|  |  |
| --- | --- |
| IRIS Center logo. | **Outline** |

**Students with Significant Cognitive Disabilities**:

Supports in the General Education Classroom

Module Home

* 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. (est. completion time: 2 hours).
* Link: TIES Center [website]

Challenge

* Video: Meet Ethan. Ethan is a third-grade student with a significant cognitive disability.

|  |  |
| --- | --- |
|  NOTES |  |

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?

|  |  |
| --- | --- |
|  NOTES |  |

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 general education environments.

|  |  |
| --- | --- |
|  NOTES |  |

* Page 1: Students with Significant Cognitive Disabilities
* Students identified with *significant cognitive disabilities* have one or more disabilities that significantly affect their intellectual functioning and adaptive behavior (e.g., social skills, activities of daily living).
* 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 it is important for students with significant cognitive disabilities to receive their education in general education settings.
* Specifically, you will explore the following topics… [bullet points]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 2: Inclusion in Policy and Practice
* Although it is important for students with disabilities to be physically present in the general education classroom, the concept of meaningful inclusion goes much deeper.
* 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—a team of professionals, the student’s family, and the student (when applicable)—and must be designed to enable the student to… [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]
	+ Offer Choice and Encourage Autonomy [drop-down menu]
	+ Video: A parent and a general education teacher describe how they hold high expectations for students with significant cognitive disabilities.
	+ Video: A parent and a general education teacher describe how they hold high expectations for students with significant cognitive disabilities.
	+ Research Shows
	+ Returning to the Challenge
* Educator Toolbox
	+ Link: Debunking Myths about Inclusive Education for Students with the Most Significant Cognitive Disabilities [PDF]
	+ Link: Creating Communities of Belonging for Students with Significant Cognitive Disabilities [web page]
	+ Link: Using the Least Dangerous Assumption in Educational Decisions [web page]
	+ Link: IEP Team Members [PDF]
	+ Link: Least Restrictive Environment [IRIS Information Brief]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 3: Access to General Education Curriculum
* All teachers must understand what their students need to learn in a given grade level and how to best structure their teaching and learning activities throughout the school year to accomplish this.
* Commonly debated issues include whether… [bullet points]
* Key Terms
* Content Standards versus Alternate Achievement Standards
	+ Grade-Level and Subject Area/Content Standard/Alternate Achievement Standard/Essential Content [table]
* Alternate Achievement Standards versus Alternate Curriculum
	+ Participation in the alternate assessment based on alternate achievement standards does not justify using an *alternate curriculum* that is… [bullet points]
	+ Did You Know?
	+ Audio: Jessica Bowmen explains the difference between the general education curriculum and an alternate curriculum for students with significant cognitive disabilities.
	+ For Your Information
	+ Returning to the Challenge
* Educator Toolbox
	+ Link: Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities [PDF]
	+ Link: Academic Standards for Students with Significant Cognitive Disabilities: Same Content Standards, Alternate Achievement Standards [web page]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 4: Goals, Services, and Supports
* For students with significant cognitive disabilities to be successful in inclusive environments, goals, services, and supports must be carefully selected and implemented as outlined in the student’s IEP.
* Educational Goals
	+ Participating in Routines and Transitions [drop-down menu]
	+ Engaging in Grade-Level Academics and Other Essential Skills [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: General Education and the Inclusive IEP [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]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 5: Collaborative Practices
* Educating students with significant cognitive disabilities in inclusive settings requires teamwork and collaboration.
* 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 interdisciplinary collaborative teams.
* Educator Toolbox
	+ Link: Lessons for All: The 5-15-45 Tool [web page]
		- Video: The video below illustrates how a special education teacher and a general education teacher use the 5-15-45 Tool during a collaborative meeting.
	+ Link: A Guide to Implementing Paraprofessional Facilitation [web page]
	+ Link: Creating a School Environment That Facilitates Success for All Students: A Model for School Leaders [IRIS Module]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 6: Addressing Instructional Needs
* Inclusive education empowers *all* students to learn important content and skills through high expectations and carefully designed instruction.
* 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 and its fundamental goals.
	+ Link: learning menu [definition]
	+ Engagement [drop-down menu]
		- Strategy/Examples [table]
			* Link: learning stations [definition]
			* Link: fidgets [definition]
		- Link: UDL Guidelines: Provide Multiple Means of Engagement [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 of representation [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 of action & expression [web page]
	+ High-Leverage Practices
		- Link: general educator [definition]
		- Link: special educator [definition]
		- Link: TIES Inclusive Practice Series TIP #8: High Leverage Practices Crosswalk [web page]
		- Link: TIES Inclusive Practice Series TIP #9: Special Education High Leverage Practices for Instruction in Inclusive Settings [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]

|  |  |
| --- | --- |
|  NOTES |  |

* Page 7: Addressing Communication Needs
* People use many different methods to communicate (e.g., gestures, oral speech, written language, facial expressions).
* 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 communicate their needs can prevent problem behavior.
* 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 Inclusive Class [web page]
	+ Link: A Guide to Supporting Peer Interaction for Students who Use AAC [web page]

|  |  |
| --- | --- |
|  NOTES |  |

* 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

|  |  |
| --- | --- |
|  NOTES |  |

Assessment

* Take some time now to answer the following questions.

|  |  |
| --- | --- |
|  NOTES |  |