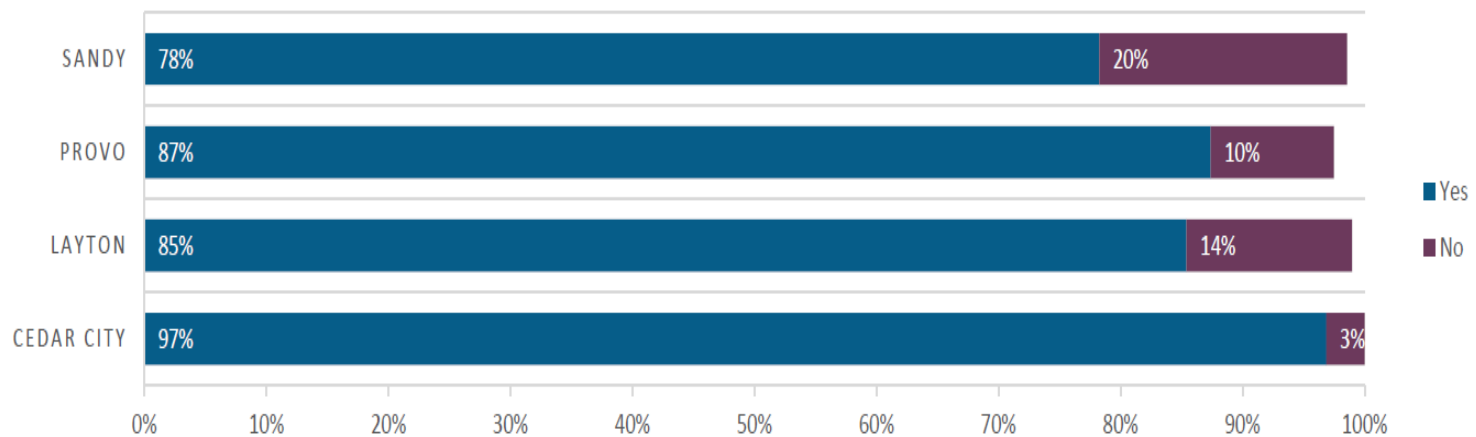


Why Meaningful Inclusion of Students with Disabilities

Opening Day One

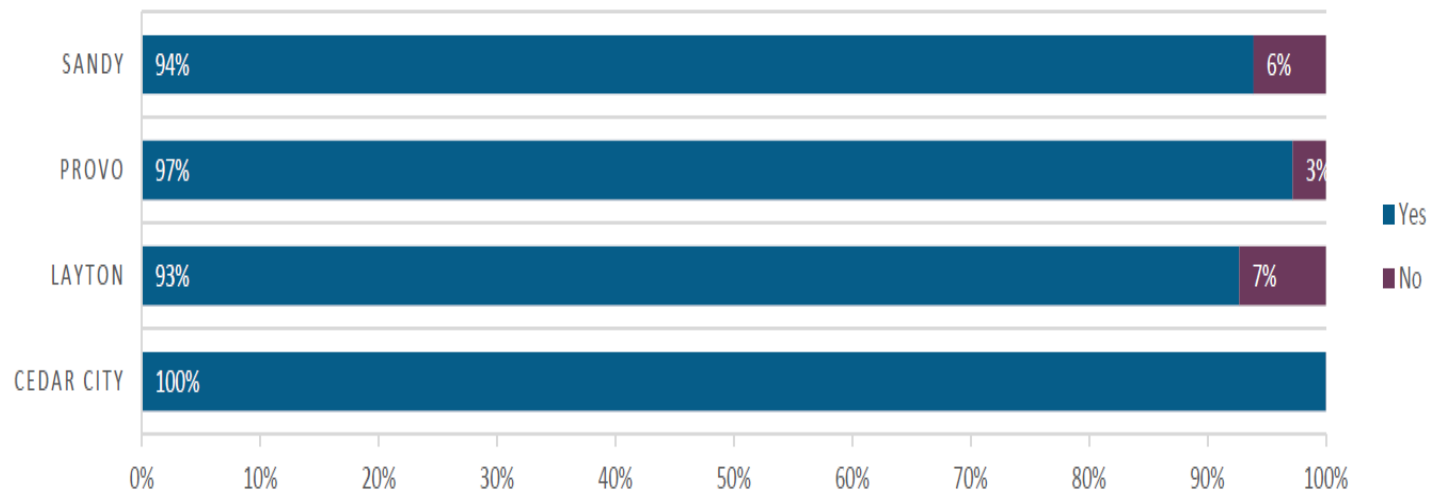
USEFUL TO YOUR WORK



How to Implement Meaningful Inclusion of Students with Disabilities

Opening Day Two

USEFUL TO YOUR WORK



Inclusion Conference Feedback		
Positive Affirmations	Neutral	Where we can Improve
Raising the Bar/Awareness	Insightful	Follow-Up-Implementation
<p>Thank you for raising the bar with our SpEd students! They will rise to meet the expectations. Their self-esteem will improve as well. This has been a helpful conference. I appreciate the handbooks you supplied to us as well.</p> <p>Thank you to all who presented.</p>	<p>This speech was a call to action. It was motivating to hear the data. She was positive even with the small increases. I was anxious to attend classes that would follow her speech, in hopes of learning how to apply the call to action with inclusivity in mind. It was inspiring to think with 2500 attendees that having an impactful access to students that change and more inclusive learning environments for 1 x 2500 could move the meter for an increase in the quality of education for Utah students. As she shared data, I couldn't help but notice that one of the populations I am invested in aren't allowed access to the general education classroom because of a diagnosis they were born with. In Utah schools, kids are screened in early childhood and not allowed to be with their typically developing peers in the early years if they have a certain diagnosis. There is academic discrimination from the moment they</p>	<p>None of this is happening in my role as a co-teacher. My SpEd co-teacher is not involved at all in planning, curriculum, etc. He just sits in the back of the room and is not actually involved. He is not even in my classroom most of the time — he is doing IEPs, testing students, etc., during class time about half the time.</p>

	<p>enter early intervention. With a conference that is titled “meaningful inclusion.” It is a tough reality to know that many kids are excluded from inclusion from the beginning of those impactful social and academic years. I walked away with a new perspective on the depth of need for change in Utah schools with meaningful inclusion with every child in mind no matter what they were born with. Segregation is very much prevalent in our society and schools today. We can only get better. I appreciate the efforts that are being made to promote inclusion and improve the quality of education.</p>	
<p>So wonderful to start the experience with addressing “why” — it allows for connection and context.</p>	<p>Good Job!</p>	<p>I thought most of the information presented could have been summarized more concisely and time would have been better spent on more discussion and skill acquisition. I don’t want to leave here knowing more facts; I want to leave with more practical skills that will directly affect my students' learning.</p>
<p>Love their passion for the topic. The case studies were very helpful.</p>	<p>The stats were very interesting to see. It helps be aware of where we need to further help our students.</p>	<p>I would love follow-up sessions but it was great</p>

<p>Please let teachers know dates for the parent presentations...this is great!</p>	<p>Case studies were very helpful to expose us to the measurement tools.</p>	<p>My profession is outside of education, but we partner constantly with LEAs. Some of what was presented about integration sounds great, but I, and several educators at my table, were concerned that "blanket integration" may not meet the Support and Services element.</p>
<p>Data was great! The presentation gave our team lots to think about and ideas to help our vision.</p>		<p>Legalize could be better explained.</p>
<p>The numbers and message are powerful. This is worth exploring and sharing with everyone. Thank you.</p>		<p>Knowing more about the funding and administration will help drive classroom choices.</p>
<p>I thought that this conference was well thought-out and planned to truly identify inclusion for all students. I enjoyed all the breakout sessions too. I wish that more teachers from my school district attended.</p>	<p>Although I said the material would not be beneficial in my day-to-day role as a special education teacher, I did find the information informative. It was a good introduction to special education funding and the laws. Thank you.</p>	<p>I would like more examples, ideas, and tools, the theology is obvious, you did not need to sell us on inclusion or teach us what it is or why to do it. We wanted tools to implement it.</p>
<p>The data provided was eye opening. I am excited about finding even more ways to include students with disabilities in their general education classes.</p>	<p>Materials and resources are great! Information was too basic for those of us that already had the inclusive philosophy built into their systems.</p>	<p>Courses were very general, and I was hoping to learn more in depth intervention/inclusion methods. Good reminders, but didn't learn a lot of new information. More secondary specific classes would be great. Sincere thanks to the organizers and presenters</p>

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 Submitted: November 2023 as information for the Law and Licensing Committee
 Submitted by: Leah Voorhies (leah.voorhies@schools.utah.gov)

<p>It was very inspiring, and I enjoyed all the information given.</p>		<p>This felt very targeted to SpEd teachers. I'm not sure what to do with it beyond a self-assessment</p>
<p>I loved all of the data that was presented.</p>		<p>There was a lot of talking about percentages and less about motivation for inclusion practices</p>
<p>Presentation was clear and audible. Information provided was useful and pertinent to my job.</p>		<p>I liked the second part. As a general Ed teacher, I got lost in all the acronyms and laws. From the title, I thought I was going to learn tools to help me with students who exhibit challenging behavior. I would have liked more time spent on the second part</p>
<p>The data points were powerful. This conference & materials presented should be required training for all general educators!</p>		
<p>Loved the tips for behavior management. Feed the beast before it gets hungry!</p>		
<p>Loved the ideas and phrases to remember them. Wish more time was spent on this.</p>		
<p>Very good practical examples and behavior supports.</p>		
<p>This was great. I will definitely use these books. I am planning on talking to gen teachers and inviting their classes into my classroom to do a lesson on the different</p>		

books and to talk to them about being friends with my students		
Loved this. I use literature very frequently in my therapy with students with language impairments.		
Enjoyed review of the laws and case studies/practical applications		
Resources and Tools	Reflective	Inclusiveness and Accessibility
I am excited for the IEP binder to help me write meaningful and achievable goals.	<p>My takeaways and post session thoughts include the “Why” on Co-Teaching: I feel we sometimes separate the positive effects for teachers and students, but we are fully aware of the “human” element and the many benefits including how the variations in general perspectives are exactly what create the breakthroughs in “our” learning and growth, both socially, emotionally and academically.</p> <p>I also fully understand the effects of the stigma that can be created and accompany some students when identifying as a SPED student. My younger brother still talks about how he was in “special” classes and how dumb he is, although he is one of the most successful and intelligent humans I know. My wife also still suffers guilt and</p>	The videos of people reporting the "why" should be captioned.

	<p>embarrassment of graduating (on time) from an alternative high school. The stigma is alive and well and needs to continue to be addressed. Thank you for everything...it was great.</p>	
<p>Thank you so much for the physical copies of the materials!!</p>	<p>I understand the necessity for numbers, but numbers do not tell the whole story. The premise that LRE is attending core Gen Ed classes with structural supports, does not seem to take into account that some students require SPED classroom or specialty schools AS THEIR Least Restrictive Environment. When the numbers were presented, it felt like the goal was 100% Gen Ed inclusion, which would not/could not be in the best interest of 100%of our students with disabilities. Suggestion would be to break the numbers even more—what % of the SPED population whose LRE is inclusion with same age peers is being taught core coursework with same aged non-disabled peers. Then acknowledge which % of our SPED population has an LRE self-contained classroom and the % of same-age, non-disabled peer interaction they receive</p>	<p>Is the teacher's assistant considered a General Educator? We, as a group, did not feel included... Thank you for being here and sharing all your hard work with us.</p>

	<p>through peer mentoring or other inclusive school/community activities. Although the goal/law is to provide inclusion for those able, it is a disservice to our kids who might be forced into a least restrictive environment they are unable to navigate. The presentation showed numbers, but the presenter did not tell the story behind those numbers and why goals like 11% are made and then state that 4% improvement was huge. (So was 11% an arbitrary number without an understanding of what it would take to get there?) It also seems that using proficiency scores to measure or give an indication of success for Gen Ed inclusion in core subjects negates or dismiss individual student growth being made in self-contained or specialized schools. This address needed to widen the lens a bit to acknowledge all SPED students and maybe how inclusion is being addressed through the IEP. In addition, clarify what data points are being used to show progress with individual inclusion.</p>	
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Materials and resources are great! Information was too basic for those of us that already had the inclusive philosophy built into their systems.	Makes me rethink how to teach my resource students.	The statistics were hard to engage with because of visual limitations and felt a bit misleading.
Presenters and resources were excellent!	Since we were a combined mix of roles such as teachers, directors, parents, and admin it would have been nice how the information presented applied to each of us. As a director I loved it because I understand where those numbers come from; others in my group we're a bit more lost about where that data came from.	The ties center QR code was a little small and would not let me scan it from the second row.
Wonderful conference. I appreciate the availability of all presentation materials to be able to review at a later time. Thank you for the opportunity to participate.	Engagement with the audience was key to this presentation	The screens were hard to see and sitting at round tables made it difficult to see, hear, and focus on the material.
Such a great set of resources		Fewer words on the slides would help with being able to see the information better.
Excellent review of POMI Measurement Tools for us to better evaluate our efforts -- by looking at strengths and then next steps to improve our efforts.		
Loved the integration of the app, visuals, and books. Made the lecture more engaging.		

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Applicable to my setting and I would like to take advantage of co teaching coaching.		
Utah is above average (72%) in education. Our state is doing well in providing a very good education for our students! When we were asked to think of a student we served this year in school—my mind reflected on a student with autism. I can understand why Utah is at 45%		
Great data		
Wonderful information. Can hardly wait to have this conversation about this topic with my team of paraeducators and our gen Ed teachers that may have a student who has difficulty with behaviors in their classroom this upcoming year.		
Very concrete visual information that was applicable to my setting.		
Loved the books shared and the suggestions from the parents! They have so many great ideas too!!!		
There were so many good ideas and I loved that the Nearpod was used and demonstrated.		
Please make the books mentioned and the Padlet link more prominent in the handout!		

Otherwise, I loved this presentation and topic!		
Opportunities for Discussion	Wonders/Unpacking data	Missed Opportunities
Opportunities for discussion at individual tables led to aha moments and sharing of useful information based on personal experience.	Graphs and data can have multiple interpretations. I know the data was accurate and aggregated, but I also wanted to know if the students who spend most of their time outside of the classroom, do they have significant disabilities and the data is correlational but not causational.	Add some more preschool examples into these wonderful presentations.
Add “My Brother Charlie” to your list! It’s an excellent story ♥	Data did seem very general and almost skewed as far as students with disabilities who have less time in the Gen Ed classroom - many reasons WHY	I understand that the goal is to have students be able to be on grade level. However even if my students are in general education class they are not learning much of the curriculum because they are not on grade level and do not grasp the concepts that most general education students do.
It’s always beneficial to get participant engagement, and they did that. Though many seemed too timid or reserved to share - the presenters did their best to pump up & motivate the room! The fictitious case studies were a great segway into understanding different aspects of the POMI process.	Access school specific data vs LRE	The students who are the lowest abled were addressed as not making progress because they don't pass end of level testing. My students take DLM tests and even though I teach the standards they answered questions incorrectly. They did their best and most did better this year than last year. That is progress that was not mentioned.

<p>Loved the ideas and phrases to remember them. Wish more time was spent on this.</p>	<p>Would love to see the same data aggregated without Speech Language Impairment, because I hypothesize that they are the reason for higher proficiency rates and as they exit SpEd they were the ones having an impact on these results. Thus, what can we better do to really find better ways to have meaningful impact on academic progress with SLD, OHI, Autism, and ED. Just curious to see how the data changes.</p>	<p>I feel like though the statistics are accurate, they are very unfair to students with disabilities. If a student with autism were successful in a regular education class/setting they would not need an IEP. Likewise, if their experience in public schools was effective socially, academically, and mentally their parents would not need to drive them all the way to my school to try to help them succeed. I feel like our students whose cognitive abilities or behavior abilities are low are very misrepresented by the statistics. I agree with including these kiddos in non-core classes, lunch, sports, etc., because it increases the likelihood that they will be hired and successful in the work environment as well as their communities.</p>
<p>I would love to have those books in Spanish for Dual Immersion classroom. Love everything</p>	<p>I would love to know more about what this may look like in Early Childhood Education and how to fund this -especially when universal preschool itself is already not funded.</p>	<p>I don't know if it will be helpful.</p>
<p>I Love these books' ideas. I would've liked to know the age range of the books because I work with little preschoolers. It would have been nice to know if would be age appropriate for them. :) only suggestion</p>	<p>I would like to go over a lot of these topics with general Ed teachers and admin</p>	<p>Less time on team members and more time on case studies. Loved the guiding questions for if something is SDI.</p>

<p>I loved this session so much! Children’s Lit is a passion. I’m excited to add all of these books to my classroom library. Please add</p>		<p>The topic was more focused on the why and really focused more on collaboration than on exactly how to create specially designed instruction. The beginning information could have been summarized into a more concise format to establish relevance and then more “meat” could be taught. Also, why do we not practice what we preach when we are teaching each other? Why do we not employ more hands-on activities, practice opportunities, etc.</p>
		<p>Directed for Jr. and High School. Would love more elementary ideas. Especially lower grades so UDL can be used for those young ones.</p>
		<p>There wasn’t a lot of time to answer questions and get through the entire presentation. Cleared time management or more time between sessions to allow for question asking.</p>
		<p>I was hoping this would focus more on related services that would be on an IEP. There was a lot of information about ELL instruction, then there wasn’t enough time to talk about other services.</p>

		It would have been nice to have specific examples of inclusion instead of just facts about the services
		A lot of the time was spent in speech. I would have liked more information on other services
		It was very informative. However, I think implementing the models described is harder than it sounds. I am a gen ed teacher in a secondary school. The SpEd teacher and support staff are not knowledgeable enough in my subject to be effective co-teachers as described in this presentation. However, I walked away from it with interesting insights and new ideas to propose to support staff this coming year.
		I was looking for more inclusion tips and outside resources.
		Thinking about it. why wasn't anything shared that we can go back into the classroom and use. Data and percentages are what we do — send us an email if you want us to know that. There was no engaging information shared or anything exciting. We all came here to learn and get ideas to be better teachers. Sad.
		I teach students with intensive behavioral needs. I understand the need for my students

		to be in gen ed as much as possible which is why I'm here. I felt like the focus needs to be on meaningful inclusion on all levels. So far I'm feeling like my students are not being addressed - the focus is on SLD or more minor disabilities.
		I was confused by her definition of some of the statistics. When she presented the % of students in each category that "received services in gen ed" was she saying that the others received NO services in gen ed? For instance, "Autism" I believe the # was 42% - so 58% of students classified with Autism spend NO time at all with gen ed peers? And over 90% of students with ID's spend NO time with gen ed peers?
		I'm not happy with how it was made to appear that those of us who teach special classes for students with severe disabilities were portrayed as poor teachers because our students aren't grade level proficient.
		Too much time spent on the statistics and the graphs didn't have keys to reiterate which line represented what. I expected something more on why we all benefit from inclusion, not where we've come from.

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		As a teacher of students with severe disabilities, I did not feel really uplifted and confident in my job performance.
		A lot of personal experience was shared that may not be applicable to all. With an increase in mental health issues, I would have liked to walk away with more strategies for anxiety, depression, de-escalation and extreme behavior.
		Why aren't the sessions helping educators understand the materials in their swag bag? Do we know what inclusion entails? These sessions should be about unpacking inclusion as a concept. Going through parent feedback slide by slide made me want to run out of the room screaming. To me, this represented inclusion at the most basic level.