

RTI/MTSS/UDL/Full Inclusion
It All Means Collaboration

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Assumptions

1. Our legal, moral, professional, and personal obligations is to support 100% of the students we serve to maximize their potential.

Assumptions

95+% of our students are neurologically and intellectually capable of meeting or exceeding grade level standards.

Assumptions

It is the intent of education law that special education services are designed to provide targeted, expert instruction to accelerate the current achievement rates of identified students, for that 95+% to facilitate them meeting or exceeding grade level standards and exiting special education prior to graduating from high school, and for the other 4+% to maximize their potential. We currently possess the knowledge and expertise to do so.

Assumptions

Many students placed in special education were placed not because of an accurately determined disability, but rather because of inadequate instruction and support.

Assumptions

Determination of eligibility and placement for services is racially, socioeconomically, and linguistically biased, resulting in inappropriate placement or exclusion from services.

Assumptions

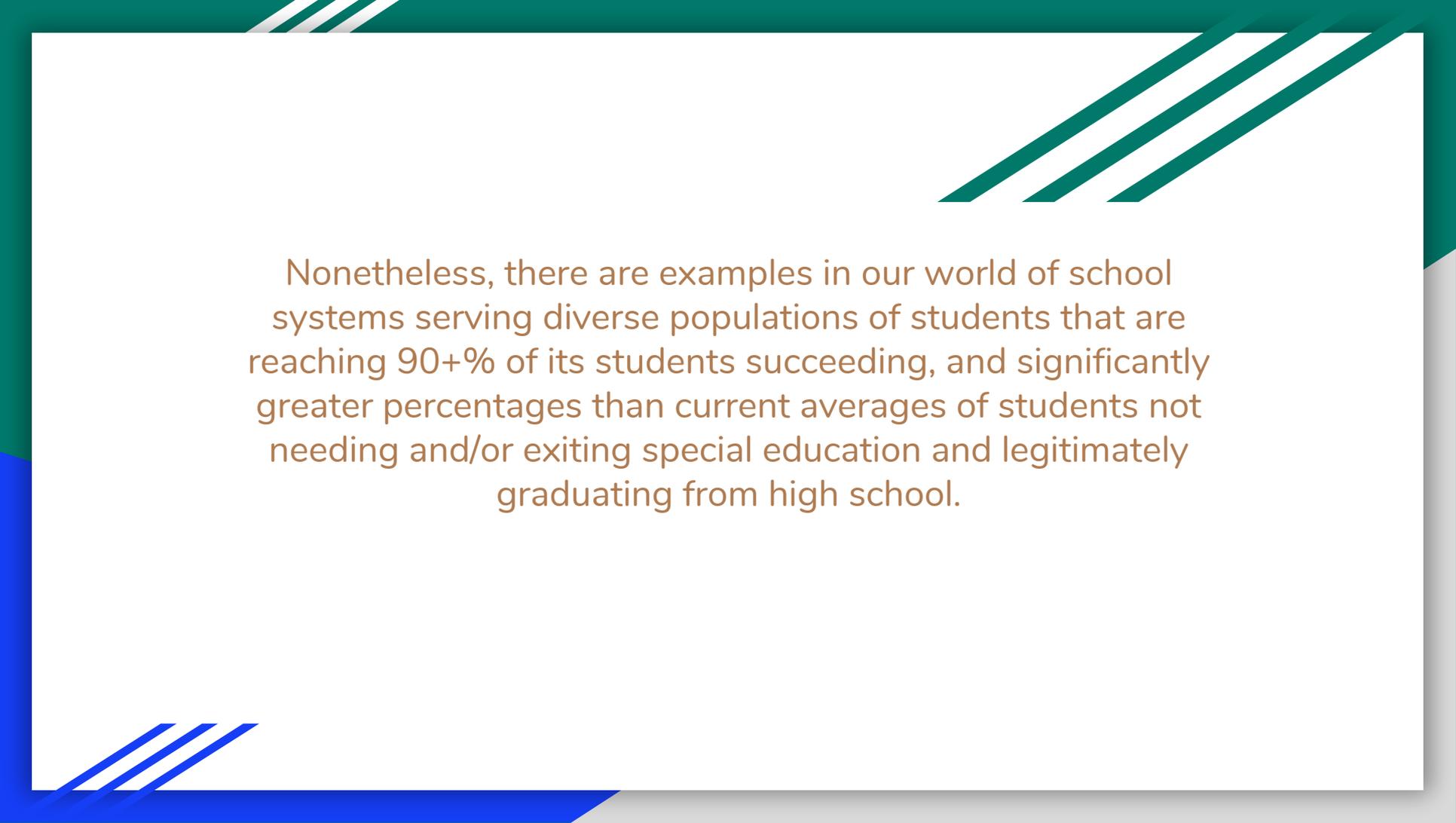
Once placed in special education, historically and statistically achievement does not accelerate, rather it slows down. The overwhelming majority of students placed in special education were inappropriately placed, do not meet or exceed grade level standards and do not exit special education.

Assumptions

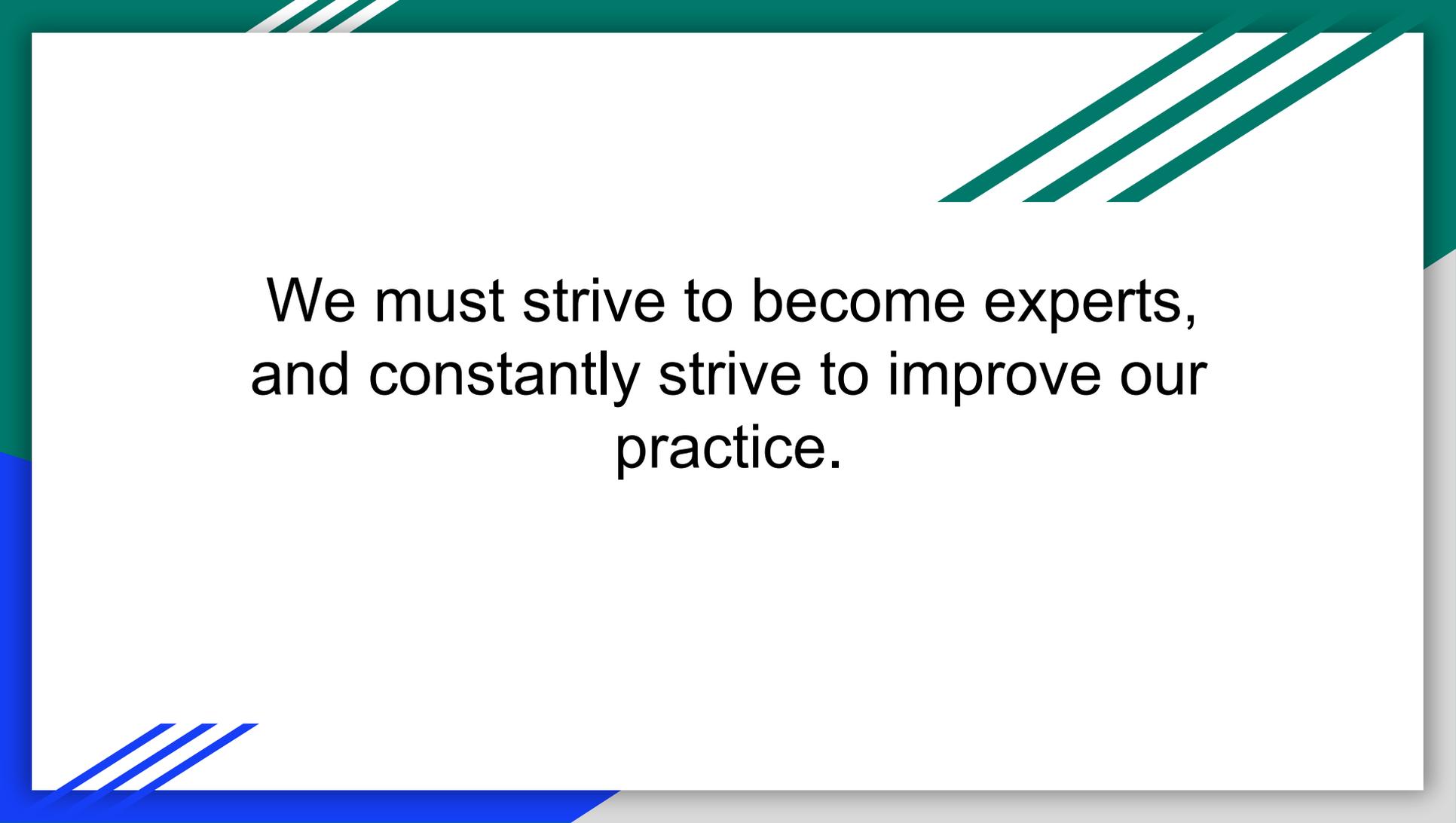
This current state of practice is not primarily due to intent, but rather to lack of adequate training and support for educators. People do go in to education with the intent of making a difference and realizing belief #1.

Despite the current state of practice, we do currently possess the knowledge and expertise to fulfill our obligations and effectively provide services so that close to 100% of our students maximize their potential, and 90+% meet or exceed grade level standards and graduate from high school with the ability to choose what to do with their lives.

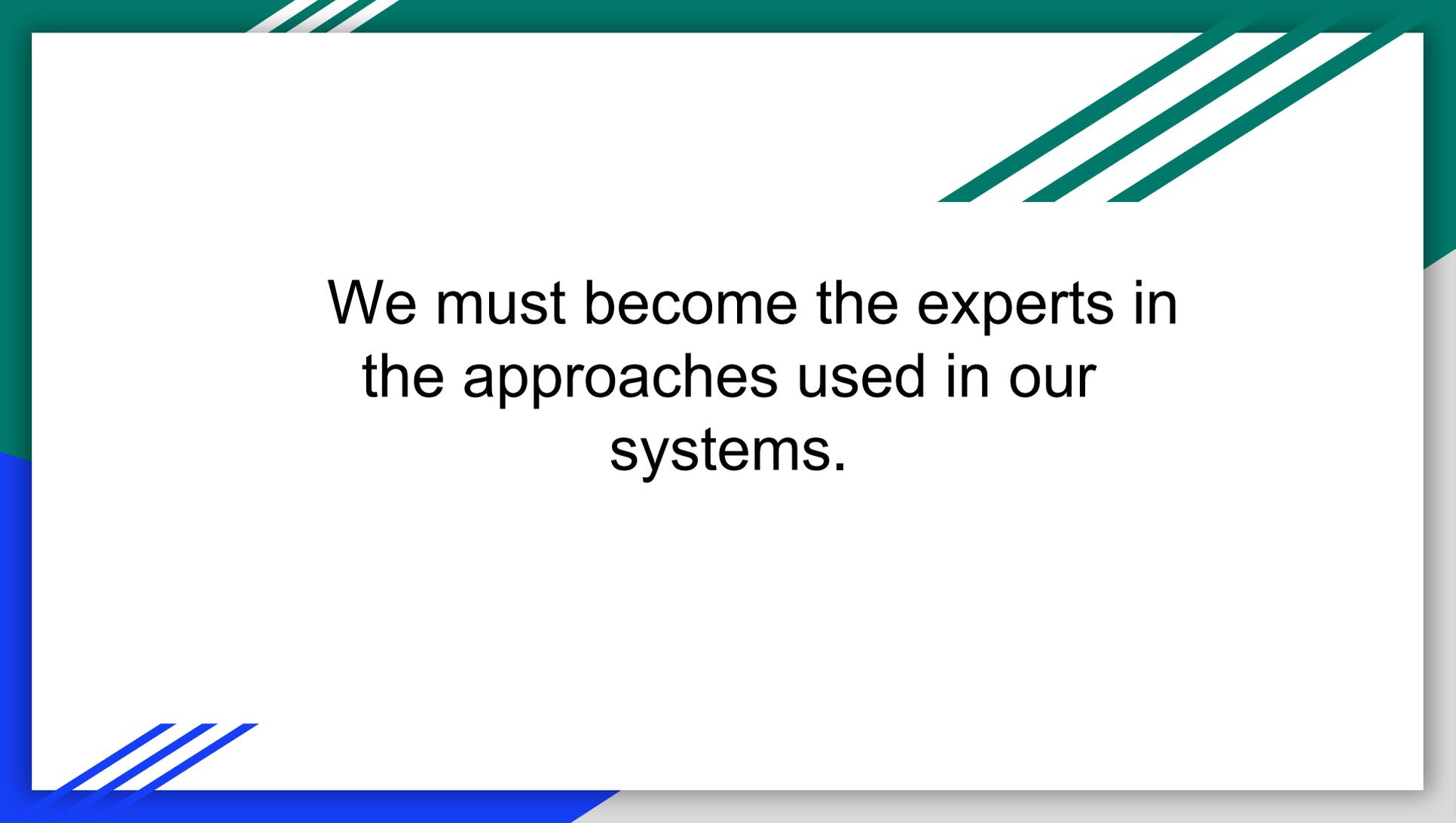
Realistically there are limiting factors- the aforementioned inadequate training and support for educators combined with the inadequate access to prenatal care, ongoing health care, preschool and pre-literacy resources, and basic human needs of a significant and growing percentage of the children we serve does decrease our rate of success.



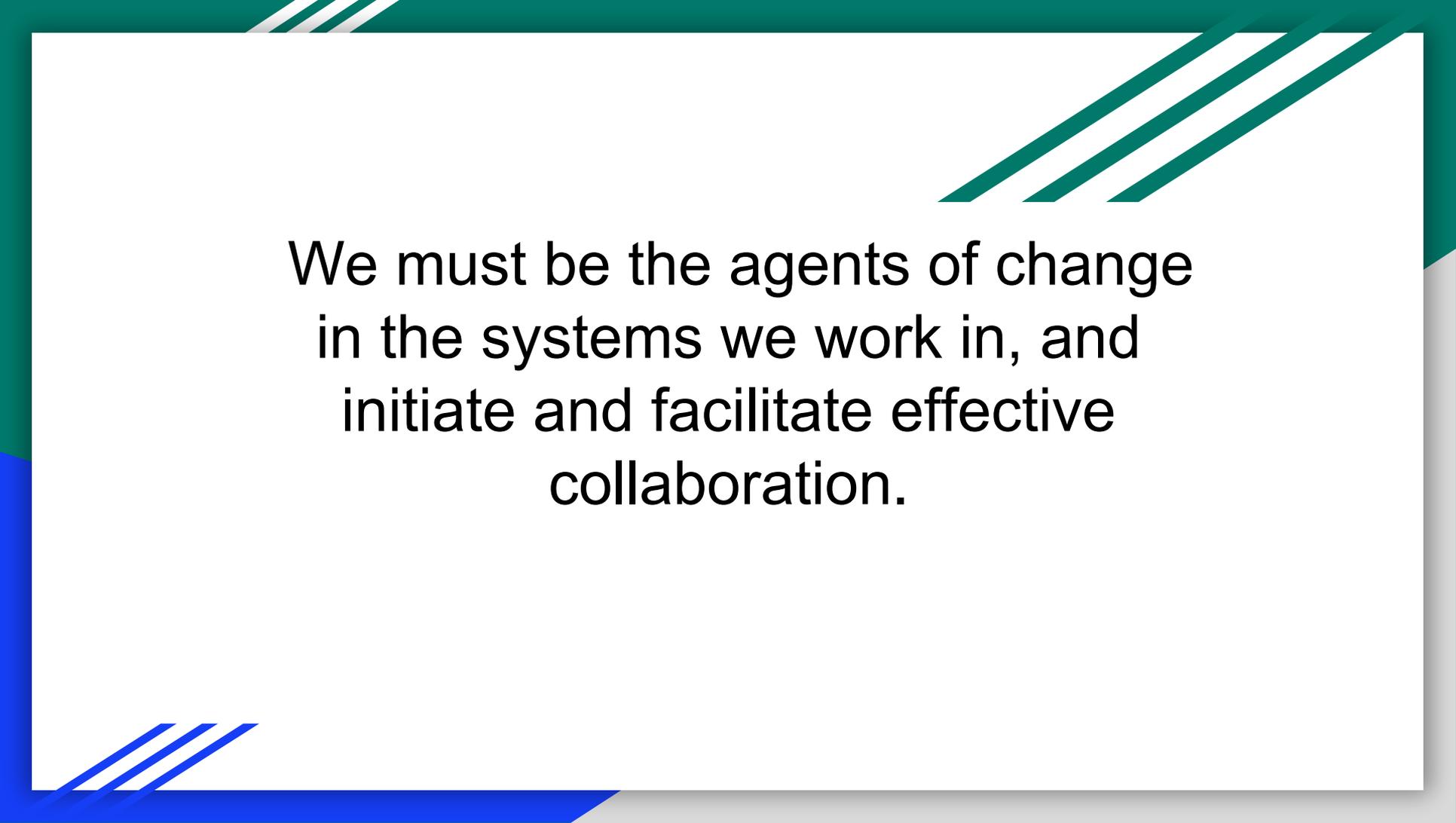
Nonetheless, there are examples in our world of school systems serving diverse populations of students that are reaching 90+% of its students succeeding, and significantly greater percentages than current averages of students not needing and/or exiting special education and legitimately graduating from high school.



We must strive to become experts,
and constantly strive to improve our
practice.



We must become the experts in
the approaches used in our
systems.



We must be the agents of change
in the systems we work in, and
initiate and facilitate effective
collaboration.

Becoming the expert and agent of change

Understand **the legal terms and conditions of
my position.**

Becoming the expert and agent of change

**Reach out to and get to know the people in
my system.**

Becoming the expert and agent of change

Understand the instructional strategies and materials used in general education instruction.

Becoming the expert and agent of change

I have to become an expert in targeted, differentiated, specialized instruction.

**Becoming the expert and agent of
change**

**I have to understand the student discipline
system.**

Becoming the expert and agent of change

, I have to understand all of the working parts of the support system

Models for Collaborative Support for At Risk Students

Learning Center (Huberman, Navo & Parrish, 2011. Academically Strong California Districts for Students in Special Education. WestEd.)

Models for Collaborative Support for At Risk Students

Response to Intervention (source:
<http://www.rtinetwork.org>)

Models for Collaborative Support for At Risk Students

Multiple Tiered Systems of Support

(<https://www.cde.ca.gov/ci/cr/ri/mtsscomperti2.asp>)

Models for Collaborative Support for At Risk Students

**Universal Design for Learning
(<http://udlguidelines.cast.org>)**

Models for Collaborative Support for At Risk Students

Full Inclusion

(<http://weac.org/articles/specialedinc>)

Models for Collaborative Support for At Risk Students

Mainstreaming

(<http://weac.org/articles/specialedinc>)

Models for Collaborative Support for At Risk Students

Positive Behavior Intervention and Supports (PBIS) (<https://www.pbis.org/>)

Models for Collaborative Support for At Risk Students

Restorative Justice (RJ)

(<https://blogs.edweek.org/teachers/classroom>)



Planning for Next Steps Checklist

