

# "The Possible Futures of Special Education"

February 27, 2016

Keynote

CARS+ on a Mission

35<sup>th</sup> Annual CARS+ Convention

Riverside, CA

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**Richard A. Villa**  
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Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. In addition to working with schools, governmental and non-governmental agencies, and advocacy organizations, Rich has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited fifteen books and developed three multi-media kits for teachers, administrators, and parents. Possessing the conceptual, technical, and interpersonal skills required to work effectively with others and facilitate change and progress in education, he has presented at numerous national and international conferences, and is known for his enthusiastic, knowledgeable, and humorous style of presenting.

## **RESOURCES**

### **Inclusion:**

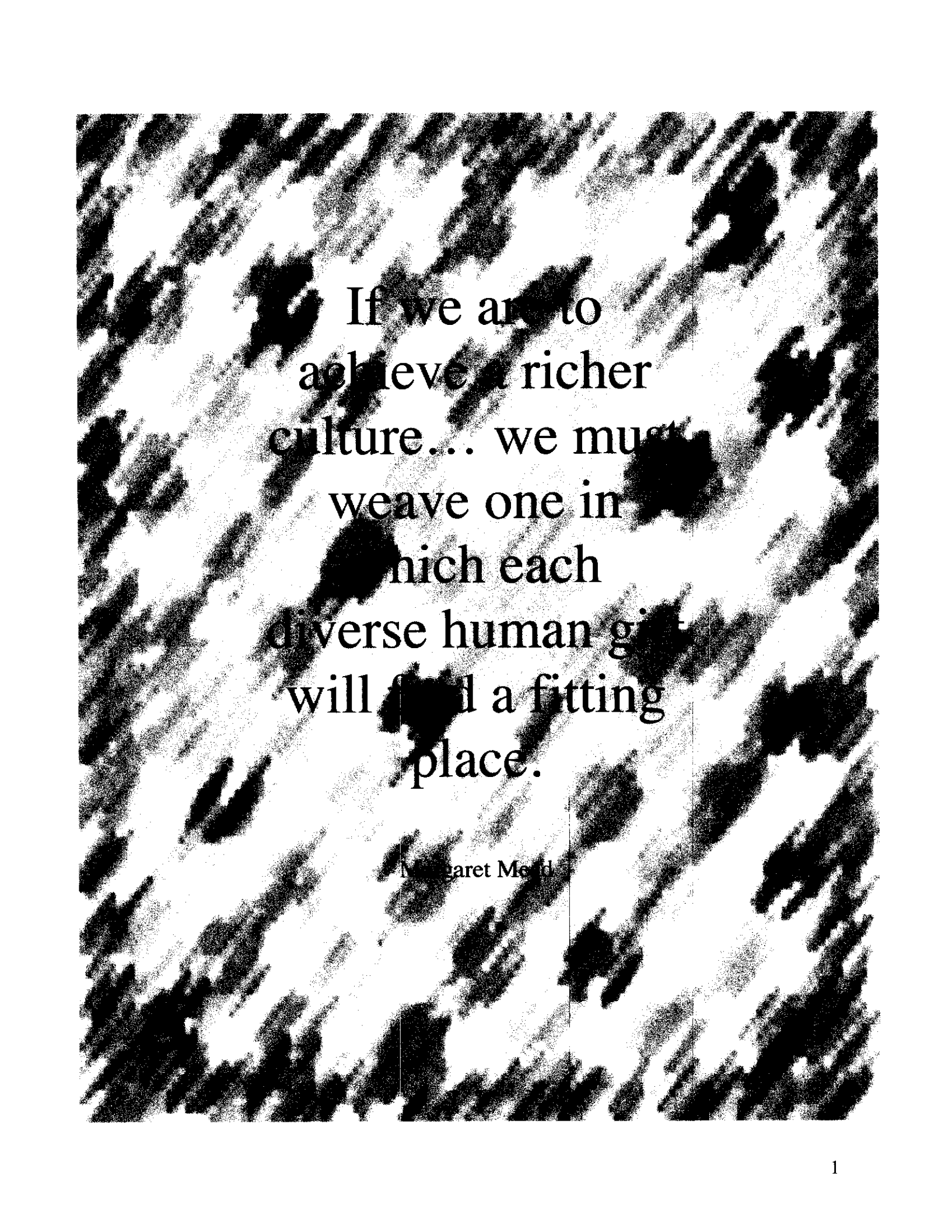
- Villa, R., & Thousand, J. (2016). *The Inclusion Checklist: A Self-Assessment of Quality Inclusive Education Practices*. Naples, FL: National Professional Resources.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723
- Thousand, J. & Villa, R. (Eds.). (2002). *Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families*. Baltimore, MD: Paul H. Brookes. (800) 638-3775
- Villa, R. & Thousand, J. (Eds.). (2000). *Restructuring for Caring and Effective Education: Piecing the Puzzle Together (2<sup>nd</sup> Edition)*. Baltimore, MD: Paul H. Brookes. (800) 638-3775

### **Differentiated Instruction:**

- Thousand, J., Villa R., & Nevin, A. (2015). *Differentiated instruction: Planning for Universal Design and Teaching for College and Career Readiness (2<sup>nd</sup> ed.)*. Thousand Oaks, California: Corwin Press. (800) 818-7243.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461

### **Co-Teaching:**

- Villa, R., Thousand, J., & Nevin, A. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning (3<sup>rd</sup> Edition)*. Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Nevin, A., Villa, R., & Thousand, J. (2009). *A Guide to Co-Teaching with Paraeducators Practical Tips for K-12 Educator*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *A Guide to Co Teaching: Practical Tips for Facilitating Students Learning (2<sup>nd</sup> Edition)*. Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *Co-Teaching: A Multimedia Kit for Professional Development*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R. (2002). *Collaborative Planning: Transforming Theory into Practice*. National Professional Resources. (800) 453-7461
- Villa, R. (2002). *Collaborative Teaching: The Co-Teaching Model*. National Professional Resources. (800) 453-7461



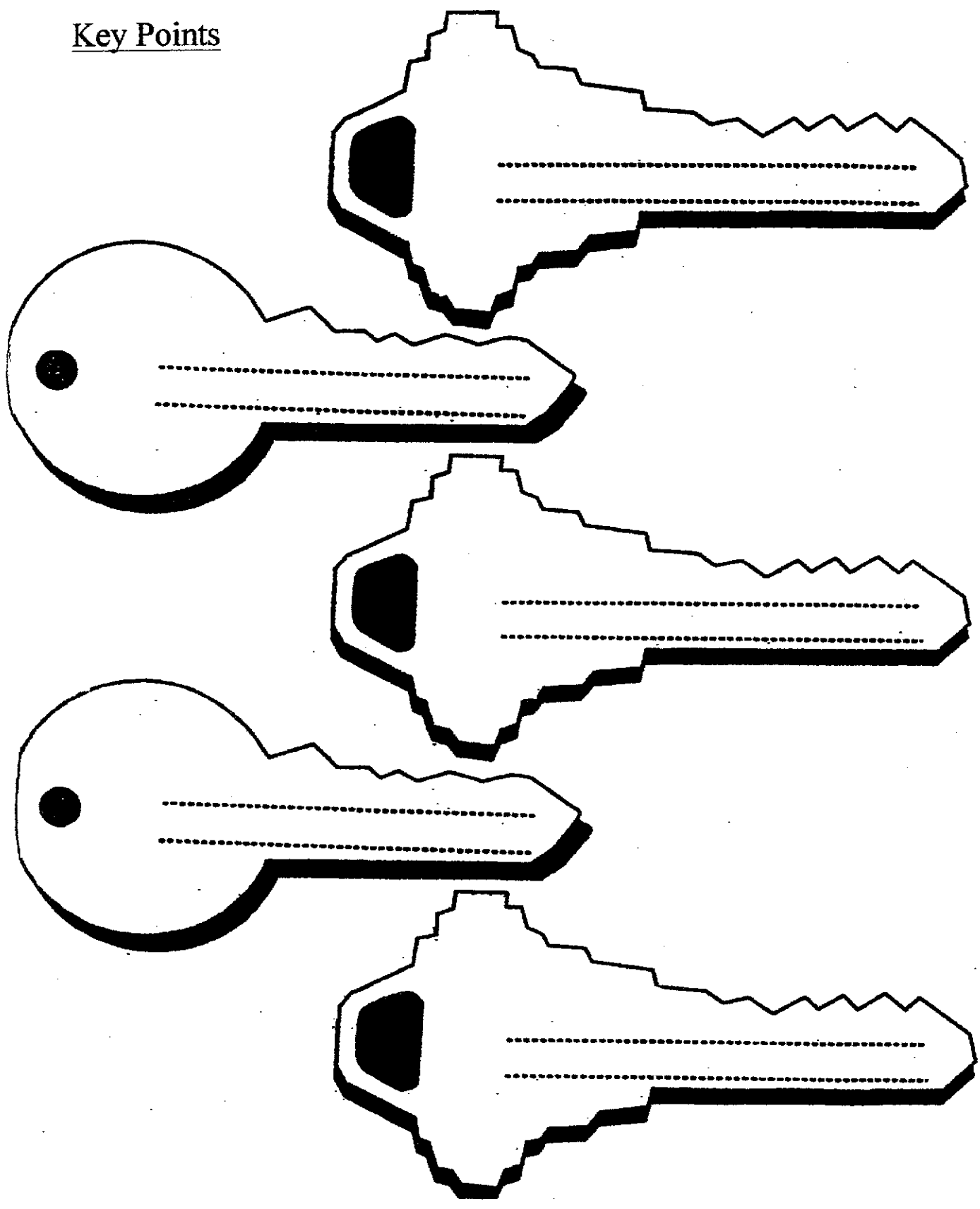
If we are to  
achieve a richer  
culture... we must  
weave one in  
which each  
diverse human gift  
will find a fitting  
place.

Margaret Mead

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Key Points



## Whose School Is This, Anyway?

Is it the principal's?  
Is it the teacher's?  
Is it the smart kid's?  
Is it the pushy kid's?  
Is it the popular kid's?  
Is it the native English-speaking kid's?  
Is it each kid's equally?  
Is it the community's?  
Is it the kids', the principal's, and the teachers' equally?

Who decides what goes on in here?  
Who does it go on for?  
Does it go on for the kids who go to college?  
Does it go on for the kids who go to work?  
Does it go on for the kids who have nowhere to go?  
Does it go on for all kids equally?  
Does it go on for the principal?  
Does it go on for the teachers, the kids, and the principal equally?  
Who tells whom what to do?  
Who makes the rules?  
Who must follow the rules?  
Who must see that the rules are followed?

Whose school is this anyway?

### QUESTION:

What is the relationship between the theme of the poem and the topic of this presentation?

Adapted from : Curwin, R., & Mendler, A, (1998). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development.

## Reasons for the Intractability of Schools

- Inadequate Teacher Preparation
- Inappropriate Organizational Structures, Policies, Practices, & Procedures
- Inadequate Attention to Creating New Cultures
- Leadership that is Naïve or Cowardly
- Perfected a model to discard evidence of ineffectiveness

## Organizational Strategies Supportive of Inclusionary Schools

### *Promoting An Inclusive Vision*

Inclusion is welcoming, valuing, empowering and supporting the diverse academic, social, and language learning of all students in shared environments and experiences for the purpose of attaining the goals of education.

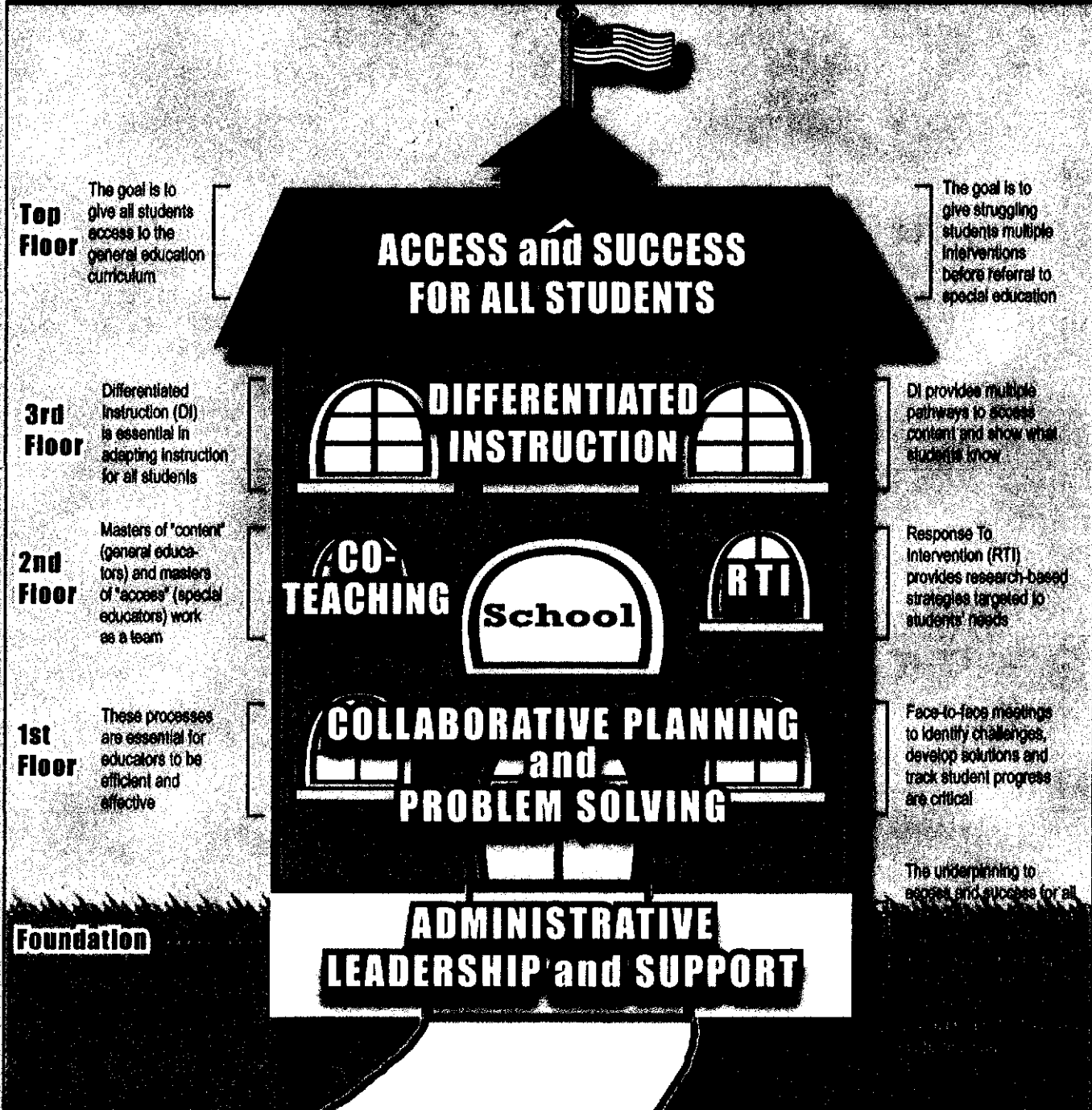
“What are the goals of Public Education?”

# RTI: Co-Teaching & Differentiated Instruction

Richard A. Villa  
Jacqueline S. Thousand

This reference guide utilizes "The Schoolhouse Model" as a conceptual framework to explain how Response To Intervention (RTI), co-teaching and differentiated instruction (DI) effectively work together to ensure access and success in the general education curriculum for ALL students. It is a valuable resource for educators involved in both pre-service and in-service professional development. This framework, built on a strong foundation with multiple stories, is a valuable tool for explaining how these three powerful approaches work in concert to create a positive learning environment that accepts and nurtures individual differences, while enhancing student achievement and performance.

## The Schoolhouse Model

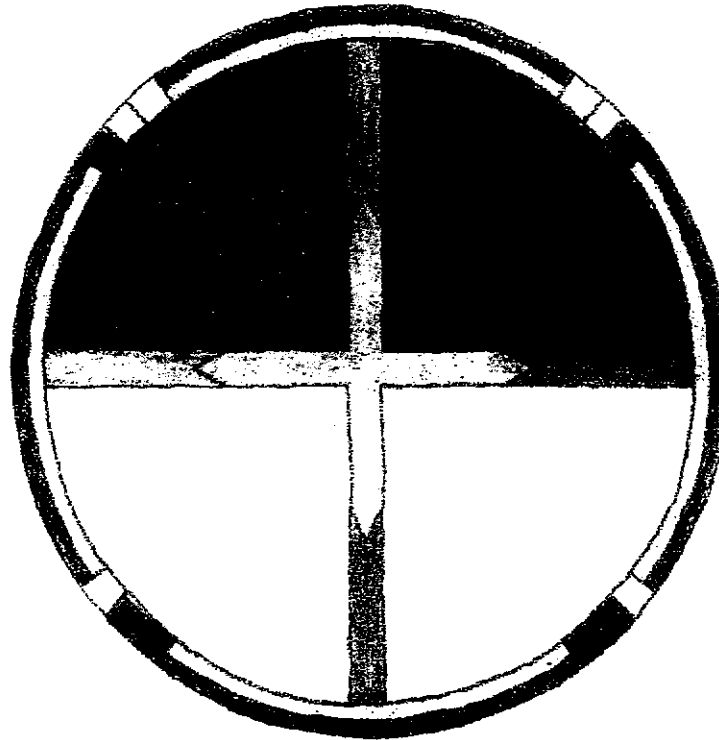




# CIRCLE OF COURAGE

**GENEROSITY**

**INDEPENDENCE**

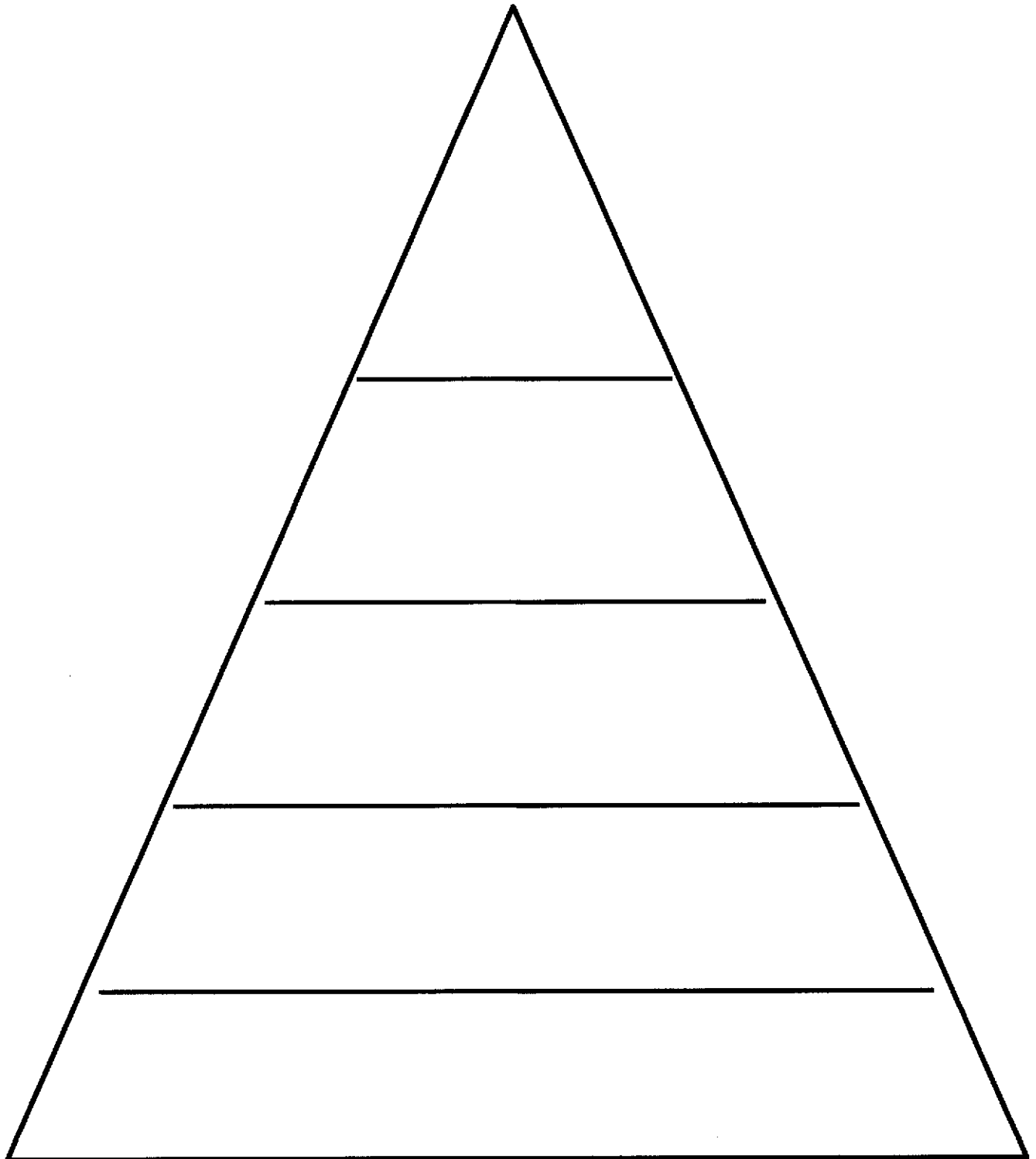


**BELONGING**

**MASTERY**

From: Brendtro, L.K., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Education Service.

# Maslow's Hierarchy of Needs



## The 3 Rs

### Relevance

- 1.
- 2.

### Respect

- 1.
- 2.

### Relationship

- 1.
- 2.

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### Relevance

- 1.
- 2.
- 3.
- 4.
- 5.

### Respect

- 1.
- 2.
- 3.
- 4.
- 5.

### Relationship

- 1.
- 2.
- 3.
- 4.
- 5.

## The 3 Rs

### Relevance

I will \_\_\_\_\_  
\_\_\_\_\_.

I will \_\_\_\_\_  
\_\_\_\_\_.

### Respect

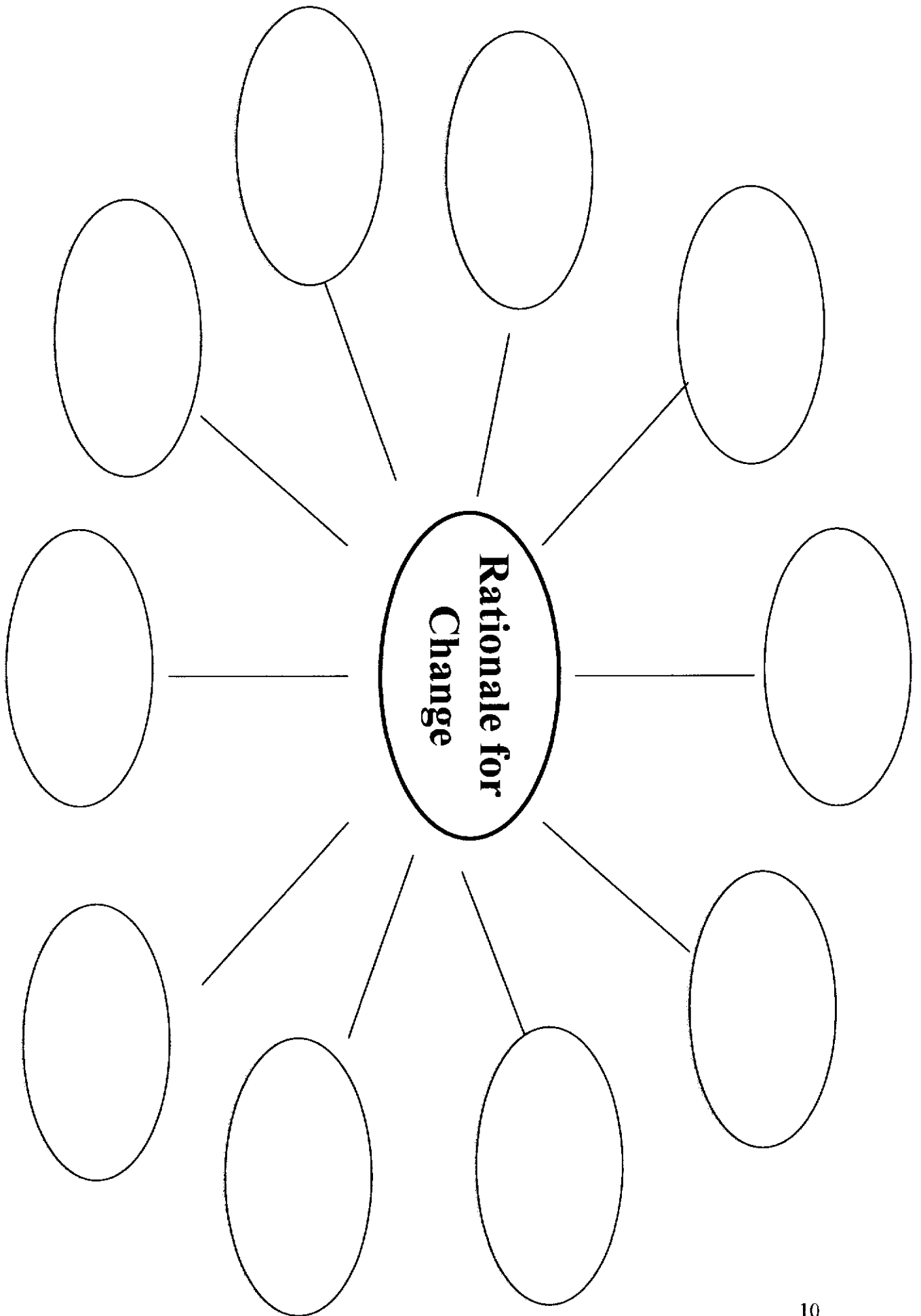
I will \_\_\_\_\_  
\_\_\_\_\_.

I will \_\_\_\_\_  
\_\_\_\_\_.

### Relationship

I will \_\_\_\_\_  
\_\_\_\_\_.

I will \_\_\_\_\_  
\_\_\_\_\_.



## National Survey on Inclusive Education

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Collaboration – Who should be on a team?

- 1.
- 2.
- 3.
- 4.

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.) and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

## Similarities, Advantages, & Differences of Co-Teaching Approaches

### Similarities Among the Four Co-Teaching Approaches

<ul style="list-style-type: none"> <li>• Two or more co-teachers are in the classroom.</li> <li>• They capitalize on specific strengths and expertise of both co-teachers.</li> <li>• They provide greater teacher-to-student ratios and additional one-or-one support for students in the classroom.</li> <li>• All approaches have benefits and cautions associated with their use.</li> <li>• Students are primarily heterogeneously grouped by mixed abilities and interests.</li> <li>• There are shared responsibilities.</li> <li>• Each approach requires trust, communication, planning time, and coordination of effort. (Note: The need for all of these elements increases as you move from supportive to parallel, parallel to complementary, and complementary to team teaching co-teaching.)</li> </ul>			
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Supportive Differences	Parallel Differences	Complementary Differences	Team-Teaching Differences
<p>One co-teacher is in the lead role; the other provides support. Who is in lead and who provides support may change during a lesson.</p>	<p>Co-teachers work, monitor, or facilitate different groups of students in the same room. (There are at least seven different options for arranging the groups.)</p>	<p>One co-teacher teaches content; the other facilitates access (e.g. clarifies, paraphrases, simplifies, provides visual scaffolding, records content.)</p>	<p>Both co-teachers are equally responsible for planning, instruction of content, assessment, and grade assignment.</p>
<p>Allows immediate support (academic or behavioral) to students.</p> <p>Can be used when there is little or no planning time.</p> <p>A way for a new member of a co-teaching team to get to know other co-teachers, the students, the curriculum, and the classroom routines.</p> <p>New content is introduced by the teacher with the greatest content mastery.</p> <p>Allows the supportive co-teacher to monitor and collect data.</p>	<p>Reduces student to teacher ratio. (Divide and conquer).</p> <p>Increases teacher feedback to students.</p> <p>Each co-teacher instructs and uses instructional expertise.</p> <p>Co-teachers can be viewed as equal partners.</p> <p>Allows for greater individualization, data collection, monitoring, and relationship building with students.</p> <p>Students have greater opportunities to engage in conversation and peer-mediated instruction with partners, at stations, or in cooperative groups.</p>	<p>Complementary “experts of access,” regardless of their level of content mastery, influence instruction by making content more accessible.</p> <p>Co-teachers are viewed as teachers of all students in the classroom.</p>	<p>All co-teachers are viewed as equal and teachers of all students.</p> <p>Content experts acquire and practice access skills.</p> <p>Access experts acquire and practice content skills.</p> <p>It is difficult to identify who is the “content” vs. the “access” expert.</p>
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team-Teaching Advantages

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Supportive Cautions	Parallel Cautions	Complementary Cautions	Team-Teaching Cautions
<p>Beware of the “Velcro effect,” where the supportive co-teacher hovers over one or selected students, stigmatizing both the student(s) and the co-teacher.</p> <p>Beware of making the supportive co-teacher the “discipline police,” materials copier, or in-class paper grader, rather than an instructor.</p> <p>Beware of ineffective use of the supportive co-teacher’s (e.g. special educator, ELL specialist) expertise.</p> <p>Beware of resentment, if the skills of the supportive co-teacher (e.g. special educator) are not being used or the lead co-teacher (e.g. content teacher) feels an unequal burden of responsibility.</p> <p>Beware of staying “stuck” in the supportive role due to lack of planning time.</p>	<p>Beware of creating a special class within the class and lowering student achievement by homogeneously grouping lower-performing students together.</p> <p>Beware that the noise level can become uncomfortably high when numerous activities are occurring in the same room.</p> <p>Beware of failing to adequately prepare other co-teachers to ensure that they deliver instruction as intended, since co-teachers cannot monitor one another while all are simultaneously co-teaching different groups.</p>	<p>Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced student-student interaction.</p> <p>Beware of “stepping on one another’s toes.”</p> <p>Beware of “typecasting” the co-teacher delivering content as the “real” or “expert” teacher.</p> <p>Beware of failing to plan for “role release” or “role exchange,” so that all co-teachers get a chance to lead instruction of the content.</p>	<p>Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced of student-student interaction.</p> <p>Beware of “stepping on one another’s toes.”</p>



### STUDENT COLLABORATION QUIZ

1. How often were you expected to support the academic and social learning of other students as well as be accountable for your own learning by working in cooperative groups?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
2. Were you, as a student, given the opportunity and training to serve as an instructor for a peer?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
3. Were you, as a student, given the opportunity to receive instruction from a trained peer?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
4. Were you, as a student given the opportunity to co-teach a class with an adult?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
5. How often were you taught creative problem solving strategies and given an opportunity to employ them to solve academic or behavioral challenges?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
6. How often were you asked to evaluate your own learning?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
7. How often were you given the opportunity to assist in determining the educational outcomes for you and your classmates?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
8. How often were you given the opportunity to advocate for the educational interests of a classmate or asked to assist in determining modifications and accommodations to curriculum?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
9. How often were you involved in a discussion of the teaching act with an instructor?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
10. How often were you asked to provide your teachers with feedback as to the effectiveness and appropriateness of their instruction and classroom management?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
11. Were you, as a student, given the opportunity and training to serve as a mediator of conflict between peers?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
12. How often were you, as a student, encouraged to bring a support person to a difficult meeting to provide you with moral support?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
13. How often were you provided the opportunity to lead or facilitate meetings that were addressing your academic progress and/or future (e.g., developing personal learning plans, student-parent-teacher conferences, an IEP meeting)?  

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
14. How often did you participate as an equal with teachers, administrators, and community members on school committees (e.g., curriculum committee, discipline committee, hiring committee, school board)?  

Never	Rarely	Sometimes	Often	Very Often
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# Differentiated Instruction Defined

Differentiated instruction has been described as a teaching philosophy based on the premise that teachers should adapt instruction to student differences because “one size does not fit all” (Willis & Mann, 2000).

Differentiated instruction can be defined as a way for teachers to recognize and react responsively to their students’ varying background knowledge, readiness, language, preferences in learning, and interests (Hall, 2002).

Starr (2004) defines it this way: “At its most basic level, differentiating instruction means shaking up what goes on in the classroom so students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products.”

## **How do I differentiate?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Table 2.5 Student and Class Summary for Rosa**

<p><i>Facts About the Student</i> Name: Rosa</p>	<p><i>Facts About the Class/Lesson</i> Class: Mathematics</p>	<p><i>Mismatches Between Student Facts and Class/Lesson Facts</i></p>	<p><i>Potential Solutions to Mismatches Between Facts</i></p>
<p><b>Strengths</b> Background Knowledge &amp; Experiences: Recently arrived from Nicaragua</p> <p>Interests and Skills: Bilingual &amp; bi-literate in Spanish &amp; English Sense of humor Empathetic Relates well with younger students</p> <p>Multiple Intelligences: Verbal/linguistic Musical/rhythmic Bodily/kinesesthetic</p> <p>Important Relationships: Best friend, Chris; not in any of her classes Grandmother (<i>abuela</i>)</p> <p>Other: Refuses to do board work Outbursts place herself and others in danger; throws objects (e.g., emery board, nail polish, pens) Surreptitiously listens to iPod</p>	<p><b>Content Demands</b> Content made available by teacher lecture and teacher and student demonstration on board or overhead transparency State adopted grade-level math textbook in English</p> <p><b>Process Demands</b> Teacher models solving new material Student volunteers selected to put answers on the board. Two or three high-achieving students usually selected to model solving of problems similar to those solved by the teacher on the board, with immediate public correction, if needed. Students begin independent practice in class. Uncompleted portions assigned for homework.</p>		

<p>Primps (e.g., polishes nails in class) Bilingual cursing and swearing New to the community</p> <p><b>Goals/Concerns</b> Difficulty with impulsivity control Forgets social skills when frustrated with either students or adults. Easily frustrated Has difficulty completing work Reads English 2 years below grade level Math skills spotty due to frequent moves (tests 2–3 years below grade level)</p>	<p><b>Product Demands:</b> Four nights a week, assigned odd-numbered homework problems from the book (20 problems a night) <b>How are students graded?</b> Weekly quizzes on Friday Unit exams Statewide math assessment exam</p>		
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**Table 2.6** Brainstormed Solutions to Address Mismatches Between Rosa and Facts About Demands of the Middle Level Mathematics Classroom

1. Meet with Rosa and her grandmother to determine the communicative intent of her behavior.
2. Develop a behavioral contract with Rosa, with grandmother's involvement.
3. Contract has an element where she can listen to her iPod at the end of the class, contingent upon behavioral success.
4. Rosa could earn time for the entire class to listen to music at the end of the class.
5. Supply her with an algebra text with a lower readability level.
6. Supply her with a grade-level algebra text in Spanish.
7. During study period, tutor Spanish-speaking students who are struggling in math.
8. Consider transferring Chris into this algebra section and seating him next to Rosa.
9. Start small with some cooperative group learning activities such as think-pair-share activities.
10. Play music of student choice for groups during group work.
11. Strategically seat students with Rosa who are proficient and supportive.
12. Rehearse board problems with her to prepare her.
13. Move her seat to the front of the room.
14. Have the co-teacher observe Rosa to determine the antecedents, frequency of behaviors, and consequences.
15. Consider alternate ways for students to show what they learn in ways that tap into musical talents (e.g., show equation solutions via bodily/kinesesthetic or music such as a rap).
16. Set class norms regarding iPods, cosmetics, and perfumes.
17. Because she is empathetic, talk to Rosa about the negative impact of perfume on classmates who are sensitive or allergic.
18. Set class norms for "respectful" language.
19. Reduce the number of homework problems for Rosa, at least in the short term, to get her going on doing some homework.
20. Get white boards for all the students to use for recording and showing their work.
21. Create homework groups and distribute the number of problems (i.e., each group of 4 students is assigned 5 out of a group of 20 problems to solve and then prepare to model and explain the next day during homework review).
22. Infuse social skills into instruction through setting up of cooperative groups.
23. Podcast some of the lessons.

Are you Smarter than a Middle School Student?

<b>Facts About the Student</b> <b>Name: Shamonique</b>	<b>Facts About the Class/Lesson</b>	<b>Mismatches Between Student Facts &amp; Class/Lesson Facts</b>	<b>Brainstormed Potential Solutions to Mismatches Between Facts</b>
<p>Sense of humor</p> <p>Happy and Enthusiastic</p> <p>Gains information through conversation &amp; from visuals</p> <p>Interested in &amp; knowledgeable about music, movies, Pop culture</p> <p>Reads 100 words with sight word approach</p> <p>IEP Goals:                      Make relevant comments and ask relevant questions                      Require 100 additional sight words                      Learn a minimum of 10 core curriculum facts per month in each academic class                      Create, dictate &amp; edit a school-related story each week</p>	<p>Grade level social studies text</p> <p>Teacher is knowledgeable &amp; enthusiastic about content</p> <p>Teacher lectures &amp; students take notes</p> <p>Occasionally off topic</p> <p>Nightly homework, start in class</p> <p>Students called on randomly</p> <p>Weekly tests, frequent quizzes</p>		

# Inclusive Education Best Practices

1. Understand what inclusion is and is not
2. Home-school-community collaboration
3. Administrative practices supportive of inclusive education
4. Redefined roles and responsibilities of general educators; special educators, related services personnel, English language learning and other specialists; and paraeducators.
5. Collaborative planning and creative problem solving for school and post-secondary options
6. Co-teaching
7. Student-centered strength-based assessment
8. Strategies for facilitating access to the general education curriculum
9. Differentiation of instruction
10. Student empowerment and natural supports
11. Multi-Tiered System of Supports (MTSS)/Response to Instruction and Intervention (RTI<sup>2</sup>)
12. Positive behavioral supports
13. Integrated delivery of related services
14. Transition planning
15. Site-based continuous planning for sustainability of inclusive education best practices

# Views of Diversity

View	Response	Actions Taken	Examples from Our Practice