Access to the Core Standards for Students with Significant Intellectual Disabilities

Presenter: Jennifer Lyons
Assistive Technology Implementation Specialist
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https://www.research.net/s/TFLwebinar
Engineering the Classroom to Access Core Standards

Presenter: Jennifer Lyons
Assistive Technology Implementation Specialist
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 where 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

www.explainthatstuff.com
### Theme Reading Based

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>Stacy</th>
<th>Betty</th>
<th>Eddie</th>
<th>Alice (Dynavox)</th>
<th>Andy (Nova Chat)</th>
<th>Tommy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1: Pre Teach Vocabulary (Virtual Field Trip)</strong></td>
<td>Switch click With PowerPoint to show pictures of the new vocabulary</td>
<td>Talk about things she sees</td>
<td>Use low tech core overlay paired with fringe vocabulary to prompt verbal responses</td>
<td>Practice past Core word by activating <em>it</em> + navigate to item on device.</td>
<td>Activate see it to get Stacy to turn page. See the next item (Para) help navigating</td>
<td>Activate see to turn page and touch picture in printed book.</td>
</tr>
</tbody>
</table>
Resources for information on core words
How will each student participate

Stacy
# Theme Based Writing

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

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<td><strong>Day 1: Pre Teach Vocabulary (Virtual Field Trip)</strong></td>
<td>Eye gaze to core word (it) and item’s picture to be put on paper for her.</td>
<td>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)</td>
<td>Use low tech core overlay for a spelling model. Type sentence I see it in Power point book under each picture.</td>
<td>Practice new Core word by activating (it) navigate +to items. Write word It on paper-type and listen on device.</td>
<td>Activate <strong>see it</strong> and find the same pictures from pages in book. Find items with Para help navigating</td>
<td>Activate <strong>see</strong> to turn page. Give word cut out to glue on each page with item.</td>
</tr>
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</table>
Writing

Classroom Suite
Version 4.2

First Author

It magnet

I we it like went am
is are to with my the
magnet field pull pole permanent property

QWERTYUIOP
ASDFGHJKL
ZXCVBNM

123 SPACE . ? !
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.
<table>
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<th>it</th>
<th>want</th>
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<td>Want</td>
<td>go</td>
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Put it on.

Will it stick?

It will stick.

Look it will stick!

Put it in.

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

Mike puts it on the pencil.
Will it stick?
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Changing the focus

before

after

- magnet
- paper clip
- paper
- scissors
- eraser
- push pin

- I
- want
- go
- stop
- put
- yes
- no
- help

- you
- do
- don’t
- in
- out
- happy
- sad
- mad

- she
- he
- drink
- eat
- on
- off
- pretty
- big
- little

- it
- see
- like
- where
- what
- ?

- h
- cold
- bathroom
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?

Mike has a magnet.
He puts it on things in his classroom.
Mike wants to know, “Will the magnet stick?”
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

Will It Stick?

It will.

It will not.
Errorless Writing

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.
Testing each item with magnets to see if it attracts
• 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

• http://www.youtube.com/playlist?list=PLD1EE04A2B988F505
Day 2: *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

Day 3: *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?
Children learn to read and write through active engagement in their world.
Errorless Writing
Setting

He  go  farm

He  go  farm
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.
<table>
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<th>Go</th>
<th>see</th>
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<th>girl</th>
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I go home.
I go school.
I want to go.
Do you want to go?
Week 2
Reading and Writing

• **Day 1:** Read and respond

• **Day 2:** 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.

Power Point

http://tarheelreader.org/

By Jennifer and Leslie Class
## Number of Exposures to Learn a New Word (McDonald 1999)

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READ, READ, READ

Create

Engage

Provide access
Webinar Evaluation

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