensiveintervention.org/>






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MTSS Resources

PBIS
 Supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. <https://www.pbis.org/>

FCRR
 FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment. <https://fcrr.org/>

PS RtI
 Facilitates and informs implementation of a Problem Solving and Response to Intervention (PS/RtI) model. <https://floridartl.usf.edu/>






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MTSS Resources

RTI ACTION NETWORK
 Guides educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students are identified early and receive the necessary supports to be successful. www.rtinetwork.org

nirn
 National Implementation Research Network
 Contributes to the best practices and science of implementation, organization change, and system reinvention to improve outcomes. <https://nirn.fga.unc.edu/>

University of Missouri
 Evidence Based Intervention Network (EBIN) has an extensive resource base including evidence-based intervention briefs, video modeling of EBIs, information on selecting and using EBI. <https://education.missouri.edu/ebi/>






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MTSS IEPRC Resources

IEPRC
<https://indianaieprc.org/index.php>

MTSS in Motion
<https://indianaieprc.org/index.php/mtss>



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MTSS IDOE Resources

IDOE MTSS Page
<https://www.doe.in.gov/school-improvement/multi-tiered-system-supports>

Indiana's ESSA Plan
<https://www.doe.in.gov/sites/default/files/essa/essa-plan-revisions.pdf>



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MTSS Thank You!

- To complete your online evaluations, go to www.indianaieprc.org/eval
- To register for additional trainings, go to www.indianaieprc.org and click the Professional Learning tab.





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MTSS Presenter Contact Information



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IEPRC Consultant
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MTSS Contact Us for Help!



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Indiana Resource Network
www.doe.in.gov/specialist/indiana-resource-network




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2021-2022 Training Catalog Session



Writing Skill-Based Annual Goals



Matt Johnson, IEPRC Consultant

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Norms



- Begin and end on time.
- Be an engaged participant.
- Be an active listener.
- Be open minded.
- Use electronics respectfully.
- Engage in sidebar conversations respectfully.



2

Learning Outcomes



By the end of the workshop today you will be able to:

- Explain the importance of each step in the goal writing process.
- Describe the components of a measurable goal.
- Identify issues and suggest improvements in example goals.
- Write a skill-based standards aligned measurable goal based on sample student data.



3

Handouts and Resources



<https://padlet.com/IEPRC/AnnualGoals>



4

Handouts and Resources



Joining as a participant?

Enter event code

Join an existing event

www.slido.com



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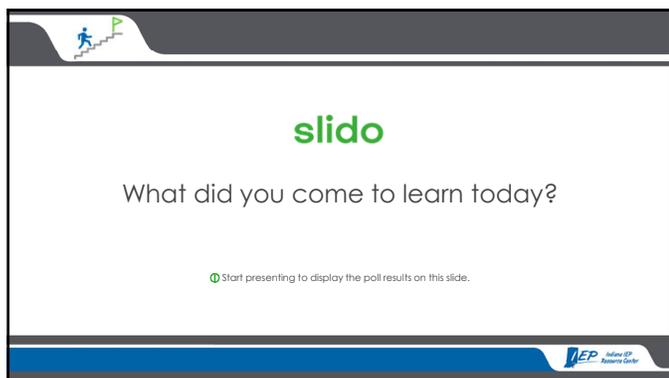
Question 1



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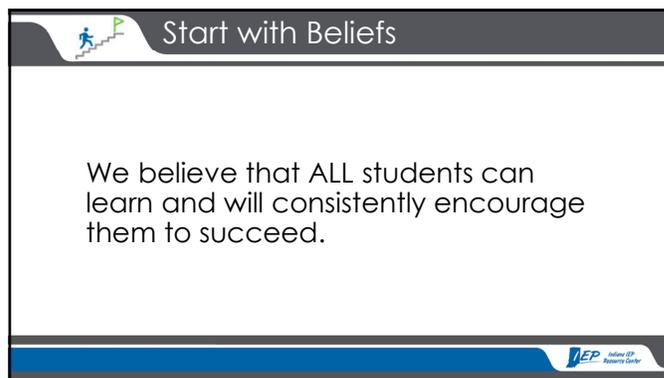
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What did you come to learn today?

① Start presenting to display the poll results on this slide.

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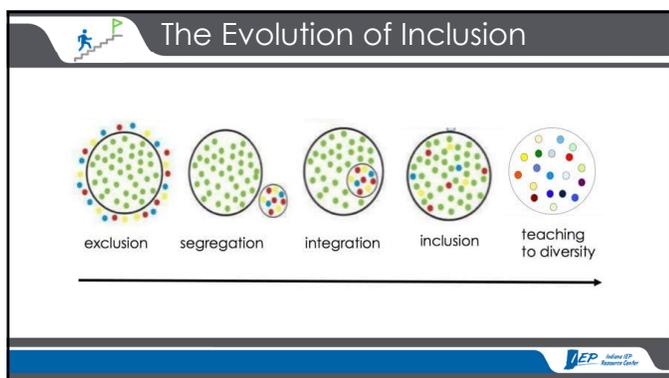


Start with Beliefs

We believe that ALL students can learn and will consistently encourage them to succeed.

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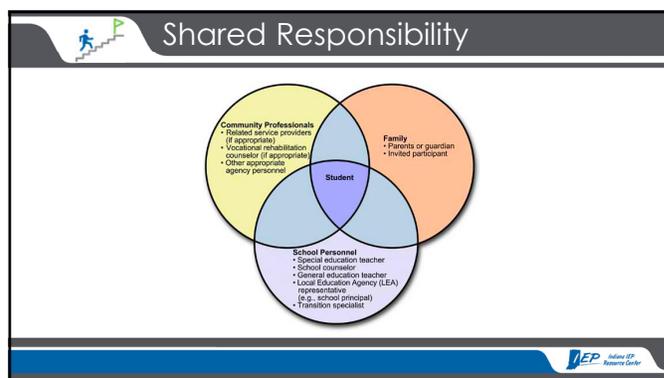


The Evolution of Inclusion

exclusion segregation integration inclusion teaching to diversity

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Shared Responsibility

Community Professionals
• Deaf service providers (if appropriate)
• Vocational rehabilitation counselor (if appropriate)
• Other appropriate agency personnel

Family
• Parents or guardian
• Invited participant

Student

School Personnel
• Special education teacher
• School counselor
• General education teacher
• Local Education Agency (LEA) representative (e.g., school principal)
• Transition specialist

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Standards-Aligned Goal

Progress Monitoring (Data)

PLAAP

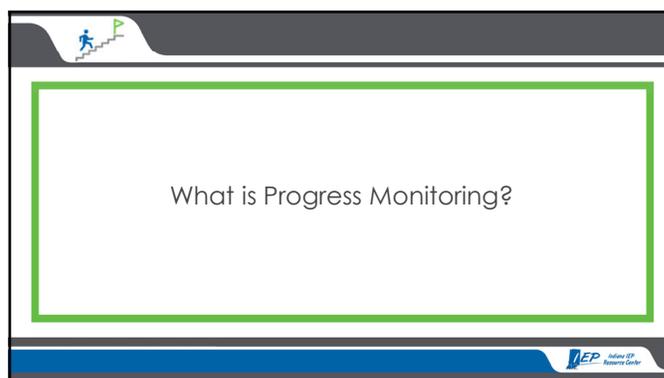
Grade-Level Standards

Accommodations & Modifications

Specialty Designed Instruction (SDI)

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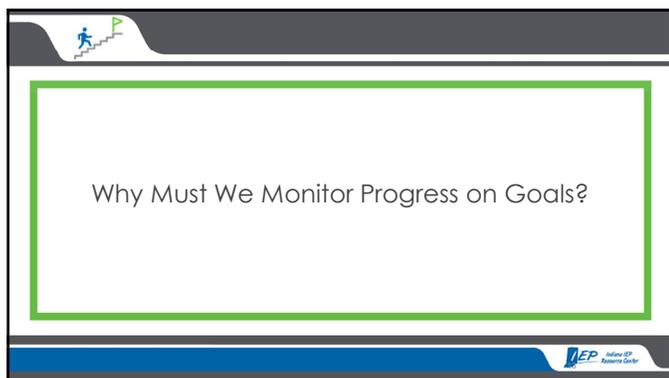
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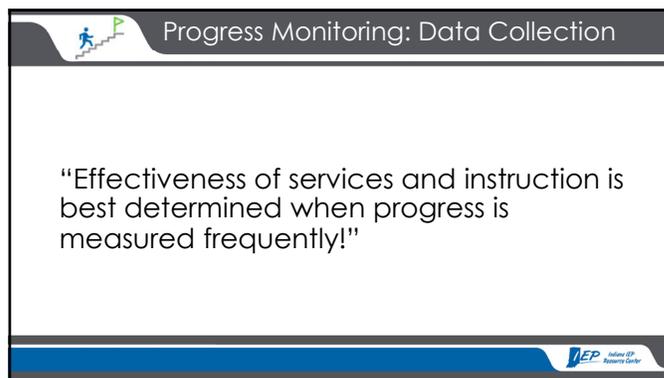
What is Progress Monitoring?

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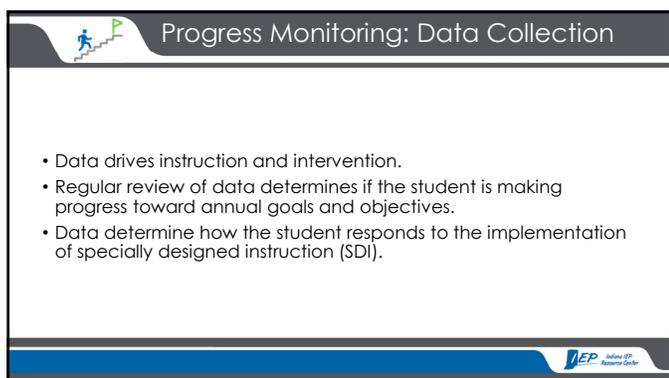
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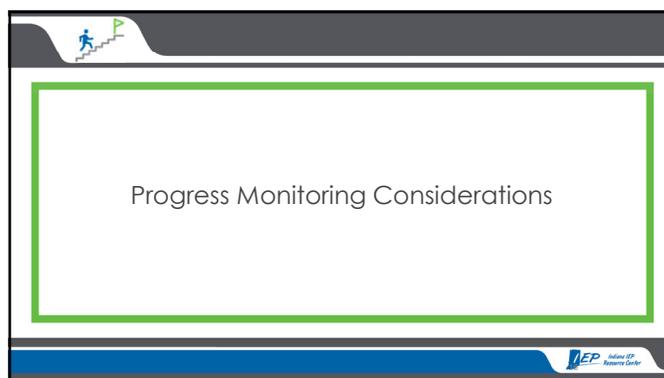
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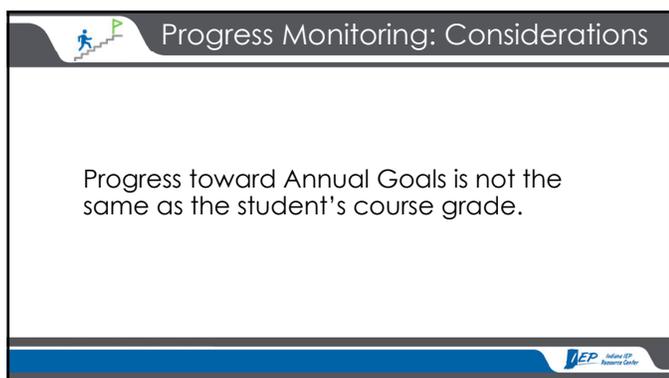
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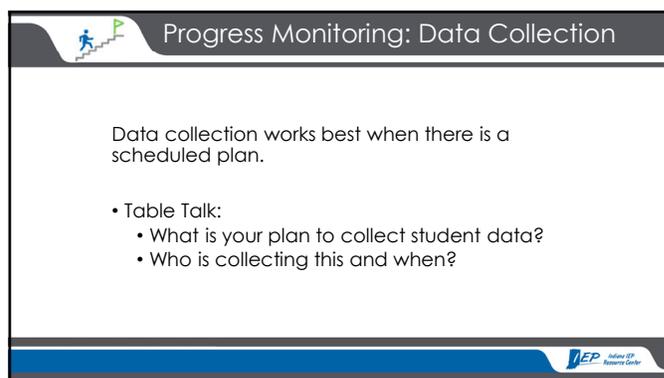
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Data Collection Methods

- Permanent Products
- Curriculum-Based Measurements
- Checklists (Skill or Behavioral)
- Interviews
- Self-Reporting
- Observations



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Question 2

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What is your largest obstacle to Data Collection?

Start presenting to display the poll results on this slide.



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Present Levels



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Present Levels are...

- Current & Relevant
- Skill-based
- Academic & Functional
- About Access to and Progress in the Curriculum



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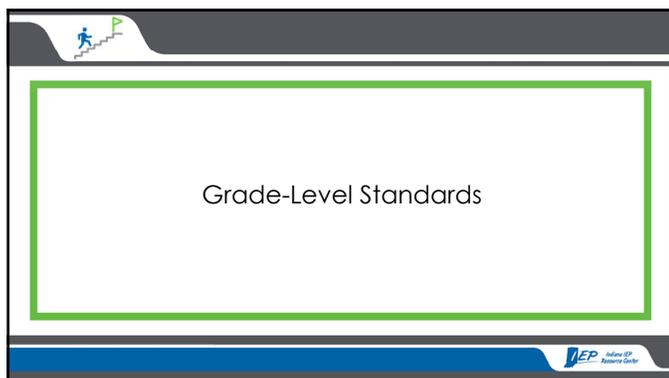
Skill-Based – Present Levels

When collecting and reporting on a student's present levels of performance thing about, "What this student need to learn and be taught that will improve his or her access to and progress in the curriculum?"

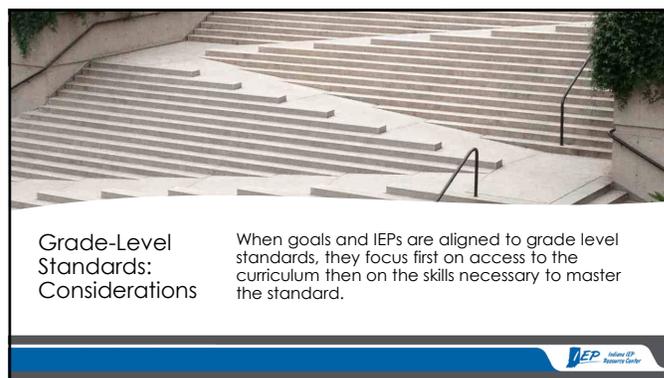
Turn and Talk:
How might this change the content typically included in present levels statements?



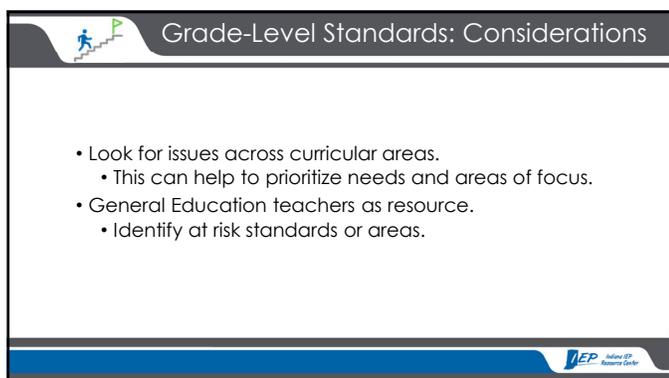
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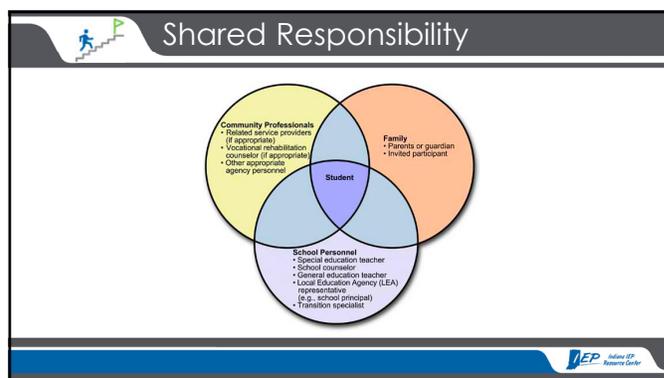
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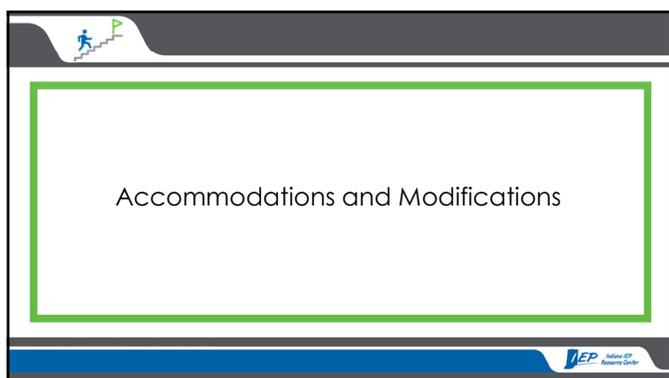
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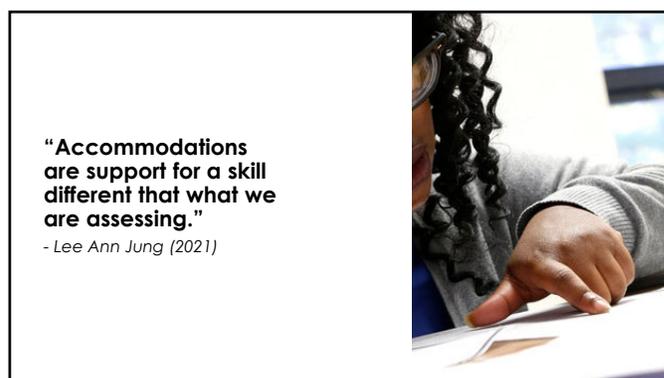
27



28



29



30

“Modifications are support for the very skill we are assessing.”
- Lee Ann Jung (2021)



31

Accommodations and Modifications: Types

- Accommodations can address:
 - Presentation
 - Response
 - Setting
 - Timing
 - Scheduling
 - Organization
 - Others?
- Modifications can address:
 - Assignments
 - Curriculum

32

Specially Designed Instruction

33

SDI is:



- Supplemental to Core Instruction
- Promoting Independence
- Presuming Competence
- Raising expectations
- Student Specific
- Services and Supports
- What educators and staff do
- Explicit instruction on specific skills

34

SDI is Not:



- Supplanting Core Instruction
- Promoting Dependence
- Presuming Incompetence
- Lowering expectations
- Driven by programs or schedules
- Placement
- What the student does
- A restatement of standards

35

SDI Examples

Area	Examples
Academic	Phonemic awareness strategies, multi-sensory teaching strategies, modeling, instruction in the use of organizers, small group instruction, direct instruction, guided practice, word problem strategies
Communication	Auditory discrimination training, environmental prompts, social scripts, mirror training, guided responding, video self-modeling, system of least prompts, direct instruction, verbal/guided repetition, computer assisted instruction
Physical	Hand over hand guidance, modeling, one-on-one instruction, instruction in the use of equipment or assistive technology, direct instruction and support
Behavior	Explicit social instructional skill instruction, relaxation strategies, de-escalation strategies, direct teaching of replacement behaviors
Vocational	Task analysis, differential reinforcement, direct instruction, verbal prompts/cues, graduated guidance, self-monitoring, corrective feedback/re-teaching

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SDI Challenges – Table Talk

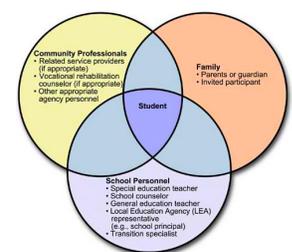
Table Talk

- What challenges you about developing or implementing Specially Designed Instruction?
 - How did you work around or eliminate those challenges?



37

Shared Responsibility



Community Professionals
• Related service providers (if appropriate)
• Vocational rehabilitation counselor (if appropriate)
• Other appropriate agency personnel

Family
• Parents or guardian
• Invited participant

Student

School Personnel
• Special education teacher
• School counselor
• General education teacher
• Local Education Agency (LEA) representative (e.g., school principal)
• Transition specialist



38

Writing Measurable Annual Goals



39

Question 3

Join at
slido.com
#36330



40

slido

When I write goals, I am most challenged by...

Start presenting to display the poll results on this slide.



41

Goal Considerations

- Linked to the General Education Curriculum
 - Is it aligned to a grade-level standard?
- Individualized
 - Is it based on this student's personal learning barriers?
- Positive
 - Does it positively state what the student will do?
- Socially Valid
 - Is it meaningful?



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Goal Considerations

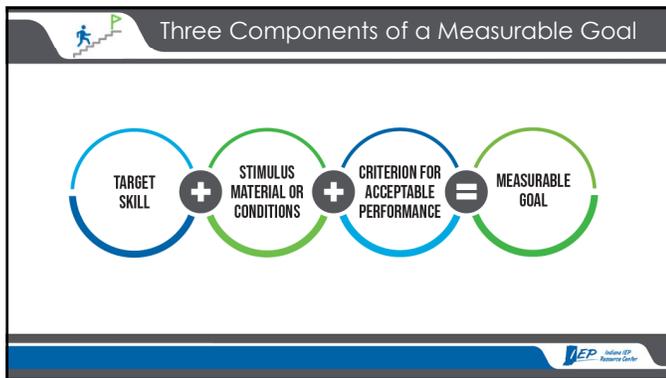
- High-reaching
 - Is the goal ambitious and realistic?
- Observable
 - Can you see or hear it?
- Measurable
 - Can you count it?
 - Can you time it?



43



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45

Target Skill

How will the student demonstrate learning?



46

Can You See or Hear it?

Words that will prevent goals from becoming measurable:

- Demonstrate
- Extend
- Increase
- Identify
- Learn
- Recognize
- Understand
- Show
- Cooperate

These are difficult to observe.

Choose verbs that are precise:

- Write
- Draw
- Name
- Point
- Touch
- Print
- Circle
- Walk

The behavior can be clearly observed.



47

Non-Measurable vs. Measurable

Non-measurable	Measurable
Shows "anger"...	When the student hits, kicks or punches others...
Is "cooperative" or "compliant"...	Follows the teacher's directions with less than one prompt within 20 seconds.
Will understand math concepts...	Will solve single digit addition and subtraction problems.
Increase ability to read...	CWPM on instructional level text or correctly answer comprehension questions
Demonstrate understanding of counting...	Count orally by rote from 1-100.



48

 Stimulus Materials or Condition

Under what conditions is the student expected to perform the behavior or skill?



49

 Stimulus Materials or Condition

- The context or environment where you expect the behavior to occur.
 - Small group, passing period, general education classroom...
- The materials needed for the student to display the target behavior.
 - Graphic organizer, communication board, reading samples...



50

 Stimulus Material or Conditions Examples

- Given a 3rd grade level reading passage...
- With the use of a calculator...
- Given ten 2nd grade level word problems...
- During transition periods...
- When asked a direct question by a staff member that requires a verbal response...
- Given grade-level 2-step word problems involving all operations (+, -, X, ÷) and whole numbers (read aloud if needed)
- Given a persuasive or narrative writing prompt and a blank pre-made graphic organizer,
- In classroom settings when a teacher asks the if he needs assistance or redirects him back on task,
- After reading a text on a 1st grade level...



51

 Criteria for Acceptable Performance

How will we know when the goal is achieved?



52

 Criteria for Acceptable Performance

- Ambitious and Attainable target
 - Growth target intended to "close the gap" if grade-level proficiency is not achievable within a year.
 - Based on current student data
 - Based on the prior year's growth



53

 Criteria for Acceptable Performance

- Clear Criteria in terms of...
 - Accuracy (%)
 - Number of Attempts
 - Number correct
 - Number of words, sentences, paragraphs
 - Frequency
 - Duration
 - Response time (minutes, seconds...)
 - Rate/Fluency
 - Number of trials/attempts/observations



54

Criteria for Acceptable Performance

- Maintenance can also be considered when discussing criterion for acceptable performance.
 - Maintenance is performing the skill at the level of acceptable performance for a specific period.
- Given a teacher prompt to count from 1-100, Mary will orally count from 1-100 with the use of a number grid as a visual reminder in the resource classroom and in her general education classroom with no errors 3/3 trials for **three consecutive weeks**.

55

Common Errors

- Lack of baseline data
- Repeating the same goal, even though no progress is seen (re-prioritize)
- No or little connectivity between PLAAFP, goals, accommodations, modifications, and services

56

Common Errors – Too Much

- By the next IEP, M will increase his expressive and receptive language skills by responding to WH-questions, demonstrating an understanding and using location phrases and age-appropriate vocabulary during structured tasks with 80% accuracy given fading prompts and cues
- A will demonstrate reading fluency orally with accuracy, appropriate rate, and expression at 90 words per minute with 80% accuracy, as measured by teacher records in 3 out of 4 reporting periods.
- C will earn 80% or better daily on his clip chart or class dojo on his behavior
- J will improve his behavior by complying to and not distracting the class with 80% accuracy for 10 consecutive school days by 02/17/22.

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Common Issues – Not Individualized

- When asked, STUDENT will read a 100-word story at instructional level making no more than 8 oral reading errors and will answer 3 of 5 comprehension questions correctly by the end of this IEP.

58

Common Issues – Vague

- G will be able to identify 100 sight words correctly with 80% accuracy in 3 out of 4 reporting periods.
- After reading a selection, E will identify the main idea of the passage with 80% accuracy in 3 of 4 trials.
- J will complete expressive language tasks with 80% accuracy.

59

Common Issues – Measurability Myths

Myths of measurability (verb, %, jargon)

- When feeling angry, K will breathe slowly and deeply, relax tense body areas, and ask calmly to be by HIMSELF for a few minutes if needed by following all 3 steps with 100% accuracy on 4/5 incidents.
- When given a level F/Lexile 325 reading passage, R will read the passage with 80% accuracy.
- Given numbers with two or more digits, M will use words, models, and expanded notation to show representation with 80% accuracy 4/5 trials
- When given a task, D will remain on task by looking at his task, thinking about the steps needed to complete it, focusing HIS attention on it, only stopping task when teacher gives HIM permission, and ignoring distractions and interruptions by others on 4/5 tasks by following all 5 steps with 100% accuracy.

60

Common Issues – Not Skill-Based

- E will follow classroom rules/routines with 0 instances of elopement per day.
- By the end of the IEP year, D will show improvement of communication skills by 80% mastery of the short-term benchmarks in 3 out of 5 sessions
- E will raise his hand 85% of the time in 3 out of 4 reporting periods
- By the next IEP, C will complete structured language tasks independently with 80% accuracy.

61

Common Issues

- By the end of the IEP year, Austin will solve grade level multiplication problems with 80% accuracy in 3 out of 4 reporting periods.

62

Writing Goals is a Problem-Solving Process

IDENTIFY THE PROBLEM

- For example, a student has been turning in less than half of the assignments.
- Those that the student does turn in are incomplete.

IDENTIFY THE LEARNING BARRIER

- Does the student have the skills to complete the assignments?
- What keeps the student from completing the tasks?

DEVELOP IEP AND SDI

- What does the student need to learn in order to overcome this barrier?
- What must be in place to increase this student's access to and progress in the curriculum?

SET GROWTH TARGETS

- By the end of the IEP what should this student know, understand, and do?
- With all the planned SDI in place, where should this student be by the end of the IEP?

IMPLEMENT IEP AND SDI

- Ensure services and supports included in the IEP are implemented with fidelity.

MEASURE AND EVALUATE PROGRESS

- Use the method of progress monitoring selected to measure and evaluate progress throughout the school year.

63

Common Issues and Corrections

Topic	Example Goal
Sam will demonstrate improved social skills in the general education setting.	Given 20 minutes of group work time, Sam will complete his assigned role in the activity for at least 10 minutes in 3 out of 4 activities.
By May of 2022, Michael will remain in his seat during instruction.	During group instruction, Michael will remain seated for 10 minutes with no more than two verbal reminders.
Michele will improve her writing skills.	Given lined paper, Michelle will write all 26 upper-case letters on the line.
Damien will demonstrate the ability to read grade level material.	Given 3 rd grade passage, Damien will orally read 90 correct words per minute in 3 consecutive trials.
Sue will solve real world math problems using a calculator.	Given a four-function calculator, Sue will solve 10 one-step word problems using addition or subtraction with 90% accuracy on three consecutive weekly trials.

64

Examples

Topic	Example Goal
Executive Functioning – Initiating tasks	Given a task or direction by an adult, V. will begin the task within 1 minute with no more than 2 verbal prompts on 8 out of 10 independent tasks.
Executive Functioning - Maintenance of Effort	Given a task or direction by an adult, V. will remain on task for at least 10 minutes with no more than 2 verbal prompts on 8 out of 10 independent tasks.
Behavior - Peer Interaction	Given 10 minutes of free play, R. will initiate 3 verbal interactions with peers in 14 out of 20 occasions over a 4-week period.

65

Examples

Topic	Example Goal
Mathematics	Given 20 double-digit multiplication problems, J will correctly calculate 17 solutions.
Speech	When given multi-syllable words with the following phonemes (sounds) [long and short vowels, consonant blends, digraphs, and r-controlled vowels], M. will read the words on 5 consecutive sessions at a rate of 30 correct per minute.
Reading – Sight words	Given 40 environmental or functional words, A will read 32 words correctly on five consecutive weekly probes.

66

Examples

Topic	Example Goals
Reading – Sight Word	Given 50 high frequency words in a 1-1 setting, Tom will reach each word out loud with 95% accuracy in 3 of 5 trials.
Reading for Comprehension	Given a multi-paragraph 8 th grade text, Matt will read silently and answer correctly 9 of 10 comprehension questions in writing on three consecutive opportunities.
Reading Fluency	Given 5 th grade reading material, Mike will read aloud 100 correct words per minute over three observations.

67

Examples

Topic	Example Goals
Transition – Behavior	When asked by his counselor, Mike will state 3 positive school-related achievements for three consecutive monthly sessions.
Speech – “wh” questions	Using his augmentative communication device, Billy will respond to “wh” questions with a minimum of 2 symbol responses with one verbal prompt in a 1-1 setting.

68

Guided Practice

- K is a 9-year-old, 4th-grade student. K has strong expressive and receptive language skills and a large vocabulary. As a result, he actively engages in class discussions and performs well on tasks that require auditory comprehension (e.g., following multi-step directions, answering comprehension questions about class discussions or about passages that are read to him). His strong communication skills have also earned him the friendship and respect of his peers, many of whom look to K as a class leader.
- K’s learning disability negatively affects his decoding skills, which are at a low 2nd-grade level. His broad reading scores on standardized tests are:
 - Grade equivalent score: 2.2
 - National percentile rank: 27
- Effect on Progress in General Education: The 4th-grade curriculum involves many independent reading activities. K’s decoding problems affect his performance in the general education setting because he cannot independently read items like written instructions, worksheets, or content area texts. He is self-conscious about his reading difficulties and works hard to hide his reading struggles from his classmates. As a result, he is unwilling to utilize text-to-speech technologies on his tablet, even with headphones, or partner with a peer reader.
- Baseline Information: K is currently reading 54 words correct per minute (wpm) on a 2nd-grade reading probe, which is slightly higher than the 2nd-grade fall benchmark of 50 wpm. The 4th-grade fall benchmark is 95 wpm on a 4th-grade reading probe.

Example from: <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/a3/p06/>

69

Independent Practice

- Choose a sample student or work through one of your own.
- Write the best goal you can and plan for progress monitoring as a team.

70

Learning Outcomes Review

Are you able to:

- Explain the importance of each step in the goal writing process.
- Describe the components of a measurable goal.
- Identify issues and suggest improvements in example goals.
- Write a skill-based standards aligned measurable goal based on sample student data.

71

Parting Questions

- What are your next steps?
- Did you get what you needed today?
- Do you need more from us today or in the future?

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Thank You!

- To complete your online evaluations, go to www.indianaieprc.org/eval
- To register for additional trainings, go to www.indianaieprc.org and click the Professional Learning tab.



SCAN ME



SCAN ME



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Presenter Contact Information





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Contact Us for Help!

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Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network
















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Facilitated IEP (FIEP) Meeting

Checklists and Plan



Agenda

- Welcome, introductions, roles
- Ground rules
- Present levels of performance
- Goals
- Service provisions
- Wrap-up

Ground Rules

- ✓ Listen openly
- ✓ Share information freely
- ✓ Ask questions
- ✓ Stick to the agenda, stay focused on the student
- ✓ Disagree respectfully
- ✓ Honor time limits
- ✓ Other?

Parking Lot

Action Plan

Who	What	When

2021-2022 Training Catalog Session



Developing Behavior Intervention Plans



Alisa Stovall, IEPRC Consultant

1



Outcomes for the Session

1. To learn or review the process of developing a behavior intervention plan
2. To expand your collection of behavior intervention resources



2



The Destination



3



Developing a Behavior Intervention plan is a two-part process

- 1 Developing a well-informed hypothesis for why a student is using behavior that interferes with success in a specific setting
- 2 Reshaping the student's "learning-scape" through:
 - Planning for explicit instruction
 - Intentional environmental change
 - Implementing the intervention plan
 - Monitoring fidelity of instruction & student growth
 - Documenting and Reporting progress



4



TEAM

- Multi-disciplinary group
- Varied experiences with student
- Experiences across different settings
- *Case Conference Committee members
- *Document decisions and actions in IEP
- *Reevaluation timelines



5



Who's on your... TEAM ?



6

- Teacher of Record
- Teacher of Service
- Administrator
- Student
- Parent/Family members
- School Counselor/Social Worker
- Behavior specialist
- School Psychologist
- Community members: coach, choir director, etc.
- Instructional Assistant or Paraprofessional
- Bus driver
- Cafeteria staff
- Someone with positive rapport w/student

7

Behavioral Concerns

There is a behavior(s) of concern for the Case Conference Committee to discuss.

Yes - There is a behavior of concern for the Case Conference Committee to discuss.

Provide a description of the behavior of concern. Describe what an observer would see when the behavior occurs. What does it look like? Where does the behavior happen? Where does the behavior not happen?

8

Is it Really a Behavior of Concern?

What rises to the level of bringing the behavior to the team?

READ the following question that came from a colleague and the response

REVIEW the list of behaviors individually

RESPOND Sort your list of behaviors into what might be a behavior of concern and what might not be a behavior of concern

9

Identifying Behaviors of Concern

Are we as a staff

- talking about the same behavior?
- collectively labeling behaviors in the same way?
- identifying critical behaviors worthy of a discipline referral?

10

A Behavior of Concern

What rises to the level of bringing the behavior to the team?

- Removes the student from instruction; no longer a part of the lesson, in the classroom, in the school building
- Is harmful or dangerous to self or to others
- Isolates the student from others
- Regularly interrupts the instruction flow
- Pulls self or others off task

11

Behavioral Concerns

There is a behavior(s) of concern for the Case Conference Committee to discuss.

Yes - There is a behavior of concern for the Case Conference Committee to discuss.

Provide a description of the behavior of concern. Describe what an observer would see when the behavior occurs. What does it look like? Where does the behavior happen? Where does the behavior not happen?

12

Jeff Case Study

Jeff has been having difficulty paying attention in class. He has been inattentive and disruptive. The behaviors include leaving his seat during work time, crumpling paper, and expressing anger toward peers and teachers.

We are most concerned about Jeff's cursing and threatening comments toward peers. These behaviors occur almost every day, sometimes in multiple classes. Most of these behaviors usually only last a little while, but sometimes he will remain off task for several minutes.

Jeff's classmates typically ignore the behavior, though sometimes a few of the boys do whisper, giggle, and make fun of him for the outbursts. Mostly, Jeff's behavior is ignored and considered part of the everyday routine. These behaviors have significantly impacted Jeff's ability to work and are also affecting his ability to get along with peers.



Adapted from National Center on Intensive Intervention Case Sample One: Jeff's Target Behavior Questionnaire, 3/23_11/13

13

Critical Definitions → Critical Questions

Pattern of Behavior - repeated occurrences of the behavior in one or more settings, behavior occurs with a predictable series of triggers, etc.

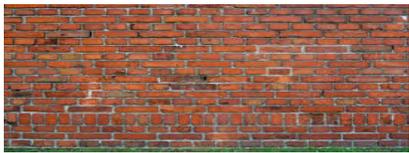
same...
same...
same...

- Time of day, week, month, year
- Environment or expectations
- Individuals present or absent
- Type of activities (noise level, structure, level of independence)

14

Critical Definitions → Critical Questions

Impede- to interfere with the ability to participate in or focus on learning activities
(includes personal learning or the learning of others)



15

Critical Definitions → Critical Questions

Does the pattern of student behavior impede his or her learning or that of others?

Does the pattern of student behavior impede his or her learning or that of others?

Yes - Describe the student's behavior(s) of concern that impedes his or her learning or that of others. If not

16

What's a Team to do?



17

Behavioral Supports

Supports To Be Implemented

Select at least one to be implemented while student data is reviewed or collected.

Environmental Supports Enter a description of added supports, changes to the student's environment, staff actions and responses to behavior, needed staff training, etc., required to meet the current needs of the student. Environment can include classrooms, hallways, cafeterias, play areas, bus, structured and less structured settings.	<input checked="" type="checkbox"/>
Accommodations Enter a description of accommodations and/or behavioral supports to be provided and their purpose for this student.	<input checked="" type="checkbox"/>
Specially Designed Instruction Selection of this option indicates the CCC's decision to include an annual goal to address this student's behavioral needs.	<input checked="" type="checkbox"/>

18

Does the pattern of student behavior impede his or her learning or that of others?

Yes - Describe the student's behavior(s) of concern that impedes his or her learning or that of others. If not

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Developing a Behavior Intervention plan is a two-part process

- 1 Developing a well-informed hypothesis for why a student is using behavior that interferes with success in a specific setting
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Planning for explicit instruction
Intentional environmental change
Implementing the intervention plan
Monitoring fidelity of instruction & student growth
Documenting and Reporting progress

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20

Interaction Between the Behavior and the Environment

Conducting Functional Behavior Assessments to develop Individualized Behavior support plans.
(High Leverage Practice #10)

High Level Practices for Inclusive Classrooms. (Edited by, J. McKleskey, et al., 2019)

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Functional Behavior Assessment

A systematic process for identifying a student's problem (interfering) behaviors:

- The events or conditions predicting the occurrence of the behaviors
- Events or conditions maintaining the behavior

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22

Gathering Data!

Indirect Assessment Data <ul style="list-style-type: none">• Collecting information on people's perceptions of the student's behavior (the student may also report)• Interviews, checklists, questionnaires, rating scales	Direct Assessment Data <ul style="list-style-type: none">• Observing the student in the context in which problem behavior reportedly occurs• Informal note-taking, highly structured observation forms, trained specialists/observers
--	---

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Gathering Data!

Data collection includes systematic observations of the Behavior of Concern across environments.

- Where does the behavior occur and not occur?
- What other potential contributing factors need to be considered?
- Are there skill or performance deficits (Lagging skills)?

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Functional Behavior Assessment Using Existing Student Data

The school and the parent/guardian agree to reconvene the case conference following completion of the FBA. When will the CCC reconvene to discuss the FBA findings?

Provide the CCC's rationale for the decision to recommend a functional behavior assessment. Why did the CCC decide to complete a Functional Behavior Assessment?

Describe the existing data to be reviewed to reevaluate this student.

25

What Data Do We Already Have?

- Attendance records
- Benchmark assessments of academics
- Behavioral screeners and reports
- Student work samples
- Discipline referrals
- Teacher to parent communications
- Parent to Teacher communications
- Most recent Progress on IEP Goals report
- Progress Monitoring data

What's It Tell Us About Jeff?

26

Functional Behavior Assessment Using New Data

The CCC has determined: A Functional Behavior Assessment is recommended. The FBA will include new data.

List or describe the new student data to be collected to reevaluate this student.

Collection of New Student Data
Collection of new data requires parental consent. Generate a request for consent to reevaluate this student after the IEP is completed.

27

What Data Do We Collect?

- Root Cause Chart (Margaretsearle.com)
- Direct Behavior Rating (Univ Connecticut (2009, 2010))
- Student Functional Assessment Reinforcement Survey (Worthington Gargiulo, (1998))
- Group Interview (Terrance Scott)
- Data Collection Decision Tree (Hands in Autism)
- Data Collection Methods (Hands in Autism)

28

Data Collection Dive Group Activity

You will have time to discuss and determine the following:

GROUP A

- Which resource would you choose to collect more data for Jeff and why?

GROUP B

- Pros and Cons of each Resource

Designate a spokesperson for your group, if your group can't decide on someone, the person with the **most letters** in their **first name** will be your spokesperson!

29

During the Reevaluation: "In the Meantime" Supports and Documentation

Supports To Be Implemented

Select at least one to be implemented while student data is reviewed or collected.

Environmental Supports Enter a description of added supports, changes to the student's environment, staff actions and responses to behavior, needed staff training, etc., required to meet the current needs of the student. Environments can include classrooms, hallways, cafeterias, play areas, bus, structured and less structured settings.	<input checked="" type="checkbox"/>
Accommodations Enter a description of accommodations and/or behavioral supports to be provided and their purpose for this student.	<input checked="" type="checkbox"/>
Specialty Designed Instruction Selection of this option indicates the CCC's decision to include an annual goal to address this student's behavioral needs.	<input checked="" type="checkbox"/>

30

Diving into the Reevaluation Data: Analysis of FBA Data and Forming a Hypothesis

Team Discussion Points:

1. What do we now know from the data collected regarding the behavior of concern?
 - Does this information confirm our original thinking?
 - Do we now have new or different information to consider?
2. What is our hypothesis of the function of the behavior of concern?
3. We have multiple hypotheses. Where do we begin?

"Under **X** conditions the student is likely to do **Y** for **Z** reasons."



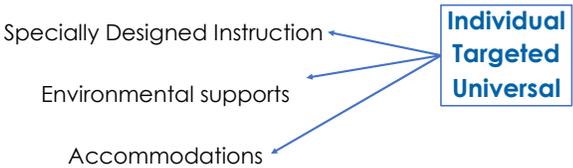
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Developing a Behavior Intervention Plan is a two-part process

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 - Intentional** environmental change
 - Implementing** the intervention plan
 - Monitoring** fidelity of instruction & student growth
 - Documenting and Reporting** progress

32

Creating the Plan: Supports and Instruction



33

Specially Designed Instruction (SDI)

In general, SDI is adapting **content, methods, and/or instructional delivery** to address the **unique needs** of a student (511 IAC 7-32-88).



SDI describes the **individualized instruction** provided to a student receiving special education services. In other words, "What does a student **need** that special education can provide?"

34

Environmental Supports

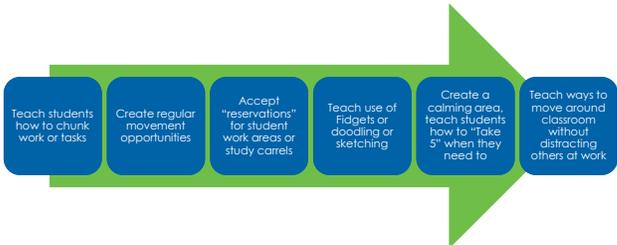
Environmental supports include specifying how **time, space, material, and interactions** will support positive behaviors.

Pacing of Activities	Establishing Predictable Routines Creating Visual-Spatial Organization	Using of Pictures/ Objects/Word & Schedules
Teaching/Structuring Participation in Activities	Selecting and Organizing Materials Carefully	Increasing an Understanding of Elapsed Time

Diana Browning Wright, PENT Summits (2003)

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More Environmental (Behavioral) Supports



- Teach students how to chunk work or tasks
- Create regular movement opportunities
- Accept "reservations" for student work areas or study carrels
- Teach use of fidgets or doodling or sketching
- Create a calming area, teach students how to "take 5" when they need to
- Teach ways to move around classroom without distracting others at work

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Accommodations

Accommodations are changes to the curriculum or assessments that **provide access to the general education curriculum** but do not fundamentally alter the learning goal or grade-level standard.

Type	Definition
Size	Reduces the number of items a student must complete with no change to difficulty
Time	Adjusts amount of time allotted for learning, task completion, or testing
Input	Specifies the way instruction is delivered to the learner
Output	Specifies how the learner can respond to instruction
Level of Support	Identifies the amount of personal assistance to an individual learner

Your Students My Students Our Students: Rethinking Equitable and Inclusive Classrooms. Jung L.A., Frey N., Fisher D., Kroener J., (2019) Alexandria, VA

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What's Life Changing?

Adapted from Lee Ann Jung, "Your Students, My Students, Our Students: Priorities, Goals, and Intervention Upon Reopening Our Schools" (2020)

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Create the Intervention Plan

Creating the Plan for Intervention

Plan for explicit instruction
Using evidence-based practices, what do we want to teach Jeff to do instead of the target behavior?

Intentional environmental change
How will we set up the environment to make it more likely for Jeff to use his newly learned skills (replacement behavior)?

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Create the Intervention Plan

Creating the Plan for Intervention

Implementing the behavior intervention plan
Who needs to support the intervention plan? What information and skills do they need to do this successfully?

Monitoring fidelity and student growth
Are we doing what we said we would do? Is Jeff learning the replacement skills?

Documenting and Reporting progress
What evidence do we have that this plan is working? Or do we need to make changes?

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What's Life Changing for Jeff?

Based on the analysis of FBA data and a developed hypothesis

- Identify the specially designed instruction to be provided to Jeff for teaching a replacement skill.
- Identify two environmental supports to implement that would support Jeff in learning a replacement skill(s).
- Identify how Jeff's skill growth can be progress monitored and reported to team members and parents.

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Jeff's Learning Opportunities

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Implementing Jeff's Plan

1. Informing staff of current Interventions and student supports
2. Equipping staff
3. Providing Specially Designed Instruction of replacement skills
4. Reporting progress with fidelity to ALL IEP team members



43

Tools for the School Team: Building Behavioral Skill Sets

Managing Surface Behaviors
Dr. Trent McLaurin and Mr. Dante Hawkins
CEC Live 2021 Workshop March 2021

Triage Charts
Linda Wilkerson, MEd and Lee Stickle, MEd
Midwest Symposium LBD 2019



44

Bringing It All Together



45

Wrap up the Day

Upcoming Work Session(s)

Resources and Tools from this training are available on the **Behavior Intervention Planning Padlet**.
<https://padlet.com/IEPRC/DevelopingBIP>



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Thank You!

- To complete your online evaluations, go to www.indianaeprc.org/eval
- To register for additional trainings, go to www.indianaeprc.org and click the Professional Learning tab.



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Presenter Contact Information



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2021-2022 Training Catalog Session



What Can I Do? I'm Not the Behavior Specialist!



Alisa Stovall, IEPRC Consultant

1



Behavior... Working Definition

Behavior [bih-heyv-yer] noun

A behavior is the way a person acts in **response to a particular situation** (123 Care Spokane Regional Health District. srhd.org)

The response of an individual, group, or species **to its environment** (Merriam-Webster, 2c)



2



The Lens We Use Matters

See Potential
Presume Competence
Teach Behavior



3



Behavior Basics: Consideration #1



"I can't make anyone do anything."



4



How Will You Get Him to Clean His Plate?



Share your ideas in the chat!



5



Our Response: Invite Students to Belong

Create an environment that increases the probability of students engaging with us and with activities of learning.

Engagement defined: **"My being here matters"**



6

 Invest in a Learning-Rich Environment

- 1. Create Predictability**
 - Schedules
 - Routines (have an interruption to the routine signal)
 - Auditory or Visual Prompts (like anchor charts, transition music)
 - Grade level or school-wide common vocabulary regarding expectations
- 2. Use Active Supervision**
 - Work the Crowd
 - Use Proximity Control
 - Call students by name and **pronounce correctly!**



7

 Invest in a Learning-Rich Environment

- 3. Teach and model your expectations**
 - Give examples and non-examples. What does the "yes" look like?
 - What does the "not a yes" look like?
 - Give explicit feedback
- 4. Embed the teaching of your expectations all day, every day**
 - Use Precorrection
- 5. Set students up for the win**
 - Give a student an answer ahead of time to foster their participation in class discussions
 - Build confidence
- 6. Remind students of their other successes, efforts and hard work**



8

 Personal Professional Learning: Ponder and Apply

- Select an "Investment Strategy" from the list.
- What might that investment look like at the elementary, middle school, or high school level?
- What might it look in your classroom, grade level, or building?



9

 Share Your Investment Strategies



<https://padlet.com/IEPRC/2jrr5f35yxn8f4bz>



10

 Invest in a Learning-Rich Environment

Why?
Investment = Prevention



11

 Invest in a Learning-Rich Environment

There are three points to intervene in behavior

- Before it happens
- While it is happening
- After it happens

The most effective point to intervene in behavior is before it happens.



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Behavior Basics: Consideration #2

"Behavior is Communication"

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...And Has a Purpose (Function)

To Get or Obtain

- Sensory stimulus
- Attention
- Automatic reaction
- Tangible item
- Control

To Avoid or Escape

- Work
- Attention
- Sensory Stimulus or Overload
- Social Situations

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Our Response: Invest in Relationships

- Get to know your students away from the classroom.**
 - Eat in the cafeteria, attend extracurricular activities; competitions, plays, music performances
 - Within your building, meet with small groups of students, community building, Houses, or cross-grade level groups, Discuss Social Emotional Learning topics.
- Participate in community service together**
 - Take your students three grade levels up or down to do a learning or service project
- Share the Relevance/Meaning of Academic Concepts**
 - Algebra students create an activity for kindergarten or preschool children to show algebra in the real world

Create Connections

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Anything Else...?

- ✓ Fostering relationships
- ✓ Clearly and explicitly modeling and teaching expectations
- ✓ Being intentional about room arrangement
- ✓ Building a safer, more predictable environment

Is there anything else?

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Behavior Basics: Consideration #3

Behavior Escalates in a Predictable Manner

Calvin, G., & Scott, T. M. (2015). *Managing the Cycle of Acting Out Behavior* (2nd Ed). New York: Corwin Press.

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Our Response: What I Do Matters

Cycle of Acting Out Behavior	Proactive Teacher Response
Calm	Teaching expectations and consequences for choices
Trigger	Correction and Direction (Coaching)
Agitation	Options and Reminder of Choice

Teacher Response Impacts Student Response

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Our Response: What I Do Matters

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Trigger	Correction and Direction (Coaching)
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Teacher Response Impacts Student Response



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Teacher Response Impacts Student Response



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Our Response: What I Do Matters

Cycle of Acting Out Behavior	Proactive Teacher Responses
Acceleration	Calm Action/Safety
Peak	Calm Action/Safety
De-escalation	Calm Action/Safety
Recovery	Connection, Reassurance Unconditional Positive Regard, Relationship-building

Teacher Response Impacts Student Response



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23

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Recovery	Connection, Reassurance Unconditional Positive Regard, Relationship-building

Teacher Response Impacts Student Response



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Planning Our Response

- Teach students how to deal with their known triggers
- Teach your class **The Ignoring Game** *Terrance Scott, pp 222-223
- Teach your class a "Privacy Signal", practice it (clear the room, ignore)
- Inform students of what will happen if they are at the peak of their emotions (they may not remember it in the moment)
 - Safety
 - Reconnection
 - Unconditional Positive Regard
 - Debrief/Pulse Check/Feelings Check-in
 - Natural Consequences and Restitution



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Planning Our Response: Provocative Behavior

- Speak privately to student
- Identify as a problem for the student- not you
 - **Present options as a choice and ask the student to choose**
 - **Offer assistance but ask the student to take care of the problem**
- Don't argue – it's a violation of the rules and you are there to help
- Acknowledge cooperation
- If the student refuses to comply with a solution follow through on the bottom line consequence
 - Delivered in a matter of fact manner**
 - Presented as a choice the student made**



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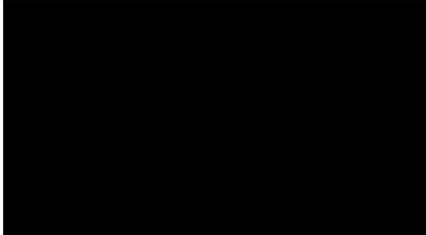
Planning Our Response: Non-Compliance

- Provide **one very clear direction** for the student to follow
- Break complex directions into smaller steps and direct the first step
 - **Initial Direction: move to desk, get out book, get paper, begin work**
 - **After Non-Compliance: move to desk**
 - **Initial Direction: complete all problems on page 76**
 - **After Non-Compliance: Get name on paper and do the first problem**
- Be neutral but direct to student and stay with the direction- broken record
- All other student requests and issues are contingent upon compliance
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in neutral manner



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The Why: Revisited



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Additional Resources

"Just Do It" Strategies

1. Chunking Tasks and Determining Work Order (Make sure all skills being taught are represented!)
 - Have students divide up a work page into 3rd's or 4th's
 - Divide the work task in to 3 parts (Start, Middle, Finish)
 - Odd's then Even's -or- Even's then Odd's
 - Star, Circle -or- Check
 - Circle -or- Underline Reading Passages
 - Easy one's first/Hard one's next... (Student determines "hard" and "easy")
2. Post Assignments or "To Do's" and Homework in the same place each day



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Additional Resources

"Make It Happen" Strategies

1. Pre-Correction
2. Give Requests in the Form of a Choice
3. Create Visual Cues
4. Invite Participation (share the answers)
5. Increase Opportunities to Respond
6. Specific Praise



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Additional Resources

Supporting and Responding to Behavior;
Evidence-based Practices for Classroom Teachers

<https://osepideasathatwork.org/evidencebasedclassroomstrategies>

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Additional Resources

Dr. Terrance Scott,
Program Director/Senior Principal Education Researcher, SRI Education
View Dr. Scott's Indiana presentations on Behavior
www.indianaieprc.org on Indiana IEP Resource Center YouTube Channel
(Click on YouTube icon)

Center for Instructional and Behavioral Research in Schools
visit www.CIBRS.com
for Video Examples of Effective Strategies

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Thank You!

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Presenter Contact Information

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Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network

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Addressing Chronic Absenteeism

Patrick McGinley & Alana Harveth

1

Welcome and Introductions

The Indiana Individualized Education Program Resource Center (IEPRC) is a state-funded grant through the Indiana Department of Education. The purpose of the Center is to **increase knowledge, skills, and capacity** of Indiana educators to **improve outcomes** for students with disabilities. The IEPRC **promotes inclusive education** with a belief in shared responsibility and equitable access to a strong core curriculum with high quality instruction benefitting **all students**.

2

Learning Objectives

- ❖ Define what chronically absent means, current trends and the negative effects of being chronically absent.
- ❖ Identify how to use data to track chronic absences.
- ❖ Analyze Practical Strategies that school systems use to address chronic absences
- ❖ Plan next steps for your school to decrease chronic absences

3

Definition

Definition of Daily Attendance
Whole school measure of percentage of enrolled students in attendance.

Definition of Truancy
A student is marked truant when he/she is absent from school without an excused absence.

Definition of Chronic Absenteeism
The best practice definition of chronic absence is missing more than 10% of enrolled days or enrolled periods for any reason—excused or unexcused. Includes suspensions

4

DOE Definitions

Data source: 2019-2020 school year

Student attendance measures whether students are considered "model attendees". A "model attendee" is a student who is in attendance for at least 96% of his or her enrolled days during the school year (persistent attendee); or a student who has improved his or her attendance by at least three percentage points from the prior to current school year (improving attendee). Student attendance also considers the percentage of students who are not chronically absent, or missing more than 10% of enrolled days during the school year. Only students who spend most of the school year enrolled in the school are included when reporting the attendance of students. IDOE

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Why does tracking chronic absences matter?

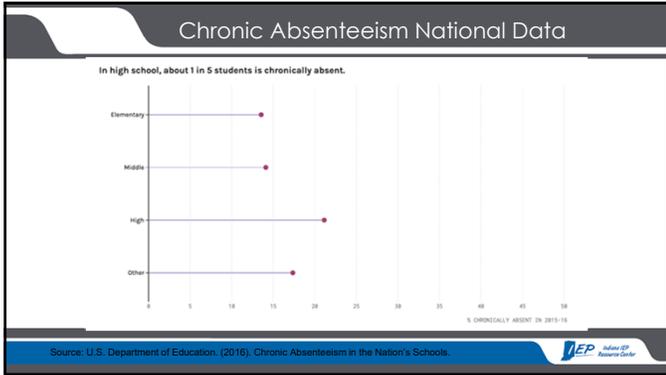
- Chronic absenteeism is reported in the ESSEA plan
- Negative Effects on Academic Achievement.

To benefit from instruction, students must attend school regularly. Studies show that school attendance is a strong predictor of course performance and the strongest predictor of high school dropout (Allensworth & Easton, 2007; Balfanz & Byrnes, 2012; Byrnes & Reyna, 2012; Ginsburg, Jordan, & Chang, 2014).

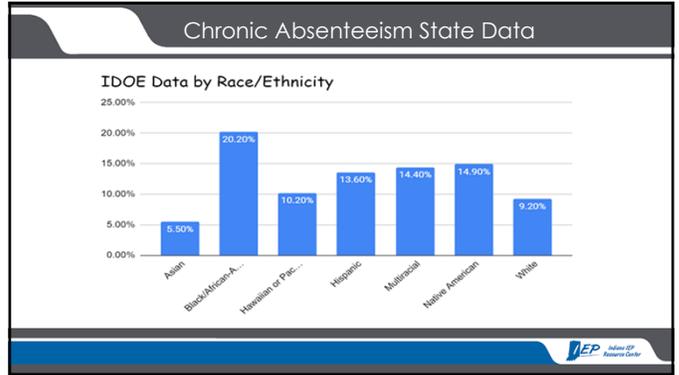
By 6th grade, chronic absenteeism is one of the three signs that a student will drop out of H.S.
poor behavior (three or more referrals to the office)
failing either math and or ELA

Attendance matter from Day 1 - California Study linked chronically absent students in K-1 only passed the reading proficiency test with 17% compared to 64% of the students who were in school.

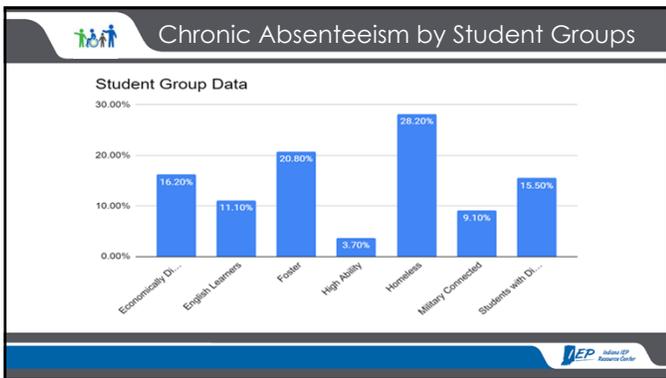
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7



8



9

Research to Predict Absenteeism

research has shown that almost half of students who missed 10% of school days (two days) and nearly 90% of students who missed 20% or more (at least 4 days) school days during September went on to be chronically absent.

Tracking attendance as a percentage from the very start of the school year allows schools and community partners to notice, engage and address the needs of students who are trending toward chronic absence before they miss so much school that they require more intensive intervention.

Students with disabilities have some of the highest rates of chronic absence across the K-12 spectrum. Data from the 2015-16 CRDC show that students with disabilities have an astounding 22.5% chronic absence rate; students with disabilities are 50% more likely to be chronically absent than students without disabilities.

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Solving the Deepening Student Attendance Crisis

A new report from FutureEd takes a deep dive into 5 large school districts working with EveryDay Labs.

- Not only are more students missing school, but they're missing far more days than in past years — some absent as much as half the year ("extreme chronic absenteeism")
- Absenteeism rates are rising faster among younger students
- Disadvantaged students see the biggest jumps in chronic absenteeism rates in every community
- Enrollment declines are most severe in the early grades
- Perfect attendance rates are also up, likely a mirage created by the changes in measuring attendance in the pandemic

<https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/>

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Equity Concerns

Addressing Chronic Absence is a Matter of Equity

- Absenteeism is a leading indicator, as well as a cause of, educational inequity.
- Chronic absenteeism exacerbates equity gaps by causing students vulnerable to educational inequities to fall even further behind.
- High rates of absenteeism are indicators of systemic challenges that require systemic solutions.

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Conditions for Learning

Absenteeism is a sign that positive conditions for learning are missing (in any mode of instruction).

Source: <http://www.attendaceworks.org>

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Barriers	Negative School Experiences	Lack of Engagement	Misconceptions
<ul style="list-style-type: none"> • Illness, both chronic and acute • Lack of health, mental health, vision, or dental care • Trauma • Unsafe path to/from school • Poor Transportation or school changes • Frequent moves or school changes • Involvement with child welfare or juvenile justice systems 	<ul style="list-style-type: none"> • Struggling academically or socially • Bullying • Suspensions and expulsions • Negative attitudes of parents due to their own school experience • Undiagnosed disability • Lack of appropriate accommodations for disability 	<ul style="list-style-type: none"> • Lack of culturally relevant, engaging instruction • No meaningful relationships with adults in school • Stronger ties with peers out of school than in school • Unwelcoming school climate • Failure to earn credits/ no future plans • Many teacher absences or long-term substitutes 	<ul style="list-style-type: none"> • Absences are only a problem if they are unexcused • Missing 2 days per month doesn't affect learning • Sporadic absences aren't a problem • Attendance only matters in the older grades

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Key Ingredients for Systemic Change to Reducing Absenteeism

Capacity Building – Expands ability to work together to interpret data, engage in problem-solving, and adopt best practices to improve attendance.

Actionable Data – Is accurate, accessible, and regularly reported in an understandable format.

Positive Engagement – Uses caring relationships, effective messaging, and a positive school climate to motivate daily attendance.

Strategic Partnerships – Between district and community partners, addresses specific attendance barriers and mobilizes support for all ingredients.

Adequate, Equitable Resources – Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

Shared Accountability – Ensures chronic absence is monitored and reinforced by policy.

Source:

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Using Attendance Data to Problem Solve

Attendance Data

Why does it matter?

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Tracking your Attendance and Chronic Absenteeism Data

Absent Attendance Categories – additional data that schools and districts may collect related to absences:

- Absent – Non-instructional activity recognized by state, district, or school
- Absent – Illness, injury, health treatment, or examination
- Absent – Family activity
- Absent – Family emergency or bereavement
- Absent – Religious observation
- Absent – Student employment
- Absent – Transportation not available
- Absent – Disciplinary action, not receiving instruction
- Absent – Legal or judicial requirement
- Absent – Student is skipping school
- Absent – Situation unknown

Source: Common Education Data Standards.

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Tracking Attendance Across Grade Levels

- Class period attendance
- Arrival and departure times
- Twice-per-day attendance

Source: Common Education Data Standards.

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Tracking Attendance Data

Tip Sheets for LEA stakeholders included in the Forum Guide to Collecting and Using Attendance Data provides suggestions (i.e., Responsibilities, Things to Think About, Things to Do, and Outcomes [“what’s in it for me?”]). Stakeholder groups included:

- Teachers
- School office staff
- Principals and/or designated school officials
- Central office Staff
- Superintendents

Source (pages 33-39): <https://nces.ed.gov/pubs2017/NFES2017007.pdf>

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Tracking Attendance Data

Data Tools from Attendance Works:
<https://www.attendanceworks.org/resources/data-tools/>

- District Attendance Tracking Tools (DAT) and School Attendance Tracking Tools (SATT) – analyzes absences across grades, schools, and most sub-populations
- Available in three modules (Grades PK-5; Grades 6-8; Grades 9-12; and a tool to create a K-12 report).
- Excel-based tool usable with most data systems

Classroom Attendance Calculator:
<https://www.attendanceworks.org/resources/data-tools/classroom-attendance-calculator/>

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Tracking Attendance Data

Example: Attendance Works' School Attendance Tracking Tools (SATT)

Severe chronic absence: Missing 20% or more of total school days
Chronic absence: Missing 10-19.99% of total school days
All chronic absence: Missing 10% or more school days (sums chronic + severe chronic)
At-risk attendance: Missing 5-9.99% of total school days
Satisfactory attendance: Missing less than 5% of total school days

GRADE	NUMBER severe chronic absence	PERCENT severe chronic absence	NUMBER chronic absence	PERCENT chronic absence	NUMBER ALL chronic absence (severe + chronic)	PERCENT ALL chronic absence (severe + chronic)	NUMBER at-risk attendance	PERCENT at-risk attendance	NUMBER satisfactory attendance	PERCENT satisfactory attendance	Total students
Grade K	0	0%	15	30%	15	30%	11	22%	26	49%	53
Grade 1	0	0%	15	19%	15	19%	23	29%	42	53%	80
Grade 2	1	1%	14	14%	15	15%	24	24%	60	61%	99
Grade 3	0	0%	4	7%	4	7%	19	32%	37	62%	60
Grade 4	4	6%	7	11%	11	17%	8	13%	44	70%	63
Grade 5	0	0%	10	15%	10	15%	19	29%	37	56%	66
Total-All Grades	5	1%	66	16%	71	17%	104	25%	246	58%	421

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Tracking Attendance Data

District Example:

Grade Level	2010-2011	2011-2012	2012-2013
Kindergarten	11%	12%	13%
1st	8%	10%	10%
2nd	7%	8%	8%
3rd	8%	8%	7%
4th	8%	8%	8%
5th	8%	8%	8%
6th	10%	10%	10%
7th	11%	11%	11%
8th	12%	12%	12%
9th	23%	23%	23%
10th	22%	22%	22%
11th	20%	20%	20%
12th	22%	22%	22%
Total	14%	14%	14%

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Tracking Attendance Data

District Example:

Race/Ethnicity Distribution (All K-12)

- WHITE: 37%
- AFRICAN AMERICAN: 24%
- ASIAN: 2%
- AMERICAN INDIAN: 0%
- EUROPEAN: 1%
- ISLANDER: 0%
- OTHER: 3%
- UNCLASSIFIED: 33%

Race/Ethnicity Distribution Among Chronically Absent Students

- WHITE: 37%
- AFRICAN AMERICAN: 24%
- ASIAN: 2%
- AMERICAN INDIAN: 0%
- EUROPEAN: 1%
- ISLANDER: 0%
- OTHER: 3%
- UNCLASSIFIED: 33%

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Tracking Attendance Data

Ed-Fi Chronic Absenteeism Starter Kit:

<https://www.ed-fi.org/how-to-use-ed-fi/choosing-to-address-chronic-absenteeism/>

Demonstration Guide:
<https://techdocs.ed-fi.org/display/SK/Chronic-Absenteeism+Data+Integration+Guide>

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Data-Based Problem Solving Approach

•Student specific goals are monitored
•Performance across specific student groups is monitored
•Resources and barriers of implementation are monitored and addressed

4-Step Problem Solving Process

Step 1: Problem Identification
What is the problem?
Step 2: Problem Analysis
Why is it occurring?
Step 3: Plan Implementation
What are we going to do about it?
Step 4: Plan Evaluation
Is it working?

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Data-Based Problem Solving Approach

With a team, use a problem-solving process to:

- Identify attendance-related problem in relation to the goal
- Analyze potential root causes/reasons for attendance issue(s)
 - Explore possible interventions aligned to verified root cause(s) and select strategy to implement
- Develop action plan and implement
- Evaluate the plan's effectiveness

Possible Interventions	Reason for Absence
<ul style="list-style-type: none"> *Breakfast after the bell *Healthy snacks in after-school programs *Partnerships with food banks 	Inadequate Nutrition
<ul style="list-style-type: none"> *School nurse ensures individual management plans are up to date *School facilities do not contribute to or trigger conditions *Partner with health vans, local clinics, pediatricians 	Chronic health conditions (e.g. asthma)
<ul style="list-style-type: none"> *Success Mentors or Peer Group Connections for incoming students *Activities designed to build community and help secondary students adapt to new school routines and environments 	Students who do not feel they belong

See A Guide to Using, "Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the Covid Era".
<https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Implementation-Guide-june-2020-.pdf>

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What is the goal?

Every student can regularly attend school.
Missing 5% or less in an academic year
9 days or less in a 180 day school year
No more than 1 per month on average

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Tiered Supports

Use Data to Support an Integrated Multi-Tiered System of Support: Investing in Prevention and Early Intervention

Attendance Works
www.attendanceworks.org

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Tiered Supports

Foundational supports: the building blocks of schools that promote attendance

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs

Foundational "Whole School" Supports

Attendance Works
www.attendanceworks.org

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Universal Preventions

Monitor Data- Have a group of people that are monitoring data every month or two. Include all stakeholders on what the data is and what your goal will be. Goal is to have most students attending school regularly missing less than 9 days of school a year. When looking at your data, is there a particular day that is always missed?

Nudge Theory- an approach used in the behavioral sciences that involves unobtrusive interventions to promote desired behaviors (Thaler & Sunstein, 2008). In this study the "nudge" was a single postcard sent to guardians to test whether it could reduce absenteeism and whether one message on the postcard had a greater impact on reducing absenteeism than another did. It found it reduced absences by roughly 2.4 percent

Inclusive Practices- students who get involved in extracurricular activities are more likely to show up and feel connected. Is there a correlation between students who miss a lot of school and are the least involved in activities- Doug Reeves

Attendance Works
IEP Indiana IEP Resource Center

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A whole year has 365 Days
A school year has 180 days
That leaves 185 days to spend with family, friends, holidays, shopping and appointments.

0-9 absences 100-95% Attendance Very Good! Best chance of success and gets your child off to a solid start.	10-19 absences 94-90% Attendance Worrying: Less chance of school success. Makes it harder for you child to make progress.	20+ absences 88% and lower Attendance Serious Concern: Your child will find it very difficult to make progress. May result in court action and likely route to dropping out.
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Track your child's Attendance

1st	2nd	3rd	4th	5th	6th	7th	8th	9th

31

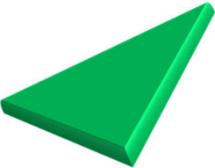
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10-19
Date	Your student is at risk to fail!								
Reason									

32

Attendance Playbook - strategies

Tier 1 Strategies

Tier I strategies rely on school-wide steps to encourage attendance among all students through effective messaging and engagement, removing barriers to good attendance, and improving school climate.



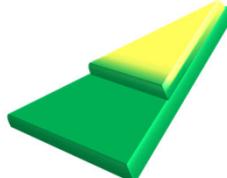
- Effective Messaging and Engagement**
 - Nudging parents and students
 - Home visits
 - Positive Messaging
 - Incentives
- Addressing Barriers to Attendance**
 - Healthy school buildings
 - School-based health services
 - Telehealth
 - School buses and public transit
 - A safer walk to school
 - Breakfast for all
 - Laundry at schools
- Improving School Climate**
 - Relevant and Culturally Relevant- Instruction
 - Threshold Greetings
 - Rethinking Recess
 - Restorative Discipline Practices

33

Attendance Playbook - strategies

Tier 2 Strategies

Tier II interventions target students at greater risk of chronic absenteeism, those who are close to or already missing 10 percent of the school year.

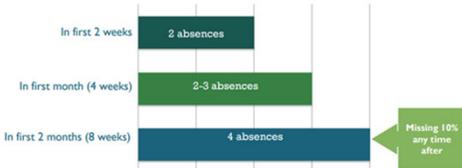


- Effective Messaging and Engagement**
 - Early Warning Systems
 - Mentors
 - Youth Engagement
- Removing Barriers to Attendance**
 - Addressing Asthma
 - Targeted Transportation
 - Students with Disabilities
 - School Refusal
 - Immigration Enforcement

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Example of Criteria for Identifying Priority Students for Tier 2 Supports

- Chronic absence (missed 10% or more of school) in the prior year, assuming data are available.
- And/or starting in the beginning of the school year, student has:

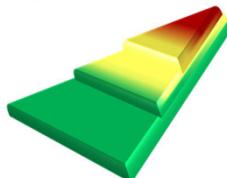


35

Attendance Playbook - strategies

Tier 3 Strategies

Tier III approaches work with the most troubled students, often involving not just schools but other agencies dealing with health, housing, and social services, and typically requiring case management customized to individual students' challenges.



- Effective Messaging and Engagement**
 - Truancy Courts
 - Interagency Case Management
 - Housing Challenges

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Tier 1 Strategies: School Climate

Student behavior - importance of defining and teaching clear expectations (SWPBS)

With attendance, this could translate to practices aimed at ensuring that students and parents are well-informed about attendance policies and consequences.



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Tier 1 Strategies: School Climate

At the beginning of each school year, educate all students and parents about:

- Relevant school and/or district policies regarding absenteeism
- Resources available to students experiencing problematic absenteeism
- Policies pertaining to graduation requirements, grades, credits
- The impact of attendance on graduation, grades, and credits

Additionally, school personnel should be educated about these matters so they can appropriately communicate information to parents and students.



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Tier 1 Strategies: School Climate

Additional School Climate strategies:

- Provide an immediate response to the warning signs of absenteeism or as soon as an absence is identified (e.g., early notification to parents, monitoring regularly throughout the day, immediate parental feedback on attendance rates).
- Examine attendance data patterns to identify potential "high risk" antecedents (e.g., time of day, areas within building).
- Offer a continuum of supports to appropriately respond to various attendance issues (e.g., accommodations, counselor support, health supports).
- Encourage prosocial attendance behaviors (emphasize value of attendance)
- Creating a survey because motivating factors for coming to school for reinforcers (PBIS) looks different at Elementary than MS or HS



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How to Text Message Parents to Reduce Chronic Absence Using an Evidence-Based Approach

Chronic absence is a nationwide problem, even among young students. A recent Institute of Education Sciences (IES) study found that a carefully designed text messaging strategy improved attendance in elementary schools. Based on the study, this guide provides districts with information and tools for carrying out their own evidence-based attendance text messaging.

<https://ies.ed.gov/ncee/pubs/2020006/>



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Next Steps

What actions can we take?

1. Promote tracking daily attendance for all students
2. Establish a common definition of attendance across all learning modes
3. Monitor attendance disaggregated by learning mode, grades, student demographic groups, and school.
4. Invest in data systems to produce data
5. Invest in research on early warning metrics
6. Build capacity to collect, analyze, and use data on attendance and absenteeism
7. Engage in positive problem-solving rather than punitive action



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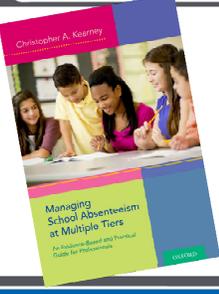
Padlet Link for this Session

<https://padlet.com/IEPRC/MSDSC>



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Our Favs



- Provides an integrative strategy for preventing, assessing, and addressing cases of youth with school absenteeism at multiple levels of severity and complexity.
- Presents a multi-tiered framework based on prevention (Tier 1), early intervention for emerging cases (Tier 2), and more extensive intervention and systemic strategies for severe cases (Tier 3).
- Each tier is based on empirically supported strategies from the literature, and emphasis is placed on specific, implementable recommendations.

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Questions?



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Thank You!

- To complete your online evaluations, go to www.indianaieprc.org/eval
- To register for additional trainings, go to www.indianaieprc.org and click the Professional Learning tab.




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Presenter Contact Information

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Contact Us for Help!

Indiana IEP Resource Center
7916 Zionsville Road
Indianapolis, IN 46268

(317) 757-8297
(317) 672-2839

info@indianaieprc.org
www.indianaieprc.org

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Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network
















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BEST PRACTICES SELF ASSESSMENT

The following are some best practices that are included for reference on the Indiana Department of Education's Consolidated CNA/SIP Template. These are listed here as a resource for school leaders and leadership teams to assess critical areas within their schools.

School or District

BEST PRACTICES/REQUIREMENTS	Strong Evidence	Some Evidence	Little Evidence	No Evidence	Action Necessary
CURRICULUM					
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers and staff are engaged in cross grade-level articulation of standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INSTRUCTION					
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional strategies provide students with multiple options for illustrating their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional strategies foster active participation by students during the instructional process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers and staff promote authentic learning and student engagement across all content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional strategies assist with bridging the cultural differences in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ASSESSMENT					
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school uses assessment data to identify students for Tier II and Tier III instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TECHNOLOGY					
The school has a process for integrating technology into the instructional program to promote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A plan is in place to provide in-service training in the use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are established procedures for maintaining technology equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SAFE AND DISCIPLINED LEARNING ENVIRONMENT					
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All staff express belief that all children can learn and consistently encourage students to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ATTENDANCE					
The school has and follows a chronic absence reduction plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2021-2022 Training Catalog Session



Inclusive Practices: Establishing a Supportive School Culture for All Learners



Katie Mosley, Consultant
Jessica Binhack, Consultant

1

Learning Objectives

Participants will gain knowledge and understanding regarding:

- the research supporting inclusive environments
- considerations for establishing and promoting a culture of shared responsibility and equitable access
- practical strategies to promote success of ALL students



2

Who Are We?



The Indiana Individualized Education Program Resource Center (IEPRC) is a state-funded grant through the Indiana Department of Education. The purpose of the Center is to **increase knowledge, skills, and capacity** of Indiana educators to **improve outcomes** for students with disabilities. The IEPRC **promotes inclusive education** with a belief in shared responsibility and equitable access to a strong core curriculum with high quality instruction benefitting **all students**.



3

Who Am I?



Katie Mosley



4

Who's Here?



- Building Leaders
 - General Education Teachers
 - Special Education Teachers
 - Speech Language Pathologists
 - Related Service Providers
 - Assistant Principals
 - Principals
- District Leaders
 - Directors of Special Education
 - Directors of Curriculum and Instruction



5

We Got Stuff! Let's Use It!

- Padlet Link: <https://padlet.com/IEPRC/ExpandingInclusion>
- Presentation Slides
- Handouts
- Other Resources



6

Activity 1: Inclusive Culture

What words or phrases would you use to describe an inclusive culture?




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7

The Evolution of Inclusion



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8

Inclusion

Inclusion IS	Inclusion IS NOT
Educational Equity and Access	Dump and Hope
Sense of Community and Belonging	GenEd with a 1:1 Untrained Aide
Educational Benefit	Just Mainstreaming
Independence and Interdependence	Line of Sight Inclusion
Philosophy that ALL Students Can Learn	For Compliance
Breaking Down Silos	Building Walls

Brooks & Schaefer, 2020

IEP Indiana IEP Resource Center

9

Benefits of Equity-Based Inclusive Education

Positive Academic Outcomes for All Students

- Increase in academic achievement
- Increase in assignment completion
- Increase in classroom participation
- Increase in graduation rates
- Increase in persistence in postsecondary education

Positive Behavioral Outcomes for All Students

- Decrease in office discipline referrals
- Decrease in the number of suspensions
- Decrease disruptive behaviors
- Increase in pro-social behavior
- Increase in sense of belonging

IEP Indiana IEP Resource Center

10

Indiana's ESSA Plan



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11

Where to Start?

IEP Indiana IEP Resource Center

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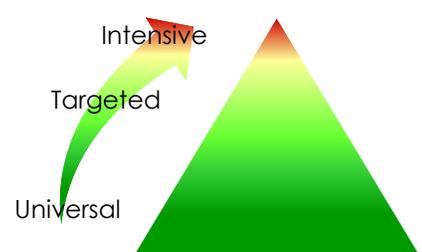
Foundational Beliefs

1. Every child learns and achieves to high standards.
2. Learning includes academic and social competencies.
3. Every member of the education community continues to grow, learn and reflect.
4. Every member of the educational community is responsible for every child.



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Whole Child Approach

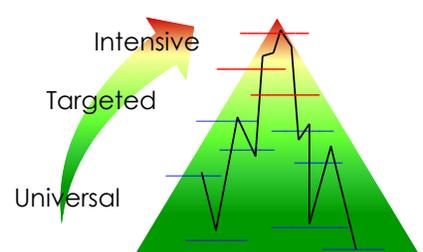


Sugai & PBIS Center Dec 7, 2007



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Whole Child Approach



Sugai & PBIS Center Dec 7, 2007



15

False Dichotomy



Different Status, Same Need

(Jung, 2021)



16

“Students with disabilities don't have special **NEEDS**...
Students with disabilities have special **RIGHTS**.”

(Jung, 2021)

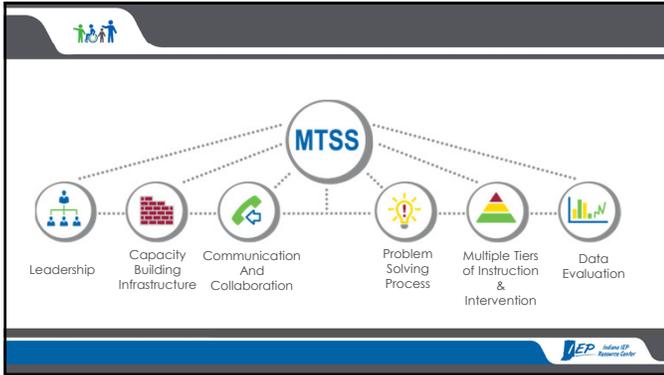


17

How Do We Meet the Needs of ALL Learners?



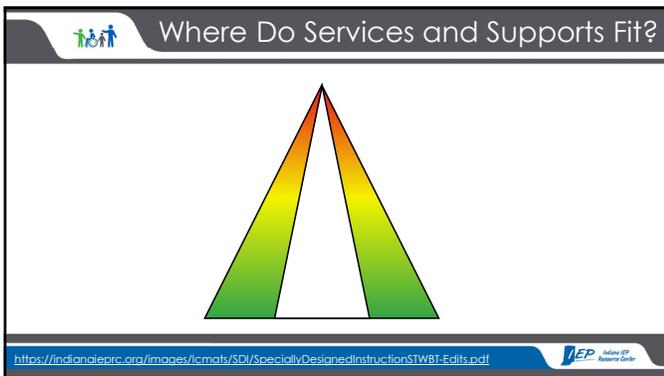
18



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Where do Services and Supports Fit in the MTSS Framework?

20



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Differentiated Instruction

“Good teachers have always recognized and responded to the inherent diversity in their classrooms. At minimum, they understand that they have content and skills to teach, students who need to learn those things and differences among students that make one-size-fits-all approaches ineffective. This, in essence, is differentiation.”

(Doubet, K.J. & Hockett, J.A., 2018, p. 1)

22

Differentiation IS	Differentiation IS NOT
A rooted philosophy in effective and learning.	A bag of tricks or set of strategies that can be plunked into low-quality curriculum.
Regularly examining evidence of student learning and making thoughtful instructional decisions accordingly.	Either an every-moment necessity or a once-in-blue "event."
Tailoring instruction in response to patterns in student needs.	Writing individualized lesson plans for every student.
Designing respectful tasks and using flexible grouping.	Sorting or pigeonholing students into static groups or levels.
A way up to standards and learning goals.	A way out of standards and learning goals.
Critical to improving instruction for all students.	More important for certain groups of students (e.g., students with IEPs or English language learners).

23

- Considerations**
- Classroom Community
 - Articulate Learning Goals
 - Assess
 - Adapt Content, Process, Product, and/or Environment
 - Readiness
 - Student Interest
 - Learning Preferences

24

Universal Design for Learning

“UDL is a framework for instruction organized around three principles based on the learning sciences. These principles guide the design and development of curriculum that is effective and inclusive for all learners”

(Hall, T.E., Meyer, A., & Rose, D.H., 2012, p. 1)



25

Universal Design for Learning

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
 <p>“Why” of Learning (Connection)</p>	 <p>“What” of Learning (Input)</p>	 <p>“How” of Learning (Output)</p>
		



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The Universal Design for Learning Guidelines

	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
Access	<p>Provide options for Recruiting Interest</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	<p>Provide options for Perception</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	<p>Provide options for Physical Action</p> <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
Build	<p>Provide options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase learner-empowered feedback 	<p>Provide options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Provide understanding across languages Retain through multiple media 	<p>Provide options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluency with graduated levels of support for practice and performance
Transfer	<p>Provide options for Self-regulation</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personalizing skills and strategies Develop self-assessment and reflection 	<p>Provide options for Comprehension</p> <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and assimilation Maximize transfer and generalization 	<p>Provide options for Executive Functions</p> <ul style="list-style-type: none"> Guide appropriate goal setting Monitor planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	<p>Expert learners who are...</p> <div style="display: flex; justify-content: space-around;"> Purposeful & Motivated Resourceful & Knowledgeable Strategic & Goal-Directed </div>		



27

Differentiation or UDL: Why Not Both?

“Broadly speaking, UDL suggests providing the entire class with multiple ways to represent, interact with, and show understanding of content. With differentiation, specific avenues are provided to specific students – or groups or students – based on needs emerging from ongoing assessment. In best-case scenarios, classrooms include both UDL and differentiation.”

(Doubet, K.J. & Hockett, J.A., 2018, p. 218)



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Activity 2

1. View the brief video.
2. Consider Differentiation and UDL.
3. Describe how the teacher is meeting the needs of ALL learners within her classroom.



29



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Co-Teaching is...

- When two or more professionals **co-plan, co-teach, and co-assess** a group of students together. (Murawski, 2010)
- Co-teaching is **sharing the expertise** of professionals to create a teaching and learning environment **conducive to positive student outcomes and teacher success**. (Hentz and Jones, 2011)
- A service delivery option where professionally **licensed educators** share instructional and related responsibilities...primarily in a single shared classroom...where **all students are full members of the class**. (Friend, 2014)



31

Remember...

"Co-teaching shouldn't be seen as a "special education thing," but rather as a "best practice in education thing." – Murawski & Bernhardt, 2016



32

The Essential Question

"How is what co-teachers are doing together *substantively different and better for students* than what one teacher would do alone?" – Spencer and Murawski, 2011



33

What Do Teachers Bring?

- GET brings curriculum expertise
- SET brings Specially Designed Instruction (SDI) and related expertise
- GET brings group management
- SET brings focus on individual students
- GET brings pacing
- SET brings mastery mindset
 - ...and we all work TOGETHER!!!

Friend & Barron, 2020



34

Co-Teaching Approaches

- One Teach, One Assist
- One Teach, One Observe
- Parallel Teaching
- Alternative Teaching
- Station Teaching
- Teaming
- One Teach, One Make Multisensory



35

And What Is Required for Students with Disabilities?



36

Specially Designed Instruction

Specially Designed Instruction is “adapting...the content, methodology or delivery of instruction to address the unique needs of the child that results from a child’s disability and to ensure access of the child to the general curriculum...”

(IDEA, 2004)

37

How Do I Know It's SDI?

- Aligned with present levels of performance and is specifically designed to address a goal(s) within the IEP
- Learning occurs regardless of disability
- Data is used to determine instruction and effectiveness
- Research or Evidence-Based
- Systematic Instruction
 - Planned, Delivered Over Time, Documented and Evaluated
- Teacher leads delivery
- Instruction is needed by the student with a disability
- Addresses the learning or other deficits that prevent the student from reaching the grade level standard
- Address any domain based on student need
- Skill transfer and maintenance are a part of instruction

Friend & Barron, 2021

38

Accommodations and Modifications

Accommodations	Modifications
<p style="font-size: x-small;">An accommodation is a support or service that is provided to allow a student the opportunity to fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.</p> <ul style="list-style-type: none"> • Change how a child learns or accesses the curriculum • Change the way materials are presented • Change the way a student can respond • Allow students with disabilities the opportunity to complete the same curricular activities as peers • Keep intact the objectives of the content or activity • Enable the student to bypass the effects of the disability • Help remove barriers 	<p style="font-size: x-small;">Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.</p> <ul style="list-style-type: none"> • Change what a child is taught or expected to do in school • Individualizes changes made to the content and performance expectations for students • Change the complexity level of information • Modify the course or activities/objectives to meet the needs of the learner • Allow a student with a more significant learning need to experience the same curriculum as his or her peers, but with different learning outcomes • Utilizes different grading criteria and/or credits received compared to peers

39

Now What?

Where are you in your inclusive journey and where do you go next?

Can you do better?

IEP Indiana IEP Resource Center

40

Once the process of creating an inclusive culture is put into motion by someone – be it a 2nd grade teacher, a custodian, a parent, or even a superintendent – we know that the inclusive mindset and practices can then grow exponentially"

(Causton & Macleod, 2020, p. 78-79).

41

"...if we can now extend inclusive education to include every diverse learner, then we can also start to view inclusion as not something we simply do; instead, it becomes something that just is"

(Moore, 2016, p. 6).

42

Our Favs – Culture

The slide features two book covers. The first is 'ONE WITHOUT THE OTHER: Stories of Unity Through Diversity and Inclusion' by Shelley Moore, featuring a colorful circular graphic with the word 'ONE' in large letters. The second is 'Your Students My Students: Rethinking Equitable and Inclusive Classrooms' by Lee Ann Jung, Nancy Frey, Douglas Fisher, and Julie Bricker, with a colorful, abstract design.

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Our Favs - Differentiation

The slide features two book covers. The first is 'Differentiation in the Elementary Grades: Strategies to Engage and Equip All Learners' by Kristina J. Doubet and Jessica A. Hockett, with a blue and green geometric design. The second is 'Differentiation in Middle & High School: Strategies to Engage All Learners' by Kristina J. Doubet and Jessica A. Hockett, with an orange and red geometric design.

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Our Favs – UDL

The slide features two resources. On the left is an infographic titled 'Universal Design for Learning' with various icons and text. On the right is a notebook-style graphic titled 'Universal Design Daily' with the subtitle '667 Ways to Teach, Support & Challenge All Learners' by the author.

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Our Favs – Co-Teaching

The slide features two book covers. The first is 'Co-Teach!: Building and Sustaining Effective Classroom Partnerships in Inclusive Schools' by Marilyn Friend, Ph.D., with a blue cover and two apples. The second is '30 DAYS TO THE CO-TAUGHT CLASSROOM' by Dr. Paula Korth and Dr. Julie Cooney, with a white cover and two children.

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Our Favs – SDI

The slide features two resources. On the left is a document titled 'Indiana Specially Designed Instruction' with a blue header. On the right is a book cover titled 'Specially Designed Instruction for Co-Teaching' by Marilyn Friend, Ph.D. and Tammy Barron, Ph.D., with a pink and green apple graphic.

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Questions?

The slide features a graphic of several white puzzle pieces on a light blue background, with one piece in the center containing a large black question mark.

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Thank You!

- To complete your online evaluations, go to www.indianaieprc.org/eval
- To register for additional trainings, go to www.indianaieprc.org and click the Professional Learning tab.



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