

# One Community

*The Official Modified Consent Decree, Outcomes 7A & 7B Resource Newsletter  
Brought to You by the Division of Special Education, Integration Support Team*

## 2011 Fall Focus: Metacognitive Strategies



### Integration Support Team

The purpose of the Central Integration Support Team (IST) is to provide schools with consultation and direct support in identifying opportunities for the integration of students with moderate to severe disabilities. IST Specialists are available to assist schools in planning for integration by developing strategies, reviewing Outcome 7A & 7B data, delivering professional development, and working with families.

### **For more information, contact:**

**Integration Support Team Office**  
**LRE Programs**  
**Outcomes 7A & 7B**  
**213-241-8050**

**METACOGNITIVE STRATEGIES** refer to methods used to help students understand the way they learn. In other words, it is how we teach students to 'think' about their 'thinking'. Teachers who use metacognitive strategies can positively impact students by helping them to develop an appropriate plan for learning information. As students gain awareness of how they learn, they use these processes to acquire new information and increase their independence. These instructional strategies benefit all students and can be used collaboratively by special and general education teachers to support the integration of students with moderate-to-severe disabilities within the general education setting. Consider these three metacognitive strategies that can be implemented in the classroom:

#### *THINK-ALoud*

Think-alouds are great for reading comprehension and problem solving. Think-alouds help students to consciously monitor and reflect upon what they are learning. This strategy works well when teachers read a story or problem out loud and periodically stop to verbalize their thoughts. Think-alouds allow students to follow the teacher's thinking process, providing them the foundation necessary for creating their own strategies and processes for understanding what they are trying to comprehend. Teachers may adapt this strategy and use it with all students, including those with moderate to severe disabilities. **Related Resource:** <http://www.readwritethink.org/> (Collection of researched-based practices in English/Language Arts instruction. Type "think-aloud" in the search button for lesson plans.)

#### *CHECKLIST, RUBRICS, AND ORGANIZERS*

Checklists, rubrics, and organizers are helpful for teaching problem solving. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation. Typically they record what students know and need to know in order to arrive at an answer. These tools may be picture and/or word-based, and often emphasize the need to revisit/reread a given problem based on students' "self-check" responses. **Related Resource:** [RAFT Strategy](#) (from Addressing Accessibility in Mathematics Project funded by the NSF).

#### *EXPLICIT TEACHER MODELING*

Explicit teacher modeling helps students understand what is expected of them through a clear example/model of a skill or concept. When a teacher provides an easy to follow procedure for solving a problem, students have a memorable strategy to use for approaching a problem on their own. **Related Resource:** <http://www.coedu.usf.edu/main/departments/sped/mathvids/index.html> (Interactive website for teachers who are teaching mathematics to struggling learners)

\*Metacognitive Strategies and Related Resources are shared with permission from the Inclusive Schools Network. For more information and additional strategies, please visit them at [www.inclusiveschools.org](http://www.inclusiveschools.org)

## Professional Development Opportunities

### In-Person Training

#### **Assessment and Instruction for Students on the Alternate Curriculum**

For more information regarding upcoming trainings, please contact Randy Landeros-Holden at [r.landeros-holden@lausd.net](mailto:r.landeros-holden@lausd.net).

### Online Learning Zone Training

Integrating Students on the Alternate Curriculum  
Outcomes 7A/7B – Student Verification Process  
SEACO Alternate Curriculum Guide Overview for students with Moderate to Severe Disabilities  
Overview of Oxford Picture Dictionary for Secondary Students with Moderate to Severe Disabilities

## Integration and the IEP

### Minutes in Special Education

#### **REMINDER:**

As an ongoing practice, school staff and IEP teams should verify that a student's documented IEP minutes of time in special education matches the student's current instructional schedule.

## Fall Focus: School Integration Teams

### Rio Vista Elementary School

With more than 14% of the student population at Rio Vista Elementary accessing the Alternate Curriculum, Principal Kevin McClay and the School Integration Team at Rio Vista realize the benefits of integrating students with moderate to severe disabilities into the general education program. In fact, Principal McClay believes that the school's steady rise in their Academic Performance Index (API) is due in part to the inclusive practices that the teachers at Rio Vista believe in and implement. Mr. McClay states "I am extremely proud of the hard work of the teachers at this school. Students benefit and learn more because they plan and work hard to make integration a success at Rio Vista." Congratulations, Team Rio Vista!

Staff Pictured (Left to Right): Joanna Campos, General Education Teacher; Robin Kaufman, Assistant Principal; Stacey Schwartz, Intensive Comprehensive Autism Program (ICAP) Special Education Teacher; and Kevin McClay, Principal.



### Clover Avenue Elementary School

Having only one site-based elementary special education teacher at Clover Elementary reinforces what Clover already believes: it takes a team to support all students, including the integration of students with moderate to severe disabilities. Under the vision of Principal Sharon Fabien and the School Integration Team, Clover staff use the Alternate Curriculum guide to plan lessons and individualized class and homework for students accessing a modified curriculum within the general education setting. Meeting the needs of all students requires that everyone fill multiple roles, and Principal Fabien couldn't be more proud of her dedicated teachers and students: Ms. Fabien states, "Clover teachers are 100% focused on the needs of our students. Regardless of title, they do whatever it takes to arrange opportunities for all learners to be successful." Congratulations, Team Clover!

Staff Pictured (Left to Right): Joselyn Castro, NPA BII; Kristen Baldrige, Resource Specialist Teacher; Sharon Fabien, Principal; Ursula Bennion, General Education Teacher; and Sunnye Tuch, Inclusion Teacher.



### Mosk Elementary School

Want to know this school's "recipe" for successfully integrating students with moderate to severe disabilities? According to the teachers on the School Integration Team, the common planning time made available to them by their principal, Ms. Barbara Friedrich is one ingredient. Under Principal Friedrich's leadership, Mosk Elementary recently welcomed two new classes for students with moderate to severe disabilities, both Multiple Disabilities-Orthopedic (MDO) Special Day Programs. In order to create a culture of understanding and to welcome the new classes, teachers, assistants, and students to Mosk, the School Integration Team designed opportunities for the general education students and staff to learn from students with multiple disabilities in a variety of ways. Reaching out and initially showing and explaining details about walkers, standers, wheelchairs, as well as the communication devices used by the students participating in the MDO programs increased everyone's understanding of individual differences and laid the foundation for successfully integrating the students into the school's general education program. Congratulations, Team Mosk!

Staff Pictured (Left to Right): Jeannie Bateman, Special Education Teacher, MDO; Amelia Lefkowitz, Special Education Teacher, MDO; and Jenny Lacayo, General Education Teacher.



### Sharing the Success

The Division of Special Education would like to acknowledge staff dedicated to celebrating diversity within the school community. Congratulations to those who embrace differences and are committed to making recently opened MDO programs a success.

Mosk Elementary – Local District 1  
 Sutter Middle School – Local District 1  
 Grandview Elementary – Local District 3  
 Venice High School – Local District 3  
 Farmdale Elementary – Local District 5  
 Bonita Elementary – Local District 8