Collective Responsibility in Special Education

WI FACETS
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WISCONSIN DEPARTMENT OF
Public Instruction
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Learning Objectives

1. Understand the principle of collective responsibility and its role in fostering shared responsibility for student access and engagement in their education.

2. Identify resources and strategies families can use to effectively advocate for collective responsibility in their child's Individualized Education Program (IEP).

What is Collective Responsibility?

A collaborative process for IEP development

- participation-based assessment
- present level of performance focused on areas of student participation and access with participation area headings
- IEP goals that are participation and access focused

Not discipline specific!

- Use of a collaborative process for identification of DRNs and IEP goals which might be supported by multiple providers
- Aligning services

CCR IEPs Are Grounded in the 5 Beliefs

High Expectations

Culturally Responsive Practices

Student Relationships

Family and Community Engagement

Collective Responsibility

CCR IEP 5 Beliefs | Wisconsin Department of Public Instruction
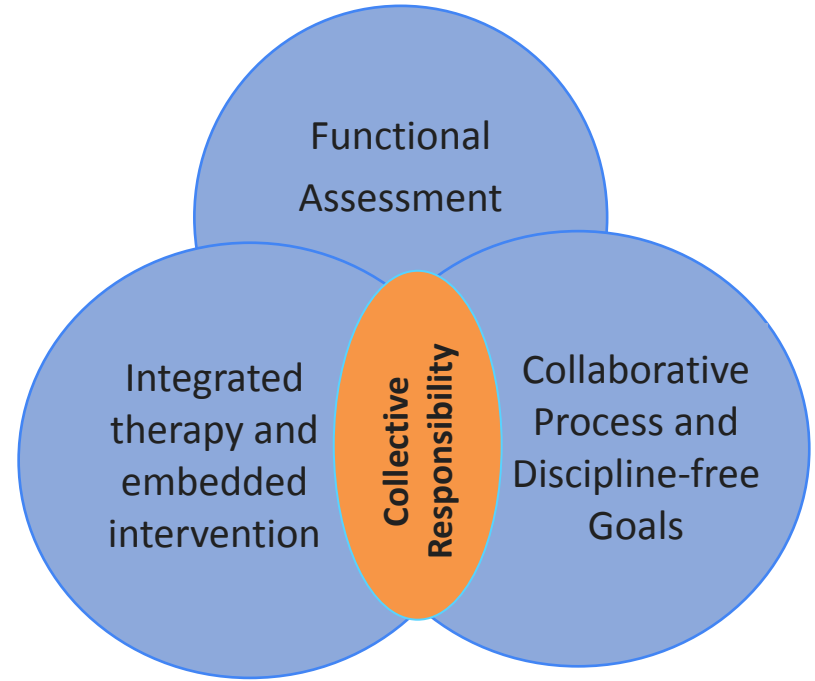
CCR IEP Belief #5: Collective Responsibility

IEP team members know the power of working together and explore how each and every member can support student access and engagement in universal grade level instruction to achieve academic standards and functional expectations.

School-Based Best Practice

Two federal laws to guide school-based practice:

1. Every Student Succeeds Act (ESSA)

2. Individuals with Disabilities Education Act (IDEA '04)
   a. Both mandate that educators use, to the greatest extent possible, evidence-based academic and behavioral practices and programs.

Functional Assessment

Integrated therapy and embedded intervention

Collective Responsibility

Collaborative Process and Discipline-free Goals
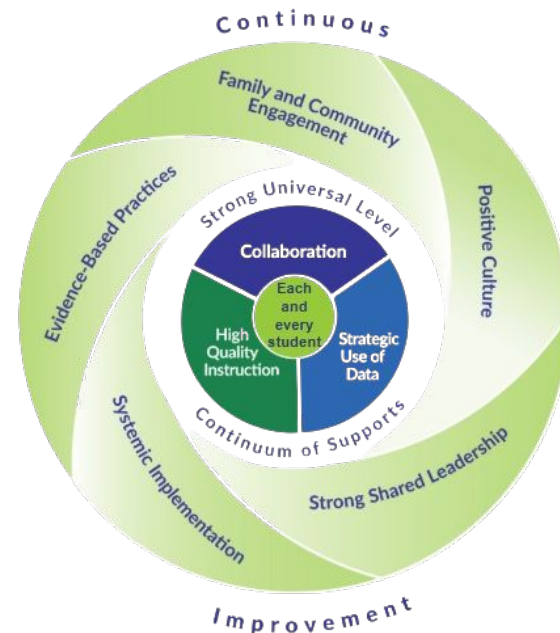
Essential Shift in Viewpoint

- **Medical Model:** students have something wrong or lacking that need to be fixed.

- **Social Model**: students successfully participating.

Sometimes all you need to do is look at things from a different perspective.

Multi-Level Systems of Support

A **comprehensive evaluation** exists within a district's multilevel systems of supports (MLSS) and **represents a collaborative effort** between families, general educators, related services, and special educators to understand a student's needs.

Continuous

Family and Community Engagement

Positive Culture

Evidence-Based Practices

Strong Universal Level

Collaboration

Each and every student

High Quality Instruction

Strategic Use of Data

Continuum of Supports

Systemic Implementation

Strong Shared Leadership

Improvement

Wisconsin's Framework for Multi-Level Systems of Supports

Referral for Evaluation

Any person who reasonably believes that a child is a child with a disability may refer the child to an LEA for an initial special education evaluation. Wis. Stat. § 115.777(1).

All referrals must be processed

What is an Evaluation for Special Education?

"Evaluation means procedures used . . . to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs." *34 CFR 300.15*

Keep in mind... A medical condition or disorder does not necessarily result in a significant adverse effect on school performance.

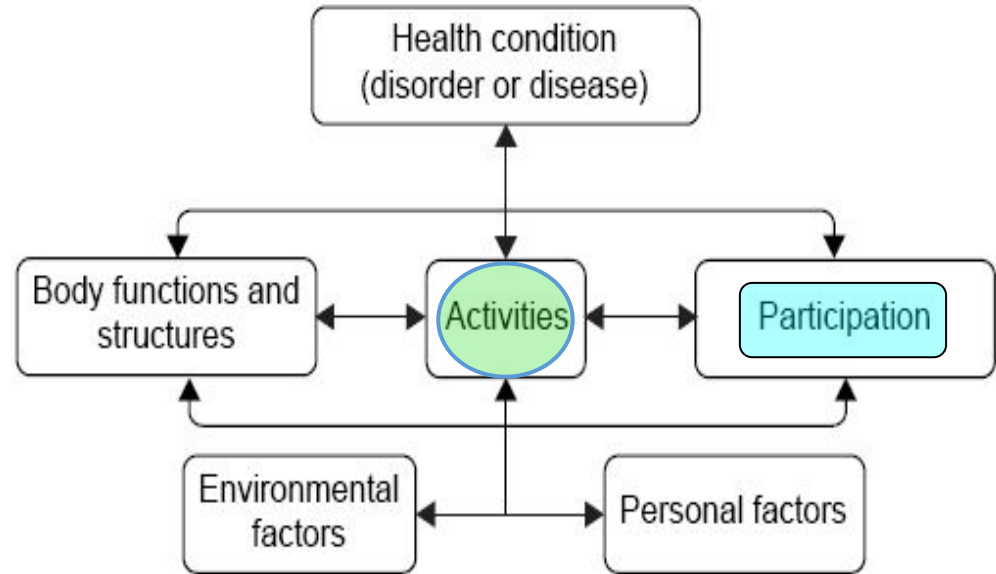The Role of Medical and Clinical Information in SPED Evaluation and IEP Development
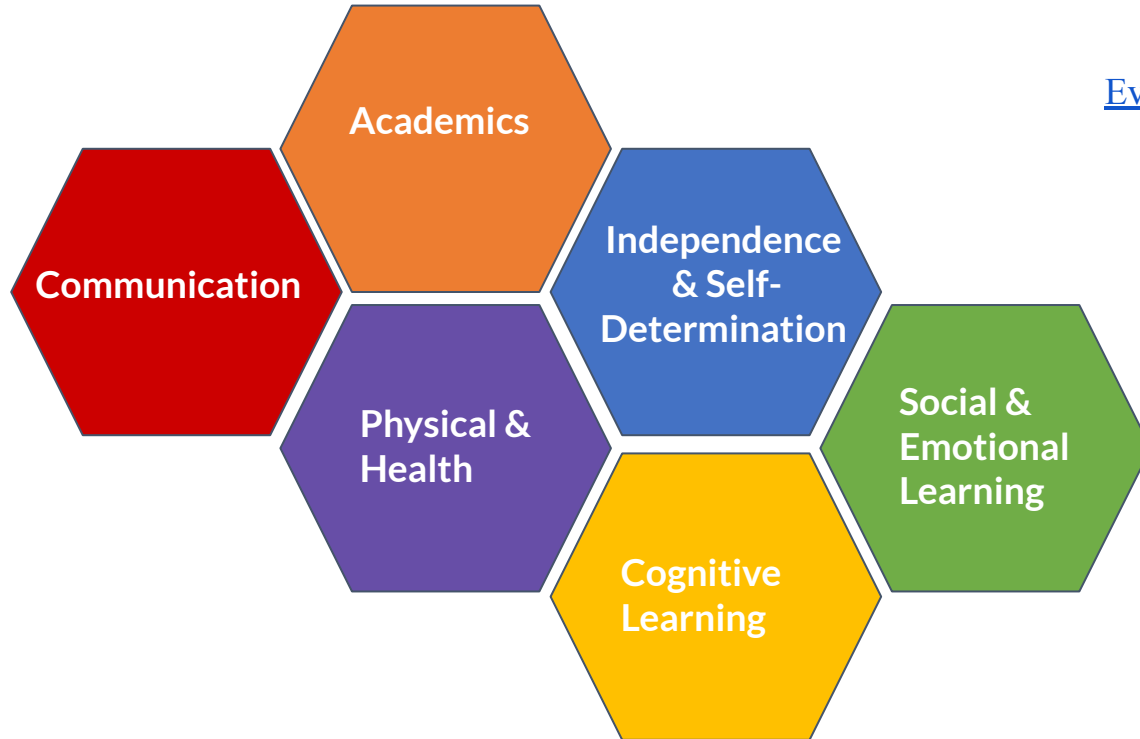
International Classification of Functioning, Disability and Health (ICF)

The Goal for all Students is to Increase Access, Engagement, and Progress.

This is also the intention of school-based therapy services.

ICF World Health Organization (WHO)

Consider the Six Areas of Academic and Functional Skills

Academics

Communication

Independence & Self-Determination

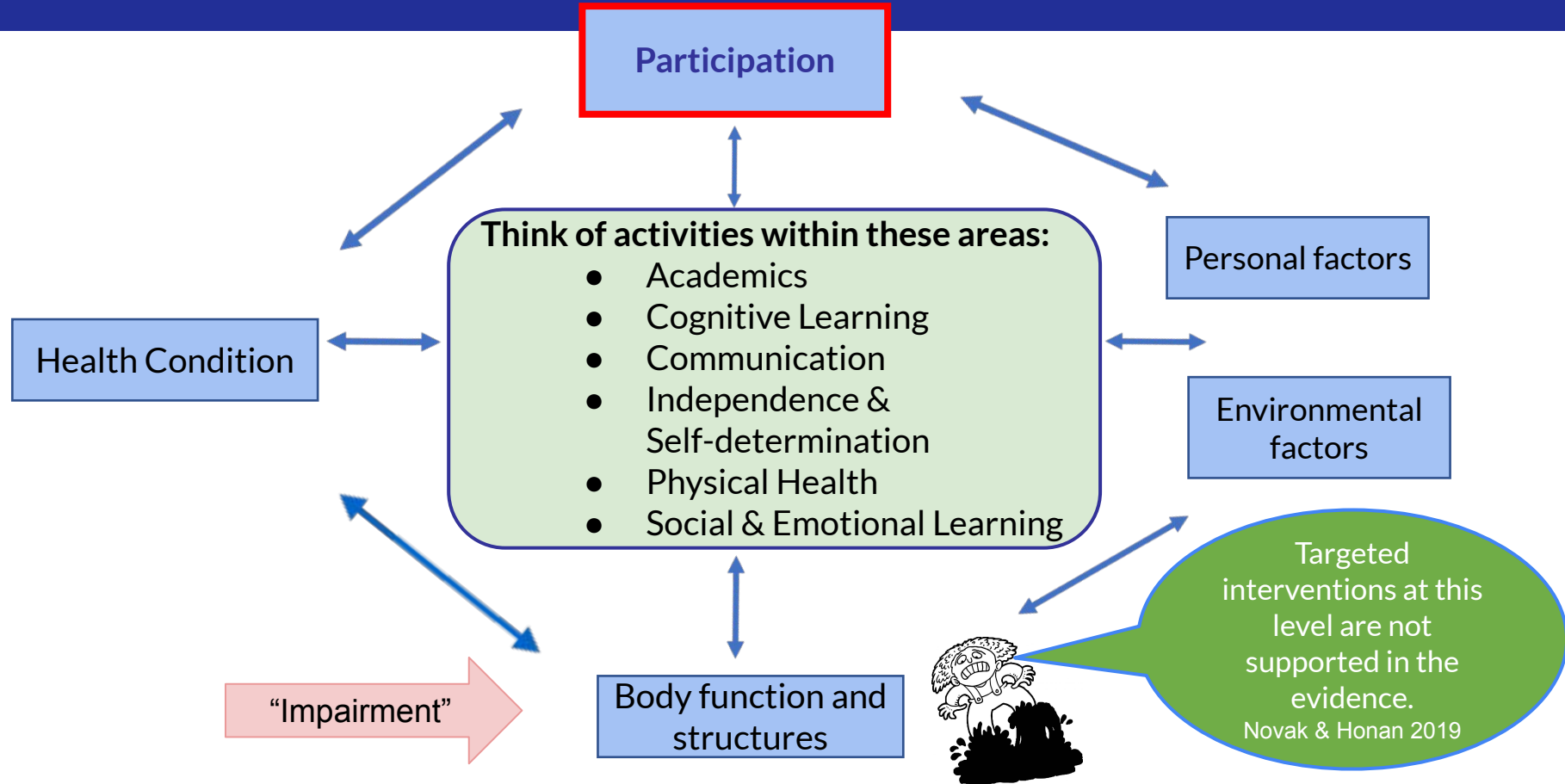Physical & Health

Cognitive Learning

Social & Emotional Learning

Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skill | Wisconsin Department of Public Instruction

Evaluation & Assessment

Participation

Think of activities within these areas:
- Academics
- Cognitive Learning
- Communication
- Independence & Self-determination
- Physical Health
- Social & Emotional Learning

Personal factors

Health Condition

Environmental factors

"Impairment"

Body function and structures

Targeted interventions at this level are not supported in the evidence.
Novak & Honan 2019

Educationally Relevant

A best practice model for school-based services "focuses on activity and participation instead of impairment."

"Educationally relevant interventions must support learning and participation in the classroom and children in their role as a student learner.... keep in mind that educational relevance will change over time based on the needs of the student and school and learning contexts."   Laverdure 2012

Assessment →

Can the child do what they need and want to do?
- In natural contexts?
- How can we find out?

Criteria for Special Education

1. Meets criteria for one or more of the twelve disability categories
   a. Must adversely impact educational performance or social, emotional or vocational development

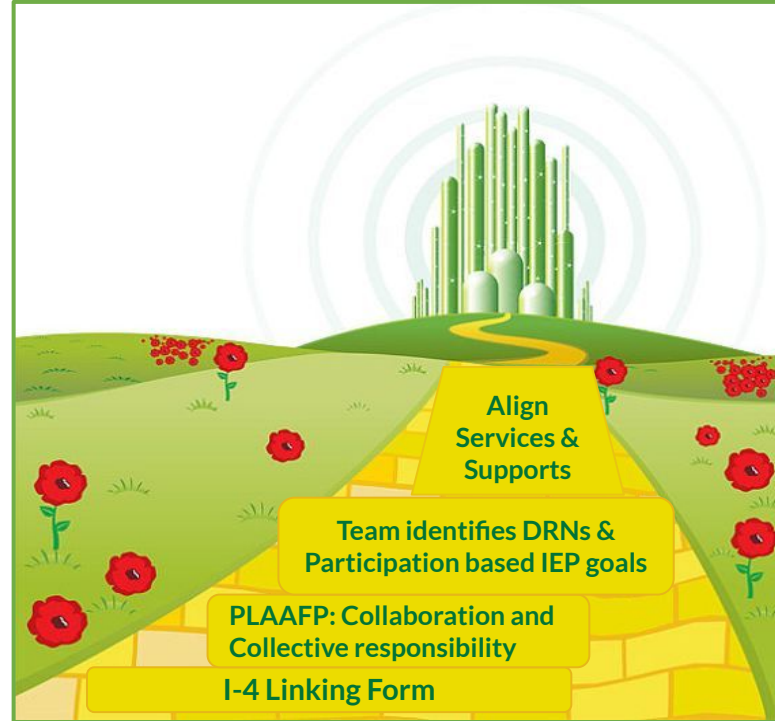2. Requires Special Education
   a. Specially Designed Instruction (SDI)

The Yellow Brick Road to a Collaborative IEP Process

You're going to be popular.

Resources for IEP Forms

Forms Guide
I-4 specifically

Align Services & Supports

Team identifies DRNs & Participation based IEP goals

PLAAFP: Collaboration and Collective responsibility

I-4 Linking Form

IEP Teams Plan Using the CCR IEP Five Step Process

# CCR-IEP Step 1: Understand Achievement

Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

Consideration of the Whole Student

The IEP Team asks questions that represent a variety of areas:

- **social and emotional,**

- **communication,**

- **cognitive learning,**

- **physical/health,**

- **academic achievement/content**

- **independence/self-determination**
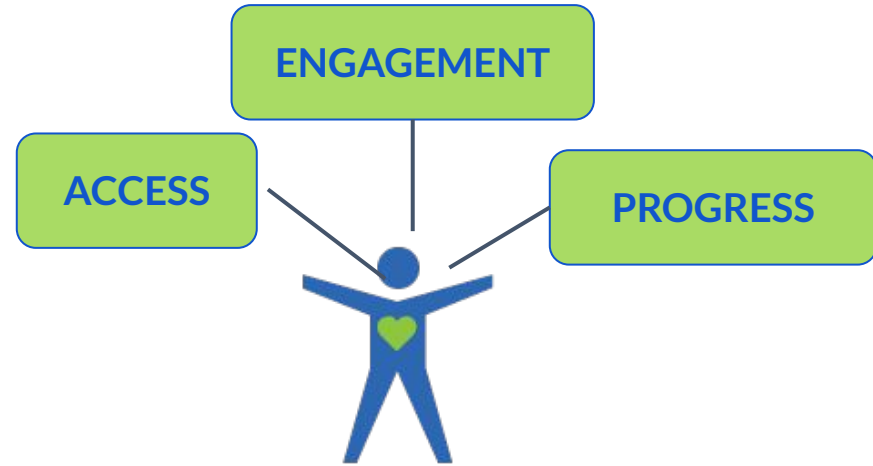
ENGAGEMENT

ACCESS

PROGRESS

Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skill | Wisconsin Department of Public Instruction

CCR-IEP Step 2: Identify Effects of Disability

Understand Achievement

Identify **Effects of Disability** *(and disability related needs)*

Analyze Progress

Align Services

Develop Goals

Identify "how" the student's disability affects access, engagement and progress in general education, summarize "why" this makes it difficult for the student to meet age or grade-level standards and expectations and summarize resulting disability related needs to address with IEP goals and services.

Effects of Disability: IEP Team Discussions

Ask the questions:
- **What are we seeing?**
- **Why are we seeing that?**

What are their barriers to participation and progress?

Data to gather as you ask these questions:

- Look for patterns of behavior

- Report strengths and **challenges**

- Take into consideration skills that may not be present due to language or cultural differences

CCR-IEP Step 3: Develop Goals

Understand Achievement

Analyze Progress

Identify Effects of Disability
(and disability related needs)

Align Services

Develop Goals

Develop ambitious and achievable goals to address and support the unique strengths and educational needs of the student so the student can meet age and grade level standards and expectations.

Keys to Developing IEP Goals

Address "Why"

Address DRNs

Ambitious & Achievable
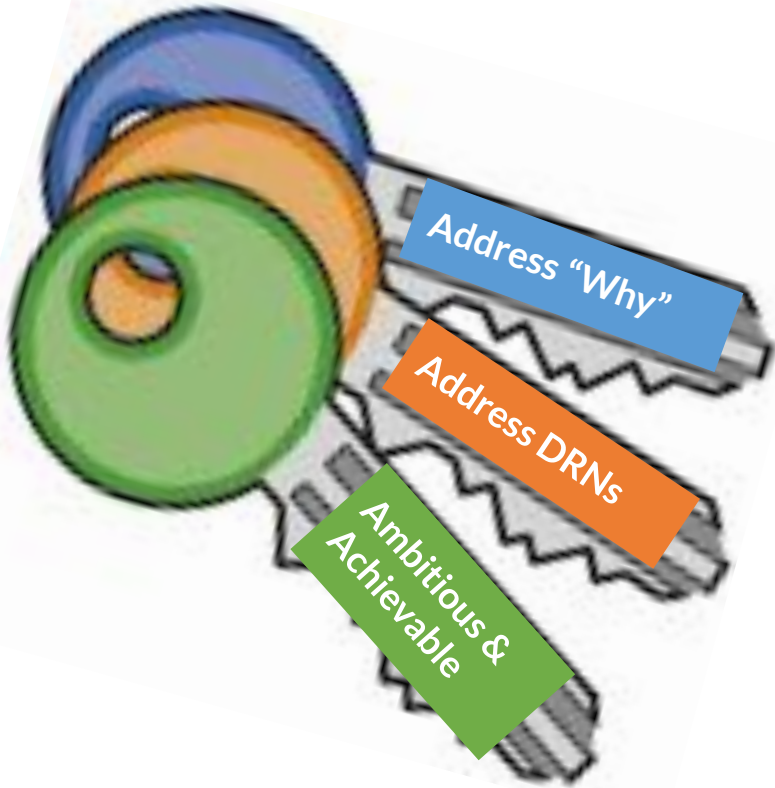
IEP goals must be aligned with the Academic content or functional skill standards* and expectations for the grade in which a student is enrolled including:

- Alternate Academic Achievement Standards for students with the most significant cognitive disabilities

- Early Learning Standards for early childhood age students

   * Academic Standards | Wisconsin Department of Public Instruction

CCR-IEP Step 4: Align Services

Understand Achievement

Identify Effects of Disability
(and disability related needs)

Analyze Progress

Align Services

Develop Goals

Align special education services with the student's disability-related needs and IEP goals.

Align IEP Services

Key Ideas: Special education services include:
- supplementary aids and services
- specially designed instruction
- related services
- program modifications and supports for personnel.

All disability-related needs must be addressed by a service. Each service identifies which needs or goals are addressed.

Service Delivery Models: One Size Does Not Fit All

Intervention Models:

- One-on-One Interaction
- Group
- Whole Class
- Consultation with Team Members (e.g., problem solving)
- Education of Team Members (e.g., training)
- Environmental Adaptation (e.g., assistive technology)
- Program/Routine Development

Program Modifications and Supports

Consulting

I *partner with* you to determine what to do.

Example:
What do you think about…?
How do we integrate our expertise to benefit the student?

Intervention gold!
How providers can utilize their expertise.

The 6 Steps to Coaching Our Clients | SeekFreaks.

Coaching

I use my expertise to help you do…".

Example:
"What do you think would happen if you waited longer?"

Training

I teach you what to do.

Example:
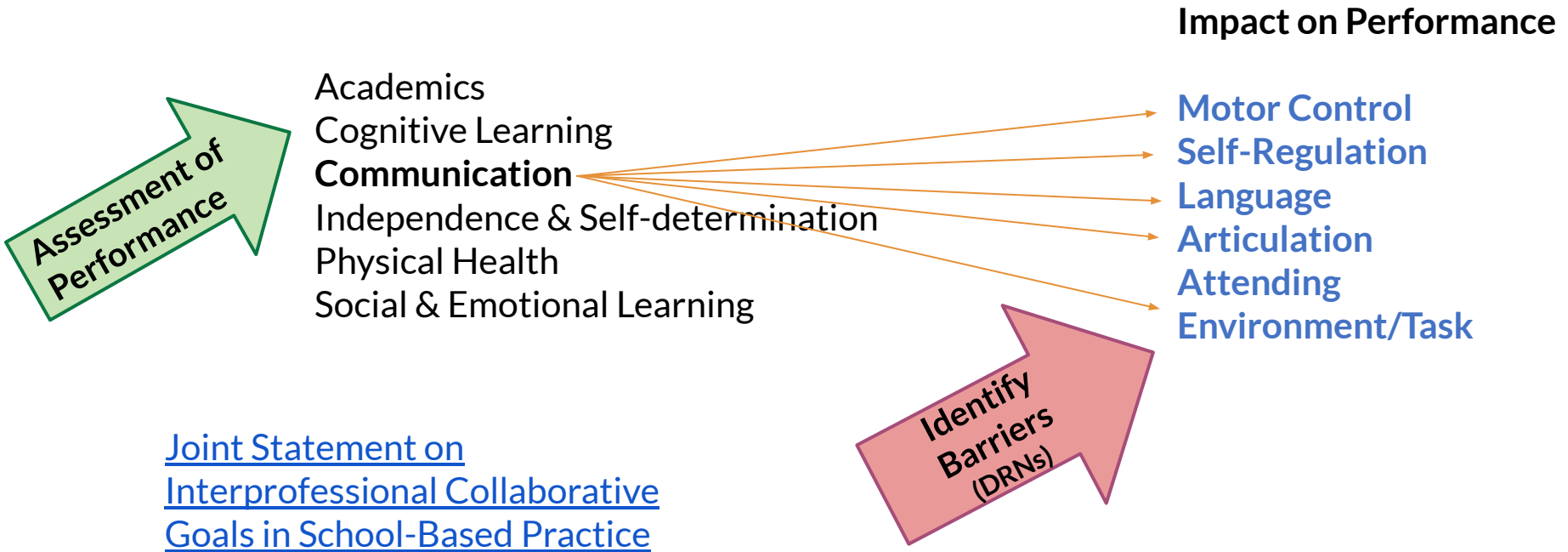**Teaching transfer techniques**

CCR-IEP Step 5: Analyze Progress

Understand Achievement

Identify Effects of Disability
(and disability related needs)

Analyze Progress

Align Services

Develop Goals

Analyze ongoing student IEP goal **progress** and services to evaluate the effectiveness of the IEP

Collaborative Process for IEP Goal Development: Communication

Assessment of Performance

Academics
Cognitive Learning
Communication
Independence & Self-determination
Physical Health
Social & Emotional Learning

Impact on Performance

Motor Control
Self-Regulation
Language
Articulation
Attending
Environment/Task

Identify Barriers (DRNs)

Joint Statement on Interprofessional Collaborative Goals in School-Based Practice

Goal Example for Multiple Provider Support: Communication

Student will use multimodal communication (e.g., AAC system with adult support for setup, gestures, vocalizations, facial expressions) to provide 3 responses during instruction time, for 4 out of 5 days, for two consecutive weeks.

(utilize data from these components to complete the goal)

- Baseline - only uses the AAC device during instruction time 3-4 times per week.

- Level of Attainment:

- Benchmarks (Required for students requiring Alternative Assessment. Could be skilled-based benchmarks or time-based benchmarks))

- Procedures to Measure Progress

What services are needed to support this goal?

Alignment of Services: Communication Goal
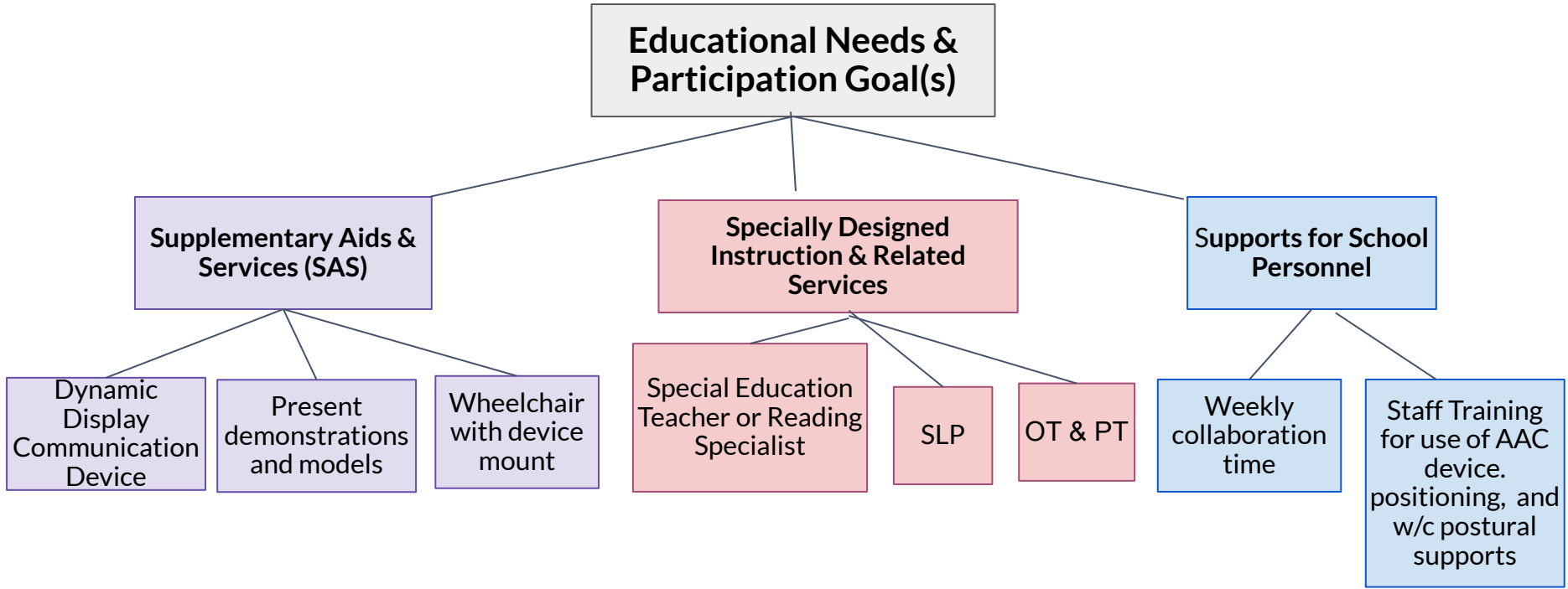
Educational Needs Related to Communication

Classroom Teacher
- Curricular Instruction
- Incorporate use of AAC device
- Access to supplementary aids and supports

Everyone collects data

Special Education Teacher
- Specially Designed Instruction related to IEP goal of increasing communication
- Modify curriculum including adult support and scaffolding
- Collaboratively develop strategies to incorporate core vocabulary into daily activities

Speech-Language Pathologist
- Use of strategies to promote communication development
- Teach core vocabulary and syntax development
- Staff training on device programing and modeling of core vocabulary into activities

Occupational Therapist
- Ensure device physical access matches motor abilities for direct selection or switch activation
- Incorporate use of core vocabulary into motor activities
- Staff training on seating and positioning for physical device access

Physical Therapist
- Ensure positioning system matches motor abilities for postural stability
- Incorporate use of core vocabulary into motor activities
- Staff training on wheelchair positioning

Integrated Services

Out-of-context services and supports should not be the first option for intervention.


https://content.presentermedia.com

Two part test for inclusion:

- Can education in the general environment, with supplementary services and aids, be achieved satisfactorily?

- When special education is necessary, has the student been included to the maximum extent possible?

Consideration of Educational Needs

- What does the student need to access, participate, make progress in the general education curriculum? (DRNs)

- What supports this student's performance?

- What limits this student's performance?

- What does this child need to access the classroom and campus?
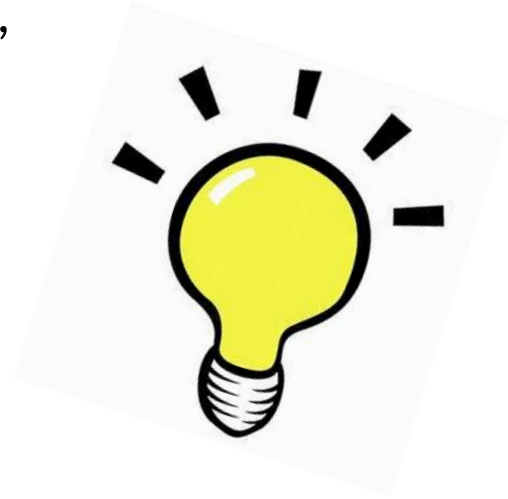
Increase Family Engagement

1. **Start with empathy, not expertise**
2. **Communicate proactively and personally**
3. **Make IEP meetings collaborative, not compliance-driven**
4. **Recognize cultural and linguistic diversity**
5. **Position parents as experts and partners**
6. **Build trust in everyday moments**

When families are involved with their children's education, children tend to perform better in school!
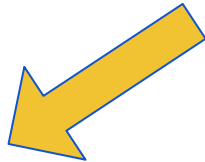
6 Ways to Increase Family Engagement in Special Education

Resources for Families

Wisconsin Statewide Parent Educator Initiative

[2021 WSPEI Family Profile](#)

Learning About Your Family

Our school believes families are partners in their child's education. We value the strengths and uniqueness of each family. To help us learn more about your family, we invite you to complete this form.

This information may be shared with school staff who work with your child. It may be taken into consideration when teaching/supporting and providing learning opportunities for your child. **Please answer only the sections you feel comfortable completing.**

Family Members/Extended Family Members or those who have a strong connection with your child	Family Photo or have your child draw a picture of your family

What your family enjoys	Your family's strengths and things you are most proud of

Statewide Family Support Organizations
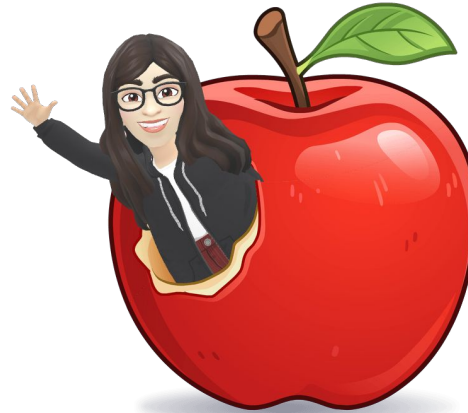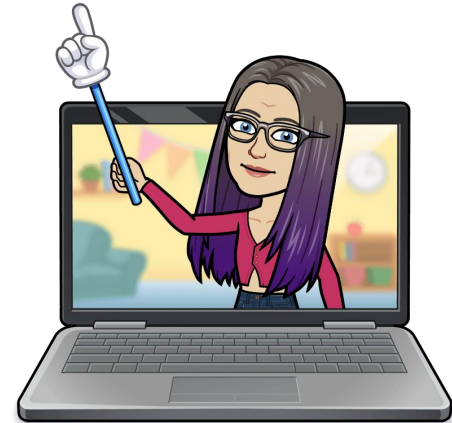
Thank You!

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