Scheduling Students with Disabilities for Success

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VDOE Region 5 TTAC @ JMU
Webinar Resources

• Dr. Marilyn Friend
  – University of North Carolina, Co-Teaching Connection

• Dr. Lisa Dieker
  – University of Central Florida

• Dr. Wendy Murawski
  – California State University

• Stetson & Associates
  – Inclusion Resources

• The College of William and Mary
  – “Creating a Master Schedule that Supports Inclusive Practices” (Training and Technical Assistance Center article)
Do you believe that the Master Schedule is an indicator of the Culture of your school?

(NASSP, 2011)
Students are at the center of all we do.
Begin with the end results in mind…

**Students with disabilities:**

- ✓ Receive instruction and support in general education
- ✓ Achieve learning gains
- ✓ Benefit from general and special education staff collaboration
Inclusive Scheduling...

- Begins with an inclusive school philosophy
- Recognizes that general education = least restrictive environment
- Starts by scheduling students with disabilities first
Inclusive Scheduling...

- Links student needs with school staff

- Regards all special education staff as capable of providing in-class support

- Aligns master schedule with in-class service delivery models
8 Steps for Inclusive Scheduling

1. Identify scheduling team
2. Determine level of support needed, analyze student needs
3. Determine the number of classes based on levels of support needed
4. Select general and special education teachers
5. Designate common planning times for teachers
6. Enter classes and common planning times into the master schedule
7. Add other classes in which students with disabilities will be enrolled
8. Schedule students with disabilities first

Adapted from (Stetson & Associates, 2012), (Friend, 2008)
1. Identify scheduling team

The scheduling process should be approached as a collaborative practice that includes:

- the master scheduler,
- an administrator,
- a guidance counselor,
- a special education staff member,
- a general education staff member, and
- others
2. Determine level of support needed/analyze student needs

Examine students’ (IEP) to identify type and level of support needed to participate in the general education curriculum.

- Instructional Supports
- Accommodations
- Modifications
- Personal Supports
- Behavioral Supports

Determine service delivery options and interventions for students using a student-centered process.
FORM 2. CLASSROOM ACTIVITY ANALYSIS WORKSHEET

Question: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School
Case Manager (if applicable) ______________________  Receiving School
Grade (upcoming school year) ______________________  Student
ID # ______________________

<table>
<thead>
<tr>
<th>Classroom/Subject</th>
<th>Instructional Support</th>
<th>Personal Support</th>
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<tbody>
<tr>
<td></td>
<td>As Designed</td>
<td>With Accommodations</td>
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<tr>
<td></td>
<td>Yes</td>
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</tr>
<tr>
<td>Reading</td>
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<td>Course Name:</td>
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<tr>
<td>Course Name:</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Course Name:</td>
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Accommodation: A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create and equal opportunity to demonstrate knowledge and skills. Modification: A change in WHAT the student is expected to learn and/or demonstrate. Co-Teacher (CT): A formal, yearlong or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers) Support Facilitator (SF): An individual who provides a variety of supports, either to students and/or the general education teacher, which meets the needs identified through collaborative planning. (WHO? Certified special populations teachers; Licensed personnel, such as OT, PT, Speech, Paraprofessionals) Behavior Interventions that apply across the school day (if any). Peer Support refers to peers who have been formally trained as part of a school-wide peer support or peer assistance program.

Are you **OVER** servicing 
Or

**UNDER** servicing?

Are you honoring 
the full continuum?
Important questions to consider...

• What is the rationale for providing supports in a separate setting?

• What supports are provided in a special education classroom that cannot be provided in the general education classroom?

(Friend, 2008)
3. Determine the number of classes based on levels of support needed

Levels of Support

- Consult/Monitor
- Collaborative, Paraprofessional
- Co-Teaching
- Support/Resource (Outside General Education Class)
- Self-contained
Important questions to consider...

• How will we ensure that students with disabilities in general education aren’t being educated as a “class within a class”?

• Are we maintaining appropriate ratios of students with needs (e.g., SPED and ESOL) to those without?
  • Co-taught class: no more than 1/3 special education & struggling learners recommended
  • Support facilitation class: no more than 8-12% special education & struggling learners recommended

(Friend, 2008)
Important questions to consider

Elementary Schools:

• Which grades or courses are priorities for co-teaching?

• What are the priorities for separate core instruction?
Important questions to consider

Middle Schools:

• If more than one grade-level team exists, could all students with disabilities be placed on a single team? How could you distribute them so composition is heterogeneous?

• How could separate sections be created to cross, if necessary, teams and grade levels?
Important questions to consider

High School:

• Which courses prepare students for high stakes tests? These should be the priority for co-teaching.

• Are other factors priorities? (9th or 10th grade English and Algebra, etc.)
Co-Teaching

ONE service delivery model on the continuum of services

External Support
- Monitoring only
- Adapted materials

In-Class Support
- Peer Tutor
- Support Facilitator
- Co-teacher

Specialized Support
- Resource Room
- Self-Contained
- Off-Campus

General Education Classroom

Alternative Location

(Stetson & Associates, 2014)
Scheduling to Facilitate Co-teaching

• Co-teaching seldom should be the only service delivery model
• Scheduling by hand may be needed
• Concurrent sections of a course/with caps may need to be created
• Maturity of co-teaching program matters
• Partial block services should be considered
• Prioritize co-teaching needs

(Friend, 2008)
Important Guidelines for Scheduling...

- Resist the urge to increase student-teacher ratio
- Recognize that general education teachers should only have one co-teaching partner
- Recognize that special education teachers can only have 2-3 co-teaching partners
- Limit the class proportion of students with disabilities to no more than 30% of the class
- Consider the physical placement of co-teachers and their respective classrooms

(Murawski & Dieker, 2013)
4. Select general and special education teachers

5. Designate common planning times for teachers

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<td>Algebra I</td>
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<td>Co-Teach with Teacher A</td>
<td>Co-Teach with Teacher C</td>
<td>Co-Teach with Teacher A</td>
<td>IND PLAN/CASE MANAGE</td>
<td>Co-Teach with Teacher C</td>
<td>CO-PLAN (A/C)</td>
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<td>CO-PLAN (B/D)</td>
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Macro Planning Time Ideas

- Early planning during the summer
- Compensated after-school planning
- Alternative use of professional time
- Use of substitutes
- Collaboration among staff members
- Professional development days
- Continuing Education Credits

(Friend, 2008)
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Avoid Common Scheduling Mistakes

• Lack of consistency in schedules
• Lack of purposeful selection
• An unreasonable number of partnerships

(Murawski & Dieker, 2013)
Is it Working?

- Observe and gather data on the effectiveness of the collaborative experiences between general education and special education teachers.
- Review opportunities for collaborative planning and reexamine planning opportunities where it’s missing.
- Review and analyze the teaching experiences relative to service delivery support accommodations, and modifications and the success of the students.
- Continue to assess potential personnel to teach and their needs for professional development to be successful.
Resources


Resources

Thank you!