essayStudy Guide Notes: Use these notes to study on the most predominant special education topics aligned with the standards of the National Boards Exceptional Needs. Print them, write on them, type on them.

Standard 1: Knowledge of Students

Freud's Theory of Pyschosexual Development

Freud was one of the first contributors to the theory of development. He summarized the development of a person composed of their "Id," "Ego," and "Super-Ego." The "Id" is the instinctual part of us; the part that acts to meet needs (hunger, sleep, love); fight, flight, freeze. The "Ego" is our personality, meeting the id's need in a more socially appropriate way. The "Super-ego" being the values and morals of society.

He also theorized the human development into stages. The stages have a focus on an area of the body, where conflict and pleasure are located. If too much pleasure or too much conflict occurs during that stage of development, elements of the personality can stay fixated at that stage.

Stage 1: Oral (0-1)

Infants are focused on oral stimulation: breastfeeding, sucking, putting everything in the mouth. If someone becomes fixated at this stage, they may be highly stressed, manifested in nail biting, smoking, thumb sucking. The baby is all id; driven only by natural survival instincts.

Stage 2: Anal (1-3)

Toddlers are learning to potty train. If adults are too strict in potty training, the baby can fixate on this stage and become 'anal retentive' or overly controlling. The ego, or personality, begins to develop, but the id, the drive to meet human need, is much stronger.

Stage 3: Phallic (3-6)

The child begins to express gender identity. Freud also has a very controversial theory of a child's relationship to their parents in relation to their gender identity. Super ego, understanding of morals, begins to develop.

Stage 4: Latency (6-Puberty)

There is no fixation at this stage. Instead the focus is on skills of schooling, friendship and hobbies are developed at this stage.

Stage 5: Genitalia (Puberty to Adult)

The stage when a person begins attraction to other people. Sexual identity is developed.

Erikson's Theory of Personality

Stage 1: Trust—Trust vs Mistrust (0-18 months/Infancy)

At this stage, babies are completely vulnerable to their environment and must have a caregiver meet any need they have. It is in this critical time that the nurture they receive from their parents lay a foundation of trust. If they are consistently cared for, they develop a sense of trust. If not, they begin to fear the world and have a sense that the world is unpredictable and unloving.

Stage 2: Will—Autonomy vs Shame or Fear (1-3 years/Toddler)

At this stage, toddlers are learning free will. At this age of development, children are either guided to explore their new will and develop autonomy, scolded or punished and develop shame, or discouraged from independent behavior and fear begins to take root.

Stage 3: Purpose—Initiative vs. Guilt (3-5/Preschool)

At this stage, children begin to seek opportunities to lead in play, help out adults, and ask questions. If this desire is fostered, children see themselves as having a purpose, develop self-confidence and become leaders in play groups. If the child is not allowed to make decisions, or critiqued for asking questions, it leads to the child feeling guilty, a burden to others, and shying away.

Stage 4: Competence—Industry vs Inferiority (6-11/School Age)

During this stage, children decide if they are competent in the skills society emphasizes. This is most prominent in school. Children often seek out friendships in this stage. If children do not seem themselves as competent compared to their peers, they begin to feel inferior.

Stage 5: Fidelity—Identity vs Role Playing (12-18/Adolescents)

During this stage, adolescents are seeking who they are, what their roles are in society, what they are good at, and what their employment might be. If society is pushing onto them something they do not identify with, this causes identity confusion.

Stage 6: Love—Intimacy vs Isolation (18-40/Adulthood)

This is the stage of adulthood. This typically is when people fall in love, get married, and have a family.

Piaget Theory of Cognitive Development

Sensorimotor (0-2)

Children learn by manipulating the world around them through their senses and exploration.

Preoperational (2-7)

Children can use symbols to represent their thinking (ex: gestures represent language, alphabet letters represent sounds, bathroom sign represents bathroom, picture represents the object).

Concrete Operational (7-11)

Children begin to use logic and reason including mathematics, such as addition and subtraction are related. They can use inductive reasoning: making a true or false generalization based on an observation or statement. Example: Dogs are animals. All animals are dogs.

Formal Operational (11+)

Children can think abstractly. They can problem solve, make hypothesis, combine thoughts to make conclusions. They can use deductive reasoning: drawing a true conclusion from multiple true statements. Example: Dogs are mammals. Mammals are animals. Dogs are animals.

Kohlberg's Stages of Moral Development

- Level 1: Values are driven by punishment/rewards
    - Stage 1: Values are based on avoiding punishment; something is bad because I get punished.
    - Stage 2: Values are based on own self-interest; avoiding punishment, gaining rewards; something is bad because I get punished, something is good because I get rewarded.
- Level 2: Values based on values of others; appearing good
    - Stage 3: Values based on what others think of you; seeking to please others, wanting to be good boys and girls.
    - Stage 4: Values based on societies expectations of you; wanting to please society.
- Level 3: Values based on morals
    - Stage 5: Values follow social contract; right and wrong is determined by personal values, and not necessarily based on laws of the land, different people have different values.
    - Stage 6: Values guided by greater moral principles and justice; values are personal will be adhered to regardless of the cost.

Learning Theories

There are a few schools of thought for learning theory:

- Behaviorism: Learning is behavior change. Focused on observable, measurable behaviors.
- Cognitivism: Learning is a change in thinking. Focused on how people think and learn.
- Social Learning: Learning is based on social interactions. Focused on modeling and observations of others.
- Constructivism: Learning is based on own experiences and background knowledge. Focused on the learner's role in their own learning.

Skinner's Behaviorism

The predominant behavior learning theory, Skinner held the belief that learning is a result of operant conditioning, a behavior occurs because of rewards or punishment. Operant conditioning defines key behaviorism terms for consequences, something that occurs after a behavior.

There are four quadrants for consequences. A consequence can either reinforce or punish, and a consequence can either be positive or negative.

- Reinforcement is a consequence that increases the likelihood a behavior occurs
- Punishment is a consequence that decreases the likelihood a behavior will occur. There are positive and negative consequences.
- Positive consequence is a consequence that is given.
- Negative consequence is a consequence that is taken away.

The intersections of two classifications define the following kinds of consequences:

- A positive reinforcement means something pleasurable is given that makes the behavior more likely to occur. For example, verbal praise is given and encourages a student to repeat their behavior.
- A positive punishment means something undesirable is given and decreases the likelihood the behavior will occur again. For example, the student is given more work as a result of a behavior.
- A negative reinforcement means something undesirable is taken away increasing the likelihood that behavior will occur. For example, a student does not have to take the final if they pass all prior exams.
- A negative punishment means something pleasurable is taken away decreasing the likelihood of that behavior occurring. For example, a student cannot go to recess until their work is done.

Bandura's Theory of Social Learning

Bandura agreed with behaviorism but added that there is a period of thinking and processing between stimuli and response and that children learn through observation.

3 Laws of Social Learning

- People learn by observing
- The mental state is important for learning
- Learning does not always lead to behavior change

4 Steps of Learning through Modeling

- Attention: Gain persons attention
- Retention: Remember what you paid attention to
- Reproduction: ability to perform the skill you observed
- Motivation: desire to do the skill

Piaget's Cognitive Theory

Schema is the building blocks of knowledge, what one knows and how one organizes their thinking. Schema is built by assimilation, accommodation, and equilibrium. Assimilation is when new information fits in with current schema. Accommodation is when new information does not fit in with the current schema, an accommodation needs to be made the current schema to allow the new information to fit the schema. Equilibrium is when new information is at balance with the schema. Disequilibrium is when they are out of balance propelling growth of knowledge.

Vygotsky's Zone of Proximal Development

This theory is that there is a zone for optimal learning. There is a frustration zone which is too challenging even with support. There is the independent level which students have mastered and can do without assistance. The Zone of Proximal Development supplies just the right amount of rigor and cognitive demand with the guidance of a teacher that allows the student to learn and grow. Skills should be scaffolded, broken down into smaller parts, or easier skills, getting incrementally more difficult, to reach the optimal zone.

Maslow's Hierarchy of Needs

Maslow's theory is that all base needs must be met before motivation for higher needs can be met. The levels of needs are as follows:

- Physiological needs: food, water, shelter, sleep, health, clothes
- Safety needs: physical, financial, and emotional safety
- Social belonging: friendship, family, intimacy
- Self-esteem: having respect and confidence in oneself
- Self-actualization: having the desire to better oneself

Bloom's Taxonomy

A hierarchy of learning objectives that progress in rigor. There are two versions, the original and the updated version. The below version is the original.

- Knowledge: Remembering information
- Comprehension: Understanding the meaning of information
- Application: Using information in new situations
- Analysis: Understand the content and structure of information
- Synthesis: Create new structures for information
- Evaluation: Judge the value of the information

Gardner's Multiple Intelligence

There are few variations of the multiple intelligences. Commonly agreed upon intelligences are as follows.

- Linguistic/Word Intelligence – enjoy reading, writing, talking, word games

- Logical/Mathematic Intelligence – enjoy math, logic, organizing, sorting, number games
- Visual/Spatial Intelligence – enjoy taking pictures, videos, drawing, maps
- Body/Kinesthetic Intelligence – enjoy sports, moving, doing things with hands
- Musical/Rhythmic Intelligence – enjoy music, tapping, singing, humming
- Interpersonal Intelligence – enjoy alone time, individual hobbies, independence, sense of self
- Intrapersonal Intelligence – enjoy being around people, helping others, giving advice, a leader
- Naturalistic Intelligence – enjoy animals, outdoors, nature, camping, hiking

VAKT learning theory

VAKT (sometimes also called VAK, or VARK) is an acronym for different learning style preferences. The acronym stands for visual, auditory, kinesthetic, and tactile. The R in VARK stands for reading.

- Visual learners learn by seeing.
- Auditory learners learn by hearing.
- Kinesthetic learners learn by doing.
- Tactile learners learn by manipulatives and tangible objects.
- Reading is when learners learn best by reading materials. Some put this under visual learners.

Standard 2: Knowledge of Philosophy, History, and Law

Special Education Law Timeline

Brown v Board of Education (1954): The first significant court decision to influence special education. The determination that segregation based on race, was not equal. This ruling paved the way for the principle that regardless of race, gender, or disability, everyone deserves a public education.

Elementary and Secondary Education Act (1965): Schools received funding from federal government. A year later this was amended to set money aside specifically for special education funding.

Section 504 of the Rehabilitation Act (1973): Federally funded organization prohibited from discrimination against someone with a disability.

Education for All Handicapped Children Act (1975): Education for All Handicapped Children Act (EHA) set into law an IEP, FAPE, and LRE.

Board of Education of Hendrick Hudson Central School District v. Rowley (1982): The court defined what 'appropriate education' means which is 'reasonably calculated' educational benefits. The court rejected that the education should be optimum.

Education for All Handicapped Children Act (EHA) Amendment (1986): Rights are extended to preschool (3-5).

Individuals with Disabilities Education Act (1990): Congress reauthorized Education for All Handicapped Children Act (EHA) to be the Individuals with Disabilities Education Act (IDEA). Amendments to the bill included:

- Additional state and federal funding
- Changed language from disability first to individual first
- Autism and TBI added as service areas
- Comprehensive transition services

Americans with Disabilities Act (ADA) (1990): Discrimination because of disability became illegal.

Oberti v Board of Education of the Borough of Clementon School District (1992): Inclusion was ruled a right, not a privilege

IDEA Amendment (1997): IDEA shifted from providing "access" to providing "meaningful education". Funding was restructured. Amendments included:

- Measurable goals
- Mandatory progress monitoring
- Increased parental involvement in the creation of the IEP
- Progress reporting on goals to parents, and if insufficient progress, the plan must be revised
- Student involvement in IEP process

- Changes to mediation
- Changes to student discipline

No Child Left Behind (2002): NCLB required realignment for IDEA

- Statewide testing including students with disabilities, allowing for alternative assessments to meet AYP (Annual Yearly Progress)
- Highly Qualified teachers to teach special education

IDEA Amendment (2004): IDEA amendments included

- Use of RTI to qualify for SLD
- IEPs should result in progress, not just compliance

Every Student Succeeds Act (2015): ESSA provisions that affected special education included:

- Emphasis on evidence-based practices in education
- Changed state assessment for students with disabilities allowing IEP teams to decide on alternate state test, but only 1% of population
- Monitoring of at-risk groups to ensure adequate progress.

Endrew F. v Douglas County School District (2017): Ruling set a new standard that requires students make "meaningful progress", not "minor progress".

The Family Educational Rights and Privacy Act (FERPA): A law that protects the privacy of student's education records. FERPA gives parents rights to their children's education records. These rights transfer to the student when he or she reaches the age of 18.

Guiding Principles of IDEA

Free appropriate public education (FAPE): Every qualifying child with a disability has the right to an education that meets their unique needs.

Individualized education program (IEP): A document which states how a qualifying child with a disability will have their unique needs met.

Least restrictive environment (LRE): Every qualifying child has the right to be with their non-disabled peers to the extent possible while meeting their unique educational needs.

Parent participation: Parents are full participants and equal team members as everyone else on the IEP team.

Procedural safeguards: parents have rights that protect them including:

- The right to informed consent for an evaluation, and the right to seek an independent evaluation
- The right to access their child's records
- The right to dispute the decisions of the IEP team

- The right to have their rights given to them in writing, in their own language if available

Qualifying Disabilities

1. Autism: A developmental disability significantly impacting verbal and non-verbal communication skills and social interactions.
2. Deaf-Blindness: A hearing and visual impairment, the combination causing significant impacts on communication unique to being both impairments.
3. Deafness: A hearing impairment that amplification does not allow the child to hear.
4. Developmental Delay: Children aged 0-9 with one or more delays in physical, cognitive, social, communication, or adaptive development.
5. Emotional Disturbance: A condition which exhibits the following characteristics: 1) inability to learn not explained by other factors 2) impacts on interpersonal relationships 3) inappropriate behaviors 4) pervasive mood disorder 5) fears or physical symptoms related to school or personal problems.
6. Hearing Impairment: A hearing impairment which impacts learning but does not qualify as deafness.
7. Intellectual Disability: Significantly below average intellectual functioning/cognitive skills.
8. Multiple Disabilities: More than one impairment that significantly impacts the student beyond what classifying area.
9. Orthopedic Impairment: An orthopedic impairment which adversely impacts a child's educational performance.
10. Other Health Impairment: Having limited strength, vitality, alertness, which limits alertness to the educational environment.
11. Specific Learning Disability: Learning disability affecting a child's ability to think, hear, speak, read, write, spell, and do mathematics.
12. Speech or Language Impairment: A communication disorder involving voice, speech, or language impairment.
13. Traumatic Brain Injury: Injury to the brain causing a loss in functioning.
14. Visual Impairment/Blindness: A loss of vision, both partial and complete blindness.

IEP Process

Referral: The school team and/or parents refer a student for formal evaluation. Parents sign informed consent for an evaluation. An evaluation consists of assessments to determine if the student has a disability.

Evaluation: A formal, comprehensive, individualized assessment in all areas of concern. This results informs the IEP. The team has 60 days to complete the evaluation after parents' signed consent (state timelines may be different).

Eligibility Determination: Results are reviewed, and the team determines if the student has a disability that qualifies them for an IEP. The team must consider the following questions:

- Does the student have a disability that meets federal and state criteria?
- Does the student's disability affect their educational performance in functional or academic areas?
- Does the effect of the disability require specially designed instruction or special education services?

IEP Development: Once the student is determined eligible for services, an IEP is developed. The team has 30 days from eligibility to create an IEP.

IEP Implementation: The IEP is implemented as written. Progress is monitored, and the IEP should be revised if appropriate progress is not being made.

IEP Review: The IEP is reviewed annually. The progress on goals and reviewed, and services are revised accordingly.

Re-Evaluation: A re-evaluation occurs triennially to determine if the student continues to qualify for services, or if new service areas should be added.

IEP Requirements

Present levels must include:

- Student needs, which includes enough information to inform goals and services, in all qualifying areas
- Baseline data
- Adverse impact on general education progress

Annual measurable goals must include:

- The observable target behavior (student will read grade level text)
- The condition it is to be performed (when given a grade level passage)
- The mastery criteria (with 90% accuracy)
- The timeframe (by the end of the school year)
- Goals might include benchmarks

The method and frequency of progress monitoring, determine:

- How data will be collected
- How often
- Who will be responsible
- Where and when

The mode and frequency of reporting this progress to parents:

- Should be sent home at least as often as non-disabled peers
- Data should align with goals

- Visually represented (best practice)
- In home language (best practice)

CEC Code of Ethics

- Maintaining challenging expectations for individuals with exceptionalities
- Maintaining a high level of professional competence and integrity
- Exercising professional judgment to benefit individuals with exceptionalities and their families.
- Promoting meaningful and inclusive participation of individuals with exceptionalities
- Collaborating with others who are providing services to individuals with exceptionalities.
- Developing relationships with families and actively involving families and individuals with exceptionalities in educational decision making.
- Using evidence, data, research, and professional knowledge to inform practice.
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC.
- Upholding laws, regulations, and policies that influence professional practice.
- Advocating improvements in the laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Active participation in professional organizations.
- Participating in the growth and dissemination of professional knowledge and skills.

Standard 3: Diversity

There are 4 kinds of diversity when considering instruction: cultural, linguistic, exceptionalities, and socio-economic status. The needs of these different diversity groups are varied; however, below are the best practices, or evidence-based practices, to support the following diversity groups.

Cultural

Brown University has done extensive research on culturally responsive teaching and has identified 7 characteristics:

- Positive Perspectives on Parents and Families: This includes early communication with families, establishing a collaborative relationship, and encouraging involvement. When parents are involved and share information about their child, their culture, background knowledge and who they are as a learner, children have higher academic achievement.
- High Expectations: All adults involved in the education of students should communicate high expectations regardless of a students' identity. Biases should be constantly evaluated to ensure it does not affect adult belief and influence on their students. Students rise to the level of expectation placed on them. Teachers belief should reflect a value for the knowledge and contribution of all students.
- Multicultural Learning Styles: Different cultures have different learning styles. Educators should have knowledge of the cultures in their class and preferred learning styles. When a classroom has a predominate learning style of one culture, minority cultures are disadvantaged. Some cultures learn best through cooperative learning, while others are more independent learners. It is important that the learning in classrooms reflect the diversity of the students it is composed of.
- Multicultural Materials: Instruction that is multicultural, reflects many viewpoints and perspectives, celebrates diversity and culture, and encourages differences in opinion.
- Meaningful Curriculum: Curriculum should be interdisciplinary and meaningful to students. It should include diverse topics and backgrounds. It should facilitate learning beyond the use of a textbook.
- Student Centered Learning: This is a shift from teacher centered learning where the focus is on the teachers' instruction and instead on the students' learning. Learning should be focused on student engagement, shared responsibility for learning, inquiry based (versus direct instruction), and community/cooperative learning.
- Teachers are Facilitators of Learning: Teachers are guides to learning, advocates of students, and have strong knowledge of their students. They vary the approaches to learning using their knowledge of students' culture as the foundation.

Linguistic

Pillars of linguistically diverse instruction include sheltered instruction, provide contextual supports, activate background knowledge, explicitly teach vocabulary and comprehension strategies, differentiate instruction, and provide opportunities for practicing with feedback.

- Sheltered Instruction: New vocabulary is introduced in a way students can understand through comprehensible input. This is done by incorporating new vocabulary and pairing it with known vocabulary and using visuals. Additional examples of comprehensible input include speaking slowly and clearly, and using multi modalities for instruction, visuals, chants, hand gestures, etc…
- Contextual Supports: As students age, they receive less context for their learning, for example, less visuals in textbooks, and more demand required for note taking. For students learning in an unmastered language, they require more context to scaffold their learning.
- Active Background Knowledge: When new concepts are introduced, asking students to brainstorm what they know, discussing words known about the topic, relating the new information to students' cultures, and using graphic organizers to show new connections Are all examples of activating background knowledge.
- Instruction in New Vocabulary/Key Terms: Highlighting key terms, using graphic organizers for terms, teaching morphemes, using visuals, learning parts of speech and discussing how words are related are all examples for teaching vocabulary.
- Teaching Comprehension Strategies: Explicitly teach strategies for monitoring comprehension, and strategies for before, during, and after reading texts.
- Differentiation: Provide multiple forms of learning modalities (visual, auditory, tactile and kinesthetic) for learning input and output.
- Feedback/Practice: Provide increased opportunities for practice and feedback for students learning a second language.

Socio Economic Status

All students are different and face different challenges. Students cannot all be lumped together as having the same needs or experience. However, below are some examples of challenges students from low SES may have:

- Limited basic needs met
- Less access to enrichment activities
- Less educational resources at home or brought to school
- Less access to extracurricular activities
- Homelessness
- Lack of healthcare
- Poor nutrition
- Less academic help at home
- Delayed development
- Less exposure to reading
- More responsibility at home
- Less supervision at home

These barriers can lead to hardships impacting educational growth. Here are some strategies teachers can use to mitigate some of the impact of barrier created by low SES.

1. Be aware of community resources and help families/students access these resources
2. Have a structured, organized, safe, nurturing classroom to reduce anxiety
3. Teach self-regulation and emotional awareness to provide strategies for dealing with stress and anxiety
4. Involve families as best as possible because outcomes are better for students whose parents are involved. This will look different from family to family. Try to encourage creative involvement in ways that are possible for families with stressful home situations
5. Use evidence-based instruction to maximize instructional gains for students who may already lag behind
6. Use engagement and motivation strategies (including rewards, specific praise, and incorporating students' interests). Students with low SES may have less engagement with adults, and effort should be made to create more adult engagement and interactions
7. Support students where they are at. Students may struggle to turn in assignments or access resources outside of school. Meet students' needs and be flexible with expectations where there are existing barriers.

Exceptionalities

Universal Design for Learning (UDL)

CAST (Center for Applied Special Technology) has done extensive research on UDL. UDL is a research-based framework that utilizes multimodality learning (visual, auditory, kinesthetic) for student input and student output:

- Input: Consider multiple ways to present content. Teachers should consider the teacher materials they use. For example, when playing a movie include subtitles, when giving a lecture include visual slides, when reading a textbook include text to speech.
- Output: Consider multiple ways for students to express their knowledge. For example give students options to hand write or type, different use of media such as text, speech, film, music, etc... For assessments, teachers should be very clear on the learning objectives students must master. Then allow whatever way for a student to demonstrate that learning objective and eliminate all barriers in order to reach the objective. Assessments should be ongoing to show growth.
- Engagement: Consider ways to engage learners by making learning authentic, aligning with student interest, and providing options for student collaboration.

Differentiation

Differentiation is similar to UDL in that it utilizes multimodality learning for input and output; however, unlike UDL, differentiation tailors the instruction to meet specific student learning needs. Because differentiation is more individualized, the framework relies on:

- Ongoing Assessments to ensure instruction is targeting the correct skillset of each student.
- Flexible Grouping to target the needs of students, changing groups depending on students' current needs.

Learning needs to take into consideration should include the following:

- Student Readiness: What is the student's Zone of Proximal Development? A differentiated classroom will match instruction to student learning needs.
- Student Interest: What interests does the student have? A differentiated classroom will incorporate and tailor instruction to student interest.
- Student Learning Style: Which students are visual, auditory, kinesthetic or tactile learners? A differentiated classroom will tailor learning to learning styles.

The three areas to differentiate are:

- Content: What is learned
    - Tiered Learning: Grouping students to work on different learning levels
    - Variety of Learning Materials: Leveled reading materials, video clips, online resources, lectures, or slide shows
    - Choice Learning: Letting students choose their own topic, subject, or category
- Process: How learning occurs
    - Tiered Activities: Allowing students to complete different leveled activities
    - Learning Centers: Offering different learning centers that students can choose which center they go to
    - Jigsaw Activities: Students are separated into groups. Each group completes an activity and then shares their findings to the rest of the class.
- Product: How students show their learning
    - Tiered Products: Offering different levels for products
    - Tic Tac Toe: 9 squares of activities. Students complete activities to make 3 in a row or pick one activity From each column or row, or students may be assigned to complete just 2
    - Learning Menus: Students choose from a menu of options.

Accommodation

An accommodation is a change in the educational environment that addresses a barrier that a student has due to their disability. Accommodations do not change the learning task, or change the level of expectation. Accommodations are not unfair to students with disability, it gives students with disabilities equal access to the learning by leveling the

playing field. Accommodations are not instructional strategies or interventions. Accommodations are not modifications. A modification is a change in the what the student learns or the level of expectation for learning.

Examples of accommodations include:

- Audiobooks
- Frequent Breaks
- Permit oral response
- Speech to text
- Braille materials

Examples of modifications include:

- Alternate assignment
- Lower level books

When selecting an accommodation, the team must consider what barriers the student's disability creates in their educational progress. There are instructional and testing accommodations. Instructional Accommodations are accommodations that are provided during the instructional part of learning. Testing Accommodations are accommodations that are provided during the testing part of learning. Educational barriers should be considered in the following areas:

- Presentation: The way information is presented (input). Consider changing the way students access instruction, directions, and information. Examples of barriers and possible accommodations include:
- Response: The way a student responds (output). Consider changing the way students show their learning.
- Timing/Scheduling: The timing or length of activities. Consider changing when activities are provided, the length of time to complete, or breaking up the assignment.
- Setting: characteristics of the setting. Consider changing the way the environment is set up, the noise level or lighting.

There is often overlap in accommodations and the strategies of UDL and differentiation. In fact, in classrooms that utilize UDL and differentiation, students with disabilities may not need additional accommodations. The difference between UDL, differentiation and accommodations, are the UDL and differentiation are best practice strategies while accommodations are mandated for students with disabilities.

Presentation Accommodations

Examples of Barriers and Possible Accommodations

Seeing Texts:

- Large print
- Braille

- Magnification device
- Text to speech
- Audio formats
- Human reader
- Hands on materials

Reading Texts:

- Audiobooks
- Human reader
- Text to speech software

Understanding Texts:

- Graphic organizers
- Dictionary software
- Pre-teaching vocabulary
- Visual supports such as color coding, highlighting, contextual graphics, diagrams, pictures
- Alternative formats such as videos, hands on experience

Hearing oral information:

- Amplification device
- Subtitles
- Sign language
- Visual cues or gestures
- Alternative formats such as printed texts
- Notetaker

Understanding oral information:

- Notetaker
- Graphic organizers
- Repeated directions
- Simplified directions
- Written directions

Remembering information:

- Graphic organizers
- Visual reminders
- Repeated information

Identifying key information:

- Graphic organizers
- Study guides
- Verbal cues such as “This is important”

- Visual cues such as highlighting information

Response Accommodations

Examples of Barriers and Possible Accommodations

Oral Expression:

- Alternate response such as written
- Allow additional time to think before responding
- Sentence stems

Written Expression:

- Graphic organizers
- Writing template
- Scribe
- Computer/word processor
- Grammar or spell checker
- Speech to text software

Mathematics

- Calculator
- Manipulatives
- Numbers chart
- Multiplication chart
- Graph paper

Setting:

Examples of barriers and possible accommodations

Seeing information

- Preferential seating close to information
- Special lighting or near a window for added light

Hearing Information

- Preferential seating close to auditory information and away from noise
- Seating with best ear toward instruction

Physical Access

- Preferential seating near electrical outlet, end of row, etc…
- Adapted furniture or equipment such as adjustable desk
- Larger desks or tables
- Space for equipment or service animal
- Wider aisles for navigation
- Pathway to necessary parts of classroom

Physical Organization

- Checklist for necessary supplies
- Labels for materials
- Color coded materials

Staying Focused

- Separate setting
- Preferential seating away from distractions
- Study carrel
- Noise canceling headphones
- Fidgets

Regulating Behaviors

- Visual Cues
- Separate setting
- Preferential seating near teacher

Timing/Scheduling:

Possible barriers related to timing and scheduling:

- Processing information
- Staying focused
- Stamina
- Managing frustration or anxiety
- Managing time
- Use of assistive technology requiring more time
- Manual dexterity

Examples of Accommodations related to timing and scheduling

- Extended time
- Frequent breaks
- Multiple sessions
- Breaking up large tasks
- Timeline for parts
- Putting on time limit on activity
- Using a timer
- Schedule change

Scaffolding

Scaffolding is when the learning task begins at an easier level than the final objective of the learning outcome.

Components of scaffolding:

- Start with an easier task or familiar content
- Break down the steps into smaller parts
- Provide supports to complete a task
    - graphic organizers,
    - sentence frames
    - word bank
    - prompting
- Include modeling and lots of opportunities for practice and feedback.
- Add more complex skills or content as the student masters the steps
- Gradually release responsibility as the student shows mastery

Assistive Technology (AT): Any device and service (training student/staff on device, selecting, acquiring, fitting, adapting, evaluating device for effectiveness) that allows a student to meet their IEP goals and/or access general education learning. AT can help students to:

- Communicate
- Perform academic tasks
- Participate in social and extracurricular activities
- Move or travel around the school
- Use proper seating and positioning
- Access materials

By law, AT must include the device and the service. If the service is not included the device will not be used appropriately. Also by law, AT must be considered at the IEP meeting. Consideration should include the student's deficient and if AT can help remediate or compensate for the deficit.

Standard 4: Family Partnerships

Understanding the Emotions of Families

Every family has a different experience when a child is diagnosed with a disability. It is important to be aware of the many emotions to be supportive of a families' experiences. Often a family will experience grief realizing the life they imagined will not happen for their child. This can be reflected in many degrees depending on the severity of the disability and the culture of the family. Grief can be shown in many emotions and is not linear.

- Denial: The family may deny that their child has a disability. This state allows them time to process the new information.
- Anxiety: The family may experience anxiety for the unknown of what might change in their lives. This state allows them to make necessary changes in their life.
- Fear: The family may feel fear of what their child might experience and feel protective. This state is a warning sign indicating that change is necessary.
- Depression: The family may be in tears, feel sadness, or hopelessness. This state allows the person to redefine what brings worth and value.
- Guilt: The family may feel like the disability is there fault. This state allows the family to take control over what they can, and to gather strength for the future.
- Anger: The family may act out in anger at others. This state allows the person to express their passions for advocacy.
- Joy: The family may also feel joy, for their newfound sense of worth, pride in their child's accomplishments, strengthened family ties, greater advocacy, understanding deeper acceptance and patience.

Encouraging involvement

No Child Left Behind (NCLB) defines parental involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities."

How parents are involved will be unique for each family. There are a few different examples of ways parents can be involved. Here are a few ways that parents might show involvement and that educators can partner with parents.

- Parenting: Help families set up the home environment in ways that support the child's learning.
    - For example, hold workshops on different disabilities, provide information on best practices for study skills, sleep, nutrition and other things that impact school, home visits.
- Communicating: Communicate regularly about the child's school performance and provide systems that encourage two-way communication.
    - For example, hold parent teacher conferences, provide a translator, communicate in as many ways as possible such as email, newsletter, website, notes, phone calls, bulletin boards.

- Volunteering: Have families support at school in volunteer opportunities.
    - For example, serve in classrooms, crossing guards, on committees.
- Learning: Involve parents in students learning at home.
    - For example, share ideas for how families can support learning at home, provide families with information on what is being taught at school, involve families in setting goals.
- Decision makers: Involve families in making school related decision.
    - For example, parents may join PTA, committees, attend board meetings, review the school improvement plan.
- Collaboration with the community: Connect the family with community resources that strengthen students learning and skills.
    - For example, share community resources, hold workshops where community members speak, make connections with local disability advocacy organizations.

Respecting diversity

Ways to respect family diversity:

- Research how the family's culture views people with disabilities.
- Learn about the family's values and their priorities for their children.
- Determine how the family and school can work together.
- Accommodate family needs to support involvement.
- Be careful not to over generalize a family's culture.

Resolving conflict

When there is disagreement, teachers should:

- Use data to discuss and make decisions
- Empathize with the family
- Treat everyone like an expert
- Keep the discussion student focused
- Keep goals as the center focus
- Hold a team meeting

Ways that families can resolve disputes:

- Mediation: Professionally trained mediator from the state attempts to facilitate and mediate a mediation meeting on behalf of the family and district.
- Formal complaint: A parent or concerned citizen can file a formal complaint if they believe the child's rights are being violated. The state reviews the complaint and decides whether the complaint is valid, and what additional steps the district should take.
- Due process: A hearing, similar to a trial. A judge presides over the hearing. Districts have legal representation. Parents can represent themselves or have legal representation. The rulings are final and has a similar effect as a court ruling.

- Appeals Court: Parents can appeal the due process decision and take the case to higher state or federal courts.

Standard 6: Communication

What is Language?

- Language: Comprehension or use of spoken or written communication.
- Receptive Language: Listening and Reading
- Expressive Language: Speaking and Writing

Language is comprised of 5 domains:

- Phonemes: Speech sounds
- Morpheme: Parts of words that have meaning (suffix, prefix, compound words)
- Syntax: The rules on how words are combined to make meaningful sentences (a vs. an, noun before verb, correct use of a verbs, adjectives, prepositional phrase).
- Semantics: The meaning of words in the context of other words (homophones)
- Pragmatics: Rules around the use of words in conversations and socially.

Communication Disorders:

- Speech Disorder: Impairment in the sounds produced when communicating.
    - Articulation Disorder: mispronouncing speech sounds (phonemes)
    - Fluency Disorder: hesitation or repetition of sounds or words (stutter)
    - Voice Disorder: abnormal speaking with pitch, breathing, nasal, loudness.
- Language Disorders: disorders in the comprehension or use of spoken or written language (spoken or written). This can be breakdown in
    - Content of language (word meaning, morphemes)
    - Form of language (verb tenses, sentence structure, etc…, syntax)
    - Function of language (using language in context, metaphors, figurative language, sarcasm, semantics and pragmatics).

Language Development:

Kindergarten:

- Can listen to 1-2 step directions
- Can listen to stories and simple conversations
- Can speak clearly enough that people understand
- Can answer yes/no questions
- Can tell what happened to them
- Can initiate and take turns in a conversation

1st Grade:

- Can follow 2-3 step directions
- Can tell stories that make sense
- Can use complete sentences
- Can give directions
- Can ask wh-questions

2nd Grade:

- Can use complex sentences
- Can stay on topic and makes eye contact
- Can communicate to inform, persuade, and entertain

3rd Grade:

- Can listen to learn, enjoy, or convince
- Can form opinions based on what they hear
- Can speak to ask questions, make jokes, and argue
- Can have group discussions
- Can give speeches
- Can organize and summarize ideas

2nd Language Acquisition

Basic Interpersonal Communication Skills (BICS): A student's ability to understand conversational English, or social language.

Cognitive Academic Language Proficiency (CALP): A student's ability to understand and use more advanced, complex language in academics, or academic language.

The stages of language development for English language learners:

Preproduction: Minimal comprehension, no verbalizing, can nod and point. Timeframe: 0-6 months. Teacher prompts: circle, show me, yes/no.

Early Production: Limited comprehension, can use one-two word responses or familiar phrases, and present tense verbs. Timeframe: 6months-1 year. Teacher prompts: yes/no, which one, who, what

Speech Emergence: Good comprehension, speaks in simple sentences, grammar/punctuation errors, and misunderstands jokes. Timeframe:1-3 years. Teacher prompts: why, how, explain.

Intermediate Fluency: Excellent comprehension, few grammar errors. Timeframe: 3-5 years. Teacher prompts: what do you think, what if

Advanced Fluency: Near native. Timeframe 5-7 years. Teacher prompts: retell, decide if

Strategies to support language learners:

- Manipulatives
- Word walls
- Objects, pictures, graphics
- Cooperative learning
- Building background knowledge
- Interactive read aloud
- Labels

- Technology

Augmented and Alternative Communication

Augmented and Alternative Communication (AAC) is a practice used for people with significant expressive language difficulties.

Augmented means to supplement current speech skills.

Alternative means in place of speech.

Examples of ways speech can be augmented or alternative speech:

Gestures: Gestures are a limited way to communicate but is one mode such as pointing, nodding, smiling, etc…

Sign Language: Sign language is often used for Deaf or Hard of Hearing (DHH) students but can also be used for students who cannot speak.

Fingerspelling: Similar to sign language but students must know how to spell words

Speech Device: A device that produces spoken word for the student, such as iPads

Language Representation: Using pictures or alphabet systems to communicate.

- If using alphabet system, students point to letters to spell words
- If using picture system, students use pictures or icons that represent words to communicate such as PECs (picture exchange communication system).

Phases PECs

- Phase 1: Teaching the Communication System
  - Students learn to use a single image in exchange for what they want.
- Phase 2: Expanding and Generalizing
  - Students learn to use a single image in exchange for what they want with different people and in different environments.
- Phase 3: Picture Discrimination
  - Students learn to pick between two picture cards to communicate what they want.
- Phase 4: Simple Sentences
  - Students learn to put phrases like “I want” with the picture item that they want.
- Phase 5: Responding to Questions
  - Students learn to respond to questions such as “What do you want?”
- Phase 6: Commenting
  - Students learn to answer questions such as “What do you see?” with “I see…”

Standard 13: Social Development and Behavior

Social Skills Instruction

The following are Evidence Based Instructional Practices (EBI/EBP) for teaching social skills.

Social Skills Training: Adult-directed instruction based on needs assessment of the student. Structure of the lesson includes warm up, instruction of new skill, modeling, practice, feedback, and generalization. Instructional strategies might include:

- Direction Instruction: Teacher-directed, explicit, sequenced instruction with opportunities for student practice paired with teacher feedback with the purpose to generalize over time.
- Modeling: The learner observes someone correctly performing a target skill.
- Video modeling: Using technology for a student to view or observe a behavior. Video modeling can be done by someone else or the learner themselves. The modeling completed in the video should be broken down into tasks through task analysis.
- Role Playing: Students practicing a social skill when given a made-up social situation
- Prompting: Cueing the learner visually, verbally, gesturally, or physically for the student to initiate the skill.
- Reinforcement: A consequence after the desired skill is performed that increases the likelihood that behavior will occur.
- Visual Cues: Using a visual to define a concept, characteristics, examples/non examples, or to cue a new skill.
- Social Stories: A story that describes social situations for a learner, with an explanation of others' thoughts and feelings on the situation, and descriptions of appropriate skills.
- Peer-Mediated Instruction: Training peers how to initiate and respond to students with social needs.
- Scripting: Visual or auditory cues, such as a sentence stem, that supports learners to initiate or sustain communication with others. A script consists of a written set of comments and/or questions for the learner to use to interact with a communication partner. Explicit instruction in what to say in a given scenario (such as, how to ask to play).
- Structured play groups: Small group activity with defined routines, roles, typically developing peers, and an adult to scaffold skills to support the learner in social skills.
    - Examples of activities for structured play groups: dramatic play, building/constructing, sensory exploration, social games, music/movement, or academic activities.

Behavior

Functional Behavior Assessment (FBA): A Functional Behavior Assessment is conducted by a multidisciplinary team that objectively defines the target behavior, identifies setting events, antecedents, and consequences to determine a student's function for their target

behavior and for the team to determine a replacement behavior that meet the same function of the target behavior, and create behavior interventions.

Target Behavior: The target behavior is the undesired behavior that the team will develop strategies to decrease and determine the reason the behavior is occurring.

Replacement Behavior: The replacement behavior is the behavior the team will teach the student to meet the same need that the target behavior meets.

Setting Events: Events that occur prior to the behavior occurring, but not directly behavior. They are events that might cause the student to feel less able to cope, or utilize taught strategies, such as forgetting medication, missing the bus, missing a meal.

Antecedent: Event that occur directly before that trigger the target behavior.

Consequence: Event that occurs directly after that meets the student's functional need.

Function: The reason a behavior occurs that meets an unmet need. Examples:

- To gain… attention, tangibles, sensory stimulation
- To avoid… attention, tasks, sensory stimulation, social situations

Behavior Intervention Plan: Once an FBA is conducted, a behavior intervention plan can be implemented. A behavior intervention plan contains three necessary parts:

- Antecedent strategies
- What skills will be taught
- Consequence strategies for the target behavior and replacement behavior

Antecedent strategies are prevention strategies that prevent behavior by directly addressing triggers:

- Offering choice
- Using learner preferences (using monster trucks during math, Batman pencil for writing)
- Changing schedule or routine
- Pre-activity intervention (warning for transitions, review expectations, visual cues for schedule)
- Change instructional activity (have text read aloud, scribe writing, provide written directions)
- Enrich sensory environment (allow fidget)
- Prompt for desired behavior
- Visual supports

Teach any skill deficits that are contributing to the function of the behavior.

- Academic deficient often linked to avoiding challenging tasks
- Organization deficient often linked to avoiding tasks and avoiding adult attention
- Social skill deficient often linked to seeking attention

- Teach the replacement behavior
    - Must serve the same function as the target behavior
    - Must be easier than the target behavior to complete

Consequence strategies are response strategies for the target behavior and for the replacement behavior.

- Reinforcement of replacement behavior
    - Immediately and with valued incentive
    - Provide the consequence that matches the function of the target behavior
    - Reasonable expectations (increments toward desired behavior is ok)
    - Reasonable timeframe (reinforce with higher frequency initially)
- Redirection of target behavior
    - Through prompting (visual, verbal, gestural, physical)
- Extinction of target behavior
    - Minimize payoff, make sure the target behavior no longer meets the function

Assessments

- Records Review
- Functional Behavior Assessment
- Reinforcement Survey
- Social Skills inventory
- Interview parents, teacher, other specialists
- Rating Scales
- Direct Observation

Self-Regulation Instruction

Self-Monitoring: Students self-assess and record their behaviors. Self-monitoring increases or decreases the frequency or duration of behaviors.

Examples of behaviors students can self-monitor:

- Frequency or duration of getting distracted
- Frequency or duration of getting out of seat
- Frequency of distracting others
- Frequency of work completion
- Frequency of bringing necessary materials

Steps for implementing:

- Define the target behavior
- Collect baseline data
- Set a goal
- Teach students how to monitor behavior
- Monitor progress toward goal

Goal Setting: Students set goals as a motivating tool to change behavior. Often used with self-monitoring and self-reinforcement.

Steps to implementing:

- Choose an attainable goal
- Set a timeline
- Monitor progress

Self-Reinforcement: Students select and give themselves a reward for reaching their goal. Often used with self-monitoring and goal setting.

Steps to implementing:

- Set a goal
- Pick reinforcer
- Determine criteria for meeting goal
- Reward

Self-Talk: Students learn to talk themselves through a task or activity.

Examples of Self-Talk:

- Defining the Problem: The student defines the task
    - "What am I supposed to be doing? Getting out my materials and finishing this sheet."
- Focus Attention: The student focuses their attention on the task
    - "Am I listening to the teacher? Did I understand what I need to do? I need to find a partner to discuss."
- Strategy: the student picks a strategy for the problem
    - "Ok this is an orders of operation problem. I will use my PEMDAS strategy."
- Self-Evaluation: The student checks for errors
    - "Does this answer make sense? What a minute, if 5+5 is 10, then 5+6=11."
- Coping: The student notices emotions and picks a strategy
    - "I am feeling anxious about taking this test. I am going to take 10 breaths first."
- Self-Reinforcement: The student notices when the task is complete and gives self a reward
    - "I finished my work, so I am going to set my timer and draw for 10 minutes."

Steps for implementing:

- Discuss the importance of self-talk
- Discuss when the strategy is needed
- Brainstorm self-talk phrases to use

- Model
- Practice

Standard 5 Assessment

Standardized Testing

Reliability – consistency of an assessment across repeated administration, including reliability with different administrators, reliability with the same person taking the assessment in a span of a few weeks, reliability across scoring.

Validity – whether a test measures what it claims to measure.

Norm Referenced – tests that compare students' scores to a normative sample of students that represents general population,

Criterion Referenced or Standards Based – tests that compare students' scores to a predetermined set of criteria for acceptable performance.

Mastery Measurement – a measurement that measures one skill until that skill is mastered and then move onto the next skill.

General Outcome Measurement – a probe that contains a sampling of grade level skills (ie: math problem set) or an overall indicator (ie: reading fluency) to monitor student progress over time.

Progress Monitoring – a method for measuring progress using general outcome measurement probes that are used weekly or every other week to monitor student progress, adjust instruction if growth is not being made, monitor goal progress, and communicate growth to families.

Classroom Based Assessments

Pre-Assessment: Administered before a unit or lesson

- Purpose
    - Assess prior knowledge
    - Determine student interest
    - Assess learning needs
    - Make instructional design decisions
    - Determine grouping
- Examples
    - Standardized tests
    - Unit pre test
    - Student self assessment
    - KWL
    - Student interest survey
    - Journal response
    - Teacher observation

Formative assessments: Administered during lesson or unit

- Purpose

    - Determine what students understand
    - Determine ongoing needs
    - Inform instructional adjustments
    - Determine appropriate grouping
- Examples
    - Work samples
    - Discussions
    - Journal entries
    - Exit tickets
    - Homework assignments
    - Quizzes
    - Conferring
    - Whiteboard responses
    - Thumbs up/down

Summative Assessments: Administered after a unit

- Purpose
    - Determine what student learned
    - Determine grades
    - Adjust instruction for following year/next unit
- Examples
    - Unit test
    - Project
    - Report
    - Essay
    - PowerPoint
    - Portfolio

Standard 8: Curriculum & Instruction

Literacy Assessment and Instruction

Phonemic Awareness: Ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words. Phonological Awareness: Ability to hear, identify and manipulate sound parts, such as onset (beginning part of a syllable), rhymes (ending part of a syllable), syllables, or compound words.

Instructional Strategies:

- Explicitly teach and model
- Practice one skill at a time, for example:
    - Phoneme isolation (what is the first sound in sat)
    - Phoneme identity (what sound is the same: man, mom, and mill)
    - Phoneme categorizing (which word doesn't belong: cat, cord, pan)
    - Phoneme blending (put these sounds together: /p/ /i/ /n/)
    - Phoneme segmenting (what sounds are in this word: /m/ /e/ /t/)
    - Phoneme deletion (what does the word become if we take out the /m/ sound: meet)
    - Phoneme manipulation (replace /s/ with /b/: sat
- Phoneme blending and segmenting are most important skills
- Instruction should be short (no more than 20 minutes)
- Use sound boxes to segment
- Progress from words, to syllables, to onset/rime, to phonemes

Assessment

- One on one assessment measuring student ability to identify, match, blend, segment, and manipulate

Decoding/Word Reading: A way of teaching that emphasizes sound-letter correspondence

Instructional Strategies:

- Explicitly and systematically teach the relationship between sounds and letters.
- Model how to blend and segment words
- Teach letters that look similar (such as b and d) or sound similar (g and k) separate from each other in scope
- Teach common letters early
- Correct errors immediately
- Provide ample opportunities for practice
- Teach irregular and high frequency words

Assessment:

- Letters requiring student to identify letter name and sound
- Student reads a list of words in isolation either real or nonsense

Reading fluency: The automaticity of reading words

Instructional Strategies:

- Explicit instruction in components of fluent reading and using conventions to read expressively.
- Repeated practice (repeated readings, readers theater, choral reading, cloze reading, partner read)
- Listening while reading along (teacher reads, audiobooks)
- NOT popcorn readings or round robins

Assessment:

- Oral reading fluency measuring words read per minute or correct words per minute
- Fluency rubric measuring reading expression

Reading comprehension: Constructing meaning from reading

Instructional Strategies:

- Explicitly teach and model comprehension strategies for before, during, and after reading
    - Before: make predictions, preview vocabulary, preview text structures, access background knowledge
    - During: mental imagery, monitor understanding, context clues, questioning strategies (literal, inferential, and evaluative questions)
    - After: retelling, graphic organizers, summarizing
- Explicitly teach text structures
    - Narrative: plot, characterization, setting, problem
    - Expository: descriptive, sequence, cause/effect, compare/contrast, problem/solution
- Cooperative learning
- Graphic Organizers and semantic maps
- Questioning strategies

Assessment:

- Informal Reading Inventory
- Comprehension questions
- Retelling

Vocabulary

Instructional Strategies:

- Indirect exposure and direct instruction
- Pre teach vocabulary before reading
- Teach word learning strategies
    - Teach morphemes (units of words that have meaning)

- Student involvement in constructing meaning
- Multiple exposures with a new term

Assessment:

- Rapid naming
- Naming synonyms and antonyms

Writing

Instructional Strategies:

- Teach sentence structure and sentence combining
- Teaching students the writing process
- Having clear writing goals
- Use of word processor or dictation skills
- Ongoing feedback
- Teaching writing structures
- Teaching metacognitive writing strategies
- NOT: teaching parts of speech for grammar instruction

Assessment:

- Writing samples
- Writing rubrics
- Writing checklists
- Conferring
- Peer feedback
- Writing portfolio
- Journal responses

Spelling

Instructional Strategies:

- Teach sound to letter correspondence
- Teach spelling patterns
- Teach word part meanings and spellings
- NOT: memorize spelling words or spelling rules

Assessment:

- Informally in writing
- Spelling tests within developmental ability

Transition Planning

Planning for a child with a disability in preparation for post school activities which includes: education, employment, independent living, adult services, and community participation (a) focused on improving the academic and functional achievement of the child and (b) is

based on the individual child's needs, taking into account the child's strengths, preferences, and interests Based on identified needs, goals are written in three main areas:

Education/Training: A college, university, or vocational training program. Examples might include:

- On-the-job training
- Apprenticeship programs
- Trade/Technical schools
- Adult education, continuing education, or community education classes
- Adult agencies that teach vocational or employability skills
- 18–21-year old transition programs in school

Employment: A paid job that the student wants and can be successful at. Students should begin to career exploration as early as middle school. In high school, students may job shadow, participate in vocational assessments, and explore employment options. Examples might include:

- Work-site tours
- Job-shadowing assignments
- Service learning with a career component
- Internship or mentorship

Independent Living (if necessary and appropriate): To live and participate fully in the community.

- Recreation and Leisure: Students with disabilities may need help discovering and accessing activities available to them.
- Community Participation: Access community services, supports, and programs that match their interests and goals.
- Related Services: Services currently on the students IEP may need to be continued, such as OT, PT, or SLP services; however, they may need support accessing these services. Students may qualify through disability insurance.
- Independent Living Skills: such as housing, cleaning, cooking, finances, and buying groceries.
- Physical Health: Access public or private agencies that provide access to healthcare such as Medicare, Medicaid or private insurance.

Instructional Strategies

Below are a few evidence-based instructional strategies for teaching independent living skills and job skills. They can also be used for behavior strategies for students with autism or intelligence disability. Likewise, strategies from social/behavior instructional strategies can be used in teaching life skills, including direct instruction, modeling, video modeling, role playing.

Task Analysis (TA): A way to break down and teach chained behaviors. Chained behaviors are behaviors or skills that have multiple steps grocery shopping or cooking. The chained behaviors are broken into steps, and the student is taught systematically how to complete each step. Once mastery is reached, new steps are added to the chain, until mastered is reached for the full chain of steps.

- Forward Chaining: The first step in a chain is taught first. As each step is mastered, the next step is taught.
- Backward Chaining: The final step in a chain is taught first. As each step is mastered, the previous step is taught.

Discrete Trial Training (DTT): DTT is a strategy for teaching chained behaviors in response to a cue. A cue is given, the learner responds either correctly or incorrectly. If the response is correct, reinforcement is given. If incorrect the student is prompted or given corrective feedback. Trials are repeated multiple times until mastery is shown, and the student proceeds to the next step in the chained behavior (forward or backward chaining) until all steps are mastered.

Prompting: Help given to a student that assists the learner in completing the task, skill or behavior. Prompting is provided to the extent the student needs and faded as student shows mastery. Types of prompting:

- Gestural
- Verbal
- Visual
- Physical

Visual Supports: Visual supports are cues or prompts that show students routine, activity, expectations, scrips, or skill demonstration.

Essay: Numeracy

K-5 Math Strands: Examples of math strands, example lesson, activities, and resources.

- Counting and Cardinality
  - Lesson: K: Count up to 6
  - Activity 1: Find things in that classroom that we have 1, 2, 3, 4, 5, and 6 of
  - Activity 2: Partners roll dice together, using their fingers count how many dots are on each face of the dice.
  - Resources: objects in the classroom, number cards, and dice
- Operations and algebraic thinking
  - Lesson: K: Count on from 5 up to 10
  - Activity 1: Concrete: Use ten-frame and manipulatives starting with 5 manipulatives and adding 1, 2, 3, 4, and 5.
  - Activity 2: Pictorial: Use number bonds to reflect 5+1, 5+2, 5+3, 5+4, 5+5
  - Resources: ten-frames, manipulatives, number bonds
- Numbers and operations in base ten
  - Lesson: 2nd grade: Count by 1's, 10's 100's
  - Activity 1: skip count by 10s using hundreds chart
  - Activity 2: straws on floor bundle by 10's 100s to see how many straws there are
  - Resources: straws, rubber bands, hundreds chart
- Numbers and operations in fractions
  - Lesson: 3rd Grade: Make a whole into equal groups
  - Activity 1: Concrete: using circles and squares and string have students cut objects into the different equal groups – 2 equal groups, 3 equal groups, 4 equal groups etc.
  - Activity 2: Pictorial: on white boards have students draw shapes and part into equal groups, name the unit fraction
  - Resources: Shapes, white boards
- Geometry
  - 1st Grade: Shape attributes
  - Activity 1: Use straws to make shapes. Students make open and closed shapes
  - Activity 2: Make shapes with 3 sides, 4 sides etc., make shapes with 3 points, 4 points.
  - Activity 3: Discuss the attributes
  - Resources: Straws, poster paper to document shape attributes
- Data and measurement
  - Grade 4: Create conversion chart feet to yards and inches to feet
  - Activity 1: Have students use yard stick and rulers to answer question: how many rulers make a yard stick?
  - Activity 2: Using ruler, how many inches make a ruler?
  - Activity 3: Create conversion chart using information that students find
  - Resources: yard sticks, rulers, poster paper to document conversion rate

Find more lessons at:

- https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions

Essay: Assessments

Behavior/Social/Adaptive Assessments:

- Records Review:
  - Pro: Understand historical data of skillset
  - Con: May not be current performance
- Functional Behavior Assessment
  - Pro: Gain an understanding of behavior interventions
  - Con: May not pinpoint specific skill instruction
- Reinforcement Survey
  - Pro: Understand student motivation
  - Con: Limited information on student performance
- Social Skills inventory
  - Pro: Gain a broad understanding of skill strengths and needs
  - Con: Not norm referenced; based on subjective observation
- Interview parents, teacher, other specialists
  - Pro: Gain a broad understanding of skill needs in several settings
  - Con: Can be subjective
- Norm Referenced Rating Scales
  - Pro: Norm-referenced; gain an understanding of performance compared to average
  - Con: Based on the subjectivity of the rater
- Direct Observation
  - Pro: Gain understanding of educational impact; can gather concrete goal data
  - Con: subject to performance of that observation timeframe or setting

Reading Assessments:

- One on one assessment measuring student ability to identify, match, blend, segment, and manipulate
  - Pro: Shows students phonemic awareness, a foundational skill to decoding
  - Con: Time consuming as it must be administered one on one; shows a small sliver of reading skills*
- Letters requiring student to identify letter name and sound
  - Pro: Shows students letter recognition and gives strong IEP goal data
  - Con: Time consuming; administered one on one; shows just a small sliver of reading skills
- Student reads a list of words in isolation either real or nonsense
  - Pro: Gives a snapshot of students decoding/reading skills

    - Con: If using real words, may misrepresent ability to decode as students may have memorized sight words; If using nonsense words, this is very difficult for students with dyslexia as they are trying to read real words
- Oral reading fluency measuring words read per minute or correct words per minute
    - Pro: A proven indicator for general reading abilities
    - Con: May not show students total reading skills and not diagnostic for reading instruction; may teach students to just read faster
- Fluency rubric measuring reading expression
    - Pro: Helpful for measuring more than just words per minute to teach students not just to read fast
    - Con: Limited for informing instruction
- Informal Reading Inventory
    - Pro: A comprehensive view of students reading skills including reading rate, accuracy, and comprehension
    - Con: Time consuming; usually long passages, administered 1:1, can only be administered 3-4 times a year, limiting ability to regularly monitor progress every 2 weeks
- Comprehension questions
    - Pro: Can be used for ongoing progress monitoring
    - Con: If students are not progressing, it does not show where the reading breakdown might be
- Retelling
    - Pro: Can be used as an alternative to show student's comprehension
    - Con: May be challenging to score

Writing Assessments:

- Writing samples
    - Pro: Can give an idea of general student writing skills
    - Con: Without measurement criteria, lacks specific skills to track or target
- Writing rubrics
    - Pro: Gives a measurement tool for rating writing
    - Con: May not be sensitive enough to measure change in shorter times
- Writing checklists
    - Pro: Gives a measurement tool for measuring writing
    - Con: May not be sensitive enough to measure change over time
- Conferring
    - Pro: Gives the teacher a quick check on student's writing knowledge
    - Con: Only a quick check, not comprehensive
- Peer feedback
    - Pro: Gives students feedback without needing long task of teacher feedback
    - Con: Limited to students' ability to provide feedback
- Writing portfolio
    - Pro: Gives a broad view of students writing skills across themes and genres

    - Con: Does not show immediate skill need, as portfolios are across time
- Journal responses
    - Pro: Quick view of student writing
    - Con: Based only on the prompt given by teacher, not broad genre, student may not be inspired by the writing prompt
- Total Words Written Probe
    - Pro: Quick way to assess writing in a norm referenced way
    - Con: only measures writing fluency and does not show student skill on a writing task that aligns with "real world" writing

Math Assessments:

- Math facts
    - Pro: Establishes baseline of skills and skill deficits
    - Con: Does not show problem solving skills
- Mastery measurement
    - Pro: When one skill is identified, shows when a student can move on from that skill
    - Con: Misses other skills student may need to work on
- General outcome measurement
    - Pro: Gives a general view of overall math skills or math grade level performance
    - Con: Not diagnostic
- Teacher created assessment
    - Pro: Can be tailored to skills students are currently working on
    - Con: Subject to the teacher's ability to create a quality assessment

Essay: Collaboration

People you might collaborate with. Consider what you might collaborate with these individuals on and how you might collaborate with them.

- General Education Teachers- student knowledge strengths needs parent communication
- Administrators- preparation for IEP communication with parents on appropriate placement for student
- Counselor
- School Psychologist-communication regarding student eligibility
- Nurse- health collaborate with what health interventions student will need at school
- Paraeducators
- Therapeutic Specialists
- Other Special Education Teachers (in building or other buildings)
- Assistive Tech Specialist
- Vision Teacher
- Mobility Teacher

- Audiologist
- Learning Coaches
- Private Therapists
- Private Tutor
- Parents- have knowledge of their child and can be very supportive in implementing and reinforcing academics and behavioral concerns at home

Additional Resources and Citations:

Standard 2:

IEP Development:

- http://iris.peabody.vanderbilt.edu/module/iep01/
- http://iris.peabody.vanderbilt.edu/module/rs/

Special Education Law and Timelines

- https://www.wrightslaw.com/law.htm
- https://www2.ed.gov/parents/needs/speced/iepguide/index.html

Standard 3:

Resources on culturally responsive teaching:

- https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0
- http://iris.peabody.vanderbilt.edu/module/clde/

Resources on linguistic diversity:

- http://iris.peabody.vanderbilt.edu/module/clde/
- http://iris.peabody.vanderbilt.edu/module/ell/
- http://iris.peabody.vanderbilt.edu/module/dll/

Resources on supporting low SES:

- https://iris.peabody.vanderbilt.edu/module/div/cresource/#content-mobile

Resources on UDL:

- http://iris.peabody.vanderbilt.edu/module/udl/
- http://udlguidelines.cast.org/

Resources on differentiation:

- https://iris.peabody.vanderbilt.edu/module/di/

Resources on accommodations:

- https://iris.peabody.vanderbilt.edu/module/acc/

Resources on assistive technology:

- http://iris.peabody.vanderbilt.edu/module/at/

Standard 4:

Module on collaborating with families:
https://iris.peabody.vanderbilt.edu/module/fam/cresource/q2/p05/#content

Information on IEP disputes:

- https://www.wrightslaw.com/info/iep.disputes.popup.htm
- https://www.wrightslaw.com/info/mediation.index.htm
- https://www.wrightslaw.com/info/dp.index.htm

Standard 6:

More Information on Language and Language Disorders:

- https://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/
- https://www.asha.org/public/speech/development/communicationdevelopment/

More Information on Second Language Acquisition:

- https://iris.peabody.vanderbilt.edu/module/clde/cresource/q2/p06/#content-mobile
- https://ies.ed.gov/ncee/wwc/PracticeGuide/6
- https://ies.ed.gov/ncee/wwc/PracticeGuide/19

More Information on AAC:

- https://www.asha.org/public/speech/disorders/AAC-Glossary/

Standard 13:

Modules on Social and Behavior Interventions:

- https://afirm.fpg.unc.edu/afirm-modules

Module on Functional Behavior Assessment and Behavior Interventions:

- https://iris.peabody.vanderbilt.edu/module/fba/
- http://basicfba.gseweb.org/behavior-specialist-training/

Module on Self-Regulation:

- https://iris.peabody.vanderbilt.edu/module/sr

Standard 8:

Information for Reading:

- http://reading.uoregon.edu/

- https://intensiveintervention.org/intervention-resources/literacy-strategies
- https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- https://ies.ed.gov/ncee/wwc/PracticeGuide/14
- https://iris.peabody.vanderbilt.edu/module/sec-rdng/
- https://iris.peabody.vanderbilt.edu/module/sec-rdng2/
- https://iris.peabody.vanderbilt.edu/module/rti03/
- https://iris.peabody.vanderbilt.edu/module/pmr/

Information for Teaching Writing

- https://ies.ed.gov/ncee/wwc/PracticeGuide/22
- https://ies.ed.gov/ncee/wwc/PracticeGuide/17

Information for Transitions:

- https://iris.peabody.vanderbilt.edu/module/tran/
- https://iris.peabody.vanderbilt.edu/module/cou2
- https://ies.ed.gov/ncee/wwc/PracticeGuide/23
- https://ies.ed.gov/ncee/wwc/PracticeGuide/11

Information for Teaching Math:

- https://ies.ed.gov/ncee/wwc/PracticeGuide/16
- https://ies.ed.gov/ncee/wwc/PracticeGuide/20
- https://ies.ed.gov/ncee/wwc/PracticeGuide/18
- https://ies.ed.gov/ncee/wwc/PracticeGuide/15

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