Access to the Curriculum:
Planning for Standards-Based Instruction
Targeting Students with Low Incidence and Significant Cognitive Disabilities

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Today’s Presentation Handout

S. Benson, OCAICON 11/14
Foundational Layers

- Administrative Knowledge & Support
- Planning & Collaboration
- Inclusive Philosophy
  - Leadership Modeling & Guidance
- Assessment & Instruction

Administrator as Planning Facilitator

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014
Work in Ohio

Standards-Based Progress Monitoring

Social Studies - Economics

Production and Consumption

<table>
<thead>
<tr>
<th>ECON 3.3</th>
<th>A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 35.3a</td>
<td>Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).</td>
</tr>
<tr>
<td>ECON 35.3b</td>
<td>Identify traits of producers and consumers (e.g., producers make goods/services, consumers buy goods).</td>
</tr>
<tr>
<td>ECON 35.3c</td>
<td>Identify examples of producers and consumers (e.g., farmer, shopper).</td>
</tr>
<tr>
<td></td>
<td>Sort pictures of consumers and producers.</td>
</tr>
<tr>
<td></td>
<td>Wear the producer role when growing a garden.</td>
</tr>
<tr>
<td></td>
<td>Pick out a snack from the &quot;SNACK shack&quot; and put on the consumer button.</td>
</tr>
</tbody>
</table>

Key

- This indicates where the student started out before the unit began based on pre-assessments.
- This indicates where the student scored at the end of the unit based on post-assessments.
- This symbol represents a non-responder from the child unable to test.
- The highlighted area is the projected growth target for this standard.

S. Benson, OCALICON 11/14 This sample provided by Kathy Pero
Diverse Learners

The range of capabilities in any one class is as varied as the number of students.

Therefore we need to vary our materials, instructional strategies and learning groups throughout both planning and implementation.

S. Benson, 2013

Spectrum of Diverse Learners

All of your students will be working toward grade-level content as defined by state and national standards and other appropriate curricula. Many students will have demonstrated readiness for grade-level learning based on prior knowledge assessments.

UNIVERSALLY DESIGN

Differentiate
ACCOMMODATE
Scaffold

Students who are identified disabilities will participate and engage in grade-appropriate, standards-based learning and assessments with their peers. These students will be supported by all of the same instructional methodologies (UCH), in addition to IEP specific supports and services including AT, access to specialized designed instructional tools, and materials just to name a few. All of which require attention to both planning and instruction. When prior knowledge is required these students understanding of the content may suffer any one of these areas on the spectrum of diversity.
Spectrum of Differentiated Instruction

Layers of Learning Supports

Tier I
High Quality Core Instruction
UDL/DI/Targeted Learning Groups

Tier II
Moderate Intensity Interventions

Tier III
Individualized Interventions

Targeted
Data Driven
ALL Students

S. Benson, 2013
Barriers and Road Blocks

- Speculations from parents and educators about ability
- The belief that “sitting in” class is learning
- Societies under-exposure to disabilities
- Lecture is dominant instruction style
- Pace of delivery in most classes
- Length/type of assignments
- Proficiency levels/assessments
- Reading level of text
- Even the lowest level of complexity seems too rigorous
- …

S. Benson, 2013

Developing Dispositions

Where do we begin?

S. Benson, 2013
We can make a difference!

Share Stories of a Remarkable Young People …..
Advocacy

• Every person should have access to the same opportunities.

• Every person should have the services and supports necessary for success.

• Every person should have opportunities to make friends and opportunities to build social acceptance.

• Every person should have an “enviable life” (Ann Turnbull).

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Students with the most significant cognitive disabilities should:

• be presumed competent and not denied instruction offered to students of the same age (grade level content standards and curriculum)

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Creating Instruction: Using the Extended Content Standards and Functional Curricula, Claire Greer, Department of Public Instruction Exceptional Children Division, 2007
Etiquette

• See abilities first.

• Let the person ask for assistance and/or ask if they need assistance before providing it.

• Talk to the person in an age-appropriate manner.

• Speak to the person on eye level when possible.

• Be honest, open and respectful with questions.

People First Language

Don’t Say
• They have a handicapped child.
• He is wheelchair bound.
• She’s a special ed. student.
• I have a blind student in my class.
• He is one of my IEP kids.

Do Say
• Their child has special needs.
• He uses a wheelchair.
• She has a special education identification.
• I have a student with a vision impairment in my class.
LRE - Determination

Children with disabilities should be:
• educated with their typically developing peers, in the school that they would attend if they would attend if not identified
• with ALL needed supplementary aids and services

If, with ALL services and supports in place, “meaningful educational benefit” was not seen in the data:
• then and only then would another more restrictive environment be tried
• moving down the continuum from least to most restrictive until educational benefit is shown in the data.

Attitudes of Ownership

• Every child has inherent value.

• Every child has limitless potential.

• No person has the right to limit someone else’s potential, through their action or their inaction.
Is Staff Development Needed in Your District/Building?

- People First Language
- Dispositions
- See can do rather than can’t do
- Advocacy
- LRE
- Roles and responsibilities

Great Planning Can Lead To Effective Change

ASSESS

ONGOING ASSESSMENT - FORMATIVE

ANALYZE

PLAN

INSTRUCT

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Before we teach we plan!

UDL Lesson Plan Template -- Reference the template description for detailed explanation of this template.

Grade Level:
Standard/Subject:
Strand/Domain:
Standard Statement/Content Statement:

Grade Level:
Standard/Subject:
Strand/Domain:
Standard Statement/Content Statement:

Pre-Assessment of Standards
Generally prior knowledge data is taken from an assessment or assignment on a day before the completion of your plan and start of your instruction. Data should measure the student's knowledge of each indicator. (Focus on the verb and content in the standard.)

Name type of assessment(s) you will use to collect individual student baseline data.

Can every student independently complete the assessment you have designed?
If so, describe your university designed assessment.

If not complete level assessments.
What are there differences in how you will collect data from each student?

(Add student names below)

Pre-Assessment Data Results

As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract-Sequential learner and trust that you’ll conduct yourself accordingly!

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Planning for Instruction

Level 1 – Planning for Units of Study
Level 2 – Tiered Planning for each Lesson
Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design for Learning

S. Benson, 3/13

SGM’s Always Based Standards

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014
Ohio has both OACS and OACS-E

Ohio Social Studies Standards

<table>
<thead>
<tr>
<th>Grade 6 Theme:</th>
<th>Grade 7 Theme:</th>
<th>Grade 8 Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio's People and Place on the Eastern Hemisphere</td>
<td>World Studies from 700 BC to Ancient Sources to the First Reconstruction</td>
<td>U.S. Studies from 1621 - 1777: Exploration through Reconstruction</td>
</tr>
</tbody>
</table>

**Spatial Thinking and Skills**
- Globes and other geographic tools can be used to gather, process, and interpret information about people, places, and environments. Cartographers decide which information to include and how it is displayed.
- Latitude and longitude can be used to identify absolute location.

**Plains and Regions**
- Regions can be determined, identified, and compared using various indicators (e.g., population, cultural or economic).

**Human Systems**
- Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities impact the physical environment.
- Political, environmental, social, and economic factors have caused conflict.

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The table below represents the stretch of the standards from the most complex (grade level) to least complex (learning progressions).

<table>
<thead>
<tr>
<th>Most Complex</th>
<th>Least Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio's New Learning Standards Grade Level Standard &lt;ul&gt;&lt;li&gt;Ohio's New Learning Standards Grade Level Standard&lt;/li&gt;&lt;/ul&gt;&lt;ul&gt;&lt;li&gt;Extended Standards</td>
<td>Learning Progressions (task analyses)</td>
</tr>
</tbody>
</table>

**Why use the full range of standards?**
- Baseline Marker
- Range of general and extended standards
- Learning progressions extend the entry point to engagement
- Progress Monitoring - can be used as a checklist to show growth over time
- Can be used as a rubric with points per step
Standards Linkage

Standards Addressed in Assessment:

<table>
<thead>
<tr>
<th>Reading Standards for Literature (RL)</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 3.2.1</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>RL 3.2.2</td>
<td>Retell a story including theme and key details.</td>
</tr>
<tr>
<td>S. Benson, OCAUCON 11/14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards-Based Progress Monitoring

English Language Arts- Research Report

Key:

- ✔️: This indicates where the student started and before the set target level in an intervention.
- ✗: These indicate where the student scored at or below the set target level in assessment.

S. Benson, OCAUCON 11/14 This sample provided by Kathy Pero
Science & Social Studies Themes

<table>
<thead>
<tr>
<th>Standard Areas</th>
<th>Benchmarks or Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Science</td>
</tr>
<tr>
<td>1 Science</td>
<td></td>
</tr>
</tbody>
</table>

Selecting Standards for Units of Study

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Unit Theme: Animal Ecosystems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Standards</td>
<td></td>
</tr>
<tr>
<td>Social Studies Standards</td>
<td></td>
</tr>
</tbody>
</table>

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Planning for a 3-5 Year Rotation

Year 1
(Standard Based Topics)

Year 2

Year 3

Grade/Age Appropriate
content topics (vocabulary)
• Science/Social Studies
• Language Arts
• Math

Applications of topical content
• Reading/Writing
• Communication
• Life/Functional Skills

Resources/Materials
• Trade Books
• Assistive Technology
• Leveled Materials

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Knowing the Unit Structure

Solar System Unit Grades 3-5

Books/Resources/Materials
Standards/Activities/Plans
Vocabulary/Pictures

Elements of a unit.docx

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For More Information and Examples

OACS-E modules now available

Language Arts  Mathematics  Social Studies  Science

www.ohextendedstandards.org

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Planning Wikispace

http://ocalilowincidence.pbworks.com

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National Center on Deafblindness

www.literacy.nationaldb.org

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Planning for Instruction

Level 1 – Planning for Units of Study

Level 2 – Tiered Planning for each Lesson

Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design for Learning

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Selecting Standards for Units of Study

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Stretch Complexity of Each Standard

Social Studies Standards

<table>
<thead>
<tr>
<th>General Standard</th>
<th>Most</th>
<th>Complexity</th>
<th>Least</th>
</tr>
</thead>
</table>
| **TOPIC:** Economic Decision Making and Skills  
- Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.  
- Reading financial reports (bank statements, stock market reports and mutual fund statements) enables individuals to make and analyze decisions about personal finances. | **EFL.912.b** *Evaluate positive and negative consequences of a financial decision based on current financial reports or information.* | **EFL.912.b** *Compare the price of several items and determine which are affordable within a personal budget.* | **EFL.912.c** *Make a purchase decision based on a set amount of money available.* |

Selected Standards Should be Taught.

Include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards do not pick and choose)

<table>
<thead>
<tr>
<th>Grade Level Standard</th>
<th>ONLS-E Most Complex</th>
<th>ONLS-E Mid Complex</th>
<th>ONLS-E Least Complex</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task Analysis/Learning Progressions/Unpacking the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Steps to the Lesson:  **(instruction that the whole group receives)**

1. The items below can be students specific or level specific:

   - Pre/Post-Assessment
     - Work sample with fist, rubric or notes
     - Captured photos
     - Video tape – with audio
     - Audio recording – with data sheet
     - Test/Quiz
     - V (lab)
     - Rubric
     - Other

   - Differentiated Materials/Technology (AT)

   - IEP Goals
     - (4-5 students first name or initials)

   - Least Support (you can also add student initials or i.e. M is here)

   - Most Support (Conditions for Success)
Learners on the Continuum

The range of physical and cognitive capabilities within the population varies by need and ability.

Therefore we need to vary our materials, instructional strategies and tools throughout our planning and implementation.

Expanding Standards with Learning Progressions

<table>
<thead>
<tr>
<th>General Standard</th>
<th>Most Complex</th>
<th>OACS-E</th>
<th>Least Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: Standard (subject): Strand/Domain: Standard/Content Statement #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Analysis/Learning Progressions of Standard (Can relate to functional and life skill applications of the standard)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps to the Lesson:</td>
<td>U (Instruction that the whole group receives)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre/Post-Assessment</td>
<td>Most Support</td>
<td>(you can also add student initials or i.d. if's here)</td>
<td>Least Support</td>
</tr>
<tr>
<td>- Work sample with v bas, Capture or video</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Educational photos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Observation windows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Video tape - with documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Audio tape - with documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- TestQube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- f Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- R Line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Materials/Technology
Task Analysis Template

Task Statement or Indicator:

Example

<table>
<thead>
<tr>
<th>SL.4.1</th>
<th>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-level and age-appropriate topics and texts, building on others' ideas and expressing their own clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.35.1a</td>
<td>Engage in discussions about grade-level and age-appropriate topics and text.</td>
</tr>
<tr>
<td>✔</td>
<td>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</td>
</tr>
<tr>
<td>✔</td>
<td>• Ask and answer questions for clarification, make comments.</td>
</tr>
<tr>
<td>✔</td>
<td>• Make topic-specific personal connections.</td>
</tr>
<tr>
<td>SL.35.1b</td>
<td>Participate in discussions about grade-level and age-appropriate topics and text.</td>
</tr>
<tr>
<td>✔</td>
<td>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</td>
</tr>
<tr>
<td>✔</td>
<td>• Answer questions to contribute to the discussion.</td>
</tr>
<tr>
<td>SL.35.1c</td>
<td>Actively participate in discussion about grade-level and age-appropriate topics or text.</td>
</tr>
<tr>
<td>✔</td>
<td>• Appropriately gain attention.</td>
</tr>
<tr>
<td>✔</td>
<td>• Sustain turn-taking interactions.</td>
</tr>
<tr>
<td>✔</td>
<td>• Listen to others</td>
</tr>
<tr>
<td>LP1</td>
<td>Provide some form of expressive communication in response to a peer, group or teacher</td>
</tr>
<tr>
<td>LP2</td>
<td>Respond in some way back and forth with a communication partner – demonstrate joint attention</td>
</tr>
<tr>
<td>LP3</td>
<td>Demonstrate preferences in topics, likes, and mode of communication</td>
</tr>
<tr>
<td>LP4</td>
<td>Show sign(s) of engagement when a speaker is talking</td>
</tr>
</tbody>
</table>

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Pre and Formative Assessment Opportunities

Content Standard(s)
Grade Level:
Standard (Subject):
Strand/Domain:
Standard/Content Statement #:
   Full Standard - Highlighted, bolded, underlined or italicized if only part of the standard is targeted.
   (If using a modified standard or task analysis also include the target concept related to the grade level standard)

Task Analysis of Standard
   (Can relate to functional and life skills)

Steps to the Lesson:
   [ ] [ ] [ ] [ ] [ ] [ ] [ ]

1.

The items below can be students specific or level specific:

Pre/Post-Assessment
   [ ] Work sample with Y list, rubric or notes
   [ ] Captured photo(s)
   [ ] Observation written
   [ ] Video tape- with documentation
   [ ] Audio tape- with documentation
   [ ] Test/Ques
   [ ] Visits
   [ ] Rubric
   [ ] Other

Differentiated Materials:

Most Support

Least Support
AA formatted questions and answers

What is the theme of this reading passage?

Playing video games is the best!

Playing soccer is the best!

Relaxing at the beach is the best!

Standards Linkage

Standards Addressed in Assessment:

Reading Standards for Literature (RL.3.2c)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>RL.4.2. Determine the theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>RL.5.2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
<tr>
<td>RL.3.2a Summarize text and identify theme.</td>
<td>RL.3.2b Retell a story including theme and key details.</td>
<td>RL.3.2c Identify the central message or theme in a story.</td>
</tr>
</tbody>
</table>

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Standard Citation for Each Question

ELA 1: Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?

- Playing video games is the best!
- Playing soccer is the best!
- Relaxing at the beach is the best!

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Flexible Response Choice Cards

ELA 1: Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?

- Playing video games is the best!
- Playing soccer is the best!
- Relaxing at the beach is the best!

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**Video**

**Progress Monitoring Questions**

*Mathematics Standards: Grades K – 2*

*Domain: Numbers and Operations in Base Ten*

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
</table>
| **Work with numbers 11–10 to gain foundations for place value.**
  1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | **Extend the counting sequence.**
  1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | **Understand place value.**
  1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
    a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
    b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). |

**Extended Standards: Most Complex**

- NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., 128 = 1 hundred, 2 tens and 8 ones).

**Least Complex**

- NBT.K2.1c Identify a model or object representation for a two-digit number up to 20.
Engagement Questions

**Mathematics Standard**

**Domain: Counting and Cardinality**

**Standard 1**

**Extends Standards**

| ND.K2.6a | Add or subtract using a number line |
| ND.K2.6b | Represent a number and moving forward is addition and moving backwards is subtraction on a number line |
| ND.K2.6c | Identify numbers on a number line |

**Test Question 1: ND.K2.6c**

*Script: Hold up a number line. Say: “This is a number line.” Say: “We are going to be using a number line to count and solve problems.” “Would you like to look at or touch the number line?” Offer number line to student.*

1. This item is worth 1 point.
2. If the student shows engagement with the number line score of 1.
3. Score of 0 if student shows no response.

---

**NBT.K2.1c Identify a model or object representation for a two-digit number**

**Test Question 13: NBT.K2.1c**

*Script: Point to the model. Say: “This number is 16. What number model represents 16?” Point to each answer box. Say: “Does this one show 16 (box 1), or does this one represent 16 (box 2), or does this one represent 16 (box 3).”*

16

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**NBT.K2.1b** Compose (put together) and/or decompose (break apart) a two-digit number.

Test Question 14: NBT.K2.1b

**Script:** Point to the number in the box. Say: “This is the number sixty-four. Show me how many tens and how many ones are in the number forty-six?”

Point to the each box. Say: “8 tens and 2 ones, or 4 tens and 6 ones, or 6 tens and 4 ones?”

```
64
8 tens
4 tens
2 ones
6 ones
6 ones
```

**NBT.K2.1a** Compose (put together) and decompose (break apart) a three-digit number (e.g., 328 = 3 hundreds, 2 tens and 8 ones).

Test Question 16: NBT.K2.1a

**Script:** Point to question. Say: “If we put 3 hundred, two tens, and 8 ones together, what number would it make?” Point to each answer box. Say: “ Would it make 238, or 845, or 328?”

```
3 hundred
2 tens
8 ones
```

```
238
845
328
```
Data used for TBT, SLO and Grades

Other Sample Assessments

Houses

barn

lake

Say: *Show (tell) me, what is next to Cora’s house: a barn (indicate the barn card) or a lake (indicate the lake card)*?
2-Choice Assessment

Two choices for assessments bivariate
Intensive pre-assessment:

- Which is a Tundra?
  
  Draw a picture of what you would do there.

- Which is a mountain?
  
  Draw a picture of what you would do there.

- Which is a desert?
  
  Draw a picture of what you would do there.

- Which is a rainforest?
  
  Draw a picture of what you would do there.

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Food Chain

Plot Points
Plot Sequence
Experiment Data Log

Checklists - recording student choices
Plants and Animals Sort
Matching - Famous Women

Matching

- Lucy Stone
- Alice Paul
- Carrie Chapman Catt
- Susan B. Anthony
- Elizabeth Cady Stanton
- Anna Howard Shaw
- Lucretia Mott

2-Choice

Vocabulary

Captioned Photos

The pond has turtles, fish, and frogs in it.

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Step Book

Report Template

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## Journaling

![Journaling Image]

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## Planning for Age Appropriate Materials

<table>
<thead>
<tr>
<th></th>
<th>Pre-K-3</th>
<th>4-9</th>
<th>10-Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td>• YoutTube</td>
<td>• iTunes</td>
<td>• Search engines</td>
</tr>
<tr>
<td></td>
<td>• Starfall</td>
<td>• WebQuests</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Raffi music</td>
<td>• Online magazines</td>
<td>• Mapquest</td>
</tr>
<tr>
<td></td>
<td>• Enchanted learning</td>
<td>• Wii</td>
<td>• Cell phone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Texting</td>
<td>• ABC Online TV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• iTunes</td>
</tr>
<tr>
<td><strong>Tools/Materials</strong></td>
<td>• Counting bears</td>
<td>• Locker organizers</td>
<td>• Office/desk/supplies</td>
</tr>
<tr>
<td></td>
<td>• Sand/water table</td>
<td>• Calculator</td>
<td>• Work related</td>
</tr>
<tr>
<td></td>
<td>• Toys</td>
<td>• Document editing –</td>
<td>• Checkbook/banking</td>
</tr>
<tr>
<td></td>
<td>• Cartoon characters</td>
<td>computer</td>
<td>• Hobbies</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong></td>
<td></td>
<td>• Role play</td>
<td>• Debate</td>
</tr>
<tr>
<td></td>
<td>• Play/discovery centers</td>
<td>• Presentations</td>
<td>• Independent living</td>
</tr>
<tr>
<td></td>
<td>• Tracing</td>
<td>• Social stories</td>
<td>• Interview practice</td>
</tr>
<tr>
<td></td>
<td>• Centers</td>
<td>• Video modeling</td>
<td>• Cooking/Home Ec.</td>
</tr>
</tbody>
</table>
Assessment without AT

Assessment with AT

S. Benson, 3/13
Overview of Assistive Technology

It is helpful to classify AT according to the task it enables the student to perform. Here are some examples (not all-inclusive):

- Seating and Positioning
- Augmentative Communication
- Mobility
- Computer Access
- Reading
- Writing
- Learning/studying
- Listening
- Visual aids
- Activities of daily living (ADL’s)
- Environmental Control
- Physical fitness/sports, leisure, and play

### AT Tools for Learners on the LI Continuum

![AT Tools for Learners on the LI Continuum](image)

S. Benson, 3/13

### Difference between AT and IT/ET

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Instructional/Educational Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specific to a child with a disability.</td>
<td></td>
</tr>
<tr>
<td>• Is used to impact the child’s functional performance and as a result assist them to gain access to the general education curriculum.</td>
<td></td>
</tr>
<tr>
<td>• It is used to compensate for a skill deficit or to provide a scaffold for skill development.</td>
<td></td>
</tr>
<tr>
<td>• Is necessary for the student to function and access the curriculum</td>
<td></td>
</tr>
<tr>
<td>• Part of a student’s IEP process</td>
<td></td>
</tr>
<tr>
<td>• Intended to benefit all students.</td>
<td></td>
</tr>
<tr>
<td>• Used to teach general educational ideas and concepts</td>
<td></td>
</tr>
<tr>
<td>• Provides optional methods and modes of learning</td>
<td></td>
</tr>
<tr>
<td>• Generally not required or necessary by the student for task completion</td>
<td></td>
</tr>
</tbody>
</table>
So........ is it AT or IT?
AT becomes UDL

UDL, DI or AT?
Differences between UDL and AT

<table>
<thead>
<tr>
<th>UDL</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide access for all individuals</td>
<td>Provide access for individuals</td>
</tr>
<tr>
<td></td>
<td>with disabilities</td>
</tr>
<tr>
<td>Proactively setting up environment with</td>
<td>Reactively providing technology</td>
</tr>
<tr>
<td>a focus on curriculum, instruction, and</td>
<td>to increase or maintain</td>
</tr>
<tr>
<td>assessment</td>
<td>functional capabilities</td>
</tr>
<tr>
<td>Access and betterment of the</td>
<td>Access and betterment of an</td>
</tr>
<tr>
<td>environment’s design</td>
<td>individual’s capabilities</td>
</tr>
<tr>
<td>Targets the larger system</td>
<td>Targets the individual need</td>
</tr>
</tbody>
</table>

AT helps to bridge or scaffold a skill deficit or difficulty

AT may contribute to remediation but that is not the primary purpose
Example

Differentiated
Materials/Technology
(List #1)

Digital/Almost
identical: organizers to choose items (write, share, etc.)

-ea/ea words
-ants/one...
-ate words
-cow/paw
-ow...

Cookies

-words/objects for answer clues to the 2 questions: Who is the main character?
## Types of AAC devices

<table>
<thead>
<tr>
<th>Step-by Step</th>
<th>Talkables</th>
<th>Cheap Talk 8</th>
<th>Tech/Talk 8 with Tactile Supports</th>
<th>GoTalk Express 32</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Step-by Step" /></td>
<td><img src="image2" alt="Talkables" /></td>
<td><img src="image3" alt="Cheap Talk 8" /></td>
<td><img src="image4" alt="Tech/Talk 8 with Tactile Supports" /></td>
<td><img src="image5" alt="GoTalk Express 32" /></td>
</tr>
<tr>
<td>iPod Touch w/Proloquo2Go</td>
<td>Vantage Lite</td>
<td>TuffTalker</td>
<td>Allora</td>
<td>EyeMax</td>
</tr>
</tbody>
</table>

## Types of AAC access

- **Eye gaze**
- **Alternate Access Point**
- **Icons Choice**
- **Switch Scanning**
- **Tactile Supports**
- **Direct Select – Isolated Finger**

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Software

Visual/Tactile Supports

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Jessie Moreau, 7/12
Manipulatives

Content Rich Vocabulary
Picture/Object/Experience
Supported

Jessie Moreau, 7/12
Adapted version of The Call of the Wild

Chapter 1

Buck is a large dog. He lives in a large home and is owned by the wealthy Judge Miller. Buck is loved by everyone.

Buck thinks he is the boss of his home. Buck loved his home.

A Monarch caterpillar in a J.

A Monarch caterpillar stops eating. It makes a J and molts its old skin.

Once it has eaten and grown a Monarch caterpillar hangs upside down in a J as it gets ready to molt. It will soon become a chrysalis.

Leveled Text

S. Benson, 3/13
Planning for Instruction

Level 1 – Planning for Units of Study
Level 2 – Tiered Planning for each Lesson
Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design for Learning

S. Benson, 3/13

Daily/Weekly Plans

<table>
<thead>
<tr>
<th>TIME</th>
<th>OBJECTIVE</th>
<th>LESSON PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Readiness 9:10-9:40</td>
<td>Review vocabulary Check time schedule Students will listen to announcements and then participate in Smartboard presentation: greetings, hygienes, share and tell, days, months, date, weather, sight words, and schoolhomework customer.</td>
<td></td>
</tr>
<tr>
<td>Unit Lesson 19:45-10:10</td>
<td>Explore how energy makes things work. Recognize the use of electricity. See Energy - Week 1 – Day 1</td>
<td></td>
</tr>
<tr>
<td>Self-Selected Reading/Guided Reading 11:10-11:45</td>
<td>Literary Standards and Goals Each student will work on individualized IEP goals. Documentation will be kept on number of trials, accuracy, and length of time given to objectives. See student IEP documentation.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary 11:40-12:20</td>
<td>Demonstrate a growing number of sight words. Students will read “Salt the Snail”. Students will make a list of all “ai” words listed in the story. Students will have to follow along as the other students read and answer comprehension questions about story.</td>
<td></td>
</tr>
<tr>
<td>Writing 12:20-12:50</td>
<td>Write letters with appropriate form and spacing. Students will write sentences using the words on the “Word Wall”. Students will practice correct formation of letters and words, using the method of “roof, ceiling, floor, and basement”</td>
<td></td>
</tr>
<tr>
<td>Unit Lesson 2 1:40-12:20</td>
<td>Identify units for measuring volume. See Energy – Measurement Experiment: Week 1 – Day 1</td>
<td></td>
</tr>
<tr>
<td>Unit Lesson 3 2:00-2:40</td>
<td>Generalize functional math skill - Recognize and count numbers 1-20. Students will have to match the objects to the written number on order form. They will then have to count the objects and match to corresponding number. Place items in a bag, distribute orders.</td>
<td></td>
</tr>
</tbody>
</table>

S. Benson, 3/13
# Tiered Plans Become Daily Lessons

**Teacher Name:** Amy Vincent  
**Subject Area:** Language Arts - Sentences  
**Week:** 2

### Day 1

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Plans: Whole group setting and 2 ability groups.</td>
<td>All out a few words from the cards again to review. Break into 2 ability groups and complete page 51. Lower: build a word bank. (Put words together to make words and then put out or put in an en word sentence or able). AARC users: Find the word in your dictionary.</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Plans: Whole group setting and 2 ability groups.</td>
<td>Go over the basic sentence structure (who, what, where). Practice simple sentence writing on the board as a group. Pick a role card from each table (who, what, where) and write on the board. You could have them practice on paper or individual dry erase boards as well. Complete page 81.</td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Plans: Whole group setting and 2 ability groups.</td>
<td>Higher - sight word match game (shaping these and then putting words in sentences). Lower - build a word bank. (Put words together to make words and then put out or put in an en word sentence or able). AARC users: Find the word in your dictionary.</td>
</tr>
</tbody>
</table>

### Day 4

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Plans: Whole group setting and 2 ability groups.</td>
<td>Higher - 8 sight word matching game. Lower - build a word bank. (Put words together to make words and then put out or put in an en word sentence or able). AARC users: Find the word in your dictionary.</td>
</tr>
</tbody>
</table>

### Day 5

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Plans: Whole group setting and 2 ability groups.</td>
<td>Higher - 8 sight word matching game. Lower - build a word bank. (Put words together to make words and then put out or put in an en word sentence or able). AARC users: Find the word in your dictionary.</td>
</tr>
</tbody>
</table>

### Materials

- Work role cards
- Page 81
- Sidewalk glue
- Books
- Note cards with who, what, where
- Page 81
- Sight word match game
- Build a word bank
- Computer with internet
- Page 81
- Note cards with sentence structure magnetic surface

### Evaluation

- Teacher observation
- Teacher observation
- S. Benson

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# Lesson Plans

**Wednesday**

**Speech:** 12:00 E, 1:10 K, 10:30 Sa, B

8:30-9:15 Students arrive - All students need to hang up coats and bags in lockers, turn in homework & papers from home. Students are to go to recess once finished.  
9:15-9:30 Recess - All students with Paraprofessionals.

9:30-11:15 Guided Reading - groups on taught list  
9:30 minutes each group rotate aloud (A, R, B, & C) for 15 minutes. All students are to be in the computer lab doing (A, R, B, & C) or (A, R, B, & C)  

**Language Arts:**

- 9:30-9:45 Group leader reads text: Content: Text patterns, new words, Gr. 1, Grade 3, F  
- 9:45 Group leader reads text: Content: Text patterns, new words, Gr. 1, Grade 3, F  
- 9:50 Group leader reads text: Content: Text patterns, new words, Gr. 1, Grade 3, F  
- 9:55 Group leader reads text: Content: Text patterns, new words, Gr. 1, Grade 3, F  

**Meeting/Student Calendars - Content:** Geography (Gr. 9 & 10) Review states and capitals. Learning one US state, schedule/time, weather/temp, menu, calendar, money, daily shared literature, state map. Students update personal calendars using 11 pipes to document coming events.

11:15-11:30 Recess - All students with Paraprofessionals.

11:30-12:00 Lunch - (B, M, L, E, B, S) with Mrs. Studtman. Roommates wash dishes & assign dishes.  

**3rd Grade:**

- 3rd Grade: 11:30-11:45 Silent reading - 15 min. time, re-selected books. Students can check charts to cover a variety of topics. (magazines, newspapers, catalogs, student written books, taped text)

12:30-1:10 Music with A - All students with Paraprofessionals.

1:10-1:30 Reading/Study Workshop - Content: Geography (Gr. 9 & 10)  

**Geography (Gr. 9 & 10):**

- Economics (Gr. 9 & 10) Government (Gr. 9 & 10)  
- Cities (Gr. 9 & 10)  
- Skills (Gr. 9 & 10)  

**Meeting/Student Calendars - Content:** Geography (Gr. 9 & 10)  

**Writing:**

- Closed writing: 15 min. write on a topic of choice. Students must use a definition (A, R, B, & C) or (A, R, B, & C)  

**Math:**

- 1:45-2:00 Math - Direct Instruction/ Guided practice  
- Content: Number Sense and Computation (Gr. 9 & 10)  
- (A, R, B, & C)  
- (A, R, B, & C)  
- Money - Begin guided math groups.

**Social Studies:**

- 2:00-2:15 Social Studies - Directions and Guided practice  
- Content: Number Sense and Computation (Gr. 9 & 10)  
- (A, R, B, & C)  
- (A, R, B, & C)  

**Music:**

- 2:15-2:30 Music with S - All students with Paraprofessionals.

**Drama:**

- 2:30-2:45 Drama - 15 min. drama time.

**Art:**

- 2:45-3:00 Art - All students with Paraprofessionals.

**Science:**

- 3:00-3:15 Science - All students with Paraprofessionals.  

**Health:**

- 3:15-3:30 Health - All students with Paraprofessionals.  

- Group leader reads text: Content: Text patterns, new words, Gr. 1, Grade 3, F  

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S. Benson, 3/13
Lessons Learned

Advice for Beginners
Is Staff Development Needed in Your District/Building?

- Environmental Supports
- Curriculum Access
- Assistive Technology
- Related Services
- Assessment Types
- Co-Teaching
- Team Planning
- Differentiating Instruction
- Tiered Planning
- Instructional Materials

S. Benson, 2013

Please feel free to contact me:

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shawna_benson@ocali.org

S. Benson, OCAUCON 11/14