

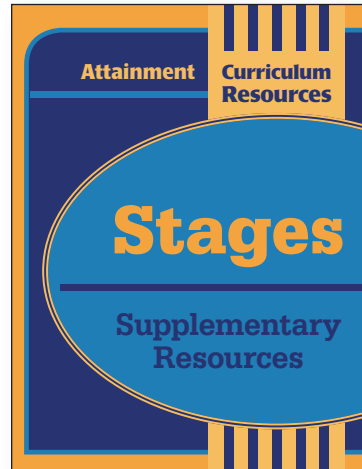
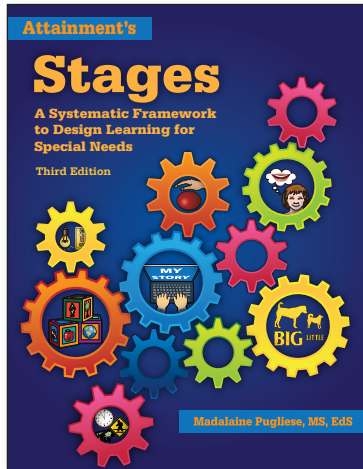
Attainment

**Curriculum
Resources**

Stages

**Supplementary
Resources**

Attainment Curriculum Resources



Stages

Supplementary Resources

- Printable Observable Checklist Forms
- A Summary of Stages Research, with Hyperlinks



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Stages

Observable Skills Checklists

This Observable Skills Checklist aligns with the Stages Framework. Test-retest reliability is measured by administering the same test more than once over a period of time. Outcomes can then be compared in order to consider progress over time. This is the approach that the Stages Framework advocates. With this file you may print multiple copies of each checklist.

Validity refers to how well a test or inventory measures what it is designed to measure. Construct Validity is used to confirm that the activity being observed does actually measure what it is intended to measure and not complicated by other variables.

In order to create reliable and valid documentation of learner progress, at least two observers should use this checklist together after they have agreed upon the behaviors to be observed. Students can be included in the process without impact on the data collected.



Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage One

Watch for indications that the learner can:

- _____ Turn attention toward a stimulus
- _____ Look in a purposeful manner
- _____ Listen or attend for extended periods
- _____ Begin to or can consistently focus on a target
- _____ Begin to or can consistently respond to a prompt
- _____ Explore the access device with purposeful interaction
- _____ Move from multiple, random access attempts toward appropriate device mastery
- _____ Perform simple cause and effect experiment
- _____ Activate device upon request
- _____ Respond to one-step direction upon request
- _____ Recognize that change or environment can be controlled
- _____ Associate certain activities with environmental cues
- _____ Consistently use the control site muscle or access method (touch, eye blink, sip/puff switch, so forth) in response to prompts for behavior
- _____ Wait to participate

Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage Two

Watch for indications that the learner can:

- _____ Gain information from pictures
- _____ Associate meaning with an object, action, or event
- _____ Associate line drawing with an object, action, or event
- _____ Recognize that objects differ
- _____ Take turns
- _____ Use eye gaze and/or utterances to convey communicative intent
- _____ Use other personal, familiar behavioral cues to convey communicative intent
- _____ Use body language and/or head orientation to convey recognition of objects
- _____ Attempt to imitate movement and/or meaningful gestures
- _____ Indicate awareness of language through facial expression (such as recognition of a familiar person's name)
- _____ Use consistent behaviors to interact with the software even though the content is language rich

Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage Three

Watch for indications that the learner can:

- ____ Name an object
- ____ Understand object names, pictures, and actions as demonstrated by intentional gestures
- ____ Select drawing to match a word
- ____ Match photos and/or pictures
- ____ Match line drawings
- ____ Answer questions
- ____ Sort by category
- ____ Sort by attribute
- ____ Identify objects by attributes (such as sound or distinct feature)
- ____ Discriminate among objects and place them into categories
- ____ Understand the function of an object
- ____ Wait for options as choices are offered
- ____ Make choices
- ____ Identify community vocabulary
- ____ Use or understand simple sentences

Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage Four

Watch for indications that the learner is working toward:

Literacy Skills

- _____ Following directions
- _____ Understanding vocabulary for emergent literacy
- _____ Identifying letters (uppercase and lowercase)
- _____ Matching letters to sounds
- _____ Finding two words that rhyme
- _____ Reading a story or following along with text
- _____ Answering a question connected to a story
- _____ Matching letters to copy a word

Math Skills

- _____ Following directions
- _____ Understanding vocabulary to build mathematical foundation
- _____ Recognizing colors and shapes
- _____ Identifying numbers
- _____ Counting objects
- _____ Comparing objects by size and spatial position
- _____ Recognizing a pattern
- _____ Completing a pattern
- _____ Creating a pattern
- _____ Identifying coins and bills
- _____ Telling time to the hour

Social and Access Skills

- _____ Controlling the input device to explore accessible learning independently
- _____ Developing simple social interaction skills with peers, such as taking turns in conversations
- _____ Understanding social expectations in various situations and can express common courtesies, such as "please," "thank you," and "excuse me"
- _____ Engaging with peers in interactive, make-believe play situations
- _____ Sharing materials with peers in group activities

Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage Five

Watch for indications that the learner is working toward:

Reading and Language Arts

- ____ Alphabetizing a list of words
- ____ Recognizing/reading the Dolch or Fry sight words
- ____ Reading/recognizing rhyming words
- ____ Reading/spelling high frequency words
- ____ Recognizing and using target vocabulary words
- ____ Reading and following clues to solve a problem
- ____ Reading teacher-supplied text
- ____ Reading a story or following along with text
- ____ Answering a question connected to a story
- ____ Following multi-step directions
- ____ Understanding complex spoken sentences

Math Skills

- ____ Building upon number sense skills
- ____ Developing mathematical language and vocabulary
- ____ Using manipulative materials appropriately
- ____ Comparing numbers (greater than, less than)
- ____ Interpreting a graph
- ____ Performing mathematical operations
- ____ Solving word problems
- ____ Computing perimeter, area, and volume
- ____ Recognizing fractions as parts of a whole
- ____ Constructing fractional portions
- ____ Using negative numbers
- ____ Identifying coins and bills
- ____ Identifying money equivalents
- ____ Counting money
- ____ Telling time to the nearest quarter hour

Stage Five (*continued*)

General Curriculum and Executive Function

- ____ Analyzing steps needed to accomplish a task
- ____ Demonstrating mastery control of access device, if needed
- ____ Articulating frustration with learning or social interaction process if necessary
- ____ Demonstrating problem-solving skills, such as planning and organization, drawing conclusions, and inferring meaning

Observable Skills Checklist

Name of Student _____ Date of Observation _____

Name of Observer _____

Name of Observer 2 _____

Stage Six

Watch for indications that the learner is working toward:

Reading and Language Skills

- ____ Following directions
- ____ Reading a story or following along with text
- ____ Answering a question connected to a story
- ____ Reading and following clues to solve a problem

Writing Skills

- ____ Matching letters to copy a word
- ____ Completing a sentence with the correct word
- ____ Creating sentences with correct sentence structure
- ____ Writing for a specific purpose

Math Skills

- ____ Identifying coins and bills
- ____ Identifying money equivalents
- ____ Counting money
- ____ Telling time
- ____ Applying concepts to real world situations

Personal and Community Independence

- ____ Grooming
- ____ Dressing appropriately
- ____ Following a daily schedule
- ____ Taking responsibility
- ____ Banking
- ____ Planning to use public transportation
- ____ Recognizing community and safety signs
- ____ Showing interest in community and personal independence

Observable Skills Checklist

Name of Student _____ Date of Observation _____

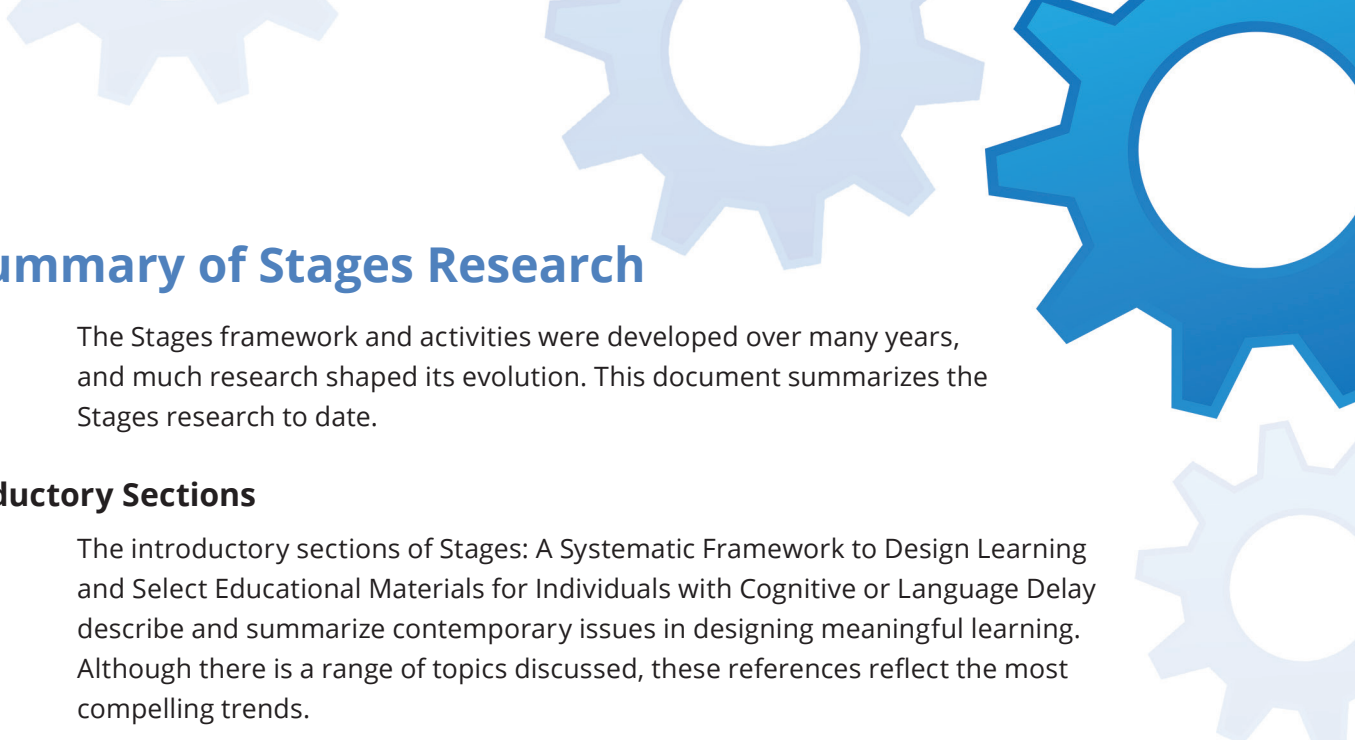
Name of Observer _____

Name of Observer 2 _____

Stage Seven

Watch for indications that the learner is working independently toward:

- _____ Following directions
- _____ Matching letters to copy a word
- _____ Writing words independently without a model
- _____ Completing a sentence with the correct missing word
- _____ Solving word puzzles
- _____ Writing high frequency words
- _____ Using tools in the environment (word wall, digital spelling support)
- _____ Using menus and tools in a word processing program
- _____ Creating sentences with correct grammatical sentence structure
- _____ Editing sentences for grammar, spelling, and punctuation
- _____ Retelling a story in the proper sequence
- _____ Writing a story with a beginning, middle with supporting details, and end
- _____ Writing for a specific purpose
- _____ Writing in response to an assignment



A Summary of Stages Research

The Stages framework and activities were developed over many years, and much research shaped its evolution. This document summarizes the Stages research to date.

Introductory Sections

The introductory sections of Stages: A Systematic Framework to Design Learning and Select Educational Materials for Individuals with Cognitive or Language Delay describe and summarize contemporary issues in designing meaningful learning. Although there is a range of topics discussed, these references reflect the most compelling trends.

References for Assessment and Evaluation Trends

Dynamic Learning Maps (DLM) Project

<http://dynamiclearningmaps.org/>

More about the Common Core aligned learning maps can be found here:

<http://dynamiclearningmaps.org/content/what-learning-map>

Example test questions can be found here:

http://dynamiclearningmaps.org/content/releasedtestlets_im

National Center and State Collaborative (NCSC)

<http://ncscpartners.org/>

Organizing comprehensive resources using a wiki, an impressive collection includes documents, presentations and videos in support of teaching and evaluation for learners with intensive special needs.

https://wiki.ncscpartners.org/index.php/Main_Page

Start with the Help page to become familiar with how to navigate and use the wealth of tips and tools.

<https://wiki.ncscpartners.org/index.php/Help:Contents>

References for Professional Development Trends

Center on Technology and Disability

<http://ctdinstitute.org/>

Dynamic Learning Maps (DLM) Project

<http://dlmpd.com/>

National Center and State Collaborative (NCSC)

<http://ncscpartners.org/>

Please also refer to the General Resources at the end of this document that reflect the resources gathered at the end of the book and do not necessarily fit into any specific Stage but instead offer generic support.

Stage One

In Stage One, the learner begins to use an appropriate input device to control the learning environment and establishes a reliable access behavior. She realizes that pressing a switch or pressing on the touch interface for the device can make something happen on the screen. This reliable access behavior is the first step in the learning process.

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Journal of Special Education Leadership (issue referenced: Volume 12, Number 2, Fall 1999)
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TAM Connector (issue referenced: Volume 12, Number 1, Fall 1999) Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191

The Center for AAC & Autism, <http://www.aacandautism.com>

Stage Two

In Stage Two, the learner is exposed to deliberately richer language experiences. She learns that objects have names and that actions have words to describe them. The learner is not asked to identify objects, but simply to be a sponge and absorb information about them. This Stage develops receptive language and pre-linguistic skills.

Stage Two activities present language to learners without requiring a response, thus developing their receptive vocabulary. Early literacy research has shown the importance of exposing learners to the sound of words, the symbols for them, and their labels (Cunningham, 2000; King-Debaun and Musslewhite, 1997).

Research in the area of emerging literacy also tells us that the rhythm and rhyme inherent in nursery rhymes are important vehicles for the beginning development of phonemic awareness (Cunningham, 2000). Once learners can hear rhymes, they begin to isolate word patterns. Exposing learners to all forms of emerging literacy that are meaningful promotes language acquisition (King-DeBaun and Musslewhite, 1997).

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Stage Three

In Stage Three, the learner demonstrates an understanding of language through object identification and categorization. For example, she can show that she knows what a dog is (identification) and that an apple is a type of food (categorization). This is the first Stage in which the learner is asked to make a selection or respond to a question based on a prompt. Choice-making skills develop now, as well as the ability to wait as choices are presented.

Stage Three is the first stage at which the learner is making choices, and so presents a significant opportunity for assessment. Until this stage, there have been few ways for the learner to show what concepts he or she has learned. We can now begin to evaluate the learner's expressive language development and cognitive skills. In addition, choices offered using multiple levels of representation (i.e., photographs, drawings, symbols) give learners an opportunity to show their understanding of concepts presented at different levels of abstraction.

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Stage Four

Stage Four marks another significant turning point in the learner's progress—the learner moves from language foundation to academic readiness. Until now, the content has focused on building a solid language foundation. The Stages framework stresses that before a learner can be expected to enter an established academic program, he must have a stable foundation in language. In Stage Four the focus shifts toward more traditional development in both academic and social skills.

Math curriculum activities follow the guidelines of the National Council of Teachers of Mathematics (NCTM). The foundation of the literacy curriculum standards is the National Reading Panel Report of 2000.

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Stage Five

The majority of the learner's academic growth occurs at Stage Five. She expands her skills from learning simple mathematical concepts to solving more complex problems. She grows from basic spelling skills to full and fluent literacy. This type of academic journey takes time. The development of full academic functioning begins now and continues through the rest of the learner's life. A Stage Five learner should be working on Stage Seven writing skills at the same time that she is working on complementary reading skills. She will be reading and writing simple sentences at first. As skills progress, she will be expected to incorporate vocabulary words and other content-related words, as various subjects of study become part of her curriculum.

Many states align with Common Core State Standards (CCSS) developed in 2009. CCSS is an effort to organize consistent, real-world learning goals that prepare all students for college or career, regardless of where they live. Extremely detailed standards have been published, revised, and described for any state to leverage.

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Stage Six

A Stage Six learner applies academic concepts to real world situations. In this Stage, the learner is aware of and wants to be involved in the world around her. She begins to apply his knowledge to allow her to become more independent. The focus changes from academics to applied knowledge and functional learning skills, commonly referred to as activities of daily living (ADL). This is indeed a thrilling Stage for the learner. Academics and social skills come together in a pragmatic way for the learner at this time. The learner's needs and goals will continue to dictate the focus and content of education. For example, some learners may not achieve the skills needed for reading for enjoyment. However, they may acquire the ability to read for safety, which is an important skill for community independence. In this way, Stage Six is an academic detour from Stage Five, still offering an educational content but in a more applied way.

References for Stage Six

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- In CASE*: The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191
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- Smith, Martine. 2014. Adolescence and AAC Intervention Challenges and Possible Solutions. *Communication Disorders Quarterly*
- TAM Connector* (issue referenced: Volume 12, Number 1, Fall 1999). Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

Vicker, Beverly 2009. Meeting the challenge of social pragmatics with students on the autism spectrum. *The Reporter*, 14(2), 11-17.

The following websites were selected because they were active and helpful resources as of the publication date of this book:

American Association on Intellectual and Developmental Disabilities (AAIDD)
www.aamr.org

The ARC of the United States
www.thearc.org

Best Buddies International, Inc.
www.bestbuddies.org

Crotched Mountain Foundation
www.cmf.org

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington
www.washington.edu/doit/

Job Accommodation Network
<http://askjan.org/>

University of Arizona's Project FOCUS:
<http://www.projectfocus.arizona.edu/>

Wisconsin Family Assistance Center for Education, Training & Support (WIFACETS)
<http://www.wifacets.org/links/national-institute-life-planning-persons-disabilities>

Stage Seven

The ability to clearly and independently express one's thoughts on paper is the most sophisticated skill in the Stages framework. Independent writing is a high-level skill that incorporates other literacy skills such as reading, spelling and organization. Because there is a separate teaching methodology associated with writing and the related materials selection is unique, it is set aside as a separate Stage.

A learner's ability to write independently is essential to continuing her education, seeking employment, living independently, and communicating with others. When a learner writes a sentence, tremendous potential for academic independence begins. The skills involved in written expression include both language use and mechanical conventions such as spelling and grammar.

References for Stage Seven

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- Graves, Donald. 1983. *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann.
- Hanser, Gretchen, and Caroline Musselwhite. *Interactive Alphabet Instruction—It's More Than Just Letter Identification—Apps Included!* 2015 Assistive Technologies Industries Association Conference session.
- In CASE*: The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191
- King-DeBaun, Pati, and Caroline Musslewhite. 1997. *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*. Park City, UT: Creative Communicating.

Neuman, Susan B., Carol Copple, and Sue Bredekamp. 2000. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: National Association for the Education of Young Children.

TAM Connector (issue referenced: Volume 12, Number 1, Fall 1999) Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191

The Center for Literacy & Disability Studies, UNC-Chapel Hill. Writing with Alternative Pencils CDs

Willis, Judy. A Writing Activity to Help Students with Attention Disorders. 2006. National Writing Project. Retrieved 2015 <http://www.nwp.org/cs/public/print/resource/2363>

Observable Skills Checklist

The purpose of academic assessment is to evaluate the accomplishment of learners in relation to knowledge and skills identified within a chosen framework. It is important that the instrument or procedures implemented be both reliable and valid. Research reflects these issues as they are reflected in the design of the Observable Skills Checklist.

References for Observable Skills Checklist

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.

Cozby, P.C. (2001). *Measurement Concepts. Methods in Behavioral Research* (7th ed.). California: Mayfield Publishing Company.

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Exploring Reliability in Academic Assessment. Retrieved online from <<https://www.uni.edu/chfasoa/reliabilityandvalidity.htm>>

The Center for the Enhancement of Teaching. How to improve test reliability and validity: Implications for grading. [Available online: http://oct.sfsu.edu/assessment/evaluating/htmls/improve_rel_val.html].

Resources

Be sure to check each Stage for resources specifically connected and referenced in context.

AAC Intervention

916 West Castillo Drive

Litchfield Park, AZ 85340

<http://aacintervention.com/>

<http://spedapps2.wikispaces.com/>

Abilities Expo - Abilities Expo local events

2601 Ocean Park Blvd., Suite 200

Santa Monica, CA 90405

Phone (310) 450-8831

www.abilities.com

Alliance for Technology Access – network of local resource centers

1119 Old Humboldt Road

Jackson, TN 38305

1 (800) 914-3017

www.ataccess.org

Apple Computer, Inc. Worldwide Disability Solutions

1 Infinite Loop

Cupertino, CA 95014

(408) 996-1010

<http://www.apple.com/accessibility/>

<http://www.apple.com/contact/>

Assistive Technologies Industries Association – publications, conference, webinars, resources, research

330 N. Wabash Avenue, Suite 2000

Chicago, IL 60611-4267 USA

(877) OUR-ATIA (687-2842)

www.atia.org

Assistive Technology Internet Modules – create a free account to find information and professional development

Education Service Center of Central Ohio

2080 Citygate Drive

Columbus, OH 43219

(614) 445-3750

<http://www.atinternetmodules.org/>

Bridge Assessment – early literacy and language assessment framework
Center for Literacy and Disability Studies
The University of North Carolina at Chapel Hill
CB #7335, Suite 1100 Bondurant Hall
321 South Columbia Street
Chapel Hill, NC 27599-7335
(919) 966-8566
<http://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment>

Center on Technology and Disability – create a free account to find information resources, personal and professional development activities, technical assistance
1825 Connecticut Avenue N.W.,
Washington, DC 20009
(202) 884-8588
<http://ctdinstitute.org/>

Closing The Gap – newspaper, resource directory, conference, webinars
P. O. Box 68
Henderson, MN 56044
(507) 248-3294
www.closingthegap.com

Deaf-Blind Model Classroom Resources
Center for Literacy and Disability Studies
The University of North Carolina at Chapel Hill
CB #7335, Suite 1100 Bondurant Hall
321 South Columbia Street
Chapel Hill, NC 27599-7335
(919) 966-8566
<http://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources>

Disability.Gov - U.S. federal government website for information on disability programs and services nationwide
<https://www.disability.gov>

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) - Educational Resources Information Center
<http://eric.ed.gov/>

Exceptional Parent Magazine - magazine with annual technology issue
6 Pickwick Lane
Woodcliff Lake, NJ 07677
(800) 372-7368
www.eparent.com

Microsoft Corporation
1 Microsoft Way
Redmond, WA 98052
(800) 426-9400 or (425) 882-8080
www.microsoft.com/enable

Madalaine Pugliese Online Resources

Pinterest
<https://www.pinterest.com/madspugliese/>

Wiki for iPad Recommendations
<http://apps4stages.wikispaces.com>

Luis Perez You Tube Channel on Accessibility
<https://www.youtube.com/user/lfperez72/videos>

PrAACTical AAC
<http://praacticalaac.org/>