

# A Whole Child Approach That Fosters Success



## CHALLENGE

Appropriately challenge students with K-12, standards-based adapted core curriculum and key supporting interventions

## MASTER

Guide students from exposure to mastery with an individualized learning plan

## INSPIRE

Inspire students to become lifelong learners with engaging, differentiated lessons and activities



**COMPLEX LEARNERS** are interested in stories, songs, science, and sports—**just like their typically developing peers.**

Neurodivergent students want to be successful in the classroom, on the court, and at their future companies—**just like their typically developing peers.**

Children with disabilities thrive when they are healthy, safe, engaged, supported, and challenged—**just like their typically developing peers.**

**TeachTown** is changing the conversation in special education with a comprehensive whole child approach for students with moderate to severe disabilities.

Join us, and be part of the story.



## THE WHOLE CHILD APPROACH

honors the humanity of each student. From early childhood through the transition years, students are multifaceted learners with nuanced strengths, needs, and abilities.

That's why we created our standards-based, adapted core curriculum, enCORE, alongside our key, supporting interventions that address the adaptive, social, and behavioral needs of students.

*While reading comprehension and math competency are foundational skills and critically important for K-12 education, so, too, are the abilities to self-advocate, problem solve, manage time, and develop healthy peer relationships.*

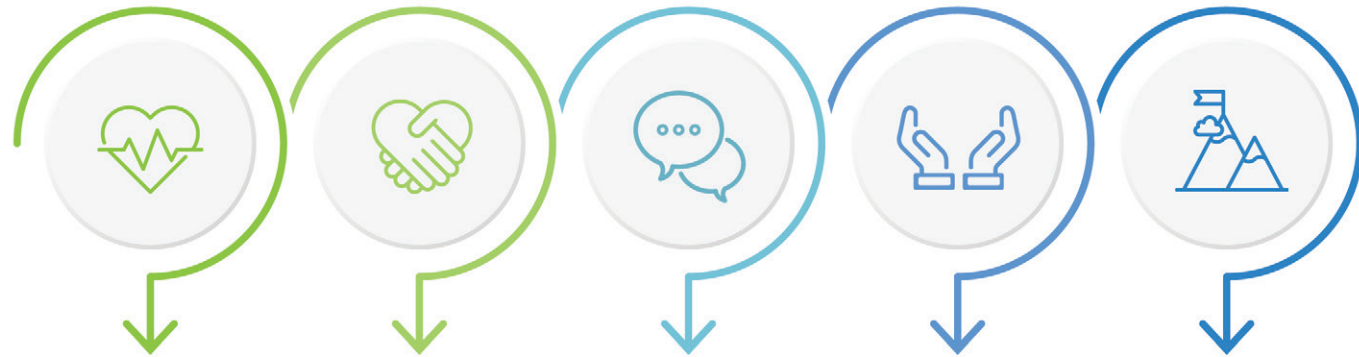
With TeachTown, districts have the tools they need to deliver a measurable, whole child education for students with moderate to severe disabilities.



**enCORE IS THE COMPREHENSIVE ACADEMIC CORE** of the learning experience, and our key interventions, including TeachTown Basics, Social Skills, and Transition to Adulthood, support adaptive, social, emotional, and behavioral needs.



# TeachTown and the Whole Child Approach



## HEALTHY

Support the health and well-being of each child.

Address the physical, social, emotional, and mental dimensions of health.

School leaders address the health and well-being of teachers, including job sustainability and access to professional development.

## SAFE

Students feel valued, respected, and cared for.

Learners are motivated in an environment that is safe, friendly, and student-centered.

Teachers, students, and families work together to help students manage their behavior and practice social-emotional skills.

## ENGAGED

Teachers use evidence-based teaching strategies and monitor student progress.

Curriculum promotes students' understanding of real-world events and application.

Students have multiple opportunities to contribute their learning, including age-appropriate responsibility for goal setting and time-management.

## SUPPORTED

Learning is *personalized* to meet the academic and social goals for each student.

Teachers use a range of assessments to track student progress and provide timely feedback.

Decisions about curriculum are made based on child and adolescent development.

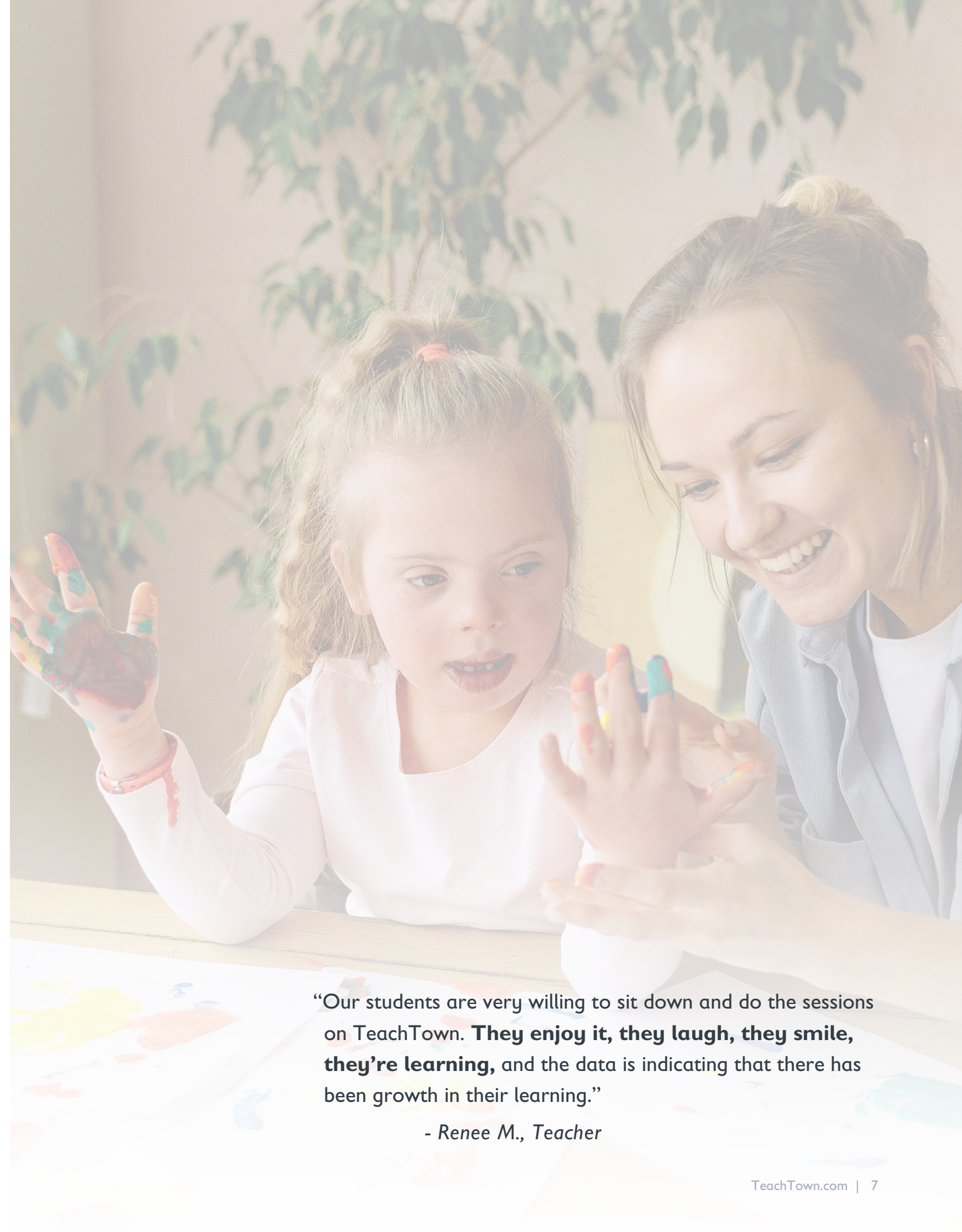
## CHALLENGED

Every child has access to appropriately challenging, evidence-based, comprehensive curriculum in all content areas.

School teams collect data from multiple sources to support academic and personal growth.

Teachers hold high expectations for learners and work with families to help students understand the connection between education and personal goals.

ASCD. (2023). *The ASCD whole child approach to education*. <https://www.ascd.org/whole-child>



“Our students are very willing to sit down and do the sessions on TeachTown. **They enjoy it, they laugh, they smile, they’re learning,** and the data is indicating that there has been growth in their learning.”

- Renee M., Teacher



# Core Academic Curriculum

Help your students grow into inspired, joyful, and confident learners as they engage with personalized learning based on their unique abilities and needs.

## enCORE K-12

The *only* standards-based, adapted core curriculum based on Applied Behavior Analysis (ABA) that provides access to the general education curriculum, enCORE offers a strategic blended learning approach of hands-on, teacher-led instruction and technology-facilitated lessons. Every unit and lesson segment is structured to flow through a gradual release of responsibility, guiding students from exposure to mastery. Teachers have the flexibility to structure their classrooms based on their student needs, technology, and support professionals.



**Malala**  
3 differentiated levels of support

**UNIT 9**  
SEGMENT 1  
SOCIAL STUDIES

### Understanding Big Ideas

**Prior to Instruction**  
To prepare for teaching this lesson segment, follow these steps:

- If you plan to program students' AAC devices, program the following words:
  - problem
  - solution
  - choices
  - help (Level 2 and Level 3 students)
  - citizen (Level 3 students)
- Print and cut out (if applicable):
  - Cut apart one set of cards from the *Three Little Pigs Problem-Solution Cards Worksheet* (from the previous lesson)
  - How Things Look and Feel Community Problems Cards Worksheet
  - One set of Picture Cards from the *How Things Look and Feel Community Problems Cards Worksheet*
- Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
  - Place each Picture Card from the *How Things Look and Feel Community Problems Cards Worksheet* into a Magnetic Picture Pocket.
- Print out these data sheets (enough for each student/group of students):
  - Constant Time Delay Individual Data Sheet: Fill in the data sheet with the words listed at each student level under Core Vocabulary and Concepts.

**Learning Objectives**

- Identify common problem situations in the community and potential solutions.
- Identify characteristics of being a good citizen.
- Assesses making decisions with choices.

**Materials**

- The *Three Little Pigs Problem-Solution Cards Worksheet*
- How Things Look and Feel Community Problems Cards Worksheet*
- Magnetic Picture Pockets

**Independent, Technology-Delivered Instruction**  
enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

- Access the teacher-led lessons during instruction and/or as a small group activity.
- Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Book 2 - HOW THINGS LOOK AND FEEL enCORE 9-183

**UNIT 50**  
SEGMENT 1  
ENGLISH LANGUAGE ARTS

### Introducing the Text

**Prior to Instruction**  
To prepare for teaching this lesson segment, follow these steps:

- Gather, print, and prepare all materials listed above.
- If you plan to program students' AAC devices, program the following words:
  - diary
  - anex

**Learning Objectives**

- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
- Determine how the information in each section contributes to the whole or to the development of ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Use grade appropriate general academic and domain-specific vocabulary accurately.
- Use details to tell what happened in a text.
- Use a variety of strategies to derive meaning from a variety of texts.

**Materials**

- Print the following worksheets and data sheets:
  - Anne Frank: The Diary of a Young Girl Sight Word Word Cards Worksheet
  - Anne Frank: The Diary of a Young Girl Vocabulary Flashcards Worksheet
  - Anne Frank: The Diary of a Young Girl Vocabulary Response Cards Worksheet (per Level 1 and 2 student)
  - Anne Frank: The Diary of a Young Girl Story Grammar Response Cards Worksheet (per Level 1 and 2 student)
  - Anne Frank: The Diary of a Young Girl Writing 1 Worksheet (per student)
  - Classroom Resource Vocabulary Graphic Organizer Worksheet (two per student)
  - Classroom Resource Story Grammar Graphic Organizer Worksheet (per student)
  - Constant Time Delay Group Data Sheet (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - Anne Frank: The Diary of a Young Girl Adapted Book or Adapted e-Reader
  - Magnetic Display Trays
  - Magnetic Whiteboard
  - Dry erase marker
  - Scissors, glue sticks, and pencils

**Prior to Instruction**  
To prepare for teaching this lesson segment, follow these steps:

- Gather, print, and prepare all materials listed above.
- If you plan to program students' AAC devices, program the following words:
  - diary
  - anex

Book 1 - ANNE FRANK enCORE 50-3

**SEGMENT 2**  
SEGMENT 2  
MATHEMATICS

### Math Momentum II

**Prior to Instruction**  
To prepare for teaching this lesson segment, follow these steps:

- Gather, print, and prepare all materials listed above.
- If you plan to program students' AAC devices, program the following words:
  - equation

**Learning Objectives**

- Given an equation in a real-world context, solve one-variable multi-step linear equations.

**Materials**

- Print the following worksheets and data sheets:
  - Unit 65 Lesson 1 MTH Warm-Up Worksheet 2 Lv 1 (per Level 1 student)
  - Unit 65 Lesson 1 MTH Warm-Up Worksheet 2 Lv 2 (per Level 2 student)
  - Unit 65 Lesson 1 MTH Warm-Up Worksheet 2 Lv 3 (per Level 3 student)
  - Unit 65 Lesson 1 MTH Solving Multi-Step Linear Equations Worksheet Lv 2 (per Level 2 student)
  - Unit 65 Lesson 1 MTH Solving Multi-Step Linear Equations Worksheet Lv 3 (per Level 3 student)
  - Classroom Resource Number Cards Worksheets
  - Classroom Resource Scratch Paper Worksheets (per Level 2 and 3 students)
- System of Least Prompts Individual (per student) or Group Data Sheet
- Constant Time Delay Individual (per student) or Group Data Sheet
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - Classroom Calculator
  - Magnetic Picture Pockets
  - Magnetic Whiteboard
  - Money Set
  - Plastic Jars
  - Unifix Cubes
  - Classroom whiteboard
  - Calculator (per Level 2 and 3 students)
  - Dry erase marker
  - Pencil (per Level 2 and 3 students)

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>numbers (0 to 30)</li> <li>add, divide</li> <li>addition sign, division sign</li> </ul>	<ul style="list-style-type: none"> <li>numbers (0 to 250)</li> <li>add, subtract, multiply, divide</li> <li>addition sign, subtraction sign, multiplication sign, division sign, equal sign</li> </ul>	<ul style="list-style-type: none"> <li>numbers (0 to 400)</li> <li>add, subtract, multiply, divide</li> <li>addition sign, subtraction sign, multiplication sign, division sign, equal sign</li> </ul>

65-66 TEACHTOWN UNIT 65 LESSON 1

**enCORE ELEMENTARY** is designed to serve students in grades K-5. This curriculum includes 36 units of instruction (18 units for K-2, and 18 units for 3-5) across ELA, Math, Science, and Social Studies. Each unit contains a fiction and associated nonfiction book that anchors the instruction across all four domains. Lessons are completely scripted and differentiated with 3 levels of support for all students.

**enCORE MIDDLE SCHOOL** serves students in grades 6-8 and includes 27 units of instruction. Each unit contains an adapted chapter book and two corresponding companion texts. Science content covers Earth Science, Life Science, and Physical Science. Social Studies includes U.S. History, World History, Civics, and Government.

**enCORE HIGH SCHOOL** launched in 2022 for students in grades 9-12 and all lessons include high school appropriate coursework, an expanded adapted library, and opportunities to work on transition skills.

Chapter 1  
**The Girl in the Valley**

Malala Yousafzai was born on July 12, 1997. She was born in the Swat Valley. Swat Valley is in

Level 1

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**The Girl in the Valley**

Malala Yousafzai was born on July 12, 1997. She was born in Mingora. It is a city in Swat Valley.

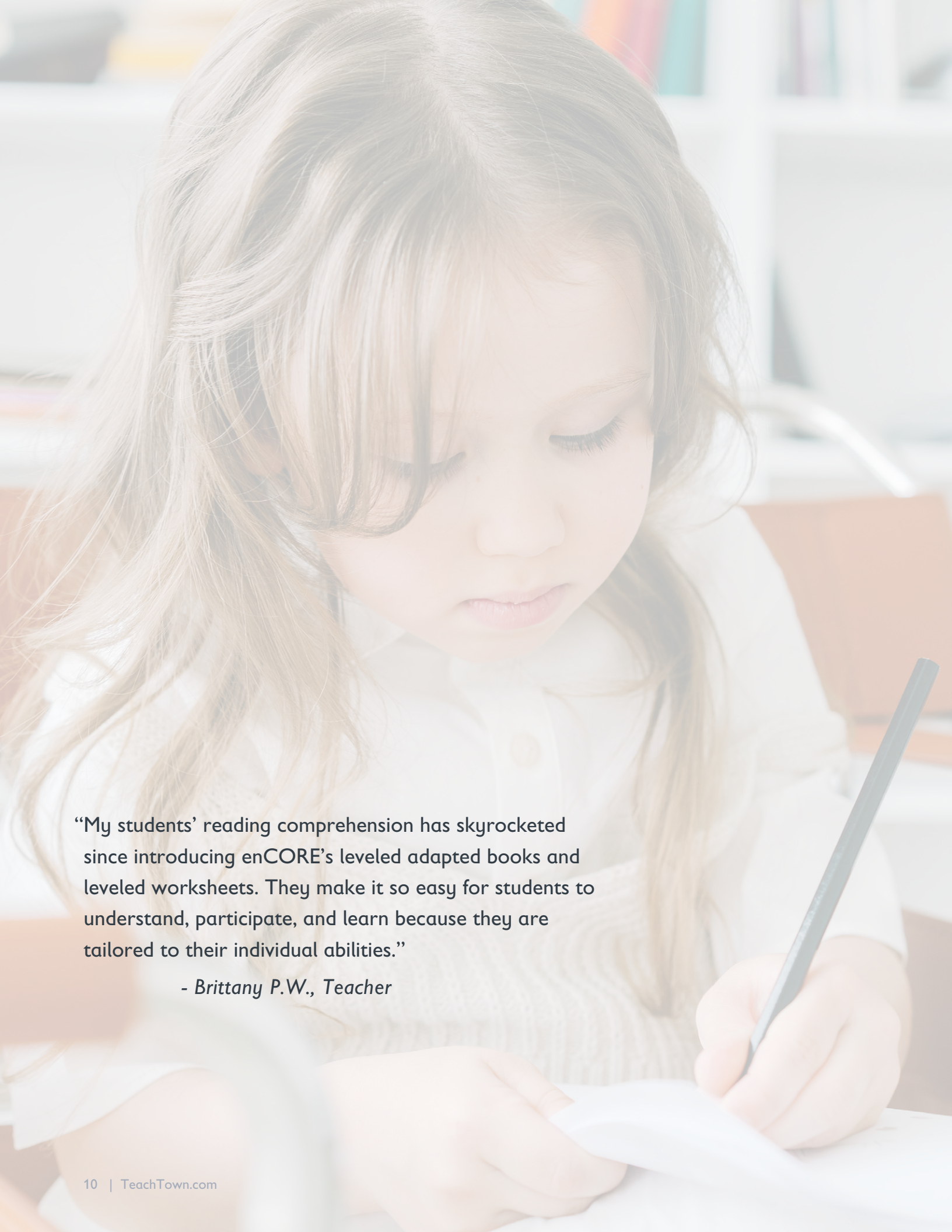
Level 2

Chapter 1  
**The Girl in the Valley**

Malala Yousafzai was born on July 12, 1997. She was born in Mingora. Mingora is the largest city in the Swat Valley. The Swat Valley is in Pakistan. Malala's city

Level 3





“My students’ reading comprehension has skyrocketed since introducing enCORE’s leveled adapted books and leveled worksheets. They make it so easy for students to understand, participate, and learn because they are tailored to their individual abilities.”

- Brittany P.W., Teacher

## Key Supporting Interventions

Support the adaptive, social, and behavioral needs of your students with key interventions, and give your team an expansive professional development library.



**Basics**



**Social Skills**



**TRANSITION**  
to Adulthood



**Health & WELLNESS**



**ABA PRO**

### TEACHTOWN BASICS

This intervention offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student’s vocabulary, listening skills, social-emotional development, independence, functional academics, adaptive and cognitive skills. TeachTown Basics is the go-to supporting intervention for addressing adaptive skills and functional academics.

### SOCIAL SKILLS

Available for your primary and secondary school students, this comprehensive curriculum offers animated video-modeling episodes, teacher-delivered lesson plans, and student activities.

### TRANSITION TO ADULTHOOD

Available for your students ages 14+, this evidence-based curriculum utilizes point-of-view video modeling, task analyses, computer-based lessons, teacher-delivered lessons and visual supports to help teach a range of essential, functional skills for students with moderate to severe disabilities.

### HEALTH & WELLNESS

Designed to teach students with extensive support needs about essential health and safety skills, including how to minimize the spread of germs.

### ABA PRO + TRAINING

ABA Pro is a self-guided, technology-delivered professional development library that provides teachers, support staff and administrators with the necessary knowledge and skills to adequately teach all students in every environment.

Additionally, districts may select from a variety of onsite and virtual training and coaching opportunities as well as webinars led by subject matter experts.



# The Whole Solution for the Whole Child

Like you, we are deeply committed to the academic and personal success of students with moderate to severe disabilities. Our mission is clear—to measurably improve the academic, behavioral, and adaptive functioning of students with disabilities. To this end, we partner with school districts across the nation to deliver a standards-based, adapted core curriculum alongside supporting interventions that address the whole child needs of complex learners.

## ACADEMICS

Since its inception, enCORE has been hard at work disrupting the special education market as a one-of-a-kind and first-of-its-kind adapted core curriculum. enCORE is the only standards-based adapted core curriculum for students with moderate to severe disabilities founded on the principles of Applied Behavior Analysis (ABA) and the **science of learning**. Research shows that students with complex and significant learning challenges benefit from systematic, explicit instruction, and enCORE does just this.

enCORE's **blended learning** approach allows teachers to guide students from exposure to mastery as they structure individualized learning experiences for their students with both hands-on teaching and technology-facilitated lessons. Whether you're modeling how to make a prediction during a read aloud in a whole group setting, practicing single-digit addition in small groups, or monitoring student progress with **discrete trial training** during independent work time, enCORE helps you do it all because your students need it all.

*enCORE's blended learning approach allows teachers to guide students from exposure to mastery as they structure individualized learning experiences for their students with both hands-on teaching and technology-facilitated lessons.*

Lesson plans are scripted with built-in scaffolds and 3 layers of differentiation. All student-facing materials are intuitive, engaging, and visually appealing with an in-house art team who oversees illustration and design. The adapted reading library is based on classic literature, mirroring the experience that students are reading in the general education setting. For the first time, students with moderate to severe disabilities have **equitable, inclusive access** to the same high-quality content in the general education curriculum as their typically developing peers.

Special education professionals can run reports at any time to analyze student progress, monitor growth toward IEP goals, assess mastery of specific learning objectives, and more. For many school districts, this is the first time they have ever had **systematic data collection** for students with moderate to severe disabilities.

## ADAPTIVE, SOCIAL, AND BEHAVIORAL SKILLS

The subject matter experts who designed TeachTown solutions worked hard to ensure the content of the curriculum and interventions is **developmentally** appropriate across grade bands and **socially appropriate** for chronological age.

Teachers are equipped to address the adaptive, social, and behavior skills of their complex learners through TeachTown Basics, Social Skills, and Transition to Adulthood. These key interventions are designed to support the multifaceted needs of students and nurture their **growing independence** as they progress from early childhood to the transition years. Special education teams can be confident they are delivering high-quality instruction to measurably improve academic performance as well as **adaptive/life skills**, social-emotional competency, and **preparedness** for post-secondary settings.

*TeachTown is making a measurable difference in the academic and adaptive functioning of students with disabilities, and also for the teachers who serve them.*

## TEACHER SUSTAINABILITY

TeachTown is making a measurable difference in the academic and adaptive functioning of students with disabilities, and also for the teachers who serve them. Its scripted lesson plans, built-in differentiation, responsive learning platform, and real-time data analysis help solve the issue of **sustainability for the special education teacher**. Finally, school leaders have a tool that not only enhances the lives of their students, but also makes a meaningful difference in the lives of their teachers. It **frees up hours of time** that would otherwise be taken up by tweaking, editing, accommodating, creating, and modifying work student-by-student. TeachTown solutions do it all for the students who need it the most.

We serve a very specific student population—TeachTown is appropriate for learners with moderate to severe disabilities, including Autism Spectrum Disorder (ASD), intellectual disabilities such as Down syndrome, and related developmental disabilities.

If you are a special education leader whose students benefit from an adapted core curriculum based on evidence-based practices and alternative assessments to access the general education curriculum, let's talk.



# This Is Why We Do What We Do

“When it comes to a one-stop shop, TeachTown has it made. From core curriculum, to Social Skills, to Transition and beyond, along with data collection that is ideal when reporting progress—choosing TeachTown is a no-brainer.”

- Kristen V., Educational Diagnostician

“**TeachTown saves teachers a lot of time** in the sense that data recording is a very big part of any special educator’s job. And TeachTown automatically does that for us.”

- Kathy M., Teacher

“I love the **errorless learning** and the **timed breaks**. You can set the amount of time you want the student to work on something and that you can put a code into the computer/iPad and they can’t leave the screen. The lessons are functional, relevant and amazing... Thank you so much!”

- Lisa H., Teacher



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.

As special educators, we all have the same goal in mind: providing our students with comprehensive learning opportunities that pave the way for educational and personal success.

To that end, our award-winning adapted core curriculum and supporting interventions deliver a whole child approach. We help you measurably improve the academic, behavioral and adaptive skills of your students—from Pre-K through the transition years.

Learn more at [TeachTown.com](https://www.teachtown.com).

Explore how TeachTown can help your team deliver a whole child approach by scanning the QR code:







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

[www.TeachTown.com](http://www.TeachTown.com)

