

Inclusive Education: Council for Exceptional Children & SK CEC

SK School Boards Association 2018 Fall General Assembly

November 16th, 2018

Regina, SK



Presentation Overview

1. Introduction
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5. SK CEC
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8. Universal Design for Learning (UDL)
9. High Leverage Practices (HLP)
10. Challenges & Recommendations
11. Questions and Answers



History of CEC

Council for Exceptional Children

1922: **Council for the Education of Exceptional Children**

1930's: **SK** became part of the council

1958: Name change to **Council for Exceptional Children**

1968: **Committee on Canadian Affairs** then **CEC Canadian Committee**

1979: **Canadian Council for Exceptional Children** (over 4000 members)

2016: **The Canadian Committee for CEC & The Canadian Connection**

2018: 19 000 members in **CEC internationally**, 344 in **Canada**, 32 in **SK**



CEC Mission & Core Values

CEC's Mission Statement

The Council for Exceptional Children is a professional association of educators dedicated to advancing the **success** of children with exceptionalities. We accomplish our mission through **advocacy**, **standards**, and **professional development**.

Our Core Values

Visionary Thinking:

Demonstrated by **forward-thinking** and courageous **decision making** dedicated to **excellence** and influence in an evolving environment

Integrity:

Demonstrated by **ethical**, **responsive behavior**, **transparency**, and **accountability**

Inclusiveness:

Demonstrated by a commitment to **diversity**, **caring**, and **respect** for the dignity and worth of all individuals



<https://www.cec.sped.org/About-Us/Mission/Strategic-Plan-2015-2017>

CEC: Inclusive Schools and Community Settings

Key points taken from the CEC Professional Policies and Positions

- **All** children, youth and young adults with **disabilities** are entitled to a **free appropriate public education** that leads to an **adult life** characterized by **satisfying relations** with others, **independent living, productive engagement** in the community, and **participation in society** at large.
- - **Access** based on individual educational needs and desired outcomes
 - A rich variety of early intervention, education and vocational programs. (**participation**)
 - A planning team (**supports**)

CEC Beliefs:

- ❖ Inclusion is a meaningful goal
- ❖ Children with disabilities should be served whenever possible in general education classrooms but a continuum of services must exist



<https://www.cec.spec.org?Policy-and-Advocacy/CEC-Professional-Policies/Special-Education-in-the-Schools>
(Paragraph 6)

Division for Early Childhood on Inclusion (DEC)

- Birth to 8 years old
- Promote opportunities for development and learning, and a sense of belonging

Definition: *the right of every infant or child and youth, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities and society.*

Features of inclusion:

- **ACCESS**
- **PARTICIPATION**
- **SUPPORTS**

Desired results:

- Sense of belonging and membership
- Positive social relationships and friendships
- Development and learning to meet their full potential



<https://www.decdocs.org/position-statement-inclusion> (April 2009)

Teacher definition:

“Inclusion is very important in schools but it does not mean that it’s the same for everybody.

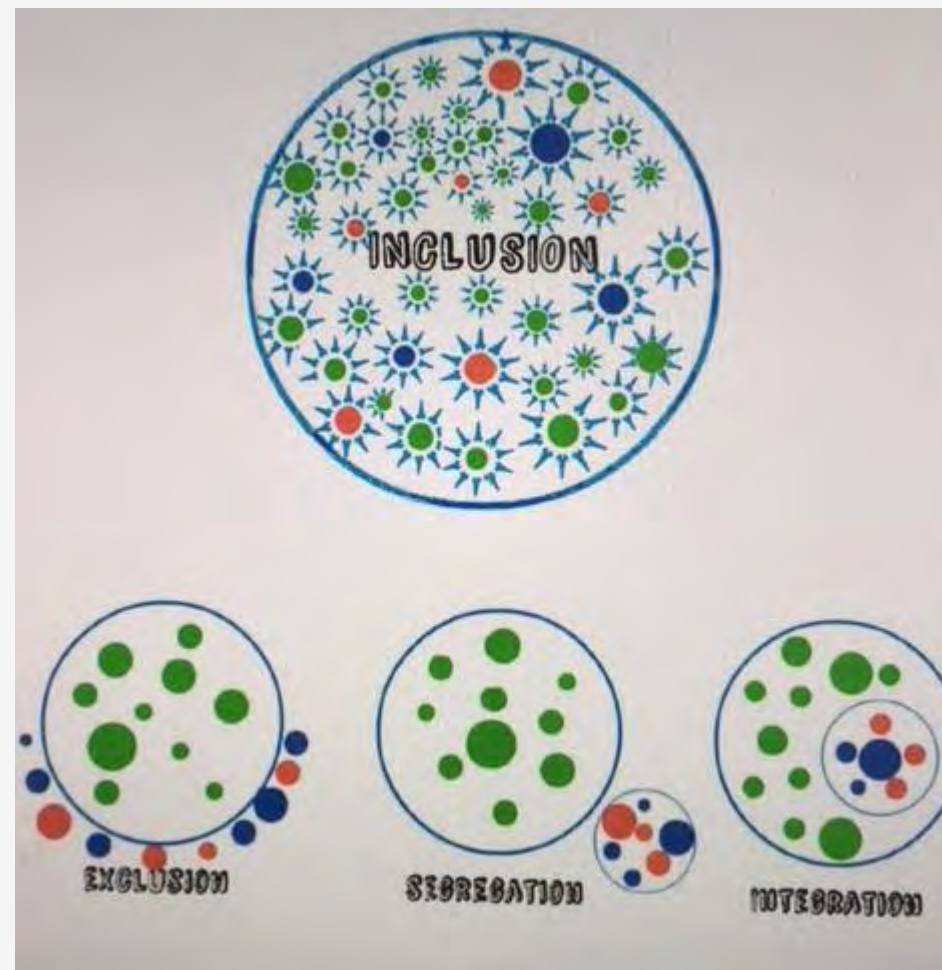
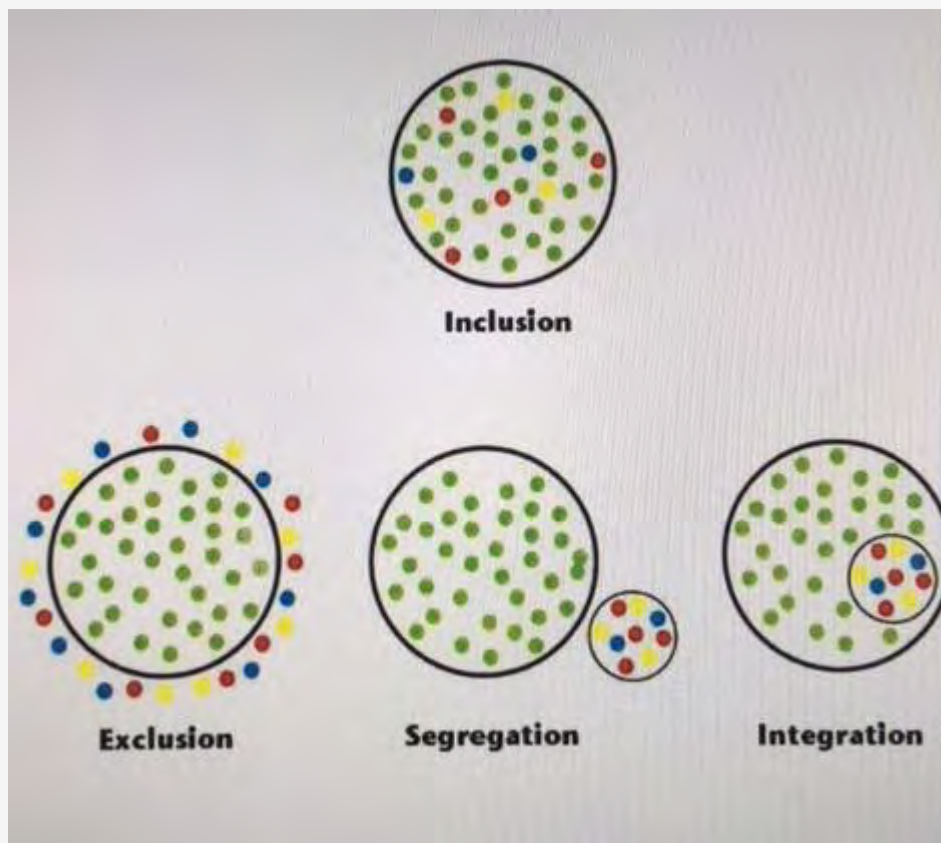
Inclusion does not have the same look.

Children are different and they need to be given the best supports and that looks different depending on their needs.”

D.M. (Special Educator)

*Jon’s Dance

What should inclusion look like in the classroom? (PSSD Visual)



Saskatchewan Council for Exceptional Children

- STF: Professional Growth Network
- Professional Development
- Harry Dahl Scholarship
- Yes I Can Awards



Saskatchewan Unit
Council for
Exceptional Children

SK CEC Workshops

- ❖ Jump Math
- ❖ Roadways to Reading
- ❖ Functional Behaviour
- ❖ Anxiety and Mental Health
- ❖ Mindfulness
- ❖ AND MORE!



Harry Dahl Scholarship \$2000

The Saskatchewan Council for Exceptional Children presents the following Harry Dahl Scholarships:

- a \$1000 **Academic Scholarship** that supports an individual pursuing a career directly related to working with a person with exceptionalities.
- a \$1000 **Transition Award** in recognition of an individual who has overcome significant challenges due to a disability in order to achieve his/her goals.

Yes I Can Awards!



The Yes I Can! Award acknowledges the achievements of children and youth with intensive supports (grades 4-12) *who have overcome challenges or public misconceptions*,

- ❖ Encourages children and youth with intensive needs to seek their highest potential; and
- ❖ Increases awareness of the abilities, aspirations, and personal qualities of people with intensive supports.

Academics Category
School and Community Activities Category
Self-Advocacy Category
Technology Category
Transition Category
Arts Category

SK Yes I Can Awards



Yes I Can Awards (Canadian Winners at CEC International Conventions)

<https://www.youtube.com/watch?v=pnMiz-CtgAo>

<https://www.youtube.com/watch?v=d4elweyvirY&t=44s>



Supporting families – camp funds



Fundraiser

Presented by
 **SASKATOON LIONS CLUBS**

 **Council for
Exceptional
Children** 

Thursday, November 29, 2018

DOORS OPEN 6:00pm

DINNER AT 6:30pm

SHOW 7:30pm

Gordie Howe Sports Complex

Upstairs in the Mezzanine

(1525 Avenue P S, Saskatoon, SK)

Tickets Include Dinner and the Entertainment

\$25

**(Tickets available at McNally Robinson and Tracy Schnell-
Persson (306)280-7808)**


Details for the Evening:
Ukrainian Meal Served:
Perogies, Cabbage Rolls, Farmers Sausage
and Caesar Salad.

Music Talent by the Singles
Heidi Munro and Scott Patrick



Student & Parent Perspective

AISLIN CAMILLERI - ALL ABOUT ME!



Top Left:

- If you can take a few extra minutes to teach me the way I learn, you'll see how intelligent I am.
- I am an auditory learner. Learning visually can be difficult at times for me.
- I can read very well and have a huge vocabulary but I have trouble with comprehension. If I hear it aloud I will understand. I enjoy reading non fiction.

Top Right:

- I have an amazing memory.
- I have difficulty when peers treat me differently. I NEED to be treated like everyone else.
- I need help staying organized and on task (especially when I'm not interested or the work seems difficult). I use an agenda to help remember what's coming up.
- I may not understand your body language or metaphors. I can be very literal.

Bottom Left:

- Sometimes I may need reminders to to focus. I like to daydream when a subject is difficult for me or I'm not interested in the topic. I'm working on this.
- It sometimes takes repetition for me to absorb what you are saying or showing me.
- My performance doesn't always match my abilities. I am often more capable than I show you. Sometimes my anxiety or fear of not understanding masks my ability to show you or to retain what I'm being shown.
- Please make your expectations of me very clear.

Bottom Center (over photo):

- I can get quite anxious. If I feel I have done something wrong, or don't understand I can worry about it a lot.
- If I don't know what I am supposed to say or do I may act inappropriately (silly or over react, say something mean). If I do, it really helps if you explain what I can do differently. **Don't assume I know.**
- I am very social but sometimes it's hard for me to know the right thing to say or do. I don't like to be left out.

Bottom Right:

My mom's name is Tara. She said you can call her anytime. 306-241-1361. She likes to keep in touch by email and telephone so that she knows how I'm doing and what I may be having trouble with and also what I do really well with.

A little note or email saying I had difficulty means that she will work extra with me at home and I'll be all ready to try again tomorrow.

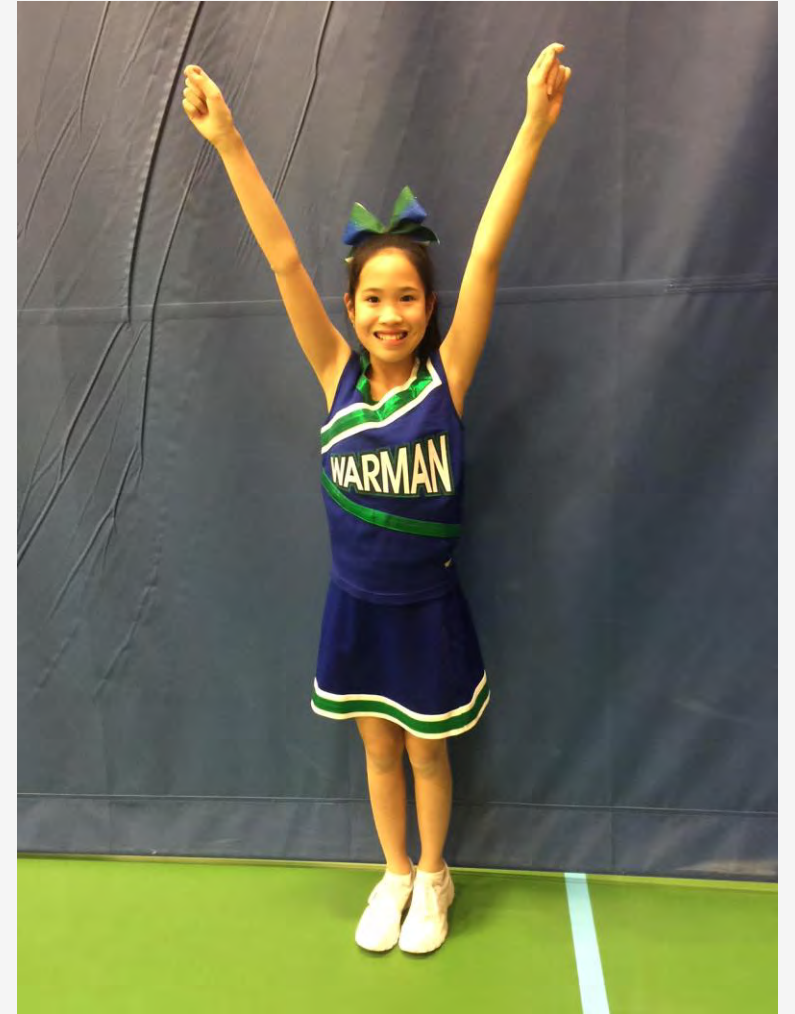
**PRESUME COMPTENCE.
PRAISE ME
BELIEVE IN ME**

Our story...

- ❖ Aislin's journey going through public education
- ❖ Our family challenges/school challenges
- ❖ What would help



WCMS Cheer team



Yes I Can!



Response to Intervention

What is RTI?

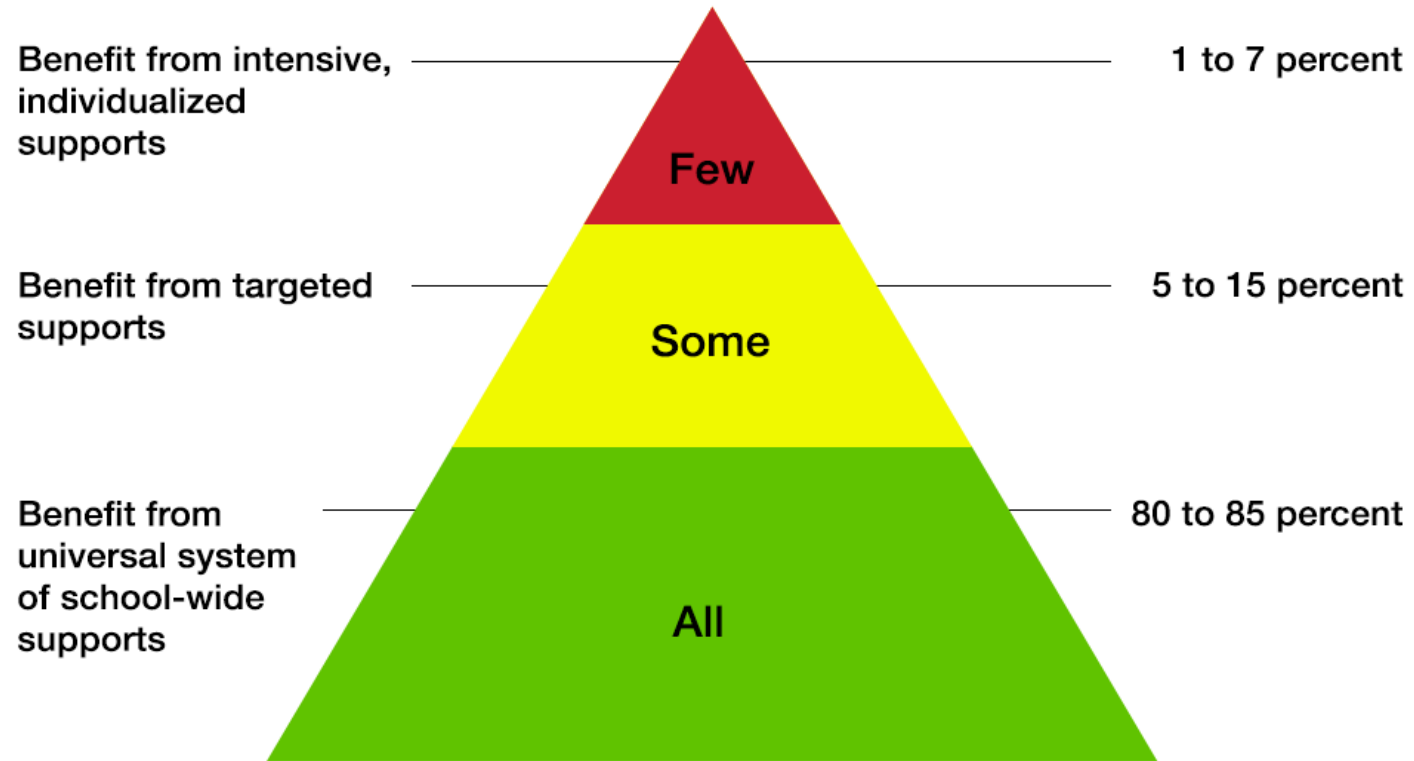
Response to Intervention (RTI) is an innovative ***educational model*** designed to improve the achievement of all students.

RTI emphasizes the importance of ***quality teaching, early intervention and regular progress monitoring***.

The intent is to help teachers ***address unique learning needs*** before severe academic problems can develop.



RTI



Definition: *Response To Intervention* (RTI) integrates assessment and intervention within a school-wide, multi-leveled prevention system to **maximize** student achievement and **reduce** behavior problems.

Primary Level of Prevention

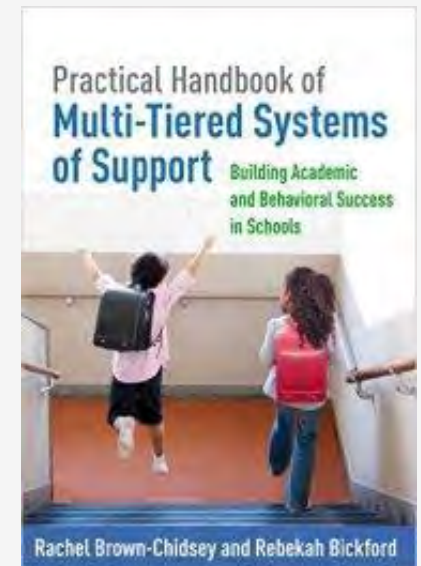
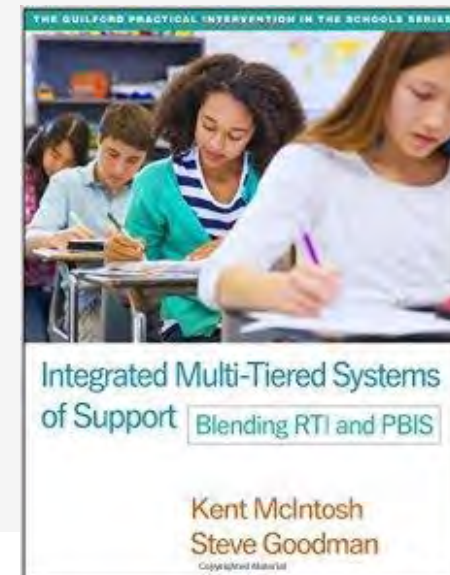
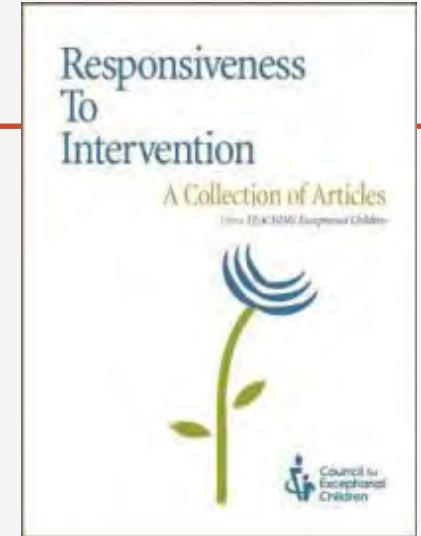
- Happening within the general classroom
- Research-base education programs and curricula
- Research- based instructions methods
- Student assessments (including strengths, interest, and achievement)
- Teaching targeted to individual academic needs, interest, and learning strengths and style
- Differentiated instruction within the classroom
- Flexible grouping based on academic skills, learning characteristics and interests
- Screening of students achievement ongoing assessment



RTI

“The goal is for the school to **intervene**, and start helping **before a student falls** behind.”

- Strategies that are structured, planned and research based (***evidence based practices***)
- Accommodations and adaptations to increase student engagement and participation (***differentiated instruction***)
- providing ***multiple means*** for students to learn the standards (device, practice, intervention, or procedure that eliminates the barrier to learning AND does not change the content taught)



Response to Intervention (RTI)



Webinar Recordings

Response to Intervention/Tiered Intervention

[Differentiation Through Tiered Instruction](#) (Feb. 20, 2013)

[Linking the Common Core State Standards and Response to Intervention: Tailor-Made Collaborative Opportunities for Teachers and Speech-Language Pathologists. A CEC/DCDD Collaborative Webinar](#) (Oct. 16, 2012)

[Implementing Tiered Instruction for Diverse PreK Learners: Effective Teacher Decision Making at Tier One. A CEC/DEC Collaborative Webinar](#) (May 3, 2012)

Universal Design for Learning

What is it?

Universal Design for Learning (UDL) is a framework to *improve and optimize teaching* and learning for all students based on scientific insights into how humans learn, with intent, right from the start, reducing barriers to learning.



Universal Design for Learning (UDL)

Four Assumptions & Beliefs about learning and learners based on neuroscience and research in learning sciences:

1. Learning & Ability
2. Learner Variability
3. Expert Learner
4. Separate Goals

- Every student has **access** to a learning environment and to the general education curriculum.

UDL maximizes INCLUSION through differentiated instruction!

Learning & Ability



Learning is the dynamic interaction of the individual (variability) with the environment (context).

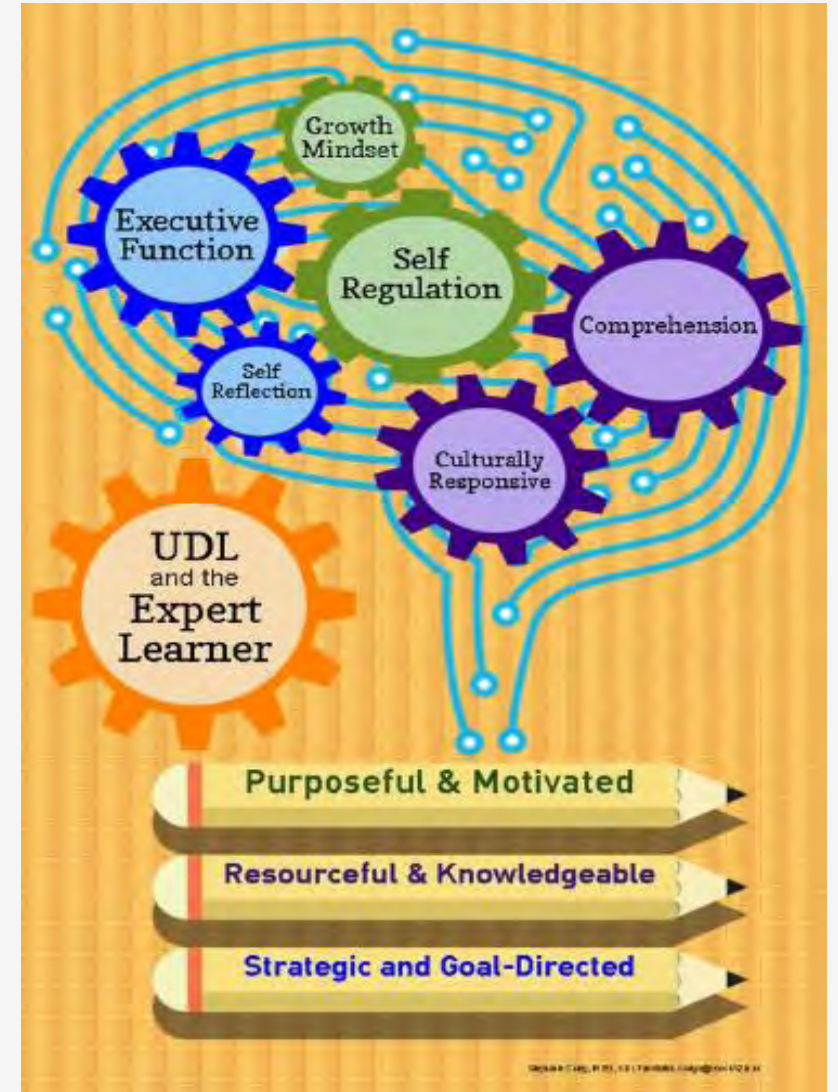
Learner Variability

Classrooms are filled with students who:



Expert Learner

The whole purpose to education is to produce expert skills in learning.



Separate Goals

Two forms of goals:

Knowledge Goals

- **Concepts**
- **Content**
- **Facts**

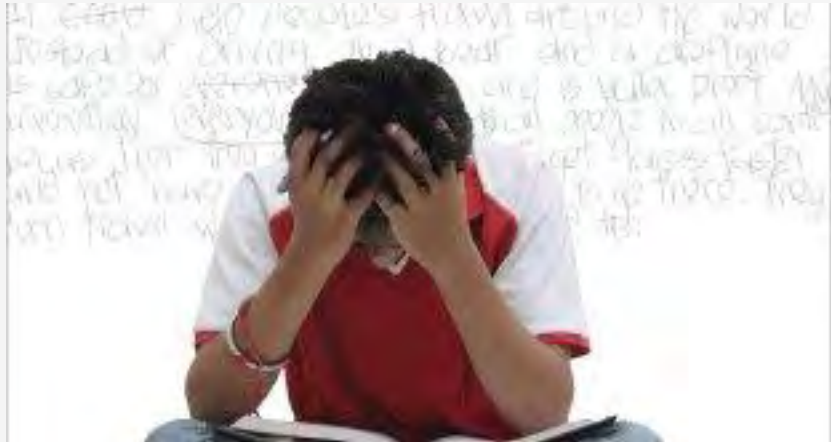
Skills Goal

- **Writing**
- **Speaking**
- **Computation**

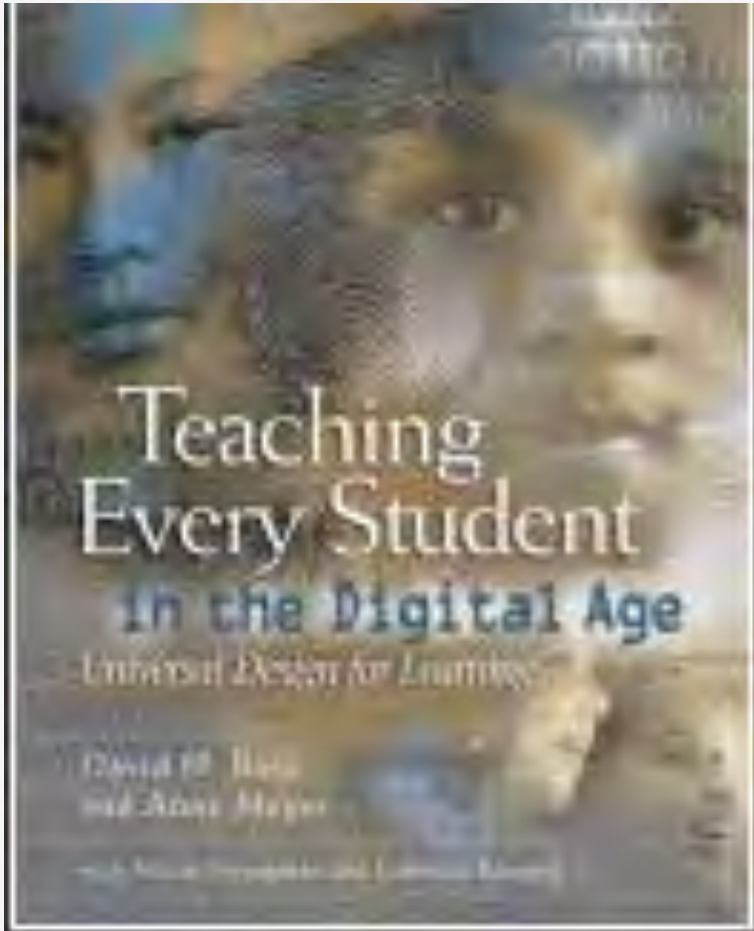
Often we expect student to represent both goals together

when in fact we should be separating these goals when possible...

National Centre on Universal Design for Learning



“UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it. To do this, the standard must not embed the means (the how) with the goal (the what). ”



Published in 2004

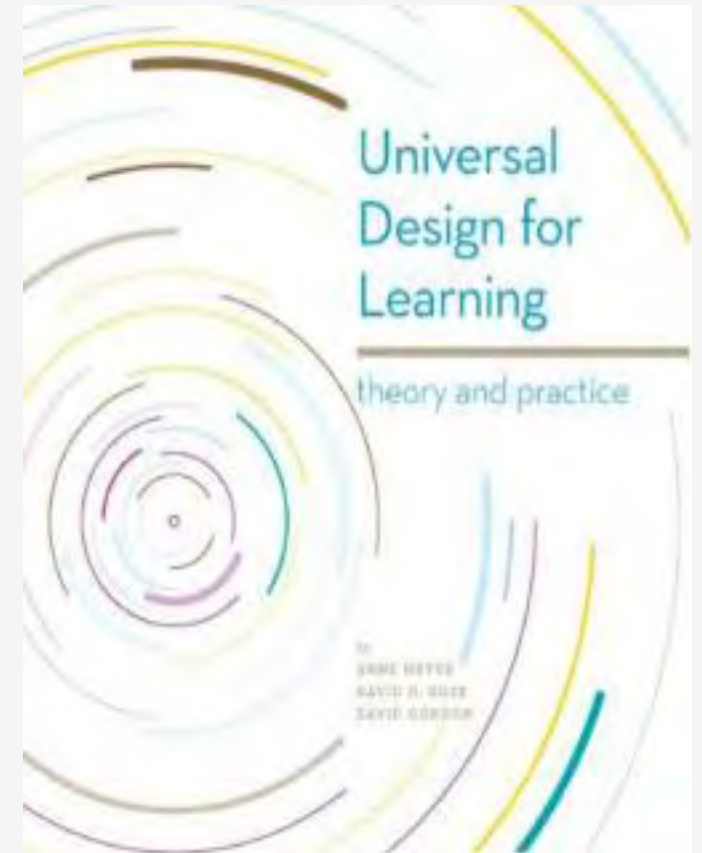
In 2008 the UDL – asked us to think about our learning environments and provide learners with the following UDL principles:

- Multiple means of **Representation**
- Multiple means of **Action and Expression**
- Multiple means of **Engagement**

The UDL principles and guidelines were flipped

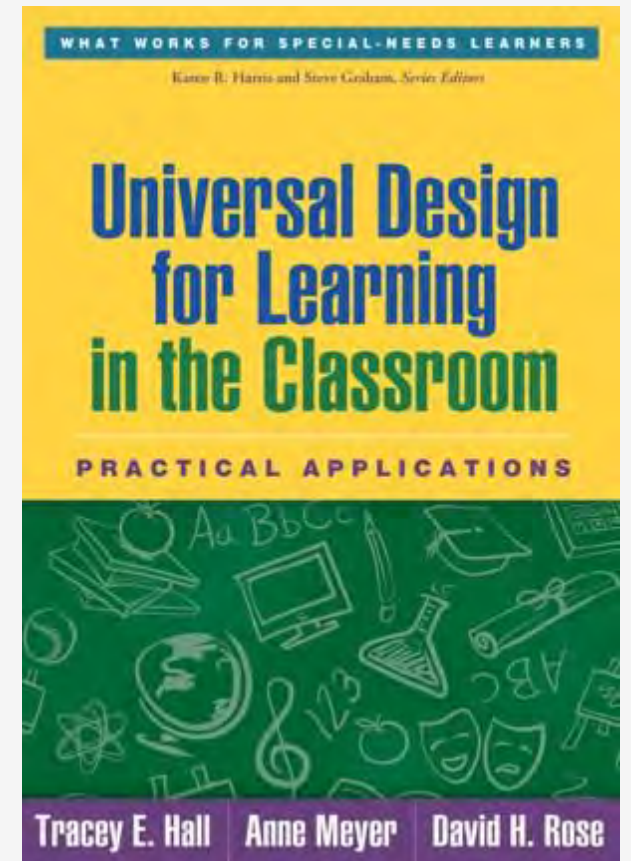
- ***Engagement***
- ***Representation***
- ***Action and Expression***

This approach benefits all students including students with disabilities. It helps blur the line between regular education and special education.



Universal Design for Learning – What is it?

- High **expectations** for every child
- Establishing a system of **services** and **supports**
- Revise program and professional **standards**
- Achieve an integrated **professional development** system
- Address the **different learning needs** of students **right from the start**, thinking about the **diversity** of the learner and **reducing barriers** to learning
- **increased accessibility** for more students
- **more success** for more students

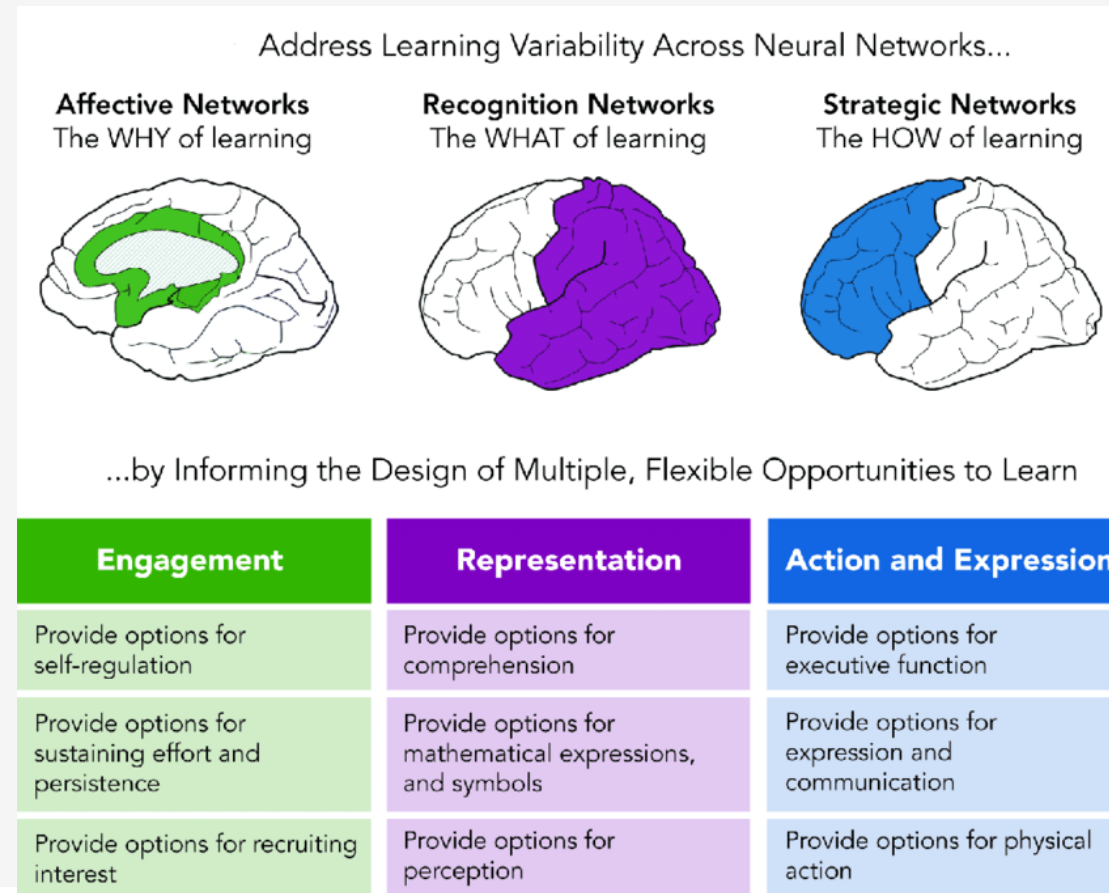


-
- **increased accessibility** for more student, **more success** for more students
 - **relies on use of technology** to ensure learning **resources and environments are assessable and engaging** for all students
 - Universal design for learning is the **design intervention**, is about **curriculum design, instructional design**, and **access to flexible learning resources**
 - learning environment depends on many factors of **flexible instructional** practises, **learner centre curricular, availability of digital learning resources** and **support from school leaders**

The principles of UDL can help **inform future curriculum development** to ensure learner outcomes, resources and assessments better meet the needs of a wider range of learners.

UDL cont'd...

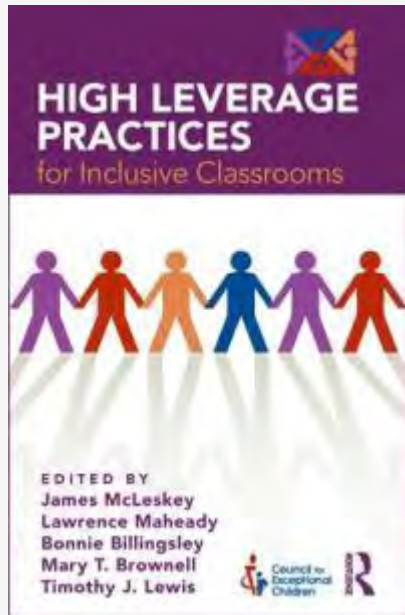
The principles of UDL can help **inform future curriculum development** to ensure learner outcomes, resources and assessments better meet the needs of a wider range of learners.



I DONT Like
work shite !



High Leverage Practices



Teacher education programs (K-12)

-A tool that outlines best teacher practices needed to use in the classroom to support inclusion, UDL and RTI.

Four aspects of practice:

1. Collaboration
2. Assessment
3. Social/emotional/behavioural practices
4. Instruction

FOR ALL TEACHERS!

HLP's

A set of practices that are fundamental to support incoming teachers for student learning, that can be ***taught, learned and implemented***.

- **Research based** and known to foster student engagement and learning
- **Broadly applicable and usable** in any content area or approach to learning
- Skillful execution is fundamental to **effective teaching**
- Focus directly on **instructional practices**

CEC is incorporating HLP's in the following:

- Identification of editorial content of "***Teaching Exceptional Children***" and "***Exceptional Children***"
- Sessions and content during CEC's Convention and ***webinars***
- ***Public policy initiatives*** at both the Federal and State Levels
- Inclusion of HLP's in the revision of ***CEC's Professional Standards***

www.highleveragepractices.org

Challenges...

- ❑ Lack of funding for special programs and EA support
- ❑ Lack of support for EAL and academic needs
- ❑ Poor internal and external agency communication
- ❑ Resistance to inclusive education
- ❑ Overload of paperwork
- ❑ Not using evidence-based practice material
- ❑ Lack of training to deal with socio-emotional and behavioral challenges
- ❑ Poor facilities and structure of the classroom
- ❑ Limited specialists



Recommendations for HIGH QUALITY INCLUSION

- TRACK **DATA** TO DETERMINE THE QUALITY OF INCLUSION
- REVIEW AND MODIFY **RESOURCE ALLOCATION** (\$)
- CREATE **STRATEGIC PLANS** (REGARD IT AS A TOP PRIORITY)
- PROVIDE **PD** SO THAT INCLUSION IS MEANINGFULLY ADDRESSED...ALL GENERAL EDUCATORS
- **PARTNERSHIP** WITH HIGHER EDUCATION (TRAINING IN INCLUSION) I.E. High Leverage Practices
- PD AND TRAINING FOR **SOCIAL-EMOTIONAL AND BEHAVIOURAL HEALTH**
- **PROPERLY TRAINED PERSONNEL** WHO PROVIDE INTERVENTION WITHIN OR OUTSIDE OF THE CLASSROOM
- **CONSISTENCY** THROUGHOUT THE PROVINCE (IEP'S, DATA COLLECTION, PAPERWORK OVERLOAD)
- CAP **CLASS SIZES** & DOG-PILING
- REWRITE CURRICULUM WITH **ADAPTATIONS/ACCOMMODATIONS/LANGUAGE BASED (EAL)**
- TAKE ADVANTAGE OF **CEC AND SKCEC** RESOURCES AND SUPPORTS!!!!

why? Scientific Base for Benefits of Inclusion (CEC)

- Children with disabilities face significant **barriers** to accessing inclusive high quality early childhood programs
- Research indicates that early childhood inclusion is **beneficial to children** with and without disabilities
- **Not necessarily more expensive** to having inclusion vs. segregation
- Students will reach their **full potential**:
 - societal benefits
 - higher productivity in adulthood
 - fewer resources spent on interventions and public assistance later
- Students with exceptionalities will tend to have **better attendance** and **higher math and reading scores** than those out of general ed.
- Stronger social-emotional skills, cognitive and communication **development and learning** progress
- A higher probability of **employment and higher earnings**



It's a shared responsibility!





Questions and Answers



Thank-you!

www.cec.sped.org

<http://www.saskcec.ca/>



More websites:

CEC Canada Home: <http://community.cec.sped.org/Canada/home>

CEC Canadian Membership: http://higherlogicdownload.s3.amazonaws.com/SPED/795ee3a8-7709-487f-9733-c7e0c91f68a0/UploadedImages/Canadian_Application.pdf

<http://www.cast.org/our-work/about-udl.html#.W-zwsThKjIU>

