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
Identifying Young Children for Early Intervention in California

Nancy Hunt, Ph.D.
CA-LEND, Children’s Hospital Los Angeles/USC
California State University, Los Angeles
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 sources

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://ectacentre.org/partc/componen.asp
California Early Start

CONCERN about child’s development

REFERRAL by professional, parent, or concerned person to

Regional center if the child’s development is of concern

Local education agency if the child has one or a combination of solely low incidence disabilities

Child’s evaluation for eligibility

or referral to

Child’s assessment for service planning

or referral to

Identify family concerns, priorities, and resources

45 DAYS from referral to IFSP

THE INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Meet to review developmental levels and service needs of child

Determine outcomes

Develop written plan with identified services

Begin services

Review process regularly

Changing needs?

Develop transition plan to exit Early Start at age 3

Family resource center for parent-to-parent support and resources

Other community resources such as health care services, social services, public health, and managed care

Special education preschool, ongoing regional center services, and/or other community programs

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?

<table>
<thead>
<tr>
<th>Results from the Translating Evidence-Based Developmental Screening Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened: 1034</td>
</tr>
<tr>
<td>Failed Screen: 202</td>
</tr>
<tr>
<td>Referral: 101</td>
</tr>
<tr>
<td>Intake: 63</td>
</tr>
<tr>
<td>Multidisciplinary Evaluation: 42</td>
</tr>
<tr>
<td>Eligible: 31</td>
</tr>
<tr>
<td>Services: 24</td>
</tr>
</tbody>
</table>

Kavanagh, J., Gerdes, M., Sell, K., Jimenez, M., & Guevara, J. (2012)
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  

1  2  3  

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

<table>
<thead>
<tr>
<th>Category</th>
<th>California Average (percent)</th>
<th>National Average (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive Part C Services</td>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>No longer eligible for Part C prior to reaching age 3</td>
<td>45.1</td>
<td>16.1</td>
</tr>
<tr>
<td>Part B eligible, exiting Part C</td>
<td>1.8</td>
<td>36.4</td>
</tr>
<tr>
<td>Part B eligible, continuing in Part C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not eligible for Part B, exiting with referrals to other programs</td>
<td>8.2</td>
<td>7.3</td>
</tr>
<tr>
<td>Part B eligibility not determined</td>
<td>37.9</td>
<td>11.2</td>
</tr>
<tr>
<td>Successful Part C to Part B transition</td>
<td>95.16</td>
<td>96.0</td>
</tr>
<tr>
<td>Receive initial IFSP in timely manner</td>
<td>78.45</td>
<td>94.0</td>
</tr>
<tr>
<td>Timely transition from Part C to B</td>
<td>79.12</td>
<td>96.0</td>
</tr>
<tr>
<td>Withdrawal from Part C by parent</td>
<td>0.5</td>
<td>12.0</td>
</tr>
</tbody>
</table>

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

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

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?
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.
  • Even when included in general education mathematics classrooms, students with disabilities still experience barriers to accessing standards-based curriculum.
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)\textsuperscript{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
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)
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

\[
\begin{align*}
2x + 3 &= 11 \\
-3 &= -3 \\
2x &= 8 \\
\frac{2x}{2} &= \frac{8}{2} \\
x &= 4
\end{align*}
\]
Engagement

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)

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

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

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


PROMOTING SUCCESSFUL POST-SCHOOL TRANSITIONS FOR STUDENTS WITH DISABILITIES

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

PACE
Policy Analysis for California 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 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
  - 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
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.

FAMILY INVOLVEMENT

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: 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
<table>
<thead>
<tr>
<th>WHAT WORKS: Research Based Predictors of Positive Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Inclusion in General Education 80% or More of the School Day</td>
</tr>
<tr>
<td>- Fewer absences</td>
</tr>
<tr>
<td>- Higher academic performance</td>
</tr>
<tr>
<td>- Higher rates of grade progression and on-time graduation</td>
</tr>
<tr>
<td>- Higher rates of college attendance and employment</td>
</tr>
<tr>
<td>Enrollment in Career Technical Education (CTE) Courses</td>
</tr>
<tr>
<td>- Predictive of postsecondary employment and education</td>
</tr>
</tbody>
</table>
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

- 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.

https://www.chhs.ca.gov/home/cie/elementor-11522/
QUESTIONS
DISCUSSION
IDEAS?

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Work-Based Learning for Students with Disabilities

Fred R. McFarlane, Ph.D. & Mari Guillermo, Ed.D.
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