

Instructional Resources for Students with Intellectual Disabilities:

State Special Education Advisory
Committee (SSEAC)

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Intellectual Disabilities

- * Students with Intellectual Disabilities (ID) represent a spectrum:
 - * Severe and Profound ID
 - * Mild and Moderate ID
 - * Autism Spectrum Disorders
 - * Multiple Disabilities
 - * Developmental Disabilities

Understanding of Intellectual Disabilities Shifting

- * Limitations must be considered in context of community environments typical of the individual's age peers and culture
- * Valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory, motor, and behavioral factors
- * Within an individual, limitations often coexist with strengths
- * An important purpose of describing limitations is to develop a profile of needed supports
- * With appropriate personalized supports over a sustained period, the life function of the person with an intellectual disability generally will improve

Intellectual Disabilities

- * "Intellectual disability" means the definition formerly known as "mental retardation" and means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. (34 CFR 300.8(c)(6))

Eligibility Criteria

8VAC20-81-80. Eligibility

The child has:

- * Significantly impaired intellectual functioning, which is two or more standard deviations below the mean, with consideration given to the standard error of measurement for the assessment, on an individually administered, standardized measure of intellectual functioning;
- * Concurrently, significantly impaired adaptive behavior as determined by a composite score on an individual standardized instrument of adaptive behavior that measures two standard deviations or more below the mean; and
- * Developmental history that indicates significant impairment in intellectual functioning and a current demonstration of significant impairment is present.

Instructional Resources

Focus Areas for VDOE

- * Blended Curriculum –
 - * balancing functional vs. academic skills
- * Thematic instruction
- * Self-determination
- * Progress monitoring
 - * data-base decision making
- * Communication
- * Evidence based practices

Major Initiatives

- * Project SEARCH
- * Virginia Alternate Assessment Program (VAAP)
- * I'm Determined
- * Communication Development Training
- * Curriculum Lending Library
- * Assistive Technology
- * Literacy Institute
- * Mild Intellectual Disability Taskforce

Curriculum Based Assessment

- * Student profile
 - * Student at a glance
- * Communication Skills Assessment
- * Planning Guides
- * Priorities for Instruction Worksheet
- * ASOL Matrix
 - * English, Mathematics, Science and History

Understanding the ASOL

- * Curriculum Frameworks
- * Scope and Sequence
- * ASOL to SOL Crosswalks

Teaching Process

- * Blended Curriculum Planning Forms
- * Literacy and Numeracy Checklists
- * Embedding Literacy and Numeracy Across the Day
- * Thematic Units Planning Forms
- * Sample Activities
 - * By Content Area and Reporting Category
 - * Multiple search features on TTAC Online
- * Instructional Strategies
 - * Reading, Mathematics, Writing, Assistive Technology

Writing

- * New ASOL
- * Training and Technical Assistance
 - * Writing with Alternative Pencils
 - * Assistive Technology
 - * Regional TTAC supports
 - * VDOE webinars

T/TAC

- * Lending Libraries
 - * New research based academic curriculum resources
 - * Training on curriculum resources
- * Communication training curriculum
 - * Delivered regionally
- * Literacy and Numeracy Workshops
- * Writing Workshops

T/TAC Online

- * Resources
- * Events
- * Online Training
- * Enhanced Scope and Sequence
- * VA Assessments

Proposed Future Products

- * Guidelines for Students with Intellectual Disabilities
 - * Comprehensive Evidence Based Practice Review
 - * Curriculum recommendations
 - * Transition ideas
 - * College and Career Ready Recommendation

Mild ID Taskforce

- * 14 stakeholders met on May 24
 - * Parents, University Faculty, Teachers, Administrators, Members of National Technical Assistance Providers
- * Goals:
 - * Define the population of students – “Mild ID”
 - * Characteristics
 - * Identify barriers for attaining education success
 - * Identify action areas to address the barriers
 - * Developed draft action plan with 8 focus areas

Key Safeguards

- * Cannot throw out teaching of academic skills
- * Do not lower expectations
- * Strength-based approach
- * Build consensus through multiple stakeholders
- * Maintain accountability for appropriate outcomes
- * Maintain general education and community access
- * Importance of an array of services and placements based on needs and strengths of individual students
- * Need for continued conversation about terminology defining population
- * Differentiating expectations is not lowering expectations

Future Items of Interest

- * Multistate consortium on redesign of Alternate Assessment
 - * USED grant
 - * Common Core Standards - Essential Elements
 - * Online testing option
 - * Growth model exploration
 - * Cognitive Pathways
 - * University of Kansas