



National Center and State Collaborative

Tips for Using the NCSC Wiki to Support Your Child's Education: Instructional Resource Guide

The NCSC curriculum and instructional resources are publicly available for free on the NCSC wiki at <https://wiki.ncscpartners.org>. They were designed to be used together to help educators teach grade-level aligned mathematics and English Language Arts (ELA) content to students with significant cognitive disabilities. The resources are based on the Common Core State Standards (CCSS). However, they can also be used in states that are not using the CCSS. Much of the content that is covered on the wiki will also appear in other mathematics and ELA state standards. If you need help navigating the NCSC wiki, you can access a one page navigation tool and a more detailed navigation guide, designed for parents, from the main page of the wiki.

This document is about the NCSC Instructional Resource (IR) Guide and how it can be used by parents to support your child's education. It is part of a series of documents based on seven of the NCSC curriculum and instructional resources. Using the NCSC curriculum and instructional resources at home and talking about the wiki with your child's teacher(s) are great starting points for increased parent-teacher collaboration.

Using the NCSC IR Guide

It is important for parents to know that there are instructional strategies that have been proven effective in enhancing both academic and daily living skills for students with significant cognitive disabilities, and what these strategies look like. The IR Guide can help you learn about these strategies. Once you have some knowledge about the strategies, you will be better prepared to communicate effectively with your child's teacher(s) and ensure that the instructional strategies used at school and at home are as consistent as possible.

Finding a Response Mode

There are a variety of ways students can be asked to show what they know, depending on the nature of their disability. It is important to identify the best way for students to show what they know in each lesson. A response mode must be something students can do without help once they learn the material. The following response mode options, along with additional details about their use, can be found in the "Finding a Response Mode" section of the IR Guide.

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- Point to the correct response when given an array of possible answers (e.g., multiple choice), which can be placed on a students' communication system, if necessary.
- Pull off the answer when the responses are attached to a page.
- Use eye gaze to indicate the response by looking at the correct option.
- Say the answer.
- Show the answer (e.g., the student may be able to indicate the area of the rectangle by moving his or her hand across the shape or may answer a comprehension question by pantomiming the answer).
- Write the answer or type it on the computer.
- Use material from the lesson to provide an answer (e.g., for mathematics, the students may give the answer by using number cards/plastic numbers or other manipulatives; for language arts, students may use a picture in the book or a prop that is used with a story).

Evidence-Based Prompting and Instructional Strategies

The IR Guide also provides information about using prompts to teach specific skills and/or concepts. It is important for parents to understand how to use prompts appropriately. More intrusive prompts should only be used when less intrusive ones are not sufficient. The IR Guide discusses the timing of the prompts, as well as a discussion about which prompts to use (with sample scripts provided). There is an order in which prompts get more intrusive called a prompting hierarchy. The IR Guide provides examples of prompting hierarchies for students who can use verbal prompts and those who need gestures. Below is an example of a prompting hierarchy using verbal prompts. It demonstrates the prompting steps a teacher or parent should take. In addition to the discussion and scripts about prompting strategies, the IR Guide provides information about other evidence-based instructional strategies to use when intensive instruction is needed.

