

# Step 2: Determining Outcomes

## Accessing the General Curriculum for Students with Significant Disabilities

### **TASH 2007**

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# Outcomes:

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- Participants will be able to:
  - Identify outcomes from learning
  - Prioritize learning outcomes for student with significant cognitive disability
  - Demonstrate connection to the grade level standard
  - Identify ways to make informed instructional decisions

# Four Steps to Access

1. Identify or link to the appropriate standard(s)
2. Define the outcome(s) of instruction
3. Identify the instructional activities
4. Target specific objectives from the IEP

[Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27]

# Meet Marvin

- 13 year-old middle school student with a significant cognitive disability
- Physical
  - Ambulates but has an awkward gait
  - He can manipulate materials but has poor fine motor control
- Communication
  - 1-2 word utterance
  - Uses yes/no and points or gestures
  - Uses Picture Exchange Communication System (PECS), beginning user
  - Receptive vocabulary is higher than expressive
- Learning Environment
  - Recognize logos, some symbols and can visually discriminate
  - Loves to be with peers but stubborn
  - Loves to be involved in class activities but has a limited focus
  - Rote count to 7 or 8 but no comprehension

# Marvin's IEP Goals

- Improve communication skills -initial sounds, use of PECS
- Increase attention span
- Task completion
- Picture recognition
- 1:1 correspondence
- Behavior supports - rewards

# What are Learning Outcomes?

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- Learning outcomes indicate what the student should be able to:
  - Know
  - Understand
  - Do
- Learning outcomes should be written with observable and active terms

# Sample Verbs from Bloom's Taxonomy

- Identify
- Name
- Retell
- Interpret
- Compare
- Critique
- Validate
- Design
- Produce
- Compile

# Sample Verbs from Webb's DOK

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- Quote
- Match
- Tell
- Graph
- Infer
- Construct
- Revise
- Assess
- Create
- Prove



# Purpose of Learning Outcomes

- Determining outcomes for a unit of study guides:
  - Development of instructional activities and strategies
  - Selection of materials
  - Design of formative assessments
- Outcomes provide smaller steps towards acquiring the standard – often lesson/unit specific
- Outcomes let the students know what is expected of them

# Selecting Learning Outcomes

- Refer to the standard and the grade level standard (benchmark, performance indicator, expectation, etc.)
- Use grade level curriculum as a guide
- Consider the state performance standards
- End of chapter objectives
- ETC.

# Prioritizing Outcomes

- It is important to begin with learning outcomes developed for the general education lesson plan  
This will facilitate:
  - Closer connection to the standard
  - Rich instructional activities
- Prioritization of outcomes should not result in exclusion from all instruction. It should focus the learning process

# Ways to Prioritize Outcomes

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- **Reduce the breadth**
- **Reduce the complexity**
- **Specify the information**
- **Reduce the number of Outcomes**

# Reducing Breadth of Outcome

- **Grade level standard:** The student will identify and explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify and explain characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Reduced Breadth Learning Outcome:**
  - Identify and explain characterization...
  - Identify and explain setting in...
  - Identify and explain plot...
  - Identify and explain theme...

# Reducing Complexity of Outcome

- **Grade level standard:** The student will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Reduced Complexity Outcome:**
  - Identify the characterization...
  - Identify the setting...
  - Etc.

# Specifying the Information

- **Grade level standard:** The student will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Specified Information Outcome:**
  - Identify and explain characteristics of two characters ...
  - Identify and describe the plot ...

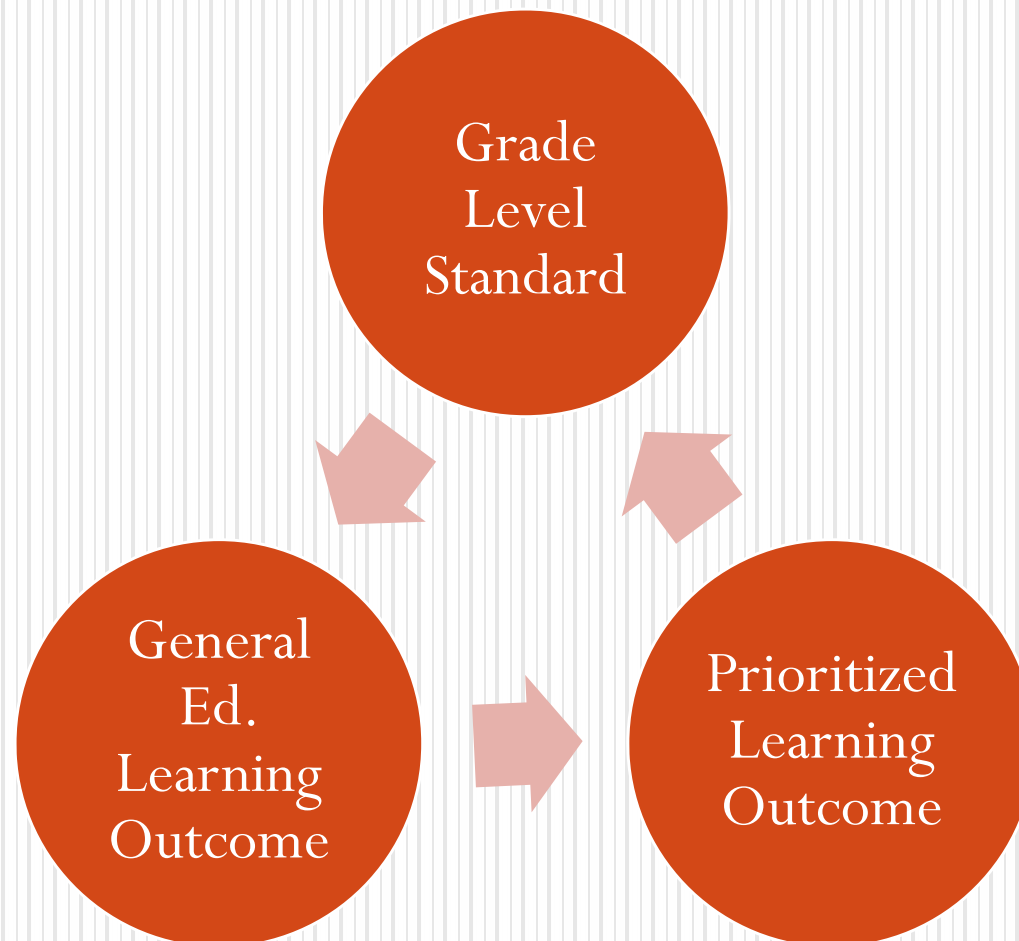
# Reducing the Amount of Outcomes

- **General Education Grade Level Standard:**  
Describe location and movement using common language and geometric vocabulary
- **General Education Outcomes:**
  1. Identify congruent 2-D shapes
  2. Determine the area and perimeter of 2-D shapes
  3. Create a drawing by flipping, sliding, and turning shapes.
- **Reduced Number of Outcome:**
  1. Create a drawing by flipping, sliding, and turning shapes



# Back to the Standard

- Once the prioritized outcome(s) are selected it is important to go back to the standard



# Decision Questions

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- What does the student already know?
- What supports are already in place for the student?
- What will be most applicable to the student?
- What would generalize to other areas?
- What are IEP expectations?
- What are assessment expectations?

# Sample Standard

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- **General Education Grade Level Standard:**  
Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem

# Sample Learning Outcomes

- **General Education Learning Outcomes:** Students will be able to:
  - Define biodiversity and ecosystem
  - Demonstrate the importance of biodiversity to an ecosystem
  - Identify threats to specified marine sanctuaries
  - Analyze the location of the sanctuaries and the affect on long-term outlook for its health
- **Marvin's Prioritized Outcomes:** Student will be able to:
  - Identify meaning of ecosystem or ecosystem
  - Identify one cause of damage to an ecosystem and one or more effects from that damage
  - Identify one or more ways that humans are a threat to specified marine sanctuaries

# Four Step Chart

## 1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.

What is the state standard?	What is the grade level standard?	What is the standard all about?
"A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem."	Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.	<ul style="list-style-type: none"> <li>Evaluate how organisms within an ecosystem effect each other.</li> </ul>

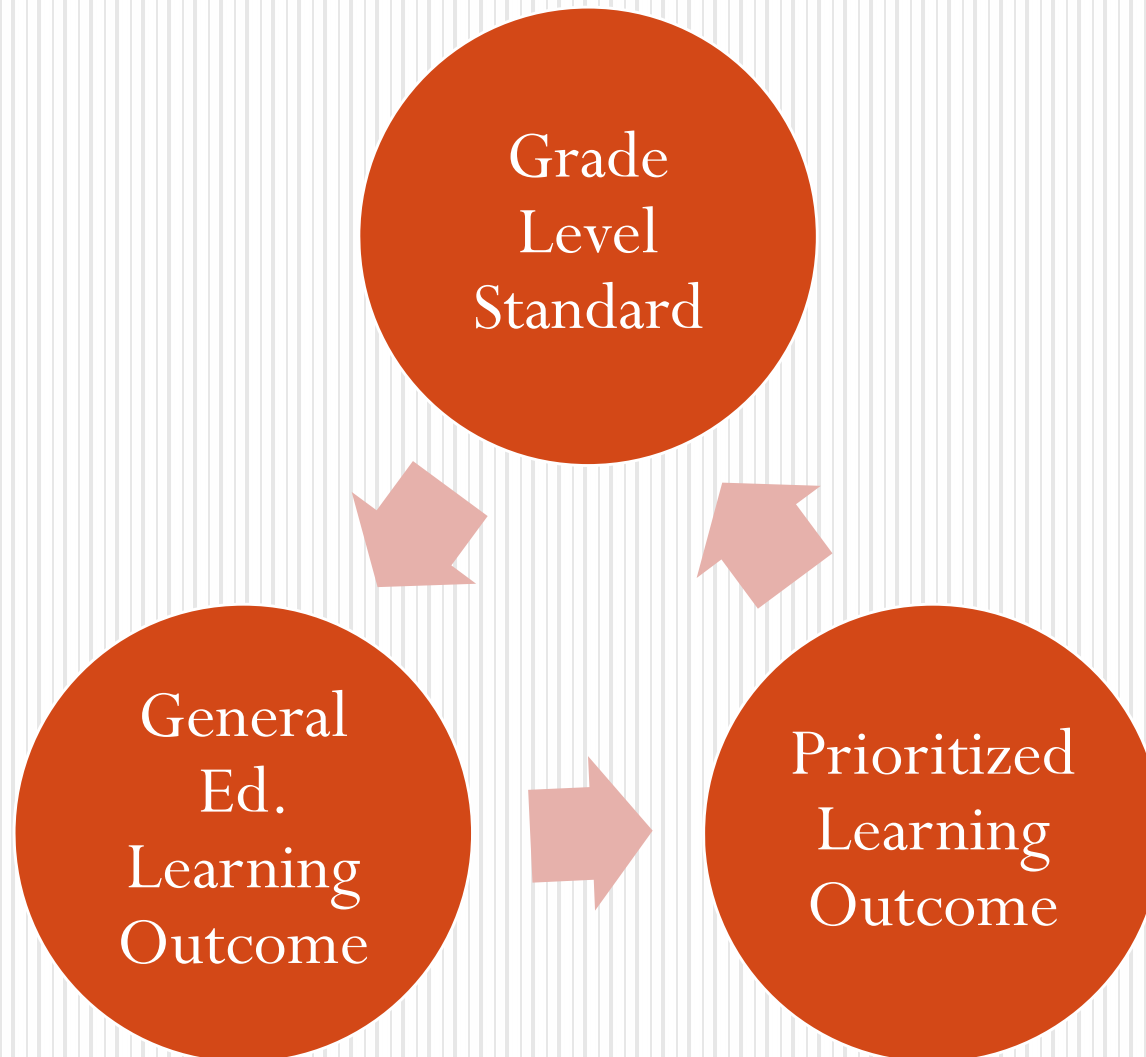
## 2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON .

What are the desired outcomes for all students in general education? What will classroom based assessment look like?	Which outcomes will be prioritized for direct instruction and monitored for the target student with significant cognitive disabilities? What will formative assessment look like?	What supports (already identified or additional) would be necessary for the target student to access the instruction?
Students will be able to: <ol style="list-style-type: none"> <li>Define biodiversity and ecosystem</li> <li>Demonstrate the importance of biodiversity to an ecosystem</li> <li>Identify threats to specified marine sanctuaries</li> <li>Analyze the location of the sanctuaries and the affect on long-term outlook for its health.</li> </ol> Formative Assessment -	Student will be able to: <ol style="list-style-type: none"> <li>Identify meaning of ecosystem</li> <li>Identify one cause of damage to an ecosystem and one or more effects from that damage.</li> <li>Identify one or more ways that humans are a threat to specified marine sanctuaries</li> </ol>	<i>picture symbols, pictures, text reader, positive behavior supports and scribe as supports</i>

# Practice

- **General Education Standard:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- **General Education Learning Outcomes:**
  - Access prior knowledge by making predictions about *Bridge to Terabithia*
  - Apply what they have learned about character development by completing character studies of the main characters
  - Extend and analyze what they have learned from looking at the main characters by discussing what it means to be a friend
  - Apply and connect this knowledge to their own lives by brainstorming ways to make and keep friends

# Does it Match the Standard?



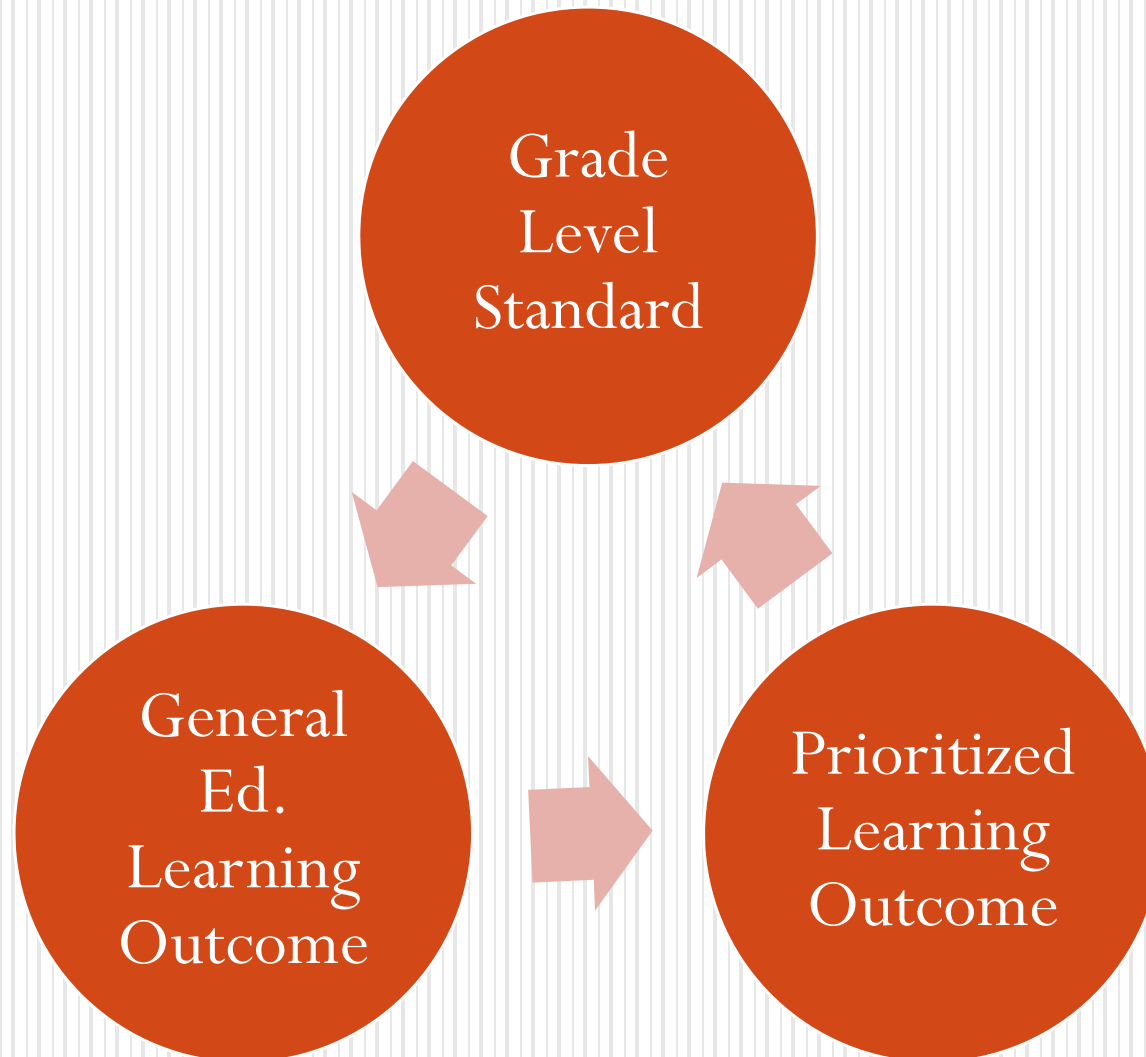
# Practice

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- **General Education Standard:** Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations.
- **General Education Learning Outcomes:** Students will be able to:
  - collect and analyze data
  - determine the arithmetic mean
  - represent data using percent



# Does it Match the Standard?



# Formative Assessments

- A test given primarily to determine what students have learned in order to plan further instruction. ASCD Lexicon for Learning [www.ascd.org](http://www.ascd.org)
- Use formative assessment results to make informed instructional decisions:
  - Adjust instructions if needed
  - Add more time or move to next activity
  - Add practice if needed
  - Revise supports provided

# Formative Assessments

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- Formative Assessments take on many forms:
  - Student or teacher journals
  - Cards on which student respond to a question
  - Conversation
  - Graphic organizer
  - Quiz
  - Presentation
  - Book report
  - Project
  - Etc.

# Individualized Formative Assessment

- Review the assessment planned for the general education students
- Ensure that the formative assessment designed for the student with significant cognitive disabilities:
  - Is accessible for the student (physical, cognitive, etc.)
  - Matches the prioritized outcome
  - Informs student achievement
- It may also help to design so that it:
  - Assists with required assessment documentation
  - Assists with IEP documentation

# Rubric







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- A rubric is a helpful tool to
  - Assist students in knowing what is expected of them
  - Inform students of expected level of performances
  - Measure student performance
  - Determine the next performance level to work towards

# Biodiversity Rubric

	3	2	1	Notes
Define Biodiversity	Student defined biodiversity thoroughly and clearly.	<b>Student demonstrated some understanding of the term biodiversity.</b>	Student could describe a biodiverse environment, but could not define biodiversity.	An example would help here.
Provide examples of biodiversity at a national marine sanctuary.	Student provided multiple examples of biodiversity at a marine sanctuary.	Student provided at least two examples of biodiversity at a marine sanctuary.	<b>Student was able to provide one example of biodiversity at a sanctuary.</b>	Great example!
Describe the challenges faced by a marine sanctuary and the outlook for the future health of the ecosystem.	Student clearly describes multiple environmental challenges to a selected sanctuary and the potential impact on its ecosystem.	<b>Student describes at least one environmental challenge and its possible future impact on a marine sanctuary.</b>	Student describes environmental issues at a sanctuary, but does not connect those challenges to the ecosystem.	You have made a clear link here. Good work!

# Individualized Rubric

Ecosystem Rubric	3  great	2  good	1  needs more work	Notes
Define ecosystem 	Student defined ecosystem thoroughly and clearly	Student could describe ecosystems but could not define	Student could identify ecosystems but could not define	
Give example (s) of damage to an ecosystem 	Student provided multiple examples of damage to ecosystems	Student provided at least one examples of damage to ecosystems	Student could choose a damage when provided choices	
Describe how damage affects the ecosystem 	Student clearly described how damage affected an ecosystem in multiple ways	Student described one way that damage affected an ecosystem	Student could choose an affect of damage when provided with choices	