

“THOSE KIDS” TO *OUR KIDS*

Our First Year in SWIFT, A Journey Toward Greater Inclusion

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Who We Are and What We Believe



We have been
on a four year
journey toward
greater
inclusion



This is our first year in SWIFT
and the framework gave us
greater purpose and focus

Possibilities
and
Inspiration

Jefferson Elementary School

Total Enrollment 356	
K	45
1	60
2	51
3	65
4	66
5	69

TAG Students	Free and Reduced Lunch Students	Special Education Students
4%	21%	22%

Race/Ethnicity			
White 81%	Multi-Racial 7%	Hispanic 6%	Asian 4%

Special Education Students	
K	11
1	11
2	14
3	15
4	11
5	18

Jefferson is home to the district program for our students with developmental disabilities

Our Beliefs

All students are entitled to the opportunity to learn in their general education classroom

We welcome all students of all abilities and ask them to show us what they CAN do and how they learn best

All students learn differently – All students can learn

Our Action Steps

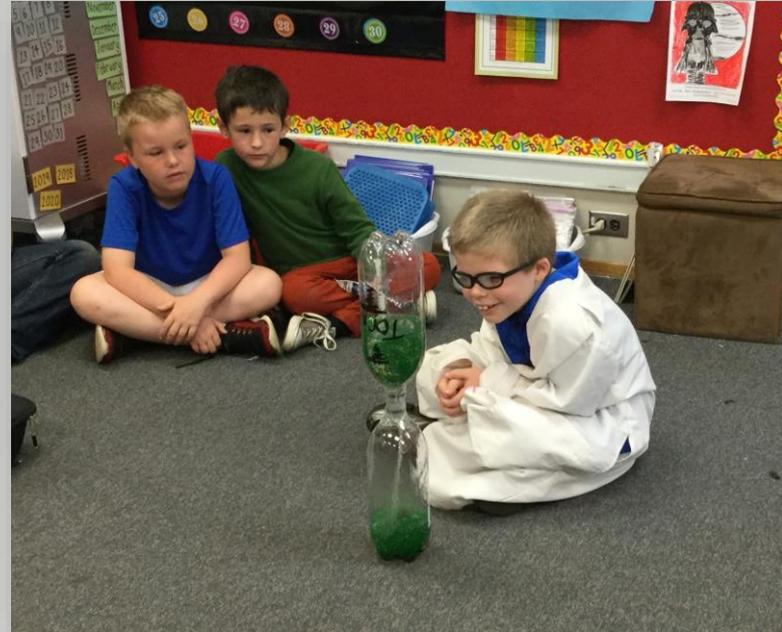


Action Step - Our Use of Language

Mission and Visioning Process

- Our fundamental purpose
- A sense of direction

Modeling purposeful use of language about our students and their abilities



Action Step – Scheduling

Purposeful scheduling of educational assistants to increase opportunities for inclusion

General Education and Special Education teachers co-teach math

Opportunities for greater communication between educational assistants and classroom teachers

2013

Mon.-Thurs		8:15	8:30	8:45	9:00	9:15	9:30	9:45	####	####	####	####	####	####	####	####	####	####	####	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45		
	K	Music/P.E.	Literacy Block - 60 min						Math 30 min	Lit.																			
	1		Music/P.E.					Recess	Literacy Block - 60 min			Literacy Int			Lunch	Recess	Math Block - 60 min												
	2					Music/P.E.			Literacy Int	Literacy Block - 60 min				Lunch	Recess	Math Block - 60 min				Recess									
	3	Literacy Block - 60 min		Literacy Int							Music/P.E.				Lunch	Recess	Math Block - 60 min												
	4			Math Block - 60 min					Music/P.E.	Literacy Block - 60 min				Lunch	Recess	Literacy Int													
	5	Literacy Int	Math Block - 60 min						Literacy Block - 60 min						Lunch	Recess								Music/P.E.	Music/P.E.				

- Intervention blocks were scheduled separately from literacy
- Intervention took place OUTSIDE of the general education classroom

Action Step – Non-Categorical Service

Bridged the divide
between the three
categories of Educational
Assistants through training
and PLC opportunities

Shifted the role and
clientele of the
Educational Assistant

Created greater ownership
of the experience of
students from Life Skills
while in the general
education classroom





Stronger relationships –
More students
“known” to
adults

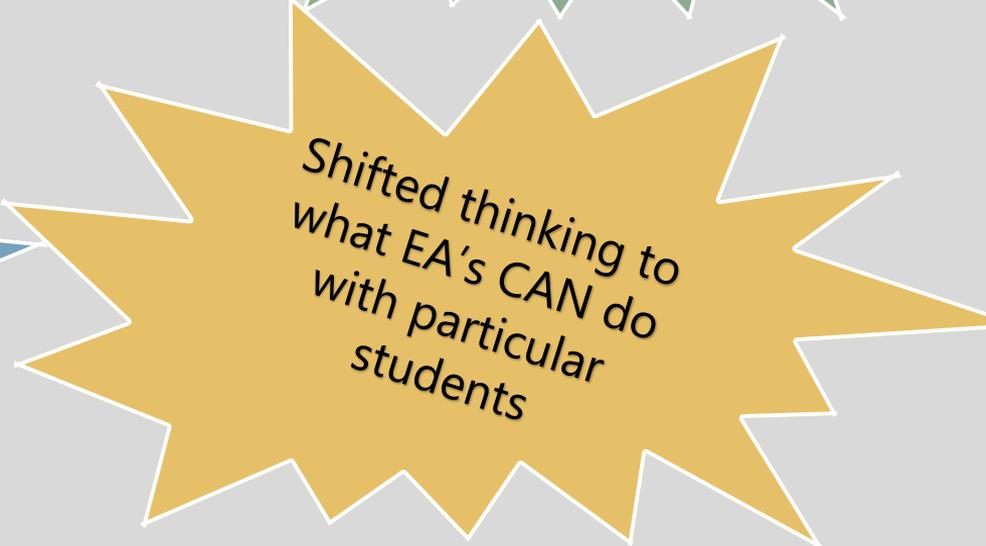
Immediate Results...



Greater
inclusion
outside the
classroom



All staff
better able to
advocate for
all students



Shifted thinking to
what EA’s CAN do
with particular
students

RTI Meetings by
grade level
included teachers,
specialists, and
educational
assistants

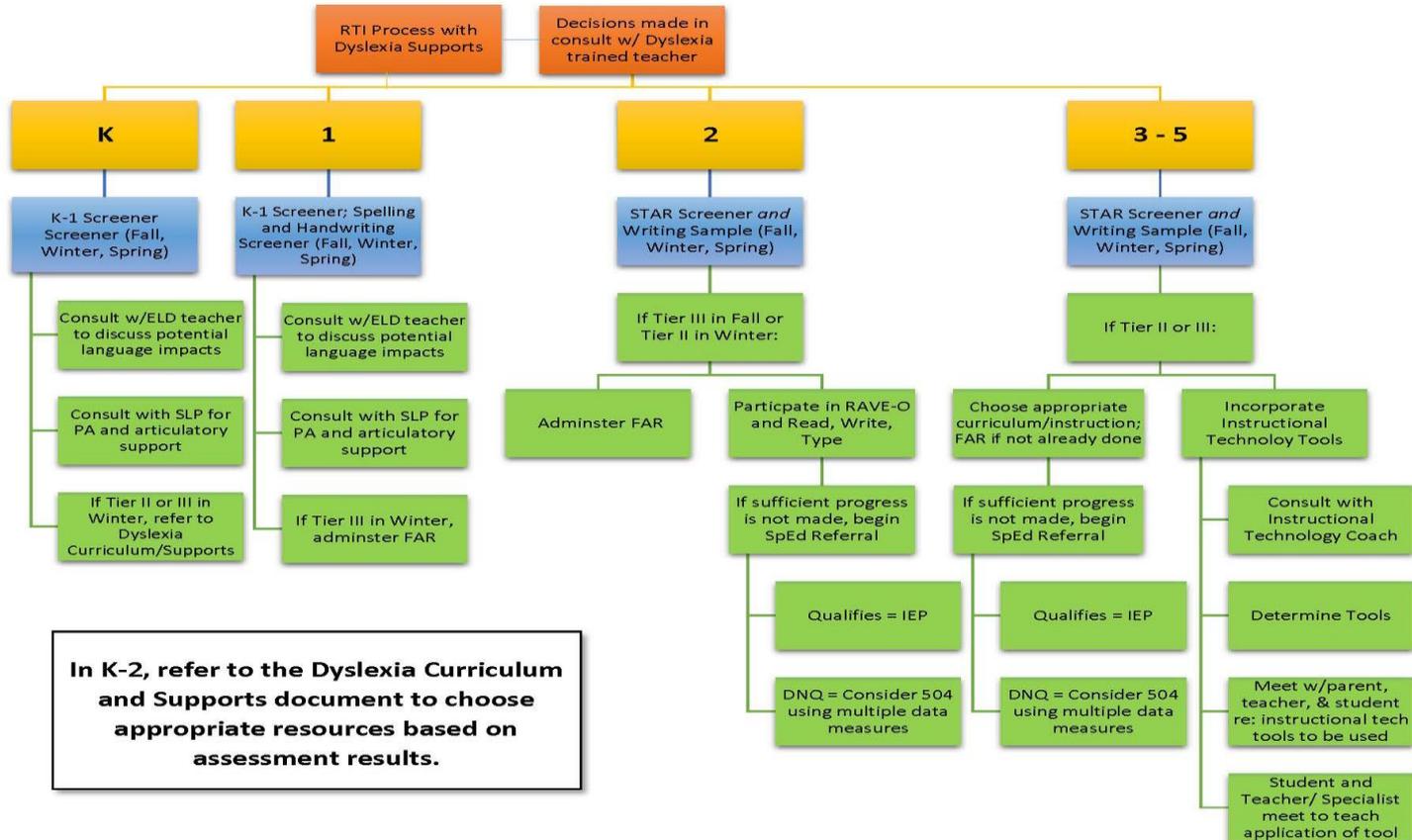


Action Step – RTI / MTSS Process

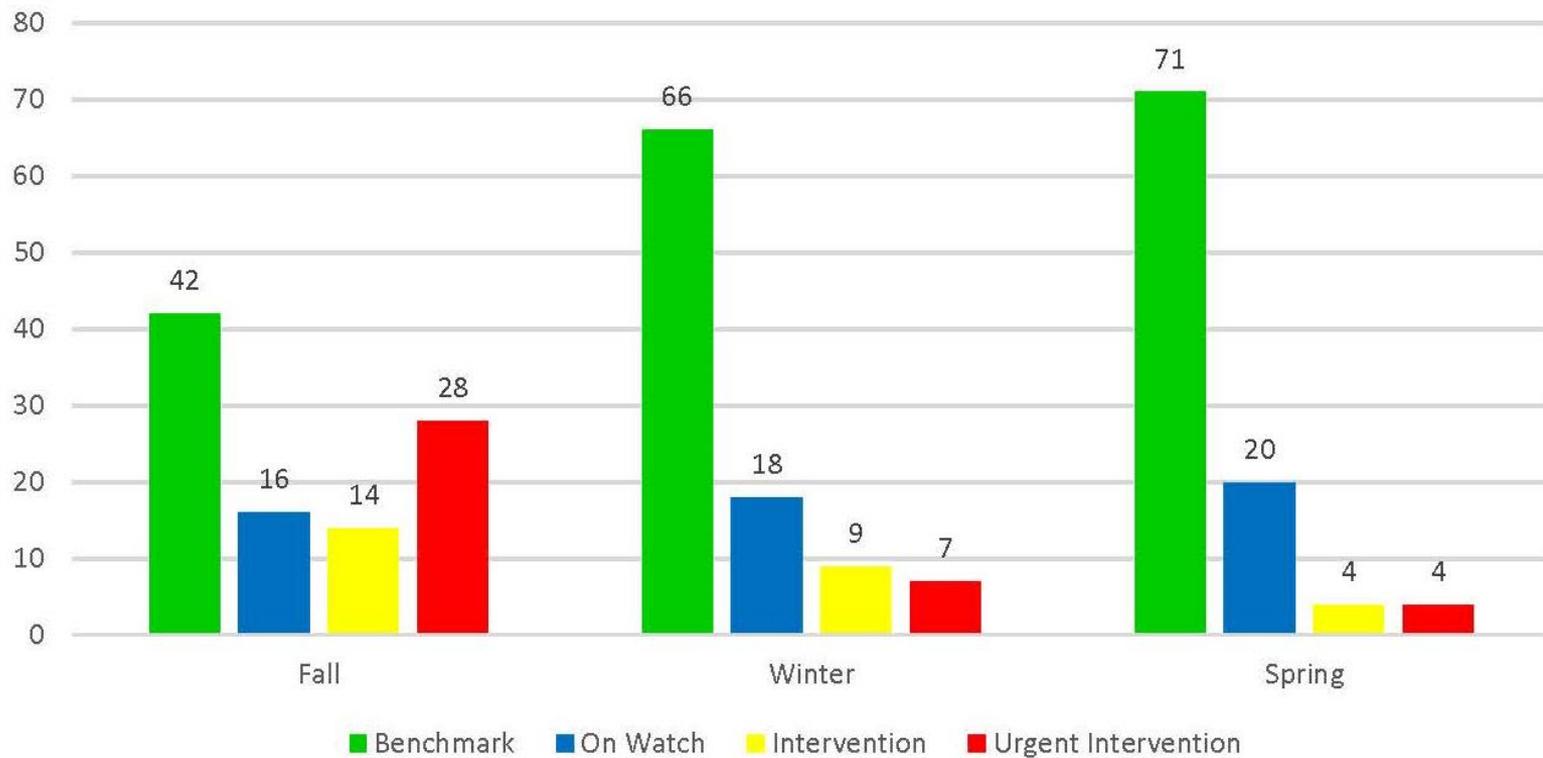
Shifted to use of the SWIFT
Matrix to help us
strategize service and
serve all areas/all tiers

Specialized use for
particular grades with
specific needs

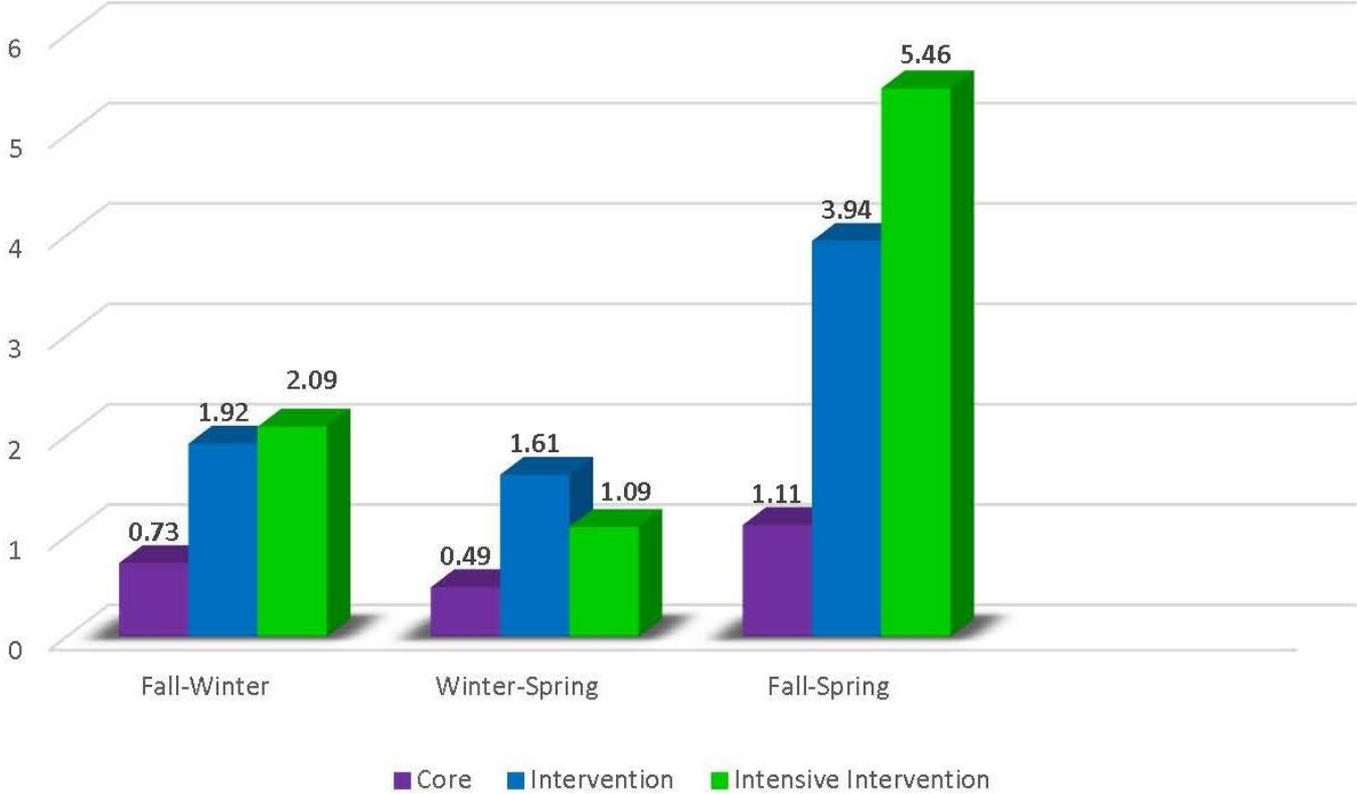
Adaptations to Current RTI Process



STAR Benchmark - Percentages per Level



Hattie's Effect Size Calculator



An RTI/MTSS Student Story – A and G

A = general education student – receiving intervention for literacy
G = student in Life Skills spending majority of day in general education

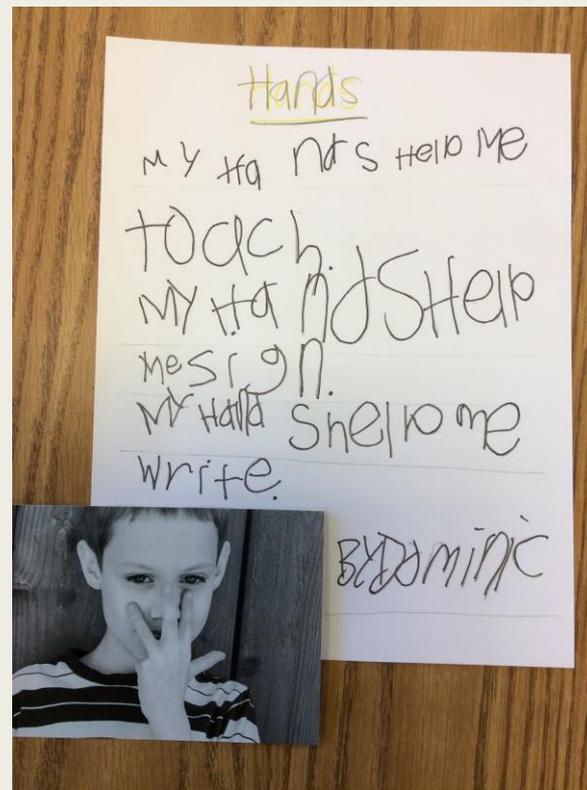
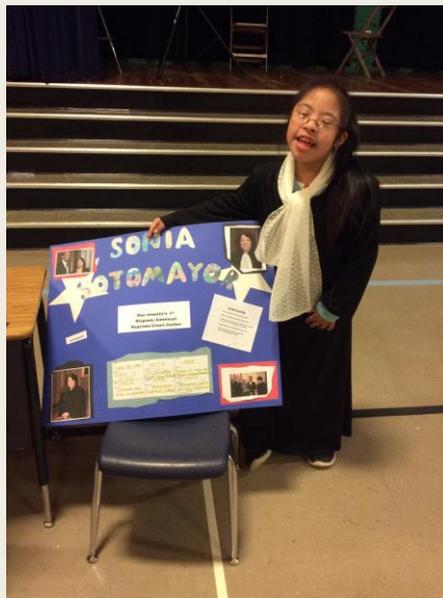
Data showed that both students would be most successful with a sight-word based program

RTI / MTSS team decision was to provide same intervention to both students – Edmark Reading Program

Intervention delivered to both students in-class during literacy block as part of their literacy rotation

	Sept.	Jan.	April	June
A	3	13	25 (started Edmark)	58
G	5	32	47 (started Edmark)	95

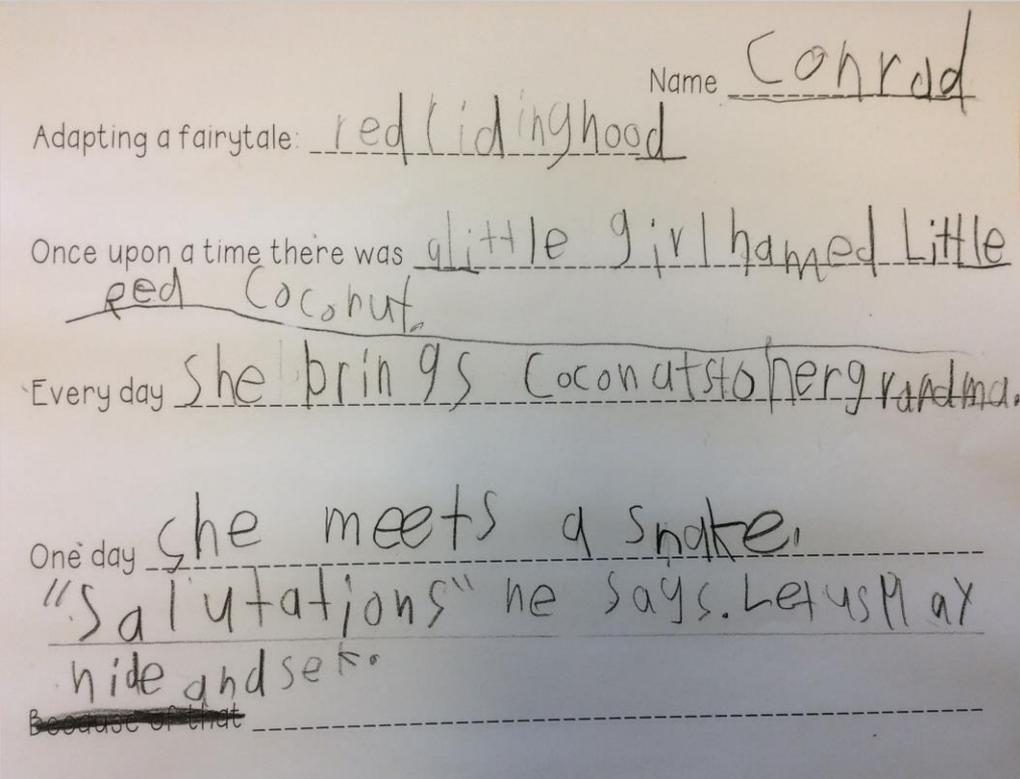
The Results



Student Story – Third Grader CT

CT = Third Grader in Life Skills who was showing us he wanted to do more in general education

CT's final writing assignment was an adapted fairy tale



Name Conrad
Adapting a fairytale: red riding hood
Once upon a time there was a little girl named Little
red Coconut
Every day she brings Coconuts to her grandma.
One day she meets a snake.
"Salutations" he says. Let us play
hide and seek.
~~Because of that~~

Adapting a fairytale: red riding hood

Classroom teacher knew his sight words from talking with the Life Skills teacher

Once upon a time there was little girl named Little
red Coconut

Every day she brings Coconuts to her grandma.

One day she meets a Snake.
"Salutations" he says. Let us play
hide and seek.
~~Because of that~~

→ Student participated in the classroom read aloud of Charlotte's Web
Finally,

→ Student conferenced w/ teacher and came up w/ snake character
• then decided that snakes live in jungles and the main character should be called Coconut

- Assignment is modified by teacher; sentence frames
- Teacher conferenced w/ student 1:1 for 10 minutes
- EA in room during literacy; both teacher and EA run reading groups.

CT's fourth grade special education placement will be a hybrid of Learning Resource Center and Life Skills

Staff Collaboration – Third Grade Team

One classroom

- One EA during Literacy who was part of the class rotation
- One EA during Math who met with all students 15 min. daily

"Kids viewed all of us as teachers."

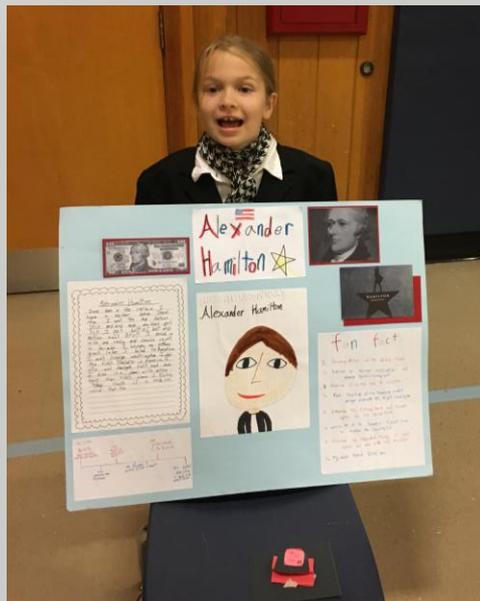
"It made me feel more confident. Those relationships I made with all of the kids in the class spread throughout the school."

"I feel like if you walked into our classroom, you wouldn't be able to tell the difference between kids."

"The key is a willingness to let kids try...it's easy to say this isn't a good fit for this student. Instead we tried it and figured out how to modify it."

Student Stories – Living Wax Museum

An annual biography project for third graders

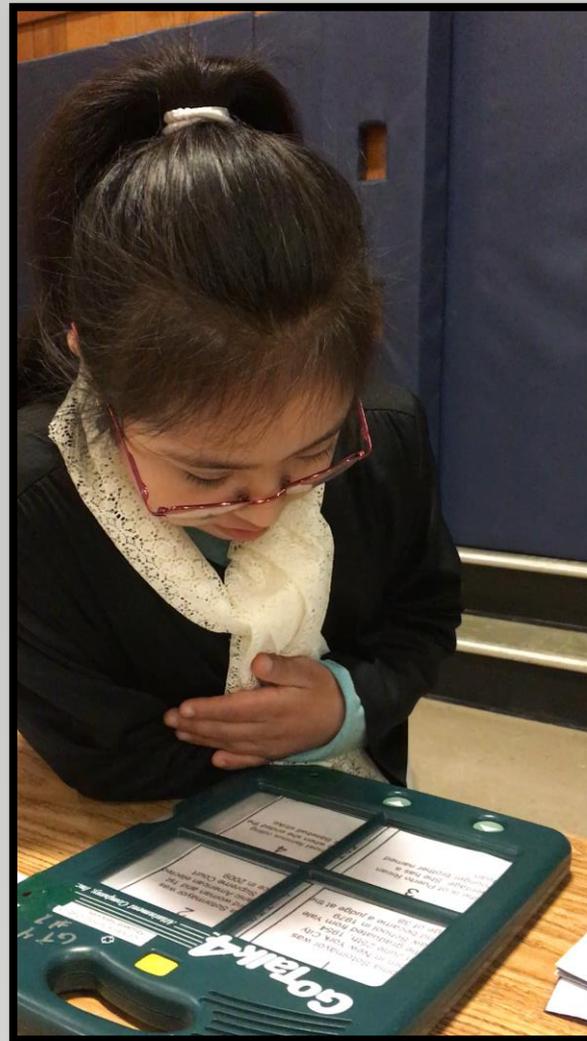


But this year would be different

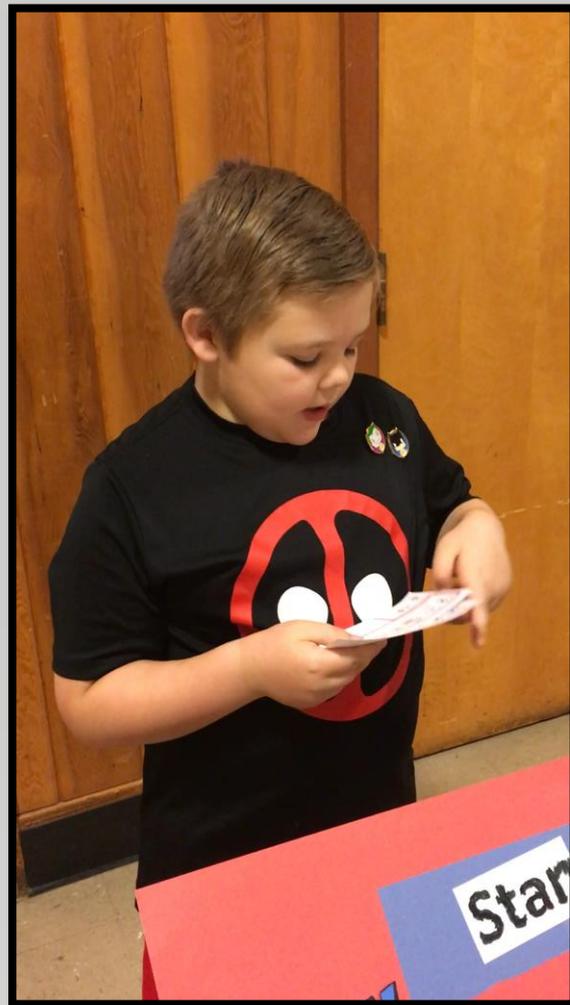
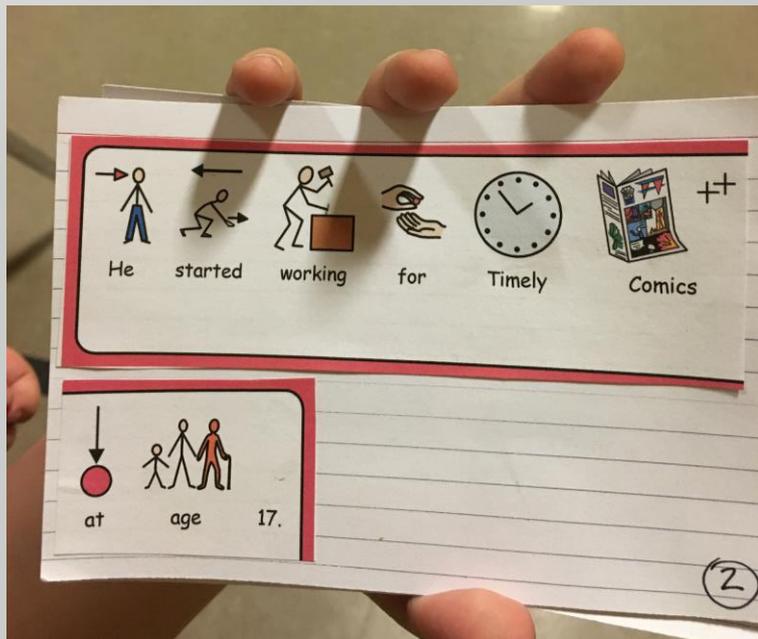


Students in Life Skills have participated in the past

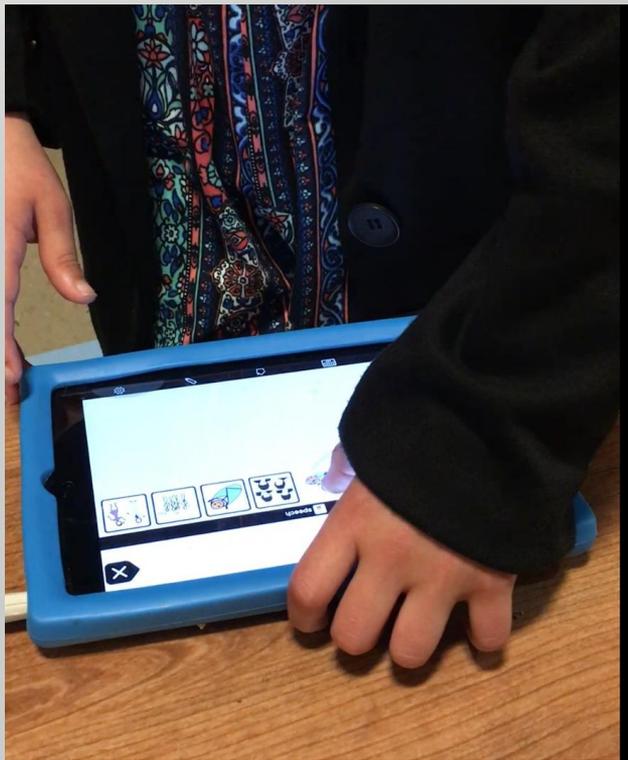
Ruby presents Sonia Sotomayor



Kenny presents Stan Lee



Sarah presents Yoko Ono



Staff Collaboration – Kindergarten Team

Two classrooms

- Both contained students on IEPs and in need of intervention
- Both had an one or two EAs at times during the day

"We had no fixed idea of who worked with specific children."

"If I spend time working with general ed. students, then the teacher can spend time with students from Life Skills."

"We tell our kids...everyone is working on something."

"I learned how to work with students from Life Skills by observing my colleague."

"We learned that what worked for students in Life Skills worked for ALL students."

An Inclusion Story

Morning Meeting

Ginnie Esary – EA, Life Skills

Amanda Tucksen – Kindergarten Teacher

Alex Fell – Kindergarten Teacher

Debbie Kuo – EA, Intervention



So Much More to Do



Looking Ahead

Collaborative
Problem Solving
to train all staff on
working with
challenging
behaviors in the
classroom

Continued use of MTSS to
determine how to
prioritize staff and
intervention on the
master schedule

Ensuring scheduled time for
staff to meet – EA's,
classroom teachers, and
special education teachers

Universal Design
Learning

THANK YOU

Contact Information

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