

FETC

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How to Strategically Select and Use
Technology to Help
Special Education Students
Access State Standards

HANDOUTS

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Presenter

SPW097

Core Standards – Deconstruction
Learning Targets & Students with Significant Cognitive Disabilities

Knowledge Targets	What knowledge or understanding is required to achieve this standard? These are the facts and concepts for the standard. Look for verbs; express, look for, list, name, identify, recall, develop, determine, etc. This shows the depth of knowledge level expected for mastery. For special education students, identify the cornerstone concepts for learning goals. Beginning with basic vocabulary concepts paired with realia using both nouns / objects as well as concepts of location and relationship; such as on, under, before, smaller, larger, etc. Connect to everyday functioning vocabulary and knowledge skills.
Reasoning Targets	What mental processes are required to achieve the standard? These are the mental processes required for the standard. Look for words like; classify, hypothesize, infer, predict, summarize, analyze, evaluate, conclude, compare, etc. For special education students identify the most important reasoning skill required for the standard. Based on the Symbolic Communication Level of the student, identify the reasoning targets associated with progress toward the next level.
Skill Targets	What are the performance skills required to demonstrate competence on the standard? These are the performances that must be demonstrated and observed, heard, or seen by the assessor to determine if the standard is achieved. Examples are; oral fluency, counting, sorting by a criterion, etc. Identify skill targets that are appropriate to functional skills and daily living problem solving for students with significant disabilities.
Product Targets	What is the concrete product or products that students will need to create to show mastery of the standard? Examples are; creation of tables, graphs, scatter plots, songs, plays, skits, plans, stories, etc. For special education students determine if a simplified version of the product is appropriate but would still demonstrate mastery of the standard. Apply the product target to all areas of functioning including daily living skills, communication skills, etc. Use concrete objects to represent the product target; e.g. muffin tins with tokens as a three dimensional chart, etc.

Adapted from: *Common Core and the Special Education Student. Your Guide to Instructional Shifts and Implementing Services and Supports.* Schillinger, Mary & Wetzel, Becky (LRP Publications 2014).

Core Standard Deconstruction & Technology Worksheet

Grade:

Subject:

Core Standard (s):

Deconstructed standards with essential learning targets.

**Knowledge
Targets**

Reasoning Targets

Skill Targets

Product Targets

Possible Technology Tools

Strategic Guidelines
 Matching Technology Tools with Core Standards Learning Targets
 Maintaining Rigor While Reducing Learning Barriers

Step	Activity
1	Deconstruct the Core Standard for the lesson / unit and isolate the Learning Targets ; Knowledge, Reasoning, Skills, Products
2	Use Universal Design for Learning to plan the Representation methods, the Action & Expression methods / options, and Engagement
3	Review the student learning styles and identify any Learning Barriers ; English as a Second Language, Special Education, Physical Impairments, etc.
4	What Technology tools can be used in the lesson to highlight and isolate the key concepts, and Reduce Cognitive Load by eliminating distracting information?
5	What Technology Tools can be used to support the Executive Functioning Skills needed for successful completion of the lesson?
6	Have the Technology Tools to be used been previously introduced to the students? If not, plan a Technology Introductory Activity that is fun, and ensures mastery for ALL learners of the technology.
7	Review the technology tool for the following; <ul style="list-style-type: none"> • Intuitive in functionality • Clarity of focus on the key learning content • Independence level for the student • The tool builds capacity for understanding and application • Highlights the key Academic Vocabulary • Alignment to the Learning Target • Functional for multiple uses and lessons
8	Introduce the technology tool and clarify for the students the Key Purpose of the technology tool; “This technology will help you categorize information from our two sources.”
9	Demonstrate the technology tool and show an Exemplar of the expected product or action for the lesson.
10	After the lesson, Debrief with the students, regarding the use of the Technology Tool .

Considerations and Introduction of Technology Tools for Learners with Special Needs

Checkoff	Considerations and Steps for Introduction
	Media length is short and engaging, with appropriate pacing for understanding.
	Media can be started, paused, and viewed multiple times easily and at an independent level for the students.
	Academic Vocabulary is highlighted and reinforced by the media.
	Consideration given to additional technology supports for Academic Vocabulary. (ongoing)
	Consider media developed by the teacher(s) of the student(s) for positive connections and engagement.
Introduction of New Technology Tools	
	Do not assume the tool is intuitive! Demonstrate and model.
	Pair up students the first few times the technology tool is used.
	Make the content goal a fun, engaging, task the first time used – not new learning.
	Use a critical eye when choosing, and try it out prior to selection!
	Give Scaffold for use – Screenshots, Step by Step charts, etc.
	Only introduce one @ a time. Make sure all students are well versed before expecting independence.
	Assign a “Tech Buddy Student” (Genius Bar) for support.