

NATIONAL INCLUSIVE EDUCATION INITIATIVE
For Students with Autism and Related Disabilities


NIEI: Overview and Resources for Model Schools

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<http://www.iod.unh.edu/niei.html>

- This session will explore the initial implementation at the NIEI’s Model Demonstration Schools (Elementary), and resources available from the NIEI.

Agenda

- Overview of the NIEI – see supplemental handout
- Overview of the NIEI Model Demonstration
- Desired outcomes
- Which schools/districts applied?
- How is the NIEI staff assisting these schools?
- What is expected of each school/district?
- How were schools/districts selected?
- What are the lessons, thus far.
- Question/Answer



Overview of the NIEI

- The NIEI is focused on improving educational services and outcomes for students with autism and related disabilities* through national efforts in the areas of

Model Demonstration	Leadership Development
Personnel Preparation	Professional Development
Clinical Evaluation Services	Research & Policy

*such as intellectual disability, multiple disabilities, developmental delay; qualify for state alternate assessment based on alternate achievement standards

Overview of the NIEI Educators Leadership Series

- Learn about best practices
- Try out new practices
- Share with colleagues on “Community of Practice” (Facebook)
- Coach one another on getting through challenging situations

Required Webinars for first cohort

- “New Views” of Students with ARD including Presuming Competence
- Engaging Families
- Core Inclusive Education Practices: Membership, Relationships, Participation, and Learning of General Education Curriculum in the General Education Classroom
- Creating a Welcoming Classroom & School Community
- Inclusion “Beyond the School Walls”
- Engaging Leaders in Inclusive Education
- Collaborative Teaming
- Developing a Plan for Change

Optional Webinars for first cohort

Participation is determined by YOU, based on completing a Best Practices questionnaire

Topics include:

- Planning and implementing supports in the areas of: communication, instruction, adapted materials, technology, sensory, behavior, social
- Writing standards-based IEPs that promote inclusion

Some other NIEI Components

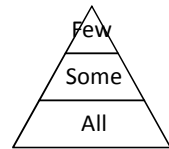
- OCALI – Autism Internet Modules – Adding one or two on inclusive education
- State-of-the-Nation report vetted with national leaders
- Best Practices in Inclusive Education for Students with Autism and Related Disabilities
- Online course(s) in autism – with emphasis on education

Overview of the NIEI Model Demonstration

- Engage a process of school improvement that translates research-to-practice and informs research-from-practice
- Identify, describe, and disseminate lessons from schools with model systems and practices
- Refine an effective and efficient model for other schools, districts, and states to use to improve inclusive education for students with autism and related disabilities

NIEI Model Demo continued Response to Intervention

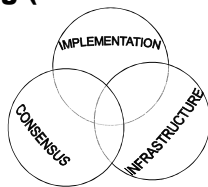
- Organizational framework for instructional and curricular decisions and practices based on students' responses
- RTI Components
 - Screening
 - Tiers of instruction
 - Progress monitoring
 - Fidelity indicators
 - Data based decision making
 - Collaborative leadership at multiple levels to foster consensus, develop infrastructure, and support full implementation
- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness



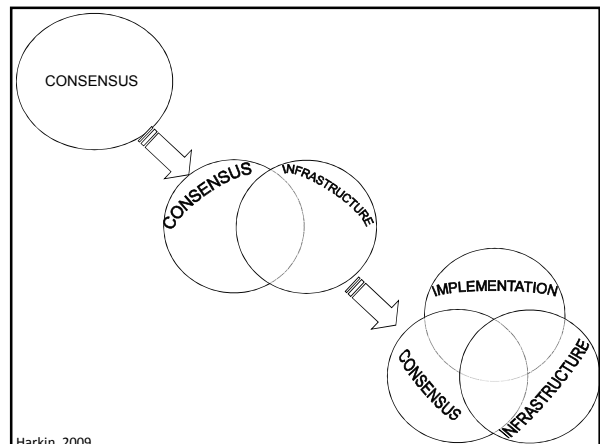
Three Phases

Three Phases

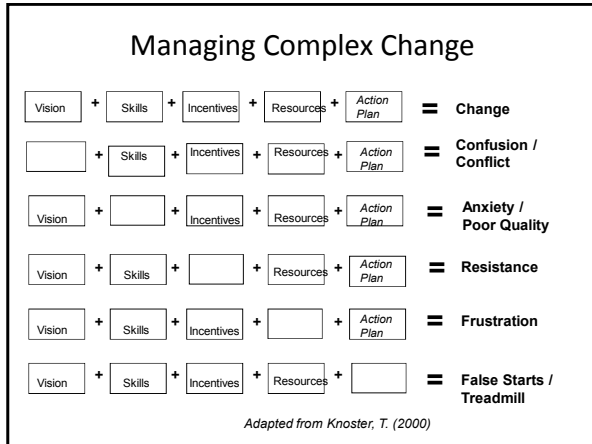
- **Consensus Building (Commitment)**
- **Infrastructure Development**
- **Implementation**




Harkin, 2009



Harkin, 2009



NIEI Model Demo continued Beyond Access Model



- Team planning and problem solving model to promote
 - Membership in the general education classroom,
 - Participation in general education instruction, and
 - Learning of the general education curriculum for students with significant disabilities


Membership

I count	Participation
I belong	

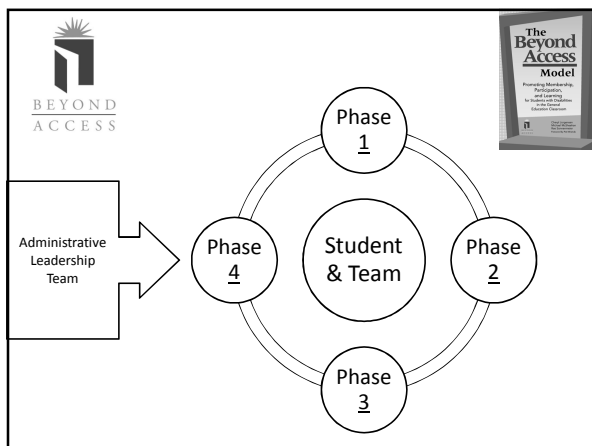
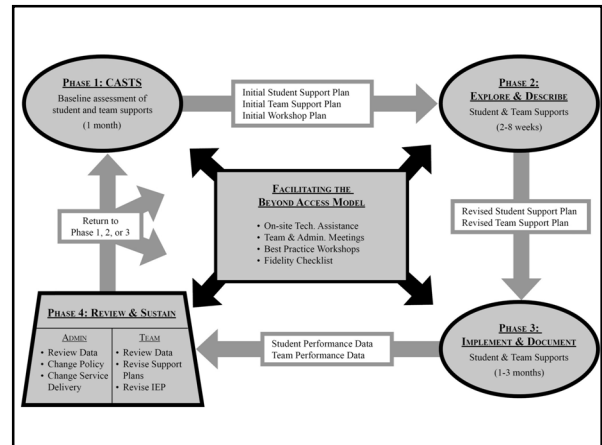
Gen Ed Instruction	Learning
Social & Other	

Academic	Everything Else
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NIEI Model Demo continued Beyond Access Model




- Vision:** When students with disabilities are provided with appropriate instruction and supports, they can learn grade-level academic skills and communicate in ways that are commensurate with their same-age peers without disabilities
- This is accomplished by organizing the implementation and monitoring of inclusive education best practices for students and their teams into a coherent, reiterative, and manageable process of assessment, implementation, evaluation, reflection, and revision, promoting continuous program improvement



For the Beyond Access Project


- Presume competence to learn the general education curriculum (for a minimum of one - two periods a day).
- Use 5-Step Instructional Planning
- Suspend judgment about student capabilities until supports for membership & participation are provided, accurately and consistently, and best practices are in place.



Impact Study

McSheehan, Jorgensen, Sonnenmeier, & Turner (2006)
Beyond Communication Access: Promoting learning of the general education curriculum by students with significant disabilities. *Topics in Language Disorders*, 26(3), p. 266-290.


- 38 participants completed BA Impact Survey 6 months following the initiation of the BA model
 - Likert scale ratings
 - Closed- and open-ended survey questions
- Content analysis



Impact Study

(McSheehan, et. al., 2006)


- Replication site participants reported that Beyond Access increased their expectations resulting in:
 - (1) Improved membership in the classroom,
 - (2) Higher quality supports,
 - (3) Enhanced collaborative lesson planning, and
 - (4) Improved student participation in, instruction in, and/or learning of the GE curriculum.



Impact Study: Membership & Participation

(McSheehan, et. al., 2006)


	C	N	S	Ty	Ti
Baseline	0-20%	0-20%	20-40%	40-60%	20-40%
6 Months	60-80%	20-40%	60-80%	60-80%	60-80%
9 Months	80%	80-90%	80-100%	90-100%	90-100%




Impact Study: LEARNING


(McSheehan, et. al., 2006)

- 56 examples cited of students' demonstration of learning of academic content not previously expected
- Included examples for reading, writing, and math





NIEI Model Demonstration



- We have conceptualized a model that blends the principles and practices of RtI and the Beyond Access Model.
- Schools will be provided with professional development, technical assistance, and leadership team facilitation:
 - to tailor the NIEI model to their school/district,
 - to develop the consensus for inclusive education at their school/district,
 - to design the infrastructure needed to implement and to sustain inclusive education locally, and
 - to initiate implementation of their model of inclusive education.

Anticipated Outcomes for NIEI Model Demonstration Sites

Increased Competencies in Inclusive Education:

- School/District Leadership teams will have increased knowledge and skills in overseeing the designing, implementing with fidelity, assessing, and sustaining of inclusive education systems for students with autism and related disabilities;
- IEP teams will have increased knowledge and skills in educating students with autism and related disabilities in general education classrooms; and
- IEP teams will have increased knowledge and skills in effective and efficient team collaboration, including instructional planning.

Anticipated Outcomes for NIEI Model Demonstration Sites

Better Outcomes for Students with Autism and Related Disabilities:

- Increase the percentage of the school day that students are members in their general education classrooms;
- Increase the percentage of the school day that students are meaningful, active participants in the general education instruction; and
- Increase the learning of general education curriculum by students when provided with appropriate accommodations and supports.

Which schools/districts should apply?

- Any public elementary schools (including public charter schools) + district
- District with AT LEAST one elementary school that is currently
 - implementing a model of inclusive education,
 - is prepared to begin training and implementation in 2009-2010 school year, and
 - has demonstrated commitment to work towards proposed outcomes
- School with a minimum of two (no more than four) K-4 students with autism and/or related disabilities
 - who are already attending a general education classroom for a minimum of 1 academic class per day (i.e., reading, writing, science, math, social studies) and
 - will be in the applicant school for a minimum of two years

Which schools/districts should apply?

- Students with autism or related disability (e.g., intellectual disability)
 - have an IEP,
 - use or possibly benefit from assistive technology/augmentative communication, and
 - qualify for the state alternate assessment;
- Has or will establish school and district-wide leadership teams
 - to develop action plans for and oversee the integration of inclusive education at school and district levels
 - using data-based decision-making processes;
- Consent to be participants in the NIEI Model Demonstration research activities including being video-taped during typical school activities; and
- Utilize internet for project communications, professional development, and remote video conferencing for technical assistance.

Which schools/districts should apply?

- **Current Implementation:**
 - Schools do **not** have to be implementing RtI or the Beyond Access Model
 - Schools **do** have to already be implementing some approach to inclusive education (e.g., students with autism and/or related disabilities are educated for a portion of their day in general education classes)

How are NIEI staff assisting the schools?

- Web-based professional development and technical assistance (PD/TA) will be tailored, as much as possible, to meet individual schools/districts needs.
- After determining priorities for training and support and an outcome-driven action plan, a PD/TA schedule will be developed for each site.
- A core set of professional development webinars will be offered to all sites. This will include:
 - NIEI Model
 - Strategies and Tools for consensus building, infrastructure development, and fidelity of implementation
 - NIEI Five Core Best Practices: high expectations/presumed competence, membership, participation, learning, collaborative teaming

How are NIEI staff assisting the schools?

- Participants at each site will be encouraged to join an online community of practice to share experiences, information, and materials with other participants at other sites.
- NIEI staff will utilize interactive and self-study, web-based modules developed for this project and those already available (e.g., Autism Internet Modules; Augmentative Communication Institute)
- All live, interactive webinars will be archived to accommodate challenging schedules!

What will be expected of our school/district?

- See Application:
 - **Appendix A. Part 1b. District Commitments**
 - **Appendix A. Part 1c. School Commitments**

How were schools/districts selected?

Application will be reviewed and scored using the following scoring criteria:

- Appendix A Part 1 a, b, and c (with commitments' signatures and student descriptions) and Administrator consent form(s) are completed and provided according to timeline. (Required for Review of Application)
- Appendix B: Readiness of District/School Program (20 points)
- Appendix C: Current Implementation of Best Practices (15 points)
- Appendix D: Narratives (50 points)
 - Part 1: Past Efforts and Historical Evidence (10 points)
 - Part 2: Cultural Diversity and Cultural Competence (5 points)
 - Part 3: Family Engagement (5 points)
 - Part 4: Vision Statement and Goals (15 points)
 - Part 5: Alignment with Other Initiatives (10 points)
 - Part 6: Data Systems and Use (5 points)
- Other: Reviewer Judgment (15 points)

How were schools/districts selected?

- The Total points will be an important factor, but not the only consideration in selecting demonstration sites.
- Other factors *may* include, but not be limited to
 - Geographic distribution,
 - Size and demographic diversity of applicant schools,
 - Designated districts in need of improvement (DINI) or schools in need of improvement (SINI) status
 - Partnership with a regional/state technical assistance network

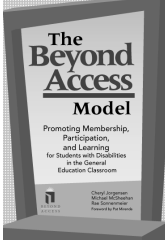
Lessons and Insights Thus Far

- The demands of a comprehensive, intensive technical assistance model were seen as “too much” for some schools.
- Districts and Schools were at varying stages of readiness (see readiness data summaries).
- Student characteristics vary yet all appear to be perceived as ‘challenging’. (see student data summaries)
- Distance technical assistance IS a possibility for facilitating the process.

Question & Answer

The Beyond Access Model:

Promoting Membership, Participation and Learning for Students with Intellectual and Other Developmental Disabilities



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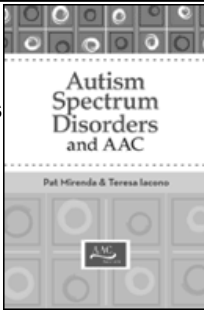
ONE FREE COPY WILL BE PROVIDED TO EACH NIEI MODEL DEMONSTRATION SCHOOL

<http://www.brookespublishing.com/store/books/jorgensen-67175/index.htm>

Autism Spectrum Disorders and AAC

Edited by Pat Mirenda & Teresa Iacono

Paul H. Brookes Publishing Co.



<http://www.brookespublishing.com/store/autism.htm>

Beyond Access Publications

Jorgensen, C. (2005). The least dangerous assumption: A challenge to create a new paradigm. *Disability Solutions*, 6(3).

Jorgensen, C.M., McSheehan, M., & Sonnenmeier, R. (2007). Presumed competence reflected in students' educational programs before and after the Beyond Access professional development intervention. *Journal of Intellectual and Developmental Disabilities*, 32(4), 248-262.

McSheehan, M., Sonnenmeier, R., Jorgensen, C., & Turner, K. (2006). Beyond communication access: Promoting learning of the general education curriculum by students with significant disabilities. *Topics in Language Disorders*, 26(3), 266-290.

Sonnenmeier, R., McSheehan, M., & Jorgensen, C. (2005). A case study of team supports for a student with autism's communication and engagement within the general education curriculum: Preliminary report of the Beyond Access Model. *Augmentative and Alternative Communication*, 21(2), 101-115.

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