

**EQUITY AND ACCESS FOR ALL**

Improving Outcomes for Students with Disabilities  
in the World of ESSA and IDEA

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**ALL STUDENTS WITH DISABILITIES ARE ABLE TO LEARN AND  
MAKE PROGRESS TOWARD GRADE LEVEL CONTENT STANDARDS**

<http://bit.ly/1commonquestion>



**Outcomes for Today's Presentation**

- Develop an understanding of the shared vision for improving outcomes for students with disabilities in Indiana
- Explore your role as the speech and language pathologist and as an organization in supporting this vision.

**Agenda For Today's Presentation**

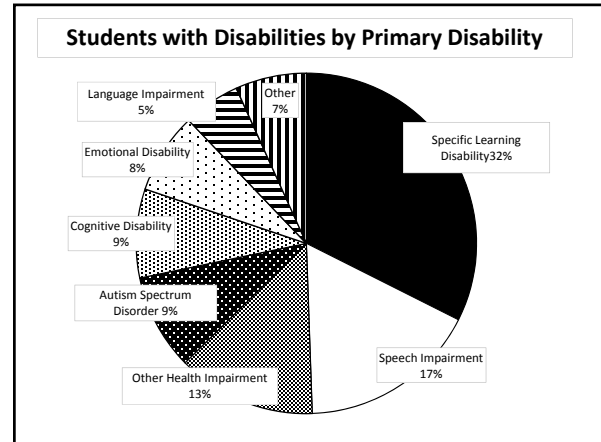
- Special education issues that concern us and related data
- Operationalizing Indiana's vision for improving outcomes for students with disabilities
- Your role as SLPs
- ISHA initiatives to improve outcomes for students with disabilities.

**Issues That Concern Us About Students  
With Disabilities?**

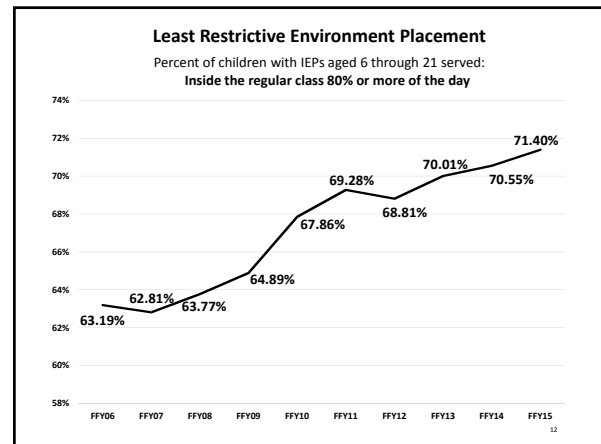
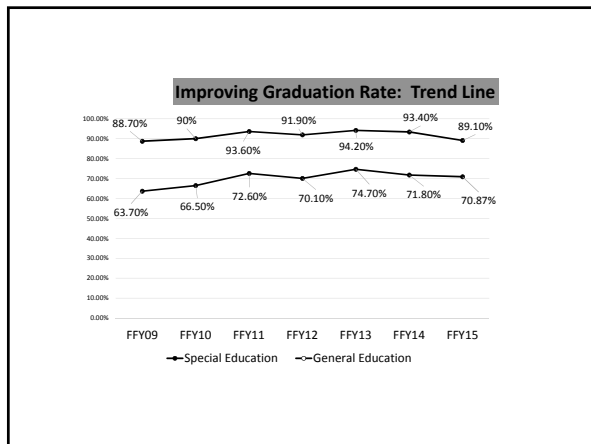
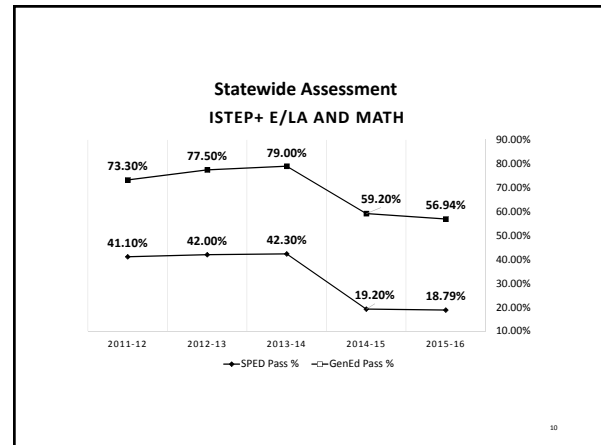
- Significantly Lower Proficiency Rates
- Lower Graduation Rates
- Graduation Rates with Lower Proficiency
- Poor Postsecondary Outcomes
  - Employment
  - Education
  - College/Career Ready

Statewide Public and Private Enrollment Pre-k – 12+	2014	2015	2016
Total Student Enrollment	1,110,188	1,108,778	1,110,283
Number of students receiving special education services	158,262	159,201	161,136
Percent of students receiving special education services	14.26%	14.36%	14.51%

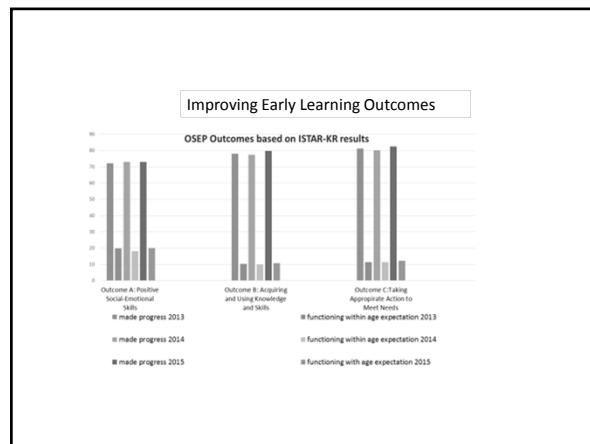
CHILD COUNT COMPARISONS (DECEMBER 1, 2015 AND DECEMBER 1, 2016)			
SOURCE: DOE-SE AND DOE-SV			
AGES 9B-22			
UNDUPLICATED STATE TOTALS (AGES 9B-22) DEC 1 DOE-SE and DOE-SV CHILD COUNTS			
Exceptionality Category	12-1-15 Count	12-1-16 Count	Increase/Decrease
Multiple Disability	2,098	2,092	-6
Orthopedic Impairment	1,466	1,463	-3
Blind or Low Vision	980	944	-36
Deaf or Hard of Hearing	2,193	2,224	31
Emotional Disability - FT	6,488	6,487	-1
Emotional - All Other	6,237	6,318	81
Specific Learning Disability	54,739	54,874	135
Language/Speech Impairment	34,217	34,055	-162
Mild Cognitive Disability	10,361	10,224	-137
Moderate Cognitive Disability	3,701	3,654	-47
Severe Cognitive Disability	417	389	-28
Deaf Blind	26	28	2
Autism Spectrum Disorder	14,706	15,210	504
Traumatic Brain Injury	453	469	16
Other Health Impairment	21,119	22,705	1,586
<b>Total Unduplicated Count</b>	<b>159,201</b>	<b>161,136</b>	<b>1,935 (+1.22%)</b>



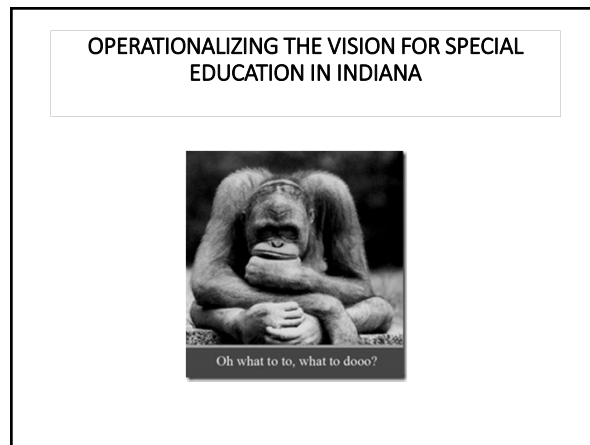
PRESCHOOL CHILD COUNT COMPARISONS DECEMBER 1, 2015 AND DECEMBER 1, 2016			
SOURCE: DOE-SE			
AGES 3-SA			
STATE TOTAL (AGES 3-SA) PRE-SCHOOL DECEMBER 1 DOE-SE CHILD COUNT			
	12-1-15 Count	12-1-16 Count	Difference
Multiple Disability	128	105	-23
Orthopedic Impairment	155	141	-14
Blind or Low Vision	48	42	-6
Deaf or Hard of Hearing	204	183	-21
Emotional Disability - FT	4	4	0
Emotional - All Other	6	3	-3
Specific Learning Disability	15	24	9
Developmental Delay	4,241	4,349	108
Language/Speech Impairment	6,746	6,837	91
Mild Cognitive Disability	112	100	-12
Moderate Cognitive Disability	47	31	-16
Severe Cognitive Disability	9	7	-2
Deaf Blind	1	2	1
Autism Spectrum Disorder	632	605	-27
Traumatic Brain Injury	13	13	0
Other Health Impairment	297	284	-13
<b>Total Preschool Count</b>	<b>12,658</b>	<b>12,730</b>	<b>72 (+0.57%)</b>



Improving Post School Outcomes		
	2014 (n=199)	2015 (n=454)
Youth who enrolled in higher ed within one year of exiting HS	35.68%	30.00%
Youth who were competitively employed within one yr. of exiting HS	27.14%	25.00%
Youth who were enrolled in some other postsecondary ed or training program	13.57%	12.00%
Youth who are in some other employment	7.54%	3.00%
Unemployed and not in school	16.08%	30.00%



- ### Hypotheses for Low Performance
- George Batshe*
- Lack of instruction—insufficient amount
  - Type of instruction- not Specially Designed
  - Instruction not integrated with Tier 1 content, pacing, lesson plans not integrated
  - IEPs not aligned with standards but deficit based
  - Absence of Universal Design (UDL)
  - Weak Leadership- Role of the Principal
  - Wait to fail model—lack of early warning, early intervention
  - Problem-solving and assessment not related to instruction



### Dear Colleague Key Messages

Shared Responsibility  
 High Expectations  
 Meaningful Access  
 Grade Level Standards  
 High Expectations=Increased Outcomes  
 Low Expectations=Low Outcomes

<http://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/guidance-on-fape-11-17-2015.pdf>

- ### Key Provisions of ESSA that Impact Students with Disabilities
- Curriculum – requirement to adopt challenging standards that apply to all. Alternate standards must align
  - Instruction-Must be designed to meet diverse needs. Multi-tiered systems of support provide framework
  - Assessment – All students must be measured annually using UDL principles; only 1% assessed may participate in an alternate assessment
  - Accountability-More flexibility allowed for states; 1% of students with significant cognitive disabilities may be able to be counted

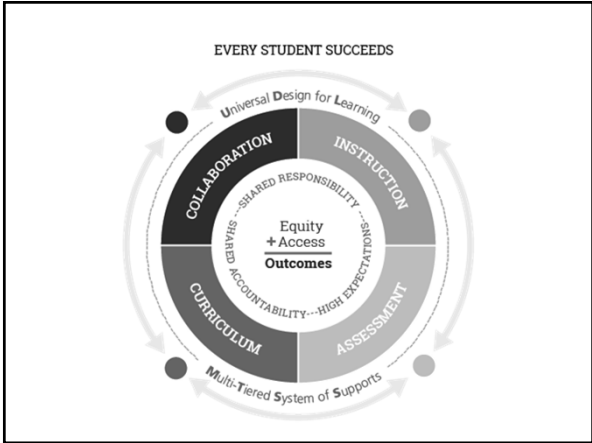
Dear Colleague and ESSA

SHARED ASSUMPTIONS

- All students have the right to access equal opportunities to learn and grow.
- All students are capable of meaningful learning aligned with grade level standards.
- All school personnel and parents share the responsibility of educating all students.
- High Expectations lead to high performance.

A MEETING OF THE MINDS...

- Established a Core Work Group to examine the November Dear Colleague Letter and the new ESSA language
- Established a Key Advisor Group made up of key stakeholders both internal and external to DOE
- Identified Key Messages in both Dear Colleague and ESSA
- Developed a Framework for Operationalizing the Messages
- Identified vehicles for disseminating information
  - Presentations to Key Stakeholders
  - Short Shares
  - DOE Newsletters
- Approached the Indiana Resource Network to begin developing technical assistance around the key components of the framework.
- Developed a means of evaluating a change in thinking in the field.



HOW DOES THIS WORK FOR STUDENTS WITH LANGUAGE AND/OR SPEECH IMPAIRMENTS?

- In order to **align the IEP with grade-level content standards**, the IEP Team should **estimate the growth that the child is expected to achieve in a year** toward the State academic content standards for the grade in which the child is enrolled.
- In a situation where a child is performing **significantly below** the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are **ambitious but achievable and align with grade level content standards**.

HOW DOES THIS WORK FOR STUDENTS PERFORMING ACADEMICALLY BELOW GRADE LEVEL?

- Annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be **sufficiently ambitious** to help decrease the disparity between the student's skill set and the standard.
- **Specialized instruction** is required to address the **unique needs** of the child **to ensure access to the general curriculum**, so that the child can meet the State academic content standards that apply to all children in the State.

**Case Study: Present Levels**

- Brian is a fourth grader with a mild-moderate receptive-expressive language impairment.
- Demonstrates difficulty with: decreased attention to abstract/open ended language tasks and difficulties with understanding and using language in the classroom environment to complete academic requirements such as following directions, group discussions, and answering questions.
- According to recent benchmark data, Brian's academic skills are 1 year – 2.5 years behind that of his grade level peers (in reading, math, and language arts, respectively).
- Benchmark data also shows that while Brian continues to make gains with RtI supports, he continues to be behind his grade level peers.
- He specifically struggles with oral and written language and rarely participates in oral discussions in his general ed classes. **He can currently read silently on grade level.**
- When prompted and asked privately, Brian can orally answer listening comprehension questions based on a 2-3 sentence passage correctly 90% of the time. His performance also improves when able to "pull from" his own experiences versus content with a limited personal connection.
- He responds correctly 60% of the time in written form using 3-5 word phrases. He can choose the correct complex written response in a multiple choice format 85% of the time.

**Case Study: Access Needs**

- Based on these present levels of performance and the child’s individual strengths and weaknesses, the IEP Team determines Brian needs 2 things to access the general education content standards:
  - Specialized instruction to improve his receptive-expressive language skills
  - Accommodations that allow him to respond to grade level content
- Based on the child’s rate of growth during the previous school year, the IEP Team estimates that with appropriate specialized instruction the child could achieve an increase of at least 1-2 grade levels in a year.

**Case Study: Goals**

**Goal:** Given a 4<sup>th</sup> grade content question in a general education classroom with written and verbal stimuli, Brian will increase his ability to answer main idea, detail, and inference questions about short passages from 50% accuracy to 80% accuracy over 3 consecutive sessions.

**Goal:** Brian will demonstrate use of at least 3 strategies for remembering auditory information (i.e., repeating information back, chunking, visualizing, asking for repetition) provided by an adult in at least 80% of the opportunities provided across 3 data collection samples. Baseline = 0 strategies

How would you determine what standard(s) to align with these goals?

**Case Study: Standards**

- 4.RL/RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Case Study: Accommodations**

- To ensure Brian can demonstrate mastery or comprehension of grade level content standards, a variety of modes ( multiple choice responses, illustrations, or drawings) need to be used.
- To improve Brian’s confidence in responding orally in a general education 4<sup>th</sup> grade class, he will be given a content question prior to class, choose the correct answer phrase and then will practice this response orally prior to being called on in class.

**CASE STUDY SUMMARY**

With this specialized instruction and these accommodations, the IEP would be designed to enable the child to be involved and make progress in the general education curriculum based on the State’s fourth grade content standards, while still addressing the child’s needs based on the child’s present levels of performance.

**The Role of the SLP**

- Shared means “shared” and includes all of us including speech-language pathologists;
- Reflect on our practices for ways to ensure high expectations, equity, and access;
- Be knowledgeable about all components of the framework and identify ways to integrate into our practice and our consultation with teachers, administrators, etc.;
- Be informed about current practices (e.g., programming, placement, etc.) and student outcomes (e.g., academic, behavioral, graduation, etc.) in your school(s);
- Review the impact of changes in practice to help determine what adjustments need to made in implementation and/or professional learning.

### The Role of the School SLP (ASHA: Roles & Responsibilities of School-Based SLPs, 2010)

- Collaboration**
- SLPs' unique contributions complement and augment those made by other professionals who also have unique perspectives and skills.
  - Working collegially with general education teachers who are primarily responsible for curriculum and instruction is essential.
  - SLPs also work closely with reading specialists, literacy coaches, special education teachers, occupational therapists, physical therapists, school psychologists, audiologists, guidance counselors, and social workers, in addition to others.
  - Student involvement in the intervention process is essential to promoting personal responsibility and ownership of communication improvement goals.
  - SLPs actively engage students in goal planning, intervention implementation, monitoring of progress, and self-advocacy appropriate to age and ability level.

- Instruction**
- SLPs provide services to support the instructional program at a school.
  - SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals (i.e., whether a disorder has an impact on the education of students).
  - SLPs develop hypotheses about what instructional strategies, materials, and supports may reduce a student's barriers to learning.
  - SLPs, like all educators, are accountable for student outcomes. Therefore, data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation are essential responsibilities.
  - SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.
  - SLPs make important contributions to ensure that all students receive quality, culturally competent services.

### The Role of the SLP (continued) (ASHA: Roles & Responsibilities of School-Based SLPs, 2010)

- Curriculum**
- SLPs provide a distinct set of roles based on their focused expertise in language.
  - SLPs offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.
  - Provide input on programs and curriculum (e.g., school-wide and individual students) that address barriers to learning.

- Assessment**
- SLPs are integrally involved in the efforts of schools to prevent academic failure in whatever form those initiatives may take; for example, in Response to Intervention (RTI).
  - SLPs use evidence-based practice (EBP) in prevention approaches.
  - SLPs conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP.
  - SLPs collect evaluation information that is functional and guides the development of IEP goals, progress monitoring methods, and accommodations.
  - SLPs have the expertise to distinguish a language disorder from "something else." That "something else" might include cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and the process of acquiring the dialect of English used in the schools. This expertise leads to more accurate and appropriate identification of student needs.
  - SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.

### Next Steps

- Identified vehicles for disseminating information
  - Presentations to Key Stakeholders
  - Short Shares
  - DOE Newsletters
  - Teachers Toolbox
- Indiana Resource Network to begin developing technical assistance around the key components of the framework
- Developed a means of evaluating a change in thinking in the field
- Developing a rubric for measuring change in practice



<https://youtu.be/RbFVDZ094qQ>

