

Guidebook for Teaching Students Receiving Special Education Services

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1. The Individuals With Disabilities Education Act

The Individuals With Disabilities Education Act

The focus of this course is how to present effective instruction to students with disabilities. Effective instruction refers to instruction that directly results in a student acquiring a targeted learning outcome, such as being able to decode a consonant-vowel-consonant word or solve a basic addition fact.

The presentation of effective instruction to students with disabilities is, to a large degree, the result of educators' adherence to the laws that direct the provision of special education services to these students. Consequently, the focus of this chapter is the federal law that has the most impact on the day-to-day design and implementation of the special education services that are provided on behalf of a student with a disability: the Individuals with Disabilities Education Act (2004), or IDEA. The content in the IDEA establishes the fundamental underpinnings of special education.

Chapter Primer

The information presented below serves as an introduction to the content that is presented in each subsection of this chapter.

- The Individuals with Disabilities Education Act (IDEA), which is one of the federal laws that pertain to persons with disabilities, is the one that has the most direct impact on public school programming for students with disabilities. This law establishes the fundamental underpinnings of special education and must be adhered to by all public school teachers, both general and special education teachers alike.
- Special education refers to the services students with disabilities receive. While many school personnel assert that a student with a disability “has been placed in special education,” it is much more accurate to say that when a student has met the two-part eligibility criteria for special education, this means that the student has been determined to be in need of services that directly address the impact of the student’s disability on her educational performance.
- The definition for the term “special education” is put forth in the Individuals with Disabilities Education Act. A noteworthy part of this definition is the phrase “specially designed instruction,” which refers to the content, methodology, and delivery of instruction that comprise the foundation of a student’s special education.
- There is one Outside Activity in this module. It is the required reading that is identified in Part 4: “Q&A on Part B of IDEA 2004: Purposes and Key Definitions.” This reading both highlights and extends the content presented in Part 1, Part 2, and Part 3 of this module.

Learning Objectives

The learning objectives pertain to the following sections that are presented below: (a) The Legal Basis for Special Education; (b) Key Features of the Individuals with

Disabilities Education Act; (c) IDEA's Purpose/Mission Statement; (d) Special Education is a Service Rather Than a Standardized Program; and, (e) Special Education is "Specially Designed Instruction." After working through all of the content presented in each section, you should be able to

- Name the law that has the most direct impact on the design and day-to-day operation of the special education program that is implemented on behalf of a student with a disability
- State which teachers must comply with the Individuals with Disabilities Education Act (IDEA)
- Identify five key features of the IDEA
- State the purpose of the IDEA
- Explain what is meant by the phrase, "Special education is a service"
- Explain the meaning of these parts of the definition for special education: "specially designed instruction," "meet the unique needs," and "child with a disability"
- State the two-part eligibility criterion for the receipt of special education services

The Legal Basis for Special Education

One thing the history of special education teaches is that special education's existence is dependent on legislation and court rulings. Therefore, to develop a basic understanding of what special education is, you must be cognizant of key laws and court rulings.

Regarding key laws, there are many that impact educational services for individuals with disabilities. These laws include Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Family

Educational Rights and Privacy Act (FERPA), the Every Students Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA) (PROGRESS Center, 2022). Arguably, this last law, the IDEA, is the one that has the most direct impact on the design and day-to-day implementation of the special education services that are implemented on behalf of a student with a disability. Therefore, it will be the focus of this module's discussion of the legal basis for special education.

Reference

PROGRESS Center. (2022). Introduction to federal and state laws impacting students with disabilities self-paced module. Retrieved from <https://promotingprogress.org/training/federal-state-laws-students-with-disabilities>

Key Features of the Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law that directs the provision of special education services for students with disabilities, ages 3-21, inclusive. While certain provisions in the law pertain to students with disabilities who attend a private school, the majority of the provisions apply to students with disabilities enrolled in public schools. Hence, the information presented in this module about the IDEA will pertain to this latter group of students.

The IDEA exists to ensure that each student with a disability receives what is called a free, appropriate public education (FAPE) [\[Ref\]](#). Thus, the law applies to those who work in public

schools. That is to say, as a condition of their employment in a public school in the United States, every public school teacher is obligated to comply with the IDEA.

Key features of the IDEA include the following.

1. The IDEA was first passed in 1975 and was titled the “Education for All Handicapped Children Act (EAHCA).” At that time, its primary focus was providing students with disabilities access and opportunity to a public education. Access literally meant being able to enter a public school building, while opportunity referred to being provided an education involving special education services that enabled a student to realize some type of educational benefit. Subsequent to its passage in 1975, the law has been amended periodically. These amendments have (a) retained those aspects of the law that were functioning properly, (b) changed aspects that were not functioning properly, and (c) added new aspects altogether. Over time, one new aspect of the law was its name which, in 1990, was changed to the Individuals with Disabilities Education Act. The new name reflects the use of person-first language (also referred to as person-first terminology) when referring to an individual with a disability.
2. The IDEA contains a statement of purpose, which has also been referred to as its mission statement. In part, the purpose of the IDEA is to prepare students with disabilities for post-secondary (i.e., post high school) education, employment, and independent living.
3. The IDEA is a federal law. However, you need to note that the terms “law” and “statute” are synonymous, so you will see references to the IDEA as both a law and a statute. Furthermore, the IDEA has an accompanying set of regulations, which are the written details that guide the actual implementation of the law. IDEA’s regulations carry the same weight as the law (i.e., school personnel are

legally obligated to comply with both the statute and its accompanying regulations).

4. Each state can have its own set of special education laws and regulations. However, these laws and regulations must, at a minimum, abide by the content that is put forth in the IDEA and its accompanying regulations. A state may offer more special education services than those required by the IDEA, but a state may not offer fewer services. For example, one state's special education law says that students with disabilities, ages 3-26, inclusive, are entitled to receive special education services.
5. There are four parts to the IDEA: Part A, Part B, Part C, and Part D. Part B is the part that is most relevant to school-age students as its content pertains to the provision of special education services to students with disabilities, ages 3-21, inclusive. This means that a student with a disability is eligible to receive special education services beginning the day he turns 3 years old through age 21 (meaning until he turns 22).

References

Individuals With Disabilities Education Act. (n.d.). Retrieved from sites.ed.gov/idea/

IDEA's Purpose/Mission Statement

As was noted above, the purpose of the IDEA, which is also referred to as its mission statement, says, in part, that school personnel are to prepare students with disabilities for post-secondary education, employment, and independent living. School personnel achieve this purpose by providing students with disabilities high-quality educational programs.

The reason you need to know about IDEA's purpose is because many people erroneously believe that the purpose of

special education is to eliminate any academic achievement gap that results from a student's disability. An academic achievement gap refers to the level of a student's academic performance compared to the academic performance level expected of the student based on his current grade level. Specifically, an academic achievement gap exists when the student's actual academic performance is below his current grade level (e.g., a 4th grade student who demonstrates academic achievement at a 1st grade level). While educators will work diligently to improve the academic performance of a student with a disability, circumstances – such as the extent of a student's disability – may prevent him from totally eliminating an academic achievement gap.

Special Education is a Service Rather Than a Standardized Program

Within the Individuals with Disabilities Education Act (IDEA), special education is defined, in part, as “specially designed instruction to meet the unique needs of a child with a disability.” Before exploring this definition in a bit of detail, it is important to note that it establishes the fact that special education is a service and not a standardized program into which students with disabilities are placed. Special education refers to the services a student with a disability is provided for the purpose of ensuring that the student receives a meaningful education. Altogether, these services comprise a student's special education program, which is highly individualized.

It is important for you to remain cognizant of the fact that special education is not a standardized program into which all students with disabilities are placed, or into which students with a certain disability are placed (e.g., the Intellectual Disability program, the Autism program, or the Specific

Learning Disability program). Oftentimes, in schools, you will hear an educator say that a student with a disability “has been placed in special education.” As you will learn in Module 3, the physical location, or place, where students with disabilities receive instruction is an important topic, but this topic is altogether separate from first establishing what is special education.

References

Individuals With Disabilities Education Act. (n.d.). Retrieved from sites.ed.gov/idea/

Special Education is “Specially Designed Instruction”

As was stated previously, special education is defined, in part, as “specially designed instruction to meet the unique needs of a child with a disability.” The various parts of this definition are explained below.

Specially designed instruction. This refers to the content, methodology, and delivery of instruction that pertains to a particular student with a disability.

Meet the unique needs. Each student’s special education services are to be designed to address the student’s academic achievement and functional performance needs. Academic achievement refers to what a student needs to learn in traditional subject matter areas that include, but are not limited to, English/language arts, mathematics, science, and social studies. Functional performance refers to activities that are not considered to be academic, such as performing at a job, completing personal hygiene tasks, preparing meals, and cleaning one’s living quarters.

Child with a disability. The IDEA uses this phrase but acknowledges that, in addition to preschool-age children and

those in elementary school, the phrase refers to individuals who are considered to be teenagers and young adults and, therefore, are no longer referred to as children. Thus, in this course the phrase “student with a disability” is used instead of “child with a disability” since doing so is in keeping with how all individuals with disabilities, ages 3-21, are typically referred to in a school setting. However, remain mindful that both phrases – “child with a disability” and “student with a disability” – are synonymous in terms of the individuals they refer to.

In order to be considered a student with a disability who is eligible to receive special education services, a student must meet what is a two-part eligibility criterion. One part involves the student being identified as meeting the criteria for one or more of the categories of disability that are listed in the IDEA while the second part involves the student, as a result of the disability, functioning in a way that necessitates the provision of special education services.

References

Center for Parent Information and Resources. (2017). Key definitions in Part B of IDEA: Defining a child with a disability. Retrieved from <https://www.parentcenterhub.org/fapebrief-ref-list-child/>

PROGRESS Center. (n.d.). IEP tips sheet: What is the statement of special education, or SDI? Retrieved from https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf

Q&A on Part B of IDEA 2004: Purposes and Key Definitions

You must read the article titled, “Q&A on Part B of IDEA 2004: Purposes and Key Definitions”

After reading this article, you should be able to

- **State how the educational needs of millions of children with disabilities were not being met before the date of the enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142)**
- **Discuss the meaning of “appropriate” with respect to the IDEA**
- **Explain how the IDEA defines “child with a disability”**
- **List IDEA’s categories of disability**
- **Identify where special education is provided**

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter’s focus, which is “The Legal Basis for Special Education.” To access a resource, use the link provided.

[Q&A on Part B of IDEA 2004: Purposes and Key Definitions](#)

According to this resource’s author, the Center for Parent Information & Resources (November 2017), this Q&A is designed to answer three questions by looking, in detail, at the mandates and requirements of our nation’s special education law, the Individuals with Disabilities Education Act (IDEA), as amended in 2004. These questions are (a) What is special education?, (b) What are related services?, and (c) Who is considered a “child with a disability”?

[Introduction to Federal and State Laws Impacting Students with Disabilities](#)

This resource is an online course from the PROGRESS Center. The Center states that the course is part of a series covering the legal foundations of laws supporting students with disabilities. Those who enroll in this interactive course will be able to do the following:

- Explain the difference between civil rights laws and

funding laws

- Identify where the Individuals with Disabilities Education Act, or IDEA, fits within the continuum of federal laws
- Identify other federal laws that have direct implications for students with disabilities
- Understand how state laws may expand federal laws impacting students with disabilities

[IEP Tip Sheet: Overview of the Statement of Services & Aids](#) At the outset, this tip sheet states that it “introduces and provides an overview of the statement of special education, related services, supplementary aids and services, and program modifications that are part of the individualized education program (IEP). It also includes a brief summary of federal regulations and tips for implementation.”

[IEP Tip Sheet: What are Related Services?](#) At the outset, this tip sheet states that it “introduces and briefly defines related services that promote progress by ensuring that students can benefit from special education and shares tips for implementation.”

[IEP Tip Sheet: Program Modifications or Supports](#) This tip sheet, from the PROGRESS Center, introduces and briefly defines program modifications and supports that promote access to and progress in general education programming and shares tips for implementation.

[IEP Tip Sheet: What is the Statement of Special Education or SDI?](#) At the outset, this tip sheet states that it “introduces and briefly defines what is needed for the statement of special education as defined as specially designed instruction, or SDI, and provides tips for implementation.” The tip sheet also states that the reader is to check their state law for supplemental requirements.

2. Core Vocabulary and Concepts

Core Vocabulary and Concepts

The focus of this chapter is the vocabulary and concepts which are central to a discussion about the presentation of effective and efficient instruction to students with disabilities. For the purposes of this discussion, the term vocabulary refer to the words used in a language while the term concept refers to a general notion.

The importance of vocabulary knowledge is best explained in terms of how beginning readers develop their reading comprehension skills. Teachers who present beginning reading instruction are cognizant of the fact that, in order for a student to be able to comprehend the text she reads, she must know the meanings of key vocabulary. Likewise, to enhance your understanding of the content presented throughout this course – in text, videos, online modules, etc. – you need to know the meanings of key vocabulary.

However, in this course, the term key vocabulary is replaced with the term core vocabulary. The reason for this arrangement is to impress upon you that the meanings of this vocabulary are at the heart of special education, overall, and the provision of effective and efficient instruction to students with disabilities who receive special education services, in particular.

While there are slight variations, elsewhere, for some of the definitions for the vocabulary presented here, your understanding of the definitions presented in this chapter will enable you to begin to assimilate the core vocabulary pertaining to the discipline of special education. That is to say,

in many instances a universally agreed upon definition does not exist for each term. Yet, in some instances, a term's definition has a specific, legal meaning that has been set forth in the Individuals with Disabilities Education Act (IDEA, 2004) and/or its accompanying regulations. This circumstance will be made clear to you whenever it applies.

As you read the content in this chapter you will readily note how the definition for a term is placed within a broader context. This arrangement is intended to enable you to develop a deep understanding of the meaning of each term – both its meaning and what it means relative to other core vocabulary. Thus, you need to attend to all of the content that is presented and not just how a term has been defined.

The significance of knowing the meanings of key vocabulary was captured by Voltaire (1694-1778)*, a French Enlightenment writer, historian, and philosopher, who has been reported to have said, “If you wish to converse with me, define your terms.” This quote is relevant to this course in the sense that you need to understand the meanings that are ascribed to key vocabulary that are presented throughout this course. The quote is relevant to your work as a special education teacher in that you need to learn the vocabulary of special education. (*Voltaire was the pen name for François-Marie Arouet)

As was noted above, a concept refers to a general notion, or idea. A central concept with respect to students who manifest mild disabilities is that they possess the innate ability to master all of the academic achievement standards that comprise the core curriculum that is taught in a general education classroom. Additional concepts are presented elsewhere in this chapter.

Chapter Primer

This chapter first presents core vocabulary and concepts that

pertain to the presentation of effective instruction to students with disabilities, particularly those students who manifest what has been characterized as a mild disability. Next, core vocabulary and concepts that pertain to the various characterizations of the behavior of students with disabilities are presented, followed by core vocabulary and concepts that pertain to assessment. Last, miscellaneous core vocabulary and concepts are presented that are relevant to this course but are not presented elsewhere in this chapter.

Learning Objectives

The learning objectives pertain to the two sections presented below: (a) Core Vocabulary Pertaining to the Presentation of Effective Instruction and (b) Core Concepts Pertaining to the Presentation of Effective Instruction. After working through all of the content presented in each section, you should be able to

- Explain the meanings for the terms behavior, teaching, effective instruction, curriculum, instructional strategy, and instructional materials
- Discuss the expectation for the curriculum content that should be mastered by a student characterized as manifesting a mild disability
- Discuss whether effective instructional strategies for students with disabilities are also appropriate for students who demonstrate significant, persistent learning challenges but who have not been identified as having a disability

Core Vocabulary Pertaining to the Presentation of Effective Instruction

Behavior. An individual's observable actions. Anything a person says or does.

Teaching. Imparting knowledge or skills. Teaching implies an interaction between an adult and a student such that the student's behavior changes, in some way, as a result of the interaction. The specific way the student's behavior changes is that they are able to express newly acquired knowledge (e.g., state the sum of a basic addition fact or the name of the capital of the state in which they live) or perform a newly acquired skill (e.g., correctly complete a long division algorithm, wash their hands, wait to be called on, by the teacher, after raising their hand to answer a question).

Curriculum. A listing of the content students are to learn while in school. This content can be described in various ways. One way to describe it is in terms of knowledge (i.e., pieces of information) students should acquire, and skills (i.e., tasks and activities) they should be able to perform. Another way to describe curriculum content is as the IDEA does, which is in terms of academic and functional content

In the IDEA, academic content is referenced as a student's academic achievement. This refers to a student's performance in traditional academic areas, such as reading/language arts, math, science, and history.

Functional content is referenced in the IDEA as a student's functional performance. In part, functional content refers to what have been called "routine activities of daily living," which include skills such as dressing, eating, and going to the bathroom. These skills are also known as daily living skills.

Functional content also includes (a) social skills (i.e., sharing space appropriately with others, engaging in appropriate communicative exchanges, establishing and maintaining

friendships), (b) knowing how to behave appropriately across various settings, and (c) engaging in mobility skills that enable a student to traverse throughout a school's campus.

Note that some people define curriculum in a way that includes the definition presented above as well as the definitions for the terms instructional strategy and instructional materials (which are presented below). Furthermore, this alternative definition also refers to the time when certain content will be taught, such as across three school days during the 3rd nine-weeks grading period. This timeframe refers to the school's/teacher's use of a curriculum's scope and sequence.

The information in the preceding paragraph pertaining to an alternative definition for curriculum is provided for "informational purposes only." In other words, this definition does not pertain to how the term curriculum is used in the content that is presented in this course, nor to how you will be tested on the meaning of this term.

Instructional strategy. The planned actions a teacher executes when she teaches. A teacher delineates the instructional strategy , or strategies, she will use in a written document called a lesson plan. Terms that are synonymous with instructional strategy are teaching strategy and teaching methodology.

The four basic instructional strategies that a teacher uses individually – or in combination – are verbal instructions, modeling, written instructions, and physical guidance. For instance, if a teacher sets out to teach a student how to wash his hands, the teacher's instructional strategy could consist of

- verbal instructions, meaning she simply tells the student how to perform each step of the handwashing routine;
- modeling, meaning the teacher demonstrates, at a separate sink, how to perform each step of the routine;
- written instructions, which might consist of the teacher

- posting, on the mirror above the sink, a written list of the steps that comprise the handwashing routine; and/or
- physical guidance, which might consist of the teacher standing directly behind the student and directing his movements such that he successfully completes each step of the handwashing routine.

Know that when a teacher uses multiple strategies in combination, the intervention is called a multi-component instructional strategy.

Instructional materials. These are the tangible and intangible items a teacher uses, and/or her students use, when the teacher presents a lesson. Tangible items are those a student can feel/touch/manipulate, such as base ten blocks, a pencil, and a worksheet. Intangible items cannot be physically touched or manipulated. An example of an intangible item would be an app – which cannot be physically touched or manipulated – but is presented through a tangible item that can be directly manipulated, such as a desktop computer or handheld device.

It is important to note how instructional materials are aligned with curriculum content. When academic content is being taught, traditional instructional materials, such as paper, pencils, books, and computers, probably will be used, whereas when functional content is being taught, such as making a sandwich, instructional materials might include a knife, bread, lunch meat, lettuce, and tomatoes.

Targeted learning outcome. The knowledge or skill that a teacher intends for a student to master. One example of a targeted learning outcome is for the student to state the short vowel sound associated with the letter a. A second example of a targeted learning outcome is for a student to put one sock on each foot.

Explicit Instruction. An approach to instruction, meaning a way to present instruction, that is comprised of multiple

teacher behaviors that have been proven (through research) to be effective – either singularly or in combination. Key features of explicit instruction include the following teacher behaviors:

- Selection and subsequent overt statement of a clear learning objective
- Identification of why it is important for students to master the learning objective (also referred to as the targeted learning outcome), as well as how the learning objective relates to previously learned, related content
- Task analysis, and appropriate sequencing, of content
- Presentation of examples and non-examples
- A multi-step sequence that may be comprised of teacher modeling-guided practice-independent practice (Special Note: One three-step sequence that is associated with explicit instruction is commonly referred to as the “I do, We do, You do” sequence.)
- Opportunities for active student responding
- Provision of timely feedback
- Maintenance of a brisk pace
- Lesson review, and
- Preview of future, related work

Other terms that have been put forth in the literature to refer to the same type of approach to instruction include (a) direct instruction and (b) assisted instruction.

Instructional Framework. In this course, the term instructional framework refers to the generic structure for an appropriate lesson for students with disabilities. It is critical that you recognize that this framework is appropriate for teaching any subject matter content: beginning reading, writing, mathematics, science, and social studies. Thus, one task you must take upon yourself as a part of your long-term professional development is figuring out how best to match the components of this instructional framework with the

content you must present from a particular subject matter area. Explicit instruction is the term that is used to describe the instructional framework to which I am referring.

Yet, there are a number of related concepts about which you must become knowledgeable. These include, but certainly are not limited to, intensive instruction, high-leverage practices (HLPs), evidence-based practices (EBPs), proper practice, and instructional strategies that are “fit for purpose” (i.e., the type of instruction that is appropriate for the phases of learning that include acquisition, fluency, maintenance, and generalization).

Modeling; Teacher Modeling. One of the steps that comprise the multi-step sequence that has been referred to as the “body” of explicit instruction. Modeling involves the teacher demonstrating how to perform the behavior defined in the targeted learning outcome while the students observe, but do NOT do, the work that is central to the teacher’s demonstration.

Example markers of teacher modeling include the teacher saying, “Watch me” and/or “Listen to me.” If students do something during this step, it consists of responding to a question or directive with an obvious answer that the students already know, such as, “Show a thumbs up if the letter t is the first letter in the word ‘there’.”

Effective instruction. Instruction that has been determined to be responsible for a student’s mastery of one or more targeted learning outcomes. For instance, research has shown that an instructional strategy known as simultaneous prompting has proven to be responsible for some students with disabilities learning to name the numerals 1-9. In this instance, simultaneous prompting is an effective instructional strategy.

Efficient instruction. This is a concept that refers to the relative ease – with respect to teacher effort when presenting instruction as well as preparing for it – involved with using one effective instructional strategy as opposed to another. In

other words, the concept of efficient instruction only applies to instruction that has proven to be effective.

For example, a teacher may have the option of using two effective instructional strategies – either Instructional Strategy A or Instructional Strategy B – for the purpose of teaching students to solve basic multiplication facts. Instructional Strategy A involves having the students work through an app presented on a desktop computer in the classroom while Instructional Strategy B involves the teacher creating flash cards and a data recording sheet, then transferring the data from the recording sheet to a spreadsheet on a computer. Since Instructional Strategy A is easier for the teacher to use than is Instructional Strategy B, Instructional Strategy A could be described as being a more efficient instructional strategy.

Another way to think of efficient instruction is as the relative amount of resources involved when using two different, but effective, instructional strategies. The more efficient instructional strategy is the one that involves the expenditure of fewer resources.

Intervention. A basic definition for this term is a change to the environment. An example of an intervention would be when a teacher, who wants to lessen the amount of disruptive talking that is occurring between two students who are seated in desks positioned side-by-side, creates a new seating chart that results in the two students sitting in chairs located on opposite corners of the rows and columns of desks in the classroom. This new seating chart is an intervention.

Be certain to note that the terms instructional strategy and intervention are often used interchangeably. Thus, for the purposes of this course, you should think of them as being synonymous. However, you need to be aware of how an intervention can be defined differently than an instructional strategy because some professionals use the definition for the term intervention that is presented above when they describe

how they will address a student's engagement in inappropriate school social behaviors.

Implementation Fidelity. A term that is used to describe the extent to which an instructional strategy has been implemented properly. This means that someone checks to see that the person who implements an instructional strategy follows all of the steps that comprise the strategy.

Intensive instruction. Instruction which, through an iterative process, becomes highly individualized for one or more purposes. A basic definition for an iterative process is a process that aims to improve. One purpose of intensive instruction may be to remediate a student's academic achievement deficit while another purpose may be to increase a student's engagement in appropriate school social behaviors.

Remedial instruction. Instruction presented outside of general education classroom instruction for the purpose of teaching a student either below grade-level content the student has not mastered, or grade-level content that has been presented at an earlier point in time during the school year but has not yet been mastered.

Program. A program is defined, generically, as "a set of related activities with a particular long-term aim." An example of a program is one designed to teach students, who are demonstrating a significant and persistent academic achievement deficit in mathematics, about various features of fractions.

Core Concepts Pertaining to the Presentation of Effective Instruction

1. Generally speaking, students who manifest mild disabilities are assumed to possess the innate ability to master all of the academic achievement standards that

comprise the core curriculum that is taught in a general education classroom. Among other things, this circumstance means that these students (a) should spend as much time as possible engaged in the instructional activities that occur in a general education classroom and (b) must receive all necessary accommodations so that these accommodations enable the students to overcome any barriers that may result when the accommodations are not provided.

2. A teacher's capacity for presenting effective instruction is time-limited in the sense that a school's academic calendar sets limits for the amount of time that is available to a teacher to present instruction. Thus, teachers must strive to maximize a student's academic learning time, which refers to presenting effective instruction which addresses targeted learning outcomes at a student's instructional level.
3. Effective instructional strategies for students with disabilities are also appropriate for students who demonstrate significant, persistent learning challenges but who have not been identified as having a disability. This concept is particularly relevant to general education teachers who may be tasked to provide remedial instruction to these students.

Learning Objectives

The learning objectives pertain to the two sections presented below: (a) Core Vocabulary Pertaining to the Various Characterizations of Behavior and (b) Core Concepts Pertaining to Behavior. After working through all of the content presented in each section, you should be able to

- Explain the definitions for the terms

frequency, rate, latency, duration, and school social behavior

- Discuss how academic behavior and school social behaviors are inter-related
- Discuss what is meant by saying “appropriate behavior is context specific”

Core Vocabulary Pertaining to the Various Characterizations of Behavior

This part of the chapter presents information about core vocabulary and concepts that pertain to the various characterizations of the behavior of students with disabilities. Core vocabulary are presented first.

Behavior refers to an individual's observable actions, meaning anything a person says or does. Given this definition, an individual's behavior is measurable, meaning it can be quantified with a number. Accordingly, several dimensions of behavior – that can be measured – are defined below.

- **Frequency.** The number of times a student engages in a behavior; a count of the occurrences of a behavior.
- **Rate.** A ratio of the frequency of a student's behavior per unit of time; usually reported as a ratio of the frequency of a behavior per one minute (e.g., answering 6 basic additions fact correctly in one minute, meaning a rate of 6 per minute).
- **Latency.** The amount of time that elapses between the presentation of a task directive, from a teacher to a student, and the moment the student begins to perform the task.
- **Duration.** The length of time a student engages in a behavior.

- **Locus.** The location where a behavior occurs, including the place within an environment (e.g., Room 10 in the school) or on a person's body (i.e., a right-hand slap to the right cheek on the face).
- **Topography.** An objective description of what the behavior "looks like" (e.g., slapping one's right facial cheek with an open right hand).
- **Intensity.** The strength of a behavior (e.g., the individual broke three pencils in half).

Academic Behavior. For the purposes of this course, an academic behavior is one that involves the performance of a task that is associated with academic content, as it is defined with regards to the term "academic achievement" in the Individuals with Disabilities Education Act (IDEA). Thus, academic content refers to the knowledge and skills that pertain to traditional subject matter areas (i.e., math, science, English/language arts, and social studies). Examples of academic behaviors would be writing a sum for an addition fact, spelling a high frequency word, and writing a report of a science experiment.

Functional Behavior. For the purposes of this course, the term "functional behavior" refers to a student's performance of (a) an activity of daily living (e.g., eating, dressing, using the restroom), (b) a mobility skill (e.g., walking), (c) social skills that include making friends and communicating with others, and (d) behaviors that are appropriate for a given context. This last type of functional behavior – behaviors that are appropriate for a given context – are also referred to in this course as school social behaviors (see below). In the IDEA, the term "functional performance" is used to refer to the types of behaviors that, in this course, are defined as a functional behavior.

Social Behaviors. For the purposes of this course, social behaviors are defined as those that allow someone to share space appropriately with others. Examples including

remaining quiet while orienting one's eye gaze toward the speaker.

School Social Behavior. A social behavior that is appropriate in a school context (i.e., while on school premises or an extension of these premises, such as a school bus.) Each school defines appropriate social behavior for its context, so the exact same behavior may be appropriate in one school but not another (e.g., talking aloud while eating lunch in the cafeteria).

Core Concepts Pertaining to Behavior

1. Academics and School Social Behaviors are inter-related and must be addressed simultaneously. I have worked with colleagues who have said that they could not teach a student academic content until they could get the student to routinely display appropriate school social behaviors. This perspective is illogical in that a student may engage in inappropriate school social behaviors as a direct result of the academic content being taught. For instance, a student may talk without permission in an attempt to be sent to the Principal's office as a way to escape the mathematics instruction being presented, which the student perceives is too difficult. Hence, academic and school social behaviors must be addressed simultaneously.
2. A behavior may be deemed to be appropriate in one context but not another. For example, loud whistling/stomping one's feet/yelling at the top of one's voice would

be deemed to be appropriate during a championship sporting event, but a display of the exact same behaviors during the administration of an end of the year statewide mathematics assessment would be deemed to be inappropriate.

Learning Objectives

The learning objectives pertain to the content presented in the two sections below: (a) Core Vocabulary Pertaining to Assessment and (b) Core Concepts Pertaining to Assessment. After working through all of the content presented in each section, you should be able to

- Explain the definitions for the following terms: targeted learning outcome, mastery measurement, and response interval
- Discuss the difference between testing and teaching

Core Vocabulary Pertaining to Assessment

This part of the chapter presents information about core vocabulary and concepts that pertain to assessment. Core vocabulary are presented first.

Assessment. The collection of data, which is information. A primary reason for collecting data is to inform instruction. When assessment informs instruction it means that the assessment data are used by the teacher when she makes decisions about how to present instruction differently from how she previously did with the expectation that the new way

will be more effective and efficient. Assessments can inform instruction in one of two ways. One way is by providing information about students' behaviors. The other way is providing information about the teacher's behavior.

Correct response. A behavior that meets the operational definition that is set forth in the targeted learning outcome (e.g., the learner wrote the sum for an addition problem comprised of two single-digit addends).

Criteria. A standard for judging a student's performance of a skill (e.g., correctly states the sum for 18 of 20 basic addition facts).

Criterion. A standard against which a student's performance is judged (e.g., correctly reading 18 of 20 consonant-vowel-consonant words).

Curriculum-Assessment alignment. A situation in which the content that is assessed is the content that comprises the curriculum a teacher taught.

Data. Information. The types of data vary greatly and include everything from relatively subjective anecdotal reports to empirical measurements of more well-defined phenomena, such as the number of lowercase letters of the alphabet a student names, correctly, in one minute. Hence, data include both qualitative (i.e., descriptive) and quantitative (i.e., numerical) information.

Targeted learning outcome. The focus of a lesson, which is the task or skill a student will be able to do as a result of participating in the lesson.

Task directive. A statement, presented to the student by the teacher, which indicates a task the student is to perform (e.g., the teacher says, "Say the sound this letter stands for" while showing the student an index card with the letter d; the written directions, at the top of a sheet of paper with five addition problems, which tell the student to, "Write the sum for each basic addition fact.")

Response interval. The amount of time a student is given to

make a response after being presented a task directive by the teacher.

Mastery Measurement. An assessment that addresses the targeted learning outcome(s) for a lesson.

Progress Monitoring. An assessment that addresses all of the targeted learning outcomes that a teacher is supposed to address in one subject matter area across the entire school year. Progress Monitoring is referred to, by some, as curriculum-based assessment.

Test, Testing. A condition under which a student is required to respond to a task directive. Testing can involve both independent and prompted student responses to a task directive, which can be written or oral.

Core Concepts Pertaining to Assessment

1. Assessment involves multiple activities. Assessment is defined as the collection data, and data refers to information. Thus, there are multiple activities a teacher can engage in that would be considered an assessment activity. One such activity is simply speaking with a student's parents. If a teacher were to ask a parent whether her child could count to her, from 1-10, at home, the parent's response would provide the teacher with data. In turn, the teacher's collection of these data would be one type of assessment.
2. Be clear about when you teaching as opposed to when you are testing. A basic, straightforward definition for the term teaching is "to impart knowledge or skill." This definition indicates that a teacher engages in a behavior that enables a student to either acquire knowledge or perform a skill. On the other hand, a test refers to a condition under which a student is required to respond to a directive. In other words, a teacher tells a student what

they are to do (e.g., “Write the sum for this basic addition fact: $3+2=$ ”), and the student is to respond accordingly. Many times I see a teacher conduct a lesson in which they do nothing but present a test to a student. An example is when I watched a speech language pathologist present a student a series of pictures of animals preceded by the task directive, “Name this animal?” Instead, if the teacher were teaching the student, she would have shown the student each picture and modeled the name for the animal, which the student did not know. Modeling the animal’s name would have met the basic definition for the term “teaching” since the teacher was imparting her knowledge to the student.

Learning Objectives

The learning objectives pertain to the two sections below: (a) **Miscellaneous Core Vocabulary** and (b) **Miscellaneous Core Concepts**. After working through all of the content presented in these sections, you should be able to

- **Explain the definitions for the terms systematic and transition**
- **Discuss the following concepts: person-first terminology, identity-first terminology, and educational significance**
- **Identify the high-leverage practices in special education**

Miscellaneous Core Vocabulary

This part of the chapter presents information about miscellaneous core vocabulary and concepts that pertain to

the various issues related to the design and presentation of an appropriate school program to students with disabilities. Core vocabulary are presented first.

Systematic. With respect to teaching, systematic refers to clearly defined teaching procedures that can be readily replicated by others. More specifically, systematic refers to breaking down a teaching procedure into its components. Similarly, with respect to curriculum content, systematic refers to breaking down a task into its subskills. For instance, having a student say each sound represented by a letter in a consonant-vowel-consonant (CVC) word, and then reading the word by putting the sounds together.

Targeted. That which is focused upon. Therefore, a targeted learning outcome refers to the curriculum content that is identified in a learning objective and is the focus of the instruction that is presented to a student.

Transition. A transition is a change. During a school day, teachers and students make many transitions, such as moving from one subject matter area class to another (e.g., going from a math class to a science class). Other transitions involve changing from one subtopic to another during a 90-minute block lesson. For instance, during a 90-minute algebra lesson a teacher and her students may transition from a review of the previous night's homework, to a review of division facts, to a whole group lesson about solving for x in a linear equation, to each student's individual completion of a worksheet involving solving for x in five linear equations.

It is important for you to note that the IDEA addresses the topic of transition with respect to a student with a disability moving from a secondary school setting to post-secondary settings that involve further education, employment, or independent living. The law identifies a number of tasks school personnel, the student with a disability, and the student's parents must perform to address this transition.

Task analysis. An identification and listing of the steps that

comprise a skill. An example would be a list of the steps a student must complete to find the answer to a subtraction problem that involves regrouping when a particular single-digit subtrahend is subtracted from a double-digit minuend.

Universal effective teaching practices. Universal effective teaching practices mostly refer to behaviors a teacher exhibits during a lesson and are appropriate for use irrespective of the academic subject matter or school social behaviors that are the focus of instruction. Examples of these practices include clearly stating the learning objective, presenting material in appropriate chunks, frequently soliciting active student responding, and conducting a review at the end of a lesson. Universal effective teaching practices are evidence-based practices.

Miscellaneous Core Concepts

1. The use of person-first or identity-first terminology may be acceptable. Person-first terminology involves referencing the individual before their disability (e.g., a 4th grade student with a specific learning disability). Identity-first terminology involves referencing an individual's disability first (e.g., an autistic senior in high school). Presently, professionals cannot assume that all students with disabilities prefer that professionals use person-first terminology. Instead, professionals should inquire about these students' preferences.
2. In court, data wins. It is imperative that teachers collect data pertaining to the goals and short-term instructional objectives/benchmarks that are in a student's IEP. Furthermore, the data must be analyzed and acted upon for the purpose of ensuring that a student is realizing meaningful educational benefit from the special education services he is being provided. When this occurs,

school personnel will be able to defend their work when parents exercise a dispute resolution mechanism, such as a due process hearing, because the parents do not believe their child is receiving a free appropriate public education (FAPE). When school personnel do not collect adequate data, or fail to act upon data which indicates their special education services are not providing a student with FAPE, these personnel put themselves in a position to lose a dispute resolution proceeding. The saying, “In court, data wins,” highlights the importance of data collection.

3. **Statistical significance versus Educational significance.** Research that identifies evidence-based practices for presenting effective instruction to students with disabilities needs to be given serious consideration. However, not all research findings are equal. For instance, a finding that a computer-based program that costs \$15,000 per student results in the presentation of effective math instruction to students with disabilities would be irrelevant to most schools because they cannot afford the program’s cost. This circumstance highlights an understanding among researchers and consumers of research that a study may produce a statistically significant outcome that has no educational significance because school personnel cannot, for various reasons, implement the intervention that was the focus of the study.
4. **High-Leverage Practices (HLPs).** Developed by the Council for Exceptional Children and

the CEEDAR Center, high-leverage practices have been described as 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. These high-leverage practices have been characterized as evidence-based, frequently occurring practices that all special education teachers should know and use in their classrooms. Thus, there is a general understanding that effective special education teachers use the high-leverage practices in special education. (Source: (The IRIS Center, High-Leverage Practices [IRIS | High-Leverage Practices \(vanderbilt.edu\)](https://iris.vanderbilt.edu) Retrieved April 27, 2023) The source for the information below is:McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.The HLPs in special education are presented with respect to four intertwined components of teacher practice: collaboration, assessment, social/ emotional/behavioral practices, and instruction. The 22 HLPs are intended to address the most critical practices that every K–12 special education teacher should master. (McKleskey et al., 2017, p. 15)

Collaboration

HLP1 Collaborate with professionals to increase student

success. Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. (p. 17)

HLP2 Organize and facilitate effective meetings with professionals and families. Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback. (p. 18)

HLP3 Collaborate with families to support student learning and secure needed services. Teachers collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to

help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning. (p. 18)

Assessment

HLP4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the schoolbased learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the student's strengths and needs. (p. 19)

HLP5 Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation

process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, and fair grading practices, and transition goals that are aligned with student needs. (p. 19)

HLP6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special education teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not. (p. 20)

Social/Emotional/Behavioral Practices

HLP7 Establish a consistent, organized, and respectful learning environment. To build and foster positive relationships, teachers should establish age appropriate and culturally responsive expectations, routines, and

procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); be respectful; and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments. (p. 20)

HLP8 Provide positive and constructive feedback to guide students' learning and behavior. The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals. (p. 21)

HLP9 Teach social behaviors. Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the

nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior. (p. 21)

HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.

Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress. (p. 21)

Instruction

HLP11 Identify and prioritize long- and short-term learning goals.

Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior

knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components. (p. 22)

HLP12 Systematically design instruction toward a specific learning goal. Teachers help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson "fits" with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance. (p. 22)

HLP13 Adapt curriculum tasks and materials for specific learning goals. Teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals. Teachers select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material. Teachers make strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success. (p. 22)

HLP14 Teach cognitive and metacognitive strategies to support learning and independence. Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also

using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning. (p. 23)

HLP15 Provide scaffolded supports. Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction. (p. 23)

HLP16 Use explicit instruction. Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently. (p. 23)

HLP17 Use flexible grouping. Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and

provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback. (p. 24)

HLP18 Use strategies to promote active student engagement. Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student-teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance. (p. 24)

HLP19 Use assistive and instructional technologies. Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student

learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes. (p. 24)

HLP20 Provide intensive instruction. Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning. (p. 25)

HLP21 Teach students to maintain and generalize new learning across time and settings. Effective teachers use specific techniques to teach students to generalize and maintain newly acquired knowledge and skills. Using numerous examples in designing and delivering instruction requires students to apply what they have learned in other settings. Educators promote maintenance by systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom. Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction. (p. 25)

HLP22 Provide positive and constructive feedback to guide students' learning and behavior. The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals. (p. 25)

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is "Core Vocabulary and Concepts." To access a resource, use the link provided.

[Disability & Special Education Acronyms](#) This resource is made available by the Center for Parent Information & Resources (CPIR, June 2020). The CPIR states that the disability community is full of acronyms that people constantly use in writing and in conversation, and that acronyms are used in order to abbreviate names or phrases. Thus, this resource is a list of special education and disability-related acronyms to help parents, educators, administrators and others working in the field of special education untangle the alphabet soup of special education.

[Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction](#) This is an article from the journal *TEACHING Exceptional Children*. The article's authors state that they intended to address any possible confusion among practitioners about the meanings of the terms specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction.

[High-Leverage Practices in Special Education](#) This document, from the Council for Exceptional Children and CEEDAR Center, discusses core practices that the authors state can be used to leverage student learning across different content areas, grade levels, and student abilities and disabilities.

3. Tiered Intervention Frameworks

Tiered Intervention Frameworks

In this chapter you will learn about protocols, known as tiered intervention frameworks, that schools use for multiple purposes. Three of these are (a) the valid identification of students with disabilities who are eligible to receive special education services, (b) accounting for the overall performance of each student in a school, and (c) matching each student with instructional services that result in their attainment of targeted learning outcomes.

Chapter Primer

The information presented below serves as an introduction to the content that is presented in this chapter.

- Various processes are used to determine if a student has a disability that results in them being eligible to receive special education services. For the purposes of this course, it is important that you understand how a student's eligibility for special education services can be determined through a school's use of a process that is incorporated in what is referred to as a tiered intervention framework.
- The three most common tiered intervention frameworks are as follows: multi-tier system of supports (MTSS), response to intervention (RTI), and positive behavioral

interventions and supports (PBIS).

- The primary focus of a tiered intervention framework is matching of a school's resources to the instructional needs of each student. Thus, there are many aspects to the design and operation of a tiered intervention framework, including progress monitoring and intensifying instruction.

The content in this module establishes the foundation for the other content in this course that pertains to the presentation of effective instruction to students with disabilities. To fully understand the primary approach to the presentation of this instruction, you must understand its evolution and role within a tiered intervention framework. This primary approach to this instruction is called intensive intervention.

Learning Objectives

The learning objectives pertain to the following sections presented below: (a) Tiered Intervention Frameworks: Special Education Eligibility Focus; (b) The Process of Identifying a Student With a Disability; (c) A Basic Explanation of Tiered Intervention Frameworks; and (d) The MTSS, RTI, and PBIS Frameworks. After working through all of the content presented in these sections, you should be able to

- Explain the meaning of the term “valid identification” of a student with a disability
- State the components that comprise the two-part eligibility standard for receiving special education services
- Identify two reasons why it is important for preservice teachers to know about the special education eligibility determination process that is explained in this module

- List the two primary purposes of every tiered intervention framework
- State whether the protocols that have been established for the purpose of ensuring the valid identification of a student with a disability are applicable, in some way, to students who demonstrate a noteworthy academic achievement deficit but have not been determined to be eligible to receive special education services
- List the names for the three most common tiered intervention frameworks
- Explain the purpose of each of the three most common tiered intervention frameworks

Tiered Intervention Frameworks: Special Education Eligibility Focus

In this part of the module you will learn about processes that have been established for the purpose of ensuring the valid identification of a student with a disability. In particular, you will learn about what is now commonly referred to as a multi-tiered system of supports (MTSS) framework and the role it plays in the valid identification of many students with disabilities.

“Valid identification” means that the challenges a student is experiencing learning academic or functional content, or the performance of appropriate school social behaviors, are the result of a disability rather than ineffective instruction. That is to say, before concluding that a student has a disability we must exclude, as best we can, the possibility that the student’s learning challenges are the result of another factor, such as inadequate instruction. Thus, valid evaluations refer to the use of data obtained from the implementation of a tiered intervention framework for the purpose of determining that a student is eligible to receive special education services, in

particular, as a result of meeting the eligibility criteria that have been established for a student with a specific learning disability.

A student becomes eligible to receive special education services as (a) a result of having a disability and (b) the disability causing the student to function in a way that necessitates the provision of special education (Center for Parent Information and Resources, 2017). This circumstance is referred to as the two-part eligibility standard for receiving special education services.

There are a couple of reasons why it is important for you to learn about the special education eligibility determination process that is a component of a multi-tiered system of supports (MTSS) framework that is discussed in this module.

- The majority of school districts in the United States report that one or more schools in their district follow this process (Sparks, 2015).
- The process allows for the valid identification of a student with a disability, as well as the provision of remedial instruction for students who are demonstrating learning difficulties that do not result in the provision of special education services. This means that both special education teachers and general education teachers must know about this process so that, when they work through it, they will be equipped with the knowledge and skills that will enable them to provide effective instruction to nearly all of their students.

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The Process of Identifying a Student With a Disability

The manner in which a student with a disability is identified as being eligible to receive special education services is quite variable. Some students are identified shortly after birth due to the fact that they demonstrate a noteworthy disability, one which noticeably and significantly impairs their ability to function. I have personal experience with a family member who was born with a genetic disorder that resulted in a significant disability which was apparent at birth due to the physical characteristics my niece displayed.

Some students are identified through an assessment process that occurs sometime after birth and has been developed for the identification of the type of disability a student is suspected to have. For instance, an assessment instrument called the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) has been developed for the purpose of identifying individuals with autism spectrum disorder. Young children, age 2, who may be suspected of having autism when their pediatrician conducts an autism screening during a routine wellness visit might be administered this assessment for the purpose previously described.

Still, other students with disabilities are not identified until they have had sufficient exposure to formal schooling but demonstrate they are having considerable difficulty mastering targeted learning outcomes. The focus of the content presented in this module is this latter group of students.

Presently, many educators advocate the use of a systematic process for identifying these students. This process is based on the provision of research-based instruction which is intensified as a student persistently demonstrates he is not mastering targeted learning outcomes as a result of the instruction he has received to date. Intensive intervention is instruction that is increasingly individualized in an attempt to enable a student to demonstrate gains in academic achievement. Thus, most often in these modules, the term “intensive instruction” is used in place of intensive intervention since the terms are, essentially, synonymous.

This systematic process, which is described in terms of what is called a tiered intervention framework, is referred to by different names, which include multi-tiered system of supports (MTSS), response to intervention (RTI), and positive behavioral interventions and supports (PBIS). However, irrespective the name used to identify the process, there are two primary purposes of every tiered intervention framework.

One purpose is to track the performance of each student in a school so that they are provided the most effective instruction possible to enable them to acquire the targeted learning outcomes that pertain to academic content and engagement in appropriate school social behaviors. Hence, personalized school programming means that the student performance data obtained from the use of a tiered intervention framework results in instruction that is designed to meet the particular needs of each student. A second purpose is to identify students with disabilities who are eligible to receive special education services. Put another way, the second purpose is to ensure the valid identification of a student with a disability.

References

American Institutes for Research. (n.d.). Essential components of MTSS. Retrieved from mtss4success.org/essential-components

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RTI are often used interchangeably. What separates them?

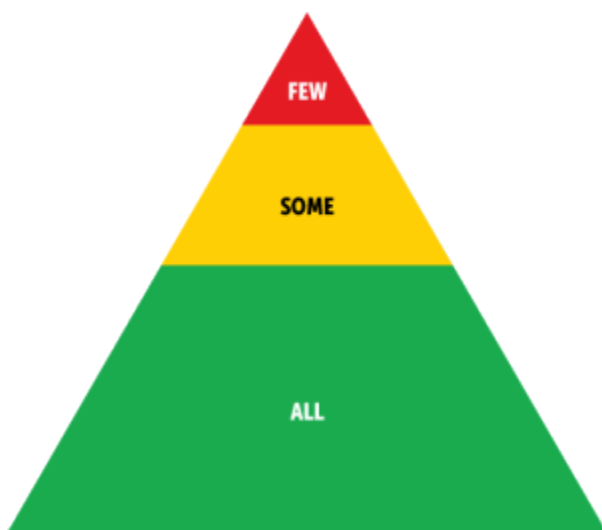
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A Basic Explanation of Tiered Intervention Frameworks

Tiered intervention frameworks refer to the protocols schools use to ensure every student is provided high-quality instruction for the purpose of enabling them to learn the content in the core curriculum. The frameworks also serve as a mechanism for ensuring the valid identification of many students with disabilities, particularly students with specific learning disabilities. Yet, as you will learn from the content below, the frameworks are applicable, in some way, to students who demonstrate a noteworthy academic achievement deficit but have not been determined to be eligible to receive special education services.

They are called tiered frameworks because they are described in terms of a pyramid that consists of three levels – or tiers – that sit one on top of another. The graphic below, from the Center on PBIS (<https://www.pbis.org/pbis/what-is-pbis>), depicts this arrangement.



The first level, which is at the bottom of the pyramid, is Tier 1. It consists of high-quality, core curriculum instruction that is presented in the general education classroom. In the graphic above, this tier is depicted in green with the word, “ALL.” ALL refers to the fact that most every student in the school receives Tier 1 instruction. The extremely limited exceptions would be students with significant disabilities who receive most of their instruction in a self-contained classroom.

Students who are not making adequate progress after receiving this Tier 1 instruction are provided with the next level of instruction, Tier 2. Tier 2 can be described as small group, remedial instruction that is provided in addition to the Tier 1 instruction. “In addition to Tier 1 instruction” means that Tier 2 instruction is supplemental instruction.

With respect to the depiction of a pyramid, Tier 2 services sit atop the Tier 1 services. In the graphic above, this tier is depicted in yellow with the word, “SOME.” SOME refers to the fact that only 20%, or fewer, of a school’s students are expected to need to be provided Tier 2 services.

If a student does not make adequate progress after receiving Tier 2 services, she is provided Tier 3 services which, in most

instances, involve the provision of special education services. Yet, in a limited number of cases students who are not identified as having a disability but are demonstrating a significant, persistent academic achievement deficit also receive Tier 3 services. In terms of the pyramid, Tier 3 services are depicted as sitting atop Tier 2 services, meaning Tier 3 services are at the very top of the pyramid.

In the graphic above, this tier is depicted in red with the word, “FEW.” FEW refers to the fact that only 3%-5% of the students in a school are expected to need to be provided Tier 3 services.

It is important to note that the three-tier model just described is the model that will serve as the focus of this course. For the sake of simplicity, in this course Tier 3 of this model will only include students with disabilities who have been determined to be eligible to receive special education services.

However, you need to know that some schools use tiered intervention models that are comprised of many more tiers. For instance, a school may use a seven-tier model in which Tier 1 functions the same as Tier 1 in the three-tier model. However, in a seven-tier model Tiers 2-6 function similarly to Tier 2 in the three-tier model. That is to say, Tiers 2-6 are designed to provide services intended to remediate a student’s academic achievement deficit so that the student does not need to be provided Tier 7 services. Tier 7 services are special education services. These services are depicted as Tier 3 services in a three-tier model.

Presently the three most common tiered intervention frameworks are as follows:

- Multi-Tiered System of Supports (MTSS)
- Response to Intervention (RTI), and
- Positive Behavioral Interventions and Support (PBIS)

The MTSS, RTI, and PBIS Frameworks

The three most common tiered-intervention frameworks have been developed at different points in time for three distinct purposes. As was stated previously in this module, these frameworks include multi-tiered system of supports (MTSS), response to intervention (RTI), and positive behavioral interventions and supports (PBIS).

The response to intervention framework (RTI) was developed first. It was developed for the purpose of addressing the need to present effective instruction that addresses academic content. More specifically, the framework was initially developed to address the need to present effective beginning reading instruction while at the same time ensuring a valid way of identifying students with specific learning disabilities.

The positive behavioral interventions and supports (PBIS) framework was developed shortly after the RTI framework for the purpose of addressing the need to present effective instruction that informs students how to engage in displays of appropriate school social behaviors.

Subsequently, the multi-tiered system of supports, or MTSS, framework was developed. It was created to address concerns that had been raised with respect to the interaction that often occurs when a student demonstrates academic achievement deficits and engagement in inappropriate school social behaviors simultaneously. That is to say, it is not uncommon for a student to engage in an inappropriate school social behavior as a way to avoid having to complete an academic task the student finds to be very difficult.

As was just explained, the MTSS framework simultaneously addresses a student's academic performance and engagement in appropriate school social behaviors. This feature of the framework is among the reasons it encompasses both of the previous frameworks with increasing frequency

(i.e., the name MTSS is used in place of both the names RTI and PBIS).

References

American Institutes for Research. (n.d.). Essential components of MTSS. Retrieved from mtss4success.org/essential-components

American Institutes for Research. (n.d.). Welcome to the MTSS center. Retrieved from mtss4success.org

Center on Positive Behavioral Interventions & Supports. (n.d.). What is PBIS? Retrieved from pbis.org/pbis/what-is-pbis

The IRIS Center. (2006). RTI (part 1): An overview. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rti01-overview/>

MTSS and RTI are often used interchangeably. What is it that separates them?

Watch the National Center on Intensive Intervention's video titled, MTSS and RTI are often used interchangeably. What separates them? to hear an explanation of the relationship between MTSS, RTI, and PBIS. (Length: 1 minute, 28 seconds)

In the video, Dr. Rebecca Zumeta Edmonds explains how multi-tiered system of supports (MTSS) is an umbrella term that encompasses the RTI and PBIS frameworks. However, her explanation also notes how MTSS results in a separate framework that involves the integration of the RTI and PBIS frameworks. Hence, this is the reason why MTSS, RTI, and PBIS have been identified as the three most common tiered intervention frameworks.

After watching this video, you should be able to

- Distinguish between the focus of the three most

common tiered intervention frameworks: Multi-tiered system of supports (MTSS), Response to intervention (RTI), and Positive behavioral interventions and supports (PBIS)

RTI (Part 1): An Overview

Work through The IRIS Center's online module titled [RTI \(Part 1\): An Overview](#) to learn about the evolution of this framework as well as its current use. (Estimated time to complete: 1 hour)

This online module explains how the RTI framework was first developed to address concerns pertaining to the way students with a specific learning disability were being identified. The module also discusses how a tiered intervention system functions, regardless whether it primarily applies to students' acquisition of academic content or engagement in appropriate school social behaviors. However, note that, in this course, the focus will be on the use of a tiered intervention framework as the basis for designing and presenting effective academic instruction to students with disabilities.

After working through all of the content in this module, you should be able to

- Explain the IQ-Achievement Discrepancy Model
- Discuss concerns associated with the IQ-Achievement Discrepancy Model
- State the underlying purpose of the Response to Intervention Approach
- Differentiate between the following two RTI approaches: Problem Solving Approach to RTI and Standard Protocol Approach to RTI

MTSS/RTI: Mathematics

Work through The IRIS Center's online module titled [MTSS/RTI Mathematics](#) to learn how the MTSS framework applies to mathematics. (Estimated time to complete: 2.5 hours)

This module explains how the MTSS framework applies to mathematics. Among the topics addressed in the module are (a) how MTSS and RTI are related; (b) features of mathematics instruction; and (c) various assessment issues, to include data-based decision making at Tier 1, Tier 2, and Tier 3 of an MTSS framework.

After working through all of the content in this module, you should be able to

- Discuss the two primary purposes RTI serves
- Discuss the main features of RTI
- Differentiate between adaptations to Tier 2 standard protocols that are (a) quantitative changes and (b) qualitative changes
- Explain the following concepts with respect to progress monitoring: rate of growth, performance level, and dual discrepancy
- Define the terms “data-based decision making” and “fidelity of implementation”
- Discuss the three variables that pertain to fidelity checks

Introduction to Intensive Intervention

Work through the National Center on Intensive Intervention's online module titled [Introduction to Intensive Intervention](#) to learn about intensive intervention, particularly its relationship to features of Tier 2 and Tier 3 in an MTSS framework. (Estimated time to complete: 30 minutes)

Special Note: When you click on the link above, you may be taken to the American Institutes for Research (AIR) website where you will have to establish an account to be able to access the online module. After establishing the account you will be able to access the module at no cost.

One purpose served by tiered intervention frameworks is matching students to the types of instruction they need to receive in order to be able to demonstrate mastery of targeted learning outcomes. A noteworthy focus of this course are students with disabilities who need to receive intensive intervention which, as you will learn, is a central feature of tiered intervention frameworks.

After working through all of the content in this module, you should be able to

- Explain how intensive intervention fits within a tiered intervention framework
- Differentiate between what intensive intervention is and what it is not
- Describe the students whom intensive intervention is intended to help
- Describe the five steps that comprise the Data-Based Individualization (DBI) Process (Note that Step 4 is where intensive intervention begins)

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is "Tiered Intervention Frameworks: Protocols for Valid Evaluations and Personalized School Programming." To access a resource, use the link provided.

Tiered Intervention Frameworks: Overview

[MTSS and RTI are often used interchangeably. What is it that separates them?](#) This is a video from the National Center on Intensive Intervention (Length: 1 minute, 28 seconds). In the video Dr. Rebecca Zumeta Edmonds explains how multi-tiered system of supports (MTSS) is an umbrella term that encompasses the RTI and PBIS frameworks. However, her explanation also notes how MTSS results in a separate framework that involves the integration of the RTI and PBIS frameworks. Hence, this is the reason why MTSS, RTI, and PBIS have been identified as the three most common tiered intervention frameworks.

Tiered Intervention Frameworks: Academic Focus

[RTI \(Part 1\): An Overview](#) The IRIS Center, which developed this online module, states that it outlines the differences between the IQ-achievement discrepancy model and the response-to-intervention (RTI) approach. It also offers a brief overview of each tier in the RTI model and explains its benefits (est. completion time: 1 hour) The following content is my description of the module: This module explains how the RTI framework was first developed to address concerns pertaining to the way students with a specific learning disability were being identified. The module also discusses how a tiered intervention framework functions, regardless whether it primarily applies to students' acquisition of academic content or engagement in appropriate school social behaviors. However, note that, in this course, the focus will be on the use of a tiered intervention framework as the basis for designing and presenting effective academic instruction to students with disabilities.

[MTSS/RTI Mathematics](#) The IRIS Center, which developed this online module, states that it describes the MTSS, or RTI, framework as applied to mathematics. The module includes discussions of how MTSS and RTI are related, as well as a description of instruction, assessment, and data-based

decision making at each level of intensity: Tier 1, Tier 2, and Tier 3 (est. completion time: 2.5 hours).

Tiered Intervention Frameworks: Intensive Instruction

[Introduction to Intensive Intervention](#) This is an interactive self-paced module from the PROGRESS Center, via the National Center on Intensive Intervention. The module (a) defines intensive intervention; (b) describes how intensive intervention fits within a tiered intervention framework such as MTSS, RTI, or PBIS; and (c) demonstrates how intensive intervention can provide a systematic process to deliver specialized instruction for students with disabilities.

[Long Story Short: Why is Intensive Intervention Critical for Students With Disabilities?](#) In this short video, Dr. Rebecca Zumeta Edmonds how intensive intervention needs to be provided for the purpose of enabling some students to demonstrate the amount of progress they are capable of demonstrating. In other words, these students may never master grade level academic standards, and certainly will not show progress by only receiving general education classroom instruction that is intended to enable students to master these standards.

[So What do I do now? Strategies for Intensifying Intervention When Standard Approaches Don't Work](#) This webinar is made available by the National Center on Intensive Intervention. The webinar's presenters, Dr. Sharon Vaughn of the University of Texas Austin and Dr. Rebecca Zumeta Edmonds, discuss approaches to intensifying academic interventions for students with significant and persistent needs. The presenters address four categories of practice for intensification, with an emphasis on combining cognitive processing strategies with academic learning.

[Leveraging Data-Based Individualization \(DBI\) to Design and Deliver Specially Designed Instruction](#) In this webinar, (a) personnel from the PROGRESS Center and National Center on Intensive Intervention (NCII) explain how practitioners can use

data-based individualization (DBI) to develop and implement specially designed instruction (SDI) for students with disabilities and (b) a panel of special educators share how using DBI improved the efficiency and effectiveness of their service delivery, communication with families, and collaboration with other educators.

[Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention](#) This guide from the National Center on Intensive Intervention includes strategies that educators can consider when trying to determine how to find the time for this intensification within the constraints of busy school schedules. Supplemental resources, planning questions, and example schedules are also provided.

[Taxonomy of Intervention Intensity Overview](#) This webinar is from the National Center on Intensive Intervention. In this overview, Meagan Walsh, M.Ed. introduces the Taxonomy of Intervention Intensity as a method for systematically selecting an intensive intervention and guide teachers through modifying the intervention based on student need. The Taxonomy of Intervention Intensity includes seven dimensions (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). Noteworthy is how the taxonomy is explained in terms of (a) selecting a standard protocol and (b) adapting instruction so that it becomes more intensive.

Tiered Intervention Frameworks: School Social Behavior

[SOS: Helping Students Become Independent Learners](#) (<https://iris.peabody.vanderbilt.edu/module/sr/>) According to The IRIS Center, this online module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement (est. completion time: 1.5 hours).

4. Individualized Education Programs, Least Restrictive Environment, and Co-Teaching

Individualized Education Programs, Least Restrictive Environment, and Co-Teaching

Once a student with a disability has been found to be eligible to receive special education services, these services must be documented in a written plan which is called an Individualized Education Program (IEP). The IEP then serves as the basis for determining the location where the student will receive these services. The location is commonly referred to as the student's placement.

This chapter addresses IEPs and matters pertaining to the placement of students with disabilities. In addition to explaining features of the various placements that are available to students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), this chapter also discusses the roles of a special education teacher and a general education teacher regarding these placements.

With respect to preparing preservice special

education teachers, most of this course focuses on teaching them how to present Tier 3, intensive instruction to students with disabilities in either a 1:1 or small group arrangement. Quite often, intensive instruction is provided in a setting located outside of the general education classroom, such as special education settings known as resource rooms and self-contained classrooms. Yet, general education teachers must be prepared to work with special education teachers when students with disabilities are placed in a general education classroom. Consequently, this chapter also addresses the topic of Co-Teaching, which is germane to the circumstance just described.

Chapter Primer

The information presented below serves as an introduction to the content that is presented in this chapter.

- An individualized education program (IEP) is a written plan that documents a student's special education services. It serves as a legal document and, therefore, has a number of required components.
- The IEP is used to determine the placement for a student with a disability.
- The concept known as free appropriate public education (FAPE) is at the heart of the provision of proper special education services.
- The IDEA's general least restrictive environment (LRE)

requirement pertains to the placement of a student with a disability. Among other things, the IDEA's general LRE requirement makes clear the fact that all students with disabilities are not required to be in a general education classroom all day long.

- The term “inclusion,” which has been coined to refer to the placement of students who are receiving special education services in general education classrooms, has led to a lot of confusion regarding whether school personnel are legally required to keep each of these students in a general education classroom at all times.
- The IDEA's continuum of alternative placements (CAP) requirement addresses the range of locations where it is permissible to provide special education services to the students who are eligible to receive them.
- For the purposes of this course, Co-Teaching is explained as a model a general education teacher and a special education teacher would use when presenting instruction to a heterogeneous group of students in a general education classroom. One reason this group would be configured as such is because the general education classroom was determined to be the appropriate placement by the IEP teams of the students who are receiving special education services.
- A special education teacher might function as a consultant on behalf of some students with disabilities who are in a general education classroom but functioning in a way that indicates they may no longer have to be provided special education services.
- Students who are receiving special education services might be provided accommodations or modifications. Quite often, one or the other are provided in support of the placement of a student with a disability in a general education classroom. It is important to distinguish between accommodations, which do not alter a core

curriculum standard, and a modification, which alters this standard such that the targeted learning outcome for a student is something different.

- A key aspect of the characterization of the special education services that will be provided to a student with a disability is whether those services will primarily consist of accommodations or intensive instruction. This distinction not only reflects the special education services a student with a disability will receive, but also serves as the basis for the tasks a special education teacher will be expected to perform. Two conceptualizations of the role of a special education teacher are (a) as a provider of accommodations and/or (b) as a provider of intensive intervention (also referred to as intensive instruction).

Learning Objectives

The learning objectives pertain to each of the sections presented below: (a) The Individualized Education Program (IEP); (b) The IEP Team; (c) Required Elements in an IEP; (d) IEP Determines Placement; (e) Core Vocabulary and Concepts; and, (f) The IDEA's General Least Restrictive Environment (LRE) Requirement. After working through all of the content presented in each section, you should be able to

- Identify the name for the document that establishes the school program for a student with a disability
- State the parts of a student's school program that are accounted for in an IEP
- List the required members of a student's IEP team
- Discuss the seven required elements of an IEP
- Discuss the meaning of the saying, "IEP determines placement"
- State whether the IDEA calls for only the full-time

placement of every student with a disability in a general education classroom

- Explain what is meant by free appropriate public education (FAPE)
- Explain why the term “general education classroom” is used instead of “regular education classroom”
- State the meaning of the core vocabulary and concepts presented, below, in Part 2
- Discuss the key points in the definition for the concept “least restrictive environment” that is put forth in IDEA’s accompanying regulations

The Individualized Education Program (IEP)

Once a student has been found to be eligible to receive special education services, an appropriate school-based program must be established for her. At the heart of this program is a written plan called an Individualized Education Program, or IEP.* In accordance with the Individuals with Disabilities Education Act (IDEA), a school is required – annually – to construct an IEP for each student with a disability.

This written plan accounts for both the part of a student’s school program that (a) consists of general education instruction which is presented to all students and (b) specially designed instruction that is special education for a student with a disability. The IEP for a student with a disability is a legal document which means, among other things, that school personnel must account for its content – daily – as they work with a student with a disability. For this reason alone, it is important that you master the subject matter presented in this module,

which focuses on the design and implementation of an IEP. A particular point of emphasis is that one or more of the annual goals in a student's IEP will serve as the basis for her Tier 3 services in a tiered intervention framework.

[*Note: An IEP is also referred to as an Individualized Education Plan. However, in this course, an IEP will be referred to, exclusively, as an Individualized Education Program.]

The IEP Team

The IEP is to be constructed through a collaborative effort. Thus, while a special education teacher may be referred to as the person who is responsible for writing a student's IEP, know that, in actual practice, the special education teacher will lead a group of people, known as the IEP team for a student with a disability, who will construct the IEP. In accordance with the IDEA, the required members of the team are as follows:

- The parent(s) of the student with a disability (this person may also be a guardian, long-term foster parent, or surrogate parent)
- A representative of the public agency, more commonly referred to as a school district representative
- A general education teacher – if the student participates in general education, or may participate in general education
- A special education teacher or special education service provider for the student
- An individual who can interpret the instructional implications of evaluation results
- When appropriate, the student with a disability

- Other individuals who have knowledge or special expertise regarding the student, but only at the discretion of the parent(s) or the local education agency (i.e., the school district).

Required Elements in an IEP

In accordance with the IDEA, an IEP must include certain elements. Among these are the following:

1. **Present levels of academic achievement and functional performance (PLAAFP)** The first essential requirement and foundation of the IEP is a statement about the student's present levels of academic achievement and functional performance (PLAAFP). The PLAAFP statement must include how the student's disability affects the student's involvement and progress in the general education curriculum. The IDEA emphasizes that this statement must include both information about a student's academic achievement and functional performance. Academic achievement refers to a student's performance in academic areas, such as reading, mathematics, and writing. Functional performance refers to activities not considered academic or related to a student's academic achievement. Functional activities include, but are not limited to, things such as dressing, eating, performing appropriate social skills, and executing orientation and mobility skills in one's environment. Once finalized, the PLAAFP statement is used to inform and develop measurable annual goals.
2. **Statement of measurable annual goals** Measurable annual goals must be designed to meet the student's needs that result from the student's disability (a) to enable the student to be involved, and make progress, in the general

- education curriculum and (b) meet each of the student's other educational needs that result from the disability.
3. Description of the monitoring plan used to measure progress toward annual goals A student's IEP team must determine and describe how the student's progress toward meeting the student's annual goals will be measured. The description must indicate when periodic reports on the student's progress will be provided to parents. These reports are to be concurrent with the issuance of report cards and are not a replacement.
 4. Statement of special education and aids and services The purpose of the statement of special education and aids and services in the IEP is to (a) enable the student to advance appropriately toward attaining the annual goals, (b) be involved and make progress in the general education curriculum and participate in extracurricular and nonacademic activities, and (c) be educated and participate with other students with disabilities and nondisabled students.
 5. Explanation of the educational setting In a student's IEP there must be an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. This explanation must also explain the same with respect to the student's participation in extracurricular and nonacademic activities.
 6. Statement of participation in assessment Each State must ensure that all students with disabilities are included in all general state- and districtwide assessment programs with appropriate accommodations.
 7. Projected date, frequency, duration, and location of services An IEP must include the projected date for the beginning of the services described in the statement of special education and aids and services, and the anticipated date, frequency, location, and duration of the

services.

References

Center for Parent Information and Resources. (2022). Contents of the IEP. Retrieved from <https://www.parentcenterhub.org/iepcontents/>

IEP Determines Placement

Once an individualized education program (IEP) has been developed for a student with a disability, a determination must be made concerning the physical location where the student will receive instruction. This arrangement explains, in part, the reason for the saying, “IEP determines placement.” In other words, a students’ academic and functional needs, as identified and addressed in her IEP, will dictate the location where the student will be educated.

For instance, if a student with a significant disability is to be taught numerous daily living skills that are addressed in the student’s IEP goals, such as how to toilet oneself independently and perform various food preparation tasks, a fifth grade general education classroom would not be an appropriate full-time placement because the curriculum taught in that setting does not address these goals.

It is critically important for you to always be cognizant of the fact that, while the IDEA designates the general education classroom to be the default placement for students with disabilities, the law stipulates that it is permissible to educate a student with a disability somewhere other than a general education classroom. In fact, it would be against the law to put a student with a disability in a general education classroom if she cannot attain what is referred to as a free appropriate public education (FAPE) in that location. That is to say, putting any student with a disability in a general education classroom

solely based on someone's philosophical belief that this is the location where every student should be educated is not supported by the IDEA.

As for FAPE, a simple explanation is that it involves (a) adherence to the IDEA's procedures for developing a student's IEP and (b) the subsequent proper implementation of the IEP such that it results in a student with a disability realizing meaningful education benefit. Basic meanings of the specific elements of FAPE are as follows:

Free – without charge to parents or students with disabilities

Appropriate – in accordance with a student's IEP (the IEP is the cornerstone of FAPE, as was explained above). Moreover, appropriate means whatever is proper for a student, given that student's specific strengths and needs, IEP goals, and the supports and services that are provided to help the student reach those goals. Hence, an appropriate education is unique for each student with a disability because it is based on the student's circumstances.

Public – at public expense, as well as under public supervision and direction

Education – provided in preschool, elementary, middle, and high school

Core Vocabulary and Concepts

To enable you to fully understand the information that is put forth throughout this module, it is necessary for you to know the definitions of a few core vocabulary and the meaning of a few concepts. Several of both are discussed below.

General education classroom and Regular education classroom. At times, such as in the IDEA or its accompanying

regulations, you will see the term “regular education classroom” used instead of the synonymous term “general education classroom.” The term “general education classroom” is now commonly used to refer to the location where the school’s core curriculum is taught to students who do not have an IEP and to students with disabilities who, in accordance with their IEP, are placed in this location. In an MTSS framework, the general education classroom is where Tier 1 services are provided. The term “general education classroom” has come to replace the term “regular education classroom” after concerns were raised that a student with a disability who was educated in a setting outside of the “regular education classroom” would, using comparable language, be provided an irregular education.

Restrictiveness. With respect to the placement of a student with a disability, restrictiveness refers to access to one’s peers who are not disabled, meaning the peers do not have an IEP. In accordance with this definition, a more restrictive placement allows for more limited access to these peers whereas a less restrictive placement allows for more access to these peers.

As an aside, note that restrictiveness also refers to a student’s freedom of movement when discussed with respect to classroom management and behavior modification matters.

Supplementary aids and services. Supplementary aids and services are defined in the IDEA’s regulations, Section 300.42 as, “aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.”

Some examples of supplementary aids and services are as follows:

- adapted equipment—such as a special seat or a cut-out

- cup for drinking;
- assistive technology—such as a word processor, special software such as a speech-to-text conversion program, or a communication system;
- training for staff, students, and/or parents;
- peer tutors;
- a one-on-one aide;
- adapted materials—such as books on tape, large print, or highlighted notes; and
- collaboration/consultation among staff, parents, and/or other professionals.

References

Assistance to States for the Education of Children With Disabilities, 34 C.F.R. Part 300 *et seq.*

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 *et seq.*

The IDEA's General Least Restrictive Environment (LRE) Requirement

The IDEA's General Least Restrictive Environment (LRE) Requirement is relevant to this course because the placement of a student with a disability will significantly influence the instructional role fulfilled by any general education teacher and special education teacher who works with the student. For example, if a student remains in a general education classroom for the entire school day, this arrangement will likely require that a general education teacher and special education teacher collaborate, in some way, on behalf of the student.

However, if, for 25% of the school day, a student with a disability is to receive intensive instruction in a special education setting, a special education teacher will be tasked to provide this instruction in a location other than the student's

general education classroom. In particular, the special education teacher may be tasked to design and oversee the operation of what is known as a resource room. This would be a classroom where students with disabilities receive special education services from 21% of the school day up to, and including, 60% of the school day. During this time the special education teacher would provide students with the type of intensive instruction that is the primary focus of this course.

So, how does the IDEA define the concept of least restrictive environment (LRE)? Section 1412(a)(5) of the IDEA's regulations state, "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Key points from this definition are as follows:

- References are made to the regular education classroom. However, presently the accepted practice is to refer to this location as the general education classroom.
- The general education classroom is the default location where students with disabilities are to be educated. That is to say, an IEP team must first consider how a student with a disability can be educated satisfactorily in this location before concluding this location is an inappropriate placement for the student.
- Students with disabilities can be removed from the general education classroom if they cannot be educated, "satisfactorily," in that setting.
- "Satisfactorily" is not clearly, nor well, defined. However, it is fair to say that it refers to whether a student will be

provided a free appropriate public education (FAPE) if he is educated in the general education classroom.

A good faith effort must be made to provide supplementary aids and services on behalf of a student with a disability so that the student can, in fact, be educated satisfactorily in a general education setting. Likewise, accommodations and modifications must be provided in the same way. These are discussed, in detail, in Part 10 and Part 11 of this module.

References

Assistance to States for the Education of Children With Disabilities, 34 C.F.R. Part 300 *et seq.*

Center for Parent Information and Resources. (2022). Considering LRE in placement decisions. Retrieved from parentcenterhub.org/placement-lre/

Center for Parent Information and Resources. (n.d.). LRE/ Placement. Retrieved from parentcenterhub.org/resourcelibrary/index/1/11/

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 *et seq.*

Wrightlaw.com. (n.d.). FAQs: Least restrictive environment (LRE), mainstreaming, inclusion. Retrieved from wrightslaw.com/info/lre.faqs.inclusion.htm

Defining the Least Restrictive Environment Requirement With Dr. Mitchell Yell

View the video “Defining Least Restrictive Environment [in Indiana] with Dr. Mitch Yell.” (Length 3 minutes, 18 seconds; 3:18)

Dr. Mitchell Yell is an expert on the Individuals with

Disabilities Education Act (IDEA). In this video he discusses the IDEA's General LRE Requirement. Since he was filmed making a presentation in the state of Indiana, he refers to that state's regulations with respect to the name of the team that decides a student's LRE, meaning the student's placement. Among the key points he makes in this video is that the LRE for a student with a disability is based on his IEP (i.e., "IEP determines placement").

After watching this video, you should be able to:

- State whether least restrictive environment is a precise legal term in federal law (i.e., the IDEA)
- State the presumption component of least restrictive environment
- State how often a student's placement must be reviewed
- Discuss whether all students must first be educated in a general education classroom before they can be placed in another setting identified in the continuum of alternative placements

IDEA Basics: Least Restrictive Environment

View the video ["IDEA Basics: \(LRE\) Least Restrictive Environment."](#) (Length: 7 minutes, 38 seconds; 7:38)

In this video the presenters do an excellent job of explaining the IDEA's General LRE Requirement while emphasizing its relationship to IDEA's continuum of alternative placements. These placements are discussed in the next part of this module, Part 6.

After watching this video, you should be able to:

- State whether the term "inclusion" is in the IDEA

- Discuss what is meant by saying the individual needs of the child are always paramount, and that “what is restrictive for one child may not be restrictive for another child”
- State whether “inclusion” is a legal term that can be used interchangeably with the term “least restrictive environment”

Learning Objectives

The learning objectives pertain to the content in each section presented below: (a) The IDEA’s Continuum of Alternative Placements; (b) The Three Most Common Placements for Students With Disabilities; (c) The General Education Teacher and Special Education Teacher Supporting Students With Disabilities in a General Education Classroom; and (d) Co-Teaching. After working through all of the content presented in each section, you should be able to

- List at least three placements that are put forth in the IDEA
- Discuss how the statement about the continuum of alternative placements must be considered in concert with the General LRE Requirement
- Define the three most common placements for students with disabilities
- Explain how a student with a disability may be educated outside of a general education classroom for part of a school day yet still be counted as a student who is receiving services in this placement
- Discuss three tasks a special education teacher might perform while co-teaching with a general education teacher
- State what Co-Teaching involves

- **Describe several scenarios that depict a way that a general education teacher and special education teacher might Co-Teach**

The IDEA's Continuum of Alternative Placements

In accordance with its General LRE requirement, the IDEA allows for the removal of a student with a disability from a general education classroom placement. This allowance calls into question which alternative placements would be appropriate for educating a student with a disability. These alternative placements are referenced in the regulations that accompany the IDEA.

In the IDEA's regulations, Section 300.115, titled "Continuum of Alternative Placements," states:

"Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services...The continuum...must...[i]nclude...regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions..."

It is important to note that the list of alternative placements is not exhaustive. This means that there are proper placements beyond those listed in the IDEA's regulations. One example would be what is called a day treatment facility.

Additionally, the statement about the continuum of alternative placements must be considered in concert with the General LRE Requirement and its stipulation that a student with a disability be provided supplementary aids and services in support of a placement in a general education classroom. A student's IEP team must make a good faith effort to provide a student with a disability necessary supplementary aids and

services to enable the student to receive a free appropriate public education (FAPE) in a general education classroom before concluding another placement along the continuum of alternative placements is what a student needs.

The Three Most Common Placements for Students With Disabilities

It is standard practice for the placement of a student with a disability to be defined in terms of the percentage of the school day the student is educated in a particular placement. Below, the three most common placements for students with disabilities are defined: a general education classroom, resource room, and self-contained classroom.

In each instance, these placements are first defined in terms of the percentage of the school day a student is educated in a general education classroom. Immediately afterwards, each definition is followed by a related statement concerning what the definition means in terms of the time a student is educated in a special education classroom.

1. General education placement. This placement is defined as a student with a disability spending 80% or more of the school day in a general education classroom. With respect to being educated in a special education classroom, this definition means that a student with a disability can spend up to 20% of their time in a special education classroom. Even when this occurs a student's placement is classified as being the general education classroom even though he may spend up to 1/5 of his time in a special education setting.
2. Resource room placement. This placement is defined as a student with a disability spending 40%-79% of the school day in the general education classroom. With respect to

being educated in a special education placement known as a resource room, this definition means that a student with a disability will spend 21%-60% of their time in a special education placement, which is a resource room.

3. Self-contained placement. This placement is defined as a student with a disability spending less than 40% of the school day in the general education classroom. With respect to being educated in a special education placement known as a self-contained classroom, this definition means that a student with a disability spends more than 60% of their time in this special education placement.

Given these definitions, it is important for you to note that, when you read statistics pertaining to the percentage of students with disabilities whose placement is a general education classroom, it is possible these students spend up to 20% of the day in a special education classroom known as a resource room. This means that categorizing the placement of a student with a disability as being the general education classroom does not necessarily mean the student spends 100% of the school day in that setting.

Regardless the location where the student is placed, the focus of the student's instruction will be the school's core curriculum. Students who exhibit significant and persistent academic achievement deficits and need to receive intensive instruction will work to master content in this curriculum that is well below the content their same age, grade-level peers are working to master.

The General Education Teacher and Special Education Teacher Supporting Students With Disabilities in a General Education Classroom

The remainder of this module will focus on issues pertaining to the roles of a general education teacher and a special education teacher when students with disabilities are placed in general education classrooms.

When this occurs, a general education teacher and a special education teacher may be tasked to work together for the purpose of ensuring that all of the students in a general education classroom are provided appropriate instruction. Sometimes when students with disabilities are taught in a general education classroom, a general education teacher and a special education teacher work together for the purpose of ensuring these students, as well as the other students who do not have IEPs, receive effective instruction.

The way that the general education teacher and special education teacher would work together to present instruction can vary markedly. In one instance, the way they present instruction might closely resemble the way the general education teacher presents Tier 1 services without a special education teacher being assigned to work with the general education teacher. That is to say, in this instance the special education teacher's role would be to simply oversee the implementation of any accommodations and modifications called for in students' IEPs and not work directly with any students. In fact, the special education teacher may not even be in the general education classroom most of the times when the general education teacher presents instruction. (Note: Accommodations and Modifications are discussed, in detail, in Part 10 of this module.)

In another instance, the general education teacher would

provide whole class, Tier 1 instruction while the special education teacher not only oversees the implementation of any accommodations and modifications called for in students' IEPs, but also presents Tier 2 and Tier 3 instruction using small group instructional arrangements.

A third way that a general education teacher and special education teacher might work together would be to function as co-teachers. This arrangement is discussed in the next part of this module, Part 7.

In each working arrangement just described, it is important to note that, in accordance with the IDEA, the assignment of a special education teacher to work with a general education teacher is an example of a supplementary aid and support.

References

The 2023 Florida Statutes. (n.d.). Retrieved from http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.57.html#:~:text=%E2%80%9CResource%20room%E2%80%9D%20means%20a%20classroom,school%20week%20with%20nondisabled%20peers.

Co-Teaching

Broadly speaking, the term co-teaching can refer to a number of arrangements involving two or more individuals who coordinate the presentation of instruction simultaneously. However, for the purposes of this discussion, the term co-teaching is used to describe situations that involve a general education teacher and a special education teacher presenting instruction to a heterogeneous group of students in a general education classroom.

The specific manner in which this occurs will be arranged

between the teachers. Examples of how they might work together to present instruction include the following.

- The general education teacher presents a whole class lesson while the special education teacher monitors all students to ensure they are paying attention. After the general education teacher presents the lesson and assigns students to work in small groups or independently, both teachers circulate around the room, providing “just in time” instruction to groups/individual students who request it, as well as ensuring that all groups/individual students remain on task.
- The general education teacher presents a whole class lesson while the special education teacher watches and, at times, supplements the general education teacher’s instruction or trades places with the teacher. The special education teacher may supplement the instruction by offering suggestions for how to present the material in a slightly different manner, such as suggesting that students use a partial sums strategy when solving a double-digit addition problem instead of a standard algorithm that involves beginning in the one’s place and proceeding through the subsequent place values. Or, the special education teacher may replace the general education teacher and present part of the whole class lesson when both teachers have planned for this to occur beforehand. Additionally, a replacement may occur when the general education teacher feels as if she is not making her points clearly with the students and asks the special education teacher if he can try to present the lesson in a slightly different way that may enhance the students’ understanding.
- The general education teacher presents a whole class lesson and, afterwards, the class is divided into two groups and the general education teacher leads one of them

while the special education teacher leads the other group. The configuration of the groups can differ markedly. However, a basic configuration would be for the general education teacher to lead the group with the higher performing students in the class while the special education teacher leads the group with the lower performing students in the class. Most likely, this group will include the students with disabilities.

- The general education teacher presents a whole class lesson and, afterwards, some students are assigned independent seatwork while other students are assigned to work in a small group. The general education teacher would monitor the students completing independent seatwork while the special education teacher would provide the small group instruction. This instruction might focus on a supplemental presentation that pertains to the topic addressed in the whole class lesson or it might be Tier 2, remedial instruction.
- Both the general education teacher and special education teacher plan to work with groups of students during the entire class period.

Cooperative Teaching

Work through the online module from the University of Kansas, Department of Special Education titled [Cooperative Teaching](#).

Before accessing this online module, note that the title – Cooperative Teaching – is a bit misleading since, from the very outset of the module, the term Co-Teaching is used to characterize the information presented.

Altogether, this module presents a detailed discussion of practical matters that pertain to the design and implementation of a Co-Teaching model. While working

through this module, remain mindful that it defines co-teaching more broadly than I do for the purposes of this course. That is to say, this module's definition of co-teaching covers any arrangement that involves two or more adults working together to present instruction simultaneously. Thus, one such arrangement would include a general education teacher and a paraprofessional. As a reminder, when I refer to co-teaching in this course I am referring to an arrangement that involves a general education teacher and a special education teacher.

After completing this online module, you should be able to:

- Describe the empirical database pertaining to the Co-Teaching service delivery model. Specifically, note whether it can be characterized as “strong.”
- List the common themes that have emerged within the research literature on Co-Teaching that are critical for this model to be successfully implemented
- Identify a barrier to Co-Teaching that exists at all age levels: elementary, middle, and high school
- Describe these three critical issues that teams should address prior to starting the Co-Teaching process: Planning, Disposition, and Evaluation
- Explain the relevance of each of the following barriers to the effectiveness of the Co-Teaching process: Time, Grading, Student Readiness, Teacher Readiness, and High-Stakes Testing

Learning Objectives: Consultation/ Instructional Strategies Based on Placement

The learning objectives pertain to the content presented in

the sections below: (a) Consultation and Instructional Strategies Based on Placement. After working through all of the content presented in both sections, you should be able to

- Explain what Consultation involves
- Describe a situation in which a special education teacher may function as a Consultant

Consultation

Consultation is another working arrangement between a general education teacher and a special education teacher that warrants explanation, given how frequently it is used in many schools. Consultation involves the special education teacher serving in the role of consultant and the general education teacher serving in the role of consultee. In this arrangement, the general education teacher calls upon the expertise of the special education teacher for the purpose of resolving a situation pertaining to a student with a disability (Vaughn et al., 2018, p. 85).

A particular instance of when a special education teacher may function as a Consultant is when a student with a disability is performing well enough in the general education classroom that her IEP team is considering the discontinuation of her special education services. I worked in a district in which they said that such a student was on a “monitoring IEP” for the purpose of determining whether the student would eventually “exit” from special education.

References

Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (7th edition). Pearson. ISBN 978-0134447261.

Instructional Strategies Based on Placement

A question that needs to be addressed at this point in time in this course is the instructional strategies a teacher should use given the placement of a student with a disability.

Broadly speaking, general education teachers should continue to present high-quality, Tier 1 instruction during the times when students with disabilities are included in their classroom. This means that the teachers should use the evidence-based practices (EBPs) they learned in their various undergraduate methods courses. That is to say, the teachers should teach math using the EBPs the teachers learned in their mathematics methods courses, teach social studies using the EBPs the teachers learned in their social studies methods courses, and so on and so forth.

This circumstance is the main reason why this course does not focus on the types of EBPs just mentioned. Rather, one component of this course is to teach prospective teachers how to employ accommodations that will remove barriers for students with disabilities that hinder their ability to learn from the EBPs referred to above. The other component of this course is to teach prospective teachers how to employ EBPs that are “specially designed instruction” for students with disabilities. These EBPs are based on intensive intervention,

which is a very noteworthy focus of many of the subsequent modules in this course.

Learning Objectives

The learning objectives pertain to the two sections below: (a) Introduction to Accommodations and Modifications and (b) Accommodations and Modifications: The Details. After working through all of the content presented in both sections, you should be able to

- Define the term adaptation
- Define the term modification
- Explain how a modification differs from an accommodation
- Describe an example of a modification

Introduction to Accommodations and Modifications

This part of the module addresses a topic that you were introduced to previously: the provision of accommodations and modifications to students with disabilities. Both accommodations and modifications are a type of supplementary aid and service, and very often are provided to enable a student with a disability to be placed in a general education classroom.

However, a noteworthy distinction exists between the two. This distinction is that accommodations are provided to enable a student with a disability to work toward the attainment of the same academic achievement standards that students without IEPs are working to attain in the general education classroom,

whereas a modification changes this standard. Specifically, a modification changes the standard so that it addresses lower level content than is the focus of instruction in the general education classroom. An example of a modification would be when a student with a disability works to solve basic addition facts, with addends of 0 or 1, while the rest of the class works to solve addition problems involving two double-digit numbers, with and without regrouping.

Both general education teachers and special education teachers need to know about accommodations and modifications that may be provided to students with disabilities. However, special education teachers need to develop expertise about this topic since it is likely they will be tasked to lead a student's IEP team in the identification of appropriate accommodations and modifications to list in a student's IEP, and then subsequently monitor their provision in the student's school program.

Accommodations and Modifications: The Details

The term adaptation is an umbrella term that encompasses the terms accommodation and modification. However, given the noteworthy distinction that exists between an accommodation and a modification, it is critically important for educators to be clear about whether an adaptation that is employed on behalf of a student with a disability is an accommodation or a modification. Additionally, it is important to note that both types of adaptations can be applied to classroom assignments as well as tests.

Regarding an accommodation, it is necessary to note – first and foremost – that when a student is provided an accommodation, she is expected to master the same academic

achievement standard as all of the students without IEPs who are being educated in a general education classroom. In other words, an accommodation does not alter an achievement standard or what a test measures with respect to an achievement standard. Accommodations are provided when a student with a disability is expected to reach the same level of proficiency as all of the students who do not have IEPs.

An accommodation allows a student to complete the same assignments and tests that pertain to an academic achievement standard, but with individualized changes to the conditions under which the work is completed. These changes to the conditions may involve altering (a) the way material is presented, (b) the manner in which the student responds, (c) the setting where the work is completed, and (d) the time allotted for completing the work.

For instance, a student with a physical disability which does not enable him to produce legible text by using either a pencil or a standard keyboard can, with an accommodation that involves the use of a speech-to-text software program that converts the student's speech to text, produce "written" answers on assignments and to test questions that demonstrate the student has reached the level of proficiency that has been established for an academic achievement standard (i.e., the student is able to clearly demonstrate he possesses the knowledge that is the focus of the academic achievement standard).

A modification differs markedly from an accommodation because a modification involves a change to the academic achievement standard that is the focus of instruction in a general education classroom such that a student with a disability is working to master lower-level content that pertains to that standard. Thus, a modification is provided when a student's circumstances indicate that he will not be able to achieve the academic achievement standard – at least at the point in time when the student is provided the modification.

That is to say, at a later point in the student's school career he may work to attain the academic achievement standard, but he is not in a position to do so when the modification is provided.

An example would be when a student with a disability works to say the most common sound a letter represents while the other students work to master reading consonant-vowel-consonant words (CVC words).

State departments of education and test publishers provide what they refer to as lists of "allowable accommodations." These are the types of accommodations that may be provided to a student with a disability on tests, particularly annual state-level tests. By extension, these would be the types of accommodations provided on classroom assignments since a student must be provided the accommodations in advance of tests so that the student becomes familiar with the accommodations.

Modifications, on the other hand, are highly individualized and most often provided so that a student with a disability will be afforded a meaningful opportunity to participate during the instruction that is presented in a general education classroom. Thus, no official list of allowable modifications exists.

Developing a full understanding of the differences between accommodations and modifications presents a challenge to most educators and parents of students with disabilities. You should make the effort, now, to establish a solid foundation of knowledge about them and then build upon this knowledge throughout your career as an educator. Planning for, and providing, accommodations and modifications to students with disabilities in a general education classroom is a noteworthy task addressed by nearly every general education teacher and special education teacher who work together on behalf of these students.

References

The IRIS Center. (2010, Rev. 2018). *Accommodations:*

Instructional and testing supports for students with disabilities. Retrieved from <https://iris.peabody.vanderbilt.edu/acc/>

Accommodations: Instructional and Testing Supports for Students With Disabilities

Complete The IRIS Center's module, "[Accommodations: Instructional and testing supports for students with disabilities.](#)" (Estimated time to complete: 2 hours)

The IRIS Center has created an online module dedicated to the topic of accommodations for students with disabilities. As the module's title indicates, the module discusses accommodations that pertain to both the provision of instruction as well as testing.

After working through all of the content in this module, you should be able to:

- List four issues, or matters, that barriers to learning can be related to. As you create this list, remain mindful of the fact that students with disabilities often face challenges or barriers that inhibit or restrict their ability to access and demonstrate learning.
- Describe instructional accommodations and testing accommodations
- List examples of each of the following types of accommodations: (a) Presentation, (b) Response, (c) Setting, and (d) Timing and Scheduling
- List the common barriers that might necessitate each of the following types of accommodations: (a) Presentation, (b) Response, (c) Setting, and (d) Timing and Scheduling

- Explain the steps a teacher can take to ensure that students receive the maximum benefit from their required accommodations
- Discuss three responses teachers should avoid with respect to the effective and efficient implementation of accommodations
- Explain the steps a teacher can follow to evaluate the effectiveness of a student's accommodation(s)

Learning Objectives

The learning objectives pertain to the following section that is presented below: **Special Education as Accommodations or Intensive Intervention**. After working through all of the content presented in this section, you should be able to

- Explain the following two conceptualizations of the role of a special education teacher: (a) as a provider of accommodations and/or (b) as a provider of intensive intervention (also referred to as intensive instruction)

Special Education as Accommodations or Intensive Instruction

You must watch the video below titled, “Special Education as Accommodations or Intensive Intervention,” which explains two conceptualizations of the roles a special education teacher will fulfill when a tiered intervention framework is used. (Length: 15:47; 15 minutes, 47 seconds)

As you watch the video note that, for the purposes of this course, the term “intensive instruction” is used in place of “intensive intervention” since the term instruction is aligned

with the focus of this course, which is to teach you how to present effective and efficient instruction to students with disabilities.

Video: Special Education as Accommodations or Intensive Intervention

https://uwf.instructure.com/courses/47220/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fuwf.hosted.panopto.com%2FPanopto%2FLT1%2FLT1.aspx%3Fcustom_content_delivery%3D39dcb14d-267b-479b-a112-b0170084c471

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is "Foundational Components of Special Education Programming." To access a resource, use the link provided.

[Path to PROGRESS: Developing and Implementing High-Quality Educational Programs](#) This is a course from the PROGRESS Center. The center states that the course is intended to encourage reflection on the larger purpose of the Individuals with Disabilities Education Act (IDEA) and provide a brief introduction to the PROGRESS Center's approach to promoting progress for students with disabilities by developing and implementing high-quality educational programming that meets procedural, substantive, and implementation requirements and ensures that students with disabilities have access to a free appropriate public education in the least restrictive environment as outlined by IDEA.

[IEPs: Developing High-Quality Individualized Education Programs](#) According to the IRIS Center, which developed this online module, it details the process of developing high-quality individualized education programs (IEPs) for students with

disabilities. The module discusses the requirements for IEPs as outlined in the Individuals with Disabilities Education Act (IDEA) with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School District* (Estimated completion time: 3 hours). Moreover, the IRIS Center notes that the content addressed in the module is based on federal law and regulations, which means that state and local education agencies may have additional requirements.

[IDEA and the IEP: From Compliance to Progress](#) This online course from the PROGRESS Center provides an overview of the seven required components of the individualized education program (IEP) as outlined in the Individuals with Disabilities Education Act (IDEA). The course explains how the required components of an IEP are interconnected and critically important for developing high-quality educational programming for students with disabilities, provides tips for developing IEPs that promote progress, and shares resources to learn more

[Accommodations: Instructional and Testing Supports for Students With Disabilities](#) This online module is available from the IRIS Center. According to the center, this module overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (Estimated completion time: 2 hours).

[Related Services: Common Supports for Students With Disabilities](#) This online module is available from the IRIS Center. While the center writes that this module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom, the module actually explains how these benefits apply to the students regardless of their placement. The module highlights five commonly used related services (Physical Therapy,

Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) but also does the same with respect to many of the other related services identified through IDEA 2004 (Estimated completion time: 1 hour).

[Defining Least Restrictive Environment \[in Indiana\] with Dr. Mitch Yell](#) (Length 3 minutes, 18 seconds) Dr. Yell is an expert on the Individuals with Disabilities Education Act. In this video he discusses the IDEA's General LRE Requirement. Since he was filmed making a presentation in the state of Indiana, he refers to that state's regulations with respect to the name of the team that decides a student's LRE placement. A key point you need to take away from this video is that the LRE for a student with a disability is based on his IEP (i.e., "IEP determines placement").

[IDEA Basics: \(LRE\) Least Restrictive Environment](#) (Length: 7 minutes, 38 seconds) In this video the presenters do an excellent job of explaining the IDEA's General LRE Requirement while emphasizing its relationship to IDEA's continuum of alternative placements.

[Cooperative Teaching](#) This is an online post available from the University of Kansas, Department of Special Education and attributed to Lisa Dieker, Ph.D. University of Central Florida. Before accessing this post, note that the title is a bit misleading since, from the very outset of the post, the term co-teaching is used to characterize the information presented.

5. High-Quality Instruction for Students Receiving Special Education Services

High-Quality Instruction for Students Receiving Special Education Services

The phrase “high-quality” continues to be used in several contexts in the field of education. One context involves what are referred to as tiered intervention frameworks, which were discussed in Chapter 3. An example of a tiered intervention framework is a multi-tier systems of support (MTSS).

Schools use tiered intervention frameworks to match their instructional resources to their students’ instructional needs. A bedrock of these frameworks is the provision of high-quality instruction in general education classrooms (The IRIS Center, 2017; The IRIS Center, 2006).

A second context in which I have seen the phrase “high-quality” used involves high-impact tutoring. Specifically, I have seen references to high-quality, high-impact tutoring (Lee & Nicholas, 2022).

Yet, I have not been exposed to a detailed explanation of the meaning of the phrase “high-quality.” In fact, in the MTSS context I referred to above, I have seen high-quality instruction defined simply as teaching the proper curriculum with

evidence-based practices (The IRIS Center, 2017). This simple definition immediately caused me to think about the meanings of the individual terms “high” and “quality,” then their application to effective and efficient instruction that is presented to students receiving special education services. The simple definition also resulted in an instantaneous reflection, on my part, about the multitude of factors that I have come to learn are directly and empirically associated with effective and efficient instruction that is presented to students receiving special education services. These factors are identified in this chapter.

As you work through the content presented in this chapter, remain cognizant of the fact that its primary purpose is to provide the reader with information pertaining to the design and implementation of high-quality instruction to students receiving special education services. Yet, as you will also learn from the chapter, the vast majority of the information is also relevant to the presentation of supplemental, remedial instruction to students who are not receiving special education services but are demonstrating significant and persistent academic achievement deficits.

References

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The IRIS Center. (2006). *RTI (part 1): An overview*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rti01-overview/>

The IRIS Center. (2017). *High-quality mathematics instruction: What teachers should know*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/math/>

Chapter Primer

As the chapter is presently structured, two topics are addressed.

- An expanded definition for the term “high-quality instruction” is offered.
- One characteristic of high-quality instruction – evidence-based practices – is examined in detail.

Learning Objectives

The learning objective pertains to the section below titled, “An Expansive Definition of High-Quality Instruction.” After working through the content in this section, you should be able to

- List the five features/characteristics of high-quality instruction

An Expansive Definition of High-Quality Instruction

As was noted above, a simple definition for high-quality instruction is teaching a proper curriculum with evidence-based practices (The IRIS Center, 2017). Hence, according to this definition, an example of high-quality beginning reading instruction would be when a teacher uses simultaneous prompting, an evidence-based practice for teaching students with disabilities (Tekin-Iftar et al., 2019), to teach first grade students the following portion of the phonics component of the beginning reading curriculum, which is the most common

sound-symbol relationships for the following lowercase letters: f, s, m, a, t. Phonics was identified by the National Reading Panel (2000) as one of the five fundamental domains of beginning reading instruction (The IRIS Center, 2006).

Yet, an examination of the meaning of the phrase “high-quality” – in my opinion – leads to a much more expansive conceptualization of the term “high-quality instruction.” First, the term “high” can be defined as “a successful moment.” (Oxford Languages Dictionary, n.d.). I was taught by a Professor who referred to a “teaching high,” meaning the moment when he realized he had presented effective instruction as evidenced by a student demonstrating her acquisition of a targeted learning outcome. Second, the term “quality” refers to the distinguishing characteristics of something (Oxford Languages Dictionary, n.d.).

With respect to the characteristics, or features, of effective and efficient instruction, these characteristics involve much more than the use of evidence-based practices and teaching an appropriate curriculum (Morse, 2020a, 2020b). The features include additional matters such as an appropriate environmental arrangement, proper time management, and the use of valid, reliable assessments.

Altogether, then, the term high-quality instruction can be defined as the distinguishing characteristics/features of instruction that proves to be effective.

References

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Learning Objectives

The learning objectives pertain to the two sections below: (a) Evidence-Based Practices and (b) Evidence-Based Practice, Program, or Strategy. After working through all of the content presented in each section, you should be able to

- State the fundamental proposition put forth by the IDEA in stating that teachers are to use scientifically-based instruction with students with disabilities
- Define the term “evidence-based practice”
- Differentiate between an evidence-based program and an evidence-based strategy

- **Explain the purpose of an evidence-based review**

Evidence-Based Practices

The Individuals with Disabilities Education Act (IDEA, 2004) states that scientifically-based instruction is to be used with students with disabilities. Presently, the term evidence-based practice has come to replace the term scientifically-based instruction.

Be that as it may, what is most important for you to understand is that both terms refer to the same fundamental proposition, which is that educators are to use instructional programs and individual instructional strategies that have been shown, through multiple research studies, to result in the provision of effective instruction to students with disabilities. Consequently, this module addresses the origin and meaning of the term evidence-based practice.

The follow reasons are offered as to why it is important for you to learn the content presented in this section of the chapter.

- The IDEA stipulates that teachers are to use scientifically-based instruction with students with disabilities.
- Schools must ensure each student with a disability is provided FAPE. One aspect of FAPE is that a student with a disability demonstrate appropriate progress in light of his circumstances. The use of evidence-based practices when teaching students with disabilities increases the probability that schools will provide FAPE to these students when teachers use these practices.
- Practitioners always need to be able to provide a valid response to the question, “What is special about special education?” The use of evidence-based practices for students with disabilities is one answer to this question. Arguably, it is the most noteworthy answer to this

question.

References

Individuals with Disabilities Education Act (IDEA, 2004), 20 U.S.C. § 1401 *et seq.*

Evidence-Based Practice, Program, and Strategy

The term “evidence-based practice” is currently used to refer to what has been identified in the Individuals with Disabilities Education Act (IDEA, 2004) as scientifically-based instruction. The IDEA stipulates that teachers are to use scientifically-based instruction when teaching students with disabilities. Presently, the term evidence-based practice has come to replace the term scientifically-based instruction.

A simple and straightforward definition for an evidence-based practice is an intervention, supported by multiple research studies, which results in the presentation of effective instruction to students with disabilities. However, two other terms have been coined for the purpose of differentiating between two types of evidence-based practice. Consequently, this part of the module discusses how the term evidence-based practice is related to these two other terms that you need to know: evidence-based program and evidence-based strategy.

- An evidence-based program refers to a multi-faceted

commercial program that has proven to be successful with respect to presenting effective instruction pertaining to a particular topic. “Multi-faceted” means the program includes directions or training regarding how to use it, instructional materials, guidelines for how often (i.e., days per week/total time per day) and how long (i.e., total number of weeks) it is to be used, plus data collection and analysis protocols.

- An evidence-based strategy is an instructional strategy that has proven to be successful with respect to presenting effective instruction. The strategy can be used to teach one or more targeted learning outcomes. For instance, constant time delay is an evidence-based strategy that can be used to teach reading, language arts, and mathematics content to students with disabilities.

Evidence-based practices are identified through a process called an evidence-based review. Essentially, a review consists of a systematic process for identifying appropriate research and analyzing it to confirm that it was done properly so that valid results were obtained.

For the purposes of this course, it is important for you to differentiate between the terms evidence-based practice, evidence-based program, and evidence-based strategy. The reason for having to do so is because various, related terms are used in some of the online modules, journal articles, etc. you are assigned to work through, and I do not want you to have to sort through all of the conflicting terms.

In summary, brief definitions for the terms evidence-based practice, evidence-based program, and evidence-based strategy are presented below.

Evidence-based practice. This is an umbrella term that includes the terms evidence-based program and evidence-based strategy.

Evidence-based program. As was stated previously, an

evidence-based program refers to a multi-faceted commercial program that has proven to be successful with respect to presenting effective instruction pertaining to a particular topic. Multi-faceted means the program includes directions or training regarding how to use it, instructional materials, guidelines for how often (i.e., days per week/total time per day) and how long (i.e., total number of weeks) it is to be used, plus data collection and analysis protocols.

Evidence-based strategy. An evidence-based strategy is an instructional strategy that has proven to be successful with respect to presenting effective instruction. The strategy can be used to teach one or more targeted learning outcomes. The strategy stands-alone, so to speak, which means it is used independent of any formal commercial program.

References

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Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

Access The IRIS Center's online module, [Evidence-Based](https://iris.peabody.vanderbilt.edu/module/ebp_01/)

Practices: Identifying and Selecting a Practice or Program.

(Estimated completion time: 1.5 hours)

After working through all of the content in this module, you should be able to:

- State the reasons why identifying and selecting an evidence-based practice (EBP) is difficult for education professionals
- Explain what is meant by the term “promising practice”
- Identify what the Every Student Succeeds Act (ESSA) and the No Child Left Behind Act (NCLB) state with respect to evidence-based practices
- List the benefits, for educators and students, of using EBPs
- Discuss the relevance of considering the following three matters when considering an EBP: (a) Student and Setting, (b) Resources, and (c) Evidence Level
- List trustworthy resources for EBPs for students with disabilities in grades K-12
- List the different sections that comprise a research article
- Describe the content that can be found in a research article

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter’s focus, which is “High-Quality Instruction for Students Receiving Special Education Services.” To access a resource, use the link provided.

Evidence-Based Practices

[Evidence-Based Practices \(Part 1\): Identifying and Selecting a Practice or Program](#) This online module is available from The IRIS Center. It is the first in a series of three modules. This module, Part 1, discusses the importance of identifying and selecting evidence-based practices (Estimated completion time: 1.5 hours).

[Evidence-Based Practices \(Part 2\): Implementing a Practice or Program With Fidelity](#) This online module is available from The IRIS Center. It is the second in a series of three modules. This module, Part 2, discusses implementing an evidence-based practice or program with fidelity (Estimated completion time: 1 hour).

[Evidence-Based Practices \(Part 3\): Evaluating Learner Outcomes With Fidelity](#) This online module is available from The IRIS Center. It is the third in a series of three modules. This module, Part 3, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (Estimated completion time: 2 hours).

Explicit Instruction

[To Be Clear. What Every Educator Needs to Know About Explicit Instruction](#) This is a webinar from the National Center on Intensive Intervention (NCII). In this webinar, Drs. Rebecca Zumeta Edmonds, Teri Marx, Sarah Powell, and Devin Kearns, (a) review the evidence-base behind explicit instruction for students with disabilities and (b) highlight content pertaining to NCII coursework that is designed to help educators learn how to deliver explicit instruction and review their current practices. Explicit instruction, identified as a high-leverage practice or HLP in special education by the CEEDAR Center and CEC, is defined as “a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice to help a student achieve mastery” (Kearns, 2018).

[An Introduction to Explicit Instruction](#) This is an online module, from the National Center on Intensive Intervention, in which an overview of explicit instruction is presented. The presenter, Dr. Devin Kearns, emphasizes that explicit instruction is about modeling and practicing to help students reach academic goals. In the module, he focuses on how explicit instruction is an approach in which the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skill being taught, and provides scaffolded practice to achieve mastery of one or more targeted learning outcomes.

Intensifying Instruction

[Intensifying Instruction: What Teachers Need to Know](#) This is an online module that is made available by The PROGRESS Center. According to the center, the module focuses on reviewing and intensifying instruction. It is part of a series covering instructional practices. These practices were identified through an extensive, systematic meta-analysis* of the high-leverage practices for students with disabilities. Those who enroll in this module will be able to do the following:

- Identify when to intensify instruction or intervention to support the development and implementation of specially designed instruction.
- Describe some components of intensifying instruction by adapting dosage, alignment, and transfer.

The asterisk above refers to the fact that more information about the larger context for the topic that is the focus of this online module can be found in this resource: *Nelson, G., Cothren Cook, S., Zarate, K., Powell, S.R., Maggin, D.M., Drake, K.R., Kiss, A.J., Ford, J.W., Sun, L., & Espinas, D.R. (2021). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage

practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211063491>

Planning for Instruction: What Teachers Need to Know This is an online module that is made available by The PROGRESS Center. According to the center, this course focuses on planning for instruction. It is part of a series covering instructional practices. These practices were identified through an extensive, systematic meta-analysis* of the high-leverage practices for students with disabilities. Those who enroll in this interactive course will be able to do the following:

- Identify the three key steps in planning for instruction.
- Describe how to set meaningful learning targets using individualized education program (IEP) goals and/or grade-level standards; identify learning targets to set a clear sequence for instruction; and establish clear lesson objectives with aligned practice opportunities.

The asterisk above refers to the fact that more information about the larger context for the topic that is the focus of this online module can be found in this resource: *Nelson, G., Cothren Cook, S., Zarate, K., Powell, S.R., Maggin, D.M., Drake, K.R., Kiss, A.J., Ford, J.W., Sun, L., & Espinas, D.R. (2021). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211063491>

Delivering Instruction: What Teachers Need to Know This is an online module that is made available by The PROGRESS Center. According to the center, the module focuses on delivering instruction. It is part of a series covering instructional practices. These practices were identified through an extensive, systematic meta-analysis* of the high-leverage practices for students with disabilities. Those who enroll in this module will be able to do the following:

- Define explicit instruction.
- Describe how to model, provide guided and independent practice opportunities, and use supporting practices within modeling and practice.

The asterisk above refers to the fact that more information about the larger context for the topic that is the focus of this online module can be found in this resource: *Nelson, G., Cothren Cook, S., Zarate, K., Powell, S.R., Maggin, D.M., Drake, K.R., Kiss, A.J., Ford, J.W., Sun, L., & Espinas, D.R. (2021). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211063491>

The module also references this [bibliography](#) which documents meta-analyses of the use of an explicit instruction approach to teach reading, mathematics, writing, and science vocabulary.

[Reviewing and Intensifying Instruction Practice Brief](#). This brief highlights some ways teachers can intensify instruction regardless of content domain, grade level, or disability type. It focuses on intervention dosage, opportunities to respond, alignment, and transfer. The brief highlights what teachers need to know about the practice, examples of intensifying instruction for students with disabilities, and how to get started intensifying instruction. In addition to using the link above, this brief can be obtained via this [website](#). Additionally, related resources can be obtained using the aforementioned link.

[Taxonomy of Intervention Intensity Overview Handout](#). The National Center on Intensive Intervention (NCII) makes this handout available, and writes the following about it: “This handout briefly defines the seven dimensions of the Taxonomy of Intervention Intensity for academics and behavior. The Taxonomy of Intervention Intensity was developed based on research to support educators in evaluating and building

intervention intensity. The seven dimensions include strength, dosage, alignment, attention to transfer, comprehensiveness, behavior or academic support, and individualization.” In addition to using the link above to directly access the handout, it can be obtained via this [website](#). Note that the handout that pertains to academics is more of the focus of this OER and EEX4254 as well as EEX4474.

[Clarifying Questions to Create a Hypothesis](#). The National Center on Intensive Intervention (NCII) makes this document available, and writes the following about it: “This question bank includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the Intervention Intensification Strategy Checklist. When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the Student Intervention Implementation Log and informal diagnostic data may help teams answer the questions included in the question bank.” In addition to using the link above to directly access the handout, it can be obtained via this [website](#).

[Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention](#). The National Center on Intensive Intervention (NCII) makes this document available, and writes the following about it: “One approach to intensifying an intervention as part of the DBI process is to increase the length or frequency of intervention sessions. Although it is important to consider whether a student needs additional time in an intervention (e.g., the intervention sessions are too brief or too infrequent), adding time to an existing intervention session may not be possible. Educators may need to think flexibly about how they plan and schedule instruction, both within existing intervention time and across the school day, to

maximize efficiency and create more opportunities for students to respond to instruction and receive feedback. This guide includes strategies that educators can consider when trying to determine how to find the time for this intensification within the constraints of busy school schedules. Supplemental resources, planning questions, and example schedules are also provided.” In addition to using the link above to directly access the document, it can be obtained via this [website](#).

[What Counts as Evidence? Making Decisions for Instruction and Intervention Within a Multi-Tiered System of Support](#) In this webinar, various presenters (including staff from the NCII) share content focused on the continuum of evidence that supports instruction within multi-tiered systems of support (MTSS). Among the critical questions practitioners reportedly ask as they are faced with making decisions regarding how to best meet the needs of their students, and that are addressed in this webinar, are, “What is an evidence-based practice?” and “How do I know if evidence shows that a practice will be right for my students?”

[Providing Instructional Supports: Facilitating Mastery of New Skills](#) This online module is made available by The IRIS Center. The Center states that the module explores the importance of scaffolding and modeling for students as they learn new skills and strategies (Estimated completion time: 1 hour).

[Six Key Instructional Practices for Accelerating Learning and Promoting Progress for Students With Disabilities](#) This webinar is available from The PROGRESS Center. In the webinar, Drs. Daniel Maggin, Sarah Powell, Gena Nelson, and Kary Zarate highlight six high-leverage, evidence-based practices shown to support implementation of high-quality instructional programming for students with and at risk for disabilities regardless of their identified disability category or grade span. These practices were identified through an extensive, systematic meta-analysis.

6. Effective and Efficient Mathematics Instruction for Students Receiving Special Education Services

Effective and Efficient Mathematics Instruction for Students Receiving Special Education Services

Like developing proficient reading skills, developing competence in mathematics is essential to an individual's success in school and post-secondary endeavors. At school, a student's success in higher-level mathematics (e.g., algebra, geometry, calculus) depends on her mastery of basic computation and problem-solving skills (Powell, 2019). Outside of school, mathematics competence impacts one's ability to engage in recreation and leisure activities (e.g., play board games, pick up the tab at a restaurant), live independently (e.g., pay rent and utilities, maintain a bank account, manage a budget, shop for groceries), and obtain and maintain employment (e.g., make change as a server, inventory items in a warehouse) (Jiminez & Saunders, 2019).

A starting point for the presentation of effective

mathematics instruction to students who demonstrate persistent and significant academic achievement deficits in this content area is a consideration of six matters that Powell (n.d.) identified as being central to these students' mathematics programming.

1. Incorporate systematic and explicit instruction.
2. Focus on the vocabulary used to explain mathematics, as well as the symbols that are used in mathematics.
3. Use the concrete-representational-abstract framework (CRA Framework) in order to give the students opportunities to use hands-on materials, pictorial representations, and the representations that represent the abstract. These latter representations consist of the numerals and symbols of mathematics.
4. Use fluency building activities, meaning those activities that build fluency with (a) basic math facts and (b) computational algorithms.
5. Engage in effective questioning strategies.
6. Conduct an error analysis of students' work, being certain to use this information to inform instruction.

Dr. Sarah Powell, a Professor at the University of Texas, is the presenter in the online modules that comprise the Outside Activities which are featured in this chapter. She is an expert in the area of mathematics intensive instruction. Thus, I feel very fortunate that we can hear directly from her. I consider this arrangement to be like having a nationally renowned guest speaker present to our class.

Dr. Powell is very informative during her presentations, and the content she presents can be applied immediately to any Tier 3 mathematics instruction you present. In fact, I believe the content she presents can be applied immediately to any mathematics instruction any teacher presents.

According to The IRIS Center (2017), high-quality, Tier 1

mathematics instruction consists of two elements: (a) a standards-based curriculum consisting of relevant content, such as the content and process standards identified by the National Council of Teachers of Mathematics (NCTM) and (b) a teacher's use of evidence-based practices. Accordingly, after explaining why mathematics intensive intervention is important, Dr. Powell addresses numerous topics pertaining to what to teach (i.e., curriculum content), as well as how to teach it (i.e., which instructional strategies to use). She alludes to the fact that intensive intervention is intended for the 3%-5% of students who are the lowest performing students in a school with respect to the subject matter area in which they are experiencing difficulty. They are demonstrating an academic achievement deficit even after receiving high-quality instruction as a part of the Tier 1 and Tier 2 services they were provided.

Dr. Powell makes a very important point when she says that, during intensive intervention, you cannot reteach all of the content a student should have mastered at an earlier point in time. Thus, educators must make a concerted effort at identifying which math content needs to be taught. For instance, she highlights how teaching Base 4 content is a non-example of what should be taught. Conversely, she identifies the following as mathematics areas where students must have mastery:

- Fluency
- Place value
- Operations
- Problem solving

The information presented by Dr. Powell highlights the primary distinction that needs to be made with respect to special education being accommodations or special education being intensive intervention. Special education as accommodations

would proceed with teaching the grade-level math content pertaining to the standards highlighted in the core curriculum's scope and sequence, and would primarily rely on the use of accommodations to enable the student to master the content. Special education as intensive intervention acknowledges that a student with a disability who needs to receive this intervention is performing below the grade-level standard, which means the student needs to work to master content that should have been mastered at a previous point in time. This circumstance highlights a number of issues, such as the assertion, by some, that it takes a 3rd or 4th grade student four months of instruction to master a targeted learning outcome that could have been mastered in 20 minutes of effective instruction when the student was in kindergarten.

References

Jimenez, B., & Saunders, A. (2019). Increasing efficiency in mathematics: Teaching subitizing to students with moderate intellectual disabilities. *Journal of Developmental and Physical Disabilities*, 31(1), 23-37. doi: 10.1007/s10882-018-9624-y

National Center on Intensive Intervention (n.d.). *Part 2: What mathematical content do students need to master across kindergarten through eighth grade?* Retrieved from <https://www.youtube.com/watch?v=rITfAzqcg6M>

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Chapter Primer

The information presented below serves as an introduction to the content that is presented in this chapter. This content comes from a series of presentations by Dr. Powell. The titles of these presentations, and the content addressed in them, are as follows:

- “Why is mathematics intensive intervention important?” Dr. Powell discusses reasons why mathematics intensive intervention is not only warranted, but also warranted as soon as a student demonstrates difficulty mastering grade-level content.
- “What mathematical content do students need to master across kindergarten through eighth grade?” Dr. Powell discusses the mathematics content that should be the focus of intensive instruction, emphasizing that it is not possible to reteach all of the content a student who needs intensive instruction has not mastered.
- “How do you use explicit instruction within intensive intervention?” Dr. Powell discusses how to employ an explicit instruction approach to present mathematics intensive instruction.
- “How should multiple representations be used?” Dr. Powell discusses how to use concrete, representational, and abstract depictions of mathematical concepts to enhance the effectiveness of intensive instruction.
- “How do you attend to language within intensive intervention?” Dr. Powell presents numerous examples of the precise mathematics language one should use when presenting intensive instruction. She also emphasizes the use of concise language.
- “How do you build fact fluency within intensive intervention?” Dr. Powell compares how fluency with math facts serves the same function as fluency with

decoding words, which is to free up the student's cognitive capacity so as to be able to focus on higher-level tasks.

- “How do you incorporate effective problem solving within intensive intervention?” The content in this video addresses a question many UWF students pose, which is how do you use an explicit instruction approach to teach mathematics content beyond basic skills acquisition.
- “How you do incorporate a motivational component in intensive intervention?” While research has revealed that a student's (a) success and (b) understanding of the value of learning the mathematics content lead to motivation (Archer, 2021), in her video, Dr. Powell discusses various strategies that involve the use of external contingencies.

References

A. Archer (2021, February 8). *The importance of explicit reading instruction* [EDVIEW360 Podcast]. Retrieved May 4, 2023 from <https://voyagersopris.buzzsprout.com/>

Why is mathematics intensive intervention important?

Watch this module from the National Center on Intensive Intervention titled, “Why is mathematics intensive intervention important?” to gain an understanding of the reasons why mathematics intensive intervention is not only warranted, but warranted as soon as a student demonstrates difficulty mastering grade-level mathematics content.

You can stop watching the module at the 18:11 mark (i.e., 18 minutes, 11 seconds).

Note that you do not have to do any workbook activity, journal activity, etc. that is referred to in the module. However, you should listen to the discussions about these

activities as much of this information will extend your knowledge about mathematics intensive intervention.

After working through all of the content in this module, you should be able to:

- Discuss the relationship between low math scores in early grades (i.e., Preschool and Kindergarten) and later grades (i.e., High School)
- Explain what is meant by saying that “math is predictive” when examined both at elementary and middle school grades
- State whether the following is True or False: Some predictive studies have shown that how a student performs at math while in school predicts outcomes after high school.
- State whether the following is True or False: Research demonstrates the need for timely, effective intervention.
- State whether the following is True or False: There are numerous studies that show when you provide intensive intervention in mathematics, it increases the mathematics scores and the mathematical pathways of students.
- State whether the following is True or False: Both school and adult outcomes are related to your math performance during school.

What mathematical content do students

need to master across kindergarten through eighth grade?

Watch this module from the National Center on Intensive Intervention titled, [“What mathematical content do students need to master across kindergarten through eighth grade?”](#) to gain insight into the mathematics content that should be the focus of intensive intervention.

You can stop watching the module at the 19:37 mark (i.e., 19 minutes, 37 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the main topic addressed in this video.

After working through all of the content in this module, you should be able to:

- Discuss, in general, what math content is the focus of intensive intervention
- Identify the areas that Dr. Powell believes are really important for students to have mastery (i.e., comprise what she believes are the foundational skills of mathematics)
- State whether the following is True or False: Our instruction [meaning intensive instruction] should always be related to the scope and sequence of mathematics that the student needs to learn.

How do you use explicit instruction within intensive intervention?

Watch this module from the National Center on Intensive

Intervention titled, “How do you use explicit instruction within intensive intervention?” to learn how explicit instruction is used within intensive intervention that is designed to teach mathematics to students who exhibit a persistent and significant academic achievement deficit in this subject matter area.

You need to watch the entire module (Length: 41 minutes, 17 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the main topic addressed in this video.

After working through all of the content in this module, you should be able to:

- Complete the following sentence: Regarding the statement of a clear objective, Dr. Powell says you should state the goal of the lesson and why _____.
- Complete the following sentence: When you model the steps of the problem you should be precise and concise, meaning use _____ language.
- List examples of the type of language referred to in the previous bulleted item
- Explain the two types of planned examples, to include the reason for using both types
- List the four items Dr. Powell identified as Supporting Practices
- Discuss whether Supporting Practices are used during Modeling, Practice, or both of these elements/ components of the Explicit Instruction Framework
- Discuss the two types of questions, lower-level and higher-level, that teachers should ask
- List a minimum of three ways students can respond

during intensive intervention in math

- Discuss the purpose of requiring students to respond frequently
- Differentiate between affirmative and corrective feedback
- Describe the two types of affirmative feedback
- Explain the importance of providing corrective feedback
- Explain how Dr. Powell defines the concept of “a brisk pace”
- Discuss why Modeling and Practice might not take place, equally, during a math lesson that is based on explicit instruction

How should multiple representations be used?

Watch this module from the National Center on Intensive Intervention titled, “[How should multiple representations be used?](#)” to obtain an understanding of using what are referred to as multiple representations when presenting mathematics intensive intervention. Two of these representations, concrete and representational, enable students to develop an understanding of the concepts that are addressed with the use of the abstract symbols involved in mathematics.

You need to watch the entire module (Length: 29 minutes, 05 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the main topic addressed in this video.

After working through all of the content in this module, you should be able to:

- List the three components of the CRA framework (CRA=Concrete, Representational, Abstract)
- Discuss why a teacher uses multiple representations to teach mathematics
- Explain what is meant by the following: “The CRA framework should be thought of as overlapping rather than sequential.”
- Describe “the concrete of mathematics,” particularly what it is and what are some examples
- Describe “the representational of mathematics,” particularly what it is and what are some examples
- Explain how the representational in mathematics is related to the concrete
- Differentiate between prepared representationals and other representationals
- Describe “the abstract of mathematics,” particularly what it is and what are some examples
- Note whether words are an abstract form of mathematics
- Identify which form – concrete, representational, abstract – students use most often to solve mathematics

How do you attend to language within intensive intervention?

Watch this module from the National Center on Intensive Intervention titled, “[How do you attend to language within intensive intervention?](#)” to learn about the type of language a teacher should use when presenting mathematics intensive intervention.

You need to watch the entire module (Length: 27 minutes, 56 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the use of proper language when presenting mathematics intensive intervention.

After working through all of the content in this module, you should be able to:

- Explain how a teacher’s precise use of math language is related to the math vocabulary presented on a high-stakes assessment
- Discuss the meanings of the terms “homonyms” and “homophones” with respect to math language
- Define the four types of terms students have to know in math language: technical terms, subtechnical terms, symbolic terms, and general terms
- Identify examples of each of the four types of terms students have to know in math language
- Explain what is meant when a teacher is told to “present precise and concise” math language

How do you build fact fluency within intensive intervention?

Watch this module from the National Center on Intensive Intervention titled, “[How do you build fact fluency within intensive intervention?](#),” to learn information you can use in mathematics intensive intervention to address the development of a student’s basic fact fluency.

You are required to watch the entire module, which is 55:09 in length (i.e., 55 minutes, 09 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the main topic covered in this video.

After working through all of the content in this module, you should be able to:

- State why it is important to work on basic addition, subtraction, multiplication, and division facts
- State the definition of a basic addition fact
- State whether the following is True or False: In the elementary grades we should refrain from using complex math language that includes words such as “addends” and “sum.”
- State the definition of a basic subtraction fact
- Which term – minuend, subtrahend, or difference – is regularly expected for students to know
- State three things we always want to help students understand related to addition and subtraction facts
- Explain the two concepts that pertain to addition
- Explain the two concepts that pertain to subtraction
- Describe the Counting Up strategy
- Discuss which addition facts students should learn how to solve using the Counting Up strategy
- State whether the following is True or False: According to Dr. Powell, students who exhibit difficulties learning math have an equally difficult time counting forward and counting backward.
- Discuss how to use a Counting Up strategy to solve a subtraction problem
- State the meaning of the term “minus number”
- State whether the following is True or False: Fluency applies to both basic addition and subtraction facts.
- State whether the following is True or False: Fluency

applies to both basic multiplication and division facts.

- State the definition for a basic multiplication fact
- State whether the following is True or False: Students should know both the term “factor” and “product.”
- Define the terms “factor” and “product”
- State the definition for a basic division fact
- Define the terms “dividend,” “divisor,” and “quotient”
- State the three areas where students need to develop knowledge related to multiplication and division facts
- Discuss the two ways of thinking about multiplication
- Describe the two ways of thinking about division
- State whether the following is True or False: If students understand their multiplication facts, a teacher can use the inverse relationship with multiplication and division to enable students to understand their division facts.
- Identify an example of the commutative property of multiplication
- Identify an example of the inverse relationship between multiplication and division
- Discuss the use of a multiplication table for the purpose of teaching students how to solve multiplication and division facts
- State whether the following is True or False: The fluency strategies described by Dr. Powell are only applicable to basic addition and subtraction facts.
- Fluency activities are to be brief and _____ to implement.
- State whether the following is True or False: Fluency activities are to be implemented daily within your intensive intervention.
- Describe each of the following fluency building activities: (a) Copy, Cover, Compare; (b) Taped Problems; (c) Flash Cards; (d) Magic Squares; (e) Roll Dice/ Dominoes/Playing Cards
- Describe the Incremental Rehearsal strategy with

flashcards

- Discuss considerations that pertain to the use of technology to practice fact fluency
- Explain the relevance of each of the following to teaching basic math facts: (a) Fact practice should occur regularly, (b) Fact practice should be brief, (c) Practice the facts students need to learn, and (d) Do not practice all the facts at one time
- List the three primary topics that were addressed in this video with respect to the question, “How do you build fact fluency within intensive intervention?”

How do you incorporate effective problem-solving strategies in intensive intervention?

Watch this module from the National Center on Intensive Intervention titled, “How do you incorporate effective problem-solving strategies in intensive intervention?” to gain insight about how to teach problem-solving in mathematics intensive intervention.

You are required to watch the entire module, which is 1:02:54 in length (i.e., 1 hour, 02 minutes, 54 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about the main topic covered in this module.

After working through all of the content in this module, you should be able to:

- State two reasons for focusing on math problem-solving
- State whether the following is True or False: Word

problems are the only types of math problems students have to solve.

- State the reasons why students with mathematics difficulty find word problem solving very challenging
- Explain why Dr. Powell said, “We know one thing about teaching problem-solving ineffectively, and that is to use key words.”
- Explain what is meant by the saying that “teachers are always trying to help students understand the mathematics continuum”
- Describe an attack strategy
- Describe a routine word problem and an instructional word problem
- List eight attack strategies
- State the idea with any attack strategy
- Identify the primary thing that students do NOT do with respect to a word problem
- State whether the following is True or False: You must use the same attack strategy with all of your students receiving intensive instruction.
- Define the term “schema” with respect to word problems
- State how a teacher helps students develop a deep understanding of problem solving
- Differentiate between the Additive Schemas and Multiplicative Schemas
- Complete this sentence: Dr. Powell likes to describe word problems as a mix of _____ and _____.
- Explain one way to use the UPSCheck strategy
- Differentiate between the basic elements/components of a Total Problem, Difference Problem, and Change Problem
- Discuss teaching problem solving by the deep structure of the problem rather than problem solving by

operations

- Differentiate between the basic elements/components of an Equal Groups problem, a Comparison problem, and a Ratios/Proportions problem
- Discuss each of these considerations with respect to word problems: (a) Many word problems actually combine schemas, (b) Sometimes students don't answer word problems with an answer, and (c) Not all word problems are routine word problems (i.e., they are instructional word problems)
- State whether the following is True or False: Problem solving should be taught with explicit instruction.
- State whether the following is True or False: Problem solving instruction should be provided regularly.

How do you incorporate a motivational component in intensive intervention?

Watch this module from the National Center on Intensive Intervention titled, "[How do you incorporate a motivational component in intensive intervention?](#)" to learn about aspects of a motivational component to incorporate into mathematics intensive intervention.

You need to watch the entire module (Length: 7 minutes, 20 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your knowledge about incorporating a motivational component in mathematics intensive intervention.

After working through all of the content in this module, you should be able to:

- Identify these three evidence-based strategies you can use with respect to the delivery of an instructional platform: (a) explicit instruction, (b) multiple representations, and (c) concise language
- Identify these three strategies that should be embedded within the instructional platform: (a) fluency building, (b) problem solving instruction, and (c) a motivation component
- Discuss why there is a need for a motivation component
- Describe an example of a motivation component that is a match with what is going on in the intervention
- Explain what is meant by this statement: A motivational component is really meant to help students regulate their own behavior.
- State whether the following is True or False: A motivational component is necessary for all students.

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is the presentation of effective and efficient mathematics instruction to students receiving special education services. To access a resource, use the link provided.

[High-Quality Mathematics Instruction: What Teachers Should Know](#) This online module, which is available from The IRIS Center, describes what the authors have identified as the two essential components of high-quality mathematics instruction: a standards-based curriculum and evidence-based practices. More specifically, the module highlights a number of evidence-based practices as well as other classroom practices that teachers can use to teach mathematics.

[What Should We Consider When Teaching Students With Math Difficulties?](#) In this video from the National Center on Intensive Intervention, Dr. Sarah Powell discusses six things to consider when teaching students with math difficulties: (a) incorporate systematic and explicit instruction, (b) focus on vocabulary, (c) use the concrete-representational-abstract framework, (d) use fluency building activities, (e) engage in effective questioning strategies, and (f) conduct an error analysis of students' work. This video is also available on YouTube at <https://www.youtube.com/watch?v=dQX9CI0s04I&t=1s>) and is 8 minutes, 11 seconds long.

[Why is mathematics intensive intervention important?](#) This module from the the National Center on Intensive Intervention explains reasons why mathematics intensive intervention is not only warranted, but warranted as soon as a student demonstrates difficulty mastering grade-level mathematics content.

[What mathematical content do students need to master across kindergarten through eighth grade?](#) This online module is from the National Center on Intensive Intervention's webpage titled, "Developing a Scope and Sequence for Intensive Math Intervention." On this webpage, this online module is Part 2.

[How do you use explicit instruction within intensive intervention?](#) This module, from the National Center on Intensive Intervention, reviews the use of explicit instruction to teach mathematics. Teachers learn modeling begins with a statement of the goal and importance of learning a skill in mathematics. Modeling is explained as a step-by-step overview of mathematics skills with meaningful examples and non-examples. Teachers also learn about the use of guided and independent practice. Emphasis is placed on the need for high- and low-level questions, frequent responses, adequate feedback, and maintaining a brisk pace during both modeling and practice.

[How do you build fact fluency within intensive intervention?](#)

This module from the National Center on Intensive Intervention presents information about the use of mathematics intensive intervention to address the development of students' basic fact fluency.

[How should multiple representations be used within intensive intervention?](#) This module, from the National Center on Intensive Intervention, highlights the use of multiple representations to enhance the delivery of the instructional platform. Teachers learn the importance of using concrete tools (i.e., manipulatives) and pictorial representations to help students understand the numbers and symbols (i.e., abstract) of mathematics.

[How do you attend to language within intensive intervention?](#) In this module, from the National Center on Intensive Intervention, Dr. Sarah Powell describes the importance of using formal mathematics language in intensive intervention. Teachers (a) review precision with mathematics language and (b) work through examples in which formal language could replace informal language.

[How do you incorporate effective problem-solving strategies in intensive intervention?](#) This module from the National Center on Intensive Intervention discusses how to teach problem-solving in mathematics intensive intervention.

[How do you incorporate a motivational component in intensive intervention?](#) This module from the National Center on Intensive Intervention discusses aspects of a motivational component to incorporate into mathematics intensive intervention.

[Making Fractions Make Sense: Considerations for Secondary and Intensive Intervention](#) This webinar, from the National Center on Intensive Intervention, is presented by Drs. Russell Gersten, Sarah Powell, and Robin Finelli Schumacher, who discuss (a) the importance of fractions instruction and typical challenges faced by students, (b) recommendations for

fractions instruction, and (c) considerations for supporting students within secondary or Tier 2 and intensive intervention.

[Progress Monitoring: Mathematics](#) This online module from The IRIS Center introduces users to progress monitoring in mathematics, which is a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (Estimated completion time: 2 hours).

7. Effective and Efficient Reading Instruction for Students Receiving Special Education Services

Effective and Efficient Reading Instruction for Students Receiving Special Education Services

The importance of students becoming proficient readers cannot be overstated. Reading is fundamental to an individual's success in school and post-school activities. As Stewart et al. (2005) commented, "Students must learn to read to be successful in our educational system and society as a whole" (p. 115). Furthermore, Kame'enui et al. (2002) noted, "reading opens up the world for children and is the doorway for learning. Unlike any other ability, the ability to read allows access to the collective knowledge, history, and experiences of our shared symbolic humanity" (p. 54).

As you approach the topic of teaching students to read, you will be well-served by remaining mindful of what is called the Simple View of Reading (SVR). This view is discussed in detail

by Reading Rockets (n.d.), and highlights of this discussion are presented next.

The SVR, which is one view of an incredibly complex process, clearly identifies two broad sets of abilities that students need to be taught as part of their journey to becoming a proficient reader. One set is word recognition while the other set is oral language comprehension. Furthermore, each broad set of abilities is comprised of specific component skills, some of which are listed next.

Word Recognition

- Phonological and phonemic awareness
- Phonics and decoding skills
- Automatic recognition of common words
- The ability to read common phonetically irregular words

Oral Language Comprehension

- Vocabulary knowledge
- Background knowledge
- Sentence (syntactic) comprehension
- Understanding figurative language, such as metaphors, similes, and idioms

Across time, as students' reading skills develop, a teacher's instructional emphasis shifts across the two broad sets of abilities. Word recognition abilities typically are more important during the early stages of learning to read. It is critically important for a student to develop these abilities early on since poor word recognition skills likely limit a student's reading comprehension skills, even for children who have strong oral language skills but are unable to read/decode many words.

Later, around 3rd/4th grade, readers who have properly developed their word recognition abilities can focus more of

their attention on reading for meaning since they have developed accurate, automatic word recognition skills. Thus, at this latter point in time, growth as a reader depends more on language comprehension than word recognition abilities.

Still, at any particular point in time, both broad sets of abilities should be taught simultaneously rather than one set at the exclusion of another.

The primary focus of this chapter is four of the five fundamental components of effective beginning reading instruction: phonics, fluency, vocabulary, and comprehension. Information about these components is presented after (a) first establishing a solid rationale for presenting remedial reading instruction as early as a student's reading achievement deficit is noted and (b) highlighting the Simple View of Reading (SVR).

In the section below titled, "Introduction to Intensive Interventions in Reading," Dr. Michael Coyne, a Professor at the University of Connecticut, puts forth the rationale regarding why it is necessary to present remedial reading instruction as soon as we know that a student is demonstrating an academic achievement deficit in learning to read. Dr. Coyne is an expert in the area of reading intensive intervention, particularly beginning reading instruction. As was the case with respect to Dr. Powell and her expertise in mathematics education, I feel very fortunate that we can hear directly from Dr. Coyne as I consider this arrangement to be similar to having a nationally renowned guest speaker present to our class.

In the subsequent parts of this chapter, you will be directed to work through content that is presented on the [Reading Rockets](#) website. According to the website, Reading Rockets is a national public media literacy initiative offering information and resources about effective research-based reading instruction for young students. The website got its name from the title of an article authored by reading expert Dr. Louisa Moats: "Teaching Reading IS Rocket Science."

The content presented by the Reading Rockets website that

you are required to work through involves the following topics that are critical to teachers who present beginning reading instruction, or an equivalent type of remedial reading instruction: phonics, fluency, vocabulary, and comprehension.

References

Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002).

Effective teaching strategies that accommodate diverse learners (2nd ed.). Merrill Prentice Hall.

Reading Rockets. (n.d.). *Introduction: How children learn to read*. Retrieved April 19, 2023 from <https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>

Stewart, R. M., Martella, R. C., Marchand-Martella, N. E., & Benner, G. J. (2005). Three-tier models of reading and behavior. *Journal of Early and Intensive Behavior Intervention*, 2(3), 115-124.

Chapter Primer

The information presented below serves as an introduction to the content that is presented in this chapter.

- For reasons that are related to an individual's performance while in grades K-12 and post-secondary activities, intensive intervention in reading is important and should begin once a student is identified as manifesting a significant achievement gap learning to read.
- The Simple View of Reading (SVR), which is one view of an incredibly complex process, clearly identifies two broad sets of abilities that students need to be taught as part of their journey to becoming a proficient reader. One set is word recognition while the other set is oral language comprehension.

- Phonics instruction addresses issues pertaining to teaching students the relationship between the sounds and letters in the English language.
- Fluency is the ability to read a text with accuracy, automaticity, and prosody (expression) sufficient to enable comprehension. Among other things, you are provided (a) guidelines for fluency instruction and (b) a description of activities for increasing a student's fluency.
- There is a direct connection between oral vocabulary and reading vocabulary, meaning a student's oral vocabulary enables her to make sense of the words she sees in print.
- As Reading Rockets notes, comprehension is "the whole point of reading," and involves a student constructing meaning from text.

Introduction to intensive interventions in reading

Watch this module from the National Center on Intensive Intervention titled, "[Introduction to intensive interventions in reading](#)," to learn why intensive intervention in reading is important and should begin once a student is identified as manifesting a significant achievement gap learning to read.

You are required to watch the entire module which is 26:04 in length (i.e., 26 minutes, 04 seconds).

Note that you do not have to do any workbook activity, journal activity, outside reading, etc. that is referred to in the module. However, you should listen to the discussions about these activities since much of this information will extend your knowledge about the reasons why providing reading intensive intervention is important.

After working through all of the content in this module, you should be able to:

- Describe the existing knowledge base for teaching reading
- Discuss how reading is critical for academic achievement and long-term outcomes, such as school dropout and employment
- Explain the meaning of the “Achievement Gap in Reading”
- Explain the meaning of the “Matthew Effect in Reading”
- Discuss why reading is not a natural occurrence and, therefore, requires explicit instruction to learn how to read
- List the components of successful reading, also known as The Big Ideas of Reading
- Explain the meaning of the phrase, “Reading is NOT a unidimensional construct”
- Discuss how using intensive intervention with a sense of urgency to teach reading can address the Reading Achievement Gap

Models of Reading

Work through all of the content on the Reading Rockets webpage titled, [Models of Reading](#). Among other things, you will learn about the Simple View of Reading (SVR) as one way to think about reading development. According to the SVR, good reading comprehension requires two broad sets of abilities: word recognition and oral language comprehension. Moreover, each of these elements — word recognition and oral language comprehension — includes a set of specific component skills.

Word recognition encompasses, among other skills:

- Phonological and phonemic awareness
- Phonics and decoding skills

- Automatic recognition of common words
- The ability to read common phonetically irregular words

Oral language comprehension encompasses, among other skills:

- Vocabulary knowledge
- Background knowledge
- Sentence (syntactic) comprehension
- Understanding figurative language, such as metaphors, similes, and idioms

After working through all of the content in this module, you should be able to

- Explain the Simple View of Reading (SVR)
- List the language comprehension skills under the SVR
- Briefly explain dyslexia and hyperlexia

Phonics

Work through all of the content in the module, Phonics, which is one component of the Reading Rockets course, “Reading 101.” As is stated near the outset of the module, phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Therefore, the goal of phonics instruction is to help children learn the alphabetic principle — the idea that letters represent the sounds of spoken language — and that there is an organized, logical, and

predictable relationship between written letters and spoken sounds.

After working through all of the content in this module, you should be able to

- Explain the meanings of the terms alphabetic principle, phoneme, and grapheme
- Complete the following sentence: Phonics instruction is most effective when it begins in _____.
- Discuss the different approaches to phonics instruction
- State the purpose of phonics instruction
- Discuss the general structure of phonics lesson planning
- Explain instructional adaptations that can be helpful in supporting students who struggle with working memory, attention, executive function, or processing speed issues

Fluency

Work through all of the content in the module, Fluency, which is one component of the Reading Rockets course, “Reading 101.” As is stated at the outset of the module, fluency is described as the ability to read a text with accuracy, automaticity, and prosody (expression) sufficient to enable comprehension. Furthermore, its importance to a student’s reading development is explained, as fluency is characterized as being a key skill to becoming a strong reader because it provides a bridge between word recognition and comprehension.

After working through all of the content in this module, you should be able to

- Discuss why fluency is important
- Explain the difference between fluency and automaticity
- Explain which type of texts – independent, instructional, or frustration level – will usually be the most appropriate for fluency practice
- Discuss the guidelines for fluency instruction
- List four activities for increasing fluency

Vocabulary

Work through all of the content in the module, Vocabulary, which is one component of the Reading Rockets course, “Reading 101.” The module makes a distinction between oral vocabulary and reading vocabulary, while noting how **beginning readers must use the words they hear orally to make sense of the words they see in print.**

After working through all of the content in this module, you should be able to

- Identify the four types of vocabulary
- Discuss the three ways children learn word meanings indirectly
- Summarize the module’s discussion of Direct Vocabulary Learning
- Explain the following word learning strategies: using word parts, using dictionaries and other references aids, and using context clues
- Explain Isabel Beck’s guidance with respect to choosing specific vocabulary to teach

Comprehension

Work through all of the content in the module, Comprehension, which is one component of the Reading Rockets course, “Reading 101.” At its outset, this module remarks that comprehension is the whole point of reading. The module notes that skilled readers do more than decode the words on the page; they understand and interpret what they read in order to construct meaning from text.

After working through all of the content in this module, you should be able to

- State the abilities and behaviors that most skilled readers seem to have in common
- Explain these comprehension strategies that researchers have consistently observed in skilled readers: draw on prior knowledge, draw inferences, self-monitor, form mental images, and summarize & retell
- Discuss the language comprehension component of Scarborough’s Rope model

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter’s focus, which is the presentation of effective and efficient beginning reading instruction. To access a resource, use the link provided.

[Introduction to intensive interventions in reading](#) This online

module, from the National Center on Intensive Intervention, explains why intensive intervention in reading is important.

[RTI \(Part 3\): Reading Instruction](#) This is an online module made available by The IRIS Center. The module addresses (a) the importance of research-validated instruction, (b) the five components of effective reading instruction, and (c) how to implement high-quality instruction when using the response-to-intervention approach.

[Reading 101: A Guide to Teaching Reading and Writing](#) Reading 101 is a self-paced professional development course for K-3 teachers, hosted by the Reading Rockets website. The course provides teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled and enthusiastic readers and writers. Reading 101 was produced in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 has also received generous support from the National Education Association. The various components of the course that address reading instruction are identified, below, as bulleted items.

- [Introduction: How Children Learn to Read | Reading Rockets](#) This introduction to the course, “Reading 101: A Guide to Teaching Reading and Writing,” briefly discusses typical development in reading by explaining the Simple View of Reading (SVR) as one way to think about reading development. According to the SVR, good reading comprehension requires two broad sets of abilities: word recognition and oral language comprehension. Moreover, each of these elements — word recognition and oral language comprehension — includes a set of specific component skills.
- [Print Awareness: An Introduction](#) This is one of the online modules that comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” Near the outset, the

module states that print awareness is understanding that print is organized in a particular way — for example, knowing that print is read from left to right and top to bottom. It is knowing that words consist of letters and that spaces appear between words. Print awareness is a child's earliest introduction to literacy. Children with print awareness understand that print has different functions depending on the context in which it appears — for example, menus list food choices, a book tells a story, and a sign can announce a favorite restaurant or warn of danger.

- [Phonological and Phonemic Awareness: Introduction](#) This is one of the online modules that comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” Phonological awareness refers to a global awareness of, and ability to manipulate, the sound structures of speech (see [Phonological and Phonemic Awareness: In Depth](#)). As the module states, phonological awareness is, in part, the ability to recognize and manipulate the spoken parts of sentences and words. Examples include being able to identify words that rhyme, recognizing alliteration, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes. The most sophisticated phonological awareness skill — which is also the last to develop — is called phonemic awareness. Phonemic awareness is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. This includes blending sounds into words, segmenting words into sounds, and deleting and playing with the sounds in spoken words. Altogether, phonological awareness (PA) involves a continuum of skills that develop over time and that are crucial for [reading and spelling success](#), because they are central to learning to decode and spell printed words. Phonological awareness is especially important at

the earliest stages of reading development — in pre-school, kindergarten, and first grade for typical readers.

- [Phonics](#) This is one of the online modules that comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” As is stated near the outset of the module, phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Therefore, the goal of phonics instruction is to help children learn the alphabetic principle — the idea that letters represent the sounds of spoken language — and that there is an organized, logical, and predictable relationship between written letters and spoken sounds.
- [Fluency](#) This is one of the online modules that comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” At the outset of the module, fluency is described as the ability to read a text with accuracy, automaticity, and prosody (expression) sufficient to enable comprehension. Furthermore, its importance to a student’s reading development is explained as fluency is characterized as being a key skill to becoming a strong reader because it provides a bridge between word recognition and comprehension.
- [Vocabulary](#) This is one of the online modules that comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” Near the outset of this module, it is noted that vocabulary plays an important part in learning to read, meaning beginning readers must use the words they hear orally to make sense of the words they see in print. The module also makes a distinction between oral vocabulary and reading vocabulary. Oral vocabulary refers to words that we use in speaking or comprehend in listening. Reading vocabulary refers to words we comprehend or use in print.
- [Comprehension](#) This is one of the online modules that

comprise the course, “Reading 101: A Guide to Teaching Reading and Writing.” With respect to reading comprehension, at its outset this module remarks that comprehension is the whole point of reading. The module notes that skilled readers do more than decode the words on the page; they understand and interpret what they read. They construct meaning from text. By reading actively and purposefully, skilled readers can learn from and enjoy what they read

[Progress Monitoring: Reading](#) This online module, according to its creator, The IRIS Center, introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (Estimated completion time: 2 hours).

8. Effective and Efficient Writing Instruction for Students Receiving Special Education Services

Effective and Efficient Writing Instruction for Students Receiving Special Education Services

For a number of reasons, most practicing and preservice teachers probably would not be surprised to learn that, historically, writing instruction has taken a back seat to reading and mathematics instruction (Graham & Harris, 2013). However, the importance of effective writing instruction is now recognized because of a growing awareness that good writing skills are important to effective personal communication, success in post-secondary education, and success in the world of work (Vaughn et al., 2018). In fact, it has been reported that nearly 70 percent of salaried employees have some responsibility for writing (Graham et al., 2018).

According to “Teaching Elementary School Students to be Effective Writers: A Practice Guide” (Graham et al., 2018), the features of effective writing involve more than just putting on

paper one's oral language. Instead, it involves a process consisting of a writer carefully thinking about his purpose for writing, planning what to say, determining how to say it, and taking into account the reader's perspective, particularly what the reader needs to know.

Furthermore, Graham et al. (2018) noted that effective writing instruction for elementary school students needs to be based on explicit instruction. This means that, when a teacher presents instruction pertaining to a writing strategy a student needs to master, the teacher should (a) possess the necessary background knowledge and skills, (b) name the writing strategy and purpose for using it, (c) describe the strategy while modeling its use, and then (d) ensure the students receive the proper amount of guided practice before being expected to use the strategy on their own.

Additionally, these authors remarked that all students should have time allocated for writing instruction and practice. Kindergarten students should engage in writing instruction and practice at least 30 minutes per day. During this time, some of the earliest writing instruction will involve the teacher showing students how to hold a pencil between the thumb and forefinger, while resting the pencil on the middle finger. Simultaneously, the teacher will demonstrate how to form each letter, while subsequently providing guided practice that may involve letters with numbered arrows that depict the (a) order and (b) direction of each stroke. Over time the teacher will systematically decrease the amount of time the student uses this visual support so that the student learns how to form each letter from memory. Subsequently, teachers need to arrange for students in 1st grade and above to be engaged in writing instruction and writing practice for at least 60 minutes per day.

Finally, Graham et al. (2018) commented that students can engage in writing practice when completing tasks in different subject matter areas. For instance, in science class a student can be required to write a lab report; in social studies class,

students can be directed to write an imaginary journal entry pertaining to a period of time under study, such as the Civil War; and, after reading a story in English class, students could be required to respond to a KWL prompt.

As you work through the content presented in this chapter, remain cognizant of the fact that the chapter's focus chapter is the presentation of effective writing instruction to elementary school students. Accordingly, it will be necessary for you to apply what you have learned about intensive intervention that is based on explicit instruction to the information that is presented in this chapter. Interestingly, you will learn that explicit instruction is identified as a component of effective writing instruction for all elementary school students.

References

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (Updated 2018, 2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf or [wwc/publications_reviews.aspx#pubsearch](https://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch)

Graham, S., & Harris, K. R. (2013). Designing an effective writing program. In S. Graham, C. A. MacAurthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (2nd ed.). (pp. 3-25). Guilford.

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Chapter Primer

The content in this chapter is based on the document, “Teaching Elementary School Students to be Effective Writers: A Practice Guide.” This practice guide is characterized as a document that presents information about evidence-supported practices for addressing its topic, which is presenting writing instruction to elementary school students.

Learning Objectives

After working through all of the content presented in the section below – Overview of the Practice Guide – you should be able to

- Explain how students can engage in writing practice when completing tasks in different subject matter areas
- Discuss the features of handwriting practice and typing practice
- Identify the two sets of words that should be the focus of a teacher’s spelling instruction
- List the features of exemplary texts that teachers can expose students to for the purpose of developing the students’ writing skills

Overview of the Practice Guide

Before directing you to the guide, an overview of its content is presented below. This overview is intended to serve as a coherent, synthesized preview of many of the central points presented in the guide.

Effective writing instruction for elementary school students

needs to be based on explicit instruction. This means that, when a teacher presents instruction pertaining to a writing strategy a student needs to master, the teacher should (a) possess the necessary background knowledge and skills, (b) name the writing strategy and purpose for using it, (c) describe the strategy while modeling its use, and then (d) ensure the students receive the proper amount of guided practice before being expected to use the strategy on their own.

All students should have time allocated for writing instruction and practice. Kindergarten students should engage in writing instruction and practice at least 30 minutes per day. Teachers need to arrange for students in 1st grade and above to be engaged in writing instruction and writing practice for at least 60 minutes per day.

Students can engage in writing practice when completing tasks in different subject matter areas. For instance, in science class a student can be required to write a lab report; in social studies class students can be directed to write an imaginary journal entry pertaining to a period of time under study, such as the Civil War; and, after reading a story in English class, students could be required to respond to a KWL prompt. (Note: This is somewhat different from the KWL prompt you have responded to in this course.)

Some of the earliest writing instruction will involve the teacher showing students how to hold a pencil between the thumb and forefinger, while resting the pencil on the middle finger. Simultaneously, the teacher will demonstrate how to form each letter, while subsequently providing guided practice that may involve letters with numbered arrows that depict the (a) order and (b) direction of each stroke. Over time the teacher will systematically decrease the amount of time the student uses this visual support so that the student learns how to form each letter from memory.

Since handwriting is a motor skill, students should practice isolated writing skills in short sessions (i.e., write a designated

letter 5-8 times). They also need to apply their skills in authentic tasks, such as writing several sentences in a note to their parents in which the student explained what she/he did that day in their reading lesson.

Typing is another way for students to produce legible text. Students should receive an introduction to typing no later than 1st grade, and formal, regular typing practice should begin in 2nd grade. Use of typing tutorial software along with periodic teacher monitoring of a student's progress (e.g., use of correct posture, and use of the correct fingers for the correct keys) can set the occasion for proper typing practice.

As is the case with handwriting, typing is a motor skill that necessitates short practice sessions. Given that the vast majority of typing occurs on a computer with word processing software, students will need to be taught how to use the software. Particular attention needs to be paid to often-used features of the software, such as spell check.

As students apply their handwriting and word processing skills to actual writing assignments, the teacher will have to attend to spelling instruction. Two sets of words that a teacher should focus on are the correct spelling of high frequency words (many of which are irregular words) and words a student often misspells. Teachers can use an explicit instruction strategy for teaching high frequency, irregular words that incorporates the use of phonics and sight word reading. For the longer, student-specific misspellings, the teacher can have a student use a personalized dictionary.

Over time a student must be taught strategies she can use to determine a word's spelling. Dictionaries, word study, and spelling words by analogy are three such strategies.

Beginning in Kindergarten, teachers can address the topic of writing complete sentences. Teachers can show students the connection between students' oral and written language by converting thoughts and ideas students express orally into properly constructed sentences. At this point in time the

teacher would establish the fact that written expression is not a 100% match with oral expression. Furthermore, when properly constructing sentences the teacher can present instruction about sentence mechanics, such as punctuation and capitalization.

Teachers also must show students how to write more than simple sentences. Strategies for teaching various sentence types include those presented in Table 7 on page 31 of the Practice Guide.

When appropriate, teachers should work with students on developing their ability to evaluate their sentences. Example evaluation criteria include clarity (“Does it make sense?”; “Is it easy to read?”) and intended audience (“Is it appropriate for the audience?”).

As students begin to write passages comprised of multiple paragraphs and, perhaps, multiple pages, they will need to be equipped with knowledge and skills pertaining to the components of the writing process. Strategies that are specific for each component of the writing process are presented in the table on page 16 of the Practice Guide.

Students also need to be taught techniques that are specific to a purpose for writing. Five examples of techniques specific to the four purposes of writing are presented in Table 5 on page 26 of the Practice Guide.

So that students do not conclude that everything they write is intended for a one-member audience – meaning the teacher – writing activities must be constructed so that they are appropriate for different audiences. Among other things, students need to learn to adjust their tone and word choice so that their writing is meaningful and appropriately suited for the intended audience.

In an attempt to get students to see themselves as writers, teachers should consider ways to publish students’ work. An easy, direct way is to display students’ work in the classroom.

More public ways to publish include posting students' work in the hallway or on a classroom's web page.

Finally, teachers must consider how exposing students to exemplary texts can contribute to the development of their writing. While these texts should come from a variety of sources, what is most important about them is that they (a) support the instructional goals of the lesson, (b) are appropriate for the students' reading levels and abilities, and (c) provide exemplary models of what students are to write.

Teaching elementary school students to be effective writers: A practice guide

You are to read the IES Practice Guide, [“Teaching elementary school students to be effective writers: A practice guide”](#)

This practice guide, from the Institute of Education Sciences/What Works Clearinghouse, provides four recommendations for improving elementary students' writing. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. Note that this guide is geared toward teachers, literacy coaches, and other educators who want to improve the writing of their elementary students.

After reading pages 1-39 in the Practice Guide, and consulting its glossary, you should be able to

- Explain how to carry out Recommendation 1: Provide daily time for students to write
- Discuss the suggested approach for addressing Roadblock 1.1: There is not enough time in the school day to devote an hour each day to writing instruction.
- Explain how to use the following strategy – Teach students strategies for the various components of the

writing process – to carry out Recommendation 2a: Teach students strategies for the various components of the writing process

- Explain how to use the following strategy – Help students understand the different purposes of writing – to carry out Recommendation 2b: Teach students to write for a variety of purposes
- Explain how to use the following four strategies – (a) Teach very young writers how to hold a pencil correctly and form letters fluently and efficiently; (b) Teach students to spell words correctly; (c) Teach students to construct sentences for fluency, meaning, and style; and (d) Teach students to type fluently and to use a word processor to compose – to carry out Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing
- Discuss the suggested approach for addressing Roadblock 3.1: Students struggle to develop handwriting and spelling skills, making writing a frustrating experience.
- Discuss the suggested approach for addressing Roadblock 3.2: Students do not consistently transfer words they have learned successfully in their spelling lessons to their written compositions.
- Discuss the suggested approach for addressing Roadblock 4.1: Teachers may be uncomfortable with their own writing and therefore hesitant to share their writing and discuss the writing process with their students.
- Discuss the suggested approach for addressing Roadblock 4.2: If students are allowed to choose their own topics for writing, teachers may not be able to focus on the content standards adequately.
- Discuss the suggested approach for addressing

Roadblock 4.3: Providing feedback on all student writing is overwhelming and time consuming.

- **Discuss the components of the writing process**
- **State the definitions, that are presented in the Glossary, for the following three terms: writing skills, gradual release of responsibility, and writing**

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is effective and efficient writing instruction for students receiving special education services. To access a resource, use the link provided.

[Spelling](#) This is a component of the course, "Reading 101: A Guide to Teaching Reading and Writing," from Reading Rockets. The website states that this component emphasizes that, "Good spellers aren't born, they are taught! Nearly 90 percent of English words can be spelled if a student knows basic patterns, principles and rules of spelling."

[Writing](#) This is a component of the course, "Reading 101: A Guide to Teaching Reading and Writing," from Reading Rockets. The website remarks about the challenges students face in learning to become good writers by remarking that, "Writing may be the most difficult thing our students learn in school because it requires them to apply what they have learned as readers (phonics, vocabulary, text structure), plus additional skills (planning, considering audience, handwriting, revising, etc.) to generate their own work. But just as explicit and sequential instruction can help ensure that all students learn to read, the same is true for writing. To enable our

students to write well, we need to help them by explicitly teaching the components of effective writing.”

[Teaching Elementary School Students to be Effective Writers: A Practice Guide](#) This practice guide, which is geared toward teachers, literacy coaches, and other educators who want to improve the writing of their elementary students, is from the What Works Clearinghouse. The guide provides four recommendations for improving elementary students’ writing. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence.

[Instructional Tips Based on the Educator’s Practice Guide Teaching Elementary School Students to be Effective Writers](#) This document is also from the What Works Clearinghouse. According to the document itself, the What Works Clearinghouse’s “Instructional Tips” are documents that help educators carry out recommendations contained in the Institute of Education Sciences (IES) Educator’s Practice Guides. The tips translate these recommendations into actionable approaches that educators can try in their classrooms. Each set of instructional tips highlights a key concept and presents relevant how-to steps, pertaining to recommendations contained in an IES Educator’s Practice Guide, that are actionable and supported by evidence. The tips in the document that can be obtained using the link above, are based on the practice guide, “Teaching Elementary School Students to be Effective Writers: A Practice Guide.”

9. Addressing the Functional Performance Needs of Students Receiving Special Education Services

Addressing the Functional Performance Needs of Students Receiving Special Education Services

Broadly speaking, behavior refers to an individual's observable actions, anything a person does or says (Maag, 2004). The Individuals with Disabilities Education Act (IDEA, 2004) broadly defines two categories of behaviors: academic and functional. Moreover, this law requires individualized education program (IEP) teams to include, in each student's IEP, a statement pertaining to each student's present levels of academic achievement and functional performance.

With respect to the meaning of "functional performance," the United States Department of Education points to how the term is

generally understood as referring to “skills or activities that are not considered academic or related to a child’s academic achievement.” The IDEA does not provide a list of curricula content that would be considered functional content. The reason that examples of functional skills are not included in the IDEA is because “the range of functional skills is as varied as the individual needs of children with disabilities” (71 Fed. Reg. at 46661 as reported in PROGRESS Center, n.d.). Rather, outside of the IDEA it is commonly understood that “routine activities of everyday living” refers to skills and activities such as:

- dressing, eating, going to the bathroom;
- social skills, such as making friends and communicating with others;
- behavior skills, such as knowing how to behave across a range of settings; and
- mobility skills, such as walking, getting around, and going up and down stairs.

In this course, the term school social behavior is used to refer to the types of skills referred to, above, as social skills and behavior skills. In a school context, school social behavior refers to behaviors that result in sharing space appropriately with others, such as engaging in appropriate communicative exchanges, establishing and maintaining friendships, and knowing how to behave appropriately across various school-based settings (e.g., classrooms, the cafeteria, and the gymnasium). For instance, appropriate behavior in a general education classroom would include remaining quiet and self-regulating one’s behavior while

completing independent seatwork so that the teacher can engage in other tasks, such as conducting small group instruction or working in a 1:1 instructional arrangement with another student.

With respect to school social behaviors, this course emphasizes that appropriate school social behaviors comport with a teacher's classroom management protocols. Yet, there will be instances whereby a student does not comply with these protocols. In these instances, schools may conduct an assessment for the purposes of (a) analyzing the functions of student-specific, challenging behaviors and (b) then identifying appropriate interventions to address them. This process is the focus of the content presented in this module. Specifically, the focus is student-specific behaviors that become the target of a functional behavior assessment (FBA) and individualized behavior modification program. An FBA addresses the function (i.e., reason or purpose) of an inappropriate behavior and ways to teach the student how to perform a proper replacement behavior.

References

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

Maag, J. W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd ed.). Thomson Wadsworth.

PROGRESS Center. (n.d). *The what and why of present levels of academic achievement and functional performance (PLAAFP)*. Retrieved May 9, 2023 from <https://promotingprogress.org/training/what-and-why-present-levels-academic-achievement-and-functional-performance-plaafp>

A Primer for Each Part of This Module

The information presented below serves as an introduction to the content that is presented in this chapter.

- You will view a video from the National Center on Intensive Intervention titled, “Why do we need to focus on behavior?” You are tasked to watch the video in order to gain an understanding of the reasons why it is necessary for a teacher to teach students appropriate school social behaviors.
- You will work through an online module from The IRIS Center titled, “Functional behavior assessment: Identifying the reasons for problem behavior and developing a behavior plan.” The content in this module explains a process that is followed to, first, (a) determine the purpose served by a student’s engagement in an inappropriate behavior and then (b) design and implement a plan that will teach the student an appropriate behavior that will replace the inappropriate behavior.

Why do we need to focus on behavior?

Watch this module from the National Center on Intensive Intervention titled, “Why do we need to focus on behavior?” to gain an understanding of the reasons why it is necessary for a teacher to teach students appropriate school social behaviors. (Length: 24 minutes, 11 seconds)

Note that you do not have to do any workbook activity, journal activity, etc. that is referred to in the module. However, you should listen to the discussions about these activities as much of this information will extend your

knowledge about the necessity for teacher's to teach students appropriate school social behaviors.

After working through all of the content in this video, you should be able to

- State the percentage of teachers who leave the classroom within five years of teaching
- List the reasons why a teacher leaves the profession
- Explain how the goal of education, which is student achievement, is described
- Complete the following statement: Student achievement requires good _____ and classroom _____ skills.
- State what is one of the very best strategies to prevent problem behavior
- Discuss what outcomes effective behavior support leads to
- List the five critical features of effective classroom management
- Discuss the long-term outcomes associated with a “Get Tough” approach to students’ displays of inappropriate school social behaviors
- Explain the PBIS Framework

Functional behavioral assessment: Identifying the reasons for problem behavior and developing a behavior plan

Work through all of the content presented in The IRIS Center’s online module, Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan.

This IRIS Center module explores the basic principles of

behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described (Estimated completion time: 2 hours).

After working through all of the content in this online module, you should be able to

- Explain the following types of consequences: positive reinforcement, negative reinforcement, punishment, and extinction
- Discuss which of the types of consequences are most commonly recommended for use in a classroom, and which are not
- Complete the following sentences: An FBA is used to _____. It helps teachers to understand _____.
- Complete the following sentence: Nearly all behaviors occur in order either to _____.
- Discuss what occurs in the fourth step in the FBA process: designing a function-based intervention.
- Explain the meaning of implementation fidelity.

No Cost Resources Pertaining to This Topic

Each item below is a no cost resource that presents information pertaining to some aspect of this chapter's focus, which is addressing the functional performance needs of students receiving special education services. To access a resource, use the link provided.

[The what and why of present levels of academic achievement and functional performance \(PLAAFP\)](#) From The

PROGRESS Center, this course is intended to (a) explain the Individuals with Disabilities Education Act's (IDEA) definition of present levels of academic achievement and functional performance (PLAAFP) statements, (b) explain the critical role of the present levels statement in the development of a high-quality individualized education program (IEP), (c) identify tips for developing present levels statements that promote progress, and (d) identify resources to learn more about PLAAFP statements.

[Why do we Need to Focus on Behavior?](#) The presenter in this video from the National Center on Intensive Intervention explains why it is important to focus on behavior. The video describes the traditional understanding of how to approach behavior in school and the classroom.

[SOS: Helping Students Become Independent Learners](#). This online module is made available by The IRIS Center. According to the Center, this module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement (Estimated completion time: 1.5 hours).

[Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#) This IRIS Center module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (Estimated completion time: 2 hours).

10. Assessment

Assessment

The term “data-informed instruction” refers to a teacher’s use of assessment for the purposes of (a) evaluating the effectiveness of her instruction (i.e., did the students master the targeted learning outcome) as well as (b) the appropriateness of her actions (e.g., did she present the type of feedback that she believed to be most optimal; are there aspects of her instruction that need to be made more intense). These uses of assessment are emblematic of the remark, “When one teachers, two learn.”

Chapter Primer

Presently, the purpose of this short chapter is to introduce you to some basic concepts related to the topic of assessment.

Learning Objectives

The learning objectives pertain to the sections that are presented below: (a) Planning for Assessment ; (b) Monitoring Progress Versus Progress Monitoring; (c) Formative and Summative Assessment; and, (d) Mastery Measurement and General Outcome Measurement. After working through all of the content presented in these sections, you should be able to

- **State the differences between monitoring progress and progress monitoring**
 - **Define the terms formative assessment and summative assessment**
 - **State the differences between mastery measurement and general outcome measurement**
 - **List the two types of General Outcome measurement**
 - **Define the two types of General Outcome measurement**
-

Planning for Assessment

Before a teacher begins to present instruction, she needs to create a plan for the purpose of conducting proper assessment and evaluation activities. Assessment refers to the collection of data (i.e., information) whereas evaluation refers to making a value judgement based on the data.

A teacher may decide to conduct assessment activities for a variety of purposes, including – but certainly not limited to – (a) making decisions regarding how to adjust her instruction either “in the moment” or from one lesson to the next, (b) measuring a student’s progress with respect to academic achievement, and (c) assigning grades.

Monitoring Progress Versus Progress Monitoring

As a teacher presents instruction, she monitors her students’

progress in various ways, such as examining the time it takes them to make a response, the quality of their verbal responses, and the accuracy of the work put forth in their permanent products (e.g., their completion of worksheets). The teacher then uses this data to determine how to conduct her lessons. For example, she might decide that, during her lessons, she needs to double the amount of time she affords students to make a response.

Additionally, at regularly scheduled times using formal assessment procedures that are valid and reliable, a teacher will conduct what is known as progress monitoring. A progress monitoring activity is designed to produce data a teacher can use for the purpose of determining whether a student has mastered one or more targeted learning outcomes, as well as evaluate a student's progress with respect to how a student was performing since the previous time progress monitoring occurred.

Formative and Summative Assessment

In general, the way a teacher collects data, meaning the ways she conducts an assessment, is characterized in one of two ways. One way is as formative assessment. The other way is as summative assessment.

A formative assessment involves the frequent collection of data while instruction is being presented to students. The information collected is used to reflect on a number of features of instruction, including the appropriateness of the teacher's instructional strategy and curriculum materials, the manner of a student's modes of responding, and the progress the student is making toward the attainment of the targeted learning outcome.

A summative assessment is a single evaluation administered after instruction to measure student learning outcomes. It is

typically used for grading purposes (i.e., evaluation) rather than to inform instruction.

An analogy that is presented in the online, self-paced course titled, “What is Progress Monitoring?”, involves the role of formative and summative assessment in the scenario of a cook preparing, then serving, a meal. As a cook prepares a meal, he conducts taste tests and makes adjustments to the meal based on these taste tests. This is formative assessment. When he serves the meal to a customer who comments on it, the customer’s comments are a summative assessment. Similarly, as a teacher presents beginning reading instruction about letter sounds, and adjusts her instruction based on student performance data, this is formative assessment. When she presents a one-minute oral reading test for the purpose of progress monitoring, this is summative assessment.

Mastery Measurement and General Outcome Measurement

Previously, you were introduced to the topic of progress monitoring, which is an activity designed to produce data a teacher can use for the purpose of determining whether a student has mastered one or more targeted learning outcomes, as well as evaluate a student’s progress with respect to how a student was performing the previous time progress monitoring occurred. According to The IRIS Center (n.d.), “progress monitoring is a type of formative assessment in which student learning is evaluated on a regular basis to provide useful feedback about performance to both learners and teachers. It consists of frequently administered, brief measures (sometimes referred to as tests or probes). Although teachers score the tests to determine the extent of student progress, they do not use these scores to assign grades.”

Another noteworthy point about progress monitoring is that there are two types: mastery measurement (MM) and general outcome measurement (GOM). Each is explained below.

Mastery Measurement

The IRIS Center (n.d.) stated that “mastery measurement allows the teacher to evaluate a student’s level of performance on one specific skill to help ensure mastery before moving to another.” Therefore, according to the Center, “mastery measurement is a valuable tool for evaluating a student’s understanding of, and proficiency in, a single target skill”[e.g., reading irregular high frequency words or solving basic addition facts]. More specifically, mastery measurement

- allows the teacher to evaluate students’ level of performance on one specific skill to help ensure mastery before moving to another, and
- enables the teacher to make instructional changes in a timely manner when students are not mastering the target skill”

General Outcome Measurement

The IRIS Center (n.d.) remarked that a “general outcome measurement is a means of evaluating and tracking student progress across the entire curriculum by administering frequent measures.” Furthermore, the center noted that there are two types of general outcome measures: curricular sampling and performance indicator.

The IRIS Center stated, “With curricular sampling, every skill that will be taught across the year is included on each measure. However, with a performance indicator, a student’s scores on the measure (e.g., word identification fluency, oral reading

fluency, maze) are predicative of his overall performance in an area (e.g., reading).”

Finally, The IRIS Center (n.d.) noted that both types of general outcome measures allows teachers to

- monitor student progress over time, and
- identify students who are not making adequate progress and provide additional or alternative instruction in a timely manner.”

References

The IRIS Center. (n.d.). Progress monitoring: Mastery measurement vs. General outcome measurement [Information Brief]. https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/pmm/pdf/IRIS_PM_InfoBrief_011420.pdf#content

No Cost Resources Pertaining to This Topic

[Progress Monitoring: Mastery Measurement vs. General Outcome Measurement](#) This is an Information Brief from The IRIS Center. According to this brief, progress monitoring is a type of formative assessment in which student learning is evaluated on a regular basis to provide useful feedback about performance to both learners and teachers. There are two types of progress monitoring: mastery measurement (MM) and general outcome measurement (GOM), often referred to as curriculum-based measurement (CBM).

[Monitoring Student Progress Toward Meeting IEP Goals](#) This is an Information Brief from The IRIS Center. According to the brief, monitoring a student’s progress toward meeting her IEP goals is critical to determining whether the services and supports outlined in the IEP are providing her with

educational benefit. Accordingly, the IDEA requires IEP teams to document how student progress will be measured.

[Common Questions for Progress Monitoring](#) This is an Information Brief from The IRIS Center that answers six questions about progress monitoring which, according to the Center, is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction, and can be implemented with individual students or an entire class. The six questions are as follows:

- What is progress monitoring?
- How does progress monitoring work?
- What are the benefits of progress monitoring?
- Who should be practicing progress monitoring?
- What challenges face progress monitoring?
- Are there other names for progress monitoring?

[Progress Monitoring: Mathematics](#) This online module, which is available from The IRIS Center, introduces users to progress monitoring in mathematics, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (Estimated completion time: 2 hours). Due to its relevance to another subject matter area, reading, it is important to highlight the following note from The IRIS Center: "Because the overall progress monitoring process is almost identical for any subject area, the content in this module is very similar to that covered in the module [Progress Monitoring: Reading](#). The main difference is that this module highlights information related to progress monitoring for mathematics."

[Progress Monitoring: Reading](#) This online module, which is available from The IRIS Center, introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about

performance to both learners and teachers (Estimated completion time: 2 hours). Due to its relevance to another subject matter area, mathematics, it is important to highlight the following note from The IRIS Center: "Because the overall progress monitoring process is almost identical for any subject area, the content in this module is very similar to that covered in the module [Progress Monitoring: Mathematics](#). The main difference is that this module highlights information related to progress monitoring for reading."

