Data-based decision making: A key to success for ALL!

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Successful Learning Conference 2017
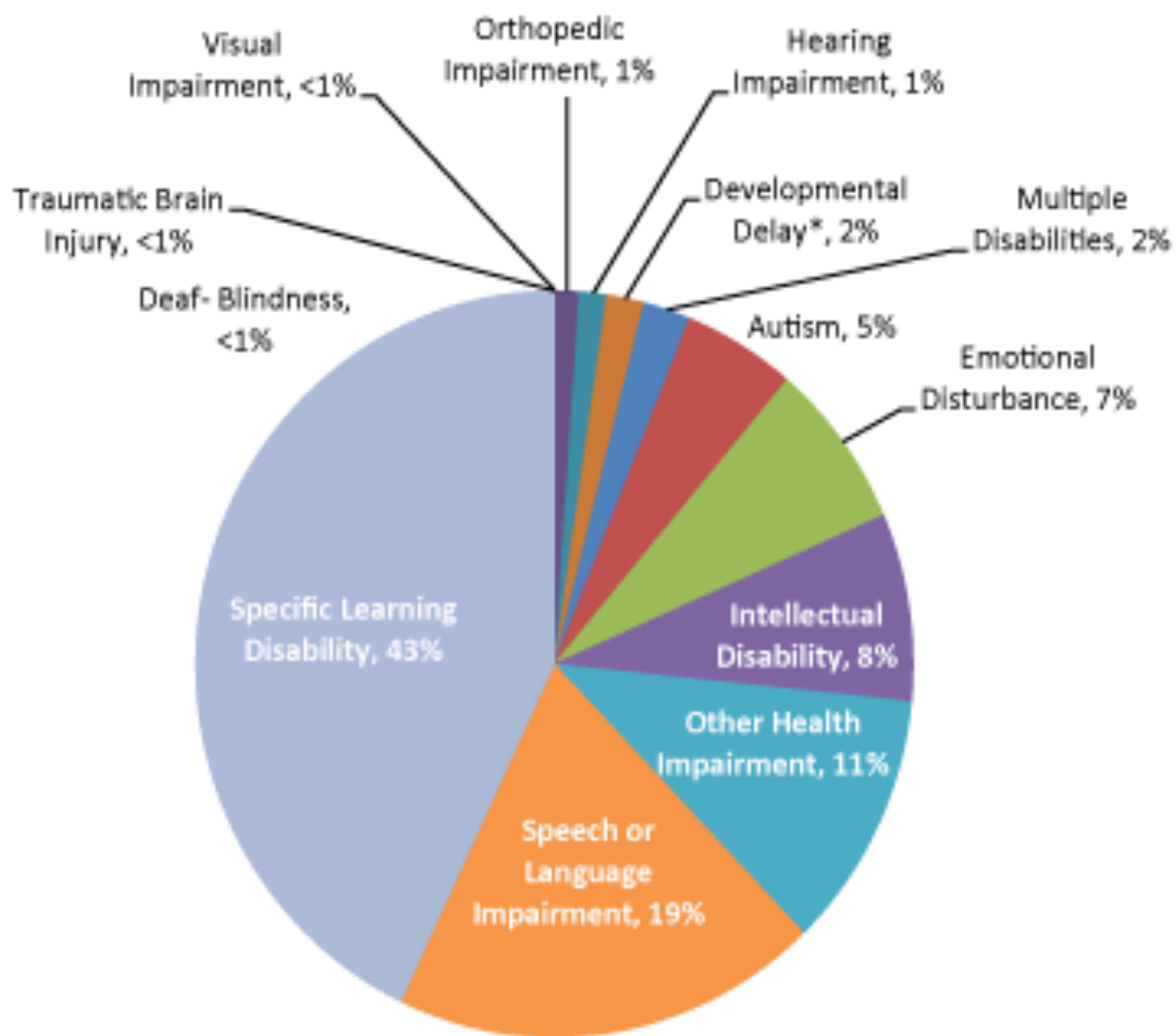
Snell (2003) reminds us that in addition to their collective diversity and need for lifelong supports, individuals with severe disabilities share a **fundamental human trait**, the **"capacity to learn"** (p. 221).

Reasons for Optimism

- Inclusive Education
- School Reform and Restructuring
- Access to Australian Curriculum
- Transition to Adult Life
- Positive Behavior Supports
- Peer Supports
- Self-Determination

Criterion of the Least Dangerous Assumption
(Donnellan, 1984)

- "We should assume that poor performance is due to instructional inadequacy rather than to student deficits."

- In other words, if a student does not do well, the quality of the instruction should be questioned before the student's ability to learn.

A New Paradigm
Cheryl Jorgenson (2005)

1. All people have different talents and skills.

2. Intelligence is not a one-dimensional construct, nor can it (or its absence) be measured accurately and reliably enough to base students' educational programs and future goals on test results.

3. Children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.

Learning in General Curriculum for Ss with SCD Based on *Least Dangerous Assumption*
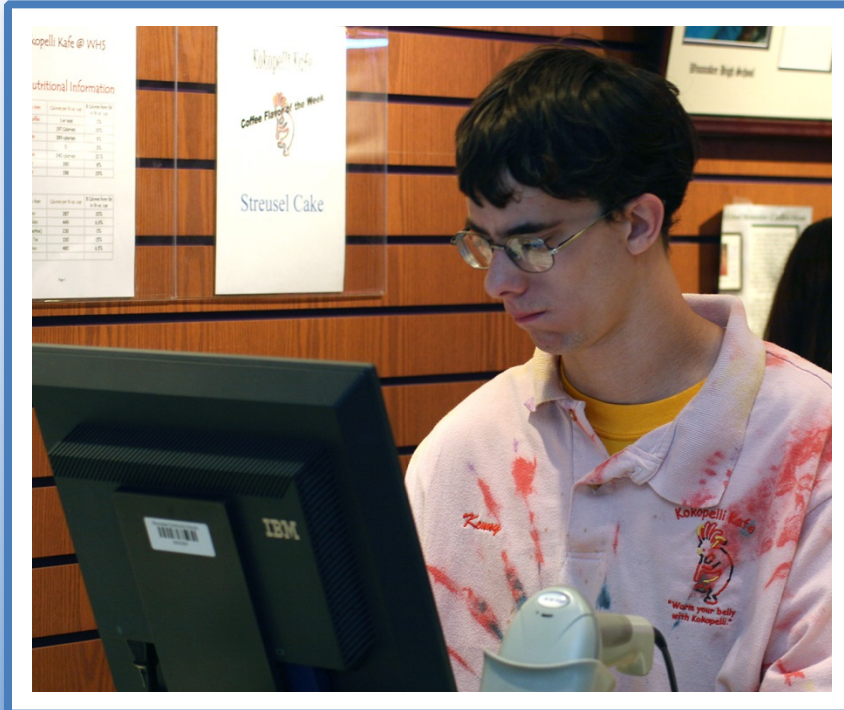
1. Create full educational opportunity.

2. Promote current and future options.

3. Complement daily living skills.

4. Enhance inclusion.

5. Promote student abilities.

1. Create full educational opportunity.

We do not know what students can achieve until they have the opportunity to learn.

2. Promote current and future options in the community.

Academic learning can enhance use of technology for daily life.

Skills like reading and math increase employment options.

3. Complement acquisition of daily living skills.

There is no evidence that a person must master all or most daily living skills before being able to learn academics.
In fact that expectation is a double standard only applied to students with more severe disabilities.

4. Enhance school inclusion.

Academic learning enhances school inclusion as students focus on the same content.

5. Promote student abilities.

Academic learning can be augmented with technological supports and may actually be more feasible and appealing for some Ss with SCD than motoric demands of daily living routines.

Apply the following criteria to promote LDA

1. Outcomes based instruction
2. Evidence-based practices
3. Differentiated instruction which maintains rigor
4. **Consistent data capture and decision making**

RIGOROUS - being deep, rather than broad; and active rather than passive

ACARA (2012). Guidance-for-using-the-Australian-Curriculum-with-students-with-special-education-needs

Response Modes

- Data collected must be an accurate representation of what the student knows and can do.

- Tasks must be designed and supports must be utilized in such a way as the student can *independently* respond to any items presented.
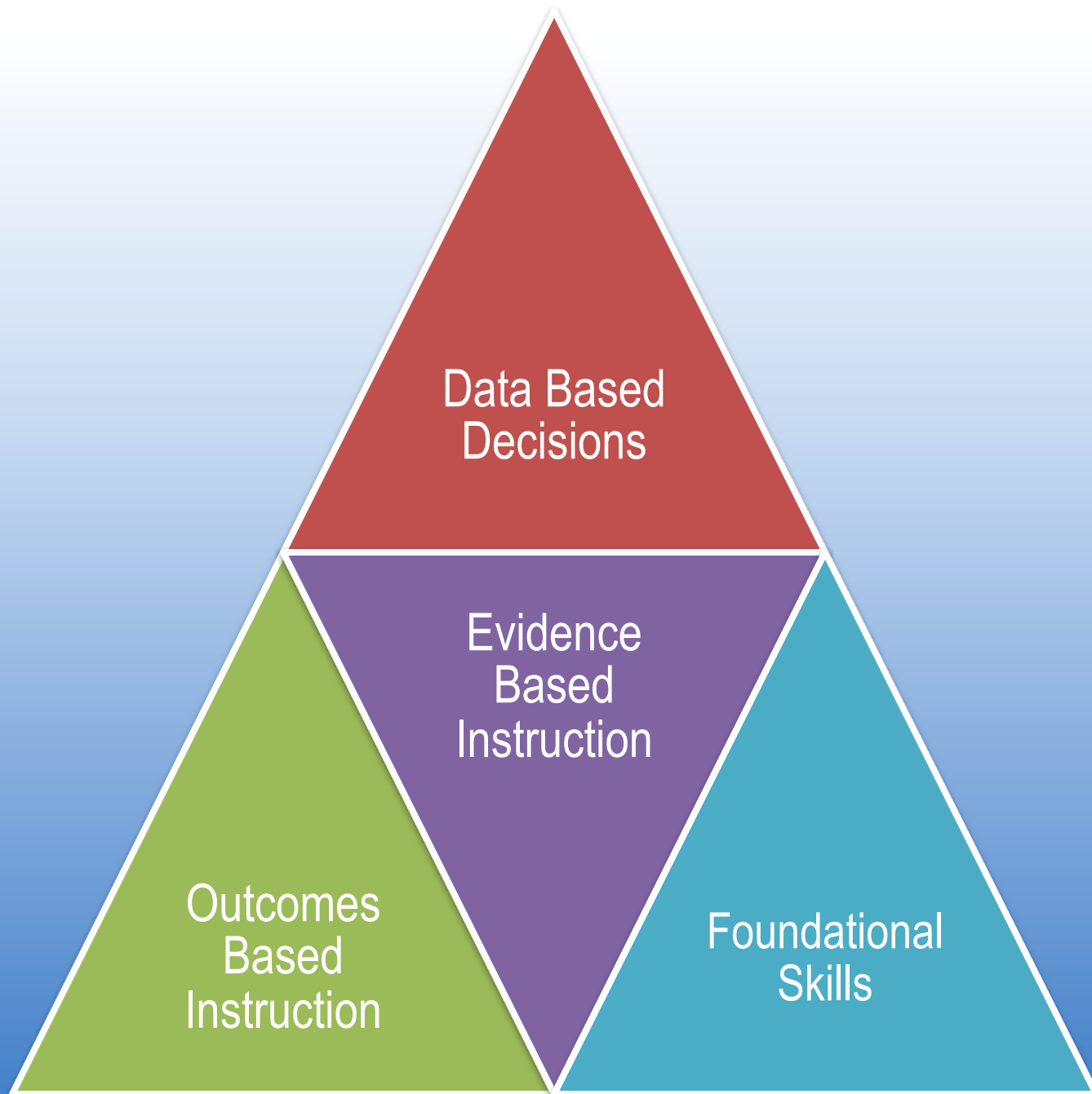
How Will Student Answer?
Response board option

- Provides a visual aid
- Simplifies responding by offering options
- Only use for students who cannot compose answer using speech
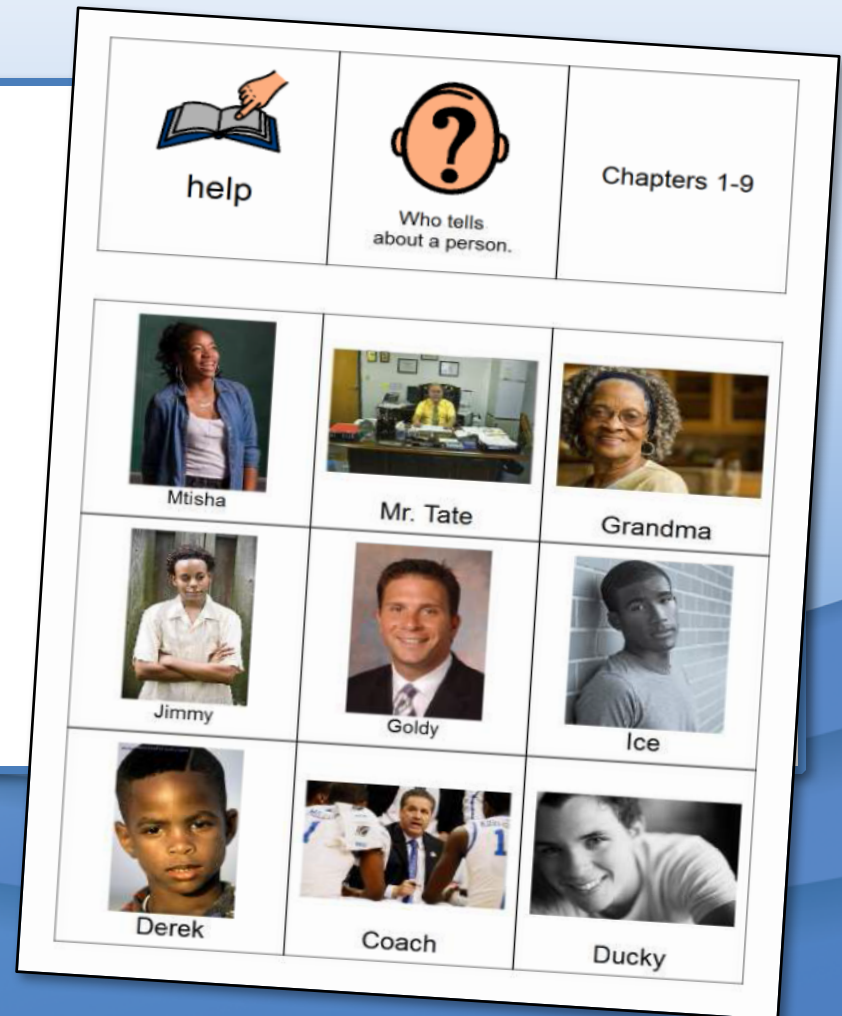
Big Ideas & Key Vocabulary

- Story-based Literature Lessons: Key Vocabulary with picture comprehension
  - Browder, Trela, & Jimenez (2007)

Wonder stories in Science; Key Vocabulary (object/picture match)
  - Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight. V., & Flowers, C. (2012).
  - Smith, Spooner, Jimenez, & Browder (2012)
  - Mims, Hudson, & Browder (2012)
  - Jimenez, Knight, & Browder (2012)

Fern   happy

special   ax

Wilbur   runt
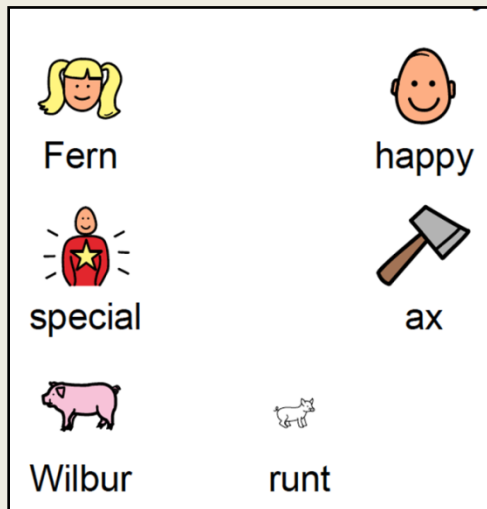
Kinetic energy

_____is the energy of motion.

Figure 1: Example of science vocabulary word, picture, and concept statement used to align with 6th grade science unit on Energy (Jimenez, 2010).

Data Collection

Student:			Task: Given a computer and website, Student will complete all steps to locate chosen website independently at 100% accuracy for 3 websites.					
Steps:	**Dates:**	9/02	9/07	9/09	9/12	9/16	9/18	9/20
1. Find and double-click Internet Explorer icon		I	I	I	I	I	I	I
2. Wait for Home page to appear		V	V	V	V	I	I	V
3. Find and click "Search" icon in toolbar		M	M	V	V	M	M	V
4. Type in search topic of choice		V	V	V	V	V	V	V
5. Find and click "Search" button		M	I	I	M	M	M	I
6. Click desired web page		I	V	M	M	V	V	I
Total Independent Correct:		2	2	2	1	2	2	3
Where:		CL	H	MC	CC	CL	CC	H
With Whom:		T	PA	T	CTS	A	CTS	PA

Student:					Task: Given her AAC device and a story, Student will activate a voice output device to indicate a repeated story line 4/5 times requested for 3 stories.						
Date:	3/03	3/04	3/07	3/10	3/12	3/13	3/18	3/20	3/21	3/25	3/26
1	-	+	+	+	+	+	+	-	-	+	+
2	+	+	-	+	-	-	+	-	+	-	+
3	+	+	+	+	+	+	+	+	+	+	+
4	+	-	+	+	+	+	+	+	+	+	+
5	+	-	+	-	-	-	-	+	-	+	+
Where:	H	MC	CL	CL	H	CL	MC	H	CL	MC	H
With:	PA	A	T	P	PA	T	A	PA	P	A	PA
Material Used:	HWK	N	W	W	HWK	W	N	HWK	W	N	HWK
Total Independent Correct:	4	3	4	4	3	3	4	3	3	4	5

Student Name:												
James												

Target Behavior:
Answer inference questions related to grade appropriate text

Criterion for Mastery:
¾ trials

100												
90												
80												
70												
60												
50												
40												
30												
20												
10	Question 4	M	M	M	V	V	I					
	Question 3	M	M	M	I	V	I					
0	Question 2	P	M	M	V	I	V					
%	Question 1	P	M	M	M	M	M					
	DATE	29.3	31.3	3.4	6.4	10.4	14.4					
# correct/total		0	0	0	1	1	2					
WHO		EL	EL	JG	EL	EL	SG					
WHERE/WHEN		Hobbit – chapter 1	Hobbit – Chapter 1	Hobbit – Chapter 2	History lesson -	Hobbit – Chapter 3	Relig lesso – sto					

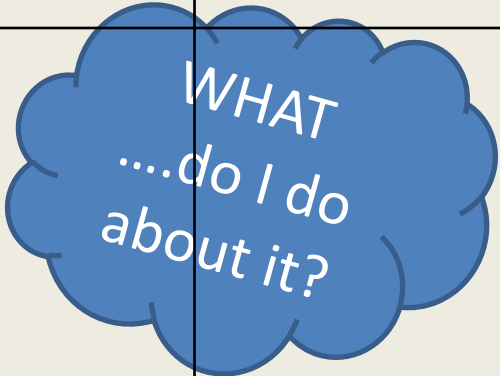Record the prompt level codes in the boxes:

I – independent
V – "highlight key info" to make inference
M – "think aloud"
P – tell student answer

Enhancing Instructional Effectiveness Planning For Progress

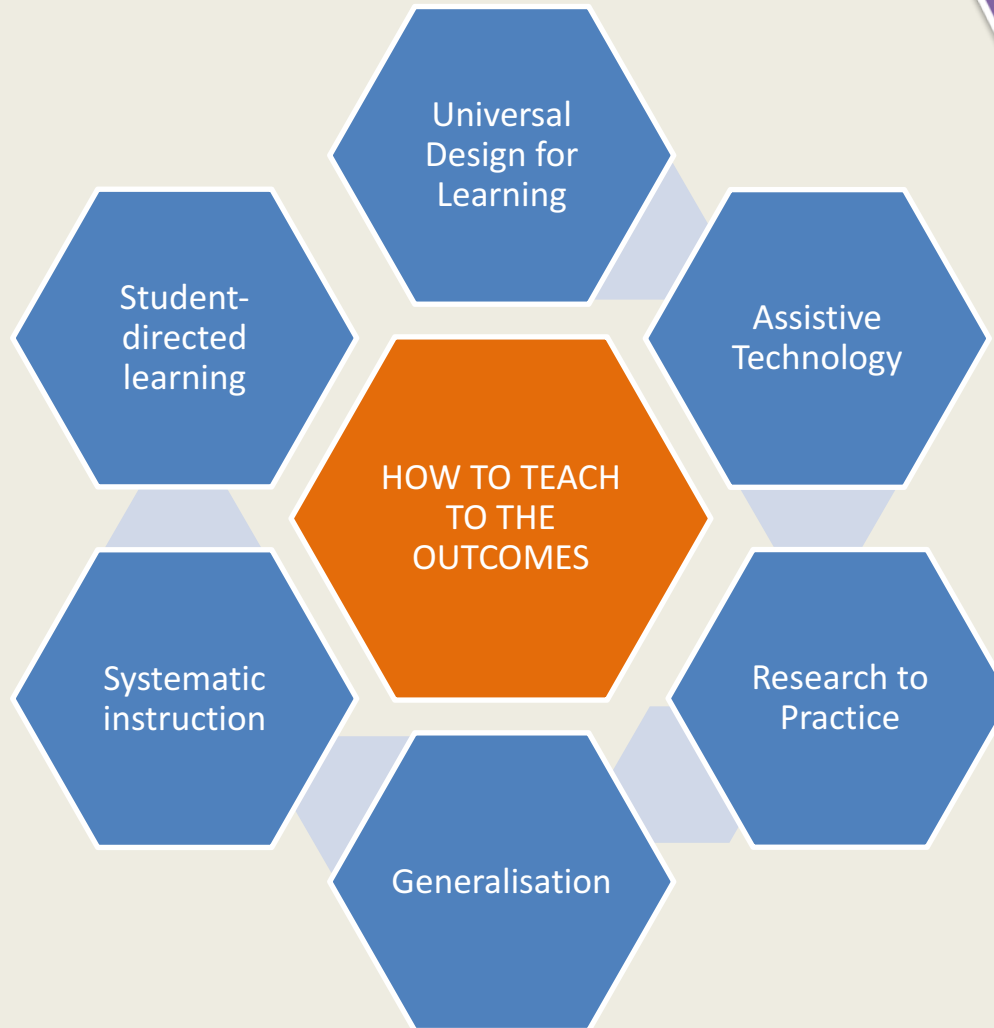| Skills	Progress Problem (see back)	Application(s) to be tried	Date Implemented	Comments
Obj:	___ **Regression across all skills** ___ **Inconsistent data collection/ instruction** ___ **Slow progress** ___ **Variable progress or regression in one skill** ___ Good progress ☺ ___ Mastery	WHAT ....do I do about it?		

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Table 4.6 Data-based Decision System for Determining Student Progress: Step 3. Implementing the Decision to Change Instruction

To simplify the response	To improve antecedents	To improve motivation
Goal: Make it feasible for student to perform without assistance.	*Goal*: Increase the number of independent correct responses the student makes each day.	*Goal*: To help student recoup past performances, and then continue to improve.
• Use chaining: Teach only one response or one portion of the task analysis.	• Only use the minimal prompting needed; don't overly assist.	• Only praise independent correct responses.
• Use more specific task analysis: Break it down into smaller steps.	• Wait longer before giving the prompt.	• Give less attention to errors- ignore them and prompt the next step.
• Use a simpler motor response: Use a gross motor response or one that requires less physical control or skill.	• Revise the prompt to focus the learner's attention more closely on the natural cues.	• Emphasize the natural consequence for performing the response.
• Make the discrimination simpler: Modify the materials so that it is easier to select the correct answer.	• Make sure the learner is closer to the materials than you are.	• Embed choice in instruction (e.g., when to do the task, choice of materials, choice of seating).
• Eliminate academic responses:	• Review the task analysis to see	• Involve stud

Tools to Teach to the Outcomes

Evidence Based Instruction

Universal Design for Learning

Student-directed learning

Assistive Technology

HOW TO TEACH TO THE OUTCOMES

Systematic instruction

Research to Practice

Generalisation

Jimenez, Courtade, Browder (2013). Six Successful Strategies for Teaching to the Standards. Verona, WI. Attainment Company.

"a guy with a disability with POWER in his life" – Kurt Fearnley, ACEL Disability Summit 2017

SUCCESSFUL LEARNING CONFERENCE

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