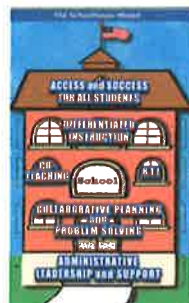


"Inclusive Education: Access and Success for ALL"

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MENA Teacher Summit
Dubai, UAE

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Dr. Richard A. Villa is President of Bayridge Consortium, Inc. His primary field of expertise is the development of administrative and instructional support systems for educating all students within general education settings. Dr. Villa is recognized as an educational leader who motivates and works collaboratively with others to implement current and emerging exemplary educational practices. In the school districts where he has worked and consulted, his efforts have resulted in the inclusion of children with intensive cognitive, physical, and emotional challenges as full members of the general education community. Dr. Villa has been a classroom teacher, special education administrator, pupil personnel services director, and director of instructional services, and has authored twenty books and more than 100 articles and chapters. Known for his enthusiastic, humorous style, Dr. Villa has presented at international, national, and state educational conferences and has provided technical assistance to departments of education in the United States, Canada, Vietnam, and Honduras and to university personnel, public school systems, and parent and advocacy organizations. Additional information about Dr. Villa can be found at his website, ravillabayridge.com.

RESOURCES

Inclusion:

- Villa, R., & Thousand, J. (2017). *Leading an Inclusive School: Access and Success for ALL Students*, Alexandria, VA: Association for Supervision and Curriculum Development
- Villa, R., & Thousand, J. (2016). *The Inclusion Checklist: A Self-Assessment of Quality Inclusive Education Practices*. Naples, FL: National Professional Resources.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723

Co-Teaching:

- Villa, R., Thousand, J., & Nevin, A. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning (3rd Edition)*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Nevin, A., Villa, R., & Thousand, J. (2009). *A Guide to Co-Teaching with Paraeducators Practical Tips for K-12 Educators*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R. (2002). *Collaborative Planning: Transforming Theory into Practice*. National Professional Resources. (800) 453-7461
- Villa, R. (2002). *Collaborative Teaching: The Co-Teaching Model*. National Professional Resources. (800) 453-7461

Differentiated Instruction:

- Thousand, J., Villa R., & Nevin, A. (2015). *Differentiated instruction: Planning for Universal Design and Teaching for College and Career Readiness (2nd ed.)*. Thousand Oaks, California: Corwin Press. (800) 818-7243.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461

ACCOMPLISHMENTS OF SPECIAL EDUCATION

- ❖ Access to Education for All
- ❖ Home-School Partnership
- ❖ Fiscal Commitment
- ❖ Development & Refinement of Instruction, Curricular, Assessment & Discipline Approaches
- ❖ Emphasis on Early Intervention & Transition



Inclusive Education is:

Inclusive Education is not:

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Mainstreaming

Integration

Inclusion

1. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or care facilities, are educated with children who are not disabled and;
2. That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature of the severity of the disability of the child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

“There is no compelling body of evidence demonstrating that segregated special education programs have significant benefit for students.” Lipsky & Gartner, 1989

“Special needs students in regular classes do better academically and socially than comparable students in non-inclusive settings.” Baker, Want, & Walberg 1994/1995

Nearly 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by ... providing special education and related services and aids and supports in the regular classroom to such students, whenever possible. IDEIA 2004

Reasons for the Intractability of Schools

- Inadequate Teacher Preparation
- Inappropriate Organizational Structures, Policies, Practices, & Procedures
- Inadequate Attention to Creating New Cultures
- Leadership that is Naïve or Cowardly
- Perfected a model to discard evidence of ineffectiveness

Organizational Strategies Supportive of Inclusionary Schools

Promoting An Inclusive Vision

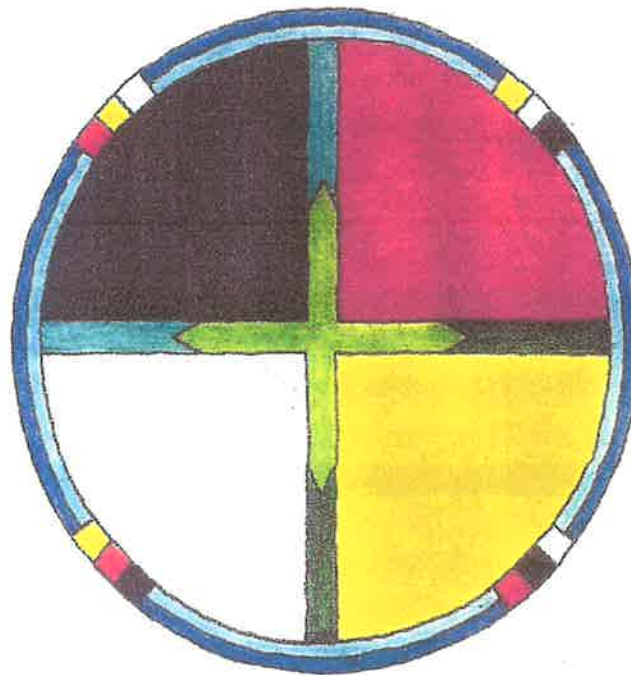
Inclusion is welcoming, valuing, empowering and supporting the diverse academic, social/emotional, communication, and language learning of all students in shared environments and experiences for the purpose of attaining the goals of education.

“What are the goals of Public Education?”

CIRCLE OF COURAGE

GENEROSITY

INDEPENDENCE

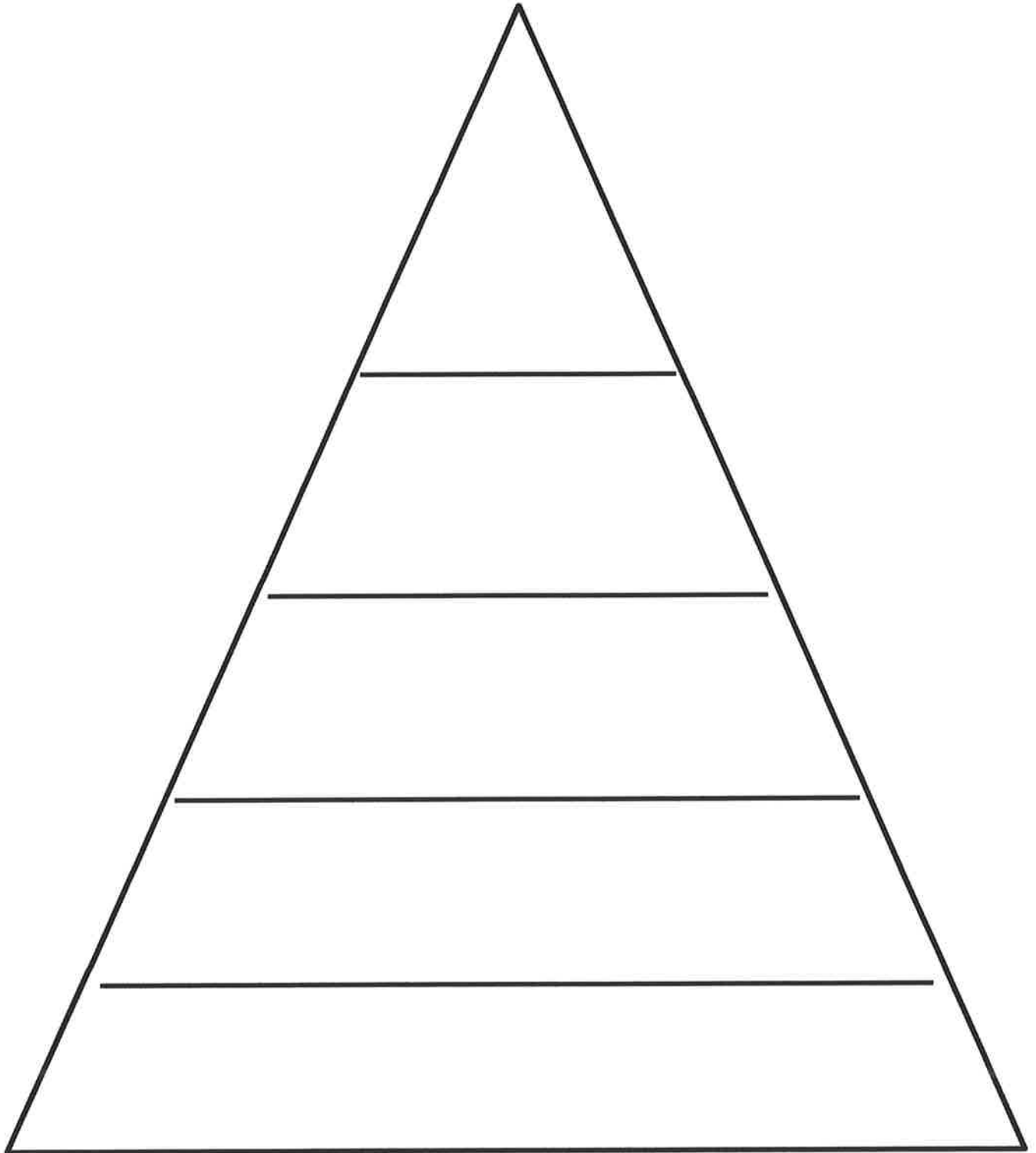


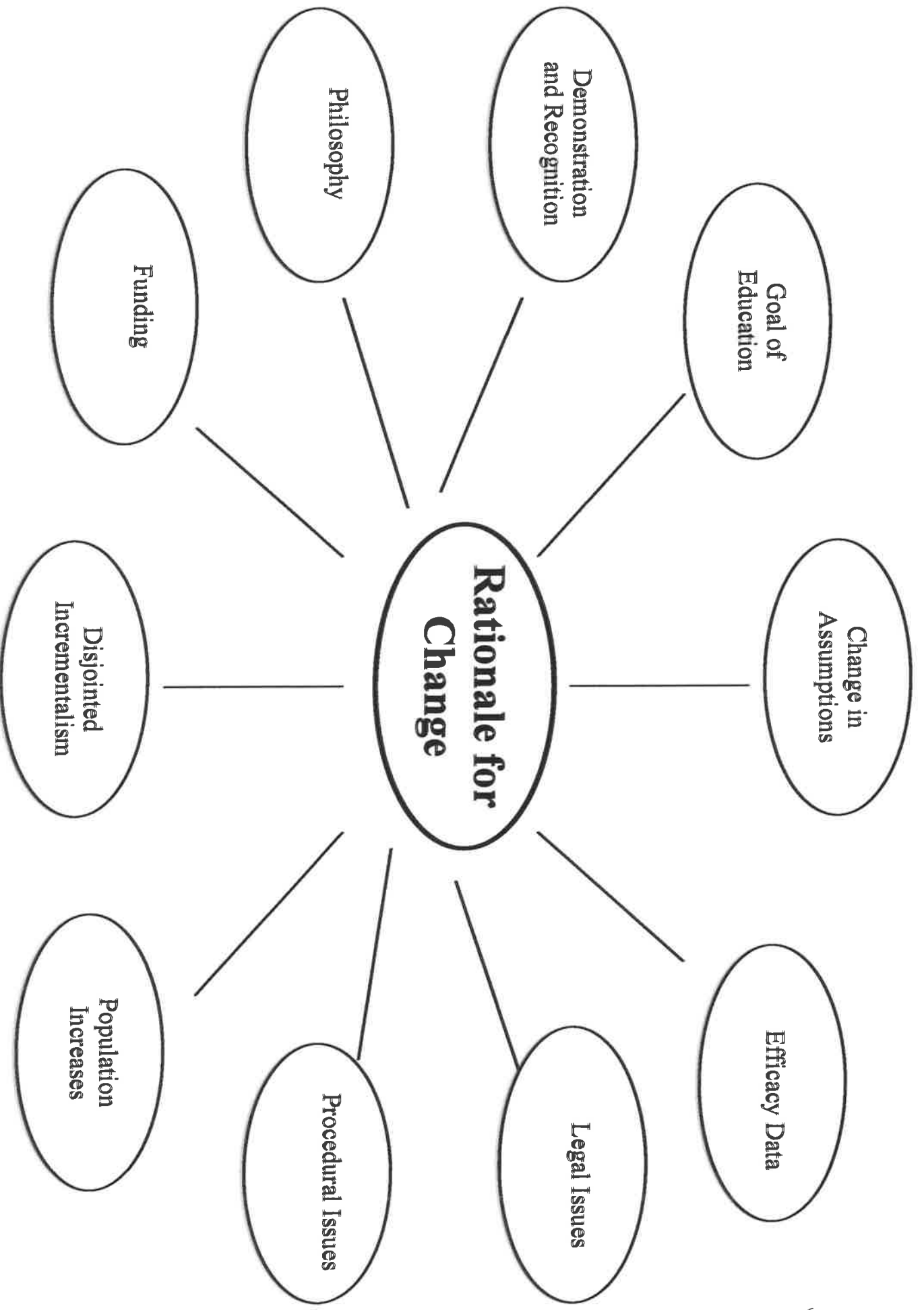
BELONGING

MASTERY

From: Brendtro, L.K., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Education Service.

Maslow's Hierarchy of Needs



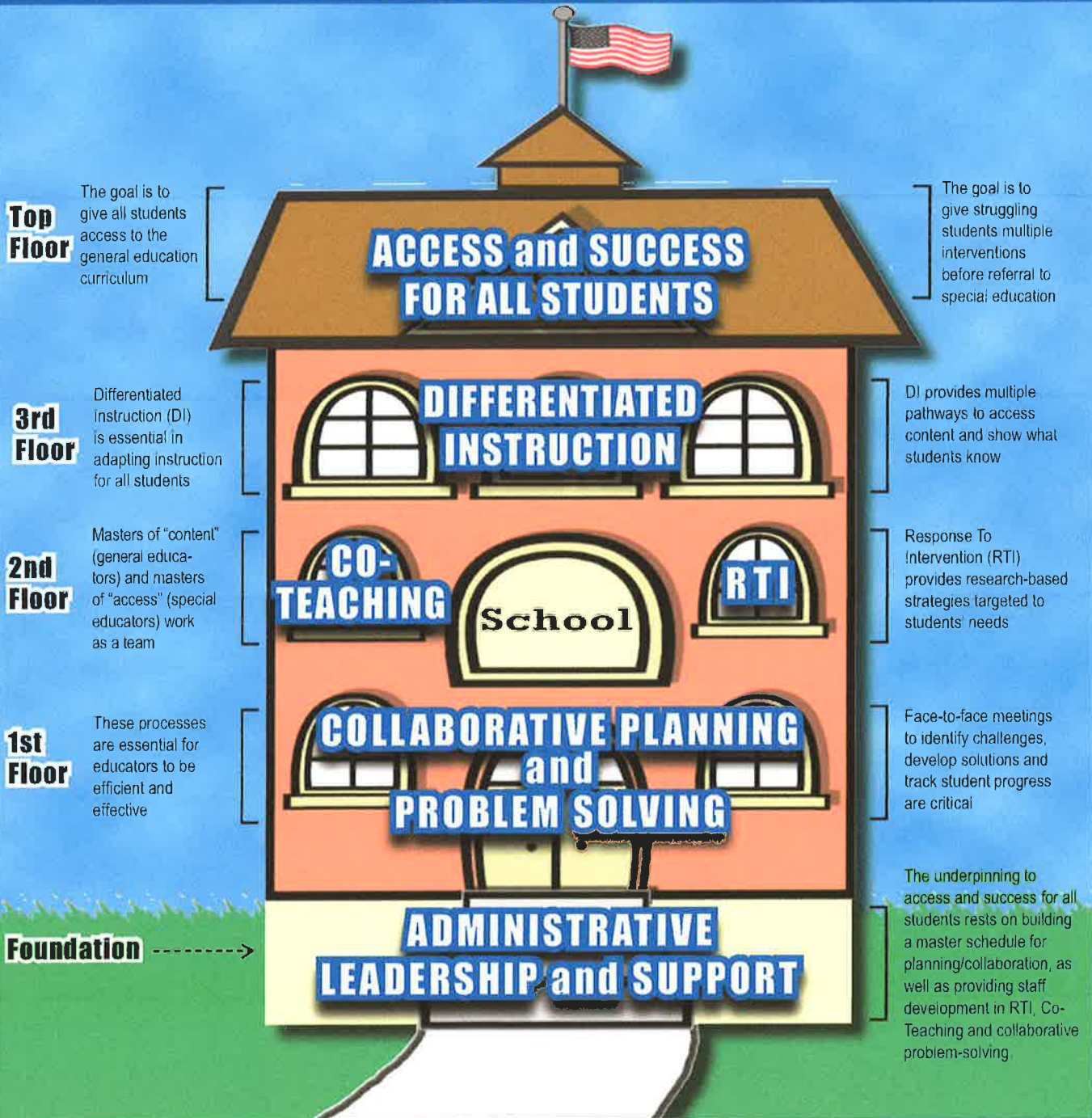


RTI: Co-Teaching & Differentiated Instruction

Richard A. Villa
Jacqueline S. Thousand

This reference guide utilizes "The Schoolhouse Model" as a conceptual framework to explain how Response To intervention (RTI), co-teaching and differentiated instruction (DI) effectively work together to ensure access and success in the general education curriculum for ALL students. It is a valuable resource for educators involved in both pre-service and in-service professional development. This framework, built on a strong foundation with multiple stories, is a valuable tool for explaining how these three powerful approaches work in concert to create a positive learning environment that accepts and nurtures individual differences, while enhancing student achievement and performance.

The Schoolhouse Model



Inclusive Education Best Practices

1. Understand what inclusion is and is not
2. Home-school-community collaboration
3. Administrative practices supportive of inclusive education
4. Redefined roles and responsibilities of general educators; special educators, related services personnel, English language learning and other specialists; and paraeducators.
5. Collaborative planning and creative problem solving for school and post-secondary options
6. Co-teaching
7. Student-centered strength-based assessment
8. Strategies for facilitating access to the general education curriculum
9. Differentiation of instruction
10. Student empowerment and natural supports
11. Multi-Tiered System of Supports (MTSS)/Response to Instruction and Intervention (RtI²)
12. Positive behavioral supports
13. Integrated delivery of related services
14. Transition planning
15. Site-based continuous planning for sustainability of inclusive education best practices

Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches

- Two or more co-teachers are in the classroom.
- They capitalize on specific strengths and expertise of both co-teachers.
- They provide greater teacher-to-student ratios and additional one-on-one support for students in the classroom.
- All approaches have benefits and cautions associated with their use.
- Students are primarily heterogeneously grouped by mixed abilities and interests.
- There are shared responsibilities.
- Each approach requires trust, communication, planning time, and coordination of effort. (Note: The need for all of these elements increases as you move from supportive to parallel, parallel to complementary, and complementary to team teaching co-teaching.)

Supportive Differences	Parallel Differences	Complementary Differences	Team-Teaching Differences
<p>One co-teacher is in the lead role; the other provides support. Who is in lead and who provides support may change during a lesson.</p>	<p>Co-teachers work, monitor, or facilitate different groups of students in the same room. (There are at least seven different options for arranging the groups.)</p>	<p>One co-teacher teaches content; the other facilitates access (e.g. clarifies, paraphrases, simplifies, provides visual scaffolding, records content.)</p>	<p>Both co-teachers are equally responsible for planning, instruction of content, assessment, and grade assignment.</p> <p>This approach requires the greatest amount of planning time, trust, communication, and coordination of effort.</p>
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team-Teaching Advantages
<p>Allows immediate support (academic or behavioral) to students.</p> <p>Can be used when there is little or no planning time.</p> <p>A way for a new member of a co-teaching team to get to know other co-teachers, the students, the curriculum, and the classroom routines.</p> <p>New content is introduced by the teacher with the greatest content mastery.</p> <p>Allows the supportive co-teacher to monitor and collect data.</p>	<p>Reduces student to teacher ratio. (Divide and conquer).</p> <p>Increases teacher feedback to students.</p> <p>Each co-teacher instructs and uses instructional expertise.</p> <p>Co-teachers can be viewed as equal partners.</p> <p>Allows for greater individualization, data collection, monitoring, and relationship building with students.</p> <p>Students have greater opportunities to engage in conversation and peer-mediated instruction with partners, at stations, or in cooperative groups.</p>	<p>Complementary “experts of access,” regardless of their level of content mastery, influence instruction by making content more accessible.</p> <p>Co-teachers are viewed as teachers of all students in the classroom.</p>	<p>All co-teachers are viewed as equal and teachers of all students.</p> <p>Content experts acquire and practice access skills.</p> <p>Access experts acquire and practice content skills.</p> <p>It is difficult to identify who is the “content” vs. the “access” expert.</p>

Supportive Cautions	Parallel Cautions	Complementary Cautions	Team-Teaching Cautions
<p>Beware of the “Velcro effect,” where the supportive co-teacher hovers over one or selected students, stigmatizing both the student(s) and the co-teacher.</p> <p>Beware of making the supportive co-teacher the “discipline police,” materials copier, or in-class paper grader, rather than an instructor.</p> <p>Beware of ineffective use of the supportive co-teacher’s (e.g. special educator, ELL specialist) expertise.</p> <p>Beware of resentment, if the skills of the supportive co-teacher (e.g. special educator) are not being used or the lead co-teacher (e.g. content teacher) feels an unequal burden of responsibility.</p> <p>Beware of staying “stuck” in the supportive role due to lack of planning time.</p>	<p>Beware of creating a special class within the class and lowering student achievement by homogeneously grouping lower-performing students together.</p> <p>Beware that the noise level can become uncomfortably high when numerous activities are occurring in the same room.</p> <p>Beware of failing to adequately prepare other co-teachers to ensure that they deliver instruction as intended, since co-teachers cannot monitor one another while all are simultaneously co-teaching different groups.</p>	<p>Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced student-student interaction.</p> <p>Beware of “stepping on one another’s toes.”</p> <p>Beware of “typecasting” the co-teacher delivering content as the “real” or “expert” teacher.</p> <p>Beware of failing to plan for “role release” or “role exchange,” so that all co-teachers get a chance to lead instruction of the content.</p>	<p>Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced of student-student interaction.</p> <p>Beware of “stepping on one another’s toes.”</p>

EMPOWERING PRACTICES

STUDENTS AS ADVOCATES

1. Peer Buddies
2. Member of IEP, Transition, MAPs and Core Teams
3. Peer Mediators
4. Self Advocacy

STUDENTS AS DECISION MAKERS

1. Rule Makers
2. Coaches
3. Assisting with differentiation
4. Serve on School Governance Committees

STUDENTS AS INSTRUCTORS

1. Cooperative Group Learning
2. Partner Learning
3. Co-Teachers

STUDENT COLLABORATION QUIZ

1. How often were you expected to support the academic and social learning of other students as well as be accountable for your own learning by working in cooperative groups?

Never	Rarely	Sometimes	Often	Very Often
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2. Were you, as a student, given the opportunity and training to serve as an instructor for a peer?

Never	Rarely	Sometimes	Often	Very Often
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3. Were you, as a student, given the opportunity to receive instruction from a trained peer?

Never	Rarely	Sometimes	Often	Very Often
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4. Were you, as a student given the opportunity to co-teach a class with an adult?

Never	Rarely	Sometimes	Often	Very Often
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5. How often were you taught creative problem solving strategies and given an opportunity to employ them to solve academic or behavioral challenges?

Never	Rarely	Sometimes	Often	Very Often
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6. How often were you asked to evaluate your own learning?

Never	Rarely	Sometimes	Often	Very Often
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7. How often were you given the opportunity to assist in determining the educational outcomes for you and your classmates?

Never	Rarely	Sometimes	Often	Very Often
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8. How often were you given the opportunity to advocate for the educational interests of a classmate or asked to assist in determining modifications and accommodations to curriculum?

Never	Rarely	Sometimes	Often	Very Often
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9. How often were you involved in a discussion of the teaching act with an instructor?

Never	Rarely	Sometimes	Often	Very Often
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10. How often were you asked to provide your teachers with feedback as to the effectiveness and appropriateness of their instruction and classroom management?

Never	Rarely	Sometimes	Often	Very Often
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11. Were you, as a student, given the opportunity and training to serve as a mediator of conflict between peers?

Never	Rarely	Sometimes	Often	Very Often
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12. How often were you, as a student, encouraged to bring a support person to a difficult meeting to provide you with moral support?

Never	Rarely	Sometimes	Often	Very Often
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13. How often were you provided the opportunity to lead or facilitate meetings that were addressing your academic progress and/or future (e.g., developing personal learning plans, student-parent-teacher conferences, an IEP meeting)?

Never	Rarely	Sometimes	Often	Very Often
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14. How often did you participate as an equal with teachers, administrators, and community members on school committees (e.g., curriculum committee, discipline committee, hiring committee, school board)?

Never	Rarely	Sometimes	Often	Very Often
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