

Stronger Together

A collaboration Approach





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<https://tinyurl.com/ENGAGE26FB>

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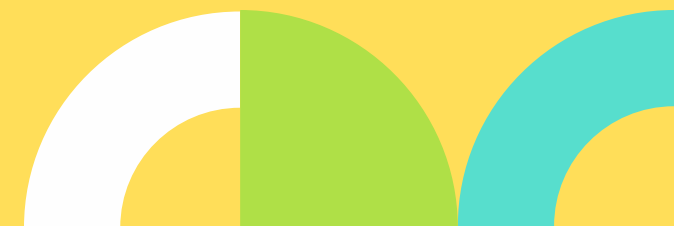


Welcome

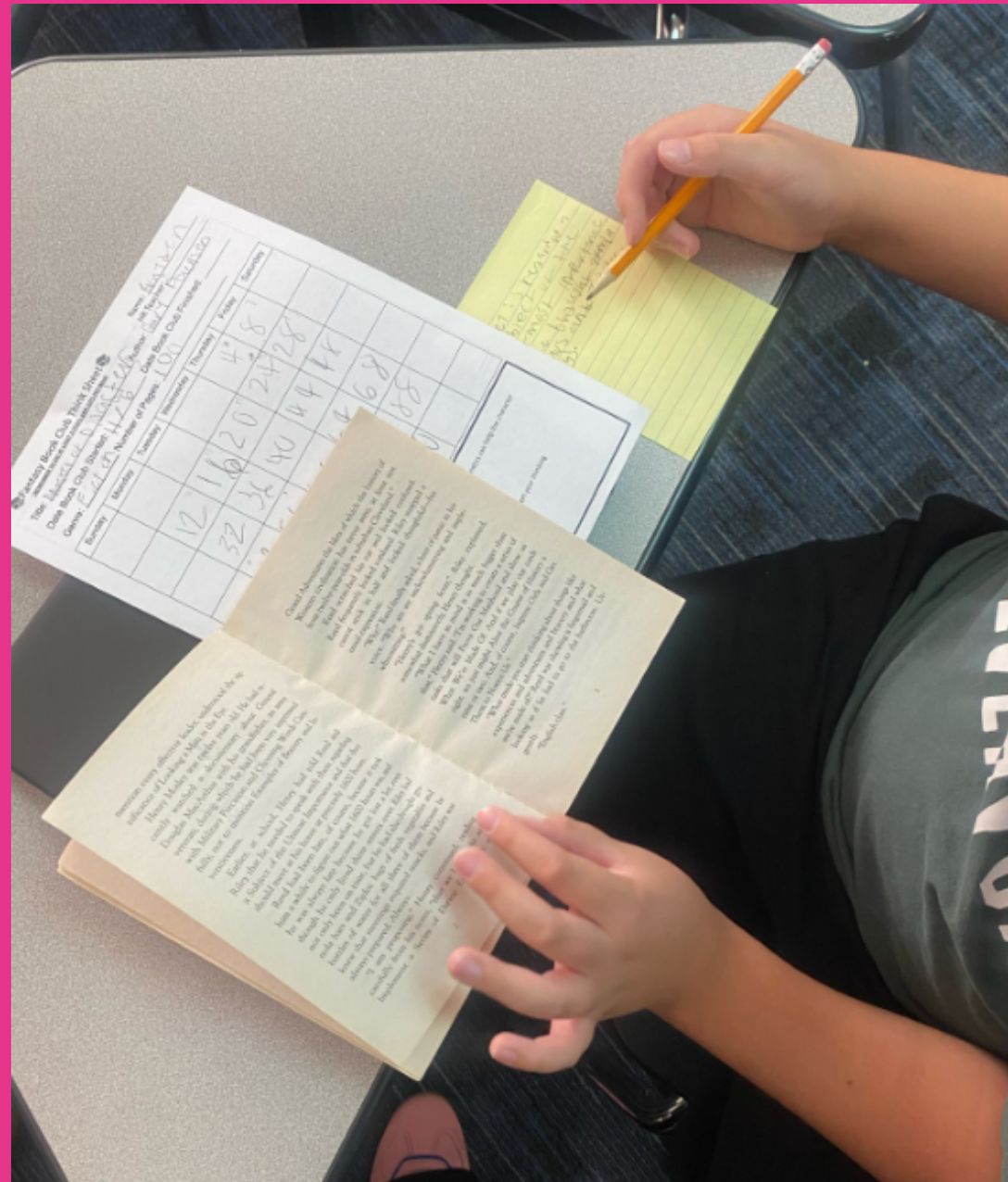
“SPED isn't asking me to do more work. We're asking you to partner with us so students can be successful”

By the end of today's session you will:

- ✓ Understand why collaboration matters
- ✓ Understand the basics of Special Education
- ✓ Learn the SPED process
- ✓ Know your role in required documentation
- ✓ Leave with practical strategies to strengthen partnerships



Why It Matters



More than 2 million school-age students in the United States identify as having a learning disability.

More than 90 percent of fourth- and eighth-grade students with specific learning disabilities are not proficient in reading or math.

It is only through such collaboration that we can create more equitable and accessible learning environment for all our students.

No one teacher can do it alone.

What Is Effective education?

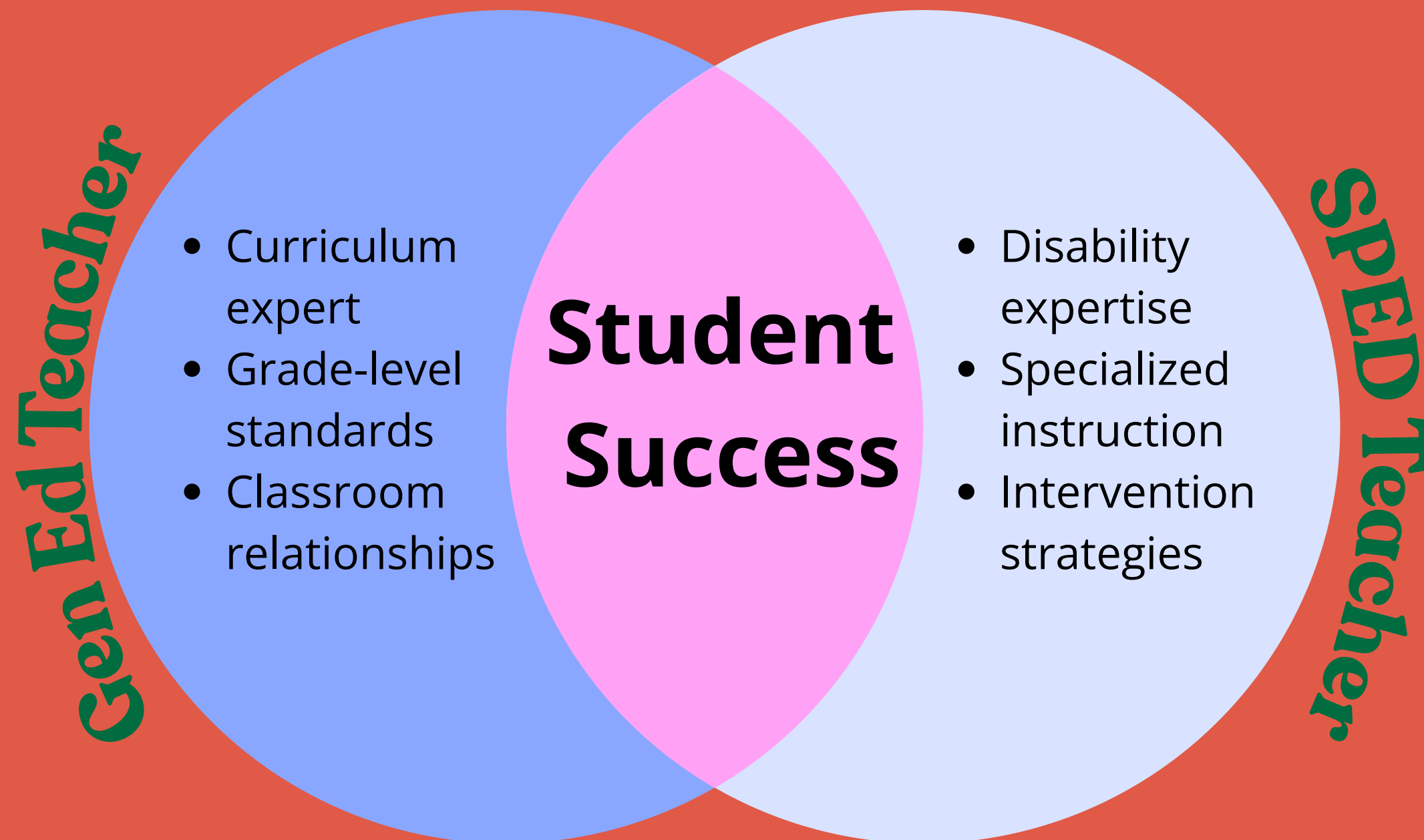
SPED teachers are not here to replace the general education teacher. General education teachers are not expected to become special education teachers. The power comes from combining our expertise.

The partnership between these two groups of educators is fundamental to ensuring that all our students, particularly those with learning disabilities, are given the support they need to thrive.



Moving From Compliance to Collaboration

Successful inclusive practices require teachers to move from isolated roles to shared responsibility. Studies examining effective collaboration identify common factors such as communication, shared decision-making, and mutual respect between general and special educators.



"The goal is not just physical inclusion. The goal is meaningful access to learning."

The Individuals with Disabilities Education Act (IDEA) requires students with disabilities to be educated with their nondisabled peers to the maximum extent appropriate. Placement decisions should be individualized and based on student needs, supports, and progress.

Inclusion means:

- ✓ Access
- ✓ Belonging
- ✓ Participation
- ✓ Progress

Not simply:

- ✗ Sitting in a general education classroom



This understanding goes beyond knowing about a student's IEP. It involves recognizing strengths and challenges of each student and the ability to respond in real time to the learner's responses and adjust instruction accordingly. When this is present in the classroom, you witness the celebration of diversity and know that the teacher supports all students in reaching their full potential.

Special Education is not a place.



- Our job is to make content accessible for the student and the teacher through the special educator.
- Special education is the expert on accommodations and modifications for the content, but ultimately, the classroom teacher is the expert in the room.

Building Partnerships

- 1 Initial ARD input form
- 2 Annual ARD input form
- 3 The end goal is to build an IEP that supports student success based on teacher's feedback, data, and evaluation results/ dissability.



Continue Partnership



1

The teacher communicates with the SPED teacher/Paraprofessional working with the student regarding needs to accommodate or modify classroom work to help the student be successful with minimal support.

2

Building strong relationships with paraprofessionals that offer the opportunity to support student success in the least restrictive environment.

3

Invite SPED teachers to planning meetings or PLC's.

Continue Partnership/ Data Collection



Collecting data boosts social skills, study skills, behavior, and academics. It helps identify student needs for targeted interventions and tracks progress to set achievable goals.

This fosters personalized learning plans and strategies, ensuring every student's success.

Data collection also bridges parents, schools, and teachers, fostering collaboration and trust for a united focus on student success.

Some of the ways to collect data are through the DBRC, point sheets, Google Form, or however your school collects.

Questions

1

Painting and drawing are a means to increase children's imagination

2

Planting class is a means to increase children's awareness of plant conservation

3

Science class is a means to increase children's knowledge about the growth of living things

Percentage of students



-  45% of outstanding students
-  20% of male students
-  25% of female students
-  10% of new students

The background is a solid light green. In the corners, there are abstract geometric designs. The top-right corner features a yellow semi-circle, a blue quarter-circle, a white quarter-circle, a teal square with a white circle, and a yellow square. The bottom-right corner has a white circle. The bottom-left corner includes a white circle, a blue quarter-circle, a teal square with a white circle, and a yellow square. The top-left corner is empty.

Thank You