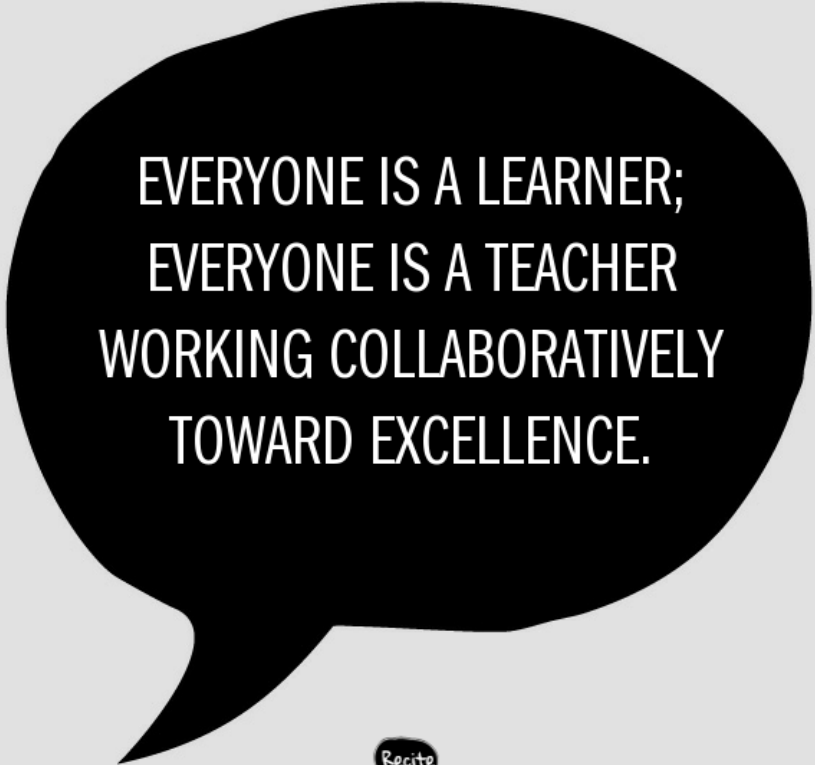


# Designing Educational Plans



- District Vision
- Purpose of Education
- Program Planning
- Resource Walk

A large, black, irregular speech bubble shape is centered on a light gray rectangular background. Inside the bubble, the text "EVERYONE IS A LEARNER; EVERYONE IS A TEACHER WORKING COLLABORATIVELY TOWARD EXCELLENCE." is written in white, all-caps, sans-serif font, arranged in four lines.

EVERYONE IS A LEARNER;  
EVERYONE IS A TEACHER  
WORKING COLLABORATIVELY  
TOWARD EXCELLENCE.

Recite

made with ♥ @ Recite.com



We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

North Vancouver School District

**vision**

# High Level Context



## The Plan on a Page



# Initiatives 44



## Communicating Student Learning

- Quality Assessments
- Report Card Comments
- Cumulative Reporting

## Planning

- Backward Designs
- Collaborative Planning
- Year Long Plans

## Self Assessment of the Core Competencies

- Self Reflection Skills
- Selection of Evidence
- Communicating with Parents

# Program Planning



## **MODIFIED - Evergreen**

- XSIEP / XLDC Course Codes
- Resource Room / Inclusive Classroom
- Teacher of Record – Case Manager

## **ADAPTED - Dogwood**

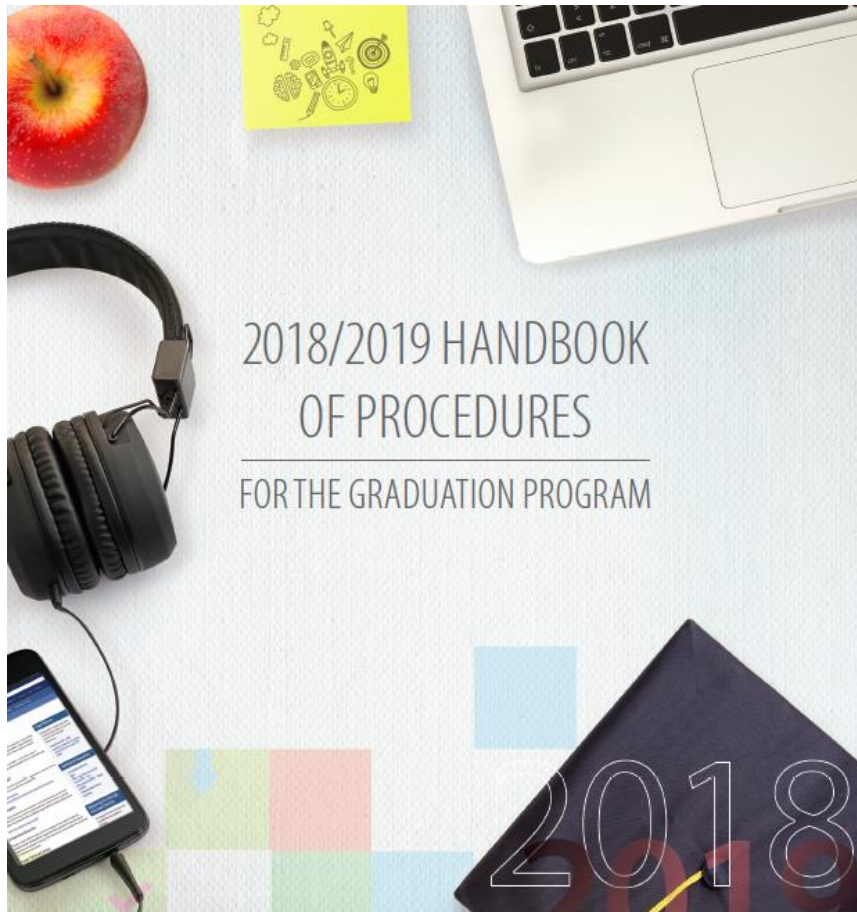
- Regular Codes
- Teacher of Record – Classroom

# Modified Programs



- There must be **evidence in the student file** that parent(s) have been consulted and consented to their child being placed on an Evergreen Pathway (see consent forms)
- Students should have a quality educational **program that aligns with Ministry and District Policies** (see pg. 99 of Graduation Handbook and NVSD Policy 213) **Course codes** should accurately reflect which program the student is on
- **Personalized learning** is the key and should reflect a meaningful pathway to a student's **transition to adult life**
- Students are eligible to be enrolled in an educational program until the academic **year in which they turn 19**

# Grad Handbook



*“The decision to put a student in the SCCP **should not be made prior to Grade 10,** and should include the **informed consent** of the student’s parent(s)/guardian(s) and, when appropriate, the student.”*

# Policy 213



To be eligible for a **School Completion Certificate**, a student must complete:

- **Goals of an Individual Education Plan (IEP)**
- **Transition Plan**
- **Work Experience/Community Service Requirements**
- **Physical Activity Requirements**

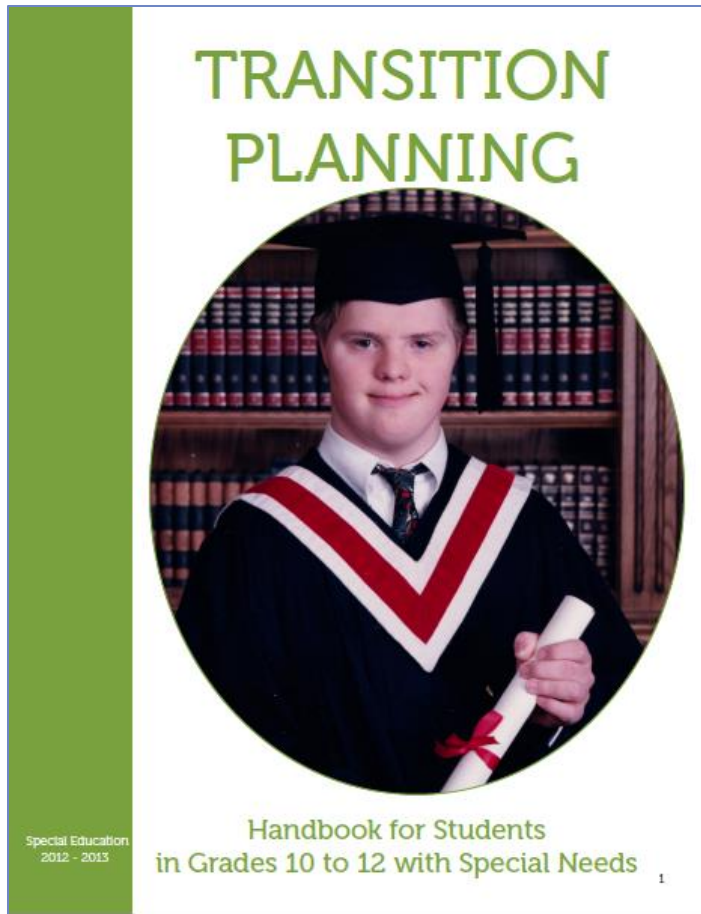
Progress toward meeting those requirements should be recorded in the “**School Completion Folder.**”



# Portfolios



**More to  
come next  
time...**



# Where Do I Begin?



- Are typical so-called functional skills such as counting coins and matching colours even relevant any more?
- What kinds of functional tasks will be most relevant in the near future?
- What makes a program inclusive and purposeful?

# Moore from Shelley...



## SECONDARY TEACHERS AND EA'S SURVEYED: IEP'S ARE...

- Too long
- Not relevant to content
- Not accessible as an evaluation tool
- A bureaucratic document
- Not useful for teachers or EA's in modifying curriculum



# TAKE 5



## Building Stronger Communities

Paid employment during high school is one of the most significant factors in ensuring individuals with developmental disabilities gain employment as adults.

- What does a quality educational plan look like for a student with significant disabilities?

- <http://www.learningforallab.ca/instructional-planning/balancing-functional-academic-programming/>

# Key Terms

- Developmental Curriculum
- Ecological Curricular Framework
- Functional Life Skills
- Functional Academics

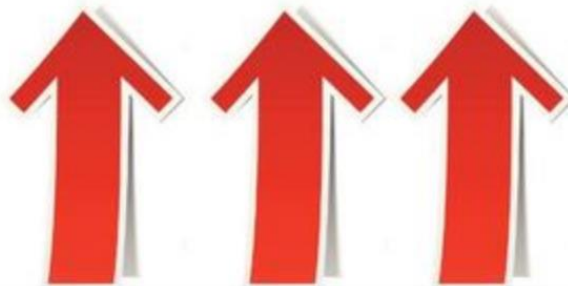
*“The severity of one’s disability does not determine their level of potential.*

*The greatest barriers that persons with disabilities have to overcome are not steps or curbs, it’s expectations.”*

*~ Karen Clay*

## Developmental curriculum

- **Predetermined** sequence of skills
- Student's functioning in various skill areas **compared to same-age peers** without disabilities
- **Mastery** of one stage required before moving on to more advanced skills



## Results of this bottom-up approach



The year-after  
year-goal:

*"Jane will  
identify the  
colour red."*



# TAKE 5

## Your turn

- ☐ always
- ☐ most of the time
- ☐ some of the time
- ☐ rarely
- ☐ never

*In your district, how often  
is a **developmental  
approach** driving program  
planning for students with  
disabilities?*

## Ecological curricular framework

....a dynamic approach to identifying and teaching routines, activities, and skills that students need to **fully participate** in home, school, work and community settings.



## Ecological curricular framework

- based on **individual needs**  
(person-centred planning)
- considers needs and preferences of **families**  
(family interviews and collaborative  
planning processes)
- builds on **local opportunities** and resources  
(ecological inventories and assessments)



## From presence to participation

Increased focus on:

- importance of **social connectedness**
- development of positive social **relationships and friendships**
- **inclusion** as social justice



## Quality of life indicators/dimensions

For example:

- emotional well-being
- interpersonal relations
- material well-being
- personal development
- physical well-being
- self-determination
- social inclusion



## COACH valued life outcomes

Giangreco et al

- Safe, stable home environment
- Access to meaningful activities and variety of settings
- Social network of meaningful relationships
- Personal choice and control
- Safety and health



## Your turn



What is one **quality of life goal area** that, in your opinion, is too often ignored in programming planning?



## Functional life skills

*Also known as:*

- independent or daily living skills
- transition, pre-employment, pre-vocational, vocational or career skills
- community living skills
- functional academics





## Functional life skills



- Specific skills that are meaningful and **immediately useful** in a child's life across variety of natural environments (Collins, 2007)
- or*
- Focus on teaching students the necessary skills to function in **adult life** (Brown et al 1979)

## Functional life skill formats

Bouck, 2012



- Program
- Course
- Intervention\*
- Integrated into other curriculum activities

\* *most prevalent in research*

## Sample life skills domains



- Daily living personal care
- Social/relationship skills
- Communication
- Vocational skills/employability
- Community participation
- Leisure/recreation
- Health and safety
- Self-determination

## Functional academics

Instruction that enables students to function as independently as possible

- **Reading:** sight words for safety, community access and daily living
- **Writing:** signatures, legibility, filling out forms
- **Math:** measurement, ordering, time, money



## Functional academic approaches

### **Generalized approach:**

- teaching skills that can be applied across different contexts and tasks



### **Embedded approach:**

- activities of daily living considered first, targeted academic skills embedded within these activities (e.g., reading recipes for cooking)

## Your turn



*What is one functional life skill you wished you had learned in school?*

# IEP Planning



- Family collaboration to choose goals aligned with Quality of Life indicators
- Select outcomes from grade-level curriculum
- The “critical functions” of outcomes and performance standards to demonstrate these
- Communication, literacy and numeracy developmental levels

## I Can identify Saturn but I Can't Brush My Teeth....

Ayers, Douglas, Lowrey & Sievers, 2011

-1-

At what point does working toward *fragmented, watered down academic standards* become less important than working toward meaningful individualized curricula in identified current and future environments?





### I Can identify Saturn but I Can't Brush My Teeth....

Ayers, Douglas, Lowrey & Sievers, 2011

-2-

Special education that abandons individualized curriculum and moves toward a single curriculum (i.e., grade-level outcomes) that may be watered down to mere fragmented splinter skills, *neglects a student's right to an appropriate education.*



### I Can identify Saturn but I Can't Brush My Teeth....

Ayers, Douglas, Lowrey & Sievers, 2011

-3-

- A student has only a *finite amount of time* in school to learn the critical skills that they will need to achieve the criterion of ultimate functioning.



## Curriculum and Post-school Outcomes

Bouk, 2012

Post school outcomes results:

- Independent living **less than 3%**
- Paid employment **less than 40%**
- Post-secondary attendance **less than 7%**



## Curriculum and Post-school Outcomes

Bouk, 2012

Curriculum (functional vs. academics)  
*was **not** related*  
to any post-school outcome examined



## Curriculum and Post-school Outcomes

Bouk, 2012

- Over 90% of high school students in study received primary instruction in **self-contained special education settings**
- Results suggest a need to critically examine the quality of curriculum provided in these settings—regardless of philosophical orientation



# Resource Walk



## Designing Quality Educational Plans

Administrator Contact: Melanie Learoyd, District Vice Principal of Inclusive Education

Parent Consultant: Heather Skuse School

School-Based Administrator Contact: Ann Copp

Please send your feedback on this core component to: [educational.plans@sd44.ca](mailto:educational.plans@sd44.ca)



### Educational Planning for Complex Learners: Functional Curriculum & Assessment June 2018

This document contains various resources and links to help with educational planning for complex learners including:

- “personal” core competency resources
- “social” core competency resources
- “modified program” curricular competency resources
- links to various provincial outreach programs

#### Educational Planning for Complex Learners: Functional Curriculum & Assessment June 2018

CORE COMPETENCY AREA	PERSONAL
SELF AWARENESS	<p>CIRCLE'S Curriculum "Purple Circle" - All About Me <a href="http://www.purplecircle.ca/About/AboutPurpleCircle.aspx">http://www.purplecircle.ca/About/AboutPurpleCircle.aspx</a></p> <p>Shady House Resources - Strength Based Student Profile, Who Am I? <a href="http://www.shadyhouse.ca/">http://www.shadyhouse.ca/</a></p> <p>The Incredible 5 Point Scale <a href="http://www.incredible5pointscale.com/">http://www.incredible5pointscale.com/</a></p> <p>Emotions Colour Wheel - CDSL.com <a href="http://www.cds.com.au/education/emotions-colour-wheel/">http://www.cds.com.au/education/emotions-colour-wheel/</a></p> <p>Exploring Feelings - Dr. Tony Attwood <a href="http://www.attwood.com.au/Books/ExploringFeelings.aspx">http://www.attwood.com.au/Books/ExploringFeelings.aspx</a></p> <p>Adapted Self-Assessment of Core Competencies (SACC) - NVSD Aug 2008 Term <a href="http://www.nvdsd.ca/">http://www.nvdsd.ca/</a></p>
SELF REGULATION	<p>Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviours in School Settings - "Shedley &amp; Shepherd" <a href="http://www.shedley.ca/functional-assessment-strategies-challenging-behaviours/">http://www.shedley.ca/functional-assessment-strategies-challenging-behaviours/</a></p> <p>180seconds Functional Assessment - chandledale <a href="http://www.chandledale.ca/180seconds-functional-assessment-chandledale/">http://www.chandledale.ca/180seconds-functional-assessment-chandledale/</a></p> <p>Proven Tools Resource: The School Based Model of Individualized Positive Behaviour Support - Chilling et al.</p>

# CORE - Personal



## Educational Planning for Complex Learners: Functional Curriculum & Assessment June 2018

CORE COMPETENCY AREA:	PERSONAL
SELF AWARENESS	<p>CIRCLES Curriculum *Purple Circle – All About Me  <a href="https://www.stanfield.com/product/circles-curriculum-bundle-w1037-3/">https://www.stanfield.com/product/circles-curriculum-bundle-w1037-3/</a></p> <p>Shelley Moore Resources - <i>Strength Based Student Profile, Who Am I</i>  <a href="https://blogsomemoore.com/">https://blogsomemoore.com/</a></p> <p>The Incredible 5 Point Scale  <a href="https://www.5pointscale.com/">https://www.5pointscale.com/</a></p> <p>Emotions Colour Wheel – Do2Learn  <a href="http://www.do2learn.com/organizationtools/EmotionsColorWheel/">http://www.do2learn.com/organizationtools/EmotionsColorWheel/</a></p> <p>Exploring Feelings – Dr. Tony Attwood  <a href="http://www.tonyattwood.com.au/index.php/books-by-tony-3/english-books/65-exploring-feelings">http://www.tonyattwood.com.au/index.php/books-by-tony-3/english-books/65-exploring-feelings</a></p> <p>Adapted Self-Assessment of Core Competencies (SACC – NVSD Aug Comm Team)</p> <p>WEBSITES:            CASEL <a href="https://casel.org/">https://casel.org/</a></p>
SELF REGULATION	<p>Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviours in School Settings – Chandler &amp; Dahlquist  <a href="https://www.amazon.ca/Functional-Assessment-Strategies-Challenging-Loose-Leaf/dp/0133570851/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1527030047&amp;sr=1-1&amp;keywords=functional+assessment+chandler&amp;dplD=61LeBS2bBJL&amp;preST=_SX198_BO1_204_203_200_QL40_&amp;dpSrc=srch">https://www.amazon.ca/Functional-Assessment-Strategies-Challenging-Loose-Leaf/dp/0133570851/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1527030047&amp;sr=1-1&amp;keywords=functional+assessment+chandler&amp;dplD=61LeBS2bBJL&amp;preST=_SX198_BO1_204_203_200_QL40_&amp;dpSrc=srch</a></p> <p>Prevent Teach Reinforce: The School-Based Model of Individualized Positive Behaviour Support – Dunlap et al.</p>

# CORE - Personal



[https://www.amazon.ca/Prevent-Teach-Reinforce-School-Based-Individualized-Positive-Behavior/dp/1598570153/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1527030160&sr=1-1&keywords=prevent+teach+reinforce&dpID=51eae-U736L&preST=\\_SX198\\_BO1\\_204\\_203\\_200\\_QL40\\_&dpSrc=srch](https://www.amazon.ca/Prevent-Teach-Reinforce-School-Based-Individualized-Positive-Behavior/dp/1598570153/ref=sr_1_1?s=books&ie=UTF8&qid=1527030160&sr=1-1&keywords=prevent+teach+reinforce&dpID=51eae-U736L&preST=_SX198_BO1_204_203_200_QL40_&dpSrc=srch)

**[The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students](#)**

by Jessica Minahan and Nancy Rappaport

**Developing Self-Regulated Learners** – Deborah Butler & Leyton Schnellert

[https://www.amazon.ca/Leyton-Schnellert/Books/s?ie=UTF8&page=1&rh=n%3A916520%2Cp\\_27%3ALeyton%20Schnellert](https://www.amazon.ca/Leyton-Schnellert/Books/s?ie=UTF8&page=1&rh=n%3A916520%2Cp_27%3ALeyton%20Schnellert)

**Carol Gray – Social Stories**

<https://carolgraysocialstories.com/social-stories/>

**GoNoodle** - Self-Regulation Movement Program (POPARD Recommended)

<https://www.gonoodle.com/>

**Guided Progressive Muscle Relaxation**

<https://www.anxietybc.com/adults/how-do-progressive-muscle-relaxation>

**Zones of Regulation** (Michelle Garcia Winner recommended)

<https://www.socialthinking.com/Products/Zones%20of%20Regulation>

**The MindUP Curriculum: Grades PreK – 2: Brain-Focused Strategies for Learning and Living**

<https://www.amazon.ca/MindUP-Curriculum-Brain-Focused-Strategies-Learning/dp/0545267129>

**SticKids** – Supporting Sensory Integration, Processing & Motor Skills

<http://www.stickids.com/>



# CORE - Personal



	<b>WEBSITES:</b> Shanker <a href="https://self-reg.ca/">https://self-reg.ca/</a>
<b>RECREATION</b>	<b>Community Based Instruction #44</b> (Music Therapy, Adapted Swimming, Hiking, Creative Movement)  <b>Accessible Sport &amp; Recreation in BC – Citizens for Accessible Neighbourhoods</b> <a href="http://canbc.org/adaptive_sports.htm">http://canbc.org/adaptive_sports.htm</a>  <b>Accessible Table Tennis</b> <a href="http://nsttc.ca/">http://nsttc.ca/</a>  <b>North Shore Connexions</b> <a href="http://nsconnexions.org/our-programs/">http://nsconnexions.org/our-programs/</a>  <b>North Shore Neighbourhood House Teen Club (13-18yr)</b> <a href="https://www.nsnh.bc.ca/youth/support/">https://www.nsnh.bc.ca/youth/support/</a>  <b>BC Challenger Baseball</b> <a href="https://www.baseball.bc.ca/challenger">https://www.baseball.bc.ca/challenger</a>  <b>Vancouver Adaptive Snow Sports</b> <a href="http://www.vass.ca/">http://www.vass.ca/</a>  <b>Disabled Sailing Association of BC</b> <a href="http://www.disabledsailingbc.org/index.html">http://www.disabledsailingbc.org/index.html</a>
	<b>WEBSITES:</b> <a href="http://canbc.org/">http://canbc.org/</a>

# CORE - Social



CORE COMPETENCY AREA:	SOCIAL
<b>SOCIAL AWARENESS</b>	
<ul style="list-style-type: none"> <li>PERSONAL SAFETY &amp; RELATIONSHIPS</li> </ul>	<p><b>CIRCLES Curriculum</b>  <a href="https://www.stanfield.com/product/circles-curriculum-bundle-w1037-3/">https://www.stanfield.com/product/circles-curriculum-bundle-w1037-3/</a></p> <p><b>Best Buddies Clubs – NVSD Secondary Schools</b>  <a href="http://bestbuddies.ca/">http://bestbuddies.ca/</a></p>
<ul style="list-style-type: none"> <li>SOCIAL THINKING</li> </ul>	<p><a href="#">Make Social Learning Stick! How to Guide and Nurture Social Competence Through Everyday Routines and Activities</a>            by Elizabeth Sautter</p> <p><b>Think Social! A Social Thinking Curriculum for School-Age Students</b>  <a href="https://www.socialthinking.com/Products/Think%20Social%20Curriculum%20A%20Social%20Thinking%20Curriculum">https://www.socialthinking.com/Products/Think%20Social%20Curriculum%20A%20Social%20Thinking%20Curriculum</a></p> <p><b>We Thinkers! Volume 1 Social Explorers Package</b>            Authors: <a href="#">Ryan Hendrix</a> <a href="#">Kari Zweber Palmer</a> <a href="#">Nancy Tarshis</a> <a href="#">Michelle Garcia Winner</a>  <a href="https://www.socialthinking.com/Products/WeThinkersVolume1DeluxePackage">https://www.socialthinking.com/Products/WeThinkersVolume1DeluxePackage</a></p> <p><b>We Thinkers! Volume 2 Social Problem Solvers Package</b>            Authors: <a href="#">Ryan Hendrix</a> <a href="#">Kari Zweber Palmer</a> <a href="#">Nancy Tarshis</a> <a href="#">Michelle Garcia Winner</a>  <a href="https://www.socialthinking.com/Products/WeThinkersVolume2DeluxePackage">https://www.socialthinking.com/Products/WeThinkersVolume2DeluxePackage</a></p>
	<p><b>WEBSITES:</b>            CASEL <a href="https://casel.org/">https://casel.org/</a>            ACT - Autism Community Training <a href="https://www.actcommunity.ca/">https://www.actcommunity.ca/</a>            Michelle Garcia Winner <a href="https://www.socialthinking.com/">https://www.socialthinking.com/</a>            Speaking of Speech <a href="https://www.speakingofspeech.com/">https://www.speakingofspeech.com/</a></p>

# CORE - Social



COMMUNICATION	
<ul style="list-style-type: none"> <li>AUG COMM</li> </ul>	<p><b>Boardmaker Online</b>  <a href="https://www.boardmakeronline.com/">https://www.boardmakeronline.com/</a></p> <p><b>PECS – Picture Exchange Communication System System</b>  <a href="https://pecs-canada.com/">https://pecs-canada.com/</a></p> <p><b>Special Education Technology – British Columbia</b>  <a href="https://www.setbc.org/">https://www.setbc.org/</a></p> <p><b>ABLLS - Assessment of Basic Language &amp; Learning Skills Assessment Tool</b>  <a href="https://www.actcommunity.ca/resource/664">https://www.actcommunity.ca/resource/664</a></p>
<ul style="list-style-type: none"> <li>TURN TAKING / CONVERSATIONS</li> </ul>	<p><b>PEERS – Program for the Enrichment of Relational Skills</b>  <a href="https://www.semel.ucla.edu/peers">https://www.semel.ucla.edu/peers</a></p> <p><b>Talking Tables</b>  <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/reading-and-writing">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/reading-and-writing</a></p> <p><b>Our Turn To Talk</b>  <a href="https://www.google.com/search?q=our+turn+to+talk&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-1-ab">https://www.google.com/search?q=our+turn+to+talk&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-1-ab</a></p> <p><b>Teach ME Language: A Language Manual For Children – by <a href="#">Sabrina Freeman</a> (Author), <a href="#">Lorelei Duke</a> (Author)</b> <a href="https://www.amazon.ca/Teach-ME-Language-Manual-Children/dp/0965756505">https://www.amazon.ca/Teach-ME-Language-Manual-Children/dp/0965756505</a></p> <p><b>The Empathy Toy</b>  <a href="http://empathytoy.com/">http://empathytoy.com/</a></p>
	<p><b>WEBSITES:</b>            SET-BC <a href="https://www.setbc.org/">https://www.setbc.org/</a>            Michelle Garcia Winner <a href="https://www.socialthinking.com/">https://www.socialthinking.com/</a>            ACT - Autism Community Training <a href="https://www.actcommunity.ca/">https://www.actcommunity.ca/</a></p>

# CORE - Intellectual



CORE COMPETENCY AREA:	INTELLECTUAL
EXECUTIVE FUNCTIONING	<p><b>Executive Skills in Children and Adolescents, Third Edition: A Practical Guide to Assessment and Intervention Paperback</b> – Jun 8 2018 by <a href="#">Peg Dawson</a>, <a href="#">Richard Guare</a> <i>*EF Resource includes helpful EF Scope &amp; Sequence of Development</i> <a href="https://www.amazon.ca/Executive-Skills-Children-Adolescents-Third/dp/1462535313/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1527031093&amp;sr=1-1&amp;keywords=executive+skills+in+children+and+adolescents">https://www.amazon.ca/Executive-Skills-Children-Adolescents-Third/dp/1462535313/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1527031093&amp;sr=1-1&amp;keywords=executive+skills+in+children+and+adolescents</a></p> <p><b>WEBSITES:</b> Sarah Ward EF Resources <a href="http://www.efpractice.com/">http://www.efpractice.com/</a></p>
CURRICULAR COMPETENCY AREA:	MODIFIED PROGRAM
ACADEMIC READINESS	<p><b>Essential and Supportive Skills for Students with Developmental Disabilities. Programming for Students with Special Needs, Book 2.</b> Alberta Dept. of Education, Edmonton. Special Educational Services Branch. <a href="https://eric.ed.gov/?id=ED392231">https://eric.ed.gov/?id=ED392231</a></p> <p><b>Basic Skills Checklists: Teacher-Friendly Assessment for Students with Autism or Special Needs</b> by <a href="#">Marlene Breitenbach</a> (Author) <a href="https://www.amazon.ca/Basic-Skills-Checklists-Teacher-Friendly-Assessment/dp/1932565752">https://www.amazon.ca/Basic-Skills-Checklists-Teacher-Friendly-Assessment/dp/1932565752</a></p> <p><b>Do2Learn – A Resource for Individuals with Special Needs</b> <a href="http://www.do2learn.com/">http://www.do2learn.com/</a></p> <p><b>Tasks Galore</b> <a href="http://www.tasksgalore.com/">http://www.tasksgalore.com/</a></p>

# Curricular Competencies



## MODIFIED ACADEMICS

**Academic Instruction for Students with Moderate to Severe Intellectual Disabilities in Inclusive Classrooms – June Downing**  
<https://www.goodreads.com/book/show/6915041-teaching-students-with-moderate-and-severe-intellectual-disabilities>

**Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical Strategies for Teachers 3rd Edition – by June Downing** [https://www.amazon.com/Including-Students-Multiple-Disabilities-Classrooms/dp/1557669082/ref=sr\\_1\\_102?s=books&ie=UTF8&qid=1528488635&sr=1-102&keywords=teaching+special+needs](https://www.amazon.com/Including-Students-Multiple-Disabilities-Classrooms/dp/1557669082/ref=sr_1_102?s=books&ie=UTF8&qid=1528488635&sr=1-102&keywords=teaching+special+needs)

**Scholastic Learning Zone**  
<http://canada.scholastic.com/en/scholastic-learning-zone/education-resources>

**Boardmaker Online**  
<https://www.boardmakeronline.com/>

**SET-BC Curriculum Sets**  
<https://www.setbc.org/wp-curriculumset/>

# Curricular Competencies



FUNCTIONAL ACADEMICS	
<ul style="list-style-type: none"> <li>FUNCTIONAL LITERACY</li> </ul>	<p><b>Firm Foundations</b>  <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/reading-and-writing">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/reading-and-writing</a>  <a href="https://www.google.com/search?q=our+turn+to+talk&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-1-ab">https://www.google.com/search?q=our+turn+to+talk&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-1-ab</a></p> <p><b>ALL Reading Program</b>  <a href="http://www.spectronics.com.au/product/accessible-literacy-learning-all-curriculum-print-edition">http://www.spectronics.com.au/product/accessible-literacy-learning-all-curriculum-print-edition</a>  <a href="http://www.dynavoxtech.com/training/online/recorded-web-classes/details/?id=4471">http://www.dynavoxtech.com/training/online/recorded-web-classes/details/?id=4471</a></p> <p><b>Reading Milestones</b>  <a href="https://www.proedinc.com/Products/13950/reading-milestonesfourth-edition-level-1-red-package.aspx?bCategory=READ!RM">https://www.proedinc.com/Products/13950/reading-milestonesfourth-edition-level-1-red-package.aspx?bCategory=READ!RM</a></p> <p><b>Clicker 7</b>  <a href="http://www.cricksoft.com/uk/clicker">http://www.cricksoft.com/uk/clicker</a></p> <p><b>Edmark Functional Reading</b>  <a href="https://www.proedinc.com/Products/CategoryCenter/READ!EDMRK/edmark-reading-program-family-of-products.aspx">https://www.proedinc.com/Products/CategoryCenter/READ!EDMRK/edmark-reading-program-family-of-products.aspx</a></p> <p><b>PCI Reading Program</b>  <a href="https://www.proedinc.com/Products/CategoryCenter/READ!PCI/pci-reading-program-family-of-products.aspx">https://www.proedinc.com/Products/CategoryCenter/READ!PCI/pci-reading-program-family-of-products.aspx</a></p> <p><b>News-2-You</b>  <a href="https://www.n2y.com/news-2-you/">https://www.n2y.com/news-2-you/</a>  <a href="https://www.n2y.com/">https://www.n2y.com/</a></p>

# Curricular Competencies



<ul style="list-style-type: none"><li>LITERACY ASSESSMENT TOOLS (Universal)</li></ul>	<b>CAWS</b> - Clinical Assessment of Writing Skills <b>DIBELS</b> - Dynamic Indicators of Basic Early Literacy Skills <b>TOPA</b> - Test of Phonological Awareness <b>Jerry Johns Basic Reading Inventory</b> <b>PM Benchmark</b> – Reading, Fluency, Decoding & Comprehension <b>KTEA</b> - Kaufman Test of Educational Achievement <b>WJ IV</b> - Woodcock Johnson - Achievement Battery: Math, Writing, Reading
<ul style="list-style-type: none"><li>FUNCTIONAL MATH</li></ul>	<b>IXL Math</b> <a href="https://ca.ixl.com/">https://ca.ixl.com/</a>  <b>Math-U-See</b> <a href="https://mathusee.com/">https://mathusee.com/</a>  <b>Equals Math</b> <a href="http://numeracyforallab.ca/mainsite/index.php/equals-math/">http://numeracyforallab.ca/mainsite/index.php/equals-math/</a>  <b>PRISM Math</b> <a href="https://www.amazon.ca/PRISM-Math-Orange-Student-Workbook/dp/0070960275">https://www.amazon.ca/PRISM-Math-Orange-Student-Workbook/dp/0070960275</a>  <b>POPARD Functional Curriculum</b> , Functional Academics - Part One ( <i>Red Book Series</i> ) <ul style="list-style-type: none"><li>- Time, Money, Calculator</li></ul>

# Curricular Competencies



FUNCTIONAL LIFE SKILLS	
<ul style="list-style-type: none"> <li>PERSONAL CARE / SELF HELP</li> </ul>	<p><b>Toilet Training Resources</b> (OT Resources)  <a href="https://www.actcommunity.ca/education/videos/toilet-training-for-everyone">https://www.actcommunity.ca/education/videos/toilet-training-for-everyone</a></p> <p><b>SHIFT Education</b> – Sexual Health Curriculum  <a href="http://shift-education.com/">http://shift-education.com/</a></p> <p><b>POPARD Functional Curriculum</b>, Functional Academics - Part Two (<i>Red Book Series</i>)</p> <ul style="list-style-type: none"> <li>Food Recognition, Menu Planning</li> </ul> <p><b>POPARD Functional Curriculum</b>, Self-Help &amp; Life Skills (<i>Red Book Series</i>)</p> <ul style="list-style-type: none"> <li>Personal Care, Independent Living</li> </ul>
<ul style="list-style-type: none"> <li>FINE MOTOR</li> </ul>	<p><b>Basic Fine Motor Screen</b> - NVSD OT Resource</p> <p><b>Fine Motor Development</b> - PPT &amp; Handouts, NVSD OT Resource</p>
<ul style="list-style-type: none"> <li>COMMUNITY ACCESS</li> </ul>	<p><b>Community Based Instruction #44</b></p> <ul style="list-style-type: none"> <li>Music Therapy, Adapted Swimming, Hiking, Creative Movement</li> </ul> <p><b>Adapted Guide for Cheakamus Centre</b> - NVSD Resource</p> <p><b>Understanding Environmental Print</b>  <a href="https://www.proedinc.com/Products/CategoryCenter/READ!EP/Environmental-Print.aspx">https://www.proedinc.com/Products/CategoryCenter/READ!EP/Environmental-Print.aspx</a></p> <p><b>POPARD Functional Curriculum</b>, Community Training (<i>Red Book Series</i>)</p> <ul style="list-style-type: none"> <li>Transportation, Shopping, Restaurant, Bank</li> </ul>



# Curricular Competencies



- VOCATIONAL (Ages 14-19)

**Life Smart Curriculum – Social Skills & Life Skills**

<https://www.stanfield.com/product/lifesmart-curriculum-bundle-w1069/>

**POPARD Functional Curriculum, Vocational & Work Experience (*Red Book Series*)**

- Vocational Includes: Count & Bag, Match to Sample, Bagging, Folding
- WEX Includes: General, Assembly & Manufacturing, Food Service, Outdoor Service, Retail Tasks, Farm Work Tasks, Domestic Tasks

<https://www.autismoutreach.ca/catalog/188>

**Assessment of Functional Living Skills (AFLS)**

<https://partingtonbehavioranalysts.com/pages/afls>

**Brigance Diagnostic Comprehensive Inventory of Basic Skills**

<https://www.curriculumassociates.com/products/brigance-special-education.aspx>

**Adaptive Living Skills Curriculum (ALSC) Complete Program**

<https://www.hmhco.com/shop/k12/Adaptive-Living-Skills-Curriculum-ALSC/id/922176>

**Checklist of Adaptive Living Skills (CALs) Manual**

<https://www.hmhco.com/shop/k12/Checklist-of-Adaptive-Living-Skills-CALS/id/922161>

# Curricular Competencies



	<p><b>WEBSITES:</b>  NS ConneXions  <a href="http://nsconnexions.org/our-programs/">http://nsconnexions.org/our-programs/</a>  <a href="http://nsconnexions.org/our-programs/employment-programs/">http://nsconnexions.org/our-programs/employment-programs/</a></p> <p>North Vancouver Recreation &amp; Culture – Adapted Programs  <a href="https://www.nvrc.ca/programs-memberships/program-directory/adapted-programs">https://www.nvrc.ca/programs-memberships/program-directory/adapted-programs</a></p> <p>EmploymentWorks Canada  <a href="http://worktopia.ca/employment-works/">http://worktopia.ca/employment-works/</a></p> <p>CanAssist – University of Victoria  <a href="https://www.canassist.ca/EN/main/latest-news/2018-news-archives/teenwork-canada-recruiting-participants-for-2018.html">https://www.canassist.ca/EN/main/latest-news/2018-news-archives/teenwork-canada-recruiting-participants-for-2018.html</a></p>
<ul style="list-style-type: none"> <li>• TRANSITION PLANNING</li> </ul>	<p><b>COACH 3: Choosing Outcomes &amp; Accommodations for Children 3<sup>rd</sup> Ed. – Giangreco</b>  <a href="https://www.goodreads.com/book/show/11193182-choosing-outcomes-and-accomodations-for-children-coach?from_search=true">https://www.goodreads.com/book/show/11193182-choosing-outcomes-and-accomodations-for-children-coach?from_search=true</a></p> <p><b>PATH / MAPS – Person Centred Planning Tools</b>  <a href="http://www.inclusionoutreach.ca/path.html">http://www.inclusionoutreach.ca/path.html</a>  <a href="http://www.inclusion.com/pkpathinactionpack.html">http://www.inclusion.com/pkpathinactionpack.html</a>  <a href="http://www.adaptmanitoba.ca/path-and-maps-person-centered-planning/">http://www.adaptmanitoba.ca/path-and-maps-person-centered-planning/</a></p> <p><b>The New Transition Handbook - Strategies High School Teachers Use that Work!</b>  by <a href="#">Carolyn Hughes Ph.D.</a> (Author), <a href="#">Erik W. Carter M.Ed. Ph.D.</a>  <a href="https://www.amazon.ca/New-Transition-Handbook-Strategies-Teachers/dp/1598571990">https://www.amazon.ca/New-Transition-Handbook-Strategies-Teachers/dp/1598571990</a></p> <p><b>One Without the Other – Shelley Moore</b>  <a href="https://www.goodreads.com/book/show/30732344-one-without-the-other">https://www.goodreads.com/book/show/30732344-one-without-the-other</a></p>

# Provincial Outreach



	<b>WEBSITES:</b> Community Living BC (CLBC) <a href="http://www.communitylivingbc.ca/what-support-is-available/preparing-access-clbc-supports/">http://www.communitylivingbc.ca/what-support-is-available/preparing-access-clbc-supports/</a>  NVSD 44 Supporting Student Transitions <a href="http://nvسد44complexlearners.ca/supporting-student-transitions/">http://nvسد44complexlearners.ca/supporting-student-transitions/</a>  North Shore Disability Resource Centre <a href="http://www.nsdrc.org/">http://www.nsdrc.org/</a>
<b>PROVINCIAL OUTREACH PROGRAMS</b>	
• POPFASD	<b>Provincial Outreach Program for Fetal Alcohol Spectrum Disorder</b> - eLearning Modules, Resources <a href="https://www.fasdoutreach.ca/">https://www.fasdoutreach.ca/</a>
• POPARD	<b>Provincial Outreach Program for Autism Related Disorders</b> - Training , Lessons & Resources <a href="https://www.autismoutreach.ca/">https://www.autismoutreach.ca/</a>
• PISP	<b>Provincial Inclusion Outreach Program</b> - Strategies, Learning Modules, Inservice & Training, Participation Kits <a href="http://www.inclusionoutreach.ca/">http://www.inclusionoutreach.ca/</a>
• SET-BC	<b>Special Education Technology BC</b> - Accessible Books, Curriculum SET, Picture SET, ARC-BC, Learning Centre: Access, Autism, Communication, Curriculum, Vision, Archive <a href="https://www.setbc.org/">https://www.setbc.org/</a>
• PRCVI	<b>Provincial Resource Centre for the Visually Impaired: ARC-BC (Accessible Resource Centre – British Columbia)</b> - Professional Development <a href="https://www.prcvi.org/">https://www.prcvi.org/</a> <a href="https://www.arc-bc.org/?AspxAutoDetectCookieSupport=1">https://www.arc-bc.org/?AspxAutoDetectCookieSupport=1</a>
• POPDHH	<b>Provincial Outreach Program for Deaf and Hard of Hearing</b> <a href="http://www.popdhh.ca/">http://www.popdhh.ca/</a>

# BCCASE Review



## Functional Curriculum Resources Review

1 of 11

Curriculum or Support	Topic	Resource	Author(s)	Resource Format	Publication Date	Publisher	Meta	Used	Significant	Start	Student	Description
	<b>GENERAL TEXTS</b>											
support	general knowledge, planning	Instruction of Students with Severe Disabilities, Sixth Edition	Martha Snell & Frieda Brown	text	2005	Prentice Hall		y	y	y		A reference book providing research based methods for teaching students with significant disabilities; many data collection forms including an environmental analysis form
support	general knowledge, planning	The Transition Handbook	Carolyn Hughes & Eric Carter	text	1999	Paul H. Brookes Publishing Co.		y	y	y		A general text used for planning and teaching students with significant challenges; provides the research base for using particular strategies related to social support, self-determination, employment, peer relationships, and community living; includes an environmental analysis form to guide program planning and has an extensive list of resources
support	curriculum, assessment	Curriculum and Assessment for Students with Moderate and Severe Disabilities	Diane M. Browder	text	2001	The Guilford Press		y	y	y		This text provides guidance in designing and implementing individualized curricula for students with moderate and significant challenges; includes an assessment model, a framework for determining educational priorities, planning instructions and methods of evaluating progress; works from a capacity building rather than a deficit finding perspective
	<b>PLANNING</b>											
planning		COACH Choosing Outcomes and Accommodations for Children: A Guide for Educational Planning for Students with Disabilities	M. Gregorio, C. Cloninger, V. Iverson	book	1997	Paul H. Brookes Publishing Co.		y	y	y		A tool for collaborative, family-centred educational planning; focuses on life outcomes such as social relationships and participation in typical home, school, and community activities; includes templates, a matrix for programming, and assessment and reporting tools; easy to use
support	planning	PATH: Planning Positive Possible Futures PATH DVD: training video <i>Path in Action</i> and demonstration video <i>Joe's PATH</i>	Jack Pearpoint, John O'Brian, Marsh Forest	book, DVD	1993	Inclusion Press		y	y	y	y	This book documents an 8 step planning process that begins with the future and moves to immediate positive and possible plans; includes colourful examples of PATHs; accompanies PATH training video and PATH demonstration video on DVD
support	planning	Yes I Can: A Social Inclusion Curriculum for Students with and without Disabilities	Brian Abery	book	1999	Institute on Canadian Integration		y	y	y	y	A staff guide for promoting inclusion in junior and senior high schools; 20 lessons, photocopiable handouts; some American terminology; a good starting point.
	<b>LIFE SKILLS</b>											
support	life skills	Performance Standards for Lifeskills Programming	SD #91, Nechako Lakes	booklet	2009 (in development ) draft copy	School District 91, Nechako Lakes		y	y	y	y	A resource developed in B.C.; includes a rubric of life skills and measurable criteria that outlines progress along a continuum; useful in supporting assessment, planning, and evaluation; direct application to all aspects of a student's life; very user-friendly
assessment/ curriculum	life skills	FACTER: Functional Assessment & Curriculum for Teaching Everyday Routines	Joel R. Atick, Tera Hoffman, David Krug, Gary Nave	assessment tool	2001	Peycan		y	y	y		Assesses the ability to perform everyday routines in natural settings; useful in developing individualized programming and determining progress; focuses on building routines that support independence
curriculum	life skills, functional academics	Essential and Supportive Skills for Students with Developmental Disabilities	Alberta Education	binder	1995	Alberta Education, Special Education Branch		y	y	y	y	Developmental checklists and charts of skills in the areas of communication, motor development, life skills, social and cognitive development, and functional academics; this resource is in the revision process
curriculum	life skills	A Functional Assessment and Curriculum for Teaching Students with Disabilities Volume I - IV	Carol Ann Baglin, Michael Bander, Audrey Smith Hoffnug, Peter J. Valliotti	4 volume book set	2008	Peycan		y	y	y	y	This four volume set details skills in self care, motor skills, household management and living skills, non-verbal and oral communication, functional academics, interpersonal skills, competitive job-finding and leisure-time skills; useful charts and checklists; strategies to assist teachers and families; covers the range from infancy to young adult; comprehensive, user friendly, great resource for special education teachers
assessment	life skills	Checklist of Adaptive Living Skills (CALS)	Lanny E. Moreau & Robert H. Bruininks	assessment book	1991	Riverside Publishing		y	y	y	y	An assessment tool used to measure learners' adaptive living skills; can easily translate into programming objectives; modules include personal living skills, home living skills, community living skills, employment skills, and a planning tool
curriculum	life skills	Adaptive Living Skills Curriculum (ALSC)	Lanny E. Moreau & Robert H. Bruininks	curriculum books	1991	Riverside Publishing		y	y	y	y	A curriculum designed to address skill areas listed above; 4 books, each with 200+ instructional units; a comprehensive curriculum; CALS and ALSC integrate assessment, instruction and evaluation
inventory/ curriculum	life skills	Brigance Employability Skills Inventory Brigance Life Skills Inventory	Albert H. Brigance	assessment binders	1995, 1994	Curriculum Associates		y	y	y	y	The two instruments assess skill sequences noting areas of strength and challenge; instructional objectives are related to assessment items; a student record book is used to document progress; both Life Skills and Employability inventories have a 'Quick Screen' to indicate which areas require more in-depth assessment
assessment/ curriculum	life skills	Life Centered Career Education, Revised	author not stated	comprehensive kit	1995, 1994	Council for Exceptional Children, CEC		y	y		y	A comprehensive functional curriculum for assessing and planning goals for school, community and home; two assessments, performance and knowledge; similar to the Brigance; 10 binders of activities; modified LCCCE Curriculum includes less complex objectives; the LCCCE is sometimes adopted as the transition curriculum for a district for students with mild or moderate disabilities