Module Home

**Outline­**

**Inclusion of Students with Significant Cognitive Disabilities**:

Supports in the General Education Classroom

* Module Description: This module, developed in collaboration with the TIES Center, describes the benefits of including students with significant cognitive disabilities in general education classrooms. It also offers information on how teachers can plan for and teach these students in inclusive classrooms (est. completion time: 2 hours).
* Link: TIES Center [website]

Challenge

* Video: Meet Ethan. Ethan is a third-grade student…

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Initial Thoughts

* Why should students with significant cognitive disabilities be included in general education classrooms?
* How can teachers best plan for and teach students with significant cognitive disabilities in inclusive classrooms?

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Perspectives & Resources

* Module Objectives
* Recognize the value of inclusive education for students with significant cognitive disabilities.
* Explain the importance of general education curriculum access for all students.
* Understand the types of services and supports that can be used to support students with significant cognitive disabilities.
* Describe strategies to address the instructional and communication needs of students with significant cognitive disabilities in inclusive environments.

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* Page 1: Students with Significant Cognitive Disabilities
* Students identified with *significant cognitive disabilities* have one or…
* Link: intellectual functioning [definition]
* Link: adaptive behavior [definition]
* Link: Individuals with Disabilities Education Act (IDEA) [definition]
* Link: 13 disability categories
* Did You Know?
* For Your Information
* Link: differentiated instruction [definition]
* Link: peer tutoring [definition]
* Research Shows
* Audio: Diane Ryndak explains why inclusion is important for students…
* Specifically, you will explore the following topics… [bullet points]

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* Page 2: Inclusion in Policy and Practice
* Although it is important for students with disabilities to be physically…
* Core Value/Definition [table]
* Link: TIES Center: Core Values [web page]
* What the Law Says
	+ Link: free appropriate public education (FAPE) [definition]
	+ Link: least restrictive environment [LRE]
	+ Link: general education curriculum [definition]
	+ Link: individualized education program (IEP) [definition]
	+ The written plan is developed by the IEP team… [bullet points]
	+ For Your Information
		- Link: IEP Team Members [PDF]
	+ Link: LRE Information Brief [PDF]
	+ Did You Know?
* High Expectations
	+ Presume Competence [drop-down menu]
	+ Provide Equitable Opportunities to Learn [drop-down menu]
		- Link: accommodations [definition]
		- Link: modifications [definition]
	+ Use Age-Appropriate Content and Materials [drop-down menu]
	+ Communicate with Respect [drop-down menu]
	+ Link: Offer Choice and Encourage Autonomy [drop-down menu]
	+ Video: A parent and a general education teacher describe how…
	+ Video: A parent and a general education teacher describe how…
	+ Research Shows
	+ Returning to the Challenge
* Educator Toolbox
	+ Link: Debunking Myths about Inclusive Education for… [PDF]
	+ Link: Creating Communities of Belonging for Students… [web page]
	+ Link: Using the Least Dangerous Assumption in… [web page]
	+ Link: IEP Team Members [PDF]
	+ Link: Least Restrictive Environment Information Brief [PDF]

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* Page 3: Access to General Education Curriculum
* All teachers must understand what their students need to…
* Commonly debated issues include whether… [bullet points]
* Key Terms
* Content Standards versus Alternate Achievement Standards
	+ Grade-Level Content Standards [table]
* Alternate Achievement Standards versus Alternate Curriculum
	+ Instead, instruction should be individualized as… [bullet points]
	+ Did You Know?
	+ Audio: Jessica Bowmen explains the difference between…
	+ For Your Information
	+ Returning to the Challenge
* Educator Toolbox
	+ Link: Providing Meaningful General Education Curriculum… [PDF]
	+ Link: Academic Standards for Students with… [web page]

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* Page 4: Goals, Services, and Supports
* For students with significant cognitive disabilities to be successful…
* Educational Goals
	+ Participating in Routines and Transitions [drop-down menu]
	+ Engaging in Grade-Level Academics and… [drop-down menu]
	+ Interacting with Others [drop-down menu]
* Services and Supports
	+ Service/Support/Definition/Examples
		- Link: speech-to-text [definition]
		- Link: graphic organizer [definition]
		- Link: manipulatives [definition]
	+ Returning to the Challenge
		- Link: first-then picture board [definition]
	+ Educator Toolbox
		- Link: Comprehensive Inclusive Education… [web page]
		- Link: IEPs: Developing High-Quality Individualized Education Programs [IRIS Module]
		- Link: Accommodations: Instructional and Testing Supports for Students with Disabilities [IRIS Module]
		- Link: Related Services: Common Supports for Students with Disabilities [IRIS Module]

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* Page 5: Collaborative Practices
* Educating students with significant cognitive disabilities in inclusive…
* Link: collaboration [definition]
* Collaborating with Paraeducators
	+ Link: speech-language pathologist (SLP) [definition]
* Collaborative teams are most successful when they… [bullet points]
* Audio: Shawnee Wakeman describes some examples of…
* Educator Toolbox
	+ Link: Lessons for All: The 5-15-45 Tool [web page]
		- Video: The video below illustrates how a special education…
	+ Link: A Guide to Implementing Paraprofessional… [web page]

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* Page 6: Addressing Instructional Needs
* Inclusive education empowers *all* students to learn important content…
* Aligning with Standards and Goals
* Keep in Mind
* Returning to the Challenge
* Incorporating Universally Designed Instruction
	+ Link: Universal Design for Learning (UDL) [definition]
	+ For Your Information
	+ Audio: Elizabeth Hartmann describes the inspiration behind UDL…
	+ Link: learning menu [definition]
	+ Engagement [drop-down menu]
		- Strategy/Examples [table]
			* Link: learning stations [definition]
			* Link: fidgets [definition]
		- Link: UDL Guidelines: Provide Multiple Means… [web page]
		- Did You Know?
	+ Representation [drop-down menu]
		- Strategy/Examples [table]
			* Link: visual supports [definition]
			* Link: captions [definition]
			* Link: advance organizers [definition]
		- Link: UDL Guidelines: Provide multiple means… [web page]
	+ Action and Expression [drop-down menu]
		- Strategy/Examples [table]
			* Link: guided notes [definition]
			* Link: assistive technology [definition]
			* Link: pencil grips [definition]
			* Link: slant boards [definition]
			* Link: screen reader software [definition]
			* Link: working memory [definition]
			* Link: task analysis [definition]
		- Link: UDL Guideline: Provide multiple means… [web page]
	+ High-Leverage Practices
		- Link: general educator [definition]
		- Link: special educator [definition]
		- Link: TIES Inclusive Practice Series TIP #8… [web page]
		- Link: TIES Inclusive Practice Series TIP #9… [web page]
	+ Research Shows
		- Link: time delay [definition]
	+ Returning to the Challenge
* Educator Toolbox
	+ Link: Inclusive Big Ideas [web page]
	+ Link: Design for Each and Every Learner: UDL Modules [web page]
	+ Link: TIPS in Action [web page]
		- Link: graphic organizer [definition]
		- Link: turn and talk! [web page]
	+ Link: Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students [IRIS Module]

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* Page 7: Addressing Communication Needs
* People use many different methods to communicate…
* Link: multimodal communication [definition]
* Link: augmentative and alternative communication (AAC) [definition]
* AAC serves two purposes… [bullet points]
* Did You Know?
* Type/Description/Examples [table]
	+ Link: communication board [definition]
* For Your Information
* Acknowledge and Attribute Meaning [drop-down menu]
* Wait Expectantly [drop-down menu]
	+ Did You Know?
* Encourage AAC Use [drop-down menu]
	+ Link: reinforcement [definition]
	+ Link: prompting [definition]
* Work Collaboratively [drop-down menu]
* Facilitate Peer Support [drop-down menu]
* Audio: Robert Pennington discusses how facilitating students’ ability to…
* Research Shows
* Returning to the Challenge
* Educator Toolbox
	+ Link: Getting to Know Students Who Use AAC [web page]
	+ Link: TIES 101: Communications Supports in the… [web page]
	+ Link: A Guide to Supporting Peer Interaction for… [web page]

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 9: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Core Value/Definition [table]
* Link: TIES Center: Core Values [web page]
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]