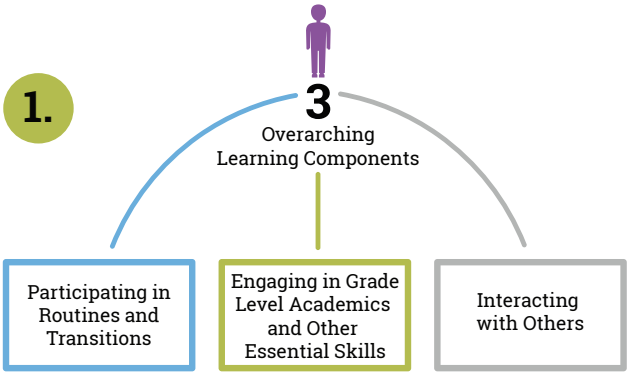
The 5C Process

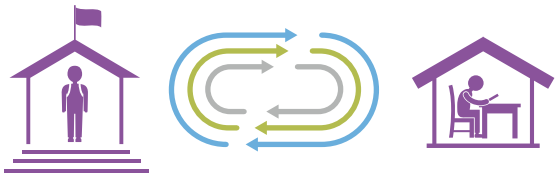
Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments

1.



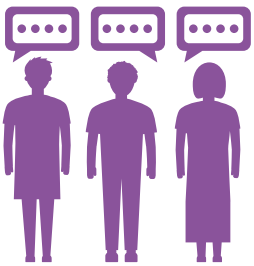
COMPONENTS Begin with a long term vision for each student. Plan backwards. Given these meaningful outcomes, what are the top priorities for a student to achieve this year? Develop the priorities, pulling from the 3 overaching learning components.

3.



CONTINUITY To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving between school and home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.

5.

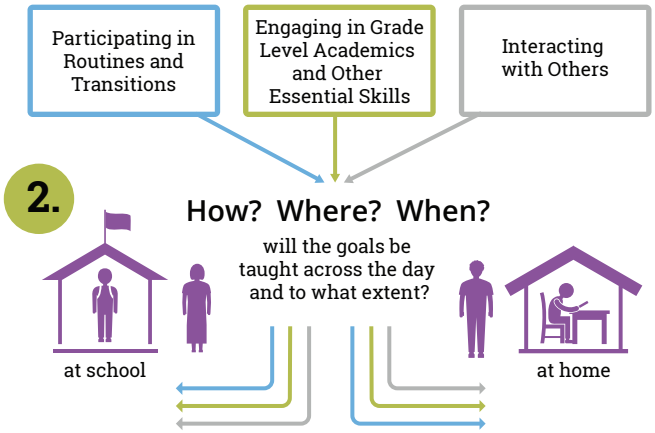


Do all team members, including the family, know —

- ❑ the student's learning priorities?
- ❑ the plan for teaching the goals at school and home?
- ❑ the plan for collecting data?
- ❑ how to use the no-tech, low-tech, and high-tech instructional tools and strategies?

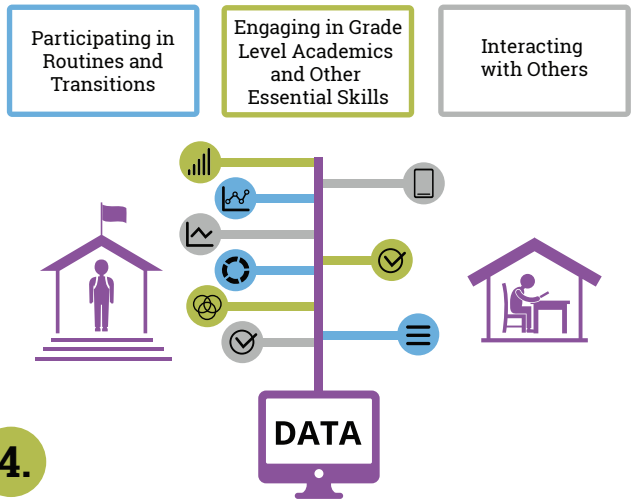
CAPACITY Build the capacity and independence of the student, all instructional team members, and the family in understanding the learning priorities and using the instructional tools and strategies to support learning. This creates a solid platform for collaborating to make instructional adjustments that continue to focus on achieving the learning priorities.

2.



COLLABORATION Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams and families collaborate about what instruction look like in each setting. What will remain the same? What will be modified?

4.



COLLECT DATA Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.

TIES Center

DISTANCE LEARNING SERIES

Ghere, G., Sommerness, J., & Vandercook, J. (2020)