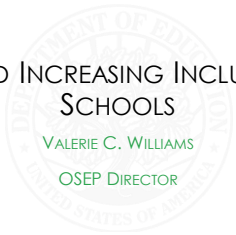


TOWARD INCREASING INCLUSION IN SCHOOLS

VALERIE C. WILLIAMS
OSEP DIRECTOR



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Greetings from OSEP



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My Personal Story—Before Matthew



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The Matthew Effect

- ▶ Matthew has brought so much joy and happiness to our family
- ▶ Down Syndrome changed my life trajectory
- ▶ I got educated by getting involved in organizations



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Early Intervention Experiences

- ▶ Our family received EI services
- ▶ The "F" in IFSP is crucially important
- ▶ Doing research on best practices, asking questions and telling the IFSP Team "I don't understand, can we discuss this further" were empowering and led to improved services for Matthew and our family
- ▶ OSEP Collaborates regularly with the Frank Porter Graham at UNC including funding for the [Early Childhood Technical Assistance Center](#)

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The IEP

- ▶ The transition process and preschool
- ▶ Transitioning from family services plan to education program
- ▶ I understand why transition can be challenging from IDEA Part C services to IDEA Part B services:
- ▶ Compare the differences of the definition of an IFSP to an IEP in our regulations

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IFSP vs. IEP definition

IFSP (34 C.F.R. 303.20)

Means a written plan for providing early intervention services to an infant or toddler with a disability under this part and the infant's or toddler's family that -

- (a) Is based on the evaluation and assessment described in [§ 303.321](#);
- (b) Includes the content specified in [§ 303.344](#);
- (c) Is implemented as soon as possible once parental consent for the early intervention services in the IFSP is obtained (consistent with [§ 303.420](#)); and
- (d) Is developed in accordance with the IFSP procedures in [§§ 303.342, 303.343, and 303.345](#)

IEP (34 C.F.R. 300.22)

A written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324.

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My "Transition"

- ▶ As Matthew transitioned into school-based services, I transitioned my career into advocating for individuals with disabilities
- ▶ Matthew helped me find my dream career that combines activities and skills and passions that I enjoy
- ▶ What are your dreams? What steps are you taking to fulfill them?

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Supporting Inclusion through Advocacy

- ▶ Two important principles
- ▶ Give a woman a fish, and she will be hungry again tomorrow; teach her to catch a fish, and she will be richer all her life
- ▶ Knowledge is power, shared knowledge is empowerment

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Advocacy Rules to Live By....

- ▶ Equip yourself with resources
- ▶ Find your people, build relationships and stay connected
- ▶ Focus
- ▶ This is a marathon, not a sprint

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Advocacy on the Web

- ▶ Here's great video from the Institute on Community Integration (2 minute video)
- ▶ https://youtu.be/sOX3LWUD2_g
- ▶ As we watch notice how often the concepts of inclusion are integrated into the speakers' sense of advocacy and agency

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Looking Ahead...

- ▶ Overall, I'm currently pleased with Matthew's school services
- ▶ I can never be complacent
- ▶ I always need to be looking ahead, Matthew is almost halfway through his school age services
- ▶ Both Matthew and I will continue to learn and grow

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A Federal Initiative College is for Everyone



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A Legislative Push for Higher Education Access

- ▶ The Workforce Innovation and Opportunity Act (2014)
- ▶ Section 504 of the Rehabilitation Act
- ▶ The Higher Education Opportunity Act (2008)



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Access to Postsecondary Education (PSE)

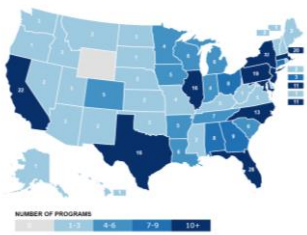
- Historically, students with intellectual disability (ID) access PSE at a **lower rate** than their peers with other disabilities
- Higher Education Opportunity Act was integral to improving PSE access for students with ID
 - Removed many barriers to PSE that previously existed
 - Established Comprehensive Transition and Postsecondary Programs (CTPs)

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Thinkcollege.net has all the CTPs in one site

- There are CTPs in 49 of the 50 states
- 19 In Pennsylvania
- 64 in States border Pennsylvania
- Both 2 and 4 year programs in Pennsylvania at public and private schools



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One Example: Lifelink PSU

- LifeLink PSU provides State College Area School District special education students between the ages of 18 and 21 an opportunity to interact with students of their own age in an environment that is socially and academically conducive to continued growth.
- Mature high school students with disabilities who reside in the SCASD can benefit from a program developed and implemented through a collaboration of Penn State University and the State College Area School District (SCASD).

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Another Important Success: Sharing Resources



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Some Questions

- ▶ Have you.....
- ▶ Gone to the IDEA.ED.GOV website?
- ▶ Gone to the IDEAs at Work website?
- ▶ Used materials from an OSEP funded TA center?
- ▶ How can we increase the visibility of our resources?

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OSEP's Continued Support to Enhance Results

- ▶ We updated our list of TA centers
- ▶ There are nearly 40 different centers
- ▶ Lots of great resources specifically designed to improve outcomes
- ▶ Web search "OSEP ideas at work list of TA centers"



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Sharing of Resources

- ▶ OSEP has a lot of information on its website and funds many centers that provide valuable information on best practices for children with disabilities.
- ▶ It can be hard to navigate and find resources
- ▶ Here are some links and screen shots of some resources I use regularly



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OSEP Resources - <https://sites.ed.gov/idea/>



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OSEP Resources continued - <https://sites.ed.gov/idea/>



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OSEP Resources – PBIS Center

<https://www.pbis.org/>



Supporting Families with PBIS at Home

<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>



<https://www.pbis.org/current/returning-to-school-during-and-after-crisis>

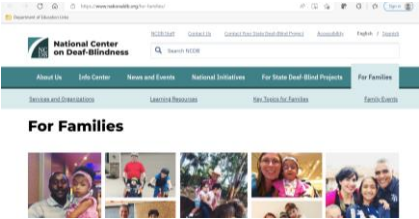
Supporting Schools During and After Crisis

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OSEP Resources – National Deaf Blind Center and NCEO

<https://www.nationaldb.org/for-families>



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OSEP Resources – TIES Center

<https://tiescenter.org/about/stakeholders/parents-and-families/overview>

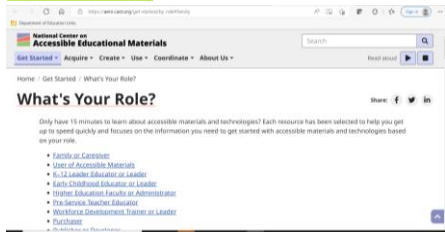
- Parent Briefs (1-7) (Look for TIES Center Briefs)**
- Debunking Myths about Inclusive Education for Students with the Most Significant Cognitive Disabilities
 - Understanding the Role of Paraprofessionals in Your Child's Education in Inclusive Classrooms
 - Grading My Child with Significant Cognitive Disabilities in an Inclusive Classroom
 - The General Education Curriculum—Not an Alternate Curriculum!
 - Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities
 - Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities
 - Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting!
 - 10 Reasons to Support Inclusive School Communities for ALL Students
- Peer Engagement/Belonging**
- The Power of Peers: Peer Engagement Implementation Guides
 - Creating Communities of Belonging for Students with Significant Cognitive Disabilities
- Video Series**
- Supporting the Learning of Children with Significant Cognitive Disabilities at Home (Parent Video Series)
- IEP Planning Guide (for IEP team including parent)**
- Comprehensive Inclusive Education: General Education and the Inclusive IEP

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OSEP Resources – AEM Center

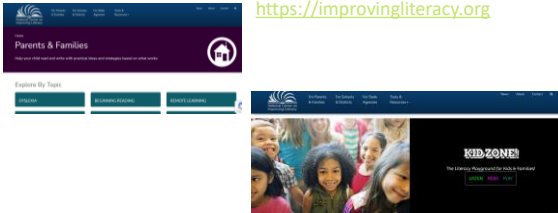
<https://aem.cast.org>



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Other Resources – National Center on Improving Literacy

<https://improvingliteracy.org>



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Wrapping Up: Steps We Can All Do

- ▶ At IEP Meetings discuss supplementary aids and services
 - *Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with IDEA's LRE Provisions.
- ▶ Stress that special education is a service not a place
- ▶ Keep in touch. More resources on Inclusion are coming from OSEP

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