



Instructional Strategies for Students with Significant Disabilities

A Project SUCCESS Webinar



Indiana Resource Network

See a full list of resource centers and descriptions of their work at

www.doe.in.gov/specialed/indiana-resource-network



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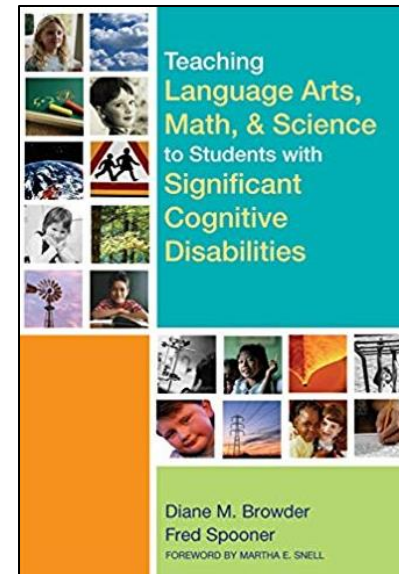
Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local

Trending Now

[Upcoming Events](#)

OVERVIEW

- ✦ Accessing General Education Curriculum
- ✦ Reading Strategies
- ✦ Written Expression Strategies



[Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities](#)

Promoting Access to General Education



Content Connectors: Indiana's Alternate Academic Standards

Content Connectors

- [ELA](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)

- Condensed (*not easier!*) versions of the Indiana Academic Standards
- Highlight the knowledge and skills necessary for students to reach learning targets at each grade level

All content connectors are important for *instruction*;
not all are important for *assessment*.

Content Connectors

[Project SUCCESS Webinar:
A Guide to Content Connectors](#)

WHO: Students with significant intellectual disabilities

WHAT: Indiana's alternate academic standards

WHEN: In lesson planning, instruction, IEP goals, I AM assessment

WHERE: Least Restrictive Environment *

WHY: Higher expectations (ESSA & research)

HOW: Balance, Prioritize, and Infuse

** Not necessarily a physical location*

Exposure vs. Mastery

Exposure*

to grade level gen ed content

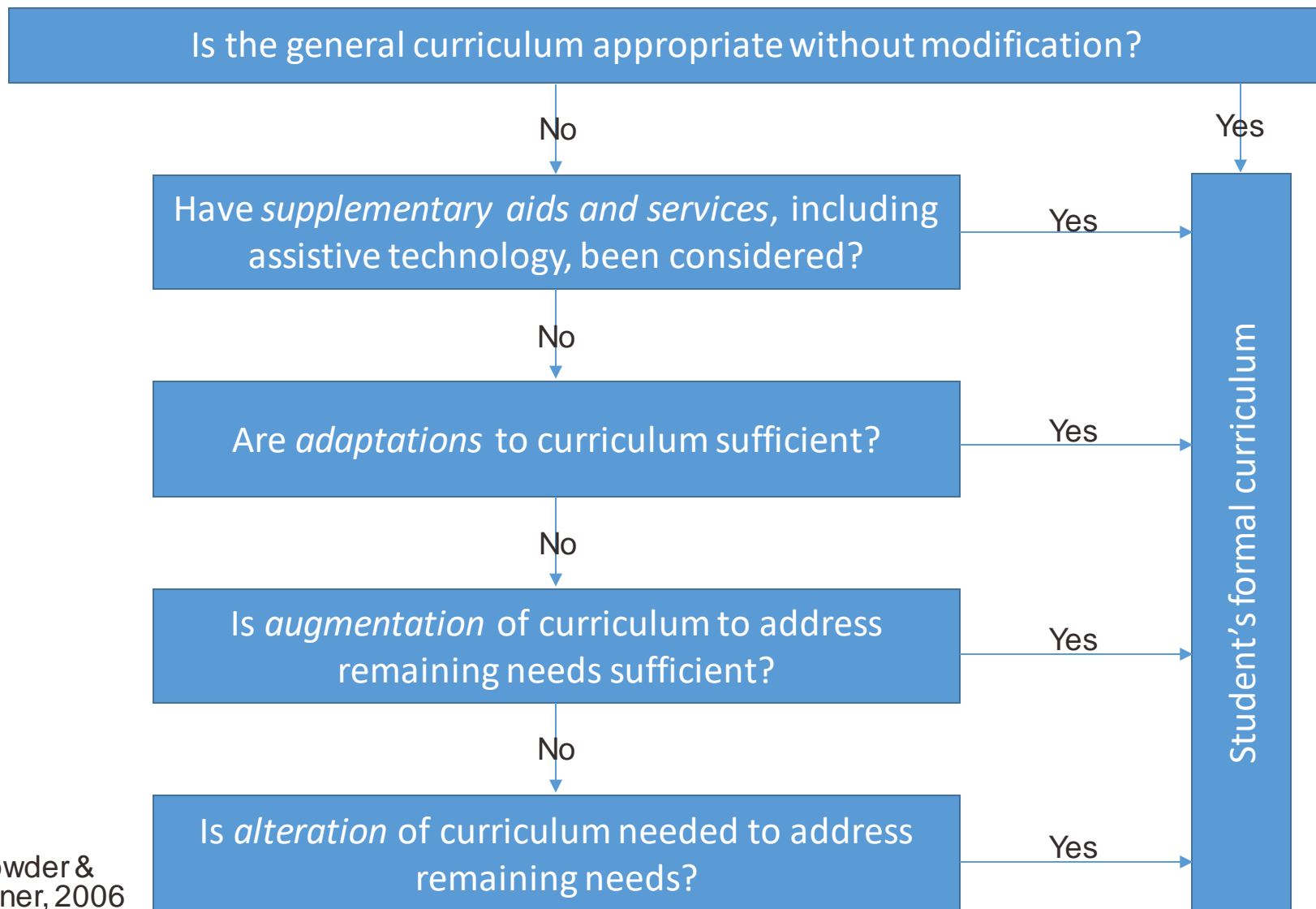
Mastery

of skills at/near
ability level

**for students with the most significant disabilities*

Curriculum Access

Mandate → Maximize student participation in the general curriculum



Browder & Spooner, 2006

GENERAL CURRICULUM

SUPPLEMENTARY AIDS AND SERVICES
(including assistive technology)

ADAPTATION

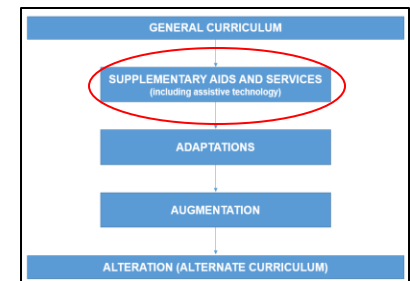
AUGMENTATION

ALTERATION (ALTERNATE CURRICULUM)

Supplementary Aids and Services

Determining Appropriate Supplementary Aids and Services

1. Compile and organize information about the student
2. Compile and organize information about the general education classroom
3. Identify potential barriers to curriculum and instruction in the general education environment
4. Identify appropriate supplementary aids and services strategies to eliminate barriers
5. Create an action plan

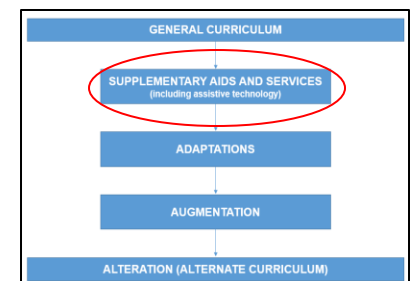


<https://tash.org/wp-content/uploads/2019/03/Supplementary-Aids-Svcs-Teachers-Reference.pdf>

Supplementary Aids and Services

Categories of Supplementary Aids and Services to Consider:

1. Collaborative (Adults working together to support students)
2. Instructional (Development and delivery of instruction that addresses diverse learning needs)
3. Physical (Adaptations and modifications to the physical environment)
4. Social-Behavioral (Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior)



<https://tash.org/wp-content/uploads/2019/03/Supplementary-Aids-Svcs-Teachers-Reference.pdf>

GENERAL CURRICULUM

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graph TD; A[GENERAL CURRICULUM] --> B["SUPPLEMENTARY AIDS AND SERVICES  
(including assistive technology)"]; B --> C[ADAPTATION]; C --> D[AUGMENTATION]; D --> E["ALTERATION (ALTERNATE CURRICULUM)"];
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SUPPLEMENTARY AIDS AND SERVICES
(including assistive technology)

ADAPTATION

AUGMENTATION

ALTERATION (ALTERNATE CURRICULUM)

Universal Design for Learning

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

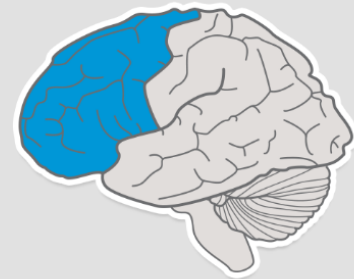
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Curriculum Adaptation

Applying principles of Universal Design for Learning to change the way curriculum LOOKS, is PRESENTED, or is ENGAGED with.

REPRESENTATION

Changing the way curricular materials depict information

- Changing font size
- Using graphics
- Using technology or electronic text

ACTION & EXPRESSION

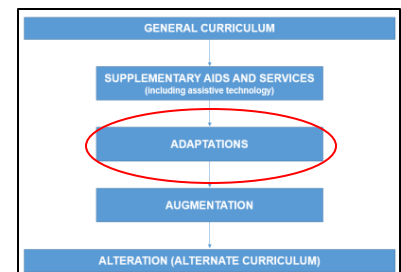
Changing the way students convey their understanding

- Multimedia (video, PowerPoint)
- Performance-based expressions
- Artistic products

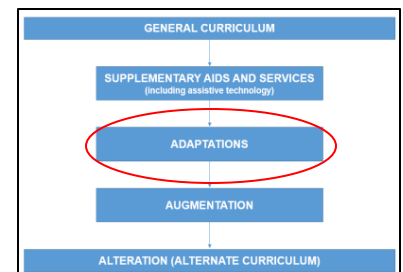
ENGAGEMENT

Changing the way students engage with content

- Incorporating student interests
- Providing choice



Adapting Methods of Representation



GENERAL CURRICULUM



SUPPLEMENTARY AIDS AND SERVICES
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ADAPTATION



AUGMENTATION

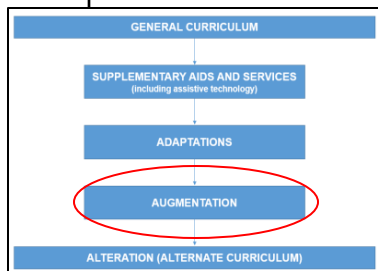


ALTERATION (ALTERNATE CURRICULUM)

Curriculum Augmentation

Enhancing the curriculum with “learning-to-learn” strategies.

Strategy Domain	Specific Strategy	Involves teaching students to...
Rehearsal strategies	Shadowing	Repeatedly read aloud a written section, vocalize thinking (think aloud), or repeat information presented orally verbatim
	Verbatim notes	Copy sections of text to rehearse information
Encoding and retrieval strategies	Organization and elaboration	Organize information to facilitate learning or form additional links with information
	Graphic organizers	Use visual representations of concepts or topics
	Semantic mapping	“Brainstorm” about words related to specific vocabulary terms
	Question-answer relationships	Ask questions in order to better understand a specific text
	Mnemonics	Form associations between content areas
	Key-word method	Associate specific images with particular words or constructs
	Rhymes	Create rhymes to enhance memorization



Wehmeyer, 2002

Self-Determination as Augmentation

Self-Determined Learning Model of Instruction (SDLMI)

- Three-phased problem-solving process
 1. Students identify and set a goal
 2. Develop and execute an action plan to achieve the goal
 3. Evaluate progress in achieving the goal (modifying either the goal or action plan as needed)
- Enables students to identify problems, generate potential solutions, consider barriers to achieving the goal, and observe consequences/outcomes of executed solutions

Advance Organizers as Augmentation

- Evidence-based curricular adaptation
 - Most effective when knowledge statements and purpose statements are used together

Knowledge statement = defines certain concepts in the content in advance

Purpose statement = provides students with a description of what they are supposed to listen for

GENERAL CURRICULUM



SUPPLEMENTARY AIDS AND SERVICES
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ADAPTATION



AUGMENTATION



ALTERATION (ALTERNATE CURRICULUM)

Strategies for Differentiation

- Provide visual/graphic organizers to accompany oral presentations
- Incorporate use of models, demos, or role play
- Utilize teacher presentation cues to emphasize key points
- Scaffold key concepts to be learned
- Increase engagement through student response techniques (response cards, thumbs up/thumbs down, etc.)
- Make adjustments to sensory characteristics of the classroom environment (lighting, glare, noise level, movement requirements, etc.)

Literacy

General Notes on Literacy

- No single approach (e.g., whole language, pure phonics, etc.) is guaranteed to work
- Immerse students in being read to, access to writing/drawing materials, and access to technology
- Increase expectations through exposure to typical reading programs with peer and/or technology support, including *context-based literacy experiences*
- Recognize emergent/pre-literacy skills:
 - Learning to recognize the meaning of a picture or object
 - Making marks on paper
 - Requesting more of a story by tapping on the page
- Read and reread familiar and favorite stories to help students sequence events and predict what happens next

Making Literacy Accessible

Adapt materials

- Tactile books
- Assistive technology

Follow interests of students and ensure meaning

- Show representative symbols during activities to help students form associations between the symbol and activity

Offer choices

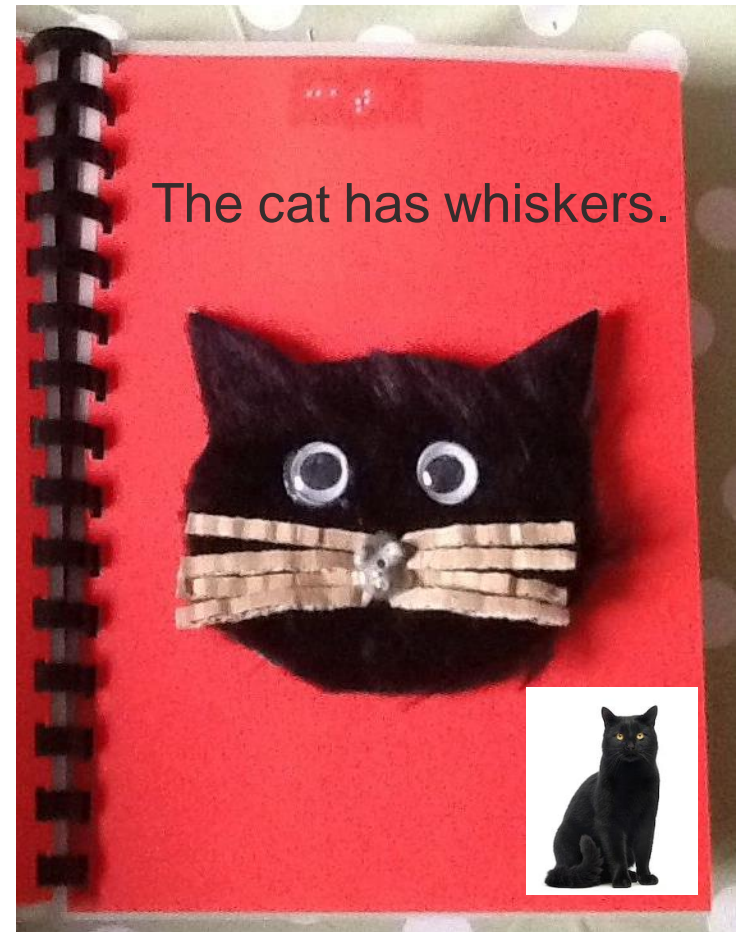
- Topic of material to read
- Place to read or write (desk, floor, beanbag, etc.)
- Length of time (e.g., Would you like to write for 3 mins or 5 mins?)
- Writing implement (pencil, pen, chalk, glitter pen, marker, etc.)
- Writing material (dry erase board, colored paper, magnetic board, etc.)

Create meaningful literacy opportunities

- Sign name with signature stamp
- Read lunch pictorial menu
- Utilize a customized daily planner/schedule

Tactile Books

- Pages made of sturdy material such as cardboard
- Items that *tactilely* (rather than just visually) resemble key items are glued to pages
- Include simple text (to be read by student, peer, or teacher) that aligns with gen ed content
- Pair tactile items with photographs of objects to build connection, then gradually taper toward using more photographs and fewer objects

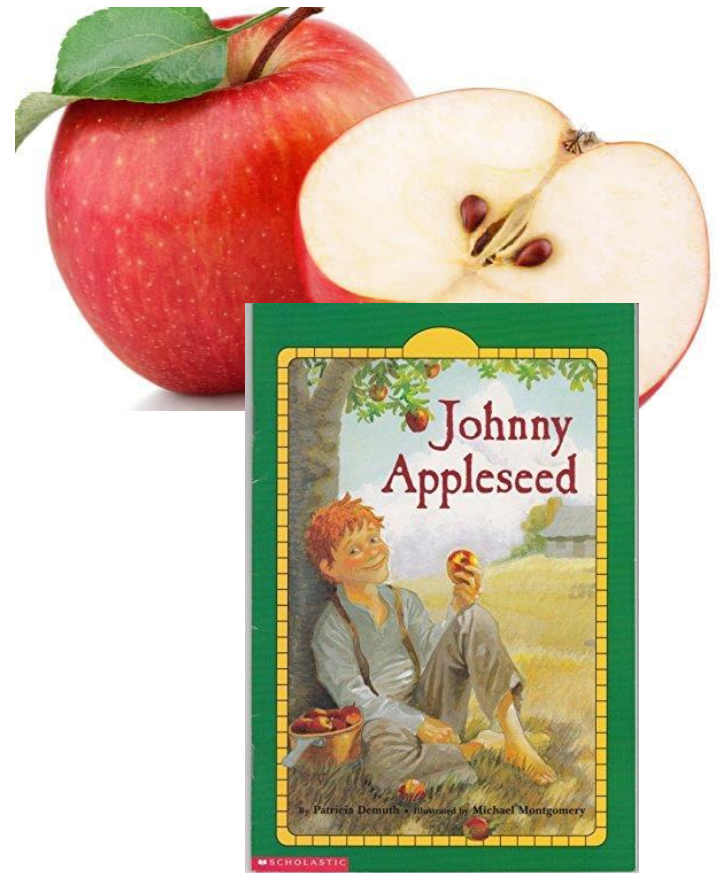


Reading Strategies

Specific Reading Strategies

Introducing the story

- Incorporate sensory input to make connections



Specific Reading Strategies

Participation in reading the story

- Modify the book using laminated symbols that can be added or taken away as the story is being read
- Student plays segment of recorded text
- Use high-interest, low-vocabulary versions of grade-level texts
- Make books easier to manipulate (rebinding, page fluffers, etc.)

[Five Ways to Make Page Fluffers \(PrAACtical AAC\)](#)

Specific Reading Strategies

Assess and teach comprehension

- Repeated story line responding
- Interactive language charts
- Thinking maps – show relationships between characters, concepts, and events in a story
 - Bubble maps (characteristics)
 - Flow maps (sequencing)

Specific Reading Strategies

Guided group practice

Example: Small-Group Format for Learning Sight Words

Use fewer than five words with group of three to five students

1. Look closely at printed word as teacher pronounces it
2. Verbally repeat the word
3. Listen while teacher uses word in a sentence
4. Repeat the word and use in own sentence
5. Look at printed word again and name it
6. *(Optional: Shuffle cards and have students take turns naming the words again)*

Specific Reading Strategies

Independent practice

- Looking at books (related to content being studied)
- Producing an art project related to a story
- Matching pictures and words (related to content being studied)

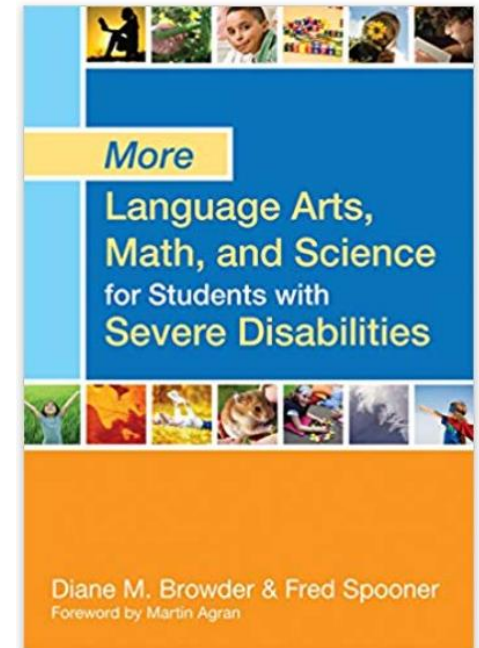
 Older students can engage with picture books that have age-appropriate themes:

- Folk stories
 - *Mufaro's Beautiful Daughters: An African Tale* (Steptoe, 2003)
- Current issues
 - Homelessness – *We Are All in the Dumps with Jack and Guy* (Sendak, 1993)
- Historical events
 - Japanese internment camps – *Baseball Saved Us* (Mochizuki, 1993)

Written Expression Strategies

Specific Written Expression Strategies

- Make Writing Meaningful
- Encourage Imitation
- Teach Spelling Skills
- Encourage Sentence Construction
- Teach Narrative Writing
- Provide Editing and Revision Instruction



<https://blog.brookespublishing.com/7-steps-to-teaching-writing-skills-to-students-with-disabilities/>

Ways to Make Writing Meaningful

- Write name
- Develop a signature (any distinctive mark – think of doctors!)
- Indicate personal information
- Compose letters/emails
- Complete job applications
- Create journals



To be continued

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