



ALABAMA SPECIAL EDUCATION PARTICIPANT'S ENGAGEMENT GUIDE

**Implementing Alternate Achievement
Standards and Maintaining High
Expectations in Inclusive Settings**

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Session Objectives

(Slide 2)

Participants will...

- Identify key drivers of maintaining high expectations for students with significant cognitive disabilities.
- Understand the purpose of the Course of Study and the Alternate Achievement Standards.
- Describe how the Alternate Achievement Standards can be unpacked to identify target skills and increase access to academic content.

Engagement Tools

(Slide 4)



Engagement
Guide



Discussion



Resource



Poll

Join PollEverywhere

(Slide 5)

 Text **ASHLEYQUICK663** to **22333** once to join

Flawed Assumptions vs. New Assumptions

(Slides 9 and 10)

Flawed Assumptions	New Assumptions
Intelligence is something that can be reliably measured.	Intelligence is not a single measurable characteristic.
Students determined to have significantly subaverage intelligence cannot learn much of the general education curriculum, and if they could, why would they need to?	All students have different talents and skills.
Students who cannot learn much of the general education curriculum will not benefit from having access to standards-aligned curriculum and should be taught functional skills instead.	Students learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.
When students cannot effectively communicate, assumptions are based on what they currently know, and what they might be able to learn is based on whatever communication abilities that they have or lack.	When students cannot currently communicate that they are smart (whatever that means), presume that they are and develop their educational programs accordingly.

Reflect:

Circle the assumptions, no matter which column, that most closely align with your current approach to teaching students with significant cognitive disabilities.

How can you reflect these new assumptions in your classroom moving forward?

High Expectations in Practice

(Slides 13 and 14)

Reflecting HIGH Expectations	Reflecting HIGH Expectations
Provide more wait time	Make more eye contact
Ask more challenging and/or specific questions	Engage in more playful or light dialogue
Use more complex modes of presentation and evaluation	Physically closer to students
Call on more often	Smile more
Ask probing questions to follow up on yes/no answers	Display supportive and interested disposition

Reflect: In what other ways can you demonstrate high expectations for your students?

Are You Balanced? Analysis of Academic and Functional Skill Instruction, Part 1

(Slide 20)

Part 1: Instructions

1. With a partner, discuss a typical week in your classroom. Use the following questions to guide your discussion as you consider what student tasks, activities, and actions occur each day:
 - How is direct instruction for the day/week structured for the student?
 - What direct instruction occurs at the beginning, middle, and end of the day?
 - What skills are targeted during direct instruction with the student?
 - What support services (speech, OT, PT, etc.) does your student receive during the week?
 - What mode(s) of communication does your student use most often?
 - What tasks do they prefer? What tasks are a challenge?
 - What type of reinforcers are used and for what type of instruction or tasks?
 - How is data collected for the student? What data is collected?
2. Next, organize the items discussed into specific student actions and determine whether it is an academic task or a functional skills task. If you believe it is both, choose the category it best fits. Record the task in the table below.

Academic Tasks	Functional Tasks

3. Review the completed table. Are your tasks balanced, or is one area heavier than the other?

Are You Balanced? Analysis of Academic and Functional Skill Instruction, Part 2

Part 2: Instructions

Compare your table with a new partner. Use the following questions to guide your discussion, understanding that additional information may be needed to answer completely.

- What trends do you see? Are they specific to a grade level, teacher, or disability area of student? Are the trends positive, or is change needed?
- On average, what percentage of the day are students receiving direct instruction in academics?
- Is the instruction provided adequately aligned to grade-level alternate achievement standards? What data do you have that supports academic progress?
- How does the instruction align with academic goals in students' IEPs?
- What is the impact of students' communication skills on direct instruction for your students?

Use the table below to record actions you can take to make your classroom more balanced between academic and functional instruction.

Change or Resource Needed	Person(s) Responsible	Timeline for Completion

Course of Study, Alternate Achievement Standards, and Curriculum

(Slides 22-26)

Use the table below to jot down important distinctions between standards, curriculum, and IEPs.

Course of Study	Alternate Achievement Standards	Curriculum	Individualized Education Programs (IEPs)

Standards vs. Curriculum

(Slide 27)

How would you describe the difference between **standards** and **curriculum**?

Is it more important to: A) follow the scope and sequence of your curriculum, or, B) to ensure that all standards are addressed in your instruction over the course of the school year? Why?

How can you make sure you cover all the required standards during the school year?

Curriculum Discussion

(Slide 28)

Use the table below to record the curriculum you use in your classroom, what you like about it, and what you still need in order to effectively teach grade-level standards to your students.

Curriculum/Resource	I like...	I still need...

Accommodations vs. Modifications

(Slide 34)

List at least one example of an accommodation and modification you routinely provide to students.

As the group discusses the differences between accommodations and modifications, continue filling in the table with your notes.

Accommodations	Modifications

Meaningful Access to General Education

(Slide 36)

Use the table below to record additional ideas for potential modifications to the general education expectations in the left-hand column.

General Education Expectation	Potential Modification
1. Select a topic.	
2. Compare and contrast information related to topic.	
3. Paraphrase resources.	
4. Organize details into cohesive essay.	
5. Read essay aloud to the class.	

Unpacking Considerations

(Slide 39)

Three elements to consider when unpacking:

1) Skills (Verbs)

-
-

2) Concepts (Nouns)

-
-

3) Functional Application

-
-

Unpacking Steps

Step 1: Identify what the standard is asking students to DO and what concepts they should KNOW. Consider skills that are directly related to the standard, as well as skills embedded within (e.g., communication skills).

Step 2: Identify the access skills that play a part in being able to master the standard. Consider the vocabulary (core, academic, and assessment) that aligns to the identified skills/concepts that needs to be intentionally included in instruction. Also consider the functional application of the standard – what skills might be required in order to apply this content in daily life?

Step 3: Consider which access skills present specific barriers for your students. The barriers will vary based on individual student need and skill.

Unpacking Activity

(Slide 50)

Alternate Achievement Standard:

M.AAS.5.8 – Add decimals to tenths using concrete models, drawings, and manipulatives without regrouping.

SKILLS: What should students be able to do?

-

CONCEPTS: What should students know?

-

What access skills are required for every student to master this standard?

-

Which access skills describe barriers for students' access to and progress toward this standard? (*varies*)

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