What Now? Strategies and Resources to Prepare for Fall 2020
Supporting Students with Significant Intellectual Disabilities

1) Review Template Preparing for Fall 2020

*If distance learning continues in the fall of 2020, Project SUCCESS encourages you to visit Best Practices in Distance Learning to Support Students with Significant Intellectual Disabilities Guidance Document. This guidance document, as well as corresponding blog post, includes ideas for collaboration with colleagues, setting up an educator schedule and communication with families.

Parent and Family Communication	• The guidance document Considerations for Supporting Families in Fall 2020 provides considerations and guiding questions for teachers and/or paraprofessionals to ask families to *identify distance learning* needs, as well as coordinate what is working well and areas of difficulty. • Consider surveying families, using the questions in the guidance document, to get a better understanding of student needs. You could use Google Forms, SurveyMonkey, or send the survey in a simple email or letter.
Data Collection on Present Levels	• The planning template, Data Collection Template Preparing for Fall 2020, was designed to walk an educator through considering all student data collection aligned to COVID 19 school closures. This includes data collected prior to school closures, data collected during distance learning, and how data will be collected in the fall, with consideration for how learning will continue.
Collaboration with Colleagues	• The Student Support Matrix is a template designed to consider what a student's needs to be success aligned to a specific lesson plan, including presentation, representation, communication and behavior. This document can be completed in partnership

	with the general educator or paraprofessional to support inclusive practices. • The Applying Modifications to Support Students template allows educators to collaboratively discuss student barriers (ie barriers in curriculum, assessment, communication, classroom structure) and implement modifications to address student needs. You can find the document here: Modification Types • The guidance document Utilizing Paraprofessionals to Support Distance Learning highlights ways paraprofessionals can support teachers during *distance learning*.
Developing a Scope and Sequence for Instruction *A Scope and Sequence is a list of all ideas, concepts, and topics that will be covered in a book, or lesson plans assigned within a curriculum. A Scope and Sequence is aligned to the high priority Content Connectors for a subject.*	• The Scope and Sequence Template Work Plan is a planning template to guide your through the Scope and Sequence process. Using the work plan and in collaboration with your team, determine where to begin, what to include, how to organize, and who is responsible for each action item. • To assist in understanding how to unpack high priority Content Connectors, use the Unpacking Content Connectors Webinar (15:42) to guide you through the process. • The Unpacking Template walks you through the Unpacking Process, including the skills, concepts, and access skills aligned to high priority Content Connectors. • Access to grade level Content Connectors: Vertical Alignment (K - 5), Vertical Alignment (6 - 8), and Description of the Blueprint.

Student Schedules	• It is essential to develop a student and classroom schedule which provides consistency and predictability. When considering a schedule for a student, we want to balance our academic tasks, which are aligned to grade level Content Connectors, with functional task instruction. We often think of this as an opportunity to generalize skills. The Are You Balanced? Activity provides to opportunity to explore the balance of academic and functional tasks in your student and class schedule.
Universally Designed Lesson Plans, aligned to Grade Level Standards	• The Lesson Plan Template with Distance Learning Considerations • guides an educator through the following: identifying learning objectives, adding grade-level Content Connectors, vocabulary, and resources, aligning all learning levels to the standard (emerging – applied), and implementing instructional strategies. Links to standards and curriculum ideas are embedded within the lesson plan template. • PATINS UDL Lesson Plan Creator supports educators in creating a universally designed lesson plan from scratch. You can use the Multiple Page Form *(opens new window)* or One Page Form *(opens new window)*. To learn more about the lesson plan creator, watch the Short Share| Universal Design.
Instructional Resources	• The Project SUCCESS webinar Instructional Strategies for Students with Significant Intellectual Disabilities provides best practice strategies for supporting learners in reading and writing. • The Model, Lead, Test strategy is known as the "I Do", "We Do", and "You Do". This form of scaffolding begins with the teacher modeling and providing guidance to support student learning. As the student begins to advance, the teacher will provide less

	support to the learner, which develops independence with the skill or task. This strategy is especially helpful when teaching academic skills with multiple steps. Want to see this strategy used during distance learning? Check out Anna Findley's, Greenfield Central Junior High School, lesson plan here. • The Project SUCCESS Curriculum Resource List is a collection of resources used by educators throughout Indiana to support the implementation of Content Connectors (Indiana's alternate standards). Project SUCCESS recently reorganized the document to make it easier for you to find the resources you need. • PATINS Project has provided this guidance document of resources for students using AAC during distance learning. • The Core Vocabulary Presentation introduces an educator to Core Vocabulary and implementation within instruction. The Core Vocabulary Handout will guide educators on selecting aligned Core Vocabulary.
Formative Assessment *A process by which the educator gathers feedback, for both educator and student to use in guiding improvements for teaching and learning.* • *Collects evidence of student thinking* • *Determines immediate next step in instruction* • *Not graded*	• Guidance document sharing specific modifications in Formative Assessment Strategies for Students with Significant Intellectual Disabilities. (Word, PDF). • Project SUCCESS presentation from CEC Conference 2019 • Mary Baker-Boudissa of Project SUCCESS interviews educators Brad Rosebrock and Kim Gauck about their use of Formative Assessment in the classroom.

| Setting Student Expectations | The Indiana Resource Center for Autism shares a variety of visuals on the topics of anger management, grief, the 5-point scale, and health and personal care. Link to Behavior and Emotions Visuals. Link to Health and Personal Care Visuals. Create Visual Supports – The visuals engine will help you build visual supports and sequences for your students. A First-Then Board is a visual strategy used to help students with language and/or behavior needs complete specific tasks. This strategy displays two pictures. The "first" is usually a picture of a non-preferred activity and the "then" is a picture of a preferred activity. The student must complete the "first" before being able to do the "then" activity. |