Changing LRE

Hillside Elementary School

August 2016
Reflecting on Successes

1. Reflect on and write a short description of the one ”Best Practice” of your work within the last year and why you feel it was successful. Be sure to answer the question, “What made this work different from other experience…

2. In mixed groups of 3, the first person shares their “Best Practice” and why it was so successful. (5 min)

3. The rest of the group asks clarifying questions and offers additional insights about the details of the “best practice”. (5 min)

4. Each of the other members of the group takes turns sharing their “Best Practice” and what made it so successful, followed by clarifying questions and the group discussion analyzing how this practice differs from other practices.
You are more likely to drop out if you are…

• A student with a disability (esp. SLD, EBD)
• A minority
• In 9th grade
• Living in poverty
• A male
• Experiencing an illness
• Pregnant

*Unalterable Variables

Matthew Klare, PhD: Approaching Dropout as an Alterable Variable 4/15/2013 (YouTube)
You are more likely to drop out if you...

- Are absent 10 or more days
- Have little or no participation in school activities
- Have a negative attitude toward school
- Have failed 3-5 classes
- Have been retained 1 or more years
- Have received 5-9 (or more) discipline referrals per semester
- Have behavior problems
- Lack family support
- Lack GRIT

*Alterable Variables

Matthew Klare, PhD: Approaching Dropout as an Alterable Variable 4/15/2013 (YouTube)
You have a 75% chance of dropping out if you...

• Are failing Math in 6\textsuperscript{th}, 8\textsuperscript{th}, or 9\textsuperscript{th} grade
• Are failing English in 6\textsuperscript{th}, 8\textsuperscript{th}, or 9\textsuperscript{th} grade
• Have less than 80\% attendance
It Starts Early…

- Process of “disengagement” begins in Elem. School
  - 3rd Grade attendance
  - Aggressive behaviors in 1st grade
  - Repeated Grades K-4
  - 3rd Grade reading ability
Keys to Effective Supports

- Maintain High Expectations
- Anticipate Student Difficulties
- Promote independent thinking

Effective Supports
What instruction is needed?

What student difficulties do I anticipate with this unit?

How do the supports promote independent thinking?

What supports/accommodations are needed?

How will I eventually fade the supports?
Weakness: __________________

Instructional Strategy

Support/Accommodation

Plan for Fading
Inclusion
From IDEA and GADOE

Placement Options

Special education is a service and *not a place*.

After the IEP team has reviewed all required information and developed an IEP, it must make the decision as to where services need to be delivered in order to enable the student to receive a free appropriate public education in the least restrictive environment. Placement decisions should start with the expectation that services will be provided in the general education setting and should be made on a subject by subject basis. The placement decision should be fully supported by the present levels of academic achievement and functional performance and by the level of supports and accommodations/modifications the student requires to access the curriculum.
From IDEA and GADOE

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Educational Placement Options

- General Education Setting Only
- General Education with Consultative Services
- General Education setting with Supportive Instruction
- General Education setting with Collaboration
- General Education setting with Co-teaching
- Special Education Setting
- Alternative Placement

Least Restrictive Environment (LRE)

More Restrictive
IEP Placement Decision Making Process

1. Start with looking at and considering whether the student can be educated satisfactorily in the regular classroom with one or more of the following:
   • supplementary aids and supports (accommodations & modifications per the IEP)
   • program and/or curriculum modifications
   • provision of an itinerant special education provider
   • assistance from a paraeducator
   • special education training for the regular education teacher
   • the use of assistive technology
   • the development and implementation of FBAs and BIPs designed to identify and meet the daily behavioral challenges presented by the student in the regular education classroom
2. Compare the benefits provided in the regular education classroom and those provided in a special education classroom or segregated setting.
   • Compare social and communication skills, as well as academic benefits.
   • Compare the relative benefits to the student.
   • **Keep in mind that regular education classroom placement is not dependent on the student’s ability to learn the same things in the same way.**
3. Consider the potentially beneficial or harmful effects that a regular class placement may have on the student with an exceptionality or the other students in the class.

- Positive benefits might include social interaction with non-exceptional peers, peer modeling, high expectations, and acceptance of others.
- Harmful effects might include unduly disruptive behavior that impairs the student’s learning or that of others even with the implementation of a BIP.
Things to Remember

Keep in mind the placement decision cannot be *solely* based on

- Category of the exceptionality
- Severity of the exceptionality
- Language and communication needs
- Needed modifications in the curriculum
- Configuration of the public agency’s delivery system
- Availability of space or educational and related services
- Administrative convenience
Try Gen Ed with Supports First!

• Keep in mind that where there is a *reasonable likelihood* that a student with exceptionalities can be educated in the regular classroom with supplementary aids and supports, then that placement should be tried for as much as the school day as possible.
What is a reasonable likelihood?

- **SLD 37.56%**
  - Low average to above average IQ
  - Psychological processing deficits

- **OHI 15.40%**
  - Low average to above average IQ
  - Chronic, acute health problem that adversely affects educational performance

- **EBD 5.71%**
  - Low average to above average IQ
  - Behavior observations over a significant period of time

- **MID 3.61%**
  - Significantly sub-average IQ of 70 to 55
  - Deficits in adaptive behavior

- **AU 9.63%**
  - Spectrum Disorder - IQ varies
  - Impact on social, communication, sensory needs
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Educational Placement Options

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   - General Education with Co-Teaching
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2. Alternative Placement

- Least Restrictive Environment (LRE)
- More Restrictive
Progression

How do the placement decisions we make impact graduation rate?
LRE Guiding Questions

• Do we have students that would be successful with less time in resource/small group setting? Could we provide SDI for a smaller amount of time and allow them to participate in general ed. setting for remainder of period?

• Could we provide the specially designed instruction that they need in a co-taught setting through the alternative teaching model?

• How do the supports provided through our small group/resource classes increase the chance that students will (eventually) be successful in the general education environment?

• When students are struggling in the general education/co-taught environment, what additional strategies are being implemented prior to moving the student to a small group setting?

• Do we have students currently served in co-taught settings that would be successful with lower levels of support (i.e., collaborative, supportive)?
Making Connection to Best Practice…

How will your best practice impact graduation rate?
Does it need to be adjusted?
What is your role in the best practice?
What's my role?
Next Steps

• Teachers and staff will implement preparatory review meetings when the continuum of services will be discussed in an IEP meeting.
• Teachers and staff will make decisions based on data to provide services in the LRE.
• Teachers will complete a transition plan prior to moving a student to a new placement.
• Teachers will implement instructional strategies in order to keep students in the LRE.