



“All Really Means All”: Resources that Support the Why, What and How of Inclusive Education for Students with Significant Cognitive Disabilities

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Introductions and About Us



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The national technical assistance center on inclusive practices and policies with a focus on students with significant cognitive disabilities.

www.tiescenter.org



Join Our E-Newsletter

Time (T)

- Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of school day

Instructional Effectiveness (I)

- Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classroom

Engagement (E)

- Engagement with general education curriculum AND age-grade peers

Support (S)

- Support at both state and district level and shared ethic of thinking inclusion first

Today's Outcomes

- Be knowledgeable about the research-to-practice gap related to the inclusion of students with significant cognitive disabilities
- Learn about the TIES Center resources that you can use in your schools and districts to build meaningful inclusive education for students with significant cognitive disabilities,
- Consider how you might apply these resources in your districts and schools.

Why?

Equity

- Belonging as an equal member of a community
- Valuing Diversity

Civil Right

- The law
- National and state regulations on the LRE
- The Supreme Court on making more than minimal gain

Research

- Convincing evidence of positive outcomes from inclusive education with gains evident in literacy, math, science, social studies, IEP goal attainment , communication and academic engagement.

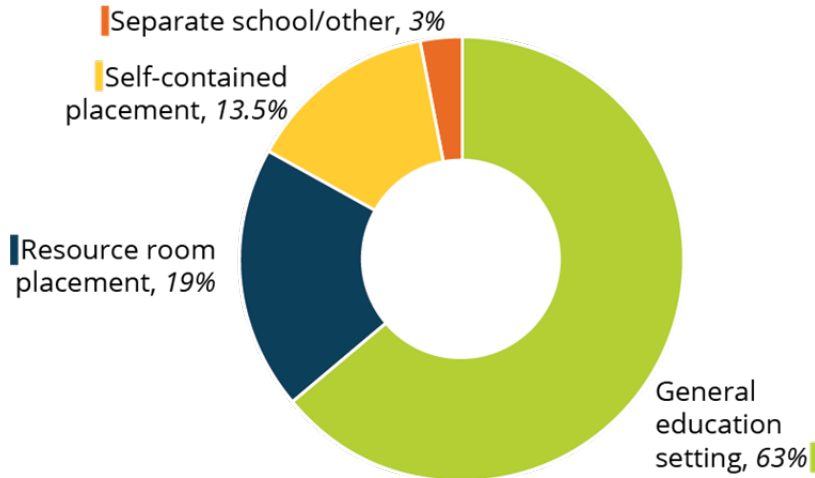
Data

- Despite this, the nation and states are stuck in segregated systems, not inclusive systems

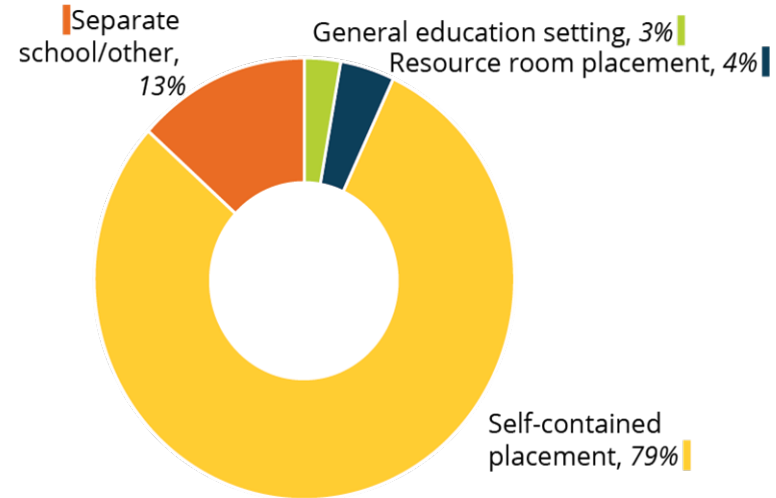
Why?

Significant Research-to-Practice Gap

All Students
With Disabilities



Students with the Significant
Cognitive Disabilities



Note: In this figure, “general education setting” refers to students who spend 80% or more of the day in the regular class, “resource room placement” refers to students who spend 40-79% of the day in the regular class, “self-contained placement” refers to students in the regular class less than 40% of the day, and “separate school/other” refers to students served in a separate school or residential facility.

Why?

What Does the Data Tell Us? Context Matters

Inclusive settings

100% improved their communication & literacy skills

93% improved their numeracy skills

(Gee et al, 2020)

Segregated settings

73% made NO progress in communication and literacy skills

67% made NO progress in numeracy skills

7% regressed in their communication and numeracy skills

Prioritize Equity, Belonging & Inclusion



TIES Center Brief #1, November 2018

10 Reasons to Support Inclusive School Communities for ALL Students

Inclusive school communities are educational settings in which students with disabilities have opportunities to participate and receive support in all aspects of school life alongside peers who do not have disabilities. In an inclusive system, special educators, specialized instructional support personnel, general educators, and other education personnel work together to address the needs of students with disabilities. By collaborating, these

1. Support of Civil Rights
2. Integration in Community Life
3. A Sense of Belonging and Acceptance of Differences
4. Varied Learning Opportunities
5. Use of Best Practices in Instruction
6. An Individualized Education in a Supportive Context
7. Relationships with Peers
8. Increased Instructional Support for All Students
9. Team Building Improves Schools
10. Parental Involvement

Parent Briefs

Support for Families of
Students with Significant Disabilities



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What are the Parent Briefs?

The Parent Briefs are a collection of documents that explain the supports and processes used to include students with significant cognitive disabilities in general education settings.



Who are the Parent Briefs for?

The Parent Briefs are for families of children with significant cognitive disabilities whose families are their first teachers, and their homes are their first inclusive environments.

Creating Communities of Belonging

for Students with Significant Cognitive Disabilities



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What is the Creating Communities of Belonging Resource?

This resource addresses ten dimensions of belonging, ensuring each and every student is included in all aspects of school life with a deep sense of *belonging*.



Who is the Creating Communities of Belonging Resource for?

This resource is for entire school teams inclusive of families and students with and without disabilities. Each will have unique insights and diverse recommendations that will foster a collective conversation.

Creating Communities of Belonging



- Mini-Guides for Each Dimension
- Belonging Reflection Tool

How might you use the information/resources just shared in your district or schools?



www.menti.com and use the code
2676 6586

OR

<https://www.menti.com/54iux3j3xb>

Comprehensive Inclusive Education:

General Education & the Inclusive IEP



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What is the Comprehensive Inclusive Education Resource?

The Comprehensive Inclusive Education: General Education & the Inclusive IEP Resource is a step-by-step planning process created to meet the need of connecting IEPs for students with significant cognitive disabilities to grade-level curriculum and instruction in support of an inclusive educational program.



Who is the Comprehensive Inclusive Education Resource for?

This resource is for IEP teams including teachers, students and family members, peers, specialized support personnel, and paraprofessionals with specific application for students with significant cognitive disabilities.

A Comprehensive Inclusive Education Program

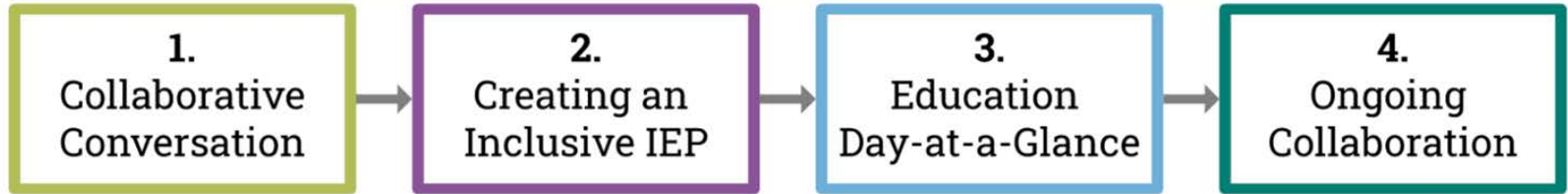
General Education
Curriculum & Routines



Their IEP

Resident district:	Date of last comprehensive evaluation: ____/____/____ Annual IEP meeting date: ____/____/____	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IDENTIFYING INFORMATION		
Child's name: _____	Parent/guardian name(s): _____	
MARSS ID#: _____	Relationship to child: _____	
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Address: _____	
Date of birth: ____/____/____	Phone (day/evening): _____/_____	
School: _____	Phone (cell): _____	
Grade: _____	Email: _____	
Providing District (Name/number): _____	School address (provide mailing address and street address if different): _____	
IEP INFORMATION		
Type of IEP: <input type="checkbox"/> Initial placement <input type="checkbox"/> Annual <input type="checkbox"/> Interim	Federal setting:	
IEP manager name: Phone/email:		
Primary disability:	Secondary disability:	

Comprehensive Inclusive Education: General Education & the Inclusive IEP



“Each child is a general education student”

<https://z.umn.edu/inclusiveiep>

Comprehensive Inclusive Education: General Education and the IEP

Focus on the general education curriculum & instruction & context

Focus on the individual student

Part 1. Initial Collaborative Conversations

Tool:
*Start Your
Collaboration
Out Right!*

Identify the priority **grade-level general education standards** for each content area for all students. Completed by the General Education teacher(s).

Having met with the family, share their **long-term vision** for the student as well as the student's long-term vision.

Tool:
*3 Overarching
Learning
Components*

Review the present level of knowledge and skills in the **three learning components** based on current student data. Share areas of strength and for growth.

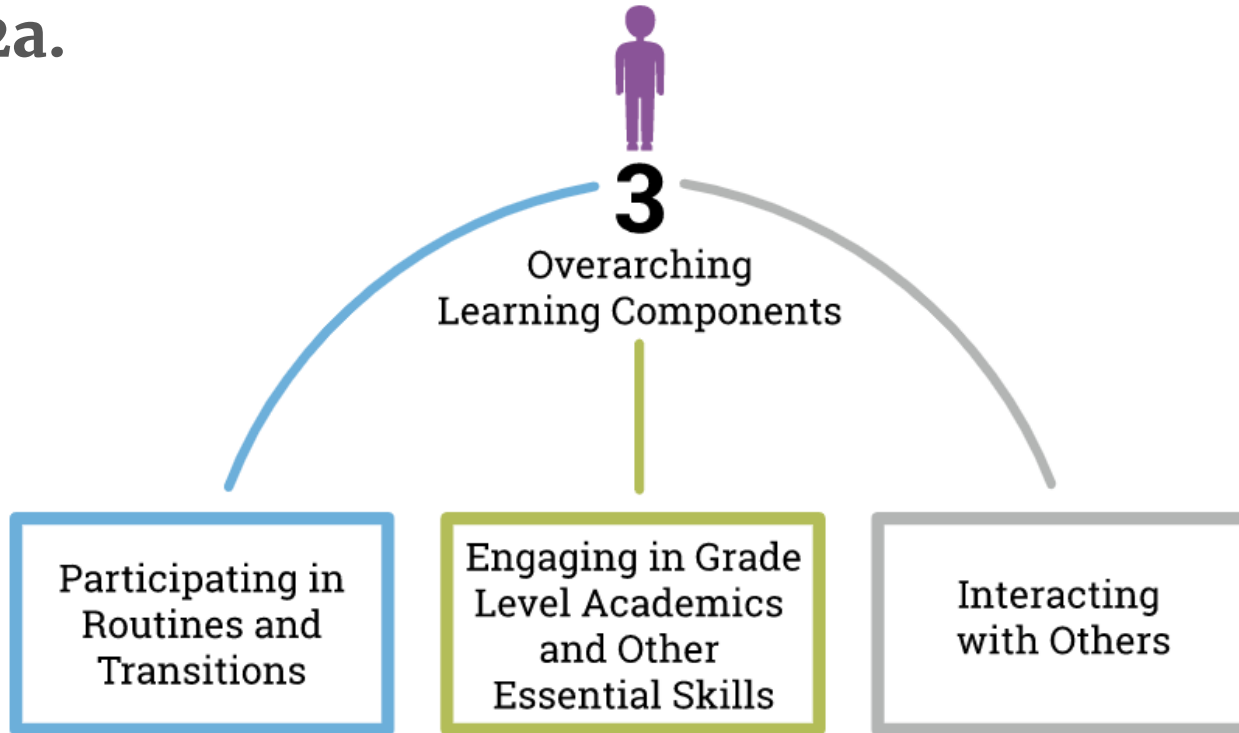
Part 2. Develop the IEP

Update the **present levels based** on current student data related to the **three essential learning components**. Ensure family input and an understanding of the three learning components.

Based on the grade-level priority standards, the IEP team, inclusive of the family and student, **identifies the essential learning for the student in each content area**. This step focuses on the “big picture.” In other words, the priorities that go across all of the content and times of the day for the whole year.

The IEP team develops 6–8 IEP goals within the three essential learning components based on access to the general education curriculum, transitions and routines and integrated with individual student needs around the **three learning components** and determines what accommodations and modifications are needed to support achieving the goals and accessing the general education learning.

2a.



Part 3. Develop the Education Day-at-a-Glance

Create the Education Day-at-a-Glance to show how the **IEP goals and accommodations/modifications align to the inclusive education schedule.** Build in data collection into the plan. Share with the family, student, and all members of the instructional team.

With our time together today, would you like to learn about an elementary or a secondary example?



www.menti.com and use the code
2676 6586

OR

<https://www.menti.com/54iux3j3xb>

Elementary Student: Carlos

Example of Education Day at a Glance:

(elementary student)

Education Day at a Glance: Integrating Inclusive IEP Goals Elementary 4th Grade Student : C

IEP GOALS *	Class Daily Schedule & Embedded Goals	SUPPORTS/ACCOMMODATIONS **
<p>Adaptive Skills: 1. Transitions to follow checklist and routine.</p>	<p>9:10 Transition into School Building 1. Transition</p>	<ul style="list-style-type: none"> • Checklist and visual for routines.
<p>Mathematics: 2. when given different math operations for word problems, will select operation and use tool.</p>	<p>9:20 Class Meeting 1. Transition 7. Retell events 6. Flexibility and collaborative interactions. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Directions reworded and/or simplified to ensure comprehension. • Checklist and visual for routines. • Visual cues for retell (photos, text) presented on paper and ipad • Problem solving visual
<p>Reading: 3. when given a grade level passage read aloud to him, will answer multiple choice comprehension questions.</p>	<p>9:40 Reading Block Mini lessons and independent task. 3. Reading comprehension 4. Reading main idea 5. Writing</p>	<ul style="list-style-type: none"> • Reread passage. • Provide multiple choice questions • Access to Clicker 7 and other word prediction, voice notes and picture • Sentence stems and Word banks • Masking non essential content
<p>Reading: 4. Understanding main idea, key details, determine meaning of words and phrases, apply phonics and word analysis skills to decode words, comprehension, etc.) through answering multiple choice questions.</p>	<p>10:30 Snack and Story 4. Reading main idea 6. Flexibility and collaborative interactions.</p>	<ul style="list-style-type: none"> • Reread passage. • Provide multiple choice questions
<p>Writing: 5. When given a grade level writing prompt, select mode and tools to produce a 3-5 word sentence.</p>	<p>10:45 Recess 1. Transition 6. Flexibility and collaborative interactions. 7. Retell events 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Fade 1:1 support as able, to allow increase independence, peer interaction and use of speech • Social story • Priming social interactions
<p>Social/ Emotional: 6. Flexibility in social interactions, advocate, problem solve, negotiate, compromise, perspective taking, and giving peers' feedback with supports and accommodations (written reminders, visual</p>	<p>11:00 Specialist (PE, music, library) 6. Flexibility and collaborative interactions. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Directions reworded and/or simplified to ensure comprehension. • Collaboration between case manager, paraprofessional and general education content teachers • Visual cues for retell (photos, text) • Problem solving visual • Masking non essential content

Example of Education Day at a Glance:

(elementary student)

<p>supports) improving engagement and collaborative peer interactions.</p> <p>Oral Expression: 7. Retell events in a sequential order using cues (picture cards, text prompts, 1st, next, then, last, etc.)</p> <p>Listening Comprehension: 8. will follow the whole group multi-step directions improving listening comprehension</p> <p>Communication: 9. When given a verbal model (e.g., target word), will produce /l/ blends in the initial position of words.</p>	<p>11:30 Math</p> <p>2. Math Operations for word problems. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Access to learning tools (manipulatives, calculator, etc). • Cue to visual supports. Checklist for multi-step processes. • Checklist and visual for routines.
	<p>12:00 Lunch</p> <p>6. Flexibility and collaborative interactions. 7. Retell events 8. Whole group multi-step directions 9. Produce /l/ blends initial word</p>	<ul style="list-style-type: none"> • Checklist and visual for routines. • Pre teach and priming for social interactions (ie conversation starters) • Visual cues for retell (photos, text) for sharing his experiences
	<p>1:00 Math</p> <p>2. Math Operations for word problems. 6. Flexibility and collaborative interactions. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Access to learning tools (manipulatives, calculator, etc). • Pre teach and priming for social interactions (ie collaborative work) • Reword or simplify directions for comprehension • Masking non essential content
	<p>1:55 Recess</p> <p>1. Transition 6. Flexibility and collaborative interactions. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Checklist and visual for routines. • Problem solving visual
	<p>2:10 Writing</p> <p>3. Reading comprehension 4. Reading main idea 5. Writing</p>	<ul style="list-style-type: none"> • Sentence stems and Word banks • Scribing • Clicker 7 and other word prediction software • Erasable highlighters • Masking non essential content
	<p>3:05 Closure Meeting</p> <p>6. Flexibility and collaborative interactions. 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Directions reworded and/or simplified to ensure comprehension. • Checklist and visual for routines. • Visual cues for retell (photos, text) presented on paper and ipad • Problem solving visual
	<p>3:20 Dismissal</p> <p>1. Transition 8. Whole group multi-step directions</p>	<ul style="list-style-type: none"> • Checklist and visual for routines.

*** IEP GOALS at a Glance**

Adaptive Skills:

1. When given opportunities to transition between activities, will follow a checklist/routine/visual schedule to manage his materials and prepare for the next activity improving adaptive skills from Independently following a checklist/routine/visual schedule in 5% of opportunities to Independently following a checklist/routine/visual schedule in 50% of opportunities as measured by data collection by IEP team

Mathematics:

2. when given different math operations (addition, subtraction, multiplication, or division), will select a correct operation for a word problem, demonstrate the operation with manipulatives, choose a tool that will help him solve the problem improving his math concepts from select a correct operation for a word problem with 50% accuracy to select a correct operation for a word problem with 80% accuracy as measured by data collection by IEP team

**** Accomodations at a Glance**

Accessories & Equipment

- Erase-able highlighters, left-handed scissors, 3-drawer for organization of subjects
- Graph paper and manipulatives for math
- Headphones/noise buffers
- Isolate/Mask portions of assignment/test
- Large-spaced paper for handwriting tasks, enlarged font for reading passages
- Social Stories for challenging routines and social opportunities presented on paper and on iPad

**Environment/
Setting**

- Provide structured, timed breaks from challenging tasks through the day
- Preferential seating near point of instruction and "chatty" peers for communication/ direction-following models

Secondary student: Cooper

Example of Education Day at a Glance:

(Secondary Student)

Education Day at a Glance: Integrating Inclusive IEP Goals (11th Grade with 6 Period Schedule)

Student Name: Cooper

IEP GOALS *	Class Daily Schedule & Embedded Goals	SUPPORTS/ACCOMMODATIONS **
<p>1. Reading: grade level text, student will improve literal and inferential comprehension</p> <p>2. Writing: using technology will dictate three informative sentences about grade level topic.</p> <p>3. Academic: master minimum of 3 enduring understanding/big idea; 7 vocabulary words; 5 facts/concepts skills within each unit of study</p> <p>4. Mathematics: number sense, telling time and elapsed time, computation with calculator</p> <p>5. Adaptive: enter homework and assignments into schedule, turn in assignments with use of technology</p> <p>6. Social: small</p>	<p>1. English 11 Goals: 1. answer questions 2. write sentences 3. 3 Ideas/7 Vocab/5 Skills 5. enter homework 6. small group/project interactions 7. increase AAC use 8. seek peer for help</p> <p>2. Anatomy 1. answer questions 2. write sentences 3. 3 Ideas/7 Vocab/ 5 Skills 5. enter homework 6. small group/project interactions 7. increased AAC use 8. seek peer for help</p>	<ul style="list-style-type: none"> classroom teacher will provide situations that promote and encourage participation and conversation (tandem reading, small groups, buddy presentations) general and special educator collaborating/co-planning what big ideas/vocab/skills are appropriate for unit of study graphic organizer, word banks, writing frameworks provided with consistent story element literacy summary pages (shared Google document with paraprofessional to prompt/suggest/highlight from across room) color-coded multiple choice and fill in the blank with word banks (use of notes) technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Pictello, BrainPop, Quizlet) visual prompts for all new information collaboration between case manager, paraprofessional and general education content teachers
	<p>3. Marketing 2. write sentences 3. 3 Ideas/7 Vocab/5 Skills 4. number sense, calculator use 5. enter homework 6. small group/project interactions</p>	<ul style="list-style-type: none"> classroom teacher will provide situations that promote and encourage participation and conversation (tandem reading, small groups, buddy presentations) general and special educator collaborating/co-planning what big ideas/vocab/skills are appropriate for unit of study graphic organizer, word banks, writing frameworks provided with consistent big idea/supporting detail summary pages (shared Google document with paraprofessional to prompt/suggest/highlight from across room) color-coded multiple choice and fill in the blank with word banks (use of notes) technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Pictello, BrainPop, Quizlet) visual prompts for all new information collaboration between case manager, paraprofessional and general education content teachers
		<ul style="list-style-type: none"> classroom teacher will provide small group, hands on activities to all students at twice a week in addition to new content being shared by lecture/teacher-led instruction general and special educator collaborating/co-planning what big ideas/vocab/skills are appropriate for unit of study Paraprofessional will discuss with general educator on a daily basis - which graphic organizer is best for day's content, then provide student with word banks and visuals (that have been predetermined

Example of Education Day at a Glance:

(Secondary Student)

<p>7. Social: increase his ability to use AAC and technology to connect with a person and correctly discontinue the interaction from less than 50% accuracy to at least 75% accuracy by annual IEP meeting.</p>		<p>Quizlet)</p> <ul style="list-style-type: none"> visual prompts for all new information collaboration between case manager, paraprofessional and general education content teachers
	<p>4. Reading 1. answer questions 2. write sentences 5. enter homework 7. increase AAC use</p>	<ul style="list-style-type: none"> Specifically designed reading instruction using Shooting Stars Curriculum Use of flexible spaces within school for quiet, small group instruction and ability to read alongside peers (in library, or other common spaces) Use of small white board, google slides and SeeSaw to record progress collaboration between case manager, paraprofessional and general education content teachers
<p>8. Adaptive: self-advocacy: identify a problem, seek help needed from peer if appropriate</p>	<p>5. Weight lifting 6. small group/project interactions 7. increase AAC use 8. seek peer for help</p>	<ul style="list-style-type: none"> visual schedule using technology video vignettes of each exercise saved to a library, paraprofessional and general education teacher plan upper/lower body, core and yoga workout routines weekly using provided videos fade 1:1 support as able, to allow increased independence, peer interaction and use of speech
	<p>6. ASL 3. 3 Ideas/7 Vocab/5 Skills 5. enter homework 6. small groups/projects - increase interactions 8. self-advocacy, identify if a problem</p>	<ul style="list-style-type: none"> preferential seating with clear, visual access to teacher collaboration between case manager, paraprofessional and general education content teachers videos/visuals for all signs student is learning classroom teacher will provide situations that promote and encourage participation and conversation (partner and small group practice)
	<p>Advisory 5. enter events into schedule 7. increase use of speech in low-risk situations</p>	<ul style="list-style-type: none"> fade 1:1 support as able, to allow <u>increase</u> independence, peer interaction and use of speech, AAC and sign language

Closer look at Anatomy

2. Anatomy

1. answer questions
2. write sentences
3. 3 Ideas/7 Vocab/ 5 Skills
5. enter homework
6. small group/project interactions
7. increased AAC use
8. seek peer for help

- classroom teacher will provide situations that promote and encourage participation and conversation (tandem reading, small groups, buddy presentations)
- general and special educator collaborating/co-planning what big ideas/vocab/skills are appropriate for unit of study
- graphic organizer, word banks, writing frameworks provided with **consistent big idea/supporting detail summary pages** (shared Google document with paraprofessional to prompt/suggest/highlight from across room)
- color-coded multiple choice and fill in the blank with word banks (use of notes)
- technology used whenever possible for tests, pre-teaching and re-teaching (e.g. Pictello, BrainPop, Quizlet)
- visual prompts for all new information
- collaboration between case manager, paraprofessional and general education content teachers

*** IEP GOALS at a Glance**

	* IEP GOALS at a Glance
Reading:	Will improve his literal and inferential comprehension moving from answering 75% of the comprehension questions correctly to answering 90% of the comprehension questions correctly within connected literary and information text across the day
Writing:	Will independently write three informative sentences about a given topic, complete with subject, verb and filler words moving from a level of requiring adult assistance to creating full sentences independently with use of technology
Academic:	Will master a minimum of 3 enduring understanding/big ideas, 7 vocabulary words/terms, and 5 facts/concepts/skills within each unit of study across his school day
Mathematics:	Will continue to improve math skills in the areas of number sense, telling time and elapsed time, and computation skills with and without a calculator
Adaptive:	Will increase independence when entering his general education class materials, schedules, presentations and homework into a schedule, as well as turning materials into the appropriate teacher when finished across all settings (as well as at home)
Social/Emotional:	Will increase social interactions when in small groups or when doing projects with peers from needing verbal prompts 80% of the time to independently interacting across the school day.
Social/Emotional:	Will increase his ability to use AAC and technology to connect with a person and correctly discontinue the interaction from less than 50% accuracy to at least 75% accuracy by <u>annual IEP meeting</u> .
Adaptive:	Will increase independent self-advocacy skills <u>across school day</u> (knowing there is an issue or he needs help; identifying who to ask for help; seeking out an appropriate person - especially peers when appropriate)

**** Accomodations at a Glance**

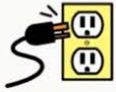
Accessories & Equipment	<ul style="list-style-type: none">- Cooper will have access to a touchscreen chrome book/iPad with read and write google connected to his google account (accessible whenever logged into his school account).- Cooper will have SeeSaw, Pictello and Bitsboard Pro (on his personal iPad) along with any other apps that the AT Specialist and case manager find to be appropriate and useful for Cooper to access the curriculum.- AAC device (iPad) programmed with Snap + Core First- Erase-able highlighters, small white board- Casemanager and paraprofessionals will collaborate with classroom teachers to modify instructional material for his reading level as well as incorporate the use of technology.-Case manager will meet with support staff one time per week to plan for programming within his general education classes. (for distance learning, this will occur online, or via email)
Environment/ Setting	<ul style="list-style-type: none">-To facilitate Cooper's learning style, staff will encourage peer support and peer relationships through collaborative groups and partnering with peers throughout his school day as well as school-sponsored activities outside of the school day.- Provide structured, timed breaks for snacks, time to use bathroom- Preferential seating near point of instruction and "chatty" peers for communication/ direction-following models
Presentation/ Grading	<ul style="list-style-type: none">- Directions need to be reworded and/or simplified to ensure comprehension- Modified assignments/tests- Tasks broken down- Presentations/group work/other ways of showing understanding will be provided
Scheduling/ Timeline	<ul style="list-style-type: none">- Allow to leave class early if needed- Personal checklist/routine/visual schedule to manage his materials and prepare for the next activity
Student Response	<ul style="list-style-type: none">- Sentence stems- Word banks- Graphic organizers- Simplified directions, visual (non-verbal) cues, and he will be provided with adequate wait time to process information.- Provide warning and visual cues for upcoming changes in staff or routine- Each semester, the district will load yearbook photos and corresponding student names of peers in Cooper's classes onto his iPad/AAC, unless student's parent/guardians have opted out of having this data designated as directory data
Other	<ul style="list-style-type: none">- adult support in all of his classes and environments- special transportation with eye to eye transfer

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2/8/2021



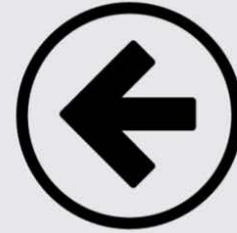
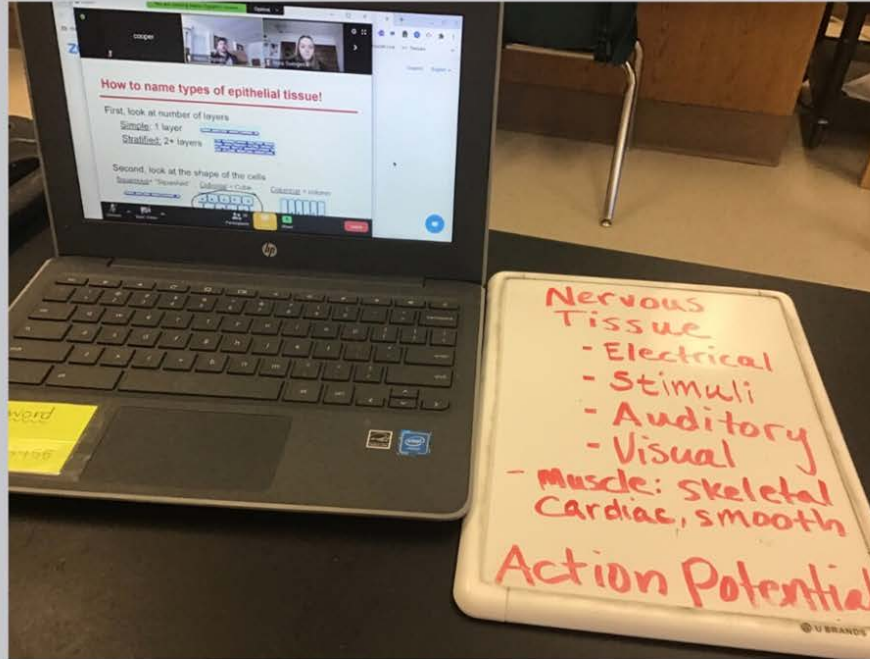
nervous tissue



electrical



auditory



visual



muscle



My Anatomy Class





Speak

I emailed Mr. Ogdahl about my skills check.]



Clear



Delete



Share



Tuesday, February 23

RECEIVED



Core Words



medial = towards middle



QuickFires



Superior = towards the head



Topics



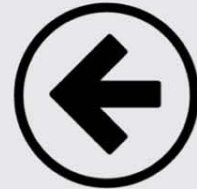
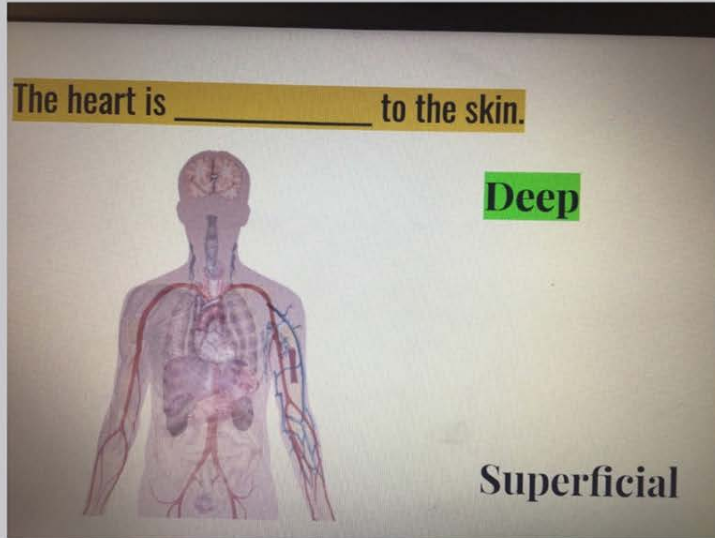
proximal = closer



Keyboard



Dashboard



I emailed Mr. Ogdahl about my skills check.



I took a skills check using anatomical vocabulary to identify location of body parts.



Part 4. Continuing Collaborative Conversations

Start with the **essential concepts** in a unit that all students will learn.

Consider the **student's inclusive IEP goals and data collection plan.**

Review unit plan and consider how the unit's essential concepts and the IEP goals will be addressed.

Identify and **remove barriers to learning**, including through the implementation of accommodations and modifications.

Plan for daily/weekly check-ins, as needed, to coordinate supports to ensure student learning.

Tool: 5-15-45
Tool

Collaborate whether you have 5 minutes, 15 minutes, or 45 minutes.

Collaboration - TIES 5-15-45 tool

Fifteen Minutes



“We only have 15 minutes!” 15 minutes gives you more time to make this a great lesson for all. Collaborate with a colleague using the prompts below. No lesson is perfect so let’s identify one barrier to learning for students with disabilities, including students with significant cognitive disabilities, and create solutions that will support the whole class.

Collaboration - TIES 5-15-45 tool

Discussion Guiding Questions	Success Indicators
Content	
<p>What is the content of this lesson?</p> <p>What is the most essential content for all learners to know?</p>	<p>★ We have a mutual understanding of the essential content of this lesson.</p>
Instruction	
<p>What are the instructional strategies and activities in this lesson?</p> <p>What instructional strategies and activities are most helpful for teaching the essential content?</p>	<p>★ We can ensure that our instructional activities teach the essential content.</p>

5-15-45 Tool

Linking Available Time with Meaningful Collaboration



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What is the 5-15-45 Tool?

The 5-15-45 Tool guides teams to use the time that is available to consider the content, instructional strategies, and barriers to learning for all students within the general education classroom, including students with significant cognitive disabilities. The tool applies whether you are meeting virtually or in-person.



Who is the 5-15-45 Tool for?

The 5-15-45 Tool allows general and special educators, as well as specialized support personnel, to use the time they have to effectively plan for students with significant cognitive disabilities.

How might you use the information/resources just shared in your district or schools?



www.menti.com and use the code
2676 6586

OR

<https://www.menti.com/54iux3j3xb>

TIPS

Foundations of Inclusion TIES Inclusive Practice Series



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What are the Foundations of Inclusion TIPS?

The FI TIPS provide perspectives and strategies for supporting all students, including those with significant cognitive disabilities, to excel in general education classrooms.



Who are the Foundations of Inclusion TIPS for?

The FI TIPS are geared towards general and special educators, including specialized support personnel, as well as parents and primary caregivers.

Foundations of Inclusion TIPS: 3 Examples

TIP #6:

Using the Least Dangerous Assumption in Educational Decisions



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**TIES Inclusive
Practice Series**

TIP #11:

Grading for Students with Significant Cognitive Disabilities in Inclusive Classrooms



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**TIES Inclusive
Practice Series TIPS**

TIP #15:

Turn and Talk in the Inclusive Classroom



TIES Inclusive Practice Series **TIPS**

so we can go in and preprogram the vocabulary in Dustin's tablet,
and then I can pre-teach him some of the words and definitions.
That's a great idea.
I can help pre-teach the vocabulary as well
to get Dustin communicating with both of us.

Action	Friend	Me
Listen to question		
Answer question		
 Read Paragraph	 Read Sentence	 Touch Answer
Ask question		
Listen to answer		
Repeat or		
Agree / disagree		

TIPS

Communicative Support TIES Inclusive Practice Series



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What are the Communicative Support TIPS?

The CS TIPS provide framework for supporting all students, including those with significant cognitive disabilities, to actively interact with others, engage with classmates, learn grade-level general education curriculum and other essential skills, and participate in routines and transitions.



Who are the Communicative Support TIPS for?

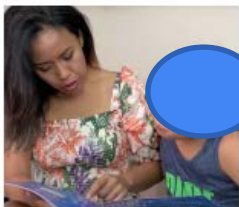
The CS TIPS are geared towards general and special educators, including specialized support personnel.

Parent Video Series

Support for Families of
Students with Significant Disabilities



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What is the Parent Video Series?

Parents are their children's first and longest teachers. Their home is their child's first inclusive environment. The Parent Video Series supports families in understanding the important role they play in their child's learning and highlights ways they can teach their children with significant cognitive disabilities at home as part of ongoing routines. They also support conversations with their children's teachers for setting high expectations and link home-school supports.



Who is the Parent Video Series for?

The Parent Video Series is for families of children with significant cognitive disabilities. Others may benefit from the ideas captured in the videos, too, such as day care support. Also, teachers can share them with families to support home-school discussions.



Parent Video Series



The image shows a YouTube video player interface. On the left is a video thumbnail of a child in a blue tank top with green lettering, sitting on the floor and reading a book. A large blue oval obscures the child's face. The video title is "Helping Your Child with Reading at Home". Above the title is a circular profile picture icon with three colored segments (green, blue, purple). To the right of the title are icons for "Watch later" (clock) and "Share" (arrow). Below the title is a subtitle: "Resources for children with significant cognitive disabilities". A large play button icon is centered over the video title. At the bottom left of the video player is a "Watch on YouTube" button with the YouTube logo. At the bottom right of the video player are two logos: "TIES Center" (with a circular icon) and "NCEO National Center on Educational Outcomes" (with a line graph icon).

Helping Your Child with Reading at Home

Watch later Share

Resources for children with significant cognitive disabilities

Helping Your Child with Reading at Home

Watch on YouTube

TIES Center

NCEO National Center on Educational Outcomes

How might you use the information/resources just shared in your district or schools?



www.menti.com and use the code
2676 6586

OR

<https://www.menti.com/54iux3j3xb>

Join us as we work to build equitable and inclusive systems! Thank you!

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