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Inclusion Strategies to Assist Emotional and Behavior Disorder Students in the Classroom

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Abstract

Students who may have severe difficulties when with their peers can often get placed in emotional and behavioral disorder (EBD) classrooms. These classes usually are self-contained special education settings. The students' least restrictive environment (LRE) is with the general education classroom with their peers, however, behaviors can get in the way and interfere with the inclusion process. This school improvement plan goes over strategies that can be utilized by both general and special education teachers to help get students back with their peers in their LRE to get a Free and Appropriate Education (FAPE) and out of the self-contained special education setting.

Keywords: inclusion strategies. relationships. co-teaching. peer mentors. differentiation

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Inclusion Strategies to Assist Emotional and Behavior Disorder Students in the Classroom

In today's schools, there are students with emotional and behavior disorders (EBD). These students often end up in self-contained special education settings or an alternative placement if their domicile district is unable to provide appropriate support. Teachers report feeling unprepared to implement effective strategies to serve at-risk students, particularly those with emotional or behavioral problems (Chafouleas, Volpe, Gresham, & Cook, 2010; Reinke, Stormont, Herman, Puri, & Goel, 2011). Oftentimes, a student with EBD can have difficulty in classrooms with same-aged peers as they often refuse to follow directions, engage in defiant/non-compliant behaviors, or ignore their teachers in a passive aggressive manner (Hecker et al., 2014). For these students, there are strategies that can work for them to get them out of these self-contained special education settings or alternative placements. Strategies may take time to find because every student is different.

The issue is, when school administration alongside Individualized Education Program (IEP) teams feel that a student needs extensive support, receiving a Free and Appropriate Education (FAPE) in the least restrictive environment (LRE) tends to be forgotten. LRE is where individuals with disabilities are to be, by default, educated in the general education classroom unless otherwise inappropriate through a thorough assessment by a multidisciplinary team due to disabilities being so severe that the individual does not benefit from learning in the general classroom (Francisco et al., 2020). Educators involved with a student who is struggling, most often have not exhausted strategies that may be able to keep the child in the classroom with their peers, because strategies such as work systems can be time consuming and utilizing paraprofessional support may be unavailable. Children with disabilities deserve the right to be with their peers with appropriate support when possible. The problem is, there are students who are being placed in EBD self-contained special education classrooms that should not be. These

students could be supported by mild/moderate instructional strategists and be able to spend more of their day with their same-aged peers with appropriate support. But due to the amount of time these students can take up and the shortage of help, there can be more guidance with the lower student to teacher ratio that you can find in an EBD self-contained special education setting. The IEP team depends on the self-contained setting at this point to find strategies that work and to get that student back in with their peers in the least restrictive environment in the shortest amount of time. The question is, how do we get them back where they should be? This research will indicate strategies that can work for the student and the teacher.

The resources throughout this school improvement plan are compiled from the Education Resources Information Center (ERIC) database and the Dewitt Library in Orange City, Iowa. Studies involving teacher-student relationships, co-teaching, peer-mediated support, and differentiation were all peer-reviewed. In the end, 20 plus sources were carefully chosen based on relevance and support given to the present study. The research was looked at to apprehend my current knowledge, as well as detect any gaps in these classroom-based inclusion strategies.

The purpose of this school improvement plan is to help get students in the EBD program into their class of same-aged peers. As well as, to provide both the student and the general education teacher with strategies to make daily learning more cohesive. Strategies that may be trialed first with same-aged peers are those that have worked in the self-contained. Each section in this study will go over the importance of the specific strategy and then ways to incorporate the strategy into your classroom routine. This study goes over different types of strategies and why they are important. We also know that students without disabilities benefit from being around students with disabilities (Kart & Kart, 2021). Peer mentors can be utilized and in this study will discuss the benefits and how to get this support up and running in a classroom. Lastly, the

research will go over differentiation. This is what educators do every day due to cognitive abilities ranging from below average to above average.

The value of this information can be beneficial for any educator looking for strategies to use with a student who may be having difficulty in a classroom. To be able to transition students from a self-contained special education setting to an inclusive classroom with their peers, strategies such as: relationships, co-teaching, peer mentors, and using differentiation within the classroom can benefit not only students with disabilities, but those without as well within the general education classroom. This school improvement plan will go into detail about different ways to incorporate said strategies within the general education classroom. The strategies will also go over importance and why we should utilize them and attempt these before considering self-contained special education settings.

Overall, students need to be with their peers as much as possible. This school improvement plan will go over the different strategies that can be used to make integration successful for the students coming from the EBD classroom to a general education classroom with their peers. Making sure relationships are made first are what make the other strategies possible. A strained relationship leads teachers to view students with disabilities less favorably than other students, putting the students at risk for a persistent pattern of negative interactions with their teachers, adversely affecting their learning experience (Rogers, et al., 2015). In the end, students with disabilities need to be in the LRE, because not only does being in the general education classroom benefit those with disabilities, it also benefits those without as well.

Review of the Literature

Students with Individual Education Plan's (IEP), are legally able to have access to general education settings to receive a Free and Appropriate Public Education (FAPE) due to the laws that have been mandated. One such law as the Individuals with Disabilities Education Act

2004. The following sections will review literature pertaining to teacher-student relationships, co-teaching, peer mentoring, and differentiation. Each of the strategies discussed in the following school improvement plan have positive findings that benefit students in special education. More specifically, students in special education that are in the self-contained special education setting.

Relationships

In a study done by Sengul, Zhang, and Leroux (2019), they identified the impact of how students perceived the teacher-student relationship and how that relationship affected their academic and social-emotional needs. Over 750 schools and 17,000 students were interviewed in this research. Socio-economic status played a role in this due to the lack of resources and parent support the students would receive but at the end found that teachers who created a positive relationship with their students, were the students who demonstrated more academic and social-emotional growth. This study found that positive teacher-student relationships can help students with their social-emotional needs. Teachers are able to guide them in the development of social, behavioral, and self-regulatory needs when in the school setting. Students thought that when they were able to have a positive relationship with their teachers, it improved their school performance overall. They stated that the teachers who were able to adapt lessons to their ability levels and relate to their lives, increased their motivation to learn and inspired them to keep learning (Furrer et al., 2014; Stronge, 2018). Teachers who build positive relationships with their students have conceptual understanding about the learning process and can help them make connections between the coursework and their thinking using explicit instruction, modeling, and scaffolding.

As part of a study done by Short (2017), it was mentioned that relating lessons to their students' lives helped the positive teacher-student relationship. The study involved high school students and used interviews for data. Students felt that their teachers who connected with them

motivated them to keep learning. The students also mentioned in their interviews that had their teachers not care, help, or connect with them, they would feel disconnected with them and not experience a positive teacher-student relationship.

By the review of Roorda et al. (2011), the results came to show that younger students were able to be more influenced by positive teacher-student relationships than older students due to peer pressure. The older the students get, the less reliant they are on their teachers. Girls regardless of age also interacted and created a friendly feel for positive teacher-student relationships whereas boys were not as successful due to more behaviors. When teachers are supportive of their students, it can promote the students to continue learning and extend the time that students are in school (McDermott et al., 2018).

The literature review on positive teacher-student relationships defends that teachers can impact a students' academic and social-emotional needs regardless of socio-economic status (Sengul, Zhang, and Leroux, 2019). The research that was found indicates that when teachers meet the students' needs and adapt lessons to real life experiences, it can help students increase their motivation and learning. Using instructional time effectively can also increase the students' will to learn. When teachers are able to do so, it can make it easier for students with special needs to be included in a general education class with their peers which is the LRE.

Co-Teaching

Within districts, there are classrooms that teach using traditional practices, where one teacher is responsible for planning, implementing, and evaluating lessons. How the students perform is put all on one teacher. With co-teaching, a strategy that dates back to the late 1960s, provides different strategies to meet the needs of all students. Co-Teaching was initially introduced when there were concerns in teaching students with disabilities in an inclusive classroom (Cook & Friend, 1995). The thoughts of needing more of a workforce to start the

process of co-teaching started. Teaching is one of the complicated processes taking place in schools. It takes a great amount of time and cooperation in determining the right selection of co-teaching models (Muscelli, 2011).

According to Aliakbari and Nejad (2013), there are 5 co-teaching strategies that are seen often. They include: One-Teach & One-Observe, Parallel Teaching, Station Teaching, Alternative Teaching, and Team Teaching. The first co-teaching method of One-Teach & One-Observe is when there is a lead teacher and the other one goes around and assists those who may need help on an individual basis. Parallel Teaching is when the teachers collaborate and split the class in half. The students receive the same material, but the group size is smaller. With Station Teaching, students and instruction are divided and each teacher takes a small part of the instruction and works with a small number of students at time. This can range from 2-6 students usually. Alternative Teaching is when a smaller number of students may need specialized attention. Therefore, one teacher takes a majority of the students and the other teacher takes the smaller group to instruct. Lastly, there is Team Teaching, where both teachers act simultaneously and bounce off of each other. To conduct the study, there were 58 students involved that were being taught via the co-teaching method for 10 sessions that were an hour and fifteen minutes long. The 5 co-teaching strategies were used throughout and the findings stated that 4 out of the 5 co-teaching strategies work the best and they should be used in a particular order. The order is as stated: One-Teach & One-Observe, Alternative Teaching, Station Teaching, and then Team Teaching.

In another study done by Gokbulut (2020), there were 3 individuals with disabilities and 16 without disabilities and all participants were 7 years old. These students and their parents participated voluntarily in conducting the study involving weekly interviews and a Control Chart based on both student and parent opinions of the co-teaching strategy. The following data was

collected: 100% of students without disabilities stated they were willing to participate and 98% of students with disabilities stated that they were willing to participate. Other questions that were asked, pertained to handouts and if they were attractive. There were 99% of students without disabilities that had said, “yes” and 92% of the students with disabilities also said “yes.” When the students were asked if they enjoyed the class and if both teachers should lecture like this in all classes, all students regardless of disability stated they should. At first, the parents in this study had concerns about their children internalizing when having lectures given by more than one teacher. But their views changed once their student’s scores increased over the sessions provided. The parents also agreed that their children felt happy, successful, and more prepared during classes when the co-teaching was in place.

During the study of Lindeman and Magiera (2014), they had a student who was born deaf and received cochlear implants early in his life. When he started school, they had him placed in a self-contained setting. However, when he got to first grade, they determined that he needed more social skills practice and more access to the curriculum. He then started his year off with his peers in an inclusive classroom. The student had many specialized needs and many questions about how to go about co-teaching came up. The team found that being compassionate and communicating were key factors in order for this student to be successful with his peers and to keep him in there most of the day. There were a lot of professionals working together such as the Occupational Therapist, a Physical Therapist, general education teacher, special education teacher, and deaf and hard of hearing professional. But all of which had the same goal of inclusion. They spent the time to sit down and find out what strategies and supports were going to be needed for this student to be able to stay in with his peers in the LRE.

The Individuals with Disabilities Education Act (IDEA) (2004) mandates that students with disabilities be given access to the general education setting. The co-teaching strategy can

provide instruction to diverse students in an inclusive general education setting if teachers have supportive administration, collaboration on planning, instructing, and assessing, and being compassionate enough to put in the time. A general education classroom where students with special needs are educated alongside their non-disabled peers can have the highest constructive impact on their academic as well as behavioral needs (Gokbulut, 2020). By having this strategy as an option, it can allow students who have disabilities to be included with their peers and receive a FAPE.

Peer Mentors

One way for students to feel a sense of security and increased self-esteem when joining a new class is being assigned a peer mentor by their general education teacher (Caldarella et al., 2010). According to Caldarella (2010), mentoring programs are meant to facilitate such appropriate, meaningful relationships between children and improve social skills and self-esteem. The National Association for the Education of Young Children (2008) stated that these peer constructive relationships are essential for development. When students from a self-contained special education setting are being transitioned to an inclusive general education classroom, this is one strategy that can be used to help a student ease into the class and have a “buddy” to go to when needing extra support.

A study done by Campit, Cayabyab, and Galas (2015) involved a class that was split into an experimental and control group and given a six week treatment period to compare a class who had peer mentors and a class that didn't. The result was that students who were exposed to academic materials while having a peer mentor achieved more than those without a peer mentor. Using this as a strategy showed positive effects on a student's self-concept, and increased their sense of control and responsibility for academic achievement. Mentoring is not for everyone, but the select few usually have these qualities: good communication skills,

supportiveness, trustworthiness, interdependency, empathy, personality, enthusiasm, and flexibility (Benjamin, 2020). The student mentor must be someone who can be a leader, coach, advocate, and trusted friend to the mentee. In an inclusive classroom, mentors may sit by them, show them what to do with an assignment after they are done, how to line up, where to find the schedule, etc. The mentor may also be the one to escort the mentee somewhere in the school and model expectations. This can be great for any student who may be struggling, not just a student with special needs, but maybe a student who needs a refresher on how to do something routine. The strategy of utilizing peer mentors can be beneficial to help students get a FAPE in the LRE and keep them out of self-contained special education settings.

Differentiation

There are different strategies that can benefit not only students with disabilities, but those without as well. It is called differentiation. Differentiation involves students with diverse needs, being supplied with instructional methods and materials that are matched to their individual needs (Scruggs, Mastropieri, & Marshak, 2012). In a study done by Tomlinson (2001), he stated there were some recommendations that could be done to be successful with differentiating. Some of those included: making sure that all the concepts and generalizations are very clearly stated and presented visually, use assessments to guide instruction, be creative with lessons, engage every student in some way, and balance the tasks done by the students. Teachers usually ensure that the presentation of their lessons have those components to make instruction effective for all learners, these components are important. Using differentiation within the classroom can help keep students trying to integrate in with their peers as often as possible.

In the article “Adaptive Tasks as a Differentiation Strategy” by Bardy, Holzapfel, and Leuders (2021), they stated adaptive tasks are defined as a question or an activity that contains multiple starting points and solutions for students of different levels so that every student can

participate. An example of an adaptive task in the area of math could be: “The sum is 5. What could the addends be?” Students would then be able to come up with different answers depending on their existing knowledge. Or maybe in the area of reading, you are reading a class book and instead of asking a close ended question where there is only one answer, the teacher could ask something like, “What do you think happens at this time of day?” The question is more open and allows all students to be able to give their input regardless of disability.

Each adaptive task has a structure that has to be followed. The adaptive task has to have both low to increasing to high levels of difficulty and openness. An example of this would be when learning fractions, a teacher may put 5 problems up on the board. The first problem would fit in the low level of difficulty and closed answer such as adding two fractions with the same denominator. The next problem increases the level of difficulty and is still a closed answer because now you are asking them to find an easy common denominator to add two fractions. The third problem could be more complicated to find the common denominator but using bigger numbers, but the answers are still closed. Now for the students who may be higher level of thinkers or maybe a lower student knows a specific example from memory, the fourth problem would increase the level of openness and increase some difficulty. The student has the choice to come up with their own problem and it doesn't have to be difficult. The fifth and last problem will be the most difficult and have the most openness. Here students will be asked to find different solutions to get the answer of $\frac{2}{7}$.

Using adaptive tasks is just an example of how you could get all students to be able to participate at their own level. They are still learning the same concept, but are able to start where they want. Using this differentiation strategy of adaptive tasks can help students who come from the self-contained special education setting, because the tasks can start easy and they can ease into success by just solving the simple problem. Once they become more comfortable in the

class, or once they learn more in the area of which they are learning, maybe the student will then choose a more difficult task to start with to challenge themselves.

There are times when students start integrating from an EBD classroom, that they are academically sound where they are more so on grade-level or maybe even above grade-level. One strategy that was found to be successful according to Livers, Paxton, O'Grady, and Tontillo (2018) is curriculum compacting. At the beginning of a chapter, students were given a pre-test. If students scored a 90% or higher on this test, then they would be a candidate for the curriculum compacting unit that would be put together by the talented and gifted (TAG) teacher and the general education teacher. When the teachers meet with the students who will receive the curriculum "compact style," they present learning experiences that increase the complexity of the content, accelerate the pace to prevent students from getting bored because they know the material, and focus on higher-order thinking skills. The activities and lessons that are addressed with the group receiving this type of instruction are ones that would not be provided by the regular general education teacher. There were many benefits of this study because it allowed teachers to work on smaller groups of struggling learners and those on grade-level. Using this strategy has also had positive effects on students in the enrichment programs. Scores have also increased school-wide.

At the end of the day, differentiation at the elementary level can be difficult. But if teachers lack in this area, having enthusiasm and the willingness to support the student can help. Utilizing these strategies of adaptive tasks and compacting curriculum are ways that students can maximize their potential in the classroom with their peers. Not only do these strategies benefit students with disabilities, but they also can benefit those without disabilities. Allowing for differentiation in the classroom can help all students be with their peers in the LRE.

School Profile

Community Characteristics

Leeds Elementary School is located in the northwest corner of Iowa in Sioux City. According to the World Population Review of 2022, Sioux City is sitting around a population of 86,000. The city holds lots of attractions such as Stone State Park, Sioux City Art Museum, Sergeant Floyd Monument, and the Lewis and Clark Interpretive Center. All of which have historic features that date back as early as the 1800s. With Sioux City being one of the larger cities in the area, the school district is quite large and there are locations to further education close by. The colleges that are in the area include: Western Iowa Tech Community College, Morningside University, Briar Cliff University, and St. Luke's College.

Sioux City Community School District Characteristics

Sioux City Community School District's mission states that their duty is to educate students and to believe in their talents and skills, achieve academic excellence, and succeed in reaching their full potential. The district has 22 schools throughout Sioux City, enrolling around 15,000 students and employs more than 2,000 employees. The district uses district and Iowa Core standards to ensure students in all grades K-12 meet or exceed their grade level. The standards aim to increase students' critical thinking and problem-solving skills as well as analytical learning to be successful when they graduate. The district also provides programs such as English as a Second Language (ESL) support, special education support, and students who are Talented and Gifted (TAG) (Sioux City Community Schools, 2022).

Leeds Elementary School Characteristics

"I will show respect. I'll try my best. I will have an awesome attitude. I will be a responsible student. I'll make safety first, I'll do my part to make Leeds School a great place to be!" This is the school pledge that is stated every morning after the students make their way into

the classroom. Leeds Elementary is a school built on community and students giving their best efforts when in school.

The past school year, Leeds Elementary had 615 students enrolled, 303 females and 312 males. Of these 615 students, 14 were American Indian, 13 were Asian, 62 were Black/African American, 176 were Hispanic/Latino, 4 were Native Hawaiian, 301 white and 45 identified as Multi-racial. The grades themselves had 105 kindergarten students, 116 first graders, 103 second graders, 93 third graders, 94 fourth graders, and 104 fifth graders. This school is considered a low-income school, which means that over half the students enrolled receive free or reduced lunches for the school year. The school provides services such as English Language Learners, which 139 out of 615 students receive. The school also provides a behavioral program called Compass Academy.

The Compass Academy is a self-contained special education program with a low student-to-teacher ratio. The program utilizes a point and level system paired with a token system to help students learn social-emotional and social skills. Students have contingent access to a class store every 1 to 5 days and daily fun activities with peers. A task-based timeout procedure is used for intensive problem behaviors. These students in the Compass Academy program are part of the 87 students out of the 615 students who receive special education services.

Curriculum

General Education Reading Curriculum

The school district has goals in both literacy and math every year. In the area of reading, the school district uses Houghton Mifflin Harcourt's *Journeys* Reading Program. The English language arts program is designed for students in Kindergarten through 6th grade. It provides a structured visual instructional aide to be able to instruct foundational reading skills, how to read both literature and informational texts, as well as develop mastery in the areas of speaking,

listening, and writing (Houghton Mifflin Harcourt, 2017). The manuals help with differentiation strategies for students performing below grade level, on grade level, and above grade level.

There are even supports for English language learners built in.

Special Education Reading Curriculum

The K-2 special education department for the district uses various reading programs based on students' needs. Depending on a student's grade, if the student is in Kindergarten through 2nd grade, the special education teachers for those students use McGraw Hill's *Reading Mastery Transformations* program. This program is a K-5 ELA curriculum that explicitly teaches students how to read, write, comprehend, and also teaches foundational literacy skills. The program increases complexity as students' progress and works on building oral language fluency skills. This program is also aligned with the science of reading (McGraw Hill, n.d.).

The students who are in 3rd through 5th grade work in McGraw Hill's *Corrective Reading*. This is a direct instruction program that focuses on specific reading skills based on a student's abilities (McGraw Hill, n.d.). Students take placement tests to see which level they should be at and then explicit instruction begins. Since the students are receiving special education services and have specific goals that they are working towards, students usually only receive the decoding instruction or the comprehension instruction. However, in a perfect world with no time restraints, students should receive two full periods of instruction – one in the area of decoding and one in the area of comprehension. Regardless of what program they are using, special education teachers use students' progress to guide students when they are with their peers in the general education setting.

General Education Math Curriculum

For math, the school district uses *Into Math* from Houghton Mifflin Harcourt. This is a program that is comprehensive in which all the resources used have a clear and intentional

purpose that supports effectiveness. The lessons are structured with clear goals, measurements of students' growth, and a teacher support system (Lynch, 2022). Teachers utilize the program during whole group instruction while differentiating to allow those who aren't at grade level to participate. They then break off into smaller groups where they may also do centers similar to those in the literacy block and do math-related work and activities using some of the online materials that the program has.

Special Education Math Curriculum

For the students who receive special education services in math, all students K-5 use McGraw Hill's *Connecting Math Concepts*. Similar to the *Reading Mastery Transformations* and the *Correcting Reading*, there is a placement test to see what level and lesson a student should start on. This helps for groups for instruction. *Connecting Math Concepts* has several levels starting off with basic skills that show how mathematical concepts are linked together and problem-solving strategies. With this program, skills are presented incrementally and extended into subsequent lessons. Students' progress in small steps and apply many topics throughout each individual lesson (McGraw Hill, n.d.).

General and Special Education Behavioral Curriculum

The district is a Positive Behavioral Interventions and Supports (PBIS) school. Each classroom, on a daily basis during their morning meeting, goes over a researched based program of their choice that pertains to social and emotional behavior. In the self-contained special education setting, known as the Compass Academy program, the two classes are split by K-2 and 3-5 students to be able to hit their needs easier. Programs that have been used include *Emotional ABCs*, *Superflex*, and *Zones of Regulation*.

Instruction

Teachers are told what they have to teach and when to teach it. However, they teach differs from teacher to teacher. Some teachers start with whole group instruction with all students. They use differentiation to be able to allow all students to participate. Then the students break into groups and utilize centers or complete the work in a “must do, may do” way. The “must do, may do” method is a way to do small group time. When the teacher has a small group at their back table, the other students have to do what is on the presented “must do” list. Once those items are complete, then they “may do” something from the teachers presented “may do” list.

In the Compass Academy, procedures and routines are very consistent. The only thing that changes is the instruction being taught. The students can predict what they are to do next every single day at any point in time, with the few exceptions being fire drills or a severe behavior occurring. In this case, the paraprofessionals help guide the working students while the special education teacher assists the student in crisis. The program uses more of the “Must Do, May Do” approach like some of the general education teachers use. This allows choice to be given to those students who complete their work and can help motivate the students in this setting to keep working. Since Compass Academy is a behavioral program, it follows the PBIS ways of the school and builds in more direct instruction in this area that involves the “I do, We do, You do” model. Practice of expectations and rewarding students allows students to feel successful and want to continue making the good choices.

Assessments

The Sioux City School District follows curriculum maps which tells the teachers what to teach and when to teach it throughout the school year. For district-wide assessments, at the beginning of every quarter, a Pre-Test is given to each student in a booklet. Once the students are done with the assessment, the teacher grades them using a standards-based scale of 1-6. A rating

of one rating meaning, needs intervention and a six meaning, exceeds expectations. The same assessment is also given at the end of the quarter and graded using the same standards-based grading scale of 1-6. The purpose of this is to track students' growth throughout the year. This is done in all content areas for the Sioux City School District.

As for state-wide assessments, students in the district partake in the FAST Literacy and FAST Math assessments. These are given three times per school year: fall, winter, and spring. The school's goal for the 2021-2022 school year in literacy was to increase the number of students scoring proficient on the Fast Composite and CBM-R by 10% from the fall to the spring and to have a higher proficiency score in the spring of 2022 than in the spring of 2021. In the area of math, the school's goal for the 2021-2022 school year, was to increase the number of students scoring proficient on EarlyMath and CBMmath by 10% from fall to spring and to have a higher proficiency score in spring of 2022 than in the spring of 2021. Goals for the 2022-2023 school year will be similar to these past goals.

The students also take the Iowa Statewide Assessment of Student Progress (ISASP) in the spring around April and May. These assessments are given online to a majority of the students, except those who have it as an accommodation in their IEP stating otherwise. Students are able to do practice tests with the online version to see how the test looks to help prepare and front load them. At this time, students are able to see what kind of features the online test provides and allows them to manipulate them. The results usually don't get back to the district until the following school year. This data is used to help drive instruction in a way that teachers are able to see where students performed as well as not so well and modify instruction to meet those needs. It also helps the next teacher that group of students gets, because they will be able to look at the data and make sure to provide more support in lower-performing areas.

Students

Students at Leeds Elementary are held to a high standard when it comes to academics and behavior. Students show respect, try their best, have awesome attitudes, are responsible, safe, and know how to make Leeds Elementary a great place to be. They show this in the hallways and exceed in areas at times when their teachers may not be present such as in the lunchroom with the lunch workers or out at recess with other teachers around. If students do not meet expectations in academics or behaviorally, interventions are put into place for them to improve their learning.

With Leeds Elementary being a PBIS school, students are rewarded with red cards when they are caught doing something great or meeting expectations. The students write their names on these cards and submit them to one of the red card drop boxes around the school. On Friday mornings, the office announces students who have at least 5 red cards. Those students who get their names called get to go to the office and get a prize.

During the lunch periods, the lunch ladies keep an eye out for students who are being respectful and following lunchroom expectations for all grade levels. At the end of the week, there is a golden ticket given to one student per grade level. That makes six winners per week. At the end of the month, those students who have received a golden ticket, get to attend an incentive ice cream party. The golden ticket is a great incentive for students to make good choices when their classroom teacher isn't around.

Every quarter, teachers nominate students who they feel are "Star Students." These students that get nominated are always respectful, responsible, safe, and help others. Teachers are allowed to nominate one student from their class, but are not required to. At the end of the quarter, students are called over the intercom for the whole school to hear. These students get a yard sign and their picture taken to be posted in the lunch room for everyone to see. Their

pictures can even get posted on the school website, which is a big incentive as well. Students also get a free book with the yard sign to take home.

Parent Involvement

There are a lot of ways parents could support students at the school. However, since the COVID-19 pandemic parents aren't allowed in the lunch, on field trips, and are not able to volunteer in teachers' classrooms throughout the year. Parents are still able to be involved, it just looks different. Teachers at Leeds Elementary are allowed to post a "Wish List" on Amazon. Parents can look through teachers' lists to find out what they can donate to the school and if they choose to donate, the items can be sent directly to the school. If parents do not want to purchase through Amazon, they can go to their local stores to find things as well. Parents have also been sponsors for students in some grade levels. This is where they write a check or send cash for so much, usually under \$20, and the teacher is able to purchase one of the dollar books from the monthly Scholastic Book Orders.

The teachers at the school all have a class communication platform where teachers post pictures of students only in their class and can message parents directly instead of a phone call. Some of the platforms include Remind, ClassDojo, and SeeSaw. It is similar to texting, but school-approved. This is a great way to communicate both ways. Parents can message parents when they need and when teachers have a chance, they can respond.

Professional Development Practices

The Sioux City School District provides teachers with professional development every Monday when the students get out an hour earlier than the other four days of the week. Guest presenters have come from McGraw Hill to help support the special education teams across the district and Houghton Mifflin Harcourt has come for general education teachers. The presentation given that day depends on if the professional development will be done with just

Leeds Elementary or if there are more schools involved. Then sometimes a different centralized location is used. If professional development is based on just Leeds Elementary's needs, then all general and special education teachers meet in the library to meet. Teachers are expected to be on time and have all materials present to avoid getting up and leaving.

Needs Assessment

The general education teachers work together in their grade-level teams. Teachers who do not teach general education meet with those who teach in similar positions. For example, English as a Second Language teachers work together and special education teachers work together. The climate of the EBD classroom itself, Compass Academy, is great. However, issues begin to arise when students start to be successful in the EBD classroom and are ready to start integration. This means that the challenging student needs to begin the process of going back into the general education setting with their peers. General education teachers tend to have preconceived ideas about these students integrating back in and they oftentimes aren't great. When students enter Compass Academy, they have shown all their cards and they aren't good. Teachers and even students have their thoughts and opinions of the students and this can interfere with their integration process.

The purpose of this school-improvement plan is to focus on finding strategies that can work well for all teachers and students. This is important when starting the integration process, so that when the students coming from Compass Academy walk into classrooms with their peers, they look like any other student. The more students are able to get their integration minutes off to a great start, the more the climate of the school continues to improve, and the stigma that all Compass Academy students are "naughty" decreases. Pulling off something like this isn't easy. The process can take a lot of time and patience. It also takes a lot of collaboration between parents to ensure them that their child feels safe and successful during this time.

There are some general education teachers that inform the Compass Academy and administration at the beginning of the school year that they would be willing to take a student from the Compass Academy program. How it works if there are not any volunteers, is if a student is in 1st grade, we look at all the 1st grade teachers and their personalities. Special education teachers and school administrators work together to discuss the class culture in the grade level that is needed for a student to integrate. The room set up and the student body is also looked into closely. If one teacher in particular already has a challenging class, that class is avoided. But otherwise, any class is fair game.

Data Analysis

Data Summary

Compass Academy Student-to-Teacher Numbers

When we look at the elementary data that is directly related to the Compass Academy program across the Sioux City Community School District, we can see a few effects that have occurred over the years. Since the Compass Academy started in the Sioux City Community School District, there have been 7 Emotional and Behavior Disorder (EBD) teachers every year except for the 2013-2014 school year when there were 8. In the 2016-2017 school year, the program had its highest numbers to date with 71 students. In the 2019-2020 school year, the program had its lowest with 31 students (Wassel, D., 2022). Table 1, below, shows the number of students in the Compass Academy program from the 2013-2014 school year to the 2021-2022 school year. According to this data, the numbers seem to fluctuate with no apparent pattern.

If you look at the data from the early years of the Compass Academy program, it is assumed that the numbers were higher because the criteria to get into the EBD program was not as established as it is presently. Currently, it is not as easy to get into the program due to more intense behavior interventions for students being done by behavior coaches while under the

management of resource level special education teachers. This is done as an attempt to prevent Compass Academy placement. During the beginning years of the program, according to Diana Wassel (2022), a behavior coach for the district, kids were just thrown into the program when administration and IEP teams were at a loss for what to do with a student. In addition, a higher number of the students that were put into the Compass Academy program were also on the Autism spectrum (Wassel, D., 2022). These students when going into middle school, were then shifted into an Autism program. Since the start of the Compass Academy program, more training has been done pertaining to Autism and Autism support. These trainings have helped the level of understanding surrounding Autism increase, while the number of placements into the Compass Academy have decreased (Wassel, D., 2022).

Table 1*Number of Students and Teachers in Compass Academy by School Year*

School Year	Number of Students / Teachers
2013 – 2014	68 students (8 teachers)
2014 – 2015	70 students (7 teachers)
2015 – 2016	68 students (7 teachers)
2016 -2017	71 students (7 teachers)
2017 – 2018	64 students (7 teachers)
2018 – 2019	51 students (7 teachers)
2019 – 2020	31 students (7 teachers)
2020 – 2021	33 students (7 teachers)
2021 – 2022	45 students (7 teachers)

Note. Wassel, D. (2022). Compass academy data over the years. Sioux City; Sioux City Community School District.

Boring Room

When students in Compass Academy display problem behavior, they go to a “boring room.” In this room, there is limited adult to student interaction. While in the boring room, the student does boring work. When their work is done, they earn their way back into the classroom with the other students in Compass Academy. For the students who don’t go to the boring room and are able to demonstrate appropriate behaviors, they can earn their way back into the classroom with their own grade-level peers in a general education setting. Boring room data is split into 5 categories: 1) students with 0 days of boring room, 2) students with 1-4 days of boring room, 3) students with 5-8 days of boring room, 4) students with 9-10 days of boring room, and 5) students with 11 or more days of boring room. The data in Table 2 shows a lot of fluctuation throughout the school years. When students are first placed in the Compass Academy program and are learning the rules and procedures, the boring room data increases. When students start to learn how to display appropriate behaviors, boring room data decreases.

The data that concerns the Compass Academy teams, are the students who spend more than 10 days in the boring room per school year. For a typical student with an IEP, this would end up in a manifestation determination meeting. These meetings are held to determine whether the behavior that occurred was caused by a direct relation to the child’s disability and/or if the school followed the IEP for that student (Pacer Center, 2020). The way the Compass Academy program is designed according to Wassel (2022), is more than 10 days in the boring room is not going to result in a manifestation determination meeting. This is due to the boring room being part of the extinction process for challenging behaviors. The data below in Table 2 shows that more students fall into the category of spending 0-4 days in the boring room than the category of 11+ days in the boring room (Wassel, 2022). Even if a student has spent 0 days in the boring room, they may have gone in a few times, but worked their way out quickly enough that the

number of hours logged never equated to a full 8-hour school day. If you look at the next set of data, students are graduating from the program. This shows that the program works, but it needs to run its course.

Table 2*Number of Students in the Boring Room (BR) Throughout the Years*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
BR 0 days	NA	31	35	33	26	16	12	9	13
BR 1-4 days	NA	23	19	13	18	17	10	11	13
BR 5-8 days	NA	8	8	8	5	7	2	6	7
BR 9-10 days	NA	1	1	1	2	3	1	0	1
BR 11 + days	NA	7	6	16	11	8	6	7	11

Note. Wassel, D. (2022). Compass academy data over the years. Sioux City; Sioux City

Community School District.

Integration

In the area of integration, data has been collected for the past 5 school years. Table 3, below, shows the number of students who integrated into the Compass Academy program in the 4th quarter of school. It does not account for any students who integrated in the first three quarters of the school year. Table 3 shows the information split into the following categories: 1) students integrated 0% of the day, 2) students integrated 1-33% of the day, 3) students integrated 34-67% of the day, and 4) students integrated 68-100% of the day. The numbers that are presented below show that there are more students who do not integrate at all (0% of the day) than the number of students who integrated even for a few minutes (1-33%) of the day. Data also shows that there was one school year where there were no students integrating more than 67% of the school day. The data displayed in Table 3 shows how difficult it is for students to earn time being integrated into the general education classroom.

For students to be rewarded with integration time with their peers in the general education setting, the students must work hard to display appropriate behaviors and avoid time spent in the boring room. The better they behave, the more time they get to spend in the general education setting with their grade-level peers. For students to get to integration, they must first show that they can make good choices and display appropriate behaviors for a few weeks. This is not easy for some students at the beginning due to the rules and procedures of the Compass Academy program being much more intense than those in a general education classroom. Once the students begin the integration process, they are expected to earn an 85% or above daily average for 4 weeks while they are integrating and managing their behaviors in both the self-contained special education setting and the general education setting with their grade-level peers. The longer the students maintain 85%, the more time they spend in the general education setting. Eventually they are able to earn being integrated full-time.

Table 3*Number of Students Integrating*

	School Year				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
0% of day	33	18	17	27	27
1-33% of day	14	11	9	2	5
34-67% of day	1	7	4	3	3
68-100% of day	3	6	7	0	5

Note. Wassel, D. (2022). Compass academy data over the years. Sioux City; Sioux City
Community School District.

Graduation

In the Compass Academy program, students who enter always have the chance to be able to graduate before their high school graduation. Some students get into the program when they are in Kindergarten and can graduate before their high school graduation. Other students might enter the program in 3rd grade and not exit until 11th grade. Even if students don't graduate from the Compass Academy, those students can still graduate high school as long as their grades are in good standing. Graduating from a behavioral program is not easy. When you look at it from a general education teacher's perspective, they may say something along the lines of, "I don't think I would even graduate from the program." Here is why.

Upon entering students are put on the "yellow level." This is the lowest level of Compass Academy because they have the least amount of skills. Students are scored daily every half hour based on respect, responsibility, and safety. Points can be taken away if a student rolls their eyes, is not listening or following directions, is leaning back on their chairs, or does anything that can fall under one of those three categories. At the end of the day, they need an average of 80%. They need to score that 80% for 21 consecutive days.

After earning 80% for 21 consecutive days, students move up to the "green level." The students have a few more privileges because now they have shown they know expectations and can make better choices. These students are allowed to start integration if the IEP team feels they can handle it with appropriate supports. Oftentimes, the student goes into a classroom with their peers for a few minutes to start each day. The students know at the end of the day, need an 85% average for 4 weeks straight.

When they achieve this, the student then moves up to the “blue level.” Students are usually integrating at this time and supports are usually faded from the Compass Academy and shifted over to a resource-level teacher. Students are still using the Compass Academy rubric and still being scored on being respectful, responsible, and safe at this time. They need a 90% weekly average at this point. The students in the program get to do a lot of fun tasks and go on field trips once a month. But once they reach the blue level, when the student is ready, the student starts to integrate during those times and does not get to participate with the Compass Academy program.

The data in Table 4 shows the number of students each school year that have graduated from the Compass Academy program either without an IEP or exiting with IEP supports. When referring to all the data, even though the numbers fluctuate from the number of students and teachers, the amount of time students spend in the boring room, and the amount of time students integrate, the program still graduates students in the elementary buildings. This shows that the Compass Academy program is successful. Even though the number of students graduating is not at 100%, there are still students who are increasing their integration minutes. These students will then one day fulfill the graduation requirements and exit from the Compass Academy.

Table 4

Number of Students Graduated from Compass Academy and Continued with an IEP vs Exited Special Education

School Year	Graduated and continued with an IEP	Graduated and exited special education
2013-2014	11	3
2014-2015	7	2
2015-2016	6	0
2016-2017	2	3
2017-2018	3	2
2018-2019	2	1
2019-2020	3	1
2020-2021	0	2
2021-2022	5	0

Note. Wassel, D. (2022). Compass academy data over the years. Sioux City; Sioux City Community School District.

School Strengths and Weaknesses

Leeds Elementary is a school where staff and students are friendly, easy to collaborate with, and are supportive of everyone on their team. These are some strengths of the building. As for weaknesses, especially when it comes to integrating students from Compass Academy, new teachers don't feel prepared for working with students whose needs are on the higher end for behavior. The teachers with more experience with integrating students from the program understand this. It often takes the Compass Academy teacher to sitting down with them and explaining that they are not alone and that we will not pull away the paraprofessional support from the student until the student is able to function on their own with their peers.

Assessment Options

There is not an easy way to assess whether or not getting students in with their peers is going to work or not. It will take a lot of trial and error. The problem is whether or not the general education teacher is willing to collaborate with the Compass Academy teacher to try and make this a good experience for all parties. The strategies that are reviewed in this school improvement plan can be helpful to get us to successfully integrate. When the student is actively integrated, the Compass Academy rubric will help us identify problems, if there are any, and any trends we may see. We will be able to tell this because of lower points and if there are comments next to the time frame. Information observation will also be occurring and after spending some time with their peers, the team will gather and problem solve. If something is or is not working then adjustments with supports can be weaned off as well.

Action Plan

The goal of the Compass Academy program is to give students the tools and skills they need to be able to integrate from the self-contained special education setting into the general education setting with their grade-level peers. This is also their LRE. The action plan to get

students integrated is a process that depends on a student's entire IEP team. The goal is to make a successful transition from Compass Academy to general education.

The Compass Academy has different tiers of support just like the Multi-Tiered System of Support (MTSS). When students enter the academy, they start on Tier 1. Within the program, this is labeled as the "yellow level". Students on the yellow level have very few privileges. This means that everywhere they go, there is an adult transporting them to their destination. It also means limited choices for what they can have access to in the classroom. The students on this level receive the consequence of a boring room when they have a behavior issue. How much work they receive while in the boring room depends on the severity of the behavior. Students must sit in the boring room and get their assigned amount of work done before they are able to leave the boring room. For some students, getting out is easy as they know they need to get their work done before they can exit the room. For some students, it is more difficult as they have not learned what it takes to get out of the boring room. There are students who will sit for a day and not work, being bored, because they think they will eventually get out without doing their work. However, this does not happen. The students have to figure out that they cannot get out of the room without consequence and must own up to their choices by getting their work done before they are able to get out of the boring room. Regardless of how long it takes them, this consequence and the way the program runs is by the book with no room for negotiation.

If a student goes 21 days without problem behavior and being sent to the boring room, the student moves to the "green level" and is able to start the integration process. The first thing that occurs when starting the integration process is scheduling an IEP meeting. In this meeting, the team will determine a plan and set specific steps with instructions for how to proceed. This includes determining the number of minutes a student is integrating for and whether or not they

will have a paraprofessional. Every decision is made based on student need. Integration is 100% individualized once they hit the green level.

The next step requires the Compass Academy teacher to sit down with the student who is going to be integrating and discuss their preferences. Preferences such as what they would want to do with their peers, when they want to be in the general education classroom, and types of activities they would like to do within the classroom. The preferences are always taken into consideration and an attempt is made to make their most desirable choice happen. If the student is excited, it can motivate them to try hard when they are out of the comfort of the smaller Compass classroom setting. If the most desirable choice doesn't work out, then the next preferable choice is attempted. For example, if the student wants to go to PE with their peers, the Compass Academy teacher will make an attempt to coordinate the schedules to get the student into PE. If it doesn't work out, and their second choice was recess, the Compass Academy teacher will try to work it out so the student can participate in recess. It is crucial that students have a say in what they want. Having a choice is a strategy that can help avoid power struggles. This choice is also part of becoming independent and advocating for themselves.

After the meeting and preferences are discussed, the Compass Academy team looks at what support can be provided to the student when they integrate. This is where the team will look at what time of day the student will be integrating and see if there is any support that can be given at that time. If a paraprofessional is available, a paraprofessional will be sent. If not, the Compass Academy teacher may integrate with the student if it is during a time when they are available. The support may even look like the paraprofessional or Compass Academy teacher walking them to class and then going back later to get them after they have integrated to help with a transition. The available chosen adult will push in with the student as long as necessary

until the student can be weaned of that support. Once this has been discussed, the next step, collaboration with the general education teacher, comes into play.

The general education teacher who will have the student and the Compass Academy teacher will meet to work out specifics of the plan to integrate. It is good to note that this general education teacher has been a part of the student's IEP team the whole time so they already know quite a bit about the student. When the Compass program originally started up, there was very little staff and support for those students who integrated. Now, the program has been intensified and the amount of support has increased. This allows for the Compass Academy team to assist a student in starting the integration process. During this conversation, both the general education and Compass Academy teacher talk more about the student, strategies that work well for the student, and if there is adult support that will be provided. They discuss what it will look like, what they are able to do, and if they can help other students. These details will be discussed along with details such as where the student will sit, what materials they should bring, and who would be a good peer mentor. A start date is discussed and relayed back to the parents for approval. Once parents are in agreement, the integration process can begin.

Once the integration process begins, it is crucial that the student be praised for good choices. They also need to be supported and walked through any challenges that they face. If a few weeks in it is decided that more support is needed for the student to integrate successfully, collaboration between the general education teacher and the Compass Academy teacher will occur. For example, this could be anything such as a visual for how to do a certain center that is second nature to the students who have been in the classroom for weeks, or maybe they need a sand timer instead of a digital timer because they don't understand numbers. Other differentiation strategies may be used to help the student succeed. The parents of the student will also be notified frequently about how their child is doing and the progress they are making. This

helps reassure them that their child can learn and be successful outside of the Compass Academy classroom. Once they show they can be successful for the amount of time they started to integrate, their integration time may increase, or supports in place may start to be faded out.

After doing well for four weeks at the green level, the student then moves to the “blue level.” At the blue level, the number of integration minutes increases significantly. Almost to the point of a full day. They also start having more general education consequences while the Compass Academy supports start to fade. This is done with the intent to transition fully with a general education teacher and a resource-level special education teacher instead of a Compass Academy teacher. This process is done over a four-week period. During this period the student must maintain a 90% weekly average with no Compass support. If the student is able to do this, they will graduate from the Compass academy and move to a general education and resources-level special education setting.

Implementation of School Improvement Plan

Implementation Steps

The first step of this School Improvement plan is that all faculty and staff will participate in professional development during our fall 2022 in-service. This professional development will be attended by both certified and classified employees. It is critical that all employees understand their role with our students, both in and outside the special education setting. If we are to move toward more inclusion, then our classified staff also need to be trained and held accountable to inclusionary practices. The professional development that will be provided during our fall 2022 in-service will include four parts: 1) Disability Awareness; 2) Overview of Special Education services; 3) Inclusionary philosophy; and 4) inclusionary strategies. This professional development will be designed and facilitated by our Compass Academy teachers and our behavior coaches.

After our fall 2022 in-service professional development, the next step will be to look at all students who have been in the program for an extended period of time and their data shows a pattern. The pattern that we will be looking for includes consistent daily scores above 80% but when close to the 21 day mark, the student does something to not be able to move up to the next level and their score for that day is below the 80%. After this is looked at, the administration and the Compass Academy team will sit down and go over class demographics for the students who have the possibility of inclusion.

Once the team has decided on what students get, what general education teachers, collaboration begins. All general education teachers that will have a student from the Compass Academy in their class will meet again, but now more so on an individualized basis. This is where we discuss the student and why they haven't started the integration process yet. We will go over why we are starting inclusion with these students and how the game plan will work with supports that need to be provided and if and when they need to be faded.

After the team meets with the general education teachers, the general education teachers will send the Compass Academy team their daily schedule. This informs both parties of what is being taught at what time and where they may be if they are not in the classroom. Having this schedule allows for several options for the student to be able to integrate. It can take awhile to process and analyze the schedules to see what paraprofessional can support which students to start off their integration experience. Once the Compass team has figured out when they will work for both the general education teacher and the Compass team, they will discuss a start date and what materials will be needed. The integration will begin on that discussed date.

Resources Needed

To get the student started off successfully with integration, the Compass Academy team will utilize the strategies that have worked in the small Compass Academy setting and try them

in the general education setting. This may include sending the visual schedule so the student knows where they are going, when they are going, and for how long. Other resources that may be needed can be the technology. If the student is integrating during a reading rotation and technology is needed, the student's individual device, computer or iPad, will need to be sent with the student and returned with the student during this time. Another resource that may be put in the student's general education classroom for integration is a calm bucket with different sensory tools or break routine if the student is getting over stimulated. Having this available there allows the student to be able to stay with their peers as long as possible. There are students who integrate who may be 2 or more grade levels behind their peers. Having materials, manipulatives, and different curriculums for these students are a few ways to meet these students' needs. These are possible physical resources for the students who are integrating.

Progress Monitoring

During the entire integration process, the student may start off integrating for as little as 10 minutes in any area that the student may be successful at. At the end of the day, a daily overall percentage from the point sheet will be calculated by the Compass Academy staff. At the end of the week, the staff members of the Compass Academy will then add up all daily data and average it for a weekly average. If the student has been able to score an 85% for the week, they can continue integrating. If they did not get 85%, as long as they display no problem behavior, they can continue to integrate. We allow four weeks of data to see how they do. As the weeks go on, this same process occurs, but the student's integration minutes keep increasing as tolerated. This is all individualized and can take longer to increase for some students more than others. Once they have maintained a weekly average of 85% for four consecutive weeks, they can be moved to the blue level where they then have to achieve a 90% weekly average. The same

process of calculating the student's point sheet daily and the averaging at the end of the week still occurs at this point.

Barriers & Challenges

There are going to be days where students are just not having a good day. Many factors can play into this. Maybe the student has Autism or some other disability. Maybe there was an extra day to their weekend. Maybe summer break just got over and now the expectation to listen and follow directions is more difficult than it was a few days ago. There are many barriers and challenges that any student with or without disabilities faces. This is why we have to take into account the harder days.

Other barriers and challenges that may occur include making new friends which affects the ability to work effectively in a larger group setting. Students in the Compass Academy typically have a deficit in this area of social skills. A lack in these skills can make it hard to do day to day tasks if you don't have the skills to do something as easy as asking for help. To help students in this area, some work done in or out of the classroom with a resource level special education teacher may be one way the student gets more instruction and practice to increase these skills.

Conclusion

Students that are placed in the self-contained special education setting are in the Emotional and Behavior Disorder classroom called Compass Academy. The reason this school improvement plan came about is while the climate at the school is great, there is resistance when it comes to integrating students from Compass Academy into the general education setting with their peers. Sometimes there can be resistance from the student's new general education teacher while at other times, student's parents are nervous and unsure of the situation. Therefore, it is crucial to discuss the details of the student's progress of what has worked and what has not

worked in the past. It is also important to go over other strategies that may be utilized while increasing integration minutes. There is a possibility that a student who has been in the self-contained program for a long period of time is too comfortable with the fun activities and choices they can receive for positive behavior. This is not the purpose for academic classrooms. There comes a time when they need to be academically challenged, especially if they continue to be unsuccessful in the self-contained special education setting. Using strategies such as building relationships with the integrating student, co-teaching, having a peer mentor, and differentiation are just some ways to make inclusionary practice successful (Scruggs, Mastropieri, & Marshak, 2012). For inclusionary practices to be successful, the IEP team must continually meet and collaborate to ensure that the student can be successful through their inclusion process.

To ensure student success, data is continually kept and is frequently visited by the IEP team. At these data meetings, progress will be discussed. An agenda that goes over student successes will be brought up and celebrated. Problem behaviors may also be brought up for the team to brainstorm a different strategy that could be trialed to see if they decrease or go away. These data meetings will continue to occur until the student is able to be successful with minimal Compass Academy support and is able to be in the general education setting.

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