

“Good for All”

Our Shared Beliefs

- ◆ All students can succeed.
- ◆ Each student has his or her own unique patterns of learning.
- ◆ Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- ◆ Successful instructional practices are founded on evidence-based research, tempered by experience.
- ◆ Classroom teachers are the key educators for a student’s literacy and numeracy development.
- ◆ Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- ◆ Fairness is not sameness.

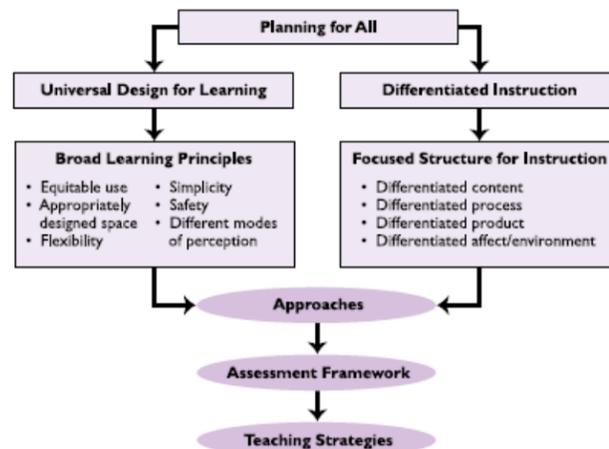
(All Ontario Curriculum Policy Documents, Program Considerations for Students with Special Education Needs.)



Learning for All, K-12 (Draft 2011)

Universal Design for Learning & Differentiated Instruction

Figure 3. UDL and Differentiated Instruction



(p. 12)



“Essential for Some”

Effective Educational Practices for Students with Autism Spectrum Disorders

ABA can be used as an instructional approach with students of every age. It can be applied in a variety of situations, and it can be employed for very limited and specific purposes such as the development or reduction of single behaviours or sets of behaviours. ABA methods can be used with varying degrees of intensity along a student learning continuum. ABA is used according to the individual needs of each student, and may be applied to developing academic skills or behaviours related to social skills, communication, or self-care.

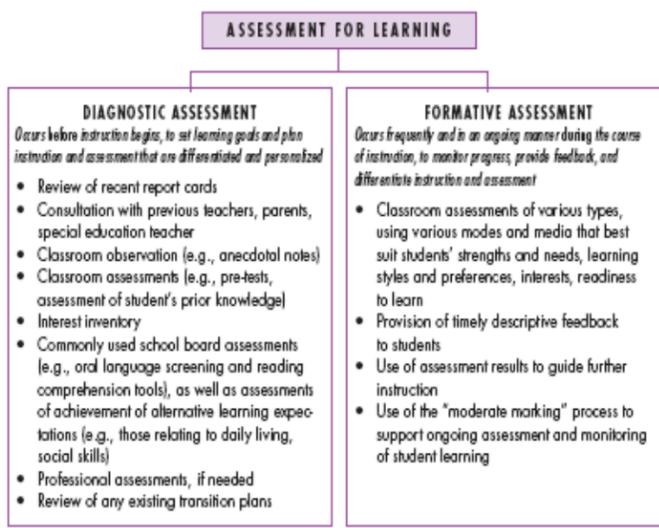
(p. 52)

Table 4.2 Assessment Framework: Processes and Strategies In a Collaborative Relationship

	Where the learner is going	Where the learner is now	What the learner needs to get there
Teacher	Identifying and clarifying learning goals and success criteria	Engineering effective classroom discussions and other learning tasks that elicit information about student learning	<ul style="list-style-type: none"> • Providing descriptive feedback that moves learners forward (i.e., outlining what was done well, what needs improvement, and how to improve) • Engaging students as learning resources for one another • Empowering students to become owners of their own learning
Peer	Understanding and sharing learning goals and success criteria	Engaging in peer assessment and feedback	
Learner	Understanding learning goals and success criteria	Engaging in self-assessment and goal setting	

(Growing Success, p. 32)

Figure 6. Examples of Diagnostic and Formative Assessment Tools and Measures



(p. 29)

It is important to consider the following when assessing the academic skills of students with ASD:

- Recognize that verbal responses may be the most difficult and least accurate.
- If a verbal response is required, do not insist on eye contact.
- Provide the student with methods to answer questions non-verbally, if possible. For example, provide Yes/No or True/False cards that the student can touch or point out to indicate the answer.
- Allow the student several readings of a passage before asking comprehension questions.
- This may include reading the passage to the student.
- Begin an assessment process by starting with material two or more grades below the ability level of the student. Gradually work up to the student’s level.
- Provide the student with sample questions to practise with the assessment format.
- Allow the student to answer questions using the computer.

(p. 26)

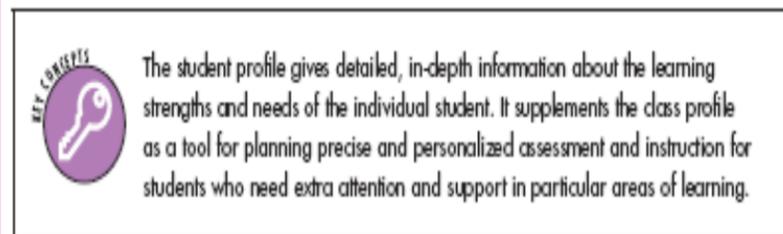
Policy/Program Memorandum No. 140: INCORPORATING METHODS OF APPLIED BEHAVIOUR ANALYSIS (ABA) INTO PROGRAMS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)

Principles of ABA Programming

The following principles underlie ABA programming that is provided to students with ASD, where appropriate:

- The program must be individualized. Each student’s specific profile and pattern of strengths and needs must be analysed to determine concrete learning objectives and teaching methods. No single curriculum or teaching strategy is appropriate for all students with ASD. Some students may require more intensive programming. Although students’ programs must be individualized, the various supports may be provided to students either individually or in group situations.
- Data must be collected and analysed. Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviours and skills, and to identify skills or behaviours that need to be taught.

Developing a Student Profile



(p. 42)

8. Student Profile

Student Profile

The Student	What things does the student like?	What things does the student dislike?
	What activities does the student enjoy?	What activities does the student NOT enjoy?
	In which activity, game, or sport does the student do well?	In which activity, game, or sport does the student need help?

Strengths	Interests	Needs

(continued)

Student Profile

This is a list of events or situations the student may find stressful, and some strategies that may help.

Stressors	Strategies

Documentation:

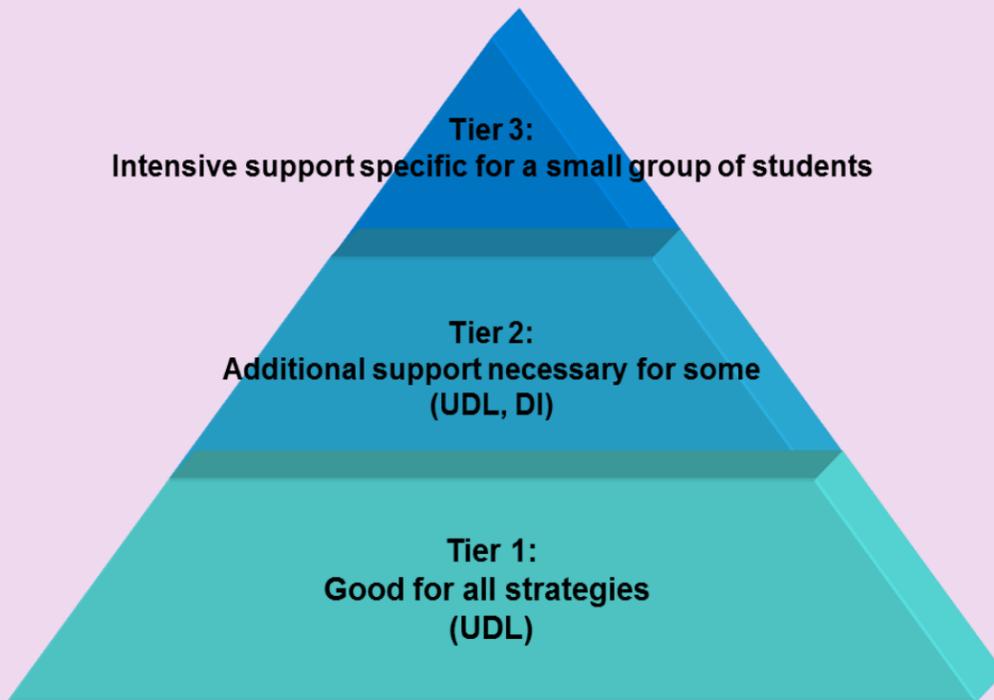
This student has a safety plan: yes ___ no ___ that is ___ / is not ___ included.

Specify incidents that need to be documented:

(pps. 121,122)

The Tiered Approach

The “tiered” approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. (*Learning for All, K-12*. p. 24)



Learning for All, K-12 (Draft 2011) Supporting the Implementation of ABA in Classrooms and Schools

Implementation of ABA	Assessment	Instruction / Program	Facilitation of Transitions
What is your role in the implementation of ABA in the classroom / school? (e.g., classroom teacher, special education resource teacher, educational assistant, ABA Expert, principal, etc.)	How do you effectively use assessment for learning (e.g., Functional Behaviour Assessment) to adjust interventions and learning goals for your student(s)?	In what ways, to what extent and where do you incorporate principles of UDL, DI and the Tiered Approach when using ABA strategies?	What processes do you have in place to facilitate transitions for students with ASD that are tailored to each student’s particular learning profile?

(Questions adapted from Appendix C: Questions to Guide System and School Implementation of an Integrated Process of Assessment and Instruction. *Learning for All, K-12 (2013)*. pps. 62,63.)

Based on your current assessment of where you are in implementing the use of ABA as an instructional approach, what are your professional learning goals?

Personalization – Education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs.

Precision – A system that links “assessment for learning” to evidence-informed instruction *on a daily basis*, in the service of providing instruction that is *precise* to the level of readiness and the learning needs of the individual student.

Professional learning – Focused, ongoing learning for every educator “in context”, to link new conceptions of instructional practice with assessment of student learning.

An education system in which these components are closely interconnected can successfully address the need to “establish classroom routines and practices that represent personalized, ongoing ‘data-driven, focused instruction’”.

(Fulmer et al., 2006, pp. 16-26, 87)

(*Learning for All, K-12*. p. 8)



- *Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)*
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html>
- *Effective Educational Practices for Students with Autism Spectrum Disorders (2007)*
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.html>
- *Enhancing Support for Students with Autism (Video)*
<http://www.edu.gov.on.ca/eng/spotlight/june21-10.html>
- *Education for All, The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6.*
<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>
- *The Individual Education Plan (IEP), A Resource Guide (2004)*
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>
- *Planning Entry to School : A Resource Guide (2005)*
<http://www.edu.gov.on.ca/eng/parents/planningentry.html>
- *Transition Planning: A Resource Guide (2002)*
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html>
- *Shared Solutions, A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)*
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>
- *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 (2010)*
http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf