



INSTRUCTIONAL DESIGNS:

A Resource Guide for Teachers of Students with Significant Cognitive Disabilities

2010
Exceptional Student Education
Florida Diagnostic and Learning Resources System

The School Board of Broward County, Florida



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Instructional Designs:
A Resource Guide for Teachers of Students with Significant Cognitive Disabilities.

A product developed through the Exceptional Student Education Department and FDLRS Reach to assist educators in the design of programs and supports for students with cognitive disabilities.

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Mission Statement: To create a framework upon which schools and families can build a collaborative structure of support services that promotes academic achievement and encourages personal growth in students with disabilities.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the Equal Educational Opportunities Department (EEO) at (754) 321-2150 or TDD# (754) 321-2158

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Introduction

One of the most frequently asked questions regarding the planning for educational services for students identified with cognitive disabilities is how to determine what to teach and where to provide the instruction. Students functioning in the mild to moderate range of cognitive disabilities are generally considered to be capable of achieving supported independence in adulthood. Students functioning in the moderate to severe range of cognitive disabilities might require supervision and support throughout their lives and can learn many skills to maximize their independence.

This guide offers information on instructional designs for students with significant cognitive disabilities. It assists in determining what to teach and how to assess what students have learned. Quality instruction needs to be linked to assessment, IEP goals, and educational planning.

This guide is based on the following assumptions:

- Rarely is there an established curriculum that will meet the needs of all students with cognitive disabilities.
- Educators need a variety of tools for designing personalized curricula because curriculum must include individual priorities for instruction based on student needs.

For the purpose of this guide, curriculum is defined as a course of study. A curriculum should provide a blueprint for learning that teachers can follow in designing instruction. Following a curriculum design helps educators meet community, parental, and student expectations for a quality education.

For additional information and support contact:

- ESE Offices
 - ESE - North:754-321-3450
 - ESE - South:.....754-321-3620
- District ESE Office
 - Dorett Wade, Curriculum Supervisor:..... 754-321-2230
 - Nancy Williams, FDLRS Program Specialist: 754-321-2200

Course of Study

A student's course of study is first determined by the needs and priorities identified on the Individual Education Plan (IEP). The IEP must be directly linked to the standards that students are expected to learn. Another area to consider when designing a course of study is the general education curriculum which is based on the Sunshine State Standards.

SUNSHINE STATE STANDARDS

The Sunshine State Standards were approved by the State Board of Education to provide expectations for student achievement in Florida. The standards reflect high levels of achievement that students are expected to reach. The Individual with Disabilities Education Act (IDEA) requires that all students with disabilities be given access to the general education curriculum. All students with disabilities should be given the opportunity to attempt to achieve the Sunshine State Standards, unless through the IEP it is determined that alternate standards are appropriate. In Florida the alternate standards are called Sunshine State Standards Access Points.

Resources

- Sunshine State Standards
- Diploma Decisions for Students with Disabilities: What Parents Need to Know
- High School Diploma Options for Students with Disabilities: Getting the Right Fit

ACCESS POINTS

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. Access points are expectations written for these students to enable them to access the general education curriculum at appropriate levels. Embedded in the Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. Mastery of the access points is measured through the Florida Alternate Assessment. The student's Individual Educational Plan (IEP) team is responsible for making the determination as to which students will be working on the access points and taking the alternate assessment.

The Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida Students. The intent of the access points is to provide access to the general curriculum for students with significant cognitive disabilities.

The access points consist of foundational skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Sunshine State Standards while still providing rigor and challenging academic expectations for the students with significant cognitive disabilities. Access points were developed with three levels of complexity for these student to ensure all, even those students with the most significant cognitive disabilities, have access to the Sunshine State Standards. The three levels of complexity are Independent, Supported, and Participatory.

Independent: Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed independently.

Supported: Students working at this level are generally considered to be capable of achieving supported independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the supported level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

Participatory: Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on other for most, if not all, of their daily needs in adulthood. Students working at the participatory level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

Resources

- <http://www.floridastandards.org/Standards/AccesspointSearch.aspx>
- <http://www.fldoe.org/bii/curriculum/sss/>

ESE COURSE DESCRIPTIONS

Florida has statewide course descriptions for Exceptional Student Education which provide the essential content and course requirements. The Florida Course Descriptions for grades 6 through 12 are intended to assist educators in developing specific instructional plans for given subject areas. Their purpose is to ensure instructional consistency within education programs in Florida's schools.

Structure

The Florida Course Descriptions are organized by subject matter according to the areas listed in the Course Code Directory and Instructional Personnel Assignments for Florida Schools.

Each Florida Course Description lists the subject matter area, course number, and course title. For Grades 9-12 courses, the credit assigned to a given course and whether the course will meet a particular graduation requirement are indicated. The content and requirements for the course are described in the following three sections.

- Section A. Major Concepts/Content—provides a statement of the purpose of the course and a listing of the course topics or content.
- Section B. Special Note—provides specific information about a course, such as legal requirements, the intended student population, or suggested instructional activities.
- Section C. Course Requirements—describes the knowledge and skills the students will have once the course has been successfully completed. The relevant benchmarks from the Sunshine State Standards for Special Diploma associated with each requirement are also listed in this section.

Benchmarks are included to provide descriptions of expectations of student knowledge and skills. Benchmarks for the State Standards for Special Diploma are repeated as needed in course sequences. As students progress from one course to the next in a sequence, increases should occur in the complexity of materials and tasks and in the student's independence in the application of skills and strategies. It is assumed that in meeting the expectations described in the benchmarks that students are working with materials and tasks that are appropriate with regard to their age and functional level.

It is anticipated that several benchmarks might often be combined in a single teaching or assessment activity. The listing of separate benchmarks should not be construed to mean that students must demonstrate achievement of them one at a time. While content and requirements are specific, no prerequisites or instructional methods are incorporated in the Florida Course Descriptions. This provides flexibility in sequencing courses and in approaches to instructional delivery.

Resources

- Supported/Participatory High School Sequence: Special Diploma
- Exceptional Education & Student Services - Florida Course Descriptions

INSTRUCTIONAL GUIDES

Targeted Life Skills: A Curriculum and Assessment Profile

This curriculum aligns each domain's goals and objectives to both the Sunshine State Standards and Sunshine State Standards for Special Diploma. These can be found immediately following each domain title page and domain table of contents page, and just before the domain's curriculum sequence (goal, objective, and skill sequence).

This product contains two instruments:

- A LIFE Assessment Profile (LAP)
- A Targeted LIFE Skills Curriculum that is correlated to the LIFE Assessment Profile

You have the option of using these two instruments as masters for printing as many copies as needed for use with the students served on a single campus.

The curriculum is divided into:

- Assessment Profile
- Life Skills Curriculum
- Community Domain
- Domestic Domain
- Recreation/Leisure Domain
- Vocational Domain
- Functional Academics
- Blank Forms Cue Sheets

Ordering Information:

Stetson and Associates Inc.
13910 Champion Forest Dr., Suite 208
Houston, TX 77069
Phone: 281-440-4220
Fax: 281-440-4280

Comprehensive Planning Handbook (CPH)

The CPH was designed to furnish the teacher of students identified as profoundly handicapped with information related to two major areas of concern, assessment of current functioning and appropriate instructional practices. This guide should be used with students whose current functioning level is from birth to 24 months. If there is a big discrepancy between skill areas, the teacher should use only those skill areas of the CPH that corresponds to the functioning level.

The curriculum guide is divided into six areas:

- Gross-Motor
- Fine-Motor
- Cognitive
- Receptive Communication
- Expressive Communication
- Social/Affective

Once the target objective has been identified the use of the CPH Assessment Instrument and the CPH Activity Summary Form has been completed, the teacher should go directly to the CPH Curriculum guide which addresses that objective. The book will then systematically provide you with a step-by-step process for teaching each objective under each area of curriculum.

Ordering Information:

Exceptional Student Education
District Office (KCW 9th Floor)
Phone: 754-321-2230

Life Centered Career Education Curriculum (LCCE)

The LCCE curriculum is designed to teach students the necessary skills required to function successfully in their school, home, and community. The LCCE curriculum is a K-12 scope and sequence of career development experiences.

The LCCE focuses on three areas:

- Daily Living Skills
- Personal-Social Skills
- Occupational Guidance and Preparation

The curriculum is designed to be used in three settings:

- School
- Home
- Community

Instruction in these three areas are organized into four stages of career development:

- Career Awareness
- Career Exploration
- Career Preparation
- Career Assimilation

The three curriculum areas are organized into 22 competency areas that are further divided into 97 subcompetencies.

Ordering Information:

The Council for Exceptional Children
PO Box 79026
DEPT. K0382C
Baltimore, MD 21279-0026
Phone: 888-232-8833
Fax: 703-264-9494

Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

The Syracuse Guide is designed for students from kindergarten to age 21 with the focus being preparation to live and work in the community. This practical guide focuses on naturally occurring instructional opportunities in school, at home, and at work.

The curriculum guide covers:

- community living domains—like employment, self-management, recreation, and general community functioning.
- academic skills—like reading, writing, money handling, and time management.
- embedded social, communication, and motor skills—like interacting positively with peers, using vocalizations and symbol systems and moving about the environment efficiently.

The Syracuse guide is based on the premise that every student, no matter how severe his or her disability, is capable of living, working, and recreating in the community. Therefore, this guide focuses on interdependence and partial participation as valid educational goals for all students.

Ordering Information:

Paul H. Brookes Publishing Co.
PO Box 10624
Baltimore, MD 21285-0624
Phone: 1-800-638-3775
Fax: 410-337-8539

Murdoch Center Program

This is a set of 4 volumes which contain task analysis, or programs from any instructional system which is very easy to master. This guide uses only two teaching methods, one standard cueing system and a standard self-graphing data system for all programs. There is an emphasis on skills for persons with severe to profound developmental disabilities.

- Volume I
 - Dressing
 - Toilet Training
 - Hygiene & Grooming
- Volume II
 - Food
 - Domestic
- Volume III
 - Special & Medical Needs
 - Leisure, Motor & Exercise
- Volume IV
 - Academic
 - Vocational

Ordering Information:

Murdoch Center Foundation
PO Box 92
Butner, NC 27509

Individual Education Plans

The Individuals with Disabilities Education Act (IDEA) is a public law that provides for a free and appropriate public education (FAPE) for all students with disabilities. The IEP is an individual map for services to be provided over the course of one year that insures that the student with disabilities will receive an appropriate education.

- FAPE: In order to comply with the federal mandate known as the Individuals with Disabilities Education Act, that all disabled children receive a free appropriate public education, a school district must provide special education and related services at no cost to the child or her/his parents.
- LRE: Least Restrictive Environment comes from the Federal Special Education Law IDEA . This law mandates that every child with a disability be educated in the setting that least restricts opportunities to be with their non-disabled peers. Students with disabilities must, to the maximum extent possible, be educated with children who do not have disabilities.
- Confidentiality: Please remember that there are confidentiality requirements regarding student information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

MEMBERS OF THE IEP TEAM

The IEP team must include:

- the child's parents or guardian;
- at least one regular education teacher of the child (if the child is or may be participating in the regular education environment);
- at least one special education teacher of the child or special education provider;
- a representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student and is knowledgeable about the general curriculum and the availability of resources of the local education agency;
- an individual who can interpret the instructional implications of evaluation results; and
- other individuals at the discretion of the parents or the school district who have knowledge or special expertise regarding the child, including related services personnel.

Whenever appropriate, the student should also participate in the development of the IEP.

Role of Parents

The parents bring first hand information about the strengths of the child and their concerns for enhancing the education of their child. Input from the parents must be considered throughout the IEP development process. The parents can provide information about the everyday life of their child, ways of accomplishing tasks in various settings, and their understanding of the needs of the child. It is important to remember that the parents are equal participants in the education of their child and in the development of the IEP. Before the meeting actually occurs, it is a good idea to provide parents with information about the IEP process—including the purpose of the meeting and the decisions to be made—to facilitate their participation. The parents should have current information on the student's progress at school and any anticipated needs that might be addressed in the meeting. A planning form or questionnaire may be used to help the parents think about the topics to be discussed.

Participation of the Student

A student with a disability should attend the IEP meeting if parents and other members of the IEP team decide it is appropriate. Students will need instruction and practice in participating in an IEP meeting so they can become active members of the IEP team. Training that may be appropriate for this purpose includes self-advocacy skills, goal-setting strategies, and student-directed IEP skills. Students can

participate in their IEP meetings at any age with varying degrees of involvement. It will be helpful for students to have current information about their progress in the school program. Sometimes students may be unaware of the overall picture of their own current status in relation to long-term goals.

In planning the student's transition from school to adult living and employment, the preferences of the student must be taken into consideration. Students must be invited to participate in their own Transition IEP (TIEP) meetings beginning with the Transition IEP meeting prior to their 14th birthday. The student's transition service needs that focus on the student's courses of study must be identified under the applicable components of the Transition IEP and updated annually. At the Transition IEP meeting prior to the student's 16th birthday, needed transition services must be identified in required activity areas and agency linkages and responsibilities must be specified.

Role of the General Education Teacher

The general education teacher who serves or may serve the student is required to be a member of the IEP team if the student is, or may be, participating in the general education environment. The general education teacher is one who teaches in the basic or vocational education program. The general education teacher can play an important role in determining the positive behavioral interventions and strategies, supplementary aids and services, and program modifications and supports for school personnel needed for successful involvement of the student in the general education program. If it is not possible for the general education teacher to attend the IEP meeting, he or she may prepare a report or provide other documents with relevant information about the student (e.g., IEP planning notes) to be reviewed by the IEP team during the meeting. Telephone conference calls may be another way of ensuring the participation of a general education teacher who cannot be physically present at the meeting as a member of the IEP team.

Role of ESE Personnel

Exceptional student education personnel continue to serve as key members of the IEP team. They provide information used in the development of the IEP which must include the most recent reports of school progress and performance of the student. However, information from previous IEPs, TIEPs, and family support plans can also be used to gain valuable insight into the student's needs. When a child is moving from one school to another, the previous IEP will indicate the types of services that were needed.

TEAM PROCESS

The team process is a critical element of quality IEP development. Without input from all key members of the team, the educational interventions and related services may not be coordinated and integrated.

It is not permissible or legal for part of the team to present a completed IEP at the meeting for approval. There must be full discussion with all IEP team members about the student's need for special education and related services, supplementary aids and services, and program modifications and supports for school personnel.

However, it would be appropriate for members of the IEP team to come prepared with notes on evaluation findings and a draft (for discussion only) of the present level of educational performance statements; measurable annual goals and short-term objectives; and possible special education and related services, supplementary aids and services, and program modifications and supports for school personnel to be provided.

THE IEP MUST INCLUDE

- A statement of the student's present level of performance.
- A statement of annual goals, including short-term instructional objectives.
- A statement of the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular education programs.

- The projected dates for initiation of services and the anticipated duration of the services.
- Appropriate objective criteria and evaluation procedures for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.
- A statement of the needed transition services, including a statement of each participating agency's responsibilities or linkages, or both, for each student beginning at age 14.
- A statement of any individual modifications in the administration of state or district wide assessments.

IMPORTANT IEP TIMELINES

The individual educational plan (IEP) meeting **MUST** be held within one year of the previous meeting. The date of the meeting must not exceed this date or the IEP will be out of compliance.

- Annual IEP Meeting—This meeting **MUST** be held prior to the annual date. Make sure this is scheduled well in advance of the annual date to allow for changes in the meeting date.
- Reevaluation—This occurs every 3 years and cannot exceed the reevaluation date noted on the IEP.
- Progress Reports—All annual goals **MUST** have their progress reported to parents and given out with the quarterly report cards. Remember, if you have any changes on annual goals you must update your progress reports.
- Extended School Year—Data must be collected on annual goals at the start of each school year. Extended school year decisions are decided on the current school year's progress. At the end of the first marking period, if a student shows regression of skills, documentation needs to be done for potential extended school year services. This should be reflected in the Annual Goals Progress Report. At the end of the first marking period, if a student has not recouped skills mastered the previous year, documentation will need to be addressed throughout the year for potential extended school year services. This should be recorded in the Annual Goals Progress Report.

IEP GOALS

An online tutorial is available on the ESE website. This is a great resource for writing quality IEP goals. <http://www.broward.k12.fl.us/studentsupport/ese/iep/index.html>

IEP Goals Summary

- It is important to make goals individualized to each student.
- The goals should be reasonably accomplished within one year.
- The goals must also be derived from what is stated in the Priority Educational Need.
- Three components accomplish writing the goal:
 - Observable Behavior
 - Conditions
 - Criteria.
- There are three types of criteria:
 - rate
 - time
 - percentage
- You choose one or a combination of criteria so that you can collect data on the student and report progress four times a year.

Resources

- Matrix of Services Handbook
- Accommodations: Assisting Students with Disabilities—A Guide for Educators
- Accommodations and Modifications: What Parents Need to Know

EASY IEP

The Individual Educational Plan program, Easy IEP is a web based program that allows the users the necessary flexibility in creating the student's IEP. Teams of professionals can all collaborate on the student's IEP to best meet the needs of each student. This is a secure site so only those individuals with access codes can view information. Professionals can work on the system at school as well as at home or anywhere they have access to the Internet. Parents can access Easy IEP through virtual counselor.

Assessment

Assessment of students with disabilities is conducted for several purposes including eligibility, development of an IEP, planning positive behavioral supports, monitoring programs, and accountability.

This section describes methods for conducting assessments of students with disabilities for accountability purposes that meet state standards.

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's effort to improve the teaching and learning of higher educational standards. The primary purpose of the FCAT is to assess student achievement of the high-order cognitive skills represented in the Sunshine State Standards (SSS) in Reading, Writing, Mathematics, and Science. A secondary purpose is to compare the performance of Florida students to the performance of students across the nation using a norm-referenced test. All students in Grades 3-11 take the FCAT in the spring of each year.

EXEMPTION CRITERIA

The decision to exclude any student with a disability from statewide or district assessment programs is made by the IEP team and recorded on the IEP.

To determine whether a student should not participate in the FCAT but participate in the Florida Alternate Assessment, the IEP team should address the following questions:

1. Does the student have a significant cognitive disability?
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based upon Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?

FLORIDA ALTERNATE ASSESSMENT

Students in grades 3 through 11 who meet FCAT exemption criteria take the Florida Alternate Assessment. Just as the FCAT is aligned to the Sunshine State Standards, the Florida Alternate Assessment is directly tied to the Access Points. The Access Points provide a tiered entry into the Sunshine State Standards for students at three levels of complexity: Participatory, Support, and Independent. The Florida Alternate Assessment has this same multi-level structure that gives students greater access to the assessment items.

Resources

- FAA training video: The FAA training video is available through iTunes. Open iTunes and select iTunes U at the top of the screen. In the search box, type in Florida Alternate Assessment.

FLORIDA ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

Student: _____	Age: _____	Date: _____
Teacher: _____	School: _____	

The Florida Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Educational Plan (IEP) teams are responsible for determining whether students with disabilities will be assessed with the general statewide assessment or with the Florida Alternate Assessment based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.). The IEP team should consider the student's present level of educational performance in reference to the Florida State Sunshine Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program.	YES	NO
1. Does the student have a significant cognitive disability?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?	<input type="checkbox"/>	<input type="checkbox"/>

If the IEP team determines that **all four of the questions** accurately characterize a student's current educational situation, then the **Florida Alternate Assessment** should be used to provide meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

If the decision of the IEP team is to assess the student through the Florida Alternate Assessment, the parents of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment.

Revised July, 2010

ASSESSING STUDENTS BELOW GRADE 3

Students below grade 3 who meet exemption criteria from state/district assessment must be assessed with an approved assessment instrument. The IEP must indicate the district approved assessment that will be used to determine the progress of a student below grade 3 who is exempt from state and district assessment. The selection of the assessment is based on the individual student's needs and grade level.

ASSESSING THE PROGRESS OF STUDENTS WITH DISABILITIES

Teachers should assess the progress of students with disabilities through a variety of formal and informal assessments.

Approved Assessment Instruments

BRIGANCE® Inventory of Early Development-II (Yellow)

The IED-II provides ongoing holistic assessment, identifies present level of performance, pinpoints learning problems, and monitors growth. This assessment is appropriate for students birth to developmental age of 7 at the independent and supported level.

The Brigance Inventory of Early Development-II:

- are easy to administer-teacher picks and chooses assessments based on student and program needs
- produce results that translate directly into instructional plans
- provides ongoing, easy-to-interpret record of assessment results and instructional objectives

The Brigance Inventory of Early Development-II offers tests for many skill assessments. Skill areas assessed:

Developmental sections with comprehension skills sequences:

- Preambulatory motor skills and behaviors
- Gross-motor skills and behaviors
- Fine-motor skills and behaviors
- Self-help skills
- Speech and language skills
- General knowledge skills
- General knowledge and comprehension
- Social-emotional development

Early academic skills sections:

- Readiness
- Basic reading skills
- Manuscript writing
- Basic math

BRIGANCE® Comprehensive Inventory of Basic Skills-Revised (CIBS-R) (Green)

The CIBS-R documents students' present level of performance in critical basic skills—the foundation for reaching all state alternate standards.

The Inventory along with being criterion based also features a normed/standardized test option, allowing you to evaluate students in the contexts of the Sunshine State Standards for Special Diploma.

The Comprehensive Inventory of Basic Skills-Revised:

- assesses specific areas of educational need
- facilitates development of performance goals
- provides indicators of progress on specific skills
- is normed in key skill areas for multidisciplinary or classroom-based administration

The CIBS-Revised provides options for group testing and offers pretests and post tests for many skill assessments. Skill areas assessed:

- readiness
- speech
- listening vocabulary comprehension
- listening comprehension
- word recognition
- oral reading
- reading vocabulary comprehension
- reading comprehension
- word analysis
- functional word recognition
- spelling
- writing
- reference skills
- graphs and maps
- math computation skills
- math problem solving
- numbers
- number facts
- computation of whole numbers
- fractions/mixed numbers
- decimals
- percents
- time
- money
- measurement/geometry
- metrics

The CIBS-R is intended for students in grades 3 through 10 functioning at the independent or supported level.

BRIGANCE® Life Skills Inventory (Blue)

This inventory assesses basic skills and functional life skills in the context of real-world situations. Results will help plan instruction, set learning goals, and monitor learning growth.

Life Skills Inventory assesses listening, speaking, reading, writing, comprehending, and computing skills in nine life-skill sections:

- speaking and listening
- money and finance
- functional writing
- food
- words on common signs and warning labels
- clothing
- health
- telephone
- travel and transportation

This inventory is intended for students in grades 6 through 8 functioning at the independent or supported level.

BRIGANCE® Employability Skills Inventory (Gray)

This inventory is an extensive criterion-referenced tool that assesses basic skills and employability skills in the context of job-seeking or employment situations. The areas of assessment are:

- reading grade-placement
- rating scales
- career awareness and self-understanding

- reading skills
- speaking and listening
- job-seeking skills and knowledge
- preemployment writing
- math skills and concepts

This inventory is intended for students in grades 9 and 10 functioning at the independent or supported level.

BRIGANCE Ordering information:

Curriculum Associates, Inc.
 P.O. Box 2001
 North Billerica, MA 01862-0901
 Phone: 800-225-0248
 Fax: 800-366-1158

How to Access BRIGANCE Training On-Line:

Go on-line to: <http://www.curriculumassociates.com/professional-development/subjects.asp?subject=brse>

Life Centered Career Education Curriculum (LCCE)

The LCCE Inventory is a curriculum-based assessment instrument designed to assess the student's daily living, personal-social, and occupational knowledge and skills. The inventory can be used with students in Grades 9-12 at the independent or supported level.

The LCCE includes three types of assessments:

- Competency Rating Scale
 - Relates to the 97 competencies
 - Observations
- Knowledge Battery
 - Standardized criterion-reference
 - 200 multiple-choice
- Performance Battery
 - Hands-on materials
 - Curriculum based

The LCCE is intended for students in grades 9 and 10 functioning at the independent level

Ordering Information:

The Council for Exceptional Children
 PO Box 79026, DEPT. K0382C
 Baltimore, MD 21279-0026
 Phone: 888-232-8833
 Fax: 703-264-9494

Comprehensive Planning Handbook (CPH)

The CPH Assessments are used to provide teachers with the information for instructional planning for students functioning at the participatory level. The CPH Assessments provide the teacher with the following:

- A delineation of instructional objectives within specific curriculum areas that are part of the student's current repertoire.
- A delineation of instructional prompt or cue modifications, which when made, can assist the student in acquiring and mastering objectives that are currently not in the student's repertoire.

- A delineation of instructional prompts and cues that prove to be most effective with the student.

The CPH is intended for students in grades 3 through 10 functioning at the participatory level.

Ordering Information:

Exceptional Student Education
District Office (KCW 9th Floor)
Phone: 754-321-2230

The CPH Handbook and the assessments may also be downloaded from the InD Cluster Teachers and SVE Teacher CAB conferences.

Resources

- The chart on pages 17-19 outlines the assessment instruments to the appropriate grade and functioning level.

ASSESSMENT INSTRUMENTS

Complexity Level	Independent	Supported	Participatory
K	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
1st Grade	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
2nd Grade	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
3rd Grade	Brigance Comprehensive Inventory of Basic Skills TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Comprehensive Inventory of Basic Skills TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
4th Grade	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
5th Grade	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3

ASSESSMENT INSTRUMENTS

Complexity Level	Independent	Supported	Participatory
6th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
7th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
8th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
9th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
10th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3

RECORD KEEPING

Record keeping for instructional purposes refer to the process of collecting and organizing data. Keeping a record of student progress enables teachers to make timely instructional decisions. Data collection is an important component to planning and implementing an IEP and reporting student progress to parents.

Optional methods to document student performance may include:

- teacher developed checklists or charts
- anecdotal logs
- structured observations and performance assessments
- interviews with students
- curriculum-based assessments
- situational assessments
- tests (such as teacher-made or standardized)
- audiovisual recordings

Resources

- Data Collection, A Manual of Examples and Ideas for Teachers
- Data Collection (CD)

GRADING / REPORT CARDS

Report cards should be prepared and distributed 4 times a year to ALL ESE students, regardless of exceptionality. Grades should be based on daily class work and IEP Goals and progress on Sunshine State Standards/SSS Access Points.

The following guidelines should also be followed:

- Report card grades are to provide the student and/or student's parent(s)/guardian(s) with an objective evaluation of the student's scholastic achievement, effort, and conduct.
- Student's academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or course.

Decisions about grading practices for a student with significant disabilities should mirror the IEP team's decision about whether the student needs can be accommodated within the general curriculum or whether the student requires a modified curriculum. If the student participates in the general curriculum with accommodations to the instruction and assessment, the teacher implements the accommodations and then grades the student according to the established learning criteria. It is critical for the teacher to have a clear understanding of what he or she expects the student to learn.

When students with disabilities are unable to meet the exemptions of the general curriculum the expectations are modified. Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the level the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures to reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the modified Sunshine State Standards.

Grading is a report of the results of what has been learned and demonstrated through summative assessments. The most effective assessment and grading practices are those tied directly to instruction and that focus directly on student learning. Just as an assessment should be an opportunity for students to show what they know, grading should reflect that demonstration of learning and communicate the results in clear and meaningful ways to student and parent.

Resource:

- Technical Assistance Paper: Grading Policies for Students with Disabilities (FY 2006-11), April 2006

Instructional Supports

Students with cognitive disabilities can participate in a wide variety of inclusive school and community environments with adequate supports. Instructional supports are environmental arrangements, teaching strategies, and student-directed activities that are designed for an individual student's learning. The following are some student needs to consider when planning for instructional supports.

- More time to learn and practice targeted skills—Students with significant disabilities learn at a slower rate than typical peers. They often have difficulty remembering or applying what has been learned. Consequently, it's important to identify each student's most important learning goals (for now and in the future) and provide more opportunities to practice targeted skills.
- Explicit and systematic instruction—Students with significant intellectual challenges often need step-by-step instruction and ongoing prompting, feedback, and support to learn even simple skills.
- Opportunities to apply skills in natural settings—Students need opportunities to apply skills in settings in which they would naturally be used because they have difficulty generalizing. What a student learns in one setting may not be generalized to a different setting or situation. For example, a student who is able to count money in the classroom may not be able to count money to make a purchase at the grocery store. School can sometimes be the “natural” setting for learning (for example, making a purchase in the school cafeteria). Older students who are learning employability skills often require opportunities to learn on an actual job site.
- Reliable support for learning—Though students may be able to perform some tasks independently, they often need support when participating in classroom learning activities. Many students will continue to require support for participation in adult life in the home and community.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations and modifications are an important part of planning the educational supports needed for students with disabilities to be educated in the least restrictive setting. Many students may only need minimal changes to the way they are taught and tested. For these students accommodations are made to the way students learn and how they are tested. Most students with moderate and severe disabilities will need modifications to the curriculum to meet their priority educational needs. Modifications may include:

- completion of part of the program or some of the course requirements
- curriculum expectations below level
- alternate curriculum goals
- alternate assessments

The following are some questions to consider when making decisions on adapting instruction.

1. Can the student participate in the same learning activity just like most students, or with accommodations?

(if no)...

2. Can the student participate in the same activity if she/he has lower-level learning objectives in the same curriculum area (modifications) and accommodations, if needed?

(if no)...

3. Can the student participate in the same activity if she/he works on alternate objectives from other curriculum areas embedded (modifications)?

(if no)...

4. Can the student benefit from working on a different activity in the room related to his/her learning priorities?

(if no)...

5. Can the student benefit from working on an out-of-class activity related to his/her learning priorities?

Examples of Accommodations for Students with Significant Disabilities

Methods and Materials for Instruction

- Instructional methods:
 - Real-life settings for instruction
 - Prompting (physical, verbal, visual, supervision/reinforcement)
 - Alternate input modes (e.g., audio, Braille)
 - Personal assistance (e.g., peer buddies, cross-age or peer tutors, teacher, paraprofessionals, volunteers, related services personnel)
- Instructional Materials and Equipment
 - Adapted materials (e.g., textured/tactile materials, raised-line writing paper)
 - Adapted equipment (e.g., use of pencil grips, use of switches to turn on the computer or tape recorder)
 - Computer access (e.g., voice input and output, word prediction software, head pointer, touch screen, sip-and-puff switch, joy stick, alternative keyboard)
 - Use of specialized computer software

Assignments and Assessments

- Assignments
 - Alternate response modes (e.g., drawing, selecting pictures or photos, pointing to picture symbols, using gestures)
 - Personal assistance (e.g., peer buddies, cross-age or peer tutors, teacher, paraprofessionals, volunteers, related services personnel)
 - Cue cards for completing tasks
- Assessments
 - Multiple means of assessment
 - Changes in presentation format, response format, setting, and scheduling

Learning Environment

- Physical Accessibility
 - Barrier-free for use of specialized equipment (e.g., wheelchairs, walkers, positioning equipment, lifts)
 - Accessible instructional materials (e.g., materials arranged in accessible locations; use of lap trays, slant boards, reachers)
 - Environmental considerations regarding personal needs/privacy, special diets, and medications (storage/administration)
 - Physical alterations to the environment for visual or hearing impairments (e.g., modified lighting, acoustical tiles)
 - Adaptive equipment (e.g., positioning equipment such as adapted chairs, corner chairs, mobile standers, wedges, bolsters)
- Classroom Management/Behavioral Supports
 - Positive behavioral support
 - Behavior management system
- Grouping Arrangements
 - Instruction in small groups or one-to-one

Time Demands/Scheduling

- Scheduling systems (e.g., object, picture, picture/word) for individual and class schedule
- More time to complete tasks
- Shorter work sessions

Special Communications Systems

- Alternative communication systems (gestures, pictures, voice output, verbal)
- Sign language

COMMUNITY-BASED INSTRUCTION

Community-based instruction (CBI) involves teaching students systematically and directly in community context. The instruction prepares students to generalize skills to the environment beyond the schools, to different peers, and to diverse materials. CBI instruction incorporates several domain areas:

- Self-Management/Home Living skills in the area of eating and food preparation, grooming and dressing, hygiene, safety, and health.
- Recreation/Leisure skills in the area of school and extra curricular activities to do alone at home in the neighborhood and with family and friends.
- General Community Functioning skills in the area of travel, community safety, shopping, eating out, and using services.
- Vocational skills in the area of classroom/school jobs, community-based work experiences, and community employment.

COMMUNITY BASED VOCATIONAL EDUCATION

The U.S. Department of Education/Department of Labor guidelines clearly distinguish three components of non-paid community-based vocational education (CBVE) programs. These components are vocational exploration, vocational assessment, and vocational training. Although the U.S. DOE/DOL guidelines maintain that an employment relationship will not be determined solely on the basis of the number of hours, as a general rule, they maintain that each component should not exceed the following times during any one school year.

- Vocational Exploration—5 Hours Per Job Experienced Vocational exploration involves investigating a student's interests, values, beliefs, strengths, and needs in relation to the demands and other characteristics of work environments. Students are exposed briefly to a variety of work settings to help them make decisions about future career directions or occupations. Exploration enables students to make choices regarding career and occupational areas they wish to pursue.

Vocational exploration might also be defined a job shadowing. In this phase, students are merely observing the job and talking with employees. Any actual work trial in this phase should be under the direct supervision of school personnel.

- Vocational Assessment—90 Hours Per Job Experienced Vocational assessment helps determine individual training objectives for a student with a disability. In this component, the student performs work assignments in various businesses under the direct supervision of school personnel and employees. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina. The student rotates through various work settings corresponding to the student's employment preferences as situational assessments are completed by school personnel and assessment site employees. As a result, students select work settings in which they can best pursue career or occupational areas matching their interests and aptitudes.
- Vocational Training—120 Hours Per Job Experienced Vocational training places the student in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan which includes the competencies to be acquired, method(s) of instruction, and procedures for evaluating the training experience. Training must be closely supervised by a representative of the school. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment.

STRUCTURED TEACHING

Structured Teaching is a tool that helps students better understand the world and to function in it more independently. It helps students decipher and manage daily life. Structured Teaching is not a therapy or treatment, it is a strategy. The structure consists of modifications in the environment, concrete and visual ways of presenting information and proactive routines. It is individually designed to each student's strengths, skills, interests and needs.

Components of Structured Teaching:

- **Physical Structure**—The physical structure is clearly defined so the student has a better understanding of the location and purpose of each functional area. Boundaries are made with furniture, tape on the floor or other visual means to help the student understand where each area begins and ends. Visual and auditory distractions are minimized to help with individual focus on the concept rather than the details.
- **Daily Schedule**—The schedule tells the student, in a visual manner, what activities will happen and the order they will happen in. The visuals may be real objects, real pictures, generic pictures or words.
- **Work System**—The work system structure teaches students an independent routine way to approach tasks, where to begin, what to do, how much to do, what finished looks like and what comes next.
- **Routines**—Routines provide understanding and security for the students. One important routine is left-to-right, top-to-bottom organizational strategy. It helps the student to always know where to begin a task and how to proceed.
- **Visual Schedule**—Structured teaching relies on visual cues and instructions, rather than verbal ones, to give information and clarify expectations. Some ways to do this is color coding items to be sorted, taping around an area to be cleaned, and providing a stencil place mat for setting the table.

PARAPROFESSIONALS

Paraprofessionals are school employees who work with the staff to help provide instructional and other services to students. Good communication between the teacher and the paraprofessional is imperative. Listed below are some of the responsibilities your paraprofessionals might do during the school day.

- Creating a positive and supportive learning environment, which encourages independence and stresses process rather than product.
- Planning activities daily with the classroom teacher and determining the materials to be used.
- Working with individual and small groups of students at their physical level including sitting on the floor, crawling, bending, stooping, and crouching.
- Assisting the teacher in lifting, carrying, positioning, diapering, toilet training, feeding, and attending to medical and physical needs.
- Implementing and maintaining a behavior management system by monitoring and recording children's behavior and providing appropriate reinforcers and for consequences. These activities are conducted using guidelines established by the teacher.
- Controlling physically aggressive behavior, especially when it poses a threat to the life or safety of students or staff.
- Assisting the teacher in the cafeteria during student's breakfast and lunch periods with feeding, self-help, and social skills.
- Assisting in the supervision of playground and sport activities under the direct supervision of a teacher and actively participating with the students on playground equipment or with sport activities.
- Observing students and documenting daily progress of annual goals and benchmarks and assisting the teacher in the administration of classroom assessments.
- Monitoring the loading and unloading of the school buses.
- Assisting the teacher in the organization of classroom records, materials, equipment, and supplies.
- Working with the teacher to build communication with parents that invites participation and involvement of parents at the school level.
- Attending periodic staff development sessions designed to improve the delivery of services to students with disabilities.

PEER TUTORS

While not replacing the need for friends, peer tutors can be a valuable resource for providing support in a variety of ways. They may accompany students to and from class, carry or remember materials, take notes, assist with completing assignments, facilitate communication, or serve as role models for social interactions. Peer tutors at the secondary level might be able to receive elective credits for supporting students with disabilities.

Keep in mind when determining support that the same support is not necessarily used in all situations for an individual student. A student who needs full-time support from a paraprofessional for one class may use natural supports from peers for another class. Student supports should not be determined by disability label. Instead, supports from peers should be used when the instructional or social activity warrants the need for assistance.

INTEGRATING TECHNOLOGY AND COMMUNICATION

The use of technology has the potential to increase the independence, productivity, self-reliance, and self-determination of individuals with disabilities. Teachers are encouraged to use the technology as a tool to improve learning for all students.

Florida Diagnostic & Learning Resources Systems (FDLRS) provides training and support in using instructional technology, assistive/adaptive devices, and augmentative/alternative communication systems to enhance and facilitate learning.

The Broward Assistive Technology Team (BATT) conducts assessments, provides training and technical support plus follow up for teachers, support staff, parents, and students.

The center also houses the FDLRS Region 5 Technology Lab. Assistive devices are available to preview, demonstration, and evaluation.

The preview center for the state of the art assistive technology and instructional software is maintained at the:

Rock Island Professional Development Center
2301 NW 26th Street
Room 205
Fort Lauderdale, Florida 33311
754-321-3300. ext. 312

For more information contact:

- Joanne Brustad, Program Specialist/Instructional Technology
Phone: 754-321-2214
- Beth Saunders, Regional Technology Specialist Lab Manager
Phone: 754-321-2214

Additional Resources:

<http://www.broward.k12.fl.us/studentsupport/ese/html/at/about.htm>

Instructional Domains

The four IEP domains:

- Curriculum and Learning Environment
- Independent Functioning
- Social and Emotional Behavior
- Communication

CURRICULUM AND LEARNING

The Curriculum and Learning Domain includes skills in the areas of reading, writing, listening, speaking, viewing, mathematics, and problem solving. This domain reflects the academic and vocational subject areas included in the general curriculum. Curriculum modifications and accommodations may be provided based on the needs of the individual student.

A student with a disability may also require specially designed instruction in which content is adapted and special methodologies are used. The additional Sunshine State Standards Access Points are intended to reflect the levels of assistance and modifications that might be needed to address the unique needs that result from a student's disability.

Access Points

As part of the revision of the Sunshine State Standards, access points for student with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex. The new Florida Alternate Assessment will measure achievement on the Access Points.

As of 2008-2009, the Reading/Language Arts, Mathematics, and Science Access Points have been adopted. Social Studies is under revision with Physical Education, World Languages, Fine Arts, Health Education, Workforce Education, and Voluntary Pre-Kindergarten are all pending.

Resources

- Reading/Language Arts: <http://etc.usf.edu/flstandards>
- Mathematics and Science: <http://www.floridastandards.org/index.aspx>
- Professional development: Standards Based Curriculum: Aligning Instruction to the SSS Access Points (Register via ESS)

Curriculum Mapping

What is it?

Curriculum mapping is a process for collecting and recording curriculum—related data that identifies core skills and content taught, process employed, and assessments used for each subject area and grade level. The completed curriculum map then becomes a tool that helps teachers keep track of what has been taught and plan what will be taught.

Why use curriculum maps?

The purpose of a curriculum map is to document the relationship between every component of the curriculum. Used as an analysis, communication, and planning tool, a curriculum map:

- allows educators to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps
- documents the relationships between the required components of the curriculum and the intended student learning outcomes

- helps identify opportunities for integration among disciplines
- provides a review of assessment methods
- identifies what students have learned, allowing educators to focus on building on previous knowledge

How can teachers use the access points to map curriculum?

Using the access points, teachers can plan for relevant instruction for students with significant cognitive disabilities throughout the school year in the following ways:

- collaborate with general education to identify grade level skills to be taught
- If general education is already using a curriculum map, align access points instruction to what general education is already doing
- plan instruction to align access points to school-wide instructional focus
- map curriculum to teach access points based on student's grade level and level of complexity
- keep track of the students as they progress through the curriculum map and note any access points that your students have particular difficulty with
- before the next school year starts, adjust the curriculum map to spend more time on the problem areas.

Reading and Language Arts

The ability to interpret and use information is critical to effective functioning in daily living. Information is conveyed through words, symbols, pictures, and experiences. It is primarily obtained by reading, listening, and viewing. Individuals need to be able to locate and use information from a variety of sources such as a newspaper, technical manual, or the instructions of a supervisor for a variety of purposes including following directions, making decisions, and solving problems. Individuals must also be able to organize and store information so that it can be retrieved.

The ability to express information is critical to effective functioning. Information is primarily expressed by writing and speaking and through graphic formats. Alternate forms of expression may be needed for certain individuals including the use of sign language and augmentative communication. Individuals need to be able to present thoughts, feelings, and information to meet requirements of specific tasks or situations.

The Four Blocks- Guided Reading, Self-Directed Reading, Writing and Working with Words, provides a systematic approach to teaching students to read. Daily instruction in each of the blocks provides a variety of opportunities for students to learn to read and write.

SUGGESTED INSTRUCTIONAL MATERIALS FOR THE FOUR BLOCKS:

<p>Working With Words</p> <ul style="list-style-type: none"> • Edmark Reading Program, levels 1 and 2 • Dolch Picture Word Cards • Month-by-Month Phonics • Recipe for Reading • Alphabet Sounds Teaching Tubs-Elementary • Phonemic Awareness for Young Children-Elementary • Systematic Sequential Phonics they Use <p>Supported Technology:</p> <ul style="list-style-type: none"> • Inspiration • Kidspiration 	<p>Writing</p> <ul style="list-style-type: none"> • Emergent Literacy Success • 220 Names Faces • Sequential Spelling • Writing About Pictures • Language Experience Approach <p>Supported Technology:</p> <ul style="list-style-type: none"> • Kidspiration • Inspiration • Pix Writer • Intellikeys
<p>Guided Reading Comprehension</p> <ul style="list-style-type: none"> • Great Leaps K-2, 3-5, 6-8, 9-12 • Little Books for Early Readers-Elementary • Starting Comprehension (visually)-Elementary <p>Supported Technology:</p> <ul style="list-style-type: none"> • Simon Sounds It Out Classroom Suites (Edmark) 	<p>Independent Reading High Noon Books-Middle and High School</p> <ul style="list-style-type: none"> • Sound Out Chapter Books (1st Grade) • Classic Literature <p>Supported Technology:</p> <ul style="list-style-type: none"> • Bookworm • Start-to-Finish Books • Picture Power Pack Classroom Suites

SUGGESTED READING MATERIALS

Elementary	Middle	High
<ul style="list-style-type: none"> • MeVile to WeVile • Unique Curriculum • SMILE • ERI • SRA Direct Instruction • Classic Education • Month-by-Month • Phonics • Recipe for Reading • Edmark • PCI Sight Words • Reading Milestones • Pix Writer • Intellitools 	<ul style="list-style-type: none"> • SMILE • Unique Curriculum • Great Leaps • Six Minute Solution for Upper Grades • Start-to-Finish Books • Recipe for Reading • Sequential Spelling • Pix Writer • Intellitools 	<ul style="list-style-type: none"> • SMILE • Unique Curriculum • Great Leaps • Six Minute Solution for Upper Grades • Start-to-Finish Books • Recipe for Reading • Sequential Spelling • Pix Writer • Intellitools

Correlation of Brigance Diagnostic Comprehensive Inventory of Basic Skills to 5 Areas of Reading

A. READINESS					
Assessment	PA	Ph	F	V	C
A-1 Personal Data Response				X	X
A-2 Recognizes Colors				X	X
A-3 Self-Help Skills					X
A-4 Draws a Person				X	X
A-5 Visual Motor Skills-Forms		X			
A-6 Visual Discrimination – Forms, Letters, and Words		X			
A-7 Identifies Body Parts				X	X
A-8 Recites Alphabet		X			
A-9 Reads Uppercase Letters		X	X		
A-10 Reads Lowercase Letters		X	X		
A-11 Prints Uppercase Letters in Sequence		X	X		
A-12 Prints Lowercase Letters in Sequence		X	X		
A-13 Prints Uppercase Letters Dictated		X			X
A-14 Prints Lowercase Letters Dictated		X			X
A-15 Prints Personal Data		X		X	X
A-26 Understands Directional and Positional Concepts				X	X
A-27 Readiness for Reading		X		X	X
B. SPEECH					
Assessment	PA	Ph	F	V	C
B-1 General Speech and Language Development				X	
B-2 Responds to a Picture				X	X
B-3 Articulates Initial Sounds of Words	X				
B-4 Articulates Final Sounds of Words	X				
C. LISTENING					
Assessment	PA	Ph	F	V	C
C-1 Auditory Discrimination—Form A	X				
C-2 Sentence Memory	X				
C-3 Follows Oral Directions				X	X
C-4 Listening Vocabulary Comprehension Grade-Placement Test				X	X
C-5a – C-5l Listening Comprehension Grade-Placement Test				X	X
D. WORD RECOGNITION GRADE PLACEMENT					
Assessment	PA	Ph	F	V	C
D-1 Word Recognition Grade-Placement Test		X			
E. ORAL READING					
Assessment	PA	Ph	F	V	C
E-1a – E-1n Reads Orally			X		

Key:

PA = Phonological Awareness **Ph** = Phonics **F** = Fluency **V** = Vocabulary **C** = Comprehension

F. READING COMPREHENSION					
Assessment	PA	Ph	F	V	C
F-1 Reading Vocabulary Comprehension Grade-Placement Test					X
F-2a – F-2m Comprehends Passages Form A & B					X
F-2a – F-2m Comprehends Passages Reading Rate			X		
G. WORD ANALYSIS					
Assessment	PA	Ph	F	V	C
G-1 Word Analysis Survey—Form A	X	X			
G-1 Word Analysis Survey—Form B	X				
G-2 Auditory Discrimination—Form B	X				
G-3 Identifies Initial Consonants in Spoken Words	X				
G-4 Substitutes Initial-Consonant Sounds	X				
G-5 Substitutes Short-Vowel Sounds	X				
G-6 Substitutes Long-Vowel Sounds	X				
G-7 Substitutes Final-Consonant Sounds	X				
G-8 Substitutes Initial-Blend and Initial-Digraph Sounds	X				
G-9 Reads Words with Common Endings		X			
G-10 Reads Words with Vowel Digraphs and Diphthongs		X			
G-11 Reads Words with Phonetic Irregularities		X			
G-12 Reads Suffixes		X			
G-13 Reads Prefixes		X			
G-14 Divides Words into Syllables		X			
H. FUNCTIONAL WORD RECOGNITION					
Assessment	PA	Ph	F	V	C
H-1 Basic Sight Vocabulary		X			
H-2 Direction Words		X			
H-3 Number Words		X			
H-4 Warning and Safety Signs		X		X	X
H-5 Informational Signs		X		X	X
H-6 Warning Labels		X		X	X
H-7 Food Labels		X			
I. SPELLING					
Assessment	PA	Ph	F	V	C
I-1 Spelling Grade-Placement Test		X			
I-2 Spells Initial Consonants of Spoken Words	X	X			
I-3 Spells Initial Blends and Digraphs of Spoken Words	X	X			
I-4 Spells Suffixes	X	X			
I-5 Uses Suffixes in Writing		X			
I-6 Spells Prefixes		X			
I-7 Spells Number Words		X			

Key:

PA = Phonological Awareness **Ph** = Phonics **F** = Fluency **V** = Vocabulary **C** = Comprehension

Math

Math programs encompass a broad spectrum of concepts, from concrete to abstract, that allow students to explore and solve problems for the purposes of: 1) functioning in every day life and 2) developing advanced reasoning and application abilities. Children bring with them an informal knowledge of mathematics and the world (Mental Retardation, February 2001). Additionally, these programs and resources assist students to develop functional vocabulary and language related to mathematics. Acquired skills and accuracy with basic mathematic concepts such as counting on, sorting and patterns, recognizing numerals, telling time or time management, understanding quantities or money management are important if individuals are to achieve integration into school or community settings, employment, or independent living. Active learning is key in developing problem solving or reasoning skills (Mental Retardation, February 2001).

Acquiring skills that are necessary in order to manage math-related operations in everyday life or employment and accessing real-world materials may be the focus within math programs for older students. For younger students, math programs incorporating or utilizing manipulatives and technology to teach numeration or other concrete level skills are necessary for skill acquisition. The National Council of Teachers of Mathematics (NCTM) has developed standards which have shifted, according to the 2000 standards, from the approach of teaching rote facts to instruction incorporating conceptual understanding and reasoning. Students with significant cognitive disabilities who are encouraged to participate with hands-on approaches to real-world experiences rather than abstract routines may benefit better than when taught through traditional basic skills training. However, acquiring the functional use of skills such as telling time, counting money, or recognizing numerals can be lifelong learning experiences. Functional academic skills include basic math concepts, such as number recognition, counting, and computations that can be applied to such skills as telling time across settings, managing money, and performing measurements (Browder, D. & Spooner, F, 2006.) Research suggests that students with moderate to significant disabilities can learn skills through systemic instruction that will help them learn to generalize across settings. These skills applied with assistive tools such as calculators, computers, visual aids, or talking devices, can better assist individuals with very limited math acquisition.

Daily Math Objectives for Students with Significant Cognitive Disabilities**

Perform Computations	Telling Time	Manage Money	Perform Basic Measurements
<ul style="list-style-type: none">• Compute class attendance• Basic math facts• Count lunch money• Find numbers from food packages	<ul style="list-style-type: none">• Use schedules• Record date in journal• Compare & use clocks in classroom• Use calendar	<ul style="list-style-type: none">• Pay for school lunch/supplies• Count real money• Match prices for school items• Buy movie tickets• Purchase snacks	<ul style="list-style-type: none">• Create/use bulletin board• Measure/weigh self• Record daily temperature• Measure distance within school

**Adapted from: *Teaching Language Arts, Math & Science to Students with Significant Cognitive Disabilities* by Diane M. Browder & Fred Spooner (2006)

Application of Skills Across Math Strands for Students with Significant Disabilities ~ National Council of Teachers of Mathematics ~

Numbers & Operations	→	Count out sets 1 to 10 - passing out snacks, counting game pieces, solving single-digit problems with manipulatives
Measurement	→	Use a ruler to measure items in class room; keep temperature chart for one month
Geometry	→	Identify geometric patterns in art class; make a print from basic shapes
Algebra	→	Make an equation about the amount of money made in 2 weeks
Data Analysis & Probability	→	Make a class survey of favorite music; chart number of students in class

Adapted from: *Teaching Language Arts, Math & Science to Students with Significant Cognitive Disabilities* by Diane M. Browder & Fred Sponner (2006)

A quality math program/resource should include repeated practice, manipulatives, technology components, and progress monitoring.

Math Intervention Programs appropriate for students with significant cognitive disabilities:

- Wright Group/McGraw Hill's **Everyday Mathematics Games Kit (Games at grade levels K-6)**
- Innovative Learning Concept's **Touch Math**
- PCI Educational Publishing **Basic Math Practice**
- Mayer-Johnson LLC's **Math Exercises for Non-Readers**
- Math Teacher's Press' **Moving with Math - Math by Topic**
- Saxon Publishers' **Saxon Math**
- Cambium Learning's **Intellitools Classroom Suite**
- Attainment Inc. **Time Scales Software (grades 3-8)**
Dollars and Cents Software (grade 3-8)
- Tobii ATI **Stages Math Number Sense (grades K-3)**
Stages (grades K-8)

Teacher Resources:

- Lone Star Learning's **Picture Vocabulary Set I / Set II / Set III . Set IV**
- Great Source's **Math to Learn, Math to Know, Math at Hand, Math on Call**
- Great Source's **Helping Your Child Learn Math (DOE)**
- Paul H. Brookes Publishing **Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities (2006)**
- **National Council of Teachers of Mathematics (www.nctm.org)**

Diagnostic Assessments:

- Pro-Ed Publishing **TEMA-3 (Test of Early Mathematics Ability) – ages 3-8**
(can be used as criterion- referenced only for students aged 9 and older)
- Pro-Ed Publishing **CMAT (Comprehensive Mathematical Abilities Test)**
- AGS/Pearson Assessments **Key Math-3 (rev. 2007)**

Other mathematics resources:

- K-8 Struggling Math Chart (rev. 2008)
- Secondary Struggling Math Chart (2006)

Exceptional Student Education Diagnostic Mathematics Assessment Chart

Assessment	Target Group	Format	Areas Assessed	Scoring	Notes	Assessment Order Information
TEMA-3 Test of Early Mathematics Ability	Age 3-8.11 years (May be used as criterion referenced for older students)	Individual Not timed	<ul style="list-style-type: none"> Pre-counting Counting Informal mathematics Formal mathematics Concepts/skills 	Raw Score converts to: Math ability score Grade/Age Equivalent	<ul style="list-style-type: none"> * Alternate forms * Utilizes picture- and manipulative- based items as well as paper-pencil tasks 	Pro-Ed Publishing www.proedinc.com (800) 897-3202 Item# 10880 \$278.00
TOMA-2 Test of Mathematical Abilities	Age 8.0-18.11 years ** not recommended per the Struggling Math Chart for elementary students	Group or Individual Not timed	<ul style="list-style-type: none"> Vocabulary Computation General Information Story Problems 	Raw Score converts to: Standard Score Percentile Age/Grade Equivalent	<ul style="list-style-type: none"> * Word problems may be read (refer to student's IEP accommodations) * 3 of 4 areas address math vocabulary 	Pro-Ed Publishing www.proedinc.com (800) 897-3202 Item# 6705 \$95.00
GMADE Group Mathematics Assessments and Diagnostic Evaluation	Grades K-12 9 levels (1, 2, 3, 4, 5, 6, MS, HS) May be administered off grade level	Group or Individual Not timed	<ul style="list-style-type: none"> Concepts & Communication Operations & Computations Process & Applications 	Raw Score to: * Standard Score Percentile Age/Grade Equivalent *for on grade level administration	<ul style="list-style-type: none"> * Alternate forms * Word problems may be read * Item/error analysis * Out-of-Level test administration allowed * Scoring CD available with appropriate hardware 	Pearson Publishing (formerly AGS) www.pearsonassessments.com (800) 627-7271 Item number and prices vary by grade levels
CMAT Comprehensive Mathematical Abilities Test	Age 7.0-18.11 Grades 3-12	Individual Not timed	12 subtests are within the areas of: <ul style="list-style-type: none"> Core Composites (General Mathematics, Basic Calculations, Mathematical Reasoning) Supplemental Composites Global Mathematics 	Raw Score converts to: Standard Score Percentile Age/Grade Equivalent	<ul style="list-style-type: none"> * Calculators allowed for subtests 5-12 * Word problems may be read * Grades 3-5 are not tested on all subtest areas 	Pro-Ed Publishing www.proedinc.com (800) 897-3202 Item# 10405 \$295.00
NEW! Key Math-3	Age 4.6-22.11	Individual Not timed	10 subtests are within the areas of: <ul style="list-style-type: none"> Basic Concepts Operations Applications New Algebra Subtest!	Raw Score converts to: Scale Score Standard Score Percentile Age/Grade Equivalent	<ul style="list-style-type: none"> * Items are read to the student, via picture booklet * Scoring CD available ** Key Math—R is no longer valid after December, 2008	Pearson Publishing (formerly AGS) www.pearsonassessments.com (800) 627-7271 Item# AC31225 \$799.00 ASSIST scoring CD Item# AC31220 \$259.00

INDEPENDENT FUNCTIONING

Independent Functioning is the aim for post-school and adult living. The content centers around the knowledge and skills needed to take care of personal needs and to participate effectively in the community. Essential to independent functioning is the ability to manage important decisions and behave in a way that meet social expectations.

SOCIAL EMOTIONAL BEHAVIOR

The Social and Emotional Behavior Domain focuses on working in groups and developing interpersonal relationships. Functioning effectively in formal and informal group situations requires that individuals understand the implicit and explicit rules and expectations. Using effective interpersonal skills is the key to success in this area.

Social Skills

Social skills can be broadly defined as any responses that are interactive with another person. Many of the personal care, home living, community and employment skills are interactive. Some social skills are more specifically related to influencing others and developing friendships. There are four primary social interactions that should be addressed:

- social initiation
- social responsiveness to others
- turn taking
- duration of social interaction

Planning for Problem Behavior

A functional assessment is a process used to determine how problem behavior functions in the student's environment. A successful functional assessment will provide:

- an operational definition of the behavior
- identification of variables that will predict when the behavior will occur
- hypotheses about the consequences that are maintaining the behavior
- verification of the predictors and consequences

A functional assessment is key to behavior change. The information gathered from a functional assessment is used to develop a positive behavioral support plan that will rely primarily on antecedent strategies to prevent the occurrence of the problem behavior.

COMMUNICATION

Communication skills are among the top priorities for students with developmental disabilities. Effective communication skills enable students to express their thoughts and needs and respond to interactions with others. To be able to communicate with peers facilitates social interactions in all settings. Without an effective means of communication, individuals with moderate and severe disabilities are not able to make choices and therefore relinquish control of their daily lives. Knowing how to participate in discussions and conversations with others will enable students to make effective use of communication. Competencies related to communication and language are also described in the curriculum and learning environment and social and emotional behavior domains of the Sunshine State Standards for Special Diploma.

Transition

Transition is a coordinated set of activities for a student designed within a results-oriented process that promotes movement from school to post-school activities. The coordinated set of activities shall be based upon the individual needs, taking into account the student's preferences and interests.

Transition IEP Requirement

- IEP Requirements
 - Student participation in the development of the IEP is required at 14, and continues through graduation.
 - Age of Majority/Legal Rights need to be explained at the age of 17 and notification given to parents at that time. At the age of 18, the process is repeated.
 - Course of Study, Present Level of Performance, Priority Educational Need, and Annual Goals should all be based on the student's Desired Post-School Outcome. A Desired Post-School outcome statement is developed at age 14 and reviewed annually.
 - Beginning at age 16, measurable postsecondary goals must be developed based on age-appropriate transition assessment in the areas of education and training, employment and independent living (if appropriate).
 - The required Transition Service Areas that must be addressed at every IEP meeting are: Instruction, Employment, Community experience, Post-school Adult Living, and if appropriate, Daily Living Skills and Functional Vocational Evaluation.
 - Diploma Options need to be addressed prior to the student entering 9th grade and reviewed annually. The student's right to a Free and Appropriate Education does not end until the receipt of a standard high school diploma or the student ages out of program (depending on the date of birth, age 22)
 - Agency Linkages must be established through the identification of community agency providers and the services that they provide.
- Career Assessments/Interest Inventories must be used in the development of Transition IEPs.
- Self-Determination/Self-Advocacy Curriculum is an integral part of student participation in the Transition IEP.
- Vocational/Training Opportunities should be explored for all students with the following considerations.
 - Use of Modified Occupation Completion Points
 - Entry/Exit criteria to become a program completer
 - Course offerings at school and technical centers
 - Program designed specifically for students with disabilities
- A Summary of Performance must be given to each student whose eligibility for special education services terminates because of either graduation with a regular diploma or exceeding the age of eligibility for FAPE. The summary should summarize a student's abilities, skills, needs, limitations, and provide recommendations to support successful transition to adult living in addition to assisting the student in establishing eligibility with adult services, financial benefits, and residential placements.

Supported Employment

Supported employment refers to a process whereby people traditionally denied career opportunities due to the perceived severity of their disability are placed in jobs and provided long-term, on-going, support for as long as needed.

Self-Determination

The term simply means free choice of one's own acts and conditions. Self-determination involves teaching students to:

- make choices
- identify goals
- take action toward achieving their goals
- evaluate and adjust their progress when necessary
- participate in and often take the lead role in their IEP meeting
- speak up for themselves

Self-Advocacy

Self-advocacy refers to advocating on one's own behalf. The Self-Advocacy Strategy for education and transition planning teaches students how to:

- identify their learning strength
- determine areas to improve or learn
- make choices related to learning
- set goals for learning
- prepare themselves for the transition from school to adult life

Resources

- **Dare to Dream Revised: A Guide to Planning Your Future**—this is a consumable workbook that is a product developed by the Transition Center. Copies may be ordered at no expense from the Department of Education's Clearinghouse:

Website: <http://www.fldoe.org/ese/pubxhome.asp>

Phone: 850-488-1879

Xerox copies of the workbook have also been distributed to middle school, high school, and center ESE Specialists.

- **Transition Planning for Students with Disabilities: A Guide for Families**—this is a guide to planning for the successful transition of a student with disabilities from school to adult life. It was written for families of Florida's students with disabilities. However, other people involved in transition planning, such as students and teachers, will also find this guide helpful.
- **2-1-1 Hotline for Children with Special Needs**—Information and referral service for families and caregivers of children with special needs which provides listings of all the community agencies that provide services to students and adults in Broward County.
- **FACTS (www.facts.org)**—Florida's student advising website offering tools for exploring careers Florida colleges. Choices Planner website located @ www.Florida.choices.com or through FACTS.org is a comprehensive career information system available to all Florida students.

Resources

Sunshine State Standards

Website: <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>

Diploma Decisions for Students with Disabilities: What Parents Need to Know

Website: <http://www.fldoe.org/ese/pdf/diploma.pdf>

High School Diploma Options for Students with Disabilities: Getting the Right Fit

Website: http://www.fldoe.org/ese/pdf/hs_options_ese.pdf

Access Points

Website(s): <http://www.floridastandards.org/Standards/AccesspointSearch.aspx>
<http://www.fldoe.org/bii/curriculum/sss/>

Course Descriptions

Website: <http://www.fldoe.org/ese/corguide.asp>
<http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>

Supported/Participatory High School Sequence: Special Diploma

Contact Eileen Schroth via CAB e-mail

IEP Goals: online tutorial

Website: <http://www.broward.k12.fl.us/studentssupport/ese/iep/index.html>

Comprehensive Planning Handbook (CPH)

Contact Eileen Schroth via CAB e-mail
Download from InD Teachers and SVE Teachers CAB conference

Matrix of Services Handbook

Contact Eileen Schroth via CAB e-mail

Accommodations: Assisting Students with Disabilities—A Guide for Educators

Website: <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>

Accommodations and Modifications: What Parents Need to Know

Website: <http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf>

FAA Training Video

Website: http://www.paec.org/video/newvideos/Alternate_Assessment_2008.wmv

Data Collection Manual and Data Collection (CD)

Contact Eileen Schroth via CAB e-mail

Grading Policies for Students with Disabilities

Website: <http://www.fldoe.org/ese/pdf/y2006-11.pdf>

Integrating Technology and Communication

Website: <http://www.broward.k12.fl.us/studentssupport/ese/html/at/about.htm>

Struggling Readers Charts

Website: http://www.broward.k12.fl.us/studentssupport/ese/html/teacher_resource.html

Teaching Students with Moderate Disabilities to Read: Insights from Research

Contact: Clearinghouse Information Center
850-245-0477
Item #: 312280

Struggling Math Charts

Website: http://www.broward.k12.fl.us/studentsupport/ese/html/teacher_resource.html

Dare to Dream Revised: A Guide to Planning Your Future

Website: <http://www.fldoe.org/ese/pdf/dream.pdf>

Transition Planning for Students with Disabilities: A Guide for Families

Website: <http://www.fldoe.org/ese/pdf/trangide.pdf>