TIES Center: Including Students with the Most Intensive Needs

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SPDG 2020 National Meeting

October 14, 2020

TIES Center is supported through a cooperative agreement between the University of Minnesota (# H326Y170004) and the U.S. Department of Educational Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. Project Officer: Susan Weigert.

Today's Outcomes

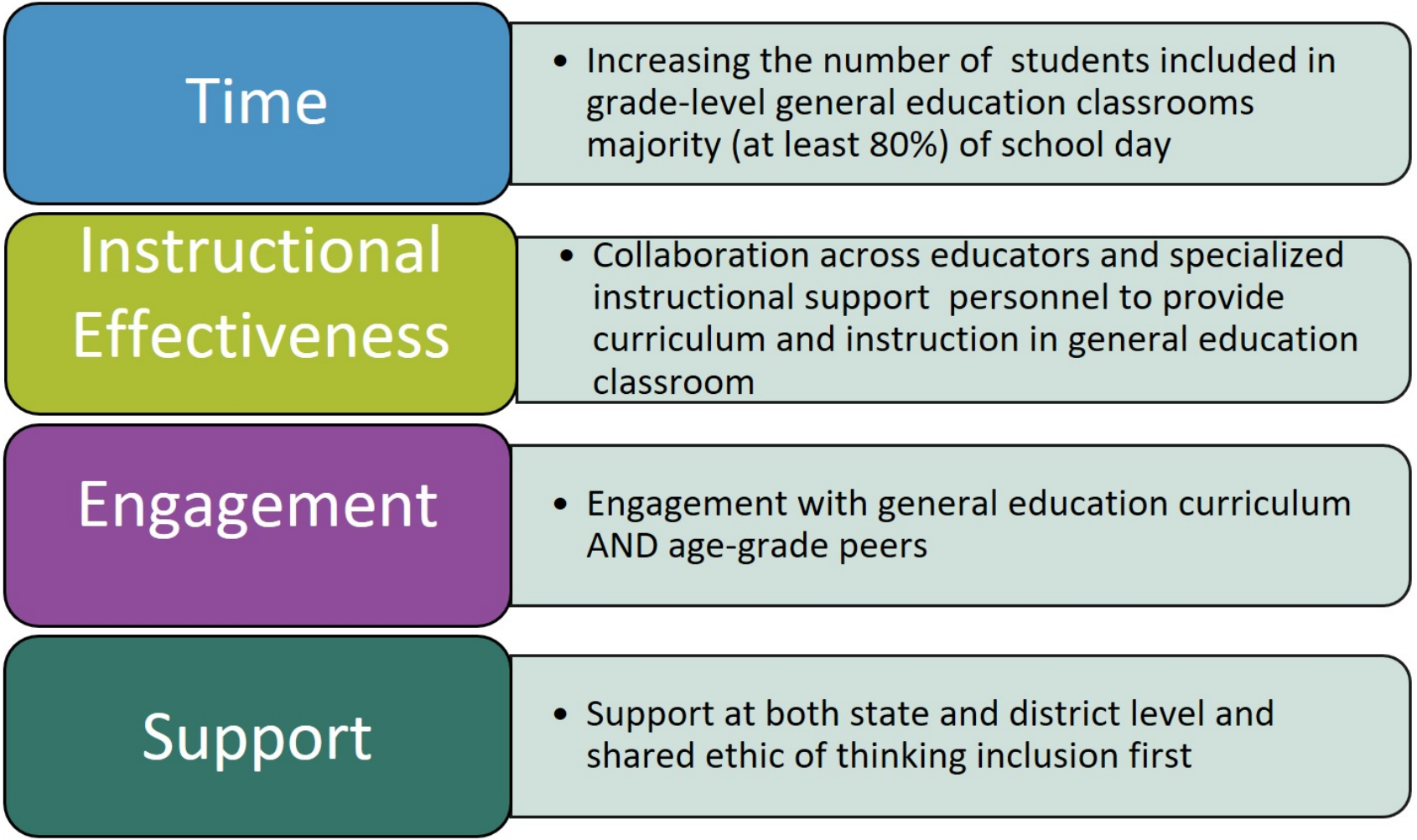
- Introduce the TIES Center
- Provide an overview of TIES Center resources and activities
- Share select distance learning resources in more depth
- Respond to questions on resources and receive feedback on their usefulness

We welcome and encourage your participation during the presentation; please use the chat to:

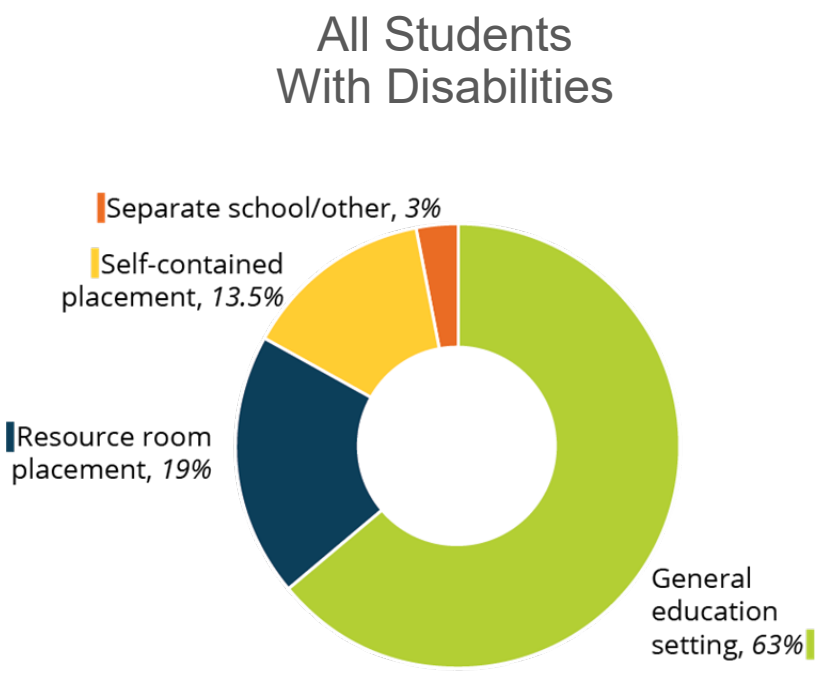
- Share questions and ideas for using resources throughout the session – let's make this a collaborative learning opportunity.
- We will respond to questions verbally or in the chat following the presentation.

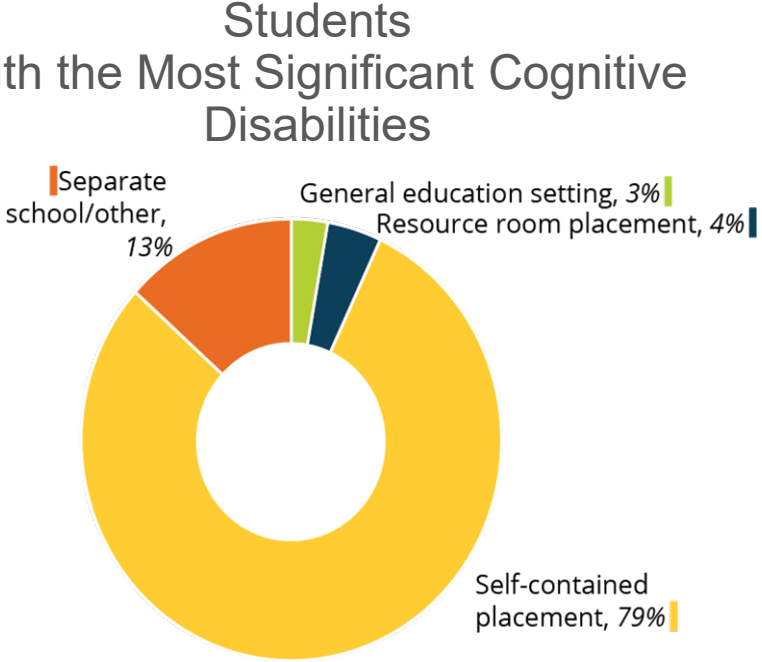
TIES Center

National Technical Assistance Center on Inclusive Practices and Policies for Students with Significant Cognitive Disabilities


Time
• Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of school day
Instructional Effectiveness
• Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classroom
Engagement
• Engagement with general education curriculum AND age-grade peers
Support
• Support at both state and district level and shared ethic of thinking inclusion first

Why TIES- and our mission- is so important!





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.

TIES Center

Who does TIES support?

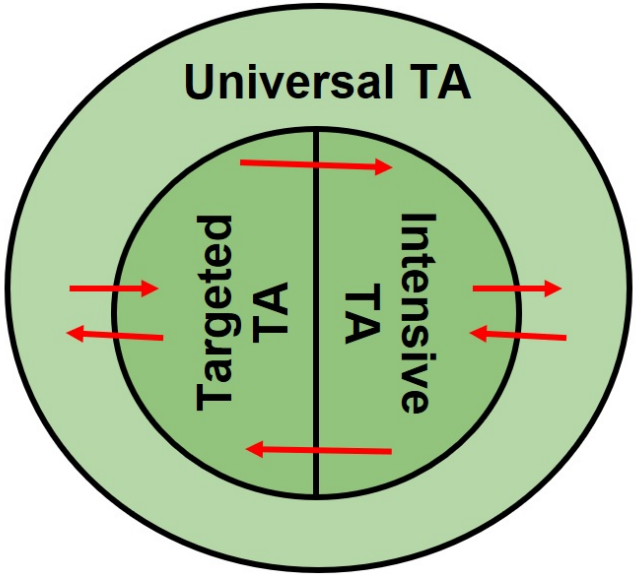
- Educators
- Parents
- State, District & School Administrators

What does TIES focus on?

- Communicative Supports
- Inclusive Instruction
- Peer Engagement
- Systems Change

How does the work happen?

TIES Center
National Workstreams



TIES Center Website Homepage

Home

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

The most recent resources at TIES Center

Tool

Lessons for All: The 5-15-45 Tool

Article

TIES Distance Learning #22: Grading Considerations for Inclusive Classrooms in an Online Environment

Article

TIES Distance Learning #21: Distance Learning and Deafblindness: Learning from Parents

Brief

TIES Brief 5: The General Education Curriculum–Not an Alternate Curriculum!

See all of our work

5-15-45 Tool: Linking Available Time with Meaningful Collaboration

The life of an educator is fast-paced! Sometimes it feels like just being able to catch your breath is challenging. Yet, we know that general and special education collaboration is key to quality inclusive education for students with disabilities, including students with significant cognitive disabilities. Figuring out how to balance these competing pressures is essential in today's schools.

How much time do you have?

5 Minutes

15 Minutes

45 Minutes

The timeframe guides what meaningful planning can be accomplished.

What if you only have 5 minutes to collaborate with a colleague? What can be accomplished to plan inclusive instruction? What if you have 15 minutes? 45 minutes? Quality planning that leads to meaningful change

TIES Stakeholders

Who are the students?

Educators

Parents and Families

State, District and School Administrators

TIES Center

Briefs: Quick overview of key content

TIES Inclusive Practice Series (TIPS): Application of key concepts with students in inclusive schools

Foundations of Inclusion TIPS

TIES Center | TIES Inclusive Practice Series TIPS

TIP #6
Using the Least Dangerous Assumption in Educational Decisions

TIP #7
Homework in the Inclusive Classroom

TIP #8
High Leverage Practices Crosswalk

TIP #9
Special Education High Leverage Practices for Instruction in Inclusive Settings

TIP #10
The Use of Graphic Organizers in Inclusive Classrooms for Students with Significant Cognitive Disabilities

TIP #11
Grading for Students with Significant Cognitive Disabilities in Inclusive Classrooms

TIP #12
Standards-based Grading and Report Cards in Inclusive Elementary and Middle Schools

TIP #13
Talking About Grading with Parents or Guardians and Students for Inclusive Classrooms

TIES Inclusive Practice Series (TIPS): Application of key concepts with students in inclusive schools

Communicative Competence TIPS

TIES Center | TIES Inclusive Practice Series TIPS

TIP #1

How Peers Can Support AAC Use by Students with Significant Communication Needs

TIP #2

Using Collaborative Teams to Support Students with Significant Communication Needs in Inclusive Classrooms

TIP #3

Getting to Know Students who use AAC

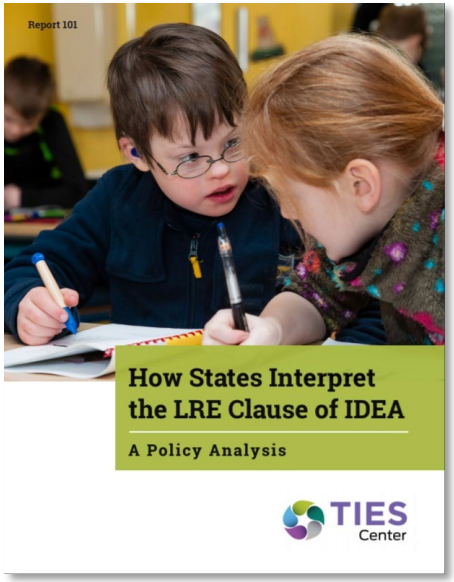
TIP #4

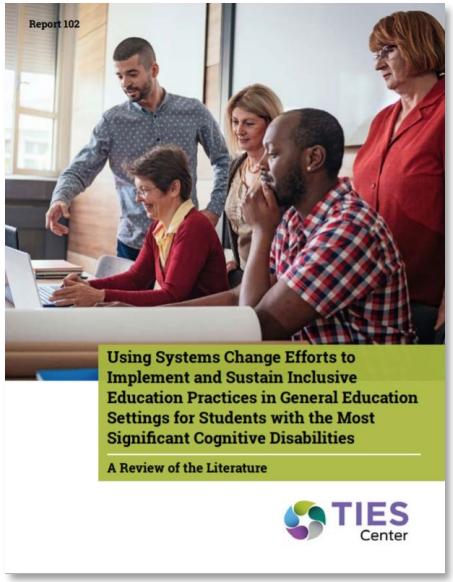
Successfully Using Communication Practices in the Inclusive Class

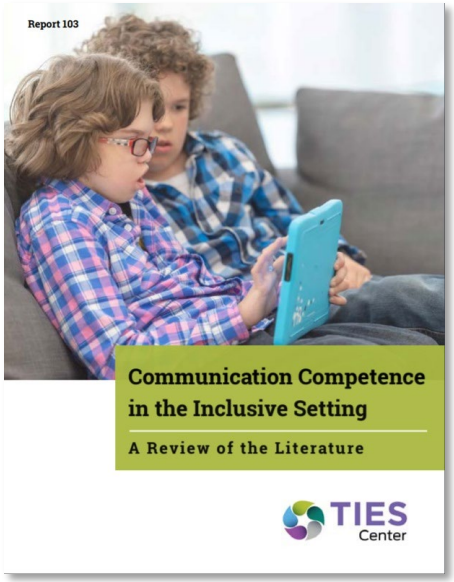
TIP #5

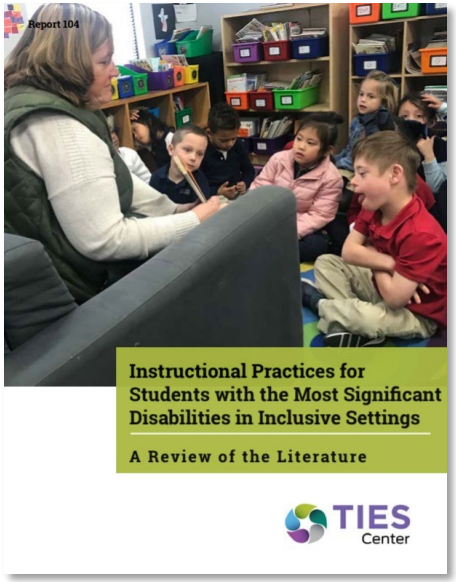
Connecting Core Words, Aided Language Modeling, and Literacy

Reports: In depth look at research









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Parent Video Series: Helping my child with: (coming soon)

- Routines at Home
- Communication at Home
- Academics at Home
- Foundations of Reading at Home
- Reading at Home
- Foundations of Math While at Home
- Math While at Home
- Foundations of Writing While at Home
- Writing While at Home
- By Checking Progress in Knowledge and Behavior at Home

TIES Center

DISTANCE LEARNING SERIES

Participating in Routines and Transitions

Engaging in Grade Level Academics and Other Essential Skills

Interacting with Others

TIES Center
DISTANCE LEARNING SERIES

Distance Learning to Support Engagement of Students with Significant Cognitive Disabilities

Topics & Links
Distance Learning Engagement: An Overview Framework This introduces the framework used in our Distance Learning Series for supporting all students (including those with significant cognitive disabilities) to actively engage with classmates, learn grade-level general education curriculum, and learn other essential skills. Audience: Teachers, Families, Administrators
DL#1: Morning Meetings Many classrooms use morning meetings to check-in with students and lay out the goals of the day. Here are examples of elementary and middle school morning meetings being held with high- and low-tech asynchronous learning. Audience: Teachers, Families
DL#2: A Collaborative Start to Behavioral Supports Positive and consistent behavioral supports are needed by all students. By intentionally identifying, collaboratively communicating, and consistently following through on the identified supports, students with significant cognitive disabilities are more able to participate and engage meaningfully through distance learning. Audience: Teachers, Families

TIES Center
DISTANCE LEARNING SERIES

Distance Learning Engagement: An Organizing Framework
DL #1: Morning Meetings
DL #2: A Collaborative Start to Behavioral Supports
DL #3: Effective Specially Designed Instruction (SDI) Within the Distance Learning Environment: What in the world does that look like?
DL #4: Dealing with Uncertainty: A Plea for Thoughtful Plans and Patient Collaboration
DL #5 Reflections About Individualizing Supports for Children and Families: Olivia's Story
DL #6: Getting "Unstuck:" Tips to help your child if they get stuck with their remote learning
DL #7: Self-determined Schedule Making
DL #8: Time Management During Distance Learning
DL #9: Start Now to Plan for Students Transitioning Back to School
DL #10: Distance Learning and Communication Systems

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DISTANCE LEARNING SERIES

DL #11: Embedding Instruction at Home
DL #12: Promoting Engagement for Students with Significant Cognitive Disabilities on Group Learning Platforms
DL #13: Distance Learning is Emotional Work: Tips for Parents and Caregivers
DL #14: Teachers: Understand and Communicate about Emotions to Support Deep Learning
DL #15: Data Collection and Distance Learning
DL #16: Increasing Opportunities to Respond and Provide Feedback to Students with Significant Cognitive Disabilities in Inclusive Online Environments
DL #17: Planning for Instruction both at School and Distance Learning: The 5C Process
DL #18: Preparing for the First Week of School
DL #19: The First Days of School
DL #20: Online Inclusive Education: Guidelines and Considerations for Planning Virtual Lessons
The entire Distance Learning Series is available online

Underlying Principles of the 5C Process

Principle #1:

Learning Priorities **Don't** Change

IEP Goal(s) **May** Need to be Modified

The How, When, and Where of the IEP Goals **Will** Need to Change

Principle #2:

All Students are General Education Students **First**

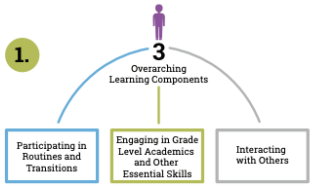
IEPs **Do Not** Represent a Student's Full Curriculum

5C Process

- Focus on hybrid model
- Meaningful life outcomes
- Family voice key in the planning
- Instructional continuity between school and home

The 5C Process

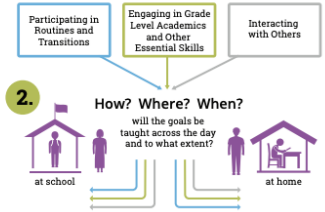
Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments



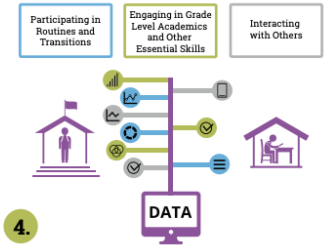
COMPONENTS Begin with a long term vision for each student. Plan backwards. Given these meaningful outcomes, what are the top priorities for a student to achieve this year? Develop the priorities, pulling from the 3 overaching learning components.

CONTINUITY To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving between school and home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.

CAPACITY Build the capacity and independence of the student, all instructional team members, and the family in understanding the learning priorities and using the instructional tools and strategies to support learning. This creates a solid platform for collaborating to make instructional adjustments that continue to focus on achieving the learning priorities.



COLLABORATION Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams and families collaborate about what instruction look like in each setting. What will remain the same? What will be modified?



COLLECT DATA Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.

TIES Center
DISTANCE LEARNING SERIES

Ghere, G., Sommerness, J., & Vandercook, J. (2020)

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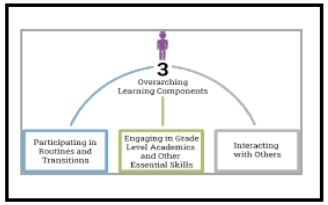
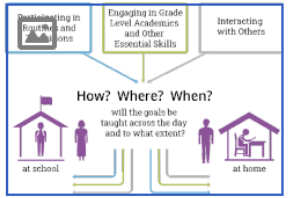
5C Process

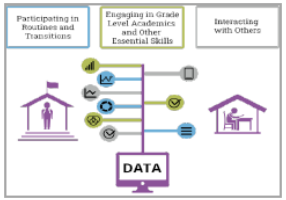


Components



Collaboration

Continuity



Collect Data

Capacity

Why?

Meaningful Instruction in Inclusive Classrooms

What?

Collaborative process leads to a comprehensive plan

How?

- Target: 1 hr meeting (longer in some situations)
- Guided Questions
- Learning Matrices for School and Home

Final Product:
Paired Learning Matrices for Planning and Organizing Instruction

At School

TIES Center
DISTANCE LEARNING SERIES

5C Process Learning Matrix: Elementary at School

Student Name:	Anthony E.
Grade:	2
Date Created:	September 2020
Through the day:	Yes. The student experiencing membership / Yes. The student is actively participating. / Yes. The student is learning general education curriculum.

DAILY SCHEDULE

Learning Component	IEP Goals	Arrival	Breakfast	Morning Meeting	Literacy	Social Science	Math	Lunch	Recess	Skills Period	Specials	Dismissal
Interact with Others	Increase independent responses to peers using speech or AAC when asked a question		X	X + Collect Data	X	X + Collect Data		X	X			
Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data
Paarticipating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X		
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts		X + Collect Data	X + Collect Data		X		X		X	X + Collect Data	
Participating in Transitions and Routines	Able to independently organize his materials and belongings, get them out of his backpack and be prepared and ready to learn across his day with use of visual cues	X + Collect Data			X + Collect Data			X				X
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10									X + Collect Data		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X + Collect Data	X	X	X	X	X	X + Collect Data	X
Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data

At Home

TIES Center
DISTANCE LEARNING SERIES

5C Process Learning Matrix: Elementary at Home

Student Name:	Enter Student Name Here
Grade:	Enter Student Grade Here
Date Created:	Enter date completed
Through the day:	Yes. The student experiencing membership / Yes. The student is actively participating. / Yes. The student is learning general education curriculum.

DAILY SCHEDULE

Learning Component	IEP Goals	Wake up/ Breakfast	Organize Day	Morning Meeting	Literacy	Math	Lunch	Choice Time	Content Varies	Dinner	Family Time	Night routines
Interact with Others	Increase independent responses to peers and family using speech or AAC when asked a question	X		X			X	X + Collect Data			X	
Participating in Transitions and Routines	Walks through the first floor safely avoiding obstacles and other people in crowded areas						X + Collect Data			X	X	
Participating in Grade-level Academics	Answers inferential (who, what, where) questions related to the content read aloud and during small group reading			X	X + Collect Data				X		X	
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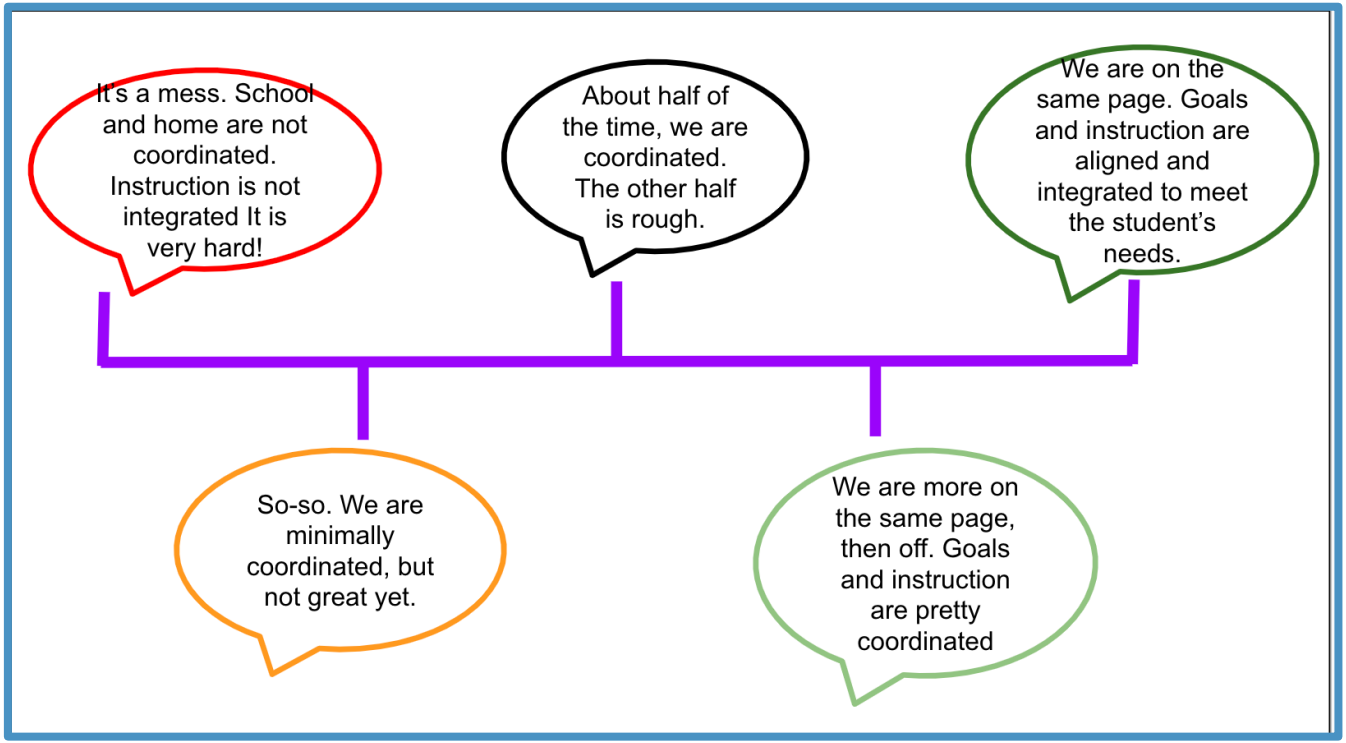
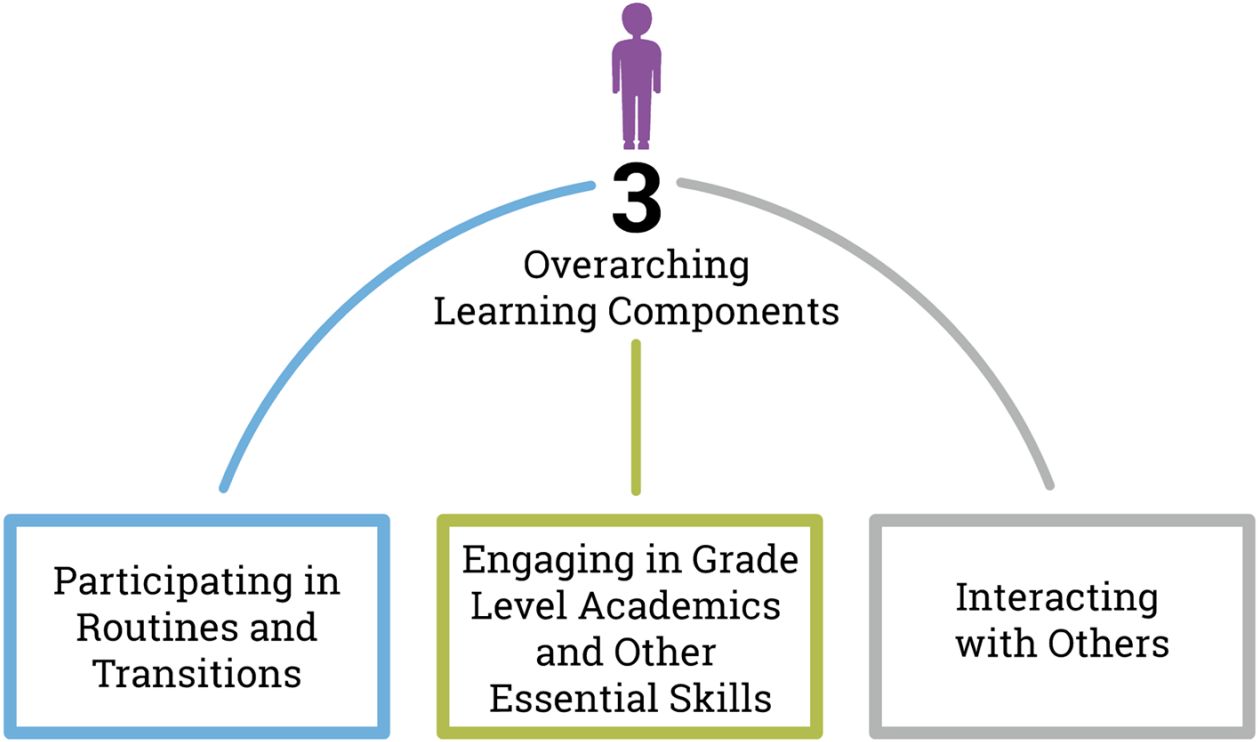
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X	X	X	X	X	X	X	X
Other Essential Skills	Follows natural cues of his peers or family members when changing activities or transitioning across the day with ≤ 2 indirect verbal cues	X		X			X			X	X + Collect Data	

TIES Center

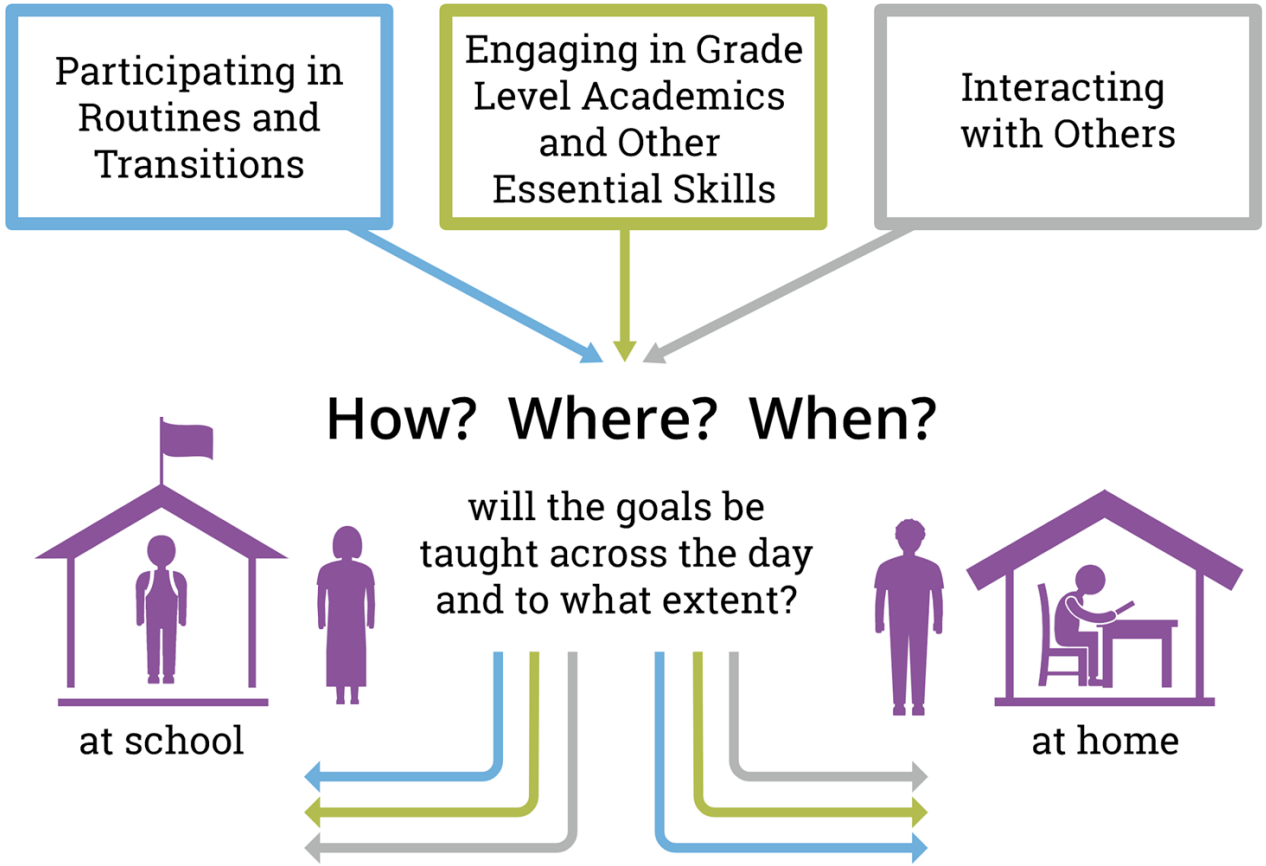
What is your current reality in terms of planning effective inclusive education for students at school, at home and in hybrid-models?



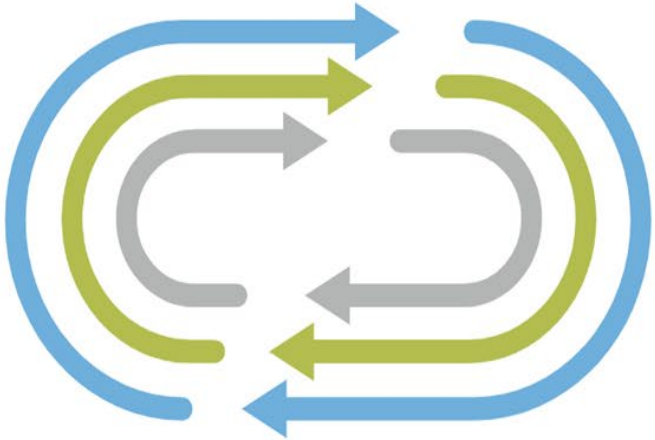

3
Overarching
Learning Components
Participating in Routines and Transitions
Engaging in Grade Level Academics and Other Essential Skills
Interacting with Others

Components

Collaboration



TIES Center



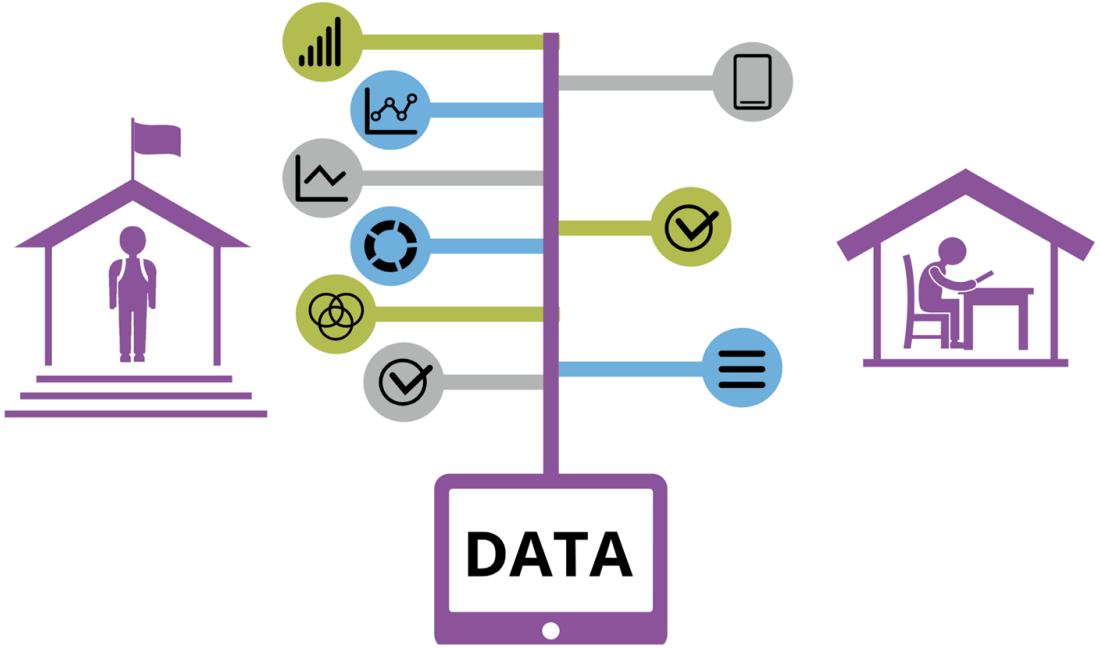
Continuity

TIES Center

Participating in Routines and Transitions

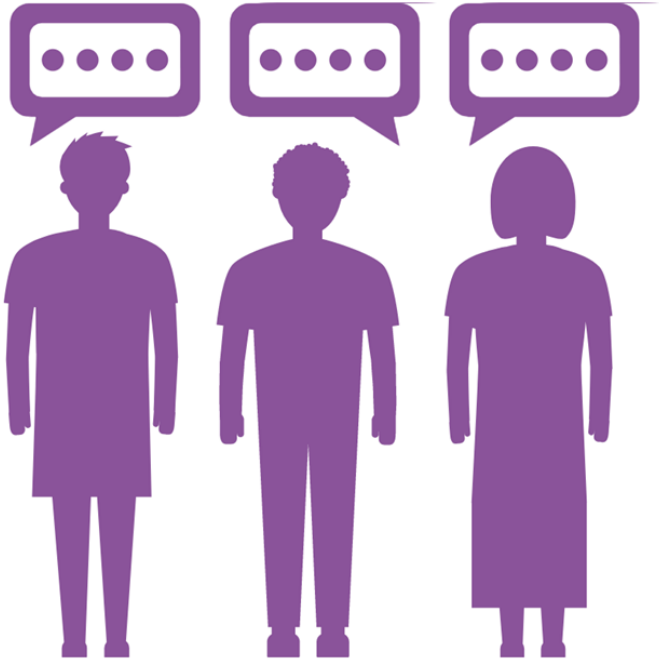
Engaging in Grade Level Academics and Other Essential Skills

Interacting with Others



Collect Data

TIES Center



Do all team members, including the family, know —

- the student's learning priorities?
- the plan for teaching the goals at school and home?
- the plan for collecting data?
- how to use the no-tech, low-tech, and high-tech instructional tools and strategies?

Capacity

TIES Center

Paired Learning Matrices

At School

TIES Center
DISTANCE LEARNING SERIES

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Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data
Paarticipating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X		
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Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10									X + Collect Data		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X + Collect Data	X	X	X	X	X	X + Collect Data	X
Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data

At Home

TIES Center
DISTANCE LEARNING SERIES

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TIES Center

5C Process Learning Matrix: Elementary at School

TIES Center
DISTANCE LEARNING SERIES

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		DAILY SCHEDULE										
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Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data
Paarticipating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X		
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts		X + Collect Data	X + Collect Data		X		X		X	X + Collect Data	
Participating in Transitions and Routines	Able to independently organize his materials and belongings, get them out of his backpack and be prepared and ready to learn across his day with use of visual cues	X + Collect Data			X + Collect Data			X				X
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10									X + Collect Data		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X + Collect Data	X	X	X	X	X	X + Collect Data	X
Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data

5C Process Learning Matrix: Elementary at Home

TIES Center
DISTANCE LEARNING SERIES

Student Name:	Anthony E.
Grade:	2
Date Created:	September 2020
Through the day:	Yes. The student experiencing membership / Yes. The student is actively participating. / Yes. The student is learning general education curriculum.

		DAILY SCHEDULE										
Learning Component	IEP Goals	Wake up/ Breakfast	Organize Day	Morning Meeting	Literacy	Math	Lunch	Choice Time	Content Varies	Dinner	Family Time	Night routines
Interact with Others	Increase independent responses to peers and family using speech or AAC when asked a question	X		X			X	X + Collect Data			X	
Participating in Transitions and Routines	Walks through the first floor safely avoiding obstacles and other people in crowded areas						X + Collect Data			X	X	
Participating in Grade-level Academics	Answers inferential (who, what, where) questions related to the content read aloud and during small group reading			X	X + Collect Data				X		X	
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts	X	X	X + Collect Data				X		X		
Participating in Transitions and Routines	Able to independently organize his materials and belongings to be prepared and ready to learn across his day with use of visual cues		X + Collect Data				X			X		
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10					X + Collect Data			X		X	
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X	X	X	X	X	X	X	X
Other Essential Skills	Follows natural cues of his peers or family members when changing activities or transitioning across the day with ≤ 2 indirect verbal cues	X		X			X			X	X + Collect Data	

Let's Chat…

- What questions, comments, or advice do you have on the resources themselves and how to best share and use the resources with others?

Thank you and a call to further action in support of learning for ALL!

- Please share the TIES Center website: tiescenter.org and resources with colleagues and families. Check out our Facebook page!
- Interested in providing feedback on resources or ideas for effective use of resources? Please contact:

-Terri Vandercook vande002@umn.edu

-Sheryl Lazarus laza0019@umn.edu

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