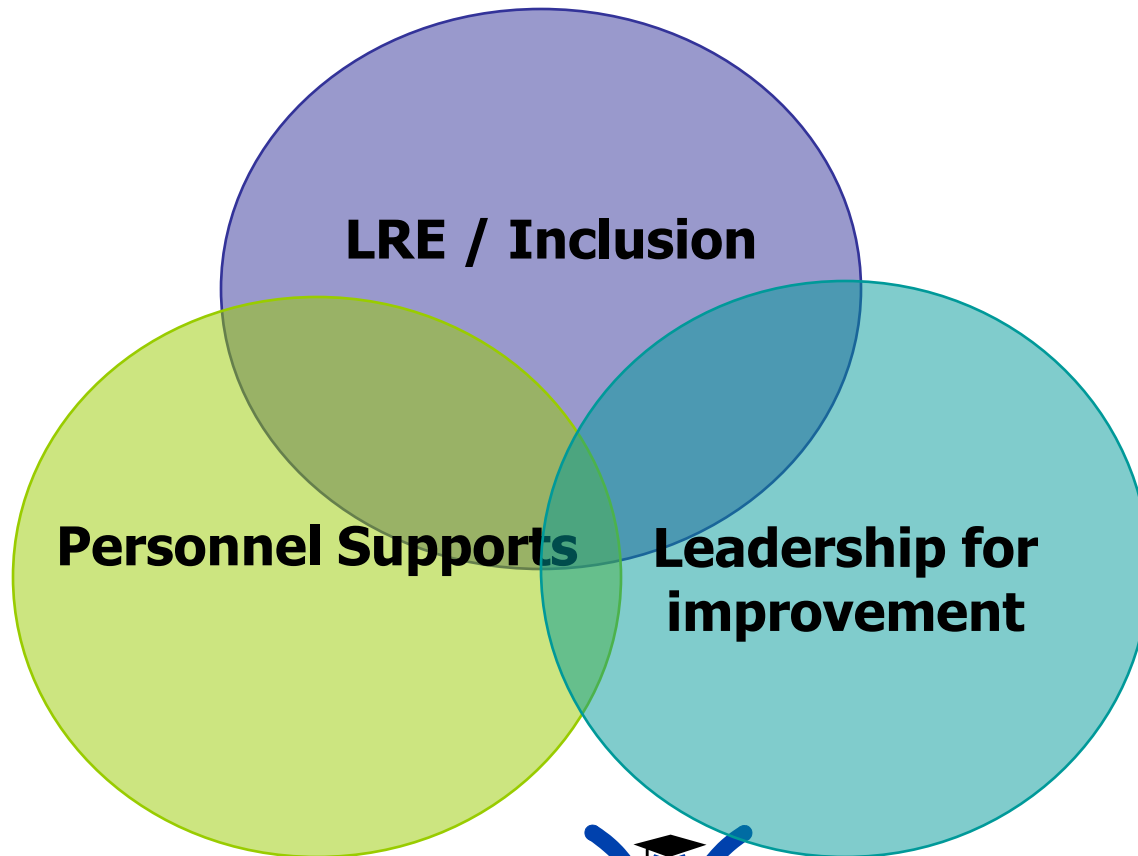

Providing Instruction in the Least Restrictive Environment: From Practical Knowledge to Effective Implementation

**Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334**



IMPROVING STUDENT ACHIEVEMENT



Elements for leading change in practice

- **Awareness and understanding of the target practice**
- **Acceptance of the change**
- **Leadership and coaching skills**
- **Use of research based strategies for improving teacher practice**



90/80 Benchmark

USDOE ranks states based on

- **90% of students with disabilities being educated in a general education classroom at least 80 % of the school day.**

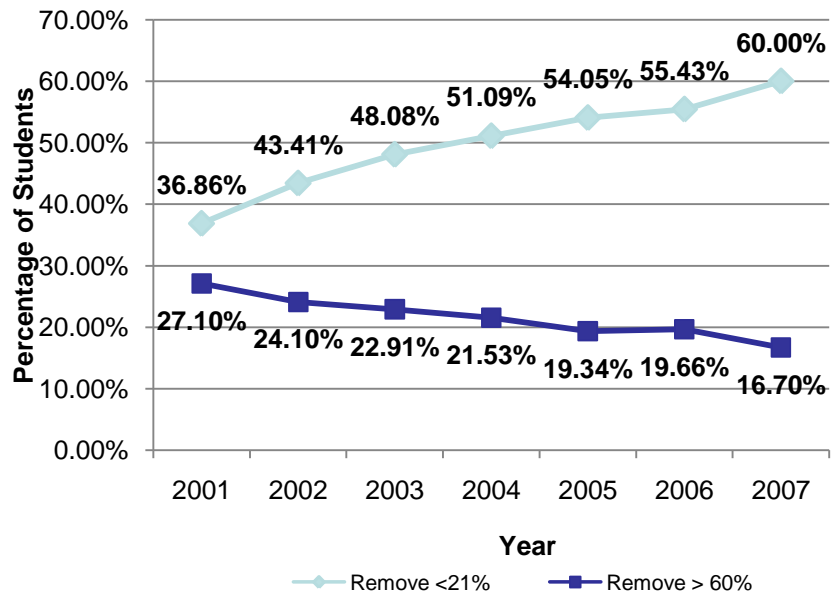
Rod Paige

Secretary

US Dept. of Education



Students Served in General Education Setting





**Exceptional Students
Educational Environments Calculator
Students Ages 6 -21**

Enter TOTAL number of minutes in the school day
(This includes lunch, recess and study periods.)

Teacher:

School:

| Student ID | Total Number of minutes per week removed from general education classroom | Percentage of Time in a General Education Setting |
|------------|---------------------------------------------------------------------------|---------------------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- Environment 1
- Environment 2
- Environment 3

Page 1



4 Performance Goals Related to LRE

- **Decrease the percentage of students with disabilities who drop out of school.**
- **Increase the percentage of students with disabilities who earn a regular education diploma.**
- **Decrease the gap in performance of students with and without disabilities on statewide achievement tests.**
- **Increase the percentage of time students with disabilities receive instruction in the general education setting with appropriate supports and accommodations.**



Why Serve Students in the LRE?

- **IDEA and NCLB requirements**
 - Gives students access to highly qualified subject-matter teachers (HQT)
 - Least Restrictive Environment (LRE)
 - Access to general education curriculum
 - Adequate Yearly Progress (AYP)



Why Serve Students in the LRE?

- Documentation of achievement in special education
- Research and focus on reading instruction for disabled students
- Move toward use of RTI (Response to Intervention) for placement of SWD



Why Serve Students in the LRE?

- **Creates conditions in which students with disabilities and other groups can make AYP**
- **Provides powerful support for the professionals who teach**
- **Reduces stigma for students**



Why Serve Students in the LRE?

- **Wider range of instructional alternatives for all students**
- **Reduces fragmentation of learning**
- **Enhances the participation of students with special needs as full classroom members**



STUDENT ACHIEVEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

LRE Definition from IDEA

- ***“...providing appropriate special education and related services and aids and supports in the regular classroom, to such children, whenever appropriate...”***



Can you rearrange this Continuum of Services from least to most restrictive?

- Consultation
- General Education
- Collaboration
- Supportive Instruction
- Special Education Classroom
- Co-Teaching

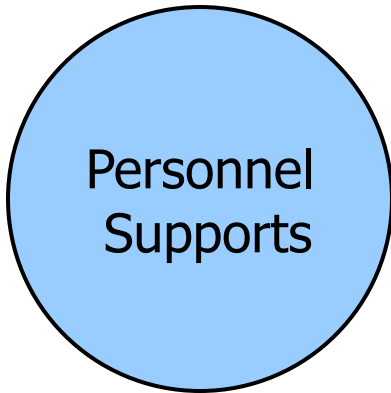
**Least
restrictive**



**Most
restrictive**



Continuum Of Services



- General Education
- Consultation
- Supportive Instruction
- Collaboration
- Co-Teaching
- Special Education Classroom

**Least
restrictive**



**Most
restrictive**

Collaborative Approaches for providing LRE support include:

- Supportive Instruction
 - Paraprofessional supports instruction with accommodations/modifications.
 - General education teacher has primary responsibility of planning and delivering instruction.
- Collaborative Instruction
 - General Education teacher and Special Education teacher share classroom teaching responsibility **50% of the time.**
 - Examples:
 - on Tuesdays and Thursdays and every other Friday OR
 - 30 minutes of each 60 minute segment

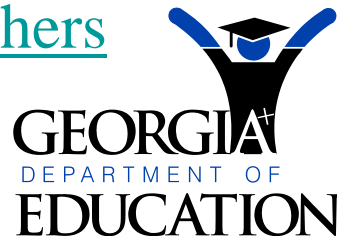


Co-teaching is a third approach to collaboration...

“Co-teaching is defined as two or more professionals delivering substantive instruction to a group of students with diverse learning needs.”

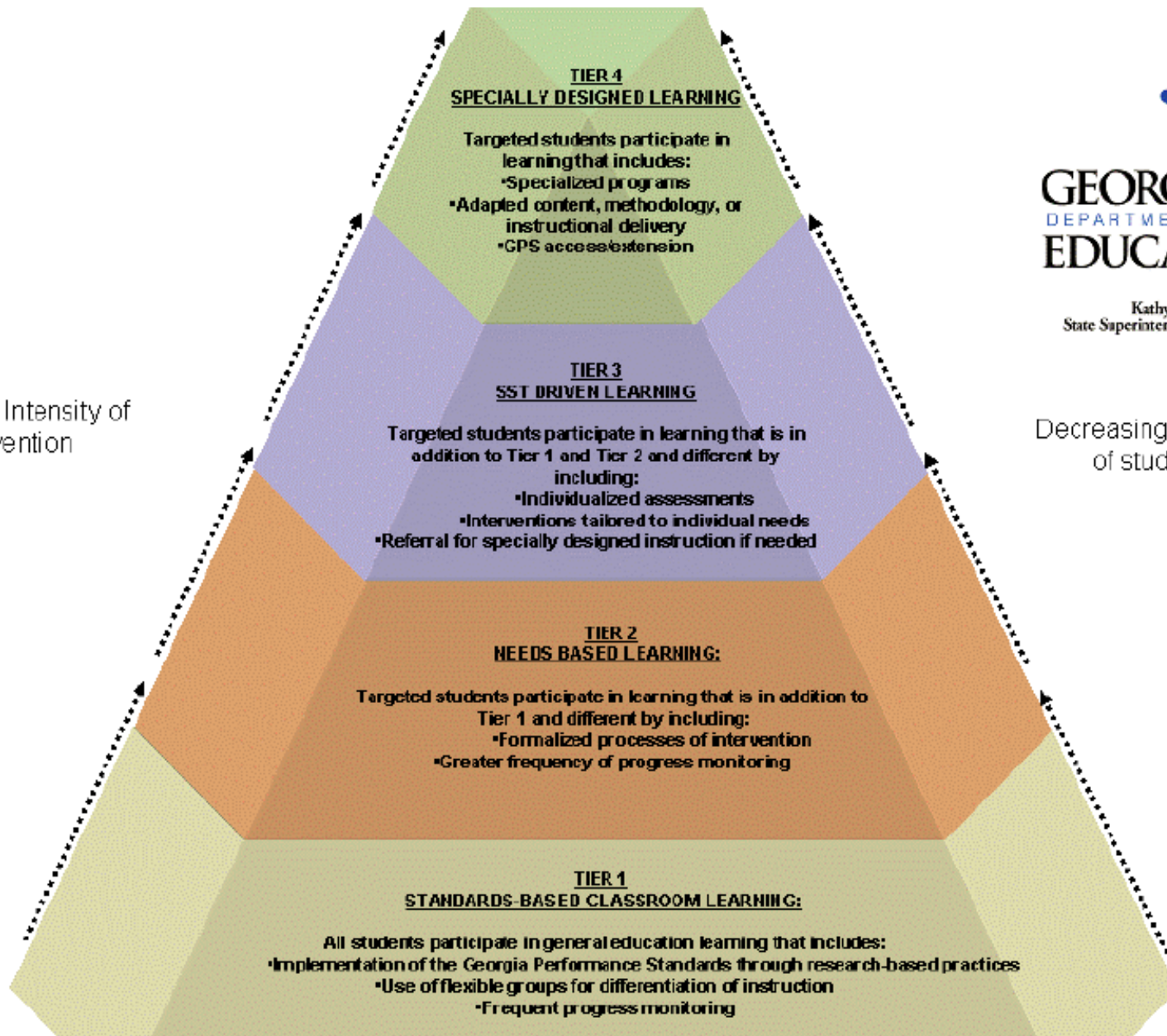
From Focus on Exceptional Children. Vol. 28 (3), 1995. Cook and Friend

[Are We Really Co-teachers](#)



Decreasing numbers
of students

Increasing Intensity of
Intervention



EDUCATION

Why co-teach?

- **Teachers with different specialties, e.g. general and special education, can better meet the needs of a diverse population of students.**
- **“Co-teaching should result in direct instructional and social benefits for students who have IEPs.”**

Friend and Cook, 2007



Data shows inclusion works!

| Students making academic progress | Traditional class setting | Inclusion class setting |
|------------------------------------------|-------------------------------------------|-------------------------------------------|
| With disabilities | Math 35.9% Reading 41.9% | Math 43.3% Reading 45.9% |
| Without disabilities | Math 39.0% Reading 47.1% | Math 58.8% Reading 50.7% |

% of Schools Who Made AYP - 2004

| Grade Levels | Schools in the SALRE Project | Statewide |
|-------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| All Grades | 83% of schools made AYP (247 schools) | 78% of schools made AYP (2033 schools) |
| Middle and High Schools | 57% of schools made AYP (97 schools) | 52% of schools made AYP (729 schools) |

% of SWD Who Did Not Make AYP From 2004 to 2005 (Decrease desired)

| Grade Levels | Schools in the SALRE Project | Statewide |
|-------------------------|---------------------------------------------------|----------------------------------------------------|
| All Grades | Decreased 2.18 Percentage points (247 schools) | Decreased 1.42 Percentage points (2033 schools) |
| Middle and High Schools | Decreased 23.55 Percentage points (97 schools) | Decreased 20.44 Percentage points (729 schools) |

Challenges

- **Professional learning**
- **Must provide team planning time**
- **High ratios of students-teachers**
- **People's perceptions and expectations**
- **Speed of curriculum**
- **Behavior**
- **Scheduling issues**





Play

Pause

Stop



Kathy Cox
State Superintendent of Schools

Administrative Issues

- **Special ed teacher is intimidated by the content and protective of students with IEPs**
- **Content teacher is intimidated by wider range of students' needs or over turf issues**



Administrative Issues

- **Philosophical differences between teachers**
- **Lack of enough planning time**
- **Questions from parents**



Components for Successful Co-Teaching

- **Shared Philosophy**
- **Prerequisites**
 - Personal, Pedagogical, Professional
- **Collaborative Relationship**
- **Clear Plans and Procedures**
- **Supportive Context**

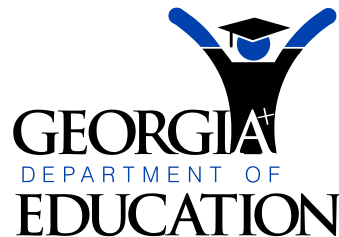
Co-Teach, Marilyn Friend, 2008



“All Means All” Philosophy

The movement to deliver educational services to students with disabilities within the general classroom is founded in a philosophy identified in the literature as “Inclusion”.

Inclusion is the commitment to educate each student with disabilities to the maximum extent appropriate in the school or classroom in which he or she would otherwise attend.



Inclusive Schools. . .

Don't ask, "How does this student have to change in order to be in this class?" But rather, "How do we have to change in order to offer full membership to our students with disabilities?"



Here's our team. What inferences can you draw about teams from looking at this team!



Did you come up with these?

- **Teams are made up of unique individuals working toward a common goal.**
- **Each member of a team brings knowledge, skills and needs to the team relationship.**
- **Teams stay together to be successful!**



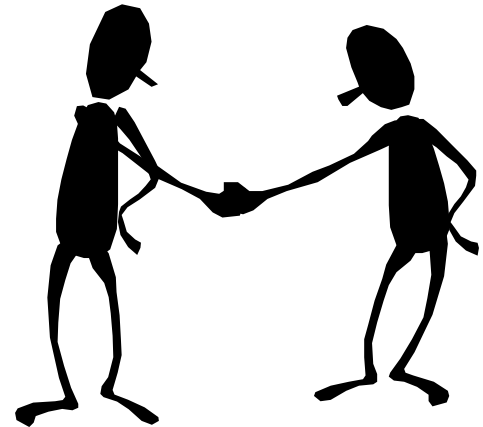
What makes a successful team?

Individual Prerequisites:

- Can work effectively with another adult
 - Sense of humor
 - Willingness to set aside differences
- Set of common knowledge and skills
- Discipline-specific knowledge and skills

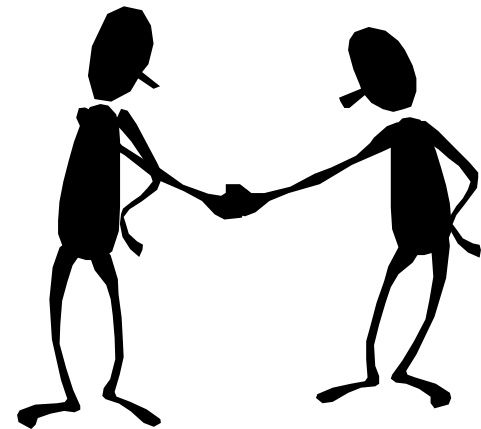
What makes a successful team?

- **Shared philosophy/core beliefs**
- **The professional relationship is based on:**
 - Parity
 - Communication
 - Respect
 - Trust



What makes a successful team?

- **Co-teachers make a commitment to building and maintaining their professional relationship.**



How will you communicate to each other, to students, and to parents that you and your teaching partner have equivalent expertise and share responsibility in the classroom?

Parity may relate to who begins instruction or gives permission for students to leave the room, who stands in front of the room during instruction or who grades papers.

Remember that teachers bring different types of expertise. The goal is to blend these to increase student achievement.

Completion of this parity checklist and discussion by co-teachers can clarify roles and support a positive team relationship.

Establishing Parity Checklist

Discuss each of the following that signal to students about the parity and equality of your co-teaching relationship. Decide if the signal is important or not important in your specific teaching situation.

| Important | Not Important | Signal |
|-----------|---------------|------------------------------------------------------------------------------------|
| | | Both teachers call parents. |
| | | Both teachers' names are outside the door. |
| | | Both teachers' names are on report cards. |
| | | Both teachers provide written feedback on assignments (may be at different times). |
| | | Teachers share materials and supplies. |
| | | Both teachers have the same type of desk/chair or they share a desk. |
| | | Both teachers take a lead role in the classroom. |
| | | Both teachers attend parent conferences. |
| | | Both teachers discipline students without checking with the other teacher. |
| | | Both teachers work with all students. |
| | | Students consider both teachers to be "real" teachers. |

Roles and Responsibilities

Team members should complete this checklist individually, compare their responses and then develop collaborative processes to ensure a clear understanding and sharing of classroom roles and responsibilities.

| Responsibilities | General Education Teacher | Special Education Teacher | Other Persons Responsible |
|---------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| Set instructional goals | | | |
| Prepare study guides | | | |
| Write lesson plans | | | |
| Grade papers for segment that is co-taught | | | |
| Prepare materials | | | |
| Prepare tests | | | |
| Make copies | | | |
| Make accommodations and modifications of tests, study guides, & worksheets | | | |
| Create advanced organizers (e.g. graphic organizers, copies of notes, reading guides) | | | |
| Monitor notebook/agenda organization | | | |
| Write IEPs | | | |
| Keep grade book and/or attendance record | | | |
| Complete report cards | | | |
| Have parent conferences | | | |
| Call parents | | | |

Code: P=Primary Responsibility S=Secondary Responsibility

CO-PLANNING WORKSHEET

The Co-Planning Worksheet is a comprehensive tool to enable individual team members to reflect on their personal beliefs regarding co-teaching and the many tasks involved.

Team members should complete this checklist individually, compare their responses and then develop collaborative processes to ensure a clear understanding and sharing of classroom roles and responsibilities.

Both teachers should complete this together prior to beginning your co-teaching year. Reviewing procedural matters now will avoid mis-communication and frustration that may arise later.

1. What are the general expectations or goals that each of you have for the class? (This is a good time to share basic beliefs about instruction.)
2. How and when will you arrange joint planning time: Decide now before your weekly calendars fill up.
3. How will each of you be introduced to the class at the beginning of the year?
4. Discuss classroom rules, the tardy policy, and discipline techniques. How will they be enforced? Who will enforce them? Discuss classroom routines for leaving the room, using free time, and turning in assignments.
5. Who will assign the grades for homework, quizzes, and tests?
6. Discuss paperwork responsibilities. How will the following be done?
 - a. keeping attendance
 - b. recording tardies and discipline referrals
 - c. writing up discipline referrals
 - d. recording grades (classwork, homework, quizzes, tests)
 - e. completing progress reports
 - f. making charts, bulletin boards, etc.
7. Do you have any pet peeves? (Ex: If you don't want blue ink used at all, state it; if you can't stand chewing gum, let it be known.)
8. How will parental contacts be made? Who will return phone call, attend conferences?
9. Who will monitor IEP modifications for special education students in class? (Ex: oral testing, additional test-taking, time, note-taking assistance.)
10. What accommodations will be made if one of you is absent from class? Will there be advance notice to your co-teacher. What will the substitute do? Are you both expected to be in the classroom at all times?
11. Discuss the acquisition and utilization of supplies and equipment needed for the classroom. Who is responsible for getting these?
12. Negotiate instructional expectations.
 - A. What should be taught?
 1. curricular focus
 2. scope and sequenceHow should it be taught?
 1. pacing
 2. instructional delivery
 3. who does exactly what and when
 - B. Discuss the syllabus for the class.
13. How will you resolve differences? Some disagreements' in co-teaching are normal. Have a plan to communicate concerns while they are still small.
14. How will you ensure a regular ongoing evaluation of the class to take a look at what is working and what needs revision?

Specialized instruction...

- **Is instruction significantly different with both adults present?**
- **Are the co-teaching tools being purposefully used?**
 - Models
 - Teaming skills
 - Accommodations/differentiation
- **Use of Research based strategies to differentiate instruction**



Delivering specialized instruction

| | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activities | <ul style="list-style-type: none">•Use adapted materials that parallel the regular activity•Allow for alternate student responses•Within an activity define different outcomes |
| Materials | <ul style="list-style-type: none">•Alter complexity of format – make concrete, highlight cues•Alter motor requirement- size, fewer parts•Alter sensory requirement- visual contrast, input delivery•Use technology- assistive technology, note taking |
| Instruction | <ul style="list-style-type: none">•Use flexible groups•Use a variety of co-teaching approaches•Use graphic organizers and other nonlinguistic strategies |
| Environment | <ul style="list-style-type: none">• Behavioral Arrangement- teach rules and processes• Physical Arrangement- proximity seating, room accessibility• Sensory arrangement – noise, lighting, reduce distractions |

Accommodation

Modification

A change in HOW:

- Instruction or information is presented,
- Assessment is administered,
- A student responds during instruction or assessment activities.
- A student demonstrates what he/she has learned.

A change in WHAT the student is expected to learn or demonstrate.

Significantly alters:

- grade level**
- complexity**
- performance standard.**

Classroom Practices Pre-Assessment

Use these indicators to examine your classroom instruction. Draw a dot on each line to show where your current teaching practices lie on a continuum from traditional to differentiated.

Rate your instructional practice?

| Traditional Classroom | Differentiated Classroom |
|----------------------------------------------------------------------------|------------------------------------------------------------------------|
| Whole-class instruction | Blend of whole-class, small group, partners, and individual activities |
| All heterogeneous or all homogeneous grouping | Flexible grouping |
| Lecture format | Varied formats (role-play, computers, cooperative learning, hands-on) |
| All students complete same activities | Activities vary according to student need and interest |
| Fair means all students receive same instruction, assignments, and grading | Fair means all students get what they need in order to succeed |
| Teacher-directed lessons | Balance between teacher-directed and student-directed activities |
| Reliance on textbook | Variety of materials in class |
| Traditional tests | Balance between authentic assessment and traditional assessment |

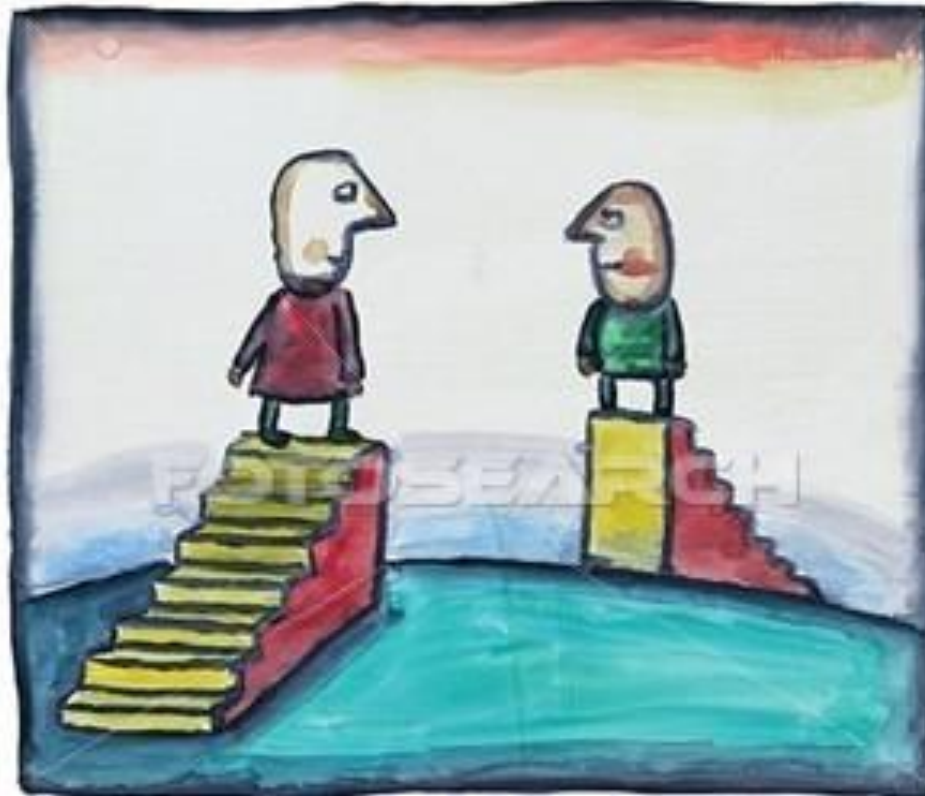
Adapted from: Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

INDICATORS OF DIFFERENTIATION

- **Consistent use of pre-testing**
- **A decrease in the frequency of large group activities**
- **An increase in:**
 - **Small group teaching activities**
 - **Flexible small group learning activities**
- **An increase in individual alternatives:**
 - **Centers**
 - **Homework**
 - **Contracts**



Moving Toward Effective Practice



CHANGE IS

- ... A PROCESS, not an event
- ... Made by INDIVIDUALS first, then institutions
- ... A highly PERSONAL... experience

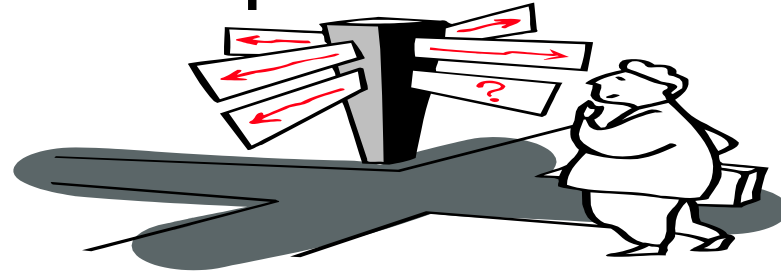
CHANGE entails DEVELOPMENTAL growth in
feelings and skills.

- ... Change is constant



The Principal announces that your school will be increasing the number of co-taught classrooms next year. Everyone should be ready to co-teach.

How do you respond to this change?



Steps in achieving a Skill

Innovative and Creative Use

Masterful-automatic Use

Skillful Deliberate Use

Feeling Phony

Awkward Use

Awareness



Moving Toward Effective Practice

- **School Wide Coaching**...Joyce and Showers indicate that only about 5% of teachers apply what they learn in professional development activities to their classroom practice, but when they are coached along with professional development, the level of application increases to 90%.
- **Professional Learning Communities**...Teachers engaged in PLCs exhibit significant advances in adapting teaching to students more quickly than in traditional schools. Classrooms report smaller achievement gaps between students from different backgrounds. Hord, 1997.



Defining Professional Learning Communities

A community of learners, in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn.



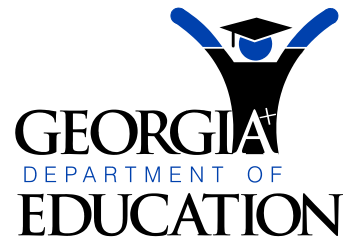
Key Attributes of Professional Learning Communities

- **Supportive and shared leadership**
- **Collective learning**
- **Shared values and vision**
- **Supportive conditions: When Where and How**
- **Shared personal practice**



Organizing the PLC to promote effective practice

- **Decide on the focus**
- **Provide resources**
- **Monthly meetings**
- **Action research**



Leadership...

Working with and through people to accomplish a particular organizational goal. An influence process that requires face-to-face interaction with the people who are to be influenced.

Blanchard and Zigarmi, 1987



Leadership

Leadership is broader than the sum total of its “leaders”The key notion is that leadership is about learning together, and construction meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information and assumptions through continuing conversations, to inquire about and generate ideas together; to seek to reflect upon and make sense of work. Such is the core of leadership

Building Leadership Capacity in Schools, Linda Lambert, 1999



Coaching is...

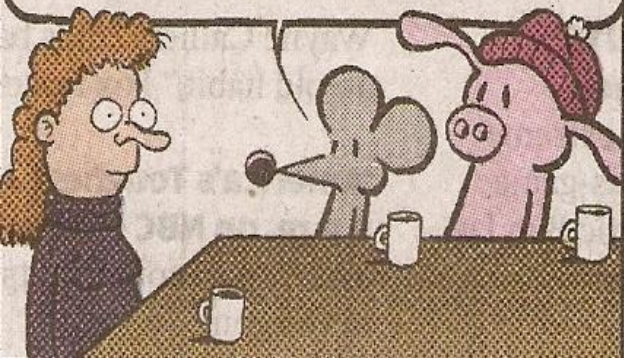
- **A coach is defined as a person who helps others move from where they are to where they want to be.**
- **The coach's job involves using conversation skills, listening expertise, and problem solving to help others move toward their goals.**
- **The coach serves as a guide and supporter as change is implemented**



PEARLS BEFORE SWINE | By Stephan Pastis

RAT AND PIG SEE A FAMILY THERAPIST

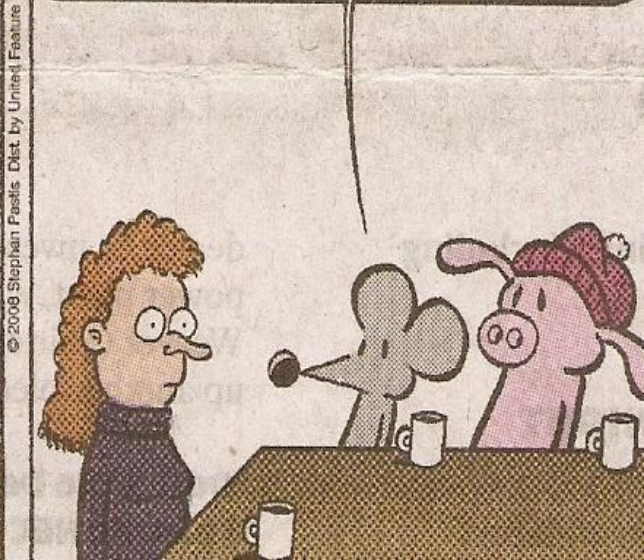
HI. MY FRIEND PIG AND I AREN'T GETTING ALONG. I WAS HOPING YOU COULD HELP US BY BLAMING HIM FOR EVERYTHING AND MAKING HIM CHANGE.



I'M AFRAID THAT'S NOT HOW **Coaching** WORKS.



PERHAPS YOU'RE NOT A GOOD FIT FOR US.



WWW.COMICS.COM
theratandpig@aol.com
5/15

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Coaching Process

- **Pre conference**
- **Observation**
- **Post observation conference**



Co-teaching Models

- Which of the 6 co-teaching models do you see yourself using within the next month?
- What lesson(s) would be most effective for utilizing the selected co-teaching model?
- What needs to happen prior to using this model with students?
- How are you going to evaluate the effectiveness of the lesson and model?





Play

Pause

Stop



Kathy Cox
State Superintendent of Schools

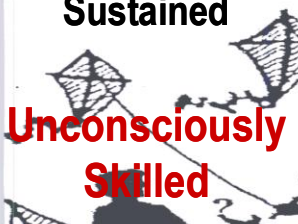
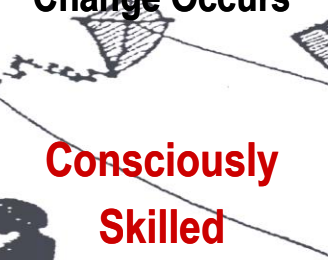


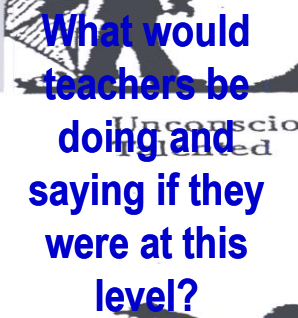
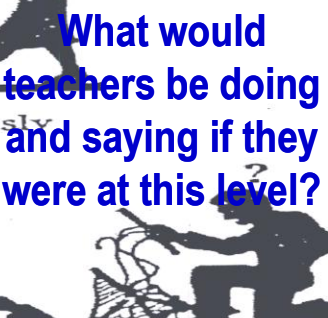
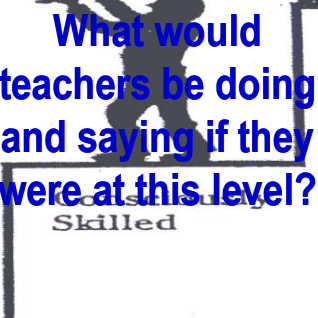
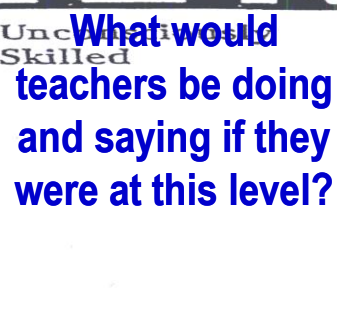

Types of Coaching

- **Directive coaching**...provide specific guidance on the way to do something.
- **Collaborative coaching**...solving a problem jointly
- **Nondirective coaching**... increasing understanding of the underlying factors influencing actions



Scaffolding CHANGE...

Based on developmental level and coaching style

| | | | | |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Change: Effective use of co-teaching</p> | <p>Change is Sustained Unconsciously Skilled</p>  | <p>Change Occurs Consciously Skilled</p>  | <p>Building the Capacity To Change Consciously Unskilled</p>  | <p>Building the Capacity For Change Unconsciously Unskilled</p>  |
| <p>Teacher Behaviors</p> | <p>What would teachers be doing and saying if they were at this level?</p>  | <p>What would teachers be doing and saying if they were at this level?</p>  | <p>What would teachers be doing and saying if they were at this level?</p>  | <p>What would teachers be doing and saying if they were at this level?</p>  |
| <p>Coach's Leadership</p> | <p>Lead and support team through steps in the change process</p>  <p style="text-align: right;">Gordon's Skill Development Ladder The Art of Teaching</p> | | | |

Teacher Developmental Level Models

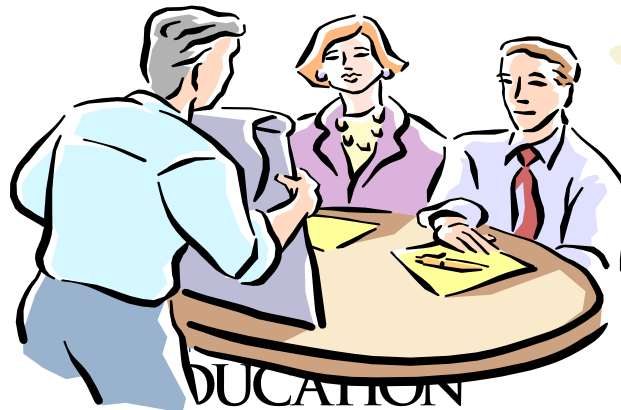
| | | | | |
|---------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>Gordon's Ladder (1974) Teacher Developmental Level</p> | <p>A Change is Sustained</p> <p>Unconsciously Skilled</p> | <p>Change Occurs</p> <p>Consciously Skilled</p> | <p>Building the Capacity To Change</p> <p>Consciously Unskilled</p> | <p>Building the Capacity For Change</p> <p>Unconsciously Unskilled</p> |
| <p>Blanchard, Zigarmi (1987) Development Levels of Teachers</p> | <p>High Competence High Commitment D-4</p> | <p>HIGH Competence Variable commitment D-3</p> | <p>Some competence Low commitment D-2</p> | <p>Low Competence High commitment D-1</p> |



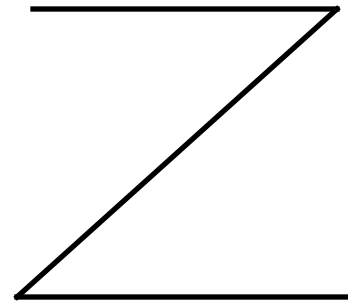
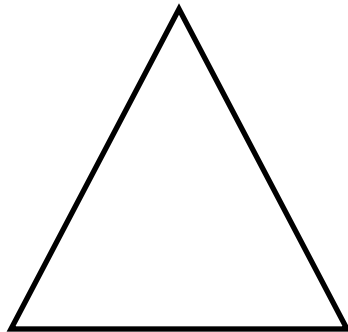
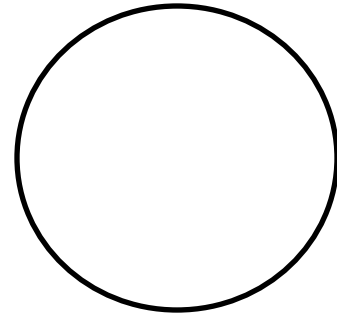
Situational Leadership Roles

| Directive | Collaborative | Nondirective |
|-------------------------------------|---------------------------------------|----------------------------------------------|
| "Rules" Expert | Sincere | Sincere, focused expert who also knows rules |
| Committed to high-functioning GROUP | Committed to individual relationships | Committed to TEAM professional growth |
| Problem-Solver | "Nudger" | "Pusher" of others to solve problems |
| Group Leader | Individual Supporter | Team Leader |
| Resolves Conflict | Role Model | Teacher of Lessons |

Styles of Relating to People and Knowledge



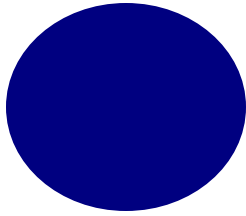
Which shape best represents your personality?





Bottom liner...

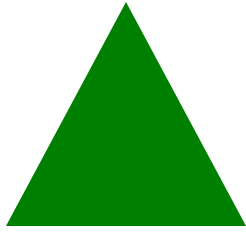
- **Orientation: Rules, guidelines, regulations**
- **Need: to be correct**
- **Time Focus: Past**
- **Growth area: slow decisions, rigidity**
- **Contribution: Technical Competence**



negotiator...

- **Orientation: Relationships**
- **Need: Safety, Security**
- **Time Focus: Present**
- **Growth area: Independence, Risk**
- **Contribution: tend to relationships, in tune, nurturing**

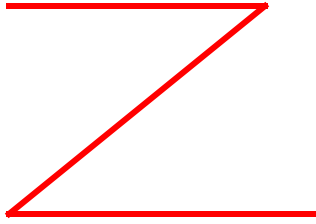




Mover Shaker...

- **Orientation: Action, taking charge**
- **Need: Control**
- **Time Focus: Present**
- **Growth area: Relationships, Details**
- **Contribution: Get it Done!**





Wild Cards...

- **Orientation: Creativity, Intuition, new ideas**
- **Need: To be valued for who they are**
- **Time Focus: Future**
- **Growth area: Follow through, Details**
- **Contribution: Creativity, New ideas**



Implementing the Change Interaction

- **Determine developmental level**
- **Determine situational role**
- **Visualize and the rehearse the interaction**
 - How will you build the relationship
 - Use of positive presuppositions
 - Open ended questions vs. closed ended questions
 - Structured interactions
- **Reflect on the interaction**



Even you could pass that test.

Implies that you are not a good student and that the class is not hard.

Presupposition: A term used to describe the tacit knowledge that a native speaker of a language has about the meaning of a message. Intonation and body language often convey the message of the presupposition.

When presuppositions are negative. These messages speak directly to the emotions and create resistance and hence a lack of trust

Where did you go wrong in planning your lesson?

As you planned today's lesson what data did you use?



3 Step process for helping a team change their performance

Teacher says: How do you expect us to use different co-teaching models? We just don't have time to plan together.

Step1 Validate the emotion.

Step 2: Identify the desired state.

Step 3: Asking what other choices teacher could make.

Coach says: “It is frustrating. Having enough time to plan can enhance use of the models. What can you do to increase available time?”

Make a choice... to change

Teacher says: I have just run out of ideas! My groups are just not working!

Strategy: Provide the teacher with at least three choices. And ask them to choose one to try. This strategy works well with teachers who have a limited toolbox of ideas or experience to build on.

Coach says: I know of three ways other teams have been successful in getting kids focused. They are..... Which one these do you think will work for you?

Points to Ponder

- **What has been your experience with co-teaching?**
- **What role is co-teaching playing in your school's or system's efforts to address the requirements of NCLB and IDEA?**
- **When you think about co-teaching, what are the concerns or questions you have?**



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