



LAUNCH NEBRASKA



Summer Learning and Beyond

Supporting Students with Disabilities
June 2, 2020



“Striving to be color-blind leaves us blind to injustice. If you can’t see race, how can you see racism?”

“As expectations, opportunities, resources, and access become equitable across all racial groups, the gaps close, because all students are supported in the differentiated ways necessary to achieve success.”

Welcome and Thank You!

- Last week's recordings, slides, tools, and templates are archived at:
 - <https://www.launchne.com/professional-learning-and-resources/>.
- Additional resources on Launch Nebraska:
 - Health Guidance for Summer Learning and Beyond
 - Guidance for Summer School and Summer Learning
 - Learning Guidance for Students with Disabilities
- Continue the conversation!

#launchnebraska

@NDE_TLA

@schoolkitgroup

Summer Learning and Beyond: Professional Learning Series

- A webinar series designed to provide **clear, actionable information** for school districts/school systems.
- Aligned with **Continuity of Learning** Plans.
- Our first focus is preparing for **summer learning**.
- Later, we'll focus on preparing for the **coming school year**.

Our partner: SchoolKit



Meet Ali Wilson, Ed.D



- Assistant Professor, Philadelphia
- Former reading teacher and special educator
- Twin 4.5 year-old sons, 2 year-old daughter



Session Norms:

- Use the Q & A feature if you have questions about technology or logistics
- Go to “View Options” to exit full screen to access the links in your web browser.
- Recorded session and this PPT deck will be available at www.launchne.com.



Chat Feature

Use “Chat” when
prompted to respond



Today's Agenda

Topic	Length
Getting Started & Reviewing the Research	15 minutes
Case Study: A Tale of Two Schools	15 minutes
Supporting Students with Disabilities through UDL	20 minutes
Action Planning	5 minutes



Role of IDEA and Moving to Online instruction

“Compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should **not prevent any school** from offering educational programs through distance instruction.”

- Supplemental Fact Sheet, DOE



Office of Special Education – Our Purpose

To lead the improvement of outcomes for preparing all children and students with disabilities and their families for learning, earning and living through effective use of data, collaboration, communication, and a **framework of differentiated support.**



Review of the Challenge: School Closures + Distance Learning

- Cut the academic year short by **8-12 weeks**
- Teachers are still developing their skills for **distance learning**
- This adds complications to how we **assess students and provide individualized instruction**



What might this mean for student learning?



- Predicted unfinished learning of **30% in ELA**
- Predicted unfinished learning of **50% in math**

nwea



What might this mean for student learning?

*“Left unchecked, it’s an academic setback that could **derail the futures** of even students who were previously on grade level and would be **disastrous** for students who were already behind.”*

- Bailey Cato Czupryk, TNTP *“Remediation Won’t Help Students Catch Up. Here’s What Will.”*



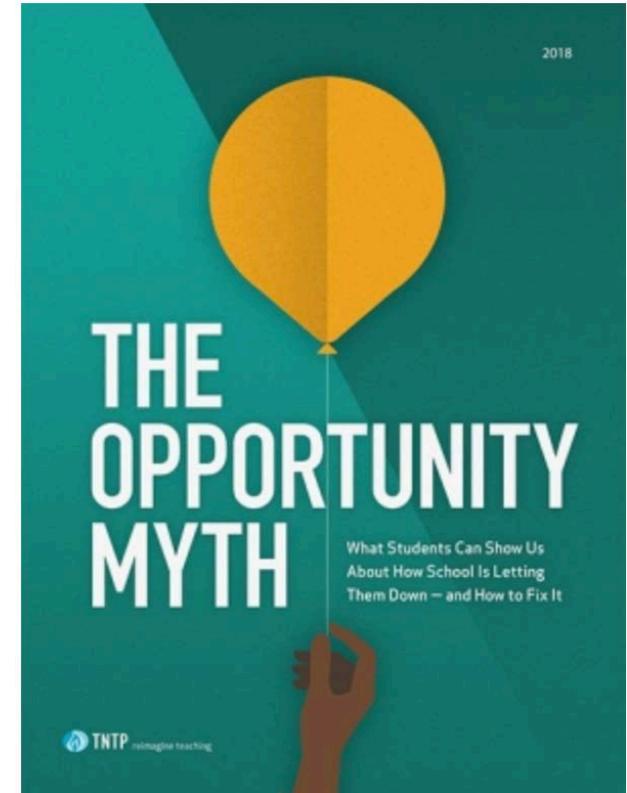
Current Challenge

If this represents unfinished learning for our general education students, what might our **students with disabilities** experience?



Grounding Our Learning

- All students need and deserve **consistent access to grade-level content**.
- **High-quality instructional materials** are a key lever for ensuring students are engaging with grade-level content.
- All students need teachers who have **high expectations** and believe they can meet grade-level standards.



What is the impact of high expectations?

How much can students grow when they have a teacher with high expectations?

**All
Students**

**4.6
months**

**Students who started the year
significantly below their peers**

**7.9
months**

(TNTP, 2018)



What is the impact of grade-level materials?

How much can students grow when they have access to grade-level materials?

**All
Students**

**1.7
months**

**Students who started the year
significantly below their peers**

**7.3
months**

(TNTP, 2018)



Today's Focus

How can we best support students with high-incidence disabilities **to access and succeed** with **grade-level content** in the current climate and beyond?



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Case Study: A Tale of Two Schools



Cowan
Elementary
School



Greenbrier
Elementary
School

As you read, consider: What do you **notice** about how each school plans to meet the academic needs of its students with disabilities? What do you **wonder**?

<https://tinyurl.com/CaseStudy1NESWD>



Let's Hear from You!

Chat your response:

Which school better ensures that students with disabilities are receiving **access to on-grade level instruction**? How do you know?



Taking a Closer Look

Cowan Elementary 	Greenbrier Elementary 
Not all students received access to core instruction	All students received access to core instruction
Used MAP data to place students	Strategically used multiple data points to identify trends and plan accordingly
Special education teachers received training on the interventions only	All teachers received training in core instruction
Lack of teacher collaboration	Clear plan for teachers to continuously collaborate



Your Unique School/School System

What does this mean for your work?



Systems & Structures: Three Big Buckets

Scheduling



Professional
Development &
Collaboration



Identify Barriers &
Plan Supports



Bucket One: Scheduling



1. All students with disabilities should receive full access to **grade-level core instruction**
2. Teachers should first offer **differentiated supports within the core**
3. Intervention (outside of core instruction) should **support, not replace**, core instruction
4. Teachers should regularly **monitor progress** to identify if changes to their supports are necessary (using formative and diagnostic assessments)



Systems & Structures: Three Big Buckets

Scheduling



Professional
Development &
Collaboration



Identify Barriers &
Plan Supports



Bucket Two: Professional Development & Collaboration



1. Train **both general and special educators** on high-quality core instruction
2. Identify **ongoing co-planning time** for general and special educators to identify opportunities to scaffold instruction (in-person or virtual)
3. Identify plan for **core support**
 - **In-person class**: Group students with disabilities into certain sections to provide small-group; push-in support
 - **Synchronous distance learning**: General education classes are in the AM, supplemental supports occur in PM



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Systems & Structures: Three Big Buckets

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Supporting Access to Core Instruction for All Learners: A Shared Framework



Let's Take a Poll!

What's your level of familiarity with UDL (Universal Design for Learning)?

1. Never heard of it
2. Heard of it but not sure how to explain it
3. Familiar with the key components
4. I use UDL in my planning and instruction



UDL and Access to Grade-Level Instruction

Simply providing access is **not enough**. We must identify **the barriers** and provide **aligned supports** to ensure success!



Universal Design for Learning

Educators identify barriers and plan for supports in the following areas:

Engagement

How can I **motivate** students and **stimulate their interest** in the topics being taught?

Understanding

How can I support students' to better **understand** the content being taught?

Expression

How can students **demonstrate what they know and what they have learned** through multiple formats?



Process for Eliminating Barriers to Learning

1. **Identify** the barriers in the upcoming unit/lesson
2. **Plan** aligned supports
3. **Implement** supports



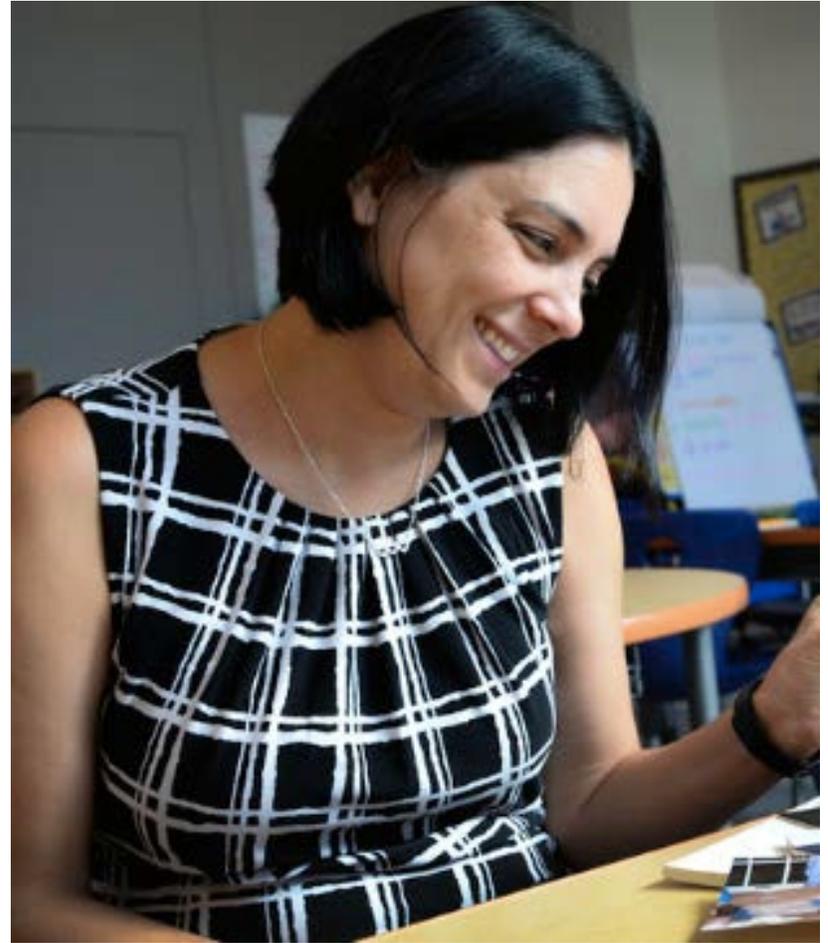
Meet Ms. Yardley



School: Greenbrier Elementary

Subject: 4th grade ELA

Current Unit: Expeditionary Learning
ELA, Unit 1, Analyzing Poetry



“Stopping by Woods on a Snowy Evening,” by Robert Frost

*Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.*

*My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.*

*He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.*

*The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.^[1]*

Chat your response: What might be barriers that students face related to **engagement, understanding,** and **expression** during this lesson?



Step 1: Identify the Barriers

Engagement challenges:

- Student may be **unfamiliar with poems**, and therefore, hesitant or uninterested in reading them
- The content not be **relatable** to the student's life
- **Structure** of the poem seems foreign and difficult
- May **not be able to read text fluently** because of structure



Step 1: Identify the Barriers

Understanding challenges:

- Student may struggle to access a **complex, grade-level** text independently
- Poem contains **tricky vocabulary** (queer, downy flake), figurative language, and layers of meaning
- Student may lack **background knowledge** related to the setting of the poem



Step 1: Identify the Barriers

Expression challenges:

- Student may not be able to **read text aloud fluently**
- Students may not be able to **respond to text orally or in writing** due to a lack of understanding
- Students may **not want to respond** for fear of being wrong



Process for Eliminating Barriers to Learning

1. **Identify** the barriers in the upcoming unit/lesson

2. **Plan** aligned supports

3. **Implement** supports



Step 2: Plan Aligned Supports

Engagement:

- **Activate background knowledge** by asking students what they already know about poetry to bring their relevant experience to the foreground
- **Read the text aloud** with expression to pique student interest



Step 2: Plan Aligned Supports

Understanding:

- **Chunk complex text** to focus in on one section at a time
- **Build student knowledge** by asking scaffolded text dependent questions
- Build in **multiple readings** to support the student's understanding of poem
- Identify **tricky vocabulary words** and give “drop in” definitions



Step 2: Plan Aligned Supports

Expression:

- Provide **alternate opportunities to express/demonstrate learning** by asking students to share orally instead of in writing (or vice versa)
- Allow students to **practice reading the text** to one another to support fluent oral reading
- Embed opportunities to **turn and talk** with peers to share thinking before answering aloud



Process for Eliminating Barriers to Learning

1. **Identify** the barriers in the upcoming unit/lesson
2. **Plan** aligned supports
3. **Implement** supports



Meet Laurie



School: Greenbrier Elementary

Grade: 4th

Diagnosis: Specific Learning Disability in Reading Fluency and Comprehension



Step 3: Implement Supports

- **Read** about Laurie's experience in Ms. Yardley's class.
- **Chat your response:**
 - What scaffolds does Ms. Yardley provide for **all students**?
 - What scaffolds does Ms. Yardley provide specifically to Laurie support her **fluency and comprehension needs**?

<https://tinyurl.com/CaseStudy2NESWD>



Providing Differentiated Instruction in the Core

How did Ms. Yardley support all students?

- **Multiple reads** of the text
- Use of scaffolded **text-dependent questions**
- Opportunities to deepen understanding through **discussion**
- **“Drop-in” definitions** of tricky vocabulary words (“queer”)



Zoom In: Individualized Supports for Laurie

Supports for Understanding (Comprehension):

- Provided **additional read aloud** of stanza one
- Additional **text dependent questions** for Laurie's partnership to scaffold the questions
- Additional **vocabulary support** - defined "harness"



Zoom In: Individualized Supports for Laurie

Supporting Expression/Demonstration of Knowledge:

- Opportunity to answer **orally** before writing down responses
- **Scaffolded turn and talks** with partner that focus on specific text-dependent questions before sharing responses to the focus question with the table group
- **Fluency check-in** with feedback (harness, not harass)



Remember....

It's impossible to implement all the supports at once!

Prioritize those that best allow your students to access and succeed with grade-level instruction, but **don't steal the learning** from them!



Implications for Distance Learning

How can we plan for UDL supports in a virtual environment?

1. Continue ensuring **common planning time** for general and special educators to think through barriers in upcoming units/lessons.
 - Collaborative unit study: **read** the texts, **do** the problems, **evaluate** the end of unit tasks
 - Meet by Phone or Zoom to discuss barriers
 - Prioritize the barriers to reduce and how that will look



Implications for Distance Learning

2. Leverage **technology** to support and deepen understanding.
 - Assign student **Zoom breakout groups** strategically and join the groups you know will need the most help (or assign a colleague/push-in teacher to those groups)
 - Provide **pre-recorded version of the text** (via Zoom or other method) so that the student practice reading it aloud
 - Consider work that can happen **by phone** for single or small groups of students



What might UDL support look like in Math?

Engagement	Understanding	Expression
Tie the examples to real-life problems	Use multiple examples and non-examples to highlight critical features and vocabulary	Ask students to share or draw their thinking about the steps they took to solve a problem
Ask students to create a visual display to showcase their solutions and present their reasoning. Use a rubric or checklist to help students as they create their display.	Provide students with concrete physical models when possible. Prompt students to use the models as needed	Provide tools, such as tape diagrams , to solve problems



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Action Planning: Resource

- **Review** the buckets
- **Identify** one step you could take over the summer

Systems and Structures to Support All Students
Scheduling <ol style="list-style-type: none">1. All students with disabilities should receive full access to grade-level core instruction2. Teachers should first offer differentiated supports within the core3. Intervention (outside of core instruction) should support, not replace, core instruction4. Teachers should regularly monitor progress to identify if changes to their supports are necessary (using formative and diagnostic assessments)
Professional Development, Training & Collaboration <ol style="list-style-type: none">1. Train both general and special educators on high-quality core instruction2. Identify ongoing co-planning time for general and special educators to identify opportunities to scaffold instruction (in-person or virtual)3. Identify plan for core support<ol style="list-style-type: none">a. In-person class: Group students with disabilities into certain sections to provide small-group; push-in supportb. Synchronous distance learning: General education classes are in the AM, supplemental supports occur in PM
Identify, Plan & Implement Scaffolds and Supports <ol style="list-style-type: none">1. Identify the barriers across engagement, understanding, and expression in the upcoming unit/lesson2. Plan aligned supports3. Implement supports
Remember to keep supplementary supports for diverse learners aligned to core instruction whenever possible. <ul style="list-style-type: none">• ELA/Literacy Example: Provide diverse learners with additional knowledge-building on the Middle Ages in preparation for an upcoming unit on <i>The Whipping Boy</i>• ELA/Literacy Non-Example: Students read texts and articles from a computer-based reading program that are topically unrelated to core instruction• Math Example: Provide diverse learners with targeted review of pre-requisite standards for an upcoming Eureka math module• Math Non-Example: Provide diverse learners with general remediation of last year's content

<https://tinyurl.com/CriticalActionsNESWD>



Pause and Reflect



Consider your school/district and role. What is your **next step** to implement your new learning?

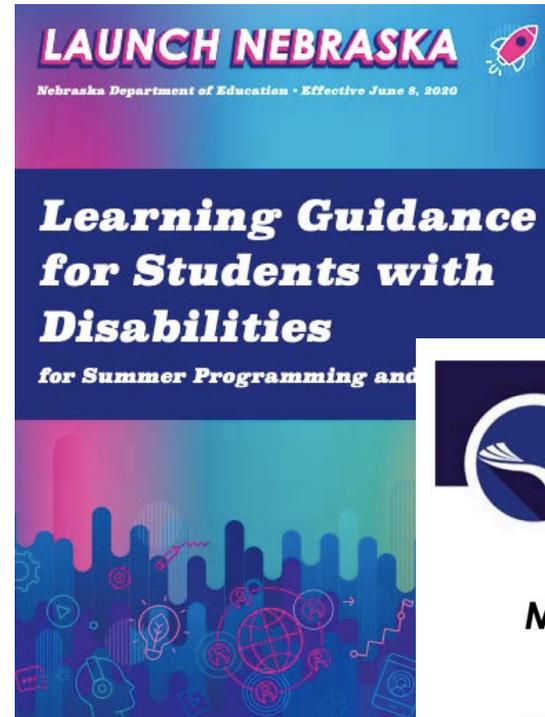
Chat your response!



Resource Spotlight

Launch Nebraska:
Learning Guidance for
Students with Disabilities

NeMTSS Framework:
<http://nemtss.unl.edu/>



Multi-Tiered System of Support
Nebraska Framework Document



Resource Spotlight

Supporting Students with Disabilities: UDL Strategy Sheet

Technical Assistance Document



Supporting Students with Disabilities: UDL Strategies

ELA Strategies	
Engagement: invest students in learning	<ul style="list-style-type: none"> Invest students in learning by asking them what they already know about the topic (can do this in breakout groups in virtual learning) Provide read-alouds of grade-level, complex texts Include hooks to support interest (such as a topically aligned image or video)
Understanding: engage with the same content in different ways to deepen understanding	<ul style="list-style-type: none"> Use text sets (topically related texts at various levels) to help develop students' background knowledge and vocabulary on a topic Teach specific tricky vocabulary words in the context of the lesson and provide multiple opportunities for students to interact with them Chunk the text to <i>examine to zoom in on part of a time</i> Ask scaffolded te
Expression: provide options to demonstrate understanding	<ul style="list-style-type: none"> Provide opportunities for discussion, graphi Use repeated fluency activities so students can build their ora



- Special Education Home
- Contact Us/SPED Staff Directory
- Better Together – Links To Our Partners in Education
- Alternate Assessment
- Assessment/Learning/Instruction
- BIRSST – Brain Injury Regional School Support Teams
- Data Reporting
- Disability Specific Programs

Technical Assistance

- “Nebraska Accommodations Guidelines – How to Select, Administer, and Evaluate Accommodations for Instruction of Students with Disabilities”, 2011
- Allowable Activities Chart for IDEA (PDF 2016)
- Autism Spectrum Disorders – Nebraska State Plan (PDF 2013)
- Bobbing For Answers: Sped Directors Monthly Conference Calls
- Dyslexia Technical Assistance Document (PDF 2016)
- Dyslexia Executive Summary (PDF July 2016)
- Disproportionality Support Materials
 - SPP Indicator 4 – NDE/District Review Protocol (PDF Revised 2014)
 - SPP Indicators 9 & 10 Policy/Procedure/Practices and Student File Review (PDF)
 - SPP Indicators 9 & 10 Disproportionality File Review (PDF)
 - Significant Disproportionality Guidance Document (PDF Nov 2015)
 - Coordinated Early Intervening Services (CEIS) Guidance (PDF Dec 2015)



Resource HUB

Additional Resources for Planning and Teaching Students with Disabilities

Additional Resources for Supporting Students with Disabilities

National Guidance:

- [Supplemental Fact Sheet from DOE](#)

Nebraska- Specific Guidance:

- [NE Special Education homepage](#)
- [Learning Guidance for Students with Disabilities](#) (summer programming and beyond)

Supporting Students with Low-Incidence Disabilities

- [Guidance and packets for students with significant cognitive disabilities](#) (PDF)
- [National Down Syndrome Congress Webinar: Preparing Yourself, Your Family and Your Home for Online Learning](#)

Student Achievement Partner resources for supporting students in ELA and Math:

- [Supporting All Students with Complex Texts \(ELA\)](#)
- [Supporting All students with grade-level math \(webinar and handouts\)](#)

SELF resources:

- [Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look](#)
- [CEC Webinar: Teaching Special Education Online During COVID-19 \(YouTube\)](#)
- [Six Tips for Zoom Accessibility \(AT3 Center\)](#)

Universal Design for Learning:

- [CAST Institute: Overview of UDL](#)
- [Understood: Video and Distance Education - 6 UDL Best Practices](#)
- www.aem.cast.org

<https://tinyurl.com/resourcehubNE>



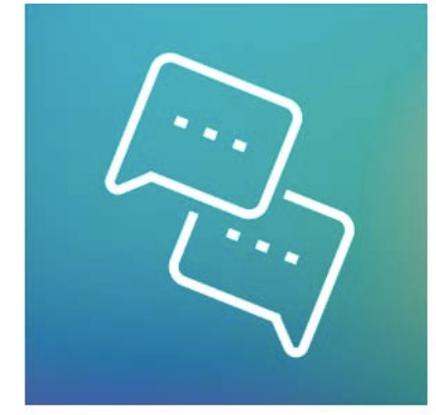
Coming Soon!

- Available from Student Achievement Partners (next week):
 - Grade-level specific, essential content for literacy and mathematics. (www.achievethecore.org)
- Nebraska-specific academic guidance (mid/late June):
 - Core content and considerations for assessment, instructional materials, and professional learning
 - Will be available on Launch Nebraska.



Upcoming Professional Learning:

- Thursday, 6/4 (4:30 p.m. CST):
Support for Els
- Tuesday, 6/9 (4:30 p.m. CST):
Leveraging Assessment



<https://tinyurl.com/NDEsurvey6>

THANK YOU

