

2010-2011 ACTION PLAN

“Merging Technology, Language, and Literacy to Allow Students Access to a Comprehensive General Curriculum”

Use the **Access Guide (Significant Disabilities) website** as the anchor for literacy information pertaining to students with significant disabilities
 Access Guide website <http://sda.doe.louisiana.gov> Literacy tool bar (Access Guide website) <http://sda.doe.louisiana.gov/Site%20Pages/LiteracyView.aspx>

<p>EXPECTED IMPACT Observable change in the student achievement</p>	<p>ACTIVITY</p>	<p>MATERIALS USED</p>	<p>EVALUATION Procedures for evaluating effectiveness of each activity</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>I. Improve/maintain/increase: Overall awareness and engagement through improvement of language and literacy skills using AIM (accessible instructional materials) to allow access to a comprehensive general curriculum through active learning and participation with the use of assistive technology, software, digital technology, adaptive devices, communication device (AAC), books, text, online newspaper, and visual support strategies as documented and evidenced from pre-test to post-test scores. Provide a means for student driven interactive learning that engages the group/class</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Emergent Literacy • Transitional Literacy, and • Conventional Literacy <p>Language:</p> <ul style="list-style-type: none"> • Awareness Level • Pre-Symbolic • Early Symbolic, and • Symbolic 	<p>I. Provide all participating students literacy materials in an accessible format. Provide all students an age appropriate literacy/language rich environment.</p> <p>Provide all participating students the opportunity to be engaged in reading for multiple purposes throughout the day.</p> <p>Improve/provide an alternate means of computer access, Individualized learning activities, Individualized adaptive keyboard: With adaptive products, students will have ready to use curriculum activities to provide access to general curriculum. Technology is the ideal tool to both assess learning needs and deliver differentiated instruction. Customization of activities and computer access will be provided to ensure student access.</p>	<p>I. Computers Touch screen monitor Software Electronic Resources/ Websites Example: TarHeel Reader.org</p> <p>Literacy tool bar (Access Guide website)</p> <ul style="list-style-type: none"> • Literacy Access Images • Every Day/Every Student Chart (Musselwhite, 2008) <p>Participating students may not have all of the assessments administered because of varying degrees of abilities. Each student in this grant cycle will have at least 2 forms of pre-post assessment for evaluation purposes. An individual literacy folder will be developed for each participating student.</p>	<p>I. Literacy Rubric Assessment Access Guide LDE</p> <p>Bridge Portfolio Rating Scale Access Guide LDE</p> <p>Early Literacy Engagement Progress Monitoring Evaluation Checklist</p> <p>Intervention Planning Tool</p> <p>Observation Daily Documentation Literacy Folder An individual literacy folder will be developed for each participating student.</p> <p>Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test</p>	<p>I. Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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<p><i>Assessment- Pre-Post testing to ensure that all participating students are tested with appropriate tools and checklists to:</i> <i>Improve/maintain/increase:</i> Overall awareness and engagement through improvement of language and literacy skills</p> <p>Literacy tool bar (Access Guide website)</p> <ul style="list-style-type: none"> • Assessment for Students with Significant Disabilities: Flowchart of Options (Musselwhite, 2009) • Sample Assessment Tools Chart <p>literacy assessment webinars and training materials</p> <p>Use informal assessment tools and checklists to support/guide instruction and assessment.</p>	<p>Ensure that all participating students are assessed using appropriate assessment tools on same schedule as other students. Always use the tool identified by the district</p> <ul style="list-style-type: none"> • If this is not sufficient, use modified procedures <p>If this is not sufficient, identify, secure, and administer an alternate assessment (as an additional assessment)</p> <p>Ensure that students with significant disabilities are provided literacy materials in an accessible format in a timely manner.</p>	<p>Literacy tool bar (Access Guide website)</p> <ul style="list-style-type: none"> • Assessment for Students with Significant Disabilities: Flowchart of Options (Musselwhite, 2009) • Sample Assessment Tools Chart <p>literacy assessment webinars and training materials</p>	<p><i>Literacy Rubric Assessment</i> Access Guide LDE</p> <p><i>Bridge Portfolio Rating Scale</i> Access Guide LDE</p> <p><i>Early Literacy Engagement Progress Monitoring Evaluation Checklist</i></p> <p><i>Intervention Planning Tool</i></p> <p><i>Observation Daily Documentation Literacy Folder</i> An individual literacy folder will be developed for each participating student.</p> <p>Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test</p>	<p>Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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II. Improve/maintain/increase: Overall awareness and engagement through improvement of language and literacy skills using AIM (accessible instructional materials) to allow access to a comprehensive general curriculum through active learning and participation. Provide a means for student driven interactive learning that engages the group/class	II. Digital camcorders will be used for assessment, documentary, and progress monitoring/reporting. Digital cameras will be used exclusively to customize activities with the low cognitive abilities of our students. Photographs of real items as opposed to drawings will help facilitate the maximum capacity of learning.	II. Camera & accessories Printers Adapted Digital Camera & Accessories Digital Camcorders Computer Touch Screen	II. <i>Observation</i> Daily Documentation	II. Teacher Administrator
III. Improve/provide an alternate means of computer access Individualized learning activities Individualized adaptive keyboard	III. With adaptive products, students will have ready to use curriculum activities to provide access to the general curriculum. Technology is the ideal tool to both assess learning needs and deliver differentiated instruction. Customization of activities and computer access will be provided to ensure students success.	III. Computer Touch Screen Books, Living Books Popular Software Various educational software Electronic Resources/ Websites Example: TarHeel Reader.org Switches for Success Switch mounts & accessories	III. <i>Observation</i> Daily Documentation	III. Teacher Paraprofessional Administrator Assistance of: Region VI Center for Assistive Technology

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<p>IV. Access current events via an online, visually modified, text-to-speech newspaper Improve community and civic awareness Develop citizenship skills</p>	<p>IV. Students will be provided with an on-line weekly subscription of News-2-You which brings current events into the classroom. Uses the buzz of today’s headlines to build a standards-based curriculum, expand vocabulary, and explore community awareness. News-2-You uses concise, concrete, picture symbol-supported sentences with text-to-speech capabilities. Publishes 41 editions throughout the year with over 180 pages of content each week. Multiple reading levels and languages allow every student to read and interact at their own pace with layers of activities and functions of various skill levels. The News-2-You will build reading readiness skills, phonemic awareness, and reinforce the magic of reading current issues.</p>	<p>IV. News-2-You On-line subscription</p>	<p>IV. <i>Literacy Rubric Assessment</i> Access Guide LDE</p> <p><i>Bridge Portfolio Rating Scale</i> Access Guide LDE</p> <p><i>Early Literacy Engagement Progress Monitoring Evaluation Checklist</i></p> <p><i>Intervention Planning Tool</i></p> <p><i>Observation Daily Documentation Literacy Folder</i> An individual literacy folder will be developed for each participating student.</p> <p>Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test</p>	<p>IV. Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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<p>V. Increase access to state academic content standards in a visually modified, text-to-speech format.</p> <p>Increase active participation and learning by providing standards-based curriculum in a differentiated format modified to the individual student’s cognitive and learning level.</p>	<p>V. Unique Learning System is a comprehensive, modified, standards-based curriculum for special learners that corresponds with the LLC and GLE’s. Approximately 100 lessons are developed across 4 grade bands. Instructional targets are aligned with state content standards for reading, writing, mathematics, science, and social studies. Differentiated tasks allow all students to participate in the same learning activity. Study materials are provided online via monthly units. All content is supported with Picture Symbols and text-to-speech.</p>	<p>V. Unique Learning System online curriculum</p>	<p>V. Literacy Rubric Assessment Access Guide LDE</p> <p>Bridge Portfolio Rating Scale Access Guide LDE</p> <p>Early Literacy Engagement Progress Monitoring Evaluation Checklist</p> <p>Intervention Planning Tool</p> <p>Observation Daily Documentation Literacy Folder An individual literacy folder will be developed for each participating student.</p> <p>Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test</p>	<p>V. Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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<p>VI. Teach cause and effect Engage students with low cognitive function Provide multisensory feedback to visual and hearing impaired students Provide multisensory feedback to students with sensory integration dysfunction</p> <p>Develop visual perceptual skills through the use of assistive and digital technology.</p> <p>Develop language and literacy skills with the use of adaptive, education software</p>	<p>VI. Students will be provided access to information and activities from the simplest cause and effect activities to more complex skills.</p>	<p>VI. Various switches Switch mounts Cause & effect devices Switch toys Software Electronic Resources/ Websites Example: TarHeel Reader.org</p> <p>Teaching materials Language/literacy materials</p> <ul style="list-style-type: none"> • Education • Assisted communication • Visual motor • Fine motor • Money management • Sensory integration 	<p>VI. <i>Literacy Rubric Assessment</i> Access Guide LDE</p> <p><i>Bridge Portfolio Rating Scale</i> Access Guide LDE</p> <p><i>Early Literacy Engagement Progress Monitoring Evaluation Checklist</i></p> <p><i>Intervention Planning Tool</i></p> <p><i>Observation Daily Documentation Literacy Folder</i> An individual literacy folder will be developed for each participating student.</p> <p>Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test</p>	<p>VI. Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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<p>VII. Literacy folder- Individual student folder that will follow the student across continuum, to provide a clear picture of growth in literacy learning, and to help teachers, therapists, and others quickly access assessment info, sample portfolio pieces, and materials, strategies, and programs that have been implemented for individual student. Improve/maintain/increase: Overall awareness and engagement through improvement of language and literacy skills using AIM (accessible instructional materials) to allow access to a comprehensive general curriculum through active learning and participation. Provide a means for student driven interactive learning that engages the group/class</p>	<p>VII. Create Literacy Folder (electronic as well as a paper folder) for each participating student. Included should be:</p> <ul style="list-style-type: none"> • Documentation • Assessments • Video clips • Audio clips • Literacy Experiences • Portfolio Pieces • Literacy Grade Level Expectations Chart 	<p>VII. Computers Touch Screen monitors software Electronic Resources/ Websites Example: TarHeel Reader.org</p> <ul style="list-style-type: none"> • Education • Assisted communication • Visual motor • Fine motor • Money mgmt • Sensory integration 	<p>VII. Literacy Rubric Assessment Access Guide LDE</p> <p>Bridge Portfolio Rating Scale Access Guide LDE</p> <p>Early Literacy Engagement Progress Monitoring Evaluation Checklist</p> <p>Intervention Planning Tool</p> <p>Observation</p> <p>Daily Documentation Daily Documentation</p> <p>Literacy Folder An individual literacy folder will be developed for each participating student.</p>	<p>VII. Teacher Paraprofessional Administrator</p> <p>Assistance of: Region VI Center for Assistive Technology</p>

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VIII. Increase, maintain, or improve students’ interest, motivation, and learning skills Improve/maintain access to education curriculum Teach cause and effect Engage students with low cognitive function	VIII. Students will be provided with software and technology which includes specific programs, adaptive keyboards, assistive technology, digital technology, adaptive solutions, touch screens etc. Enhance development and objectives with an emphasis on literacy and language. Improve cause and effect, comprehension, increase symbolic, and provide a multisensory approach to educational activities.	VIII. Computers Assistive technology Adaptive devices Touch screens Switch toys Software Electronic Resources/ Websites Example: TarHeel Reader.org Switches/switch toys Adaptive keyboard Book- Library- Speech Dept.	VIII. <i>Literacy Rubric Assessment</i> Access Guide LDE <i>Bridge Portfolio Rating Scale</i> Access Guide LDE <i>Early Literacy Engagement Progress Monitoring Evaluation Checklist</i> <i>Intervention Planning Tool</i> <i>Observation Daily Documentation Literacy Folder</i> An individual literacy folder will be developed for each participating student. Due to the varying physical/cognitive levels and abilities of the population of the Louisiana Special Education Center, these assessments, Rating scale, and evaluation checklist will be administered individually according to the student skill levels and needs as the Pre- Post Test	VIII. Teacher Paraprofessional Administrator Assistance of: Region VI Center for Assistive Technology