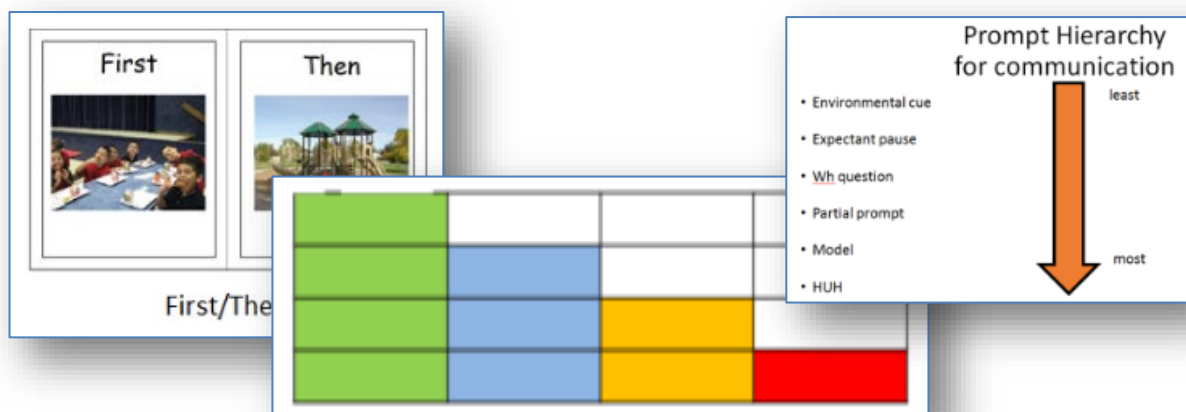


A Guide to Effective Instruction for Students with a Significant Cognitive Disability as Aligned with the Marzano Framework

Alignment with the Marzano Focus Teacher Evaluation Model



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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 to develop and reflect 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), also known as the Elementary and Secondary Education Act (ESEA) (Karger, 2004).

Second, it is intended to provide school administrators an interpretation of how the Marzano Focused Teacher Evaluation Model (Carbaugh, et al., 2017) and Becoming a Reflective Teacher (Marzano, 2012) play out in classrooms designed to support the teaching and learning of SwSCD.

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 instructional manual, or 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

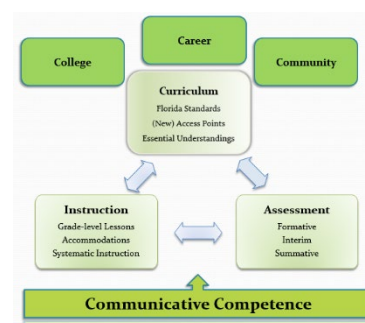
Another opportunity for SwSCD exists in the study of mathematics. Mathematics provides a way to organize, understand, and predict life’s events in quantifiable terms. Using numbers allows us to keep

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 means 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 www.accesstofs.weebly.com, 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 of 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 State standards and/or **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

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 Marzano 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.
5. Terms in **bold** font are defined in the glossary (p. 20).

Note: A frequently asked question is whether all the best practices identified in this document should be part of any given routine, activity or lesson. The answer is two-fold:

1. Teachers should strive to become masters of all these practices, using the document to determine which of them are current strengths and which should be a focus for professional development and practice. Given the variability of student needs in a classroom, teachers should be equipped with all these skills in order to serve any student who may be on their roster.
2. To an observer, not all the practices may be seen in a single setting. For example, if the student population does not have a user of an Augmentative or Alternative Communication system, then programming a device's vocabulary would not be necessary. Likewise, if no student has a formal Behavior Intervention Plan (BIP), then an observer would not see one implemented with fidelity. That said, teachers should still be planning for the vocabulary necessary for their verbal students' full participation in lessons, activities or routines, and implement with fidelity classroom management systems for the behavior needs of the general population.

Acknowledgements

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Standards-Based Planning

What do I typically do for...

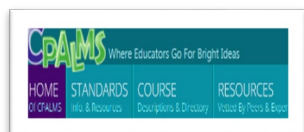
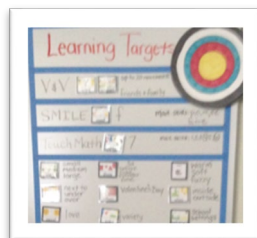
Planning Standards-Based Lessons/Units

Focus Statement:

Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning

Desired Effect:

Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale



Demonstrates knowledge of State standards, **access points**, and course descriptions by:

- Locating State standards, **access points**, course descriptions using
 - www.accesstofls.weebly.com and/or
 - www.cpalms.org
- Demonstrating knowledge of the relationship between the State standards, **access points**, and **essential understandings**
- Aligning instructional resources with the State's standards, **access points**, and/or course descriptions
- Aligning learning activities with **IEP** goals and/or the State standards, **access points**, or **essential understandings**

Purposely designs lessons that:

- Clearly identify what students should know, understand, and be able to do as a result of instruction
- Include assessment(s) to measure what students should know, understand, and be able to do as a result of instruction
- Align the learning activity outcomes to assessment
- Are age-respectful
- Are mindful of student's **mode of communication**
- Align units and lessons to outcomes that reflect important concepts of the content
- Follow a logical scope and sequence
- Provide evident **scaffolding** of instruction to fit into the larger learning goals of the unit
- Provide scaffolded instruction to meet students' unique needs
- Have a predictable, sequenced format to be a part of a larger unit of instruction
- Provide multiple opportunities for student-initiated communication
- When appropriate, offers opportunities for student choice in learning activities
- Present students with opportunities for higher-level thinking

Aligning Resources to Standard(s)

Focus Statement:

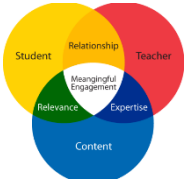
Teacher plan includes traditional and/or digital resources for use in standards--based units and lessons.

Desired Effect:

Teacher implements traditional and/or digital resources to support teaching standards--based units and lessons.

Critically analyzes resources, including multi-modality, digital, and technology-based resources to ensure they are:

- Clearly connected to the teaching and learning of the State standards and/or **access points**
- Accessible to all students with or without accommodations/assistive technology
- Research or evidence-based
- Engaging students in meaningful learning
- Age-respectful
- Meeting individual student's skill level and interests



- Compatible with individual student's **mode of communication**
- Integrating 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)

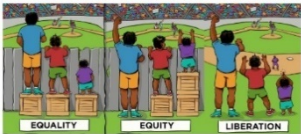
Planning to Close the Achievement Gap

Focus Statement:

Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect:

Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.



Planning to close the achievement gap includes, but is not limited to:

- Presuming competence and high expectations for all students
- Incorporating **augmentative alternative communication** system(s) for pre-verbal students throughout all routines and activities
- Analyzing the learning and behavioral characteristics of the students with disabilities served in the classroom
- Articulating the effect of the student's disability on involvement and progress in the general curriculum
- Analyzing performance and assessment data to identify student-specific grade level access point **essential understandings** (EUs) to scaffold instruction
- 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
- Choosing or designing outcomes that represent significant learning in the content or **IEP** goal reflecting, where appropriate, the State standards, **access points**, and/or **essential understandings**
- Identifying 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**)
- Incorporating the principles of Universal Design for Learning (UDL) by planning flexible means of:
 - engagement (e.g., using **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)
- Identifies progress monitoring tools to monitor success in the use of student-specific supports and strategies (**IEP** goals/objectives)
- Identifies progress monitoring tools (e.g., assessments) to monitor student success in standards-based lessons

Conditions for Learning

What do I typically do for...

Using Formative Assessment to Track Progress

Focus Statement:

Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect:

Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.



Teacher-initiated indicator(s)

- Lesson design begins by identifying the formative measures for tracking student progress
- Data is collected using formal or informal assessments (i.e., published assessments, self-made data collection tools) to monitor student success in standards-based lessons
- Data is collected to monitor success in the use of student-specific supports and strategies (**IEP** goals/objectives/accommodations/assistive technology)
- Helps students track their individual progress toward the learning target using a standard or specially designed performance scale (e.g., using objects, pictures, icons)
- Uses formative measures to chart individual and/or class progress toward learning targets using a performance scale
- Uses formative assessment response modes that accommodate student's individual communicative and motoric modalities

Student-initiated indicator(s)

- *Student tracks his/her individual progress using objects, pictures, icons, words, and/or sentences*

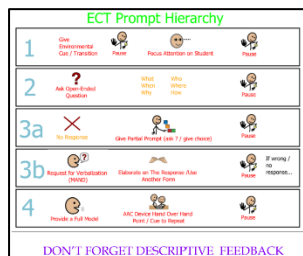
Prompt hierarchy may be used

Providing Feedback and Celebrating Progress

Focus Statement:

Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.



Teacher-initiated indicator(s)

Providing feedback


- Systematically applies **reinforcement** following principles and concepts of **Applied Behavior Analysis (ABA)**
- **Errorless learning** strategy leads student to correct response
- Ensures that **successive approximations** toward learning goal are genuinely acknowledged and appreciated (e.g., steps in task analyzed skill development)
- Models correct response as a correction strategy
- Genuinely acknowledges correct responses
- Ensures that praise is specific, immediate and varied

Celebrating success

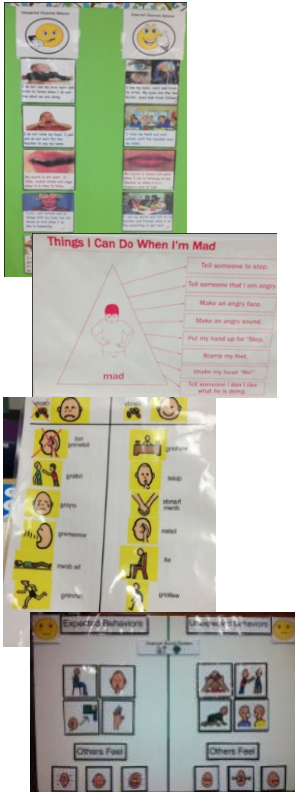
- Teacher surveys student **reinforcement** preferences
- Procedures are in place for clearly and consistently determining **reinforcement** schedule (e.g., token economy)
- Pre-planned positive **consequences** are explicitly taught and consistently followed

Student-initiated indicator(s)

- *Student shows pride in accomplishment*
- *Student shows interest in attending to, persisting in, and self-regulating in future activities*

<p>What do I typically do for...</p>	
<p>Organizing Students to Interact with Content</p> <p>Focus Statement:</p> <p>Teacher organizes students into appropriate groups to facilitate the processing of new content.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.</p> 	<p>Access</p> <ul style="list-style-type: none"> • Environment has clearly defined physical and visual boundaries • Classroom configuration can accommodate a variety of groupings, such as: <ul style="list-style-type: none"> ○ Small group area ○ Large group area ○ Independent area ○ Break time, leisure, or play area • Individualized schedules are provided for each student and vary based on student's needs (object, picture, icon, word, or sentence) • Materials are clearly labeled and positioned to facilitate independent access • Learning centers and materials are clearly labeled and positioned to facilitate independent access <p>Involvement</p> <ul style="list-style-type: none"> • Staff responsibilities are well defined and posted • Environment supports student safety, instruction, and staff interaction with students (zone management) • Augmentative alternative communication (AAC) systems are available at all times for students needing them • Grouping structures are based on student readiness, interest, learning, and/or behavior profiles • Visual supports promote independent functioning within the classroom • Student schedules are individualized, available, located in appropriate area(s), and utilized throughout the day <p>Student-initiated indicator(s)</p> <ul style="list-style-type: none"> • <i>Students transition to and from learning stations in an orderly manner</i> • <i>Students access environments in a socially acceptable manner with or without assistance</i> • <i>Students access and engage with materials in a socially acceptable manner with or without assistance</i> • <i>Peer-to-peer interactions to process new content are evident</i>
<p>Establishing and Acknowledging Adherence to Rules and Procedures</p> <p>Focus Statement:</p> <p>Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students know and follow classroom rules and</p>	<p>Teacher-initiated indicators</p> <ul style="list-style-type: none"> • Behavioral expectations for classroom routines are systematically taught/followed for: <ul style="list-style-type: none"> ○ Entering ○ Transitioning ○ Academic instruction (e.g., first-then routines) ○ Ending ○ Restroom • Behavioral expectations (classroom rules) are posted and easily available for review (can be represented by object, picture, icon, word, and/or sentence) • Ensures that visuals support student independence in following and completing classroom routines

procedures (to facilitate learning) as a result of teacher acknowledgment.



- 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)
- Positive **consequences** for rule adherence have been pre-planned and explicitly taught
- Positive **reinforcement** is prompted by adherence to rules and procedures (not by another's lack of adherence)
- A **prompt hierarchy** is used, when needed, to scaffold adherence to established rules and procedures
- Communication deficits have been ruled out as the cause of socially inappropriate behaviors
- Corrective **consequences** for not adhering to rules have been pre-planned and explicitly taught
- Correction is managed calmly and consistently
- Correction is specific and respectful
- Data is collected, analyzed and used to review/revise individual or group behavior management plans
- Ensures that research-based **applied behavioral analysis** procedures are evident (e.g., replacement skill matching the function of the behavior)
- Surveys for student reinforcers
- Ensures that **Positive Behavior Interventions and Supports** strategies are evident and used proactively throughout the classroom
- Behavior Intervention Plans (BIPs) are implemented with fidelity
- Students are provided with and taught to use a means to self-monitor own behavior
- Gives frequent verbal, non-verbal, or tangible recognition of appropriate classroom behavior (e.g., points, token economy, certificate of merit)
- Uses schedule of **reinforcement** to promote delayed gratification (e.g., first-then routine)
- Consistently uses verbal and non-verbal signals for redirection
- Coaches students to accept consequences
- Uses home/school communication and collaboration for applying **reinforcement** and sharing strategies

Student-initiated indicator(s)

- *Students transition to next activity in orderly and timely manner*
- *Students anticipate next action*
- *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*
- *Students self-monitor own behavior*
- *Students use behavior supports to self-regulate in group settings*
- *Student follows class and/or individualized schedule represented by an object, picture, icon, word, and/or sentence.*

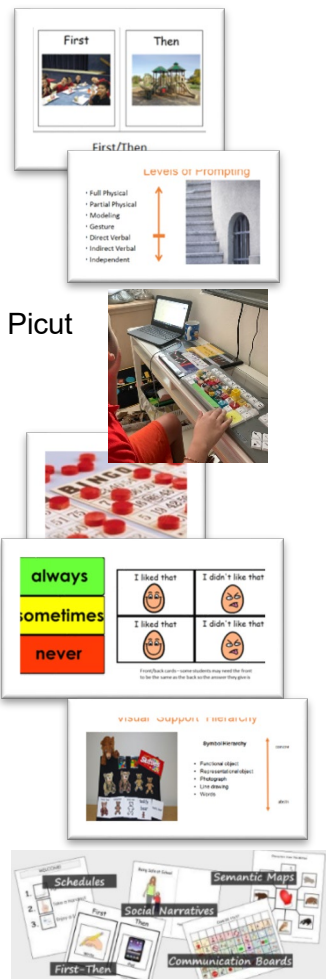
Using Engagement Strategies

Focus Statement:

Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect:

Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.



Teacher-initiated indicator(s)

- Enthusiasm for content is signaled with the following:
 - physical gestures (nonverbal)
 - voice tone and manner (verbal)
 - dramatization of information
 - Energy level is overtly adjusted
- Strategies are used to promote attending to task (e.g., manipulatives, motor **imitation** routines, technology, highlighting, etc.)
- Strategies are used to enhance student engagement (e.g., **visual supports**, response options, **errorless learning** strategy)
- Instructional cues are delivered clearly using student mode of receptive communication (e.g., using visuals to augment comprehension or support steps in a process)
- Communication devices or systems are prepared with key vocabulary to allow students to participate in activities
- Student-specific **wait time** for responses is given so student can process information and make a response
- Visual supports** for both expressive and receptive communication are matched to student level
- Active student response strategies (e.g., response cards, choral response, response chaining) are used
- A **prompt hierarchy** is evident and begins with independent response
- Unusual or intriguing content-related information or visual representations are presented
- Staff is accessible to students who need guidance or resources through the following means:
 - Circulating around the room
 - Interacting with students during class to determine level of required support
- 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
- Intriguing technology formats are used to present content
- Content is connected to real-world applications
- Reasons are identified for viewing a topic as interesting, meaningful, or important and are projected to the students when teaching about the topic
- Sensory stimulation (over- or under-stimulation) is recognized and addressed during instruction
- Motor routines are taught and practiced to re-engage students (e.g., “touch your hair, nose, ear)
- Cooperative learning strategies (e.g., give one, get one; stand up, hand up, pair up)
- Affirmative or corrective feedback is immediate, specific, and delivered with appropriate tone

	<ul style="list-style-type: none"> • Determining if disengagement is student- or staff-driven • Technology and software are used to incorporate academic games in the learning process • Use or creation of games that include student's preferred motivator or reinforcer is evident • A learning environment conducive to student engagement (ex., staff scheduling, cooperative grouping, visual supports, safety supports, etc.) is designed • Responses are planned and prepared for student academic and social behaviors in order to maintain instructional momentum • Reinforcement is used to leverage new learning <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students increase their attention level when teacher demonstrates enthusiasm for and intensity about the content</i> • <i>Student displays increased engagement after application of reinforcer</i> • <i>Student displays increased engagement after given a choice of assignments or activities to show understanding</i> • <i>Student displays increased engagement after breaks</i> • <i>Students seek out staff for advice and guidance</i> • <i>Students engage in the games with enthusiasm</i> • <i>Students respond to instruction after appropriate think time and prompt level are provided</i> • <i>Students can identify their thinking about specific questions</i> • <i>Students participate in practiced motor activities</i> • <i>Students maintain or increase engagement in activity or lesson</i> • <i>Students communicate about the pace of the class (too fast or too slow)</i> • <i>Student demonstrates intentional communication</i> • <i>Student attends to instruction (even if briefly)</i> • <i>Student adjusts behavior to match learning activity</i> • <i>Response options and alternative communication strategies are acceptable (e.g., using visuals, words, or AAC devices)</i> <p>Prompt hierarchy may be used as needed</p>
<p>Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</p> <p>Focus Statement:</p> <p>Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.</p> <p>Desired Effect:</p> <p>Evidence (student action) shows students feel valued and part of the classroom community.</p>	<p><i>Teacher-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • Shows genuine respect and affection to all students through teacher verbal and nonverbal behaviors (e.g., age-appropriate tone and gestures) • Models person-first language • Ensures that staff communication is respectful of student (e.g., staff speaks <i>to</i> students and not <i>about</i> them) • Maintains student confidentiality at all times • Pre-planned opportunities and facilitation for student-to-student interaction/communication • Prepares communication devices or systems with key vocabulary to allow students to participate in activities • Augmentative/Alternative Communication systems for pre-verbal students are utilized throughout the day (e.g., sign language, visuals, AAC devices, etc.) • Communication attempts are encouraged and acknowledged <p>Interests</p>



- Student interest inventories are conducted and used to engage and reinforce active student participation in lessons and routines
- Students' personal interest connection to the content is emphasized
- Ongoing contact with family is evident
- Current **reinforcement** surveys identify powerful reinforcers
- Student is provided opportunity to express interests, beliefs, or opinions through their **mode of communication**
- Student interest and background is infused into instruction
- Provides immediate and specific affirmative or corrective feedback, delivered with appropriate tone
- Ensures **rational detachment** when providing corrective feedback or redirection (not take things personally, the ability to stay calm)
- Ensures that all students have opportunity to actively participate in collaborative activities and routines
- 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
- Infuses interactive communication and social skills instruction throughout the day (e.g., **social stories**, **video scripting**, **social scripting**, **social thinking**)
- Ensures that principles of motivation and **reinforcement** are understood and applied to increase engagement

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*
- *Students connect content to personal interest*
- *Students express share personal stories (real or imagined) and/or preferences*
- *Students are engaged in reciprocal communication with partner*

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement:

Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect:

Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Teacher-initiated indicator(s)

- Staff presumes competence of all students
- Learning goals reflect learner progress toward mastery of content standards (i.e., differentiated evaluation and instruction)
- Lessons present opportunities for dialogue (including use of **AAC**)
- Lessons include questions that elicit inferences, opinions, or analysis
- Opportunities are given for students to initiate communication exchanges (i.e., commenting, questioning, adding information)
- **Visual supports**, such as graphic organizers, are used to enhance student understanding of question being asked
- Questions are asked to all students with the same frequency
- Questions are scaffolded to elicit correct responses from all learners
- A **prompt hierarchy** is understood and applied for communication



- A **prompt hierarchy** is understood and applied for instruction
- Student-initiated indicator(s)*
- *Students are academically and socially engaged*
 - *Students are respectful of peers, staff, and environment*
 - *Students respond through individualized and appropriate communication systems (e.g., **AAC**, **eye gaze**, hand-held devices, response cards, picture exchange)*
 - *Students are engaged in reciprocal communication with partner*

Standards-Based Instruction

What do I typically do for...

Identifying Critical Content from the Standards

Focus Statement:

Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect:

Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Units/lessons are aligned with grade-level standards/access points/essential understandings

- Learning goals are evident to student and instructor represented using object, picture, icon, word, and/or sentence
- 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)
- Scales (rubrics) are provided for student reflection of individual student learning

Student-initiated indicator(s)

- *Student distinguishes between the activity and the learning goal.*
- *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**.*

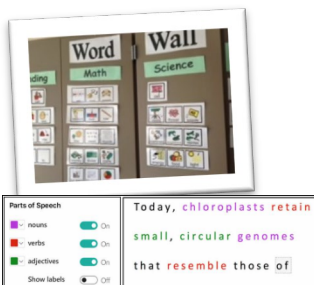
Previewing New Content

Focus Statement:

Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect:

Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.




New content is explicitly connected to prior knowledge

- Formal and/or informal pre-assessment is used to guide review and re-teaching strategies
- Instructional **scaffolding** is evidenced by lessons beginning with a connection to previously taught material
- Additional practice activities are used to connect to prior knowledge to new information (e.g., **general shaping** procedures, **backward chaining**)
- New vocabulary is taught directly using the students' preferred mode of receptive communication (e.g., words, pictures, photographs, symbols, sign, objects)
- Vocabulary acquisition strategies are evident (e.g., interactive word wall activities)
- Student-specific supports are in place (e.g., communication devices, visuals, manipulatives, graphic organizers)
- Cues, questions, and advance organizers are used 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)*

	<ul style="list-style-type: none"> ○ <i>purpose for learning the new content</i> ○ <i>prior knowledge</i>
<p>Helping Students Process New Content</p> <p>Focus Statement:</p> <p>Students are cognitively engaged with new content during interactions with other students.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students</p> 	<p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Lessons are created using organizational and structured teaching strategies • Lessons are developed to build from the concrete, to the representational, to the abstract level • Effective learning strategies are evident in instructional practices (e.g., errorless learning, first/then routines, time delay, descriptive teaching, discrete trial, scheduled delivery of reinforcement, ABA procedures, incidental teaching) • Task analysis is used to break down learning activities • Activity schedules are used to provide visual directions for the completion of a tasks • Lesson design incorporates students' modes of communication (communication devices, AAC) to develop language • Opportunities are given for students to initiate communication exchanges (i.e., commenting, questioning, adding information) • Use of "wait time" is adequate between asking questions and eliciting student responses • Reinforcement is provided for correct responses and delivery of error correction is clear and instructive • Instructional cues are delivered clearly using student mode of receptive communication • Supports are in place (e.g., communication devices, visuals, manipulatives, graphic organizers) • Repeated, deliberate practice is in evidence • Predetermined comprehension checks at strategic points during unit/lesson are planned and implemented • Instruction is adjusted (i.e., change of pace, length, modality, questioning) based on student engagement throughout the lesson <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students actively respond to related questions</i> • <i>Students are engaged in reciprocal communication with partner</i> • <i>Students actively discuss content (response options are an acceptable means of participation)</i> • <i>Students make predictions (response options are an acceptable means of participation)</i> • <i>Students respond to comprehension checks to demonstrate learning</i> • <i>Students maintain engagement in the learning activity</i>

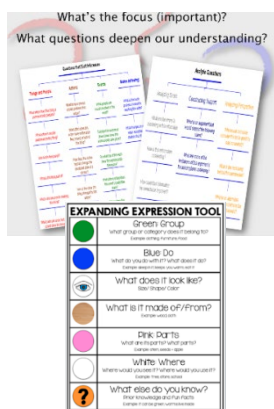
Using Questions to Help Students Elaborate on Content

Focus Statement:

Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect:

Evidence (formative data) demonstrates students accurately elaborate on content



Teacher-initiated indicator(s)

- Lessons present opportunities for dialogue (including use of **AAC**)
- Lessons include questions that elicit inferences, opinions, or analysis
 - Providing response options is acceptable
- **Visual supports**, such as graphic organizers, are used to enhance student understanding of question being asked
- Questions are asked to all students at the same rate
- Open-ended questions are asked of all students
- Questions are scaffolded to elicit correct responses from all learners
- Response **wait time** is matched to individual student processing and motor planning needs
- How and why (complex) questions begin with the what and how (concrete) questions
- Complex questions are designed to encompass the hierarchy of its concrete parts (i.e., what + how questions often equal a why)

Student-initiated indicator(s)

- *Students respond to questions that elicit inferences*
- *Students respond to analytic questions*
- *Students are engaged in reciprocal communication with partner*
 - *Students respond through individualized and appropriate communication systems (e.g., **AAC**, **eye gaze**, hand-held devices, response cards, **picture exchange**)*

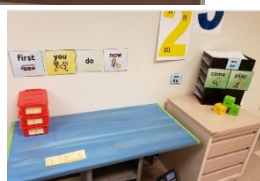
Reviewing Content

Focus Statement:

Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect:

Evidence (formative data) demonstrates students know the previously taught critical content.



Pudding Sequence Haitian-Creole

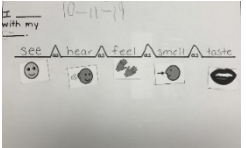





Teacher-initiated indicator(s)

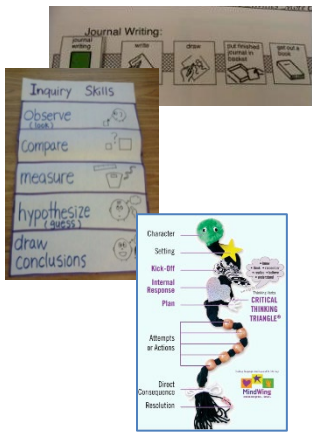
- Review is embedded in **general shaping** and **backward chaining** processes practice
- Active student response systems are used (e.g., thumbs up/down; Plickers; white boards; yes/no cards)
- Repeated practice opportunities are provided to develop independence and demonstrate mastery
- Content is delivered through multi-modalities to ensure student learning styles are met
- Practice opportunities are structured to include visual cueing systems (to reduce the need for staff prompting)
- Peer interaction strategies are systematically taught and supported (e.g., Kagan strategies)
- Response options include **visual supports**
- Error corrections procedures are utilized
- Student performance and assessment data is analyzed and used as a basis for review and re-teaching

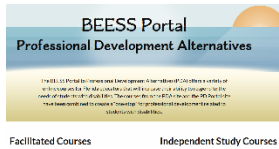
Student-initiated indicator(s)

- *Students work associatively in groups*
- *Students actively respond to peer-initiated interactions*
 - **Prompt hierarchy** may be used
- *Students have alternative means of reviewing information (e.g., written notes, symbol sequences, voiced reviews)*
- *Students demonstrate retention of knowledge and skills presented in previous lessons*

<p>Helping Students Practice Skills, Strategies, and Processes</p> <p>Focus Statement:</p> <p>When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.</p> <p>Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.</p>   	<ul style="list-style-type: none"> • <i>Students create permanent products that summarize critical content (e.g., using response options to complete stem statements)</i> <p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Task Analysis is used to target skill, strategy, or process steps • Evidence-based teaching strategies are used to support gradual release of responsibility or instructional scaffolding (e.g., modelling, errorless learning, first/then, backward chaining, general shaping) • Organizational strategies are systematically taught in all areas (including specials) • Repeated practice opportunities are provided to develop independence and demonstrate mastery • Content is presented and practiced in a variety of contexts to promote generalization • Practice opportunities are structured to include visual cueing systems (to reduce the need for staff prompting) • Social skills are systematically taught to all students • Evidence-based techniques (e.g., social stories, video scripting, social scripting, social thinking) are implemented • A prompt hierarchy with appropriate fading is used • Systematic teaching strategies and supports are shared with parents • Alternative means of creating permanent products, including notes (e.g., adult/peer recorder, choice making) are provided • Prepares communication devices or systems with key vocabulary to allow students to participate in activities <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students perform the skill, strategy, or process with increased confidence and competence</i> • <i>Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy)</i> • <i>Students create permanent products that summarize critical content (e.g., using response options to complete stem statements)</i> • <i>Students apply learning in home-related contexts (e.g., student assists in tasks requiring measurement, or uses a visual support to make a request)</i>
<p>Helping Students Examine Similarities and Differences</p> <p>Focus Statement:</p> <p>When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.</p>	<p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Concepts are explicitly taught and modelled through a variety of multi-modality mediums • Visual supports, such as graphic organizers, are used to enhance student understanding • Concepts are acknowledged across settings and contexts <ul style="list-style-type: none"> ○ Same / different ○ Sorting / classifying ○ Similarities / differences ○ Compare / contrast <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students identify similarities and differences in a variety of contexts</i> • <i>Students are able to sort and classify</i>

	<ul style="list-style-type: none"> • <i>Students distinguish between causes and effects of actions or events</i>
<p>Helping Students Examine Their Reasoning</p> <p>Focus Statement:</p> <p>Teacher helps students produce and defend a claim (assertion of truth or factual Statement) by examining their own reasoning or the logic of presented information, processes, and procedures.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual Statement).</p>	<p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Augmentative alternative communication (AAC) systems are available at all times for students needing them • Opportunities for making choices are provided and facilitated • Opportunities to evaluate why the choice was made are provided <ul style="list-style-type: none"> ◦ A variety of response options are acceptable • Self-monitoring skills are explicitly taught to assist reasoning skills • Visual supports, such as graphic organizers, are used to enhance student self-monitoring skills • Evidence-based techniques, such as social stories, video scripting, social scripting, social thinking are available as support tools • Students are coached to review responses <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students make contextually expected choices and judgements</i> • <i>Students identify and correct errors in information or processes with or without cues</i>
<p>Helping Students Revise Knowledge</p> <p>Focus Statement:</p> <p>Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.</p> 	<p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • A prompt hierarchy with appropriate fading is used • Errorless learning, reinforcement, and first/then routines are evident in instructional • Visual supports provided based on the task analysis of the skills or processes are modelled and taught for independent use (e.g., checklist) • Adjustments in instructional techniques are based on student responses • Formative assessments are analyzed and used to guide review and revision • Modelling of correct responses to guide revision • Students are coached to revise responses <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> • <i>Students acknowledge and implement corrective feedback</i> • <i>Students use scales (rubrics) represented by object, picture, icon, word, and/or sentence for self- assessment</i> <p><i>Students perform the skill, strategy, or process with reduced prompting (based on evidence provided by data collection related to prompt hierarchy)</i></p>
<p>Helping Students Engage in Cognitively Complex Tasks</p> <p>Focus Statement:</p> <p>Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.</p> <p>Desired Effect:</p> <p>Evidence (formative data) demonstrates students prove or</p>	<p>Teacher-initiated indicator(s)</p> <ul style="list-style-type: none"> • Students are engaged in systematic, direct instruction in decision-making and problem-solving • Organizational strategies are systematically taught in all areas • Social skills, which are complex by nature, are systematically taught to all students • Visual supports for decision-making and problem-solving are evident • Visual supports are used for the instruction of content • Cause/effect relationships are directly taught and practiced • Manipulatives and/or realia are utilized • Modes for responding and expressing information accommodate

<p>disprove the proposition, theory, or hypothesis.</p> 	<p>student's individual communicative and motoric modalities</p> <ul style="list-style-type: none"> Options are available for engagement, presentation and expression of content mastery Complex questions are designed to encompass the hierarchy of its concrete parts [i.e., (what + how questions often = a why) (an action + an action + the next action = a sequence of events)] <p><i>Student-initiated indicator(s)</i></p> <ul style="list-style-type: none"> <i>Students make connections and build on previous knowledge</i> <i>Students make predictions</i> <i>Students compare and contrast possible outcomes</i> <i>Students identify cause and effect relationships</i> <i>Students identify</i> <p><i>Response options are an acceptable means of participation (e.g., student uses a yes/no, true/false statement to prepared response options)</i></p>
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Professional Responsibilities	
<p>What do I typically do for...</p>	
<p>Adhering to School and District Policies and Procedures</p> <p>Focus Statement:</p> <p>Teacher adheres to school and district policies and procedures.</p> <p>Desired Effect:</p> <p>Teacher adheres to school and district rules and procedures.</p>	<ul style="list-style-type: none"> 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 Promotes consideration of least restrictive environment and inclusive opportunities Understands that decision-making should include a multi-disciplinary approach and follow the principles of <i>Presume Competence*</i> and <i>Least Dangerous Assumption*</i>
<p>Maintaining Expertise in Content and Pedagogy</p> <p>Focus Statement:</p> <p>Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).</p> <p>Desired Effect:</p> <p>Teacher provides evidence of developing expertise in content area and classroom instructional strategies.</p> 	<ul style="list-style-type: none"> Attends and applies professional learning provided by Florida discretionary projects, colleagues, schools, districts, state, and /or higher education institutions Demonstrates an understanding of the meaning and impact of verbal comprehension, perceptual organization, processing speed, and working memory on learning Ensures that use of a data collection system is evident Self-analyzes fidelity of strategy implementation 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.) 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)

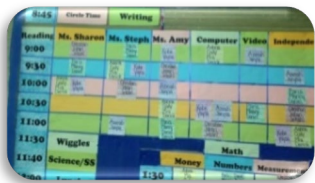
Promoting Teacher Leadership and Collaboration

Focus Statement:

Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect:

Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.



- 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
- Represents how students with complex needs can be involved in and make contributions to school and district projects
- Consults and collaborates with other professionals and parents (e.g., speech/language pathologists, OTs, PTs, other teachers)
- Seeks collaborative opportunities with service providers, families, and support staff
- 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**)
- 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

GLOSSARY OF TERMS

Access Points – are alternative achievement standards built to target the salient content of the general education standards.

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 shaping - 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 to promote accuracy with the least amount of errors and frustration.

Essential Understandings (EUs) – are scaffolds that disaggregate the **access points** to assist in the teaching and learning of the standards.

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 child 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 **Intentional Communication** 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 build 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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