



Rhode Island Alternate Assessment: Planning for Students with Severe/Profound Disabilities

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Agenda

1. Who are students with severe/profound disabilities?
2. MYTH: My students are “too low”
3. Modified materials for students with severe/profound disabilities
4. Rethinking words
5. Instructional techniques (foils, distracters, # of choices)
6. Data collection: Capturing accuracy and independence
7. Examples, examples, and more examples

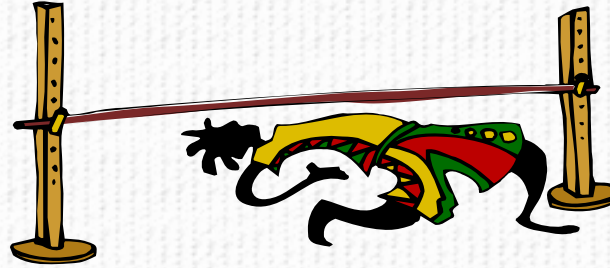


Who are students with severe/profound disabilities?

- most significant cognitive challenges
- mobility and movement difficulties
- limited vision and/or hearing
- “concrete” learners
- make progress at slow rates in small increments of learning
- health challenges

MYTH: My students are “too low”

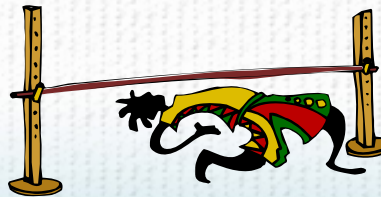
- Too low for what?



- Expanding ideas of the “value” of different curriculum experiences
- Providing opportunities to “learn” and experience different materials, textures, people, concepts, sights, smells, and sounds

MYTH: My students are “too low”

- It might look different, but it is reading, writing, mathematics, and science
- Students with significant disabilities are required by law to participate in state assessment

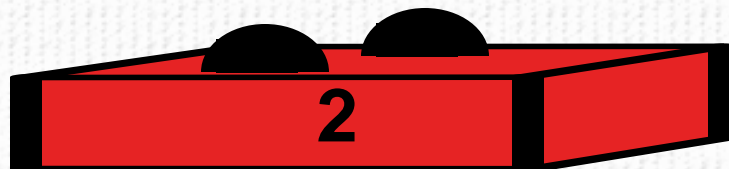


Modified materials for students with severe/profound disabilities

- Counting blocks
- Tactile “text” as words
- Name stamps with textures & photos
- Modified graphs

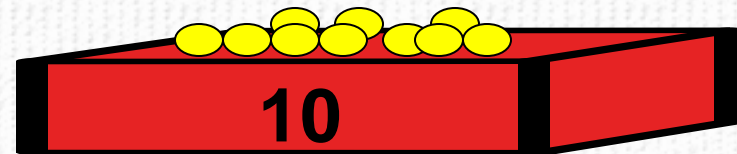
Modified materials for students with severe/profound disabilities

- **NO 1.6** Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols and to demonstrate that the final number is the quantity of the set.
- **Counting block** as an alternative to “numerals” alone in activities involving mathematics





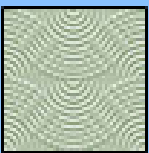

Modified materials for students with severe/profound disabilities

- Comparing quantities using multiple counting blocks with textured symbols
- **NO 18.1** Estimate the size of a collection, up to 100, without counting



Tactile “text”

- Text is defined in the 2008-09 RIAA Administration Manual as pictures, symbols, objects, actions, words

<p>Drink (words)</p>	<p>An actual cup (object) (representing drink)</p>
 <p>(symbol representing drink)</p>	 <p>(photograph of a cup representing drink)</p>
 <p>(texture that represents “drink”)</p>	 <p>Braille represents c-u-p</p>

Tactile “text”

- Buy
(purchase)



- Grocery
Shopping =





Tactile Names



- Name symbols are consistent objects, textures, jewelry, or markers consistently worn by people to indicate their name.
- Name symbols should be introduced to the student at the beginning of each interaction.



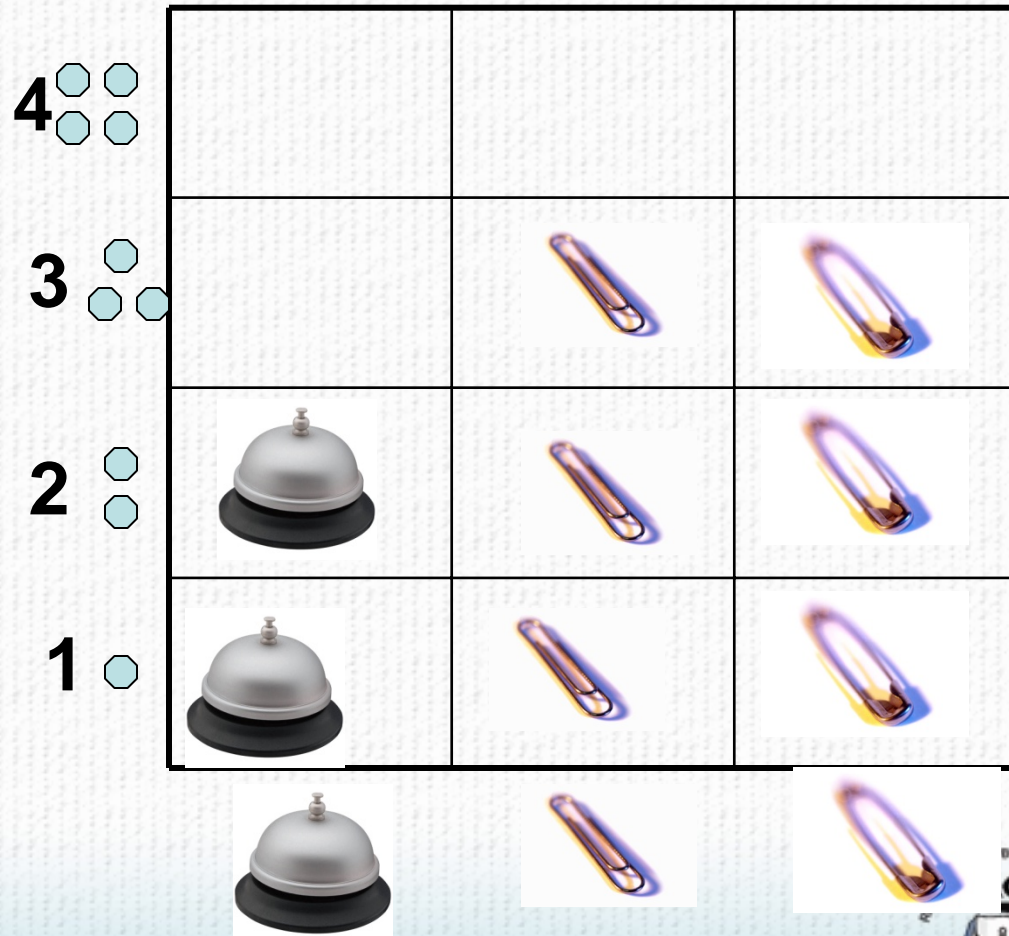
Name stamps with textures & photos

- Some students with severe/profound disabilities can read words
- Other students need other cues to identify their “name”
- Remember to place a photo, texture and/or written word to help students identify their name stamp.



Modified graphs

- For students who are not successful with paper and pencil graphs, consider a shoe box graph.
- When graphing items that are attracted to magnets, have students place the collected “data” (real objects) in the boxes.



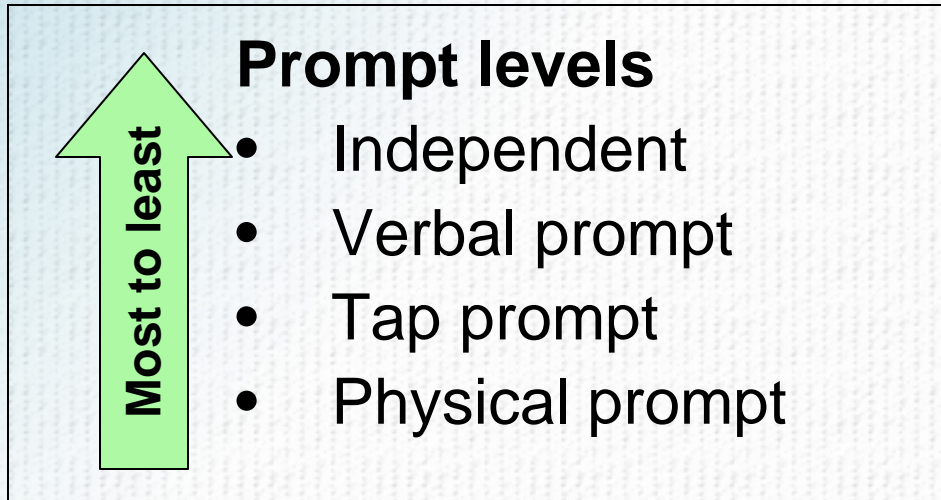
Rethinking words

- Graph = box graph
- Name = name symbol
- Number = tactile number symbol
- Tactile punctuation = raised symbol in a question mark/exclamation mark shape
- Write = write with objects
- Read = read objects for ...

Instructional techniques: Introducing objects

1. Start with object #1
2. Move to object #1 with a “foil”
3. Change positions of object #1 and “foil”
4. Move to object #2 with a “foil”
5. Change positions of object #2 and “foil”
6. Use object #1 with object #2

Instructional techniques: Levels of prompting



A student is given a Verbal prompt for one trial, nothing happens; the student is then is given a Tap prompt. The student responds, record the greater level of prompting in your data.

In this case, record Tap prompt.

Data collection: Capturing accuracy

- Accuracy captures whether the student was correct in their response.

WID 1.1a Identifying pictures, symbols, objects, and words that represent self and others

Sarah touched her name stamp and that of a classmate. When asked to find her name, accuracy captures whether she selected the right name.

If Sarah needed Hand over Hand prompt, she most likely was 100% accurate.

Data collection: Capturing independence

Independence captures the prompts the student needed to participate in the skill.

WID 1.1a Identifying pictures, symbols, objects, and words that represent self and others

Sarah touched her name stamp and that of a classmate. When asked to find her name, level of independence captures the prompts Sarah needed to demonstrate her AAGSE skill.

If Sarah needed Hand over Hand prompt, she was not independent.

Example, Examples, and More Examples



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