School RISE Part 2: Features Reflection

Focus Area 3: Instructional Practices

RISE Frame of Reference:

- **"All means all"** specifically includes all students with significant cognitive disabilities.

- **Placement** is in same grade general education classes (and other inclusive settings) in neighborhood schools.

- **Student-centered** strengths-based approaches for inclusive education occur within the general education curriculum, classes, lessons, activities, and routines.

- **Specially-designed instruction** occurs within general education instruction, classes, activities, and routines.

- **Barriers to inclusive education** exist within systems and environments, not within students or staff.

Rise Part 2: Team Process

1. Read and discuss each set of features
2. Rate your system on each set of features using the rubric
3. Determine system priorities

To what extent does your schoolwide system have this Set of Features in place to support an inclusive system of education?

1	2	3	4	5
Some features are in place for **some** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.	**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

Focus Area 3: INSTRUCTIONAL PRACTICES

Instructional Practices describes the inclusive **mindset, procedures and structures,** and **collaborative practices** that are essential to **instructional design** and **delivery** within inclusive education systems. This Focus Area describes instructional practices that are critical to students with significant cognitive disabilities, including **specially-designed instruction**, **communication and behavior support practices**, and **transition practices** that are embedded within general education classes, lessons, activities, and routines. Finally, it describes components of school-level systems change, including **evaluation structures**, **improvement planning and implementation practices, school leadership,** and **school personnel practices**.

3.1 To what extent does your schoolwide system facilitate a MINDSET that:

3.1.1   reflects that the goal of instruction is to **empower students** with disabilities to be **fully valued and participating members** of inclusive communities during and after exiting the system of education, rather than to "fix" or eliminate a disability

3.1.2   demonstrates a **clear set of values and high expectations for academic and essential skill acquisition** through the provision of inclusive instructional practices

3.1.3   reflects a **presumption of competence** of students with significant cognitive disabilities demonstrated through the use of inclusive instructional practices

3.1.4   demonstrates an **unwavering belief** in the value of inclusive education for improving student outcomes

3.1.5   supports **continuous improvement** in inclusive instructional practices

3.1.6   reflects the understanding that modifications of general education instruction and materials should be **only as special as necessary**

> 1 – **Some** Features; **not yet** applied to students w/ SCD
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> 2 – **Most** Features; **not yet** been applied to students w/ SCD
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> 3 – **Most** Features; including **some** students w/ SCD
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> 4 – **Most** Features; including **most** students w/ SCD
>
> 5 – **All** Features; including **all** students w/ SCD

Rating [ ]

3.2 To what extent does your schoolwide system facilitate PROCEDURES AND STRUCTURES   that:

3.2.1   establish, adhere to, and monitor the use of **collaborative problem-solving**

3.2.2   reflect a commitment to **shared expertise and decision-making, role release,** and **collective responsibility,** across departments in the use of evidence-based inclusive instructional practices

3.2.3   result in **braided special and general education** professional development opportunities that ensure shared responsibility for, and implementation of, inclusive instructional practices

3.2.4   use **district facilitators, curriculum specialists, inclusion coaches, and other district experts** to increase the use of inclusive education instructional practices

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating

3.3 To what extent does your schoolwide system facilitate COLLABORATIVE PRACTICES that:

3.3.1   ensure the **benefits of inclusive instructional practices** for students with significant cognitive disabilities are understood and expected across all personnel and departments in the system of education

3.3.2   increase the use of **flexible models of supports and services** that are only as special as necessary are provided within the general education classes, activities, and routines

3.3.3   increase effective cross-discipline **co-planning, co-teaching, and co-assessing instruction**, and **evaluating the impact** of collaboration on student learning in general education classes, lessons, activities, and routines

3.3.4   increase systemic advocacy for and monitoring of **family members as equal partners** in the education of their children with significant disabilities with intentionally planned and regular communication and consultation

3.3.5   increase **specially-designed instruction** that is co-planned, co-taught, and co-assessed in general education classes, lessons, activities, and routines by a cross-disciplinary team

3.3.6   increase the **delivery of related services** within general education classes, lessons, activities, and routines for students with significant cognitive disabilities

3.3.7   ensure students with significant cognitive disabilities receive **grades** based on the same general education curriculum as their classmates, with individually determined modifications as needed

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating

3.4 To what extent does your schoolwide system facilitate INSTRUCTIONAL DESIGN that:

3.4.1. **empowers students** with and without disabilities to be **fully valued and participating members** of inclusive   communities

3.4.2. ensures the use of **research-based, culturally-relevant, and respectful** inclusive **i**nstructional practices that meet individual student needs

3.4.3. reflects the use of principles and practices of **Universal Design for Learning**   by providing multiple individualized means of acquiring and demonstrating learning across general education classes, lessons, activities, and routines

3.4.4. ensures all students participate in **all tiers** of schoolwide tiered systems of academic and behavior support and intervention

3.4.5. reflects the **least dangerous assumption** while preparing all students for inclusive lives during and after exiting school

1 – **Some** Features; **not yet** applied to students w/ SCD

2 – **Most** Features; **not yet** been applied to students w/ SCD

3 – **Most** Features; including **some** students w/ SCD

4 – **Most** Features; including **most** students w/ SCD

5 – **All** Features; including **all** students w/ SCD

Rating

3.5 To what extent does your schoolwide system facilitate INSTRUCTIONAL DELIVERY that:

3.5.1   increases the time students with significant cognitive disabilities are **engaged** in instruction within general education classes, lessons, activities, and routines with their age-grade level classmates

3.5.2   ensures instructional personnel have **expertise** in practices to meet the learning needs of students with significant cognitive disabilities

3.5.3   provides instructional support that is only as special as necessary through the use of **naturally-occurring** support networks, prompts, materials, and reinforcers

3.5.4   results in **reciprocal interactions** between students with significant cognitive disabilities and other age-grade general education classmates to support and improve learning

3.5.5   **uses formative and summative data** for decision-making related to effectiveness of instruction toward progress on general education curriculum goals and IEP goals

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

3.5.6   includes the **use of flexible heterogeneous grouping** within general education classes, lessons, activities, and routines

3.5.7   **uses instructional and assistive technology, and adapted curriculum materials** during general education classes, lessons, activities, and routines

Rating ☐

3.6 To what extent does your schoolwide system facilitate SPECIALLY-DESIGNED INSTRUCTION that:

3.6.1 uses individualized strength-based **evaluations and assessments aligned with** age-grade level **general education content standards** to determine individualized instructional goals

3.6.2 **aligns individualized instructional goals, instruction, and assessment** that are delivered within age-grade level general education classes, lessons, activities, and routines

3.6.3 reflects implementation of **individual student support plans** to ensure progress in general education curriculum and IEP goals

3.6.4 embeds instruction in skills leading to **self-determination** for all students

3.6.5 promotes **generalization** of instruction across inclusive contexts, people, activities, and materials

3.6.6 **uses flexible service delivery models, specialized equipment, accommodations, and modifications** to ensure students' progress on student goals during instruction in age-grade level general education classes, lessons, activities, and routines

3.6.7 **monitors** the use of evidence-based instructional practices for specially-designed instruction during general education classes, lessons, activities, and routines

> 1 – **Some** Features; **not yet** applied to students w/ SCD
> 2 – **Most** Features; **not yet** been applied to students w/ SCD
> 3 – **Most** Features; including **some** students w/ SCD
> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

Rating ☐

3.7 To what extent does your schoolwide system facilitate COMMUNICATION SUPPORT PRACTICES that:

3.7.1   monitor and increase the percentage of students who have a **robust system of communication**

3.7.2   ensure all students, regardless of age and learning needs, have **consistent instruction on communication skills** and **access to communication systems**

3.7.3   ensure decisions about **vocabulary** on a student's augmentative and alternative communication system are made by the **student, their family, education team members, and classmates**

3.7.4   support students communicating by embedding instruction for a **variety of purposes, with varying people, and with multiple ways of communicating** across general education classes, lessons, activities, and routines

3.7.5   ensure all conversational partners **communicate directly** with students regardless of their mode of communication

3.7.6   provide funding, resources, outreach, and support for **acquisition of and training on augmentative and alternative communication systems** for instructional personnel, family members, and peers who interact with the student with significant cognitive disabilities

> 1 – **Some** Features; **not yet** applied to students w/ SCD
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> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

Rating ☐

3.8 To what extent does your schoolwide system facilitate BEHAVIOR SUPPORT PRACTICES that:

3.8.1   demonstrate the understanding that challenging behavior is a **method of communication** when addressing learning and behavioral concerns for individual students with significant cognitive disabilities

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

3.8.2   monitor and increase the use of **multi-tiered systems of behavioral interventions and support,** including evidence-based classroom management strategies and alternatives to suspension, expulsion, restraint, and seclusion

3.8.3   include **all students** with significant cognitive disabilities in **all tiers** of schoolwide systems of positive behavior interventions and supports

3.8.4   **monitor and increase the use** of evidence-based positive behavior interventions and supports that **braid practices** from applied behavior analysis, cognitive behavioral intervention, trauma-informed practice, and specially-designed instruction

3.8.5   **ensure positive behavior interventions and supports** are provided to reduce challenging behavior that is perceived as a barrier to remaining in or returning to general education classes, lessons, activities, and routines

Rating [ ]

3.9 To what extent does your schoolwide system facilitate TRANSITION PRACTICES that:

3.9.1 ensure students with significant cognitive disability in **grades 6-8** receive instruction on transition goals within general education classes, lessons, activities, and routines

3.9.2 ensure students with significant cognitive disabilities in **grades 9-12** receive instruction on transition goals with their age-grade level classmates in general education programs, internships, and other opportunities

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

3.9.3 facilitate the participation of **18-21 year old students** with significant cognitive disabilities in post-secondary education and transition services in community-based instruction to meet their transition goals while creating natural support networks

3.9.4 facilitate transition services through **collaboration** with the student and their family, district personnel, and community agencies

3.9.5 **monitor** evidence-based instructional practices for students' transition leading to belonging in their neighborhood communities, development of natural support networks, and competitive employment

Rating [ ]

3.10 To what extent does your schoolwide system facilitate EVALUATION STRUCTURES that:

3.10.1 **monitor implementation** of policies and procedures that support the use of inclusive education instructional   practices, including the use of teacher and administrator evaluations

3.10.2 facilitate and evaluate the **impact of job-embedded professional development** with coaching for all personnel to improve and sustain the use of evidence-based inclusive education practices

3.10.3 identifies and **removes school systemic barriers** to the implementation of specially-designed instructional practices for students with significant cognitive disabilities during general education classes, lessons, activities, and routines

3.10.4 identifies and **disrupts school systemic practices** that result in students with significant cognitive disabilities and other marginalized groups being disproportionately excluded from high quality instruction during general education classes, lessons, activities, and routines

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4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating

3.11 To what extent does your schoolwide system facilitate IMPROVEMENT PLANNING AND IMPLEMENTATION PRCTICES that:

3.11.1 demonstrate a systemic acceptance and promotion of **change as a normal and positive process** that uses implementation science methods and strategies to promote continuous improvement

3.11.2 include **reflection** on inclusive education practices by instructional personnel and other stakeholders

3.11.3 engage **families, self-advocates, and allies** in the development and implementation of improvement plans

3.11.4 increase use of **evidence-based inclusive education instructional practices** for students with significant cognitive disabilities

3.11.5 result in **shared responsibility** for the instruction and progress of all general education students with and without disabilities, including students with significant cognitive disabilities, within general education classes, lessons, activities, and routines

3.11.6 use **funding and other resources** to implement, evaluate, and sustain inclusive education instructional practices

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4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating [ ]

3.12 To what extent does your schoolwide system facilitate SCHOOL LEADERSHIP that:

3.12.1   shares responsibility for a **single inclusive system of education** with structures, processes and policies that blend special and general education services

3.12.2   **addresses systemic inequities** in the instruction of students with significant disabilities by analyzing district and school data, providing resources and funding, and holding schools accountable for changes

3.12.3   **shares responsibility for the instruction and progress** of all general education students with and without disabilities, including students with significant cognitive disabilities, within general education classes, lessons, activities, and routines

3.12.4   facilitates and evaluates the **impact of professional development with job-embedded coaching** to support learning by all personnel to increase the use of evidence-based inclusive instructional practices

3.12.5   provides and evaluates the effectiveness of resources and strategies that result in **families' understanding** of and advocacy for inclusive instructional practices

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> 3 – **Most** Features; including **some** students w/ SCD
> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

Rating [ ]

3.13 To what extent does your schoolwide system facilitate SCHOOL PERSONNEL PRACTICES that:

3.13.1 ensure all school communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability

3.13.2 **braid special and general education** professional development opportunities that promote shared responsibility for the education of all general education students with and without disabilities (delete)

3.13.3 include systematic proactive recruiting, hiring, training, and retaining strategies informed by data and reflective practice, that **ensure qualified personnel** for improving the use of inclusive education instructional practices for students with significant cognitive disabilities

3.13.4 utilize **district coaches and facilitators** who have experience and expertise in inclusive education instructional practices for students with significant cognitive disabilities and provide technical assistance and coaching for **school administrators and other stakeholders**

3.13.5 reflect the **demographic and natural proportions** of the surrounding community, including people with disabilities

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> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

Rating [ ]

Focus Area 3: INSTRUCTIONAL PRACTICES

Set	Positive Examples and Areas for Improvement
3.1 Mindset	
3.2 Procedures and Structures	
3.2 Collaborative Practices	
3.4 Instructional Design	
3.5 Instructional Delivery	
3.6 Specially-Designed Instruction	
3.7 Communication Support Practices	
3.8 Behavior Support Practices	
3.9 Transition Practices	
3.10 Evaluation Structures	

Focus Area 3: INSTRUCTIONAL PRACTICES

Set	Positive Examples and Areas for Improvement
3.11 Improvement Planning and Implementation Practices	
3.12 School Leadership	
3.13 School Personnel Practices	

Focus Area 3: INSTRUCTIONAL PRACTICES

Summary Table: Sets of Features for *Instructional Practices*	Rating
3.1 MINDSET	
3.2 PROCEDURES AND STRUCTURES	
3.3 COLLABORATIVE PRACTICES	
3.4 INSTRUCTIONAL DESIGN	
3.5 INSTRUCTIONAL DELIVERY	
3.6 SPECIALLY-DESIGNED INSTRUCTION	
3.7 COMMUNICATION SUPPORT PRACTICES	
3.8 BEHAVIOR SUPPORT PRACTICES	
3.9 TRANSITION PRACTICES	
3.10 EVALUATION STRUCTURES	
3.11 IMPROVEMENT PLANNING AND IMPLEMENTATION PRACTICES	
3.12 SCHOOL LEADERSHIP	
3.13 SCHOOL PERSONNEL PRACTICES	

Identifying the Takeaways

Takeaway 1:

Takeaway 2:

Takeaway 3:

Based upon the RISE Part 2 Tool, discuss the features and Sets of Features that:

- are foundational to the rest of the work,

- seem like an "easy win" for the team, and

- align with other initiatives and changes happening in the system.

Takeaways might connect with *Increased Time, Improved Instructional Effectiveness, Increased Engagement, and System Support,* or might focus specifically on what features or Sets of Features your team wants to address. For instance, a Takeaway might be creating a shared inclusive education system vision.

Next Steps

1. Complete Initiative Inventory
2. Complete Inclusive Education Action Plan
3. Begin initial implementation of Action Plan