Aligning Instruction to Standards: The Shifts Administrators Should Expect

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Transitioning from an emphasis on

ACCESS

to an emphasis on

LEARNING

Who Are Students with Significant Cognitive Disabilities?

Photos

Instructional Approaches

For Students with Significant Cognitive Disabilities

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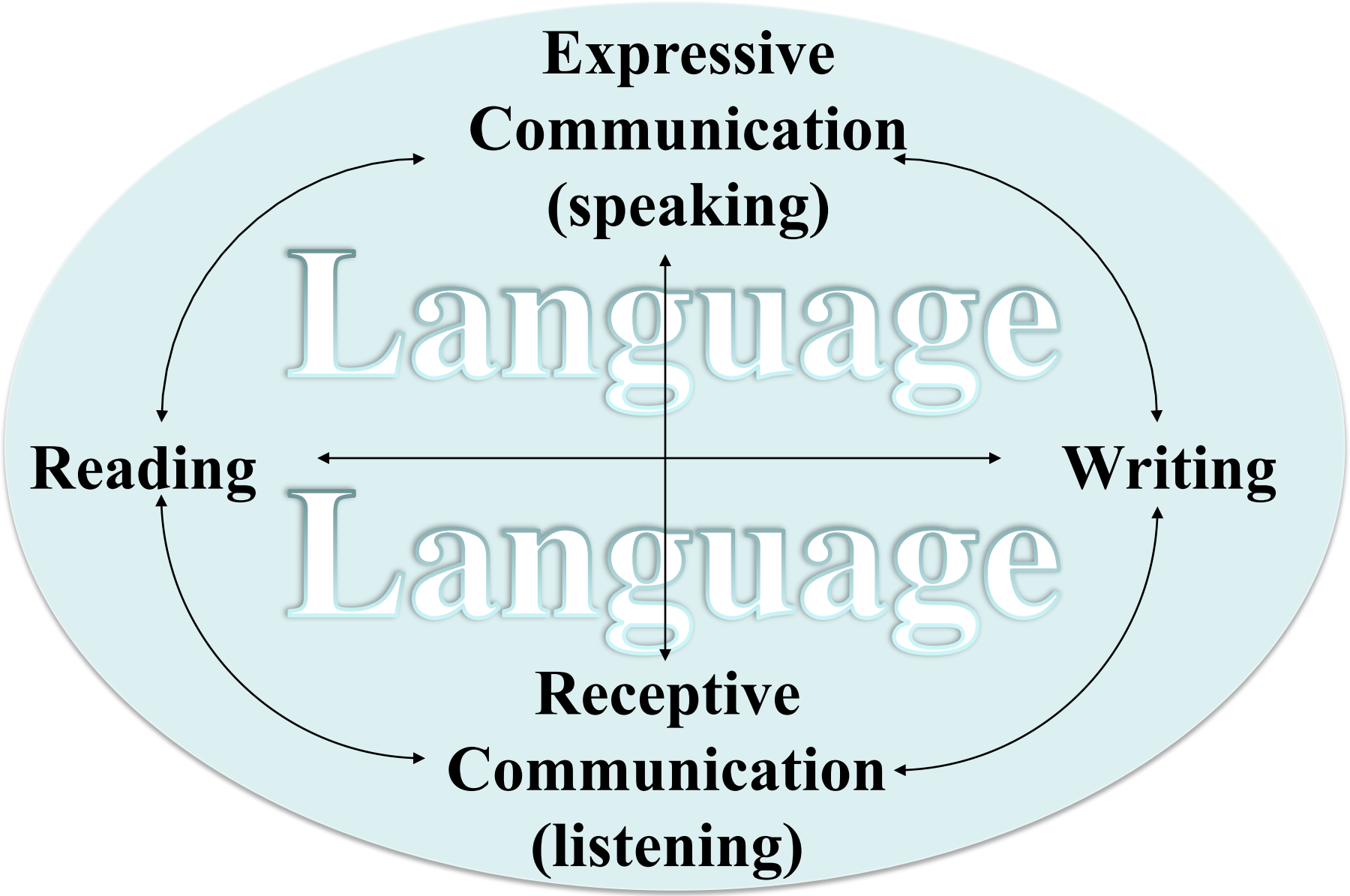
What you have seen in the past

- Literacy and math are learned in a predetermined, sequential manner that is linear, additive, and unitary
- Literacy and math learning is school-based
- Literacy and math learning requires mastery of certain pre-requisite skills
- Some children will never learn to read or do math

What you should look for in the future

- Literacy and math are learned through interaction with and exposure to listening, speaking, reading, and writing
- Literacy and math are processes that begin at birth
- Literacy and math abilities/ skills develop concurrently and interrelatedly
- All children can learn to use print and numbers meaningfully



Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991
adapted from Teale & Sulzby, 1989)

The Extended Standards Require Us to Emphasize:

- Learning that builds over time.
- Application of knowledge and skills.
- Active participation and interaction during learning activities.
- Collaboration and communication.
- Ongoing comprehensive instruction in reading, writing, speaking, listening, language, and mathematics.

What might it look like?

By __, when presented with ideas during brainstorming activities, Spencer will independently use a single message device programmed with “that’s it,” to indicate 1 or more choices on 3 out of 5 days.

Emergent Writing

Video

By ___, given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, Corey will demonstrate increased complexity in writing as indicated by changes in letter and word combinations, 3 out of 5 days.

Sharing Writing with Others

Video

By ___, Cate will identify how story events or characters are the same as or different from her own experiences (text-to-self) by commenting or answering questions about 3 out of 5 books as evidenced by teacher recorded data.

Constructing Understandings

video

By __, STUDENT will represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials with 80% accuracy in 3 out of 5 trials as evidenced by student work samples and teacher-recorded data.

Counting Ten and More

Video

Instructional Transitions for Teachers of Students with Significant Cognitive Disabilities

- **Transition 1:** From mastery of skills in sequence to application of knowledge and skills.
- **Transition 2:** From independent work to active participation, interaction, collaboration and communication.
- **Transition 3:** From accessing pieces of the standards to comprehensive instruction in reading, writing, speaking, listening, language, and mathematics.

Curriculum Needs

- Most reading and math programs were not written for this population.
  - Programs that use a mastery based approach do not meet all the instructional needs of this population (i.e., comprehensive instruction, repetition with variety, and universally designed).
- All programs should be evaluated to determine what standards a program does or does not cover and whether or not it is appropriate for this population.

Free Curriculum Resources

- Professional Development Modules
  - http://secure.dynamiclearningmaps.org/unc/facilitated/index.html
- Exemplar Texts
  - http://secure.dynamiclearningmaps.org/unc/texts/index.html
- Instructional Resources
  - http://dlmpd.com/clds/instructional-resources/

Free Curriculum Resources

- Blog
  - http://dlmpd.com/clds/
- Livebinder
  - http://www.livebinders.com/play/play?present=true&id=409093
- Literacy
  - http://www.livebinders.com/play/play?id=959405&backurl=/shelf/my

Dedicated Communication System

In the new Extended Standards there is a heavy emphasis on students being able to:

- Explain
- Describe
- Collaborate
- Discuss
- Ask and Answer Questions
- Restate
- Recount
- Present
- Convey Ideas

Communication System

In order to achieve this:

Every student who needs an augmentative and alternative communication system must have their own system.

Communication Systems

- Can be high tech or low tech depending on the needs of the student.
- Communication systems cannot be shared.
- Students need to have access to multiple words that can be presented in varying sized arrays.
  - Video 2 Mathew
  - Video Shared Reading with Class

Communication Resources

- Communication Matrix
  - http://www.communicationmatrix.org
- Early Communication Development
  - http://www.livebinders.com/play/play?present=true&id=761249
- Professional Development Modules
  - http://secure.dynamiclearningmaps.org/unc/facilitated/index.html