

Special Education in the Classroom: Designing for and Serving All Students

C.A.S.H. 37th Annual Conference, February 22, 2016

Presented By:

Lindsay Currier, CSFC Chair, Riverside COE

Jeff Becker, Fresno COE

Ann Vessey, Executive Director, Special Education, Riverside COE

Roger Clarke, Ruhnau Ruhnau Clarke



Every Student Deserves to Have a Great Education, Including Students With Special Needs

CASH Annual Conference

February 22, 2016



Presenters

Lindsay Currier
Facilities Planner, Riverside COE

Jeff Becker
Director of Facilities and Operations, Fresno COE

Ann Vessey
Executive Director, Special Education, Riverside
COE

Roger Clarke
President, Principal, Ruhnau Ruhnau Clarke &
Associates



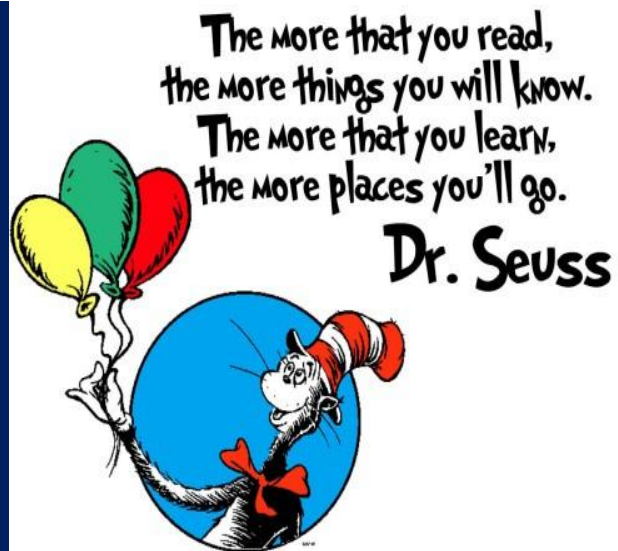
Objectives

- Continuation from our workshop last year on Special Education Integration
- Taking it a step further and discussing what to plan for inside the walls to support the educational program
- Hope to give you the full picture of integration

Objectives

- Understanding of the term Universal Design
- Why Universal Design is important
- Gain ideas on how to plan and design Universal spaces
- Have you thinking about your next opportunity to enrich all students lives by incorporating this concept into your planning

Dr. Seuss



RCOE Example

- Information heard today can be accomplished by understanding Universal Design as well as developing and maintaining good relationships with your Districts/COEs
- Palm ES – Ruhnau Ruhnau Architects will have space designed for all students
- Due to the ongoing relationship that we have with the District as well as the architect
- Regular meetings with your Districts/COEs

County School Facilities Consortium (CSFC)

- Formed in 1993 to support state funding for county-operated school facilities.
- Diverse group of 26 COEs representing small and large counties throughout California
- Mission Statement
CSFC advocates for quality school facilities for all students by focusing on flexibility in California's school facility funding program, promoting equal access to funding for county offices of education, and engaging on legislative and regulatory issues.

CSFC Advocacy Efforts

Optimizing integration is a key element of CSFC's 2015 goals

- Advocate for and educate policymakers on improvements that will optimize integration of special education facilities, in order to serve students in their Least Restrictive Environment." (*CSFC 2016 Goals and Priorities*)
- CSFC White Paper on "Optimizing Special Education Integration Opportunities"
- Met with California Department of Education

Workshop Panel

- Jeff Becker, Fresno COE
 - Help us understand the true meaning of Universal Design and why it is so important in today's "complete school" concept
- Ann Vessey, RCOE
 - Give us an educational program view to help us understand the impacts Universal Design can have on students with varying levels of disabilities
- Roger Clarke, Ruhnau Ruhnau Clarke
 - Bring it all together and teach us how to get to the final product of a Universal classroom

Universal Design

Jeff Becker
Director of Facilities & Operations
Fresno County Office of Education



What is a complete school?

A complete school includes a
broad student population with
diverse abilities!

What are
the obvious
concerns?



Cafeteria
Considerations?



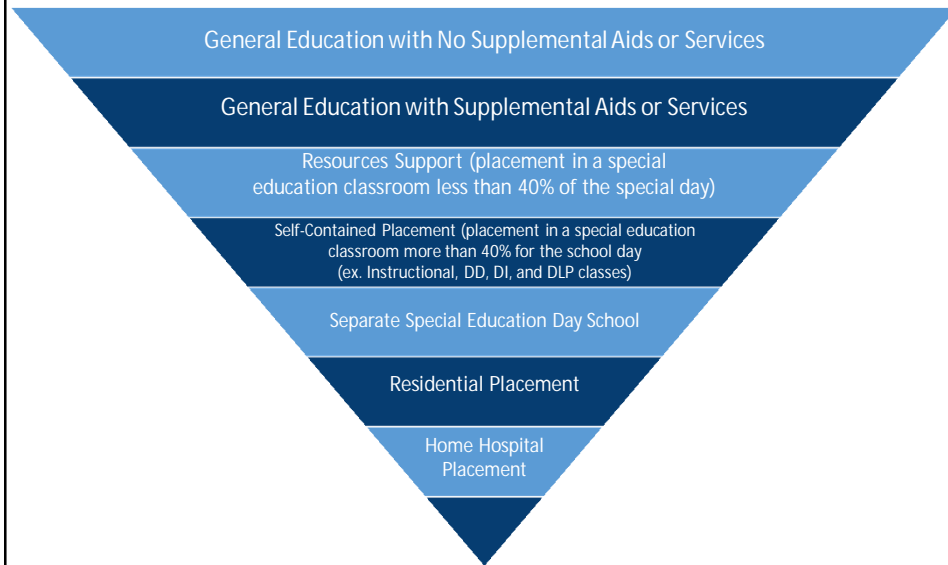
One size does not fit all



Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
IDEA Title I(B)612(a)(5)

The Placement Continuum



Three Components of Integration

Locational integration – facilities and student placement

Social integration – socialization on playground, lunch etc.

Functional integration – joint participation in educational programs

Universal Design...

First coined by architect
Ronald Mace

Challenged conventional
approach of designing for the
average user

Universal Design...

The design of products and
environments to be **useable to
the greatest extent possible by
people of all ages and abilities**
(Story, Mueller, & Mace, 1998)

Universal Design...

Places high value on both
diversity and inclusiveness

Considers people with a wide
range of characteristics in the
design of educational products
and environments

Universal Design...

Is not one size fits all:

Universal Design is about
providing options for different
users



Universal Design...

Goes beyond accessible design for people with disabilities:

If a design is **accessible** it is **not necessarily universal**

If a design is **universal** it is **necessarily accessible**

Seven Components of Universal Design

- Equitable use
- Flexibility in use
- Simple, intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use

(The Center for Universal Design, 1997)

Universal Design in the Built Environment

Classrooms
Computer &
Science Labs
Libraries

Cafeterias
Offices
Grounds



Universal Design Beyond the Built Environment

Curriculum
Educational Software
Instruction
Websites



Universal Design provides
access to the curriculum!

Should all schools have a classroom
that contains Universal Design
features for the entire student
population, including students with
disabilities?

State Agencies

CSFC advocacy on integration and Universal Design

CDE developing Universal Design guidelines for consideration

CDE reviewing Title 5 to ensure that we are integrating our students with special needs

Conclusion

Complete schools include children with special needs

Every school should include spaces designed to serve all students, including those with special needs

Universal Design provides access to the curriculum



Designing Learning Spaces for ALL Students Disabled or Not

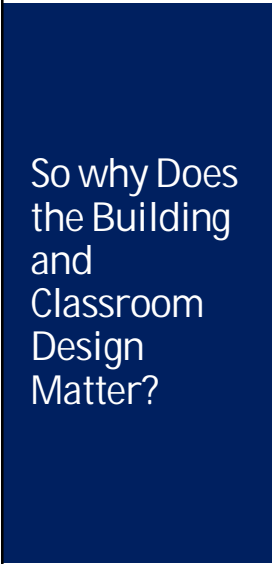
Ann Vessey

Executive Director, Special Education


Riverside County Office of Education

- Think of your favorite restaurant, vacation site, thinking space at home, favorite childhood memory..... What locations and situations come to mind?
- Describe it-----the sights and sounds, the feelings, the intangible impressions.....the thoughts.

- 
- What you envisioned is a scene or situation that drew input from all 19 senses.
 - An enriched environment is one which awakens the entire nervous system, one which is stimulating, curiosity feeding, capable of answering many questions, a setting which is alive with resources, reflective of real life and bursting with energy.
- 



So why Does the Building and Classroom Design Matter?

- The key question is how to elicit maximum activation of students' brains? Not surprisingly, there is a direct correlation between the number of senses activated and the amount and locations of brain activity.
 - In the typical setting of lecture and textbooks, only two of the 19 senses are involved. I
 - f we want education to be powerful, we need to provide input that involves all 19 senses (from Robert Samples' Open Mind, Whole Mind).
- 

The 19 SENSES

- This will maximize dendrite growth
- This will elicit maximum activation of students brains
- Our brains make connections
- Long term memory is activated
- Total immersion causes chemical soup of the brain to wake up

- Now, think of your worst day at work, your worst experience at a restaurant/hotel, or your worst holiday ever.
- What does it look like? Sound like?
- Can you remember all the emotions and feeling you had that day?
- Can you feel the difference in your whole attitude, thought processes, mood?

Compare
these two
examples
with
the design of
your school
buildings or
classrooms

- Is it barren, sterile, unpleasant and restrictive?
- Is it over stimulating in its input to cause discomfort for the students?

OR

- Is it inviting, warm, a place YOU like to be?
- Do students feel safe and are they willing to participate, take risks in this school setting?

Emotional
Disturbance
Behavior
disorders

- Children with an emotional or behavioral disability will have times that they can learn in a general education setting and other times when their emotional or behavioral liabilities become the main issue and learning needs to be set to the side while other issues are dealt with.

Students with Attention Deficit

- It is not that these children can't pay attention

... But rather

THEY PAY ATTENTION
TO EVERYTHING

Learning Disabilities

- A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired."
- Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information.

Orthopedic Impairments

Physical Disabilities

- An orthopedic impairment, as defined by the IDEA, is a bodily impairment that is severe enough to negatively affect a child's educational performance. This disability category includes all orthopedic impairments, regardless of cause.
- Examples of potential causes of orthopedic impairment include genetic abnormality, disease, injury, birth trauma, amputation, burns, or other causes.

Intellectually Disabled

- Intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills.
- This disability originates before the age of 18.

Autism

- Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development.
- These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.

Vision Impairments

- The definition of vision impairment by the Centers for Disease Control and Prevention (CDC) says a visually impaired person's eyesight cannot be corrected to a "normal level".
- It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.

Blindness

- Legal blindness occurs when a person has central visual acuity (vision that allows a person to see straight ahead of them) of 20/200 or less in his or her better eye with correction.
- With 20/200 visual acuity, a person can see at 20 feet, what a person with 20/20 vision sees at 200 feet.

Hearing Impaired

- A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear.
- If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds

Deafness

- An inability to comprehend verbal language due to an inability to hear characterizes deafness.
- A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Planning and Design to Meet the Learners' Needs

- Many times, design requirements are the same for people with disabilities as they are for those without disabilities.
- Buildings must be planned cooperatively with the users and developed on the concept of Universal Design for Learning.

Innovative Design Leads to Innovative Learning

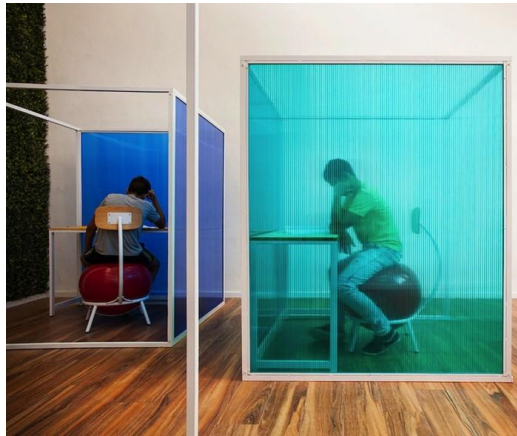
- Utilize hallways as vertical and horizontal learning surfaces – mini museum exhibits
- Drop-down furniture, on-bloc, and tackle pulley systems use the ceiling as a storage system
- Rail systems in the ceilings allow for students to have same movement throughout the classroom

- Lighting and windows allow for establishing bright areas and dim areas within the same room
- Built in surround sound systems
- Limit background noise from air ventilation systems, outside sound transmission
- Data outlets need to be located throughout the room and not clustered.
- Wireless Wifi



Provide Versatile Spaces

- Need greater physical and acoustical separation to reduce distractions.
- Large common area with an alcove off the classroom and a small adjacent room acoustically isolated but visible to the main room.
- Different ceiling heights in these rooms is preferred.



Furniture Needs

- Both student worktables and individual desks that can be combined or separated.
- Computer stands or desks that adjust in height and allow students to stand.
- Chairs that are not necessarily traditional.



Overall School Design

- Minimize travel distance
- Integrate general education and special education programs
- Maintain student dignity – lab stations, auditoriums, cafeteria, health suite
- Outdoor play areas

Collaboration and Teamwork

More and more children with significant disabilities are being educated within the general education setting and this is having a positive impact for all students.

If we work together and address the needs of students with disabilities and raise the bar for school design and quality educational facilities,

ALL STUDENTS BENEFIT!

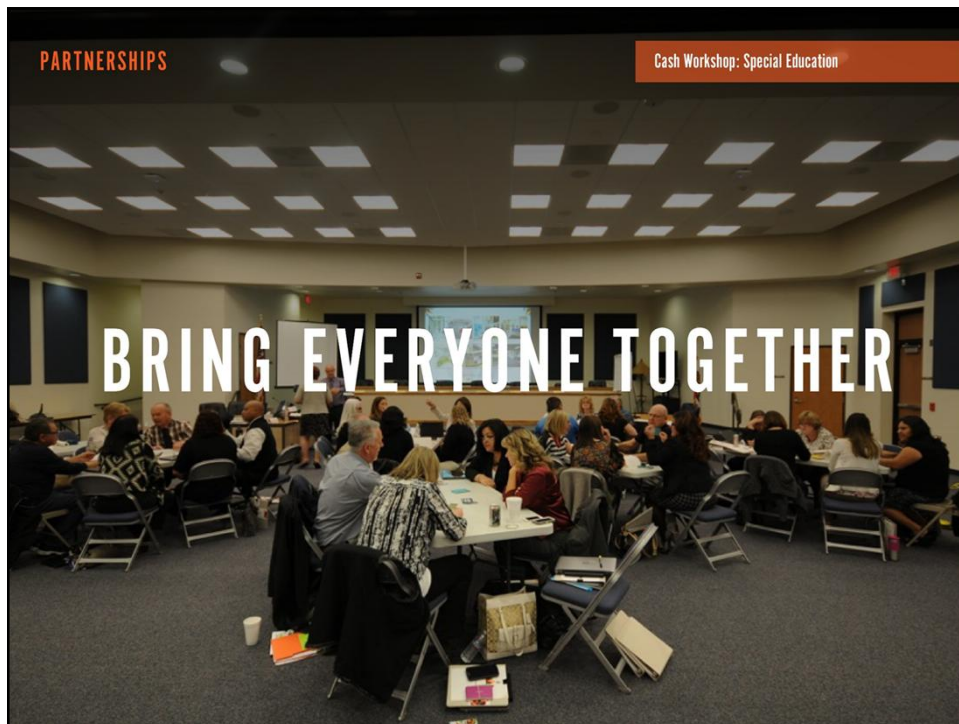
Cash Workshop: Special Education

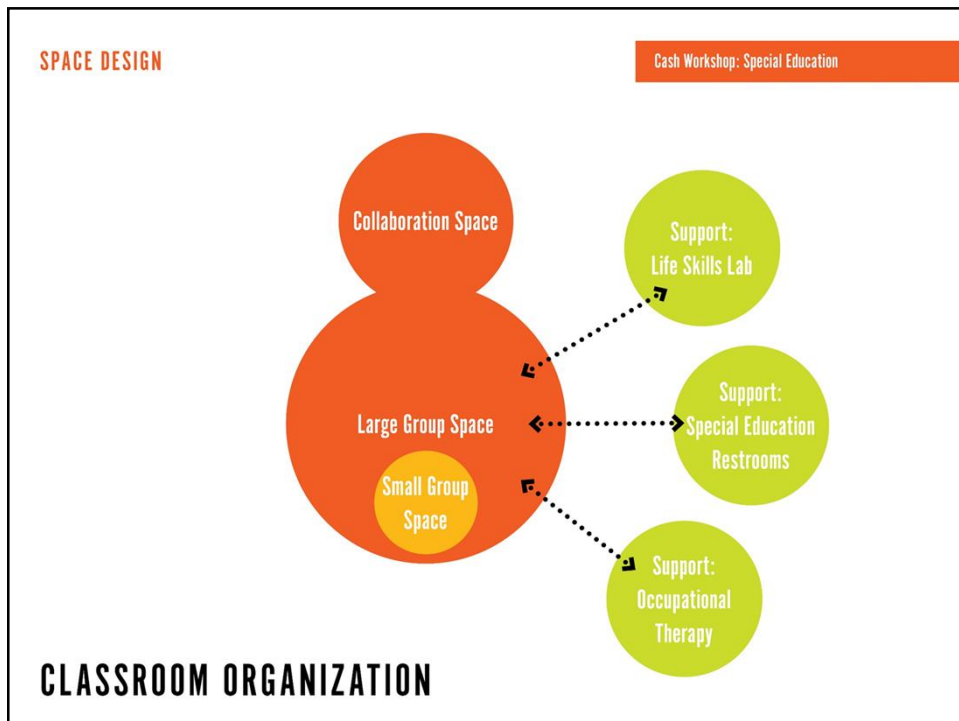
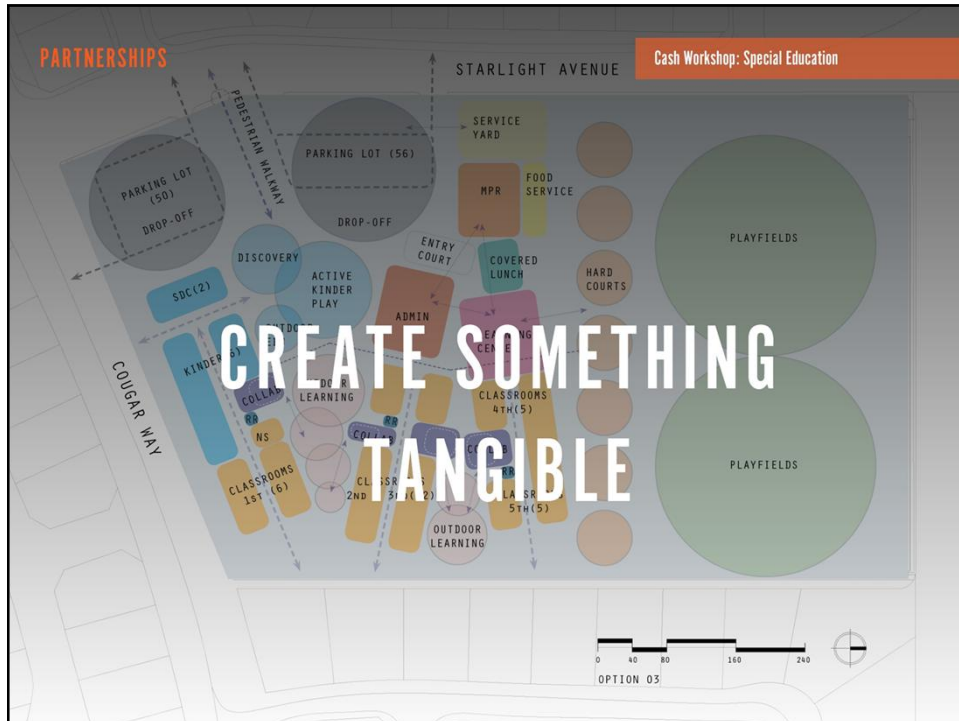
Special Education and Universal

CLASSROOM DESIGN

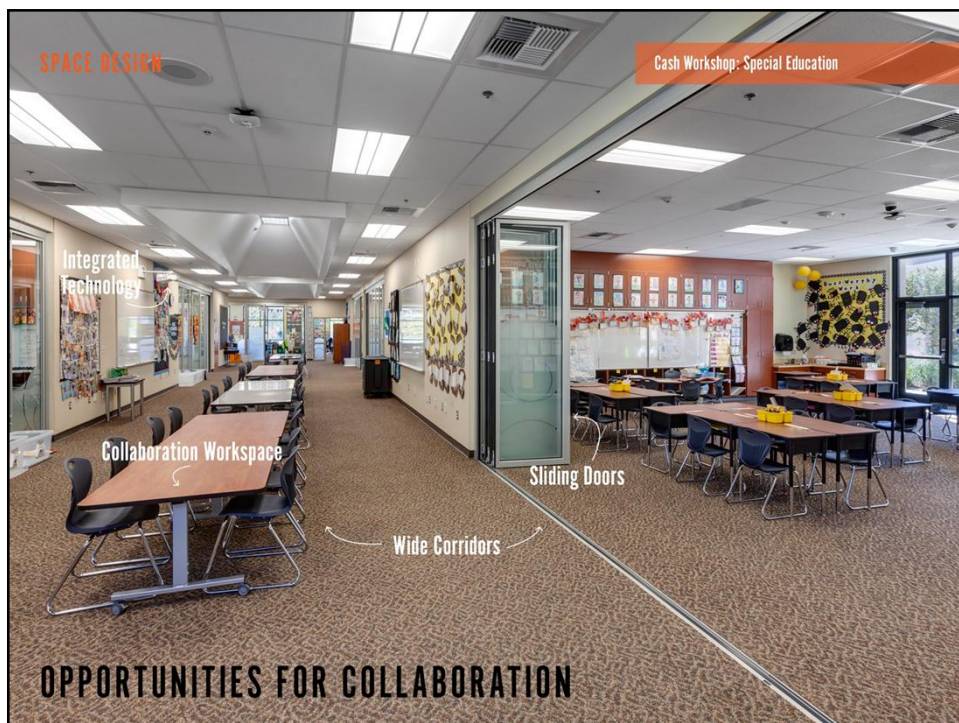
1. Partnerships
2. Space Design
3. Furniture / Technology
4. Outdoor Environments
5. Other Things to Think About

RUHNAU
RUHNAU
CLARKE

















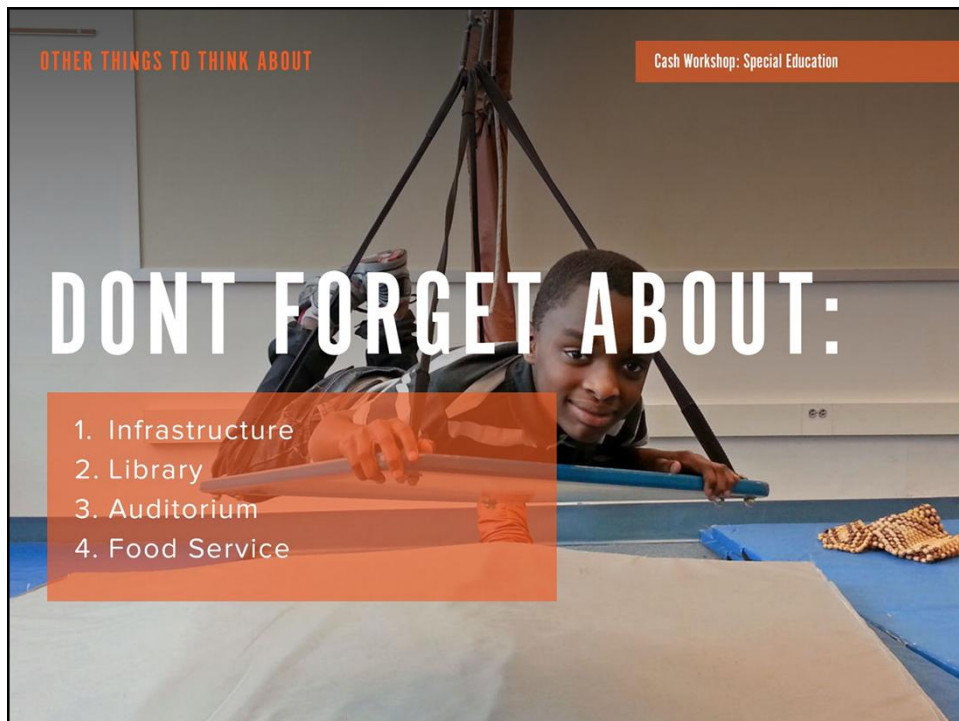
OUTDOOR ENVIRONMENTS

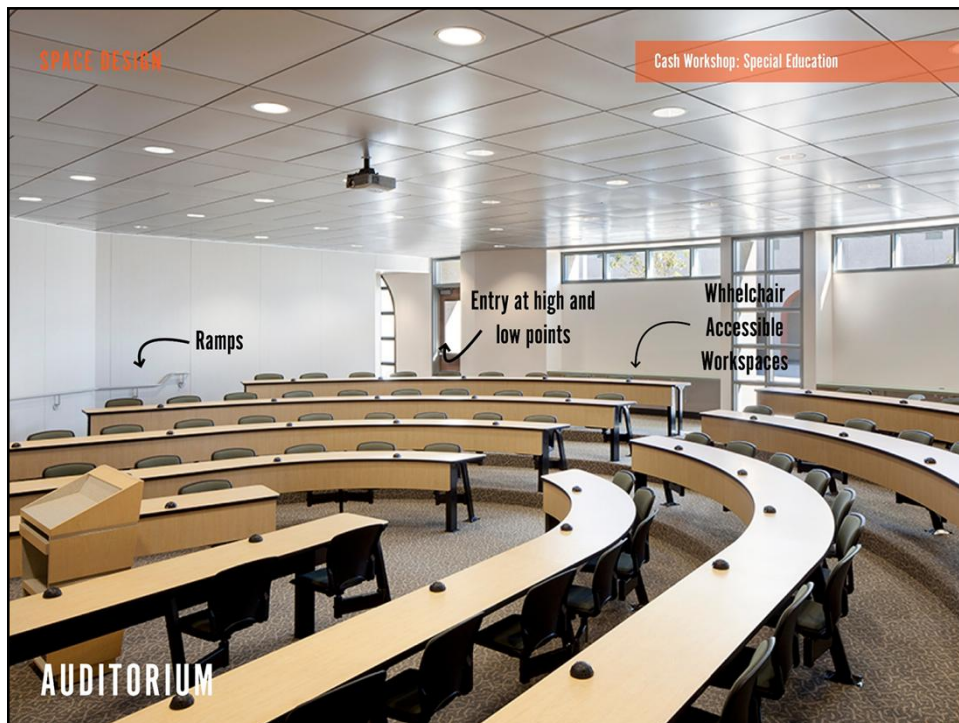
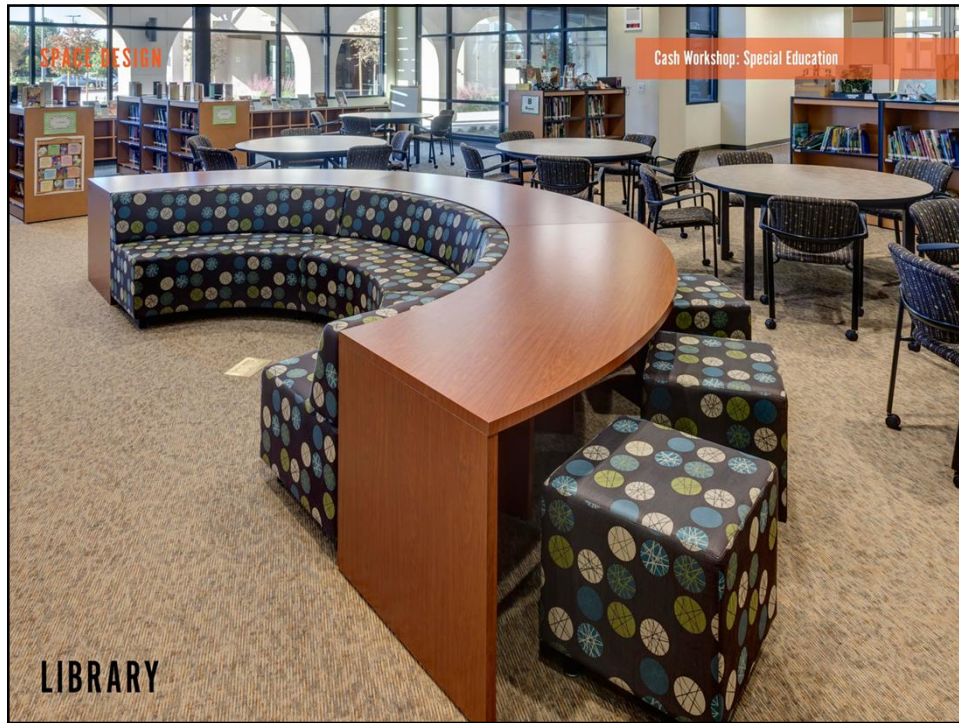
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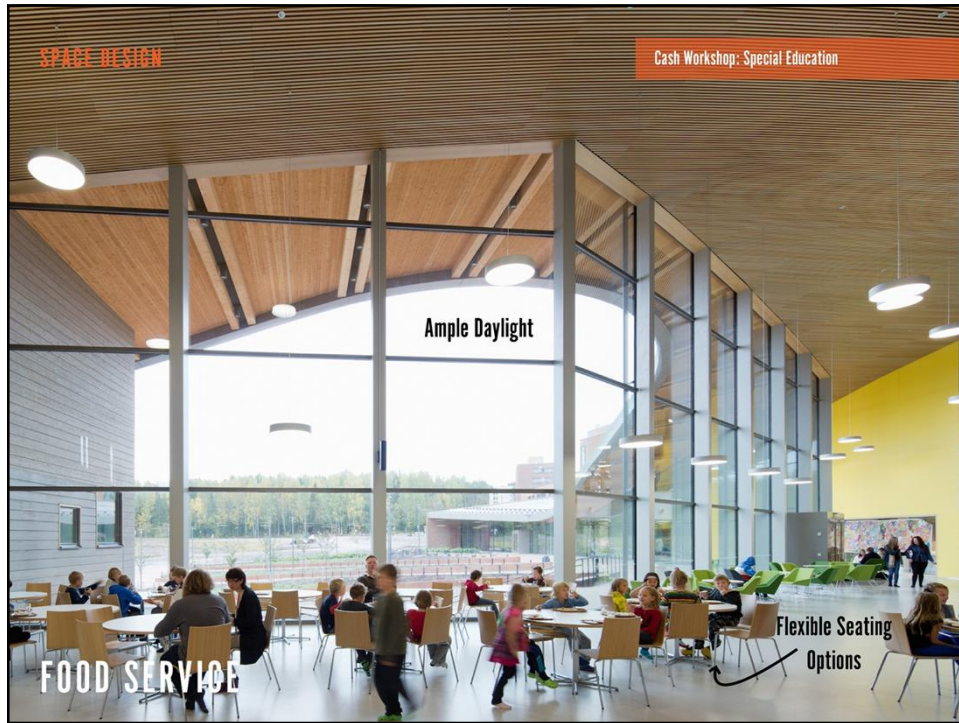
Research Based Design Considerations
Developed by Tara Vincenta, Artemis Landscape
SOL (Sequential, Outdoor, Learning) Environment

Design Considerations: Considered for appropriateness within a given context

- Tranquil and quiete location
- 5'0 minimum height fencing
- Smooth, wide pathways and surfaces
- Clear edge along pathways
- Avoid specifying materials, including toxic plants, that are easily ingested
- Provide orientation maps
- Provide pents of shade, both with trees and shade structures
- Provide transitions between spaces / activities
- Include some elements of consistency
- Sequence activities to introduce elements and ideas
- Provide fixed and non-fixed elements
- Provide opportunities for increased socialization
- Provide plenty of visual aids and signage
- Provide opportunities to overcome sensory issues
- Provide opportunities for exercise and for increasing motor skills, coordination, and balance
- Provide soothing areas
- Provide hammocks or hammock swings
- Build in challenges







Questions?

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