

Creating the Context for Literacy Learning Success

Instructional Support Webinar

Comprehensive Literacy Instruction

Students with Significant Disabilities

Iowa Department of Education



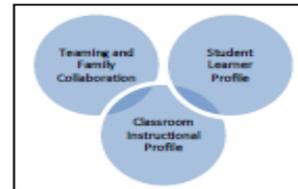


Comprehensive Literacy Instruction: Students with Significant Disabilities Action Plan

Getting started with implementing a comprehensive literacy program can be overwhelming. There are materials to gather, instruction to plan, students to assess. Perhaps the best way to approach such an undertaking is to first consider practices currently in place. Then, think about how to adjust the daily and weekly schedules to include consistency and balance of opportunity and instruction in literacy. Considering student strengths and areas of need will be important as schedules and instructional plans are developed. This document, modified by faculty from the University of Northern Iowa and the Iowa Department of Education from an implementation plan developed by faculty at the Center for Literacy and Disability Studies in Chapel Hill, North Carolina, provides a map of sorts to guide individuals and interdisciplinary teams through a process of examination and action.

This action plan addresses the following areas to support specially designed comprehensive literacy instruction:

- Teaming & Family Collaboration
- Student Learner Profiles: Developing a Local Understanding
- Classroom Instructional Profile: Analyzing Current Practices



Learning Outcomes

- Teaming and Family Collaboration
 - Creating a Collaborative Professional Community
- Student Learner Profile
 - Classroom Instructional Profile: Analyzing Current Practices-Developing a Local Understanding: *Diagnose for Instructional Design*



The **Link** Between
Comprehensive
Literacy Instruction
&
Teaming & Family
Collaboration



Teaming & Family Collaboration

- High Expectations
- Positive Communication
- Active Involvement
- Support Learning



High Expectations

- Share high expectations for the learner.
- Partner to promote self-determination in the learner.
- Have access to and understand the curricular expectations and standards required of the learner.
- Advocate for multiple approaches and strategies that will support the learner and hold their interest.
- Recognize their roles in the teaching and learning process and stay up to date on pertinent responsibilities in supporting the learner.



Positive Communication

- Persistently and clearly communicate high expectations.
- Communicate about the learner using preferred methods.
- Communicate honestly, openly and with respect
- Seek to understand by asking questions and actively listening.
- Recognize that they are partners in the teaching and learning process.



Active Involvement

- Engage in collaborative and active problem solving.
- Value full participation and support active involvement.
- Support and promote positive and trusting relationships with learners.



Support Learning

- Intentionally create and/or support safe, accessible and inviting environments for learning.
- Establish and connect learners to real life learning environments.
- Support and promote instruction that maximizes access and learner opportunity for growth.
- Actively seek means to improve learner engagement.



The **Link** Between
Collaborative
Professional
Community
&
Conditions for
Successful
Literacy Learning



Conditions for Successful Literacy Learning



- Planning comprehensive literacy instruction involves more than determining what to teach and when to teach it.



Conditions for Successful Literacy Learning

- Means of communication
- Teacher & Family expectations
- Motivation
- Support across environments
- Reflection and problem solving
- Self-expression
- Comprehensive Instruction



Why a Collaborative Community Is Important

- Collaboration is essential as an ongoing professional behavior with regard to comprehensive literacy instruction for students with significant disabilities because **no single individual** has the entirety of knowledge and expertise to fully meet the literacy and communication needs of such a diverse group of students.



Why a Collaborative Community Is Important

- A reading teacher or literacy coach may demonstrate tremendous literacy knowledge but have less information about how to make instruction accessible to students with more significant disabilities.
- A speech language pathologist may have expertise in augmentative and alternative communication (AAC) but seek further understanding of literacy curriculum.



Collaboration

- Why a Collaborative Community Is Important?



What is Collaboration?

- For this webinar collaboration is defined as ***individuals working equally together with a mutual commitment to a common purpose.***
- Working together for a common good is a familiar concept for most educators.



What is Collaboration?

- The role for each participant during collaborative meetings includes equally sharing ideas and opinions to reach a common goal.
- It is understood that all members of the team will listen and demonstrate respect for the ideas and opinions of each member.



What is Collaboration?

- Each member of the team assumes a job to be completed to reach the common purpose developed by the team.



Collaboration

- Sharing Students



How Collaboration Supports Student Planning

- When planning for literacy instruction, teams need to consider:
 - Each component of a comprehensive literacy program (i.e., comprehension, word study, writing, and self-selected reading)
 - Each student's literacy skills, expectations for the students
 - How information will be shared with the students (e.g., lecture, lecture with visual supports like power point, range of modes of presentation)
 - How students will share information (e.g., verbal, writing, symbols, gestures, combination of modes) with others.



How Collaboration Supports Student Planning

- Considering students' accommodations needs for motor, vision, hearing, communication, and/or learning challenges **requires the input** of educational professionals such as the general education teacher, special education teacher, speech-language pathologist, occupational therapist, physical therapist, vision specialist and/or assistive technology specialist.



Identifying Who Will Be On The Team

- People who are effective at collaboration:
 1. recognize the goal is complex and requires a joint effort;
 2. acknowledge and honor the creativity generated by working with others;
 3. value the social nature of joint problem solving;
 4. value their growth as a result of participating in the collaboration; and,
 5. reflect on their own professional practice



Collaboration

- General Education,
Special Education,
and Speech and
Language
Pathologist Teaming



Collaboration

- Outcomes



Outcomes of a Collaborative Community

- When working in concert over time, these professionals, and others such as general education teachers, paraprofessionals and assistive technology specialists, can create a cohesive program of instruction that allows for the maximum participation and progress of each student.



Collaboration

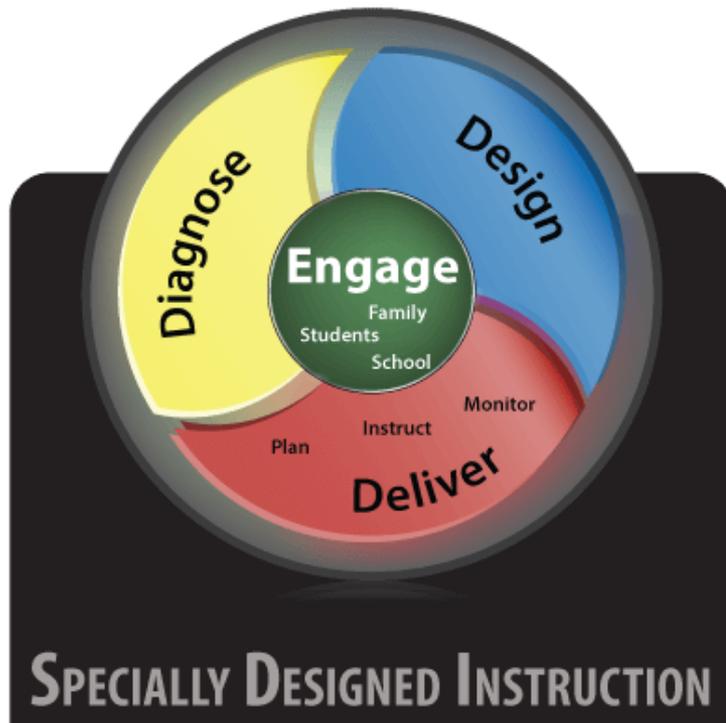
- Working with Team Members- the Power of Perseverance



The **Link** Between
Teaming, Family
Collaboration
&
Development of
Student Learning
Profile



Development of Student Learner Profile



- Iowa's Specially Designed Instruction (SDI) Framework
 - Diagnose for Instructional Design
 - **RIOT Process**
 - Record Reviews
 - Interviews
 - Observations
 - Tests



Collaboration and Diagnosis for Instructional Design

- Focus is on the aspects of
 - Setting
 - Curriculum
 - Instruction
 - Learner's performance



Collaboration Resource

Diagnosis for Instructional Design

General Guiding Questions for Step 1: Know Your Student

Diagnosing for Instructional Design
Completing the Student Learner Profile

Select and answer questions that are relevant to student's learner requirements

Communication

Communication Skill Level/Targets:

- What is the skill level of the student and what communication targets are implemented during instruction?
 - See APT Planning Tool/Student IEP communication goals

Communication Strategies:

- How does the student attend, demonstrate comprehension & communicate?
 - *Receptive Language:* What strategies does the student require to understand and build language skills?
 - The student-
 - Can point to, look at, or touch things when asked
 - Can perform simple actions, movements, or activities when asked
 - Responds appropriately when offered a favored item that is not present
 - Responds to phrases or sentences that are spoken or signed
 - Does the student seem to understand what is said to him (follow directions, etc.)?
 - Follows a 2 step direction when presented verbally or through sign
 - Does the student's conversation seem socially appropriate for the context?
 - *Expressive Language:* How does the student communicate?
 - Does the student use speech to meet expressive communication needs?
 - What is the student's primary mode of communication (e.g. sign language, pictures, AAC device)?
 - Does the student use sign language to or in place of speech to meet expressive needs?
 - Does the student participate in conversational turn taking?
 - Does the student have purposeful verbalizations (e.g., the child makes a sound to gain attention, express displeasure)?
 - What is the range of functions the student communicates?
 - Communication Independence (How independent is the student in expressing their want/needs & functions of communication)?



Adapted from Guidance Document for Individual Education Program (IEP) Development
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013
The Iowa Department of Education grants permission to copy and disseminate these materials for use
with Iowa educators.



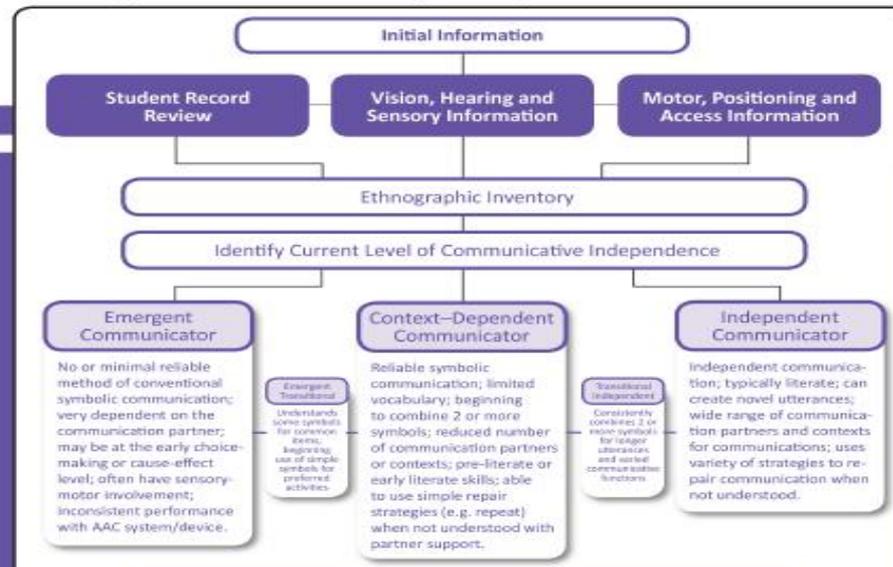
Collaboration Resource Diagnosis for Instructional Design

Your student's communication skills are "APT" to surprise you!



Goal: To help individuals with complex communication needs be able to say what they want to say, when they want to say it, to the best of their ability!

Iowa Comprehensive AAC Planning and Implementation: Assessment Guide



The **Link** Between
Diagnose & Instruction
Design
&
DLM First Contact
Survey &
Iowa's Early Literacy
Alternate
Assessments



DLM First Contact Survey

DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

The questions asked in the First Contact survey are included here. The First Contact Survey is completed in Educator Portal.

*The item only appears when a certain choice is selected from a previous question. Special Education Services

Select the student's Primary Disability-Primary Disability

- Autism
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Noncategorical
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Eligible individual (for Iowa only)

Classroom setting: Choose the option that best describes the student's class placement

- Regular Class: includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day
- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day
- Separate Class: includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: includes students who receive special education and



State of Iowa's Early Literacy Alternate Assessment

Demographic	Characteristics	Assessments	Report
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Student Learning Profile

Classroom setting: Choose the option that best describes the student's class placement

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- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21percent but no more than 60 percent of the school day
- Separate Class: Includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: Includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day
- Residential Facility: includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school da
- Homebound/hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing

- No known hearing loss
- Deaf or hard of hearing

Hearing: Mark all that apply



Professional Development Modules Aligned to the Student Learner Profile

- Framework for Effective Instruction:
Students with Significant Disabilities
 - Contact your AEA or UEN Significant Disabilities Coordinator



Teaming & Collaboration Resources

- Comprehensive Literacy Action Plan
- Team Review Form
- Sharing Student Information Plan
- Team Meeting Agenda



Quality Indicators

Step 1: Know Your Student

Diagnose for Instructional Design

Quality Indicators for Students with Significant Disabilities: Step 1: Know Your Student
Diagnose for Instructional Design

Quality Indicators <u>Communication</u>	Ideal	Implementation				As Evidenced By: Self-Assessment/ Observation/Interview Comments:
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
<i>Receptive Communication</i>	Engineer the environment so that communication occurs all of the time					
	Provide receptive input/aided language stimulation (modeling)					
	Access to communication-Provide frequent opportunities to communicate in all environments					
	Communication functions- the learning environment reflects a balance and variety of communication functions					
	Communication is adapted to student receptive modality and language ability					
	Communication Instruction is consistent across all educational team members					



Collaboration

- Closing Thoughts



Learning Outcomes

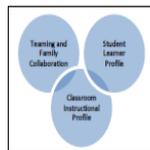


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- Taking what we've learned and applying it to the Comprehensive Literacy Instruction Action Plan



References

- Iowa Department of Education Comprehensive Literacy Project (2015).
- Iowa's Specially Designed Instruction (SDI) Framework, Iowa Department of Education (2015).



Thank You!

- To Iowa AEA staff, teachers, and their students who provided examples of comprehensive literacy instruction within this webinar.
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 - Deb Bzoski, Sioux City, CSD
 - Caroline Much, MBAEA
 - Tammy Ales, Muscatine CSD



Thank You!

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 - Bridget Thompson, Lake Mills, CSD
 - Sherry Kingston, Lake Mills, CSD



Thank You!

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 - Maggie Pickett, Former Speech & Language Pathologist, GWAEA



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 - Dr. Jennifer Garrett
 - Dr. Deborah Tidwell



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