

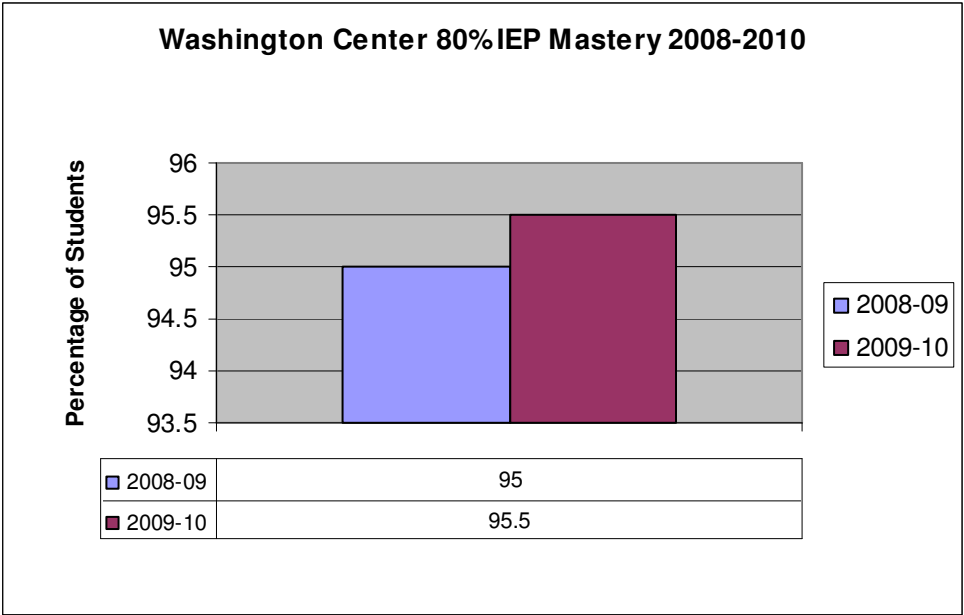
STUDENT ACHIEVEMENT

STUDENT LEARNING NEEDS AND DESIRED RESULTS

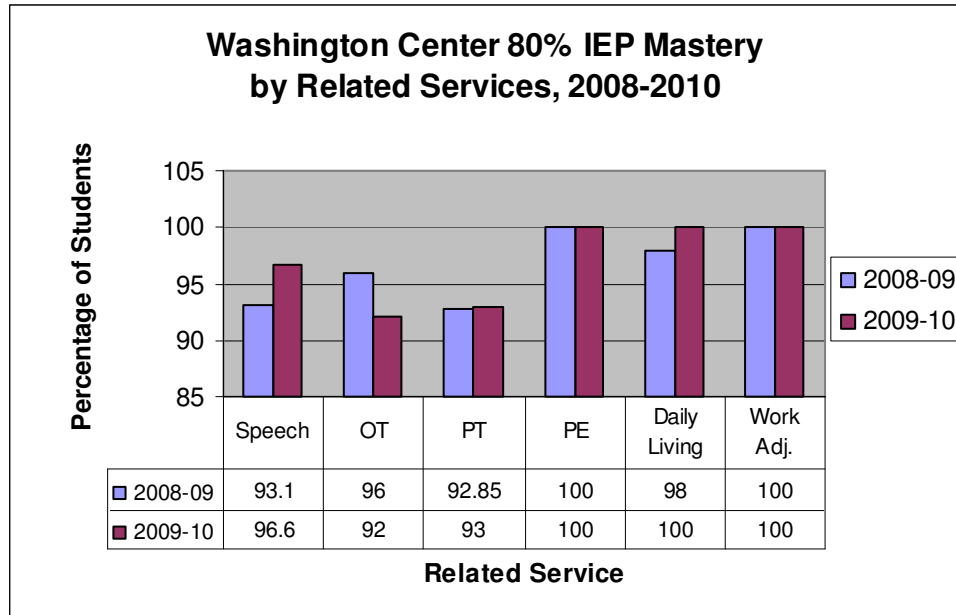
Student Achievement Results: Individualized Educational Plan (IEP)

Measuring academic achievement for students with severe mental disabilities is a challenging task. Each student has an Individualized Educational Plan (IEP); quarterly reviews are designed to measure improvement. Progress is viewed in small increments and/ or by maintenance of progress levels. Along with academics, student achievement includes communication, self-help, motor and adjustment skills. Our students receive instruction from a multi-disciplinary team. Those who qualify receive services from Speech, Occupational and Physical therapists. Related services include Adapted Physical Education, Work Adjustment and Daily Living.

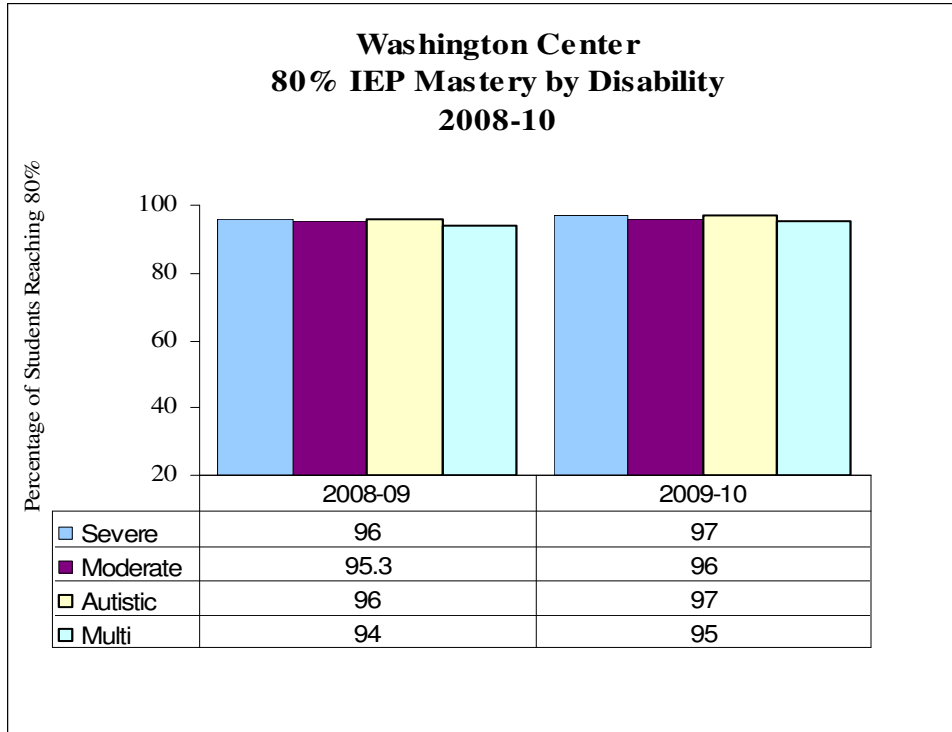
Standardized academic assessments do not provide reliable measures of progress as our students' multi-handicapping conditions prevent adequate testing conditions. The ELDA assessment is used in a modified version for our Hispanic population. Traditionally, our school relies on the results of each student's yearly IEP as the standard to measure progress. Each IEP is an encompassing measure including individual needs in communication, motor, adjustment, self-help and pre-vocational skills in a task analyzed form. Skills are increased in complexity and independence as warranted by mastery. Input for developing goals and their objectives involve the multidiscipline team of parents, teachers, therapists and related service providers. Instructional team members update the IEP objectives quarterly; these scores provide progress report data.



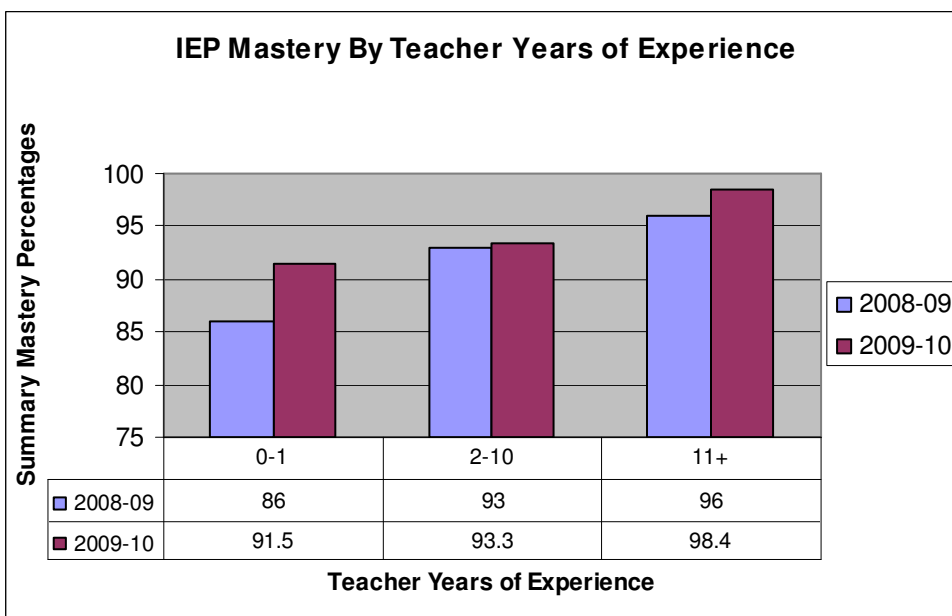
Data reflects an increase in mastery of objectives from 95% during the 2008-09 school year to 95.5% the following year, 2009-10. Over this data collection period, instructors began to realize the importance of developing attainable and appropriate objectives in small increments. Writing objectives in small task analyzed steps has proven productive in improving progress scores. As reflected in the graph above, yearly results reflect an upward trend in mastery scores with the emphasis placed on using task analyzed small increments and realistic IEP objective expectations.



During previous School Strategic Plan analyses, data proved that related service mastery results, especially those providing isolated instruction, frequently lowered student mastery results. Further investigation of the data indicated that the related service objectives written and instructed in isolation, without instructional team input, received the poorer achievement results. Our goal of mutual collaboration of IEP goal development and instruction was continued during the 2008-09 or 2009-10 school years. As a result all related services reflected gains in IEP goal mastery, ranging from 92.85% to 100% during the 2008-09 school year. The following year, 2009-10, related services ranged from 92% to 100%. OT had a decrease from 96% to 92%, while Speech, PT, PE, Daily Living, and Work Adjustment had increases as illustrated in the graph above.



With the awareness of continued improvement, current data reflects the Strategic Planning Goal emphasis and staff development efforts. Training and materials have concentrated on Autistic and Behavioral issues. Results in the 2008-10 IEP mastery levels reflect improvements in all disability areas as noted in the above graph.



As demonstrated on the chart above, teachers in their first and second years of service were unable to reach student IEP mastery levels comparable with their more experienced colleagues. Based on this concern, new teachers received concentrated support in instructional strategies to improve IEP objectives. In a comparative update, novice teachers demonstrated improved scores in student IEP mastery achievement from 86% in 2008-09 to 91.5% in 2009-10. During the targeted school years, all teacher experience categories showed overall improvement; as did novice teachers.

Student Achievement Results: South Carolina Alternate Assessment

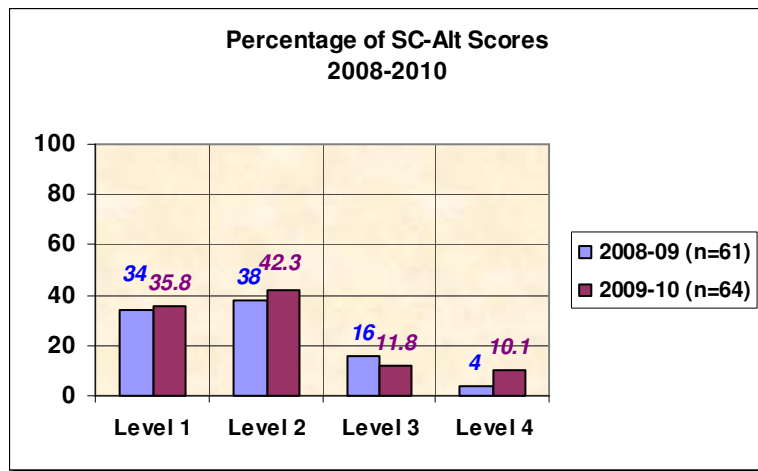
The 1997 amendments to the Individuals with Disabilities Education Act (IDEA 97) created the mandate to include all children, including the children with significant disabilities, in the state testing and accountability systems. The South Carolina Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students. The South Carolina Curriculum standards provide the basis for alignment across the state education system for district and school curricula, classroom instruction, units of study, and learning experiences.

Washington Center teachers and administrators were active in the creation of the assessment. We have on campus a District SC-Alternate Test Coordinator, as well as other teachers who are involved in a variety of state-based meetings.

The 2005-06 school year was the last year to include comparisons of PACT-Alternate and HSAP-Alternate yearly data. The format of the assessment has been radically revised to a performance-based test. In response to our continued avocation for a more informational and less burdensome format, the State Department of Education has enlisted new contractors. The new direction has yielded the SC Alternate Assessment (SC-Alt), mirroring the regular education PASS in a once-yearly test. The format includes tasks of 4-5 items of standards-based interactive activities. The items reflect communication and instructional strategies used by the tested special needs population. State-wide administrators and teachers, including Washington Center representatives, have been instrumental in developing the test items. An entry point and ceiling score have been included to avert student frustration for inappropriate test items. Scores are

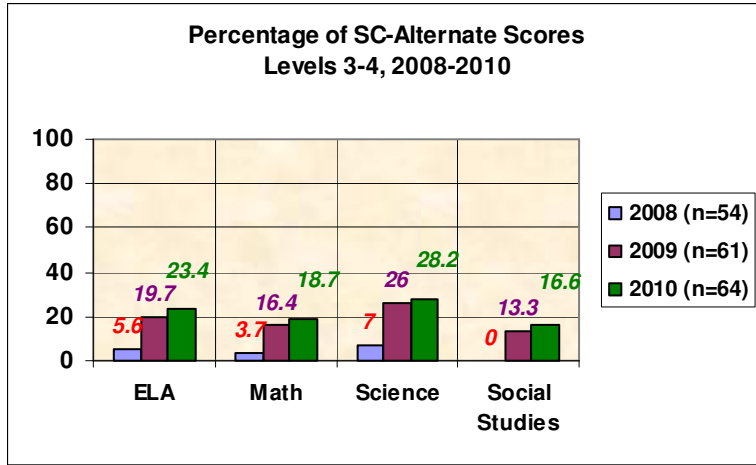
reflected in the current Washington Center Strategic Plan updates and Reflections on Alternate Assessments.

AYP standards equate our program with all schools throughout the state according to a rubric of criteria. Washington Center parents and staff are pleased that AYP academic standards are consistently reached for academic and attendance achievements. Because Washington Center students are cognitively unable to achieve Carnegie Units for a diploma, Certificates of Attendance are awarded upon exiting the district program at age 21. Legislative criteria for attaining AYP mandate graduation/diploma rates; therefore, Washington Center is unable to attain AYP.



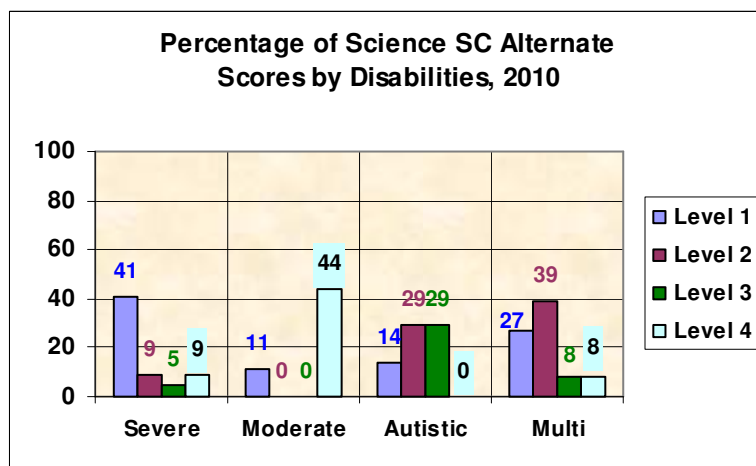
SC-Alt scores are based on four levels: level 1 as the lowest ranging to level 4 (highest rating). The above graph compares students' average SC-Alternate test scores over a two year period. As evidenced, there has been a significant increase in level 4 test scores over the past year. The number of students scoring in the level 2 range has also improved as evidenced in the above graph.

Emphasis on support and training for teachers administrating the SC-Alternate Assessment continues to be a priority for the 2008-2011 school years. The inclusion of standards in lesson plans and as a goal for each teacher's PAS-T evaluation required commitment to standards-based instruction. Notebooks of standards are provided for each teacher. Related arts teachers are also held responsible for standards-based instruction sharing in the goal. Assessment Standards and Measurement Guidelines were reviewed by faculty, added to each notebook, and updated.



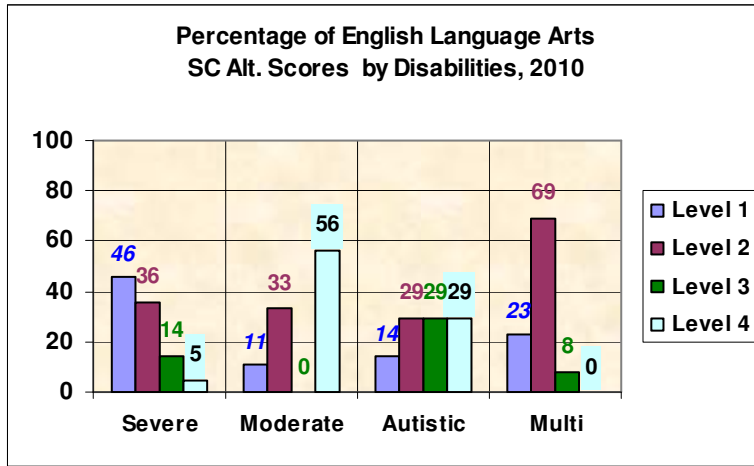
The above graph compares SC-Alternate test scores for four subjects for levels 3-4. With our curriculum emphasis on communication and literacy, higher scores in ELA were expected as evidenced. Science results also scored in the high range with Social Studies as the lowest score. A specific emphasis was placed on providing strategies to improve Science standards-based instruction during the 2008-09, as well as the 2009-10 school years. As evidenced in the above graph, Science scores increased significantly during the 2010 test administration.

We further analyzed the progress and deficits by disaggregating the results according to student disabilities within each subject area.

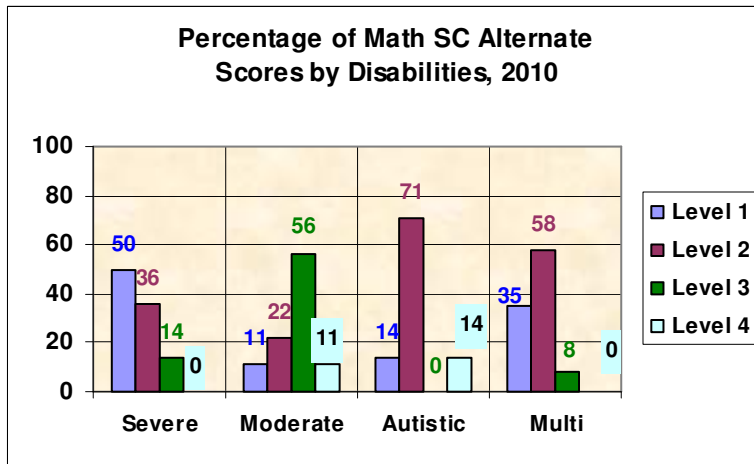


The previous graph illustrates SC Alternate Science scores disaggregated by disabilities from the 2010 assessment. Severe/Profound students scored primarily in the level 1 range indicative of the functional ability. Multiple

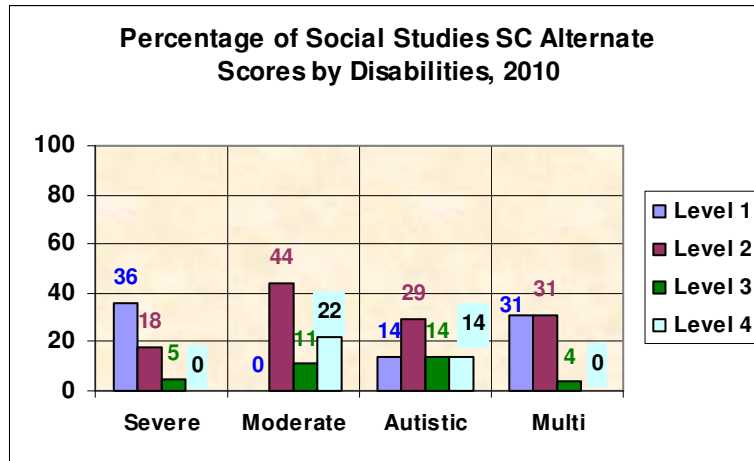
Disabled and Autistic populations results were the highest of the four disabilities.



The graph above illustrates English Language Arts (ELA) scores disaggregated by disabilities from the 2010 assessment. The Multiple Disabled student populations' results were highest. Students categorized as Severe/Profound displayed the most scores in the level 1 range, as expected. Data showed the most equability in ELA among the disability categories than the other subject areas.



The graph above illustrates SC-Alt mathematics scores disaggregated by disabilities from the 2010 assessment. Severe/ Profound students scored primarily level 1 range indicative of the functional ability. Autistic and Multiple Disabled populations results were the highest of the four groups.



The graph above illustrates SC-Alt Social Studies score levels by disabilities for the 2010 assessment. The number of students taking the Social Studies portion of the SC-Alt is lowered, as students ages 8, 10, 11, and 13 either participate in Science or Social Studies. As evidenced, the majority of Moderate Disabled students scored in the level 2 range; however, 22% of the students scored in the level 4 range.

Reflections on Alternate Assessments

Issues related to alternate assessments continue in regards to how students with severe and profound disabilities are tested and instructed on standards intended for students functioning in the normal/gifted and talented ranges. According to the National Research Center on Learning Disabilities (NRCLD) in a November 2007 U.S. Office of Special Education Program (OSEP) report, three areas of concern contributes to confusion and skeptics of alternate assessments.

According to the report, "Technical and equity issues complicate the ease with which students with disabilities may participate in large scale assessments and accountability systems, resulting in large numbers of these students being exempted. For the most part, when students do participate, data is not usable, accessible, or timely." The report also states that, "Confusion exists regarding accommodations and modifications in the use of large scale assessments and there continues to exist an unclear relationship between the use of assessments on large scale test and their use in daily instruction." A second issue raised by this report is that, "In general, the public does not understand standards- what

they are, their purpose, and how to gauge progress against them. Nor are they convinced that students with disabilities should be included in large scale assessments of achievement." A third issue this report found was that, "Tension exists between the traditional special education focus on individual student achievement and the corresponding general education focus on group achievement- with neither side in full agreement as to the whos, whats, and wherefores of standard based reform." According to a September 24, 2009 article by Valerie Strauss from the Washington Post, she proclaimed, "NCLB did not improve student achievement because its prescription for reform--high-stakes standardized tests and a sanctions regime that penalized schools for failing to raise test scores--has nothing to do with the way students learn or real academic achievement. Standardized test scores alone are not valid indicators of how well anybody does their job--not a teacher and not a student. Researchers have shown this over and over, yet policymakers continue to ignore the evidence."

On January 28, 2011, 4th District Representative Trey Gowdy met with Washington Center and Greenville County School District administrators to discuss concerns with the requirements of the No Child Left Behind Law as it negatively impacts our ability to achieve Adequate Yearly Progress (AYP). Mr. Gowdy and attendees toured classes and expressed concerns about the requirements for instruction in regular education standards for students needing functional skill instruction instead. He promised to advocate for a revision of the NCLB Law in consideration of special needs populations such as ours as reported in a subsequent article in The Greenville News, January 29, 2011.

The Greenville News, February 11, 2007, sites an article by Nancy Zuckerbrod of the Associated Press. The article references groups who advocate the rewriting of the No Child Left Behind Law, specifically the inappropriateness of testing the most disabled students, "But critics say the tests are still too hard for some children and do not reflect lessons typically taught to severely disabled students."

According to a April 24, 2010 article by Michael Chandler from the Washington Post, the state of Virginia will be phasing out their alternative assessment and will replace it with a standardized multiple choice test because the current assessment inflates passing rates and obscures data the public relies on to understand gaps in student achievement. Average passing rates for the alternate assessment have exceeded those for multiple choice tests in recent years, causing confusion and concern over why students with the greatest learning challenges were performing best. According to an article from American Institutes for

Research dated February 6, 2009, South Carolina and New Mexico are two states that use an alternate assessment design that has been approved under the No Child Left Behind Act. The design of the test is more efficient because it cost less than most other alternate assessments and requires less testing time for students and teachers.

Our Student and School Goals

Staff ideas for strategies to support effective learning served as the inspiration to develop four school-wide goals. These goals support our vision, mission and values to provide attainable tasks for our students and staff.

Washington Center will:

1. Raise student academic challenge and performance by participation in Alternate Assessment testing and IEP mastery.
2. Ensure quality personnel in all positions by monitoring opportunities for specific training.
3. Provide a school environment supportive of learning via the support of technology.
4. Improve public understanding and support of our student population.

Our data shows that writing task-analyzed objectives in small increments has produced increased IEP objective mastery. Also, data results reveal that revising inappropriate IEP objectives yields student progress. However, statistics show that related service objectives written without instructional team input results in less measurable achievement. The students in the Moderate classification of mental disabilities have better mastery of IEP objectives than those with more severe disabilities. Research has led us to investigate sensory awareness activities for the severe/ profound population. According to Morris cited in *Neurodevelopmental Strategies for Managing Communication Disorders in Children with Severe Motor Dysfunction*, "data points to multi-sensory environments as a method to increase sensitivity and awareness." Staff believes that improved achievement can result from several new and continuing approaches, including:

- Continue task-analyzing objectives, using small attainable increments.
- Amend inappropriate objectives.
- Pursue new instructional approaches for the Severe Mental Disabled.

- Investigate instructional strategies and materials for the increasing multi-disabled student population.
- Collaborate with related service providers in developing IEPs.
- Increase technology availability
- Provide in-service for instructional strategies for targeted needs such as behavior management and cortical vision impairment

School Processes and Root Causes

Mental Disabilities knows no limits, i.e. class, race, socio-economic group, culture, etc. It appears in all walks of life. Heredity, birth defects, physical trauma are all contributing factors. Advances in neo-natal and medical care contribute to the increase in survival rates of students that would not have lived several years ago. It is our charge to provide appropriate instructional experiences for all of our students.

What the Data Tell Us

Over the past several years, the overall rate of students receiving special education services has increased. “The nation’s public school systems collectively educate more than 6 million students with disabilities, about nine percent of the school-age population” (Swanson, *Special Education in America*, 2008). Swanson went on to state that particular student groups, specifically African Americans and Native Americans, were more likely to be served in special education classes. Additionally, Asian Americans were least likely to receive special education services while Whites and Hispanics fell somewhere between. Is this continuing growth of identified students due to a small number of specific disorders such as ADHD and autism or could it be contributed to clearer guidelines and improved methods for diagnosing disabilities?

A research study (November 2006) published in *The Lancet*, a British medical journal, found that industrial chemicals are linked to a significant rise in developmental disorders. Exposure to these toxins during pregnancy puts the developing brain of the fetus at a higher risk of neurological disorders such as autism and cerebral palsy. According to a recent article (2010) published in the *Center for Exceptional Children*, factors such as genetics and environmental

exposures (i.e. pesticides, infections, hormone imbalance, mercury in vaccines) were identified as possible links to autism.

According to a study conducted by Wyrobek (2006), older men who wait to father children may increase the risk of having children with genetic disabilities. At age 56, men usually start having an abnormal DNA index. Since 1980, there has been a 40% increase in older men fathering children.

Medical advances are increasing survival rates of medically fragile, disabled children. "Roughly half of all extremely premature infants demonstrate learning and physical disabilities by the time they go to school", according to a British study published January 5, 2005 in *The New England Journal of Medicine*. "The stories of tiny "miracle babies" may be heartwarming, but their futures are often bleak. The results showed that 20 percent of the children had no problems, while 22 percent had severe disabilities, such as severe cerebral palsy (children not walking), very low cognitive scores, blindness or profound deafness. The proportion of children with cerebral palsy with severe or moderate motor disability was 12 percent, and 24 percent had moderate disability, such as cerebral palsy (but walking), IQ/cognitive scores in the special-needs range, or lesser degrees of visual or hearing impairment."

In a related article, Kate Grossman, *The Associated Press*, states, "thirty years ago, 90 percent of babies born at 28 weeks died, but today more than 90% live." Research continues to verify the disabilities wrought by premature births, "Only 20% of the tiny 'miracle babies' born after less than 26 weeks of gestation had no neuromotor or mental disability. Cerebral palsy, mental retardation, chronic lung disease, blindness and hearing loss are among the lifelong challenges that often face extremely premature infants," *Daily News Central Health News*, January 6, 2006. We need to prepare our staff for instructional strategies, syndrome awareness and medical support for this population.



Special Education categories have been broadened to represent “multi-disabled” and “developmentally delayed” to include students having a variety of disabilities. Instructional strategies for this population should be an in-service topic. Our strategies to improve mastery of IEP objectives have proven productive in that all categories of disability have equally improved in attainment. Research indicates that sensory awareness strategies improve student participation in instruction. Ermer and Dunn, *The American Journal of Occupational Therapy*, find that “sensory integration satisfies a child’s inner drive to integrate information. Sensory Integration Therapy links an adaptive response to sensory input especially for children functioning in the low range of mental disabilities.” Another instructional tactic involves augmentative communication. Locke, Wright and Sagstetter in their article, “Bringing the world of voice to individuals with severe disabilities” in *Closing the Gap* site “voice output communication aid (VOCA) as an important part in creating a communication system. Having a voice opens the door to participation, inclusion, independence and fun.” As suggested by the research, our staff recommends continued and expanded involvement in voice output instruction, as well as keeping abreast of new related technology.

During the 2008-09 school year our population of Hispanic students increased to 8. During the 2009-10 academic school year we saw another increase in our Hispanic population and had 9 Hispanic students enrolled at Washington Center. The 2010-2011 Hispanic enrollment at Washington Center is currently at 8 students. Our Hispanic enrollment still lags in comparison to community representation, and lends awareness for identification and preparation for this ethnic group. According to the *Disability Status, Census 2000 Brief*, issued March 2003, the Hispanic child disability rate was lower than that of other ethnic

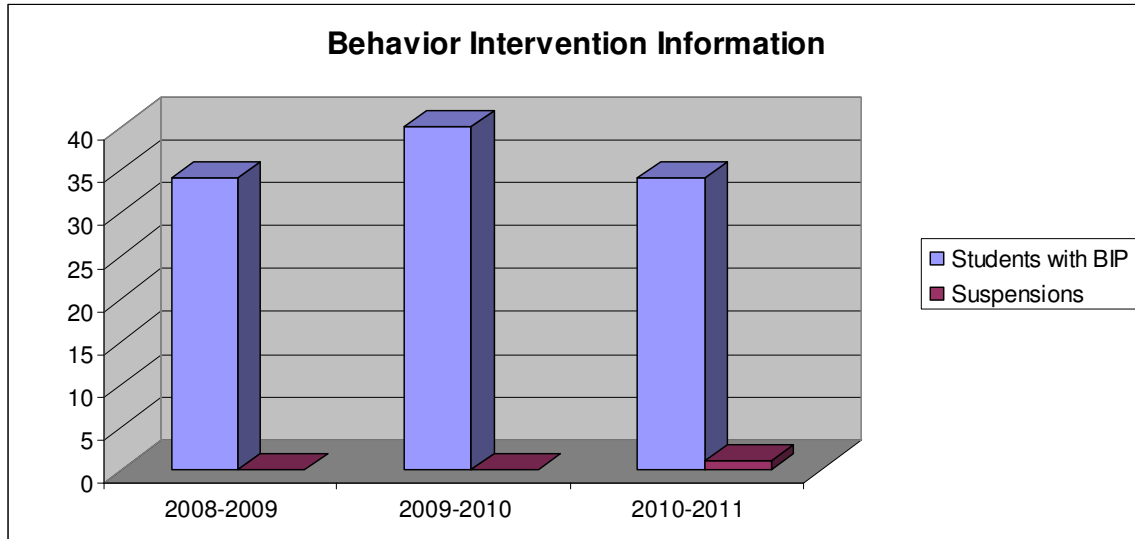
groups, 5.4%. With only 6% in 2008-09, 7% in 2009-10 and 6 % in 2010 -2011 of our students represented in this category, we can expect continued increase in the Hispanic population. Preparation in bi-lingual materials and communication is warranted.

Our student achievement results indicate that for the most part we are doing a fine job in writing and achieving attainable objectives. We have discovered ways to improve our scores and always place priority on helping our students to achieve their potential.

We must stay aware of our student and community populations so we can prepare to meet their needs. "Detailed, high-quality data on the population of students with disabilities represents a critical foundation of knowledge necessary to inform the broader enterprise of special education, through monitoring and evaluating the quality of services, tracking the outcomes of students with disabilities, setting realistic but meaningful expectations for performance, and developing more effective and well-calibrated approaches to policy making and school-based practice" (Swanson, 2008).

Behavioral Issues and Strategies

As the student population of Washington Center grows, the complexity of disabilities encountered becomes challenges for the program. One concern expressed in staff surveys and data is the increasing number of behavior issued students. In recognition of behavior challenges, data has been gathered for students with suspensions and Behavior Intervention Plans (BIP). The following graph represents the 2008-2009, 2009-2010, and 2010-2011 school years. During the 2008-2009 school year there were 0 suspensions and 34 students requiring a BIP. During the 2009-2010 school year there were 0 suspensions days and 40 students requiring a BIP. During the 2010-2011 school year there was 1 suspension and 34 students requiring a BIP.



As a strategy to analyze causes and targeted behaviors to address, Administration has offered a variety of trainings for faculty and staff. Applied Behavior Analysis Level 1 training was provided for all faculty members. The majority of faculty and staff members are trained in Crisis Prevention Intervention (CPI). All faculty and staff members working with students requiring a BIP are required to receive CPI training. A select group of faculty and staff members are trained in Applied Physical Training to assist students in extreme situations. The Applied Physical Training team members attend monthly refresher training and mock practice drills. Functional Behavior Assessment (FBA) training has been given to all faculty members and required prior to BIP completion. District mandates required that an FBA be completed prior to the development of a BIP. This data indicates that behavior management is an important issue and need for our program. Data indicates that increased training has resulted in fewer students who require a BIP. As the complexity of disabilities in our program continues to grow, we will continue to provide training and utilize behavior management strategies.

Reflections on Summary of Progress

Student achievement analyses in this document have been highly productive. We have a clear path for increasing student achievement and plans to extend progress. Strategies for writing appropriate and attainable IEP objectives are being practiced. Alternate Assessment procedures have been standardized. We realize the importance of raising our scores, as they will become a permanent

part of our district school report card. Our vision and instructional beliefs have been cemented into attainable school wide goods. We all agree that partnerships with home and the community should be strengthened. We have also learned to study our student achievement results along with our school processes. Our disaggregated data has proven that student achievement can be viewed from many dimensions. Now more than ever, we must make sure that students with disabilities are given access to an education that maximizes their unique abilities.

Our data has indicated that IEP objectives generated and instructed using a collaborative method, involving teachers and related therapists, result in improved mastery. Concentration in improving scores for our Severe/Profound population has been successful. Task analysis of objectives and revision of inappropriate expectations are productive tactics. Providing support for inexperienced teachers to instruct IEP objectives is important for goal attainment.

Desegregation of SC-Alternate data proved that we have work to do in improving scores. In 2009 -2010 as evidenced, there has been a significant increase in level 4 test scores over the previous year. With our curriculum emphasis on communication and literacy, higher scores in The English Language Arts (ELA) were expected as evidenced. Supported by strategies to improve science scores, science scores increased significantly during the 2010 test administration. We further analyzed the progress and deficits by disaggregating the results according to student disabilities with each subject area. Severe/Profound students scored primarily in the level 1 range indicative of the functional ability. Multiple Disabled and Autistic population results were the highest. Support for Social Studies standards-based instruction needs to be a priority as this subject area averaged the lowest scores. High school target standards have been revised for biology, replacing physical science curriculum. This is further reason for enhancing and updating biology related instructional and curriculum materials. Standards-based instruction continues to be a team effort. All instructors, including related arts, are required to include standards in lesson plans and are held accountable for standards-based instruction through PAS-T requirements.

The English Language Arts (ELA) scores disaggregated by disabilities from the 2009 – 10 school year shows the Multiple Disabled student population results were highest. Data showed the most equability in (ELA) among categories than the other subject areas.

Our initiatives have produced improvements in student achievement. Tactics to improve IEP results have been beneficial: task analyzing, amending inappropriate objectives, collaboration in writing and instruction, and quarterly reviews. We have provided support and updated equipment for instructional tactics for the severe/profound population.

Behavior management is a continuing priority for our program. Data shows that behavior issues, as measured by suspensions, continues to drop with FBA/BIP development and use and staff training. During the 2009-2010 and current school years, there were 0 and 1 suspension days and the number of students requiring a (BIP) decreased.

To summarize training that addresses behavior management continues to be an important part of our Performance Goal Objectives and Professional Development. The majority of faculty and staff members are trained in Crisis Prevention Intervention (CPI). A select group of faculty and staff members are trained in Applied Physical Training to assist students in extreme situations. Data indicates that increased training has resulted in fewer students who require a BIP. As the complexity of disabilities in our program continues to grow, we will continue to provide training and utilize behavior management strategies

With the inclusion of Washington Center in the State Report Card and Adequate Yearly Progress (AYP) reports, we realize that we are accountable for student academic progress measured both by alternate assessments and traditional IEP progress. AYP is awarded in part according to the percentage of student academic scores within the Proficient and Advanced ranges. It is of concern that only 10.1% of our students' SC-Alt scores were within this criteria range during the 2009 -2010 school year.

In 2009 -2010, Washington Center did not achieve AYP. Due to the requirement for graduation rates, our students do not "graduate", but receive a certificate of attendance. This disqualifies us from achieving this criterion. Although school personnel have requested an exemption for our unique population, representatives from the South Carolina Department of Education and the Educational Oversight Committee have responded that a change in legislative law would be required to exempt Washington Center from the current graduation rate mandates for AYP. Washington Center does meet the AYP criteria for attendance rates and percentage increase for yearly academic progress. Although graduation rate criteria prevent our attaining AYP, staff strives to reach benchmarks in the remaining areas.

In the four categories of IEP Mastery Data, Severe/Profound, Moderate, Multiple, and Autism, percentages continue to remain high. During 2009 -2010, each category attained from 95% - 97% mastery. Data reflects an increase in mastery of objectives. Autistic students mastered 97% of their IEP objectives. Severe/Profound and Multiple Disabilities remained relatively constant, each in the high 95%. Further desegregation of scores indicated that first year teacher mastery scores produced lower mastery percentages than comparable areas. This tenure will continue to receive concentrated support in improving student IEP mastery. All related services reflected gains in IEP goal mastery, ranging 92.9 % - 100%. 2009 -2010 IEP mastery levels reflect improvements in all disability areas. Also noteworthy is that scores for all disability categories remain consistently comparable.

Washington Center's involvement in the alternate assessment process is in response to our student achievement goal. Our school's ongoing involvement in shareholder committees continues to be beneficial. Student population needs have been represented when making state-wide alternative assessment mandates. The current performance based format provides a less burdensome evaluation from the teacher standpoint and mirrors the PASS evaluation used in regular education. SC-Alt includes grades 3 – 8 and age 15 (HSAP-Alt) to produce a unified, continuous assessment. This format yields accumulative academic information beneficial in following and analyzing a student's progress.

Next Steps

We must continue to gather, disaggregate and analyze our student IEP and SC Alt achievement data, along with questionnaire results and demographic data. Data from previous years suggests that IEP formulation and instruction using a team approach should result in achievement improvement. Thus far, information has suggested staff training to prepare for anticipated student needs. Our team has decided that our subsequent focus for attaining student progress should be to:

- Continue the emphasis of making IEP objectives relevant, task-analyzed, and attainable.
- Continue the process of co-writing and instruction of related service IEP objectives.

- Expand our political contacts for advocating for realistic standards in our achieving AYP and for revisions to the NCLB Law.
- Provide training and support for teachers in the administration of the SC-Alternate Assessment.
- Provide quarterly IEP and standards-based instruction progress reviews with Instructional Teams and Administrators.
- Provide intense and consistent support for new teachers in all aspects of student instruction.
- Prepare for the Hispanic population by implementing cultural and communication strategies to serve the representative students and families.
- Include representation in the SC-Alt committees' decision making.
- Provide concentrated support for social studies standards instruction and include biology for high school grades.
- Insure that standards-based instruction is regularly implemented through the inclusion of standards listed on lesson plans.
- Team instruct in standards by requiring that related arts and services be accountable for standards-based instruction through PAS-T requirements.
- Research support training to enhance behavior management strategies.
- Training and instructional strategies for severe/profound using standards-based instruction.