

Schools for All Children

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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The Los Angeles Unified School District Position Paper Secondary Instruction and Services — Students with Disabilities Accessing the Core Curriculum

BACKGROUND

Historically, secondary students with disabilities have received a wide variety of special education services provided primarily by the special education teacher. These services have frequently been disconnected from the rigorous curriculum required in general education content instruction. Several movements within the Los Angeles Unified School District provide the opportunity to restructure the delivery of special education services to students with disabilities for the purpose of improving student achievement. Foremost among these are:

1. The development of Small Learning Communities and personalized learning within all secondary schools;
2. The requirements for improved student performance outcomes and graduation rates found in the *No Child Left Behind Act* and the *Modified Consent Decree*;
3. The emphasis in the *Modified Consent Decree* on reducing dropout and suspension rates; and
4. The expectation that students with disabilities will be programmed into core content classes and demonstrate progress within the general education curriculum, as outlined in the Individuals with Disabilities Education Act (IDEA) and supported by the outcomes of the *Modified Consent Decree*.

The LAUSD Division of Special Education is committed to providing a continuum of services for students with disabilities and envisions service delivery models composed of three interrelated and multi-layered special education service components at all comprehensive middle and high schools. These components consist of:

1. Co-planning;
2. Collaborative co-teaching and teaming; and
3. Integrated Learning Centers.

Students with disabilities may need multiple layers of service provision based on individual need.

PURPOSE

The purpose of this paper is to clarify the position of the District in regard to the participation of students with disabilities in the instructional programs at the secondary level. This paper describes the tiered approach to instruction, intervention, and services for secondary students with disabilities who are using the core curriculum.

POSITION

The District requires a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District's general education curriculum at the student's grade level or the District general education curriculum using accommodations or modifications of grade level curriculum (found in Section M, No. 9 of the Individualized Education Program). A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This research-based approach facilitates the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Program (IEP).

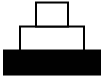
Special Education is service to support student achievement in the core curriculum in an integrated setting. The tiers **are not** synonymous with placement. In a tiered approach, IEP teams consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) yet now can receive those services in a variety of ways within the general education classroom and integrated learning centers.

ELEMENTS

A tiered approach has as a foundation the following beliefs:

1. All students with M/M disabilities participate in academic content instruction in the general education classroom with appropriate supports provided within that environment. A student may only be removed from this environment when there is significant evidence to indicate that the student's needs cannot be met in this environment even with supplemental supports and services.
2. When special education services are needed outside the general education setting, all courses continue to be based on grade level content standards and expectations. In order for this to occur, students must be enrolled in classes with one grade and one subject, unless that is not feasible. Multiple grade levels and/or multiple subjects should not be programmed into a single class.

TIERED APPROACH TO INSTRUCTION



TIER 1: BASE INSTRUCTION

Base instruction is grounded in grade level content standards and uses District approved curriculum and instructional strategies. It is focused on building content literacy, defined as fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic disciplines. Intervention is provided through the program using materials aligned with the course.

Instruction

Base instruction consists of the use of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction includes the use of accommodations as outlined in a student's IEP. This provides opportunities for students with disabilities to:

- learn content;
- access grade level curricula and textbooks;
- access content instruction from general education content specialists; and
- integrate with general education peers.

Base instruction requires the use of research-based instructional practices that support access to rigorous content curriculum. These include, but are not limited to, the use of:

- active engagement;
- advance organizers;
- communication of clear expectations and purpose;
- peer assisted learning;
- scaffolded instruction;
- strategy instruction; and
- Universal Design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students.

Intervention

Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.

Special Education Service Categories

Special education services are layered and may consist of any or all of the following:

- Layer 1: Accommodations within the general education class
- Layer 2: Co-planning between general and special educators;
- Layer 3: Co-teaching in general education content classes; and
- Layer 4: Direct instruction non-intensive.

Example: A student receives special education support through the instructional accommodations prepared during co-planning, participate in one co-taught academic class, and use the learning center to take tests.



TIER 2: EXTENDED INSTRUCTION

Extended instruction is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program.

Instruction

As in Tier 1, Tier 2 instruction is based on the foundation of research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP.

The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides a higher level of support to students.

Intervention

Intervention consists of the use of supplemental materials (Attachment D) targeted to address the specific areas of weakness identified through ongoing progress monitoring. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1.

Several general education intervention courses are in existence to address the literacy and math needs of students who are struggling with the acquisition of reading, writing, and mathematics. These include:

- Strategic Lit 1/2AB (High School);
- Literacy for Success AB (Middle School);
- Essential Standards Mathematics (11th and 12th grade).

Special Education Service

Special education services are layered and may consist of any or all of the following:

Layer 1: Accommodations within the general education class

Layer 2: Co-planning;

Layer 3: Collaborative co-teaching;

Layer 4: Direct instruction non-intensive; and

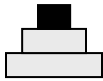
Layer 5: Direct instruction, intensive services.

Tier 2 students may access the Learning Center on an as needed basis and/or scheduled as an elective. The elective, *Developing Reading Skills in Content Areas* (Attachment C) serves to:

- teach learning strategies;
- support content instruction;
- preteach content material; or
- provide immediate reteaching.

This elective class is designed to be standards-based, explicitly taught, and connected to content curriculum. It is not considered study skills or study hall.

Example: A student receiving services through a special day class participates in all academic content instruction in the general education classroom. The special educator co-teaches in two academic classes and co-plans with the academic team. The student participates in an elective in a learning center supported by special education to improve reading skills across the curriculum.



TIER 3: INTENSIVE INSTRUCTION

Intensive instruction refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate *severe* literacy or math deficits requiring more specialized, intensive instruction.

Instruction

Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day class). Strategies used may include the use of:

- frequent progress monitoring of student learning;
- direct and explicit instruction;
- small group instruction;
- controlled task difficulty;
- intensive strategy instruction and application;
- extended instructional time; and
- ongoing systematic and corrective feedback.

Intervention

Intervention is intensive, provided in a smaller groups (creating small groups within a larger group), and tied to specific areas of student need as identified through ongoing progress monitoring. It is **not** provided as replacement of the core curriculum but **in conjunction** with grade level curriculum. This will require that teachers structure the instructional program and special education supports to provide both content instruction and intervention in small groups. The move to block scheduling facilitates this type of instruction.

Special Education Service

Special education services are layered and may consist of any or all of the following:

Layer 1: Accommodations within the general education class

Layer 2: Co-planning;

Layer 3: Collaborative co-teaching;

Layer 4: Direct instruction non-intensive; and

Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class).

Example: A student receiving services through a special day class can be programmed for content instruction in math in special education. The student participates in general education content classes for science, DRWC, and social studies with support through co-teaching and co-planning.

GLOSSARY

Base Program: consists of the use of the core curriculum based on grade level standards.

Co-planning: a process by which two teachers plan, analyze, modify, and evaluate their instructional efforts.

Co-teaching: two or more professionals jointly delivering substantive instruction to a diverse group of students in a single physical space (Friend & Cook, 2000)

Learning Center: a non-intensive school-based program provided in an integrated classroom setting. Instructional content to address the student's IEP goals is under the direction/supervision of the special education teacher. Instruction may be provided by general education staff and/or by special education staff.

Regular class with accommodations: student is educated in the general education classroom with accommodations to the general education curriculum that do not fundamentally alter the content standards. The accommodations are implemented through collaboration between general and special education personnel. Instructional content is under the direction and supervision of the general education teacher. Special education staff provides no direct instruction for the student.

Scaffolding: a process in which the learner participates in the full performance of a given activity to the degree to which he or she is capable. The adult provides assistance while the learner gains competence. Expectations are increased and assistance is decreased as the student moves towards independence.

Universal Design: implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. The following three principles form the basis for universal design. The curriculum provides:

1. Multiple means of representation;
2. Multiple means of expression;
3. Multiple means of engagement.

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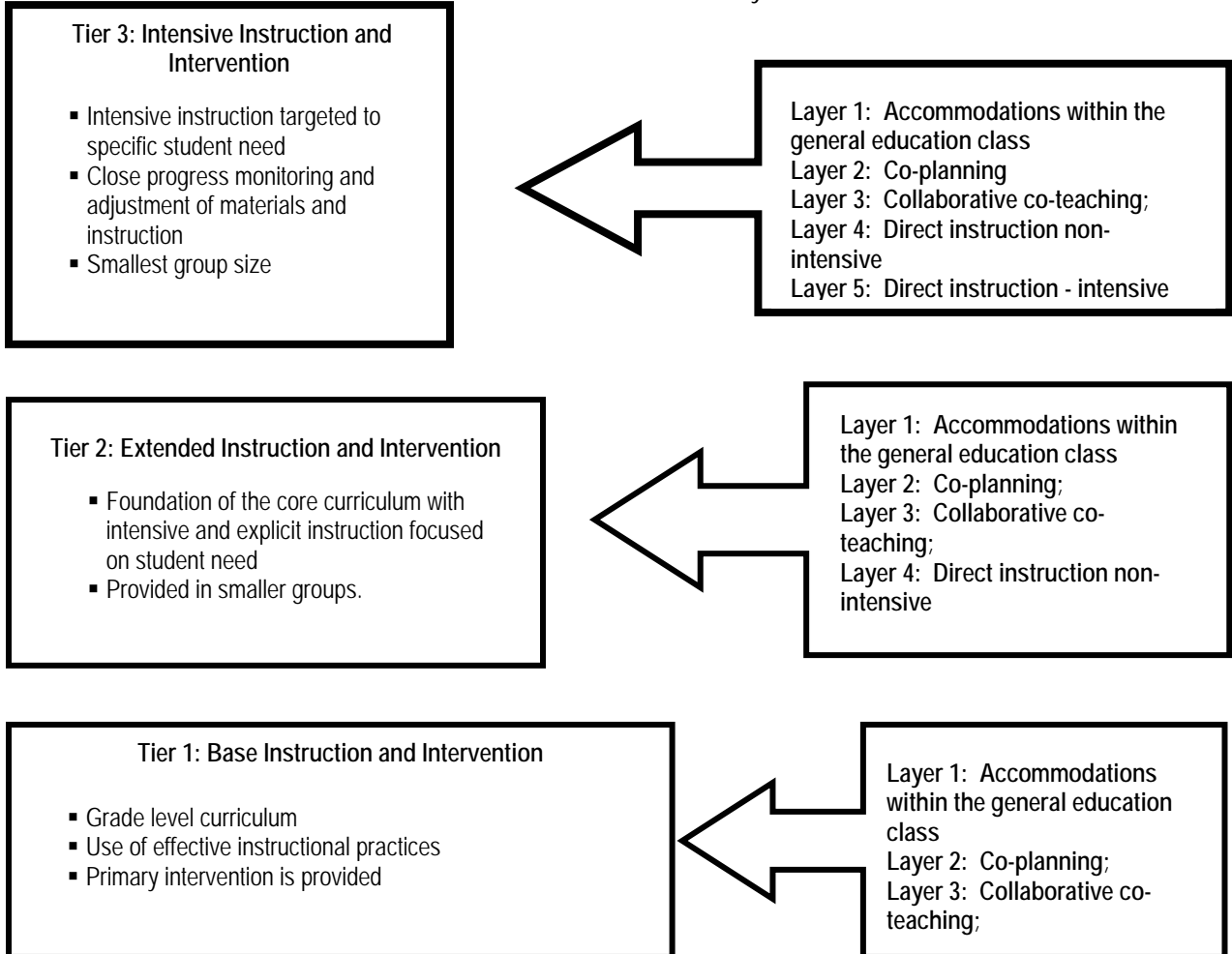
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Tiered Instruction and Intervention

Layered Special Education Services

Special education services are gradually layered on as student need intensifies.



Foundations

- Ongoing student progress monitoring and program evaluation are required components at every level of the tiered approach.
- Instruction at each level is more intense and explicit.
- Instructional group size is reduced as the need for intensity increases.
- Levels are fluid. Students move back and forth based on progress monitoring and mastery of benchmarks.

	Tier 1 Base Instruction and Intervention	Tier 2 Extended Instruction and Intervention	Tier 3 Intensive Instruction and Intervention
Layer 1 Accommodations	Accommodations are built into instruction.	Accommodations might include: <ul style="list-style-type: none"> ▪ Use of visuals and organizers, ▪ Oral testing, ▪ Paragraph frames, ▪ Peer buddies. 	Accommodations might include: <ul style="list-style-type: none"> ▪ peer readers; ▪ oral reading; ▪ note takers; ▪ dictation or oral retells; ▪ text adaptations.
Layer 2 Co-planning General and special educators plan lessons together during common planning time, grade level meetings, department meetings, etc.	<ul style="list-style-type: none"> ▪ Identification of big ideas of instruction ▪ Develop the instructional accommodations for presentation, expected outcomes, and assessment 	<ul style="list-style-type: none"> ▪ Identify the big ideas of instruction, ▪ Develop instructional strategies, student supports, and ▪ Determine targets and benchmarks for intervention. 	<ul style="list-style-type: none"> ▪ Identify the big ideas of instruction ▪ Develop instructional strategies, student supports ▪ Determine targets and benchmarks for intervention, and ▪ Determine when and where the intervention will take place
Layer 3 Co-teaching Services are provided through co-teaching between general and special educator.	<ul style="list-style-type: none"> ▪ Joint teaching ▪ Parallel teaching ▪ Station teaching ▪ Teach and chart ▪ Lead and support 	<ul style="list-style-type: none"> ▪ Parallel teaching ▪ Station teaching 	<ul style="list-style-type: none"> ▪ Alternative teaching
Layer 4 Direct Service Non-intensive	Student might access the learning center to take tests	Small group instruction in the general education classroom. Learning Center drop-in. Developing Readers and Writers Course with co-planning.	Elective: Developing Reading Skills in the Content Area Developing Readers and Writers Course with co-teaching.
Layer 5 Direct Service Intensive	Difficult to provide in the general education setting unless block scheduling is used and time within the block is allotted to small group and individual intervention daily.	Service provided through the Learning Center.	Learning Center for content instruction in: <ul style="list-style-type: none"> ▪ English ▪ Math ▪ Elective

**Los Angeles Unified School District
 Division of Special Education**

Continuum of Services for Secondary Students with Disabilities Accessing the Core Curriculum



Level of services	Collaborative Co-planning	Collaborative Co-teaching	Learning Center	Special Day Services
Staff	<ul style="list-style-type: none"> General education teachers Special education teachers Support personnel Itinerant teachers 	<ul style="list-style-type: none"> General education teachers Special education teachers Support personnel Paraprofessional 	<ul style="list-style-type: none"> General education teachers Special education teachers Itinerant teachers Support personnel Paraprofessional 	<ul style="list-style-type: none"> Special education teacher Paraprofessional Itinerant staff
Students	Students accessing core curriculum	Students accessing core curriculum	Students accessing core curriculum	Students accessing core curriculum who demonstrate significant needs
Learning Environment	General education classroom	General education classroom	Learning Center and general education classroom	Special day class- Integrated Special day class- non-integrated
Content	Core curriculum with accommodations if needed	Core curriculum with accommodations if needed Some intervention materials	Intervention materials Strategy curriculum Social skill curriculum	Core curriculum with accommodations or modifications Some parallel materials
Process	<ul style="list-style-type: none"> Class observations Department /grade level meetings Professional development Common planning time Model lessons 	<ul style="list-style-type: none"> Co-teaching methods <ul style="list-style-type: none"> Joint teaching Station teaching Shadow teaching Parallel teaching IWT or Workshop DRWC Content area based on student need 	<ul style="list-style-type: none"> Flexible use <ul style="list-style-type: none"> Pull-out Drop-in Programmed in <ul style="list-style-type: none"> English or Math Elective 	
Benefits	<ul style="list-style-type: none"> Provides access to rigorous core curriculum Professional problem solving Accommodations and modifications embedded in initial planning Shared expertise Early intervention 	<ul style="list-style-type: none"> Shared ownership Shared resources Access to rigorous core curriculum Access to content level specialists for instruction Promotes generalization of skills Early intervention Progress monitoring Accommodations and modifications 	<ul style="list-style-type: none"> Provides instruction with a smaller teacher/student ratio Opportunities for preteaching and reteaching Allows for cognitive strategy instruction Flexible grouping based on needs Remediation instruction 	<ul style="list-style-type: none"> Provides instruction in smaller teacher/student ratio Allows for intensive instruction

Students move fluidly between levels of service and may receive any combination of service. For example: Student participates in general education math with support through co-teaching and co-planning, learning center for an elective, special day class for English and general education social studies and science.

ELECTIVE-ENGLISH SPECIAL EDUCATION

<p>English/Developing Reading Skills in the Content Area SH AB</p> <p>Course Code Number</p>	<p>41-35-05 Eng/Dev Reading Skills in Cont Area MS A (RSP or SDC) 41-35-06 Eng/Dev Reading Skills in Cont Area MS B (RSP or SDC) 41-35-07 Eng/Dev Reading Skills in Cont Area SH A (RSP or SDC) 41-35-08 Eng/Dev Reading Skills in Cont Area SH B (RSP or SDC)</p> <p><u>May be repeated as elective credit only once</u></p>						
<p><u>Course Description</u></p>	<p>The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community.</p>						
<p><u>Instructional Units/Pacing Plans</u></p>	<p>Systematic instruction based on individual needs.</p> <p>*Suggested Week</p> <table style="margin-left: 40px;"> <tr> <td>Total</td> <td>Based on individual needs</td> </tr> <tr> <td>*19</td> <td>*16</td> </tr> <tr> <td>traditional</td> <td>year-round</td> </tr> </table> <p>*Suggested weeks are recommended time allotments for a semester course and may be double for an annual course.</p>	Total	Based on individual needs	*19	*16	traditional	year-round
Total	Based on individual needs						
*19	*16						
traditional	year-round						
<p><u>The California State Content Standards</u></p>	<p>This elective course is designed to assist students with disabilities in acquiring the prerequisite skills needed to achieve the grade level standards outlined in the <i>Reading/Language Arts Framework for California Public Schools</i>. All four domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking, will be emphasized throughout this course.</p>						
<p><u>Representative Objectives</u></p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events. • Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations. • Give examples of literal and implied meaning of words and trace their derivations. • Paraphrase and summarize to increase understanding. • Follow directions and a sequence of events or ideas presented in oral or written form. • Relate content area selections to personal experiences. • Detect fact, opinion, and inference in content area materials. • Summarize information from content area materials in a coherent manner, with generalizations supported by specific details. • Trace the etymology of words and use knowledge of roots and affixes to understand their meanings. • Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics. • Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English. • Locate information in reference texts by using organizational features (e.g., prefaces and appendixes). • Use various reference materials (e.g., dictionary, thesaurus, card catalogue, encyclopedia, online information) as aids to writing. 						
<p><u>Representative Performance Skills</u></p>	<p><i>In accordance with their individual capacities, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Survey main points of a chapter (chapter headings), preview chapter introduction and summary, formulate questions based on chapter headings, read to answer the questions, and recite answers to questions in own words and review. • Distinguish between significant and minor details and fact and opinion. • Connect events in content area selections to personal experiences as well as historical context in oral language situations. • Classify and arrange oral and written information in sequence. • Use comprehension strategies, such as paraphrasing, visual imagery, or self-questioning to understand and recall content information. • Use paragraphs to organize information and ideas. • Generate and organize ideas for writing (e.g., outlining, webbing, clustering) and include appropriate facts and details. • Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion. • Develop a controlling idea that conveys a perspective on the subject. • Interpret charts, diagrams, tables, maps, and other visual organizers. • Edit own writing or the writing of others using dictionaries, charts, and other resources including the teacher or peers. • Identify recurring themes in content area materials. 						
<p><u>Performance Assignment</u></p>	<p><i>California Language Arts Content Standards</i> specify what will be measured on the state assessments. The representative objectives identify the specific learning experiences that are to be taught in this course. <i>District Benchmark Standards</i> identify the interdisciplinary connections and indicate what skills will be measured on the District performance-based assignment and the pending state test.</p>						

Reading Supports for Students with Specific Learning Disabilities

Program	Description	Focus	Age/grade	Publisher Information	Comments
LANGUAGE!	A comprehensive literacy intervention curriculum. Program adopted by the district for use in the Developing Readers and Writers Course.	Level 1: phonemic awareness, phoneme-grapheme correspondence, decoding, encoding, accuracy and fluency. Level 2: syllabication, morphology, and syntax Level 3: Greek morphology and literature.	Grades 1-12 Level 1 Primer –2.5 Level 2 2.5–6.0 Level 3 6.0-9.0	Sopris West (800) 547-6747	<ul style="list-style-type: none"> Organized into three levels of 18 units each. Placement testing required.
REACH	Leveled intervention program that progresses from teaching letter sounds and blending skills to reading expository passages.	Phonemic awareness Fluency Decoding Comprehension	4 – 12 students reading k and up	SRA/McGraw Hill (800) 565-5758	<ul style="list-style-type: none"> Scripted lessons. Placement tests required. Three levels in decoding, three levels in comprehension.
Breaking the Code	Intensive program designed for students who either cannot read or are so impaired in their reading that they cannot function in school.	Phonics Writing Fluency Comprehension	4 - 12	SRA/McGraw Hill (800) 565-5758	<ul style="list-style-type: none"> Scripted program. Can be completed in one semester.
Wilson Reading	Follows the Orton multisensory approach. Targets secondary students with severe decoding and spelling difficulties.	Decoding Fluency Comprehension	Secondary readers reading 2 nd grade or above	Wilson Language Training Corporation 508) 865-5699	<ul style="list-style-type: none"> Requires training. Small group, individual at least 2x per week Not a comprehensive reading program.
REWARDS	A twenty lesson scripted program that teaches a flexible strategy for decoding multisyllabic words	Decoding Fluency	4 th – 12 th	Sopris West (800) 547-6747	<ul style="list-style-type: none"> Designed for older struggling readers 20 lessons, can be completed in one semester Follow-up content book available
Sounds and Letters	Designed for older students with delays in phonemic awareness.	Phonemic Awareness Phonics	Upper grades	Sopris West (800) 547-6747	<ul style="list-style-type: none"> A component to the LANGUAGE! Program. Can be used as a stand-alone program 18 unit series
Visualizing and Verbalizing	Concept imagery program	Comprehension	K – 8	Gander Educational (800) 541-5523	<ul style="list-style-type: none"> Training needed to utilize program

Program	Description	Focus	Age/grade	Publisher Information	Comments
Seeing Stars	Symbol imagery program	Word recognition Symbol imagery Sight words	1-12	Gander Educational (800) 541-5523	<ul style="list-style-type: none"> • Training needed to utilize program
Soar to Success	Intervention program that teaches reciprocal teaching and use of graphic organizers to increase comprehension	Comprehension Vocabulary development	3 – 8	Houghton Mifflin	<ul style="list-style-type: none"> • Small groups (5-7) • Can be used with second language learners
Read 180	A comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level.	Intervention program. Includes software, audio books, and paperbacks.	6 - 12	Scholastic 1(877) 234-7323	<ul style="list-style-type: none"> • Currently available in some schools.
<i>Resources for Developing Reading Skills in the Content Area</i>	Description	Focus	Age/grade	Publisher Information	Comments
Skills for School Success	Direct instruction program designed to teach the specific skills students need to be successful in all classrooms. Multiple levels are available.	School behaviors and organizational skills Learning strategies Strategies for studying and for test taking Textbook reference skills Graphics	4 - 12	Curriculum Associates (800) 225-0248	<ul style="list-style-type: none"> • Easy to use • Teaches skills students need to be successful in the general education classroom • Direct instruction
Makes Sense Strategies	Software that allows teachers and students to develop think sheets and graphic organizers aligned to content instruction.	Think sheets Graphic organizers Organizational skills	4 - 12	Masterminds Publishing, llc (205) 339-0433 www.GraphicOrganizers.com	<ul style="list-style-type: none"> • Easy to use for both instructional planning and student development • Supports all student learning
<i>Teaching Reading in the Content Areas: If not me, then who?</i>	A resource to assist teachers in expanding and refining their repertoire of teaching strategies.	Provides teachers with a foundation of strategic teaching tools to support students in accessing content material.	6 - 12	McREL (303)337-0990	<ul style="list-style-type: none"> • Blackline masters are available for duplication with students. • Available for Science, Math, and Social Studies