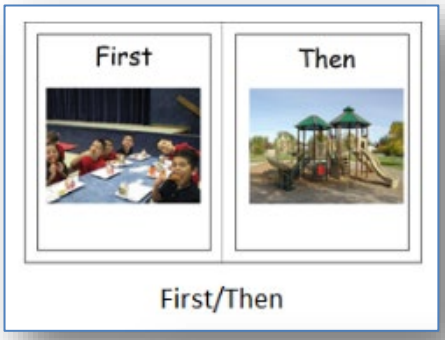
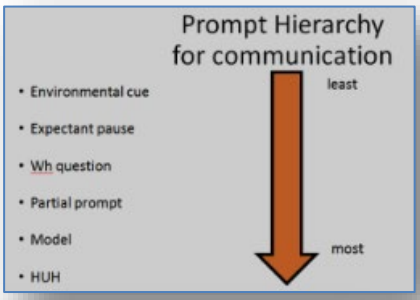
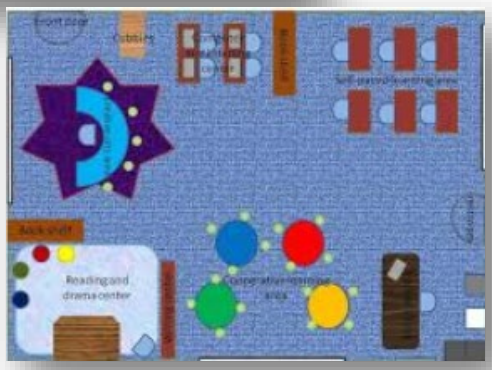
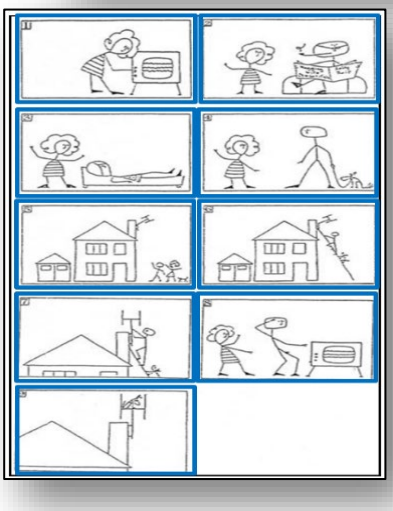
A Guide to Effective Instruction for Students with a Significant Cognitive Disability as Aligned with the Danielson Framework

Alignment with Charlotte Danielson's Framework for Enhancing Professional Practice









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Introduction

The purpose of this document is twofold.

First, it is intended to provide teachers of students with a significant cognitive disability (SwSCD) a guide for developing and reflecting on how their classroom design and instructional practices support student access, involvement and progress in the general curriculum as mandated by the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB), now known as the Every Student Succeeds Act (ESSA) (Karger, 2004).

Second, it is intended to provide school administrators an interpretation of how Charlotte Danielson's *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* (2008) and *The Framework for Teaching Evaluation Instrument (2013)* play out in classrooms designed to support the teaching and learning of SwSCD. To facilitate this interpretation, the document addresses all elements in Danielson's four domains of:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

While good teaching is good teaching no matter where it is found, in classrooms for SwSCD some of the effective teaching strategies and student demonstration of learning may appear different than those employed for typically developing students.

English-Language Arts

Reading is the ability to comprehend the meaning conveyed by written or printed characters, words, or sentences in a wide variety of print and non-print texts. All students should have the opportunity to access text for the purposes of gaining knowledge, acquiring information, sharing experiences, and seeking personal fulfillment. While some students will learn to access literature through reading (i.e., comprehending traditional written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language and meaning in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with a significant cognitive disability this opportunity may involve the use of traditional forms of text production (handwriting or typing) or assistive technology to develop permanent narrative and informational products.

In addition, all students must know how to access knowledge and information through a variety of media for many different purposes. For some students, access may look very traditional, such as reading an instruction manual, or it may take a more recent form, such as using internet resources. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to

research (such as with a science or social studies project), or selecting pictures that are “worth a thousand words” to tell a story or share an experience.

Mathematics

Another opportunity for SwSCD exists in the study of mathematics. Mathematics provides a way to organize, understand, and predict life’s events in quantifiable terms. Using numbers allows us to keep accurate records of things like quantities, sequences, time, and money. Using numbers to understand relationships between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life’s typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, or comparison shopping), geometric principles (e.g., shapes, area, or volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with a significant cognitive disability will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of life’s most useful skill sets, essential for both students with a significant cognitive disability and students with typical development. It provides a way to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

Communicative Competence

Referenced in this document are a number of evidence-based teaching strategies for the teaching and learning of SwSCD (see glossary.) An *Instructional Resource Guide,* available at accesstofls.org, is an excellent companion document that describes in detail some of these specialized teaching strategies that may appear different from those used in typical classrooms.

Florida’s model of access to the general education curriculum begins with receptive and expressive communication as a foundation (see graphic). Establishing a response mode (e.g., pointing to response options, **eye gaze**, augmentative and alternative communication [AAC] use) is essential to accessing any curriculum. The response mode used may be both student- and activity-specific and may make the instructional process appear different from that found in a typical general education classroom. Specialized instructional strategies, such as the use of a learning or communication prompt hierarchy and a constant **time delay** procedure, should be regarded as exemplary practice for the teaching and learning of SwSCD.

Universal Design for Learning (UDL)

Another cornerstone for teaching SwSCD is Universal Design for Learning (UDL). The principles of UDL are essential for creating an environment where accommodations can be seamlessly integrated into the classroom and units of study. The principles of flexible engagement, representation, and action and expression

mean that some students may receive information, express themselves, or otherwise appear different than their classmates. For example, some students may require extensive **visual supports** in order to retain information. Others may require **augmentative and alternative communication** (AAC) systems in order to express themselves. Under any set of circumstances, however, lessons are aligned with the Florida Standards Access Points, and appropriate supports are in place for each student to access, be involved in, and make progress in the general curriculum.

Using this guide

This guide is divided into four main sections covering the following domains: Domain 1. Planning and Preparation; Domain 2. The Classroom Environment; Domain 3. Instruction; and Domain 4. Professional Responsibilities. These sections are displayed in a two-column format; the left-hand column includes the domain components, while the right-hand column outlines the actions that demonstrate knowledge of these components.

The guide is intended to have the following uses:

1. A self-reflection guide for teachers to indicate their areas of strength and areas needing improvement. The teacher- and student-initiated (where applicable) indicators for each element provide guidance for creating accessible learning environments that support student involvement and progress in classroom routines and curricula. Teachers can use this guide to analyze if each indicator is well established in their classroom and, if it is not, decide what to target for professional development.
2. A guide for administrators who may not be familiar with the nature and needs of students with the most complex disabilities and how teaching and learning may appear different from that for most students, but will still target the elements outlined by the Danielson model.
3. A means for assisting teachers and administrators planning for classroom observations, reflecting on teacher evaluations, and planning for future professional development.
4. To encourage collegial conversation between teachers and paraprofessionals so they understand best practices and why they do what they do.

NOTE: If a reader is unfamiliar with a bolded term in this document, please refer to the Glossary of Terms for a detailed description and reference source.

Acknowledgements

This document, created May 2018, was developed by the FDLRS Network, a discretionary project of the Bureau of Exceptional Student Education. This project is funded by the Florida Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Student Education, through federal assistance under the Individual for Disabilities Education Act (IDEA), Part B funds and state funds.

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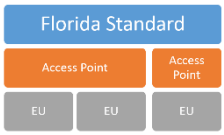
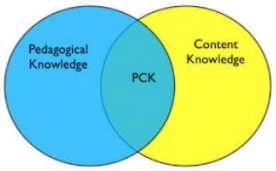
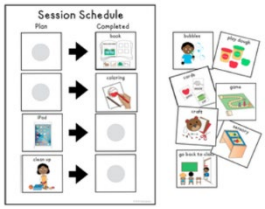
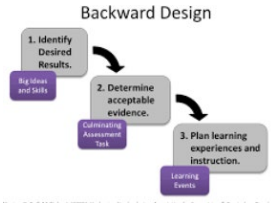
Thank you to those Florida teachers, administrators, and FDLRS staff who provided the workgroup with invaluable feedback.

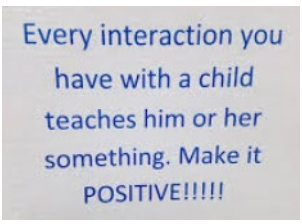
DOMAIN 1	PLANNING AND PREPARATION
What do I typically do to demonstrate knowledge of …	1a Demonstrating Knowledge of Content and Pedagogy
Content knowledge 	Can locate Florida Standards, Access Points, course descriptions using ○ accesstofls.org ○ www.cpalms.org Demonstrates instructional scope and sequence of content Aligns instructional resources with the Florida Standards, Access Points, and/or course descriptions
Prerequisite relationships  	Scaffolds instruction to meet students' unique needs Demonstrates knowledge of the relationship between Florida Standards, Access Points, and **Essential Understandings**
Content pedagogy   	Uses **task analysis** to break down learning activities Provides consistent, explicit teaching procedures appropriate to the subject area (e.g., **direct instruction**, descriptive teaching, discrete trial, errorless learning, incidental teaching, ABA procedures, **first/then** routines, **time delay**, scheduled delivery of **reinforcement**) Creates **activity schedule** and visual directions prior to the lesson Provides predetermined comprehension checks at strategic points during unit/lesson Predetermines adequate "**wait time**" for eliciting responses from individual students Provides **reinforcement** for correct responses; delivers clear and instructive error correction Delivers clear instructional cues using student mode of receptive communication Puts supports in place (e.g., communication devices, visuals, manipulatives, graphic organizers) Makes evident use of repeated, deliberate practice Makes sure lesson design incorporates students' modes of communication (communication devices, AAC) to develop language

What do I typically do to demonstrate knowledge of…	1b Demonstrating Knowledge of Students
Child development 	Has a working knowledge of the physical, intellectual, language, and social-emotional development of human growth (e.g., Piaget's theory of cognitive development, B. F. Skinner's ideas of human behavior, etc.)
Learning Process 	Reviews student initial and subsequent psychoeducational reports Uses data from multiple sources to develop present levels of performance statements to drive IEP development Demonstrates an understanding of the meaning and impact of verbal comprehension, perceptual organization, processing speed, and working memory on learning
Special needs 	Demonstrates knowledge of the learning and behavioral characteristics of the students with disabilities served in the classroom Can articulate the effect of the student's disability on involvement and progress in the general curriculum Collaboratively develops quality IEP goals and objectives, accommodation(s), and assistive technology designed to reduce or eliminate the effect of the disability on involvement and progress in the general curriculum Can articulate students' unique medical, nutritional, and daily living needs
Student skills, knowledge, and proficiency 	Analyzes student assessment and performance data to develop accurate present levels of performance Based on performance and assessment data, can identify student-specific grade level essential understandings to scaffold instruction Identifies instructional methodologies to meet unique student needs (e.g., **direct instruction**, descriptive teaching, discrete trial, **errorless learning**, incidental teaching, ABA procedures, first/then routines, **time delay**, scheduled delivery of **reinforcement**) Embeds appropriate specially designed instruction, strategies and supports based on student need
Interest and cultural heritage 	Maintains ongoing, evident contact with family Current **reinforcement** surveys identify powerful reinforcers Provides student with opportunity to express interests, beliefs, or opinions through their **mode of communication** Infuses student interest and background into instruction Demonstrates respect for and value of a student's cultural heritage

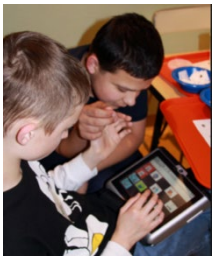
What do I typically do to convey…	1c Setting Instructional Outcomes
Value, sequence, and alignment 	Presumes competence and high expectations for all students Demonstrates instructional scope and sequence of content Chooses or designs outcomes that represent significant learning in the content or IEP goal reflecting, where appropriate, the Florida Standards, Access Points, and/or Essential Understandings Integrates standards-based instruction into relevant real-world applications (e.g., integrating ordinal sequencing into a daily living skill, developing communication skills when expressing opinions, teaching measurement through cooking activities)
Clarity 	Demonstrates instructional scope and sequence of content Provides learning goals that are evident to student and instructor; goals are represented using object, picture, icon, word, and/or sentence Makes a link between the activity and the learning goal evident Makes IEP goals and objectives observable and measurable States outcomes in specific and observable terms Aligns assessments and outcomes
Balance	Varies learning activities that progress from simple to complex Provides balance which is evident between academic skills and real-world applications Varies learning activities to maintain student engagement
Suitability for diverse learners 	Incorporates the principle of Universal Design for Learning Provides flexible means of: • engagement (e.g., using tangible reinforcement to leverage new learning) • representation (e.g., communication devices, visuals, manipulatives, graphic organizers) • action and expression (e.g., core language, permanent products expressed through pictures, **eye gaze**, assistive technology)
What do I typically do to demonstrate knowledge of resources…	1d Demonstrating Knowledge of Resources
For classroom 	Identifies accessible, effective research or evidence-based instructional materials, including multi-modality, digital, and technology-based resources Seeks collaborative opportunities with service providers, families, and support staff

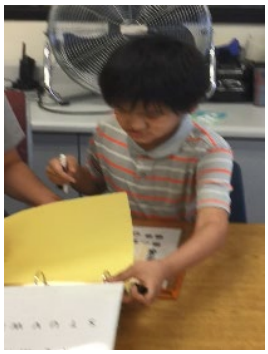
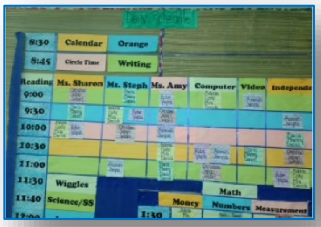
To extend content knowledge	Attends and applies professional learning provided by Florida discretionary projects, colleagues, schools, districts, state, and /or higher education institutions Consults and collaborates with other professionals and parents (e.g., speech/language pathologists, OTs, PTs, other teachers)
For students	Seeks and identifies challenging effective research or evidence-based instructional materials and interventions to match individual skill levels and interests Consults and collaborates with other professionals and parents to identify assistive technology designed to reduce or eliminate barriers to involvement and progress in the general curriculum
What do I typically do to design coherent …	1e Designing Coherent Instruction
Learning activities	Ensures activity design is age-respectful Matches learning activity to assessment Aligns learning activities with IEP goals and/or the standards, access points, or essential understandings Ensures learning activities follow a logical scope and sequence Ensures learning activities include multiple opportunities for student-initiated communication Ensures lessons are designed in a predictable sequenced format to be a part of a larger unit of instruction When appropriate, offers opportunities for student choice in learning activities
Instructional materials and resources	Ensures materials and resources are age-respectful Makes accessible classroom materials available and ensures materials meet the needs of the individual students Ensures materials are designed to engage students in meaningful learning and are compatible with individual student's **mode of communication**
Instructional groups	Analyzes student performance and assessment and uses this analysis as a basis for providing specific levels of instruction Develops grouping structures based on student readiness, interest, learning, and/or behavior profiles
Lesson and unit structure	Aligns units and lessons to outcomes that reflect important concepts of the content Ensures that activities present students with opportunities for higher-level thinking Provides evident **scaffolding** of instruction to fits into the larger learning goals of the unit

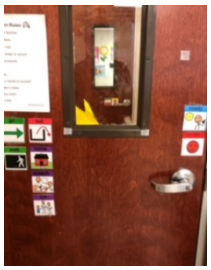
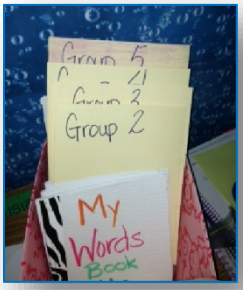
	Ensures units and lessons include ample time for students to engage in meaningful learning
What do I typically do to design student assessments…	1f Designing Student Assessments
Congruence with outcomes	Clearly identifies what students should know, understand, and be able to do as a result of instruction Designs assessments to measure what students should know, understand, and be able to do as a result of instruction Ensures assessments are compatible with the student's **mode of communication**
Criteria and standards	Aligns assessments with IEP goals and/or the standards, access points, or essential understandings Ensures assessments measure intended learning activity outcomes (e.g., the activity may be cooking, but the learning goal is to accurately measure liquids and solids) Uses scales (rubrics) for reflection on individual student learning; utilized by instructor and student
Formative assessments	Collects data to monitor student success in standards-based lessons Collects data to monitor success in the use of student-specific supports and strategies (IEP goals/objectives)
Use for planning	Uses assessment data to determine critical areas of need (re-teaching) and to drive future instruction

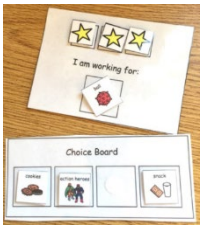
DOMAIN 2	THE CLASSROOM ENVIRONMENT
What do I typically do to promote positive…	2a Creating an Environment of Respect and Rapport
Teacher interaction with students, including both words and actions 	*Teacher-initiated indicator(s)* Shows awareness of and acknowledges communication attempts of students Uses a genuine and respectful tone when speaking to and of students Demonstrates respect for student's unique qualities and characteristics Shows respect to all students through teacher verbal and nonverbal behaviors (e.g., age-appropriate tone and gestures); models person-first language; ensures that learning goals reflect learner progress toward mastery of content standards

	Expresses affection through verbal and nonverbal behaviors (e.g., age-appropriate tone and gestures, humor, playful banter) Ensures that all students have opportunity to actively participate in collaborative activities and routines Ensures that staff communication is respectful of student (e.g., staff speaks *to* students and not about them) Maintains student confidentiality at all times Infuses interactive communication and social skills instruction throughout the day (e.g., social stories, **video scripting**, **social scripting**, **social thinking**) Prepares communication devices or systems with key vocabulary to allow students to participate in activities Develops *all* language intents: requesting, **imitation,** receptive identification, vocal skills, and pre- and advanced conversation skills Provides immediate and specific affirmative or corrective feedback, delivered with appropriate tone Gives student-specific **wait time** for responses so student can process information and make a response Matches **visual supports** for both expressive and receptive communication to student level Ensures that a **prompt hierarchy** is understood and applied for communication Ensures that a **prompt hierarchy** is understood and applied for instruction Ensures that principles of motivation and **reinforcement** are understood and applied to increase engagement Ensures that corrective feedback is timely and targeted (e.g., corrective feedback is provided at the time of the incident and not later in the day or week) Ensures **rational detachment** when providing corrective feedback or redirection (not take things personally, the ability to stay calm) Shows respect for all learners *Student-initiated indicator(s)* *Students are academically and socially engaged* *Students show respect for peers, staff, and environment* *Students show they feel safe with the staff and environment* *Students interact with staff and peers in a positive manner*
Student interaction with students, including both words and actions	*Teacher-initiated indicator(s)* Ensures that celebrations of success are evident Promotes student-to-student communication opportunities Fosters and models respectful interaction

<table>
<tr><td>  </td><td>Ensures that communication systems (e.g., visuals, devices) for non-verbal students include language to promote peer-to-peer interactions
Student-initiated indicators
Students share space and materials
Students ask questions and/or initiate conversation with one another
Students display mutually respectful interactions; these interactions are positively reinforced</td></tr>
<tr><td>What do I typically do to convey the…</td><td>2b Establishing a Culture for Learning</td></tr>
<tr><td>Importance of content and of learning</td><td>Teacher-initiated indicator(s)
Presumes competence of all students
Shows enthusiasm for content being taught
Signals enthusiasm for content with:
• physical gestures (nonverbal)
• voice, tone, and manner (verbal)
• dramatization of information
Provides meaningful and respectful lessons scaffolded to include every learner
Adjusts energy level overtly
Ensures that reasons are identified for viewing a topic as interesting, meaningful, or important and are projected to the students when teaching about the topic
Student-initiated indicator(s)
Students increase their attention level when teacher demonstrates enthusiasm for and intensity about the content</td></tr>
<tr><td>Expectations for learning and achievement
WEEKLY ASSIGNMENT RUBRIC
Student: Subject: Science Unit: 2 - Earth & Space Science Grade: K-8 Week: 8
<table><tr><td>CATEGORY</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td>Explanation</td><td>Describe the different stages of the water cycle (precipitation, evaporation, condensation).</td><td>Create a diagram of the water cycle.</td><td>Identify examples of/compare condensation and evaporation.</td><td>Recognize different forms of precipitation (rain, snow).</td></tr><tr><td>Completion</td><td>I completed the activity.</td><td>I completed most of the activity.</td><td>I completed half of the activity.</td><td>I completed a minimal amount of the activity.</td></tr><tr><td>Engagement</td><td>I stayed focused and engaged for all of the activity.</td><td>I stayed focused and engaged for most of the activity.</td><td>I stayed focused and engaged for half of the activity.</td><td>I stayed focused and engaged for a minimal amount of the activity.</td></tr></table></td><td>Teacher-initiated indicator(s)
Teaches to grade-level Florida Standards/Access Points
Displays evidence of higher order questioning
Provides students with choices for demonstration of content mastery
Uses learning rubric(s) clearly aligned to the learning target(s) to promote student understanding of expectations for learning and achievement
Student-initiated indicator(s)
Students share their learning and achievement using learning rubric(s)
Students share their learning and achievement using their preferred mode of communication</td></tr>
</table>

Student pride in work 	*Teacher-initiated indicator(s)* Systematically applies **reinforcement** following principles of **Applied Behavior Analysis** (ABA) Ensures that **successive approximations** toward learning goal are genuinely acknowledged and appreciated Genuinely acknowledges correct responses Ensures that praise is specific, immediate and varied Provides students with choices for sharing success (e.g., student work is posted, work is added to portfolio, work is shared with family, etc.) *Student-initiated indicator(s)* *Student shows pride in accomplishment* *Student shares success with others using their preferred **mode of communication*** *Student shows interest in attending to, persisting in, and maintaining self-regulation in activities*
What do I typically do to manage…	2c Managing Classroom Procedures
Instructional groups 	*Teacher-initiated indicator(s)* Ensures that classroom design supports instructional settings with clearly defined purpose(s) Clearly articulates, practices, and/or demonstrates behavioral expectations for various instructional groupings (e.g., large, small, individual) Uses visuals to support independent functioning within the classroom Clearly defines, and posts, staff expectations Ensures that student schedules are individualized, available, located in appropriate area(s), and utilized throughout the day Analyzes and uses student performance and assessment data as a basis for providing specific levels of differentiated instruction as evidenced in a lesson plan Develops grouping structures based on student readiness, interest, learning, and/or behavior profiles *Student-initiated indicator(s)* *Students use preferred **mode of communication** to interact with each other, teachers and staff* *Students use behavior supports to self-regulate in group settings*
Transition	*Teacher-initiated indicator(s)* Ensures that behavioral expectations for transition routines (e.g., what, where, when) are clearly articulated, taught, modeled, and practiced

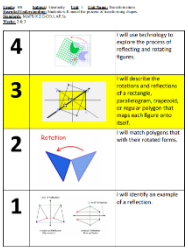
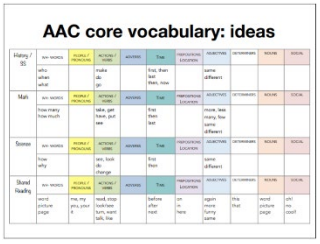
	Uses visuals to support independent transition routines Ensures that student schedules are individualized, available, located in appropriate area(s), and utilized throughout the day Ensures that a least-to-most prompt hierarchy is evident to support independence *Student-initiated indicator(s)* *Students transition to and from learning stations in an orderly manner* *Students transition to and from school locations in an orderly manner* *Students transition from a preferred task to a non-preferred task in an orderly manner*
Materials and supplies 	*Teacher-initiated indicator(s)* Ensures that access to and storage of materials and supplies assure student safety Ensures that visuals support student independence toward access and storage of materials Organizes materials and supplies to support independent access for distribution and collection with a minimum of disruption to the flow of instruction *Student-initiated indicator(s)* *Students can gather and replace materials independently*
Performance of classroom routines	*Teacher-initiated indicator(s)* Ensures that non-instructional duties and routines (e.g., lining up, attendance, lunch count, notes to parents) are task analyzed and completed with little loss of instructional time Ensures that visuals support student independence in following and completing classroom routines Ensures that use of a least-to-most prompt hierarchy to promote independence is evident *Student-initiated indicator(s)* *Students assist with non-instructional duties and routines* *Students perform practiced classroom routines independently*
Supervision of volunteers and paraprofessionals	*Teacher initiated indicator(s)* Ensures that staff responsibilities are clearly defined and posted (e.g., zoning plan) Ensures that in-classroom staff-to-staff communication supports instruction and a positive learning environment Maintains instructional momentum as support personnel and therapists enter and exit the classroom *Student-initiated indicator(s)* *Not applicable*

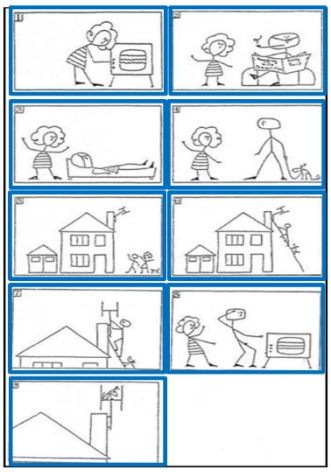
What do I typically do to manage…	2d Managing Student Behavior
Expectations 	*Teacher-initiated indicator(s)* Ensures that classroom schedule is visible and explicitly taught/followed Provides individualized schedules for each student, varied based on student's needs (object, picture, **icon**, word, or sentence) Ensures that positive behavioral expectations (represented by object, picture, **icon**, word, and/or sentence) are posted, practiced, and reinforced Ensures that routines are systematically taught/followed for: • Entering • Transitioning • Academic instruction (e.g., **first/then routines**) • Ending • Restroom, etc. Ensures that staff schedules and workstation assignments are visible and followed *Student-initiated indicator(s)* *Student follows class and/or individualized schedule represented by an object, picture, **icon**, word, and/or sentence. (prompt hierarchy may be used)*
Monitoring student behavior	*Teacher-initiated indicator(s)* Ensures that Behavior Intervention Plans (BIPs) are implemented with fidelity Ensures that students are provided with and taught to use a means to self-monitor own behavior Collects, analyzes, and uses data to review/revise individual or group behavior management plans *Student-initiated indicator(s)* *Students self-monitor own behavior*
Response to student behavior  	*Teacher-initiated indicator(s)* Ensures that positive reinforcement is prompted by adherence to rules and procedures (not by another's lack of adherence) Gives frequent verbal, non-verbal, or tangible recognition of appropriate classroom behavior (e.g., points, token economy, certificate of merit) Applies consistent, proactive, and systematic use of genuine positive reinforcement for adherence to rules and procedures (e.g., five positives for each negative) Uses home/school communication and collaboration for applying **reinforcement** • Survey for student reinforcers

	• Successful strategies are shared between home/school Uses schedule of **reinforcement** to promote delayed gratification (e.g., first-then routine) • Consequences are explicitly defined • Correction is managed calmly and consistently • Correction is specific and respectful • Behavior Intervention Plans (BIPs) are implemented with fidelity Ensures that **contingency consequences** that have been directly taught and practiced are applied Consistently uses verbal and non-verbal signals for redirection Ensures that **direct instruction** of expectations based on setting and activity is evident (e.g., visual cues and schedules are in place, reviewed, and utilized; social stories to model expectations are used, visual cue cards are used) Ensures that research-based applied behavioral analysis procedures are evident (e.g., replacement skill matching the function of the behavior) Ensures that **Positive Behavior Interventions and Supports** strategies are evident and used proactively throughout the classroom **Functional Behavior Assessment** and Positive **Behavior Intervention Plan** is in place and implemented for students as Coaches students to accept consequences *Student-initiated indicator(s)* *The number of students adhering to rules and procedures increases* *Positive reinforcement results in a change of student affect that indicates pride in adhering to rules and procedures (e.g., first-then routine)* *Student re-engages in activity based on redirection* *Student accepts consequences* *Student chooses the **replacement behavior** more frequently than the target behavior*
What do I typically do to provide for…	2e Organizing Physical Space
Safety and accessibility 	*Teacher-initiated indicator(s)* Maintains clutter-free classroom Ensures that student access to learning environments is barrier-free Ensures that staff has sight of and access to students at all times Implements safety preventative measures (e.g., socket covers, toxic materials locked away, chords, wires and tripping hazards eliminated) Ensures that environment has clearly defined physical and visual boundaries Ensures that furniture is appropriate, clean, and in good repair

	Ensures that classroom is inviting, clutter-free, and age appropriate Minimizes environmental distractions Ensures that environment supports staff interaction, student safety, and instruction (zone management) Ensures that aisles are clear and learning centers facilitate independent access Ensures that classroom configuration can accommodate a variety of groupings, such as: • Small group area • Large group area • Independent area • Break time, leisure, or play area Aligns classroom materials to support student need and grade-level access Clearly labels and positions learning centers to facilitate independent access Clearly labels and positions materials to facilitate independent access *Student-initiated indicator(s)* *Students access environments with or without assistance* *Students access and engage with materials with or without assistance*
Arrangement of furniture and use of physical resources	*Teacher-initiated indicator(s)* Ensures that physical space is flexible to accommodate students' unique needs as well as a variety of learning activities Ensures that classroom décor supports learning activities *Student-initiated indicator(s)* *Students access environments with or without assistance* *Students access and engage with materials with or without assistance*

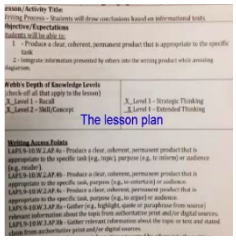
DOMAIN 3	INSTRUCTION
What do I typically do to communicate…	3a Communicating with Students
Expectations for learning	*Teacher-initiated indicator(s)* Ensures that learning goals are evident to student and instructor, and are represented using object, picture, **icon**, word, and/or sentence Provides scales (rubrics) for instructor reflection on individual student learning

	Ensures that a link between the activity and the learning goal is evident (e.g., the activity may be cooking, but the learning goal is to accurately measure liquids and solids) *Student-initiated indicator(s)* *Student distinguishes between the activity and the learning goal (prompt hierarchy may be used)* *Student uses scales (rubrics) represented by an object, picture, **icon**, word, and/or sentence for self-assessment (scales may be based on a prompt hierarchy)*
Directions for activities	*Teacher-initiated indicator(s)* Delivers directions in explicit, precise, and scaffolded steps Ensures that augmentative communication (as needed) supports understanding of directions (e.g., pairing verbal instructions with visuals, sign, Braille, **icons**, objects, etc.) Models task/activity Uses strategies to promote attending to task (e.g., manipulatives, motor **imitation** routines, technology, highlighting, etc.) Uses strategies to enhance student engagement (e.g**., visual supports**, response options, **errorless learning** strategy) Delivers instructional cues clearly using student mode of receptive communication Recognizes student misunderstandings and restates directions as needed Ensures that a prompt hierarchy is evident and begins with independent response *Student-initiated indicator(s)* *Students use preferred **mode of communication** to demonstrate understanding* *Students visibly adjust their level of engagement* *Students indicate the need for clarification (using preferred **mode of communication**)*
Explanations of content 	*Teacher initiated indicator(s)* Uses academic language and concepts appropriate to the age and background of the students Ensures that academic vocabulary for the content area is presented and practiced Teaches new vocabulary directly using the students' preferred mode of receptive communication (e.g., words, pictures, photographs, symbols, sign, objects) Ensures that vocabulary acquisition strategies are evident (e.g., interactive word wall activities) Ensures that instructional **scaffolding** is evidenced by lessons beginning with a connection to previously taught material

	Uses formal and/or informal pre-assessment to guide review and re-teaching strategies Explicitly connects new content to prior knowledge and links it to student interest Uses additional practice activities to connect to prior knowledge to new information (e.g., general shaping procedures, backward chaining) Puts student-specific supports in place (e.g., communication devices, visuals, manipulatives, graphic organizers) Uses cues, questions, and advance organizers to engage students in the learning process *Student-initiated indicator(s)* *When asked, students state* or *use response options using their preferred* ***mode of communication*** *to connect:* • *upcoming content (make predictions)* • *purpose for learning the new content* • *prior knowledge*
Use of oral and written language 	*Teacher-initiated indicator(s)* Ensures that **AAC** devices (as needed) are programmed using the vocabulary and language of the content area Ensures that assistive technology supports receptive and expressive communication needs Expands language concepts and opportunities while teaching academic content as a standard instructional practice Understands that the writing process is about the creation of permanent products that can be interpreted in the absence of the author, and provide alternatives for student expression (e.g., visuals sequenced to tell a story) Presents unusual or intriguing content-related information or visual representations is presented Uses intriguing technology formats to present content Connects content to real-world applications *Student-initiated indicator(s)* *Students' attention increases when unusual or intriguing information or visual representations related to content are presented* *Students react to interesting information about the content in both oral and written communications* *Student's oral and written communication becomes more detailed over time (e.g., uses descriptive language or visuals to express meaning)*

What do I typically do to develop…	3b Using Questioning and Discussion Techniques
Quality of questions/prompts 	*Teacher-initiated indicator(s)* Teaches the vocabulary related to content Ensures that lessons present opportunities for dialogue (including use of AAC) Ensures that lessons include questions that elicit inferences, opinions, or analysis Ensures that **visual supports**, such as graphic organizers or manipulatives are, available to enhance student understanding of question being asked, if needed Asks questions to all students at the same rate Scaffolds questions to elicit correct responses from all learners Matches response **wait time** to individual student processing and motor planning needs Ensures that **errorless learning**, **reinforcement**, and **first/then routines** are evident in instruction Bases adjustments in instructional techniques on student responses Acknowledges all communication attempts Integrates descriptive feedback into teacher-student dialogue in order to confirm that the message sent is the same as the message understood by the communication partner (e.g., "That's a great answer to the question! Your right, _____ is the answer.") *Student-initiated indicator(s)* *Students respond through individualized and appropriate communication systems (e.g., AAC, **eye gaze**, hand-held devices**, response cards, picture exchange)*** • *Students make predictions* • *Students identify cause and effect relationships* • *Students pair causes to effects and vice versa* • *Response options are an acceptable means of participation* • *Students are engaged in reciprocal communication with partner*
Discussion techniques 	*Teacher initiated indicator(s)* Provides student-specific **wait time** Allows students to have opportunities to extend the discussion Provides opportunities to initiate comments (rather than responding only when asked a question) Recognizes and responds to student-initiated communication attempts Presents opportunities for dialogue (including use of **augmentative or alternative communication systems – AAC**)

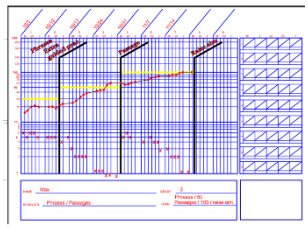
	Includes questions that elicit inferences and analysis (students may respond through response options) Makes connections to real-life applications Designs activities to integrate new learning and actively involve students (e.g., a cooking activity uses newly learned skills in measurement, counting, reading) *Student-initiated indicator(s)* *Students initiate comments and communication with communication partners* *Students respond to questions that elicit inferences* *Students respond to analytic questions* *Students can explain their responses about specific questions (response options and alternative communication strategies are acceptable—e.g., using visuals, words, or AAC devices)*
Student participation 	*Teacher-initiated indicator(s)* Allows students to have opportunities to extend the discussion Ensures that **ACC** supports allow for student participation in lesson discussion Ensures that effective learning strategies are evident in instructional practices (e.g., **errorless learning, first/then routines**, **time delay**, scheduled delivery of **reinforcement**) Ensures that "**wait time**" is adequate between asking questions and eliciting student responses Provides **reinforcement** is provided for correct responses and delivery of error correction is clear, instructive and positive Delivers instructional cues clearly using student mode of receptive communication Puts supports in place (e.g., communication devices, visuals, manipulatives, graphic organizers) Provides multiple opportunities for students to express themselves using their preferred **mode of communication** (e.g., choice making) Gives alternatives for student expression (e.g., adult/peer recorder, choice making, sequencing of visuals) *Student-initiated indicator(s)* *Students actively respond to related questions* *Students actively discuss content (response options are an acceptable means of participation)* *Students make predictions (response options are an acceptable means of participation)* *Students create permanent products that summarize critical content (e.g., using response options to complete stem statements)*

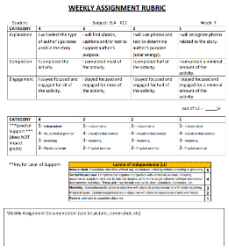
What do I typically do to engage students through…	3c Engaging Students in Learning
Activities and assignments  The lesson plan	*Teacher-initiated indicator(s)* Designs and aligns activities to grade level access points Ensures that activities are age-respectful Connects assignments to student interest or real-life application Ensures that staff is accessible to students who need guidance or resources through the following means: • Circulating around the room • All student communication attempts are acknowledged • Prompt hierarchy is used to scaffold student learning • Interacting with students during class to determine level of required support Prepares communication systems with key vocabulary or phrases Uses **task analysis** to target skill, strategy, or process steps Uses evidence-based teaching strategies to support gradual release of responsibility or instructional **scaffolding** (e.g., **errorless learning**, **first/then**, backward chaining, general shaping) Systematically teaches organizational strategies in all areas (including specials) Systematically teaches social skills to all students Systematically embeds emotional regulation strategies within all areas (including specials) (e.g., frustration/anger scales) Implements evidence-based techniques (e.g., social stories, **video scripting, social scripting**, **social thinking**) Uses **reinforcement** to leverage new learning Uses a prompt hierarchy with appropriate **fading** Plans and prepares responses for student academic and social behaviors in order to maintain instructional momentum Ensures that use or creation of games that include student's preferred motivator or reinforcer is evident Ensures that errorless learning, **reinforcement**, and **first/then routines** are evident in instructional practices Uses **prompts** such as models, **visual supports** and **task analysis** to support student completion of activities and assignments with greater independence Recognizes and addresses sensory stimulation (over- or under-stimulation) during instruction Teaches and practices routines to engage and re-engage students: • cooperative learning strategies (e.g., **give one, get one**; stand up, hand up, pair up) • stand up and stretch

	• body representations (acting out terms) • vote with your feet (standing under sign representing an answer choice) *Student-initiated indicator(s)* *Students participate in practiced routines* *Students maintain or increase engagement in activity or lesson* *Students perform the skill, strategy, or process with increased confidence and competence* *Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to **prompt** hierarchy)* *Students make predictions* *Students identify cause and effect relationships* *Students pair causes to effects and vice versa (response options are an acceptable means of participation)* *Students correct errors or l**imitations*** *Students seek out staff for advice and guidance* *Students engage in the games with enthusiasm (prompt hierarchy may be used as needed)* *Student demonstrates **intentional communication*** *Student attends to instruction (even if briefly)* *Student adjusts behavior to match learning activity (prompt hierarchy may be used)*
Grouping of students 	*Teacher-initiated indicator(s)* Ensures that groupings (e.g., whole group, small group, individual) are flexible and responsive to student readiness, interest, and learning profile Ensures that groupings comply with IEP team decisions (e.g., 3:1 ratio) Analyzes and uses student performance and assessment data as a basis for providing specific levels of differentiated instruction Designs a learning environment conducive to student engagement (ex., staff scheduling, cooperative grouping, **visual supports**, safety supports, etc.) Systematically teaches and supports peer interaction strategies (e.g., social skills) *Student-initiated indicator(s)* *Students work collaboratively in groups* *Students actively respond to peer-initiated interactions (prompt hierarchy may be used)*

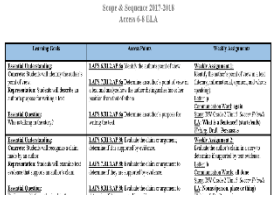
Instructional materials and resources 	*Teacher-initiated indicator(s)* Aligns classroom materials with basic equipment list Ensures that grade-level materials are current and commensurate to those of same-age peers Ensures that Accessible Instructional Materials, **AAC** displays, adapted equipment and assistive technology support student access and involvement in the curriculum Ensures that materials and resources are prepared and ready for student use with little or no loss of instructional time Schedules personnel resources to effectively maintain student engagement and safety Uses **task analysis** to target skill, strategy, or process steps Ensures that **visual supports** for decision-making and problem-solving are evident Uses technology and software are used to incorporate academic games in the learning process Ensures that technology and software are current and commensurate with that of same-age peers *Student-initiated indicator(s)* *Students utilize materials safely and for the intended purpose*
Structure and pacing	*Teacher-initiated indicator(s)* Designs lessons to include sufficient **wait time**, **scaffolding** of skills, and reflection Makes sure that delivery is lively and respectful of students' abilities and communication styles Includes a gradual release of responsibility to the student (e.g., I do, we do, you do together, you do) Uses **task analysis** is used to break down learning activities Uses consistent, explicit teaching procedures Uses an **activity schedule** to provide visual directions for the completion of a task Pauses at strategic points during instruction are used for comprehension checks Adjusts instruction (i.e., change of pace, length, modality, questioning) based on student engagement throughout the lesson Ensures that affirmative or corrective feedback is immediate, specific, and delivered with appropriate tone Prepares communication devices or systems with key vocabulary to allow students to participate in activities Gives student-specific **wait time** for responses so student can process information and make a response

	Matches **visual supports** for both expressive and receptive communication to student level Ensures that an understanding and application of a prompt hierarchy for communication are evident Uses active student response strategies (e.g., **response cards**, **choral response**, **response chaining**) Systematically teaches and follows routines for: • entering • transitioning • academic instruction (e.g., **first/then routines**) • ending • restroom breaks, etc. • handing in assignments • distributing assignments • storing materials after an activity • getting organized into groups Prepares and cues students for transitions *Student-initiated indicator(s)* *Students respond to comprehension checks to demonstrate learning* *Students maintain engagement in the learning activity* *Students respond to instruction after appropriate think time and **prompt** level are provided* *Students transition to next activity in orderly and timely manner* *Students appear to anticipate next action* *Students communicate about the pace of the class (too fast or too slow)*
What do I typically do to provide…	3d Using Assessments in Instruction
Assessment criteria	*Teacher-initiated indicator(s)* Aligns assessment criteria to Florida Standards/**Access Points** Establishes assessment criteria before the lesson begins Shares assessment criteria with students Considers multiple means and student choice for demonstration of mastery *Student-initiated indicator(s)* *Students communicate the expectations of the learning goal using preferred **mode of communication***
Monitoring of student learning	*Teacher-initiated indicator(s)* Ensures that progress monitoring through on-going informal and formal assessment drives instruction (formative and summative assessment process) Collects, analyzes, and uses data to review/revise instruction

	Ensures that data collection is the shared responsibility of all classroom staff Understands that data collection may be based on prompt hierarchy with appropriate **fading** Understands that **reinforcement** and **first/then routines** may be utilized to maintain students' engagement during assessment process Bases adjustments in assessment techniques on student responses (as allowable) *Student-initiated indicator(s)* *Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy)*
Feedback to students	*Teacher-initiated indicator(s)* Ensures that feedback is timely, descriptive, accurate, and constructive and is focused on student improvement Gives feedback using the student's preferred **mode of communication** Ensures that affirmative or corrective feedback is immediate, specific, and delivered with appropriate tone Ensures that **errorless learning**, **reinforcement**, and **first/then routines** are evident in instructional practices Uses research-based error correction procedures (e.g., increase **prompt** levels, remove or reposition response option[s], restate question) Implements evidence-based techniques for social learning (e.g., social stories, **video scripting**, **social scripting**, **social thinking**) Coaches students to review and revise responses Ensures that an understanding and application of prompt hierarchy is evident Ensures that an understanding and application of principles of motivation and **reinforcement** to increase engagement is evidenced by: • Using a **first/then routine** • Allowing choice of **reinforcement** (choice board) • Scheduling breaks or preferred activities throughout an activity or the day • Using a scanning technique (scanning the room at different time frames – e.g., variable interval **reinforcement** schedule) to detect engagement or disengagement • Using a learner response system to judge engagement • Determining if disengagement is student- or staff-driven *Student-initiated indicator(s)* *Students acknowledge and implement corrective feedback* *Students identify and correct errors in information or processes with or without cues* *Students display increased engagement after application of reinforcer*

	Students display increased engagement after given a choice of assignments or activities to show understanding *Students display increased engagement after breaks* *Students relate learning to home-related contexts (e.g., student assists in tasks requiring measurement, or uses a visual support to make a request)*
Student self-assessment and monitoring of progress  WEEKLY ASSIGNMENT RUBRIC	*Teacher-initiated indicator(s)* Provides a means of progress review using students' preferred **mode of communication** (e.g., task analyzed progress points, written notes, symbol sequences, voiced reviews) Provides scales (rubrics) for student self-assessment (may be represented using an object, picture, **icon**, word, or sentence) *Student-initiated indicator(s)* *Students use scales (rubrics) represented by object, picture, **icon**, word, and/or sentence for self- assessment (scales may be based on a prompt hierarchy)*
What do I typically do to provide…	3e Demonstrating Flexibility and Responsiveness
Lesson adjustment	*Teacher-initiated indicator(s)* Uses informal and formal assessment to adjust lesson delivery (e.g., teacher identifies the point in a **task analysis** where adjustments are needed and revises activity accordingly) Uses prompt hierarchy to scaffold learning Is prepared to respond to changing conditions and unexpected events (e.g., procedures are in place to address interruptions to instruction - has a back-up plan to reorganize students and instructional staff) *Student-initiated indicator(s)* *Not applicable*
Response to students	*Teacher-initiated indicator(s)* Structures and restructures specific lesson or task based on student learning Redirects using visual, kinesthetic, and/or tactile cueing systems Uses well-rehearsed routines to redirect attention (e.g., motor imitation routines) Uses pre-identified student-specific **reinforcement** to redirect student(s) to new learning Recognizes and seizes teachable moments *Student-initiated indicator(s)* *Student adjusts engagement as a result of the teacher's response*

Persistence	*Teacher-initiated indicator(s)* Displays an openness to and persists in the search for alternate approaches (growth mindset) Analyzes progress monitoring data to make changes to instruction *Student-initiated indicator(s)* *Not applicable*

DOMAIN 4	PROFESSIONAL RESPONSIBILITIES
What do I typically do to assure…	4a Reflecting on Teaching
Accuracy 	Ensures that use of a data collection system is evident Self-analyzes fidelity of strategy implementation Follows a scope and sequence Integrates **IEP** goals and objectives within instruction toward grade-level general or alternate standards Writes clear and specific **IEP** present levels of academic achievement and functional performance statements Identifies specific effect(s) of disability on involvement and progress in the general curriculum Aligns goals, accommodations, and assistive technology to reduce or eliminate barriers to involvement and progress in the general curriculum
Use in future teaching	Ensures that expectations are commensurate with the professional standards for all educational professionals Uses self-analysis of strategy implementation to determine and address if student disengagement is staff- or student-driven Adjusts instruction and supports (e.g., change of pace, length, modality, questioning) based on student engagement and progress in lessons
What do I typically do to document…	4b Maintaining Accurate Records
Student completion of assignments	Ensures that expectations are commensurate with the professional standards for all educational professionals
Student progress in learning	Ensures that expectations are commensurate with the professional standards for all educational professionals Ensures that **IEP** progress reports are supported by current and accurate data

Non-instructional records	Ensures that expectations are commensurate with the professional standards for all educational professionals Gives thoughtful consideration to medical, nutritional, and daily living requirements
What do I typically do to provide…	4c Communicating with Families
Information about the instructional program	Ensures that expectations are commensurate with the professional standards for all educational professionals, with consideration given to program design (Florida Standards and Access Points), specialized instructional strategies, and frequency of family contact
Information about individual students	Shares how the program design and specialized instructional approaches reduce or eliminate barriers to involvement and progress in the general curriculum Shares systematic teaching strategies and supports with parents to promote generalization across settings Sends notes home on a frequent or daily basis Provides evidence of regular meetings with parents, as well as training
Engagement of families in the instructional program	Ensures that teachers and their classrooms are a hub for sharing resources and strategies to support generalization of concepts across settings Maintains an unconditional positive regard for family members and student support systems Encourages active participation of family members in support of the educational process Promotes collaborative partnerships with families to develop all aspects of a quality individual education plan (e.g., using parent input to develop and revise draft **IEPs**)
What do I typically do to develop…	4d Participating in a Professional Community
Relationship with colleagues	Participates in and creates a collaborative environment and working relationship with classroom support staff, including but not limited to paraprofessionals, therapists, and behavior analysts/technicians
Participation in school and district projects	Ensures that expectations are commensurate with the professional standards for all educational professionals Represents how students with complex needs can be involved in and make contributions to school and district projects
Involvement in culture of professional inquiry	Ensures that expectations are commensurate with the professional standards for all educational professionals
Service to school	Ensures that expectations are commensurate with the professional standards for all educational professionals

What do I typically do to advance…	4e Growing and Developing Professionally
Enhancement of content knowledge and pedagogical skill	Ensures that expectations are commensurate with the professional standards for all educational professionals
Receptivity to feedback from colleagues	Ensures that expectations are commensurate with the professional standards for all educational professionals Ensures that support staff and school personnel are regularly given opportunities to provide feedback on instruction and classroom management
Service to profession	Ensures that expectations are commensurate with the professional standards for all educational professionals Models best practices to all stake holders
What do I typically do to demonstrate…	**4f Showing Professionalism**
Integrity and ethical conduct	Ensures that expectations are commensurate with the professional standards for all educational professionals Maintains student confidentiality and supports the Family Educational Rights and Privacy Act (FERPA) regulations
Service to students	Ensures that expectations are commensurate with the professional standards for all educational professionals
Advocacy	Ensures that expectations are commensurate with the professional standards for all educational professionals Promotes consideration of least restrictive environment and inclusive opportunities
Decision-making	Ensures that expectations are commensurate with the professional standards for all educational professionals Understands that decision-making should include a multi-disciplinary approach and follow the principles of *Presume Competence** and *Least Dangerous Assumption**
Compliance with school and district regulation	Ensures that expectations are commensurate with the professional standards for all educational professionals

GLOSSARY OF TERMS

Access Points – As part of the revision to the Florida Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Florida Standards, access points reflect the core intent of the Standards with reduced levels of complexity.

Activity schedule – A visual aid that breaks down a task, step by step, or chains multiple tasks. It is designed to teach a student individual components or steps of the task. (See Task Analysis.)

Antecedent – A stimulus that occurs prior to a behavior and sets the occasion for the behavior to occur. (*Special Ed Connection* dictionary, 2016.)

Augmentative and Alternative Communication (AAC) – Communication by means other than speech. (*Special Ed Connection* dictionary, 2016.)

- An umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. These communication systems can be as simple as a communication board or as complex as a device with a dynamic display and voice output.

Applied Behavior Analysis (ABA) – A method of analyzing behavior into component parts to determine where a student fails to perform so that extra training can be applied to those specific behavior components; also, a training method of using simple rewards and reinforcers to help focus on components of behavior. (*Special Ed Connection* dictionary, 2016.)

- The science of human behavior. ABA involves the principles of learning theory—that is, the contingent use of reinforcement and other important principles to increase behaviors, generalize learned behaviors, or reduce undesirable behaviors
- The science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior. (Cooper, Heron & Heward, 1987.)

Associative work (play) – a form of play in which a group of children participate in similar or identical activities without formal organization, group direction, group interaction, or a definite goal. (Mosby's Medical Dictionary, 2008.)

- Students work in proximity to each other, on the same or different tasks, but may not yet work with each other.

Behavior – Movement regardless of scale. (Cooper, Heron & Heward, 1987.)

- Observable activity in a human or animal.

Behavior Intervention Plan – A behavior intervention plan (BIP) should be considered an expansion of the strategies and methods that will be implemented to reduce and/or prevent the recurrence of targeted misbehaviors. (FLDOE Technical Assistance Paper 1999-3)

Behavior Shaping - The process by which one systematically and differentially reinforces successive approximation to a desired behavior. (Cooper, Heron & Heward, 1987.)

Chaining – A procedure in which desired behaviors are reinforced in sequence to enable the student to perform more complex behaviors. (*Special Ed Connection* dictionary, 2016.)

- **Forward Chaining (General Shaping)** - An instructional method that breaks a task into temporal component parts and gradually requires the individual receiving instruction to finish a task by starting with the first component of the task sequence and performing progressively more components in the task sequence. (*Special Ed Connection* dictionary, 2016.)
- **Backward Chaining** – An instructional method that breaks a task into temporal component parts and gradually requires the individual receiving instruction to finish a task from progressively earlier points in the task sequence. (*Special Ed Connection* dictionary, 2016.)

Choral Response – A method of teaching in which all students call out a response together to answer a question posed by the teacher.

Consequence – The stimulus following a behavior that may result in an increase or decrease in that behavior in the future. (*Special Ed Connection* dictionary, 2016.) (See Antecedent, Behavior.)

Contingency – The action or event that follows the target behavior.

Contingency Consequences – The relationship between two events, with one event being the consequence of the other.

Direct Instruction – Active teaching or explicit instruction which includes explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, and providing opportunities for practice and feedback. (*Special Ed Connection* dictionary, 2016.)

Errorless Learning – The use of a fading procedure to establish a discrimination, with no errors during the training. (ABA Glossary, 2016.)

- A teaching procedure in which the student is prompted to make the correct response immediately, ensuring a correct response each time. The prompt is then slowly faded in order to promote accuracy with the least amount of errors and frustration.

Essential Understandings – Essential understandings are scaffolds that disaggregate the access points to assist in the teaching and learning of the Standards. They help guide teachers in where to begin instruction, allowing all students to interact with grade-level content.

Extinction – A procedure to decrease undesired behaviors by withdrawing attention from a target behavior that used to be negatively reinforced, such as ignoring a tantrum, on the theory that the target behavior is maintained by attention and the withdrawal of attention will result in the student ceasing to perform that behavior. (Special Ed Connection dictionary, 2016)

- A procedure in which reinforcement of a previously reinforced behavior is discontinued in order to reduce the behavior. (Cooper, Heron, and Heward, 1987.)

Eye gaze – An alternative communication method for individuals with motor disabilities that involves tracking the eye movements of the user.

Fading – The systematic, gradual removal of prompts such as directions, imitative prompts, physical guidance, and other cues used to foster independence in the teaching process. (Adapted from ABA Glossary, 2016.)

First/then Routine – Using a visual display (first/then board) of something a student prefers that will happen after completing a task that is less preferred. (From *AutismSpeaks*.org.)

Formative Assessments – A range of formal and informal assessment procedures conducted by teachers during the learning process in order to adjust teaching and learning activities to increase student success.

Functional Behavior Assessment – A problem-solving process for addressing student problem behavior, in which a search is carried out for an explanation of the purpose behind a problem behavior before developing an intervention. (*Special Ed Connection* dictionary, 2016.)

Give one, get one – A method of teaching in which students are instructed to compile answers to a particular question or situation. They then share with a partner and "give" an idea their partner didn't previously have, and in response their partner shares with the first person to "get" one.

Icon – A representative symbol of something (often from, but not limited to, software programs such as BoardMaker or SymbolStix).

Individual Educational Plan (IEP) – A legal document created for students with disabilities meeting eligibility criteria who require education supports and services. This document must be updated every 12 months (or more often as needed).

Intentional Communication – Purposeful and deliberate communication attempts. (From *communicationmatrix*.org)

Mode of communication – The medium or channel through which communicative intent is expressed, such as pointing to visuals, use of an augmentative device, verbalization, etc.

Imitation – Matching a behavior of a model or engaging in a behavior that is observed. (ABA Glossary, 2016.)

Person-First Language – Language that emphasizes the person, not the disability. By placing the person first, the disability is no longer the primary, defining characteristic of an individual, but one of several aspects of the whole person; e.g, "A person with autism spectrum disorder," not "An autistic person." (Snow, 2009.)

Picture Exchange Communication System (PECS) – A system that teaches an individual to give a picture of a desired item to a "communicative partner," who immediately honors the requested exchange. The system teaches discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to answer questions and to comment. (From ***pecsusa***.com)

Pivot Praise – A method to obtain a desired behavior from a particular student, by praising another student who is displaying the desired behavior; e.g., "Susy, you are doing a great job standing quietly in line."

Positive Behavior Interventions and Supports – A method of proactively addressing a student's behavior that impedes learning or the learning of others, which must include positive behavioral interventions, strategies, and supports such as positive reinforcers, rewards, or consequences. (*Special Ed Connection* dictionary, 2016)

Prompt – An instructional technique in which a cue—visual, auditory, or physical—is presented in order to facilitate successful completion of a task or performance of a behavior. (*Special Ed Connection* dictionary, 2016.)

- **Prompt Hierarchy (communication)** – A list of prompts to help facilitate communication for a preverbal student who uses some type of alternative communication system. The prompts increase from time to respond, guided verbal responses, and verbal modeling, to full physical prompting (e.g., hand-over-hand). (Karlan, n.d.)
- **Prompt Hierarchy (instructional)** - A systematic method of assisting students in acquiring and learning new skills while maintaining the greatest level of independence possible. Prompts can be given utilizing a "least-to-most" strategy or "most-to-least strategy." Prompting levels include: full physical, partial physical, model, visual/picture, verbal, gesture, and independent/natural cue.

Rational detachment – The ability to stay calm, in control, and professional—even in a crisis moment.

Reinforcement – Providing consequences for a behavior such that the consequence increases or maintains the frequency of that behavior. This can occur naturally or be planned. Reinforcements are designed around items and activities that are motivating to a student.

Replacement Behavior – The behavior which is intended to replace an unwanted target behavior. For example, if screaming is a behavior used by a student to gain attention, a replacement behavior might be using a symbol to request attention.

Response Chaining – The reinforcement of individual responses occurring in a sequence in order to form a complex behavior.

- A method of linking or **chaining** students' responses. (Marzano provides the example of a student being called upon to answer a question, and then another student being called upon to state if the first student's response was correct, partially correct, or incorrect, and provide supporting evidence.) (Marzano, 2007.)

Response Cards – A set of cards with common words or symbols that can be used to facilitate communication for a student who does not have fluent verbal skills.

Scaffolding – A variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. (The Glossary of Education Reform, 2016.)

- Chunking learning into smaller units that are manageable by individual students. Teachers ensure mastery of each chunk, leading to mastery of the whole skill or lesson.

Social Scripting – A series of behaviors, actions, and consequences that are expected in particular situations or environments, and that follow a "script." In other words, just as an actor follows a movie script, we know what script we are expected to follow in many social settings. Individuals learn from past experiences and use these expectations to builds scripts to make things easier cognitively.

Social Stories – Descriptions depicting a particular social event or activity in a book format that include an appropriate social response. A form of modeling expectations, particularly beneficial to students with Autism.

Social Thinking – Teaching students to focus on other's eye gaze to "read" what they are thinking about. Helps students to "read the room," and understand how they might respond to certain social situations.

Successive Approximations – A behavioral term that refers to gradually molding or training a student to perform a specific response by reinforcing any responses that come close to the desired response.

Systematic Teaching Procedures – A carefully planned sequence for instruction that provides explicit teaching steps that are concise, specific, and often repeated.

Repeated Deliberate Practice (DP) – A process in which a student intentionally repeats an activity in order to improve performance. (From http://www.apa.org/education/k12/practice-acquisition.aspx)

Task Analysis – A teaching strategy in which goals are broken down into smaller concrete elements and sequenced (*Special Ed Connections* dictionary, 2016.)

- A well-reasoned set of ordered steps used to complete a task.

Time delay – A consistent pause that occurs before additional prompting so that students have the opportunity to respond. Constant time delay (CTD) is a constant amount of time and a progressive time delay (PTD) is an increasing amount of time. (Downing, 2000.)

Video scripting – A short video clip of a particular social event or activity that provides “modeling” of an appropriate interaction.

Visual supports – Concrete items, pictures, symbols, and/or printed words that provide a visual display that a student can continue to refer to for communication, schedules, or choices. The longevity of a visual support provides a student with a reference, in contrast to an audio direction, which does not have longevity.

Wait time – The amount of time that elapses between an instructor-initiated question and the student response.

Withitness – A teacher's awareness of what is going on in all parts of the classroom at all times. (Marzano, 2007.)

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