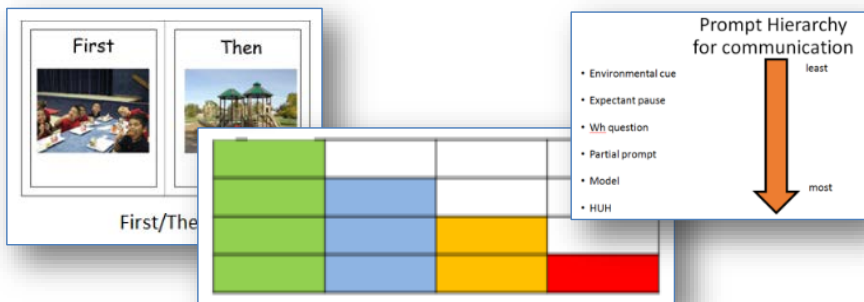


A Guide to Effective Instruction for Students with a Significant Cognitive Disability as Aligned with the Marzano Framework

Alignment with the Marzano Focus Teacher Evaluation Model



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Introduction

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PURPOSE

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The purpose of this document is twofold.

First, it is intended to provide teachers of students with a significant cognitive disability (SwSCD) a guide to develop and reflect on how their classroom design and instructional practices support student access, involvement and progress in the general curriculum as mandated by the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB), also known as the Elementary and Secondary Education Act (ESEA) (Karger, 2004).

Second, it is intended to provide school administrators an interpretation of how the Marzano Focused Teacher Evaluation Model (Carbaugh, et al., 2017) and Becoming a Reflective Teacher (Marzano, 2012) play out in classrooms designed to support the teaching and learning of SwSCD.

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While good teaching is good teaching no matter where it is found, in classrooms for SwSCD some of the effective teaching strategies and student demonstration of learning may appear different than those employed for typically developing students. ~~As such, it may be beneficial to review how teaching and learning for SwSCD in specific content areas may be the same, or different, as reflected in the introductions to the Florida Department of Education Access Course Descriptions (FDOE, n.d.). While each content area has its own examples of access and involvement for this population, this introduction will just highlight the conceptual models for English language arts and mathematics. [There should be a transitional phrase or sentence to make the connection between 'conceptual models...mathematics' and the following paragraphs on reading, writing, and accessing info: e.g., "highlight the conceptual models for English language arts (which incorporate reading, writing, and accessing information) and mathematics" if this is accurate.]~~

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English-Language Arts

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Reading is the ability to comprehend the meaning conveyed by language by grasping the meaning of written or printed characters, words, or sentences. ~~Reading involves~~ in a wide variety of print and non-print texts. ~~that help a reader gain an understanding of what is being read.~~ All students should have the opportunity to access text for the purposes of gaining knowledge, acquiring information, sharing experiences, and seeking personal fulfillment. While some students will learn to access literature through ~~traditional~~ reading (i.e., comprehending traditional written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

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Writing is the recording of language and meaning in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of

sharing information, stories, and opinions. For students with a significant cognitive disabilityes this opportunity may involve the use of ~~range from~~ traditional forms of text production (handwriting or typing) or to using assistive technology to develop permanent narrative and informational products.

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In addition, all students must know how to access knowledge and information through a variety of media for a variety of many different purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual, or may take a more recent form, such as using internet resources ~~ees~~. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., such as with a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience.

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Mathematics

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Another opportunity for SwSCD exists in tThe study of mathematics. Mathematics provides the means a way to organize, understand, and predict life's events in quantifiable terms. Organizing life using Using numbers allows us to keep accurate records of objects and events, such as things like quantities, sequences, time, and money. Using numbers to understand the relationships between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, or comparison shopping), geometric principles (e.g., shapes, area, or volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with a significant cognitive disabilityes will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the life's most useful skill sets, and essential for both students with a significant cognitive disabilityes and students with typical development. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable. The idea in the preceding sentence is stated in the 1st three sentences of the paragraph, making this repetitive. I suggest deleting it.

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Communicative Competence

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Referenced in this document are a number of specialized evidence-based teaching strategies that are evidence-based practices for the teaching and learning of SwSCD (see glossary). The NCSCAn Instructional Resource Guide, developed for the National Center and State Collaborative (NCSC) available at www.accesstofs.weebly.com, is an excellent companion document that describes in detail some of these specialized teaching strategies that may appear different from those used in typical classrooms.

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The NCSCFlorida's model of access to the general education curriculum begins with receptive and expressive communication as a foundation (see graphicfigure 1 need "Figure 1" label for graphic). Establishing a response mode (e.g., pointing to response options, eye gaze, augmentative and



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alternative communication [~~(AAC)~~ use] is essential to accessing any curriculum. The response mode used may be both student- and activity-specific and may make the instructional process appear different from that ~~of~~ of a typical general education classroom. ~~["...and may make...classroom," is repetitive—I'd delete].~~ Specialized instructional strategies, such as the use of a learning or communication **prompt hierarchy** and a constant **time delay** procedure, should be regarded as exemplary practice for the teaching and learning of SwSCD.

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~~(The guide describing these practices can be downloaded from the ACCESS Project's web site, www.accessstoffs.weebly.com or from the NCSC Partners website <http://www.ncscpartners.org/Media/Default/CoP%20Presentations/1-Ensuring-Access-Pt1/Instructional-Resource-Guide.pdf>.)~~

Universal Design for Learning (UDL)

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Another cornerstone for teaching SwSCD is Universal Design for Learning (UDL). The principles of ~~universal design for learning~~ UDL are essential ~~to create~~ for creating an environment where accommodations can be seamlessly integrated into the classroom and units of study. The principles of flexible engagement, representation, and action and expression mean that some students may receive information, express themselves, or otherwise appear different than their classmates. For example, some students may require extensive **visual supports** in order to retain information. Others may require **augmentative and alternative communication (AAC)** systems in order to express themselves.

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Under any set of circumstances, however, ~~the bottom line is that~~ lessons are aligned with the State standards and/or **access points**, and appropriate supports are in place for each student to access, be involved in, and make progress in the general ~~education~~ curriculum.

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Using this guide

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~~USE~~

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The guide is intended to have the following uses:

1. A self-reflection guide for teachers to indicate their areas of strength and areas needing improvement. The teacher- and student-initiated (where applicable) indicators for each element provide guidance for creating accessible learning environments that support student involvement and progress in classroom routines and curricula. Teachers can use this guide to analyze if each indicator is well established in their classroom and, if it is not, decide what to target for professional development.
2. A guide for administrators who may not be familiar with the nature and needs of students with the most complex disabilities and how teaching and learning may appear different from that for most students, but will still target the elements outlined by the Marzano model.
3. A means for assisting teachers and administrators planning for classroom observations, reflecting on teacher evaluations, and planning for future professional development.

4. To encourage collegial conversation between teachers and paraprofessionals so they understand best practices and why they do what they do.
5. Terms in **bold** font are defined in the glossary (p. 20).

Note: A frequently asked question is whether all the best practices identified in this document should be part of any given routine, activity or lesson. The answer is two-fold:

1. Teachers should strive to become masters of all these practices, using the document to determine which of them are current strengths and which should be a focus for professional development and practice. Given the variability of student needs in a classroom, teachers should be equipped with all these skills in order to serve any student who may be on their roster.
2. To an observer, not all the practices may be seen in a single setting. For example, if the student population does not have a user of an Augmentative or Alternative Communication system, then programming a device's vocabulary would not be necessary. Likewise, if no student has a formal Behavior Intervention Plan (BIP), then an observer would not see one implemented with fidelity. That said, teachers should still be planning for the vocabulary necessary for their verbal students' full participation in lessons, activities or routines, and implement with fidelity classroom management systems for the behavior needs of the general population.

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Acknowledgements

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This document, created in ~~March~~April 2016 and revised in May 2020, was developed by the FDLRS Network, a discretionary project of the Bureau of Exceptional Education and Student Services. This project is funded by the Florida Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individual for Disabilities Education Act (IDEA), Part B funds and State funds.

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Thank you to those teachers, administrators, and FDLRS staff who provided the workgroup with invaluable feedback. A special thanks to the Lake Hills School in Lake County and the Broward County Public Schools Autism Coaches.

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Standards-Based Planning

What do I typically do for...

Planning Standards-Based Lessons/Units

Focus Statement:

Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning

Desired Effect:

Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale



Demonstrates knowledge of State standards, **access points**, and course descriptions by:

- Locating State standards, **access points**, course descriptions using
 - www.accesstofls.weebly.com and/or
 - www.cpalms.org
- Demonstrating knowledge of the relationship between the State standards, **access points**, and **essential understandings**
- Aligning instructional resources with the State's standards, **access points**, and/or course descriptions
- Aligning learning activities with **IEP** goals and/or the State standards, **access points**, or **essential understandings**

Purposely designs lessons that:

- Clearly identify what students should know, understand, and be able to do as a result of instruction
- Include assessment(s) to measure what students should know, understand, and be able to do as a result of instruction
- Align the learning activity outcomes to assessment
- Are age-respectful
- Are mindful of student's **mode of communication**
- Align units and lessons to outcomes that reflect important concepts of the content
- Follow a logical scope and sequence
- Provide evident **scaffolding** of instruction to fit into the larger learning goals of the unit
- Provide scaffolded instruction to meet students' unique needs
- Have a predictable, sequenced format to be a part of a larger unit of instruction
- Provide multiple opportunities for student-initiated communication
- When appropriate, offers opportunities for student choice in learning activities
- Present students with opportunities for higher-level thinking

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Aligning Resources to Standard(s)

Focus Statement:

Teacher plan includes traditional and/or digital resources for use in standards--based units and lessons.

Desired Effect:

Teacher implements traditional and/or digital resources to support teaching standards--based units and lessons.

Critically analyzes resources, including multi-modality, digital, and technology-based resources to ensure they are:

- Clearly connected to the teaching and learning of the State standards and/or **access points**
- Accessible to all students with or without accommodations/assistive technology
- Research or evidence-based
- Engaging students in meaningful learning
- Age-respectful
- Meeting individual student's skill level and interests



- Compatible with individual student's **mode of communication**
- Integrating standards-based instruction into relevant real-world applications (e.g., integrating ordinal sequencing into a daily living skill, developing communication skills when expressing opinions, teaching measurement through cooking activities)

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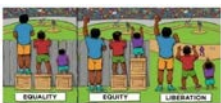
Planning to Close the Achievement Gap

Focus Statement:

Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect:

Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.



Planning to close the achievement gap includes, but is not limited to:

- Presuming competence and high expectations for all students
- Incorporating **augmentative alternative communication** system(s) for pre-verbal students throughout all routines and activities
- Analyzing the learning and behavioral characteristics of the students with disabilities served in the classroom
- Articulating the effect of the student's disability on involvement and progress in the general curriculum
- Analyzing performance and assessment data to identify student-specific grade level access point **essential understandings** (EUs) to scaffold instruction
- Collaboratively develops quality **IEP** goals and objectives, accommodation(s), and assistive technology designed to reduce or eliminate the effect of the disability on involvement and progress in the general curriculum
- Choosing or designing outcomes that represent significant learning in the content or **IEP** goal reflecting, where appropriate, the State standards, **access points**, and/or **essential understandings**
- Identifying instructional methodologies to meet unique student needs (e.g., **direct instruction**, descriptive teaching, discrete trial, **errorless learning**, incidental teaching, ABA procedures, **first/then** routines, **time delay**, scheduled delivery of **reinforcement**)
- Incorporating the principles of Universal Design for Learning (UDL) by planning flexible means of:
 - engagement (e.g., using **reinforcement** to leverage new learning)
 - representation (e.g., communication devices, visuals, manipulatives, graphic organizers)
 - action and expression (e.g., core language, permanent products expressed through pictures, **eye gaze**, assistive technology)
- Identifies progress monitoring tools to monitor success in the use of student-specific supports and strategies (**IEP** goals/objectives)
- Identifies progress monitoring tools (e.g., assessments) to monitor student success in standards-based lessons

Conditions for Learning

What do I typically do for...

Using Formative Assessment to Track Progress

Focus Statement:

Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect:

Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.



Teacher-initiated indicator(s)

- Lesson design begins by identifying the formative measures for tracking student progress
- Data is collected using formal or informal assessments (i.e., published assessments, self-made data collection tools) to monitor student success in standards-based lessons
- Data is collected to monitor success in the use of student-specific supports and strategies (**IEP** goals/objectives/accommodations/assistive technology)
- Helps students track their individual progress toward the learning target using a standard or specially designed performance scale (e.g., using objects, pictures, icons)
- Uses formative measures to chart individual and/or class progress toward learning targets using a performance scale
- Uses formative assessment response modes that accommodate student's individual communicative and motoric modalities

Student-initiated indicator(s)

- *Student tracks his/her individual progress using objects, pictures, icons, words, and/or sentences*

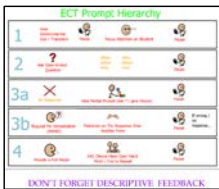
Prompt hierarchy may be used

Providing Feedback and Celebrating Progress

Focus Statement:

Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.



Teacher-initiated indicator(s)

Providing feedback

- Systematically applies **reinforcement** following principles and concepts of **Applied Behavior Analysis (ABA)**
- **Errorless learning** strategy leads student to correct response
- Ensures that **successive approximations** toward learning goal are genuinely acknowledged and appreciated (e.g., steps in task analyzed skill development)
- Models correct response as a correction strategy
- Genuinely acknowledges correct responses
- Ensures that praise is specific, immediate and varied

Celebrating success

- Teacher surveys student **reinforcement** preferences
- Procedures are in place for clearly and consistently determining **reinforcement** schedule (e.g., token economy)
- Pre-planned positive **consequences** are explicitly taught and consistently followed

Student-initiated indicator(s)

- *Student shows pride in accomplishment*
- *Student shows interest in attending to, persisting in, and self-regulating in future activities*


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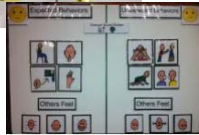
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| <p>What do I typically do for...</p> | |
| <p>Organizing Students to Interact with Content</p> <p>Focus Statement: Teacher organizes students into appropriate groups to facilitate the processing of new content.</p> <p>Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.</p>  | <p>Access</p> <ul style="list-style-type: none"> Environment has clearly defined physical and visual boundaries Classroom configuration can accommodate a variety of groupings structures, such as: <ul style="list-style-type: none"> Small group area Large group area Independent student engaged in task area Break time, leisure, or play area Individualized schedules are provided for each student and vary based on student's needs (object, picture, icon, word, or sentence) Materials are clearly labeled and positioned to facilitate independent access Learning centers and materials are clearly labeled and positioned to facilitate independent access <p>Involvement</p> <ul style="list-style-type: none"> Staff responsibilities are well defined and posted Environment supports student safety, instruction, and staff interaction with students (zone management) Augmentative alternative communication (AAC) systems are available at all times for students needing them Grouping structures are based on student readiness, interest, learning, and/or behavior profiles Visual supports promote independent functioning within the classroom Student schedules are individualized, available, located in appropriate area(s), and utilized throughout the day <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> Students transition to and from learning stations in an orderly manner Students access environments in a socially acceptable manner with or without assistance Students access and engage with materials in a socially acceptable manner with or without assistance Peer-to-peer interactions to process new content are evident |
| <p>Establishing and Acknowledging Adherence to Rules and Procedures</p> <p>Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.</p> <p>Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and</p> | <p>Teacher-initiated indicators</p> <ul style="list-style-type: none"> Behavioral expectations for classroom routines are systematically taught/ followed for: <ul style="list-style-type: none"> Entering Transitioning Academic instruction (e.g., first-then routines) Ending Restroom Behavioral expectations (classroom rules) are posted and easily available for review (can be represented by object, picture, icon, word, and/or sentence) Ensures that visuals support student independence in following and completing classroom routines |

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procedures (to facilitate learning) as a result of teacher acknowledgment.



- Ensures that **direct instruction** of expectations based on setting and activity is evident (e.g., visual cues and schedules are in place, reviewed, and utilized; **social stories** to model expectations are used, visual cue cards are used)
- Positive **consequences** for rule adherence have been pre-planned and explicitly taught
- Positive **reinforcement** is prompted by adherence to rules and procedures (not by another's lack of adherence)
- A **prompt hierarchy** is used, when needed, to scaffold adherence to established rules and procedures
- Communication deficits have been ruled out as the cause of socially inappropriate behaviors
- Corrective **consequences** for not adhering to rules have been pre-planned and explicitly taught
- Correction is managed calmly and consistently
- Correction is specific and respectful
- ~~Data is collected, analyzed and used to review/revise individual or group behavior management plans~~
- Ensures that research-based **applied behavioral analysis** procedures are evident (e.g., replacement skill matching the function of the behavior)
- Surveys for student reinforcers
- Ensures that **Positive Behavior Interventions and Supports** strategies are evident and used proactively throughout the classroom
- Behavior Intervention Plans (BIPs) are implemented with fidelity
- Students are provided with and taught to use a means to self-monitor own behavior
- Gives frequent verbal, non-verbal, or tangible recognition of appropriate classroom behavior (e.g., points, token economy, certificate of merit)
- Uses schedule of **reinforcement** to promote delayed gratification (e.g., first-then routine)
- Consistently uses verbal and non-verbal signals for redirection
- Coaches students to accept consequences
- Uses home/school communication and collaboration for applying **reinforcement** and sharing strategies

Student-initiated indicator(s)

- *Students transition to next activity in orderly and timely manner*
- *Students anticipate next action*
- *Positive **reinforcement** results in a change of student affect that indicates pride in adhering to rules and procedures (e.g., first-then routine)*
- *Student re-engages in activity based on redirection*
- *Student accepts consequences*
- *Students self-monitor own behavior*
- *Students use behavior supports to self-regulate in group settings*
- *Student follows class and/or individualized schedule represented by an object, picture, icon, word, and/or sentence.*

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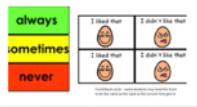
Using Engagement Strategies

Focus Statement:

Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect:

Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.



Teacher-initiated indicator(s)

- ~~Teacher signals excitement/Enthusiasm~~ for content ~~is signaled~~ with the following:
 - o physical gestures (nonverbal)
 - o voice tone and manner (verbal)
 - o dramatization of information
 - o ~~Energy level is overtly~~ ~~Teacher overtly adjusts the energy level~~ ~~adjusted~~
- ~~Teacher uses strategies~~ ~~Strategies are used~~ to promote attending to task (e.g., manipulatives, motor ~~imitation~~ routines, technology, highlighting, etc.)
- ~~Teacher uses strategies~~ ~~Strategies are used~~ to enhance student engagement (e.g., **visual supports**, response options, **errorless learning** strategy)
- Instructional cues are delivered clearly using student mode of receptive communication (e.g., using visuals to augment comprehension or support steps in a process)
- Communication devices ~~or~~ systems are prepared with key vocabulary to allow students to participate in activities
- ~~a~~ ~~Student-specific wait time for responses is given~~ ~~W/Teacher allows wait time for is given so student to can~~ process information and make a response ~~(generally 3-5 seconds)~~
- ~~Visual supports~~ for both expressive and receptive communication are matched to student level
- ~~Teacher utilizes a~~ Active student response strategies (e.g., response cards, choral response, response chaining) ~~are used~~
- A **prompt hierarchy** is evident and begins with independent response
- ~~Teacher presents u~~ Unusual or intriguing ~~content-related~~ information or visual representations ~~related to content~~ ~~are presented~~
- Staff ~~makes themselves is accessible available~~ to students who need guidance or resources ~~by doing the following~~ ~~through the following means~~:
 - o Circulating around the room ~~Providing easy access to himself or herself~~
 - o ~~Teacher interacts~~ ~~Interacting~~ with students during class to determine level of required support
- ~~An Teacher~~ understandings and ~~applies application of~~ principles of motivation and **reinforcement** to increase engagement ~~is evidenced~~ ~~by:-~~
 - o Using a ~~first/then~~ ~~scheduler~~ ~~routine~~
 - o Allowing choice of reinforcement (choice board)
 - o Scheduling breaks ~~or~~ preferred activities throughout ~~an~~ activity ~~or the~~ day
 - o ~~Using the a~~ scanning technique (scanning the room at different time frames – e.g., ~~variable interval reinforcement schedule~~) ~~(unclear what 'at different time frames' means – at different times? Occasionally?)~~ to detect engagement or disengagement)
 - o ~~Teacher u~~ ~~Using ses~~ a learner response system to judge engagement
- ~~Teacher uses i~~ Intriguing technology formats ~~are used~~ to present content

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| | <ul style="list-style-type: none"> • Teacher connects eContent <u>is connected</u> to real-world applications • Identifies rReasons <u>are identified</u> for viewing a topic as interesting, meaningful, or important and projects these reasons<u>are projected</u> to the students when teaching about the topic • Sensory stimulation (over- or under-<u>stimulation</u>) is recognized and addressed during instruction • Motor routines are taught and practiced to re-engage students (e.g., “touch your hair, nose, ear), • Cooperative learning strategies (e.g., give one, get one; stand up, hand up, pair up-ete) • Affirmative or corrective feedback is immediate, specific, and delivered with appropriate tone • Determining<u>es</u> if disengagement is student- or staff-driven • Teacher incorporates tTechnology and software <u>are used</u> to incorporate academic games in the learning process • Teacher uses/createsUse or creation of games <u>utilizing that include</u> student’s preferred motivator <u>or</u> reinforcer <u>is evident</u> • Teacher designs a learning environment conducive to student engagement (ex., staff scheduling, cooperative grouping, visual supports, safety supports, etc.) <u>is designed</u> • Teacher plans for and is prepared to respond<u>Responses are planned and prepared to for</u> student academic and social behaviors <u>in order</u> to maintain instructional momentum • Teachers uses r<u>Reinforcement is used</u> to leverage new learning <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • Students <u>increase their</u> attention level <u>increases</u> when the teacher demonstrates enthusiasm <u>for</u> and intensity <u>for about</u> the content • <u>Student displays increased engagement after a</u>Application of reinforcer <u>increases student engagement</u> • <u>Student displays increased engagement</u> <u>increases</u> after given a choice of assignments or activities to show understanding • <u>Students displays increased engagement</u> <u>increases</u> after breaks • Students seek out staff for advice and guidance • Students engage in the games with enthusiasm • Students respond to instruction after appropriate think time and prompt level are provided • Students can identify their thinking about specific questions • Students participate in practiced motor activities • Students maintain or <u>increase</u> missing copy?engagement in activity or lesson • Students communicate about the pace of the class (too fast or too slow) • Student demonstrates intentional communication • Student attends to instruction (even if briefly) • Student adjusts behavior to match learning activity • Response options and alternative communication strategies are acceptable (e.g., using visuals, words, or AAC devices) <p>Prompt hierarchy may be used as needed</p> |
| <p>Establishing and Maintaining Effective Relationships in a</p> | <p>Teacher-initiated indicator(s)</p> |

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Student-Centered Classroom

Focus Statement:

Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect:

Evidence (student action) shows students feel valued and part of the classroom community.



- Shows genuine respect and affection to all students through teacher verbal and nonverbal behaviors (e.g., age-appropriate tone and gestures)
- Models **person-first language**
- Ensures that staff communication is respectful of student (e.g., staff speaks *to* students and not *about* them)
- Maintains student confidentiality at all times
- Pre-planned opportunities and facilitation for student-to-student interaction/communication
- Prepares communication devices or systems with key vocabulary to allow students to participate in activities
- Augmentative/Alternative Communication systems for pre-verbal students are utilized throughout the day (e.g., sign language, visuals, AAC devices, etc.)
- Communication attempts are encouraged and acknowledged

Interests

- ~~Teachers conduct and use~~ Student interest inventories are conducted and used to engage and reinforce active student participation in lessons and routines
- ~~Teacher emphasizes~~ Students' personal interest connection to the content is emphasized
- On-going family contact with family is evident
- Current **reinforcement** surveys identify powerful reinforcers
- Student is provided opportunity to express interests, beliefs, or opinions, ~~etc.~~ through their **mode of communication**
- ~~Teacher infuses~~ Student interest and background is infused into instruction

- Provides immediate and specific affirmative or corrective feedback, delivered with appropriate tone
- Ensures **rational detachment** when providing corrective feedback or redirection (not take things personally, the ability to stay calm)
- Ensures that all students have opportunity to actively participate in collaborative activities and routines
- Gives student-specific **wait time** for responses so student can process information and make a response
- Matches **visual supports** for both expressive and receptive communication to student level
- Ensures that a **prompt hierarchy** is understood and applied for communication
- Ensures that a **prompt hierarchy** is understood and applied for instruction
- Infuses interactive communication and social skills instruction throughout the day (e.g., **social stories, video scripting, social scripting, social thinking**)
- Ensures that principles of motivation and **reinforcement** are understood and applied to increase engagement

Student-initiated indicator(s)

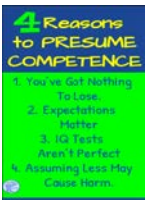
- *Students are academically and socially engaged*
- *Students show respect for peers, staff, and environment*
- *Students show they feel safe with the staff and environment*
- *Students interact with staff and peers in a positive manner*

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| | <ul style="list-style-type: none"> • <i>Students connect content to personal interest</i> • <i>Students express share personal stories (real or imagined) and/or preferences</i> • <i>Students are engaged in reciprocal communication with partner</i> |
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| <p>Communicating High Expectations for Each Student to Close the Achievement Gap</p> <p>Focus Statement:</p> <p>Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.</p> <p>Desired Effect:</p> <p>Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.</p>  | <p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Staff presumes competence of all students • Learning goals reflect learner progress toward mastery of content standards (i.e., differentiated evaluation and instruction) <i>Teacher allows wait time is provided for student to process information and make a response</i> • Lessons present opportunities for dialogue (including use of <i>augmentative or alternative communication systems—AAC</i>) • Lessons include questions that elicit inferences, opinions, or analysis • Opportunities are given for students to initiate communication exchanges (i.e., commenting, questioning, adding information) • Visual supports, such as graphic organizers, <i>are used to</i> enhance student understanding of question being asked • Questions are asked to all students with the same frequency • <i>Teacher scaffolds questions are scaffolded</i> to elicit correct responses from all learners • <i>Teacher understands and applies a prompt hierarchy is understood and applied</i> for communication • <i>Teacher understands and applies a prompt hierarchy is understood and applied</i> for instruction <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • <i>Students are academically and socially engaged</i> • <i>Students are respectful of peers, staff, and environment</i> • <i>Students respond through individualized and appropriate communication systems (e.g., <i>augmentative or alternative communication systems—AAC, eye gaze, hand-held devices, response cards, picture exchange</i>)</i> • <i>Students are engaged in reciprocal communication with partner</i> |
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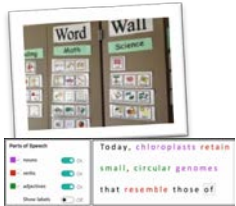

Standards-Based Instruction

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| <p>What do I typically do for...</p> <p>Identifying Critical Content from the Standards</p> <p>Focus Statement:</p> <p>Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students know what content is important and what is not</p> | <p>Units/lessons are aligned with grade-level standards/access points/essential understandings</p> <ul style="list-style-type: none"> • Learning goals are evident to student and instructor represented using object, picture, icon, word, and/or sentence • A link between the activity and the learning goal is evident (e.g., the activity may be cooking, but the learning goal is to accurately measure liquids and solids) • Scales (rubrics) are provided for student reflection of individual student learning <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • <i>Student distinguishes between the activity and the learning goal</i> |
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| <p>important as it relates to the learning target(s).</p> | <ul style="list-style-type: none"> • <i>Student uses scales (rubrics) represented by <u>an</u> object, picture, icon, word, and/or sentence for self-assessment.</i> <p><i>Scales may be based on a prompt hierarchy.</i></p> |
| <p>Previewing New Content</p> <p>Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.</p> <p>Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.</p>  | <p>New content is explicitly connected to prior knowledge.</p> <ul style="list-style-type: none"> • Formal and/or informal pre-assessment is used to guide review and re-teaching strategies • Instructional scaffolding is evidenced by lessons beginning with a connection to previously taught material • Additional practice activities are used to connect to prior knowledge to new information (e.g., general shaping procedures, backward chaining, etc.) • New vocabulary is taught directly using the students' preferred mode of receptive communication (e.g., words, pictures, photographs, symbols, sign, objects), etc.) • Vocabulary acquisition strategies are evident (e.g., interactive word wall activities). • Student-specific supports are in place (e.g., communication devices, visuals, manipulatives, graphic organizers) • Cues, questions, and advance organizers are used to engage students in the learning process. <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>When asked, students state <u>or-or</u> use response options using <u>their</u> preferred mode of communication to connect.</i> <ul style="list-style-type: none"> ○ <i>upcoming content (make predictions)</i> ○ <i>purpose for learning the new content</i> ○ <i>prior knowledge</i> |
| <p>Helping Students Process New Content</p> <p>Focus Statement: Students are cognitively engaged with new content during interactions with other students.</p> <p>Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students</p>  | <p><i>Teacher-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • Lessons are created using organizational and structured teaching strategies • Lessons are developed to build from the concrete, to the representational, to the abstract level • Effective learning strategies are evident in instructional practices (e.g., errorless learning, first/then routines, time delay, descriptive teaching, discrete trial, scheduled delivery of reinforcement, ABA procedures, incidental teaching) <i>[routine is stated later on in this doc; however, in glossary, the ref is to "first/then board"]</i> • Task analysis <u>is used</u> to break down learning activities • Activity schedules are <u>utilized-used</u> to provide visual directions <u>for</u> the completion of a tasks • Lesson design incorporates students' modes of communication (communication devices, AAC) to develop language • Opportunities are given for students to initiate communication exchanges (i.e., commenting, questioning, adding information). • Use of "wait time" is adequate between asking questions and eliciting student responses. • Reinforcement is provided for correct responses and delivery of error correction is clear and instructive. |

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- Instructional cues are delivered clearly using student mode of receptive communication
 - Supports are in place (e.g., communication devices, visuals, manipulatives, graphic organizers)
 - ~~Provides R~~repeated, deliberate practice is in evidence
 - Predetermined comprehension checks at strategic points during unit/lesson are planned and implemented
 - Instruction is adjusted (~~ex.i.e.~~ change of pace, length, modality, questioning) based on student engagement throughout the lesson
- Student-initiated indicator(s)
- Students actively respond to related questions
 - Students are engaged in reciprocal communication with partner
 - Students actively discuss content (r
 - Response options are an acceptable means of participation)
 - Students make predictions
 - R(response options are an acceptable means of participation)
 - teacher utilizes Students respond to comprehension checks to demonstrate learning
 - Students maintain engagement in the learning activity

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Using Questions to Help Students Elaborate on Content

Focus Statement:
Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect:
Evidence (formative data) demonstrates students accurately elaborate on content


- Teacher-initiated indicator(s)
- Lessons present opportunities for dialogue (including use of augmentative or alternative communication systems—AAC)
 - Lessons include questions that elicit inferences, opinions, or analysis
 - Providing response options is acceptable
 - **Visual supports**, such as graphic organizers, are used to enhance student understanding of question being asked
 - Questions are asked to all students at the same rate
 - Open-ended questions are asked of all students
 - ~~Teacher scaffolds~~ Questions are scaffolded to elicit correct responses from all learners
 - Response **wait time** is matched to individual student processing and motor planning needs
 - How and why (complex) questions begin with the what and how (concrete) questions
 - Complex questions are designed to encompass the hierarchy of its concrete parts (i.e., what + how questions often equal a why)
- Student-initiated indicator(s)
- Students respond to questions that elicit inferences
 - Students respond to analytic questions
 - Students are engaged in reciprocal communication with partner
 - Students respond through individualized and appropriate communication systems (e.g., augmentative or alternative communication systems—AAC, eye gaze, hand-held devices, response cards, picture exchange)

Reviewing Content

Teacher-initiated indicator(s)

Focus Statement:
Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect:
Evidence (formative data) demonstrates students know the previously taught critical content.



Building Sequence Hapton-Crisis
Vide lèt nan bòl
Manje pouling lan
Louvri bwat la
Brase melanj lan

- Review is embedded in **general shaping** and **backward chaining** processes practice
 - Active student response systems are used (e.g., thumbs up/down; Picklers; white boards; yes/no cards)
 - Repeated practice opportunities are provided to develop independence and demonstrate mastery
 - Content is delivered through multi-modalities to ensure student learning styles are met
 - Practice opportunities are structured to include visual cueing systems (to reduce the need for staff prompting)
 - Peer interaction strategies are systematically taught and supported (e.g., Kagan strategies)
 - Response options include **visual supports**
 - Error corrections procedures are utilized
 - Student performance and assessment data is analyzed and used as a basis for review and re-teaching
- Student-initiated indicator(s)
- *Students work associatively in groups*
 - *Students actively respond to peer-initiated interactions*
 - **Prompt hierarchy** may be used
 - ~~*Students have alternative means of reviewing information (e.g., written notes, symbol sequences, voiced reviews)*~~ *Students have alternative means of reviewing information (e.g., written notes, symbol sequences, voiced reviews) [spacing is different]*
 - *Students demonstrate retention of knowledge and skills presented in previous lessons*
 - *Students create permanent products that summarize critical content (e.g., using response options to complete stem statements)*

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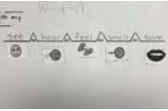
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Helping Students Practice Skills, Strategies, and Processes

Focus Statement:
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.


Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.



- Teacher-initiated indicator(s)
- **Task Analysis is used** to target skill, strategy, or process steps
 - ~~Teacher uses evidence-based teaching strategies~~ **are used** to support gradual release of responsibility or instructional **scaffolding** (e.g., modelling, **errorless learning, first/then, backward chaining, general shaping**)
 - ~~Evidence that organizational strategies are systematically taught in all areas (including specials)~~ **[missing copy?]**
 - Repeated practice opportunities are provided to develop independence and demonstrate mastery
 - Content is presented and practiced in a variety of contexts to promote generalization
 - Practice opportunities are structured to include visual cueing systems (to reduce the need for staff prompting)
 - ~~Evidence that social skills are systematically taught to all students~~
 - ~~Implementation of evidence-based techniques (e.g., social stories, video scripting, social scripting, social thinking)~~ **are implemented**
 - ~~Use of a prompt hierarchy with appropriate fading~~ **is used**
 - Systematic teaching strategies and supports are shared with parents
 - ~~Students have alternative~~ **Alternative** means of creating permanent products, including notes (e.g., adult/peer recorder, choice making) **are provided**

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|  | <ul style="list-style-type: none"> • Prepares communication devices or systems with key vocabulary to allow students to participate in activities <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <u>Students perform the skill, strategy, or process with increased confidence and competence</u> • <u>Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy)</u> • <u>Students create permanent products that summarize critical content (e.g., using response options to complete stem statements)</u> • <u>Students apply learning in home-related contexts (e.g., student assists in tasks requiring measurement, or uses a visual support to make a request)</u> |
| <p>Helping Students Examine Similarities and Differences</p> <p>Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.</p> <p>Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.</p> | <p><i>Teacher-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • Concepts are explicitly taught and modelled through a variety of multi-modality mediums • Visual supports, such as graphic organizers, <u>are used to</u> enhance student understanding • Concepts <u>are acknowledged across settings and contexts</u> <ul style="list-style-type: none"> ○ Same / different ○ Sorting / classifying ○ Similarities / differences ○ Compare / contrast <p><u>Similarities and differences are acknowledged across settings and content</u></p> <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <u>Students identify similarities and differences in a variety of contexts</u> • <u>Students are able to sort and classify</u> • <u>Students distinguish between causes and effects of actions or events</u> |
| <p>Helping Students Examine Their Reasoning</p> <p>Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual Statement) by examining their own reasoning or the logic of presented information, processes, and procedures.</p> <p>Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual Statement).</p> | <p><i>Teacher-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • Augmentative alternative communication (AAC) systems are available at all times for students needing them • Opportunities for making choices are provided and facilitated • Opportunities to evaluate why the choice was made are provided <ul style="list-style-type: none"> ○ A variety of response options are acceptable • Self-monitoring skills are explicitly taught to assist reasoning skills • Visual supports, such as graphic organizers, <u>are used to</u> enhance student self-monitoring skills • <u>Implementation of evidence-based techniques, such as social stories, video scripting, social scripting, social thinking are available as support tools</u> • <u>Teachers coach students are coached to review responses</u> <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <u>Students make contextually expected choices and judgements</u> • <u>Students identify and correct errors in information or processes with or without cues</u> |

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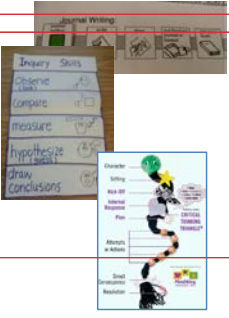
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| <p>Helping Students Revise Knowledge</p> <p>Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.</p> <p>Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.</p> | <p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Use of a prompt hierarchy with appropriate fading is used • Errorless learning, reinforcement, and first/then routines are evident in instructional • Visual supports provided based on the task analysis of the skills or processes are modelled and taught for independent use (e.g., checklist) • Adjustments in instructional techniques are based on student responses • Use of formative assessments and/rubrics are analyzed and used to guide review and revision • Modelling of correct responses to guide revision • Teachers coach sStudents are coached to revise responses |
|  | <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • <i>Students acknowledge and implement corrective feedback</i> • <i>Students use scales (rubrics) represented by object, picture, icon, word, and/or sentence for self- assessment:</i> • Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy) • Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy) |
| <p>Helping Students Engage in Cognitively Complex Tasks</p> <p>Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.</p> <p>Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.</p>  | <p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • STeacher engages students are engaged in systematic, direct instruction in decision-making and problem-solving • Evidence that eOrganizational strategies are systematically taught in all areas • Evidence that sSocial skills, which are complex by nature, are systematically taught to all students • Visual supports for decision-making and problem-solving are evident • Visual supports are used for the instruction of content • Cause/effect relationships are directly taught and practiced • Use of mManipulatives and/or realia are utilized • Modes for responding and expressing information accommodate student's individual communicative and motoric modalities • Options are available for engagement, presentation and expression of content mastery • Complex questions are designed to encompass the hierarchy of its concrete parts [i.e., (what + how questions often = a why) (an action + an action + the next action = a sequence of events)] <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • <i>Students make connections and build on previous knowledge</i> • <i>Students make predictions</i> • <i>Students compare and contrast possible outcomes</i> • Students identify cause and effect relationships • <i>Students identify</i> <p><i>Response options are an acceptable means of participation (e.g., student uses a yes/no, true/false statement to prepared response options)</i></p> |

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Professional Responsibilities

What do I typically do for...

Adhering to School and District Policies and Procedures

Focus Statement:
Teacher adheres to school and district policies and procedures.

Desired Effect:
Teacher adheres to school and district rules and procedures.


- Ensures that expectations are commensurate with the professional standards for all educational professionals
- Maintains student confidentiality and supports the Family Educational Rights and Privacy Act (FERPA) regulations
- Promotes consideration of least restrictive environment and inclusive opportunities
- Understands that decision-making should include a multi-disciplinary approach and follow the principles of *Presume Competence** and *Least Dangerous Assumption**

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Maintaining Expertise in Content and Pedagogy

Focus Statement:
Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect:
Teacher provides evidence of developing expertise in content area and classroom instructional strategies.



Facilitated Courses Independent Study Courses

- Attends and applies professional learning provided by Florida discretionary projects, colleagues, schools, districts, state, and /or higher education institutions
- Demonstrates an understanding of the meaning and impact of verbal comprehension, perceptual organization, processing speed, and working memory on learning
- Ensures that use of a data collection system is evident
- Self-analyzes fidelity of strategy implementation
- Has a working knowledge of the physical, intellectual, language, and social-emotional development of human growth (e.g., Piaget's theory of cognitive development, B. F. Skinner's ideas of human behavior, etc.)
- Uses **task analysis** to break down learning activities
- Provides consistent, explicit teaching procedures appropriate to the subject area (e.g., **direct instruction**, descriptive teaching, discrete trial, **errorless learning**, incidental teaching, ABA procedures, **first/then** routines, **time delay**, scheduled delivery of **reinforcement**)

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Promoting Teacher Leadership and Collaboration

Focus Statement:
Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect:
Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

- Participates in and creates a collaborative environment and working relationship with classroom support staff, including but not limited to paraprofessionals, therapists, and behavior analysts/technicians
- Represents how students with complex needs can be involved in and make contributions to school and district projects
- Consults and collaborates with other professionals and parents (e.g., speech/language pathologists, OTs, PTs, other teachers)
- Seeks collaborative opportunities with service providers, families, and support staff
- Ensures that teachers and their classrooms are a hub for sharing resources and strategies to support generalization of concepts across settings

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- Maintains an unconditional positive regard for family members and student support systems
- Encourages active participation of family members in support of the educational process
- Promotes collaborative partnerships with families to develop all aspects of a quality individual education plan (e.g., using parent input to develop and revise draft **IEPs**)

| | |
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| | <ul style="list-style-type: none">• Ensures that staff responsibilities are clearly defined and posted (e.g., zoning plan)• Ensures that in-classroom staff-to-staff communication supports instruction and a positive learning environment• Maintains instructional momentum as support personnel and therapists enter and exit the classroom |
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GLOSSARY OF TERMS

Access Points – are alternative achievement standards built to target the salient content of the general education standards.

Activity schedule – a visual aid that breaks down a task, step by step, or chains multiple tasks. -It is designed to teach a student individual components or steps of the task. (See task analysis.)

Antecedent – a stimulus that occurs prior to a behavior and sets the occasion for the behavior to occur. (*Special Ed Connection* dictionary, 2016.)

Augmentative and Alternative Communication (AAC) – Communication by means other than speech. (*Special Ed Connection* dictionary, 2016.) ~~[Unclear why the definition below is offset and type is smaller—this is not a typical glossary format. I suggest using the same indent and typesize as stem.]~~

- An umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. ~~#-These communication systems~~ can be as simple as a communication board or as complex as a device with a dynamic display and voice output.

Applied Behavior Analysis (ABA) – a method of analyzing behavior into component parts to determine where a ~~student child (or an adult) [student?]~~ fails to perform ~~so that, and therefore permitting~~ extra training ~~to~~ can be applied to those specific ~~parts~~ behavior components; also, a training method of using simple rewards and reinforcers to help ~~train-focus on~~ components of behavior. (*Special Ed Connection* dictionary, 2016.)

- The science of human behavior. -ABA involves the principles of learning theory—~~that is, -That is,~~ the contingent use of reinforcement and other important principles to increase behaviors, generalize learned behaviors, or reduce undesirable behaviors
- The science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior. (Cooper, Heron & Heward, 1987.)

Associative work (play) – a form of play in which a group of children participate in similar or identical activities without formal organization, group direction, group interaction, or a definite goal. (*Mosby's Medical Dictionary, Mosby's [missing copy? Is this a title?]*, 2008, 8)

- Students work in proximity to each other, on the same or different tasks, but may not yet work with each other.

Behavior – Movement regardless of scale. (Cooper, Heron & Heward, 1987.)

- Observable activity in a human or animal.

Behavior shaping - Process by which one systematically and differentially reinforces successive approximation to a desired behavior. (Cooper, Heron & Heward, 1987.)

Chaining – A procedure in which desired behaviors are reinforced in sequence to enable the ~~child-student~~ to perform more complex behaviors. (*Special Ed Connection* dictionary, 2016.)

- **Forward Chaining (General Shaping)** - ~~An~~the instructional method that breaks a task into temporal component parts and gradually requires the individual receiving instruction to finish a task by starting with the first component of the task sequence and performing progressively more components in the task sequence. (*Special Ed Connection* dictionary, 2016.)

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- **Backward Chaining** – ~~an~~ An instructional method that breaks a task into temporal component parts and gradually requires the individual receiving instruction to finish a task from progressively earlier points in the task sequence. (*Special Ed Connection* dictionary, 2016.)

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Choral Response – A method of teaching in which all students call out a response together to answer a question posed by the teacher.

Consequence – ~~the~~ The stimulus following a behavior that may result in an increase or decrease in that behavior in the future. (*Special Ed Connection* dictionary, 2016.) (See antecedent, behavior.)

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Contingency – ~~the~~ The action or event that follows the target behavior.

Contingency Consequences – ~~contingency is~~ The relationship between two events, with one event being the consequence of the other.

Direct Instruction – ~~active~~ Active teaching or explicit instruction which includes explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, and providing opportunities for practice and feedback. (*Special Ed Connection* dictionary, 2016.)

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DQ – Design Question (DQ) – [missing definition]

Errorless Learning – ~~the~~ The use of a fading procedure to establish a discrimination. [what “a discrimination” means is unclear to me – will it be unclear to the audience?], with no errors during the training. (*Science of Behavior* ABA Glossary, 2016.) [unclear what the title is here and if ABA is part of the title – title should be italicized] date?)

- A teaching procedure in which the **child-student** is prompted to make the correct response immediately, ensuring a correct response each time. -The prompt is then slowly faded to promote accuracy with the least amount of errors and frustration.

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Essential Understandings (EUs) – are scaffolds that disaggregate the **access points** to assist in the teaching and learning of the standards.

Extinction – a procedure to decrease undesired behaviors by withdrawing attention from a target behavior that used to be negatively reinforced, such as ignoring a tantrum, on the theory that the target behavior is maintained by attention and the withdrawal of attention will result in the child ceasing to perform that behavior. (*Special Ed Connection* dictionary, 2016)

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Extinction – a procedure used to decrease undesired behaviors by withdrawing attention (as in ignoring a tantrum) from a target behavior that used to be previously was negatively reinforced, such as ignoring a tantrum, on the theory that the target behaviors is are maintained by attention and, thus, the withdrawal of attention will result in the child-student ceasing to perform that behavior. (*Special Ed Connection* dictionary, 2016.)

- A procedure in which **reinforcement** of a previously reinforced behavior is discontinued in order to reduce the behavior. (Cooper, Heron, and Heward, 1987.)

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Eye gaze – An alternative communication method for individuals with motor disabilities that involves tracking the eye movements of the user.

Fading – ~~the~~ The systematic, gradual removal of prompts such as directions, imitative prompts, physical guidance, and other cues used to foster independence in the teaching process. (Adapted from *Science of Behavior* ABA Glossary [unclear what the title is here and if ABA is part of the title – title should be italicized] date?) ABA Glossary, 2016.)

First/then board ~~[Routine - Using ? Schedule? In text First/then seemed more like a process than an object.]~~ ~~a Aa~~ visual display (support first/then board) of something a student prefers that will happen after completing a task that is less preferred. (From AutismSpeaks.org.)

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Formative Assessments ~~- a A~~ range of formal and informal assessment procedures conducted by teachers during the learning process in order to adjust teaching and learning activities to ~~improve-increase~~ student success.

Functional Behavior Assessment ~~- a A~~ problem-solving process for addressing student problem behavior, ~~in which a search is carried out. It is a process that searches~~ for an explanation of the purpose behind a problem behavior before developing an intervention. (Special Ed Connection d; Dictionary, 2016.?)

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Give one, get one ~~- a A~~ method of teaching in which students are instructed to compile answers to a particular **Intentional Communication** and in response ~~that person~~ their partner shares with the first person to "get" one.

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Icon ~~- a A~~ representative symbol of something (often from ~~found in?~~ but not limited to, software programs such as BoardMaker or SymbolStix). ~~Icon was not mentioned in text - delete?~~

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Individual Educational Plan (IEP) ~~- a A~~ legal document created for students with disabilities meeting eligibility criteria ~~requiring the need for special~~ who require education supports and services. -This document must be updated every 12 months (or more often as needed).

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Intentional Communication ~~- P~~ purposeful and deliberate communication attempts. (From communicationmatrix.org)

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Mode of communication ~~- the-The~~ medium or channel through which communicative intent is expressed, such as pointing to visuals, use of an augmentative device, verbalization, etc.

Imitation ~~- matching-Matching~~ a behavior of a model or engaging in a behavior that is observed. (Science of Behavior? ABA Glossary, 2016.)

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Person-First Language ~~- Language that~~ emphasizes the person, not the disability. By placing the person first, the disability is no longer the primary, defining characteristic of an individual, but one of several aspects of the whole person. E.g. "AA person has-with autism spectrum disorder," not "Ana person-is autistic person." (Snow, 2009.)

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Picture exchange communication system (PECS) ~~- PECS begins by teaching~~ A system that teaches an individual to give a picture of a desired item to a "communicative partner," who immediately honors the ~~requested~~ exchange ~~as a request~~. The system ~~goes on to teaches~~ discrimination ~~identification?~~ of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to answer questions and to comment. (From www.pecsusa.com)

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Pivot Praise ~~- a A~~ method to obtain a desired behavior from a particular student, by praising another student who is displaying the desired behavior; e.g., ~~i.e.~~ "Susy, you are doing a great job standing quietly in line."

Positive Behavior Interventions and Supports ~~- A method of~~ proactively addressing a ~~child's-student's~~ behavior that impedes learning or the learning of others, which must include positive behavioral interventions, strategies, and supports such as positive reinforcers, rewards, or consequences. (Special Ed Connection d; Dictionary, 2016.?)

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Prompt ~~- an-An~~ instructional technique in which a cue -- visual, auditory, or physical -- is presented in order to facilitate successful completion of a task or performance of a behavior. (Special Ed Connection dictionary, 2016.)

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- **Prompt hierarchy** (communication) – ~~list~~ **A list** of prompts to help facilitate communication for a ~~preen~~-verbal ~~child~~-student who uses some type of alternative communication system. The prompts increase ~~in direction~~ ~~[unclear wording: "increase in direction"]~~ and ~~physical assist~~ ~~[assistance?]~~, ~~ranging~~ from ~~increased~~-time to respond, guided verbal responses, ~~and~~ verbal modeling, to full physical prompting (e.g., hand-over-hand). -(Karlson, ~~Date?n.d.~~)

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- **Prompt hierarchy**, (instructional) - ~~a~~ **A** systematic method of assisting students ~~to acquire/learn in~~ ~~acquiring and learning~~ new skills while maintaining the greatest level of independence possible. -Prompts can be given utilizing a "least-to-most" strategy or "most-to-least strategy." - Prompting levels ~~are include~~: full physical, partial physical, model, visual/picture, verbal, gesture, ~~and~~ independent/natural cue.

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Rational detachment – ~~the~~ **The** ability to stay calm, in control, and professional—even in a crisis moment.

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Reinforcement – ~~the procedure of p~~roviding consequences for a behavior ~~such that the consequence that~~ increases or maintains the frequency of that behavior. -This can occur naturally or be planned. ~~Reinforcements~~ ~~and~~ are designed around items and activities that are motivating to a student.

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Replacement Behavior – ~~the~~ **The** behavior ~~you want to~~ ~~which is intended to~~ replace an unwanted target behavior. For example, if screaming is a behavior ~~used by a student~~ to gain attention, a replacement behavior might be ~~to teach the student to use~~ ~~using~~ a symbol to request attention.

Response chaining – ~~involves reinforcing~~ ~~The reinforcement of~~ individual responses occurring in a sequence ~~as they occur?~~ ~~in order~~ to form a complex behavior.

- **A** method of linking or chaining students' responses. ~~(Marzano provides the example of; in which~~ a student ~~is being~~ called upon to answer a question, and then another student ~~is being~~ called upon to state ~~if the first student's response was correct, partially correct, or incorrect,~~ and provide supporting evidence. ~~).~~ (Marzano, 2007.)

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Response cards – ~~a~~ **A** set of cards with common words ~~or~~ /symbols that ~~would can be used to~~ facilitate communication for a student who does not have fluent verbal skills.

Scaffolding – ~~a~~ **A** variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. (The Glossary of Education Reform, ~~2016.~~ ~~is this a stand-alone title?~~)

- **Chunking** learning into smaller units that are manageable by individual students. -Teachers ensure mastery of each chunk, leading to mastery of the whole skill or lesson.

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Social scripting – ~~is~~ ~~A~~ series of behaviors, actions, and consequences that are expected in ~~a~~-particular situations or environments, ~~and that follow a "script."~~ – ~~in other words, just as an actor follows– Just like a~~ movie script, we know what ~~to expect~~ ~~script we are expected to follow~~ in many social settings. -Individuals learn from past experiences and use these expectations to ~~builds~~ scripts ~~that to~~ make things easier ~~for us~~ cognitively. ~~(Psychology Glossary [title and date?])~~

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Social stories – ~~short~~ ~~D~~Short descriptions depicting a particular social event or activity in a book format ~~text~~ ~~format? 'book' and 'short' seem contradictory!~~ ~~that includes~~ ~~that and include~~ ~~ing~~ an appropriate social response. ~~Provides a modeling of~~ ~~A form of modeling expectations.~~ ~~what would be expected by a person.~~ ~~It is~~ particularly beneficial to ~~the~~ students with Autism.

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Social thinking – Teaching students to ~~focus on~~ ~~use~~ other's **eye gaze** to "read" what they are thinking about. Helps students to "read the room," ~~and~~ ~~understand~~ how they might respond to certain social situations.

Successive approximations — ~~is a~~ behavioral term that refers to gradually molding or training a student to perform a specific response by reinforcing any responses that come close to the desired response.

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Systematic teaching procedures — ~~a~~ carefully planned sequence for instruction that provides explicit teaching steps that are concise, specific, and often repeated.

Repeated Deliberate Practice (DP) — ~~occurs when~~ a process in which ~~an individual~~ a student intentionally repeats an activity in order to improve performance. (From <http://www.apa.org/education/k12/practice-acquisition.aspx>)

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Task analysis — ~~a~~ teaching strategy in which goals are broken down into smaller concrete elements and sequenced (*Special Ed Connections dictionary, 2016*, ~~date?~~)

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- A well-reasoned set of ordered steps used to complete a task.

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Time delay — ~~a~~ consistent pause ~~that occurs~~ before additional prompting ~~is provided to allow these that~~ students ~~have~~ the opportunity to respond. ~~Constant~~ time delay (CTD) is a constant amount of time and a Progressive time delay (PTD) is an increasing amount of time. ~~(Downing, 2000)~~

Video scripting — ~~provides a~~ short video clip of a particular social event or activity ~~that y-~~ it provides “modeling” ~~for a student~~ of an appropriate interaction.

Visual supports — ~~can be concrete~~ Concrete items, pictures, symbols, and/or printed words that provide ~~an individual with~~ a visual display that a student can continue to refer to for communication, schedules, or choices. ~~The longevity of a~~ visual support ~~provides longevity for provides~~ a student ~~to with a reference, in contrast to~~ ~~vs.~~ an audio direction, which does not have longevity.

~~“Vote with your feet” — Teacher proposes a~~ An activity in which a question or choice activity is proposed, with various responses or choices displayed in different areas of the room. Students then go to their choice of response. ~~Physical~~ The physical activity of moving about to a choice can increase attention ~~to~~ and engagement ~~to with the chosen activity.~~

Wait time — ~~the~~ The amount of time that elapses between an instructor-initiated question and the student response.

With-it-ness — ~~a~~ teacher’s awareness of what is going on in all parts of the classroom at all times. (Marzano, 2007.)

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