

HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES

- WHEREAS, More than half of all students with disabilities spend at least 80% of their school day in general education classes; there are students with disabilities in practically every classroom in Utah's public schools and the greatest in-school factor impacting student achievement is instruction quality; what happens between teachers and students in our nation's classrooms has significant impact on student learning and achievement^{1;2;3}; and
- WHEREAS, More than 80% of students who qualify for services under IDEA (Individuals with Disabilities Education Act) in Utah, have disabilities classified as mild to moderate disabilities such as, speech delays, learning disabilities, dyslexia and other impairments such as attention-deficit/hyperactivity disorder (ADHD), sensory processing disorder or mental health conditions; students who receive Individualized Education Programs (IEPs) or have 504 plans are a widely varied group with a variety of needs; the individual strengths and weaknesses of each student should be considered when making educational decisions^{1;4}; and
- WHEREAS, There is a significant and persistent gap between the achievement of students with disabilities and students without disabilities; high expectations for all students helps develop an understanding that students with disabilities are first and foremost general education students; students with disabilities need quality general education instruction in addition to targeted interventions and accommodations for students with disabilities; time in general education settings often leads to fewer absences, less disruptive behavior, and better outcomes after high school; having students with disabilities in the general education setting also leads to new learning opportunities for students without disabilities^{1;5;6}; and
- WHEREAS, There is a significant relationship between teacher expectations of students with disabilities and higher levels of achievement of students with disabilities, also parental expectations are essential; across all variables, parental aspirations and expectations for their children's educational academic achievement has the strongest relationship with achievement; students' mindsets also play a key role in their motivation and achievement^{6;7}; and
- WHEREAS, High expectations for all students and increased interaction between groups of students results in decreased incidents of bullying and teasing; access to assistive technology and accommodations significantly improves success in both general education and special education classrooms^{8;9}; now, therefore, be it
- Resolved, That Utah PTA and its constituent associations encourage all stakeholders in the educational system – teachers (both general and special education), students, parents, administrators, and members of the community – to have and maintain high expectations for all students including students with disabilities, including high expectations by the students themselves; and be it further
- Resolved, That Utah PTA and its constituent associations collaborate with the entire school community to include children with disabilities and their families in all school activities to promote cooperative relationships between students of all abilities through experiences such as peer mentoring, collaborative problem solving, and cooperative working groups, as well as through more casual or unstructured interactions; and be it further

- Resolved, That Utah PTA and its constituent associations support funding for ongoing pre-service training and professional development for all teachers regarding adapting instruction to meet the needs of students with disabilities in the general education classroom; accommodations that improve access to the general curriculum; and high expectations for all students with regards to both behavior and academics; and be it further
- Resolved, That Utah PTA and its constituent associations support schools in implementing best practices in meeting the needs of diverse students through such practices as Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and inclusion to support instruction from a Core content expert, and access to accommodations including assistive technology for students with disabilities; and be it further
- Resolved, That Utah State PTA, and its units, councils and districts forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention in 2018.
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Documentation:

- ¹ *Preparing General Education Teachers to Improve Outcomes for Students With Disabilities*. (2011). Prepared for AACTE and NCLD by Linda P. Blanton, Marleen C. Pugach, and Lani Florian, April 2011. http://www.nclد.org/wp-content/uploads/2014/11/aacte_nclد_recommendation.pdf
- ² U.S. Department of Education, National Center for Education Statistics. (2016). *The Digest of Education Statistics, 2014* (NCES 2016-006), Table 204.60.. <https://nces.ed.gov/fastfacts/display.asp?id=59>
- ³ O'Connor, John. (2016). "4 Steps To Improve The Achievement Of Students With Disabilities". <http://www.aasa.org/content.aspx?id=13128>
- ⁴ Utah State Systemic Improvement Plan (SSIP) June 2015. Utah State Office of Education <http://schools.utah.gov/sars/Data/Performance/2013ExecutiveSummary.aspx>
- ⁵ Bui, xuan, Quirk, Carol, Almazon, Selene and Valenti, Michelle. (2010). *Inclusive Education Research and Practce. Maryland Coalition of Inclusive Education. P-2 & 3*. Retrieved on 10/22/16 from: [http://www.mcie.org/usermedia/application/11/inclusion-works-\(2010\).pdf](http://www.mcie.org/usermedia/application/11/inclusion-works-(2010).pdf)
- ⁶ Dweck, Carol. (2015). *Carol Dweck Revisits the 'Growth Mindset'*. <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- ⁷ Hattie, John. (2009). *Visible learning A Synthesis of Over 800 Meta-Analyses relating to Achievement*. Routledge, 68-70.
- ⁸ Courtad, Carrie Anna and Bouck, Emily C. (2013). "Assistive Technology for Students with Learning Disabilities". Jeffrey P. Bakken, Festus E. Obiakor, Anthony F. Rotatori (ed.) *Learning Disabilities: Practice Concerns And Students With LD (Advances in Special Education, Volume 25)*. Emerald Group Publishing Limited, 153 – 173.
- ⁹ Issue Brief Examining Current Challenges in Secondary Education and Transition, Dec 2003, Vol 2 Issue 3. http://www.ncset.org/publications/issue/NCSETIssueBrief_2.3.pdf