

Organizing Schools to Serve Students with Disabilities

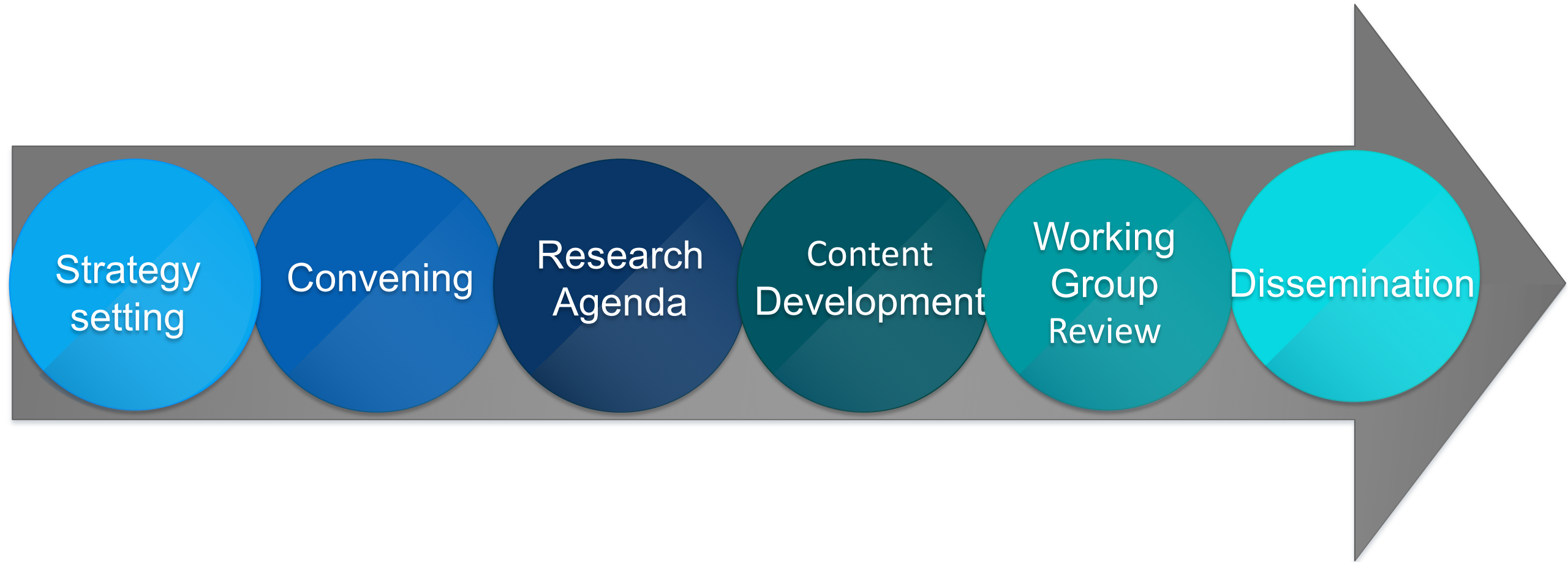
PACE Annual Conference
February 7, 2020
Sacramento, California

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#2020PACE

PACE Policy Research Panel Process



- February 7 Convening
- February 18 Release
- 3-Webinar Series (Feb-Mar)

Agenda

- 10:15-11:15: Panelist presentations
- 11:15-11:40: Small group Q&A & researcher conversation
- 11:40-11:45: Small group share out

Panelists



Nancy Hunt
Professor Emerita,
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Connie Kasari
Professor in Education
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Identifying Young Children for Early Intervention in California

Nancy Hunt, Ph.D.

CA-LEND, Children's Hospital Los Angeles/USC
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THE WAY THINGS ARE SUPPOSED TO BE: FEDERAL AND STATE MANDATES

Mandated Components of Early Intervention from Federal Law

Among the required components of Part C of IDEA, which governs services for infants and toddlers from birth up to age three, are the following:

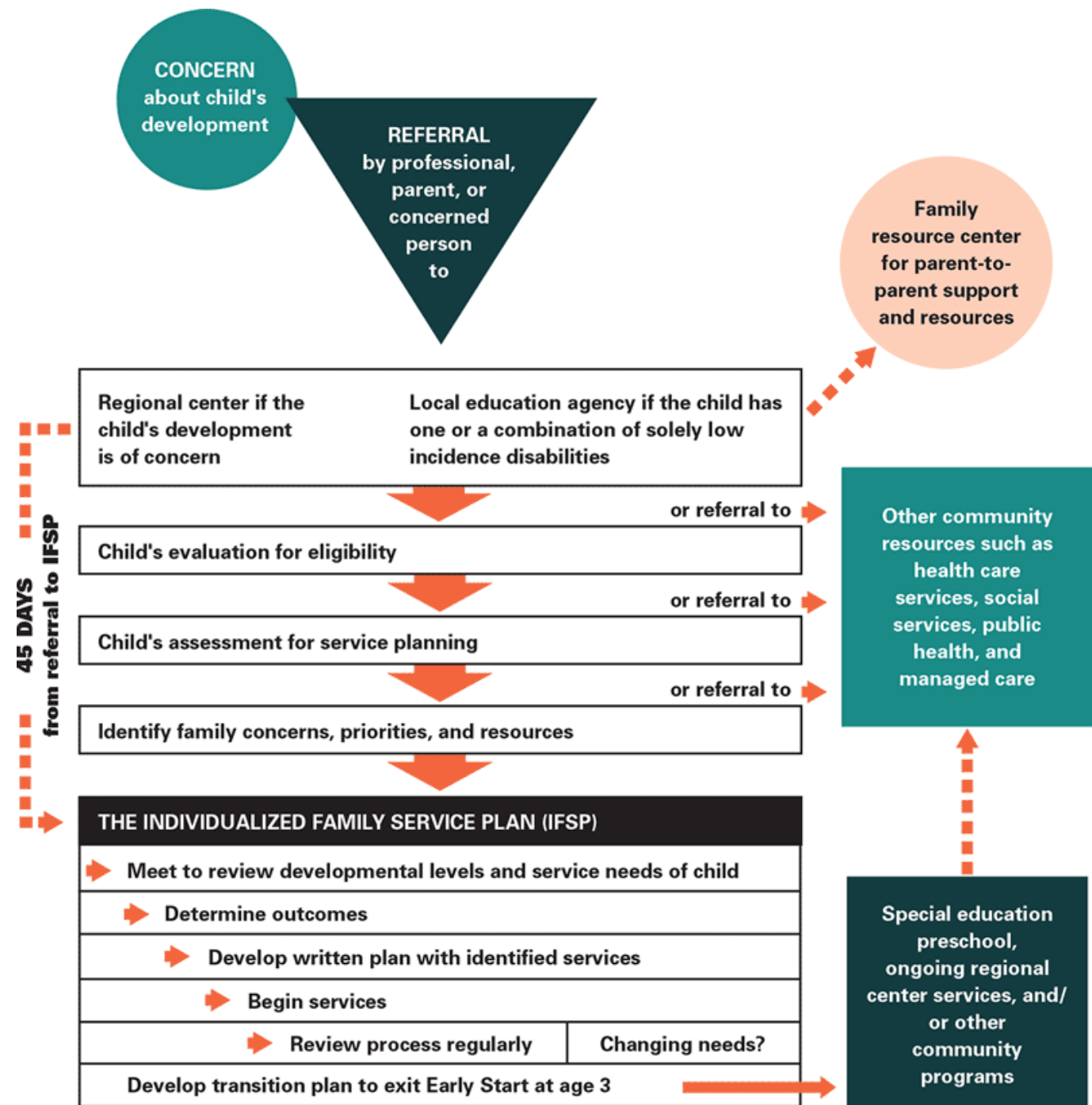
1. Appropriate early intervention services based on scientifically-based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian and homeless infants and toddlers
2. Timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family
3. An Individualized Family Service Plan (IFSP) and service coordination
4. A comprehensive Child Find and referral system
5. A public awareness program focusing on early identification of infants and toddlers with disabilities and providing information to parents of infants and toddlers through primary referral sources¹

California Statute and Regulations

California's program for implementation of Part C of IDEA is known as *Early Start*. Regulations were approved in 1998 and are found in [Title 17, California Code of Regulations, Section 52000 through 52175](#).

¹ ECTA Center. nd. Minimum Components Required under Part C of IDEA. Retrieved from <https://ectacenter.org/partc/componen.asp>

California Early Start



EARLY INTERVENTION MAKES A DIFFERENCE

Basic Assumptions:

- Intervention can reduce developmental delays and lessen the adverse developmental effects of risk factors and disabilities.
- Intervention is more effective when begun early.
- Effective early screening and assessment systems can result in earlier provision of intervention services.

A large body of research has demonstrated that high-quality early intervention for infants and toddlers with developmental delay and disability has had long-term cost savings in terms of

- decreased grade repetition,
- reduced special education spending,
- enhanced productivity,
- lower welfare costs,
- increased tax revenues, and
- lower juvenile justice costs.

ELIGIBLE CHILDREN ARE NOT RECEIVING EARLY INTERVENTION

- Rosenberg and his colleagues looked at a birth cohort from the national Early Childhood Longitudinal Study; through their analysis they found that about 13% of children in the sample had developmental delays that would make them eligible for Part C early intervention, but **only 10% of children *with delays* were receiving them.**
- The most recent data from the U.S. Department of Education indicate that 3.1 of the total population of children birth to age three receive early intervention services; **in California the percentage is 2.9.**

WHY ARE WE MISSING SO MANY CHILDREN?

Results from the Translating Evidence-Based Developmental Screening Study
Screened: 1034
Failed Screen: 202
Referral: 101
Intake: 63
Multidisciplinary Evaluation: 42
Eligible: 31
Services: 24

LAO Report:

Five major reasons why some eligible children do not receive early intervention services

- Children do not receive regular physician checkups.
- Physicians do not consistently screen children for developmental challenges.
- Physicians do not refer all potentially eligible children for formal evaluations
- Parents do not follow through on physicians' referrals
- Parents who try to follow through on referrals become discouraged before their children receive services

STEPS THAT CAN BE TAKEN TO IMPROVE THINGS

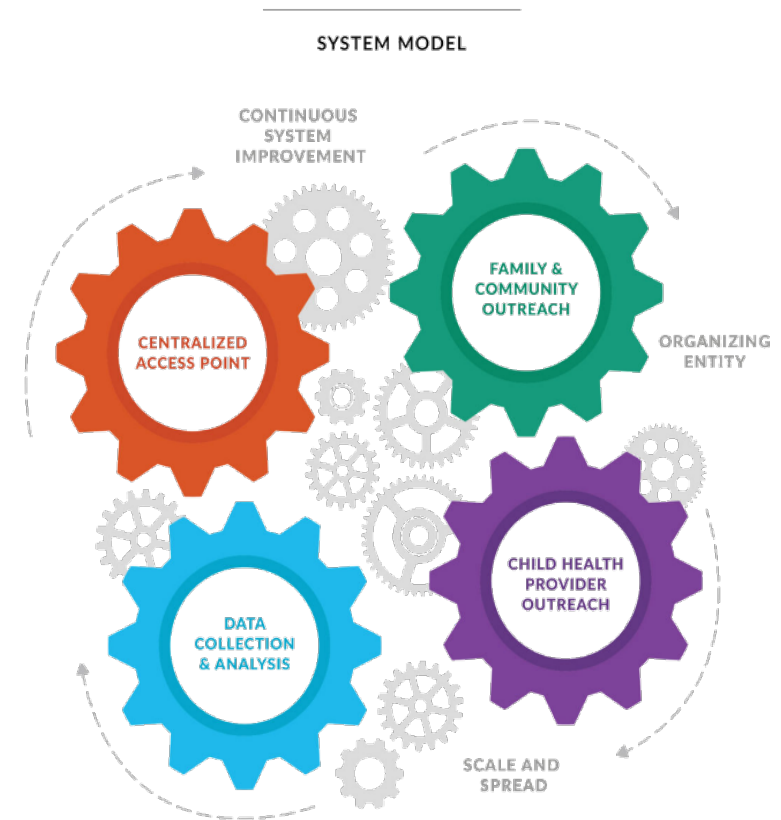
- California must unify and expand its system of collecting data on our children.
- Agencies which serve children must create or strengthen their interagency agreements and develop explicit procedures for serving children when their needs overlap. A more unified system would lessen the drop off in follow-up that occurs when **children move across systems**.
- Develop supports for families in following through on referrals.
- California should develop additional incentives for regional centers to evaluate children and refer them to high-quality early intervention programs.

USEFUL MODELS

- **Massachusetts Pregnancy to Early Life Longitudinal (PELL) Data System** is a data model which links systems in order to better track and identify young children in need of early intervention, and it appears to be relatively successful. Massachusetts served 9.4% of their 0-3 population in 2016.

- **HELP ME GROW** is a national program currently being implemented by First 5 California and First 5 LA to accomplish these goals.

<https://helpmegrownational.org/>



RECOGNITION TO PEOPLE DOING GOOD WORK

- State Screening Task Force
- First 5LA
- CA Early Start/CEITAN

THE TRANSITION TO PRESCHOOL FOR CHILDREN WITH DISABILITIES

CONNIE KASARI, PHD





What is the
transition?

Recommendations



How is
California
doing?

WHAT IS PART C?

Federally mandated services through IDEA

- Part C services:
 - Birth to 3 years of age
 - Administered through Department of Developmental Services
 - Children identified with developmental delay, disability, or established risk condition
 - 2.9% of infants in 2016
 - >80% served in home

WHAT IS PART B?

Federally mandated services through IDEA

- Part B services:
 - 3-5 year old services
 - Administered through Department of Education (DOE)
 - Children identified with one of 14 categories of DOE
 - 5.4% of preschoolers in 2016
 - >80% served in center-based care (schools)



We are concerned about how children
transition from one service to the next

Making sure all children who need services in California are identified,
referred and served

HOW IS CALIFORNIA DOING IN THE TRANSITION FROM PART C TO PART B SERVICES – MAIN TAKEAWAYS

- California falls below national averages in identifying and serving infants, toddlers and preschoolers with Developmental Disabilities
 - Under-identifying in every racial/ethnic category
- California is currently under Federal watch for not meeting compliance guidelines
- Barriers to improvement:
 - Different systems, different eligibility
 - Family and staff expectations and training
 - No centralized ongoing monitoring and evaluation system

DIFFERENT SYSTEMS, DIFFERENT ELIGIBILITY

Table 1. Transition from Part C to Part B Services, 2016

	California Average (percent)	National Average (percent)
Receive Part C Services	2.9	3.1
No longer eligible for Part C prior to reaching age 3	45.1	16.1
Part B eligible, exiting Part C	1.8	36.4
Part B eligible, continuing in Part C	8.2	5.3
Not eligible for Part B, exiting with referrals to other programs	37.9	11.2
Part B eligibility not determined	95.16	96
Successful Part C to Part B transition	78.45	94
Receive initial IFSP in timely manner	79.12	96
Timely transition from Part C to B	0.5	12
Withdrawal from Part C by parent		

Under federal watch for
not meeting compliance
standards

UNDETERMINED ELIGIBILITY?

- About a third of children from C to B in California (11% nationally)
 - Systems eligibility - from Part C (DD) to Part B (14 categories)
- Will less than 2% determined eligibility to Part B
- Can cause delay in transition as children need assessment and referral to gain access to Part B services

ANOTHER ISSUES---INCREASE IN ASD

- Services from 2 to 3 years may include private agency services in community at far greater hours than offered in Part B services
- Families may not want to see drop in service hours
- Families may request increased dose with continuation of private services (not transitioning to public Part B services)

STAFF AND FAMILIES

- Lack of trained educators to work with children with disabilities
 - 2016 - 3.4 trained special educators per 100 children served under IDEA, Part B
- Families feel mismatched focus
 - IFSP (family focus) versus IEP (child focus)
 - Parents feel insider focus gives way to outsider system focus

KNOWING WHAT WE DO NOT KNOW - PROGRESS MONITORING AND EVALUATION

Table 3: *Child Outcomes in Part C services, 2016. Table from https://www.isbe.net/Documents/annual_partB.pdf*

Outcome	California Average	National Average
Positive Social Emotional Skills		
Substantially increase rate of growth	47.12%	66%
Functioning within age expectations	67.83%	58%
Acquisition and Use of Knowledge Skills		
Substantially increase rate of growth	50.60%	72%
Functioning within age expectations	55.01%	48%
Use of Appropriate Behaviors to Meet Needs		
Substantially increase rate of growth	39.39%	74%
Functioning within age expectations	63.85%	58%

California Department of Education (2019). *Executive Summary of the FFY 2017 State Performance Plan and Annual Performance Report for Part B of the Individuals with Disabilities Education Act covering program year 2017–18*. Sacramento, CA. Retrieved from <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201901.asp>

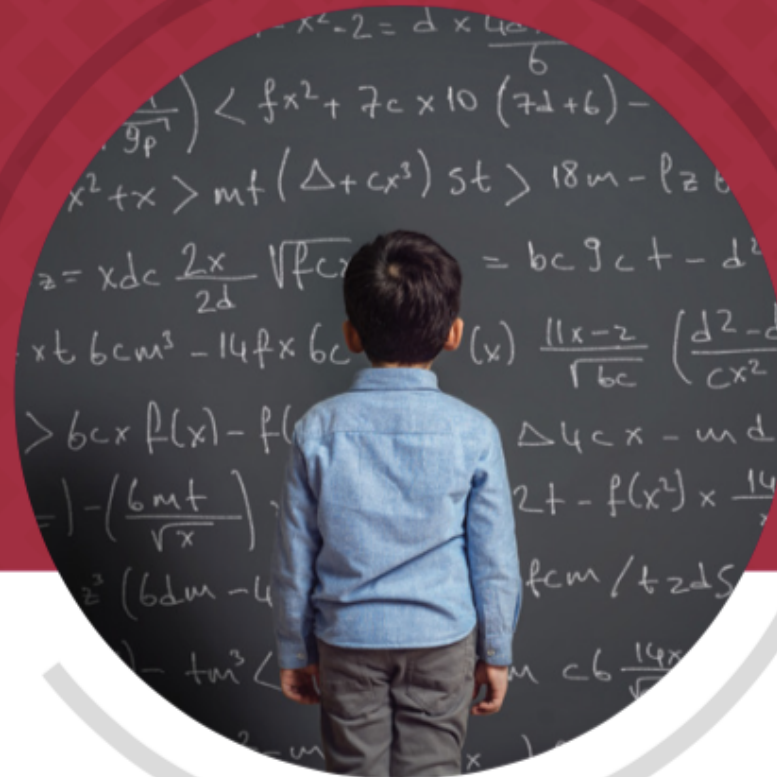
RECOMMENDATIONS FOR IMPROVING TRANSITION

What can we do?

- Centralized screening and child tracking system (one ID for tracking within and across systems)
- One system of administration (policy and interagency coordination)
- Improved work force
- Better prepare family for transition
- Data monitoring system for tracking progress

Increasing Access to Universally Designed Mathematics Classrooms

Rachel Lambert
Assistant Professor
Gervitz Graduate School of Education
University of California Santa Barbara



What is the problem?

- Achievement gaps in mathematics for students with disabilities
- Will we find the answer in learning more about cognitive deficits?
- Or access to challenging mathematics?

Students with Disabilities



Orange

119.4 points below standard

Increased 6.6 Points ⬆

Number of Students: 417,191

Access to Challenging Mathematics?

- CA CCSSM:
 - demanding content standards
 - increased engagement in problem-solving and mathematical discussion (Standards for Mathematical Practice)
- Do SwD have access to standards-based mathematics?
 - Separate special education classrooms limit access to grade-level curriculum.¹
 - Even when included in general education mathematics classrooms, students with disabilities still experience barriers to accessing standards-based curriculum.²

Research on Math and Students With Disabilities Under the Common Core State Standards

- Pronounced differences in the research on math education compared with special education math education.³
- Special education math research is strongly focused on direct/explicit instruction of skills and procedures. While significant research findings in that area are important, this research direction assumes that students with disabilities need to be told how to think mathematically.⁴
- Students with disabilities show learning gains within multi-modal, inquiry based curriculum.^{5 6}
- Still, only small amounts of research using constructivist or sociocultural learning theories. Little guidance for educating students with disabilities within inclusive classrooms learning the CA CCSSM.³

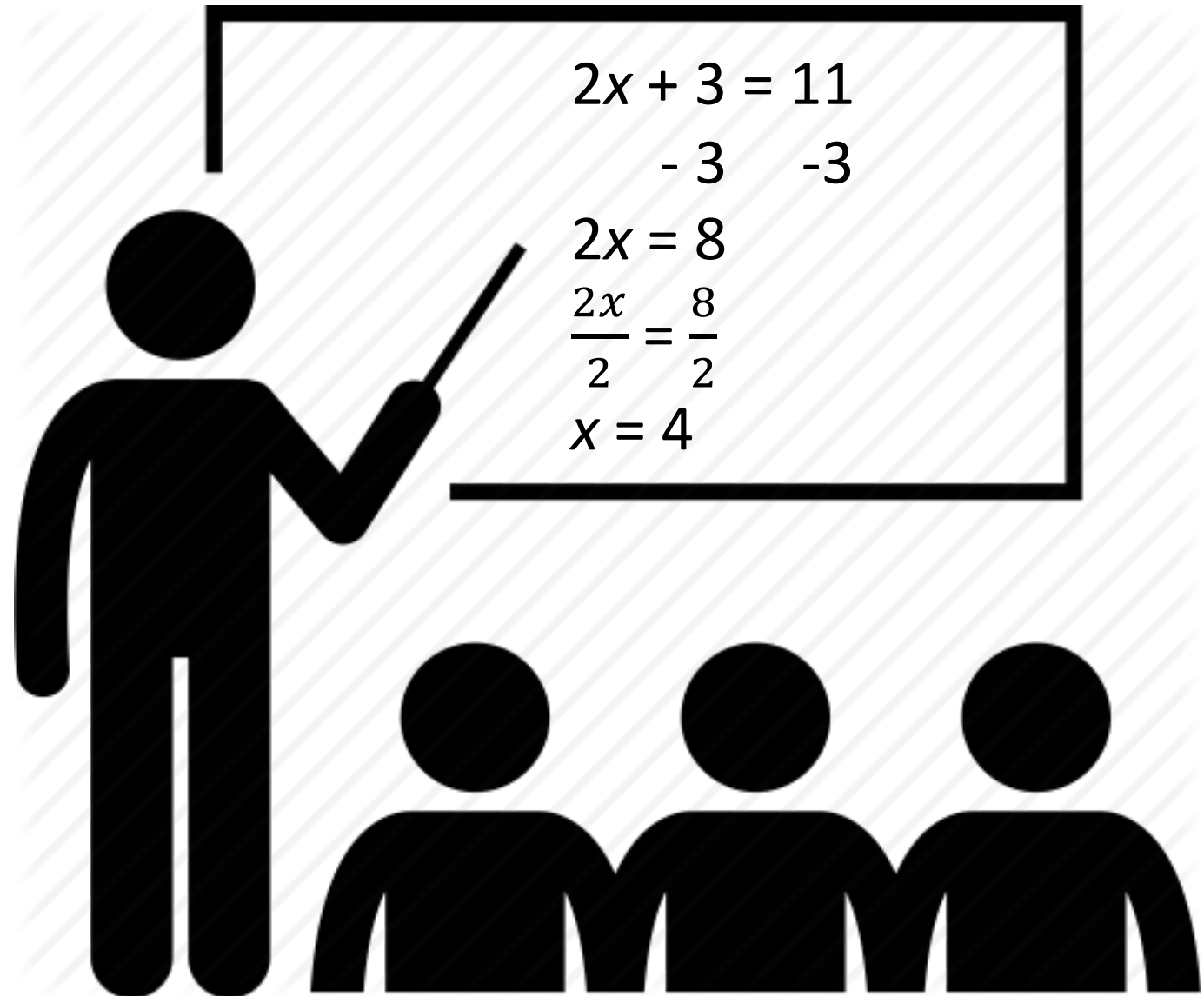
Universal Design for Learning (UDL)⁷

- Design classrooms in which a wide range of learners can thrive
- Emerged from Universal Design in architecture and product design
- Grounded in the Learning Sciences- developing expert, strategic learners
- Grounded in neuroscience
 - learner variability
 - leveraging interconnected networks in the brain
(affective, strategic, recognition)
- Design begins with empathy— identify barriers and design around them

Barriers in Math Class for Students with LD

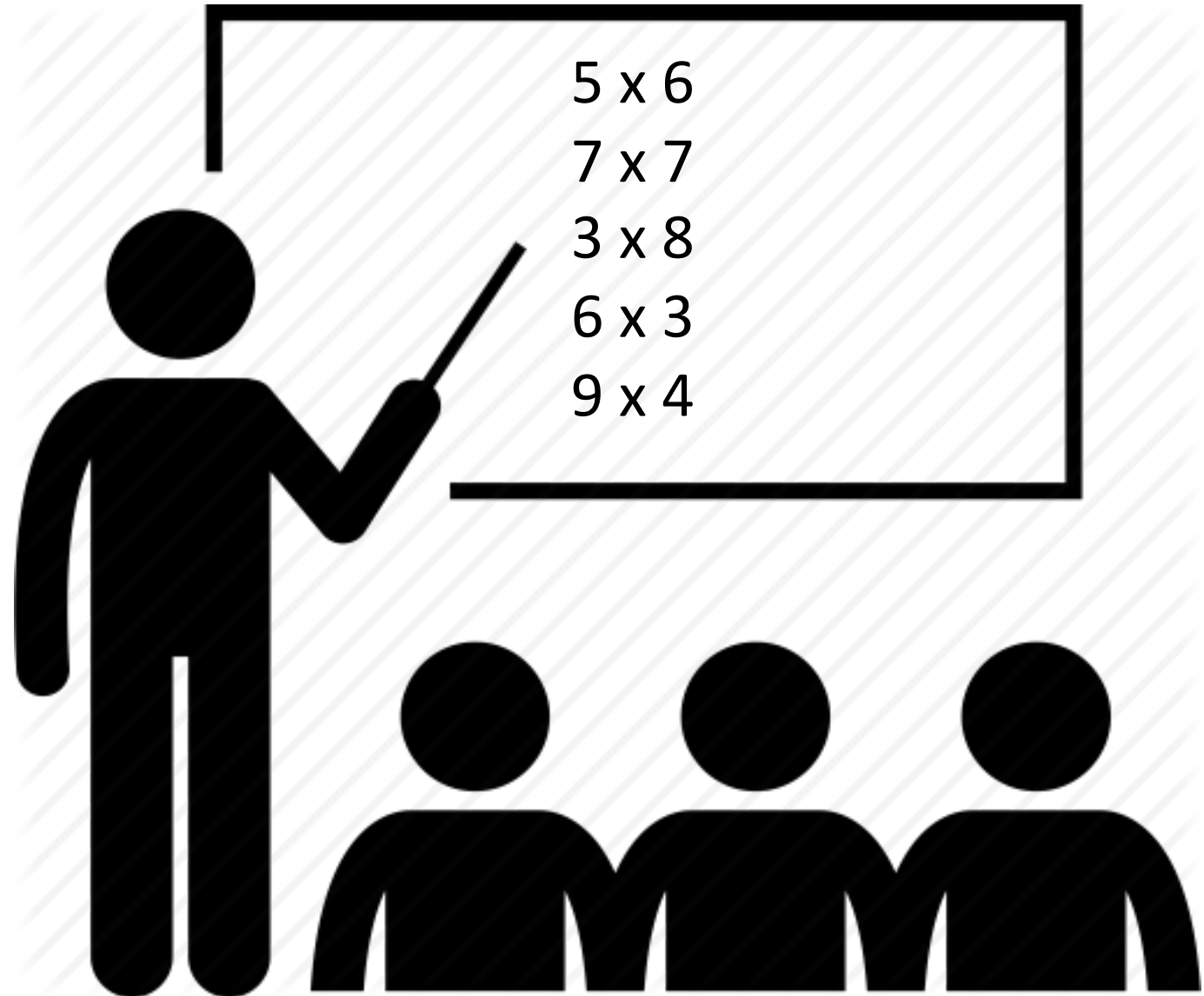
Like math—I could be right in the front row getting all of the information. ... It doesn't click right away in your head. I mean, you're staring at it but it's not there at that moment while everyone else—it clicks to them real fast. After a while you're just standing there on pause, just looking at the example and it's not feeding it to your brain.

(Connor, 2008)



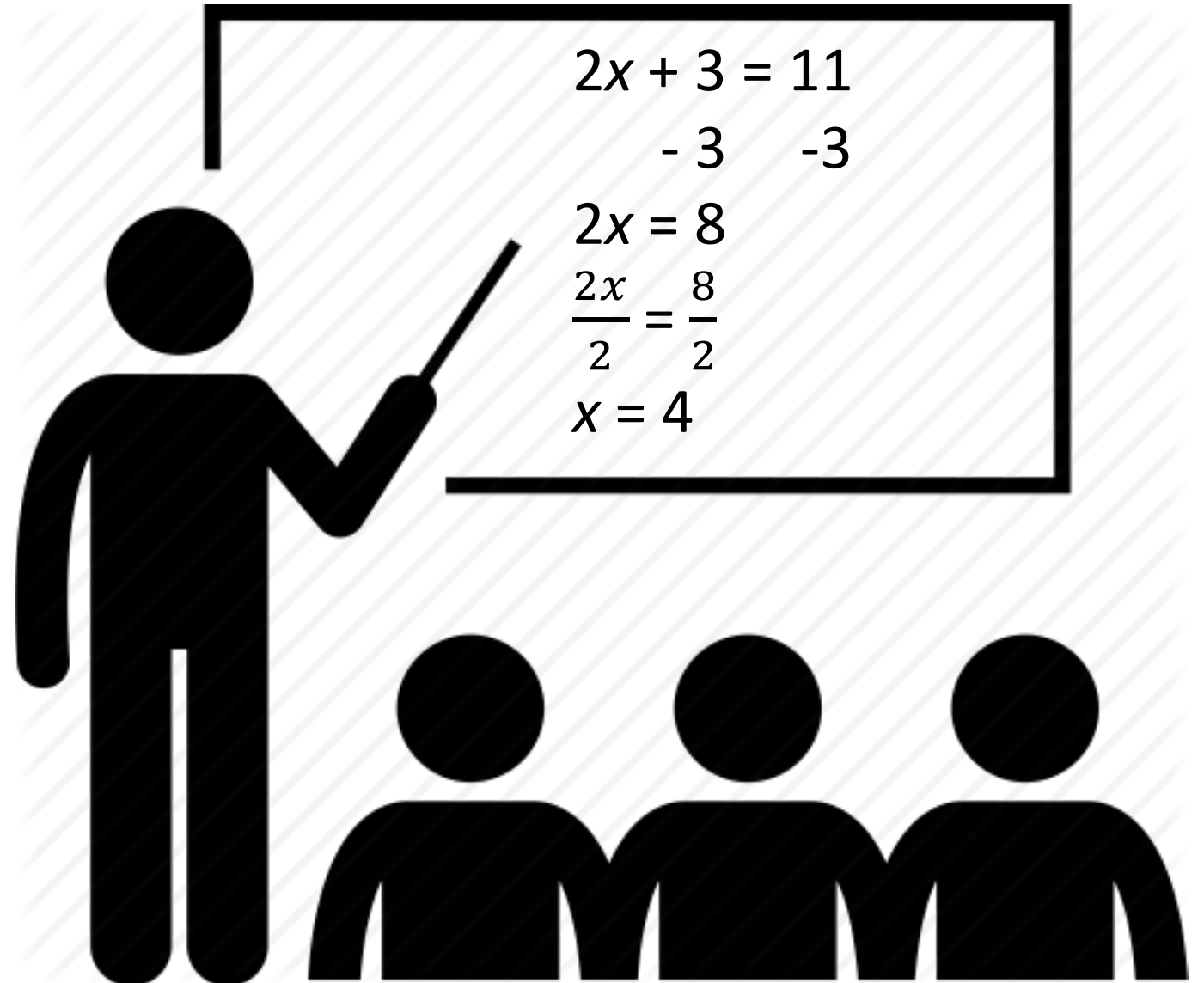
Barriers in Math Class for Students with LD

There was the nightmare of the multiplication tables. It wasn't the concept of multiplying that I had trouble with. It was memorizing the tables and then having to retrieve them quickly. I was not actually doing math, I was doing "rapid naming," which is a process that can create tremendous hurdles for dyslexic readers throughout their lives. (Tessler, 2008)

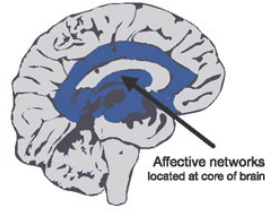


Barriers in Math Class for Students with LD

- Limited avenues for learning mathematics in traditional instruction
- Focus on speed and memorization
- Limited development of conceptual understanding
- Emotional aspects of mathematics



Engagement



The "why" of learning; the feelings, values, or emotions that can influence attitudes toward learning.

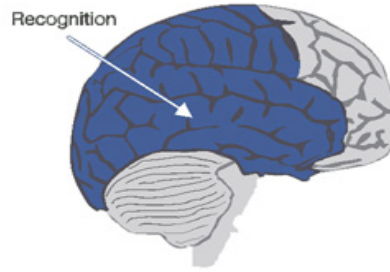
Classroom climate

- Develop a safe classroom community in which students are comfortable taking mathematical risks
- Shift away from valuing mathematical speed towards valuing mathematical thinking and persistence

Relevance

- Make mathematics class focused on relevant, engaging and culturally responsive contexts
- Provide students choice in how they engage in mathematical problem-solving (i.e. individual, pair and group)

Representation



The "what" of learning; how we identify information and categorize what we see, hear, and read.

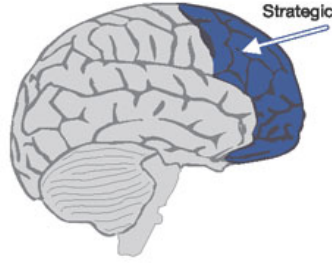
Core ideas

- Design central tasks around core mathematical ideas
- Develop a sequence of tasks that engage students in the necessary learning to understand the core ideas
- Offer meaningful practice and explicit review of core ideas

Multimodal representations

- Mathematical representations are central and developed purposefully over time
- Attention to connections between multiple representations
- Make representations accessible through other modalities

Strategic action



The "how" of learning; it is through strategic networks that we plan, execute, and monitor our actions.

Support for strategy development

- Offer opportunities and support for sustained problem-solving, collaboration and discussion (SMPs)
- Provide support for students to explicitly generalize their strategies

Policy Recommendations

- Provide sustained, research-based professional development in CA CCSSM and UDL for all teachers (focus on special educators) and administrators
- Invest in Tier I instruction using UDL as a design framework
- Connect IEP goals to CA CCSSM, particularly SMPs
- Advocate for research on the inclusion of students with disabilities

References

- 1 Kurz, A., Elliott, S. N., Wehby, J. H., & Smithson, J. L. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. *Journal of Special Education*, 44(3), 131–145.
- 2 Kurz, A., Elliott, S. N., Lemons, C. J., Zigmond, N., Kloo, A., & Kettler, R. J. (2014). Assessing opportunity-to-learn for students with disabilities in general and special education classes. *Assessment for Effective Intervention*, 40(1), 24–39. <https://doi.org/10.1177/1534508414522685>
- 3 Lambert, R., & Tan, P. (2019). Does disability matter in mathematics educational research? A critical comparison of research on students with and without disabilities. *Mathematics Education Research Journal*. Advance online publication. <https://doi.org/10.1007/s13394-019-00299-6>
- 4 Lambert, R. (2018). “Indefensible, illogical, and unsupported”; Countering deficit mythologies about the potential of students with learning disabilities in mathematics. *Education Sciences*, 8(2), Article 72. <https://doi.org/10.3390/educsci8020072>
- 5 Bottge, B. A., Heinrichs, M., Chan, S., & Serlin, R. C. (2001). Anchoring adolescents’ understanding of math concepts in rich problem-solving environments. *Remedial & Special Education*, 22(5), 299–314.
- 6 Lambert, R., & Sugita, T. (2016). Increasing engagement of students with learning disabilities in mathematical problem-solving and discussion. *Support for Learning*, 31(4), 347–366. <https://doi.org/10.1111/1467-9604.12142>
- 7 Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST.
- 8 Connor, D. J. (2008). *Urban narratives: Life at the intersections of learning disability, race, & social class*. Peter Lang.
- 9 Tessler, L. G. (2008). *One word at a time: A road map for navigating through dyslexia and other learning disabilities*. Lulu.

PROMOTING SUCCESSFUL POST-SCHOOL TRANSITIONS FOR STUDENTS WITH DISABILITIES

Lauren Lindstrom, University of California, Davis
Carolynne Beno, Yolo County Office of Education

WHY DOES TRANSITION MATTER?

■ Federal education policy

- *The fundamental purpose of a free appropriate public education is to prepare youth with disabilities for “further education, employment, and independent living”*
- *Transition planning required for youth receiving special education services ages 16 and up*

■ Post-school outcomes compared to nondisabled peers

- *Less less likely to graduate from high school*
- *More likely to enroll in community colleges or short term vocational programs*
- *Less likely to enroll in 4 year colleges or university*
- *Often employed in low wage part time jobs*

■ California Context

WHAT WORKS:

Research Based Predictors of Positive Outcomes

FAMILY INVOLVEMENT

- Family Involvement
 - *Importance for school and post-school success*
 - *Parents as role models*
- Parent Expectations
 - *Influence on vocational goals, self-efficacy, and achievement of young adults with disabilities*



FAMILY INVOLVEMENT

■ Home-School Partnerships: What can Schools do?

- *Invite parents to be partners in the transition planning process.*
- *Provide information about transition services and post-school options.*
- *Refer families to other resources, such as Parent Training and Information Centers.*

<https://www.parentcenterhub.org/california/>

WHAT WORKS:

Research Based Predictors of Positive Outcomes

WORK-BASED LEARNING

- Importance of work for youth with disabilities
 - *Hands-on skill development*
 - *Preparation for future career opportunities*
 - *Consistent predictor of post-school employment*
- Models of work-based learning
 - *Job shadows*
 - *Service Learning*
 - *School-based businesses*
 - *Career-Technical education*
 - *Internships or structured work-experience*



WORK BASED LEARNING

■ Work-Based Learning: What can Schools do?

- *Provide opportunities for career exploration*
- *Encourage students with disabilities to engage in career related learning available for all youth*
- *Facilitate work experiences during high school)*

WHAT WORKS:

Research Based Predictors of Positive Outcomes

INCLUSION IN GENERAL EDUCATION

- Inclusion in General Education
80% or More of the School Day
 - *Fewer absences*
 - *Higher academic performance*
 - *Higher rates of grade progression and on-time graduation*
 - *Higher rates of college attendance and employment*
- Enrollment in Career Technical Education (CTE) Courses
 - *Predictive of postsecondary employment and education*



INCLUSION IN GENERAL EDUCATION

- Enhancing Inclusion in General Education: What can schools do?
 - *Provide staff with professional learning and coaching (e.g., collaborative learning support models, Universal Design for Learning, etc.).*
 - *Leverage existing general education initiatives designed to boost college and career readiness.*
 - *Develop meaningful family engagement activities.*

WHAT WORKS:

Research Based Predictors of Positive Outcomes

INTERAGENCY COLLABORATION

- **Formal Local Partnerships**
 - *Coordinated planning and formalized agreements to support families and youth*
- **Training for Families and Students**
 - *Advocacy*
 - *Community resources*
 - *Educational and employment opportunities*
 - *Person Centered Planning*



INTERAGENCY COLLABORATION

- Improving Interagency Collaboration: What can schools do?
 - *Partner with agencies supporting a student prior to their Individualized Education Program (IEP) meeting (with family/student permission).*
 - *Create community resource maps to assist families and youth with navigating the post-secondary transition process.*
 - *Get involved with your region's Local Partnership Agreement (LPA) team.*

QUESTIONS DISCUSSION IDEAS?

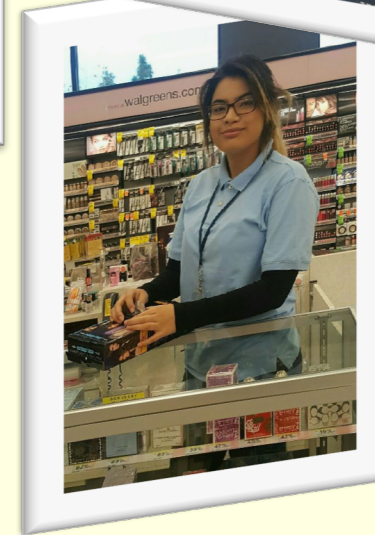
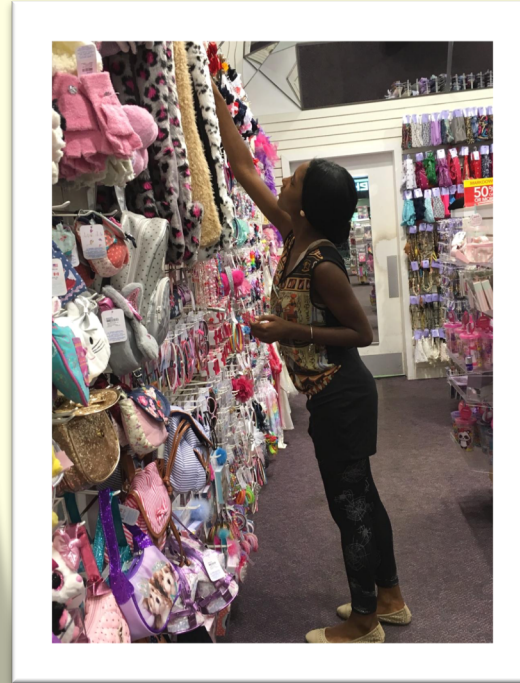
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Work-Based Learning for Students with Disabilities

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Interwork Institute, San Diego State University

Our expectation is that every student will work and be productive



Importance of Work-Based Learning

Work-based learning is important for every student –

- ❖ Prepares students for the expectations of adult life
- ❖ Links academic and functional learning
- ❖ Diversifies learning experiences and identifies choices
- ❖ Expands life experiences beyond family and K-12 education

3 essential actions drive the K-14 work-based learning model

ACTION 1:

Strengthen expectations for each student by focusing on –

- ❖ abilities and interests
- ❖ parental knowledge and attitudes
- ❖ inclusion with all students
- ❖ breaking stereotypes
- ❖ graduation with a diploma
- ❖ postsecondary plans to earn a livable wage

3 essential principles drive a K-14 work-based learning model (cont.)

ACTION 2:

Leverage opportunities for each student by increasing –

- ❖ Career awareness in middle school (or earlier) and beyond
- ❖ Access to K-14 and industry resources through Career and Technical Education and work-based learning experiences
- ❖ Engagement with employers, community members, business partners and mentors

3 essential principles drive a K-14 work-based learning model (cont.)

ACTION 3:

Integrate supports for each student to strengthen their access and success through -

- ❖ Coordination of generic and specialized career planning processes
- ❖ Person-driven career planning
- ❖ Family engagement
- ❖ Increased diploma opportunities
- ❖ Use of universal design for learning and adaptive technologies
- ❖ Financial planning

Seven policy recommendations for career and work development

- 1) Introduce careers and work to students at an early age (middle school or younger)
- 2) Require inclusion of students with disabilities in local career development programs and hold LEAs accountable through performance measures
- 3) Integrate students with disabilities in the State CTE Plan with explicit performance and outcome measures

Seven policy recommendations for career and work development (cont.)

- 4) Incorporate student participation in community-based service learning and work experiences in the CA School Dashboard indicator for college/career readiness
- 5) Build flexibility for LEAs to align programs and funding with students' needs – not with “siloed” funding categories

Seven policy recommendations for career and work development (cont.)

- 6) Meet students' needs through structured collaboration and resources across LEAs, postsecondary education, community partners and employers
- 7) Apply the K-12 Strong Workforce Program (SWP) framework, metrics and accountability with students with disabilities

Through these policy recommendations, we want students with disabilities equal in importance, access and performance with all students

**“I am most proud of accomplishing what people
said I couldn’t do—get a job. I did it!”**

Student



Smaller group Q&A and discussion

- A. Early Identification and Preschool Transition
- B. K-12 Math Practices/UDL
- C. Work-based learning and Post-Secondary Transitions

Discuss: What will it take to integrate these practices in schools in California?

Group Shareout

Next up...!

- Go downstairs, get your lunch, and bring it back into the Magnolia Ballroom by 12:15
- 12:15 – 1:00 – Lunchtime presentation of the 2020 PACE/USC Rossier Annual Poll in the Magnolia Ballroom