○ Participants are currently in listen-only mode.

○ You can communicate with other attendees or the host in the Chat Box and seek technical assistance if needed.

○ You can type questions about the material presented in the Chat Box section.

○ Today’s webinar may be recorded and shared. Please keep this in mind when sharing information and experiences during the webinar.

○ We understand this topic will generate many questions. However, due to the limited time we have, we may not get to every question in the Chat Box. If we are unable to answer all questions, we will email a Q&A document to share after the webinar is over.
Welcome!

5C Process: Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities

October 8, 2020

Terri Vandercook, Ph.D. & Gail Ghere, Ph.D.
National technical assistance center on inclusive practices and policies with a focus on students with significant cognitive disabilities.

www.tiescenter.org
Today’s Outcomes

- Introduce the TIES Center
- Provide an overview of the 5C Process
- Respond to questions on resources and receive feedback on their usefulness
National Technical Assistance Center on Inclusive Practices and Policies for Students with Significant Cognitive Disabilities

TIES Center is supported through a cooperative agreement between the University of Minnesota (#H326Y170004) and the U.S. Department of Educational Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. Project Officer: Susan Weigert.
Time

- Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of school day

Instructional Effectiveness

- Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classroom

Engagement

- Engagement with general education curriculum AND age-grade peers

Support

- Support at both state and district level and shared ethic of thinking inclusion first
Why TIES- and our mission- is so important!

All Students With Disabilities
- Separate school/other, 3%
- Self-contained placement, 13.5%
- Resource room placement, 19%
- General education setting, 63%

Students With the Most Significant Cognitive Disabilities
- Separate school/other, 13%
- General education setting, 3%
- Resource room placement, 4%
- Self-contained placement, 79%
5-15-45 Tool: Linking Available Time with Meaningful Collaboration

The life of an educator is fast-paced! Sometimes it feels like just being able to catch your breath is challenging. Yet, we know that general and special education collaboration is key to quality inclusive education for students with disabilities, including students with significant cognitive disabilities. Figuring out how to balance these competing pressures is essential in today’s schools.

How much time do you have?

- 5 Minutes
- 15 Minutes
- 45 Minutes

The timeframe guides what meaningful planning can be accomplished.

What if you only have 5 minutes to collaborate with a colleague? What can be accomplished to plan inclusive instruction? What if you have 15 minutes? What if you have 45 minutes? It is the educators who must determine what to do with the time available.
Participating in Routines and Transitions

Engaging in Grade Level Academics and Other Essential Skills

Interacting with Others
The 5C Process

Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments

** COMPONENTS:** Begin with a long term vision for each student. Plan backwards. Given these meaningful outcomes, what are the top priorities for a student to achieve this year? Develop the priorities, pulling from the 3 overarching learning components.

** CONTINUITY:** To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and at home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.

** CAPACITY:** Build the capacity and independence of the student, all instructional team members, and the family in understanding the learning priorities and using the instructional tools and strategies to support learning. This creates a solid platform for collaborating to make instructional adjustments that continue to focus on achieving the learning priorities.

** COLLABORATION:** Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams collaborate about what instruction look like in each setting. What will remain the same? What will be modified?

** DATA:** Collect data to know how the student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straightforward, streamlined, and reasonable to fit into their lives.

1. **Focus on hybrid model**
2. **Meaningful life outcomes**
3. **Family voice key in the planning**
4. **Instructional continuity between school and home**
## Final Product: Paired Learning Matrices for Planning and Organizing Instruction

### At School

**5C Process Learning Matrix: Elementary at School**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Date Created</th>
<th>Through the day</th>
<th>Yes, The student is experiencing membership</th>
<th>Yes, The student is actively participating</th>
<th>Yes, The student is learning general education curriculum</th>
<th>Learning Component</th>
<th>IEP Goal Code</th>
<th>Arrive - Breakfast</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Social Science</th>
<th>Math</th>
<th>Lunch</th>
<th>recess</th>
<th>Skills Period</th>
<th>Specials</th>
<th>Dismissed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony E.</td>
<td>2</td>
<td>September 2023</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Paired with Others</td>
<td>Increase independence to peers using speech of AAC when asked a yes/no question related to content that is read aloud and during small group reading</td>
<td>X 5-Collect Code</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X 5-Collect Code</td>
</tr>
</tbody>
</table>

**DAILY SCHEDULE**

- **Interact with Others**: Increase independence to peers using speech of AAC when asked a yes/no question related to content that is read aloud and during small group reading.
- **Participate in Transitions and Routines**: Walks through the hall while seeking direction and other people in crowded areas.
- **Participate in Grade-level Academics**: Answers written questions related to the concept read aloud and during small group reading.
- **Other Essential Skills**: Expresses himself verbally with AAC when upset or frustrated.

### At Home

**5C Process Learning Matrix: Elementary at Home**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Date Created</th>
<th>Through the day</th>
<th>Yes, The student is experiencing membership</th>
<th>Yes, The student is actively participating</th>
<th>Yes, The student is learning general education curriculum</th>
<th>Learning Component</th>
<th>IEP Goal Code</th>
<th>Wake up - Breakfast</th>
<th>Organize Day</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Math</th>
<th>Lunch</th>
<th>Change Time</th>
<th>Content Values</th>
<th>Dinner</th>
<th>Family Time</th>
<th>Night routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter Student Name Here</td>
<td>Enter Student Grade Here</td>
<td>September 2023</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Paired with Others</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X 5-Collect Code</td>
<td>X</td>
</tr>
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</table>

**DAILY SCHEDULE**

- **Interact with Others**: Increase independence to peers using speech of AAC when asked a yes/no question related to content that is read aloud and during small group reading.
- **Participate in Transitions and Routines**: Walks through the hall while seeking direction and other people in crowded areas.
- **Participate in Grade-level Academics**: Answers written questions related to the concept read aloud and during small group reading.
- **Other Essential Skills**: Expresses himself verbally with AAC when upset or frustrated.

- **Other Essential Skills**: Follows natural care of his peers or family members when changing activities or entering a new area across the day with a 2 finishes verbal cue.
What is your current reality in terms of planning effective inclusive education for students at school, at home and in hybrid-models?

- It's a mess. School and home are not coordinated. Instruction is not integrated. It is very hard!
- About half of the time, we are coordinated. The other half is rough.
- We are on the same page. Goals and instruction are aligned and integrated to meet the student's needs.
- So-so. We are minimally coordinated, but not great yet.
- We are more on the same page, then off. Goals and instruction are pretty coordinated.
5C Process

Why?
Meaningful Instruction in Inclusive Classrooms

What?
Collaborative process leads to a comprehensive plan

How?
- Target: 1 hr meeting (longer in some situations)
- Guided Questions
- Learning Matrices for School and Home
Components

Overarching Learning Components

- Participating in Routines and Transitions
- Engaging in Grade Level Academics and Other Essential Skills
- Interacting with Others
Collaboration

- Participating in Routines and Transitions
- Engaging in Grade Level Academics and Other Essential Skills
- Interacting with Others

How? Where? When? will the goals be taught across the day and to what extent?

at school

at home
Continuity
Collect Data

Participating in Routines and Transitions

Engaging in Grade Level Academics and Other Essential Skills

Interacting with Others
Do all team members, including the family, know —

- the student's learning priorities?
- the plan for teaching the goals at school and home?
- the plan for collecting data?
- how to use the no-tech, low-tech, and high-tech instructional tools and strategies?
### Paired Learning Matrices

#### At School

**5C Process Learning Matrix: Elementary at School**

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>IFP Code</th>
<th>Arrived</th>
<th>Breakfast</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Math</th>
<th>Lunch</th>
<th>Science</th>
<th>Social Skills</th>
<th>Physical Education</th>
<th>Specials</th>
<th>Dismissed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unenriched with Others</td>
<td>Increase independent migration to peers using skills of AAC when asked a question</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Transitions and Routines</td>
<td>Walks through the hall safely avoiding obstacles and other people in crowded areas</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Answers questions related to content that is real about and during small group reading</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unenriched with Others</td>
<td>Takes AAC’s request help leave a peer and/or buddy</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Transitions and Routines</td>
<td>Able to independently organize his materials and belongings, get them out of his backpack and be prepared and ready to leave across his day with use of AAC</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Able to count with one to one correspondence using manipulatives up to at least 12</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Essential Skills</td>
<td>Expresses himself verbally or written with AAC when upset or frustrated</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Essential Skills</td>
<td>Follows natural rules of his peers or family members when changing activities at school and across the day with use of AAC</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
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<td>-</td>
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</tbody>
</table>

#### At Home

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<thead>
<tr>
<th>Learning Component</th>
<th>IFP Code</th>
<th>Wake Up</th>
<th>Breakfast</th>
<th>Organization</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Math</th>
<th>Lunch</th>
<th>Science</th>
<th>Social Skills</th>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Transitions and Routines</td>
<td>Walks through the hall safely avoiding obstacles and other people in crowded areas</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Answers questions related to content that is real about and during small group reading</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
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<tr>
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<td>X</td>
<td>-</td>
<td>-</td>
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<td>X</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Able to count with one to one correspondence using manipulatives up to at least 12</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Other Essential Skills</td>
<td>Follows natural rules of his peers or family members when changing activities at home and across the day with use of AAC</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
# 5C Process Learning Matrix: Elementary at School

**Student Name:** Anthony E.  
**Grade:** 2  
**Date Created:** September 2020

<table>
<thead>
<tr>
<th>Through the day</th>
<th>Yes. The student experiencing membership</th>
<th>Yes. The student is actively participating.</th>
<th>Yes. The student is learning general education curriculum.</th>
</tr>
</thead>
</table>

## DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>IEP Goals</th>
<th>Arrival</th>
<th>Breakfast</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Social Science</th>
<th>Math</th>
<th>Lunch</th>
<th>Recess</th>
<th>Skills Period</th>
<th>Specials</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interact with Others</strong></td>
<td>Increase independent responses to peers using speech or AAC when asked a question</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Participating in Transitions and Routines</strong></td>
<td>Walks through the hall safely avoiding obstacles and other people in crowded areas</td>
<td>X + Collect Data</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X + Collect Data</td>
<td>-</td>
</tr>
<tr>
<td><strong>Participating in Grade-level Academics</strong></td>
<td>Answers inferential (who, what &amp; where) questions related to content that is read aloud and during small group reading</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X + Collect Data</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Interact with Others</strong></td>
<td>Uses AAC to request help from a peer and/or family member with 1 s 1 prompts</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Participating in Transitions and Routines</strong></td>
<td>Able to independently organize his materials and belongings, get them out of his backpack and be prepared and ready to learn across his day with use of visual cues</td>
<td>X + Collect Data</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td><strong>Participating in Grade-level Academics</strong></td>
<td>Able to count with one to one correspondence using manipulatives up to at least 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other Essential Skills</strong></td>
<td>Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor</td>
<td>X + Collect Data</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Other Essential Skills</strong></td>
<td>Follows natural cues of his peers during transitions across the day with &lt; 2 indirect verbal cues</td>
<td>X</td>
<td>X</td>
<td>Collect Data</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>
# 5C Process Learning Matrix: Elementary at Home

**Student Name:** Anthony E.  
**Grade:** 2  
**Date Created:** September 2020

### Through the day:
- **Yes.** The student experiencing membership
- **Yes.** The student is actively participating.
- **Yes.** The student is learning general education curriculum.

#### DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>IEP Goals</th>
<th>Wake up/ Breakfast</th>
<th>Organize Day</th>
<th>Morning Meeting</th>
<th>Literacy</th>
<th>Math</th>
<th>Lunch</th>
<th>Choice Time</th>
<th>Content Varies</th>
<th>Dinner</th>
<th>Family Time</th>
<th>Night routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact with Others</td>
<td>Increase independent responses to peers and family using speech or AAC when asked a question</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in Transitions and Routines</td>
<td>Walks through the first floor safely avoiding obstacles and other people in crowded areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Answers inferential (who, what, where) questions related to the content read aloud and during small group reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with Others</td>
<td>Uses AAC to request help from a peer and/or family member with s1 prompts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X + Collect Data</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in Transitions and Routines</td>
<td>Able to independently organize his materials and belongings to be prepared and ready to learn across his day with use of visual cues</td>
<td>X + Collect Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in Grade-level Academics</td>
<td>Able to count with one to one correspondence using manipulatives up to at least 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Essential Skills</td>
<td>Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor</td>
<td>X + Collect Data</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>X</td>
<td>X + Collect Data</td>
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<tr>
<td>Other Essential Skills</td>
<td>Follows natural cues of his peers or family members when changing activities or transitioning across the day with s2 indirect verbal cues</td>
<td>X</td>
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</tbody>
</table>
Let’s Chat…

• What questions, comments, or advice do you have on the 5C Process?
Thank you and a call to further action in support of learning for ALL!

• Please share the TIES Center website: tiescenter.org and resources with colleagues and families. Check out our Facebook page!

• Interested in providing feedback or contributing to the inclusive Distance Learning Series for students with significant cognitive disabilities? Please contact: tiescenter@umn.edu