*Dr. Don Deshler answers the following question: In order to ensure students with disabilities learn the necessary skills to meet the standards presented by the Common Core State Standards and to be prepared for postsecondary education or a career, what do you suggest supporting students with disabilities to meet these rigorous standards?*

Deshler: Well, some of the extension to what I have said before. The solution to these challenges really have to be thought from a system perspective that is the lone ranger principle that doesn’t work or one person assumes the primary responsibility rather we need to collectively understand the size of the gap that often kids are facing. You know, many ninth graders are reading at fourth or fifth grade level. How do we close that gap? We need to be coordinative and awkward in terms of how we do it. Well, there has to be in place some coordinated academic instruction there also has to be in place. Some systems that ensure students are spending the majority of their time on task in a safe environment. So they have to have a place in PBIS kinds of things. Many secondary environments are very disruptive oriented academic focus we need to put in place the things in that area. We need to put in some support systems to ensure that students are in attendance. There is some compelling evidence says kids are there, their opportunity to graduate plummets. You don’t need to miss too many days before the probability of graduating goes down dramatically. We need to make certain that students get place in the right slot. What I mean by that? (I) did a study in a large school district that adopted 3180 and the school districts purchased that program by purchasing instructional slots. All we learned is about 67% of the slots were being used. They had a ton of struggling learners/readers but they won’t be administratively channeled into those that great asset of resources that the district had. My point being there are things we need to do on an academic instructional front but there are also things we need to do on a systemic front relative to behavioral support getting students to the right slot, putting them in a place that kinds of mechanisms to ensure their attendance and so forth.