

**AASE 2022 National Conference
11 & 12 September 2022**

Presumed Competence Based Upon Research, Rigor, and Respect

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**RESEARCH
RESPECT
RIGOR**

“

Snell (2003) reminds us that in addition to their collective diversity and need for lifelong supports, individuals with severe disabilities share a fundamental human trait, the “capacity to learn” (p. 221).

OPPORTUNITIES FOR INTERACTION AND RECIPROCAL BENEFIT

The ways in which students with disability are perceived and subsequently treated by others can have a major impact on the quality of their lives.

First and foremost students with disability are human beings—they are someone's child, someone's sibling, someone's classmate, or someone's friend.

REASONS FOR OPTIMISM

**Inclusive
Education**

**School
Reform and
Restructuring**

**Access to
Mainstream
Curriculum**

**Alternative
Assessments**

**Transition to
Adult Life**

**Positive
Behavior
Supports**

Peer Supports

**Self-
Determination**

Criterion of the Least Dangerous Assumption

(Donnellan, 1984)

- “We should assume that poor performance is due to instructional inadequacy rather than to student deficits.”
- In other words, if a student does not do well, the quality of the instruction should be questioned before the student’s ability to learn.

A NEW PARADIGM

JORGENSON (2005)

All people have different talents and skills.

Intelligence is not a one-dimensional construct, nor can it (or its absence) be measured accurately and reliably enough to base students' educational programs and future goals on test results.

Children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.

RESPECT

EACH DECADE WE HAVE EXPECTED MORE

- **EARLY 1970**

CAN LEARN SKILLS BASED ON MENTAL AGE (EARLY CHILDHOOD SKILLS)

- **1980**

CAN LEARN CHRONOLOGICALLY AGE APPROPRIATE SKILLS REFERENCED TO COMMUNITY (“FUNCTIONAL/LIFE” SKILLS)

- **1990**

CAN LEARN IN THE MAINSTREAM AND BE SOCIALLY INCLUDED CAN ENHANCE SELF-DETERMINATION

- **2000**

CAN LEARN MORE ACADEMIC CONTENT AND SHOW ACHIEVEMENT

- **2010, 2020**

CAN LEARN SKILLS ALIGNED WITH AGE/STAGE LEVEL STANDARDS & OUTCOMES

STUDENT DIVERSITY

(AUSTRALIAN CURRICULUM)

On the same basis means . . .



LEARNING

*BASED ON **LEAST DANGEROUS ASSUMPTIONS***

1

1. Create full educational opportunity.

2

2. Promote current and future options.

3

3. Complement daily living skills.

4

4. Enhance inclusion.

5

5. Promote student abilities.

1. CREATE FULL EDUCATIONAL OPPORTUNITY.



**WE DO NOT KNOW WHAT STUDENTS CAN ACHIEVE UNTIL
THEY HAVE THE OPPORTUNITY TO LEARN.**

2. PROMOTE CURRENT AND FUTURE OPTIONS IN THE COMMUNITY.



**ACADEMIC LEARNING CAN ENHANCE USE
OF TECHNOLOGY FOR DAILY LIFE.**

**SKILLS LIKE READING AND MATH
INCREASE EMPLOYMENT OPTIONS.**

3. COMPLEMENT ACQUISITION OF DAILY LIVING SKILLS.



**THERE IS NO EVIDENCE THAT A PERSON MUST MASTER ALL OR MOST DAILY LIVING SKILLS BEFORE BEING ABLE TO LEARN ACADEMICS.
IN FACT, THAT EXPECTATION IS A DOUBLE STANDARD ONLY APPLIED TO STUDENTS WITH EXTENSIVE SUPPORT NEEDS.**

4. ENHANCE SCHOOL INCLUSION.



**ACADEMIC LEARNING ENHANCES SCHOOL INCLUSION
AS STUDENTS FOCUS ON THE SAME/SIMILAR KLA**

5. PROMOTE STUDENT ABILITIES.



Academic learning can be augmented with technological supports and may actually be more feasible and appealing for some students than motoric demands of daily living routines.

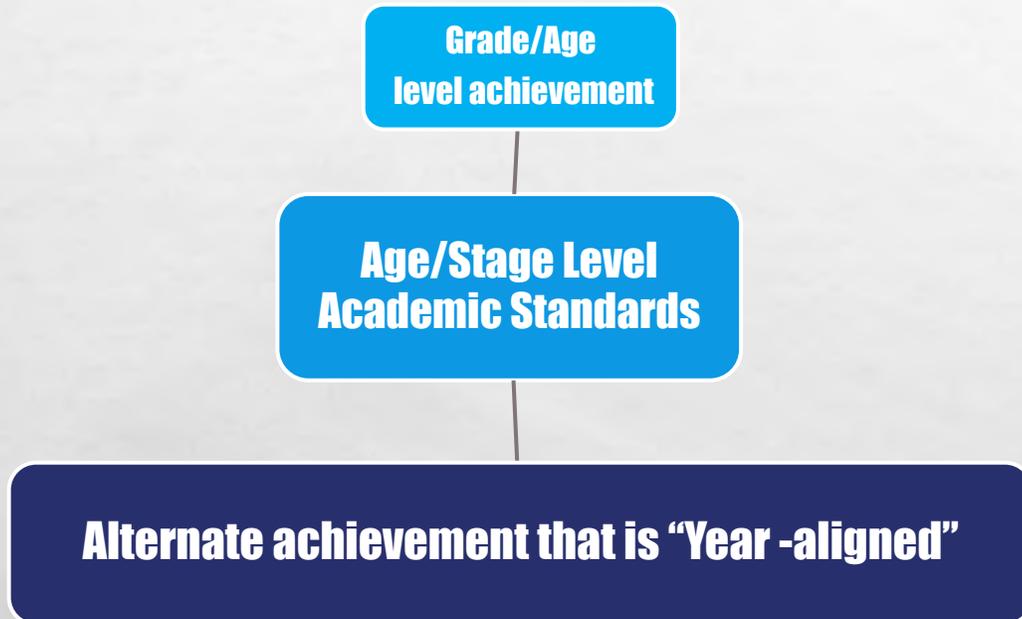


CRITERIA FOR LDA

- **STANDARDS/OUTCOMES BASED INSTRUCTION**
- **EVIDENCE BASED PRACTICES**
- **DIFFERENTIATED INSTRUCTION WHICH MAINTAINS RIGOR**
- **CONSISTENT DATA CAPTURE AND DECISION MAKING**

1. Standards/Outcomes Based

Target Alternate Achievement



Prioritise

- ✓ **Teach a portion of the outcomes**

Pinpoint

- ✓ **Teach a portion of each outcome**

Simplify

- ✓ **An extension of the outcome**

Task Analyse

- ✓ **Skill sequences**

2. Use Evidence Based Practices

Content/Academics

Hudson, M. E., Browder, D. M., & Wood, L. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities*, 38, 17-29.

Spooner, F., Knight, V., Browder, D., & Smith, B. (2012). Evidence-based practices for teaching academics to students with severe disabilities. *Remedial and Special Education*, 33, 374-387.

Mathematics

Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate & severe developmental disabilities. *The Journal of Special Education*, 46, 26-35.

Browder, D. M., Jimenez, B., Spooner, F., Saunders, A., Hudson, M., & Bethune, K. (2012). Early numeracy instruction for students with moderate & severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 37, 308-320.

Shared Stories

Browder, D. M., Trela, K., & Jimenez, B. A. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities*, 22, 206-219.

Hudson, M. E., & Test, D. W. (2011). Evaluating the evidence base for using shared story reading to promote literacy for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 36, 34-45.

Special Thank You to Mater Dei School (Camden, NSW) for many of the examples shown in this section of this presentation)



3. Story



My son Leo is 2 years old.



I noticed in the holidays that his pants are



He has gotten taller.



I went to the shop to buy Leo some new pants in a larger size.



Leo and I looked at the clothes.



I looked at the tags on the clothes to see if I had the right size, when I noticed the writing, "Made in China".



This means that these clothes were made in a country called China.



Leo asked me, "Where is China?"

Asia



I told him that the country, China, is in a continent called Asia.



We looked at more tags and found more



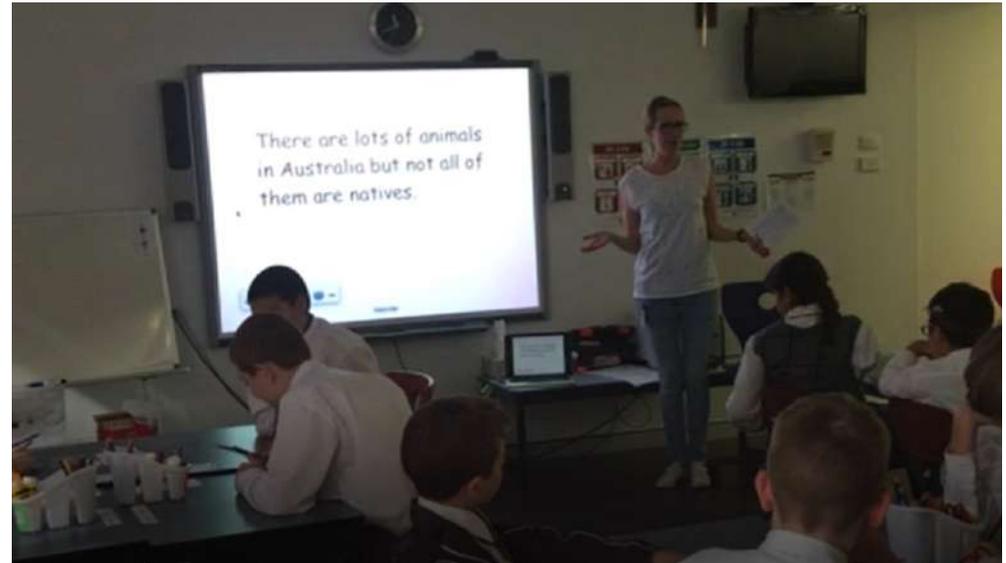
Leo and I wondered...
Where are these countries?
What is it like in these countries?
Why are our clothes made there?



4. Big Idea



Captain Cook is an explorer who sailed to Australia a long time ago.



SELECT KEY VOCABULARY (FOCUS WORDS)

1

Tier 1

- **Everyday speech and functional words found in the literature**
- **Examples: man, son, mother, dream, sad, football**

2

Tier 2

- **Academic words found primarily in written texts**
- **Examples: act, scene, stage, tragedy, setting, tone**

3

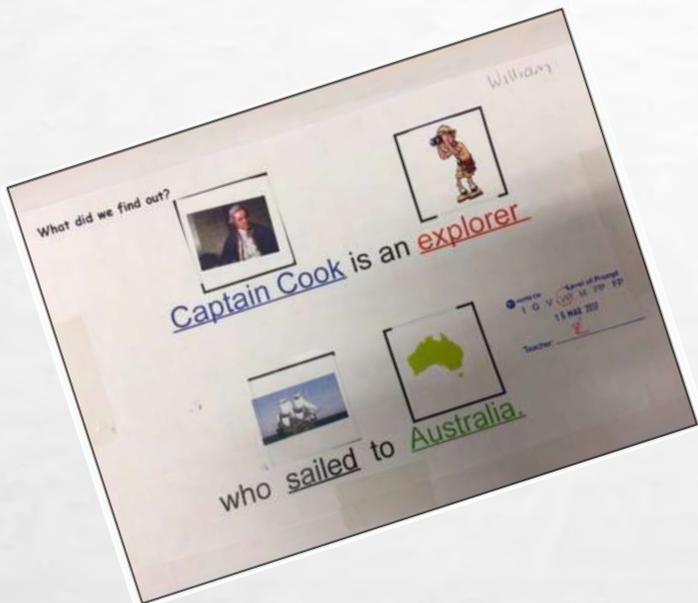
Tier 3

- **Words related to the topic of the text; may be the academic concepts in content area, dual meaning**
- **Examples: condensation, rumble, equal**



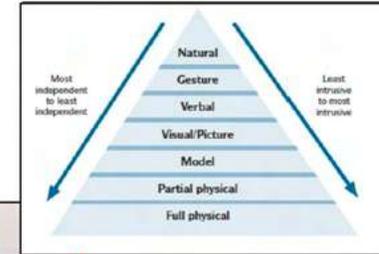
5. Focus Words

Focus Word	Picture	Definition
Captain Cook		An explorer who sailed to Australia a long time ago.
explorer		A person who goes to places they have never been before.
Australia		The country where we live.
		The country where Captain Cook lived.
		The country next to Australia.
		The first people living in New Zealand.
		The first people living in Australia.
		The first people to live in a country.



Key Vocab: technology changed past present

Big ideas:



History
Technology has changed from
the past to the present.

MATER DYS
I G V VP M PP FP
Level of Prompt
7 JUN 2017

Teacher: C. Heavey

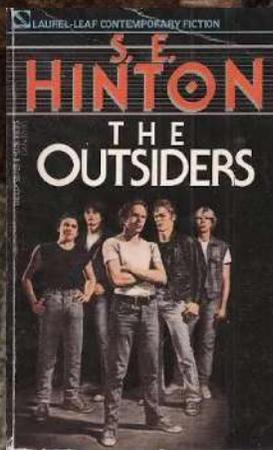
Technology changes how we do
things but not why we do things.

Technology



changed →

ADD SUPPORTS: RESPONSE OPTIONS



help



Who tells
about a person.

Chapters 1-9



Mtisha



Mr. Tate



Grandma



Jimmy



Goldy



Ice



Derek

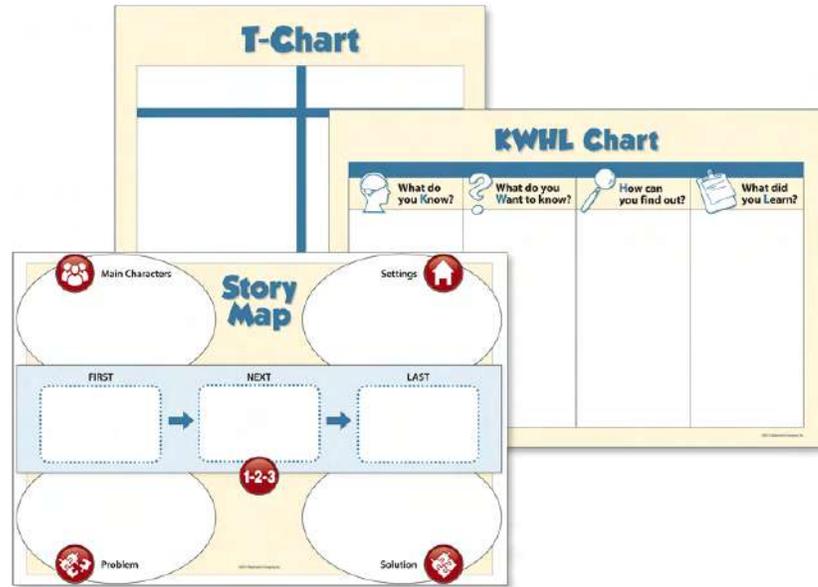


Coach



Ducky

- Provides a visual aid
- Simplifies responding by offering options
- Only use for students who cannot compose answer using speech



Graphic Organiser

Types of farming in Australia	Picture of farming	Food the farming provides	Picture of food
1. Beef (Cows)		Sausages, steak, mince	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

The table is titled 'Graphic Organiser' and has four columns: 'Types of farming in Australia', 'Picture of farming', 'Food the farming provides', and 'Picture of food'. The first row is filled with '1. Beef (Cows)', a picture of cows, 'Sausages, steak, mince', and a picture of sausages and steak. The second row is empty. The third row is empty. The fourth row is empty. The fifth row is empty. The sixth row is empty. The seventh row is empty. The eighth row is partially filled with a grid of small images related to farming and food. The ninth row is also partially filled with a grid of small images related to farming and food.

ADD SUPPORTS: GRAPHIC ORGANIZERS/SCAFFOLDS



USE SYSTEMATIC INSTRUCTION;

TASK ANALYSIS, TIME DELAY & RESPONSE PROMPTS



Vocabulary Script Using the Time-Delay Procedure

Note: "Show me" means any form of indication, including pointing to, pulling a card from a choice board, or eye gazing to a choice.

Vocabulary Cards

Round 1: 0-Second Delay

Round 1 is a warm-up round. Ss may need numerous trials at Round 1 before moving to Round 2.

Step 1 Present the vocabulary cards to a S and review them. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this first round, give the direction to find the target vocabulary. For example, say to one S, *Show me water*, and provide an immediate prompt (0-second time delay) by pointing to the vocabulary (water) while giving the direction.

Step 3 Provide feedback. If the S points correctly, provide praise, *Yes, you pointed to water*. If the S does not point to the correct response, use a physical prompt to help the S locate the

correct response. Then give praise, *Very good! You pointed to water*.

Step 4 Shuffle the cards and move on to the next word.

Step 5 Repeat these steps for each S in the group.

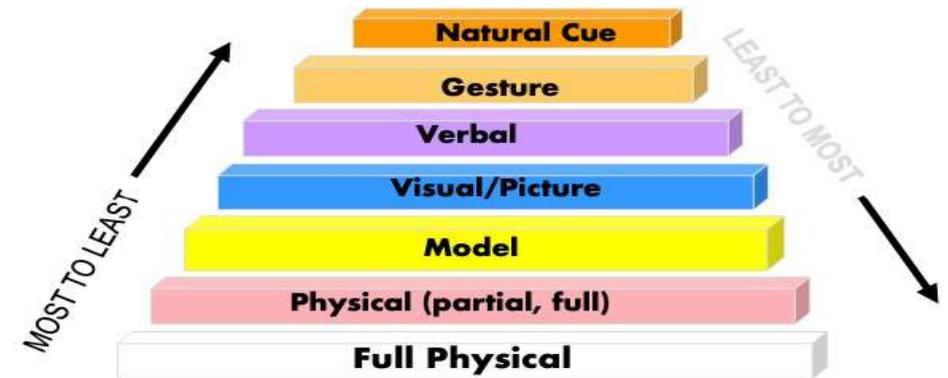
Step 5 Continue until each word has been presented 2 times.

Note: There should be no errors on this round. Do 0-second time delay 2 or 3 times. When the S consistently responds, move on to a 5-second time delay.

Round 2: 5-Second Delay

Step 1 Present the vocabulary cards to a S. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this second round, give the direction to find the target vocabulary. For example, say to one S, *Show me water*, and then wait up to 5 seconds (5-second time delay) for the S to independently respond or begin to initiate a response. Tell the



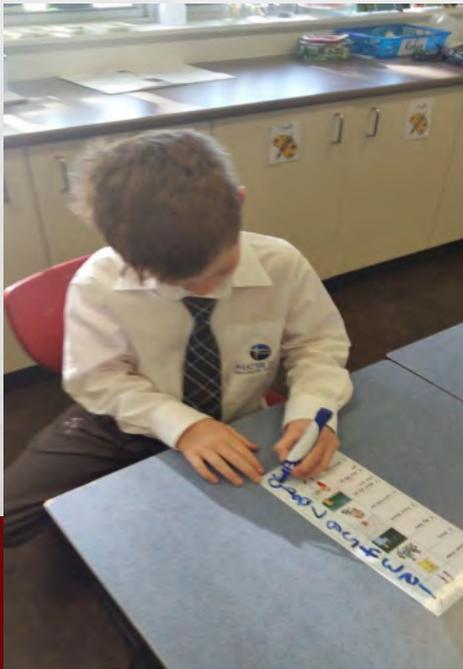
Research Task Analysis

Our Lesson		✓
1. Greeting		
2. Lesson Steps		
3. Story		
4. Big Idea		
5. Focus Words		
6. Let's find out		
7. What did we find out?		
8. How did we go?		
9. What else?		
10. Finished		

1. Click on Safari		
2. Click in the navigation bar		
3. Type - www.nff.org.au		
4. Click on - Commodities		
5. List the types of farming		
6. List what types of food or products each will provide		

SELF-DETERMINATION: STEPS OF INQUIRY LESSON

1. Greeting



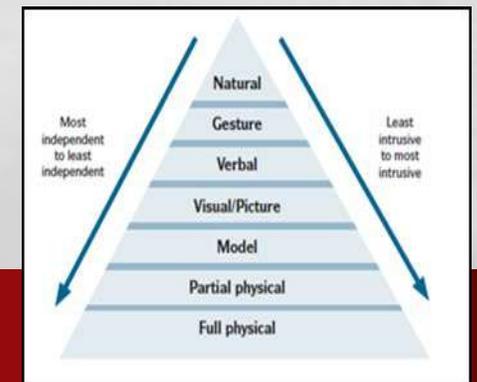
Prompting Hierarchy:

Level 1: Visual prompt (Smartboard - slide)

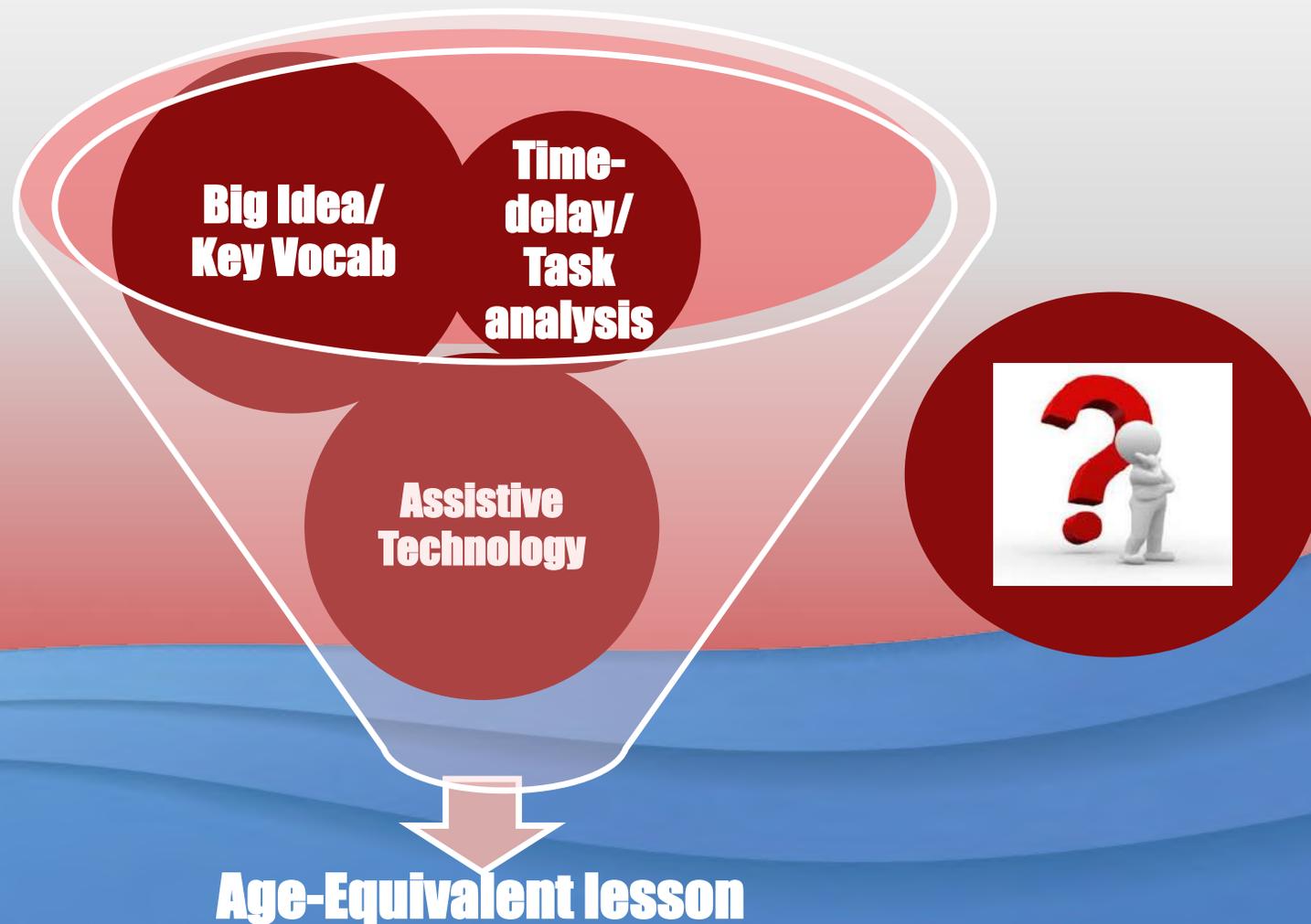
Level 2: Verbal – read the visual prompt

Level 3: Gesture – towards the students TA on their desk

Level 4: Gesture-point to the actual box to tick (verbal)



BUILDING AGE-EQUIVALENT CURRICULUM



3. BUILD FOUNDATIONAL SKILLS- DIFFERENTIATE INSTRUCTION

Early Literacy

Begin with (age appropriate) objects and books

Sensory Experiences related to story

Early Awareness and Anticipation of Familiar Story

RIGOR

Independent Reading

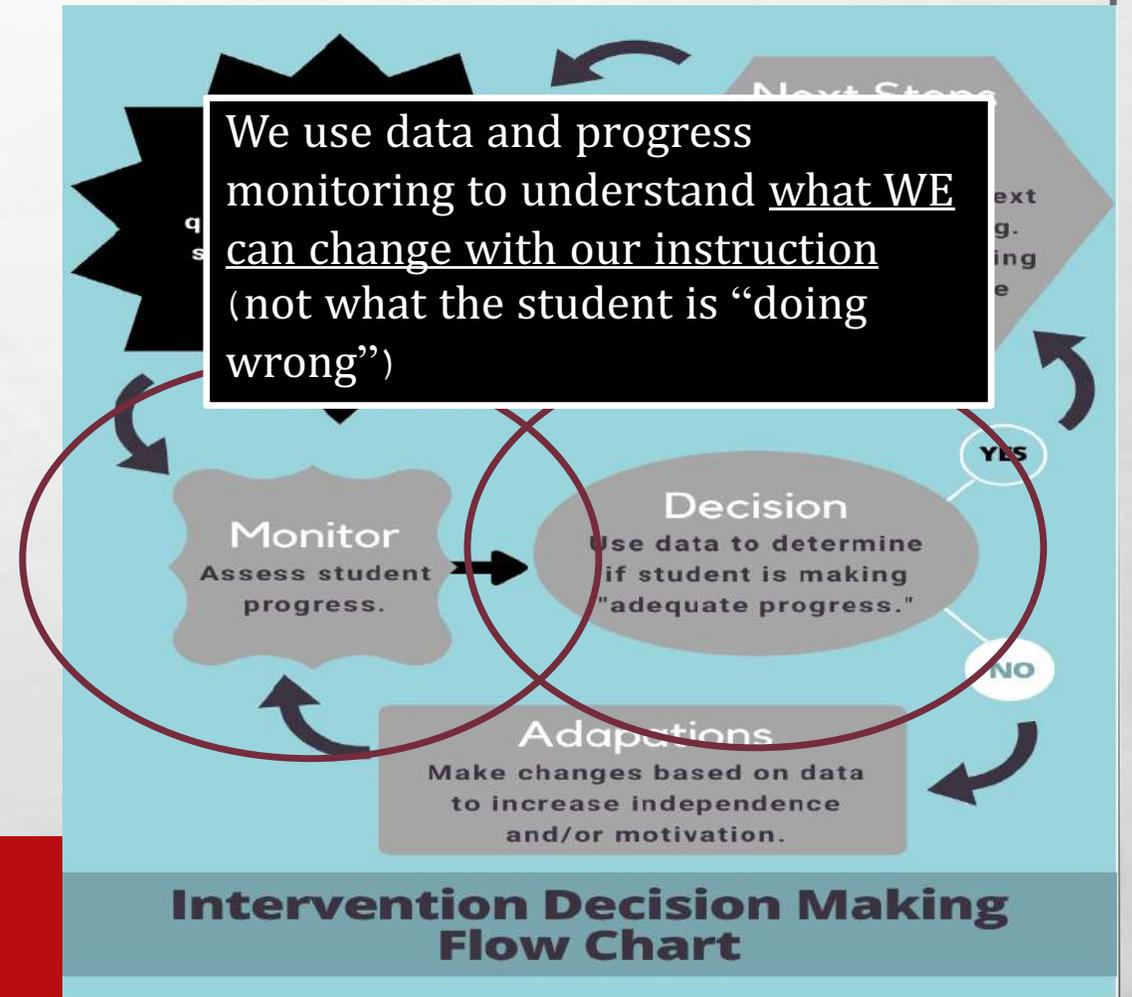
Story summary or some of story written at student's reading level

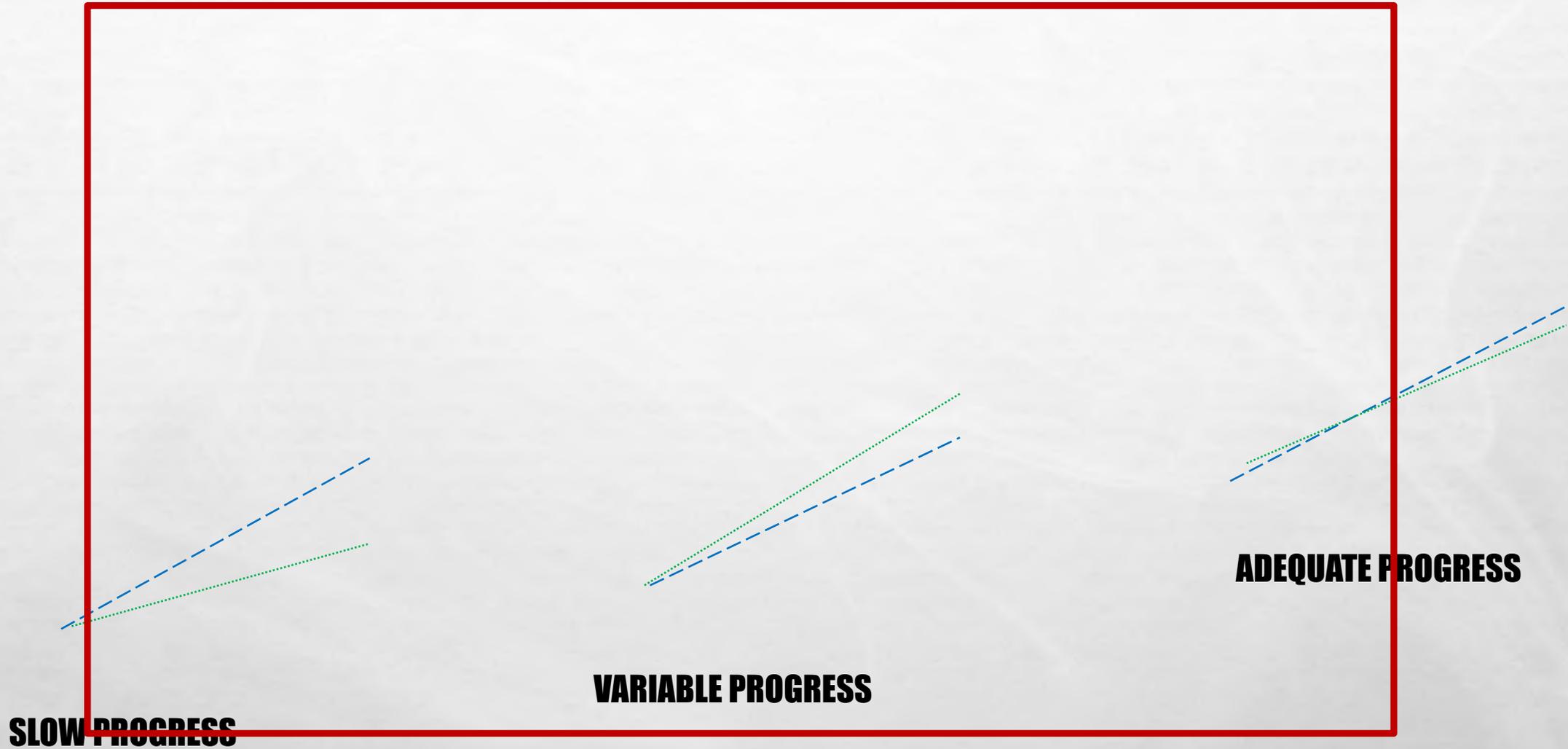
Combo: Teacher/Peer read-aloud and Student Reading

Phonic Instruction – to lead to independent reading

4. CONSISTENT DATA COLLECTION AND DATA BASED DECISION (DBD) MAKING

- DAILY DATA COLLECTION
- GRAPH DATA
- REVIEW DATA PATH EVERY 2-4 WEEKS
- USE DBD GUIDE (*JIMENEZ, MIMS, & BROWDER, 2012*)





SLOW PROGRESS

VARIABLE PROGRESS

ADEQUATE PROGRESS

NOTE Goal is set to 100% accuracy by end of month. This is only 2 weeks time.



Home

Communicative Supports

Peer Engagement

Resources

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Inclusive Leadership and Systems Change

Inclusive Instruction

TIP #6: Using the Least Dangerous Assumption in Educational Decisions



There has been insufficient research to date to know what students with the most significant cognitive disabilities are able to do when given the opportunity to learn rigorous content while provided with appropriate supports. The least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on the student outcomes and learning. Giving students with the most significant cognitive disabilities the opportunity to learn can help ensure their successful learning. This TIP includes an example, as well as implementation strategies and learning activities.

[View TIP #6: Using the Least Dangerous Assumption in Educational Decisions](#)

<https://tiescenter.org/resource/SH/Py-il1RbSn3Hb5fMYLZA>

A publication of
Creating Solutions

Disability Solutions

A Resource for Families & Others Interested in Down Syndrome & Developmental Disabilities

Volume 6, Issue 3 Fall 2005

The Least Dangerous Assumption A Challenge to Create a New Paradigm

by Cheryl Jorgensen, Ph.D.

Imagine you are about to meet for the first time a young woman who will be coming to your high school this year. Before you do, the following was shared with you about her.

Kim is a 16-year-old student who has a label of severe mental retardation. The usual battery of intelligence tests and adaptive behavioral evaluations have assigned her an IQ score of 40 and a developmental age of 36 months. She has seizures and sensory impairments. Her motor movements are jerky and uncoordinated, making it difficult for her to get around in small areas, write legibly, or use a computer. She is sensitive to certain environmental stimuli such as bright lights, loud noises, and rough textures in her clothing. She has no conventional way of communicating. She uses facial expressions and random

vocalizations to express emotions. When she is frustrated by a task or situation, she runs away or sometimes hits herself or others. She does not appear to be able to read.

How does this information affect her parents' and educators' decisions about Kim's educational program and adult life? Should you assume that these test results, labels, and observations are accurate representations of her current abilities and future learning potential? Do you advocate for her educational program to reflect content learning from the general education curriculum or is it based on teaching functional life skills? Should she be educated alongside students with significant disabilities only or included in a general education class?

In order to answer these questions, you first need to understand the prevailing paradigm, or belief, that governs the way that most people think about intelligence and

intelligence testing, the label of mental retardation, and the vision that we have for students with this label. In this article, I want to propose and add my voice to the work of other parents and educators who believe that only by creating a new paradigm, or shared belief, of high expectations based on the principle of the least dangerous assumption can anyone, parent or professional, make decisions about students' educational programs that will lead to a quality life in school and throughout their adult lives.

In 1984, Anne Donnellan, a respected researcher in special education, wrote that "the criterion of least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults." Furthermore, she concluded "we should assume

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A Feeling of 'Getting In'		

The most dangerous thing we can do is assume a student will not learn, therefore not try to teach.

RESEARCH
RESPECT
RIGOR



THANK YOU

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