



TIES Center: Including Students with the Most Intensive Needs

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SPDG 2020 National Meeting

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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

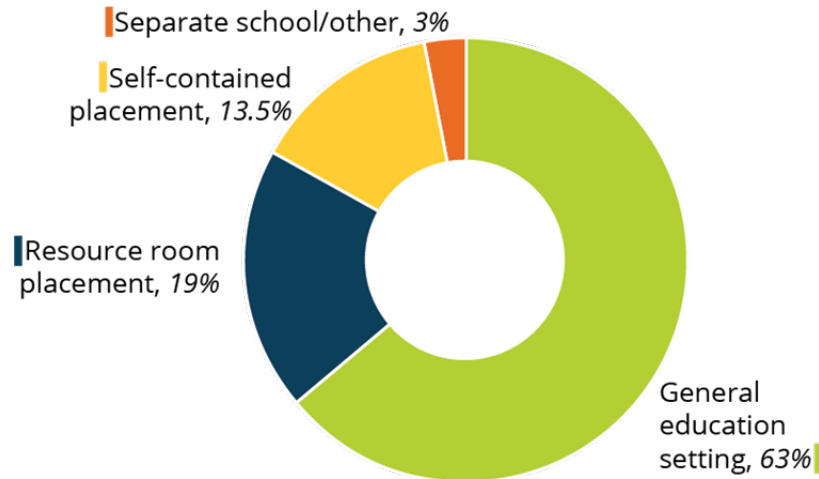
- Engagement with general education curriculum AND age-grade peers

Support

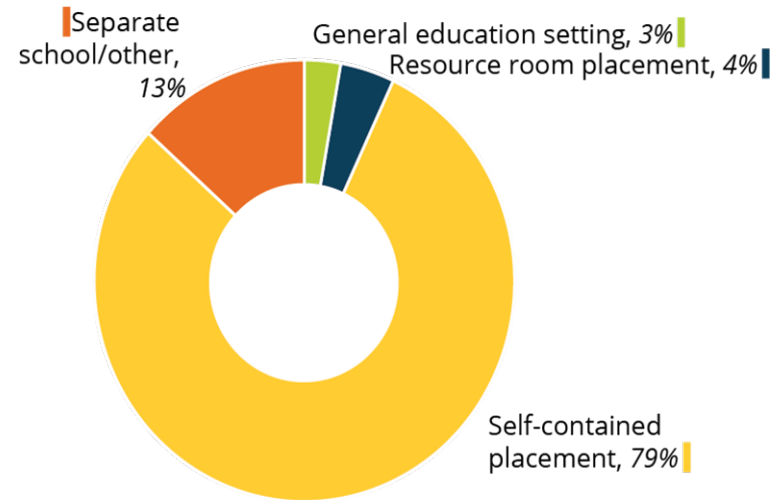
- Support at both state and district level and shared ethic of thinking inclusion first

Why TIES- and our mission- is so important!

All Students With Disabilities



Students With the Most 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.



TIES
Center

Who does TIES support?

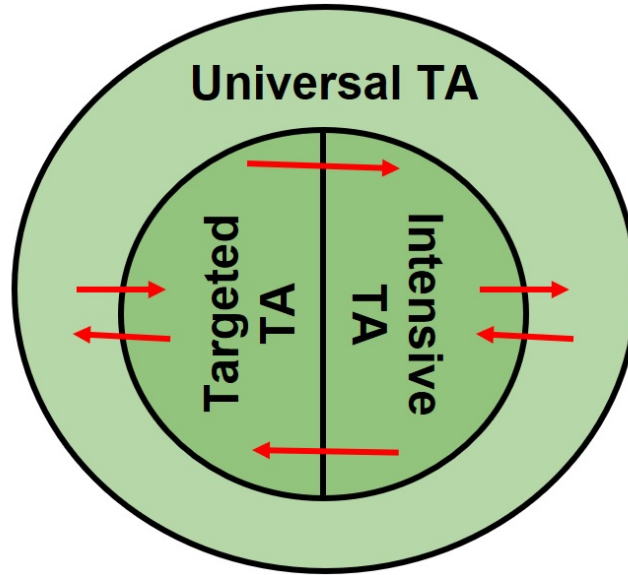
- **Educators**
- **Parents**
- **State, District & School Administrators**

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-through 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

Briefs: Quick overview of key content



TIES Center Brief #1, November

10 Reasons for Inclusive School Communities

Inclusive school communities are educational systems that provide support to all students with disabilities. Special education personnel work together to ensure that all students have the opportunity to learn and grow in a community that is better, richer, and more meaningful for all.

The precedent for inclusive education was established in 1990 with the passage of the Individuals with Disabilities Education Act (IDEA). The intent of the law, which has since been amended, is to ensure that all students with disabilities have the opportunity to learn and grow in a community that is better, richer, and more meaningful for all.

1 Support of Civil Rights
Like all students, students with disabilities have the right to an equal opportunity to learn and grow in a community that is better, richer, and more meaningful for all.

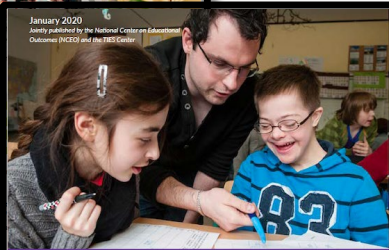


Developing IEPs that Support Students with the Most Significant Cognitive Disabilities

TIES Center
Ricki Sabia, Martha L. Thurlow

The Individualized Education Program (IEP) is important for all students with disabilities who receive special education services. IEPs that support inclusion are especially critical for students with the most significant cognitive disabilities who participate in a state alternate assessment aligned to alternate academic achievement standards (AA-AAA), as well as those in grade 1-12 who may not yet take state assessments. Currently, a very small percentage of these students are educated in regular education classrooms. Thus, IEPs of students with the most significant cognitive disabilities often are not included in this framework even though they should be. When a group of students with disabilities is not included in an MTSS framework, the foundational concept of all students being general education students, first, with special education services supplementary, is eroded.

TIES Center Brief #3 | January 2020



MTSS for All: Including Students with the Most Significant Cognitive Disabilities

Multi-Tiered System of Supports (MTSS) is a framework for organizing and providing a tiered instructional continuum to support learning for all students. MTSS has the potential to meet the academic and behavioral needs of all students. Unfortunately, students with the most significant cognitive disabilities often are not included in this framework even though they should be. When a group of students with disabilities is not included in an MTSS framework, the foundational concept of all students being general education students, first, with special education services supplementary, is eroded.



Taking the Alternate Assessment, NOT Mean Education

TIES Center
Ricki Sabia and Martha L. Thurlow

States have developed alternate assessments based on alternate academic achievement standards, called here **alternate assessments**, for students with the most significant cognitive disabilities. Alternate assessments enable these students to be tested, the same as their peers, on their academic knowledge and skills, but the tests require performance levels appropriate for them. The results of these tests are used to judge how well schools are meeting the student's educational needs.

Alternate assessments are designed specifically for students with the most significant cognitive disabilities. These assessments are based on the state's educational needs.

TIES Center Brief #2 | May 2019



Providing Meaningful General Access to Students with Significant Cognitive Disabilities

TIES Center
Ricki Sabia, Jessica Bowman

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be provided access to the general education curriculum. The goal of special education services is to enable students with disabilities to make progress in the same grade-level curriculum as their peers. What does this mean for students with the most significant cognitive disabilities who participate in the state's alternate assessment based on alternate academic achievement standards (AA-AAA)?

TIES Center Brief #4 | July 2020



The General Education Curriculum—Not an Alternate Curriculum!

TIES Center
Ricki Sabia, Martha L. Thurlow, and Sheryl S. Lazarus

Students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum. It should not be an alternate curriculum. Determining whether this is happening can be difficult.

The purpose of this Brief is to help parents determine whether their child with significant cognitive disabilities is provided meaningful access to the general education curriculum. It addresses the myth that students with the most significant cognitive disabilities who take the state's alternate assessment based on alternate academic achievement standards (AA-AAA) need an alternate curriculum. This myth is often the basis for

inappropriately educating these students in separate settings. See *Taking the Alternate Assessment, Does NOT Mean Education in a Separate Setting*. (TIES Center Brief #2.)

This Brief highlights information that you need to know as you participate in discussions about instruction for your child with significant cognitive disabilities. During Individualized Education Program (IEP) team meetings, parents should make sure that instruction for their child is based on the general education curriculum, not an alternate curriculum. They should also make sure that IEP goals support access to and progress on the general education curriculum. IEP goals are not the

TIES Center Brief #5 | July 2020

A TIES Parent Brief

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

Foundations of Inclusion TIPS



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TIES Inclusive Practice Series **TIPS**

TIP #6

[Using the Least Dangerous Assumption in Educational Decisions](#)

TIP #9

[Special Education High Leverage Practices for Instruction in Inclusive Settings](#)

TIP #12

[Standards-based Grading and Report Cards in Inclusive Elementary and Middle Schools](#)

TIP #7

[Homework in the Inclusive Classroom](#)

TIP #10

[The Use of Graphic Organizers in Inclusive Classrooms for Students with Significant Cognitive Disabilities](#)

TIP #13

[Talking About Grading with Parents or Guardians and Students for Inclusive Classrooms](#)

TIP #8

[High Leverage Practices Crosswalk](#)

TIP #11

[Grading for Students with Significant Cognitive Disabilities in Inclusive Classrooms](#)

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

Communicative Competence TIPS



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


Report 101




How States Interpret the LRE Clause of IDEA
A Policy Analysis




Report 102




Using Systems Change Efforts to Implement and Sustain Inclusive Education Practices in General Education Settings for Students with the Most Significant Cognitive Disabilities
A Review of the Literature




Report 103




Communication Competence in the Inclusive Setting
A Review of the Literature



Report 104



Instructional Practices for Students with the Most Significant Disabilities in Inclusive Settings
A Review of the Literature



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



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DISTANCE LEARNING SERIES

Participating in
Routines and
Transitions

Engaging in Grade
Level Academics
and Other
Essential Skills

Interacting
with Others



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



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



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

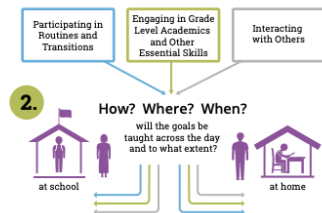
IEPs Do Not Represent a
Student's Full Curriculum

The 5C Process

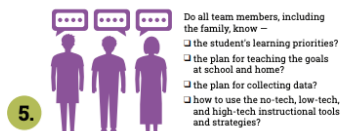
Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments



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 overarching learning components.

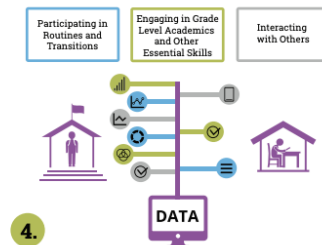


CONTINUITY To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving 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?



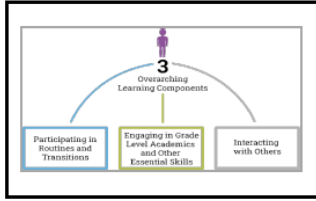
COLLECT DATA Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.



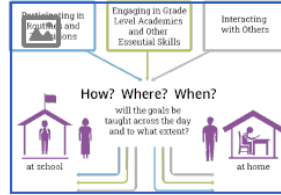
5C Process

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

5C Process



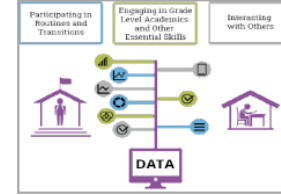
Components



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

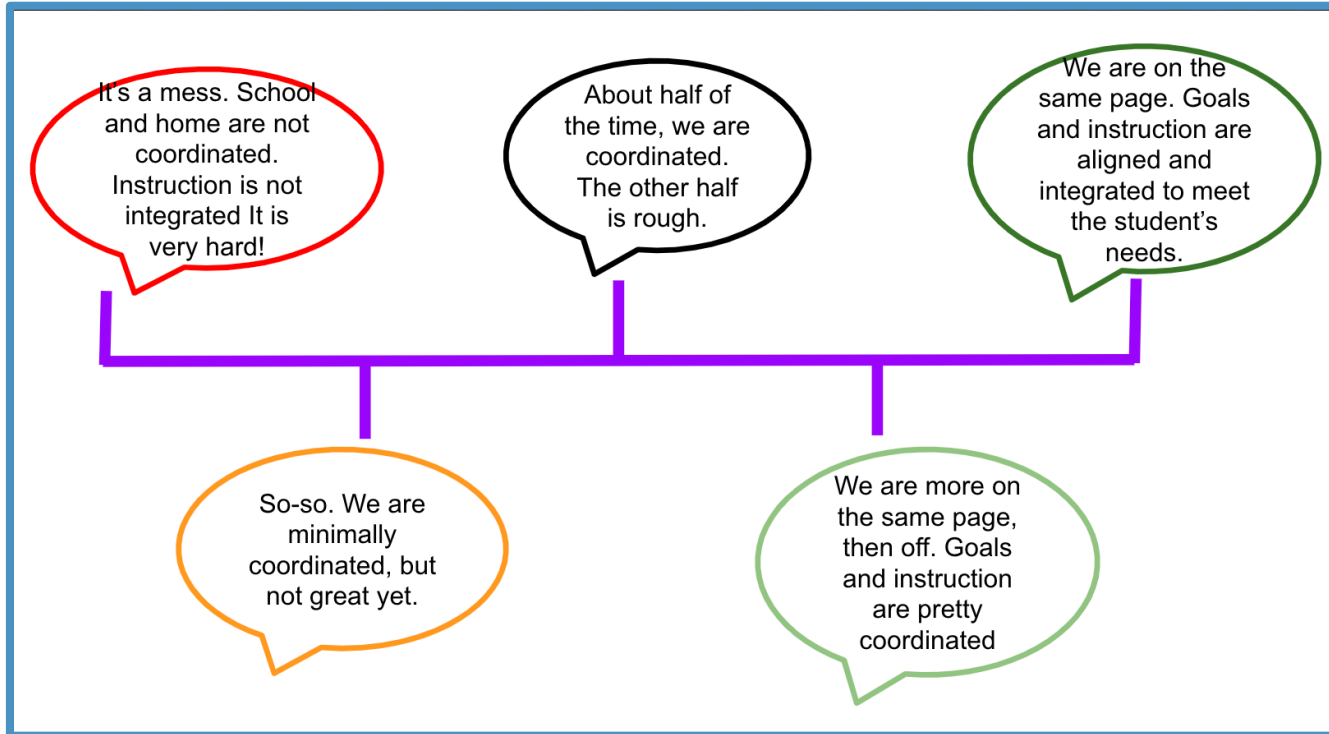
At School

At Home

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.									
Learning Component		IEP Goals		DAILY SCHEDULE																			
		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											
Participating 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															
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											

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.									
Learning Component		IEP Goals		DAILY SCHEDULE																			
		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													
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 + Collect Data	X	X	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 + Collect Data		

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

Participating in Routines and Transitions

Engaging in Grade Level Academics and Other Essential Skills

Interacting with Others

How? Where? When?

will the goals be taught across the day and to what extent?



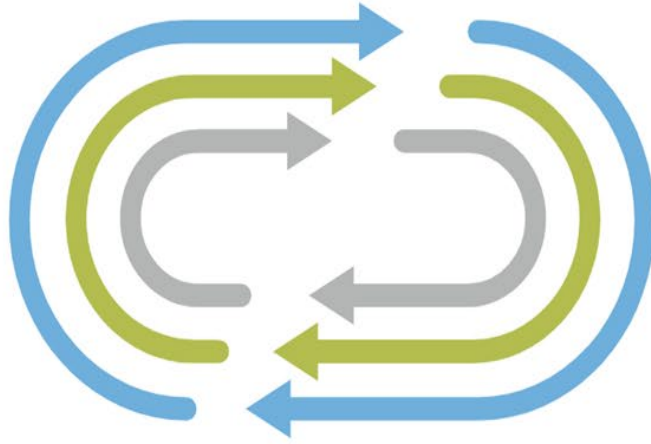
at school



at home



Collaboration

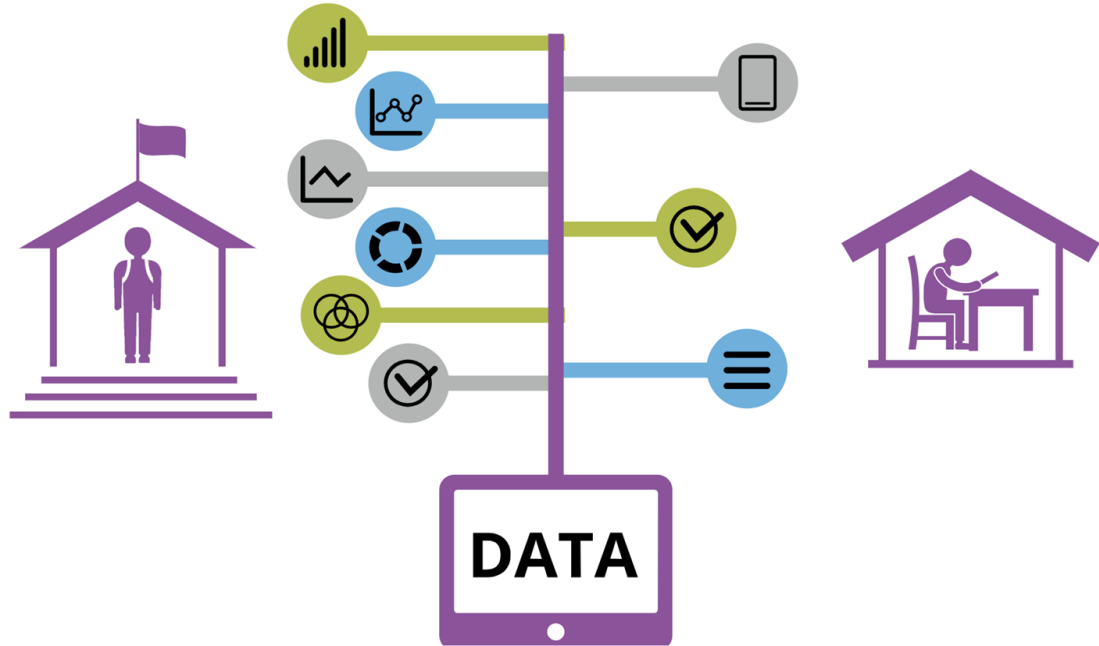


Continuity

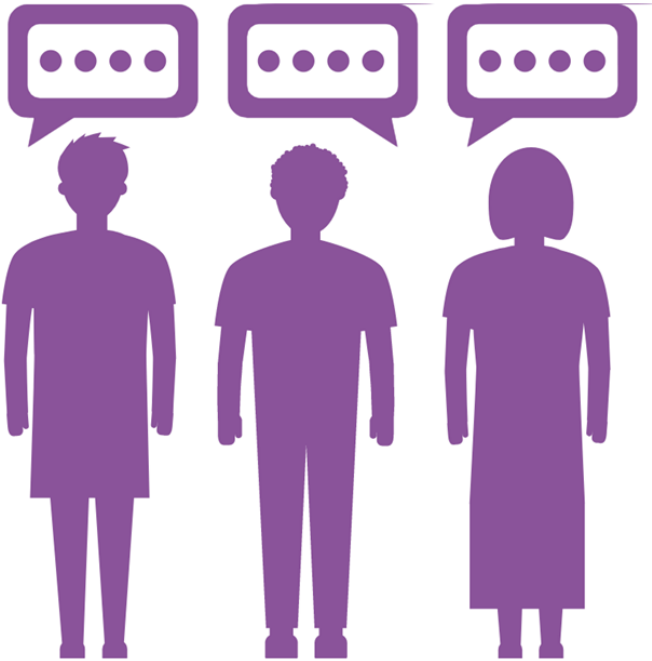
Participating in
Routines and
Transitions

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Level Academics
and Other
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Interacting
with Others



Collect Data



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

Paired Learning Matrices

At School

At Home

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.

Learning Component	IEP Goals	DAILY SCHEDULE										
		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
Participating 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 + 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 + 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

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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.

Learning Component	IEP Goals	DAILY SCHEDULE										
		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 + 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

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
Participating 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

Student Name:	Anthony E.
Grade:	2
Date Created:	September 2020
Through the day:	Yes. The student experiencing membership <input type="checkbox"/> Yes. The student is actively participating. <input checked="" type="checkbox"/> Yes. The student is learning general education curriculum. <input checked="" type="checkbox"/>

		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

