

Severe Disabilities

Part 2: How to Teach

Facilitator's Guide



2014

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This Facilitator’s Guide is intended for use with the following resources:

- Presentation slides
- Handouts

These resources are available on the Course Enhancement Modules webpage of the CEEDAR Center website (www.ceedar.org).

Introduction to the Severe Disabilities Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this course enhancement module (CEM) on severe disabilities to assist faculty at institutions of higher education (IHEs) and professional development providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective instructional environments for all students, including students with disabilities and their nondisabled classmates.

Through this CEM, participants will learn how to plan instruction to provide students with severe disabilities opportunities to learn academic content linked to state standards as well as the social, daily living and job skills needed for life after high school. Participants will understand that students with severe developmental disabilities will also need some intensive, systematic instruction to learn priority content, but this can be embedded in the milieu of a general education classroom. Participants will learn about what to teach as well as how to teach through systematic instruction and best practices surrounding how to support students with severe disabilities in order to improve educational outcomes.

Purpose

This CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.

Audience

The audience is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator's guide is designed as a blueprint to support faculty and professional development providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local professional development providers.

Facilitator's Guide

The facilitator's guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator's notes and talking points are included. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence Based

The topics and readings for this module were developed after a comprehensive review of research on teaching students with moderate and severe disabilities that was reviewed by multiple experts (also available through CEEDAR). Recommended practices were gleaned from the recommendations of experts in severe disabilities and cross-referenced with research literature. Existing literature reviews were utilized as well as individual studies. In general, Horner and colleagues (2005) criteria for Evidence-Based Practices were used to evaluate studies and subsequent recommendations. Thus, this module seeks to provide professionals with guidance based on the best of research and expert opinion.

Two-Part Organization

The learning resources are organized into two parts:

- **Part 1: What to Teach.** This part is designed to provide a broad overview of the curricular priorities for students with moderate and severe developmental disabilities (e.g., intellectual disability, autism spectrum disorders). It offers a balanced view of teaching academic content aligned with Common Core State Standards along with other life skills priorities.

This part contains an anchor presentation entitled *Introduction to General Curriculum Access for Students with Severe Developmental Disabilities* as well as an additional presentation entitled *Foundations of Literacy*. The presentations can be used in isolation or to form a three-day intensive session. The first two presentations are provided as a starting point for a three-day intensive professional development session. Separate materials are provided to extend the PD for an additional four sessions and include the target objectives, activities, suggested participant materials and presenter background readings. Separate teacher and leader versions of the provided presentations can be located in the Course and PD Outlines section of this CEM.

A sample syllabus for a stand-alone course on curriculum for students with moderate and severe disabilities is available in the Course and PD Outlines section of this CEM. At the end of this syllabus, detailed guidance is provided for each session that can also be pulled into content courses.

- **Part 2: How to Teach.** This part is designed to provide a broad overview of teaching students with moderate and severe developmental disabilities (e.g., intellectual disability, autism spectrum disorders). The module includes information on instructional strategies, progress monitoring, assessment and selection of supports.

This part contains an anchor presentation entitled *Instructional Strategies, Supports, and Assessment for Students with Severe Disabilities* as well as additional presentations entitled *Assessment and Progress Monitoring for Students with Severe Disabilities* and *Prompting: Impact on Inferences about Student Learning*. These presentations are provided as a starting point for a three-day intensive professional development session. Separate materials are provided to extend the PD for an additional four sessions and include the target objectives, activities, suggested participant materials and presenter background readings. Separate teacher and leader versions of the provided presentations can be located in the Course and PD Outlines section of this CEM.

A sample syllabus for a stand-alone course on instructional methods for students with severe disabilities is available in the Course and PD Outlines section of this CEM. At the end of the syllabus, detailed guidance is provided for each session that can be pulled into content courses

Opportunity to Learn

Learning activities are embedded throughout each part of the anchor presentations. In addition, specific activity descriptions are also provided for the professional development extension sessions as well as for each class session for the two stand-alone courses. All activities are optional and may be adapted to meet the needs of a particular audience.

Resources

The following resources are provided for use in delivering the anchor presentation for Part 2:

- Facilitator’s guide (this document)
- Presentations
- *Caring for a Dog Handout*

All of these materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

Materials

The following materials are recommended for training and associated activities:

- Chart Paper

- Markers
- Pens at each table
- Index cards
- Paper cups

Needed materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or professional development session.

In This Guide

The rest of the guide provides the speaker's notes to support facilitators as they present the content and learning activities included in Part 2 of this anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended.

Speaker Notes

Slide 1- Instructional Strategies, Supports and Assessment for Students with Severe Disabilities.



Instructional Strategies, Supports and Assessment for Students with Severe Disabilities

Developed by Diane Browder, Leah Wood, Caryn Allison, and Cecelia Ribuffo for CEEDAR

How to Teach Students with Severe Disabilities

U.S. Department of
Education,
H325A120003



U.S. Office of Special
Education Programs

Slide 2–Objectives

(Read the objectives for the session).

Objectives

- ✧ Identify the learning needs of students with severe disabilities.
- ✧ Identify, plan, and apply effective instructional strategies for students with severe disabilities.
- ✧ Describe the types and purposes of alternate assessment.
- ✧ Describe kinds of peer supports and assistive technology.
- ✧ Understand how to collect and use data to inform instruction.



Slide 3– Understanding the Needs of the Learner

UNDERSTANDING THE NEEDS OF THE LEARNER



Slide 4 – Severe Disabilities Definition

TASH (formerly The Association for Persons with Severe Handicaps) is a professional organization that advocates for inclusion and human rights for individuals with severe disabilities. This conceptualization of students with severe disabilities is easy to understand and remember. The organization publishes a journal entitled *Research and Practice for Persons with Severe Disabilities* which informs practice. Students with severe disabilities can include students with intellectual disabilities, autism spectrum disorders, and other developmental disabilities.

Severe Disabilities Definition

✧ TASH: “Require extensive ongoing support in more than one major life activity....Support may be required for life activities such as mobility, communication, self-care, and learning.....”

(Adopted by TASH, December 1985, revised November 1985; reprinted in Meyer, Peck, & Brown, 1991, p.19)



Slide 5 – Legislation

While IDEA required students have alternate assessments of state standards, NCLB reinforced this requirement by making schools accountable for all students’ learning in language arts, math, and science. This stimulated a lot of thinking about how to teach students with severe disabilities this core academic content.

IDEA 1997 was the legislation that said all students should have access to the general curriculum content. It also required that all students be assessed on state standards, but alternate assessments could be used for students with significant cognitive disabilities who could not participate in the state assessment. Do you remember what state assessments you took in school? What was it called? How did you feel about it? Why would many students with severe disabilities need an alternative? The states design the alternate assessment.

Legislation

✧ NCLB

- Accountability for all
- AYP for language arts/reading, math and science

✧ IDEA 1997

- General education curriculum content access
- Assessment of all on state standards



Slide 6–General Learning Characteristics

The general learning characteristics of students with severe disabilities influence instructional strategies and support. It is important not to overgeneralize, but most students will have some learning difficulties. Students with severe disabilities tend to learn more slowly and less. They also tend to have difficulty with generalizing information (among different people, materials, times and places) or applying what they learned in one situation to another. Lastly, putting together component parts requires the ability to combine skills. Thus, a focus on specific instruction is necessary with skills taught in clusters.

General Learning Characteristics

1. Learn much more slowly
2. Learn a lot less
3. Difficulty generalizing information
4. Difficulty maintaining information
5. Difficulty putting together component parts

(Ryndak & Alper, 1996; Westling & Fox, 2009)



Slide 7– Providing Appropriate Instruction

PROVIDING APPROPRIATE INSTRUCTION



Slide 8–Academic Support

As educators, the challenge is to find the balance. Students need to learn academic content that aligns with state standards. They also need opportunities to learn other priority skills. The IEP team should work together to plan this balance for each student.

Collaborative teaming is essential for the development and implementation of educational supports across domains for students with severe disabilities. Systematic instruction has strong evidence base in supporting the teaching of community, daily living and academic skills to students with severe disabilities. This instruction can be embedded in the general education classroom. Prompting is one technique that can be used to teach students new behaviors.

Academic Support

- ✧ Challenge is to balance priorities
- ✧ Collaboration with general educators
- ✧ Intensive systematic instruction
 - Can be embedded in general education classroom
 - Use of instructional strategies such as prompting



Slide 9–Systematic Instruction

When designing instruction for teaching a skill, you first have to decide if the skill is discrete (can be performed by the student in one step) or chained (requires multiple steps to perform). Then, the data collection and response prompting techniques need to be decided. We will go over this during subsequent slides.

Systematic Instruction

- ✧ 1. Define observable, measurable skill(s)
 - Determine discrete or chained (multiple)
 - Chained requires task analysis (next slide)
- ✧ 2. Plan data collection
- ✧ 3. Plan response prompting



Slide 10–Task Analysis

For skills that require multiple steps, each step must be taught. First, a teacher will write a task analysis of all of the steps necessary to perform the skill. For instance, consider all of the steps it takes to prepare a salad for dinner. After identifying the steps, you must decide how you will train the steps. The first clip demonstrates the steps in a task analysis. A common method is total task. A benefit of total task is students receive exposure to all steps in the task analysis during each teaching session. Another method is forward chaining. For forward chaining, each step is taught to mastery before teaching of the second step. The second clip demonstrates forward chaining. For backward chaining, the instructor performs all steps in the TA for the student except the very last step – this step is trained to mastery. Then, the instructor performs all but the last two steps in the TA – this step is trained to mastery... The third clip demonstrates backward chaining. Notice how it is different from forward chaining.

Task Analysis

- ❖ Step by step
 - <http://youtu.be/NG0ADknJBYY>
- ❖ Total task
 - All steps taught each time
- ❖ Forward chaining
 - One step at a time to mastery
 - <http://youtu.be/mP7qh6x4O9I>
- ❖ Backward chaining
 - Instructor performs all steps except last which is trained to mastery, then all but the last two, etc.
 - <http://youtu.be/LbBj4Tzi9CQ>



Slide 11–Activity

Use this activity to promote a short class discussion. Keep your thoughts about this activity in mind as we go over prompting.

Activity

- ❖ Find a partner
- ❖ Give your partner step by step instructions to draw something without telling him or her what it is
- ❖ Reverse roles
- ❖ Share drawings and discuss what types of directions work best



Slide 12–Prompting is from Principles of Applied Behavior Analysis

Now it is time to learn how to teach a skill, whether it is a single discrete skill or the steps of a task analysis (a chained skill). The basic principle of a stimulus, response, consequence contingency is critical to understanding the relationship between the stimuli and reinforcers we select and the student response. Responses are any observable, measurable behavior. We measure discrete, or singular, responses as performed independently correct, prompted correct, incorrect, or not performed at all (no response). Initially, we may need to provide prompts in addition to the stimulus to help students make a correct response. The goal is to fade these prompts over time so that students are making independent correct responses. Reinforcing every correct response, both independent correct and prompted correct, is very important. Choosing reinforcers that are desirable to each particular student is critical to the effectiveness of the reinforcer in promoting learning. The stimulus itself is not a prompt, but rather, the signal a teacher uses to let the student know it's time to make a specific response. The stimulus might be a sight word flashcard, or the teacher giving a verbal directional cue, like "Pick up your tray." The SD, or discriminative stimulus, is the cue for the student to respond. It's what the student sees or hears that lets him know he is supposed to perform a certain skill. The SD does not provide any hints or help as to how to perform the skill or what the correct response actually is. It can be a question, asked verbally. It can be a flashcard the student needs to read. It can be an equation for the student to solve.

Prompting is from Principles of Applied Behavior Analysis

❖ Stimulus → Behavior → Consequence

❖ Reinforcer: a consequence that increases the recurrence of the response in the presence of this target stimulus

❖ Discriminative stimulus

- Controls the occurrence of a behavior or group of behaviors (Westling & Fox, 2009)
- Does not provide answer or help, just a cue to respond
- Often verbal directions

Slide 13–Add a Stimulus

If a student cannot perform a skill in the presence of the stimulus alone, prompts may be needed. Maybe the target behavior is for the student to write his name. Initially, the teacher would deliver the directional cue, “Write your name, Sam.” In order to write his name, Sam needed the teacher to first model how to write “S - a - m” using stamps and an ink pad. Eventually, by practicing several times following the teacher’s model, Sam learns to stamp his name without the model prompt. Now, when the teacher says, “Write your name, Sam,” Sam picks up the stamps and stamps his name independently. Learning has occurred, and the stimulus control has shifted from the prompt (the model) to the directional cue (“Write your name, Sam”). In the coat example on the slide, this prompt, or help, was added to the stimulus materials (the flash card).

Add a Stimulus

- ✧ If the target stimulus does not control the behavior, pair it with a stimulus that does to develop stimulus control
 - This supplementary antecedent stimulus is a prompt
- ✧ When shown cards with sight words and told, “find the word ‘coat,’” the student does not select ‘coat’
- ✧ So something is added to the flash card and task direction



Slide 14–Prompting

Prompts can be in many different forms, including verbal, modeling, pointing or gesturing, physical, or alterations made to a tangible target stimulus, like adding a picture of a target word on a word card. Stimulus prompts are supports the teacher makes and adds to lesson materials. Response prompts are teacher behaviors that are delivered after the initial directional cue. For example, after providing the directional cue, “Show me the number 5,” the teacher can provide response prompts as needed.

Prompting

- ✧ Method for instructing target skills
 - (Wolery, Ault, & Doyle, 1992)
- ✧ Stimuli added to the target stimulus to help the student make the target response
- ✧ Two types of prompts
 1. **Stimulus:** embedded in materials (i.e., color coding, bolding correct answer)
 2. **Response:** provided by the teacher (i.e., verbal, model, physical prompting)



Slide 15–Prompt Fading Systems to Show Learning

If we continually help students (provide prompts), students may never be motivated to perform the skill independently. To prevent students from becoming dependent on prompts, we have to fade prompts. Fading stimulus prompts can be time consuming, as it often requires creating duplicate sets of materials with varying degrees of supports. There are several response prompt procedures that include guidelines for fading prompts in the instruction itself.

Prompt Fading Systems

Stimulus Prompts

- ◇ Make less salient across teaching trials
 - The red dot becomes smaller and smaller on each trial
 - The placement of the correct card is put closer to the other card on each trial
 - Parts of the apple tree are erased on each trial

Response Prompts

- ◇ Time delay
 - prompt presented with target stimulus and then faded with small increments of time
- ◇ Least-to-most
 - hierarchy of increasing intrusive prompts
- ◇ Most-to-least
 - decreasing assistance



Slide 16–Time Delay

The first response prompt procedure we will discuss is called “Time Delay.” “Time Delay” refers to a specific set of instructional procedures. Sometimes this term is misused, confused with the concept of “time increment.” For instance, we may insert a 5-s increment of time between delivery of prompts. This time increment is not interchangeable with the procedures of “Time Delay.” The basic premise of the procedures for time delay is to initially pair a target stimulus with a prompt and eventually insert a small increment of time between the target stimulus and the prompt. This increment allows students a chance to answer independently if possible, but if students are not able to answer, the prompt will be provided quickly (following the predetermined delay increment).

Time Delay

- ◇ Pair the target stimulus with prompt
 - E.g., Model correct answer immediately
 - “Where do we find apples? On trees, this one..” (points to answer)
- ◇ Add small increments of time to transfer stimulus control from prompt to target stimulus
 - “Where do we find apples?” (Waits 4 seconds for student to anticipate correct response. If no answer, models correct response)
 - When implemented correctly, can produce near errorless learning



Slide 17–Steps for Time Delay

Here are the specific steps for implementing time delay. Watch the video clip and identify each step of the procedures. Identify if this is constant or progressive time delay. Prior to beginning time delay procedures, you must ensure you have identified a true controlling prompt. If the student is not able to successfully perform the skill after receiving the prompt, then a true controlling prompt has not been identified. Often a model prompt is selected as the controlling prompt, because most students are able to successfully perform most skills after given a clear model. Only one controlling prompt is selected and used when using time delay to teach a specific skill.

Steps for Time Delay

1. Directional cue (e.g., “Touch the word ‘cat’.”)
2. Delay (0-s or #-s)
 - **Constant Time Delay:** Increment is always the same (e.g., 4-s)
 - **Progressive Time Delay:** Delay time increases incrementally across sessions or trials (e.g., 2-s, 4-s, 6-s)
3. Prompt (e.g., “Here is ‘cat’.” Pointing. “Touch ‘cat’.”)
4. Reinforce (praise) OR error correction (prompt, student responds, no praise)

Example vide: <http://youtu.be/CssFi6TbRFo>



U.S. Office of Special Education Programs

Slide 18–Least to Most Steps

Prior to instruction, select three response prompts that a teacher can implement separately. Verbal – model – physical is how you would order these three types of prompts from least intrusive to most intrusive. Remember, a verbal prompt is NOT the same as a directional cue. This prompt is additional information that is told to the student that explains exactly how to perform a skill. The model prompt involves demonstrating the skill fully, and a physical prompt (the most intrusive type) involves physically guiding the student to perform the skill. The same delay interval will be used throughout instruction (e.g., 5-s between delivery of directional cue, then verbal cue, then model cue, and then physical cue, if needed). The student should receive praise for all independent or prompted correct responses. Prompted correct responses occur if the student performs the skill without an error, even if the student required the most intrusive prompt in the hierarchy. Remember to increase the intensity of the reinforcement based on the level of independence exhibited by the student. This differential reinforcement will help teach the student that it is most desirable to perform the skill independently.

Least to Most steps

- ✧ Teacher picks about 3 response prompts and orders them from least to most intrusive
 - PRACTICE: Order these- physical, verbal, model
- ✧ Select a delay interval (e.g., 4-s, 5-s)
- ✧ **First:** provide directional cue
- ✧ **Second:** wait for the specified delay (e.g., 4-s)
- ✧ **Third:** praise (if correct within 4-s), OR if student does not respond, after 4-s, provide first prompt



U.S. Office of Special Education Programs

<p>Slide 19–Least to Most: Error Correction and Fading</p> <p>At the beginning of each instructional session, and throughout the session as needed, tell the student not to guess if he or she does not know the answer. Instead, teach the student to wait for help if the answer is not known. It is important to prevent the student from making an error at possible. Instead, they should have repeated opportunities to perform the skill correctly, even if prompted, and receive reinforcement for performing the correct skill. The prompts in the least to most procedures are self-fading, which helps promote independent responses.</p>	<div data-bbox="1255 386 1871 488" style="border: 1px solid blue; padding: 5px; text-align: center;"> <h2 style="margin: 0;">Least to Most Error Correction & Fading</h2> </div> <ul style="list-style-type: none"> ✧ What if student makes an error? <ul style="list-style-type: none"> – Skip to most intrusive prompt (e.g., show or demonstrate the answer) – Tell student to repeat response after you have modeled it – Do not praise, even after student repeats response ✧ The prompts are <u>self-faded</u> <ul style="list-style-type: none"> – Students ability to respond dictates the level of prompt used; as student becomes better at the skill, less intrusive prompts are delivered (the teacher doesn't decide when to fade prompts- this is based on the student's own progress) <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 10px;">   </div>

Slide 20–Most to Least steps

Unlike the least to most, the most to least system begins with a controlling prompt. This may be a full physical prompt or a model prompt. The teacher will decide how many sessions to conduct using the controlling prompt before switching to the next level of prompting. This method is a good choice for motor skills that may require maximum prompting upfront to avoid injury.

A teacher might teach three sessions while delivering the controlling prompt (a model prompt) immediately after the directional cue. If the student is able to perform the skill across all three sessions, the teacher can drop to the next level of prompting for three sessions. Now the teacher provides the directional cue followed by a gestural or pointing prompt. If the student is able to perform the skill consistently at this level of prompting, the teacher can drop back to another level of prompting (e.g., a verbal prompt), and after another three sessions, the teacher can allow the student to perform the skill independently.

Most to Least steps

- ❖ Teacher begins with the prompt that is most likely to result in a correct student response (e.g., physical prompt)
- ❖ Over trials, less intrusive prompts are used (e.g., verbal prompt)
- ❖ Teacher decides before instruction about number of trials to conduct at each prompting level

Slide 21–Learning Has Occurred

Read/talk slide.

Learning Has Occurred

- ✧ When student can select correct answer with NO teacher assistance
- ✧ Can keep track of progress by noting movement from one prompt level to the next



Slide 22–Role-play Activity

After the activity, leave a few minutes for discussion.

Role-play activity

- ✧ Find a partner
- ✧ Use index cards to make sight word flash cards
 - Practice time delay
- ✧ Use cups
 - Practice system of least intrusive prompting for teaching how to drink with a cup



Slide 23–Five ways to Eliminate Prompts

Sometimes students have trouble making the correct response due to certain limitations. Therefore, it is important to define an active response the student can make which serves to minimize the barrier of response mode. Assistive technology can help to accomplish this. Teachers need to plan for prompt fading when initially designing instruction. Prompts fading may depend on student progress, but the understanding that prompts may need to be intentionally faded is something teachers should articulate in their lesson plans. Initially, you may need to fully praise all correct responses. Quickly fade to differential reinforcement, in which independent correct responses receive the greatest level of praise. Make it more desirable to perform a skill independently than with prompting.

5 Ways to Eliminate Prompts

1. Change Response Mode

2. Assistive Technology

3. Prompt Fading

4. Differential Reinforcement

5. Increase the Delay



Slide 24–Your Turn

Your Turn

- ✧ Work in a small group to develop a task analysis for performing a functional or academic task.
- ✧ Demonstrate task analysis for the whole group
- ✧ Describe the chaining procedure that would be used to teach the steps.



Slide 25–Understanding Other Forms of Support

UNDERSTANDING OTHER FORMS OF SUPPORT



Slide 26–Other Forms of Support

There are many different kinds of support for students with severe disabilities such as AT, collaborative teaming, peer supports, and positive behavior support. Systematic instruction can be used with AT, AAC and peer supports to facilitate instruction, assessment and inclusion of students with severe disabilities.

Other Forms of Support

- ✧ Assistive Technology (AT) and Alternative Augmentative Communication (AAC)
 - AT can remove barriers to responding
- ✧ Peer involvement
 - Peer supports, peer tutoring, cooperative learning



Slide 27–Assistive Technology

For students with severe disabilities, AT can support mobility, positioning, daily living, hearing, vision, and instruction (Spooner, Browder, & Mims, 2011b). IDEA 2004 contains provisions relating to AT and the definition of such device. IEP planning committees are required to consider AT devices and services. Systematic instruction can be used to teach the use of AT.

Assistive Technology

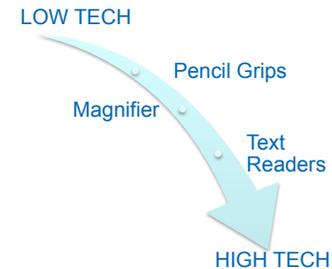
❖ IDEA 2004: “Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.”



Slide 28–AT Continuum

AT can be considered along a continuum of low tech to high tech. Abledata.com is a useful website for reviewing various devices.

AT Continuum



Useful Website:
• www.abledata.com



Slide 29–AAC

Augmentative and alternative communication (AAC) is the use of devices or strategies that support or replace verbal communication (Mustonen, Locke, Reichle, Solbrack, & Lindgren, 1991). AAC assessments should be used to identify discrepancies between an individual’s communication needs and current capabilities (Fossett & Mirenda, 2007). AT can also remove barriers to responding so that students can show what they know. Systematic instruction, such as the system of least prompts can be used to teach students how to use and communicate with the device. Peers and teachers should be trained on how to use the devices so that the benefits of AT can be optimized for students with severe disabilities. Unfortunately, many special education teachers do not have the necessary skills to use different AT devices (Westling & Fox, 2009).

AAC

- ❖ Devices or strategies that support or replace verbal communication
- ❖ System of least prompts can be used to teach the device.
- ❖ Peers and teachers should also be trained to use devices
- ❖ Early introduction of AAC is ideal

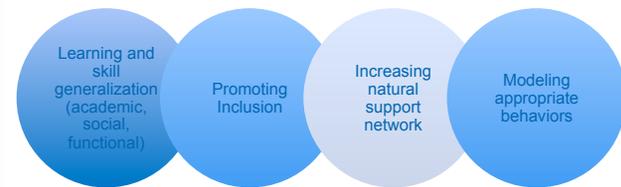
» Fossett & Mirenda, 2007; Mustonen, Locke, Reichle, Solbrack, & Lindgren, 1991; Westling & Fox, 2009).



Slide 30–Using Peers for

The types of support peers provide to students with severe disabilities have evolved from social interaction and assistance to academic participation in classroom activities (Westling & Fox, 2009).

Using Peers for



Slide 31—Some Kinds of Peer Support

Peer tutoring has a strong evidence base as an instructional strategy for different content areas, settings and to promote social interactions. The peer tutor is usually a student from a general education classroom that is trained in different systematic instructional techniques and provides instruction to a student with disabilities. Formal peer support programs have also been used in certain schools to promote inclusion as well as the academic and social success of students with severe disabilities. Formal programs require administrative support, appropriate peer selection and match, identification of a peer support facilitator staff member, support scheduling, training, assessment and relationship maintenance (Carter, Asmus, et al., 2013). Some peer support programs enable high school students to receive elective credit while supporting a student with severe disabilities in general education classes.

Some Kinds of Peer Support

❖ Peer tutoring (strong evidence base)

- Usually same-age general education student
- Trained to incorporate different instructional strategies

❖ Formal peer support programs



Slide 32—Collecting and Using Data to Inform Instruction

COLLECTING AND USING DATA TO INFORM INSTRUCTION



Slide 33–Purposes of Assessment

The purposes of assessment are.....(Read/ talk the slide). Now let’s have a show of hands about who here has participated in any of these methods of assessment for your students. How about the first one. Who has been part of an assessment to determine eligibility when a student is first placed in special education? (repeat with others).

Purposes of Assessment

- ❖ To determine who is eligible for services
 - E.g., Student qualifies for special education as a student with Autism Spectrum Disorder
- ❖ To develop an individual education plan
 - E.g., Current level of performance in literacy
- ❖ To determine if students meet expectations for educational outcomes
 - E.g., Alternate assessment based on alternate achievement standards
- ❖ To monitor ongoing progress
 - Progress for month in literacy



Slide 34–Alternate Assessment of Alternate Achievement Standards

We call the type of alternate assessment that students with significant cognitive disabilities take “an alternate assessment based on alternate achievement standards.” Note that I did NOT say “alternative assessment.” It is called an ALTERNATE assessment in IDEA and NCLB. Alternate achievement standards means that the students are not working towards grade level achievement. They ARE working on the same content as other students in their age and grade level, but at some level of alternate achievement. Because the students are not working on grade level achievement, these assessments are not used for student accountability. That is, the student does not have to get a certain score to move to the next grade level. For students with severe disabilities, grade level is based primarily on chronological age. Instead, the purpose is school accountability. The school is accountable for ALL students learning including those with severe disabilities. Federal law says that alternate assessments are for students with “significant cognitive disabilities”. This is not an actual category in IDEA and you cannot require a student to take an alternate assessment based on their disability level. For example, you can’t say all students with

Alternate Assessment of Alternate Achievement Standards

- ❖ **Purpose:** school accountability for student achievement of state standards
- ❖ **Who:** students with “significant cognitive disabilities” who cannot take general assessment even with accommodations (eligibility for AA-AAS determined by the IEP committee)
- ❖ **Developed by:** State education agency



severe intellectual disability will take alternate assessments. The IEP teams decides that the cognitive impairment is significant and that the student cannot take the general assessment even with accommodations. This is a serious decision and it means students will not be working towards the grade level achievement needed to receive the typical state diploma. These assessments are developed by the states. Often teachers serve on committees to help develop the assessments or review items. Have any of you been involved in developing, reviewing, or field testing our alternate assessment? If so, I know you signed a confidentiality agreement so cannot share specifics about this process. Why is it important not to disclose the contents of the assessment? (so people will not teach only to the test or have an unfair advantage over others who have not seen the test).

Although we could spend our entire day on alternate assessments, our focus is on what we do in the classroom on an ongoing basis to prepare students to achieve their goals. Here are some considerations for helping students prepare for alternate assessments. First and foremost, we need to teach the content on which the students will be tested- the Common Core. (If your state has curricular resources on extending the CCSS for students in AA-AAS, refer to them here). We also need to prepare the students to take tests. A lot of alternate assessments use multiple choice responses. Students need to know that there is one right answer and to indicate that in some way (e.g., by pointing). Students who do not yet have a selection response or understand pictures and other symbols, need intensive training to acquire these skills.

Slide 35–Student Achievement vs. “Something Else”

We have to be aware of “learned helplessness,” the tendency for our students not to try to learn or participate in independent responses because of a history of other people doing a task for a student. We have to ensure both the tasks we select and the methods we choose for the student to demonstrate learning are promoting the greatest degree of independent response. Real student achievement occurs when a student is making an intentional response to demonstrate understanding of content. If a student is only ever mimicking a model, always being physically guided to make a response, or if someone else is selecting the response for the student, this is NOT real student achievement. This is “something else,” and we should be careful to promote real achievement.

Student Achievement vs. “Something Else”

Student achievement

- Select picture for main idea
 - Full credit- eye gaze, point
- Find main idea across stories
- More credit for more complex text

“Something Else”

- Select picture with model prompt-point where I point
- Student works with peer who selects the picture
- Student did not select picture, but could check “not my best work”



Slide 36–When to Use...

In this powerpoint, I am going to be talking about two different types of informal, teacher-made assessments. The first one I just shared is called a skills assessment or what teacher often just call a “test”. Here is a list of times when you might give a test. Giving a test to a student with severe disabilities is fairly new in our field. When we did not teach much academics, we did not need tests of this type. In contrast, we now need a way for students to show mastery of the content just like all students do. The two examples I have shared offer ways to create a simple test for the material you teach. Next I’m going to be talking about using data sheets for progress monitoring. We have been using data sheets with students with severe disabilities for a lot of years, but have not always used them wisely. To use them wisely, we need to reap the benefit of the time it takes to collect data by letting them help us with our instructional decisions.

When to Use....

SKILLS ASSESSMENT

- ✧ At the end of a chapter or unit of academic instruction
- ✧ For daily homework or seatwork
- ✧ To help students practice for AA-AAS
- ✧ In general education when other students take tests

ONGOING DATA COLLECTION

- ✧ To monitor progress towards mastery on IEP objectives
- ✧ For the highest priority academic or daily living skills with data that will be taken frequently (e.g., daily)



Slide 37—Example of a Skill Assessment Item in English Language Arts

Similarly, here is an item in English Language Arts. Note that a response board can be used for the student to respond.

Example of a Skill Assessment Item in English Language Arts

Comprehension questions

Response options for Question #1

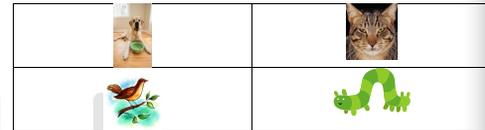
Poem

Read aloud this poem:

"A Bird Came Down the Walk."
The Complete Poems of Emily Dickinson. Boston: Little, Brown, 1960. (1893)*

"Wh" questions

Who came down the walk? (bird)
What did he bite? (worm)
Where did he hop? (wall)
Who did he let pass? (beetle)



Slide 38—Modified Response Board

This student was answering comprehension questions about an adapted grade-aligned science text. She is working with a peer, who is asking her the comprehension question. The response options are in the middle of the board. The peer was taught to point to and read the first option and then say, "Is this your answer, yes or no?" The student would eye gaze to the "Yes" or "No" response options affixed to the upper corners of her board.

Modified Response Board



Slide 39–Activity: Skills Assessment

Activity: Skills Assessment

- ✧ Make a skills assessment
 - Use “Caring for a Dog” handout
 - Create 3 test questions including 4-choice response options



What to Teach Students
with Severe Disabilities



Slide 40–Task Analysis

Most of you probably use task analytic instruction. A task analysis defines the chain of responding to complete a task from beginning to end, for example, the steps to put on a coat or to conduct a science experiment. We can use a task analysis for monitoring student progress by recording the number of steps the student performs without help. You may also want to record the prompts that you use to see if the student is making progress by relying on less prompting. The best time to take this data is either while teaching or immediately after the lesson. If you are teaching a group of students, you might alternate days when you take each student’s data.

Task Analysis:

- ✧ Outlines the steps necessary to complete a task
- ✧ The number of steps correct is scored
- ✧ The teacher decides on the number of steps presented in each trial (total task versus forward or backward chaining)
- ✧ For example, a task analysis data sheet would likely be used to record the steps for a student to complete the steps in a science experiment or put on a coat



Slide 41–Task Analysis Data Sheet Example

This is one example of a data sheet for a task analysis. The task here is for the student to solve an algebraic equation which is a CCSS for middle school students. This teacher has decided to score a + for correct responses or a – for errors. It might be good also to score prompts. What codes might you use for prompts? This teacher is also interested in generalization so will be coding where the skill is performed, with whom, and the materials used.

Task Analysis

Student: _____ Task: The student will independently complete 9 of 9 steps of an algebra equation.

Academic Component: _____

Date: _____

1. Student points to sum on equation										
2. Moves red marker to sum on chart										
3. Counts number of items in container and finds number on equation										
4. Moves the green marker to number on chart										
5. Count to the sum with materials										
6. Selects the number counted										
7. Puts correct number in for X in formula										
8. Puts correct number needed in container										
9. Solves for X (writes number)										
Where:										
With:										
Total Independent Correct:										

Student Response Code:
 (+)=Independent Correct
 (-)=Incorrect

Where Code:
 CL=Classroom
 JS=job site
 H=Home

With Whom Code:
 T=Teacher
 PR=paraprofessional
 PA=Parent
 JC=job coach

Material Used:
 J=algebra jig
 V=vocational materials

Slide 42–Ongoing Progress Monitoring

Once you have developed your data sheet for your priority skills and begun to collect data, you need a system for ongoing progress monitoring. Most data-based decision models rely on graphing the data. Then you use some guidelines to review your data and make decisions about changing instruction.

Ongoing Progress Monitoring

- ❖ Graph the data
- ❖ Identify the correct decision following decision rules for given examples
- ❖ Select an appropriate plan for instructional or behavioral change
- ❖ Data-based decisions
 - Using data collected to make informed instructional decisions about how to proceed with instruction




Slide 43–To make data-based decisions, graph data

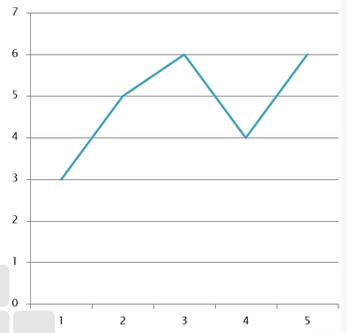
Begin by summarizing the data using a simple linear graph. Software programs like Excel can do this for you fairly simply. In this system, you graph independent responses. Why not graph prompted responses? (Wait for answers....because our goal is for the student to be able to do the skill without teacher help).

To make data-based decisions, graph data

Why don't we graph prompted responses?

How many correct on day 4? On day 2?

- ❖ Count unprompted correct for each session
- ❖ Put a dot on that number on the graph
- ❖ Connect dots across sessions
- ❖ X axis: session
- ❖ Y axis: number correct

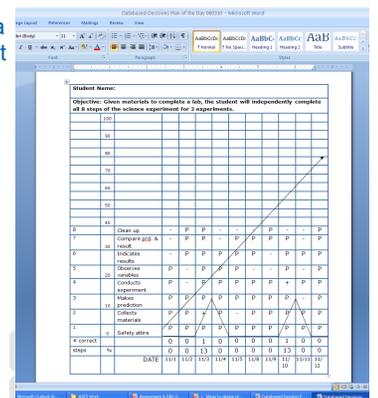


Slide 44–Alternative

Sometimes teachers superimpose their graph on their data sheet like this.

Alternative:

- ❖ You can superimpose a graph on the data sheet itself.
- ❖ Advantage: can see prompt levels.



Slide 45–Data-Based Decisions

Remember at the beginning of this presentation when we discussed who sets the standard for performance. In this case, you do as the teacher. You will decide what you will accept as mastery, which might be 100% for a skill that needs high accuracy. You also need to decide how soon you expect mastery. For example, will you aim for the student reaching mastery by the end of the month? The level of mastery and date forms what we call an Aimstar. For example, my aimstar may be that the student reaches 80% of all responses correct by March 1st.

Data-Based Decisions

- ❖ How much progress is adequate?
 - Need to know the criteria of your objective
 - Draw an aim line that reflects this criteria (expected progress)
- ❖ Draw aim line from average of first three data points to the number of independent correct listed as mastery in goal statement by the expected completion date (date on IEP) or by the end of the data collection period (2 weeks? 3 weeks? How long instruction lasts)



Slide 46–Aim Line with Aim Star

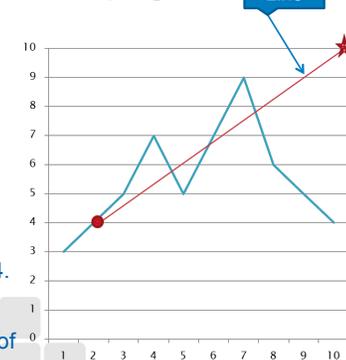
Here is an example with the steps to draw an aim line. What do you think about this progress? (beginning to regress; not on track).

Aim Line with Aim Star

Steps to draw aim line.

- ❖ 1. Set the aimstar
 - Aim is 10 correct by end of 10 weeks.
- ❖ 2. Compute 1st 3 data points (baseline)
 - Intersection of first three data points is 4.
- ❖ 3. Draw aim line
 - Aim line shows rate of progress student needs to make.

How is progress?



Slide 47–To determine if progress is adequate

Sometimes when there is some bounce in the data like the example I just showed, it can help to draw a trend line and compare this with the aim line.

To determine if progress is adequate

- ❖ Set aim point
- ❖ Draw aim line
- ❖ Draw trend line
- ❖ Compare aim and trend line



Slide 48–Trend Line

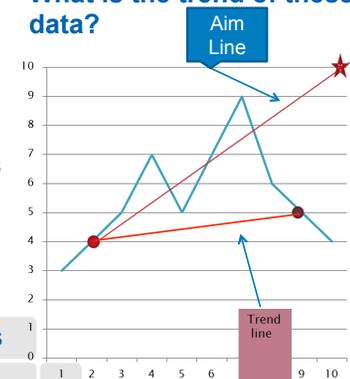
The trend line uses the intersection of the first three data points and the intersection of the last three data points to draw a line. Now with a trend line, we can consider if it is accelerating (going up), decelerating, or flat. How is this data? Yes, there is some acceleration, it's a little better than where the student started. But the problem is that the trend is well below the aim line isn't it? So we do need to make some instructional changes.

Trend line

Trend will always be up, down, or flat.

What is the trend of these data?

- ❖ The first point of the trend line is the intersection of the first three data points
- ❖ The second point of the trend line is the intersection of the last three data points
- ❖ Connect these points



Slide 49—Instructional Decisions Based on Progress

Depending on the graph of a student’s performance, various instructional decisions can be made. Read/talk slide.

Instructional Decisions Based on Progress

- ❖ **Adequate Progress**
 - Accelerating trend above aim line
 - No change to instruction needed
- ❖ **Mastery**
 - No trend line needed
 - Work on generalization and/or put on weekly review
- ❖ **Inadequate Progress**
 - Accelerating or flat trend but below aim line
 - Improve instruction to increase independent responding, slow progress
- ❖ **No Progress**
 - Trend flat, well below aim line
 - Simplify the skill to be learned (use chaining or AT)
- ❖ **Motivation**
 - Decelerating trend, inconsistent data
 - Vary reinforcers, use new materials
- ❖ **Inconsistent or regression**
 - Consider medical, behavioral, data collection or instructional causes of performance



Slide 50—Summary

In this section, we have considered ways to monitor student progress. We began by discussing alternate assessments and how to get students ready to take AA. We have looked at two types of skills assessments and daily data sheets. When will you use each of these? (pause for discussion). What is an example of a data pattern that requires an instructional change? (wait for answer)

Summary

- ▶ When will you use skills assessment vs. daily data sheets?
- ▶ What are some options for graphing data?
- ▶ What is an example of a data pattern that requires an instructional change?



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