

INCLUSION MODELS FOR STUDENTS WITH DISABILITY

Moving Forward with Inclusion and Raising Achievement for All

12 August 2016, Librada Avelino Auditorium, Centro Escolar University

Frances Olivia M. Magtoto, Ph.D.

fmagtoto@gmail.com

Section 8, DepEd Order No. 43, series of 2013

(The IRR of RA10533 otherwise known as The Enhanced Basic Education Act of 2013)

...**inclusiveness of enhanced basic education** shall mean the **implementation of programs designed to address the physical, intellectual, psychological, and cultural needs of learners**, which shall include, but shall not be limited to, the following:

- a. **Programs for the Gifted and Talented.** These shall refer to comprehensive programs for the gifted and talented in all levels of basic education.
- b. **Programs for Learners with Disabilities.** These shall refer to the comprehensive programs designed for learners with disabilities which can be home-, school-, center- or community-based.
- c. **Madrasah Program.** This shall refer to the comprehensive program using the Madrasah curriculum prescribed by DepEd, in coordination with the Commission of Muslim Filipinos, for Muslim learners in public and private schools.

d. **Indigenous Peoples (IP) Education Program.** This shall refer to the program that supports education initiatives undertaken through formal, non-formal, and informal modalities with emphasis on any of, but not limited to, they key areas of Indigenous Knowledge Systems and Practices and community history, indigenous languages, Indigenous Learning Systems (ILS) and community life-cycle-based curriculum and assessment; educational goals and aspirations and competencies specific to Indigenous Cultural Community (ICC), engagement with elders and other community members in the teaching-learning process, assessment, and management of initiative, recognition and continuing practice of the community's ILS, and the rights and responsibilities of ICCs.

e. **Programs for Learners under Difficult Circumstances (LUDC).** This shall refer to the timely and responsive programs for LUDC, such as, but not limited to: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.

INCLUSIVE EDUCATION

Putting the right to education into action
by including all learners,
respecting their diverse needs, abilities and
characteristics
and eliminating all forms of discrimination in the
learning environment.

UNESCO. (2009). Policy Guidelines on Inclusion in Education.

STEPS:

I. Assess the situation in a given country

- Structural Indicators (institutions, constitutional provisions, laws and policies)
- Process Indicators (reporting, monitoring, participation, basic financial context)
- Outcome Indicators (school attendance, educational attainment)

II. Identify areas of compliance with and gaps in education norms and policies

III. Make recommendation to enhance the education system and the legal and policy framework for education

Source: UNESCO. (2014). The right to education: law and policy review guidelines. Paris, France.



The Philippine Context

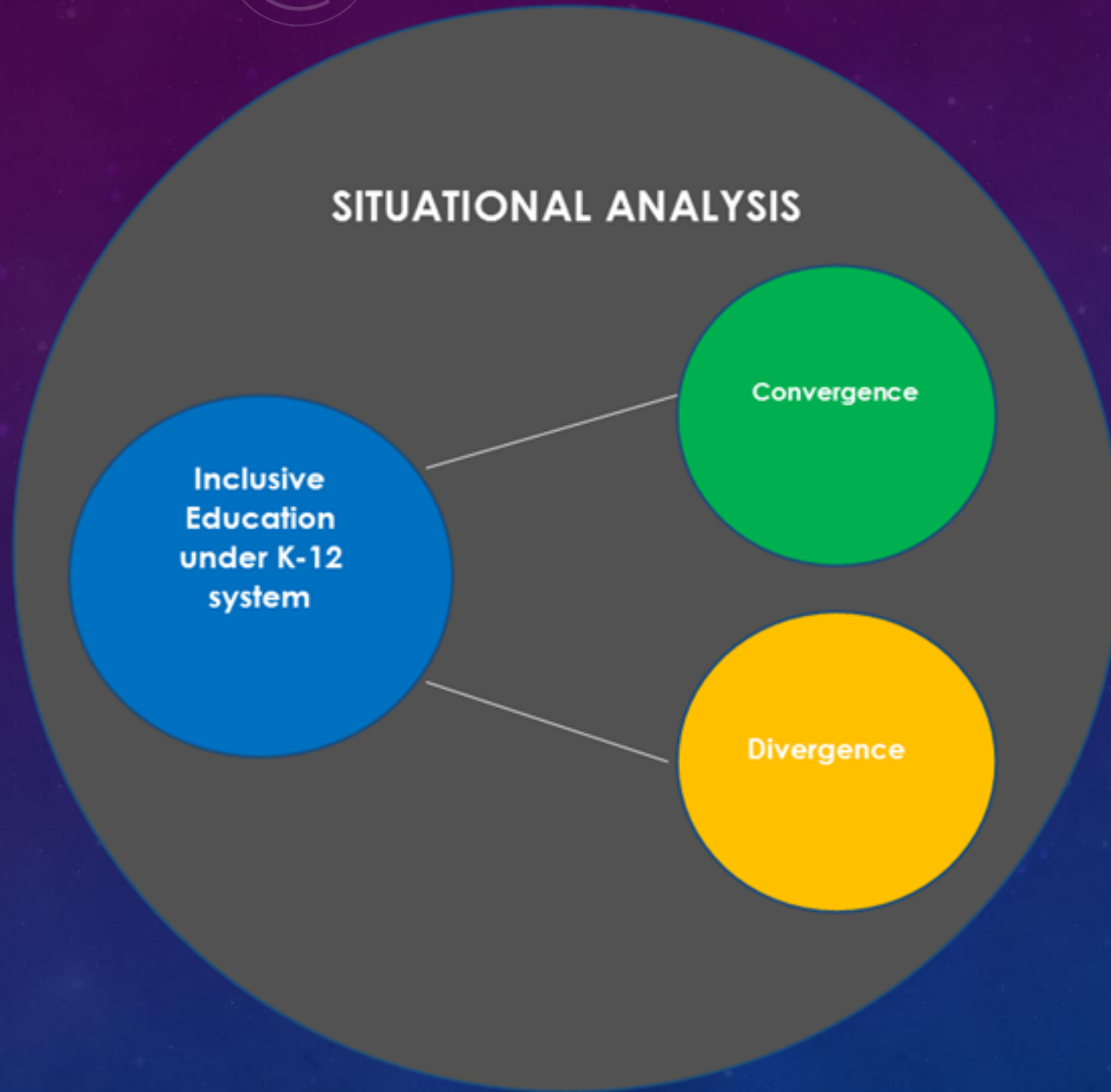
Bustos, M.T.A.P., Tantengco, M.T.T., Abaya, E.C., Magtoto, F.O.M., Wong, J.T., Alcantara, E.R., Javinlar, J.C. & Marabe, J.J.A. (2014). Towards enhanced Inclusive Education in the Philippines. PRIME IE Harmonization, terminal report. GMR-PRIME (Philippine Response to Indigenous Peoples and Muslim Education) and Research and Development Foundation of the College of Education (RDFCEI).

DESK REVIEW

- International Mandates
- Presidential Decrees
- Executive Orders
- Republic Acts
- DepEd Orders

HARMONIZATION WORKSHOPS and FGDs with 75 DepEd Officials

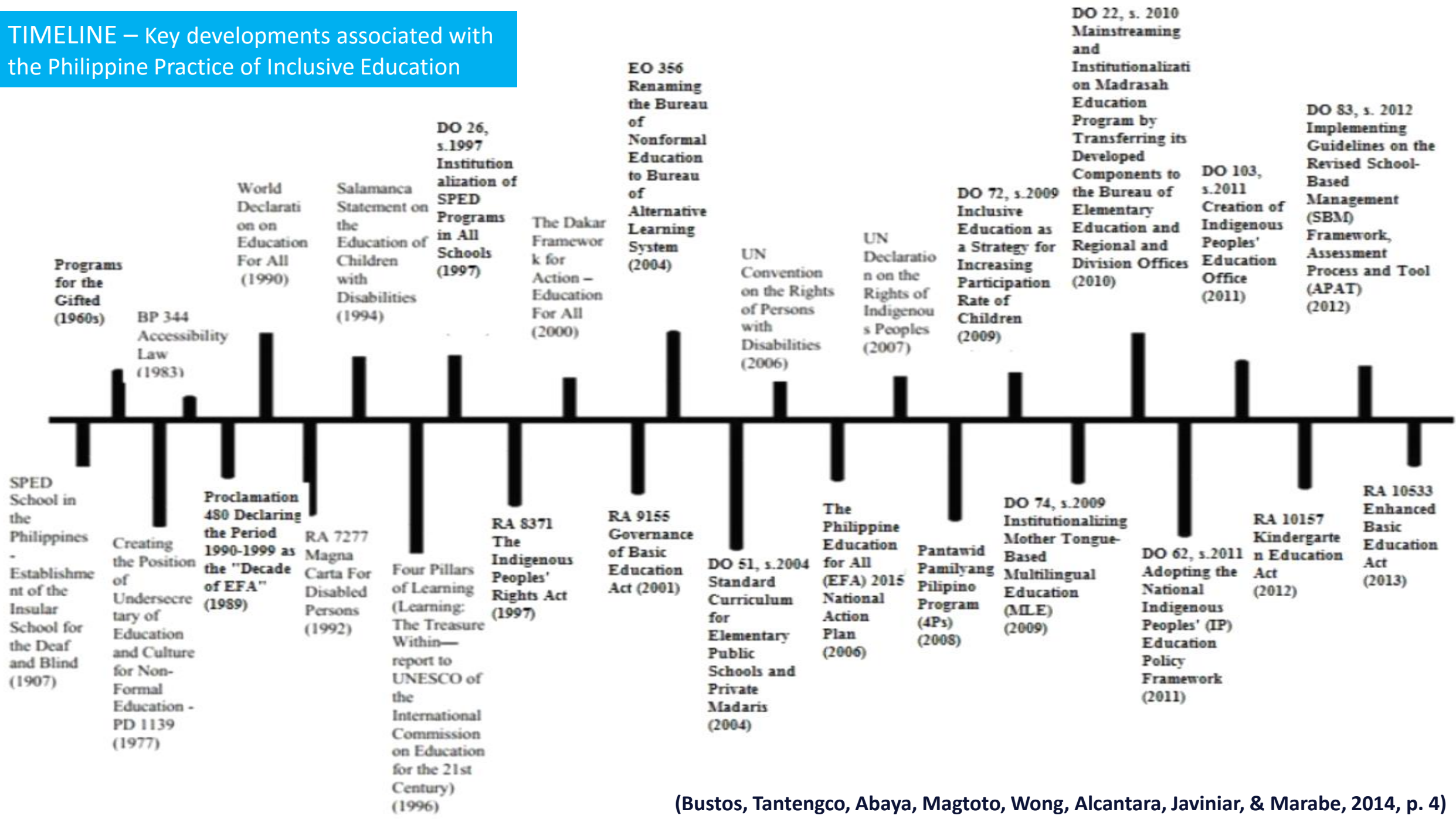
- Central Office
- Regional Offices (representatives of ALS, SPED, IPed, MEd)
- Division/District/School when RO rep unavailable



Indicators of Inclusive Education

Roadmap to Inclusive Education

TIMELINE – Key developments associated with the Philippine Practice of Inclusive Education



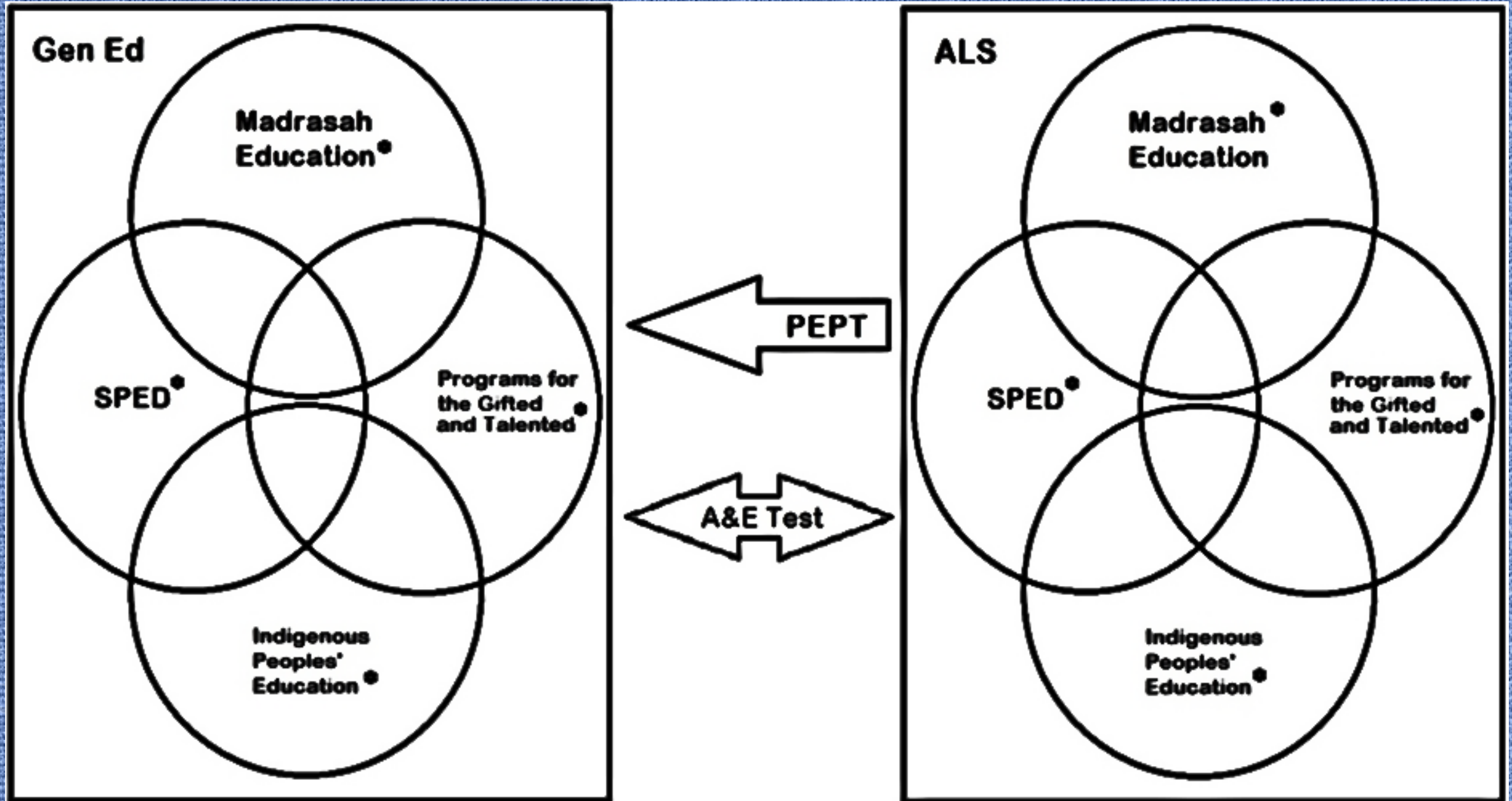
PHILIPPINE INCLUSIVE EDUCATION

a **process** where all types of **learners with diverse needs** are given **equal opportunities** for a **meaningful life** in **non-discriminatory environments**.

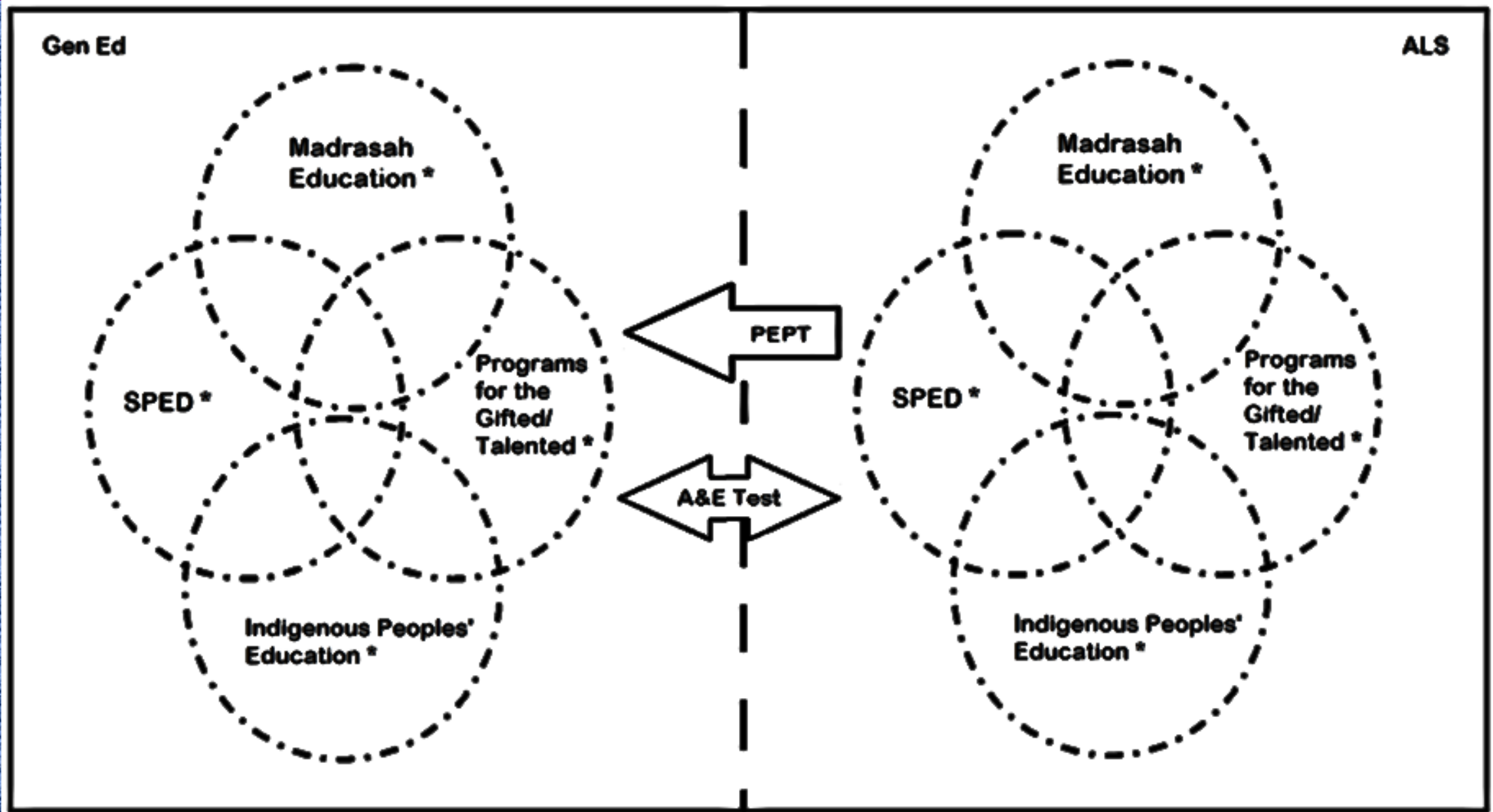
These environments foster belongingness through **culturally/spiritually sensitive, learner-centered curriculum, learning processes, delivery modes and settings.**

(Bustos, Tantengco, Abaya, Magtoto, Wong, Alcantara, Javinari, & Marabe, 2014, p. 19)

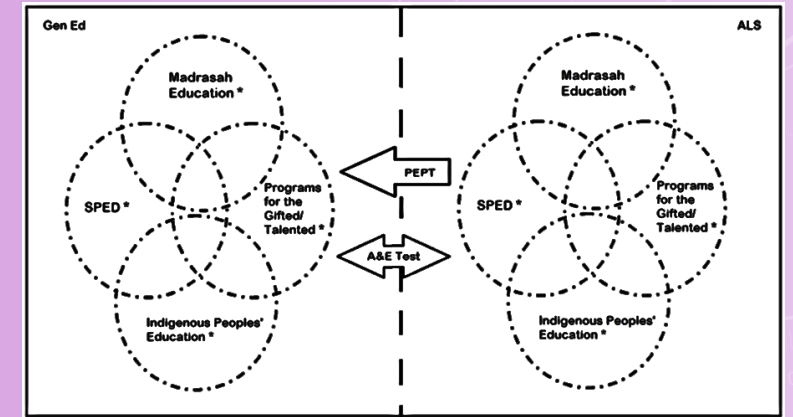
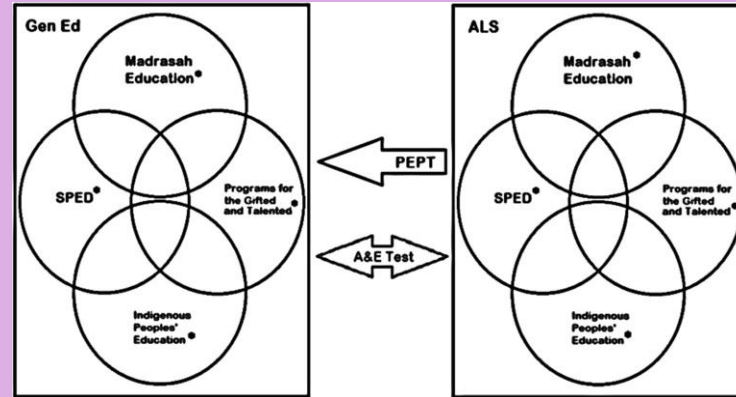
Inclusive Education in the Philippine Context (Bustos, et al, 2014, p. 199)



ENVISIONED IE IN THE PHILIPPINE CONTEXT (Bustos, et al, 2014, p. 201)



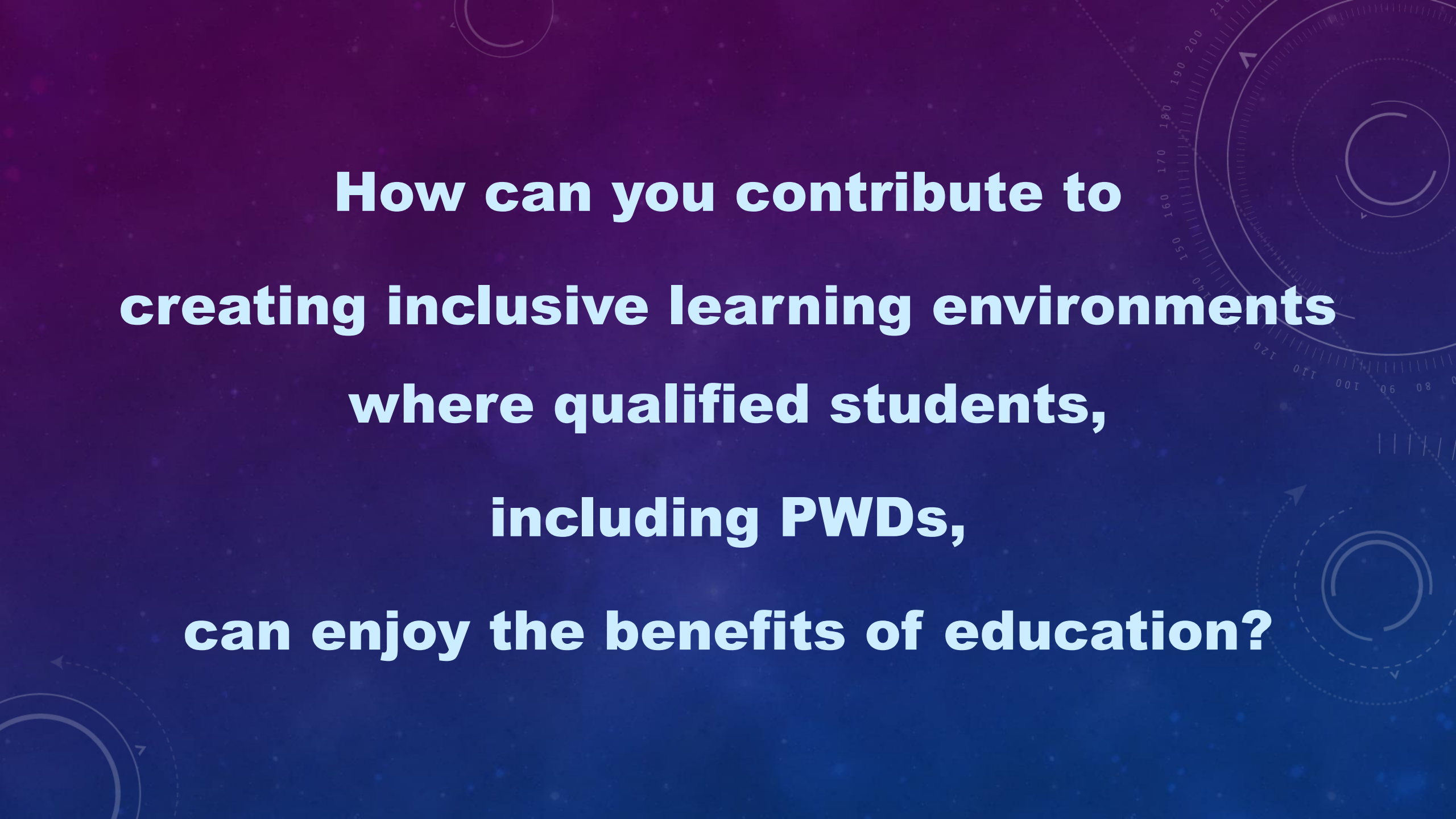
Inclusion of Students with Disability in the Philippines



Students with Disability are removed from the GenEd program

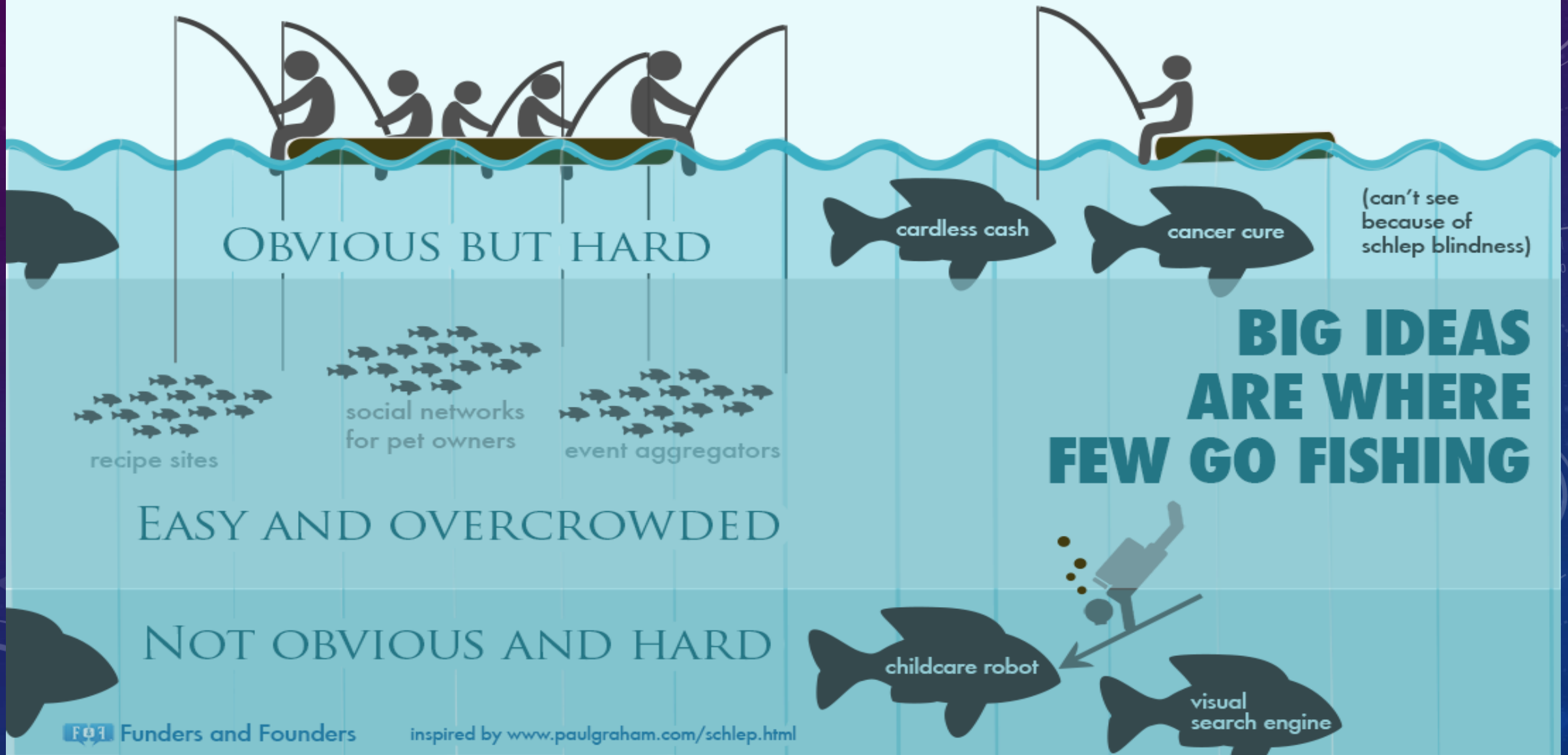
Students with Disability are placed in a setting that has access to the GenEd program for social inclusion, or in the ALS for access to educational inclusion.

Students with Disability are placed with their age mates in the GenEd program / ALS. They can shift placements as needed.

The background features a dark blue gradient with a subtle pattern of white stars and technical diagrams. On the right side, there are several circular gauges or dials with numerical scales (e.g., 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows. On the left, there are dashed circular paths with arrows. The overall aesthetic is futuristic and technical.

**How can you contribute to
creating inclusive learning environments
where qualified students,
including PWDs,
can enjoy the benefits of education?**

WHERE ARE THE BIG IDEAS?





School-to-School Support

Cheminais, R. (2013). Promoting and Delivering School-to-School Support for Special Education Needs. Great Britain: Routledge.

MODELS OF SCHOOL-TO-SCHOOL SUPPORT FOR IMPROVEMENT IN SEND (Cheminais, 2013, p. 17)

Features:

1. Capitalising on the benefits of clusters, networks and families of schools
2. Adopting a local solution approach
3. Stimulating co-construction between schools
4. Expanding the concept of system leadership

Teaching school partnership models

- A. Alliance
- B. Strategic partners
- C. Network
- D. Job share

Achievement for All (AfA)

Engagement of:

- effective school leadership,
- high expectations,
- greater and more constructive involvement of parents,
- clear target setting and
- careful tracking of pupils' progress

leads to an improvement in the outcomes pupils achieve – including improvements for those children and young people who have experienced barriers to learning.

(DfE, 2011c:3.29)



Peer-Mediated Interventions

Cook, B.G., & Tankersley, M. (2013). Research-based Practices in Special Education. NJ, USA: Pearson Education, Inc.

PEER-MEDIATED INTERVENTIONS (Iovanone in Cook & Tankersley, 2013, pp. 397-400)

Includes:

- Peer management (nonacademic)
- Peer tutoring (academic)
- Peer modeling
- Peer participation in group contingencies

(Kohler & Strain, 1990)

Components:

- Buy-in of faculty
- Identified students
- On-going systematic support and reinforcement for peer
- Knowledge of Peer-Mediated Instruction (PMI)

Peer-planning form schedule

(Iovannone in Cook & Tankersley, 2013, p. 400)

Student: Noah

Peer Cohort: Joey, Elijah, Gustavo, Jeff

Week of: 10/1/13

ACTIVITY	<i>Peer Schedule</i>				
	M	T	W	T	F
	Joey, Elijah	Joey, Gustavo	Elijah, Jeff	Gustavo, Jeff	Joey, Elijah
	<i>Target Skills</i>				
Free Time 10:00-10:15	Respond to request to play	Respond to request to play	Respond to request to play	Respond to request to play Take turns	Respond to request to play Take turns
Recess 12:00-12:30	Respond to request to play	Respond to request to play	Respond to request to play	Respond to request to play Take turns	Respond to request to play Take turns
Lunch 12:30-1:00	Respond a minimum of one time to a comment Use peers' names	Respond a minimum of one time to a comment Use peers' names	Respond a minimum of one time to a comment Use peers' names	Respond a minimum of one time to a comment Use peers' names	Respond a minimum of two times to a comment Use peers' names

Co-Teaching

Flakes, S. (1 December 2014). Inclusion corner: The art of co-teaching. Multibriefs: Exclusive. Accessed at <http://exclusive.multibriefs.com/content/inclusion-corner-the-art-of-co-teaching/education>

Learning Specialist



Content Expert



Co-Teaching



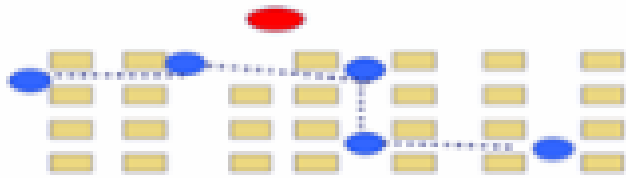
- *Adaptation/Modification (IEP or WIDA)
- *Motivation Strategies
- *Language Acquisition
- *Differentiation
- *Reading Interventions
- *Data Collection
- *Brain/Processing Breaks

- *Curriculum Sequence
- *Instructional Objectives
- *Curriculum Pacing
- *Content Depth
- *How Concepts relate
- *Data Collection
- *Brain/Processing Breaks

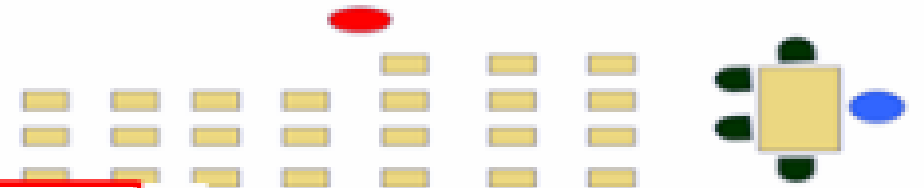
Enhanced Content
Access to rigorous instruction
Support for all

The Five Co-teaching Models

One Lead/One Support
(One Lead/One Collect Data)



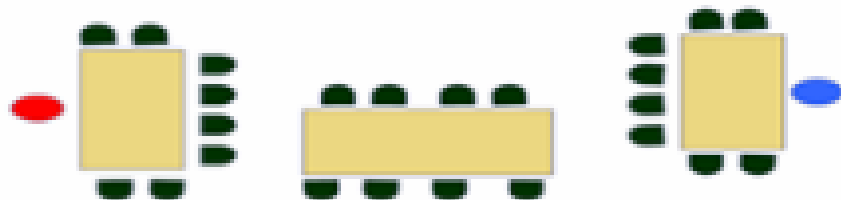
Alternative Teaching



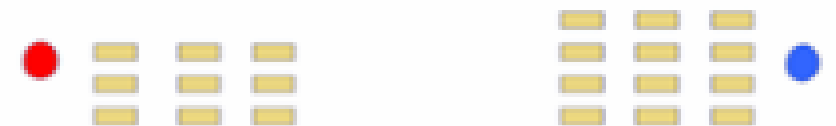
Teaming



Station Teaching



Parallel Teaching



Station teaching

- ▶ Teachers may differentiate station work by:
- ▶ Designating some stations as reteach/reinforce and others as extensions or enrichment, based on assessment data
- ▶ Designing tasks of different levels of challenge or complexity
- ▶ Utilizing different instructional resources related to readiness needs or prior knowledge (C-R-A; multimedia, kinesthetic, etc.)



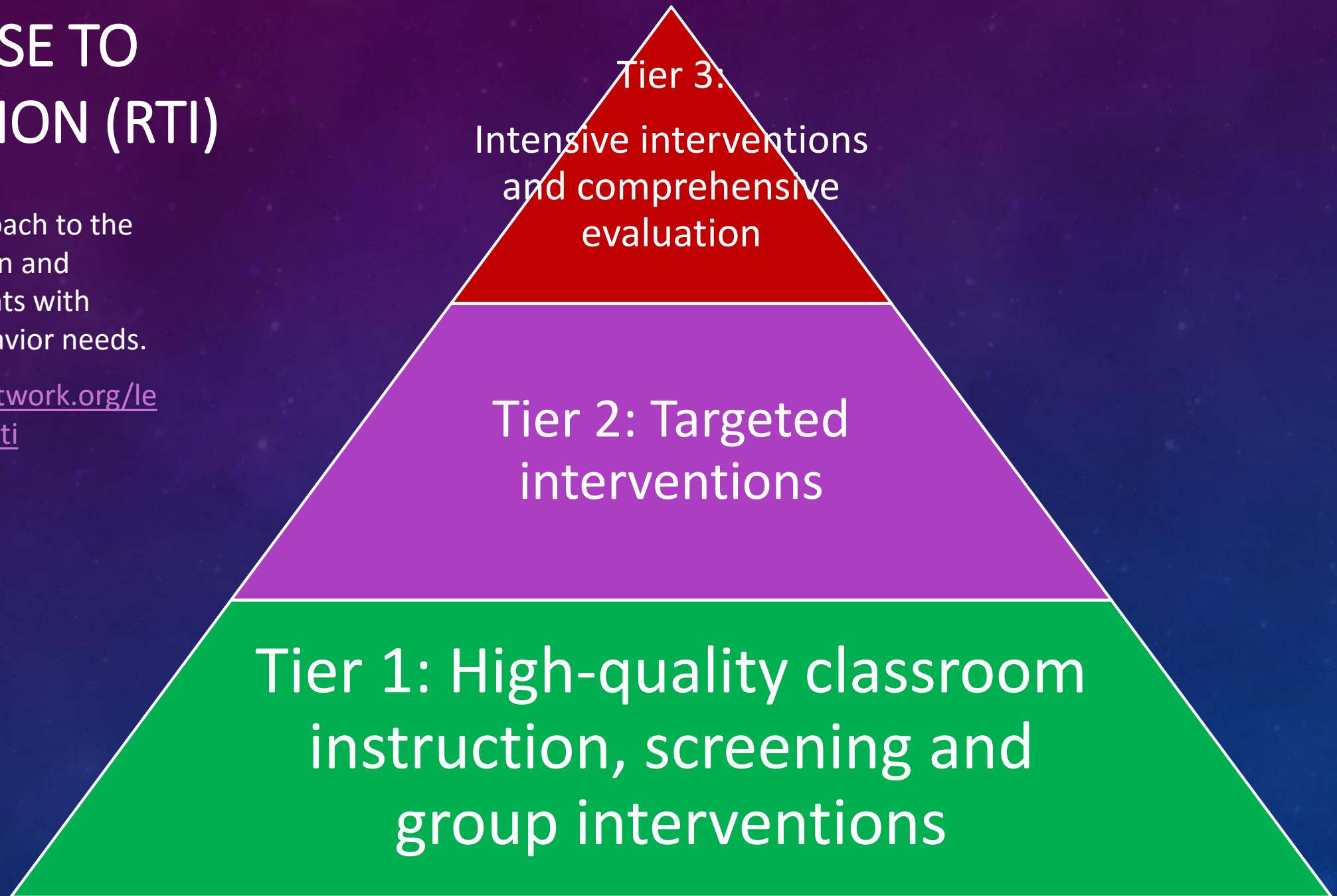
Response to Intervention (RTI)

Collier, C. (2011). Seven Steps to Separating Difference from Disability. USA: Corwin Press.

RESPONSE TO INTERVENTION (RTI)

A multi-tier approach to the early identification and support of students with learning and behavior needs.

<http://www.rtinetwork.org/learn/what/whatisrti>



RTI takes into consideration Vygotsky's ZPD

Zone of Proximal Development

- A level of development attained when children engage in social behavior
- It is the difference between what a learner can do without help, and what s/he can do with help.

Integration of Services Framework (Collier, 2013, p. 112)

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Intermediate Advanced Fluency	Advanced Fluency
Needs total assistance						
Needs a great deal of assistance						
Needs a lot of assistance						
Has a moderate level of needs						
Has moderate but specific needs						
Has specific need to be addressed						
Needs minimal assistance						
Needs no special assistance						

Integration of Services Framework (Collier, 2013, p. 112)

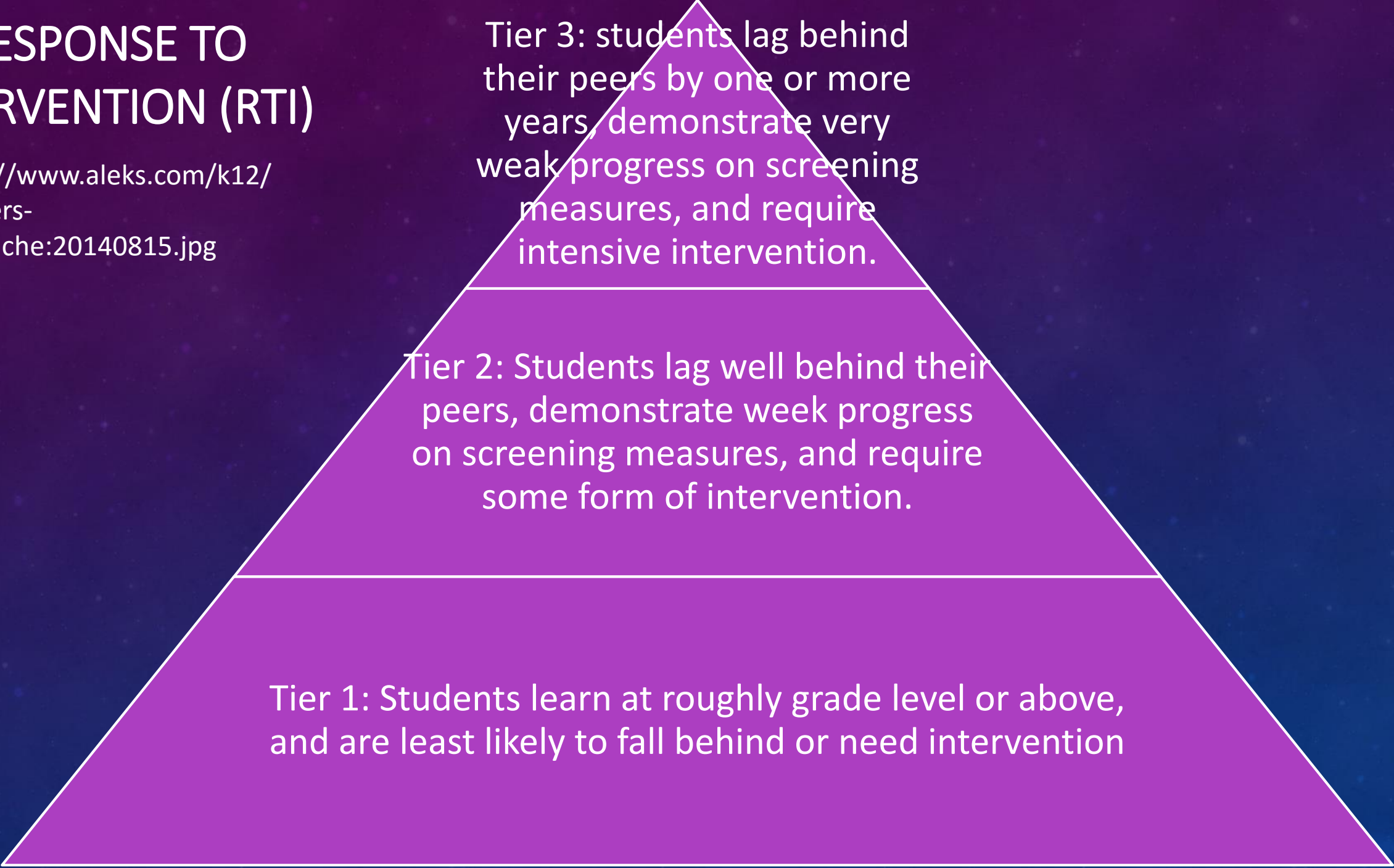
	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Intermediate Advanced Fluency	Advanced Fluency
Needs total assistance						
Needs a great deal of assistance						
Needs a lot of assistance						
Has a moderate level of needs						
Has moderate but specific needs						
Has specific need to be addressed						
Needs minimal assistance						
Needs no special assistance						

Integration of Services Framework (Collier, 2013, p. 114)

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Intermediate Advanced Fluency	Advanced Fluency
Needs total assistance			Student's English proficiency	Student's Spanish proficiency		
Needs a great deal of assistance						
Needs a lot of assistance						
Has a moderate level of needs						
Has moderate but specific needs						
Has specific need to be addressed			Bilingual counselor working with classroom teacher and ELL personnel			
Needs minimal assistance						
Needs no special assistance						

RESPONSE TO INTERVENTION (RTI)

<https://www.aleks.com/k12/Rtl-Tiers-v3.hcache:20140815.jpg>



Tier 3: students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2: Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1: Students learn at roughly grade level or above, and are least likely to fall behind or need intervention

TIER 1: OVERCOMING SEVERE RISKS IN THEIR LIVES

COMMON TRAITS	THE ABILITY TO:
1. SOCIAL COMPETENCE	Establish and sustain positive, caring relationships; to maintain a sense of humor; and to communicate compassion and empathy.
2. RESOURCEFULNESS	Critically, creatively, and reflectively make decisions; to seek help from others; and to recognize alternative ways to solve problems and resolve conflicts.
3. AUTONOMY	Act independently and exert some control over others engaged in risky or dysfunctional behaviors.
4. SENSE OF PURPOSE	Foresee a bright future for oneself, to be optimistic, and to aspire to educational and personal achievement.

USING THE RESILIENCY CHECKLIST

Students with high resiliency in:	...will benefit from:
Acculturation	Programs that facilitate and honor their ability to walk in both cultures and to use both modes of communication
Cognitive learning styles	Classroom strategies that build upon their strengths and teachers who modify their teaching styles to accommodate diverse cognitive learning styles within their classrooms
Culture and language	Programs that value and honor students' culture and language and that use instructional strategies that facilitate sharing this knowledge and transferring and integrating skills from the home language and culture to the new language and culture
Experiential background	Techniques and strategies that build on prior experiences and facilitate making connections and associations between known and unknown
Sociolinguistic development	Approaches that focus on language transfer and the relationship between communication forms from the first and second language

SCHOOL-WIDE POSITIVE BEHAVIOR AND ACADEMIC SUPPORTS

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

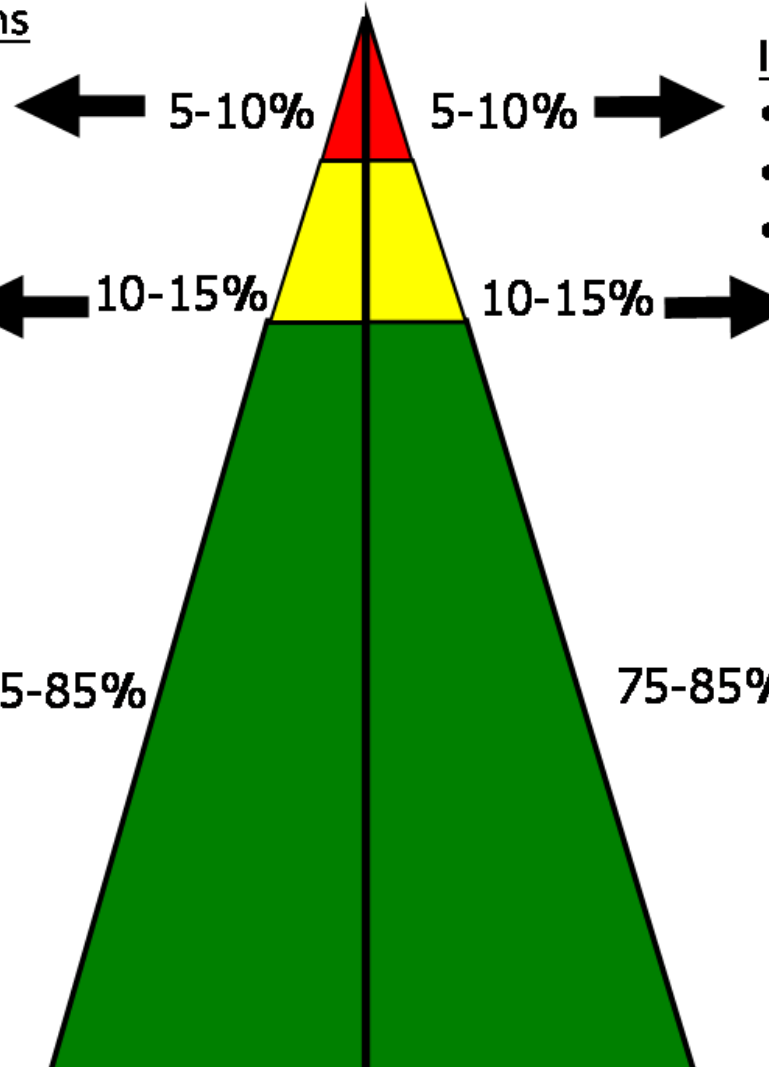
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



The Ecological Perspective

Ryndak, D.L. and Alper, S.K. (2003). Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings, 2nd edition. Pearson Education, Inc.

Curriculum Development in SPED

(Ryndak & Alper, 2003)

- ▶ Developmental Model
- ▶ Basic Academic Skills Approach
- ▶ Functional Curriculum
- ▶ **THE ECOLOGICAL APPROACH TO IDENTIFYING CURRICULAR CONTENT**

Quality of Life Domains and Examples

(Adapted from Felce & Perry, 1995, Domains Relevant to Quality of Life, p. 61
in Ryndak & Alper, 2003)

Domain	Example		
Physical well-being	<ul style="list-style-type: none">• health,• fitness,	<ul style="list-style-type: none">• mobility,• personal safety	
Material well-being	<ul style="list-style-type: none">• finance,• income,• stability,• tenure,	<ul style="list-style-type: none">• security,• housing quality,• neighborhood,• privacy,	<ul style="list-style-type: none">• transportation,• possessions,• meals,• food

Quality of Life Domains and Examples

(Adapted from Felce & Perry, 1995, Domains Relevant to Quality of Life, p. 61
in Ryndak & Alper, 2003)

Domain	Example		
Social well-being	<ul style="list-style-type: none">• interpersonal relationships,• family and household life,• relatives,• friends and social life,		<ul style="list-style-type: none">• community involvement,• activities and events,• acceptance and support
Development and activity	<ul style="list-style-type: none">• competence,• independence,• choice,• control,	<ul style="list-style-type: none">• employment,• home life,• housework,• leisure,	<ul style="list-style-type: none">• hobbies,• education,• productivity,• contribution

Quality of Life Domains and Examples

(Adapted from Felce & Perry, 1995, Domains Relevant to Quality of Life, p. 61
in Ryndak & Alper, 2003)

Domain	Example	
emotional well-being	<ul style="list-style-type: none">• positive affect,• satisfaction,• status,• respect,	<ul style="list-style-type: none">• fulfillment,• self-esteem,• faith and belief,• self-determination

Steps in the Ecological Inventory Approach in Identifying Content

“as developed by Brown and his co-workers in 1979”
In Ryndak, D.L. and Alper, S.K. (2003, pp.79-80)

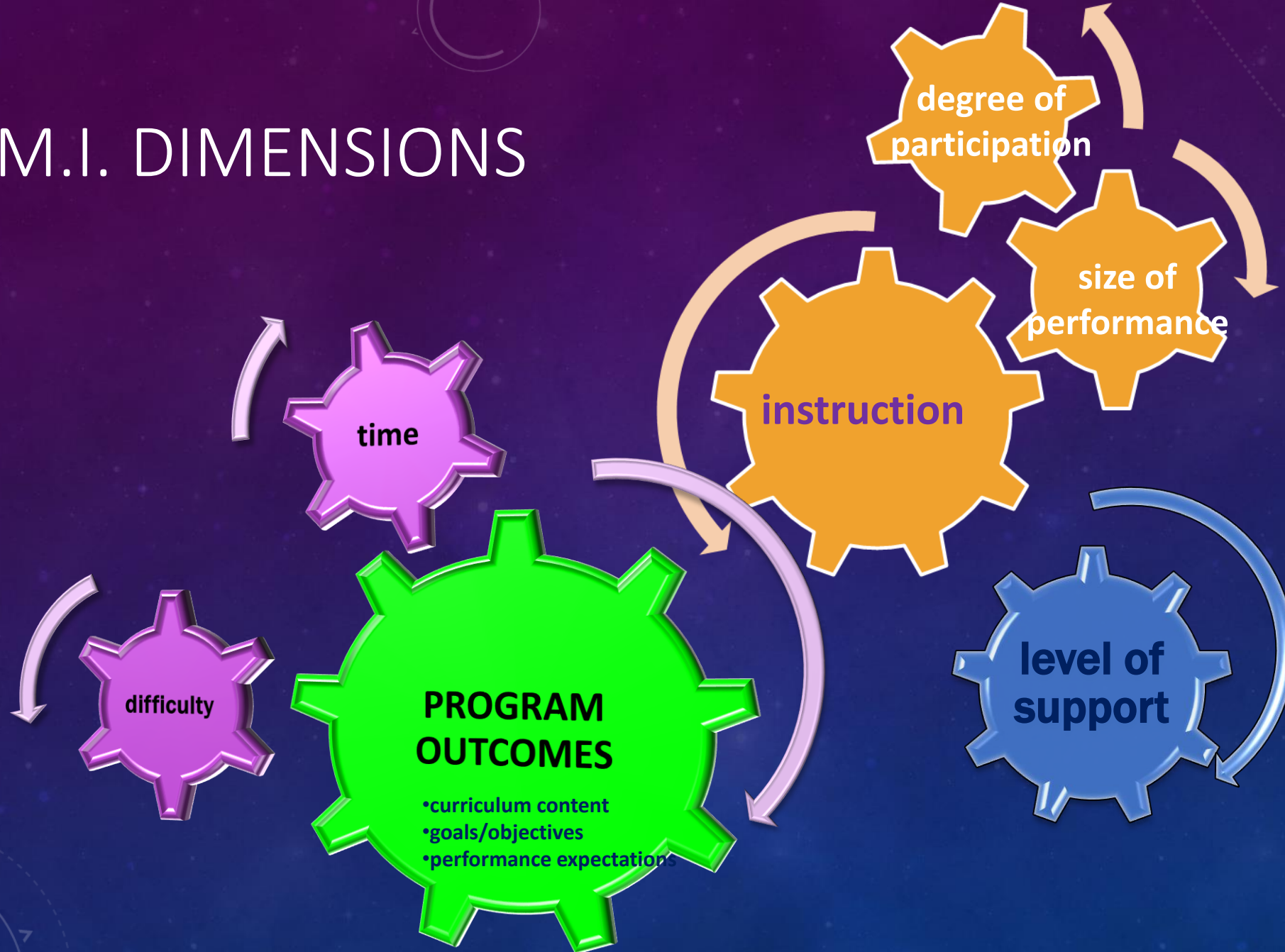
- 1. Select domain of choice** (i.e., school).
- 2. Identify environments within the domain in which the student needs to learn to function** (i.e., homeroom classroom, lunchroom, bathroom, or playground).
- 3. Select subenvironments that are of priority for the student** (i.e., the storytime area of the classroom, or the cafeteria line).

Steps in the Ecological Inventory Approach in Identifying Content

“as developed by Brown and his co-workers in 1979” In Ryndak, D.L. and Alper, S.K. (2003, pp.79-80)

- 4. Identify activities within each subenvironment in which the student is to be included** (i.e., listening to the teacher read a story and then discussing it with other students, standing in line in the cafeteria, selecting a place to sit down and eat lunch, or washing hands after using the bathroom).
- 5. Task-analyze the priority activities into the component skills.**

A.M.I. DIMENSIONS



(Magtoto, 2013)

quality of
learning
support
given



the collective



“MOST AMBITIOUS EDUCATIONAL REFORM IN PHILIPPINE HISTORY”

REFERENCES:

- Bustos, M.T.A.P., Tantengco, M.T.T., Abaya, E.C., Magtoto, F.O.M., Wong, J.T., Alcantara, E.R., Javinlar, J.C. & Marabe, J.J.A. (2014). Towards enhanced Inclusive Education in the Philippines. PRIME IE Harmonization, terminal report. GMR-PRIME (Philippine Response to Indigenous Peoples and Muslim Education) and Research and Development Foundation of the College of Education (RDFCEI).
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