Burning questions before we start? Write them up at www.todaysmeet.com/SEDCAutismConference !

The Essential Elements

SUPPORTING STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES (SCD) TO IMPROVE ACADEMIC ACHIEVEMENT

JESSICA BOWMAN, AUTISM AND SIGNIFICANT COGNITIVE DISABILITIES SPECIALIST, USOE

Purpose

Participants will become familiar with the Utah Essential Elements (EEs).

Participants will learn how to plan instruction to give access to all learners.

Participants will learn how to write an EE-linked IEP.

Questions/Comments/AHA! Moments

www.todaysmeet.com/SEDCAutismConference

The EEs

WHY TEACH THEM?

What are the Essential Elements?

IDEA requires each student receiving special education services to have an Individualized Education Program (IEP) that includes goals that "meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum. (Sec. 300.320(a)(2)(i)(A))"

The EEs are specific statements of the content and skills that are linked to the Utah Core Standards grade level-specific expectations for students with significant cognitive disabilities.

www.dynamiclearningmaps.org

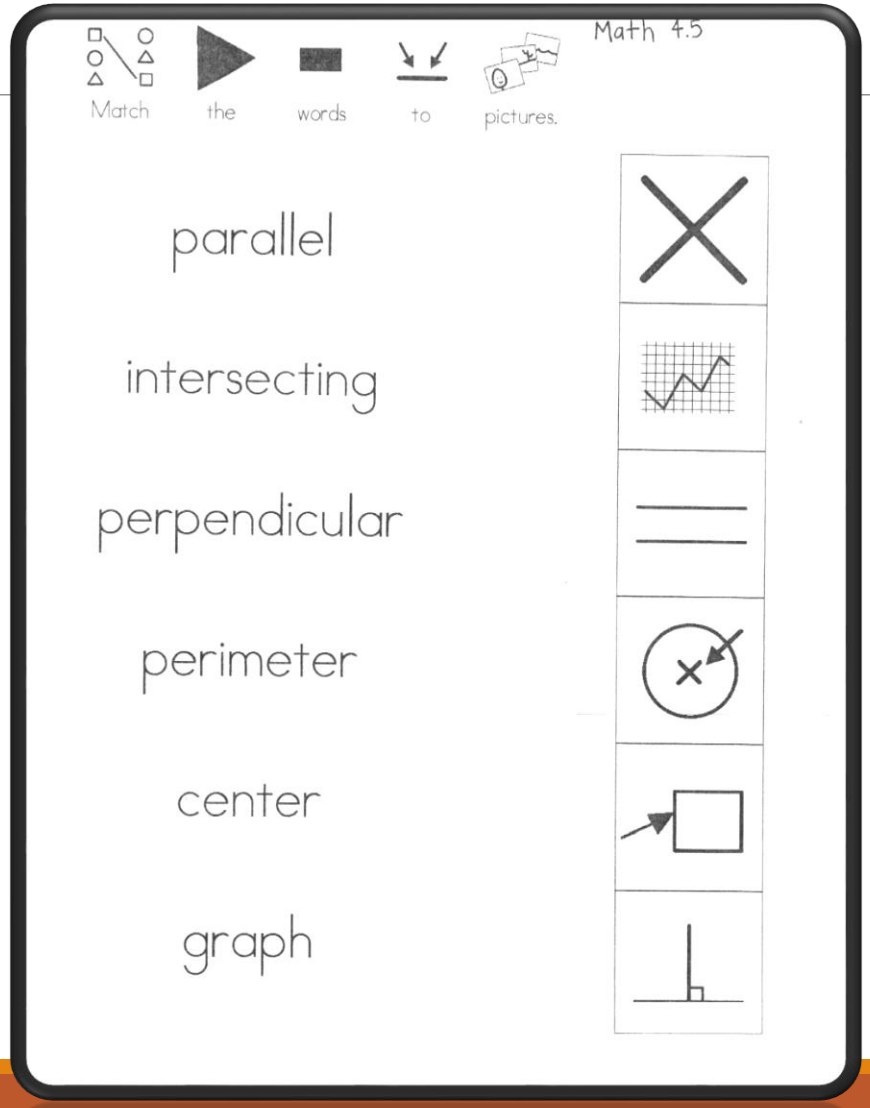
Essential elements

ARE

- Reduced depth, breadth and complexity
- Appropriate level of challenge
- Focus on skills (multiple means of demonstration)
- A starting point for defining achievement

ARE NOT

- Functional or pre-K skills or instructional descriptions



Participation in Dynamic Learning Maps (DLM) Assessment

PARTICIPATION GUIDELINES

Is the student receiving instruction based on the Essential Elements?

Does the student have a significant cognitive disability?

Does the student's disability significantly impact intellectual functioning and adaptive behavior?

Does the student require extensive individualized instruction and supports to achieve measurable gains?

NOT PARTICIPATION CRITERIA

A disability category or label

Poor attendance

Native language/social/cultural or economic difference

Expected poor performance on SAGE

Educational environment or instructional setting

Percent of time receiving special education

Anticipated disruptive behavior

Anticipated emotional duress

Need for accommodations

English Learner status

Brief History of Educating Students with SCD

1970s

- **Developmental focus**
- Instruction based on "mental age"
- Adapted from early childhood curriculum
- LImitation: "not age-appropriate" and "not functional" for older students

1980s

- **Functional Focus: Criterion of Ultimate Functioning Applied**
- Instruction based on chronological age - "age appropriate" skills
- Teaching skills in, and for, community settings
- Limitation: students sometimes not with peers who were nondisabled

1990s

- **Inclusion and Self-Determination Focus**
- Instruction in general education settings
- Teaching choice making, goal setting

2010

- **General Curriculum Access Focus**
- Instruction on extended academic content standards
- Students expected to make yearly progress
- Limitation: functional skills, inclusion, self-determination should also be promoted in planning for individual students

Least Dangerous Assumption

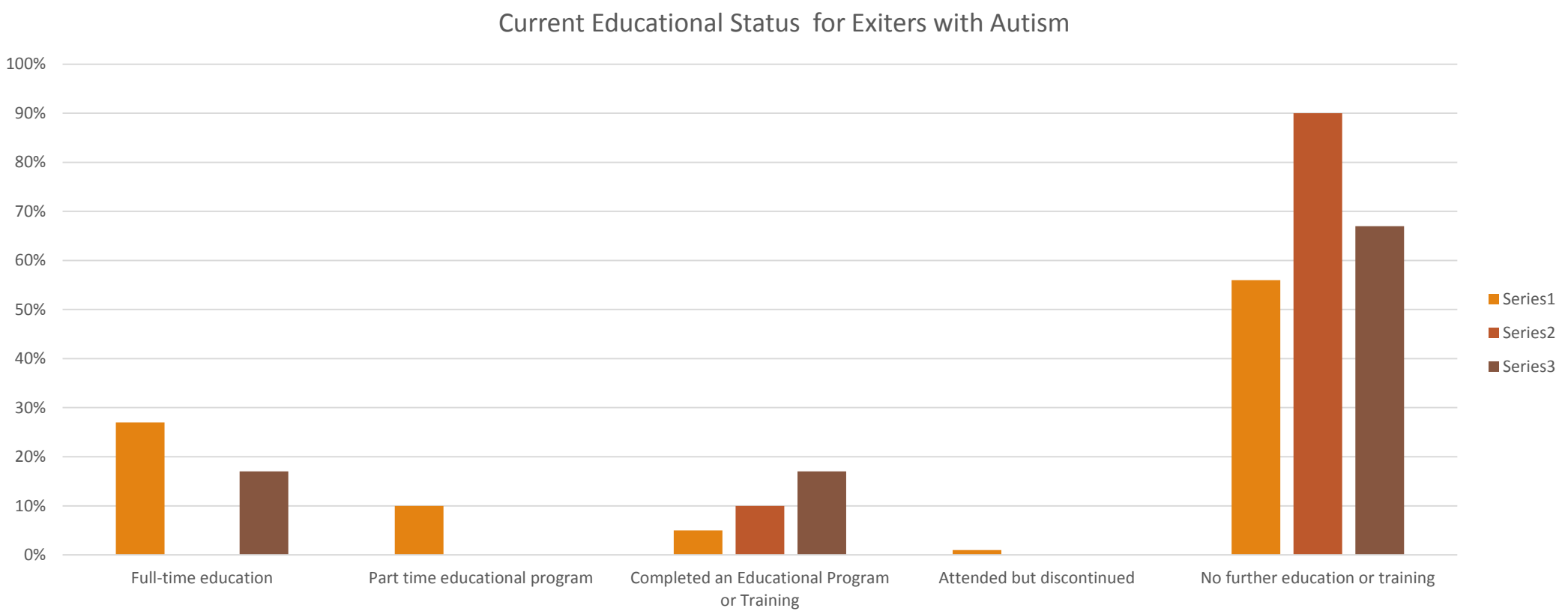
"The criterion of least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults…we should assume that poor performance is due to instructional inadequacy rather than to student deficits." –Anne Donnellan (1984)

Promoting College and Career Readiness

The purpose of IDEA

- To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Autism: Post School Outcomes



Utah State Office of Education Post High School Outcomes Project; https://www.utahposthighsurvey.org/

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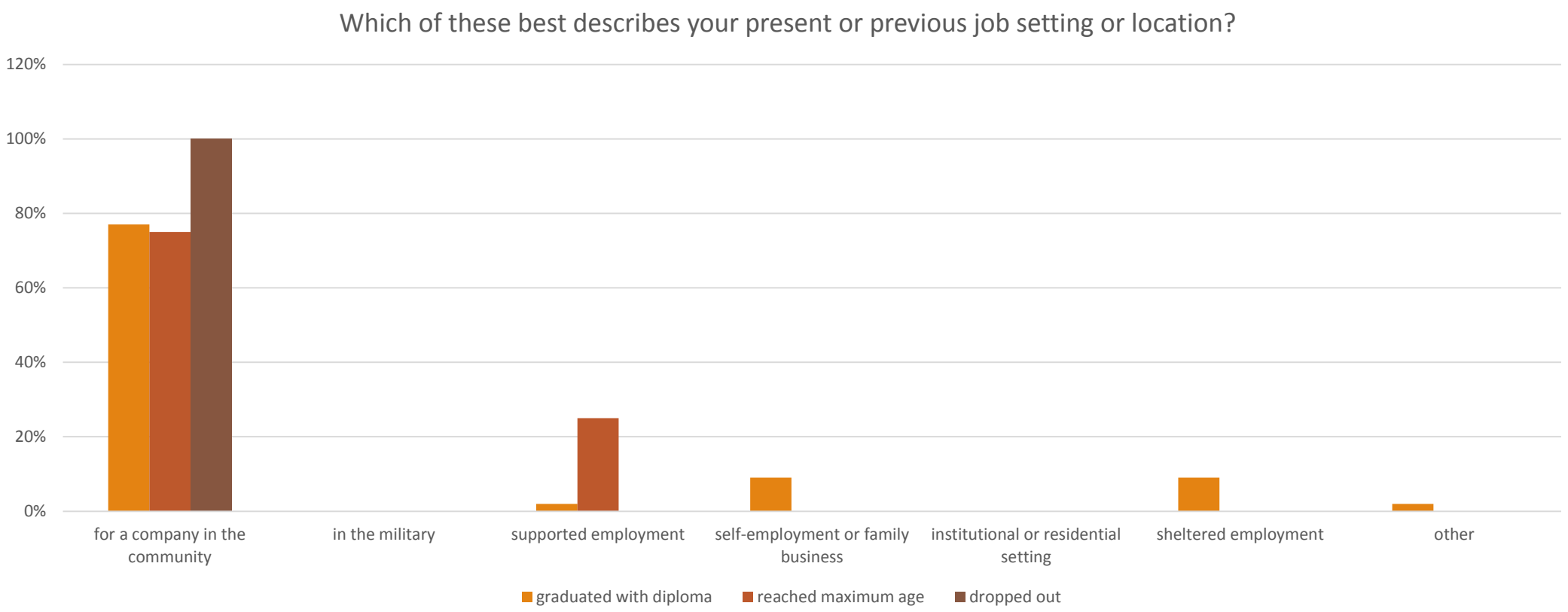


Utah State Office of Education Post High School Outcomes Project; https://www.utahposthighsurvey.org/

Universal Design for Learning

People all learn uniquely

Classrooms are diverse

Curriculum should be designed to minimize barriers and maximize learning

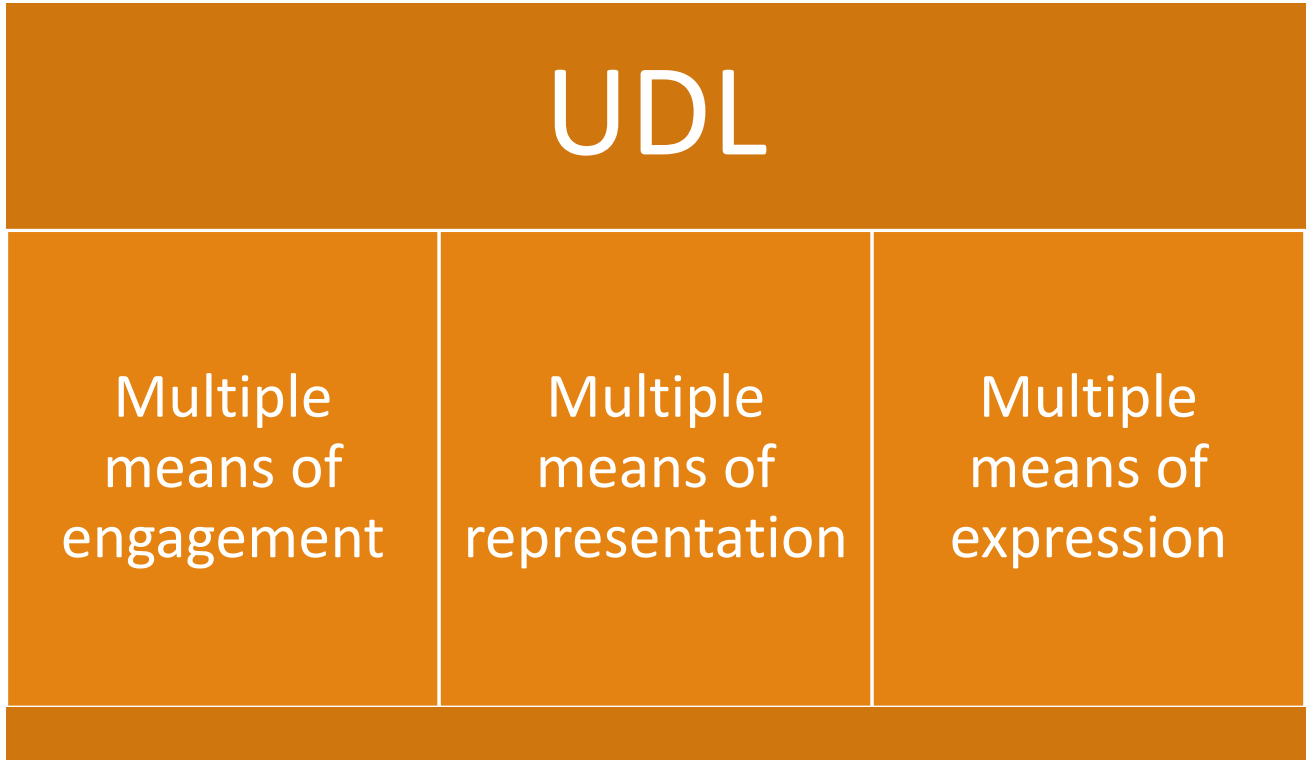
Universal – can be used and understood by everyone

Design – flexible, accommodate all kinds of users

Learning – students need knowledge skills and enthusiasm for learning

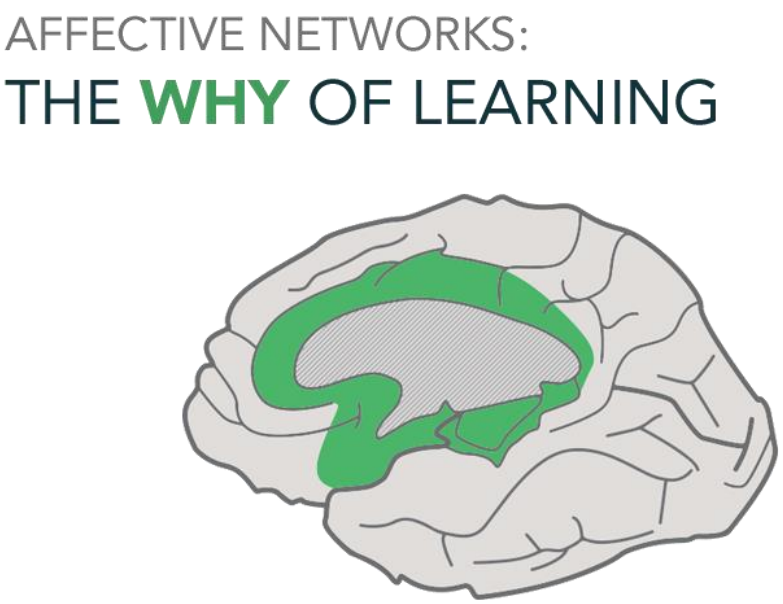
Three Tiers of UDL

Create flexible paths to learning so that each student can progress.



Multiple means of engagement

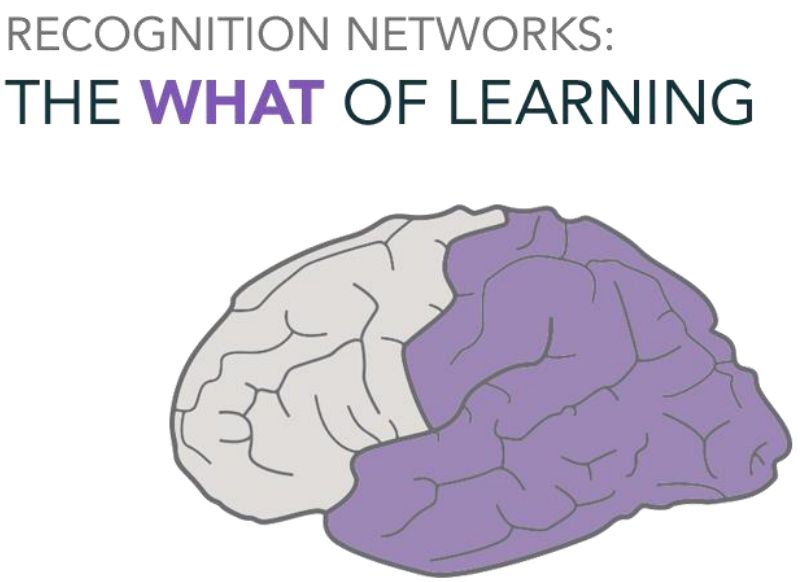
- Embed highly motivating content
- Embed student choice
- Methods of reinforcement, error correction and peer supports



Jimenez, B., Courtade, G., Browder, D. (2013). Six successful strategies for teaching common core state standards to students with moderate and severe disabilities. Attainment Company. Verona, WI.

Multiple means of representation

- Help learners gather and categorize information presented
  - Change the way information is presented (say, show, model, media)



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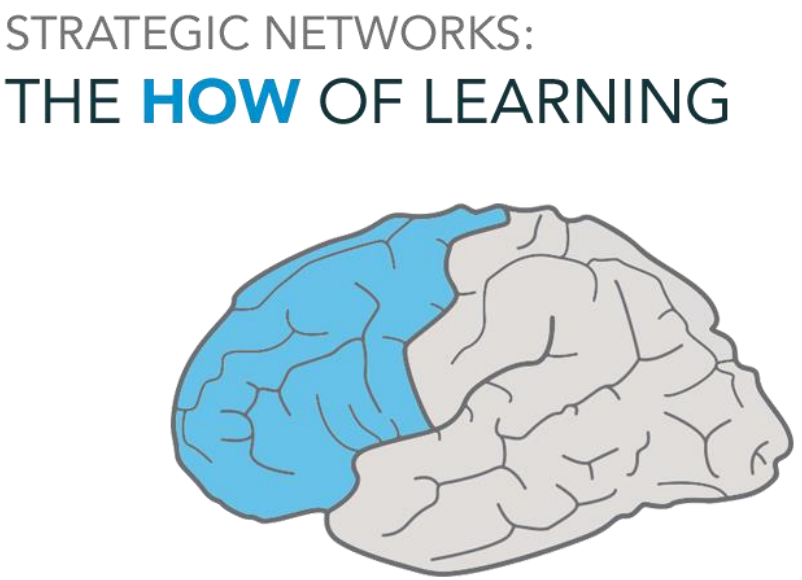
Multiple means of expression

- Give multiple options for students to express what they've learned
  - Low tech: picture support, graphic organizers, choice boards, eye gaze response options
  - High tech: computer writing software, Augmentative Communication Device, voice activated computer software



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UDL

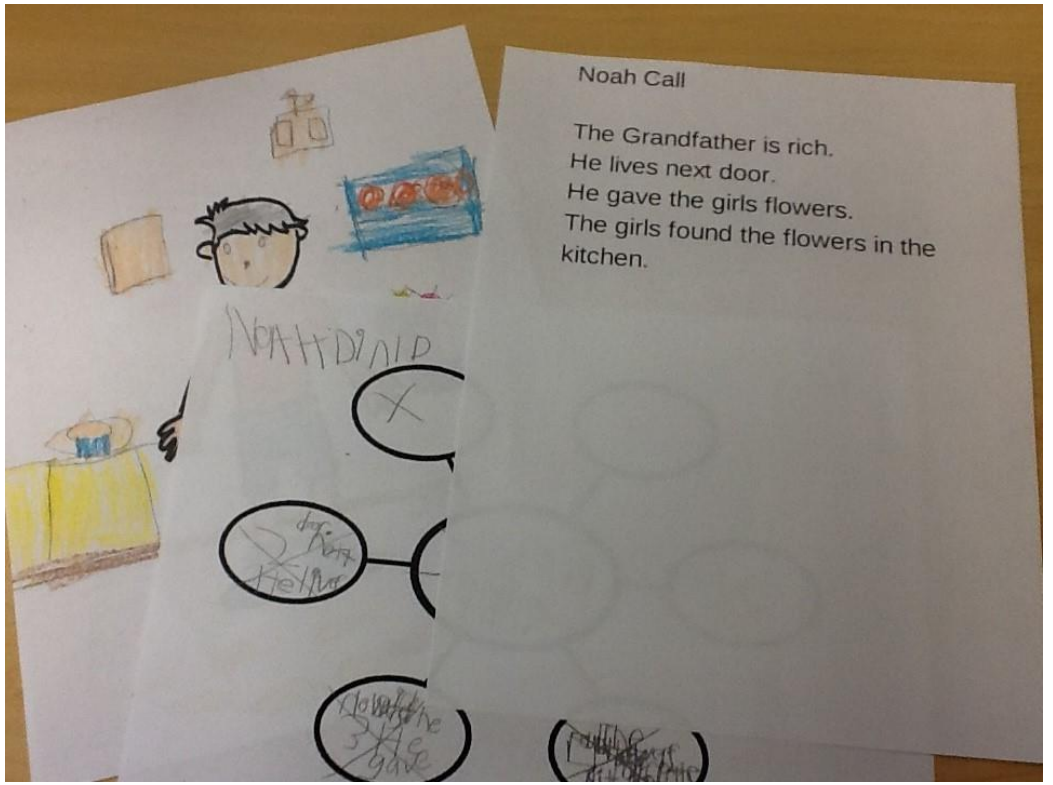
Multiple means of engagement	Multiple means of representation	Multiple means of expression
Embed highly motivating content Embed student choice Methods of reinforcement, error correction and peer supports	Help learners gather and categorize information presented Change the way information is presented (say, show, model, media)	Give multiple options for students to express what they've learned Low tech: picture support, graphic organizers, choice boards, eye gaze response options High tech: computer writing software, Augmentative Communication Device, voice activated computer software

Teaching the EEs

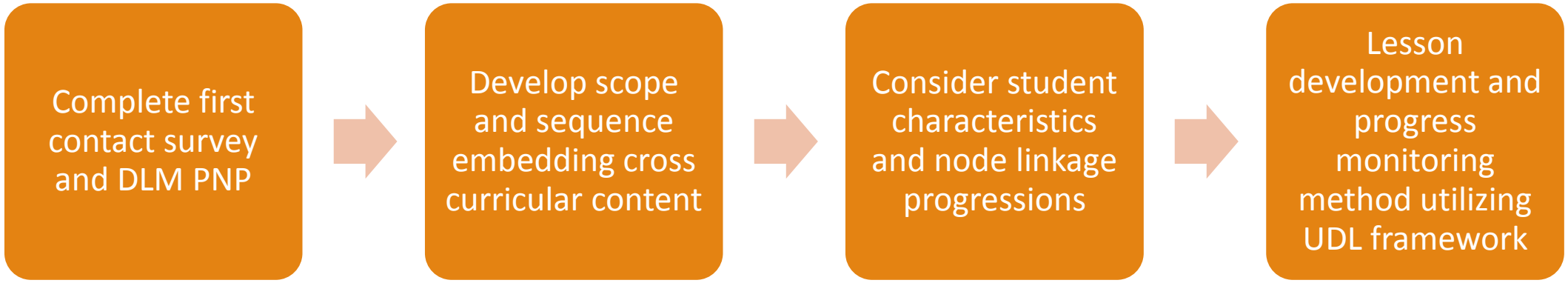
PLANNING UNIVERSALLY-DESIGNED INSTRUCTION

Essential elements

The Essential Elements allow students with significant cognitive disabilities to demonstrate growth and progress on grade-level standards



Teaching the Essential Elements



DLM Personal Needs Profile

Obtain students' Node Linkage Progression as indicated by DLM

Use other tools to determine where students should be given entry to the standards

What progress can they be expected to make?

Overriding DLM assignment

Scope and Sequence

DLM Integrated Model

- Choose 5-8 EEs for assessment
- Consider students' IEP goals
- DLM Testing Blueprint
- Claims/Conceptual Areas

Consider embedding cross curricular content

http://dynamiclearningmaps.org/utah

Claim 1	**Students can comprehend text in increasingly complex ways.** Conceptual Areas in the Dynamic Learning Map: **C1.1 Determining Critical Elements of Text** *Essential Elements Included: RL*1, RL*3, RL*5, RI*1, RI*2, RI*5* **C1.2 Constructing Understandings of Text** *Essential Elements Included: RL*2, RL*4, RI*4, RI*8, L*5* **C1.3 Integrating Ideas and Information from Text** *Essential Elements Included: RL*6, RL*7, RL*9, RI*3, RI*6, RI*7, RI*9, W*9a, W*9b*
Claim 2	**Students can produce writing for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C2.1 Using Writing to Communicate** *Essential Elements Included: W*2a, W*2b, W*2c, W*2d, W*2f, W*3a, W*3e, W*4, W*5, L*1a (grades K-2) L*2a, L*2b* **C2.2 Integrating Ideas and Information in Writing** *Essential Elements Included: W*1a, W*1b, W*3b, W*3c, W*3d, W*8 (grades K-4)*
Claim 3	**Students can communicate for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C3.1 Using Language to Communicate with Others** *Essential Elements Included: SL*6, L*1a (grades 3-6), L*1b, L*1c, L*1d, L*1e, L*1f, L*1g, L*1i, L*1j, L*3, L*4a, L*4b, L*6* **C3.2 Clarifying and Contributing in Discussion** *Essential Elements Included: SL*1a, SL*1b, SL*1c, SL*1d, SL*2, SL*3, SL*4*
Claim 4	**Students can engage in research/inquiry to investigate topics and present information.** Conceptual Areas in the Dynamic Learning Map: ***C4.1* Using Sources and Information** *Essential Elements Included: W*7, W*8 (grades 5-12)* ***C4.2* Collaborating and Presenting Ideas** *Essential Elements Included: W*6, SL*5*

L = language; RL = reading literature; RI = reading information text; SL = speaking and listening; W = writing

Vertical Alignment

EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
EE.RL.1.3 Identify characters and settings in a familiar story.
EE.RL.2.3 Identify the actions of characters in a story.
EE.RL.3.3 Identify the feelings of characters in a story.
EE.RL.4.3 Use details from the text to describe characters in the story.
EE.RL.5.3 Compare two characters in a familiar story.

Consider Student Characteristics and Node Linkage Progression

Student/Grade	Classification	Communication	ELA Skills	Node Linkage
Ben/1st grade	Autism	PECs – phase 1, no discrimination	Indicate answers using object choices, demonstrates some early literacy skills	None assigned, not a tested grade
Jack/ 3rd grade	Intellectual Disability	Verbal – limited vocabulary	Emerging reader, knows all letters/sounds, 50 sight words	Distal Precursor
Maddy/5th grade	Multiple Disabilities	Eye gaze, facial expressions	Enjoys reading activities, tracks book with her eyes	Initial Precursor

Node Linkage Progression Comparisons for EE.RL.3		
Ben EE.RL.1.3	Jack EE.RL.3.3	Maddy EE.RL.5.3
Identify characters and settings in a familiar story.	Identify the feelings of characters in a story.	Compare two characters in a familiar story.
Node Linkages have not yet been identified for K-2 EEs	Successor Node: • Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action. Target Node: • Can identify the feelings of specific characters in narratives. Proximal Precursor • Can identify the feelings of characters when explicitly stated in familiar stories. Distal Precursor • Can identify words in a familiar text that are associated with feelings. Initial Precursor • Is able to use or identify feeling words related to self, such as happy, sad, tired, worried or angry.	Successor Node: • Can contrast different characters in a familiar story using specific key details. Target Node: • Can compare different characters in a familiar story. Proximal Precursor • Can use illustrations and/or details of a text to describe the events. Distal Precursor • Can identify character(s) and setting in a familiar story. Initial Precursor • Child can look at, show, or get an object as directed or can demonstrate understanding that objects or persons have names by responding to stimulus cues (verbal, signed, Brailled, or graphic images) by saying, signing, or keyboarding the name or when asked the location of an object or person, can respond by pointing, looking/gazing, verbalizing, signing, or writing a correct response can look at or point to person indicated through speech or gesture.

Lesson development: ELA

Ensure access to age-appropriate literature – What books are typical students reading?

- www.tarheelreader.org

Story-based lesson

Method of progress monitoring

ELA Lesson Plan: Identify Characters/Settings

Standards:

EE.RL.1.3 Identify characters and settings in a familiar story.

EE.RL.3.3 Identify the feelings of characters in a story.

EE.RL.4.3 Use details from the text to **describe characters** in the story.

Extended Core Science Extension:

III. 1a. Observe animals at different stages of their lifecycle. This can be, but does not have to be, a metamorphic lifecycle.

Content Vb. Identify a living organism as an animal.

Three Pillars of UDL

Multiple Means of Representation**:** Adapted story will be read aloud and text with pictures will be displayed on the interactive whiteboard. Vocabulary and symbols are pretaught (text, symbols, photos, and/or objects)

Multiple Means of Action and Expression: Students can communicate verbally, using a communication device, or by selecting picture or word choices. Prompts and scaffolds are provided to ensure errorless learning and high rates of success for the students.

Multiple Means of Engagement: Students will be asked a prediction question to predict what they think the story might be about. Students can respond to prediction question and comprehension questions by selecting objects, pictures or words of related concepts in the story. The degree of difficulty of the tasks is differentiated between students.

Step	Description	Application
Anticipatory Set	Pictures or objects related to book theme or characters, other connection to previously known information. Allow each student to interact with materials.	This story is about Henry and his dog. Let's watch a video about Henry and Mudge. (http://bit.ly/1Qrgz23) • Ben & Jack – Present pictures of the two main characters paired with their written name • Jack – Present pictures of feelings that he may see in the story, match to words (RL-4.3 Distal Precursor) • Maddy – Provide objects to represent Henry and Mudge and identify them as the main characters of the book. Present them with sound to make sure she looks at them. (RL.5.3 Initial Precursor) To all students: use errorless learning to have them identify the picture of a dog as an animal or plant.
Title of the book	Read and show the title by pointing, highlighting, color coding. Have students repeat.	Henry and Mudge: Friends Forever (http://tarheelreader.org/2013/05/30/henry-and-mudge-friends-forever/) • Ben & Maddy – Provide a stimulus cue to help Ben and Maddy distinguish between the title and the author. Help them to touch and move their fingers under the title as you say it. • Jack – Model pointing and saying the title/author and prompt Jack to imitate; Ask Jack how the characters might feel by looking at the picture of them on the cover.
Author of the book	Read and show the author's name by pointing, highlighting, color coding. Have students repeat. Tell students the author is the person who wrote the book.	

Step	Description	Application
Ask prediction question	Have students look at the front cover of the book, scan some pictures within the book. Ask students what they think the book is about. Provide two to four options for them to select from.	Ben & Jack – Ensure that the book is in their line of vision and ask, “What do you think this story will be about?” Present one of the character pictures and a distractor to respond (or Jack can respond verbally if preferred). Maddy – Ensure that the book is in her field of vision and ask, “What do you think this story will be about?” Present one of the character objects and a distractor for her to respond using eye gaze.
Open the book	Model opening the book. Have one student open the book to get the story started.	Ben & Jack – Make sure to place the book in their field of vision and draw their attention to the book. Ask, “How do we get the story started?” Maddy – Same as above. Add handles to the pages for her to grasp.
Text pointing	Students take turns throughout the book at pointing to the words as you read them. Start by sweeping from left to right, and build to word-by-word pointing.	Ben & Jack – Use sentences as they appear in the story to point to text as it is read by the teacher Maddy – Provide an enlarged repeated line so Maddy can move her eyes along the line from left to right as the teacher points to and reads the words.

Step	Description	Application
Identify key vocabulary	Preselect up to five key vocabulary words/pictures/objects. Identify them as they are read. Have students find key vocabulary.	Vocabulary words discussed will be words related to feelings and will include visual supports: Sad, excited, happy, dog (RL3.3 Initial & Distal precursor) • Ben & Jack – After reading the words in a sentence, ask Ben and Jack to point to the word in the text. Present the word and ask them to read it. (RL-4.3 Distal Precursor) • Maddy – Pair words and pictures in the book with the objects. When the word “dog” is read, point to the picture and ask Maddy to look at the corresponding object. (RL-3.3 Initial Precursor)
Read repeated story line	Upon reading the repeated story line throughout the book, have students read the line (if verbal), place the line on AAC device, or point to a picture/word to finish the line.	“Henry and Mudge are friends” Jack – After reading the line several times, the teacher will ask Jack to read it aloud. Ben & Maddy – A switch with the line recorded on it is placed in front of Ben or Maddy. Whenever the line is read, the teacher will guide his/her hand to the switch and say, “Your turn to say it.”

Step	Description	Application
Turn page of the book	Each student should have the opportunity to turn the page of the book. Pose the question, "What do we need to do to keep the story going?"	Click next on interactive whiteboard, or print, if needed • Ben & Jack – Teacher will ask "What do we need to do to keep the story going?" The book is presented so that they can turn the page. • Maddy – same as above, but will ensure that each page she is asked to turn has a handle to assist her.
Answer comprehension questions, review prediction	Either during the reading or after the book is read, ask students questions regarding the book. Pose a variety of questions- some literal, such as naming characters, and some not literal, such as how the characters felt or what might happen next. Review the predictions of what the book was about and correct if necessary.	After reading page 1: Who is a character? (Henry); How does Henry feel? (sad) After reading page 7: How did Mudge feel? (happy) RL.3.3 Proximal precursor, RL.4.3 Distal & Proximal precursor Ben – Ben will be provided with object choices to answer questions. Jack – provide him with picture choices to answer the questions. Maddy – provided with object choices to answer questions.

Middle School Example

ELA AND MATH

Grade-Level Standards	DLM Essential Element	Node Linkage Progression
ELA.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	ELA.EE.RL.6.2 Identify details in a text that are related to the theme or central idea.	Successor Node: • Can **determine the events that provide for the foundation of the theme** in a narrative. Target Node: • Can **determine the details that provide for the foundation of the theme** in a narrative. Proximal Precursor Node: • Can **identify** what the **overall goal or main idea** of a single episode is in a narrative by inferring from the characters, settings, and actions. Distal Precursor Node: • Can **identify elements in a story** (characters, other key details in the text) when asked. Initial Precursor Node: • Can **pair an object with a picture**, tactile graphic, or other

Successor Node:
• Can determine the events that provide for the foundation of the theme in a narrative.

Target Node:
• Can determine the details that provide for the foundation of the theme in a narrative.

Proximal Precursor Node:
• Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions.

Distal Precursor Node:
• Can identify elements in a story (characters, other key details in the text) when asked.

Initial Precursor Node:
• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.

Node Linkage Progression

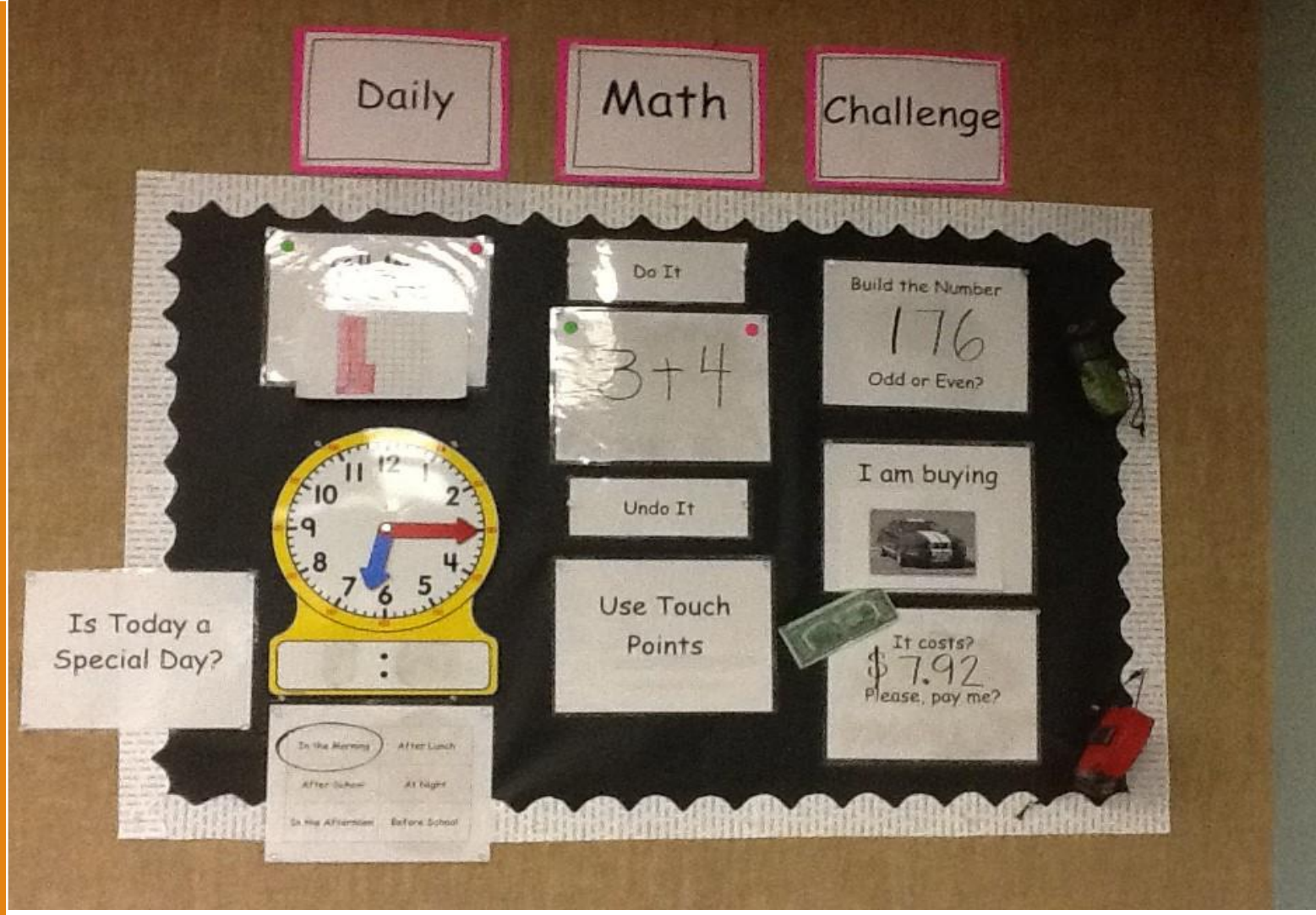
Successor Node:
- Solve linear inequalities in one variable

Target Nodes:
- Solve linear equations in one variable

Proximal Precursor:
- Determine the unknown in an addition equation
- Determine the unknown in a subtraction equation

Distal Precursor:
- Demonstrate the concept of addition
- Demonstrate the concept of subtraction

Initial Precursor:
- Combine sets
- Partition sets



M.EE.8.EE.7 Solve simple algebraic equations with one variable using addition and subtraction

Standards-Based IEPs

TIED TO THE ESSENTIAL ELEMENTS

An EE-Linked IEP

Ties it to grade-level expectations

Provides positive, academic goals for instruction

Identifies specific content critical to a student's successful progress in the general education curriculum

Promotes a single educational system that links to a single set of standards for all students

Encourages higher expectations for students with significant cognitive disabilities

How Do I Write an EE-linked IEP?

National Association for State Directors of Special Education (NASDSE)

1. **Consider grade-level content standards**
2. **Examine classroom and student data – determine where student is functioning in relation to the standards**
3. **Develop PLAAFP statements**
4. **Develop annual goals**
5. **Assess and report student progress**
6. **Identify specially-designed instruction**
7. **Determine the most appropriate assessment options**

Holbrook, M.D. (2007). Standards-based individualized education program examples. National Association of State Directors of Special Education. Accessed at http://www.nasdse.org/portals/0/standards-basediepexamples.pdf.

AND…for Students with SCD…

1. Consider Both Specific Academic Goals and Broad Access Goals
2. Ask the Question, “Is it really academic?”
3. Do not “Force Fit” all IEP objectives into Alignment with Academic Standards

Courtade, G. & Browder, D (2011). Aligning IEPs to Academic Standards for Students with Moderate and Severe Disabilities. Attainment Company, Inc. Verona, WI.

Step 1: Consider grade-level content standards

Role of General Education teacher

Determining priority areas

Step 2: Examine classroom and student data

Where is the student currently functioning in relation to the grade-level standards or EEs?

Where are they falling short?

Have they had the opportunity to learn the content standards?

Was appropriate evidence-based instruction provided?

DLM/UAA scores

IEP progress reports

Classroom curriculum based assessment

Individual student data or student work

Step 3: Develop PLAAFP statements

Sample PLAAFP

Anna is an 11th grade student with an intellectual disability. She has bilateral profound hearing loss and uses bilateral hearing aids. Anna communicates her wants and needs with those around her using an iPad with a communication app. To access her environment, Anna does require the use of a classroom amplification system as well as preferential seating.

Mathematically, Anna is at an Abstract Symbolic level because she is able to identify pictures and use them to communicate symbolically. She can rote count to 20 with 100% accuracy and identify numbers 1-50 with 85% accuracy, but does not yet count individual objects, subitize (10% independence; M.EE.N-Q.1-3) or use numbers in everyday math instruction. She is able to recognize sets and subsets as well as combine sets to demonstrate the concept of addition, but does not yet add or multiply (M-EE.N.CN.2.A and M.EE.A-SSE.1) Anna is able to identify some basic shapes receptively (70% accuracy; M.EE.G-CO.6-8), but does not yet identify features of a shape (such as types of angles or lines; M.EE.G.CO.1).

In reading, Anna can identify some sight words (25% of the first 100 Fry words) and when an adapted book with visual supports is read to her, she will answer basic comprehension questions asking about explicitly stated information or identifying elements in a story by selecting pictures from a field of 4 with 80% accuracy. (ELA.EE.RL.11-12.1) Anna prefers to read informational books and has demonstrated the ability to answer questions about information that can be inferred from the text with 80% accuracy (ELA.RI.11-12-12.1). She is not yet able to identify text that is explicitly stated from information that is inferred from the text. Anna does not yet produce legible writing using a pencil or other traditional writing tool but does use her communication app to write very basic sentences (I went to park, I want candy, etc.) (EE.W.11-12.2, EE.W.11-12.4).

Anna's weakness in memory and communication combined with her inability to generalize and maintain new information and skills consistently impact her ability to access and make progress in the general education curriculum.

Step 4 Develop annual goals

Consider main points and common themes of EEs

Include academic AND

- Functional
- Communication
- Self-determination
- Independence

NOT restatements of EEs

1. Consider Both Specific Academic Goals and Broad Access Goals
2. Ask the Question, “Is it really academic?”
3. Do not “Force Fit” all IEP objectives into Alignment with Academic Standards

Is it really academic?

Cole will use his AAC device to greet his peers in class.

- No. Great social skill, but not connected to reading EE.

Jill will read 20 sight words relating to common items at home.

- Yes, but does not align to ELA EEs.

Billy will select pictures to represent main ideas, setting, or characters in a story.

- Yes! This is academic and aligned to the EEs.

Don’t “force fit” all IEP goals into alignment with EEs

Academic goals should begin with the standard itself

Do not start with a functional goal and see if it connects to a standard

Balance – IEP can be standards and student-focused

Annual Goals

Use DLM Claims and Conceptual Areas to help determine priorities regarding which gaps to focus on in the IEP.

A year of focused, specialized instruction will close critical gaps and be ready to content that will come in subsequent years.

DLM Claims in English Language Arts

Claim 1: Students can comprehend text in increasingly complex ways.

Claim 2: Students can produce writing for a range of purposes and audiences.

Claim 3: Students can communicate for a range of purposes and audiences.

Claim 4: Students can engage in research/inquiry to investigate topics and present information.

DLM Claims in Mathematics

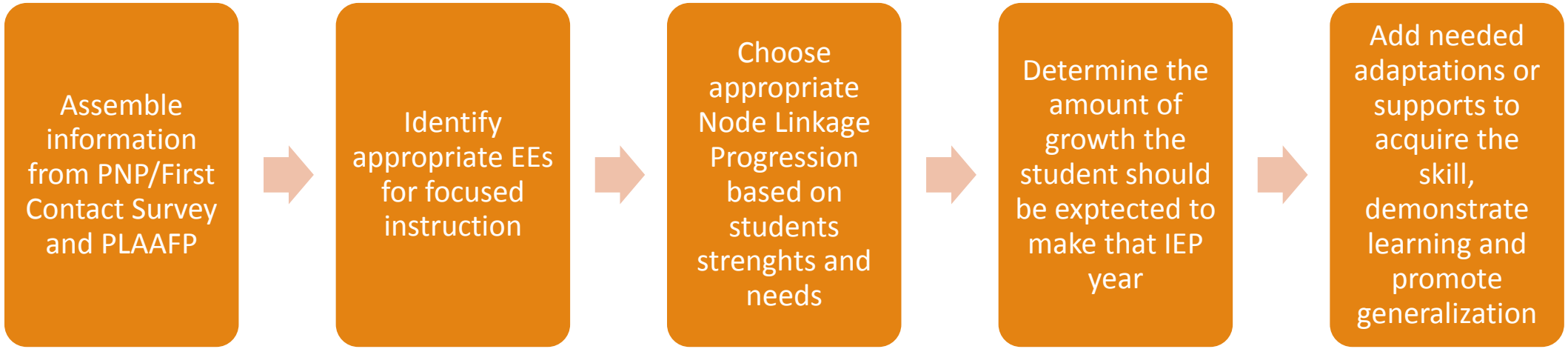
Claim 1: Students demonstrate increasingly complex understanding of number sense.

Claim 2*:* Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Claim 3: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.

Claim 4: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Developing Annual Goals



Annual Goals

Consider the claim/conceptual area – translate well into meaningful goals

EEs are useful guides for the objectives

Claim 1: Students can comprehend text in increasingly complex ways.

C1.1 Determining Critical Elements of Text

Annual Goal: Given teacher made texts about personal experiences, Anna will identify (by pointing to a picture from a field of 4) 2 or more familiar people, places, or objects in 5 different texts by the end of this IEP cycle.

Objective: Given teacher made texts about personal experiences, Anna will identify (by pointing to a picture from a field of 4) 1 familiar person in 3 different texts by the end of the first 9-week grading period.

Annual Goals

Consider the claim/conceptual area – translate well into meaningful goals

EEs are useful guides for the objectives

Claim 1: Students demonstrate increasingly complex understanding of number sense.

MC1.1 Understand number structures (counting, place value, fraction)

Given 2 sets of objects or numerals to compare, student will indicate whether one set is more, less or equal to another with 80% accuracy in at least 5 trials by the end of this IEP cycle.

Step 5: Assess and report student progress

How will the student be assessed?

How will student progress be provided to parents and how often?

Step 6: Identify specially-designed instruction

Consider communication needs

National Professional Development Center on ASD

- http://autismpdc.fpg.unc.edu/evidence-based-practices

Autism Internet Modules

- http://www.autisminternetmodules.org/

Step 7: Determine the most appropriate assessment options

If a student is being instructed in the Essential Elements, they will take the Dynamic Learning Maps assessment.

Any questions?

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THANK YOU FOR HAVING ME!