# Reframing the Discussion about CCSS and Students with High Incidence Disabilities

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# Guiding Questions

- Who are students with high incidence disabilities, and what are the CCSS?

- What is being said and done about students with high incidence disabilities and CCSS?

- How should we reframe the discussion on students with high incidence disabilities and CCSS?

# Who are students with high incidence disabilities, and what are the CCSS?

# Students with High Incidence Disabilities

- **Learning disabilities = 4% (44.6%)**
- **Emotional and/or behavioral disorders = 0.7% (7.5%)**
- Mild intellectual disabilities ≈ 0.8% (≈ 8.6%)
- **Attention deficit hyperactivity disorder = 9%**

- High functioning autism spectrum disorder = unknown (≈ 1.1% with autism)
- Speech and language impairments = 1.7% (19.1%)

30th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (2012); National Center on ADHD (2012)

# Common Core State Standards

- Include "rigorous" content and skills

- Emphasis on higher-order thinking skills

- Prepare students for needed knowledge and skills for college and work

- Focus on content area literacy

- Ensures more "consistent exposure to materials and learning experiences through curriculum"

www.corestandards.org

What is being said and done about students with high incidence disabilities and CCSS?

# What's Being Said . . .

- CCSS is for all students (National Governors Association Center for Best Practices, Council of Chief State School Officers)
- Opportunity for students with disabilities (CEC)
- Students with disabilities often have not acquired proficiency in lower-level skills and, therefore, will not be able to meet the higher-order skills required in the CCSS.
- Focus on access to the CCSS rather than mastery
- Sequencing prerequisite skills of standards as a way to determine access

# General Learning Characteristics

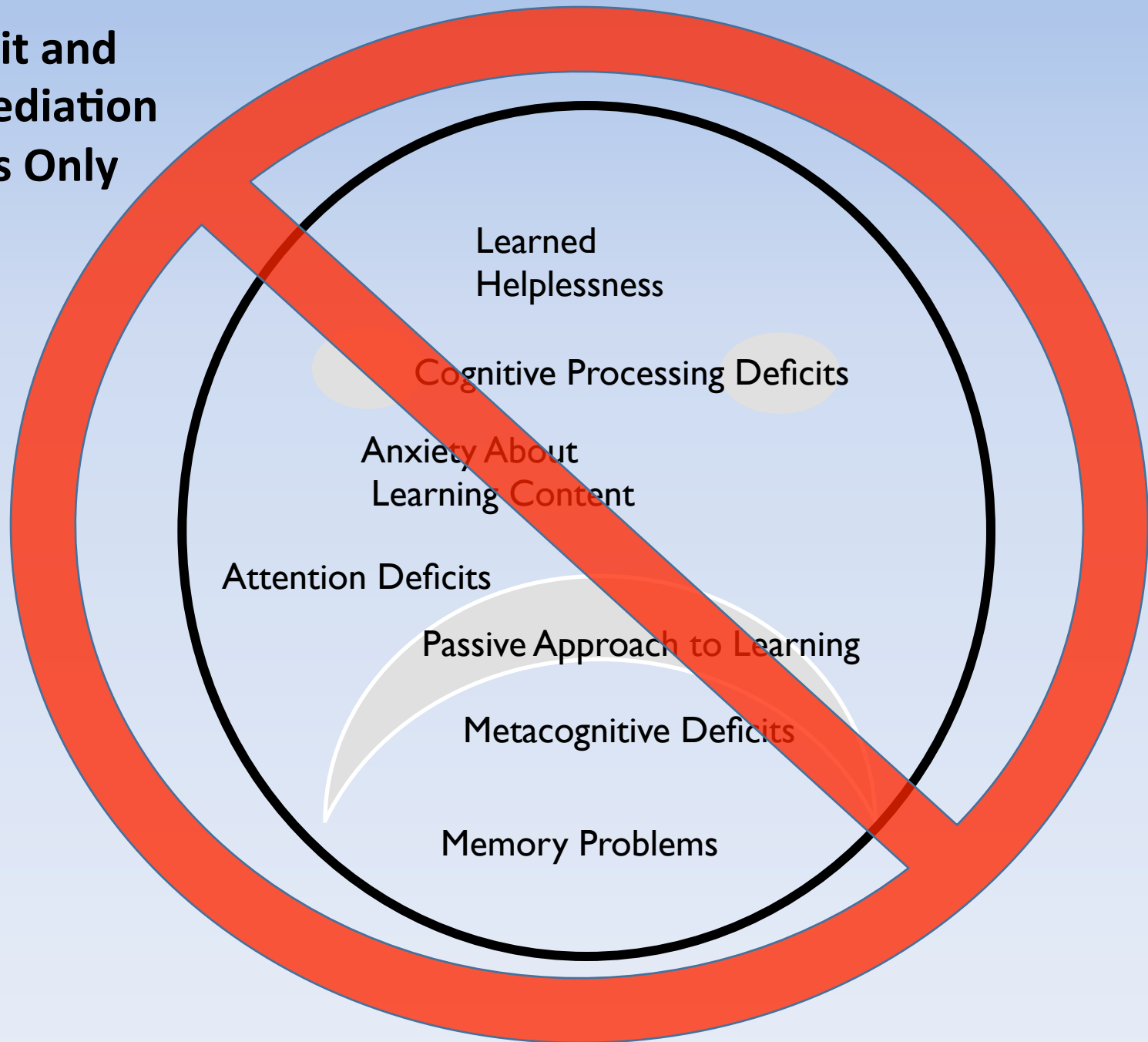| Characteristic | Definition | What it Looks Like |
|---|---|---|
| **Learned Helplessness** | • Low rates of success experienced<br>• External locus of control<br>• Self-talk includes negative statements<br>• Continued difficulty causes attributes become entrenched | • Avoiding/not attempting or not completing tasks<br>• Under-achievement |
| **Passive Approach to Learning** | • Shy away from exploration and experimentation<br>• Don't make connections, use prior knowledge, or use strategies | • Lack of engagement in high order thinking<br>• Lack of ability to "problem solve" |
| **Anxiety about Learning Content** | • Avoidance of subjects experienced as difficult<br>• Confusion leads to frustration exacerbating anxiety<br>• Related to low achievement levels and learning helplessness | • Perpetuates a cycle of failure<br>• Task avoidance<br>• School avoidance<br>• Development of illness if anxiety is long-term |

# Cognitive-based Characteristics

| Characteristic | Definition | What it Looks Like |
|---|---|---|
| **Attention Deficits** | • Difficulty coming to attention (attending to the most important item), sustaining attention, resisting distractions, & controlling impulsivity | • Missing key steps or features of a concept or process<br>• Responding prior to considering all of the relevant information<br>• Avoiding tasks because it is too tiring to filter |
| **Metacognitive Deficits** | • Difficulty with thinking about thinking, self-awareness, applying strategies, self-monitoring, & "seeing" structure and relationships | • Inability to apply strategies to problem solving situations<br>• Difficulty making connections between previously learned content and new content<br>• Failure to monitor reasonableness of their approach to problem solving and solutions |

# Cognitive-based Characteristics

| Characteristic | Definition | What it Looks Like |
|---|---|---|
| **Memory Deficits** | • Difficulty with information storage, information retrieval, & determining the importance of meaning | • Challenges with multi-step problems<br>• Difficulty with multiple meanings for symbols or terms<br>• Difficulty with recalling information<br>• Challenges employing appropriate learning strategies |
| **Cognitive Processing Deficits** | • Perceive information differently<br>• Disruptions in how information is processed | • Input vs. output |

**Deficit and Remediation Focus Only**

Learned Helplessness

Cognitive Processing Deficits

Anxiety About Learning Content

Attention Deficits

Passive Approach to Learning

Metacognitive Deficits

Memory Problems

How should we reframe the discussion on students with high incidence disabilities and CCSS?

# Strength Characteristics

| Characteristic | Definition | What it Looks Like | Ideas for the Classroom |
|---|---|---|---|
| **Content Area Strengths** | Strengths that are specific to learning a content area; may be demonstrated in one or more content areas | • Reading<br>• Writing<br>• Mathematics<br>• Social Studies<br>• Science | Use specific content area strengths to create meaningful contexts situate new learning experiences |
| **Academic Learning Strengths** | Strengths that are specific to skills that assist learning (i.e., how a student learns best); may demonstrate one or more learning strengths; learning strengths may be different in different content areas/topics | • Organized<br>• Time management<br>• Visual-spatial<br>• Auditory<br>• Detail-oriented<br>• Big-picture oriented<br>• Logical-sequential | Present information and create activities that allow students to use their specific learning strengths |

# Strength Characteristics

| Characteristic | Definition | What it Looks Like | Ideas for the Classroom |
|---|---|---|---|
| **Personality Strengths** | Strengths that are specific to personality traits; may demonstrate one or more personality strengths | • Effective communicator <br> • Persistent <br> • Team player/ collaborative <br> • Leader <br> • Appreciative <br> • Love of Learning <br> • Open-minded <br> • Humorous <br> • Creativity | Create activities that allow students to use their specific personality strengths |

# General Learning Characteristics

| Characteristic | Research-based Teaching Ideas |
|---|---|
| **Learned Helplessness** | • Modeling<br>• Strategy instruction<br>• Self-regulation strategies<br>• Scaffolding<br>• Provide opportunities for success (e.g., guided practice, positive feedback) |
| **Passive Approach to Learning** | • Explicitly teach and assess strategy development and use<br>• Model making connections and using prior knowledge<br>• Foster an environment where reflection is part of the learning process |
| **Anxiety about Learning Content** | • Clear, explicit instruction given in manageable chucks<br>• Clear expectations<br>• Scaffolding, guided practice<br>• Break large tasks into smaller pieces<br>• Offer extra instruction/explanation |

# Cognitive-based Characteristics

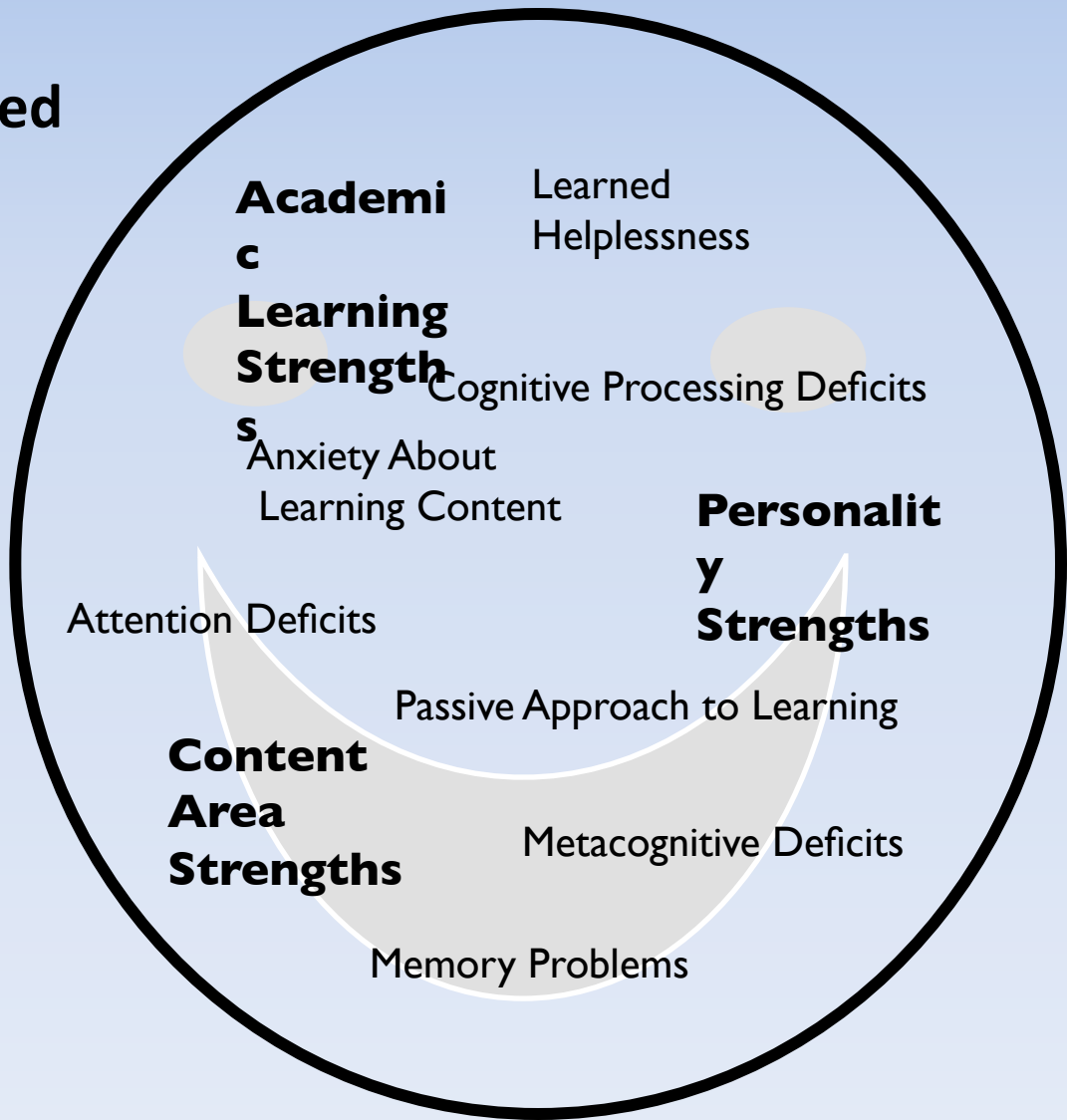| Characteristic | Research-based Teaching Ideas |
|---|---|
| Attention Deficits | • Structured, engaging environment<br>• Cues, highlighters, graphic organizers<br>• Active responding<br>• Relevance, interests, novelty |
| Metacognitive Deficits | • Meaningful problem solving contexts<br>• Strategy instruction<br>• Checklists/cue sheets/graphic organizers<br>• Think alouds |
| Memory Deficits | • Create meaning/Authentic contexts<br>• Many opportunities to apply new understandings<br>• Language experiences<br>• Strategy instruction (Mnemonics) |
| Cognitive Processing Deficits | • Multisensory methods<br>• C-R-A instruction<br>• Cue important features<br>• Provide multiple opportunities to express learning and ideas<br>• New understandings |

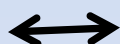**Student, Context, and Research-based Practice Focused**

**Input**

Teacher Presentation

Reception

Prompt

**Academic Learning Strengths**

Learned Helplessness

Cognitive Processing Deficits

Anxiety About Learning Content

**Personality Strengths**

Attention Deficits

Passive Approach to Learning

**Content Area Strengths**

Metacognitive Deficits

Memory Problems

**Output**

Student Performance

Expression

Response

## Characteristics

- Strength
- General Learning
- Cognitive-based

## Effective Teaching Practices for Characteristics

- Authentic contexts
- Strategy instruction
- Graphic organizers
- Multisensory methods
- C-R-A Instruction
- multiple opportunities
- Systematic, explicit instruction
- Scaffolding, guided practice
- Self-regulation
- Self-awareness

## CCSS & Students with HID

- Achieve rigorous content and skills
- Master higher-order thinking skills
- Gain knowledge and skills needed for college and work
- Learn content area literacy
- Gain depth & breadth

# Contact Information

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