NCSC
Instructional Supports and Resources: Making a Difference

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Session Overview

- Introductions
  - Audra Ahumada
  - Rebecca Franklin
- Overview of National Center and State Collaborative (NCSC) Support and Instructional Supports
- Overview of New Alternate Assessment (ELA and Mathematics only)

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National Center and State Collaborative (NCSC) Alternate Assessment Consortia

To develop a system of assessments supported by curriculum, instruction, and professional development to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

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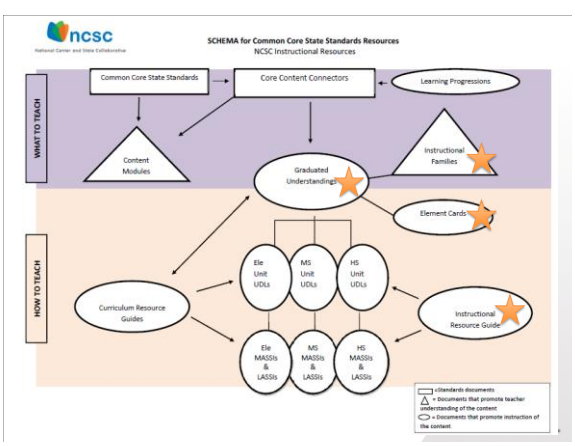
Disclaimer

- All of the NCSC instructional supports have been developed for students with significant cognitive disabilities.
- The state assessment for students with significant cognitive disabilities is the alternate assessment.

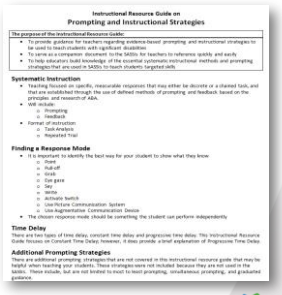
Four Corners Activity

- What have you heard?
- What questions do you have?
- What concerns do you have?
- How are you currently evaluated?



Instructional Resource Guide

- This resource can be implemented immediately
- Focus on explicit instruction and best practices for teaching students with significant cognitive disabilities



Instructional Resource Guide on
Prompting and Instructional Strategies

The purpose of the Instructional Resource Guide:

- To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant disabilities
- To serve as a companion document to the SAGEs for teachers to reference quickly and easily
- To help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in SAGEs to teach students targeted skills

Systematic Instruction

- Teaching focused on specific, measurable responses that may either be discrete or a chained task, and that are established through the use of defined methods of prompting and feedback based on the principles and research of ABA.
- Will include:
  - Prompting
  - Feedback
- Format of instruction
  - Task Analysis
  - Repeated Trial

Finding a Response Mode

- It is important to identify the best way for your student to show what they know
  - Point
  - Pull-off
  - Grab
  - Eye gaze
  - Say
  - Verbs
  - Activate switch
  - Use Picture Communication System
  - Use Augmentative Communication Device
- The chosen response mode should be something the student can perform independently

Time Delay

There are two types of time delay, constant time delay and progressive time delay. This Instructional Resource Guide focuses on Constant Time Delay; however, it does provide a brief explanation of Progressive Time Delay.

Additional Prompting Strategies

There are additional prompting strategies that are not covered in this instructional resource guide that may be helpful when teaching your students. These strategies were not included because they are not used in the SAGEs. These include, but are not limited to most to least prompting, simultaneous prompting, and graduated guidance.

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What is included in IR Guide?

- Overview of Systematic Instruction
- Importance of Finding a Response Mode
- Explanation of Instructional Strategies and "how to"
- Provides sample script for math and ELA skill for each instructional strategy
- Troubleshooting Q&A

Scripts for how to do:

- **Constant Time Delay (CTD)**
- **System of Least Prompts (LIP)**
- **Model, Lead, Test**
- **Example/Non-example Training**

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Core Content Connectors (CCCs)

- Identify the most salient grade-level, core academic content in ELA and mathematics found in both the Common Core State Standards (CCSS) and the Learning Progression Framework (LPF);
- Illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS;
- Focus on the core content, knowledge and skills needed at each grade to promote success at the next; and
- Identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

•These are not alternate standards

•There is not a one to one correspondence for every AZCCRS

•These are not a check off list

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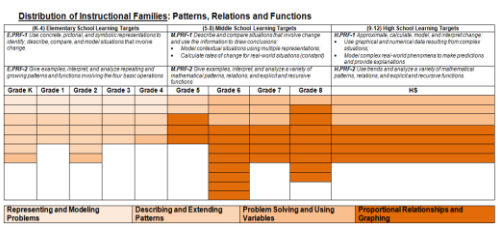
Graduated Understandings

- Utilized by teachers to:
  - Share a common language;
  - Plan multi-grade instruction for students who participate in the AA-AAS with a wide range of abilities and challenges;
  - Support developed instructional units that will include all students and will promote the use of Universal Design of Learning; and
  - Engage in collaborative discussion and delivery of instruction.
- Include Instructional Families and Element Cards.

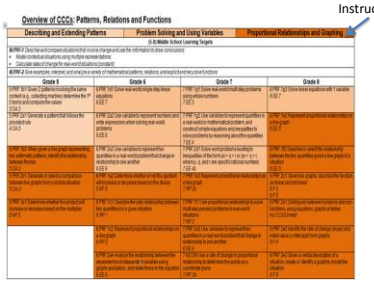
Graduated Understandings (GUs) and Instructional Families



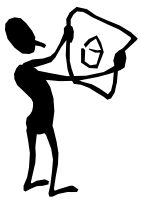
Instructional Families

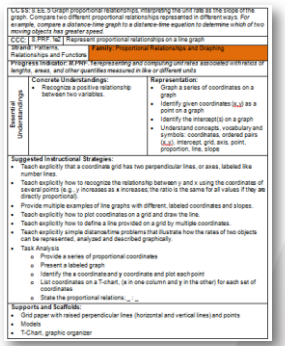
Graduated Understandings (GUs) and Instructional Families

Instructional Families



Element Card Math





CCSS: 6.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

CCC:	8.PRF.1a2	Represent proportional relationships on a line graph
Strand: Patterns, Relationships and Functions		Family: Proportional Relationships and Graphing

Progress Indicator: 8.PRF: Temperesenting and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units

	Concrete Understandings:	Representation:
Essential Understandings	• Recognize a positive relationship between two variables.	• Graph a series of coordinates on a graph • Identify given coordinates (x,y) as a point on a graph • Identify the intercept(s) on a graph • Understand concepts, vocabulary and symbols: coordinates, ordered pairs (x,y), intercept, grid, axis, point, proportion, line, slope

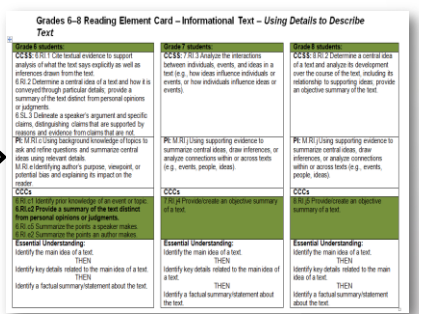
Suggested Instructional Strategies:

- Teach explicitly that a coordinate grid has two perpendicular lines, or axes, labeled like number lines.
- Teach explicitly how to recognize the relationship between y and x using the coordinates of several points (e.g., y increases as x increases; the ratio is the same for all values if they are directly proportional).
- Provide multiple examples of line graphs with different, labeled coordinates and slopes.
- Teach explicitly how to plot coordinates on a grid and draw the line.
- Teach explicitly how to define a line provided on a grid by multiple coordinates.
- Teach explicitly simple distance/time problems that illustrate how the rates of two objects can be represented, analyzed and described graphically.
- Task Analysis
  - Provide a series of proportional coordinates
  - Present a labeled graph
  - Identify the x coordinate and y coordinate and plot each point
  - List coordinates on a T-chart, (x in one column and y in the other) for each set of coordinates
  - State the proportional relations: _ _

Supports and Scaffolds:

- Grid paper with raised perpendicular lines (horizontal and vertical lines) and points
- Models
- T-Chart, graphic organizer

Element Card ELA



Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.2 Determine a 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. 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**CCSS:** 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**CCSS:** 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
PE: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details. M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	**PE:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).	**PE:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).
CCCs	**CCCs**	**CCCs**
6.RI.c1 Identify prior knowledge of an event or topic. **6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.** 6.RI.c5 Summarize the points a speaker makes. 6.RI.c6 Summarize the points an author makes.	7.RI.j4 Provide/create an objective summary of a text.	8.RI.j5 Provide/create an objective summary of a text.
Essential Understanding: Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.	**Essential Understanding:** Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.	**Essential Understanding:** Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.

Activity

- Discuss at your table or in partners (at end we will share out)
- What will you do with the element cards?
- How can you use these?

Curriculum Resource Guides: Mathematics and ELA

TOPICS: Data Analysis, Equations, Measurement and Geometry, Fractions and Decimals, Ratio and Proportions

TOPICS: Reading Informational Texts and Vocabulary Acquisition and Use

- Provides guidance for teaching the CCSS to students with the most significant cognitive disabilities;
- Provides examples for differentiating instruction for a wide range of students in multiple grade levels; and
- Delineates the necessary skills and knowledge students need to acquire the content.

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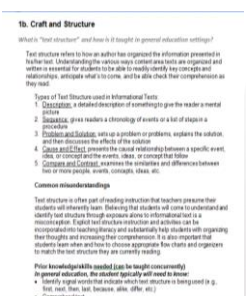
Curriculum Resource Guides-Part 1

- Content

  - Explanation of how topics are taught in a general education setting

  - Also includes common misunderstandings in content area and prior knowledge/skills needed



1b. Craft and Structure

What is "text structure" and how is it taught in general education settings?

Text structure refers to how an author has organized the information presented in his/her text. Understanding the various ways content area texts are organized and written is essential for students to be able to readily identify key concepts and relationships, anticipate what is to come, and be able check their comprehension as they read.

Types of Text Structure used in Informational Texts:

1. Description, a detailed description of something to give the reader a mental picture
2. Sequence, gives readers a chronology of events or a list of steps in a procedure
3. Problem and Solution, sets up a problem or problems, explains the solution, and then discusses the effects of the solution
4. Cause and Effect, presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow
5. Compare and Contrast, examines the similarities and differences between two or more people, events, concepts, ideas, etc.

Common misunderstandings

Text structure is often part of reading instruction that teachers presume their students will inherently learn. Believing that students will come to understand and identify text structure through exposure alone to informational text is a misconception. Explicit text structure instruction and activities can be incorporated into teaching literacy and substantially help students with organizing their thoughts and increasing their comprehension. It is also important that students learn when and how to choose appropriate flow charts and organizers to match the text structure they are currently reading.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to know:

- Identify signal words that indicate which text structure is being used (e.g., first, next, then, last, because, alike, differ, etc.)
- Comprehend text

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Content Modules

- Provides explanations and examples of the mathematic or ELA concepts contained in the CCSS that may be difficult to teach or unfamiliar to special education teachers;
- Promotes an understanding of Math and ELA concepts so a teacher can begin to plan how to teach the concepts to students

Mathematics

- Coordinate Plane Content Module
- Expressions Content Module
- Fractions and Decimals Content Module
- Functions Content Module
- Linear Equations Content Module
- Perimeter, Area and Volume Content Module
- Radicals and Exponents Content Module
- Ratios and Proportions Content Module

English/Language Arts

- Author's Purpose and Point of View Content Module
- Informational Writing Content Module
- Main Idea, Theme, and Details Content Module
- Narrative Writing Content Module
- Persuasive Writing Content Module
- Summarizing and Inferencing Content Module
- Text Structure Content Module
- Vocabulary and Acquisition Content Module

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UDL Instructional Unit Lessons

- Demonstrates content learning progression at a grade level;
- Links to additional, intensive, instructional intervention at points of critical knowledge and skills that students may need (MASSIs and LASSIs); and
- Contains Definitions of Key Vocabulary; Lesson Objectives, Essential Questions and Materials; and Lesson Components

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Additional Considerations for Emerging Readers and Emerging Communicators

1. Provide picture and/or tactile and/or object representations of relevant vocabulary paired with the written word as it is mentioned during presentation or discussion for rectangle, area, perimeter as well as the meanings of each word.
2. Create math journals to record vocabulary, formulas, and notes.
3. Provide the formulas for area and perimeter as the concepts of each are discussed.
4. During discussion, provide picture representation of real world uses for area and perimeter.
5. As students work in small groups or pairs, ensure they have a means for gaining their group members' or partner's attention and a means for contributing to the discussion.
6. Students may use their math journals or a graphic organizer to collect/store information gathered during group.
7. To find area and perimeter, use grid paper, count/mark/tally each unit along the length of the figure to determine length and count/mark/tally each unit along the width of the figure to determine the width.
8. Use the formulas to determine area and perimeter.
   - A list of formulas may be used by the student as a reference.
9. Student may be presented with manipulatives of a unit and the rectangle drawn on grid paper.
   - Students determine area and perimeter by placing the manipulative units on each unit around the rectangle on the grid paper to demonstrate perimeter as well as within the rectangle to demonstrate area.

DRAFT

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MASSIs and LASSIs

- Provides examples of how to teach math and ELA concepts using meaningful activities;
- Incorporates evidence-based instruction from research;
- Provides teaching scripts for teachers who may not have extensive training in systematic instruction;
- Can be embedded in general education lessons with a mixed ability group OR taught to a small group or an individual student; and
- Provide data sheets and skills tests.

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SCRIPT FOR LESSON

BUILD ESSENTIAL UNDERSTANDINGS – CONCEPT AND SYMBOLS: Identifying the Number from a Sentence

(Skip this section for students who understand these relationships and can identify these concepts).

INTRODUCE ACTIVITY: Today we are going to learn how to keep track of our money when we go bowling. Here are some pictures of a bowling alley. Have any of you been bowling before? Give students opportunity to answer yes/no. **We have to pay to go bowling. It costs money for shoes, games, and snacks. Today we are going to practice learning how to keep track of what we might spend at a bowling alley by using variables in our equation.**

INTRODUCE THE PROBLEM: Display story problem. **Here is a story about going bowling. "Lucia had $15 for bowling. Lucia spent $8 on shoes and games. She spent the rest on snacks. How much did Lucia spend on snacks?"**

MODEL THE PROCESS: The first thing I need to do to answer the story problem is to write an equation, but before I can write an equation I need to find the numbers in my story problem. Do you see any numbers? Give students opportunity to answer yes/no. **Point to a number.** Wait 4 seconds for students to respond. **Here is a number.** Circle 15. **It is number 15. Do you see another number?** Give students opportunity to answer yes/no. **Point to a number.** Wait 4 seconds for students to respond. **Good. That is number 8.** Circle 8.

STUDENT PRACTICE: Now it is your turn to practice. Display story problem. Use CONTANT TIME DELAY script as need to help students with each step. *Note: in this exercise, change numbers daily to prevent rote memorization.*

CHECK AND SCORE

STEP	Teacher Says/Does	Student Response
1.	**Let's try another problem. "Shawn has 5 dollars in his hand. He has more in his pocket. He has 12 dollars in total. How many are in his pocket?" Circle the numbers.**	Student circles eye gazes to numbers in story problem.

6th 7th **BUILD A GRADE ALIGNED COMPONENT**: **Creating an Equation**

8th **BUILD ESSENTIAL UNDERSTANDING: Symbol Concept**

INTRODUCE PROBLEM: Display "Shawn" story problem. **We are going to solve these problems. In both of the problems there is a number we don't know yet. We will solve the problem using a variable. A variable is a letter that can be used in place of a number you don't know yet.**

MODEL THE PROCESS: Model using Equation Template. **Let's review our story problem about Shawn. I am going to read the three sentences. One doesn't have a number. We'll use a letter when we don't know the number. Let's put them in our equation as we go. "Shawn has 5 dollars in his hand." How many dollars are in his hand?** Provide wait time for students to respond. **Yes, 5.** Write five on line. **He has more in his pocket?** Provide wait time for students to respond. **We don't know do we? There isn't a number. Let's use a "p" for pocket.** Write = p. **I am writing "+ p" because we know that Shawn had 5 dollars in his hand AND some dollars in his pocket. I want to add the 5 and the p.** Point to last line in problem. **He has 12 dollars in total. How many**

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Progress Monitoring Data Collection Sheet

Student Name: _____

Elementary LASSI Informational Text Formative Assessment 1

Elementary LASSI Progress Monitoring Data Sheet
Building Understanding of Informational Text: Taking Care of Pets

Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a "+". Use a system to code level of prompting required for incorrect responses (e.g., T = verbal prompt, G = gesture, P = physical). Graph the number of unprompted correct responses to monitor progress.

BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

Materials and Directions for Teacher	*Instructional Cue*	*Student Expected Response* Date:						
1. Show vocab word and corresponding picture with 3 distractors. Ask student to match word to picture. *If student does not have expressive communication, read the word and have student point to the correct word in an array	**Read (or listen for) the word and then show me the picture that goes with the word.** **Depend (to need help)**	Reads/selects "depend". Matches to picture.						
2. See above.	**obedience (follow the rules)**	Reads/selects "obedience". Matches to picture.						
3. See above.	**housebreaking (teaching pets to use the bathroom outside)**	Reads/selects "housebreaking". Matches to picture.						
4. See above.	**scraps (leftover food)**	Reads/selects "scraps". Matches to picture.						
5. See above.	**shelter (protection from weather)**	Reads/selects "shelter". Matches to picture.						
6. See above.	**veterinarian (an animal doctor)**	Reads/selects "veterinarian". Matches to picture.						
7. See above.	**vaccination (medicine that protects people and animals from disease)**	Reads/selects "vaccination". Matches to picture.						
8. See above.	**thrive (grow)**	Reads/selects "thrive". Matches to picture.						
9. See above.	**affection (love)**	Reads/selects "affection". Matches to picture.						

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6 Step Process to Planning Instruction

1. **Identify the grade level content standard(s) in the general education lesson**
   - Content Modules to clarify content
2. **Identify the outcomes or learning objectives for All students**
   - Content Modules to clarify content
   - Curriculum Resource Guides for descriptions of outcomes
   - Element Cards for Essential Understandings
3. **Determine Strand(s), Instructional Families, and grade-level CCCs related to the standard(s) and objectives**
   - Graduated Understandings: Instructional Families
   - Curriculum Resource Guide for examples of outcomes
4. **Examine the instructional activities for All students**
   - UDL Units for examples of instructional activities that make up a unit
   - Curriculum Resource Guide for additional instructional activities ideas
5. **Determine supports for Significant Cognitive Disabilities**
   - UDL Units for multiple means of representation, action and expression, and engagement for additional support considerations
6. **Use NCSC curriculum and instructional resources as needed**
   - Element Cards for instructional strategies
   - MASSIs to reinforce specific skills and concepts
   - Instructional Resource Guide to design systematic instructional strategies

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Activity

- One thought on each post-it
  - What do you think of materials?
  - Do you think you can use these?
- Share out

Assessment

- Summative Assessment (Testing Window late spring 2015)
- Math and ELA including Writing
  - Grades 3-8 and GRADE 11
- Computer Based (Online)
  - selected response
  - some constructed response (Math and Writing)

Assessment Features

- Online Platform
- Each of the two content area assessments, mathematics and ELA
- Selected response and constructed response
  - Math constructed response at various grade levels
  - Writing both selected and constructed response
- Tiered items of varying complexity

Levels of Complexity

- Multiple items were then developed for each standard at four increasing levels of complexity, along with accommodations, to allow for measurement across the performance continuum
- 4 Tiers
- Varying in complexity and embedded supports
  - Visual support, simplified sentences or language
  - "Remember statements" or prompts

Accommodations

Paradigm shift: No longer "whatever the student needs"

- Are embedded into each item
- Test Administration Directions provide guidance on accommodations for item and provided to all students (Assessment Accommodations must still be identified and used routinely during instruction)
- Test Administrator will enter student accommodations in the Student Administration Record before and after the tests are administered
- Accommodations addressed in Test Administration Manual and training modules

Pilot 2

- October 20 through November 14
- All test administrators will participate in required training modules
- Your last opportunity to get experience and knowledge of the new NCSC Alternate Assessment

Immediate, 3, and 6

- Write down 2-3 things you will do *immediately* when you return to the classroom
- 2-3 things you will do in *3 months* in reference to NCSC materials and supports
- 2-3 things you will do in *6 months*

Questions ???

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