



# Project SUCCESS

Southwest Allen County Schools

February 23<sup>rd</sup>, 2017

12:30pm-2:30pm

[www.projectsuccessindiana.com](http://www.projectsuccessindiana.com)



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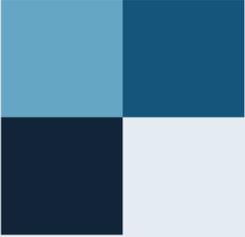
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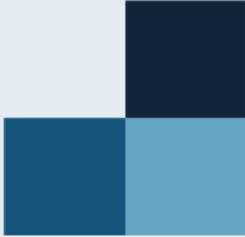
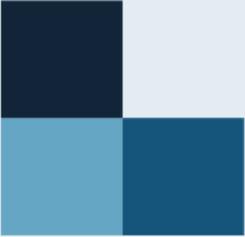
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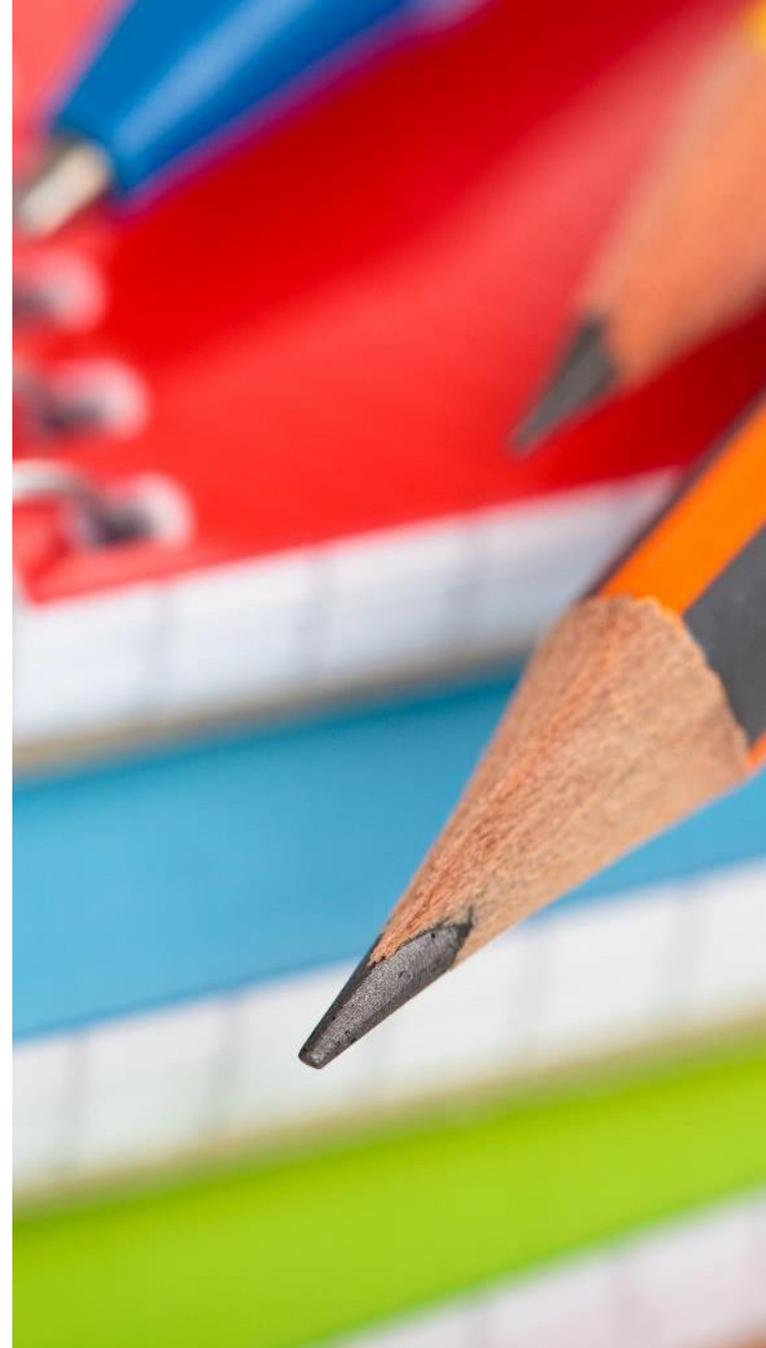
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# Agenda

- IDOE-Short Share #6: Curriculum and Instruction
- Content Connectors
- Unpacking Process
- Writing Standard Based IEPs
- Next Steps



# Learning Objectives

Participants will be able to...

- Use Content Connectors (grade level standards) and identify access skills.
- Understand components of measurable goals.
- Develop goals based on grade-level academic standards.

# Indiana Department of Education: Short Share #6

## *Curriculum Introduction*

## Short Share 6: Curriculum-Introduction



<https://youtu.be/QO4ZFeywh70>

# Introductions:

Name

Grade Level

Role

Since our last Project SUCCESS training, how have you implemented the Content Connectors into your classroom/planning process?

Have you tried any new curriculum, resources or apps in instruction?

# Content Connectors

# Assumptions

Students should have access to general education standards and curriculum

Content Connectors should be used to provide a bridge to the Indiana Academic Standards

IEP goals should be aligned to grade level for which the student is enrolled (Indiana Academic Standard or Content Connectors)

# Content Connectors

Alternate Academic  
Standards in  
Indiana

Aligned to the Indiana State  
Standards

Identify priorities in each content  
area (ELA, Math, Science, Social  
Studies) to guide instruction for  
students with significant cognitive  
disabilities

Assessed on ISTAR  
(Indiana's Alternate  
Assessment)

Highlight the necessary knowledge and skills in the  
Indiana State Standards needed for students to reach the  
learning targets at each grade level.

# Content Priority

## Prioritizing Instruction

In an effort to empower teachers and focus on college and career readiness, the Office of Student Assessment has created Instructional and Assessment Guidance (“Guidance”) documents for grades 3-8. The *Content Priority* of each Standard is delineated in the Guidance as one of three designations:

- 1) Critical – identified as “✓+”
- 2) Important – identified as “✓”
- 3) Additional – identified as “✓-”

Symbol	Content Priority	Possible ISTAR Test Questions
✓+	Critical	Yes
✓	Important	Yes
✓-	Additional	No

## Third Grade English/Language Arts 2016

Indiana Academic Standards	Content Connectors	Priority
<b>Reading: Literature</b>		
3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓+
3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	3.RL.2.2.a.1: Retell folktales, fables, and tall tales from diverse cultures.	✓+
3.RL.2.3: Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i> ) and explain how their actions contribute to the plot.	3.RL.2.3.a.1: Describe characters in a story (e.g., <i>their traits, motivations or feelings</i> ).	✓
<b>Reading: Nonfiction</b>		
3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RN.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓+
3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RN.2.2.a.1: Determine the main idea of a text.	✓+
	3.RN.2.2.a.2: Recount the key details and explain how they support the main idea.	✓+
3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i> ).	3.RN.3.1.a.1: Locate information within a text feature.	✓+
3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	3.RN.3.2.a.1: Identify how a nonfiction text can be structured to indicate a problem and solution.	✓+
	3.RN.3.2.a.2: Identify how a nonfiction text can be structured to put events in chronological order.	✓+
<b>Reading: Vocabulary</b>		
3.RV.2.1: Apply context clues (e.g., <i>word, phrase, and sentence clues</i> ) and text features (e.g., <i>maps, illustrations, charts</i> ) to determine the meanings of unknown words.	3.RV.2.1.a.1: Use context clues and text features to determine the meanings of unknown words.	✓+
3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i> ).	3.RV.2.2.a.1: Identify relationships among words including synonyms and antonyms.	✓+

Priority	✓+	Critical
	✓	Important
	□	Additional

## Sixth Grade English/Language Arts 2016

Indiana Academic Standards	Content Connectors	Priority
<b>Writing: Genres</b>		
<p>6.W.3.1: Writing arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>• Use an organizational structure to group related ideas that support the argument.</li> <li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p>6.W.3.1.a.1: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	✓+
<p>6.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p>6.W.3.2.a.1: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	✓+

Priority	✓+	Critical
	✓	Important
	□	Additional



# Mathematics:

## K-6 Number Sense



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	<p>K.NS.1.a.1 Count to at least 20 by ones and tens and count on by one from any number.</p>	<p>1.NS.1.a.1 Count to at least 50 by ones, fives, and tens from 0 with tools.</p>	<p>2.NS.1.a.1 Count by ones, fives, and tens up to at least 100 from 0.</p>	<p>3.NS.1.a.1 ✓ Read, demonstrate, and write whole numbers up to 200.</p>	<p>4.NS.1.a.1 ✓ Read, write and demonstrate (show) whole numbers up to 500.</p>	<p>5.NS.1.a.1 ✓+ Read, write, or select a decimal to the hundredths place.</p>	<p>6.NS.1.a.1 Select the appropriate meaning of a positive or negative number in a real world situation.</p>
		<p>1.NS.1.a.2 From 0 – 50, read and write numerals and represent a number of objects with a written numeral.</p>	<p>2.NS.1.a.2 Count by twos at least 100 from 0 with tools.</p>			<p>5.NS.1.a.2 ✓+ Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols &lt;, &gt;, and = &amp; vocabulary. Model with coins.</p>	
2	<p>K.NS.2.a.1 Write whole numbers from 0 to 20.</p>	<p>1.NS.2.a.1 Understand that 10 can be thought of as a group of ten ones – called a “ten”.</p>	<p>2.NS.2.a.1 Read and write whole numbers up to at least 100 in standard form.</p>	<p>3.NS.2.a.1 ✓+ Compare two whole numbers up to 200 using symbols and words (tier two to 50).</p>	<p>4.NS.2.a.1 ✓+ Compare two whole numbers up to five-digits using symbols (&gt;, =, and &lt;) and words.</p>	<p>5.NS.2.a.1 Determine number of parts in the given whole (real-life situations). Use real life word problems to “divide” into equal groups.</p>	<p>6.NS.2.a.1 Locate positive and negative numbers on a number line.</p>
	<p>K.NS.2.a.2 Recognize number words from 0 to 10 to the numeral.</p>	<p>1.NS.2.a.2 Understand that when groups of tens and ones are combined, a new number is formed.</p>					<p>6.NS.2.a.2 Locate the opposite of an integer on a number line.</p>
	<p>K.NS.2.a.3 Identify a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</p>						

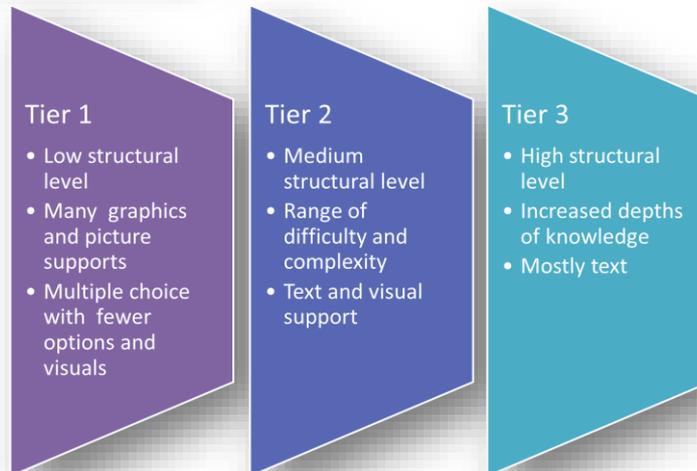
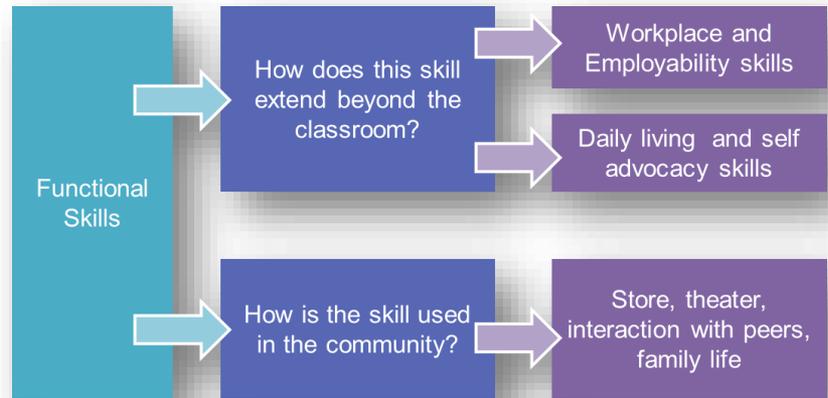
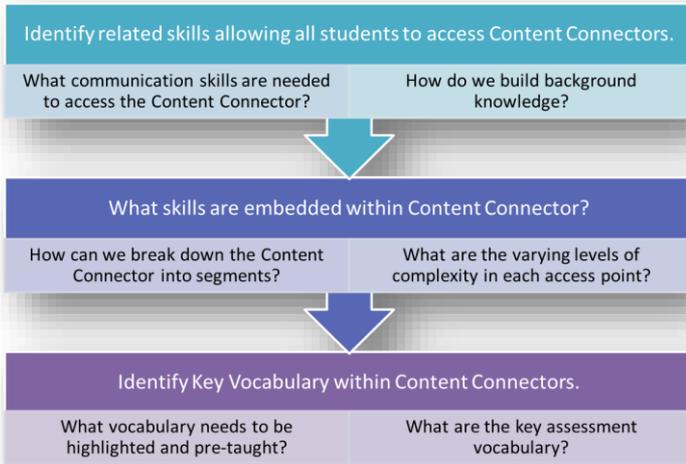
# Unpacking Process

# Become Familiar with the Content Connectors

- The IEP team needs to become familiar with the Content Connectors for the each student's assigned grade level.
- Unpack the skills within the Content Connectors-identifying access points for all levels of learners.
- Focus on what the student can do!

# Unpacking Standards

## Identifying the Skills within the Content Connectors



# Unpacking Standards

## Identifying the Skills within the Content Connectors

Identify related skills allowing all students to access Content Connectors.

What communication skills are needed to access the Content Connector?

How do we build background knowledge?



What skills are embedded within Content Connector?

How can we break down the Content Connector into segments?

What are the varying levels of complexity in each access point?



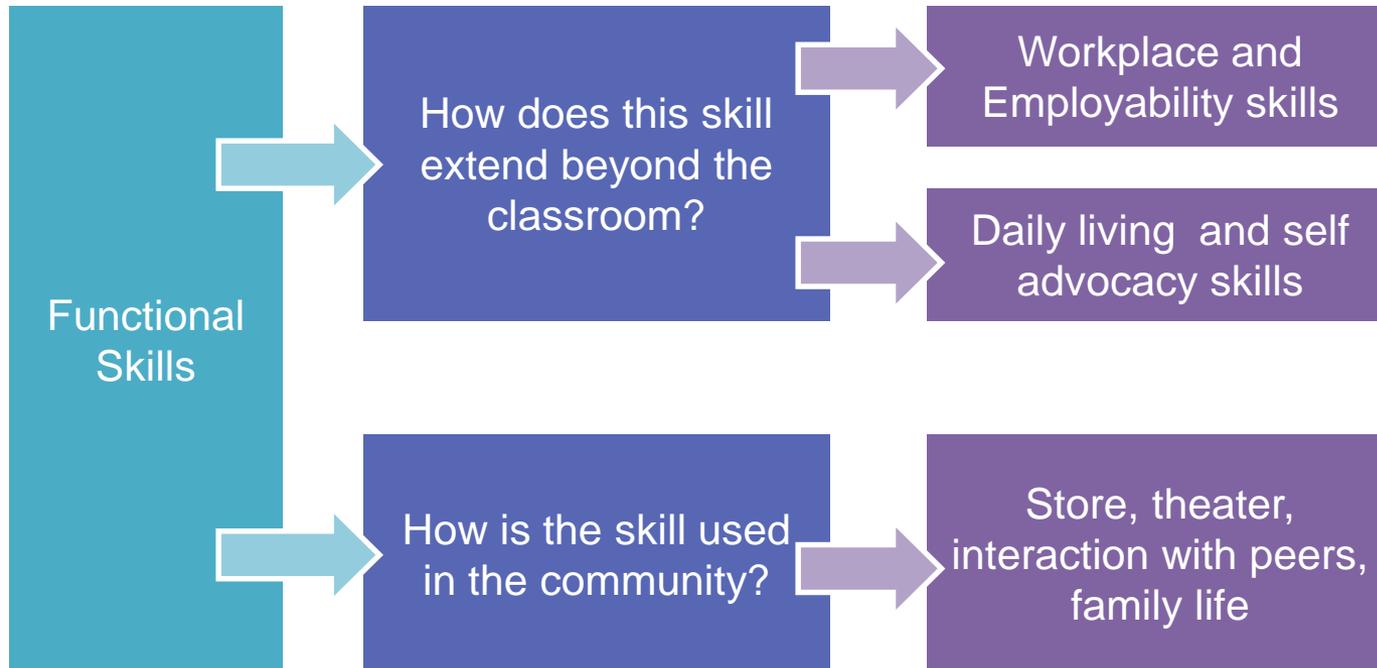
Identify Key Vocabulary within Content Connectors.

What vocabulary needs to be highlighted and pre-taught?

What are the key assessment vocabulary?

# Unpacking Standards

## Identifying Functional Skills and Application



# Unpacking Standards

## Identify Varying Levels of Access Points

### Tier 1

- Low structural level
- Many graphics and picture supports
- Multiple choice with fewer options and visuals

### Tier 2

- Medium structural level
- Range of difficulty and complexity
- Text and visual support

### Tier 3

- High structural level
- Increased depths of knowledge
- Mostly text

# Unpacking Template

Content Connector:

SKILLS: What students should DO? (VERBS)

CONCEPTS: What students should KNOW? (NOUNS)

What access skills are required for every student to master the selected grade-level standard?

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

Files

NAME ↑

W (a) Kindergarten ELA C...

W (b) 1st Grade ELA CC...

W (c) 2nd Grade ELA CC...

☰ (d) Third Grade Curricu...

☰ (e) 4th Grade Curriculu...

☰ (f) Fifth Grade Curricu...

☰ (g) Sixth Grade Curricu...

☰ (h) Seventh Grade Cur...

☰ (i) Eighth Grade Curric...

☰ (j) High School Grade ...

# Writing Standard Based IEPs

# Federal Updates

# New Considerations

Dear Colleague Letter – November  
2015

Reauthorization of ESEA – December  
2015

IDOE-Office of Special Education-  
Short Shares:

<http://www.doe.in.gov/specialed>

# Impact on Goal Writing

- Aligned to Grade Level Standards (including students with significant cognitive disabilities)
- Connecting Present Level of Academic Performance to IEP Goals
- Identifying Access Points and Barriers
- Specially Designed Instruction
- Progress Monitoring



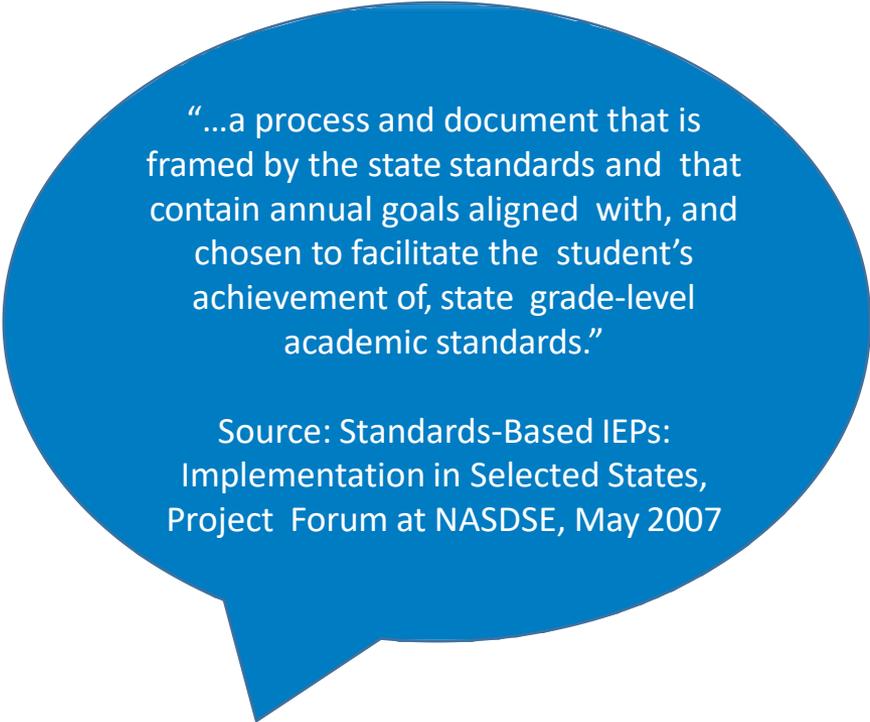
# Benefits of Standards-Based IEPs

- **A standards-based IEP:**
  - is built on the belief that a student with disabilities is capable of achieving grade-level proficiency if given appropriate instruction and supports;
  - addresses a broader, more meaningful set of academic skills and knowledge than a traditional IEP; and
  - ultimately prepares a student to earn a regular high school diploma and succeed after graduation.
- **Standards-based IEPs raise the bar on expectations and achievement:**
  - Parents and teachers have higher—but realistic—expectations of children with disabilities.
  - Students receive tailored instruction and accommodations to help them achieve in the general education curriculum at their enrolled grade level.
- **Standards-based IEPs encourage collaboration and awareness among educators, parents and schools. For example:**
  - Special education teachers, general education teachers and other IEP team members come to better understand their state's academic content standards and will work together to support student learning.
  - Parents better understand what's expected, according to state standards, of *all* students at their child's grade level, how well their child is doing compared to the standards, and how to support their child's learning at home.
  - Teachers will better understand what a student with disabilities needs to achieve grade-level standards.

# What are Standards-Based IEPs?

Annual goals based on standards are not standards nor curriculum. They ...

- enable the child to be involved in and progress in the general curriculum.
- are directly related to the student's needs as identified in the PLAAFP.
- teach skills crucial for learning the curriculum.
- include skills that meet other educational needs.
- always describe the expectations for what the student will accomplish and be able to do.



“...a process and document that is framed by the state standards and that contain annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards.”

Source: Standards-Based IEPs: Implementation in Selected States, Project Forum at NASDSE, May 2007

# Writing Standards-Based IEP

The IEP goals for students who participate in ISTAR include:

- Indiana Academic Standard or aligned Content Connector for grade in which the student is enrolled
- Present level of academic and functional performance
- Description of benchmarks or short-term objectives (access points)
- Description of how student progress towards the goals will be measured
- Services or supports provided to the student to increase access to the general education curriculum
- Changes in the general education curriculum necessary for this student to access the content

# Shifting Priorities

Functional skills are still important for students with significant cognitive disabilities, but should be carefully reviewed to determine which skills are directly interfering with access to academic instruction and access to standards and curriculum. For example, the ability to tie shoes, button pants, etc., do not directly interfere with accessing academic content.

Functional skills can be integrated into instruction in all classrooms during natural teaching moments.

Many skills are taught to students that do not need to be IEP goals. IEP goals should focus on skills aligned to standards that have the greatest impact across academic subject areas, allowing the student increased access to grade level content.

Support staff (SLP, OT, PT) can also align goals to academic standards by focusing on the specific skill that is limiting access or progress on standards.

# Goal Writing Template

<b>Present Level Data</b>	Include PLAAFP Information
<ul style="list-style-type: none"> <li><i>What do we know about this student's specific learning needs?</i></li> </ul>	
<b>Grade-level Academic Standards &amp; General Access Skills</b>	Grade level IAS or Content Connector
<ul style="list-style-type: none"> <li><i>Which academic standards are most affected by the student's disability?</i></li> <li><i>What access skills are required for every student to access the grade-level standard?</i></li> </ul>	
<b>Student Specific Access Skills</b>	Unpacked Standards/Content Connectors (Unpacking Template)
<ul style="list-style-type: none"> <li><i>What access skills will this student require to access the General Education curriculum?</i></li> </ul>	
<b>Accommodations</b>	
<ul style="list-style-type: none"> <li><i>What services or supports may be provided to the student to increase access to the general education curriculum?</i></li> </ul>	
<b>Modifications</b>	
<ul style="list-style-type: none"> <li><i>In what ways must the general education curriculum be changed for this student to access the content?</i></li> </ul>	

# Goal Writing Template

<b>Present Level Data</b> <ul style="list-style-type: none"> <li><i>What do we know about this student's specific learning needs?</i></li> </ul>	Include PLAAFP Information
<b>Grade-level Academic Standards &amp; General Access Skills</b> <ul style="list-style-type: none"> <li><i>Which academic standards are most affected by the student's disability?</i></li> <li><i>What access skills are required for every student to access the grade-level standard?</i></li> </ul>	Grade level IAS or Content Connector
<b>Student Specific Access Skills</b> <ul style="list-style-type: none"> <li><i>What access skills will this student require to access the General Education curriculum?</i></li> </ul>	Unpacked Standard: (Unpacking Template)
<b>Accommodations</b> <ul style="list-style-type: none"> <li><i>What services or supports may be provided to the student to increase access to the general education curriculum?</i></li> </ul>	
<b>Modifications</b> <ul style="list-style-type: none"> <li><i>In what ways must the general education curriculum be changed for this student to access the content?</i></li> </ul>	

<b>Unpacking Template</b>	
Content Connector:	
SKILLS: What students should DO? (VERBS)	CONCEPTS: What students should KNOW? (NOUNS)
What access skills are required for every student to master the selected grade-level standard?	
Which access skills describe barriers for this student's access to and progress toward this grade-level standard?	

## Developing Standards-based goals

Example Student #1:

Maria is a 7th grade student with a significant cognitive disability. She is medically fragile and has no identified means of communication. She is able to sustain short periods of instruction, but frequent prompting is needed. Recent evaluation attempts were inconclusive, but teachers report that Maria appears to be engaged for approximately 2 hours per day but tires easily and requires frequent breaks.

<p><b>Present Level Data</b></p> <p><i>What do we know about this student's specific learning needs?</i></p> <p><i>Which skill deficits impact academic standards across multiple subject areas?</i></p>	<ul style="list-style-type: none"><li>• Maria has no identified means of communication</li><li>• Medical needs interrupt instruction more than half of Maria's school day</li><li>• Maria recognizes family and familiar staff</li><li>• Maria appears to be attentive approximately 2 hours per day in small group setting</li></ul>
<p><b>Grade-level Academic Standard(s) &amp; General Access Skills</b></p> <p><i>Which academic standards are most affected by the student's disability?</i></p> <p><i>What access skills are required for every student to access the selected grade-level standard?</i></p>	<p><u>7.RN.2.2.a.2</u>: Provide a detailed, objective summary of a text.</p> <p>Identify key details from the text. Retell key details of the text in a sequence.</p> <p>Academic Vocabulary: Detail, Summary and Text</p> <p>Access skills are to increase communication skills during performance tasks. Choice making.</p>

**Student Specific  
Access Skills**

Identifying a detail about the main character and the setting through picture identification (selecting a picture). Sequence details in order- beginning, middle and end- placing pictures in sequence.

*What access skills will this student require to make progress toward academic standards*

**Goal and Objectives:**

7.RN.2.2.a.2: Provide a detailed, objective summary of a text.

GOAL:

When presented with a detail (picture of character or setting) from the text and a distractor that is non-text related, Maria will select the detail with 35% accuracy.

Objectives:

- When presented with two picture choices (one character, one non relevant object), Maria will correctly identify the character in a story read aloud with 40% accuracy.
- When presented with pictures of two key events/details from a story read aloud, Maria will correctly sequence the events (first and last) with 30% accuracy.

## Developing Standards-based goals

Example Student #2:

Jalen is a ninth grade student with a significant cognitive disability. He communicates using mostly one and two word phrases. Recent evaluation data shows his receptive language to be several years above his expressive language skills. Reading comprehension level is pre-primer.

<b>Present Level Data</b>	
<p><i>What do we know about this student's specific learning needs?</i></p> <p><i>Which skill deficits impact academic standards across multiple subject areas?</i></p>	<ul style="list-style-type: none"><li>• Consistently communicates needs and wants with one and two word phrases across settings</li><li>• Jalen functions independently within structured school setting</li><li>• Receptive language skills fall within the 4<sup>th</sup>-5<sup>th</sup> grade level</li><li>• Reading comprehension level is pre-primer.</li></ul>
<b>Grade-level Academic Standard(s) &amp; General Access Skills</b>	
<p><i>Which academic standards are most affected by the student's disability?</i></p> <p><i>What access skills are required for every student to access the selected grade-level standard?</i></p>	<p>9-10.RN.3.3.a.1: Determine an author's perspective or purpose in a text.</p> <p>Determine the main idea and key details of the text.</p> <p>Determine the author's perspective or purpose of the text.</p> <p>Identify the definition of the author's purpose to persuade, inform and entertain (P.I.E)</p>

***Goal and Objectives:***

9-10.RN.3.3.a.1: Determine an author's perspective or purpose in a text.

GOAL: After listening to a modified grade level text, Jalen will use pictures to find evidence of an author's point of view (entertain, persuade or to inform) with 85% accuracy.

Objectives:

- Jalen will use a graphic organizer to sort pictures from the text into examples of the author's purpose to persuade, entertain, or inform with 85% accuracy.
- When a short persuasive text is read aloud, Jalen will identify evidence of persuasion 65% accuracy.

	<p>SLP</p> <ul style="list-style-type: none"> <li>• During whole group instruction, Jalen will use 3-word sentences to describe action, event, or pictures in a modified grade level text with no more than one prompt in 8 out of 10 opportunities.</li> </ul>
<p><b>Accommodations</b></p> <p><i>What services or supports may be provided in the classroom to increase access to the curriculum?</i></p>	<p>Text read aloud or auditory version of the text. Picture support, graphic organizers to organize evidence of the author's perspective.</p>
<p><b>Modifications (if needed)</b></p> <p><i>In what ways must the curriculum be changed for this student to access the content?</i></p>	<p>Modified text to include picture support and text read aloud. Expressive communication supports to communicate text response- power point, graphic organizers, picture response cards.</p>
<p><b>Specially Designed Instruction</b></p> <p><i>What teaching and learning must take place for this student to learn or improve needed access skills?</i></p>	

# Remember...


Indiana IEP Resource Center

Goal Development Checklist

IEP Summary

- IEP shows evidence of a direct relationship between present levels of educational performance, the goals and services to be provided.

Present Levels Of Performance

- are current and relevant to the student
- evidence of need for the target behavior clearly identified
- contains baseline data

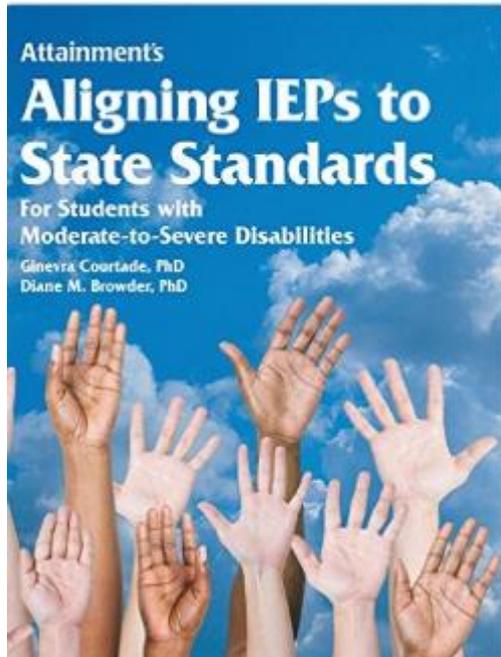
Annual Goal

- Three components of measurability are evident.
- Target behavior* (observable, repeatable, verifiable)
- Stimulus material or Conditions under which the skill is expected to occur*
- Criterion for mastery or acceptable performance*
- addresses a unique need of this student
- passes the stranger test
- identifies the skill the student will be taught
- reflects a realistic expectation of one year's growth considering the student and his or her current skills
- allows a clear yes or no determination of whether the goal has been achieved
- can be reliably assessed

# Keep the Planning Student Focused

- Begin with an overview of recent progress and strengths. Focus on what the student is able to do.
- Present levels-begin building a consensus of the student's educational needs.
- Consider academics, communication and other areas to identify skills that can be used to promote access to the grade level content and accommodations and supports.
- Plan for the whole student – all professionals collaborate around the goals and outcomes
- Remember, shifting to higher academic expectations will take time, but students will respond!

# Supportive Literature



## ***Aligning IEPs to the Common Core State Standards-for Students with Moderate and Severe Disabilities***

Ginevra Courtade, PhD

Diane M. Browder, PhD

## ***Aligning IEPs to State Standards-for Students with Moderate-to-Severe Disabilities***

Ginevra Courtade, PhD

Diane M. Browder, PhD

# Indiana Resource Centers



<https://www.indianaieprc.org/>

## **Indiana IEP Resource Center**

Focus: To increase Indiana educators' knowledge and skills that will (a) support the use of Indiana IEP to develop legally compliant IEPs that follow Article 7 requirements, (b) provide technical assistance and professional development for Indiana educators and staff who are involved in the development of high quality IEPs and (c) support Local Educational Agencies (LEAs) in the development and use of procedures to ensure compliance and the fidelity of implementation of IEP goals and services that will result in high quality instruction and programming evident by data review and progress monitoring.



[www.projectsuccessindiana.com](http://www.projectsuccessindiana.com)

## **Project Success**

Project SUCCESS supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC. Project SUCCESS provides monthly professional development sessions to participating teams and on-site technical assistance as needed.

# Indiana Resource Centers



<http://insource.org/>

## IN\*SOURCE

Focus: Since 1975, the Indiana Resource Center for Families with Special Needs or IN\*SOURCE has provided service to Indiana's families of infants, toddlers, children, youth and young adults with disabilities. IN\*SOURCE is a parent organization. Through the work and dedication of the Board of Directors, the staff and many volunteers, virtually all of whom are parents of persons with disabilities, IN\*SOURCE, utilizing a proven parent to parent model, has provided assistance, support services and educational resources to the community of individuals and organizations that serve and support persons with disabilities. Through the provision of information, training, individual assistance and support, they worked to help countless families confront the complexities and challenges of having a loved one with special needs. IN\*SOURCE celebrates the accomplishments of individuals with disabilities and their families and affirms their ongoing commitment to them. 

Next Steps:



[www.publicconsultinggroup.com](http://www.publicconsultinggroup.com)