




# Disability Supports

Mississippi Literacy Summit

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“We will know that **Inclusive Education** has become embedded in our culture when the term becomes **obsolete**.”

~Brookes Publishing~



Individuals with disabilities are  
GENERAL EDUCATION students  
FIRST.

Special Education, Dyslexia Therapy, Speech,  
Tier/Intervention, Section 504 Supports and  
Accommodations, & Related Services are  
provided in conjunction with general  
education not instead of general education.

# Understanding Struggling Learners

## The emotional side of learning FIRST

- **Develop collaborative relationships with support staff**
  - General Education Teachers, Special Education Teachers, Counselors, Speech Pathologists, Behavior Specialists, Interventionists
- **Develop personal relationships with students**
  - Struggling learners are relational
  - Build trust it's imperative!
- **Identify individual strengths and weaknesses**
  - Familiarize yourself with IEPs, Section 504 Plans, Action Plans, Tier Plans
  - Analyze the performance data for low performing students continuously

**ALL learners want to please their teachers.**

# Instructional Focus

## Power Standards

- Identify the POWER STANDARDS for each grading period
  - Identify the Power Standards evaluated in each Summative Assessment
  - Focus on Formatives that support the Power Standards
- Unpack the standards to identify what students must know to get to the next level or to master the standard.
- PRIORITIZE
  - Use the data, IEPs/Action Plans, Diagnostics/Screeners
  - Focus on individual strengths of students
  - Build on their strengths

A person is holding a lit sparkler, with bright sparks emanating from the tip. The person's face is blurred in the background. The entire image is framed by a white, splatter-like border. The text "Find the SPARK" is centered in the lower half of the image.

Find the SPARK

# Equity in GRADING is not always equal

*Fair is not always Equal*

## Best Practice Grading

Grade fewer questions per standard

Avoid grading everything

## Re-teach and Correct

When remediation or re-teaching is necessary, allow students to make corrections for half credit towards their grade on the assignment.

## Grade Smarter NOT Harder

Avoid creating additional assignments, adapt current assignments.

Toward the end of the grading period, identify what's most important for the student to learn or complete, & eliminate the rest.



# A Variety of Quality and Specific Teacher Training is Imperative

## General Education Teachers

- Scheduling
- Differentiation
- Continuous collaboration with support personnel
- Prioritize (everything)

## Special Education Teachers

- Academic/Content Training
- Remediation Strategies
- Scheduling
- Academic Content
- Prioritizing



# DATA .....

- Update data continuously
  - Analyze the most current
- Analyze ALL data for each individual
- Identify similarities among students
- Develop fluid groups for remediation
- Groups should change based on the skill or need of students

# Effective Scheduling is the foundation of SUCCESS!

## Needs based grouping

Identify students' needs, schedule special education teachers, interventionists, dyslexia therapists, and reading coaches around students' needs.

## General Ed Teachers accommodate Support Personnel

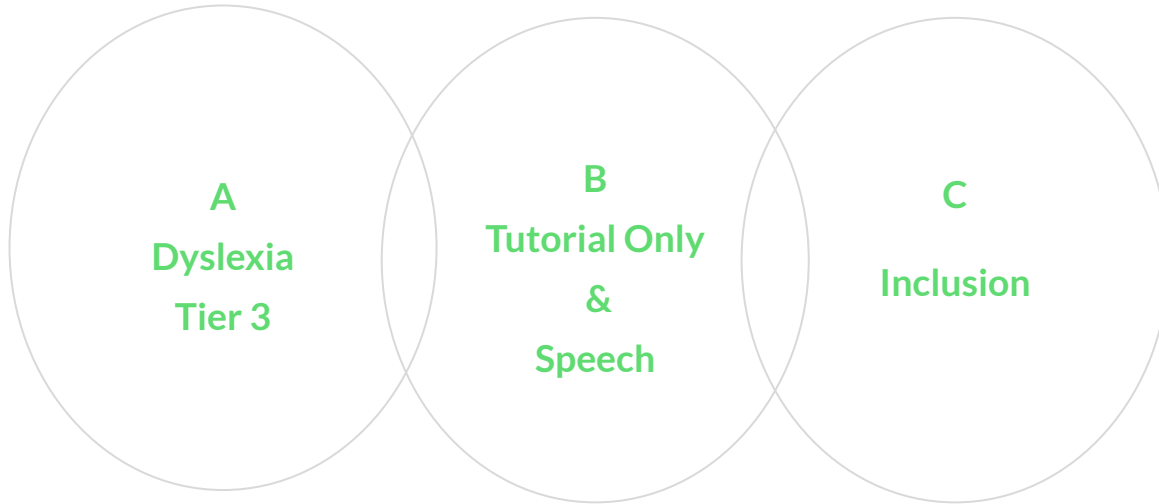
General education teachers must ensure that students with disabilities are not pulled during primary instruction.

## Supplemental Instruction

Should never replace primary, general education instruction. It should accompany, support, and extend general education instruction.

# Example : Teacher Schedules

There are three 5th Grade Teachers







# Post Secondary Services Support and Improve

Career,  
Employability, &  
Independent Living Outcomes



# The Mississippi Department of Rehabilitation, MDRS

## Vocational Rehabilitation, VR

- **Provides services to improve independent living and employment outcomes for individuals with physical and mental disabilities.**
  - Career planning
  - Job coaches
  - Supported employment
  - Secure employment
- **VR provides equipment, services, funding, training, and any education necessary for individuals to succeed and live as independently as possible.**
- <https://www.mdrs.ms.gov/VocationalRehab/Pages/default.aspx>

# Vocational Rehabilitation

- Vocational Evaluation
- Counseling and Guidance
- Educational Assistance
- Job Placement
- Job Training
- Assistive Technology

# Assistive Technology

- Computer Access
- Home Accommodation
- Job Site Accommodation
- Seating and Mobility
- Vehicle Modifications



# Disability Determination Services

## Social Security Disability Program

- **MDRS partners with the Social Security Administration**
- **Assign a Disabilities Manager**
  - Assists in the application process
  - Identifies what benefits an individual may qualify for
- **Medical Unit**
  - Assists in completion of medical records & opinions
  - Doctors and psychologists on staff to evaluate and provide opinions for services



# Office of Special Disability Programs

- Case Management
- Attendant Care
- Specialized Medical Supplies
- Medical Equipment
- Environmental Accessibility Adaptations (Home Modifications)
- Vehicle Modifications,
- Respite Care
- Transition Services

# Mississippi Department of Rehabilitation



# Disability Supports in College

## Americans with Disabilities Act, ADA

*Americans with Disabilities Act of 1973*

### REQUIREMENTS

- Contact the Disability Services Office
- Apply and register as an individual with a disability -
- Provide the most recent evaluation report from high school and medical records if applicable.
  - Current records - within three years
- Different schools offer different levels of supports and services
  - Consider schools that have the best supports and services
- If students qualify for disability supports, students are assigned a “*contact*”
- The “*contact*” will inform professors of the accommodations you are entitled to

# Disability Supports in College

## Americans with Disabilities Act, ADA

Americans with Disabilities Act of 1973

- Individuals with Disabilities Act, IDEA - Special Education is not recognized in college.
- Individuals with Disabilities have civil rights awarded by ADA that entitle students with the accommodations to be successful.
- Colleges are not required or permitted to speak with parents, so parents are often uninformed.
- Although students have a contact, there are no case managers in college.
- Students must learn to self-advocate
- Students are held accountable no matter their disability.





# Thanks!

## Questions?

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# References

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