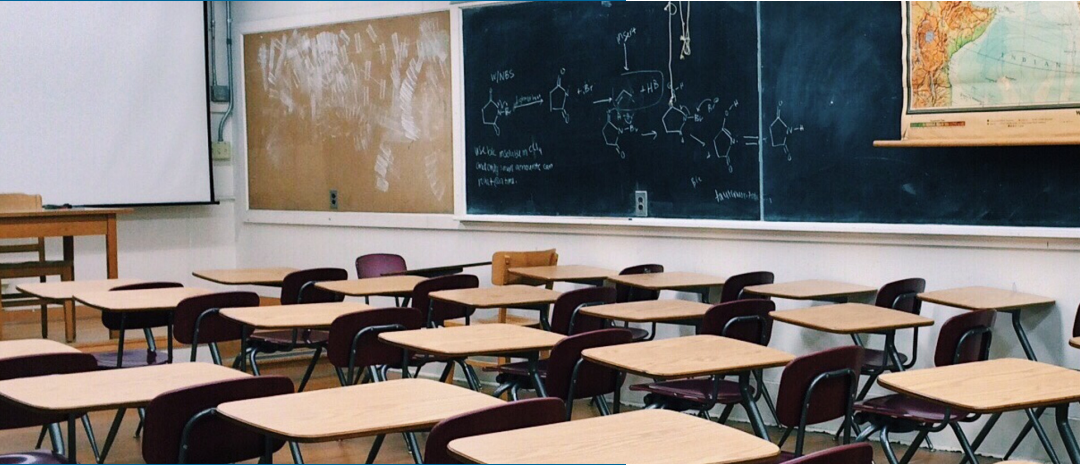


START

STUDENT ENGAGEMENT IN THE GENERAL EDUCATION CLASS



**THE BEST WAY TO
REDUCE CHALLENGING
BEHAVIOR IS TO
INCREASE MEANINGFUL
ENGAGEMENT**

WHAT DOES THE LAW SAY ABOUT STUDENTS & ENGAGEMENT IN GENERAL EDUCATION?

According to the law, the purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. To that end, supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e))

- Individuals with Disabilities Education Act 04 Revision
- Access to General Education Curriculum
- Regular Education Classroom
- Maximum Extent Appropriate

WHAT IS DIFFERENTIATED OUTPUT?

Differentiation is high-quality, thoughtful teaching that builds on our best understanding of how students learn and what teachers can do to maximize each student's learning. Differentiating the output for students allows them to express their understanding of what is being taught in ways that are individualized for the student. This increases engagement in the general education curriculum. When engagement increases, all students benefit.

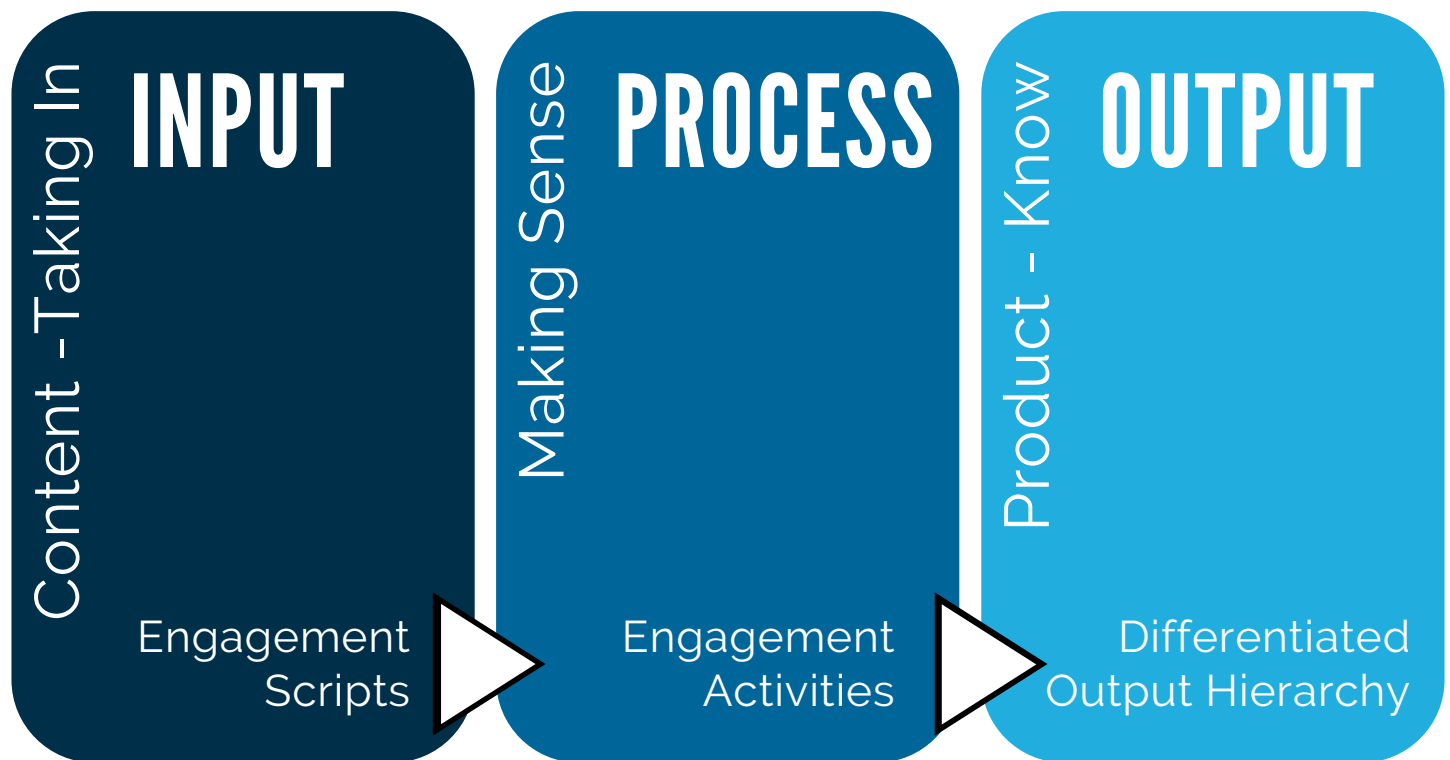
WHAT IS THE DIFFERENTIATED OUTPUT HIERARCHY?

The Differentiated Output Hierarchy (DOH) is a systematic differentiation approach to support student's active engagement in the general education curriculum. When using the DOH, instructors determine how students can best respond to learning material, such as an assignment, by adjusting the output required. The DOH includes deciding if a student can give open-ended responses or needs additional support such as visual organization, closed strategies, choice strategies, or yes/no strategies.

**THE BEST INDICATOR OF STUDENT ACADEMIC SUCCESS
IS TIME ON TASK/ENGAGEMENT.**

THE INSTRUCTIONAL UNIT

Prescriptive Components to Specialized Instruction



SPECIALLY DESIGNED INSTRUCTION

(Adapting the content, methodology, or delivery of instruction)

RESEARCH INCLUDING DATA

Students with extensive support needs acquire skills and content knowledge in general education with rigorous instruction and adaptations (differentiated instruction, universal supports, literacy supports) and are best served by educational teams that approach their education with the intent of finding solutions to access and learning barriers rather than alternative placements. (Ryndak et al., 2013).

Jackson, Ryndak, & Wehmeyer (2010) found that the amount, type, and quality of interactions between students with extensive support needs and their typical peers were better in general education contexts compared to self-contained settings, specifically:

- The quality of IEPs and instruction
- The amount of time that teachers provided instruction
- The amount of time students were engaged in instruction and social interactions with general education peers
- Social competence
- Language development and literacy