

Access to the Core Standards for Students with Significant Intellectual Disabilities

Presenter: Jennifer Lyons
Assistive Technology
Implementation Specialist

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Engineering the Classroom to Access Core Standards

Presenter: Jennifer Lyons
Assistive Technology
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Technology

- For persons without disabilities technology makes things easier....
- For persons with disabilities technology makes things possible....

Source: GPAT

Assistive or Instructional

Assistive Technology

Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. For example, people with limited hand function may use a keyboard with large keys or a special mouse to operate a computer, people who are blind may use software that reads text on the screen, or people with speech impairments may use a device that speaks out loud as they enter text via a keyboard.

Assistive Technology gives the student the ability to complete a work task.

Instructional Technology

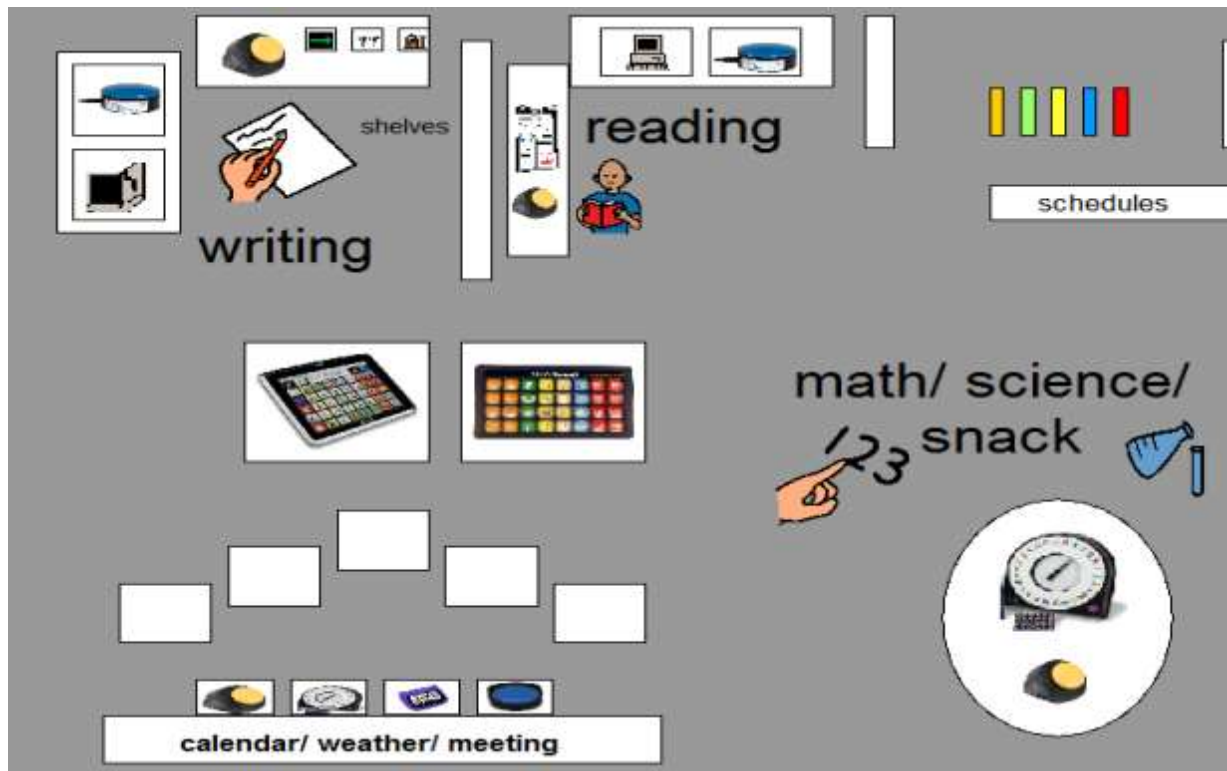
Instructional technology is the use of a variety of teaching tools to improve student learning. We usually think of computers and computer software when we think of instructional technology, but instructional technologies are not limited to computers in the classroom. Instructional technology describes all tools that are used for teaching and learning such as: cameras, CD players, or PDA's.

Instructional Technology is used as a teaching tool or strategy to support learning.

Ways to Access Standards

- Near or At Grade Level
- Entry or Prerequisite Level
- Access or Response Level

Choosing Core Tools help provide access to Core Standards



Common Core/ Communication/ Access

1 Standard : 6 Students

1 Class : 1 Teacher: 1 Paraprofessional

6 Levels

6 IEP's

1 Instructional Unit

Accessing Core Standards

- Today we are going to provide examples of accessing a variety of different Topics which align with Core Standards while embedding IEP goals and objectives:
- The topics/lessons were chosen because they address standards. The access can be replicated to meet different standards or grade level activities.

Providing concrete connections to the core standards

***Common Core Standard:** Pick standards that cross grade levels:

- Develop understanding key ideas and details:
 - Author/ Illustrator
 - Character
 - Setting
 - Main idea

Build background knowledge

- Connect
- Develop understanding
- Provide access

Attaching meaning to WH?'s

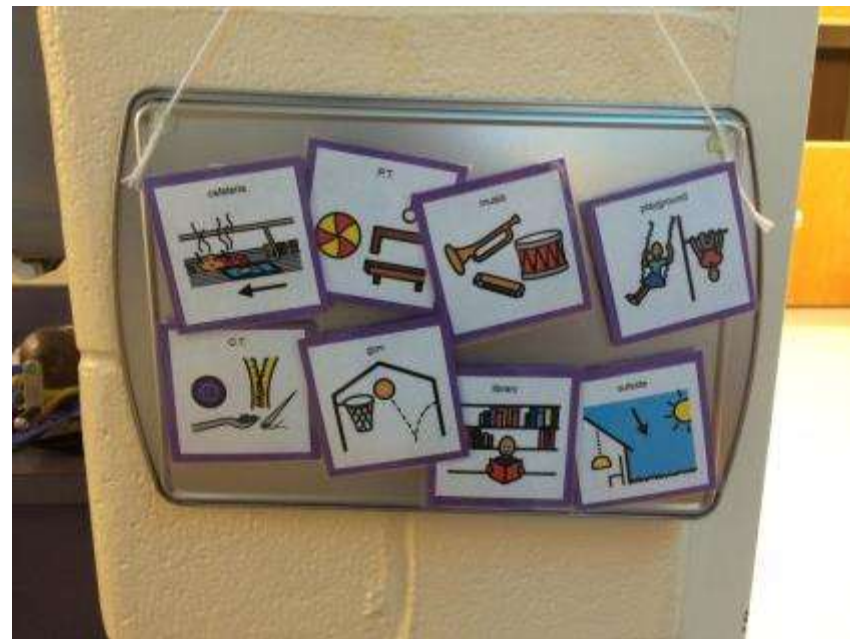
- Answering WH? 's
 - Where did you go to lunch?
 - What did you eat?
 - Who did you go with?

Answering “Wh” Questions

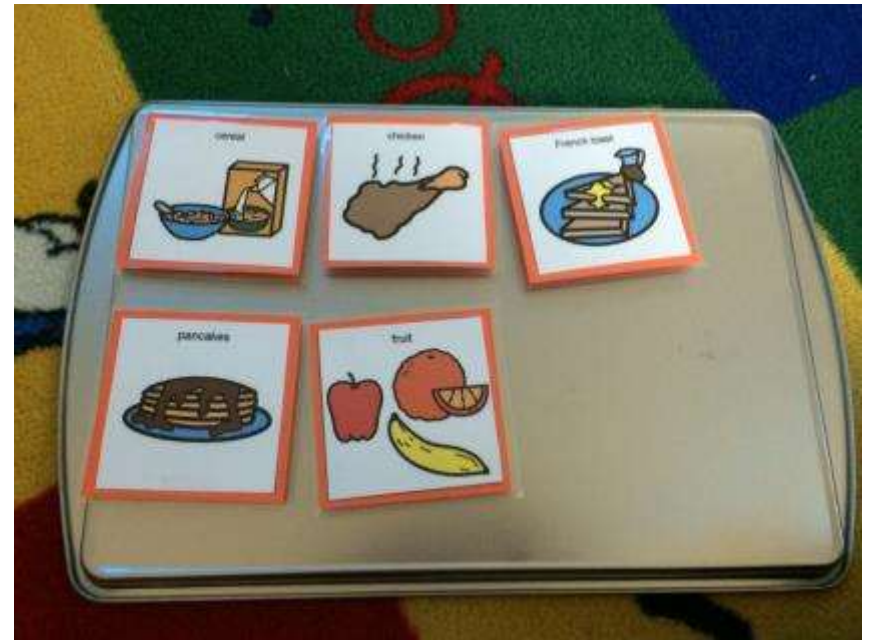
- Who:
 - Is here today? + Who did you eat with?
- What:
 - What did you eat for dinner? + What did you do? + What did you eat for lunch?
- Where:
 - Where are we going today? Art, Music, or P.E. + Where did you eat lunch?



Answering “Wh” Questions “Where?”



“What?”



Magnets

Reading and Writing to show understanding

- Standard connection:
 - Develop understanding key ideas and details:
 - Author/ Illustrator
 - Character
 - Setting
 - Main idea

- Insert unique story

Topic= Magnets

Teaching

Communication

Reading

Science

Fine motor

Predictions

Data collection

and

What magnets do

A Glimpse at the Month Ahead

- **Week 1**

- Pre Teach Vocabulary

- Picture walk or virtual field trip (take pictures of magnets, things in the environment that may and may not stick to a magnet)

- Create a simple book, in Power Point or Tarheel reader, of magnets and things that class will test to see if it will stick (push or pull) to the magnets.

Magnets! Does it Stick?

Jennifer Lyons-Golden



Theme Reading Based

Day 1: Pre Teach Vocabulary (Build background knowledge by going on a virtual field trip)

Reading	Stacy	Betty	Eddie	Alice (Dynavox)	Andy (Nova Chat)	Tommy
Day 1: Pre Teach Vocabulary (Virtual Field Trip)	Switch click With Power Point to show pictures of the new vocabulary	Talk about things she sees	Use low tech core overlay paired with fringe vocabulary to prompt verbal responses	Practice past Core word by activating it + navigate to item on device.	Activate see it to get Stacy to turn page. See the next item (Para) help navigating	Activate see to turn page and touch picture in printed book.

Resources for information on core words



[PrAACtical Thinking](#)

[Strategy of the Month](#)

[Video of the Week](#)

[AAC e-Tool Box](#)

[Blog Love](#)



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What is LAMP?

Language Acquisition through Motor Planning (LAMP) is learning principles. The goal is to give individuals who are independently and spontaneously expressing themselves.

LAMP focuses on giving the individual independent access to consistent motor plans for accessing vocabulary. Teaching multisensory input to enhance meaning, with the child's input taught.



The LAMP app principles along nonverbal individuals.

When LAMP started they were found spontaneously to express their

It was often not engagement in individuals exhibit

[Find out why L](#)

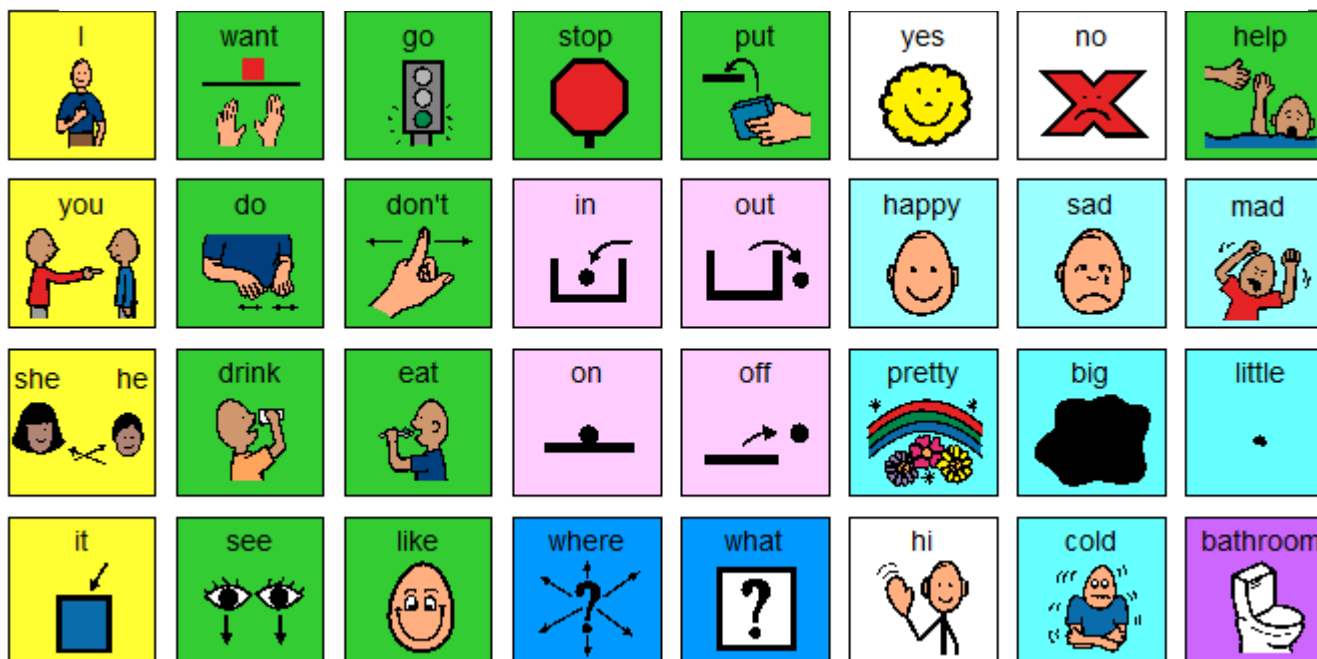
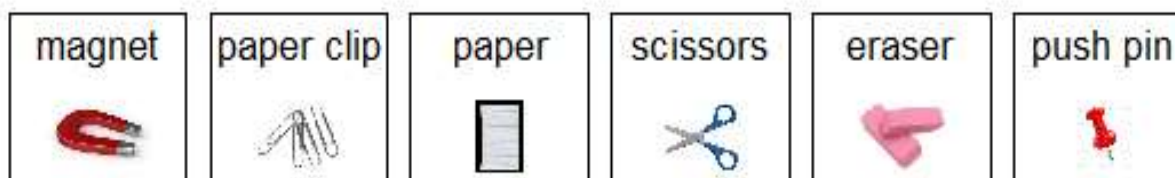
autistic children

How will each student participate



Stacy

Low Tech Core Overlay + Fringe Vocabulary



Eddie
Betty

Theme Based Writing

Day 1: Writing with new vocabulary (Build background knowledge by writing about the virtual field trip)

Writing	Stacy	Betty	Eddie	Alice (Dynavox)	Andy (Nova Chat)	Tommy
Day 1: Pre Teach Vocabulary (Virtual Field Trip)	Eye gaze to core word (it) and item's picture to be put on paper for her.	Write about things she sees writing typing on computer: I see it (glue picture) of item she saw from book) I see it (magnet), I it (metal paperclip)	Use low tech core overlay for a spelling model. Type sentence I see it in Power point book under each picture.	Practice new Core word by activating (it) navigate +to items. Write word It on paper- type and listen on device.	Activate see it and find the same pictures from pages in book. Find items with Para help navigating	Activate see to turn page. Give word cut out to glue on each page with item.

Writing



It magnet



Andy activates see it on device to direct peer to turn page in book and see next picture



**Address the Common Core Standard:*

Develop understanding of the core standard

- Reading informational text (Book on Magnets) to gain information.

- *Teacher Led Reading:
Read story to class (About Magnets)
- *Word Identification: Have Students come to board (or bring to them) and circle (dolch sight words) /core word with marker and read with device or voice. Then have them circle on bingo board.





it	see	go	It
Put	It	it	want
it	put	See	it
Put	it	Want	go



Put it in.

It will stick.

Put it on.

Will it stick?

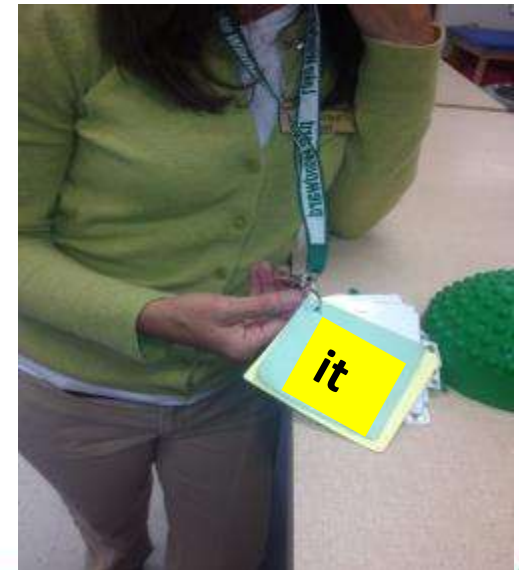
It will stick.

Look it will stick!



Week 2

- **Core Word Instruction*: Have students use a highlighter (or eye gaze for teacher) to mark the core words in story that were reviewed previously.
 - Teacher holds up **It** on a yellow card and gives student yellow highlighter, stamp, crayon, etc.
 - Repeat for each core word used to date: It, put, on



Mark core words share read with teacher

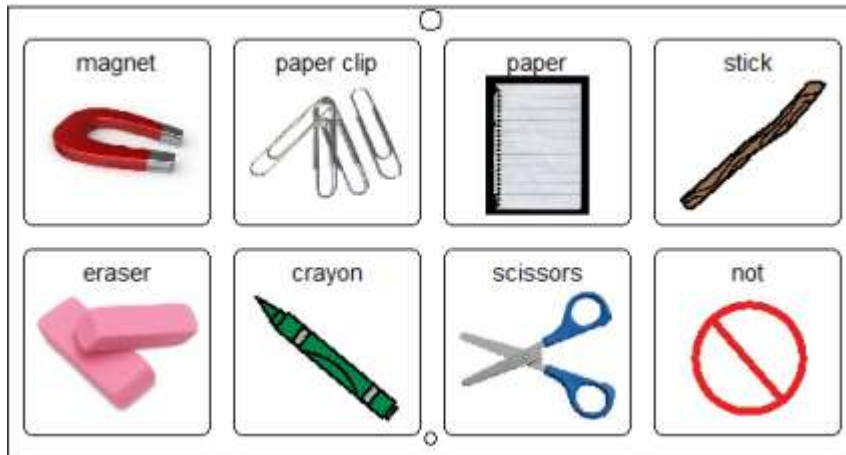


Number of Exposures to Learn a New Word (McDonald 1999)

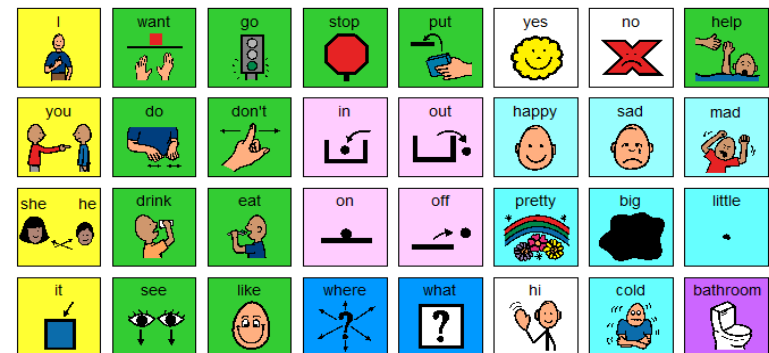
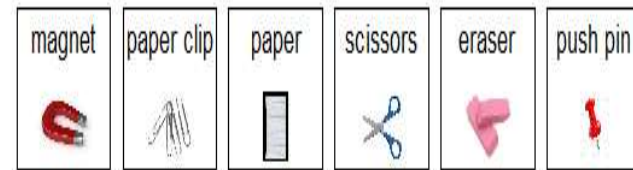
Level of Intelligence	IQ	Required Exposures
Significantly Above Average	120-129	20
Above Average	110-119	30
Average	90-119	35
Slow Learner	80-89	40
Mild Cognitive Impairment	70-79	45
Moderate Cognitive Impairment	60-69	55

Changing the focus

before



after



Week 2 cont.....

- Day 2: *Teacher Led Reading: Have students follow along in their story while the teacher reads to class.
- Day 3: * Shared Reading: Teacher reads story pausing at core words and holding up word (card or point to sticky note) to prompt students to read along.
 - Verbally
 - On device
 - Eye gaze

Independent, Shared, Choral Reading

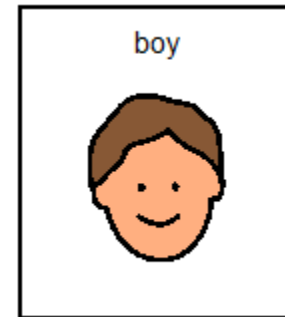
- Tools which allow for text beyond a teacher:
 - Text To Speech
 - (SOLO literacy suite)
 - Classroom suite
 - Read and Write Gold
 - Devices:
 - Sequential message device (Step by step), Switch Click, Intellikeys, switch interface.
 - Bookworms
 - Free Book software and Apps
 - Tar Heel Reader
 - Power Point



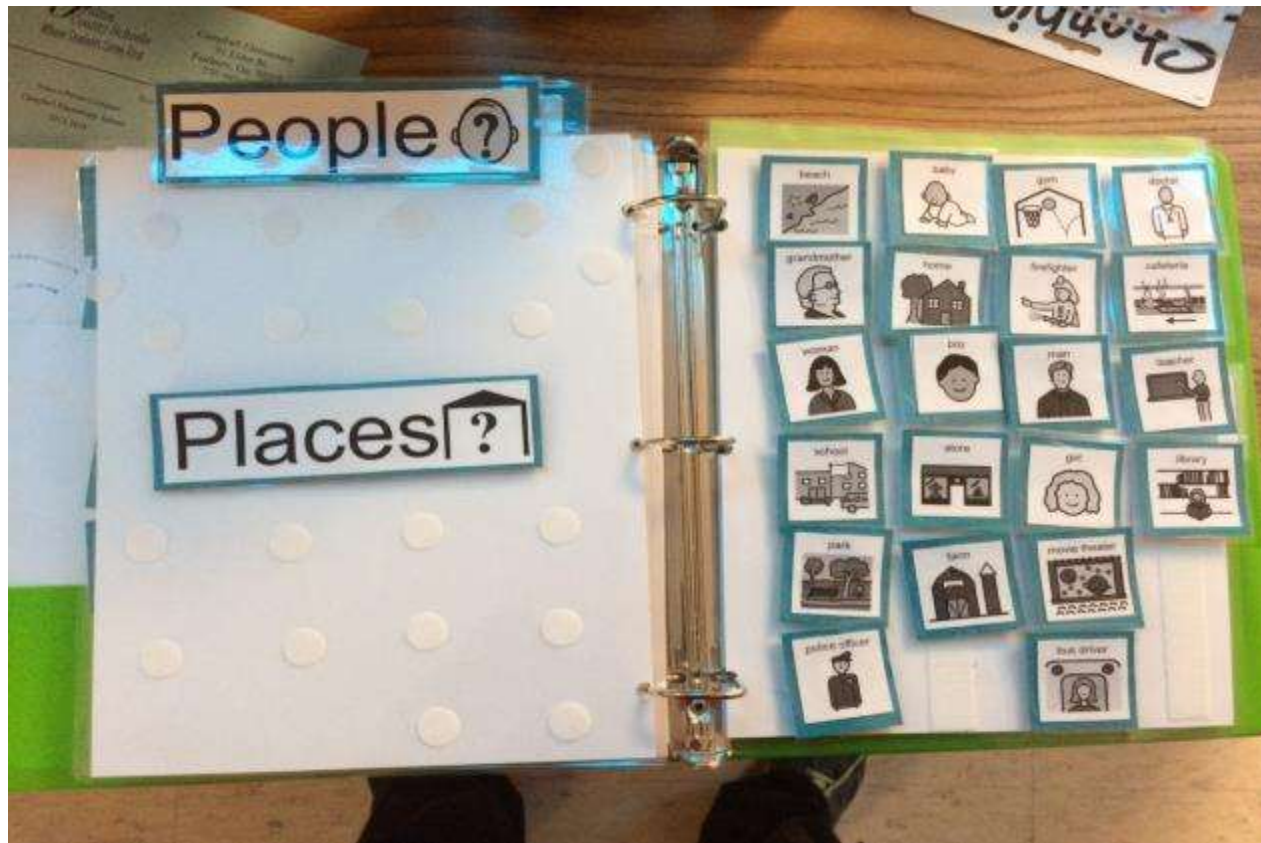
Week 2 Cont.

- ***Address the Common Core Standard:** WH?'s- Who
 - Day 1: Locate characters in our class (each student makes a character poster with things about them)
 - Day 2: Locate character in story on low tech board and discuss characteristics.

Who is the main Character?



Who Question?



- ***Address the Common Core Standard:** WH?'s-
Where
 - Day 1: Talk about the settings in our school and what we do in each and who is there.
 - Day 2: Locate character in story and what setting he is in.

Answering “Wh” Questions

- Who:
 - Who thinks this will pull to the magnet and stick?
- What :
 - What will stick to the magnet?
- Where:
 - Where does it belong? Does it belong in the -It does or It does not box?



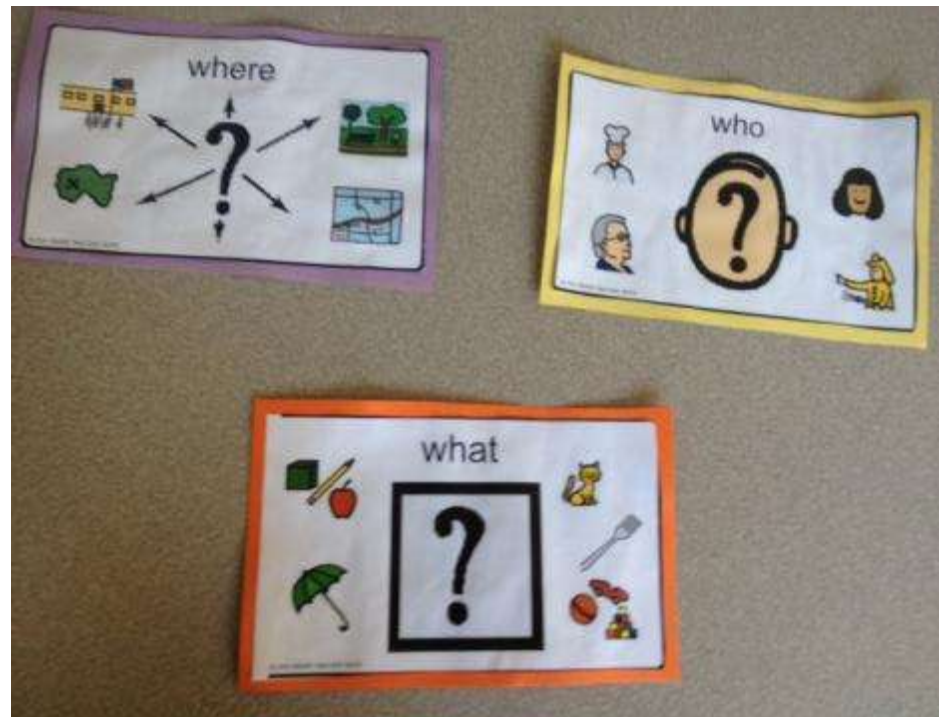
- ***Address the Common Core Standard: WH?'s-**

Answer:

- Key Details
 - “What” we are reading about and
 - Test items “Does it pull (stick)?” - It does / It does not

Answering “Wh” Questions

- Who:
 - Who’s turn to predict?
- What :
 - What did we see?
What sticks to magnet?
- Where:
 - Where do we put it (the object) in, the does or does not box?



Making the connecting

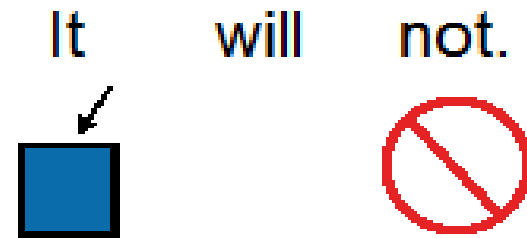
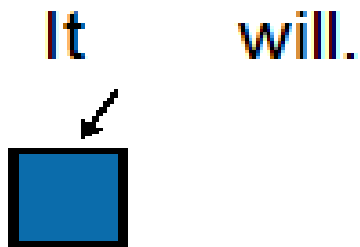
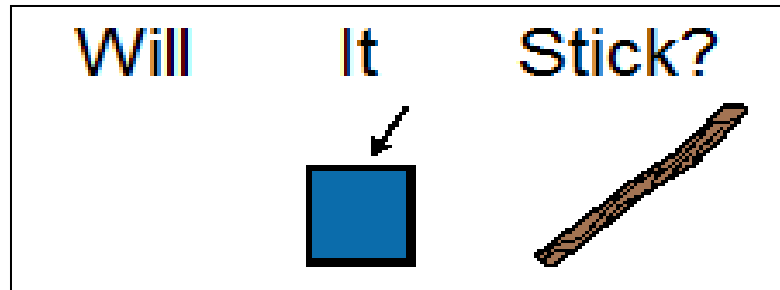


Magnets! Does it Stick?




Jennifer Lyons-Golden



Writing to Show Understanding



Errorless Writing

Does 	it 	pull ? 
Does	it	pull ?

Science connection

-

M1D1 Students will create simple tables and graphs and interpret them.

S1P2 Students will demonstrate effects of magnets and other magnets and other objects.

Demonstrate how magnets attract and repel.

Identify common objects that are attracted to a magnet.

- How is each student actively engaged?
- Is each student doing the activity the same way?
- What Assistive and Instructional Technology do we need to provide access and promote engagement?

Is My Student Actively Engaged?



Children learn to read and write through active engagement in their world.

Lets compare an additional theme....






- Watch this run through.
- What do you notice?

Day 1: Pre Teach Vocabulary

Virtual field trip

Explore and write about new vocabulary

We are Going to a Farm.

    **A** 

By Jennifer and Leslie

- <http://www.youtube.com/playlist?list=PLD1EE04A2B988F505>

Day2: *Address the Common Core Standard:

Develop understanding Key ideas and details

Character (what are characters)-refer back to WH?'s

From morning circle

Use class as example (we are characters in our class)

Have students make a poster describing who they are

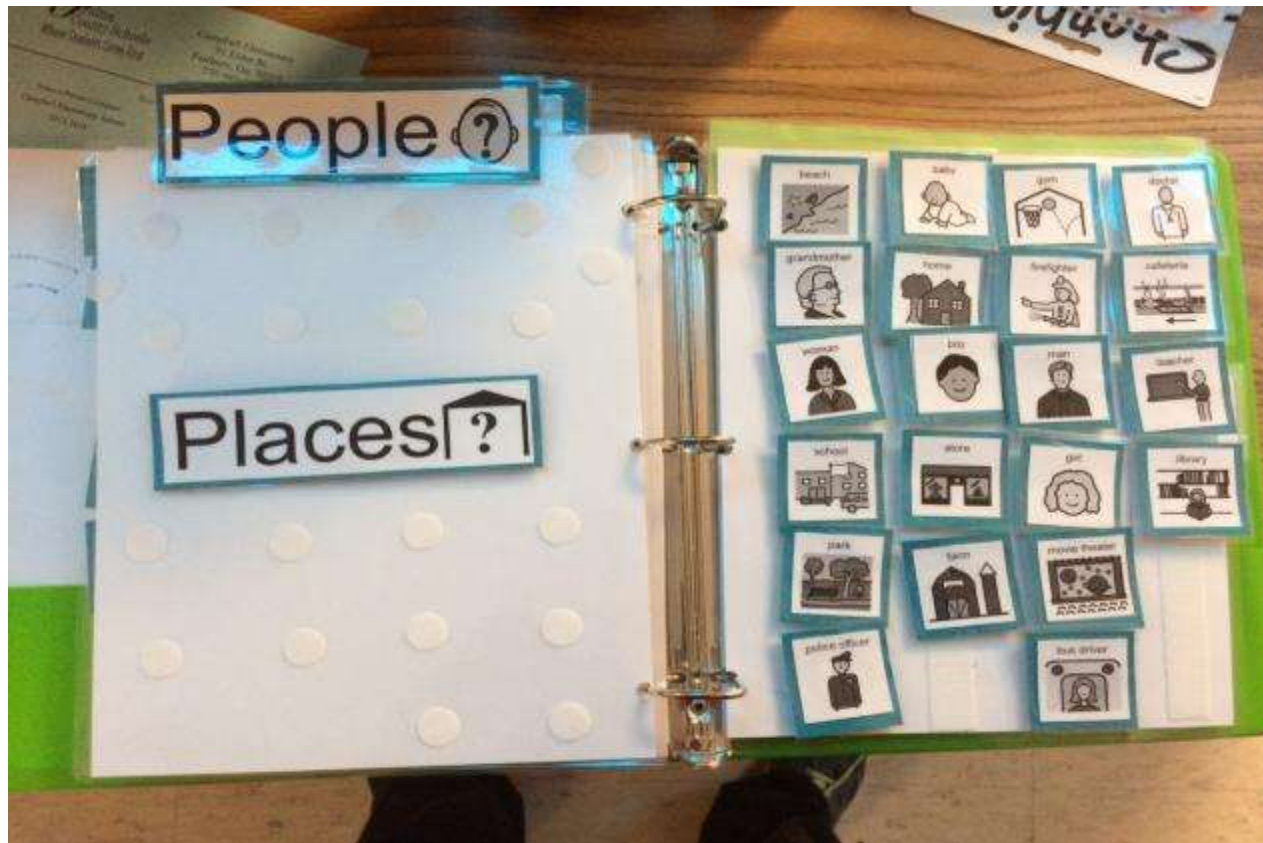
Day3: *Address the Common Core Standard: Develop understanding Key ideas and details

Setting (what is a setting)

Use School as example

Classroom, lunchroom, PE, Art (places child is familiar with)

Who Question?



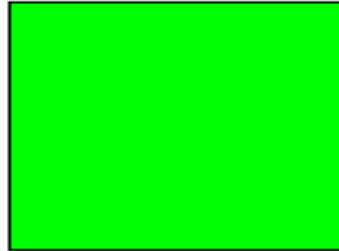
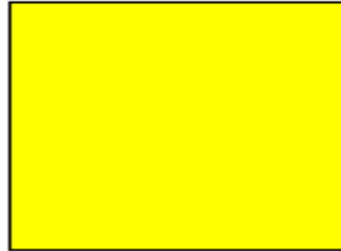
Writing with Core Words



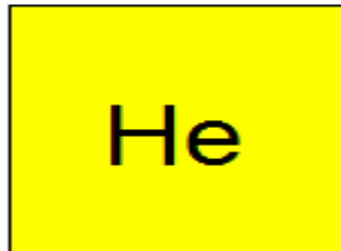
Children learn to read and write through active engagement in their world.

Errorless Writing

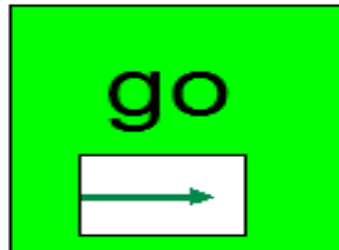
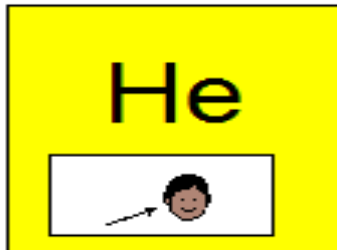
Setti



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Day 4: *Teacher Led Reading: Read story to class
Participation / Respond to Literacy



Week 1 continued

Day5: *Word Identification:

Have Students come to board (or bring to them) and circle core word with marker and read with device or voice. Then have them circle on bingo board.



Go	see	I	girl
we	go	want	See
go	want	see	Go
See	I	we	go

e

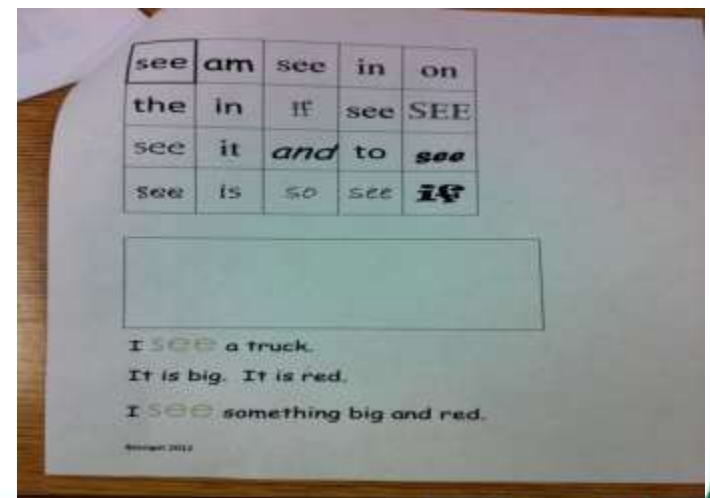


I go home.

I go school. |

I want to go.

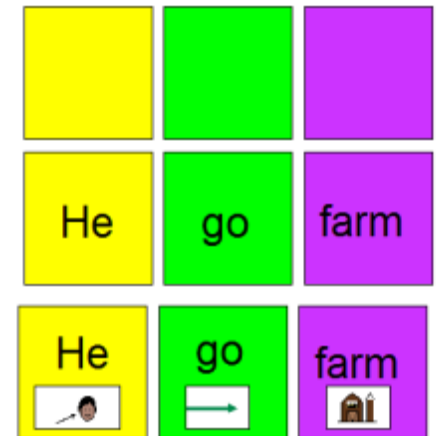
Do you want to go?



Week 2

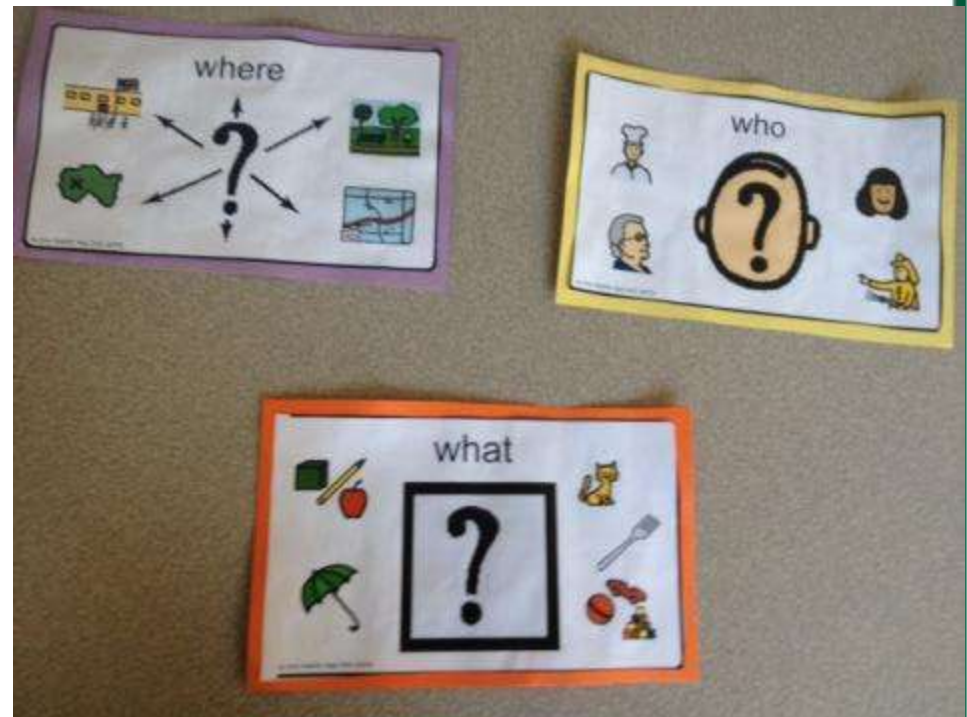
Reading and Writing

- **Day1: Read and respond**
- **Day2: Core Word Instruction:** Have students use a highlighter to mark the core words in story that were reviewed in day 5
- **Day 3: Locate/ describe Characters** in story/ discuss in relation to our setting from last week.
- **Day 4: Locate settings/** discuss in relation to our setting from last week.
- **Day 5: Show understanding/** Create a book together utilizing core words paired with fringe to write about the story in Tarheel reader.







Answering “Wh” Questions

- Who:
 - Who went to the farm?
- What :
 - What did we see on the farm?
- Where:
 - Where is CJ going? Where do the animals live?



Writing to Show Understanding

We are Going to a Farm.
 =   **A** 

[Power Point](#)

<http://tarheelreader.org>
/

By Jennifer and Leslie Class

Number of Exposures to Learn a New Word (McDonald 1999)

Level of Intelligence	IQ	Required Exposures
Significantly Above Average	120-129	20
Above Average	110-119	30
Average	90-119	35
Slow Learner	80-89	40
Mild Cognitive Impairment	70-79	45
Moderate Cognitive Impairment	60-69	55

READ, READ, READ

Create

Engage

Provide access



Webinar Evaluation

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