# A Plan for Changing the Delivery of "Schooling" for Self-Contained S.E.D. Students



S.E.D. – Self Contained Classes An Integrated Model Jean Christie Dan Krumanocker

# Demographics

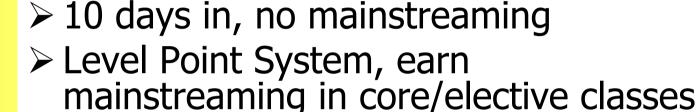


	Student	Race	Gender	Age	Grade 8	
	William	В	М	14		
	Marque	В	М	15	8	
	Chris	W	М	14	8	
	SwinDell	В	М	13	8	
	Corey	В	М	16	8	
	Adrian	Н	М	14	8	
	Tah -Jon	В	М	14	8	
	Maysa	В	F	11	6	
	Ullises	Н	М	12	6	
	James	В	M	13	7	
	Jordan	В	М	12	6	

# old Plan

"If you always do what you've always done, you're always going to get what you've always gotten."

### old Plan



#### **Barriers**

- > Teachers not experts in "all" areas
- ➤ Varied academic abilities
- Modeling of inappropriate behaviors
- > Student apathy toward mainstream
- > Self-Esteem
- Students become comfortable with "self-contained" class



# Strategic Development of "New Plan"

"You cannot discover new oceans until you have the courage to lose sight of the shore"

-Anonymous

# Strategic Development of "New Plan"



- 1. Academic Level of Each Student
- 2. Personality Fit: Staff/Students
- 3. Staff Scheduling
- 4. Regular Ed. Class Size
- 5. Geographic Location in School
- 6. High Expectations: Staff/Students
- 7. IEP
- 8. Assessment, moving students closer to the curriculum they will be tested on in May

### New Plan

#### "Man is what he believes" Chekhov



- ➤ All students mainstream with E.C. staff to reading, language arts, & math in the regular ed. setting
- Appropriate classes were assigned to meet the "individual" needs of each student
- > All students attend elective classes

#### **Barriers**

- > EC Personnel spread thin
- Consequences while maintaining integrity of the mainstream schedule
- ➤ Class Size (Regular Ed Teacher Load)

# Student Course Assignments



Student	07-08	08-09	07-08	08-09	% in	Years	
	Electives	Electives	Core	Core	Mainstream	in S.C.	
William	0	2	0	3	55	3	
Marque	1	2	0	3	55	7	
Chris	1	2	0	3	55	2	
SwinDell	1	2	0	3	55	2	
Corey	1	2	1	4	67	2	
Adrian	2	2	0	3	55	4	
Tah-Jon	1	2	1	3	55	4	
Maysa	0	1	0	3	45	<1	
Ullises	0	1	0	3	45	2	
James	N/A	2	N/A	3	55	<1	
Jordan	0	1	0	3	45	5	

## Classroom Achievement in the Mainstream



	1	2	3	4	5	6	7	8	9
Reading	77	79	93	65	78	65	78	78	81
Lang. Arts	97	90	98	90	78	90	84	84	75
Math	74	73	86	65	75	73	93	93	89

## Standardized Student Achievement



#### 8<sup>th</sup> Grade Computer Skills

Fall Administration (2007-2008)

10 students, 10 Failing Scores

 No Formal Instruction with our S.E.D students remaining in the Self Contained Classroom

Fall Administration (2008-2009)

10 students, 8 Passing Scores

 All students were mainstreamed in to a regular formal class in the computer lab with a regular education computer skills instructor and S.E.D. teacher

### Vision



- > Improved student outcomes
- > Reduce office referrals
- Mainstreaming becoming truly the least restrictive environment
- > Increase athletic participation
- Increase participation on "academic" teams
- Smoother transition to high school with accommodations and behavior support; less dependent of "selfcontained" setting

# Making School a Place Where Students "WANT" to go



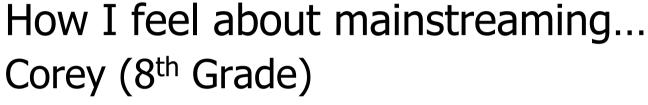
#### **SwinDell** (attendance)

2007-2008

- 34 Excused Absences
- 2 Unexcused Absences
- 28 Tardies

2008-2009

- 1 Excused
- O Unexcused
- 3 Tardies



"I feel that we are getting a second chance to right and to get a better education. I want to do my very best to stay in Success so that I will not have any trouble in the future. I think regular classes are a good thing for us to have and I hope they continue."





How I feel about the mainstream... SwinDell (8<sup>th</sup> Grade)

"We have different teachers. We can do better in class because we don't stay in one class. I like Ms. Kang's class because she is strict but she helps you when you need it. Ms. Walker is just a good teacher, she helps and she goes all out of her way."



How I feel about mainstreaming... Christopher (8<sup>th</sup> Grade)

"I learn a lot more when I am out for regular classes. I behave and learn as much as I can by taking notes, turning in homework and doing all my projects. I do not start anything and I feel like a star student. I feel like I can really show everyone how smart I really am compared to when I stay in one room all day."



How I feel about mainstreaming... Marque (8<sup>th</sup> Grade Student)

"I really like my classes, they allow me to get out and see people and I enjoy the teachers. The teachers plus the students make coming to school very FUN. In my classes I always make friends and I feel like a NORMAL student."



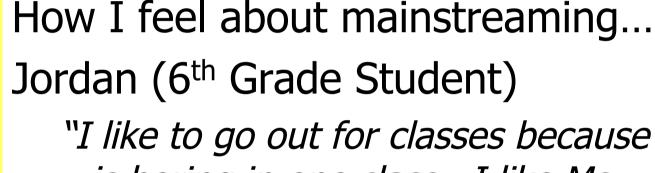
How I feel about mainstreaming... William (8<sup>th</sup> Grade Student)

"I really LOVE going out for classes. I enjoy the transaction in the hallway. I am trying to work to get out for all my classes."



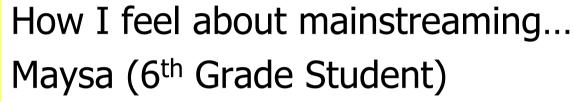
How I feel about mainstreaming... Tah-Jon (8<sup>th</sup> Grade Student)

"It is good. I like going to my classes, it is fun. I like the work in my regular classes."



"I like to go out for classes because it is boring in one class. I like Ms. Mixon my math teacher. I don't like Ms. McLeod but I do like the work in her class. I am working to get out for art and music."





"You meet new friends and new people. Ms. Manion let's us play games about we learned. Mrs. Thorne teaches us how to make complete sentences and learn new words. Ms. Mixon teaches us about improper fractions and we do multiplication quizzes. I would love to go out for more classes and I would love to have art sixth period."



### Closure



- ➤ A work in progress, we will monitor and adjust as needed, keeping the students' needs in mind
- ➤ A "super" vision involves supervision