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Standards-Based Education for All Students

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Colorado Department of Education

Webinar Objectives

- Review the development and purpose of the Common Core State Standards
- Analyze the steps to preparing a purposeful standards-aligned IEP
- Explore strategies of Universal Design for Learning to bring standards-based, grade level curriculum to all learners
Common Core State Standards (CCSS) and College & Career-Readiness Standards

- By the early 2000s every state had developed and adopted its own learning standards.
- CCSS in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and Math were developed in 2009 to ensure that students, no matter where they lived, would graduate high school prepared for college, career, and life.
- College and Career-Readiness Standards developed first to address what a student should know and understand by graduation
- CCSS address expectations at each grade level

21st Century Skills and students with ASD

were designed to:
- be relevant and rigorous
- teach higher level thinking - critical thinking, problem solving and analytical skills
- Increase student engagement and involvement in research-based curriculum and instruction

www.corestandards.org/standards-in-your-state/

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**State Standards**

- Colorado Academic Standards
  [http://www.cde.state.co.us/standardsandinstruction](http://www.cde.state.co.us/standardsandinstruction)

- Kansas College and Career Ready Standards

- Nebraska Academic Standards
  [http://www.education.ne.gov/AcademicStandards/](http://www.education.ne.gov/AcademicStandards/)
Colorado Academic Standards and Students with Disabilities

- Improves access to rigorous academic standards in English Language Arts and Math for students with disabilities
- In order to meet high academic standards their instruction must incorporate:
  - Supports and related services designed to meet their unique needs
  - An Individualized Education Program (IEP) with annual goals aligned to grade-level standards
  - Teachers and related services personnel that are prepared to deliver evidence-based, individualized instruction and support
  - An integration of curriculum, assessment, and differentiated instruction

Lamirande & Odegard-Siegle, 2014
A Seven-Step Process for Writing Standards-aligned IEPs

Adapted from Project Forum, NASDSE 2007

Step 1 • Review enrolled grade-level standards

Step 2 • Gather and analyze data

Step 3 • Synthesize Data for Statement of Present Levels of Academic Achievement and Functional Performance

Step 4 • Develop measurable annual goals aligned with grade-level academic standards

Step 5 • Monitor and report student progress

Step 6 • Identify specially designed instruction including accommodations and/or modifications needed to access, engage in meaningful participation and make progress in the general education curriculum

Step 7 • Determine how the student will participate in assessment

Lamirande & Odegard-Siegele, 2014

Determine the Academic Achievement Standard

• Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment
  http://www.cde.state.co.us/cdesped/altstandsassessparticipationguidelines

• Colorado Academic Standards/Extended Evidence Outcomes
  http://www.cde.state.co.us/coextendedeo/statestandards

• Sortable Standards
  http://www2.cde.state.co.us/scripts/allstandards/costandards.asp?stid=6&stid2=0&glid2=0

• Standards Side-by-Side Reference Tool
  http://www.cde.state.co.us/cdesped/instructionalstandards

Lamirande & Odegard-Siegele, 2014
Standards Side-by-Side Reference Tool

<table>
<thead>
<tr>
<th>Grade</th>
<th>Colorado Academic Standards: Evidence Outcomes (Common Core State Standards CCSS)</th>
<th>Extended Evidence Outcomes (EEOs)</th>
<th>ILT Essential Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Reading/Writing/Communicating</td>
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</tbody>
</table>

**Standard 1: Oral Expression and Listening**

1. Discussions contribute and expand on the ideas of self and others

- Students can:
  - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
  - Share a personal experience and listen to one shared.
  - Identify a state of feeling (e.g., happy, sad, angry, hungry, thirsty, tired) related to an experience.
  - Contribute knowledge to a small group or class discussion to develop a topic.
  - Maintain focus on the topic.
  - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
  - Identify a photograph or object that reflects a personal experience and tell one detail about it.

- With appropriate supports, students can:
  - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)

- With content-specific vocabulary to ask questions and provide information.

Consider multiple sources of data, including a review of current classroom/district/state assessment data, interviews and observations:

- R = Review
- I = Interview
- O = Observations
- T = Testing

Lamirande & Odegard-Siegel, 2014
Step 3
PLAAFP = Data + Summary

PLAAFP = Data + Summary

Present Levels of Academic Achievement and Functional Performance

“The Gap” = create annual goals aimed to develop concepts and skills required by the standards that remain to be accomplished

Concepts and skills the student has attained in relation to the standard=

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Learning Skills

Step 3

Academic Skills

• Skills necessary to become proficient in the targeted standard

• Skills necessary to successfully participate and progress in the standards

• Includes executive function, cognitive, social/emotional, and collaboration skills

Determine the academic achievement standard based upon the body of evidence

Lamirande & Odegard-Siegele, 2014

http://nichcy.org/schoolage/sep/sepcontents/present-levels#where
Retrieved 9/16/14
Family & School Partnering

Resources for Districts
- Family & Community Partnering Toolkit
- ESSU-Family-School Partnering

Keep weaving the “Golden Thread”

- Grade-level
- Alternate

Standards

Data
- Formal
- Classroom
- Informal

Goals
- Academic
- Functional
- Linked to PLAAFP

Data & Summary
- Relative to Standards

PLAAFP

Lamirande & Odegard-Siegele, 2014
Step 4

Develop measurable annual goals aligned with grade-level academic

Present Levels of Academic Achievement and Functional Performance (PLAAPP)

There are two types of measurable annual goals a student may have:
- Academic Standards-based goal
- Functional Non-academic or behavior goal, may/may not be referenced to a specific standard

Each type of measurable annual goal has a different purpose:
- Focuses on the types of embedded adaptations, accommodations and specialized instruction student needs to access the general curriculum
- Focuses on foundational skills which facilitate learning in order to access the general curriculum

Step 5

Monitor and report student progress
Specially designed instruction 

(34 CFR) §300.39(b)(3) 

Support Core Instruction 

Specially designed instruction targets the “The Gap”—concepts and skills that remain to be mastered.

Concepts and skills the student has attained = PLAAFP

Accommodations Modifications 

Grade-level academic achievement standard = Accommodations = adaptations for Presentation, Response, Timing and Setting Alternate academic achievement standard = modified materials, Modified content, use of accommodations for access

Lamirande & Odegard-Siegele, 2014

Universal Design for Learning

- Lesson plans designed to meet the needs of all learners
- Flexible in goals, methods, materials, and assessments while maintaining high achievement expectations for all learners
- Flexible goals acknowledge the wide variability of learners
  - What are all students expected to know? (basic concepts that include the standard being addressed)
  - What do most students need to know? (knowledge, concepts and skills aligned to standard)
  - What do a few students need to know? (scaffolds up for advanced learners)

www.udlcenter.org
Determine how the student will participate in Assessments

http://www.cde.state.co.us/cdesped/accommodations

Assessment is built upon academic achievement standard.

Lamirande & Odegard-Siegel, 2014
Example Lesson

A 2nd grade literacy instruction within a science lesson on rainforests. Students will write a two-paragraph report on a topic of their choice from what they have learned about rainforest.

CAS: Reading, Writing and Communication

- Writing and Composition, Second Grade - Exploring the writing process helps to plan and draft a variety of simple informational texts
  - EEO – Combine text and pictures(graphic) into a final written piece
- Planning the goals for the lesson for 2nd grade students
  - Some students will know - sentence structure, complete sentences, punctuation, spelling
  - Most students will know - sentence structure, punctuation and spelling
  - All students will know - sentence structure, punctuation

Example Writing Lesson on Rainforests

- Multiple means of representation of information
  - Teacher reads and discusses
  - Students read books at their level
  - Students look at pictures of rainforests and animals that live there
  - Watch and/or listen to video clips about rainforests from the internet

- Multiple means of actions or expression of what they know
  - Write about rainforests using good sentence structure, complete sentences, spelling and punctuation. Two paragraphs describing how animals use plants for shelter and nesting.
  - Using speech-to-text describe how animals use plants for shelter and nesting.
  - Word study on key words in the text, match picture to word, sort pictures

Example Writing Lesson on Rainforests

- Multiple means of engagement
  - Use student's interest – the students may pick the rainforest topic they are interested in learning more about
  - Minimize distractions by arranging the space in the room so students may spread out
  - Give choices by have a variety of mediums (text, computer/iPad, picture books, National Geographic magazine)
  - Behavior plan is in place
    - Social Story™ for sharing the computer
    - 5-Point Scale™ for emotional regulation

http://carolgraysocialstories.com/social-stories
http://www.5pointscale.com/
Example of Accommodations for Lydia during a Rainforest Lesson

- Priming – key words and pictures presenting rainforest flora and fauna are discussed before the lesson
- Home Base
- Environmental structures are in place
  - Schedule that answers the four question – what?, how much?, when am I finished?, what’s next?
- Reinforcement
- Break card
- Goals are identified which include IEP goals to be addressed during the lesson
- Materials and resources are available

Example Lesson on Rainforests

Rainforest Education
A learning resource for students of nature of all ages!

About Rainforests

The Canopy
The canopy is the "roof" of the rainforest, which is formed by trees which may be 60 to 150 feet tall! The canopy is covered by "rain" which can be up to 50 inches (130 cm) a year. It is home to many animals that live here, including birds, monkeys, and insects. The "canopy" is divided into two layers:
- The upper layer, where most of the light is absorbed
- The lower layer, where the light is more intense

The Understory
The understory is the area between the canopy and the forest floor. The air is still, the humidity is high, and the temperature is steady. Many animals live here, including butterflies and birds. The understory is also home to many plants that do not require sunlight to grow.

The forest floor
The forest floor is the area at the base of the trees. It is home to many different plants and animals. The forest floor is also home to many types of fungi and decomposers.

http://www.rainforesteducation.com/
Resources

http://cde.state.co.us/
http://corestandards.org  Common Core State Standards Initiative
http://bookbuilder.cast.org/
http://tarheelreader.org/
http://autisminternetmodules.org/ Modules on a variety of topics
http://autismpdc.fpg.unc.edu/ Evidence-based Practices
http://Do2Learn.com
http://theautismhelper.com
http://edhelper.com/

Questions?

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