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2015 Nancy McKinley Lecture Series: Aligning Literacy Instruction to Standards for Students with Moderate-to-Severe Disabilities (Including Autism)

Guest Editor: Linda R. Schreiber, M.S., CCC-SLP, BCS-CL

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Understanding Alignment and Evidence-Based Strategies for Teaching Students with Moderate-to-Severe Disabilities

Presenter: Bree Jimenez, PhD

Moderated by:

Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

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Understanding Alignment and Evidence-Based Strategies for Teaching Students with Moderate-to-Severe Disabilities

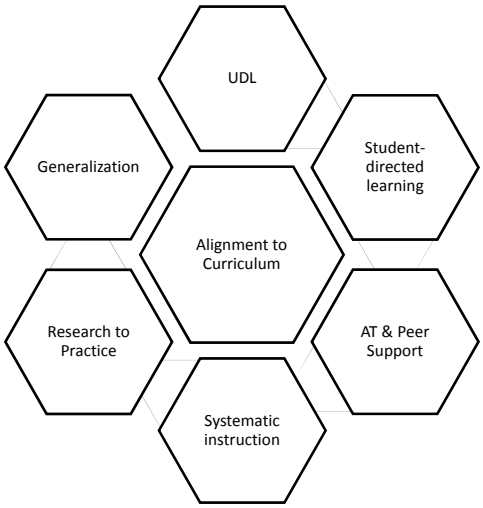
Bree Jimenez, PhD
University of North Carolina at Greensboro
bajimene@uncg.edu

Learning objectives:

- After completing this workshop, you will be able to:
- Describe major elements of universal design of learning
- Identify specific strategies (e.g., systematic instruction, self-determination) to develop instruction aligned with standards-based IEP goals and objectives for students with moderate and severe disabilities.
- Describe how to create standards-based instructional plans for students who access curriculum at various levels, including multiple communication modes of response.

*Excerpts from Jimenez, Courtade, & Browder (2014) Attainment Company.

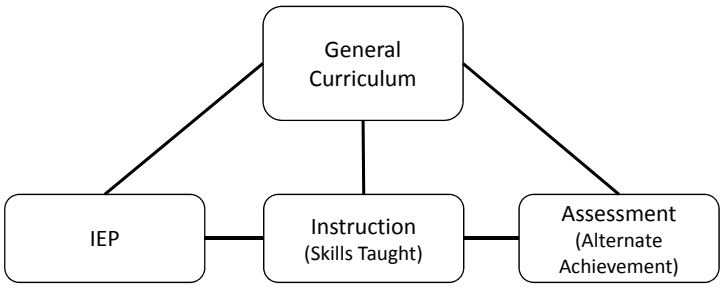
Strategies to Teach Standards



What does Alignment to the Curriculum look like for Students with Moderate-Severe Intellectual Disability?

Instruction as a Component of Alignment

- What is alignment?
  - Process of matching educational components to strengthen the purpose and goals of those components



Alignment … YEAH OR NAY?

To target a standard on "speaking and listening" within the ELA Common Core State Standards, the teacher developed a plan to teach Alice to use her voice output device to greet her peers.

Does this create alignment? Why or why not?

The students in Mrs. Wilson's 5th grade class were expected to read multiple articles on the same event then compare and contrast authors' points of view. Luis was only expected to listen to an audio version of one of the articles.

Does this create alignment? Why or why not?

Jamie has been taught to identify key details from text (i.e., setting, main idea, main characters) since the 2nd grade. He is now in the 8th grade and continues to identify the same key details with grade appropriate novels.

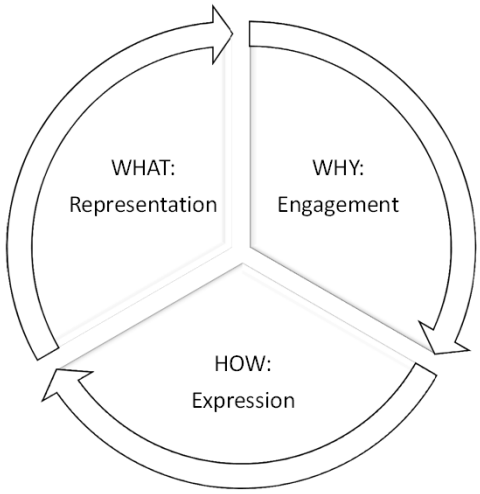
The inclusion specialist working with Luis in Mrs. Wilson's class set up a slide show on the computer that automatically placed picture representations in to a graphic organizer that compared and contrasted two articles. When Luis clicked on the adapted mouse, pictures were reveled in the graphic organizer.

While instructing Jones to identify the main character in the novel *Holes*, his teacher asks him to point to his response from three options. When Jones is assessed summatively at the end of the unit, he is asked to produce answers verbally. Jones is scored not proficient on his summative assessment of this skill.

Food for thought…

Universal Design for Learning: Impact of Accessibility

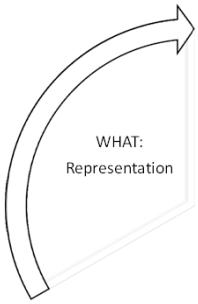
In order to plan, we must think about how students learn!



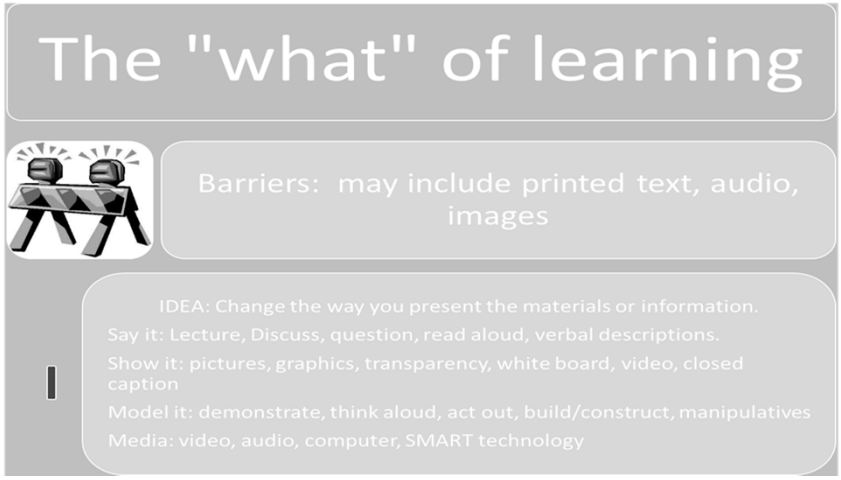
What is UDL?

- ***Proactively*** designing a learning environment that allows all learners to access the content and curriculum to their greatest ability (instead of retrofitting)
- Access will not be the same
- No student will be excluded from instruction or showing what they know

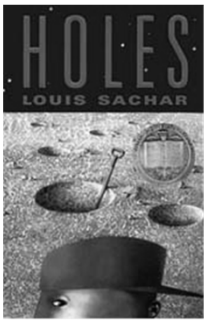
Representation



- Learners use recognition networks to gather information and categorize WHAT they see, hear, feel, taste



Example



- 7th grade co-taught class
  - 2 students with MSD (Robin & Drake)
    - Support with picture symbols
  - 1 student with HI (Julius)
    - Support with note taking
- ALL students
  - Key vocabulary supported with pictures
  - Guided notes

VIDEO - Multiple representation

Expression

- Learners use strategic networks to organize information presented & develop a plan about how they will "show what they know."

The "how" of learning

Barriers: may include writing, speaking, drawing

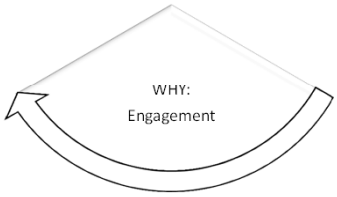
IDEA: Provide students a way to "show what they know."

Low Tech : picture support, graphic organizers, choice boards, stencils, eye gaze response options, pencil grips

High Tech : Computer Writing Software (e.g., Co-Writer), VOD (e.g., GoTalk, BigMac Switch), adapted keyboard, voice activated computer software, iPad

Engagement

- Affective networks keep us engaged in the materials and concepts being presented. The level of excitement and wonder learners gain from the content is <u>why</u> they stay engaged, or rather why they become engaged in the first place.



How can you employ multiple modes to create engagement?

- Peer reading groups, audio of book, movie clips
- Asking comprehension questions often
- Helping students find personal relevance

The "why" of learning

Barriers: May be challenging materials, novel content, unclear directions

Idea: Change the way you engage students in the activities.

Instruction: reinforcement, error correction, prompting strategies, wait times, peer supports

Content: highly motivating content & context, student choice

Creating a Universally Designed Lesson Plan

Example: 4th Grade Writing

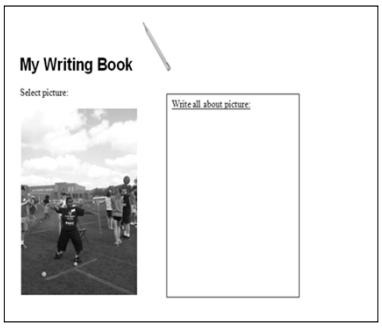
Expression	• **Reading the book aloud** • **lists students generate aloud for how to address their letters** • **all students read their letters aloud**
Representation	• use picture/word icons to fill in a letter template. • Student then completes sentences like: "I am writing you a letter about (select picture of topic). I like (picture of topic). Do you like (picture of topic) or (other pictures)? I hope we can get together to talk about (picture of topic) on (select a date). Please write back soon." • Student may sign letter or use a name stamp
Engagement	• include pictures of highly preferred activities and people to use in composing the letter. • As needed, prompt student to fill in each space of the letter. • Student may use AT to ask peer to read letter aloud. "Will you please read my letter aloud?

Developing Self-determined Learners

- Involving students in their own learning!
- Student chooses
  - Learning partner, materials, what to do first,
- Student sets a goal for what and how much to learn
- Students uses pictures, audiotape or written directions to self-instruction
- Student self-monitors how much was performed
- Student self-evaluates whether goal was met

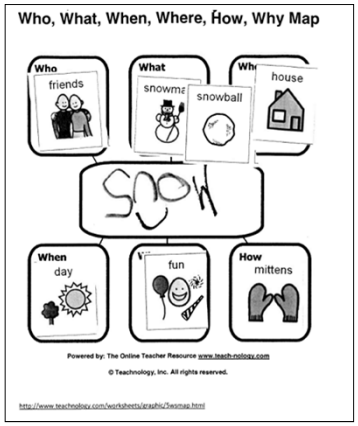
Examples of Self-Directed Learning

Writing Traits	SD Component	Example
Content/ Ideas	Choice-Making	Choose writing topic Choose assistive device to use to develop ideas (e.g., what type of graphic organizer)



Examples of Self-Directed Learning

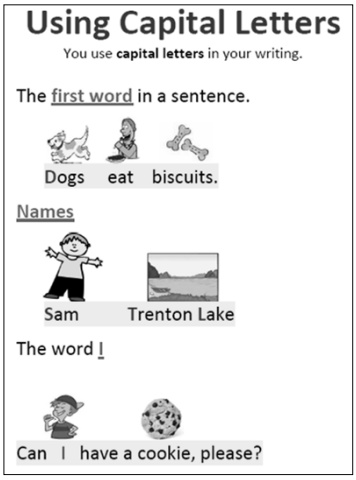
Writing Traits	SD Component	Example
Information and Organization	Decision-Making Problem-Solving	Determine appropriate order of information to develop thoughts



South Dakota Formative Writing Assessment, http://doe.sd.gov/oats/AltAssessment.aspx

Examples of Self-Directed Learning

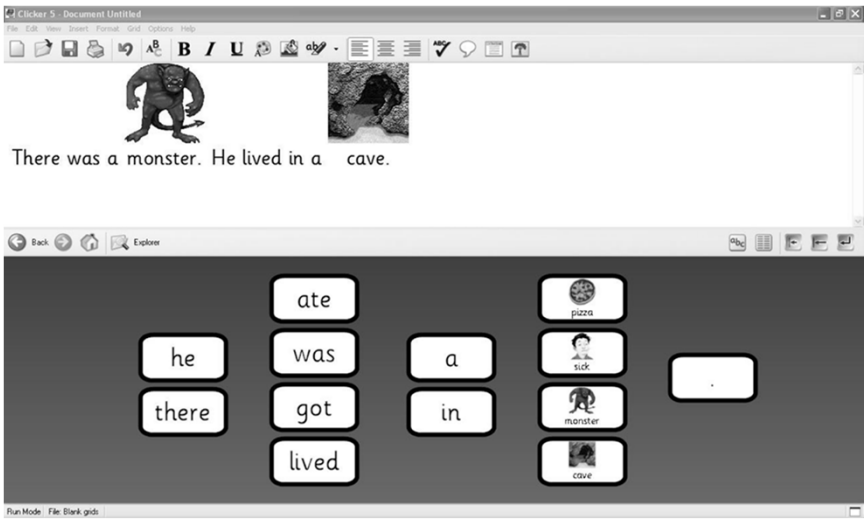
Writing Traits	SD Component	Example
Grammar/ Mechanics	Goal Setting	Set goal for number of corrections allowed (teacher will only make 1 correction with my punctuation)



South Dakota Formative Writing Assessment (2010). http://doe.sd.gov/oats/AltAssessment.aspx

Examples of Self-Directed Learning

Writing Traits	Self-Determination Component	Example
Word Choice/Clarity	• Decision-Making	• Make word choice to develop sentences/thought aligned with purpose of writing • Word choice for detail, identify best descriptive word



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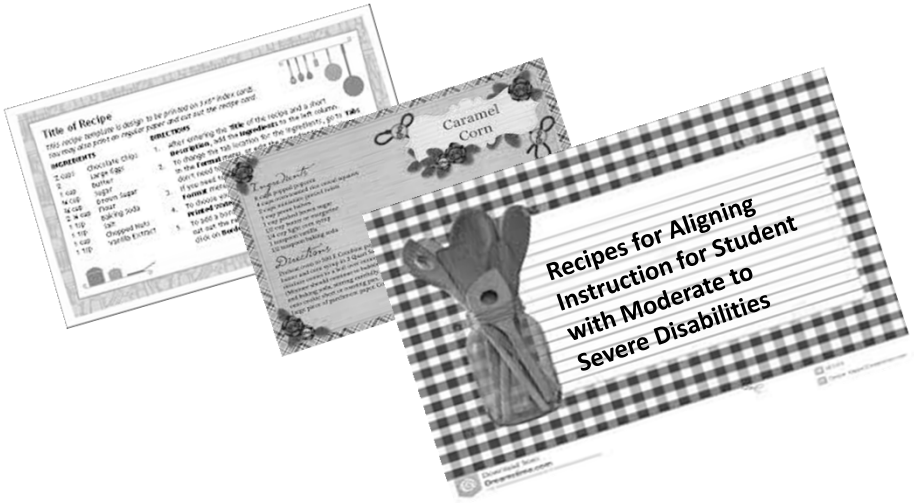
Examples of Self-Directed Learning

Writing Traits	**Self-Determination Component**	**Example**
Voice	• Self-Awareness	• Identification of purpose of writing or reflection, identify vocabulary to make intentions clear

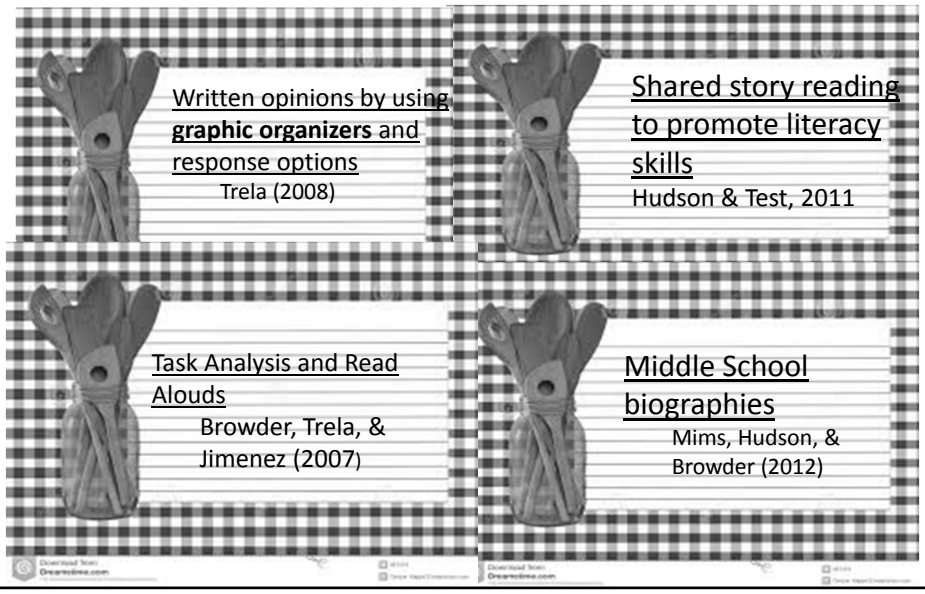
Research to Practice: Building a Personally Relevant Curriculum



- *A Special Educator's Guide to Successfully Implementing EBPs* (Torres, Farley, & Cook; TEC, 2012)

Formula for Teaching English Language Arts Standards

Read Aloud Text + Vocabulary + Comprehension Questions + Application (e.g., Writing) = ELA Lesson



Preparing to Read the Text Aloud

- Select the text
- Summarize the text as short chapters
- Add text supports
- Adapt for physical manipulation
- Determine who will read the text
- Determine if students need instruction in how to engage with the text (SBL TA)

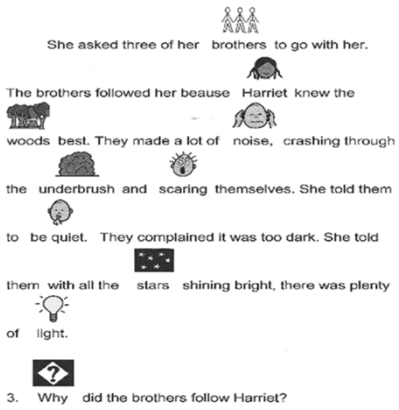
- http://mast.ecu.edu/modules/ssid_ad/

Use Read aloud of Adapted Text and Comprehension

Research

- Has also been applied to MS biographies
  - Mims, Hudson, & Browder (2012)

Example (Harriet Tubman)
Created by Melissa Hudson

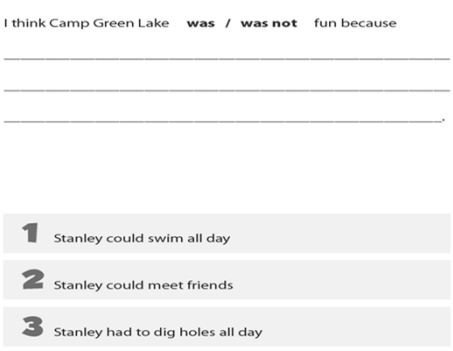


Emerging Option: Writing

Research

- Students composed written opinions by using graphic organizers and response options
  - Trela (2008)

Example



Emerging Option: Research

Instruction on research using KWHL

Fill in the KWHL chart.

Research Topic _____

KWHL Chart

What do you Know?	
What do you Want to know?	
How can you find out?	
What did you Learn?	

Putting it All Together: A Comprehensive Approach*

- Thematic Units linked to general education
- VOCABULARY: Time delay
- READ ALOUD: Literature- novel adapted as chapters, nonfiction, poem for unit
- COMPREHENSION: Systematic instruction, Direct Instruction
- WRITING (Persuasive and Narrative): Graphic Organizers
- RESEARCH: KWHL chart

*From Teaching to the Standards: ELA

Formula for Teaching Mathematics Standards

Math Story Read Aloud + Manipulatives + Graphic Organizer + Task Analysis = Math Lesson

Systematic Instruction & Graphic Organizers
Jimenez, B., Browder, D., & Courtade, G. (2012)

Story-based Secondary Math
Browder, D. M., Trela, K., Courtade, G., Jimenez, B. A., Knight, V., & Flowers, C. (2012).

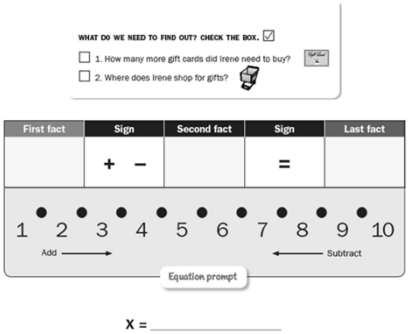
Story-based Elementary Math
Browder, Jimenez, Spooner, Saunders, Hudson, & Bethune (2012)

Create a Math Story for Read-Aloud

- Write to address math standard
- Adapt word problems
- Focus on activities students prefer or are familiar with
- Change stories so students do not memorize

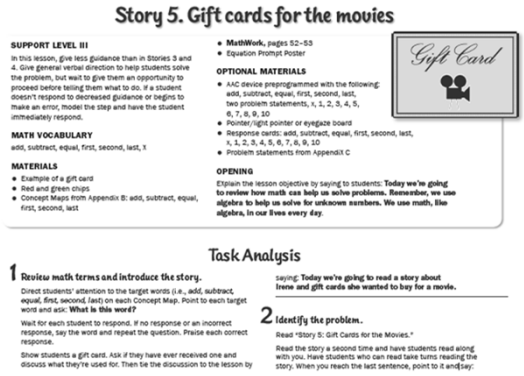
Graphic Organizer

- To keep track of steps to solve the problem



Task Analysis

- Steps the students will follow to apply the mathematical processes (e.g., steps to plot points on a plane)



Story 5. Gift cards for the movies

SUPPORT LEVEL III

In this lesson, give less guidance than in Stories 3 and 4. Give general verbal direction to help students solve the problem, but wait to give them an opportunity to proceed before telling them what to do. If a student doesn't respond to decreased guidance or begins to make an error, model the step and have the student immediately respond.

MATH VOCABULARY

add, subtract, equal, first, second, last, *x*

MATERIALS

- Example of a gift card
- Red and green chips
- Concept Maps from Appendix B: add, subtract, equal, first, second, last
- **MathWork,** pages 52–53
- Equation Prompt Poster

OPTIONAL MATERIALS

- AAC device preprogrammed with the following: add, subtract, equal, first, second, last, two problem statements, *x*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Pointer/light pointer or eyegaze board
- Response cards: add, subtract, equal, first, second, last, *x*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Problem statements from Appendix C

OPENING

Explain the lesson objective by saying to students: **Today we're going to review how math can help us solve problems. Remember, we use algebra to help us solve for unknown numbers. We use math, like algebra, in our lives every day.**

Gift Card

Task Analysis

1 Review math terms and introduce the story.

Direct students' attention to the target words (i.e., add, subtract, equal, first, second, last) on each Concept Map. Point to each target word and ask: **What is this word?**

Wait for each student to respond. If no response or an incorrect response, say the word and repeat the question. Praise each correct response.

Show students a gift card. Ask if they have ever received one and discuss what they're used for. Then tie the discussion to the lesson by saying: **Today we're going to read a story about Irene and gift cards she wanted to buy for a movie.**

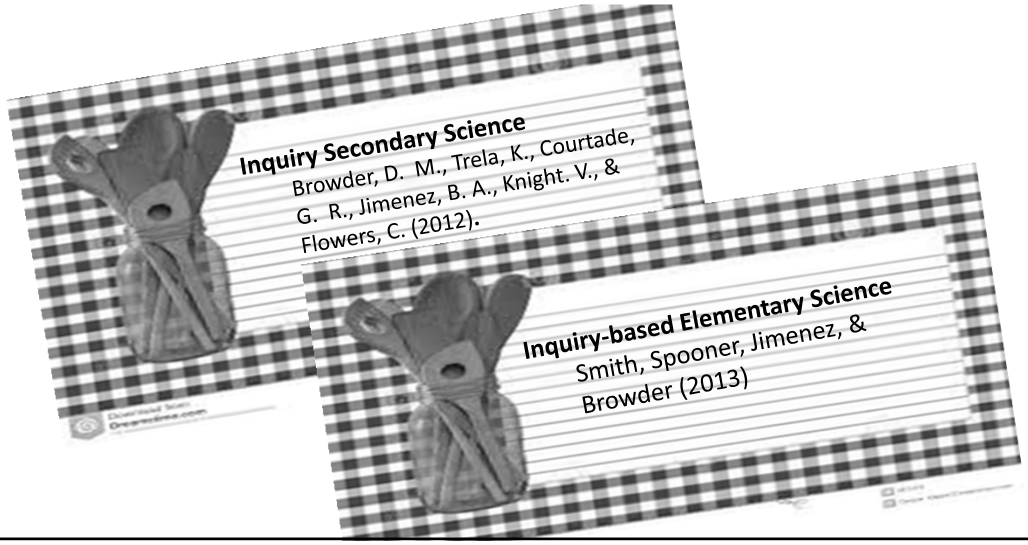
2 Identify the problem.

Read "Story 5: Gift Cards for the Movies."

Read the story a second time and have students read along with you. Have students who can read take turns reading the story. When you reach the last sentence, point to it and say:

Formula for Teaching Science Standards

Science Concept + Science Vocabulary + Science Experiment + Task Analysis/ Inquiry + Response Boards = Science Lesson



Concept

- Identify the science concept and rewrite it as a simple statement

Vocabulary

- Use vocabulary sight word cards to teach words and symbols needed for the concept statement (e.g., symbols for solute, solvent, solution)

solute

solvent

solution

Experiment

- Identify the experiment general educator uses for concept

Task Analysis/ Inquiry Approach

- Let the students discover the science concept through a hands-on approach. Frame the inquiry lesson with a task analysis.

INQUIRY IN ACTION – AT HIGH TECH

Table 1. Steps to an inquiry-based science lesson

Teaching procedure	Opportunities for students
Engage	
1. Teacher shows objects, pictures, and/or science materials.	1. Students make comments and may ask a question about what the materials are.
2. Teacher asks, "What is (are) this (these materials)?"	2. Students respond, using the Student Response Guide if needed.
3. Teacher asks, "What do you know (about the materials)?" After students respond, the teacher records answers on the KWHL chart under "K" for "know."	3. Students identify what they know, using the Student Response Guide if needed.
4. Teacher asks, "What do you want to know (about the material)?" After students respond, the teacher records the answers on the KWHL chart under "W" for "want to know."	4. Students identify what they want to know, using the Student Response Guide if needed.
Investigate and describe relationships	
5. Teacher asks, "How can we find out?" After the students respond, the teacher records the answers on the KWHL chart under "H" for "how" to find out.	5. Students identify how to find out, using the Student Response Guide if needed.
6. Teacher reviews the science safety rules and guides students to make a prediction about the outcome of the experiment. After the students respond to "What do you think will happen?" the teacher records predictions on the KWHL chart.	6. Students predict what they think will happen.
7. Teacher provides cues to conduct the experiment.	7. Students participate in conducting the experiment.
8. Teacher asks students to compare science materials by asking, "What's the same (about the materials)?"	8. Students respond, using the Student Response Guide if needed.
9. Teacher asks students to compare science materials by asking, "What's different (about the materials)?"	9. Students respond, using the Student Response Guide if needed.
Construct explanation	
10. Teacher provides an explanation of the scientific discovery made and ties the science concept to the science vocabulary.	10. Students read or follow along as the teacher reads the scientific discovery statement. Students point to the science vocabulary word and picture related to the science concept and then match the sight word to the picture symbol.
Report	
11. Teacher reviews what was discovered by asking, "What did we find out?" and ties cause to effect by asking "Why?"	11. Students report what they learned specific to the experiment, using the Student Response Guide if needed.
12. Teacher makes a final summarizing statement about the science concept. After students respond, the teacher records the concept on the KWHL chart under "L" for what was "learned."	12. Students respond to a fill-in-the-blank statement about the science concept, using the Student Response Guide if needed.

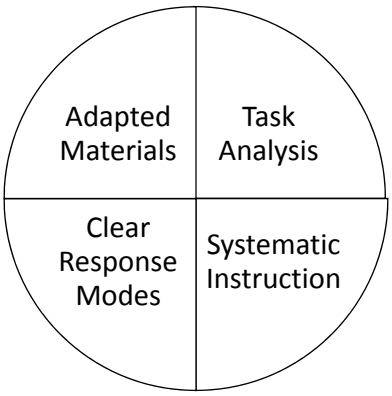
Getting started • 9

Student Response Boards

- Create response boards; select AT for students to answer questions during experiment

Putting it all together to build clear expectations and aligned instruction!

Self-determination



Universal Design for Learning

Summarization and Questions/Comments

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https://sites.google.com/a/uncg.edu/bree-jimenez/