

Implementing Innovations for Students with Disabilities: Lessons from Education Innovation and Research Grantees

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WELCOME AND INTRODUCTIONS



Facilitator



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Expert Panelists



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Office of Special Education
Programs,
U.S. Department of Education



Dr. Ashley Brizzo
U.S. Department of Education
Education Innovation and
Research (EIR) Group Leader



Grantee Panelists



Dr. Jodi Asbell-Clarke
Co-Founder and Director,
EdGE and TERC



Teon Edwards
Co-Founder & Director of
Development,
EdGE and TERC



Dr. Sarah Arden
Senior Researcher
American Institutes of
Research



DISCUSSION OBJECTIVES

- Increase awareness of various approaches to including students with disabilities in innovative education projects.
- Understand current research in the field as well as common implementation themes.
- Garner inspiration for project ideas and adaptations for consideration.



AGENDA

Time	Activity
1:30	Welcome and Introductions
1:35	Opening Comments
1:40	Objectives and Overview
1:45	Panel Discussion and Q&A
2:50	Resources



Snapshot of Learning and Attention Issues in the U.S.

The State of Learning Disabilities: Understanding the 1 in 5

Snapshot of Learning and Attention Issues in the U.S.



Challenges for Students with Disabilities

- Inaccessible conditions, physical or social barriers to classroom inclusion, and lack of proper accommodations necessary to achieve equitable learning opportunities.
- Potential outcomes include poor academic success rates; emotional issues; and negative student behaviors, such as class disruptions, dropping out, and suspensions.



What can we do?

- Incorporate individualized support for students
 - Personalized instruction creates the opportunity to test out unique approaches to specific areas of need.
- Engage families and communities
 - Families are often key advocates to understand learning needs and brainstorm innovative solutions.
- Support teacher growth and development
 - Teachers deepened and broadened expertise in a variety of learning strategies can be useful for all types of students.



Questions our grantee panel considered

- ☐ Tell us about your project. What are you doing and who are the students, teachers, schools, or communities you are serving? In what student populations has your program, or parts of your program, been implemented?
- ☐ How did you design your program to specifically meet the needs of students with disabilities?
- ☐ Are there any resources or tools that helped inform the approach you are taking?
- ☐ How are you promoting equity in your program?
- ☐ What successes have you had designing and implementing a program for students with disabilities?
- ☐ How have you addressed any challenges you've faced?



LET'S HEAR FROM OUR EXPERTS



Dr. Jennifer Coffey



- ▶ “A student who graduated recently told me his mentor called him every morning as his alarm clock to make sure that he was getting up to come to school, and he told us that helped him more than anything. He did not ever have someone to wake him up and get him going. You know, he is the first person in his family to graduate, and he is going to take his family on a new path now.”

One Student's Story



ARP Strategies: Effective and Culturally Responsive Instruction

Click on a strategy's name to learn more about the strategy and to highlight its locations.

?

Return to Home

Strategies

Strategy Locations

Strategy Name	Budget (FY23)
Special Education (ECSE)	\$318,723
Elementary Specialists and Job-Embedded Pro..	
Equitable Middle School Career Experiences	\$94,942
High School Credit Recovery Support	\$878,420
Instructional Design for Culturally	\$595,000

School Level

- Early Childhood
- K-12
- K-5, 5-8, K-8
- 6-8
- 6-12 & 9-12

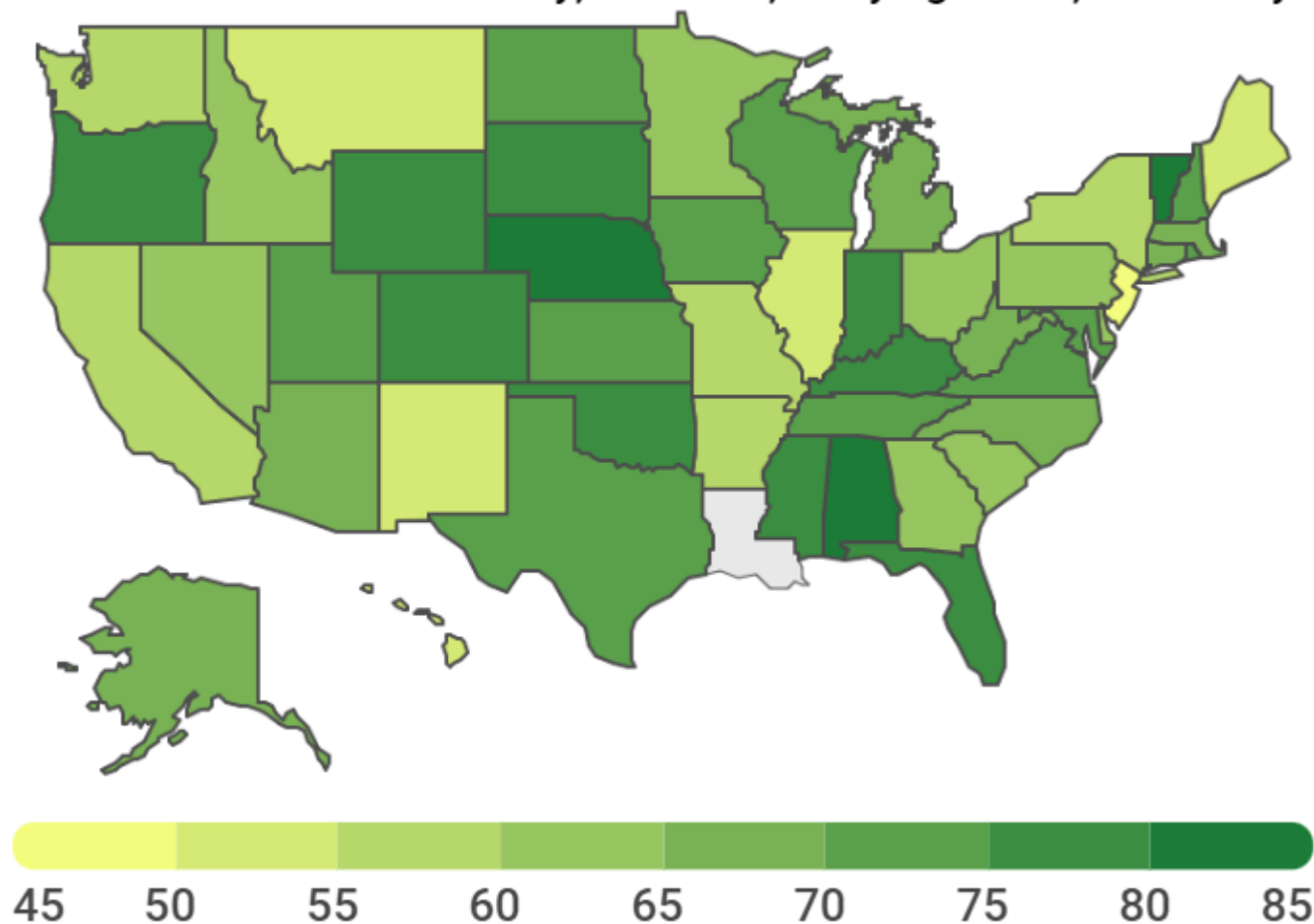
Strategy Details

Is part of a larger story...



OSEP Fast Facts: Educational Environments of Children with Disabilities, Ages 5 (in kindergarten) through 21, Served under IDEA Part B

Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class 80% or More of the Day, in the US, Outlying Areas, and Freely Associated States: SY 2020-21



In SY 2020-21, 66.17% of all school aged children, served under IDEA, Part B, received services inside a regular class 80% or more of the day.

Alabama



83.92%



Practice-Based Learning Opportunities

Every Student Deserves an Equitable Opportunity to Succeed.

[LEARN MORE](#)



About High-Leverage Practices

[LEARN MORE](#)



Watch HLPs in Action

[ACCESS VIDEOS](#)

Center	Purpose	Link
Progress Center	Supports high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals	promotingprogress.org
National Center on Intensive Intervention	Provides a system for intensifying academic and behavioral interventions.	NCII.org
SWIFT Center	Supports inclusion of students with disabilities	SWIFTschools.org

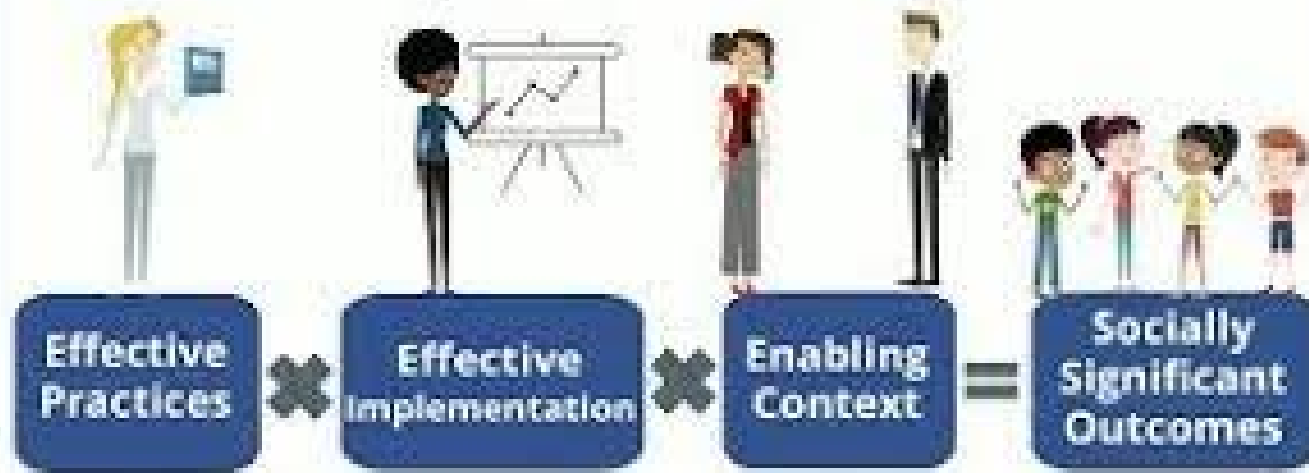
OSEP TA Centers



National Technical Assistance Center on Transition (NTACT)	Transition from HS to college & career	TransitionTA.org
National Center for Improving Literacy (NCIL)	Literacy learning, resources, & guidance for families, districts, schools, & states	ImprovingLiteracy.org
Lead for Literacy (L4L)	Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.	leadforliteracy.org
Center on Positive Behavioral Interventions & Supports	Improve conditions and behavior supports in schools.	PBIS.org

OSEP TA Centers, con't

Active Implementation Formula



Implementation Drivers



©Fixsen & Blase, 2008

Implementation Supports: SISEP



implementation.fpg.unc.edu

- ▶ UDL
- ▶ Explicit Instruction
- ▶ Peer tutoring
- ▶ Positive Behavioral Interventions & Supports
- ▶ Closed Captioning
- ▶ Mnemonic Instruction
- ▶ Read 180
- ▶ Progress Monitoring
- ▶ Universal Screening

What do all of these evidence-based strategies have in common?

Dr. Ashley Brizzo



“My heart is singing for joy this morning! A miracle has happened! The light of understanding has shone upon my little pupil’s mind, and behold, all things are changed!”

-Anne Sullivan



- ▶ Students with disabilities should be included in innovation.
- ▶ Unique needs necessitate innovative approaches.
- ▶ Effective practices can be replicated with all learners.
- ▶ Careful diligence is needed when testing new ideas.

Education Innovation and Research Considerations



GRANTEE EXPERIENCES



INFACT: Including Neurodiversity in Foundational and Applied Computational Thinking in Grades 3-8

Dr. Jodi Asbell-Clarke
Teon Edwards



Learning activities for inclusive classrooms ($\leq 20\%$ IEPs) in grades 3-8

Broad variety of foundational CT activities with games, puzzles, robotics, coding, and “get up and go” activities

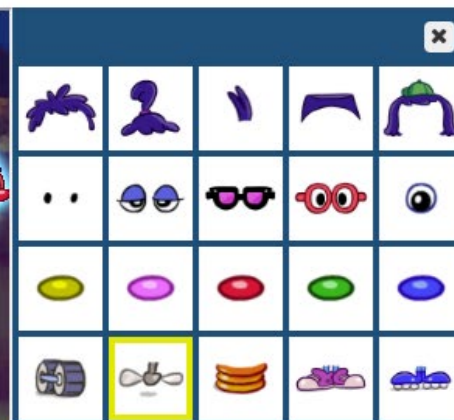
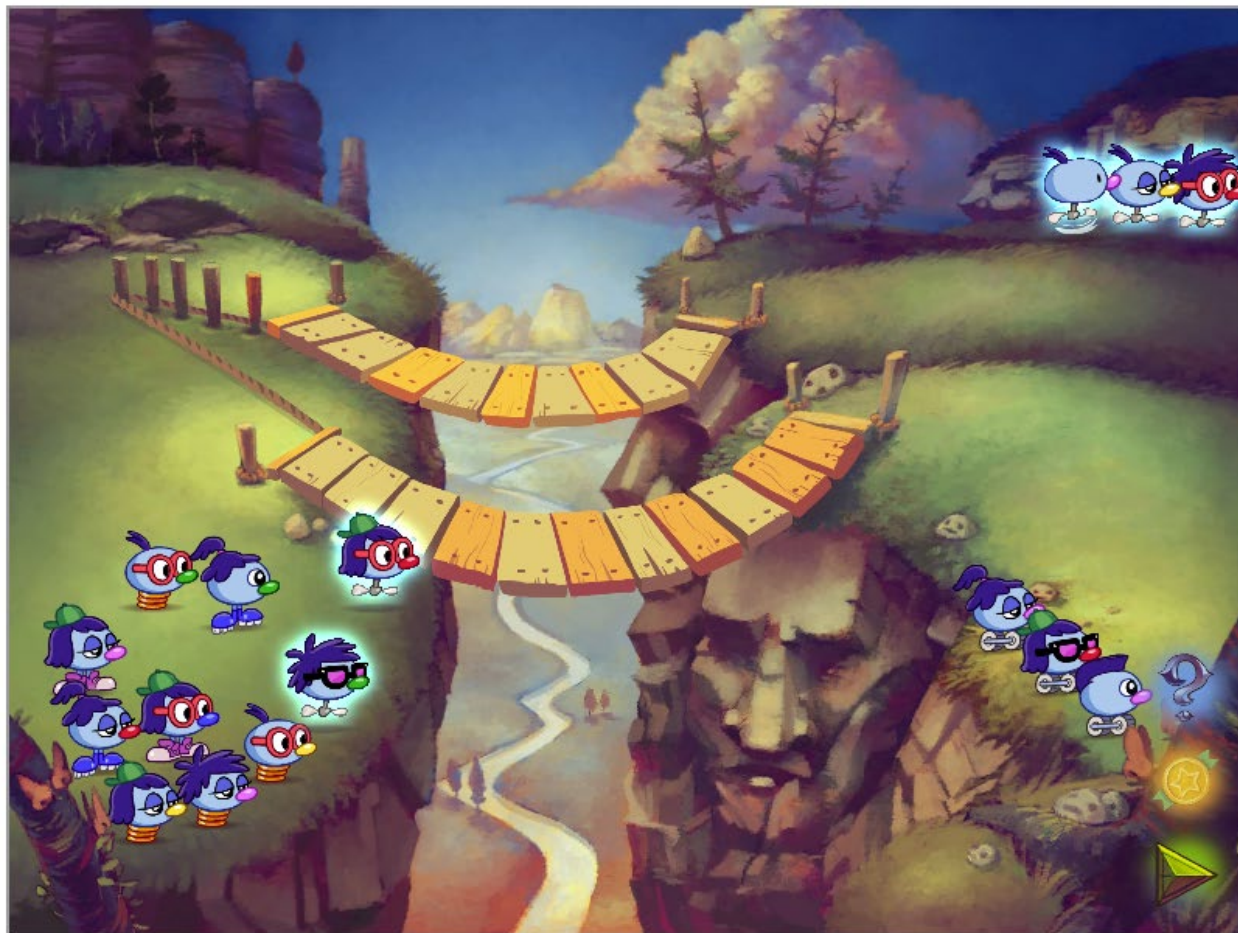
Embedded supports for executive function



INFACT

Including Neurodiversity in Foundational and Applied Computational Thinking

Allergic Cliffs: One Value



INFACT

Including Neurodiversity in Foundational and Applied Computational Thinking

Allergic Cliffs: One Value



IF






THEN

ELSE



Pizza Pass: Two Trolls



		
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I Can:

- ☐ I can identify a repeat loop.
- ☐ I can identify a nested repeat loop.
- ☐ I can create a set of commands with a repeat loop.
- ☐ I can create a set of commands with a nested repeat loop.
- ☐ I can write/express dance moves using a repeat loop.
- ☐ I can write/express dance moves using a nested repeat loop.

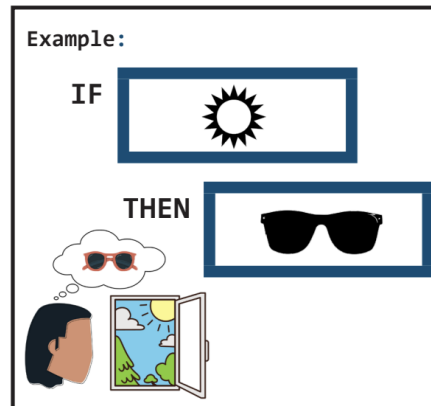


Set Up for Success

- Model gameplay before having learners play or allow learners to watch another pair/small team for the first several rounds of the activity before trying it on their own.
- Suggest an additional learner join each pair or team to be a “troubleshooter.” This learner can see both the pre-assembled structure and the loose pieces. They can provide “hints” when needed and/or provide guidance for how to give and/or ask clarifying questions (without giving too much away!).
- Use the Key Terms list to identify **Word Cards** for learners who may need additional support with vocabulary in the activity.

conditional logic

A way to decide what happens **IF** something is **TRUE** or **FALSE**



Conditional Logic

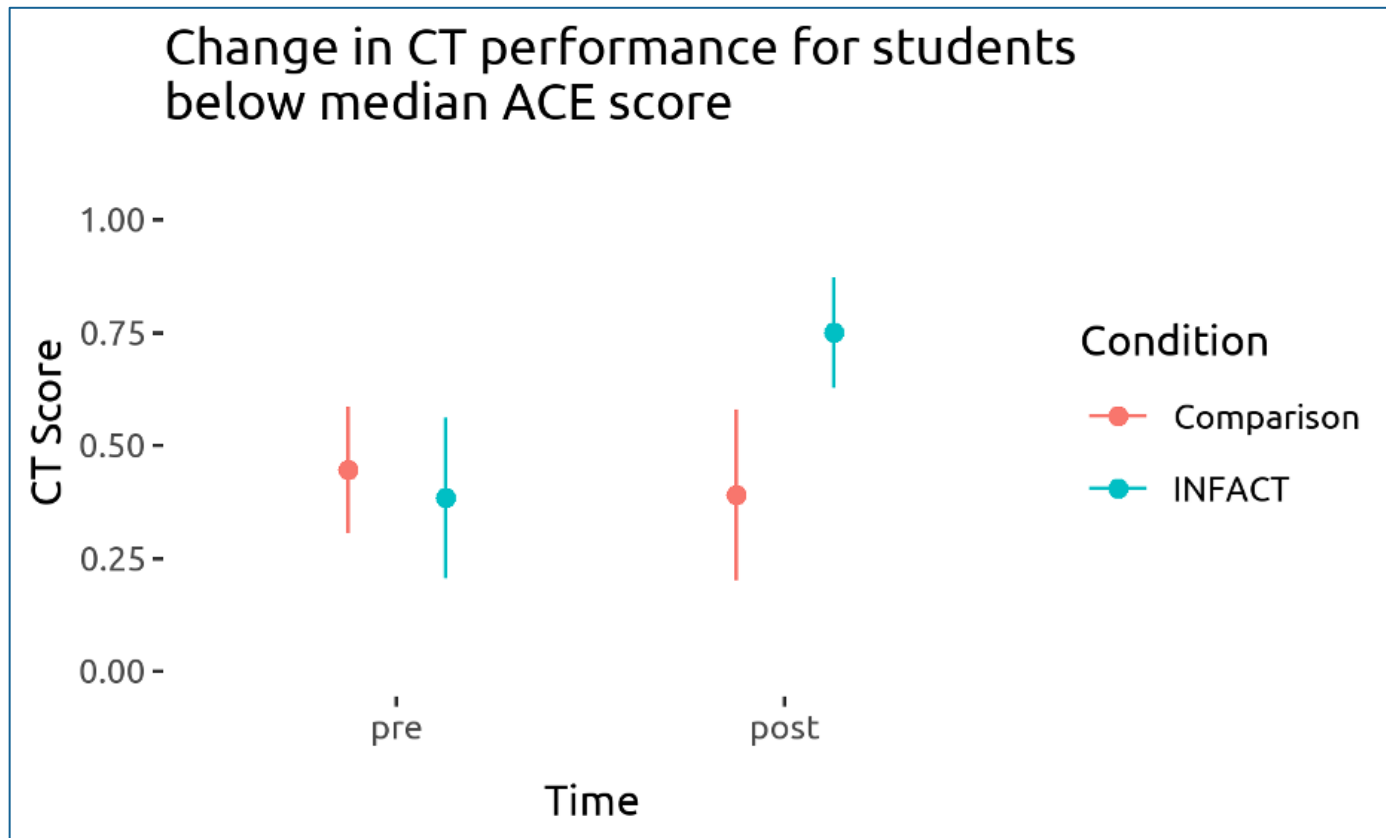
Efficacy Study

Results: In a study of 659 elementary students, average CT scores for students in classes using INFACT were one-third of a standard deviation higher ($\beta = 0.32$) higher than average scores for students in classes using other CT programs ($p = 0.03$).

Sample of same size would have a 55% chance of reproducing the same results.



Neurodiversity (Executive Function) Study



Results: Students who scored below the median on the EF screener pretest times (ACE) showed significant gains from pre to post on the CT assessment (IACCT).





Including Neurodiversity in Foundational and
Applied Computational Thinking

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Dr. Sarah Arden

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Using Intensive Intervention to Improve Mathematics Skills of Students with Disabilities

- EIR Early Phase – Previously Investing in Innovation and Improvement Development Grant, US Department of Education (priority three, subpart A)
- Implementing and evaluating a coherent system of support using the DBI approach in mathematics
- Appropriately coordinate and integrate, and improve the quality of service of programs for students with disabilities (SWDs) and their families



Project Aims

The project will coordinate and integrate system supports to:

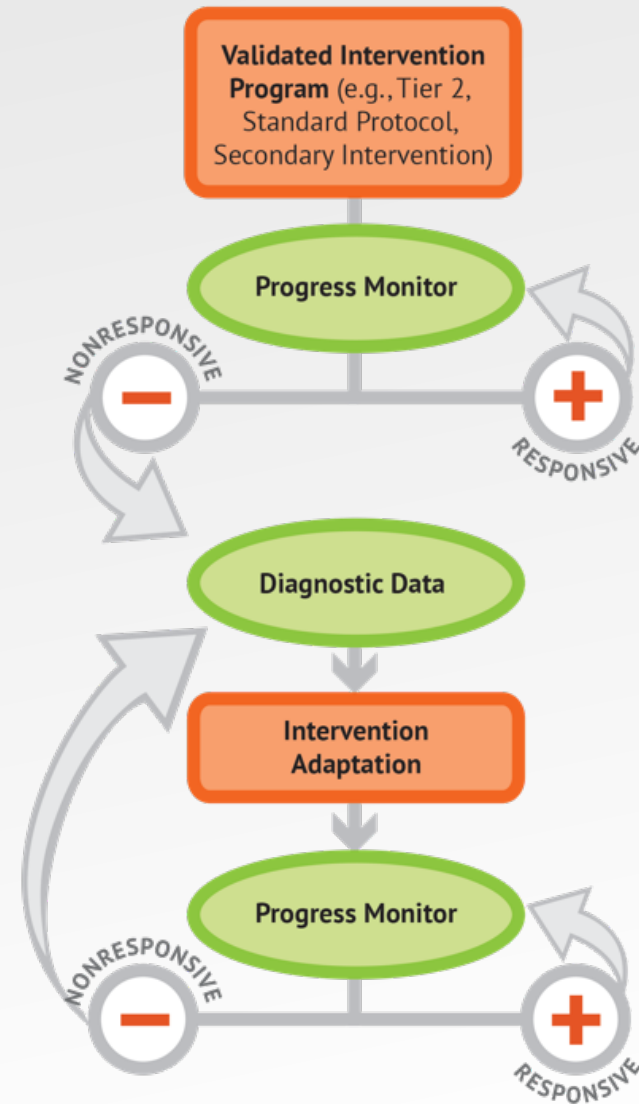
- address students' individual needs
- strengthen mathematics instruction
- increase mathematics achievement among students with severe and persistent learning needs, particularly SWDs
- improve the quality of special education programs for students and families



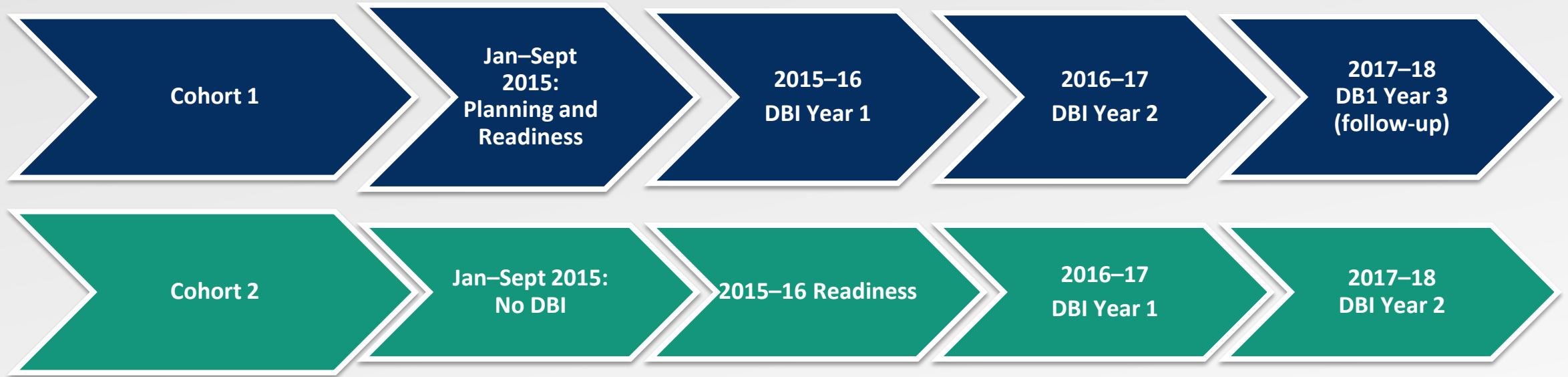
Why Intensive Intervention?

Intensive intervention (Data-based individualization) is designed to address severe and persistent learning or behavior difficulties. Intensive interventions should be:

- (a) Driven by data
- (b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports



Timeline & Project Design



This design allows us to make three primary comparisons:

- DBI Year 1 in Cohort 1 and No DBI in Cohort 2;
- DBI Year 2 in Cohort 1 and No DBI in Cohort 2; and
- DBI Year 3 (i.e., the follow-up) and No DBI in Cohort 2.



QUESTIONS?



RESOURCES

From The U.S. Department of Education

- **EIR Program** – <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>
- **EIR Discretionary Grant Program** - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/fy-2023-competition/>
- **For other ideas from i3 projects** - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/investing-in-innovation-i3/>
- **WWC Early Childhood Instruction** - <https://ies.ed.gov/ncee/wwc/earlychildhoodinstruction3>
- **WWC Evidence Snapshot: Repeated Reading** - <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/576>



RESOURCES₍₂₎

From Dr. Jennifer Coffee, The Office of Special Education Programs (OSEP)

- **CEEDAR Center for High Leverage Practices** - <https://cedar.education.ufl.edu/high-leverage-practices/>
- **The74** - <https://www.the74million.org/article/miles-ahead-of-other-districts-using-new-dashboard-st-paul-tracks-learning-recovery-spending-and-adjusts-programs-on-the-fly/>
- **High Level Practices for Students With Disabilities** - <https://highleveragepractices.org/four-areas-practice-k-12/instruction>
- **OSEP Fast Facts: Educational Environments of School Aged Children with Disabilities** - <https://sites.ed.gov/idea/osep-fast-facts-educational-environments-school-aged-children-disabilities/>
- **State contact/help for families:** <https://www2.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.html>
- **State Parent Training and Information Centers:** <https://www.parentcenterhub.org/find-your-center/>



RESOURCES₍₃₎

From Panelist Dr. Jodi Asbell-Clarke and Teon Edwards, EdGE and TERC

- **INFACT Sample Activities:** https://www.terc.edu/edge/infact_materials/
- **Zoombinis General:** <https://www.terc.edu/edge/games-for-learning/zoombinis/>
- **INFACT Mid-Phase** - <https://www.terc.edu/edge/mid-phase/>



RESOURCES₍₄₎

From Panelist Dr. Sarah Arden, American Institutes of Research (AIR)

- **National Center on Intensive Intervention -**
<https://intensiveintervention.org/search?keywords=I3+Development+Grant+on+Intensive+Intervention+in+Mathematics>
- **Using Intensive Intervention to Improve Math Skills Evaluation report outlining participants -** <https://files.eric.ed.gov/fulltext/ED603459.pdf>
- **Building School/Family Partnerships -**
<https://journals.sagepub.com/doi/abs/10.1177/0040059920937733?journalCode=tcxa>
- **Progress Center / Classroom Belonging -**
<https://promotingprogress.org/resources/stories-classroom-finding-belonging>
- **Progress Center / Parent Tip Sheet -**
<https://promotingprogress.org/resources/parent-tip-sheet-overview-iep>



THANK YOU!

