

## Welcome to Challenging Goals for Every Child

Enclosed in your folder, you will find:

- PEAL postcard
- Participant Information Form
- Evaluation
- Presentation materials



**Since PEAL is federally funded, we must report demographic data to our funders. Please take a moment to complete the PEAL forms in your folder. Thank you!**



**CHALLENGING GOALS FOR  
EVERY CHILD:  
TOOLS FOR CONNECTING  
TO THE GENERAL EDUCATION  
CURRICULUM**

## Our Mission

The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.



## Participants will be able to:

- Discuss the importance of presuming competence and having high expectations for all students
- Identify ways that evaluation, IEP and progress monitoring can support high expectations and access to the general education curriculum
- Discuss the significance of the Endrew F. Supreme Court decision
- List strategies for providing access to and learning of grade level content for students with complex instructional needs



## Your Experiences

### Think of a Child You Know

- Write down the 3 words that best describe the child
- Share with a partner sitting near you

## Focusing on Deficits or Needs

- May lead to limiting opportunities for learning
- Can make us focus on safety

## Strategies for Presuming Competence

### Strategies for Presuming Competence

- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication**
- **Listen openly**—work to shed judgments.
- **Teach peers and others** how to interpret potentially confusing behavior.
- **Do not speak in front of someone** as if they were not there.
- In conversation, refer to the person in a way that **includes them in the conversation**.
- **Ask permission** to share information with others.
- **Be humble**.
- If possible, always let the person explain for himself or herself and **do not speak for them**.
- Assume that **every student will benefit** from learning age appropriate academic curriculum.
- Look for **evidence of understanding**
- Support students to **show understanding using their strengths**.
- Design adaptations and accommodations to **support access to academics**.
- Be sure to **acknowledge the presence of a person with a disability in the same way** you would acknowledge others.



“If you want to see competence,  
it helps if you look for it.”  
—Douglas Biklen

Reardon, C. & Baum, W. 2002

- Which of these have you seen happening in schools in the last month? Share examples
- Identify 1-2 of these strategies that you see people having trouble implementing

## Presuming Competence

- Looks at an individual as a person that CAN do something, rather than a person that cannot do something.
- Is a recognition that all students have the right to learn rigorous, academic content in order to support successful post-school outcomes.

## Presuming Competence

- Presuming competence is the belief that with good instruction and high quality support, ALL students have the ability to access:
  - age-appropriate content
  - general education curriculum
  - curriculum aligned to grade-level standards
- Students are viewed through the lens of ABILITY, rather than disability.

<https://www.youtube.com/watch?v=XEj4cFHWDu8>

## When we presume competence...

- We ask HOW we can provide access not WHETHER we can provide access
- We seek meaningful participation and engagement for all
- We design instruction that works for the diversity of learners
- Our schools and classrooms mirror our communities



Andrew F.

US Supreme Court Decision that supports high expectations for all students

## Revisiting FAPE

- Before \_\_\_\_\_ , schools were not legally required to educate all students with disabilities.
- The law that is today known as Individuals with Disabilities Education Act or IDEA changed that by requiring that all students with disabilities are entitled to a Free Appropriate Public Education (FAPE).

## Court decisions impact IDEA

- The way that IDEA is interpreted shifts with key Court decisions. For example:
  - Procedural safeguards for families were added
  - Strengthened preference for participation in general education curriculum with use of Supplementary Aids and Services (Oberti Decision)
  - In 1982, the US Supreme Court Rowley decision established a standard for FAPE that required that an IEP be set out to provide more than a trivial (“de minimus”) benefit

## Rowley Standard

- The teacher communicated with a deaf student through a wireless transmitter to the student's FM receiver
- Family requested a sign language interpreter in the classroom to provide student with full access to the teacher's communication
- Because the student was getting good grades in the classroom, the Court determined that this was sufficient to demonstrate that FAPE was being provided.

## Question in Andrew F. case

Must schools provide a meaningful education in which children show significant progress and are given substantially equal opportunities as children without disabilities or can they be provided with an education that results in *just some* improvements?

## Andrew F. Decision

4 key components that came out of the decision:

- Educational Program
- Reasonably Calculated
- Progress
- Child's Circumstances



## Raises Bar for Learning

- Incentive to measure progress and ensure that child receives meaningful benefit from general education instruction
- School authorities should be able to explain how “the IEP is reasonably calculated to enable the child to make progress appropriate in light of his circumstances”

## Educational Program

- Using the “prescribed process”-- outlined in IDEA
- non-discriminatory, multi-disciplinary evaluation
  - Individualized Education Program

High Expectations lead to:

- Effective Education
- Least Restrictive Environment

2 Elements of IEP

- Process-IDEA’s process for developing an IEP
- Progress-over and above “de minimus”

## Reasonably Calculated

- For Educators >> Why are we doing what we are doing and does it work?
- For Parents >> To participate as equal partners



## Practical Applications

Endrew F. changes expectations for developing IEPs

- IDEA requirements are not simply a procedural checklist
- The IEP is not just a form to be completed
- The IEP must be constructed **ONLY** after careful consideration of the child's:
  - Present levels of achievement,
  - Disability, and
  - Potential for growth

## Child's Circumstances

- The IEP is not a form document! It is not a “check box”
- Behavior—when progress does not occur because of a student's behavior, the behavior must be addressed.
- 5 Special Considerations

## Progress Reports

- HOW will progress on annual goals be measured?
- WHEN will Progress Reports be provided?
  - Must have baseline data and measurable goals in order to monitor progress
  - Progress reports should provide data in ways that allow all team members to gauge whether progress is sufficient
  - Progress reports must be provided at the same time that Report Cards are provided, but can be provided more often
- HOW? 3 Factors
  - Nature of student's placement
  - Curriculum delivered, how and by whom
  - Child's circumstances



## Be Prepared!

- Does the most recent ER or RR accurately describe child's **strengths and needs**?
- Are the IEP goals **challenging**?
- Are there IEP goals to address **learning aligned to grade level curriculum** AND IEP goals that address **child's unique needs**?
- Does progress monitoring data show anticipated progress?
- Are there goals and activities that would interest students without disabilities who are in this grade?

## Monitor IEP Implementation

- An IEP should NOT have the same goals and objectives from year to year!
- Is the student receiving benefit?
  - Do progress reports show progress?
  - If progress is not being made, are revisions made to the IEP?
- Consider including supports in the IEP:
  - Communication system with teachers
  - Copy of textbooks and instructional materials
  - Review copies of classwork and tests

## Moving Forward



- How does the Endrew case strengthen student rights?
- Requires IEP team to consider the student's **potential for growth**
  - Emphasizes **progress, not benefit** as a measure of appropriateness
  - Requires all students have **access to the general education curriculum** and to programming that is **“appropriately ambitious”**, even when the student is not fully included.
  - States that “Every child should have the chance to meet **challenging objectives**”



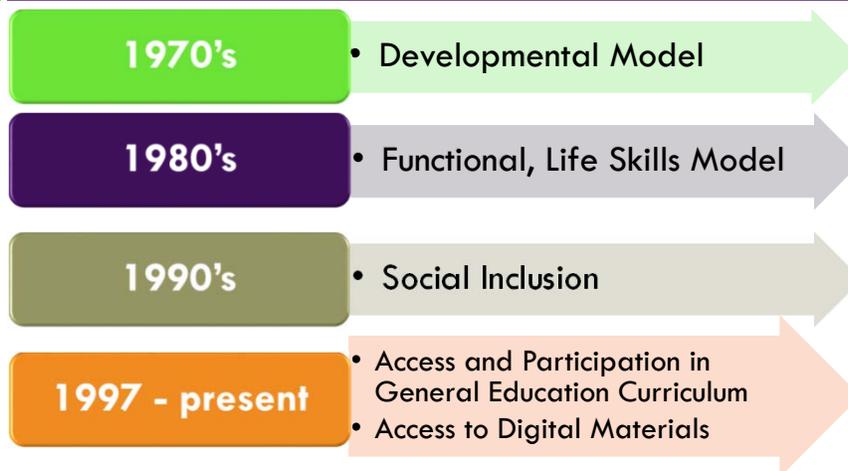
## Andrew Q & A



## Instructional Strategies

Providing access to grade level curriculum for students with complex instructional needs

## Educational Focus for Students with Complex Instructional Needs



## Shifts in Programming

Students with complex instructional needs should, regardless of setting and program:

- Be engaged in a school schedule and program similar to peers;
- Be expected to learn challenging academic content;
- Have an IEP that includes both academic and individualized goals with a clear description of access to general education curriculum; and
- Have access to instructional materials, communication methods and AT that promote active and meaningful engagement.



## Access to General Curriculum

What is it??

## First, what is “curriculum”?

1. Textbooks
2. Class schedule
3. Overall plan for instruction
4. Academic standards

## General Education Curriculum According to IDEA

- The regulations implementing the 1997 Amendments describe the term general curriculum as the same curriculum as that established for students without disabilities

(34 C.F.R. § 300.347(a)(1)(i)).

## PDE Standards Aligned System ([www.pdesas.org](http://www.pdesas.org))

- What resources do you find the most helpful on this site for supporting teachers in developing and delivering Standards-Aligned Instruction for diverse groups of learners?

## What Does “Access” Mean?

“She’s in a general education classroom, so she has access.”

“We gave him all the textbooks. So he has access.”

Well....not necessarily....access requires more

## Turn and Talk in Two

Partner Share-take two minutes, first one partner shares, then the other partner shares about the following:

- Why is it important for your child or another child you care about to have access to the general education curriculum?



## Instructional Practices that Support High Expectations for All Learners

- Standard Aligned Instruction
- Supplementary Aids and Services
- Universal Design for Learning (UDL)
- Assistive Technology (AT)
- Accommodations
- Modifications

## Designing Standard-Aligned Instruction

All Students	Students with Complex Needs
What do all students need to know and be able to do?	What is most important to learn?
What vocabulary is important?	Are there prioritized vocabulary and key ideas?
What instructional materials will be used?	Are there additional or different materials that will provide access?
How can the instruction be delivered to reduce barriers to learning?	What individualized specially designed instruction is needed?
How will we assess learning?	Are there accommodations or modifications needed to assessments?
	Are there individual learning needs and/or supports to address or provide during instruction?

What framework can be used to improve teaching and learning for ALL students?

## **Universal Design for Learning!**

### **UDL in the Classroom**

Teachers need to provide options to their students when presenting information. This allows students to interact with content in flexible ways.

This may include:

- Providing multiple examples
- Highlighting critical features
- Providing multiple media and formats
- Supporting background context

## Applying UDL in the Classroom

To address the 'how' of learning, teachers need to provide options for action and expression. This allows students flexibility in demonstrating what they know or understand, such as:

- Providing flexible models of skilled performance
- Providing opportunities to practice with supports
- Providing ongoing, relevant feedback
- Offering flexible opportunities for demonstrating skill

## Standards-Aligned IEPs through...

### **Supplementary Aids and Services!**

Federal Code: §300.114 through §300.116 (34 CFR 300.42)

## Supplementary Aids and Services (SaS)

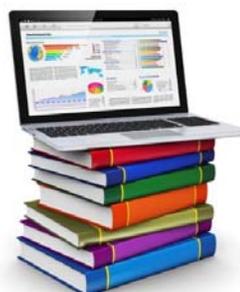
SaS create a system of support that enables students to learn and participate alongside typical peers, regardless of their unique instructional needs and differences.

Some examples include (but are not limited to):

- Co-planning for team members
- Modified curricular goals
- Furniture arrangement
- Social skills instruction

## Assistive Technology

How can we support students with receiving and expressing communication while participating in the general education curriculum?



## One child's story...meet Elle

Click image to view

## Accommodations VS Modifications

### Accommodations

- Level the playing field for students with disabilities
- Preferential seating
- Extended time on assignments
- Tests read aloud
- Provides highlighted texts
- Provides use of spell checker

### Modifications

- Change the learning goal
- Reduction of homework/classwork
- Modified curriculum
- Reducing complexity of work
- Grading based on work completion

## What Does It Look Like...

Classroom teachers play a pivotal role in presuming competence for all learners and approach each child as:

- wanting to be fully included
- wanting acceptance and appreciation
- wanting to learn
- wanting to be heard
- wanting to contribute

## Actively Constructing Competence

By creating an environment in which each student is able to learn and to demonstrate what he or she knows and can do, opportunities are opened and expanded for all students.

## Ethics, Culture and Dignity

- Disability is a natural part of the human experience. ALL children can learn.
- Disability in no way diminishes the right of individuals to participate in or contribute to society.
- The Endrew case affirms the dignity of students with disabilities.



## What is FAMILIES TO THE MAX?

- FAMILIES TO THE MAX (F2MAX) is the Pennsylvania Statewide Family Network made up of both parents and professionals.
- The network came out of an educational initiative based on the idea of presuming competence and fostering high expectations for students of all abilities.
- FAMILIES TO THE MAX is collaboration between Pennsylvania families, PaTTAN, PEAL and HUNE.



Thank You!



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Serving families across PA  
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