

**Wednesday**

**November 4, 2020**

**National Center on Deaf-Blindness**

**Accessing Grade Level General Education Curriculum**

**3:00 PM-4:30 PM**

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**[Captioner standing by]**

**>> HAYLEE MARCOTTE: Thank you, everyone, for joining so far, we'll wait two or three more minutes and let people get into the room and then we'll get started.**

**>> HAYLEE MARCOTTE: All right, this is Haylee Marcotte with the National Center on Deaf-Blindness. I think we'll go ahead and get started.**

**I want to begin with welcoming everyone to today's session. I will quickly run through some important housekeeping items.**

**To begin with, all phone lines have been muted and all microphones turned off to reduce background noise. We ask you keep your phones on mute.**

**This session will encourage lots of participation through polls and the**

chat pod.

If you have any questions, please put them in the chat bod at any time as it will be monitored throughout the entire presentation.

This webinar will be recorded and archived so please be mindful of any personal information shared in the chat pod as it will be recorded.

The materials for the session will be posted soon on the NCDB website.

Now I'm going to hand this over to NCDB's Co-Director, Linda McDowell.

>> LINDA MCDOWELL: Hi, good afternoon. I'm pleased you've been able to join in on this session, in spite of the huge distraction of election week. Who knew when this date was chosen that final election results would not be on Election Day and that this nation would seem to be so divided?

This apparent division has only reminded me of how thankful I am to be at work in a network of people, from every state and territory, so united in an effort to serve.

Thank you for your dedication and the attendance today in this Deaf-Blind Summit 2020 session.

As part of this year's Deaf-Blind Summit 2020 session series, which began in July and continues through January, NCDB is holding six webinars on instructional strategies and resources of interest to families and educators of children and youth who are deaf-blind, and state DeafBlind Project personnel.

There is a link that I'm going to put in the website that takes you to the location where -- there's a location in our website where you can find all of the information on all of the Deaf-Blind 2020 sessions.

**There is an additional link I want to give you though that will take you to the website -- I'm double-checking that Haylee -- yep, I think she has already put in the location on our website where you can find all six of the instructional strategies sessions, their descriptions and their resources.**

**So the resources for each of the instructional strategies sessions are -- that have been held so far are going to include the session recording, a PowerPoint and the fact sheet.**

**The fact sheets have key points and resource links that the presenters cover during the presentation. Today's fact sheet has been on the website for a few days. The PowerPoint and recording will be added shortly after the session.**

**In July we were pleased to have Susan Bruce and Tracy Evans bring us strategies for at home which was applicable for children that are emerging communicators. The children served by the DeafBlind Projects are emerging communicators.**

**In September we were pleased to have Deanna Peterson and Nancy O'Donnell bring the needs for communicators.**

**Now our two sessions in November, our focus is on accessing the General Education curriculum, including academic standards for children with significant cognitive disabilities and early literacy and numeracy.**

**You can see the descriptions and the materials for these three sessions on our website with either of those links in chat.**

**Ensuring that all students have access to General Ed curriculum is a priority to OSEP, who provides funds for our technical assistance, and to support us in the effort, our project leader, Susan Weigert has partnered with**

**National Centers.**

**Before I introduce the speakers of today's session, I want to further explain the intent of these three sessions on educational curriculum.**

**The first session on October 21st, the purpose was to clarify the distinction between Academic Content Standards and Alternate Academic Achievement Standards for students with significant cognitive disabilities.**

**The Academic Content Standards, which students are to know and do at each grade, are the same for all students, including students with significant cognitive disabilities.**

**How students demonstrate their knowledge and skill may differ from students with significant cognitive disabilities as reflected in Alternate Academic Achievement Standards, identify for state tests.**

**In our session today, here, November 4th, the presenters are going to discuss the key components for providing access and progress in grade-level General Education curriculum, with specific application for students who are deaf-blind. In addition, they will talk about planning and implementing effective academic instruction in this current environment of hybrid distance learning.**

**We partnered with the National Center for Educational Outcomes and the TIES Center, TIES, for these presentations for many reasons. They have similar expectations for students with significant cognitive disabilities. They have produced materials and disseminated information to achieve similar outcomes, that is meaningful access to the General Ed curriculum. And they have a strong desire for effective implementation with all students in all states.**

**And that leads to the importance of our deaf-blind network partnership with them. They can assist us in having a stronger voice in our state work around the process and framework for accessing General Ed curriculum and we can assist them with application to students who are deaf-blind.**

**They have examples of this, but we both need more. And this type of partnership is important for our deaf-blind network in all of our initiative areas, early intervention, family support, transition to meaningful adult life, because partnering with people who have similar expectations and are working to achieve similar outcomes assists us and them in successful implementation for infants, children, and young adults who are deaf-blind.**

**I'm going to turn now to getting our content for today started, accessing general -- grade-level General Education curriculum by handing the session over to our presenters, Gail and Jessica, who are two researchers at the TIES Center and they will tell you a little bit more about the TIES Center and themselves in just a moment.**

**Gail.**

**>> GAIL GHERE: Thank you, Linda. The collaboration has been terrific because we've had some really interesting projects we are working on together this year, so that's been great.**

**My name is Gail Ghere. I'm a researcher with the TIES Center as Linda said. I'll let Jessica share.**

**>> JESSICA BOWMAN: Can you hear me?**

**>> GAIL GHERE: We can hear you.**

**>> JESSICA BOWMAN: Okay, awesome.**

**I'm Jessica Bowman and I'm also a researcher at the TIES Center. And**

Liz Hartmann was going to be here, but she is not feeling well today, so we're really going to miss her, but I think Gail and I have got it. [Laughter]

If you can, we want to know a little bit about who is in the room, so if you could just share in the chat your name, where you're from, and your role and if you are not too shy, share what you could give a 30 minute presentation on without any preparation, but it can't be related to your work. [Laughter]

>> GAIL GHERE: That's a hard one. So we're really engaging the conversation today on purpose.

>> JESSICA BOWMAN: On purpose.

>> GAIL GHERE: On purpose. When Jessica put that in the plan, I'm thinking in my head, okay, what would I say? I think the thing I came up with was I recently planned a small COVID wedding in my front yard for my daughter because we had to do some pivoting to make it work. So now I've got a lot of tricks of the trade about that. But 30 minutes, it would be close.

Please share with us so we can get to learn more about you, too. We appreciate that.

Liz was going to be here today, but we know she has had great input into what we're going to share.

So to talk a little bit more about the TIES Center. The TIES Center is a nationally -- a national technical assistant center that focuses on Inclusive Education for kids with disabilities and it has a particular attention on students with the significant cognitive disabilities.

And the reason is because if you look at the research and you look at the data over time, we have a significant research to practice gap for these

students. The research has been pretty clear that the gains for students with significant cognitive disabilities, when they are in an inclusive setting, the gains are greater.

And, also, and that's been shown through multiple studies over time, but also as we look at the national data in terms of students with disabilities, in almost every other category, the students who have been moved -- have been getting their education in more inclusive settings are in all of the other categories except for [indiscernible].

So we are focusing on that. And we know with our work with the National Center on Deaf-Blindness we have a huge overlap in the kids we are focusing on today.

And so we're hoping that a lot of the resources that we are working will resonate with you and that you can think about through your lens how they might be applicable.

So TIES, in particular, it's kind of one of those acronym, what does it stand for? Think about inclusion and what we're trying to do there.

The T is for time. We are looking at increasing the number of students and the amount of time that they are in General Education classes. We want to see a greater proportion be in the Gen Ed class for 80% or more of the day. Federal 1 settings, in other words.

I is for instructional effectiveness. We don't just want kids to be physically in classes, that actually, in some ways, is the easiest of the inclusive pieces, it's how do you engage them? How are they learning in that? How are we adapting the curriculum and helping them have access and make progress in the curriculum? So the instructional effectiveness.

**E is for engagement. That is really looking at both the engagement and the learning with the Gen Ed curriculum and also engaging with grade-level peers. We know being part of the community, being part of the fabric of a school is hugely important for how all students feel welcome and make progress and growth in their lives.**

**And then S is for support. Both at the state and district level, it's where we are working on thinking of how we move inclusive practices better and have the ethic of inclusion be present for all students.**

**So when you visit our website, which is -- oh, I have the wrong arrow there, there we go -- you'll be able to see pieces of those. You'll see that those themes come out across all of the work we have been working on developing.**

**As Linda said, today we're going to focus on a couple key points.**

**One is to really look at thinking about how you provide access to the grade-level General Education curriculum and make progress in it.**

**And we're having specific application for students who are deaf-blind.**

**We want to discuss what does -- so that's kind of a big piece. That's a big chunk of our day. We really want to dig into that.**

**And we know that what we're sharing is pushing our thinking forward, is pushing our practice forward. And that's what we want to do.**

**So there's no -- we also know that across the country, there's a wide continuum. So what we say today is where ever you are at at this point, take this information and think what about might be the next step for moving forward for the students you support or for your own child if you are a parent who is here. How do we provide that access and have it be meaningful**



access? The next point is really to think about -- we have some current contexts now with COVID and we have some people who are on this call, the students they work with are in-person, some of them hybrid, some of them are completely in distance learning.

In my neighborhood, we have kids going back and forth between the two as COVID levels change. So we know we have to be thinking about, okay, how do we make this environment work? We do not want to lose a year in a child's life. We have to make it meaningful while we're here. It's not ideal, but make it meaningful.

And then put a focus on collaborations with families and with your colleagues, too.

Let's ground this a little bit in the law. Let's just set the stage for the General Education standards and curriculum.

This was a piece that was focused, we're just going to kind of link to the first webinar that focused on this that Linda mentioned two weeks ago.

You know, IDEA is clear about connecting to academic achievement, linking it to the involvement and progress in the General Education curriculum, not an alternative curriculum, but a General Education curriculum, and that we see that progress for kids. That it's meaningful connections.

And then Every Student Succeeds Act, ESSA, really enforces that. Again, all student instruction is to align with grade-level standards.

The Alternate Academic Achievement Standards are there to -- they are performance standards and they help you have a sense of what is almost like a baseline level to shoot from or a lower level, but it's not an achievement

level. We don't want the Alternative Achievement Standards to be a ceiling level. We want them to go beyond that. But they do help you give a benchmark, a place for kind of identifying, you know, what kind of performance to at a minimum achieve, shoot for, and then how to expand on it.

And then we want to do that piece of increasing access to the Gen Ed curriculum.

So those are in the law. The law we apply to all kids. And we have to -- we are figuring out how to make it work.

So let's kind of set some key principles before we get into -- Jessica is going to take that in a second and just start getting right into the meat of the content in terms of the standards and how they look in classrooms.

So, first, first and foremost, all students, students receiving Special Education services are General Education students first. We say that, we say that a lot, sometimes that's really hard to see in practice, but it truly is, all students are General Education students first and they have supplement -- and then Special Education services are supplementary services to have them access and make progress in the curriculum.

But if you are General Education student first, you access the General Education standards, all kids.

This is where it challenges some thinking. We know that sometimes -- we know there are students that have some significant differences between what is expected at grade-level and where their skill set might be at that point. But we're going to go through some collaborative processes today to think about that, how to break that down and think about barriers so that you can

start removing barriers to learning.

The other piece is that it's really important to think about the least dangerous assumption. You can see there's a link there, but there's also a QR Code if you want to scan that.

And what it is, we've done what's called a TIP and TIP on least dangerous assumption is it pushes us to consider students' strengths. It pushes us to not under-estimate what a student can learn. It pushes us not to think that because a student has certain disabilities that they can't learn. It pushes us to think instructionally, how are we going to change our instruction to open up the doors so they can learn?

And what the least dangerous assumption says is there's a lot of research out there that's saying, yes, these kids can make gains in these areas and they do better long-term, even post-secondary.

But absent the research, absent that might not exist at this point in the field have an specific piece of research that relies to your position, the least dangerous assumption is to assume the student has the capacity to gain from a situation and to figure out how to make that meaningful for the student versus pulling the student away from an environment, a separate one, and saying, it's not going to work, I don't see how it can work.

Again, we know that there's a range of how kids are receiving services now. What we say is, start where you're at, think about where you're at, and think about how you can move forward.

Then all students, we already talked about it, need to make access and progress in their grade-level. Jessica will help us break that down.

And then we also talked a little bit, you know-- I kind of got ahead of my

bullets, but basically the Alternative Academic Achievement Standards are not a ceiling. They are a guide, to maybe have a bench mark, but they are not a ceiling and they are not what is used for instructional planning. There's confusion about that out there, but the General Education standards is what's used for planning.

So I think, Jessica, I'm going to pass it over to you. Oh, wait a minute.

>> JESSICA BOWMAN: I've got it now.

>> GAIL GHERE: Yeah, I think you can move your own slides.

>> JESSICA BOWMAN: [Laughter] Thanks.

>> GAIL GHERE: We'll get this down.

>> JESSICA BOWMAN: Yeah, we will.

>> GAIL GHERE: Passing the virtual baton.

>> JESSICA BOWMAN: [Laughter]

Okay, so like we talked through during the last webinar, Content Standards define the goals of instruction for all students in a grade, including students with the significant cognitive disabilities and English Learners.

So regardless of their disabilities and access needs, all instruction starts from the same content standard, however, like it says in the law, those expectations for mastery can differ in depth, breadth and complexity.

I'm going to go through an example of what this looks like for students with disabilities, including possibly students who are deaf-blind.

And I'm going to be asking you all to participate in the discussion and give your ideas based on the students that you work with.

So, just given the laws, given this idea about Content Standards and Alternate Academic Achievement Standards, what connections are you

making with these laws and principles to the education of learners that you know with deaf-blindness?

And Haylee is going to put up a poll. And in one poll you'll be able to put what opportunities you see. And in the other poll, you might put the challenges.

So what are some opportunities within what the law says for Content Standards and instruction? And what are some challenges?

>> GAIL GHERE: Promoting literacy skills. Raising expectations. So true.

>> JESSICA BOWMAN: Challenge with teaching training. That's something in our work here at TIES is something we hear a lot about. Special Education teachers having knowledge of core content, so we will talk a little bit about what that looks like.

>> GAIL GHERE: The pieces you are putting in the students around assuming competence, raising expectations, all those pieces, similar -- same kind of feeling when we were talking about least dangerous assumption. Those are terrific.

We often don't know because kids can't express themselves what they are bringing in, what their perceptions are of what they are experiencing.

How to adapt.

>> JESSICA BOWMAN: How to balance continuing to meet functional needs, absolutely.

>> GAIL GHERE: Lack of time.

And how to adapt, I think that's really a complex one. I'm thinking, you

know, it could be, how do we help students adapt? But it also could be, how do we help -- how are teachers adapting in our collaborative teams? How are we doing it? It's on all levels. That's such a big umbrella. It's a great one.

>> JESSICA BOWMAN: And adapting the Content Standards in a way that makes sense to students and in a way that they can engage and contribute. For sure.

>> GAIL GHERE: The challenge on my daughter's team finding time to make appropriate curriculum modify cases.

Time is a hard one and it has become more challenging, I would say now in our current environment. Sometimes we used to under-estimate these on the fly conversations, but now we don't have them and we realize they can be very important.

Jessica is going to dig into a tool called the 5-15-45 tool and that, I think, has some guidance that can help with that.

>> JESSICA BOWMAN: Yep.

All right, Haylee, I think we can take the polls down. Those give us some good grounding on what you all are thinking and I think our presentation today should cover a good amount of those opportunities, as well as those challenges.

So we know just based on what the expertise is of the different experts in a student's educational team that these people need to work together.

Right?

So if students who are deaf-blind are going to have access to the General Education curriculum, to grade-level materials, and to their age-grade peers, we really need that team to be working together for that.

**So as far as the people that are on the team, General Education teachers are going to be the experts on the core Content Standards and what students in each grade-level should learn and be able to do.**

**Special educators, on the other hand, are the experts in how to make adaptations and modifications for students with disabilities.**

**Now I think a lot of times you see and hear that Special Ed teachers need to be learning and getting expertise in teaching Content Standards, but we would say that that's not true. That special educators bring something to the table and when they work alongside General Education teachers they really can provide that access to the General Education curriculum and also be able to share with each other and learn from each other their different expertise.**

**And learners with deaf-blindness may have many members on their educational team. So the collaboration, you know may be narrowed down to Gen Ed and Special Ed teachers, but may be broad when you think of speech-language pathologists and other therapists that may be on our team.**

**Given all of this, and this was identified as a challenge, there's just not enough time in the day. And over before school went to distant learning, there just wasn't time to find common planning time together to ensure lessons are accessible for students with disabilities.**

**Given this, how can we better support collaboration given these challenges? The challenges that we had before and now especially the challenges now of finding time.**

**I'm going to kind of go through a tool that just came out of the TIES Center within the last couple of weeks. So Haylee is going to play a video**

**giving an overview and then I'll share some things about it and then we'll have an opportunity to dig in together.**

**And we will have another poll, just identifying what kind of resonates with you and how you can see this being used in your settings.**

**So just be mindful and look out for that.**

**>> VIDEO: [Captioned]**

**>> JESSICA BOWMAN: Okay. So when you go into the 5-15-45 tool, we're going to have you look through the 45 minute tab. You'll see the little 45 minute icon of the green, where 45 minutes is highlighted in the circle, and you'll see this discussion guiding questions, as well as the success indicators.**

**And it starts off talking through the content. This is really where the General Education teacher can come in and answer, what is the content that they're teaching? And what is the most essential content for all learners to know? So that the Gen Ed teacher and the Special Ed teacher can have a mutual understanding of essential content of this lesson.**

**And, you know, this is key because a Special Ed teacher, they may see the content and they may have an idea of what is the most important things but the Gen Ed teacher has a feel for what's coming next, what's coming at the next grade-level, so they can really identify the most important content for the students to learn so that they can continue to make progress in the General Ed curriculum.**

**Next are the instructions for the general educator and what they are planning to do in the lesson. So the guiding questions here are: What are the instructional strategies and activities? And what instructional strategies and**



**activities are most helpful for teaching this essential content?**

**You know, we want to make sure our instruction aligns with what we are teaching and so having an opportunity to reflect on that can be really essential.**

**And then next, you know, the General Ed teacher and the Special Ed teacher together can talk through, what's one barrier to learning that we anticipate for our student with significant cognitive disabilities or our student who is deaf-blind?**

**And there's some kind of guiding questions under there, such as, is it related to student interest or engagement? To their background knowledge? Access to language and symbols? Or is it related to how the student shows what they know?**

**And the success indicators there would be, we have identified at least one barrier. And next, that all learners can engage in meaningful conversations about the essential content with their teachers and peers.**

**So next, after they identify that barrier, it says, let's come up with one way to remove this barrier with the success indicator saying, we are changing our instruction so it removes or reduces barriers.**

**And then next, how can other students benefit from this new instructional strategy or option? Because we know that when we make modifications, when we make a lesson accessible to learners with more significant cognitive disabilities that we are making a lesson more accessible for all students. I'll show that in a pretty in depth example after this.**

**So then after that, depending how much time the teacher has, they can talk through some more barriers that they see, where they might expect the**

**student to get stuck. Are there areas where the student may need some pre-teaching or re-teaching?**

**And then lastly, how can all students have options to go through the lesson in a flexible way to build concepts and skills?**

**So really this is that Universal Design for Learning format without saying it, for those of you who are familiar with that. And it's guiding teachers through that kind of lens of their instruction to make their lesson accessible.**

**Next we're going to click through to the 45 minute principle.**

**Gail, do you have that link?**

**>> GAIL GHERE: I do. I put the overview right now just in the chat room.**

**>> JESSICA BOWMAN: Okay. So it's in the chat, the overview. If you click on the 45 minute printable link, it will take you to the Google Doc, if you are going to be planning asynchronously and need that.**

**We're going to set a five minute timer and just give you a chance to check it out, to go through the different tabs, do some thinking about how you might use the tool? What kind of resonates with you? And if you need to, get a snack, go to the bathroom [laughter] if you have time.**

**I think Haylee is going to start that timer. There we go. Perfect!**

**And, Haylee, can you put up the poll, too?**

**>> GAIL GHERE: We should have music.**

**>> JESSICA BOWMAN: Yeah. [Laughter]**

**>> JESSICA BOWMAN: I see about one more minute on the countdown.**

**When I come back in, I know you guys may not all have both windows**

open, but when you come back into the Adobe room, be sure to put in what kind of stood out to you, how you could use this tool for collaborations for students who are deaf-blind.

I see about five answers. People have said it's a great tool to get a team focused. Someone liked the inclusive strategies under the "Resources" tab, that's great. If you haven't had a chance to look at the "Resources" tab it has a whole bunch of e-mail templates and lots of other really useful things.

Someone said UDL. A lot of the teachers who are more familiar with the deaf-blind student to share their expertise. Yeah. And the Special Ed teacher to get a better handle on curriculum. Absolutely.

>> GAIL GHERE: That is so important because that's one of the greatest, I think, gifts of collaboration is that that embedded development, each of us come to the table with expertise and we help each other to learn more.

>> JESSICA BOWMAN: Yeah, I think about how much it would take for the Gen Ed teacher and the Special Ed teacher to get the expertise of each other, you know, in PD or going back to school. [Laughter] There's a lot, but when they can work alongside each other it can be really valuable and cost-effective and efficient.

I see the tool would help organize discussions around planning for necessary modifications, instructional strategies, and supports. They like the boxes for "if you have more time." Yeah, absolutely.

>> GAIL GHERE: I really like that one, too, about provides guidance for new teachers. It does give a structure. It's not like a flop, you use your time, you know, efficiently yet, you know, you can end up with a lot of content

that's produced out of it. That's a great one.

>> JESSICA BOWMAN: All right, there's 59 of you and I see 8 responses. [Laughter] Not to pressure anybody, but we'd love your input on this and what you see that could be useful in your work.

Maybe about 30 more seconds and then we'll move on.

>> GAIL GHERE: That's interesting, helps parents understand how they can use time at home more efficiently.

>> JESSICA BOWMAN: Yeah.

>> GAIL GHERE: Yeah, I'd like to learn more about that one, too.

You can use this time when you are collaborating with school right now, you know, to help coordinate some of your programming and supports.

>> JESSICA BOWMAN: I could see that as a potential expansion on the 5-15-45 is collaboration with parents.

>> GAIL GHERE: Mm-hmm.

>> JESSICA BOWMAN: That's great.

Okay, well, thank you, everyone, for giving your input there and taking a look at the tool. It was really great to see what kind of caught your attention.

All right, so now we're going to go through that 45 minute practice that you just saw in the 5-15-45. If you still have it open and kind of want to keep track of where I am in that process, that could be helpful. Otherwise, you know, just know that's kind of the general flow that I'm going with here.

So in the first part of that 5-15-45, under "Content" it asks: What is the content of the lesson?

So we are going to pretend that we are in a second grade class and this is the teacher planning a lesson for math.

So the standard that she is going off of is a second grade standard, 2.0. And the OA is for Operations and Algebraic thinking, for those of you who may not be familiar with the general format of math standards.

So the standard here says, determine whether a group of objects, up to 20, has an odd or even number of members. For example, by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

So you'll see kind of below there's a ten frame with blocks in it and then there's equation with two equal addends that both equal an even number.

So it's the idea that an even number, that every block will have a partner, right? And when you see the equation, you know you have 3 and you have 3 more, each of them has a partner, so it's even.

Whereas if you have  $2 + 3$ , you know, sorry, I'm struggling with this, but you have one left over here, so that would be an odd number, that being 5.

So we'll kind of talk through what this looks like and how a teacher might go through with their instruction and what that might look like for a student who is deaf-blind and to have access to this lesson.

Before we kind of dig into the lesson, I wanted to bring up the idea of the Alternate Academic Achievement Standards. So you'll see the grade-level standard on the top, what we just read out loud and the Alternate Academic Achievement Standard on the bottom, and that says, equally distribute even numbers of objects between two groups.

So just kind of refer back to what Gail was explaining earlier, that we don't want those Alternate Academic Achievement Standards to act as the ceiling for students with disabilities. We want those to act as a baseline.

**Where is that access going to come from? How can we use these as a tool to provide this access for students?**

**And you can see how when you base the lesson off of that Alternate Academic Achievement Standard, how the lesson is going to be a lot less robust compared to the General Education standard and provide students a lot less access to the General Ed curriculum.**

**You know, I've been in many Special Ed classrooms, I taught in a Special Ed classroom, and if you came in my room, you know, I might be teaching this Alternate Academic Achievement Standard because back when I was a teacher, these standards, it was almost a radical idea that students should have access to these standards and that you should teach them and teach all of them.**

**We're moving a little bit further now to say maybe we want to shoot more for the grad level standard.**

**But what you might see is a teacher handing a student an even number of blocks and them putting one block in one group and one block in the other. One in one, one in the other, until they are all equally distributed between two groups.**

**Sort of keeping in mind, you know, some activity like that might be how a Special Ed teacher would plan that. As a former Special Ed teacher, that's probably how I would have gone about that.**

**So let's kind of think through what the Gen Ed teacher is thinking and how we can provide access.**

**So when they think through, what's the most essential content for learners to know? There's three main points that the teacher wants the**

students to learn.

So, first, use concrete materials to model the meaning of odd and even numbers. So like I said before, with that pairing of objects, you see 6 objects put into that ten frame, each of them has a pair, it's an even number.

If I put 7, they wouldn't all have a pair, so that would be an odd number. You want students to be able to tell the difference between the two using those concrete materials, those blocks.

So the next thing that the teacher would -- the next target the teacher would hope for the students to learn is knowing to write an equation to express an even number as the sum of two equal addends is the same as using doubles. So  $4 + 4 = 8$ .  $7 + 7 = 14$ . When you use doubles, every number will have a partner. It will always be an even number.

And lastly, being able to do the first two points, the teacher hopes that the student has gained the ability to skip count by twos, to count more efficiently.

As they talk through these three targets for students during this lesson, the teachers might identify that the most essential content would be the first bolded point, that students would use concrete materials to model the meaning of odd and even numbers.

This essential content doesn't differ significantly from the Alternate Academic Achievement Standard. If anyone remembers what that was, and actually, I can go back, what do you notice that's different? What is different between the Alternate Academic Achievement Standard and that first bullet? What that most essential content will be? Or are they the same?

>> GAIL GHERE: Can you put it in the chat?

**>> JESSICA BOWMAN: Oh, yeah, in the chat.**

**The Alternate Academic Achievement Standards is to equally distribute even numbers of objects between two groups. And the first essential target that they identified is to use concrete materials to model the meaning of odd and even numbers.**

**Rose says, use of concrete materials. Yeah. Alternate Academic Achievement Standards doesn't necessarily -- well, it does say objects, so maybe it's just the terminology there.**

**Terri said the meaning of odd and even numbers. Yeah, this one is just even for the Alternate Academic Achievement Standards.**

**Melanie says they both are working on even numbers. Yes, but this target also mentioned odd.**

**So that's how the ceiling is going to be raised a bit for the student with a disability that we're going to be talking through this lesson. They're going to raise it a bit from the Alternate Academic Achievement Standard to also include odd.**

**So then the teachers might go through what instructional strategies and activities are most helpful for teaching the essential content?**

**Like it kind of says in the standard, the teacher will use models to identify numbers as even or odd. So that number 5, one is left out without a partner, that's odd.**

**And then the next activity is called the broken calculator activity. So with a partner, the students will investigate how to create an even number on the calculator without using any even keys. And just from what we know of the standard, we know if they use any sort of double, so  $1 + 1$ ,  $3 + 3$ ,  $5 + 5$ ,**



those will all end up being even. So it's kind of more of the Instructionist approach for students discovering for themselves.

Oftentimes, an activity that Special Ed teachers are more unfamiliar with and don't really use, but when you go into any math classroom, you'll find those types of strategies and activities used pretty frequently with a lot of engagement.

So how can we make this accessible? So we're going to talk through an example student as we talk through this example student, just like with the 5-15-45, think about a student you work with or a student who is your own child and how this might apply to them and what barriers and solutions you might imagine for them.

So our example student, Rose, she is an active and social second grader who experiences CHARGE Syndrome.

So the core team adapting instructions for Rose includes her Special Ed teacher, her Intervener, her Gen Ed teacher, and her Teacher of the Visually Impaired.

So when you think of all of these people coming together to identify the barriers and solutions for Rose, you're really going to hope for some robust ideas that maybe even can go beyond what's in this lesson and generalize for those teachers for how other lessons could be made accessible in the future.

So as I went through that lesson, those activities and those targets, what barriers to learning do you anticipate in this lesson for a student like Rose who is deaf-blind? Or, what barriers would you see for students who you work with?

And you don't have to talk through solutions yet, but be thinking of

those, too. So just share what barriers to learning that you might anticipate.

Providing enough processing time. Yes, that's definitely one I see in a lot of classrooms because of the pace of Gen Ed classrooms.

The amount of time allowed to engage. Yeah.

Lack of technology.

Vocabulary.

Understanding of numerical concepts.

When you think about students with the most significant cognitive disabilities, a lot of times they are excluded from those General Education classrooms, so they have also been excluded for a lot of the instruction. So for Rose, if this was her first year being included, she missed out on a lot of that previous instruction related to instruction and numbers that came in kindergarten and first grade that may reduce the barriers.

Materials are not accessible to a student with vision and hearing problems. Yeah. It's definitely about the team coming together and making sure there are options.

Seeing pairs in a visual presentation of the instruction. Have access to our other peers have, absolutely.

Maybe 15 more seconds if you are typing something in.

These are great. I appreciate all of the thought, you guys.

>> GAIL GHERE: It speaks to the complexity of the kids.

>> JESSICA BOWMAN: Mm-hmm. And the complexity of a classroom, right? And the way that instruction is provided.

>> GAIL GHERE: Yep.

>> JESSICA BOWMAN: Okay, I think I can end the poll actually -- or

**Haylee, thank you.**

**Okay, so lots of barriers here, right? So how can we think through?  
And this is just a second grade lesson.**

**So some of the things that we thought of as we were preparing for this was that there might be a barrier to access to mathematical concepts, representations and language for Rose. She may not be able to see those are pairs, right?**

**She may not be able to see when the teacher is drawing on the board in a ten frame. And hearing and having experience using that math vocabulary.**

**The next point, familiarity and skill using mathematical models and tools. And that's, you know, if they are using a calculator, they are using blocks, they are using a ten frame, those may be things she is not familiar with, especially if they're not, you know, tangible and in a more tactile accessible format for her.**

**Access to peer cues and peer communication. You know, what's going on around her? A lot of what students in classrooms, the way they learn is from watching other people, so that's something she's not going to have the most access to.**

**And then the ability to demonstrate knowledge in multiple means. So how can we reduce those barriers and allow students to demonstrate what they know in multiple ways?**

**So if we were the team, all -- there's 58 of us now, how would we remove these barriers for Rose? So be thinking about that, how would you remove the barriers to access around math concepts, the skill using mathematical models and tools, access to peer cues? And demonstrating her**

knowledge?

As we kind of thought through this and brainstormed, some things we noticed that we could do was make sure to use manipulative and concrete materials that are familiar to Rose and that are high contrast, depending on her vision.

Can we make it in a way and make sure that the colors and everything are accessible and she's able to see them? Even if it's just minimally.

And then focusing on numbers 1 through 6. So kind of reducing that cognitive load. Reducing the time it might take for her to count those out. It might help her have access to more of those concepts because we're not as concerned that she does 1 through 20 like her peers, but that she can really demonstrate odd and even through pairing.

As far as the mathematical models and tools, Rose could work with her Special Education teacher or therapist on pre-teaching some of those calculator skills. We find that when students have access to some of these things with the Special Education teacher ahead of time, they can come to class more prepared. It's not the first time that they've seen a tool or a math model.

And then, again, similar to before with the focus on the numbers 1 through 6 to prioritize practice on a subset of numbers. So maybe the -- maybe with her, they do some modeling of numbers 1 through 6, but with her she is working on, you know, 1 through 4, so prioritizing that subset.

And then as far as access to peer cues, maybe using a smaller peer group and having a key vocabulary list for the Intervener and Rose to use.

So here are some great ways that we can remove those barriers for

Rose and we'll kind of look at a couple of examples of what that could look like.

As far as access to math concepts, this is just an egg crate ten frame, so it's more of a tactile ten frame so she can really feel where those are and feel, you know, that there are eight of these blocks that each have a pair. So four pairs. And there's one left out, so it's an odd number.

Then we have Legos and, you know, this could be another way. Say you hand a student a stack of Legos and ask them if it's an odd or even number. They could pair them out. You hand them 6, you find there are three pairs, so that would be an even number.

Those are just a couple of ways we can be more flexible with the materials that we use. Honestly, in a second grade classroom, they do use a lot of concrete math models, so this isn't that big of a jump really. But as you get older, you know, you see teachers a lot of times drawing out pictures and things like that, so continuing to be able to apply and use these math models that are concrete that we can touch and feel and use is a really important consideration to continue those things. And that's a really good practice for all students, not just students who are deaf-blind and not just students with disabilities.

I have second graders -- or sorry, they are third graders now, and they -- we are working on re-grouping subtraction and my daughter was having a lot of trouble with it. She just didn't understand. You know, it would be  $0$  minus  $20$  minus  $17$ , so she would subtract  $0$  minus  $7$ , but she couldn't do that, so she would do  $7$  minus  $0$ . I had to teach her some ten blocks, you know, with distance learning, they don't have access to all of the materials, but I

know she needs that. She needs to see she is borrowing a ten and converting it over into ones, right?

So even for students without disabilities, these manipulatives can be so powerful in helping them to understand these different concepts.

And then familiarity and skill using these mathematical models and tools. Making sure our calculator is high contrast, that the buttons are bigger, that they are not tiny. And then providing that pre-teaching on how to use that. You know, just what a calculator is and what it does, how to use it. How to find the number and operations that are relevant.

And then access to peer cues and peer communication, this is just a screenshot of the 5-15-45 tool. So where you have the barrier or the question about the barrier and then the barrier in the middle and then on the right what the solution could be and that would be student use of a key vocabulary list.

So the key vocabulary list, at minimum, could include even and odd blocks because they are using blocks, equation, pair, one left out, you know, things like that. So just thinking about what's that vocabulary and language that the student is going to need to use to engage in this lesson.

Okay, so I just went through the barriers. You all gave barriers. And we talked through some solutions. What solutions can you think of as you thought about a student that you know who is deaf-blind? What solutions did you think of that maybe we didn't talk about or maybe we did.

So Haylee is going to put up the poll. As you respond to the poll, Haylee, I don't know if you can move it so they can still see those three bullet that is where the barriers on the slide. Or I could just read them out, too. Oh, there we go.

**So access to mathematical concepts, representations and language.**

**Familiarity and skill using those models and tools.**

**And access to peer cues and peer communication.**

**Making lessons and activities meaningful. Absolutely. What's the point of odd and even numbers anyway, right?**

**I think that is especially important in math because so often the numbers and algorithms that students use are so divorced from when they might actually use them and when you have those meaningful contexts, students can be so much more engaged.**

**Real life examples, absolutely. I can't believe I didn't think about that.**

**[Laughter]**

**Using motivating manipulatives. What are things that would be motivating to people? If you can put them in the chat, I'm interested to hear.**

**If you are pairing up the Halloween candy kids got, that would be pretty motivating.**

**>> GAIL GHERE: [Laughter]**

**>> JESSICA BOWMAN: At least for my kids. [Laughter]**

**Facilitating conversations to work together on the assignment, absolutely.**

**Providing high contrast manipulatives.**

**A well-trained Intervener and team collaborative support, absolutely.**

**I like that, if the student is working from home, using shoes to create pairs, even, or no pair, odd. Yes. Or socks, right? That's a huge source of [laughter] -- a huge pain point in our house, all the socks without matches.**

**Motivating materials, whatever the child is interested in, it would be**

different with each student. Absolutely.

Oh, yeah, sharing, sharing cookies or other food items, cutting up bananas into slices, pigging up matching leaves. Yeah.

Used graduated guidance, I do, we do, you do. Yeah.

These are great, you guys!

All right, well, let's move on. We've got about 25 more minutes. I want to make sure we get through all of this with you all.

Uh-oh, my bar is in the way. Hold on.

Gail or Haylee, can one of you move it ahead? Somehow my toolbar on my computer --

>> GAIL GHERE: Here you go.

>> JESSICA BOWMAN: Thanks.

As we talked about earlier about maximizing your impact, how could other students benefit from this new instructional strategy or option? Right? If you are using the egg crate with two pieces cut off as the ten frame or you are using Legos, I just think the engagement there for all students to have a choice, are you going to use the paper ten frame or the egg crate ten frame or are you going to use the Lego ten frame?

You know, I just think -- you know, as I think about my own kids, the engagement there is going to be, you know, so much more improved as opposed to not having a choice, right?

I think about distance learning right now and I think teachers are just so strapped for time and their planning is minimal that they're not able to be flexible all the time with those things. Especially now when they can't just hand students something out of their teaching cabinet, right?



**Yeah, those are things that we consider for students with disabilities, those are going to be helpful for all students.**

**So to be certain to not just be providing those solutions to students with disabilities, but making those accessible to everybody. And that just decreases the, you know, students with disabilities having extra and special supports, right? When everybody has a choice, they are on a more even playing ground.**

**So I know -- so we've gone through the 5-15-45 process and now I'm going to kind of extend it here. I know there was a question in the last session about, how do students' goals fit in when we are thinking about what are the goals developed by the IEP Team for the students to make access and progress in the Gen Ed curriculum?**

**So let's just imagine here, if this was Rose's math IEP goal. It says Rose will make progress in using concrete models to demonstrate understanding of concepts being taught in her grade-level mathematics class, including numbers, operations, measurement, and geometry.**

**So really focusing on the concrete models. Again, I apologize, this is all made up completely, so I don't have, like, a criterion statement here, it's not totally measurable, but just bear with me.**

**So this -- writing these kind of more broad goals allows Rose to be able to work on them in her inclusive math class throughout the school year. Whereas if you write the more specific and very narrow goals, she may or may not have access to learning those goals every day in her grade-level math class.**

**So -- and the thing we were thinking here is the home-school**

connection could be strengthened so much when you are thinking about the lesson, the student's goal, and that connection to home. So you see a little post it note here that says Rose is doing great with math models. To practice even numbers, Rose might like to pair socks this weekend.

So keeping parents informed as to what is being taught in the classroom, looking at the student's goals, and how those can be aligned across units and lessons to have students generalize what they have learned and have repeated exposure.

The General Ed teacher might be doing some re-teaching, but when that teaching is extended to laundry, when Rose is able to pair up some socks, that will be powerful. And as a lot of you said, for the math to have content and become more meaningful, even if it wasn't provided in the classroom, although it should be.

All right, now Gail is go to go through a little bit on our Distance Learning Series, an article we had, and a little bit about what this can look like given distance learning.

>> GAIL GHERE: Thank you, Jessica.

Yeah, we just had a great [indiscernible] to what instruction looks like to how you might remove barriers to how it might show up in an IEP goal.

And we know that would be -- those will look different for all kids and different grades and stuff, but it gives you kind of the path it followed.

What we want to do right now is step back a little bit on to the balcony kind of because we know we're in a different time and place with COVID. We know a lot of what's on your plate has to do with the impact of the environment right now.

Jessica mentioned a couple of things. First, we're not going to go through our whole Distance Learning Series, but TIES, back in March when we realized what was happening and the impact it was going to have, and it's hard to believe it was going to go into this fall. I don't think any of thought it would extend to this point it is now, but we started working on a Distance Learning Series.

About 25 articles. I think we're at the point now if you want some insight now about thinking a particular area of instruction from different points of view, some for teachers, some for parents, they are available for everyone, you might want to scan this list and go to [tiescenter.org](http://tiescenter.org). On the front there is a big button and you will see the Distance Learning Series.

One article, number 21, it was written in the fall, it was in collaboration with National Center on Deaf-Blindness. So Liz Hartmann, who was supposed to be here with us today, and Kristi Probst did this together. And what they did was, what I want to go through is just a little bit about feedback they heard from parents who have children who have deaf-blindness. And, also, they did some additional -- CAST did some additional work talking with teachers.

So what's working? What's not working now? I think this gives us some insight on kind of next steps. So remember this is September and this means that I would guess that parents and teachers were drawing on primarily from last spring. School had just gotten started. It could be some work over the summer, summer school or ESY experiences, but basically the parents were saying -- the parents told the authors that they really appreciated, they were totally -- they appreciated being able to celebrate the

small victories with the teachers because they knew they were appreciative that they were recognized and appreciative that they could celebrate them.

Parents know it's hard, teachers know it's a hard situation, everyone knows it's not perfect and we can't solve of the problems, but having the small victories and celebrating them is very important.

They were appreciative when being creative and weren't afraid to try new unexpected things.

And they also appreciated and we're going to get a little bit more into this when we talk about another collaborative tool is being provided with guilt-free options. Basically what the families were saying, it's important to take into account the realities of their lives and the realities of what their home life is. And on top of that, they have added on, in some cases, become the primary teacher for their children and it's challenging.

So they appreciated when teachers said, yep, we don't have to do this today. Or let's save this activity for another day. In particular, one family said they just decided that one day a week they were going to opt out of school and by doing that, they reduced the tension in their family to such a great degree in both the child and in the parent that they were able to make better benefit of the education on the other days.

So how do we be flexible? The teachers appreciated actually -- the teachers -- we heard this many times that teachers are appreciating having greater collaborations with families now than they did in the past. We have to collaborate now. We have instruction going in multiple environments. And that has been an ah-ha.

Small group instruction seems to be gaining more credibility. Not

gaining credibility, but it's flowing better for teachers. I'm going to guess that depends to some extent if they are doing distance learning on the -- oh, what is it? The platform they are using and whether small groups is how they do that.

But small group instruction was a highlight of what was happening.

They appreciated the Gen Ed having to slow down the pace of the instruction. And another one was Gen Ed to a greater extent was focusing on the social/emotional needs of kids, that was being built in as they checked in with kids and built a distance learning community.

And they are learning how to support students in different ways. And I think this is something that everybody on this call, we can all celebrate, that we all are learning how to -- we all have expanded our own set of skills and our own toolbox that I hope will continue far beyond COVID because we now have opportunities we have not thought of before of how to teach kids.

So what were the challenges? Parents were saying wrongly assuming that schools weren't required to teach their kids, you know, when distance learning happens. Some clearly had that experience.

Unilaterally assuming a child could not participate in something because they just assume the bar was going to be set too high. This was certainly, we talked earlier about the least dangerous assumption. This is the opposite of that. When you make assumptions about somebody's capability and don't even try to problem solve it.

They -- the instructional teams putting very high demands on families and expectations on families without having that context of how do you work together.

And then materials that were -- that parents didn't even know how to use.

These are insights that I think help us as educators know how to reach out and connect with families.

What were the challenges for teachers?

They -- there's a lot of concern that students aren't interacting with each other, that it's reduced. Especially we see now in some cases that kids with more significant cognitive disabilities aren't having access to their Gen Ed peers like they did before. That inclusion has not been prioritized. And that's one of the pieces you will see in our Distance Learning Series, we keep building in, how do you do this in the mix of the Gen Ed classes happening? How can you set up interaction with peers? We know that's important.

Student trauma and anxiety, the shift suddenly was hard on kids and it still is, them not being able to -- if you are still in distance learning.

Logistics, getting everything set up. It takes a lot of time. Teachers actually really, really appreciated when they did have structure, routines and expectations. When it's chaotic, when it's hard and messy, you want some structure and that's what they said was a challenge they were looking -- they wanted -- they could solve a lot of it with more structure. And that's the school side, of course.

And then examples. Examples, examples, examples.

So kind of keep those in mind as we go into this next tool -- oh, we have to stop and share.

Let's see here. I'm wondering if we should probably just keep going a little bit because we're going to run out of time. So we'll do a stop and share

**in a little bit.**

**As we go forward, think about what you have noticed in the last month. I do think that schools in the fall, they used the time over the summer well and teachers did to try to make sense of this -- of what was happening and to try to learn tools better and to try to figure out how to be in a different place now.**

**So think about it. Based on what was just shared, what are the new challenges parents and teachers are faces? Parents and teachers connecting? And we'll try to come back and share some of the success stories.**

**So another tool, which Jessica shared around a lot and we had to explore was the 5-15-45 tool. And another tool we have is The 5C Process tool.**

**So both of them are based on collaboration. Collaboration is at the heart of inclusion. Collaboration is at the heart of kids having access and making progress in the Gen Ed curriculum.**

**Now the 5-15-45 process can be used both in distance learning and in -- when you're back in school. It's just a good planning process.**

**The 5C was designed with the anticipation that, how do we help teams and teachers and students make sense of this going back -- potentially going back and forth between two different environments to learn?**

**And the -- and so you have instruction with the student on the left. She has instruction at school. And she has a home environment where she has the same instruction. And we're think being, how do we align that and make that coherent for her?**

So The 5C Process, which it's in our Distance Learning Series, number 17, there are five steps. And it basically identifies -- there are three major learning component that is we feel that are the essence of kids kind of overall-inclusive programs.

And if you think about how you're going to prioritize learning in these three kind of buckets of areas, then you are building a very kind of holistic, kinds of rigorous program for students.

And the three buckets, the three learning components are: Routines and transitions. There are thousands teachable moments a day. It's a thousand moments a day when we walk into anywhere and make sense of our environment and know what to do. How do we teach that explicitly? And how do we have kids learn by watching their peers around them?

The next one is accessing General Education standards and other essential skills. The implication there is making progress in the Gen Ed standard social security an essential skill. That's the core part. That's raising the bar for students to have greater opportunities because they will have learned so much and have so many more skills when they leave their K-12 education.

And then the other essential skills are really the ability to communicate, the ability to maybe organizational skills. And now in this day and age, even more so technology, I think a lot of our kids with deaf-blindness, technology has been a huge component for a long time.

Let's see what else it could be. It's -- I'm trying to think. I'm going blank at the moment. Oh, positive behavior, that's another one. Those are essential skills, you need them and need to be thinking about them to access learning.



**And then finally the last interacting with others, both adults and with grade-level peers. And that is that piece of being part of a community and being welcomed in the community. Not a visitor to the community, but being part of the community.**

**So what happens is after there's a process of identifying that and understanding how those fit together in the student's program, then you start thinking about, okay, what are the IEP goals that the student has that fit in those learning components?**

**The next big piece is collaboration. How are you and the family sitting down and talking what, when, how these priorities will be addressed?**

**The priorities go with the child, they don't go with the setting. The priorities are with the child. If the child has communication needs and they have communication needs both at school and home, but how, where, and what you do with it, to teach it, may look different.**

**The school day at school is very defined, you know, 8:00 to 3:00 may be your school day. At home, the parent may say, we can't do that during the day, but the dinner hour is a great place for us. We all sit down after dinner and we can work on that goal at that point.**

**So you have that conversation where you are flexible and you build in what this looks like so it meets both needs and it's respectful of the family.**

**Continuity, you work very hard to have the student using the same learning tools across the environments, whether it's high-tech, low-tech, no-tech, you are working in all those components so you have continuity for students.**

**You add on only additional special needs after what is available to all**

**kids is insufficient. And lots of times we have to do that, but we don't start with the specialized if we don't have to. We start with the, you know, like your school level platform, where kids are accessing content through that. Start there and figure out how to adopt it. So continuity is important.**

**Collecting data, that tells us how we're going to know. Important for both, but, again, simplifying it for the family.**

**And building capacity. People need to know how to do these things. You brought that up in your chat before. How do you teach families and how do you teach different staff members, maybe an Intervener to support the student the way you want? So it's capacity building.**

**When these five things are done and you end one a matrix for school and a matrix for home, dig into these because you will see a matrix you can download and create, then you have the roadmap for having inclusion for both locations.**

**We have developed collaboratively and we are all on the same page with what we're doing.**

**I talked a little bit about that, Principle I, Principle II, we talked about that earlier, that the Gen Ed goes first and the IEP doesn't represent the full day and what they are learning, the Gen Ed curriculum and the learning that comes from being in the school environment and the IEP is what creates the whole package of learning for students.**

**Before we close, we have just a couple minutes, I want to show you this video. TIES and the National Center for Educational Outcomes are creating a series. We pulled out the one with helping your child with academics at home. And they are built to help families have an idea about what to expect, where**

to look, and what kinds of conversations they can have with the school.

I would like to share this one really quickly. It takes about four minutes and know these are available for you to share with other people and to use with your team, and also to start the conversations with families to build -- be think being, how do we move forward with standards-based academics?

Haylee, is there a way to pull up the video really quickly?

>> HAYLEE MARCOTTE: Yes, Gail, this is Haylee. I'm going to ask that we put the link into the chat pod because we are about out of time.

>> GAIL GHERE: Okay. Are you able to do that, Jessica?

>> JESSICA BOWMAN: Yeah, I already did.

>> GAIL GHERE: Oh, good, it's there.

Okay, when you go in there, please just kind of look at the other ones, too, and know more will be coming on literacy and math and all of the pieces that we know that families have such a powerful impact on and together when they work with schools, they magnify. It's not like they double their impact, it goes exponentially because the student, the child are receiving aligned supports in both environments.

I think we just have a couple minutes and I think that was the last -- nope, we have probably a slide or two.

So in summary, you know, we've talked a lot about providing access and progress in the Gen Ed curriculum. I think if that's one of the big take-aways you have today, that would be great. We all start with the same Gen Ed Content Standards. We go through and identify barriers and solutions and the 5-15-45 is awesome for that.

And then finally, we need to be thinking about this both in distance

learning and in-person until the day we are back in our schools again full-time. But we can't lose time for kids, we have to keep doing what we can, even in less than ideal situations to make it meaningful for them.

And I think that's it. [Laughter]

So I'd love to hear, if you have a minute, just kind of put in the chat, a big take-away you have from this webinar. There's not a lot of time, but we would love to have -- or a success story that comes to you, or a question you might want us to explore more on.

In two weeks there will be another webinar in this series and it will look specifically at literacy and numeracy. This was our really big pictures with the standards and how to apply it and we're going to get a little deeper into the content.

So please share. And we're here to -- for a couple more minutes and we can stay and answer any questions, too, if you put them in the chat.

So thank you. We enjoyed being here today. The time flew! And please go find us on our website and also our Facebook page. We are always interested in feedback. The feedback we hear from families and teachers gives us a lot of insight into how we can be helpful in the field.

>> LINDA MCDOWELL: Thank you very much for today's presentation, Gail and Jessica. It was wonderful, full of content. I want to thank everybody else for coming today and participating in polls and chat and we really would love it if you are able to complete the session evaluation because we do use your comments to make improvements and just better meet your needs. We are looking forward to the next session, November 18th.

>> GAIL GHERE: Thank you. And thank you for the comments you are

putting in the chat room. We appreciate it a lot.

>> JESSICA BOWMAN: Yeah, thank you all. Looking forward to coming here again in two weeks.

Take care, everyone!

>> GAIL GHERE: Thank you. Stay safe!

[Webinar concluded]

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