JUST CLICK & EXPLORE!

CURRICULUM

TECHNOLOGY

FEATURING
ONLINE OPTIONS

TRANSITION

TRAINING

MORE

+WHY DIGITAL?

+ABOUT THE ARTIST

+MEET YOUR ACCOUNT MANAGER

+BROWDER CURRICULUM FUND

+VISIT OUR WEBSITE

CLICK TO SEE NEW PRODUCTS

Attainment Company

CATALOG

TRADITIONAL & WEB-BASED SOLUTIONS

SERVING PEOPLE WITH DISABILITIES

WHY DIGITAL?

Inspired by a shift in instructional settings, Attainment's 2021 catalog is now digital, interactive, and content-rich!

Home

Research/Additional Information

Product Components

Product Sample Pages

Product Webpage

Price Box (sometimes clickable)

1. English Language Arts
2. Math
3. Science
4. Social Studies

As educators were able to shift and adapt to a new virtual age, Attainment Company rose to the challenge and created resources to meet classroom needs. While print and hands-on support are essential components to quality instruction for students with significant needs, we've shifted to accommodate digital learning on a much larger scale. That shift was the inspiration for this year's digital, interactive catalog. Again, we've chosen art for the design elements of the catalog from an artist with disabilities, Kathleen Coogan. With easy navigation tools and direct links to product webpages, we hope this digital catalog helps you take a closer look and explore what our products have to offer in any type of learning environment. Icons link to *Product Samples, Product Components,* and *Research/ Additional Information* for each product page. With new resources, perspectives, and opportunities, let's make 2021 a year to celebrate.

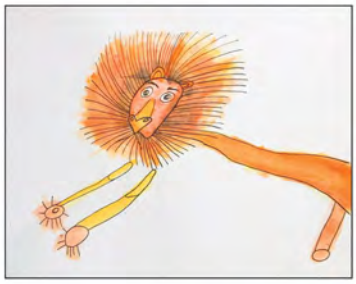
UPDATES

NEW Curriculum Plus Kits include: The Curriculum ***plus*** a total of 10 consumable **Student Workbooks**, the entire page set of workbook pages as accessible **GoWorksheets** for the iPad, and samples of communication overlays.

The **Attainment HUB** is a website that hosts all of Attainment's digital content. PDF CDs and flash drives have and will be replaced with **HUB** codes that unlock and expand the digital content associated with our curricular resources, including **Student Books**, graphic organizers, flashcards, image libraries, videos, and software. For customers' convenience, Windows and Mac software can now be downloaded and installed via the **Attainment HUB**. For our web-based software titles, create an account, manage subscriptions, and launch the software via a web browser. Organize teacher and student accounts with our new **Administration** features for both district and school administrators.

KATHLEEN COOGAN

Attainment's 2021 Catalog Artist



ABOUT THE ARTIST

"My name is Kathleen Coogan. I live in Madison, Wisconsin, and I enjoy working out of my welcoming studio space at ArtWorking. I am a visual artist who sees art in nature and in a lot of media. I have many friends in Madison who support and encourage me. In the future, I am ready to open up to the world. My dream is my art business. I find art is a tool to help me relax and tell a story about who I am."

Kathleen Coogan creates art in a variety of mediums, often exploring one subject by way of mixed media studies. Coogan works in a sketchbook at a voracious pace, developing series upon series of images utilizing layers of bold linework and vibrant colors. Coogan is inspired by themes of nature, spirituality, and identity.

Kathleen also maintains her own webstore, with a very diverse range of products and designs that are exclusively available there: www.kathleendesigns.org.

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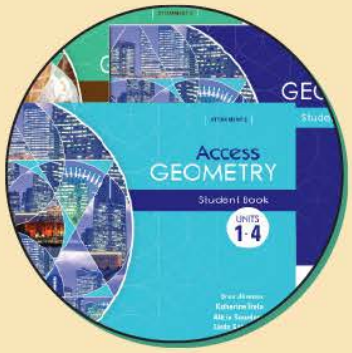
NEW PRODUCTS

To respond to customer needs and shifts to hybrid and virtual instructional models, Attainment has expanded its resources to include digital and web-based delivery options



Access Geometry

GoTalk® DESIGN

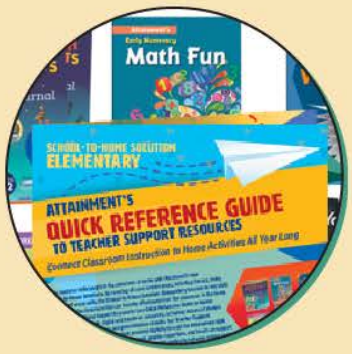
GoTalk Warranties

GoWorksheet PLUS Curriculum

Interactive Lesson Support

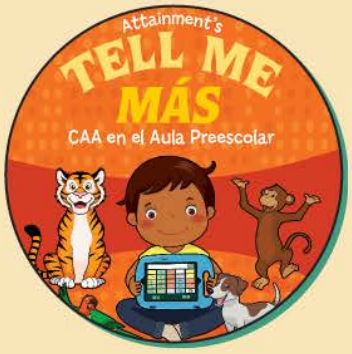
Practical Math Solution

Ready, Set, Cook 2: Full Kitchen Edition



School-to-Home Solutions

Smart Choices for a Digital Age



TELL ME *MÁS*

Web-Based Solutions

NEW PRODUCTS

CURRICULUM

ENGLISH LANGUAGE ARTS

MATH

SCIENCE

SOCIAL STUDIES

Attainment Company strives to create curricular resources that embed quality instruction for students with varying ability levels. Covering all content areas of English language arts, math, science, and social studies, our curricular resources are research-based, scope and sequenced, and align to national and state standards. With a blended approach to instruction with print, software, apps, videos, and hands-on manipulatives, Attainment's curricula engages all types of learners. Ongoing assessments capture data and document student achievement. Our curricular titles include all the student materials you need, plus lesson plans, comprehensive assessments, and access to the **Attainment HUB** website for reproducible student content. Attainment's curricular resources build on one another, creating a complete continuum from one grade band to the next.

SEE OUR CORE CURRICULUM SOLUTIONS

CORE CURRICULUM SOLUTIONS

A continuum of resources across the grade bands covering all core content areas

Our **Core Curriculum Solutions** align to national and state standards while also building the foundational skills needed to access later instruction. The **Solutions** blend traditional and web-based formats to engage all types of learners.

EARLY EDUCATION | Includes 6 Curricula

Early Literacy Skills Builder (ELSB) Starter Kit, Simply Health, Hands-On Math for Early Numeracy Skills, TELL ME Program, Learning to Get Along, and Pathways to Literacy Starter Kit

ELEMENTARY | Includes 7 Curricula

Early Numeracy, Math Skills Builder, Pathways to Literacy, Early Literacy Skills Builder (ELSB), Building with Stories, Access English Language Arts Grades 3–5, and Early Science

MIDDLE SCHOOL | Includes 7 Curricula

Read & Tell, Early Reading Skills Builder (ERSB), Explore Life Science, ELSB for Older Students, Explore Social Studies, Explore Math, and Teaching to Standards: Math

HIGH SCHOOL | Includes 9 Curricula

Access Algebra, Explore Math 2, Explore Biology, Explore American History, Read to Learn, Teaching to Standards: English Language Arts, Explore World History, Explore Budgeting, and Teaching to Standards: Science

ELA M Sc SS

CORE CURRICULUM SOLUTION:		
Early Education	CEE-30	$1,095.00
Elementary	CSE-30	$3,595.00
Middle School	CSM-30	$2795.00
High School	CSH-30	$3195.00

ENGLISH LANGUAGE ARTS

From foundational literacy skills to grade-aligned content, Attainment offers a blended approach to learning ELA concepts across the grade bands

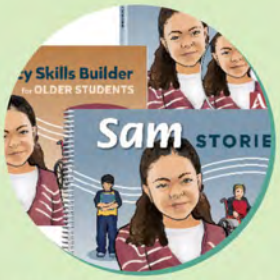
Access English Language Arts Grades 3–5

Access Language Arts: WRITE

Adapted Classics

Building with Stories

Early Literacy Skills Builder (ELSB)



Early Literacy Skills Builder (ELSB) for Older Students

Early Reading Skills Builder (ERSB)

Pathways to Literacy

PixWriter

Read & Tell

SymbolSupport

Teaching to Standards: English Language Arts

TELL ME *MÁS*

TELL ME

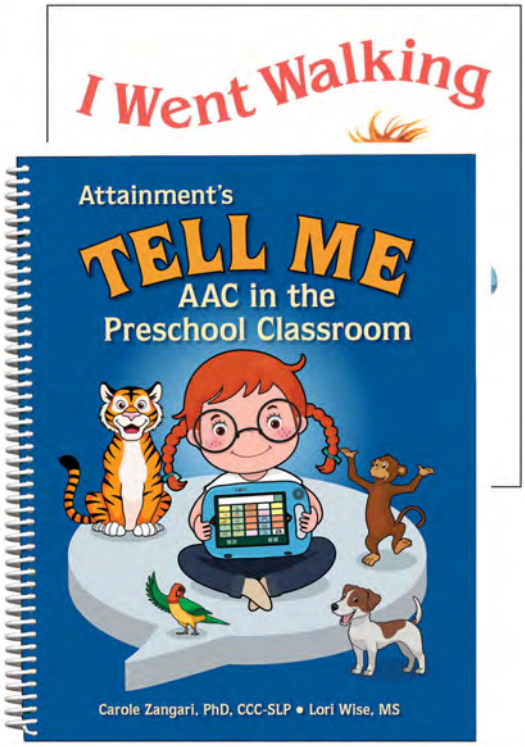
ELA M Sc SS

GRADES PRE-K+

TELL ME

AAC in the Preschool Classroom

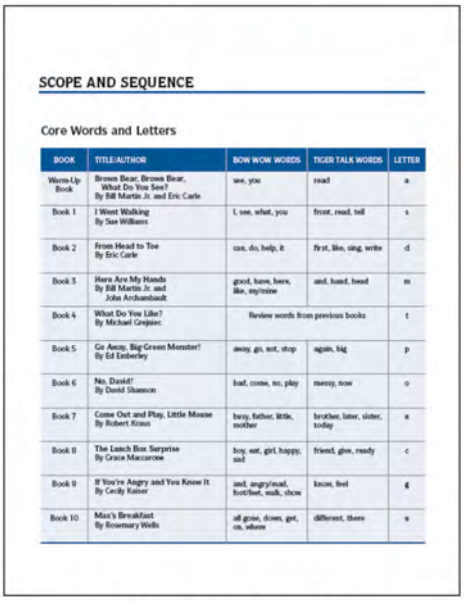
By Carole Zangari, PhD, CCC-SLP and Lori Wise, MS



TELL ME manual and I Went Walking book

Digital Resources

Attainment HUB

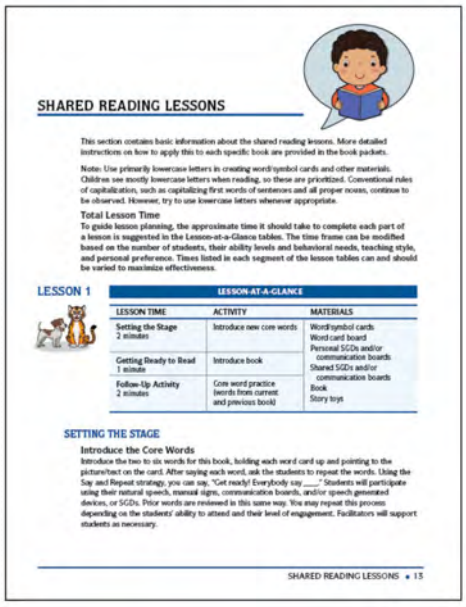


SCOPE AND SEQUENCE

Core Words and Letters

BOOK	TITLE/AUTHOR	BOW WOW WORDS	TIGER TALK WORDS	LETTER
Warm-Up Book	Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr. and Eric Carle	see, you	read	a
Book 1	I Went Walking By Sue Williams	I, see, what, you	front, read, tell	s
Book 2	From Head to Toe By Eric Carle	can, do, help, it	first, like, sing, write	d
Book 3	Here Are My Hands By Bill Martin Jr. and John Archambault	good, have, here, like, my/mine	and, hand, head	m
Book 4	What Do You Like? By Michael Grejniec	Review words from previous books		t
Book 5	Go Away, Big Green Monster! By Ed Emberley	away, go, not, stop	again, big	p
Book 6	No, David! By David Shannon	bad, come, no, play	messy, now	o
Book 7	Come Out and Play, Little Mouse By Robert Kraus	busy, father, little, mother	brother, later, sister, today	n
Book 8	The Lunch Box Surprise By Grace Maccarone	boy, eat, girl, happy, sad	friend, give, ready	c
Book 9	If You're Angry and You Know It By Cecily Kaiser	and, angry/mad, feet/feet, walk, chew	know, feel	f
Book 10	Max's Breakfast By Rosemary Wells	all gone, down, get, on, where	different, there	s

Scope and Sequence



SHARED READING LESSONS

This section contains basic information about the shared reading lessons. More detailed instructions on how to apply this to each specific book are provided in the book packets.

Note: Use primarily lowercase letters in creating word/symbol cards and other materials. Children see mostly lowercase letters when reading, so these are prioritized. Conventional rules of capitalization, such as capitalizing first words of sentences and all proper nouns, continue to be observed. However, try to use lowercase letters whenever appropriate.

Total Lesson Time

To guide lesson planning, the approximate time it should take to complete each part of a lesson is suggested in the Lesson-at-a-Glance tables. The time frame can be modified based on the number of students, their ability levels and behavioral needs, teaching style, and personal preference. Times listed in each segment of the lesson tables can and should be varied to maximize effectiveness.

LESSON 1

LESSON-AT-A-GLANCE

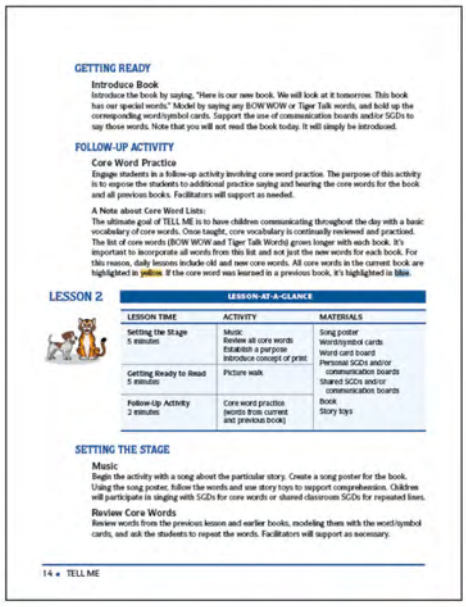
LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 2 minutes	Introduce new core words	Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 1 minute	Introduce book	Shared SGDs and/or communication boards Book
Follow-Up Activity 2 minutes	Core word practice (words from current and previous book)	Story toys

SETTING THE STAGE

Introduce the Core Words

Introduce the two to six words for this book, holding each word card up and pointing to the picture/text on the card. After saying each word, ask the students to repeat the words. Using the Say and Repeat strategy, you can say, "Get ready! Everybody say ____." Students will participate using their natural speech, manual signs, communication boards, and/or speech generated devices, or SGDs. Prior words are reviewed in this same way. You may repeat this process depending on the students' ability to attend and their level of engagement. Facilitators will support students as necessary.

SHARED READING LESSONS • 13



GETTING READY

Introduce Book

Introduce the book by saying, "Here is our new book. We will look at it tomorrow. This book has our special words." Model by saying any BOW WOW or Tiger Talk words, and hold up the corresponding word/symbol cards. Support the use of communication boards and/or SGDs to say those words. Note that you will not read the book today. It will simply be introduced.

FOLLOW-UP ACTIVITY

Core Word Practice

Engage students in a follow-up activity involving core word practice. The purpose of this activity is to expose the students to additional practice saying and hearing the core words for the book and all previous books. Facilitators will support as needed.

A Note about Core Word Lists:

The ultimate goal of TELL ME is to have children communicating throughout the day with a basic vocabulary of core words. Once taught, core vocabulary is continually reviewed and practiced. The list of core words (BOW WOW and Tiger Talk Words) grows longer with each book. It's important to incorporate all words from this list and not just the new words for each book. For this reason, daily lessons include old and new core words. All core words in the current book are highlighted in yellow. If the core word was learned in a previous book, it's highlighted in blue.

LESSON 2

LESSON-AT-A-GLANCE

LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 5 minutes	Music Review all core words Establish a purpose Introduce concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 5 minutes	Picture walk	Shared SGDs and/or communication boards Book
Follow-Up Activity 2 minutes	Core word practice (words from current and previous book)	Story toys

SETTING THE STAGE

Music

Begin the activity with a song about the particular story. Create a song poster for the book. Using the song poster, follow the words and use story toys to support comprehension. Children will participate in singing with SGDs for core words or shared classroom SGDs for repeated lines.

Review Core Words

Review words from the previous lesson and earlier books, modeling them with the word/symbol cards, and ask the students to repeat the words. Facilitators will support as necessary.

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Sample Lesson Pages

The **TELL ME** program is a classroom-wide approach to support children who are nonverbal or minimally verbal and are beginning users of augmentative and alternative communication (AAC). It focuses on a small set of high frequency words (core vocabulary) that children use throughout the day and helps teachers and speech and language pathologists structure lessons to teach and practice those words using research-supported strategies.

Using familiar books, such as *I Went Walking* (included) and *No, David,* preschool teams target core words in shared reading, shared writing, and classroom routines. The **TELL ME** program can be used with any AAC device, app, or system that includes core words like common verbs, pronouns, and prepositions. Parents are kept informed through weekly information packets.

The **TELL ME** manual describes the approach, activities, and teaching methods. Authors Carole Zangari and Lori Wise included 11 book-specific packets that give step-by-step guidance on teaching 4–6 core words in large group, small group, and individual activities.

CURRICULUM

ELA M Sc SS

TELL ME: AAC IN THE PRESCHOOL CLASSROOM

Program	TM-P10	$149.00

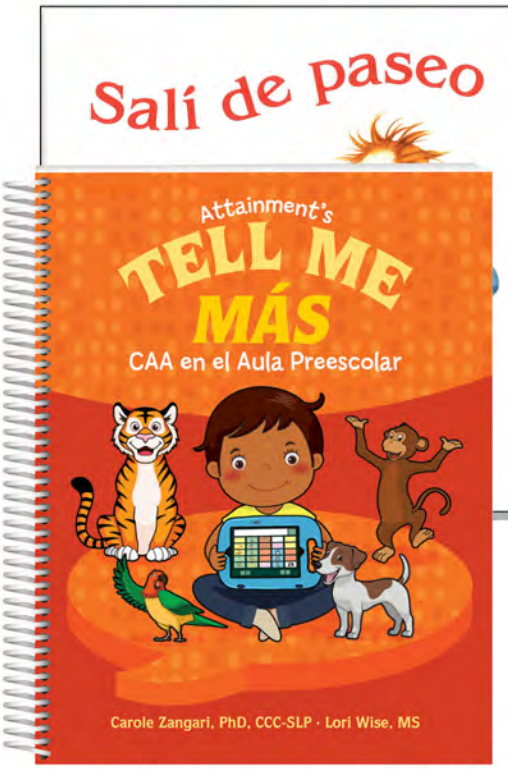
GRADES 4-K+

TELL ME *MÁS*

CAA en el Aula Preescolar

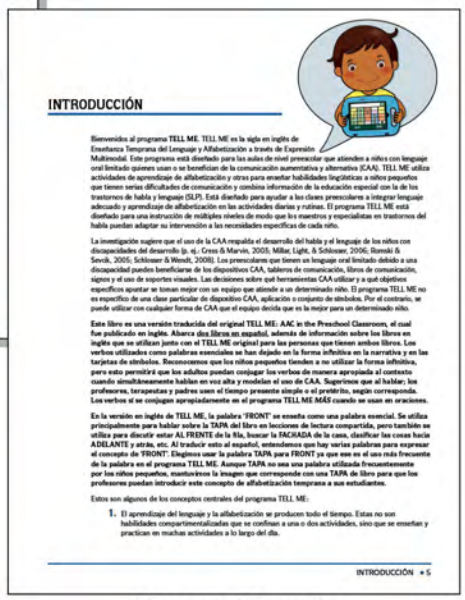
By Carole Zangari, PhD, CCC-SLP and Lori Wise, MS

NEW!

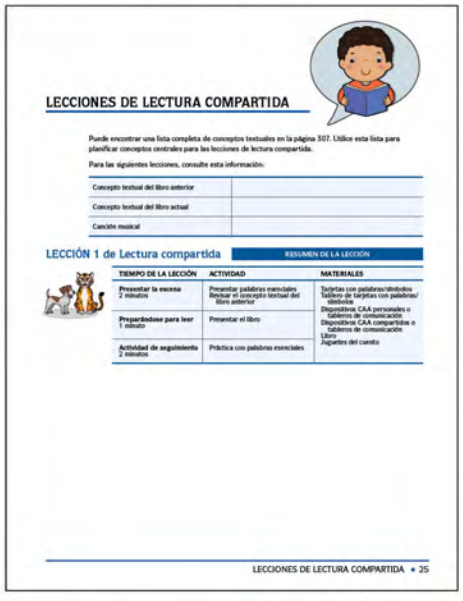


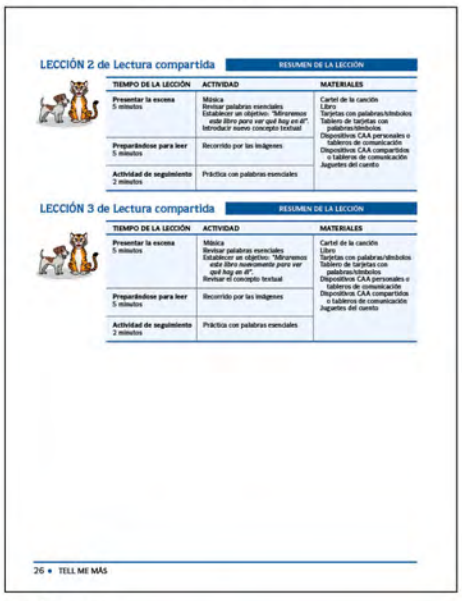
TELL ME *MÁS* manual and Salí de paseo book

Attainment HUB Digital Resources



Research Information





Sample Lesson Pages

The **TELL ME *MÁS*** program focuses on a small set of high frequency Spanish words (core vocabulary) that children use throughout the day and helps teachers and speech and language pathologists structure lessons to teach and practice those words using research-supported strategies.

Using familiar books, such as *Salí de paseo* (included) and other books of your choice, preschool teams target core words in shared reading, shared writing, and classroom routines. The TELL ME *MÁS* program can be used with any AAC device, app, or system that includes core words like common verbs, pronouns, and prepositions. Parents are kept informed through weekly information packets. The TELL ME *MÁS* manual describes the approach, activities, and teaching methods. Authors Carole Zangari and Lori Wise include two book-specific packets that give step-by-step guidance on teaching four to six core words in large group, small group, and individual activities. Book packet material is also available via web access through **Attainment's HUB**.

Program packet includes:

- Warm-Up activities for *Oso pardo, Oso pardo, ¿qué ves ahí?* (Brown Bear)
- *Salí de paseo* by Sue Williams with activity materials
- Template for adapting children's books that best teach common Spanish core words

CURRICULUM

ELA M Sc SS

TELL ME MÁS: CAA EN EL AULA PREESCOLAR

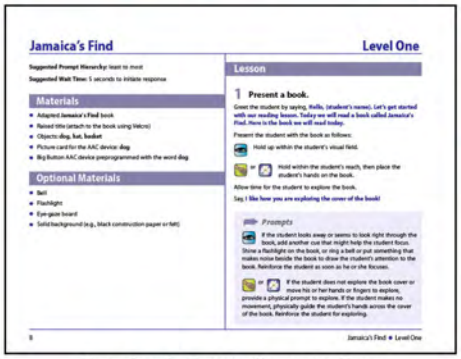
Program TMM-P10 $109.00

PATHWAYS TO LITERACY

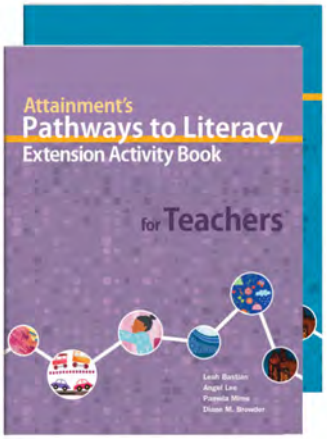
For students with significant developmental disabilities, including visually impaired and nonverbal students

By Angel Lee, PhD; Pamela Mims, PhD; and Diane Browder, PhD

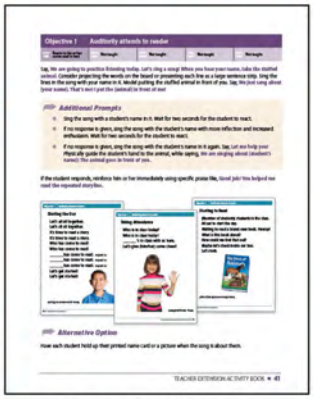
Teacher's Guides



Teacher's Guide Sample Page

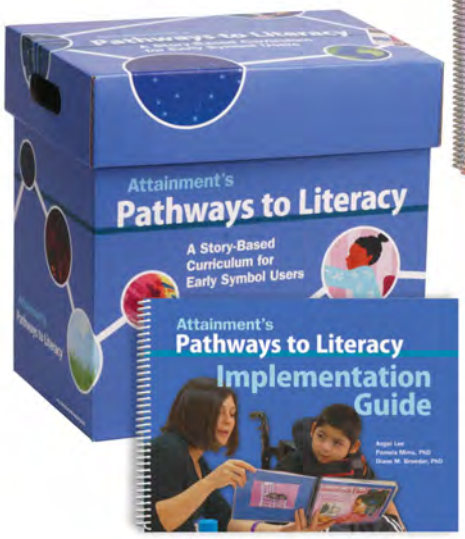


Extension Activity Books

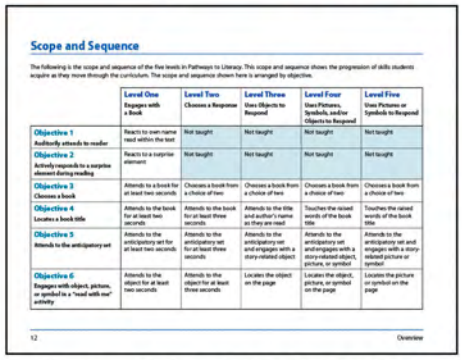


Extension Activity Sample Page

Storybooks



Implementation Guide



Implementation Guide Sample Page

Manipulatives

Big Button

Attainment HUB

Digital Resources

Pathways to Literacy can help those who do not consistently use words, pictures, or other symbols to communicate. You'll learn strategies to improve your students' engagement with stories while systematically building comprehension and picture symbol use. Beginning levels rely heavily on object use throughout each story to make learning more concrete. In later lessons, pictures are used instead of objects and then faded. The scripted lessons model how to adapt and use any storybook to engage students and improve symbol use and comprehension. You'll be amazed at what your students will learn! An **Extension Activity Book Set** is available for students to practice and generalize skills learned. The **Pathways to Literacy Starter Kit** is available with one storybook to help bridge object use to picture understanding.

CURRICULUM

ELA M Sc SS

PATHWAYS TO LITERACY		
Starter Kit	PAT-ST10	$199.00
Curriculum	PAT-10	$495.00
Curriculum with Extensions	PAT-40	$565.00
Extension Activity Book Set	PAT-05	$89.00

GRADES K–5 | 10-PACKS AVAILABLE

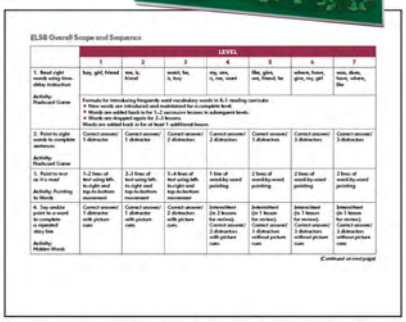
EARLY LITERACY SKILLS BUILDER

Researched for over five years in both general and special education settings

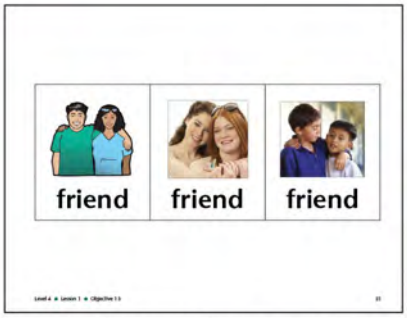
By Diane Browder, PhD; Susan Gibbs, PhD; Lynn Ahlgrim-Delzell, PhD; Ginevra Courtade, PhD; and Angel Lee, PhD

NEW! WEB-BASED SUBSCRIPTIONS | BLENDED CURRICULUM

case endorses Early Literacy Skills Builder


Implementation Guide Sample Page

Teacher's Guide Sample Page



Student Response Book Sample Page

Early Literacy Skills Builder (ELSB) is a powerful curriculum for students with significant developmental disabilities, including autism, who need to develop the foundations of literacy (conventions of print, phonemic awareness, letter-sound correspondence, and some sight word vocabulary). In addition, ELSB develops vocabulary knowledge and supports comprehension and writing awareness. It incorporates scripted lessons, prompting strategies for assisting students, assistive technology suggestions, and ongoing assessments. The eight ELSB levels include five structured lessons each. All students begin at Level 1, but students who are not responding to pictures begin at Level A.

Lessons are taught daily in small groups (or one-on-one) for the skill-building objectives. An additional story-based lesson (usually presented later in the day) using grade-level literature, helps students generalize the skills and gives them access to general education curricula. At the completion of each level, formal assessments are given. Levels are repeated until mastery is achieved.

ELSB is a blended curriculum that seamlessly integrates print materials with **Software** on any device. Everything you need to implement this multiyear literacy curriculum is included. Follow ELSB with our reading curriculum, **Early Reading Skills Builder**. Or, start slowly with the **ELSB Starter Kit**!

ELA M Sc SS

EARLY LITERACY SKILLS BUILDER		
Curriculum	EL-SB10	$695.00
Curriculum Plus	EL-SB30	$895.00
Starter Kit	EL-ST10	$299.00

CURRICULUM

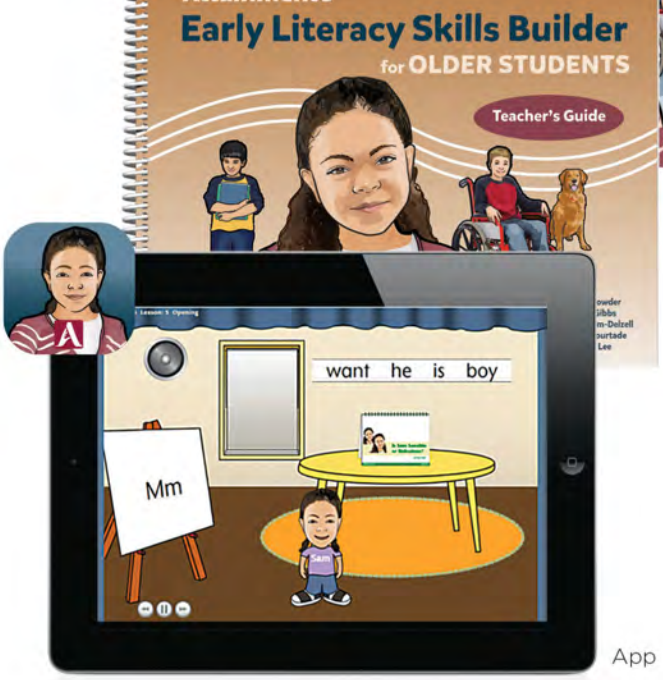
EARLY LITERACY SKILLS BUILDER FOR OLDER STUDENTS

Teach early literacy skills to your older students using age-appropriate materials

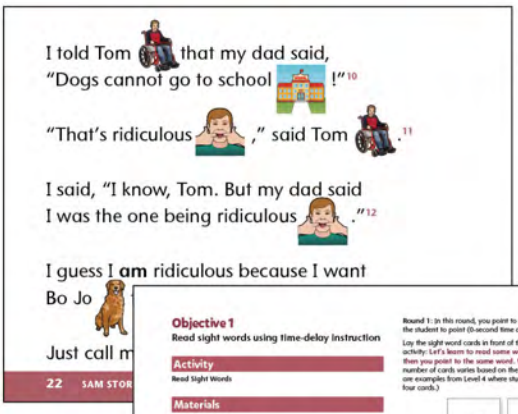
By Diane Browder, PhD; Susan Gibbs, PhD; Lynn Alghrim-Delzell, PhD; Ginevra Courtade, PhD; and Angel Lee, PhD

NEW! **WEB-BASED SUBSCRIPTIONS**

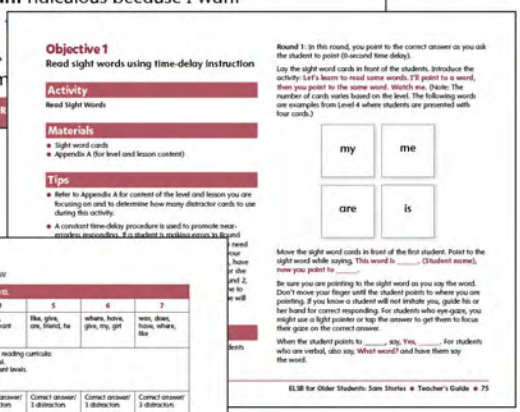
Attainment HUB
Digital Resources and Software

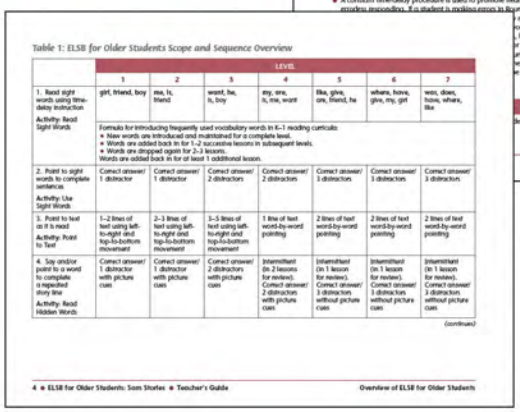


App



Sam Stories Sample Page





Teacher's Guide Sample Pages

Using the same scope and sequence as ELSB, this version was specifically designed to give older students who have not been exposed to foundational reading skills age-appropriate activities to learn. Seven levels present skills in 14 objectives, including the conventions of print, phonemic awareness, letter-sound correspondence, listening comprehension, vocabulary, and writing. Skills increase in difficulty as students progress from Level 1 to Level 7.

The curriculum is delivered primarily via **Software** (installed or online) or an iPad app. Ideas are provided for blending instruction with print activities. The program incorporates the best practices of systematic and direct instruction. The software directs the student, provides feedback, and gathers data on the student's performance. Instruction can be conducted with individual students or with groups. Students love creating an avatar to represent them. Avatars also appear on-screen to indicate whose turn in the group it is to respond.

In **Sam Stories**, the adventures of Sam, her family, and her friends, are read to students in the software. They can follow along using the spiralbound book provided. A writing activity focuses on new vocabulary. End-of-level assessments—scored instantly—help determine when to move students to the next level. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **ELSB for Older Students**. For more details, check out the Interactive Lesson Support cataog page.*

CURRICULUM

ELA M Sc SS

ELSB FOR OLDER STUDENTS		
Curriculum	EL-SS07	$495.00
Interactive Lesson Support	EL-ILS	$199.00

AGE NEUTRAL | 10-PACKS AVAILABLE

EARLY READING SKILLS BUILDER

A stepping stone for graduates of Attainment's Early Literacy Skills Builder (ELSB) curriculum

By Diane Browder, PhD; Lynn Ahlgrim-Delzell, PhD; and Leah Wood, PhD

NEW! **WEB-BASED SUBSCRIPTIONS** | BLENDED CURRICULUM

The **Early Reading Skills Builder (ERSB)** curriculum is the PERFECT next step for students who have mastered early literacy foundational skills, such as those taught using **ELSB**, and are ready to learn to read. Research has proven ERSB effective for students with an intellectual disability or autism, including those with complex communication needs. The curriculum blends traditional print materials (like books and manipulatives) with **Software** on any platform. The software helps learners blend sounds and segment words regardless of their verbal skills. It also creates an engaging learning environment for students and simplifies progress monitoring and assessment.

ERSB has 26 progressive levels with five structured lessons each. Lessons follow an eight-step activity sequence, including identifying, blending, and segmenting sounds; decoding words; reading sight words and connected text; and answering comprehension questions. In addition, students use their **Champion Writer** journals to reflect on what they learned. The new **Champion Writer** consumable **Student Workbook** allows students to write directly into their books and keep them at an economical price.

Instruction follows systematic prompting and feedback procedures, which are evidence-based practices for this population. The **Champion Reader** books use connected text passages that students use to apply the information learned in each level's activities. *New **Interactive Lesson Support** is now available for **ERSB**. For more details, check out the Interactive Lesson Support cataog page.*

ELA M Sc SS

EARLY READING SKILLS BUILDER (ERSB)		
Curriculum Plus	ER-SB30	$595.00
Interactive Lesson Support	ER-ILS	$199.00

GRADES K–5

BUILDING WITH STORIES

Adapted books for early literacy for students with moderate-to-severe developmental disabilities

By Tracie Zakas, PhD and Linda Schreiber, MS, CCC-SLP, BCS-CL

COMPLEMENTS ELSB

Digital Resources

Teacher's Manual and Student Materials Book

Story-related objects to encourage student participation

10 award-winning storybooks

This curriculum is based on the **Early Literacy Skills Builder (ELSB)** research from the University of North Carolina at Charlotte. The program contains 10 award-winning storybooks, a kit with directions for adapting them, corresponding lesson plans, a **Student Materials Book** for student responses, and story-related objects to encourage student participation. Lesson plans follow a ten-step framework that fosters vocabulary understanding, print awareness, listening comprehension, communication independence, and word knowledge. They also include AAC suggestions and scripted instruction. Stories chosen reflect diverse topics, address multicultural characters and settings, represent a variety of Lexile ranges and concepts, are found on many classroom reading lists, and, in most cases, are award winners (e.g., Caldecott or Newbery Awards). The adaptations help you to easily get children actively participating in storytime.

CURRICULUM

ELA M Sc SS

BUILDING WITH STORIES

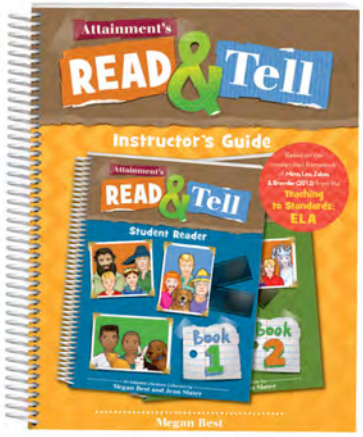
Curriculum	BS-20	$495.00

READ & TELL

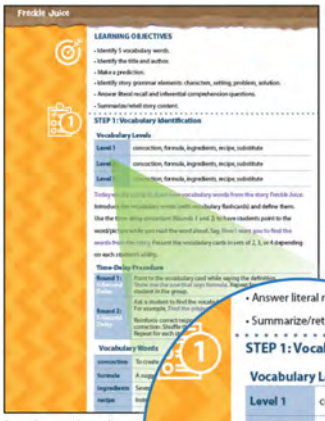
An adapted literature collection

By Jean Slater, MS and Megan Best, MEd

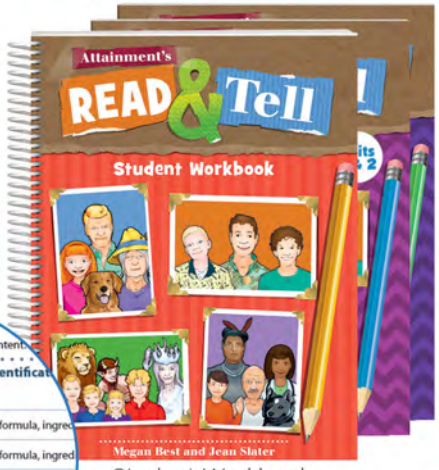
***Based on researched framework of Mims, Lee, Zakas, and Browder (2013) from the Teaching to Standards: ELA*



Instructor's Guide



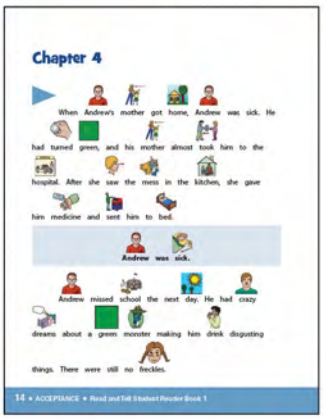
Instructor's Guide Sample



Student Workbooks

Student Workbook Sample

Student Readers



Student Reader Sample

Posters

Cards

Digital Resources

Thirty-two modified versions of novels like *Little House on the Prairie* and *The Lion, the Witch and the Wardrobe* cover age-appropriate literature while connecting it to grade-level standards for upper elementary and middle school. Fifteen of the 32 adapted novels are featured within two **Student Readers.** The additional 17+ stories and lesson materials are provided on the **Attainment HUB**. The **Instructor's Guide** is scripted and includes evidence-based practices like the time-delay procedure and the system of least intrusive prompts. Each adapted story includes vocabulary cards, character cards, setting cards, story grammar cards, posters, and picture-supported comprehension quizzes. You can apply the evidence-based instructional strategies and 12-step lesson framework to the 17 additional pieces of literature included in the electronic PDF files, or any story you choose. The **Read & Tell** consumable **Student Workbooks** include all chapter quizzes for the 15 printed novels. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **Read & Tell**.*

CURRICULUM

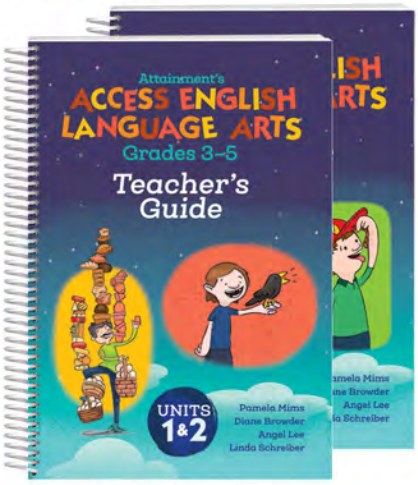
ELA M Sc SS

READ & TELL		
Curriculum	RT-10	$259.00
Curriculum Plus	RT-30	$529.00
Interactive Lesson Support	RT-ILS	$199.00

ACCESS ENGLISH LANGUAGE ARTS GRADES 3–5

Access English language arts concepts through this literacy-rich resource

By Pamela Mims, PhD; Diane Browder, PhD; Angel Lee, PhD; and Linda Schreiber, MS, CCC-SLP, BCS-CL



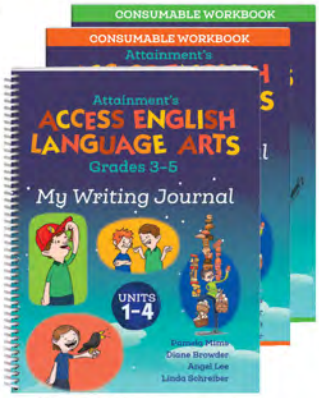
Teacher's Guides

Student Readers

Student Reader Sample Page

Fictional Novels

Student Response Book



My Writing Journal

My Writing Journal Sample Page

Posters

Cards

Access English Language Arts Grades 3–5 is a research-based curriculum for elementary students who have moderate-to-severe developmental disabilities, including those with an intellectual disability and autism.

In this engaging and literacy-rich curriculum, four units of study address two major themes: *Reading Is Fun!* and *Be a Friend, Not a Bully*. Stories are the basis for many of the lessons. Your students will enjoy popular and age-appropriate adapted texts for fictional novels (*Superfudge* and *How to Eat Fried Worms*), nonfiction text (e.g., biographies), informational text, and poems.

By using literature to teach themes, students gain vocabulary and conceptual understanding to comprehend and describe their own life experiences—an important goal for all students, including those with moderate-to-severe disabilities. The lessons, which follow systematic instruction, are ready for you to begin teaching. Specific instructions are provided to help you accommodate a wide range of unique needs including students who are nonverbal, have visual or motor impairments, are early symbol users and learning to use objects or photos of objects to gain meaning, or are beginning readers. *New **Interactive Lesson Support** is now available for **Access English Language Arts: Grades 3–5**.*

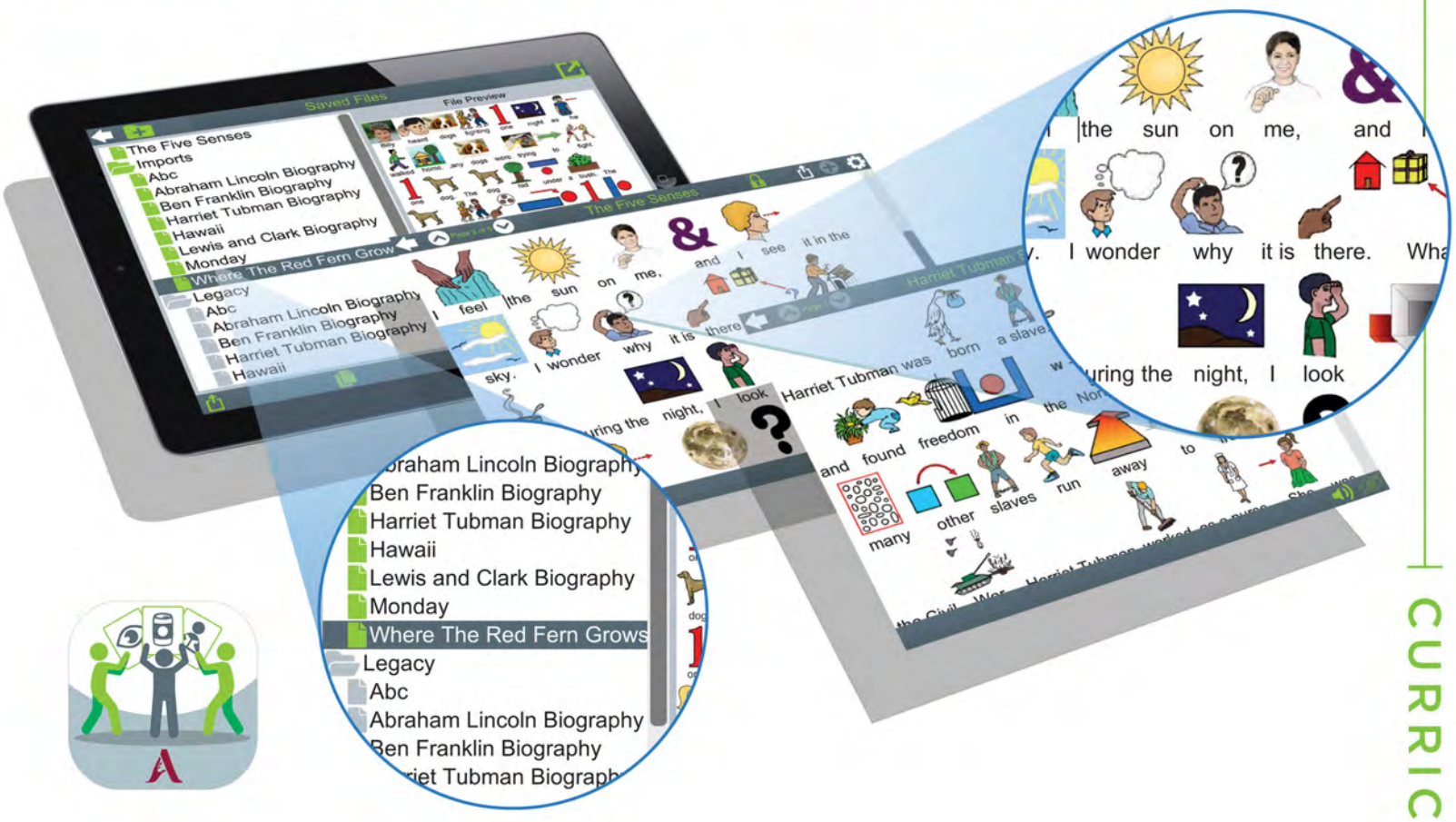
CURRICULUM

ELA M Sc SS

ACCESS ENGLISH LANGUAGE ARTS GRADES 3–5		
Curriculum Plus	ELA35-30	$495.00
Interactive Lesson Support	ELA35-ILS	$199.00

SYMBOLSUPPORT

Add symbols effortlessly to any text to enhance student understanding



SymbolSupport App is a teacher utility app that allows you to effortlessly add symbols to text. This support helps students understand grade-level content. **SymbolSupport** automatically adds symbols to text as you type, either above or below the words. Custom symbols are saved for future use. Attainment's new curriculum image library, including symbols from resources like **Explore Biology** and **Math Skills Builder**, is now available for download.

Easily organize documents by content area with folders. Then, share documents by (1) downloading the free **SymbolSupport Lite** app on your students' iPads or iPhones/iPods, (2) sending the documents wirelessly or via email, and (3) opening the documents on the students' iPads. Create as many documents as you like. Want to symbolize preexisting written material? No problem. Simply copy and paste the text directly into **SymbolSupport**. Symbols are added automatically, and you're ready to edit or share.

Common uses for SymbolSupport:

- Adapted literature
- Picture directions
- Class schedules
- Student assignments
- Vocabulary introduction

WINDOWS + | MAC + | IOS + | ANDROID

ELA M Sc SS

CURRICULUM

SYMBOLSUPPORT		
1 Device	APP-SYM-07	$60.00

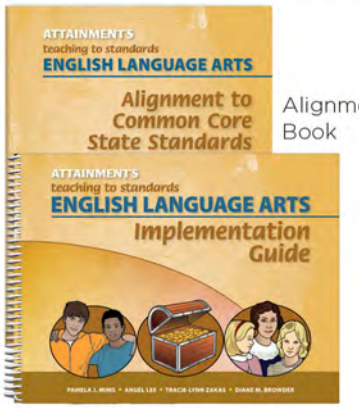
GRADES 6–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

TEACHING TO STANDARDS: ENGLISH LANGUAGE ARTS

Research demonstrates high effectiveness with teaching skills that align to grade-level standards

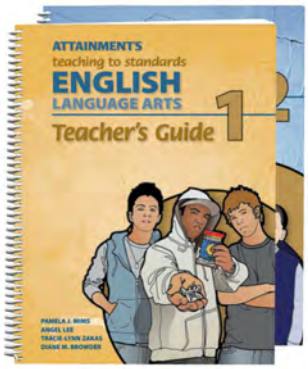
By Pamela J. Mims, PhD; Angel Lee, PhD; Tracie-Lynn Zakas, PhD; and Diane Browder, PhD

NEW! WEB-BASED SUBSCRIPTIONS | BLENDED CURRICULUM



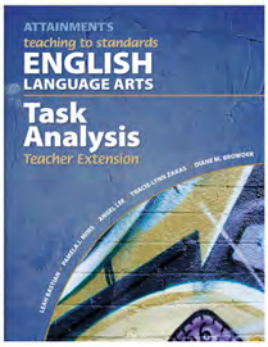
Alignment Book

Implementation Guide



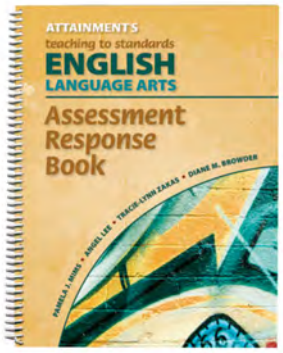
Teacher's Guides

Teacher's Guide Sample Page

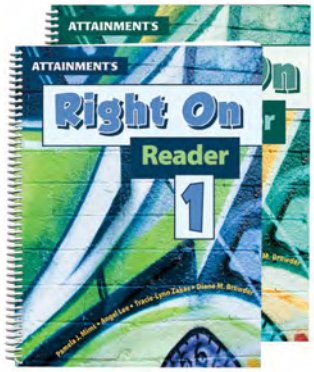


Teacher Extension

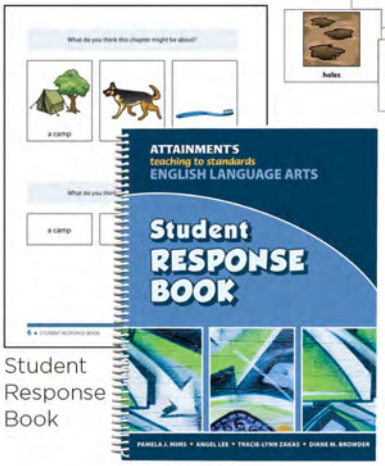
Digital Resources



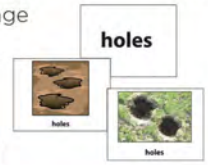
Assessment Response Book



Right On Readers



Student Response Book



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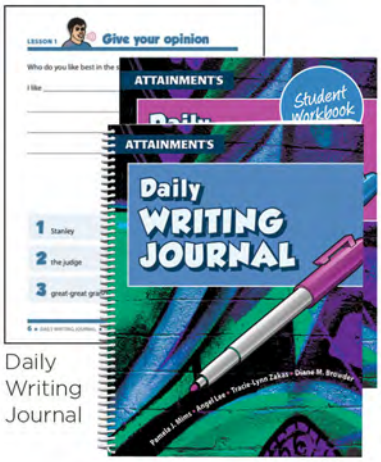


Daily Writing Journal

CURRICULUM

This curriculum provides materials at three literacy levels: object/photo, symbols, and text. Skill areas include persuasive writing, elements of story grammar, and research endeavors. The authors adapted 15 popular works (like *Holes, Number the Stars, and Dragonwings*) into simplified text with repeated story lines and symbol supports. Genres include fiction, nonfiction, plays, and poetry. The 32 progressive lessons are scripted and incorporate evidence-based teaching procedures. They are organized into four units: *Change*, *Values and Decision Making*, *Social Justice*, and *Global Awareness*. These themes help students grasp the big ideas as well as specific ELA skills.

The curriculum seamlessly integrates traditional formats, like books and manipulatives, with the software. This blended approach helps you to teach all students effectively and creates an engaging learning process. In the software, students explore eight works of literature through a five-step instructional sequence: preview, vocabulary, read the book, comprehension questions, and story sequence. The curriculum now comes with two new components, including the consumable **Daily Writing Journal Student Workbook** and the **Task Analysis Teacher Extension Book** (please see more details on these components by clicking the product webpage link). *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **Teaching to Standards: English Language Arts**. For more details, check out the Interactive Lesson Support cataog page.*

ELA M Sc SS

TEACHING TO STANDARDS: ENGLISH LANGUAGE ARTS		
Curriculum	TE-LA10	$349.00
Curriculum Plus	TE-LA40	$699.00
Interactive Lesson Support	TE-LAILS	$199.00

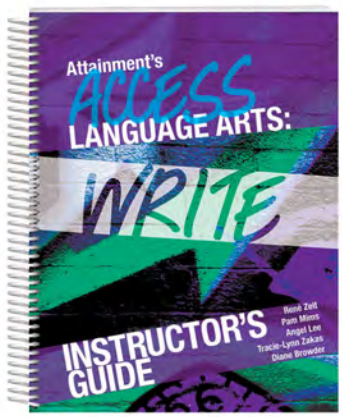
GRADES 6–12 | 10-PACKS AVAILABLE

ACCESS LANGUAGE ARTS: WRITE

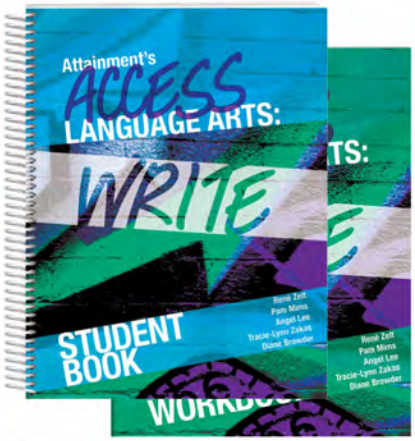
A researched and standards-based writing curriculum for secondary students

By Diane Browder, PhD; Pam Mims, PhD; Angel Lee, PhD; and René Zelt, MEd

NEW! **WEB-BASED SUBSCRIPTIONS**



Instructor's Guide

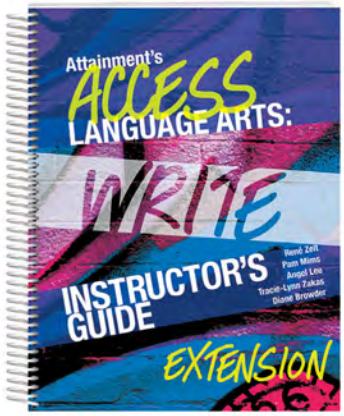


Student Book and Student Workbook

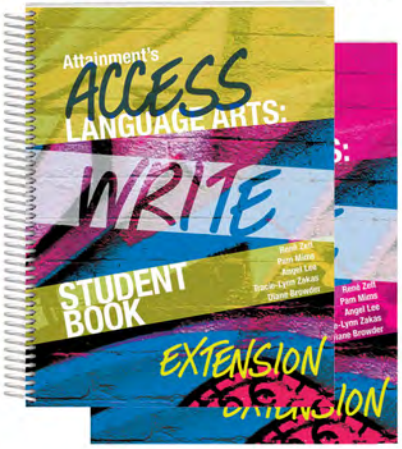
Student Workbook Sample Page

Digital Resources and Software

iPad App (iPad not included)



Instructor's Guide Extension



Student Book and Workbook Extensions

Student Extension Workbook Sample Page

Posters

Cards

The **Access Language Arts: WRITE Curriculum (ALA: WRITE)** provides a blended approach to writing instruction delivered through traditional print components and software. Students are supported step by step in constructing grade-aligned opinion paragraphs about eight adapted pieces of literature, including fiction and nonfiction literature from the **Teaching to Standards: English Language Arts Curriculum**.

The **Instructor's Guide** provides scripted lessons that focus on writing terminology (topic, introduction, opinion, reason, conclusion) and students' construction of opinion paragraphs. Extension lessons and ideas related to writing terminology and additional forms of written expression are provided with **Student Workbooks** that highlight various forms of written expression with functional activities like maps, recipes, letters, shopping lists, and more. *New **Interactive Lesson Support**—like full page sets of **GoWorksheets** and Google Forms—is now available for **Access Language Arts: WRITE**.*

CURRICULUM

ELA M Sc SS

ACCESS LANGUAGE ARTS: WRITE		
Curriculum	ALW-10	$249.00
Curriculum Plus	ALW-40	$349.00
Interactive Lesson Support	ALW-ILS	$199.00

ADAPTED CLASSICS

Connect standards-based ELA instruction to four timeless classics

By Juanita Pritchard, BS and Penni Singleton, MEd

Instructor's Guide, Master Student Portfolio, and Consumable Portfolio

Portfolio Sample Page

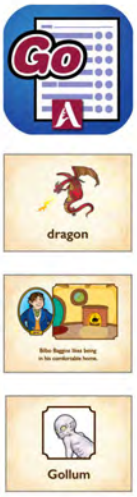
Manipulatives

Digital Resources

Levels 1 & 3 Printed Books
Levels A & 2 Digital Only

Student Reader Sample Pages

Mini-Posters



Cards

CURRICULUM

Adapted Classics is an English language arts curriculum that covers grade-level content through four literary classics—*The Strange Case of Dr. Jekyll and Mr. Hyde, Treasure Island, The Story of My Life,* and *The Hobbit.* Each classic introduces a unique genre of literature: mystery, adventure, biography, and fantasy. Each title in the series includes an adapted student version of the classic presented in four distinct levels—A, 1, 2, and 3—to differentiate instruction. The adapted books summarize the original text in five simple chapters. A brief genre description, an author introduction, a presentation of the main theme, and a prediction activity begin each story. **Student Readers** and **Workbooks** are printed for Levels 1 and 3. You can access Levels A and 2 via the **Attainment HUB** for printouts. Manipulatives representative of each genre are part of the provided **Literary Kit**. Story-related manipulatives are key components of the kit, too.

In addition to **Student Readers**, students complete chapter exercises plus a story assessment in their **Student Workbooks**. Supplemental transition and expansion activities are also included.

Nicely laid out in the **Instructor's Guide** are 10 lessons for each literary classic covering the following elements: *Genre*, *Author Introduction*, *Theme, Prediction, Engagement in Adapted Text, Vocabulary Development/Review, Whole Text Review, Comprehension, Written Expression, Reader's Theater, Transition Activity,* and *Expansion Activity (optional)*. Additional lesson extensions are available for print through the **Attainment HUB** website (access code to the site provided with purchase).

ELA M Sc SS

ADAPTED CLASSICS		
Curriculum	ACC-10	$349.00
Curriculum Plus	ACC-30	$599.00

PIXWRITER

Picture-assisted writing tool for beginning writers

PixWriter Software is a talking picture and word processor, ideal for beginning and struggling writers. It helps students write independently by combining picture support with highlighted text and speech. This writing tool enables students to compose written documents without mastering phonics, spelling, and alphabet skills.

Here's how it works. Select how many buttons the student will have in their word bank. Then create the illustrated buttons by simply entering text. Words are automatically matched with pictures and shown on the buttons. Lock the word bank, and your students are ready to write! They select content from word bank buttons with their preferred access: mouse, touch screen, interactive whiteboard, or switch.

There are many customizing features to fit students' abilities, assignment requirements, and IEP goals. Examples of word bank button customization includes color coding, importing photos, sequencing to make phrases, and arranging by parts of speech. Documents can be shared, saved, and printed.

CURRICULUM

WINDOWS	MAC	IOS	ANDROID
+	+	+	

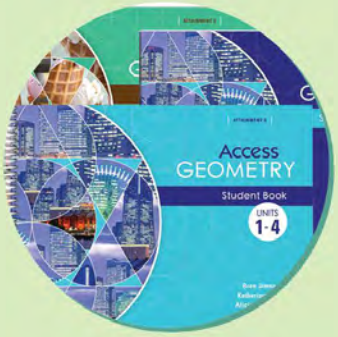
ELA M Sc SS

PIXWRITER		
1 Device	APP-SL-X07	$70.00

MATH

A true continuum of resources covering early numeracy skills, problem-solving strategies, and upper-level concepts like algebraic equations and linear functions

Access Algebra



Access Geometry

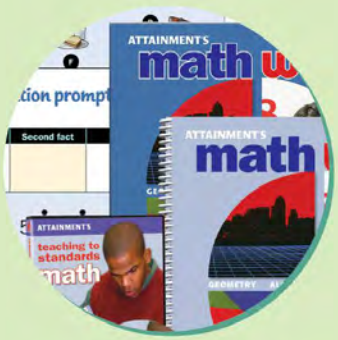
Early Numeracy

Hands-On Math Series

Math Skills Builder

Number Sense Software

Practical Math Solution



Teaching to Standards: Math

Transition Math

ELA M Sc SS

EARLY NUMERACY

Lay the foundation for math instruction with a researched program that teaches developing numeracy skills

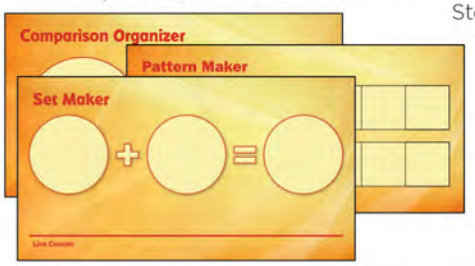
By Bree Jimenez, PhD; Diane Browder, PhD; and Alicia F. Saunders, PhD

ALIGNED TO NCTM STANDARDS

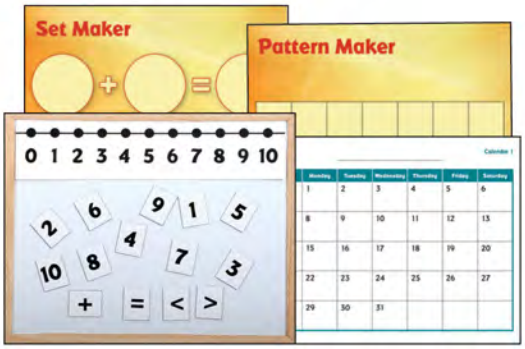
Implementation Guide, Teacher's Guides, and Assessment Manual

Student Book, Student Workbook, Math Stories Book and Student Response Book

Digital Resources



Graphic Organizer Posters

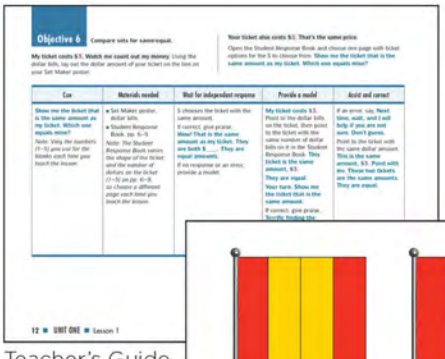


Magnetic Work Board and Overlays

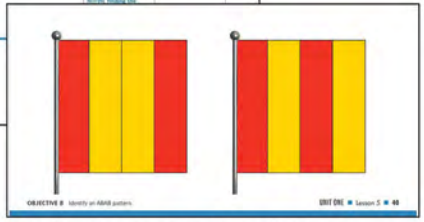
Games

Counting Objects

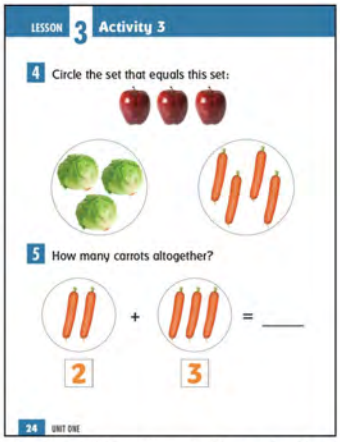
Theme-Based Manipulatives



Teacher's Guide Sample Page



Student Response Sample Page



Student Workbook Sample Page

This curriculum is appropriate for elementary students with significant developmental disabilities, including autism. It begins with counting using one-to-one correspondence and progresses to more complex skills like using sets for addition and creating ABAB patterns. Lessons are taught systematically, incorporating scripted lessons, least intrusive prompting strategies, teachable objectives, and ongoing assessments. The 24 lessons focus on fun themes, like Mardi Gras or bugs, and give students ample opportunity to practice using a variety of hands-on materials.

The **Early Numeracy** content aligns with national and state standards and four of the five NCTM Standards: *Numbers and Operations, Algebra, Geometry,* and *Measurement.*

*New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available.*

CURRICULUM

ELA M Sc SS

EARLY NUMERACY		
Curriculum Plus	ENC-30	$599.00
Interactive Lesson Support	ENC-ILS	$199.00

GRADES 3–8 | 10-PACKS AVAILABLE

MATH SKILLS BUILDER

For graduates of the Early Numeracy Curriculum

By Alicia Saunders, PhD; Jenny Root, PhD; and Diane Browder, PhD

NEW! **WEB-BASED SUBSCRIPTIONS**

Math Skills Builder—the next step in math—teaches students how to apply their early numeracy skills to solve problems. Using math stories with real-world scenarios, students learn concrete strategies (using multiple modes of learning) for knowing when to add or subtract to solve the math problem. Research found the program extremely effective in teaching students to be successful problem solvers. Eight units of instruction, with five lessons each, provide over 500 theme-based story problems (e.g., math in the grocery store, math at the zoo, etc.). Problems were written by teachers to represent a variety of students' interests, preferences, and community contexts. The eight units teach students to solve addition (sums to 10) and subtraction story problems (differences to 9) and use three problem-solving strategies: *Group*, *Change*, and *Compare*. The teacher-friendly lessons are scripted to suggest feedback responses for prompting, error correction, and praise, and each math story problem is presented using various media, including a workbook, software, and video simulations to ensure student success.

The curriculum begins with a review of early numeracy foundational skills, then advances to solving math story problems. It is designed to be taught in small groups for ease of instruction. Lessons address adaptations required for students who are nonreaders and/or nonverbal. All materials students will need are included. The **Software** provides additional practice for students and gathers data as students work. It also provides an opportunity to assess a unit to determine whether the student is ready to move to the next unit. Detailed data summaries are available for teacher viewing. In this curriculum, problem solving is taught in an explicit manner using principles of direct instruction, task analytic instruction, and self-monitoring strategies. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **Math Skills Builder**.*

CURRICULUM

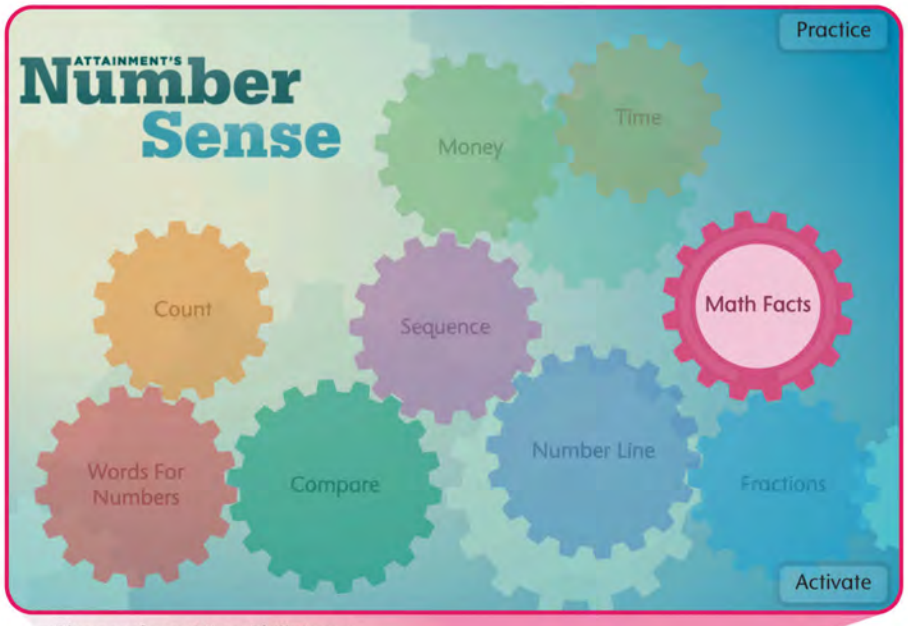
ELA M Sc SS

MATH SKILLS BUILDER		
Curriculum Plus	MSB-30	$595.00
Interactive Lesson Support	MSB-ILS	$199.00

NUMBER SENSE SOFTWARE

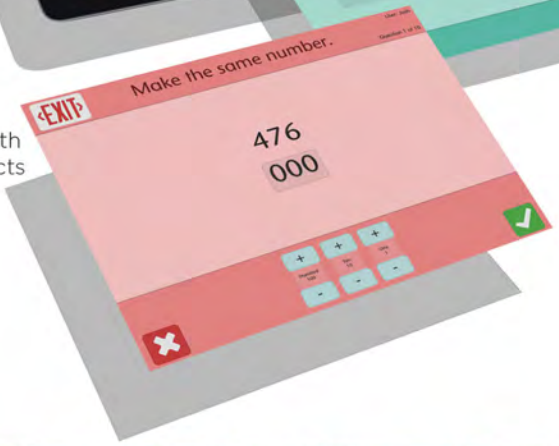
A comprehensive program to teach number sense

NEW! **WEB-BASED SUBSCRIPTIONS** | FORMERLY STAGES MATH



Choose from Nine Skill Areas

Compare



Math Facts

Attainment HUB

Software

Number Sense (formerly **Stages Math**) is a complete software intervention program covering nine key areas of number sense through instruction and assessment. Dozens of activities correlate with math standards for typically developing students in pre-K to third grade. By building these foundational skills in number sense, students are more likely to access later, grade-aligned math content.

Number Sense is based upon research surrounding differentiated instruction and UDL guidelines. Instruction and assessment activities are provided in nine key mathematical skill areas, each with learning scaffolds and customizable settings. For example, you can select the money counting activity and its level of difficulty, such as the exact coins and bills presented, and student access method, like mouse or switch use. Support features like clues and prompts are included as well as age-appropriate reinforcement to encourage student progress. The software is age neutral and covers skills that are indicative of later math success.

Students begin with set parameters. Then, built-in program "smartness" guides students' achievement in tiny increments. Data results are gathered during practice and assessments. Need hands-on support? The **Number Sense Intervention Kit** pairs the software with the hands-on materials featured in the **Enhance: Math Tools Package** (click product webpage link below).

WINDOWS	MAC	IOS	ANDROID
+	+	+	

CURRICULUM

ELA M Sc SS

NUMBER SENSE		
1 Device	APP-SG-M07	$70.00
1-Year Web-Based Subscription	WEB1-SG-M07	$70.00
3-Year Web-Based Subscription	WEB-SG-M07	$139.00
Number Sense Intervention Kit	SG-M10	$429.00

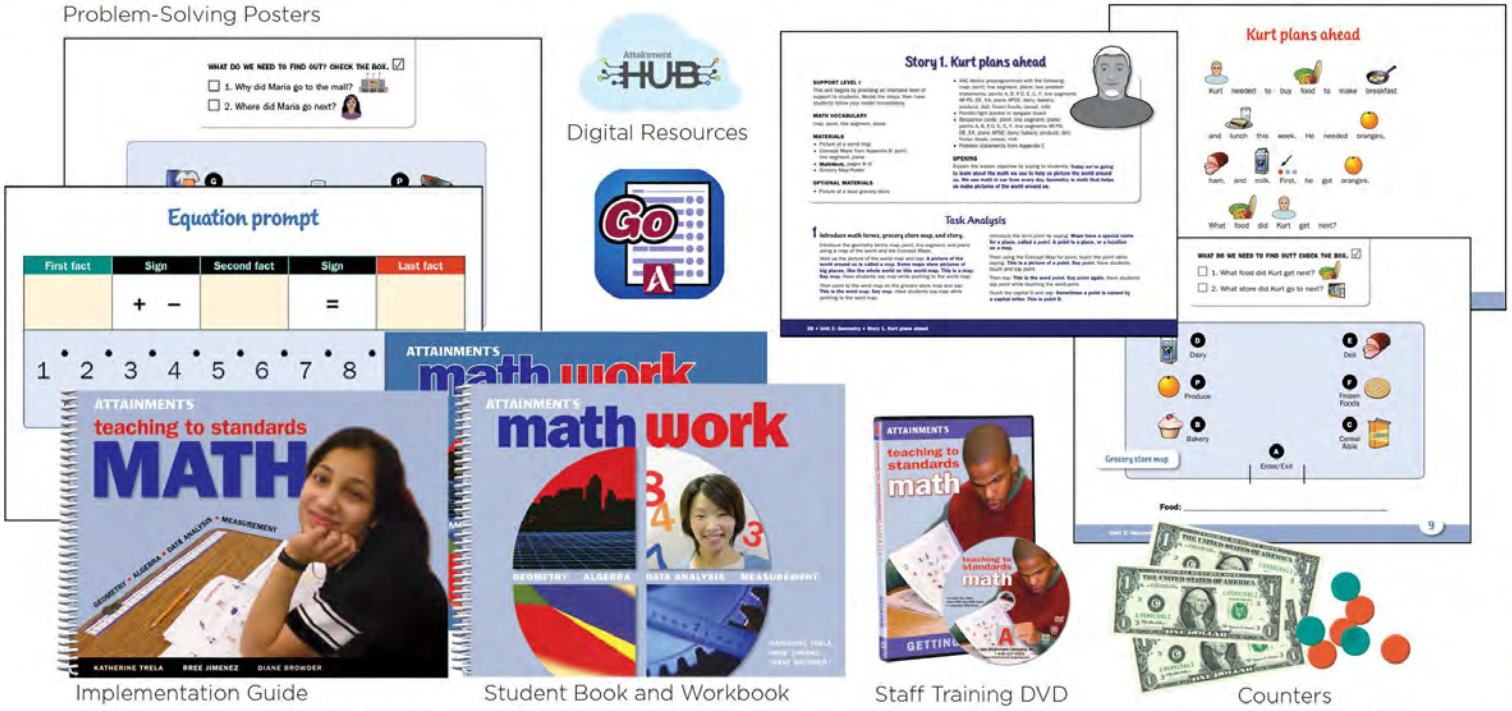
GRADES 6–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

TEACHING TO STANDARDS: MATH

Provide students with disabilities access to a standards-based math program

By Katherine Trela, PhD; Bree Jimenez, PhD; and Diane Browder, PhD

Problem-Solving Posters



Implementation Guide

Student Book and Workbook

Staff Training DVD

Counters

TEACHING TO STANDARDS MATH EXTENSION ACTIVITY BOOKS

Geometry Extension Activity Book

Measurement Extension Activity Book

Algebra Extension Activity Book

Data Analysis Extension Activity Book

Two years of classroom research at the University of North Carolina at Charlotte have shown the program to be highly effective in teaching math skills aligned to NCTM standards to middle and high school students with significant intellectual disability or autism.

All students can have their own **MathWork** book with 68 unique lessons that begin with a real-world story. These stories are illustrated with picture cues and read to students, so no minimum reading level is required. Each story presents a problem and a graphic organizer for students to work out the solution by writing or placing manipulatives. Lessons are taught with fading levels of support. The curriculum covers *Geometry*, *Algebra*, *Data Analysis*, and *Measurement*. **Extension Activity Books** for each domain are included in the **Curriculum Plus Kits**.

*New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **MathWork Algebra** and **MathWork Data Analysis**.*

TEACHING TO STANDARDS: MATH		
Curriculum	TE-M10	$199.00
Curriculum Plus	TE-M40	$499.00
Extension Book Bundle (4 sets of 10)	TE-ME01SET	$249.00
Interactive Lesson Support*	TE-MAILS	$199.00
Interactive Lesson Support**	TE-MDILS	$199.00

* MathWork Algebra only **MathWork Data Analysis only

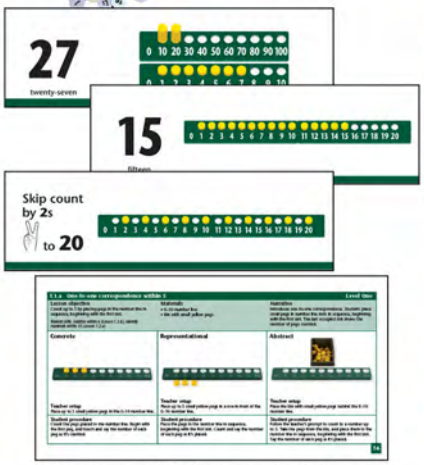
ELA M Sc SS

CURRICULUM

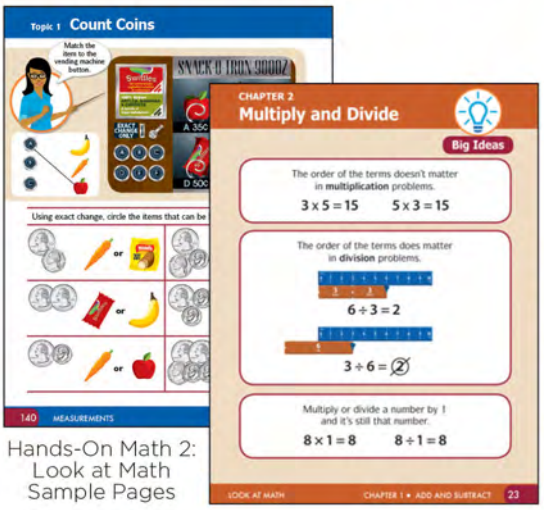
HANDS-ON MATH SERIES

Differentiating instruction for your concrete, representational, and abstract learners

Hands-On Math for Early Numeracy Sample Pages



Hands-On Math Sample Pages



Hands-On Math 2: Look at Math Sample Pages

Attainment's **Hands-On Math Series** uses the Concrete-Representational-Abstract (CRA) instructional strategy that progressively moves learning from concrete manipulatives to pictorial representations to abstract concepts. Lessons in the **Hands-On Math Series** provide outlined CRA teaching procedures for easy implementation. All three curricular resources—**Hands-On Math for Early Numeracy Skills**, **Hands-On Math**, and **Hands-On Math 2**—identify a lesson objective while also detailing both the *Teacher setup* and the *Student procedure* for each type of learner—concrete, representational, and abstract.

Follow a consistent lesson format across grade bands with the complete **Hands-On Math Series.** Start students with the **Hands-On Math for Early Numeracy Skills** to teach foundational math concepts like one-to-one correspondence, rote counting, patterns, and sets. For older students who struggle with early numeracy concepts or for students needing to move beyond the number 20, **Hands-On Math** reinforces basic counting skills while introducing two-digit addition problems and story problems, too. Lastly, **Hands-On Math 2** begins where **Hands-On Math** leaves off and progresses to tackle tough concepts like integers and fractions. The series comes with three comprehensive kits complete with **Instructor's Guides,** consumable **Student Workbooks**, supplemental activities, number lines, and a box of hands-on manipulatives to help concrete learners develop a conceptual understanding of mathematics. *New **Interactive Lesson Support** is available for **Hands-On Math 2: Look at Math**.*

ELA M Sc SS

CURRICULUM

HANDS-ON MATH SERIES		
For Early Numeracy Curriculum Plus	HM-EN30	$299.00
Hands-On Math Curriculum	HM-10	$229.00
Hands-On Math 2 Curriculum Plus	HM-30	$399.00
HOM 2 Interactive Lesson Support	LAM-ILS	$199.00
Hands-On Math Series	HMS-30	$799.00

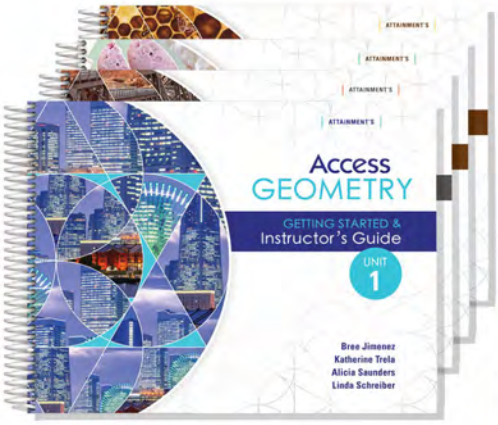
GRADES 9–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

ACCESS GEOMETRY

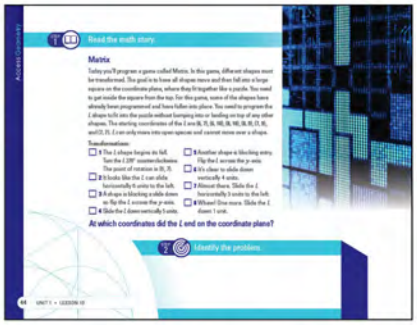
NEW! A research-based math curriculum for high school geometry

By Bree Jimenez, PhD; Katherine Trela, PhD; Alicia Saunders, PhD; and Linda Schreiber, MS, CCC-SLP, BCS-CL

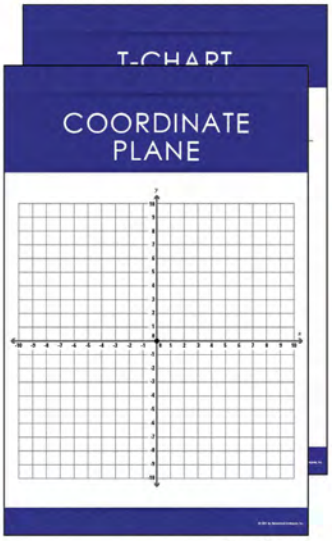
NEW!



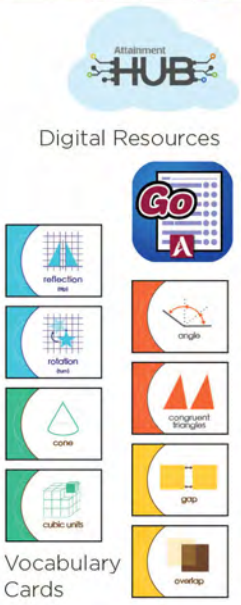
Instructor's Guides



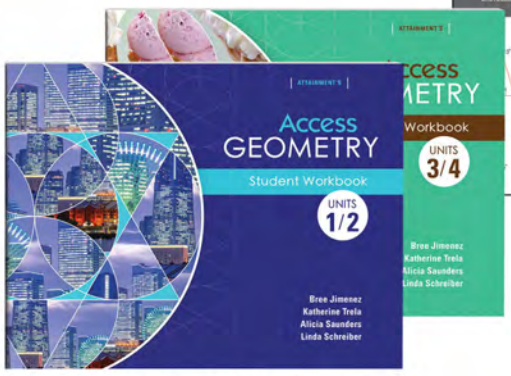
Instructor's Guide Sample Page



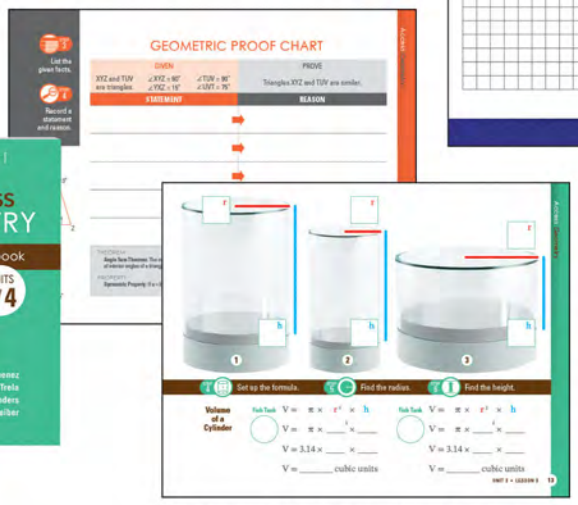
Posters



Vocabulary Cards



Consumable Student Workbooks



Student Workbook Sample Pages

Task Analysis Cards

CURRICULUM

Access Geometry is a research-based math curriculum for high school students (ages 15–21) who have moderate-to-severe developmental disabilities, including those with an intellectual disability or autism. The curriculum gives students access to content their high school peers are learning, but with the adaptations and support they may need to succeed. The curriculum accommodates students with unique needs, including those who are nonverbal and those whose math skills are at an early numeracy level.

Access Geometry applies the research-based strategies of systematic and task analytic instruction with the use of graphic organizers and real-life math stories—a combination of strategies found to support problem solving that requires more complex thinking.

The curriculum has four units of study for a year-long geometry course: *Properties of Geometric Figures*, *Geometric Proofs, Geometric Measurement,* and *Geometric Representations*.

All lessons include task analyses, graphic organizers, workbook activities, and manipulatives to support students in solving the math story problems.

ELA M Sc SS

ACCESS GEOMETRY		
Curriculum	AG-10	$349.00
Curriculum Plus	AG-30	$499.00

GRADES 9–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

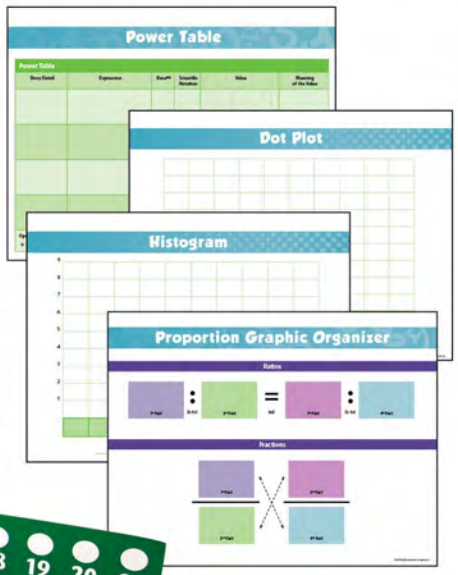
ACCESS ALGEBRA

A year-long course that aligns to upper-level algebra concepts

By Katherine Trela, PhD; Bree Jimenez, PhD; Alicia Saunders, PhD; and Linda Schreiber, MS, CCC-SLP, BCS-CL

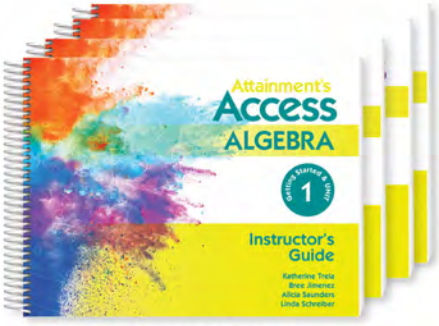
Digital Resources

Vocabulary Cards

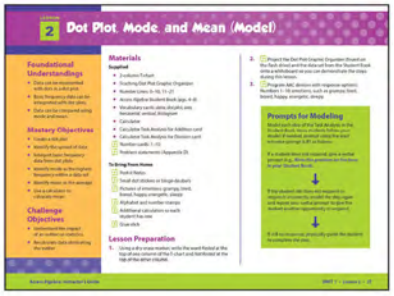


Graphic Organizers

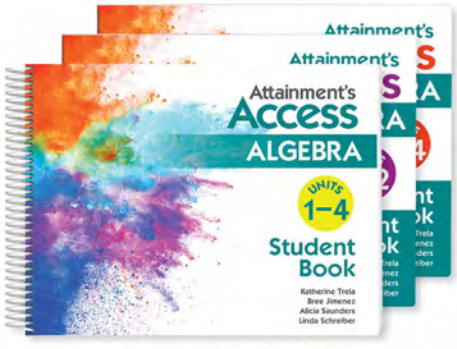
Manipulatives



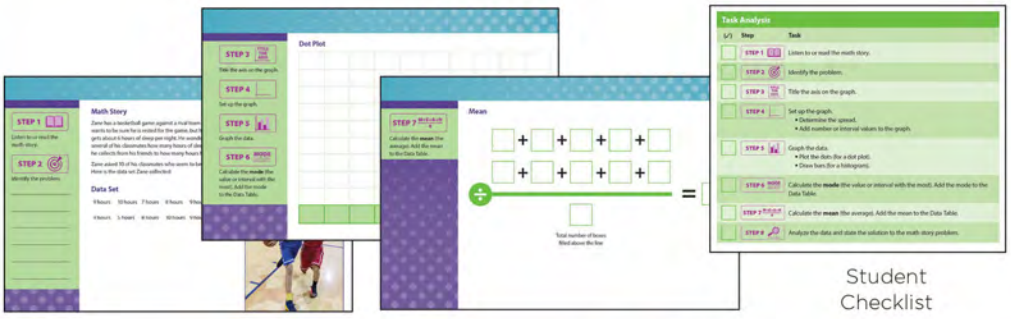
Instructor's Guides




Task Analysis Cards



Student Book and Workbooks


Student Checklist

Access Algebra is a research-based math curriculum for high school students (ages 15–21) who have moderate-to-severe developmental disabilities, including those with intellectual disability and autism. The curriculum gives students access to content their high school peers are learning, but with the adaptations and support they may need to succeed. The curriculum accommodates students with unique needs, including those who are nonverbal and those whose math skills are still at an emergent numeracy level.

Access Algebra applies the research-based strategies of systematic and task analytic instruction combined with graphic organizers and real-life math problems—strategies found successful in supporting math problem solving that requires more complex thinking skills. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **Access Algebra**.*

CURRICULUM

ELA M Sc SS

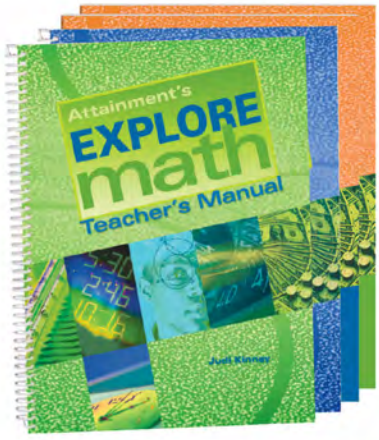
ACCESS ALGEBRA		
Curriculum	AA-10	$299.00
Curriculum Plus	AA-30	$399.00
Interactive Lesson Support	AA-ILS	$199.00

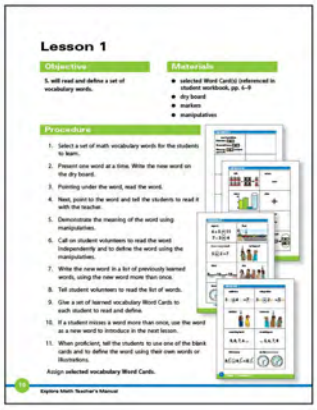
GRADES 9–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

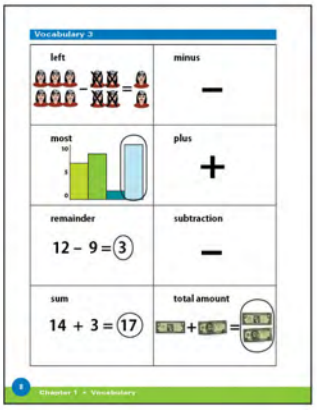
TRANSITION MATH

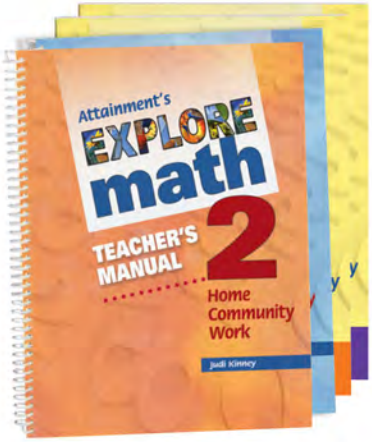
Functional math skills for home, school, work, and in the community

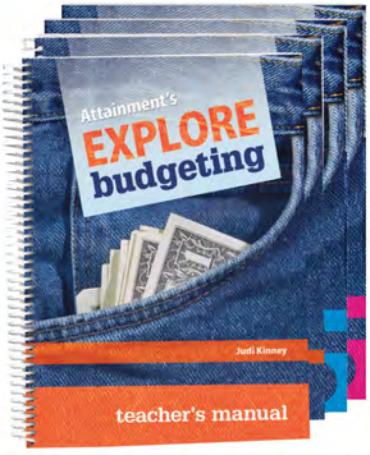
By Judi Kinney, MS











Digital Resources

This comprehensive functional math series consists of **Explore Math, Explore Math 2**, and **Explore Budgeting**. All three resources follow a simple lesson format: lessons in the **Teacher's Manuals** are organized with a learning objective, materials list, and step-by-step teaching procedure. The **Student Books** offer clear graphics to engage students and tackle tough concepts with visual cues. Consumable **Student Workbooks** give students an opportunity to keep and share their progress in math with peers, parents, and instructional staff. First, **Explore Math** focuses on functional math concepts like spending money, telling time, scheduling, following maps, interpreting graphs, and understanding paychecks. Then, **Explore Math 2** expands these concepts and links them to a particular character's life through four chapters: *Home, Work, Community,* and *Leisure Math.* Lastly, **Explore Budgeting** links activities to characters' real-life experiences as they learn how to budget on a daily, weekly, and monthly basis. **Transition Math** helps students apply practical math concepts to real-world situations. With the acquisition of these math skills, students become active participants in the world around them.

CURRICULUM

ELA M Sc SS

TRANSITION MATH		
Explore Math Curriculum Plus	EM-32	$499.00
Explore Budgeting Curriculum Plus	EM-B30	$289.00
Transition Math	TM-30	$749.00

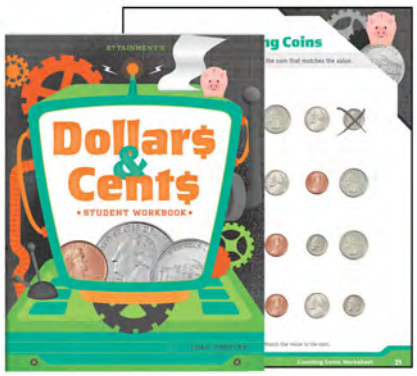
GRADES K–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

PRACTICAL MATH SOLUTION

Seamless integration of software and worksheet activities, covering foundational and functional math concepts

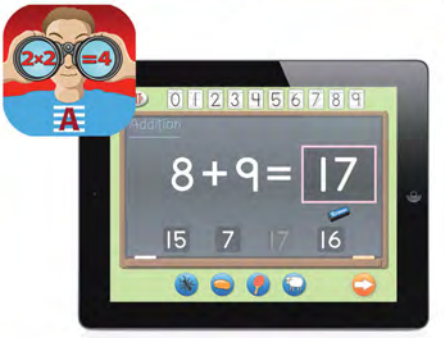
By Leah Bastian, MS, MFT

NEW!



Attainment HUB

Digital Resources and Software



Dollars & Cents covers important money skill concepts, including naming coins, counting coins, adding money, spending money, and making change. The **Software** has adjustable settings for individual student needs, and the **Workbook** mirrors and generalizes skills for additional practice. Activities include identifying, matching and sorting coins, and solving short word problems from the customer and cashier perspective.

Show Me Math introduces foundational math equations up to 20 with basic math illustrations. The **Software** brings math to life with optional animated graphics for supporting student learning and engagement. The **Workbook** provides a variety of worksheets to practice and generalize skills, including practical word problems.

MatchTime™ presents exercises for telling time on digital and analog clocks to the hour, quarter-hour, and minute. The concepts of earlier and later expand skill comprehension. The **Software** and **Workbook** incorporate matching and multiple-choice exercises, along with coordinated graphics.

Attainment's **Practical Math Solution** invites you to support a variety of students! The interactive software and workbook components are easy to implement for independent work, one-on-one lessons, small groups, or within a classroom setting. Familiar graphics and language create a seamless integration of software and worksheet activities. The solutions use engaging images, simplified language, and repeated formats to support early readers. The **Software** tracks student progress automatically for teacher convenience. For additional support, manipulatives may be incorporated for making activities more concrete. We recommend Attainment's **Hands-On Money**, **Hands-On Math manipulatives**, or **TimeWheel**.
See website for more details.

CURRICULUM

WINDOWS	MAC	IOS	ANDROID
+	+	+	

ELA M Sc SS

PRACTICAL MATH SOLUTION		
Practical Math Solution	PM-30	$299.00
Dollars and Cents Plus	DO-30	$109.00
Show Me Math Plus	SO-30	$109.00
MatchTime Plus	MT-30	$109.00

SCIENCE

Take on all the sciences through teachable objectives, response supports, real photos, and step-by-step instructional sequences

Early Science

Explore Biology

Explore Life Science

Simply Science Series

Science Step By Step

Teaching to Standards: Science

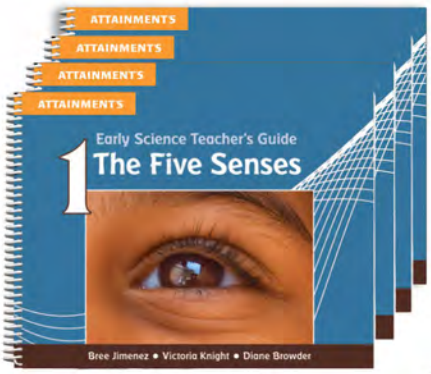
ELA M Sc SS

GRADES K–5 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

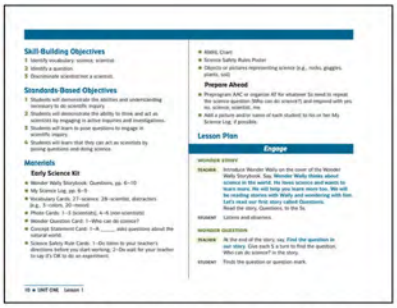
EARLY SCIENCE

A research-based inquiry process to teach basic science to elementary students with significant developmental disabilities

By Bree Jimenez, PhD; Victoria Knight, PhD; and Diane Browder, PhD

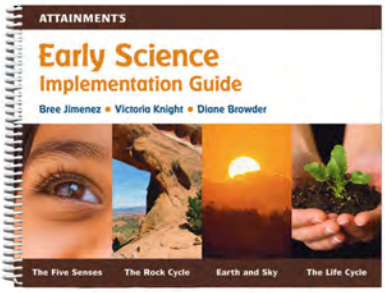


Teacher's Guides

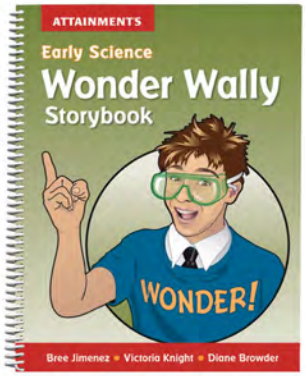


Teacher's Guide Sample Page

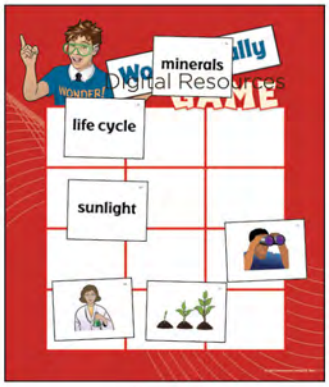
Digital Resources



Implementation Guide



Storybook

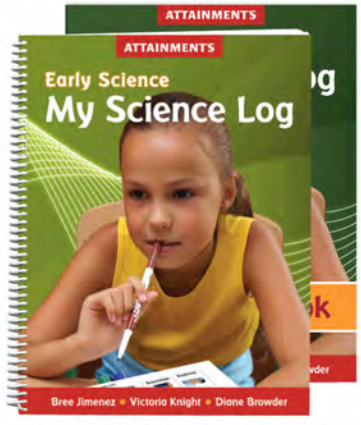


Digital Resources

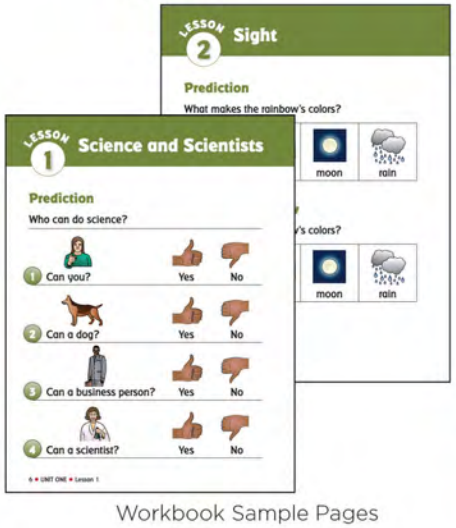
Game

Content is aligned to general education standards and taught systematically by incorporating scripted lessons, least intrusive prompt strategies, teachable objectives, and ongoing assessments. Appropriate for K–5 students, including those with autism.

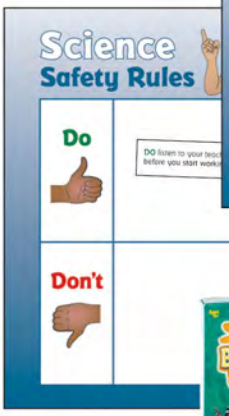
The 28 lessons follow a standard sequence. Students engage by discussing Wonder Stories; investigate through hands-on experiments; describe and explain concept statements using vocabulary cards, posters, and games; and report findings in their **My Science Logs**.

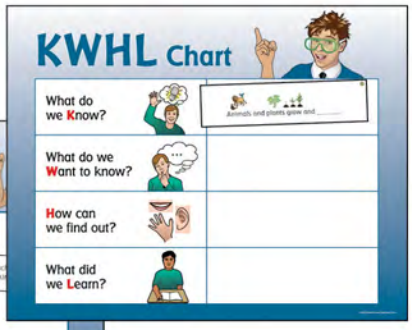


Student Book and Workbook



Workbook Sample Pages





Posters

Sample Experiment Materials

CURRICULUM

ELA M Sc SS

EARLY SCIENCE

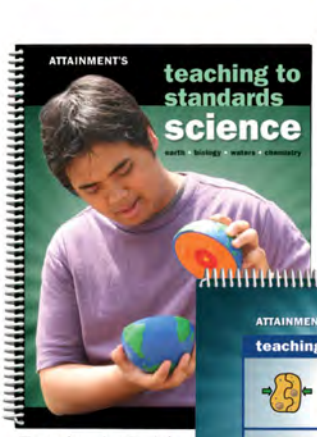
Curriculum Plus	ESC-30	$499.00

GRADES 6–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

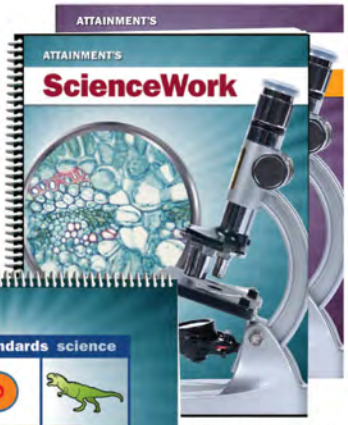
TEACHING TO STANDARDS: SCIENCE

A systematic science curriculum for middle and high school students

By Ginevra Courtade, PhD; Bree Jimenez, PhD; Katherine Trela, PhD; and Diane Browder, PhD



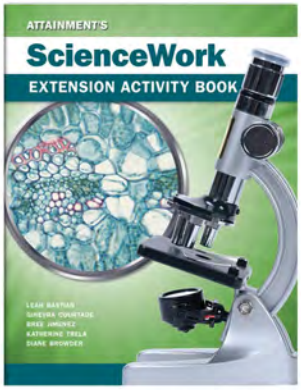
Teacher's Guide



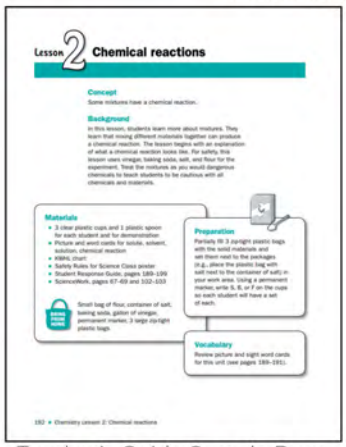
Student Book and Workbook

Student Response Guide

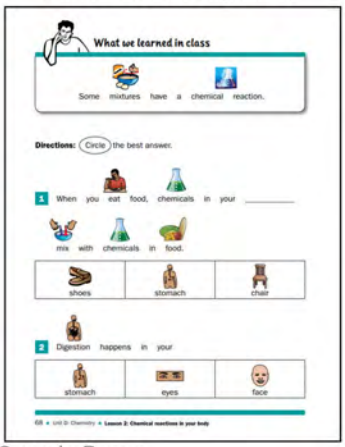
Digital Resources



Extension Activity Book



Teacher's Guide Sample Page



Student Book Sample Pages

Experiment Materials

Cards

Two years of classroom research at UNC–Charlotte have shown this curriculum to be highly effective in teaching science vocabulary and engaging students with significant developmental disabilities in inquiry-based lessons. Students participate in a hands-on experiment during each lesson. Response pages help them engage in the inquiry process. Their own **ScienceWork Student Book** provides extension activities. Teachers follow scripted lessons that provide clear direction for individual student accommodations. The experiment materials included in the **Curriculum Plus** make it easy to prepare for class. An electronic **Image Library** can be used to create communication overlays and additional homework assignments.

The program features four units with five lessons each, all aligned to science standards and general education curricula: *Earth*, *Biology*, *Waters*, and *Chemistry***.** All students learn scientific vocabulary like *pollution, precipitation,* and *condensation.*

A consumable **ScienceWork Extension Activity Book** provides ready-made worksheets for extended practice in and outside of the classroom! With over 60 activities, students practice science concepts in a variety of formats to generalize skills! *New* ***Interactive Lesson Support*** *is now available for the* ***Extension Activity Book****.*

CURRICULUM

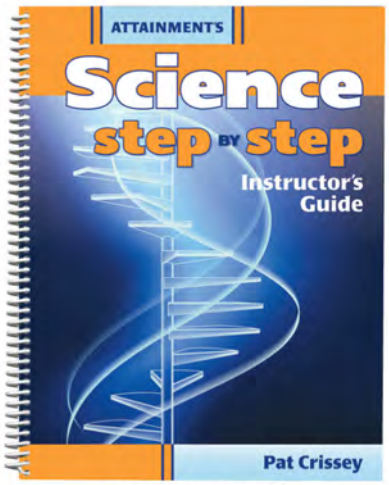
ELA M Sc SS

TEACHING TO STANDARDS: SCIENCE		
Curriculum	TE-S10	$249.00
Curriculum Plus	TE-S40	$549.00
Experiment Materials	TE-SEM	$229.00
Extension Activity Book	TE-SE01	$69.00
Interactive Lesson Support Extension	TE-SEILS	$199.00

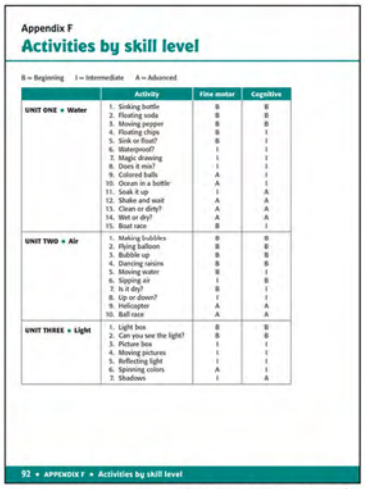
SCIENCE STEP BY STEP

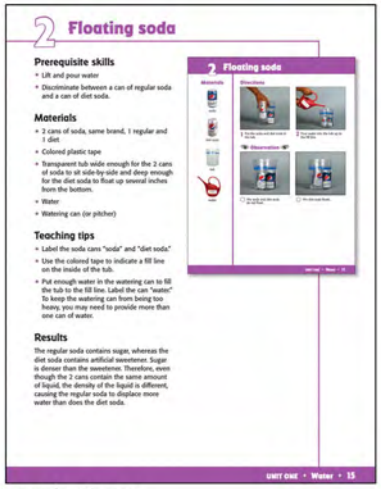
Uses photo sequences to help students complete hands-on experiments

By Pat Crissey, MS



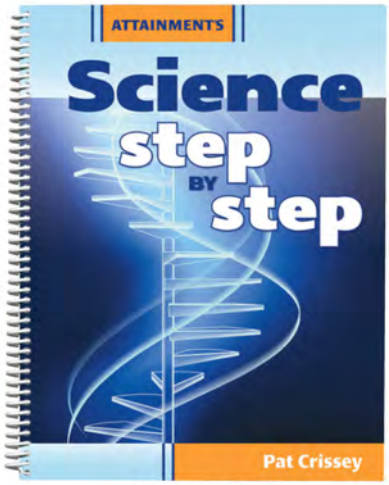
Instructor's Guide


Appendix F
Activities by skill level


2 Floating soda

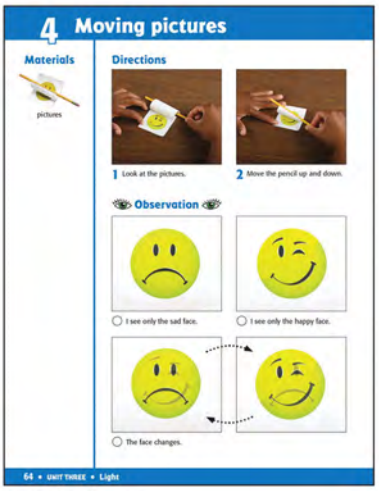
Instructor's Guide Sample Pages

Digital Resources



Student Book


4 Guess what it is


4 Moving pictures

Student Book Sample Pages

The materials needed for the experiments are common, everyday items you have on hand. **Science Step by Step** includes a Student Book and Instructor's Guide.

The **Student Book** has 52 experiments arranged by units: *Water*, *Air, Light, Sound, Gravity*, and *Magnets*. Activities vary from two to ten steps, each beginning with a materials list and ending with a two-choice observation. Materials, steps, and observations are all illustrated with clear, concise, and easy-to-"read" photos. Pages are laminated for durability.

The **Instructor's Guide** features a lesson plan for each experiment with a description of prerequisite skills, materials needed, teaching tips, and expected results. Each experiment is rated as beginning, intermediate, or advanced for fine motor and cognitive skills. This rating helps you assign experiments to students. The guide also includes access to the **Attainment HUB** for reproducible student content.

CURRICULUM

ELA M Sc SS

SCIENCE STEP BY STEP		
Introductory Kit	SSS-10	$99.00
Classroom Kit	SSS-20	$199.00
Student Book	SSS-01	$32.00

EXPLORE LIFE SCIENCE

Theme-based approach to the basics of biology

By Alex Bastian, Shannon Booth, and Don Bastian

The **Student Book** has 11 chapters, which cover four themes: *Ecology, Evolution, Cell Biology*, and *Human Body Systems*. Each chapter follows a consistent format: *Chapter Title Page, Big Ideas, Major Illustration, Vocabulary Words, Overview, Important Topics, In Focus, Hands-on Lab lesson,* and *Quiz/Review*. The Student Book covers essential biology concepts but presents them with extensive illustrations and simplified text that can be read aloud to nonreaders. *Vocabulary* and the *Big Ideas* are emphasized throughout the chapters to help students learn the concepts.

The **Instructor's Guide** presents a sequence of 79 lessons. Each 45-minute lesson integrates the Student Book, Reference Guides, and animations. Three Student Book pages are typically covered per lesson. Suggestions for emphasizing the concepts are provided with key talking points. A code to the **Attainment HUB** provides online access to student materials, assessments, and more.

Four laminated **Reference Guides** are also included. These provide a large format for students to study the concepts. They present additional information to function as a lesson extension. **Study Cards** with each vocabulary word and big idea are also part of the curriculum.

Each chapter has a lab associated with it. Concepts are taught in a hands-on way with the **Lab Materials.** These include card games, microscope slides, an animal cell model, and much more.

A consumable **Student Workbook** is included so students can have their own book for the *Big Ideas*, *Vocabulary*, and *Quizzes*. *New **Interactive Lesson Support** is now available for **Explore Life Science** with engaging, ready-made lessons, PowerPoint presentations, and Google Forms.*

CURRICULUM

ELA M Sc SS

EXPLORE LIFE SCIENCE		
Curriculum	ELS-10	$259.00
Curriculum Plus	ELS-30	$399.00
Lab Kit	ELS-LAB	$99.00
Interactive Lesson Support	ELS-ILS	$199.00

EXPLORE BIOLOGY

Beyond the basics of biology

By Alex Bastian, Shannon Booth, and Don Bastian

PERFECT FOR GRADUATES OF EXPLORE LIFE SCIENCE

The **Explore Biology Curriculum** is a full-year biology course for high school students with limited reading abilities, including those with intellectual disability or autism. The curriculum has six main components.

The **Student Book** has 11 chapters, including a supplementary chapter. The chapters cover everything from ecology to complicated cellular processes, and even genetics. Each page is heavily illustrated with 60 words per page so it can be easily read aloud to nonreaders. The consumable **Student Workbook** corresponds to the Student Book and reduces teacher prep time. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to keep and share their accomplishments with peers, parents, and instructional staff.

The **Instructor's Guide** provides detailed lesson plans for all 82 lessons. Talking points add more information to a topic and ensure the lesson takes an appropriate amount of time.

Four **Reference Guides** are included and serve different purposes. *Write About It* functions as a lesson adaptation for a component of the quiz. Animations serve as a review. *Special Molecules* function as lesson extensions. The *Activities Reference Guide* has activities that help students grasp complicated topics.

Lab Materials are used for the Lab lesson in each chapter. Many of the labs use special cards for the activity. A high-quality **Animal Cell Model** is also included as a great hands-on tool to teach about cells!

Study Cards for every vocabulary word and big idea help with review.

Lastly, access to the **Attainment HUB** provides PDFs of the Student Book pages, lab materials, term tests, reference guides, animations, and an Explore Biology image library. This image library can be used to create communication pages for students who are nonverbal.

CURRICULUM

ELA M Sc SS

EXPLORE BIOLOGY		
Curriculum	EX-B10	$259.00
Curriculum Plus	EX-B30	$399.00
Lab Kit	EX-BLAB	$99.00

SIMPLY SCIENCE SERIES

A standards-based life, physical, earth, and health science curriculum

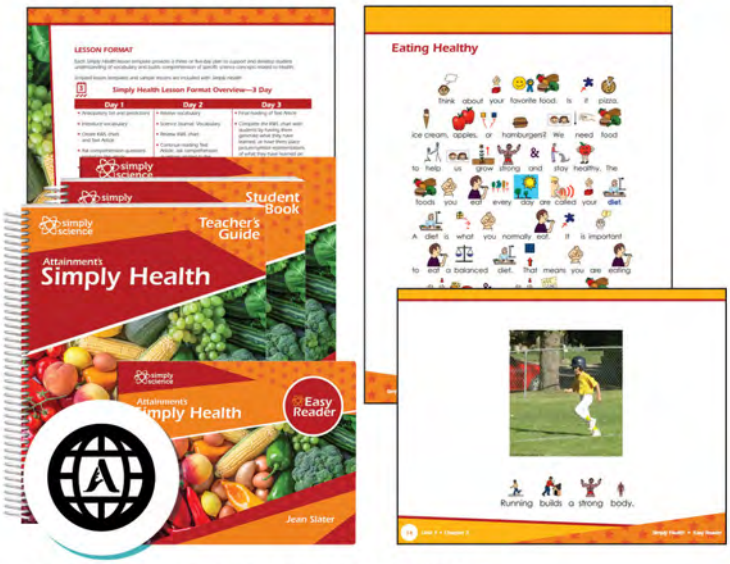
By René Zelt, MEd and Jean Slater, MS

The **Simply Science Series** covers the topics of life, physical, earth, and health sciences. Each includes scripted 3- and 5-day lesson templates with symbol-supported **Student** and **Easy Reader Books**. Access to the **Attainment HUB** provides additional activities, projects, and experiments. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is available for **Simply Earth Science**.*

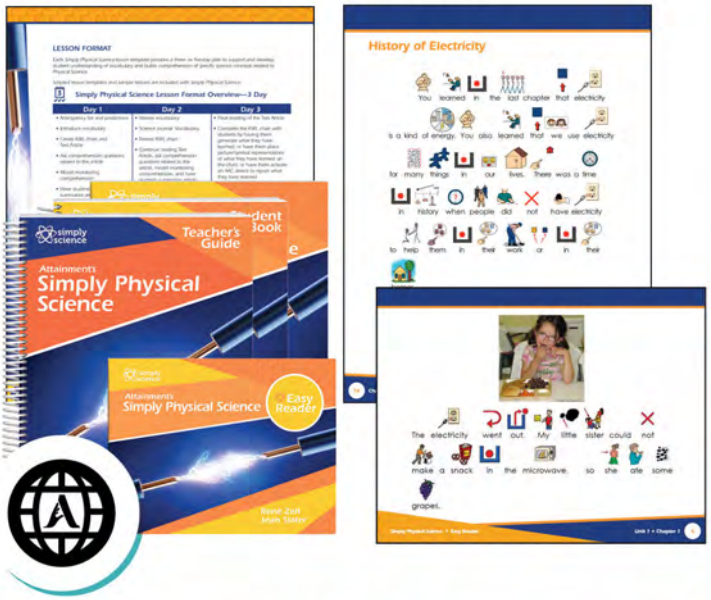
Digital Resources

SIMPLY LIFE SCIENCE

SIMPLY HEALTH



SIMPLY PHYSICAL SCIENCE



SIMPLY EARTH SCIENCE

CURRICULUM

ELA M Sc SS

SIMPLY SCIENCE SERIES		
Curriculum	SCI-10	$369.00
Curriculum Plus	SCI-30	$799.00
Interactive Lesson Support**	SES-ILS	$199.00

**Simply Earth Science only

SOCIAL STUDIES

With simplified text and heavily illustrated content, teach students about the five domains of social studies, including American and world history

Explore American History

Explore Social Studies

Explore World History

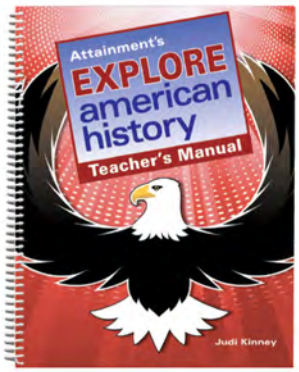
ELA M Sc SS

GRADES 6–12 | 10-PACKS AVAILABLE

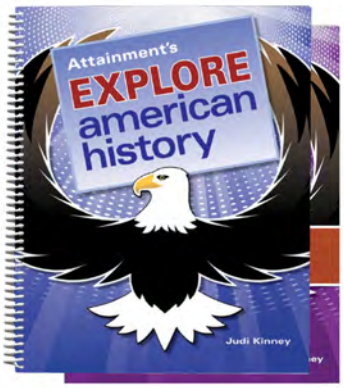
EXPLORE AMERICAN HISTORY

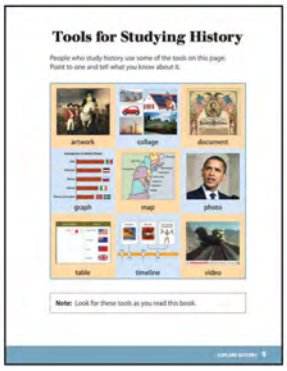
A history curriculum for students participating in alternate assessments

By Judi Kinney, MS

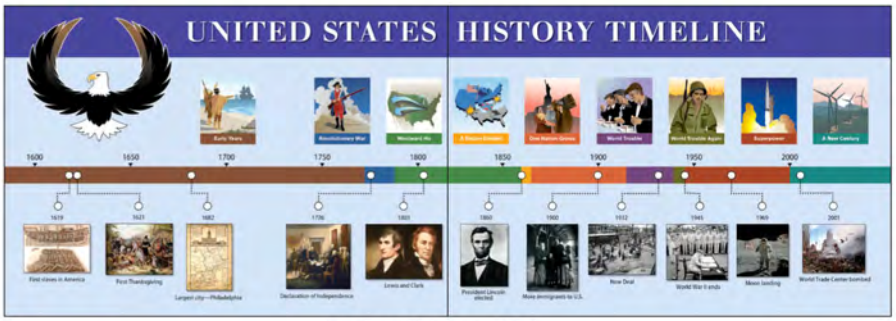


Teacher's Manual





Student Book and Student Workbook



Tools of History Mats

DVD

Attainment HUB

Digital Resources

The **Student Book** has nine chronological chapters from "Early Years" to "A New Century." These follow a consistent format: *Anticipatory Set*, *Vocabulary*, *History Stories*, and two *Quizzes*. Twenty-five, one-page biographies with corresponding comprehension exercises are also aligned to the curriculum's chronology. Simplified text is heavily illustrated and is intended to be read to the student, so there's no minimum reading level required. The curriculum emphasizes the use of important social study tools, like timelines, graphs, and maps. A consumable **Student Workbook** is included so students can have their own book for the *Anticipatory Set*, *Vocabulary*, and *Quizzes*.

The **Teacher's Manual** has a lesson outline for each page of the Student Book with *Big Ideas, Additional Facts*, and *Extension Activities*. It also includes a code to the **Attainment HUB** for access to the Student Book with a Classroom License for printouts.

Includes four, two-sided **Tools of History Mats**, each 14 x 20". They include two History of America timelines, Continents and Countries teaching maps, and African American and Native American photo collages.

The **Historical Video Clips DVD** has actual network news coverage of the 9/11 disaster, news footage of Henry Ford with Thomas Edison, and five other clips of historical value.

CURRICULUM

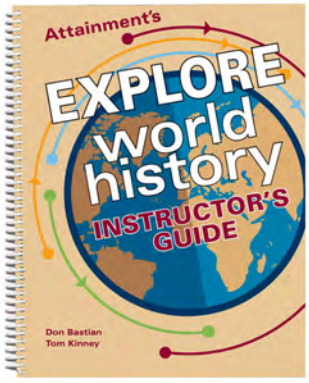
ELA M Sc SS

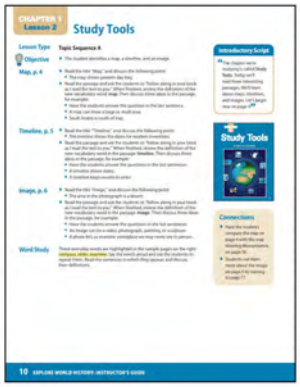
EXPLORE AMERICAN HISTORY		
Curriculum	EAH-10	$199.00
Curriculum Plus	EAH-30	$329.00

EXPLORE WORLD HISTORY

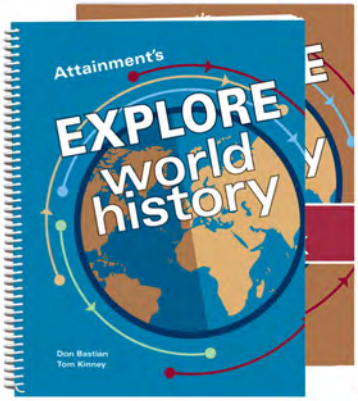
A history curriculum covering early humans to modern times

By Don Bastian and Tom Kinney



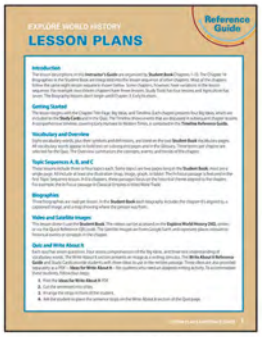


Instructor's Guide



Student Book, and Workbook

Digital Resources



Lesson Plan
Reference Guide

Streaming Videos

Cards

Reference Guides

The **Student Book** has 14 chapters divided into three types: *Keys to History, Historical Eras*, and *Historical Themes*. Chapters follow a consistent format: *Big Ideas, Vocabulary, Chapter Overview, Important Topic, Review*, and *Write About It*. The simplified text is heavily illustrated and intended to be read to students who are nonreaders. Students are frequently presented with important social study tools, like timelines, maps, and tables. A consumable **Student Workbook** covers *Big Ideas, Vocabulary*, and *Quizzes.*

The **Instructor's Guide** presents a sequence of ninety-seven, 45-minute lessons by integrating the use of the Student Book, Reference Booklets, and video clips. The guide includes a code to the **Attainment HUB** for access to all student materials, plus chapter and unit assessments at two different levels.

The four laminated **Reference Booklets** provide a large format for students to study important timelines, maps, graphs, and tables. The **Lesson Plans Reference Guide** gives an overview of all 97 lessons, including the lesson type, the objective, the Student Book pages covered, and the lesson content. The **World Historical Videos,** via online streaming, are short clips focusing on big topics like *Making Stone Tools* and the *Rise of Agriculture*. The 108 **Study Cards** help students review the big ideas in the chapter. These cards can also be used for the *Write About It* activity with students who are nontraditional writers. *New **Interactive Lesson Support**—like full page sets of **GoWorksheets** and Google Forms, as well as PowerPoint lessons—is now available for **Explore World History**. For more details, check out the Interactive Lesson Support cataog page.*

CURRICULUM

ELA M Sc SS

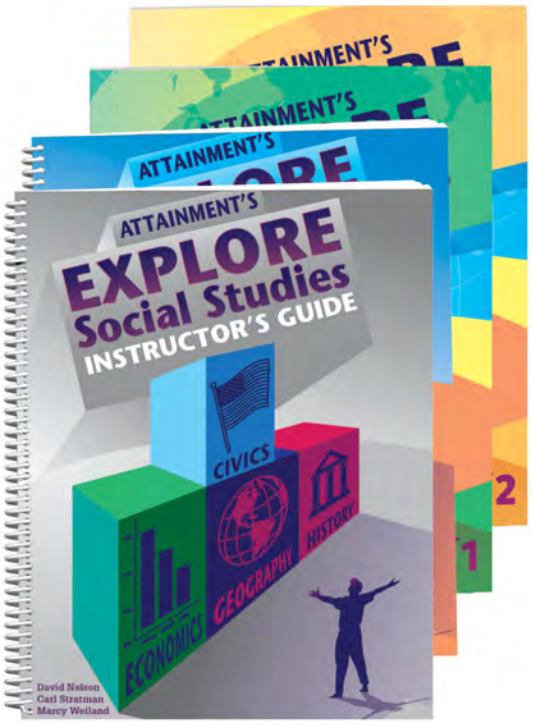
EXPLORE WORLD HISTORY		
Curriculum	EWH-10	$199.00
Curriculum Plus	EWH-30	$329.00
Interactive Lesson Support	EWH-ILS	$199.00

GRADES 6–12 | 10-PACKS AVAILABLE

EXPLORE SOCIAL STUDIES

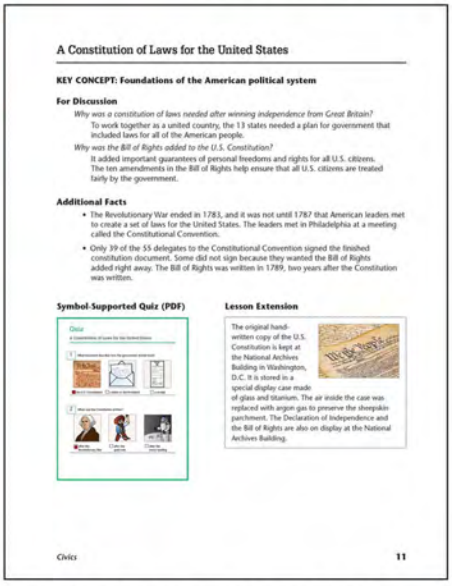
A literature-based curriculum with two distinct reading levels

By David Nelson, Carl Stratman, and Marcy Weiland

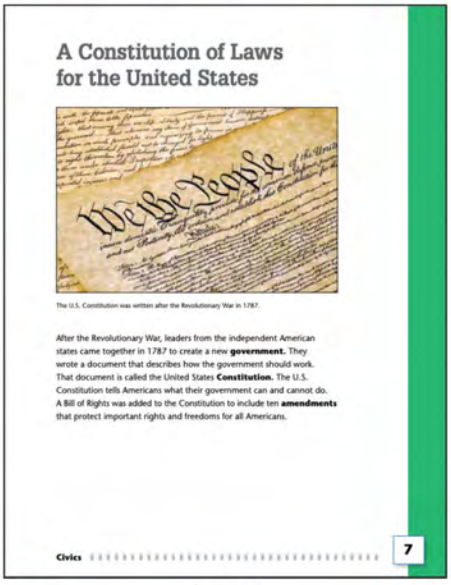


Instructor's Guide, Student Book, and Student Workbooks

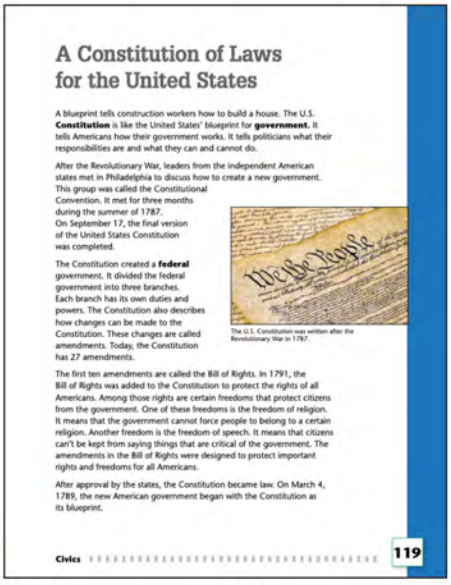
Digital Resources



Instructor's Guide, Student Book, and Student Workbooks



Level 1



Level 2

Explore Social Studies covers five disciplines: *Civics, Economics, American History, World History,* and *Geography*. Fifty topics explore big ideas like *The Right to Vote* and *Pioneers Travel West*. Includes a Student Book, Instructor's Guide, and two consumable **Student Workbooks** (Book 1 and Book 2).

The core feature of the **Student Book** is a collection of 50 illustrated essays with corresponding comprehension activities, arranged by discipline. These are written at two reading levels and organized into separate sections of the book. The higher level essays average a reading difficulty of fifth grade with about 275 words and five vocabulary terms per passage. The easier level contains simplified text with fewer words (75) and vocabulary terms (0–2). The two quizzes vary in difficulty as well. A third symbol-based quiz option, found on the PDF, helps nonreaders demonstrate their comprehension.

The **Instructor's Guide** links lesson plans with sample pages from the Student Book. The lessons organize topics into key concepts that reflect essential components of a social studies curriculum. The guide also includes access to the **Attainment HUB** for PDFs of all student materials. *New **Interactive Lesson Support**—like premade video lessons and Google Forms—is now available for **Explore Social Studies**.*

CURRICULUM

ELA M Sc SS

EXPLORE SOCIAL STUDIES		
Curriculum	ES0-10	$99.00
Curriculum Plus	ES0-30	$279.00
Interactive Lesson Support	ES0-ILS	$199.00

TECHNOLOGY

In 1994, Attainment Company released its first AAC device—the **Pocket Talker**. Since then, we've successfully expanded our **GoTalk** product line to include the GoTalk Classics and Lite Touches, a line of wearables, easy-to-use single message talkers, and communication apps that have created a bridge from low-tech to dynamic display devices. With an emphasis on accessibility and ease of use, we have introduced apps like **GoWorksheet** and **GoVisual** to facilitate meaningful participation for students with unique needs. For early AAC users, we encourage the use of manual communication options through other supports like the **Personal Communication Books, Pocket Books,** and the **Empower Communication Board!** We've recently expanded our technology to further support individuals with visual impairments, specifically through our **TactileTalk Toolkit** and **GoTap Braille**.

APPS

GOTALK® WEAR

GONOW CASES & ACCESSORIES

GOTAP BRAILLE

GOTALKS®

GOWORKSHEET PLUS

GOTALK® DESIGN

GOTALK® DESIGN

Create overlays for the GoTalks and for personal planning documents like lists, daily planners, and calendars on all platforms

NEW!

Attainment HUB

Digital Resources

Now Available for Windows, Mac, iOS, Android, and the web!

Choose from your favorite GoTalk or personal planning templates

The new **GoTalk DESIGN** app lets you create overlays for all of your **GoTalk** AAC devices. GoTalk DESIGN also includes templates to create standalone communication boards or cards and personal planning documents like calendars, daily planners, and lists.

Use the Image Browser to search over 12,000 symbols and images from the built-in image library. The library also includes symbols and images used throughout Attainment's curriculum packages, making it easy to add content-specific images for ELA, math, science, and other subjects. Find more images using the built-in internet search or add your own pictures to personalize your overlays.

Use pre-populated *My Cell* templates to insert perfectly-aligned images and text fields to your overlays. Save your frequently used cells for quick access when designing new overlays.

Editing features allow you to adjust text color, size, and font. Resize, rotate, or crop images. Add background colors and borders to individual cells to identify different parts of speech.

GoTalk DESIGN is available for Windows, Mac, iPad, Android tablets, Chromebooks from the Google Play Store, and web subscriptions via the **Attainment HUB**.

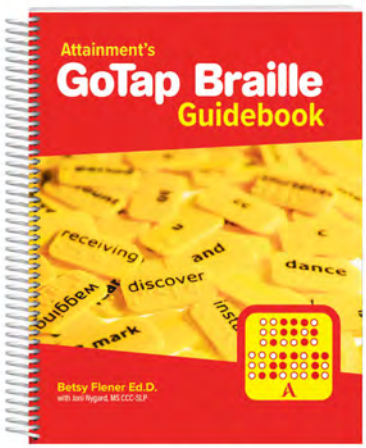
TECHNOLOGY

GoTalk DESIGN	APP-GTD-07	$100
SUBSCRIPTIONS		
1-Year Web-Based Software	WEB1-GTD-07	$100
3-Year Web-Based Software	WEB-GTD-07	$199

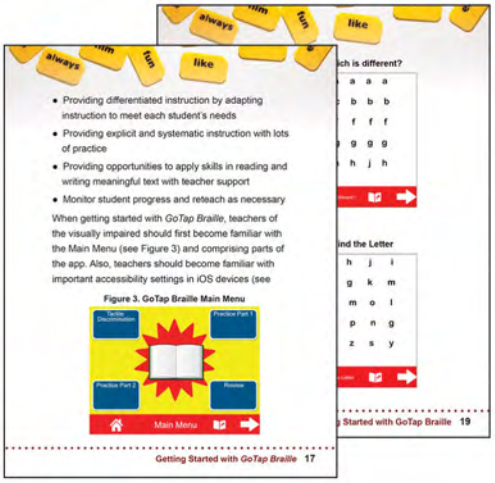
GOTAP BRAILLE

A framework for teaching braille

By Betsy Flener, EdD and Joni Nygard, MS, CCC-SLP



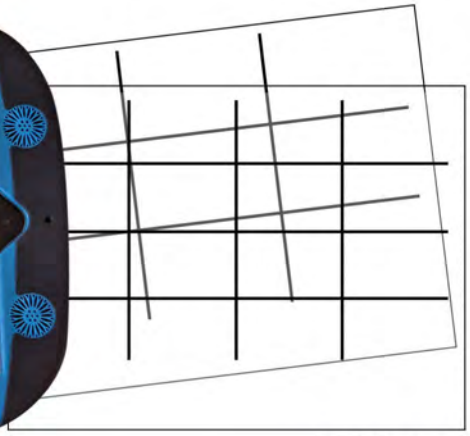
Guidebook



Guidebook Sample Pages

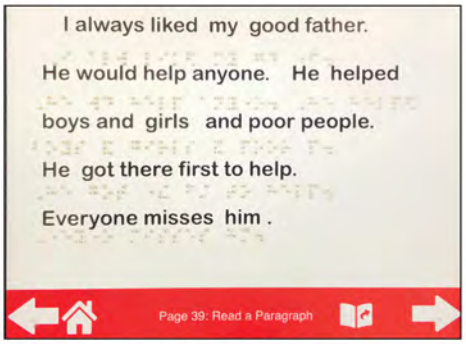
Digital Resources

Braille Tiles with Voice Output



Grid Overlays

Includes over 500 Tiles



Braille Overlays

GoTap Braille is an exciting new iPad app that teaches and reinforces braille. Designed for inclusive settings in the early years, following a framework in which typically developing peers learn to read, the app teaches the over 180 Unified English Braille (UEB) contractions contained in Dolch and other sight words. Sighted peers can sit alongside and learn the same words, sentences, and paragraphs in print.

Field-tested **GoTap Braille** is engaging and interactive. With over 80 pages of activities including tactile manipulatives and overlays, students can reinforce tactile discrimination skills, match words, create words, and sentences, and read sentences and paragraphs—all with auditory feedback. The included **GoTap Braille Guidebook** discusses rationale and how to get started with this early literacy program. Also, the guidebook provides suggestions for supplemental technologies, along with sample lessons showing how teachers can further engage students in learning braille. **GoTap Braille** was designed to be used by a teacher of the visually impaired (TVI) but, because of its unique features, can also be used by a paraprofessional working under the direction of a certified TVI.

TECHNOLOGY

WINDOWS	MAC	IOS +	ANDROID

GOTAP BRAILLE		
GoTap Braille	GTB-10	$749.00

GOTALK® WEAR

A new line of wearable GoTalks that are durable, convenient, and transportable

GOTALK® SELECT

A small and rechargeable, 12-message, wearable AAC device for convenient support

- Records and stores 12 messages in three levels, on four buttons
- Attaches to a lanyard or clip as a wearable communication device
- Fits in a pocket for easy transport
- Provides high-quality speaker
- Rechargeable via USB

GOTALK® WOW

A customizable AAC app for the Apple® Watch

- Provides 15 pre-programmed everyday messages
- Offers flexibility to create personalized messages
- Uses text-to-speech or recorded audio
- Displays a single message on screen
- Allows emojis, built-in image library, or personal photos to be used

Download on the App Store

GOTALK® GO

A watch-sized, nine-message, wearable AAC device

- Records and stores nine messages in three levels, on three buttons
- Includes a plastic wristband
- Provides high-quality speaker
- Rechargeable via USB

GOTALK® DUO

An easy-to-use, one- or two-message device with enhanced sound quality

- Pocket-sized device with high quality voice output
- One- or two-message capability
- Change overlays with ease

GOTALK WEAR		
GoTalk Duo	GTD-01	$59.00
GoTalk Select	GTS-01	$199.00
GoTalk Select w/GoTalk DESIGN	GTS-S01	$249.00
GoTalk Go	GTG-01	$199.00
GoTalk Go w/GoTalk DESIGN	GTG-S01	$249.00
GoTalk WOW	— APP STORE ONLY —	

GOTALKS®

Powerful, durable, and easy-to-use communication tools

2-YEAR STANDARD WARRANTY | EXTENDED SERVICE PLAN

Like customers have come to expect from our entire **GoTalk** line, our devices provide wonderful sound with volume control, easy sequential recording, quick-level erase, built-in overlay storage, record lock, level lock, and a two-year standard warranty. This warranty covers material and workman defects or defect in the product due to the manufacturing process for two years. Attainment Company will repair or replace damage of any kind through normal use during the two-year period.

NEW!

Attainment's new **Extended Service Plan** offers five years of repairs at no cost, when warranted, and one free replacement **GoTalk** (new or refurbished) per plan if replacement is deemed necessary by the technician. See pricing for each device's plan by clicking the price box below.

GOTALK® 4+

22-message AAC device with larger activation areas

GOTALK® 9+

48-message capacity that are easy to program

GOTALK® 9+ LITE TOUCH

48-message capacity, 5x extra touch sensitivity for those with limited to no speech

GOTALK® 20+

105-message capacity for more communication options

GOTALK® 20+ LITE TOUCH

5x extra touch sensitivity and 105-message capacity

GOTALK® 32+

Five levels with huge 163-message capacity

GOTALK® EXPRESS 32

Ideal bridge between low-tech and dynamic display devices

Core Word Pages included

GOTALK® NOW APP

A customizable AAC app that includes core words and curriculum communication pages

TECHNOLOGY

PRICES VARY

Click here for pricing table

GONOW CASES AND ACCESSORIES

Lightweight, durable cases that enhance iPad volume via acoustic speakers

2-YEAR WARRANTY | iPADS NOT INCLUDED

GONOW CASE FOR IPADS 10.2" & 10.5"

The only iPad case you will ever need!

- Design increases audio clarity and more than doubles volume
- Package includes case, cover stand, shoulder strap, and screen protector

GONOW CASE FOR IPAD AIRS, IPAD PRO 9.7, IPAD (2017 & 2018)

Cases for older iPad models

- Portable, built-in handle
- Enhanced audio
- Easy access to all iPad controls

GONOW CASE FOR IPAD MINI

Carry, protect, and enhance sound with one tool!

- Same shock-absorbing rubberized edging as other cases
- Fits new iPad mini

GONOW CASE ACCESSORIES

Additional protection and convenience with Attainment's cases

- CoverStand
- Shoulder Strap
- Screen Protectors

GOTALK 32 STAND

Fits both the GoTalk 32+ and GoTalk Express 32

- Machined from expanded foam
- Lightweight and durable

GOTALK CARRY STAND

A discreet and convenient accessory for the GoTalk 4+, 9+, or 20+

- Holds GoTalk securely when closed
- Opens easily for use as a stand

TECHNOLOGY

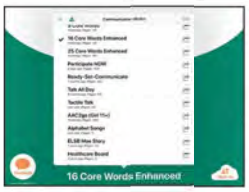
PRICES VARY

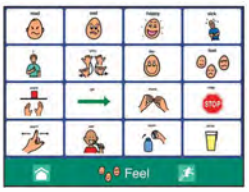
Click here for pricing table

APPS

Assistive technology tools targeting accessibility and AAC users

GOTALK® NOW

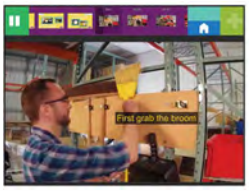


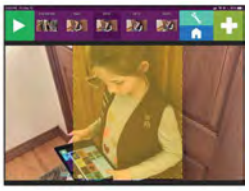


ASSESSMENT PLUS

GOWORKSHEET PLUS

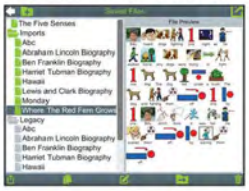
GOVISUAL





TACTILETALK

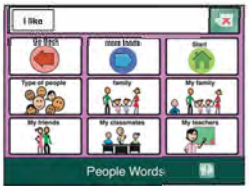
SYMBOLSUPPORT

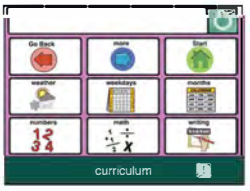


IN-APP PURCHASES

AAC2GO

Specify boy, girl, or teen when ordering

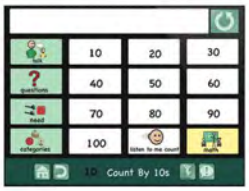




READY-SET-COMMUNICATE

TALK ALL DAY

PARTICIPATE NOW



WINDOWS	MAC	IOS	ANDROID
		+	

PRICES VARY

Click here for pricing table

TECHNOLOGY

AGE NEUTRAL | IOS ONLY

GOWORKSHEET PLUS

Easily link communication to core content activities with new AAC buttons, a direct link to GoTalk NOW, set mastery levels, and more!

NEW!

The **GoWorksheet PLUS** iPad App has all the amazing capability of **GoWorksheet Maker**, plus several new features that make it a wonderful tool for all students in the classroom! With an easy toggle, add a communication toolbar with up to five key messages for AAC users. The customizable messages can be general ones or worksheet-specific. As part of the toolbar, the **GoTalk NOW** icon is readily available so students can move directly into the app for further communication options. If desired, a mastery level can be set for each worksheet, requiring a certain number of questions to be completed (e.g., 3) or answered correctly (e.g., 80%) before advancing to the next one. For students struggling with one-to-one correspondence, rote counting, or other early numeracy skills, new virtual manipulatives allow students to manipulate counters—generic or theme-based ones—to simulate counting with movable objects. The new **GoWorksheet PLUS** also introduces a line matching tool ideal for worksheet activities—matching vocabulary words to definitions, words to pictures, and numbers to words. Make all worksheets accessible and fun with the new **GoWorksheet PLUS**.

New PLUS Features:

- Customizable AAC toolbar
- Direct link to GoTalk NOW for easy communication
- Additional options for setting mastery levels
- Virtual manipulatives for counting exercises
- New line matching capability

Looking for curriculum supports across multiple content areas for the iPad? The **GoWorksheet PLUS Curriculum** gives you the **GoWorksheet PLUS** with complete **Student Workbook** pages for over 40 Attainment curriculum titles, ready-made with auditory instruction and opportunities for students to answer by selecting from word banks, typing on a keyboard, tapping to select from multiple choices, dictating with Siri, circling or drawing lines with a paintbrush tool, or dragging and dropping answer choices. If you don't need all the curriculum titles, contact your Training and Accounts Manager for a customized curriculum page set! With AAC buttons incorporated into the app, now all students can complete content-rich activities in ELA, math, science, social studies, and life skills.

TECHNOLOGY

GOWORKSHEET		
GoWorksheet PLUS	APP-GWS-07	$50.00
GoWorksheet PLUS Curriculum	APP-GWS-C07	$999.00

ONLINE OPTIONS

Interactive Lesson Support

School-to-Home Solutions

Web-Based Solutions

Due to the increasing demand for online resources, Attainment released 12 different software titles for the web, including titles for ELA, math, and everyday skills. Students can complete online instruction in school or at home. With amazing features such as best practices of systematic and direct instruction, access from anywhere, automatic data collection, easy access to results, and more, this is a great option for students in any learning environment. In addition, Attainment's **School-to-Home Solutions** provide quality instruction at a self-guided pace with simple, sequenced steps for students, easy instructions for home lessons for parents, and virtual exemplar lessons with the integration of evidence-based practices for teachers. Add any of our new **Interactive Lesson Support** to 16 different curriculum titles for access to virtual lessons, interactive PowerPoint presentations, and full **Student Books** converted to **GoWorksheets** for the iPad and Google Forms. Whether in-person or remote, your students' opportunities for learning will continue year-round.

GRADES K–12

WEB-BASED SOLUTIONS

Online learning anywhere! School | Home | Work

NEW!

We now offer the **continuity of quality** instruction throughout the school year whether it's in-person classroom lessons, remote learning, or part of the extended school year with our **web-based software subscriptions.**

Web-Based Software Subscription Features:

- One- or three-year subscription
- One-time payment
- One Classroom/One Teacher per subscription
- Print usage and student performance data
- Free customer service and technical support

ACCESS LANGUAGE ARTS
A researched and standards-based program for secondary students learning ELA skills

ACCESS LANGUAGE ARTS: WRITE
A researched and standards-based approach for secondary students practicing reading and writing skills

COMPUTERS AT WORK
A skills-based program for vocational training with secondary students

DOLLARS AND CENTS
An illustrated and interactive money skills program

LOOKING FOR WORDS
An interactive functional vocabulary application with 24 illustrated scenes from the home, school, and community

MATH SKILLS BUILDER
A comprehensive, interactive program that teaches real-world problem solving

NUMBER SENSE
A comprehensive and interactive number sense program that covers basic math concepts

SHOW ME MATH
A math program for all four math operations with numbers up to 20

EARLY LITERACY SKILLS BUILDER
A progressive, seven-level literacy program targeting all National Reading Panel components

ELSB FOR OLDER STUDENTS
An age-appropriate, early literacy program for secondary students targeting all NRP components

EARLY READING SKILLS BUILDER
A 26-level reading program with all NRP components, advancing students to a 2nd grade reading level

GOTALK DESIGN NEW!
A new application for creating GoTalk overlays, lists, schedules, and more!

BUNDLED SUBSCRIPTION SOLUTIONS

MATH SOFTWARE SOLUTION
Includes Math Skills Builder, Show Me Math, Dollars & Cents, and Number Sense

LITERACY SOFTWARE SOLUTION
Includes ELSB, ELSB for Older Students, ERSB, Access Language Arts, and Access Language Arts: WRITE

ALL ACCESS SOFTWARE SOLUTION
Includes all 12 titles

ONLINE OPTIONS

PRICES VARY

Click here for pricing table

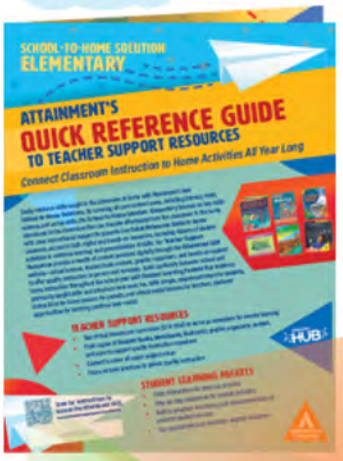
GRADES K–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

SCHOOL-TO-HOME SOLUTIONS

Build continuity between school and home instruction throughout the school year with an ideal way to facilitate learning in all settings

NEW!

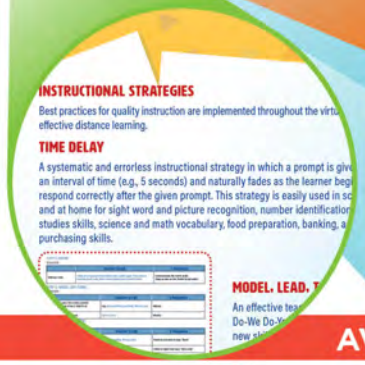
Attainment HUB Digital Resources



Valuable content and resources are just a click away!

VIRTUAL LESSONS

Two lessons from each curriculum serve as stellar exemplars that follow the effective instructional sequence laid out by the authors; lessons integrate the use of evidence-based practices like time delay and model, lead, test to teach and reinforce key concepts while student response options are seamlessly woven into the lessons to support participation of students who are nonverbal or minimally verbal.



DIGITAL CONTENT

Full **Student Books**, flashcards, graphic organizers, posters, and reference guides are included courtesy of the Attainment HUB. To enhance instruction remotely, use these extra resources to help students learn, apply, and generalize the skills taught.

AVAILABLE FOR ALL GRADE BANDS

Easily reinforce skills taught in the classroom at home with our new **School-to-Home Solutions**. By covering all core content areas, including literacy, ELA, math, science, and social studies, key skills introduced in the classroom can transfer effortlessly from the classroom to the home with clear instructional support for teachers and parents. With simple, sequenced steps for students, instructions for home lessons for parents, and virtual model lessons for teachers, students' opportunities for learning continue year-round—in all environments.

ONLINE OPTIONS

EACH SOLUTION INCLUDES:

1. **Quick Reference Guide to Teacher Support Resources** with access code and 3-year subscription to online content.
   - Reproducible files of student materials
   - Completed interactive PowerPoint presentations
   - Sample scripted lessons and lesson templates
   - Ready-made virtual lessons and instructional strategy videos
2. **10 Student Learning Packets** Standards-based consumable workbooks across multiple content areas
3. **Quick Reference Guide to Home Lessons** with clear instructions for parents
   - Step-by-step sequences for lessons
   - Simplified text with age-targeted illustrations
   - Digital support

SCHOOL-TO-HOME SOLUTIONS		
Elementary	STH-E30	$695.00
Elementary Student Learning Packet	STH-E10	$69.00
Middle School	STH-M30	$695.00
Middle School Student Learning Packet	STH-M10	$69.00
High School	STH-H30	$595.00
High School Student Learning Packet	STH-H10	$59.00
Transition	STH-T30	$595.00
Transition Student Learning Packet	STH-T10	$59.00

GRADES K–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

INTERACTIVE LESSON SUPPORT

Make learning easy with premade virtual lessons, interactive PowerPoint presentations, full sets of GoWorksheets, and Google Forms!

NEW!

Make lessons more interactive with premade digital resources!

Google Forms

Attainment HUB

Digital Resources

PowerPoint presentations

Video Lessons

GoWorksheets for the iPad

ONLINE OPTIONS

Interactive Lesson Support helps bridge in-person and online instruction with teacher tools that adapt to all learning environments. Hand selecting titles from our **Core Curriculum Solutions** and **School-to-Home Solutions**, our internal team of special educators created a wealth of ready-made resources that can be implemented from the classroom OR at home! Virtual, engaging video lessons serve as exemplars that follow the same instructional sequence laid out by the authors; lessons integrate the use of evidence-based practices and student response options for all students. Interactive PowerPoint presentations that correspond to the virtual lessons provide premade activities with built-in feedback and reinforcement. Engaging and fun for all students! **GoWorksheets** (for the iPad) and Google Forms are also included for all the workbook pages from each of the curriculum titles. Save time on planning lessons and creating student activities with our new **Interactive Lesson Support**.

Add **Interactive Lesson Support** to any of the following curricular titles:

- Early Reading Skills Builder
- Access ELA: Grades 3–5
- Write Your Story: Elementary
- Early Numeracy
- Math Skills Builder
- Simply Earth Science
- Read & Tell
- Hands-On Math 2: Look at Math
- MathWork: Data Analysis
- MathWork: Algebra
- Explore Life Science
- Explore Social Studies
- Teaching to Standards: ELA
- Access Language Arts: WRITE
- Job Skills Stories
- Look at Everyday Math
- Explore World History
- ScienceWork Extension Activity Book

INTERACTIVE LESSON SUPPORT

See Product Pages for Pricing

TRANSITION

In 1979, Don Bastian, CEO and founder of Attainment Company, started a line of products, now known as our **Pre-Vocational Kits**, to enhance both the hard and soft skills of adults with disabilities. Through the years, we've created resources to support the further development of life, social, and work skills for students at home, work, and in the community. In addition, we offer resources to promote self-determination and self-advocacy for students with disabilities, helping to build a path toward independence.

Most recently, we've followed federal guidelines (as outlined in WIOA) to create products to meet customer needs. In 2018, we published our **Pre-Employment Transition Solution**, complete with lesson plans, student workbooks, picture-based instruction, software, and videos. We continue to expand our transition resources to cultivate successful outcomes for students today, and for years to come.

Ready, Set, Cook!

Computers at Work

Smart Choices for a Digital Age

Job Skills Stories

Stepping Out

Explore Life Skills Package

Ready, Set, Cook 2 Full Kitchen Edition

Pre-Employment Transition Solution

UPGRADE

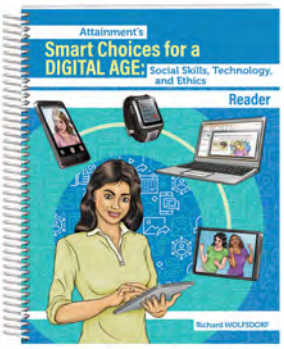
GRADES 9–12 | ALIGNED TO STANDARDS | 10-PACKS AVAILABLE

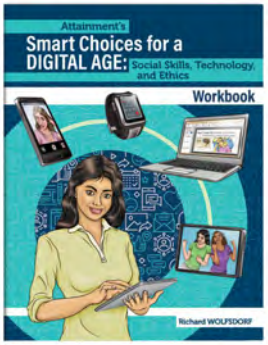
SMART CHOICES FOR A DIGITAL AGE

Addresses appropriate use of technologies like the Internet, social media sites, software applications, and other online platforms and devices

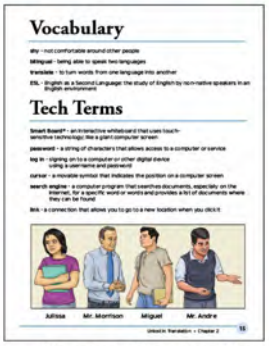
By Richard Wolfsdorf

NEW!





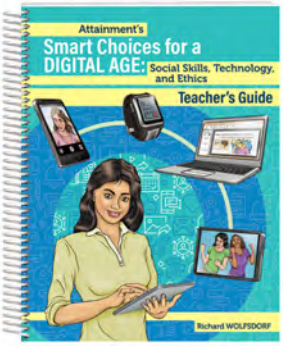
Student Reader and Workbook



Student Reader Sample Pages

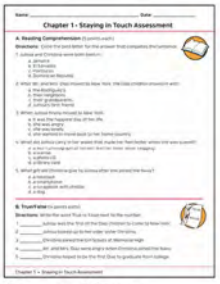
Attainment HUB

Digital Resources



Teacher's Guide

Teacher's Guide Sample Pages



Digital Activities and Tests

Smart Choices for a Digital Age is a secondary social skills curriculum emphasizing the appropriate use of various technologies, as well as pertinent topics, such as cell phones, the Internet, emails, text messages, social media sites, online research, cyberbullying, and more! This program provides the instruction and supports for students' use of technology at home and in school.

- Aligned to CASEL social-emotional competencies
- Aligned to national ELA Standards
- Real-life topics with simplified text
- Age-appropriate illustrations
- Project-based technological activities
- Worksheets and assessments

Using the novella format originally conceived by Dr. Stride, **Smart Choices for a Digital Age: Social Skills, Technology, and Ethics** presents students with 18 real-life technology-related dilemmas (with nine focusing on technology at home and the other nine on technology at school).

The **Teacher's Guide** highlights instruction in body language, tech talk, vocabulary development, social-emotional skills, research, art expression, STEAM, project-based activities, and comprehension. The **Student Reader** presents real-life technology dilemmas and issues to students with high interest, simplified text in a highly-illustrated format. The **Student Workbook** provides worksheets for each chapter and affords practice to improve reading comprehension, vocabulary acquisition, building character, research, and STEAM (Science, Technology, Engineering, Art, and Mathematics) competencies. In addition, there are activities specific to technology projects and social-emotional learning provided online via the **Attainment HUB**. Assessments accompany each chapter with various question types to ensure success: reading comprehension, true/false, cloze, matching, and discussion.

TRANSITION

SMART CHOICES FOR A DIGITAL AGE		
Curriculum	SCD-10	$159.00
Curriculum Plus	SCD-30	$289.00

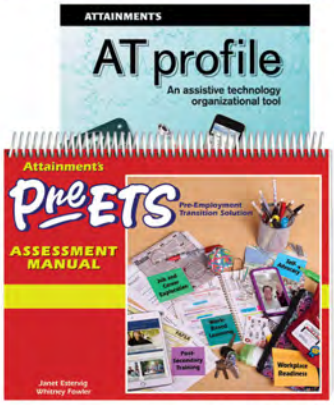
GRADES 9–12

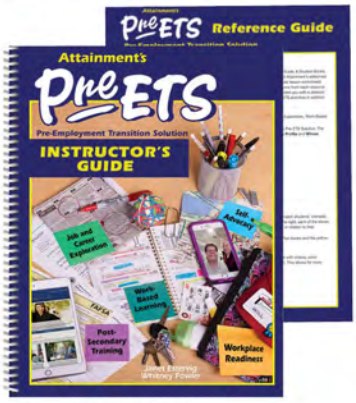
PRE-EMPLOYMENT TRANSITION SOLUTION (PRE-ETS)

A comprehensive transition curriculum that gives instructors multiple resources to support students' transition outcomes

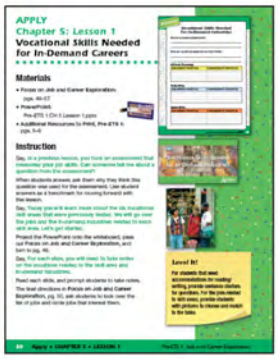
By Janet Estervig, MS, RN and Whitney Fowler, MEd

BLENDED CURRICULUM | FULFILLS WIOA REGULATIONS



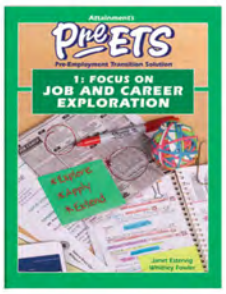


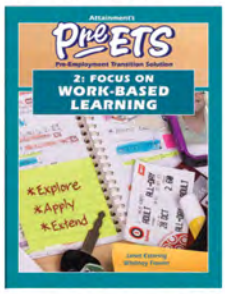
Instructor's Guide, Assessment Manual, Reference Guide, AT Profile

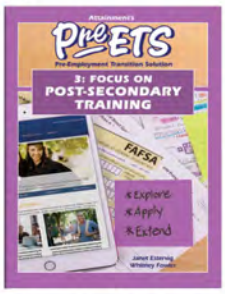


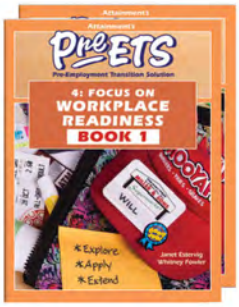
Instructor's Guide Sample Page

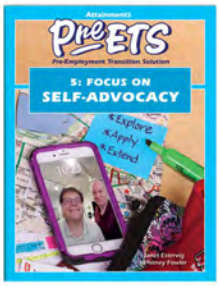
12 Complete Curricula Included in the Solution Plus











6 Student Books, 60 Consumable Workbooks

Student Book Sample Pages

In this **Pre-ETS Solution**, you will find the necessary resources to successfully implement each of the five required activities as mandated by WIOA. Lessons are leveled to engage students in meaningful learning through a blended approach of print and technology. It includes the **Pre-ETS Instructor's Guide**, six spiralbound **Student Books**, 60 consumable **Student Workbooks**, the **Assessment Manual**, **GoWorksheet PLUS** and **Assessment Plus** iPad Apps, sample overlays, access to the **Attainment HUB** for the **Student Books**, PowerPoint presentations for vocabulary and lesson content, vocabulary worksheets, professional development resources, pre- and post-assessments, and lesson worksheets pulled directly from several of Attainment's transition resources. Purchase this Pre-ETS Solution to fully meet WIOA federal law, with lesson topics coming from the recommendations for Pre-Employment Transition Services through WIOA's Technical Assistance Center (WINTAC).

The **Pre-ETS Solution Plus** provides lessons specific to each of the five WIOA required activities. Each lesson plan includes an instructor's script, objectives, step-by-step plans, and collaborative resources to fulfill the requirements of WIOA. These lessons engage students in meaningful learning to support independent adult living and employment. Lessons are leveled to meet the needs of all learners. Each lesson plan is connected to student worksheets, pictorial instruction, software, apps, and videos.

To make the Pre-ETS Solution Plus accessible for all students, we've included interactive **GoWorksheet App** activities on the iPad and samples of communication overlays. The **Assessment Plus App** provides further support for teachers to enter data electronically.

TRANSITION

PRE-EMPLOYMENT TRANSITION SOLUTION		
Solution	PRE-20	$995.00
Solution Plus	PRE-30	$2995.00
Pre-ETS Assessment Package	PRE-A10	$149.00

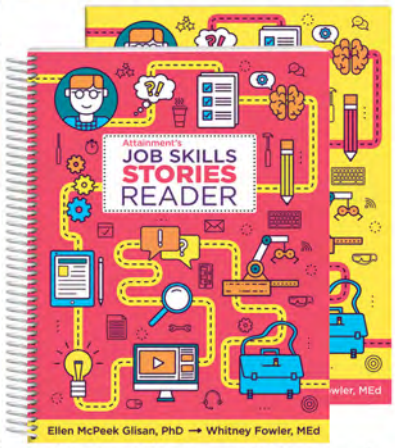
GRADES 9–12 | 10-PACKS AVAILABLE

JOB SKILLS STORIES

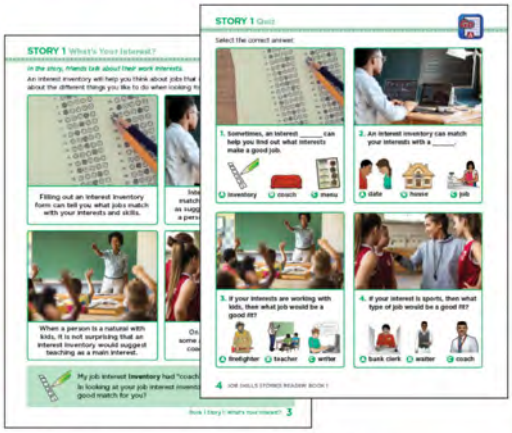
Reinforce the five Pre-ETS categories through 100 short stories

By Ellen McPeek Glisan, PhD and Whitney Fowler, MEd

Instructor's Guide and Sample Page

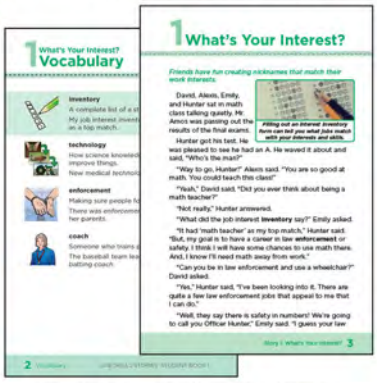


Student Reader and Workbook



Student Reader Sample Pages

Student Books



Student Book Sample Pages

Attainment HUB

Digital Resources

Job Skills Stories, for high school students and young adults, emphasizes the five categories in Pre-ETS: *Job and Career Exploration, Work-Based Learning, Post-Secondary Training, Workplace Readiness,* and *Self-Advocacy.* One-hundred stories are presented in five **Job Skills Stories Student Books**. Each book is aligned to a Pre-ETS category. The stories cover key transition skills like *identifying one's strengths, decision-making,* and *self-determination.* The **Job Skills Reader** condenses and simplifies content by using captioned photos to convey each story's big idea. Both the **Student Books** and **Reader** cover lesson objectives, so you can teach with the version that best suits each student.

Student progress is measured with the quizzes from the **Student Books** and **Reader**. An optional vocabulary quiz is also included with the digital content via the **Attainment HUB**. Quizzes from the **Reader** can be used with **GoWorksheet PLUS** for additional support.

The **Instructor's Guide** outlines 100 lessons with learning objectives, IEP goals, and teaching procedures.

While the lessons rely heavily on the stories from the **Job Skills Student Books** and the **Job Skills Reader**, they are meant to be extended with the *Independent Living Skill,* along with a downloadable PDF activity resource and the *Lesson Extension*. Job Skills Stories makes a great companion product to our **Pre-Employment Transition Solution**. *New **Interactive Lesson Support** is now available—like premade video lessons and Google Forms—for **Job Skills Stories**.*

TRANSITION

JOB SKILLS STORIES		
Curriculum	JSS-10	$249.00
Curriculum Plus	JSS-30	$399.00
Interactive Lesson Support	JSS-ILS	$199.00

GRADES 6–12

COMPUTERS AT WORK

A skills-based program for vocational training

NEW! **WEB-BASED SUBSCRIPTIONS**

Ideal long-term vocational training for school-to-work students. It focuses on actual computer skills that prepare users for office jobs. **Computers at Work**, which includes Order Processing and Data Entry, challenges students to work independently for an hour or more while learning real office procedures. As skills improve, students progress from simple tasks to jobs common in today's workplace: entering orders, checking inventories, and determining payment methods.

Begin with **Order Processing** and progress to shipping, billing, payment, and inventory. There are three difficulty levels and 200 printed account cards (via the **Attainment HUB**). **Data Entry** lets students enter information from printed or on-screen account cards. Begin with one active field and progress to real-life data entry skills.

System Manager is a student tracking system that provides data needed for IEPs/transition plans. Student results for each session are recorded, and long-term performance is tabulated.

TRANSITION

NOW AVAILABLE AS A WEB-BASED SUBSCRIPTION!

WINDOWS	MAC	IOS	ANDROID
+	+	+	

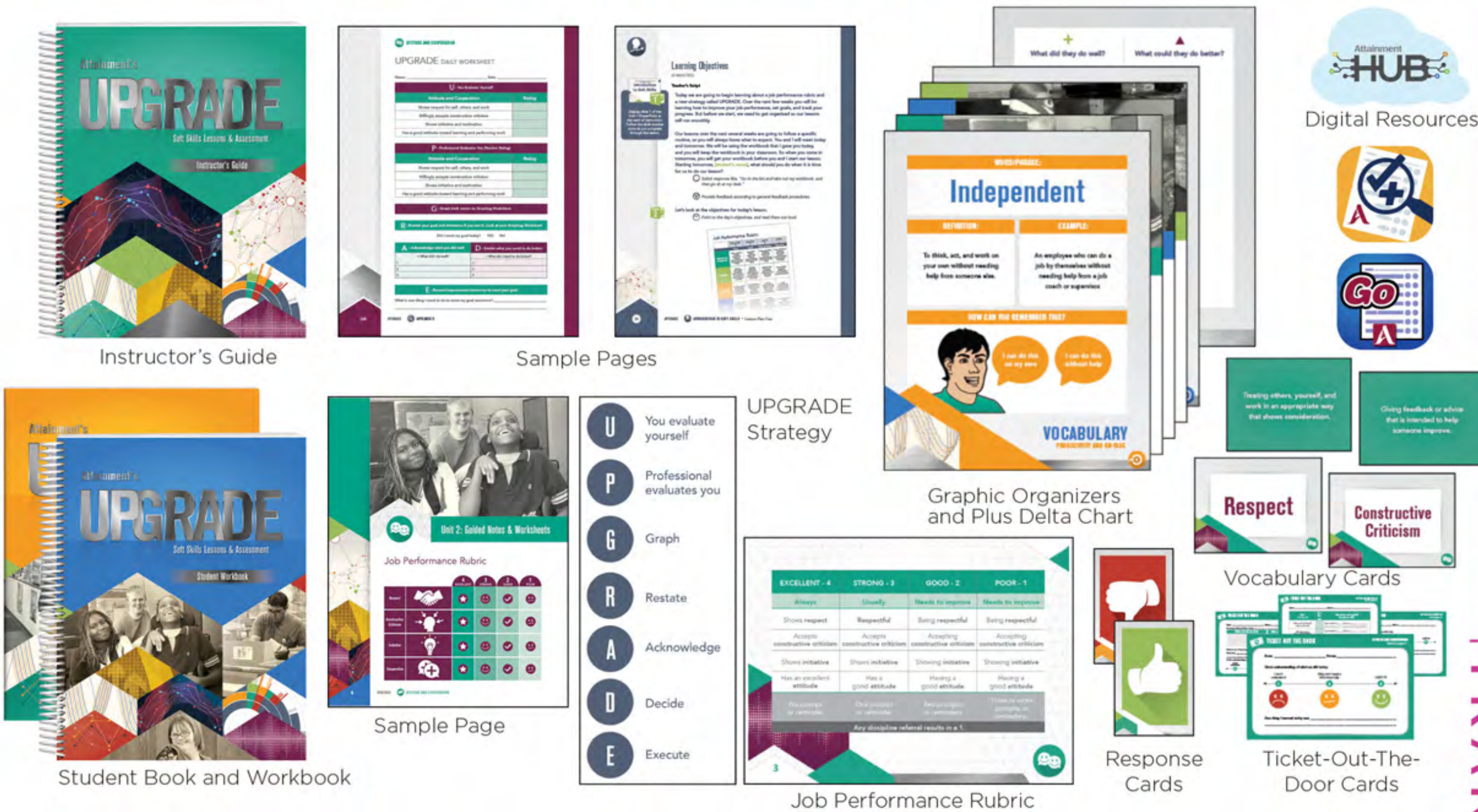
Computers at Work	APP-CW-07	$60
SUBSCRIPTIONS		
1-Year Web-Based Software	WEB1-CW-07	$60
3-Year Web-Based Software	WEB-CW-07	$119

GRADES 9–12 | 10-PACKS AVAILABLE

UPGRADE

A how-to curriculum for soft skills acquisition through goal setting and self-evaluation

By Kelly Clark, PhD; Moira Konrad, PhD; and David Test, PhD



TRANSITION

UPGRADE is a research-based curriculum focusing on student employment goals in high school, a post-secondary program, or on the job. UPGRADE provides students with strategies for self-evaluation, like self-monitoring and goal setting. There are six units of instruction emphasizing soft skills necessary for school, work, and community success. These units are *Introduction to Soft Skills*, *Attitude and Cooperation, Reliability, Productivity and On Task, Teamwork and Communication,* and *Quality of Work.* After instruction, 10 UPGRADE lessons teach both the professional and the student to evaluate performance in each soft skill category. The *UPGRADE strategy* is outlined above. Currently, three studies have been conducted examining the effects of UPGRADE on the acquisition of soft skills for students with disabilities (Clark, Konrad, & Test, 2018; Clark, Test, & Konrad, 2019; Clark & Test, under review). Visit our website for more details.

The **Instructor's Guide** provides scripted lessons, clear learning objectives, PowerPoints, role plays, and data collection forms. In addition, extensive video resources support student comprehension.

A consumable **Student Workbook** outlines activities for each lesson, notes for PowerPoint lessons, student data collection forms, video rating charts, and a U-GRADE Performance Instruction Sheet.

UPGRADE also includes **Response Cards, Ticket-Out-The-Door Cards, Graphic Organizers, Vocabulary Flashcards**, access to the **Attainment HUB** for reproducible content, and the **GoWorksheet PLUS** and **Assessment Plus Apps** to digitize data collection and graphing.

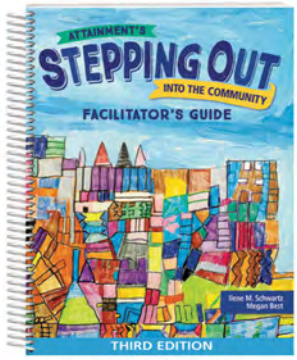
UPGRADE

Curriculum	UPG-10	$169.00
Curriculum Plus	UPG-30	$299.00

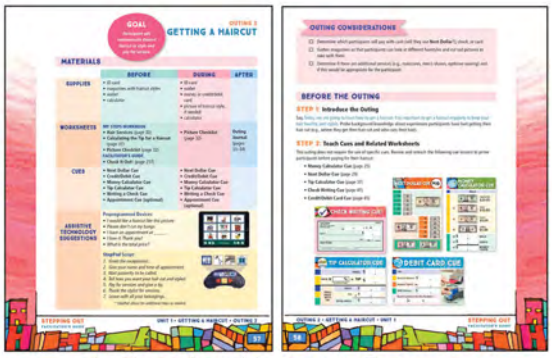
STEPPING OUT

Use community-based instruction to help students learn a balanced blend of skills

By Ilene M. Schwartz, MEd and Megan Best, MEd



Facilitator's Guide

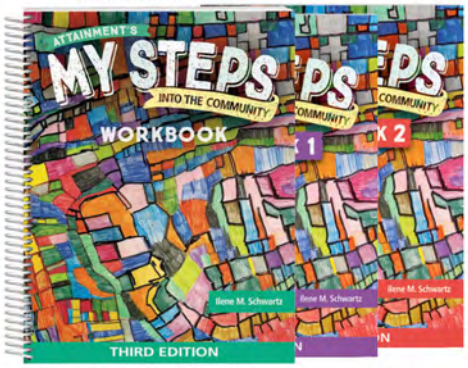


Facilitator's Guide Sample Pages

Digital Resources

StepPad also sold separately

Cue Cards, Pocket Book, and Money Flip Books



Student Workbooks

Student Book Sample Pages

Stepping Out is a comprehensive community-based instruction curriculum that includes a task analysis for 18 community outings, including grocery shopping, eating at restaurants, using the bank, and going to the movie theater.

The **My Steps Workbook** allows participants to practice prerequisite skills in the classroom before venturing out into the community. The worksheets can be easily photocopied or printed from the **HUB**. Many of the worksheets in the workbook include an enhanced version that can be used with the **GoWorksheet PLUS iPad App**.

When participants are ready to step out into the community, Stepping Out's innovative cue system provides visual support for using money, budgeting, transportation, and more! Twenty laminated cues are provided.

The **StepPad** and the **Stepping Out with the StepPad** overlays serve as additional support tools. The StepPad is a powerful, yet easy-to-use device for people who have difficulty completing multi-step tasks independently. Directions that you record are played back in sequence, one step at a time, to prompt the user on what to do next. The accompanying overlays with scripts contain an activity sequence for each outing.

The **Facilitator's Guide** provides scripted lessons for teaching prerequisite skills for outings, the integration of cues, and a task analysis for each of the 18 outings. Evidence-based strategies like model-lead-test and the system of least prompts are used throughout the curriculum. Teaching procedures and sample role plays are also embedded in the teaching scripts. In addition, outing checklists/data sheets are provided to assist in monitoring progress and promoting independence.

STEPPING OUT		
Curriculum	ST-10	$199.00
Curriculum Plus	ST-30	$299.00
StepPad	ST-P05	$49.00

GRADES 6–12 | 10-PACKS AVAILABLE

EXPLORE LIFE SKILLS PACKAGE

Build independence through social, community, and daily living skills

BLENDED CURRICULUM

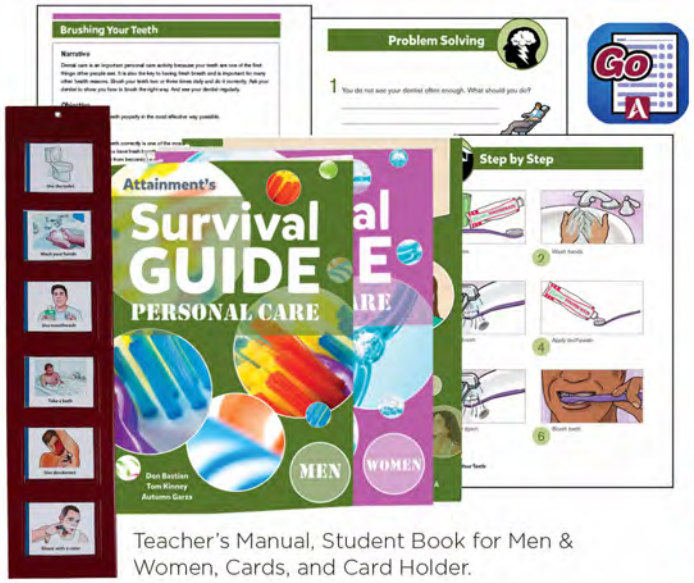
Attainment's **Explore Life Skills Package** provides activities in step-by-step sequences for easy implementation. Comprehension quizzes and self-monitoring checklists help to track progress. Four titles comprise this package, creating a comprehensive social and life skills training program. Package includes **Explore Social Skills**, **Explore Personal Care**, **Explore Your Community**, and **Living on Your Own**.

Digital Resources

EXPLORE SOCIAL SKILLS

Teacher's Manual, Student Book, Student Workbook, and Cards

EXPLORE PERSONAL CARE



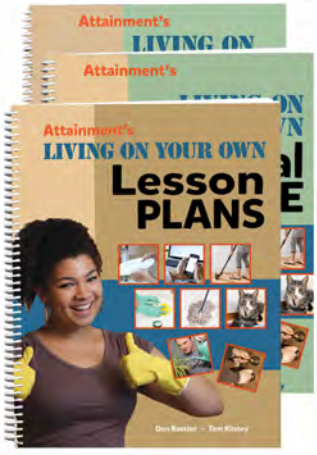
Teacher's Manual, Student Book for Men & Women, Cards, and Card Holder.

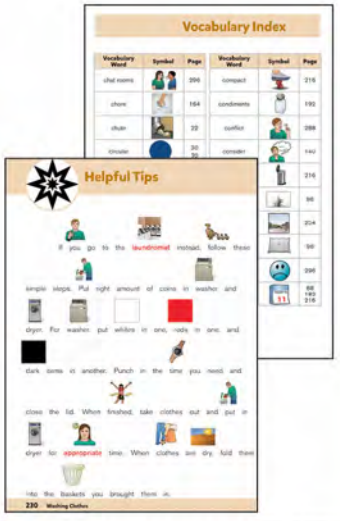
EXPLORE YOUR COMMUNITY

Instructor's Guide, Student Book, and Student Workbook

Software

LIVING ON YOUR OWN





Lesson Plans, Survival Guide, and Student Reader

TRANSITION

EXPLORE LIFE SKILLS

Package	LSP-10	$799.00
Package Plus	LSP-30	$1599.00

EXPLORE PERSONAL CARE

Curriculum	EX-P12	$299.00
Curriculum Plus	EX-P22	$529.00

Survival Guide & Cards

For Women	EX-PW01	$42.00
For Men	EX-PM01	$42.00

LIVING ON YOUR OWN

Intro. Kit	LYO-11	$159.00
Classroom Kit	LYO-21	$329.00
Survival Guide	LYO-01	$39.00
Reader	LYO-R01	$29.00

EXPLORE SOCIAL SKILLS

Curriculum	ESS-10	$279.00
Curriculum Plus	ESS-30	$499.00

EXPLORE YOUR COMMUNTY

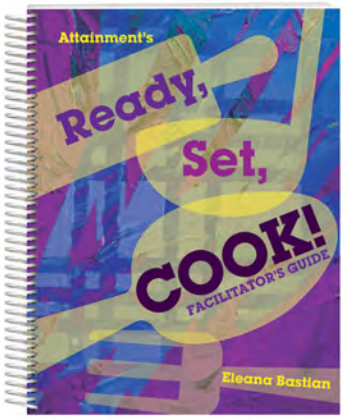
Curriculum	EYC-10	$279.00
Curriculum Plus	EYC-30	$499.00
Student Book	EYC-01	$34.00

GRADES 9–12 | 10-PACKS AVAILABLE

READY, SET, COOK!

A picture-based recipe collection

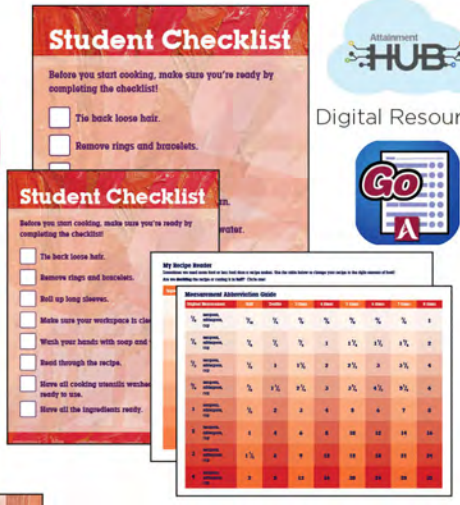
By Eleana Baranowski-Bastian



Facilitator's Guide

Facilitator's Guide sample page

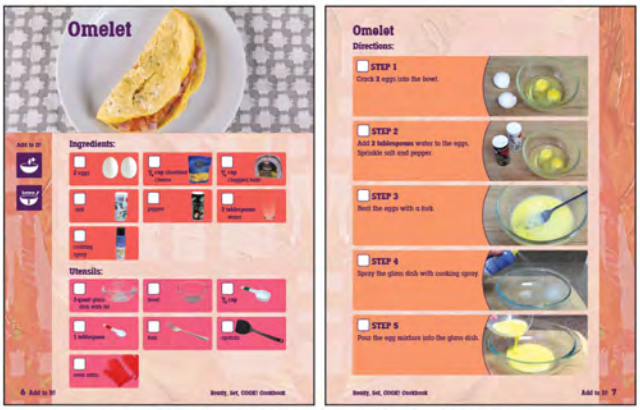
Facilitator's Guide Detail



Digital Resources

Measurement Guides, and Laminated Student Checklist Posters

Cookbook and Workbook



Cookbook and Workbook Sample Pages

Book Easel

Green Pocket Timer

TRANSITION

The **Ready, Set, Cook! Curriculum** comes with multiple components. The **Lessons Plans** begin by teaching students how to use a color-coded microwave and understand basic nutrition and safety skills. A laminated **Recipe Reader** and **Measurement Guide** help students customize the recipe serving size. The picture-based **Cookbook** includes 40 step-by-step, illustrated recipes. There are five recipe categories in **Ready, Set, Cook!**:

- **Add to It!** focuses on basic foods that can be transformed into something more.
- **Eat Fresh!** encourages eating fresh food you prepare yourself.
- **Make It a Meal!** incorporates recipes with a variety of food groups that come together to make a complete and well-balanced meal.
- **Share It!** focuses on the social aspect of eating at get-togethers and making enough food to share with a group.
- **Use It and Reuse It!** introduces the concept of cooking one food and incorporating it into many meals over a week.

READY, SET, COOK!		
Curriculum	RS-10	$99.00
Curriculum Plus	RS-30	$179.00
Green Pocket Timer	PT-G01	$5.00

GRADES 9–12 | 10-PACKS AVAILABLE

READY, SET, COOK 2: FULL KITCHEN EDITION

Step-by-step, picture-based recipes for all appliances—from a microwave to a slow cooker, oven, and stovetop!

By Eleana Baranowski-Bastian

NEW!

Facilitator's Guide

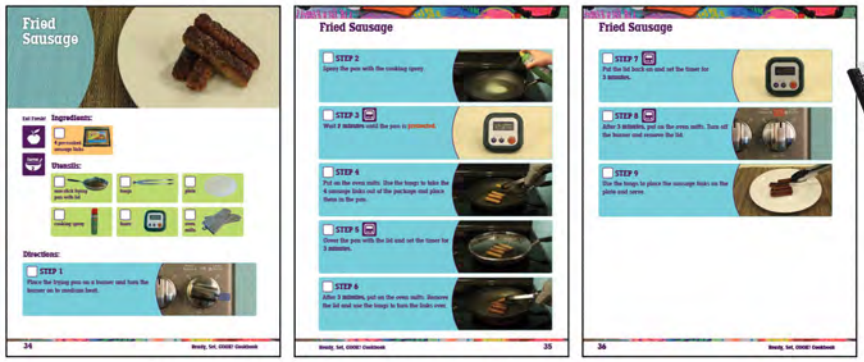
Measurement Guides

Checklists

Digital Resources

Green Pocket Timer

Student Cookbook and Workbook



Student Cookbook and Workbook Sample Pages

Book Easel

The Ready, Set, Cook 2: Full Kitchen Edition Curriculum comes with multiple components. The **Lesson Plans** start by teaching students basic kitchen safety and how to use color-coded appliances. They progress to teach different cooking methods, food safety, and nutrition. A **Laminated Recipe Reader** and **Measurement Guide** help students customize the serving size of their recipes. The **Cookbook** includes 40 step-by-step recipes with photographs so even nonreaders can cook with independence and confidence. **Ready, Set, Cook 2: Full Kitchen Edition** is a great starting point for those ready to graduate from microwave cooking, or a perfect follow-up to **Ready, Set, Cook!**. Ready Set Cook 2: Full Kitchen Edition features recipes that use a slow cooker, oven, and stovetop, and includes recipes such as *Beef Stroganoff, Salad with Roasted Chickpeas,* and *Burrito Bowl.*

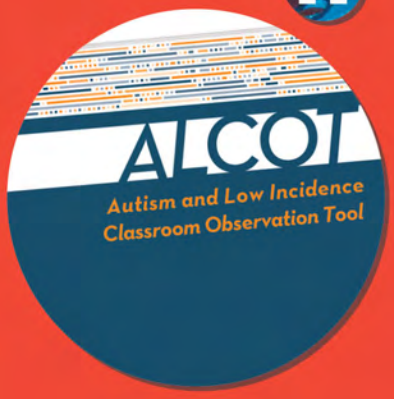
Ready, Set, Cook 2: Full Kitchen Edition follows the same five basic recipe categories as **Ready, Set, Cook!**:

- **Add to It!** focuses on basic foods that can be transformed into something more.
- **Eat Fresh!** encourages eating fresh food you prepare yourself.
- **Make It a Meal!** incorporates recipes with a variety of food groups that come together to make a complete and well-balanced meal.
- **Share It!** focuses on the social aspect of eating at get-togethers and making enough food to share with a group.
- **Use It and Reuse It!** introduces the concept of cooking one food and incorporating it into many meals over many days.

TRANSITION

READY, SET, COOK 2: FULL KITCHEN EDITION		
Curriculum	RS-210	$99.00
Curriculum Plus	RS-230	$179.00
Green Pocket Timer	PT-G01	$5.00

TRAINING



ALCOT

Professional Development Series

Whether it's outlining the best practices in special education or helping educators to write measurable IEPs, Attainment Company offers an array of professional development resources to support quality instruction. From our IEP resources to our **ALCOT** (Autism and Low Incidence Classroom Observation Tool), we help to identify the quality indicators that should be present in all classrooms for students with moderate-to-severe disabilities. Our professional development encourages communication and collaboration between administrators, teachers, and students to accurately identify strengths as well as areas for improvement. Districts ensure fidelity to quality special education services when they routinely use Attainment's professional resources!

PROFESSIONAL DEVELOPMENT SOLUTION

Fundamental training tools for all special educators

BEST PRACTICES

Best Practices in Special Education

Features:

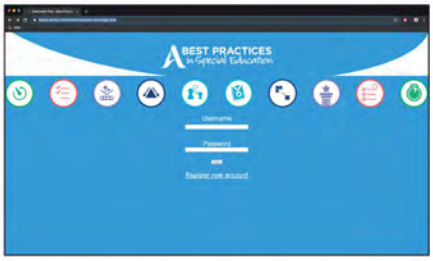
- Includes all 5 titles from each series (20 total)
- 25 instructional strategies
- Supporting resources online
- Assessment and certificate

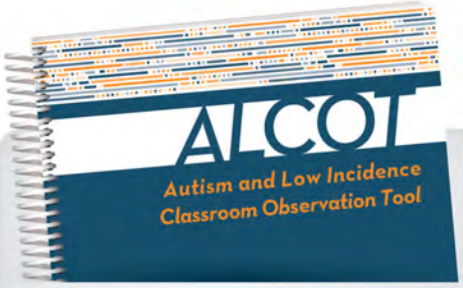
UNIVERSITY OF WISCONSIN WHITEWATER

Earn 1 CEU per series

Attainment HUB

Digital Resources



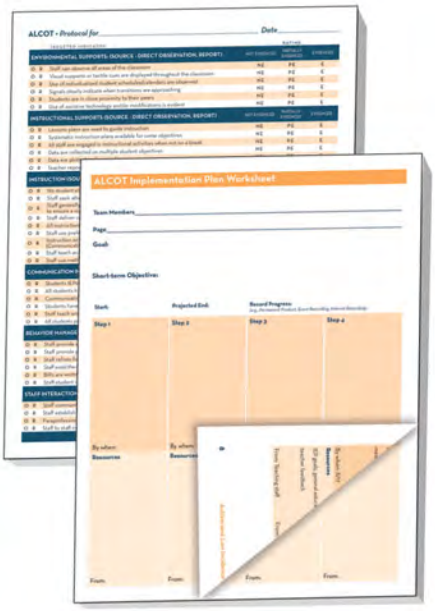


ALCOT

Autism and Low Incidence Classroom Observation Tool

Features:

- Research-based tools
- Identify classroom strengths
- Action plans for improvement



Providing high quality instruction for students with significant disabilities can be a difficult task for both new and experienced teachers. The **Autism and Low Incidence Classroom Observation Tool (ALCOT)** covers the six essential classroom elements: *Environment, Instruction, Instructional Supports, Behavior Management, Communication,* and *Staff Interactions.* **ALCOT** provides an easy, one-page checklist around which teachers and administrators can collaborate and, together, identify the classroom's strengths as well as areas for improvement. To help implement change in these specific areas of need, our **PD Solution** provides four Best Practices Series—**Teaching Students with Intellectual Disability and Autism, Teaching Students with Communication Disorders, Mastering the IEP Process,** and **Mastering the Transition Process.** One CEU will be awarded upon completion of each **Best Practices Series** through UW–Whitewater.

TRAINING

PROFESSIONAL DEVELOPMENT SOLUTION

Best Practices Set	BP-S10	$369.00	Professional Development Solution	PDS-30	$429.00
Teaching Students w/ ID and Autism	BP-ID10	$99.00	Mastering the IEP Process	BP-IEP10	$99.00
Teaching Students w. Comm. Disorders	BP-CD10	$99.00	Mastering the Transition Process	BP-TP10	$99.00

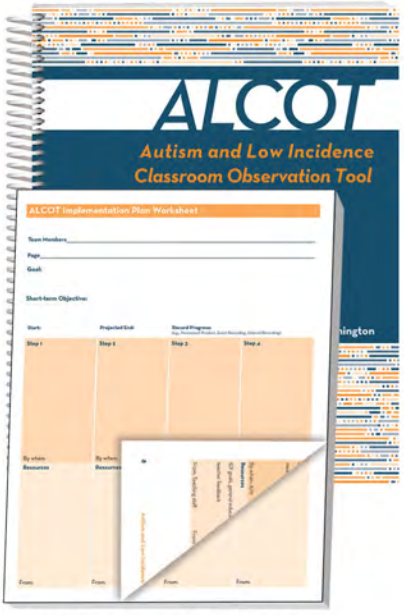
ALCOT

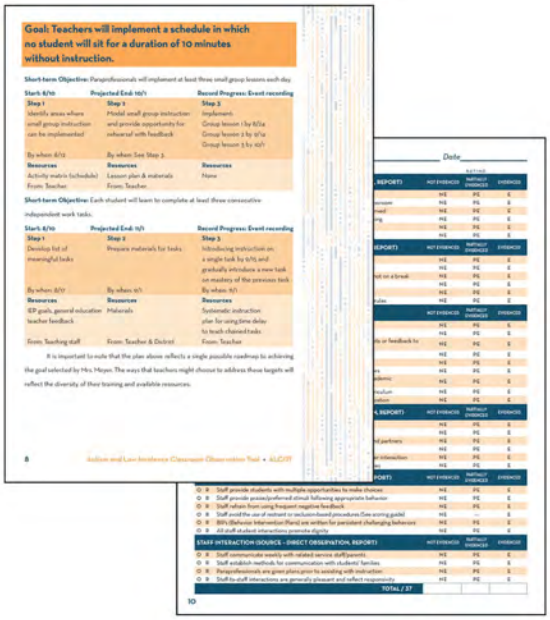
Autism and Low Incidence Classroom Observation Tool

By Dr. Rob Pennington, PhD, BCBA-D

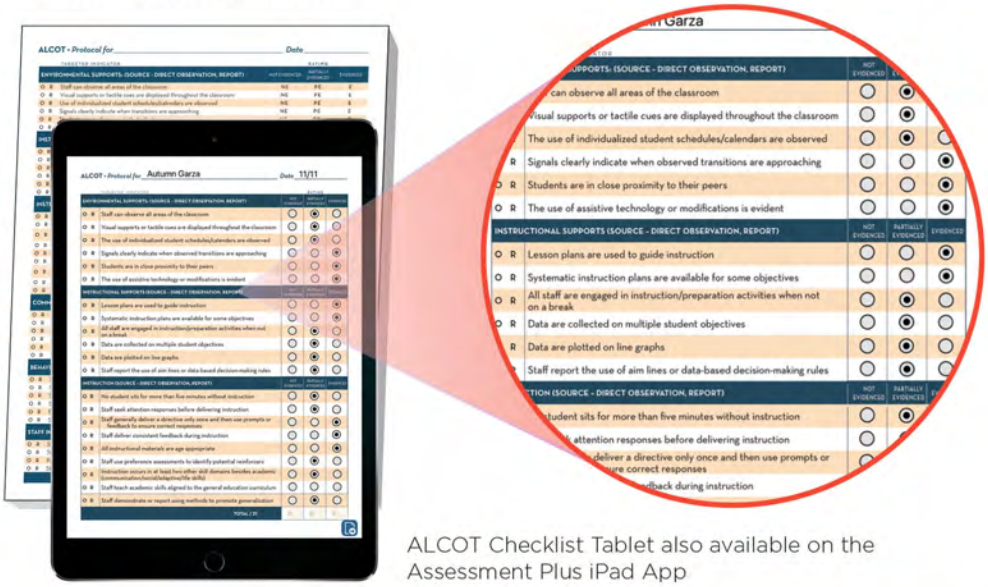
Associate Professor
Dr. Rob Pennington, PhD,
BCBA-D UNC-Charlotte

Digital Resources





ALCOT Implementation Plan



ALCOT Checklist Tablet also available on the Assessment Plus iPad App

Providing high quality instruction for individuals with moderate-to-severe disabilities is a difficult task for both the new and experienced teacher. Many new teachers may leave their undergraduate or graduate program with just enough knowledge and practice to obtain employment and start the school year. Experienced teachers often find that by the end of each school year, unforeseen obstacles have prevented them from providing the quality instruction they had envisioned at the school year's start.

Administrators have varied responsibilities across many classrooms and are not always fully aware of the needs of students with low incidence disabilities. The **Autism and Low Incidence Classroom Observation Tool (ALCOT)**, built upon decades of special education research, is a powerful resource to help you identify the quality teaching strategies and standards that should be present in all classrooms for students with moderate-to-severe disabilities regardless of the curriculum chosen. ALCOT provides an easy, one-page tool around which teachers and administrators can collaborate and, together, identify the classroom's strengths as well as areas for improvement. Districts ensure fidelity to quality special education services when they routinely use ALCOT!

TRAINING

ALCOT		
One Classroom License	ALC-10	$99.00
Five Classroom Licenses	ALC-50	$249.00

END OF PRODUCT PAGES

This concludes the individual product pages of our 2021 digital catalog. The following pages are linked resources from the preceding product pages and are best viewed by clicking on the icons. To avoid printing out the popup resource pages, select a page range that ends with this page. You may also do one of the following:

In addition to this digital catalog, we have also produced a condensed 24-page catalog that is available by request as well as via download by using the buttons to the right.

Thank you for viewing Attainment's resources. Please contact your Training and Accounts Manager or visit our website for more information.

PRINT CATALOG

REQUEST CATALOG

DOWNLOAD CATALOG

CORE CURRICULUM SOLUTION: EARLY EDUCATION

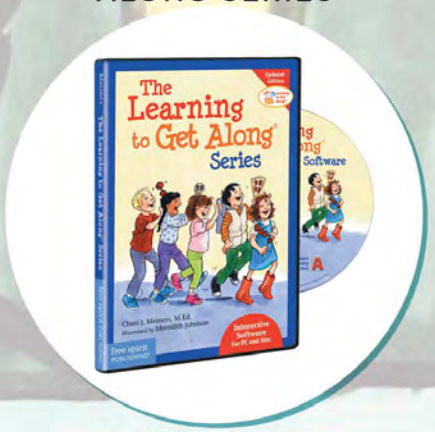
EARLY LITERACY SKILLS BUILDER (ELSB) STARTER KIT

SIMPLY HEALTH

HANDS-ON MATH FOR EARLY NUMERACY SKILLS

TELL ME PROGRAM

LEARNING TO GET ALONG SERIES



*See Attainment Website

PATHWAYS TO LITERACY STARTER KIT

*Click circles to navigate to product pages

CORE CURRICULUM SOLUTION: ELEMENTARY

EARLY NUMERACY

MATH SKILLS BUILDER

PATHWAYS TO LITERACY

EARLY LITERACY SKILLS BUILDER (ELSB)

BUILDING WITH STORIES

ACCESS ENGLISH LANGUAGE ARTS GRADES 3–5

EARLY SCIENCE

*Click circles to navigate to product pages

CORE CURRICULUM SOLUTION: MIDDLE SCHOOL

READ & TELL

EARLY READING SKILLS BUILDER (ERSB)

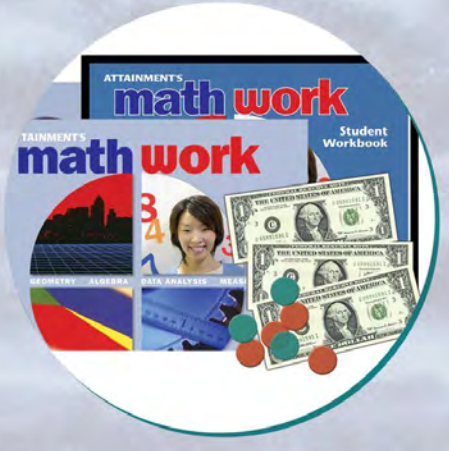
EXPLORE LIFE SCIENCE

EARLY LITERACY SKILLS BUILDER (ELSB) FOR OLDER STUDENTS

EXPLORE SOCIAL STUDIES

EXPLORE MATH

TEACHING TO STANDARDS: MATH



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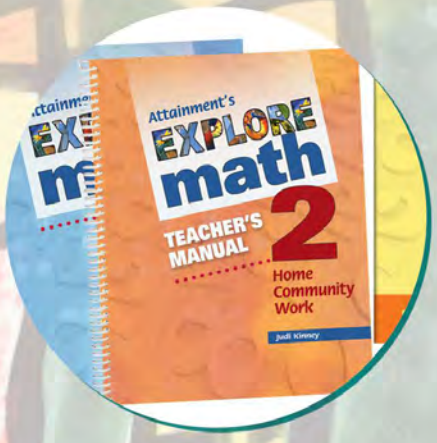
CORE CURRICULUM SOLUTION: HIGH SCHOOL

ACCESS ALGEBRA

EXPLORE MATH 2



EXPLORE BIOLOGY

EXPLORE AMERICAN HISTORY

READ TO LEARN

*See Attainment Website

TEACHING TO STANDARDS: ENGLISH LANGUAGE ARTS

EXPLORE WORLD HISTORY

EXPLORE BUDGETING

TEACHING TO STANDARDS: SCIENCE

*Click circles to navigate to product pages

MANUAL SAMPLE PAGES

SCOPE AND SEQUENCE

Core Words and Letters

BOOK	TITLE/AUTHOR	BOW WOW WORDS	TIGER TALK WORDS	LETTER
Warm-Up Book	**Brown Bear, Brown Bear, What Do You See?** By Bill Martin Jr. and Eric Carle	see, you	read	a
Book 1	**I Went Walking** By Sue Williams	I, see, what, you	front, read, tell	s
Book 2	**From Head to Toe** By Eric Carle	can, do, help, it	first, like, sing, write	d
Book 3	**Here Are My Hands** By Bill Martin Jr. and John Archambault	good, have, here, like, my/mine	and, hand, head	m
Book 4	**What Do You Like?** By Michael Grejniec	Review words from previous books		t
Book 5	**Go Away, Big Green Monster!** By Ed Emberley	away, go, not, stop	again, big	p
Book 6	**No, David!** By David Shannon	bad, come, no, play	messy, now	o
Book 7	**Come Out and Play, Little Mouse** By Robert Kraus	busy, father, little, mother	brother, later, sister, today	n
Book 8	**The Lunch Box Surprise** By Grace Maccarone	boy, eat, girl, happy, sad	friend, give, ready	c
Book 9	**If You're Angry and You Know It** By Cecily Kaiser	and, angry/mad, foot/feet, walk, show	know, feel	g
Book 10	**Max's Breakfast** By Rosemary Wells	all gone, down, get, on, where	different, there	u

Shared Reading and Writing

BOOK	TITLE/AUTHOR	CONCEPTS OF PRINT	STORY TOYS	PREDICTABLE CHART SENTENCES
Warm-Up Book	**Brown Bear, Brown Bear, What Do You See?** By Bill Martin Jr. and Eric Carle	Front of the book	Animal toys representing animals in the book	Joshua, Joshua, what do you see? I see a ____ looking at me.
Book 1	**I Went Walking** By Sue Williams	Front of the book	Cat, horse, cow, duck, pig, dog	On the walk, I saw ____.
Book 2	**From Head to Toe** By Eric Carle	First page	Homemade puppets of animals in the book (penguin, giraffe, buffalo, monkey, seal, etc.), body part cards	I like to _____.
Book 3	**Here Are My Hands** By Bill Martin Jr. and John Archambault	First sentence–where to start reading	Body part cards, action cards	Here is/are my ____ (body part) for ____.
Book 4	**What Do You Like?** By Michael Grejniec	Turning the pages	Photos of students (head shots) glued onto popsicle sticks	I like me! I can ____.
Book 5	**Go Away, Big Green Monster!** By Ed Emberley	Reading print from left to right	Monster face parts glued onto popsicle sticks	My monster is ____. Go away!
Book 6	**No, David!** By David Shannon	Where to go at the end of a line	David puppet	I see _____ (food). It is good/bad to eat.
Book 7	**Come Out and Play, Little Mouse** By Robert Kraus	Title	Cat and mouse puppets	This is my _____ (mother/father/sister/brother). We like to _____.
Book 8	**The Lunch Box Surprise** By Grace Maccarone	Letter vs. word	Pretend food, boy and girl figurines	I am a boy/girl. I eat _____.
Book 9	**If You're Angry and You Know It** By Cecily Kaiser	Front vs. back	Angry face puppet	If you're _____ and you know it, _____.
Book 10	**Max's Breakfast** By Rosemary Wells	Pictures vs. words Review all concepts	Max and Ruby puppets	Where is _____'s egg? It is _____.

TELL ME Core Word List

ALPHABETICAL ORDER

again	do	I	mad	see
all gone	down	it	messy	show
and	eat	feet	mine	sing
angry	father	foot	mother	sister
away	feel	friend	my	stop
bad	first	front	no	tell
big	get	give	not	there
boy	girl	good	now	today
brother	go	have	on	walk
busy	hand	know	play	what
can	happy	later	read	where
come	head	like	ready	write
different	help	little	sad	you

PARTS OF SPEECH

PRONOUNS
I
it
mine
my
you

NOUNS
boy
brother
father
feet
foot
friend
girl
hand
head
mother
sister

NEGATION
no
not

DESCRIPTORS
again
all gone
angry
bad
big
busy
different
down
good
happy
little
mad
messy
sad

VERBS
can
come
do
eat
feel
get
give
go
have
help
know
like
play
read
ready
see
show
sing
stop
tell
walk
write

PREPOSITION
on

CONJUNCTION
and

QUESTIONS
what
where

TIME/PLACE
away
first
front
here
later
now
there
today

Art Instructions—Handprint Fish Craft

You will need:
- fish bowl cutouts
- construction paper
- dried beans
- glue, scissors, markers
- googly eyes
- white beads

1. Trace your hand on paper and draw a rounded bump at your wrist for the fish's face.

2. Squeeze a good amount of glue along the bottom of the fish bowl.

3. Place dried beans along the bottom to look like gravel in the fish bowl.

4. Cut out your handprint fish and glue it onto the fish bowl.

5. Glue a googly eye onto the fish. Use a marker to draw on a smile.

6. Cut a small diamond shape out of paper and glue it on as a fin.

TELL ME

MANUAL SAMPLE PAGES

BOOK-AT-A-GLANCE

BOW WOW Words:

Tiger Talk Words:

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Shared Reading Shared Writing					
Infusion Activities					
Arrival					
Circle Time					
Centers					
Work Time					
Outside					
Snack					
Goodbye					

	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Shared Reading Shared Writing					
Infusion Activities					
Arrival					
Circle Time					
Centers					
Work Time					
Outside					
Snack					
Goodbye					

Infusion Activities

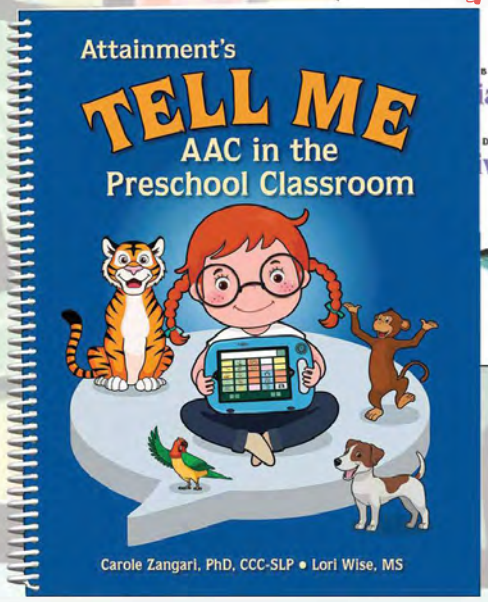
BOOK	OUTSIDE TIME	MICROPHONE ACTIVITIES	ART
Warm-Up Book	Animal action (copy actions of animals on cards)	Make animal sounds (corresponding to story toy animals)	• Character coloring • Character painting
Book 1	Animal action (copy actions of animals on cards)	Make animal sounds (corresponding to story toy animals)	• Me in a mask • Quack quack duck
Book 2	• Animal action (show animal puppets and move like that animal) • Balloon bump • Blow bubbles (pop with different body parts)	Students recite poem into microphone about following directions to touch chin, knee, ear, etc.	• Boy and girl art • Drum
Book 3	• I Can Move! (show story puppets and move like that animal) • Beanbag toss • Body part dice • Jack be nimble	In the Hat – Student recites "abracadabra" rhyme, then pulls out a word card from a hat. Student says that word.	Flower photo
Book 4	• Act-It-Out • What time is it Mr. Wolf? • Popcorn on the parachute • Balloons	Students recite poem into microphone about following directions to touch chin, knee, ear, etc. (same as Book 2)	• Me puppet • Toothbrush painting
Book 5	• Monster emotions (show monster emotion cards and ask students to imitate emotions) • Rope walking • Parachute • Beach ball (core words on it)	Stop and Go	Make a monster
Book 6	• Red light, green light • Hot potato • Water painting • Hula hoops	Peek-a-Boo–website is provided for the tune of this poem	• Food collage • Handprint fish craft
Book 7	• Mouse trap • Jump across the river (ropes on floor) • Puzzle hunt	Cat and mouse	• Mouse oval craft • Noodle name
Book 8	• Cotton ball toss • Dogs and cats (game of chase) • Carrots on a spoon	How do you feel? (be sad, be happy)	• Egg carton caterpillars • Cat puppet
Book 9	• Ladder climb • Queen's diet • Streamers	Sing "If You're Happy and You Know it," changing the emotion	• Crazy faces • Green art
Book 10	• Umbrella toss • Unicorn hunt • Unwrapping game	"Eat the ____" (students pretend to eat the food item called over the microphone)	• Healthy foods placemat • Umbrella prints

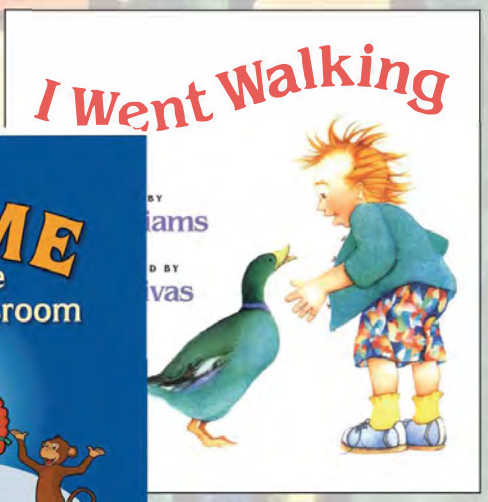
Infusion Activities (cont.)

BOOK	DRAMATIC PLAY	COOKING	TALK TWO-GETHER	DIRECT READING SEQUENCE
Warm-Up Book	Be a farmer	Ants on a log	• Lining up • Waiting for a visitor	• Letter-Sound Correspondence
Book 1	• Be a vet • Me in a mask–follow up	Animal face sandwich	• Playing with playdough • Cleaning up toys	• Letter-Sound Correspondence
Book 2	Elephant tracks (follow the path)	Chocolate bananas	• Celebrating a birthday in class • Show and tell time	• Letter-Sound Correspondence
Book 3	Leaping lily pads (land on a lily pad and say the word)	Mary Mouse's milkshake	• Participating in writing center • Walking in the rain	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading
Book 4	Wear Me puppets, say something about themselves, "I LIKE MY smile."	Edible jewelry	• Looking for a lost item • Arriving at school	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading
Book 5	Go Away, Big Green Monster! (wear monster mask)	No-cook playdough	• Making a delivery at school • Using the computer, iPad, iTouch, other	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading
Book 6	Let's be David!	Orange and onion print	• Water play activity • Helping a friend	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading
Book 7	Family dress up	Apple shapes	• Washing hands • Showing others something	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading • Sight Word Reading
Book 8	Harvest time	Fruit salad	• Putting on shoes • Walking to carpool or to meet a parent/ caregiver	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading • Sight Word Reading
Book 9	Role-playing careers that start with *G*	Garden cake	• Playing with a toy • When a student is upset	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading • Sight Word Reading
Book 10	Role-playing–chef	Cinnamon toast	• Walking outside • Eating a snack	• Letter-Sound Correspond. • Sound Blending • Phoneme Segmentation • Decoding • Guided Reading • Sight Word Reading

TELL ME

COMPONENTS





Digital Resources

Attainment HUB

Program includes: 1 manual, *I Went Walking* storybook, and digital resources from the Attainment HUB.

Features:

- 10 shared reading and 10 shared writing lessons for 11 different books
- Activity suggestions for building AAC use in circle time, centers, snack, outside play, cooking, art, and more
- Weekly packets to help parents understand key AAC concepts and extend learning into the home
- Ready-to-print symbol cards for 4–6 core words in each book; resources are provided for students using PCS, Smarty Symbols, Pixons, and manual signs
- Templates for art, cooking, and play activities
- Suggested apps for interactive play, learning, and practice with core vocabulary

RESEARCH

INTRODUCTION

Welcome to the **TELL ME** program! TELL ME stands for Teaching Early Language and Literacy through Multimodal Expression. This program is designed for preschool classrooms serving children with limited oral language who use or would benefit from augmentative and alternative communication (AAC). TELL ME uses literacy learning and other activities to build language skills in young children with significant communication difficulties and blends information from special education with speech-language pathology (SLP). It's designed to help preschool classrooms integrate appropriate language and literacy learning into daily activities and routines. The TELL ME program is designed for multilevel instruction so that teachers and SLPs can tailor their intervention to the specific needs of each child.

Research suggests that the use of AAC supports the speech and language development of children with developmental disabilities (e.g., Cress & Marvin, 2003; Millar, Light, & Schlosser, 2006; Romski & Sevcik, 2005; Schlosser & Wendt, 2008). Preschoolers who have limited oral language due to a disability may benefit from speech generating devices (SGDs, also called AAC devices), communication boards, communication books, manual signs, and the use of visual supports. Decisions about which AAC tools to use and what specific goals to target are best made by the team serving a particular child. The TELL ME program is not specific to a particular kind of AAC device, SGD, app, or symbol set. On the contrary, it can be used with whichever form of AAC the team decides is best for a given child.

Here are some central concepts in the TELL ME program:

1. Language and literacy learning happen all day long. These are not compartmentalized skills confined to one or two activities, but rather are taught and practiced in many activities throughout the day.
2. Children with significant communication difficulties need high-quality instruction to learn and use basic vocabulary. TELL ME helps them master some of the 300 to 500 words used most frequently by preschoolers. This forms a strong foundation for later language development.
3. The TELL ME program focuses on high frequency or core words. These core words are chosen carefully and are infused in all learning activities.
4. This program is based on repeated readings of carefully chosen storybooks and focuses on a new book every two weeks. Each book contains ten shared reading and writing lessons that span two weeks. During each two-week period, the program proposes numerous reading and writing activities related to the book. Reading, writing, communicating, listening, playing, moving, singing, and many other activities are involved, using key concepts from each target book.

5. Children with significant communication difficulties need frequent opportunities for learning and practice. They need dozens of carefully planned opportunities to use their new words EACH DAY.
6. Continuity is an important part of learning. Core words are reviewed and practiced repeatedly throughout TELL ME so that children build their habitual use of those words.
7. Children will learn best if a consistent representation of core vocabulary is visible throughout the day. Consider having a poster-size communication board that is rich in core vocabulary displayed in a prominent place for shared reading and writing lessons. Word/symbol cards that have symbols and text for target words can be placed in their appropriate location on the classroom communication board.

THE ROLE OF CORE LANGUAGE

Core words are those 500 or so words that we use frequently throughout the day. They are the foundation of language. Children may say these words with their natural speech, manual signs, pictures, or an AAC device. We value each one because each word is an integral part of our language. By mastering a few hundred core words, children are able to say many things. Consider these core word examples: I, you, do, see, tell, not, that, it. These words are so flexible they can be used in any activity, with any materials, and in any context. They are the glue that makes our language cohesive and give us many opportunities to learn and practice. Contrast that with more specific words like bubbles, pop, and Ms. Amy. While useful, those words are more limiting; they are only appropriate in specific situations.

Core words are power words. Teach mastery of those words so students can communicate effectively in a variety of situations.

TEACHING CORE LANGUAGE

TELL ME emphasizes a set of two to six core words within each book. We call these **BOW WOW** words: Book Of the Week Words Of the Week. The dog you see here is the symbol for the BOW WOW words. These words are taught daily in two group lessons called Shared Reading and Shared Writing, and in many other activities. For example, in addition to being highlighted in circle time, BOW WOW words are practiced during outside play, snack, table time, centers and other scheduled routines. Core language learning is infused throughout the day.

Some children need a larger set of words each week. They may have entered the program with stronger receptive language skills, or they may be learning at a faster rate. To ensure that we can meet their needs, additional core vocabulary words are selected from each book. These are called **Tiger Talk** words and are represented by the striped tiger. The BOW WOW word set contains the most important core words. All children learn to use these words by participating in activities. Only those children who are learning language at a faster rate engage in practice with

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TELL ME *MÁS*

MANUAL SAMPLE PAGES

LECCIONES DE ESCRITURA COMPARTIDA

Para las siguientes lecciones, consulte esta información:

Título del esquema predecible	Frase portadora del esquema predecible
Letra de la semana	
Actividades con letras	En libros anteriores, se completaron las siguientes actividades. *DÍA 1: estampar letras* *DÍA 2: pintar con crayón* *DÍA 3: elegir broche* *DÍA 4: unir letras* *DÍA 5: balde de letras* *DÍA 6: letra de gel* *DÍA 7: categorías de letras* *DÍA 8: letra en el piso* *DÍA 9: pescar letras* *DÍA 10: balde de letras* Elija entre estas actividades o cree nuevas actividades.

LECCIÓN 1 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 8 minutos	Mostrar el libro para determinar el tema Revisar palabras esenciales del cuento (Decir y Repetir) Presentar el esquema predecible	Libro Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Papel afiche con el título escrito en él, marcador Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Preparándose para escribir 2 minutos	Presentar título del esquema predecible	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

LECCIÓN 2 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Esquema predecible con título y frase portadora Marcadores Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 12 minutos	Comenzar el dictado de oraciones con la mitad de los estudiantes Volver a leer las oraciones usando los Dispositivos CAA Encontrar la letra	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

LECCIÓN 3 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Esquema predecible parcialmente completado Marcadores Tablero de canciones de letras especiales Dispositivos CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 12 minutos	Finalizar el dictado de oraciones con la mitad de los estudiantes Volver a leer las oraciones usando los Dispositivos CAA Encontrar la letra	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

LECCIÓN 4 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Esquema predecible completo Marcadores Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 10 minutos	Unir tarjetas con nombre al esquema Comenzar las oraciones para tocar y leer con la mitad de los estudiantes Encontrar la letra	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

LECCIÓN 5 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Esquema predecible completo Marcadores Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 10 minuto	Unir tarjetas con nombre al esquema Finalizar las oraciones para tocar y leer con los estudiantes restantes Tomar fotografías Encontrar la letra	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

Estas son las fotografías que debo tomar:

- ☐ El esquema completo
- ☐ Primer plano del título
- ☐ Primer plano de cada oración
- ☐ Dos o tres fotos que los muestren al maestro o los niños en plena participación de la actividad

LECCIÓN 6 de escritura compartida

RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Esquema predecible completo Marcadores Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 10 minutos	Tocar y leer todo el esquema Búsqueda de palabras esenciales Encontrar la letra	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

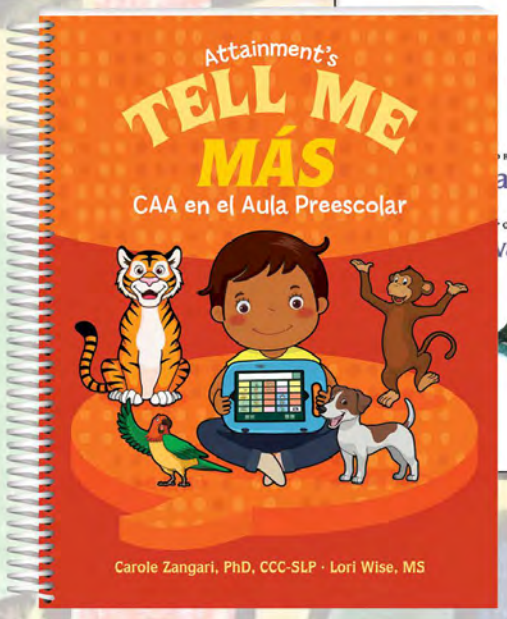
LECCIÓN 7 de escritura compartida

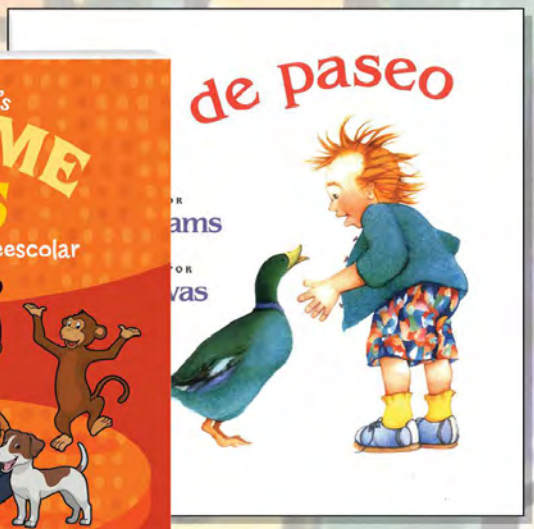
RESUMEN DE LA LECCIÓN

TIEMPO DE LA LECCIÓN	ACTIVIDAD	MATERIALES
Antes de escribir 5 minutos	Revisar palabras esenciales del cuento (Decir y Repetir) Revisar el título	Organizador Tarjetas con palabras/símbolos Dispositivos CAA personales o tableros de comunicación Dispositivos CAA compartidos o tableros de comunicación Computadora portátil con libro de PPT del esquema Tablero de canciones de letras especiales Dispositivo CAA de tecnología básica con sonidos de letras grabados Materiales para actividades con letras
Escritura 10 minutos	Presentar el libro de PowerPoint del esquema	
Actividad de seguimiento 5 minutos	Canción del sonido de las letras Actividad con letras:	

TELL ME *MÁS*

COMPONENTS





Attainment HUB

Digital Resources

TELL ME *MÁS*: CAA en el aula preescolar incluye 2 paquetes de libros que le permiten enseñar vocabulario esencial en actividades de lectura compartida, escritura compartida e inmersión en su clase. Estas oportunidades para integrar lenguaje adecuado comienzan desde el momento en el que los estudiantes pisan por primera vez la clase en la mañana hasta el momento en el que se van al final de la jornada escolar. Cada paquete de libro alcanza para dos semanas escolares de lecciones y actividades y aporta diversión e interacciones valiosas y entretenidas a su entorno de clase. Tanto las palabras esenciales como los libros incluidos en **TELL ME** formaron parte de la versión original en inglés. En esta sección, lo ayudaremos a considerar cómo puede usar los mismos métodos de enseñanza y actividades con otras palabras esenciales y libros que usted elija.

Program includes: 1 manual, **Salí de paseo** storybook, and digital resources from the Attainment HUB.

RESEARCH

INTRODUCCIÓN

Bienvenidos al programa **TELL ME**. TELL ME es la sigla en inglés de Enseñanza Temprana del Lenguaje y Alfabetización a través de Expresión Multimodal. Este programa está diseñado para las aulas de nivel preescolar que atienden a niños con lenguaje oral limitado quienes usan o se benefician de la comunicación aumentativa y alternativa (CAA). TELL ME utiliza actividades de aprendizaje de alfabetización y otras para enseñar habilidades lingüísticas a niños pequeños que tienen serias dificultades de comunicación y combina información de la educación especial con la de los trastornos de habla y lenguaje (SLP). Está diseñado para ayudar a las clases preescolares a integrar lenguaje adecuado y aprendizaje de alfabetización en las actividades diarias y rutinas. El programa TELL ME está diseñado para una instrucción de múltiples niveles de modo que los maestros y especialistas en trastornos del habla puedan adaptar su intervención a las necesidades específicas de cada niño.

La investigación sugiere que el uso de la CAA respalda el desarrollo del habla y el lenguaje de los niños con discapacidades del desarrollo (p. ej.: Cress & Marvin, 2003; Millar, Light, & Schlosser, 2006; Romski & Sevcik, 2005; Schlosser & Wendt, 2008). Los preescolares que tienen un lenguaje oral limitado debido a una discapacidad pueden beneficiarse de los dispositivos CAA, tableros de comunicación, libros de comunicación, signos y el uso de soportes visuales. Las decisiones sobre qué herramientas CAA utilizar y a qué objetivos específicos apuntar se toman mejor con un equipo que atiende a un determinado niño. El programa TELL ME no es específico de una clase particular de dispositivo CAA, aplicación o conjunto de símbolos. Por el contrario, se puede utilizar con cualquier forma de CAA que el equipo decida que es la mejor para un determinado niño.

Este libro es una versión traducida del original TELL ME: AAC in the Preschool Classroom, el cual fue publicado en inglés. Abarca dos libros en español, además de información sobre los libros en inglés que se utilizan junto con el TELL ME original para las personas que tienen ambos libros. Los verbos utilizados como palabras esenciales se han dejado en la forma infinitiva en la narrativa y en las tarjetas de símbolos. Reconocemos que los niños pequeños tienden a no utilizar la forma infinitiva, pero esto permitirá que los adultos puedan conjugar los verbos de manera apropiada al contexto cuando simultáneamente hablan en voz alta y modelan el uso de CAA. Sugerimos que al hablar; los profesores, terapeutas y padres usen el tiempo presente simple o el pretérito, según corresponda. Los verbos sí se conjugan apropiadamente en el programa TELL ME *MÁS* cuando se usan en oraciones.

En la versión en inglés de TELL ME, la palabra 'FRONT' se enseña como una palabra esencial. Se utiliza principalmente para hablar sobre la TAPA del libro en lecciones de lectura compartida, pero también se utiliza para discutir estar AL FRENTE de la fila, buscar la FACHADA de la casa, clasificar las cosas hacia ADELANTE y atrás, etc. Al traducir esto al español, entendemos que hay varias palabras para expresar el concepto de 'FRONT'. Elegimos usar la palabra TAPA para FRONT ya que ese es el uso más frecuente de la palabra en el programa TELL ME. Aunque TAPA no sea una palabra utilizada frecuentemente por los niños pequeños, mantuvimos la imagen que corresponde con una TAPA de libro para que los profesores puedan introducir este concepto de alfabetización temprana a sus estudiantes.

Estos son algunos de los conceptos centrales del programa TELL ME:

1. El aprendizaje del lenguaje y la alfabetización se producen todo el tiempo. Estas no son habilidades compartimentalizadas que se confinan a una o dos actividades, sino que se enseñan y practican en muchas actividades a lo largo del día.

2. Los niños con dificultades significativas de comunicación necesitan instrucciones de alta calidad para aprender y usar el vocabulario básico. TELL ME les ayuda a dominar algunas de las 300 a 500 palabras que más frecuentemente usan los niños en edad preescolar. Esto forma una base sólida para el desarrollo posterior del lenguaje.
3. El programa TELL ME se centra en palabras esenciales o de alta frecuencia. Estas palabras esenciales se eligen cuidadosamente y se introducen en todas las actividades de aprendizaje.
4. Este programa se basa en lecturas reiteradas de libros de cuentos cuidadosamente seleccionados y se centra en un libro nuevo cada dos semanas. Cada libro contiene diez lecciones de lectura y escritura compartidas que se extienden durante dos semanas. Durante cada período de dos semanas, el programa propone numerosas actividades de lectura y escritura relacionadas con el libro. Actividades de lectura, escritura, comunicación, auditivas, lúdicas, de movimiento, canciones y muchas otras actividades forman parte del programa, con conceptos clave de cada libro objetivo.
5. Los niños con serias dificultades de comunicación necesitan oportunidades frecuentes de aprender y practicar. Ellos necesitan decenas de oportunidades cuidadosamente planificadas para usar sus nuevas palabras TODOS LOS DÍAS.
6. La continuidad es una parte importante del aprendizaje. Las palabras esenciales se revisan y practican repetidamente a lo largo de todo el material de TELL ME para que los niños construyan el uso habitual de estas palabras.
7. Los niños aprenderán mejor si una representación coherente del vocabulario esencial es visible durante todo el día. Considere tener un tablero de comunicación del tamaño de un cartel que sea rico en vocabulario esencial exhibido en un lugar prominente para las lecciones de lectura y escritura. Las tarjetas de palabras/símbolos que tienen símbolos y texto de las palabras claves pueden colocarse en su lugar adecuado en el tablero de comunicación del aula.

LA FUNCIÓN DE LAS PALABRAS ESENCIALES

Las palabras esenciales son aquellas 500 palabras o más que todos utilizamos frecuentemente durante el día. Son los cimientos del idioma. Los niños pueden decir estas palabras con su habla natural, signos, imágenes o dispositivo CAA. Valoramos cada una de ellas porque cada palabra es una parte integral de nuestro idioma. Al dominar unos cuantos cientos de palabras esenciales, los niños son capaces de comunicar muchas cosas. Preste atención a estos ejemplos de palabras esenciales: Yo, tú, hacer, ver, decir, no, que, él/ella. Estas palabras son tan flexibles que se pueden utilizar en cualquier actividad, con cualquier material y en cualquier contexto. Ellas son el pegamento que le da cohesión a nuestro lenguaje y nos brinda la oportunidad de aprender y practicar. Compárelas con palabras más específicas como burbujas, explotar y Sra. Amy. Si bien son útiles, esas palabras son más limitantes ya que sólo son adecuadas en situaciones más específicas.

Las palabras esenciales son palabras poderosas. Enseñe el dominio de dichas palabras para que los estudiantes puedan comunicarse de manera efectiva en una variedad de situaciones.

ENSEÑANZA DEL VOCABULARIO ESENCIAL

TELL ME enfatiza un conjunto de cuatro a seis palabras esenciales con cada libro. A estas las denominamos **palabras** IMPORTANTES: del libro IMPORTANTE de la semana. El perrito que se ve aquí es nuestro

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TEACHER'S GUIDE SAMPLE PAGES

Jamaica's Find — Level Two

Suggested Prompt Hierarchy: least to most

Suggested Wait Time: 5 seconds to initiate response

Materials

- Adapted **Jamaica's Find** book
- A second adapted book
- Objects: **dog, hat, basket**
- Picture card for the AAC device: **dog**
- Big Button AAC device preprogrammed with the word **dog**

Optional Materials

- Bell
- Flashlight
- Eye-gaze board
- Solid background (e.g., black construction paper or felt)

Lesson

1 Present a choice of two books.

Greet the student by saying, **Hello, (student's name). Let's get started with our reading lesson. Today, I would like you to choose the book we will read. Would you like to read Jamaica's Find or (the second choice)?**

Present the student with the books as follows:

Hold them up within the student's visual field or attach to each side of an eye-gaze board.

Place them on a table or tray within the student's reach.

Place them on a table or tray within the student's reach. Place the student's hands on each book cover as you name it.

Allow time for the student to choose a book.

Prompts

If no response, say, **I'm not sure which book you want. This book** (show **Jamaica's Find** to the student) **is about a dog. This book** (show the student second choice) **is about (describe second book). Which book sounds interesting to you?**

If still no response, put down the second book and say, **Let's read Jamaica's Find.** Engage the student visually by tapping on the book, shining a flashlight on the book, and presenting the book in the student's visual field.

If no response, orient the student to the books again and say, **I'm not sure which book you want. This book** (show **Jamaica's Find** to the student) **is about a dog. This book** (show the student the second choice) **is about (describe the second book).** Place the student's hand on each book as it is named, modeling the response you want. Say, **Which book sounds interesting to you?**

If still no response, say, **I'm not sure which book you want to read. Let's read Jamaica's Find.** Physically guide the student's hand to **Jamaica's Find** to reinforce the choice.

If no response, orient the student to the books again and say, **I'm not sure which book you want. This book** (have the student feel **Jamaica's Find**) **is about a dog. This book** (have the student feel the second book) **is about (add description of book). Which book sounds interesting to you?** Place the student's hands to the sides of the books.

If still no response, say, **I'm not sure which book you want to read. Let's read Jamaica's Find.** Physically guide the student's hand to **Jamaica's Find** to reinforce the choice.

2 Read the title and author.

Say, **Listen while I read the title and author. Jamaica's Find is the title and Juanita Havill is the author of this book.** Point to the author's name. Say, **The author is the person who wrote the book. Let's read the title together. You find the title and I will read it.**

Present the book as follows:

Place the book with the raised title within the student's visual field. If the student attends to the cover, praise him or her by saying, **Great! You are looking at the title. I'll read it for you. The title is Jamaica's Find.**

or Place the student's hand or fingers on the edge of the book. Allow time (up to 6 seconds) for the student to explore the book cover. If the student finds the title, either accidentally or intentionally, praise him or her by saying, **You found the title. I'll read it for you. The title is Jamaica's Find.**

Prompts

If the student does not attend, shine a flashlight on the title or tap the title to draw the student's attention to the book cover. If the student attends to the cover, praise him or her by saying, **Great! You are looking at the title. I'll read it for you. The title is Jamaica's Find.**

or If the student does not attempt to explore the book cover, guide his or her hands over the text while you read the title. Praise him or her by saying, **Great! You are touching the title. I'll read it for you. The title is Jamaica's Find.**

3 Introduce the story with an anticipatory set.

Show the **dog** to the student. Say, **Here is a dog. This is what the book will be about. Feel the dog.** Make sure the student is attending and give the student an opportunity to engage with the dog by placing or holding it within the student's reach.

Prompts

If no response, move closer to the student. Hold up the dog and say, **(Student's name), look at the dog. Touch the dog.** Place the dog in the student's hands. Praise the student.

or If no response, provide physical guidance to touch the dog. Praise the student.

Allow time for the student to engage with the dog. Say, **Yes! This is a dog. We will hear about a dog in the story.**

4 Model opening the book.

Say, **Let's get started reading. First, we need to open our book.** Demonstrate opening the book, then close the book. Say, **Let's practice. You help me this time.** Place the book near the student, such on the student's tray. Allow the student to do as much as he or she can physically; assist the student as needed to open the book. Say, **Good job! You helped me open the book. Let's read our story.**

5 Show an object related to the text and pause to have the student attend to it.

Read to page 4, then stop. Attach the **hat** to page 5. Say, **It's your turn to read with me. But first, find the hat on this page. I will be reading about a hat.**

Present the materials as follows:

Hold the book up so the student can see the hat.

Place the book on the student's tray or on the table facing the student.

Place the book in front of the student. Place the student's hands on the edge of the book.

Prompts

If the student makes no attempt to attend to the hat, place a solid background behind it. Hold both in the student's line of vision, then set both on the page. Say, **Look at the hat. A hat is in the story.**

If still no response, remove the hat with the solid background from the page and hold both in the student's line of vision. Say, **Look at the hat. A hat is in the story.**

If the student makes no attempt to attend to the hat, remove the hat from the page and hold it near the student. Say, **Touch the hat.**

If still no response, model touching the hat. While touching it, say, **Touch the hat.**

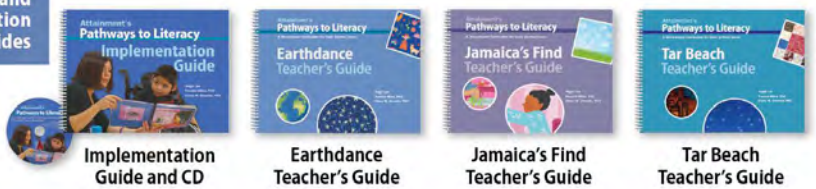
If still no response, provide a physical prompt as needed for the student to touch the hat. Say, **Here is the hat.**

PATHWAYS TO LITERACY

COMPONENTS

Pathways to Literacy curriculum materials

Teacher's and Implementation Guides



Implementation Guide and CD | Earthdance Teacher's Guide | Jamaica's Find Teacher's Guide | Tar Beach Teacher's Guide

Adapted Storybooks

Earthdance | Jamaica's Find | Tar Beach

Card Sets and Communication Device

Picture cards (3 sets of 14) | Big Button

Story-Related Objects

Earth | Dance slippers | Car | Necklace | Star | Wings | Flower | Grass | Fan | Dog | Hat | Basket | Watermelon

Symbol Creation Kit and Miscellaneous

Fun foam shapes | Velcro® dots | Wings | Ribbon | Leaf | Furry swatch | Bamboo pieces

Additional or replacement materials may be purchased separately at www.AttainmentCompany.com

Curriculum: 3 Teacher's Guides for each of the 3 corresponding storybooks: *Earthdance, Jamaica's Find,* and *Tar Beach,* adapted to a spiralbound format with laminated pages, raised titles, large page numbers, and repeated storylines, Implementation Guide, and hands-on materials, including a collection of story-connected objects, materials for tactile adaptations, plus photo and picture vocabulary cards, and a Big Button device to encourage students to communicate during lessons.

Curriculum with Extensions: The Curriculum with one Extension Activity Book for Teachers and 10 consumable Extension Activity Books for Students.

Extension Activity Book Set: Extension Activity Book for Teachers and 10 consumable Extension Activity Books for Students.

Background

Pathways to Literacy was developed for students with the most severe disabilities who may have multiple disabilities (e.g., physical, intellectual, and visual). In their comprehensive review of the literature, Browder, Wakeman, Spooner, Ahlgrim-Delzell, and Algozzine (2006) found that this population is under-represented in the research on early literacy. One reason for this under-representation is that finding a measure for students who may not use symbolic communication consistently can be especially challenging. This also is an extremely low-incidence and heterogeneous population that makes randomized trials research untenable. Even single-subject research can be challenging because of the difficulty of finding students with similar characteristics for between participant replications and/or identifying observable and measurable responses. In contrast, single-subject research is the most feasible way to build a research foundation for an intervention for students with the most severe disabilities. Pathways to Literacy was derived from a series of single-subject studies and some field trials of the five levels of the curriculum with students in the Charlotte, NC region.

In the first study, the decision-making process for individualizing the story-based lessons for students with specific disability challenges was wdeveloped (Browder, Mims, Spooner, Ahlgrim-Delzell, & Lee, 2008). In this study, the researcher taught three students with severe physical and intellectual disabilities to engage with children's stories during read alouds of the books. For experimental control, a multiple probe across participants single-subject design was chosen. The intervention applied principles of universal design of learning (UDL) to increase student engagement, representation, and expression (Center for Applied Special Technology, CAST; 2008). A classroom team met with the researchers to review the task analysis of a story-based lesson for each student and to plan ways to increase each student's participation and understanding. All three students gained foundational literacy skills, such as choosing a book, focusing on objects related to the story, or using an augmentative/alternative communication (AAC) device to complete a repeating storyline. This study provided many of the ideas included in Pathways to Literacy on how to adapt the task analysis for individual students.

In a second study (Mims, Browder, Baker, Lee, & Spooner, 2009), the read aloud method was adapted for students who had both severe intellectual disabilities and visual impairments. In this study, a multiple probe across materials single subject design was chosen to demonstrate the effectiveness of the intervention. To engage the students with the children's books, the researcher who implemented the intervention attached objects to each page. For example, in the book **Alexander and the Terrible, Horrible, No Good, Very Bad Day** (Viorst & Cruz, 1972), a packet of gum was attached to the page where Alexander gets gum in his hair. The same objects plus other objects, meant to be distractors or foils, were presented to the student as options for responding to comprehension questions. A system of least-to-most prompts was used to teach the students to answer the questions. All three students showed an increase in the number of correct responses to comprehension questions. This study helped refine how to use objects to represent the story's main ideas and how to provide students a way to show understanding. The study also helped determine the types of comprehension questions to use in Pathways to Literacy.

In a third study (Browder, Lee, & Mims, in preparation), the use of the scripted literacy lessons to create the foundation of Pathways to Literacy was evaluated. A multiple probe across participants design was chosen, but each student replication was with an individual with a different response mode. All three students increased both engagement and comprehension in the lessons. This third study helped refine how to individualize the scripts by response mode.

Field Trials of Pathways to Literacy

Based on these three studies, the Pathways to Literacy curriculum was developed and then field tested with students with severe disabilities and their teachers in the Charlotte-Mecklenburg School System. Figure 1 provides the outcomes achieved at the end of one school year for five of these students.

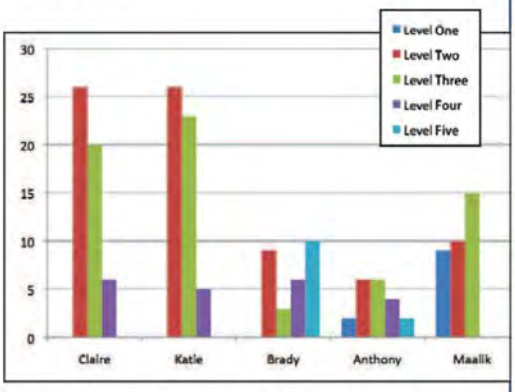


Figure 1 Pathway to Literacy: Number of Days Spent at Each Level

The bar graphs for each student indicate the number of days it took the children to master the steps of the task analysis (independently without teacher prompts) by the end of the school year. The bar graphs support the idea that the levels are progressive. That is, students had more correct responses on lower levels than higher levels. Learning one level also promoted success at the next level. As indicated, not all the students needed to begin at Level One. Two students mastered the Level Five and were ready to begin the **Early Literacy Skills Builder** curriculum (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007) by the end of the school year. The others needed a second school year with Pathways to Literacy. The following describes each student briefly (names and other details not relevant to the outcomes have been changed to protect confidentiality):

Claire

Claire was a 7-year-old girl with multiple disabilities. She was in a wheelchair, had difficulty making controlled movements with her arms, and was nonverbal. Claire's communication skills were sometimes inconsistent. Although she tried to use her arms, she did not have the fine motor skills to make accurate selections. Claire could not use her arms/hands to press an augmentative/alternative communication (AAC) device. When making choices among objects or familiar pictures, Claire used eyegaze to choose. With her many challenges, it was difficult for Claire to demonstrate what she knew. Due to medical issues, Claire did not get started in Pathways to Literacy until late in the school year. Mastering the first level came slowly for Claire. Finding the best response mode was not easy but by the end of the program, Claire used an AAC device for the story-based lessons and used eyegaze to choose between two selections. It took several lessons for her to consistently use these two response modes. However, as noted on the graph, as Claire progressed through the levels, she mastered each new level in fewer days than the previous level. Claire mastered Level Four in six days.

EARLY LITERACY SKILLS BUILDER

IMPLEMENTATION, TEACHER'S GUIDE, ALL ABOUT MOE BOOK, AND STUDENT RESPONSE BOOK SAMPLE PAGES

Objective 1

Read sight words using time-delay instruction

Activity

Flashcard Game

Materials

- Moe the frog puppet
- Sight word flashcards: my, are, is, me

Tip

A constant time-delay procedure is used to promote near-errorless responding. If a student is making errors in Round 1, which is a 0-second time-delay round, he or she may need additional practice (outside of this lesson) in imitating your model of choosing the correct response. Using pictures, have the student practice pointing where you point until he or she can do so fluently. If the student makes mistakes in Round 2, which is the 5-second time-delay round, shorten the time to 2 seconds before you show the correct answer. He or she will only have time to answer if certain. The student may also need to practice "wait training" to wait for the response. To do "wait training," use several sheets of different colored paper and say, **Point to the paper.** Have the student wait for you to point to show him or her which sheet.

Instructions

Flashcard Game: Part 1. Part 1 of the Flashcard Game will give students practice saying or pointing to words with guidance.

Round 1: In this round, you point to the correct answer as you ask the student to point (0-second time delay).

Lay the sight word flashcards in front of the students. Introduce the activity: **Let's play a game. I'll point to a word, then you point to the same word. Watch me.**

my	are
is	me

Move the sight word flashcards in front of the first student. Point to the sight word while saying, **This word is _____. (Student name), now you point to _____.**

Be sure you are pointing to the sight word as you say the word. Don't move your finger until the student points to where you are pointing. If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, you might use a light pointer or tap the answer to get them to focus their gaze on the correct answer.

When the student points to _____, say, **Yes, _____.** For students who are verbal, also say, **What word?** and have them say the word.

Wonderful job pointing to the word _____!

Shuffle the sight word flashcards and display them in a new order in front of the next student. In this round, each student takes a

Moe is my friend.

Table 1: ELSB Overall Scope and Sequence

	LEVEL						
	1	2	3	4	5	6	7
1. Read sight words using time-delay instruction Activity: Flashcard Game	boy, girl, friend	me, is, friend	want, he, is, boy	my, are, is, me, want	like, give, are, friend, he	where, have, give, my, girl	was, does, have, where, like
	Formula for introducing frequently used vocabulary words in K–1 reading curricula: • New words are introduced and maintained for a complete level. • Words are added back in for 1–2 successive lessons in subsequent levels. • Words are dropped again for 2–3 lessons. Words are added back in for at least 1 additional lesson.						
2. Point to sight words to complete sentences Activity: Flashcard Game	Correct answer/ 1 distractor	Correct answer/ 1 distractor	Correct answer/ 2 distractors	Correct answer/ 2 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors
3. Point to text as it is read Activity: Pointing to Words	1–2 lines of text using left-to-right and top-to-bottom movement	2–3 lines of text using left-to-right and top-to-bottom movement	3–4 lines of text using left-to-right and top-to-bottom movement	1 line of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing
4. Say and/or point to a word to complete a repeated story line Activity: Hidden Words	Correct answer/ 1 distractor with picture cues	Correct answer/ 1 distractor with picture cues	Correct answer/ 2 distractors with picture cues	Intermittent (in 2 lessons for review). Correct answer/ 2 distractors with picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues

(Continued on next page)

Table 1: ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
5. Respond to literal questions about a story Activity: Answering Questions	What, who, and yes/no questions (answer on page). 1 distractor	What, where, yes/no, and who questions (answer on page). 1 distractor	What, who, whose, where, yes/no, prediction, and main idea questions. 2 distractors with picture cue	What, who, where, when, prediction, and main idea questions. 2 distractors without picture cue	What, who, where, when, prediction, and main idea questions. 3 distractors	What, who, whose, how many, where, prediction, main idea, and sequence questions. 3 distractors	Same types of questions. Add a why question at the end (not literal).
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words Activity: Chunking Words		2–3 syllable words (not 1 syllable)	1–4 syllable words	1–5 syllable words Intermittent (in 1 lesson for review)	2–5 syllable words Intermittent (in 1 lesson for review)	1–3 syllable words Intermittent (in 1 lesson for review)	1–5 syllable words Intermittent (in 1 lesson for review)
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words Activity: Tapping Out Sounds				4 CVC words	4 CVC words	4 CVC words	4 CVC words
8. Identify letter-sound correspondences Activity: Letter Sounds Game	New sound: /m/, one object (nonletter)	New sounds: /a/, /s/	New sounds: /r/, /t/	New sounds: /f/, /o/	New sounds: /l/, /g/	New sounds: /d/, /u/	New sounds: /i/, /h/

(Continued on next page)

Moe is a green frog .[1]

Moe is my friend.[2]

Moe is your friend .[3]

Moe can jump .[4]

Moe is your _____.

EARLY LITERACY SKILLS BUILDER

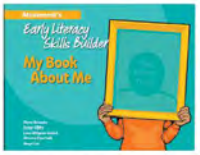
COMPONENTS

Attainment's

ELSB

Curriculum Components

All About Moe and Oh My, Apple Pie! Reversible Easel Storybook



My Book About Me Consumable Student Workbook

Moe Puppet

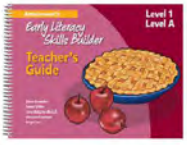
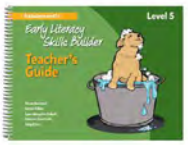
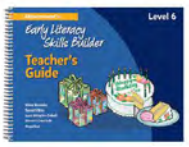
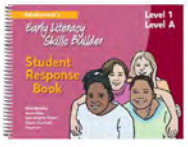
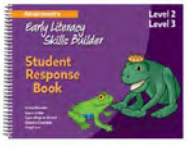
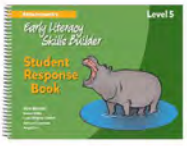
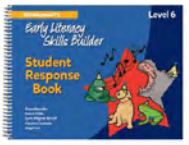
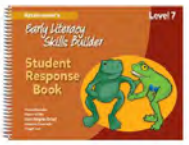
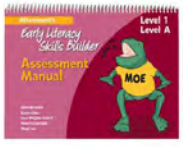
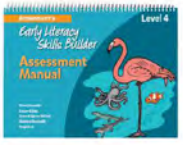
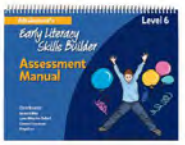
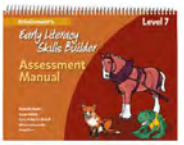
Getting Started DVD

Implementation Guide with Digital Resources from the Attainment HUB

Magnetic Dry Erase Board

Post-it® Notes

Sight Word Flashcards

Levels 1 & A	Levels 2 & 3	Level 4	Level 5	Level 6	Level 7
					
					
					

Curriculum: Implementation Guide; 6 Teacher's Guides; 6 Student Response Books; 6 Assessment Manuals; All About Moe Stories; Oh My, Apple Pie! Story; Moe the Frog Puppet; DVD for staff training; sight word flashcards; magnetic dry-erase board; Post-it flags; 1 consumable My Book About Me book; and digital resources from the Attainment HUB.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, 1 software license for any platform (e.g., Windows, Mac, iOS, or Android), 1-year subscription for web-based software, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

EARLY LITERACY SKILLS BUILDER

RESEARCH

NEW RESEARCH

ELSB AND INCLUSION

Funding Source: IES, National Center for Special Education Research

Purpose: To investigate the effectiveness of ***ELSB,*** specifically when it is implemented in small group contexts in general education settings.

Methodology: 80 students: severely impacted by intellectual disabilities or autism in 16 elementary schools in three states.

Final Outcome: Students with severe disabilities can benefit from comprehensive literacy instruction when implemented in general education settings.

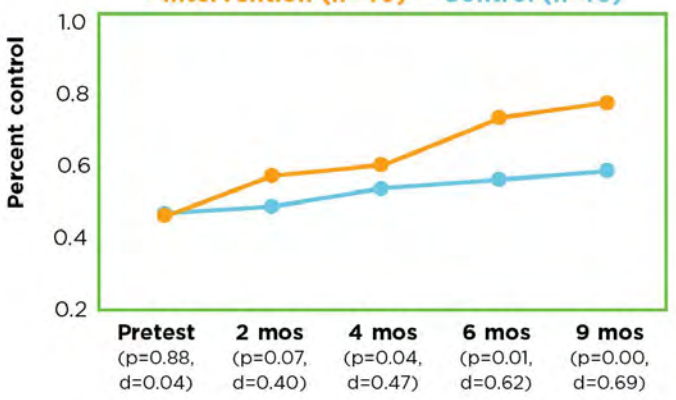
For more research information visit www.AttainmentCompany.com/elsb

CONVENTIONS OF READING

– Intervention (n=40) – Control (n-40)

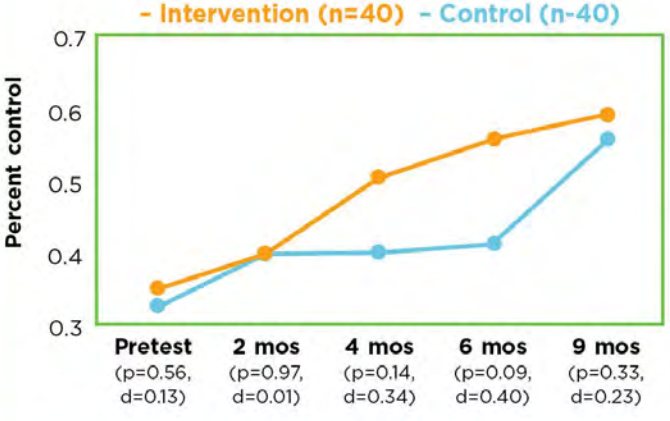
COMPREHENSION

– Intervention (n=40) – Control (n-40)



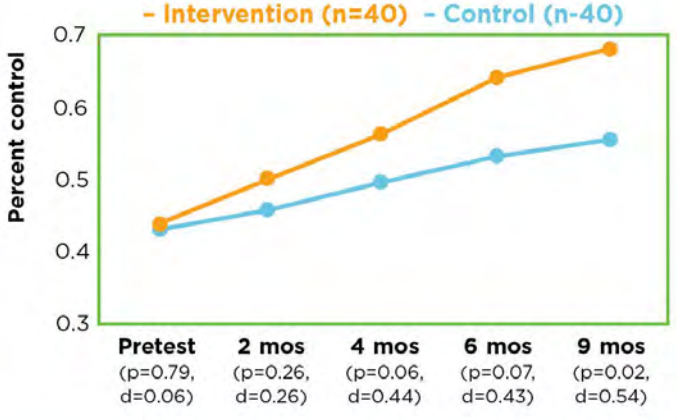
WORD STUDY/VOCABULARY

– Intervention (n=40) – Control (n-40)



PHONOLOGICAL AWARENESS/PHONICS

– Intervention (n=40) – Control (n-40)



SAM STORIES SAMPLE PAGES

I told Tom  that my dad said,
"Dogs cannot go to school  !"[10]

"That's ridiculous  ," said Tom  .[11]

I said, "I know, Tom. But my dad said
I was the one being ridiculous  ."[12]

I guess I **am** ridiculous because I want
Bo Jo  to come to school  .[13]
Just call me Ridiculous  Sam![14]

Bo Jo ran  hard, and he ran fast to keep up with the bus.[5]

Poor Bo Jo! He did not know that dogs are not allowed at school  ![6]

The big, yellow bus  stopped in front of the school.[7]

Then Bo Jo stopped running. He waited behind the bus  .[8]

Our teacher  , Mrs. Jones, said, "Boys and girls, I have some good news today."[6]

"The Spring Sports Games  are next month on April 17th  ."[7]

"Tom  will be in two events for the games."[8]

"He will be in the swimming  event and . . . he will be in a wheelchair race  ."[9]

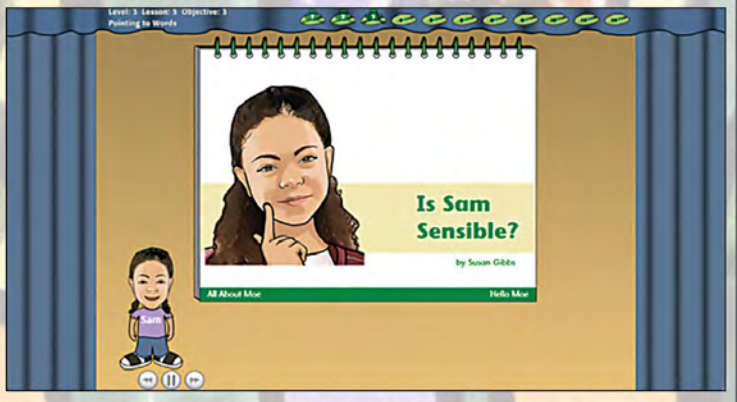
EARLY LITERACY SKILLS BUILDER FOR OLDER STUDENTS

SAMPLE SOFTWARE SCREENS

Log-in screen

Custom avatar creation

Lesson opening screen



Students listen to Sam Stories read to them and then answer questions

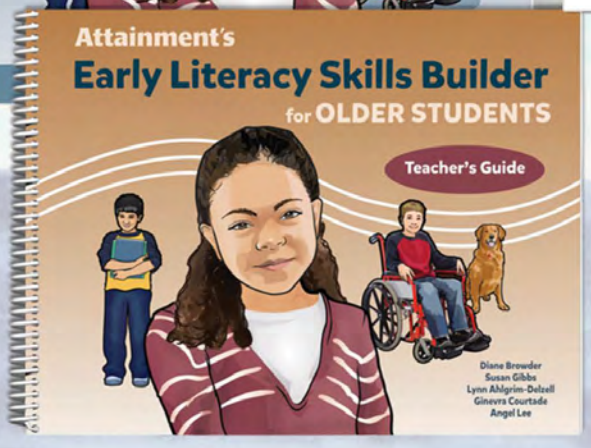
Letter-sound correspondence

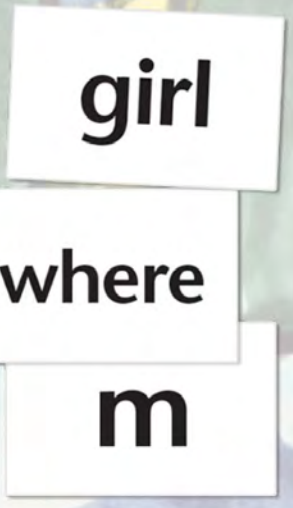
EARLY LITERACY SKILLS BUILDER FOR OLDER STUDENTS

COMPONENTS

Attainment HUB

Digital Resources and Software





Curriculum Plus: 1 software license for any platform (e.g., Windows, Mac, iOS, or Android), 1-year subscription for web-based software, spiralbound Sam Stories, Teacher's Guide, digital resources from the Attainment HUB, and sight word and alphabet cards.

RESEARCH

Background and Research

The original *ELSB* was developed through Project RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) at the University of North Carolina, Charlotte, and evaluated in Charlotte-Mecklenburg Schools (CMS). Support for this research was provided in part by IES Grant No. H324K040004 from the U.S. Department of Education, National Center for Special Education Research, awarded to the University of North Carolina at Charlotte. Dr. Diane Browder and Dr. Claudia Flowers served as the Principal Investigators. Through Project RAISE, over 100 students with significant developmental disabilities, including autism, moderate-to-severe intellectual disabilities (ID), and multiple disabilities received early literacy instruction using *ELSB* as an ongoing part of their daily school routine. All students had IQs below 55. The grant staff trained teachers in CMS to implement *ELSB* with fidelity.

Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers (2008) first evaluated *Early Literacy Skills Builder* in a randomized control study with 23 students with ID. Participants who received *ELSB* outperformed students in the control group who received typical sight word instruction on a nonverbal measure of phonics.

In a replication by Browder et al. (2012), 93 students with ID, enrolled in grades K–4, were randomly assigned to either *ELSB* or the *Edmark Reading Program*, which uses a sight word approach. Results indicated that students in the comprehensive early literacy curriculum had a significantly higher mean on a nonverbal measure of phonics than the students in the sight word condition. *ELSB* is currently being evaluated in inclusive classrooms in an IES-funded project led by Dr. Pam Hunt and Dr. Elizabeth Kowzleski. *ELSB* is also now used in over 5,000 classrooms nationwide.

Existing evidence and research-based instructional priorities in emergent literacy have been summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kame'enui, 1995). The key areas and practices, identified by Gunn, Simmons, and Kame'enui as those that impact reading acquisition and development, are included in *ELSB for Older Students* and are as follows:

1 Experiences with print (through reading and writing) help children develop an understanding of the conventions, purpose, and functions of print.

At the earliest levels, *ELSB for Older Students* lessons introduce students to printed text, supported with accompanying picture symbols to promote meaning and to provide nonverbal response options.

As students move through lessons, they are encouraged to respond to words without supporting symbols. They also are exposed to the literature used by their same-age peers participating in the general curriculum from the beginning of the program.

2 Children learn how to attend to language and apply this knowledge to literacy situations by interacting with others who model language functions.

The Building with Read Alouds component of *ELSB for Older Students* can help students learn to participate in the whole class reading lessons of their same-age peers in general education classes. Building with Read Alouds includes a planning template, which provides specific information on

responses to use to promote student learning. Peers who are nondisabled may also follow this sequence of steps to share a story with a student who has significant disabilities.

3 Phonological awareness and letter recognition contribute to initial reading acquisition by helping children develop efficient word recognition strategies (e.g., detecting pronunciations and storing associations in memory).

ELSB for Older Students lessons begin with teaching students the concept of word and general print awareness. Subsequent lessons teach letter-sound correspondences and phonological (including phonemic) awareness skills, including syllabication, recognition of beginning and ending sounds in words, blending of sounds to form words, and segmenting the sounds in words.

4 Socioeconomic status (SES) does not contribute most directly to reading achievement. Rather, other family characteristics related to context are more explanatory, such as academic guidance, attitude toward education, parental aspirations for the child, conversations in the home, reading materials in the home, and cultural activities.

Just as environment is more important to reading success than SES, the same may be true for IQ. Readiness for reading is not necessarily determined by mental age or other developmental measures. Instead, students' acquisition of print and phonemic awareness may be more important predictors of success in learning to read. Students with moderate-to-severe disabilities may acquire these early literacy skills later than typically developing children. *ELSB for Older Students* is developed to teach early literacy skills to students in upper grades who may not have been exposed to or developed these skills.

Skills in *ELSB for Older Students* lessons are presented in a spiraling format with ample recurrence. In addition to priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators, lessons address the key literacy components supported by the NRP (2000) and other professionals. The NRP was created to analyze reading research and make recommendations to Congress on how best to use the findings to improve reading instruction in schools. The components recommended by the NRP and the related target skill included in *ELSB for Older Students* are listed in Table 5.

Evidence of Phonemic Awareness and Phonics Skills Acquisition for Students With Intellectual Disabilities

Joseph and Seery (2004) examined studies conducted over the previous 12 years that used phonemic awareness and/or phonics instruction with students who had intellectual disabilities. Seven studies were found that used phonetic analysis (i.e., making letter-sound correspondences). These studies revealed that students with intellectual disabilities have the potential to benefit from phonemic awareness and phonics instruction. More specifically, two studies had positive outcomes when letter-sound correspondences were introduced (Hoogeveen, Smeets, & Lancioni, 1989; Hoogeveen, Smeets, & van der Houven, 1987). In a review focused specifically on reading for students with autism spectrum disorders (ASD), Whalon, Al Otaiba, and Delano (2009) found 11 studies with only 6 that targeted phonics. Historically, there have been few models for how to teach these skills to students with developmental disabilities. Given that students with developmental disabilities often struggle with memory capacity, students who are taught to read using a sight word memorization approach will be limited in the amount of text they can read and comprehend (Connor, Alberto, Compton, & O'Connor, 2014).

Since these reviews, there have been several innovative studies on teaching phonics and phonemic awareness to students with developmental disabilities. Researchers (Allor, Mathes, Roberts, Cheatham, & Champlin, 2010; Allor, Mathes, Roberts, Jones, & Champlin, 2010; Flores, Shippen, Alberto, & Crowe 2004; Lemons, Mrachko, Kostewicz, & Paterra, 2012) have found

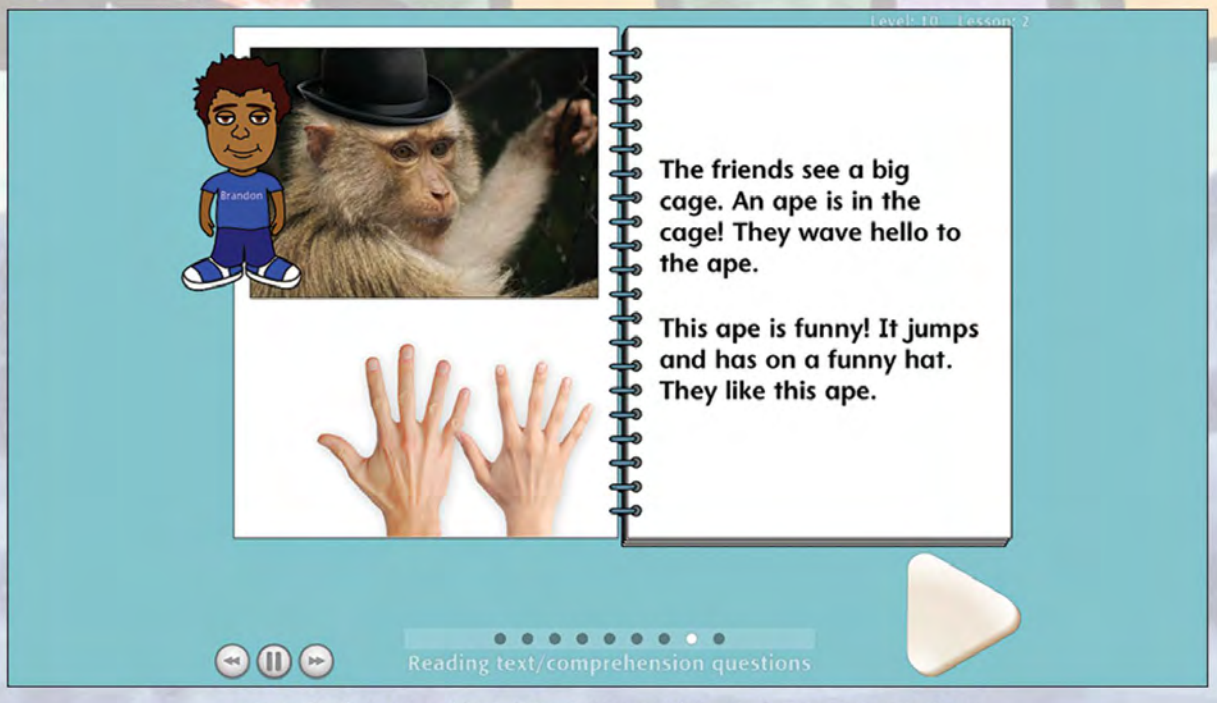
Table 5. Literacy Components in ELSB for Older Students Supported by the National Reading Panel

	ELSB TARGET SKILLS		
NRP Component	**Early-Sequence**	**Mid-Sequence**	**Late-Sequence**
Phonemic Awareness	Identify the concept of word Identify initial consonant sounds	Identify initial and final consonant sounds	Segment the phonemes in words and blend phonemes (phonemic awareness skills that will form the foundation for a beginning reading program)
Alphabetic Principle (Phonics)	Identify words using picture symbols Identify letter-sound correspondences	Identify letter-sound correspondences	Use pictures to demonstrate understanding when seeing letters and hearing letter sounds
Comprehension	Select a picture/text for a repeated story line Answer literal recall *wh*-questions	Select a word to complete a repeated story line Answer *wh*-, prediction, and main idea questions	Select a word to complete a repeated story line Answer literal recall, predictive, summative, and inferential questions relating to the story
Vocabulary	Read some high-frequency sight words Read new vocabulary words using pictures and/or text	Read more high-frequency sight words Read new vocabulary words using pictures and/or text	Read more high-frequency sight words Read new vocabulary words using pictures and/or text

positive outcomes for elementary students with a mild-to-moderate intellectual disability (ID) who received systematic instruction in a comprehensive phonics-based program. Similarly, several researchers have found that students with ASD can benefit from phonics instruction (Bailey, Angell, & Stoner, 2011; Grindle, Hughes, Saville, Huxley, & Hastings, 2013; Leytham, Pierce, Baker, Miller, & Tandy, 2014; Travers et al., 2011). A common feature of the research for students with ID and students with ASD is the use of explicit instructional strategies like systematic prompting. A shortcoming of these studies is that nearly all assumed the student could express phonemic skills through spoken responses, like voicing the sounds in a word. In contrast, *Early Literacy Skills Builder for Older Students* offers response options (e.g., an array of pictures) so that students can respond with or without speech. After students master *Early Literacy Skills Builder for Older Students*, *Early Reading Skills Builder* (Browder et al., 2015) makes it possible to advance in use of phonics and reading through technology to help the student voice and blend phonemes in words and decode new words.

SAMPLE SOFTWARE SCREENS

New phonics patterns are introduced at upper levels



Learned information (decoding sight words) is applied to connected text

TEACHER'S GUIDE SAMPLE PAGES

LEVEL 5

Focus
Ll, Hh, Kk (hard c and ck)

Phonemic awareness
- Blend sounds for CVC words
- Segment first sounds in words
- Segment sounds in CVC words

Phonics
- Sounds /l/, /h/, and /k/ corresponding to graphemes Ll/ll, Hh, and Kk/c/ck
- Decode CVC words

Sight words
have, log, she, to, we

Generalization words
can, cat, cut, hiss, kit, luck

Connected text
- ATOS level = Story 1: .6; Story 2: 1.4
- Lexile level = Story 1: 0L; Story 2: 0L

Objectives
1 Identify Ll/ll, Hh, and Kk/c/ck when given the sounds /l/, /h/, and /k/.
2 Blend sounds to form CVC words.
3 Segment the first sound in words beginning with /l/, /h/, and /k/.
4 Segment the sounds in CVC words.
5 Decode CVC words and identify their meanings.
6 Read 5 new sight words.
7 Read connected text.
8 Answer comprehension questions about connected text.
9 Write responses to activities that review level objectives.

Teaching notes
The letters/sounds Ll, Hh, and Cc (hard c) are introduced in Level 5. The c and ck are added to the Kk tile to indicate that c/ck make the sound /k/ like Kk. The tile for Ll also has ll added to it to indicate that the double ll says /l/.

In Level 5, for blending, students are now given 3 individual sounds to blend together; they blend the sounds and identify the word the sounds make. Students begin to decode words without a model of how to sound out the word. The demonstration prompt to sound out/decode the word is completely faded and silent reading of the word to be decoded is emphasized. The student also reads the connected text silently.

Letter/sound identification

Objective 1
Identify Ll/ll, Hh, and Kk/c/ck when given the sounds /l/, /h/, and /k/.
Pronunciation: /k/ as in lock, cold, and kind

Prompting
- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions
I'll say a sound, and you find the letter that makes that sound.

Teaching moment
- ✔ Note that the emphasis in this activity is on the sounds the letters make. Introduce the letter/sounds Ll, Hh, and c/ck Point to the tiles on the software screen or write and point to them on the dry-erase board, Let's learn the sounds /l/, /h/, and /k/. Also point out the ll on the Ll tile and c and ck on the Kk tile. Notice the ll on this tile. The two ls together also say /l/. On this tile, k, ck, and c all say /k/.
- ✔ If the student struggles, use visual and articulatory cues that show the student how a sound is made, (e.g., point to your mouth to say /l/).
- ✔ If the student does not know uppercase from lowercase letters, use the flashcards to practice matching them.
- ✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

Cue	Student's independent response	If student needs help
What letter says /l/?	Finds the letter Ll to make the /l/ sound.	For Lesson 1, model finding the correct response, and continue pointing to it until the student finds it. If no response or an incorrect response, physically guide the student to find the letter and say, This is /l/. For Lessons 2–5, if no response after 4 seconds or an incorrect response, model finding the letter, and continue pointing to it until the student finds it. If needed, physically guide the student to find the letter and say, This is /l/. You touch it.

Repeat with Hh and Kk/c/ck, and Level 4 review: Gg, Dd, and Uu.

EARLY READING SKILLS BUILDER

COMPONENTS

Curriculum Plus: 1 software license for any platform (e.g., Windows, Mac, iOS, or Android), 1-year subscription for web-based software, and print materials: Teacher's Guide, two sets of 4 Champion Reader books (8 total), 10 consumable Champion Writer Journals, 1 spiralbound Champion Writer journal, dry-erase board, 200 flashcards, the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and digital resources from the Attainment HUB.

RESEARCH

Early Reading Skills Builder Curriculum*

Research Summary of Three Iterative Research Protocols

SBIR Fast Track—June 2011 to December 2013

Research Study 1

Phase I: October 2011 to December 2011
Single-case exploratory qualitative research design with two subjects using the GoTalk Express 32 (AAC device)

Summary
Feasibility of the curriculum was determined for two students who quickly learned how to use the AAC device to respond to phonics instruction. Teachers followed the curriculum with fidelity. Iterative research protocols were used to refine the curriculum for the spring 2012 study.

Research Study 2

Phase II: March 2012 to June 2012
Single-case research protocol with three subjects using the GoTalk Express 32

Summary
Three elementary students with moderate intellectual disabilities used the curriculum (with constant time delay and a system of least prompts embedded) in conjunction with the GoTalk Express 32. During a four month intervention and using the five lessons in each level, participants were taught to identify letter/sounds, segment and blend CVC words, identify sight words, read connected text, and answer comprehension questions related to the stories. Participants produced target phonemes and words, and blended phonemes to form words using the GoTalk Express 32. All participants improved across the three target skills (i.e., phoneme identification, blending phonemes to identify words, blending phonemes to identify pictures), indicating a functional relationship between phonics skills and the systematic delivery of the phonics curriculum using an AAC device.

Publication
Ahlgrim-Delzell, L., Browder, D. M., & Wood, L. (2014). Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disabilities who are nonverbal. *Education and Training in Autism and Developmental Disabilities*, 49, 517-532.

Research Study 3

Phase II: Fall 2012 to Spring 2013
Randomized control study with treatment and comparison groups: 32 subjects

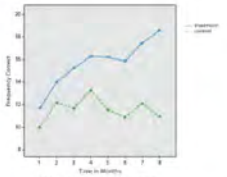
Method
The 32 students were randomly assigned to treatment and comparison groups. When more than one eligible student was in a class, at least one was placed in each group. The treatment group received GoTalk Phonics (GTP) instruction using the iPad and GoTalk Now iPad app. The control group received shared stories instruction using the iPad and GoTalk Now. Fidelity of instruction was high.

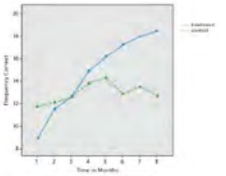
Treatment = 98.4% (range 88.37%–98.04%)
Control = 96.8% (range 75%–100%).

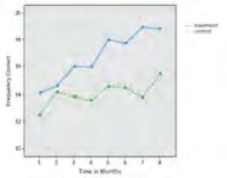
Curriculum-based assessment
For Phoneme Identification, students selected letters representing spoken phonemes. For Blending with Words, students selected CVC words given a word segmented into phonemes, referred to as a stretched word (/mmmaaannn/ for the word man). For Decoding with Pictures, students selected a picture that represented a word they read. The assessment was administered once/month from November 2012 to June 2013. Data in the tables below reflect Time 1 pre-test before instruction compared to Time 8 post-test administered after the last lesson.

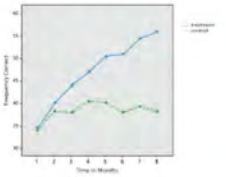
As shown in the graphs, t-test at Time 1 indicated no statistical difference between groups prior to instruction of any of the 3 skills. However, repeated measures ANOVA demonstrated statistically significant interaction effects for the treatment group versus the control group for: Phoneme Identification, Decoding with Pictures, and for the Total Score. The Cohen's d between the two groups at Time 8 were:

Phoneme Identification = .98
Blending with Words = .35
Decoding with Pictures = .79
Total score = .79


Phoneme Identification


Decoding with Pictures


Blending with Words


Total Score

Discussion
Results indicated that students can learn phonics skills using the GoTalk Phonics* iPad app (with systematic instruction and response templates). Verbal skills also improved for some students. The lack of a statistically significant difference for the Blending with Words skill may reflect learning that occurred in the control group while students participated in shared stories activities.

Support for this research was provided in part by Contract ED-IES-11-C-0027 of the U.S. Department of Education, Institute of Education Sciences, awarded to the Attainment Company.

*Note that the GoTalk Phonics App and curriculum has been renamed Early Reading Skills Builder curriculum.

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SAMPLE PAGES

Progress Monitoring Form

Student's name _____ Date: _____
Teacher: _____
Storybook: _____ Number of times read: _____
Mode of response: _____ Other needs: _____
Number of distractor responses: _____

Types of Responses*						Student Objective	Notes/Comments
I	M	P	E	R	NR		
						1. Interacts with anticipatory set object using 1 of the 5 senses.	
						2. Indicates the title.	
						3. Indicates the author's/ illustrator's names.	
						4. Opens the book or indicates that the book needs to be opened.	
						5. Answers a prediction question.	___ By pointing ___ Orally ___ Using AAC device ___ Using eye gaze
						6. Points to the chosen text on the text-pointing page.	___ Line-by-line ___ Word-by-word
						7. Reads the repeated storyline.	___ Entire line ___ Last word
						8. Identifies/reads the vocabulary word at least once in the story.	___ By pointing ___ Orally ___ Using AAC device ___ Using eye gaze
						9. Indicates to turn the page.	___ Orally ___ Using AAC device ___ Using eye gaze
						10. Answers at least one comprehension question.	___ Literal ___ Inferential
						11. Chooses three representations of the target vocabulary word.	___ out of 3

*I = Independently correct M = Correct with model P = Correct with physical prompt (hand-over-hand) E = Error
R = Refusal NR = No response
Comments:

Martha Speaks

Materials

- Anticipatory set item (e.g., alphabet soup, a stuffed dog, a cell phone or old telephone to dial 9-1-1)
- **Students Materials**
- Highlighter
- Post-it® flags
- Materials for highlighting title and author/illustrator
- Repeated storyline stickers: **A talking dog is a surprise!**

Optional Materials

- AAC device preprogrammed with response options: **talk, turn the page, A talking dog is a surprise! surprise** (optional)
- Pointer/light pointer
- Eyegaze board
- Materials for fluffing pages

Prepare the Book

1. Number the pages. Page 1 starts, "The day Helen gave Martha dog her alphabet soup,"
2. Prepare what might be needed to help students turn the pages.
3. Underline or outline the title and the author/illustrator.
4. Use a Post-it flag to mark page 7 as the text-pointing page.
5. Use a highlighter to mark the vocabulary word talk where it appears in the story on pages 4, 11, and 19.
6. Stick the repeated storyline stickers **A talking dog is a surprise!** on pages 3, 5, 7, 9, 11, 15, 29, and 30.


bark


sleep


monkey


speak

BUILDING WITH STORIES

COMPONENTS

Attainment HUB

Digital Resources

Curriculum: Teacher's Manual, Student Materials book, 10 award-winning storybooks, manipulatives, and digital resources from the Attainment HUB.

Lessons:

- Align with national and state standards
- Provide students, ages 5–10, with access to the general education curriculum
- Give you more time for teaching and cut time needed for planning and adapting

RESEARCH

Background and Research

ELSB was developed through Project RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) at the University of North Carolina at Charlotte and evaluated in Charlotte-Mecklenburg Schools (CMS). Support for this research was provided in part by IES Grant No. H324K040004 from the U.S. Department of Education, National Center for Special Education Research, awarded to the University of North Carolina at Charlotte. Dr. Diane Browder and Dr. Claudia Flowers served as the Principal Investigators. Through Project RAISE, over 100 students with significant developmental disabilities, including autism, moderate-to-severe intellectual disabilities (ID), and multiple disabilities received early literacy instruction using ELSB as an ongoing part of their daily school routine. All students had IQs below 55. The grant staff trained teachers in CMS to implement ELSB with fidelity.

Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers (2008) first evaluated the *Early Literacy Skills Builder* in a randomized control study with 23 students with ID. Participants who received ELSB outperformed students in the control group who received typical sight word instruction on a nonverbal measure of phonics.

In a replication by Browder et al. (2012), 93 students with ID, enrolled in grades K–4, were randomly assigned to either ELSB or the *Edmark Reading Program*, which uses a sight word approach. Results indicated that students in the comprehensive early literacy curriculum had a significantly higher mean on a nonverbal measure of phonics than the students in the sight word condition. ELSB is currently being evaluated in inclusive classrooms in an IES-funded project led by Dr. Pam Hunt and Dr. Elizabeth Kowzleski. ELSB is also now used in over 5,000 classrooms nationwide.

Underlying Principles

ELSB is based on the principles of direct and systematic instruction. Direct instruction is a teaching model that facilitates development of skills in the most effective and efficient manner possible. It involves teaching in small steps with student practice after each step, guiding students during initial practice, and ensuring that students experience a high level of successful practice. Research has shown this model to be effective when used to teach reading to various student populations, including students with learning disabilities (Carnine et al., 2004).

Systematic instruction is based on applied behavior analysis (Wolery et al., 1988). Systematic instruction involves planning for instruction by identifying specific educational goals, outlining specific procedures for instruction, implementing the procedures, evaluating the effectiveness of the instruction, and modifying the instruction based on data (Westling & Fox, 2004).

The components of direct instruction and specific procedures of systematic instructional methods were combined to create the scripted curriculum for ELSB. Two systematic instructional methods used were the system of least intrusive prompts and the constant time-delay procedure.

The system of least intrusive prompts (LIP) is a method of instruction that has been effective across a variety of skills with students who have moderate-to-severe disabilities (Doyle, Wolery, Ault, & Gast, 1988). This system involves using a prompt hierarchy to support a student during instruction. Refer to Figure 4 on page 38.

Figure 4. LIP Hierarchy

In this system, the teacher begins by giving the student the chance to respond independently. If an independent response does not occur, the teacher then provides the least intrusive prompt (e.g., a verbal prompt) to elicit a response. The teacher proceeds through the prompt hierarchy, working from less intrusive to more intrusive prompts (e.g., gesturing, modeling, physical cueing) until the correct response is given (Collins, 2007).

A constant time-delay procedure has also been an effective instructional method for students with moderate-to-severe disabilities (Ault, Wolery, Doyle, & Gast, 1989). Using a constant time-delay procedure, a teacher points to the correct answer during initial teaching trials (0-second time-delay interval). When the student is able to provide the response at 0-second delay, the teacher then delays the prompt for a number of seconds (e.g., a 5-second-delay interval) to provide the student the opportunity to respond independently (Collins, 2007). Time delay has been found to be evidence-based practice for teaching literacy skills to students with moderate-to-severe developmental disabilities (Browder, Ahlgrim-Delzell, Spooner, Mims, & Baker, 2009).

In addition, existing evidence and research-based instructional priorities in emergent literacy have been summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kame'enui, 1995). The key areas and practices, identified by Gunn, Simmons, and Kame'enui as those that impact reading acquisition and development, are included in ELSB and are as follows:

1. Experiences with print (through reading and writing) help children develop an understanding of the conventions, purpose, and functions of print.

   At the earliest levels, ELSB lessons introduce students to printed text, supported with accompanying picture symbols to promote meaning and to provide nonverbal response options.

   As students move through lessons, they are encouraged to respond to words without supporting symbols. They also are exposed to the storybooks used by their same-age peers participating in the general curriculum from the beginning of the program.

2. Children learn how to attend to language and apply this knowledge to literacy situations by interacting with others who model language functions.

   The Building with Stories component of ELSB can help students learn to participate in the whole class reading lessons of their same-age peers in general education classes. Building with Stories includes a planning template, which provides specific information on responses to use to promote student learning. Peers who are nondisabled may also follow this sequence of steps to share a story with a student who has significant disabilities.

3. Phonological awareness and letter recognition contribute to initial reading acquisition by helping children develop efficient word recognition strategies (e.g., detecting pronunciations and storing associations in memory).

ELSB lessons begin with teaching students the concept of word and general print awareness. Subsequent lessons teach letter-sound correspondences and phonological (including phonemic) awareness skills, including syllabication, recognition of beginning and ending sounds in words, blending of sounds to form words, and segmenting the sounds in words.

4. Socioeconomic status (SES) does not contribute most directly to reading achievement. Rather, other family characteristics related to context are more explanatory, such as academic guidance, attitude toward education, parental aspirations for the child, conversations in the home, reading materials in the home, and cultural activities.

Just as environment is more important to reading success than SES, the same may be true for IQ. Readiness for reading is not necessarily determined by mental age or other developmental measures. Instead, students' acquisition of print and phonemic awareness may be more important predictors of success in learning to read. Students with moderate-to-severe disabilities may acquire these early literacy skills later than typically developing children. ELSB is developed to teach early literacy skills to students in the elementary grades.

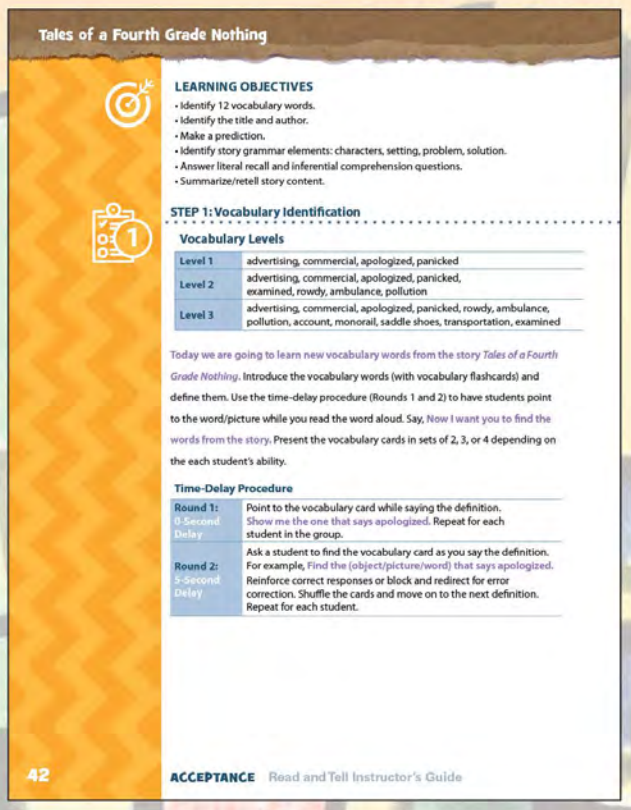
Skills in ELSB lessons are presented in a spiraling format with ample recurrence. In addition to priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators, ELSB lessons address the key literacy components supported by the NRP (2000) and other professionals. The NRP was created to analyze reading research and make recommendations to Congress on how best to use the findings to improve reading instruction in schools. The components recommended by the NRP and the related target skill included in ELSB are listed in Table 5.

Table 5. Literacy Components in ELSB Supported by the National Reading Panel

	ELSB TARGET SKILLS		
NRP Component	**Early-Sequence**	**Mid-Sequence**	**Late-Sequence**
Phonemic Awareness	Identify the concept of word Identify initial consonant sounds	Identify initial and final consonant sounds	Segment the phonemes in words and blend phonemes (phonemic awareness skills that will form the foundation for a beginning reading program)
Alphabetic Principle (Phonics)	Identify words using picture symbols Identify letter-sound correspondences	Identify letter-sound correspondences	Use pictures to demonstrate understanding when seeing letters and hearing letter sounds
Comprehension	Select a picture/text for a repeated story line Answer literal recall *wh*- questions	Select a word to complete a repeated story line Answer *wh*-, prediction, and main idea questions	Select a word to complete a repeated story line Answer literal recall and inferential questions relating to the story
Vocabulary	Read some high-frequency sight words Read new vocabulary words using pictures and/or text	Read more high-frequency sight words Read new vocabulary words using pictures and/or text	Read more high-frequency sight words Read new vocabulary words using pictures and/or text

READ & TELL

INSTRUCTOR'S GUIDE SAMPLE PAGES



Tales of a Fourth Grade Nothing

LEARNING OBJECTIVES

- Identify 12 vocabulary words.
- Identify the title and author.
- Make a prediction.
- Identify story grammar elements: characters, setting, problem, solution.
- Answer literal recall and inferential comprehension questions.
- Summarize/retell story content.

STEP 1: Vocabulary Identification

Vocabulary Levels

Level 1	advertising, commercial, apologized, panicked
Level 2	advertising, commercial, apologized, panicked, examined, rowdy, ambulance, pollution
Level 3	advertising, commercial, apologized, panicked, rowdy, ambulance, pollution, account, monorail, saddle shoes, transportation, examined

Today we are going to learn new vocabulary words from the story *Tales of a Fourth Grade Nothing*. Introduce the vocabulary words (with vocabulary flashcards) and define them. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, Now I want you to find the words from the story. Present the vocabulary cards in sets of 2, 3, or 4 depending on the each student's ability.

Time-Delay Procedure

Round 1: 0-Second Delay	Point to the vocabulary card while saying the definition. Show me the one that says apologized. Repeat for each student in the group.
Round 2: 5-Second Delay	Ask a student to find the vocabulary card as you say the definition. For example, Find the (object/picture/word) that says apologized. Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each student.

Vocabulary Words

account	A business relationship where one company provides a service for another.
advertising	To give information about something that is for sale.
ambulance	A vehicle that takes ill or injured people to the hospital.
apologized	To say sorry for doing something.
commercial	A television or radio advertisement.
examined	To look carefully at something.
monorail	A railroad that runs on one rail, usually high off the ground.
panicked	A sudden feeling of great terror or fear.
pollution	Harmful materials that damage air, water, and soil.
rowdy	Wild and noisy.
saddle shoes	A style of shoes that lace and are usually black and white.
transportation	A system for moving people or freight from one place to another.

STEP 2: Vocabulary Comprehension

Now, we are going to learn definitions to the new vocabulary words from the story *Tales of a Fourth Grade Nothing*. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, Now I want you to find the words when I give you the definition. Present the vocabulary cards in sets of 2, 3, or 4 depending on each student's ability.

STEP 3: Title

Today we will read a book. The book is called *Tales of a Fourth Grade Nothing*. It looks like this. Hold up the book titled *Tales of a Fourth Grade Nothing*. Before we get started, help me find the title of the book. The title of our story is *Tales of a Fourth Grade Nothing*. Show me the title on the cover of this book. Help students identify the title. If correct, give praise.

Response Prompt:

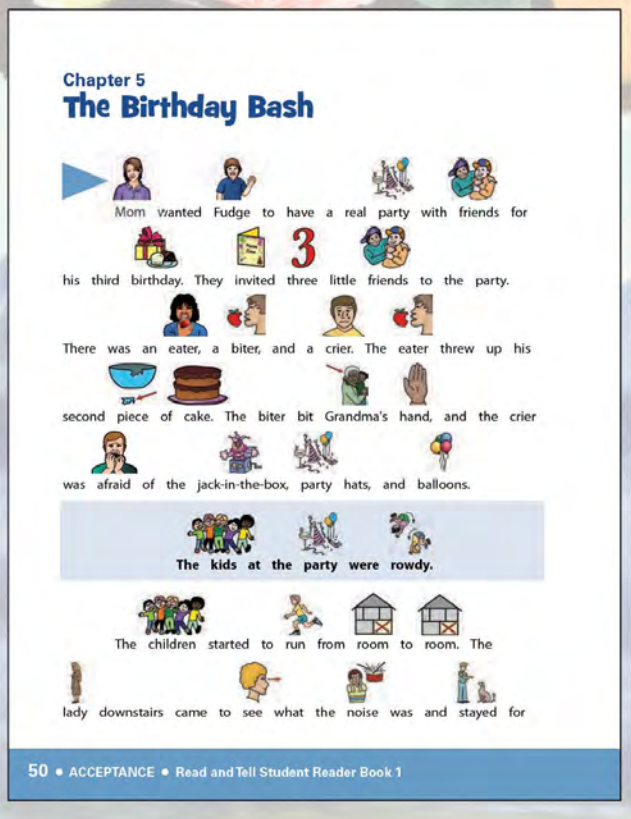
Verbal: The title of the book is *Tales of a Fourth Grade Nothing*. Show me the title.

Model: Here is the title of the book. Point to the title. Show me the title.

Physical: Here is the title. It says *Tales of a Fourth Grade Nothing*. Assist the student in pointing to the title, or place the title in the student's visual field, and draw the student's attention using a flashlight or brightly colored paper.

Response Support
If a student is unable to physically touch the title, have the student eye gaze to it for at least 2 seconds. If needed, put the title on a sentence strip.

READER AND WORKBOOK SAMPLE PAGES

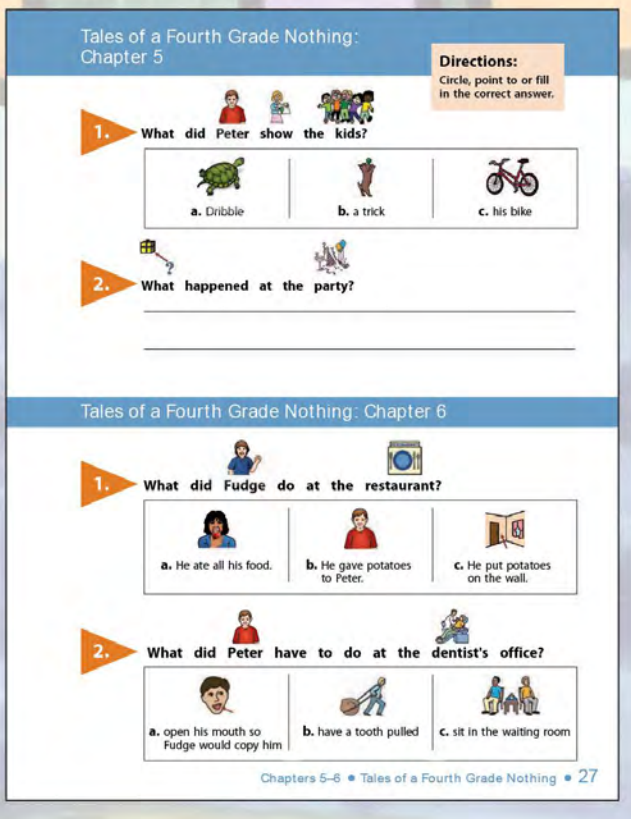


Chapter 5
The Birthday Bash

Mom wanted Fudge to have a real party with friends for his third birthday. They invited three little friends to the party. There was an eater, a biter, and a crier. The eater threw up his second piece of cake. The biter bit Grandma's hand, and the crier was afraid of the jack-in-the-box, party hats, and balloons.

The kids at the party were rowdy.

The children started to run from room to room. The lady downstairs came to see what the noise was and stayed for



Tales of a Fourth Grade Nothing: Chapter 5

Directions: Circle, point to or fill in the correct answer.

1. What did Peter show the kids?

a. Dribbie | b. a trick | c. his bike

2. What happened at the party?

Tales of a Fourth Grade Nothing: Chapter 6

1. What did Fudge do at the restaurant?

a. He ate all his food. | b. He gave potatoes to Peter. | c. He put potatoes on the wall.

2. What did Peter have to do at the dentist's office?

a. open his mouth so Fudge would copy him | b. have a tooth pulled | c. sit in the waiting room

READ & TELL

COMPONENTS

Attainment HUB

Digital Resources

Curriculum: Instructor's Guide; 2 Student Readers; a Student Workbook; 2 consumable Student Workbooks; a set of posters; vocabulary, character, and setting cards for each piece of literature; digital resources from the Attainment HUB including 17 additional stories; and an image library containing character symbols, Picture It files, and PixWriter files.

Curriculum Plus: The Curriculum ***plus*** 2 sets of 10 consumable Student Workbooks (20 total), the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

RESEARCH

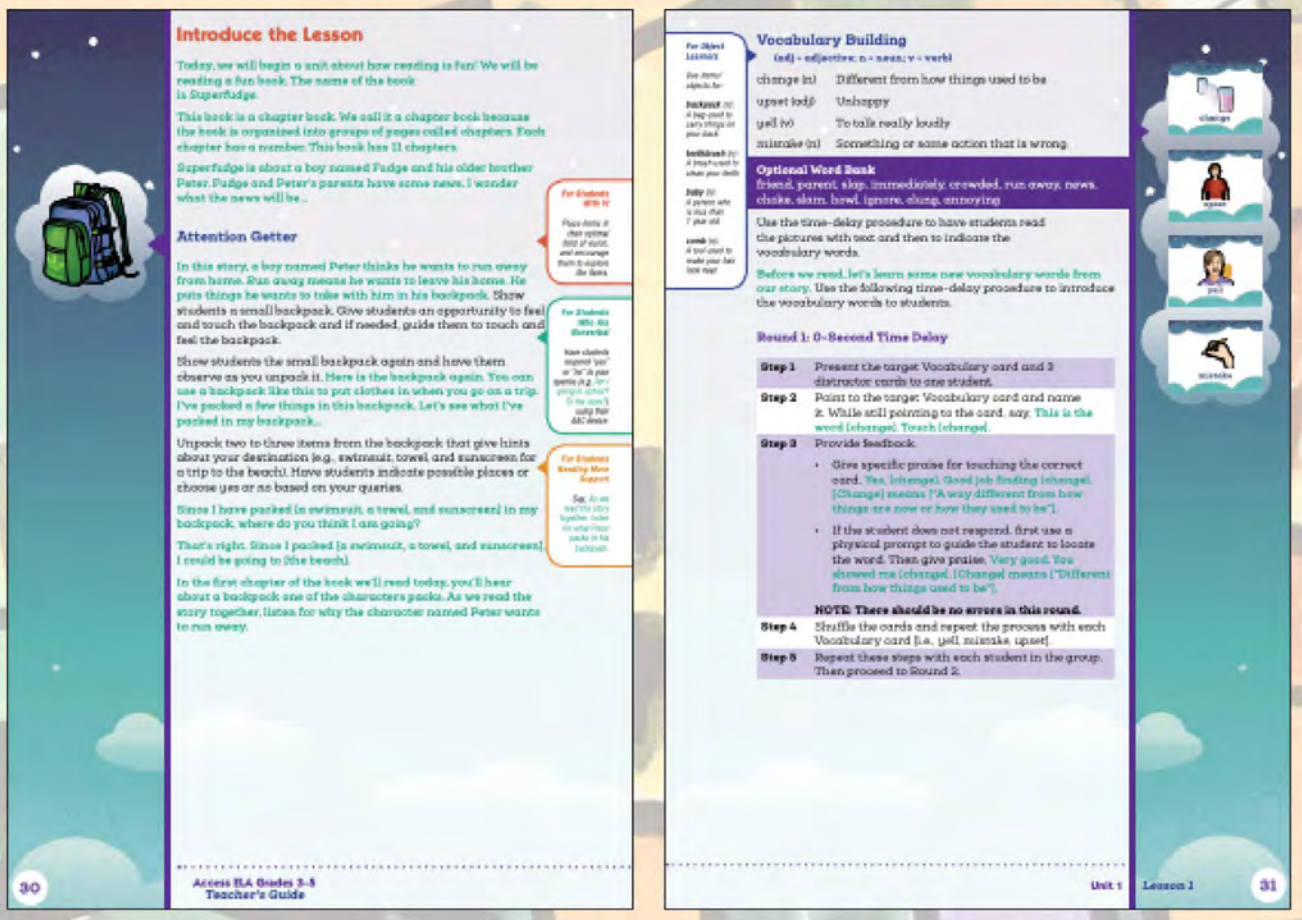
Lesson Format

The Read and Tell Adapted Literature Collection follows a 12-step framework. Each step is scripted for individual novels to minimize preparation and ensure consistency. The framework follows the suggested procedure outlined by Mims, Lee, Zakas, and Browder (2013) in ***Teaching to Standards: English Language Arts***. The steps are outlined in the following table:

STEP 1	Vocabulary Identification
STEP 2	Vocabulary Comprehension
STEP 3	Title
STEP 4	Author
STEP 5	Anticipatory Set
STEP 6	Open the Book
STEP 7	Prediction
STEP 8	Read the Chapter
STEP 9	Story Grammar
STEP 10	Story Retell
STEP 11	Comprehension Quiz
STEP 12	KWL Chart (Not included in all stories)

ACCESS ENGLISH LANGUAGE ARTS GRADES 3–5

TEACHER'S GUIDE SAMPLE PAGES



Introduce the Lesson

Today, we will begin a unit about how reading is fun! We will be reading a fun book. The name of the book is Superfudge.

This book is a chapter book. We call it a chapter book because the book is organized into groups of pages called chapters. Each chapter has a number. This book has 11 chapters.

Superfudge is about a boy named Fudge and his older brother Peter. Fudge and Peter's parents have some news. I wonder what the news will be...

Attention Getter

In this story, a boy named Peter thinks he wants to run away from home. Run away means he wants to leave his home. He puts things he wants to take with him in his backpack. Show students a small backpack. Give students an opportunity to feel and touch the backpack and if needed, guide them to touch and feel the backpack.

Show students the small backpack again and have them observe as you unpack it. Here is the backpack again. You can use a backpack like this to put clothes in when you go on a trip. I've packed a few things in this backpack. Let's see what I've packed in my backpack...

Unpack two to three items from the backpack that give hints about your destination (e.g., swimsuit, towel, and sunscreen for a trip to the beach). Have students indicate possible places or choose yes or no based on your queries.

Since I have packed [a swimsuit, a towel, and sunscreen] in my backpack, where do you think I am going?

That's right. Since I packed [a swimsuit, a towel, and sunscreen] I could be going to [the beach].

In the first chapter of the book we'll read today, you'll hear about a backpack one of the characters packs. As we read the story together, listen for why the character named Peter wants to run away.

Vocabulary Building

(adj) = adjective; n = noun; v = verb

change (n)	Different from how things used to be
upset (adj)	Unhappy
yell (v)	To talk really loudly
mistake (n)	Something or some action that is wrong

Optional Word Bank
friend, parent, step, immediately, crowded, run away, news, choke, slam, howl, ignore, clung, annoying

Use the time-delay procedure to have students read the pictures with text and then to indicate the vocabulary words.

Before we read, let's learn some new vocabulary words from our story. Use the following time-delay procedure to introduce the vocabulary words to students.

Round 1: 0-Second Time Delay

Step 1	Present the target Vocabulary card and 3 distractor cards to one student.
Step 2	Point to the target Vocabulary card and name it. While still pointing to the card, say, This is the word [change]. Touch [change].
Step 3	Provide feedback. • Give specific praise for touching the correct card. Yes, [change]. Good job finding [change]. [Change] means ["A way different from how things are now or how they used to be"]. • If the student does not respond, first use a physical prompt to guide the student to locate the word. Then give praise. Very good. You showed me [change]. [Change] means ["Different from how things used to be"].
	NOTE: There should be no errors in this round.
Step 4	Shuffle the cards and repeat the process with each Vocabulary card [i.e., yell, mistake, upset].
Step 5	Repeat these steps with each student in the group. Then proceed to Round 2.

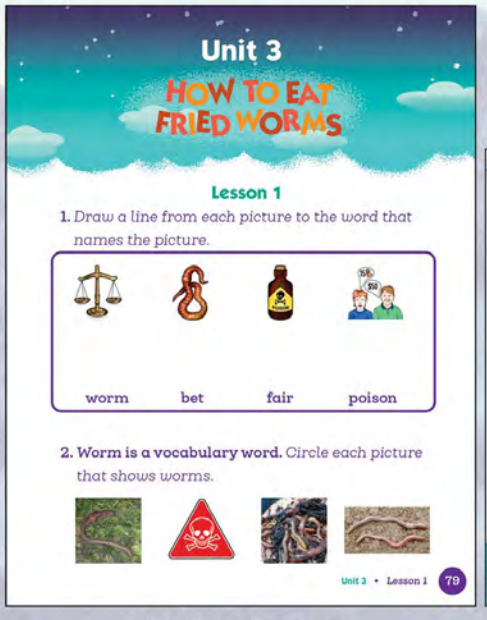
STUDENT READER, WRITING JOURNAL, AND STUDENT RESPONSE BOOK SAMPLE PAGES

CHAPTER 1
The Bet

Billy and his friends sat on the porch. Tom said,

"My mother kept me in. I wouldn't eat my supper."

Student Reader



Unit 3
HOW TO EAT FRIED WORMS

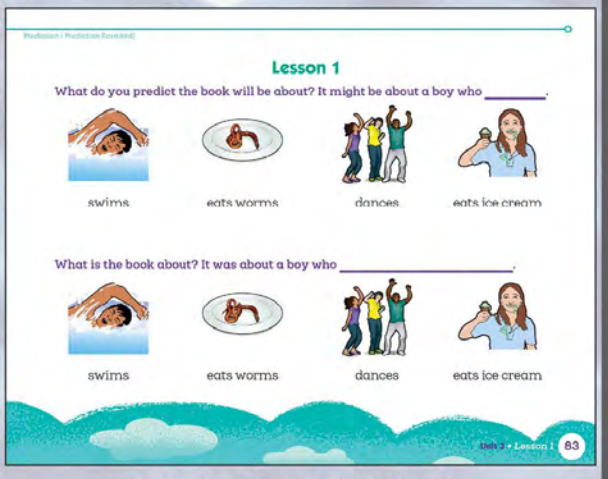
Lesson 1

1. *Draw a line from each picture to the word that names the picture.*

worm bet fair poison

2. **Worm is a vocabulary word.** *Circle each picture that shows worms.*

Writing Journal



Lesson 1

What do you predict the book will be about? It might be about a boy who _____.

swims eats worms dances eats ice cream

What is the book about? It was about a boy who _____.

swims eats worms dances eats ice cream

Student Response Book

ACCESS ENGLISH LANGUAGE ARTS GRADES 3-5

COMPONENTS

Attainment HUB Digital Resources

Curriculum Plus: 2 Teacher's Guides, 1 Student Response Book, 4 sets of 2 Student Readers, a My Writing Journal, and 2 sets of 10 consumable My Writing Journal Student Workbooks, 5 graphic organizers, 186 cards (and container), manipulatives (worms and money pack), 1 pocket chart, 1 copy of *Superfudge* and *How to Eat Fried Worms,* the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and digital resources from the Attainment HUB.

Features:

- Objectives are aligned to state and national standards for ELA Foundational Skills, Reading: Literature & Informational Text, Speaking & Listening, Language, & Writing
- Lessons are scripted with prompting and error correction
- An image library and resources for students who are nonwriters, nonverbal, have visual impairments, or use eye gaze as their mode of response are provided
- Extension activities are suggested to help you extend concepts into other academic areas or life experiences

RESEARCH

Background and Research Foundation

Adapted Literature

Access *English Language Arts Grades 3-5* includes various forms of adapted literature and text. Stories are the basis for many of the lessons. Story-based lessons, also referred to as interactive read alouds or shared stories, have been shown to be useful for literacy development for students with severe disabilities. Research on shared stories indicates that engaging students, who have moderate-to-severe intellectual disabilities and/or autism, in an interactive read aloud can promote development in areas such as communication (Skotko, Koppenhaver, & Erickson, 2004); text comprehension (Knight & Sartini, 2015); emergent literacy skills, such as the concept of print (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007); and active participation in a literacy lesson (Blyden, 1988).

The literature pieces chosen for read alouds in Access *English Language Arts Grades 3-5* are those typically used for elementary school curriculum. Grade-level literature was adapted using the summary procedures described by Browder, Trela, and Jimenez (2007). To create a summary, one author read the novel—making notes on the big ideas of each chapter—and then created a summary text with short chapters, simplified vocabulary, simplified sentence structure, and supportive symbols (e.g., illustrations to represent characters).

The adapted stories for fiction were written to have a Lexile difficulty measure of 400-700 (MetaMetrics, 2018; www.lexile.com) and 400-900 for informational text. See Appendix A for a summary of the Lexile levels, word counts, and sentence length by chapter. This level has worked well in some shared story research (Browder, Lee, & Mims, in press; Mims, Hudson, & Browder, 2012). Because of this simplified reading level, some participating students may be able to read the text for themselves. Most will probably need the teacher or a peer to read the text aloud. This same summary procedure was used for both narrative and expository (informational) text, and each unit contains both types of text. Poetry was an exception; poems were not modified so as to retain their many distinctive characteristics. In developing this curriculum, two university-level experts on language arts instruction provided feedback on the choice of literature, quality of the text summaries, and alignment to standards. The procedures and strategies of this curriculum can be easily applied to other literature and forms of literature. After using the materials, you will be able to adapt other literature and align to other standards using these lesson plans as a guide; this may provide enough curriculum to last two full academic years.

Another priority in elementary is to develop literacy and reading skills. This is critical and requires a focused attention to emergent literacy skills, phonemic awareness, phonics skills, and fluency skills. Many of these skills can be targeted at a separate time through the use of other materials like the *Early Literacy Skills Builder* (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007), *Early Reading Skills Builder* (Browder, Ahlgrim-Delzell, & Wood, 2015), *Pathways to Literacy* (Lee, Mims, & Browder, 2011), and *Building with Stories* (Zakas & Schreiber, 2010).

Instructional Methods

While Access *English Language Arts Grades 3-5* promotes the use of high-quality literature, engages students in the discovery of themes supported by the books, and directly targets grade-aligned English language arts standards, one of the most powerful aspects of the curriculum is the use of systematic instruction in the lessons. Systematic instruction uses principles of applied behavior analysis that includes targeting observable, measurable responses, and promoting stimulus control with systematic prompting and feedback. Systematic instruction components are embedded in the scripts of each lesson. The constant time-delay procedure, the system of least intrusive prompts, and feedback are all built into the lessons.

Research Summary

The *Access English Language Arts Grades 3-5* curriculum was developed after conducting a series of single subject studies, along with some group studies, which led to the publication of a secondary aligned English language arts (ELA) curriculum, *Teaching to Standards: English Language Arts*. Since that time, additional studies have been conducted which have allowed the authors to look deeper and broader at ELA standards. As a result, this curriculum was based on research which had previously been conducted that led to published curriculum. New studies since that time have challenged us to consider a deeper and broader alignment starting at 3rd grade. The studies addressed the effect of the instructional strategies contained in Access *English Language Arts (ELA) Grades 3-5* on the development of English language arts skills on students with significant disabilities and/or autism.

Many of the studies also examined teacher fidelity in implementation of the scripted lesson. In a study by Mims (2009), methods for implementing a shared story with a specific focus on teaching students to respond to a variety of types of comprehension questions were evaluated via a multiple probe design across books with a concurrent replication across four students. The system of least intrusive prompts was used to promote story comprehension during a shared story activity. Stories were based on fictional novels. These students, who had moderate-to-severe intellectual disabilities, were nonreaders. Outcomes indicated that all four students increased the

number of comprehension questions correctly answered during post-lesson questioning. Mims, Hudson, and Browder (2012) also examined the effects of a modified system of least intrusive prompting on text dependent listening comprehension for four students with both intellectual disabilities and autism. The texts used during the read alouds were adapted grade-level biographies. This study offered students an opportunity to relisten to sections of the biography as a strategy for answering Wh- questions. The procedure was evaluated via a multiple probe design across students. Outcomes indicated that all students improved listening comprehension after intervention, and they maintained high levels of correct responding two weeks after intervention. In addition, three students generalized skills to new biographies.

These studies, along with the research on the effectiveness of reading aloud shared stories (Hudson & Test, 2011), provided the framework for the presentation of the adapted grade-level literature. The lesson format was expanded to include other English language arts standards typically addressed at the elementary level of instruction and was modeled after the curriculum, *Teaching to Standards: English Language Arts*, which is a scripted curriculum using systematic instruction to teach grade-level standards in ELA to secondary students with intellectual and developmental disabilities.

To teach these components, research on evidence-based practices for teaching academic content to students with moderate-to-severe developmental disabilities (Spooner, Knight, Browder, & Smith, 2012) was used. The evidence-based practices of constant time delay and least intrusive prompting are included in the curriculum as they have been found to be effective in teaching a wide range of academic skills, including ELA, for students with intellectual and developmental disabilities. For example, constant time delay is used to teach grade-appropriate vocabulary (Browder et al., 2007). The system of least prompts is used to teach comprehension (Mims, Knight, Sartini, Snyder, in submission; Knight & Sartini, 2015). For writing, Lee, Browder, Hawley, Flowers, and Wakeman (2016) provided guidance on the use task analytic instruction, systematic prompting, and graphic organizers to increase students' ability to compose informational text responses. The study employed a multiple probe single-case design across skills (i.e., identifying key ideas, identifying the supporting details, and completing a graphic organizer) to identify if the intervention was effective in increasing the number of correct responses on a task analysis for identifying key details, supporting details, and composing informational text for students with developmental disabilities. Results of the study demonstrated that the intervention was successful in increasing the students' ability to write in response to text. In addition, a study by Mims, Stanger, Pennington, White, Sears, and Strickler (2017) provided further guidance on promoting writing skill acquisition for students with moderate-to-severe intellectual and/or developmental disability. This study used a multiple probe across participants to investigate the effectiveness of

RESEARCH

the use of a graphic organizer and the system of least prompts via an iPad app on students' ability to write five-sentence opinion paragraphs after reading fiction and nonfiction stories. Results found that the intervention was effective in improving all students' ability to write novel opinion paragraphs after reading grade-appropriate fiction and nonfiction pieces.

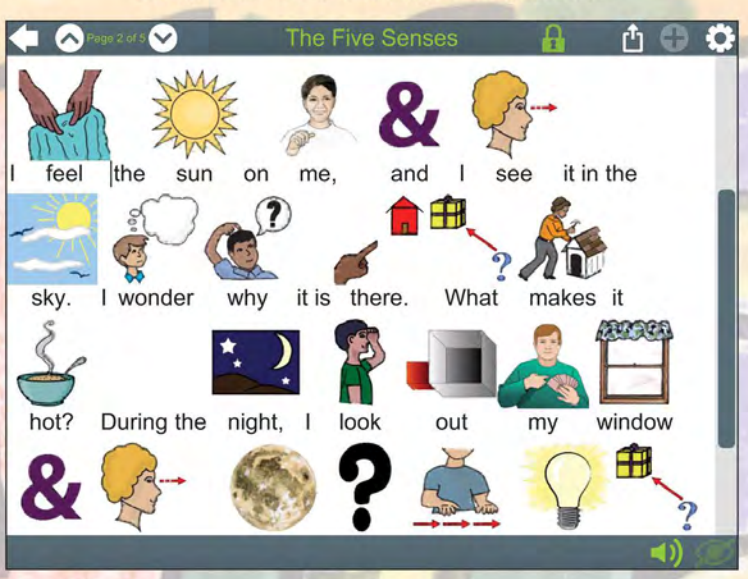
Student-led research is an important grade-aligned ELA skill that is also incorporated into the *Access English Language Arts Grades 3–5* curriculum. We gleaned from prior research using graphic organizers and systematic instruction to promote student-led research. For example, a study by Mims, Sears, Bellows, Stanger, and Browder (in submission) used a KWHL graphic organizer, paired with the system of least prompts to teach students with moderate-to-severe intellectual and/or developmental disability the steps of a task analysis for researching more about a topic and producing a research report. Results found the graphic organizer and system of least prompts was effective in increasing the number of independent steps completed in the task analysis for student-led research. These research-based components were tested as a comprehensive approach for teaching a variety of grade-aligned skills using a theme literature. For example, Mims, Lee, Browder, Zakas, and Flynn (2012) evaluated Unit One of *Teaching to Standards: English Language Arts*, a comprehensive scripted curriculum designed to teach grade-aligned ELA standards. Five teachers and 15 middle school students with moderate-to-severe disabilities, who were primarily served in a self-contained setting, were participants in the study. A one group, nonrandomized, pretest/post-test design was implemented to measure vocabulary, comprehension of familiar and unfamiliar text, poetry, research, and writing skills. Results indicated significant gains in vocabulary and comprehension of familiar text.

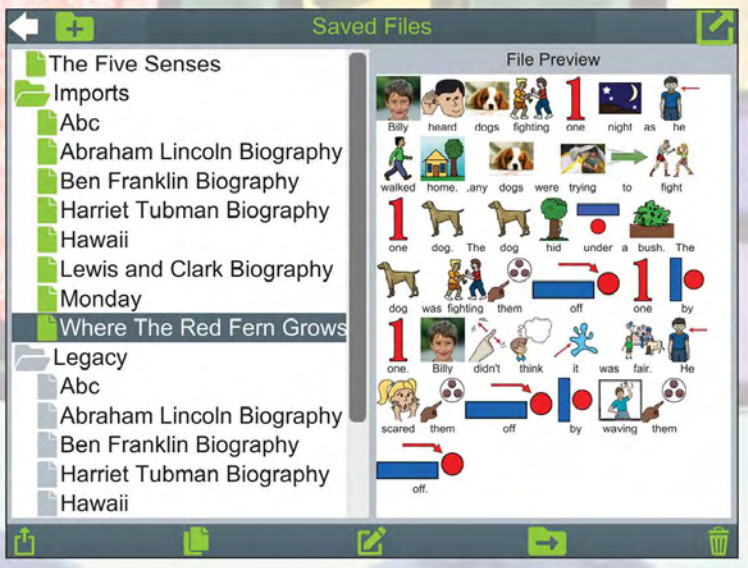
In addition, a study by Mims, Stanger, Sears, Ahlgrim-Delzell, and Lee (in preparation) investigated the effects of a comprehensive approach using an iPad App (i.e., *Access: Language Arts*) with embedded systematic instruction (e.g., constant time delay to teach vocabulary, system of least prompts to teach comprehension, sentence writing, and research skills) to teach grade-aligned ELA skills to 5th through 9th grade students with moderate-to-severe intellectual and/or developmental disabilities. The results of the randomized control trial found that there were significant interaction effect for comprehension and total score on the curriculum-based measure (CBM) where the scores of the treatment group exceeded those of the control group. In addition, group means were higher for the treatment group in all subtests and total score of the CBM (i.e., vocabulary, comprehension, writing, and student-led research).

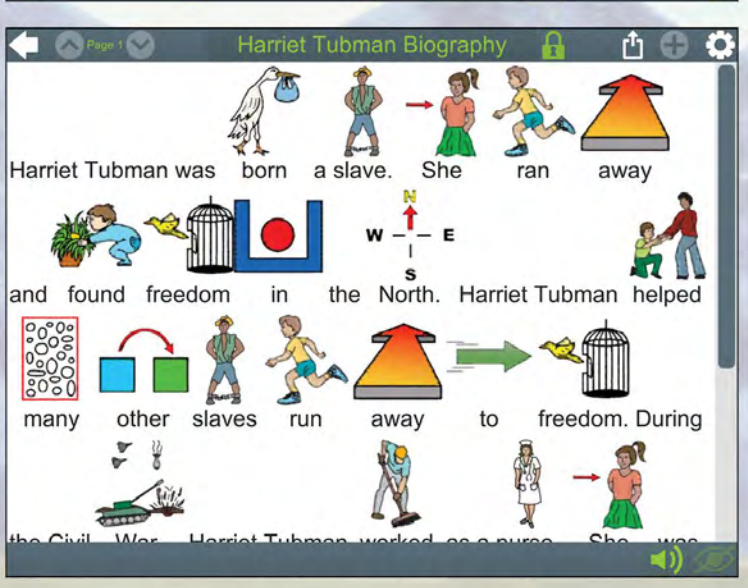
The above effective single component studies, along with additional studies considering the effectiveness of the fully scripted lessons, were all considered and reviewed for use in this curriculum. In addition, as mentioned above, grade-level content experts were consulted and also provided guidance on evidence-based practices found to be effective for teaching elementary standards in ELA. Given the effectiveness of studying not only individual strategies, but a comprehensive approach (e.g., Mims & Stanger, 2017) that included many of the individual strategies and best practice in teaching grade-level ELA, this curriculum was developed with these factors in mind. We have combined the best of what is out there for teaching grade-aligned ELA standards for students with intellectual and/or developmental disabilities. Using this curriculum, we hope to increase skill acquisition in ELA that will ultimately provide personal relevance and increase overall quality of life.

SYMBOLSUPPORT

SAMPLE SOFTWARE SCREENS







SYMBOLSUPPORT

USER GUIDE SAMPLE PAGES

SECTION 1 Introduction

ABOUT SYMBOLSUPPORT

SymbolSupport is a utility that adds symbols to text. As text is typed, symbols are automatically added. Text can also be copied from pre-existing written materials and pasted into **SymbolSupport** where symbols will instantly be added. Two symbol libraries are included: **Slater Literacy Support Pictures™** and **Attainment's Image Library.** Plus, images are easily accessible through your camera roll and built-in internet search.

SymbolSupport Lite is a separate, free app that can receive, read, and print documents that have been created in the **SymbolSupport** full version. **SymbolSupport Lite** cannot edit documents.

Both **SymbolSupport** and **SymbolSupport Lite** read documents with a high-quality text-to-speech voice and word-by-word highlighting. This support helps students better understand class assignments. The document can be locked to prevent it from being altered.

Title screen.

GETTING STARTED

Open a Document

Select the **SAVED FILES** button on the title screen to view and select an existing document. The **Saved Files** screen opens and shows existing files. To open a document, tap twice on a document, or tap once to highlight, then select the **Open** icon in the upper right corner.

Any document can be viewed and heard, but a locked document cannot be edited.

Saved Files screen.

To add an image, select the **Web Search** button or **Import File** button in the upper right corner. Once an image is selected, enter a name for that image, and save by selecting the **Okay** checkmark button in the upper right corner. The image is now stored and will be used the next time that word is typed in a document.

To delete an image, select the image from the list, then select the **Delete** trashcan icon at the top right side of the screen. To exit **Imported Images,** select the **Back Arrow** icon in the upper left corner.

Read a Document

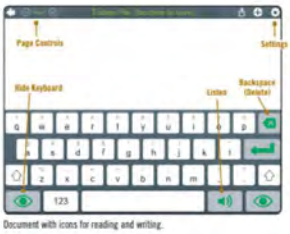
Hide Keyboard – Select the **Hide Keyboard** eye icon in either of the lower corners.

Read Aloud – Select the **Listen** icon in the lower left corner to hear the document read aloud. The text-to-speech voice and speech rate are adjustable through **Document Settings.**

Page Controls – When a document has multiple pages, this will be indicated in the upper left corner. Use the **Page Down** and **Page Up** icons to navigate the document. The **Back arrow** will close the file and return to the title screen.

Lock Document – To lock an open document, select the **Settings** icon and then the **Lock** button. The green padlock at top will display as locked. A locked document can be viewed and heard, but not edited.

Document with keyboard hidden.



Document with icons for reading and writing.

To clear the document of all text and symbols, go to the **Settings** menu and select the **Clear** button.

EDIT MENU

To bring up the **Edit** menu, tap once on a word or symbol to place the cursor, then tap again. The document must be unlocked to edit. **Edit** menu options are:

Edit ***Change Symbol or Text***
Brings up the **Edit** screen to modify text or symbols. (see below)

Reset ***Restore Previous Symbol or Text***
Removes new changes to the selected word or symbol.

No Symbol ***Remove Symbol***
Removes symbol from a word. This will affect every instance of the word that has not been customized.

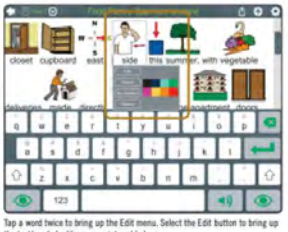
Delete ***Remove Word***
Removes only the word in that position.

Color of Text
To change the text color of a word, select a color from the eight-color palette. When a word is assigned colored text, every time that word is used in the document, all instances of that word will have colored text.

EDIT SCREEN

Change Symbol or Text

To change a symbol or text, tap once on the word or image to place the cursor at the word to be edited. The cursor will blink either before or after the word, depending which side of the word was tapped. Tap again to bring up the **Edit** menu, and select the **Edit** button. This opens the **Edit** screen. To change text, insert the new text in the **Symbol text** field. This can be a single word or multiple words. The entered text will auto-fill in the **Say as** field.



Tap a word twice to bring up the Edit menu. Select the Edit button to bring up the text/symbol edit screen, pictured below.

Implementation Idea: Use colored text on repeated storylines. Select the Insert icon and type the text for the repeated storyline in the Symbol text field. Only one image can be connected to the text. Choose the image by typing a keyword for an image in the Image keyword field. Choose an image from the included libraries, a web search, or import a file. When complete, select the Done Editing checkmark icon. Tap on the newly created line in the document to show the Edit menu and select one of the colors.

Edit screen for adding or modifying text and symbols.

SECTION 3 Share and Organize Files

SHARE DOCUMENTS

Your document can be shared as a **SymbolSupport** file, which can be opened on a different device with the **SymbolSupport** or **SymbolSupport Reader** app. Documents can also be made into a PDF, which can be viewed on any iPad or computer.

Share as a **SymbolSupport** file by selecting the **Share** icon on the upper right side of the header when a document is open. Or, select the **Share** icon on the **Saved Files** screen, lower left corner. Tap once on a file to highlight, then select the **Share** icon. **NOTE:** A locked file will remain locked when shared.

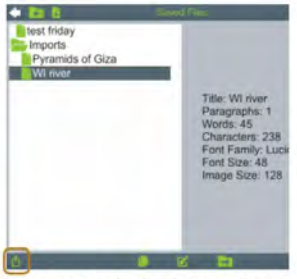
Share a PDF of the document by selecting the **Print** button on the **Edit** menu. To generate a PDF from an iPad, select **Print,** place two fingers on the preview image and slide to expand the fingers. The PDF will open. The upper right corner has a **Share** icon, or you can select **Done** in the upper left corner.

Save Imported Images from Shared File

When a file is shared, custom images in the file are not saved on the device they're sent to. The custom images will show in the file but are not saved in the **Imported Images Library** on the receiving iPad. To use a shared image in writing a new file, save the image on the receiving iPad. To save the image:

1. Open the file
2. Tap twice on the image to view the **Edit** menu
3. Select the **Edit** button
4. In the **Edit** screen select the **Done Editing** checkmark icon under the preview window

The image will be saved with the name showing in the **Image keyword** field.



There are two ways to share a SymbolSupport file. From the open file *(top)* or from the Saved Files screen *(bottom)*.

SYMBOLSUPPORT

COMPONENTS

WINDOWS	MAC	IOS	ANDROID
+	+	+	

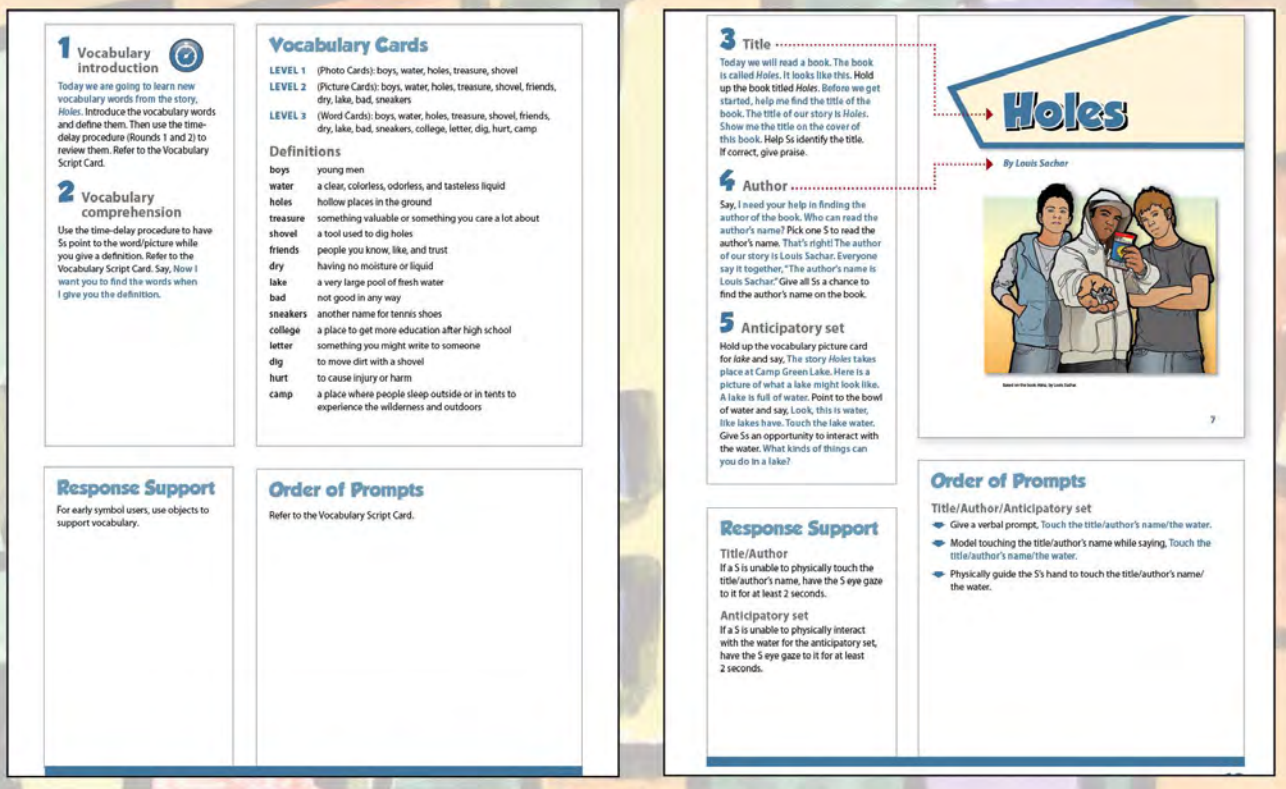
1 device: Buy from the Store, or buy directly from us to receive an access code to redeem via the new Attainment HUB. Discs available for backup or installation upon request. Call for quantities over 5.

Common uses for SymbolSupport:

- Adapted literature
- Picture directions
- Class schedules
- Student assignments
- Vocabulary introduction

TEACHING TO STANDARDS: ENGLISH LANGUAGE ARTS

TEACHER'S GUIDE, DAILY WRITING JOURNAL, RIGHT ON READER, AND STUDENT RESPONSE BOOK SAMPLE PAGES



1 Vocabulary introduction

Today we are going to learn new vocabulary words from the story, *Holes*. Introduce the vocabulary words and define them. Then use the time-delay procedure (Rounds 1 and 2) to review them. Refer to the Vocabulary Script Card.

2 Vocabulary comprehension

Use the time-delay procedure to have Ss point to the word/picture while you give a definition. Refer to the Vocabulary Script Card. Say, Now I want you to find the words when I give you the definition.

Vocabulary Cards

LEVEL 1 (Photo Cards): boys, water, holes, treasure, shovel

LEVEL 2 (Picture Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers

LEVEL 3 (Word Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers, college, letter, dig, hurt, camp

Definitions

boys	young men
water	a clear, colorless, odorless, and tasteless liquid
holes	hollow places in the ground
treasure	something valuable or something you care a lot about
shovel	a tool used to dig holes
friends	people you know, like, and trust
dry	having no moisture or liquid
lake	a very large pool of fresh water
bad	not good in any way
sneakers	another name for tennis shoes
college	a place to get more education after high school
letter	something you might write to someone
dig	to move dirt with a shovel
hurt	to cause injury or harm
camp	a place where people sleep outside or in tents to experience the wilderness and outdoors

Response Support

For early symbol users, use objects to support vocabulary.

Order of Prompts

Refer to the Vocabulary Script Card.

3 Title

Today we will read a book. The book is called *Holes*. It looks like this. Hold up the book titled *Holes*. Before we get started, help me find the title of the book. The title of our story is *Holes*. Show me the title on the cover of this book. Help Ss identify the title. If correct, give praise.

4 Author

Say, I need your help in finding the author of the book. Who can read the author's name? Pick one S to read the author's name. That's right! The author of our story is Louis Sachar. Everyone say it together, "The author's name is Louis Sachar." Give all Ss a chance to find the author's name on the book.

5 Anticipatory set

Hold up the vocabulary picture card for *lake* and say, The story *Holes* takes place at Camp Green Lake. Here is a picture of what a lake might look like. A lake is full of water. Point to the bowl of water and say, Look, this is water, like lakes have. Touch the lake water. Give Ss an opportunity to interact with the water. What kinds of things can you do in a lake?

Response Support

Title/Author

If a S is unable to physically touch the title/author's name, have the S eye gaze to it for at least 2 seconds.

Anticipatory set

If a S is unable to physically interact with the water for the anticipatory set, have the S eye gaze to it for at least 2 seconds.

Order of Prompts

Title/Author/Anticipatory set

- Give a verbal prompt, Touch the title/author's name/the water.
- Model touching the title/author's name while saying, Touch the title/author's name/the water.
- Physically guide the S's hand to touch the title/author's name/the water.

Teacher's Guide Sample Page

LESSON 4 **Support your opinion**

Support your opinion with a fact from the story.

I think Mr. Sir was a **good / bad** man because _____

_____

_____

_____.

1 he dumped Stanley's canteen of water

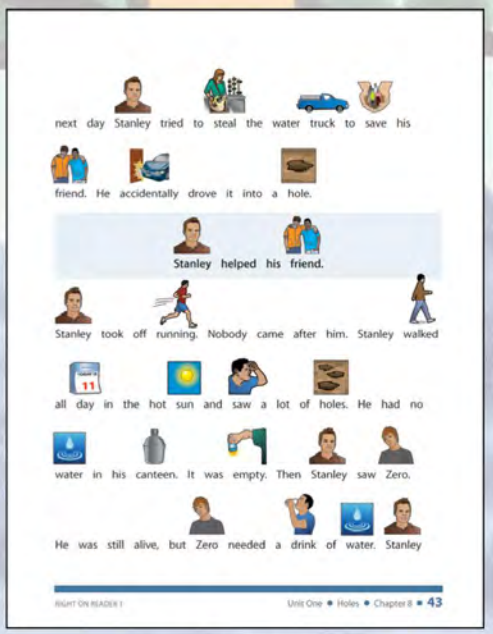
2 he was a cowboy

3 he had a hat

4 he did not fill Stanley's canteen with water

DAILY WRITING JOURNAL • Unit One • 15

Daily Writing Journal Sample Page



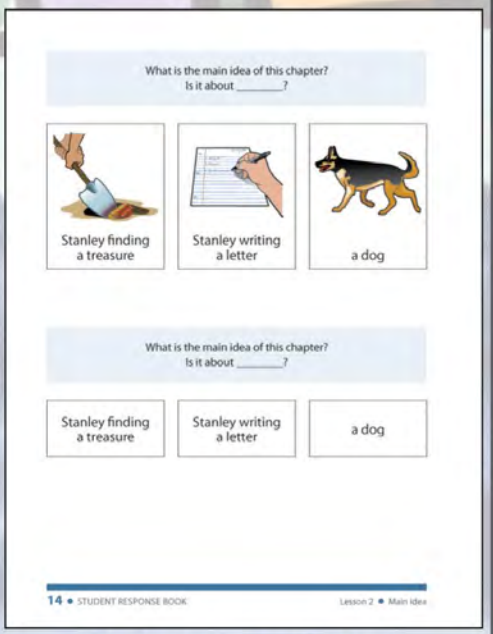
next day Stanley tried to steal the water truck to save his friend. He accidentally drove it into a hole.

Stanley helped his friend.

Stanley took off running. Nobody came after him. Stanley walked all day in the hot sun and saw a lot of holes. He had no water in his canteen. It was empty. Then Stanley saw Zero. He was still alive, but Zero needed a drink of water. Stanley

RIGHT ON READER 1 Unit One • Holes • Chapter 8 • 43

Right On Reader Sample Page



What is the main idea of this chapter? Is it about _____?

Stanley finding a treasure | Stanley writing a letter | a dog

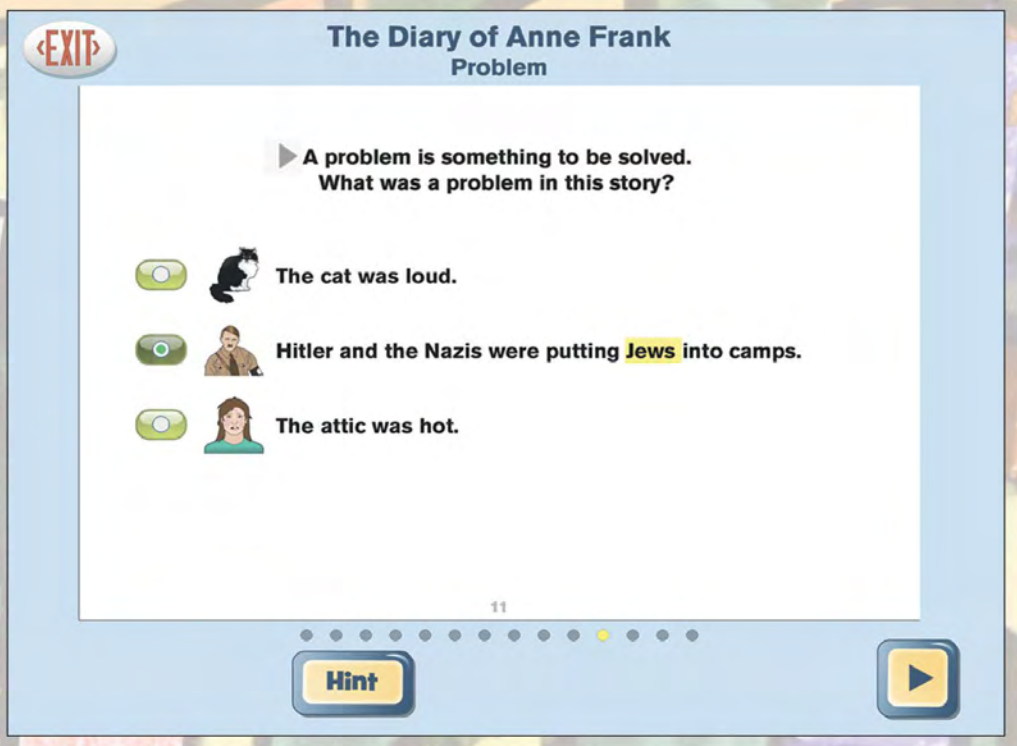
What is the main idea of this chapter? Is it about _____?

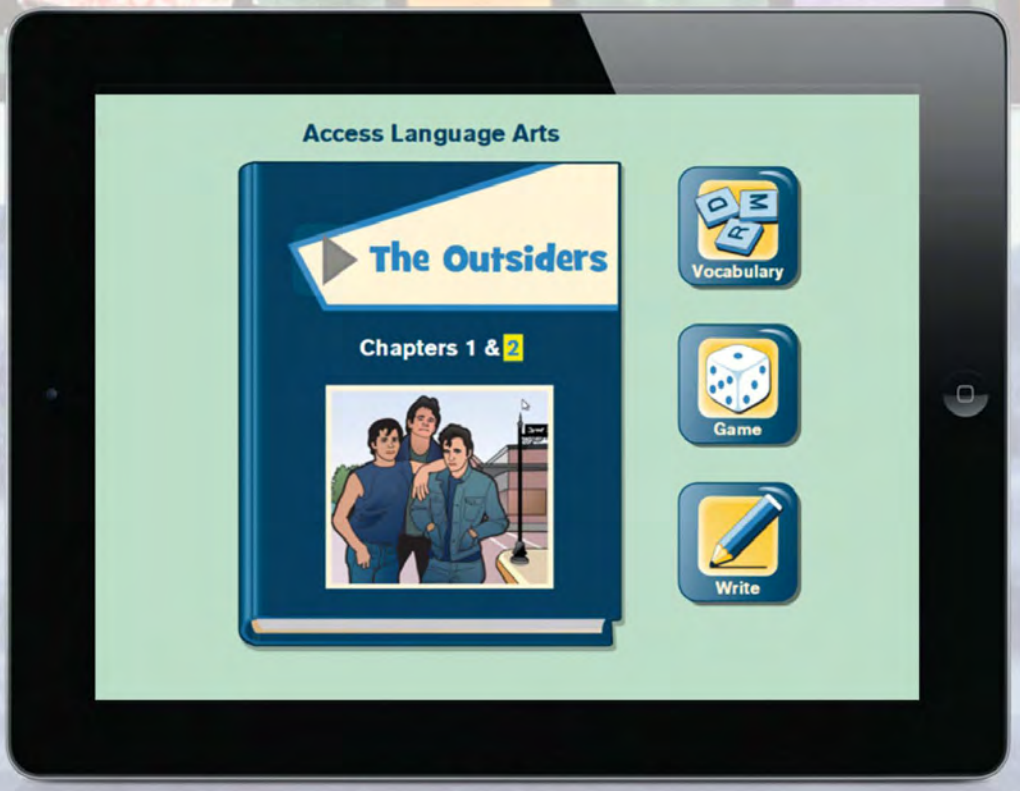
Stanley finding a treasure | Stanley writing a letter | a dog

14 • STUDENT RESPONSE BOOK Lesson 2 • Main Idea

Student Response Book Sample Page

SAMPLE SOFTWARE SCREENS





TEACHING TO STANDARDS: ENGLISH LANGUAGE ARTS

COMPONENTS

Digital Resources

Curriculum: Implementation Guide, Alignment to Standards Booklet, 2 Teacher's Guides, 1 Assessment Response Book, 1 Student Response Book, Right On Readers 1 and 2, 1 Daily Writing Journal Student Book, 1 consumable Daily Writing Journal Student Workbook, graphic organizers, 250 teaching cards, digital resources from the Attainment HUB, 1 Access Language Arts software license for any platform (e.g., Windows, Mac, iOS, or Android), 1-year subscription of web-based software, and a Task Analysis Teacher Extension Book.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays, four sets of the Right On Readers, and one copy of *Holes, We Beat the Street, The Outsiders, Number the Stars,* and *Dragonwings.*

Appendix A: Research Summary

The **Teaching to Standards: English Language Arts** (TS: ELA) curriculum was developed from a series of single subject studies, along with some group studies. The studies addressed the effect of the instructional strategies contained in TS: ELA on the development of English language arts skills on middle school students with significant disabilities and/or autism. These studies also examined teacher fidelity in implementation of the scripted lesson. Teachers were from the Charlotte, NC region.

In the first study by Mims, Browder, and Spooner (in submission), methods for implementing a shared story with a specific focus on teaching students to respond to a variety of types of comprehension questions were evaluated via a multiple probe design across books with a concurrent replication across four students. The system of least intrusive prompts was used to promote story comprehension during a shared story activity. Stories were based on fictional novels. These students, who had moderate-to-severe intellectual disabilities, were nonreaders. Outcomes indicated that all four students increased the number of comprehension questions correctly answered during post-lesson questioning.

A second study by Mims, Hudson, and Browder (2012) examined the effects of a modified system of least intrusive prompting on text-dependent listening comprehension for four students with both intellectual disabilities and autism. The texts used during the read alouds were adapted grade-level biographies. This study offered students an opportunity to relisten to sections of the biography as a strategy for answering "wh" questions. The procedure was evaluated via a multiple probe design across students. Outcomes indicated that all students improved listening comprehension after intervention, and they maintained high levels of correct responding two weeks after intervention. In addition, three students generalized skills to new biographies.

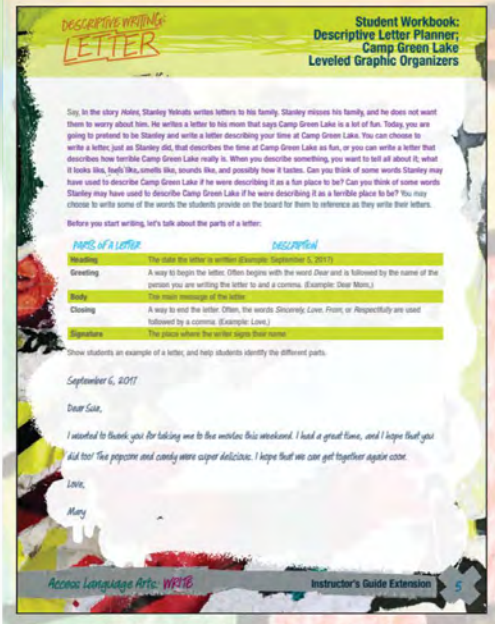
These two studies, along with the research on reading aloud shared stories (Hudson & Test, 2012), provided the framework for the presentation of the adapted grade-level literature. The lesson format was expanded to include other English language arts standards typically addressed at the secondary level of instruction. To teach these components, research on evidence-based practices for teaching academic content to students with moderate-to-severe developmental disabilities (Spooner, Knight, Browder, & Smith, 2012) was used. The evidence-based practices of constant time delay and least intrusive prompting were used. For writing, the dissertation research of Trela (2008) was used; she demonstrated how students could compose an argument through selecting options. Once these research-based components were combined, two additional studies considering the effectiveness of the fully scripted lessons were undertaken.

In a group pretest/post-test pilot study, Mims, Lee, Browder, Zakas, and Flynn (2012) evaluated Unit One of TS: ELA. Five teachers and 15 middle school students with moderate-to-severe disabilities, who were primarily served in a self-contained setting, were participants in the study. A one-group, nonrandomized, pretest/post-test design was implemented to measure vocabulary, comprehension of familiar and unfamiliar text, poetry, research, and writing skills. Results indicated significant gains in vocabulary and comprehension of familiar text.

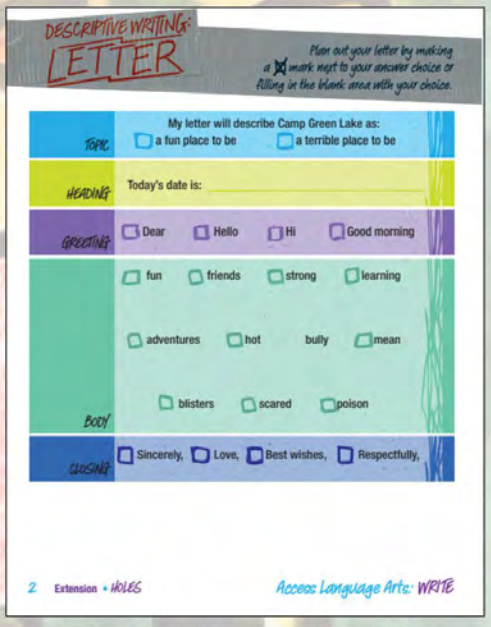
Finally, in a randomized trial group experimental design, Lee, Mims, Browder, & Ahlgrim-Delzell (in preparation) compared an experimental group, who used the full Unit Four scripted curriculum of TS: ELA, with a control group, who used only interactive read alouds as the adapted text. Participants included middle school students with significant intellectual disabilities and/or autism who participated in North Carolina's or Tennessee's alternate achievement. This study included 13 experimental students and 14 control students. The researchers measured vocabulary growth, comprehension of (familiar and unfamiliar) text and poetry, research skills, and writing skills. In this quasi-experimental control group design with a pretest and post-test, students who received daily instruction using the curriculum had significantly higher scores on direct and indirect assessment.

ACCESS LANGUAGE ARTS: WRITE

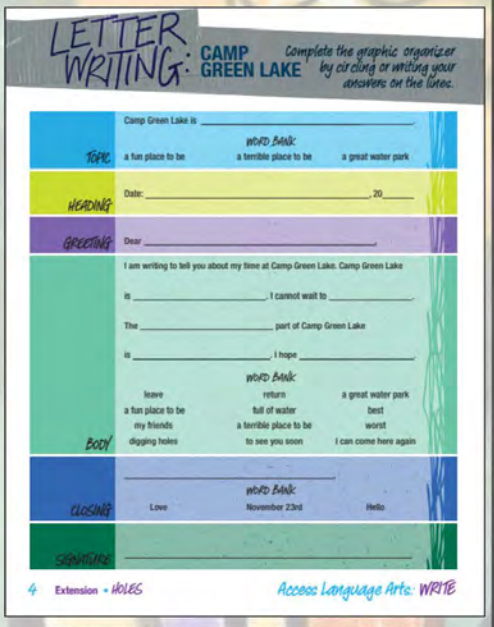
INSTRUCTOR'S GUIDE EXTENSION & STUDENT BOOK EXTENSION SAMPLE PAGES



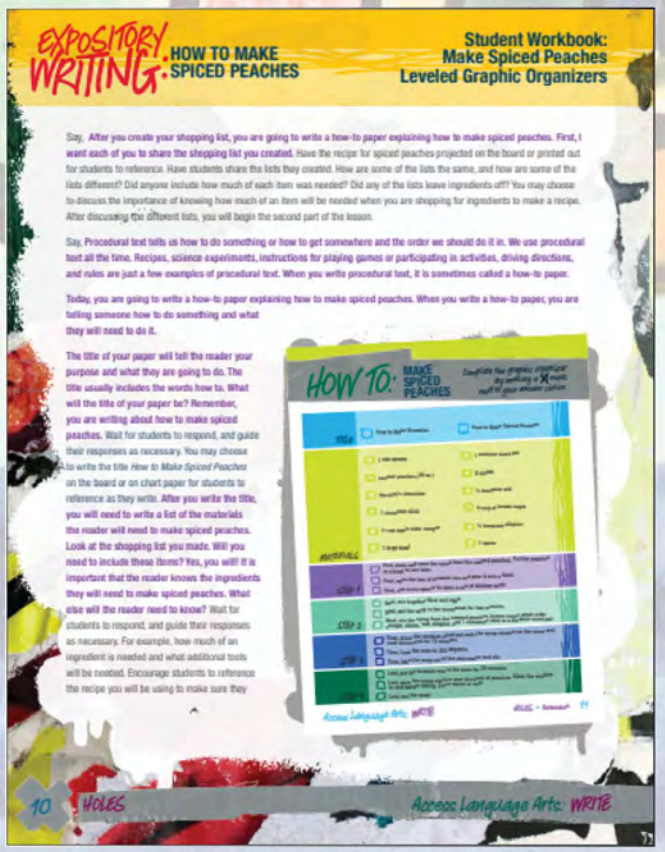
Instructor's Guide Extension Sample Page



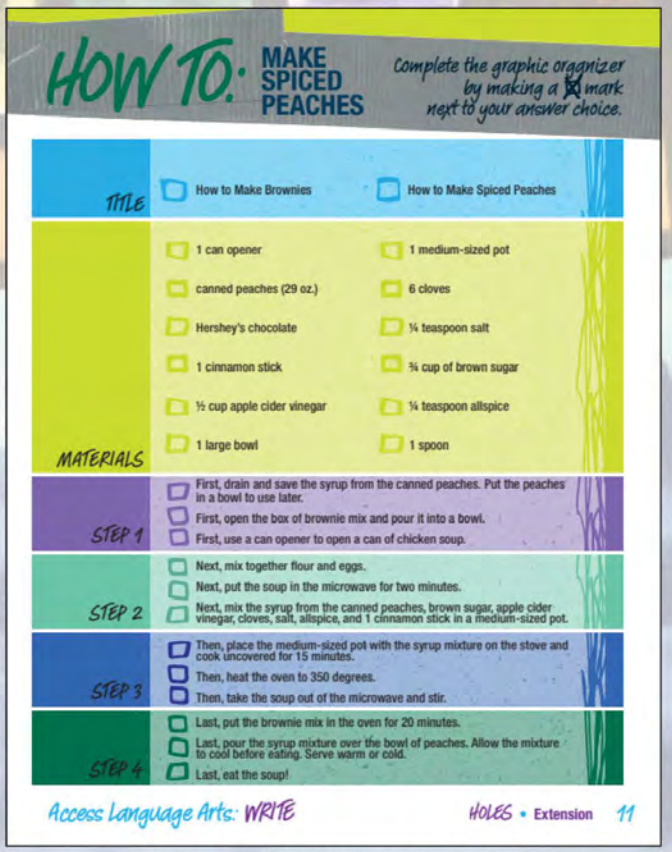
Student Book Extension Sample Page



Student Book Extension Sample Page



Instructor's Guide Extension Sample Page



Student Book Extension Sample Page

ACCESS LANGUAGE ARTS: WRITE

COMPONENTS

Digital Resources and Software

Curriculum: Instructor's Guide, a Graphic Organizer Student Book, a consumable Graphic Organizer Student Workbook, an Extension Instructor's Guide, an Extension Student Book, a consumable Extension Student Workbook, a graphic organizer poster, a Venn diagram poster, Story Grammar cards, Writing Terminology cards, Story Vocabulary cards, laminated sentence strips, dry-erase marker, digital resources from the Attainment HUB, and 1 software license of Access Language Arts: WRITE on any platform (e.g., Windows, Mac, iOS, or Android) and 1-year subscription of web-based software.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Graphic Organizer Student Workbooks, 10 consumable Extension Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

RESEARCH

ACCESS LANGUAGE ARTS: *WRITE* RESEARCH SUMMARY

Enhancing quality of life is the goal of all learning, including that for students with significant disabilities. English Language Arts (ELA) instruction provides a distinctive means for promoting quality of life through increasing communicative competence. A balanced language arts program should include instruction in reading, writing, and research. Historically, students with significant disabilities have received inadequate instruction in these areas. In particular, older students have had limited access to age appropriate instructional materials aligned to middle school standards. The combined effort across Phase I and Phase II, "*Access Language Arts*" IES SBIR research has resulted in a technology based curriculum as both an iPad app and software that provides students with significant intellectual disability, including autism, with age and grade appropriate instruction in reading, comprehension, writing, and conducting student-led research using adapted content parallel to what their general education peers are required to read, in a manner that is aligned to standards. Research results indicate that students were successful in gaining competence in comprehension, writing and conducting independent research with grade appropriate text when compared to baseline or control using the *Access Language Arts* apps.

Access Language Arts has been iteratively developed across four single subject research interventions followed by a Randomized Control Study with a total of nearly seventy students and 20 classrooms. Each phase of the iterative research resulted in new understandings that drove product development, based on the insights gained through research conducted in authentic classrooms. A total of five manuscripts have been submitted for publication describing the research results, with a final publication for the Randomized Control Trial (RCT) being prepared for submission across Phase III. A total of 12 presentations were given at National conferences between 2014 to 2016. The *Access Language Arts* app has been downloaded to approximately 30,000 iPads and has generated respectable sales dollars for the Attainment Company. Across Phase III the Attainment Company will refine the writing intervention app and software to produce *ALA:Write* and will convert the prototype app for the student-led research intervention, *ALA:Learn More*, into a standalone app and software for final publication.

Across Phase I, Attainment built a small app where non-fiction books typically read by middle school students, such as *The Diary of Anne Frank* were adapted for individuals with an intellectual disability including autism. The adapted book was summarized, condensed, edited for a 3.5 grade level, key words had an icon placed above them for non-readers and the text was professionally narrated as a read-aloud while each word was individually highlighted while being read. The book was summarized so that it could be read across a 20-minute sitting and was followed by comprehension questions

across Blooms Taxonomy. Students were also instructed in the identification and meaning of key vocabulary words from the text and were presented with an opportunity to predict what the story would be about. Three students and two teachers in one classroom participated in a multiple probe across students' Single Subject research design using all four adapted books and comprehension questions. Students improved in their correct responses on vocabulary identification, meaning and comprehension answers across the study. Results from this research informed the first Phase II comprehension research protocol where a replication study was conducted with an adapted fiction novel.

After receiving Phase II funding, the content of the app was refined and vastly expanded. Four full length fiction novels were adapted for a prototype version the app, vocabulary identified and integrated into the story, and comprehension questions written for the fiction novels across Blooms Taxonomy. Phase I results indicated that the vocabulary should be more difficult and some comprehension questions, such as the "Application" question were refined to make them more challenging for the students. The four fiction novels selected and prepared for the intervention are typically read by middle school students and included *Holes*, *The Outsiders*, *Number the Stars* and *Dragonwings*. Each book was adapted as ten chapters, with vocabulary and questions composed for each reading session, making the length of each intervention five times longer than the non-fiction books in Phase I. The first single subject research intervention was a multiple-probe-across-students design based on the adapted version of *The Outsiders*. Student participants were found to improve in their vocabulary and comprehension compared to baseline. The app received design modification and reconfiguration across both the *Outsiders* and the remaining three fiction books for the Randomized Control Trial protocol.

While comprehension was undergoing classroom research, the writing intervention and the student-led research intervention were being developed for *Outsiders* and the four non-fiction books, respectively in a rapid-prototyping tool developed by Attainment company called, "*GoBook*" where the intervention content was brought into the app by way of a PDF. The PDF was scripted within the *GoBook* programming environment to allow a student to hear the text using either text-to-speech or professional narration. Students were prompted to compose a five sentence supported opinion paragraph in the writing intervention. In the student-led research, they investigated a self-selected topic from the non-fiction text that they had read, and composed a 10 sentence paragraph summarizing what they had learned. In both cases, single subject research results found positive student achievement across the intervention. The classroom experiences shaped the iterative process for product development.

For the final year of Phase II, a randomized control trial was conducted across 13 classrooms with 53 students. Half of the teachers used the prototype *Access Language Arts* app with six adapted books (three fiction and three non-fiction) with prediction, vocabulary instruction and comprehension questions queried across each classroom intervention. In addition, a standalone writing app was programmed and students received instruction in composing 20-30 opinion paragraphs across the six books. The student-led research intervention was created as a second prototype intervention

in *GoBook* across four non-fiction books. The intervention was referred to as "KWHL" based on the process that students used in the app, identifying what they Know, What they wanted to learn, How they found out and what they Learned. Control students had access to the stories on the iPad using *GoBook* and teachers conducted 'business as usual' with *English Language Arts* instruction across the academic year. The Randomized Control Trial results showed that the mean scores of the treatment group exceed the mean scores of the control group for each of the subtests and total score. Cohen's d effect sizes for the treatment group were determined to be large for each of the subtests and total score. Please see the full research results below for additional details.

STUDENT READER PROGRESSION SAMPLE PAGES

LEVEL A *Digital Only

LEVEL 1

LEVEL 2 *Digital Only

LEVEL 3

ADAPTED CLASSICS

INSTRUCTOR'S GUIDE SAMPLE PAGES

Description of Levels

Adapted Classics provides four levels of adapted text with lesson plans. The level descriptions provided below may be used to determine which level of instruction and text for which the student should begin. Once a student has mastered a level, move on to the next level by repeating the story at a higher level or using a higher level with a new story.

LEVEL A Students at this level are beginning to respond to sights, sounds, and textures. The students are at a cause and effect level of participation. The focus at this point is not necessarily to grasp the specific content, but rather to respond to sensory awareness cues using materials related to a particular text. Students are only given choices that are correct since the goal is not to acquire knowledge of concepts but to respond to stimuli. Activities are designed to be errorless and are presented in a locate/show mode. **The focus is engagement and response.**

LEVEL 1 Students at this level are beginning to communicate with intention through gestures, pictures, objects, or simple language/AAC devices and are making simple choices. Students follow one-step directions. Activities can now include choices as well as distractors. While color and tactile cues may still be used, the focus is moving toward being able to discriminate and make choices within the context of the text. The students are emerging readers at a pre-K level. Activities are designed with two choices for the student; one is obviously the correct answer and the second is a very different distractor. The aim is to make a conscious choice related to the text. **The focus is making a choice, communicating, and understanding.**

LEVEL 2 Students at this level are using verbal or written words and communication systems to request, initiate, respond to questions, and describe things or events. They can classify, categorize, restate, and describe. Students are following two or more step directions. Students are now demonstrating understanding of concepts related to text at a K–1 level. Symbol support can begin to fade for these students. Activities are designed with three choices for the student: correct answer, extremely different answer, and an incorrect answer from the same text so that students must make conscious choices related to the text. The aim is to answer questions related to the text. **The focus is to understand/answer basic detailed questions specific to the text.**

LEVEL 3 Students at this level are able to request, initiate, and respond to questions, and describe things or events. They are beginning to infer, compare/contrast, and do other higher order activities, but may still need support from word banks, graphic organizers, etc., to demonstrate understanding of basic concepts. There is no symbol support at this level. Word banks are provided when appropriate. Text and activities are presented at a 1–2 grade level. Students will have four choices from which to choose. **The focus is to understand/answer detailed and inferential questions specific to the text.**

Prompt Levels

Prompts are instructions, gestures, or any support/guidance given to help a student succeed.

Some common prompts and cues include:

- Physical
- Gestural
- Verbal
- Visual
- Auditory

Least-to-Most Prompt Supports

It is recommended that least intrusive prompts be used first, giving the student ample time to respond (response time may vary for individual students), before moving on to the most intrusive prompts. For example: Once an instruction or request is given, provide wait time for responses before implementing a more intrusive physical prompt. A common approach to support is to provide a verbal prompt first. If the student does not respond given ample wait time, assist the student in making the correct response. **Providing students with ample wait time cannot be overemphasized.** Many students with cognitive difficulties require a significant wait time to process and implement a response.

This method of Least-to-Most Prompting may also help prevent students from becoming prompt dependent.

A printable mini-poster is available in the digital assets as a reminder of this suggested prompt hierarchy.

This resource is available for printing from the downloadable digital resources

Text and Assessments

The Story of My Life

Chapter 1 A Beautiful Start To Life

Assessments:
Application: What to do if you are sick
Main Character: Helen
Recall: Citing Text to answer questions

Chapter 2 The Silence and the Darkness

Assessments:
Characters: Her mother
Recall: Cloze sentences
Application: Learning can be hard

Chapter 3 Miss Sullivan's arrival

Assessments:
Characters: Miss Sullivan
Character Traits: Helen Keller and Miss Sullivan
Recall: Multiple Choice

Chapter 4 Learning to Reach My Goals

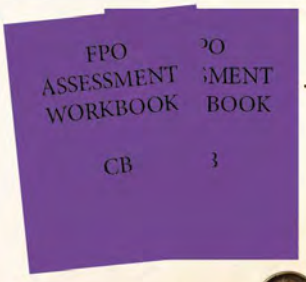
Assessments:
Recall: Story Elements/ Setting, Events
Recall: Who was Helen's teacher?
Setting: Perkins Institute for the Blind

Chapter 5 My Hard Work

Assessments:
Recall: Persevere/Keep trying
Recall: True/False
Inference (Levels 1-3 only)

Whole Book Assessment

Sequencing the story
Theme
Recall: True/False
Problem/Solution
Character identification



***Level 1* & *Level 3* assessment pages can be found in the printed workbooks**

All levels of the assessment pages can be found digitally within the resource files for printing.

Vocabulary

Vocabulary is presented in context of the story. There is a glossary for each level that can be used with the students to address reading standards related to using specialized reference materials.

The following chart indicates the focused vocabulary words at each level and indicates which chapter includes that vocabulary word. Each word listed has a vocabulary card and is included in the glossary. Thumbnails of the Vocabulary cards can be viewed in *The Story of My Life* Appendix A.

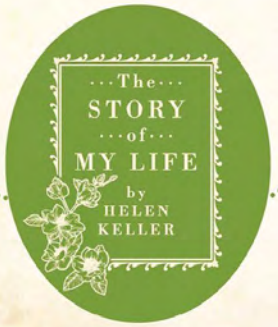
Vocabulary Word	Chapter 1				Chapter 2				Chapter 3				Chapter 4				Chapter 5			
	A	1	2	3	A	1	2	3	A	1	2	3	A	1	2	3	A	1	2	3
blind							●	●			●	●	●	●	●	●				
braille															●	●				
college																	●	●	●	●
communicate							●	●												
darkness							●	●												
deaf							●	●			●	●					●	●	●	●
fever		●	●	●		●	●	●												
goal																				●
hear	●	●	●	●	●	●	●	●									●	●	●	●
help						●	●													
object						●	●	●			●	●								
see	●	●	●	●	●	●	●	●					●	●						
sign language										●	●	●								
silence							●	●												
persevere	*	●	●	●	*	●	●	●	*	●	●	●	*	●	●	●	*	●	●	●

* Occurs in title only

GRAPHIC ORGANIZERS

Graphic Organizer • The Story of My Life

Messages of *The Story of My Life*

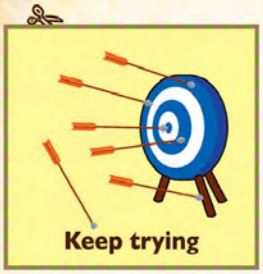


Graphic Organizer • The Story of My Life

2 What are two messages of *The Story of My Life*?

Graphic Organizer • The Story of My Life

Print and cut out both correct answer choices below for errorless instruction.



ADAPTED CLASSICS

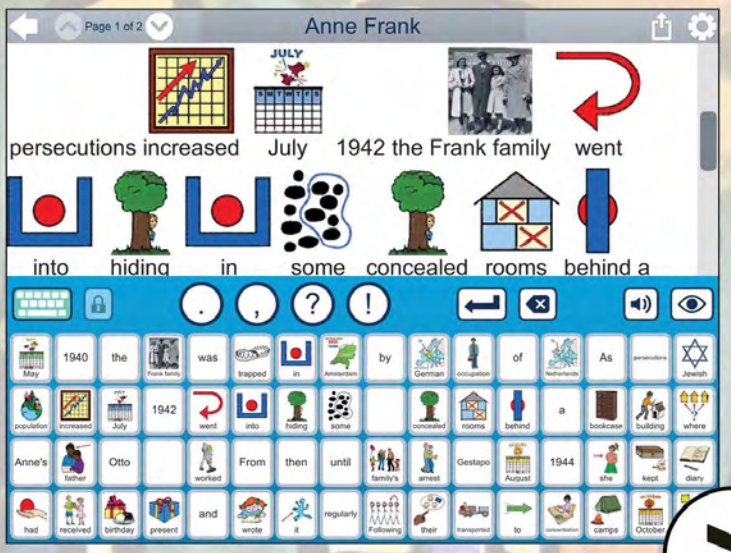
COMPONENTS

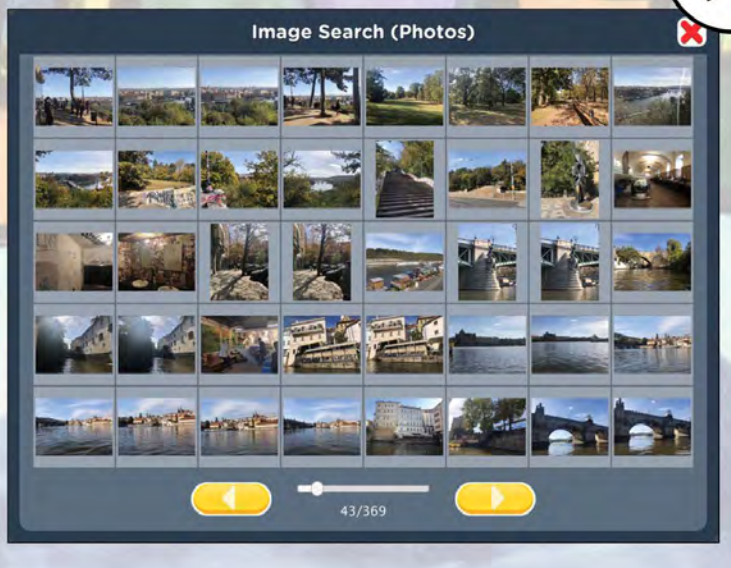
Curriculum: Instructor's Guide, 2 Student Readers, 1 Master Student Portfolio, 2 consumable Student Portfolios, 3 card sets, graphic organizers, miniposters, hands-on manipulatives for each classic, and access to the Attainment HUB for all reproducible content, including expansion and transition activities.

Curriculum Plus: The Curriculum ***plus*** 2 sets of Student Readers, 2 sets of 10 consumable Student Portfolios (20 total), the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

PIXWRITER

SAMPLE SOFTWARE SCREENS





PIXWRITER

USER GUIDE SAMPLE PAGES

SECTION 1

Introduction

ABOUT PIXWRITER

PixWriter™ is a picture-assisted writing tool for beginning writers of any age. The combination of symbol support with highlighted text and speech help students write independently. Students can compose written documents without mastering phonics, spelling, and alphabet skills.

Students write by selecting word bank buttons, typing with a keyboard, or both. Word bank buttons are filled as the instructor types words followed by the spacebar; symbols are automatically added as words are typed. Customized vocabulary word banks can be created to fit the student's abilities, assignment requirements, and IEP goals. Documents can be printed, saved, and shared via email.

PixWriter documents are cross-platform compatible, so they can be shared between Windows, Mac, and iPad devices.

PixWriter software was conceived, designed, and programmed by Jean and Jim Slater. Jean's classroom experience teaching students with mild-to-moderate intellectual disabilities coupled with Jim's brilliant engineering mind led to the development of one of the first software writing tools for individuals with special needs. Attainment Company is honored to carry on Jean and Jim's work.

Title screen.


An open document with word bank.

GETTING STARTED

Create a Word Bank

Select the **New File** button on the opening screen (also available from **File** on the menu bar). Before filling word bank buttons, set the number of word bank buttons through **Edit–Settings** on the menu bar. Font, font size, and image size are also available in **Settings** and can be changed anytime.

Fill Buttons

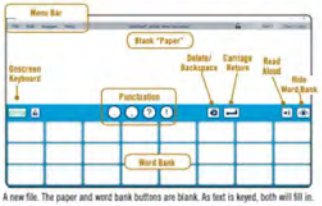
Putting text on the "paper" is the fastest way to populate word bank buttons with text and images. Use the keyboard to type, or copy text from an outside program and paste by using the **Paste** option under **Edit** on the menu bar. Words must be followed with a spacebar or punctuation and spacebar to populate the buttons.

Adding text and an image to a word bank button can also be accomplished on the **Edit Word Bank Button** screen. This is more time intensive than placing text on the paper, but it is an option. (For more details, see "Customize Buttons" on page 4.)

PixWriter provides images for phrases of more than one word, but also creates a button for the first word. For example, typing "cowboy boots" creates two buttons, one for "cowboy" with an image of a cowboy, and a second button for "cowboy boots" with an image of cowboy boots. Clear the "cowboy" button if it's not needed.

Move Button

To move a button on the word bank, the word bank must be unlocked. Select and drag that button to the desired location.



A new file. The paper and word bank buttons are blank. As text is keyed, both will fill in.


Select and drag a button in the word bank to move it. Note, the word bank must be unlocked.

SECTION 2

Customize Buttons

BUTTON MENU

Select a button in the word bank to bring up the **Button Menu**. The word bank must be unlocked. Menu functions:

Button Border Color – Select a color from the nine-color button border palette to change that button's border. To reset the border color to the default gray, select gray on the color palette.

Edit Button – Select **edit** to open the **Edit Word Bank Button** screen. Here you can change the image, text, and pronunciation of text. (see "Edit Word Bank Button" below)

Duplicate Button – Select **duplicate** to make an identical button in the word bank.

Clear Button – Select **clear** to empty the button of both text and image.

No Image – Select **no image** to remove the image from the button.

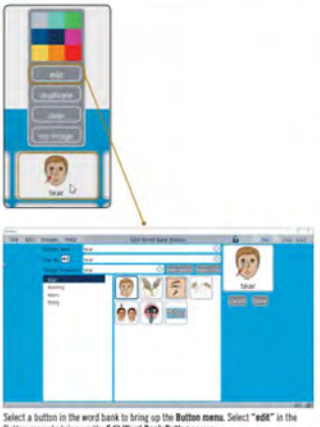
EDIT WORD BANK BUTTON

Select the button to be modified from the unlocked word bank. Then select **edit** from the **Button menu.** Use the fields on the **Edit Word Bank Button** screen to modify the text, how the word is pronounced, and the image used.

Approve the button modifications by selecting **Done** under the button preview box in the upper right corner.

Change Text to Display on Button

Button text is the first field. Text can be single or multiple words, punctuation, or any character that can be typed.



Select a button in the word bank to bring up the **Button menu.** Select **"edit"** in the Button menu to bring up the **Edit Word Bank Button** screen.

SECTION 4

Student Use

Once the word bank is set up, lock the word bank by selecting the padlock on the word bank menu bar. Then, clear the paper by selecting **Clear** from **Edit** on the menu bar.

STUDENT WRITING

Student can write by choosing word bank buttons, typing with a keyboard, or both. Typing with the keyboard always adds the text with symbols to the paper. When the word bank is locked, however, text and symbols will not be added to word bank buttons.

For students who use switch access, scan settings are located in **Options–Settings–System Tab**. For more details see "Student Settings–System Tab" on page 12.

PRINT

Send the PixWriter document to your printer by selecting **Print** from the **File** drop-down menu.

Also, many systems have the ability to generate a PDF from the Print menu. For example, on Windows systems **Microsoft Print to PDF** is listed as a printer. On Mac systems, the Print menu has a PDF drop-down menu.

SAVE AND SHARE

The default location of saved documents is the PixWriter folder (in the **Documents** folder in Windows; in the **Users** folder on the Mac). By selecting **File–Save As** on the menu bar, it's possible to navigate to any drive or location accessible by the computer in use. For example, if you use a Cloud drive, it can be selected as the save to location.

PixWriter files are generally small in size. So, sharing via email is one option when email is set up on the computer in use. To share while PixWriter is open, go to **File–Open** on the menu bar. Right-click on the document to be shared, select **Send to** (Windows) or **Share** (Mac), then email recipient.

Another option is to save the document to the desktop so the file is easy to locate, copy, or move—even when PixWriter is closed.

PIXWRITER

COMPONENTS

1 device: Buy from the Store, or buy directly from us to receive an access code to redeem via the new Attainment HUB. Discs available for backup or installation upon request. Call for quantities over 5.

New Version:

- Now iPad, Windows, and Mac compatible
- Expanded library of picture-word matches
- Streamlined customization features

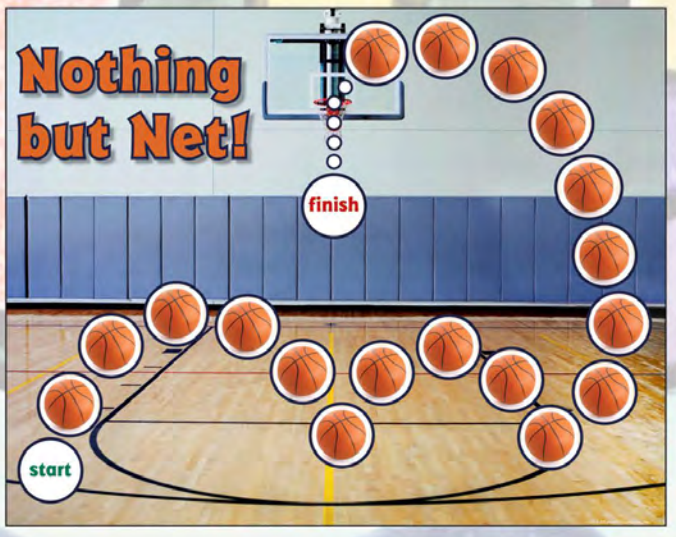
Already own PixWriter?

Documents and word banks created with previous versions (3–3.2) can be opened and used.

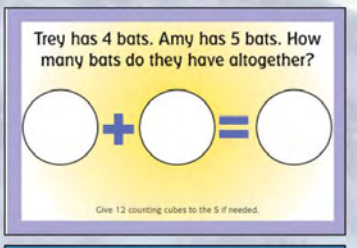
GAMES


start
Sock it to ME!
finish

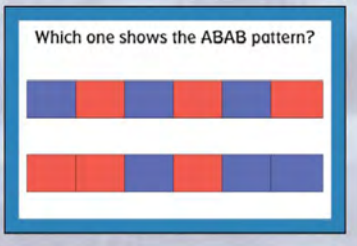

scoreboard
Play
BALL!
finish
start


Nothing but Net!
finish
start


Count to 15.


Trey has 4 bats. Amy has 5 bats. How many bats do they have altogether?
Give 12 counting cubes to the S if needed.


Count the basketballs.


Which one shows the ABAB pattern?

Lesson Plan

1 **Provide an anticipatory set.** Say, **Today we're going to be going to the speedway to do some racing.** Present the small race cars.

2 **Provide a warm-up with rote counting.** Say, **Before we race, we have to warm up our numbers. They were sleeping last night while we were at home. We need to wake them up! Let's count to 10 to let them know it's time to wake up. Ready?** Hold up one finger as you say each number 1–10. (Optional: Use the manual sign for each number.) Count again to 10; this time quickly. Then choose a S to count to 5, **Melika, it's your turn. You count to 5 to get us ready for the race.** Then have everyone say, **Wake up numbers! It's time for math!**

3 **Use the time-delay procedure to review numeral recognition.** Give each S a Work Board, number line, and number tiles 1–5. Have Ss place the number line and the number tiles on their Work Boards. **Great! For our next warm-up you will need your Work Board, your number line, and your number tiles. I want to see how many numbers you can remember.**

Round 1 (0-second delay). Now when I say a number, wake up that number by touching it. If you are not sure, look at the number I am holding. Ready? Hold up a number tile while saying the number. Have Ss point to the number on their number line at the same time. Repeat for numerals 1–5 in random order.

Give praise to Ss who touch the correct number quickly and without help. For example, **Yes. Juan remembers the number 5.** Go through numbers 1–5 as a very rapid drill. Be sure to name the number and hold it up at the same time to use 0-second delay prompting. OPTION: Skip Round 1 when Ss begin to recognize the numerals.

Prompt: If the S does not point, or points to an incorrect number, provide a prompt (see Appendix A).

Round 2 (4-second delay). Do you think these numbers are really awake? Well, let's get them out of bed. When I say a number, pick up the number tile and show it to me. If you are not sure which number to hold up, wait and I will show you. Ready? Say numbers 1–5 in random order and have each S hold up the number tile. Give praise to the Ss who find the number with no help by saying, for example, **Joe's number 4 is awake.**

Prompt: If the S does not hold up the correct number tile, or holds up an incorrect number tile, provide a prompt (see Appendix A).

4 **Read the math story.** On the first day of this lesson, determine a name for the speedway. You might choose the name of your school or the name of a S. Also, before reading the story, decide which numbers (1–5) you will focus on for the lesson and insert the numbers where the red text occurs in the story. When reading the story, also substitute the name of the racetrack, the race item (e.g., horse), and the shape of the ticket. Be sure to vary items and the numbers (1–5) in repeated lessons to build generalization.

Say, **Now that we have our numbers warmed up, it's time to read our math story.** Read the story, Built for Speed. While reading, model counting out the money to buy the tickets using the line counter on your Set Maker poster.

5 **Apply numeracy objectives to the math story.** Say, **That was a great story: Built for Speed. Now let's give our numbers a chance to be part of the story. I'll read the story again and this time we'll use our numbers to follow along.** Read parts of the story and practice the numeracy skill.

Objective 6

Compare sets for same/equal.

My ticket costs $3. Watch me count out my money. Using the dollar bills, lay out the dollar amount of your ticket on the line on your Set Maker poster.

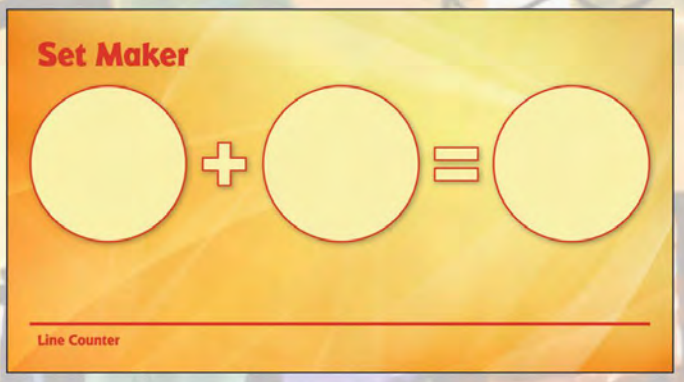
Your ticket also costs $3. That's the same price.

Open the Student Response Book and choose one page with ticket options for the S to choose from. **Show me the ticket that is the same amount as my ticket. Which one equals mine?**

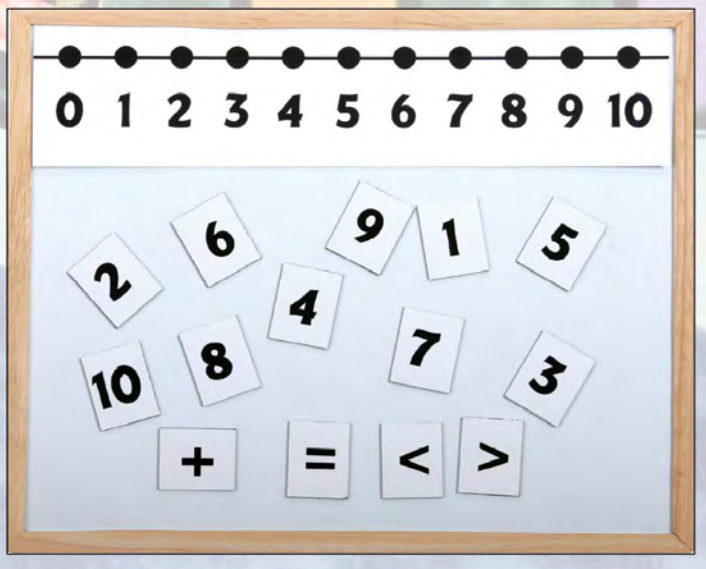
Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Show me the ticket that is the same amount as my ticket. Which one equals mine? *Note: Vary the numbers (1–5) you use for the blanks each time you teach the lesson.*	■ Set Maker poster, dollar bills ■ Student Response Book, pp. 6–9 *Note: The Student Response Book varies the shape of the ticket and the number of dollars on the ticket (1–5) on pp. 6–9, so choose a different page each time you teach the lesson.*	S chooses the ticket with the same amount. If correct, give praise, **Wow! That is the same amount as my ticket. They are both $____. They are equal amounts.** If no response or an error, provide a model.	**My ticket costs $3.** Point to the dollar bills on the ticket, then point to the ticket with the same number of dollar bills on it in the Student Response Book. **This ticket is the same amount, $3.** **They are equal.** **Your turn. Show me the ticket that is the same amount.** If correct, give praise, **Terrific finding the same amount with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Point to the ticket with the same dollar amount. **This is the same amount, $3. Point with me. These two tickets are the same amounts. They are equal.**

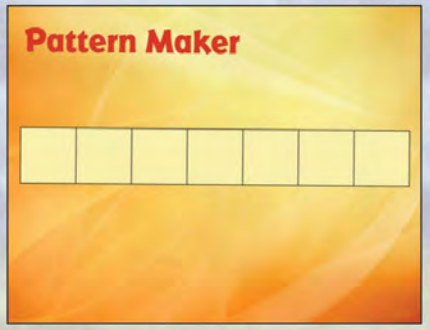
EARLY NUMERACY

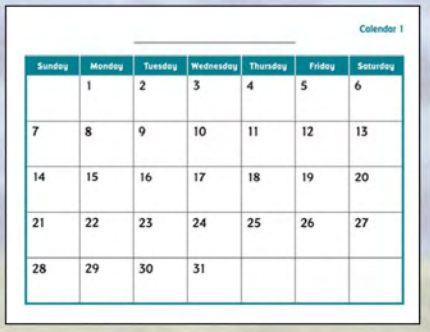
GRAPHIC ORGANIZER POSTERS

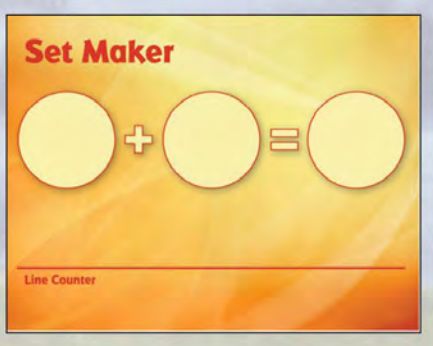


MAGNETIC WORK BOARD AND OVERLAYS









EARLY NUMERACY

COMPONENTS

Curriculum Plus: 2 Teacher's Guides, Implementation Guide, Math Stories, 1 Math Fun Student Workbook, 1 Student Response Book, 1 Assessment Manual, work board and overlays, games, game cards and pieces, graphic organizer posters, counting pieces, theme-based counting objects, number and symbol tiles, ruler, play money, and digital resources from the Attainment HUB, ***plus*** a total of 10 consumable Math Fun Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

RESEARCH FOUNDATION FOR EARLY NUMERACY

In recent years, there has been a growing awareness of the importance of the skills needed in mathematics for students to graduate prepared to function in the 21st century (Kilpatrick, Swafford, & Findell, 2001). There is also growing research that shows that surprisingly complex mathematics skills—such as patterning, exploring shapes and spatial relations, comparing magnitudes across contexts, and counting objects—develop very early on in most children's lives before entering formal schooling (Baroody, 2004; Clarke, Clarke, & Cheeseman, 2006; Clements, Swaminathan, Hannibal, & Sarama, 1999; Fuson, 2004; Geary, 1994; Kilpatrick et al., 2001; National Center for Education Statistics [NCES], 2000; Piaget & Inhelder, 1967; Steffe, 2004). Possession of these early math skills highly correlates with mathematic success in later years (Clarke & Shinn, 2004; Denton & West, 2002; Horne, 2005; NMP, 2008). Yet, many children may not have developed these critical early math skills due to lack of experiences or exposure within their environment, culture, education (e.g., high-quality preschool instruction), or due to slow developmental progressions (Hart & Risley, 1995; Sarama & Clements, 2009). The National Council of Teachers of Mathematics (NCTM, 2000) emphasizes the importance of ALL students having mathematical competence and the ability to use mathematical skills in everyday life because these skills provide "significantly enhanced opportunities and options for shaping their [all students] futures" (p. 1). For students who lack these necessary skills when entering formal schooling, including those with moderate-to-severe disabilities, more intensive interventions need to be implemented beginning at the kindergarten level to help bridge gaps in these necessary early numeracy skills (Gersten & Chard, 1999). The Early Numeracy curriculum was developed in response to this need for high-quality, formalized curriculum to teach early numeracy skills in a structured manner to students with moderate-to-severe disabilities.

The term *early numeracy skills* refers to the development of number concepts and is often referred to as *number sense*. The NCTM defines number sense as an individual's ability to understand numbers and operations and use these concepts and strategies to make mathematical judgments and for more complex problem solving (McIntosh, Reys, & Reys, 1992). This term encompasses a variety of foundational mathematics skills. These skills include things like the following:

- Number identification
- Rote counting
- Understanding that a number refers to an item or a set of items (representation of numbers and counting with one-to-one correspondence)
- Understanding that a number of objects remains the same when rearranged spatially (number conservation)
- Breaking apart and building numbers (composing and decomposing numbers)
- Place value (magnitude of numbers)
- Early measurement concepts, such as identifying things as bigger/smaller and quantities as more/less
- Adding and subtracting quantities (understanding the effects of operations)
- Patterning

This list is not exhaustive because the term number sense is defined differently by many experts and may include different skills. The plethora of definitions for number sense and the vagueness of these definitions can create potential problems. For example, many teachers are not familiar with number sense concepts and do not know how to teach them. Teachers also may not know how to introduce the skills in a sequential order. Learning trajectories have been developed to ameliorate these problems.

Learning trajectories help clearly establish big ideas in mathematical education for young children and lay out a path for educators to use to help students learn (Bowman, Donovan, & Burns, 2001; Clements, 2004; Fuson, 2004; Griffin, Malone, & Kame'enui, 1995; Sarama & Clements, 2009). From a national standpoint, learning trajectories are viewed as important because they facilitate instruction and learning based on developmental principles for all children. They are comprised of three components:

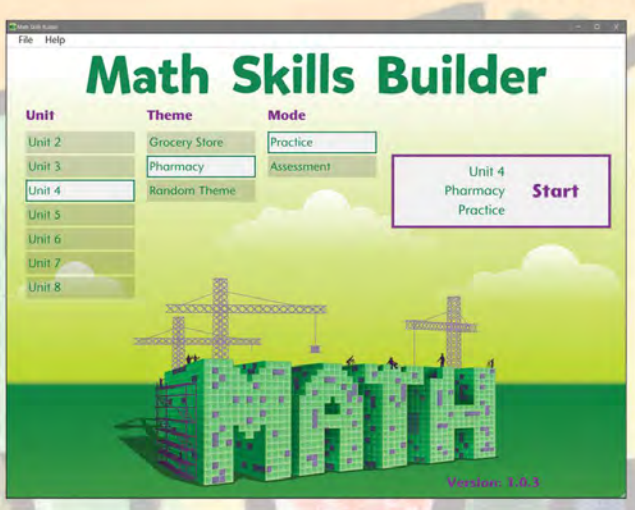
1. A clear goal of what students should learn
2. A developmental progression in which students move through levels of things
3. Instruction that leads students through this progression to attain the goal

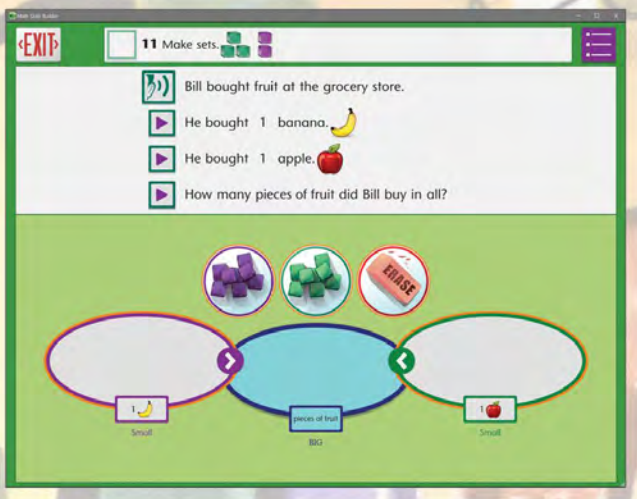
Sarama and Clements (2009) developed learning trajectories for young children out of a four-year project funded by the National Science Foundation, which creates and evaluates math curricula for young children based on sound research and theoretical framework. Their findings are reported in the book *Early Childhood Mathematics Education Research: Learning Trajectories*. This book served as the inspiration for the development of the Early Numeracy curriculum; however, new learning trajectories had to be developed to address the needs and learning styles of students with severe disabilities.

Learning trajectories for the early numeracy skills included in the Early Numeracy curriculum were developed by elementary math and special education experts in severe disabilities (Drew Polly, Bree Jimenez, & Diane Browder). As a starting point for the learning trajectories, the experts compared where typically developing early elementary students would be in regards to their early numeracy skills with what a large majority of students with moderate and severe disabilities in elementary grades typically achieve. Then these experts reviewed three published curricula designed for children with disabilities and examined the specific skills—which aligned specifically with early numeracy skills—taught within these curricula. Finally, the experts considered the developmental levels and cognitive tools that students with moderate-to-severe disabilities were likely to have, as well as methods of instruction that are evidence-based practices for teaching mathematics to this population. Once all this information was gathered, the experts prioritized and selected skills based on ones they thought were necessary for students with moderate-to-severe disabilities to have in order to access grade-level content with the greatest success possible and for functional academic purposes. These prioritized skills became the learning goals for the Early Numeracy curriculum. Next the experts broke them down further into very discrete skills based on developmental progressions of children with moderate-to-severe disabilities. The targeted skills for Early Numeracy are listed in Table 3 on p. 28.

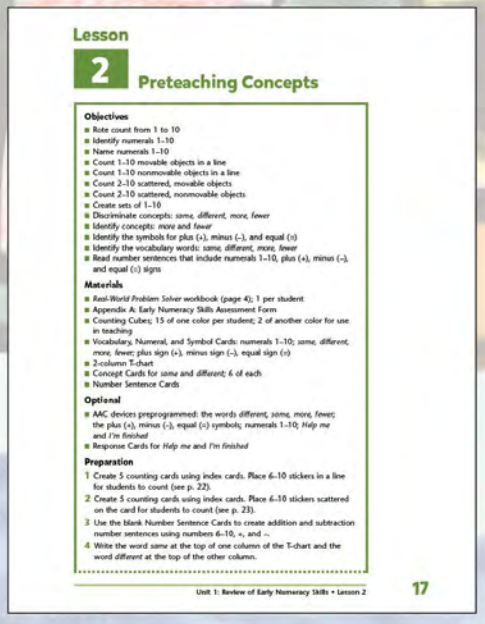
MATH SKILLS BUILDER

SAMPLE SOFTWARE SCREENS





TEACHER'S GUIDE AND STUDENT BOOK SAMPLE PAGES



Lesson 2

Preteaching Concepts

Objectives

- Rote count from 1 to 10
- Identify numerals 1–10
- Name numerals 1–10
- Count 1–10 movable objects in a line
- Count 1–10 nonmovable objects in a line
- Count 2–10 scattered, movable objects
- Count 2–10 scattered, nonmovable objects
- Create sets of 1–10
- Discriminate concepts: *same, different, more, fewer*
- Identify concepts: *more* and *fewer*
- Identify the symbols for plus (+), minus (–), and equal (=)
- Identify the vocabulary words: *same, different, more, fewer*
- Read number sentences that include numerals 1–10, plus (+), minus (–), and equal (=) signs

Materials

- *Real-World Problem Solver* workbook (page 4); 1 per student
- Appendix A: Early Numeracy Skills Assessment Form
- Counting Cubes; 15 of one color per student; 2 of another color for use in teaching
- Vocabulary, Numeral, and Symbol Cards: numerals 1–10; *same, different, more, fewer*; plus sign (+), minus sign (–), equal sign (=)
- 2-column T-chart
- Concept Cards for *same* and *different*; 6 of each
- Number Sentence Cards

Optional

- AAC devices preprogrammed: the words *different, same, more, fewer*; the plus (+), minus (–), equal (=) symbols; numerals 1–10; *Help me* and *I'm finished*
- Response Cards for *Help me* and *I'm finished*

Preparation

1. Create 5 counting cards using index cards. Place 6–10 stickers in a line for students to count (see p. 22).
2. Create 5 counting cards using index cards. Place 6–10 stickers scattered on the card for students to count (see p. 23).
3. Use the blank Number Sentence Cards to create addition and subtraction number sentences using numbers 6–10, +, and –.
4. Write the word *same* at the top of one column of the T-chart and the word *different* at the top of the other column.

Unit 1: Review of Early Numeracy Skills • Lesson 2 17

Notes

- The purpose of this lesson is to prepare students to solve mathematical problems in Units 2–8. Students learn or review early numeracy skills that form the foundation of later developing mathematical skills. When students have mastered the skills in this lesson, they are ready to begin Unit 2.
- It is important that the student's responses are errorless. If you see that a student is about to make an error, try to block it while redirecting the student to the correct response. If a student continues to make errors, remind the student to wait and not guess and you will help him or her.
- Green text indicates what to say to students; black text indicates what to do. Substitute information [in brackets] as appropriate.

Rote Counting

Review rote counting to 10 with the students.

1. Say, **Let's start our math lesson today by warming up our numbers. We need to wake them up! First, let's count out loud to 10 to let them know it's time to wake up. Ready?**
2. Clap or hold up one finger as you say each number 1–10. (Optionally, use a manual sign for each number.) Have students count in chorus.

TIP: This skill should be performed without the support of a number line to be considered mastered. However, if a student struggles with rote counting to 10, use a number line as support. Students who are nonverbal can activate an AAC device to count.

3. Select one or two students to count to 10 by himself or herself. Enter the data on the Early Numeracy Skills Assessment Form.

Numeral Identification

Review numerals 1–5 and review or teach numerals 6–10 by having students identify them. Begin numeral identification by having students point to numerals as you name them. Use Number Cards 6–10 and the constant time-delay procedure to build numeral identification. If you think students already know numerals 6–10, skip Round 1 (0-second time delay) and review numerals 6–10 beginning with Round 2, which uses a 4-second time delay. Review numerals 1–5 as desired.

18 Math Skills Builder: Teacher's Guide

Ava saw animals at the beach.

She saw _____ crabs.

She saw _____ fish.

How many animals did Ava see at the beach in all?

_____ ○ _____ = _____ _____

6 UNIT 2: Beach Math Skills Builder

Caleb packed snacks for his family to eat at the beach.

He packed _____ yogurts.

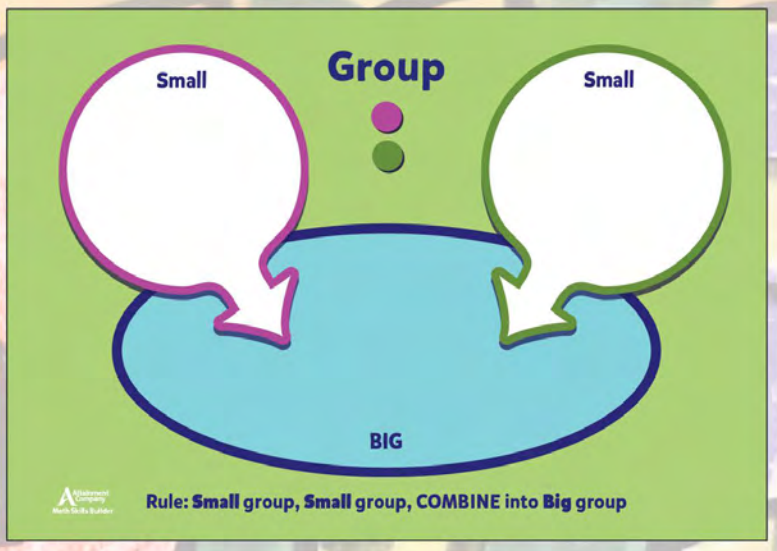
He packed _____ apples.

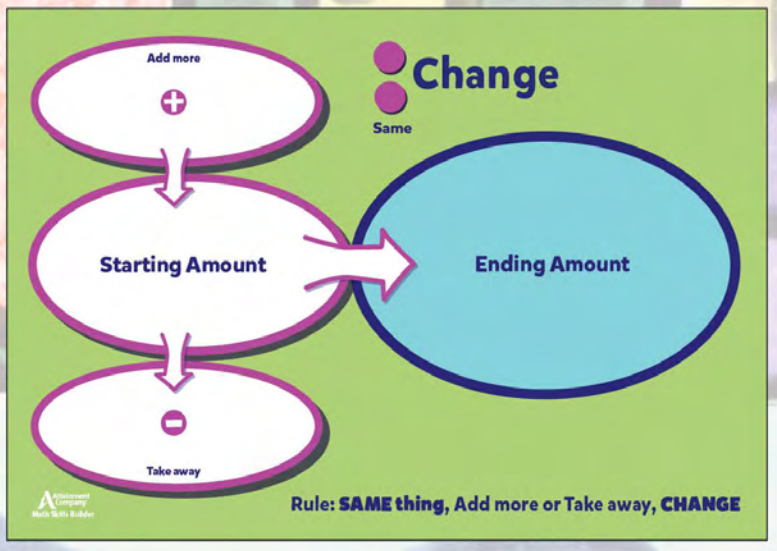
How many snacks did Caleb pack for his family in all?

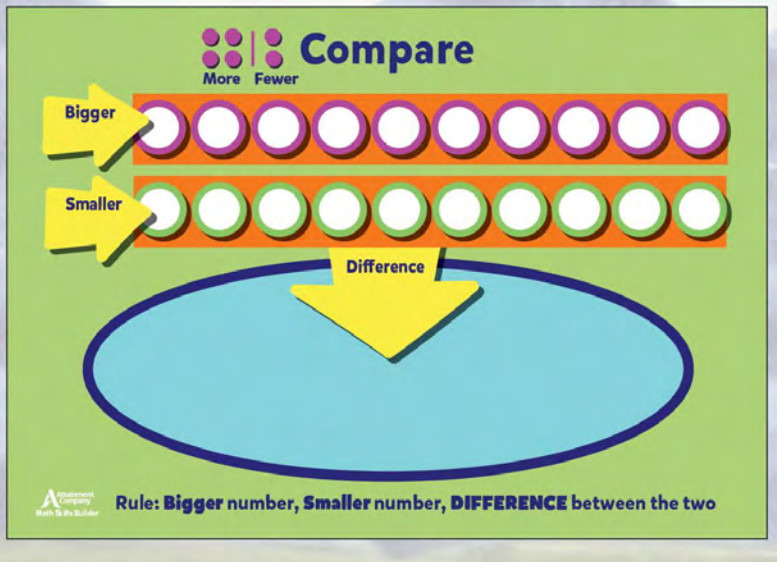
_____ ○ _____ = _____ _____

Math Skills Builder UNIT 2: Beach 7

GRAPHIC ORGANIZERS







MATH SKILLS BUILDER

COMPONENTS

Attainment HUB

Digital Resources and Software

Curriculum Plus: 2 Teacher's Guides, 1 Implementation Guide, 1 Assessment Manual, 1 Real-World Problem Solver Book, 1 software license for any platform (e.g., Windows, Mac, iOS, or Android), 1-year subscription of web-based software, 1 poster, graphic organizers, counting cubes, pouch, markers, and Video Simulations DVD, plus a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and digital resources from the Attainment HUB.

Background and Research Foundation of Math Skills Builder

The ability to apply mathematical concepts to problem-solve are an integral part of everyday life. Problem solving has been deemed the cornerstone of mathematical learning (NCTM, 2000) and is a critical skill for being able to function in the 21st century. The Common Core State Standards have also placed great emphasis on problem solving and it is a standard for mathematical practice. The ability to learn mathematical story problem solving translates to better real-world problem solving.

Problem solving is a complex skill that requires higher order thinking. In a sample of 12,649 students who took alternate assessments based on alternate achievement standards across seven states, Kearns, Towles-Reeves, Kleinert, Kleinert, and Kleine-Kracht Thomas (2011) found only a small percentage (4–8%) of students were able to apply computational procedures to solve real-world or routine story problems from a variety of contexts. A need to improve mathematical problem solving for students with intellectual challenges exists, especially if the problem solving leads to better access to the general curriculum and provides opportunities for students to interact in their environments.

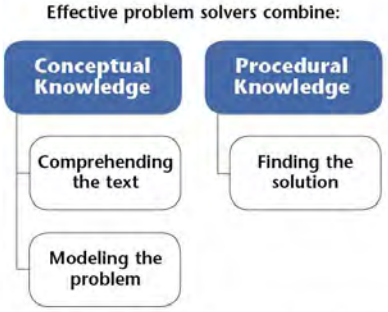
Two traditional approaches to problem solving instruction often lead to errors for students with disabilities:

1. The four-step strategy (i.e., understand the question, devise a plan, carry out the plan, and look back and reflect; Pólya, 1945) most commonly found in textbooks across the United States is too general, requires a number of metacognitive skills, and does not provide the support students with disabilities need.
2. The keyword strategy, in which students are taught to recognize keywords associated with an operation (e.g., *in all, altogether,* and *total* indicate an addition problem; *left, remain,* and *difference* indicate a subtraction problem), is misleading and produces errors. The keyword strategy may lead to solving problems using the wrong operation. Many problems are written without keywords, and students may be lacking the conceptual understanding to be able to generalize these to novel or real-world problems (Jitendra & Star, 2011). Gersten et al. (2009) found that problem-solving programs for students with learning disabilities, which included visual representations paired with heuristics and direct instruction, have the strongest effect sizes. Although this meta-analysis targeted high-incidence disabilities, much can be gleaned from and applied to learners who have an intellectual disability to help them be independent problem solvers as well.

Schema-Based Instruction

Schema-based instruction (SBI) is an evidence-based practice for teaching mathematical problem solving to students with high-incidence disabilities and students at risk for math failure (Jitendra et al., 2015). This practice uses a conceptual teaching approach that combines mathematical problem solving with reading comprehension strategies (Jitendra, 2008). SBI focuses on conceptual knowledge by enhancing comprehension to ensure students can effectively create representations of the problem situation, thus developing an understanding of the underlying problem structure. This step is imperative to successful problem solving because most errors in story problem solving are actually a result of students misunderstanding the problem situation, rather than computation errors (Jitendra, 2008). Figure 3 illustrates this practice.

Figure 3. Effective Problem Solving

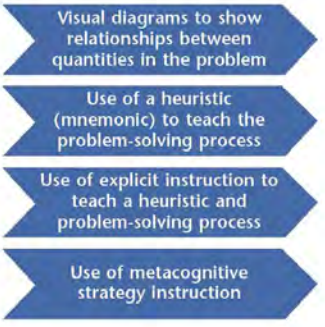


In SBI, students learn how problems are structured through analyzing the text in story problems in order to identify the quantitative relationships between sets or actions between sets. Then, students create a visual model of the relationship identified by drawing a diagram and filling it in with information from the problem (Jitendra, 2008). From this mathematical representation, or model, students can select the operation to solve. The procedural rules for solving problem types are directly related to the underlying concepts. For example, rather than just teaching students to add when the total is unknown (i.e., the procedural rule), SBI would teach a rule that relates the concept to the algorithmic procedure (e.g., two small parts are combined to create a whole, or "part-part-whole;" Jitendra, 2008).

SBI has four main components and these are illustrated in Figure 4:

1. Identifying the underlying problem structure and using visual representations to show relationships.

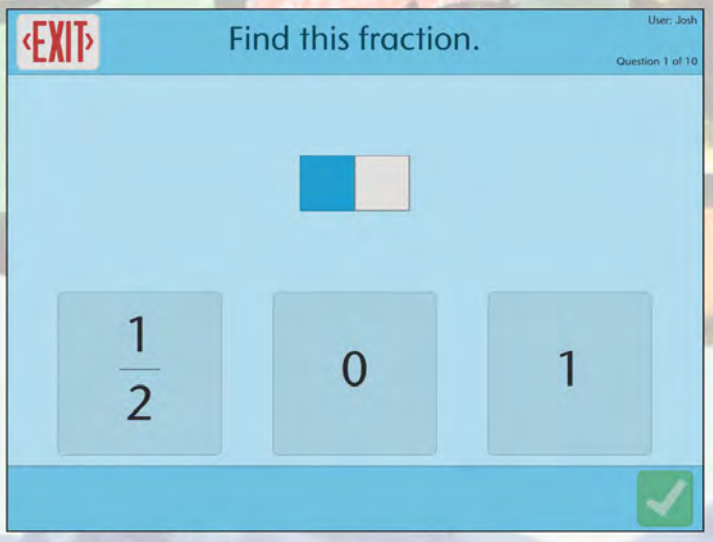
Figure 4. Four Components of Schema-Based Instruction

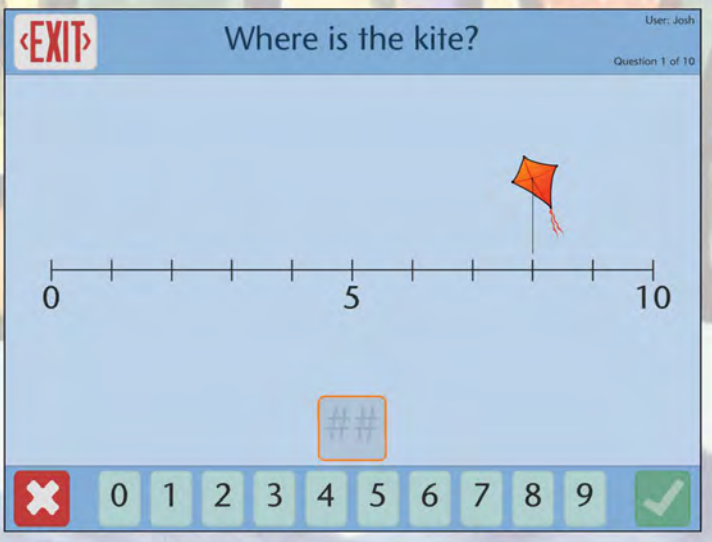


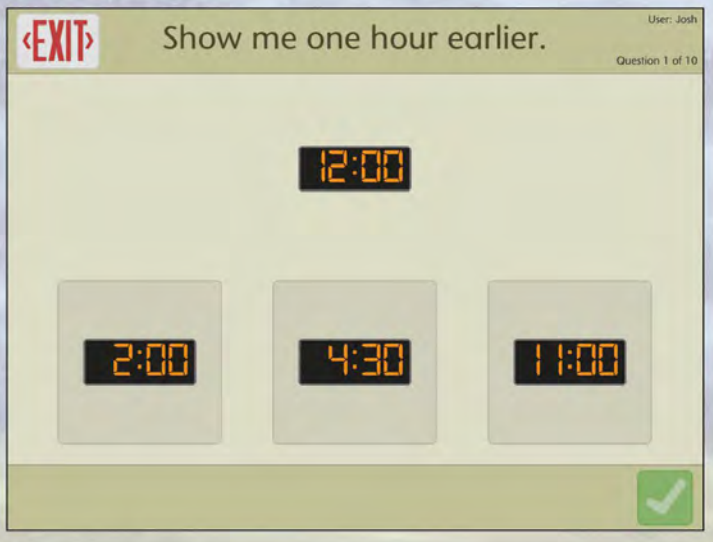
2. Explicitly teaching problem solving through the use of a heuristic—a plan for problem solving (a *mnemonic* is most commonly used).
3. Using explicit instruction to teach the four-step problem-solving heuristic (i.e., problem schema identification, representation, planning, and solution).
4. Using metacognitive strategy instruction, which includes activities such as analyzing the problem, self-monitoring of strategy use, and checking the outcome for accuracy. Students are explicitly taught to how to draw the schematic diagram to represent the problem type; this helps organize the information from the problem and allows students to show their solution using a mathematical equation (Griffin & Jitendra, 2009).

NUMBER SENSE

SAMPLE SOFTWARE SCREENS

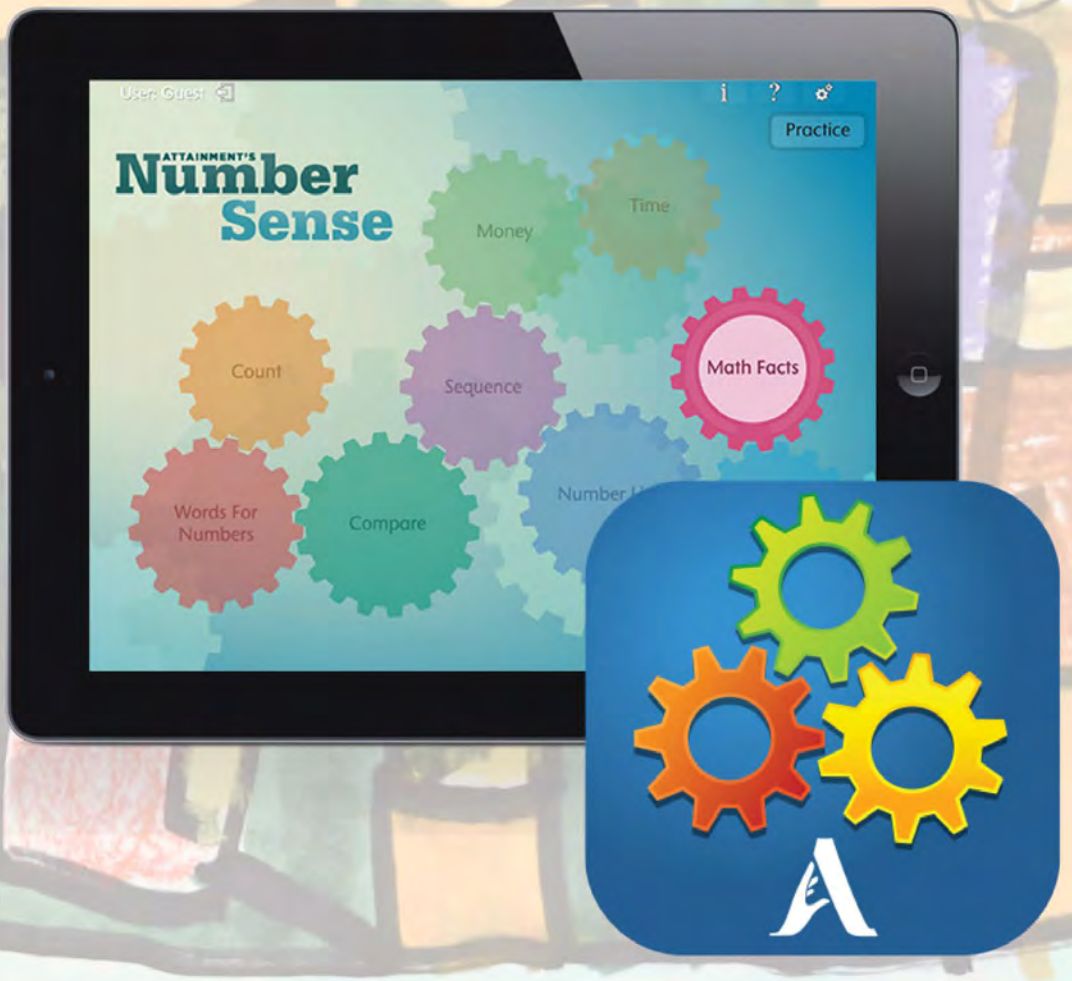






NUMBER SENSE

COMPONENTS



1 device: Buy from the Store, or buy directly from us to receive an access code to redeem via the new Attainment HUB. Discs available for backup or installation upon request. Call for quantities over 5. Web-based subscriptions now availalbe for one or three years.

Nine Skill Areas:

- Words for Numbers
- Count
- Compare
- Sequence
- Math Facts
- Money
- Number Line
- Fractions
- Time

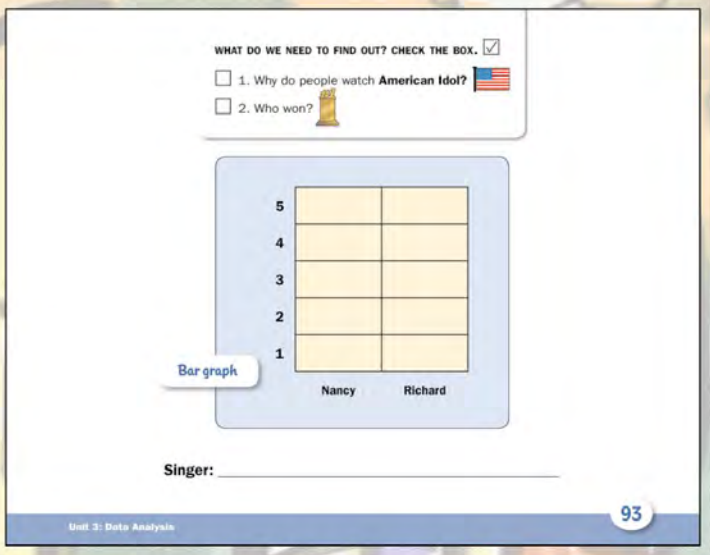
Features:

- Automatically increases in difficulty
- Select support features like clues and prompts
- Pretest, instruction, and posttest sequence

TEACHING TO STANDARDS: MATH

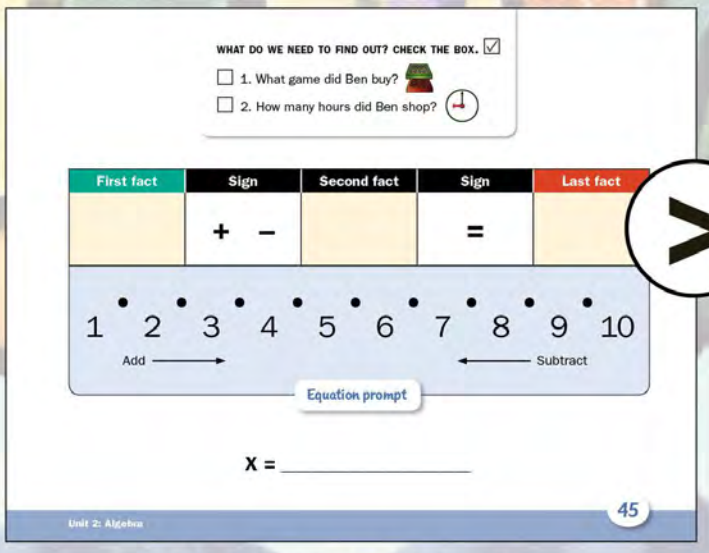
SAMPLE PAGES

Geometry Graphic Organizer

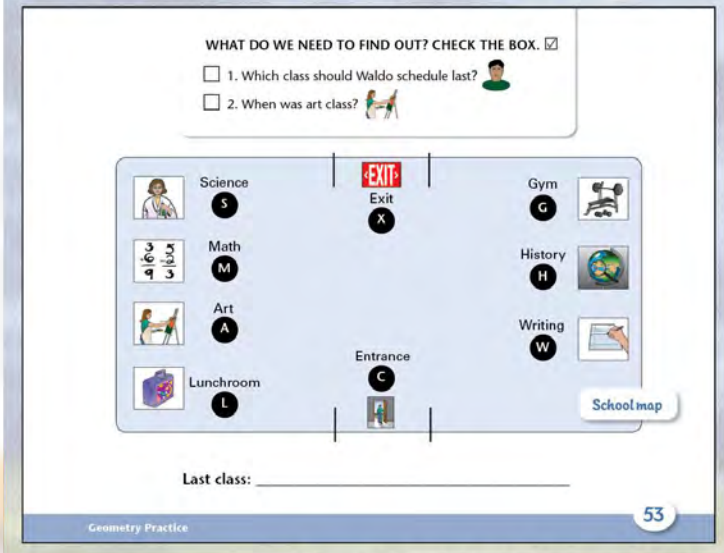


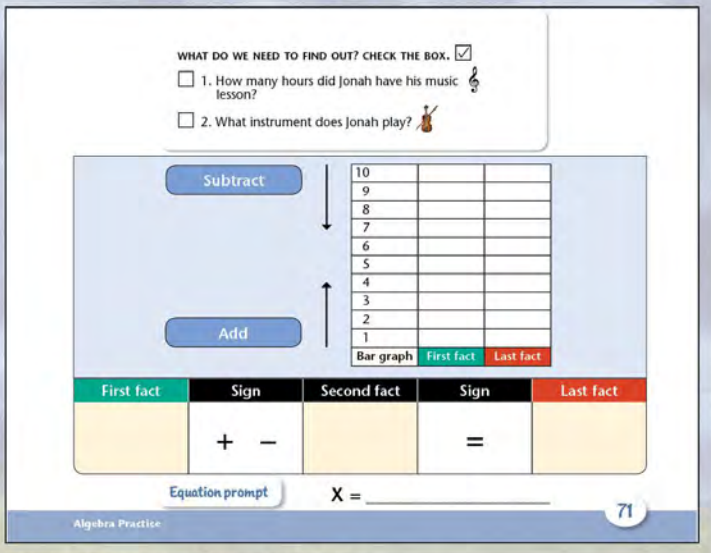
Data Analysis Graphic Organizer

Measurement Graphic Organizer



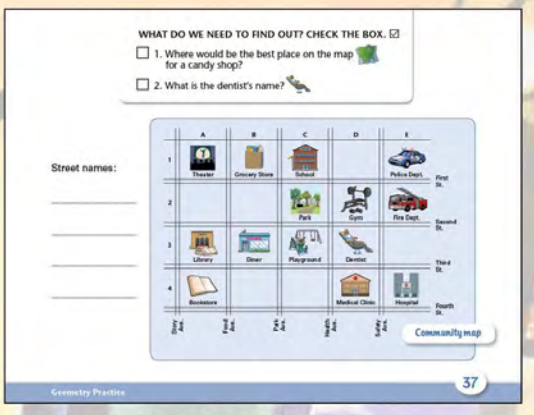
Algebra Graphic Organizer



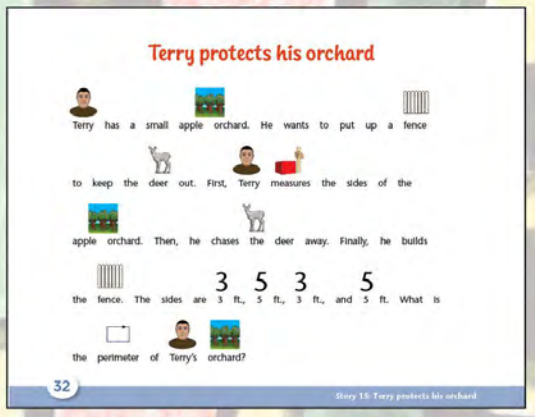


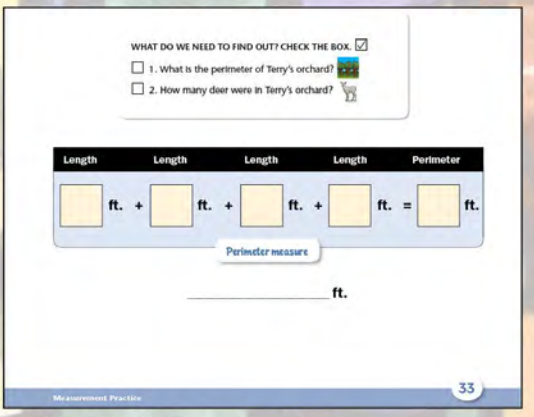
Samples of New Graphic Organizers with Extension Activity Books

TEACHING TO STANDARDS: MATH

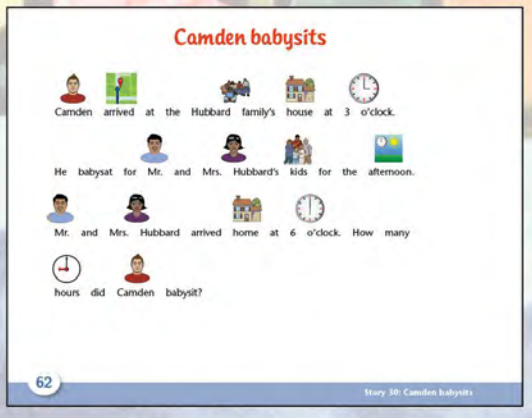


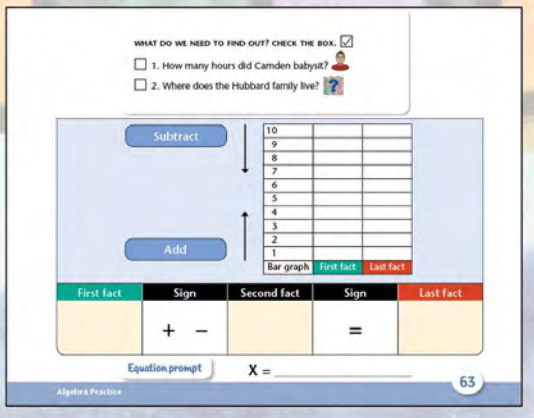
Geometry Extension Activity Book Sample Pages



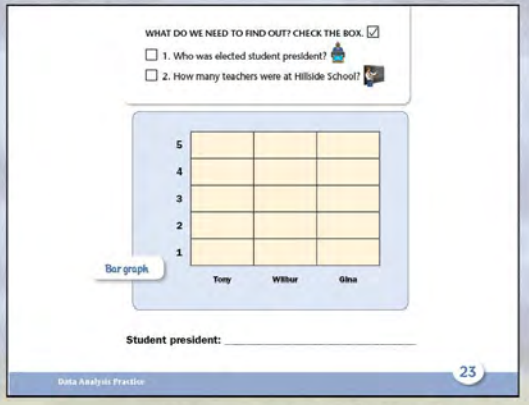


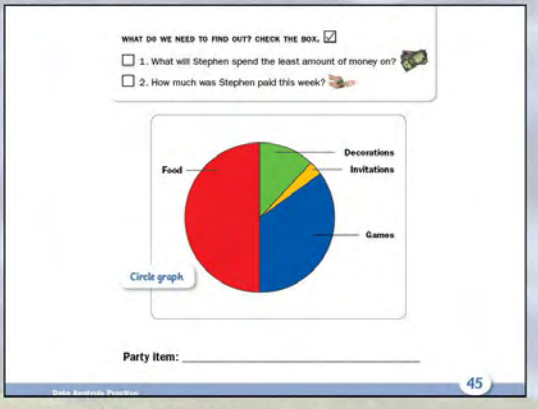
Measurement Extension Activity Book Sample Pages





Algebra Extension Activity Book Sample Pages

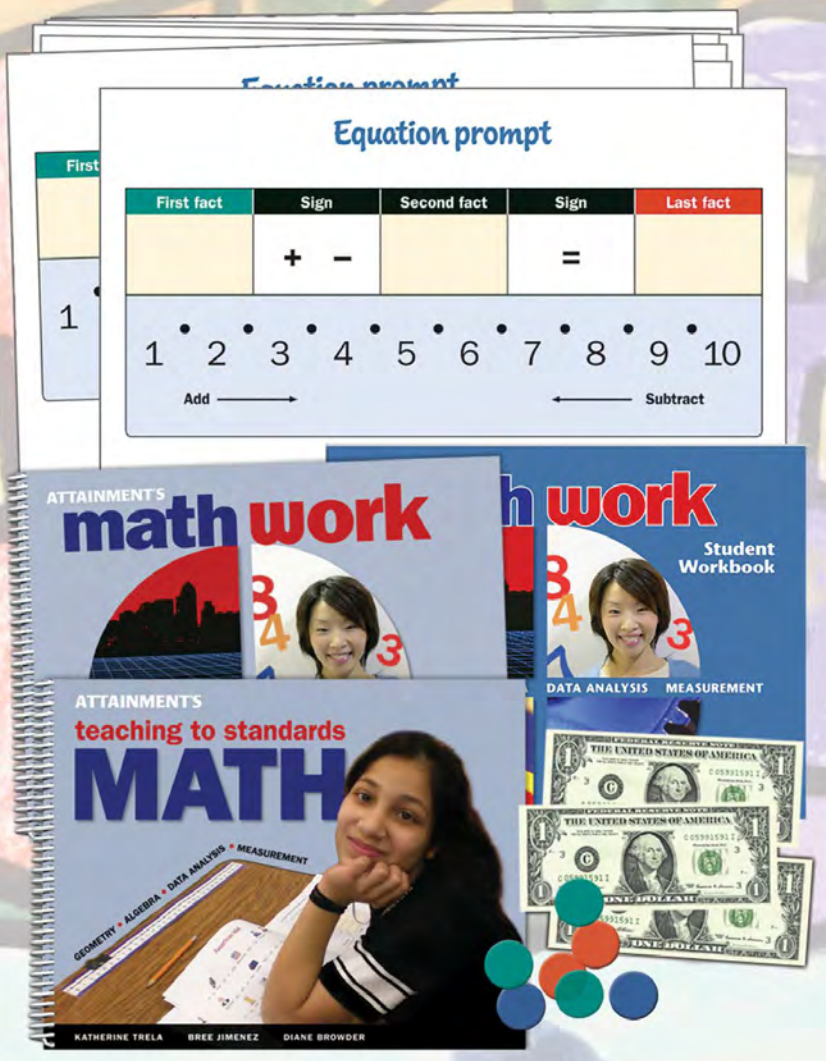




Data Analysis Extension Activity Book Sample Pages

TEACHING TO STANDARDS: MATH

COMPONENTS



Curriculum: MathWork Student Book, MathWork consumable Student Workbook, Implementation Guide, 11 problem-solving posters, counting manipulatives, staff training DVD, reproducible image library, and digital resources from the Attainment HUB.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, 10 of each Extension Activity Book, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

Math Goals:

- **Geometry**–Understand that geometry is math that helps us make pictures of the world around us.
- **Algebra**–Understand that algebra is math that helps us solve problems for an unknown number.
- **Data Analysis**–Understand that data analysis is math that helps us understand information and make choices when reading graphs.
- **Measurement**–Understand that measuring and counting are math skills that help us solve problems around us.

RESEARCH

SCIENCE ACHIEVEMENT

In science, differences between the treatment and control were found for the acquisition of science vocabulary, but not for participation in the inquiry lesson (see Tables 3 and 4). The treatment group had strong effects for acquisition of the science vocabulary. The interaction between treatment and control group showed a significant difference for vocabulary on the analysis of variance. In contrast, the control group, who received the math intervention, also showed an increase on the posttest in scientific inquiry. Differences between groups in inquiry were not significant. While the reason for the control group's growth is unknown, it is hypothesized that the training in mathematical problem solving generalized to lessons in scientific inquiry. An alternative explanation is that the math intervention increased student's active participation in academic learning, which generalized to the science inquiry activity.

Table 3: Effect Size for Vocabulary and Inquiry Assessments

	Pretest		Posttest		
	M	*SD*	*M*	*SD*	Cohen *d*
Vocabulary					
Control	22.89	7.91	23.44	9.34	0.06
Treatment	22.95	7.95	32.62	13.77	0.86
Inquiry					
Control	9.44	2.43	11.39	2.95	0.72
Treatment	8.48	2.29	11.62	3.04	1.17

Table 4: ANOVA for Vocabulary and Inquiry Assessments

	Outcome Effect		*F*-Ratio	η^2_p
Vocabulary	Within Ss	Pre/Post	11.79**	0.24
		Interaction	9.36**	0.20
	Between Ss	Instruction	2.55	0.06
Inquiry	Within Ss	Pre/Post	44.73**	0.55
		Interaction	2.48	0.06
	Between Ss	Instruction	.22	<0.01

Note. Degrees of freedom for all tests of significance was 1,37.
**$p < .01$.

DISCUSSION AND IMPLICATIONS FOR PRACTICE

For a practice to be considered evidence-based, the design of the experiment should minimize threats to internal and external validity and the intervention should be replicated with new groups of students. The model mathematics and science lessons used in **Teaching to Standards: Math** and **Teaching to Standards: Science** should be considered a promising practice because of the initial evidence found for student learning in a quasi-experimental design. Teachers are encouraged to conduct their own student assessments to determine if this intervention is effective for individual learners. In contrast, while this is the first study to evaluate the Teaching to the Standards materials, the lesson plans were based on comprehensive reviews of research by Browder et al. (in press) and Courtade, Spooner, & Browder (2007) and well-established methods for students with moderate and severe developmental disabilities, including task analytic instruction and systematic instruction with feedback.

Table 1: Effect Size for Math Unit Assessments

	Pretest		Posttest		
	M	*SD*	*M*	*SD*	Cohen *d*
Geometry					
Control	3.19	1.99	3.95	2.43	
Treatment	3.88	2.49	7.06	2.27	1.29
Algebra					
Control	3.14	1.35	0.14	0.35	
Treatment	3.29	1.89	4.00	4.37	1.70
Data Analysis					
Control	2.14	3.00	2.81	3.66	
Treatment	4.59	3.79	6.35	3.08	1.01
Measurement					
Control	0.52	0.60	0.14	0.35	
Treatment	0.76	0.66	4.00	4.37	1.29
Total Score					
Control	9.00	5.18	10.48	6.73	
Treatment	12.53	6.80	24.18	10.03	1.60

Table 2: ANOVA for Math Unit Assessments

	Outcome Effect		*F*-Ratio	η^2_p
Geometry	Within Ss	Pre/Post	41.54**	0.54
		Interaction	15.61**	0.30
	Between Ss	Instruction	7.67**	0.17
Algebra	Within Ss	Pre/Post	7.56**	0.17
		Interaction	19.72**	0.35
	Between Ss	Instruction	9.53**	0.21
Data Analysis	Within Ss	Pre/Post	6.99*	0.16
		Interaction	1.43	0.03
	Between Ss	Instruction	8.80**	0.19
Measurement	Within Ss	Pre/Post	9.06**	0.20
		Interaction	14.55**	0.28
	Between Ss	Instruction	16.62**	0.32
All Units	Within Ss	Pre/Post	69.41**	0.66
		Interaction	41.70**	0.54
	Between Ss	Instruction	14.87**	0.30

Note. Degrees of freedom for all tests of significance was 1,37.
*$p < .05$. **$p < .01$.

the research participants in a small group. The researcher scored the student's participation as independently correct or incorrect. The researcher then tested each student alone on identification of the science vocabulary. This test required making three responses for each vocabulary word: (1) reading the word (no picture), (2) identifying the picture (without the printed word), and (3) matching the word to the picture (to show comprehension). A total of 20 vocabulary words were presented that related to each of the science units.

Research Design

The research design was a group quasi-experimental design with students serving as the unit of analysis. Teachers were randomly assigned to receive training either the mathematics or science intervention. Because the interventions were highly dissimilar and teachers received only one of the two sets of model plans, it was hypothesized that there would be no treatment interference. Teachers continued their ongoing instruction in the content area not chosen for the model plans. For example, in mathematics, most teachers focused on teaching students to identify and count money. In science, teachers used discussions of an online news magazine. While most teachers instructed students on money skills daily, science lessons in the control condition were sporadic.

Teacher Training

After being assigned to receive either the model math or model science lessons, the teachers attended workshops with their math or science general education teacher partner, depending on the assigned content. At each workshop, the teachers received some background information on the particular domain of content (e.g., algebra or earth), discussed state standards and general education priorities in this content, viewed videotape demonstrations from a pilot year, and then learned to implement the specific target lessons through role-play practice. Following the training, teachers implemented one domain of content between each workshop. For example, after the first math workshop, the teachers received and implemented the lesson plans for algebra. Two months later, they received and implemented geometry. Similarly, the teachers received the science units one at a time.

RESULTS

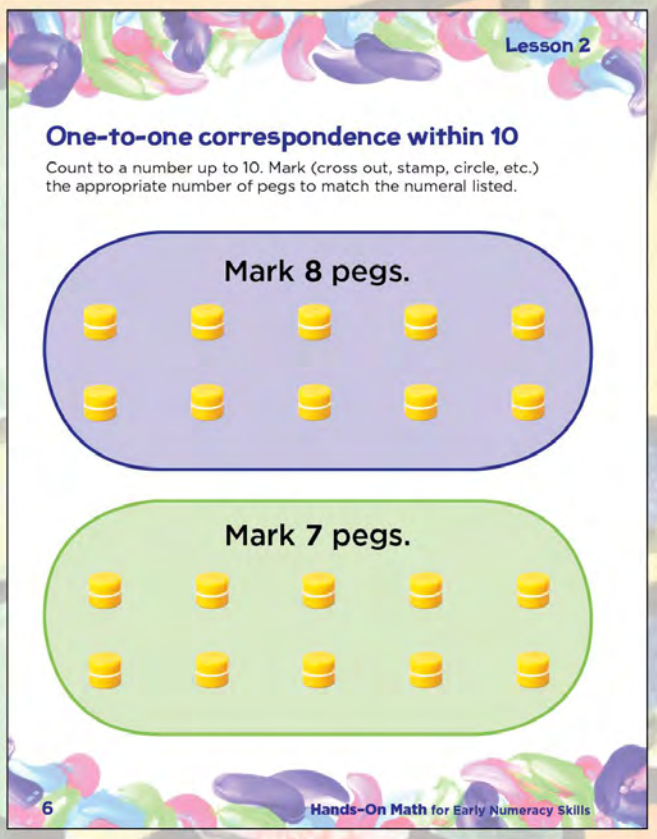
Interrater Reliability

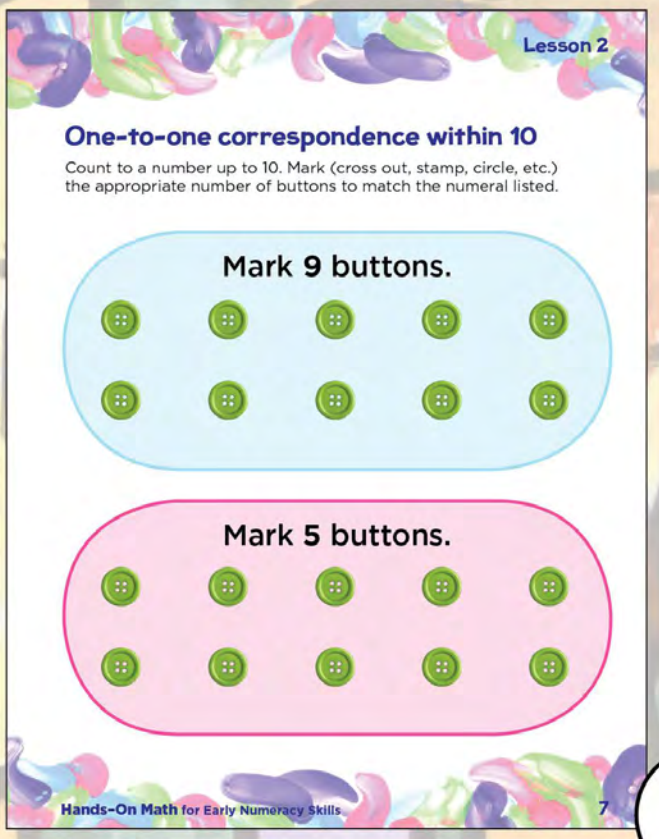
A second research observed and scored 40% of all tests administered. Interrater reliability was computed as agreements over total responses scored and was 99% for these observations.

Mathematics Achievement

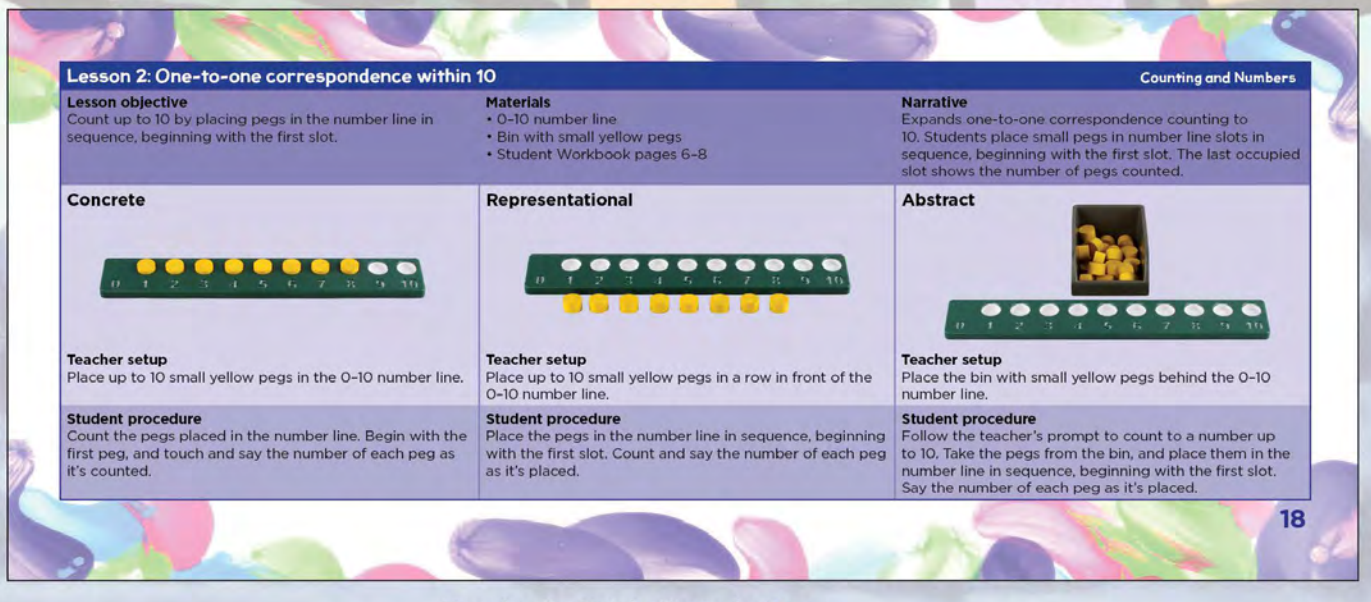
As shown in Tables 1 and 2, strong effects for mathematics were found for the differences between the treatment and control group across all math units. An analysis of variance revealed significant differences for the interaction effects in geometry, algebra, measurement, and across all units. A significant effect was not found for data analysis. This finding may have been influenced by the small sample size and the treatment groups higher pretest scores.

HANDS-ON MATH FOR EARLY NUMERACY SKILLS SAMPLE PAGES





Student Workbook Sample Pages



Lesson 2: One-to-one correspondence within 10 — Counting and Numbers

Lesson objective Count up to 10 by placing pegs in the number line in sequence, beginning with the first slot.	**Materials** • 0–10 number line • Bin with small yellow pegs • Student Workbook pages 6–8	**Narrative** Expands one-to-one correspondence counting to 10. Students place small pegs in number line slots in sequence, beginning with the first slot. The last occupied slot shows the number of pegs counted.
Concrete	**Representational**	**Abstract**
Teacher setup Place up to 10 small yellow pegs in the 0–10 number line.	**Teacher setup** Place up to 10 small yellow pegs in a row in front of the 0–10 number line.	**Teacher setup** Place the bin with small yellow pegs behind the 0–10 number line.
Student procedure Count the pegs placed in the number line. Begin with the first peg, and touch and say the number of each peg as it's counted.	**Student procedure** Place the pegs in the number line in sequence, beginning with the first slot. Count and say the number of each peg as it's placed.	**Student procedure** Follow the teacher's prompt to count to a number up to 10. Take the pegs from the bin, and place them in the number line in sequence, beginning with the first slot. Say the number of each peg as it's placed.

18

Teacher's Guide Sample Page

HANDS-ON MATH SAMPLE PAGES

Hands-On Math **Scope and Sequence by Skill Area**

1 Counting and Numbers

1. Count with one-to-one correspondence
   a. Within 5
   b. Within 10
   c. Within 20
   d. Counting forward (from a number other than one)
2. Identify numerals
   a. Within 10
   b. Within 20
   c. Within 100 multiples of 10
   d. Within 100 any whole number
3. Subitize
   a. Within 3
   b. Within 6
   c. Within 12 rolling dice
   d. Within 18 rolling dice
4. Skip count
   a. By 2s
   b. By 5s
   c. By 10s
   d. Even and odd
5. Identify number words (Supplemental)
   a. Zero–ten
   b. Zero–twenty
   c. Multiples of 10 within one hundred
   d. Whole numbers within one hundred

2 Sets

1. Create sets
   a. Within 5
   b. Within 10
   c. With 20
   d. Create two sets then add
2. Add and subtract within 20
   a. Within 10
   b. Within 20
   c. Three terms
   d. Solve for unknown
3. Add and subtract within 100
   a. Multiple of tens
   b. One term with two-digits
   c. Two terms with two-digits
   d. Solve for unknown
4. Advanced addition
   a. Within 20 with regrouping
   b. Within 100 with regrouping
   c. Three addends with regrouping
   d. Multiplication, product within 20
5. Solve story problems (Supplemental)
   a. Add within 20
   b. Subtract within 20
   c. Add within 100
   d. Subtract within 100

3 Categories, Symbols, and Patterns

1. Categorize
   a. Sort 2 items with a cue redundancy
   b. Sort 2 items with cues constant
   c. Sort 2 items with an irrelevant cue
   d. Sort 4 items
2. Identify comparison symbols
   a. Equals
   b. Less
   c. Greater
   d. Combination
3. Make ABAB patterns
   a. Duplicate
   b. Extend
   c. Complete
   d. Create
4. Make more patterns
   a. Duplicate
   b. Extend
   c. Complete
   d. Create
5. Identify math words and symbols (Supplemental)
   a. Operation symbols
   b. Addition words
   c. Subtraction words
   d. Story problem words

Complete the Teacher Setup before you introduce a lesson.
Then follow this five-step process:

1. **Explain** by reading or paraphrasing the Student Procedure in the lesson description.
2. **Model** the procedure for the student.
3. **Guide** the student through the lesson, giving prompts as needed.
4. **Observe** the student completing the task independently.
5. **Adjust** the lesson to present a unique problem to solve.

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Hands-On Math **Scope and Sequence by Level**

		LEVEL ONE	LEVEL TWO	LEVEL THREE
Counting and Numbers 1	1. Count with one-to-one correspondence	a. Within 5 b. Within 10	c. Within 20 d. Counting forward (from a number other than one)	
	2. Identify numerals	a. Within 10 b. Within 20	c. Within 100 multiples of 10 d. Within 100 any whole number	
	3. Subitize	a. Within 3 b. Within 6	c. Within 12 rolling dice d. Within 18 rolling dice	
	4. Skip count	a. By 2s	b. By 5s c. By 10s	d. Even and odd
	5. Identify number words (supplemental)	a. Zero–ten	b. Zero–twenty	c. Multiples of 10 within one hundred d. Whole numbers within one hundred
Sets 2	1. Create sets	a. Within 5 b. Within 10	c. Within 20	d. Create two sets then add
	2. Add and subtract 0–20	a. Within 10	b. Within 20 c. Three terms	d. Solve for unknown
	3. Add and subtract 0–100		a. Multiple of tens b. One term with two digits	c. Two terms with two digits d. Solve for unknown
	4. Advanced addition			a. Within 20 with regrouping b. Within 100 with regrouping c. Three addends with regrouping d. Multiplication, product within 20
	5. Solve story problems (supplemental)		a. Add within 20 b. Subtract within 20	c. Add within 100 d. Subtract within 100
Categories, Symbols, and Patterns 3	1. Categorize	a. Sort 2 items with a cue redundancy b. Sort 2 items with cues constant c. Sort 2 items with an irrelevant cue d. Sort 4 items		
	2. Identify comparison symbols	a. Equals b. Less	c. Greater	d. Combination
	3. Make ABAB patterns	a. Duplicate b. Extend	c. Complete	d. Create
	4. Make more patterns	a. Duplicate	b. Extend	c. Complete d. Create
	5. Identify math words and symbols (supplemental)		a. Operation symbols	b. Addition words c. Subtraction words d. Story problem words

Scope and Sequence by Skill Area and Level Sample Pages

1.1.b One-to-one correspondence within 10 **Level One**

Lesson objective
Count up to 10 by placing pegs in the number line in sequence, beginning with the first slot.

Related skills: One-to-one correspondence within 5 (previous lesson), Subitize within 6 (Lesson 1.3.b), Identify numerals within 10 (Lesson 1.2.a)

Materials
- 0–10 number line
- Bin with small yellow pegs

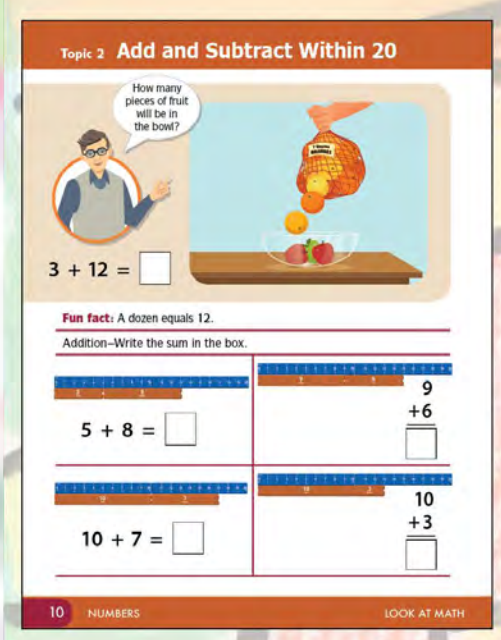
Narrative
Expands one-to-one correspondence counting to 10. Students place small pegs in number line slots in sequence, beginning with the first slot. The last occupied slot shows the number of pegs counted.

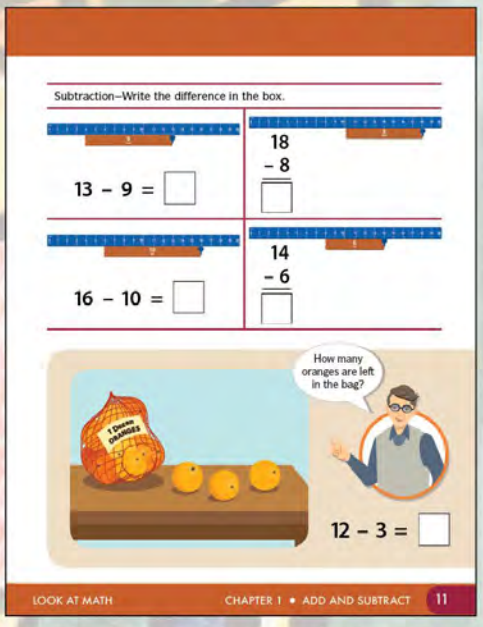
Concrete	Representational	Abstract
		
Teacher setup Place up to 10 small yellow pegs in the 0–10 number line.	**Teacher setup** Place up to 10 small yellow pegs in a row in front of the 0–10 number line.	**Teacher setup** Place the bin with small yellow pegs behind the 0–10 number line.
Student procedure Count the pegs placed in the number line. Begin with the first peg, and touch and say the number of each peg as it's counted.	**Student procedure** Place the pegs in the number line in sequence, beginning with the first slot. Count and say the number of each peg as it's placed.	**Student procedure** Follow the teacher's prompt to count to a number up to 10. Take the pegs from the bin, and place them in the number line in sequence, beginning with the first slot. Say the number of each peg as it's placed.

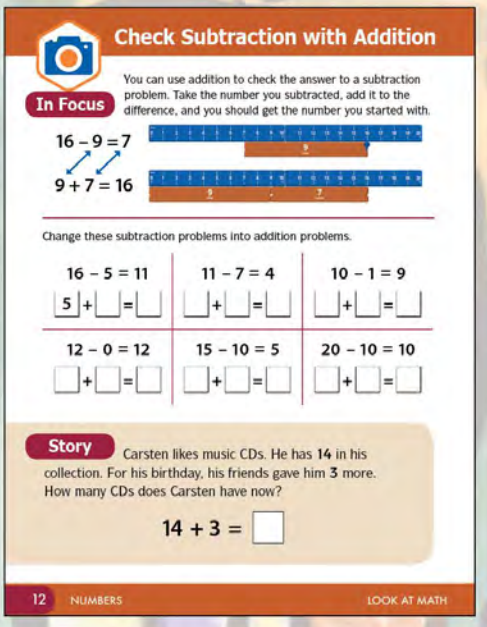
Teacher's Guide Sample Page

HANDS-ON MATH SERIES

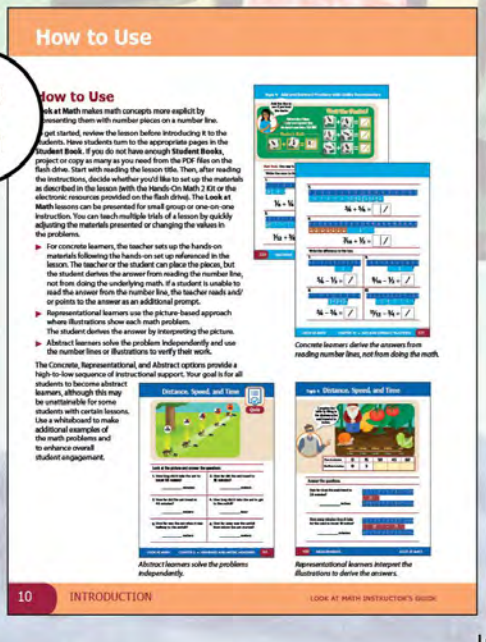
HANDS-ON MATH 2 SAMPLE PAGES

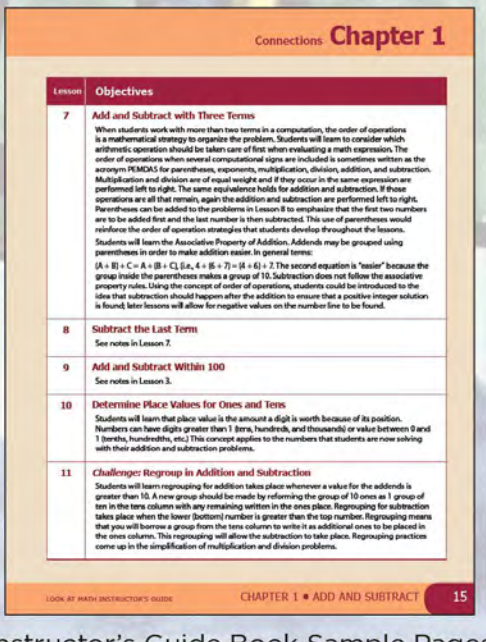


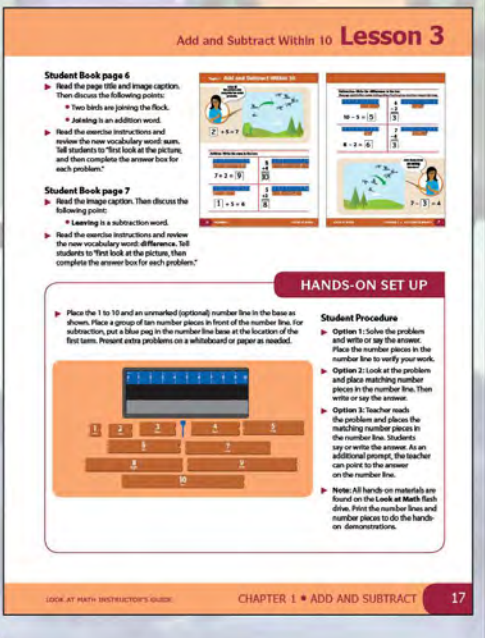




Student Book Sample Pages







Instructor's Guide Book Sample Pages

HANDS-ON MATH SERIES

COMPONENTS

Series: Hands-On Math for Early Numeracy Skills Curriculum Plus, Hands-On Math, and Hands-On Math 2 Curriculum Plus Kits.

HANDS-ON MATH SERIES

HANDS-ON MATH FOR EARLY NUMERACY SKILLS

Curriculum Plus: Teacher's Guide with digital resources from the Attainment HUB, Student Workbook, 10 consumable Student Workbooks, Number Book, number lines, tear-off number lines, activity & symbol cards, pegs & bins, dice, daubers, other manipulatives, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

HANDS-ON MATH SERIES

HANDS-ON MATH

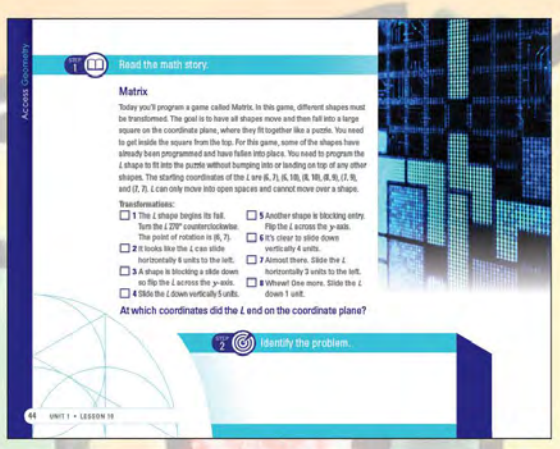
Includes: Number lines, Number Book, pegs, activity and symbol cards, dice, number disks, and Instructor's Guide with digital resources from the Attainment HUB.

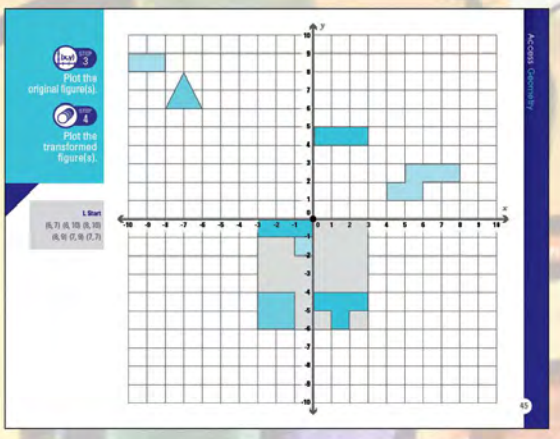
HANDS-ON MATH 2

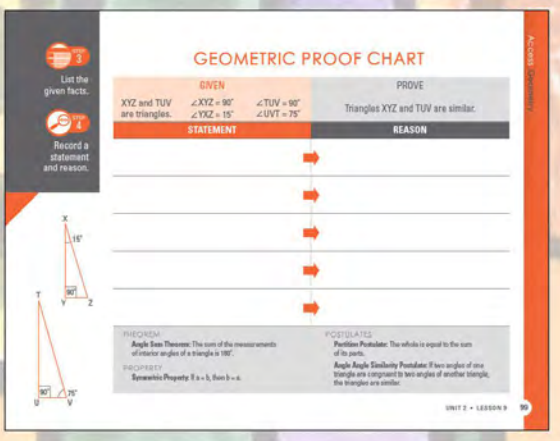
Curriculum Plus: 12 interchangeable number lines with corresponding number pieces, pegs, fraction dice, 1 Look at Math Student Book, an Instructor's Guide with digital resources from the Attainment HUB, ***plus*** 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

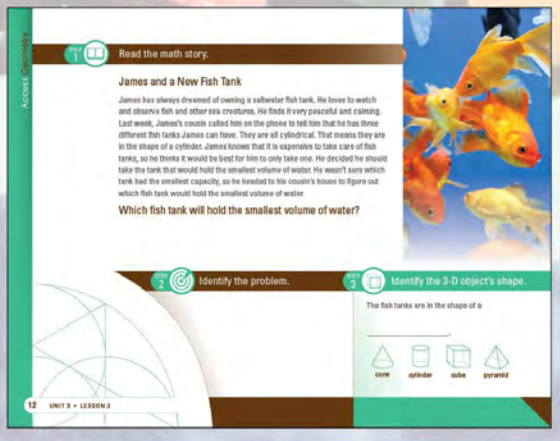
ACCESS GEOMETRY

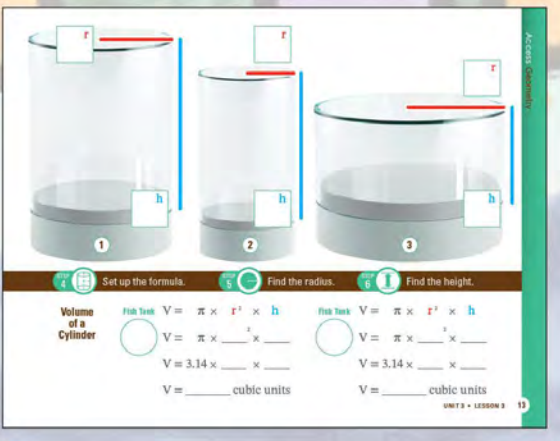
SAMPLE PAGES

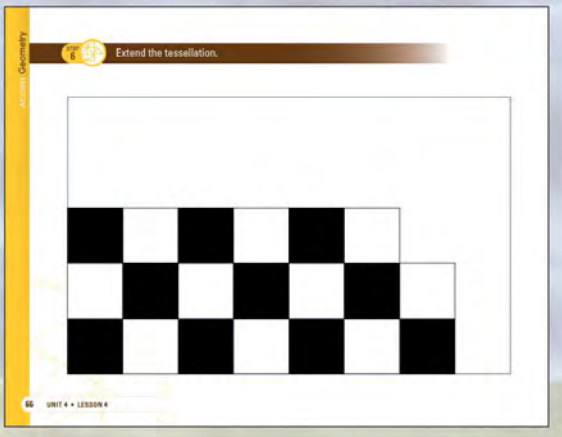












ACCESS GEOMETRY

COMPONENTS

Important Features:

- The 40 lessons are scripted (including how to prompt students who are not responding or how to correct errors) so teaching complex math concepts is easy
- Math story problems reflect scenarios typical of young adults and geometry in the home and workplace (e.g., buying gasoline and shelving, designing patterns, programming video games, working at a candy store)
- Pre-teaching lessons in each unit address foundational skills students may be lacking or need review of—preparing students for learning the unit concepts
- Lessons address the diverse needs of students in your classroom, including those at an emerging numeracy level or those ready for more challenge

Curriculum: 4 Instructor's Guides with digital resources available on the Attainment HUB, 2 graphic organizer posters, card sets, manipulatives, and a set of 2 consumable Student Workbooks (1 for Units 1 and 2; 1 for Units 3 and 4).

Curriculum Plus: The Curriculum ***plus*** 2 sets of geometric shapes, a total of 20 consumable Student Workbooks (10 sets of 2), the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

ACCESS GEOMETRY

RESEARCH

BACKGROUND AND RESEARCH

Research Basis

Research has shown that students with extensive support needs (e.g., moderate-to-severe intellectual disabilities, autism spectrum disorder) can learn mathematical concepts (Spooner, Root, Saunders, & Browder, 2019) and further, can learn skills to solve problems aligned to secondary math standards (Browder, Jimenez, & Trela, 2012; Browder, Trela et al., 2012; Creech-Galloway, Collins, Knight, & Bausch, 2013; Heinrich, Collins, Knight, & Spriggs, 2016; Jimenez, Browder, & Courtade, 2008; Root, Cox, Hammons, Saunders, & Gilley, 2016). Additionally, the National Council for Teachers of Mathematics (NCTM) lists "Access and Equity in Mathematics Education" as one of the six principles for school mathematics (NCTM, 2000). Therefore, *Access Geometry* utilizes three carefully chosen research and evidence-based strategies found to support students in solving problems that required complex thinking skills. These three strategies — task analytic instruction, problems stated in a story context, and use of graphic organizers — may provide guidance for teachers in adapting instruction to additional standards taught in a Geometry course.

In 2008, a meta-analysis of literature on teaching math to students with moderate-to-severe disabilities showed that students could learn math concepts organized under the National Council of Teachers of Mathematics' previous content strands of Measurement; Numbers & Operations, Algebra; Data Analysis, & Geometry (Browder et al., 2008). These researchers found that while most studies targeted Measurement concepts (such as money and time) and Basic Numbers & Operations skills (like counting and number recognition), few studies targeted Geometry and Data Analysis, and none targeted Algebra. Then in 2019, Spooner and colleagues extended this review, finding an increased focus, over the last decade, on Algebra and a decreased focus on Measurement. They also noted that the number of studies targeting Geometry standards also increased, with a focus on grade-aligned skills. Practices found to be effective in both reviews for teaching math skills to students with extensive support needs included systematic instruction (e.g., task analysis, use of systematic prompting) and in-vivo instruction (e.g., applying skills in real-life contexts that reflect situations typical of most young adults, such as engaging in school and community events, doing research for a paper, looking for part-time work, or doing chores at home). Spooner et al. (2019) also found instructional procedures of graphic organizers, manipulatives, and explicit instruction to be evidence-based practices in teaching mathematics to this population.

Based on findings from these meta-analysis and further research on practices found to be effective in teaching standards-based math for students without disabilities, an instructional package was developed by Browder and colleagues at the University of North Carolina, Charlotte's (UNCC's) Curriculum Projects to investigate how best to design and implement standards-based instruction to students with moderate-to-severe disabilities. In studies conducted with middle and high school students of this population, researchers used task analytic instruction, graphic organizers, systematic instruction, and math problems presented in the context of a story to teach math skills aligned to secondary standards in Algebra, Geometry, Data Analysis, and Measurement (Browder, Jimenez, et al., 2012; Browder, Trela, et al., 2012). Results from these studies showed that students with extensive support needs (e.g., moderate-to-severe intellectual disability and autism) could learn skills aligned with secondary math standards. In fact, materials and methods developed for these studies were incorporated into Attainment's *Teaching to Standards: Math* curriculum for secondary students (Trela, Jimenez, & Browder, 2008). Furthermore, in 2013, findings from the two 2012 Browder and colleagues' studies were confirmed by Creech-Galloway et al., who incorporated use of video-based presentation of story problems, simultaneous prompting, and use of a student task analysis to teach secondary students with moderate-to-severe disabilities to solve geometry problems using the Pythagorean Theorem.

Embedded Non-Geometry Skills for Post-Secondary Success

Throughout elementary and middle school, students are taught math via standards adopted by their state, such as the Common Core State Standards (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010) or other state standards. Under the Every Student Succeeds Act (ESSA, 2015), federal guidelines stipulate that students with significant cognitive disabilities may be assessed to grade-appropriate alternate achievement standards aligned to their state's general education curriculum. At the high school level, math standards are organized by content, rather than grade level, to reflect a change in focus from development of foundational math skills in all 11 domains (e.g., Counting & Cardinality; Numbers & Operations in Base 10; Numbers & Operations — Fractions; Operations & Algebraic Thinking; Measurement & Data; Geometry; Ratios & Proportional Relationships; The Number System; Expressions & Equations; Functions; and Statistics & Probability) to integration and application of foundational math skills to more complex problem solving within specific courses of study (e.g., Algebra, Geometry, Calculus, Math 1, Math 2). The ideas of geometry are essential in mathematics, as they are used across most mathematics concepts and skills (e.g., diagrams). Geometric language and images provide a context and a tool for developing and applying ideas to other areas of mathematics (Sinclair, Primm, Skelin, & Zbiek, 2013).

High school is also the point at which most students focus more closely on skills that prepare them for successful post-secondary settings. Wehmeyer and Schwartz (1997) noted that students who leave high school with strong self-determination skills have a greater chance of achieving positive post-secondary outcomes than those who do not. For high school teachers of students with moderate-to-severe disabilities, addressing the need to promote higher order thinking skills and support development of self-determined behaviors can be a daunting task. *Access Geometry* provides a resource for teachers as they balance the need to align instruction to secondary math standards and promote self-determination skills.

Based on earlier research showing that students can learn skills that promote more abstract thinking (Browder, Jimenez, et al., 2012), *Access Geometry* applies task analytic instruction, systematic prompting and feedback procedures, problems presented in a story context, and use of graphic organizers to teach students problem-solving skills that require more complex thought (e.g., transformations, geometric proofs, volume of 3-D objects, and tessellations). This curriculum also supports students in self-monitoring their work by means of a task analysis, which outlines the steps needed to solve math problems in context (e.g., math story problems depicting youth actively engaged in their homes, schools, and communities).

Although *Access Geometry* does not address all domains of all high school Geometry courses, the units provide guidance on how to approach problems that require access to more complex thinking skills through meaningful application of mathematical concepts (e.g., graphic design and coding transformations, planning construction of a book shelf using triangles and proofs, restocking candy jars based upon potential volume of cylinders, designing tile flooring with a repeating tessellation pattern).

Strategies to Guide Adapting Instruction Aligned With CCSS

In 2013, based on their research showing positive results when teaching to standards for students with significant disabilities, researchers from UNCC's Curriculum Projects group shared the following guiding strategies for teachers who were facing a new task of aligning math instruction to state standards (Saunders, Bethune, Spooner, & Browder, 2013):

1. **Select a topic and create objectives.**
2. **Identify a real-life activity that uses the skill.**
3. **Incorporate evidence-based practices using the skill.**
4. **Include instructional supports.**
5. **Monitor progress.**

Access Geometry combines guidance from research on strategies to teach secondary math standards to students with extensive support needs with guidance from multiple states' websites, as well as NCTM, to identify the conceptual categories and domains typically addressed in a high school Geometry course.

While addressing these conceptual categories (e.g., Algebra, Geometry) is essential, it is also important to develop lessons that consider the varied math skills of students who are assessed on alternate achievement standards. For example, in a 2009 survey in which teachers whose students were assessed on alternate achievement standards were asked to characterize their students' math skills, variations from "no awareness or use of numbers (12%)" to "complete computational problems with or without a calculator (37%)" were reported (Towles-Reeves, Kearns, Kleinert, & Kleinert, 2009, p. 246). *Access Geometry*'s Scope and Sequence (see pgs. 10–17) identifies skills in each unit that support students at the emerging (e.g., needs support with early numeracy concepts), target (e.g., applies basic numeracy skills to problem solving with prompting and support provided in the lesson), and advanced (e.g., applies basic numeracy skills independently to solve target and challenge problems) levels so that all students may engage in lessons that promote higher order math skills.

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ACCESS ALGEBRA

INSTRUCTOR'S GUIDE SAMPLE PAGES

LESSON 2

Dot Plot, Mode, and Mean (Model)

Foundational Understandings

- Data can be represented with dots in a dot plot.
- Basic frequency data can be interpreted with dot plots.
- Data can be compared using mode and mean.

Mastery Objectives

- Create a dot plot
- Identify the spread of data
- Interpret basic frequency data from dot plots
- Identify mode as the highest frequency within a data set
- Identify mean as the average
- Use a calculator to calculate mean

Challenge Objectives

- Understand the impact of an outlier on statistics
- Recalculate data eliminating the outlier

Materials

Supplied

- 2-column T-chart
- Teaching Dot Plot Graphic Organizer
- Number Lines: 0–10, 11–21
- *Access Algebra* Student Book (pgs. 4–8)
- Vocabulary cards: *data, dot plot, axis, horizontal, vertical, histogram*
- Calculator
- Calculator Task Analysis for Addition card
- Calculator Task Analysis for Division card
- Number cards: 1–10
- Problem statements (Appendix D)

To Bring From Home

- Post-it Notes
- Small dot stickers or bingo daubers
- Pictures of emotions: grumpy, tired, bored, happy, energetic, sleepy
- Alphabet and number stamps
- Additional calculators so each student has one
- Glue stick

Lesson Preparation

1. Using a dry-erase marker, write the word *Rested* at the top of one column of the T-chart and *Not Rested* at the top of the other column.
2. Project the Dot Plot Graphic Organizer (found on the flash drive) and the data set from the Student Book onto a whiteboard so you can demonstrate the steps during this lesson.
3. Program AAC devices with response options: Numbers 1–10; emotions, such as grumpy, tired, bored, happy, energetic, sleepy.

Prompts for Modeling

Model each step of the Task Analysis in the Student Book. Have students follow your model. If needed, prompt using the least intrusive prompt (LIP) as follows:

If a student does not respond, give a verbal prompt (e.g., Write the problem on the lines in your Student Book).

↓

If the student still does not respond or responds incorrectly, model the step again and repeat your verbal prompt to give the student another opportunity to respond.

↓

If still no response, physically guide the student to complete the step.

Engage the Students

Teacher Task Analysis	Teacher Instructions	Student Response	For Students With Emerging Skills
1. Engage the students and introduce the lesson.	Set up the day's lesson: Today, we're going to use *statistics* to help us answer a question. Statistics is a kind of math that uses numerical data. Without data to talk about or to analyze a question, statistics would not exist. There is a story—with characters, plots, and problems—to be uncovered behind data. The data can be exciting or disappointing. Today you will learn how to follow the steps of a Task Analysis to solve a problem.		
2. Review the vocabulary terms.	Let's start by reviewing this unit's vocabulary words. Use the Vocabulary cards to review each term and definition using the constant time-delay procedure described on page 33. **Definitions:** • **data:** a collection of information expressed as numbers (quantitative) • **dot plot:** a graph that displays data as dots on a number line • **axis:** a reference line drawn on a graph • **horizontal:** going in a side-to-side direction • **vertical:** going in an up-down direction	Responds by selecting the correct Vocabulary card given 4 cards to choose from	Responds by selecting or eye-gazing to the correct Vocabulary card given 2 or 3 cards to choose from

Teacher Task Analysis	Teacher Instructions	Student Response	For Students With Emerging Skills
	• **histogram:** a graph that displays data using bars of different heights NOTE: You may also need to review the following foundational vocabulary as they come up in the lesson: *graph, least, most, add, divide, number line, set, average.*		
3. Outline the lesson and link it to the students' prior knowledge.	Before we get started with our math story, let's think about sleep. Sleep is very important to your health. Scientists explain that sleep is like food for your brain. It gives you energy for the next day. Getting the right amount of sleep helps you learn, remember, feel good, and look good. If you don't get enough sleep, you might become grumpy, forgetful, and you may even get pimples! Display the 2-column T-chart. Discuss with the students how they feel when they are rested and how they feel when they are not rested and lacking sleep. Write their emotions, feelings, and descriptions in the appropriate columns of the T-chart. Today we will learn more about a student named Zane who is not sure about how much rest he needs. I will show you how to follow steps to solve Zane's math problem using a dot plot. Remember, a *dot plot* is a type of graph that shows data using dots.	Describes how he or she would feel by stating an emotion, feeling, or description	Sorts pictures of emotions and feelings on the columns on the T-chart

Teach the Task Analysis

Student Task Analysis	Teacher Instructions	Student Response	For Students With Emerging Skills
1. Listen to or read the math story.	Let's begin. Open your Student Book to Lesson 2. Read the math story with me. Read the math story and encourage students to follow along.	Listens to the story being read; follows along in the Student Book	Watches as the words are read and pointed to by you or a peer

Student Task Analysis	Teacher Instructions	Student Response	For Students With Emerging Skills
	We have read the math story about Zane. Let's check off Step 1 of the Task Analysis.	Checks off (√) Step 1	Finds Step 1 on the Task Analysis and checks it off (√) with your help
2. Identify the problem.	In this story, Zane wants to be sure he has plenty of sleep before the basketball game on Friday. He isn't sure if 6 hours per night is enough sleep. We can use data to help Zane answer his question. What did Zane want to make sure he was getting enough of?	Responds *sleep*	Responds *sleep*
	Yes, sleep. Point to the data set in the Student Book. (As an alternative, project the page on to a whiteboard.) Here's the data Zane has. Remember, this data is called a *data set*. The data set says Zane asked 10 of his classmates, who seem to be well-rested, how many hours per night they usually sleep. The data set shows what they answered.		
	Help students identify the problem. What is the problem we are solving? We want to know _____.	Responds *how many hours of sleep*	Given 2 choices, chooses *hours of sleep*
	Yes. Let's write the words *how many hours of sleep* on the lines in your Student Book for identifying the problem. Zane wonders how many hours of sleep his rested classmates get.	Writes the problem statement on the lines in the Student Book	Glues the problem statement onto the lines provided in the Student Book or has a scribe help write it
	Very good. You have identified the problem, so where will you check off that step? Very good.	Checks off (√) Step 2 on the Task Analysis	Finds Step 2 on the Task Analysis and checks it off (√) with your help

Student Task Analysis	Teacher Instructions	Student Response	For Students With Emerging Skills
3. Title the axis on the graph.	In this story, Zane wants to get plenty of sleep and he is interested in how many hours per night of sleep his peers get. To find the answer, we will make a dot plot graph with the data.		
	Display the Teaching Dot Plot Graphic Organizer. (As an alternative, project the graphic organizer onto a whiteboard.) Point to the horizontal line, the *x*-axis, on the graphic organizer. Here on this axis we will plot our data. What is this axis called?	Responds *x-axis*	Points to the letter *x* on the graphic organizer
	Yes, this is the *x*-axis. We need to write the title below this axis. The title tells us the type of data we are plotting. Ask, What type of data do we need to plot? Wait for a response or provide a prompt for the answer as needed. Say, That's right. Hours of sleep per night. Model writing "Hours of Sleep per Night" on the graphic organizer.	Indicates *hours of sleep per night*	Given 2 choices, chooses *hours of sleep*
	Point to the title below the *x*-axis and say, This says, Hours of Sleep per Night. Now you write it below the horizontal *x*-axis in your Student Book.	Copies the words *Hours of Sleep per Night* onto the graph title line	Points to where the title should be written in the Student Book or has a scribe help write it
	Very good. You have titled the graph so where will you check off that step? Very good.	Checks off (√) Step 3 on the Task Analysis	Finds Step 3 on the Task Analysis and checks it off (√) with your help

ACCESS ALGEBRA

STUDENT BOOK SAMPLE PAGES

LESSON 2

Task Analysis

(✓)	Step	Task
☐	STEP 1	Listen to or read the math story.
☐	STEP 2	Identify the problem.
☐	STEP 3 TITLE THE AXIS	Title the axis on the graph.
☐	STEP 4	Set up the graph. • Determine the spread. • Add number or interval values to the graph.
☐	STEP 5	Graph the data. • Plot the dots (for a dot plot). • Draw bars (for a histogram).
☐	STEP 6 MODE MOST	Calculate the **mode** (the value or interval with the most). Add the mode to the Data Table.
☐	STEP 7 M+E+A+N / 4	Calculate the **mean** (the average). Add the mean to the Data Table.
☐	STEP 8	Analyze the data and state the solution to the math story problem.

4 • UNIT 1 • Lesson 2

Access Algebra: Student Book

STEP 1

Listen to or read the math story.

STEP 2

Identify the problem.

Math Story

Zane has a basketball game against a rival team on Friday. His coach told the team to get plenty of rest. Zane wants to be sure he is rested for the game, but he likes to stay up late at night playing video games. He usually gets about 6 hours of sleep per night. He wonders if this is enough sleep to feel well-rested. He decides to ask several of his classmates how many hours of sleep per night they usually get. He will then compare the data he collects from his friends to how many hours he sleeps and decide if he is getting enough sleep.

Zane asked 10 of his classmates who seem to be well-rested how many hours per night they usually sleep. Here is the data set Zane collected:

Data Set

9 hours 10 hours 7 hours 8 hours 9 hours

9 hours 5 hours 8 hours 10 hours 9 hours

Access Algebra: Student Book

UNIT 1 • Lesson 2 • 5

STEP 3 TITLE THE AXIS

Title the axis on the graph.

STEP 4

Set up the graph.

STEP 5

Graph the data.

STEP 6 MODE MOST

Calculate the **mode** (the value or interval with the most). Add the mode to the Data Table.

Dot Plot

6 • UNIT 1 • Lesson 2

Access Algebra: Student Book

STEP 7 M+E+A+N / 4

Calculate the **mean** (the average). Add the mean to the Data Table.

Mean

☐ + ☐ + ☐ + ☐ + ☐

☐ + ☐ + ☐ + ☐ + ☐

÷ ——— = ☐

☐

Total number of boxes filled above the line

Access Algebra: Student Book

UNIT 1 • Lesson 2 • 7

STEP 8

Analyze the data and state the solution to the math story problem.

Data Table

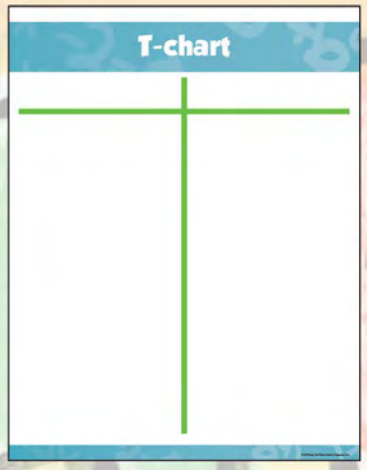
	Answer
Mode MODE MOST — **MOST** frequent value on the dot plot	
Mean M+E+A+N / 4 — **AVERAGE** ___ + ___ + ___ + ___ + ___ /# of boxes =	
Is 6 hours of sleep per night enough for Zane to feel well-rested?	
Based on the data he collected, how many hours of sleep do you think Zane should try to get each night?	

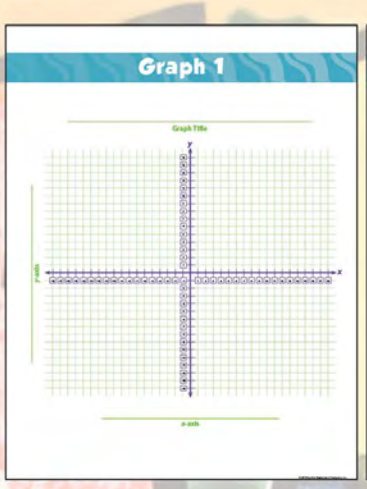
8 • UNIT 1 • Lesson 2

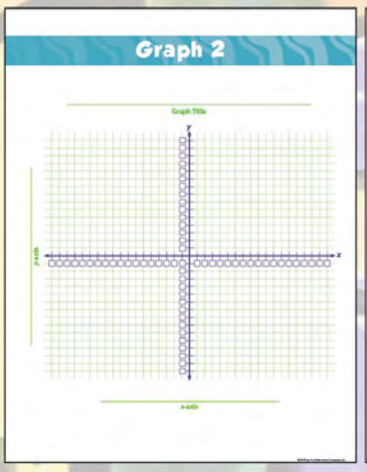
Access Algebra: Student Book

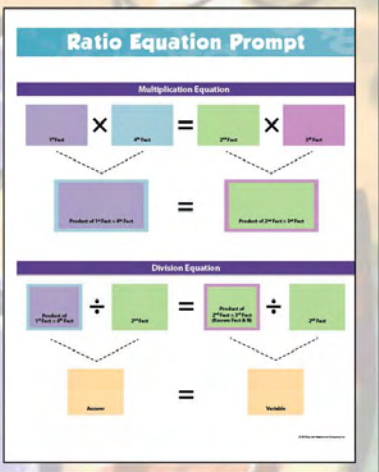
ACCESS ALGEBRA

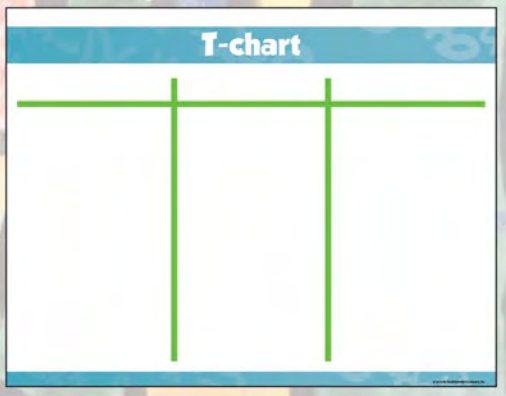
GRAPHIC ORGANIZERS

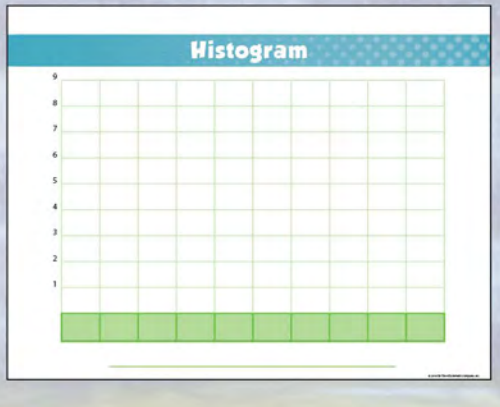


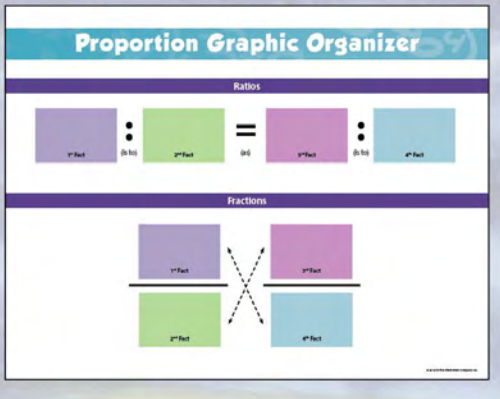












ACCESS ALGEBRA

COMPONENTS

Curriculum: 1 Student Book, 4 Instructor's Guides with digital resources available on the Attainment HUB, 7 graphic organizers, 2 T-charts, manipulatives, and 2 consumable Student Workbooks.

Curriculum Plus: The Curriculum ***plus*** a total of 20 consumable Student Workbooks (2 sets of 10), the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

YEAR-LONG ALGEBRA COURSE:

- **Descriptive Statistics** (statistical analysis, data, dot plots, histograms, mode, mean)
- **Scientific Notation** (base, exponent, power of)
- **Linear Functions** (linear equations, coordinate graphs, equations)
- **Quantitative Reasoning** (proportional relationships, ratios)

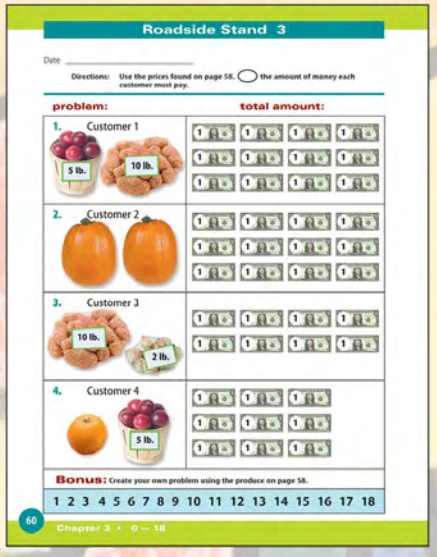
All lessons include task analyses, graphic organizers, workbook activities, and manipulatives to allow students to solve the math story problems.

FEATURES:

- The 40 lessons are scripted (including how to prompt students) so teaching complex math concepts is easy
- Math story problems reflect scenarios typical of young adults (e.g., engaging in school and community events, looking for part-time work, or doing chores at home)
- Pre-teaching and warm-up lessons in each unit address foundational skills students may be lacking and prepare students for learning the unit concepts
- Lessons address the needs of students in your classroom, including those at an early numeracy level or those ready for more challenge

TRANSITION MATH

EXPLORE MATH SAMPLE PAGES



Roadside Stand 3

Date _____

Directions: Use the prices found on page 58. ◯ the amount of money each customer must pay.

problem:	total amount:
1. Customer 1 (5 lb., 10 lb.)	
2. Customer 2	
3. Customer 3 (10 lb., 2 lb.)	
4. Customer 4 (5 lb.)	

Bonus: Create your own problem using the produce on page 58.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

60 Chapter 3 • 0 — 18

Roadside Stand 1

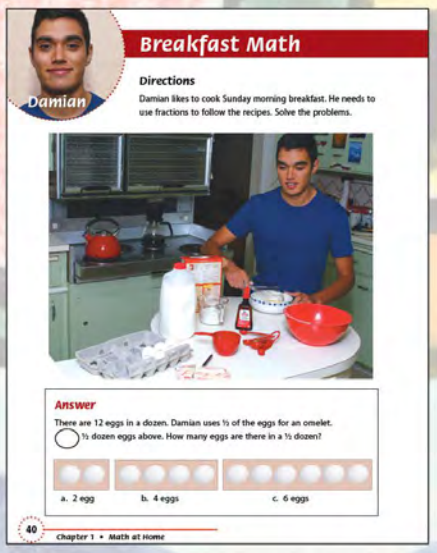
Date _____

Directions: Mrs. Thompson runs a roadside stand at the apple orchard. Use this page to solve the problems on the next 3 pages.
Hint: lbs. is a short way or abbreviation for writing pounds.

FRESH FRUITS & VEGETABLES
ONIONS $2.00
APPLES $5.00
POTATOES $4.00
3 lb. Small PUMPKINS $3.00
6 lb. Carving PUMPKINS $6.00

58 Chapter 3 • 0 — 18

EXPLORE MATH 2 SAMPLE PAGES



Damian

Breakfast Math

Directions

Damian likes to cook Sunday morning breakfast. He needs to use fractions to follow the recipes. Solve the problems.

Answer

There are 12 eggs in a dozen. Damian uses ½ of the eggs for an omelet.
◯ ½ dozen eggs above. How many eggs are there in a ½ dozen?

a. 2 egg b. 4 eggs c. 6 eggs

40 Chapter 1 • Math at Home

Isabel

Isabel's Address

Directions

Isabel's grandparents sent her a graduation gift.
Write the missing address numbers on the mailboxes.

1422 ____ 1426 ____

Maple Drive

1423 ____ ____ 1429

Answer

One side of the street has even numbers and the other has odd numbers.
◯ the even numbers abovew.

12 Chapter 1 • Math at Home

EXPLORE BUDGETING SAMPLE PAGES

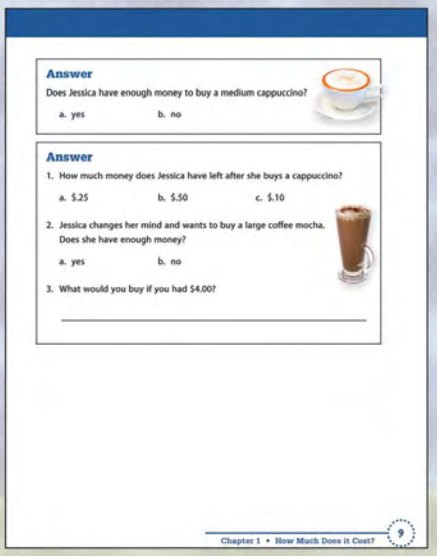
Nancy

Cafeteria

Nancy is a nurse and she eats in the hospital cafeteria. She budgets $9.00 a day for her lunch. Nancy usually eats a salad or sandwich and has something to drink. She also has to pay a 5% sales tax. Help Nancy pick a meal. Remember not to go over **$9.00.**

Menu			
Salad	$6.65	Sandwich	$4.25
Fruit Bowl	$2.85	Yogurt	$1.50
Coffee	$1.50	Soda	$2.00

40 Chapter 2 • Daily Budgets



Answer

Does Jessica have enough money to buy a medium cappuccino?

a. yes b. no

Answer

1. How much money does Jessica have left after she buys a cappuccino?

a. $.25 b. $.50 c. $.10

2. Jessica changes her mind and wants to buy a large coffee mocha. Does she have enough money?

a. yes b. no

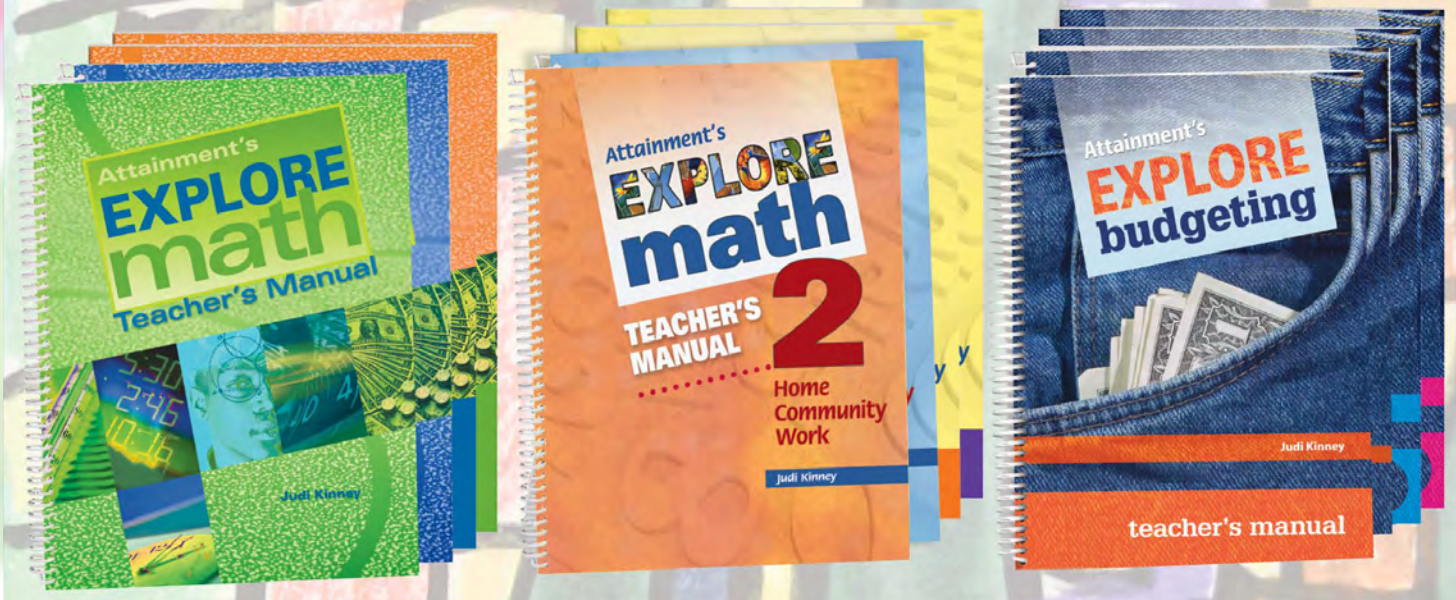
3. What would you buy if you had $4.00?

_____

Chapter 1 • How Much Does it Cost? 9

TRANSITION MATH

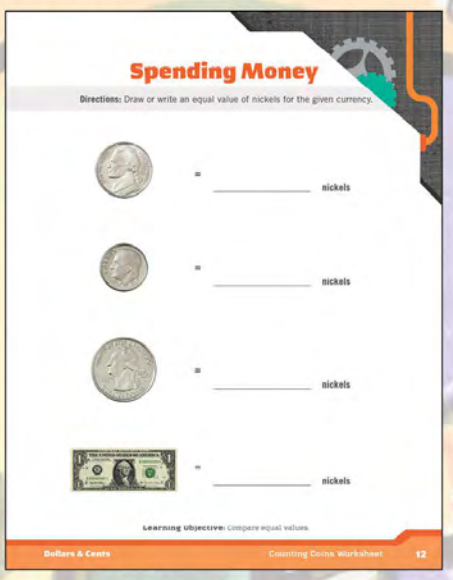
COMPONENTS



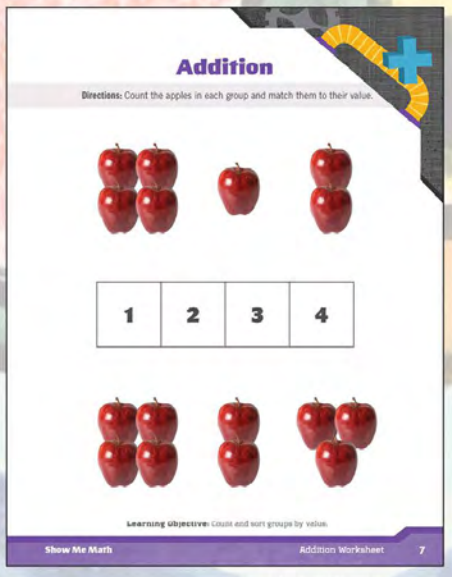
Includes: Explore Math Curriculum Plus, Explore Math 2 Curriculum Plus, and Explore Budgeting Curriculum Plus Kits. Access to digital resources from the Attainment HUB.

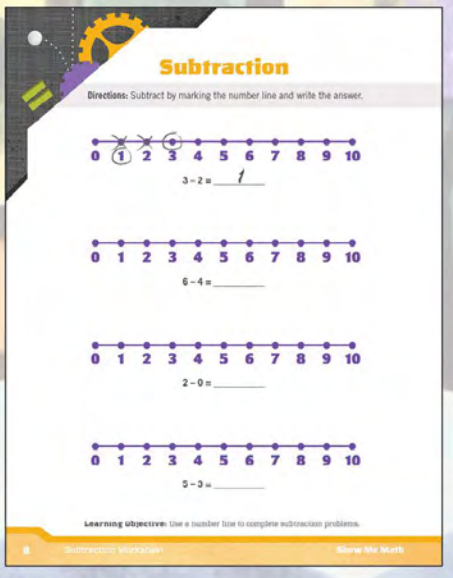
PRACTICAL MATH SOLUTION

DOLLARS & CENTS SAMPLE PAGES

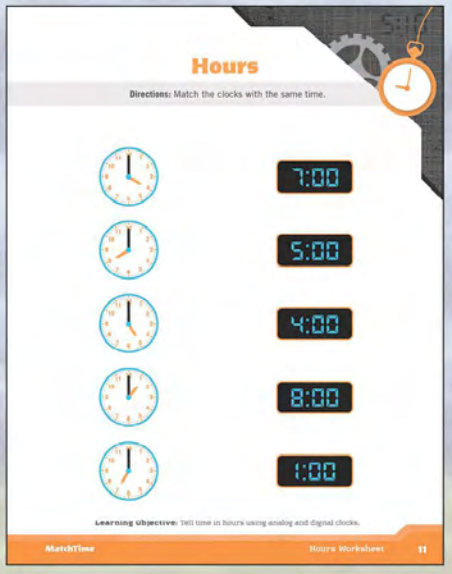


SHOW ME MATH SAMPLE PAGES





MATCHTIME SAMPLE PAGES



PRACTICAL MATH SOLUTION

DOLLARS & CENTS SAMPLE SOFTWARE SCREENS

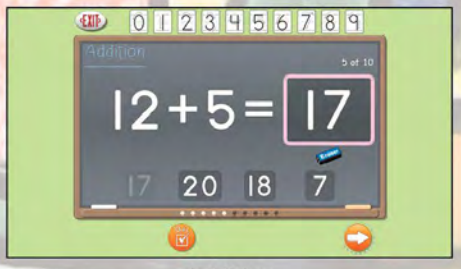
Counting Coins

Making Change

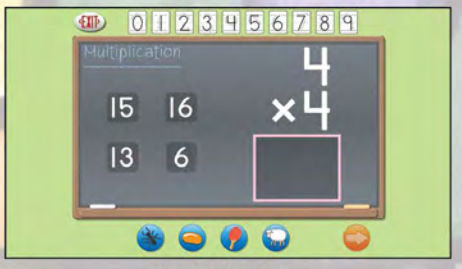
Spending Money

Teacher Options

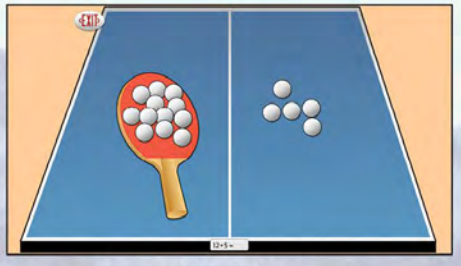
SHOW ME MATH SAMPLE SOFTWARE SCREENS



Addition



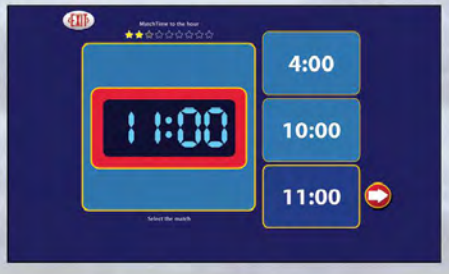
Multiplication



Subtraction

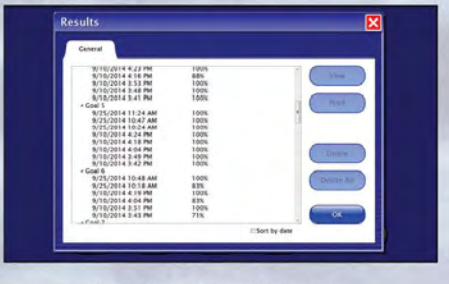
Record Keeping Feature

MATCHTIME™ SAMPLE SOFTWARE SCREENS



Digital Match
the Hour Problem

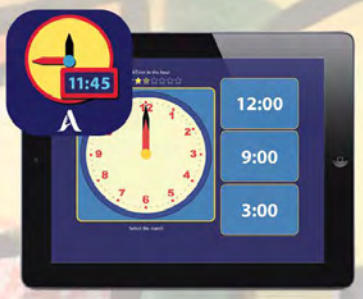
Earlier or Later Problem

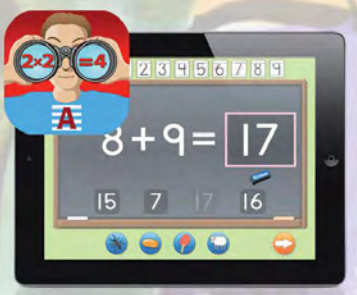


Teacher Record Keeping

PRACTICAL MATH SOLUTION

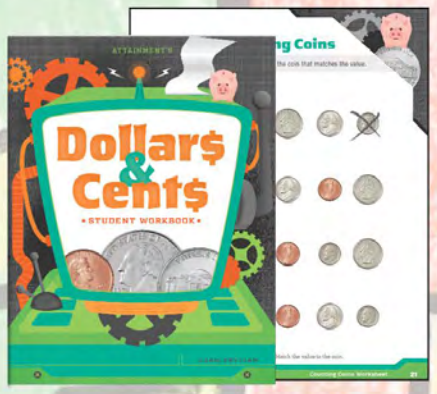
COMPONENTS

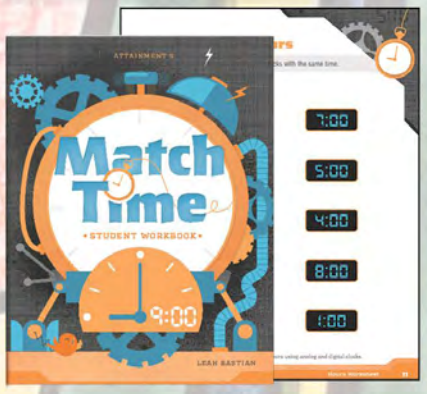




Attainment HUB

Digital Resources and Software





Includes: Dollars & Cents Software, MatchTime™ Software, and Show Me Math Software, along with 10-packs of each Student Workbook. Access to digital resources from the Attainment HUB. 1-year subscriptions of web-based software for Dollars & Cents and Show Me Math; 1 software license on 1 platform (e.g., Windows, Mac, iOS, or Android) for MatchTime.

EARLY SCIENCE

SAMPLE PAGES

Skill-Building Objectives

1 Identify vocabulary: science, scientist.
2 Identify a question.
3 Discriminate scientist/not a scientist.

Standards-Based Objectives

1 Students will demonstrate the abilities and understanding necessary to do scientific inquiry.
2 Students will demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations.
3 Students will learn to pose questions to engage in scientific inquiry.
4 Students will learn that they can act as scientists by posing questions and doing science.

Materials

Early Science Kit

- Wonder Wally Storybook: Questions, pp. 6–10
- My Science Log, pp. 6–9
- Vocabulary Cards: 27–science, 28–scientist, distractors (e.g., 3–colors, 20–moon)
- Photo Cards: 1–3 (scientists), 4–6 (non-scientists)
- Wonder Question Card: 1–Who can do science?
- Concept Statement Card: 1–A _____ asks questions about the natural world.
- Science Safety Rule Cards: 1–Do listen to your teacher's directions before you start working; 2–Do wait for your teacher to say it's OK to do an experiment.
- KWHL Chart
- Science Safety Rules Poster
- Objects or pictures representing science (e.g., rocks, goggles, plants, soil)

Prepare Ahead

- Preprogram AAC or organize AT for whatever Ss need to repeat the science question (Who can do science?) and respond with yes, no, science, scientist, me.
- Add a picture and/or name of each student to his or her My Science Log, if possible.

Lesson Plan

Engage

WONDER STORY

TEACHER Introduce Wonder Wally on the cover of the Wonder Wally Storybook. Say, **Wonder Wally thinks about science in the world. He loves science and wants to learn more. He will help you learn more too. We will be reading stories with Wally and wondering with him. Let's read our first story called Questions.** Read the story, Questions, to the Ss.

STUDENT Listens and observes.

WONDER QUESTION

TEACHER At the end of the story, say, **Find the question in our story.** Give each S a turn to find the question, Who can do science? in the story.

STUDENT Finds the question or question mark.

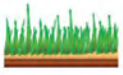
Teacher's Guide Sample Page

LESSON 2

Sight

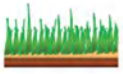
Prediction

What makes the rainbow's colors?

 light	 grass	 moon	 rain

Prediction Review

What makes the rainbow's colors?

 light	 grass	 moon	 rain

 plants	 dead	 grow	 animal
 living	 animals	 plant	 Earth
 egg	 caterpillar	 chrysalis	 butterfly
 seed	 sprout	 seedling	 plant

My Science Log Sample Pages

EARLY SCIENCE

COMPONENTS

Curriculum Plus: 4 Teacher's Guides, Implementation Guide, Wonder Wally Storybook, 1 My Science Log Student Book, Safety & KWHL posters, Wonder Wally game, vocabulary cards, photo cards, safety rule cards, concept statement cards, wonder question cards, Student Experiment Materials*, and the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and digital resources from the Attainment HUB.

*Student Experiment Materials: 4 goggles, prism, 4 geodes, 3 minerals, 4 rocks, butterfly stage objects and garden, clay, styrofoam ball, storage bin, plus cases for cards and rocks.

FEATURES:

- Four units (Five Senses, Rock Cycle, Earth and Sky, and Life Cycle) focus on the most frequently occurring science standards
- A list of skill-building benchmarks plus general education alignment objectives
- Embedded instructions for technology
- A chain of responses to guide students
- Scripted lessons to increase teacher fidelity and reduce prep time
- Progress reports using My Science Logs and end-of-unit assessments

RESEARCH FOUNDATION FOR EARLY SCIENCE

Over the past decade, teaching academic skills to students with moderate-to-severe disabilities aligned to their state standards has evolved from participation and engagement in grade-aligned content (e.g., Carter, Sisco, Melekoglu, & Kurkowski, 2007) to demonstration of grade-specific content mastery (Browder, Trela, Courtade, Jimenez, Knight, & Flowers, 2012; Jameson, McDonnell, Polychronis, Riesen, 2008; Knight, 2010). Fostered by No Child Left Behind legislation (NCLB, 2002) and the Individuals with Disabilities Education Act (IDEA, 2004), students with significant cognitive disabilities are expected to show progress on their state's content standards in the areas of English/language arts, math, and science.

Specifically, in the content domain of science, national initiatives have been focused on achieving a scientifically literate society (American Association for the Advancement of Science, AAAS, 1989). This initiative followed the 1957 launch of Sputnik and the 1983 publication *A Nation at Risk* (National Commission on Excellence in Education, 1983). In 1996, the National Research Council (NRC) publication of the National Science Education Standards (NSES) not only acknowledged this goal but extended AAAS's philosophy promoting scientific literacy "regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in science" (NRC, 1996, p. 2).

In response to such initiatives, and the need to expand the experimental research literature of science instruction for students with significant intellectual disabilities, *Early Science* was created. With the *Early Science* curriculum, students are provided with access to science content that has been streamlined and prioritized, giving them an opportunity to learn grade-level content but with alternate achievement.

Development of Early Science

Early Science was developed based on comprehensive reviews of research literature and then evaluated in applications by teachers in programs for students with developmental disabilities, including those with intellectual disabilities and autism. Using the literature reviews of science conducted by Courtade, Spooner, and Browder (2007) and Spooner, Knight, Browder, Jimenez, and DiBiase (2011), research-based instructional strategies to incorporate in the *Early Science* curriculum were pinpointed. Courtade and her colleagues' (2007) review of 11 studies that had some intersect with science identified systematic prompting and feedback as an important research-based practice. In contrast, these reviewers also advocated for new methods that could be used to teach scientific inquiry.

Building on the review of Courtade et al. (2007), Spooner et al. (2011) found 17 experiments where science content was taught to students with significant cognitive disabilities. Using criteria for evidence-based practice developed by Horner, Carr, Halle, Mcgee, Odom, & Wolery (2005), Spooner and his colleagues determined that 14 of the 17 studies had high or adequate quality. From this evidence-based practice review, the authors identified systematic instruction, including systematic prompting and feedback, as being not only research-based, but also as meeting the rigorous criteria of being evidence-based. In this review, specific components of systematic instruction, such as the systematic prompting method known as "time delay" and the task format called "task analytic instruction," were analyzed and found to have their own research base to support their use in teaching science content.

Early Science is grounded in this research foundation of systematic instruction. The lessons are written to follow a task analysis. In a task analysis, the teacher provides step-by-step instructions on a chain of responses to complete the activity. In the case of the *Early Science* lesson plans, each section of the lesson forms the task analysis (e.g., identify what students want to know, conduct experiment). This basic task analysis serves as a framework in which to embed the science content developed from the National Science Education Standards (NRC, 1996). Each lesson plan follows the same steps of the task analysis while addressing new content across science standards (e.g., Earth and Space Science, Life Science, Physical Science, Inquiry).

Early Science also incorporates the recommendations and feedback of science education experts. The National Research Council (NRC, 1996) recommends an inquiry approach to science. Because the field of science is ever-changing and expanding, inquiry-based instruction teaches students to be active participants in the world that is changing around them.

Recent evidence has demonstrated that teachers are able to implement inquiry-based lessons so that students with significant developmental disabilities can gain increased independence to participate in these lessons (Courtade, Browder, Spooner, & DiBiase, 2010; Browder et al., 2012). Courtade et al. (2010) investigated the effects of training teachers to deliver inquiry-based science lessons using a task analysis on teacher fidelity of implementation and student participation and achievement. Results of this study suggest that teachers can use inquiry-based science to teach students with severe disabilities, and students can acquire inquiry skills using such an approach.

Lesson Design

Each lesson with the *Early Science* curriculum addresses the inquiry process skills and also the "big idea" of the unit and lesson.

Although not every elementary science standard is contained in this resource, the curriculum offers content in several standards and "big ideas" of science to illustrate how adaptations can be made across curricular areas.

After using *Early Science*, teachers will know a format that can be used to develop lessons for additional science content. This format includes: (1) teaching key vocabulary and science concepts; and (2) following the inquiry task analysis to develop increased skill in inquiry across content. The methods (e.g., time-delay procedure) introduced to teach key vocabulary and science concepts (e.g., Soil is made of many things) are modeled after, and supported by, recent studies in science instruction for students with severe developmental disabilities (Browder et al., 2010; Jimenez et al., 2012; Jimenez, Browder, & Courtade, 2009).

In addition to the research-based components of an inquiry task analysis that frames the lesson, and the use of systematic prompting like time delay to teach key vocabulary and concepts, a "wonder story" is used to introduce each science lesson. Based on previous research in math and language arts, stories may provide students a way to connect with the facts and concepts presented in the grade-level content (Anderson, Spiro, & Anderson, 1978; Browder et al., 2010; Browder, Trela, & Jimenez, 2007; Jimenez, Browder, & Courtade, 2009; Zambo, 2005). Using this literacy-based approach to teach a science lesson as a simple wonder story can help to promote meaning and personal relevance for the science content.

As an elementary-level curriculum, this resource provides the foundation of skills needed for an upper-level curriculum like *Teaching to Standards: Science* (Courtade, Jimenez, Trela, & Browder, 2008). Browder and colleagues (2010) identified that one component of science inquiry secondary students often have trouble mastering is the ability to describe their findings using science descriptors (e.g., change, different, heavy, hot). *Early Science* embeds opportunities for concept development during each lesson

specific to the science concepts being taught within the lesson itself. Englemann and Carnine (1991) and Kaméenui & Simmons (1990) describe modeling with examples and non-examples and model-lead-test as one way to teach concepts to students with disabilities. Modeling using examples and non-examples is an errorless learning strategy that teaches students to recognize multiple exemplars of the concept as well as multiple non-examples (e.g., This is _____, this is _____, this is _____, this is not _____, and this is not _____). This explicit instruction is conducted at a rapid pace and implements a model-lead-test sequence within each trial (Archer & Hughes, 2011; Bursuck & Damer, 2011).

Knight, Smith, Spooner, Jimenez, and Browder (in press) investigated the effects of explicit instruction on acquisition and generalization of science descriptors of three elementary students with autism eligible for the alternate assessment based on alternate achievement standards (AA-AAS). Results of the study indicated that explicit instruction using modeling of examples and non-examples was an effective method for acquiring science descriptors, and for generalizing science descriptor knowledge across a novel set of objects and within a science inquiry lesson. In a second study, Knight (2010) also found support for using explicit instruction of science concepts, but with an extension to computer-mediated instruction.

Besides systematic instruction of vocabulary and concepts, an inquiry task analysis, a wonder story, and explicit instruction of concepts, the final research-based component of *Early Science* is the combination of these procedures into teaching scripts. When used in combination with explicit instruction and other research-based methods (e.g., simultaneous prompting, error correction procedures, and thinning of reinforcement schedules), scripted lessons have been shown to be an effective strategy for teaching academic content to students with mild disabilities (Gunter & Reed, 1997). Research has demonstrated that the use of scripted lessons also benefits students with severe disabilities in learning math and science content (Browder et al., 2012; Jimenez, Lo, & Saunders, 2012). For example, Jimenez et al. (2012) examined the effects of scripted lessons (i.e., 18 lesson plans from the *Early Science* curriculum) in combination with guided notes during science instruction on students' science quiz scores for elementary students with moderate-to-severe autism and intellectual disabilities. Results indicated that the scripted lessons were effective in increasing all students' science quiz scores across all 18 lessons.

Research Summary

Early Science is a multi-component intervention. Table 1 provides a summary of each component and the research on which it was developed.

In addition to this research, *Early Science* was field-tested with three teachers and nine students in a large urban school system to determine teacher fidelity and acceptability. When given inservice days to introduce each unit, teachers were able to teach the curriculum with high fidelity (range 71–100%; mean 95.7%) and provided a positive appraisal of its overall acceptability. In 2011, Smith, Spooner, Jimenez, and Browder (in press) conducted a study with three elementary-age students with multiple disabilities. The students were taught units from the *Early Science* curriculum via inquiry-based lessons, and effects were measured by a multiple-probe design across behaviors (units). Visual analysis showed a functional relationship between the introduction of the intervention and a change in each participant's responding. This study demonstrated the effectiveness of using the *Early Science* curriculum to assist elementary students who have severe developmental disabilities in learning science vocabulary and concepts linked to grade-level standards. This study was unique in that is was conducted with students who had communication and motivation factors that typically make general curriculum access increasingly difficult due to extensive support needs (e.g., concrete representation of vocabulary, adapted text). Experimental research on *Early Science* is ongoing and updates can be obtained at the Attainment Company website.

TEACHING TO STANDARDS: SCIENCE

IMPLEMENTATION GUIDE SAMPLE PAGES

Lesson 2 Chemical reactions

Concept

Some mixtures have a chemical reaction.

Background

In this lesson, students learn more about mixtures. They learn that mixing different materials together can produce a chemical reaction. The lesson begins with an explanation of what a chemical reaction looks like. For safety, this lesson uses vinegar, baking soda, salt, and flour for the experiment. Treat the mixtures as you would dangerous chemicals to teach students to be cautious with all chemicals and materials.

Materials

- 3 clear plastic cups and 1 plastic spoon for each student and for demonstration
- Picture and word cards for solute, solvent, solution, chemical reaction
- KWHL chart
- Safety Rules for Science Class poster
- Student Response Guide, pages 189–199
- ScienceWork, pages 67–69 and 102–103

BRING FROM HOME

Small bag of flour, container of salt, baking soda, gallon of vinegar, permanent marker, 3 large zip-tight plastic bags

Preparation

Partially fill 3 zip-tight plastic bags with the solid materials and set them next to the packages (e.g., place the plastic bag with salt next to the container of salt) in your work area. Using a permanent marker, write S, B, or F on the cups so each student will have a set of each.

Vocabulary

Review picture and sight word cards for this unit (see pages 189–191).

Engage

STEP 1

Materials	Procedure	Follow-up
• Bags of flour, salt, baking soda • ScienceWork, pages 102–103: **What is a chemical reaction?**	Engage the students by telling them: **Today in science we're going to see that when we mix some solutes with solvents, the mixtures could have a chemical reaction. Before we begin our experiment, let's talk about what a chemical reaction is. What will it look like?** Read pages 102–103 in ScienceWork and have the students follow along. Point out that when a chemical reaction happens, they'll be able to see a change, and sometimes they'll be able to hear the change (as in bubbling).	
	Let's begin our experiment. Here are some of our materials. Open the bags so students are able to see the consistency of the materials. Show the bags to the students and invite them to examine the materials for a few moments, make comments, and ask questions.	If students ask, "What are these?" say: **Good question.**

Investigate and describe relationships

STEP 7

Materials	Procedure	Follow-up
• 3 cups with vinegar and 1 spoon per student • Bags of salt, flour, baking soda	Say: **You each just made a prediction. Some of you said yes, the materials will all have the same reaction when they're mixed with the vinegar, and some of you said no. Let's find out.** Provide salt for each student. Instruct each student to put some salt in the cup marked S (or you can add this to the cup for the student). Then have the student stir it and observe the (lack of) reaction. Repeat for the flour, having the student place the flour in the cup marked F, stir the mixture, and observe the (lack of) reaction. Finally, repeat for the baking soda, having the student place the baking soda in the cup marked B, stir the mixture, and observe the reaction.	Describe aloud what happens and encourage the students to tell what they see (e.g., "Nothing is happening" or "It's bubbling"). Be sure students with visual impairments actively participate in the experiment (e.g., by stirring the mixture or by hearing you describe what's happening). When placing the baking soda in the vinegar solvent, say: **Do you notice the bubbles? The vinegar and the baking soda just had a chemical reaction.**

STEP 8

Materials	Procedure	Follow-up
• The cups with the mixtures • Student Response Guide, page 194: **What's the same?**	Hold up the cups, one at a time and say: **Here's one of the mixtures from the experiment—the vinegar and the salt. Here's another mixture from the experiment—the vinegar and the flour. Here's another mixture from the experiment —the vinegar and the baking soda. What's the same about these mixtures?** Have each student respond orally, use an AAC device to respond, or point to a response on the Student Response Guide page to say they are all mixtures and they are all liquids. Prompt students who don't have symbol use to look at or touch the cups with the 3 mixtures after another student correctly identifies that the materials are mixtures.	Praise correct responses: **Yes they are all liquids and mixtures. That makes them the same.** If the students are not making a choice or are making an incorrect choice, hold up one cup at a time and say: **What's in this cup? Remember we added vinegar to all the cups. Then we added something else to each one.** (Point to the materials that were added.) **We mixed the materials into the vinegar to make these mixtures. These are all mixtures. That makes them the same. And they are all liquids** (jiggle the cup to show the mixtures are liquid).

Report

STEP 12

Materials	Procedure	Follow-up
• KWHL chart • Student Response Guide, page 199: **What did we learn?**	Say: **Let's review what we learned. What can happen when you mix materials? Some mixtures have a** _____. Have each student respond orally with "chemical reaction," use an AAC device to respond, or point to a response on the Student Response Guide page to fill in the blank.	Say: **Yes, some mixtures have a chemical reaction. We put different solutes in each cup, and one had a chemical reaction.** Scaffold for students who say "laugh" or "pizza" by rephrasing the question: **What did we say happened when the materials bubbled?** Write "Some mixtures have a chemical reaction" in the "Learned (L)" column of the KWHL chart.

Review vocabulary

Materials: Picture and word cards for solute, solvent, solution, chemical reaction

Procedure: Use the time-delay procedure to review each of the vocabulary words for the unit. See page 8 for the procedure.

Extend and review lesson

Read the story on page 67 in **ScienceWork** with the students. Help them apply the scientific concept they learned in this lesson to the story. Complete the exercise following the story together or send it home as homework.

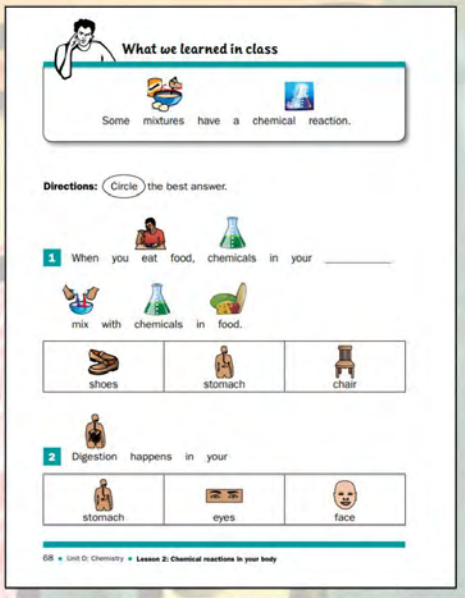
TEACHING TO STANDARDS: SCIENCE

SAMPLE PAGES

Chemical reactions in your body

Your body is made of chemicals. The food you eat is made of chemicals. Your body needs the chemicals in food to live. When you eat, the chemicals in your mouth, stomach, and intestines mix with the chemicals in the food. The chemicals have a reaction to make new chemical mixtures. Your body uses the new chemical mixture to live. This process is called digestion.

Unit D: Chemistry • Lesson 2: Chemical reactions in your body • 67



What we learned in class

Some mixtures have a chemical reaction.

Directions: Circle the best answer.

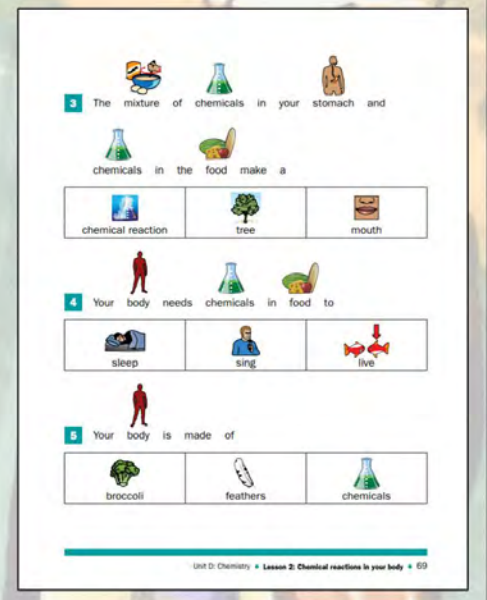
1 When you eat food, chemicals in your _____ mix with chemicals in food.

shoes	stomach	chair

2 Digestion happens in your

stomach	eyes	face

68 • Unit D: Chemistry • Lesson 2: Chemical reactions in your body



3 The mixture of chemicals in your stomach and chemicals in the food make a

chemical reaction	tree	mouth

4 Your body needs chemicals in food to

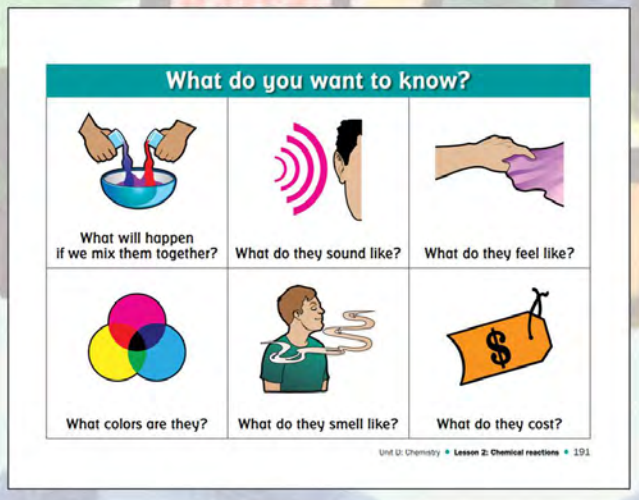
sleep	sing	live

5 Your body is made of

broccoli	feathers	chemicals

Unit D: Chemistry • Lesson 2: Chemical reactions in your body • 69

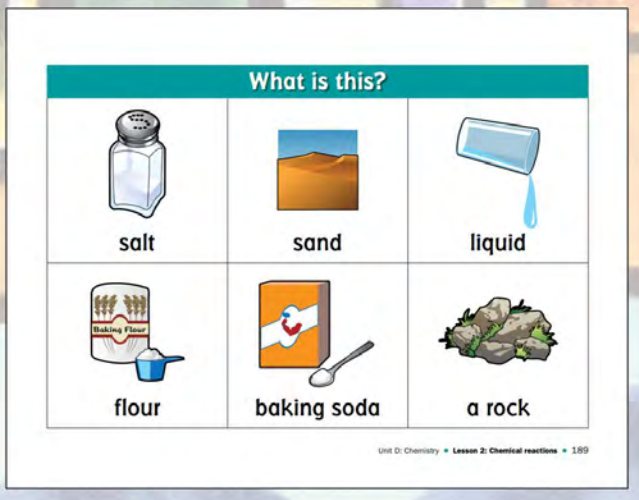
ScienceWork Student Book Sample Pages



What do you want to know?

What will happen if we mix them together?	What do they sound like?	What do they feel like?
What colors are they?	What do they smell like?	What do they cost?

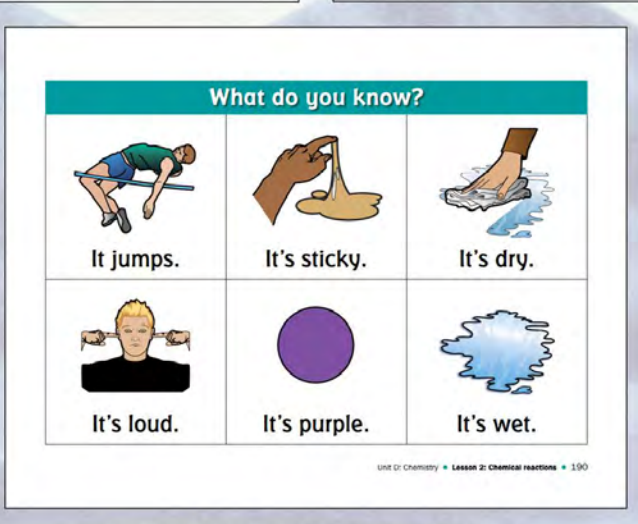
Unit D: Chemistry • Lesson 2: Chemical reactions • 191



What is this?

salt	sand	liquid
flour	baking soda	a rock

Unit D: Chemistry • Lesson 2: Chemical reactions • 189



What do you know?

It jumps.	It's sticky.	It's dry.
It's loud.	It's purple.	It's wet.

Unit D: Chemistry • Lesson 2: Chemical reactions • 190

Student Response Guide Sample Pages

TEACHING TO STANDARDS: SCIENCE

COMPONENTS

Curriculum: 1 ScienceWork Student Book, 1 ScienceWork consumable Student Workbook, Student Response Guide, Implementation Guide, safety and KWHL posters, vocabulary and photo cards, staff training DVD, and digital resources from the Attainment HUB.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, 10 ScienceWork Extension Activity Books, the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and an experimental materials kit.

FEATURES:

- Aligned to state standards and Next Generation Science Standards
- Systematic curriculum
- 2 years of classroom field testing
- DVD for staff training
- Scripted lessons
- Classroom license for Image Library and reprints of student materials

Research findings

INTRODUCTION

Teaching skills to students with moderate and severe developmental disabilities linked to their state's grade-level content standards is an innovation that was fostered by recent legislation, including the No Child Left Behind Act (NCLB, 2002) and the Individuals with Disabilities Education Act (IDEA, 2004). For the first time, schools are accountable for all students making adequate yearly progress in language arts, mathematics, and science content standards. For students with significant cognitive disabilities, this progress could be based on alternate achievement of their state's standards in these academic areas. Although reauthorization of these major education acts often creates changes, what is most likely to persist is the educational opportunity to learn academic content that is appropriate to students' chronological age and grade. **Teaching to Standards: Math** and **Teaching to Standards: Science** were created to provide examples of how to make grade-level content for students with moderate and severe developmental disabilities both accessible and achievable. The target is alternate achievement of content that has been streamlined and prioritized. Students learn grade-level content but with alternate achievement.

Teaching to Standards: Math and **Teaching to Standards: Science** were developed based on comprehensive reviews of the research literature and then evaluated in applications by teachers in programs for students with developmental disabilities, including intellectual disabilities and autism. In a comprehensive review of mathematics, Browder, Spooner, Ahlgrim-Delzell, Wakeman, and Harris (2008) found 68 studies of individuals with moderate and severe developmental disabilities. Most studies focused on numbers and operations or money management, but a few focused on the other strands of mathematics (e.g., geometry) identified by the National Council of Teachers of Mathematics (2000). Based on this review, we identified task analytic instruction with systematic prompting as being an evidence-based procedure for teaching specific mathematics skills. In a task analysis, the teacher provides step-by-step instructions on a chain of responses to complete the activity. In the case of math activities, this would be the steps to complete a math problem. By using guidelines from the National Science Education Standards (National Research Council, 1996) to identify science content, Courtade, Spooner, and Browder (2007) found 11 studies that had some intersect with science. Their review also revealed the importance of systematic prompting and feedback, but also the need for new methods that could be used to teach scientific inquiry.

We chose to focus on upper-level mathematics and science content because this can be especially challenging to adapt for students who begin with little background to understand this material. We decided to design examples of content in several areas of science and mathematics to illustrate how adaptations could be made across curricular areas. For each type of learning, we researched current thinking within general education about how to teach these content areas. For mathematics, we used a literacy-based approach in which the math problem was embedded in a simple story. Literature in mathematics education suggests that stories can provide a schema for students to organize facts

(Anderson, Spiro, & Anderson, 1978; Zambo, 2005). We also had experienced some success in using read-alouds of middle school literature as a means to teach grade-linked content in language arts (Browder, Trela, & Jimenez, 2007) and in using task analysis to teach the steps to solve a problem (Jimenez, Browder, & Courtade, 2008). For science, we chose an inquiry-based approach based on recommendations of the National Research Council (NRC, 1996). Because the field of science is ever-changing and expanding, inquiry-based instruction teaches students to be active participants in the world that is changing around them. Courtade, Browder, Spooner, and DiBiase (2008) provided some preliminary evidence that teachers are able to implement inquiry-based lessons, so that students can gain increased independence in participation in these lessons.

In the 2006–07 school year, we implemented the literacy-based approach to mathematics and inquiry-based approach to science with students in the Charlotte-Mecklenburg School System (NC) through funding received from the U.S. Department of Education Office of Special Education Programs (Grant No. H324M03003). The following briefly summarizes the method we used and results obtained. A full report of this research can be obtained from Diane Browder at the University of North Carolina at Charlotte. The opinions expressed here do not necessarily reflect the position or policy of the Department of Education, and no official endorsement should be inferred.

METHOD

Participants and setting

We recruited 10 middle and high school special education teachers for this research. Teachers were randomly assigned to receive either the math or science lesson model plans. Depending on their assignment, special education teachers then invited either a math or science general education teacher as a collaborative partner.

While the teachers could implement the model lessons with all of their students, 2–3 students in their class served as participants in this research. We obtained informed consent to observe and assess these target students. There were a total of 42 student participants, including 11 students with autism and 31 with moderate intellectual disabilities. To be eligible, students had to have a full-scale IQ below 55. The model lessons were taught in the students' special education classrooms. During the teacher training days, the general and special education teachers were given time to plan inclusive activities as well as to review the content of the lessons. Only a few students had opportunities to participate in the general education classes, and no research data were taken in these contexts.

Math and science model lessons

The model lessons were those that are now available in **Teaching to the Standards: Math** and **Teaching to the Standards: Science.** Math skills included solving an algebraic equation, graphing (data analysis), identifying points on a plane (geometry), and computing the next dollar amount. Science included Earth's waters, Earth's history, chemistry, and microbiology. These specific skills were chosen in consultation with general education curriculum experts as ones that would be pivotal to the overall content standards. In math, teachers received stories for teaching each math concept, the graphic organizers needed to complete the response (e.g., the "equation prompt" in algebra), and the written lesson plans. In science, the teachers received the materials needed to conduct the experiment, science vocabulary flashcards, the written lesson plans, and student response boards.

Measurement of the dependent variables

The dependent variables for this research were a Math Assessment and a Science Assessment created by the research team. All assessments were implemented by members of the research

team. In math, a task analysis was created for each of the skills in the various domains (e.g., geometry, data analysis). These assessments are now available in **Teaching to Standards: Math.** To assess the student, the teacher presented any necessary math manipulatives and the graphic organizer, then asked the student to perform the math problem (e.g., create the graph, find the points on a plane). Each skill was scored as either independently correct or incorrect. No prompts or feedback were given during testing. In science, a task analysis for participation in an inquiry lesson was created. One of the researchers implemented an inquiry-based lesson with the research participants in a small group. The researcher scored the student's participation as independently correct or incorrect. The researcher then tested each student alone on identification of the science vocabulary. This test required making three responses for each vocabulary word: (1) reading the word (no picture), (2) identifying the picture (without the printed word), and (3) matching the word to the picture (to show comprehension). A total of 20 vocabulary words were presented that related to each of the science units.

Research design

The research design was a group quasi-experimental design with students serving as the unit of analysis. Teachers were randomly assigned to receive training in either the mathematics or science intervention. Because the interventions were highly dissimilar and teachers received only one of the two sets of model plans, it was hypothesized that there would be no treatment interference. Teachers continued their ongoing instruction in the content area not chosen for the model plans. For example, in mathematics, most teachers focused on teaching students to identify and count money. In science, teachers used discussions of an online news magazine. While most teachers instructed students on money skills daily, science lessons in the control condition were sporadic.

Teacher training

After being assigned to receive either the model math or model science lessons, the teachers attended workshops with their math or science general education teacher partner, depending on the assigned content. At each workshop, the teachers received some background information on the particular domain of content (e.g., algebra or Earth's history), discussed state standards and general education priorities in this content, viewed videotape demonstrations from a pilot year, and then learned to implement the specific target lessons through role-play practice. Following the training, teachers implemented one domain of content between each workshop. For example, after the first math workshop, the teachers received and implemented the lesson plans for algebra. Two months later, they received and implemented geometry. Similarly, the teachers received the science units one at a time.

RESULTS

Interrater reliability

A second researcher observed and scored 40% of all tests administered. Interrater reliability was computed as agreements over total responses scored and was 99% for these observations.

Mathematics achievement

As shown in Tables 1 and 2, strong effects for mathematics were found for the differences between the treatment and control group across all math units. An analysis of variance revealed significant differences for the interaction effects in geometry, algebra, and measurement and across all units. A significant effect was not found for data analysis. This finding may have been influenced by the small sample size and the treatment group's higher pretest scores.

Table 1: Effect Size for Math Unit Assessments

	Pretest		Posttest		
	M	*SD*	*M*	*SD*	Cohen *d*
Geometry					
Control	3.19	1.99	3.95	2.43	
Treatment	3.88	2.49	7.06	2.27	1.29
Algebra					
Control	3.14	1.35	0.14	0.35	
Treatment	3.29	1.89	4.00	4.37	1.70
Data Analysis					
Control	2.14	3.00	2.81	3.66	
Treatment	4.59	3.79	6.35	3.08	1.01
Measurement					
Control	0.52	0.60	0.14	0.35	
Treatment	0.76	0.66	4.00	4.37	1.29
Total Score					
Control	9.00	5.18	10.48	6.73	
Treatment	12.53	6.80	24.18	10.03	1.60

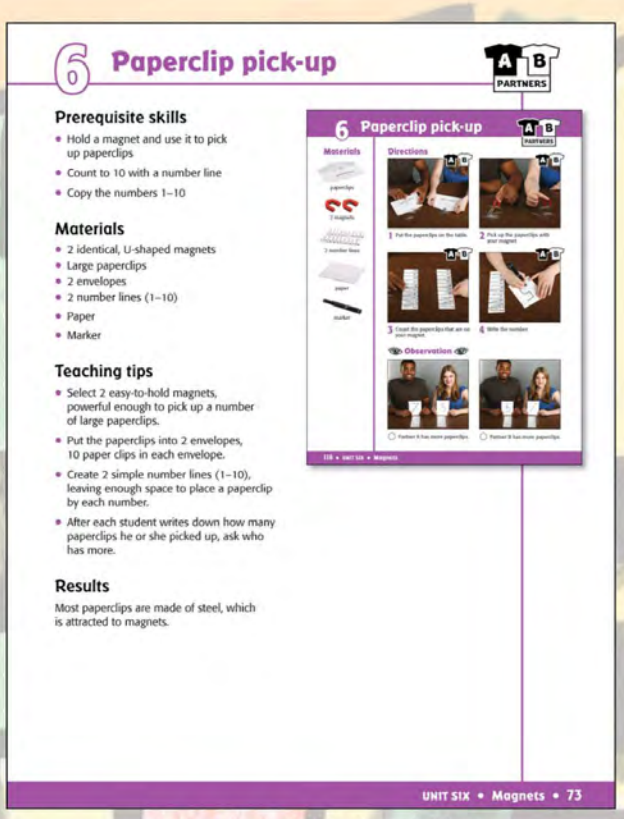
Table 2: ANOVA for Math Unit Assessments

	Outcome	Effect	*F*-Ratio	η^2_p
Geometry	Within Ss	Pre/Post	41.54**	0.54
		Interaction	15.61**	0.30
	Between Ss	Instruction	7.67**	0.17
Algebra	Within Ss	Pre/Post	7.56**	0.17
		Interaction	19.72**	0.35
	Between Ss	Instruction	9.53**	0.21
Data Analysis	Within Ss	Pre/Post	6.99*	0.16
		Interaction	1.43	0.03
	Between Ss	Instruction	8.80**	0.19
Measurement	Within Ss	Pre/Post	9.06**	0.20
		Interaction	14.55**	0.28
	Between Ss	Instruction	16.62**	0.32
All Units	Within Ss	Pre/Post	69.41**	0.66
		Interaction	41.70**	0.54
	Between Ss	Instruction	14.87**	0.30

Note: Degrees of freedom for all tests of significance was 1,37.
*$p < .05$. **$p < .01$.

SCIENCE STEP BY STEP

SAMPLE PAGES



6 Paperclip pick-up

PARTNERS

Prerequisite skills

- Hold a magnet and use it to pick up paperclips
- Count to 10 with a number line
- Copy the numbers 1–10

Materials

- 2 identical, U-shaped magnets
- Large paperclips
- 2 envelopes
- 2 number lines (1–10)
- Paper
- Marker

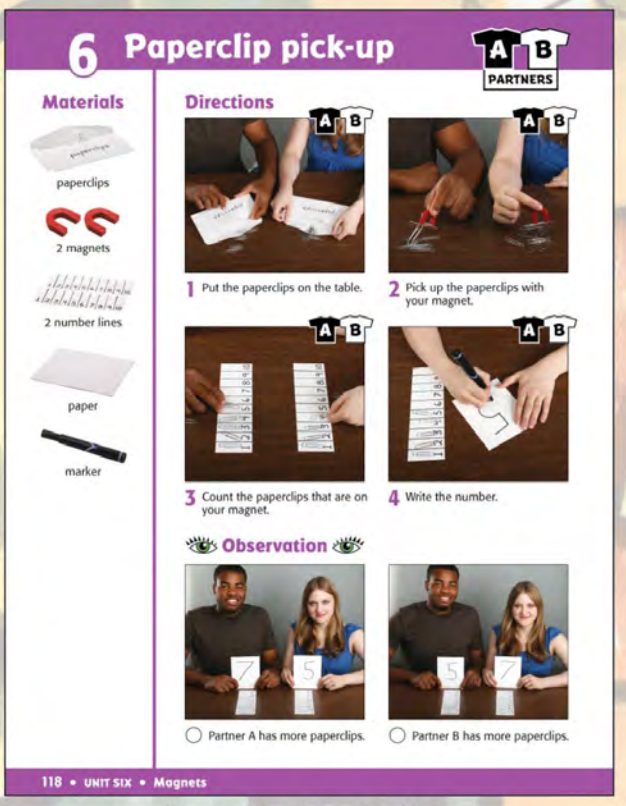
Teaching tips

- Select 2 easy-to-hold magnets, powerful enough to pick up a number of large paperclips.
- Put the paperclips into 2 envelopes, 10 paper clips in each envelope.
- Create 2 simple number lines (1–10), leaving enough space to place a paperclip by each number.
- After each student writes down how many paperclips he or she picked up, ask who has more.

Results

Most paperclips are made of steel, which is attracted to magnets.

Instructor's Guide Sample Page



6 Paperclip pick-up

PARTNERS

Materials

paperclips

2 magnets

2 number lines

paper

marker

Directions

1 Put the paperclips on the table.

2 Pick up the paperclips with your magnet.

3 Count the paperclips that are on your magnet.

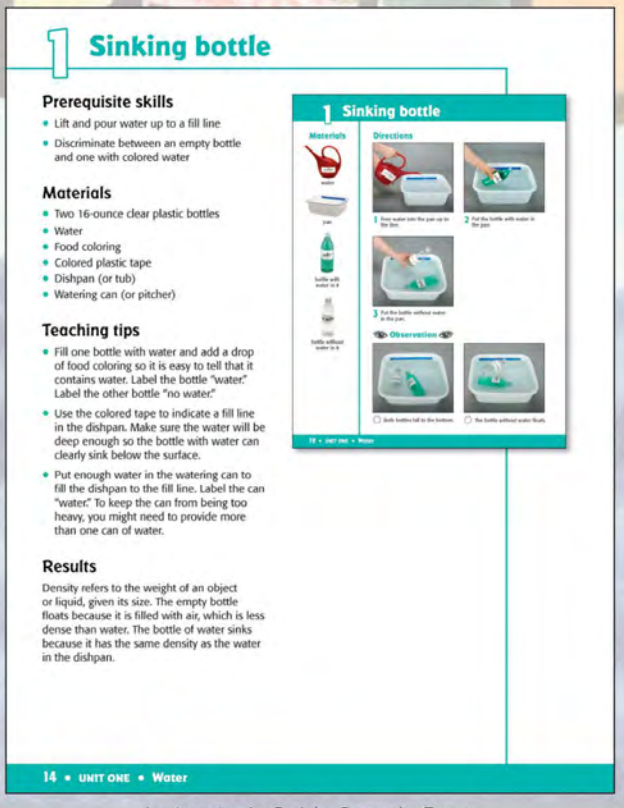
4 Write the number.

Observation

○ Partner A has more paperclips.

○ Partner B has more paperclips.

Student Book Sample Page



1 Sinking bottle

Prerequisite skills

- Lift and pour water up to a fill line
- Discriminate between an empty bottle and one with colored water

Materials

- Two 16-ounce clear plastic bottles
- Water
- Food coloring
- Colored plastic tape
- Dishpan (or tub)
- Watering can (or pitcher)

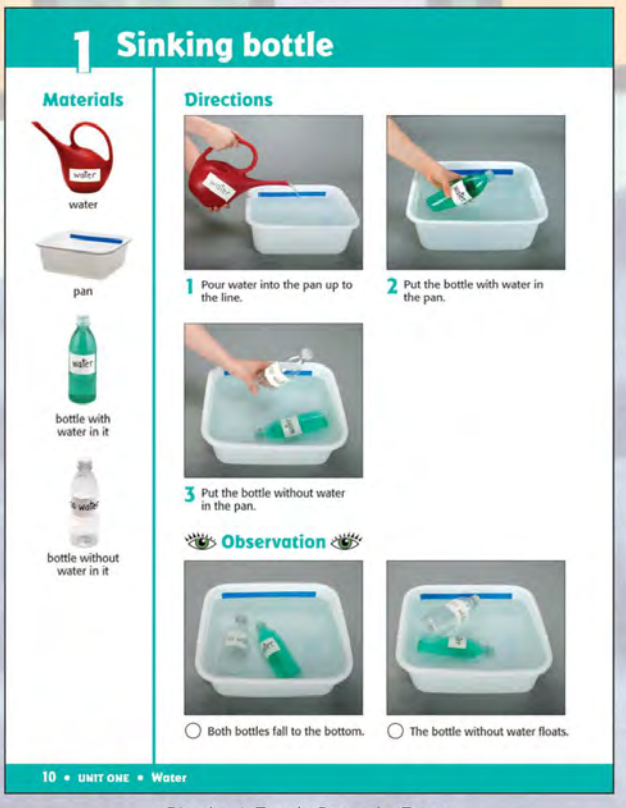
Teaching tips

- Fill one bottle with water and add a drop of food coloring so it is easy to tell that it contains water. Label the bottle "water." Label the other bottle "no water."
- Use the colored tape to indicate a fill line in the dishpan. Make sure the water will be deep enough so the bottle with water can clearly sink below the surface.
- Put enough water in the watering can to fill the dishpan to the fill line. Label the can "water." To keep the can from being too heavy, you might need to provide more than one can of water.

Results

Density refers to the weight of an object or liquid, given its size. The empty bottle floats because it is filled with air, which is less dense than water. The bottle of water sinks because it has the same density as the water in the dishpan.

Instructor's Guide Sample Page



1 Sinking bottle

Materials

water

pan

bottle with water in it

bottle without water in it

Directions

1 Pour water into the pan up to the line.

2 Put the bottle with water in the pan.

3 Put the bottle without water in the pan.

Observation

○ Both bottles fall to the bottom.

○ The bottle without water floats.

Student Book Sample Page

SCIENCE STEP BY STEP

COMPONENTS

Introductory Kit: Student Book and Instructor's Guide with digital resources from the Attainment HUB.

Classroom Kit: 8 Student Books and Instructor's Guide with digital resources from the Attainment HUB.

EXPLORE LIFE SCIENCE

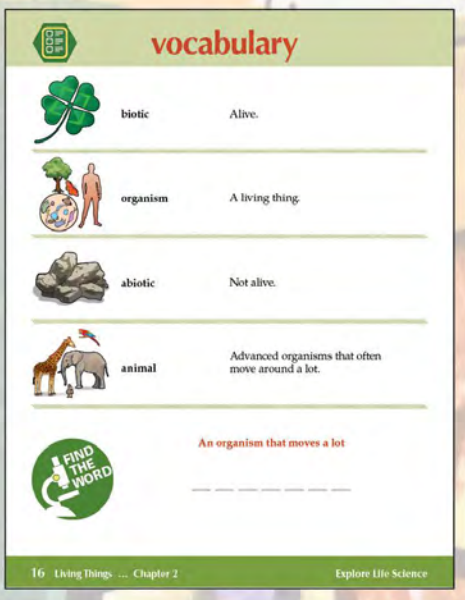
STUDENT BOOK SAMPLE PAGES

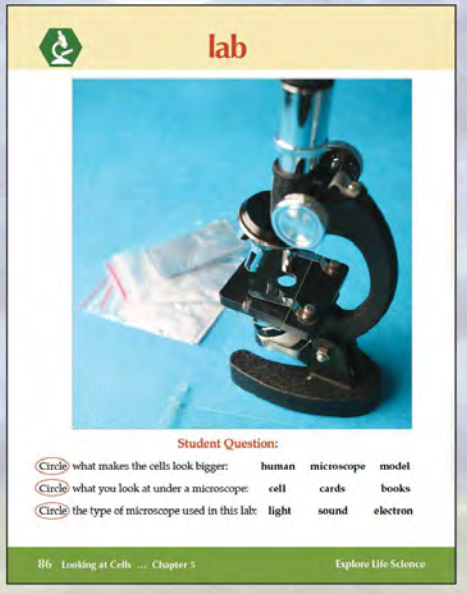
CHAPTERS

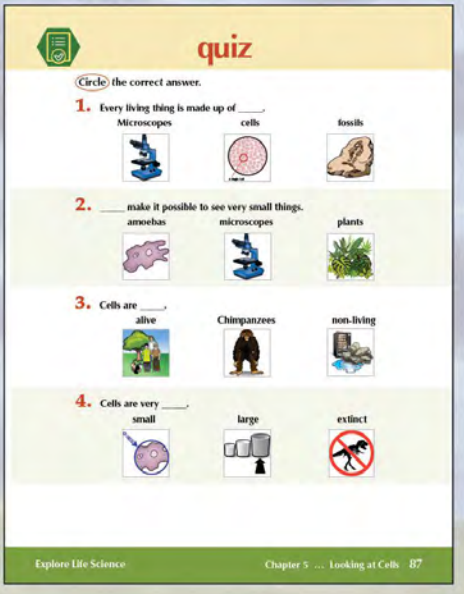
- Exploring Life Science
- Living Things
- Environments
- Evolution and Natural Selection
- Looking at Cells
- Inside a Cell
- Musculoskeletal System
- Respiratory System
- Circulatory System
- Digestive System
- Nervous System

LESSON SEQUENCE

- Big Ideas
- Vocabulary
- Overview
- In Focus
- Lab
- Quiz







EXPLORE LIFE SCIENCE

INSTRUCTOR'S GUIDE SAMPLE PAGES

CHAPTER 1

Exploring Life Science

This curriculum covers the basics of biology. To start, it is important to understand that biology, the study of life, is a very large field. Biology, even at a basic level, can be very complicated. This curriculum uses several tools to make the learning process easier. Images, labs, and animations will be presented to the students in every chapter. A cell model is provided and will be used throughout the curriculum. This first chapter serves as both an introduction to biology and an introduction to the methods used in the curriculum.

Lesson	Type	Objective	Student Book Page	Content
1.1	Getting Started	Identify two facts about the front cover Identify two facts about the major illustration	5–7	Chapter title page, Big Ideas, Major Illustration
1.2	Vocabulary and Overview	★ Identify that biology is the study of life ★ Identify that biologists study biology	8–10	Vocabulary, What is Biology?
1.3	Topic Sequence A	★ Identify that biologists learn new things by doing experiments ★ Identify that a lab is a good way to learn biology concepts	11–14	Images, Models, Animation, Lab
1.4	Quiz/Review		15–16	Quiz

Chapter 1 sample images included in the Image Library

CHAPTER 1 Lesson 1

Exploring Life Science

Lesson Type Getting Started

Objective
- The student identifies two facts about the cover and Major Illustration.

Cover and Chapter Title Page, p. 5
- Ask the students, "What do you think the book will be about?"
- There is a plant on the cover.
- The three images on the title page are a cell model, a microscope, and a plant.
- Read all the text on the cover and title page, then discuss the following points:
  - Biology is a branch of science.
  - In this book, we will learn all about the science that makes us alive.
  - There will be a lot of hands-on activities to help us learn.

Big Ideas, p. 6
- Read the text for each Big Idea, and discuss the following points:
  - Biology is a very large subject.
  - We will do some experiments to learn new things, just like biologists.
  - Labs are hands-on lessons.

Major Illustration, p. 7
- Read the text, then discuss the following points:
  - This book teaches biology in different ways. This chapter tells us what those ways are.
  - There are many topics in biology.
  - Biology studies things small and large. DNA is very small, while trees are very large.
  - Biologists often work in a laboratory.

Word Study
These everyday words are highlighted in the sample pages on the right: concepts, exploring. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

"Today we're starting a new subject called Biology. It's a science subject about what makes things alive. The book we are using is called *Explore Life Science*. Let's begin on page 5."

CHAPTER 1 Lesson 2

Exploring Life Science

Lesson Type Vocabulary and Chapter Overview

Objectives
- ★ The student identifies that biology is the study of life.
- ★ The student identifies that biologists study biology.

Vocabulary, pp. 8–9
- Read each vocabulary word and its definition.
- Write the two "Find the words" on a whiteboard, and read them aloud.
- Ask the students to either (1) copy them in their **Student Book**, on the whiteboard, or on a separate piece of paper; or (2) point to the word you've written when it's spoken.
- Use the corresponding **Study Cards** when presenting the vocabulary words.
- Tell the students that "each word will be reviewed again after it's read in a lesson."
- The quiz vocabulary words are **model, animation,** and **dynamic**.

What is Biology? p. 10
- Read the title "What is Biology?" Then discuss the following points:
  - There are so many living things in the world to study.
  - The science behind life is very complicated.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **biology** and **biologist**. Then discuss four ideas in the passage, for example:
  - A biologist is a type of scientist that studies biology.
  - Biology is the study of life.
  - Biochemistry and ecology are just two examples of areas of biology; there are many others.
  - There is still a lot to learn about life on Earth.
- Review the two vocabulary words in the Chapter Overview and their definitions at the end of the lesson.

Word Study
These everyday words are highlighted in the sample pages on the right: life, hands-on, subject. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

"The chapter we're studying is called Exploring Life Science. Today we will read about what biology is and learn some important vocabulary words. Let's begin on page 8."

CHAPTER 1 Lesson 3

Exploring Life Science

Lesson Type Topic Sequence A

Objectives
- ★ The student identifies that biologists learn new things by doing experiments.
- ★ The student identifies that a lab is a good way to learn biology concepts.

Images, p. 11
- Read the title "Images" and the image labels. Then discuss the following point:
  - There are many types of images.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definition of the new vocabulary word in the passage: **image**. Then discuss ideas in the passage, for example:
  - Pictures help us learn about biology.

Models, p. 12
- Read the title "Models." Then discuss the following point:
  - A model can show what the inside of a cell looks like.
- Read the passage and ask students to "follow along in your book as I read the text to you." When finished, review the definition of the new vocabulary word in the passage: **model**. Then discuss ideas in the passage, for example:
  - Models usually show very small things, but not always. This means sometimes models are a guess.

Animation, p. 13
- Read the title "Animation." Then discuss the following point:
  - Animations are like mini movies.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **animation** and **dynamic**. Then discuss two ideas in the passage, for example:
  - Animations are helpful to see things that change in biology.
  - Cartoons are made with animation.

Lab, p. 14
- Read the title "Lab." Then discuss the following point:
  - This symbol appears at the top of every Lab page in the book.
- Read the passage and the ask students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **lab** and **experiment**. Then discuss two ideas in the passage, for example:
  - Biologists learn new things by doing experiments.
  - A lab is a good way to learn biology concepts.
- Review all six vocabulary words in the lesson and their definitions.

Word Study
These everyday words are highlighted in the sample pages on the right: visual, processes, represent. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

"The chapter we're studying is called Looking at Cells. Today we'll read four interesting passages. They are all about tiny cells. Cells make up all living things. Let's begin on page 11."

CHAPTER 1 Lesson 4

Exploring Life Science

Lesson Type Quiz/Review

Procedure
- Review the **Study Cards** for this chapter. Review all the cards first. The three vocabulary words on the quiz are **model, animation,** and **dynamic**. These three cards can be further reviewed to help prepare for the quiz.

Quiz, pp. 15–16
- Choose the procedure that works for you:
  - Have the students take the quiz in the book independently.
  - Read the questions and choices to the students, and have them circle or point to their answers.
  - Use the quiz as a chapter review and not a comprehension assessment.
- The quiz is also available in two digital formats: PDF and GoWorksheet Maker.
  - Print out the quiz with symbols from the PDF for the students to write on.
  - Have the students take the quiz without symbols (PDF or GoWorksheet) after using the book quiz as a review.
  - Have the students only take the GoWorksheet Maker quiz.

Write About It
- Choose the method that works for you.
  - Have the students complete the Write About It exercise independently.
  - Read the writing ideas from the Write About It **Reference Guide** to the students to stimulate their writing.
  - Have the students apply sentence strips in the Write About It exercise as an alternative to writing.

EXPLORE LIFE SCIENCE

COMPONENTS

Curriculum: Student Book, consumable Student Workbook, Instructor's Guide, 1 set of Reference Guides, 1 set of Study Cards, 1 set of Lab Materials, and digital resources from the Attainment HUB.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and 2 sets of Reference Guides.

EXPLORE BIOLOGY

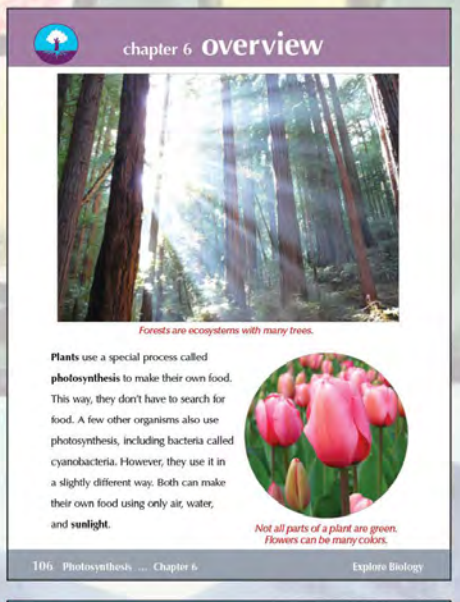
STUDENT BOOK SAMPLE PAGES

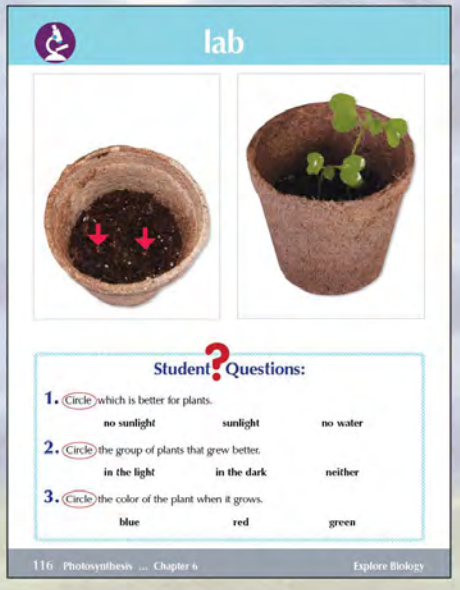
CHAPTERS

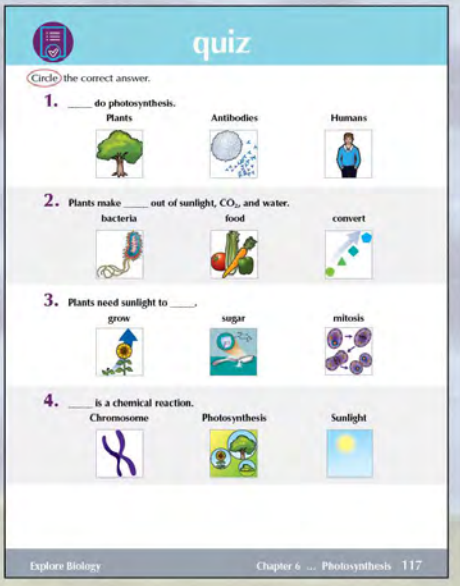
- Exploring Biology
- Competition
- Cells
- Molecules
- Cellular Respiration
- Photosynthesis
- Cell Division
- Immune System
- Diseases
- Reproduction & Development
- Genetics

LESSON SEQUENCE

- Big Ideas
- Vocabulary
- Overview
- In Focus
- Lab
- Quiz







EXPLORE BIOLOGY

INSTRUCTOR'S GUIDE SAMPLE PAGES

CHAPTER 6

Photosynthesis

Plants obtain their food in a different way than animals. They use a process called photosynthesis to create sugars that can be used for energy. Photosynthesis occurs in special organelles called chloroplasts. There is a pigment known as chlorophyll inside the chloroplasts. This pigment takes energy from sunlight, and several chemical reactions occur turn combine molecules of carbon dioxide and water into sugar and oxygen. This sugar is used to make energy through cellular respiration, and excess oxygen is given off in the atmosphere. A lot of plant competition revolves around obtaining sunlight because it is such an important resource for plants.

Lesson	Type	Objective	Student Book Page	Content
6.39	Getting Started	Identify two facts about the major illustration	101–103	Chapter title page, Big Ideas, Major Illustration
6.40	Vocabulary and Overview	★ Identify that plants do photosynthesis	104–107	Vocabulary, Chapter 6 Overview
6.41	Topic Sequence A	★ Identify that plants make food out of sunlight, CO_2, and water ★ Identify that plants need sunlight to grow	108–110	Plants, Sunlight
6.42	Topic Sequence B and Animation	Identify that plants have chloroplasts that perform photosynthesis ★ Identify that photosynthesis is done with chemical reactions	111–113	Chloroplasts, Chemical Reactions
6.43	In Focus and Animation	Identify how plants compare like animals	114–115	Plant Competition
6.44	Lab	Grow plants in the sun and in the dark	116	Lab
6.45	Quiz/Review		117–118	Quiz

Chapter 6 SAMPLE IMAGES included in the Image Library

CHAPTER 6 Lesson 39

Photosynthesis

Lesson Type Getting Started

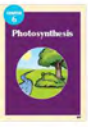
Objective
- The student identifies two facts about the Major Illustration.

Chapter Title Page, p. 101
- Ask the students, "What do you think the chapter will be about?"
- The three images are a leaf, a sun, and a chloroplast. Ask the students, "Which two images are in plants?"
- Read the text on the page, then discuss the following points:
  - Plants are green.
  - Plants don't move around like animals.
  - Sunlight is necessary for plants to grow.

Big Ideas, p. 102
- Read the text for each Big Idea, and discuss the following points:
  - Photosynthesis is how plants get food.
  - Plants are green because of the need to do photosynthesis.
  - CO_2 is the same gas that humans breathe out.
  - Photosynthesis is used to get energy to the cells of plants.

Major Illustration, p. 103
- Read the text on the page, then discuss the following points:
  - There are a lot of different kinds of plants.
  - Most plants are green.
  - Sunlight comes from the sun.
  - Ask the students to point to the things in the picture that do photosynthesis.

Word Study This everyday word is highlighted in the sample pages on the right: CO_2. Say the word aloud and ask the students to repeat it. Read the sentence in which it appears, and discuss its definition.



Introductory Script

"Today we are starting a new chapter called Photosynthesis. Photosynthesis is a very important process that plants do to get food and energy. Let's start on page 101."

CHAPTER 6 Lesson 40

Photosynthesis

Lesson Type Vocabulary and Overview

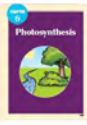
Objective
- ★ The student identifies that plants do photosynthesis.

Vocabulary, pp. 104–105
- Read each vocabulary word and its definition.
- Write the two "Find the words" on a whiteboard, and read them aloud.
- Ask the students to either (1) copy them in their **Student Book**, on the whiteboard, or on a separate piece of paper, or (2) point to the word you've written when it's spoken.
- Use the corresponding **Study Cards** when presenting the vocabulary words.
- Tell the students that "each word will be reviewed again after it's read in a lesson."
- The quiz vocabulary words are **chloroplast**, **leaf**, and **sunlight**.
- Review the previous vocabulary words that are essential to this chapter: **energy**, **ATP**, and **chemical reaction**.

Chapter 6 Overview, pp. 106–107

Note: You can read and discuss the two passages together or separately.
- Read the title "Chapter 6 Overview" and look at the images and corresponding captions. Then discuss the following points:
  - Plants need sunlight to grow.
  - Trees in a forest are tall so they can get sunlight.
  - Some sunlight gets through the trees to help the smaller plants grow as well.
  - Many people have gardens with colorful flowers.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **plants**, **photosynthesis**, and **sunlight**.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, discuss three ideas in the two passages, for example:
  - Plants do photosynthesis.
  - Sunlight is needed for photosynthesis.
  - Humans take in oxygen through the respiratory system.
- Review all three of the vocabulary words in the Chapter Overview and their definitions.

Word Study These everyday words are highlighted in the sample pages on the right: **release**, **survival**, **slightly**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.



Introductory Script

"The chapter we're studying is called Photosynthesis. Today we'll review important vocabulary words like leaf and sugar. Then we'll read the Chapter Overview. Let's begin on page 104."

CHAPTER 6 Lesson 41

Photosynthesis

Lesson Type Topic Sequence A

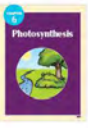
Objectives
- ★ The student identifies that plants need sunlight to grow.
- ★ The student identifies that plants make food out of sunlight, CO_2, and water.

Plants, pp. 108–109

Note: You can read and discuss the two passages together or separately.
- Read the title "Plants" and look at the images and corresponding captions. Then discuss the following points:
  - Flowers can be many different colors.
  - Flowers and all other plants have leaves.
  - Leaves turn different colors in the fall.
  - The roots make a tree sturdy and get nutrients for the tree.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **chloroplast**, **leaf**, and **growth**.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, discuss four ideas in the two passages, for example:
  - Plants need sunlight to grow.
  - Plants make food out of sunlight, CO_2, and water.
  - Plants need to be watered. This often comes from the rain.
  - Humans have all the characteristics to be alive as well.
- Review all three of the vocabulary words in the Chapter Overview and their definitions.

Sunlight, p. 110
- Read the title "Sunlight" and look at the images and corresponding captions. Then discuss the following points:
  - The sun gives energy to Earth.
  - The sun is needed for there to be life on Earth.
  - The other planets do not have life on them.
- Read the passage and ask students to "follow along in your book as I read the text to you." When finished, discuss two ideas in the passage, for example:
  - The sun is very hot. It has a lot of energy that it gives to Earth.
  - The energy from the sun is used to make food for cells.
- Review the three vocabulary words in the lesson and their definitions.

Word Study These everyday words are highlighted in the sample pages on the right: **wide**, **flat**, **dependent**, **support**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.



Introductory Script

"The chapter we're studying is called Photosynthesis. Today we'll read three interesting passages. They are all about how the sun helps plants grow. Let's begin on page 108."

CHAPTER 6 Lesson 42

Photosynthesis

Lesson Type Topic Sequence B and Animation

Objectives
- ★ The student identifies that plants have chloroplasts that perform photosynthesis.
- ★ The student identifies that photosynthesis is done with chemical reactions.

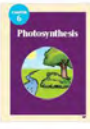
Chloroplasts, p. 111
- Read the title "Chloroplasts" and look at the image and corresponding caption. Then discuss the following points:
  - Chloroplasts make plants look green.
  - Cells in leaves have many chloroplasts to do photosynthesis.
  - Plant cells are squarer than animal cells.
- Read the passage and ask students to "follow along in your book as I read the text to you." When finished, discuss three ideas in the passage, for example:
  - Plants have chloroplasts that perform photosynthesis.
  - Chloroplasts are an organelle that animals don't have. Point out that there are no chloroplasts on the **Animal Cell Model**.
  - The endosymbiotic theory applies to chloroplasts.

Chemical Reactions, pp. 112–113

Note: You can read and discuss the two passages together or separately.
- Read the title "Chemical Reactions" and look at the images and corresponding captions. Then discuss the following points:
  - The sugar is a bigger molecule than the other three.
  - Air, soil, and sunlight are all needed for plants to grow.
  - Humans breathe in oxygen.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the new vocabulary words in the passage: **convert** and **sugar**.
- Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, discuss four ideas in the two passages, for example:
  - Plants need energy and nutrients just like animals and all cells.
  - Photosynthesis is done with chemical reactions.
  - The sugar that is made is food for the plants.
  - Cellular respiration was the focus of Chapter 3. Review what cellular respiration is.
- Review the two vocabulary words in the lesson and their definitions.

Animation
- There is an animation about photosynthesis to show with this lesson.
  - The animation shows the process of photosynthesis as it occurs inside the chloroplasts.

Word Study These everyday words are highlighted in the sample pages on the right: **pigment**, **captures**, **store**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.



Introductory Script

"The chapter we're studying is called Photosynthesis. Today we'll read three interesting passages. They are about the organelles that do photosynthesis and the chemical reactions that happen there. Let's begin on page 111."

Reference Guide
Animations
Photosynthesis

EXPLORE BIOLOGY

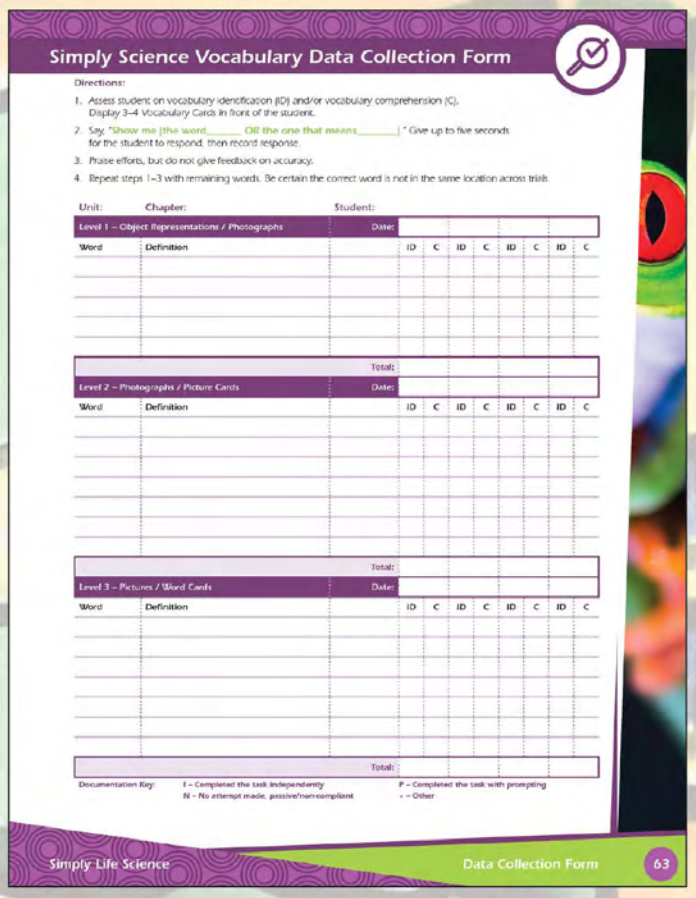
COMPONENTS

Curriculum: Student Book, consumable Student Workbook, Instructor's Guide, 1 set of Reference Guides, 1 set of Study Cards, 1 set of Lab Materials, and digital resources from the Attainment HUB.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, samples of communication overlays, and 2 sets of Reference Guides.

SIMPLY SCIENCE SERIES

SIMPLY LIFE SCIENCE SAMPLE PAGES



Simply Science Vocabulary Data Collection Form

Directions:

1. Assess student on vocabulary identification (ID) and/or vocabulary comprehension (C). Display 3–4 Vocabulary Cards in front of the student.
2. Say, "Show me [the word_____ OR the one that means_____]." Give up to five seconds for the student to respond, then record response.
3. Praise efforts, but do not give feedback on accuracy.
4. Repeat steps 1–3 with remaining words. Be certain the correct word is not in the same location across trials.

Unit: Chapter: Student:

Level 1 – Object Representations / Photographs	Date:							
Word	Definition	ID	C	ID	C	ID	C	ID	C
	Total:							
Level 2 – Photographs / Picture Cards	Date:							
Word	Definition	ID	C	ID	C	ID	C	ID	C
	Total:							
Level 3 – Pictures / Word Cards	Date:							
Word	Definition	ID	C	ID	C	ID	C	ID	C
	Total:							

Documentation Key: I – Completed the task independently; P – Completed the task with prompting; N – No attempt made, passive/non-compliant; + – Other

Simply Life Science Data Collection Form 63

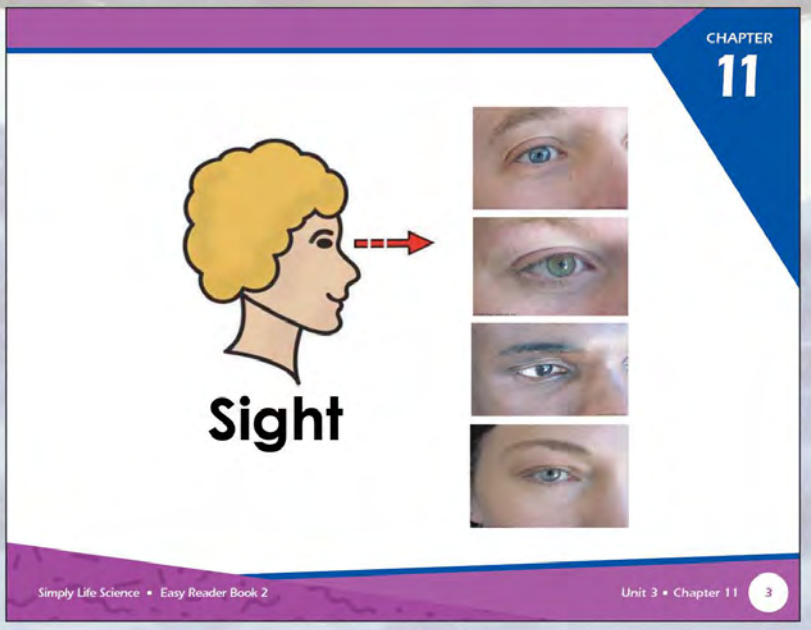
Teacher's Guide Sample Page

Your Body Protects Your Eyes

Before we learn more about the parts of the eye, go back to the mirror. What do you see around the eyes? You see eyelashes and eyelids. You see eyebrows. If you touch above your eye on the eyebrow and below your eye you will feel hard bone. Everything around your eyes protect them.

Simply Life Science • Student Book 2 Chapter 11 • The Sense of Seeing 17

Student Workbook Sample Page



CHAPTER 11

Sight

Simply Life Science • Easy Reader Book 2 Unit 3 • Chapter 11 3

Easy Reader Sample Page

SIMPLY SCIENCE SERIES

SIMPLY HEALTH SAMPLE PAGES

Simply Health: An Introduction

Simply Health is a standards-based science curriculum for students with limited reading abilities, including those with an intellectual disability or autism. The curriculum includes: one **Student Book**, a **Consumable Student Workbook**, an **Easy Reader**, a **USB flash drive**, and this **Teacher's Guide**.

Curriculum Inventory

***Simply Health* Teacher's Guide** includes:

- Standards Alignment for chapter content
- An At a Glance chart with the instructional resources available for each chapter
- 3-day and 5-day Simply Science Lesson Template
- Sample 3-day and 5-day lesson for the chapter *Eating Healthy*
- Data collection forms

***Simply Health* Student Book** includes:

- Vocabulary Picture Cards
- Vocabulary Definitions
- Symbol-supported Text Articles
- Chapter Quizzes

The Easy Reader is a companion book that provides access to instructional lesson content for students that struggle with concepts covered by the symbol-supported Text Articles. The Easy Reader uses simplified text and large images to provide access to lessons tied to grade-level content.

The consumable *Simply Health* Student Workbook includes chapter quizzes for students to complete at the end of the unit chapters. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to share their accomplishments with peers, parents, and instructional staff.

USB flash drive includes the following for each chapter:

Articles
- Symbol-Supported Text Article
- Easy Reader

Vocabulary
- Vocabulary picture flashcard files
- Vocabulary definitions

Activities
- Worksheets
- Quizzes
- Language extension activities

Projects / Experiments

Extras
- Text articles without symbol supports
- Image libraries: Literacy Support Pictures (LSP) and photographs
- Standards Alignment document
- *Simply Health* At a Glance chart
- Master Vocabulary picture flashcards and definitions for *Simply Health*

Picture it files—Picture It Software is required to open these files. **IMPORTANT:** *Picture It Software is not required to access all the content in Simply Health™.* The Picture It files are included as a "true" extra for those who already have purchased the Picture It Software.

PixWriter™ setups—PixWriter™ Software is required to open and access these files.

Teacher's Guide Sample Page

Vocabulary

balanced diet	calcium
carbohydrates	dairy
dehydrated	diet
fruits	grains

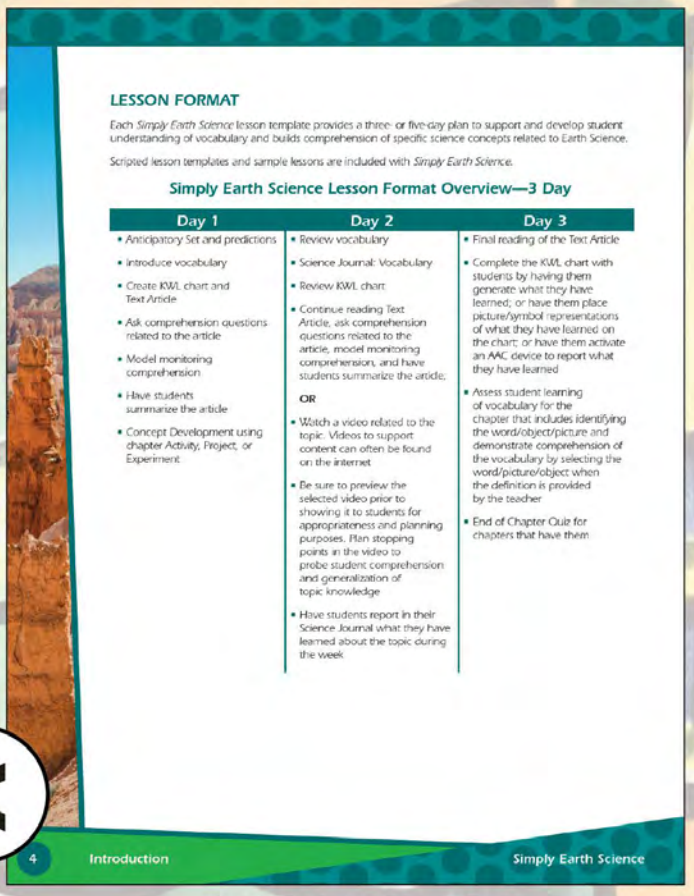
Student Workbook Sample Page

Chicken is a healthy meat.

Easy Reader Sample Page

SIMPLY SCIENCE SERIES

SIMPLY EARTH SCIENCE SAMPLE PAGES



LESSON FORMAT

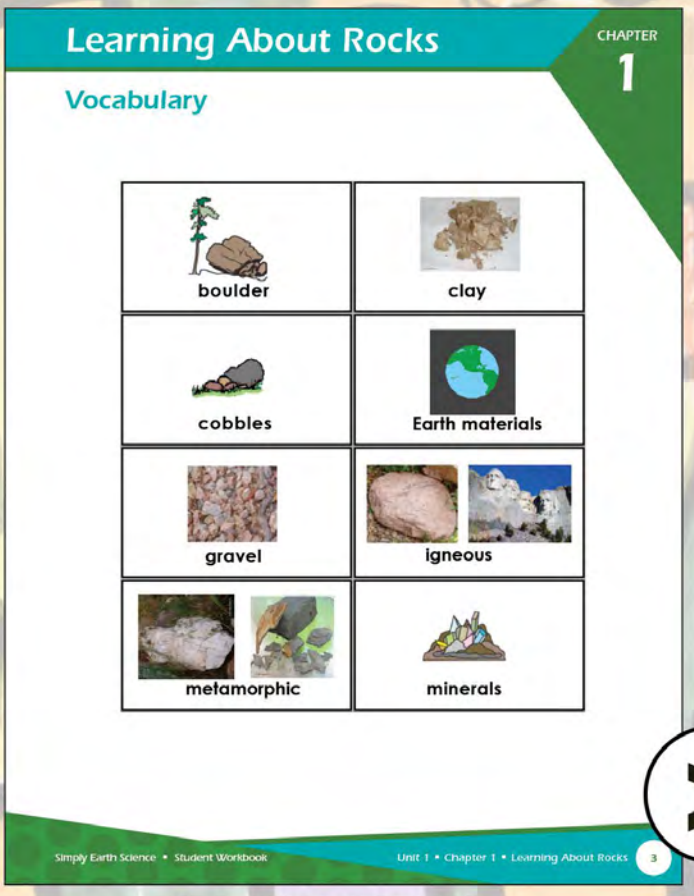
Each Simply Earth Science lesson template provides a three- or five-day plan to support and develop student understanding of vocabulary and builds comprehension of specific science concepts related to Earth Science.

Scripted lesson templates and sample lessons are included with *Simply Earth Science*.

Simply Earth Science Lesson Format Overview—3 Day

Day 1	Day 2	Day 3
• Anticipatory Set and predictions • Introduce vocabulary • Create KWL chart and Text Article • Ask comprehension questions related to the article • Model monitoring comprehension • Have students summarize the article • Concept Development using chapter Activity, Project, or Experiment	• Review vocabulary • Science Journal: Vocabulary • Review KWL chart • Continue reading Text Article, ask comprehension questions related to the article, model monitoring comprehension, and have students summarize the article; OR • Watch a video related to the topic. Videos to support content can often be found on the internet • Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge • Have students report in their Science Journal what they have learned about the topic during the week	• Final reading of the Text Article • Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned • Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher • End of Chapter Quiz for chapters that have them

Teacher's Guide Sample Page

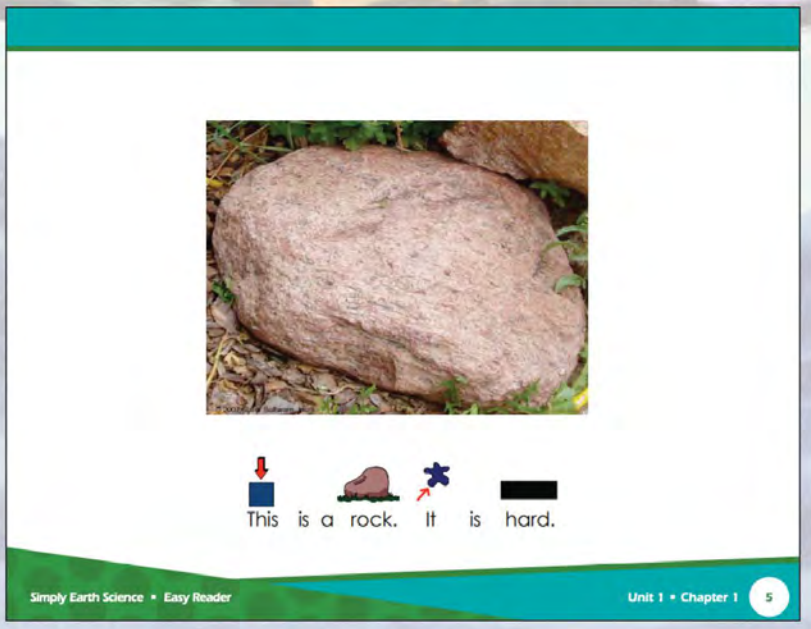


Learning About Rocks

CHAPTER 1

Vocabulary

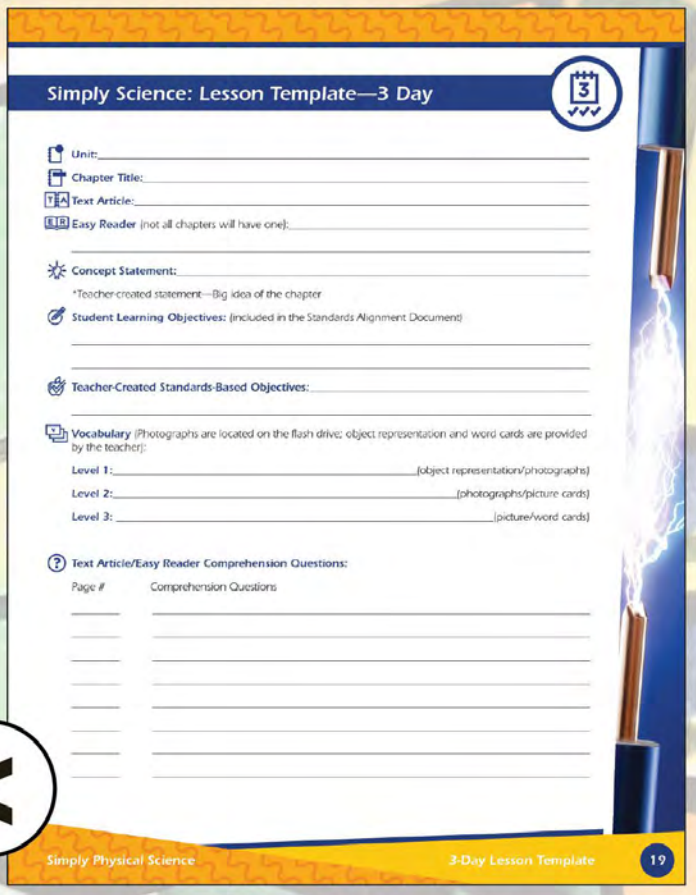
Student Workbook Sample Page



Easy Reader Sample Page

SIMPLY SCIENCE SERIES

SIMPLY PHYSICAL SCIENCE SAMPLE PAGES



Simply Science: Lesson Template—3 Day

Unit:

Chapter Title:

Text Article:

Easy Reader (not all chapters will have one):

Concept Statement:

*Teacher-created statement—Big idea of the chapter

Student Learning Objectives: (included in the Standards Alignment Document)

Teacher-Created Standards-Based Objectives:

Vocabulary (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

Level 1: (object representation/photographs)

Level 2: (photographs/picture cards)

Level 3: (picture/word cards)

Text Article/Easy Reader Comprehension Questions:

Page #	Comprehension Questions

Simply Physical Science 3-Day Lesson Template 19

Teacher's Guide Sample Page

Vocabulary Definitions

appliance Any machine that uses electricity to do work.

atoms Small particles that make up all matter.

battery A container filled with chemicals that makes electrical power.

electricity Energy that occurs from the flow of electrons.

Simply Physical Science • Student Workbook Chapter 1 • Learning About Electricity 4

Student Workbook Sample Page

The electricity went out. My little sister could not make a snack in the microwave, so she ate some grapes.

Simply Physical Science • Easy Reader Unit 1 • Chapter 1 5

Easy Reader Sample Page

SIMPLY SCIENCE SERIES

COMPONENTS

Includes: Simply Life Science, Simply Health, Simply Physical Science, and Simply Earth Science Kits. Access to digital resources from the Attainment HUB.

SIMPLY SCIENCE SERIES

RESEARCH APPLIES TO ENTIRE SERIES

INSTRUCTIONAL METHODS

The *Simply Earth Science* curriculum provides a lesson template for planning and creating either a three- or five-day instructional plan. The lesson template helps to provide structure to lessons and ensure a systematic approach to providing instruction. Systematic instruction components are embedded in the template scripts and include the evidence-based practices described below.

Time-Delay Procedure

The time-delay procedure uses systematic prompting and prompt fading to promote the learning of a desired response with few or no errors. *Simply Earth Science* lesson templates encourage the use of the time-delay procedure to teach vocabulary identification and vocabulary comprehension. During the initial round of teaching, the teacher immediately points to or provides the correct answer response for students allowing for errorless learning (0 second time-delay). Prompts are gradually faded and students are given the opportunity to respond independently (5 second time-delay). Incorrect responses are blocked and students are redirected to the correct answer.

Sample Time-Delay Script

Review the vocabulary words using the Vocabulary Flashcards found on the USB flash drive and in the Student Book. Define each of the vocabulary words using the definitions included in the Student Book. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **I want you to find the words from our Text Article or Easy Reader.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the students ability.

Time-Delay Procedure: Vocabulary Identification
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the vocabulary word. **Show me _____.** For example, **Show me rock.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the vocabulary word. Do not point to the Vocabulary Flashcard this time. Say, **Show me _____.** Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Now we are going to learn definitions to the vocabulary words from the Text Article or Easy Reader. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the students ability.

Time-Delay Procedure: Vocabulary Comprehension
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the definition. **Show me the one that _____.** For example, **Show me the one that is a hard, solid material that covers the Earth.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the definition. Say, **Show me the one that _____.** For example, **Show me the one that is a hard, solid material that covers the Earth.** Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Least Intrusive Prompts and Specific Feedback

A system of least intrusive prompts places prompts given to students into a hierarchy from the least intrusive (or most independent) to the most intrusive (or least independent). Prior to prompting, the student should be provided the opportunity to respond independently. If an independent response does not occur, the continuum of prompts is utilized until the student elicits a response. Prompting is most effective when it is paired with specific feedback. Specific, descriptive feedback is essential for students to develop skills and to promote student success. The *Simply Earth Science* lesson templates include least intrusive prompting procedures, scripts for delivering specific praise to reinforce correct student responses, and error correction procedures to prompt incorrect student responses.

EXPLORE AMERICAN HISTORY

STUDENT BOOK SAMPLE PAGES

CHAPTERS

- Explore History
- Early Years
- Revolutionary War
- Westward Ho!
- A Nation Divided
- One Nation Grows
- World Trouble
- World Trouble Again
- Superpower
- A New Century
- Biographies
- Videos

LESSON SEQUENCE

- Anticipatory Set
- Vocabulary
- History Story
- History Story 2
- Quiz
- Writing

Thousands of pioneers left their homes in the East and moved to the West. This movement created a country that would become very strong.

1. Who do you think were American pioneers—people who moved to the West?
2. How do you think people moved when there were no cars and trucks?
3. What kind of dangers do you think the American pioneers faced?

VOCABULARY

pioneers		people who moved to the West to live
trails		dirt roads pioneers used to move to the West
mountain men		men who made a living trading furs for money
forty-niners		people who moved to the West to find gold
cowboys		men who looked after large herds of cattle

Louisiana Purchase

One way the United States got more land was to buy it from another country. President Jefferson bought land from France. President Jefferson doubled the size of the country. He sent two explorers, Lewis and Clark, to find out how much land there was. They had to find out what kind of plants, animals, and people lived on the land.

Starting West

Pioneers began to move to the West. Land was cheap. Poor people, servants, farmers, and immigrants (people who came to this country from other countries) thought they could have a better life. People kept moving west until all of the land was settled. What do you think moving in a covered wagon was like?

QUIZ

Directions: Circle the answer.

1. The people who moved west to start farms were called:

2. People who looked for gold and silver in the west were called:

3. People who traded furs for money and supplies were called:

QUIZ

Directions: Write or say the answer.

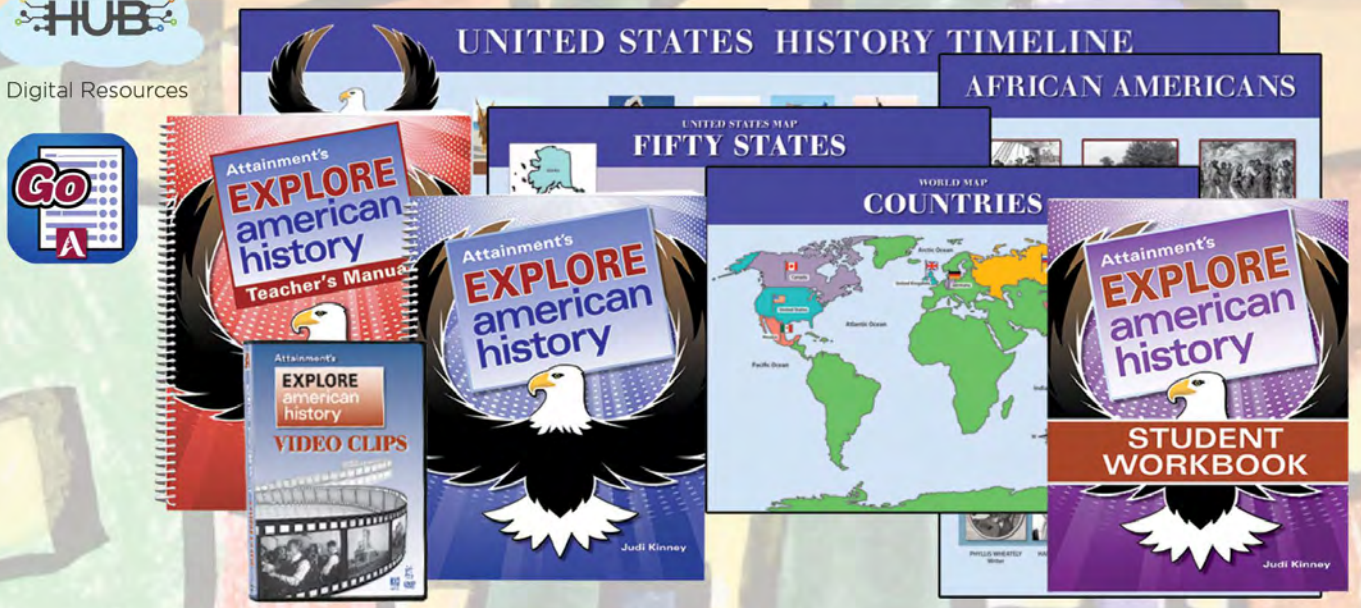
1. Tell one thing about the life of a pioneer.
2. Tell one group of people who moved west.
3. Tell one way people traveled west.

EXPLORE AMERICAN HISTORY

COMPONENTS

Attainment HUB

Digital Resources



Curriculum: Student Book, consumable Student Workbook, a Teacher's Manual with digital resources from the Attainment HUB, Historical Video Clips DVD, and 4 Tools of History Mats.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

EXPLORE WORLD HISTORY

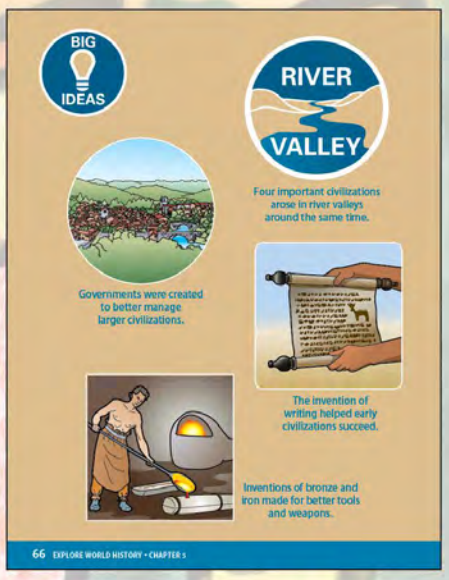
STUDENT BOOK SAMPLE PAGES

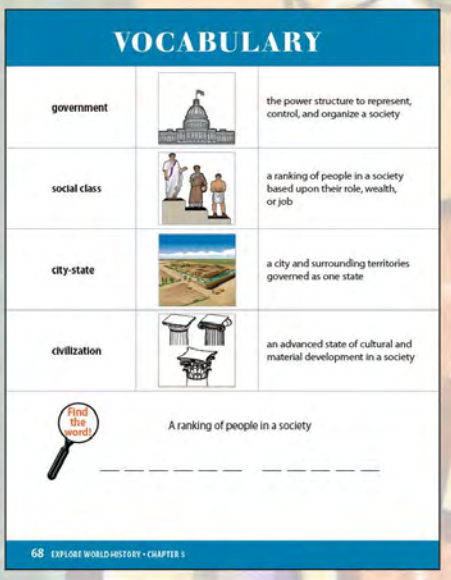
CHAPTERS

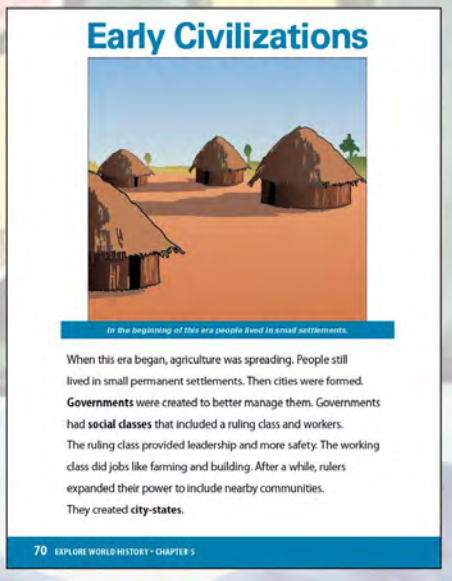
- Study Tools
- Geography
- Early Humans
- Agriculture
- Early Civilizations
- Writing
- Classical Empires
- Trade
- Middle Ages
- Religion
- Early Modern
- War
- Modern Times
- Biographies

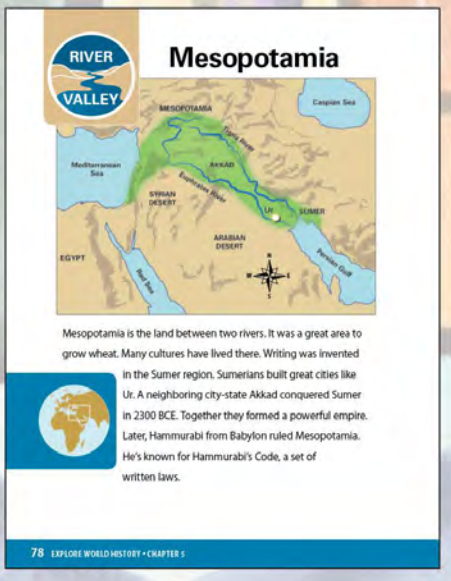
LESSON SEQUENCE

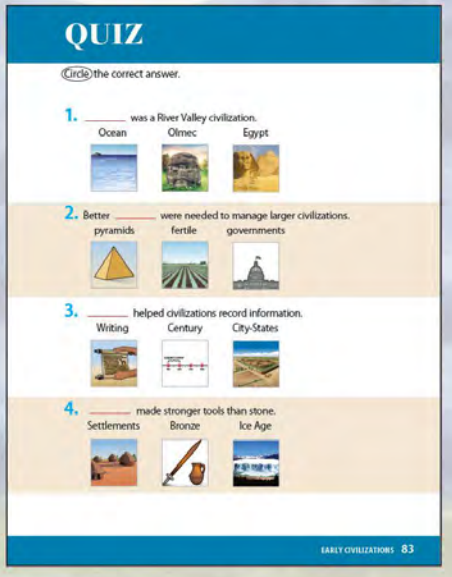
- Big Ideas
- Vocabulary
- Chapter Overview
- Important Topic
- Review
- Write About it

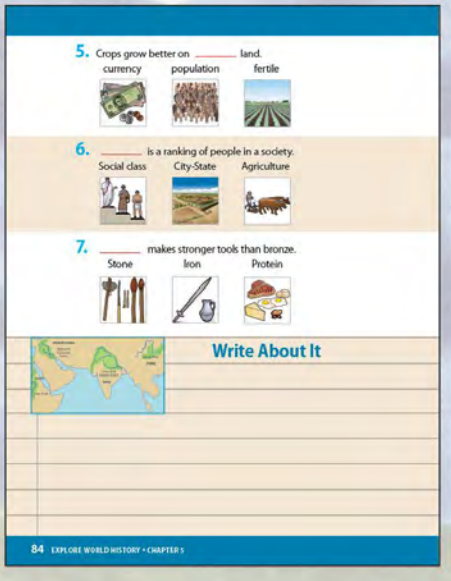






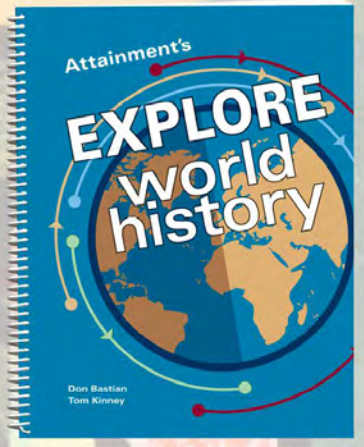


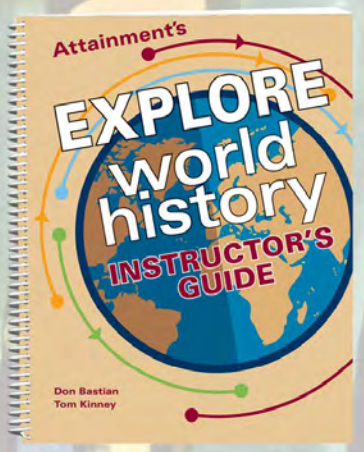




EXPLORE WORLD HISTORY

SAMPLE PAGES





Attainment HUB

Digital Resources

Curriculum: Student Book, consumable Student Workbook, Instructor's Guide with resources from the Attainment HUB, World Historical Videos DVD, 1 set of Reference Booklets, 1 set of Study Cards, and 1 Lesson Plans Reference Guide.

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EXPLORE SOCIAL STUDIES

SAMPLE PAGES

LEVEL 1 STORY PAGE AND QUIZ

Managing Your Personal Economy

Using a budget is a good way to manage your money.

We need money for food, clothes, and a place to live. It is important to not run out of money. Putting your money in the bank is a way to keep it safe. A **budget** can help you manage your money. A budget is a plan for how to spend the money you earn. It tells you how much money you will need to spend on food, a place to live, and clothes. Your budget helps you know how much you can spend on fun things like movie tickets, music, and vacations.

LEVEL 2 STORY PAGE AND QUIZ

The Role of Money in an Economy

In an **economy**, money is like a language. People who share a language agree on what words mean. People in a **society** also need to agree on a system of money for buying and selling. When people agree on the value of their money, buyers and sellers can more easily agree on what things cost. Prices for goods and services may go up or down, but the value of the money stays the same for everyone.

Each country has their own type of currency for money.

Early coins were made out of metals such as bronze, gold, and silver. Coins had value because of the metal they were made out of. The Chinese were the first people to use paper money. The Chinese rulers promised that paper money would have the same value as coins.

Today, paper bills and coins are used as money all over the world. Each **government** controls the money system for that country. The governments decide on what kind of **currency** people will use. The currency of the United States is the dollar.

The U.S. dollar is the currency used in all 50 states. The U.S. Mint is in charge of creating coins. Paper money is printed by the U.S. Bureau of Engraving and Printing. The coins and dollar bills have the same value everywhere in the United States.

Modern **technology** has made it possible for people to buy things without carrying paper bills or coins with them. When you use a debit card or credit card to make a purchase, money is automatically transferred from your bank account to the store.

Quiz

Managing Your Personal Economy

1 A budget is a plan for how to spend the money you earn.

☐ True ☐ False

2 Putting your money in a bank is a way to keep it safe.

☐ True ☐ False

3 What does a budget help you keep track of?

☐ monthly expenses like rent and food
☐ weather reports
☐ television schedules

Quiz

Managing Your Personal Economy

1 How can you earn interest payments from a bank?

☐ by keeping money in a savings account
☐ by using a credit card
☐ by working at a job

2 What is a way to pay for things without using cash?

☐ budget plan
☐ utility bill
☐ debit card

3 What is paid to a bank when you borrow money?

☐ sales tax
☐ loan interest
☐ income tax

4 What does a budget help you keep track of?

☐ your living expenses
☐ your favorite sports team
☐ the weather report

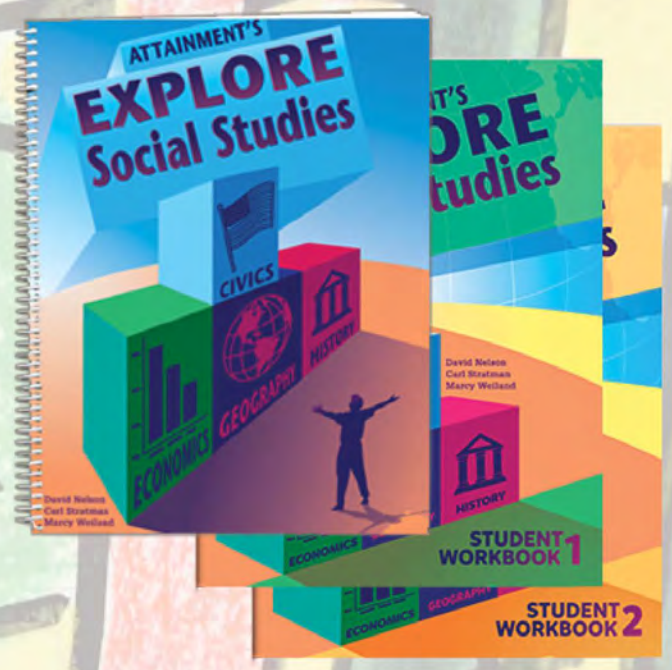
5 Which statement is a FACT—not an OPINION?

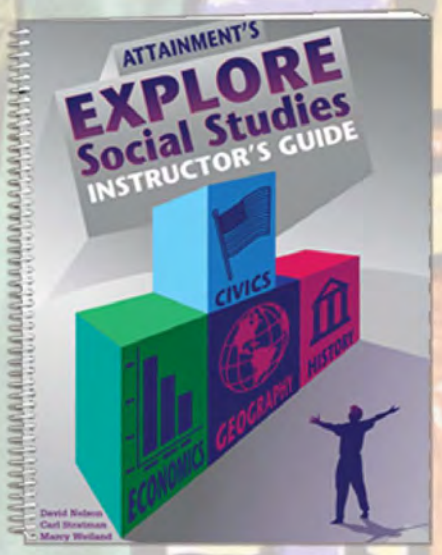
☐ Everyone should use a budget.
☐ People work at jobs to earn money.
☐ Using a credit card is the best way to pay for things.

EXPLORE SOCIAL STUDIES

COMPONENTS

Attainment HUB Digital Resources





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EXPLORE SOCIAL STUDIES

KEY CONCEPTS				
CIVICS	ECONOMICS	HISTORY (WORLD)	HISTORY (U.S.)	GEOGRAPHY
• Foundations of the American political system • Civic life, government, and politics • Government for the people • Coming to America • Citizenship rights and responsibilities	• Buying and selling • Financial systems • Living in a global marketplace	• Prehistoric life on Earth • Civilizations rise and fall • Writing down history • The age of exploration • History and art • Sharing ideas and information • Europe changes the Americas • New technology and an industrial revolution • Global crisis • Global cooperation	• Colonization and settlement • Revolution and a new nation • New land for the United States • Ending slavery and preserving the Union • An American industrial revolution • Global war changes the role of the United States • Ten years of money trouble for the United States • America enters another global war • Working for equality and civil rights • The American story continues • Geography • Geographic tools and skills • Looking at space and place • Environment and society	• Geographic tools and skills • Looking at space and place • Environment and society

GOTALK® DESIGN

SAMPLE SOFTWARE SCREENS

GOTALK® DESIGN

COMPONENTS

Attainment HUB

Digital Resources

1 device: Buy from the Store, or buy directly from us to receive an access code to redeem via the new Attainment HUB. Discs available for backup or installation upon request. Call for quantities over 5. Web-based subscriptions now available for one or three years.

SAMPLE PAGES

Getting Started with *GoTap Braille*

GoTap Braille should always be used by a qualified teacher of the visually impaired (TVI) or by a paraprofessional working under the direction of a TVI. Research has shown that braille instruction for students with blindness and significant low vision should be presented on a structured and consistent basis (Emerson, et al., 2009). Although there has been some research regarding various strategies or materials in the teaching of braille reading, feedback shows these are secondary to the need for consistency and daily instruction.

Students who are candidates for using *GoTap Braille* should have precursor skills to braille instruction. These include tactile awareness and perception, concepts skills (e.g., discriminating same and different), and fine-motor skills such as exploring objects and using two hands cooperatively (Floyd, 2018). Also, students should have skills in attention, listening, and knowledge of or experience with tactile books (McComiskey, 1996).

When using *GoTap Braille* and supplemental devices, along with materials and strategies, professionals and parents should keep in mind characteristics of successful braille readers (Mangold, 1987), which include the following:

- Exhibiting few regressive hand movements (either vertically or horizontally)
- Using little pressure when touching the braille dots
- Utilizing a two-handed reading technique in which the left hand locates the beginning of the next line, while the right hand finishes reading the previous line
- Using at least four fingers at all times
- Scanning efficiently when reading both a vertical and horizontal format
- Reading letters accurately without confusing letters, which are mirror images of other letters

Second, teachers should include high quality practices in instruction as follows (Gorski, 2019):

- Teaching essential reading skills (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension)

- Providing differentiated instruction by adapting instruction to meet each student's needs
- Providing explicit and systematic instruction with lots of practice
- Providing opportunities to apply skills in reading and writing meaningful text with teacher support
- Monitor student progress and reteach as necessary

When getting started with *GoTap Braille*, teachers of the visually impaired should first become familiar with the Main Menu (see Figure 3) and comprising parts of the app. Also, teachers should become familiar with important accessibility settings in iOS devices (see

Figure 3. GoTap Braille Main Menu

Section III). The *GoTap Braille* app is divided into four parts, including Tactile Discrimination, Practice: Part 1, Practice: Part 2, and Review. Teachers should be aware that students can proceed through the app pages as arranged or can skip to pages they feel are most needed to fill in gaps that a student might have or if needed to supplement current braille skills.

The Tactile Discrimination section provides practice in tactile skills prior to learning letters and words. Students are provided the opportunity to further tactile perception by locating a grouping of dots in a row that is different from the others (see Figure 4) or by finding a specific letter in a group of different letters (see Figure 5). For students who need additional practice in tactile discrimination, teachers may consider obtaining other materials such as the Mangold Braille Program (Mangold, 1994).

The Practice: Part 1 section of *GoTap Braille* teaches the upper cell contractions within sight words from pre-kindergarten through part of second grade. For pages in which students are learning new words and

GOTAP BRAILLE

COMPONENTS

Includes: GoTap Braille iPad App, 32 overlays, 5 templates, over 500 Braille tiles, tactile manipulatives, the GoTap Braille Guidebook, and digital resources from the Attainment HUB.

RESEARCH

Historical Perspectives

In 1829, at the age of 15, Louis Braille published a system that used combinations of up to six dots to represent letters and word fragments. This first uniform braille code was accepted worldwide, and in 1918, it was adopted in the United States as the national standard for tactile reading and writing (Omvig, 2009). Louis Braille's invention enabled students who were blind and those with low vision around the world to learn to read and write. Since then , thousands of children and adults who are blind have become literate. Print and braille are both comprised of symbols, and literacy is based upon the ability to read and write with symbols. Braille is to the blind what print is to the sighted. Without braille, students with blindness or low vision would not be able to spell, compose, or read independently.

Like many other areas of reading instruction, professionals have debated various approaches to braille instruction. One of the most important debates was whether to begin instruction in the braille alphabet (Grade 1) and then proceed to contracted braille (Grade 2). In fact, in 1969, Lowenfeld, Abel, and Hatlen (1969) noted that one-third of teachers at residential schools for the blind began braille instruction with the braille alphabet, while two-thirds began teaching contracted braille.

Dr. Randall Harley, one of the most important researchers in the field wrote in 1969 that there was little research in the appropriate instruction of braille reading. He then compared various approaches to braille and published his landmark study. He examined strategies to teaching braille reading including Grade 1 braille, Grade 2 braille, a phonemic approach, an analytical approach, and a synthetic approach. The following conclusions were made:

- The Grade 2 braille groups performed above average in accuracy and comprehension.
- Approaches using Grade 2 or phonemic components were received with enthusiasm by students.
- Students receiving Grade 1 contracted braille scored low and required four to six weeks to transition to Grade 2 braille.

Most professionals begin instruction in Grade 2 or contracted braille for students who do not have additional significant disabilities. Based upon research, *GoTap Braille* has been designed to begin with Grade 2 or contracted braille.

The Braille Crisis

It is now well-documented that the United States and many other countries are experiencing a "braille literacy crisis." In fact, in 2009, the National Federation of the Blind (NFB) Jernigan Institute noted that fewer than 10% of those who are legally blind, and fewer than 40% who are functionally blind, were braille readers. Recent research shows that over half of working-age people who are blind or visually impaired are not in the labor market, compared with fewer than a quarter of people without disabilities. Also, while 79% of persons without disabilities are working, 44% of those who are blind or visually impaired are employed. Among workers who are blind or visually impaired, 32% worked either part time or only part of the year in 2016 (American Foundation for the Blind [AFB], 2016).

Recent statistics from the American Printing House for the Blind, listed below, show the decline in braille instruction and materials (Welcome Everyone- APH Annual Report, Fiscal Year 2018):

- Braille readers make up only 7.9% of students, while 11.5% are auditory readers; non-readers and symbolic readers comprise 30.9%.

- 21,174,994 braille pages were produced in 2016, compared to 12,838,596 in 2017 and 11,726,520 in 2018.
- 93,303 braille volumes were produced in 2016, compared to 61,667 in 2017 and 51,772 in 2018.

Many organizations and individuals speculate as to why braille instruction has diminished. Reasons include a shortage of teachers who are competent in braille, negative attitudes about braille among the sighted, a historical emphasis on teaching print (NFB, 2009), and an increased use of speech-generating devices (NBP, 2010).

The NBP provided some interesting facts supporting the importance of braille instruction, noting that of the 26% of individuals who are blind and employed, the majority are braille readers. However, the braille literacy rate for school-age children who are blind has declined from over 50% (40 years ago) to only 12% today.

In a study published in 2018, Silverman and Bell investigated the correlation between braille reading, well-being, and employment. A total of 443 participants completed the survey. Results suggested that individuals who were primarily braille readers since childhood had greater life satisfaction, self-esteem, and job satisfaction than individuals who reported not using braille as their primary reading medium during childhood. Also, individuals who became braille readers in adolescence or adulthood had higher life satisfaction, higher self-esteem, and greater employment rates than those who were not braille readers.

The Need for New Technologies

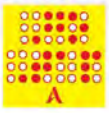
In addressing the braille literacy crisis, the National Federation of the Blind (NFB, 2009) made several recommendations, which included advancing the use of braille in current and emerging technologies and researching new methods for teaching and learning braille. Attainment Company, in collaboration with authors Betsy Flener, EdD, a low vision education specialist and assistive technology consultant, and Joni Nygard, MS CCC-SLP, a specialist in augmentative alternative communication and low incidence curriculum, began work on *GoTap Braille* over a year ago. The authors were committed to developing a product encompassing a new and engaging way for students to learn braille. *GoTap Braille* was developed with the idea that students should learn braille in an engaging way, one that mirrors reading instruction for typically developing sighted peers. Ideally, sighted students could sit alongside the blind student and learn the same words and word fragments in print. In the past, typical braille instruction often included programming that removed the blind or low vision student from instruction with their sighted peers.

Historically, much of braille instruction has focused on learning contractions in various groups rather than the specific contractions in the sequence of sight words that students typically learn. *GoTap Braille* focuses on introducing the Unified English Braille Code (UEB) with Dolch sight words and some Fry sight words in a similar order that sighted peers learn the same words. Sight words are critical to reading instruction in that they make up 75% of words in children's printed materials. Also, sight words can build upon each other and provide clues to the context of printed material (Courtenay, 2014). Hayes (2016) noted the importance of sight words as (1) they improve a student's overall reading abilities, (2) they improve a student's confidence in reading, and (3) they are beneficial when used with other literacy instruction.

What Sets GoTap Braille Apart

GoTap Braille is an exciting app designed for the iPad that includes over 35 interactive tactile overlays. For matching activities, the template overlays are used for many of the over 80 pages that comprise the app. *GoTap Braille* is the second major commercial product to encompass tactile

Figure 1. GoTap Braille App Icon



overlays with auditory output on the iPad to enhance literacy for students with blindness or low vision. The **TactileTalk Toolkit and Guidebook** (Flener & Nygard, 2015) was the first product by the same authors and winner of the National Braille Press Louis Braille Touch of Genius Competition for Innovation in 2015. It provided young learners with blindness and low vision and those with additional disabilities a means for communication and an opportunity to develop early tactile literacy skills.

The communication book within the **TactileTalk Toolkit** incorporates tactile symbols with an easy-to-use navigation system to communicate functional needs and basic choices. The tactile skills reinforced through the **TactileTalk Toolkit** are precursors to braille and include skills such as texture discrimination, shape identification, size differentiation, identification of positions, counting skills, and the skills needed to follow a tactile path. Also addressing early literacy, the **TactileTalk Toolkit** includes an adapted version of the book *Charlotte's Web* with corresponding tactile symbols and simplified professionally narrated language.

GoTap Braille teaches and reinforces the Unified English Braille Code (UEB), which includes over 180 contractions. The first few pages of the app allow students to build tactile discrimination skills by finding the group of dots that form a different letter or by finding a specific braille letter in a row of braille characters. The app then introduces a few whole word contractions and beginning primer level sight words. The practice section of the app encompasses two levels. Practice: Part 1 introduces contractions and sight words at a first- to second-grade level. Most, if not all, include upper-cell contractions. Practice: Part 2 introduces sight words at a second- to fourth-grade level. Many of these words contain lower-cell and multiple character contractions.

GoTap Braille was designed by thoroughly examining the features in various literacy apps that actively engage sighted students. These include the opportunity to match braille words and contractions on the overlays with auditory feedback, create and form words with various contractions, make sentences with various short words, read sentences and paragraphs on the overlays, and read a short story, all with auditory reinforcement. The *GoTap Braille* app and the prototype overlays have been trialed by teachers of young students who use braille, and the results have been positive. Students who trialed the app enjoyed the immediate auditory reinforcement.

As best practice when teaching reading, no reading program should be a stand-alone program. *GoTap Braille* is designed to be used along with other reading strategies and materials. The National Reading Panel notes that reading instruction should contain five components, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (National Reading Panel, 2000). *GoTap Braille* does teach all contractions used in basic reading, including some punctuation marks, allowing it to stand alone as a program that teaches initial braille skills. Primary features that set *GoTap Braille* apart from other programs are that materials are in large print and braille so that sighted students and students with low vision can sit alongside the child who is blind and also learn sight words, engage in creating words from fragments, create sentences, read sentences,

read paragraphs, and read a story with auditory feedback and reinforcement. Additionally, a paraprofessional can use the program under the supervision of a qualified teacher of the visually impaired.

GoTap Braille is a program that will lend itself to the next generation of braille learners. We all recognize the importance of learning concepts and literacy. After Louis Braille created the braille code almost two hundred years ago, thousands of children and adults who were blind became literate. With rapidly developing technologies, there are additional strategies people can use to communicate and become literate. However, since braille is to the blind what print is to the sighted, we know that new and different ways to learn braille are critical to the development of literacy in generations to come. Without braille, students with blindness or low vision would not be able to spell, compose, and read independently. We are excited for a new generation of braille learners to begin their journey to literacy with *GoTap Braille*.

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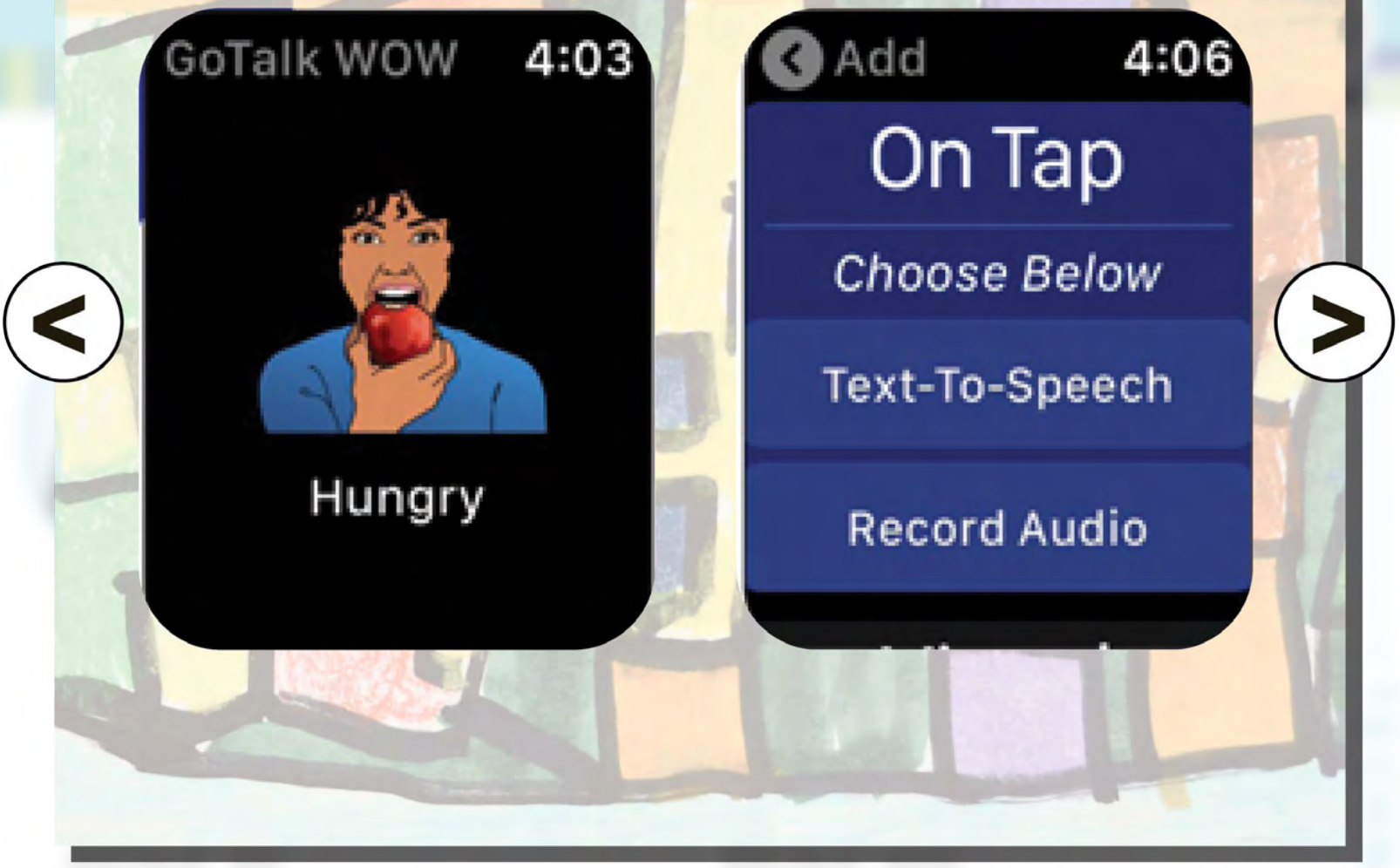
GOTALK® SELECT


GoTalk WOW 4:03
Hungry
Add 4:06
On Tap
Choose Below
Text-To-Speech
Record Audio

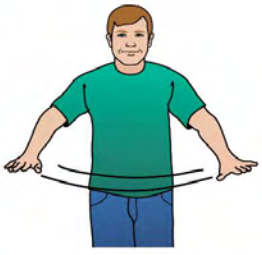
GOTALK® GO

GOTALK® DUO WITH OVERLAY EXAMPLES

Add

Subtract

I have a question



All Done

Help Me

Abiotic

Biotic

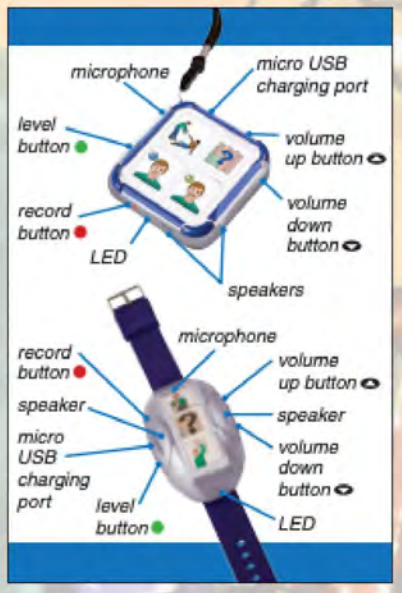
GOTALK® SELECT AND GO

GoTalk® Wearables!

Record and play messages on these wearable, rechargeable AAC devices from Attainment Company.

The **GoTalk® Select** has four message keys, each with three levels. Wear the GoTalk Select with a lanyard or slide-on clip. Magnets on the back attach to any metallic surface.

The **GoTalk® Go** is worn like a watch and features three message keys, each with three levels. Overlays are protected by a removable plastic cover.



Instructions for Use

Plug in the device to charge for 6 hours before initial use.

Refer to the **GoTalk® Go** and **GoTalk® Select** layout diagrams.

To turn on: Press and hold the **Volume Up button** until tone is heard.

To turn off: Press and hold the **Volume Down button** until tone is heard.

Record mode on/off: Press and release red **Record button** with a fingernail or closed pen. When in Record mode, a red light is on.

To record a message: Touch a **message key**. A blinking, red light indicates recording is in progress. Record for up to 28 seconds. Touch any key to stop recording.

*NOTE: To check the recorded message without leaving Record Mode, press either **Volume button**.*

To play message: With Record mode off (no red light), touch a **message key** to play the message. While playing messages, **Volume buttons** adjust volume up and down.

To change levels: Press green **Level button** with a fingernail or closed pen. Level 1 beeps once with green light. Level 2 beeps twice with blue light. Level 3 is three beeps with purple light.

NOTE: When changing levels in Record mode, the correct number of beeps is heard for each level, but the light remains red.

To erase all messages: Press and hold the **Record button** for 10 seconds until tone is heard.

To insert overlays: Remove the protective plastic cover. Add a paper overlay on top of white membrane. Snap cover back on.

To recharge battery: Battery will run for up to 15 hours of continuous use. When battery is low, an orange light will flash towards the end of message playbacks. A micro USB cord is provided for recharging.

NOTE: Routinely recharging the unit is recommended to enhance battery life and usage.

Level Lock: Press and hold the green **Level button** and the **Volume Up button** simultaneously until a tone is heard. This will lock you into the level you are currently on.

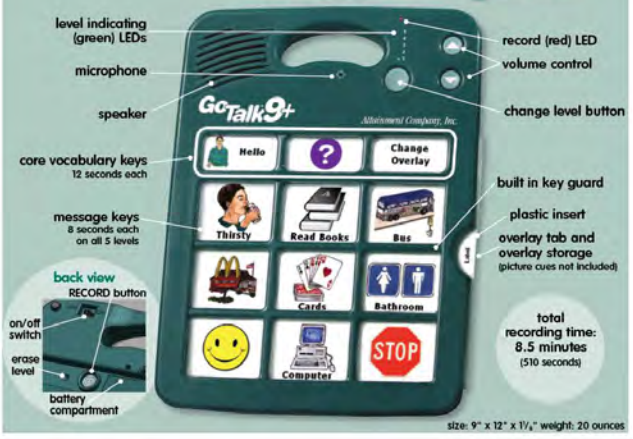
To Undo Level Lock: Press and hold the green **Level button** and the **Volume Down button** simultaneously until a tone is heard. You will now be able to change levels.

Record Lock: Press and hold the red **Record button** and the **Volume Up button** simultaneously until a tone is heard. The record feature is now disabled.

To Undo Record Lock: Press and hold the red **Record button** and the **Volume Down button** simultaneously until a tone is heard. The record feature is now enabled.

GOTALK 9+ USER GUIDE

Attainment Company's GoTalk 9+ user's guide



size: 9" x 12" x 1¼" weight: 20 ounces

instructions

record message keys

Turn on the GoTalk 9+ and you'll hear a beep! Press and release the record button, the level LED (green) and the record LED (red) will light. While it is lit, press and release the message key that you're going to record on. As you press the message key, the record LED (red) blinks to indicate it's recording.

When you finish the message, press any key to stop recording. Continue to record each message or record the entire level. When you've recorded all your messages (or the entire level or levels) press and release the record button.

Play a message

Press and release a message key; the green level light will blink. The message you recorded will playback.

levels

To change level, press and release the change level button below the green LEDs. The green LED indicating the current level will blink. Press again to change to another level. Change the paper overlay to correspond to the new level.

To erase level, press and release the record button on the back of the device. Push the Change Level button to the level you want to erase. Insert a pen point or paper clip into the pinhole (Erase Level) on back of unit. This will erase the entire level. Repeat steps above to erase other levels. Erase level does not erase core vocabulary words or phrases.

back view

lock features

Eliminates unwanted use of these buttons.

- **Level Lock**—to activate level lock follow these steps: Press and hold down the record button on back of the unit. The red record LED and green level LED will turn on. While still pressing the record button, press and release the volume down button. The record LED and the level LED will turn off to show you level lock is ON.
- **Record Lock**—to activate the record lock: Press and hold down the record button on the back of the unit. The red record LED and green level LED will turn on. While still pressing the record button, press and release the volume up button. The record LED and level LED will turn off to show the record lock is ON.

To UNDO the record and level lock, turn the unit off. While off, hold down the record button and turn the unit on. The green LED light turns on and goes through each level and the record LED goes on briefly and beeps.

core vocabulary

3 core vocabulary message keys

Follow the directions above to record a message. The core vocabulary messages stay the same on each level, until you record over them.

actual size of core message keys

These 3 messages can be customized to fit in any situation!

idea one

idea two

Core vocabulary should be used for frequently communicated messages. These messages could include greetings, comments, common questions, or basic needs. Core vocabulary messages will stay consistent regardless of the level.

create overlays

GoTalk™ overlay software

Creating overlays is easy with GoTalk Overlay Software! Includes over a thousand photos and illustrations, plus you can paste your own images into any overlay. Overlay cells can contain an image, text (in any language!) or both. Editing features let you change color, size, and font of text. Move, enlarge, rotate, and crop pictures. Templates included for all GoTalk products. Save overlay files and share with other GoTalk users.

implementation ideas

You can use your GoTalk 9+ for many activities. Here are a few possibilities:

- expressive augmentative communication device
- modified curriculum activities
- provide visual and auditory language cues
- give instructions across environments or tasks
- use in English as a second language program

ideas

overlays

There are several ways to make overlays for the GoTalk 9+!

- use GoTalk Overlay Software
- write words on blank overlay template with marker
- cut/paste pictures or symbol cues onto an overlay template
- place velcro on each square and add a texture cue for visually impaired

overlay storage compartment

You can now store at least one overlay for each level in the overlay storage compartment. This will make it easier to change overlays when you change environments or conversational topics! Store your user guide here too.

Attainment Company, Inc.
P.O. Box 930160 • 504 Commerce Parkway
Verona, WI 53593-0160 • USA • Phone 1-800-327-4269
INTERNATIONAL CALLS 1-608-845-7880
www.AttainmentCompany.com

GOTALKS®

	GOTALK® 4+	GOTALK® 9+	GOTALK® 9+ LITE TOUCH	GOTALK® 20+	GOTALK® 20+ LITE TOUCH	GOTALK® 32+	GOTALK® EXPRESS 32
Size	9″ x 12″ x 1 1/8″	9″ x 12″ x 1 1/8″	9″ x 12″ x 1 1/8″	9″ x 12″ x 1 1/8″	9″ x 12″ x 1 1/8″	14 1/4″ x 10″ x 1 5/8″	14 1/4″ x 10″ x 1 3/4″
Weight	23 oz.	23 oz.	20 oz.	23 oz.	20 oz.	2.1 lbs.	2.25 lbs.
Total recording time	4.25 min.	8.25 min.	9 min.	15 min.	15 min.	19.5 min.	over 28 min.
Batteries	2 AA	2 AA	2 AA	2 AA	2 AA	2 AA	3 AA

GOTALK® WARRANTY OPTIONS

NEW!

GoTalk® Standard Warranty

Attainment Company's manufactured **GoTalk®** product line includes a two-year warranty.

This warranty covers material and workman defects or defect in product due to the manufacturing process for two years from the original date of purchase. Attainment Company will repair or replace damage of any kind through normal use during the two-year period. Warranty coverage begins on the date of shipment *plus* a 90-day grace period to accommodate delivery time. All warranty service claims will be validated upon arrival at the company from the original date of purchase. The arrival of these claims at Attainment Company, 504 Commerce Parkway, Verona, WI 53593 will be confirmed by a technician upon receipt of the defective product under this **GoTalk®** Standard Warranty process. Repairs under the standard warranty should be sent to Attainment Company at the customer's expense. Attainment is responsible for the return shipment of repair or replacement devices.

If a claim meets all requirements and is validated by a technician or Authorized Service Representative during the warranty period, Attainment reserves the right to offer any of the following options at their discretion as necessary.

- Insert new or refurbished replacement parts at no charge to the customer.
- Exchange the defective product with a like item which has been manufactured from new or serviceable used parts and is same or close to functionally-equivalent to the original product at no charge to the customer.

The warranty does not cover **GoTalk®** products with any product failure or defects caused by misuse, abnormal use or unusual handling, or neglect (all of which shall be determined by the Company's sole judgment) or any incidental damages (which include but are not limited to, loss of time, loss of use, and the costs of shipping the product to and from the Company or its Authorized Service Representative for warranty service: and theft or loss of any product.

Purchase Date	Order #	Serial #

For your records, you may want to record purchase date and order/serial number here for reference.

GoTalk® AUGMENTATIVE AND ALTERNATIVE COMMUNICATION DEVICES

Attainment Company

504 Commerce Parkway • Verona, WI • 53593
800-327-4269 • www.AttainmentCompany.com

GT-WW – FREE

GoTalk® Extended Service Plan

Thank you for purchasing Attainment's **GoTalk® Extended Service Plan**. This plan covers the Attainment Company's **GoTalk®** product line for 5 years from the date of purchase.

This **Extended Service Plan** offers 5 years of repairs at no cost when warranted and one FREE replacement **GoTalk®** (new or refurbished) per plan if replacement is deemed necessary* by the technician. The shipping costs for repaired or replacement devices is at Attainment Company's expense, and is covered under the **Extended Service Plan**. Warranty coverage begins on the date of shipment *plus* a 90-day grace period to accommodate delivery time.

Any additional replacement units needed during the **Extended Service Plan** would be made available to the customer at a 25% discount per unit.

The **Extended Service Plan** is available to domestic and international distributors at the retail price.

Please note replacement is at Attainment's discretion.

Purchase Date	Order #	Serial #

For your records, you may want to record purchase date and order/serial number here for reference.

Details of Service:

*All repairs should be sent to 504 Commerce Parkway, Verona, WI, 53593 and addressed to **GoTalk Repairs**. General repairs, like speakers, mylars, buttons, and power supply will be fixed within a reasonable time frame once the unit(s) is received by Attainment's Technical Support Team. The customer will be contacted if multiple units are received with an estimated repair timeline. Exterior body damage can and will be repaired if possible; however, it may be necessary to use the one-time replacement unit. Any type of electronic board damage (memory chips, speech processor, etc.) would warrant the one-time replacement under this **Extended Service Plan**.*

GoTalk® AUGMENTATIVE AND ALTERNATIVE COMMUNICATION DEVICES

Attainment Company

504 Commerce Parkway • Verona, WI • 53593
800-327-4269 • www.AttainmentCompany.com

GT-ESP – 120220

GOTALK® PRICING

	GoTalk® 4+		GoTalk® 9+		GoTalk® 9+ Lite Touch		GoTalk® 20+	
Product	GT-04	$199.00	GT-09	$219.00	GTL-09	$319.00	GT-20	$249.00
With GoTalk® DESIGN	GT-S04	$249.00	GT-S09	$269.00	GTL-S09	$369.00	GT-S20	$299.00
Extended Service Plan	GT-04ESP	$49.00	GT-09ESP	$59.00	GTL-09ESP	$79.00	GT-20ESP	$69.00
With GoTalk® DESIGN Software and Carry Stand							GT-SB20	$319.00

	GoTalk® 20+ Lite Touch		GoTalk® 32+		GoTalk® Express 32		GoTalk® NOW App with Core	
Product	GTL-20	$349.00	GT-032	$279.00	GT-E32	$799.00		
With GoTalk® DESIGN	GTL-S20	$399.00	GT-S032	$329.00	GT-SFE32	$849.00		
Extended Service Plan	GTL-20ESP	$89.00	GT-032ESP	$69.00				
1 device							APP-GTN-07	$100.00
App							APP-GTNP-07	$170.00

GONOW CASES AND ACCESSORY PRICING

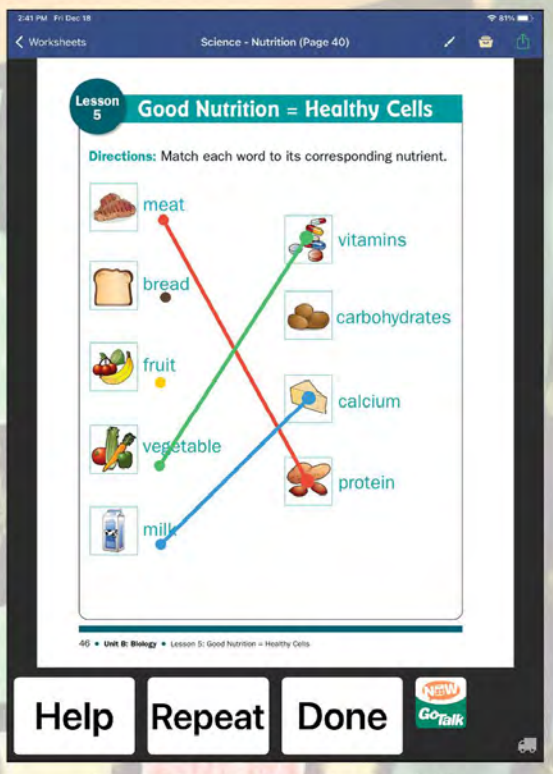
	GoNow Cases		GoNow Case for iPad Mini 4 & New iPad Minis		GoNow Accessories	
For iPads 10.2 & 10.5	GO-10	$99.00				
Package for iPads 10.2 & 10.5	GO-10P	$139.00				
For iPad iPad Airs, iPad Pro 9.7, & iPad (2017 & 2018)	GO-AIRP03	$99.00				
Package for iPad Airs, iPad Pro 9.7 & iPad (2017 & 2018)	GO-AIRP012	$139.00				
Mini 4 & 5 Case			GO-MINR4	$79.00		
Mini Case Package			GO-MINRP4	$95.00		
Mini Case for First 3 Generations			GO-MINR23	$69.00		
Mini Package for First 3 Generations			GO-MINRP2	$85.00		
Express 32 Stand					GT-ECS	$89.00
CarryStand					GT-B00	$49.00
CoverStand					GO-STD23	$39.00
Shoulder Strap					GO-STRAPH	$10.00
Screen Protectors					GO-SCP23	$10.00

APP PRICING

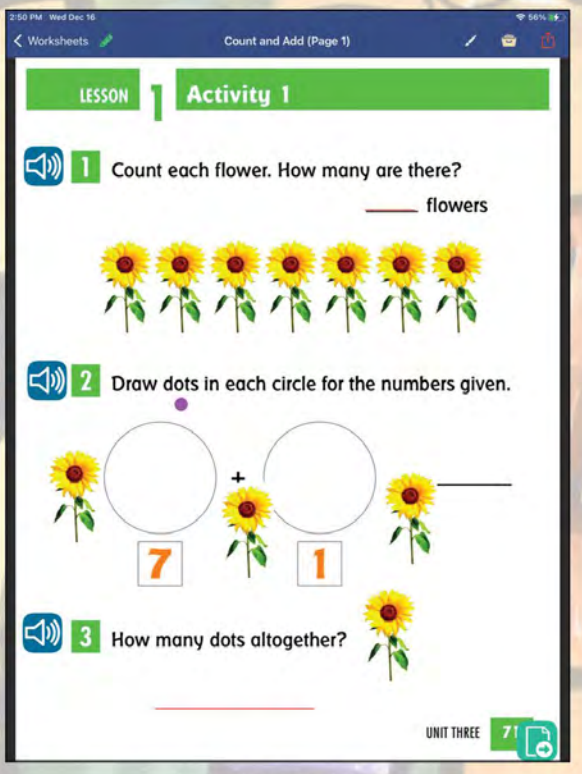
	1 Device		In-App	
AAC2Go			APP-IN-AAC	$80.00
Assessment Plus	APP-AP-07	$40.00		
GoTalk NOW App	APP-GTN-07	$100.00		
GoTalk NOW PLUS App	APP-GTNP-07	$170.00		
GoVisual	APP-GV-07	$50.00		
GoWorksheet Plus	APP-GWS-07	$50.00		
GoWorksheet Plus Curriculum	APP-GWS-C07	$999.00		
Participate Now			APP-IN-PN	$50.00
Ready-Set-Communicate			APP-IN-RSC	$20.00
SymbolSupport	APP-SYM-07	$60.00		
TactileTalk			APP-IN-TT	$50.00
Talk All Day			APP-IN-TAD	$20.00

GOWORKSHEET PLUS

SAMPLE SOFTWARE SCREENS



Line matching capability, new AAC Buttons, and a direct link to GoTalk NOW



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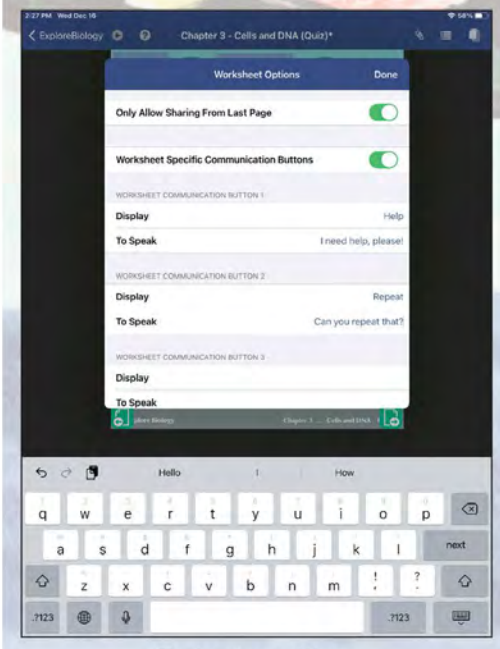
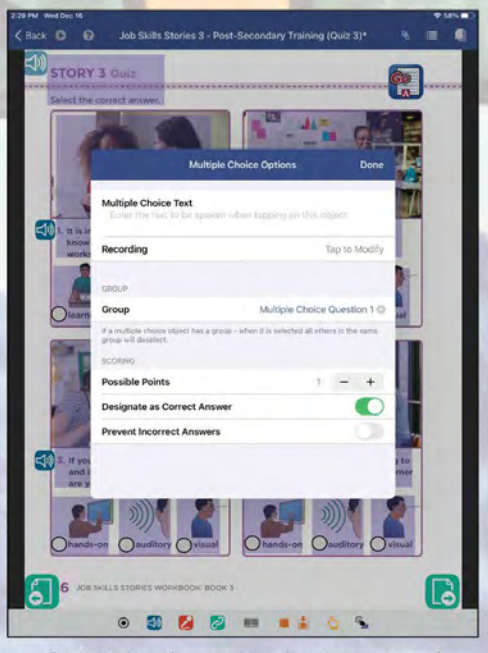
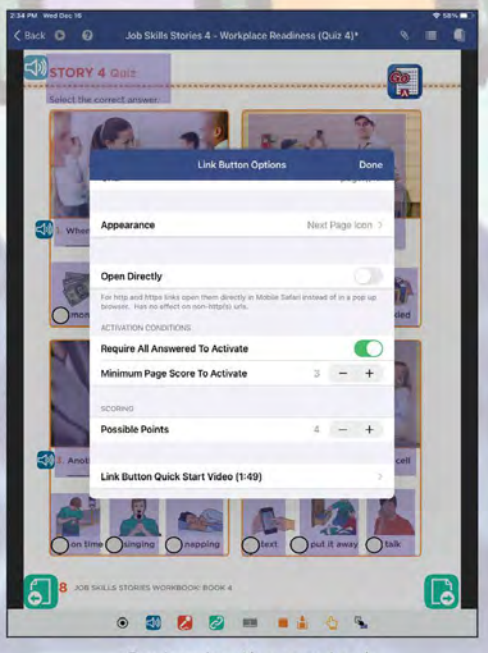


Customize settings



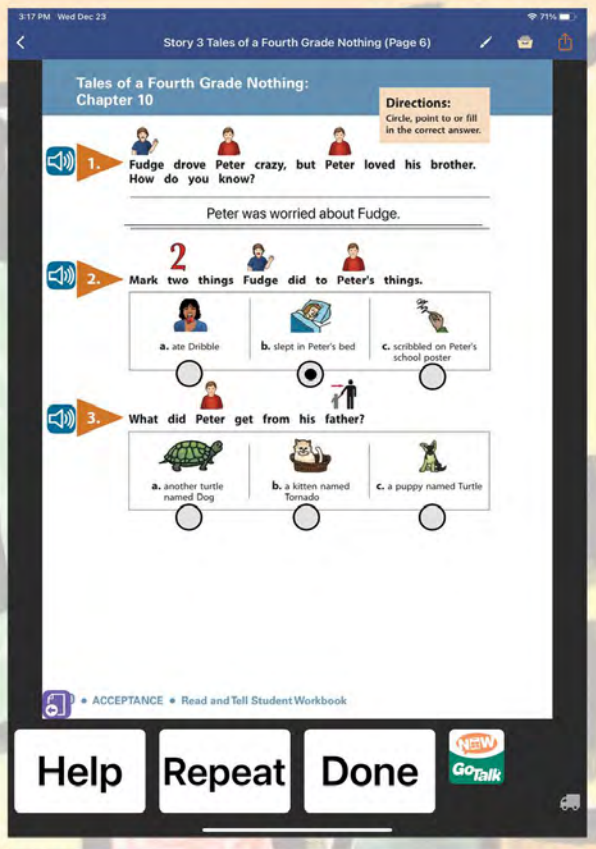
Customize the required points earned

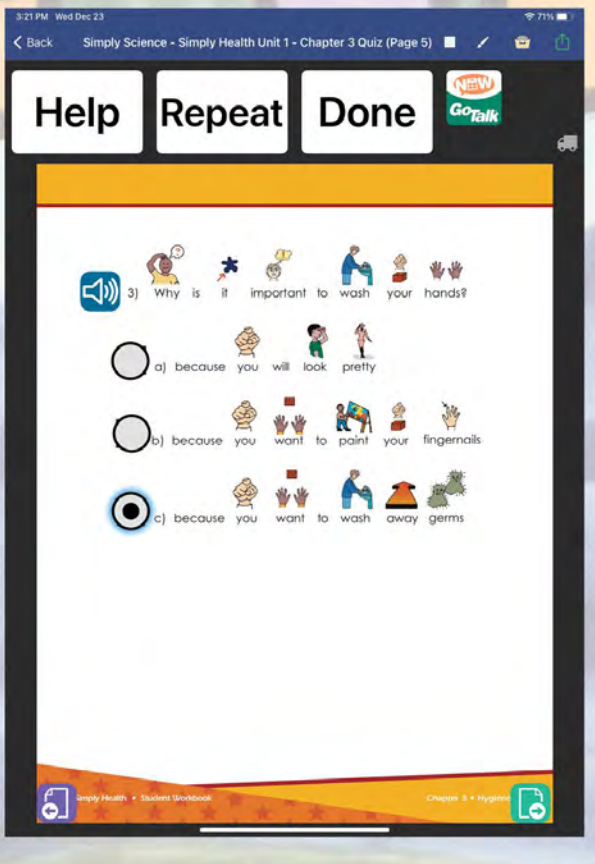


Customize the required amount of answers earned

GOWORKSHEET PLUS CURRICULUM

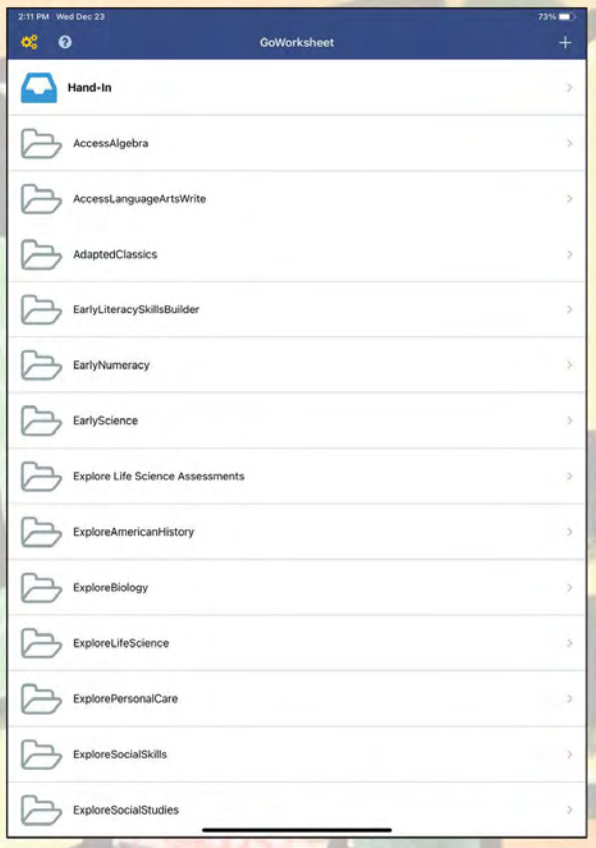
SAMPLE SOFTWARE SCREENS

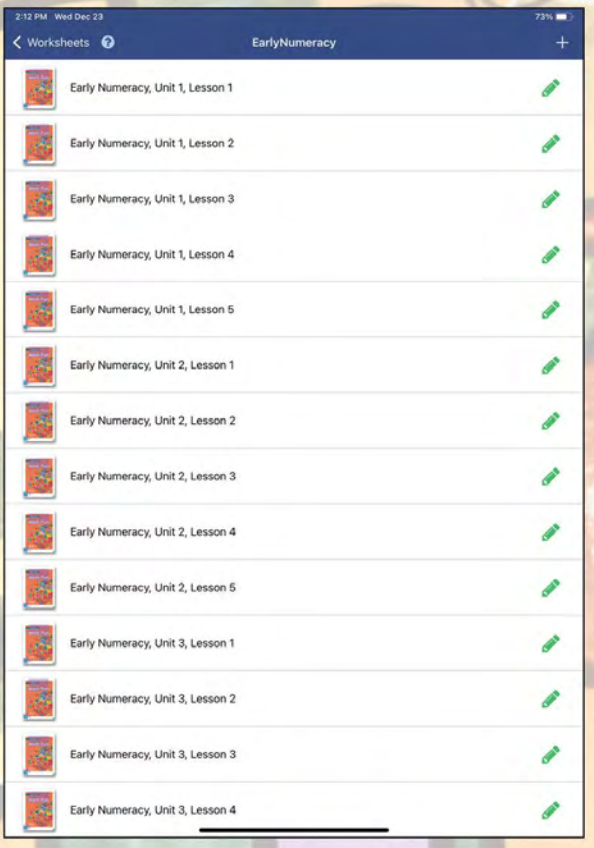


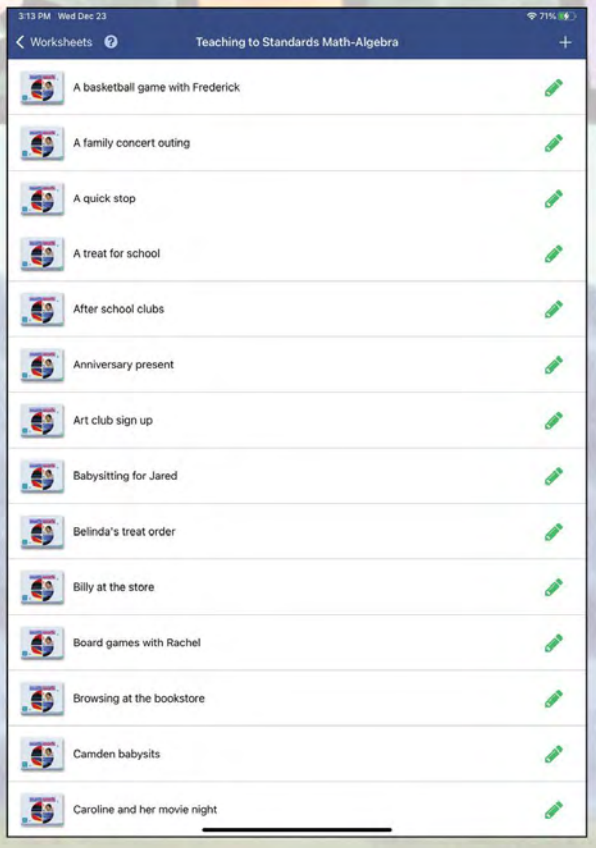


GOWORKSHEET PLUS CURRICULUM

SAMPLE MENU SOFTWARE SCREENS







WEB-BASED SOLUTIONS

PRICING

All software is compatible with all current versions of Windows and Mac operating systems. As of January 2020, all Attainment apps for iOS are compatible with iOS 9 or later, with the exception of GoWorkSheet, which requires iOS 10, and GoVisual, which requires iOS 11.

CURRICULUM

TITLE	WINDOWS	MAC	IPAD	ANDROID	PRICE
LITERACY					
Access Language Arts	+	+	+	+	60
Access Language Arts: WRITE	+	+	+	+	60
Developing Reading Fluency	+	+			150
Early Reading Skills Builder ERSB	+	+	+	+	150
ELSB	+	+	+	+	150
ELSB for Older Students	+	+	+	+	150
English Language Dev. Series	••COMING SOON••				
Interactive Reading Books	+	+			100
Language Builder Picture Nouns	+	+			100
Language Links to Literacy	+				150
Laureate Software	see website for details				
Learning Language with Symbols	+	+			60
Sound Out Chapter Books	+	+	+		60
What's Cool About Music	+	+	+		60
MATH					
Dollars & Cents	+	+	+		60
MatchTime	+	+	+		60
Math Skills Builder	+	+	+	+	60
Show Me Math	+	+	+	+	60
Number Sense	+	+	+	+	70

TITLE	WINDOWS	MAC	IPAD	ANDROID	PRICE
SOCIAL SKILLS					
Do the Right Thing	+	+			40
Dynamite Emotions	+	+			40
Learning to Get Along	+	+			60
Focus on Feelings	+	+			40
Self-Determination Readers	+	+			40
Social Story Readers	+	+			40
Social Success	+	+	+		60
WRITING					
PixWriter	+	+	+		60
SymbolSupport	+	+	+		60
LIFE SKILLS					
Aligning Life Skills to Academics	+	+			60
Community Success	+	+	+		60
Connections in the Workplace	+	+			40
Computers @ Work	+	+	+	+	60
Read to Learn (3 Titles)	+	+	+		60
Personal Success	+	+	+		60
Read to Learn App					60
Life Skill Readers	+	+	+		40
Safety Skills Reader	+	+	+		40
Looking for Words	+	+	+		60
Picture Cue Dictionary	+	+			60

DISCOUNT STRUCTURE A

5 - 9 of a title
10% DISCOUNT

10 - 19 of a title
20% DISCOUNT

20+ of a title
Contact your Account Manager for Pricing Information

Attainment Company

Listed price is for 1 classroom license.
(1 teacher account)

For more information on any app/software, please visit our website or contact your Account Manager.

www.AttainmentCompany.com
800-327-2469

TEACHER UTILITIES

TITLE	WINDOWS	MAC	IPAD	ANDROID	PRICE
Assessment Plus			+		40
Attainment Switch			+		5
GoTalk DESIGN	+	+	+	+	100
GoTalk NOW			+		100
GoTalk Now Lite			+		FREE
GoTalk NOW Plus			+		170
GoTalk Overlay Software	+				79
GoVisual			+		50
GoWorksheet Maker			+		40

DISCOUNT STRUCTURE B

5 - 9 of a title
25% DISCOUNT

10 - 19 of a title
35% DISCOUNT

20+ of a title
50% DISCOUNT

The web-based software launched from the HUB works on Windows, Mac, and Chromebooks with Firefox (v67), Chrome (v75), Safari (v12.1), and Edge (18). We also have free versions of each software title on the App Store for iPads that will accept student log-in credentials and run from their device and save data locally or push data to the HUB.

HUB WEB-BASED SUBSCRIPTIONS

TITLE	1-YEAR	3-YEAR
Access Language Arts	60	119
Access Language Arts: WRITE	60	119
Early Reading Skills Builder	150	299
ELSB	150	299
ELSB for Older Students	150	299
Looking for Words	60	119
Computers @ Work	60	119
Dollars & Cents	60	119
Math Skills Builder	60	119
Number Sense	70	139
Show Me Math	60	119
GoTalk DESIGN	100	199
All Access Solution	899	1799
Math Software Solution	219	439
Literacy Software Solution	399	799

DISCOUNT STRUCTURE for WEB-BASED SUBSCRIPTIONS

5 - 9 of a title
10% DISCOUNT

10 - 19 of a title
20% DISCOUNT

20+ of a title
Contact your Account Manager

SCHOOL-TO-HOME SOLUTIONS

SAMPLE PAGE

SAMPLE PAGE

Math Skills Builder is a researched math problem-solving curriculum with real-world scenarios.

Simply Earth Science is a symbol-supported, standards-based Earth science curriculum.

Write Your Story: Elementary is a writing and Social studies curriculum that is perfect for elementary students.

INSTRUCTIONAL STRATEGIES

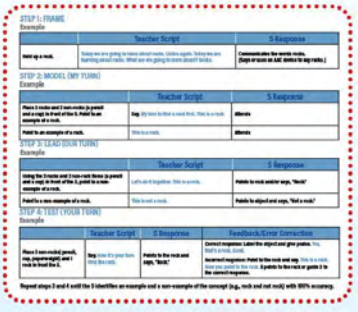
Best practices for quality instruction are implemented throughout the virtual lessons provided to serve as a model to support effective distance learning.

TIME DELAY

A systematic and errorless instructional strategy in which a prompt is given after an interval of time (e.g., 5 seconds) and naturally fades as the learner begins to respond correctly after the given prompt. This strategy is easily used in school and at home for sight word and picture recognition, number identification, social studies skills, science and math vocabulary, food preparation, banking, and purchasing skills.

Time-Delay Procedure

Round 1: 0-Second Delay	Point to the vocabulary card while saying the definition. Show me the one that says [*vocabulary*]. Repeat for each student in the group.
Round 2: 5-Second Delay	Ask a student to find the vocabulary card as you say the definition. For example, Find the [object/picture/word] that says [*vocabulary*]. Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each student.



STEP 1: FRAME
Example

	Teacher Script	S Response
Hold up a rock.	Today we are going to learn about rocks. Listen again. Today we are learning about rocks. What are we going to learn about? Rocks.	Communicates the words rocks. (Says or uses an AAC device to say rocks.)

STEP 2: MODEL (MY TURN)
Example

	Teacher Script	S Response
Place 2 rocks and 2 non-rocks (a pencil and a cup) in front of the S. Point to an example of a rock.	Say: My turn. Active. This is a rock. This is a rock.	Attends
Point to an example of a rock.	This is a rock.	Attends

STEP 3: LEAD (OUR TURN)
Example

	Teacher Script	S Response
Using the 2 rocks and 2 non-rock items (a pencil and a cup) in front of the S, point to a non-example of a rock.	Let's do it together. This is a rock.	Points to rock and/or says, "Rock."
Point to a non-example of a rock.	This is not a rock.	Points to object and says, "Not a rock."

STEP 4: TEST (YOUR TURN)
Example

	Teacher Script	S Response	Feedback/Error Correction
Place 2 non-rocks (pencil, cup, paperweight) and 1 rock in front the S.	Say: Now it's your turn. Find the rock.	Points to the rock and says, "Rock."	Correct response: Label the object and give praise. Yes, that's a rock. Cool. Incorrect response: Point to the rock and say, This is a rock. Have you point to the rock. S points to the rock or gests 3 to the correct response.

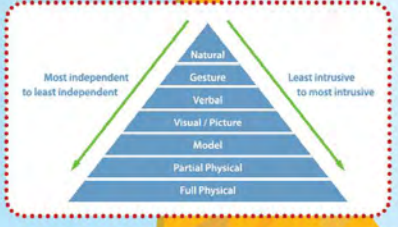
Repeat steps 3 and 4 until the 3 identities an example and a non-example of the concept (e.g., rock and not rock) with 100% accuracy.

MODEL, LEAD, TEST

An effective teaching strategy (also known as My Turn-Together-Your Turn or I Do-We Do-You Do) provides students with multiple opportunities to practice a new skill while having direct teacher/adult supervision. Ideal for introducing new math skills, problem-solving strategies, reading comprehension, color identification, where questions, and language skills.

SYSTEM OF LEAST PROMPTS

A researched, systematic instructional strategy that uses a prompt hierarchy. The student is first given the opportunity to perform the skill independently before being provided with the least intrusive level of assistance from a hierarchy until the correct response is given. This strategy is one that can be used across a variety of ages and disabilities to teach writing, science, social studies, functional skills, and even pretend play.



SCHOOL-TO-HOME SOLUTION: ELEMENTARY

COMPONENTS

The ***School-to-Home Solution: Elementary*** includes consumable **Student Workbooks** from 6 curricula. For ELA, we chose the **Early Reading Skills Builder (ERSB)**, a reading curriculum that covers all National Reading Panel components and takes students to a 2nd grade reading level. We also selected the **My Writing Journal** from our **Access English Language Arts Grades 3-5,** a literacy-rich curriculum closely connected to ELA standards for the upper elementary grades. For math, the **Early Numeracy** lays the foundation for math instruction by developing number skills. We've also included the workbook from **Math Skills Builder** for math, which is the logical next step, teaching students how to apply their early numeracy skills to solve problems. With **Simply Earth Science,** standards-based content is covered with symbol-supported activities. Lastly, the **Write Your Story: Elementary** teaches writing and social skills by focusing on things that matter most to elementary-aged children—*My School, My Community, My Outdoor Fun.*

Each Solution purchased includes a three-year subscription to valuable support materials accessible from the Attainment HUB.

	SOLUTION		LEARNING PACKET	
Elementary Solution	STH-E30	$695.00	STH-E10	$69.00
Middle School Solution	STH-M30	$695.00	STH-M10	$69.00
High School Solution	STH-H30	$595.00	STH-H10	$59.00
Transition Solution	STH-T30	$595.00	STH-T10	$59.00

SCHOOL-TO-HOME SOLUTION: MIDDLE SCHOOL

COMPONENTS

The ***School-to-Home Solution: Middle School*** covers all core content areas for the reinforcement and generalization of skills in school and at home. For ELA, we've included the **Early Reading Skills Builder** again to reinforce some of the foundational literacy skills that some middle schoolers still lack. **Read and Tell** is an adapted literature collection, offering a nice balance to the reading skills presented in **ERSB.** For math, we chose our **Teaching to Standards: Math Extension Activity Books** in the areas of Algebra and Data Analysis. These provide supplemental and extended practice for units from the **Teaching to Standards: Math Curriculum.** We've also included the **Look at Math Student Workbook**, which uses heavy illustrations to help students grasp tough concepts like positive and negative numbers, fractions, and algebra. **Explore Life Science** offers a theme-based approach to the basics of biology. Lastly, the **Explore Social Studies** gives a nice overview of the five domains of subject – *Civics, Economics, U.S. History, World History,* and *Geography.*

Each Solution purchased includes a three-year subscription to valuable support materials accessible from the Attainment HUB.

	SOLUTION		LEARNING PACKET	
Elementary Solution	STH-E30	$695.00	STH-E10	$69.00
Middle School Solution	STH-M30	$695.00	STH-M10	$69.00
High School Solution	STH-H30	$595.00	STH-H10	$59.00
Transition Solution	STH-T30	$595.00	STH-T10	$59.00

SCHOOL-TO-HOME SOLUTION: HIGH SCHOOL

COMPONENTS

The ***School-to-Home Solution: High School***, contains titles that cover both academics and real-world problems. Along with the **Quick Reference Guides** for teachers and parents, we've included workbooks from 6 curricular resources in ELA, math, science and social studies. For ELA, the **Teaching to Standards: ELA's Daily Writing Journal** focuses on giving and supporting an opinion and other grade-level skills. The **Access Language Arts: WRITE Extension Activity Book** introduces students to various forms of written expression with functional activities like maps, recipes, letters, shopping lists, and more. **Look at Everyday Math** provides a compilation of skills, including those covering Bargain Math, Checkbook Math, Credit Card Math, Bank Account Math, and Budget Math. Great for real-world activities! The **ScienceWork Extension Activity Book** provides ready-made worksheets for extended practice on science concepts, ranging from earth science and biology to chemistry. For social studies, our **Explore World History** covers early humans to modern times through big ideas and social study tools—timelines, maps, tables, and more. Lastly, to connect students in high school to community and work, we've included our **Job Skills Stories Workbook.** The Workbook covers big ideas from all Pre-ETS categories and emphasize key transition skills like identifying one's strengths, decision-making, and self-determination.

Each Solution purchased includes a three-year subscription to valuable support materials accessible from the Attainment HUB.

	SOLUTION		LEARNING PACKET	
Elementary Solution	STH-E30	$695.00	STH-E10	$69.00
Middle School Solution	STH-M30	$695.00	STH-M10	$69.00
High School Solution	STH-H30	$595.00	STH-H10	$59.00
Transition Solution	STH-T30	$595.00	STH-T10	$59.00

SCHOOL-TO-HOME SOLUTION: TRANSITION

COMPONENTS

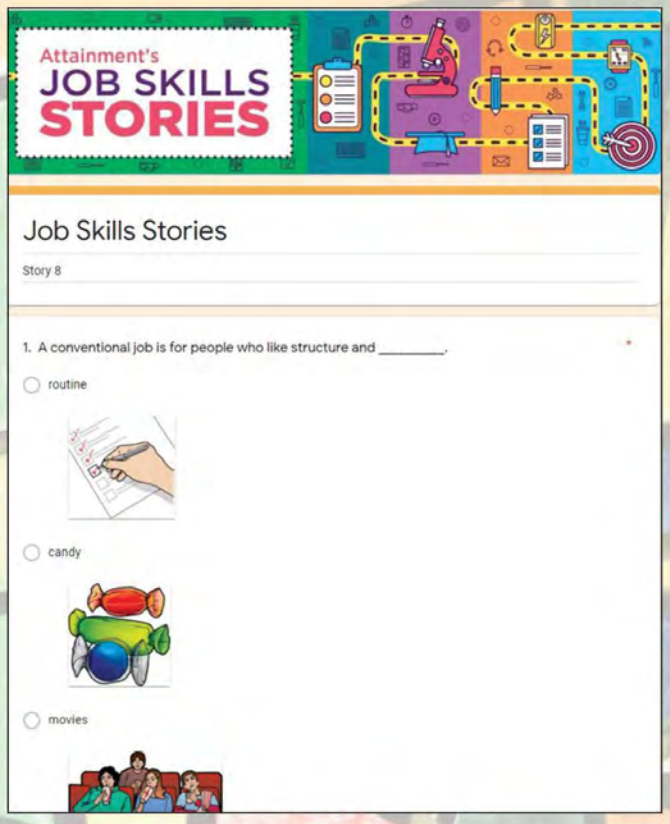
The **School-to-Home Solution: Transition** coincides with our **Pre-Employment Transition Solution.** The workbooks cover all 5 **Pre-ETS** categories through similar titles—**Focus on Job and Career Exploration, Focus on Work-Based Learning, Focus on Post-Secondary Training, Focus on Workplace Readiness,** and **Focus on Self-Advocacy.** In addition to these workbooks, the **Solution** also comes with **Quick Reference Guides** for teachers and parents to support distance learning and home instruction.

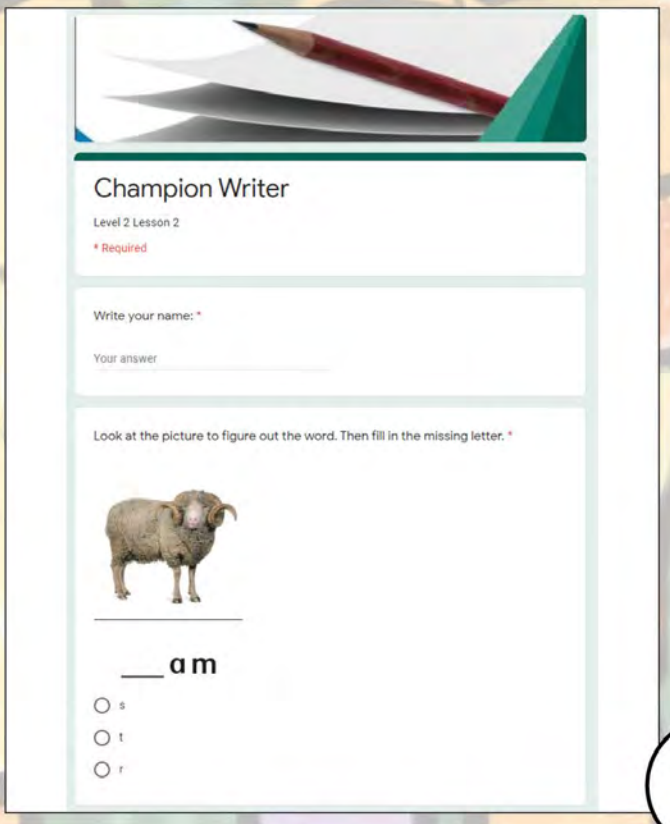
Each Solution purchased includes a three-year subscription to valuable support materials accessible from the Attainment HUB.

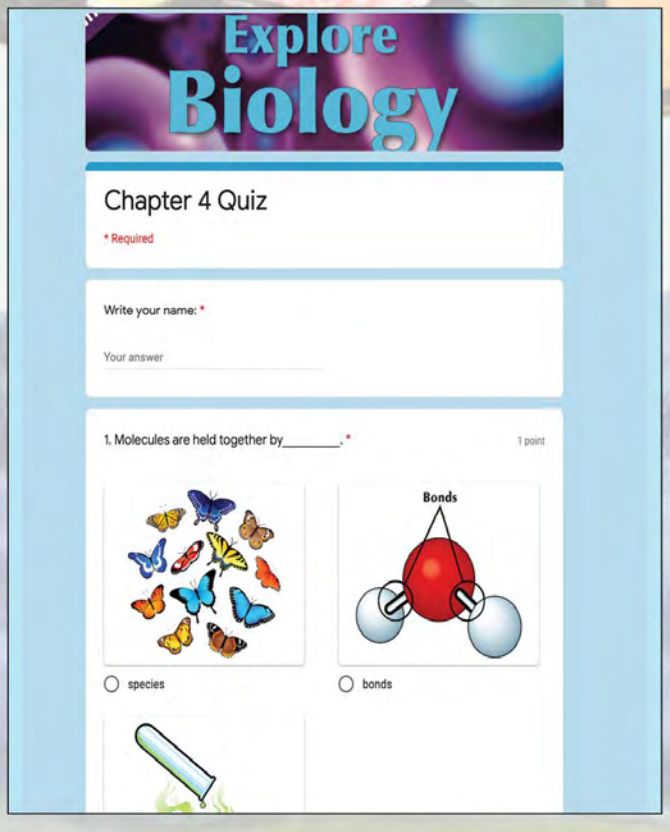
	SOLUTION		LEARNING PACKET	
Elementary Solution	STH-E30	$695.00	STH-E10	$69.00
Middle School Solution	STH-M30	$695.00	STH-M10	$69.00
High School Solution	STH-H30	$595.00	STH-H10	$59.00
Transition Solution	STH-T30	$595.00	STH-T10	$59.00

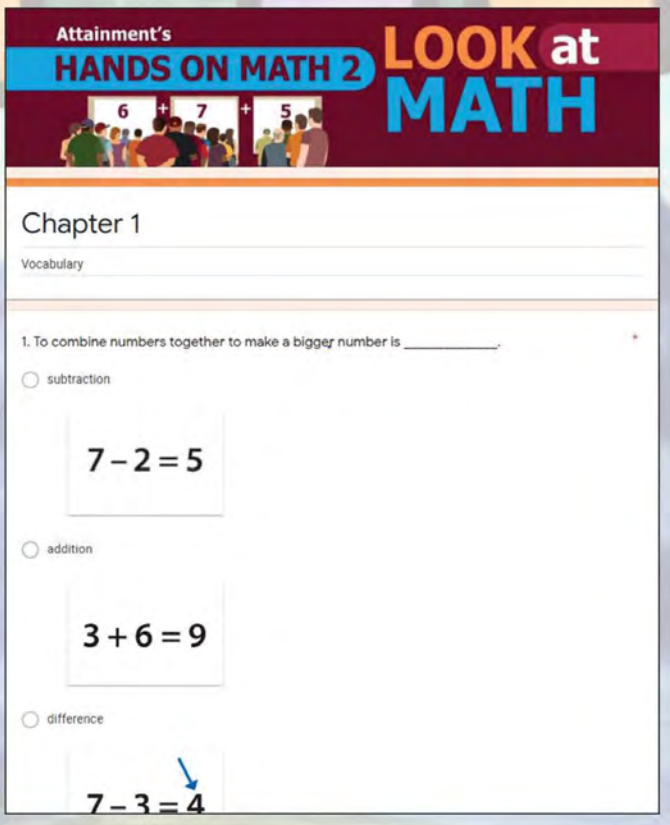
INTERACTIVE LESSON SUPPORT

GOOGLE FORMS SAMPLE PAGES



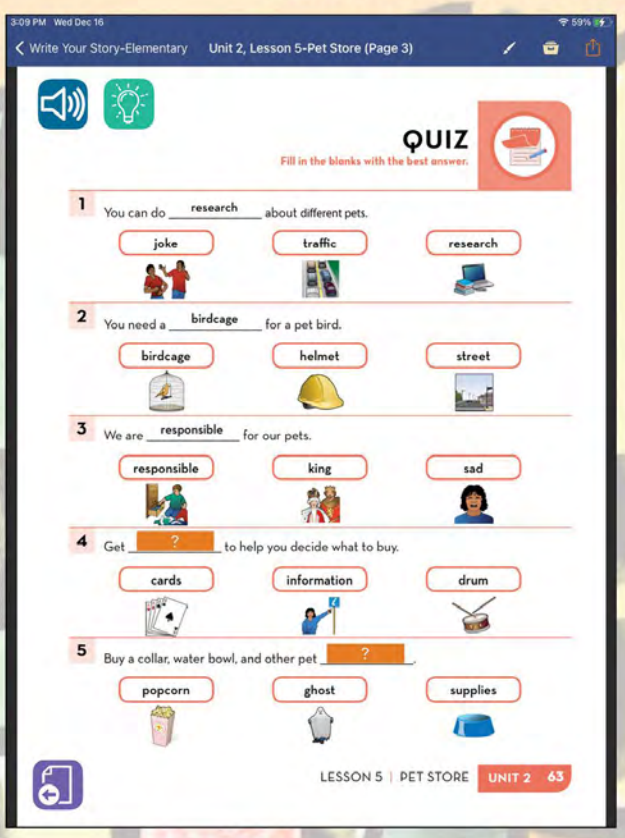


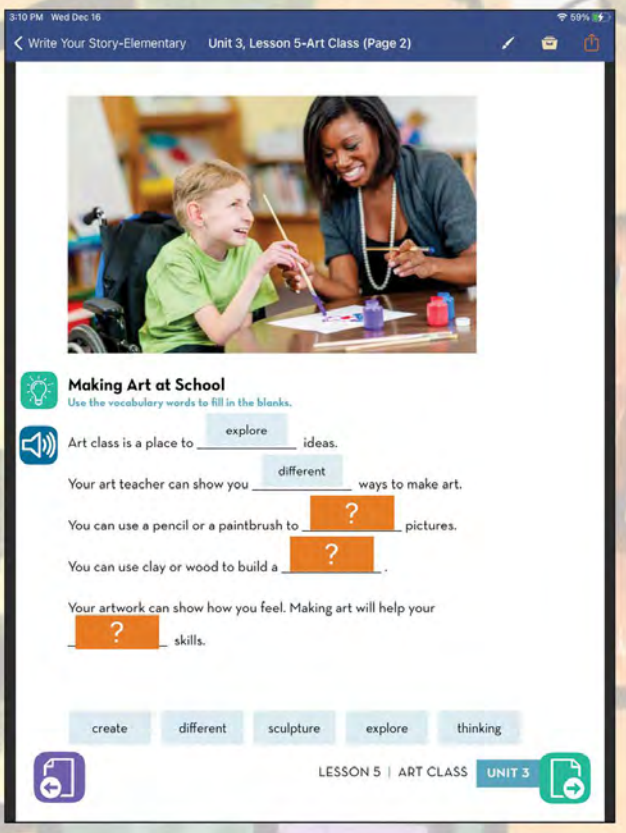


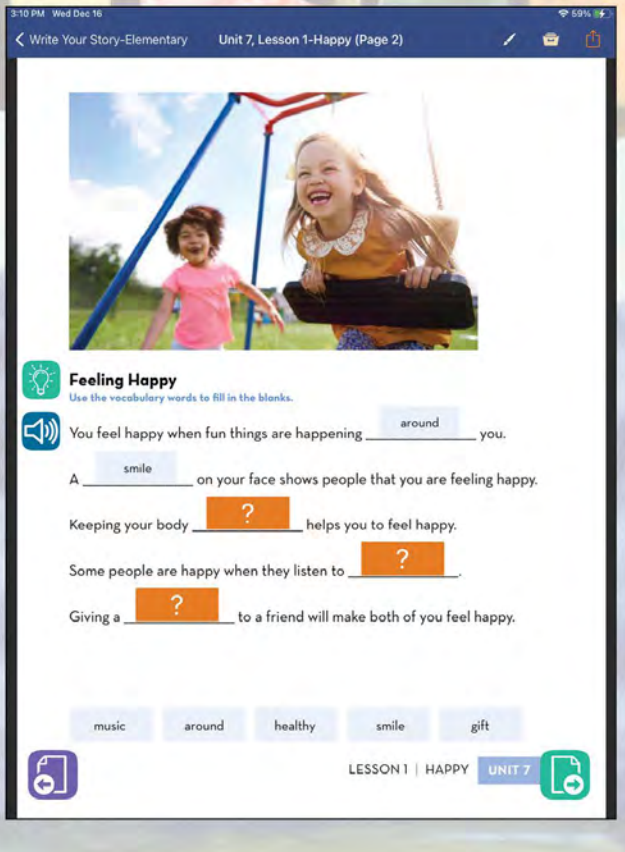


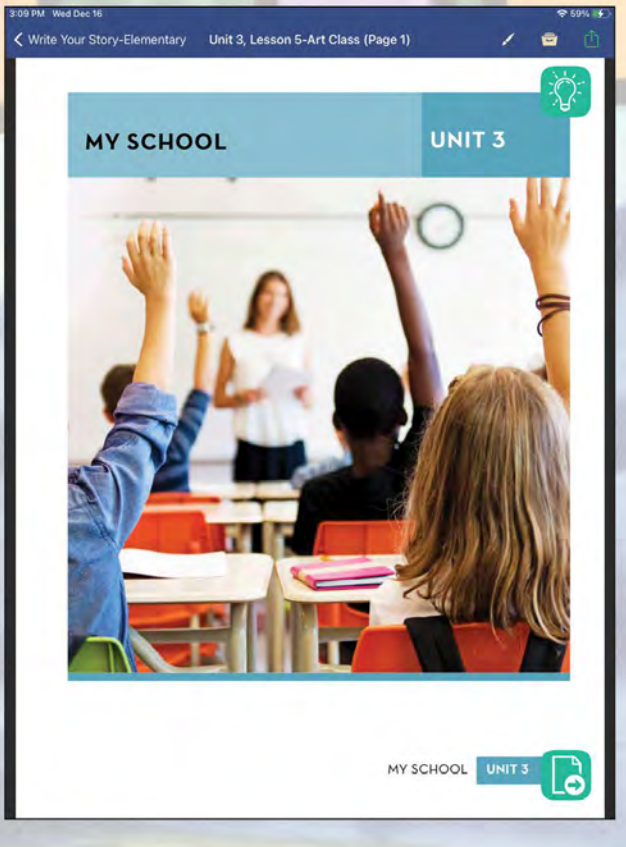
INTERACTIVE LESSON SUPPORT

GOWORKSHEET SAMPLE SOFTWARE SCREENS



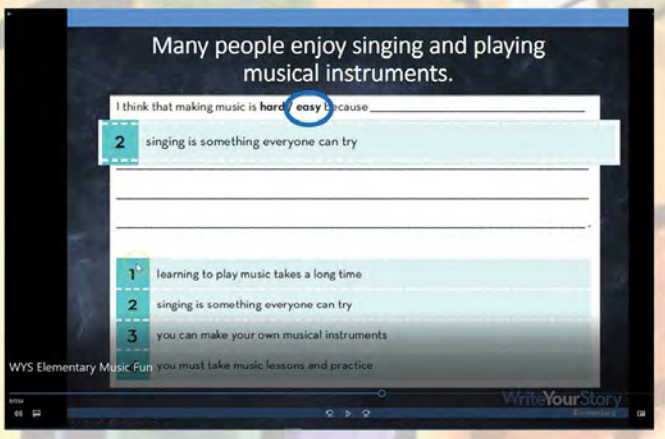


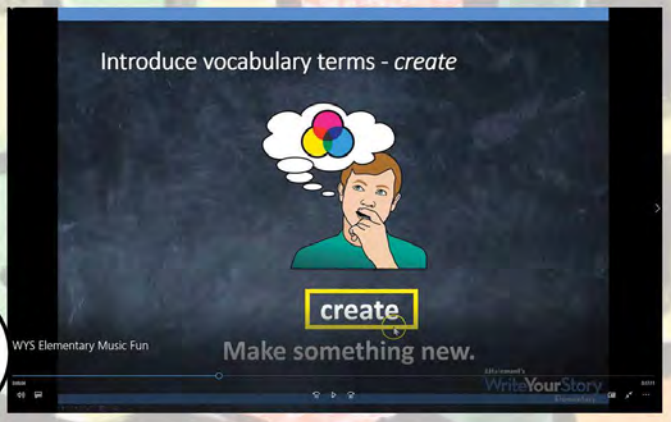


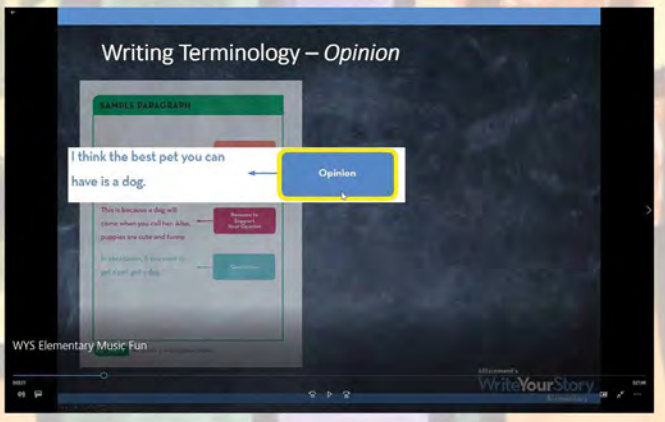


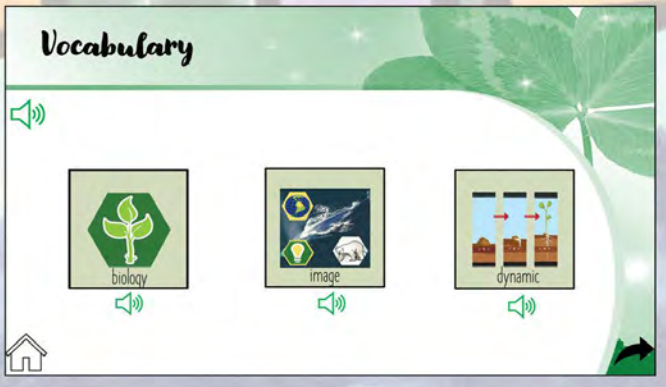
INTERACTIVE LESSON SUPPORT

VIDEO LESSONS AND POWERPOINT PRESENTATION SLIDES









INTERACTIVE LESSON SUPPORT

COMPONENTS

Includes: Interactive PowerPoint lessons, premade video lessons, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and Google Forms, Student Workbooks, and digital resources from the Attainment HUB.

INTERACTIVE LESSON SUPPORT

PRICING

Access ELA Grades 3-5	ELA35-ILS	$199.00
Early Reading Skills Builder (ERSB)	ER-ILS	$199.00
Simply Earth Science	SES-ILS	$199.00
Write Your Story: Elementary	WYS-EILS	$199.00
Early Numeracy	ENC-ILS	$199.00
Math Skills Builder	MSB-ILS	$199.00
Teaching to Standards: Math (Data Analysis)	TE-MDILS	$199.00
Teaching to Standards: Math (Algebra)	TE-MAILS	$199.00
Explore Life Science	ELS-ILS	$199.00
Read & Tell	RT-ILS	$199.00
Explore Social Studies	ESO-ILS	$199.00
Hands-On Math 2: Look at Math	LAM-ILS	$199.00
Teaching to Standards: ELA	TE-LAILS	$199.00
Access Language Arts: WRITE	ALW-EILS	$199.00
Job Skills Stories	JSS-ILS	$199.00
Look at Everyday Math	LEM-ILS	$199.00
Teaching to Standards: Science Extension	TE-SEILS	$199.00
Explore World History	EWH-ILS	$199.00

SAMPLE PAGES

Vocabulary

backup - a copy or duplicate version of a file

organize - to put in order

quote - to repeat words from a person or book

public domain - creative materials without protection of a copyright

BFF - a person's best friend (Best Friend Forever)

personally - as an individual

Tech Terms

flash drive - a small, portable storage device that can be inserted into a USB port

files - a collection of related data

folders - a computer directory containing files or documents

pic - a photograph

Julissa Jessica Ms. Benjamin Alison Mr. Andre

Chapter 4

My Pics and Quotes Library

"If you accidently lose your work, you will have to start all over."

Ms. Benjamin always began her English class promptly. "Please settle down," she said, "and take out your **flash drives**. Mr. Andre is waiting for us to join him in the computer lab."

Sally asked, "What if you forgot your **flash drive**, Ms. Benjamin?"

"That could be a problem, Sally," Ms. Benjamin answered. "The **flash drive** is supposed to be your **backup**. It can also be used to transport **files** from school to home."

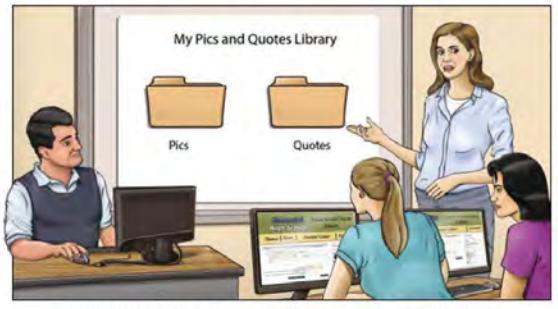
"Oops," Sally said.

"Without a **backup** drive, if you lose your **files**, you'll have to start over. I **personally** learned that lesson the hard way. Has anyone else ever made the same mistake?" Ms. Benjamin asked.

Each member of the class grinned and slowly raised their hands.

"Our goal for today is to help you develop better digital **organizing** skills. Using a **backup** drive is an important part of being **organized**. It will help you keep all your **files** in order. Okay, students. Please pack up your books. Let's go to the lab."

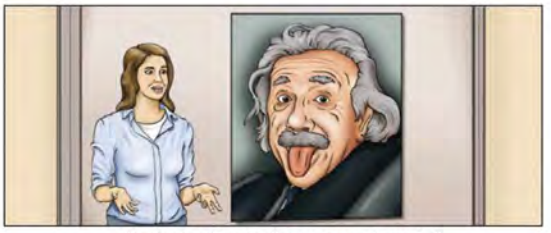
Mr. Andre, the technology teacher, greeted everyone at the door with a smile. "After you have logged in," he said, "look up at the Smart Board."



"I want you to create two separate folders in your account."

The first slide on the Smart Board was titled: My **Pics** and **Quotes** Library. Below were two **folders** labeled **Pics** and **Quotes**.

Once everyone was signed in, Ms. Benjamin said, "Today we will be creating two special **folders** called **Pics** and **Quotes**. Having quick access to these **folders** will be helpful. You will be able to present more creative and interesting reports. Adding **pics** and **quotes** will help make your PowerPoint presentations come to life. Being **organized** will help you find your **files** more quickly."



"Isn't that like stealing someone's work?"

Mr. Andre added, "Let's say you were writing a report on Albert Einstein: You might start with his picture. Then you could add one of Einstein's famous **quotes** underneath. This gives the illusion of Einstein speaking. It helps the reader focus on what you think is important."

Jessica's hand shot up. "Isn't that like stealing someone's work?"

"It's not stealing if you cite the source," Ms. Benjamin replied. "When downloading pictures, it's always best to use **public domain** websites. That way you know up front that you have permission to use the photographs."

"What does **public domain** mean?" Jessica asked.

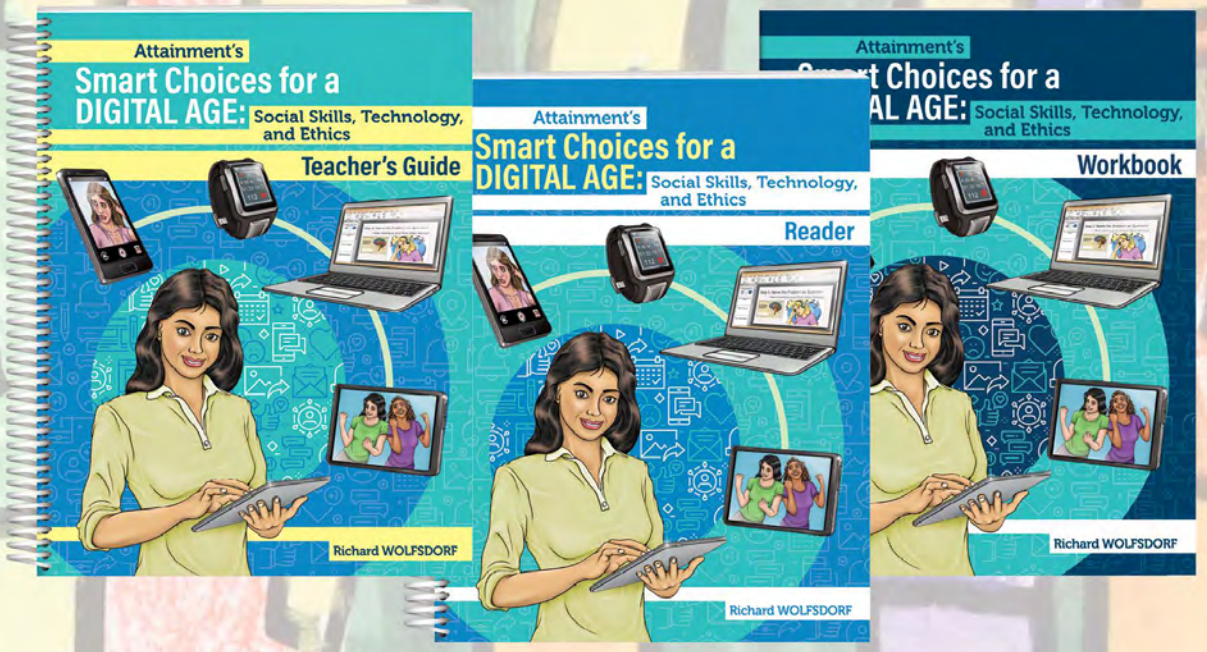
Ms. Benjamin explained. "**Public domain** websites allow users to download photographs from the Internet for free. Most photos posted on these websites are copyright free. That means you are allowed to use them. Adding **quotes** and **pics** makes your writing more professional. Just be sure to always include the author's or photographer's name below the **quote**."

SMART CHOICES FOR A DIGITAL AGE

COMPONENTS

Attainment HUB

Digital Resources

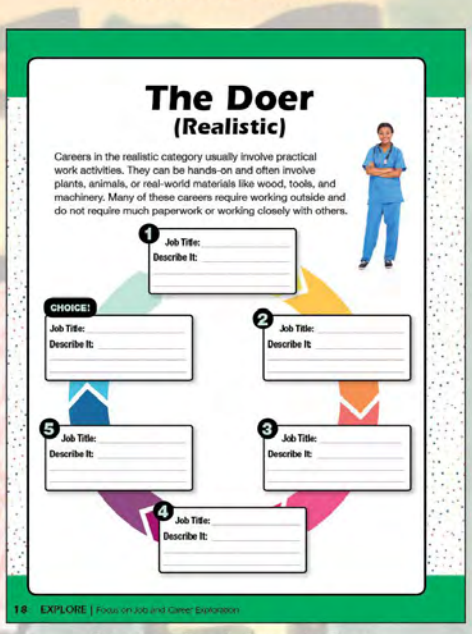


Curriculum: Teacher's Guide, Student Reader, Student Workbook, and online access via the Attainment HUB to 18 chapter assessments, workbook pages, and 18 art expression activities.

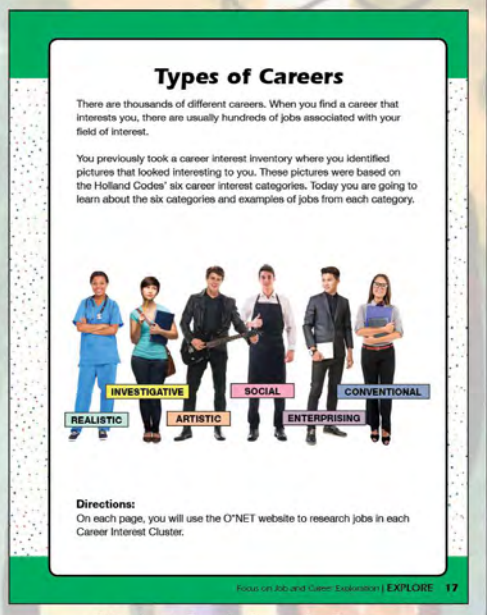
Curriculum Plus: The Curriculum ***plus*** a total of 2 Student Readers, 10 student consumable workbooks, and online access via the Attainment HUB to 18 chapter assessments, workbook pages, and 18 art expression activities.

SAMPLE PAGES

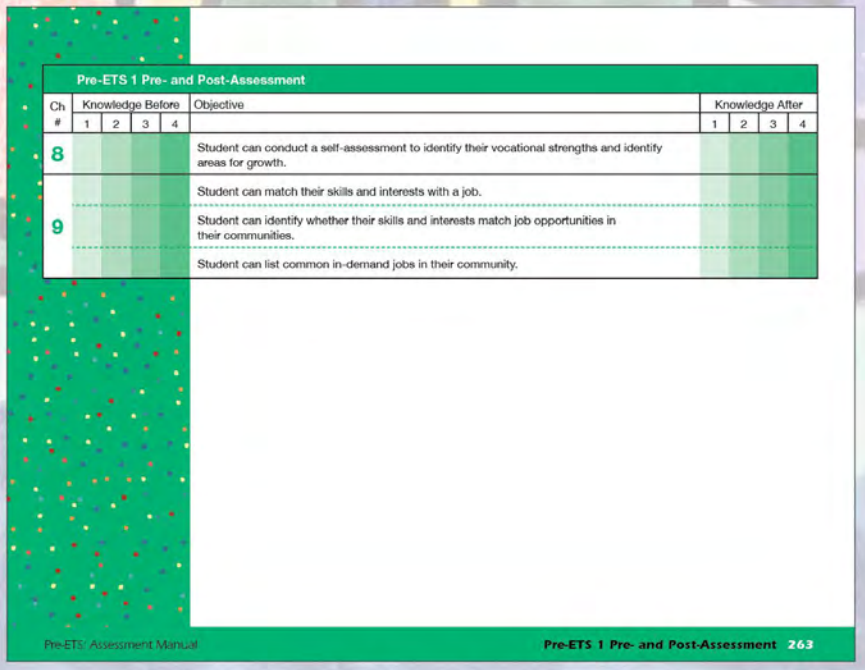
Instructor's Guide Sample Page



Student Book Sample Page



Student Book Sample Page



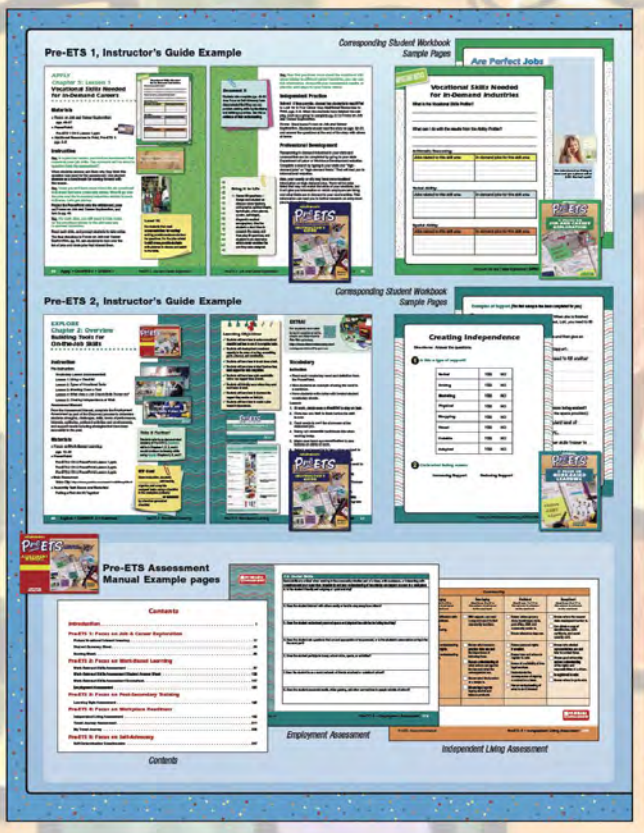
Pre-ETS 1 Pre- and Post-Assessment

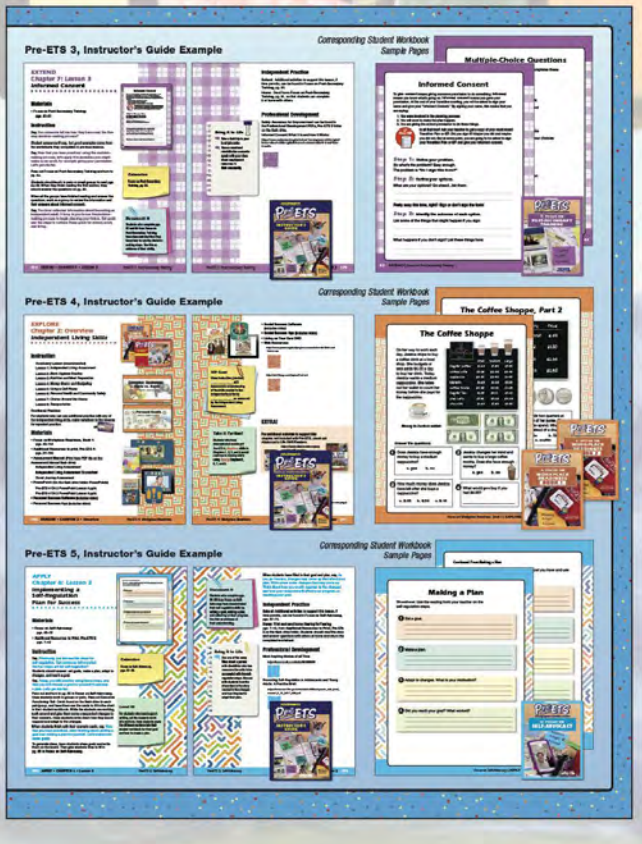
Ch #	Knowledge Before 1	2	3	4	Objective	Knowledge After 1	2	3	4
8					Student can conduct a self-assessment to identify their vocational strengths and identify areas for growth.				
9					Student can match their skills and interests with a job.				
					Student can identify whether their skills and interests match job opportunities in their communities.				
					Student can list common in-demand jobs in their community.				

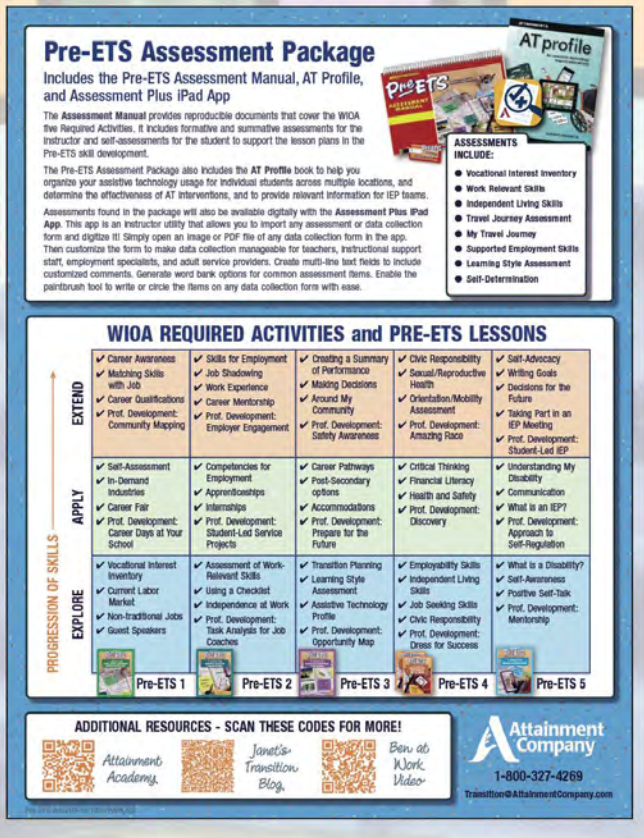
Assessment Manual Sample Page

COMPONENTS


Attainment's Pre-ETS At a Glance
Pre-Employment Transition Solution
A comprehensive transition curriculum that gives instructors multiple resources to support students' transition outcomes
Fulfills WIOA & IDEA Requirements
The Pre-ETS Solution provides lessons specific to each of the five WIOA required activities. Each lesson plan includes an instructor's script, objectives, step-by-step plans, and collaborative resources to fulfill the requirements of WIOA. These lessons engage students in meaningful learning to support independent adult living and employment. Lessons are leveled to meet the needs of all learners. Each lesson plan is connected to student worksheets, pictorial instruction, software, apps, and videos.
Implementation of the Pre-ETS Solution will ensure that all students will complete the five required activities as part of Pre-Employment Transition Services in the federal WIOA regulations. To make the Pre-ETS Solution accessible for all students, we've included interactive GoWorksheet App activities on the iPad and samples of communication overlays. The Assessment Plus App provides further support for teachers to enter data electronically.
Pre-ETS Solution INCLUDES:
Instructor's Guide, Pre-ETS Assessment Manual, 6 spiralbound Student Books for each Pre-ETS Activity, 10 consumable Workbooks for each activity (60 in total), Apps, 13 additional transition resources, a Reference Guide, and Flash Drive.
1. Job & Career Exploration
2. Work-Based Learning
3. Post-Secondary Training
4. Workplace Readiness, Books 1 & 2
5. Self-Advocacy
INSTRUCTOR'S GUIDE INCLUDES:
Lesson Plans
PowerPoints
Vocabulary Instruction
IEP Goals
Leveled Instruction
Collaborative Resources
Professional Development
Technology resources including videos, apps, and other software
PLUS! these 13 Attainment products:
Assessment Manual
GoWorksheet
Assessment Plus
Reference Guide
Student Workbooks
Instructor's Guide
Meets ALL WIOA Requirements
Attainment Company


Pre-ETS 1, Instructor's Guide Example
Corresponding Student Workbook Sample Pages
Are Perfect Jobs
Vocational Skills Needed for In-Demand Industries
Pre-ETS 2, Instructor's Guide Example
Corresponding Student Workbook Sample Pages
Creating Independence
Pre-ETS Assessment Manual Example pages
Contents
Employment Assessment
Independent Living Assessment


Pre-ETS 3, Instructor's Guide Example
Corresponding Student Workbook Sample Pages
Multiple-Choice Questions
Informed Consent
Pre-ETS 4, Instructor's Guide Example
Corresponding Student Workbook Sample Pages
The Coffee Shoppe, Part 2
The Coffee Shoppe
Pre-ETS 5, Instructor's Guide Example
Corresponding Student Workbook Sample Pages
Making a Plan


Pre-ETS Assessment Package
Includes the Pre-ETS Assessment Manual, AT Profile, and Assessment Plus iPad App
The Assessment Manual provides reproducible documents that cover the WIOA five Required Activities. It includes formative and summative assessments for the instructor and self-assessments for the student to support the lesson plans in the Pre-ETS skill development.
The Pre-ETS Assessment Package also includes the AT Profile book to help you organize your assistive technology usage for individual students across multiple locations, and determine the effectiveness of AT interventions, and to provide relevant information for IEP teams.
Assessments found in the package will also be available digitally with the Assessment Plus iPad App. This app is an instructor utility that allows you to import any assessment or data collection form and digitize it! Simply open an image or PDF file of any data collection form in the app. Then customize the form to make data collection manageable for teachers, instructional support staff, employment specialists, and adult service providers. Create multi-line text fields to include customized comments. Generate word bank options for common assessment items. Enable the paintbrush tool to write or circle the items on any data collection form with ease.
ASSESSMENTS INCLUDE:
Vocational Interest Inventory
Work Relevant Skills
Independent Living Skills
Travel Journey Assessment
My Travel Journey
Supported Employment Skills
Learning Style Assessment
Self-Determination
WIOA REQUIRED ACTIVITIES and PRE-ETS LESSONS
PROGRESSION OF SKILLS
EXTEND
APPLY
EXPLORE
Career Awareness
Matching Skills with Job
Career Qualifications
Prof. Development: Community Mapping
Skills for Employment
Job Shadowing
Work Experience
Career Mentorship
Prof. Development: Employer Engagement
Creating a Summary of Performance
Making Decisions
Around My Community
Prof. Development: Safety Awareness
Civic Responsibility
Sexual/Reproductive Health
Orientation/Mobility Assessment
Prof. Development: Amazing Race
Self-Advocacy
Writing Goals
Decisions for the Future
Taking Part in an IEP Meeting
Prof. Development: Student-Led IEP
Self-Assessment
In-Demand Industries
Career Fair
Prof. Development: Career Days at Your School
Competencies for Employment
Apprenticeships
Internships
Prof. Development: Student-Led Service Projects
Career Pathways
Post-Secondary options
Accommodations
Prof. Development: Prepare for the Future
Critical Thinking
Financial Literacy
Health and Safety
Prof. Development: Discovery
Understanding My Disability
Communication
What is an IEP?
Prof. Development: Approach to Self-Regulation
Vocational Interest Inventory
Current Labor Market
Non-traditional Jobs
Guest Speakers
Assessment of Work-Relevant Skills
Using a Checklist
Independence at Work
Prof. Development: Task Analysis for Job Coaches
Transition Planning
Learning Style Assessment
Assistive Technology Profile
Prof. Development: Opportunity Map
Employability Skills
Independent Living Skills
Job Seeking Skills
Civic Responsibility
Prof. Development: Dress for Success
What is a Disability?
Self-Awareness
Positive Self-Talk
Prof. Development: Mentorship
Pre-ETS 1
Pre-ETS 2
Pre-ETS 3
Pre-ETS 4
Pre-ETS 5
ADDITIONAL RESOURCES - SCAN THESE CODES FOR MORE!
Attainment Academy
Janet's Transition Blog
Ben at Work Video
Attainment Company
1-800-327-4269
Transition@AttainmentCompany.com

PRE-ETS

COMPONENTS

Solution: Instructor's Guide, Assessment Manual, AT Profile, 6 Student Books, 60 consumable Workbooks, 2 apps, digital resources from the Attainment HUB, and Reference Guide. **This price does not include the 12 Attainment products.

Solution Plus: Instructor's Guide, Assessment Manual, AT Profile, 6 Student Books, 60 consumable Workbooks, 2 apps, Reference Guide, digital resources from the Attainment HUB, and 12 Attainment Introductory Kits. **This price includes the 12 Attainment products.

JOB SKILLS STORIES

INSTRUCTOR'S GUIDE SAMPLE PAGES

STORY 2 Facing Challenges (pgs. XX-XX)

Four friends experience challenges related to a disability.

Learning Objective

At the end of the lesson, students should be able to give examples of challenges related to a disability.

IEP Goal & Objectives

Given instruction, _____ will identify challenges related to his/her disability with ____ out of _____ opportunities as measured by a teacher generated assessment.

- List different types of disabilities.
- Identify challenges for each disability.
- Describe ways to manage challenges.

1 Review Vocabulary

Review quiz pages are provided on the Flash drive as printable PDFs.

challenge

A difficulty a person must deal with.

Getting used to a new workplace can be a *challenge*.

What are some challenges you have had? How did you deal with them?

museum

A building that contains and shows art or educational items.

The aquarium is a *museum* with all kinds of fish.

Have you gone to a museum? What did you like there?

senses

Physical ways to observe: seeing, hearing, smelling, tasting, and touching.

Dogs have a better *sense* of smell than people.

Which sense is strongest for you? Which is your weakest?

communicate

Tell, write, or show information to another person.

A good boss will clearly *communicate* your job tasks.

How do you communicate with your family? Do you communicate differently with others?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.

Living with a disability can be a challenge when doing things. Knowing about a challenge will help you work with it.

- *Do you know someone in a wheelchair who can get around?*
- *How can a person with a reading disability understand the directions for a test?*

If you use a wheelchair, getting to some places can be a challenge.

- *Besides using steps in a building, can you think of another challenge for someone who uses a wheelchair?*
- *Why is it important to have buildings that everyone can use without being challenged?*

Communication can be a challenge for people with speaking or hearing disabilities.

- *How do you feel when you have to repeat yourself because someone did not hear you?*
- *How are challenges different for someone with a hearing problem compared to someone with a speech disability?*

Special communication tools can help when speaking is a challenge.

- *Have you ever seen someone use a special tool for communication?*
- *How would you try to communicate if you could not use your voice?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.

4 Discuss the Learning Objective: *Recognizing personal strengths*

- *Is a personal strength something you can learn? How can you get help to improve your strengths?*
- *Can a person have more than one strength? How can you discover your strengths?*

5 Practice Independent Living Skill: *Making arrangements with peers for an activity*

In the story, a group of friends work together on a school project. Why is it important to have a good plan when organizing a group activity?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

This lesson extension highlights the Online Interest and Skills Assessment:

https://www.careeronestop.org

The U.S. Department of Labor GetMyFuture online resource provides information, tools, and links for exploring careers. Follow the Explore Careers link to watch a video and use an online interest assessment tool to help match job possibilities to personal strengths and interests.

JOB SKILLS STORIES

READER SAMPLE PAGES

STORY 2 Facing Challenges

In the story, four friends learn about challenges and disabilities.

When you have a challenge, think about how you can handle it. Most disabilities have related challenges.

Living with a disability can be a challenege when doing things. Knowing about a challenge will help you work with it.

If you use a wheelchair, getting to some places can be a challenge.

Communication can be a challenge for people with speaking or hearing disabilities.

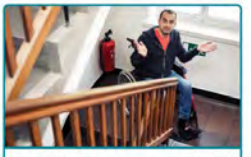
Special communication tools can help when speaking is a challenge.

A **challenge** is a difficulty a person must deal with.
Can you think how to handle a challenge that you have?

STORY 2 Quiz

1. It is important to know about your _____ so you can work with them.

a. sports b. challenges c. buildings



2. If you use a _____, climbing stairs can be a challenge.

a. telephone b. pencil c. wheelchair

3. It can be a challenge to _____ if you have a speaking or hearing disability.

a. communicate b. eat c. cook

4. A communication _____ can help you communicate with other people.

a. tool b. present c. coffee

STORYBOOK SAMPLE PAGES

2 Facing Challenges Vocabulary

challenge
A difficulty a person must deal with.
Getting used to a new workplace can be a *challenge*.

museum
A building that contains and shows art or educational items.
The aquarium is a *museum* with all kinds of fish.

senses
Physical ways to observe: seeing, hearing, smelling, tasting, and touching.
Dogs have a better *sense* of smell than people.

communicate
Tell, write, or show information to another person.
A good boss will clearly *communicate* your job tasks.

2 Facing Challenges

Four friends experience challenges related to a disability.

School had just ended for the day. Lily said to Ryan, "Do you want to watch Leo's basketball game before we go home?"

"Maybe. I planned to go to the science **museum** with Leo and Maya. We have to work on our science report. I'll see if Maya wants to watch Leo play basketball first," Ryan answered. "Do you want to go to the museum with us?"

"Sure," Lily said. "I need to work on my report, too."

Lily left to go to her locker. Ryan saw Leo and Maya. Ryan asked, "Leo, I didn't know you played basketball, how does that work with your wheelchair?

Living with a disability can be a challenege when doing things. Knowing about a challenge will help you work with it.

Leo said, "Being in a wheelchair can make it more challenging, but I use my strengths to make up for my challenges."

"Wow!" Ryan said. "I can't wait to watch you play."

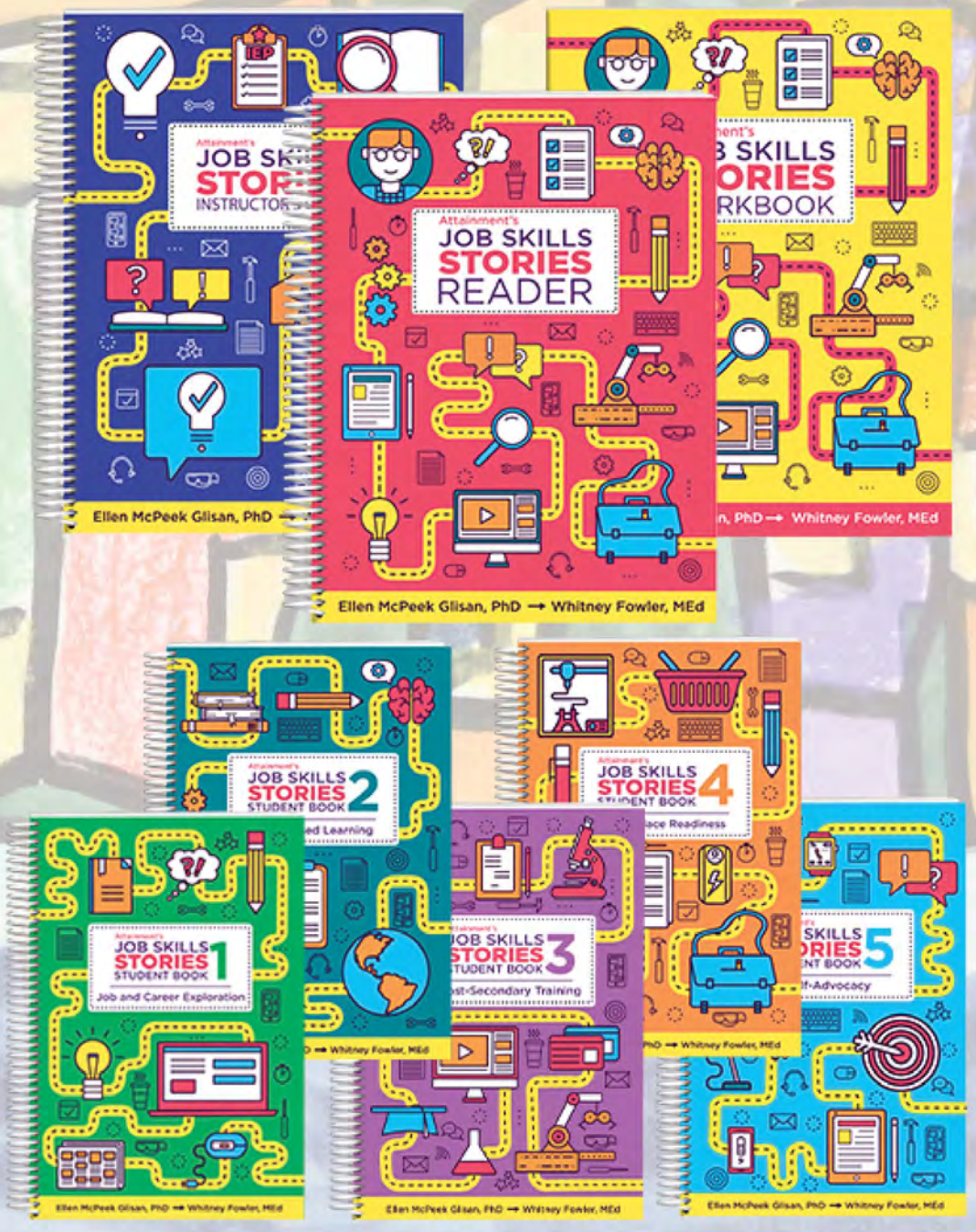
"OK. Here's Lily. We will see you at the game, Leo," Maya said.

2 Facing Challenges Quiz

1. What can be a challenge for a person who uses a wheel chair?
   - ☐ A. talking
   - ☐ B. hearing
   - ☐ C. going up steps
2. In the story, what did students use for communication instead of words?
   - ☐ A. television
   - ☐ B. pizza
   - ☐ C. pictures and body movements
3. What makes it hard to talk to other people?
   - ☐ A. when you have a hearing disability
   - ☐ B. when you use a wheelchair
   - ☐ C. when you have a vision disability
4. Which is an example of a communication tool?
   - ☐ A. elevators
   - ☐ B. pictures
   - ☐ C. lemons
5. How are the people in this picture communicating?
   - ☐ A. with sign language
   - ☐ B. with finger paint
   - ☐ C. with finger puppets

JOB SKILLS STORIES

COMPONENTS

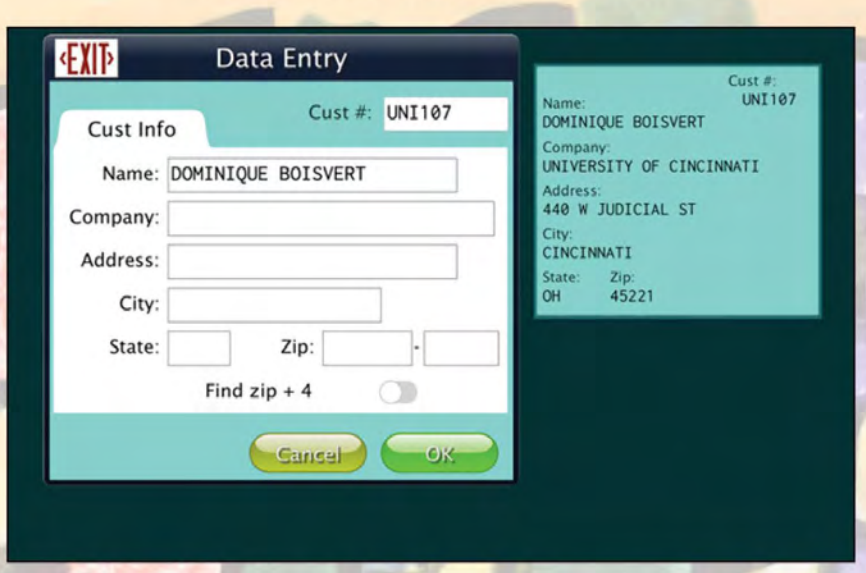


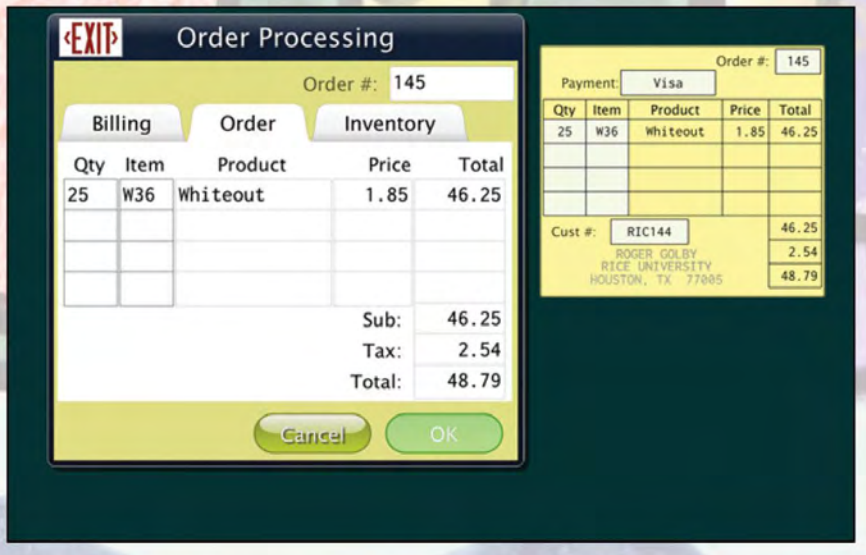
Curriculum: Instructor's Guide, 5 Student Books, Student Reader, consumable Student Workbook, and access to the Attainment HUB for reproducible content.

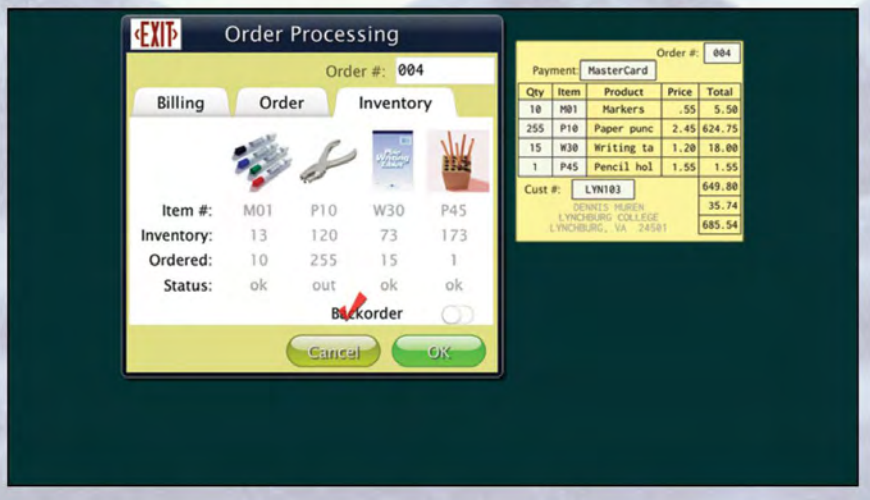
Curriculum Plus: The Curriculum ***plus*** 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

COMPUTERS AT WORK

SAMPLE SOFTWARE SCREENS





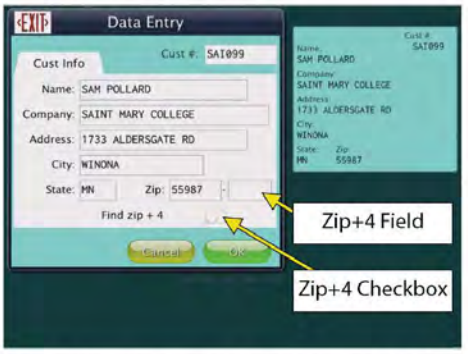


COMPUTERS AT WORK

USER GUIDE SAMPLE PAGES

Data Entry

The Data Entry module teaches basic data entry with a single entry screen. Customer information is read from a Data Card and entered on the entry screen. Data Cards are displayed on-screen in the upper right corner, or printed cards (sold separately) can be used.



To begin, find the customer number on the Data Card and enter it in the "Cust #" field in the entry screen. Once you have entered the correct customer number, the customer record is displayed.

Easy Level
After entering the customer number, check to see if the record contains the zip +4 number. If the zip+4 field is empty, touch the "find zip+4" checkbox. Touch **OK** to continue to the next Data Card.

Medium Level
After entering the customer number, compare the information on the entry screen with the information on the Data Card. Correct any errors found. When the information matches the Data Card, check to see if it contains the zip+4 number. If the field is empty, touch the "find zip+4" checkbox. Touch **OK** to continue to the next Data Card.

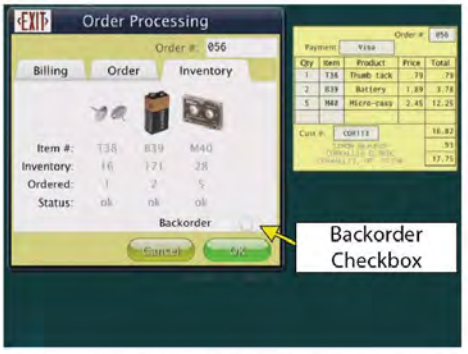
Hard Level
After entering the customer number, no data is displayed in the entry screen. Enter all the information from the Data Card into the correct fields Then, check the zip+4 number. If it is missing, touch the "find zip+4" checkbox. Touch **OK** to continue to the next Data Card.

If you want to clear all fields on the entry screen and re-enter the current Data Card, touch the **Cancel** button.

When finished entering records, touch the **Exit** button. A summary screen shows results of the session.

Order Processing

The Order Processing module has multiple entry screens and teaches advanced data entry skills. Order information is read from a Data Card and entered on the entry screen. Data Cards are displayed on-screen or printed cards (sold separately) can be used.



To begin, find the order number on the Data Card and enter it in the "Order #" field in the entry screen. Once the correct order number is entered, the order record is displayed.

The order record has three sections: **Billing**, **Order**, and **Inventory**. The billing tab contains customer information and payment type. The order tab provides order fields, 4 line item quantities, and item numbers. The inventory tab displays inventory status for each line item in the order.

Easy Level
After entering the order number, select the inventory tab. Check the Status for each item listed. If the status says "Out" for any item listed, touch the **Backorder** checkbox. Touch **OK** to move on to the next Data Card.

Medium Level
After entering the order number, compare the information in both the Billing and Order tabs with the information on the Data Card. Correct any errors. Next, select the Inventory tab and check the status for each item listed. If the status says "Out" for any item listed, touch the **Backorder** checkbox. Touch **OK** to move on to the next Data Card.

Hard Level
After entering the order number, no data is displayed in the entry screen. Enter all information from the Data Card into the correct fields under the Billing and Order tabs. Then, select the Inventory tab and check the Status for each item listed. If the status says "Out" for any item listed, touch the **Backorder** checkbox. Touch **OK** to continue to the next Data Card.

To clear all fields on the entry screen and re-enter the current Data Card, touch the **Cancel** button.

When finished entering records, touch the **Exit** button. A summary screen shows results of the session.

COMPUTERS AT WORK

COMPONENTS

1 Device: Buy from the Store, or buy directly from us to receive an access code to redeem via the new Attainment HUB. Discs available for backup or installation upon request. Call for quantities over 5. Web-based subscriptions are also now available for one or three years.

UPGRADE

CONSUMABLE STUDENT WORKBOOK SAMPLE PAGES

QUALITY OF WORK

U-GRADE Daily Self-Evaluation

Your performance is to be compared to performance expectations of a regular employee using the following rating scale.

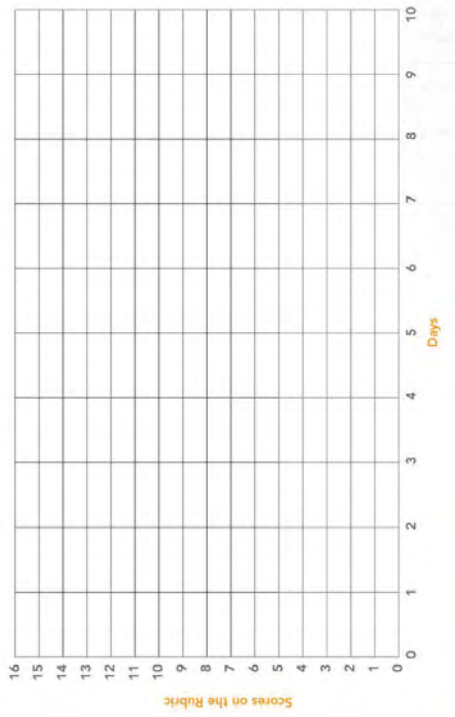
1: Does not meet expectations or is well below the standards of a regular employee
2: Not quite up to the standards and expectations of a regular employee
3: Inconsistently meet standards and expectations of a regular employee
4: Consistently meets the standards and expectations of a regular employee

Quality of Work

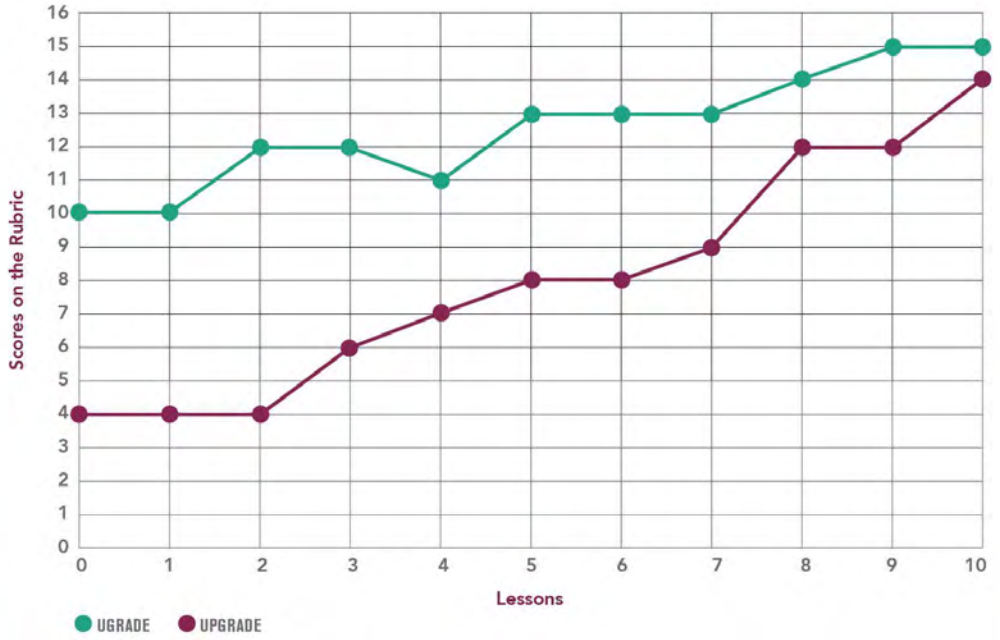
Name:

Job Title:

Date									Average
Checks **quality** of work before finishing independently									
Takes **pride** in work									
Works **diligently** and pays attention									
Work is **completed** to job specifications									
Total Points Earned									
Average Score									
Numbers of Days Absent									



ATTITUDE AND COOPERATION



UPGRADE

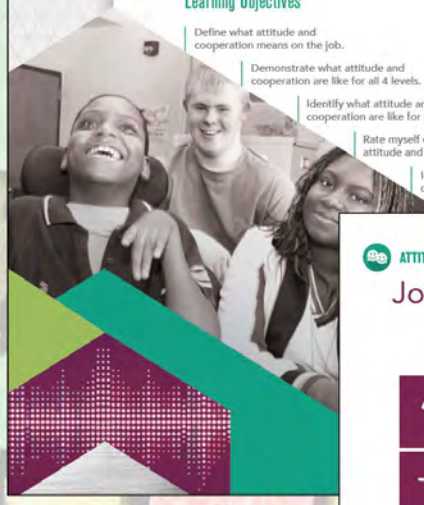
INSTRUCTOR'S GUIDE SAMPLE PAGES

Attitude and Cooperation

Lesson 1 Introduction to Attitude and Cooperation
Lesson 2 Understanding Levels of Attitude and Cooperation on the Job
Lesson 3 Assessing Others Using the Job Performance Rubric
Lesson 4 Practicing Attitude and Cooperation on the Job
Lesson 5 Assessment and Goal Setting of Attitude and Cooperation
UPGRADE and U-GRADE

Learning Objectives

Define what attitude and cooperation means on the job.
Demonstrate what attitude and cooperation are like for all 4 levels.
Identify what attitude and cooperation are like for all 4 levels.
Rate myself on my skills in attitude and cooperation.
Identify what I need to improve on and set a goal for myself.



Introduction to Attitude and Cooperation

LESSON PLAN **ONE**

Teacher Preparation
- Have all materials (listed below)
- Display the rubric

Materials
- Student workbook
- Vocabulary graphic organizer
- Ticket out the door
- PowerPoint for Lesson 1 on attitude and cooperation

Optional materials: *highlighters, projector, folder*

Learning Objective
- I can define what attitude and cooperation mean on the job.

General Feedback Procedures
- When the student responds correctly, provide enthusiastic affirmation/praise.
- When the student makes a correct response that is not quite complete, provide enthusiastic affirmation/praise followed by a statement of the FULL correct answer.

...onds incorrectly, or does not respond, ...test format.

ATTITUDE AND COOPERATION

Job Performance Rubric

	4 EXCELLENT	3 STRONG	2 GOOD	1 POOR
Respect	★	☺	✓	😐
Constructive Criticism	★	☺	✓	😐
Initiative	★	☺	✓	😐
Attitude	★	☺	✓	😐

LESSON PLAN **ONE**

Learning Objective and Vocabulary

(5 MINUTES)

Teacher's Script

1. **Today we are going to learn about one section of the Job Performance Rubric, Attitude and Cooperation.**

What do you think attitude and cooperation means?

Prompt or assist as needed. Provide feedback according to general feedback procedures.

Today we are going to be learning about attitude and cooperation and what that means on the job by learning some key terms.

2. **Let's look at the objective for today's lesson.**

Point to the day's objective, and read it out loud.

Job Performance Rubric

EXCELLENT - 4	STRONG - 3	GOOD - 2	POOR - 1
Always	Usually	Needs to improve	Needs to improve
Shows **respect**	**Respectful**	Being **respectful**	Being **respectful**
Accepts **constructive criticism**	Accepts **constructive criticism**	Accepting **constructive criticism**	Accepting **constructive criticism**
Shows **initiative**	Shows **initiative**	Showing **initiative**	Showing **initiative**
Has an excellent **attitude**	Has a good **attitude**	Having a good **attitude**	Having a good **attitude**
No prompt or reminder	*One prompt or reminder*	*Two prompts or reminders*	*Three or more prompts or reminders*
Any discipline referral results in a 1.			

ATTITUDE AND COOPERATION

UPGRADE DAILY WORKSHEET

Name: _____ Date _____

U - You Evaluate Yourself

Attitude and Cooperation	Rating
Shows **respect** for self, others, and work	
Willingly accepts **constructive criticism**	
Shows **initiative** and **motivation**	
Has a good **attitude** toward learning and performing work	

P - Professional Evaluates You (Teacher Rating)

Attitude and Cooperation	Rating
Shows **respect** for self, others, and work	
Willingly accepts **constructive criticism**	
Shows **initiative** and **motivation**	
Has a good **attitude** toward learning and performing work	

G - Graph both scores on Graphing Worksheet

R - Restate your goal and determine if you met it. Look at your Graphing Worksheet

Did I meet my goal today? YES NO

A - Acknowledge what you did well	**D** - Decide what you need to do better
+ What did I do well?	+ What do I need to do better?
1	1
2	2
3	3

E - Execute improvement tomorrow to meet your goal

What is one thing I need to do to meet my goal tomorrow? _____

UPGRADE

COMPONENTS

Attainment HUB

Digital Resources

Curriculum: Instructor's Guide, Student Workbook, consumable Student Workbook, Graphic Organizers, Response Cards, Ticket-Out-The-Door Cards, Vocabulary Flashcards, and access to the Attainment HUB for reproducible content.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Workbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, Assessment Plus iPad App, and samples of communication overlays.

FACILITATOR'S GUIDE SAMPLE PAGES

GOAL
Participant will determine the tip as a percentage of the total bill.

TIP CALCULATOR CUE

MATERIALS

SUPPLIES	• wallet • enlarged cue, page 218 of the Appendix • calculator
WORKSHEETS	MY STEPS WORKBOOK • Calculating the Tip #1 (page 16) • Calculating the Tip #2 (page 17) • Calculating the Tip #3 (page 18)
CUES	• Tip Calculator Cue
ASSISTIVE TECHNOLOGY SUGGESTIONS	Preprogrammed Devices: • *How much is the bill?* • *I will need some time to use my cue and calculator. Please wait.* • *How much does it cost including tip?* • *Thank you.*

STEP 1: Introduce the Topic

Say, Today, we are going to learn how to calculate the tip. A tip is extra money you give to the person providing you a service if they were quick and helpful. Probe to see if participants can list types of services that might require a tip (e.g., haircut, manicure, eating at a table-service restaurant, riding in a taxi or car service).

STEP 2: Teach Cues and Related Worksheets

Hold up the **Tip Calculator Cue.** We are going to practice finding the amount of money we need to tip using the Tip Calculator Cue and a calculator.

Use the enlarged **Tip Calculator Cue** to practice. Say, First, you must decide what percentage you want to tip. Most people leave 15%, 20%, or 25%. You get to choose based on how good the service was. Once you decide what percentage you want to leave for the tip, you can use the **Tip Calculator Cue** to figure out how much money the tip will be and the price of the total bill.

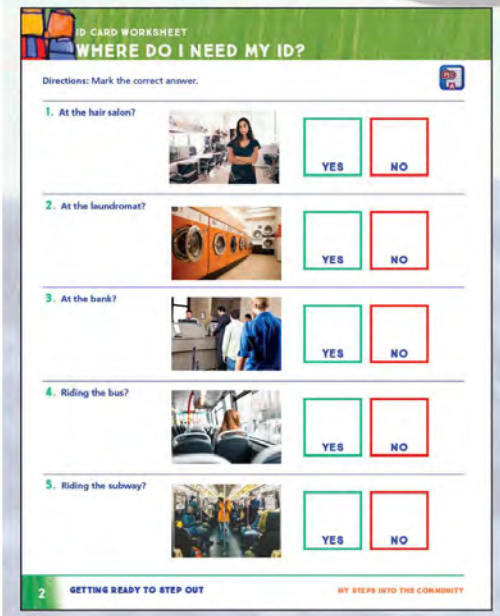
Use the **Calculating the Tip Worksheets #1–3** (pages 16–18 in the **My Steps Workbook**) to practice using the cue. Decide if participants will be calculating the tip using the formula or the Tip Calculating chart on the back of the cue. Teach using the appropriate procedure.

Teach the cue using the model-lead-test procedure:

Calculating the tip using the formula:

- **Model:** I'll show you how first. I need to write the total price of the bill on the first line. Model finding the price on the receipt, and write it in the correct box. Next, I will decide to tip 15%. I will write 15% on the line and convert it to a decimal. 15% equals 0.15. I will write that on the line. Continue modeling. Now I need to use my calculator to compute the tip. I enter the price by matching the numbers and the decimal point. Then I press the multiply button. It looks like an "X." I enter the tip percent by pushing 0.15, and then I press the equals button. The answer on the calculator is the amount needed for the tip. I will write it in the box. Model all steps for the participants.
- **Lead:** Let's try it together. Let's write the total price of the bill on the first line. Use a new worksheet and find the price with the participants and write it in the boxes. Next, let's decide to tip 15%. Write 15% on the line and convert it to a decimal. 15% equals 0.15. Write that on the line. Complete the task with participants. Use the calculator to compute the tip. Enter the price by matching the numbers and the decimal point. Press the multiply button. It looks like an "X." Enter the tip percent by pushing 0.15, and then press the equals button. The answer on the calculator is the amount needed for the tip. Write it in the box. Complete all steps for the participants.
- **Test:** Now it is your turn to try it on your own! Have participants practice the skills independently. Use a least intrusive prompt hierarchy if participants struggle with the sequence.

STUDENT BOOK SAMPLE PAGES



ID CARD WORKSHEET
WHERE DO I NEED MY ID?

Directions: Mark the correct answer.

1. At the hair salon? YES NO
2. At the laundromat? YES NO
3. At the bank? YES NO
4. Riding the bus? YES NO
5. Riding the subway? YES NO

2 GETTING READY TO STEP OUT MY STEPS INTO THE COMMUNITY

ID CARD WORKSHEET
HOW WILL I USE MY ID CARD?

Directions: Choose the correct answer(s).

1. I will carry _____ in my wallet at all times.
   my ID card | money | a jacket
2. I can use my ID card to give _____ about me.
   transportation | pictures | information
3. I can use my ID card when going to places in _____.
   the community | my house | school
4. I can use my ID card to call _____.
   my friends | my family | the movie theater
5. I can give my ID card to a safe adult in _____.
   911 | my house | an emergency

MY STEPS INTO THE COMMUNITY GETTING READY TO STEP OUT 3

ID CARD WORKSHEET
USING MY ID CARD

Directions: Use your **ID Card** to complete the form below.

Dr. Jane Smith
New Patient Form

Name: Last First MI Date of Birth:
Address: Home Phone:
City/State/Zip: Work Phone:
E-Mail Address: Cell Phone:
Sex: ☐ Male ☐ Female
Employed: ☐ Full-Time ☐ Part-Time ☐ Retired ☐ Not Working
Marital Status: ☐ Single ☐ Married ☐ Divorced
Name of Spouse:

EMERGENCY CONTACT INFORMATION
Name: Name:
Relationship: Relationship:
Home Phone: Home Phone:
Work Phone: Work Phone:

INSURANCE INFORMATION
Insurance Carrier:
Policy Number:

MY STEPS INTO THE COMMUNITY GETTING READY TO STEP OUT 5

STUDENT BOOK SAMPLE PAGES

DEBIT/CREDIT CARD WORKSHEET

BUDGETING WITH A CREDIT CARD

Directions: Look at the available balance on your **credit card** and decide if there is enough money to buy the item.

1. Your credit card has an available balance of $50.00. Can you buy a TV for $155.45 (including tax)?

YES NO

2. Your credit card has an available balance of $35.00. Can you buy a coffee for $4.25 (including tax)?

YES NO

3. Your credit card has an available balance of $40.00. Can you buy a meal for $13.32 (including tax)?

YES NO

GETTING READY – WRITE ABOUT IT!

OUTING 1 – USING A PUBLIC RESTROOM

IDENTIFYING RESTROOM SIGNS

Directions: Cut out the pictures or draw lines to match the sign to the correct category.

OUTING 1 – USING A PUBLIC RESTROOM

WHAT DO I NEED TO TAKE WITH ME?

Directions: Choose the items you will need to take with you to the restroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

OUTING 1 – USING A PUBLIC RESTROOM

PICTURE CHECKLIST

1. Find your restroom.
2. Wait for an empty stall or urinal.
3. Enter the stall or urinal.
4. Use the restroom.
5. Flush the toilet until it is clear.
6. Button and zip your clothing.
7. Wash and dry your hands.
8. Leave the restroom with all your belongings.

EXPLORE LIFE SKILLS PACKAGE

EXPLORE SOCIAL SKILLS TEACHER'S MANUAL SAMPLE PAGES

2

Walking to School

Narrative

Walking to school is often fun for students with strong social skills, but it can be difficult for those who struggle in this area, since it takes place away from adult supervision. Students who walk to school need to learn how to communicate with other students or friends and observe safety rules for crossing streets.

Objective

Will greet fellow students and friends while paying attention to the safety rules when walking to school.

Lesson

1. Introduce the lesson by reading the teacher's script.
2. Read and discuss the self-talk story.
3. Read and discuss the steps.
4. Practice the steps by performing role-plays.
5. Review the steps.
6. Teach how to use the self-monitoring checklist.
7. Students write and discuss solutions to the problems.
8. Assign the skill to the students.

Teacher's Script

Say, "Walking to school is fun and good exercise. But it's important to be careful for the sake of safety. Watch for cars or trucks when you cross driveways or alleys. Watch for moving cars when you cross streets and be careful around construction sites. If a bully or a group of students give you a hard time, change the way you go to school and tell an adult if this happens."

Sample Role-play

Create role-plays so students can practice the steps before doing them outside of the classroom. Discuss each role-play after it is performed.

Situation: Two students are walking to school.

Student 1: (Walking to school and sees friend.) "Hi." (Looks at and says friend's name.)

Student 2: "Hi." (Looks at and says friend's name.)

Student 1: (Walks with friend.) "Did you see the game last night?"

Student 2: "Sure did! What a game!" (Students come to a crosswalk and look both ways before crossing the street.)

Student 1: "No cars, it's safe to walk across the street."

Continue with additional role-plays until students can perform the steps without prompts.

Additional Information

Walking to school with a group of friends can be enjoyable. Students need to be aware of potential hazards such as cars backing out of driveways or speeding, as well as construction sites. Other hazards include a group of students who gather to harass those walking. Sometimes an alternative route might need to be discussed.

Safety issues such as using sidewalks, crosswalks, and traffic lights should be encouraged. Greeting and thanking a law enforcement officer is appropriate but students need to be discouraged from becoming too friendly with people they don't know.

Mastering how to greet friends and adults that students know is a necessary interaction for students who struggle with acknowledging others.

EXPLORE SOCIAL SKILLS STUDENT SAMPLE PAGES

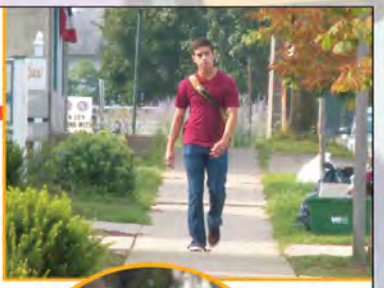
Walking to School

self-talk story

I walk to school every day. I remember to stay on the sidewalks, watch for people in front of me, and greet friends when I see them. I avoid sending text messages on my phone while walking so I can watch for people and cars. I cross the street at the crosswalks, look for cars, and stay in the crosswalks. I try to get to school as quickly as possible.

steps

1. I stay on the sidewalks.
2. I greet my friends.
3. I look for moving cars before crossing the street.
4. I use crosswalks and traffic lights.
5. I avoid sending text messages while crossing the street.
6. I get to school before the bell rings.



1 I stay on the sidewalks.

2 I greet my friends.

3 I look for moving cars before crossing the street.

STEPPING OUT

COMPONENTS

Curriculum: Student Workbook, 2 consumable Student Workbooks (Book 1 and Book 2), Facilitator's Guide with digital resources from the Attainment HUB, the StepPad, cue cards with convenient pocket book, and related outing overlays.

Curriculum Plus: The Curriculum ***plus*** a total of 20 consumable Student Workbooks (10 copies of Workbook 1 and 10 copies of Workbook 2), the entire page set of workbook pages as accessible GoWorksheets for the iPad, the GoVisual iPad App with 2 sample outing videos, and sample communication overlays.

EXPLORE LIFE SKILLS PACKAGE

EXPLORE PERSONAL CARE TEACHER'S MANUAL SAMPLE PAGES

Brushing Your Teeth

Narrative

Dental care is an important personal care activity because your teeth are one of the first things other people see. It is also the key to having fresh breath and is important for many other health reasons. Brush your teeth two or three times daily and do it correctly. Ask your dentist to show you how to brush the right way. And see your dentist regularly.

Objective

S will learn to brush teeth properly in the most effective way possible.

Teacher's Script

Say, "Brushing your teeth correctly is one of the most important things you can do for your health. It helps you have fresh breath and keeps you looking good. And it keeps the bacteria in your mouth from becoming a problem. Some of you may also want to try using an electric toothbrush."

Training Suggestions

- Brushing and otherwise cleaning teeth as well as regular visits to the dentist are critical to good dental hygiene. But brushing teeth is the core activity. Students are well advised to consult with their dentists, alone or through family, as to how to best brush, floss, and if appropriate use a water pick.
- Toothbrushes are inexpensive and should be upgraded regularly. Look for soft-bristled brushes of the appropriate size.

Brushing Your Teeth—Women

Brushing Your Teeth

Name _____

Date _____

Women's Personal Care Checklist

_____ 1  Get supplies.

_____ 2  Wash hands.

_____ 3  Wet toothbrush.

_____ 4  Apply toothpaste.

_____ 5  Wet brush again.

_____ 6  Brush teeth.

_____ 7  Spit and brush more.

_____ 8  Rise brush and put away.

_____ 9  Fill up and rinse mouth.

_____ 10  Put cap back on.

Notes:

EXPLORE PERSONAL CARE STUDENT BOOK SAMPLE PAGES

Vocabulary

1	personal		a person's private business
2	dental		about your teeth
3	correct	A+	the right way to do something
4	regular		doing things in a consistent pattern
5	hygiene		having good health practices
6	plaque		bacteria on a tooth surface

Facts

No personal care activity is more important than

good dental care. It is the key to fresh breath and

looking good. And it is important for health reasons. Brush

your teeth 2 two or 3 three  times daily. But it is not enough

 A+ 

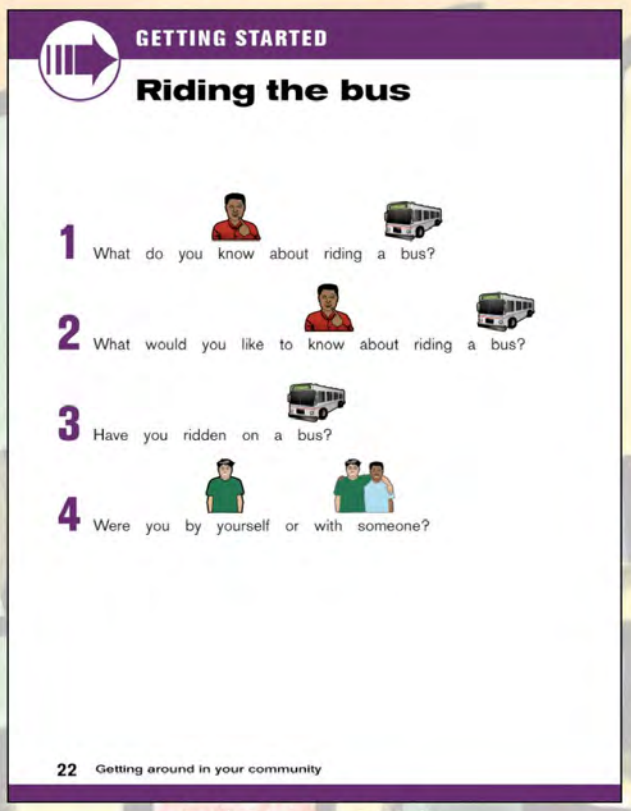
just to brush. It must be done correctly. Ask your dentist

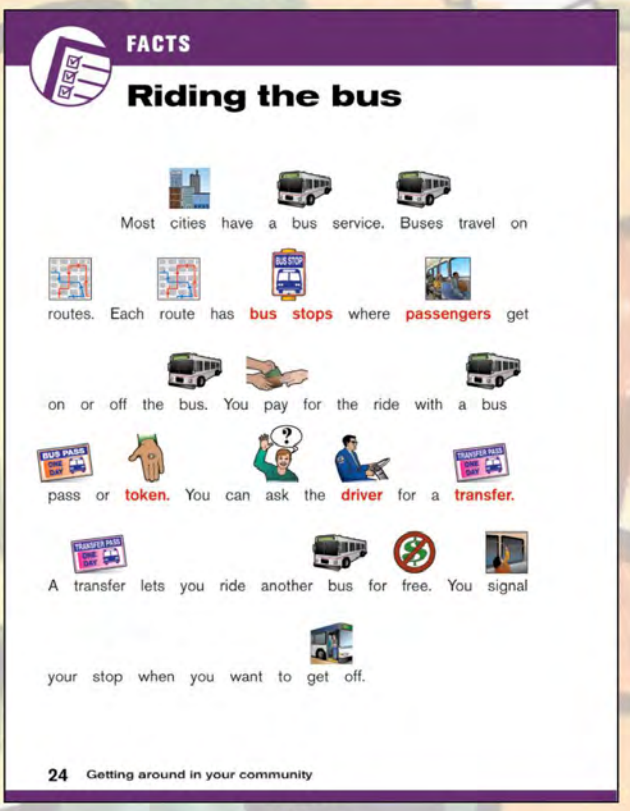
to show you how to brush the right way.

EXPLORE LIFE SKILLS PACKAGE

EXPLORE YOUR COMMUNITY STUDENT SAMPLE PAGES



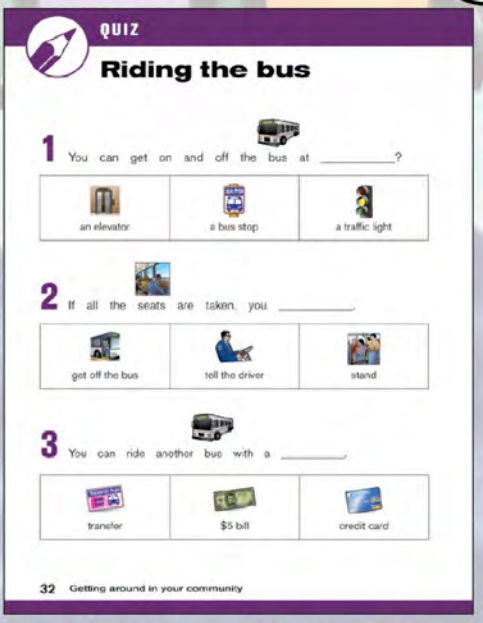
Anticipatory Activity



Essay

Photo Sequence

Social Skill Training



Comprehension Exercise

Step by Step

1 *Get supplies.*

2 *Wash hands.*

3 *Wet toothbrush.*

4 *Apply toothpaste.*

5 *Wet brush again.*

6 *Brush teeth.*

Helpful Tips

See your dentist regularly. Ask your dentist to give you an oral hygiene program for you to follow. And ask your dentist for a plaque assessment to make sure you are brushing properly. That will show if you need to change the way you brush. Consider using an electric toothbrush to stimulate your gums.

Problem Solving

1 You do not see your dentist often enough. What should you do?

_____
_____
_____

2 You do not have a good oral hygiene program. What should you do?

_____
_____
_____

3 You do not know if you are brushing correctly. What should you do?

_____
_____
_____

Quiz

1 Keeping your teeth in good shape is called ___ care.

dental	face	mouth

2 Good dental care is important for _____ reasons.

weather	3 three	health

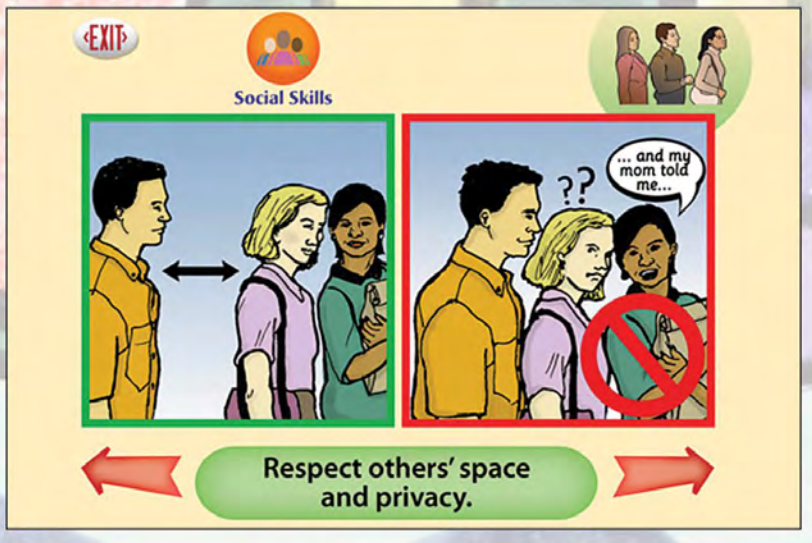
3 Make sure you _____ properly.

eat	brush	dance

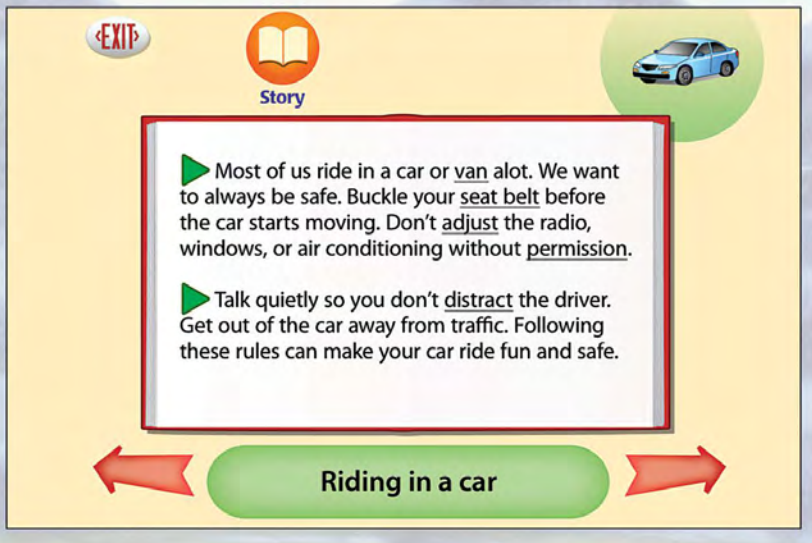
EXPLORE LIFE SKILLS PACKAGE

EXPLORE YOUR COMMUNITY SAMPLE SOFTWARE SCREENS

Step-By-Step Video



Social Skills Screen From *Standing in Line*



Story Screen From *Riding in a Car*

EXPLORE LIFE SKILLS PACKAGE

LIVING ON YOUR OWN LESSON PLAN SAMPLE PAGES

Straightening Up

Narrative

Tell students that straightening up can apply to any part of their living space from living room to bathroom. It's generally the first activity students do when cleaning up their place. There might be a need to do just one room, or the entire place. That's their decision. They should start by having a plan. What are they going to do? And where? How much time do they have? And do they have the right supplies? When straightening a room, they might want to take a laundry basket along to put in things that they pick up.

Objective

S will decide on a plan as to where to straighten up based on what is needed and the time they have to do it.

Teacher's Script

Say, "Straightening up your living space can include doing just one room, or your entire place. Before you start cleaning, make a plan. How much are you going to do? How much time do you have? And do you have the right supplies to do it?"

Training Suggestions

- Suggest they start by removing items that don't belong in the room they're cleaning.
- Tell them to use a laundry basket to collect items that need to be picked up and placed elsewhere.
- Take photos of what the students' rooms should look like when straightened to help them understand what to put where, and show them the photos.

Emptying Wastebaskets

Narrative

Tell students that wastebaskets are a little like garbage cans, but are lighter to remove and carry. They can be found in most rooms and need to be emptied regularly. Students can keep extra liners in the bottom of each basket so they always have the next one there when they empty it. They can decide on a place to take all the bags, or put the bags into a larger container and take it all out at once. Some bags in some rooms will need to be taken out more often than others. The kitchen wastebasket, for example, will need to be removed more often.

Objective

S will check wastebaskets on a regular basis and empty them when needed.

Teacher's Script

Say, "Check all your wastebaskets regularly, empty them when needed, and if it helps, put a new liner in each time you remove the old one. Some bags will need to be checked more often than others, like kitchen wastebaskets that need to be emptied more often."

Training Suggestions

- For some students, trash bags can be hard to close. Rehearse twisting ties until they master it.
- Every independently living student will have at least a slightly different pickup scenario, depending on where they live. Model several general types of pickup so they're ready for their specific scenario.

LIVING ON YOUR OWN READER SAMPLE PAGES

Chapter 1

Jared Meets the Magician

BEEP, BEEP, BEEP, BEEP!

Jared Moore hit the "snooze" button on his alarm clock. He sank back under his big blue quilt for five more minutes of sleep. When the alarm went off again, he sat up, yawned, and looked around his room.

The walls were covered with posters from his two favorite basketball teams, the Boston Celtics and Miami Heat. His two favorite players, Ray

Vocabulary Words

1	aisle		a walkway between sections of seats or shelves
2	bully		a person who is mean to others
3	customer		one who buys goods or services
4	employee		a person who works for someone
5	escape		to free yourself from something or someone
6	experience		to participate in or watch an event
7	fired		an employee's job is ended
8	mentor		a wise and trusted counselor or teacher
9	professional		a person who has a skilled job
10	volunteer		a person who offers their skills for free

EXPLORE LIFE SKILLS PACKAGE

COMPONENTS

Includes: Explore Social Skills, Explore Personal Care, Explore Your Community, and Living on Your Own curricula, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and digital resources from the Attainment HUB.

READY, SET, COOK!

FACILITATOR'S GUIDE SAMPLE PAGES

Materials

2. The recipes provided can be color coded to make temperatures and measurements easier to use. To prepare the utensils and microwave, use colored plastic tape to mark the microwave oven and measuring utensils. If using the heavy-duty plastic tape, it should last though many washes. Each traditional recipe is color coded for the **Clear, Time, Power,** and **Start** buttons on the microwave. Your microwave may have shortcut buttons, but this cookbook does not make use of them. Each of the measuring cups and spoons are color coded as well.

To color code the microwave, place a piece of colored tape over the corresponding buttons used in the cookbook. Colored tape in yellow, blue, red, and green are provided.

	"Clear" Yellow tape
	"Time" Blue tape
	"Power" Red tape
	"Start" Green tape

To color code your measuring utensils, wrap colored tape around the handles with the corresponding colors used in the cookbook. Provide necessary adaptations for students' needs. Ensure the microwave and prep station are accessible to all.

	1 cup Red tape
	¼ cup Yellow tape
	⅓ cup Blue tape
	¼ cup Green tape

	1 Tablespoon Red tape
	1 teaspoon Yellow tape
	½ teaspoon Blue tape
	¼ teaspoon Green tape

LESSON 5

Omelet

Serves 1

Ingredients
2 eggs
¼ cup shredded cheese
¼ cup chopped ham
salt
pepper
2 tablespoons water
cooking spray

Utensils
2-quart glass dish with lid
bowl
¼ cup
1 tablespoon
fork
spatula
oven mitts

Primary Objectives
- Understands that protein can help keep you full for a long time, so it is good for breakfast.
- States that this meal has protein (egg, cheese, and meat) and vegetables (peppers and onions).

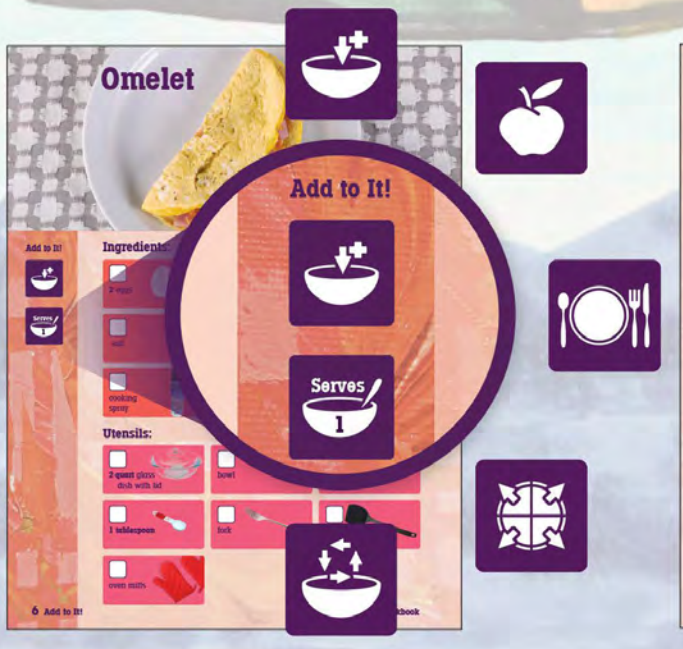
Secondary Objectives
- Prepares Omelet.
- Measures ingredients accurately using color-coded measuring utensils.
- Stirs ingredients.
- Operates a color-coded microwave.
- Uses oven mitts.

Talking Points
- Ask students which food groups are present.
- Explain that this recipe is "customizable," so they can add the meats and vegetables they like.
- Prepare the Omelet.

Connect It!
This recipe it great to use with leftovers. Use meat or vegetables from earlier in the week!

Healthy Tip
Use low-fat cheese to reduce the fat in the recipe.

STUDENT BOOK SAMPLE PAGES



READY, SET, COOK!

ASSESSMENT FORM SAMPLE PAGES

Shopping Report

Name: Instructor(s): Date:

Student(s):

Store(s):

Helper(s):

Transportation Method(s):

Note(s):

Ready, Set, COOK! Facilitator's Guide Shopping Report 103

Shopping Report

Performance Scale PI = Performs independently V = Verbal prompts needed P = Physical prompts needed U = Unable to complete \ = Did not participate	Name(s)				
Preparation					
1. Plans for transportation.					
2. Has money.					
3. Is appropriately dressed.					
4. Has correct shopping list.					
5. Other ____________________.					
Skills					
1. Enters store safely.					
2. Locates basket or cart.					
3. Locates items on shopping list.					
4. Takes items from shelves and carefully places in basket or cart.					
5. Marks items off list when placed in basket or cart.					
6. Goes to checkout when finished.					
7. Puts items on counter.					
8. Gives money or debit card to cashier or follows the directions on the self-checkout machine.					
9. Waits for changes and puts it away.					
10. Leaves the store with groceries.					
11. Other ____________________.					
Behaviors					
1. Moves through store without inappropriately touching items.					
2. Is considerate of others' personal space.					
3. Speaks to others appropriately.					
4. Asks for help when needed.					
5. Waits in line patiently.					
6. Other ____________________.					

Items by Section of the Grocery Store			
	X		X
Produce		**Frozen Foods**	
Dairy		**Fresh Meat/Fish**	
Non-Food		**Prepared Meats**	
Bakery		**Cereal/Pasta**	
Canned Food		**Other**	

104 Shopping Report Ready, Set, COOK! Facilitator's Guide

Cooking Report

Instructor:		Class:
Name:	Date:	Goal:

Cooking Data Sheet Directions:

The data sheet on the reverse side includes space to assess all aspects of a student's cooking performance. You may use all columns or select only the ones which are applicable.

Name and date: Use one sheet for each individual student or one sheet for each class.

Recipe: Title of recipe and page number in the cookbook.

Lesson #: The lesson number in the Facilitator's Guide.

Recipe Steps: Write the number of steps in the recipe.

Performance Scale
PI = Performs independently
V = Verbal prompts needed
P = Physical prompts needed
U = Unable to complete
\ = Did not participate

Ready, Set, COOK! Facilitator's Guide Cooking Report 105

Cooking Data Sheet

Date	Name	Recipe	Lesson #	Steps	Comments
				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

106 Cooking Data Sheet Ready, Set, COOK! Facilitator's Guide

MEAL PLANNING AND GROCERY LIST SAMPLE PAGES

Meal Plan Example

	Breakfast	Lunch	Dinner	Snacks/Extras
Sunday	Omelet	Turkey Sandwich	Chicken Alfredo	Rice Crispy Treats
Monday	French Toast	Salad with leftover chicken	Pasta and Marinara	
Tuesday	Cereal	Chicken Salad with leftover chicken	Mac and Cheese with leftover pasta	
Wednesday	Omelet	Veggie tray and sandwich with chicken	Potluck with friends	Buffalo Chicken Dip
Thursday	Poached Egg Sandwich	Leftover veggie tray and Quinoa	Tuna-stuffed Avocado and Rice	
Friday	Fruit Parfait	"Fried" Rice	Pizza at Mom's	Fudge for Mom's house
Saturday	Oatmeal	Leftover "Fried" Rice	Meatballs	Grocery shop

Meal Plan

	Breakfast	Lunch	Dinner	Snacks/Extras
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Grocery List Example

Eggs and Dairy	Fresh Meat	Produce	Canned Items	Baking Items
1 dozen eggs	1 pound of ground beef	5 stalks of celery	1 4.5 ounce can of tuna	1 (16 ounce) bag of semi-sweet chocolate chips
16 ounces of shredded cheddar cheese	½ pound of sliced turkey	3 large carrots	10 ounce can of chicken	1 (14 ounce) can of sweetened condensed milk
8 ounces of cream cheese	¼ pound of sliced ham	2 bell peppers	lime juice	1 bag of chopped walnuts
8 ounces sour cream	2 pounds chicken breast	1 small head of broccoli		
6 ounces of vanilla yogurt		1 head of romaine lettuce		
1 gallon of milk		1 small cucumber		
¼ pound sliced cheddar cheese		1 tomato		
butter		1 small onion		
		1 small package of strawberries		
		fresh cilantro		
		1 avocado		

Pantry Staples	Frozen Foods	Grains	Condiments	Other
1 pound of elbow macaroni	1 (8 ounce) bag of frozen mixed veggies	1 loaf of whole grain bread	1 packet of ranch seasoning	
1 bag of rice	1 (8 ounce) bag of frozen fruit	1 box of Rice Krispies cereal	1 jar of mayonnaise	
1 bag of quinoa		1 bag of tortilla chips	1 bottle of buffalo sauce	
1 small canister of Italian style bread crumbs		1 package of English muffins	1 jar of marinara sauce	
1 small bag of granola			1 jar of alfredo sauce	
1 canister of quick oats			1 bottle of ranch dressing	

* This grocery list assumes that you already have some common pantry items such as spices, cooking spray, sugar, and vanilla extract. Many items you purchase on this list will last you much longer than a week, so you won't have to buy them every week. Those items are in white.

Grocery List

Eggs and Dairy	Fresh Meat	Produce	Canned Items	Baking Items

Pantry Staples	Frozen Foods	Grains	Condiments	Other

READY, SET, COOK!

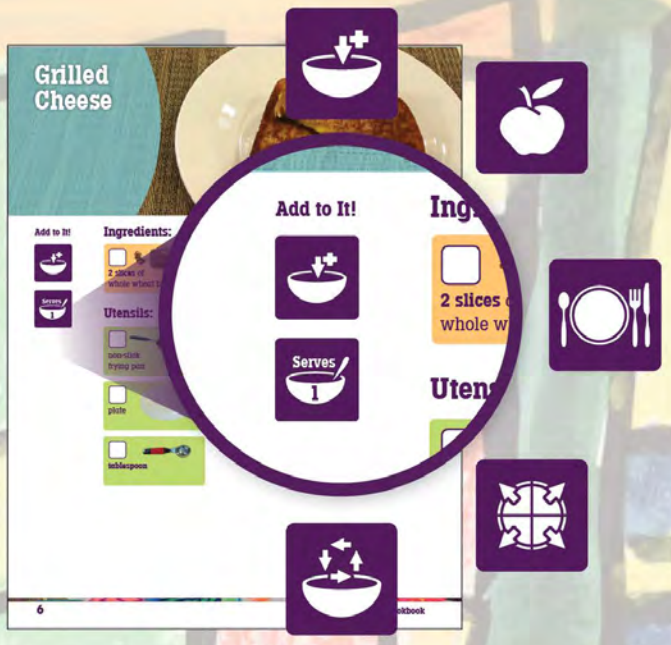
COMPONENTS

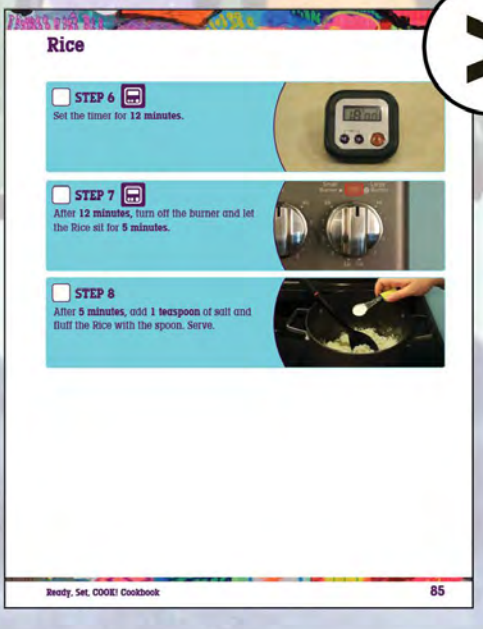
Curriculum: Lesson Plans book with digital resources from the Attainment HUB, Cookbook, consumable Student Cookbook, Green Pocket Timer, adjustable book easel, 2 laminated Student Checklist posters, and the laminated Recipe Reader and Measurement Guide.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Cookbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

READY, SET, COOK 2: FULL KITCHEN EDITION

STUDENT BOOK SAMPLE PAGES





MEASUREMENT ABBREVIATION GUIDE AND MY RECIPE READER

Measurement Abbreviation Guide

Original Measurement	Half	Double	3 times	4 times	5 times	6 times	7 times	8 times
1/8 teaspoon, tablespoon, cup	1/16	1/4	3/8	4/8	5/8	6/8	7/8	1
1/4 teaspoon, tablespoon, cup	1/8	1/2	3/4	1	1 1/4	1 1/2	1 3/4	2
1/2 teaspoon, tablespoon, cup	1/4	1	1 1/2	2	2 1/2	3	3 1/2	4
3/4 teaspoon, tablespoon, cup	3/8	1 1/2	2 1/4	3	3 3/4	4 1/2	5 1/4	6
1 teaspoon, tablespoon, cup	1/2	2	3	4	5	6	7	8
2 teaspoon, tablespoon, cup	1	4	6	8	10	12	14	16
3 teaspoon, tablespoon, cup	1 1/2	6	9	12	15	18	21	24
4 teaspoon, tablespoon, cup	2	8	12	16	20	24	28	32

My Recipe Reader

Sometimes we need more food or less food than a recipe makes. Use the table below to change your recipe to the right amount of food!

Are we **doubling** the recipe or cutting it in **half**? Circle one!

Ingredient	Original Measurement	New Measurement

READY, SET, COOK 2: FULL KITCHEN EDITION

COMPONENTS

Digital Resources

Curriculum: Lesson Plans book with digital resources from the Attainment HUB, Cookbook, consumable Student Cookbook, Green Pocket Timer, adjustable book easel, 2 laminated Student Checklist posters, and the laminated Recipe Reader and Measurement Guide.

Curriculum Plus: The Curriculum ***plus*** a total of 10 consumable Student Cookbooks, the entire page set of workbook pages as accessible GoWorksheets for the iPad, and samples of communication overlays.

BEST PRACTICES

TEACHING STUDENTS WITH INTELLECTUAL DISABILITY AND AUTISM

Enhance instructional procedures and student outcomes

By Ginevra Courtade, PhD

Time Delay is a systematic and errorless instructional procedure in which a prompt is provided after a certain interval of time and naturally fades.

System of Least Prompts is a strategy in which a teacher progresses through a prompting hierarchy (starting with the least intrusive to the most intrusive) to elicit a correct student response.

Model-Lead-Test provides students with multiple opportunities to practice a new skill with direct teacher involvement.

Embedded Instruction is explicit, systematic instruction designed to give students instructional trials within the ongoing routines and activities of the students' day.

Task Analytic Instruction is the process of breaking down a skill or behavior into steps to teach one step at a time.

PROFESSIONAL DEVELOPMENT SERIES

BEST PRACTICES

TEACHING STUDENTS WITH COMMUNICATION DISORDERS

Evidence-based strategies to meet learners' needs

By Courtney Seidel, MS, CCC-SLP and Trici Schraeder, MS, CCC-SLP

Making Learning Meaningful and Rewarding (social and tangible rewards, communication temptations, mass and distributed practice)
Meeting the Learner's Needs (cloze technique, pause time, minimal pair contrasts, checking for understanding, and self-correction)
Scaffolds and Supports (chunk and chain, modeling and imitation, scripts, carrier phrases, expansions and extensions)
Clear Expectations/Consistent Feedback (clear objective, specific verbal praise, general verbal praise, specific corrective feedback, general corrective feedback)
Maximizing Time/Focused Learning (foreshadowing, attending cue, evoked production, redirection, reactive conflict resolution)

PPT PDF

BEST PRACTICES

MASTERING THE IEP PROCESS

Collaborate and improve educational results through the IEP

By Cynthia Herr, PhD and Mary Ann Winter-Messiers, PhD

What Is an IEP? defines what an IEP is, its purpose, its development, and the elements that need to be included in the IEP.
Understanding IEP Meetings emphasizes the importance of IEP meetings and who is required by law to attend.
Supporting Parents as Partners discusses the integral role of parents in the IEP meeting and how staff can take steps before, during, and after the meeting to reassure the parents.
Writing Measurable IEP Goals and Objectives defines measurability in relation to the IEP, along with conditions/givens, observable learner performance, criterion or level of performance, selecting goals, and ultimately writing goals and objectives.
Writing Measurable Functional and Transition Goals describes what makes a goal functional as well as how task analysis helps in the context of functional goals.

PROFESSIONAL DEVELOPMENT SERIES

BEST PRACTICES

MASTERING THE TRANSITION PROCESS

Creating Access to Employment Opportunities for Youth with Disabilities

By Janet Estervig, MS, RN

Workforce Innovation and Opportunity Act (WIOA) examines the key regulations of WIOA, including its impact on youth as well as students and adults with disabilities.

Pre-Employment Transition Services (Pre-ETS) outlines the five required Pre-ETS activities as defined by WIOA: Job Exploration, Work-Based Learning, Post-Secondary Training, Workplace Readiness, and Self-Advocacy.

Discovery Process highlights this person-centered approach to match a person's interests and talents with the most appropriate work environment(s).

Job Developer Professional Development focuses on the primary role of the job developer—business engagement.

Job Coach Professional Development emphasizes the instrumental role of the job coach in supporting workers with disabilities to be successful in seeking and maintaining competitive integrated employment.

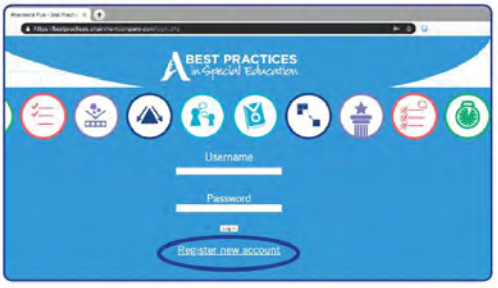
PPT PDF

DIGITAL RESOURCES ONLINE

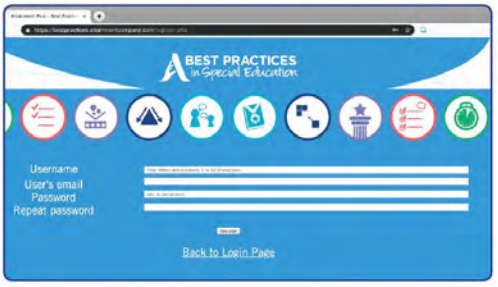
BEST PRACTICES in Special Education

Instructions for Accessing Content

1 Scan QR code on the **Best Practices** training resource or type https://bestpractices.attainmentcompany.com into your web browser. Click on **Register new account**.



2 Provide the necessary information to create an account and select **Register**.[1] Next, click on **Back to Login Page**.[2]

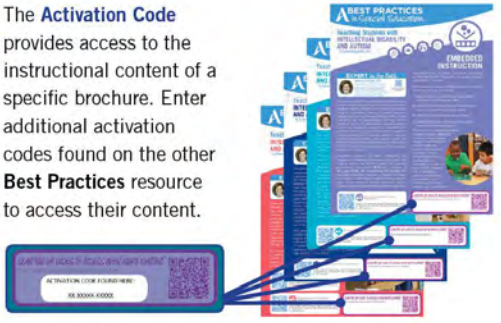


3 Enter the **Username** and **Password** you just created.

4 Select **Activate Training Resource.**

5 Enter the **Activation Code** located on the front page of each **Best Practices** training resource.

6 The **Activation Code** provides access to the instructional content of a specific brochure. Enter additional activation codes found on the other **Best Practices** resource to access their content.



Attainment Company

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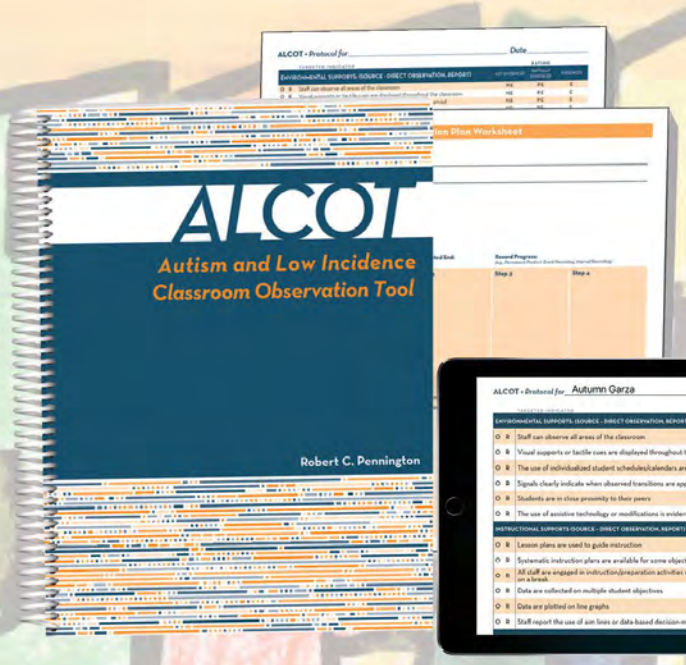
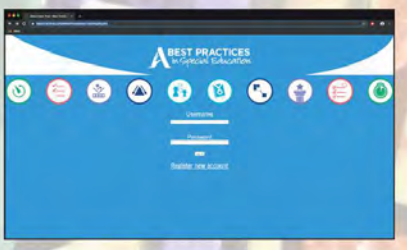
PROFESSIONAL DEVELOPMENT SOLUTION

COMPONENTS



UNIVERSITY OF WISCONSIN WHITEWATER

Earn 1 CPU per series



Includes: ALCOT Guidebook, 1 paper tablet (40 copies) of the ALCOT Checklist, 1 paper tablet of the ALCOT Implementation Plan, 4 Best Practices Series (20 booklets in total)—Teaching Students with Intellectual Disability and Autism, Teaching Students with Communication Disorders, Mastering the IEP Process, and Mastering the Transition Process. 1 CEU will be awarded upon completion of each Best Practices Series through UW–Whitewater.

ALCOT

SAMPLE PAGES

Goal: All nonvocal students will use a form of augmentative and alternative communication (AAC) to make requests.

Short-term Objective: Teacher will assess current student levels of communicative functioning and identify an appropriate form of AAC to teach.

Start: 8/10 **Projected End: 8/29** **Record Progress: Permanent progress**

Step 1	Step 2	Step 3
Get three VB-MAPP protocols and prepare assessment materials	Administer VB-MAPP assessments	Meet with parents and SLP to review results and select instructional targets
By when: 8/12	By when: 8/20	By when: 8/29
Resources	**Resources**	**Resources**
VB-MAPP and assessment materials	None	Consultation
From: SLP & District	From: N/A	From: SLP & Parents

Short-term Objective: Each student will receive at least 150 instructional trials a day (on requesting).

Start: 9/5 **Projected End: 9/30** **Record Progress: Event recording**

Step 1	Step 2	Step 3
Train staff to implement instruction & conduct preference assessments	Implement training during breakfast, snack, and lunch	Develop a matrix to assign classroom staff the responsibility of delivering trials during other periods of the day
By when: 9/12	By when: 9/20	By when: 9/30
Resources	**Resources**	**Resources**
VB-MAPP AAC materials Fidelity checklists	AAC materials Data sheets	Matrix
From: SLP	From: Teacher	From: Teacher & SLP

Goal: Teachers will implement a schedule in which no student will sit for a duration of 10 minutes without instruction.

Short-term Objective: Paraprofessionals will implement at least three small group lessons each day.

Start: 8/10 **Projected End: 10/1** **Record Progress: Event recording**

Step 1	Step 2	Step 3
Identify areas where small group instruction can be implemented	Model small group instruction and provide opportunity for rehearsal with feedback	Implement: Group lesson 1 by 8/24 Group lesson 2 by 9/14 Group lesson 3 by 10/1
By when: 8/12	By when: See Step 3	
Resources	**Resources**	**Resources**
Activity matrix (schedule)	Lesson plan & materials	None
From: Teacher	From: Teacher	

Short-term Objective: Each student will learn to complete at least three consecutive independent work tasks.

Start: 8/10 **Projected End: 11/1** **Record Progress: Event recording**

Step 1	Step 2	Step 3
Develop list of meaningful tasks	Prepare materials for tasks	Introducing instruction on a single task by 9/15 and gradually introduce a new task on mastery of the previous task
By when: 8/17	By when: 9/1	By when: 11/1
Resources	**Resources**	**Resources**
IEP goals, general education teacher feedback	Materials	Systematic instruction plan for using time delay to teach chained tasks
From: Teaching staff	From: Teacher & District	From: Teacher

It is important to note that the plan above reflects a single possible roadmap to achieving the goal selected by Mrs. Meyer. The ways that teachers might choose to address these targets will reflect the diversity of their training and available resources.

Behavior Management (Source – Direct Observation, Materials, Interview)

STAFF PROVIDE STUDENTS WITH MULTIPLE OPPORTUNITIES TO MAKE CHOICES

PE This item is *partially evidenced* when staff members present some students with an opportunity to choose reinforcers, activities, locations, staff/peers, or instructional stimuli.

E This item is *evidenced* when staff members present all students with multiple opportunities to choose reinforcers, activities, locations, staff/peers, or instructional stimuli.

Why is this item important? Students with disabilities are often provided with fewer choices than their peers without disabilities. Providing choices can serve as a powerful antecedent intervention as students can in real time select those activities or instructional stimuli that have more reinforcing properties and thus may be more likely to engage in desirable responses.

STAFF PROVIDE PRAISE/PREFERRED STIMULI FOLLOWING APPROPRIATE BEHAVIOR

PE This item is *partially evidenced* when staff members frequently present praise or preferred stimuli (e.g., tokens, edibles, access to activities) to some students following appropriate behavior.

E This item is *evidenced* when staff members frequently present praise or preferred stimuli (e.g., tokens, edibles, access to activities) to all students following appropriate behavior.

Why is this item important? Nearly a century of empirical research supports the strong relationship between behavior and positive consequences. That is, behaviors that result in immediate access to preferred stimuli or escape from aversive stimuli are more likely to occur more frequently in the future. The thoughtful delivery of praise and other reinforcing stimuli following desirable behavior is a key feature of any educational program and may produce a positive learning environment for students.

BEHAVIOR INTERVENTION PLANS ARE WRITTEN FOR PERSISTENT CHALLENGING BEHAVIOR

PE This item is *partially evidenced* when behavior plans using specific behavioral intervention procedures (e.g., differential reinforcement of alternative behavior, functional communication training) are written for some students with behaviors that interrupt learning or are dangerous to themselves or others.

E This item is *evidenced* when behavior plans using specific behavioral intervention procedures (e.g., differential reinforcement of alternative behavior, functional communication training) are written for all students with behaviors that interrupt learning or are dangerous to themselves or others.

Why is this item important? Challenging behaviors often reduce opportunities for students to participate in naturalistic environments, may cause harm, and may produce stress for families, peers, and teaching staff. If a carefully designed BIP is not established, teachers may resort to using less effective strategies or, at worst, using procedures that strengthen problem behavior or result in harm to the student or others.

ALL STAFF-STUDENT INTERACTIONS PROMOTE DIGNITY

PE This item is *partially evidenced* when staff members refrain from unnecessary touching of students or talking about students in their presence during the entire observation.

E This item is *evidenced* when staff members use age-appropriate language towards all students and refrain from unnecessary touching of students or talking about students in their presence during the entire observation.

Why is this item important? Historically, people with disabilities often have not been treated as valued members of society. As special educators, it is important to use our behavior to facilitate a model culture in our schools where individuals with disabilities are treated with respect and dignity.

ALCOT

COMPONENTS

One Classroom License: ALCOT Guidebook, 1 paper tablet (40 copies) of the ALCOT Checklist, 1 paper tablet of the ALCOT Implementation Plan, and digital resources on the Attainment HUB. The Assessment Plus iPad App is also included so administrators and teachers can easily use the checklist (or any assessment) in a digital format.

Five Classroom Licenses: 5 copies of everything listed.

Background and Research

Research Basis

Research has shown that students with moderate-to-severe disabilities *can* learn mathematical concepts (Browder, Spooner, Ahlgrim-Delzell, Wakeman, and Harris, 2008) and, further, can learn skills to solve problems aligned to secondary math standards (Browder, Jimenez, and Trela, 2012; Browder, Trela, Courtade, Jimenez, Knight, and Flowers, 2012; Creech-Galloway, Collins, Knight, and Bausch, 2013; Jimenez, Browder, and Courtade, 2008). *Access Algebra* utilizes three carefully chosen research-based strategies found to support students in solving problems that required complex thinking skills. These three strategies—*task analytic instruction, problems stated in a story context, and use of graphic organizers*—may provide guidance for teachers in adapting instruction to additional standards taught in an Algebra course.

In 2008, a meta-analysis of literature on teaching math to students with moderate-to-severe disabilities showed that students could learn math concepts organized under the National Council of Teachers of Mathematics' previous content strands of Measurement, Numbers and Operations, Algebra, Data Analysis, and Geometry (Browder et al., 2008). These researchers found that while most studies targeted measurement concepts such as money and time, and basic numbers and operations skills like counting and number recognition, few studies targeted geometry and data analysis, and none targeted algebra. Practices found to be effective in teaching math skills to students in this population were systematic instruction (i.e., task analysis, use of systematic prompting) and in-vivo instruction (i.e., applying skills in real-life contexts that reflect situations typical of most young adults, such as engaging in school and community events, doing research for a paper, looking for part-time work, or doing chores at home).

Based on findings from the meta-analysis and further research on practices found to be effective in teaching standards-based math to students without disabilities, an instructional package was developed by Browder and colleagues at the University of North Carolina at Charlotte's (UNCC's) Curriculum Projects to investigate how best to design and implement standards-based instruction to students with moderate-to-severe disabilities. In studies conducted with middle and high school students in this population, researchers used task analytic instruction, graphic organizers, and math problems presented in the context of a story to teach math skills aligned to secondary standards in algebra, geometry, data analysis, and measurement (Browder, Jimenez, et al., 2012; Browder, Trela, et al., 2012). Results from these studies showed that students with moderate to severe disabilities and autism could learn skills aligned with secondary math standards. In fact, materials and methods developed for these studies were incorporated into Attainment's *Teaching to Standards—Math* curriculum for secondary students (Trela, Jimenez, and Browder, 2008). Furthermore, in 2013, findings from the two 2012 Browder and colleagues' studies were confirmed by Creech-Galloway and colleagues, who incorporated use of video-based presentation of story problems, simultaneous prompting, and use of a student task analysis to teach secondary students with moderate-to-severe disabilities to solve geometry problems using the Pythagorean theorem.

Embedded Non-Algebraic Skills for Post-Secondary Success

Throughout elementary and middle school, students are taught math via standards adopted by their state (e.g., 2010 Common Core State Standards or other state standards). Under the Every Student Succeeds

Act (ESSA, 2015), federal guidelines stipulate that students with significant cognitive disabilities may be assessed to grade-appropriate alternate achievement standards aligned to their state's general education curriculum. At the high school level, math standards are organized by content, rather than grade level, to reflect a change in focus from *development of foundational math skills* in all 11 domains (i.e., Counting and Cardinality; Numbers and Operations in Base 10; Numbers and Operations–Fractions; Operations and Algebraic Thinking; Measurement and Data; Geometry; Ratios and Proportional Relationships; The Number System; Expressions and Equations; Functions; and Statistics and Probability) to *integration and application of foundational math skills* to more complex problem solving within specific courses of study (e.g., Algebra, Geometry, Calculus, Math 1, Math 2). For many students, Algebra is one of the first math courses taken in high school and widely considered to be the gateway course to college and career preparation (Witzel, Mercer, and Miller, 2003). In Algebra courses, students are expected to use metacognitive thought, which at its basic level, requires students to express relationships between known and unknown numbers as an equation, using letters for unknown quantities (Witzel et al.).

High school is also the point at which most students focus more closely on skills that prepare them for successful post-secondary settings. Wehmeyer and Schwartz (1997) noted that students who leave high school with strong self-determination skills have a greater chance of achieving positive post-secondary outcomes than those who do not. For high school teachers of students with moderate-to-severe disabilities, addressing the need to promote higher order thinking skills and support development of self-determined behaviors can be a daunting task. *Access Algebra* provides a resource for teachers as they balance the need to align instruction to secondary math standards and promote self-determination skills.

Based on earlier research showing that students can learn skills that promote more abstract thinking (Browder, Jimenez, et al., 2012), *Access Algebra* applies task analytic instruction, problems presented in a story context, and use of graphic organizers to teach students problem-solving skills that require more complex thought (i.e., quantitative reasoning, linear functions, exponents and scientific notation, and descriptive statistics). This curriculum also supports students in self-monitoring their work by means of a Task Analysis, which outlines the steps needed to solve math problems in context (i.e., math story problems depicting youth actively engaged in their homes, schools, and communities).

Although *Access Algebra* does not address all domains of all high school Algebra courses, the units provide guidance on how to approach problems that require access to more complex thinking skills (e.g., interpreting data from a scatter plot, constructing a graph from a linear function table, expressing quantities using exponents, and determining proportional relationships).