



- 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.

Introductions



Terri Vandercook



Gail Ghere

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

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

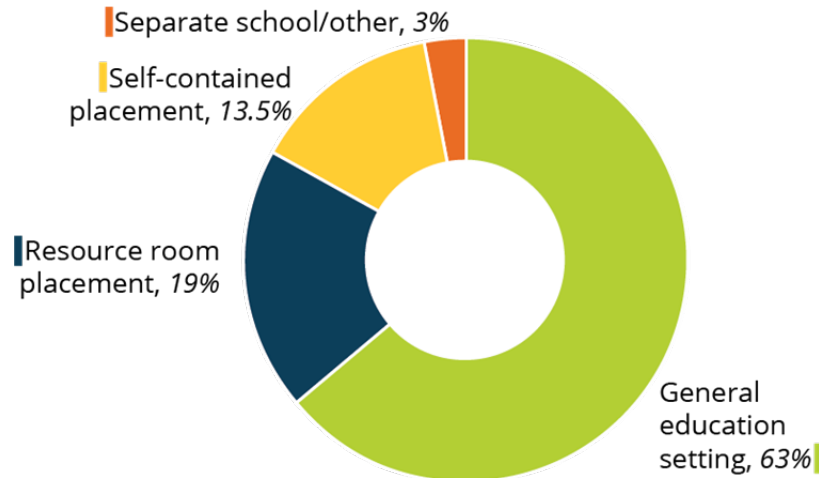
- Engagement with general education curriculum AND age-grade peers

Support

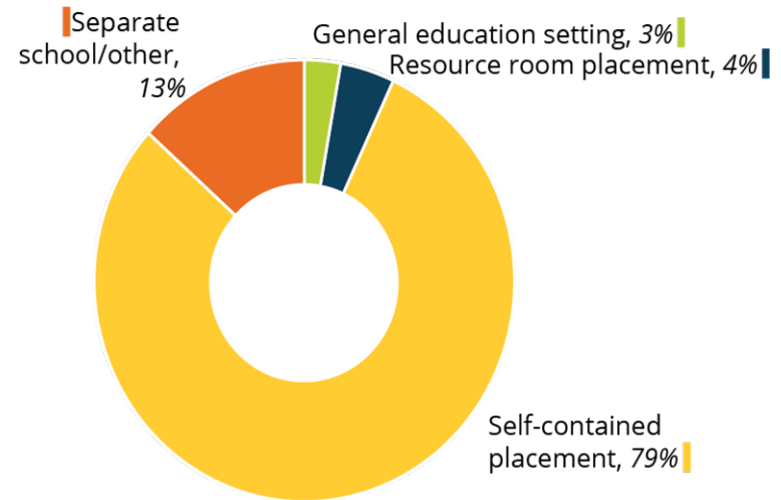
- Support at both state and district level and shared ethic of thinking inclusion first

Why TIES- and our mission- is so important!

All Students With Disabilities



Students With the Most Significant Cognitive Disabilities



TIES Center Website Homepage

Home



TIES Center is the national technical assistance center on inclusive practices and policies. Its purpose is to create sustainable changes in kindergarten-grade 8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers while being instructed in a way that meets individual learning needs.

The most recent resources at TIES Center

Tool

[Lessons for All: The 5-15-45 Tool](#)

Article

[TIES Distance Learning #22: Grading Considerations for Inclusive Classrooms in an Online Environment](#)

Article

[TIES Distance Learning #21: Distance Learning and Deafblindness: Learning from Parents](#)

Brief

[TIES Brief 5: The General Education Curriculum—Not an Alternate Curriculum!](#)

[See all of our work](#)

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? 45 minutes? Quality planning that leads to meaningful change

TIES Stakeholders



Who are the students?



Educators



Parents and Families



State, District and School Administrators



TIES
Center

DISTANCE LEARNING SERIES

Participating in
Routines and
Transitions

Engaging in Grade
Level Academics
and Other
Essential Skills

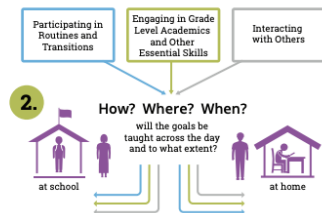
Interacting
with Others

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.

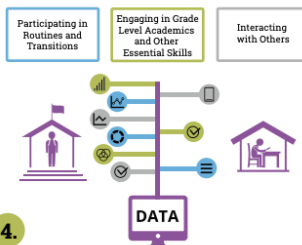


COLLABORATION Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams and families collaborate about what instruction look like in each setting. What will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

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 in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving between school and home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.

COLLECT DATA Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.

Ghere, G., Sommerness, J., & Vandercook, J. (2020)



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.



5C Process

- Focus on hybrid model
- Meaningful life outcomes
- Family voice key in the planning
- Instructional continuity between school and home

Final Product: Paired Learning Matrices for Planning and Organizing Instruction

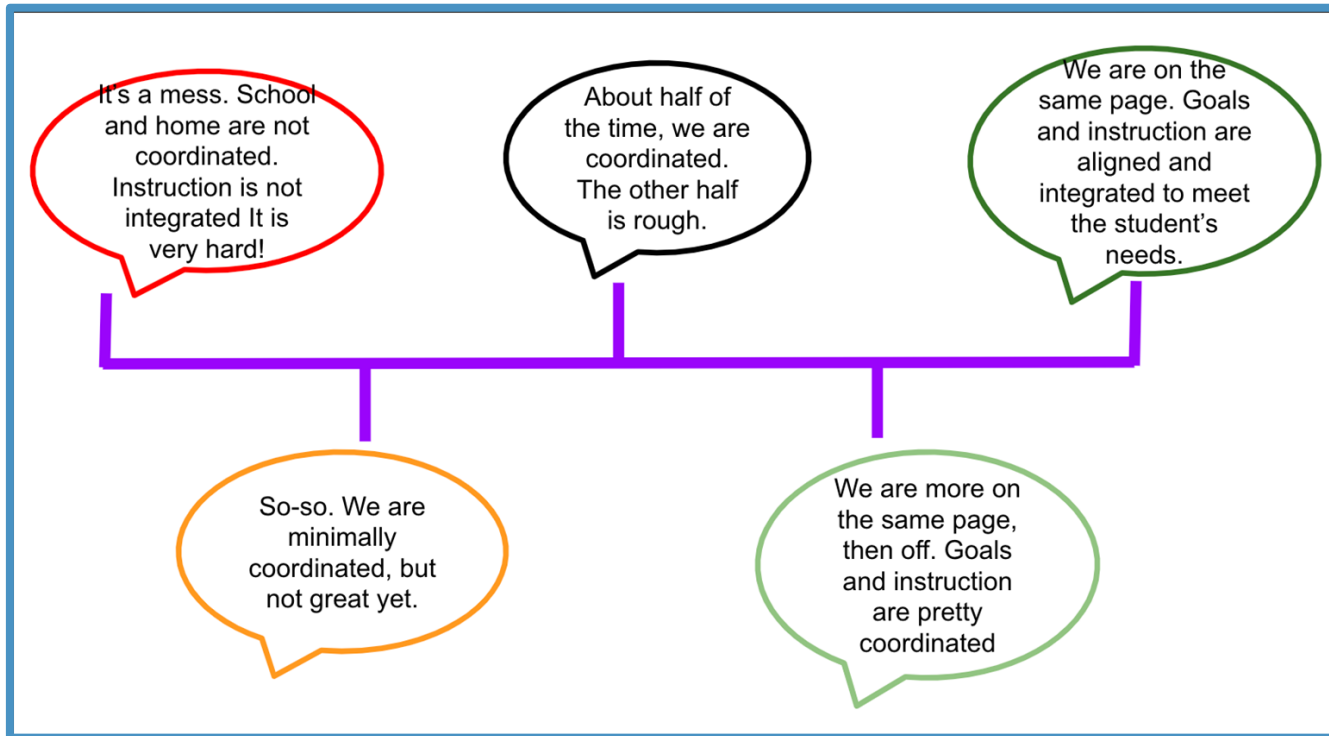
At School

At Home

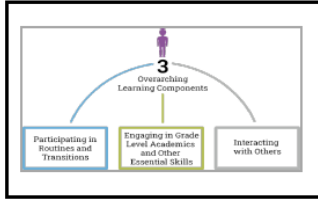
TIES Center DISTANCE LEARNING SERIES		5C Process Learning Matrix: Elementary at School											
Student Name:	Anthony E.												
Grade:	2												
Date Created:	September 2020												
Through the day:	Yes. The student experiencing membership			Yes. The student is actively participating				Yes. The student is learning general education curriculum.					
DAILY SCHEDULE													
Learning Component	IEP Goals	Arrival	Breakfast	Morning Meeting	Literacy	Social Science	Math	Lunch	Recess	Skills Period	Specials	Dismissal	
Interact with Others	Increase independent responses to peers using speech or AAC when asked a question		X	X + Collect Data	X	X + Collect Data		X	X				
Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data	
Participating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X			
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts		X + Collect Data	X + Collect Data		X		X		X	X + Collect Data		
Participating in Transitions and Routines	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	X + Collect Data			X + Collect Data			X				X	
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10									X + Collect Data			
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X + Collect Data	X	X	X	X	X	X + Collect Data	X	
Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data	

TIES Center DISTANCE LEARNING SERIES		5C Process Learning Matrix: Elementary at Home											
Student Name:	Enter Student Name Here												
Grade:	Enter Student Grade Here												
Date Created:	Enter date completed												
Through the day:	Yes. The student experiencing membership			Yes. The student is actively participating				Yes. The student is learning general education curriculum.					
DAILY SCHEDULE													
Learning Component	IEP Goals	Wake up/Breakfast	Organize Day	Morning Meeting	Literacy	Math	Lunch	Choice Time	Content Varies	Dinner	Family Time	Night routines	
Interact with Others	Increase independent responses to peers and family using speech or AAC when asked a question	X		X				X	X + Collect Data			X	
Participating in Transitions and Routines	Walks through the first floor safely avoiding obstacles and other people in crowded areas							X + Collect Data		X	X		
Participating in Grade-level Academics	Answers inferential (who, what, where) questions related to the content read aloud and during small group reading			X	X + Collect Data				X		X		
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts	X	X	X + Collect Data				X		X			
Participating in Transitions and Routines	Able to independently organize his materials and belongings to be prepared and ready to learn across his day with use of visual cues		X + Collect Data				X			X			
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10					X + Collect Data			X		X		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X	X	X	X	X	X	X	X	
Other Essential Skills	Follows natural cues of his peers or family members when changing activities or transitioning across the day with ≤ 2 indirect verbal cues	X		X				X		X		X + Collect Data	

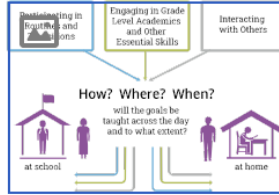
What is your current reality in terms of planning effective inclusive education for students at school, at home and in hybrid-models?



5C Process



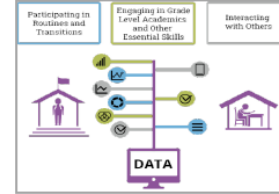
Components



Collaboration



Continuity



Collect Data



Capacity

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



3

Overarching
Learning Components

Participating in
Routines and
Transitions

Engaging in Grade
Level Academics
and Other
Essential Skills

Interacting
with Others

Components

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?



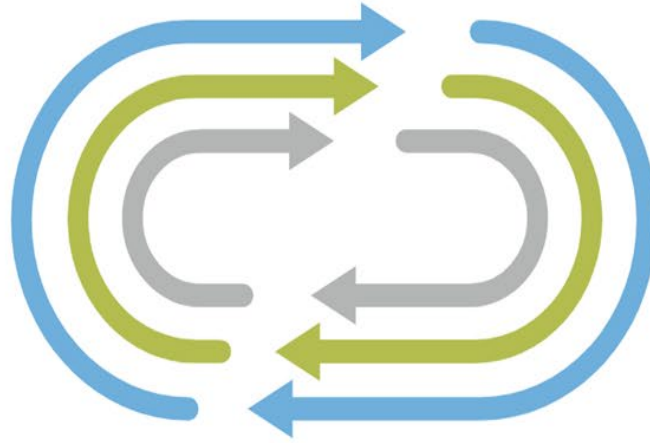
at school



at home



Collaboration

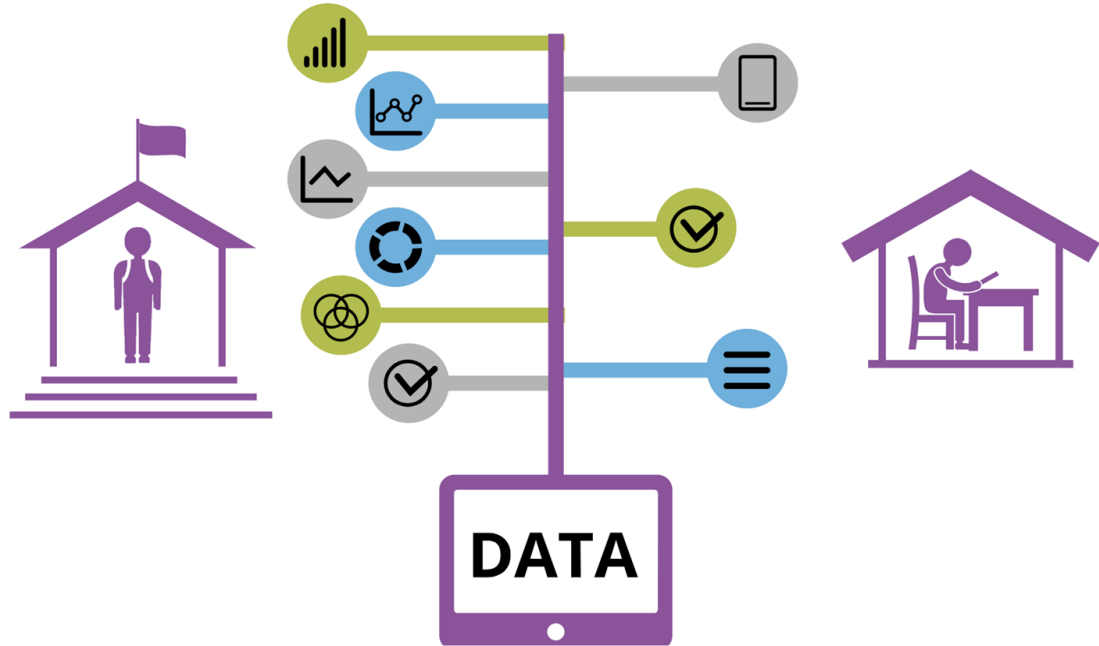


Continuity

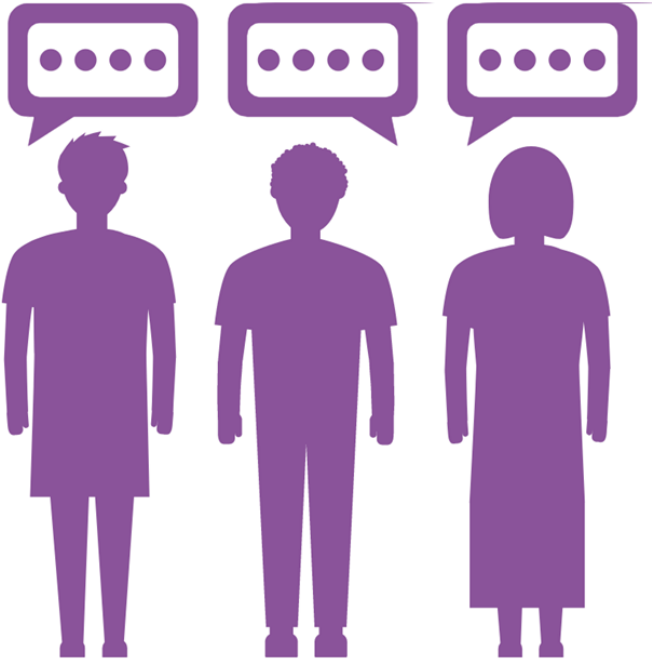
Participating in
Routines and
Transitions

Engaging in Grade
Level Academics
and Other
Essential Skills

Interacting
with Others



Collect Data



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?

Capacity

Paired Learning Matrices

At School

At Home

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DAILY SCHEDULE												
Learning Component	IEP Goals	Arrival	Breakfast	Morning Meeting	Literacy	Social Science	Math	Lunch	Recess	Skills Period	Specials	Dismissal
Interact with Others	Increase independent responses to peers using speech or AAC when asked a question		X	X + Collect Data	X	X + Collect Data		X	X			
Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data
Participating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X		
Interact with Others	Uses AAC to request help from a peer and/or family member with ≤ 1 prompts		X + Collect Data	X + Collect Data		X		X		X	X + Collect Data	
Participating in Transitions and Routines	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	X + Collect Data			X + Collect Data			X				X
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10									X + Collect Data		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X + Collect Data	X	X	X	X	X	X + Collect Data	X
Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data

TIES Center DISTANCE LEARNING SERIES		5C Process Learning Matrix: Elementary at Home										
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Date Created:	Enter date completed											
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Learning Component	IEP Goals	Wake up/Breakfast	Organize Day	Morning Meeting	Literacy	Math	Lunch	Choice Time	Content Varies	Dinner	Family Time	Night routines
Interact with Others	Increase independent responses to peers and family using speech or AAC when asked a question	X		X				X	X + Collect Data			X
Participating in Transitions and Routines	Walks through the first floor safely avoiding obstacles and other people in crowded areas							X + Collect Data		X	X	
Participating in Grade-level Academics	Answers inferential (who, what, where) questions related to the content read aloud and during small group reading			X	X + Collect Data				X		X	
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Participating in Transitions and Routines	Able to independently organize his materials and belongings to be prepared and ready to learn across his day with use of visual cues		X + Collect Data					X			X	
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Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X	X	X	X	X	X	X	X
Other Essential Skills	Follows natural cues of his peers or family members when changing activities or transitioning across the day with < 2 indirect verbal cues	X		X				X			X	X + Collect Data

5C Process Learning Matrix: Elementary at School

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										
Learning Component	IEP Goals	Arrival	Breakfast	Morning Meeting	Literacy	Social Science	Math	Lunch	Recess	Skills Period	Specials	Dismissal
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Participating in Transitions and Routines	Walks through the hall safely avoiding obstacles and other people in crowded areas	X + Collect Data		X		X + Collect Data		X + Collect Data	X		X	X + Collect Data
Participating in Grade-level Academics	Answers inferential (who, what & where) questions related to content that is read aloud and during small group reading			X	X + Collect Data		X			X		
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Other Essential Skills	Follows natural cues of his peers during transitions across the day with < 2 indirect verbal cues	X	X + Collect Data	X	X			X + Collect Data			X	X + Collect Data

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 <input type="checkbox"/> Yes. The student is actively participating. <input type="checkbox"/> Yes. The student is learning general education curriculum. <input type="checkbox"/>

		DAILY SCHEDULE											
Learning Component	IEP Goals	Wake up/ Breakfast	Organize Day	Morning Meeting	Literacy	Math	Lunch	Choice Time	Content Varies	Dinner	Family Time	Night routines	
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Participating in Transitions and Routines	Walks through the first floor safely avoiding obstacles and other people in crowded areas						X + Collect Data			X	X		
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Participating in Transitions and Routines	Able to independently organize his materials and belongings to be prepared and ready to learn across his day with use of visual cues		X + Collect Data				X			X			
Participating in Grade-level Academics	Able to count with one to one correspondence using manipulatives up to at least 10					X + Collect Data			X		X		
Other Essential Skills	Expresses himself verbally and/or with AAC when upset or frustrated rather than collapsing on the floor	X + Collect Data	X	X	X	X	X	X	X	X	X	X	
Other Essential Skills	Follows natural cues of his peers or family members when changing activities or transitioning across the day with ≤ 2 indirect verbal cues	X		X			X			X	X + Collect Data		

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

