



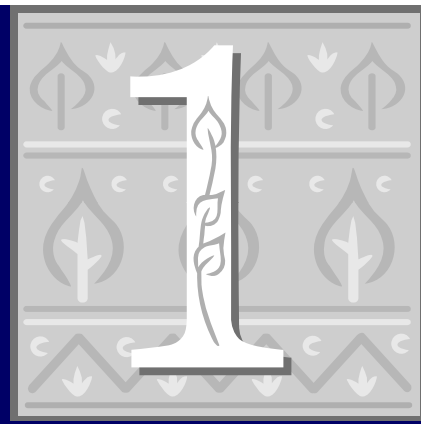
Inclusive large scale
standards and assessment



Crackerbarrel: How to Appropriately Teach Students with Significant Cognitive Disabilities in an Age of Accountability

**TASH 2006 Annual Convention
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Group One

How do you balance academic content with functional skills; are they compatible, mutually exclusive in the classroom and in preparing teachers?



Group Two

How do you teach academic content to students who are presymbolic?

Are you really teaching access skills using academic content/materials?

What is proficient for these students?



Group Three

What is meant by
grade-level
content?



Group Four

What type of competencies as teachers do you need to conduct Alternate Assessments?



Group Five

What type of competencies do you need to teach to the standards?