



District Connection No. 2, Dec. 2022



Administrators from Jennings County review their district's LRE data at the October Leadership Consortium.

The ICTQ Leadership Consortium met on Oct. 6 to discuss inclusion and LRE data.

Dr. Sandi Cole and Dr. Hardy Murphy shared the data from their Indiana inclusion study. Findings show that *place matters* – students who are placed in the self-contained setting do not have the positive outcomes students who are placed in the inclusion setting do. Dr. Cole and Dr. Murphy controlled for numerous variables and the results were clear. Students who were “twins” (same demographics) had different outcomes if placed in self-contained instead of in the general education setting with grade-level peers.

Coaching Highlight

A flexible learning environment is a hallmark of effective UDL practice. When given seating choices, students have increased options for physical action, collaboration and community, self-regulation, and tend to experience fewer distractions.

Family & Consumer Science teacher Renee Haney at Monroe Central Junior-Senior High School recently had the opportunity to move to a new classroom, and she jumped at the chance to build a space where her students could work and learn in modes that make sense to them. One student (who receives services for ADHD) said, “I’ve never been more focused in school before now.” Take a look at what Renee did with her room! [Click here for a video.](#)

Training Highlight

During a recent training session, Southwest Dubois CITs were asked to create a mini-lesson, embedding options for Language and Symbols, a guideline under the principle of representation. The groups could create a lesson on anything, so one group created their lesson on the family-friendly Christmas events happening in Huntingburg’s downtown historic district. In order to make it accessible to all Huntingburg families, the lesson was presented in both English and Spanish. Symbols and imagery depicting events taking place that can be easily understood by non-English speaking families were also included. The presentation of the mini-lesson by the CITs reflected how Southwest Dubois has embraced inclusion and carefully considers providing access to all.

Inclusion Happenings

Daniel Huston, CIT & Resource Room teacher at Frankton Elementary, has identified an inclusive barrier at the school...the playground. Students with physical challenges are unable to fully enjoy the playground, which impacts their access to social opportunities with peers. Daniel decided to do some research. He talked to and visited Muncie schools and took what he learned and started a conversation at the district level as well as reaching out to ICTQ for ideas on funding options. The seeds have been planted but there is much more that needs to be done in order for the dream to become reality. Constructing an accessible playground is a HUGE endeavor, the impact it will have on the students at Frankton Elementary, as well as the community, is worth it. One of his students often asks, "Are you still working on my playground?" and Daniel always responds with, "Yes buddy, I am."

Positive Behavior Intervention and Support is Underway!

Building implementation teams have been moving forward with PBIS at varying pace. Schools have developed their common expectations around a phrase or slogan. At North Knox Intermediate, CITs Tyler Richter, Taylor Stephens and Principal Amanda Toth helped their BIT develop **"The Warrior Way,"** which is to be **Respectful, Responsible and Ready to Learn.**

Other teams are diving into discipline data to determine the top problem behavior and when and where it is occurring. Once that's determined, teams can get all staff involvement to define behavior expectations, make a plan to teach (or reteach) it, and then systematize positive reinforcement when students meet the expectation.

Implementation Science Moment

Why is the District Capacity Assessment so important and how will we use it?

Each district completes the DCA once per year, to assess the district's capacity to implement PBIS and UDL, according to the seven implementation science drivers. As a DIT, we come to consensus around 27 items, determining if the item is not in place (0), partially in place (1) or in place (2).

For example, item #21, "District uses a process for selecting staff (internal and/or external) who will use UDL/PBIS Frameworks" will become very important this spring as schools select who will participate in training and coaching next year. The process will begin at the December DIT meetings, as we share best practices and ideas for scaling up in the 2023-2024 school year.

The DCA results then drive action planning, which is also closely aligned to the implementation science drivers.



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