JUDY: Cheryl M. Jorgensen is an assistant research professor and project director with the Institute on Disability at the University of New Hampshire. Since 1987, she has worked toward the inclusion of students with disabilities in general education classrooms through teacher education, research, professional development, systems change and policy activities. She is the author of several professional journal articles and books including The Inclusion Facilitators Guide and the Beyond Access Model. Welcome Cheryl.

CHERYL JORGENSEN: Thank you. I can only assume that applause was for Judy because you haven't heard me start talking yet. So, I feel like I've come home a bit because I actually went to the University of Pittsburgh and Penn State, Go Panthers, Go Lions. Woo hoo! I realize though when I drove into the lodge last night that I probably should have the Hershey Bears on the slide. So, let me tell you what I hope we'll accomplish today. I'd like to describe for you what I think is the core belief related to inclusive education, and that is presuming students' competence. Secondly, I'd like to describe to you the relationship of presuming competence and some of the other core practices and principles of inclusive education. Finally, to illustrate a specific instructional planning process for supporting students' membership, participation and learning within general ed instruction in the general ed classroom. Whenever I do these presentations, I really have to acknowledge that the ideas that I've developed have been developed in collaboration with lots of other people; not only some of my colleagues at the University of New Hampshire, but folks from all over the US. Also, I would like to really thank the school folks and the families who have allowed me to come into their classrooms and their homes to learn from their experiences and also to share video tape of some of those situations.

So, I'm a storyteller by nature. I think many of us learn from stories, so I'd like to start by telling you a story about Jack. I first met Jack when he was in fourth grade. According to his team, he had been included in general education from first to third grade, but as he was transitioning into fourth grade, Jack's whole team had kind of what I would call a crisis of belief or a crisis of confidence, probably both, about whether or not it made sense for him to continue to be in general education as he got older. They described that "the gap" between Jack's skills and the challenges of the curriculum was growing larger. So, they called a couple of us from the University of New Hampshire into the school to help them figure out if an inclusive classroom was still appropriate for Jack. Jack has a label of autism. He does not use natural speech to communicate, although he does communicate in lots of different ways. He uses gestures. He uses his behavior. He uses voice inflection. He used this really creative two-finger gesture or point which could mean any number of things depending on the context. It could mean, "huh, what's that woman doing down there?", "hey, I like your pink sweater."; "I want to go over there". Interpretation of the meaning of Jack's various communications systems was difficult for school folks, particularly within academic situations. His family felt like at home, they knew Jack well enough that they understood what he was communicating. Jack

also, when we first met him, used a communication device called a Go Talk. A Go Talk has, I'll show you a little picture of it in a second, has spaces for 9 messages on a particular display and when the screen is touched it speaks out that message. Jack's a really active kid, very active family with lots of kids running around. He spent a lot of time in the community, so Jack was well-included in his family even though there were some challenges going on at school.

When I first met with the team and sat down around the table and said, so tell me about this kid. Almost every person on the team felt like one of the most important things to share with me besides the fact that he had a label of autism was that he was functioning at a 2-year level. Anybody ever heard that about a kid sitting around at a meeting? Yeah. So, in their minds this, functioning at a 2-year-old level and the fact that he was 9 and in fourth grade presented sort of a dissonance to them. It didn't jive that this 2-year-old kid should be in fourth grade. This was his communication device, so he was able sort of at any one time to say things like "hi", "goodbye", "I'm mad", "I'm hungry", "help", "more", "yes", "no", and "bathroom". Some people call that the nasty 9. When I went into Jack's classroom to observe, here's what I saw. The left hand photo is sort of the standing back picture of the classroom. So, over on the left-hand side of the photo there is a teacher with a gray sweatshirt on – it must have been dress down day, and she has a piece of paper in her hand. You can see the other kids sitting kind of two desks together and rows of those pairs of desks. Then, still in that left hand picture up in the upper right hand corner, that's Jack with a paraprofessional. The photo on the right hand side of the slide gives a close-up of that. As I followed them, meaning pretty much Jack and his paraprofessional throughout the day, this is what I saw in pretty much every classroom. There were the kids and the teacher and the classroom and then, over here somewhere else, was Jack and the paraprofessional. Sometimes he would come back into the group for certain activities, but he was receiving 90% of his instruction from the Para educator at a back table, side table or the computer.

I am going to show you a couple of video clips that really depict the situation as it existed when I first walked into Jack's classroom. As you're watching these short clips, just be thinking about what are you seeing? What's wrong with this picture? I am going to ask for some audience participation. Based on what you see, is there anything you would do to make Jack a more active member and participant in the situation? We're not going to do the think, pair, share thing. I'm just going to call on people from the audience. I have to pop out of power point here for a minute, so hopefully this will start at the beginning.

VIDEO

CHERYL JORGENSEN: What did you see? Yes.

AUDIENCE MEMBER: She's doing everything for him.

CHERYL JORGENSEN: She's doing everything for him. What else?

AUDIENCE MEMBER: He's isolated.

CHERYL JORGENSEN: He's isolated. How could you tell?

AUDIENCE MEMBER: INAUDIBLE

CHERYL JORGENSEN: Duh. Yeah, cuz you can hear stuff going on in the background, so there are a bunch of kids in the classroom somewhere outside of the frame of the video, and there's Jack and the paraprofessional. What else did you see? Yes.

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: There wasn't a lot of reciprical back-and-forth language or conversation between the paraeducator and Jack. She wasn't saying very much to him. She certainly handed him something, said "go take this somewhere", and what did you see after he took the packet and started walking over towards the other side of the classroom? Somebody wanna raise your hand? Yeah.

AUDIENCE MEMBER: INAUDIBLE

CHERYL JORGENSEN: Okay. Yes. That's right. Did other people notice that as well? That, she gave him a direction, he started to do what he thought he was supposed to do, she said, no not there, go sit at your desk, and then what did he do? He hit his head. Right. So, there was some miscommunication there and when there's a miscommunication some kids with a label of autism are confused about what's expected of them, what will happen is what you saw there. He not only stopped, turned around, looked quizzically, hit himself on the head. Absolutely. Let me show you the next clip before I ask you what you would do to make these situations better.

This second clip is also a video that I took on one of the very first days that I observed Jack in fourth grade. Again, same questions. What do you see? And then I'll open it up. Given what you saw during the sort of coming into the classroom routine in the morning and this next little routine, what are some ideas that you would have for making his membership and participation more authentic?

VIDEO 12:33

CHERYL JORGENSEN: What did you notice?

AUDIENCE MEMBER: It's like he's invisible in the class.

CHERYL JORGENSEN: It's like he's invisible in the class. Somebody said he's not included. What else? Yes.

AUDIENCE MEMBER: INAUDIBLE

CHERYL JORGENSEN: Yeah, the classroom teacher doesn't appear to be working with him. I'm sure you noticed she made two passes in front of Jack's desk. The first was to handout a paper and the second was with a calendar because I think it was actually a math activity. When she made the first pass back, she handed the paper out to the kid next to him and then she kind of fiddled her fingers on his desk and went on. What was she thinking when she kind of twiddled her fing—to herself when she was passing his desk?

AUDIENCE MEMBER: I'm giving Jack some attention.

CHERYL JORGENSEN: Oh, I'm giving him some attention. What else might she be thinking?

AUDIENCE MEMBER: He can't do it.

CHERYL JORGENSEN: He can't do it. She's thinking, oh my God, oh my God, oh my God. It's like, okay, here's the disclaimer or the apology to Dottie, who is the paraprofessional and to Leslie, who is the teacher. Imagine if somebody from the local university came into your classroom with a video camera, you don't feel prepared to have this kid. You've said, yes, you've said I'm more than happy to have this kid, but you don't know what you're supposed to do. You don't know. They were so generous to let us to do that video tape and now to show it all over the United States when we go to workshops. I show these videotapes not to harshly criticize this team because they were just told, well, you'll include him and the way you include him is he'll come into the classroom, he'll have all of his curriculum materials that actually were prepared by a behavior consultant to the district because he was getting some discreet trial instruction. What they were told inclusion was is that he's physically in the classroom but not necessarily part of the instruction. So, no wonder they are thinking oh my gosh, the curriculum is going on and on, Jack still seems to be doing his discreet trial instruction; this just isn't making sense to us. It just isn't making sense. What would you do to change the situation?

AUDIENCE MEMBER: Engage some of his peers.

CHERYL JORGENSEN: Engage some of his peers. How might you do that?

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: Yes. The teacher and the paraprofessional need some training. They also need some communication time, the whole team. The team did not have any regular common planning time in this situation. They had sort of gotten together with last year's school team to talk about writing his IEP but then there was no time in the schedule of the classroom teacher, the special ed teacher, the speech path, the OT, or the Para to plan. So, it's sort of no wonder that this is the situation. Another idea for what you would….? Yes.

AUDIENCE MEMBER: 18:30…in his territory so it's not so over stimulating.

CHERYL JORGENSEN: He suggested some reverse inclusion. I'm going to pick on you a little bit and say that inclusion is kind of like being pregnant; either you are or you aren't. So, with apologies to the man in blue, I think the central thread of your idea is good and is that, if there are some times when any kid needs some direct instruction, wouldn't it make sense to have that be a small group of kids so that all the kids can benefit from that direct instruction, kids can have a chance to get to know one another and know their communication methods, but to not call that inclusion. So, what happened after this? What happened is a lot of professional development for Jack's team throughout the whole rest of the fourth grade year, and some very intensive transition planning between the fourth grade team and Jack's fifth-grade team. It was a pre-K to 5 school. So, I'm going to show you what the situation looked like by about the middle of fifth grade. Now, these changes were not overnight. This was a good year of intensive work on the part of the team; professional development and outside coaching. So, take a look at the situation now. Um, we're not going to do the standing groups of three, but I'm going to ask you again to reflect on what you see, how you would sort of judge what's going on.

VIDEO 20:34

CHERYL JORGENSEN: Alight. Now, what did you see?

AUDIENCE MEMBER: That he played. He is no longer isolated in the corner with the Para. He sort of became part of the class. He is in one of the desk groupings.

CHERYL JORGENSEN: Right. He is with a group of kids and no longer isolated. What else? Yes.

AUDIENCE MEMBER: He is participating in the lesson.

CHERYL JORGENSEN: He's participating in the lesson. That's right. Yes.

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: The number of choices just expanded for him exponentially, and the peers were part of that. Yes.

AUDIENCE MEMBER: I have a question. How did the Para get the teacher's attention that he wanted to answer the question?

CHERYL JORGENSEN: She just kind of called out.

AUDIENCE MEMBER: Because, if the AT can talk and she already knows he knows that, can't they program that to answer and he could raise his hand?

CHERYL JORGENSEN: Yes, great suggestion. It was turned down too low. It does have voice output. The teacher couldn't hear it so that's a problem that they should have solved because then he won't need that intermediary, that sort of translator person, he can have his own voice and he doesn't need the Para to say something for him. What did you notice was on his desk? Certainly the communication device, what else?

AUDIENCE MEMBER: Story.

CHERYL JORGENSEN: Yes, the adapted book. He had the adapted materials. Right. I don't think you could see it, but he also had the regular book as well. He has always had with him the regular general ed material, the adapted version of the material, if he needed it, and his communication device. So here's a question, do you think Jack was reading that adapted book? Anybody have an opinion? Yes.

AUDIENCE MEMBER: I think he was.

CHERYL JORGENSEN: What evidence do you have to say that you think he was reading?

AUDIENCE MEMBER: When the teacher asked the question, he pointed to his Para to answer her and she answered for him. So, he was engaged in the story.

CHERYL JORGENSEN: Great. A number of people think that from this, they can conclude that he was reading. What you may or may not have been able to see is that just about every other word in his adapted book is enhanced

with a picture. Okay? So, what we encourage the team to do is to actually not make the conclusion based on this that he is reading, and in fact, not to kind of jump to the evaluation question of is he reading? How well is he reading? Until the team could be absolutely confident that they were providing the supports that he needed for participation. This notion of first comes membership, then comes participation, then when participation is active and well-supported, then we can assess learning is a really important concept that I want you to leave here with today. By fifth grade, Jack was not only in the classroom he was really with the other students. His Paraprofessional, Dottie still had tons of stuff that she needed, but the stuff related to Jack's materials and all his adapted devices and so on, was kept on a table at the back of the room. The team decided that it would make most sense for Jack's seat to be in one of those back rows – with other kids, so Dottie could easily swing around and get the materials she needed. Did you notice in the beginning of the clip, Jack was kind of doing this as Dottie's back was turned and she was getting his materials ready. He is a kid who, in order for him to really be engaged and participate, he needs those materials there all the time. Waiting for those and sort of not knowing what's expected of him does not work for this kid. He needs them right in the moment. Again, he always had the general ed materials and you can see the book sort of under him as well as his device. He had that means to communicate with him all the time.

By the middle of fifth grade, Jack's communication device went from 9 messages available at a time to many many 100's of available messages. We asked Jack's team to demonstrate that they were presuming his competence by giving him a means to communicate about lots of things before he had demonstrated the ability to do that. So, let me give you a bit of a rationale for that. Um, we all know that emergent literacy best practices for little kids, for toddlers, tells us that even before we have any language at all, any spoken language at all, we want to surround them with literacy. Right? We don't talk to them in baby talk, we talk to them using the kind of vocabulary we want them to learn. We fill their lives and their world with print materials so that by the time they get to school, whatever school is, and they begin getting direct instruction they already have a number of those early literacy skills and dispositions. The same principle applies to supporting the communication of students with labels of autism or intellectual disability. We don't wait until they've proven to us that they've mastered those nasty 9 messages before we provide them with a means to communicate about the same things that their typical peers are communicating about.

Jack in fourth grade was really very much a beginning augmented communicator. He was just beginning to use his augmentative communication device in a functional way. We found that even by the end of fourth grade, he still hadn't adopted it or taken it on as his primary means of communication, so we used a strategy that has a pretty strong research base to encourage him to use that device more. The strategy is called SAL (system for augmenting language). How many of you have heard of it? Oh, dear. Okay. Here are it's

basic features. Not only does the student with the disability get an augmentative communication device or some sort of communication board, but duplicates of those communication materials – not the expensive devices but paper copies are distributed to all the kids in the classroom and to the classroom teacher. Periodically during the day when it makes sense, the classroom teacher will at the same time she is vocalizing something, she'll point to the same message on the communication board that she has taped up on the white board or the black board. Occasionally throughout the day when other kids are in a conversation with Jack, they will use a communication board to communicate with him. This is called immersing Jack in a culture of augmentative communication. Another feature of this communication method to enhance initiation and using the device is assuring that the communication device has voice output or generates speech, whichever terminology you want to use. Interesting research shows that there's definitely some benefit to students own emerging communication when they hear what they are trying to say. There is a feedback loop there. Students are encouraged to use their communication device throughout the day but they are not required to. In other words, if Jack can use his two-finger point to say "I want milk" versus "I want juice" we do not discourage that, it's more of a whole communication method, but he's encouraged to use the AAC device throughout the day in natural settings. This teacher used a lot of paired reading activities between any two groups of kids, and Jack was fully a participant in that as well. So, after the other student read aloud, Jack, at the time used the technology he had to read aloud, which really was just using his finger to track and point in the book. His books, his adaptive books were not yet embedded into his augmentative communication system, so it didn't speak for him. We hadn't quite figured out how to integrate his communication device with his literacy needs at that point.

So, lessons learned from the Jack situation. Presume competence. Presume competence to learn the general ed curriculum and to communicate the same things the typical kids are communicating, focus on membership and participation first, and provide supports for the student to learn and communicate about the same academic and social topics as those being learned and communicated about as classmates without disabilities. So, let me pause for just a minute and let me ask you for feedback. Questions?

AUDIENCE MEMBER: I had a question for earlier….36:25….What was the DTT behavioral specialist input into that whole process, especially before the waiting times like what was their suggestion for the waiting times for him?

CHERYL JORGENSEN: There was, how can I say this, Jack's program shifted from a more behaviorally discreet trial-based program to what I would call inclusive-education based program. The behavior specialist ended up falling off the team and not being part anymore. Um, Jack's behaviors decreased. His competing behaviors decreased as his membership, participation and communication opportunities increased. I'm not saying it was a magic bullet,

there certainly were still some times when he would be stressed. The recommendation about how to manage his anxiety during downtime is to work so that there's no downtime. In other words, the team sort of understood that yeah, they could figure out a way to manage his behavior during downtime, during transitions when he wasn't sure what to do, OR they could work on providing the supports that he would need so that there was no downtime. He wasn't confused about what was next. Lots of visual schedules were used. Not only visual schedules of the whole day, meaning arrival time, calendar, reading, math but also with inactivity visual schedules. So, if the activity is a guided reading activity, there would be a visual schedule that would show what would happen first in guided reading, second, third and what materials he would need. But, the behavior specialist ended up falling off. Yes.

AUDIENCE MEMBER: Was there someone in his school who already had the skills to program the device?

CHERYL JORGENSEN: Um, the speech language pathologist, there was a speech language pathologist on the team and this particular district had set up what they called a tech team, which was an OT, a speech pathologist and who else was on the tech team? I don't know. I'm sorry. I know it was a speech pathologist and an OT who were not doing direct services for kids but they went and supported the IEP teams at all the schools around the district. I would say the augmentative communication specialty was kind of located in the tech team and that building-based speech pathologists needed to learn how to do it. It was new. That in-building speech pathologist, her training was around teaching kids to talk and articulation. Jack's team and his parents really made a decision that the long-term vision for Jack was to be a proficient augmentative communicator, not a person who used natural speech to talk. Once that kind of decision is made, it sends you on a certain path down supporting communication rather than the other path of sort of pull out instruction and trying to get the kid to talk. I understand that's a hard decision for some parents and a hard decision for some educators. I think we need to stop viewing that decision as giving up and rather view it as shifting our attention to a kid really being able to communicate functionally with all kinds of people in all kinds of environments. Okay, let me go on.

So, this presumed competence thing, it's one of those terms that sounds like everybody would say, oh, I presume kids' competence. Well, I'd like to share with you what I mean by presumed competence and sort of a bit of the rationale for it and see if it makes some sense to you. Um, I think that it's the least dangerous assumption to presume that all students are competent to learn age-appropriate general ed curriculum in the general ed classroom. I was on a conference call with some of my national colleagues the other day and I said that, and she said, you mean everybody…every kid? What about this kid? What about these kids? And I said, yeah, I do. I think that it's the least dangerous assumption to presume that all kids are competent to learn and communicate

about the same stuff that other kids do and here's how I got to that. You all know that a paradigm is a shared world view. It's sort of like what everybody believes how the world works or how everybody believes information or knowledge is organized, and paradigms are really deeply embedded in our culture, in our professions and in our daily activities. Only when there's a really sort of cataclysmic change in thinking do our paradigms shift. Best example, in 1491, what was the paradigm about the shape of the earth? And in 1493….now people were open to thinking that maybe the earth was round, but that was a big, big shift in thinking.

I want to sort of lay out what I think the current paradigm is about kids with severe labels, the influence of that current world view on students' educational programs, and I'm going to suggest that paradigm is based on flawed assumptions and that we really need a new way of thinking about kids with severe labels. With that new way of thinking, it will promote us to do very different things when we think about kids' educational programs. So, I'm not suggesting that you all necessarily believe these things but this is sort of person-on-the-street beliefs. I think most people think that you can really measure intelligence. That intelligence is a thing that lives inside somebody; that you can measure it, you can count it, you can number it, you can sort people into smart and not smart groups. And, there is a thing, I think most people believe there is the thing called mental retardation or intellectual disability; whatever terminology you want to use, the old terminology or the new terminology. I think most people think there is such a thing. Many students with significant disabilities, including the majority of students with autism are thought to be mentally retarded. If you look in the research literature or in the DSM-5, you will see the statistic that somewhere between 50 and 70% of kids with autism are mentally retarded. There is actually a literature that refutes that statistic and if anyone is interested it that I can pass it along to the conference organizers.

I think another element of the prevailing way that we think about kids with severe disabilities is that if you have this label of mental retardation, you're thought not to be able to learn much of what we consider the general ed curriculum, nor benefit much from being in the full compliment of general ed classes – particularly as those classes get more difficult as kids get older. I think the prevailing notion is, if we meet a kid or we're faced with a kid about whom we're not sure how smart they are...if they don't talk, if they don't walk, if they look kind of retarded, then I think the assumption is that they are. I think the assumption for the kids with the most significant disabilities is that they have this thing called mental retardation. This paradigm influences every single thing that we do. It influences state policy, federal policy, how IEPs are written, how present levels of performance are written, the coding or the identification process. And one of the areas that it exerts its most influence is that many students with a label of intellectual disability or autism often lack any formal means of communication. Even if they have a means of communication, it probably doesn't have much academic or age-appropriate social vocabulary on it.

Most students in the United States with a label of mental retardation are educated outside the general ed classroom for the majority of their day, and they are taught a life skills curriculum. Even kids who are spending some time in general education, most people would say that most of that time is for social reasons. The sort of final influence of this prevailing paradigm is that the vision for students' futures may be limited. I have a graduate student who says that every time she sits down at a transition meeting for a student with a severe label, somebody recommends that their future career be one of the 4 F's. Do you know what the 4 F's are? Flowers, folding, filth and food.

So, here's the proposition to you. As long as we believe in this thing called mental retardation, it's going to lead to inappropriately low expectations for kids. These low expectations can actually promote segregated educational placements and educational programs that do not have a rich focus on literacy and academic content learning, and that those programs tend to have narrow visions for kids' futures. I think that changing our whole belief system about this thing we call disability is necessary in order to promote not only optimal outcomes when kids are in school but a high quality of life when kids get out of school. So, this new paradigm might be guided for you by this notion of least dangerous assumption. I didn't invent the term least dangerous assumption, a woman named Ann Donolyn (sp) actually coined the phrase back in the early 80s and here's what she said. She used the term "criterion" instead of principle but it's the same thing, the criterion of least dangerous assumption says that "in the absence of conclusive data, educational decisions ought to be based on assumptions, which if they're incorrect assumptions will have the least dangerous effect on the likelihood that students will be able to function independently as adults." There are a lot of double negatives in this, so let me say it again. In the absence of conclusive data, educational decisions ought to be based on assumptions, if we're actually wrong about those assumptions, that will have the least dangerous effect on students now and in the future. The other thing Ann Donolyn (sp) said is that we should assume that poor performance on the part of the student like not learning to read, not communicating well, is due to instructional inadequacy rather than to some inherent deficit in the student him/herself.

So, to repeat, I think it's the least dangerous assumption to presume that all students are competent. For me, there are 5 or 6 reasons why that makes sense. The first reason why presuming competence to me is the least dangerous assumption is all related to the power of expectations. James Rem said, "simply put, when teachers expect students to do well and show intellectual growth, they do. When teachers do not have such expectations, performance and growth are not so encouraged and may in fact be discouraged in a variety of ways."

The second reason why I think presuming competence makes sense is that the assessments that we currently have to measure students' intelligence or

their adaptive behavior skills, or you know, their future potential really tend to focus primarily on what kids can't do, what they have difficulty doing rather than giving us information on the supports that they need in order to do well and to learn well. I think there's so much inherent invalidity and unreliability in some of those assessments that to use them to make decisions about a kid's education and future is spurious at best and harmful at worst.

The third reason I think presuming competence makes sense is because competence is such a complex phenomenon. I mean, I say presume everyone's competent and I think that's the least dangerous assumption, but I know so many people with labels of autism or intellectual disability who are really brilliant in some areas and need tons of support to get through their day in other situations. A couple of years ago, Roz Blackburn, she's a British woman, came to UNH and presented at our summer autism conference. She is witty, articulate, compelling, entertaining, and she said even though I am all these things and I am a really talented public speaker and you pay me good money to do this, I literally cannot make myself a sandwich. I can't draw my own bath. I can't cross the street by myself. So, I don't want you to judge my competence as a person by the fact that I cannot do some of these self-help skills. Thirty years of research, thirty-five years of research in our field has shown that a significant percentage of people with the label of mental retardation are really more competent then we ever thought they were once they have a means to communicate. Duh. You know, during her whole life, Helen Keller was challenged by her critics. There were people who never believed that Helen Keller was the one doing the communicating. It's only when she had a means to communicate that she could convince anybody that she was smart. I think to presume incompetence could result in harm to our students if we're wrong about them being incompetent. Kind of at the end of the day, even if someone with a crystal ball or some magic new brain scan were to be able to prove how intelligent somebody is, I think that being wrong about presuming someone's competence is less dangerous than being wrong about the other assumption.

Can I have a time check please. It is just about time.

Reactions? Questions?

AUDIENCE MEMBER: Going back to the beginning with Jack and for students that would be looking to gain access to their general education curriculum and their general education peers because fundamentally, that may not be what's going on in their locale at the time. As part of Jack's whole program and being a community member in his learning community inside and out, but predominantly in his classroom, did you do training with his fellow peers so that the kids know? If so, how did you do that?

CHERYL JORGENSEN: So the kids know what?

AUDIENCE MEMBER: Well, here's one of my own experiences, which I loved. My son actually had access through a lot of pressing, he gained access to at least one of his content areas, which was reading. One of the things coming out of him that I pretty much was like, oh I wish I had done this earlier, was the end of the year picnic. One young girl came up to me and said, "are you Jonah's mom?" and I said, "yes I am." She goes, "can I ask you some questions?" In a matter of 15 minutes, I had the entire class around me asking questions. I thought, I wish I had thought of that as he went into the classroom. So, I was wondering if that was part of what you experienced with kids as well.

CHERYL JORGENSEN: You know, I'm glad that you answered their questions. I'm sure they were just a rapt audience; big wide eyes, right? Yeah. They felt like they were finally able to say some things that maybe they didn't feel that they could say. I tend not to be a fan of lets talk to all the kids about Joe or Jack. I am more comfortable with a teacher creating permission, comfort and opportunity to talk about everybody's differences in a more natural way so that at the beginning of the year, you know, when the teacher is doing the "let's all get to know each other and let's talk about our classroom rules" and so on. We would naturally talk about differences in our families, differences in our eye color, differences in the way we get around. Cheryl gets around by walking. Jocelyn gets around by using her wheelchair; she's not bound in her wheelchair, she's not stuck in her wheelchair, her wheelchair is her freedom. I communicate using my voice, Jack communicates using his device. So, I am kind of more of a fan of doing that. I think, in my mind, when disability, this thing we call disability is perceived as a special kind of difference that's different from all other kinds of differences. There's a bit of a risk that that is just going to keep people more marginalized. I would rather fold disability into this notion of diversity. That does not mean at all that we pretend that people don't have differences. You could see that during a couple of the clips, the teacher is actually making a lesson out of taking Jack's communication board and having the kids add vocabulary to it. What a greater demonstration of "Jack is part of our class. Everybody in our class needs a way to communicate. Sometimes we're going to do things that help Jack, maybe next week we're going to do some things that help Samantha. Everybody is needing help at some times and everybody can be a helper." A number of years ago I did work with a lot of parents who actually made up a little book about their kid and came in and talked to the class about their kid, and I think I moved a bit away from that.

Presuming competence is to me…I don't know what the visual is that would make sense to me, but I sort of wrap it around everything. Presuming competence just in everyday language means I can communicate, I can learn. Once we presume students competence, then our task is truly making those students valued and welcomed members of a general ed classroom. Part of membership in a general ed classroom is reciprocal social relationships between all kids, between kids with and without disabilities. Again, in plain, everyday language from the perspective of the kid it's like, I count. Hello. I'm here, call my

name. I belong and I have friends. I belong means if our class is going to go on the traditional apple picking fieldtrip, well, my wheelchair better be able to get out to the apple trees. So, belonging is not only sort of an amorphous sense that kids have, but you can see the kids who belong and the kids who don't belong by what's going on in the classroom. With that strong foundation or those prerequisites if you want to think that way of presuming competence of membership and belonging, then our next job is focusing on participation in general ed instruction and participation in sort of social everything else. And then and only then can we hope that kids will learn academics and everything else there is to learn. Everything else, some people refer to as the hidden curriculum. That's the "how do I be a regular kid in a regular classroom in a regular school if I want to go on to be a regular person in a regular community and have a regular life?"

Membership is defined in some pretty specific ways. I'm not going to read all of these by any means, but some of the prime indicators of membership are that students attend the school they would attend if they didn't have a disability. That students' names are on all the same lists as other kids' names. In the past, I've gone to situations where the kids with disabilities are on the substantially separate class lists but they're not on the third grade class list because they are in third class part of the time, so their name doesn't get called and they don't have a classroom job, and so on. Students receive the same instructional materials as students without disabilities with the important caveat that if they need some of those materials to be adapted for their sensory needs, for their learning style, for their reading level, of course those adaptations are provided. If the class is studying Romeo and Juliet, that kid needs access to materials about Romeo and Juliet. If the class is studying metamorphic rock, the kid with the disability needs access to materials about metamorphic rock.

The last one is an important one. Students ride the same school bus as their peers without disabilities. There are a number of districts in the state of New Hampshire that started inclusion 20 years ago and 1 by 1 by 1 they began replacing their old, worn out busses with busses that were accessible to all kids.

Relationships. Do you believe that all students can have real friends? That they can have friendships based on common interest? Based on that reciprocity of I'm giving you something in the friendship and you're giving me something in the friendship? If you do, then you know that the challenge around friendships for students with disabilities is not the kid's disability. It's mostly peoples' attitudes and some of the barriers that I think we've unintentionally set up to the formation of those relationships. I think one of the biggest barriers to students having authentic relationships is this and this goes back to the reverse mainstream, is this partial inclusion. Dear Lord, save me from partial inclusion. I truly do understand that most of you who are working towards all kids being full-time members of general ed classrooms can't do it in one day. You can't go from kids being separate one day to kids being full-time members of general ed the

next day. So, I understand that process can take time, but I think it would be incumbent upon us maybe not to use the terms “partially included or part-time inclusion” because then I think that means that people don’t really understand what we mean by inclusion. If you’re a member of the classroom and the school, there are no separate places in that school that are just for kids with disabilities. All places in that school are accessible to all kids, regardless of if you have a disability or not. If some kids in your school need some direct instruction in reading for part of the day, then absolutely find a place where any kid can come and get that kind of direct instruction, homework, enrichment or whatever you want to call it, but don’t label it as a special ed place. Overreliance on one-on-one paraprofessionals can be both a physical barrier between students with physical disabilities and their classmates, and also kind of an invisible barrier, but a really solid one nevertheless.

Seeing disability as a deficiency. If we continue to look upon kids with disabilities as being broken, as somehow not being whole, and as needing to become un-disabled before they can belong or before they can have friends, that is setting up a barrier. That is telling those kids and their peers that there’s something not quite right about this kid, and typical kids get it. They understand these subtle messages that we unintentionally give to kids. I know that’s not what we intend to do. In preparation for this workshop, I was kind of poking around on the internet seeing what would happen if I Googled friendship and students with disabilities. There were various names for them, but what I found was the basic theme was “best buddy programs”. I want to share with you what I read on this website that really caused me to ask some pretty hard questions. I looked back in the archives and there was the November Buddy Pair of the month. It was Christine and Leslie. Leslie is a student with a disability and Christine is the student who volunteered for the Best Buddy program, and she doesn’t have a disability. I copied the text.

Christine and Leslie have been friends for 3 years. They share a beautiful relationship that truly illustrates the true meaning of friendship and serves as an example to all of us about the power of the Best Buddies program. When we (meaning like the adult organizers), when we saw the two of them at this years meet and greet. Well, when my kids were in high school they didn’t go to meet and greets to get friends, did your kids? No. When we saw Christine and Leslie at the meet and greet, it brought tears to our eyes. You have to be careful when you cry. If you find yourself crying when a student with a disability has like something that kids without disabilities just naturally have, ask yourself where those tears come from. These kids gave themselves a real hug and asked how each other was after a summer apart. Every time I, the program director saw Leslie in the summer all she could talk about was her best buddy and how excited she was to see her in the fall. It’s time like this that we are able to realize the importance of true friendship and the impact it has on both the student buddy and the buddy.

So, here's the question we should ask about this. Do typical kids get like awards and our praise and our recognition for being one another's' friends? Do 17-year-olds call each other best buddies and go to meet and greets? Is that the only time best buddies see each other? It's like if you're somebody's friend and school is out in the summer, don't you call them up and meet them at the mall? Should we feel good when students with disabilities get real hugs? So, some food for thought.

Here are some indicators of participation. Students participate in classroom and school routines in sort of the typical locations as kids without disabilities. They go on field trips. They do community service activities. They participate in classroom instruction in the same way that kids without disabilities do. So, if there's a whole class discussion, a kid with a disability has a way to enter into that. If each kid has to come up and do a math problem at the board, then we figure out a way for the student with a disability to do that as well. Small groups – facilitate a way for the student to participate in small groups and when called on by the teacher. Obviously, the students having a means of communication is one of the keys to the ability to participate. So, not only does a student need physical access and an invitation to participate in all those kinds of instructional situations, he/she needs a way to communicate in those situations. So, whole-class discussion is what? Brainstorming. Calling out answers. Taking notes. Social side talk. Teams need to think about how typical kids are showing their participation and then figure out the supports that the student with disabilities needs to participate in the same way. Students complete assignments like other kids.

Let me now sort of shift from some broad indicators of participation to sharing a planning process that promotes full participation. This planning process has a number of features to it that are different from some other planning processes that you may have seen before. First thing is, it focuses and begins with this notion of, "what is the typical instructional routine? What's going on in the general ed classroom?" That's the starting point. The starting point is not what's on the kid's IEP. You get to that, but the starting point for supporting participation is what's going on in general ed? This process really maximizes the power of peer models, emphasizes that there are lots of different forms of participation and demonstration of learning, and this planning process does not neglect, in fact, it says that part of the planning process of supports is that the adults need to know what they have to do in order to prepare supports so the student has them when they're needed.

Here are the 5 steps in the process. I am going to show this to you in a couple of different formats for you visual learners and more of your sort of text-based learners.

First question, All students are what?

So, for example, reading books.

Second question, Typical students do what?

Third question, Does the student with a disability need an alternate form in order to do the same thing?

What supports does the student with a disability need in order to do that same thing?

Last question, What needs to be prepared and who will do it? Meaning, the adults.

Here's how this planning process played out for Jack. This is fifth grade. This doesn't show Jack yet, on purpose. So, what are all these students doing?

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: Um, no. What do you see them doing? Looking at books. If this were a video and not a still shot, what else would you see them doing besides looking at books? They would probably be sneaking in some talking, absolutely, even though it's sustained silent reading. What else are they doing?

AUDIENCE MEMBER: Sitting with a group.

CHERYL JORGENSEN: Yep, sitting with a group. Turning pages. Scanning. That's right. Top to bottom and left to right. Occasionally, a student may have to raise her hand and say, "I need to go to the little girl's room". Okay. So, what the students are doing provides the information we need to figure out how can Jack participate. So, just like you said, here's what the students are doing. They're looking at books, they are orienting the book correctly, tracking left to right and top to bottom, turning pages, and perhaps making comments if that's part of this routine. So, the third step in the process is, Does Jack need an alternate form of participation? We go right down the same list. So, for this particular in-structure routine, when we were first planning it we knew that we wanted to give him the same book that he could have by his side because it had all the cool pictures in it, and he needs an adapted book at his reading level. Sustained silent reading is not reading instruction, it's reading for reading sake. We pretty much think he can orient the book like other kids, but we are going to observe him in this situation just to make sure. We are going to observe to see if he can track without any additional support. He can in fact turn pages, he doesn't need some kind of an adaptation to do that. In terms of providing him with the means to comment or ask questions, he'll need to have that augmentative communication device programmed with the same kinds of things that come out of other kids' mouths. How do we know what comes out of other

kids' mouths to put on his device? We listen to typical kids. Okay? Many of the things that typical kids say are really generic types of messages, like 'cut it out', 'I'm done', 'I like that part', 'I can't read this word, I need help'. So, Jack needed an adapted grade level novel. It was rewritten by the team to late first, early second grade. They kind of took a guess at first because they didn't have really definitive assessment information about his reading ability because he didn't have a way to communicate so they couldn't assess him affectively. But, they had to start somewhere, right? They made sure that the adapted version maintained the essential content and that was so that he could participate in discussions with the other kids and so that when it came time for the assessment, he would still have the main points that the teacher was going to be testing on.

So, there he is. He is sitting like other kids. He is holding the book upright. He began to show more emergent literacy skills then we thought he had and he actually began to vocalize syllables. So, if this is what he was reading, he would go hmm, hmmm, hmm, hmm, hmm, hmm. We found that very interesting. He wasn't talking with words, but he was showing some things we didn't know he had. The second and third steps are making sure that you are matching in the third step the student with disabilities participation to what all the kids are doing that you've listed in the second step. Describe what other students are doing. Identify ways the typical students are showing their participation and then identify alternate forms if necessary.

So, the instructional routines, you know what they are. They really repeat themselves over and over again in a general ed classroom. One reason that I think this planning for instructional routines makes sense is that if a team thinks, oh my gosh, we have to go through this whole support planning process for every single lesson in every subject area every week? They won't even come to the table, they'll be so overwhelmed. But what you'll find if you do this planning by routines is that the supports that a particular student needs in a whole-class discussion routine are the same whether it's whole-class discussion about a book, whole-class discussion about science, whole-class discussion about having just come back from a field trip. So, the content changes and the vocabulary on the student's communication device needs to be content-specific, but the supports in terms of seating support, visual support, sensory support, communication support, those will be the same in all whole-class discussions. So, most classrooms don't have more than about 8 instructional routines. At the beginning of a year, the team can kind of pick away at their weekly common planning time. How many of you come from schools that have a weekly common planning time? Raise your hands real high. It's such an important infrastructure support for the adults when you're talking about kids with intensive support needs. Sort of pick away over the first couple of months at school at planning the supports for instructional routines.

In your handout, you'll find that we've already talked with teachers and observed in many of these instructional routines. We've already put together the information for you in column 2, which is "what does participation look like in a whole variety of instructional routines?" We've also, for many of those instructional routines, thought about kind of a menu of supports. These are not specific to one student, but they're kind of a menu from which a team could pick or that could get them started brainstorming.

Could I have a time check please? Awesome! So, what I would like you to do is a little practice activity. And you can do this at your tables. So, would you think about Jack, please, and I know you don't know much about him but you know that he doesn't use natural speech to communicate, he uses an augmentative communication device, he does not use a pencil to write, and what I would like you to do is think about column three and column four for Jack for the routine of note taking, okay, note taking when the teacher is lecturing or giving information.

So somebody in your group can just flip over one of your hands out, make two columns, left hand column is "Do you think Jack needs an alternative form," just brainstorm a whole bunch of possible alternate forms and don't look at the next slide in your printed power point because it has a lot of the answers and then once you have kind of brainstormed some of those alternative forms, expand on them and think about the supports that would be necessary in order for him to use those alternate forms to participate in this lesson. I'm just going to give you about 10 minutes to brainstorm, okay. Go.

Form of participation?

You guys are a shy group.

Alternate form of participation. He can't use a writing implement and he has to take notes. Yes.

AUDIENCE MEMBER: We have peer partner shared note taking.

CHERYL JORGENSEN: Oh, shared note taking. How would that work? Because sometimes the devil is in the details.

AUDIENCE MEMBER: Well we, we started out, that was like midway down our progression. So, we were talking about skeleton notes, that the teacher could provide skeleton notes and if you were doing that with the entire class or differentiating maybe a section of the class, where that blank space would be, maybe there's a series of pictures that would be available for Jack to select from to fill with a picture instead of a word.

CHERYL JORGENSEN: And how would he do the filling in?

AUDIENCE MEMBER: How would he do it on the notes?

CHERYL JORGENSEN: Yes.

AUDIENCE MEMBER: How would attach, like attach it?

CHERYL JORGENSEN: Yes. So you're thinking like cut out pictures.

AUDIENCE MEMBER: Sure, like smaller ones that maybe if you would, I don't know if you would Velcro or you have a glue stick there, or whatever.

CHERYL JORGENSEN: Great. And I suppose a lot of you thought of a similar situation like that. Some kind of skeleton note taking form whether it is in sentences or a graphic organizer and then there's a picture always with a word on it, even if you don't know if kids can read; picture and word, picture and word. And it could be a physical placement; low tech, easy to create one time, but really laborious to create 100 times for 100 different note taking forms. So, did anybody think of a higher tech way of Jack taking notes that might then save you some work the next time and the next time and the next time you have to create a note taking form?

Do you know the software worksheet magic? Okay, Google worksheet magic. You can create on a computer a fill-in-the-blank type worksheets. You could take the teacher's, the regular worksheet, whether it had been done on a computer, in which case you can then just, you know, replace certain words with a fill-in-the-blank, you could have a page on the side or you could have two pages open; one is the work page the other is the page of pictures and words, the student can drag the picture and the word over into the blank. If a student doesn't need pictures it can be a word bank so there are higher tech ways you can scan, you know a piece of general-ed text and then play around with it by eliminating words, making it bigger, making it smaller, more white space.

So, the more that you can create materials in digital form, the more time you are going to save yourselves and the more bang you'll get for your buck or flowers with your one seed, rather than using, creating the paper version over and over and over again; but great idea. Any other idea that's slightly different from that in terms of, yes.

AUDIENCE MEMBER: INAUDIBLE

CHERYL JORGENSEN: Great. Just because other kids have to kind of, you know, take their notes, some kids may not be able to distill from the lecture exactly what they're supposed to write. They may need a more limited number of choices. So I think your idea is if the lecture goes like this, and I'm going to totally make this up, pie is equal to A) 3.1416 blah, blah, blah, you know 5/9, 2/4,

and 0, then we've given a number of incorrect choices and one correct choice. So I understand that that is, that's probably a modification as opposed to an accommodation, but as long as it is not in a testing situation, you, I don't think you have to worry so much about it, okay. So limit the number of choices, make it multiple choice, and make the action that the student needs to take to do the task a simple, a simpler motor task than handwriting, or even than cutting out and gluing because, you know when many kids with disabilities, it's not that their thinking doesn't work or their hands don't work, or their eyes don't work at all, it's that they, some of those sensory systems are not working in a typical way so that if they have to think and see and write and move all at the same time, it's very taxing for them. So when you tell me that kids are "melting down" at 1:30 in the afternoon, I understand that. You know, they've really been having to pull everything together and that's tough all day. So the simpler that you can make the motor demand, so that the student's energies can stay in the thinking realm, the easier it is. So, now, so the examples of support would be an adapted worksheet, somebody has to scan that text and go through the process of creating the worksheet. The student may need some prompting in order to know what to do. What to do first, what to do second, and what to do third.

So I have asked the group over here, the three women, to ask me the question of the hour which is, "Who does the modification?" That's right. There is a who plans and a who does and probably a who implements. The who plans, to me, needs to be the core members of the instructional team so the general-ed teacher's got to be part of the planning because otherwise, how are we going to know what the general-ed lesson is? And then ideally it would be a special educator and four students who have significant communication disabilities, or significant movement and sensory disabilities you'd want to add the speech pathologist or the OT. If a paraprofessional is in the classroom providing aid and faith supports, I would want the paraprofessional around the table doing the planning as well. In terms of who sits at the computer and makes them, I can't give you an answer on that. I mean, I would like to say that as the general-ed teacher is making her quizzes and her worksheets and her instructional materials for all kids, that she is making the—all the materials for all the kids in the classroom.

I think probably the more realistic answer is that that doing the modifications or creating the modified materials is a responsibility that is past around by week-to-week through different, to different team members. That sometimes the general-ed teacher will say, you know what, we're reading Maniac McGee for the next two weeks, I volunteer to create the adapted book. The week after that when we're doing Where the Red Fern Grows, am I mixing up Wild Fern, Red Fern; the speech pathologist raises her hand. So, do all the team members need to quite facile with using the assistive technology? Yeah, there's nothing about being a general-ed teacher that means you cannot learn to use writing with symbols, it's really quite easy. Yep.

And a couple of resources, web-based resources for adapting materials that you might want to know about. Do you know Tarheel Reader? North Carolina Tar T like Tom, A-R, heel, H-E-E-L, Tarheel, like the Tarheel state, Reader. Just Google it. There's like a thousand adapted books, Power Point books, Power Point things that have been created by the teachers using, you know, real grade-level instructional materials. Again, it might not be the exact thing you're looking for, but maybe somebody's already started something. Reading A to Z books, really helpful. Other resources for digital books that folks in Pennsylvania are using, can anybody suggest something. Yes.

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: Raz Kids, that's right, R-A-Z K-I-D-S. Great. And is there a Clearing House at the DOE for digital books for kids with print and other disabilities as part of your animus? Yeah, no, maybe.

AUDIENCE MEMBER: Maybe.

CHERYL JORGENSEN: Yes.

AUDIENCE MEMBER: Inaudible

CHERYL JORGENSEN: Nice. Great. Great. So, I-Touch Aps and he also uses, it's a Proloquo2? Okay, Proloquo2. If anybody wants to get more information about…it's an Ap for the I-Pod, right. Third or forth suggestion is E-Reader software Curs While software, could be very helpful.

So, here is the answers, here is some of the ideas that some other teams have come up with. Some students who are real strong auditory learners might be able to hear instructions rather than have the teacher, rather than have to read instructions. Writing using Rebus or some other symbol system. Excuse me. And I think all the ideas that are here on the list are ones that you guys came up with.

The final word I'm going to say about this instructional planning process is matching the students "assistive technology and augmentative communication to the do," to what it is we need students to actively do to show their participation. Our students need assess, they need receptive access to information. So they need perhaps assistive technology to help them read print, understand print, and they may also need assistive technology to write, or to move, to listen, and to speak. And this little grid might be a planning form that would be useful for your team to use when you're thinking about different instructional routines and the different communication functions. So, how is our student going to speak in large groups, small groups, that means teacher directed during seat work, during a project. How's the student going to write and so on, and so on.

So, if you can fill that in, then you know, you're, you know you have greater confidence that you're providing the student the supports that he or she needs. And so when the student then produces something, you have greater confidence that the student is actually performing to his or her potential. Because we can't, we can't go back to that nine message communication board that Jack had and conclude Jack can't read, Jack can't do math, Jack doesn't know science. Because we haven't given him away to communicate about those things, nor have we provided him with the supports that he would need in order to do it. So the other version of the support planning process is in a table like this. And this is what most people find helpful. And you can just recreate this on your laptop and create a, you know, a file, a library of support plans for different instructional routines.

So, when all is said and done, where do we, what is it we want? What are the outcomes, the desired outcomes for students when they're in general education? There's a desired outcome of membership and it can be measured by not only the percentage of the day that the student is in classroom, but some of those indicators of membership. Is the student's name on the list? Does the student have a job? Is the student participating in an extracurricular activity? Participation indicators is the student, what percentage of the day is the student not only present, but an active participant in content area instruction in the same instructional routines? In what percentage of those routines does the student have the way to communicate reading, writing, speaking, listening? And in terms of learning outcomes, does the student have the opportunity to demonstrate his or her learning by handing in the same or a similar number of assignments as other kids? And how close is the student's proficiency to those grade-level expectations.

So the indicators, these sort of broad indicators of membership, participation in learning are measures that you might actually keep track of a couple of three times over the course of a year to as, sort of an accountability within your team about how effective your supports are. Because we want to see changes from September to December to June to increase all three of those outcomes.

I don't, won't list them now, but I did want to give you some resources on what some of the research has shown in terms of the benefits of inclusive education for students with disabilities as well as the often-time neglected negative effects of keeping students separate. I feel like those of us who are working to include kids are constantly being asked to justify why kids should be included and what the benefits are to them. And yes, I think we, we can do that, but we also need to remind people that there are some less desirable outcomes when students with disabilities spend their day just with other students with disabilities. Poor quality instruction, there's been some interesting research that looks at, compares instruction in self-contained classrooms with instruction in the same content areas in general-ed classrooms. Poor quality IEPs, sort of, you know, taking matched kids; kid A. and similar kid B. And kid A. who is in general-

ed tends to have higher quality IEPs. Measurable goals, higher standards, more functional communication, and other skills.

Obviously when kids are not in general education we worry about the lack of generalization of what they're learning in a separate environment to actually be able to perform those same skills in a more typical environment. Somebody once coined the phrase "There is no special-Ed McDonald's." You know you can set up a little pretend store in a self-contained classroom and the student can perform to criterion there and have absolutely no clue about how to shop in real stores. A variety of research citations for you, I haven't given you the whole journal listing, but if you go on Google Scholar, which one of the Google search choices, you could put in these names and dates and find probably a whole bunch of research papers. There are a couple of books I might recommend, if you're interested in reading more in depth and more examples about the instructional planning process that I described to you today. And the book, our book just came out earlier this year, it's called The Beyond Access Model, because we want kids to go beyond access to actually learning in the general-ed classroom. And it's available from Paul Brooks. And then a really great book, edited by Pat Mirenda specifically about kids with autism and augmentative communication with lots of very practical examples focused on this notion of giving kids full participation supports.

So I'm interested in just a little bit of feedback from some of you who would be willing to share. Is there sort of one idea or one ah-ha that jumped out at you today? Yes, take the woman in the back and then the woman in the…

AUDIENCE MEMBER: This whole notion of least dangerous assumption, I mean, I've never heard that term before, it's new to me, I'm going to take it back with me and I appreciate you really giving us the opportunity to really reflect on that and think about that and share it with our colleagues. I think it's a fabulous notion that we need to continue to talk about.

CHERYL JORGENSEN: Thank you. And then the woman in front of her.

AUDIENCE MEMBER: I like the way to plan using, helping teachers look at what your regular-Ed students do and what Jack can do. So, that will be something I can take back and share with teachers right away in planning, thank you.

CHERYL JORGENSEN: Great. Anybody else? This was, okay, this woman in the back and then I'll run down...

AUDIENCE MEMBER: Cheryl, actually, I was just wondering, one of the things that I think we struggle with a little bit is we can figure this out for a student at a time, and I think you've really shown us, you know, today how you can figure this out for a Jack or, you know, one student at a time. But I think where, what I

struggle with and what we were struggling with here in Pennsylvania is the systems level stuff that has to change for, to make, to enable us to do this more than one kid at a time. You know, we have 500 school districts in this state and if you could share any, just any thoughts on what kinds of systems level changes have to happen at the same time, and I think some of it does have to happen a kid at a time, that would be great.

CHERYL JORGENSEN: Are you familiar with Dean Fixsen's work of the National Implementation Research Network?

AUDIENCE MEMBER: Yes.

CHERYL: Okay. I learn something new every day, but my latest new thing is that I can, I feel like I can go in a school and make a change for one kid for like one or two years, but I'm sorry to say that my track record is not real great on sustaining those changes and making them system wide. So my biggest ah-ha, and I should have a slide on it, is there's three concentric circles that you need to pay attention to when we're thinking about making a big change that we want to sustain over time. The first circle is consensus. There needs to be some critical mass of people, and I can't give you a magic number, some critical mass of people in a building, including the school principal, who agrees that you want to become an inclusive school.

And that before you start throwing kids into general-ed or even doing professional development, you need to spend some time in conversation, in, within a professional learning community kind of situation where everybody's reading about inclusive education, and sort of at the end of that long period of dialogue, everyone needs to step up to the plate and sort of render, "Am I in agreement with this or am I not." And we need to decide, is 80% of our teachers need to be full agreement that this is the way we're going. But that consensus building is such an important step. The second step before you begin planning for kids to be included is the issue of building the infrastructure supports that will, that are really for, mostly for the adults.

So a woman came up to me at the break and she was describing, you know, wanting to get this kid into inclusive first grade and I said, "So is there a plan for a weekly common planning time?" And she said "Not yet." And I said "Number one, number one, there needs to be really a lot of forethought about common planning time. Do people understand there roles? If we want a kid to be included and to not be flying in and out of the classroom six times during the day, then the speech path and the OT are going to need a lot of support to understand how their role is going to change. Does the paraprofessional understand her role? Is there enough assistive technology available not only for the student in terms of a way to communicate or a way to write without a pencil, but does, do the teachers have on their own computers, the software that they need to create adapted materials? Do you have access to digital books? And to

me, part of infrastructure is that ongoing professional development. Not a one-time workshop but ongoing development related to the best practices and the supports that the student needs. It's like when those two things have our attention, and it's not like you're ever done with the consensus building, then you can say, you can feel like you've gotten the supports in place that are going to make it more likely that the implementation steps you take are going to, are going to last.

And I would encourage you to read on the NIRN website, some of the notions about, there's not only these three big parts of making change and sustaining change, but implementation has a number of steps too. And the work of Dean Fixsen, F-I-X-S-E-N, F-I-X-S-E-N, National Implementation Research Network, is really being helpful to people and very consistent with RTI and inclusive education.

AUDIENCE MEMBER: Oh I think your fill-in supports was fantastic, I can take that back and I can kind of evolve each one and maybe take a look at it with your team and say, okay, have any of these needs changed, and I just think that keeps you…

CHERYL JORGENSEN: Yeah, keeping organized. Again, it's part of that infrastructure. Great, thank you very much.