

The Effective Instructional Continuum for the Expanded Core Curriculum and Why it Matters

Missouri Children's Summit
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IDEA 2004 Mandate

- 300.305 Additional requirements for evaluations and re-evaluations
 - ii. The present levels of academic achievement and related developmental needs of the child
- 300.320 Definition of IEP
 - (1) A statement of the child's present levels of academic achievement and functional performance including
 - (i) how the child's disability affects involvement in the general education
 - (2) A statement of measurable goals, including academic and functional designed to..
 - A. Meet the child's need that results from disability to meet general education
 - B. Meet each child's other educational needs that result from the disability



Effective Instructional Practice



Assessment

- FVA
- LMA
- Other Educational Assessments
- ECC content areas assessments

<http://earubric.com/>



Program Planning

- Descriptive Information
- Special Factors
- Transition Planning
- Measureable Goals & Progress Monitoring
- Accommodations Needed
- Type & Amount of Service
- Did the Parent and Student Participate as fully empowered members?



Performance Monitoring

- Systematic & frequent measure of a consistent behavior or sub-skill
- Defined intervention
- Analysis of performance over time
- Evaluate effectiveness of intervention
- Change intervention to improve performance



Why monitor performance?

- IDEA '04 requires it
 - Sec. 1414(d)(1)(A)(i)(III)
- Intervention effectiveness isn't proven
- Instructors must change intervention if student performance isn't improving
- To know how close you are to the goal

Performance Monitoring

- IS:
 - A tool to determine progress toward a goal
 - A visual display of the data
- IS NOT:
 - An evaluation: although it begins with an assessment/evaluation
 - An intervention
 - Simply a chart of numbers

Components of Performance Monitoring

- ECC Assessment and possible task analysis
- IEP team (with information from your ECC Assessment Protocol) identifies a student need
- Define a specific behavior
- Define a current level of functioning
- Define a measurement strategy
- Write a goal & select criteria

Components of Performance Monitoring continued

- Create a chart and begin instruction
- Define a decision making plan
- Collect data and chart
- Systematically review data (review with team on infused goals)
- Make intervention changes if needed
- Re-assess and report progress
 - IEP team

Instruction

- Choose or design curriculum based on your IEP goals
- Create and Implement Explicit Instruction lesson plans
- Research/evidence based instructional strategies
- Rigor and Relevance
- Monitor Progress
 - CBMs
 - Skill-Based Measures
 - Mastery Monitoring

Research/evidence based instructional strategies

- Marzano
- Explicit Teaching (Kavale, 2005)
 - Self-monitoring
 - Reinforcement
 - Self-questioning
 - Strategy instruction
 - Feedback
 - Direct instruction
 - Repeated reading
 - Peer mediation and tutoring

Rigor and Relevance



- A. Acquisition
- B. Application
- C. Assimilation
- D. Adaptation
 - The highest level of learning requires that students be able to decide when to use the skill and apply in a variety of environments

Why Does it Matter?



- If students are graduating from high school at a rate similar to their peers and go to college at a rate similar to their peers BUT are employed at a rate similar to young adults with a significant intellectual disability!
 - I hypothesize that it is the lack of those employability skills, soft skills, or what we call the ECC.

Resources



- Iowa ECC Procedures Manual
- Iowa ECC Resource Guide
- Progress Monitoring for Students with Visual Impairment
 - http://www.iowa.gov/educate/content/view/576/1083/1/1/index.php?option=com_content&task=view&id=576&Itemid=1610
- EVALs- Texas School for the Blind and Visually Impaired.
- Classroom & Schools that Work- Marzano (2005)