

# THE

# Moderate to Severe Teaching & Learning Framework

Best Practices to Equip Special Educators & Drive Student Outcomes

# 

## **TABLE OF CONTENTS**

Introduction: 3 Why Did We Build This? Section I: 5 Instructional Methodologies Section 2: 9 Physical Environment & Classroom Set-Up. Section 3: **Classroom Management** Section 4: 15 Integrating Technology in the Classroom Section 5: 19 Data, Assessments & Student Outcomes **Appendix I:** 23 Tips for New Special Educators

References



24

## INTRODUCTION

#### What Is the Moderate to Severe Teaching and Learning (MSTL) Framework?

The MSTL Framework is a practical tool designed for special educators and administrators who serve students with moderate to severe disabilities (MSD) in K-12 schools. The Framework outlines five key components of effective teaching in the moderate/severe classroom and corresponding best practices for implementation.

- I. Instructional Methodologies
- 2. Physical Environment & Classroom Set-Up
- 3. Classroom Management
- 4. Technology In the Classroom
- 5. Data, Data, Data (Measuring Outcomes & Delivering Assessments)

#### Appendix I: Best Practice Tips for New Special Educators

Developed from a synthesis of current research, fieldwork interviews, and years of experience teaching and training special educators in school settings, this Framework will serve as a trusted resource for special educators navigating the age-old questions:







#### Are students learning?

Designed by subject matter experts and in partnership with San Antonio Independent School District (ISD) and Prince William County Public Schools, this Framework helps educators translate research into practice to drive measurable student outcomes.

#### Why Did We Build This?

The field of special education faces ongoing challenges – chronic teacher shortages, high attrition rates, interfering behaviors, compliance and documentation demands, and more. Teachers in the moderate/severe classroom often face additional challenges as the only educators in this role on their campus. Further, campus administrators responsible for coaching teachers, evaluating effectiveness, and making programmatic decisions often lack experience and training with this student population. Teachers and administrators alike need a practical roadmap to be successful instructing students with diverse learning and behavior needs. The MSTL Framework is this roadmap.

#### **Goals of the Framework**

- 1. To provide special educators with tangible action steps for implementing best practice in classrooms that serve students with MSD
- 2. To support administrators in assessing the current state of teaching and learning in classrooms that serve students with MSD and craft follow-up goals

#### How to Use MSTL Framework

Educators can rely on the Framework as a guidepost for implementing effective teaching strategies with their students. Each component, or section, outlines clear, actionable steps for teachers to improve their practice and/or affirm their current state.

Administrators can consult the Framework when assessing teaching and learning in MSD classrooms. By reviewing the strategies outlined in these five sections and the accompanying assessment, special education leaders will have a clear picture of current teaching and learning practices with their students and actionable steps towards growth goals.

## SECTION ORGANIZATION

## What Is ...?

• At the top of each section, you will find a brief description of the section content.

## **Objectives:**

· Identify the key takeaways of the section

## Why Does This Matter?

• Learn why this content is critical to developing a successful classroom with students with moderate to severe disabilities.



## What Are Instructional Methodologies?

• Instructional methodologies are the specific teaching strategies and activities used to help students achieve learning outcomes.

## **Objectives:**

- Identify the 3 components of the Gradual Release of Responsibility model (e.g., "I Do, We Do, You Do") and how to use this
  methodology to scaffold instruction
- · Understand the purpose of accommodations and modifications in student learning
- · Understand how to teach modified, grade-aligned academic instruction through scaffolded supports

## Why Does This Matter?

· How we deliver instruction impacts student engagement, ability to access content, and mastery of learning objectives.





www.teachtown.com

#### Scaffolding Instruction with the Gradual Release of Responsibility

Systematic, explicit instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. Many educators deliver systematic, explicit instruction through the Gradual Release of Responsibility framework, or the 'I Do, We Do, You Do' model. This approach to teaching and learning ensures instruction is scaffolded into accessible, 'bite-size' learning tasks that build upon one another and support student mastery of the content required for the standard. Students first receive direct instruction and clear modeling, and then have multiple opportunities to practice the skill while receiving specific corrective feedback and fading prompts.



I DO	WE DO	YOU DO
Whole group, direct instruction, modeling, scripting, think alouds,	Small group, guided practice, sequencing tasks, system of least prompts, multiple	Independent practice, offering specific corrective feedback, students
read alouds	opportunities to practice, specific	demonstrate knowledge of learning
	corrective feedback	objective

#### **Accommodations and Modifications**

Students with disabilities may require accommodations and/or modifications to access learning objectives and materials. **Accommodations** change *how* a student will access material. Increasing the font size in printed materials or using text-to-speech assistive technology are examples of accommodations. The expectation of what the student learns remains the same, but the way in which they access the learning material changes. Using an adapted curriculum or adjusting the grading scale are examples of **modifications** because the expectation of *what* a student learns has been changed. All accommodations and/or modifications must be documented in a student's Individualized Education Program (IEP).



#### **Teaching Modified Grade Level Content that Aligns with State Standards**

The Individuals with Disabilities Education Act (IDEA) ensures all students with disabilities receive a free and appropriate public education (FAPE). Delivering grade-level academic instruction that aligns with state and/or national standards is part of what it means to deliver FAPE. After a teacher has identified the standards to cover, they must determine how to appropriately differentiate instruction and modify materials to provide the scaffolded supports that students need. Consider the worksheet examples below, which offer students three levels of rigor. In this example, by changing the requirement to retell a story to using pictures, the teacher has modified the content but is still achieving the essence of the given standard. Differentiation does not have to be labeled as Level 1, Level 2, and Level 3, but is done so below for the sake of showcasing a progression of challenge for the same learning objective.

Both **Level I** and **Level 2** worksheets offer visual support, but Level I only has an array of three to choose from, while Level 2 offers four response options. The **Level 3** worksheet has removed the visual supports entirely and offers an array of four response options to choose from. This is one of many ways teachers may provide differentiated supports that align with grade-level learning objectives.



#### **Additional Examples of Differentiation**



- Differentiation: Factoring Quadratic Expressions



## **Opportunities for Further Learning**

For additional learning on evidence-based instructional methodologies, check out the resources provided below.

Evidence-Based Practices for Children, Youth

Young Adults with Autism

**TeachTown Evidence-Based Practices** 

Early childhood

Social Emotional Learning

**Transition** 



## What Is The Physical Environment?

• The term *physical environment* refers to the overall design and layout of a given classroom and its learning centers. Special education teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities, accessibility, and the engagement of every student.

## **Objectives:**

- Identify best practices for the physical structure of the classroom, including layout of furniture and design of learning centers
- · Understand how schedules support classroom routines and positive student behavior
- · Explore adapted materials and manipulatives to support student learning

## Why Does This Matter?

• An intentionally designed classroom is essential to establishing a supportive learning community where students feel safe, valued, and ready to learn. It offers predictability, supports classroom routines, communicates schedules, and fosters learning.

Physical Environment	Schedules	Materials	
The physical structure and organization of your classroom supports predictability, communicates expected behaviors during specific learning activities, manages problem behaviors, and fosters the development of executive function skills.	Schedules allow you to communicate routines, expectations, and daily structure to all classroom participants including students, instructional assistants, and related service providers. The use of visual and zone schedules allows the opportunities for self- management and independence.	Adapted (modified) materials and physical manipulatives provide students with multiple means of accessing to grade-aligned content.	
Objective	Objective	Objective	
Increase independence and promote self-advocacy.	Maximize instruction time and minimize interruptions.	Enhance learning experiences, reduce behaviors, and support diversity.	
Best Practices	Best Practices	Best Practices	
<ul> <li>Designate specific learning spaces by intentionally placing furniture to create boundaries.</li> <li>Consider accessibility in terms of seating and lighting to support diversity of learner needs.</li> <li>Incorporate visuals such as 'Listening Looks Like vs. Does Not Look Like.'</li> </ul>	<ul> <li>Clearly communicate expectations and behaviors to all adults including related service providers during instructional time.</li> <li>Clearly communicate upcoming activities &amp; transitions to students during instructional time.</li> <li>Utilize visual schedules, <u>labels</u>, small group rotations.</li> </ul>	<ul> <li>Behavior reduction via use of token boards and tangible reinforcement.*</li> <li>*See Section 3 for more information</li> <li>Create accessible learning opportunities by allowing different response types.</li> <li>Adapted materials such as pointers, texts with visual supports, or items that do not require fine motor skills.</li> </ul>	



## What Is Classroom Management?

• Classroom management refers to the actions an educator takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and learning activities that support students by managing their expectations and behaviors.

## **Objectives:**

- Understand how to use positive reinforcement, token economies, and visual supports in the classroom
- · Identify functions of common problem behaviors and how to respond to support positive behaviors

## Why Does This Matter?

• Students who demonstrate interfering behaviors have gaps in learning and may develop negative associations with school over time. To support positive behaviors, teachers need specific strategies to ensure all students can achieve positive outcomes.

Reinforcement				
What is reinforcement?	How can I use reinforcement in my classroom?	Examples		
Reinforcement is a consequence that	If you want it to happen again:	Examples of Positive		
immediately follows a behavior and	REINFORCE IT!	Reinforcement		
makes the behavior more likely to		• Giving a token for raising hand instead		
occur in the future.	Use of Positive Reinforcement	of calling out		
	Every time a student does something we	• Praise for sitting in their seat when		
"Behavior goes where	would like to see increase, give them a	asked		
reinforcement flows!"	reward.	Access to screen time for completing		
		work		
Positive Reinforcement:	Types of rewards:			
Adding or providing a desirable item/	Praise	Examples of Negative		
activity (or praise) to the student if	Tokens (see Token Economies)	Reinforcement		
they engage in appropriate behavior or	• Time with their favorite activity	<ul> <li>Removing the task demand when</li> </ul>		
demonstrate a skill correctly.		the student appropriately requests a		
	Use of Negative Reinforcement	break		
Negative Reinforcement:	Everytime a student does something we	<ul> <li>Asking for headphones to remove</li> </ul>		
<u>Removing</u> something unpleasant, non-	want them to do, REMOVE the demand.	loud (aversive) noise or distractions		
preferred or aversive if they engage in		<ul> <li>Letting them leave a non-preferred</li> </ul>		
a desired behavior or demonstrate a	We only remove task demands <b>after</b> seeing	activity or room after participating for		
skill correctly.	desirable behavior.	5 minutes		
These are both reinforcement				
here we are looking to increase				
occurrences of desired behavior in the				
futuro				
iutui e.				

Token Economies					
What is a token economy?	How do I set up a token economy?	Examples			
Token economies are behavior change systems where students can "purchase" something highly motivating and rewarding with tokens they earn related to a target behavior. Just like how we earn money to exchange for things that we want, students can have a similar opportunity on a smaller scale.	<ol> <li>Choose your type of token (icons, tickets, stickers, etc.).</li> <li>Choose the reward the student will earn when they have earned enough tokens.         <i>**Make sure you have a variety.</i></li> <li>Choose how many tokens the student will have to earn to get a reward (start small and build up).</li> </ol>	Students earn tickets or class "money" throughout the day or week, and then they can use it to buy different rewards. Students earn a token each time they answer a question. When they earn 5 tokens, they earn 5 minutes of iPad time (reward).			
Visual Supports					
What are visual supports?	How to use visual supports?	Examples			
Visual supports are tools that help with understanding language, expectations, and provide support and structure to students' school day.	<ol> <li>Determine what your student needs help with</li> <li>Select the types of visuals you want to use (real photos or symbols)</li> <li>Decide how and when visuals will be presented</li> <li>Display the schedule in an accessible place (on their desk vs. a wall schedule)</li> <li>Model the visual for the student so they understand what it means and how to use it. Reinforce them when they use it correctly!</li> </ol>	<ul> <li>Visual Schedules to help with transitions during the day</li> <li>First/then boards for a task to help a student understand expectations</li> <li>Picture cards that represent items or activities</li> <li>Labels to help students find something</li> <li>Graphic organizers to help organize information for an activity</li> </ul>			

## Visual Support Example



## Functions of Behavior: Why Do My Students Act the Way They Do?

If they want	They might	You should
Attention from adults, peers, or someone nearby To escape an academic task or avoid doing something they do not want to do An item or activity that is currently not an accessible option.	Yell, make noise, distract others, throw things, aggress (hit), or engage in other maladaptive behaviors. Crumple up work, verbally refuse, elope (go where they shouldn't), or say "no." Leave their seat and try to go to the activity and/or take hold of the desired item, have a vocal outburst, engage in aggression.	<ol> <li>Do NOT give them verbal attention or eye contact. Model or prompt an appropriate way to get attention.</li> <li>When they get attention appropriately, reinforce this positive behavior with social attention (praise).</li> <li>Utilize 'First/Then' statements. Example: "First complete the sentence, then you may hold the fidget toy."</li> <li>Lower demand if needed. Do not remove the demand (unless concerned for student safety).</li> <li>When they complete the task, remove the task and praise.</li> <li>*Provide praise specific to the behavior by labeling what was done well and why they are getting reinforcement.</li> <li>Remind the student to request access to what they want (in any format that is functional for the student – this could be gesture, pointing, sign, AAC, single word, etc.)</li> <li>Remind the student to request access to what they want (in <b>any</b> format that is functional for the student – this could be gesture, pointing, sign, AAC, single word, etc.)</li> <li>If they make the request appropriately, give it to them and provide praise.</li> </ol>

## Quick Tips to Support A Positive Learning Environment

- Start with expectations that are small and simple. Students who believe they can meet the teacher's expectations are motivated and encouraged to be successful!
- Provide each student with visual support, such as a visual schedule or a 'first/then' visual, to help prepare them for transitions throughout their day.
- At the start of the day, ensure students' preferred items and supplies are accessible for immediate reinforcement when the opportunity arises.
- "Catch them being good" narrate positive behaviors and reinforce these behaviors to encourage them to continue.
- Incorporate engaging activities and hands-on learning whenever possible to reduce the opportunity for problem behavior to occur.



## What Is Instructional Technology?

• Instructional technology refers to the use of technology tools/devices, resources, and methods to enhance and support the teaching and learning process.

## **Objectives:**

- · Identify the goals of instructional technology in the MSD classroom
- · Understand what successful technology integration looks like in the MSD classroom
- · Describe the benefits of successful technology integration to teachers, students, and administrators
- · Identify common barriers to avoid when adopting or implementing new technology in the MSD classroom

## Why Does This Matter?

• Utilizing instructional technology in the special education classroom allows teachers to personalize and differentiate learning pathways for individual students based on IEP goals and learning profiles within a broader classroom climate.

### What Are the Goals of Using Technology in the MSD Classroom?

The overarching goals of using instructional technology in the MSD classroom are:

- 1. Create personalized, differentiated learning pathways to meet the unique needs of diverse learners
- 2. Engage students with 21st century tools and multiple means of expression
- 3. Make instruction more effective, efficient, and data-driven

### How Can I Use Technology in Blended Learning Models?











### Blended learning is any combination of teacher-led instruction and technology-facilitated learning.

There are many different kinds of blended learning models. One of the most common ways to incorporate technology in the MSD classroom is through individual rotations (e.g., 'centers'), where students rotate within the classroom, and at least one of the stations is technology-facilitated learning.



### What Does Successful Technology Integration Look Like?

- · Teacher provides clear expectations for technology use
- Equitable access to technology for all students (i.e. appropriate devices, assistive technology as needed)
- · Students engage with data-driven, personalized learning pathways based on identified need
- · Accessibility features ensure all students engage with learning tasks
- Technology supports content mastery and 21st-century skill development

#### Using Technology in the Classroom



## **Benefits to Teachers**

- Immediate access to instructional activities and real-time student data
- Multiple sources of student data to inform instruction, progress monitor, and direct IEP goal development
- · Opportunities to participate in tailored and asynchronous professional development



#### **Benefits to Students**

- · Individualized, data-driven learning pathways
- Accessibility features provide access to academic content (e.g., text-to-speech)
- · Increased engagement through multimedia (graphics, audio, video) and gamification



### Benefits to Administrators

- · Population-level data analysis to determine teacher effectiveness and trends within subgroups
- Equip teachers with tools to differentiate instruction
- Provide tailored professional development that is accessible to all teachers

#### **Common Pitfalls of Successful Technology Integration**

- Inadequate professional development (PD) to adopt and integrate new technology
- Insufficient instructional technology support/coaching on campus
- Unreliable technology tools, devices, and programs that create additional burden for teachers and students
- Lack of explicit connection between technology use for implementing modified instruction

#### **Overcoming Barriers to Technology Integration in the Classroom**

- · Positive attitude and willingness to embrace change
- Start small by using technology in a single form of instruction or domain
- Effective PD
  - Focused on use case of technology in the classroom (e.g., naming the specific purpose of the technology with a particular teacher and a particular group of students)
  - Opportunities for active learning (i.e. using technology in the training)
  - Coherence with other learning activities
  - Tangible steps for beginning technology implementation in a moderate to severe classroom



## What Are Data, Assessments & Student Outcomes?

• Data, Assessments, and Student Outcomes refers broadly to the process of collecting and analyzing student data to inform instruction and demonstrate progress towards learning goals.

## **Objectives:**

- Understand classroom-based data collection methods
- · Identify how to use data to inform instruction, develop IEP goals, and analyze student progress

## Why Does This Matter?

 Collecting and analyzing data is essential to delivering effective instruction, understanding and demonstrating progress towards IEP goals & objectives, and guiding instructional planning.

Classroom assessments and data collection come in many different forms and may be presented to students in either paper-based or digital formats. **The cycle of instruction begins and ends with assessments and data collection**. Data drives decision making by helping teachers:

- · Identify what students already know and the areas in which they need additional instruction; and
- Demonstrate progress and effectiveness of interventions

Data can and should be used to track intervention effectiveness and IEP goal progress, and also demonstrates IEP compliance.



		<ul> <li>A</li> </ul>
Data	Col	lection

Type of Assessment	Characteristics	Examples	Things to Consider
Summative Assessments Summative Assessments show student content knowledge at fixed points in time. Formative	<ul> <li>Scores are reported in gradebooks, class, school, and/or district reports</li> <li>Evaluation of data aides in identifying target learning areas to focus on long term</li> <li>More frequent and measures progress towards a goal</li> </ul>	<ul> <li>District Assessments (may be conducted beginning, middle, and end of the year)</li> <li>State Assessments</li> <li>Benchmarks</li> <li>Unit tests</li> <li>Unit projects, essays</li> </ul>	Testing accommodations per student IEP (i.e one-to-one testing environment, use of text to speech, etc.) Classroom structure and routines for other students during assessment
<b>Assessments</b> Formative Assessments track progress throughout teaching to inform next steps of teaching.	<ul> <li>over time*</li> <li>Completed by teacher observation and/or student responses to questions</li> <li>Information leads to identification of student skills and knowledge</li> <li>Informs teaching on a daily/ weekly basis</li> </ul>	<ul> <li>(utilize rubrics)</li> <li>Diagnostic</li> <li>Classroom observations</li> <li>Student work</li> <li>Data sheets</li> <li>Exit tickets</li> <li>Color Cards</li> <li>Rating Scales</li> <li>Preference assessments</li> <li>Behavioral data (such as</li> </ul>	Purpose of data being collected (i.e. determination of instruction, IEP goals, etc.) Data may be qualitative (observation or anecdotal) and/or quantitative Diversity of student
		interviews, surveys, and rating scales, and direct observations)	experiences

\*Not an exhaustive list





# ١.

The PLOP/PLAAFP statement provides a current snapshot of a student's strengths and challenges in academic and functional areas. The statement may include:

- Objective data from current diagnostic evaluations
- Classroom grades and observations
- Functional data
- Interests and strengths (including non-curricular areas)

An IEP Goal is a measurable annual goal designed to meet a student's academic and/or functional needs

- Designed to support the student in making progress towards general education curriculum
- Academic
- Functional
- Must be aligned to gradelevel standards
- Reference data from PLOP
- Incorporate student interest if possible

Using the data collection systems outlined above, teachers continue collecting data using assessments and classroom observations to determine progress on the student's individual IEP goals.

3.

Teacher delivers systematic, explicit instruction.

## **EFFECTIVE IEP GOALS ARE S.M.A.R.T. IEP GOALS**



Vanesa will become a more fluent reader this year.

# With prompting, Vanesa will be able to read a passage orally in an adapted grade-

level book at 60-80 words correct per minute with 90% accuracy.



## What Are Tips for New Special Educators?

• These tips include best practices for communicating and collaborating effectively with the multidisciplinary IEP team, including general education teachers, paraprofessionals, related service providers, and parents/caregivers.

## **Objectives:**

- Identify how to effectively communicate and collaborate with all stakeholders in the IEP process
- Provide tangible steps to facilitate the home-school connection
- · Overview common self-care practices for special educators to reduce burnout

### Why Does This Matter?

• With many hands in the IEP process, the special educator must be able to effectively communicate and collaborate to ensure that all parties are supporting their student's outcomes.

Supporting General Education Teachers					
Provide an Information Sheet	Communicate	Set Cle	ar Goals	Provide Support	
Provide general education teachers with an info sheet on each student that will be attending their class that they will be able to refer back to. This should include appropriate accommodations, skill level, how to handle potential behavior problems, and helpful tips on how to best include your student.	Set up a short, initial meeting with the general education teacher to introduce yourself and build rapport. Regularly check-in with the general education teacher to ask what is going well and what hasn't been going well. Be prepared to offer suggestions and solutions to potential barriers.	Be clear on what you want to accomplish with inclusion (e.g., are you focusing on social skills goals versus academics). Provide explicit examples of how they can help support those goals (e.g., "Student" is working on speaking in full sentences, so if she uses 2-3 words, prompt her to ask you in a full sentence).		Ensure general education teachers are receiving the support they need for a positive experience with inclusion (e.g., assistive technology, peer tutor or paraprofessional, etc.).	
S	Supporting Parents/Caregivers				
Communicate	Be a Team		Be Supportive		
Create a space for open communication. Find out their preferred communication method, and set appropriate boundaries for when/how you can be reached. Always communicate something positive at the beginning of the year and continue to contact parents throughout the year with positive comments to balance out potentially negative reports.	Parents/caregivers are valuable members of the team, so help them feel that way. They are the experts on their student, so ask them questions to get to know their child better and find out what their goals are for their child. Share what you are learning in class and how they can support generalization at home.		Being a parent/caregiver is hard! Actively listen with an aim to understand their perspective and acknowledge their feelings. Find the why behind their concern or request. Make it clear you sincerely care about their student and share resources to help.		

## REFERENCES

- I. Adapting assessments for students with special needs. (2022, January 19). All Children Learning Assessment Platform. Retrieved March 26, 2024, from <u>https://allchildrenlearning.org/assessment-topics/adapting/adapting-assessments-for-students-with-special-needs/</u>
- 2. Autism Focused Intervention Resources & Modules. (n.d.). Social Skills Training. Retrieved March 26, 2024, from https://afirm.fpg.unc.edu/Social-skills-training
- Coleman-Tempel, L. (n.d.). Qualitative vs quantitative data: What's the difference? The University of Kansas Center for Educational Opportunity Programs. <u>https://ceop.ku.edu/news-blog/qualitative-vs-quantitative-data-whats-difference</u>
- 4. Division for Early Childhood of the Council for Exceptional Children. (n.d.). DEC Recommended Practices. https://www.dec-sped.org/dec-recommended-practices
- 5. Foster, S. (2022, February 7). Classroom management for learning. Center for Teaching & Learning. https://www.colorado.edu/center/teaching-learning/2022/02/07/classroom-management-learning
- 6. Marzano, R.J. (2018). The Handbook for the New Art and Science of Teaching. Solution Tree.
- Office of Educational Technology. (n.d.). EPPs for Digital Equity and Transformation. Retrieved March 26, 2024, from <u>https://iste.org/pledge-for-digital-equity-transformation#:~:text=We%20will%20prepare%20future%20teachers.to%20pursue%20ongoing%20</u> <u>professional%20learning.</u>
- Present levels of academic achievement and functional performance (PLAAFP). (n.d.). Parent Companion First Five Years. Retrieved March 26, 2024, from <a href="https://www.parentcompanion.org/article/present-levels-of-academic-achievement-and-functional-performance-plaafp#:~:text=local%20education%20agency-,What%20is%20the%20PLAAFP%3F,Individualized%20Education%20Program%20(IEP)</a>
- Rowe, D., Alverson, C. Y., Kwiatek, S., Fowler, C. H., Vicchio, J. N., Rousey, J. G., & Mazzottie, V. L. (2022). Effective practices in secondary transition: operational definitions. National Technical Assistance Center on Transition. Retrieved March 26, 2024 from <a href="https://transitionta.org/wp-content/uploads/docs/Updated\_EBP\_Definitions\_june\_2022.pdf">https://transitionta.org/wp-content/uploads/docs/Updated\_EBP\_Definitions\_june\_2022.pdf</a>
- Steinbrenner, J.R., Hume, K., Odom, S.L., Morin, K.L., Nowell, S.W., Tomaszewski, B., Szendrey, S., McIntyre, N.S., Yucesoy-Ozkan, S., & Savage, M.N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Developmental Institute, National Clearinghouse on Autism Evidence and Practice Review Team.
- 11. TeachTown. (n.d.). A guide to teachtown's evidence-based practices. Retrieved March 26, 2024, from https://7104963.fs1.hubspotusercontent-na1.net/hubfs/7104963/Evidence-Based%20Practices%20FINAL.pdf?\_\_hstc=55984820. bb804b14aaeea8f5c71fbfb664735fd6.1696938969117.1698946200918.1699018734864.46&\_\_hssc=55984820.1.1699018734864&\_\_hsfp=342 1363042&hsCtaTracking=b3c260ed-8d51-41f4-a28a-2c0f6be0e755%7C10e8e614-d861-4f62-83df-6e2bd17bbf89
- 12. Understanding the present levels of academic achievement and functional performance statement (PLAAFP). (n.d.). PACER Center Champions for Children with Disabilities. Retrieved March 26, 2024, from <a href="https://www.pacer.org/parent/iep/plaafp.asp">https://www.pacer.org/parent/iep/plaafp.asp</a>
- 13. What can teachers do to make the classroom environment more conducive to children's learning and development? (n.d.). IRIS Center. Retrieved March 26, 2024, from <u>https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p02/#:~:text=The%20term%20physical%20</u> environment%20refers.the%20engagement%20of%20every%20child
- Yale University. (2021, June 30). Formative and summative assessments. Poorvu Center for Teaching and Learning. Retrieved March 26, 2024, from <a href="https://poorvucenter.yale.edu/Formative-Summative-Assessments">https://poorvucenter.yale.edu/Formative-Summative-Assessments</a>



Leading provider of K-12 standards-based, adapted core curriculum.

Our suite of special education solutions offers students with moderate to severe disabilities equitable and inclusive access to the general education curriculum and the individualized interventions that support their success.

## www.TeachTown.com

